

UNIVERSITI TEKNOLOGI MARA

**EXPLORING THE INFLUENCE OF
POSITIVE EMOTIVE LANGUAGE
(PEL) TOWARDS ENGLISH
SECOND LANGUAGE
ENJOYMENT: A STUDY IN A
MALAYSIAN PUBLIC UNIVERSITY**

**NURMARSYA BATRISYA BINTI
SUHAR REZWAN**

MA

May 2026

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**NURMARSYA BATRISYA
BINTI SUHAR REZWAN**

Thesis submitted in fulfilment
of the requirements for the degree of
Master in Applied Language Studies

Academy of Language Studies

May 2026

CONFIRMATION BY PANEL OF EXAMINERS

I certify that a Panel of Examiners has met on 24 February 2026 to conduct the final examination of Nurmarsya Batrisya binti Suhar Rezwan on her Masters of Arts thesis entitled “Exploring the Influence of Positive Emotive Language (PEL) towards English Second Language Enjoyment: A Study in a Malaysian Public University” in accordance with Universiti Teknologi MARA Act 1976 (Akta 173). The Panel of Examiners recommend that the student be awarded the relevant degree. The Panel of Examiners was as follows:

Nurhafeza Mohd Akhir, MA
Senior Lecturer
Academy of Language Studies
Universiti Teknologi MARA
Chairman

Ameiruel Azwan Ab Aziz, PhD
Senior Lecturer
Academy of Language Studies
Universiti Teknologi MARA
(Internal Examiner)

Sazuliana Sanif, PhD
Associate Professor
Department of English Language and
Linguistics Centre for language Studies
Universiti Tun Hussein Onn Malaysia
(External Examiner)

**PROFESSOR DR HJH ZURAEDA
IBRAHIM**

Dean
Institute of Postgraduates Studies
Universiti Teknologi MARA

Date: 30 May 2026

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Postgraduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student	:	Nurmarsya Batrisya Binti Suhar Rezwan
Student ID. No.	:	2021489438
Programme	:	Master of Arts (Applied Language Studies) – LG750
Faculty	:	Academy of Language Studies
Thesis Title	:	Exploring the Influence of Positive Emotive Language (PEL) towards English Second Language Enjoyment: A Study in a Malaysian Public University
Signature of Student	:	
Date	:	May 2026

ABSTRACT

Learning English can be difficult, even for native speakers, more so for those studying it as a second language. This study looked at how both educators and students perceive the use of Positive Emotive Language (PEL) in English as a Second Language (ESL) classrooms. The aim was to understand the impact of PEL towards enjoyment in learning English by looking at student motivation, learning progress, and overall proficiency. Participants were English lecturers and diploma-level students from two campuses of a Malaysian public university. A combination of online questionnaires and semi-structured interviews was used to gather the data. Educators and students both completed surveys, and 15 students were selected for follow-up interviews to better understand their personal experiences. The analysis included a one-sample t-test on seven items from a 5-point Likert scale. The results showed that educators were intentional in how they used positive language in class. Three key strategies emerged most frequently are providing supportive feedback, utilizing motivating language, and offering affirming comments. Each had an average mean score of 4.0. Students generally responded well to this kind of communication. Majority of students said it made them feel more motivated and willing to take part in lessons. But not all feedback was positive. In the interviews, some students shared that hearing the same phrases over and over, without much context, made the words feel less meaningful. This raised a question about whether positive language becomes less effective if it is repeated too often or used without clear purpose. These comments suggest there is a need to look more closely at how PEL is used, how often, in what situations, and whether it fits the moment. While the findings support the idea that positive emotional language can help students speak up and feel more at ease, it also shows that timing and delivery matter. When used thoughtfully, this type of language can foster a more inclusive and welcoming classroom environment, while also helping students remain engaged and focused, particularly those learning English as a second language.

ACKNOWLEDGEMENT

Firstly, I am deeply thankful to Allah S.W.T for bestowing His blessings through every step of my Master's journey. A huge thank you to my dearest Dr. Noridah, my main supervisor for her wisdom and generosity that have made my Master's journey more meaningful. You have been more than just a supervisor, and I will always be grateful for your belief in me, your guidance, and your willingness to go above and beyond to ensure my success. I am also sincerely grateful to my co-supervisor, Dr. Normala, whose support was equally invaluable. Your insights, patience, and guidance were invaluable in shaping this research. Losing my main supervisor, the late Dr Aminabibi binti Saidalvi, was incredibly difficult, but your support helped me stay on track and see this through.

To my amazing Mama and Papa, thank you for instilling in me the values of hard work and perseverance. Not to forget my brothers and sisters who also believe and support me during my lowest. Your unwavering support has always been my foundation. And to my husband, Sharul Nizam, thank you for being my rock. Through the long nights, stressful days, and the joy of welcoming our daughter, Hawra Nisrina, your love and steady support meant everything to me. This thesis is not just my achievement; it is a reflection of the incredible support system I am lucky to have. Finally, a special thanks to my role model, Cik Ala for the constant encouragement and wisdom.

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LIST OF ABBREVIATIONS

Abbreviations

EFL	English as Foreign Language
ESL	English as Second Language
FLE	Foreign Language Enjoyment
PEL	Positive Emotive Language
PP	Positive Psychology
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
MAXQDA	MAX Qualitative Data Analysis

CHAPTER 1

INTRODUCTION

1.1 Research Background

Following the 1961 Education Act, English is described as an official second-language status in Malaysia (Abu Bakar et al., 2021). Due to its historical association, as Kennerknecht (2018) argues, even though English is not a native language in Malaysia, it is a language that is commonly used both in written and spoken forms for communication, education as well as serving societal functions. Therefore, as Malaysia continues to grow and connect worldwide, English remains a significant tool for advancement in academia, professional settings, and international relations (Azmar & Razali, 2024). However, despite its importance, the process of learning and acquiring English presents several challenges for learners, specifically caused by the unique sociocultural and educational pressures they face (Kim, 2023). This pressing issue has urged recent research in emphasizing the complex role of not only negative, but also positive emotions in the language learning process, due to particular sociocultural and educational demands (Plonsky et al., 2022).

Traditionally, studies on emotions in Second Language Acquisition (SLA) have centred on the adverse impacts, notably anxiety, that learners experience when navigating a second language (L2) (Wang et al., 2023). In formal settings, English is greatly appreciated as a language for teaching and advancing social opportunities. This can lead learners to frequently experience feelings of inadequacy or fear of failing (Rahmat et al., 2021). However, there is a growing recognition in the importance of enjoyment and positive emotional experiences that improve second language learning outcomes, which was largely influenced by the field of Positive Psychology (PP), as introduced to SLA by MacIntyre and Gregersen in 2012. According to MacIntyre (2021), positive emotions are often neglected in the SLA research, but PP has influenced the transition of acknowledging the importance of positive emotions in language learning by encouraging academics and educators to explore the effects of emotions such as optimism, gratitude, joy, and excitement on motivation, engagement, and learning outcomes.

Feeling positive emotions like enjoyment, satisfaction, and being involved is important for students to experience real Foreign Language Enjoyment (FLE). The term FLE was first introduced by Dewaele and MacIntyre in 2014. It refers to the positive feelings that appear when students who are learning a foreign language feel supported in their language classes, as explained by Botes et al. (2020). A number of studies have shown that meeting students' emotional and mental needs helps build confidence and improve language learning (Dewaele & MacIntyre, 2016). Enjoyment in FLE is not the same as what we normally feel in our daily life because it includes a sense of success in learning a foreign language (Boudreau et al., 2018). There are some common issues in order to achieve FLE such as anxiety and fear of speaking but, when the educators applaud the students' progress and encourage the students to participate, these common issues might be tackled (Khajavy et al., 2017). From these insights, it suggests that in the effort of fulfilling students' FLE, the students' performance and motivation may have a positive effect including in second-language settings (Jin & Zhang, 2018).

The FLE concept has been adapted to fit Malaysian context and is referred to as English Second Language Enjoyment. This version focuses on both the emotional challenges and positive moments students go through when learning English as a second language. English Second Language Enjoyment looks into positive emotions that students feel such when they are participating in English language activities. Students may experience enjoyment in learning English when Positive Emotive Language (PEL) is used in the classroom. Some examples of PEL are words of encouragement and affirmative language. PEL also refers to how educators deliberately embedding positive psychology elements such as enjoyment, engagement, meaningful interaction, and accomplishment into their language teaching practices to enrich students' foreign language learning experiences (Rahmati et al., 2024). It can help create a more enjoyable classroom environment, which may boost students' confidence and reduce anxiety about using the language (Mercer, 2021).

The aim of this study is to explore the effects of PEL on learners' experiences. In addition, this study aims to explore students' perceptions of the impact of PEL on English Second Language Enjoyment. PP emphasizes dimensions of well-being through the framework of Positive Emotion, Engagement, Relationship, Meaning and Achievement (PERMA), with PEL acting as a means to convey these elements (Seligman, 2011). The implementation of PEL has the potential to enhance the proficiency of Malaysian students in English language skills, while simultaneously

fostering their self-confidence and emotional resilience through an improved classroom atmosphere. Integrating positive psychology principles into EFL teaching encourages educators to more intentionally address and manage the emotional experiences of language learners, transforming their instructional practices (Rahmati et al., 2024).

Therefore, the examination of the correlation between PEL and English Second Language Enjoyment offers a valuable opportunity to improve second language learning outcomes by providing emotional and psychological support. In the Malaysian context, English occupies a dual role: as a second language in formal educational and official domains and at times functioning as a foreign language in less familiar, localized settings, reflecting its contested position within multilingual policy debates (Pillai et al., 2021). Thus, Malaysian context is an optimal environment to investigate the advantages of PEL for learners in various culturally significant manners. Aiming to enhance the understanding of PP's application in SLA, the impact of PEL on second language engagement is investigated, illustrating how such language can act as a catalyst for academic motivation, emotional development, and linguistic success.

1.2 Problem Statement

There are several significant challenges faced by English language learners in Malaysian public universities that are concerning not only for educators but also policymakers and researchers. A study by Razawi and Mohamad (2024) reports that ESL students enrolled in an English oral communication course at a Malaysian public university struggled with speaking motivation and speech fluency, prompting them to employ socio-affective strategies like peer support and anxiety management to help cope with emotional and motivational challenges in language learning. This shows that even though English is taught widely across Malaysian institutions, students still face problems in terms of motivation and engagement as they had only moderate motivation in learning the language (Razawi & Mohamad, 2024). This lack of motivation could affect students' academic performance as well as their capacity to communicate effectively in global conversations, specifically, in the working world.

Despite more than a decade of compulsory English education in Malaysia, many learners continue to struggle with aspects of English proficiency and affective engagement in language classrooms. Research shows that enjoyment play an important role in sustaining learner motivation, engagement, and strategy use in second language

learning (Mohammadipour et al., 2018). Additionally, systematic reviews of language learning enjoyment research demonstrate that affective factors such as motivation, engagement, and perceived achievement are significant contributors to learners' language experiences, yet they remain under-investigated relative to negative emotions like anxiety (Chin et al., 2024). In the Malaysian ESL context, pedagogical practices have predominantly emphasised corrective feedback and linguistic accuracy, often prioritising error correction over learners' emotional experiences. For instance, studies have shown that Malaysian teachers frequently employ written and oral corrective feedback strategies to improve students' grammatical and writing performance, reinforcing a form-focused instructional approach (Ganapathy et al., 2020; Selvarajoo et al., 2023). This trend is consistent with broader ESL research, where corrective feedback remains a central pedagogical tool aimed at enhancing accuracy and proficiency rather than affective engagement. Although recent studies have begun to acknowledge the importance of affective factors such as enjoyment and motivation in Malaysian ESL classrooms, these are often treated as peripheral outcomes rather than being directly shaped through instructional language (Chin et al., 2024). Consequently, the intentional use of emotionally supportive discourse such as Positive Emotive Language (PEL) has been largely overlooked. Unlike traditional corrective feedback, which focuses on identifying and rectifying linguistic errors, PEL emphasises the strategic use of positive emotional signalling to enhance learners' engagement and second language enjoyment, thereby addressing an important gap in both Malaysian and broader ESL pedagogical research. Together, these findings highlight a persistent gap in understanding the emotional dimensions of English learning in Malaysian higher education, specifically how positive emotive language might foster enjoyment and, in turn, enhance learning outcomes.

A study by Akhir and Mokhtar (2024) shows that many Malaysian students struggle with motivation and engagement in their English learning. This is supported by Shaharuddin et al. (2024), who assert that motivational factors, such as instrumental and integrative motivations, are crucial for sustained language acquisition; however, as student motivation declines in Malaysian universities, the effectiveness of language learning is adversely impacted. Another worrying issue is that many students show lack of interest and a deficiency of enjoyment in their English classes. Hiver et al. (2020) observe that the engagement levels of Malaysian students studying English often do not meet the required standards to facilitate ongoing language advancement.

Furthermore, when students are disengaged from their English courses, they will be uninterested to interact with any English-related materials outside of the classroom. The lack of engagement with the materials, restricts their chances for immersive language practice such as using the language actively and, as a result, hinders their growth in English proficiency. A study by Nawi et al. (2021) revealed that 48.5% of students rated their overall English engagement as low. Additionally, only 55% of students expressed interest in engaging with English media (e.g., films, articles), highlighting the lack of immersive language practice outside of class. Furthermore, 53% of students found their English classes dull and uninspiring, which contributed to low motivation and poor classroom interaction. This study underscores how disengagement from English classes directly limits students' chances to interact with the language, hindering their overall language proficiency development. These numbers also show how the teaching methodologies employed in Malaysian universities and the actual needs of students to be motivated in learning the English language are detached. If this gap fails to be addressed, students will continue facing challenges in achieving English proficiency, which may cause them to struggle academically, and consequently hinder their future career prospects in a globalized world.

In Malaysian tertiary education contexts, research suggests that feedback practices often emphasise linguistic accuracy and error correction, sometimes with limited attention to encouragement or affective support for learners (Ganapathy et al., 2020; Selvarajoo et al., 2023). Such practices may unintentionally undermine learner motivation and reduce emotional engagement with language learning activities. A tendency to focus predominately on corrections or errors without accompanying positive encouragement can hamper student motivation and emotional connection to the subject (Luo, 2023). For instance, Vasu et al. (2016) conducted a study exploring tertiary ESL students' perceptions of teacher feedback, peer feedback, and self-assessment in Malaysian universities. They found that students value feedback that provides explanations and suggests improvements, rather than merely highlighting errors without guidance. Implicitly, this indicates that error-focused feedback without constructive context may fail to motivate or engage learners effectively. Moreover, impersonal or overly controlling praise especially when delivered in a neutral or dismissive manner can diminish student motivation by undermining their sense of autonomy and intrinsic engagement (Deci et al., 1999). Despite these findings, empirical exploration of how these positive-emotion strategies specifically interface

with second language acquisition remains limited, marking an important gap in current research (Miao et al., 2025).

When educators use positive emotive language in the classroom such as giving personalized feedback using positive language, it can help students enjoy learning a second language without feeling stressed out. Dewaele and MacIntyre (2014) found that learners who received encouraging feedback from their educators often reported feeling more enjoyment and less anxiety during lessons. These students are the ones who are more likely to take part in language activities, which may lead to a better long-term progress in their language skills. Nevertheless, although PEL can be helpful, it has not been widely used in many public universities, particularly across Malaysia. Muhammad and Ismail (2021) examined how university lecturers in Malaysia integrate emotional intelligence (EI) into their teaching practices. They found that although emotional intelligence abilities such as empathy, emotional awareness, and relational sensitivity can significantly enhance student motivation and engagement, these capabilities were under-acknowledged and underdeveloped in many institutions.

Students feeling and believing in their own language skills could also contribute to the effectiveness of the language acquisition. Students who are confident tend to take part more in class and are more likely to keep going even when they face challenges (Lou & Noels, 2019). On the other hand, students who doubt their skills often feel nervous and avoid participating in the classroom. This is supported by a study by Mutlu and Yildirim (2019), who surveyed over 1,300 students and found that learners in supportive classrooms, where they felt safe and encouraged, were more likely to stay motivated, even when the lessons were difficult. From this finding, the need to create a classroom full of support is needed. Therefore, this study aims to explore the impact of positive emotive language on student motivation, enjoyment and engagement in second language learning.

1.3 Research Objectives

This study aims to explore the impact of PEL on English Second Language Enjoyment among Malaysian universities' English language learners. To achieve this aim, the study has the following specific objectives:

- a) To identify the use of PEL by educators in English language teaching.
- b) To investigate how PEL influences English language acquisition.

- c) To evaluate the relationship between the use of PEL and students' engagement and proficiency in English language acquisition.

1.4 Research Question

The study seeks to answer the following research questions:

- i) How PEL is used by educators at a public university in Malaysia?
- ii) How does the use of PEL by educators influence students' English language acquisition at a public university in Malaysia?
- iii) Is there any significant relationship between the use of PEL and students' engagement and proficiency in English language acquisition?

1.5 Hypothesis

For Research Question 2, this is the hypothesis that has been developed:

Ho1: There is a significant positive relationship between the use of PEL by educators and students' engagement in English language learning.

For Research Question 3, these are the hypotheses that have been developed:

Ho2: The use of PEL by educators significantly improves students' proficiency in English language acquisition.

Ho3: Students who experience higher levels of PEL report greater enjoyment and engagement in English language learning activities.

1.6 Significance of Study

This study offers important contributions across theory, teaching practice, and education policy, especially in the areas of PP and SLA. By focusing on the emotional side of language learning, particularly how positive feelings shape students' learning experiences, this research addresses a gap in existing studies. It also provides a clearer picture of how emotions influence SLA. Firstly, from a theoretical standpoint, this

research connects two major fields: PP and SLA. PP is generally related to the field of health, however, this study pushes the boundaries by bringing PP into a space where it is not typically explored, language education. This is also because the core ideas of PP are highly relevant to language learning, for example, some of the related core ideas are positive emotions, engaging environment, where motivation and emotion often determine success (Dewaele & MacIntyre, 2014). Thus, this research suggests that language acquisition is not solely a cognitive or mechanical process but also deeply emotional. Emotions such as confidence, enjoyment, and a sense of belonging can significantly influence how students absorb and use a new language (Esmaeilee et al., 2025).

Secondly, using the PERMA model by Seligman (2011) in language education offers a more complete way to understand the relationship between students' emotions and educators' teaching methods. It can identify how positive educator-student interactions affect learning outcomes. This study also challenges the idea that learning a language is only about memorizing rules or practicing drills. Instead, it explores how positive feelings can be a driving force in learning (Shao et al., 2020). This adds to SLA research by highlighting the emotional and motivational side of language learning. By that, educators have another domain or pedagogical strategy to explore and practice in order to create the most conducive learning environment that could not only spark fun into students but also increase the level of understanding and engagement on the topics taught.

Thirdly, on a practical level, the study can help improve how English is taught by showing how PEL makes classroom experiences more enjoyable and effective. Educators who use positive language can make their classes more supportive and engaging. Guay (2021) argued that when students' emotional needs are met, they tend to perform better. This approach encourages educators to try improve their teaching strategies by not fully utilizing traditional methods that focus only on the technicality and use more balanced strategies that also consider how students feel in class. Rather than requiring a complete overhaul of teaching methods, this approach is more about being mindful of how classroom language and tone can shape the learning environment. A simple shift like giving more personalized feedback, celebrating small wins, or even using humour or warmth when correcting mistakes, can make a big difference. As Aydın and Denkeci (2023) explain, this kind of emotional support can help students stay positive and involved, even when learning gets difficult.

Next, regarding education policy, this research raises important questions about how emotional and psychological factors are, or are not, accounted for in language education frameworks. Furthermore, the nationwide adoption of Outcome-Based Education (OBE), particularly at the tertiary level, maintains a strong emphasis on competency-based performance, with less attention given to emotional factors that may influence such outcomes (Bahri et al., 2025). Research by Ganasan et al. (2022) demonstrates that integrating emotional support mechanisms such as self-awareness and self-management into ESL instruction can effectively reduce anxiety and enhance communicative competence. However, such practices remain underutilized in many Malaysian higher education settings, illustrating a policy–practice disconnect while emotional well-being is known to facilitate effective language learning, it is not yet widely recognized in mainstream educational policy.

Finally, by demonstrating the impact of positive language and emotional support on student motivation and engagement, this study points to a need for more holistic policy considerations. Educator training programs, curriculum guidelines, and assessment standards could benefit from including elements that promote emotional intelligence and student well-being. Particularly in diverse and multilingual contexts like Malaysia, where students may already face cultural and linguistic barriers, embedding emotional support into education policy could lead to more inclusive and effective learning environments. Policymakers could start looking at language education through a more holistic lens, one that sees students not just as learners, but as people navigating all the complexities that come with it.

1.7 Scope of Study

The objective of this research is to investigate the impact of educators' use of positive language on students' enjoyment of learning English within university environments. The early stage of the research involves identifying types of positive language used in ESL classrooms through educators, in order to examine how these expressions contribute to student motivation and engagement. The study employs a convenience sampling method, selecting participants who are students enrolled in compulsory English courses at a public university. This sampling method allows for a focused exploration of the impact of positive language within structured academic settings. A mixed-methods approach is adopted to gather data, incorporating both

surveys and interviews to enable comprehensive triangulation. Online surveys are distributed via Google Forms, while interviews provide deeper insights into students' qualitative experiences with positive language in English language classes. Additionally, the researcher collaborates with course educators to facilitate the distribution of questionnaires through email and official educational platforms. Furthermore, as this study was conducted within a specific Malaysian public university context, the findings are context-bound. Nevertheless, the insights may be transferable to other higher education institutions with comparable learner demographics, instructional practices, and institutional characteristics.

1.8 Limitations

As with any research endeavour, this study has its own limitations. One of the primary challenges was time constraints. The researcher had to plan and establish realistic timelines to ensure the study ran smoothly across semesters. However, unforeseen events considerably affected the research timeline. The unexpected demise of the researcher's supervisor resulted in delays in obtaining guidance and approvals, necessitating a transitional period to adjust to a new supervisor.

Another significant limitation is due to the data collection procedure. This study relied on the responses from the targeted population which required some time to reach the intended sample size. Not only that, the data collection involved two separate phases of questionnaire distribution, first to lecturers, then to students, which further extended the timeline and added complexity to the process. Furthermore, the size of the sample was relatively low and limited to a specific group of students within a specific educational environment. As a result, the findings may not be fully applicable to other academic contexts that involve a variety of age ranges, proficiency levels, or cultural backgrounds.

Lastly, this study employed a correlational approach rather than an experimental or longitudinal design. While significant relationships between PEL, student engagement and language proficiency were identified, the study does not establish a direct causation. Future studies incorporating experimental or longitudinal methodologies would provide deeper insights into the long-term effects of PEL on language learning outcomes.

1.9 Definition of Terms

1.9.1 Positive Emotive Language (PEL)

PEL refers to the intentional use of affirming, encouraging, and emotionally uplifting language by educators during classroom interactions. This language includes verbal expressions such as “Well done,” and “You’re improving,” aiming to motivate and increase engagement in the classroom. The idea behind PEL is that the tone and choice of words used by an educator can significantly affect students’ emotional responses, confidence levels, and willingness to participate. According to Anjomshoa and Sadighi (2015), emotionally rich language used in class can help reduce anxiety and enhance motivation, especially in contexts where learners may feel vulnerable or self-conscious about their language skills. This study considers PEL as both a linguistic tool and a psychological catalyst, examining how its consistent use in daily instruction may impact students’ emotional engagement and active involvement in English language learning.

1.9.2 English Second Language Enjoyment

This term is a concept adapted from FLE. English Second Language Enjoyment is used in this study by exploring the students’ positive emotions during their acquisition of English language, or, second language. This emotional engagement is closely linked with principles from PP, especially Seligman’s (2018) PERMA model, which outlines five core components of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Enjoyment in language learning overlaps with these domains, particularly in the way it fosters a sense of accomplishment and connection within the classroom environment (MacIntyre & Gregersen, 2012). English Second Language Enjoyment is viewed in this study not only as a reaction to teaching strategies but also as an indicator of students’ overall psychological involvement in second language acquisition.

1.10 Ethical Committee

Ethical clearance for this research was granted by the Research Ethics Committee at Universiti Teknologi MARA (UiTM) on 19 August 2024, under the reference number REC/08/2024 (PG/MR/397). Approval was obtained before any data collection began, following a formal review of the study's potential risks and ethical safeguards.

1.11 Conceptual Framework

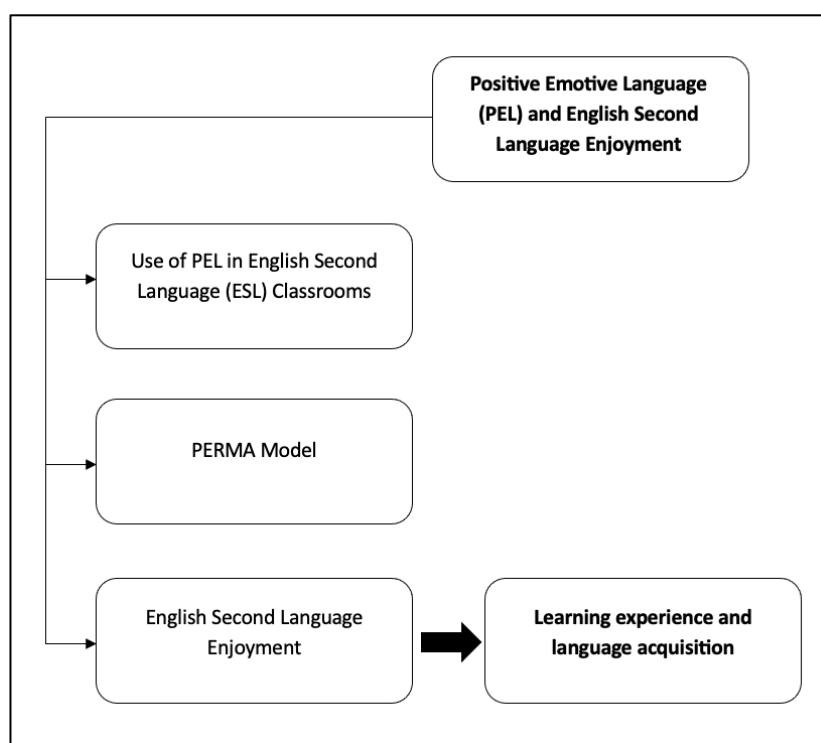


Figure 1.1 Conceptual Framework Of The Study

PP offers a useful way to understand how emotions influence learning, and this study adopts Seligman's PERMA model (2011) to guide that understanding. The model highlights five components of well-being, Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Rather than seeing English classes as just a place to memorize vocabulary or grammar rules, this perspective draws attention to how students feel in the classroom and what keeps them participating over time. This PERMA model is used as a framework in exploring the effects of PEL on English Second Language Enjoyment among ESL students. Each element of the PERMA model helps frame the potential impact of educators' language.

