



Predicting Sense of Classroom Community from Foreign Language Enjoyment and Anxiety in an English as a Foreign Language Classroom

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Whereas the role of anxiety and enjoyment in predicting learning outcomes is well documented in the literature, the role of these two emotion dimensions in predicting perceived sense of classroom community is rarely discussed in the literature despite the fact that classroom community serves as a good predictor of learning outcomes. Conducted in a sociocultural context which is under-represented in the international literature, the present study was designed to predict participants' perceived sense of classroom community based on their reported enjoyment and anxiety scores. A total of 402 senior high school students (male: 153, female: 249) participated in the study. Participants were invited to complete the questionnaires measuring foreign language enjoyment, foreign language anxiety, and perceived sense of classroom community. Multiple regression analysis indicated that foreign language classroom anxiety and enjoyment concurrently explained 39% of the total variance in sense of classroom community. Foreign language enjoyment turned out to be a stronger positive predictor, whereas anxiety was a negative predictor. Both variables were significant predictors for sense of classroom community regardless of gender. Whereas males and females were comparable in terms of perceived sense of classroom community and foreign language enjoyment, females were more anxious than males.

Keywords: classroom community; foreign language enjoyment; foreign language anxiety; English as a foreign language

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Introduction

Research on the role of emotions in language acquisition and language learning has witnessed a significant shift from negative emotions, such as foreign language anxiety, to positive emotions, such as foreign language enjoyment (Boudreau et al., 2018; Dewaele & Dewaele, 2017; MacIntyre & Gregersen, 2012). Whereas copious research evidence shows that both positive and negative emotions play a pivotal role in foreign language learning (Dewaele et al., 2019; Dewaele & Dewaele, 2017), only recently does research into positive emotions in language learning began to receive the attention it deserves (Pavelescu & Petric, 2018).

The roles of both foreign language anxiety and foreign language enjoyment in learning are well documented in the literature. However, it is not clear how these emotions may potentially be related to student perceived sense of classroom community – an important variable that is critical to learning (Rovai, 2002b). Research evidence shows that community members who are highly anxious also experience a weak sense of community and that a strong sense of community could diminish the detrimental effect of anxiety and depression on the wellbeing of a community (Bari, 2020; Byrd, 2016; Garcia-Reid et al., 2013; Koba et al., 2000; Obst & Stafurik, 2010; Romans et al., 2011; Von Worde, 2003; Wichadee, 2010). Thus, anxiety appears to be a good negative predictor of sense of classroom community.

On the other hand, empirical evidence also shows that learners who experience enjoyment in their learning tend to report a strong sense of community (Mierzwa, 2019). Therefore, foreign language enjoyment could potentially serve as a good positive predictor of student perceived sense of classroom community. However, the extent to which foreign language anxiety and foreign language enjoyment may actually impact perceived sense of classroom community, both individually and concurrently, remains largely unknown. Conducted in a sociocultural context which is under-represented in the international literature, the present study seeks to fill this gap in research by including both foreign language classroom anxiety and foreign language enjoyment as predictors of sense of classroom community in an English as a foreign language classroom.

The following section provides an account of foreign language enjoyment, foreign language anxiety and sense of classroom community respectively as they relate to foreign language learning. The role of each variable in language learning is also discussed.

Foreign Language Enjoyment

The term foreign language enjoyment (FLE) is used to refer to “...the extent to which classroom L2 Learning is perceived as providing pleasure” (Lee, 2020 p. 2). In other words, FLE refers to enjoyment experienced by foreign language learners when learning a foreign language. A plethora of research evidence suggests that FLE is indispensable to foreign language learning (Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2016), as it enhances language learners’ ability in noticing language input (MacIntyre & Gregersen, 2012). FLE is also important as it helps diminish the effect of negative emotions, such as anxiety, resulted from the experience of

learning a foreign language (Dewaele & Alfawzan, 2018) and promotes the well-being of the learners (Li et al., 2018).

Research suggests that both student-internal and student-external variables could affect foreign language enjoyment (Dewaele & Dewaele, 2018). Some examples of learner-internal variables are level of proficiency, gender, peer relationship, and age, whereas learner-external variables include use of foreign language by the teacher, attitudes towards the teacher and teacher predictability (Dewaele & Dewaele, 2017). Dewaele et al. (2017) examined the extent to which learner-internal variables and teacher-related variables affect foreign language enjoyment and anxiety. It was found that whereas foreign language enjoyment appeared to be related to the teacher, foreign language anxiety was more related to learner-internal variables.

