

Foreign Language Teaching Enjoyment: In-Service English Language Teacher Perspectives

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To cite this article:

Durmuş, R. İ., Akman Yeşilel, D. B. (2025). Foreign Language Teaching Enjoyment: In-Service English Language Teacher Perspectives. *Journal of Qualitative Research in Education*, 43, 164-185. DOI: 10.14689/enad.43.1901

Abstract

Emotions are essential in the language learning process because they influence the quality of education. A review of the literature reveals that most of the studies centered on negative emotions, specifically learners' language learning anxiety, while there is limited research on the emotions that teachers report experiencing during language teaching. This study aims to explore the experience of foreign language teaching enjoyment (FLTE) among teachers. A qualitative research methodology was used to gain a thorough understanding of FLTE sources. A focus group semi-structured interview was employed to receive in-depth responses from the interviewees. To ensure reliability, multiple coding rounds were conducted for intra-coder consistency, and another researcher was recruited to ensure inter-coder consistency. Nine in-service teachers teaching at different educational stages participated in the study. As a result of the interviews, three sets of variables were identified: teacher-related, student-related, and teaching practice-related factors. The study found both common and different sources of FLTE at each stage. Based on the findings, it can be suggested that pre-service language teacher training programs and in-service professional development courses can implement strategies to enhance FLTE. Moreover, curriculum designers should consider incorporating elements of flexibility that allow for differentiation and individualization of instruction to foster FLTE.

Keywords: Teaching enjoyment, positive psychology, foreign language enjoyment

About the Article

Submitted Date: Dec. 11, 2023

Revised Date: Jun. 24, 2025

Accepted Date: Jul. 24, 2025

Article Type:

Research

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Introduction

Emotions are an indispensable part of foreign language teaching (henceforth FLT) since the manner in which both students and their teachers handle emotions can have an impact on the quality of education that students receive, ultimately affecting their social, emotional, and cognitive growth and development over time. It can be asserted that, for about forty years, investigations of emotions have predominantly centered on negative emotions, specifically language learning anxiety, as noted by Daubney, Dewaele, and Gkonou (2017). Although there exists a plethora of studies focusing on language learners' emotions, the investigation of particular, distinct emotions felt by teachers, e.g. enjoyment, anger, or anxiety, has not been extensively studied (Frenzel, 2014). Currently, there is insufficient research on the stages of emotions that teachers commonly report experiencing in the course of FLT (Frenzel et al., 2016). There is a common view among researchers that emotions are an essential aspect of both teaching and being a teacher (Pekrun & Linnenbrink-Garcia, 2014). In fact, teaching is fundamentally driven by emotions (Hargreaves, 1998).

Frenzel et al. (2020) stated that the term "teacher emotions" refers to the emotions teachers go through while carrying out their professional responsibilities. Since teachers engage with various groups, including students, colleagues, superiors, and parents, their emotions are socially constructed and personally experienced (Schutz et al., 2006). Wu and Chen (2018) further demonstrated that teacher emotions are linked to the teachers' personal characteristics and teaching methods, their relationships with students. Another contributing factor is out-of-class communication, which enables teachers to observe the long-term impact of their teaching through ongoing contact with students. This sustained connection can foster a sense of fulfillment as teachers witness their students' continued achievements and progress, thereby further enhancing FLTE, which is shaped by context-specific variables such as institutional requirements, workplace interactions, and policy revisions. As a consequence, teacher emotions have a prominent impact on shareholders in the journey of language teaching and learning. Frenzel et al. (2021) highlighted that despite the significant influence of teacher emotions on both the teachers themselves and their students, there has been a lack of focus on the specific emotions experienced by teachers. Therefore, expanding the understanding of emotions felt within the context of FLT is a valuable endeavor.

The majority of prior research on emotions in the context of FLT has primarily focused on negative emotions, with less attention given to positive ones (Arnold, 2011). However, over the past decade, there has been an increased emphasis on examining positive emotions, specifically enjoyment, which can be defined as "a complex emotion, capturing interacting dimensions of the challenge and perceived ability that reflects the human drive for success in the face of difficult tasks" (Deweale & MacIntyre, 2016, p. 216). In other words, it can be interpreted as a positive emotion that assists language users in overcoming negative emotional responses by enhancing their ability to adapt and persevere during the language learning process. Following the increase in the positive movement, known as a "positive renaissance" in psychology and "positive turn"

(Dewaele & Li, 2018) or "affective turn" (MacIntyre & Mercer, 2014) in the EFL field, new practical dimensions and applications have emerged (MacIntyre, 2016). Among a range of positive emotions, enjoyment plays a crucial role in academic achievement, particularly in the foreign language classroom. Despite an increasing focus on investigating foreign language enjoyment among students in recent years, limited attention has been paid to this emotion from the perspective of language teachers (Dewaele et al., 2018; Dewaele et al., 2019; Piechurska-Kuciel, 2017).

Research Aim

It is disappointing that there is limited information about foreign language enjoyment from the perspective of foreign language teachers, considering their crucial role in the language learning process. Therefore, this research aims to explore the experience of foreign language enjoyment among foreign language teachers. Given the recent increase in interest in this area, investigating enjoyment can provide valuable insights into the emotions of language teachers, which are an integral part of the system that affects student emotions, cognition, and behavior (Frenzel et al., 2021) as well as the quality of the language learning process. Likewise, in response to Mercer's (2016) call for "a little more of a teacher-centered approach in the field" (p. 214), the current study was designed.

Accordingly, the following research questions were formulated:

1. What might be the possible sources of FLTE for EFL teachers while teaching English at different educational stages: primary school, secondary school, high school, and university?
2. What might be the common possible sources of FLTE regarding teacher-, student-, and teaching practice-related factors?

Method

Research Design

Qualitative research was chosen for its flexibility and adaptability in exploring FLTE sources, allowing for a comprehensive understanding through rich data generation (Cresswell & Cresswell, 2018). Among qualitative research designs, this study employed focus group interviews as the research method since they enable detailed discussions among participants with a common interest. This method proved suitable for identifying perceptions, opinions, and attitudes, providing insights into group dynamics and interactions (Krueger, 2014). The preference for focus group interviews was also driven by their cost-effectiveness and interactive nature. The meticulous execution of the focus group interview followed the recommended steps by Krueger and Casey (2015): planning, developing questions, recruiting, moderating, and analyzing.

Participants

A multi-stage recruitment procedure using convenience sampling, where participants are selected based on ease of access and availability, was implemented (Cresswell &

Cresswell, 2018). In-service English language teachers were recruited from graduates of the English Language Department at Ondokuz Mayıs University, ensuring their familiarity with one another to facilitate focused group interviews. Nine participants, seven females and two males, with diverse teaching levels, including primary, secondary, high school, and university stages, were recruited. Their average age was 29, and their teaching experience ranged from 3 to 33 years. Participant identities remained confidential, coded as T1 to T9, to ensure anonymity in the research.

