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# The Relationship Between Achievement Emotions and Engagement Among EFL Learners in the Post-Pandemic Era

**Adhityo Kuncoro**
(*Corresponding Author*)
Universitas Negeri Surabaya, Indonesia
Email: *adhityo.23031@mhs.unesa.ac.id*

**Syafi'ul Anam**
Universitas Negeri Surabaya, Indonesia
Email: *syafiul.anam@unesa.ac.id*

**Dyah Rhetno Wardhani**
Universitas Indraprasta PGRI, Indonesia
Email: *dyahrhetno@gmail.com*

## ABSTRACT

*Investigating students' perceptions of English learning is a topic that has received a lot of attention in the field of language education. The purpose of this study is to investigate the relationship between students' achievement emotions (enjoyment and anxiety) and their engagement in the post pandemic era. 30 participants are selected from two different classes in the informatics engineering department. This study used a quantitative approach to examine the relationship between students' achievement emotions and engagement levels. Data were collected through a Google Forms questionnaire, consisting of 19 items from the Foreign Language Enjoyment Scale (FLES), 8 items from the Foreign Language Classroom Anxiety Scale (FLCAS), and 15 items adapted from the Online English Learning Engagement (OELE) questionnaire, all measured with a five-point Likert scale. Descriptive analysis was conducted to summarize the data, and the results were analyzed using SPSS 27 to explore the relationships between emotions and engagement. The findings showed that (1) students' enjoyment variable had significant effect towards students' engagement (Sig. 0,001<0,05). Students' enjoyment had positive correlation while students' anxiety had negative correlation towards students' engagement variable. (2) students' enjoyment, specifically personal enjoyment had significant effect on students' engagement. The conclusion is that educators recommend being more aware of their students' emotional states; considering enjoyment has important roles in language education, students' feelings of enjoyment should be increased, which may reduce degrees of apprehension and result in better language learning. An investigation of multimodal integration to reduce students' anxiety could be a suggestion for the next research.*

**Keywords***: Relationship, Students' Emotions, Students' Engagement*

## INTRODUCTION

The Covid-19 pandemic that occurred a few years ago changed many things in our lives including the learning system. Most governments used online technology to implement a new learning system. This is primarily used in Indonesia, where learning activities must be carried out on a limited basis through the implementation of online learning due to school closures to prevent the spread of virus diseases (Meng et al., 2023; Khaerani et al., 2023). These educational changes have an impact on the teaching system in the form of teaching and assessment

methodologies. Students are forced to continue their education at home and are unable to interact with others outside of the classroom. Some students appear to be having difficulty adapting to the changing form of education to the online class itself (Tarkar, 2021; Khaerani et al., 2023).

Several university-level educational institutions implemented blended learning that includes online and offline learning in the post-pandemic period. This period reveals a new paradigm where teaching and learning can be more flexible due to the technologies used for online education services during the pandemic period (Cobo-Rendón et al., 2022; Sofia et al., 2022). It represents a shift away from traditional, teacher-centered activities and toward more student-centered activities such as group activities, discussions, hands-on learning activities, and the use of traditional learning only in limited circumstances (Khaerani et al., 2023; Jandrić, 2020). The implementation of blended learning because of the pandemic-induced transformation in the education system has introduced many new challenges for students (Andreas et al, 2023). Given the relatively new aspect of this educational shift, exploring into research focused on students' perceptions has come to be a fascinating area of study (Kuo et al., 2013; Bisriyah, 2020; Alammary et al., 2014). Exploration of how students interpret and navigate the complexities of this blended learning paradigm becomes essential for educators, administrators, and researchers seeking to optimize the effectiveness of this hybrid approach (Meyer et al., 2014; Moussa-Inaty, 2017; Khalaf et al., 2023).

The paradigm shifts to blended learning has changed the traditional classroom environment, requiring students to navigate a dual landscape of virtual and physical learning spaces (Siddiquee et al., 2023; Chiroma & Yaduma, 2019). Students' perspectives on this hybrid educational model can uncover nuances related to engagement, collaboration, and the sense of belonging within the learning community (Vaughan & Ph, 2020; Armellini et al., 2021; Korkealehto et al., 2021). Researchers who investigate students' perceptions of blended learning contribute to a growing body of knowledge that informs educators regarding effective pedagogical practices and facilitates the continuous improvement of blended learning methodologies (Kuo et al., 2013; Chiroma & Yaduma, 2019; Siddiq & Hussain, 2022).