In a study conducted by Li, Jiang, and Dewaele (2018), learner-internal variables include the feeling that learners have made satisfactory progress in their learning, feeling of accomplishment and pride, especially when completing challenging tasks, and the feeling that learners they have a certain degree of control over the task. By comparison, learner-external variables include teacher practice and support, group cohesion, and engaging class activities. Previous studies on learner-external factors focused on the teacher and teaching practice. For example, interpersonal teacher-student relation has been reported to play an important role in foreign language enjoyment (Mercer & Dörnyei, 2020).

Li, Huang, and Li (2021) examined the joint effects of learner-internal variable (trait emotional intelligence) and learner-external variable (classroom environment) on foreign language enjoyment. They found that both student-internal and student-external variables served as significant predictors, individually and simultaneously, in both foreign language enjoyment and foreign language anxiety. Interestingly, these researchers also observed that classroom environment was a better predictor of FLE, whereas emotional intelligence was a better predictor of anxiety.

Additionally, classroom environment was positively related to foreign language enjoyment, but negatively to anxiety (Li et al., 2021). Engaging class activities, friendly classmates and caring teachers promote better learning experience, thus foreign language enjoyment (Dewaele & MacIntyre, 2014). Li, Huang, and Li (2021) concluded that learners who have a positive perception of their classroom are inclined to enjoy their classroom and to experience less anxiety in their learning. This finding provided further support to previous studies which reported that learners who enjoy their learning experience tend to develop more positive attitudes towards the teacher and the language learned (Dewaele & Dewaele, 2017).

Li, Jiang, and Dewaele (2018 p. 183) divided FLE into three different dimensions “FLE-Private, FLE-Teacher, and FLE-Atmosphere” respectively “ FLE-Private” concerns ‘personal pleasure’ resulting from having made satisfactory progress or from having accomplished certain tasks, and this experience brings about a sense of satisfactory and enjoyment for the learners. FLE-Teacher is focused on teachers’ positive characteristic such as being caring and friendly to students, employing engaging teaching strategies, using jokes, and so on. Finally, “FLE-Atmosphere” refers to positive classroom atmosphere, friendly classmates,

learners having fun in class, and so on. Foreign language enjoyment resulted from the interaction of these variables (Dewaele & MacIntyre, 2014; Li et al., 2018).

In sum, foreign language learners who have made significant progress in their learning, who have caring teacher, friendly classmates, positive social interaction, and engaging learning activities experience more enjoyment in their learning than those who do not share such experience. Learners who experience enjoyment in their learning would, in turn, experience a strong sense of community (Mierzwa, 2019) and develop a more positive attitude towards the teacher and the target language learned (Dewaele & Dewaele, 2017).

Foreign Language Anxiety

MacIntyre (1999 p. 27) defines FLCA as “the worry and negative emotional reaction aroused when learning or using a second language”. Worded differently, the term FLCA is related to the feelings of apprehension, trepidation, and nervousness when learning a foreign language. To a large extent, this negative feeling prevents foreign language learners from performing optimally in their learning due to feeling of insecurity and psychological threats.

The debilitating effect of anxiety on foreign language learning is well-documented in the literature (MacIntyre & Vincze, 2017). A plethora of research evidence indicates that not only does foreign language anxiety negatively impact language acquisition and language production, but it is also detrimental to retention (Dewaele & MacIntyre, 2014). Not surprisingly, a high level of anxiety, also referred to as debilitating anxiety, exhibits a negative correlation with learning outcomes, in that the higher the anxiety level, the lower learning outcomes (Azher et al., 2010; Mesri, 2012).

Previous research studies have also explored possible gender differences with respect to anxiety. These studies attempted to examine whether significant differences exist between male and female anxiety levels. However, these studies have reported contradictory findings. For example, whereas females were reported to be more anxious than males in some studies (Arnaiz & Guillen, 2012), males were reported to be more anxious than females in others (Dewaele et al., 2019; Azher et al., 2010), while other studies did not find any significant difference (Sahlan et al., 2021). Despite these conflicting findings, it is clear that the previous negative experience of the learners could serve as a determinant of anxiety (MacIntyre, 1999).