Data Collection Tools

A flexible semi-structured interview format, featuring open-ended questions and follow-up probes, was employed to gather data in a comfortable and natural manner while ensuring consistency across interviews (Creswell & Creswell, 2017). The interview form was developed in accordance with the research objectives and relevant literature. Additionally, expert opinions from four field specialists were obtained to ensure the clarity, relevance, and comprehensiveness of the questions. Based on their feedback, necessary revisions were made meticulously. The interviewer prepared a list of open-ended questions but retained the freedom to explore emerging topics during the interview, facilitating a deeper exploration of participants' experiences, perspectives, and beliefs while ensuring coverage of key topics.

Data Collection and Analysis

Participants were briefed about the aim of the research and their consent was taken to record the online focus group interviews. Demographic questions were answered, followed by participants sharing enjoyable moments from their Foreign Language Teaching (FLT) experiences. Semi-structured interview questions were then tailored based on their responses. Each focus group interview lasted approximately 60 minutes, and data collection continued until thematic saturation was reached, ensuring that no new significant themes emerged. The qualitative data, transcribed for analysis, underwent multiple coding rounds using MAXQDA22 plus software. To ensure consistency, intra-coder rounds were performed, and another researcher was involved in inter-coder consistency checks, aligning with recommendations for unbiased results (Mierzwa, 2019; Revesz, 2011). An inter-coder agreement rate of 88% was achieved, indicating a high level of reliability. This level aligns with the standards suggested by Miles and Huberman (1994), who regard 85% and above as strong agreement. Discrepancies were discussed and resolved through consensus.

Findings

The findings of the study were aligned with the research inquiries.

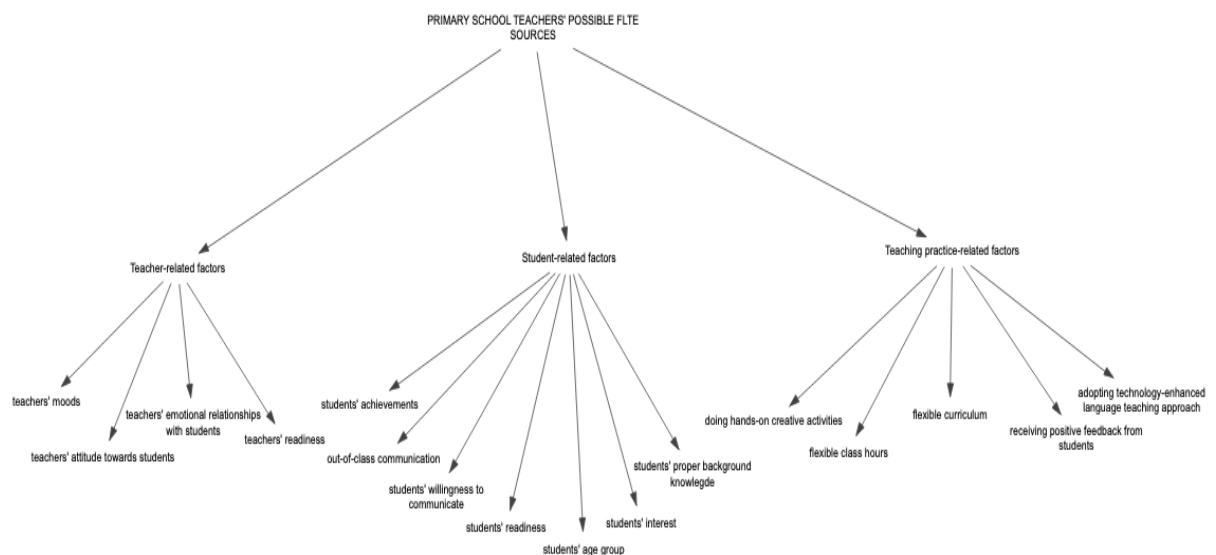
RQ 1: What might be the possible sources of FLTE for EFL teachers while teaching English at different educational stages: primary school, secondary school, high school, and university?

Regarding the first research question, the data extracted from interviews with educators were coded regarding four different educational stages—primary school, secondary school, high school, and university—and three sets of variables as teacher-, student-, and teaching practice-related factors. The analysis revealed that there are both common and stage-specific sources of FLTE, depending on the educational level at which participants teach English courses.

To start with the first educational stage, primary school EFL teachers' FLTE was found to be predicted by sixteen factors present in the teaching process.

Figure 1.

Single Case Model (Code Hierarchy) of Possible FLTE Affecting Factors for Primary School EFL Teachers



As shown in Figure 1, four were teacher-related, seven were student-related, and the remaining five were related to teaching practices in EFL classrooms.

An examination of the teacher-related factors revealed that teachers' moods, teachers' attitudes towards students, teachers' emotional relationships with students, and lastly, teachers' readiness to offer EFL courses were identified as key teacher-related sources of FLTE.

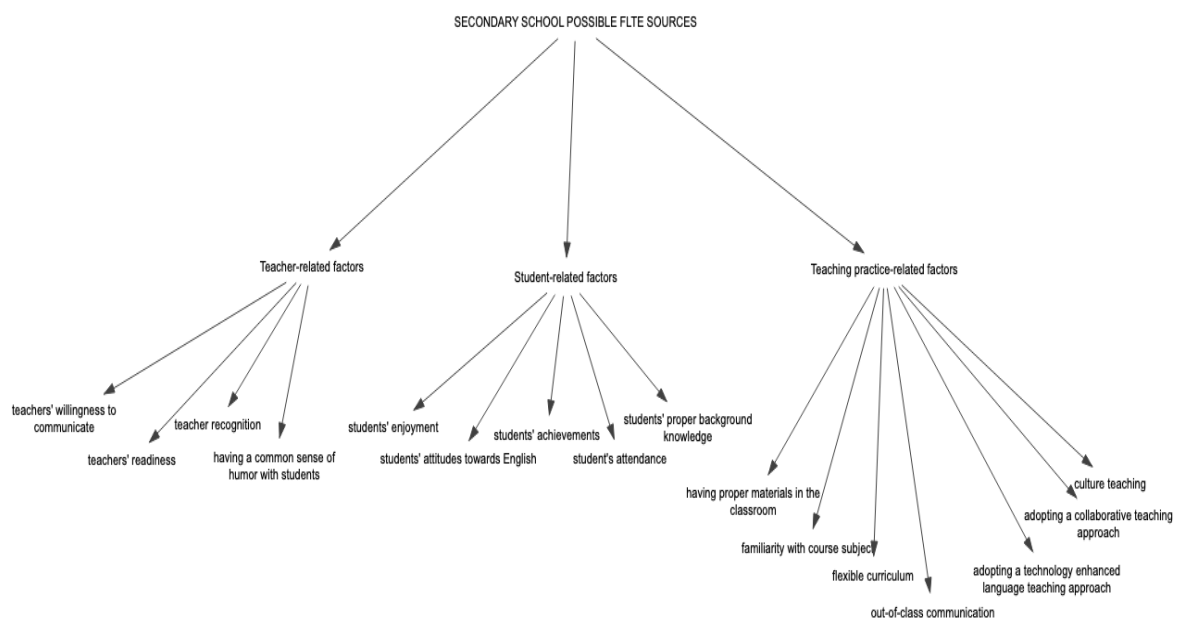
With regard to the student-related factors, the following were identified as determining sources of FLTE: students' achievements, out-of-class communication, students' willingness to communicate, students' readiness, students' age group, students' interest, and lastly, students' proper background knowledge.