This research serves as a guidepost for educational stakeholders navigating a new environment of this evolving educational landscape to create an inclusive and impactful learning environment for all students. Furthermore, as researchers investigate further into the complexity of blended learning, it becomes increasingly important to examine additional factors influencing the EFL experience (Kuo et al., 2013; Khalaf et al., 2023). One of these variables is students' enjoyment, which has a significant impact on their overall engagement with foreign language study (Dewaele & Macintyre, 2016; Franchisca et al., 2024). Research by Dewaele et al., (2019) highlights the correlation between positive affect and language learning outcomes, indicating that students who derive enjoyment from language activities tend to demonstrate increased motivation and a willingness to actively participate. This is further supported by Aydin, (2024), who found that positive psychology elements in language education significantly enhance students' motivation and engagement. On the other hand, as Almansour & Alfahad, (2024) discovered, the introduction of blended learning may cause increased levels of anxiety. The integration of technology and the transition to virtual communication platforms may evoke apprehension among students, impacting their confidence in language use. Understanding the causes and manifestations of anxiety is critical for educators who want to create a supportive and encouraging environment conducive to effective language acquisition (Aisyah, 2017; Muhlis, 2017).

According to research, there is a complex interplay between students' enjoyment, anxiety, and engagement in the blended learning environment of EFL education. Aydin, (2024) findings suggest that students who derive enjoyment from language activities are more likely to exhibit higher levels of engagement. Positive affect from enjoyable learning experiences increases

motivation, active participation, and a deeper investment in the language learning process (Aydin, 2024). In contrast, the impact of students' anxiety on EFL learning engagement is a complex phenomenon. The study by Almansour and Alfahad, (2024) reveals an understanding of the potential negative impact of anxiety, particularly in the context of virtual learning environments. Students' willingness to participate actively in language learning activities can be affected by high levels of anxiety caused by technological challenges, anxiety of communication in an online setting, or concerns about academic performance (Almansour & Alfahad, 2024; Dwivedi et al., 2019; Chen & Kim, 2023).

The relationship between students' enjoyment and students' engagement is supported by Liu et al., (2021), who state that positive affective experiences contribute significantly to sustained engagement in EFL classrooms. Enjoyable learning experiences, facilitated through interactive content, multimedia resources, and gamified activities, enhance students' intrinsic motivation and, consequently, their engagement levels (Y. Liu et al., 2021). The impact of students' anxiety on engagement, on the other hand, emphasizes the need for targeted interventions. Anxiety-reduction strategies such as providing technical support, developing a supportive online community, and implementing formative assessments can all have a positive impact on students' engagement in the blended EFL learning environment (Shakki, 2023; Aisyah, 2017).

The existing literature highlights a gap in the exploration of the connection between EFL students' emotions, particularly enjoyment and anxiety, and their level of engagement in English language learning. This observation aligns with previous studies that suggest a limited focus on this relationship. While there is a growing interest in understanding how emotions influence language learning, direct investigations into how enjoyment and anxiety interact to affect engagement among EFL learners remain scarce. For instance, Bensalem, (2022) examined the impact of enjoyment and anxiety on English-language learners' willingness to communicate, highlighting the significance of these emotions in language learning contexts. However, this study primarily focused on willingness to communicate rather than direct engagement in learning activities. Similarly, a study on foreign language enjoyment and engagement among EFL students in Chinese universities found significant relationships between enjoyment and learning engagement. Yet, this research did not delve into the concurrent role of anxiety or the interplay between positive and negative emotions in influencing engagement (Liang, 2023).

Furthermore, research exploring the relationships between EFL learners' foreign language classroom boredom, engagement, and learning achievement indicates a significant negative correlation between boredom and engagement. While this sheds light on negative emotions, it does not address the combined effect of enjoyment and anxiety on engagement (Xu & Wang, 2023). These studies suggest that while individual emotions like enjoyment and anxiety have been examined in relation to various aspects of language learning, there is a notable gap in research specifically exploring how these emotions interact to influence EFL students' engagement in English language learning. Addressing this gap could provide valuable insights for educators aiming to enhance student engagement through emotional support strategies.