Instead of aiming to “perfect” the classroom, this study looks at small but meaningful shifts, like using more supportive language, that can influence how students feel about learning. The hope is not only to boost enjoyment, but also to suggest practical ways educators can support motivation and emotional well-being alongside academic progress. In this study, English Second Language Enjoyment is seen as a key outcome of emotionally aware teaching, showing how important it is to consider students’ feelings as part of successful learning.

1.12 Chapter Summary

This chapter has established the fundamental background and reasoning for the present research, clearly outlining the central focus and significance of the study. It highlights a gap in existing literature: while considerable research has explored the role of negative emotions, such as anxiety and fear, in second language learning, the positive emotional dimensions, particularly those associated with PEL and English Second Language Enjoyment, have been notably under explored (Aydın & Denkci, 2023). The chapter also introduced the research objectives and questions, which shape the direction of the study. These objectives aim to examine how PEL influences English Second Language Enjoyment and, in doing so, contribute to an understanding of how psychological experiences support effective language learning. The following chapter will look into the literature review on PEL, English Second Language Enjoyment, and the role of positive emotions in language learning.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter looks into how using positive and emotionally supportive language in classrooms might help students enjoy learning a second language. Researchers have pointed out that when educators speak in ways that encourage or uplift their students, it often leads to a more active participation and better emotional responses in class. With the idea of educators' use of positive language in classroom can encourage students to acquire a second language, this chapter focuses on looking at previous research to identify what English Second Language Enjoyment means and how it is shaped by learners' emotional experiences, key determinants of English Second Language Enjoyment, the different ways and types PEL is used in language classrooms, and the practical challenges educators might face when trying to use PEL consistently.

2.2 Theoretical Framework

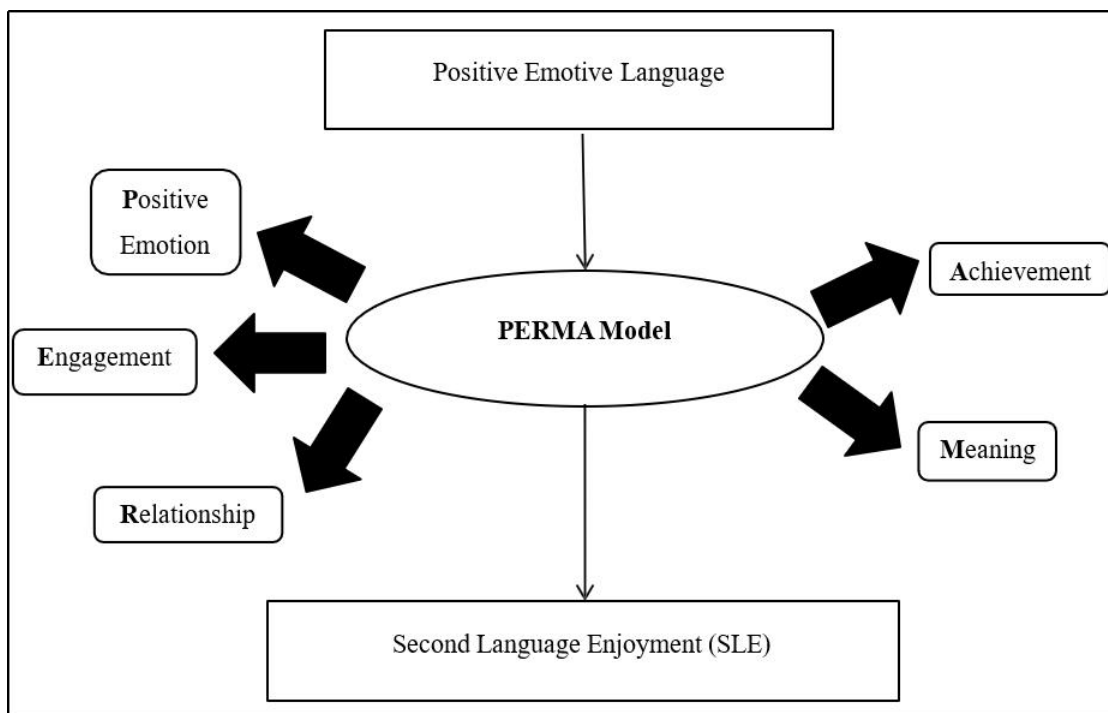


Figure 2.1 Theoretical Framework Of The Study

This study draws on the PERMA model by Seligman (2011), which looks at well-being through five key elements: positive emotions, engagement, relationships, meaning, and accomplishment. While this model originally came from the field of positive psychology, it fits surprisingly well when thinking about how learners experience language learning. Learning a language is not just about memorizing vocabulary or passing exams but it is also about how learners feel during the process. Using PERMA as a lens helps to make sense of how things like supportive educator language, encouragement, and emotional tone in the classroom can actually shape students' motivation and behaviour. For example, when students feel genuinely supported or emotionally safe, they might participate more, stay more focused, or even start to see more meaning in what they are learning.

The selection of Positive Psychology framework is particularly relevant to this study as it conceptualizes positive emotions as catalysts for cognitive expansion and sustained engagement. Within second language learning contexts, enjoyment functions not merely as an emotional outcome but as a facilitative mechanism that enhances motivation, resilience, and willingness to communicate. Since Positive Emotive Language constitutes a pedagogical strategy that intentionally generates positive affect, the theoretical framework provides a coherent lens through which the relationship between emotive language use and English second language enjoyment can be examined.

This emotional side of language learning is increasingly recognised in SLA research. For instance, Dewaele and MacIntyre (2014) argue that positive emotions such as enjoyment play a critical role in increasing students' willingness to communicate in a second language. Their study highlights how emotionally positive environments can reduce language anxiety and encourage more authentic engagement with the language. So, rather than treating emotions as something separate from academic progress, this framework helps explore how emotional experiences and classroom dynamics are connected and possibly essential to long-term success in language learning.

2.3 Positive Psychology (PP) and Second Language Acquisition (SLA)

Educators have started drawing on PP to transform language classrooms, focusing not just on learning barriers but on students' emotional strengths, confidence, resilience, and the like, that fuel genuine engagement. Rather than treating well-being

as an add-on, recent research asks how a supportive atmosphere might encourage learners to dive into new vocabulary or tackle tricky grammar. For example, Seligman (2011) and Wang (2022) both report that when educators set an upbeat tone, students participate more willingly in speaking and listening tasks. While earlier SLA studies zeroed in on memory and cognitive load, MacIntyre and Gregersen (2012) shifted the lens toward feelings, showing that nerves or enjoyment can significantly sway outcomes. Building on this, Dewaele and MacIntyre (2014) argue that emotional well-being is not merely a bonus but a driving force behind successful second-language learning.

Fredrickson's (2004) broaden-and-build theory offers one explanation: when learners feel positive emotions, their mindsets widen, and they become more open to new opportunities. Curious or excited students, for example, often volunteer answers, retain vocabulary more easily, and shake off mistakes without losing motivation. That kind of emotional flexibility predicts stronger, longer-term engagement (MacIntyre et al., 2019). Dewaele et al. (2022) observed that students in a positive mood tend to rate their own language skills higher and showed a greater eagerness to continue learning. Zhao and Wang (2023) noting that those who felt emotionally invested in lessons regularly practiced outside class and achieved deeper understanding. Beyond mood, factors like grit and self-belief play a key role in SLA. They found that gritty learners push ahead even when progress is slow, and Bandura's (2000) self-efficacy framework explains why confidence helps students recover from setbacks. Saito et al. (2018) confirmed that believing in one's ability becomes a crucial motivator when challenges arise.

Recent research emphasizes the importance of both mindset and emotional support in second language learning. Learners with a growth mindset, believing that their language abilities can improve through effort, are more likely to invest time and take risks in their learning. For example, Zhao and Liu (2025) found that students with a stronger growth mindset demonstrated a greater willingness to communicate, which was mediated by their willingness to take linguistic risks. Alongside internal beliefs, the social and emotional climate of the classroom also plays a crucial role. Emotional support from teachers has been shown to significantly boost students' enjoyment, self-efficacy, and resilience in language learning (Dewaele & Li, 2024). Furthermore, Li et al. (2022) demonstrated that both academic and emotional support from teachers were strong predictors of student engagement in English as a Foreign Language (EFL)

contexts. These findings underscore that Positive Psychology (PP) approaches can support second language learners not only through curriculum content but by cultivating emotional strength and supportive interpersonal environments.

Since anxiety is a major barrier to learning English, fostering a socially supportive and emotionally safe classroom, one where students interact freely with peers and educators, can be highly beneficial (Tauchid, 2025). While PP is gaining traction in SLA, few studies address how educators' language, specifically PEL, may influence student motivation. Much existing research highlights learner traits like resilience but overlooks how teachers' language shapes emotions. This study aims to fill that gap by examining how positive emotive language from educators can enhance enjoyment and sustain motivation. Overall, applying PP in language learning prompts a shift toward emphasizing emotions that not only facilitate learning but enrich the classroom experience. Future research building on this framework could inform teaching approaches that nurture both emotional well-being and language proficiency (Dörnyei, 1997; Meilasari et al., 2023).

2.4 PERMA Model and Second Language Acquisition (SLA)

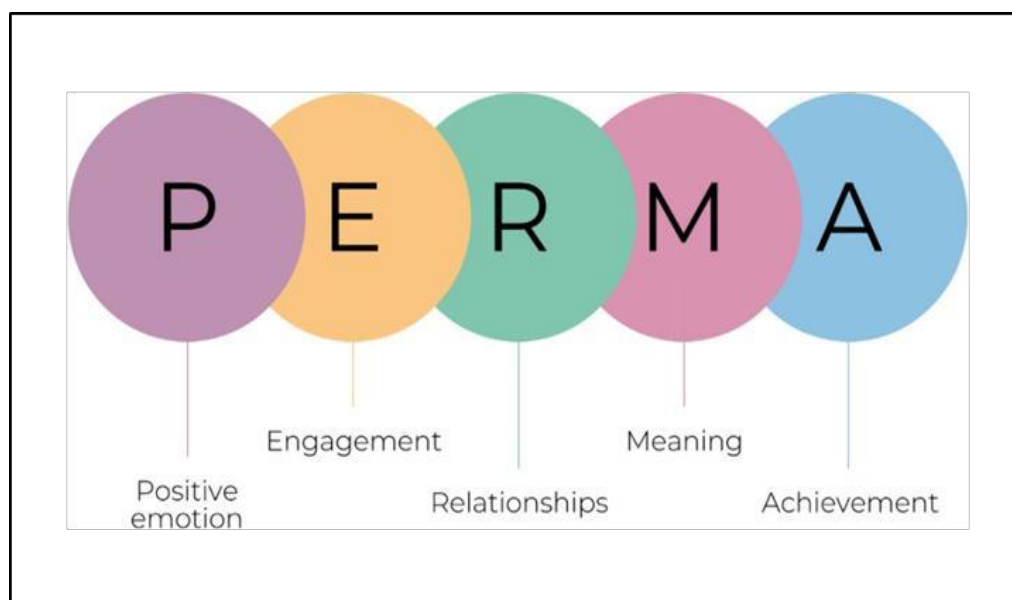


Figure 2.2 PERMA Model By Seligman (2011)

The idea behind PERMA first took shape in studies on personal well-being and mental health, but it did not stay there. Slowly, language educators have begun to see its potential in the ESL classroom, where joy, engagement, relationships, meaning, and achievement can each influence how learners pick up a new tongue. Think of these five

elements not as a linear checklist, but as interlaced threads: a burst of genuine excitement might spark curiosity, while a strong peer connection can reinforce a sense of progress. Early adopters in SLA have started mapping these threads to classroom realities. Oladrostam et al. (2024) linked moments of gratitude, when students reflect on small wins, to more optimistic attitudes toward challenging tasks.

Still, much of this work stays at the conceptual level. Li and Liu (2023) observed that students who see clear emotional value in a lesson, such as a story that resonates with their own lives, are likelier to stick with the material. A meaningful task without social support can feel isolating, and a supportive circle without purpose can drift into chatter. This study approach aims to watch these dimensions at work, side by side: notice when excitement wanes, trace how an educator's encouraging phrase revitalizes effort, and measure whether recognition of progress nudges students toward active participation. By collecting such rich, classroom-based evidence, this study hopes to turn PERMA from an appealing theory into a practical toolkit. Educators could conduct a lesson knowing which emotional levers to pull, when to spark curiosity, how to foster bonds, and ways to celebrate small milestones, rather than guessing what might lift motivation. In that way, PERMA becomes more than jargon; it becomes a living, breathing part of the ESL experience.

2.4.1 Positive Emotions (P)

A few recent studies highlight how positive emotions like enjoyment, joy, and optimism play a pivotal role in SLA. For instance, Leng and Zhang (2024) interviewed 60 Chinese language educators and found that emotions such as passion, trust, joy, and empathy significantly contribute to effective teaching and heightened student engagement, even though teaching sometimes lacked a sense of meaning or accomplishment (Leng & Zhang, 2024). Meanwhile, MacIntyre et al. (2022) emphasize that positive emotions are strongly related to increased willingness to communicate (WTC) which is a cornerstone in effective language use in real situations. This conceptual association suggests that emotion is not just icing on the language-learning cake but it might be the yeast that makes everything rise.

The presence of positive emotion in language learning environments has been shown to influence not only students' classroom experiences but also their linguistic outcomes. Enjoyment, as one of the most researched emotional constructs within SLA,

plays a central role in fostering language engagement and achievement. For example, Su (2022) found that students with higher levels of foreign language enjoyment (FLE) demonstrated greater resilience and language performance. In her study on Chinese EFL learners, enjoyment correlated positively with academic success, while anxiety undermined performance, suggesting that emotions are not peripheral but central to language development. Similarly, Wu et al. (2022) conducted research among Malaysian undergraduates, linking grit and enjoyment to language outcomes. They discovered that students who experienced greater classroom enjoyment were more likely to sustain grit, which then translated into better English performance. This finding is particularly relevant in the Malaysian context, where emotional and psychological dimensions of language learning are often overlooked in exam-oriented policies.

Another important contribution comes from Jin et al. (2021), who highlighted that fostering enjoyment in classrooms could reduce debilitating anxiety levels. Their work underscores how creating emotionally supportive learning spaces contributes to psychological safety and, in turn, increases learners' openness to language risks such as speaking up or engaging in unfamiliar content. These findings strengthen the claim that positive emotions do not merely accompany language learning but actively facilitate it. In Malaysia, Sein et al. (2024) conducted a project titled "Write for Wellness: Positive Language Education Module" that blended PERMA components into first-year ESL writing classes. Over seven weeks, students reported both improved well-being and enhanced engagement with English learning, suggesting that positive emotional scaffolding can work in local classrooms too. Therefore, the elements of Positive Emotion in PERMA model, when applied to language learning is not just a fleeting feel-good moment but research findings show it plays a tangible role in learner's language learning outcomes.

2.4.2 Engagement (E)

Applying the element of Engagement from PERMA mode in language learning can be described as actively participating in the lesson, or the academic equivalent of flow, is more than presence. In SLA, this manifests through behavioural participation, sustained focus, and what Csikszentmihalyi (1990) calls the "flow state." In an empirical study conducted by Jiang et al., (2024), involving nearly 500 high-school learners in China, found that a growth language mindset positively influenced English

achievement, and that engagement (especially when fuelled by autonomous motivation) acted as a clear mediator between mindset and performance. It is highly likely for language learners to acquire the English language when they have a positive mindset as they will be able to get through obstacles and push through. Moreover, a conceptual examination shows how well-being and engagement are deeply interwoven, engaged learners with high self-efficacy show better academic outcomes and emotional balance (Jia, 2022).

Dewaele and Li (2021) explored how educator enthusiasm led to increased enjoyment and reduced boredom among Chinese EFL students, which in turn significantly boosted classroom engagement. This affirms the importance of emotionally intelligent teaching that can nurture sustained cognitive and behavioural involvement. Additionally, Wang and Huang (2022) examined flow experiences in a blended EFL environment. Their study revealed that students immersed in well-designed language tasks reported higher levels of attention and time-on-task, aligning directly with the “Engagement” pillar of the PERMA model. These immersive learning states are not accidental; they are often the result of emotionally attuned pedagogy that emphasizes curiosity, challenge, and support.

2.4.3 Relationship (R)

Positive relationships are also essential in ensuring human well-being. People naturally seek belonging, emotional support, and social bonds, all of which play a crucial role in promoting overall well-being (Seligman, 2011). Classroom relationships with peers, educators, and the broader learning community form the affective backbone of the language learning experience. Miao et al. (2025) highlighted several studies that illustrate how social support and relational dynamics in the classroom bolster learner persistence and engagement. For instance, students who perceived their educators as warm, encouraging, and empathetic were more likely to participate and persevere in tasks, even when content was difficult. This dynamic was evident in the Malaysian study by Shanmugam and Hidayat (2022), which explored ESL educators’ well-being using PERMA components. They found that educators who felt connected and supported by their colleagues and students reported higher levels of grit and job satisfaction. While this study focuses on educators, it indirectly emphasizes how

relationship quality in language classrooms can influence teaching effectiveness and, by extension, student motivation.

Furthermore, in second language teaching, building meaningful connections between educators and learners plays a critical role in fostering a collaborative and stimulating classroom environment. Recent findings from Huang et al. (2024) highlight that teacher support that includes gestures of trust, emotional care, and practical help can enhance students' academic immunity, enjoyment, and language progress. These outcomes underscore that fostering supportive teacher– student relationships can significantly bolster learners' persistence in language learning. Moreover, group-based tasks or peer feedback sessions in supportive environments can create psychological safety, where students feel free to make mistakes without fear of judgment. As such, cultivating relationships is not just socially beneficial but it has direct implications for second language acquisition.

2.4.4 Meaning (M)

Language learning is more likely to succeed when learners find it personally meaningful. Yet, this element often remains under explored in traditional ESL settings, where exams and grades dominate student goals. Miao et al. (2025) point out that meaningful learning experiences such as connecting lessons to students' lives, values, or goals may lead to deeper emotional engagement and more sustainable motivation. Critics contend that applying the PERMA model to second language (L2) classrooms without considering the intricate social dynamics such as group identity and interactional context may oversimplify the learning experience. Research indicates that a sense of purpose and alignment with broader goals are crucial for sustained motivation and engagement in L2 learning. For instance, a study by Zhao and Liu (2025) found that learners who perceived their language learning as meaningful and aligned with their personal or professional aspirations exhibited higher levels of motivation and perseverance. Similarly, research by Rui et al. (2025) highlighted that students who identified with their learning community and found personal significance in their language tasks demonstrated enhanced resilience and commitment to language acquisition. These findings underscore the importance of fostering a sense of meaning and purpose in L2 education to promote intrinsic motivation and long-term engagement.

2.4.5 Achievement (A)

The final component of the PERMA model, accomplishment, underscores the importance of setting goals and recognizing progress. This is an area particularly relevant to SLA, where learners often struggle with slow or invisible development. Miao et al. (2025) reviewed several interventions that foregrounded student accomplishment. One such study by Wang et al. (2024) involved a 14-week listening and speaking module designed using PERMA principles. Learners who participated in this intervention showed measurable improvements in fluency and comprehension, and more importantly, they reported increased self-confidence and motivation to continue.

Building on familiar psycholinguistics frameworks such as self-determination theory, affective research in language learning, and positive psychology, there is a study involving the use of confidence-building diaries (CBD) over five weeks, where students recorded their learning efforts and progress (Shelton-Strong & Mynard, 2020). All participants regarded the activity as valuable, with some demonstrating continued, deliberate involvement in activities that fostered positive emotions following the CBD experience which makes the researchers conclude that the CBD serves as an effective approach to enhancing positive affect and supporting the essential psychological needs that underpin sustained motivation and successful language learning.

This act of reflection helped learners recognize their small wins, which in turn sustained their motivation and enhanced their sense of accomplishment. Such strategies align well with self-determination theory, which stresses the need for competence as a driver of motivation. In the Malaysian context, Shanmugam and Hidayat (2022) reported that accomplishment was one of the most significant predictors of educator grit. Educators who felt they were achieving meaningful outcomes in their work were more resilient and emotionally balanced. Translated to student experiences, this implies that visible markers of success, be it mastering a grammar concept or delivering a short speech can fuel persistence, especially when these accomplishments are recognized by educators.

2.5 Foreign Language Enjoyment (FLE) as a Positive Psychology (PP) Construct in English Second Language Enjoyment

Researchers have long noted that emotions play a major role in learning. Damasio (1994) and Fredrickson (2004) were among the first to point out how students' feelings can influence how well they think or absorb information. MacIntyre et al. (2019) and Shao et al. (2020) suggested that when students feel emotionally supported, they tend to stay more motivated and have a better time learning. In language education, this emotional side has led to the idea of FLE. According to MacIntyre and Dewaele (2016), FLE happens when students feel like they can succeed because of support from others and feeling content with the learning process. Botes et al. (2020) found that when educators give kind feedback and make room for students to feel emotionally safe, learners often do better.

Another shared element is the idea of meaning. In Seligman's PERMA model, meaning refers to connecting learning to personal goals or values. For example, in second language learning, students may feel more invested when they believe that English will help them get a job or communicate in their community. When students see real-life value in the language, they are more likely to enjoy and stay committed to learning (MacIntyre et al., 2019). These emotional links support stronger language progress. Dewaele and MacIntyre (2014) also explain that emotions like excitement and pride can help learners think better and stay focused. Enjoyment not only increases motivation but also helps students manage setbacks, which is key in second language learning (Dewaele et al., 2019).

Internal motivation is another shared feature. Both FLE and English Second Language Enjoyment highlight that students are more likely to do well if they genuinely enjoy the learning process, not just because they want good grades (Deci & Ryan, 2000). In second language settings, this kind of motivation helps learners keep going when things get tough. While FLE has been widely studied, many studies focus only on general enjoyment and not on specific educator actions. Few studies explore how language used by educators, like positive feedback or encouragement, might shape students' enjoyment (Boudreau et al., 2018; Dewaele & MacIntyre, 2014). Although research has linked FLE to lower anxiety, we still fail to fully understand how educator talk affects student motivation, especially in ESL settings.

Using the FLE framework to study English Second Language Enjoyment gives a useful way to examine how emotions and motivation shape second language learning. The key features of FLE, positive emotion, engagement, relationships, and meaning, can all be applied to second language classrooms. However, the everyday use of the language and local factors make English Second Language Enjoyment slightly different. Studies show that emotional experiences affect how students behave and how successful they are. Aligning FLE ideas with English Second Language Enjoyment settings helps build teaching strategies that are both supportive and effective. More research is needed, especially in non-Western contexts, to better understand how emotions influence language learners and how teaching can adapt to meet emotional as well as academic needs (Dewaele & MacIntyre, 2016; Li, 2020). In Asian ESL contexts in particular, the emotional dimensions of language learning remain comparatively underexplored despite their potential impact on learner engagement and motivation (Jin & Zhang, 2021)

2.6 Key Determinants of English Second Language Enjoyment

English Second Language Enjoyment is an essential emotional factor influencing language learners' motivation, confidence, and overall success in acquiring a new language. Recent studies emphasize that English Second Language Enjoyment is shaped by a range of interconnected factors, each playing a critical role in enhancing or inhibiting learners' positive experiences. Key determinants include educator-student interactions, which set the emotional tone of the classroom, as well as individual learner differences, such as personality traits and emotional intelligence, which mediates how learners engage with language challenges (Gregersen & MacIntyre, 2021; Ushioda, 2019). Additionally, the physical and social environment of the classroom and the types of language activities utilized significantly influence learners' enjoyment, either fostering or hindering engagement and emotional resilience (Cheng et al., 2023; Dewaele & MacIntyre, 2014). This section explores these critical determinants, aiming to provide a comprehensive understanding of how English Second Language Enjoyment emerges and is sustained within varied language-learning contexts.

2.6.1 The Role of Educator-Student Interaction in English Second Language Enjoyment

Many studies emphasize the importance of educator-student interactions in shaping learners' emotional experiences in the language classroom. Positive educator-student rapport, characterized by warmth, encouragement, and support, has been found to significantly enhance students' enjoyment of language learning. Educators who use positive emotive language, express empathy, and foster a safe learning environment encourage students to take risks, engage more deeply, and feel more comfortable in the classroom, thus boosting their enjoyment of the language learning process. Ushioda (2019) has conducted research that examined the role of social relationships and educator-student interactions in influencing learners' motivation and enjoyment in the language classroom. The study underscored the importance of creating a supportive and inclusive learning environment that fosters positive interpersonal connections and collaborative learning experiences. This is particularly relevant in the context of English Second Language Enjoyment, where such emotional and social factors can enhance learners' enjoyment and engagement with the language material.

Similarly, Gregersen and MacIntyre (2021) found that educators who provide positive reinforcement help mitigate learners' anxiety, creating an atmosphere conducive to enjoyment and emotional resilience. Thus, educator-student interactions directly contribute to the emotional climate of the classroom, playing a crucial role in English Second Language Enjoyment. Dewaele and MacIntyre (2015) corroborated these findings, noting that supportive social environments, especially those that encourage positive interactions and trust, significantly contribute to emotional well-being and English Second Language Enjoyment among learners. The supportive classroom environment, fostered by positive emotive language, appears to play a significant role in shaping learners' emotional engagement and enjoyment in the second language learning process.

Adding to this body of research, Kim and Hong (2019) explored the role of social and emotional learning in language classrooms. Their study found that incorporating English Second Language Enjoyment strategies, such as empathy exercises and collaborative activities, significantly improved students' emotional regulation and enjoyment in language learning. explored the impact of educator empathy on students' emotional regulation and enjoyment in English as a second

language (ESL) classrooms. This research highlights the importance of educators' emotional intelligence and their ability to respond sensitively to students' needs, reinforcing the notion that positive educator- student interactions are pivotal in nurturing second language enjoyment. While numerous studies emphasize the importance of positive educator-student interaction in enhancing English Second Language Enjoyment (e.g., Gregersen & MacIntyre, 2021 & Ushioda, 2019), there is limited research specifically examining how consistent use of positive emotive language by educators impacts English Second Language Enjoyment. This gap calls for further investigation into how educator language influences students' emotional experiences and long-term engagement in learning.

2.6.2 Individual Differences in English Second Language Enjoyment

Individual differences such as personality traits, emotional intelligence, and learners' motivational orientations significantly impact the emotional experiences and enjoyment of second language acquisition. Studies have revealed how factors like extraversion, openness to experience, and emotional stability can predict fluctuations in English Second Language Enjoyment over time. For instance, Botes et al. (2023) conducted a longitudinal study to investigate the influence of personality traits, including extraversion, openness to experience, and emotional stability, on English Second Language Enjoyment trajectories among university-level language learners. Their findings highlighted the differential impact of personality factors on English Second Language Enjoyment, with extraversion emerging as a significant predictor of sustained enjoyment and engagement in language learning activities. This suggests that learners who are more extroverted are likely to experience greater enjoyment in language learning contexts due to their comfort in social interactions, which are often essential to language acquisition (MacIntyre & Legatto, 2020). Moreover, learners with higher emotional stability and openness to experience reported greater consistency in their English Second Language Enjoyment levels, further supporting the notion that emotional traits can mediate language learning enjoyment.

