



RESEARCH PAPER

The Effect of Positive Emotions on the Academic Engagement of Urban and Rural L2 Learners

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ABSTRACT

The purpose of the study was to find out the effect of positive emotions on the academic engagement of L2 learners from urban and rural areas. This study was quantitative in nature and causal comparative research design was used for getting results. Convenience sampling technique was used for choosing students from urban and rural secondary schools of district Lahore. Both parts of the questionnaire used for the study, positive emotions (Positive Emotions Inventory) and academic engagement (Academic Engagement Guage), had a good reliability value (.71 and .76 respectively). Inferential statistics like Regression analysis was used to evaluate the data. Overall, the results showed that the positive emotions of enjoyment, contentment and compassion contributed significantly to cognitive and behavioral engagement of participants from both rural and urban areas. Whereas, pride, enjoyment and compassion contributed significantly to emotional engagement. Further, there was a significant difference in the emotion of hope between the participants from rural and urban areas. Whereas, no significant difference was found in the engagement of participants from rural and urban localities. It is recommended that rural schools should provide resources that support students' higher levels of pride, hope, enjoyment, and compassion. While, urban schools should offer opportunities for students to experience a wider range of positive emotions, not just contentment. L2 teachers may design activities and curricula that provide confidence to students and participate actively and think critically, enhancing their enjoyment, contentment, and compassion. They may ensure emotional engagement strategies boosting the feelings of hope and contentment.

KEYWORDS Behavioral Engagement, Cognitive Engagement, Emotional Engagement, Positive Emotions

Introduction

Emotions such as happiness, optimism, excitement, fear, and weariness frequently accompany the desire to learn. According to MacIntyre (2016), students who encounter these emotions are more inclined to acquire knowledge, perform effectively, and establish their sense of self. The primary focus of the research was on adverse and undesirable emotions, specifically pertaining to language, fear, boredom, and anxiety. The earliest stages of the research involved assessing emotions, with a particular focus on fear, as secondary variables. Emotions are currently perceived in a distinct manner in contrast to the 2000s. Park et al. (2014) assert that educational and policymaking processes have greatly benefited from the evolution of these tools, which have become highly effective. According to Dornie and Ryan (2015), individuals studying foreign languages often overlook the importance of emotions, despite their significant impact on

our everyday experiences. They further asserted that this issue is prevalent in the realm of second language acquisition research and is rooted in the psychological background of the field. Emotions play a crucial role in the process of acquiring a new language as mere knowledge is inadequate (Dewaele, 2015).

Dewaele and Alfawzan (2018) found that students who possess high levels of motivation to acquire a second language are more inclined to absorb a greater amount of linguistic input and exhibit heightened attentiveness during class when they receive positive reinforcement. This accelerates the process of acquiring proficiency in the second language. It is noteworthy that they asserted that positive emotions possess the capacity to mitigate negative ones. This is excellent news because negative emotions hinder concentration and impede clear communication. Pekrun and Linnenbrink-Garcia (2014) argue that due to the extensive time spent together in a challenging environment, teachers and students form strong connections that enable them to understand and experience various emotions together. This is due to their close proximity. Within the academic setting, students commonly experience a range of emotions including contentment, optimism, self-esteem, frustration, guilt, exhaustion, and stress. Colman (2009) defines "emotion" as a highly intense and transient mental state that is tangentially associated with a particular event or circumstance. An emotion is the term used by scientists in the fields of biology and psychology to describe this phenomenon. Pekrun et al. (2011) discovered that students' emotions impact both their intrinsic motivation, which is related to their interest and curiosity in learning, and their extrinsic motivation, which is associated with goals such as avoiding failures or attaining specific results. Joy, hope, and pride are instances of positive emotions that serve to encourage and promote constructive behavior. These emotions strive to stimulate both internal and external motivation while upholding self-regulation by accurately adjusting the theoretical exposition (Wang & Guan, 2020). Fryer and Oga-Baldwin (2020) believe that student participation is an essential and desirable requirement for English as a foreign language (EFL) instruction. Reading, writing, listening, and speaking are the four essential constituents that constitute a skilled language reader. The primary goal of English as a Foreign Language (EFL) teachers is to stimulate their students' curiosity and engagement in the domains of grammar and vocabulary.

