

A Systematic Literature Review on Factors of Language Learning Enjoyment Among ESL/EFL Learners

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Abstract

The study addresses a call to conduct a systematic literature review on the factors of language learning enjoyment among ESL/EFL learners, by adopting the protocol of RepORting Standards for Systematic Evidence Syntheses (ROSES) which included three phases: searching, screening and critical appraisal and synthesis. This systematic literature review (SLR) was guided by a research question “What are the factors related to ESL/EFL language learning enjoyment” formulated using PICO, a tool to build focused research questions, using three key concepts: Population of the problem (English as a second language/ English as a foreign language learners (ESL/EFL learners), interest (Factors of Language Learning Enjoyment) and context (ESL /EFL Classroom) . 3 main databases (Scopus, ProQuest, ERIC) and 1 supporting database (Google Scholar) were explored to select the relevant articles. These articles were filtered, read and selected and finally underwent critical appraisal and synthesis by experts using Mixed Method Appraisal Tool (MMAT). The review of these articles resulted in six main themes- teacher- factor, social factor, engagement, motivation, self-attainment and autonomy. Several recommendations are suggested related to further investigate on retaining the momentum of enjoyment in classroom.

Keywords: English as a Second Language, English as Foreign Language, Language Learning Enjoyment, Foreign Language Enjoyment, Systematic Literature Review

Introduction

For a long time, psychology and emotion have occupied a prominent position in language learning. For the past few decades, anxiety has been overwhelmingly studied and its literature is considerably comprehensive (Dewaele & MacIntyre, 2014; Elahi et al., 2020; Elahi & Talebzadeh, 2020; Horwitz et al., 1986). In most cases, the role of positive emotion in language learning has been underplayed and often left unnoticed (Elahi & Talebzadeh, 2020). However, times are changing, and with the recent shift from negative psychology to positive psychology, there is now a greater emphasis on positive language learning (Lake, 2013; Seligman & Csikszentmihalyi, 2000). As a direct consequence of this application of positive psychology,

researchers have increasingly focused on the role of enjoyment in language learning (Dewaele & Dewaele, 2017).

Enjoyment in language learning is recognized as a typical emotion that is typically experienced by the learners themselves (Gregersen et al., 2017). The studies on enjoyment have been addressed from various directions. Enjoyment is both studied in foreign and second language from the perspective of different languages and culture (Boudreau et al., 2018; Dewaele et al., 2019), English as a second and foreign language Pavelescu & Petrić (2018), correlation to anxiety in language learning Dewaele & Alfawzan (2018) and gender (Macintyre et al., 2016; Mierzwa, 2018). In a recent study, language learners' enjoyment is viewed from the perspective of classroom interaction ecosystem (Elahi et al., 2020). The present study is inspired by the need to conduct an extensive study on the factors of language learning enjoyment, aimed to enrich the understanding and knowledge to shed light on the factors of language learning enjoyment especially in ESL/EFL context. Therefore, a systematic literature review (SLR) on the factors of ESL/EFL learning enjoyment is carried out to further discuss on ESL/EFL learners' enjoyment, by presenting a synthesis of empirical found in the past related studies.

Literature Review

Positive Psychology

Positive psychology has been succinctly described as the scientific and empirical study of what makes life worth living, individual strength, the way by which individuals succeed and flourish, individuals knowing their life virtues, and the state of knowing what goes right in life (Csikszentmihalyi & Nakamura, 2011; Peterson, 2006; Seligman & Csikszentmihalyi, 2000; Snyder et al., 2016). In other words, positive psychology is a valuable component of living a good life based on an individual's worth and value, and it has arisen in individuals, among society, and even in institutions. In the field of language learning and teaching, positive psychology has gained attention when it was rebirthed in a publication of a special issue in the journal of *Studies in Second Language Learning and Teaching* in 2014. It marked a signal that there is a strong reason to shift from negative psychology and it also serves as a springboard for language learning and teaching to make a progress towards the development of positive psychology (Mercer & MacIntyre, 2014). The advent of various historical trends in the study of second language acquisition and teaching and learning language have linked several models, theories, and thoughts to positive emotion, preparing the field to interact with positive psychology and laying the groundwork for future work (Macintyre et al., 2019).