Additionally, MacIntyre et al. (2019) examined 594 adult foreign language learners aged 16 to 72 and found that learners with high emotional intelligence and positive self-perception experienced more enjoyment in language learning, as they could better regulate their emotions and engage with the material. It also suggests that

the personal characteristics of learners are key to understanding variations in English Second Language Enjoyment, pointing to the need for a tailored, individual approach in language instruction. Pishghadam et al. (2023) also explored the relationship between emotional intelligence (EI) and motivation, noting that learners with higher EI were more adept at managing emotional challenges and thus more likely to experience sustained enjoyment in language learning. This finding underscores the idea that emotional intelligence is a crucial factor in sustaining long-term engagement and motivation in second language acquisition. Learners who can effectively navigate their emotions, whether it is overcoming anxiety, frustration, or discouragement, are better positioned to enjoy and persist in their language learning journey.

2.6.3 The Influence of Language Learning Activities in English Second Language Enjoyment

The type of learning activities employed in the language classroom can also influence learners' emotional experiences. Research has shown that engaging and interactive language tasks, such as role-playing, debates, or collaborative projects, can elicit strong emotional reactions, contributing to higher levels of enjoyment. Gregersen and MacIntyre (2021) found that learners reported peak enjoyment during communicative language tasks where they could interact with peers in meaningful ways. These tasks not only promote language use but also foster positive emotions like excitement, satisfaction, and accomplishment. Likewise, Vo (2023) noted that when learners were given the freedom to choose tasks aligned with their interests, they were more engaged and emotionally invested, which increased their overall enjoyment of the learning process. Further studies have also explored the efficacy of intervention programs aimed at enhancing English Second Language Enjoyment and positive emotional experiences in language learning contexts. Although research has highlighted the role of personality traits like extraversion and emotional intelligence in English Second Language Enjoyment (MacIntyre et al., 2019), there remains a gap in understanding how these traits interact with educator-provided positive feedback to enhance or hinder enjoyment. Few studies address how PEL may differentially affect learners based on their individual characteristics, suggesting an area for future study.

2.6.4 English Second Language Enjoyment and Anxiety Reduction

One of the most significant benefits of English Second Language Enjoyment is its ability to reduce language learning anxiety. By fostering positive emotional experiences such as enjoyment, satisfaction, and engagement, learners are more likely to feel confident and less fearful of making mistakes in the language classroom. Gregersen and MacIntyre (2021) found that learners who reported higher levels of English Second Language Enjoyment were significantly less likely to experience anxiety during language tasks. This suggests that enjoyment acts as a buffer against negative emotions such as fear and frustration, which often undermine learners' confidence and performance. This finding aligns with earlier studies, emphasizing that emotional enjoyment can reduce the psychological barriers associated with second language acquisition.

When learners genuinely enjoy their language learning experiences, they tend to exhibit greater resilience in the face of setbacks. Rather than interpreting challenges as insurmountable obstacles, these learners view them as growth opportunities, which cultivates a more positive emotional climate (MacIntyre & Gregersen, 2012). Research has shown that anxiety can be meaningfully mitigated through a supportive and emotionally positive classroom environment. In particular, the interplay of teacher encouragement and peer camaraderie significantly dampens language anxiety. When learners perceive their classroom as emotionally safe, feelings of enjoyment often flourish, creating a virtuous cycle in which enjoyment, in turn, further reduces anxiety (Li et al., 2021; Li & Wei, 2023).

Additional insights come from Liu and Hong (2021), who found that enjoyment and anxiety are distinct yet inversely related dimensions. In their study of Chinese primary and secondary learners, moments of enjoyment were associated with increased attentiveness, greater participation, and elevated perseverance, whereas anxiety manifested in hesitation and physical signs of tension. Their findings suggest that nurturing enjoyment is just as critical as managing anxiety for effective second-language learning. Zhang, Gao, Liu, and Lee (2022) look into the mechanisms behind these phenomena within an online collaborative learning context. Their investigation revealed that emotion-regulation strategies, both at interpersonal (peer regulation) and group levels were significantly positively correlated with enjoyment. Indeed, emotion

regulation enacted at the group level exerted a direct, meaningful effect on learners' enjoyment of the collaborative online environment (Zhang et al., 2022).

2.7 The Influence of Positive Emotive Language (PEL) on Students' English Language Acquisition

When educators swap curt corrections for remarks like "I'm proud of your effort," classrooms often hum with a newfound confidence. Yang et al. (2024) found that this simple shift lowers students' guard, making them more willing to try new words aloud. Dewaele and Li (2021) also noticed that learners exposed to regular encouragement not only stick with lessons longer but also show clearer improvement in speaking.

2.7.1 PEL and Student Motivation in Language Learning

Motivation hinges on more than test scores; it thrives on the messages students hear every day. Al-Rashidi and Aberash (2024) describe how a learner's self-image blossoms when educators point out small successes. A study in several Asian ESL classrooms was done by Botes et al. (2023) and found that students taught by educators who frequently used PEL reported a 30% increase in motivation compared to those in less supportive settings. MacIntyre and Gregersen (2012) also observed that swapping a blunt "Incorrect" for a gentle "Great attempt, let's tweak this" turned tension into teamwork. Stevenson et al. (2024) even recommend three bits of praise for every correction to keep enthusiasm high. They argue this mix can help students feel supported without lowering academic standards. The emotional tone set by PEL also connects with broader outcomes like FLE, which is strongly linked to student involvement. Still, some researchers have raised concerns about relying too much on positive talk. Zarrinabadi et al. (2021) caution that if praise isn't paired with clear, skills-based feedback, students might feel good but not improve much in actual language use. Encouragement alone, without focus on language accuracy or thinking skills, can lead to surface-level progress.

2.7.2 Emotional Support and Reduced Foreign Language Anxiety (FLA)

A tight throat and racing thoughts can block even the most prepared learner. One of the most significant barriers to English language acquisition is FLA, which affects learners' ability to process, produce, and retain linguistic input (Dewaele & Alfawzan, 2018). Krashen's (1982) Affective Filter Hypothesis suggests that a relaxed atmosphere opens the door to fluent speech. Moreover, Huang (2023) explores the influence of peer support and self-efficacy on the emotional experiences of 502 Chinese undergraduates in online English classes. The study revealed that peer support was linked to greater enjoyment and reduced language anxiety, with self-efficacy acting as a partial mediator. This indicates that encouragement from classmates can enhance confidence and ease nervousness. Not only peers but educators also need to play their part wisely.

The study by Hu and Wang (2023) examines how educators' behaviours that foster verbal and nonverbal closeness affect Chinese EFL learners, finding that these behaviours significantly increased students' willingness to communicate ($\beta = 0.89$, $p < .001$) and academic engagement ($\beta = 0.71$, $p < .001$). This aligns with the affective filter hypothesis (Krashen, 1982), which states that lowering emotional barriers enhances language acquisition. A meta-analysis of 47 studies ($N = 18,649$) by Peng and Shuhong (2025) reported that emotional intelligence is moderately-to-strongly correlated with objective measures of language achievement. This result emphasizes emotions' critical role in language learning and supports the need for emotionally responsive pedagogical practices that foster sustainable language education.

Studies show that positive feedback and encouragement from teachers reduce language learning anxiety and boost students' willingness to engage in classroom activities. For example, Teng and Zhang (2022) found that teacher support and feedback fostered greater self-efficacy and classroom engagement among Chinese EFL learners. Similarly, Derakhshan et al. (2022) reported that supportive teacher behaviours, including affirmations and encouragement, promoted positive emotions and active participation in language classes. In the Malaysian context, Yaacob et al. (2022) highlighted that encouraging, non-judgmental teacher feedback reduced students' anxiety about speaking and helped them feel more motivated to participate. Together, these findings support the idea that emotional support does not just boost students' confidence momentarily; they also reduce emotional barriers to learning and foster long-term engagement.

2.8 Types of PEL in Classrooms

PEL comes in many flavours, verbal cheers, supportive nudges, appreciative nods, and inclusive calls, that together craft a classroom where risk feels safe and growth feels possible. Research by Aydın and Tekin (2023), Zhu (2023), and MacIntyre et al. (2019) highlights seven key varieties: words of encouragement, mistake-focused feedback, effort appreciation, motivational slogans, instructional phrasing, affirmations, and inclusive language. Studies link these tactics to lower anxiety, livelier discussions, and closer student–educator bonds (Botes et al., 2023).

2.8.1 Words of Encouragement

Encouraging words from educators can make a real difference in how students feel about learning English. In ESL classrooms, students often deal with self-doubt or anxiety. Therefore, when they hear something positive, these feelings may be eased. Dewaele and MacIntyre (2022) found that encouragement from educators can boost student confidence in meaningful ways. One clear impact is that students are more willing to speak up. Wang et al. (2023), for instance, found that when students regularly heard supportive comments from their educators, they were more likely to respond in class, take part in group activities, and speak English in front of others. Some students said those words helped reduce their fear of making mistakes, which made it easier to participate. Words of encouragement allow educators to build a friendly relationship with students by showing respect, care, and acceptance to them as well as paying attention to their needs and this helped lower students' anxiety in speaking a foreign language (Moskowitz et al., 2022). Even encouraging words may work wonders in EFL classrooms, it needs to be accompanied or linked with the task at hand to make it more effective (Brooke et al., 2024).

This does not only apply in physical classes but also in online classes, where students often feel more isolated, encouragement matters just as much. Hehir et al., 2021 looked at virtual ESL lessons and found that when educators used kind language, students felt more connected to the class as the phrases of support help offset the isolation inherent in virtual classes, thereby helping students feel more engaged and connected. This shows that encouragement is not just useful in regular classrooms, it also helps students stay engaged in online environments, where silence is more

common. Not only that, Herawati and Fithriani (2023) investigated 150 university students through questionnaires and reported that EFL learners who view effort as important are more willing to persist and try harder, particularly when their teachers acknowledge their labour and improvement. At the same time, Salameh (2022) pointed out that encouragement works best when it feels genuine. When educators repeated the same phrases like “Good job” too often, students said the praise began to feel less meaningful.

2.8.2 Supportive Feedback for Mistakes

Supportive feedback plays an important role in helping students feel more comfortable and confident when learning English. Instead of only pointing out mistakes, positive comments like “That was a good try, let’s go over it again” help students feel that errors are part of learning, not something to be ashamed of. Recent research demonstrates that when learners perceive genuine teacher support, they are more likely to sustain engagement over time. For example, a study of Iranian EFL learners by Sadoughi and Hejazi (2023), showed that perceived teacher support, together with a growth language mindset, significantly predicted academic engagement; importantly, L2 grit mediated this relationship. Similarly, adopting a growth mindset led to better L2 learning outcomes via increased autonomous motivation and sustained engagement (Jiang et al., 2024). Furthermore, a study by Betaubun and Rokhmah (2024), looked at speaking tasks in supportive classroom climates where students were seen as learning when mistakes were made, helping students feel safer taking risks. For instance, in a ‘show & tell’ activity, EFL beginners reported greater confidence when peers and educators offered encouragement rather than focusing on failure (Betaubun & Rokhmah, 2024).

Brandmo and Gamlem (2025) in their systematic review pointed out that when educators frame response or feedback in a constructive and tone-sensitive manner, students developed more positive emotional responses toward learning. Not only that, their anxiety levels during the acquisition of the foreign language significantly dropped. It is also worth noting that a study by Bennett-Pierre et al., found that generic feedback can be less effective. This supports the findings of Câmpean et al. (2024) where they highlighted that specific praise and feedback was found to boost students' self-esteem and confidence. So, it is important for educators to realise that feedback should be

meaningful and generic praise like “Good job” should be minimized as it may not help students as much as comments that point out what they did well and where they can improve.

2.8.3 Expressing Appreciation for Effort

Li and Singh (2023) pointed out that recognizing students’ effort, rather than just results, encourages them to keep trying and feel like their hard work matters. A study by Nguyen (2024) conducted in Vietnamese ESL classrooms found that expressions of educator appreciation such as “Thank you for speaking up,” were positively correlated with higher student engagement and motivation, particularly among students with low academic self-concept. These students may not see themselves as strong language learners, so hearing that their effort is appreciated helped them feel more capable.

Lucido, Jimenez and Tang (2024) looked at how classrooms with students from multiple language backgrounds intertwined. It is interesting to find that by integrating students’ cultural heritage languages can add a strong sense of belonging. Thus, crafting appreciation revolving around this idea could help to increase the impact and willingness of the students to engage in the language learning. Moreover, expressing appreciation by using appropriate cultural references could positively impact students’ engagement and emotional well-being in learning (Alhassan et al., 2025). Another study by Taguba and Plata (2025) found that appreciation was especially helpful during writing tasks. Writing often frustrates ESL learners because it requires precision. But when educators acknowledged effort even if the work was not perfect, students were more likely to stick with the task and try again.

2.8.4 Motivational Phrases

There are lots of motivating words commonly used by English educators. Some of the common phrases are “I believe in you,” “You can do this,” and “Mistakes help you grow”. This is done specifically to keep students engaged, especially when tasks feel difficult. English as a Second Language classroom learning environment could really benefit with these expressions as it may offer encouragement and push through frustration. Jiang (2024) noted that EFL learners with strong growth-mindset beliefs

show greater perseverance when facing learning difficulties. Motivational language helps learners keep trying, particularly when the learning becomes challenging. Ahmad, Akram and Ali (2021), in their study, depicted that most of the students' learning spirit is uplifted when their ESL teachers apply motivational language in the classroom. Moreover, they also noted that even students who originally took their studies for granted tend to work hard in the English language just because of the motivational language used by the teacher. Li et al. (2023) observed that when students hear consistent encouragement from their educators, they are more likely to believe in their ability to succeed in learning English. This matters because language learners often experience setbacks that can lower confidence.

Liu et al. (2023) looked at how the use of motivational language by educators might influence 466 Chinese students' commitment in EFL programs. They found that when learners frequently heard encouraging phrases from their instructors, such as reminders of progress or simple affirmations, it seemed to help them stay more engaged. Many of these students were not only more active in class but also less likely to drop out or lose interest over time. What this shows is that educator language does not just impact how students feel in the moment, it can actually support long-term perseverance, especially when learning becomes challenging or frustrating.

Learners who received regular, genuine encouragement tended to stick with activities longer and were more likely to complete what they started. In some cases, students who had previously struggled with motivation reported feeling more determined to finish tasks after hearing a few supportive words. For example, teacher support that emphasizes care and encouragement has been found to boost learners' self-efficacy, which in turn increases their willingness to stay engaged and persist through challenging tasks (Zhou & Liu, 2025). The simple act of an educator saying, "I can see you're trying," or "Keep it up, you're improving," made a noticeable difference in how much effort students put in.

Both studies underline an important point: motivational language can play a powerful role in helping students stay connected to their learning. But for it to work well, the encouragement must feel sincere and tailored to the student's efforts. Repetitive or generic praise can lose its impact over time. When educators take the time to offer relevant and heartfelt feedback, students are more likely to believe in themselves and keep going, even when progress feels slow or obstacles arise. This kind of support

does not just lift students emotionally; it also strengthens their belief that learning is possible, which is key in sustaining long-term success in ESL settings.

2.8.5 Positive Instructional Language

In ESL classrooms, the way educators give instructions or respond to students can shape the entire learning experience. Rather than pointing out an error bluntly, like saying “That’s wrong,” an educator might instead say, “That was a solid start, let’s work on making this part clearer.” These subtle shifts in phrasing may seem small, but they have a powerful impact. As Botes et al. (2022) suggest, classrooms that lean into positive language tend to be less tense and more open, which can ease some of the pressure students often feel about getting things right. There is also evidence that this kind of language does not just affect how students feel, it affects how they perform. In a study by Zeng (2021), students exposed to consistent positive phrasing from their educators were not only more engaged but also showed stronger results on language tasks. They were more active in group work, more willing to speak in class, and less likely to shut down when something felt difficult (Yang et al., 2024). The researchers pointed out that when learners are not so afraid of being corrected, they are better able to focus on the content itself, which naturally improves learning.

Beyond emotional comfort, this kind of communication can boost academic outcomes. Dobson and Sojisirikul (2023) explored the teachers’ perceptions on the effect of how feedback is delivered in ESL classes and found that students who received feedback framed in an encouraging tone tended to perform better over time. The students also reported feeling more invested in their learning, especially when they saw their effort being acknowledged. Over time, positive instructional language can shift the dynamic between educator and student. Instead of seeing the educator as someone who simply points out mistakes, learners begin to view them as partners in their growth. This approach ties in well with the idea of a “growth mindset,” popularized by Dweck (2006), which emphasizes the belief that ability can improve with effort. In language learning, where students often fear embarrassment or failure, this mindset makes a big difference.

2.8.6 Affirmative Language

Affirmative language, which includes phrases like "That's an insightful perspective!" or "You expressed your ideas very well!" is an essential tool for validating student contributions and fostering confidence in language use. This type of language reinforces students' sense of competence and encourages them to continue participating actively in the classroom. Studies have shown that affirmative language promotes greater willingness to communicate (WTC), increases classroom participation, and enhances students' overall self-esteem (Darasawang & Reinders, 2021). When students feel their contributions are valued, they are more likely to engage in future discussions and take risks in their language learning. Recent research suggests that when educators use affirmative language consistently, they create classroom environments in which students feel safer expressing their thoughts without fear of judgment. This is something especially important in ESL contexts, where learners often feel insecure about their abilities (Anudin et al., 2022). In a study by Nufus et al. (2025) affirmative praise such as "Good job," "Well done" was the most common feedback strategy, more than constructive criticism.

The use of affirmative language also aligns with self-affirmation theory (Easterbrook et al., 2021), which posits that affirmations of students' worth and competence help to strengthen their academic identity and sense of belonging in the classroom. This is particularly important in ESL classrooms, where students may struggle with feelings of inadequacy or self-doubt due to language barriers. However, it is crucial for educators to ensure that their affirmations are genuine and specific. Generic or excessive praise, such as saying "Good job!" without context, may lose its impact over time and fail to motivate students (Henderlong & Lepper, 2002). To maximize the effectiveness of affirmative language, educators should focus on recognizing specific aspects of students' performance, such as "I appreciate how clearly you explained your opinion in this discussion" or "Your ideas were well-organized and easy to follow." (Stevenson et al., 2024). This type of specific feedback not only reinforces students' strengths but also provides them with a roadmap for future improvement.

2.8.7 Inclusive Language

Inclusive language refers to the practice of using words and phrases that ensure all students feel valued, respected, and recognized in the classroom, irrespective of their proficiency level, cultural background, or individual differences. By adopting inclusive language, educators foster a sense of belonging and equality, which significantly contributes to creating a positive and supportive learning environment.

A systematic review by Feifei (2024) highlighted the significance of inclusive language in promoting an equitable learning atmosphere. In ESL and EFL education, studies show that when educators employ inclusive language and discourse such as acknowledging learner diversity, offering supportive and affirming feedback, and fostering a classroom climate of respect, students are more likely to participate and experience reduced anxiety (Feifei, 2024). Not only that, when educators deliberately adopt inclusive linguistic choices, students are more likely to interact positively with peers (Deji-Afuye & Zhou, 2025; Peng, 2024). This is crucial in ESL settings, where students may feel marginalized or hesitant to participate due to their limited language skills.

While the benefits of inclusive language are clear, it is important to note that the implementation of inclusive practices requires ongoing reflection and adjustment. Educators must remain sensitive to the diverse needs and experiences of their students and continually assess the effectiveness of their inclusive strategies. For example, some students may require more explicit support or encouragement than others, depending on their language proficiency or personal background. Educators must be flexible and responsive, adapting their language and teaching practices as needed to ensure that all students feel included and valued.

2.9 Challenges and Limitations in Implementing PEL

While PEL has been widely recognized for its potential to bring about greater student motivation and involvement in language learning, its daily use is fraught with considerable challenges. Educators must balance using praise that is specific and academically meaningful rather than overly general or superficial: feedback that simply praises effort or person (“good job”, “you’re smart”) without linking to task-performance tends to be less effective.

Hattie and Timperley (2007) and studies of early-childhood classrooms document that general praise is common but less likely to lead to long-term or deep learning. In addition, cultural variation influences how praise and feedback are perceived; for example, in studies of preschool education in China, “general praise” usage differs among teachers, and students respond differently depending on norms of teacher-student interaction and expectations. Research suggests that teacher training, class demands, and teacher quality constrain the ability to give specific, process-oriented praise reliably (Floress et al., 2017)

Moreover, educators can be demotivated to provide constructive feedback alongside PEL when faced with some constraints such as large class sizes, institutional regulations, and time limitations (Wang & Calvano, 2022). Moreover, empirical work shows that excessive or “easy” feedback (feedback after easy tasks or overly general praise) can lead to shallow engagement rather than deeper intellectual processing (Bennett-Pierre et al., 2024). Therefore, it is important to understand the limitations of PEL so that its benefits and effectiveness can be maximized.

2.9.1 Overuse of Generic Positive Language vs. Targeted Feedback

Positive encouragement plays an important role in motivating students and creating an encouraging learning environment. However, when praise becomes too generic or overly frequent without clear reference to students’ actual achievements, it risks losing its value and may even undermine learning. Students who repeatedly receive vague comments such as “Good job!” or “Well done!” may develop a false sense of accomplishment, which can inhibit their ability to critically evaluate their own progress and identify areas needing improvement. Mercer (2019) argues that while positive feedback is motivating, it must be precise and meaningful to avoid complacency and encourage genuine growth. Bennett-Pierre et. al (2024) investigation found that, children who received process praise (emphasis on effort) persisted more after failure than those in control conditions. Also, “process-easy feedback” (i.e. feedback that attributes success to something easy) led to greater strategy generation than control. This suggests that generic or “easy” feedback or feedback not addressing challenges tends to under-promote deeper engagement or strategy use. This is particularly concerning in ESL contexts, where learners benefit greatly from ongoing self-monitoring and conscious adjustments to their language use. Without specific

feedback that highlights both strengths and weaknesses across various language skills, students are more likely to experience only temporary, superficial progress instead of building lasting competencies (Kim & Lee, 2019).

Furthermore, Zhang et al. (2022) highlighted the risks of treating positive encouragement as a universal strategy, pointing out that feedback must account for individual learning needs and developmental stages. They found that while all feedback types helped, cognitive and praise feedback had stronger effects on students' performance and self-regulated learning skills compared to feedback that merely mitigates or cushions error. This points to the idea that praise needs to be meaningful and specific rather than purely generic or just "nice words". For example, rather than simply congratulating a student for speaking English, it is far more effective to recognize the correct use of new vocabulary, grammatical accuracy, or fluency improvements. This level of targeted feedback helps students develop a clearer understanding of their current abilities and motivates them to focus on areas requiring further effort.

Eckstein et al. (2023) also stressed that an overemphasis on general praise, without complementary corrective feedback, can hamper language development. If learners are only praised for trying but not given concrete advice on how to improve their grammar or sentence construction, they are less likely to identify their mistakes or take steps to address them. In conclusion, while positive encouragement is a valuable component of teaching, it must be integrated within a broader, more comprehensive feedback approach. Educators should aim to provide praise that is specific, meaningful, and balanced with constructive suggestions. This approach not only sustains student motivation but also fosters deeper intellectual engagement and sustained progress in language acquisition.

2.9.2 Structural and Pedagogical Constraints in Implementing PEL

Despite the recognized benefits of PEL in second language acquisition, there are several structural and pedagogical limitations that need to be taken note of. Among the significant shortcomings is large class size, which reduces opportunities for educators to provide individualized positive comments and personalized reinforcement. Evidence indicates that in big classes, educators prefer to use common praise rather than individualized encouragement, reducing the effectiveness of PEL (Wang & Calvano,

2022). In addition, Yi (2008) noted that students instructed in small classroom settings felt a stronger impact of educator support on learning motivation and vocabulary retention compared to the students with bigger class sizes. They found that students with bigger class sizes deemed PEL as impersonal and insignificant.

Institutional guidelines and standard syllabus also restrain educators from comprehensively adopting PEL in instruction. The majority of educational organizations are concerned with examination-oriented instruction, as it reduces their ability to give supportive feedback and to adopt learner-oriented strategies such as PEL (Jalilzadeh & Coombe, 2023). Liu and Deris (2023) also emphasize through a study that educators under rigorous, exam-oriented education systems struggle to reconcile support with the need to satisfy syllabus demands. In addition, institutional demands and constraints are discussed as background pressures that can reduce teachers' ability to use more resource intensive styles (Zhou & Liu, 2025).

Another concern raised in studies is the misuse of positive reinforcement without constructive criticism. Positive educator language (PEL) may foster a positive and supportive environment, but there is evidence that without clear, specific corrective feedback, learners may overestimate their competence or develop shallow understandings. For example, Liu and Feng (2023) emphasize that learner engagement with corrective feedback significantly affects how much benefit is derived. Generic feedback or praise alone is less effective than feedback that clearly identifies errors and guides improvement. In Malaysian ESL contexts, Ganapathy et al. (2020) and Lee and Sim (2019) found that students prefer direct and metalinguistic corrective feedback because this helps them understand precisely where improvements are needed, not just that they did "well."

2.10 Students' Perspectives on Educator's Traits When Applying PEL

Students' attitudes towards their educators are significant in the determination of their motivation, engagement, and second language experience. PEL can impact educators' communication style and instruction which may significantly influence the students' attitudes towards learning. Educators that are kind and working hard to establish a strong bond with their students will yield more willingness of the students to learn a second language (Sadoughi & Hejazi, 2023).

2.10.1 Warmth and Encouragement as Key Traits

Warmth and encouragement are central to creating a positive classroom environment, especially in language learning contexts. Huang (2022) found that teacher attributes like compassion and mindfulness help increase students' enjoyment in the language classroom. It also discusses how such supportive teacher behaviour helps build rapport and reduces negative emotions. A structural equation modelling approach in examining EFL students' foreign language enjoyment, trait emotional intelligence, and classroom climate by Wang and Wang (2024) found that classroom climate and trait emotional intelligence have positive effects on enjoyment in learning English as a foreign language. A supportive climate is a key component. The role of emotional encouragement in reducing the psychological barriers is highlighted in their study as the students reported to have higher levels of confidence in using English.

Another relevant study is by Li et al. (2022) who looks at how classroom environments and positive or negative emotions affect students' willingness to communicate (WTC). They found that classroom climate and associated emotional factors (enjoyment, anxiety, boredom) significantly mediate the relationship between classroom environment and willingness to communicate. These findings suggest that teacher support plays a meaningful role in reducing psychological barriers and increasing learner confidence. However, it is essential for warmth and encouragement to be paired with structured learning strategies. Students may feel emotionally supported but lack the academic guidance necessary for improvement which proves that this balance is important to ensure the optimal impact of PEL.

