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Abstract

Since the early 2000s researchers have been showing more interest in the impact of positive emotions which lead to the creation of Foreign Language Enjoyment (FLE) in 2014. FLE is a dynamic concept that is impacted by and impacts many aspects of foreign language learning. Most importantly FLE is closely linked to academic performance therefore discovering ways to foster FLE among secondary school students is an important facet of research. Therefore, this research combined extensive quantitative and qualitative data to better understand what impacts FLE among Trinidad and Tobago secondary school students, as well as how to boost enjoyment. The key findings are that authentic use of the foreign language by teachers coupled with a creative and fun atmosphere is essential in creating, maintaining and increasing FLE.

Keywords: Foreign language enjoyment, foreign language (classroom) anxiety, classroom activities

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List of Abbreviations

Caribbean Advanced Proficiency Examination (CAPE)

Caribbean Examination Council (CXC)

Caribbean Secondary Education Certificate (CSEC)

Foreign Language (Classroom) Anxiety (FLCA)

Foreign Language (FL)

Foreign Language Enjoyment (FLE)

Foreign Language Learning (FLL)

Online Foreign Language Enjoyment Scale (OFLES)

Positive Psychology (PP)

Second Language Acquisition (SLA)

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Introduction

In 1979 the Caribbean Examination Council (CXC) administered their first Caribbean secondary Education Certificate (CSEC) exams to Caribbean Secondary School students (“History”). One year later they added Spanish to their offering and four years later they added French. Within Trinidad and Tobago, Spanish is the First Foreign Language, and is thus taught in most secondary schools as a mandatory subject until Form Three. French is also offered at certain schools, and while not necessary to obtain a CSEC, many schools oblige their students to study at least one Foreign Language (FL) until the end of Form Five. However, anecdotally, less and less students are interested in foreign language learning (FLL) and schools are modifying their policies. This raises questions about the presence of Foreign Language Enjoyment (FLE), an indicator of FL performance, among adolescents. Indeed, CXC results continue to show that Trinidad and Tobago students, particularly from certain schools, who study a FL excel at it compared to their counterparts. Therefore, it can be argued that FLE exists among Trinidad and Tobago Secondary school students and is impacted by a diverse set of factors primarily related to teaching and use of the FL.

Rationale

There is an overwhelming body of literature related to negative emotions, namely anxiety, experienced by those engaged FLL (Dewaele and MacIntyre “Janus” 238). Even within regional databases, the research on Foreign Language (Classroom) Anxiety (FLCA) is numerous. Until recently, few researchers have interested themselves with the positive emotions in Second Language Acquisition (SLA) and local and regional sources are scarce. Consequently, this study aims to take the first steps to fill this void by investigating FLE locally. Furthermore, it is hoped

that this paper will be a catalyst for studies in other islands, as well as collective studies throughout the region.

Parameters

As is customary, this thesis had to be completed within an established timeframe which significantly shaped the framework of the study. Notably, an online questionnaire was circulated among Form Five and Form Six students of two secondary schools in Trinidad and Tobago because analysing data from all, or a larger number of schools, would have been challenging in these few short months. Consequently, two schools were strategically selected by collating data from the CX'Cs regional merit lists for the years 2012 – 2022. Both the CSEC and Caribbean Advanced Proficiency Examination (CAPE) results for French and Spanish were considered. Trinidad and Tobago was the island that consistently dominated the charts; consequentially, the schools surveyed were from this country. To facilitate a comparative research design, one boys' school and one girls' school were chosen from the same educational district.

Objectives

The overall aim of this paper is to investigate evidence of FLE among secondary school students in Trinidad and Tobago. Therefore, it will identify factors which contribute to feelings of enjoyment during FLL. In addition, it will interrogate the respondents' perception of activities and experiences that contribute to high levels of positive emotions experienced during FLL and gather feedback on how to further increase enjoyment. As a result, this study will not only begin to fill a gap but also be a pioneer in FLE research within Trinidad and Tobago and by extension, the Caribbean.

Research Questions

1. What demographic factors influence FLE?
2. Does gender impact one's emotional experience when studying a FL?
3. What classroom activities do students enjoy most?
4. What do students most and least enjoy about FLL?
5. How can the language learning experience be improved?

Methodology

Sample Population

The sample population was chosen after analysing ten years' worth of Merit Lists published by the CXC. The number of times schools from Trinidad and Tobago appeared on the list for the subjects French and Spanish, were collated into a graph then, one top performing all-girls' school and all-boys' school from the same educational district were selected. A survey was created using Google Forms and school officials were contacted to share the survey among the Form Five and Form Six FL students.

The instrument

The questionnaire contained eighty items and four sections, excluding an initial section that sought students' consent to participate. The first section, a mix of mandatory and voluntary items, collected demographic information relating to the age, level of study and languages spoken in the participants' households. It also investigated which FL respondents studied, the length of time they have spent studying the FL, their perceived proficiency, their most recent grades, and the number of students in their FL classes. The information in this section largely centred around the FLs currently being studied for the students' upcoming exams.

The second section was a modified FLE Scale containing thirty-eight items. In keeping with the original, respondents were asked to indicate their agreement using a 5-point Likert scale. Twenty questions were kept from the original scale by Dewaele and MacIntyre, and eighteen were added (“Janus” 273). The new questions served to elaborate upon correlations reported from previous studies or rephrase items for greater clarity. For example, in the original scale, question eighteen was, “There is a good atmosphere,” and in the present study this was reworded as “The atmosphere of my foreign language classes significantly impacts my interest in learning the language,” (“Janus” 273). Additionally, some questions were added to broaden the research on the established FLE domains. For instance, the question, “I am motivated to succeed at learning a FL despite or in part because of the challenges,” was added to the Private FLE domain.

The third section, Foreign Language Classroom Activities, featured twenty-eight multiple-choice questions using the aforementioned Likert scale, and one open-ended question. Participants were first required to specify to what extent they enjoy doing certain activities. These activities were chosen from those mentioned in participant feedback gathered from previous studies as well as from the researcher’s personal experience. Consequently, the open-ended question asked students to describe the activities typically done in their classes.

The last section was three optional open-ended questions. The first item sought to collect detailed explanations about which activities and experiences contribute the most to enjoyment during FFL. Next, students were asked which factors were most demotivating and made them dissatisfied with studying a FL. Lastly, respondents were given the opportunity to suggest ways their FLL experience could be improved.

The qualitative and quantitative data collected in section one were collated to determine the demographic picture of the population. The quantitative results in section two and three were

analysed to find mean scores which were then compared using T tests, ANOVAS and Tukey HSD tests. Finally, the quantitative responses in sections three and four were manually coded for common themes and their frequency.

Chapter Outline

Chapter one of this paper, titled Literature Review, analyses the existing works detailing the components and salient findings regarding FLE. Consequently, Chapter 2: Results, thoroughly presents the researcher's findings gathered from their questionnaire. Finally, chapter three discusses the key implications of these findings.

Chapter 1: Literature Review

Positive Psychology (PP) emerged in the early 2000s as a counterforce to the pessimistic themes dealing with illnesses and abnormal psychology. Seligman and Csikszentmihalyi laid the foundations for this new branch of Psychology that aims to uncover “what actions lead to wellbeing, to positive individuals, and to thriving communities,” and inspired other researchers to contribute to the literature in this domain (5). Consequently, scholars have investigated the application of PP in education as a means to improve the well-being and performance of teachers and students.

Like Seligman and Csikszentmihalyi, Dewaele and MacIntyre, were instrumental in reframing studies about the role of emotions in FLL, which until then focused on negative emotions, most notably Foreign Language (Classroom) Anxiety (FLCA). In 2014 they introduced FLE which is a positive feeling experienced in the FL classroom when a learners’ psychological needs are fulfilled because they have, “a chance to complete a task, concentration, clear goals, and immediate feedback,” (Dewaele and MacIntyre “Janus” 242). Several academics have responded to the call to explore enjoyment in FLL yet, research in the Caribbean region is still lacking, thus, this study will fill the gap. Current literature on the subject has centred around the relationship between FLCA and FLE, the impact of certain demographic factors and the activities and experiences which learners most enjoyed, all of which will be examined below.

FLCA and FLE

FLE was initially introduced to SLA studies as a parallel to the widely studied FLCA. Enjoyment was chosen because of its central role in Csikszentmihalyi’s concept of flow which places it at the intersection where one’s skills are sufficient to overcome a challenge (Dewaele and

MacIntyre “Janus” 242). On the contrary, if the task is too difficult for a person’s capabilities, the result is anxiety. Dewaele and MacIntyre presented a further case for studying enjoyment in SLA stating that, “the process of language learning will implicate the two key sources of enjoyment: developing interpersonal relationships and making progress toward a goal,” (“Janus” 242).

The introductory study on the relationship between FLCA and FLE proved that while both emotions are prevalent in language learners the manifestation of one is not significantly related to the intensity of the other, and both feelings can co-occur (Dewaele and MacIntyre “Janus” 265, 261). A pseudo-longitudinal study reported similar results, though younger students, particularly the 14 – 15 years age group, showed a distinct correlation between higher levels of FLE and lower levels of FLCA (Dewaele and Dewaele 17). Furthermore, these comparative studies have shown that the primary factors which contribute to FLCA and FLE differ. Therefore, while it is beneficial to co-examine negative and positive emotions, the existing studies have concluded that there exists a “moderate negative relationship,” between anxiety and enjoyment (Dewaele and MacIntyre “Janus” 242; Botes et al. 215). Moreover, it has been concluded that positive emotions have a greater impact on students’ performance (Alfawzan and Dewaele 41). Henceforth, the field would benefit from studies that expand upon the unique factors which play a role in FLE. Consequently, the present study pays particular attention to the classroom activities FL learners most enjoy as this aspect was significantly present in learner-reported episodes of FLE (Dewaele and MacIntyre “Janus” 256; Bensalem 20).