The readiness to engage with positive psychology in language teaching and learning could be observed in the humanistic touch in language learning and teaching. For instance, the affective filter hypothesis, which reinforces affective variables play facilitative, but non-causal, role in second language acquisition (Krashen, 2009). Another relevant thinking lines that share a concern with individuals holistic and growth is the promotion of humanistic growth in language teaching, as promoted by Stevik and others (Asher, 1969; Gattegno, 1963; Lozanov, 1979; Moskowitz, 1978 as cited in Macintyre et al., 2019). Besides, the growing interest in motivation among learners are the earliest features of positive psychology that has taken root in language teaching and learning. Several scholars have highlighted theories and models that have been used to explain motivation in many studies. Gardner & Lambert (1972) has pioneered the concept of integrative and instrumental motivation in second and foreign

language learning in which affect the procedure and outcome of language learning. Besides, Ryan & Deci (2000) in their Self-Determination Theory that introduces the concept of intrinsic and extrinsic motivation. Motivation is also introduced in second and foreign language field in the theory of L2 Motivational Self-System that encompassed by three components; Ideal L2 Self, Ought to L2 Self and L2 Learning Experience (Dörnyei, 2009).

The endeavour to understand positive psychology in language teaching and learning is seen to be based on several theories and model; Broaden-and-Build theory, FLOW, PERMA and EMPATHICS. In the theory of Broaden-and-Build, Fredrickson (1998) argues that this theory works on two key proportions. The first key is positive emotions broaden an individual's momentary thought-action repertoire; joy elicits the need to play, intrigue elicits the desire to explore, contentment sparks the desire to savour and integrate, and love awakens a recurring cycle of each of these desires within safe, close relationships. The second key proportion concerns the consequences of these broadened mindsets, which positive emotions promote discovery of novel and creative actions, ideas, and social bonds, which in turn build that individual's personal resources that include physical and intellectual resources, to social and psychological resources (Fredrickson, 2004).

In the theory of FLOW, the term "flow" was coined to characterize optimal experiences that are among the most enjoyable in human life Csikszentmihalyi (1990), and such type of experience can occur in any setting or location where there is an ongoing activity, as long as there are clear goals, immediate feedback, and a good balance between a person's skills and the activity's challenge (Csikszentmihalyi & Csikszentmihalyi, 2006). PERMA theory of well-being by Seligman (2011a) introduces five building blocks to flourish individual's life namely Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment in which is it put into an acronym PERMA.

Oxford (2016a, 2016b, 2018) expanded and adapted Seligman's theories, proposing her own more comprehensive framework for second language acquisition known as EMPATHICS, and it is associated to language learning and instruction. The term EMPATHICS is an acronym outlining important psychological forces that help learners achieve high well-being and progress rapidly, develop proficiency, and relish the language learning experience. Oxford (2016a, 2016b, 2018) draws upon research on emotion and empathy in nine dimensions in the framework; emotion and empathy, meaning and motivation; perseverance (including resilience, hope, and optimism); agency and autonomy; time; hardiness and habits of mind; intelligences (including emotional intelligence); character strengths; and, finally, self-efficacy, self-concept, self-esteem, and self-verification.

Language Learning Enjoyment

The emotion of enjoyment has garnered the most attention from researchers among the positive emotions in language teaching and learning Li et al (2018), as enjoyment is a powerful motivator in language learning Piniel & Albert (2018) and the most common positive emotion experienced by second and foreign language learners (Gregersen et al., 2017). In term of language learning, enjoyment is a complex emotion that includes interacting dimensions of challenge and perceived ability that represent the human drive to excel when presented with difficult tasks (Dewaele & MacIntyre, 2016). This is in line with positive psychology theory in the concept of FLOW Csikszentmihalyi (1990), in which enjoyment exists when challenges in