Whereas anxiety is considered to be detrimental to language acquisition and language learning, there is evidence that a moderate level of anxiety, known as ‘facilitating anxiety’ or ‘positive anxiety’, may serve to motivate language learners so that they would work even harder in their endeavour to learn a foreign language. That is why, in some studies, language learners reported a certain level of anxiety, but they also claimed to have enjoyed the learning (Mesri, 2012; Park & French, 2013; Sahlan et al., 2021). This may also be the reason why in some studies (e.g. Dewaele et al., 2019), foreign language anxiety and foreign language enjoyment exhibit a weak positive rather than a negative relationship. In other words, anxiety and enjoyment do not necessarily exhibit a negative correlation.

There has also been a discussion on whether all foreign language skills incite an equal amount of anxiety. It has been suggested that Listening and Speaking perhaps incite the most anxiety compared to Reading and Writing (Tuncer & Dogan, 2015). This is understandable given that Listening and Speaking appear to be more demanding than Reading and Writing. However, research into the interconnectivity between anxiety and different language skills is still in its infancy. More work is required to better understand this issue.

FLE and FLCA were originally considered to belong to the same construct and they were mutually exclusive; a language learner can only experience FLE or FLCA at a time, but not both. Later research, however, rejected this view and suggested that FLE and FLCA are, in fact, two distinct constructs which operate differently to impact learning and learning outcomes. In this respect, it is entirely possible for a language learner to experience FLE and FLCA (mild anxiety) simultaneously (Dewaele & MacIntyre, 2016). This explains why anxious learners can still enjoy their learning experience.

To conclude, not only is debilitating anxiety detrimental to student learning, but it is also detrimental to students' learning experience. Language learners who experience a high anxiety level may not enjoy their learning as much as those who experience a low anxiety level. Empirical evidence shows that community members who are highly anxious also experience a weak sense of classroom community. Thus, anxiety is a reliable negative predictor of sense of classroom community – the higher the anxiety level, the weaker the perceived sense of classroom community.

Sense of Classroom Community

Rovai (2002b p. 322) defines classroom community as "...a social community of learners who share knowledge, values, and goals". Sense of classroom community (SCC) comprises two major elements: "feelings of connectedness among community members, and commonality of learning expectations and goals". The first element pertains to the feeling of identifying with and being accepted by other classroom community members and the establishment of bonding relationship among classroom community members – the feelings of closeness, cohesion, friendship, and satisfaction among classroom community members.

The second element, 'commonality of learning expectations and goals' posits that knowledge is actively constructed within the community, that the community enables its members to acquire knowledge and that community members can fulfil their learning needs by becoming members of such a learning community (Rovai, 2002b). Once accepted as a classroom community member, individuals would experience feelings of 'safety' and 'trust' which, in turn, translates into willingness to interact with other classroom community members and to learning enjoyment. Individuals who experience learning enjoyment would, in turn, experience a strong SCC and develop positive learning experience.

Furthermore, students who perceive a strong sense of classroom community are better prepared for learning, actively participate in class activities (Young & Bruce, 2011) and play an efficient part in the activities of the learning community (Haar, 2018). Thus, learners who experience a strong sense of classroom

community tend to be actively involved in class or group discussion, raise questions and attend to queries raised by other members of the classroom community than those who experience a weak SCC.

SCC has also been reported to impact on a number of variables critical to teaching and learning. For example, a strong SCC is associated with course satisfaction (Baturay, 2011), academic achievement and retention (Small, 2014), learners' overall well-being, self-esteem, self-efficacy and motivation (Battistich et al., 1997) and behaviour and attitude towards learning (Vieno et al., 2007). SCC is also considered to be a determinant of effective teaching (Haar, 2018).

Simply put, not only does SCC impact on students' learning outcomes as indicated by their test scores, but it also affects students' learning and learning experience and their social relation with other classroom community members (Baturay, 2011; Wenger, 1999). Language learners who perceive a strong SCC tend to be more satisfied with the course (Baturay, 2011), perform better (Small, 2014), have higher self-esteem and self-efficacy, have stronger motivation and experience overall well-being (Battistich et al., 1997), and develop more positive attitude and behaviour towards learning (Vieno et al., 2007).

In the above sections, it has been argued that both anxiety and enjoyment impinge on students' perceived sense of classroom community. Positive emotion such as enjoyment could diminish the undesirable effect of negative emotion such as anxiety. Thus, as long as language learners enjoy their learning experience, the detrimental effect of anxiety could be reduced. This implies that enjoyment would serve as a stronger predictor of students' perceived sense of classroom community.