Demographic factors

Existing studies have examined FLE in respondents of considerably varying ages which has provided insight into how this emotion develops through the years. In a sample population of individuals as young as eleven and as old as seventy-five years, located worldwide, it was

concluded that FLE increases with age, though not indefinitely as results remained practically consistent in the population above forty years old (Dewaele and MacIntyre “Janus” 253). Given that secondary school students are often obliged to study a foreign language, adolescents are a favourable population for FLE investigations. The general trend assumes that students are very eager at the beginning of their FLL journey and this excitement wanes as exams approach (Dewaele and Dewaele 19). Older students who continue to study a FL often do so willingly and thus enjoyment again rises in this group (Dewaele and MacIntyre “Janus” 262). Consequently, this can explain why FLE trends upwards over time as learning becomes a more autonomous and independent decision.

Gender is another demographic factor which receives considerable attention in FLE research. Disparities between FLE experienced by males and females have led researchers to question, *Do girls have all the fun?* (Boudreau et al.). This in-depth gender comparison revealed that girls experience emotions more strongly than their male counterparts which accounts for higher levels of FLE (59). According to Boudreau et al. the former, “had significantly more fun, were prouder of their FL performance and felt they were learning interesting things in the FL class,” (51). Despite the valuable contributions garnered from this study, its multiple-choice questionnaire was inadequate in understanding the reasons behind why boys experience less FLE and more disinterest in FLL. Therefore, to fill this gap in the research, the current study includes an open-ended question that asks students which factors generate dissatisfaction in their FLL experience.

Subsequent studies have noted less discrepancy between gender and emotion thus underscoring the inseverable link between gender and culture (Dewaele and Dewaele 19; Bensalem 15; Boudreau et al. 44). For instance, Bensalem listed the absence of gender comparative FLE research in the Arabian Gulf region, and by extension “male dominated societies”, as a key

motive for conducting his study (15). Bensalem reported negligible differences between the FLE of each group (19). Furthermore, as supported by Boudreau et al. and Bensalem, gender differences are more apparent in individual questions rather than in enjoyment as a whole (51; 19). For example, more girls thought it was “cool” to learn a FL (51; 19).

However, it must be noted that most studies had a disproportionate ratio of female to male respondents, and when carried out among students, the schools were often co-educational. Armed with this foresight, the current study elected one all-boys’ and one all-girls’ school for the sample population. Furthermore, since it is not enough to merely observe gender differences, this study hopes to better understand which factors and, especially classroom activities, contribute to FLE in the male and female population so that recommendations can be made to adjust teaching styles to better suit each group (Boudreau et al. 42).

A last demographic factor which has shown positive correlation with FLE is the learner’s perceived proficiency in the FL. When asked to describe their mastery of the FL as Beginner, Low Intermediate, Intermediate, High Intermediate or Advanced, those who chose High Intermediate or Advanced had the highest levels of FLE with a general upwards trend observed (Dewaele and MacIntyre “Janus” 250). This suggests that confidence and enjoyment are intertwined. Similarly, a meta-analysis of existing FLE literature revealed that there is a moderate positive correlation between academic performance and enjoyment experienced in the classroom (Botes et al. 217).

Most Enjoyed Activities and Experiences

Following the FLE questionnaire developed by Dewaele and MacIntyre, some researchers have collected qualitative data on specific enjoyable moment learners have experienced during their FL classes. These responses were analysed and categorised into overarching themes such as:

Classroom Activities, Peer Recognition, Teacher Recognition, Realization of Progress, Teacher Skills, Authentic Use of FL, Personal Performance, and Assessment. Other researchers characterized the responses into dimensions, namely, Teacher, Private, Interaction and Competence.

Among participants of all ages and backgrounds, Classroom Activities was a recurring mention in personal anecdotes of enjoyment. In fact, the feedback from Dewaele and MacIntyre's study of 1076 language learners included 441 mentions of classroom activities which made up 41% of the responses ("Janus" 265). Tasks that were done in groups, had unique aspects, allowed for freedom of expression and creativity and that were intellectually stimulating were favoured by respondents. The data suggests that learners enjoy when they are allowed to play an active role in FLL.

Meanwhile, Bensalem reported Instructor Skills as the most prominent theme with a frequency of 143 mentions, and classroom activities as a close second with 126 mentions (20). Even though in Dewaele and MacIntyre's study, Teacher Skills was only mentioned 98 times, there is an overlap between this and classroom activities as teachers' ability to create a positive atmosphere depended not only on their encouraging attitudes but their use of engaging exercises ("Janus" 256; Bensalem 21). The Chinese Online Foreign Language Enjoyment Scale (OFLES) developed and tested by Wang et al. also validates this correlation as the teacher dimension ranked highest in this study and 19 responses from this category mentioned the use of non-conventional online pedagogical tools (2835).

Additionally, Peer Recognition and Interaction ranked high in participants' recounts of enjoyable moments. Dewaele and MacIntyre noted this aspect as an individual theme which was featured in 13.6% of the responses, the second highest after classroom activities ("Janus" 256).

Student testimonies revealed that peers being supportive of each other during FLL, such as when errors are made, creates a motivating atmosphere. Equally valuable is a close-knit environment where students feel comfortable to share personal information and opinions (“Janus” 258). This is important as language learning classes often include lessons on topics that may be sensitive, such as family.

Finally, a subset of learners derived enjoyment from private feelings of success. In Wang et al.’s study this theme was mentioned the most and was categorized as, “learners’ private enjoyment, growing through personal progress, or perception of good performance,” (2836). This category is quite important because, “experiencing real achievement is the surest route to self-esteem and enjoyment,” (Dewaele and MacIntyre “Janus” 264). Ultimately, only the learner’s resilience and determination to learn the FL will provide a source of enjoyment (Dewaele and Alfawzan 39). Consequently, Dewaele and MacIntyre suggested the need for more qualitative research to enhance the concept of FLE, therefore the present research has three open-ended questions (“Right” 233).

Chapter 2: Results

Demographic Data

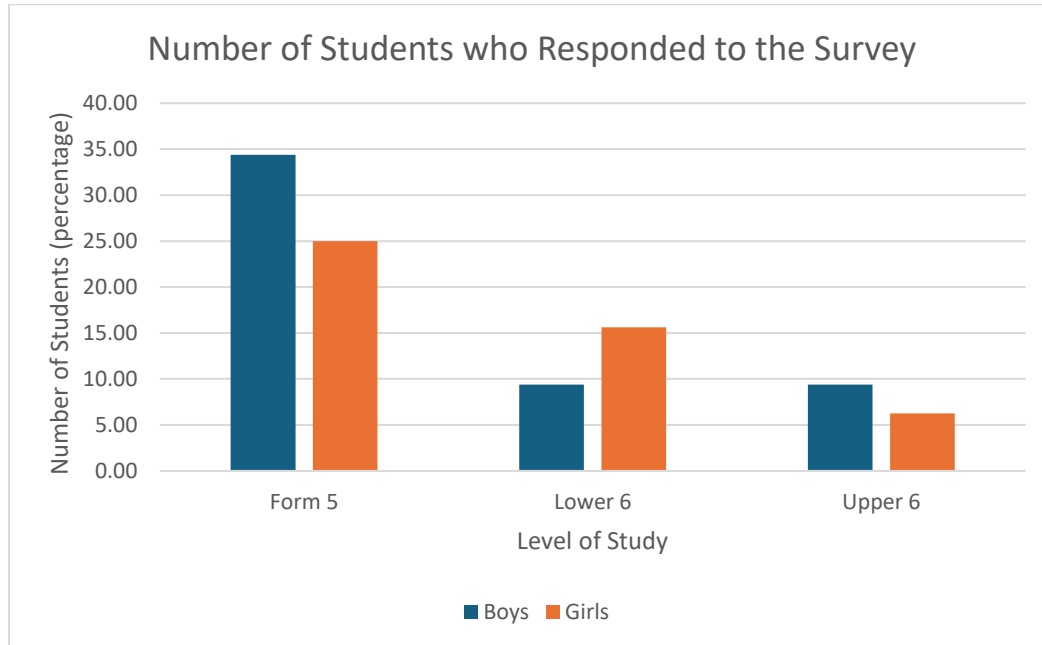


Figure 1 Chart Showing Number of Students who Responded to the Survey.

One hundred Form Five and Form six Spanish students and fifty-nine French students from the schools selected were contacted through their respective school officials and just over 20% from both groups completed the questionnaire. The ages of the respondents ranged from 16 to 18 and the average age was 16.25 years. Typically, the ages corresponded with the level of study; all but three of the Form fives were 16, all the Lower six students were 17 and all but one of the Upper six students were 18, therefore trends were identified based on form rather than age. The largest number of responses came from Form Fives (59.38%), while Lower Six accounted for 25% of the responses and 15.63% of the responses were from Upper Six students. The decrease in responses was consistent with a smaller Form Six population.

English was the native language of all the students though three indicated that Spanish was also spoken at home. However, in the subsequent question which asked students whether there was

anyone in their immediate family or household that spoke a language other than English, only one of the previous three students explained that it was their mother who spoke Spanish. An additional six students had family members who spoke a FL. Therefore, there were eight relatives, inclusive of parents, siblings, aunts, uncles, and cousins, who spoke three different languages. The majority spoke one other language which was Spanish. One person's sister spoke both French and Spanish and there were three French speakers in total. Lastly, a student's cousins were learning German. A small subset of the participants, 25.00%, were studying or had studied a different FL than those they were learning at school. Among the girls, 33.33% had studied another language in the past while 17.65% of the boys had studied another FL, inclusive of two students who were currently engaged in learning the language. Most of the students had only studied for a few months, the minimum being two, and rated their proficiency as Beginner. A few other students had studied the language for between one to two years and some judged themselves as Low Intermediate.

The following questions on the survey investigated students' competence in the language they were currently studying for their respective CXC exams at the end of Form Five, Lower Six and Upper Six. Eight students were studying both French and Spanish, so these questions received forty responses. The duration of time students had been learning each language was five, six or seven years depending on their form. Regardless of how long they had been studying the language, the majority of participants (71.88%) rated their proficiency as Intermediate. The second and third highest categories were Low Intermediate (18.75%) and High Intermediate (15.63%) respectively. Notably, the three Beginner responses (9.38%) came from Form Five students, while the sole Advanced response (3.13%) was from a Lower Six pupil. Two students (6.25%) did not respond.