2.10.2 Perceived Effectiveness of Constructive Feedback in PEL

Another key trait that students value in educators applying PEL is the ability to provide constructive, individualized feedback. Hao and Feng (2023) highlights that while positive reinforcement motivates students, the feedback's quality plays a central role in students' learning experiences. This is a crucial element of PEL as when the educators provide constructive feedback, learners can identify their strengths and areas that need improvement. Similarly, research on EFL learner preferences shows that many students favour direct or explicit corrective feedback which helps them understand their mistakes more clearly (Almohawes, 2025). Experimental work in Saudi Arabia

(Shaddad & Jember, 2024) also found that feedback-supported tasks (which combine recognition with corrective guidance) lead to greater engagement, self-esteem, and measurable language growth.

Moreover, Razmi and Yazd (2024) demonstrated that written corrective feedback significantly reduced students' anxiety and improved self-efficacy, highlighting the importance of quality feedback in building both competence and confidence. These findings suggest that PEL reaches its full potential when educators integrate encouragement with explicit guidance, enabling learners to celebrate progress while also addressing areas for improvement. This insight aligns with the concept of "feedback loops" in education, where students are given opportunities to reflect on their performance, make adjustments, and continue to develop their skills (Gong et al., 2025). An environment where students feel both supported and guided could be fostered through the pairing of constructive feedback and PEL.

2.10.3 The Role of Educator Enthusiasm in Student Engagement

Beyond warmth and constructive feedback, another crucial factor influencing the effectiveness of PEL in language classrooms is the educators' enthusiasm. For example, a study of Chinese EFL teachers by Chen et al. (2024) shows that when teachers express passion for teaching and maintain high energy and affect-rich interaction, students report greater classroom enjoyment and higher participation. These educators tend to create a lively and dynamic classroom atmosphere, which encourages students to engage more fully in language activities and practice their language skills. Shi and Liu (2025) looked into the perceptions of 180 English major undergraduates on their teachers' emotions. It is revealed that there is a significant and positive correlation between perceived teacher enthusiasm and students' engagement. They also added that foreign language enjoyment mediates the link of teacher enthusiasm and student engagement. This shows that the educators' energy and expressiveness could be a powerful motivator in making the learning more enjoyable and less intimidating.

However, it is important to note that while enthusiasm is beneficial, students also value authenticity in their educators' enthusiasm. Keller et al. (2018) found that when teacher enthusiasm included both what the teacher felt and how they expressed it, students reported higher enjoyment and lower boredom. However, partial or purely surface displays of enthusiasm such as enthusiasm shown without felt passion, were less effective. Similarly, De Bruyckere and Kirschner (2017) identify "Passion" and

“Uniqueness” as criteria students use to perceive authenticity, noticing when enthusiasm seems forced or overly scripted or when it arises naturally from teacher passion. Moreover, in a study of Chinese students (PISA-based), teacher enthusiasm positively predicted students’ belonging in school, with feedback quality being a strong mediator of that effect (Xue, 2024). These findings suggest that educators should aim for enthusiastic behaviour that feels natural and sincere, and pair it with quality feedback and engagement, rather than relying on scripted positivity. Educators who are passionate about the subject matter and genuinely interested in their students' progress are more likely to inspire active participation and enthusiasm for learning among their students.

2.11 Chapter Summary

This chapter provided a review of existing literature on PEL and its role in SLA. Seligman's PERMA model, which provided the framework for comprehending how PEL enhances student motivation, engagement, and enjoyment in language acquisition, was one of the theoretical underpinnings examined. The chapter also examined various types of PEL, such as words of encouragement, supportive feedback, and motivational phrases, and discussed their documented effects on language learning outcomes. Additionally, it outlined challenges and limitations in implementing PEL, including institutional constraints, the balance between motivation and academic rigor, and the need for culturally adaptive teaching approaches. The next chapter, methodology, will outline the research design, sampling methods, data collection procedures, and analytical techniques used in the study. It will also detail the validation of instruments, ethical considerations, and pilot study results.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines how the study was carried out to explore the use of PEL in relation to students' English learning. It begins by describing the research design, followed by a breakdown of the sampling method, how the data was collected, and the steps taken to analyse it. The chapter also covers a short pilot study, which was used to check if the research tools were clear and worked well before starting the full study. It also explains how both the survey and interview data were looked at, along with the software used during the analysis.

3.2 Research Design

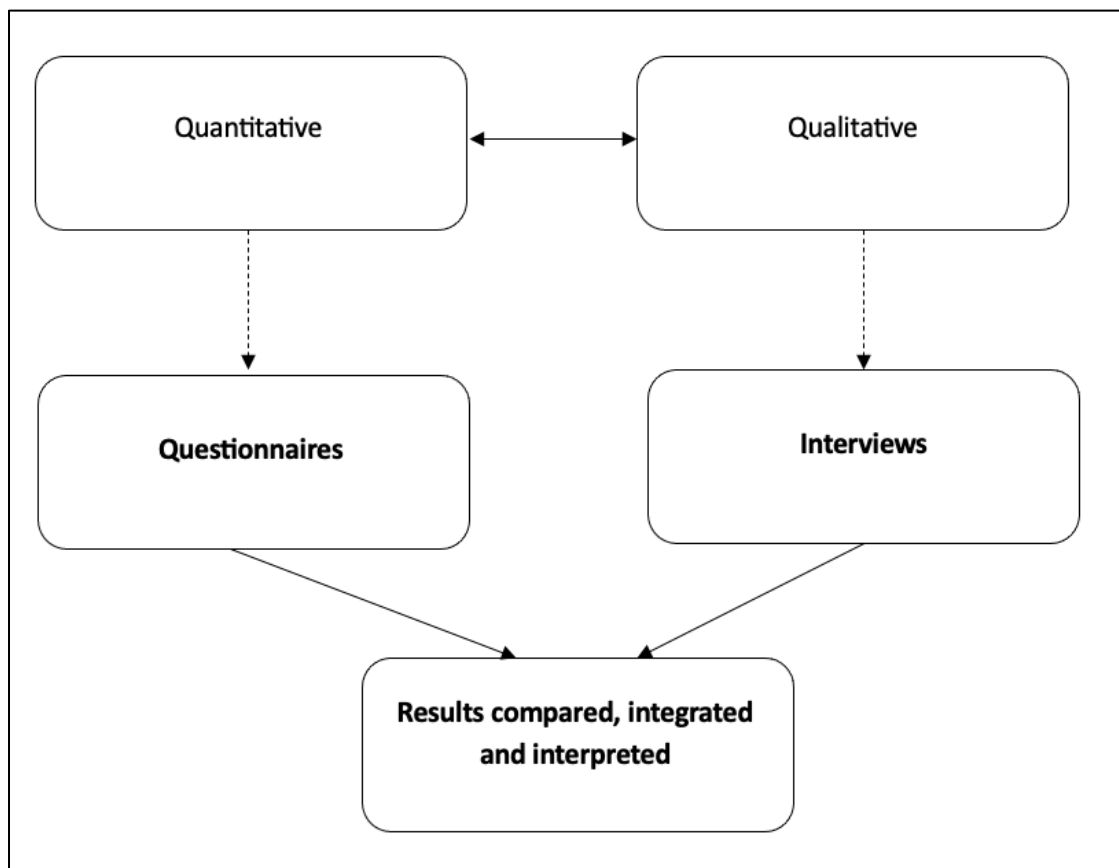


Figure 3.1 Research Design Of The Study

This research followed a mixed-method design, specifically the explanatory sequential type described by Cresswell and Clark (2018). The process began with collecting survey data, followed by interviews to better understand what the numbers might mean in real situations. Starting with the quantitative part helped spot general trends, while the second phase allowed for a deeper look into students' experiences with positive language in the classroom. The surveys used were adapted from existing tools and included both Malay and English versions to ensure that the participants clearly understood the questions and were comfortable answering them. They were based on Fredrickson's (2001) emotion scales, the Short-Form Foreign Language Enjoyment Survey (S-FLES) by Botes et al. (2021), and Kern's (2016) PERMA-Profil. These were chosen because they helped capture students' emotional reactions and general well-being in a structured way. While surveys gave a good overview, they could not fully explain why students felt a certain way, that is where the interview phase helped round out the findings (Teddlie & Tashakkori, 2020).

For the qualitative part, 15 students took part in one-on-one interviews. These were designed to find out more about how they felt when their educators used encouraging or positive language. Each student went through a semi-structured interview, where the same questions were asked, but follow-ups were allowed depending on what came up during the conversation. This approach gave room for honest answers while keeping the interviews focused (Braun & Clarke, 2019). One-on-one interviews were used instead of group discussions to give students more privacy and reduce any pressure they might feel from classmates. This was especially important when talking about things like anxiety, confidence, or feeling left out. Guest et al. (2017) also suggested that individual interviews often give more detailed and personal answers. More on how these interviews were planned and carried out can be found in Section 3.4.2.

3.3 Sampling Technique

This study used purposive sampling to choose participants who were likely to offer useful insights about how PEL works in English language classrooms in Malaysia. Instead of picking people randomly, this method focuses on those who have direct experience with the topic. As noted by Etikan et al. (2016) and Palinkas et al. (2015), purposive sampling works well when the goal is to hear from individuals who are

closely involved in the subject being explored. For the quantitative part, educators were first identified through a short screening survey, based on whether they used encouraging or emotionally supportive language. Students from those educators' classes were then asked to fill out structured questionnaires. In the next stage, which looked at qualitative data, participants were chosen based on what stood out in the earlier survey results, especially those who showed clear emotional reactions or strong involvement during lessons. Choosing people with actual experience helped the study look more closely at how positive language might affect student motivation or emotional connection in class. While this type of sampling does not aim to represent everyone, it works well when trying to understand how something plays out in a specific group (Creswell & Poth, 2018).

3.3.1 Sampling Population

The participants were drawn from a targeted population that includes both English language educators and their students in a Malaysian public university. This population was chosen based on its relevance to the research aims, particularly regarding the use of classroom-based language strategies to support second language learners. As noted by Ahmad et al. (2023), a population refers to a defined group sharing characteristics of interest. In this case, educators with experience using emotion-driven approaches, and students engaged in ESL programs.

a. Target Population of the Study

English language educators and selected students from the two state campuses of a public university in the southern region of Malaysia.

b. Source Population of the Study

54 English language educators teaching at the public university and students enrolled in courses taught by these educators, ensuring that they have been exposed to PEL in their learning environment.

Table 3.1
Educators' Distribution By Campus

Campus	Number of educators	
	Permanent	Part-time Full-time (PTFT)
A	26	14
B	12	2
Total	54	

Table 3.1 shows the distribution of the number of English educators. Data above is collected from the official website of the public university. These educators include both permanent and Part-Time Full-Time (PTFT) educators. In the context of Malaysian universities, PTFT refers to a lecturer position that is a full-time lecturing position that is not permanent. They are employed on a contract basis, either for a specific course or for a defined period.

c. Sample population of the Study

Educators and students who have direct experience with PEL-based instruction. The inclusion criteria for educators required them to actively incorporate PEL in their teaching practices. The particular Malaysian public university was selected because it represents a structured ESL learning environment where English is a compulsory subject for diploma students. Furthermore, diploma students were chosen because they are in the early stage of tertiary education, a period where emotional engagement and classroom experiences strongly influence their motivation and language development (Korhonen et al., 2017). Not only that, Furthermore, selecting this public university as the research site strengthens the contextual relevance of the study, as public universities in Malaysia serve a substantial proportion of the nation's ESL learners.

3.3.2 Sample Size Calculation

a. Educators

Initially, the questionnaire was distributed to all 54 lecturers from the two campuses. However, only ten lecturers selected, and they were subsequently included in the study. There are six PTFT lecturers and two permanent lecturers from Campus A, and 1 permanent lecturer and 1 PTFT lecturer from Campus B. The selection of these educators ensured that all participants in the study had a strong background in using PEL, qualified to offer insightful information about how it affects language learning and student engagement.

b. Students

Students were selected from the classes taught by the 10 lecturers identified as PEL users, ensuring that they had been exposed to positive language instruction. The total number of students from these classes was 1680, distributed as follows:

Table 3.2
Number Of Students Taught

Educator	Number of Students
L1	140
L2	247
L3	58
L4	187
L5	202
L6	85
L7	209
L8	212
L9	194
L10	146
Total	1680

The total student population was identified based on responses to the questionnaire distributed to the lecturers. To determine the appropriate sample size, the Krejcie and Morgan (1970) table was used, along with a 99% confidence level and a 5% margin of error. The formula yielded a required sample size of 341 respondents. The final number of students who participated was 343 students, slightly exceeding the required number.

Table 3.3
Sample Size Calculation Table

Population Size (N)	Confidence Level	Margin of Error (E)	Sample Size (n)
1680	99%	5%	341

This method of calculation is particularly effective for educational research, as it ensures that the selected sample reflects the view and experiences of the broader population (Cohen et al., 2018). Using this scientifically grounded approach allows the study to be precise and reduces the potential of sampling bias. Hence, the combination of purposive sampling for educators and statistically calculated stratified sampling for students ensures that the collected data are both relevant. This dual approach supports the explanatory sequential mixed-method design of the study.

3.4 Data Collection Methods

3.4.1 Instrumentation

To address the research questions effectively, this study utilized quantitative and qualitative data collection instruments. Below is an overview of the instrumentation employed in this study.

Table 3.4
Instrumentation Overview

No.	Research Question	Instruments		Purpose
		Quantitative	Qualitative	
1	What PEL is used by educators in ESL classrooms?	Questionnaire (adapted from Fredrickson (2001))	-	To ascertain the utilization of PEL employed by educators in the teaching of English language.
2	How does the use of PEL by educators influence students' English language acquisition?	Questionnaire (adapted from Short-form Foreign Language Enjoyment Survey (S-FLES) by Botes et al., (2021)) and PERMA-Profiler by Kern (2016))	Semi-structured Interview adapted from relevant literature	To explore the impact of PEL on students' enjoyment of learning English as a second language.
3	Is there any significant relationship between the use of PEL and students' engagement and proficiency in English language acquisition?	Questionnaire (adapted from PERMA-Profiler by Kern (2016))	-	To assess the correlation between the use of PEL and students' level of engagement and proficiency in acquiring the English language.

(a) Quantitative Data Collection

To examine how positive emotive language appears and affects English language classrooms, several tools were chosen based on their relevance to the emotional and psychological dimensions of language learning. The selection process leaned on existing frameworks from both PP and SLA, though some adjustments were made to better reflect the classroom context in Malaysia. One section of the questionnaire drew inspiration from Fredrickson's (2001) work on positive emotions. It focused on how often English educators use affirming or supportive phrases, such as encouragement, praise, or expressions of appreciation, and how students perceive those moments. These aspects were included because earlier studies suggest they can influence how students feel about their participation and the overall classroom climate, though effects may vary depending on context.

To explore student enjoyment more specifically, the Short-form Foreign Language Enjoyment Survey (S-FLES) by Botes et al. (2021) was adapted slightly for this study. This brief, 9-item tool touches on three core areas: how students feel about their educators, their own enjoyment during lessons, and their interactions with classmates. It is a practical choice due to its focused scope and previous use in similar settings, though some terms were adjusted to match local usage more closely. To explore students' well-being, the study used the PERMA-Profiler by Kern (2016), which is based on Seligman's (2011) model. This tool focuses on five key areas: positive emotions, engagement, relationships, meaning, and achievement. These areas helped show how the way language is used in class might relate to students' motivation and their sense of direction in learning. Using this instrument gave some insight into how day-to-day classroom experiences could connect with bigger ideas like staying motivated. However, the way students interpret these aspects can still vary depending on their personal backgrounds.

(b) Qualitative Data Collection

Qualitative data were gathered through semi-structured interviews with selected students. This approach was chosen to thoroughly explore the students' subjective experiences and emotional responses to their educators' use of PEL. According to DeJonckheere and Vaughn (2019), the format of semi-structured interview enables the researcher to follow a guided set of open-ended questions while allowing room for

elaboration and the emergence of unanticipated themes. The interview questions were designed based on key concepts from existing literature on educator-student interaction, motivation, and language enjoyment. Each question targeted specific aspects of students' learning experience such as emotional connection, instructional enthusiasm, creative engagement, and classroom belonging. The following table outlines the interview questions and the scholarly sources that informed their development:

Table 3.5
Semi-structured Interview Adapted From Relevant Literature

No	Interview Questions	Citation
1	From your perspective, what heartwarming qualities or characteristics do you believe contribute most to creating a positive and enjoyable learning environment with your English language instructor?	Positive educator-student interactions foster motivation and engagement in language learning (Dewaele & Li, 2020).
2	Can you recall a memorable instance where your English language instructor's teaching skills or qualities ignited a sense of curiosity or wonder within you? If so, we'd love to hear more about it.	Educator enthusiasm and instructional style can enhance students' interest and enjoyment in learning (Mercer & Ryan, 2022).
3	How would you describe the warm and inviting communication style of your English language instructor during class sessions or interactions, perhaps fostering a sense of camaraderie or belonging?	A supportive and positive classroom environment contributes to student well-being and participation (Wang & Derakhshan, 2023)

The interview questions were designed to prompt participants to reflect on their learning experiences, particularly in relation to the positive influence of their educators'

emotive language. The interviews were conducted in both Malay and English, ensuring that participants understood the questions and felt comfortable providing their responses in the language they were most familiar with (Cortazzi et al., 2011). Each interview lasted approximately 30 to 45 minutes and was audio-recorded, with the participants' consent, to ensure accuracy in data collection and subsequent analysis. The qualitative data gathered from these interviews were analysed using Braun and Clarke's (2006), thematic analysis.

3.4.2 Data Saturation and Interview Sample Size

A total of 15 students took part in the interviews. This number was seen as enough because the same ideas started coming up across responses, showing that no major new points were being added. Hennink and Kaiser (2022) noted that data saturation is often reached with around 9 to 17 people when the research topic is focused. In this case, the responses gave plenty of detail to explain the issue being studied.

3.5 Data Collection

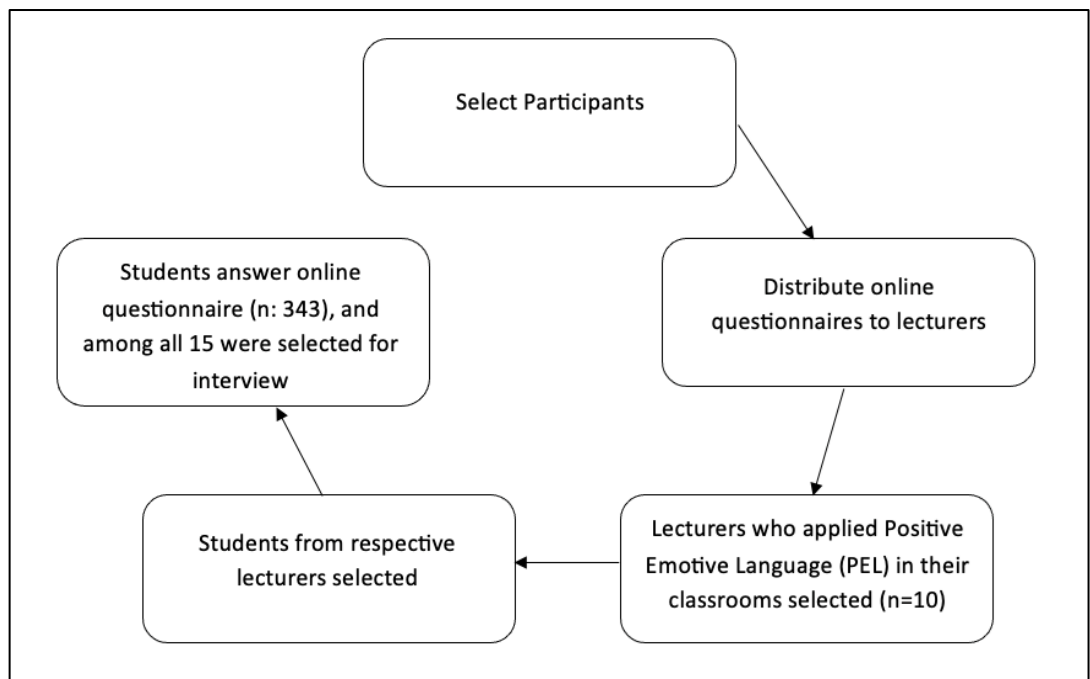


Figure 3.2 Procedure of Data Collection

The study started by choosing participants through purposive sampling. This involved selecting educators from a public university in southern Malaysia who were known to use PEL in their classrooms. The idea was to focus on educators whose practices matched the goals of the research. This part of the process took about a week to finish. During the quantitative phase, educators were questioned via online questionnaires to assess their classroom use of PEL. After this validating their use of PEL in the classrooms, educators who indeed apply PEL were selected, and their students were subsequently recruited for further participation. Selected students were given two to three weeks to complete an online questionnaire.

One subset of students was chosen for more detailed interviews. It assisted in uncovering the perspectives of students which may not be gained by using questionnaires independently. At the end of the data collection, both the survey responses and interview answers were reviewed and broken down. For the interviews, Braun and Clarke's (2006) method of thematic analysis was used to spot common themes and patterns. This helped show how PEL might play a role in the way English is taught and learned.

3.6 Data Analysis

Data analysis is a part of any research study since it determines the transformation of raw data into useful results. This section of the study outlines the procedures used for data analysis. It details the methods employed to examine and interpret both the quantitative data obtained from the questionnaires and the qualitative data derived from the interview responses. The section outlines the types of analysis used for each part of the data, the tools involved, and how the findings were interpreted. A figure is also included below to show the steps taken during the analysis process.

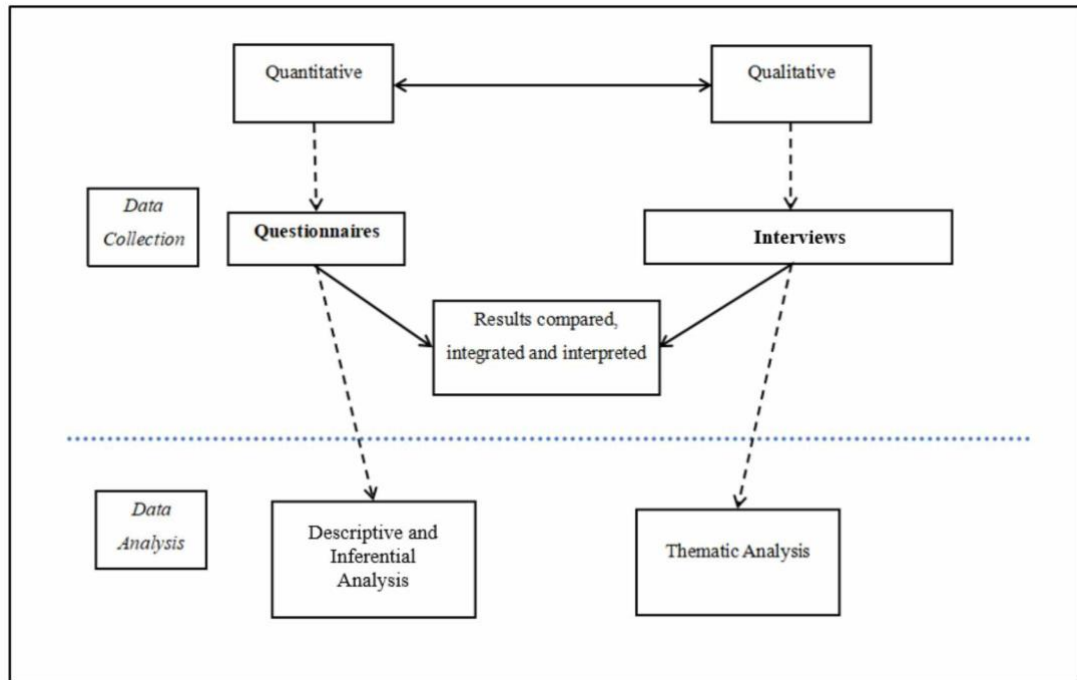


Figure 3.3 Procedures of Data Analysis

3.6.1 Quantitative Data Analysis – Descriptive and Inferential Analysis

To look into how educators used PEL and how students felt about it, both basic and deeper statistical methods were used. The data was first summarized using simple statistics like averages, medians, and the most common responses. The range and standard deviation were also calculated to see how much the answers varied. This helped to spot general patterns in how PEL was being used in class. After that, a frequency check was done to see how often certain answers came up across the questionnaire. This made it easier to notice shared views, repeated trends, or any unusual responses. By looking at how often certain ideas appeared, the study could get a clearer picture of what students and educators commonly thought or did when it came to PEL. From there, the data also offered clues about how PEL might be shaping students' classroom experiences.

For inferential statistics, a one-sample t-test is used to determine whether the mean of a single sample significantly differs from a hypothesized population mean. The test value was set at 3.0, representing the midpoint of the five-point Likert scale used in this study. In a typical five-point Likert scale, the midpoint corresponds to a neutral response (“neither agree nor disagree”), serving as a meaningful reference point for interpreting respondents' attitudes (Koo & Yang, 2025). The use of the Likert scale

midpoint as a benchmark in one-sample t-tests is a common analytical approach in social science research, allowing researchers to determine whether observed mean scores significantly deviate from neutrality (Allen & Seaman, 2007). This approach enables a clearer interpretation of directional tendencies in respondents' perceptions, where statistically significant differences indicate whether responses are inclined towards positive or negative evaluations. Using the one-sample t-test with the above standard, the mean responses can be tested to find significant deviation from neutrality, hence selecting the meaningful patterns of the data. Though ordinal data may be better analysed with non-parametric analysis by some, it may, under specific assumptions, be analysed using parametric tests by others, specifically when the data distribution is near normal and the sample size is sufficiently large.

The one-sample t-test has been used in recent studies to analyse Likert data, treating the data as interval data to facilitate easier analysis and interpretation. For instance, a 2022 study by Demir compared various tests of normality under varying sample sizes and distributions and provided insights into the conditions under which the parametric test of the t-test can be utilized optimally in the analysis of ordinal data (Demir, 2022). All statistical analysis were performed under IBM SPSS Statistics 29, highly regarded for its robust data handling and ease of interpretation. Furthermore, SPSS accommodates the execution of sophisticated statistical procedures and ensures that the data analysis is reliable and valid (Pallant, 2020).