Doing hands-on activities, having flexible class hours, having a flexible curriculum, receiving positive feedback from students, and adopting a technology-enhanced-language teaching approach were identified as the teaching-practice-related FLTE factors.

Continuing with the second educational stage, secondary school EFL teachers' FLTE was found to be predicted by sixteen factors present in the process of teaching.

Figure 2.

Single Case Model (Code Hierarchy) of Possible FLTE Affecting Factors for Secondary School EFL Teachers



As presented in Figure 2, four were teacher-related, five were student-related, and the remaining seven were related to teaching practices in EFL classrooms.

Regarding the teacher-related factors, teachers' willingness to communicate, teachers' readiness, teacher recognition, and having a common sense of humor with students were identified as effective factors for FLTE.

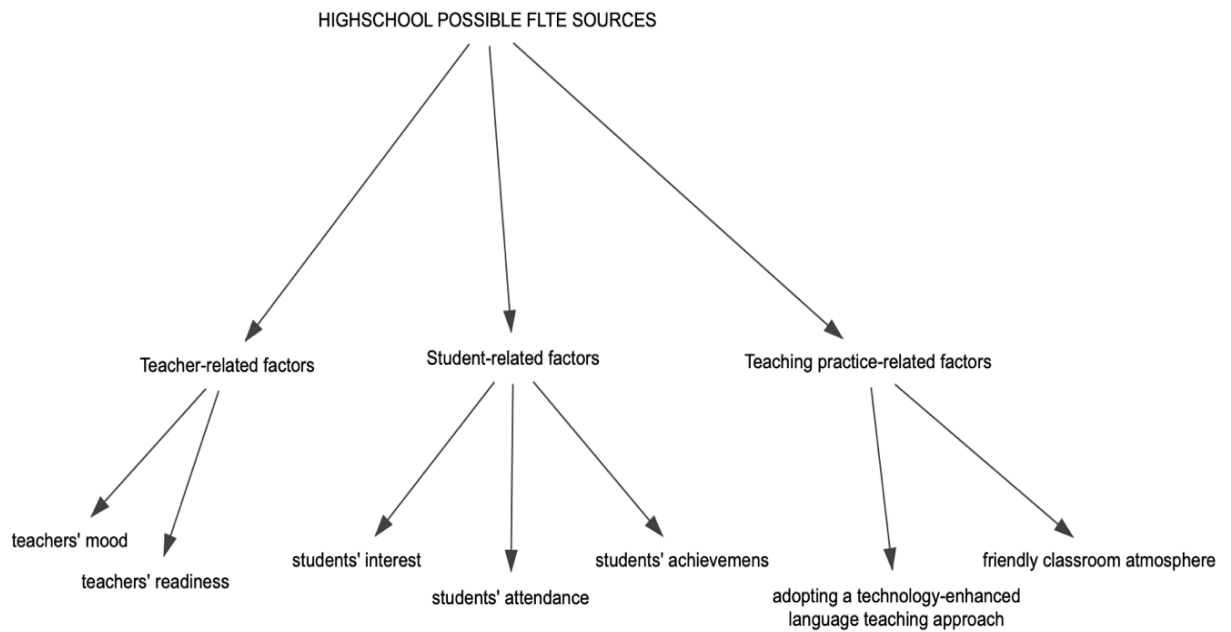
The student-related factors included students' enjoyment, students' attitudes towards English, students' achievements, students' attendance, and lastly, students' proper background knowledge.

The teaching practice-related factors were identified as follows: having proper materials in the classroom, familiarity with the course subject, a flexible curriculum, out-of-class communication, adopting a technology-enhanced language teaching approach, adopting a collaborative teaching approach, and culture teaching.

Continuing with the third stage, high school EFL teachers' FLTE was found to be predicted by seven factors.

Figure 3.

Single Case Model (Code Hierarchy) of Possible FLTE Affecting Factors for High School EFL Teachers

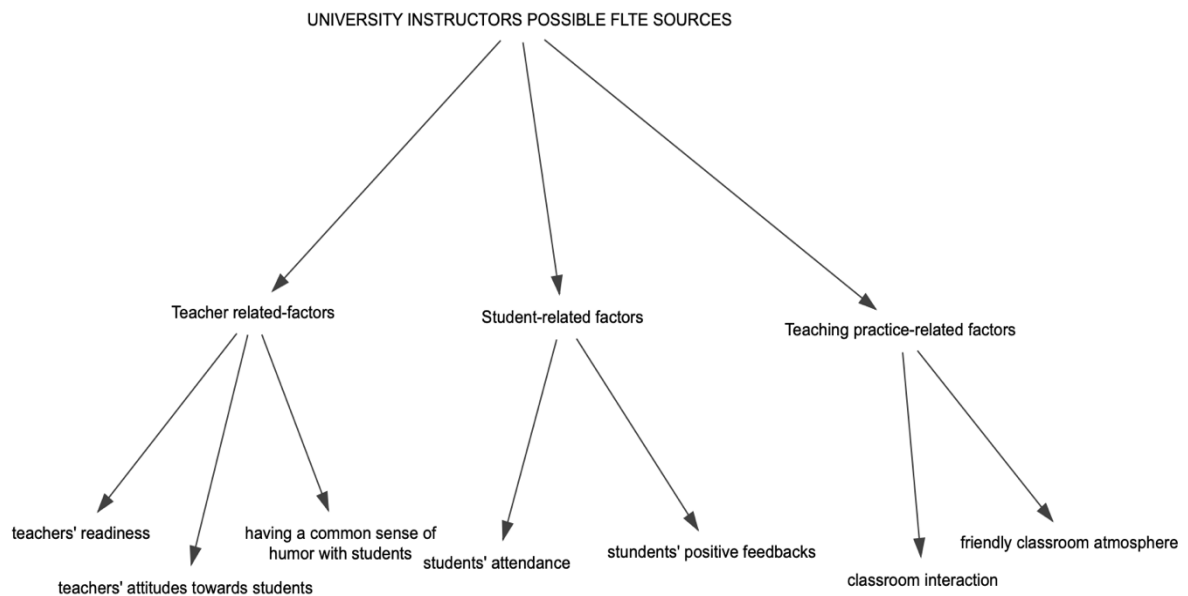


As presented in Figure 3, two were teacher-related, three were student-related, and the remaining two were related to teaching practices in EFL classrooms.

