Relationship Between Persian as Foreign Language Learners' Anxiety, Enjoyment and Goal Orientation

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Extended Abstract:

Introduction

A prominent course of research on SLA emotions involves the investigation into how positive and negative emotions co-inhabit in L2 classes and the way they interact with other variables in the SLA situation in affecting L2 acquisition. The dynamic properties of classroom emotions render them in an appropriate position to fit well into a dynamic systems perspective (Boudreau et al., 2018). Classroom emotions such as Foreign Language Classroom Anxiety (FLCA) and Foreign Language Enjoyment (FLE) are affected by both learner-related and situational variables. A promising course of research regarding emotional engagement in SL classroom emotions concerns the relevance of learner-internal and learner-external factors to FLE and FLCA. One of these learner-internal variables having received less attention is learners' motivational orientation in terms of achievement goals. L2 learners' type of achievement goal (Elliot & McGregor, 2001) can interact with their emotions in affecting learning achievement. The present study has two strains of research novelty. First, it studies the relationship between FLCA and FLE of Persian as a Foreign Language (PFL) learners for the first time. Furthermore, it examines the relationship between FLE and FLCA in reference to Persian learners' type of achievement goal.

Literature Review

Anxiety and enjoyment have been regarded as the prototypical negative and positive emotions in foreign language situations. The relationship between these two emotions and their interactions with other variables in the foreign language classroom has recently been viewed as dynamic phenomena in SLA.

The findings from empirical research have testified to the detrimental effect of the negative emotion and the enhancing impact of positive emotions on SL

achievements (Horwitz, 2010). The majority of studies have reported a significant moderate negative correlation between FLCA and FLCE (Dewaele, et al., 2017; Dewaele & MacIntyre, 2014; Dewale & MacIntyre, 2019; Dewaele, Magdalena & Saito, 2019; Jiang & Dewaele, 2019; Li, 2018). However, recent research indicates that the SL learners' anxiety and enjoyment do not vary independently from other variables in the SLA situation. Rather, the variation is determined by a set of learner-internal and learner-external factors that interact with foreign language emotions (Dewaele, et al., 2019). One of these variables is L2 learners' Goal Orientation (Elliot & McGregor, 2001).

The general implications of achievement goal theory have assumed that learners with performance goals experience higher levels of negative emotions while their mastery-goal counterparts experience more positive emotions in the process of learning (Huang, 2011; Linnenbrink-Garcia & Barger, 2014). As long as approach/avoidance dimensions of achievement goal are concerned, performance-approach goals are not associated with positive emotions whereas performance-avoidance goals are deemed to be negatively correlated with them, both of them showing a positive correlation with negative emotions (Linnenbrink & Pintrinch, 2002). There is sufficient evidence to support the positive effect of mastery goals on enjoyment and detrimental effect of performance goals on anxiety (Baudoin & Galand, 2020).

Method

Participants were 72 Turkish students of medical sciences in Iran who took PFL classes for four months. Foreign language classroom Anxiety Scale (Horwitz, et al., 1986), Foreign Language Enjoyment Scale (Dewaele & MacIntyre, 2014), and Revised Achievement Goal Questionnaire (Elliot & Murayama, 2008) were used to collect data. Correlation and regression analyses were conducted to account for the dynamic relationship between the variables.

Results

Statistical analyses revealed a negative correlation between anxiety and enjoyment though this correlation was supported only with a weak effect size (r^2 = .07), indicating that there was a negative and weak relationship between Persian learners' positive and negative emotions. To further examine the dynamicity between FLCA and types of goal orientation, a regression analysis was conducted. Learners with performance-avoidance goals felt a high level of anxiety while performance-approach goals were negatively correlated with anxiety. Also, learners with mastery-avoidance goals experienced high level of enjoyment. A total of 57 % of the variance in FLCA was predicted by performance goal orientations, 42 % of which is the unique contribution of performance avoidance goals and 15 % is the unique role of performance-approach goals. Totally 52.5 % of the variance in PFL learners' enjoyment was predicted by their mastery goal, of which 44.1 % belongs to mastery avoidance and 8.4 % originates from mastery approach goals. On the other hand, only 16.4

% of FLE variance is attributed to performance goals, of which 6.9 % is predicted by performance approach goal and 9.5 % is explained by performance avoidance goals.

Discussion and Conclusion

The negative correlation between anxiety and enjoyment obtained in most of the studies on a variety of foreign language classes which was also ratified in the current research for PFL learners can be interpreted as a proof for the facilitative effect of positive emotions such as enjoyment as supported by positive psychology (MacIntyre & Gregersen, 2012) and Broaden and Build theory (Fredrickson, 2001, 2003). The findings endorse the predictions of achievement goal theory that learners with performance goals experience more anxiety and those with mastery goals feel a higher level of enjoyment. However, the results concerning the role of approach/avoidance dimensions are inconsistent. This inconsistency can be accounted for when a Dynamic Systems Theory perspective is adopted. In this view, classroom emotions and achievement goals function in dynamic interaction with each other for the foreign language learner. Therefore, the emotional and motivational element should not be viewed in linear relationships with each other.

Further studies concerning the dynamic interactions between different types of classroom emotions on the one hand and a set of situational and learner-related variables on the other hand are required by resorting to novel methodological techniques that can take dynamicity between variables into account. Resorting to such methods as idioymamic method (Boudreau, et al., 2018) as well as structural modeling can provide better opportunities of accounting for the dynamic relations so that a more lucid image of foreign language classroom emotions is achieved.

1. Introduction

Emotions crucially influence human behavior. Until recently, studying the role of emotions in second language acquisition (SLA) has been relatively a neglected area, a shortcoming that Dornyei and Ryan (2015) referred to as 'emotional deficit'. L2 learners experience a variety of emotions during their classes in an emergent and dynamic fashion which can be combined with the rest of learner-internal and contextual variables in the classroom and thereby influence the learning capacity of L2 learners.