This research investigates the relationship between students' emotions—specifically foreign language enjoyment (FLE) and foreign language anxiety (FLA)—and their engagement levels in English language learning within the post-pandemic context of blended EFL education. While studies have highlighted a significant negative correlation between classroom boredom and engagement, suggesting that negative emotions hinder learning achievement (Xu & Wang, 2023), limited attention has been given to the combined effects of enjoyment and anxiety on engagement. This gap underscores the need for research exploring how these emotions interact to shape student engagement, providing valuable insights for fostering emotional support strategies in EFL classrooms.

Building on existing findings, such as the importance of positive affect and willingness to communicate in shaping engagement (Lee et al., 2020), and the challenges posed by anxiety in e-learning environments (Waluyo & Bakoko, 2022), this study aims to illuminate the complex interplay between enjoyment, anxiety, and engagement. By focusing on these emotional dynamics, the research seeks to contribute to a deeper understanding of how educators can enhance engagement in the evolving landscape of post-pandemic EFL education.

The findings of this research offer valuable insights for educators and practitioners aiming to enhance student engagement through emotional support strategies (Yan & Li, 2024; Lobo, 2023). By emphasizing the importance of fostering enjoyment in language learning, educators can develop targeted interventions that create a more positive and engaging learning environment (Wang et al., 2021; Abdolrezapour & Ghanbari, 2022). This is particularly relevant in the context of the recent shift towards blended learning models post-pandemic, as it highlights how emotional factors play a critical role in helping students adapt to new educational settings (Lobo, 2023; Levine et al., 2023; Ngui et al., 2023). Understanding these dynamics allows educators to better support students as they navigate the challenges associated with blended learning, ultimately leading to improved learning outcomes (Ngui et al., 2023)Anggrainy, 2024). Incorporating strategies such as multimodal teaching and integrating humor can further enhance students' emotional experiences, making language learning not only effective but also enjoyable (Ganapathy, 2016; Abdolrezapour & Ghanbari, 2022; Anis & Khan, 2023).

For this purpose of the research, the following research questions are formulated as follows:
1. What are the relationships between EFL students' emotions, and their level of engagement in English language learning?
2. Do students' emotions predict EFL students' engagement in English language learning?

**METHOD**

The present study takes a quantitative approach to investigate the relationship between students' achievement emotions and engagement levels. Quantitative methods provide a structured and systematic way to analyze numerical data, allowing for an investigation of the relationship in question. The researchers used descriptive analysis to reveal the nuanced connections between students' emotional experiences (enjoyment and anxiety) and their participation in academic activities. This method of statistical analysis not only allows for the investigation of the strength and direction of relationships between variables, but it also facilitates the identification of potential predictors of student engagement.

The participants were 30 students from the first level of the computer science study program at Universitas Indraprasta PGRI Jakarta (n=30). The participants are selected from two different classes in the informatics engineering department included 21 men (70%) and 9 women (30%). The thirty participants were divided into four age ranges, i.e., 30% 17-20 years old (9 people), 63 per cent 21-30 years old (19 persons), 3 per cent 31-40 years old (1 person), and 3% over 40 years of age (1 person). All participants voluntarily participated in the study, and their participation was based on informed consent. The researchers followed ethical guidelines, ensuring the participants' confidentiality and anonymity throughout the research process. The statistical data provided here offers an overview of the study's participant characteristics, laying the foundation for a deeper examination of the relationships under investigation.

The researchers used a questionnaire distributed via Google Forms as the primary data collection tool to achieve the study's objectives. The questionnaire consisted of 42 items, categorized into three sections: Foreign Language Enjoyment Scale (FLES), Foreign Language Classroom Anxiety Scale (FLCAS), and Online English Learning Engagement (OELE), with each item measured using a 5-point Likert scale ranging from "Strongly Disagree" (1) to

