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Universitat Autònoma de Barcelona

Departament de Filologia Anglesa i de Germanística

MA in Advanced English Studies
MA Dissertation

The classroom aroma: Examining the relationship between teacher immediacy, foreign language enjoyment and foreign language classroom anxiety in adolescent learners of English as a foreign language

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TABLE OF CONTENTS

Abstract

Over the last thirty years, the field of applied linguistics has acknowledged the drawbacks of using exclusively cognitive methods in language teaching. This recognition led to a shift in studying emotions within the field, including Second Language Acquisition (SLA) environments. This thesis aims to examine the extent to which foreign language (FL) teacher's verbal and nonverbal immediacy influence FL adolescent students' affect in the classroom setting. The present study adopted a mixed-method approach. The participants are five native-speaker English instructors who teach CEFR B2 level in a private language school, and 25 Catalan/Spanish bilingual B2 English students, aged 14-19. Students were given a questionnaire to assess their levels of Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA), to rate their perception of teacher immediacy, and to answer four open-ended questions. Three face-to-face interviews with four students provided insights into teacher immediacy and students' FLE and FLCA. Results reveal that there is a moderate to strong positive significant correlation between students' FLE and perceived teacher immediacy, and a moderate negative significant correlation between participants' FLCA and perceived teacher immediacy. Findings indicate that FL teacher verbal and nonverbal behaviour is linked to students' enjoyment, ultimately influencing their engagement in the classroom setting. Conversely, the negative association between students' FLCA and their perceptions of teacher immediacy suggests that higher levels of teacher rapport could reduce students' anxiety and create a sense of comfort leading to better learning. These results indicate the relevance of incorporating the affective dimension in the FL learning process. These findings create opportunities for FL course designers and administrators to train teachers in building rapport and immediacy, and to emphasise social interaction between instructor and learners to boost the FLE of students. Future research should investigate strategies to alleviate students' FLCA and enhance language-learning experiences in the SLA environment.

Key words: Affective dimension, Foreign Language Classroom Anxiety, Foreign Language Enjoyment, SLA environment, teacher immediacy

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Index of Tables

Index of Figures

The classroom aroma: Examining the relationship between teacher immediacy, foreign language enjoyment and foreign language classroom anxiety in adolescent learners of English as a foreign language

Sin emoción, no hay proyecto que valga

[Without emotion, there is no worthwhile project]

Eduard Punset

1. INTRODUCTION

Emotions are an integral part of our human essence and of our everyday life. Consequently, they also fill the foreign language (FL) classroom. Teachers and students are both the producers and the recipients of such an emotional atmosphere, contributing to a dynamic exchange that influences learning, relationships, and the overall atmosphere of the educational environment. However, in education, including foreign language learning, discussions about emotions are often overlooked. The emphasis usually lies on classroom management, competencies, pedagogical knowledge, lesson plans and assessments. Notwithstanding, incorporating the affective dimension in education does not mean overstepping academic knowledge. Cognition and emotions complement each other. By integrating emotional understanding with cognitive processes, instructors can develop and nurture a more comprehensive and effective educational environment. It cannot be denied that emotions such as enjoyment, interest, surprise, as well as anxiety, confusion, frustration and boredom, among others, influence the dynamics of teaching and learning. Hence, cultivating emotional intelligence and wellbeing in FL educational settings is crucial for the holistic development of students. Barcelos and Coelho (2016) accurately state that ultimately the integration of the affective dimension in the FL classroom "translates

into a strong desire for all students' success" (p. 133).

The field of Instructed Second Language Acquisition (ISLA) entails a complex and dynamic interconnection of factors. Through an examination of various perspectives and scholarly insights, especially from experts in the Instructed Second Language Acquisition (ISLA) field such as Jean-Marc Dewaele, Peter MacIntyre, Tammy Gregersen, Jane Arnold and Elaine Horwitz, the focus of this dissertation lies in exploring the relation between Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) of Catalan students aged 14 to 19, and the role assumed by FL educators, investigating how this nexus of interconnected elements contributes to shaping the atmosphere of the FL classroom.

The present study adopted a mixed-method approach. The participants were five native-speaker English instructors who teach the Common European Framework of Reference for Languages (CEFR) B2 level in a private language school in Catalonia, and 25 Catalan/Spanish bilingual B2 English students, aged 14-19. Students were given a questionnaire to assess their levels of FLE and FLCA, to rate their perceptions of teacher immediacy, and to answer four open-ended questions. Three qualitative face-to-face interviews with four students provided insights into perceived teacher immediacy and students' FLE and FLCA.

The organisation of this research paper includes sections on methodology, results, discussion and conclusion. The methodology section outlines the research design, the context of the study and its participant, and the instruments, procedure and data analysis tools employed to investigate the relationship between teacher immediacy and students' FLE and FLCA. Following this, the results section presents the quantitative and qualitative findings obtained from the research process. Subsequently, the discussion section offers an analysis and interpretation of the results and their

implications within the broader context of the study. Finally, the conclusion section synthesises the key insights from the study and presents its limitations and suggestions for further research.

2. LITERATURE REVIEW

2.1 Brief history of the study of emotions in ISLA

Swain (2013) creatively described emotions in instructed settings as "the elephant in the room: poorly studied, poorly understood, seen as inferior to rational thought" (p. 205). In the last three decades, the field of applied linguistics has progressively acknowledged the drawbacks of using exclusively cognitive methods in language teaching. This recognition led to a shift in studying emotions within the field, including Second Language Acquisition (SLA) environments from various perspectives (MacIntryre & Gregersen, 2012; White, 2018). Consequently, addressing the "elephant in the room" has become crucial, developing a more comprehensive exploration of emotional factors in FL learning. Initial investigations into emotion in language learning, such as those conducted by Chastain (1976) and Curran (1976), recognised the importance of affect in the process of language acquisition. Krashen (1982) took an early initiative in conceptualising the impact of affect, proposing the existence of an affective filter in learners. He claimed that, when the level of student engagement with language input decreases, the affective filter is raised. The author emphasised the crucial role of teachers in cultivating a lowered affective filter, suggesting that creating a low-anxiety environment and generating interest are effective ways to achieve this.

Dörnyei was the first scholar in the FL field who exclusively devoted his research into discussing motivational strategies, that is, methods and techniques to generate and maintain students' motivation. Dörnyei's (2001) line of studies states that

the presence of positive interactions among students and between students and their teacher is essential for enhancing learners' positive emotions. FL teachers must actively nurture group cohesion and establish an emotionally secure classroom atmosphere that encourages linguistic experimentation (Dörnyei & Csizér, 1998).

Additional researchers delving into the influence of emotions on FL learning include Jane Arnold (1999) and John Schumann (2004). Arnold's research belongs to the cognitive theory of emotions, while Schumann's studies focus on a neurolinguistic approach, and investigates the processes occurring in the brain during language learning. MacIntyre and Gregersen (2012) injected new life into the study of emotions in SLA by introducing the concepts of Positive Psychology into SLA. Positive Psychology originated with a call "to pay more serious attentions to the positive side of life" (Lopez & Snyder, 2009, cited in Dewaele, Chen, Padilla & Lake, 2019, p. 2) and studies how people live with the goal of helping themselves to flourish and blossom. More specifically, the role of Positive Psychology in SLA focuses on "what makes language learning meaningful and fulfilling" (Dewaele et al., 2019, p. 5), pointing out that positive emotions are much more than pleasant feelings. The authors affirm that emotions serve as catalysts for motivation, resilience, and overall wellbeing, thus profoundly influencing language-learning outcomes. Moreover, Dewaele and Dewaele's (2017) line of research examines the connection between FLE, FLCA, various learner internal factors, and specific teacher/classroom variables within a particular educational setting.

Due to the contributions of these scholars and researchers, we have a better understanding of the significance of taking emotions into account in the learning process, recognising that they are as important as cognition. Swain (2013) describes Vygotsky's (1987) analogy of water to explain how cognition and emotion are

inextricably interconnected: fire cannot be extinguished by deconstructing water into its elements of hydrogen and oxygen. It is the *unity* of hydrogen and oxygen that creates the ability to quench fire. Likewise, it is the integration of cognition and emotion that enables us to understand and enhance the adventure of students' FL learning process. Oxford (2016) takes this analysis further by stating that cognition and emotions are not two distinct systems, but an inseparable entity. The scholar proposes two insightful definitions to argue her point, namely hot cognition and cold cognition. She describes hot cognition as "cognition or thought that is sparked by emotion" (p. 25) where a merger of personal desire, will and feelings takes place "creating a higher level of energy" (p. 25). On the other side of the spectrum lies what the author calls cold cognition, defined as an "overly rational and affect-free version of learner cognition" (p. 25). The author makes a case for instructors to exhibit hot cognition, where learning takes place while multiple levels of mental abilities are kindled by emotions in contexts such as the FL classroom. The upcoming section will expand on the significance of emotion within the FL instructional setting.

2.2 Emotions in ISLA

Academic environments elicit a variety of emotions associated with students, their peers, and instructors (Pekrun & Linnenbrink-Garcia, 2014). Reeve (2015) defines emotions as "short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events" (p. 340). Such emotions can constantly shift from positive (enjoyment, enthusiasm, interest, and so on) to negative (anxiety, stress, irritation, etc.), and can fluctuate quite rapidly. Moreover, these feelings can even be experienced simultaneously, forming not a linear thread, but a complex and dynamic web of emotions in the classroom setting.

These emotions can profoundly influence the learning experience and outcomes, shaping individuals' attitudes, motivation, and interactions within the educational context. This view is supported by Ávila (2015), who proposes that "*el aprendizaje se conecta con la emoción cuando, durante el proceso, podemos percibir que la experiencia de aprender es rica sensorialmente e implica al alumno no sólo de cuello para arriba, sino en su dimensión cognitiva, afectiva y física*" ["Learning is connected to emotion when the experience of learning is sensorially rich and engages learners not only from the neck up, but also in their cognitive, affective and physical dimensions"] (p. 3).

A different perspective has recently been made by Blanco-Canales and Rodríguez-Castellano (2022), who argue that in SLA in contexts of immersion,

> the linguistic cognitive processes are aligned with the emotional experience of self. However, in the classroom, the message of words and expressions contains *no* (italics added) emotional resonance. The classroom is an academic learning context where cognitive and metacognitive strategies are applied to practice, memorize and learn language content *without* (italics added) any emotional connection (p. 29).

The authors' assertion that in classroom settings, language lacks emotional resonance overlooks the ample research conducted by SLA scholars, which clearly states that language learning can be experienced as something emotional in the instructed context of language acquisition. While it is true that academic environments often prioritise cognitive and metacognitive strategies for language acquisition (especially at the early stages of FL learning), it is perhaps simplistic to discount the emotional dimension entirely. It is precisely here where teachers' influence has the power to awaken and bring to life language learning affect so students can experience the learning process as something vivid and real-life-like.

The positive emotional atmosphere in a FL classroom is particularly important for teenage learners. Adolescents have vulnerable self-images in the FL, who have fear

of losing face in front of classmates and the teacher. Legutke (2012) asserts that the emotional turmoil of the teen years underscores the need for the classroom environment to be a safe place, where students feel accepted and encouraged to express themselves and take risks in their language learning experience.

Subtle distinctions exist between the definitions of *emotions*, *affect* and *feelings*. Pekrun and Linnenbrink-Garcia (2014) use the term *emotions* to refer to "multifaceted phenomena involving sets of coordinated psychological processes, including affective, cognitive, physiological, motivational, and expressive components" (p. 2). Here the affective component refers to the visible verbal and nonverbal manifestation of an emotional response (Beseghi, 2018). For example, a student's anxiety (emotion) aroused by the fact that she does not understand what her FL teacher is saying may be manifested as a combination of nervousness and unease. This manifestation constitutes the affective component. Emotion and feeling share a close connection as well, albeit they engage distinct brain regions. *Emotions*, when mapped in the brain, give rise to *feelings*, which are representations of the emotions and their impact on the individual's body (Blanco-Canales & Rodríguez-Castellano, 2022). For the scope of this dissertation, the terms *emotions*, *affect*, and *feelings* will be used interchangeably.

2.2.1 Foreign Language Enjoyment (FLE)

Enjoyment, as well as other positive emotions, is the "metaphorical fuel" that gets the SLA process going (Dewaele, 2022, p. 202). Dewaele and MacIntyre (2016) provided a definition of FLE that has been widely embraced by the majority of researchers, being "a complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect the human drive for success in the face of difficult tasks"

(p. 216). The authors continue by stating that enjoyment occurs when students not only meet their needs, but also when they exceed those requirements to accomplish something new or even unexpected. FLE is more than just mere pleasure. It implies challenge, hard work, and a sense of fulfilment at completing a difficult task. Teachers could seek to awaken interest and enjoyment in the FL classroom setting by "optimally challenging classroom activities in which students have a degree of autonomy and are encouraged to be creative" (Dewaele, 2022, p. 201), thus cultivating enjoyment.

2.2.2 Foreign Language Classroom Anxiety (FLCA)

According to Horwitz, Horwitz and Cope (1986), anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervious system" (p. 125). In the context of language learning, the authors expand this definition by stating that FLCA entails communication apprehension (shyness or fear of oral communication), test anxiety, considered "a type of performance anxiety steaming from a fear of failure" (p. 127), and fear of negative evaluation by the teacher or peers. MacIntyre and Gardner (1994) define FLCA as "the fleeting of tension and apprehension specifically associated with SL contexts" (p. 284). Gregersen (2007) complements this idea by stating that FLCA can be perceived by patterns of nonverbal behaviour, such as "bodily tension, self-touching, postural rigidity, close body position, leaning away, gaze aversion, and less facial pleasantness, nodding and animation" (p. 211).

To better understand the role of anxiety in the FL classroom, MacIntyre and Wang (2022) propose the concept that anxiety can yield two distinct impacts on students: the debilitating effect and the facilitating effect. The debilitating effect constrains a student's focus on particular tasks or actions, directing attention towards

actual or perceived threats, such as the fear of embarrassment or the repercussions of failure. On the other hand, the facilitating effect emerges when anxiety induces arousal, simultaneously enhancing motivation while impeding cognition. For instance, learners who experience feelings of confusion or doubt may seem discouraged at first. However, this level of anxiety can ultimately drive them to seek clarification and develop more effective language learning strategies, giving place to linguistic growth. This facilitating level of anxiety seems to boost performance on simple tasks and "has the potential to contribute to successful adjustment to one's surroundings" (MacIntyre & Wang, 2022, p. 177). This view is supported by Anttila, Pyhältö and Pietarinen (2017) who maintain that negative emotions could "trigger students' motivation to prove themselves and increase their efforts in studying, eventually resulting in better achievement" (p. 450). An insightful observation on this issue is offered by Punset (2010) when he states that "*en las escuelas podríamos ya estar enseñando a los alumnos a distinguir entre la ansiedad necesaria para ponerse en estado de alerta ante un desafío cotidiano y el miedo paralizante*" ["In schools, we could already be teaching students to distinguish between the necessary anxiety to become alert to an everyday challenge and the paralysing fear"] (p. 720). To understand the nature of FLE and FLCA, the private and social aspects of these two emotions will be briefly explored next.