The most overwhelming conceptualization of emotions in the literature has been introduced by Reeve's (2005) multi-componential definition in which emotions are conceived as "feeling-arousal-purposive-expressive phenomena" (p. 294). The third element in this definition refers to the goal-directed nature of emotions. Therefore, every emotion has a motivational component which demonstrates a dynamic relationship between emotions and motivation. Apart from different approaches adopted to classify emotions (see Reeve, 2005 for a review), two general categories of emotions have attracted educationists' attention: Positive-broadening and negative-narrowing emotions (MacIntyre & Gregersen, 2012).

A large portion of emotion studies in SLA has focused on detrimental impacts of negative emotions and language learning anxiety, in particular (Horwitz, 2010; MacIntyre, 2017). However, with the increasing popularity of positive psychology, the role of certain positive emotions such as joy, interest, pride, and love has become the focus of SLA research. The proponents of applying positive psychology to SLA (e.g., MacIntyre & Mercer, 2014) contend that L2 studies have been overwhelmed with deteriorating effects of negative emotions and overlooked the inherent capacity of positive emotions in enhancing the process of L2 acquisition. Therefore, a prominent course of research on SLA emotions involves the investigation into how positive and negative emotions co-inhabit in L2 classes and the way they interact with other variables in the SLA situation in affecting L2 acquisition.

Two outstanding emotions which have attracted SLA emotion researchers' attention recently are Foreign Language Classroom Anxiety (FLCA) and Foreign Language Enjoyment (FLE). Investigation into the relationship between FLCA and FLE has mainly indicated a negative correlation in the foreign language contexts of learning English, French, Spanish, German, and some other languages (see below for a review).

Recent studies (e.g., Boudreau et al., 2018; Dewaele & Dewaele, 2017) indicate that the effects of classroom emotions and the relationship between them are not static and linear; rather, they are in a dynamic interaction with both learner variables and contextual factors. The dynamic properties of classroom emotions render them in an appropriate position to fit well into a dynamic systems perspective (Boudreau et al., 2018). Classroom emotions such as FLCA

and FLE are affected by both learner-related and situational variables. A promising course of research regarding emotional engagement in SL classroom emotions concerns the relevance of learner-internal and learner-external factors to FLE and FLCA. One of these learner-internal variables having received less attention is learners' motivational orientation in terms of achievement goals. Learner's preferred and dominant achievement goal (Elliot & McGregor, 2001) proffers a general option to L2 learners in approaching classroom atmosphere and learning activities. Accordingly, L2 learners' type of achievement goal can interact with their emotions in affecting learning achievement.

The present study has two strains of research novelty. First, it studies the relationship between FLCA and FLE of Persian as a Foreign Language (PFL) learners for the first time. Furthermore, it examines the relationship between FLE and FLCA in reference to Persian learners' type of achievement goal. A theoretical question that FL emotion researchers have been concerned with is whether positive and negative emotions in FL classrooms are the two ends of the emotional pole or they can coexist in certain conditions. The motivational concept of goal orientation is spotlighted as a learner-internal element determining the level of positive and negative emotions. The findings regarding many foreign language situations have confirmed a dynamic relationship between emotional and motivational elements. The findings of the current study can provide the clues for probing such an interaction in PFL context.

2. Literature Review

The role of emotions in second language acquisition has been theoretically acknowledged since 1980's. Nevertheless, the recognition of emotional effect in the SLA was overshadowed by Krashen's Affective Filter Hypothesis (Krashen, 1982), which resulted in over-occupation with negative emotions that were suggested to be lowered to facilitate the natural learning process. Similarly, Schumann's (1978) acculturation model highlighted the importance of dealing with L2 learners' feelings towards L2 community and integration with them as facilitators of L2 acquisition. With the introduction of positive psychology to SLA studies (Fredrickson, 2001, 2003; MacIntyre, Gregersen & Mercer, 2019; MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014), the attention to the role of such positive emotions as enjoyment, interest and hope gained prominence. According to Broaden-and-Build Theory (Fredrickson, 2001), positive emotions facilitate exploring and playing capacity of language learners' mind (Broaden) and help establish better social bonds (Build) during SLA.

Anxiety and enjoyment have been regarded as the prototypical negative and positive emotions in foreign language situations. The relationship between these two emotions and their interactions with other variables in the foreign language classroom has recently been viewed as dynamic phenomena in SLA.

2.1. Relationship between FLCA and FLE

By far, anxiety has been the most extensively investigated emotion in SLA research. MacIntyre (1999) has defined Foreign Language Anxiety (FLA) as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). FLCA is the situation-specific face of L2 anxiety made up of a mixture of feelings, beliefs, self-perceptions and behaviors in relation to FL classroom situation, which has been operationally reflected in Foreign Language Classroom Anxiety Scale (Horwitz et al. (1986). On the other hand, Foreign Language Enjoyment is an essential element within the basic emotion of joy. Dewaele and MacIntyre (2014) introduced a scale for the measurement of FLE which has remained the most popular measure of FLE since then.

Postulations concerning the relationship between anxiety and enjoyment have been various. The initial impression has been that they stand at two ends of the emotional spectrum (MacIntyre & Gregersen, 2012); therefore, anxiety and enjoyment are expected to act in opposite directions on L2 learners and learning achievement. The findings from empirical research testified to the detrimental effect of the negative emotion and enhancing impact of positive emotions on SL achievements (Horwitz, 2010). McIntyre and Gregersen (2012) even contended that positive emotions can nullify the baleful effects of negative emotions. To probe such an argument specifically about FLCA and FLE, researchers conducted a series of correlational studies for investigating the relationship between the two emotions in learners of English, French, Spanish and other languages. A summary of these studies has been presented in Table 1.