Engagement, defined as the active and purposeful interaction with the social and physical environment, is a crucial measure of various significant factors, such as academic achievement and graduation rates. Engagement is characterized by dynamic, purposeful, adaptable, productive, enduring, and concentrated interaction with the social and physical surroundings. Engagement is a significant predictor of important variables such as graduation rates, academic performance, and achievement. Engagement is a strong indicator of engagement. The purpose of this study is to address the lack of empirical research in the field of foreign language classes by focusing on happy emotions as a key indicator (Mercer, 2019).

Literature Review

In recent years, people's aspirations for education have changed significantly as a result of advances in their standard of living. It is required of education systems to prepare students who are intellectually capable and to attend to their emotional needs in the twenty-first century (Whiteside et al., 2017). Happy emotions help students learn languages; thus, teachers should focus more on making students happy than on lowering stress levels. One way that teachers can support students in managing their emotions is by providing psychological support during language classes. The achievement showed a favorable correlation with satisfaction and self-worth. Academic performance was

favorably correlated with the self-control component among students who reported higher levels of both positive emotions.

This research is grounded on broaden-build theory and self-determination theory. Both theories support the relationship between positive emotions and academic engagement of L2 learners.

Broaden and Build Theory

Positive emotions, according to Barbara Fredrickson's theory, increase a person's problem-solving skills, resilience, and creativity by opening their mind to a wider range of ideas and possibilities. It is reasonable to assume that students' cognitive and behavioral strategies can be expanded by positive emotions, leading to enhanced learning and academic engagement in the context of academic engagement.

Self-Determination Theory (SDT)

A key principle of SDT is the importance of relatedness, autonomy, and competence in determining human behavior, with an emphasis on intrinsic motivation. Motivating students to work hard in school more from a place of interest and enjoyment rather than fear of punishment or other extrinsic factors is possible when they are emotionally well.

Emotions

According to King et al., (2024), language teachers' professional lives and psychological growth are significantly impacted by their emotions. To make learning a foreign language (FL) more enjoyable for their students, teachers should work on developing emotional awareness. Since the field of positive psychology was brought into language teaching research, researchers have begun to place more emphasis on teachers' positive emotions and strengths rather than their negative experiences and shortcomings (Dewaele et al., 2019).

Dimensions of Positive Emotions

Enjoyment

One of the fundamental human emotions, enjoyment stands in stark contrast to grief (Plutchik, 2001). According to Dewaele and Macintyre (2014), happiness is a strong emotion that spurs people to pursue success in the face of challenges and inadequate training. People typically experience it when they are working for and making an investment in a result that has personal significance for them. A person may experience exhilaration or thrill whenever they surpass their own expectations and accomplish something unexpected (Csikszentmihalyi, 2008). A flow state is crucial for the teaching and learning of second languages because it is characterized by extreme focus and devotion to a specific task without conscious awareness of time or oneself (Li et al., 2018). An instance in which language learners surpass their own expectations by undertaking unexpected actions while acquiring a second language (Dewaele and Macintyre, 2014).

Hope

Snyder (2002) provided a definition of hope as the result of combining the awareness of one's capability to accomplish goals with the motivation to utilize those capabilities. Lopez et al. (2009) state that Snyder's theory elucidates the process by which individuals attain their objectives. This involves initially recognizing their goals, subsequently formulating a strategy to accomplish them (pathways), and ultimately making a determination regarding their desired outcome (agency). Similarly, individuals who are optimistic about learning have a greater sense of optimism about their future and have more ambitious goals for their achievements (Snyder et al., 2006).

Pride

Bandura's theory states that self-regulatory critique loops consist of three interconnected iterative cycles: introspection, insight, and self-reaction (Zimmerman and Cleary, 2009). According to this perspective, each of these cycles is impacted by an individual's response to criticism directed towards them. Pride is an instance of a favorable self-response that can bolster one's continuous learning endeavors. Zimmerman and Cleary (2009) found that students are more inclined to persist in learning when they have a clear understanding of their own progress and satisfaction, as well as when they experience positive emotions, even though they do not explicitly mention the concept of pride.

Engagement

Skinner et al., (2009) agree that "engagement" can be defined as the degree to which one is invested in seeing a task through to its conclusion. According to research by Thomas and Allen (2021), students' emotional intelligence, learning strategies, and self-efficacy can vary depending on their level of emotional, cognitive, and behavioral engagement. Previous research on the interaction of positive emotions. Previous research has demonstrated that positive emotions, such as joy, pride, and hope, play a significant role in students' academic behavior. As a result, educational researchers from around the world have begun to study these emotions and how they impact students' academic lives. According to a survey of the literature, positive emotions like pride, joy, and hope have a significant impact on students' academic engagement.