2.2.3 Private and social dimensions of FLE and FLCA

The study of emotions in the classroom setting is certainly a complex matter, involving multiple dimensions and factors that influence students' learning experiences. Arnold-Morgan and Fonseca-Mora (2007) present the idea that in general, affect includes both individual as well as relational aspects. Individual elements of affect include factors

such as students' personality, pride, self-esteem, learning styles, motivation and self-efficacy, among others, whereas relational aspects encompass empathy, classroom laughter, and rapport building between instructor and students. Along the same lines, further dimensions recognised by scholars in the SLA field are the private and the social aspects of FL classroom enjoyment. According to Dewaele and MacIntyre (2016), the enjoyment students feel in a FL classroom includes a private dimension, which is associated with cognitive aspects and a sense of accomplishment. Additionally, learners' enjoyment has a social dimension as well, characterised by a positive classroom atmosphere and supportive interactions with peers and teachers, leading to satisfaction. FLCA also presents internal as well as external variables that affect the level of tension in students. Internal variables cover aspects such as lack of time to complete homework and tiredness (which are beyond the teacher's control), whereas external variables feature the feeling of being judged by the instructor, or the anxiety felt by the poor behaviour of a peer (Dewaele, Saito & Halimi, 2022). Dewaele and Proietti Ergün (2020) go a step further arguing that certain emotions such as FLE are more "fleeting" (p. 54), whereas FLCA cover a longer timespan considering aspects such as exam preparation.

Swain (2013) offers an alternative perspective. The author argues that both FLE and FLCA do not carry a private event, but are always considered social and interpersonal emotions, where emotions are "socially constructed in dialogue" (p. 203) as learners interact with the instructor and classmates. Swain's approach presents a compelling argument that reframes the discourse on emotions in language learning. However, the fact that emotions can also be influenced by inner feelings and internal states cannot be disregarded. All these perspectives underscore the complexity of the emotional landscape in language learning. Once more, it cannot be denied that the role

of the FL instructor is paramount in empowering the interplay between the *hidden* and the *observable* dimensions of learners' emotions, in order to make FL learning a blossoming experience both inside and outside of the FL classroom. In the following section, the correlation between FLE and FLCA will be explored.

2.2.4 Relationship between FLE and FLCA

It is worth noting that FLCA and FLE are independent dimensions that are "not in a see-saw relationship, where the absence of one automatically boosts the presence of the other" (Dewaele et al., 2019, p. 6). These two emotions can coexist, that is to say, it is possible to experience enjoyment and anxiety simultaneously (Dewaele, 2022; Dewaele & Proietti Ergün, 2020). For instance, a student might feel a sense of accomplishment and satisfaction when successfully expressing herself in the target language, but at the same time, she might also experience anxiety about making mistakes or being judged by her teacher or peers. Along the same lines, it can be observed that both FLCA and FLE could be met to build "a constructive balance, rather than implicitly taking them as opposite ends of the same dimension" (MacIntyre & Vincze, 2017, p. 68). Dewaele and MacIntyre (2016) use a compelling analogy:

> Given that the nature of FLE implies a risk to the sense of self, the goal is not to eliminate FLCA any more than a runner would wish to eliminate one of her feet (even the sore, aching one). Learners will find their balance when both feet, enjoyment and anxiety, are brought into equilibrium . . . into a sense of coordination (p. 221).

2.3 Adolescence: the best age to learn a foreign language in instructional contexts

Legutke (2012) observes that adolescents represent the largest demographic of English language learners worldwide, primarily due to the widespread adoption of English as the initial FL in secondary education systems. The author continues by highlighting that during their teenage years, students struggle with emotional turmoil, experiencing

feelings of insecurity and vulnerability. These tumultuous experiences unfold within the secondary school environment, where classrooms serve as the central point for both the creativity spurred by puberty and the complexities inherent in this phase of life. The FL classroom is no exception. The classroom setting can often feel like a hostile environment for many adolescents, as the pressure to perform, the fear of making mistakes, and the struggle to keep up with the pace of instruction can create an atmosphere of intimidation and anxiety.

The fact that the turbulence of the adolescence years can present problematic situations in the FL classroom cannot be overlooked. Each adolescent learner is unique given their individual differences. Thus these distinctive traits along with the emotional changes teenagers experience during this stage of life are combined in ways that can lead to an unpredictable behaviour. MacIntyre, Gregersen and Clément (2016) cleverly compare the inconsistent attitude of teenage learners with the metaphors emerging from the weather systems and the fluctuations in the stock market. The scholars emphasise that the outcomes "are often predictable in the long run but also carry an element of unpredictability that makes them interesting to contemplate" (p. 318). However, in spite of their emotional turmoil, adolescents possess a unique aptitude for acquiring proficiency in a FL that surpasses that of any other age group. Experts such as García Mayo (2018), Muñoz (2022), and Singleton and Pfenninger (2022) claim that adolescence is the best age to learn a FL, providing the learning conditions are those typical of an instructional setting (that is, for example taking three classes per week, and having not real contact with English outside the classroom, as opposed to the naturalistic setting). Muñoz (2022) argues that in this type of context, "adolescents bring with them literacy skills acquired in their first or other previously learned languages, which, together with their superior cognitive maturity, help them learn the

language at a faster rate" (p. 1) than other age group. Erlam, Philp and Feick (2021) add that, due to the plasticity of their brains, "adolescents develop the ability to think abstractly and have increased metalinguistic awareness" (p. 3), as well as better memory skills than children. Muñoz (2022) underscores that the teaching has to be appropriate, as any inadequacy in this regard can easily induce anxiety, thus further emphasising the vital worth of teacher immediacy in the FL setting. Considering that this age group is particularly receptive to language acquisition, it is essential that instructors build rapport with learners and create an environment where students feel at ease and engaged in order to thrive. Students "need to feel validated, accepted and appreciated" (Diert-Boté & Martin-Rubió, 2018, p. 59) by their instructors in order to use the target language with assertiveness. Teachers can contribute to adolescent learners' enjoyment through their behaviour by being approachable, understanding and empathetic, to enhance their learning experience to the fullest. Instructors possess the ability to maximise adolescents' potential for language proficiency during this critical developmental stage. The role of the teacher will be the focus of the forthcoming section.

2.4 Teacher immediacy

Both consciously and unconsciously, teachers shape a classroom persona (King, 2016), creating effective and affective communication connections with students (Wrench, Richmond & Gorham, 2009). An affective communication relationship entails considering the emotions that instructors and students share regarding each other, the communication process, and the subject matter being taught and learned.

Teacher's immediacy has been defined by Christophel (1990) as "the degree of perceived physical and/or psychological closeness between people and it is based on an

approach-avoidance theory and is an affect-based construct" (p. 325). And, as Wang (2021) observes, "immediacy is a specialised instrument with an extraordinary worth that teachers possess . . . [It] gives learners a significant learning motivating force" (p. 3).

Sinclair and Brazil (1982) employ the terms "skilled verbal artists" to refer to teachers (p. 4). In the context of classroom language learning, this verbal (and nonverbal) true artist's behaviour holds a significant influence. It sets the tone for the classroom, affecting engagement levels, motivation, and the overall dynamics of language acquisition. The power of building rapport in a classroom setting lies in its ability to establish a positive relationship between the instructor and their students, encompassing a mutual and trusting priceless bond. Conversely, negative or inconsistent behaviour can create obstacles, hindering the language learning process. As such, the role of teacher rapport extends beyond the imparting of knowledge. It becomes a cornerstone in cultivating a conducive and enriching language-learning environment, and it has a tremendous impact on the effectiveness of the teaching and learning process. Dörnyei (2001) claims that the teacher's behaviour is the single most important motivational tool (and one of the most under-utilised motivational resources) while classroom climate assumes the second position. In the next sections, the expressions of teacher immediacy, that is, verbal and nonverbal cues, will be considered.

2.4.1 Teacher verbal immediacy

The nature of teacher discourse plays an essential role in influencing students' levels of participation and engagement in the classroom setting. Sincere words of recognition and genuine praise hold priceless value in the learner's eyes. Sometimes a small

personal word of encouragement can achieve remarkable results. Dewaele & MacIntyre (2016) point out that "a teacher's judicious praise on a particular aspect of FL production can do wonders for a learner's feeling of achievement" (p. 219). Verbal immediacy incorporates verbal messages communicating understanding, receptiveness, recognition, sense of belonging, use of humour, and eagerness to involve students in dialogue, among others (Pladevall-Ballester, 2015). Ayala-González, Cervantes-Orozco and González-Cabrera (2011) have complemented the concept of instructor verbal immediacy by emphasising the relevance of teachers engaging in social small talk to establish rapport. Small talk in the FL classroom frequently represents an overlooked tool to interact meaningfully in the target language. We argue that, unlike the countless hours spent in FL classrooms practising dull pattern drills, casual and candid conversations reflect motivated and authentic real-life language usage and can be linked to classroom topics to the students' relevant everyday experiences. Nonetheless, the fact that engaging in small talk demands time management skills cannot be ignored. It is vital to ensure that valuable instructional time is not compromised.

2.4.2 Teacher nonverbal immediacy

It is speculated that "65% to 93% of social communication is done nonverbally" (Knapp & Hall, 2002, cited in Gregersen, 2007, p. 209). The affective impact of our discourse is significantly shaped by non-linguistic elements. Therefore, nonverbal behaviour plays a crucial role in providing essential support for the cultivation of affect in teacher communication. Cues that are considered to be crucial nonverbal teacher behaviours include paralinguistic variables such as vocal expressiveness, eye contact, facial expression, place orientation, time orientation, and teacher humour. These

aspects will be briefly discussed below.

Immediate teachers are those who use a variety of vocal ranges, which is a verbal style that is pleasant and effective. For language educators, their voice is likely their most crucial instrument. Pavlenko (2012) argues that the emotional aspect of instructors' communication is initially conveyed to their students through their vocal cues. Underhill (1999) goes a step further by making the distinction between teachers' first voice (choice of words) and second voice (volume, tone, intonation, timbre, and speed) and how both should convey the same message.

Gregersen (2007) claims that "the face is considered the primary channel for displaying affect" (p. 219). Facial expressions are priceless cues that convey emotions and attitudes and have the power to transmit warmth, closeness, approachability and a sense of connection and trust. Maintaining eye contact is crucial in fostering an effective and affective teacher-student relationship. Moreover, facial expression can be an effective, less-threatening form of error correction, by indicating to the student that an error has been made without explicitly verbalising criticism or embarrassment.

With regard to place orientation, it can be stated that language teachers found at the front of the class might convey a position of total control and authority. On the other hand, instructors who arrange the sitting options in a circle or semi-circle (if space permits), who are found sitting next to the learners, sometimes consulting with them in groups or asking questions from other parts of the circle tell the students that they consider themselves part of the group. A simple act such as avoiding having barriers (like desks) between themselves and their students can create robust immediacy (Dörnyei & Malderez, 1999). Furthermore, time orientation plays a part as well. Immediate teachers are those who are seen arriving to class early, staying late, and making themselves more accessible to their students. Teachers who arrive to class

a few minutes early, stay beyond regular hours and make themselves readily available to students contribute to a supportive and accessible learning environment, signalling a sense of commitment to students' academic success.

Additionally, having a sense of humour is often regarded as one of the most impactful positive qualities in a teacher. Tamborini and Zillmann (1981) claim that humour has been associated with student affect, learning outcomes, and the reduction of test and classroom anxiety. Humour naturally integrates into the learning environment, recognised for its ability to elevate endorphin levels and instigate a positive contribution to the learning process through a hearty laugh (Gorham & Christophel, 1990). Both teachers and students can use humour to "create colour and spirit in a foreign language" (Santana, 2019, p. 272). Nevertheless, this entails a delicate balance, as teasing may be prone to misinterpretation. When used appropriately and respectfully, humour can produce remarkable results in the classroom. Sympathetic laughter (rather than mocking laughter) has the power to defuse a potential embarrassment (Dewaele & Dewaele, 2017). Ultimately, the sum of these dynamic concepts contributes to the overall aroma of the FL classroom setting.

2.5 Aim of the study and research questions

Numerous investigations into emotions within FL classroom environments have been undertaken worldwide over the past thirty years. While Diert-Boté (2023), Diert-Boté and Marti-Rubió (2018), and Pladevall-Ballester (2015) conducted research exploring emotions in FL university students in Catalonia, to the best of the researcher's knowledge, no research studies have been conducted in Catalonia to examine the influence of FL teacher immediacy on *adolescent* students' enjoyment and anxiety in formal classroom settings. It is worth noting that Catalan adolescent students

are bilingual, with English typically being considered their third language, adding an additional layer of interest.

This thesis aims to examine the extent to which FL teachers' immediacy influences FL students' affect in the classroom setting. To be specific, it assesses what the perspectives of students are regarding the impact of the teacher's role and rapport on their emotional engagement and language learning experience. Furthermore, the thesis explores the extent to which the establishment of rapport between teachers and students influences the emotional wellbeing of FL learners. The findings will provide a useful contribution to the development of FL teaching in Catalonia. They will give evidence of the need to create opportunities for course designers and administrators to adequately train FL teachers in building immediacy, both verbal and nonverbal. In addition, the study will provide arguments for the necessity to create a supportive classroom atmosphere and to emphasise social interaction between instructor and learners to boost enjoyment and lower anxiety in the formal classroom setting.

With the aim of examining the relationship between Teacher Immediacy, Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) in adolescent learners of English as a Foreign Language (EFL), the three following research questions were posed:

(1) To what extent is students' FLE related to L2 teacher immediacy?

(2) To what extent is students' FLCA related to L2 teacher immediacy?

(3) To what extent do students' perceptions of teacher immediacy correspond to teacher self-reported immediacy?

Having established the theoretical framework, the relevant gaps and the research questions, the methodology used in this study is presented in the next section.