language learning and learners' skills are closely aligned. Additionally, Dewaele & MacIntyre (2014) differentiate enjoyment's definition in language learning by making comparison to pleasure. The positive feelings that arise from going beyond homeostatic bounds as well as expanding oneself to gain new experiences, particularly when confronted with difficult tasks, are referred as enjoyment. Pleasure, on the other hand is developed when the homeostatic necessities (such as body comfort, sex, and hunger) are supplied hedonically, as disputed to enjoyment. Enjoyment in language learning is perceived as multidimensional constructs that consists of external and internal factors; peers' influence, teachers' factor, self-factors, learning atmosphere (Dewaele & MacIntyre, 2014; Jin & Zhang, 2018, 2019; Li et al., 2018). The relevance of studies in enjoyment in language learning is considered to have a variety effects. To date, language learning enjoyment has been linked to improved language learning accomplishment and performance Dewaele & Alfawzan (2018) and learners' willingness to communicate in the language classroom, which has improved their speaking skills and confidence (Dewaele, 2019). Enjoyment may play a protective role against negative emotions, as enjoyment is reported to outweigh anxiety in language learning (MacIntyre, 2016). Previous study has also shown that language learning enjoyment is important for enhancing language learners' motivation, particularly in the L2-Self and Ought-2-self domains Lee & Lee (2020) and demonstrated positive impact on emotional intelligence traits among language learners (Li, 2020a). It is also reported that the element of enjoyment is highly associated with students' engagement (Muhtia et al., 2018), and learners related enjoyment to learning English via entertainment (Mamat, 2016).

Towards a systematic review framework on ESL/EFL language learning enjoyment

A systematic review is a study that identifies, selects, and critically appraises relevant literature using systematic and explicit procedures and articulated questions. It also entails gathering and analysing data from studies included in the review. Statistical methods may or may not be utilised to analyse and summarise the data in a systematic review (Higgins et al., 2011). Authors' claim of rigour in their research can be justified by a systematic review, allowing for the discovery of gaps and essential directions for future research. Despite the emerging positive psychology trend in language learning, thorough research on the aspect of language learning enjoyment remains inadequate. In this scenario, the purpose of this article is to fill in the gaps in our knowledge of the factors that contribute to the enjoyment of ESL/EFL language learning through a systematic review. This study uses reports on literature as a proxy for adaptation, emphasizing that it provides a broad and basic assessment of factors of ESL/EFL language learning enjoyment. The article addresses a significant gap in the literature, as the majority of systematic reviews focus more on negative emotions in language learning depicted in these following themes: relationship between anxiety and achievement (Al-Shboul et al., 2013), defining the perspective of language anxiety (Naser Oteir & Nijr Al-Otaibi, 2019), anxiety in speaking foreign and second language (Hanifa, 2018; Mahdalena, 2021).

The proposed systematic review on language learning enjoyment is significant since there has been few research on language learning enjoyment in learning English as a second or foreign language. Furthermore, systematic literature review is necessary since the recent language learning movement has shifted scholars' attention to positive psychology (Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Li et al., 2018). The current work suggests that enjoyment is the most common emotion shown and seen among ESL/EFL learners, therefore it necessitates more research to improve the experience of learning ESL/EFL. The details on

where the literature has so far concentrated would provide an opportunity to identify the factors of language learning enjoyment that would improve pedagogical aspects in ESL/EFL learning process. Additionally, there is a valid reason to assume that delving further into positive emotion will lead to a novel understanding of the processes involved (Dewaele & MacIntyre, 2014). Besides that, the implication of SLR could be observed as it is an opportunity to synthesize findings from multiple studies in order to derive more robust and generalizable conclusions (Chapman, 2021). Furthermore, a comprehensive and impartial overview of the focus of research, in this case, the topic of enjoyment in learning ESL/EFL could be provided as the end product of the study.

The key research question – What are the factors related to ESL/EFL language learning enjoyment? – led the article's development of a relevant systematic review. The affective element has been a significant factor in determining the effectiveness of learning English as a second and foreign language, there has been a special focus on factors of language learning enjoyment in the field of ESL/EFL. Besides, as English is a global language, it is the language taught as second and foreign language, that drives to the obligation of this study to be conducted in the field of ESL/EFL.

Methodology

The Review Protocol

The systematic literature review (SLR) for this respective study adapted the protocol of Reporting Standards for Systematic Evidence Syntheses) (ROSES), which included three phases of scoping namely searching, screening and critical appraisal and synthesis. ROSES Protocol is selected as the main protocol in this scoping review due to reasons.