Bakır-Yalçın and Usluel (2024) investigated whether positive emotions linked to achievement, such as happiness, satisfaction, and hope, can increase engagement in the educational setting. Scientific research has demonstrated that when students experience positive self-esteem, they exhibit a higher propensity to focus and engage in classroom activities. Several L2 researchers have investigated the role of positive emotions in predicting the level of academic engagement in language learners, specifically those studying English as a foreign language (EFL). Tsang and Dewaele (2021) examined the impact of EFL students' enjoyment on their academic engagement. Two reputable surveys were distributed to 111 English as a Foreign Language (EFL) students in order to collect data for this research. The results of path analysis and multiple regression indicate that enjoyment significantly predicts academic engagement in Chinese EFL learners.

Derakhshan and Fathi (2024) examined the methods by which pleasure can enhance involvement among Iranian students studying English as a non-native language. The participants were urged to complete self-report surveys to examine their preconceived ideas about the correlation between enjoyment and active learning. The

results indicated that the level of engagement displayed by Iranian students of English as a foreign language can be positively and significantly influenced by enjoyment. Fredericks et al. (2016) argue that student engagement is a crucial factor in learning and academic achievement. They suggest that student engagement is closely linked to the students' motivation to succeed. Oga-Baldwin (2019) have identified three components of engagement that can be used to describe students' thoughts, actions, and feelings in the classroom. This encompasses engagement across various dimensions, including cognitive, emotional, and behavioral aspects.

Material and Methods

The research paradigm employed in this study was the positivist research paradigm. This study was quantitative in nature and utilized a causal comparative research design to investigate the effect of positive emotions on students' academic engagement. Causal-comparative research design, also referred to as ex post facto research, is a methodological approach employed in research to identify causal relationships between variables, particularly when conducting a true experimental study is not feasible (Asenahabi, 2019). The population of this study was secondary school students of district Lahore. The sample of this study was 150 male and 150 female students from urban and rural schools of district Lahore. The researcher employed the convenience sampling method to select students from both urban and rural secondary schools in the Lahore district. Convenience sampling is a method of sampling that does not involve probability, where the selection of sample components is based on their easy availability to the researchers (Nikolopoulou, 2022).

Results and Discussion

In accordance with the study's objectives, SPSS was used to formulate, analyze, and interpret the data collected by the research instruments. The results were obtained using appropriate inferential statistical technique such as Regression and t-test. Regression analysis was conducted to see the effect of independent variable (positive emotions) on dependant variable (academic engagement).

Table 1
Independent sample t-test for difference in Positive Emotions on the basis of Locality of Respondents

Sr.#	Factors	Urban		Rural		df	t (300)	p
		M	SD	M	SD			
1.	Pride	4.19	.482	4.22	.422	298	-.467	.128
2.	Hope	4.26	.517	4.28	.439	298	-.533	.033
3.	Enjoyment	4.09	.619	4.11	.518	298	-.267	.068
4.	Contentment	3.99	.931	3.97	.907	298	.135	.821
5.	Compassion	4.34	.701	4.38	.602	298	-.601	.259

As seen in table 1 an independent sample t-test was conducted to compare the positive emotions on the basis of locality of respondents.

There was no statistically significant difference in pride between urban (M=4.19, SD=.482) and rural (M=4.22, SD=.422) respondents (t=-.467, p=.128). However, there was statistically significant difference in hope between urban (M=4.26, SD=.517) and rural (M=4.28, SD=.439) populations (t=-.533, p=.033). Furthermore, there was no statistically significant difference in enjoyment between urban (M=4.09, SD=.619) and rural (M=4.11, SD=.518) participants (t=-.267, p=.068). There was no statistically significant difference in contentment between urban (M=3.99, SD=.931) and rural (M=3.97, SD=.907) areas (t=.135, p=.821). There was no statistically significant difference in compassion between

urban ($M=4.34$, $SD=.701$) and rural ($M=4.38$, $SD=.602$) individuals ($t=-.601$, $p=.259$). Therefore, it can be inferred that there were no statistically significant differences in any of the emotions measured between respondents from urban and rural areas. In the same vein, the results indicate that urban and rural school L2 learners exhibit a higher level of compassion than other emotions. The mean value indicates that students from rural areas experience higher levels of pride, hope, enjoyment, and compassion than those from urban areas, while urban students feel more contentment.