Research Questions

This study was guided by the following questions:

1. What proportion of the total amount of variance in SCC is accounted for by FLE and FLA simultaneously?
2. What proportion of the total amount of variance in SCC is explained by FLE and FLA individually?
3. Which variable predicts SCC more strongly – FLE or FLA?
4. Does student reported SCC, FLA, and FLE vary depending on gender?

Methods

Participants

A total of 402 students of senior high school participated in the present study. These participants were learning English as a Foreign language and English was offered as one of the compulsory subjects in the curriculum from junior high school up to university. The participants were homogeneous in most respects (age and social background). A typical class consists of about 50 students. Teachers' competence varies; some teachers have already been warranted, others have not.

A convenience sampling technique was employed when recruiting the participants. The present study involved around 31.16% of the total population of 1290 students comprising first, second, and third year students. All students in this particular school were encouraged to participate, but participation was completely voluntary. Participants were approached face-to-face at their school during class hours under the auspices of the class teacher. However, google forms were employed when participants completed the questionnaires. The following table provides a description of the number of participants across the three different years of enrollment by gender. Females were the pre-dominant group (249 females (61.9%) and 153 males (38.1%)) which is a reflection of the actual school population. Participants' age ranged from 14-20 years of age (Mean = 16.24, SD=1.04). Since participation in the present study was voluntary, participants were all required to give their consent in writing prior to the study.

Table I. Participants by gender and year

	Year of Enrolment						Total	
	Year One		Year Two		Year Three		Male	Female
	Male	Female	Male	Female	Male	Female		
	31	67	66	95	56	87	153	249
Percentage	31.63%	68.37%	41%	59%	39.16%	60.84%	38.06%	61.94%

Instrumentation

Three different types of questionnaires were used in this study: Foreign Language Enjoyment Questionnaire, Foreign Language Classroom Anxiety Questionnaire, and Sense of Classroom Community Questionnaire. The measurements were designed to measure latent variables which, in some cases, are also cultural-sensitive. Classroom community is one example of this. It is natural to expect that use of this kind of instrument may be open to criticism, but efforts were made to ensure that these instruments were grounded on sound theoretical underpinnings and that they have been extensively piloted in the past with consistent evidence of established reliability.

Sense of Classroom Community Questionnaire. Encompassing 20 items measuring the two dimensions of classroom community, ‘connectedness’ (10 items, $\alpha = 0.92$) and ‘learning’ (10 items, $\alpha = 0.92$), this questionnaire was developed and validated by Rovai (2002a). Examples of items used include: “I feel that students in this course care about each other”, “I feel connected to others in this course”. The reliability of the questionnaire is 0.93. To complete the questionnaire, participants were asked to respond to the 20 statements regarding their learning experience and to indicate their level of agreement with the statement on a five point likert scale.

Foreign Language Classroom Anxiety. Designed to measure “communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom”, the Foreign Language Classroom Anxiety questionnaire was developed by Horwitz et al. (1986, p. 129) and consisted of 33 items. Examples of

items used include: “It frightens me when I don’t understand what the teachers is saying in the foreign language”, “In language class, I can get so nervous I forget things I know”. The reliability of the questionnaire is 0.93. To complete the questionnaire, participants were asked to respond to the 33 statements regarding their feelings and learning experience and to indicate their level of agreement with the statements on a five point likert scale. Items worded positively were reverse coded in the analysis in such away that higher scores indicated higher anxiety levels.

Foreign Language Enjoyment. Encompassing 21 items, the Foreign Language Enjoyment questionnaire was developed by Dewaele and MacIntyre (2014). Examples of items include: “I’ve learnt interesting things”, “We laugh a lot”. The reliability of the instrument is 0.86. To complete the questionnaire, participants were asked to respond to the 21 statements regarding their feelings and learning experience and to indicate their level of agreement with the statement on a five point likert scale.

Data Collection

All questionnaires were administered online to 402 participants. For the shake of clarity and convenience, questionnaire items were all translated into Indonesian, which is the mother tongue of the participants. The questionnaires were completed outside the class hours so that participants could work on their own time.