- ROSES requires a higher standard of conduct for evidence synthesis
- All research approaches (Quantitative, qualitative, and mixed methods) are emphasized in ROSES.
- Many additional types of synthesis are possible using ROSES, such as reviews with only a narrative synthesis.
- Consistent, accurate and up-to-date terminology
- During critical appraisal reporting, ROSES emphasizes both internal validity (study quality) and external validity (generalizability).
- ROSES can be extended through the development of specific tools for aspects of reporting, such as for qualitative synthesis or quantitative synthesis.

Formulation of Research Question

The SLR was initiated by the development of a research question that was based on PICO, a tool for developing research questions. It is built on three key concepts: Population of the problem, Interest and Context. The authors have included three aspects in the review; ESL and EFL learners (Population), Factors of Language Learning Enjoyment (Interest) and ESL and EFL Classroom (Context). This concept leads to the formulated research question “What are the factors of language learning enjoyment related to ESL and EFL learning?”

Systematic Searching Strategies (Phase 1: Searching)

The first phase is related to discovering relevant articles in two main sources, which are main databases and supporting databases. In completing this phase, the reviewers carried out two

phases of articles searching. The first phase was to apply 3 main databases to search for relevant articles namely Scopus, ProQuest and ERIC. A general search using Google Scholar was also conducted. A few keywords were utilised for the purpose of searching which are “Foreign Language Enjoyment”, “Second Language Enjoyment”, “Positive Psychology”, “Positive Emotions” and “Enjoyment in Language Learning”. Advanced search, manual searching, handpicking, and snowballing were the strategies used to select the articles. As a result, a total of 54 records were identified from the three main databases (45) and Google Scholar (9).

Systematic Searching Strategies (Phase 2: Screening)

The next phase in systematic literature review is screening the identified articles. At this stage, a total number of 54 articles were examined. Articles were selected after using an inclusion list. Only the articles that matched the inclusion criteria of the study were carefully chosen, to avoid inclusion of irrelevant studies.

- Publication year is from 2011 to 2021
- English is the language used in the articles
- Settings of the study are high schools and tertiary level
- Participants are learners of English as a second/ foreign language
- Methodology of the studies consist of quantitative, qualitative and mixed method

At this stage, 35 articles were selected, and 16 articles were removed based on the inclusion list. Reviewers were then double-checked the articles to ensure the retrieved articles met the specified criteria by scrutinizing titles and abstracts of the articles via Mixed Method Appraisal Tool (MMAT). A few articles were excluded as the studies were conducted in other foreign languages than English, methodology is not clearly defined and works that are yet to be published. To ensure the quality of the selection, the review only included journals that present empirical data and published in a journal and duplicated articles from different databases are also eliminated.

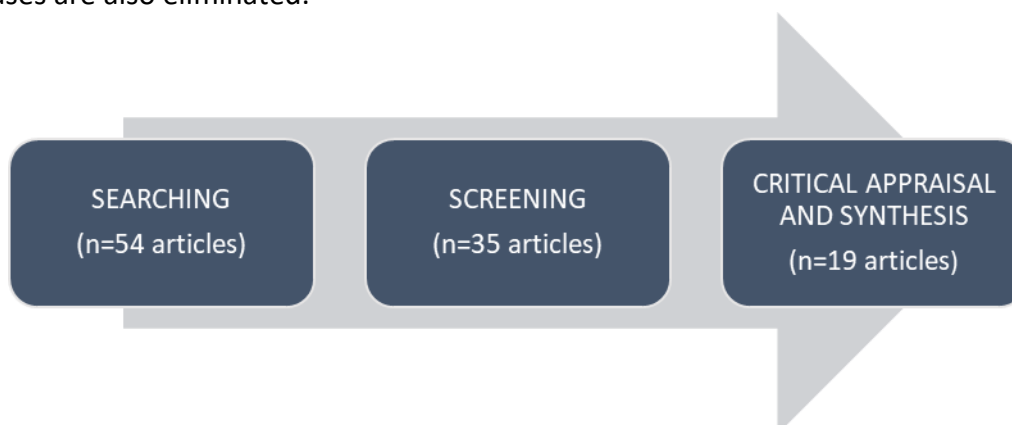


Figure 1 *Systematic Searching Strategies*

Results

Factors of Language Learning Enjoyment among ESL/EFL Learners.