Starting with the teacher-related factors, teachers' mood and teachers' readiness were found to affect FLTE. The student-related factors comprised students' interests, students' attendance and students' achievements. Lastly, the teaching practice-related factors included adopting a technology-enhanced language teaching approach and a friendly classroom atmosphere.

The last educational stage examined in the present study was university.

Figure 4.
Single Case Model (Code Hierarchy) of Possible FLTE Affecting Factors for University EFL Instructors



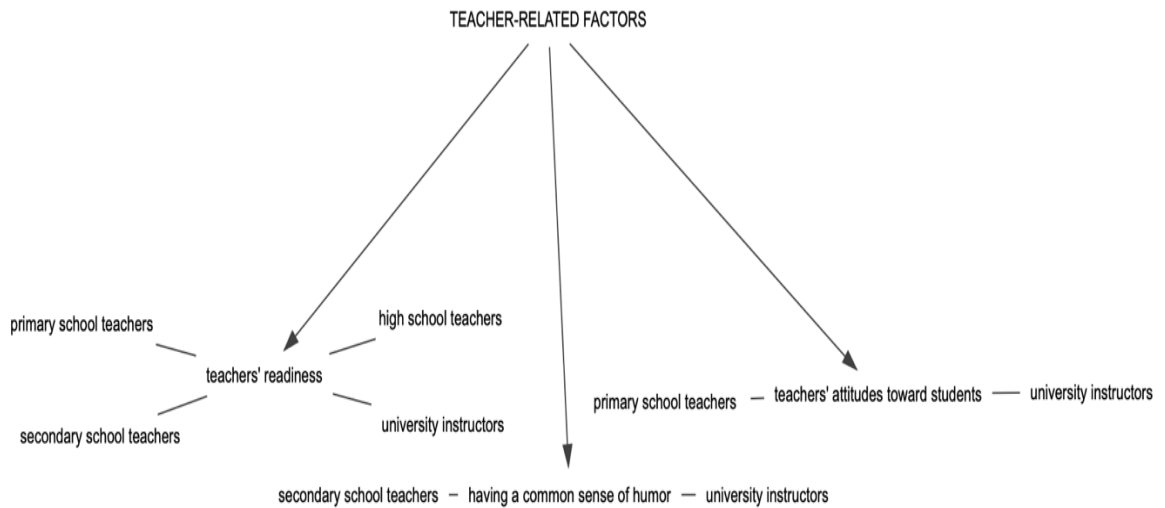
As presented in Figure 4, university EFL instructors' FLTE was found to be predicted by seven factors: three were teacher-related, two were student-related, and the remaining two were related to teaching practices in EFL classrooms.

The teacher-related factors included teachers' readiness, teachers' attitudes toward students, and having a common sense of humor with students. Students' attendance and students' positive feedback were identified as the student-related factors. Lastly, the teaching practice-related factors included classroom interaction and a friendly classroom atmosphere.

Appendix 1 presents a comparison of FLTE sources across educational stages, categorized by teacher-related, student-related, and teaching practice-related factors.

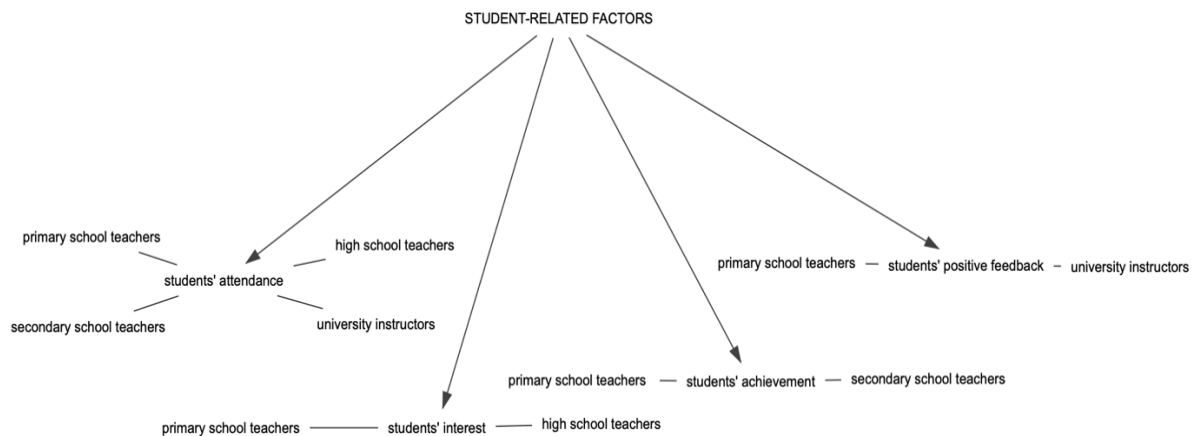
RQ 2: What might be the common possible sources of FLTE regarding teacher-, student-, and teaching practice-related factors?

Figure 5.
Common Teacher-Related Sources of FLTE



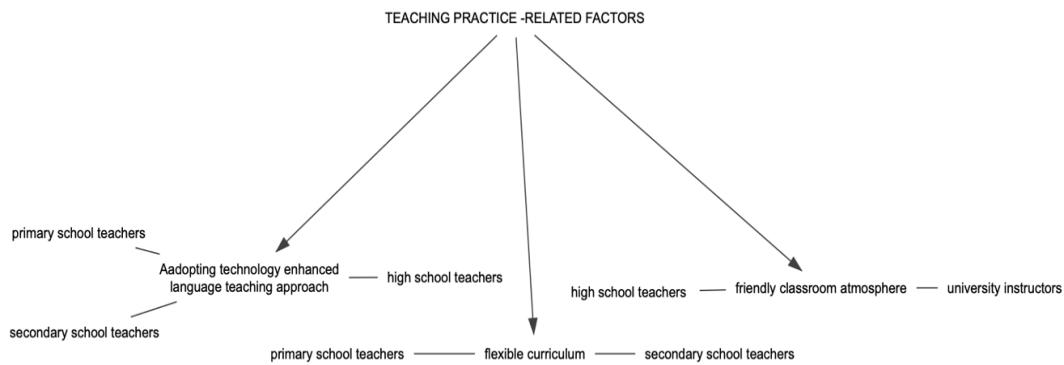
As shown in Figure 5, starting with common teacher-related sources, teacher readiness was identified as an FLTE-enhancing factor across all educational stages, while having a common sense of humor was noted in both secondary and university education. However, teachers' attitudes toward students were common in both primary and university education. Notably, teacher readiness emerged as a common FLTE-enhancing factor across all four educational stages.