3. METHODOLOGY

3.1 Context of the study and participants

Participants were drawn from five B2 level of the CEFR groups of a reputable private language institution in Catalonia. The participants (N = 25) are students of B2 level English from the same private language school. Among the participant there were n = 12 male pupils and n = 12 female students (one of them did not stipulate gender), aged 14 to 19 years old (M = 16.33, SD = 1.93). Nationality reported by the participants were n = 20 Catalan/Spanish, and n = 1 Argentinian (four students did not indicate nationality). Concerning the languages spoken by the participants, n = 20 reported speaking Catalan, Spanish and English, and n = 1 Spanish and English (four students did not specify languages spoken). Additionally, n = 1 reported speaking German and n = 1 Portuguese. The average number of years studying English as a FL outside the high school system is M = 8.1, SD = 3.56 (four of them did not provide this information). These students were enrolled in these specific groups either following rigorous placement tests, upon successful completion of the B1 official Cambridge exam, or upon successful completion of the prior course (level 5Y). Each class session is structured to last 1.5 hours and classes are taught twice a week. All groups engaged in the study of the B2 level curriculum, utilising the same Cambridge University Press standardised textbook. Participants also included five (N = 5) native-speaker English instructors (n = 1 male and n = 4 female) who correspond to the five groups of learners. All five instructors (aged M = 53, SD = 11.9) are originally from the United Kingdom (n = 3 from England and n = 2 from Scotland) and have extensive experience in the EFL teaching field (M = 25.4 years, SD = 8.85). They all have resided in Spain for an extended period (M = 27.2 years, SD = 9.47). The following section will cover the instruments employed to carry out this study.

3.2 Instruments

This research study employed a mixed-methodology approach, using instruments eliciting both quantitative and qualitative data. The rationale behind this approach was to triangulate information as an attempt to gather deeper and richer details about both enjoyable and anxious language learning episodes experienced by EFL students.

A number of instruments were utilised to gather the data to answer the research questions of this study, namely, a Teacher Immediacy questionnaire, a FLCA questionnaire, a FLE questionnaire, a Teacher Immediacy Behaviour Scale, and three focus group interviews. To measure Teacher Immediacy, a 24-item Likert-scale questionnaire built from a combination of Gorham (1988), Gorham and Christophel (1990), and Richmond, Gorham and McCroskey (1987) was employed (see Appendix A, items 1-24). Out of the 24 items, 16 refer to verbal behaviour (including items such as "The teacher praises students' work, actions or comments") while the other 8 address nonverbal behaviour ("The teacher sits on a chair among us while teaching, as if she/he were one more student"). The original scale designed by Gorham and Christophel (1990) has calculated split-half reliabilities of 0.94 for the verbal immediacy items, and 0.81 for the nonverbal immediacy items, according to the authors.

A 30-item Likert-scale questionnaire extracted and adapted from Horwitz et al. (1986) was used to measure students' FLCA (See Appendix A, items 25-54). The items pertained to minor physical manifestations of anxiety and nervousness ("My hands shake when I speak in class"), communication apprehension ("I never feel quite sure of myself when I am speaking in class"), as well as fear of negative evaluation ("I am afraid that my language teacher is ready to correct every mistake I make"). Horwitz et al. (1986) reported strong reliability of the scale (Cronbach's alpha = .94). The

FLCA scale has demonstrated high reliability for assessing language anxiety, making it the most commonly utilised questionnaire in studies pertaining to language anxiety (MacIntyre & Wang, 2022).

To measure FLE, a 21-item Likert-scale questionnaire adapted from Dewaele and MacIntyre (2014) was employed (see Apendix A, items 55-75). This scale includes three factors: the role of the teacher in establishing a positive atmosphere in the FL classroom (which includes items such as: "My teacher encourages me"), personal enjoyment of FL learning (for example, "In this class, time flies"), and the social enjoyment of FL learning ("The teacher, my classmates and I make jokes and have hearty laughs"). Botes, Dewaele and Greiff (2021) mention that this scale has exhibited satisfactory fit along with robust validity and reliability, with Cronbach's alpha of .86.

For the purpose of this study, the 75-item questionnaire was put together (see Appendix A) using the three surveys described above in order to answer the three research questions. The questionnaires in English were translated into Catalan (see Appendix B) by a Catalan native speaker. The first part of the questionnaire focused on participants' basic collection of demographic and biographical background and their language-learning history, such as age, gender, nationality, and the languages known. The Teacher Immediacy questionnaire was rated on a 5-point Likert scale (1 = "Never", 2 = "Almost never", 3 = "Sometimes", 4 = "Almost always", 5 = "Always"). Similarly, items from FLCA and FCE questionnaires were rated on a 5-point Likert scale (1 = "I completely disagree", 2 = "I disagree", 3 = "I do not know. I am not sure", 4 = "I agree", 5 = "I completely agree").

The original questionnaires underwent three modifications to suit the requirements of this study. The first change involved item 7 from Richmond et al.'s (1987) original questionnaire on Teacher Immediacy, which states, "Teacher touches

students in the class." This item was not included given the sensitive nature of physical contact, particularly when dealing with minor students. The second modification involved item 13 from Gorham and Christophel's (1990) original questionnaire on Teacher Immediacy, which stipulates, "Teacher invites students to telephone or meet with him/her outside of class if they have any questions or want to discuss something." This item was not included in the final questionnaire, recognising the constraints related to minors' communication outside of class. Such practices are not feasible nowadays. Finally, a third change represented the addition of an item to Dewaele and MacIntyre's (2014) FLE scale, which is as follows: "Time flies by in this class." This item relates to students experiencing what Csikszentmihalyi (2014) describes as a "flow experience" (p. 230), an internal sense of enjoyment along with an "altered sense of time" in the face of challenges (p. 231). It is unsettling that the original questionnaire does not incorporate items addressing the state of flow, given that the phenomenon of losing track of time serves as an evident indicator of students' engagement and enjoyment in the classroom.

The Teacher Immediacy questionnaire (items 1-24) and the FLE questionnaire (items 55-75) were used to answer research question one. The Teacher Immediacy questionnaire (items 1-24) and the FLCA questionnaire (items 25-54) were employed to answer research question two. The students' questionnaire ends with four open questions adapted from Pavelescu and Petrić (2018), where students were asked to describe what they enjoy most and least about their English classes. For reporting purposes, data extracts were categorised by theme (Blommaert & Jie, 2010), and the most representative and interesting were chosen. Before distribution, students' questionnaires were piloted by three external subjects to ensure their clarity. The average time of completion was 7 minutes.

In order to answer research question three, questionnaires written in English for teachers to assess self-reported immediacy (refer to Appendix C) were distributed among the five instructors. These questionnaires were the same questionnaire written in Catalan utilised by students, albeit using the first person singular: "I get into discussion based on something a student brings up even when it does not seem to be part of my lecture plan," as opposed to using the third person singular: "My teacher gets into discussion based on something a student brings up even when it does not seem to be part of his/her lecture plan."

The researcher conducted three short informal semi-structured interviews with four students with a view to triangulate information. These participants volunteered to participate with their parents' written consent. These focus groups were formed in order to supplement the information obtained through the questionnaires and to enquire deeper into the correlation between students' perceptions of their teacher's behaviour and their emotional experiences, particularly focusing on feelings of enjoyment and anxiety during their EFL classes. The researcher aimed to elicit personalised responses from students by asking about the extent of enjoyment and anxiety they experience in their English classes. The focus group questions presented to the participants are as follows: (1) Can you describe a time when you particularly enjoyed your English class because of what your teacher did? (2) What other factors do you think contribute to a sense of closeness between you and your language teacher? (3) Can you describe a time when you felt particularly anxious or nervous because of your English teacher's behaviour during a lesson? (4) What other factors do you think contribute to a sense of anxiety or nervousness between you and your language teacher? (5) What strategies would you like your teacher to use in order to boost enjoyment during class? (6) What strategies would you like your teacher to use in order to help alleviate anxiety during

class? The procedure employed to conduct this research study will be presented next.

3.3 Procedure

Verbal consent from the private language school headmaster was received to conduct this research study in February 2024. The researcher had a private conversation with each of the five native teachers to explain the aim, methodology and data collection procedure in detail and what this would entail for them. Four teachers promptly agreed to participate in the study, while the researcher received a positive response from the remaining instructor a month later. A duplicate of the students' questionnaire was emailed to the instructors so they could familiarise themselves with the type of questions their students would encounter. The researcher received the template of the parental consent form from the UAB English Studies Department. This form was completed by the researcher as a way of stating to the students' parents that their son/daughter would be invited to participate in a study on emotions in the EFL classroom. Parents were invited to contact the researcher and her supervisor by email for additional information provided they had any questions. The researcher visited each class during the first two weeks of March and presented the project to the students with the teacher present. The researcher emphasised to the students the confidentiality and anonymity of the study (no names of participants or their teachers were collected), and explained that the questionnaire should be completed having this English class and their EFL teacher in mind, not teachers or classes from high school. Students were assured that participation or lack of participation would not impact their class standing or marks. The students were given the choice not to participate providing they felt uneasy. The parental consents and students' questionnaires were distributed among 31 learners in total, and the teachers' self-reported immediacy questionnaire was handed

out to the instructors. Out of the 31 students' questionnaires distributed, 25 were collected as well as the parental consents from minor participants during the months of March, April and May. It is worth pointing out that the combination of the three scales resulted in a rather lengthy questionnaire. Limited time constraints of participants might explain this small obstacle to achieving full completion rates. During the collection of questionnaires, the researcher made sure she attributed the students' questionnaires to the corresponding teacher by assigning a number to each student, that is, students 1-7 belong to Teacher 1; students 8-13 to Teacher 2; students 14-18 to Teacher 3; students 19-21 to Teacher 4; and finally students 22-25 are associated with Teacher 5.

Pertaining to the focus group interviews, it is worth pointing out that due to the fact that at first none of the parents of the 25 students provided authorisation in the questionnaires for their son/daughter to participate in the focus group interview, several participants and their parents were personally approached by the researcher to inquire if the students were willing to participate in this study. Parents from four of the students kindly agreed for their son/daughter to meet up with the researcher and to dedicate 15-20 minutes to have three informal interviews, which took place in May 2024. These three interviews were conducted instead of a single focus group interview due to scheduling conflicts that made it impossible to gather all participants at the same time. The first interview involved two students (females, both aged 17) and it was performed in Catalan with occasional use of Spanish, lasting 17 minutes. The second interview involved a single participant (male, aged 14) and it was conducted in English at the request of the interviewee, lasting 12 minutes. Finally, the third interview, carried out in Spanish, lasted 17 minutes where one single student participated (female, aged 15). These interviews took place in the language school and were audio-recorded

using the phone app Voice Memos in order to be transcribed and analysed. The participants seemed comfortable and at ease, openly sharing their thoughts and experiences without any reservations. Students provided instances of situations in which they had felt anxious as well as situations where they had experienced enjoyment, and offered more elaborate explanations regarding the impact of their teacher's behaviour and the causes of these emotions. It is worth noting that these interviews were conducted in a semi-structured way, giving way to follow-up questions to the comments participants made, and even though the script was followed, these interviews allowed for flexibility and adaptation based on the flow of conversation. With the methodology established, the next section presents the analysis of the collected data.

3.4 Data Analysis

Excel version 16.76 was employed to introduce the numerical data from the 25 questionnaires and to carry out inferential statistical tests, namely, correlation tests, regression analysis and t-tests. In reference to the students' questionnaires, items were categorised as follows: Items 1-24 addressed Teacher Immediacy, items 25-54 explored Foreign Language Classroom Anxiety (FLCA), and items 55-75 examined Foreign Language Enjoyment (FLE). The answers corresponding to negative items were reversed when entered into the Excel database. These negative items are as follows: items # 11, 18, 19 and 22 regarding Teacher Immediacy; items # 29, 32, 37, 41, 45 and 51 in reference to FLCA; and items # 57 and 72 in relation to FLE.

In order to answer research question one, the means of each student's FLE and perceived L2 teacher immediacy were computed, followed by the calculation of the Pearson coefficient of correlation (*r*). Similarly, to address research question two, the

means of each student's FLCA and perceived L2 teacher immediacy were calculated, followed by computing the Pearson correlation coefficient (*r*). Two linear regression tests were run in order to obtain the *p*-values and evaluate if the correlations are statistically significant. Regarding the four open-ended questions included in the students' questionnaires, answers were grouped into main topics according to the patterns identified by the researcher (Blommaert & Jie, 2010).

Five two-sample independent t-tests assuming equal variances were run to answer research question three (one t-test per instructor). In order to do so, the ratings obtained from each item of the teachers' questionnaire on Teacher Immediacy Behaviour (22 items), and the means obtained for each item of the students' perceptions of teacher immediacy (items 1-24) were considered. Items # 9, 16, 17 and 20 from the Teacher Immediacy Behaviour scale were reverse-coded. To conduct the t-test analyses, an adjustment was made to match the number of items on Teacher Immediacy between students' questionnaires and teachers' questionnaires. This adjustment was done as follows: The rate for item 5 from the Teacher Immediacy Behaviour questionnaire ("I address students by name") was doubled in order to align with item 5 ("The teacher addresses my classmates by name") and item 6 ("The teacher addresses me by name") from the students' questionnaire. The same procedure was done for the rate for item 6 from the Teachers' questionnaire ("I get into conversations with individual students before or after class"). This rate was doubled to align with item 7 ("The teacher gets into conversations with individual students before or after class") and item 8 ("The teacher has initiated conversations with me before, after or outside of class") from the students' questionnaire. This allowed the ratings of 24 items to be compared for both teacher and students, each item corresponding to the same theme in both questionnaires.

Pertaining to the three focus group interviews, the three recordings were transcribed using Google Pinpoint, although extensive editing was needed to provide clarity. Blommaert and Jie's (2010) approach of organising and analysing data after an interview was followed. The transcripts were divided into three general segments: students' enjoyment, students' anxiety and students' perceived teacher immediacy. Subsequently, these segments were categorised thematically based on topics or concepts that emerged from the interview data. For students' enjoyment, topics that emerged were laugher and the use of humour, sitting in a circle, speaking activities, and interaction through games, among others. Regarding students' anxiety, speaking in public, teachers' lack of affirmation and unpredictable classes were mentioned. And with respect to teacher immediacy, the concepts of gaze and nods, teacher self-disclosure, and teachers' techniques to make students feel at ease, along with others, were commented on. The researcher looked for connections between different segments, identifying recurring patterns, and generating conclusions based on the data. Following Codó's (2008) recommendation, some of the participants' quotes are furnished in the results section, that is, presented as direct excerpts from the interviews, in order to "hear speakers' voices" (p. 170). Having presented the methodology employed to carry out this study, the quantitative and qualitative results will be presented in the following section.