The articles selected were read thoroughly, analysed and synthesize. The results are shown in the table provided

Table 1

Factors of Language Learning Enjoyment among ESL/EFL Learner

NO	AUTHORS	DISCUSSION ON FACTORS OF LANGUAGE LEARNING ENJOYMENT
1	Bayat et al (2020)	<ul style="list-style-type: none"> • Learners are given ample time to response to the questions. • Learners' mistakes are not corrected immediately by teacher • Teacher guides students to notice their mistakes. • Teacher gives multimodal corrective feedbacks.
2	Dewaele (2019)	<ul style="list-style-type: none"> • Friendly teacher • Frequent use of target language
3	Shirvan & Talebzadeh (2018)	<ul style="list-style-type: none"> • Learners could discuss on the topics • Topics in language classroom that are relatable to learners' life
4	Jiang & Dewaele (2019)	<ul style="list-style-type: none"> • Learners' English proficiency level <ul style="list-style-type: none"> • Bonding among peers • Positive attitude towards English language subject <ul style="list-style-type: none"> • Positive attitude towards teacher <ul style="list-style-type: none"> • Teachers' friendliness • Teachers' jokes • Teacher's recognition and support <ul style="list-style-type: none"> • Teachers' pedagogical skills • Specific classroom activities
5	Jin & Zhang (2018)	<ul style="list-style-type: none"> • Friendly, encouraging and supportive teachers • Enjoyment of learning English • Rapport among students
6	Ahmadi-Azad et al (2020)	<ul style="list-style-type: none"> • Teachers' openness to students' ideas and needs. <ul style="list-style-type: none"> • Teacher's extroversion by creating an exciting and positive learning environment. • Teacher's agreeableness that shows teachers are generally helpful, compassionate, trustworthy, tolerant, understanding, and humanitarian
7	Resnik & Dewaele (2020)	<ul style="list-style-type: none"> • Learners feel optimally challenged. <ul style="list-style-type: none"> • Teacher's encouragement • Learners feel excited and comfortable in learning new things <ul style="list-style-type: none"> • Learners' ability to answer teacher's questions
8	Shirvan & Talebzadeh (2020)	<ul style="list-style-type: none"> • Receiving family support • Learners have their personal aims to learn English • To receive recognition and support as a qualified and proficient English user
9	Li et al (2021)	<ul style="list-style-type: none"> • Positive classroom environment

10	Dewaele et al (2019)	<ul style="list-style-type: none"> • Teacher's friendliness • Teacher is the native speaker of English
11	Li (2020)	<ul style="list-style-type: none"> • Learners with higher trait emotional intelligence enjoy English lessons
12	Li et al (2019)	<ul style="list-style-type: none"> • Confidence and optimistic self-assessment of learners' language proficiency
13	Pavelescu & Petrić (2018b)	<ul style="list-style-type: none"> • Learners think English is a beautiful language • Positive relationship between teacher and learners • Learners could engage in the classroom activities • Supportive peers in practising and using the target language.
14	Moskowitz & Dewaele (2020)	<ul style="list-style-type: none"> • Teachers' humour, playfulness and spontaneity • Lack of social pressure • Not taking disagreement seriously • Sense of unity among students • The joy of learning new things
15	Nakamura (2018)	<ul style="list-style-type: none"> • Learners able to understand the conversation in target language • Learners enjoy activities that allow them to converse in English • Positive improvement in students' language skills
16	Shirvan & Taherian (2020)	<ul style="list-style-type: none"> • Tasks are able to complete by students • Topic that attracts students' interests • Learning English in different strategies • Teachers motivate students • Teachers have sense of humour • Supportive bonds among peers
17	Phung (2017)	<ul style="list-style-type: none"> • Topic that is personally relevant and • Opportunity to explore topic beyond students' knowledge • Availability of choices • Cognitive involvement in completing the task • Engage in genuine communication
18	Sampson (2020)	<ul style="list-style-type: none"> • The realisations of encountering new knowledge • Supportive teacher by giving praises • Interesting and exciting lessons • Feelings connected to classroom activities • Learners' perception on their L2 performance
19	Rezazadeh & Zarrinabadi (2020)	<ul style="list-style-type: none"> • Improving language competence • Non-threatening situation • Enjoyment of effortful tasks

Discussion

By systematically analysing existing literature on the factors of language learning enjoyment, a rigorous review sourced from 4 databases have resulted in 19 articles that are carefully selected related to ESL/EFL language learning enjoyment. Within the scope of this review, 6 themes have emerged to be deliberated.