Table 1

Summary of Studies on the Relationship Between FLCA and FLE

Research	Target population	Type of Correlation	r	Effect size (r^2)
Dewaele & MacIntyre (2014)	Learners of English, French, Spanish, Duch, Geman as FL	Moderate negative correlation	-.36	12.9%
Dewaele, et al. (2017)	Learners of French, Spanish, German and some other languages	Moderate negative correlation	-.194	3.8%
Jiang & Dewaele (2019)	Chinese EFL learners	Moderate negative correlation	-.44	19%
Li (2018)	Chinese EFL learners	Moderate negative correlation	-.426	18%

Dewale & MacIntyre (2019)	Learners of English, French, German, Spanish, Japanese as FL	Moderate negative correlation	-.28	8.8%
Dewaele, Magdalena & Saito (2019)	Spanish EFL learners	Moderate negative correlation	-.212	4.4%
Dewaele, Ozdemir, et al. (2019)	Kazakh learners of Turkish as a FL	Weak positive correlation	.082	6.7%
Dewaele & Dewaele (2017)	British learners of various FLs, Age group 12-13:	Non-significant negative correlation	-.185	3.4%
	Age group 14-15:	Significant negative correlation	-.190	3.6%
	Age group 16-18:	Non-significant negative correlation	-.292	8.5%

The majority of studies have reported a significant moderate negative correlation between FLCA and FLCE. One study (Dewaele & Dewaele, 2017) focused on chronological changes of the relationship between FLCA and FLE by adopting a Dynamic Systems perspective which will be discussed in the upcoming section. Interestingly, one study beyond the mainstream research, which focuses on European languages as a FL, reported a positive correlation (Dewaele, et al., 2019). The participants in this study were Kazakh learners of Turkish as a FL. No research has been carried out on FLCA/FLE relationship concerning learners of PFL.

Recent research indicates that the SL learners' anxiety and enjoyment do not vary independently from other variables in the SLA situation. Rather, the variation is determined by a set of learner-internal and learner-external factors that interact with foreign language emotions (Dewaele, et al., 2019). Regression analysis has been the common methodology utilized to determine the predicting variables FLCA and FLE. The most conspicuous learner-internal variables in predicting a higher level of FLE reported by these studies are the higher number of languages known, higher level of L2 proficiency, higher age, positive attitude towards L2, a better relative standing among peers, attitude towards teacher, cultural empathy (Dewaele & MacIntyre, 2014; Dewaele, et al., 2017; Jiang & Dewaele, 2019; Dewaele & MacIntyre, 2019; Dewaele, Ozdemir, et al., 2019). Foreign language anxiety was mainly determined with learner-external variables related to the teacher learning situation. However, a set of learner-related factors such as more languages known, older age, amount of use of FL, higher level of proficiency, more FL socialization, relative standing among peers and positive attitude toward FL were associated with lower levels of FLCA (Dewaele & MacIntyre, 2014; Dewaele et al., 2017; Jiang & Dewaele, 2019; Dewaele & MacIntyre, 2019; Dewaele, Ozdemir, et al., 2019). Despite the importance of

motivational orientations of L2 learners in determining variations in their emotional states, the issue has not received due attention.

2.2. Relationship between Achievement Goals and Classroom Emotions

Motivational orientations of L2 learners are among the most viable candidates in affecting SLA emotional variations (Papi, 2010, Papi & Teimouri, 2014, Teimouri, 2017). Looking at motivation from Dornyei's L2 Self-System perspective, Teimouri (2017) found that L2 learners' state of joy was best predicted by their ideal L2 self as well as ought-to L2 self/own. Similarly, L2 learners' anxiety was predicted by ought-to L2 self/own and ought-to L2 self/others. In studying the relationship between a set of 10 positive and 9 negative emotions and L2 learning motivation, MacIntyre and Vincze (2017) reported a prominent relatedness between emotions and L2 motivation as defined by Gardner's integrative/instrumental orientations, Dornyei's L2 self and Clement's socio-contextual variables.

According to Self-Regulatory Orientations theory (Higgins, 1998), learners approach a learning activity whether with a promotional or a preventional regulatory orientation. While promotion-focused learners concern themselves with growth and achievement, prevention-focused learners worry more about security and avoidance of unpleasant outcomes (Papi & Teimouri, 2014). In SLA literature, promotion focus has been associated with ideal L2 self and prevention focus with ought-to L2 self (Dornyei, 2009). Self-regulatory orientation affects not only learners' motivation but also their emotional state and other aspects of their behavior. For instance, Papi and Teimouri (2014) indicated that Iranian EFL learners with promotion focus experienced a lower level of anxiety compared to those with prevention focus of orientation. Atar Sharghi and Akbari (2020) attempted to determine the motivational variables predicting the anxiety level of PFL learners. Their results demonstrated that Persian learners' anxiety was best predicted by their learning experience, L2 self and intended effort, respectively. Also a significant correlation was found between anxiety and instrumentality promotion orientation which is mainly attributed to L2 self (Higgins, 1998).

The promotional vs. preventional focus of motivational orientation has a lot in common with a similar theory of motivational orientation which is known as Goal Orientation theory (Ames, 1992; Kaplan & Maehr, 2007). A dominant model of this theory contends that learners enter the learning situation whether with a mastery goal or with a performance goal. Those with mastery goal orientation try to develop competence and skills by engaging themselves in the learning environment. In contrast, learners with performance goal are mainly concerned with demonstrating their abilities to others and focus more on impressing others than achieving learning goals (Ames, 1992).

In updated versions of goal orientation theory, (Elliot and McGregor, 2001), learning goals can be seen alongside the two dimensions of mastery vs. performance and approach vs. avoidance. For example, mastery-approach goals ensure mastering a given task while a mastery avoidance goal refers to the effort to avoid the failure of mastering a given task. Literature has shown that approach goals boost positive emotions such as enjoyment (e.g., Goetz, et al., 2016) while avoidance goals further such unpleasant emotions as anxiety (Elliot & McGregor, 2001). However, the effect of mastery/performance dimensions of achievement goals on classroom emotions is an uncovered area. Beyond SLA studies, Sun, et al. (2020) found that students' achievement goals in terms of both approach avoidance and mastery/performance dimensions partially mediated the relationship between teachers' social behavior, such as their enthusiasm and support, and classroom emotions of enjoyment, anxiety and boredom. Baudoin and Galand (2020) studied the mediating role of achievement goals in the association between the structure of the classroom goals and classroom emotions. According to their findings, students' mastery goal mediated the effect of classroom mastery goal structure on enjoyment and anger.