Figure 6.
Common Student-Related Sources of FLTE



Analysis of common student-related sources showed that course attendance was a key determinant of educators' FLTE across all educational stages. Students' interest emerged as a shared FLTE-enhancing source in primary and high school education, while students' achievement was found to affect FLTE in primary and secondary education positively. Furthermore, receiving students' positive feedback was a common FLTE-enhancing factor for both primary school teachers and university instructors. Another crucial factor, students' interest, was consistently observed in both primary and high school settings, emphasizing its significance across different age groups. Additionally, students' achievement was identified as a factor that positively influenced teaching enjoyment in primary and secondary education.

Figure 7.
Common Teaching Practice-Related Sources of FLTE



Under this category, adopting a technology-enhanced language teaching approach was revealed as a common source for primary, secondary, and high school teachers. Moreover, adopting a flexible curriculum was observed as an FLTE-enhancing factor for both primary and secondary school teachers. Likewise, a friendly classroom atmosphere was regarded as an FLTE-enhancing factor by high school teachers and university instructors.

Results and Discussion

The present study discussed the increased focus on positive emotions, particularly enjoyment, in language teaching and aimed to explore the experience of foreign language enjoyment among foreign language teachers. A qualitative research methodology based on a semi-structured focus group interview was used to gain a thorough understanding of FLTE sources. Three sets of variables were considered, including teacher-, student-, and teaching practice-related factors. The study identified both common and distinct sources of FLTE at each educational stage. The data analysis

and subsequent discussion were carried out by furnishing references from the existing literature.

Initially, the FLTE sources of primary school teachers were categorized into three groups: teacher-related, student-related, and teaching practice-related factors. The teacher-related FLTE factors included teachers' moods, teachers' attitudes, teachers' emotional relationships with students, and teachers' readiness. Teachers' mood, defined as teachers' well-being, one of the three constructs of FLTE by Proietti Ergün and Dewaele (2021), can create a positive and joyful classroom atmosphere that enhances FLTE. Furthermore, teachers' attitudes were identified as an FLTE-enhancing factor, possibly because the way teachers approach and interact with their students plays a vital role in shaping the overall classroom environment and dynamics. Consequently, a positive atmosphere is expected to emerge, fostering constructive teacher-student relationships. This, in turn, might contribute to the overall enjoyment experienced by teachers. T2 emphasized that receiving expressions of affection and appreciation from primary school students brings joy. Such emotional relationships between teachers and students might foster a sense of belonging and enthusiasm, which positively impacts work engagement and, ultimately, FLTE. The relationship between work engagement and FLTE was also highlighted in the research of Fathi and Naderi (2022) and Xiao et al. (2022) on teaching engagement and teaching enjoyment.

Additionally, teacher readiness emerged as a significant factor influencing FLTE. T1 emphasized the importance of being ready to implement contingency plans when necessary. This aligns with Wu and Chen's (2018) study, which found that the workplace environment affects teacher emotions, particularly for those working in village schools, where access to certain teaching facilities may be limited. Accordingly, it may be suggested that being ready may enhance teachers' sense of control and reduce anxiety associated with uncertainties. As a consequence, teachers can focus on offering instructions to foster a more focused, responsive, and productive learning environment instead of worrying about potential challenges.

Student-related factors comprised students' achievements, out-of-class communication, students' willingness to communicate, students' readiness, students' interest, students' age group and students' proper background knowledge. The emergence of students' achievement as an FLTE-enhancing factor might be attributed to the satisfaction teachers experience when witnessing their students' progress. Observing learners successfully apply acquired knowledge can be deeply rewarding, as it validates the teacher's efforts and affirms the effectiveness of their teaching. Similarly, Frenzel (2014) also put forward that the level of enjoyment a teacher experiences in the classroom is influenced by their evaluation of how well their teaching objectives align with their students' actions, which is interpreted as a sign of student achievement. Another contributing factor is out-of-class communication, which enables teachers to observe the long-term impact of their teaching through ongoing contact with students. This sustained connection can foster a sense of fulfillment as teachers witness their students' continued achievements and progress, thereby further enhancing FLTE. As supported by Zhang (2023), positive

teacher-student relationships and supportive classroom environments enhance teachers' resilience and well-being, which in turn positively affect FLTE.

Regarding teaching practice-related factors, doing hands-on activities, flexible class hours, flexible curriculum, receiving positive feedback from students, and adopting technology-enhanced language teaching were highlighted as noteworthy factors that contribute to FLTE. In light of the fact that positive feedback brings a sense of joy to teachers and serves as a powerful motivator, students' appreciation of their teachers' efforts may create a cycle that fuels teachers' FLTE. Adopting technology-enhanced teaching approaches was recognized as facilitating FLTE because students' intention to use technology is expected to enhance the teaching experience.

Continuing with secondary school teachers' FLTE sources, the teacher-related factors included teachers' willingness to communicate, teachers' readiness, teacher recognition and having a common sense of humor with students. The willingness of teachers to communicate openly and engage with their students is likely to foster a positive and interactive learning atmosphere, which in turn enhances teaching enjoyment. Zhang (2023) emphasizes that such emotionally supportive environments play a critical role in strengthening teacher resilience and well-being—two elements that directly contribute to heightened FLTE. Furthermore, teachers' readiness, marked by thorough planning and the possession of essential instructional skills, is expected to create a productive and focused learning context that facilitates effective language acquisition. This aligns with Zhang's (2023) findings that teacher preparedness is an essential element in promoting emotional well-being and sustaining enjoyment in language instruction. Additionally, the recognition of teachers' efforts and professional value has been shown to positively influence their motivation and satisfaction levels, ultimately improving instructional quality and reinforcing a sustained sense of fulfillment in the language teaching profession.

With regard to student-related factors, students' enjoyment, achievements, attendance, attitudes towards English, and proper background knowledge were identified. Correspondingly, it can be observed that students' enjoyment of language learning holds a notable sway. Students' enthusiasm and active participation contribute to cultivating a positive and engaging classroom atmosphere, effectively fostering the joy that teachers derive from their instructional roles. Positive attitudes towards English seem not only to shape an environment receptive to learning but also play a pivotal role in elevating teachers' satisfaction with the delivery of language instruction, establishing a mutually beneficial cycle of positivity within the classroom setting. Furthermore, the achievements of students in language acquisition serve as a direct influence on teachers' motivation, with the witnessing of student success acting as a source of fulfillment and reinforcing the efficacy of the employed teaching methods. Additionally, the regular attendance of students, indicative of their commitment to the learning process, serves as a tangible demonstration of engagement, thereby enhancing teachers' overall sense of accomplishment and contributing to the enjoyment derived from foreign language teaching.