Table 2
Independent sample t-test for difference of Academic Engagement on the basis of Locality of Respondents

Sr.#	Factors	Urban		Rural		df	t (300)	p
		M	SD	M	SD			
1.	Cognitive Engagement	4.16	.690	4.09	.634	298	.813	.631
2.	Behavioural Engagement	4.13	.755	4.10	.639	298	.289	.261
3.	Emotional Engagement	4.23	.785	4.27	.679	298	-.519	.102

As seen in table 2 an independent sample t-test was conducted to compare the academic engagement on the basis of Locality.

There was no statistically significant difference in cognitive engagement between urban participants (mean=4.16, standard deviation=0.690) and female participants (mean=4.09, standard deviation=0.634); ($t=0.813$, $p=0.631$). There was no statistically significant difference in the level of behavioral engagement between urban participants (mean=4.13, standard deviation=0.755) and female participants (mean=4.10, standard deviation=0.639); ($t=-0.289$, $p=0.261$). There was no statistically significant difference in emotional engagement between urban individuals (mean=4.23, standard deviation=0.785) and females (mean=4.27, standard deviation=0.679); ($t=-0.519$, $p=0.102$). The analysis indicates that there was no statistically significant difference in cognitive, behavioral, and emotional engagement between male and female participants. Both males and females demonstrated comparable levels of academic engagement. Similarly, the results also indicate that students from both urban and rural schools exhibit higher levels of emotional engagement. However, simple mean values indicate that students attending urban schools exhibit higher levels of cognitive and behavioral engagement compared to their rural counterparts. Likewise, rural students demonstrate greater emotional engagement than students in urban areas.

Table 3
Regression Analysis
Effect of positive emotions on cognitive engagement

Model	B	Std. Error	Beta	T	Sig.
Pride	.048	.050	.049	.967	.334
Hope	-.046	.067	-.039	-.693	.489
Enjoyment	.188	.035	.297	5.354	.000
Contentment	.159	.027	.256	5.904	.000
Compassion	.444	.062	.365	7.148	.000

Table 3 shows results from a multiple regression analysis examining factors related to positive emotions in a hypothetical study. The predictors analyzed include pride, hope, enjoyment, contentment and compassion with the dependent variable cognitive engagement.

The coefficient ($B = 0.048$) suggests a small positive relationship with cognitive engagement, but it is not statistically significant ($t = 0.967$, $Sig. = 0.334$). This means that pride does not significantly affect cognitive engagement. The coefficient ($B = -0.046$) indicates a small negative relationship with cognitive engagement, which is also not statistically significant ($t = -0.693$, $Sig. = 0.489$). Further, feelings of hope either does not significantly impact cognitive engagement. The coefficient ($B = 0.188$) shows a moderate positive relationship with cognitive engagement, which is highly statistically significant ($t = 5.354$, $Sig. = 0.000$). This suggests that higher levels of the feelings of enjoyment are associated with increased cognitive engagement. The coefficient ($B = 0.159$) indicates a moderate positive relationship with cognitive engagement, also highly statistically significant ($t = 5.904$, $Sig. = 0.000$). This means higher levels of contentment are linked with greater cognitive engagement. The coefficient ($B = 0.444$) shows a strong positive relationship with cognitive engagement, which is highly statistically significant ($t = 7.148$, $Sig. = 0.000$). This indicates that increased feelings of compassion may contribute significantly to cognitive engagement. Overall, the findings suggest that the emotions of enjoyment, contentment, and compassion may play a significant role in enhancing the cognitive engagement of L2 learners.

Table 4
Regression Analysis:
Effect of positive emotions on Behavioral engagement

Model	B	Std. Error	Beta	T	Sig.
Pride	.013	.052	.013	.259	.795
Hope	.024	.069	.019	.346	.729
Enjoyment	.280	.036	.419	7.678	.000
Contentment	.113	.028	.173	4.043	.000
Compassion	.382	.064	.298	5.936	.000

Table 4 shows results from a multiple regression analysis examining factors related to positive emotions in this study. The contribution of predictors including pride, hope, enjoyment, contentment and compassion in the variable of behavioral engagement was calculated.