The general implications of achievement goal theory have assumed that learners with performance goals experience higher levels of negative emotions while their mastery-goal counterparts experience more positive emotions in the process of learning (Huang, 2011; Linnenbrink-Garcia & Barger, 2014).

As long as approach/avoidance dimensions of achievement goal are concerned, performance-approach goals are not associated with positive emotions whereas performance-avoidance goals are deemed to be negatively correlated with them, both of them showing a positive correlation with negative emotions (Linnenbrink & Pintrinch, 2002). According to Pekrun, et al. (2006), the activation dimension of emotions is a determining factor in the effect of goal orientation on emotions: While there is a positive link between mastery goals and enjoyment (as an activity-related emotion), there is a negative association between performance approach goals and anxiety (as performance-related emotion). In sum, there is sufficient evidence to support the positive effect of mastery goals on enjoyment and detrimental effect of performance goals on anxiety (Baudoin & Galand, 2020).

1.3. FLCA and FLE from a Dynamic Systems Theory Perspective

Dynamic Systems Theory (DST) was introduced to SLA studies by Larsen-Freeman (1997). DST assumes a nonlinear and rather unpredictable view of SLA and the way variables involved in this process interact with each other (Verspoor, et al., 2011; Larsen-Freeman & Cameron, 2008). DST refers to the interconnections between motivational, emotional and cognitive variables in the learning process when applied to language learning. It can also refer to the

interactions between a set of individual difference factors and instructional and contextual variables in determining the foreign language learning achievement (Dornyei, 2009). Because of their fluctuating nature, emotions lend themselves well to dynamic systems perspective. Classroom emotions represent an emergent, dynamic and open dimension of human behavior (Boudreau et al., 2018) that can be affected by both learner-internal factors such as personality trait, learner attitudes and motivational orientations, and learner-external factors such as teacher behavior and socio-cultural context. For example, Boudreau et al. (2018) emphasize that anxiety is a 'self-exacerbating' phenomenon that is more and more escalated as the learner is engaged with its psychological components.

The majority of investigations on FLCA and FLE have treated them as static and closed states of learners, which are in linear relation with each other and other related variables. A promising line of research has recently resorted to unique methodologies in order to envisage these classroom emotions from DST perspective. For instance, using an idiodynamic method, Boudreau, et al. (2018) indicated that anxiety and enjoyment change dynamically in complex patterns, most of the time independent from each other.

In a study pursuing the changes of FLCA and FLE in the course of time for foreign language learners aging 12-18, Dewaele and Dewaele (2017) found that learners' FLE went through a decrease followed by a considerable increase. Meanwhile, the level of anxiety remained relatively constant. They highlighted the dynamicity of FLE and FLCA that might be the result of the dynamic interaction between these classroom emotions and external variables. In a related study, Elahi Shirvan and Taherian (2018) investigated the fluctuations of FLCA and FLE in the course of time during a general English course. The results showed that the two emotions changed in opposite directions during the semester with considerable variation among participants. Furthermore, the weak correlation between FLCA and FLE witnessed at semester outset was fortified at the end of the term. All these findings testify to the dynamic nature of classroom emotions.

Furthermore, it must be noted that the dynamicity between L2 learners' emotional states and motivational orientations can be readily influenced by other learner-internal or learner-external variables in the situation. For example, Atar Sharghi (2019) compared the anxiety level and motivational level of Persian L2 learners of two nationalities of Chinese and Lebanese from the perspective of L2 self system. No significant difference between the classroom anxiety of Chinese and Lebanese learners of Persian was reported. However, Chinese learners demonstrated superiority over their Lebanese counterparts in terms of L2 self, ought-to self, promotion-focused and prevention-focused motivation. This variation observed for L2 motivational components across the cultural variable

of nationality is another evidence to confirm the dynamic nature of L2 learners' emotional and motivational states.

Therefore, the type of motivation with which L2 learners enter the SLA situation can be an important determent of their subsequent emotions. As an instance, Farshbafian, et al. (2018) reported that 77 % of PFL learners from Turkey in their study possessed an integrative motivational orientation. This group of learners needs to be compared with those who enter the learning situation with an instrumental motivation to see whether they differ in the classroom emotions they experience. The direct relationship between types of motivational orientations and learning achievements has already been investigated. Sadeghifar and Khaleghizadeh (2016) studied this relationship in Persian learners as a second language who spoke Arabic as their L1 from a self-determination theory perspective. They found that intrinsic motivation was the best predictor of Persian learners' achievement. However, the mediating role of classroom emotions needs to be examined in upcoming studies.

Based on the literature reviewed here, the present study was intended to see how PFL learners' FLE and FLCA were related to each other. Second, how the motivational variable of goal orientation affected this relationship. The findings in this study can provide new perspectives within dynamic systems theory in bringing together a set of individual difference factors that can explain foreign language learners' motivational and emotional status in the FL classroom and its possible consequences on learners' foreign language achievement. The following research questions were posed to initiate the research:

1. What is the relationship between Persian as a Foreign Language learners' Foreign Language Classroom Anxiety (FLCA) and Foreign Language Enjoyment (FLE)?
2. Is there any relationship between Persian as a Foreign Language learners' FLCA and their goal orientation along mastery/performance and approach/avoidance dimensions?
3. What proportion of Persian as a Foreign Language learners' FLCA is predicted by each type of their goal orientation?
4. Is there any relationship between Persian as a Foreign Language learners' FLE and their goal orientation along mastery/performance and approach/avoidance dimensions?
5. What proportion of Persian as a Foreign Language learners' FLE is predicted by each type of their goal orientation?

3. Method

3.1. Design
The current study was based on quantitative ex post facto research to investigate the relationship between PFL learners' FLCA and FLE in association with the

motivational factor of goal orientation. To examine the relationship between the two emotions and evaluate the strength and direction of their relationship, correlational analysis was used. For collecting and analyzing data, quantitative measures were used. Correlational and regression analyses were used to pursue research questions.