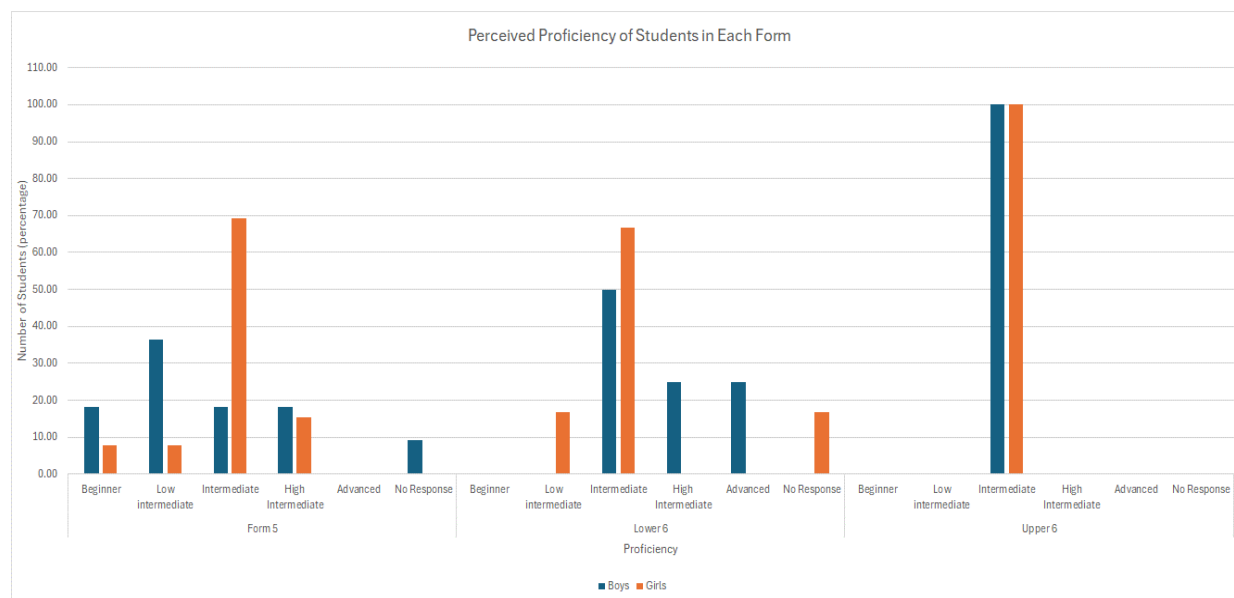


Figure 2 Chart Showing Perceived Proficiency of Students in each Form.

A closer analysis of the data taking gender into consideration revealed that more girls chose Intermediate. In Form Five, 18.18% of the boys chose Intermediate compared with 69.23% of the girls, while the boys (36.36%) in this form were more likely to judge themselves as Low Intermediate than the girls (7.96%). Yet, the number of boys (18.18%) who chose High Intermediate was slightly larger than the girls (15.38%). Similarly, in Lower Six a higher percentage of girls (66.67%) selected Intermediate in contrast with only half (50.00%) of the boys. However, the boys in Lower Six were more confident of their skills with 25.00% choosing High Intermediate and Advanced while no girls selected those options but 16.67% judged themselves as Low Intermediate. Interestingly, all the Upper Sixes indicated they were at the Intermediate level. Meanwhile, negligible differences were observed when the proficiency chosen by students studying French and Spanish were compared.

The final item used to gauge students' competency was their last end of term grade. The range of the results was seventy and the data was distributed among seven of eight classes with an interval of ten and a lowest and highest-class limit of twenty and ninety-nine respectively. The

modal class was 80-89% which had twelve students. The second and third highest distributions were 70-79% and 60-69% which each had six students. The mean of the scores was 69.97% and more than half of the students (71.88%) received this grade or higher.

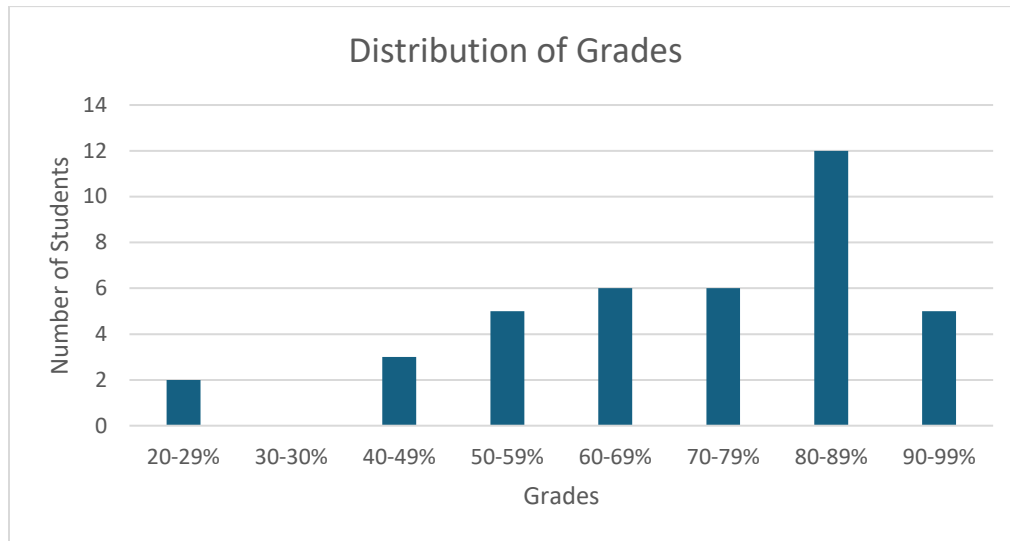


Figure 3 Chart Showing Grades Received by Students

The relationship between level of study and grades showed a similar trend with the modal class for each form being 80-89%. Additionally, Lower Six and Form Five both had a second modal class which were 60-69% and 90-99% respectively. The grades of the Form Five students were the most varied, with at least two students in each grade class. All the Lower six students received a grade between 50% and 89% while the majority of Upper six students (80.00%) received a grade in the 80-89% class. Meanwhile, few notable differences were observed between French and Spanish grades. Eight percent of Spanish students received a grade between 70-79% in comparison with 26.67% of French students, and 8.00% of Spanish students also received a grade in the 20-29% class while no French students received such a grade.

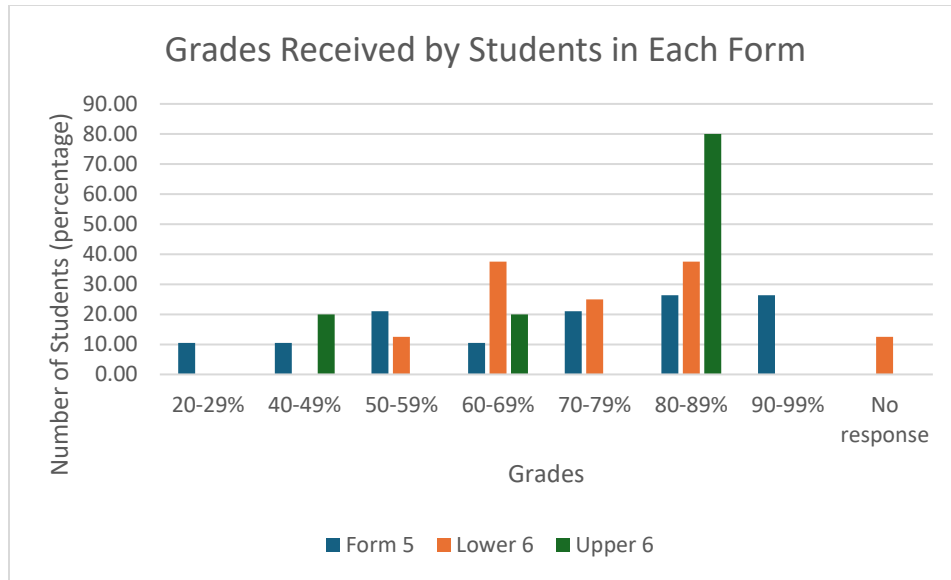


Figure 4 Chart Showing Grades Received by Students in each Form

Generally, students' perception of their proficiency in the language was supported by their grades. The student who rated himself as Advanced had a grade in the 80-89% bracket, and so did two students in the High Intermediate category. Of the remaining High Intermediate students, two had a grade between 90-99% while the final student had a grade between 70-79%. The lowest grades registered were in the 20-29% class and were received by one Beginner and one Low Intermediate student. The Intermediate category showed the most variation with the lowest grade being between 40-49% while the highest grades were between 90-99%. The modal class in the Intermediate group was 80-89% which was the grade registered for nine students. The two students who did not provide a proficiency in the previous section both received a grade between 60-69%.

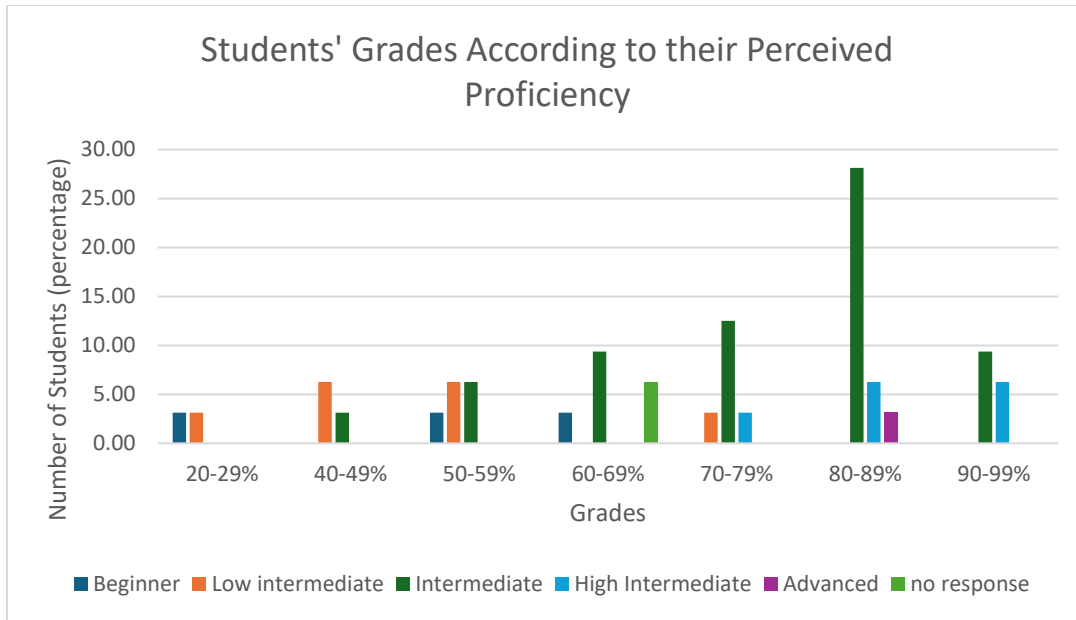


Figure 5 Chart Showing Students' Grades According to their Perceived Proficiency

A final analysis of the students' grades in relation to their gender showed considerable differences. The modal class remained the same for the girls (80-89%) and had a frequency of nine while the boys had four modal classes, 80-89%, 60-69%, 50-59% and 40-49% which each had a frequency of three. Furthermore, 20% of the girls had a grade in the 90-99% category in contrast with 11.76% of the boys. Additionally, no girls received a grade between 20% and 49% while 29.41% of the boys had a grade within this range. Remarkably, the only class where the boys had a higher percentage than the girls was 50-50% (17.65% for Boys, 13.33% for Girls).