4. RESULTS

4.1 Quantitative results

The means of students' perception of Teacher Immediacy, FLCA and FLE per student were calculated, as shown in Figure 1. Table 1 presents the descriptive statistics, which were calculated taking the means of these three factors from each participant. The data

is summarised in a box and whisker plot in Figure 2.

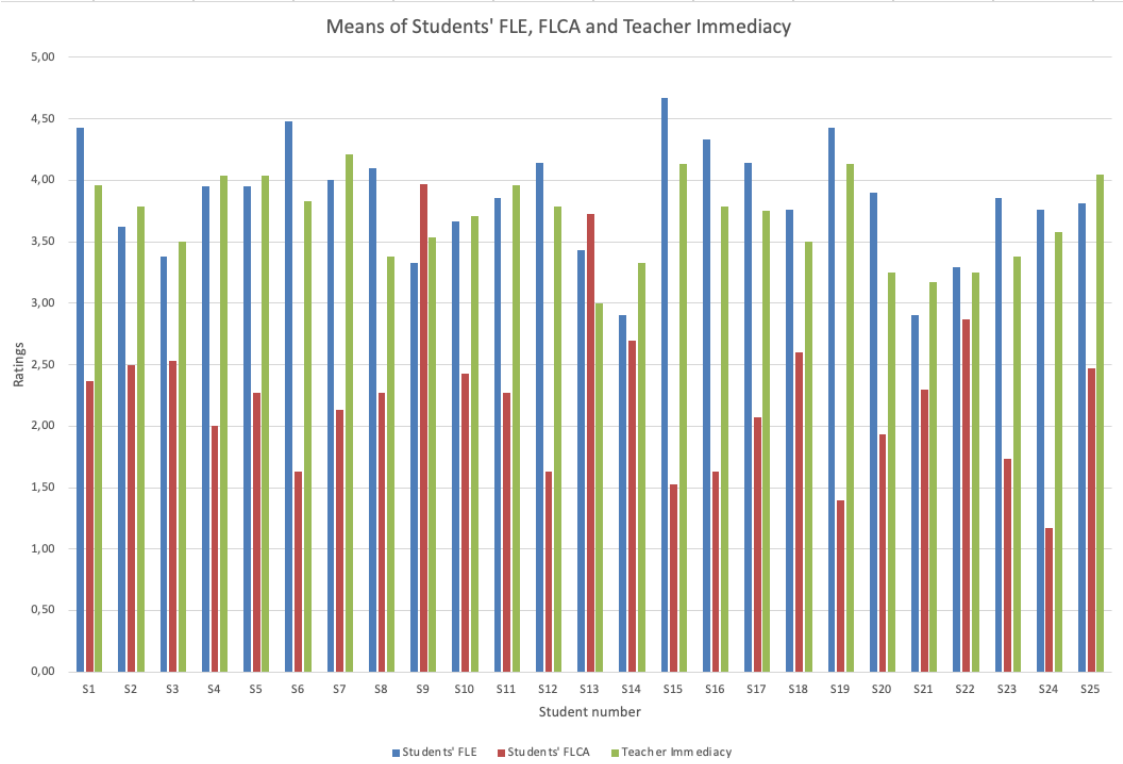

Figure 1: Means of Students' Foreign Language Enjoyment, Foreign Language Classroom Anxiety and perceived Teacher Immediacy

Descriptive statistics	*Students' FLE*	*Students' FLCA*	*Teacher Immediacy*
Mean	3,844	2,245	3,682
Standard error	0,093	0,130	0,068
Median	3,86	2,27	3,75
Mode	4,43	2,27	3,79
Standard deviation	0,463	0,650	0,341
Sample variance	0,214	0,423	0,116
Kurtosis	-0,177	1,550	-0,995
Skewness	-0,347	0,948	-0,242
Range	1,77	2,80	1,21
Minimum	2,900	1,170	3,000
Maximum	4,670	3,970	4,210
Sum	96,090	56,130	92,060
Count	25	25	25

Table 1: Descriptive statistics of the means of students' FLE, FLCA and perceived Teacher Immediacy

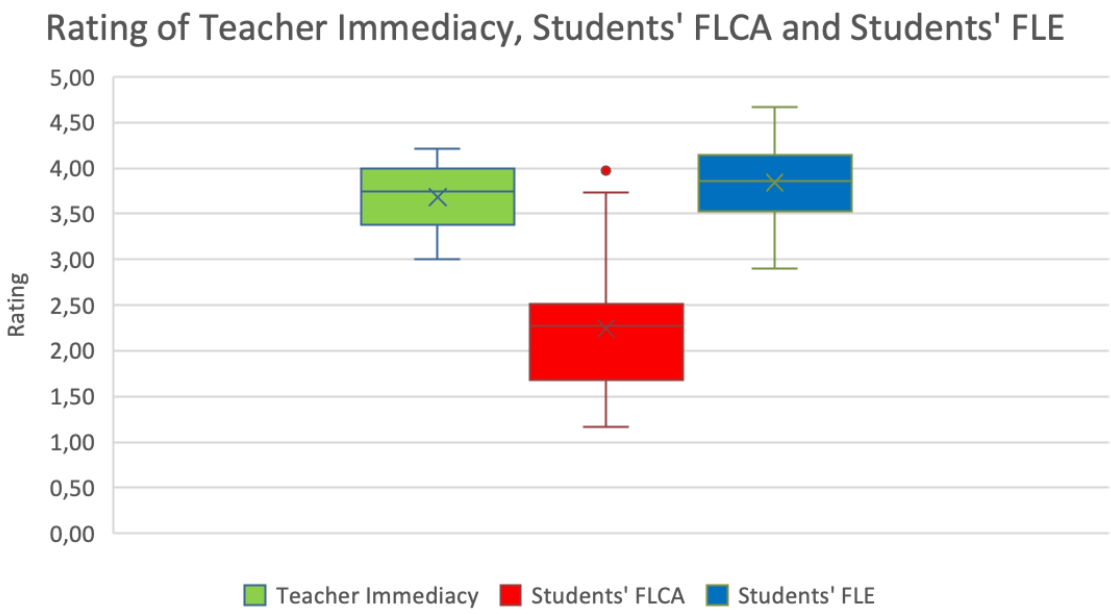

Figure 2: Rating of perceived Teacher Immediacy, Students' Foreign Language Enjoyment, and Foreign Language Classroom Anxiety

Research question one inquired to what extent students' FLE is related to perceived L2 teacher immediacy. In order to answer it, the Pearson coefficient of correlation (r) between these two factors was calculated, obtaining a value of $r(25) = .667$ ($r^2 = .445$, $p = .00027$, $\alpha = .05$), as shown in Table 2.

Pearson coefficient of correlation	*FLE*	*Teacher Immediacy*
FLE	1	
Teacher Immediacy	0,667	1

Regression statistics	
Multiple R	0,667
Coeficient of determination R^2	0,445
Adjusted R^2	0,421
Standard error	0,352
Observations	25

ANOVA

	Degrees of freedom	*Sum of squares*	*Average of squares*	*F*
Regression	1	2,288	2,288	18,470
Residual	23	2,849	0,124	
Total	24	5,137		

	Coefficient	*Standard error*	*t statistics*	*p-value*
Intercept	0,510	0,779	0,656	0,519
Teacher Immediacy	0,905	0,211	4,298	0,00027

Table 2: Coefficient of correlation and regression statistics between Teacher Immediacy and students' FLE

This positive correlation between students' FLE and perceived L2 teacher immediacy suggests that there is a moderate to strong positive relationship between these two factors, as seen in Figure 3. The regression analysis revealed a *p*-value of .00027, indicating that there is a statistically significant relationship between Teacher Immediacy and students' FLE. In relation to the variance overlap between two factors, it is relevant to mention that this value allows us to see how much variance in one measure can be accounted for by the other (Hatch and Farhady, 1982). Thus, the variance overlap between Teacher Immediacy and FLE (r^2 = .445) indicates that teacher immediacy predicts 44.5% of the variance of students' FLE. In other words, 44.5% of the variation in students' enjoyment of learning a FL can be explained by differences in how immediate their teachers are in their interactions.

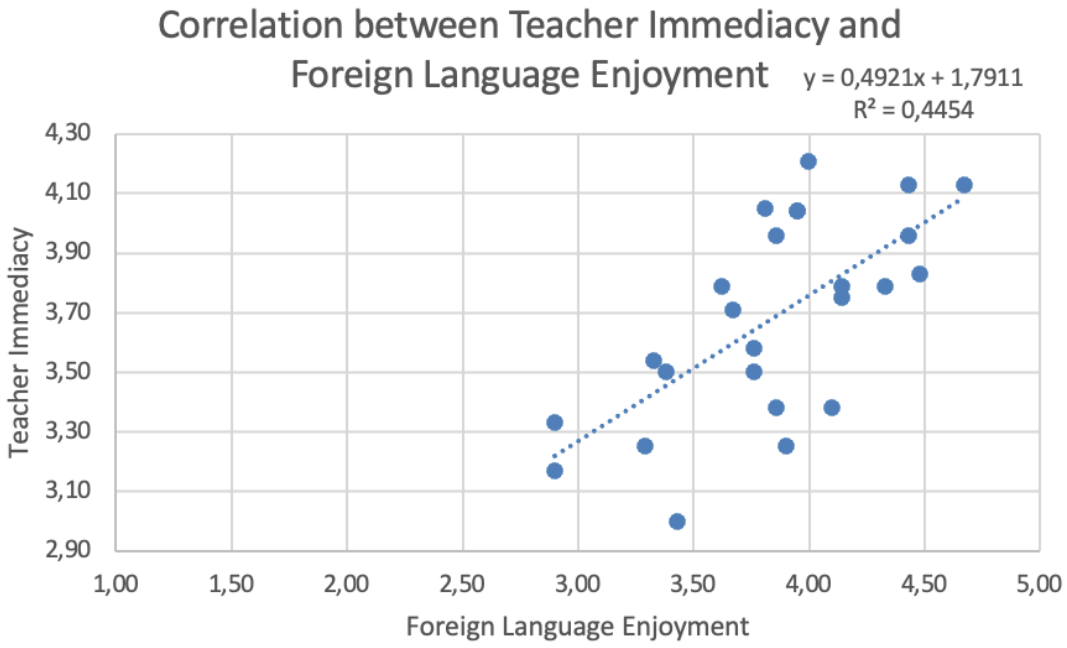

Figure 3: Correlation between Teacher Immediacy and Students' Foreign Language Enjoyment

To answer research question two, that is, to what extent students' FLCA is related to perceived L2 teacher immediacy, the Pearson coefficient of correlation (r) between Teacher Immediacy and FLCA was calculated, obtaining a value of $r(25) = -.443$ ($r^2 = .196$, $p = .027$, $\alpha = .05$), as shown in Table 3.

Pearson coefficient of correlation	*FLCA*	*Teacher Immediacy*
FLCA	1	
Teacher Immediacy	-0,443	1

Regression statistics	
Multiple R	0,443
Coeficient of determination R^2	0,196
Adjusted R^2	0,161
Standard error	0,595
Observations	25

ANOVA

	Degrees of freedom	*Sum of squares*	*Average of squares*	*F*
Regression	1	1,987	1,987	5,606
Residual	23	8,153	0,354	
Total	24	10,140		

	Coefficient	*Standard error*	*t statistics*	*p-value*
Intercept	5,352	1,317	4,062	0,000
Teacher Immediacy	-0,844	0,356	-2,368	0,027

Table 3: Coefficient of correlation and regression statistics between Teacher Immediacy and students' FLCA

This r value implies that there is a moderate negative correlation between Teacher Immediacy and FLCA, as presented in Figure 4. The calculated p-value for the regression model was .027, revealing that there is a statistically significant relationship between Teacher Immediacy and FLCA. The variance overlap ($r^2 = .196$) indicates that teacher immediacy predicts 19.6% of the variance of students' FLCA. That is to say, 19.6% of the fluctuations in students' anxiety levels within the foreign language classroom can be clarified by variations in their teachers' rapport building and

immediacy. Conversely, over 80% of the variance is not shared and it is unique to each factor. As an overview of these three relationships, Figure 5 shows the correlation between Teacher Immediacy, Students' Foreign Language Enjoyment and Foreign Language Classroom Anxiety.

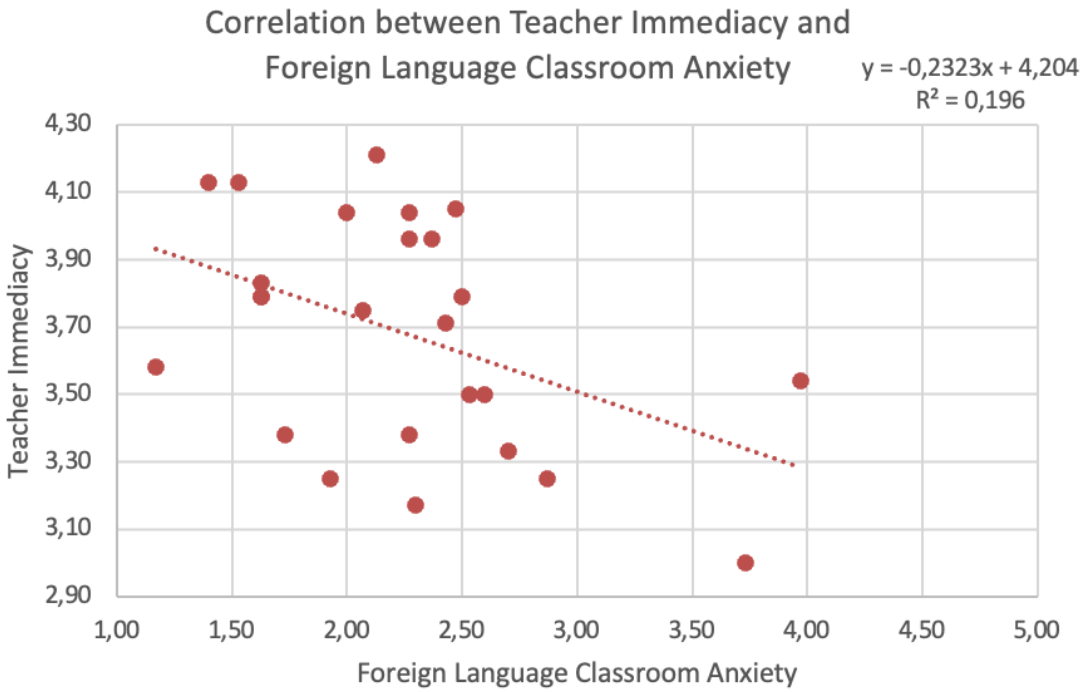

Figure 4: Correlation between Teacher Immediacy and Students' Foreign Language Classroom Anxiety