3.2. Participants

The participants of the study were 72 (43 male, 29 female) learners of Persian as a Foreign Language. All of the participants came from Turkey and were students in medical sciences at the Islamic Azad University, Tabriz Branch in Tabriz, North West of Iran. They lived in dormitories provided by the university. As part of the requirements for their study program in Iran, they had attended Persian classes for 4 months. Their ages ranged between 17 and 22. They came from different cities of Turkey and reported having Turkish as their L1.

3.3. Instruments

Three questionnaires were used in this study to collect data from participants. The three questionnaires were in English and in total contained 66 items to be responded on 5-point Likert scale, ranging from strongly disagree to strongly agree.

3.3.1. Foreign Language Classroom Anxiety Questionnaire

The first questionnaire was FLCA questionnaire (Horwitz, et al., 1986) that included 33 items, describing the FLCA in the classroom and reflected the symptoms of anxiety, nervousness, and lack of confidence. FLCA is clearly a far more general construct than facilitating or debilitating anxiety and far narrower construct than communicative apprehension, test anxiety, and fear of negative assessment (Horwitz, 2017; Horwitz, et al., 1986). This questionnaire was provided by Horwitz et al, (1986). The internal consistency was good (Cronbach's Alpha = .808).

3.3.2. Foreign Language Enjoyment Questionnaire

Foreign Language Enjoyment questionnaire contained 21 items focusing on features of classroom enjoyment such as creativity, pride, fun, and interest (Dewaele & MacIntyre, 2014). All items were positively phrased. A scale analysis revealed high internal consistency (Cronbach's Alpha= .94).

3.3.3. Achievement Goal Orientation Questionnaire- Revised

The third questionnaire was Achievement Goal Questionnaire-Revised (AGO-R) developed by Elliot and Murayama (2008). The revised version was produced to improve problems existing in the main version of the Achievement Goal Questionnaire (Elliot & McGregor, 2001). AGR-R contains 12 items which are systematically and equally divided into four achievement goals (mastery approach/avoidance goal, performance approach/ avoidance goals). Internal consistency is acceptable for each section of the scale when the small number of items is taken into account.

3.5. Procedure

The learners were chosen on the basis of purposeful sampling. The data used for this study were collected through self-report questionnaires measuring learners' anxiety and enjoyment (hope, frustration, happiness, embarrassment, pride, and boredom) in the classroom.

Using direct contact to obtain answers, only completed questionnaires were accepted, others were taken out. The 72 completed questionnaires were supposed to be valid and subjected to data analysis. The data analyses were carried out using SPSS software program.

3.6. Data Analysis

Pearson's correlation was used to analyze the relationship between variables. Regression analyses were carried out in order to probe the power of each type of achievement goal in predicting FLE.

4. Results and Discussion

4.1. Results

The objectives of the present study were twofold. First it aimed at exploring any significant relationship between PFL learners' FLCA and FLE. Second, it examined PFL learners' goal orientation along mastery/performance and approach/avoidance preferences in relationship to their FLCA and FLE. The statistical techniques of Pearson correlation and regression analysis were employed to account for the complexities in these relationships. The descriptive data obtained from the participants on their FLCA, FLE and GO is displayed in Table 2 below.

Table 2
Summary of Anxiety, Enjoyment and Goal Orientation Scores

Measure	Number of Items	M	SD	Min	Max	Crronbach's Alpha
FLCA	33	3.40	.33	2.82	4.18	.75
FLE	21	2.95	.73	1.62	4.67	.94
Mastery-Approach	3	1.00	4.33	2.63	.75	.34
Mastery-Avoidance	3	1.67	4.67	3.34	.69	.41
Performance-Approach	3	1.67	5.00	3.18	.92	.67
Performance-Avoidance	3	1.67	5.00	2.97	.61	.34

The normality of the data was probed using Skewness and Kurtosis indices (Table
3). Since the values of Skewness and Kurtosis indices were lower than +/- 2 (Bachman, 2005; Bae & Bachman, 2010), it was concluded that the assumption of normality was retained.
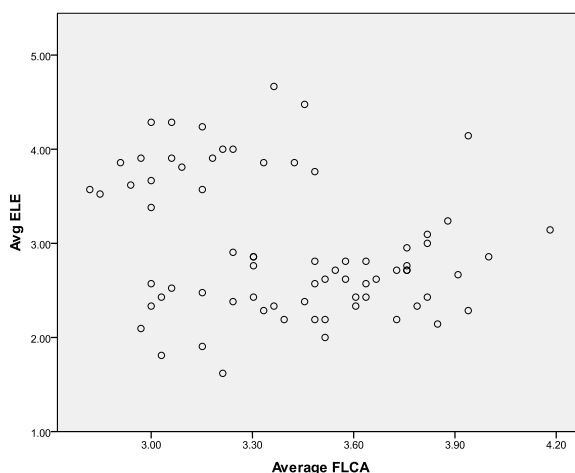
Table 3
Testing the Normality of Data

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
FLCA	72	.146	.283	-.910	.559
FLE	72	.562	.283	-.713	.559
Mastery Approach	72	-.027	.283	-.392	.559
Mastery Avoidance	72	.129	.283	.035	.559
Performance Approach	72	.387	.283	-.392	.559
Performance Avoidance	72	.467	.283	.592	.559

4.1.1. Relationship between FLCA and FLE

To explore the relationship between FLCA and FLE the correlation between the two variables was calculated. Scatter Plot in Fig 1 explores the assumptions of linearity and homoscedasticity (homogeneity of variances). The spread of dots showed clear rising-and falling patterns which indicated non-linearity of relationship between the two variables. Therefore, the assumption of homoscedasticity was retained. The spread of dots did not show any funnel shape, i.e., wide at one end and narrow at the other.

Figure 1
Relationship between PFL Learners' Anxiety and Enjoyment

Pearson correlation between FLCA and FLE turned out to be significant at .05 level of probability (Table 4). PFL learners classroom anxiety and enjoyment were negatively correlated with each other though this correlation was supported only with a weak effect size (r^2= .07), indicating that there was a negative and weak relationship between Persian learners' positive and negative emotions. The results need to be interpreted cautiously.