The coefficient ($B = 0.013$) indicates a small positive relationship with behavioral engagement, but it is not statistically significant ($t = 0.259$, $Sig. = 0.795$). This means that the feelings of pride do not significantly affect behavioral engagement. The coefficient ($B = 0.024$) suggests a small positive relationship with behavioral engagement, which is also not statistically significant ($t = 0.346$, $Sig. = 0.729$). Thus, the feelings of hope do not significantly impact behavioral engagement. The coefficient ($B = 0.280$) shows a strong positive relationship with behavioral engagement, which is highly statistically significant ($t = 7.678$, $Sig. = 0.000$). This indicates that higher levels of feelings of enjoyment are associated with increased behavioral engagement. The coefficient ($B = 0.113$) indicates a moderate positive relationship with behavioral engagement, which is statistically significant ($t = 4.043$, $Sig. = 0.000$). This means that higher levels of contentment are linked to greater behavioral engagement. The coefficient ($B = 0.382$) shows a strong positive relationship with behavioral engagement, which is highly statistically significant ($t = 5.936$, $Sig. = 0.000$). This indicates that the feelings of compassion may contribute to behavioral engagement of L2 learners. Overall, the results suggest that the emotions of enjoyment, contentment, and compassion play a significant role in enhancing behavioral engagement. However, the feelings of pride or hope does not seem to influence behavioral engagement in this analysis.

Table 5
Regression Analysis
Effect of positive emotions on Emotional engagement

Model	B	Std. Error	Beta	T	Sig.
Pride	.162	1.632	.180	3.358	.001
Hope	-.146	.048	-.134	-2.262	.024
Enjoyment	.322	.065	.551	9.431	.000
Contentment	.025	.026	.043	.944	.346
Compassion	.192	.060	.171	3.187	.002

Table 5 shows results from a multiple regression analysis examining factors related to positive emotions and emotional engagement in this study. The prediction of the feelings of pride, hope, enjoyment, contentment and compassion was calculated with the variable of emotional engagement.

The coefficient ($B = 0.162$) indicates a moderate positive relationship with emotional engagement. Despite a large standard error (Std. Error = 1.632), the relationship is statistically significant ($t = 3.358$, Sig. = 0.001). This suggests that higher levels of pride are associated with increased emotional engagement. The coefficient ($B = -0.146$) shows a moderate negative relationship with emotional engagement. This relationship is statistically significant ($t = -2.262$, Sig. = 0.024), indicating that lower levels of hope are associated with greater emotional engagement. The coefficient ($B = 0.322$) indicates a strong positive relationship with emotional engagement. This relationship is highly statistically significant ($t = 9.431$, Sig. = 0.000), suggesting that increased feelings of enjoyment are strongly linked with higher emotional engagement. The coefficient ($B = 0.025$) suggests a small positive relationship with emotional engagement, but it is not statistically significant ($t = 0.944$, Sig. = 0.346). This means emotional engagement is not significantly affected by the feelings of contentment in this analysis. The coefficient ($B = 0.192$) indicates a moderate positive relationship with emotional engagement. This relationship is statistically significant ($t = 3.187$, Sig. = 0.002), suggesting that the increased feelings of compassion are associated with greater emotional engagement. Overall, the results suggest that emotional engagement may be influenced the positive emotions of pride, hope, enjoyment, and compassion. The lack of significant impact of contentment suggests that it may not influence emotional engagement.

Discussions

The findings of this research showed no statistically significant differences in the measured emotions compassion, hope, pride, enjoyment, and contentment between urban and rural respondents. These results align with recent studies that have investigated the emotional experiences of students from different geographical backgrounds. A study by Mirsad (2022) explored the emotional well-being of high school students in urban and rural areas and found that both groups reported similar levels of positive emotions, suggesting that geographical location may not be a determining factor in emotional experiences. Similarly, Li et al., (2022) concluded that there are no significant differences in the levels of hope and pride among students from diverse settings, reinforcing the notion that emotional experiences in academic contexts are universally consistent. The work of Jeong and Park (2023) who noted that compassion, is a prevalent emotion among students, potentially due to the increasing emphasis on collaborative and empathetic learning environments in contemporary education systems. Moreover, the mean values from this study indicate that rural students experience higher levels of pride, hope, enjoyment, and compassion compared to their urban counterparts, who report greater feelings of contentment. This finding aligns with research by Sharma et al. (2023), which suggests that rural students often demonstrate stronger community ties and a sense of collective achievement, leading to heightened feelings of pride and

enjoyment. On the other hand, urban students might experience higher contentment due to better access to educational resources and support systems.