Data Analysis

To examine the contributions of independent variables on the dependent variable (Research Questions #1 – #3), both individually and concurrently, simple and multiple regression analyses were run using SPSS version 16. An independent samples t-test was conducted to answer Research Question #4. Prior to running regression analysis, all relevant assumptions were carefully checked and none of the classical assumptions was violated

Findings

The results of multiple regression analysis indicated that a significant regression equation was found $F(2, 399) = 130, p = .00 < .05$, adjusted R^2 of .39, indicating that FLCA and FLE were significant predictors of SCC accounting for 39% of the total variance in SCC, whereas gender and year of enrolment were not good predictors. Table II provides the results of regression analysis with SCC as the outcome variable and FLCA and FLE as predictors:

Table II. Multiple Regression analysis with SCC as dependent variable

Predictors	<i>B</i>	<i>SE</i>	<i>Beta</i>	<i>t</i>	<i>p</i>	Collinearity Statistics	
						<i>Tolerance</i>	<i>VIF</i>
FLE	.64	.05	.53	13.47	.00	.99	1.01
FLCA	-.26	.04	-.29	-7.51	.00	.99	1.01
GenderDummy	-.026	.045	-.029	-.571	.568	1.00	1.00
Year1Dummy	-.056	.057	-.055	-.980	.328	.785	1.274
Year2Dummy	-.035	.050	-.040	-.702	.483	.785	1.274

The predicted SCC equals $.64(\text{FLE}) + -.26(\text{FLCA})$ which can be understood as follows:

- when there is a 1 point increase in FLE, a rise of 0.64 point in SCC is expected with FLCA being held constant;
- when there is a 1 point increase in FLCA, a decrease of .26 point in SCC is expected with FLE being held constant;

T-test was significant ($p < 0.05$) for both FLCA and FLE which, in turn, suggests that they contributed significantly in the prediction of SCC. Interestingly, FLE turned out to be the stronger positive predictor in SCC, (contributing 31% of the total variance in FLE), whereas FLCA contributed about 12%.

A further analysis using independent samples t-test was conducted to examine whether males and females differ in their perceived SCC, FLCA, and FLE. It was found that, whereas males and females were comparable in terms of their perceived SCC and FLE, females were more anxious than males $t(400) = 3.5, p(.001) < 0.05$. Further correlation analysis between FLCA, FLE, and SCC by gender was also computed and, as seen in the Table III, all correlations were significant at the 0.01 level (2-tailed).

Table III. Pearson correlations between FLCA, FLE, and SCC by gender

No.	Variables Correlated	Pearson <i>r</i>	<i>p</i>
1.	FLE Male and SCC Male	.52**	.00
	FLE Female and SCC Female	.58**	.00
2.	FLCA Male and SCC Male	-.49**	.00
	FLCA Female and SCC Female	-.29**	.00
Note. **Correlation is significant at the 0.01 level (2-tailed).			

Finally, a one-way ANOVA was calculated to examine whether participants' perceived SCC, FLCA, and FLE varied according to the year of enrollment. No significant differences were observed.

Discussion and conclusion

The primary objective of the present study was to examine the extent to which SCC can be accounted for by two distinct emotion dimensions – FLCA and FLE. Multiple regression analysis indicated that both emotion dimensions played a critical role in the prediction of SCC. FLE contributed 31% of the total variance in the outcome variable, whereas FLCA contributed 12%. Thus, FLE serves as a stronger positive predictor of SCC, whereas FLCA is a negative predictor, but both are significant predictors. Both variables concurrently explained 39% of the total variance in SCC. Whereas males and females were comparable in terms of their perceived SCC and FLE, females were significantly more anxious than males, which confirms findings of the previous studies (e.g. Cotner et al., 2020; Lowe & Lee, 2008). Correlation between FLE and SCC and between FLCA and SCC for both males and females were all statistically significant, confirming that FLE and FLCA are, in fact, reliable predictors of SCC regardless of gender. However, no significant differences were found in participants' perceived SCC, FLCA, and FLE according to the year of enrollment.

The present study suggested that anxiety is negatively related to SCC in that, the higher the anxiety level, the weaker the perceived SCC and vice-versa. This is understandable given the fact that highly anxious language learners are inclined to withdraw from social interaction and communication with other students in the class (Coryell & Clark, 2009). As a result, very often, they experience a sense of alienation in the classroom (Rovai, 2002b) which in turn, impedes learning. Interestingly, the direction of the relationship between anxiety and learning outcomes as reported in the literature (Gunderson et al., 2018; Horwitz et al., 1986) and between anxiety and SCC as reported in this study, is similar, both showing a negative correlation. Thus, not only is anxiety detrimental to learning outcomes, but it also impedes SCC. In order to boost student perceived SCC, their anxiety level needs to be lowered down.