Table 4
Pearson Correlation between PFL Learners' Anxiety and Enjoyment

			FLE
		Pearson Correlation	-.262[*]
A	FLC	Sig. (2-tailed)	.026
		N	72

*. Correlation is significant at the 0.05 level (2- tailed)

4..1.2 Relationship between FLCA and Goal Orientation

The second and third research questions concerned the relationship between Persian as Foreign Language learners' negative classroom emotion of FLCA and their inclined motivational element of goal orientation. For this purpose, the participants' scores on four dimensions of language learning goals, i.e., mastery-approach, mastery-avoidance, performance-approach and performance-avoidance based on the results of the GOQ-R (Elliot & Murayama, 2008) were obtained. This questionnaire contains 12 items in which 4 groups of 3-item sets assess learners' orientations along each of the four types of goal orientations (Elliot & McGregor, 2001). The averages of each of the 3 items inside each category distinguished mastery/performance and approach/avoidance dichotomies. That is to say, the average of items 1, 3 and 7 represented mastery approach goal while items 5, 9 and 11 stood for mastery avoidance goals. Items 2, 4 and 8 and items 6, 10 and 12 represented performance approach and performance avoidance goals, respectively.

For a meticulous examination of the nature of the dynamics between learners' negative emotion of anxiety and the types of motivational orientation, two types of analyses were carried out. To probe the go-togetherness of FLCA with scores on each of the four types of goal orientations, four Pearson's Correlations were calculated separately. The results are indicated in Table 5.

Table 5
Correlation between PFL Learners' Anxiety and Goal Orientation

			Mastery Approach	Mastery Avoidance	Performance Approach	Performance Avoidance
LCA		Pearson Correlation	.009	-.105	-.240[*]	.463[**]
		Sig. (2-tailed)	.940	.378	.042	.000

	N	72	72	72	72

*. Correlation is significant at the 0.05 level
** Correlation is significant at the 0.01 level

FLCA showed a significant relationship with performance goal while its relationship with mastery goal did not reach the significance level. A relatively strong positive correlation was observed between learners' FLCA and performance-avoidance goals (r=.463, p<.01). The negative relationship witnessed between FLCA and performance-approach goal was significant at .05 level of probability. Therefore, performance-approach goal functioned in opposite direction compared to performance-avoidance goal in their relationship with learners' foreign language anxiety.

To further examine the dynamicity between FLCA and types of goal orientation, and to find out what proportions of FLCA could be explained by each aspect of learners' goal orientation, a regression analysis was conducted.

Based on the results of the correlation analyses, the order of entering the types of goal orientation into the regression model was performance-avoidance, performance-approach, mastery-avoidance and mastery-approach. Initial analyses indicated that the assumption of multicollinearity was met, and the dependent variables showed an acceptable level of correlation with each other. The Tolerance value was around .9 and the value of VIF was around 1 for each of the four items of goal orientation (Table 7) which means the assumption of multicollinearity has not been violated (Pallant, 2016). The goal orientation scores across the four dimensions were also checked for homoscedasticity. The results of regression analysis indicated that the model was significant (Table 6).

Table 3
Testing the Regression Model for Variance of FLCA with Goal Orientation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.78 2	4	.446	5. 141	.0 01[ab]
	Residual	5.80 7	67	.087		
	Total	7.58 9	71			

a. Predictors: (Constant), MAp, PAv, MAv, PAp
b. Dependent Variable: FLCA

R square value was .235 indicating that 23.5 % of the variance in Persian as Foreign Language learners' FLCA could be explained by the model. The relative contribution of each type of goal orientation to FLCA is indicated in Table 7 below.

Table 7

Regression Coefficients of the Variance of FLCA with Types of Goal Orientation

Model	Standardized Coefficients Beta	t	Sig	Correlations Part	Collinearity Statistics Tolerance	VIF
(Constant)		.403	000			
Performance Avoidance	.421	.774	000	. 403	917	.090
Performance Approach	-.149	1.291	201	- 1.38	852	.173
Mastery Avoidance	-.045	.414	680	- .044	977	.024
Mastery Approach	-.058	.515	608	- .055	906	.104

According to Beta values in Table 7, performance avoidance made the strongest unique contribution to FLCA. A total of 57 % of the variance in FLCA is predicted by performance goal orientations, 42 % of which is the unique contribution of performance avoidance goals and 15 % is the unique role of performance-approach goals. Mastery goals made up a sum of 10.5 % of the variance in FLCA. Of this total variance 4.5 % was the contribution of mastery-avoidance goals, and 6 % was attributed to mastery-approach goals, neither of them reaching the significance level to indicate a unique contribution. A sketchy look at Part Correlation Coefficients indicates that a small portion (sum of $r^2=$ 17.7 %) of the total 23.5 % of the variance in FLCA is explicable with each of the goal types uniquely.

4.1.3. Relationship between FLE and Goal Orientation

Research questions four and five probed the relationship between the positive emotion of enjoyment and the motivational element of goal orientation along its mastery/performance and approach/avoidance axes. Both Pearson's correlation and regression analysis were adopted here in order to delve into the details of the dynamic interaction between PFL learners' enjoyment and goal orientation. The results of Pearson' test of correlation analysis are indicated in Table 8 below.

Mastery goals of both approach and avoidance type showed positive correlation with Persian learners' classroom enjoyment. There was a significant strong correlation between mastery avoidance goals and FLE (r=.420, p<0.01), but the correlation between mastery approach goal and FLE did not reach significance level. Performance approach goal showed a non-significant

negative correlation with FLE while performance avoidance goal functioned in opposite direction, showing a non-significant positive relationship with FLE.

Table 8
Correlation between PFL Learners' Enjoyment and Goal Orientation

			Mastery Approach	Mastery Avoidance	Performance Approach	Performance Avoidance
LE	F	Pearson Correlation	.082 *	.420*	-.104	.055
		Sig. (2-tailed)	.492	.000	.386	.649
		N	72	72	72	72

** Correlation is significant at the 0.01 level

Having examined the linear relationships between FLE and four types of goal orientation, a complementary analysis of regression was conducted to see further into the nature of the dynamic relationship between the two variables. The assumptions of multicollinearity and homoscedasticity were met (Table 10). Inspired by the results of the correlation analysis, the order of entering the dependent variables into the regression model was mastery avoidance, performance approach, mastery approach and performance avoidance. The results indicated that the model was statistically significant (Table 9).