Teacher-factor

The studies found that the factor of ESL/EFL language learning enjoyment is anchored by teacher-factor. To begin, the findings of the studies revealed that positive teacher pedagogical approaches improved ESL/EFL learners' enjoyment of language learning (Bayat et al., 2020; Dewaele, 2019; Sampson, 2020). Positive reinforcement, such as teachers' compliment, encouragement, motivation, and acknowledgement of learners' accomplishments, was a prevalent pedagogical method that had been linked to ESL/ EFL learning enjoyment (Elahi & Taherian, 2020; Jiang & Dewaele, 2019; Resnik & Dewaele, 2020; Sampson, 2020). It was acknowledged that learners' motivation was increased due to receiving rewards (Elahi & Taherian, 2020), and praises (Sampson, 2020) from teachers. Furthermore, learners' confidence was enhanced in the process of learning English due to teachers' encouragement (Resnik & Dewaele, 2020). In the context of EFL in China, enjoyment of teacher support had significantly positively predicted the learners' enjoyment of learning EFL (Jin & Zhang, 2018). Another pedagogical practice by teachers that affected learners' language learning enjoyment was not correcting learners' mistakes immediately, instead corrective multimodal feedbacks were provided by teachers, that refer to body postures and movements or the use of technological tools which accompany teachers' corrective feedback (Bayat et al., 2020).

Furthermore, encouraging learners to adapt different strategies in learning English was an excellent pedagogical strategy that promotes enjoyment among learners (Elahi & Taherian, 2020; Jiang & Dewaele, 2019; Resnik & Dewaele, 2020; Sampson, 2020). Applying a variety of teaching and learning strategies to teach and learn English enhanced learners' motivation and made language learning more enjoyable (Elahi & Taherian, 2020). Teachers played vital role in stimulating enjoyment among learners via preparing interesting and exciting lesson (Sampson, 2020) and learners also showed enjoyment in specific classroom activities that they preferred (Jiang & Dewaele, 2019). Moreover, learners felt optimally challenged, excited and comfortable in learning new knowledge in English lessons (Resnik & Dewaele, 2020).

Contrary to earlier research findings that the usage of target language caused anxiety among ESL/EFL learners (Badrasawi et al., 2020; Sadighi & Dastpak, 2017; Zheng & Cheng, 2018), the usage of target language by both teachers and learners, as well as being taught by native speakers, are the factors that contributed to language learning enjoyment (Dewaele et al., 2019; Dewaele, 2019; Nakamura, 2018). The action of being able to grasp conversation in the target language led to the enjoyment of learning ESL/EFL, entailing that the sense of accomplishment is instilled among learners (Nakamura, 2018). Besides that, it was also inferred that the frequency of target language usage by teachers had also induced the enjoyment of learning ESL/EFL (Dewaele, 2019).

One of the vital factor of learners' language learning enjoyment that had been discussed in the studies is teachers' positive personalities and characters. According to the studies, teachers' friendliness was the most ubiquitous positive attribute reported by learners