"Strongly Agree" (5). The Foreign Language Enjoyment Scale (FLES), consisting of 19 items, assessed students' enjoyment in learning English, focusing on three aspects: Personal Enjoyment, which refers to the satisfaction students derive from understanding and mastering English; Teacher's Support, which captures students' perception of encouragement and positive reinforcement from their instructors; and Peer's Support, which involves enjoyment gained through collaboration and support from classmates. The Foreign Language Classroom Anxiety Scale (FLCAS), with 8 items, measured anxiety levels in the classroom, including Communication Anxiety, which relates to nervousness about speaking or interacting in English; Test Anxiety, which concerns stress from English assessments; and Fear of Negative Evaluation, which refers to the worry of making mistakes or being judged by peers or instructors. Lastly, the Online English Learning Engagement (OELE), consisting of 15 items, evaluated students' engagement during online English learning, encompassing Behavioral Engagement (active participation in online activities like virtual classes and assignments), Emotional Engagement (feelings of motivation and enthusiasm toward the learning process), and Cognitive Engagement (effort to understand and apply knowledge, including critical thinking and problem-solving in English). This questionnaire provided a comprehensive understanding of EFL students' emotions and engagement levels in blended learning contexts.

The quantitative data was first checked for missing values, outliers, reliability, descriptive statistics, and normality tests. According to Plonsky & Oswald (2017), running multiple regressions as an alternate to t-test and ANOVAs is better to represent individual differences characteristic of data when the study is multivariate (Plonsky & Oswald, 2017; Gonulal et al., 2017). To answer the first RQ, a series of Pearson correlation analyses were conducted using SPSS 27.0 and Pearson Product Moment. Then, to answer RQ2, following the steps recommended in Hayes & Andrew (2013), multiple regression analyses were conducted to test the proposed parallel mediating model (Van Der weele & Vansteelandt, 2013; Kane & Ashbaugh, 2017). More specifically, two-step regressions were conducted: first, students' enjoyment and anxiety were entered as predictor and outcome variable respectively. Second, students' enjoyment aspect (enjoyment of learning, teachers' support, and peer's support) and students' anxiety aspect (comprehension apprehension, negative evaluation, and test anxiety) were entered as predictor and students' engagement as outcome variable respectively.

## RESULTS AND DISCUSSION
### Results

Here are some tables generated by the SPSS program version 27 analysis. All displayed tables will be interpreted based on their meaning.

**Table 1.** *Normality Test*

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|---|---|---|
| | | | Unstandardized Residual |
| N | | | 30 |
| Normal Parameters[a,b] | Mean | | .0000000 |
| | Std. Deviation | | .26523296 |
| Most Extreme Differences | Absolute | | .119 |
| | Positive | | .119 |
| | Negative | | -.089 |
| Test Statistic | | | .119 |
| Asymp. Sig. (2-tailed)[c] | | | .200[d] |
| Monte Carlo Sig. (2-tailed)[e] | Sig. | | .336 |
| | 99% Confidence Interval | Lower Bound | .323 |
| | | Upper Bound | .348 |

The results of the Kolmogorov-Smirnov test indicate that the data is normally distributed. The test statistic is 0.119, and the significance value (Asymp. Sig. 2-tailed) is 0.200, which is greater than the standard threshold of 0.05.

**Table 2.** *Determination Coefficient*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .939[a] | .883 | .874 | 3.904 | 1.705 |

   a. Predictors: (Constatnt), Students' Enjoyment (X1), Students' Anxiety (X2)
   b. Dependent Variable: Students' Engagement (Y)

The significance level of the correlation/relation value (R) is described in the table above, which is 0.939. The determination coefficient (R Square) is 0.883, indicating that the independent variable (students' enjoyment and students' anxiety) influences the dependent variable by 88,3%.

**Table 3.** *Regression Results (Anova)*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Regression | 3095.210 | 2 | 1547.605 | 101.547 | .000[b] |
| Residual | 411.490 | 27 | 15.240 | | |
| Total | 3506.700 | 29 | | | |

  a. Dependent Variable: Students' Engagement (Y)
  b. Predictors: (Constant), Students' Enjoyment (X1), Students' Anxiety (X2)

From this table, the value of F = 101.547 with a significance rate of 0.05, then the regression model can be used to predict variable students' engagement (Y), or in this case, there is an effect between variable students' enjoyment (X1) and students' anxiety (X2) on variable students' engagement. (Y).