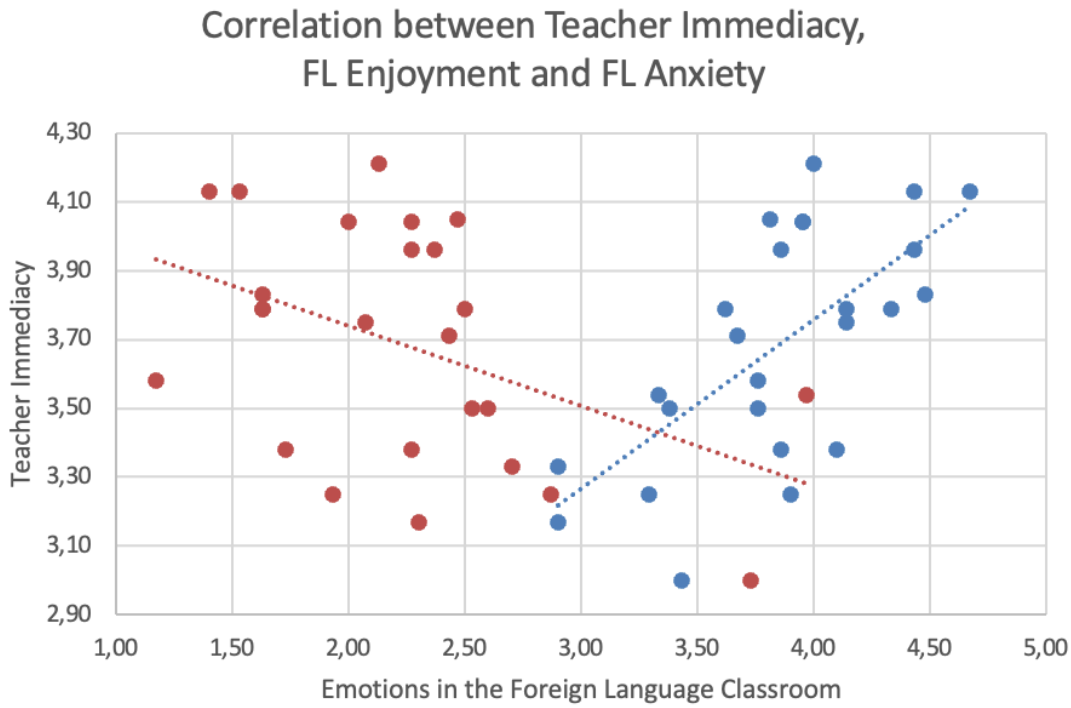

Figure 5: Correlation between Teacher Immediacy,
Students' Foreign Language Enjoyment and Foreign Language Classroom Anxiety

Research question three inquired to what extent students' perceptions of perceived teacher immediacy correspond to teacher self-reported immediacy. The descriptive statistics of the means of the ratings of students' perceptions of teacher immediacy (24 items) and teachers' self-reported immediacy (24 items) are presented in Table 4. Figure 6 illustrates the comparison between these two factors. Results showed that all five teachers rated their immediacy level higher than their students.

Descriptive Statistics	*Teacher 1's students*	*Teacher 1*	*Teacher 2's students*	*Teacher 2*	*Teacher 3's students*	*Teacher 3*
Mean	3,911	4,042	3,701	3,875	3,308	4,292
Standard error	0,136	0,165	0,184	0,236	0,197	0,213
Median	3,860	4,000	3,750	4,000	3,000	5,000
Mode	4,290	4,000	4,500	4,000	2,600	5,000
Standard deviation	0,668	0,806	0,901	1,154	0,964	1,042
Sample variance	0,446	0,650	0,812	1,332	0,929	1,085
Kurtosis	-0,970	2,037	-0,885	1,705	-1,050	0,837
Skewness	0,201	-1,164	-0,289	-1,404	0,501	-1,403
Range	2,140	3,000	3,000	4,000	3,000	3,000
Minimum	2,860	2,000	2,000	1,000	2,000	2,000
Maximum	5,000	5,000	5,000	5,000	5,000	5,000
Sum	93,870	97,000	88,832	93,000	79,400	103,000
Count	24	24	24	24	24	24

Descriptive Statistics	*Teacher 4's students*	*Teacher 4*	*Teacher 5's students*	*Teacher 5*
Mean	3,889	4,292	3,563	4,250
Standard error	0,234	0,213	0,199	0,173
Median	4,330	5,000	3,250	4,000
Mode	4,670	5,000	4,750	5,000
Standard deviation	1,145	1,042	0,976	0,847
Sample variance	1,312	1,085	0,952	0,717
Kurtosis	-0,838	3,810	-1,339	0,566
Skewness	-0,819	-1,906	0,087	-0,995
Range	3,330	4,000	3,000	3,000
Minimum	1,670	1,000	2,000	2,000
Maximum	5,000	5,000	5,000	5,000
Sum	93,340	103,000	85,500	102,000
Count	24	24	24	24

Table 4: Descriptive statistics of the means of the ratings of students' perception of teacher immediacy and teachers' self-reported immediacy

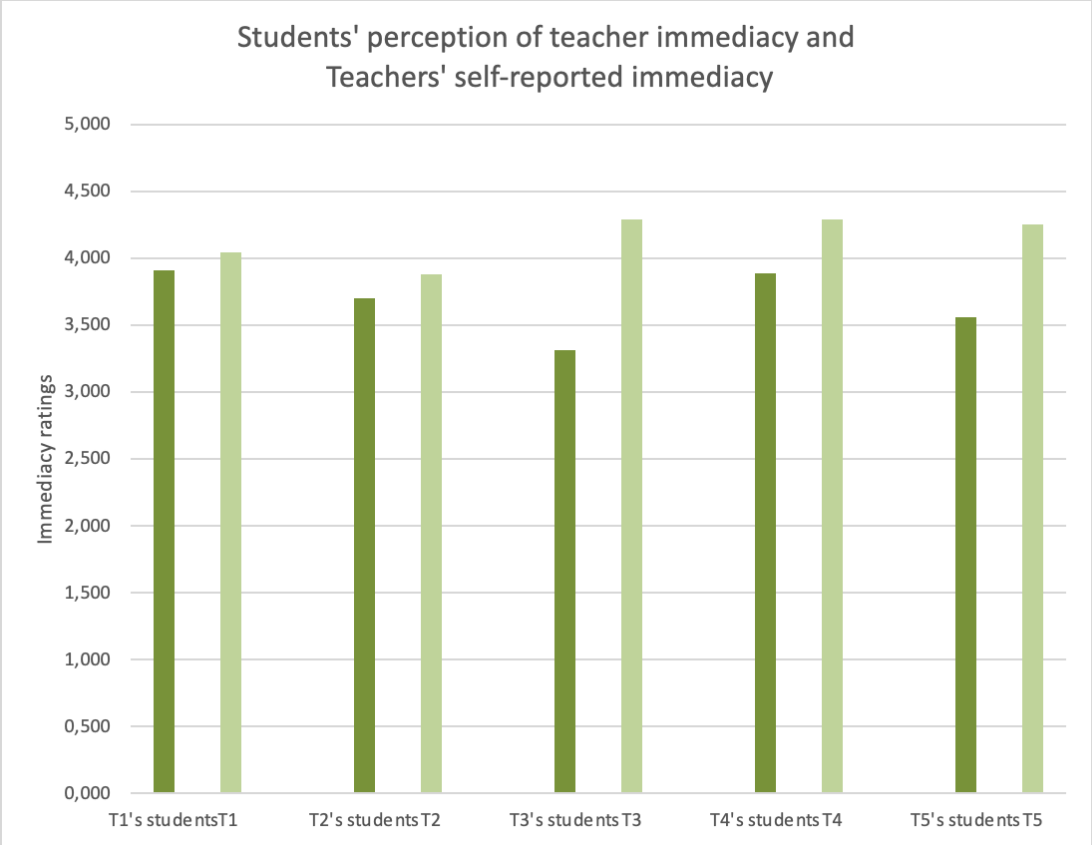

Figure 6: Students' perception of teacher immediacy and Teachers' self-reported immediacy

The results of the independent t-tests are shown in Table 5.

	T1's students	*T1*	*T2's students*	*T2*	*T3's students*	*T3*
Mean	3,911	4,042	3,701	3,875	3,308	4,292
Variance	0,446	0,650	0,812	1,332	0,929	1,085
Observations	24	24	24	24	24	24
Grouped variance	0,548		1,072		1,007	
Hypothesised difference of the means	0		0		0	
Degrees of freedom	46		46		46	
t statistic	-0,610		-0,581		-3,395	
P(T<=t) one tail	0,272		0,282		0,001	
Critical t value (one tail)	1,679		1,679		1,679	
P(T<=t) two tails	0,545		0,564		0,001	
Critical t value (two tails)	2,013		2,013		2,013	

	T4's students	*T4*	*T5's students*	*T5*
Mean	3,889	4,292	3,563	4,250
Variance	1,312	1,085	0,952	0,717
Observations	24	24	24	24
Grouped variance	1,198		0,835	
Hypothesised difference of the means	0		0	
Degrees of freedom	46		46	
t statistic	-1,274		-2,606	
P(T<=t) one tail	0,105		0,006	
Critical t value (one tail)	1,679		1,679	
P(T<=t) two tails	0,209		0,012	
Critical t value (two tails)	2,013		2,013	

Table 5: Results of the independent t-tests between students' perceptions of teacher immediacy and teacher self-reported immediacy

The results indicate that, for Teachers 1, 2 and 4, there is no significant difference between students' perceptions of teacher immediacy and teacher self-reported immediacy. Notwithstanding, a significant discrepancy between these two factors was found for Teacher 3 [$t_{(46)}$ = -3.395, p = .001] and Teacher 5 [$t_{(46)}$ = -2.606, p = .012] (refer to Table 5). Students' perceptions of teacher immediacy are significantly lower (M = 3.31, SD = 0.96 for Teacher 3; and M = 3.56, SD = 0.98 for Teacher 5) than the teacher self-reported immediacy (M = 4.29, SD = 1.04 for Teacher 3; and M = 4.25; SD = 0.85 for Teacher 5) (see Table 4). Having presented the quantitative results, the qualitative findings will be presented next to gain a more comprehensive understanding of the data.

4.2 Qualitative results

Regarding the four open-ended questions included in the students' questionnaires, answers were grouped into main topics, with some responses overlapping between topics. Questions 1 and 3 pertain to students' FLE. For question 1, "What do you like most about this English class?," five themes emerged: enjoyment of learning, understanding and expressing oneself in English (7 answers); the relationship with the teacher (5 answers); the relationship between peers (4 answers); having fun in dynamic classes (3 answers); and the use of games (2 answers). For open-ended question 3, "Briefly explain the best class you have had with this English teacher", 4 themes emerged from the students' answers: A class involving group games (6 answers); a class full of laughter (3 answers); a class involving speaking with peers (3 answers); and a class involving teacher self-disclosure (1 answer). Questions 2 and 4 pertain to students' FLCA. Answers to question 2, "What do you like the least about this English class?," resulted in four topics: Homework, grammar and exams (6 answers); boring

and repetitive classes (5 answers); the schedule (3 answers) and teacher not being encouraging (1 answer). Responses to question 4, "Briefly explain the worst class you have had with this English teacher" yielded 4 main themes: A class where students only covered theory, grammar and exam practice (7 answers); a monotonous class (3 answers); a class where students were reprimanded by the instructor (2 answers); and student' mood affected by external reasons (1 answer).

In reference to the three focus group interviews, the participants' responses were organised into main themes identified by the researcher, which included the influence of teachers on students' enjoyment (questions 1 and 2) and anxiety (questions 3 and 4), and personal beliefs regarding the causes of enjoyment (question 5) and anxiety (question 6). The researcher recognises that thematic categorisation of verbal data was found to be "a messy affair, as many observations touched several themes and could therefore have been categorised differently" (Dewaele & MacIntyre, 2016, p. 220). Concerning students' anxiety, some of the aspects that provoke a sense of nervousness mentioned by the participants were instructors' reprimands and failing to verbally affirm learners' efforts, as well as speaking in public. A participant indicated in the questionnaire that the worst class he/she has ever had with his/her L2 instructor was one where "the teacher spent a lot of time rebuking students" (student 17), while student 15 stated that "the teacher scolded us once." Regarding the lack of affirming words from the instructor, student 18 from the first interview pointed out that her teacher fails to acknowledge her contributions and efforts: "This teacher is very cold. The student-teacher relationship is very cold and very distant. It's the fact that she... she has no interest in the student. She does not highlight the progress you make throughout the year. She does not make you see your progress or the effort you have done." This same participant responded to question 2 of the student's questionnaire

that what she likes least about this class is “the teacher, the fact that she does not recognise the effort that we do, nor she encourages you when you make progress.” Lack of interaction between teacher and students was presented as an undesirable sign for one of the students:

(Excerpt 1)

Researcher	What strategies would you like your teacher to use in order to boost enjoyment during class?
Student 25	I don’t know. To be a bit more interactive. It’s true that she has games, but there are also moments where we’re just reading or doing exercises. I don’t know...
Researcher	What would you like your teacher to do?
Student 25	More games, more interaction between the classmates and her.

The absence of teacher self-disclosure was mentioned as well by the same student when she commented the lack of teacher’s personal sharing with her students:

(Excerpt 2)

Researcher	Does your teacher sometimes talk to you all about topics unrelated to the lesson?
Student 25	Honestly, no. She is a very private teacher and doesn’t like to talk much about her life outside of school, and well, you can tell that she works just for the sake of working. You know? She’s in class, but she doesn’t love her job. You can tell it’s just a duty for her.
Researcher	And does that come across?
Student 25	Well, yes. You can see it on her face.

Concerning the level of uneasiness experienced by students when speaking in public, the following extract from the first focus group interview indicates the level of anxiety experienced by these learners:

(Excerpt 3)

Researcher	What do you experience when you speak English in public during your class?
Student 18	I feel nervous... but I think it’s normal, because when doing a presentation in Catalan or Spanish, which is easier than doing it in English, I still get nervous. But I think these nerves are only present at the beginning. Once you start, well, they go away.
Researcher	Do you experience the same feeling in your English class?

Student 18	Yes, I think so.
Researcher	And what do you feel physically?
Student 18	I feel my heart pounding ((laughing)). I shake.
Student 12	Yeah, me too. My heart…
Student 18	If I have a paper ((points to hand)), I do this ((makes a gesture of rolling the corner of the sheet)) ((laughs)).