In terms of teaching practice-related factors, the following were identified: having proper materials in the classroom, familiarity with the course subject, flexible curriculum, out-of-class communication, adopting a technology-enhanced teaching approach, adopting a collaborative teaching approach, and culture teaching. Thus, the provision of proper materials in the classroom is crucial for effective communication, enhancing engagement for both educators and students. Additionally, educators' familiarity with the course subject empowers them to impart knowledge confidently, fostering a positive teaching experience. The recognition of a flexible curriculum highlights its contribution to an enriched teaching environment and heightened enjoyment through adaptability and personalized approaches. The discussion also emphasizes the significance of out-of-class communication in expanding opportunities for interaction and enhancing the overall learning experience holistically. Furthermore, the adoption of technology-enhanced language teaching methods and collaborative approaches is seen as a strategic leverage for infusing innovation into lessons, making them dynamic and enjoyable. Lastly, the integration of culture teaching into the curriculum adds richness and relevance, further enhancing the overall enjoyment of foreign language teaching.

High school teachers emphasize two main sources of FLTE: teacher-related factors, including teachers' mood and readiness, and student-related factors, encompassing students' interests, attendance, and achievement. These factors contribute to a positive learning atmosphere, fostering curiosity, active participation, and enthusiasm among students, as noted in the work of Proietti-Ergün and Dewaele (2021). Additionally, student attendance is identified as an FLTE fostering factor, as initially disinterested or unmotivated students may become actively engaged through questioning or seeking clarification, positively impacting the overall enjoyment of the teaching process. Teaching practice-related factors comprise adopting a technology-enhanced language teaching approach and a friendly classroom atmosphere. This may stem from the fact that utilizing tools like smartboards allows teachers to augment the visual and interactive components of their lessons, attracting students' attention and enhancing their engagement in the course. This, in turn, is likely to provide teachers with the feeling of satisfaction in offering an interactive course. In addition, a friendly classroom atmosphere emerged as another FLTE-enhancing factor, which was also found as one of the FLTE constructs by Proietti Ergün and Dewaele (2021). Accordingly, T6 indicated that when students are engaged and interested, it positively impacts their own enjoyment of the class.

For university instructors' FLTE sources, teachers' readiness, attitudes toward students, and having a common sense of humor with students were found as teacher-related factors; students' attendance and students' positive feedback as student-related factors; and classroom interaction and friendly classroom atmosphere as teaching practice-related factors.

In addressing the second research question, common and divergent sources affecting FLTE across the four different educational stages were compared. Accordingly, it may be deduced that instructors value student participation even if they make mistakes,

highlighting that the stage of involvement is more important than the final achievement. Since the interactive nature of the classroom is expected to enhance the enjoyment of teaching, it may be safe to state that teachers derive joy from their teaching when effective classroom interaction takes place. Furthermore, a friendly classroom atmosphere was found to play a crucial role in FLTE, as put forward by T9, who indicated students as great determiners of classroom atmosphere, giving examples from two different groups of students. Based on the findings, it may be deduced that the classroom atmosphere created by students' positive psychology, motivation, and willingness to engage significantly impacts the overall enjoyment of teaching. Peers also contribute to a pleasant classroom environment, as their relationships and interactions enhance the overall enjoyment of the teaching process.

Regarding common teacher-related factors, teachers' readiness was favored by all educators as an FLTE-fostering factor. Teachers' attitudes toward students were emphasized by primary school teachers and university instructors while having a common sense of humor was supported by secondary school teachers and university instructors. Interestingly, only secondary school teachers and university instructors highlighted the importance of a shared sense of humor in the classroom. The lack of emphasis on this factor among high school teachers may be attributed to differences in students' learner profiles. This could be related to their developmental stage, where the ability to understand and appreciate humor contributes to creating a positive classroom atmosphere. Primary school teachers did not identify a common sense of humor as an FLTE-fostering factor, possibly due to the ongoing development of humor in younger students. At the university stage, teacher-student interactions may vary; however, university instructors who demonstrate respect, understanding, and genuine interest are recognized as contributing to a positive classroom atmosphere, which is expected to enhance FLTE.

Considering common student-related factors, students' attendance was considered important by all educators. Students' interest and students' achievement emerged as shared factors enhancing FLTE in both primary and high school settings. The consistent presence of students' interest underscores its significance across diverse age groups. Additionally, positive feedback from students was identified as a common FLTE factor for both primary school teachers and university instructors, further highlighting the importance of student perspectives in fostering teaching enjoyment. The recognition of students' achievements as a positive influence on teaching enjoyment emphasizes their impact on FLTE in both primary and secondary education. This might be related to the fact that, during these educational stages, students are at a critical stage of academic development where foundational knowledge and skills are established. As teachers guide and support students in their learning journey, witnessing their academic achievements becomes particularly more meaningful compared to other stages of education. Although the nature of feedback may differ between primary school teachers and university instructors—with primary school students often being more expressive and openly appreciative of their teachers' efforts, while students tend to be more reserved—educators of both stages enjoy receiving positive feedback from their students. On the

one hand, primary school students might influence their teacher's sense of fulfillment and enjoyment in their role; on the other hand, university instructors might derive enjoyment from students' feedback reflecting on recognition of their expertise and teaching effectiveness.

Lastly, among teaching practice-related factors, adopting a technology-enhanced language teaching approach was favored by primary, secondary, and high school teachers. This may be attributed to the fact that younger students in primary and secondary school may generally be more receptive to technology, often finding it particularly exciting and motivating, which in turn may enhance FLTE. Furthermore, both primary and secondary school teachers identified the adoption of a flexible curriculum as a factor enhancing FLTE. This may be due to the diverse backgrounds of students at these levels, encompassing varying interests, abilities and learning styles. A flexible curriculum enables teachers to address the unique requirements of each student, contributing to a greater sense of satisfaction in their teaching. Finally, high school teachers and university instructors acknowledged the creation of a friendly classroom atmosphere as an FLTE-enhancing factor. The emphasis on this factor at these levels may stem from the unique developmental stages, and traits of students in high school and university, where promoting positive relationships and social interactions holds special significance. Consequent to promoting the social aspects of the classroom environment, the overall enjoyment of foreign language teaching in these settings is likely to be enhanced.

It can be concluded that both common and distinct sources of FLTE exist across the four main educational stages, shaped not only by students' profiles but also by teachers' expectations considering the specific demands of each teaching stage. Accordingly, it may be suggested that language educators across different educational stages relate both shared and unique factors with their experience of FLTE throughout their teaching journey.

Implications

The implications of the present study suggest that recognizing FLTE-enhancing factors across different educational stages can support stakeholders in understanding the development of appropriate pedagogical approaches. Especially for primary and secondary school teachers, creating an engaging and supportive atmosphere that addresses learners' needs may be especially important, while high school teachers and university instructors may find that fostering positive relationships and social interactions plays a more significant role in promoting their FLTE. Regarding implications on professional development, pre-service language teacher training programs and in-service professional development courses can implement strategies to enhance FLTE. Since the present study highlights the significance of adopting a flexible curriculum for both primary and secondary education, curriculum designers should consider incorporating elements of flexibility that allow for differentiation and individualization of

instruction, aiming not only to foster FLTE teachers but also to address the diverse needs and learning styles of students in primary and secondary school settings.