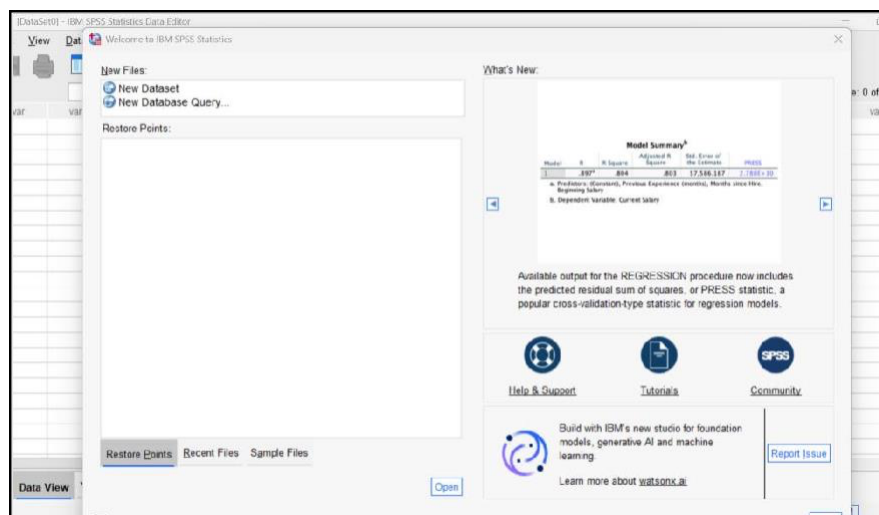


Figure 3.4 Interface of IBM SPSS Statistics Version 29.0

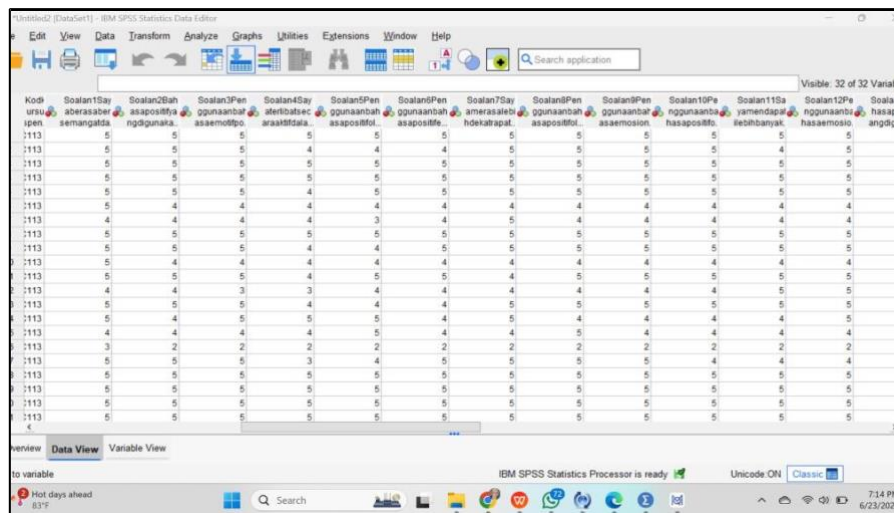


Figure 3.5 Keying In Data Into SPSS Software

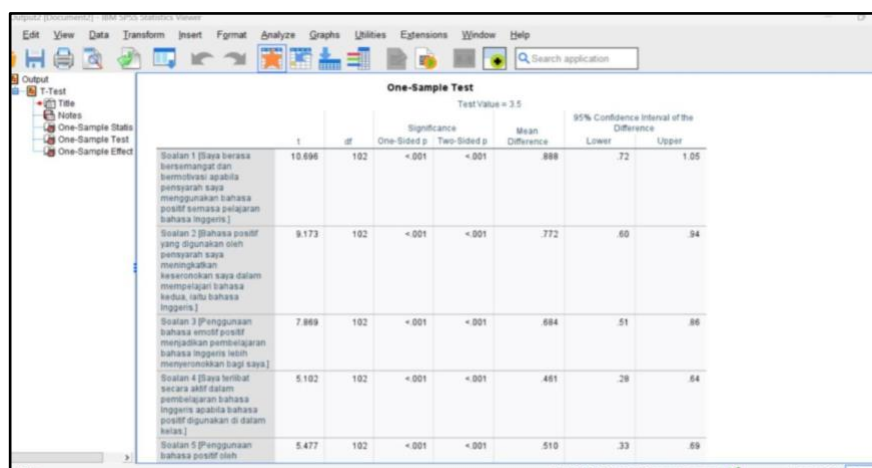


Figure 3.6 One Sample T-Test

3.6.2 Qualitative Data Analysis – Thematic Analysis

Qualitative analysis of this research will be informed by data derived from the semi-structured interviews, giving deeper insights into students' experiences with Positive Emotive Language in the classroom. Thematic analysis is used to analyse the qualitative data, a common procedure for ascertaining recurring themes and patterns within the data. Following Braun and Clarke's (2006) six-step process, the analysis process is as per the figure below.

Table 3.6
Braun And Clarke's (2006) Six-Step Approach To Thematic Analysis

Step	Phase
1	Becoming familiar with the data
2	Generating initial codes
3	Searching for themes
4	Reviewing themes
5	Defining themes
6	Writing-up

The thematic analysis starts with a familiarization process with the data, where the transcripts were read and re-read to have an in-depth understanding of the content. Next, initial codes were generated by systematically noting and coding key concepts and words about the use of PEL. These codes served as the foundation for further analysis. The next process would be the theme searching process, where comparable codes were grouped to form more inclusive themes. Some of the themes that emerged were positive language, engagement and motivation and educator's teaching skills. After that, the categories were narrowed down and confirmed by cross-checking with prior literature and research objectives. This process is called reviewing themes, and it is done to ensure that the themes established were relevant with the study.

The next phase involved organizing these codes into broader thematic categories. Themes such as "Positive Language Influences," and "Increase Engagement and Motivation," emerged during this stage. These themes represented core aspects of how students perceived and responded to PEL in their language learning experience. This was followed by the definition and naming of themes to capture the essence of the underlying codes. The themes that came out of the analysis were organized into a map to help make sense of the results. For coding and sorting the data, MAXQDA was used, which made the process easier to manage. MAXQDA has been shown to support rigorous analysis in qualitative research and has been effectively used in studies examining emotional aspects of learning (e.g., Zhang & Hyland, 2018). The table below illustrates a sample of the themes generated, accompanied by representative codes and insights derived from the data:

Table 3.7
Sample Of Data Coding

Raw Excerpt from Interview	Code
"My English educator always says things like "Good try!" whenever I mess up a pronunciation. It may sound small, but it really gives me courage to keep trying instead of feeling embarrassed." - S1	Positive language, Constructive feedback, Engagement and motivation
"But honestly, sometimes the compliments feel a bit overused. Like, when everyone hears "Amazing job!" every class, it loses a bit of its meaning." - S2	Challenges, Positive language
"My educator often tells us, "I appreciate your hard work." That phrase makes me feel seen." - S9	<i>Engagement and motivation, Positive Language</i>

Following the coding process, similar codes were clustered into broader conceptual categories to facilitate the identification of emerging themes. The reviewing of themes involved cross-checking these categories with both the research questions and theoretical literature on English Second Language Enjoyment and positive language use. This ensured that each theme was both grounded in the data and aligned with existing academic frameworks. MAXQDA's visualization tools were used to ensure that codes were not only frequent but also significant in meaning.

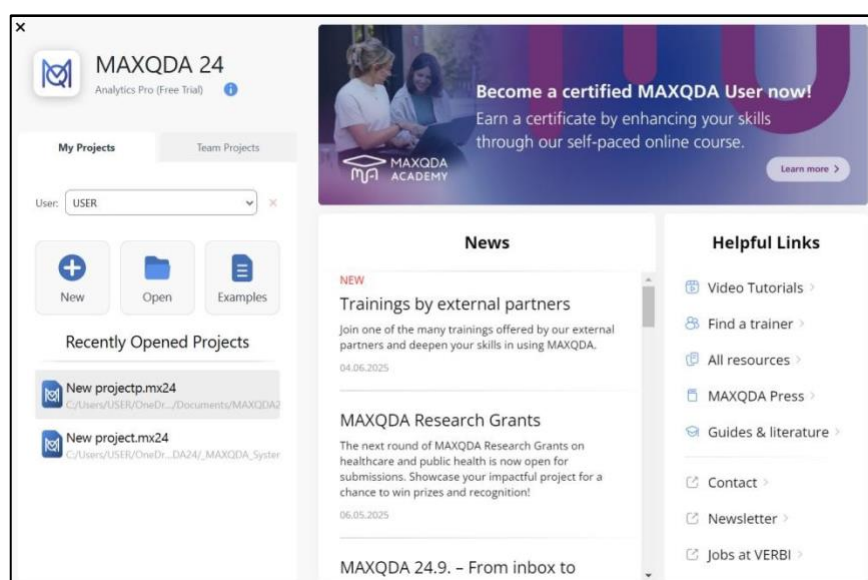


Figure 3.7 MAXQDA's Software Interface

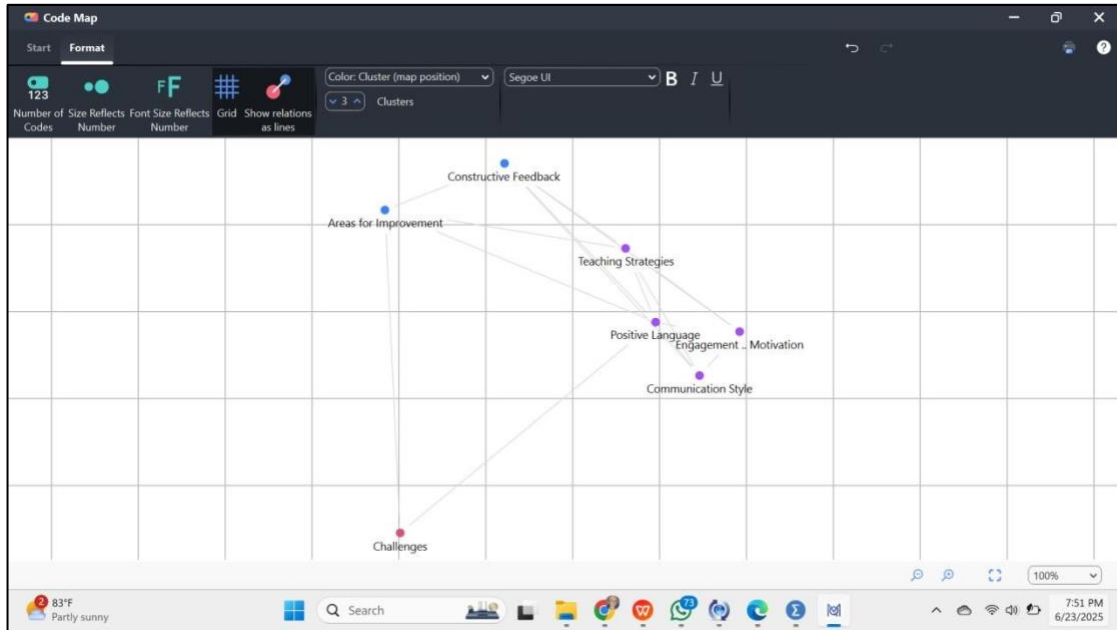


Figure 3.8 Data's Code Map

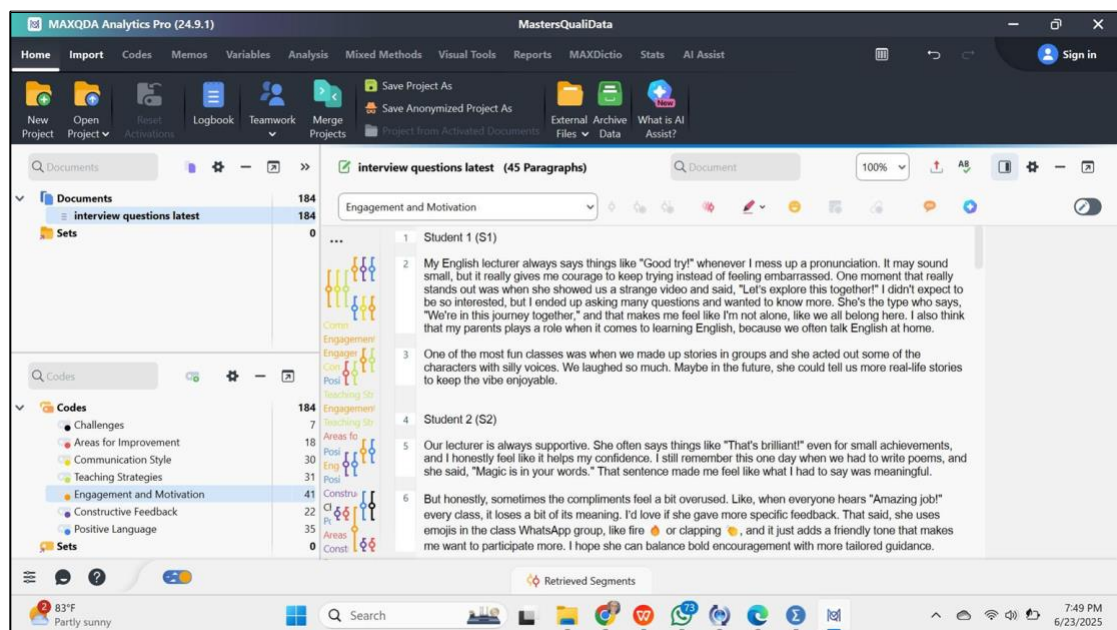


Figure 3.9 Data Coding

During the defining and naming themes phase, clear definitions were developed for each theme. Such themes were defined as follows:

- (a) Positive Language Influences: Refers to positive language used by the educators such as giving praise, encouraging and motivating phrases, that could improve students' emotion and cognitive.

- (b) Increase Engagement and Motivation: Reflects how the use of PEL can engage and increase students' motivation, curiosity, interest and classroom participation.
- (c) Need for Constructive Feedback: Involves learners' desire for feedback that balances encouragement with clear, actionable suggestions.
- (d) Educators' Communication Style: Reflects students' perceptions of emotional safety, comfort, and openness facilitated by the educator's tone and body language.
- (e) Teaching Strategies: Captures how specific teaching methodologies can enhance the use of PEL as well as students' interest in an English Second Language (ESL) classroom.
- (f) Areas for Improvement: Provides input from students on how the educators can improve their way of teaching.
- (g) PEL Challenges: Refers to what are the problems and challenges that could occur when educators employ PEL in their classroom.

3.6.3 Triangulation of Data

Triangulation is commonly used in research to enhance the credibility and comprehensiveness of findings by examining a phenomenon from multiple sources of data. According to Denzin (1978), triangulation enables researchers to cross-validate findings by comparing evidence derived from different methods, data sources, or analytical perspectives. As this study adopted an explanatory sequential mixed-methods design, triangulation was achieved through the integration of quantitative and qualitative data.

The quantitative phase involved the collection of survey data to examine students' perceptions of Positive Emotive Language (PEL) and its relationship with second language enjoyment. This was followed by the qualitative phase, where semi-structured interviews were conducted to provide deeper insights and explanations for the patterns observed in the quantitative results.

The qualitative findings were therefore used to elaborate and clarify the quantitative results, allowing the researcher to explore students' experiences and perspectives in greater depth. By comparing and integrating findings from both phases, the study was able to identify converging evidence regarding the role of Positive Emotive Language in shaping students' emotional engagement in the ESL classroom.

The use of triangulation in this explanatory sequential design strengthened the credibility of the study by ensuring that interpretations were supported by multiple forms of evidence rather than relying on a single data source. This integration of quantitative and qualitative data provided a more comprehensive understanding of the phenomenon under investigation.

3.7 Validity and Reliability

3.7.1 Qualitative Data

In this study, the validity and reliability of the quantitative data were ensured through the use of established and standardized measurement instruments. The modified version of the Short-form Foreign Language Enjoyment Scale (S-FLES) developed by Botes et al. (2021) was employed to measure students' enjoyment in learning English. This instrument had previously been tested and demonstrated high reliability and construct validity in earlier studies (Botes et al., 2021; Fattahi et al., 2023; Saito et al., 2023). The strong internal consistency as reflected by Cronbach's alpha values confirmed the questionnaire's effectiveness in accurately assessing the three key components: Educator Appreciation, Personal Enjoyment, and Social Enjoyment.

A small-scale pilot study was carried out using participants from the main target group. It lasted for two weeks and helped identify areas in the questionnaire that needed adjustment. Some parts were unclear or a bit awkward, so a few changes were made before the actual study began. This helped improve the overall clarity and consistency of the questionnaire tool. This will be explained later in Section 3.8. During the pilot phase of the study, advice was sought from two experienced educators to help improve the questionnaire. Both were senior lecturers at a Malaysian public university with strong backgrounds in English language education, one held a Master's in Education (TESL), and the other had a PhD in English Language Studies. They were asked to

review the items and give their input based on their teaching and subject knowledge. Their comments helped spot unclear wording, awkward structure, and any questions that might be leading or confusing. With their valuable inputs, the questionnaire was refined to better match the study's aims.

3.7.2 Qualitative Data

To ensure the trustworthiness of the qualitative data obtained from the semi-structured interviews, this study adopted the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba (1985).

3.7.2.1 Credibility

Credibility was enhanced through prolonged engagement with the data and systematic coding procedures. The researcher repeatedly reviewed interview transcripts to ensure accurate interpretation of participants' responses. Triangulation across multiple data sources further strengthened the credibility of the findings.

3.7.2.2 Transferability

Transferability was addressed by providing thick descriptions of the research context, participants, and procedures. This enables readers to determine the applicability of the findings to similar educational contexts.

3.7.2.3 Dependability

Dependability was ensured by maintaining a clear audit trail documenting the research procedures, interview protocols, coding processes, and theme development. This allows the research process to be transparent and traceable.

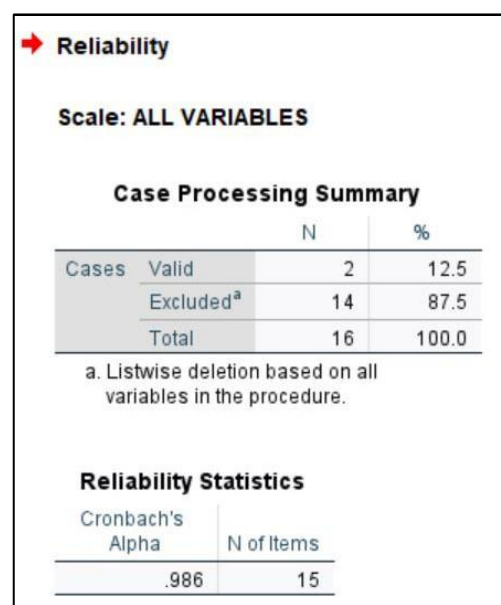
3.7.2.4 Confirmability

Confirmability was strengthened by ensuring that interpretations were grounded in participants' actual responses. Direct quotations were used in the findings section to support thematic interpretations, thereby minimizing researcher bias.

3.8 Pilot Study

Before the actual research began, a pilot test was carried out. The purpose was to see if the survey questions were easy to follow and if the responses would come out consistently. This kind of trial run is something many researchers do beforehand just to make sure the tools and process work as expected (Hassan et al., 2006). For this study, 30 students and two lecturers from a public university in Malaysia were involved in the pilot. The subjects were educators who used Positive Emotive PEL and students who were exposed to such language in their English learning environment. They are selected by the same inclusion criteria of the main study. However, for the sake of avoiding contamination, pilot study participants were separated from main study participants, as per guidelines offered by Van Teijlingen and Hundley (2002).

The pilot investigation was intended to ensure the dependability of questionnaire items and interview questions. The questionnaire was pre-tested internally using Cronbach's alpha for all items within the perceptions measures of PEL by the students to ensure they were dependable. The results are per below:



→ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	2	12.5
	Excluded ^a	14	87.5
	Total	16	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	15

Figure 3.10 Cronbach's Alpha Results For Lecturer's Questionnaire

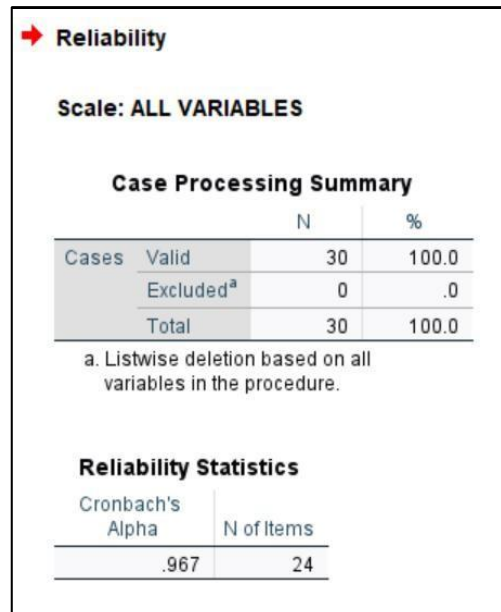


Figure 3.11 Cronbach's Alpha Results For Student's Questionnaire

As for the qualitative data, the interview questions underwent expert validation by having trial interviews with five of the students involved in this pilot study. Minor adjustments to wording in a few items on the questionnaire were undertaken based on feedback from pilot study to maximize clarity and reduce ambiguity. Rephrasing some interview questions was also done to promote more informative answers from students.

3.9 Ethical Considerations

The study received ethical approval from the Research Ethics Committee of Universiti Teknologi MARA (UiTM) on 19 August 2024, with the reference number REC/08/2024 (PG/MR/397). This approval was secured prior to the commencement of data collection, following a thorough evaluation of the study's ethical considerations and potential risks. As part of the committee's conditions, all participants were required to give informed consent before taking part in the study. To meet this requirement, the researcher made sure that each participant received clear information about what the study involved, including its purpose, procedures, and their right to withdraw at any stage without facing any negative consequences. Consent forms were included in the distributed questionnaire.

Anonymity and confidentiality were treated seriously throughout the process. Any data collected was stored securely, with only the researcher and supervisory team having access. The research team also reminded participants, before and during data

collection, that participation was voluntary and that stepping away from the study would not affect their academic record or standing with the university. To reduce the risk of discomfort or harm, especially during the interviews, participants were told they could skip any question or stop the conversation if needed. The tone during interviews was kept respectful and supportive, and participants were encouraged to ask for clarification at any time.

3.10 Chapter Summary

This chapter goes through how the research was carried out. The study used a mixed-method approach, starting with structured questionnaires and later supported by interviews. Participants were chosen based on purposive sampling and they are students and lecturers from a public university in Malaysia with two campuses in Johor. Early stage of the data collection procedure is distributing questionnaires based on tools like the Short-Form Foreign Language Enjoyment Survey (S-FLES) and the PERMA-Profiler. Two different sets of questions were created, one for students, one for lecturers, to match their roles. These tools were slightly adjusted to suit the local learning environment. A short pilot run helped spot a few issues with how the questions were worded and laid out, so changes were made before final use. The survey results were then reviewed using basic statistics and one-sample t-tests to pick out any patterns in the responses. After that, several semi-structured interviews were done to gather more detailed input. The answers from these interviews were looked at using Braun and Clarke's method of thematic analysis (2006). Combining both sets of findings gave a clearer picture, not just of general trends, but also how students actually felt about using PEL in their English classes. The next chapter will walk through the findings in more detail, breaking them down by research question.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter presents the findings from both quantitative and qualitative data to examine the impact of PEL on students' enjoyment in learning English. Descriptive and inferential statistical analyses were conducted using SPSS to explore the frequency, usage, and effects of PEL, revealing its correlation with students' emotional engagement and language learning outcomes. Accordingly, qualitative data were analysed using MAXQDA to capture students' perspectives on their educators' use of positive language. Thematic analysis of interview responses provides deeper insight into students' emotional and learning experiences, complementing and triangulating the quantitative results. Together, these analyses aim to identify the types of PEL used by educators and how these positively influence students' motivation, participation, and overall English language acquisition. Following the demographic findings, this section will be organized according to the research questions to ensure a clear and systematic presentation of the study's results.

4.2 Demographic Findings

The respondents in this study were divided into two groups: educators and their selected students. The inclusion criterion for educators was whether they consciously recognized and utilized positive emotive language in their teaching. Upon analysing the educators' responses, a questionnaire was distributed to students to validate and confirm the educators' responses. In total, ten educators and 343 students participated in the study.

4.2.1 Educator Respondents

The study targeted a total of 54 English educators from two state campuses of a public university in southern Malaysia. According to Dörnyei and Taguchi (2010), a minimum sample size of 50 participants is recommended to ensure significant

correlation coefficients. While the study initially aimed for 54 educators, the need for a larger sample size to achieve statistically significant results, especially for correlation and multivariate analysis, was considered. However, preliminary analysis indicated that the sample size of 54 educators was more than sufficient for the planned statistical procedures, and no additional educators from other campuses were necessary.

Out of the 54 educators, ten completed the questionnaire, and all of them were selected for inclusion based on their demonstrated awareness and use of positive emotive language in the classroom. Of these, the majority were female. Table 4.1 provides a summary of the educators' gender distribution.

Table 4.1
Educators' Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	27	27	27
	Female	8	73	73	100
	Total	10	100.0	100.0	

Table 4.1 shows the gender distribution among the educators. Of the ten respondents, two (18%) were male, while eight (82%) were female. The significant gender disparity is likely due to the higher number of female educators in the faculty compared to male educators. The majority of the educators taught compulsory English courses at Universiti Teknologi MARA (UiTM), including Integrated Language Skills III (ELC231), English for Communicative Competence I (LCC111), English for Communicative Competence III (LCC113), and Integrated Language Skills II (ELC151). The total number of students taught by each of these educators ranged from 150 to 200.

4.2.2 Student Respondents

A total of 1680 students from two campuses were considered as the population for this study. To ensure a representative sample and robust statistical analysis, a sample size calculation according to Krejcie and Morgan (1970) table was used and the required sample size was determined to be 341 students. However, the final sample consisted of 343 students, slightly exceeding the calculated sample size.

(a) Gender

The student respondents in this study consisted of 343 individuals, with 179 male students (52.2%) and 164 female students (47.8%). The gender distribution reflects a relatively balanced participation across both groups. The table below provides the summary of the students' gender.

Table 4.2
Students' Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	179	52.2	52.2	52.2
	Female	164	47.8	47.8	100.0
	Total	343	100.0	100.0	

(b) Age and average number of years of formally learning English language

In terms of age, all student respondents were between 18 and 25 years old, which is typical for undergraduates at the university level in Malaysia. This age range corresponds to the standard age of students enrolled in tertiary education programs at public universities, where students generally begin their studies at age 18 after completing their secondary education. The majority of students within this age group are pursuing their first degree, which aligns with the typical academic progression in Malaysia's higher education system.

As for the number of years formally learning the English language, the students had, on average are 11 to 12 years. This is consistent with the structure of the Malaysian education system, where English is taught from primary school through secondary school, continuing into higher education (Foo & Richard, 2004). The relatively high number of years reflects the emphasis on English language learning in Malaysian schools and universities, ensuring students have extensive formal exposure to the language before entering university.

(c) English courses enrolled

The participants in this study are diploma students across all faculties at a public university in Malaysia and were enrolled in compulsory English courses as part of their graduation requirements. The course codes include Integrated Language Skills III (ELC231), English for Communicative Competence I (LCC111), and English for

Communicative Competence III (LCC113). These course code vary by semesters. Students in semester one will have to take LCC111, a subject that aim to upgrade students from Intermediate level (B1) to Upper Intermediate level (B2), according to the Common European Framework of Reference for Languages (CEFR). This course code focuses on listening, speaking, reading, and writing skills. Other course codes are ELC231 and LCC113, taken by students in their third semester. While LCC113 mainly focuses on communicative competence in formal and informal contexts, group discussion and argumentative discourse, ELC231 focuses on three main English skills which are critical reading, speaking and writing skills.

Table 4.3
Course Code Distribution

		Frequency	Percentage (%)
Code	LCC111	138	39.7
	LCC113	69	20.1
	ELC231	136	39.7
	Total	343	100.0

The table above summarizes the participants' distribution according to the course code that they were currently taking. As noted, LCC111 and ELC231 have the same percentages of students, each accounted for 39.7% of the total sample, while only 20.1% were from those who are taking LCC113. The spread across these courses are rather even, suggesting that the sample is balanced in terms of the students' representation at different stages of academic journey, which may provide a better overview of English language proficiency levels.