Other aspects pertaining to students' FLCA that were mentioned in the questionnaires are related to long and boring classes, as seen in the following comments: "I suffer a bit because classes are sometimes unbearable" (student 14); "sometimes I feel the class is endless" (students 2 and 3); "classes are boring and monotonous" (students 11 and 18); "we only study theory" (students 2 and 7); "some classes and repetitive" (students 15 and 17). Unpredictable classes were also seen as undesirable:

(Excerpt 4)

Researcher	How would you describe your English class?
Student 25	I don't know… Bipolar.
Researcher	What do you mean by "bipolar"?
Student 25	Well, sometimes it's fun, and sometimes it's like, what's going on? You know? When you walk through the door you never know what's going to happen.

Aspects related to participants' FLCA that are not related to the instructor were also mentioned: "The schedule" (students 5 and 8); "my class is late and I often feel tired" (student 11); "homework" (students 1 and 16); "taking exams" (student 20); "failing exams" (student 12); and "sometimes I feel nervous due to aspects not related to this class" (student 5).

Concerning students' comments on FLE, several participants mentioned that speaking activities and communicating in English are among the most enjoyable tasks: "The best classes are those where we do a lot of speaking among us" (student 20), "I love the fact that I can express myself in another language" (student 17) and "I like being able to learn and communicate in such an important language as English" (student 1). Laughter as an important element of FLE was a recurrent topic mentioned

by the participants, as they highlighted that laughing lighted the mood of the classroom environment. In the answers to the open-ended questions included in the participants' questionnaire, student 17 mentioned that "the best classes are those when we laugh a lot", while student 6 wrote that "there was this class when we could not stop laughing." The following extract from the second interview expands the previous comments:

(Excerpt 5)

Student 13	I don't get nervous when speaking in front of the class. We laugh together. When someone is doing a presentation, we start laughing because it's funny.
Researcher	How would you describe this laugh? Is it a mockery laugh?
Student 13	No, no! It's like… like a friendly laugh. I feel supported and I love it when it happens to me.

Verbal teacher immediacy was mentioned by a participant as well. The following extract presents the calming effect of verbal teacher behaviour on students when they are about to speak in public.

(Excerpt 6)

Researcher	Does you teacher do something to make students who are nervous feel relaxed?
Student 12	When we do presentations, yes. When we do presentations, before starting, if she sees that you're nervous, she talks a little, she asks you about what you've done for the presentation. She asks you relatively easy questions to answer before starting a presentation so that we calm down. Or she talks to the class so that you can adapt to the audience.

Complementary, nonverbal teacher behaviour has a positive effect on students as well, as presented in the following excerpt from the first focus group interview.

(Excerpt 7)

Researcher	Do you sometimes worry or feel anxious about what your English teachers may say to you?
Student 18	I don't. The good thing about this teacher is that, if you look at her, she does this ((glance, nodding)), and that, to a certain degree, is like you see that she understands you, that you're doing well, and that gives you some confidence.
Researcher	But your teacher doesn't say anything then…
Student 18	No. She looks at you in your eyes and takes notes.

Researcher	Does she smile at you?
Student 18	My teacher doesn't.
Student 12	Mine does. ((Pause))
Student 18	If you seek this type of closeness and want to feel comfortable, you have to look there. ((Student switches from Catalan to Spanish)). It's like *a safe place* ((gestures of protection with hands)).
Student 12	And with your teacher and friends you always do that too... Well... when one is doing a presentation, the other goes like, 'great job' ((smiles and gestures 'well done' with the thumb)). And while we talk, everyone goes like, ((eye contact, smiles, gestures of approval with fingers)).
Student 18	Because when they nod, it's like they're listening to you, you're doing well. You feel at ease.

Another nonverbal teacher immediacy element was mentioned, namely, teacher proximity, as seen in the following extract:

(Excerpt 8)

Student 12	We sit in a semi-circle so we can see each other when we interact and compete during games.
Researcher	And is this chair arrangement more attractive than the classic…?
Student 12	((Interrupts)) Yes! It's more intimate. It's like you're talking face to face. We're all seeing how we are doing, what we think. You interact with others. And the teacher does the same. It's not like the teacher is standing and walking around, but we're all in the circle.

Student 13 from the second interview added a new layer to the concept of teacher proximity, as this participant comments on his teacher conversing with learners when sitting in a circle: "We are close to each other. We look at each other's faces. And she sits with us. She asks us about our boyfriends and girlfriends, especially on Fridays ((laughter))." The concept of teacher self-disclosure, a verbal immediacy element, was mentioned by student 7 when she mentioned in the questionnaire that "the best class for me was one where the teacher explained anecdotes about his life." The effect of a relaxing classroom environment on students also emerged during the interviews, as presented in the next excerpt.

(Excerpt 9)

Student 12	My teacher organises games so that we feel more united as a group. She organises Kahoots, which is this different learning system. We're all more relaxed. There's not so much pressure to include lots of explanation, and she participates as well.
Researcher	Does your teacher make the games competitive?
Student 12	Not really. It's more with the goal to learn and to put into practice what we have learned. But not in a competitive way, no.
Researcher	What is it that you like best about this?
Student 12	The fact that we are more relaxed. We play. We can interact! And learn. She conducts the classes in a dynamic way. She asks questions and we answer.

Students' internal or private enjoyment, such as curiosity, driven motivation and sense of accomplishment, was commented on as well, as seen in some of the participants' answers: "I like being able to express myself in English" (student 17), "I really like learning English and understanding what I read and what the teacher says" (student 18). Student 13 from the second interview commented that his teacher connects with them emotionally: "I have a classmate who is hyperactive. Some of my classmates are very active – me included! So the teacher talks like us and acts like us to communicate with us, to chill a bit." Having presented the findings of this study, the interpretation of the results and the implications will be the focus of the next section.

5. DISCUSSION

The first research question enquired into the relationship between perceived teacher immediacy and students' FLE and it aimed to investigate the extent to which students' FLE is related to L2 teacher immediacy. According to the results, it can be stated that the *increase* in teacher immediacy is related to an *increase* in FLE, but no cause-effect relationship between the factors can be made since the data was analysed by conducting a correlation analysis. However, the results clearly reflect a relationship between these two factors. This association between teacher immediacy and FLE

underscores the importance of the teacher-student relationship. This finding supports previous studies conducted by Dewaele and MacIntyre (2014), Dewaele, Witney, Saito and Dewaele (2018), and Dewaele and Dewaele (2020), which acknowledged that the creation of a positive emotional atmosphere by the teacher led to higher FLE scores. Participants' perspectives on enjoyable moments in the foreign language class highlighted the significance of teachers' emotional skills as well.

Nonverbal teacher behaviour was frequently mentioned by the participants as a positive element that enhances the affective dimension on students. The sound of laughter can create an atmosphere of joy and camaraderie between teacher and students. Student 13's comments mirror what Rojas Estapé (2018) claims about this "friendly" laugh: "*La sonrisa, la risa y el placer del humor mejoran sosteniblemente las habilidades cognitivas y las conductas sociales*" ["A smile, laughter and the pleasure of humour sustainably enhance cognitive abilities and social behaviours"] (p. 34). FL instructors can promote a relaxing atmosphere in the classroom by encouraging moments of light-heartedness. Gorham and Christophel (1990) remind us that humour serves to entertain, facilitate self-disclosure and alleviate boredom. Instructors can leaven their students' learning with humour to make them feel relaxed. Ultimately, humour enhances teacher-student relationships and thus improves learning. These results are also consistent with the research conducted by Dewaele et al. (2022), where students' level of FLE increased significantly among learners whose teacher nonverbal immediacy was high. Students' FLE was higher when teachers created a positive emotional atmosphere in class. The authors concluded that FLE is more teacher-dependent than FLCA. Participants' views on episodes of enjoyment in the FL class revealed the importance of teachers' professional and emotional skills.

Through instructors' self-disclosure, barriers in the group come down and cohesiveness grows (Moskowitz, 1999). Students' comments corroborated that it is healthier and more rewarding when teachers share about themselves than being superficial. When teachers share personal experiences, struggles and anecdotes, they make themselves more relatable and approachable to learners. Sharing about themselves is a robust way of building rapport and trust between them and the learners, ultimately contributing to a more engaging learning experience. In addition, some of the participants' comments reinforce that speaking activities among instructors and learners have the potential to create a sense of classroom community. Once more, Moskowitz (1999) emphasises that when students all participate at once, "it produces an inviting sound of liveliness as a background, which serves to raise everyone's energy and enjoyment levels" (p. 189). Teacher behaviour can enhance this participation by creating a strong classroom community to build up students' enjoyment.

One of the topics that was brought up during one of the interviews was the great impact of assuring words and strategies that instructors employ to make students feel at ease, especially when learners are facing a challenging moment in class and their anxiety level increases, such as speaking in public. The role of verbal teacher immediacy in cultivating a strong learning environment, namely, empathetic communication and supportive words, cannot be overstated. When teachers demonstrate empathy and provide support to their students through their verbal interactions, they create *a safe place* (as described by student 18), an atmosphere where learners feel valued and encouraged and where there is no room for mockery. This, in turn, enhances students' engagement and enjoyment.

An additional topic that was brought up by the students was teacher proximity, particularly when considering the furniture setup and the environment created in order for students to speak up comfortably. In her discussion about a psychologically secure environment, Aoki (1999) proposes that exposure to others could be perceived as a threat. The arrangement of rigid rows of desks or other classroom furniture is a device to create such situations. The author advocates that "if we want learners to exercise their autonomy freely in the classroom, we would need to create an alternative physical environment, and make reduced teacher power visible, and turn threatening others into caring classmates" (p. 150). This could be considered an effective tool to erase the boundary between teacher and students by keeping the teacher's eyes on the same level as the learners, creating a powerful bond of immediacy.

The use of games and the involvement of the teacher during these activities were also mentioned when referring to engaging classes. It can be claimed that stimulating classroom engagement increases enjoyment and mitigates the debilitating effects of anxiety. Thus teachers should establish a constructive classroom setting characterised by camaraderie and companionship among classmates. When playing games, competitiveness is acceptable to a certain extent, but it becomes problematic when it begins to impede collaboration and cooperation. The involvement of the instructor, along with her behaviour, could serve as a model in maintaining this balance and cultivating a supportive learning setting.

At this point, it is pertinent to highlight that there are external variables that are no necessarily subject to the teacher's influence. Dewaele et al. (2022) analyse factors beyond the instructor's control, which include, on the one hand, students' internal or private enjoyment, such as curiosity, driven motivation and sense of accomplishment, as seen in some of the participants' answers. On the other hand, students' external

enjoyment refers to the social aspect, such as classroom laughter, pleasant relationships with peers and group dynamics, and certainly, strong rapport between learners and the instructor. Teachers *do* have the empowering role of affecting students' emotions through their immediacy and robust rapport. These findings hold relevance for the sample of this study, and they could support the idea that students' enjoyment is inextricably linked to teacher behaviour. Students' enjoyment appears to lie in the process of "how" students are taught, rather than "what" they are taught (Christophel, 1990, p. 323). This provides evidence that students prefer EFL teachers whom they perceive as sociable and friendly, as commented by some of the participants when referring to the fact that teachers connect with them emotionally, making them feel at ease. It can be presumed that instructors who are approachable, engaging, responsive, and warm will more effectively create a more positive learning environment (Dewaele & MacIntyre, 2014). These findings align with the concepts expressed by Jennings and Greenberg (2009), which assert that teachers have the power to set the tone of the classroom by cultivating supportive connections with their students, as they demonstrate respectful and socially appropriate communication behaviours.

The second research question enquired into the relationship between perceived Teacher Immediacy and students' FLCA. The results presented before revealed that the *increase* in teacher immediacy is related to a *decrease* in FLCA. Although FLCA is generally difficult to pinpoint, the results from this study seem to indicate that teacher immediacy *can* and *does* play a role in students' classroom anxiety level. Having said that, it is pertinent to reiterate at this point that anxiety is an umbrella term that encompasses both external and internal factors. Among the external pressures that students experience are high expectations from parents to succeed in exams such as the Cambridge English First Certificate Exam, which is crucial for those aiming to study

or work abroad. Additionally, familial challenges may add further complexity to their situation. Internal factors include personality traits such as shyness and perfectionism (MacIntyre et al., 2016), which can heighten stress and apprehension in the FL classroom. While instructors cannot control all these factors, the preliminary findings of this study reveal that teachers can utilise immediacy to mitigate classroom anxiety in the midst of challenging circumstances, such as speaking in public and participating in open-class activities.

Although FLCA tends to be linked to learner-internal variables such as individual characteristics (Dewaele & Dewaele, 2020), the finding of this study reveals that there is a degree of association between students' FLCA and instructor verbal and nonverbal behaviour, albeit the link between these two factors is not as strong as the association between teacher immediacy and FLE. It is interesting to note that these findings are not consistent with a research study conducted by Dewaele et al. (2018), which surprisingly found that students experienced similar levels of anxiety regardless of whether they were taught by favoured or less favoured teachers. It was concluded that anxiety stemmed from multiple factors such as peer dynamics, skill levels, individual characteristics (such as personality traits), and assessments. The researchers' inferred that FLCA appears to be less influenced by the teacher and their practices compared to FLE. Notwithstanding, the findings of this research paper underscore that the significance of teacher behaviour and its relationship to students' FLCA cannot be disregarded. Events such as harsh correction from the instructor, the lack of encouragement, and uncertainty or lack of class structure (creatively described by student 25 as *bipolar classes*) can raise FLCA. Mockery, fear of making mistakes, feeling insecure when addressing the teacher and pressure of feeling judged are also among some of the salient episodes that could increase students' FLCA. As seen

previously, spoken and non-spoken communication has the power to soothe these feelings. Kind corrections and authentic words of encouragement from teachers have the power to achieve remarkable results and mitigate students' classroom anxiety levels. Similarly, as mentioned earlier, nonverbal immediacy behaviour could be transmitted through paralinguistic features, such as prosodic vocal cues (intonation, timbre, volume, speed, fluency, pitch, and softness as opposed to harshness) in order to transmit feelings of tranquillity and decode anxiety (Gregersen, 2007; Underhill, 1999).