Limitations and Future Research Suggestions

This study presents certain limitations that should be acknowledged. First, the relatively small and context-specific sample limits the generalizability of the findings across different educational and cultural settings. The use of online focus group interviews may have introduced social desirability bias or restricted the depth of individual responses due to group dynamics. While inter-coder agreement was achieved at a high level, the inherently interpretive nature of qualitative analysis may still pose a risk of subjectivity. Furthermore, the study adopted a cross-sectional design, providing a snapshot of teachers' experiences with FLTE at a single point in time without capturing changes over time or across different stages of professional development. Based on these limitations, future research could expand the sample to include more diverse educational contexts and larger participant groups. Longitudinal studies are also recommended to explore how FLTE sources evolve over time and in response to institutional or policy changes. Additionally, mixed-methods approaches could enrich the findings by combining qualitative insights with quantitative measures of teaching enjoyment, engagement, and outcomes. Finally, cross-cultural comparative studies could provide a broader understanding of how different educational systems and cultural norms influence the sources and impact of FLTE.

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Genişletilmiş Türkçe Özet

Duygular, yabancı dil öğretiminde eğitimin kalitesini ve öğrencilerin sosyal, duygusal ve bilişsel gelişimini önemli ölçüde etkileyen kritik bir rol oynar. Dil öğrenimindeki olumsuz duygular, özellikle de kaygı, detaylı bir şekilde incelenmiş olmasına rağmen, yabancı dil öğretimi sırasında öğretmenlerin hissettiği belirli duygulara dair literatürde bir boşluk bulunmaktadır. Öğretmen duyguları, sosyal olarak yapılandırılmakta ve kişisel olarak deneyimlenmektedir bu nedenle kişisel özellikler, öğretim yöntemleri, öğrenci öğrenimi ve bağlamsal değişkenlerden etkilenir. Bu önemli etkilere rağmen, belirli öğretmen duygularının yeterli düzeyde ilgi görmediği gözlemlenmektedir.

Son yıllarda dil öğreniminde olumlu duygulara, özellikle de keyif almaya, daha fazla odaklanılmaktadır. Keyif, dil kullanıcılarına zorlukların üstesinden gelmelerine yardımcı olan, uyum sağlamalarına katkıda bulunan olumlu bir duygu olarak tanımlanmaktadır. Ancak, öğretmenler arasında yabancı dilden keyif alma üzerine yapılan araştırmalar sınırlıdır. Dolayısıyla, bu çalışma, yabancı dil öğretmenlerinin dil öğrenme sürecindeki kilit rollerini göz önünde bulundurarak, yabancı dilden keyif alma deneyimlerini araştırmayı amaçlamaktadır. Araştırma soruları, farklı eğitim kademelerindeki yabancı dil öğretmenleri için yabancı dil öğretiminde keyif almanın olası kaynaklarını ve öğretmen, öğrenci ve öğretim uygulaması faktörleriyle ilgili ortak kaynakları belirlemek üzere tasarlanmıştır. Böylelikle, bu araştırma, alanda daha öğretmen merkezli bir yaklaşıma yanıt vermeyi ve dil öğretmenlerinin duyguları ile bunların dil öğrenme süreci üzerindeki etkileri hakkında bilgiler sunmayı amaçlamaktadır.

Araştırmada, hizmet içi İngilizce öğretmenleri arasında yabancı dil öğretiminden keyif alma kaynaklarını kapsamlı bir şekilde araştırmak için odak grup görüşmeleri kullanılarak nitel bir yaklaşım benimsenmiştir. Esnekliği ve uyarlanabilirliği ile bilinen bu yöntem, ortak ilgi alanlarına sahip katılımcılar arasında zengin veri üretimini ve derinlemesine tartışmaları kolaylaştırmıştır. Çok aşamalı bir prosedürle çalışmaya dahil edilen katılımcılar, kapsamlı bir bakış açısı sağlamak için farklı öğretim kademelerinde görev yapmakta olan yedi kadın ve iki erkekten oluşmuştur. Açık uçlu sorularla karakterize edilen yarı yapılandırılmış görüşme formatı, katılımcıların deneyimlerini rahatça paylaşmalarını teşvik ederek doğal bir veri toplama sürecine olanak sağlamıştır. Veri analizi, MAXQDA22 plus yazılımı kullanılarak çoklu kodlama turları düzenlenmiş, kodlayıcı içi ve kodlayıcılar arası kontroller yoluyla tutarlılık sağlanmıştır. Önerilen adımlarla uyumlu bu araştırma tasarımı, çeşitli eğitim kademelerinde yabancı dil öğretiminden keyif alma deneyimlerinin çok yönlü doğasına ilişkin içgörülerini ortaya çıkarmayı amaçlamıştır.

İlk araştırma sorusu, ilköğretim, ortaokul, lise ve üniversite dahil olmak üzere çeşitli eğitim kademelerindeki İngilizce öğretmenleri için 'yabancı dil öğretiminden keyif almanın' potansiyel kaynaklarını ortaya koymayı amaçlamıştır. İlköğretim kademesinde, İngilizce öğretmenlerinin yabancı dil öğretiminde keyif alma durumu, öğretmenle ilgili faktörler (ruh hali, tutum, duygusal ilişkiler, hazırbulunuşluk) ile öğrenciyle ilgili faktörler (başarılar, iletişim, iletişim isteği, hazırbulunuşluk, derse ilgi, yaş grupları, uygun temel bilgi) ve

öğretmenlik uygulamaları (etkinlikler, esnek saatler, müfredat esnekliği, öğrenci olumlu geribildirimi, teknoloji destekli öğretim) dahil toplamda on altı faktöre dayanmaktadır. Bu çok yönlü unsurların, ilkokul İngilizce öğretmenleri için genel yabancı dil öğretiminde keyif alma deneyimine katkı sağladığına ulaşılmıştır.

Ortaöğretim kademesinde ise öğretmenle ilgili dört faktör (iletişim isteği, hazırbulunuşluk, tanınma, mizah anlayışı) ve öğrenciyle ilgili beş faktör (eğlenme, İngilizceye tutum, başarı, devamlılık, uygun temel bilgi) ve öğretim uygulamaları ile ilgili yedi faktör (uygun materyallerin kullanımı, ders konusuna hakimiyet, esnek müfredat, sınıf dışı iletişim, teknoloji destekli öğretim, işbirlikçi öğretim, kültür öğretimi) belirlenmiştir.

Lise kademesinde ise öğretmenlerin yabancı dil öğretiminden keyif alma durumunun, öğretmenle ilgili (ruh hali, hazır bulunuşluk), öğrenciyle ilgili (ilgi, katılım) ve öğretim uygulamalarıyla ilgili (teknoloji temelli dil öğretimi, samimi sınıf atmosferi) olarak altı faktörden etkilendiği ortaya konulmuştur.