On the other hand, FLE is positively correlated with SCC, in that the more the learners enjoy their experience of learning a foreign language in a foreign language classroom, the stronger their perceived SCC will become and vice-versa. Research evidence suggests that FLE is affected by numerous variables. For example, interpersonal teacher-student relationship has been reported to play an important role in FLE (Mercer & Dörnyei, 2020). Furthermore, classroom environment was also positively related to FLE (Li et al., 2021). Engaging class activities, friendly classmates and caring teacher promote better learning experience, thus FLE (Dewaele & MacIntyre, 2014). Li, Huang, and Li (2021) observed that learners who have a positive perception of their classroom are inclined to enjoy their classroom and to experience less anxiety in their learning. Learners who enjoy their learning experience tend to develop more positive attitude towards the teacher and the target language learned (Dewaele & Dewaele, 2017). Learners who experience enjoyment in their learning would, in turn, develop a strong sense of community (Mierzwa, 2019).

To promote a strong SCC, it is therefore important that language learners do not experience a high anxiety level and that they enjoy their learning. As far as the teacher is concerned, this can be achieved by employing engaging teaching strategies, using jokes, being caring and friendly to all students, and ensuring that learners have fun in class (Dewaele & MacIntyre, 2014; Li et al., 2018). Only then, a strong SCC could

ensue. It is also important that the teacher ascertains that language learners are all happy with their own progress in learning a foreign language such as ensuring that they could satisfactorily complete a given task (Li et al., 2018) through the provision of continuous support and assistance from both the teacher and peers. It is also important that the classroom learning environment is enjoyable and that classmates are friendly to one another. This could be achieved by employing cooperative learning strategies where learners are required to work together in their attempt to achieve their learning goals. This whole process could contribute to the development of a strong classroom community (Summers & Svinicki, 2007).

Promoting a strong learning community should constitute the goal of any classroom since empirical evidence, as presented earlier, points to the importance of strong SCC in learning. Students who perceive a strong SCC are better prepared for learning, actively participate in class activities (Young & Bruce, 2011) and play an active part in the activities of the learning community (Haar, 2018). In the end, not only are students who experience a strong SCC more satisfied with their learning experience (Baturay, 2011), but they are also more likely to perform better academically and to remain in the course when facing challenges (Small, 2014). Learners who experience a strong SCC tend to be actively involved in class or group discussion, raise questions and attend to queries raised by other members of the classroom community more volitionally than those who experience a weak sense of classroom community (Battistich et al., 1997).

Reducing anxiety level and promoting enjoyment in learning are keys to successful learning, especially foreign language learning (Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2016), enhancing language learners' ability in grasping language input (MacIntyre & Gregersen, 2012). FLE is also important to diminish the effect of negative emotions, such as anxiety, resulting from the experience of learning a foreign language (Dewaele & Alfawzan, 2018) and promote the well-being of the learners (Li et al., 2018). It is, therefore, critical that teachers focus on creating enjoyable learning environments, rather than worry too much about students experiencing anxiety in their learning (Dewaele & Dewaele, 2017).

It has been argued throughout this paper that enjoyment and anxiety play a pivotal role in the development of a classroom learning community. Whereas the role of these emotions on learning outcomes has been well researched in previous studies (Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016)(Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016), little research, if any, has examined how these two distinct, but interrelated, emotions could potentially affect a learning community. The major contribution of this paper, thus, lies in the inclusion of both emotion dimensions to predict SCC which, to the author's knowledge, is scarcely discussed in the literature. As educational institutions across the globe are trying to boost student active participation and to reduce drop out rates, understanding the roles of both positive and negative emotions and how they may impact learning and learning community becomes crucial. At the practical level, this study demonstrates that to develop a strong sense of classroom community among the students, teachers need to design fun, enjoyable, and engaging learning activities that could foster foreign language enjoyment. Even anxious students could benefit from such a classroom. As for policy implications,

teachers need to be provided with continuous support and training, particularly in creating fun and engaging classroom activities by means of creative and innovative learning methods and approaches.

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