The findings of this study showed that cognitive engagement is significantly enhanced by the feelings of enjoyment, contentment, and compassion among L2 learners, but is not affected by the feelings of pride or hope. These results are consistent with recent research exploring the interplay between cognitive engagement and positive emotions in educational settings. Cognitive engagement, characterized by students' investment in learning and their willingness to exert effort in academic tasks, has been shown to correlate positively with various positive emotions. A study by Pekrun and Linnenbrink-Garcia (2022) found that cognitive engagement is closely linked with feelings of enjoyment and contentment, as students who are more engaged tend to find their learning experiences more satisfying and fulfilling. Similarly, D'Mello et al., (2024) reported that cognitive engagement enhances students' compassion, likely due to the collaborative and interactive nature of engaged learning environments that foster empathy and understanding among peers. However, the lack of a significant influence of cognitive engagement on feelings of pride and hope in this study aligns with findings from previous research.

The results of this study indicate that behavioral engagement is significantly enhanced by the feelings of enjoyment, contentment, and compassion among L2 learners but is not influenced by the feelings of pride or hope. These findings are consistent with recent research exploring the relationship between behavioral engagement and positive emotions in educational contexts. Behavioral engagement, defined by students' participation in academic activities and adherence to classroom norms, has been shown to foster various positive emotional outcomes. A study by Delfino (2019) demonstrated that students who are behaviorally engaged are more likely to experience enjoyment and contentment in their academic pursuits, as active participation often leads to positive reinforcement and a sense of achievement. Similarly, Reeve and Cheon (2021) suggest that while behavioral engagement positively affects immediate emotional experiences related to classroom activities, emotions such as pride and hope are more closely tied to long-term personal achievements and future aspirations. This suggests that pride and hope may be influenced more by overarching academic goals and milestones rather than daily behavioral engagement.

Conclusions

The study investigated the effect of positive emotions on academic engagement through a comparative analysis of second language (L2) learners from urban and rural areas. A study has discovered that second language (L2) learners experience a greater range of compassionate emotions and are more emotionally invested. The findings of the present study indicate that female second language (L2) learners experience higher levels of pride, hope, enjoyment, contentment, and compassion compared to male L2 learners. On the other hand, male L2 learners exhibit greater cognitive, behavioral, and emotional engagement than their female learners. Male students exhibit higher levels of cognitive, behavioral, and emotional engagement compared to female students.

Results shown that urban and rural school L2 learners have more emotions of compassion than other emotions. Students from rural areas have more feelings of pride, hope, enjoyment and compassion than urban areas while students of urban areas have more feeling of contentment. Results also shown that urban and rural school L2 learners are more emotionally engaged. L2 learners from urban schools are more cognitively and

behaviorally engaged than rural L2 learners, while rural L2 learners are more emotionally engaged than urban locality L2 learners.

The findings suggest that cognitive engagement plays a significant role in enhancing motions of enjoyment, contentment, and compassion. However, it does not significantly influence feelings of pride or hope in this study. Behavioral engagement plays a significant role in enhancing enjoyment, contentment, and compassion. However, it does not significantly influence feelings of pride or hope in this analysis. Results suggest that emotional engagement plays a significant role in influencing positive emotions. Specifically, higher emotional engagement tends to increase feelings of pride, enjoyment, and compassion. However, it is associated with lower levels of hope. The lack of significant impact on contentment suggests that emotional engagement may not influence feelings of contentment.

Recommendations

Based on the findings of this study following recommendations are given as:

- Rural schools should provide resources that support students' higher levels of pride, hope, enjoyment, and compassion. While, urban schools should offer opportunities for students to experience a wider range of positive emotions, not just contentment.
- L2 teachers may design activities and curricula that provide confidence to students and participate actively and think critically, enhancing their enjoyment, contentment, and compassion. They may ensure emotional engagement strategies boosting the feelings of hope and contentment.
- Future studies may focus on discovering the emotions of enjoyment, contentment, compassion and pride qualitatively to investigate them in-depth as these have significantly contributed to various forms of learner engagement in this study. Such studies may also suggest more tangible and realistic measures to foster these emotions and enhance L2 learners' engagement.

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