Yükseköğretim kademesinde üniversitede görev yapmakta olan öğretim görevlilerinin yabancı dil öğretiminde keyif alma durumları araştırıldığında, altı kilit faktör ortaya koyulmuştur. Öğretmenle ilgili faktörler arasında hazır bulunuşluk, öğrencilere karşı tutum ve mizah anlayışı bulunurken, öğrenciyle ilgili faktörler arasında derse katılım ve olumlu geri bildirimler yer almaktadır. Ayrıca, öğretim uygulamalarıyla ilgili faktörler arasında sınıf içi etkileşim ve samimi sınıf atmosferi olarak öne çıkmıştır.

İkinci araştırma sorusunun amacı öğretmenle ilgili; öğrenciyle ilgili ve öğretim uygulamasıyla ilgili faktörler açısından çeşitli eğitim kademelerinde yabancı dil öğretiminden keyif alma'nın ortak kaynaklarını belirlemektir. Bu doğrultuda öğretmenlerle ilgili ortak kaynaklardan başlamak gerekirse, öğretmen hazır bulunuşluğu her eğitim kademesi için keyif artırıcı faktör olarak bulunurken, ortak bir mizah anlayışına sahip olmak hem ortaöğretimde hem de üniversite eğitiminde tespit edilmiştir. Bununla birlikte, öğretmenlerin öğrencilere yönelik tutumlarının hem ilköğretim hem de üniversite eğitiminde ortak olduğu bulunmuştur. Dört eğitim kademesinde de öğretmen hazır bulunuşluğunun keyif almayı artıran ortak bir faktör olarak ortaya çıktığını net bir şekilde ifade etmek için, öğrencilerle ilgili ortak kaynaklar incelendiğinde, öğrencilerin derslere katılımının her eğitim kademesinde eğitimcilerin keyif alma durumunu belirlediği görülmüştür. Öğrencilerin ilgisi hem ilköğretim hem de lisede keyif alma durumunu artıran ortak bir kaynak olarak belirlenirken, öğrencilerin başarısı ilköğretim ve ortaöğretim için keyif alma durumunu olumlu yönde etkileyen bir faktör olarak tanımlanmıştır. Ayrıca, öğrencilerden olumlu geri bildirim almak hem ilkokul öğretmenleri hem de üniversite öğretim elemanları için ortak bir keyif alma faktörü olarak bulunmuştur. Bir diğer önemli faktör olarak, öğrencilerin ilgisinin hem ilköğretim hem de lise ortamlarında ortak olduğu görülmüş ve farklı yaş gruplarında öğrenci ilgi farkının önemi vurgulanmıştır. Ayrıca, öğrencilerin başarıları, ilköğretim ve ortaöğretimde öğretimden keyif almayı olumlu yönde etkileyen bir faktör olarak belirlenmiştir. Öğretim uygulamaları ilgili ise teknoloji temelli bir dil öğretimi

yaklaşımının benimsenmesi ilkökul, ortaokul ve lise öğretmenleri için ortak bir kaynak olarak ortaya çıkmıştır. Ayrıca, esnek bir müfredatın benimsenmesi hem ilkökul hem de ortaokul öğretmenleri için keyif almayı artırıcı bir faktör olarak görülmüştür. Benzer şekilde, samimi bir sınıf atmosferi lise öğretmenleri ve üniversite öğretim elemanları tarafından keyif almayı artırıcı bir faktör olarak ortaya koyulmuştur.

Sonuç olarak, dil eğitimcilerinin yabancı dil öğretiminde keyif alma durumu, sadece öğrenci profillerini değil, aynı zamanda öğretmenlerin öğretim kademesi gerekliliklerini ve beklentilerini dikkate alarak belirlenmektedir. Bu bağlamda, dört eğitim kademesinde dil eğitimi veren öğretmenlerin, öğretim süreçlerinde benzer ve farklı faktörleri yabancı dil öğretiminde keyif alma deneyimleriyle ilişkilendirdikleri sonucuna varılabilir. Bu çalışmanın sonuçları, farklı eğitim kademelerinde yabancı dil öğretmenlerinin keyif alma durumunu etkileyen faktörlerin anlaşılmasının, pedagojik yaklaşımları geliştirmelerine yardımcı olduğunu göstermektedir. Özellikle ilkökul ve ortaokul öğretmenleri için, öğrencilere uygun bir atmosfer oluşturma'nın önemli olduğu vurgulanırken, lise ve üniversite öğretmenleri, olumlu ilişkiler ve sosyal etkileşimlerle yabancı dil öğretiminden keyif alma durumlarını destekleyebilecekleri ortaya koyulmuştur. Bu doğrultuda, mesleki gelişimde, dil öğretmeni yetiştirme programları ve hizmet içi eğitim kursları, yabancı dil öğretiminden keyif almayı artırmak için strateji öğretiminde bulunabilir.

Ethics Committee Approval: The ethics committee approval for this study/research was obtained from 19 Mayıs University Social and Human Sciences Research and Ethics Committee with the decision numbered 2023-645 on 28.07.2023.

Informed Consent: Informed consent was obtained from the participants.

Peer Review: Externally peer-reviewed.

Authors' Contribution: RİD: 70% – Conceptualization, Methodology, Original Draft, Data Collection, Analysis, Writing; DBAY: 30% – Review, Supervision and Editing

Conflict of Interest: The authors have no conflict of interest to disclose.

Financial Disclosure: The authors declare that this study has received no financial support.

Acknowledgment: We would like to thank the participants for their contribution to the research. Further details regarding the data analysis procedure, including representative direct quotations, are available upon request from the authors.

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Appendix 1

Comparison of FLTE Sources Across Educational Stages by Teacher-Related, Student-Related, and Teaching Practice-Related Factors

	Teacher-related factors	Student-related factors	Teaching practice-related factors
Primary school EFL Teachers	Teachers' moods Teachers' attitudes towards students Teachers' emotional relationship with students Teachers' readiness	Students' achievements Out-of-class communication Students' willingness to communicate Students' readiness Students' interest Students' age group Students' proper background knowledge	Doing hands-on activities Flexible class hours Flexible curriculum Receiving positive feedback from students Adopting technology-enhanced language teaching
Secondary school EFL Teachers	Teachers' willingness to communicate Teachers' readiness Teacher recognition Having a common sense of humor with students	Students' enjoyment Students' attitudes towards English Students' achievements Students' attendance Students' proper background knowledge	Having proper materials in the classroom Familiarity with the course subject Flexible curriculum Out-of-class communication Adopting a technology-enhanced teaching approach Adopting a collaborative teaching approach Culture teaching
Highschool EFL Teachers	Teachers' mood Teachers' readiness	Students' interests Students' attendance Students' achievements	Adopting a technology-enhanced language teaching approach A friendly classroom atmosphere
University EFL Instructors	Teachers' readiness Teachers' attitudes toward students Having a common sense of humor with students	Students' attendance Students' positive feedback	Classroom interaction Friendly classroom atmosphere