The third research question was formulated as a preliminary attempt to follow Dewaele and Moskowitz's (2020) and Marcos-Llinàs's (2006) suggested further research. The authors point out that it might be worthwhile in the future to collect teachers' self-reported teacher immediacy and compare the results against the observer-reported scores by their students. Thus, the third research question of this study addresses the extent to which students' perceptions of teacher immediacy correspond to teacher self-reported immediacy. The findings reveal that there is some convergence between self-perception of teacher immediacy and learners' perceptions of teacher immediacy in Teachers 1, 2 and 4. The discrepancy found in Teacher 3 and Teacher 5's ratings might be explained by the fact that there could be a significant age and generational gap between these teachers and the students. Students might perceive these instructors as out of touch with their interests and communication preferences. Teachers may genuinely intend to be approachable and friendly, but their actions or demeanour might not always convey this effectively to learners. These students might be less appreciative of the behaviours of their teachers, and consequently, their perception of teacher immediacy is diminished, possibly due to their reduced ability to recognise or place value on such interactions within the learning environment. These

findings align with a prior study by Hu and Wang (2023), which concluded that student emotions, past experiences, and their current mental state influence their perception of teacher immediacy. The authors inferred that students who are disengaged, anxious, or less motivated tend to report lower levels of teacher immediacy, as they are less likely to notice or value such behaviours. Hence, disparities between students' perceptions of teacher immediacy and teacher self-reported immediacy suggest complex dynamics in the FL classroom environment, where teachers' self-perceptions may not always align with how students perceive their instructors' behaviour and interaction. Therefore, it is plausible to suggest that students reported assessment of teacher immediacy can be extremely valuable in improving teachers' self-awareness and might help illuminate teachers' own blind spots. Citing Lozanov (1988), Arnold (1999) remarkably states that the learners are the teacher's "mirror" (p. 171). Students may know their teachers in ways that their teachers simply do not know themselves, at least in the less private aspects of emotion (Dewaele & Moskowitz, 2020). It is also necessary to consider the fact that teenage students may not always regard their instructors in a favourable light. Thus, student evaluations of teachers should not be blindly accepted. On the other hand, Dewaele and Moskowitz continue by stating that such feedback from students could help teachers at the individual level to learn about their own strengths and weaknesses. Requesting students to share these perceptions in an ethical and non-threatening manner could aid teachers in enhancing their self-awareness and improving their rapport building.

A key aspect requires consideration at this point. This research study does not suggest that focusing on affect will solve all learning problems in the EFL classroom or provide a "perpetual harmony in class" (Mercer, 2016, p. 105). Peer distractions, varying levels of engagement, disruptions, and students' lethargy and misbehaviour are

issues commonly present in the classroom environment, especially when considering adolescent learners. Rather, the aim of this research was to introduce the idea that incorporating the affective factor into teaching practices could mark the initial steps towards the building of strong rapport among learners and instructor, thus creating a positive emotional climate in the classroom environment. This affective surrounding could have the power to heighten students' enjoyment and alleviate their anxiety levels.

It is reasonable to claim that adolescents could be unpredictable, as previously mentioned, and managing their emotions in the classroom requires careful consideration of numerous factors. Variables such as the weather, the students' energy level, the class timetable, the day of the week, as well as the time of the year (particularly during assessment periods), can significantly impact learners' moods and feelings. Thus, dealing with adolescents can often be a challenge due to their fluctuating emotional states. This is especially true in the EFL classroom, where students may feel additional stress and frustration due to the challenges of learning and using a "stepmother tongue" (Pavlenko, 2002, p. 48). However, with proper teacher training and instruction, the principles presented in this study could and should be wisely applied regardless of the differences in class size, timing, and students' moods. The investment of time and effort in creating a strong emotional bond within the group will yield benefits in the long run, resulting in fulfilling growth for both educators and students (Dörnyei & Malderez, 1999). Understanding and channelling learners' emotions is a profoundly demanding and arduous task. However, as Barcelos and Coelho (2016) insightfully point out, if the affective dimension is not included in teachers' agendas, their journey becomes even more strenuous. Integrating the affective sphere in the FL classroom setting indeed represents a mutually beneficial

scenario.

The findings of this study imply that identifying the components of teacher immediacy holds significant practical implications for nourishing teacher-student rapport. This aligns seamlessly with the overarching mission of any academic institution. Programs should focus on training instructors to establish meaningful connections with their students, aiming to nurture a sense of belonging and ultimately impact academic advancement. Given that cultivating connectedness in the classroom is a fundamental objective for academic institutions, it stands to reason that greater emphasis should be placed on this aspect (Creasey, Jarvis & Knapcik, 2009). It can be posited that teachers can undergo training to effectively assess the emotional atmosphere in the classroom, thereby promoting a climate of enjoyment rather than anxiety (Dewaele & MacIntyre, 2016).

The researcher suggests that changes in the Certificate in English Language Teaching to Adults (CELTA) program and the Teaching English as a Foreign Language (TEFL) training curriculums should be made to include topics such as students' FLE, FLCA, coping mechanisms, and the connection between teacher rapport and students' affect. Although the CELTA course is intended to train teachers of adult students, it can also be readily adapted for teaching adolescent learners. CELTA and TEFL programs must adapt to prepare teachers with a skill set that focuses on affective development as well as cognitive development. Native and non-native language students who are preparing to be future EFL teachers must not only demonstrate the necessary linguistic proficiency but also acquire the pedagogical skills essential for creating optimal learning environments for their students (Briesmaster & Briesmaster-Paredes, 2015).

Recognising FLCA as a significant factor in learning, educators need to

acknowledge the impact of their verbal and nonverbal actions on student anxiety levels. Training programs should equip teachers with strategies to alleviate FLCA and facilitate positive interactions with learners, emphasising the social dynamics of the classroom (Dewaele & Proietti Ergün, 2020). It is recommended that these training programs include sessions on verbal as well as nonverbal skills development. Through seminars and professional development initiatives, instructors can refine their teaching approaches to accommodate diverse learning needs and cultivate supportive learning environments (Wang, 2021). While some teachers may naturally excel in social engagement, all educators could make the effort to enhance their ability to connect with students by adjusting their verbal and nonverbal behaviour. However, supporting teachers in this endeavour requires on-going encouragement and recognition of the emotional challenges inherent in their profession, ensuring they feel empowered to effectively address FLCA and promote student wellbeing (Dewaele & Moskowitz, 2020).

Another potential pedagogical implication that could contribute to the enhancement of students' FLE is that teachers should find effective ways to bridge the gap between students' in-school and out-of-school learning (Pavelescu & Petrić, 2018). Teachers should turn the classroom into a space which allows for a link between classroom activities and out-of-school contact with English in order to boost enjoyment. English-related activities linked to adolescents' lives outside the classroom, such as films and songs, presented in an attractive way, could potentially accomplish this goal. In line with this, it is essential for experts in the realm of materials development for EFL teaching to take this factor into consideration. Aligning lecture content with student needs and connecting lectures to the experiences of both students and teachers are suggested strategies for EFL instructors to ensure content relevance. A

positive atmosphere is impossible if the subject matters of the FL classes are perceived by FL learners to be unappealing, irrelevant, out-dated and disengaging (Arnold, 1999; Dewaele & Dewaele, 2017). Monotony, tedium, and lack of engagement spell disaster in FL classes. Thus, teachers should also have the freedom to personalise the course book in order to tailor the content to the specific needs and interests of their students (Legutke, 2012). When both instructors and learners share relevant personal experiences related to the course material, students perceive a greater sense of rich connection and relevance to their own lives and learning journey (Safaei & Shahrokhi, 2019). Moskowitz (1999) draws notice to the fact that "when students converse, the topics focus on the most meaningful and absorbing subject there is – *themselves*" (p. 189, emphasis in the original). Hence, everybody learns from each other (Barcelos and Coelho, 2016). Instructors should have the liberty to involve the learners and do unexpected, challenging and funny things in their classrooms as a tactic to create a rich and attractive classroom environment (Dewaele & Dewaele, 2017).

Incorporating laughter and educational games, both traditional as well as online, into the EFL classroom is crucial for creating an engaging learning environment for adolescents. As presented in the findings, laughter helps diminish language anxiety, making students more comfortable and open to participation, while games provide a fun and interactive way to practice language skills. It should be noted that finding the right balance of competition when playing games in the classroom has to be taken into consideration. Excessive competition can lead to increased stress and anxiety among students, giving place to a hostile and unproductive learning environment. Therefore, the prudent combination of laughter and games could not only enhance enjoyment and mitigate classroom anxiety, but also develop a sense of community and collaboration among instructors and students. In essence, all these

strategies could be used to maximise the superior cognitive maturity that adolescents possess, as stated earlier. Incorporating the affective dimension of FL learning during this developmental stage can ultimately enhance adolescents' language acquisition and proficiency.

As discussed previously, the classroom environment makes a difference to success. However, it is not the physical aspects of the environment that make this difference, that is, the "visible classroom" (Ehrman & Dörnyei, 1998). Class size, furniture layout, or the latest technology are not the main factors that surface as crucial, but the relational factors. Stevick (1980) eloquently summarises this concept by asserting that in a language course "success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (p. 4). Thus, teacher immediacy is a unique tool of extraordinary value to build the invisible classroom. Conclusions will be provided next, which include a synthesis of the study's findings, its impactful contributions, the acknowledged limitations, suggestions for future investigation and final concluding remarks.

6. CONCLUSIONS

The findings of this study reveal that there is a moderate to strong positive relationship between adolescent students' FLE and teacher immediacy, indicating the importance of incorporating the affective dimension in the FL learning process. FL teacher verbal and nonverbal behaviour is linked to students' enjoyment, ultimately influencing their engagement in the classroom setting. Conversely, this research project identifies a moderate negative relationship between adolescent learners' FLCA and perceived teacher immediacy. Aspects such as lack of encouragement, affirmation and engagement from the instructor could be connected to the presence of anxiety in

students. However, this link is not as strong as the association between students' FLE and perceived teacher immediacy perhaps due to the fact that FLCA appears to be more closely associated with internal factors such as personality traits, as opposed to FLE, which is more susceptible to external factors such as teacher and peer influence. The findings also reveal that students' perceptions of teacher immediacy do not always align with teachers' self-perception of immediacy. These discrepancies emphasise the value of understanding the interpersonal dynamics between FL instructors and their adolescent students in order to help learners flourish in their FL acquisition journey. There is ample room for discovery in the richly complex area of the psychology of adolescents' emotions in language learning. This study could be considered a starting point for further research in Catalonia.

This research study is not without limitations. The number of participants, both teachers and students, is relatively small. Hence, it is reasonable to assert that the results are constrained to the characteristics and responses of the participants within the sampled group. Due to the fact that all the participants are from the same school, it cannot be claimed that this sample represents the general Spanish/Catalan adolescent EFL learner population. Additionally, not an equal number of students per teacher participated in the study. Thus, the results of this research are preliminary and should be viewed as an invitation for further investigation, rather than providing conclusive evidence. The delicate sphere of assessing teacher immediacy presents an additional limitation in this research study. On the one hand, the study's sensitive nature is emphasised by the professional connection shared between the researcher and the teachers, who are colleagues. Conversely, the aim of this study was not to undermine the sensibilities of teachers, or to provide students with ammunition to lodge complaints against them. Instead, the main purpose was to explore how teacher

immediacy correlates with the levels of enjoyment and anxiety among Catalan adolescent English learners.

Despite these limitations, the findings offer practical suggestions for subsequent studies. Owing to the small sample of teachers who participated in the study, future research should aim to include a larger sample of educators from different institutions, both public and private, which would allow for a more thorough coverage of this need. It is recommended to replicate this study with a more refined analysis, distinguishing between the effects of verbal and nonverbal behaviours. Furthermore, conducting further research to explore the relationship between students' FLE and other factors such as teacher humour and nonverbal paralinguistic cues, as previously explored by Christophel (1990) and Christensen and Menzel (1998), could add a new layer of insight into the affective dimension of FL teaching in Catalonian contexts. In addition, further studies could include comparing individual teachers' data instead of treating them as a single group. This approach would investigate the relationship between specific instructors and the levels of enjoyment and anxiety experienced by their students, as well as comparing different teachers among themselves. Furthermore, future research could also encompass a broader range of students' emotions, such as curiosity and pride, as well as boredom, confusion and frustration. Replicating this study with bilingual Catalan/Spanish participants spanning various age groups and proficiency levels could also be considered.

Students are not the sole bearers of emotional burdens. Teachers also carry an emotional backpack loaded with a wide range of emotions. And since instructors need to care for and maintain their own wellbeing as a crucial step towards more effective teaching, further studies could explore the complex realm of teachers' emotional intelligence, considering aspects such as satisfaction and enthusiasm, alongside

discouragement, frustration and burnout, and to what extent these feeling are related to students' behaviour.

In conclusion, it has been intended to highlight the fact that the symbiotic relationship between the teacher's role and academic emotions in the FL classroom emerges as a crucial factor in shaping the overall language-learning framework, drawing attention to the importance of a holistic approach to language education. As explored in this research study, the teacher's ability to channel positive emotions and navigate the complexities of emotional dynamics significantly influences the classroom atmosphere. Therefore, equally significant to the cognitive standpoint of teaching is the consideration of affective elements in teacher discourse. Just as the welcoming aroma of coffee can uplift spirits, educators have the power and the driving force to use both verbal and nonverbal cues to cultivate a positive classroom aroma. Thanks to this classroom aroma, adolescent students can savour and fully enjoy their emotional journey in their adventure of foreign language acquisition.

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APPENDIX A: Student's questionnaire in English

This study is part of a Master's research in Advanced English Studies at the Universitat Autònoma de Barcelona (UAB). This study aims to explore the emotions of students and the role of the teacher. Both the names of the teachers and the names of the students will be absolutely confidential, as well as the name of this institution, the city, and the region. Your participation is voluntary and will not affect your grades in any way. Your teacher will not see the responses, nor will your parents or other students. Your answers will only be data to be used in academic publications.

Thank you for your participation!

1. Age: _____
2. Gender: Female / Male / Other
3. Nationality: _____
4. Which languages do you speak? Catalan / Spanish / English / Others: _____
5. How long have you been studying English outside school? _____

The following statements refer to different common situations in learning English as a foreign language. Your task is to assess to what extent you agree with each of these statements, using this scale (mark only one option per statement):

1 Never	2 Almost never	3 Sometimes	4 Almost always	5 Always

1. The teacher uses personal examples or talks about experiences she/he has had outside the class _____
2. The teacher asks questions or encourages students to talk _____
3. The teacher gets into discussions based on something a student brings up even when this does not seem to be part of the lecture plan _____
4. The teacher uses humour in class _____
5. The teacher addresses students by name _____
6. The teacher addresses me by name _____
7. The teacher gets into conversations with individual students before or after class _____
8. The teacher has initiated conversations with me before, after or outside of class _____
9. The teacher refers to class as "our" class or what "we" are doing _____
10. The teacher provides feedback on my individual work through comments on papers or oral discussion _____
11. The teacher calls on students to answer questions even if they have not indicated that they want to talk _____
12. The teacher asks how students feel about an assignment, due date or discussion topic _____
13. The teacher asks questions that solicit viewpoints or opinions _____
14. The teacher praises students' work, actions or comments _____

1 I completely disagree	2 I disagree	3 I do not know. I am not sure	4 I agree	5 I completely agree

15. The teacher will have discussions about things unrelated to class with individual students or with the class as a whole (for example, questions about how we are doing, how school is going, what we did on the weekend, etc.) _____
16. The teacher is addressed by her/his first name by the students _____
17. The teacher gestures while talking to the class _____
18. The teacher always sits behind the desk while teaching _____
19. The teacher uses monotone/dull voice when talking to the class _____
20. The teacher looks at class while talking _____
21. The teacher smiles at the class as a whole, not just individual students _____
22. The teacher has a very tense body position while talking to the class _____
23. The teacher moves around the classroom while teaching _____
24. The teacher sits on a chair among us while teaching, as if she/he were one more student _____

Adapted from:

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviour and student learning. *Communication Education*, 37, 40-53.