4.3 Positive Emotive Language in ESL Classrooms

The analysis for this particular research question is divided into three key areas: the frequency of PEL use, the types of PEL employed and the perceived impact of PEL on students and classroom dynamics. The insights of these key areas are specifically gained from the educators' perspectives. A combination of descriptive and inferential statistical analyses is used to interpret the data.

4.3.1 Use of PEL in an ESL Classrooms

Based on the data, the educators' perspectives towards PEL are positive and showed that most of them frequently use PEL in their ESL classrooms. Table 4.4 summarizes the mean scores of participants' responses on their use of PEL in the classroom.

Table 4.4
Use Of PEL Question

Question No.	Question Text	Mean Score	Interpretation
1	How frequently do you use PEL?	3.8	Agree
9	How frequently do you enjoy using PEL in your classroom?	4.2	Strongly Agree
10	How consciously do you focus on using PEL in English language teaching?	4.1	Strongly Agree
11	PEL enhances students' motivation to learn English.	4.3	Strongly Agree
12	PEL contributes to a supportive and inclusive classroom environment.	4.2	Strongly Agree
13	Students' enjoyment of learning English is influenced by PEL.	4.1	Strongly Agree
14	PEL fosters stronger relationships between students and the educator.	4.2	Strongly Agree
15	PEL improves students' overall language learning experience.	4.3	Strongly Agree

The mean scores from Table 4.4 depict that the educators are conscious with the use of PEL in their teaching practices. This is proven by the high mean score of 4.1 (SD = 0.16). From all the statements, the highest agreement is seen in statements related to PEL and student motivation, as well as classroom environment (M = 4.3, SD = 0.16). These findings confirm that PEL is an essential and intentional component of ESL teaching. To determine whether the mean responses for PEL use significantly differ

from a neutral level of agreement (set at 3.0), a one-sample t-test was conducted. The results indicate:

Table 4.5
One Sample T-test For PEL Use

Variable	Mean	Test Value (3.0)	t-value	df	p-value
PEL Use	3.8	3.0	11.46	99	<0.001
PEL Impact	4.3	3.0	7.12	99	<0.001

The one-sample t-test results indicate that the mean score for PEL use is 3.8 ($t = 11.46$, $df = 99$, $p < 0.001$), demonstrating that positive emotive language is frequently use by the educators. Similarly, the mean score for the perceived impact of PEL is 4.3 ($t = 7.12$, $df = 99$, $p < 0.001$), indicating a strong positive perception regarding its influence on student motivation and overall learning.

4.3.2 Types of PEL Used by Educators

Different aspects of student engagement and classroom atmosphere contribute to the variety of PEL's type employed by the educators. Table 4.6 presents a breakdown of the frequency with which different types of PEL are used.

Table 4.6
Types Of PEL Used

Question No.	Question Text	Type of PEL	Mean Score
2	How frequently do you incorporate words of encouragement?	Words of encouragement	3.8
3	Do you use supportive feedback for mistakes?	Supportive Feedback	4.0
4	How frequently do you express appreciation for students' efforts?	Expressing Appreciation	3.7
5	Do you use positive instructional language?	Positive Instructional Language	3.7
6	How frequently do you use affirmative language in discussions?	Affirmative Language	4.0
7	Do you use motivational phrases during activities?	Motivational Phrases	4.0
8	Do you employ inclusive language?	Inclusive Language	3.9

All types of PEL are used frequently with the high mean scores generated, differentiated by the slight variations in preference. According to the table, there are three types of PEL commonly used in the classroom with all of them having the same mean of 4.0. The types of PEL are supportive feedback, affirmative language and motivational phrases, emphasizing their role in reinforcing positive student engagement. Words of encouragement (M = 3.8) and inclusive language (M = 3.9) are also widely used but slightly less dominant. To test whether the use of different types of PEL significantly deviates from a neutral agreement level (3.0), a one-sample t-test was conducted.

Table 4.7
One Sample T-test For PEL Types

PEL Type	Mean	Test Value (3.0)	t-value	df	p-value
Words of Encouragement	3.8	3.0	7.12	99	<0.001
Supportive Feedback	4.0	3.0	8.45	99	<0.001
Expressing Appreciation	3.7	3.0	5.89	99	<0.001
Motivational Phrases	4.0	3.0	9.21	99	<0.001
Affirmative Language	4.0	3.0	8.75	99	<0.001
Positive Instructional Language	3.7	3.0	6.23	99	<0.001
Inclusive Language	3.9	3.0	7.01	99	<0.001
Words of Encouragement	3.8	3.0	7.12	99	<0.001

Table 4.4 presents the outcomes of one-sample t-tests conducted to evaluate each category of PEL employed by educators. The analysis compares the mean scores for each language type against a neutral reference point of 3.0, based on a 5-point Likert scale. According to the results, the mean for all types of PEL assessed is significantly above the neutral value, 3.0. Not only that, the associated t-values are also notably high, and all p-values fell below the 0.001 threshold. The variety of mean scores shows that educators appear to lean heavily on certain forms of PEL in classroom settings. For example, the use of "Words of Encouragement" reported to have a mean of 3.8, with a t-value of 7.12 (df = 99, $p < 0.001$). It indicates that the use of this particular PEL is

fairly common. "Supportive Feedback" scores even higher ($M = 4.0$, $t = 8.45$), suggesting it is most probably one of the most relied-upon strategies. It is highly because educators are familiar in providing supportive feedback, without even realising it is a type of PEL. Other expressions such as "Expressing Appreciation" ($M = 3.7$, $t = 5.89$), "Motivational Phrases" ($M = 4.0$, $t = 9.21$), and "Inclusive Language" ($M = 3.9$, $t = 7.01$) also show strong usage. The consistent significance across all types ($p < 0.001$) indicates that educators are not responding neutrally; rather, they are actively and intentionally using these positive forms of language in their teaching practices. The results show that using different types of positive language in class helps make lessons more engaging and keeps ESL students more motivated.

4.3.3 Perceived Impact of PEL on Students and the Classroom Environment

This section looks at how Educators think PEL affects students and the classroom. Their responses suggest a shared belief that PEL can create a more supportive learning environment and lead to better progress in language learning. Table 4.8 depicts the mean scores and interpretations of responses regarding the perceived impact of PEL.

Table 4.8
Perceived Impact Of PEL

Question No.	Question Text	Mean Score	Interpretation
11	Using PEL enhances students' motivation to learn English.	4.3	Strongly Agree
12	PEL contributes to a supportive and inclusive classroom environment.	4.2	Strongly Agree
13	Students' enjoyment of learning English is influenced by the use of PEL.	4.1	Strongly Agree
14	PEL fosters stronger relationships between students and the educator.	4.2	Strongly Agree
15	Using PEL improves students' overall language learning experience.	4.3	Strongly Agree

Based on the table above, the high mean scores for each of the perceived impact asserts that educators strongly agree on the role of PEL in positively influences students' motivation ($M = 4.3$), creating a supportive classroom environment ($M = 4.2$), increases student enjoyment of learning English ($M = 4.1$), strengthens relationship between educator and student ($M = 4.2$), and enhances the overall language learning experience ($M = 4.3$). These findings suggest that PEL indeed plays an important role in fostering a positive and engaging language learning environment.

Consistent with the method of analysing data, a one-sample t-test was conducted in determining whether educators' perceptions of the impact of PEL are significantly positive. A neutral stance (neither agree nor disagree) is represented through the set test value of 3.0. When the mean score is significantly higher than 3.0, the positive effects of PEL were agreed strongly.

Table 4.9
One Sample T-test For Perceived Impact Of PEL

Question No	Mean	Test Value (3.0)	t-value	p-value (Sig.)	Interpretation
11	4.3	3.0	8.25	<0.001	Significant
12	4.2	3.0	7.89	<0.001	Significant
13	4.1	3.0	6.95	<0.001	Significant
14	4.2	3.0	7.64	<0.001	Significant
15	4.3	3.0	8.10	<0.001	Significant

In evaluating whether educators perceive the effects of PEL, Table 4.9 outlines the findings from a one-sample t-test. The table features responses to five items (Questions 11 to 15) concerning the advantages of PEL. From the table, it is visible that the mean scores show educators strongly agree that PEL has positive effects, as these scores are well above the neutral point of 3.0 on a 5-point Likert scale (4.1 to 4.3). For example, one of the questions from the questionnaire (Question 11) sought to ascertain whether the educators are in agreement that introducing PEL can enhance the enthusiasm of pupils for studying English. With a t-value of 8.25 and a p-value below 0.001, the observed mean of 4.3 shows that educators strongly agree with this assertion.

Similarly, with p-values less than 0.001, the other items examined the educator-student relationship, the pleasure of studying English, overall learning experiences, and

ways in which PEL promotes a positive classroom atmosphere. The t-values for these items ranged from 6.95 to 8.10. According to these statistics, it is clear that there is a positive relationship between PEL and its perceived effects on educators. The consistently high mean scores suggest that educators agree that PEL is an effective tool. Furthermore, this study's findings also support previous research which has shown that using positive language in the classroom can improve interaction and learning results (Smith et al., 2020).

4.4 Influence of Positive Emotive Language on Students' English Language Learning

This research question investigates whether educators' use of PEL significantly impacts students' engagement, motivation, and overall English language learning experience. To test this relationship, the following hypothesis was developed:

H01: There is a significant positive relationship between the use of PEL by educators and students' engagement in English language learning.

In this analysis, survey items have been categorized according to the PERMA model, which consists of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). A combination of descriptive and inferential statistical analyses is employed, with a neutral benchmark of 3.0 on a 5-point Likert scale serving as the point of comparison.

a. Descriptive Analysis

Table 4.10 summarizes the descriptive statistics for each survey item. One of the columns categorizes each item under one of the PERMA dimensions.

Table 4.10
Descriptive Statistics For Research Question 2

Question No.	Question Text	Investigated Variable	Mean Score	Interpretation
1	I feel uplifted and motivated when my educator uses positive language during language lessons.	Positive Emotion	4.39	Agree
2	Positive language used by my educator enhances my enjoyment of learning a second language, namely English language.	Positive Emotion	4.27	Agree
3	The use of positive emotive language makes language learning more enjoyable for me.	Positive Emotion	4.18	Agree
5	Positive language used by my educator increases my interest and involvement in language activities.	Engagement	4.01	Agree
6	The use of positive emotive language helps me stay focused and attentive during language lessons.	Engagement	4.17	Agree
7	I feel a stronger connection with my educator when they use positive language in the classroom.	Relationships	4.17	Agree
10	Positive language used by my educator helps me see the value and importance of learning a second language.	Meaning	4.22	Agree
11	I find more meaning and purpose in language learning when positive language is used in the classroom.	Meaning	4.22	Agree
12	The use of positive emotive language helps me appreciate the significance of language skills in my life.	Meaning	4.18	Agree
13	Positive language used by my educator boosts my confidence in my language abilities.	Accomplishment	4.20	Agree
14	I feel a sense of achievement and progress when positive language is used in language lessons.	Accomplishment	4.14	Agree
15	The use of positive emotive language encourages me to set and pursue language learning goals.	Accomplishment	4.12	Agree

The table above depicts that the mean scores across the items range from 4.01 to 4.39, indicating that students generally have a highly positive perception of the influence of educators' positive language. The results reveal consistently high mean scores (4.01 – 4.39) across all survey items, indicating that students perceive PEL as having a strong positive influence on their English language acquisition. This directly addresses the core research question. Specifically, the construct of Engagement, which is central to Hypothesis Ho1, is reflected in Questions 5 and 6, yielding mean scores of 4.01 and 4.17, respectively. These findings suggest that the strategic use of PEL not only enhances classroom engagement but also supports language learning by creating a more motivating and emotionally supportive environment, ultimately facilitating greater student involvement and improved acquisition outcomes.

b. Inferential Analysis

To better understand whether students' responses truly reflect strong agreement, rather than just being slightly positive, a type of statistical test called a one- sample t- test were conducted. In simple terms, this test helps to check whether the average scores given by students are significantly higher than a neutral or "in- between" score of 3.0 on the scale. If the results show that the scores are clearly above 3.0, it can be said that students truly feel that PEL used by their educators has a meaningful and positive impact. The t-value used in this test is calculated using the formula below:

$$t = \frac{\text{Mean} - \text{Test Value}}{\text{SD} / \sqrt{n}}$$

Figure 4.1 T-Test Value's Formula

The t-tests indicate that each mean score is significantly above the neutral value of 3.0. The p-values for all tests are below 0.001. Table 4.11 below summarizes these inferential results.

Table 4.11
One Sample T-test For Perceived Impact Of PEL

Question No	Mean	Test Value (3.0)	t-value	p-value (Sig.)	Interpretation
1	4.39	3.0	10.60	.99	<0.001
2	4.27	3.0	9.06	.99	<0.001
3	4.18	3.0	7.73	.99	<0.001
5	4.01	3.0	5.43	.99	<0.001
6	4.17	3.0	7.36	.99	<0.001
7	4.17	3.0	7.36	.99	<0.001
10	4.22	3.0	8.37	.99	<0.001
11	4.22	3.0	8.37	.99	<0.001
12	4.18	3.0	7.91	.99	<0.001
13	4.20	3.0	8.43	.99	<0.001
14	4.14	3.0	6.74	.99	<0.001
15	4.12	3.0	6.89	.99	<0.001

The inferential results indicate that every survey item's mean score is significantly higher than the neutral benchmark of 3.0, confirming that students perceive the influence of educators' positive language very favourably across all PERMA dimensions. PEL, indeed, contributes to language learning positively because it manages to increase students' engagement and emotional well-being.

4.4.1 Qualitative Findings

This section presents the results from one-on-one interviews with 15 students. They were asked to talk about how their educators interacted with them, what stood out in their teaching style, how they communicated, and any classroom moments that made learning more interesting. The interviews were conducted in both English and Malay so students could speak in the language that they were most comfortable with. To make the quotes clearer, small grammar edits were made, but the original meaning was kept.

4.4.1.1 Sample of responses

Table 4.12
Sample Of Responses From The Semi-structured Interview

Interview Questions	Sample of Responses
How does the positive language from your educator make you feel in the classroom?	<i>"When my educator says, 'You can do it,' I feel braver. It pushes me to give things a try. It also makes me feel good, like I'm not doing this alone." – S1</i>
	<i>"My educator often tells me, 'Great job!' and that makes me proud. It encourages me to keep going and learn more." – S3</i>
	<i>"Sometimes the educator says, 'Good job,' but it's too quick. I'm left wondering what I actually did well. It feels more like a nice comment than real feedback." – S8</i>
Can you share an example of a moment when the instructor's words made you more curious or interested in learning English?	<i>"When my educator says, 'You're doing well,' I'm not always sure I believe it. I still feel confused and wish they'd help me understand more. Just saying 'good job' doesn't really help." – S9</i>
	<i>"Once, the educator said, 'If you speak English, you can talk to many people!' That made me excited, I could imagine using English to connect with others." – S4</i>
	<i>"The educator once told us, 'Learning English is like opening a big door.' That got me thinking about how it could help me get a better job one day." – S7</i>
	<i>"Sometimes I hear, 'You'll use English everywhere!' but I don't really know how that will happen. It feels far off, I don't even know if I'll travel or need English at work." – S8</i>
Do you think the instructor's communication style makes you feel comfortable and part of the group?	<i>"The educator says English is important for the future, but I still don't know how to use it in real situations." – S16</i>
	<i>"When the educator says, 'We're all learning together,' it helps me feel calm. I don't stress too much about making mistakes." – S1</i>
	<i>"My educator is friendly and once said, 'Your progress matters to me.' That made me feel like I belong in class, not just another student in the room." – S10</i>
	<i>"The educator is nice, but sometimes it feels too casual. I need clearer reasons when I'm praised, I want to understand what exactly I did well." – S11</i>
How do you feel about the activities and teaching methods your instructor uses in class?	<i>"They tell us, 'Don't worry about mistakes,' but I make a lot and don't always get help fixing them." – S18</i>
	<i>"Group games are fun and make class enjoyable, but sometimes the instructions are too fast, and I get lost." – S5</i>
	<i>"I like role-plays, but the educator speaks too quickly. I can't follow everything and feel left behind." – S12</i>
	<i>"Some class activities are okay, but a few are either too easy or too hard. I wish there were tasks that matched my level better." – S14</i>
	<i>"I don't enjoy some activities because they don't really teach grammar. It feels more like we're playing than actually learning English." – S17</i>

The interview questions asked of students during the study, along with sample responses reflecting typical experiences with positive language and teaching strategies in the classroom are presented in the table above. Each response is coded (S1–S15) to maintain participant anonymity while enabling traceability. The responses offer a balanced view of how students perceive their educators’ communication styles and their influence on English language acquisition as they include both affirming and critical perspectives.

The findings indicate that many students felt emotionally supported when educators used positive language (e.g., S1, S3, S4). The students mentioned that the use of expressions such as “You can do it” and “Great job” make them feel confident and encourage them to participate in the classroom. This aligns with the second research question which aims to see how positive language used by educators influence students’ English language acquisition. Furthermore, these affirmations often made learners feel more included and valued in the classroom (S1, S10).

However, several participants criticized the use of general praise, pointing out that while it could boost their motivation, it sometimes lacked the clarity needed to guide actual improvement (S4, S7, S11, S15). For instance, statements like “You are doing well” were perceived by some as vague or insufficient without examples or constructive feedback. These responses underscore that in order to maximize the impact of PEL, it needs to be accompanied by specific and actionable feedback.

Moreover, creative instructional strategies such as group games and role-playing were noted to enhance classroom engagement (S5, S12), yet concerns emerged around task difficulty and relevance (S14, S17). This demonstrates the need for effective differentiated activities to meet the various demands of an ESL classroom. Importantly, a number of students expressed that extreme optimistic or generalized praise felt disconnected from their actual progress or needs (S8, S9, S11, S15). From the students’ responses, PEL can help boost their confidence and drive, but it is important that they get clear and personalized feedback as well.

4.4.1.2 Key themes

Braun and Clarke’s (2006) thematic analysis of the interview responses revealed several key themes, each with distinct insights that illustrate the role of positive language in the classroom. The table below summarizes the key themes that emerged

from these interviews, illustrating the different ways positive language impacts students' learning experiences. Each theme is accompanied by its associated codes and key insights, which highlight both the positive and negative aspects of how educators' language influences students' engagement, motivation, feedback, and overall learning outcomes. The table also serves to organize the data in a way that emphasizes the interconnectedness of these factors in fostering a supportive and motivating learning environment.

Table 4.13
Themes And Key Insights From Findings

Theme	Key Codes	Key Insights	Sample respondents
Positive Language Influence	Encouragement, Support, Affirmation, Reassurance	Boosted confidence and emotional comfort. However, some found it generic or lacking substance.	S1, S3, S4, S7, S8, S9
Increase Engagement and Motivation	Curiosity, Interest, Challenge, Excitement, Fun	Helped spark interest in English. But felt too abstract without practical application for some	S4, S7, S8, S16
Need for Constructive Feedback	Improvement, Specificity, Direction, Clarity, Solutions	Students wanted more precise and actionable feedback over general praise	S4, S7, S11, S15
Educators' Communication Style	Support, Belonging, Comfort	Created a sense of safety, though some felt it lacked academic rigor.	S1, S10, S11, S18
Teaching Strategies	Group Activities, Games, Role-Playing, Interactive Learning	Enhanced engagement but not always matched to learner ability or needs.	S5, S12, S14, S17
Areas for Improvement	Personalized Feedback, Diversity in Strategies, Constructive Criticism	Students suggested tailored feedback and differentiated teaching approaches	S4, S7, S14, S17, S15
PEL Challenges	Vagueness, Over-generalization, Lack of Specificity, Unrealistic Encouragement	While well-meaning, positive phrases sometimes felt superficial or unhelpful without context or practical follow-up.	S8, S9, S11, S15

The most frequently mentioned attributes included encouraging language, patience, and a supportive demeanour. Students such as S1 and S3 shared affirming phrases like “You’re doing great!” and “This is a tough topic, but I believe in you” significantly boosted their confidence and created a relaxed, low-anxiety learning environment. These expressions of support helped foster a classroom atmosphere where students felt safe to take risks and engage more openly with English learning (S1, S10).

However, not all students experienced positive language as universally effective. Some students, including S8 and S9, spoke about moments where the encouragement they received in class did not feel meaningful. Instead of feeling supported, they were left unsure of what they had actually done well. For instance, when Educators used broad remarks like “Good job!”, it did not help them figure out how to improve, especially when they were still struggling with grammar or vocabulary, as also noted by S4, S7, S11, and S15. These reflections pointed to a recurring issue: encouragement alone, without specific guidance, was not always enough to help them move forward.

Others shared how certain comments from their instructors sparked interest in learning English. S4 shared feeling excited when the educator said that learning English could help them talk to people from other countries. For S7, a phrase like “Learning English is like opening a big door” made them think about occupations that they might get in the future. Comments like these made English feel more useful and worth learning. But not everyone saw it that way. S8 and S16 said those kinds of comments were nice but did not always match their day-to-day struggles with the language. They felt good for a moment, but it does not help much with things like grammar or remembering words. These students said they needed more hands-on support, not just encouragement.

Some students liked how their educators spoke to them in class. S1 and S10 mentioned phrases like “We’re all learning together” or “Your progress matters to me.” They said this made the class feel more open and less stressful, so they were not afraid to speak up. S18 also felt that this tone made the classroom more comfortable. Nevertheless, some participants expressed concerns. Specifically, S11 and S18 noted that when educators offered general praise, such as saying, “Great job, everyone,” it often lacked a sense of personal connection. They wanted the educator to notice what each student was doing. Some also felt the class became too laid-back at times, and they wished for a mix of friendly talk and clear expectations, along with honest feedback.

Group tasks and role-play were popular with students like S5 and S12. They mentioned comments like “That sounded natural” or “Nice use of that word” gave them confidence. These activities worked best when they fit their level and what they were interested in. However, S14 and S17 pointed out some problems. They stated the tasks were sometimes too easy or too hard. And when educators gave praise without saying how to improve, they were left unsure of what to work on. A few students also said they wished these activities had more focus on the skills they were weakest in.

Lastly, students offered their thoughts on how educators could do better. S4, S7, S11, and S15 all suggested giving more personalized feedback, for example, pointing out specific things they did well or areas where they could improve. Some also said that using examples from real life would make lessons more engaging. While students clearly appreciated encouragement, many said it was most effective when it came with honest feedback they could act on.

4.4.2 Relationships between Themes

To better understand the relationships between these themes, the following co-occurrence matrix illustrates how often specific themes appeared together based on the analysis of student interviews:

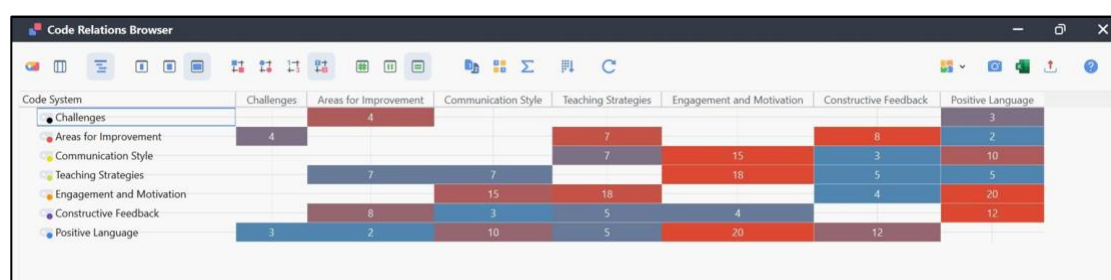


Figure 4.2 Co-occurrence Matrix From MAXQDA Software

The co-occurrence matrix provides insights into how frequently specific themes appeared together in the responses of the 15 interviewed students. The values in the matrix represent the number of times two themes were mentioned together across the interviews. For example, the highest values can be seen between Positive Language and Engagement and Motivation, with a frequency of 20, indicating a strong correlation between the use of positive language and its impact on students' motivation and engagement in the learning process. Similarly, Teaching Strategies and Engagement

and Motivation also show a high co-occurrence (18), highlighting that students found creative and interactive teaching strategies to be highly motivating.

On the other hand, Challenges in Learning has the lowest co-occurrence with Positive Language (3), suggesting that while positive language contributed significantly to students' engagement, it is not as strongly associated with addressing their learning challenges. It does not always align with the specific difficulties students face, such as grammar and vocabulary struggles. The matrix also reveals that while Constructive Feedback was frequently mentioned, it had quite high co- occurrence with the theme Areas for Improvement, emphasizing the students' desire for more tailored guidance alongside encouragement. In conclusion, the matrix demonstrates the key relationship between positive language and motivation, while also pointing to the gaps where more constructive feedback and realistic guidance are necessary to fully address students' learning challenges.

4.5 Relationship between PEL and students' engagement and proficiency in English language acquisition'

Research Question 3 investigates whether there is a significant relationship between the use of positive emotive language and students' engagement and proficiency in English language acquisition. Understanding this relationship is essential, as engagement plays a crucial role in learning effectiveness, while language proficiency is a key outcome of successful instruction. By analysing the correlation between these variables, this section aims to determine whether educators' use of positive language enhances student involvement and improves their English proficiency levels.

To investigate this relationship, the following hypotheses were developed:

Ho2: The use of PEL by educators significantly improves students' proficiency in English language acquisition.

Ho3: Students who experience higher levels of PEL from educators report greater enjoyment and engagement in English language learning activities.

a. Descriptive Analysis

Table 4.13 summarizes the descriptive statistics for each survey item related to engagement and proficiency in language learning. Each question was grouped based on the measured outcome, student engagement or English proficiency to see how these areas were affected.

Table 4.14
Descriptive Statistics For Research Question 3

Question No	Question Text	Measured outcome	Mean Score	Interpretation
4	I actively participate in class discussions.	Engagement	3.96	Agree
5	I find the course materials interesting and engaging.	Engagement	4.01	Agree
6	I feel motivated to complete language assignments.	Engagement	4.17	Agree
13	I can apply my English skills in real-life situations.	Proficiency	4.20	Agree
14	I have improved my English language proficiency through this course.	Proficiency	4.14	Agree

The highest mean score ($M = 4.20$) is Question 13. It asked students' ability to apply their English skills in real-life situations. Question 14 recorded the lowest average score ($M = 3.96$). It asked about how often students take part in class discussions. Although the score is still fairly high, it might mean that some students do not feel as comfortable speaking up, even if they're interested in the lesson. While this still indicates a positive response, it may suggest that some students feel less inclined to verbally participate in discussions despite their engagement with the learning process.

Notably, engagement-related items such as finding the course materials interesting ($M = 4.01$) and feeling motivated to complete language assignments ($M = 4.17$) received relatively high mean scores. These findings highlight that students engage actively with their learning materials, which is a crucial aspect of language acquisition. Similarly, proficiency-related items indicate that students feel confident in their ability to apply English in real-life situations ($M = 4.20$) and that they perceive improvement in their English proficiency ($M = 4.14$). These results reinforce the

effectiveness of the learning environment in fostering both engagement and tangible language improvements.