Table 9
Testing the Regression Model for Variance of FLE with Goal Orientation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	7.749	4	1.937	4.302	.004ab
	Residual	30.169	67	.450		
	Total	37.918	71			

a. Predictors: (Constant), PAv, MAp, MAv, PAp
b. Dependent Variable: FLE

R square value in this model was .204 indicating that about 20 % of the variance in Persian as Foreign Language learners' FLE can be explained by their goal orientation in this model. Table 10 indicates the regression coefficients of each of the four types of goal orientation in contributing to the variance in FLE.

Table 10

Regression Coefficients of the Variance of FLE with Types of Goal Orientation

Model	Standardized Coefficients		Sig	Correlations		Collinearity Statistics	
	Beta	t		Part	P	Tolerance	VIF
(Constant)		.220	227				
Mastery Avoidance	.441	.997	000	.436		977	.024
Performance Approach	-.069	.581	564	-.063		852	.173
Mastery Approach	.084	731	467	-.080		906	.104
Performance Avoidance	.095	839	405	-.091		917	.090

According to Beta values, in total 52.5 % of the variance in PFL learners' enjoyment is predicted by their mastery goal, of which 44.1 % belongs to mastery avoidance and 8.4 % originates from mastery approach goals. On the other hand, only 16.4 % of FLE variance is attributed to performance goals, of which 6.9 % is predicted by performance approach goal and 9.5 % is explained by performance avoidance goals. Concerning the unique contribution of each of the four goal orientation types in FLE, only the unique predicting power of mastery avoidance was established by reaching significance level (Table 10). The other three goal orientation types did not have unique contribution to the variance in learners' FLE. Observation of Part Correlations by obtaining square value of these correlations shows that small value (sum of $r^2 = 16.5$ %) of the variance in FLE is uniquely explained by each of the goal orientation types.

4.2. Discussion

Having adopted a Dynamics Systems Theory perspective, the current study aimed to investigate the dynamic relationship between PFL learners' classroom emotions in relation to the motivational concept of goal orientation. The negative emotion of Foreign Language Classroom Anxiety and the positive emotion of Foreign Language Enjoyment were studied in relation to learner's Goal Orientation tendencies.

The first objective of the study concerned the relationship between classroom anxiety and enjoyment. The results showed a moderate negative correlation between FLCA and FLE, which is in accordance with the majority of research on the relationship between anxiety and enjoyment in foreign language classes of English, French, Spanish, German, etc. in a variety of geographical context as it has been summarized in Table 1. Only one study (Dewaele,

Ozdemir, et al. 2019), whose participants were learners of Turkish as a Foreign Language, reported a positive relationship between anxiety and enjoyment.

Most of SLA theories advocate that anxiety has a hindering effect on SL learning process (e.g., Krashen' affective filter hypothesis and Shumann's acculturation model) while the facilitative effect of positive emotions such as enjoyment has been supported by positive psychology (MacIntyre & Gregersen, 2012) and Broaden and Build theory (Fredrickson, 2001, 2003). One theoretical ramification of the converse effects of anxiety and enjoyment on SLA could be that these two emotions do not typically coexist in a language learner simultaneously at high levels.

The negative correlation between anxiety and enjoyment obtained in most of the studies on a variety of foreign language classes which was also ratified in the current research for PFL learners can be interpreted as a proof for this theoretical postulation. However, Dewaele, Ozdemir, et al.'s (2019) finding of the positive correlation between anxiety and enjoyment of Turkish as foreign language learners must not be viewed as a deviation in the mainstream results. As Dewaele, Franco Magdalena, et al. (2019) argue, anxiety and enjoyment are not alternate emotions, one substituting the other in language classes. Rather, they emerge in interaction with a set of other learner-internal and learner-external factors in different contexts. Therefore, there are chances that anxiety and enjoyment occasionally co-occur for a language learner, which poses the necessity of studying the relationship between these two emotions in relation to other learner-related and instructional variables.

In line with this rationale, the current study looked into the relationship between the type of goal orientation as a motivational variable in SLA situation, on the one hand, and anxiety and enjoyment as emotional variables, on the other. The results indicated that the relationship was remarkably different for each of the mastery/performance and approach/avoidance combinations. As to the FLCA, a strong positive correlation between PFL learners' approach-avoidance goals and anxiety was observed. This result is in line with Pekrun et al. (2006) who argued that this positive correlation is due to the outcome-related nature of anxiety. On the other hand, in accordance with Pekrun et al. (2014), a negative correlation was observed between performance-approach goals and anxiety of PFL learners in the present study. However, the result was in contrast with Huang (2011) who reported a weak positive correlation between performance-approach goals and anxiety. Furthermore, there was no significant association between either of the mastery-approach and mastery-avoidance goals and anxiety. Previous studies (Daniel et al., 2009; Goetz et al., 2016; Huang, 2011; Pekrun et al., 2006; Sun et al., 2020) have reported a negative correlation between mastery goals and anxiety.

Although the correlation between mastery-avoidance goal and anxiety was negative in the current study, it failed to reach the significance level. In

order to account for the inconsistent results, the predictive power of each type of achievement goal on FLCA was investigated through regression analysis. According to the results, a substantial portion (57 %) of the variance in PFL learners' anxiety was explained by their performance goals with a remarkable share of performance-avoidance goals while only a meager part (10.5%) was predicted by the sum of mastery-approach and mastery-avoidance goals. This indicates that the generalization based on Achievement Goal Theory in the literature (e.g., Linnenbrink & Grcia-Barger, 2014) that performance goals can be associated with negative emotions is empirically supported. Meanwhile, the findings here failed to confirm that classroom anxiety diminishes in the presence of mastery goal since no association between mastery goals and anxiety was observed.