**Tabel 4.** *Regression Model for Predicting Engagement*

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| (Constant) | -17.727 | 6.093 | | -2.910. | .007 |
| Students' Enjoyment (X1) | 1.014 | .071 | .944 | 14.248 | .000 |
| Students' Anxiety (X2) | -.131 | .111 | -.079 | -1.184 | .247 |

   a. Dependent variable: Students' Engagement

The table above shows that only students' enjoyment (X1) has a significant influence on students' engagement (Y). This is showed by the Sig. value of students' enjoyments of 0,000 < 0,05, while students' anxiety has a Sig. score of 0,247 > 0,05, meaning that X2 variable has no significant impact on Y variable (students' engagement). The value of the beta coefficient (1,014) indicates that students' enjoyment has positive effects direction on students' engagement. It means that an increase in students' enjoyment will increase students' engagement level. Furthermore, students' anxiety has a beta coefficient value (-0,131), it can be defined that variable students' anxiety has negative effects direction, where if variable students' anxiety increases, the value of variable students' engagement decreases.

**Tabel 5.** *Coefficient of Students' Enjoyment Aspects*

| | | Unstandardized Coefficients | | Standard Coefficient Beta | | | |
|---|---|---|---|---|---|---|---|
| | | B | Std. Error | | t | Sig. | Partial |
| 1 | Constant | -19.045 | 6.058 | | -3.144 | .004 | |
| | Personal Enjoyment | 1.156 | .178 | .738 | 6.498 | <.001 | .787 |
| | Teacher's Support | .622 | .722 | .107 | .862 | .396 | .167 |
| | Peer's Support | .787 | .471 | .161 | 1.672 | .107 | .312 |
| | a. Dependent variable: Students' Engagement | | | | | | |

According to the table, it can be defined that from the three aspects of students' enjoyment, only the personal enjoyment (enjoyment of learning) has a significant effect on students' engagement. It is proven by the Sig. value of personal enjoyment (enjoyment of learning) rating, which is 0,000<0,05. Since the significant aspect teacher's support value is 0.396 > 0.05 and the significant aspect peer's support value is 0.0107 > 0.05, both aspects have no significant effect on variable students' engagement.

**Discussion**

*Relationship between students' emotions (enjoyment and anxiety) and students' engagement in English language learning*

The results show that students' enjoyment has a significant impact on students' engagement while students' anxiety has no significant impact. Table 3 shows that variable students' enjoyment has a positive effect (1,014), while variable students' anxiety has a negative effect (-0,131). The findings answered the first research question (RQ1) on the relationship between students' emotions (enjoyment and anxiety) and students' engagement. These findings support an emerging view of the role of Positive Psychology (PP) in SLA (Q. Wang & Jiang, 2022)(P. Yang, 2021). In this way, the introduction of foreign language enjoyment (J.-M. Dewaele & MacIntyre, 2014; Yang, 2021) set the stage for the implementation of PP in language learning, and other positive issues were discovered in this line of research. For example, enjoyment motivates action, which reduces anxiety in learners and leads to advancements in life (Dewaele et al., 2018; Yang, 2021; Boudreau et al., 2018).

According to MacIntyre and Gregersen (2012), positive emotions such as EFL enjoyment prompt language learners to engage in the learning process. Furthermore, based on Control-value Theory (CVT) (Pekrun et al., 2002)(J.-M. Dewaele & Chengchen, 2020)(H. Liu et al., 2022) proposed that positive achievement emotions, including EFL enjoyment, can positively influence different EFL learning outcomes such as EFL motivation and academic engagement. In this regard, Kahu et al. (2015) demonstrated that when positive academic emotions such as EFL enjoyment are present, language learners tend to devote more time and effort to learning a new language. The result from study on investigating achievement emotions and engagement (Shakki, 2023) was also argued that teachers' application of language pedagogy reduces EFL learners' negative emotions and facilitates their engagement in academic tasks.

The notion that enjoyment motivates learners and reduces anxiety is supported by Dewaele et al. (2018), who found that positive emotions can lead to advancements in language learning. This finding resonates with previous research by Liu et al., (2021), which demonstrated that enjoyment in language learning is linked to higher levels of intrinsic motivation and greater persistence in language tasks. In contrast, while anxiety has been shown

to negatively impact performance in various educational contexts (MacIntyre & Gardner, 1991), our study suggests that it may not directly influence engagement in this specific context.