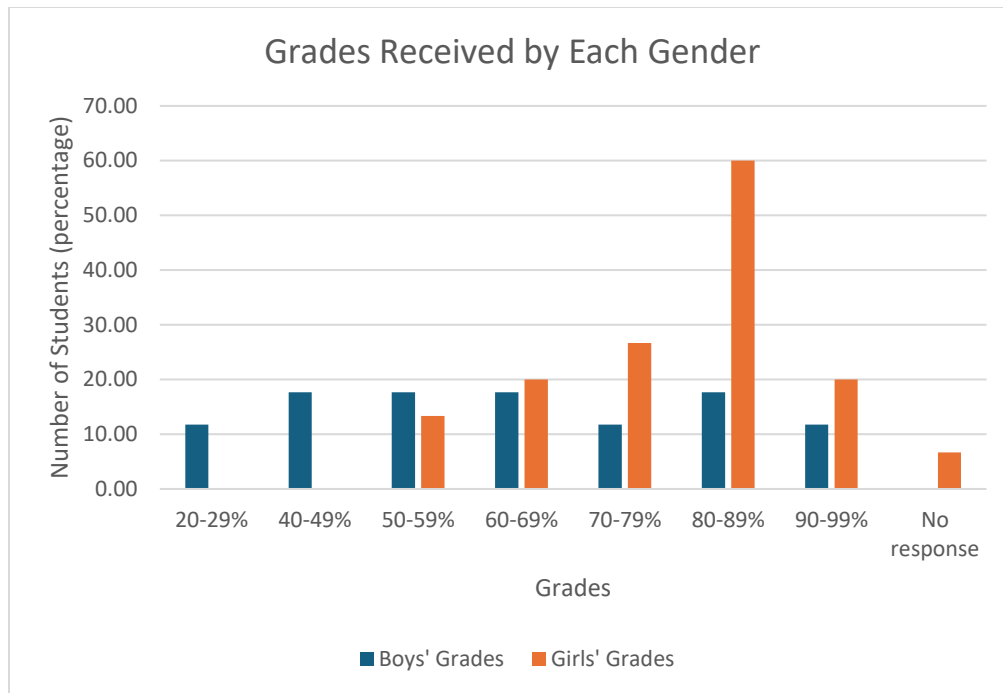


Figure 6 Chart Showing Grades Received by each Gender

Foreign Language Enjoyment Scale

The mean FLE score for the sample population was 3.98 with scores ranging from 2.61 to 4.92. A one-way ANOVA of the means of the subdomains, Peers ($M = 3.92$), Personal ($M = 4.12$), Classroom ($M = 3.72$) and Teacher ($M = 4.41$), to determine whether the level of FLE experienced for all categories were equal reported a significant difference; $F(2.39, 4.52) = [6.00]$, $p < 0.05$). A subsequent Tukey HSD test revealed that the means for Classroom and Teacher varied greatly ($p < 0.05$).

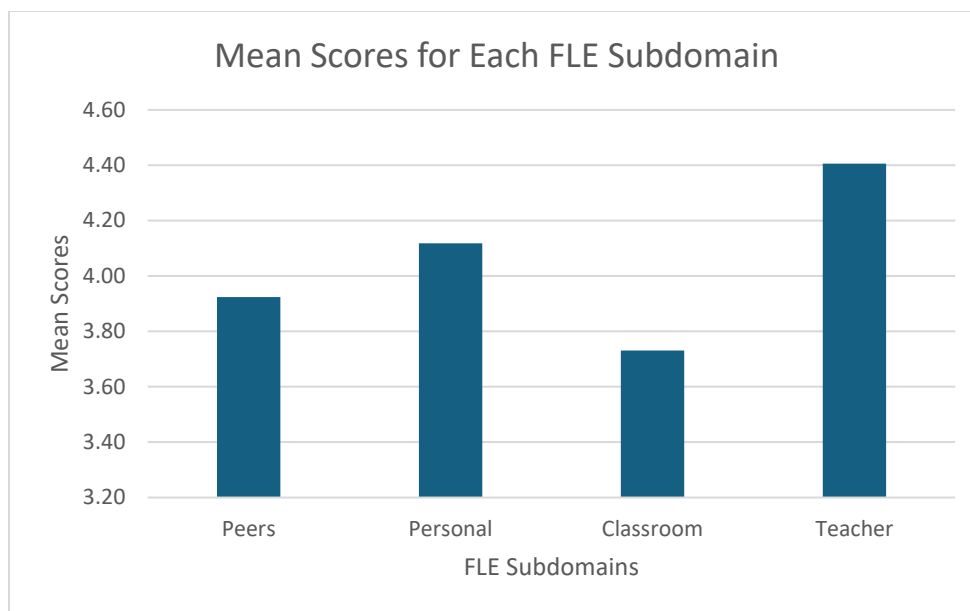


Figure 7 Chart Showing Mean Scores for each FLE Subdomain

The average FLE score for the Form Fives was also 3.89 with scores ranging from 2.61 to 4.63. For the Lower Sixes the mean score was 4.08 with scores ranging from 3.45 to 4.92, while the Upper Sixes had a mean score of 4.18 with scores ranging from 3.42 to 4.87. A one-way ANOVA of the mean scores for students at each level of study revealed no significant difference. Additionally, T tests comparing FLE scores based on the number of FLs students were studying, Spanish versus French students, and students who had relatives who speak another language all reported insignificant results. However students who had studied another FL had a higher level of FLE than those who had not; $t(30) = 2.05$, $p = < 0.05$.

Next, students' general perceived proficiency was compared to their mean FLE scores.¹ The level of FLE increased linearly as mastery of the FL grew from Beginner to Intermediate and there was a slight decrease in the Higher Intermediate learners. Furthermore, the results of the one-

¹ For the students studying two languages their general proficiency was derived by calculating the mean of their two responses using a rating of 1 to 5 with Beginner receiving a score of 1 and Advanced a score of 5.

way ANOVA and subsequent Tukey's HSD test showed that the Beginner group scored significantly lower ($p < 0.05$) than the other three groups.

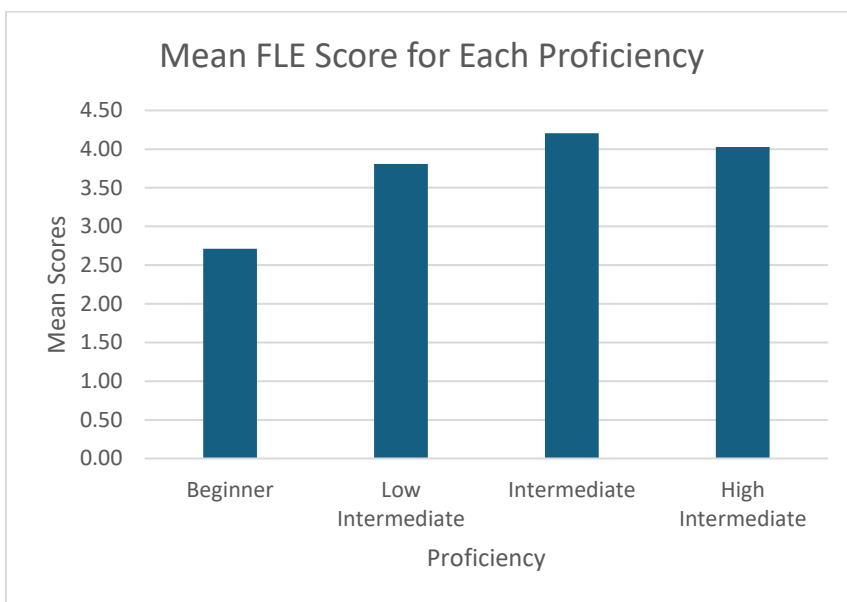


Figure 8 Chart Showing Mean Score for each FLE Subdomain

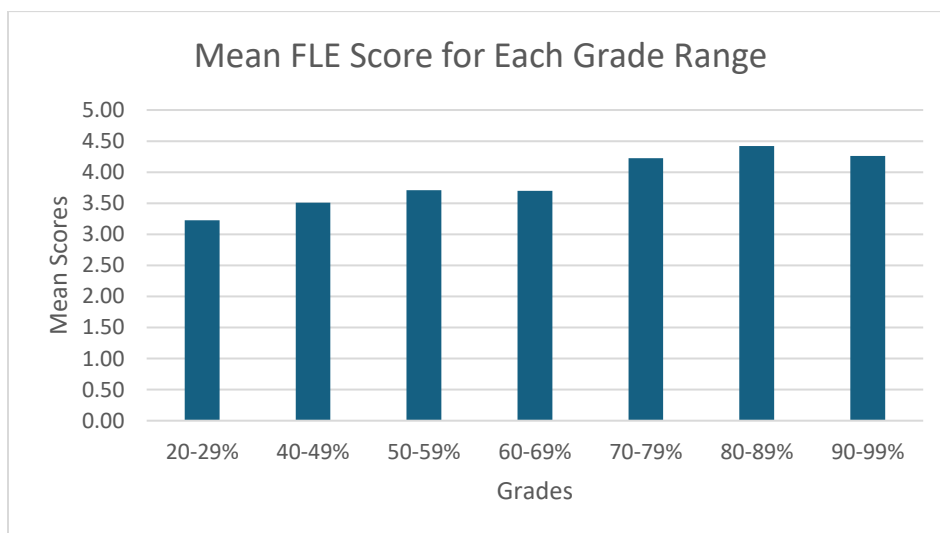


Figure 9 Chart Showing Mean FLE Score for each Grade Range

The relationship between average grades and FLE, showed an upwards trend though those in the 50-59% and 60-59% class groups experienced almost the same level of enjoyment while there was a minimal decrease in the 90-99% class group. However, according to the ANOVA and

Tukey's test the true difference between the means for each group were insignificant, except for the 20-29% who had a score much lower than that of the 80-89% group ($p < 0.05$).