Gorham, J. & Christophel, D. M. (1990). The relationship of teachers' use of humour in the classroom to immediacy and student learning. *Communication Education*, Vol. 39.

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25. I never feel quite sure of myself when I am speaking in class _____
26. I worry about making mistakes in class _____
27. I tremble when I know that I am going to be called on in class _____
28. It frightens me when I do not understand what the teacher is saying _____
29. It would not bother me at all to take more classes _____
30. During class, I find myself thinking about things that have nothing to do with the course _____
31. I keep thinking that the other students are better at languages than I am _____
32. I am usually at ease during tests _____
33. I start to panic when I have to speak in class without preparation _____
34. I worry about the consequences of failing this class _____
35. In class, I can get so nervous that I forget things I know _____
36. It embarrasses me to volunteer answers in class _____
37. I think I would not be nervous speaking English with native speakers _____
38. I get upset when I do not understand what the teaching is correcting _____
39. Even if I am well prepared for class, I feel anxious about it _____
40. I often feel like not going to class _____
41. I feel confident when I speak in class _____
42. I am afraid that my language teacher is ready to correct every mistake I make _____
43. I can feel my heart pounding when I am going to be called on in class _____

1 I completely disagree	2 I disagree	3 I do not know. I am not sure	4 I agree	5 I completely agree

44. The more I study for a test, the more confused I get _____
45. I do not feel pressure to prepare very well for this class _____
46. I always feel that the other students speak English better than I do _____
47. I feel very self-conscious about speaking English in front of other students _____
48. The class moves so quickly that I worry about getting left behind _____
49. I feel more tense and nervous in my English class than in my high school classes _____
50. My hands shake when I speak in class _____
51. When I am on my way to class, I feel very sure and relaxed _____
52. I get nervous when I do not understand every word the language teacher says _____
53. I feel overwhelmed by the number of rules I have to learn to speak English _____
54. I am afraid that the other students will laugh at me when I speak English _____

Adapted from: Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132

55. In this class, time flies _____
56. I can laugh off my own embarrassing mistakes _____
57. I get bored in class _____
58. I really enjoy this class _____
59. I feel as though I am a different person during this class, as if English gives me a new positive identity _____
60. I am learning to express myself better in English _____
61. I am a worthy member of this class _____
62. I have learned interesting things in this class _____
63. In class, I feel proud of my accomplishments _____
64. In class, there is a positive environment _____
65. It is cool to know English _____
66. Making errors is part of the learning process _____
67. The teacher, my classmates and I make jokes and have hearty laughs _____
68. My classmates are good people _____
69. My teacher encourages me _____
70. My teacher is friendly _____
71. My teacher is supportive _____
72. There is a tens atmosphere in class _____
73. We form a tight group _____
74. We have common “legends”, such as running jokes _____
75. Knowing English is fun _____

Adapted from: Dewaele, J.-M., and P. D. MacIntyre. (2014). The Two Faces of Janus? Anxiety and Enjoyment in the Foreign Language Classroom. *Studies in second language learning and teaching* 4.2, pp. 237–274.

What do you like most about this English class? _____

_____

What do you like the least about this English class? _____

_____

Briefly explain the best class you have had with this English teacher: _____

_____

Briefly explain the worst class you have had with this English teacher: _____

_____

Adapted from: Pavelescu, L. M., & B. Petrić. (2018). Love and Enjoyment in Context: Four Case Studies of Adolescent EFL Learners. *Studies in second language learning and teaching* 8.1, pp.73–101

APPENDIX B: Student's questionnaire in Catalan

Aquest estudi és una part de la investigació de Màster en Estudis Anglesos Avançats, de la Universitat Autònoma de Barcelona (UAB). Aquest estudi pretén explorar les emocions dels alumnes i el paper del professor. Tant els noms dels professors com els noms dels estudiants seran absolutament confidencials, així com el nom d'aquest centre, la ciutat i la comarca. La teva participació és voluntària i no influirà de cap manera en les teves notes. El teu professor no veurà les respostes, tampoc els teus pares, ni altres alumnes. Només seran dades per a tractar en publicacions acadèmiques.

Gràcies per la teva participació!

1. Edat: _____
2. Sexe: Femení / Masculí / Altres
3. Nacionalitat: _____
4. Quins idiomes parles? Català / Castellà / Anglès / Altres: _____
5. Quan fa que estudies anglès fora de l'escola? _____

Les afirmacions següents es refereixen a diferents situacions freqüents en l'aprenentatge de l'anglès com a llengua estrangera. La teva feina consisteix a valorar en quin grau estàs d'acord amb cadascuna d'aquestes afirmacions, utilitzant aquesta escala (marca només **una** opció per enunciat):

1 Mai	2 Quasi mai	3 A vegades	4 Quasi sempre	5 Sempre

1. A classe el professor fa servir exemples personals i parla d'experiències seves _____
2. El professor fa preguntes i anima els estudiants que participin _____
3. El professor parla amb els estudiants sobre qüestions que sorgeixen durant la classe, fins i tot quan els comentaris no formen part de la lliçó _____
4. El professor fa servir el sentit de l'humor a classe _____
5. El professor es dirigeix als meus companys/es pel seu nom _____
6. El professor es dirigeix a mi per meu nom _____
7. El professor ha conversat amb alguns dels meus companys/es abans o després de classe _____
8. El professor ha iniciat alguna conversa amb mi, abans, després, o fora de classe _____
9. Quan el professor parla sobre la classe, diu de la "nostra" classe, o de la "seva" classe _____
10. El professor em fa arribar els comentaris de la meva feina per escrit o personalment _____
11. El professor demana als estudiants que responguin la seva pregunta, fins i tot quan no han manifestat que volien participar _____
12. El professor demana la nostra opinió sobre certs deures, dates de lliurament, o temes de conversa que es tracten a classe _____
13. El professor ens demana que donem la nostra opinió o punt de vista _____
14. El professor elogia la meva feina, accions i/o comentaris _____
15. El professor conversa amb els estudiants (individualment o en grup) sobre temes que tenen relació amb la classe (per exemple, sobre com estem, com anem a l'escola, què vam fer el cap de setmana, etc.) _____
16. Els companys/es i jo ens dirigim al professor pel seu nom _____
17. El professor fa gestos quan parla (amb les mans, els ulls, etc.) _____

1	Estic totalment en desacord	2	No estic d'acord	3	Ni sí ni no, no ho sé	4	Estic d'acord	5	Estic totalment d'acord

18. El professor sempre s'asseu darrera la seva taula _____
19. El professor fa les classes amb una veu monòtona _____
20. El professor manté el contacte visual amb nosaltres mentre fa classe _____
21. El professor somriu al grup en general, no individualment _____
22. El professor està tens quan parla i fa classe _____
23. El professor es mou per l'aula quan fa classe _____
24. El professor s'asseu en una cadira amb nosaltres, com si fos un alumne més _____

Adapted from:

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviour and student learning. *Communication Education*, 37, 40-53.

Gorham, J. & Christophel, D.M. 1990. The relationship of teachers' use of humour in the classroom to immediacy and student learning. *Communication Education*, Vol. 39.

Richmond, V. P., Gorham, J. S. & McCroskey, J. C. (1987). The relationship between selected immediacy behaviour and cognitive learning. In McLaughlin (Ed.), *Communication Yearbook* 10, 574-590. Beverly Hills, CA: Sage.

25. Em sento insegur de mi mateix/a quan parlo a classe _____
26. Em preocupa cometre errors a classe _____
27. Tremolo quan sé que el professor em farà un pregunta _____
28. M'espanta no entendre el que està dient el professor en anglès _____
29. No m'importaria assistir a més classes d'anglès _____
30. Durant la classe penso en coses que no tenen relació amb la classe _____
31. Penso que als meus companys/es els costa menys els idiomes que a mi _____
32. Normalment estic a gust quan faig exàmens a classe _____
33. Em poso molt nerviós/a quan he de parlar a classe i no m'ho he preparat bé _____
34. Em preocupen les conseqüències de suspendre aquest curs d'anglès _____
35. A classe em poso tan nerviós/a que m'oblido d'algunes coses que sé _____
36. Em talla respondre voluntàriament _____
37. Crec que no em posaria nerviós/a si parlés anglès amb un natiu (amb algú d'Anglaterra o dels Estats Units, per exemple) _____
38. Em sento frustrat/da quan no entenc alguna correcció que fa el professor _____
39. Tot i anant a classe amb la lliçó preparada, em sento nerviós/a _____
40. Sovint no em ve de gust d'anar a classe _____
41. Em sento segur/a a l'hora de parlar a classe _____
42. Pateixo quan el professor corregeix cada error que faig _____
43. Quan sé que el professor em farà una pregunta, el cor se'm posa a cent _____
44. Quan més estudio, més m'embolico _____
45. No sento la pressió de preparar-me bé la classe _____
46. Tinc la impressió que els meus companys/es parlen anglès millor que jo _____
47. Em talla molt parlar anglès davant dels meus companys _____
48. Les classes avancen tan ràpid que em preocupa quedar-me enrere _____
49. Comparativament, estic més tens/a i em sento més nerviós a la classe d'anglès que a les altres classes de l'institut _____

1	Estic totalment en desacord	2	No estic d'acord	3	Ni sí ni no, no ho sé	4	Estic d'acord	5	Estic totalment d'acord

50. Em tremolen les mans quan parlo a classe _____
51. Abans d'entrar a classe, em sento segur i relaxat _____
52. Em poso nerviós/a quan no entenc cada paraula que diu el professor _____
53. M'angoixa la quantitat de coses que cal aprendre per a poder parlar anglès _____
54. Temo que els meus companys de classe riguin de mi quan parlo anglès _____

Adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132

55. En aquesta classe em passa el temps volant _____
56. A classe puc riure dels meus propis errors _____
57. M'avorreixo a classe _____
58. Gaudeixo molt d'aquesta classe _____
59. Sento com si fos una persona diferent quan estic a classe, com si l'anglès em donés una nova identitat positiva _____
60. Estic aprenent a expressar-me millor en anglès _____
61. Soc un membre digne i valuós d'aquest grup _____
62. He après coses interessants en aquesta classe _____
63. Estic orgullós/a dels meus avenços _____
64. A la classe es respira un ambient positiu _____
65. És genial saber anglès _____
66. Cometre errors forma part del procés d'aprenentatge _____
67. El professor, els companys/es i jo fem bromes i riem molt a classe _____
68. Els companys/es són bones persones _____
69. El professor m'anima _____
70. El professor és amigable _____
71. El professor em dona suport _____
72. A classe l'ambient és tens _____
73. Som un grup unit _____
74. Hi ha complicitat entre nosaltres. Per exemple, tenim les nostres pròpies bromes de classe _____
75. És divertit saber anglès _____

Adapted from: Dewaele, J.-M., and P. D. MacIntyre. The Two Faces of Janus? Anxiety and Enjoyment in the Foreign Language Classroom. *Studies in second language learning and teaching* 4.2 (2014): 237–274.

Què és el que més t'agrada d'aquesta classe d'anglès? _____

_____

Què és el que menys t'agrada d'aquesta classe d'anglès _____

_____

Explica breument la millor classe que has tingut amb aquest professor: _____

_____

Explica breument la pitjor classe que has tingut amb aquest professor: _____

_____

Adapted from: Pavelescu, L. M., & B. Petrić. Love and Enjoyment in Context: Four Case Studies of Adolescent EFL Learners. *Studies in second language learning and teaching* 8.1 (2018): 73–101

APPENDIX C: Teacher Immediacy Behaviour Scale

This study is part of a Master's research in Advanced English Studies at the Universitat Autònoma de Barcelona (UAB). This research project aims to explore the emotions of students and the role of the teacher. Both the names of the teachers and the names of the students will be absolutely confidential, as well as the name of this institution, the city, and the region. Your participation is voluntary. Your answers will only be data to be used in academic publications.

Thank you for your participation!

1. Age: _____
2. Gender: Female / Male / Other
3. Place of birth: _____
4. How long have you been teaching English as a foreign language? _____
5. How long have you lived in Spain? _____

1	I completely disagree	2	I disagree	3	I do not know. I am not sure	4	I agree	5	I completely agree

1. I use personal examples or talk about experiences I have had outside the class _____
2. I ask questions or encourage students to talk _____
3. I get into discussion based on something a student brings up even when it doesn't seem to be part of my lecture plan _____
4. I use humour in class _____
5. I address students by name _____
6. I get into conversations with individual students before or after class _____
7. I refer to the group as "our" class or what "we" are doing _____
8. I provide feedback on students' individual work through comments on papers, oral discussions, etc. _____
9. I call on students to answer questions even if they have not indicated that they want to talk _____
10. I ask how students feel about an assignment, a due date, or a discussion topic _____
11. I ask questions that solicit viewpoints or opinions _____
12. I praise students' work, actions, or comments _____
13. I have discussions about things unrelated to class with individual students or with the class as a whole (small talk) _____
14. I am addressed by my first name by students _____
15. I gesture while I talk to the class _____
16. I sit behind a desk when I teach _____
17. I use monotone/dull voice while talking to the class _____
18. I look at the class while talking _____
19. I smile at the class as a whole, not just individual students _____
20. I have a very tense body position while talking to the class _____
21. I move around the classroom while teaching _____
22. I sit on a chair, next to the students, while I teach _____

Adapted from:

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviour and student learning. *Communication Education*, 37, 40-53.

Gorham, J. & Christophel, D.M. 1990. The relationship of teachers' use of humour in the classroom to immediacy and student learning. *Communication Education*, Vol. 39.

Richmond, V. P., Gorham, J. S. & McCroskey, J. C. (1987). The relationship between selected immediacy behaviour and cognitive learning. In . McLaughlin (Ed.), *Communication Yearbook* 10, 574-590. Beverly Hills, CA: Sage.