The post-pandemic educational landscape has been significantly influenced by several factors, particularly the transition to blended learning environments. This shift has enhanced flexibility and accessibility, allowing students to learn at their own pace, which may contribute to increased enjoyment as they tailor their experiences (Zulfa et al., 2023). However, the pandemic also left many students struggling with cognitive readiness due to previous online learning experiences, potentially influencing their emotional states and increasing anxiety levels (Jihan et al., 2023). Furthermore, the "E-learning crack-up" experienced during the pandemic has had lasting effects on students' learning processes, with challenges contributing to heightened anxiety among students, thereby impacting their overall engagement (Khaerani et al., 2023; Pourabedin & Biglari, 2024). Conversely, positive interactions fostered by social cohesiveness in post-pandemic classrooms can enhance enjoyment and engagement, suggesting that supportive educational environments are crucial for student success (Jihan et al., 2023; Khaerani et al., 2023).

*Predictive effect of students' emotions (enjoyment and anxiety) and students' engagement in English language learning*

RQ2 explored how students' enjoyment (FLE) and anxiety (FLA) predict their engagement levels. The results reveal that only personal enjoyment—specifically enjoyment of learning—significantly affects engagement (Sig. Value $0.001 < 0.05$). This finding is consistent with studies indicating that FLE serves as a stronger predictor of language learning outcomes compared to FLA (Dewaele & Alfawzan, 2018; Yang, 2021). The positive correlation between FLE and engagement emphasizes the importance of creating enjoyable learning experiences in educational settings (Guo, 2021; Cheng, 2024).

Research has shown that foreign language enjoyment not only enhances motivation but also leads to better academic performance. For instance, a study by Dewaele and MacIntyre, (2014) found that higher levels of FLE are associated with increased willingness to communicate, which directly impacts engagement in language learning contexts. Similarly, the meta-analysis conducted by Botes et al., (2022) confirms that FLE has a moderate positive correlation with academic achievement and self-perceived performance, highlighting its critical role in fostering effective language learning environments. In contrast, anxiety has been recognized as a barrier to engagement in language learning. While anxiety can lead to avoidance behaviors and lower participation rates (Oruç & Demirci, 2020; Gao et al., 2023), our findings suggest that it does not significantly detract from engagement in this context. This aligns with previous research indicating that while FLA negatively correlates with performance, its direct impact on engagement may vary depending on the learning environment (Istna Nurul et al., 2022; Rofida, 2021; Chen & Kim, 2023).

The post-pandemic context has further influenced these dynamics. The shift to blended learning environments has provided students with greater flexibility and opportunities for personalized learning experiences, which can enhance enjoyment (Hosseini et al., 2022) (Zheng & Zhou, 2022). However, the challenges associated with transitioning back to face-to-face interactions may contribute to lingering anxiety among students(Oruç & Demirci, 2020)(Chen & Kim, 2023). Understanding these emotional dynamics is crucial for educators aiming to foster an engaging and supportive learning atmosphere (Dewaele & MacIntyre, 2014) (Boudreau et al., 2018). This research highlights the pivotal role of foreign language enjoyment as a predictor of engagement in English language learning while suggesting that anxiety may not have a direct negative impact in blended learning contexts(Botes et al., 2022; Guo, 2021; Zhang et al., 2022; Chin et al., 2024).

These insights contribute to the growing body of literature emphasizing the importance of emotional factors in education and provide practical implications for enhancing student engagement through enjoyable learning experiences (Mercer & MacIntyre, 2014; Dewaele et al., 2023). Given these findings, educators are encouraged to prioritize strategies that enhance students' enjoyment in language learning. This can include integrating interactive and multimodal resources into the curriculum, fostering a supportive classroom environment, and implementing teaching practices that promote positive emotional experiences (Guo, 2021; Cheng, 2024). By focusing on increasing enjoyment, educators can help mitigate anxiety levels and ultimately enhance student engagement (Dewaele & MacIntyre, 2014; Shen, 2021; Botes et al., 2022).