A two-sample T test performed to compare the means of the male ($M = 3.72$, $SD = 0.57$) and female ($M = 4.28$, $SD = 0.39$) respondents suggested a significant difference in FLE; $t(30) = -3.16$, $p < 0.05$. Furthermore, a series of T tests revealed twelve items where the mean scores of the girls was significantly higher than those of the boys and that the girls had higher mean scores in each FLE subdomain. However, only Form Five girls had a significantly higher FLE mean than Form Five boys.

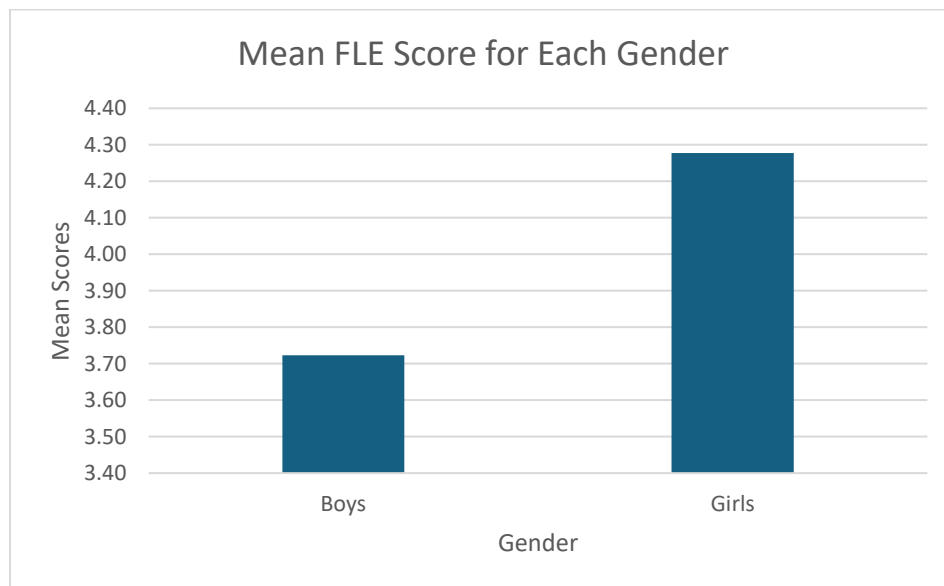


Figure 10 Chart Showing Mean FLE Score for each Gender

Table 1 FLE Scale Items with Mean Difference Between Boys and Girls

Question Number	Items	Mean Scores	
		Boys	Girls
4	I enjoy it	3.59	4.40
7	I'm a worthy member of the foreign language class	3.24	4.20
9	In class, I feel proud of my accomplishments	3.41	4.40
13	I feel good after my foreign language classes	3.18	4.00
14	I enjoy being a member of my foreign language classes	3.59	4.40
15	I enjoy expressing myself in my foreign language classes	3.47	4.33
21	It's fun	3.47	4.73
22	I find learning a foreign language rewarding	3.88	4.87
23	I am motivated to succeed at learning a foreign language despite or in part because of the challenges	3.82	4.67
27	The contributions of my classmates positively enhance the class	3.76	4.53
35	Receiving good grades or positive feedback on assignments from my teacher is motivating	4.06	4.80
38	We laugh a lot	3.71	4.60

Classroom Activities

The mean classroom activities score was 3.86 and scores ranged from 2.97 to 4.56. Of the twenty-seven items, fifteen were related to active learning activities and ten were related to passive learning activities. Both categories had very similar means (Passive learning $M = 3.82$, Active learning $M = 3.83$) and a two-sample T test assuming equal variances confirmed the results were not statistically significant. The items were also subdivided into nine items dealing with the use of technology in the classroom and eighteen items which did not make use of technology. The mean of the former was 3.85 and the mean of the latter was 3.87 which was not significantly different. Finally, an ANOVA carried out to determine if the different components commonly associated with language learning activities, namely listening, speaking, writing and reading, were enjoyed to varying degrees reported insignificant results.

A T test assuming equal variances showed that the girls ($M = 4.17$ $SD = 0.43$) experienced an overall higher level of enjoyment than the boys ($M = 3.60$ $SD = 0.49$) for the different classroom activities; $t(52) = -4.56, < 0.05$. Further T tests clarified that the girls had a significantly higher mean score for all types of activities except Reading and Writing. Additionally, there were three individual items from the questionnaire that boys enjoyed notably less than girls.

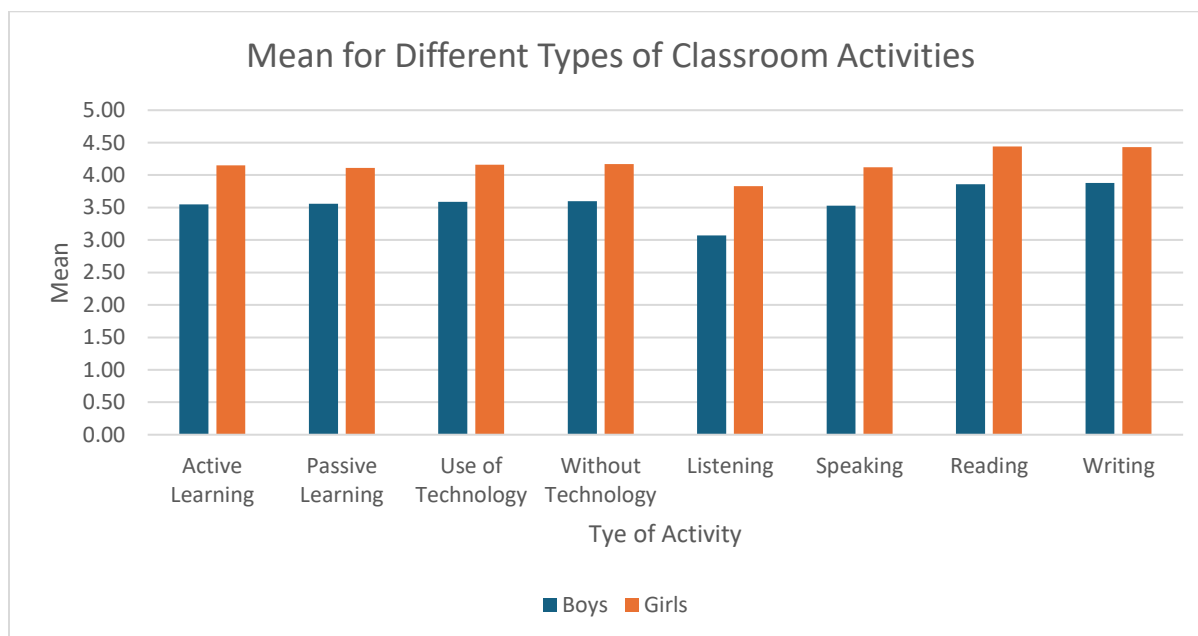


Figure 11 Chart Showing Mean Scores of Boys and Girls for Different Classroom Activities

Table 2 Classroom Activities Items with Mean Difference Between Boys and Girls

Question Number	Items	Mean Scores	
		Boys	Girls
2	Watching movies	3.59	4.53
8	Using a textbook	2.76	3.73
13	Performing dialogues and skits with classmates	2.53	4.40

The final open-ended question in this section was answered by all students although seven gave very vague responses that were difficult to analyse for common themes. The responses were

manually coded to identify instances of active and passive learning, use, or lack thereof, of technology and listening, speaking, writing, and reading activities. Of the thirty-two responses, 68.75% exclusively mentioned active learning, while 25% featured a combination of active and passive activities and only one response (3.13%) included solely passive activities. Technology usage in the classroom was prominent (59.38%), however more activities were done which did not make use of technology (87.50%) and a little over half of the responses (56.25%) included a combination of both. Listening, reading, and writing exercises were done in just over half of the respondents' classes while speaking activities made up 75% of the responses.

The boys' school (35.29%) had a greater instance of passive learning compared with the girls' school (20.00%) though for the former this was always combined with active learning activities. The girls' responses (66.67%) included a slightly higher usage of technology than the boys' (52.94%) but both groups had very similar percentages for items which did not include technology. Across listening, reading and writing activities, the difference was between 10 – 30% with the boys' school recording the lower percentage in each category. However, the difference for speaking activities was less than 10%.

While most students (96.88%) agreed or strongly agreed that they enjoy learning about the culture of places associated with the target language ($M = 4.56$), only 15.63% indicated that this activity was done in their classes. Similarly, 81.25% of the respondents agreed or strongly agreed that going on field trips was an enjoyable foreign language learning activity ($M = 4.41$), but only 6.25% mentioned going on field trips. Playing games, both online and offline, was another activity rated highly among the students ($M = 4.34$ and $M = 4.41$ respectively), however, no students mentioned this activity being done in their classes. Speaking with peers was the third activity most enjoyed by students ($M = 4.41$) while doing individual presentations was the least enjoyed activity

($M = 2.97$). Overall, a lot of speaking activities were included in the students' classes, about half of which were with peers and only two students mentioned having to do individual presentations. Only a little over half of the students (53.13%) enjoyed using a textbook to learn a foreign language ($M = 3.22$) and even fewer of them (21.88%) reported that this activity was used in their classes.