Regarding FLE, the results indicated PFL learners with mastery-avoidance goals experienced significantly higher levels of enjoyment in their classes though this link was not observed for mastery approach goals. This finding is partly in agreement with Linnenbrink and Garcia-Barger (2014), Huang (2011) and Pekrun et al. (2006) who reported positive associations between both mastery-approach and mastery-avoidance goals and enjoyment. The correlations of performance goals with enjoyment were not significant. This result contrasts with some other studies (Daniel et al., 2008; Goetz et al., 2016; Sun et al., 2020; Pekrun et al., 2006) that reported a strong positive correlation between performance approach goals and enjoyment.

Examining the power of achievement goals in predicting FLE indicated that a sizable 52.5 % of PFL enjoyment was predicted by the sum of their two mastery goals, and only 16.4 % of it was explained by their performance goals. Mastery-avoidance goals had a key role in determining a high level of enjoyment in PFL classes.

By and large, the findings endorse the predictions of achievement goal theory that learners with performance goals experience more anxiety and those with mastery goals feel a higher level of enjoyment. However, the results concerning the role of approach/avoidance dimensions are inconsistent. This inconsistency can be accounted for when a Dynamic Systems Theory perspective is adopted. In this view, classroom emotions and achievement goals function in dynamic interaction with each other for the foreign language learner. Therefore, the emotional and motivational element should not be viewed in linear relationships with each other. A more catholic understanding of the dynamicity between classroom emotions and motivational factors such as achievement goals requires further studies adopting methodological and contextual variation.

5. Conclusion and Implications

Dewaele, Franco Magdalena, et al. (2019) reiterated that FLCA and FLE, despite being negatively correlated in most of the studies, must not be seen at the two ends of emotional polarity. Rather they act independently from each other in the SLA situation so that the presence of one does not necessarily mean the absence of the other. This postulation is what Dewaele and MacIntyre (2014) have referred to as the inappropriateness of metaphorically comparing FLCA and FLE as the two faces of Janus, the god of transitions.

The new trend of studies concerning the relationship between positive and negative sides of FL classroom emotions which aims to shift the view of interactions between classroom emotions from a linear and closed relationship to a dynamic and open one (Boudreau, et al., 2018; Dewaele & Dewaele, 2017; Elahi Shirvan & Taherian, 2018) has opened up an insightful perspective to the understanding of FL classroom emotions. In this perspective, FL classroom emotions emerge in interaction with an array of learner-external and learner-internal variables. On the one hand, contextual factors such as teachers' characteristics, beliefs, behavior and other pedagogical interventions can potentially determine learners' coming up with positive or negative emotions. On the other hand, a wide range of educational and psychological learner-related variables can influence the emergence of different types of classroom emotions.

The current study limited itself to examining the dynamic interactions between FLCA, FLE and Goal Orientation in a quest for a clue for such dynamicity. The results indicated that the approach/avoidance dimension of achievement goals was a key factor in determining PFL learners' anxiety and enjoyment level in the classroom. Generally speaking, mastery goals promoted the emotional comfort of foreign language learners while performance avoidance goals played an essential role in detracting from learners' emotional well-being. Further studies concerning the dynamic interactions between different types of classroom emotions on the one hand and a set of situational and learner-related variables on the other hand are required by resorting to novel methodological techniques that can take dynamicity between variables into account. Resorting to such methods as idioymamic method (Boudreau, et al., 2018) as well as structural modeling can provide better opportunities of accounting for the dynamic relations so that a more lucid image of foreign language classroom emotions is achieved.

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رابطه بین اضطراب، لذت و سوگیری هدف در فارسی آموزان خارجی (پژوهشی)

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چکیده

رابطه بین هیجان های مثبت و منفی در کلاسهای فراگیری زبان خارجی به برخی عوامل درون-فراگیر و برون-فراگیر وابسته است. پژوهش حاضر با تکیه بر نظریه‌ی نظامهای پویا، به مطالعهٔ رابطهٔ دو هیجان اضطراب و لذت در کلاس فراگیری زبان فارسی با یکدیگر و با اهداف پیشرفت در چارچوب دوگانه های سوگیری هدف تسلط/عملکرد و گرایش/اجتناب پرداخته است. شرکت کنندگان در تحقیق ۷۲ دانشجوی ترکیه ای بودند که به تحصیل علوم پزشکی در ایران مشغول بودند و حدود چهار ماه در کلاسهای آموزش زبان فارسی شرکت کرده بودند. نتایج نشان داد که بین اظهراب و لذت در کلاسهای زبان فارسی همبستگی منفی وجود دارد. همچنین فراگیران باهدف عملکردی-اجتنابی سطح بالاتری از اضطراب را تجربه کردند؛ در حالیکه بین اهداف عملکردی-گرایشی رابطه منفی مشاهده گردید. فارسی آموزان با هدف پیشرفت اجتناب از تسلط نیز سطح بالاتری از هیجان لذت را تجربه کردند. در کل، اهداف عملکردی فارسی آموزان پیش بینی کنندهٔ ۵۷ درصد از واریانس اضطراب آنها بود و هدف اجتناب از عملکرد قویترین اثر منحصر بفرد را در پیش بینی میزان اضطراب داشت. در مورد هیجان لذت، قویترین عامل پیش بین، اهداف اجتناب از تسلط بود. بطور کلی نتایج مؤید این نظریه است که اهداف تسلط موجب بهبود شرایط هیجانی زبان آموزان می گردد، اما اثر اهداف عملکردی تا حد زیادی وابسته به بعد اجتنابی/گرایشی هدف است. نتایج احیاناً ناهمگون در خصوص رابطهٔ بین عناصر هیجانی و انگیزشی در کلاسهای زبان خارجی از طریق تمرکز بر رابطهٔ پویای بین این متغیرها با روش های نوین قابل توضیح است.

کلیدواژه‌ها: اضطراب در کلاس فراگیری زبان خارجی، اهداف پیشرفت، اهداف عملکردی-اجتنابی، سوگیری هدف، لذت فراگیری زبان خارجی.