The implementation of appropriate teaching methods is a new challenge in a post-pandemic era in which most educational institutions use blended learning. These challenges can be met by utilizing the latest technology (Anthony Angwaomaodoko, 2024; Cobo-Rendón et al., 2022; Thahir et al., 2023). Nowadays with the advent of technologies, technology such as audio and videotape resources should be integrated into classroom syllabus to be implemented by teachers, to help construct a positive setting for learners in the class (Peng et al., 2019; Cobo-Rendón et al., 2022; Chacón-Prado, 2023; Merta et al., 2023). Implementing appropriate learning media can help to create an enjoyable atmosphere for learning. An enjoyable learning atmosphere can help improve students' enjoyment, reduce students' anxiety and can increase students' engagement (Wanodya, 2023; Nurhalimah & Azzahra, 2023; Kandia et al., 2023). The implementation of multimodal is perfectly suited to blended learning, as it can be used for both online and offline learning processes. Multimodal learning is the use of various media and modes to enhance students' learning experience and outcomes. It can include text, images, audio, video, gestures, etc (Purba et al., 2023; Blikstein & Worsley, 2016; Jiang et al., 2021; J. Zhang & Ma, 2024). Movie clip is one example of multimodal learning that can be used to improve students' motivation in learning English. It can provide authentic, realistic, and stimulating contexts for language practice and development (Younas & Dong, 2024; Pavithra & Gandhimathi, 2024; Syahrozi et al., 2017; Mahdiloo & Izadpanah, 2017).

Many studies show that using multimodal media, such as movie clips, can improve enjoyment of English learning (Younas & Dong, 2024; Syahrozi et al., 2017). Selecting an appropriate movie or video genre also has an impact on the learning environment (Rohi & Nurhayati, 2024; Firdausya et al., 2023; Sutrisno et al., 2024). Tianli et al. (2024) found that the integration of humorous multimodal content positively influences students' motivation, making language learning more enjoyable and engaging (Song et al., 2021; Mahdiloo & Izadpanah, 2017). Short video clips, with their visual and auditory appeal, captivate students' attention, providing a dynamic and interactive medium for language exposure. The implementation of humor in educational settings also reduces anxiety (Erliana & Arbain, 2020; Rahayu & Fadillah, 2020; Dinh, 2023; Assakhi & Fakhrurriana, 2022). A research investigation reveals that humor (watching funny videos) was found to reduce levels of psychopathology, anger, anxiety, and depression symptoms in psychiatric inpatients over a longer period of some months (Akalın & Akbarov, 2015; Sarink & García-Montes, 2023; Solhi et al., 2023). Another study, also based on anxiety and affect revealed an overall greater benefit from viewing a humorous video versus a non-humorous video, which resulted in a reduction in state anxiety and an improvement in positive affect under both low and high stress (Hernández-Colón & Guamán-Luna, 2023; Joudi & Ayoub, 2024; Kuncoro et al., 2024). Obviously, these are just a few suggestions to create an enjoyable educational setting. There are many factors that can affect students' enjoyment, and this could be a research gap for further research. Further research could focus on the use of multimodals that could create a more enjoyable learning atmosphere and increase student engagement with English learning.

**CONCLUSION**

The present study investigated the relationships among students' emotions—specifically enjoyment and anxiety—and their predictive effects on students' engagement in English language learning. The findings reveal that students' enjoyment has a positive correlation with their engagement levels, while students' anxiety is negatively correlated with engagement. Specifically, the results indicate that only the enjoyment variable significantly affects student engagement. This suggests that fostering an enjoyable learning environment is crucial for enhancing student participation and commitment to learning English. Moreover, the study highlights that personal enjoyment, particularly the enjoyment of learning, has a significant impact on students' engagement levels. The more students enjoy their learning experiences, the more engaged they become in their English studies. Therefore, educators are encouraged to be more attuned to their students' emotional states. By increasing feelings of enjoyment in the classroom, educators can potentially reduce anxiety levels and improve overall language learning outcomes. To create a more enjoyable learning environment, the implementation of multimodal teaching strategies is recommended. Utilizing diverse resources—such as videos, interactive activities, and authentic materials—can enhance students' engagement and enjoyment. Additionally, integrating humor into lessons has been shown to effectively reduce anxiety and further increase student engagement.

This research does have limitations that should be acknowledged. First, the data were gathered through convenience sampling from only one university, which may limit the generalizability of the findings to a broader population of EFL learners. Future research should aim to validate these findings by including a more diverse range of participants from various educational contexts. Second, the small sample size may have reduced the variability of the data due to a lack of enthusiasm among students for completing the questionnaire. To address this limitation, future studies should strive for larger sample sizes and consider employing mixed methods to provide a more comprehensive understanding of the emotional dynamics in language learning.

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