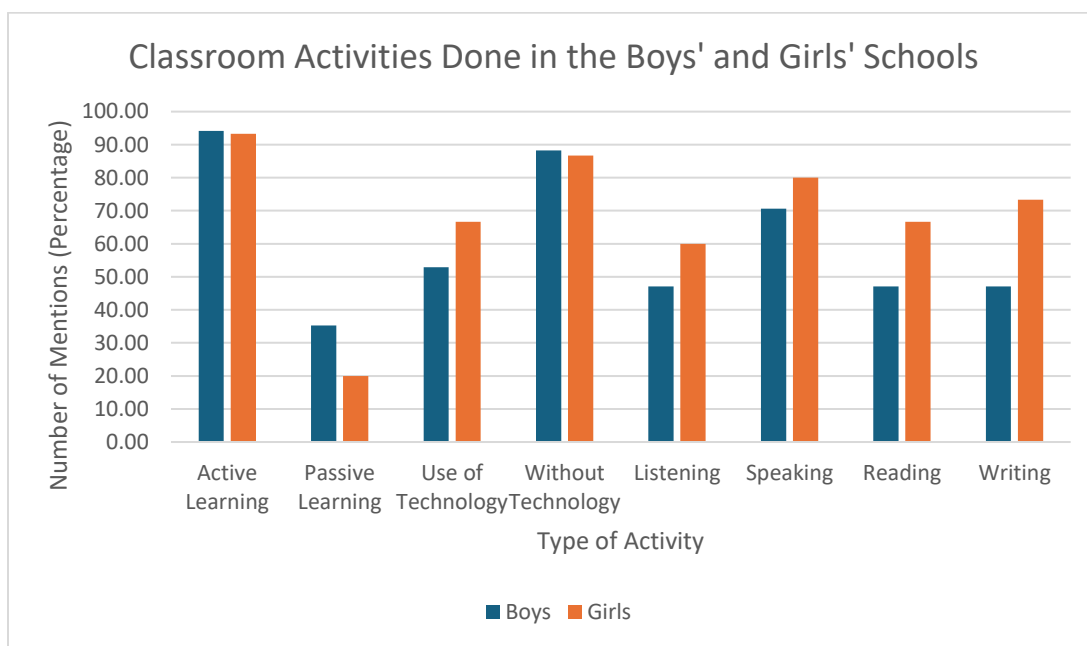


Figure 12 Chart Showing Classroom Activities Done in Boys' and Girls' Schools

Personal Perceptions

The first question in this section sought to uncover the most enjoyable aspects of FLL and 81.25% of students responded. After accounting for the students who listed not liking any aspects of FLL, 70.59% of boys and 86.67% of girls were able to identify factors and experiences they enjoyed. Manual coding of the responses revealed ten common themes: Speaking, Classroom Activities, Peers, Teacher, Personal Progress and Satisfaction, Classroom Atmosphere, Culture, Vocabulary, Travelling and Meeting New People. Some students also said that there was nothing enjoyable about FLL. The remaining responses which were not as popular were Interacting with Natives, Good Grades and Field Trips.

Table 3 Most Enjoyable Aspects of FLL

Theme	Frequency	Percent (%)
Speaking	10	38.46
Classroom Activities	9	34.62
Peers	8	30.77
Teacher	8	30.77
Personal Success	6	23.08
Classroom Atmosphere	4	15.38
Culture	4	15.38
Vocabulary	3	11.54
Travelling and Meeting New People	2	7.69
No Likes	2	7.69
Interacting With Natives	1	3.85
Getting Good Grades	1	3.85
Field Trips	1	3.85

Students most enjoyed speaking (38.46%) in the FL be it with peers, friends, teachers, family members or natives. Being able to communicate their ideas efficiently and effectively was equated with having mastered the language. For example, MR10² emphasized, “I love the oral aspect as I get to communicate in the language and boast what I have developed and learnt over the last 5 years.” Classroom activities (36.42%) was another enjoyable aspect. Students favoured engaging and interactive experiences such as classroom debates and discussions, field trips, and working with their peers.

The attitudes of, contributions from and interactions with their peers and teachers were both equally important. Students generally valued teachers who were dedicated, supportive, non-judgemental, kind, understanding and who had fun and creative personalities. FR4 recounted her

² Male and female respondents were sorted separately according to their age and they were assigned chronological identifiers beginning with MR or FR respectively standing for male or female respondent

first day of Spanish class in Form One where the teacher entered the class and introduced herself in English, left, and returned speaking fluent Spanish. As for peers, they are valuable in creating a relaxed, judgement free, supportive, and fun atmosphere of camaraderie. FR1 relayed that her classmates,

make up these crazy dialogues in French with like arguments and stuff using the vocabulary that we're learning and that has everyone laughing and having a good time; it really breaks the monotony of being in a class with girls that you may not always speak to on a daily basis and encourages you to want to speak not just to them, but speak to them in French as well. C'est toujours amusant, à mon avis!³

A final popular response was Personal Success (23.08%). MR12 reported that he most enjoyed the challenge associated with FLL, while FR5, who loves helping people, was happy that through FLL she could be of assistance to Spanish speaking migrants in her country. Other students reported simply having a natural love for FLL and enjoying witnessing their progress.

Seventy-five percent of students responded to the next question which investigated factors that hinder feelings of enjoyment during FLL. Disregarding those who reported not disliking any factors, 70.59% of the boys and 73.33% of the girls disliked certain aspects of FLL. The eight most common responses were: Classroom Activities, Exams, Difficulty Understanding and Learning the Language, Teacher, No Dislikes, Equipment and Resources, Classroom Atmosphere and Excessive Homework. A few other themes observed were: Being Forced to Learn a Language, Restrictions on Use of Technology in Class, Personal Struggles, Lack of Access to Native Speakers and Peers.

³ Translation: It is always fun in my opinion!

Table 4 Least Enjoyable Aspects of FLL

Theme	Frequency	Percent (%)
Classroom Activities	8	33.33
Exams	5	20.83
Difficulty Understanding and Learning	5	20.83
Teacher	4	16.67
No Dislikes	3	12.50
Equipment And Resources	2	8.33
Classroom Atmosphere	2	8.33
Excessive Homework	2	8.33
Being Forced to Study the Language	1	4.17
Restrictions On Use of Technology	1	4.17
Personal Struggles	1	4.17
Lack Of Access to Native Speakers	1	4.17
Peers	1	4.17

Classroom Activities was the most common theme being mentioned in 33.33% of the responses. Participants particularly disliked passive learning activities such as watching videos, reading articles and lack of games, and using a textbook was also described as a “chore.” Generally, non-interactive classes where the teacher instructs the students but does not engage them, especially in speaking the FL, were not enjoyable. Another unpopular activity was writing. FR11 emphasized, “I dislike writing long essays about any given topic, regardless of my love for that topic in English.” Students also lamented that little was taught about culture.

According to FR14, “Exams and deadlines are one way to take the joy out of anything,” and 20.83% of the responses supported this complaint. Students felt pressured to perform well in exams which could result in FLL becoming, “a tiring task as opposed to something [they] enjoy.” MR1 specifically found it challenging to “remember a certain answer to a question,” for the oral or speaking component of the examination, while MR5 was dissuaded by limited access to past papers. He explained that, “the lack of availability of past papers especially within multiple

choice ... makes it harder to prepare for exams and thus increase stress levels and leads to a dislike of the learning process.”

Another challenge faced by students was Difficulty Understanding and Learning the Language. This included difficulty remembering the placement of accents as well as grammar rules and tenses. Not mastering these aspects of the language were stressful as students were then frequently corrected by their teachers, however, MR10 reasoned, “I know this is for my development as a student and I take that feedback and use it to improve.” Additionally, when reading in the FL, FR10 said it was discouraging not “understanding instantly” the meaning of the text.

Teachers were also mentioned in 16.67% of the responses as contributing to students’ dislike for FLL. However, for some participants the role of the teacher was not specific to FLL because, “the attitude of the teacher can greatly affect how much I enjoy or dislike any subject whether it be a foreign language or a normal subject.” Teachers who dampened students’ experiences were described as not dedicated, unconcerned with whether students understood the material being taught, overly formal and lacking creativity. Furthermore, teachers who structured their classes mainly around reading and writing activities, who skimmed the content and did most of the talking, fostered a dislike for FLL.

In the final question, 68.75% of the students gave suggestions to make FLL more enjoyable. More than half of the responses (63.64%) mentioned Classroom Activities that would boost their enjoyment. Students also desired more Immersion (31.82%), Exam Preparation (13.64%), Focus on Culture (13.64%) and Interactive and Engaging Classes (9.09%). Individual students believed having a language club in their school, less restrictions on use of technology, more relaxed class

rules, less homework, and changes to the physical classroom environment would make FLL more interesting.

Table 5 Suggestions to Improve FL Classes

Item	Frequency	Percent (%)
Classroom Activities	14	63.64
More Immersion	7	31.82
More Exam Preparation	3	13.64
Learning About Culture	3	13.64
More Interactive and Engaging Classes	2	9.09
Language Club	1	4.55
Less Restrictions on Use of Technology	1	4.55
Less Strict Rules	1	4.55
Less Homework	1	4.55
Classroom Atmosphere	1	4.55

Among the responses relating to Classroom Activities, inclusion of more videos and movies was the most common suggestion by students. This was with the aim of improving listening skills, having more exposure to natives' pronunciation, and learning grammar and vocabulary as well as colloquial expressions. Consequently, students also wanted to get more speaking practice, especially with natives. Another common answer was games, both offline and online, to be used in class to practice what was taught, while a few students suggested more writing, listening exercises and presentations.

Additionally, participants wanted a more immersive FLL experience. For many this meant field trips inclusive of visits to foreign countries which had the added benefit of learning about culture. However, MR12's advice was that classes should be, "100% the foreign language, only definitions and explanations (no translations)." Finally, a few responses highlighted the need for more exam preparation particularly in terms of access to past papers. FR4 wished for more one on

one or small group conversations with peers to reduce anxiety that may be caused by having to speak with an examiner for the oral exam.