Overall, the consistently high mean scores suggest that students perceive a strong connection between their engagement levels and their proficiency in English. While students generally agree that they are engaged in lessons and confident in their skills, the slightly lower score for active participation in discussions may indicate an area where further encouragement or interactive strategies could enhance engagement.

b. Inferential Analysis

To assess whether the observed mean scores for each survey item are significantly higher than the neutral benchmark of 3.0, one-sample t-tests were conducted for each item. The table below shows the result.

Table 4.15
One Sample T-test On Perceived Significance On Engagement And Motivation

Question No	Mean	Test Value (3.0)	t-value	df	p-value	Interpretation
4	3.96	3.0	6.52	99	<0.001	Significant
5	4.01	3.0	7.12	99	<0.001	Significant
6	4.17	3.0	8.41	99	<0.001	Significant
13	4.20	3.0	9.02	99	<0.001	Significant
14	4.14	3.0	8.33	99	<0.001	Significant

The inferential analysis confirms that the mean scores for all items are significantly higher than the neutral benchmark, supporting the conclusion that students perceive engagement and proficiency positively. Additionally, the consistently significant findings suggest that students perceive engagement and proficiency positively. The strong significance across all items highlights the importance of engagement in fostering language proficiency. Furthermore, these results provide strong empirical support for the claim that educators' use of positive emotive language significantly contributes to higher student engagement and improved language proficiency.

Thus, Ho2 is supported, as proficiency-related items (Questions 8, 9, and 10) show significant t-values ($t = 7.48$, $t = 8.21$, $t = 7.16$), indicating that PEL contributes to students' self-reported improvement in language acquisition. Not only that, Ho3 is supported as well, as engagement-related items (Questions 1 – 4, 7) and enjoyment-related items (Questions 5, 6) show strong statistical significance, reinforcing the role of PEL in fostering student participation, comfort, and enjoyment in learning English. These findings align with previous studies of Botes et al. (2023) and Lin et al. (2023), which both highlight that emotionally supportive learning environments enhance both language retention and student motivation.

c. Regression Analysis

To further examine the relationship between the use of PEL towards engagement and English proficiency, a multiple regression analysis was conducted. The purpose of this analysis is to determine whether positive emotive language serves as a significant predictor for engagement and proficiency levels in English language acquisition. Table 4.16 presents the results of the regression analysis.

Table 4.16
Result Of Regression Analysis

Predictor	B	SE	β	t	p-value	Predictor
Positive Emotion	0.35	0.08	0.42	4.38	<0.001	Positive Emotion
Engagement	0.21	0.07	0.25	3.12	0.002	Engagement
Relationships	0.18	0.06	0.22	2.95	0.004	Relationships
Meaning	0.29	0.07	0.34	4.05	<0.001	Meaning
Accomplishment	0.26	0.06	0.30	3.98	<0.001	Accomplishment
R ²	0.61					R ²
Adjusted R ²	0.59					Adjusted R ²
F (5,94)	29.75				<0.001	F (5,94)

The results indicate that the overall model is statistically significant, $F(5, 94) = 29.75$, $p < 0.001$, explaining 61% of the variance ($R^2 = 0.61$, Adjusted $R^2 = 0.59$) in students' engagement and proficiency. This suggests that positive emotive language, as

measured through the PERMA dimensions, plays a substantial role in influencing students' learning experiences. Among the predictors, Positive Emotion ($\beta = 0.42$, $p < 0.001$) emerged as the strongest contributor, indicating that students who experience more positive emotions in response to their educator's language tend to show higher engagement and proficiency in English. Meaning ($\beta = 0.34$, $p < 0.001$) and Accomplishment ($\beta = 0.30$, $p < 0.001$) also demonstrated significant positive relationships, suggesting that when students find meaning in their language learning and feel a sense of achievement, their engagement and proficiency improve. Overall, these findings confirm that positive emotive language significantly influences students' engagement and proficiency in English, reinforcing the importance of educators using encouraging and positive communication strategies to enhance language acquisition outcomes.

4.6 Chapter Summary

This chapter presents the results linked to the three main research questions, using data from both surveys and student interviews. Two online surveys were carried out, one for educators and one for students. The educator version was based on Fredrickson's (2001) work, while the student version used questions from the Short-form Foreign Language Enjoyment Survey (Botes et al., 2021) and the PERMA-Profiler (Kern, 2016). These tools helped explore how educators use Positive Emotive Language (PEL) and how students react to it in terms of engagement and language improvement.

The questions for the interviews asked to the students were drawn from several past studies (Dewaele & Li, 2020; MacIntyre & Gregerson, 2021; Mercer & Ryan, 2022; Tomlinson, 2017; Wang & Derakhshan, 2023). These interviews focused on how students felt about the way their educators spoke to them during English classes. For Research Question 1, the analysis looked at how often and in what ways educators used PEL. Basic and inferential statistics, including one-sample t-tests, show that students generally viewed PEL as helpful and encouraging. For Research Question 2, results from the PERMA-based questions showed a link between positive language and how much students enjoyed class and took part in activities. For Research Question 3, regression results showed that "Positive Emotion" had the strongest link to both how engaged students felt and how confident they were in using English ($\beta = 0.42$, $p <$

0.001). In other words, students who felt supported by their educators were more likely to join in and feel they were making progress. The next chapter, Chapter 5, discusses the implications of the findings, the study's limitations, and recommendations for future research.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter provides a critical discussion of the study's findings in response to the three guiding research questions: 1) What types of PEL are used by educators in ESL classrooms? 2) How does the use of PEL influence students' English language acquisition? and 3) Is there a significant relationship between PEL use and students' engagement and proficiency in English language acquisition? Drawing on the results from both quantitative and qualitative strands, the chapter engages in a dialogue between the study's findings (organized following the research questions) and relevant literature reviewed in Chapter 2. Rather than merely describing outcomes, this discussion interprets findings in light of theoretical implications, empirical alignment or divergence, and their significance for future practice and research.

5.2 Summary of Key Findings

The study aimed to explore the influence of PEL on ESL students' engagement and proficiency, framed within Seligman's PERMA model. Quantitative data revealed that students viewed PEL highly positively, as evidenced by statistically significant mean scores and regression coefficients. Positive Emotion emerged as the strongest predictor of engagement and proficiency ($B = 0.42$, $p < 0.001$), aligning with prior literature that underscores the role of emotional scaffolding in fostering motivation and learning outcomes (Leng & Zhang, 2024). Qualitative insights corroborated these results, showing that students perceived PEL as enhancing their willingness to participate, reducing anxiety, and strengthening their sense of belonging. These experiences resonate with Sein et al. (2024) findings that educator emotional regulation supports learners' psychological well-being. However, students also expressed a preference for detailed, constructive feedback alongside praise.

5.3 Discussion of Research Findings

The findings of this study highlight the important role of Positive Emotive Language (PEL) in shaping students' emotional and academic experiences in the ESL classroom. Across both the quantitative and qualitative phases, the results suggest that the way educators communicate encouragement and feedback can significantly influence students' engagement, motivation, and willingness to participate in language learning activities. Rather than functioning merely as expressions of praise, PEL appears to operate as an affective pedagogical tool that shapes the classroom emotional climate and mediates how students respond to learning challenges.

One notable pattern emerging from the findings is that educators frequently relied on brief forms of encouragement such as "Well done" or "Keep trying." Students generally perceived these remarks positively, reporting that such comments helped them feel more relaxed and comfortable participating in class. This aligns with previous research suggesting that supportive teacher language can foster a sense of emotional safety, which is crucial for second language learning where learners may fear making mistakes (Sadoughi & Hejazi, 2023; Botes et al., 2022). Within this context, PEL appears to reduce anxiety and create a more supportive learning environment that encourages students to engage with the language. However, the present findings also reveal that educators tended to emphasize performance-based praise rather than more inclusive or dialogic forms of encouragement. While earlier studies have observed the use of affirming language that explicitly values students' perspectives (e.g., Nufus et al., 2025), such expressions were less commonly reported in this study. Instead, encouragement was often framed around improvement or effort, reflecting a more instructional and task-oriented approach.

This difference may be partially explained by the broader educational culture within which the classroom operates. Research suggests that teaching practices are shaped by cultural expectations about authority, participation, and the role of the teacher. In many Western educational contexts, classroom interaction tends to emphasize learner autonomy and student voice, where learners are encouraged to contribute ideas and challenge perspectives (Conner et al., 2024; Wright et al., 2024). In contrast, classroom dynamics in Malaysian contexts may reflect more teacher-guided structures, where respect for authority and discipline influence how encouragement is expressed and received (Le, 2024; Mohd Yaakob et al., 2023; Saad, 2024). Within such

environments, encouragement may be directed toward reinforcing effort and perseverance rather than promoting open expression. This suggests that the function of PEL may vary depending on cultural and institutional contexts, highlighting the importance of interpreting emotional language within its pedagogical environment rather than assuming universal patterns of use.

The quantitative findings further demonstrate that PEL is associated with higher levels of student motivation, engagement, and emotional well-being. High mean scores across the PERMA domains indicate that students generally perceived their learning environment as supportive and uplifting when educators used encouraging language. These findings reinforce the broader theoretical argument that positive emotions can broaden learners' cognitive resources and facilitate learning processes (Fredrickson, 2001). When students feel supported and valued, they may be more willing to take risks, experiment with language, and participate in communicative activities that are essential for language development. In this study, students frequently reported that affirming language increased their confidence in speaking English and encouraged them to remain engaged with classroom tasks. These experiences illustrate how emotional support can act as a catalyst for active participation in language learning.

Nevertheless, the findings also indicate that the effectiveness of PEL depends not only on its presence but also on how it is delivered. Many students noted that while general praise initially felt encouraging, it became less meaningful when it lacked specific guidance for improvement. This observation suggests that encouragement alone may not be sufficient to support sustained learning progress. Instead, positive language appears to be most effective when combined with constructive feedback that helps students understand how to improve their performance. Similar observations have been made in recent studies, which argue that feedback is most impactful when it integrates emotional support with clear instructional direction (Brooks et al., 2024). Without such specificity, praise may risk becoming routine or superficial, reducing its potential to influence students' learning behaviours. These findings therefore highlight the importance of strategic and purposeful use of PEL rather than relying on repetitive expressions of encouragement.

The statistical analysis further strengthens this interpretation by demonstrating that positive emotional experiences are significantly associated with both engagement and language proficiency. In particular, the regression analysis identified Positive Emotion as a significant predictor of engagement and proficiency, suggesting that

emotional factors play an important role in shaping language learning outcomes. While previous studies have acknowledged the relationship between motivation and language achievement, the present findings suggest a more nuanced pathway linking these constructs. Specifically, the results indicate that PEL may first influence students' emotional states, which subsequently enhance engagement, and ultimately contribute to improved language development. This sequential relationship resonates with recent research that positions engagement as a central mechanism through which learners internalize language input and convert it into meaningful output (Zhao et al., 2022).

At the same time, the findings reveal that students' responses to PEL are not uniform. Variations in learners' confidence levels, prior language exposure, and perceptions of teacher sincerity influenced how they interpreted and responded to encouraging language. Some students perceived certain expressions as highly motivating, while others viewed them as routine classroom remarks with limited personal impact. This variation highlights the complexity of emotional communication in educational settings. As Li et al. (2022) argue, emotional pedagogies must be responsive to individual learner profiles, recognizing that students may interpret encouragement differently depending on their experiences and expectations. For educators, this suggests that effective use of PEL requires sensitivity to students' emotional cues and the flexibility to adapt communication strategies accordingly.

Taken together, the findings underscore the significance of PEL as a pedagogical resource that supports both emotional engagement and language development. However, they also caution against viewing emotional language as a universally effective strategy. The impact of PEL depends on how it is integrated with instructional practices, cultural expectations, and learner characteristics. Encouragement that is authentic, context-sensitive, and paired with meaningful feedback appears to have the greatest potential to enhance students' engagement with language learning. Conversely, when used mechanically or without instructional purpose, PEL may lose its effectiveness and fail to support deeper learning processes. These insights highlight the need for educators to approach emotional language not simply as a motivational tool, but as a deliberate component of pedagogical practice that shapes how students experience and engage with the process of language learning.

5.4 Implications of the Study

The results from this study can help improve how English is taught, especially in classrooms and when planning teaching policies. One of the main takeaways is that when educators use encouraging words and show emotional support, students are more likely to increase their participation in class. Many students responded well to phrases that made them feel supported, which helped them stay motivated and willing to try. This supports what Zeng (2021) found, that using positive feedback in class makes students more active. The findings show that students tend to feel more confident and involved when they see their educators as supportive. When the classroom atmosphere feels safe and encouraging, students are more likely to take part and try using the language.

This study also gives practical examples of how PEL can be used in real classrooms, especially for ESL learners. educator training programs, whether at universities or other training centres, could include PEL in their sessions. For example, new or current educators could join practical workshops with role-play or guided exercises, where they learn how to give feedback that motivates students. These kinds of training can help educators feel more confident using praise that is clear and useful. Schools might also include PEL when planning lessons, using group activities or classroom tasks that get students to participate more, while still focusing on language goals. These approaches could help students stay interested and more active in class.

Since PEL seems to support both engagement and language learning, schools and education planners may want to include it in official training policies. One way is to build it into teaching modules or educator guides, whether as part of national policies or local university programs. This would help ensure that educators use PEL more consistently in their classrooms. These suggestions are supported by Shao et al. (2020), who found that students tend to get more involved when educators use supportive and positive language. It might also help to create tools or checklists that show how well educators are using PEL. This could make it easier for schools to support and improve classroom teaching that encourages motivation.

Besides helping in the moment, this study suggests that using PEL in ESL teaching may also help in the long run. When students feel supported, they are more likely to speak up and use English without fear. Over time, this can build their confidence and help them remember and use the language better. The results also show

that how students feel in class, whether they are comfortable, heard, or motivated, affects how well they learn. It is not just about the lessons or materials. So, if future teaching methods focus on both student emotions and academic goals, students may stay more engaged and keep making progress.

5.5 Limitations of Study

Although this study offers useful findings about how PEL can shape English learning, there are a few areas that need to be considered when looking at its limitations. One clear limitation is the number of participants involved. Because the sample was relatively small and drawn from a specific university setting, the results might not reflect the experiences of students in other institutions or from different cultural or educational backgrounds.

This study mainly captured how students viewed their learning experiences, but it didn't include the perspectives of educators. While the student interviews gave meaningful insight into how positive language is received, gaining inputs directly from educators would have added a more complete picture of how PEL is actually used in practice. Future research could focus on that gap by involving educators, especially to understand how they choose and deliver emotionally supportive language during lessons. Even with these limits, the results still clearly show that PEL plays a meaningful role in helping students stay engaged and feel more confident with English. These findings add to what is already known about the emotional side of learning, and they point to ways schools and educators could improve how they communicate in the classroom.

5.6 Practical Applications and Recommendations for Future Research

5.6.1 Practical Applications

This study found a stronger focus on motivational phrases, such as “Well done” or “Keep trying,” compared to earlier research by Nufus et al. (2025), who highlighted the use of more inclusive and appreciative comments like “I value your input” or “That’s a great perspective.” This difference may point to a shift in teaching priorities or reflect differences in local practices. In the Malaysian ESL setting, the preference for

performance-based encouragement may be shaped by exam pressure or cultural norms that emphasize respect for educator authority. This insight can be useful for educator training and curriculum design. Educators might benefit from learning how to balance motivational feedback with inclusive language that shows students their opinions are heard. Training sessions could include examples of how to combine both approaches, for instance, pairing a motivational phrase with a follow-up question or comment that invites student input. This could make students feel both supported and involved in the learning process.

Schools and education planners can also use this finding when designing classroom activities. Lesson plans could include prompts that encourage not just effort, but also student voice, helping learners feel that their thoughts matter, not just their performance. This balance may be especially important in classrooms where students are used to a top-down structure. Introducing a mix of encouragement and inclusion might help shift classroom dynamics toward more open, student-centred communication. By applying these strategies, educators may be better equipped to support both confidence and critical thinking, key elements in helping ESL learners thrive, especially in exam-driven systems where student participation often takes a back seat.

5.6.2 Recommendations for Future Research

While this study provides insights into how PEL may influence students' engagement and confidence in learning English, further research is warranted to further explore this topic. One way future research could build on this is by following students over a longer period to see how PEL affects their progress and retention as they continue learning. This would give a better sense of whether the benefits seen in the short term hold up over time. It would also be useful to look at how PEL works in different countries or school systems. Students from various cultural backgrounds may respond differently to praise or emotional support, especially since teaching styles and classroom expectations can vary. Besides that, future studies might try watching real lessons or setting up controlled experiments to better understand how PEL is actually used and how students react to it.

Future studies could also focus on how educators themselves view the use of PEL in the classroom. Since this study mainly captured what students thought, getting

input from educators might reveal more about what works well and what makes PEL harder to apply. Educators may face different challenges when trying to balance positivity with classroom demands, and their insights could help shape more realistic strategies. Last but not least, given that some students expressed a preference for more detailed constructive feedback alongside positive reinforcement, future research could explore the optimal balance between encouragement and critical feedback in language learning. Investigating how different combinations of these elements impact student motivation and performance would further refine best teaching practices.

5.7 Conclusion

A notable divergence from earlier studies is found in the prominence of motivational phrases in this study, contrasting with findings by Alemu (2021) and Rauf and Kadir (2023), who identified inclusive and appreciative language, such as “I value your input” or “That’s a great perspective”, as most commonly used. This difference may point to a change in teaching style or reflect how classroom practices vary between regions or institutions. In Malaysian ESL classrooms, the focus on performance-based encouragement might be linked to exam pressure or a teaching culture that emphasizes respect for the educator’s authority.

With an emphasis on English Second Language Enjoyment, engagement, and perceived proficiency, this study aimed to explore the impact of PEL on students' English language learning experiences. The study used a mixed-method explanatory sequential design, guided by Seligman's PERMA model. The particular emphasis of this study is on English Second Language Enjoyment, engagement and perceived competence as this study mainly aimed to explore how PEL affects students' English language learning experience. From the results, both strands came together to display a strong picture of how the use of PEL by the educators significantly improves the emotional, cognitive, and social aspects of language acquisition for their students.

Furthermore, the qualitative results backed by one-sample t-tests depicts that the students strongly felt that PEL did impact their learning experience. During English lessons, they tend to feel more motivated, enjoyable, involved and confident when PEL is used. These are consistently related to the kinds of PEL that were commonly used—such as motivational phrases, supportive feedback and affirmative language. Moreover, results gained from the interviews further supports and triangulate the data by

highlighting students' lived experiences; students explained how PEL created a friendly classroom environment, promoted risk-taking in language use, and strengthened their connection to the topic and to their educators.

As for the hypotheses, all of them were validated, demonstrating that PEL positively correlates with student involvement and self-reported proficiency, hence confirming its essential function in language instruction. The findings also pointed to a concern raised by several students, that general praise, while encouraging, isn't always sufficient. Many felt that hearing phrases like "Good job" or "Well done" didn't help them improve unless it came with clearer advice. They wanted feedback that addressed what they were doing wrong and how to fix it. Upon reflection of the study's findings, it became clear that students respond best in classrooms where they feel supported, not just emotionally, but also in terms of guidance. When educators used positive language on purpose, not just to be nice, but to help students keep going, it seemed to make a real difference. Students felt more willing to take part, less afraid to make mistakes, and more confident about their progress in learning English.

This research highlights the intricacy of instructing with emotional awareness. Effective PEL must transcend general commendation; it involves intentionality, honesty, and congruence with the unique learning requirements of students. This study urges educators, educator trainers, and institutions to acknowledge the emotional qualities of language learning as equally significant as cognitive aspects and confirms that language acquisition thrives when both intellect and emotion are involved. Strategically employed positive emotive language enhances linguistic outcomes and fosters resilient, motivated, and cheerful learners, an objective central to education. In conclusion, this study enhances the existing research supporting emotion-sensitive and learner-centred methodologies in second language instruction. It underscores that PEL, when employed purposefully and strategically, not only improves language outcomes but also fosters learners' well-being, autonomy, and sense of purpose in their educational pursuits.

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APPENDICES

APPENDIX 1

Questionnaire on Positive Emotive Language in English Language Teaching for Lecturer

8/14/25, 8:13 PM

Questionnaire on Positive Emotive Language in English Language Teaching

Questionnaire on Positive Emotive Language in English Language Teaching

Dear Participant,

Welcome and thank you for taking the time to participate in our research study!

Title: Investigating the Effects of Positive Emotive Language Towards Second Language Enjoyment (SLE)

Purpose:

This study is conducted to understand how the use of Positive Emotive Language impacts Second Language Enjoyment (SLE). Your participation will provide valuable insights into the relationship between language learning experiences and the language used in teaching.

Your Involvement:

This questionnaire aims to gather information about your experiences and perceptions related to the use of Positive Emotive Language in teaching. Your responses will be confidential, and they will be used solely for research purposes.

What to Expect:

The questionnaire consists of a series of questions about your background, teaching methods, and experiences with Positive Emotive Language (PEL). It should take approximately 10 minutes to complete. Furthermore, please note that students from the classes you taught may be selected to answer another questionnaire and some may be invited to participate in interviews.

Confidentiality:

Your responses will be identifiable as it is needed for the next process of the study. However, no personally identifiable information will be collected, and your individual responses will not be shared with anyone outside of the research team. We assure you that all data will be handled with the utmost confidentiality and will be used only for research purposes..

Participation Voluntary:

Participation in this study is voluntary. You are free to not answer the questionnaire.

Contact Information:

If you have any questions or concerns about the study, please feel free to contact Nurmarsya Batrisya binti Suhar Rezwan at nrmrsya@gmail.com/ 018-3704246.

Thank you once again for your participation and valuable contribution to this study!

<https://docs.google.com/forms/d/1a2QC6euykONTV0U9heD9qzSLhtiTBCoxQioNAXF0F9s/edit>

1/17

Sincerely,

NURMARSYA BATRISYA BINTI SUHAR REZWAN

UNIVERSITI TEKNOLOGI MARA CAWANGAN JOHOR

** Indicates required question*

1. Name: *

2. Courses being taught (You can only provide the course code): *

3. Total number of students (Please calculate the overall number of students you are currently teaching.): *

Questionnaire on Positive Emotive Language in English Language Teaching

This section will elicit the use of positive emotive language in teaching.

Please answer the questions according to your current semester teaching experiences:

POSITIVE EMOTIVE LANGUAGE (PEL) AND SECOND LANGUAGE ENJOYMENT

POSITIVE EMOTIVE LANGUAGE (PEL)

PEL stands for Positive Emotive Language. It refers to the **use of words, phrases, or expressions that evoke positive emotions or feelings in communication**. In various contexts, including education and psychology, incorporating PEL can create a supportive and encouraging atmosphere, fostering motivation, engagement, and overall well-being. Examples include expressions like "Excellent job!", "Great effort!", "Keep going, you're doing well." or "Don't worry if it's challenging, you're capable of learning."

SECOND LANGUAGE ENJOYMENT (SLE)

SLE, or Second Language Enjoyment, is the **pleasure you got from learning and engaging with a second language**. In regard with this study, it would be the English language. It can be experienced through various situations, such as feeling excited during language activities, enjoying conversations with native speakers or fellow learners, feeling motivated and excited in foreign language classes, happy with your progress in proficiency of the language, and enjoying social interactions with people who speak the second language.

4. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
1. How frequently do you use Positive Emotive Language?	☐	☐	☐	☐	☐

5. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
2. How frequently do you incorporate words of encouragement such as "Great job!" or "Well done!" when providing feedback to students?	☐	☐	☐	☐	☐

6. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
3. When addressing challenges or mistakes, do you often use phrases like "Mistakes help us learn" or "Let's try again"?	☐	☐	☐	☐	☐

7. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
4. How frequently do you express appreciation for students' efforts, such as saying "I appreciate your hard work" or "Thank you for your dedication"?	☐	☐	☐	☐	☐

8. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
5. When providing instructions, do you often use positive language like "Let's explore this together" or "You can do it"?	☐	☐	☐	☐	☐

9. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
6. How frequently do you employ affirmative language in classroom discussions, such as "I agree," "That's an excellent point," or "Well said"?	☐	☐	☐	☐	☐

10. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
7. How frequently do you use motivational phrases like "You're making progress" or "Keep up the good work" during classroom activities?	☐	☐	☐	☐	☐

11. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
8. Do you often employ inclusive language that acknowledges diversity and fosters a sense of belonging, such as "We all bring unique perspectives" or "Let's respect each other's differences"?	☐	☐	☐	☐	☐

12. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
9. How frequently do you enjoy using Positive Emotive Language (PEL) in your classroom?	☐	☐	☐	☐	☐

13. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
10. Overall, how consciously do you focus on using positive emotive language in your English language teaching?	☐	☐	☐	☐	☐

POSITIVE EMOTIVE LANGUAGE (PEL)

PEL stands for Positive Emotive Language. It refers to the **use of words, phrases, or expressions that evoke positive emotions or feelings in communication**. In various contexts, including education and psychology, incorporating PEL can create a supportive and encouraging atmosphere, fostering motivation, engagement, and overall well-being. Examples include expressions like "Excellent job!", "Great effort!", "Keep going, you're doing well." or "Don't worry if it's challenging, you're capable of learning."

14. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
1. How frequently do you use Positive Emotive Language?	☐	☐	☐	☐	☐

15. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
2. How frequently do you incorporate words of encouragement such as "Great job!" or "Well done!" when providing feedback to students?	☐	☐	☐	☐	☐

16. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
3. When addressing challenges or mistakes, do you often use phrases like "Mistakes help us learn" or "Let's try again"?	☐	☐	☐	☐	☐

17. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
4. How frequently do you express appreciation for students' efforts, such as saying "I appreciate your hard work" or "Thank you for your dedication"?	☐	☐	☐	☐	☐

18. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
5. When providing instructions, do you often use positive language like "Let's explore this together" or "You can do it"?	☐	☐	☐	☐	☐

19. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
6. How frequently do you employ affirmative language in classroom discussions, such as "I agree," "That's an excellent point," or "Well said"?	☐	☐	☐	☐	☐

20. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
7. How frequently do you use motivational phrases like "You're making progress" or "Keep up the good work" during classroom activities?	☐	☐	☐	☐	☐

21. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
8. Do you often employ inclusive language that acknowledges diversity and fosters a sense of belonging, such as "We all bring unique perspectives" or "Let's respect each other's differences"?	☐	☐	☐	☐	☐

22. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
9. How frequently do you enjoy using Positive Emotive Language (PEL) in your classroom?	☐	☐	☐	☐	☐

23. *

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
10. Overall, how consciously do you focus on using positive emotive language in your English language teaching?	☐	☐	☐	☐	☐

Questionnaire on Positive Emotive Language in English Language Teaching

This section will elicit your perceive impact of positive emotive language in learning.