Chapter 3: Discussion

The mean level of FLE was similar and, in some cases, higher than the means recorded by other researchers (Bensalem 24). Furthermore, Dewaele and MacIntyre's international study compared the mean FLE score for five different regions including North American and South America, and the average FLE score for the Trinidadian students matched the reported mean scores in North and South America ("Janus" 255). Therefore, despite being a largely monolingual society in the English-speaking Caribbean, facing ever declining numbers of students pursuing FLL, coupled with more and more schools making studying a FL a voluntary subject choice; FLE is not at risk in Trinidad and Tobago. One may even suggest that FLE is a global experience.

Contrary to the findings of previous studies, there were few demographic factors which significantly influenced FLE. However, this can be explained by the similarity in ages of the participants, which in this case was equal to their level of education and number of years they had been studying the language (Bensalem 25). Unexpectedly, class size was not an indicator of FLE as the Form Six language classes, which had less than ten students, were much smaller than the Form Five classes which had on average between fifteen to twenty students (Dewaele et al 4). Additionally, studying a FL was no longer mandatory at either school, therefore it is likely that only those students who already enjoyed learning a FL would have chosen to do so for their exams (Dewaele and Dewaele 20). The larger number of Spanish than French students could be explained by the responses in the qualitative section which revealed that lack of access to French natives was a major dislike. Those who chose French, though, truly enjoyed the language, or FLL, as the mean FLE score, while not significantly different, was slightly higher than that of the Spanish students.

Notable differences were however identified for proficiency and grades. Students who judged their competency as Beginner and who had a grade between 20 – 29% experienced significantly less FLE than all other students. Unfortunately, but according to Dewaele and MacIntyre, understandably, only two of these students responded to the Personal Perceptions section (“Janus” 262). MR3 explained that studying a FL was not his choice. This reasoning underscores the importance of the Private dimension in FLE. Meanwhile MR11’s struggle was the speaking component and in particular the oral exams thereby supporting the positive correlation between FLE and academic performance (Dewaele and Alfawzan 41, Botes 217). Additionally, these students gave unenthusiastic responses about what activities were typically done in their classes, but all agreed that they enjoy learning about culture.

However, the issue of concern is the level of FLE among the boys, specifically for individual questions as most items with significant differences were in the Private domain. Among all the students, and specifically the girls, the highest FLE scale item was, “It’s cool to know a FL.” Girls’ FLE was greatly determined by private feelings, meanwhile the boys’ FLE was greatly linked to their teacher. Notably, the boys scored much lower on, “I enjoy it,” “It’s fun,” and “I find learning a foreign language rewarding.” Additionally, boys were less motivated to succeed by the challenges associated with FLL which is a key concept of flow (Dewaele and MacIntyre “Right” 217). Regarding the Classroom domain, boys were less likely to feel proud of their accomplishments, enjoy expressing themselves or think themselves worthy members of their class. Their answers to the quantitative question on likes reflect these sentiments as they did not report fun classroom anecdotes.

Therefore, heeding the suggestion of Bensalem to consider the role of culture in creating gender norms, it is worth reflecting on how Trinidadian boys are socialised regarding emotions

and education (15). Therefore, raising FLE scores among males may require a two-pronged approach where not only are boys encouraged that learning a language is rewarding and fun, but they are also shown that feeling emotions is a positive and common experience. Consequently, boys may see their FL grades improve which in turn would further boost their enjoyment (Botes et al. 221). Furthermore, male and female teachers alike may need to abandon gender stereotypes which influence their teaching strategies, which is an avenue for further studies.

In fact, the Teacher subdomain was the highest source of FLE, as existing literature has established (Dewaele and Deweale 13). Students agreed that the attitude of their teacher significantly impacted their enjoyment more than attitudes of peers or the classroom atmosphere. This is because teachers are indispensable in influencing the entire FL learning experience (Mierzwa 173). However, the considerably lower score in the Classroom category is not an outright indication that it is irrelevant in FLE; rather more needs to be done to make the classroom a source of FLE. For example, FR5 disliked the time and length of her language classes because it meant that sometimes she was “too tired to put [her] all into the activities and simply [did] everything mechanically,” and she also suggested a change in physical location of the classroom. Furthermore, most students agreed or strongly agreed that the classroom atmosphere significantly impacts their enjoyment. Therefore, the task is for educators to find ways to improve this aspect of FLE. If the resources are available, one suggestion would be a dedicated FLL room where posters with cultural information are displayed.

Indeed, students unanimously agreed that their favourite classroom activity was learning about the culture of places associated with the FL, yet few reported this activity was done in their classes and many suggested that culture lessons be incorporated. Overall boys and girls generally enjoyed the same activities but had different order of preferences. The second favourite activity

for the boys was games while it ranked fifth for the girls. However, neither group of students indicated that their teachers employed this strategy. Students were also interested in going on field trips and listening to music in the FL. These results echo Dewaele and MacIntyre's conclusion that "learners are not to be considered as passive recipients of knowledge but as active pursuers of linguistic know-how, authentic communicators in the FL, and valued members of the classroom's speech community," (233 "Right").

Admittedly, most of the classroom activities done were geared towards exam preparation while those omitted from the classroom, but favoured by students, may not typically be suited for exam preparation (Dewaele et al. 11). However, few students mentioned good grades as an enjoyable aspect of language learning while examinations was cited as a top dislike. Rather, students preferred interactive and real-life applications of the FL, therefore increasing FLE may require a modification of the CXC syllabi to allow teachers more, "liberty to do unexpected, challenging, and funny things in their classrooms," (Dewaele and Dewaele 15). Moreover, avenues for children and adolescents to learn a FL for leisure as a cocurricular activity should be introduced, especially since those students who had engaged in FLL outside of school had higher levels of FLE. Surprisingly, technology was not a predictor of FLE. Technology use was more practical, such as PowerPoint presentations, than interactive or fun thereby prompting some students to suggest the use of online games. It is evident that students have not been introduced to the wide potential technology can play in FLL and that teachers must aim to increase their use of modern technology in the classroom (Wang et al. 2842).

A further argument for a greater emphasis on real life applications of the FL is that students most enjoyed speaking to friends, family members or natives in the FL (Dewaele et al. 12). In contrast, the oral component of the exam was a specific struggle for students because of

anxiety related to speaking to an unknown examiner and feeling as if they had to memorize certain answers. Additionally, to support MR12's call for classes to be conducted in the FL, Zeng found that higher FLE scores were related to teacher's use of the FL in class (3). Though in the minority, the students who responded that they disliked all aspects of learning a FL were noted as it lends credibility to the study showing that it was not only the students who most enjoyed language learning who responded to the questionnaire (Dewaele and MacIntyre "Janus" 262).

Conclusion

The current research investigated FLE among secondary school students in Trinidad and Tobago and discovered high levels of FLE. The most notable demographic factor which impacted FLE was studying a FL outside of school which underscores the need for greater focus on FLL within the Trinbagonian society. Additionally, students who performed well in exams and were more confident in their proficiency had higher FLE scores which reflects the essential role of good teachers who create productive and positive learning environments. Gender also impacted FLE scores but given that most of the observed factors were similar among both populations it suggests that boys are less likely to experience enjoyment in general which brings cultural gender differences to the forefront and is a valuable avenue for future research.

Furthermore, while the present research discovered that students most enjoyed engaging, real-life applications of the FL that allowed them to witness their progress and most disliked exams, it did not investigate the reasons students chose to study a FL which could provide worthwhile insight into FLE motivators. Finally, it cannot be emphasized enough that culture and immersion are essential components of FLL, and educators must reflect this in their lessons. This is not particularly challenging for Spanish given the proximity of Latin America; however, the future of French depends on teachers' commitment and creativity to making the FLL experience as culture filled and immersive as possible. Despite the beneficial findings of this study, the small, self-selected, sample that is not likely reflective of the general FL secondary school population which must be considered when making generalizations. Nevertheless, this research has successfully filled a void in FLE research in the Caribbean and opens the way for future research.

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Appendices

Appendix A: Questionnaire

Demographic Information

1. How old are you?
2. Please select your current level of study.
 - Form 5
 - Lower 6
 - Upper 6
3. What languages are spoken in your household?
4. Is there anyone in your immediate family or household that speaks a language other than English? If yes, indicate who and the language(s) they speak.
5. Please list all the languages you have studied/are studying for CSEC and the duration of years you have studied the language.
6. Please list all the languages you have studied/are studying for CAPE and the duration of years you have studied the language.
7. Please indicate your perceived level of competency in each language listed in question 3 and 4 above from the following choices: beginner, low intermediate, intermediate, high intermediate, advanced.
8. Please include your percentage in your last end of term results for all the languages you are currently studying.
9. Please list the number of students in each of your language classes at school.
10. Please list any other languages you study and the duration of time you have studied the language.

11. Please indicate your perceived level of competency in each language listed in question 10 above from the following choices: beginner, low intermediate, intermediate, high intermediate, advanced.

Foreign Language Enjoyment Scale

To what extent do you agree with the following statements?

Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree

1. I can be creative
2. I can laugh off embarrassing mistakes in the foreign language
3. I don't get bored
4. I enjoy it
5. I feel as though I'm a different person during the foreign language class
6. I learnt to express myself better in the foreign language
7. I'm a worthy member of the foreign language class
8. I've learnt interesting things
9. In class, I feel proud of my accomplishments
10. It's a positive environment
11. I look forward to my foreign language classes
12. I remain actively engaged and interested during my foreign language classes
13. I feel good after my foreign language classes
14. I enjoy being a member of my foreign language classes
15. I enjoy expressing myself in my foreign language classes
16. I enjoy making contributions in class

17. The use of technology in class greatly improves my enjoyment
18. The atmosphere of my foreign language classes significantly impacts my interest in learning the language
19. A large number of students in the class contributes to my enjoyment of my foreign language classes
20. It's cool to know a foreign language
21. It's fun
22. I find learning a foreign language rewarding
23. I am motivated to succeed at learning a foreign language despite or in part because of the challenges
24. Making errors is part of the learning process
25. The peers are nice
26. Interactions with my peers during class increase my enjoyment of the class
27. The contributions of my classmates positively enhance the class
28. The attitude of my peers significantly impacts my interest in learning the language
29. The teacher is encouraging
30. The teacher is friendly
31. The teacher is supportive
32. Interactions with my teacher during class increases my enjoyment of the class
33. The attitude of my teacher significantly impacts my interest in learning the language
34. Being praised by my teacher during class feels good
35. Receiving good grades or positive feedback on assignments from my teacher is motivating

36. We form a tight group
37. We have common “legends”, such as running jokes
38. We laugh a lot

Foreign Language Classroom Activities

Please indicate how much you agree that you enjoy doing the following activities in class when the target language is included in the activity.

Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree

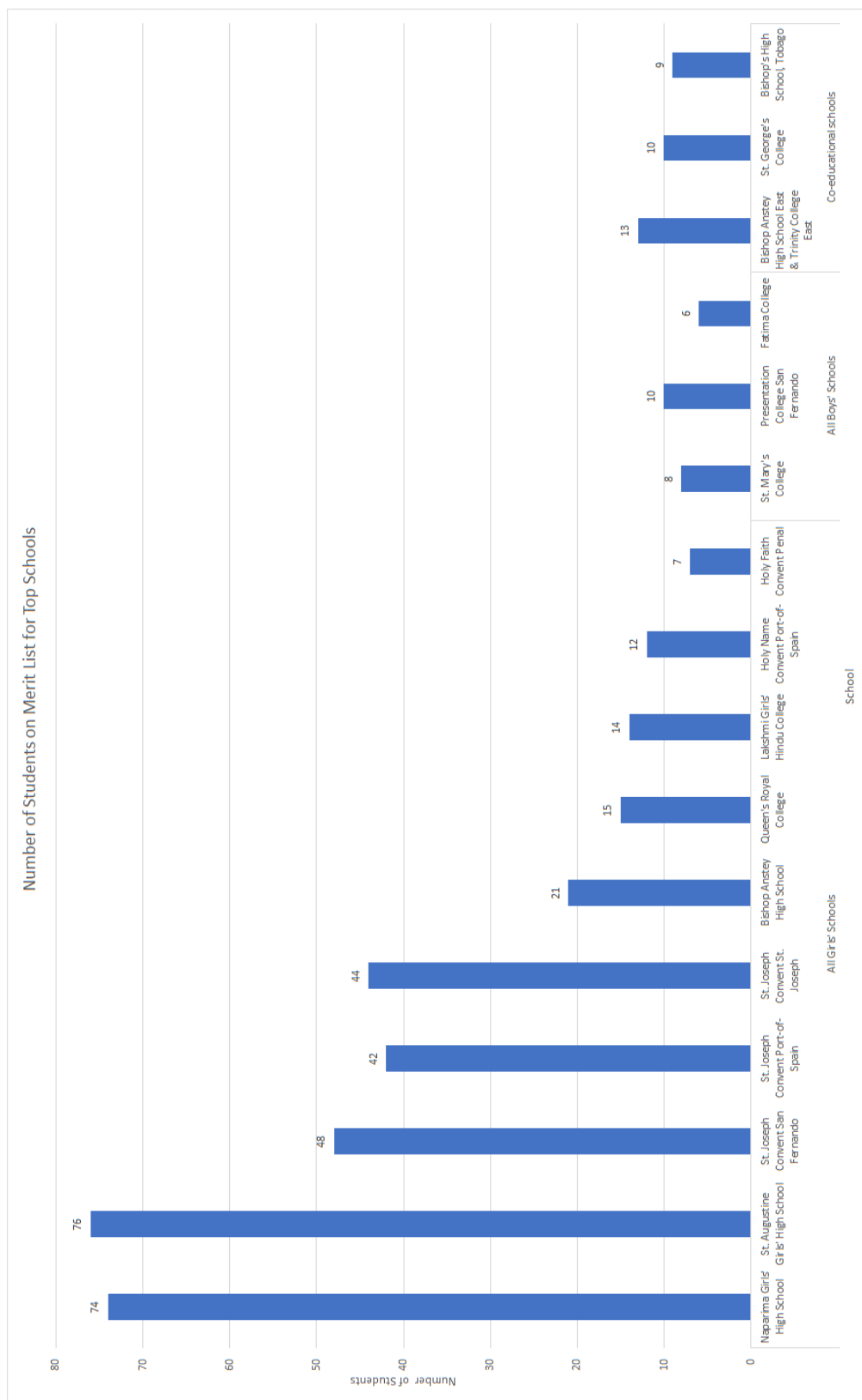
1. Watching videos
2. Watching movies
3. Watching plays
4. Creating videos
5. Reading books, stories or plays
6. Reading articles from newspapers, magazines, blogs etc
7. Writing activities
8. Using a textbook
9. Doing grammar exercises
10. Listening to music
11. Listening to audio recordings
12. Creating audio recordings
13. Performing dialogues and skits with classmates
14. Classroom debates

15. Viewing PowerPoint (or other similar tools such as Canva) presentations prepared by the teacher
16. Creating posters
17. Creating PowerPoint (or other similar tools such as Canva) presentations
18. Doing individual presentations in front of the class
19. Learning about the culture of places associated with the target language
20. Learning proverbs and saying
21. Playing games
22. Playing online games
23. Doing group work activities
24. Speaking with peers
25. Speaking with the teacher
26. Speaking with native speakers of the target language
27. Going on field trips
28. Briefly describe the activities typically done in your foreign language classes.

Personal Perceptions

1. Explain in detail what experiences and factors contribute the most to your enjoyment of learning a foreign language.
2. Explain in detail what experiences and factors contribute the most to your dislike of learning a foreign language.
3. Suggest ways your foreign language classes can be made more enjoyable.

Appendix B: Figure 13 Chart Showing Merit Lists Results



Appendix C: Table 6 Mean FLE Scores

No.	Item	Mean Score		
		All	Boys	Girls
1	I can be creative	4.19	4.18	3.13
2	I can laugh off embarrassing mistakes in the foreign language	3.72	3.59	3.20
3	I don't get bored	3.28	2.94	3.67
4	I enjoy it	3.97	3.59	3.67
5	I feel as though I'm a different person during the foreign language class	2.91	2.65	3.73
6	I learnt to express myself better in the foreign language	3.41	3.18	3.80
7	I'm a worthy member of the foreign language class	3.69	3.24	3.87
8	I've learnt interesting things	4.34	4.12	3.93
9	In class, I feel proud of my accomplishments	3.88	3.41	3.93
10	It's a positive environment	4.22	4.00	4.00
11	I look forward to my foreign language classes	3.38	3.06	4.07
12	I remain actively engaged and interested during my foreign language classes	3.69	3.35	4.07
13	I feel good after my foreign language classes	3.56	3.18	4.07
14	I enjoy being a member of my foreign language classes	3.97	3.59	4.20
15	I enjoy expressing myself in my foreign language classes	3.88	3.47	4.20
16	I enjoy making contributions in class	3.69	3.35	4.27
17	The use of technology in class greatly improves my enjoyment	3.97	3.88	4.33
18	The atmosphere of my foreign language classes significantly impacts my interest in learning the language	4.31	4.12	4.33
19	A large number of students in the class contributes to my enjoyment of my foreign language classes	3.09	2.71	4.40
20	It's cool to know a foreign language	4.69	4.47	4.40
21	It's fun	4.06	3.47	4.40
22	I find learning a foreign language rewarding	4.34	3.88	4.47
23	I am motivated to succeed at learning a foreign language despite or in part because of the challenges	4.22	3.82	4.47
24	Making errors is part of the learning process	4.59	4.35	4.53
25	The peers are nice	4.06	3.82	4.53
26	Interactions with my peers during class increase my enjoyment of the class	4.22	3.88	4.53
27	The contributions of my classmates positively enhance the class	4.13	3.76	4.53
28	The attitude of my peers significantly impacts my interest in learning the language	3.63	3.47	4.60
29	The teacher is encouraging	4.56	4.59	4.60
30	The teacher is friendly	4.38	4.29	4.60
31	The teacher is supportive	4.50	4.47	4.67
32	Interactions with my teacher during class increases my enjoyment of the class	4.09	3.94	4.67
33	The attitude of my teacher significantly impacts my interest in learning the language	4.47	4.29	4.73

34	Being praised by my teacher during class feels good	4.44	4.18	4.73
35	Receiving good grades or positive feedback on assignments from my teacher is motivating	4.41	4.06	4.80
36	We form a tight group	3.69	3.47	4.87
37	We have common “legends”, such as running jokes	3.63	3.35	4.87
38	We laugh a lot	4.13	3.71	4.93

Appendix D: Table 7 Mean Classroom Activities Scores

No.	Item	Mean Score		
		All	Boys	Girls
1	Watching videos	3.97	3.76	4.20
2	Watching movies	4.03	3.59	4.53
3	Watching plays	3.59	3.24	4.00
4	Creating videos	3.28	3.12	3.47
5	Reading books, stories or plays	4.09	3.88	4.33
6	Reading articles from newspapers, magazines, blogs etc	3.69	3.53	3.87
7	Writing activities	3.59	3.47	3.73
8	Using a textbook	3.22	2.76	3.73
9	Doing grammar exercises	3.38	3.35	3.40
10	Listening to music	4.31	4.06	4.60
11	Listening to audio recordings	3.69	3.41	4.00
12	Creating audio recordings	3.34	3.00	3.73
13	Performing dialogues and skits with classmates	3.41	2.53	4.40
14	Classroom debates	3.91	3.53	4.33
15	Viewing PowerPoint (or other similar tools such as Canva) presentations prepared by the teacher	4.00	3.88	4.13
16	Creating posters	3.63	3.41	3.87
17	Creating PowerPoint (or other similar tools such as Canva) presentations	3.72	3.35	4.13
18	Doing individual presentations in front of the class	2.97	2.71	3.27
19	Learning about the culture of places associated with the target language	4.56	4.29	4.87
20	Learning proverbs and saying	4.13	4.00	4.27
21	Playing games	4.41	4.24	4.60
22	Playing online games	4.34	4.12	4.60
23	Doing group work activities	4.16	3.88	4.47
24	Speaking with peers	4.41	4.18	4.67
25	Speaking with the teacher	4.22	3.94	4.53
26	Speaking with native speakers of the target language	3.88	3.71	4.07
27	Going on field trips	4.41	4.18	4.67