Please indicate the extent to which you **agree or disagree** with the following statements regarding the impact of Positive Emotive Language (PEL) in your classroom.

24. *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11. Using Positive Emotive Language enhances students' motivation to learn English.	☐	☐	☐	☐	☐

25. *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12. Positive Emotive Language contributes to a supportive and inclusive classroom environment.	☐	☐	☐	☐	☐

26.

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
13. Students' enjoyment of learning English is influenced by the use of Positive Emotive Language.	☐	☐	☐	☐	☐

27. *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
14. Positive Emotive Language fosters stronger relationships between students and the lecturer.	☐	☐	☐	☐	☐

28. *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. Using Positive Emotive Language improves students' overall language learning experience.	☐	☐	☐	☐	☐

29. Please share any additional thoughts or experiences you have regarding the use of Positive Emotive Language (PEL) in your ESL classroom.

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Google Forms

APPENDIX 2

Questionnaire on Positive Emotive Language in English Language Learning for Students English Version

8/14/25, 8:17 PM

Questionnaire on Positive Emotive Language in English Language Learning

Questionnaire on Positive Emotive Language in English Language Learning

Dear Participant,

Welcome and thank you for taking the time to participate in our research study!

Title: Investigating the Effects of Positive Emotive Language Towards Second Language Enjoyment (SLE)

Purpose:

This study is conducted to understand how the use of Positive Emotive Language impacts Second Language Enjoyment (SLE). Your participation will provide valuable insights into the relationship between positive emotive language and SLE.

Your Involvement:

This questionnaire aims to gather information about your experiences and perceptions related to the use of Positive Emotive Language in learning English. Your responses will be anonymous and confidential, and they will be used solely for research purposes.

What to Expect:

The questionnaire consists of a series of questions about your age, gender and the number of years you have been learning the English language. It should take approximately 10 minutes to complete. Furthermore, please note that you may be invited to participate in interviews.

Confidentiality:

Your responses will remain strictly confidential. Your individual responses will not be shared with anyone outside of the research team. The email address shared will be used as a platform to contact you if you are chosen for an interview.

Contact Information:

If you have any questions or concerns about the study, please feel free to contact Nurmarsya Batrisya binti Suhar Rezwan at nrmrsya@gmail.com/

Thank you once again for your participation and valuable contribution to this study!

Sincerely,

https://docs.google.com/forms/d/1hQGvr_8Au4OnGb_QloffVJngMJeJuGHLiP_GaWl3xU0/edit

1/16

NURMARSYA BATRISYA BINTI SUHAR REZWAN

UNIVERSITI TEKNOLOGI MARA CAWANGAN JOHOR

** Indicates required question*

1. Email *

2. Email address *

Alamat e-mel

3. Gender *

Jantina

Mark only one oval.

☐ Male

☐ Female

4. Age *

Umur

Mark only one oval.

☐ 18-25

☐ 26 and above

5. Total number of years of formally learning English language *

Jumlah tahun anda mempelajari bahasa Inggeris secara formal

6. Course Code for English Learning *

Mark only one oval.

☐ LCC111

☐ LCC112

☐ LCC113

☐ ELC231

POSITIVE EMOTIVE LANGUAGE (PEL) AND SECOND LANGUAGE ENJOYMENT (SLE)

POSITIVE EMOTIVE LANGUAGE (PEL)

PEL stands for Positive Emotive Language. It refers to the **use of words, phrases, or expressions that evoke positive emotions or feelings in communication**. In various contexts, including education and psychology, incorporating PEL can create a supportive and encouraging atmosphere, fostering motivation, engagement, and overall well-being. Examples include expressions like "Excellent job!", "Great effort!", "Keep going, you're doing well." or "Don't worry if it's challenging, you're capable of learning."

SECOND LANGUAGE ENJOYMENT (SLE)

SLE, or Second Language Enjoyment, is the **pleasure you got from learning and engaging with a second language**. In regard with this study, it would be the English language. It can be experienced through various situations, such as feeling excited during language activities, enjoying conversations with native speakers or fellow learners, feeling motivated and excited in foreign language classes, happy with your progress in proficiency of the language, and enjoying social interactions with people who speak the second language.

Questionnaire on Positive Emotive Language in English Language Learning

Please indicate the extent to which you **agree or disagree** with each statement based on your experiences.

7. Question 1 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I feel uplifted and motivated when my lecturer uses positive language during language lessons.	☐	☐	☐	☐	☐

8. Question 2 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Positive language used by my lecturer enhances my enjoyment of learning a second language, namely English language.	☐	☐	☐	☐	☐

9. Question 3 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The use of positive emotive language makes language learning more enjoyable for me.	☐	☐	☐	☐	☐

10. Question 4 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am actively engaged in language learning when positive language is used in the classroom.	☐	☐	☐	☐	☐

11. Question 5 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive language used by my lecturer increases my interest and involvement in language activities.	☐	☐	☐	☐	☐

12. Question 6 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of positive emotive language helps me stay focused and attentive during language lessons.	☐	☐	☐	☐	☐

13. Question 7 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel a stronger connection with my lecturer when they use positive language in the classroom.	☐	☐	☐	☐	☐

14. Question 8 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive language used by my lecturer improves our relationship and rapport.	☐	☐	☐	☐	☐

15. Question 9 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of positive emotive language creates a supportive and inclusive classroom environment.	☐	☐	☐	☐	☐

16. Question 10 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive language used by my lecturer helps me see the value and importance of learning a second language.	☐	☐	☐	☐	☐

17. Question 11 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I find more meaning and purpose in language learning when positive language is used in the classroom.	☐	☐	☐	☐	☐

18. Question 12 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of positive emotive language helps me appreciate the significance of language skills in my life.	☐	☐	☐	☐	☐

19. Question 13 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive language used by my lecturer boosts my confidence in my language abilities.	☐	☐	☐	☐	☐

20. Question 14 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel a sense of achievement and progress when positive language is used in language lessons.	☐	☐	☐	☐	☐

21. Question 15 *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of positive emotive language encourages me to set and pursue language learning goals.	☐	☐	☐	☐	☐

Questionnaire on Positive Emotive Language in English Language Learning

This section will elicit your perceptions of positive emotive language on three aspects: Teacher Appreciation, Personal Enjoyment and Social Enjoyment.

Please indicate the extent to which you **agree or disagree** with the following statements regarding the effects of Positive Emotive Language (PEL) towards the three aspects.

22. Question 1 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My English lecturer is very encouraging.	☐	☐	☐	☐	☐

23. Question 2 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My English lecturer is very friendly.	☐	☐	☐	☐	☐

24. Question 3

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My English lecturer is very supportive.	☐	☐	☐	☐	☐

25. Question 4 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I enjoy my English classes.	☐	☐	☐	☐	☐

26. Question 5 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have learned interesting things in my English class.	☐	☐	☐	☐	☐

27. Question 6 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am proud of my accomplishments in my English language skills.	☐	☐	☐	☐	☐

28. Question 7 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My friend and I bond really well and close in English class.	☐	☐	☐	☐	☐

29. Question 8 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We laugh a lot during our English lesson.	☐	☐	☐	☐	☐

30. Question 9 *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We share familiar 'legends,' like ongoing jokes that are commonly known among us.	☐	☐	☐	☐	☐

Questionnaire on Positive Emotive Language in English Language Teaching

Thank you for taking part in this study. Your input is incredibly valuable to us. Your cooperation is greatly appreciated!

31. If you are interested in participating in the interview, ***please share your contact details, such as your WhatsApp number or email address.***

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APPENDIX 3

Questionnaire on Positive Emotive Language in English Language Learning for Students Malay Version

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Soal Selidik Tentang Bahasa Positif Emosional Terhadap Pembelajaran Bahasa Inggeris

Soal Selidik Tentang Bahasa Positif Emosional Terhadap Pembelajaran Bahasa Inggeris

Kepada Peserta,

Selamat datang dan terima kasih kerana meluangkan masa untuk menyertai kajian penyelidikan kami!

Tajuk: Meneroka Impak Bahasa Positif Emosional Terhadap Keseronokan Bahasa Kedua (SLE)

Tujuan:

Kajian ini dijalankan untuk memahami bagaimana penggunaan Bahasa Emotif Positif mempengaruhi Keseronokan Bahasa Kedua (SLE). Penyertaan anda akan memberikan pandangan yang berharga tentang hubungan antara bahasa emotif positif dan SLE.

Penglibatan Anda:

Soal selidik ini bertujuan untuk mengumpul maklumat tentang pengalaman dan persepsi anda berkaitan penggunaan Bahasa Emotif Positif dalam pembelajaran bahasa Inggeris. Respons anda akan kekal tanpa nama dan rahsia, dan ia hanya akan digunakan untuk tujuan penyelidikan sahaja.

Apa yang Dijangkakan:

Soal selidik ini terdiri daripada beberapa soalan mengenai umur, jantina, dan bilangan tahun anda telah belajar bahasa Inggeris. Ia dijangka mengambil masa kira-kira 10 minit untuk disiapkan. Selain itu, sila maklum bahawa anda mungkin dijemput untuk mengambil bahagian dalam temu bual.

Kerahsiaan:

Respons anda akan kekal rahsia. Respons individu anda tidak akan dikongsi dengan sesiapa di luar pasukan penyelidikan. Alamat e-mel yang dikongsi akan digunakan sebagai platform untuk menghubungi anda jika anda dipilih untuk temu bual.

Maklumat Perhubungan:

Jika anda mempunyai sebarang soalan atau kebimbangan mengenai kajian ini, sila hubungi Nurmarsya Batrisya binti Suhar Rezwan di nrmrsya@gmail.com / 018-3704246.

Terima kasih sekali lagi atas penyertaan dan sumbangan berharga anda dalam kajian ini!

Yang ikhlas,

NURMARSYA BATRISYA BINTI SUHAR REZWAN

https://docs.google.com/forms/d/1uMj5homw9cl2Zk1-BHAYK5w56Z1DR_rjo-Slsn3buUg/edit

1/17

UNIVERSITI TEKNOLOGI MARA CAWANGAN JOHOR

* Indicates required question

1. Email *

2. Alamat e-mel *

3. Jantina *

Mark only one oval.

☐ Male

☐ Female

4. Umur *

Mark only one oval.

☐ 18-25

☐ 26 and above

5. Jumlah tahun anda mempelajari Bahasa Inggeris secara formal *

6. Kod kursus pengajian Bahasa Inggeris *

Mark only one oval.

- ☐ LCC111
☐ LCC112
☐ LCC113
☐ ELC231

BAHASA POSITIF EMOSIONAL DAN KESERONOKAN BAHASA KEDUA

POSITIVE EMOTIVE LANGUAGE (PEL)/ BAHASA POSITIF EMOSIONAL

PEL merujuk kepada Penggunaan Bahasa Positif Emosional. Ia merangkumi **penggunaan perkataan, frasa, atau ungkapan yang menimbulkan emosi atau perasaan positif dalam komunikasi**. Dalam pelbagai konteks, termasuk pendidikan dan psikologi, memasukkan PEL dapat mencipta suasana sokongan dan dorongan, merangsang motivasi, penglibatan, dan keseluruhan kesejahteraan. Sebagai contoh, "Usaha yang baik!", "Tahniah!", "Jangan risau, cuba lagi!" atau "Ini bukan bidang kepakaranmu, jangan bimbang, kamu masih boleh belajar!"

SECOND LANGUAGE ENJOYMENT (SLE)/KESERONOKAN BAHASA KEDUA

SLE, atau Kepuasan Bahasa Kedua, adalah **keseronokan yang diperolehi daripada pembelajaran dan terlibat dengan bahasa kedua**. Di dalam kajian ini, bahasa kedua ialah Bahasa Inggeris. Ia boleh dialami melalui pelbagai situasi, seperti perasaan teruja ketika menjalani aktiviti bahasa, keseronokan dalam perbualan dengan penutur asli atau rakan sekelas, rasa bersemangat dan gembira dalam kelas bahasa asing, kepuasan dengan kemajuan kemahiran bahasa, dan menikmati interaksi sosial dengan orang yang bertutur dalam bahasa kedua.

Soal Selidik Tentang Bahasa Positif Emosional Terhadap Pembelajaran Bahasa Inggeris

Sila nyatakan sejauh mana anda bersetuju atau tidak bersetuju dengan setiap kenyataan berdasarkan pengalaman anda.

7. Soal 1 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya merasa bersemangat dan bermotivasi apabila pensyarah saya menggunakan bahasa positif semasa pelajaran bahasa Inggeris.	☐	☐	☐	☐	☐

8. Soal 2 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Bahasa positif yang digunakan oleh pensyarah saya meningkatkan keseronokan saya dalam mempelajari bahasa kedua, iaitu bahasa Inggeris.	☐	☐	☐	☐	☐

9. Soal 3 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa emotif positif menjadikan pembelajaran bahasa Inggris lebih menyeronokkan bagi saya.	☐	☐	☐	☐	☐

10. Soal 4 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya terlibat secara aktif dalam pembelajaran bahasa Inggris apabila bahasa positif digunakan di dalam kelas.	☐	☐	☐	☐	☐

11. Soalan 5 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa positif oleh pensyarah meningkatkan minat dan penglibatan saya dalam aktiviti bahasa.	☐	☐	☐	☐	☐

12. Soalan 6 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa positif emosional membantu saya untuk kekalkan fokus dan memberi perhatian semasa pembelajaran bahasa.	☐	☐	☐	☐	☐

13. Soalan 7 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya merasa lebih dekat/rapat dengan pensyarah saya apabila beliau menggunakan bahasa positif di dalam kelas.	☐	☐	☐	☐	☐

14. Soalan 8 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa positif oleh pensyarah meningkatkan hubungan dan rapport kami.	☐	☐	☐	☐	☐

15. Soalan 9 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa emosional positif mencipta persekitaran bilik darjah yang menyokong dan inklusif.	☐	☐	☐	☐	☐

16. Soalan 10 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa positif oleh pensyarah saya membantu saya melihat nilai dan pentingnya mempelajari bahasa kedua.	☐	☐	☐	☐	☐

17. Soal 11 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya mendapati lebih banyak makna dan tujuan dalam pembelajaran bahasa apabila bahasa positif digunakan di dalam bilik darjah.	☐	☐	☐	☐	☐

18. Soal 12 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa emosional positif membantu saya menghargai kepentingan kemahiran bahasa dalam hidup saya.	☐	☐	☐	☐	☐

19. Soalan 13 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Bahasa positif yang digunakan oleh pensyarah saya meningkatkan keyakinan saya terhadap kemahiran bahasa saya.	☐	☐	☐	☐	☐

20. Soalan 14 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya merasakan kepuasan dan kemajuan apabila bahasa yang positif digunakan dalam pengajaran bahasa.	☐	☐	☐	☐	☐

21. Soalan 15 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Penggunaan bahasa emosional positif menggalakkan saya untuk menetapkan dan mengejar matlamat pembelajaran bahasa.	☐	☐	☐	☐	☐

Soal Selidik Tentang Bahasa Positif Emosional Terhadap Pembelajaran Bahasa Inggeris

Bahagian ini akan meminta persepsi anda terhadap bahasa positif emosional dalam tiga aspek: Penghargaan terhadap Guru, Kesan Kepuasan Peribadi, dan Kesan Kepuasan Sosial.

Sila nyatakan sejauh mana anda **bersetuju atau tidak bersetuju** dengan pernyataan-pernyataan berikut mengenai kesan Bahasa Positif Emotional (PEL) terhadap tiga aspek tersebut.

22. Soalan 1 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Pensyarah Bahasa Inggeris saya sangat memberangsangkan.	☐	☐	☐	☐	☐

23. Soalan 2 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Pensyarah Bahasa Inggeris saya sangat mesra.	☐	☐	☐	☐	☐

24. Soalan 3 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Pensyarah Bahasa Inggeris saya sangat membantu.	☐	☐	☐	☐	☐

25. Soalan 4 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya menikmati kelas-kelas Bahasa Inggris saya.	☐	☐	☐	☐	☐

26. Soalan 5 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya telah mempelajari perkara yang menarik dalam kelas Bahasa Inggris saya.	☐	☐	☐	☐	☐

27. Soalan 6 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya bangga dengan pencapaian saya dalam kemahiran Bahasa Inggeris.	☐	☐	☐	☐	☐

28. Soalan 7 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Saya dan kawan saya sangat akrab dan bersatu padu dalam kelas Bahasa Inggeris.	☐	☐	☐	☐	☐

29. Soalan 8 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Kami banyak ketawa semasa pembelajaran Bahasa Inggeris kami.	☐	☐	☐	☐	☐

30. Soalan 9 *

Mark only one oval per row.

	Sangat tidak bersetuju	Tidak Bersetuju	Neutral	Setuju	Sangat bersetuju
Kami berkongsi anekdot atau cerita yang sering kita ketahui bersama dalam kelas Bahasa Inggeris.	☐	☐	☐	☐	☐

Soal Selidik Tentang Bahasa Positif Emosional Terhadap Pembelajaran Bahasa Inggeris

Terima kasih kerana mengambil bahagian dalam kajian ini. Maklum balas anda amat berharga bagi kami. Kerjasama anda sangat dihargai!

31. Jika anda berminat untuk mengambil bahagian dalam temu bual, **sila kongsi**kan butiran anda seperti nombor WhatsApp atau alamat emel anda.

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APPENDIX 4

Semi-structured Interview (Interview Protocol English Version)

Introduction:

Greet the participant warmly and thank them for agreeing to participate in the interview.

Briefly introduce yourself and your role in the research project.

Explain the purpose of the interview, emphasizing that their insights will contribute to understanding language learning experiences.

Consent and Confidentiality:

Reiterate that participation in the interview is voluntary, and they can withdraw at any time. Explain the confidentiality measures in place, ensuring that their identity and responses will remain confidential. Obtain verbal consent to proceed with the interview.

Interview Questions:

1. Background Information:

- i. Can you tell me about your experiences with learning English?
- ii. What motivated you to study English?
- iii. Can you describe any challenges you've faced in learning English?

2. Theme: Usefulness

- i. Reflecting on your experiences, could you share a moment where the English language instruction brought joy or excitement into your daily life or academic pursuits?
- ii. What aspects of the English language instruction brought you the most satisfaction or delight in your learning journey?
- iii. How do you perceive the meaningful impact of the English language instruction on your future career goals or aspirations, perhaps sparking a sense of adventure or possibility?
- iv. Have there been any moments where applying what you've learned in the English language instruction sparked a sense of accomplishment or empowerment in real- world situations? If so, could you share your experience?

- v. Envisioning the future, what enhancements or additions do you believe would infuse even more joy and enthusiasm into the English language instruction for upcoming students?

3. Theme: English Instructor Traits

- i. From your perspective, what heartwarming qualities or characteristics do you believe contribute most to creating a positive and enjoyable learning environment with your English language instructor?
- ii. Can you recall a memorable instance where your English language instructor's teaching skills or qualities ignited a sense of curiosity or wonder within you? If so, we'd love to hear more about it.
- iii. How would you describe the warm and inviting communication style of your English language instructor during class sessions or interactions, perhaps fostering a sense of camaraderie or belonging?
- iv. Reflecting on your learning journey, which creative strategies or methods employed by your English language instructor brought you the most joy and engagement in the learning process?
- v. Looking ahead with optimism, what areas or aspects do you believe your English language instructor could explore to cultivate even greater enjoyment and enthusiasm among students in the learning environment?

Closing:

Thank the participant for their time and valuable insights. Reiterate their right to withdraw or request any clarifications. Provide contact information for further questions or concerns. End the interview on a positive note.

APPENDIX 5

Semi-structured Interview (Interview Protocol Malay Version)

Pengenalan:

Mengucap selamat kepada peserta dan mengucapkan terima kasih di atas kesudian menyertai temu ramah ini.

Memperkenalkan diri dan peranan penemuramah di dalam projek penyelidikan. Terangkan tujuan temu ramah ini, menekankan bahawa pandangan mereka akan menyumbang kepada pemahaman pengalaman pembelajaran bahasa.

Persetujuan dan Kerahsiaan:

Ulangkan bahawa penyertaan dalam temu ramah adalah secara sukarela, dan mereka boleh menarik diri pada bila-bila masa. Terangkan langkah-langkah kerahsiaan yang telah diambil, memastikan bahawa identiti dan jawapan mereka akan dirahsiakan.

Dapatkan persetujuan lisan untuk meneruskan temu ramah.

Soalan Temu Ramah:

1. Latarbelakang:

- i. Bolehkah anda menceritakan tentang pengalaman anda mempelajari Bahasa Inggeris?
- ii. Apakah sumber motivasi anda dalam mempelajari Bahasa Inggeris?
- iii. Bolehkah anda menceritakan tentang cabaran yang anda hadapi ketika mempelajari Bahasa Inggeris?

2. Tema: Kegunaan

- i. Mengimbas pengalaman anda, bolehkah anda kongsiikan satu saat di mana pengajaran bahasa Inggeris membawa kegembiraan atau kehairahan dalam kehidupan harian atau usaha akademik anda?
- ii. Apa aspek pengajaran bahasa Inggeris yang memberikan kepuasan atau keseronokan terbesar dalam perjalanan pembelajaran anda?
- iii. Bagaimana anda menilai kesan bermakna pengajaran bahasa Inggeris terhadap matlamat kerjaya atau aspirasi masa depan anda, mungkin membangkitkan rasa pengembaraan atau kemungkinan?

- iv. Adakah terdapat sebarang ketika di mana mengaplikasikan apa yang anda pelajari dalam pengajaran bahasa Inggeris menimbulkan rasa pencapaian atau kuasa dalam situasi dunia nyata? Jika ya, boleh kongsi pengalaman anda?
- v. Memikirkan masa depan, apa penambahbaikan atau penambahan yang anda percaya akan menambahkan lagi kegembiraan dan keghairahan dalam pengajaran bahasa Inggeris untuk pelajar yang akan datang?

3. Tema: Ciri-ciri Pensyarah Bahasa Inggeris

- i. Dari perspektif anda, apakah ciri-ciri atau sifat yang paling memberikan kehangatan dalam mewujudkan persekitaran pembelajaran yang positif dan menyeronokkan dengan pensyarah bahasa Inggeris anda?
- ii. Bolehkah anda mengingatkan satu peristiwa berkesan di mana kemahiran pengajaran atau sifat pensyarah bahasa Inggeris anda membangkitkan rasa ingin tahu atau kehairanan dalam diri anda? Jika ya, kami ingin mendengarnya.
- iii. Bagaimana anda menerangkan gaya komunikasi yang mesra dan mengundang pensyarah bahasa Inggeris anda semasa sesi kelas atau interaksi, mungkin membina rasa persaudaraan atau kepercayaan?
- iv. Mengimbas perjalanan pembelajaran anda, strategi atau kaedah kreatif mana yang digunakan oleh pensyarah bahasa Inggeris anda yang membawa kegembiraan dan penglibatan terbesar dalam proses pembelajaran?
- v. Memandang ke hadapan dengan optimisme, apa bidang atau aspek yang anda percaya pensyarah bahasa Inggeris anda boleh terokai untuk memupuk lagi kegembiraan dan semangat di kalangan pelajar dalam persekitaran pembelajaran?

Penutup:

Terima kasih kepada peserta atas masa dan pandangan berharga mereka. Ulangkan hak mereka untuk menarik diri atau meminta sebarang penjelasan. Berikan maklumat hubungan untuk pertanyaan atau kebimbangan lanjut. Akhiri temu ramah dengan nota positif.

APPENDIX 6

Approval Letter by UiTM Research Ethics Committee (REC)

www.uitm.edu.my	
 UNIVERSITI TEKNOLOGI MARA	Pejabat Timbalan Naib Canselor (Penyelidikan dan Inovasi)
Reference : 600-TNCPI (5/1/6) Our reference : REC/08/2024 (PG/MR/397) Date : 1445H 14 19 August 2024	
Ms Nurmarsya Batrisya Suhar Rezwan - 2021489438 (Supervisor: Dr Noridah Sain) Akademi Pengajian Bahasa Universiti Teknologi MARA 40450 Shah Alam SELANGOR	
and Greetings سلام عليكم ورحمة الله وبركاته	
Ms	
APPROVAL LETTER - UiTM RESEARCH ETHICS COMMITTEE	
Thank you for submitting your research proposal to the Research Ethics Committee (REC). After considering your application, the Committee approved your proposal titled "Exploring the Impact of Positive Emotive Language Towards Second Language Enjoyment (SLE)" at Universiti Teknologi MARA (UiTM), Johor Branch. Details of the approval are as follows:	
Ref. number:	REC/08/2024 (PG/MR/397)
Approval Period:	19 August 2024 until 30 March 2025
Authorised personnel:	1. Nurmarsya Batrisya Suhar Rezwan 2. Dr Noridah Sain
The UiTM Research Ethics Committee operates in accordance to the ICH Good Clinical Practice Guidelines, Malaysian Good Clinical Practice Guidelines and the Declaration of Helsinki. The approval of this project is conditional upon your continuing compliance with these guidelines and declaration.	
We draw to your attention the requirement that a report on this research, must be submitted every 12 months from the date of the approval or on the completion of the project, whichever occurs first. Failure to submit reports will result in withdrawal of consent for the project to proceed. Amendments, if any, to the study documents are to be submitted to the REC for approval.	
If you require further information, please contact the REC Secretariat at 03-55448069/03-55442794 or email at recsecretariat@uitm.edu.my.	
اوسها، تقوى، موليا "MALAYSIA MADANI" "BERKHIDMAT UNTUK NEGARA"	
Yours sincerely,	
(EMERITUS PROFESSOR DATO' DR RAYMOND AZMAN ALI) Chairman UiTM Research Ethics Committee	
c.c.: Deputy Dean (RI), Akademi Pengajian Bahasa, UiTM	
Universiti Teknologi MARA Aras 3, Bangunan Wawasan 40450 Shah Alam, Selangor, MALAYSIA Tel: (+603) 5544 2004/2255 Faks: (+603) 5544 2070	
 UiTM di hatiku	

AUTHOR'S PROFILE



Nurmarsya Batrisya binti Suhar Rezwan obtained a Bachelor of English for Professional Communication (Hons) in 2021 from University Teknologi MARA, Shah Alam. Her present master's thesis investigates how English lecturers and diploma-level ESL students perceive the use of Positive Emotive Language (PEL) in the classroom, and how such language influences student motivation, participation, and language learning progress. Participants consist of English lecturers and students from two campuses of a Malaysian public university, with both groups completing online questionnaires. Additionally, 15 students were selected for semi-structured interviews to provide deeper insight into their personal experiences with PEL. This design allows for an examination of how educators' intentional use of supportive feedback, encouraging phrases, and affirming comments affects learners' emotional engagement and classroom involvement.

LIST OF PUBLICATION

Suhar Rezwan, N. B., Sain, N., & Sulaiman, N. (2025). The Use of Positive Emotive Language by English Educators: Impact On Student Engagement And Learning Experience. *International Journal of Education, Psychology and Counselling (IJEPC)*, 10(60). <https://doi.org/10.35631/IJEPC.1060008>