as a factor of learning enjoyment (Dewaele et al., 2019; Dewaele, 2019; Jiang & Dewaele, 2019; Jin & Zhang, 2018), and had an indirect impact on learners' willingness to communicate (Dewaele, 2019). Additionally, being humorous is another teachers' trait that were associated with the enjoyment of learning ESL/EFL (Elahi & Taherian, 2020; Jiang & Dewaele, 2019; Moskowitz & Dewaele, 2020). It was also reported that the level of language learning enjoyment among ESL/EFL learners was significantly higher among learners who had greater tendency to accept jokes and spontaneity had higher level of language learning enjoyment (Moskowitz & Dewaele, 2020). This could be correlated to the study that reported Teachers' joke is also a solid predictor of language learning enjoyment (Jiang & Dewaele, 2019), and teachers' important role to create positive environment of learning language especially by using humour was also highlighted (Elahi & Taherian, 2020). Several positive teachers' attributes were also detailed that contributed to the enjoyment of learning ESL/EFL namely teachers' extroversion, agreeableness, and openness (Ahmadi-Azad et al., 2020). These traits supported the learning environment which teachers had the capacity to listen to learners' ideas and needs, and demonstrating teachers' ability to create fun and exciting lessons.

Social Factor

ESL/EFL language learning process is acknowledged to be notably influenced by social factor that has significant influence on the enjoyment of learning ESL/EFL. Analysis of the studies demonstrated that peer bonding and unity that had substantial impacts on learners' enjoyment. Peer bonding and interaction among learners have been identified as a factor of enjoyment among Chinese learners that positively assisted them in language learning process (Jiang & Dewaele, 2019). Peers were encouraged to practice and use the target language in the classroom, which was reported to make language learning more enjoyable (Pavelescu & Petrić, 2018). Furthermore, supportive bonds among learners fostered positive learning atmosphere that enhanced learners' enjoyment (Elahi & Taherian, 2020). A primary finding by Moskowitz & Dewaele (2020) exemplified that the sense of unity among learners had contributed to the development of an environment that was lack of social pressure and led to learners' language learning enjoyment. Besides, the study also accentuated that family support had positive impact on learners' language learning enjoyment and exposure towards English had driven learners to enjoy English lessons, and improve their language skills (Elahi & Talebzadeh, 2020).

Engagement.

Engagement is defined the demonstration of deep and effortless involvement in the process of learning English as a second language and learners deploys their skills, strengths, and attention for challenging tasks (Csikszentmihalyi, 1990; Oxford, 2016a, 2016b, 2018; Seligman, 2011b). In the studies, affective, behavioural and cognitive engagement are seen as the factor of language learning enjoyment. Affective engagement was observed when learners were personally interested in the topic that were personally relevant to them, relatable to their life and they are able to talk about (Elahi & Taherian, 2020; Elahi & Talebzadeh, 2018; Phung, 2017) and when learners exhibited higher trait emotional intelligence (Lim 2020). In term of behavioural engagement, learners' participation and involvement in completing tasks giving them the sense of connection that contributed to the language learning enjoyment (Pavelescu & Petrić, 2018; Sampson, 2020).

It was reported that learners' cognitive engagement existed as learners experienced enjoyment in effortful task (Rezazadeh & Zarrinabadi, 2020). Besides, Sampson (2020)

discovered that learners displayed enjoyment when they realized they were learning new knowledge. It could be concluded that the sense of engagement provided learners with the satisfaction and enjoyment of learning language, as cognitive engagement includes learners to maintain concentration, exert mental energy and trying to understand the topic, that could only exist if enjoyment occurred in completing the tasks (Finn & Zimmer, 2012; Philp & Duchesne, 2016; Reschly et al., 2020).

Self-attainment

Self-attainment is a theme that could be defined as the condition that ESL/EFL learners exhibit self-efficacy, positive self-concepts and high self-esteem, and use self-verification positively. Providing learners with sense of achievement could induce language learning enjoyment (Elahi & Taherian, 2020; Jiang & Dewaele, 2019; Li et al., 2019; Nakamura, 2018; Resnik & Dewaele, 2020; Rezazadeh & Zarrinabadi, 2020; Sampson, 2020). Enjoyment was also related to learners' positive perceptions on their language competency and positive progress in learning English (Jiang & Dewaele, 2019; Nakamura, 2018; Rezazadeh & Zarrinabadi, 2020; Sampson, 2020). In Li et al., (2019), learners' confidence and optimistic self-assessment of language proficiency had proven to affect enjoyment among learners.

The sense of achievement through the ability to complete tasks that were optimally challenging for learners was also a reason of ESL/EFL learners' enjoyment (Resnik & Dewaele, 2020). Learners also experienced enjoyment when they had the ability to answer teachers' questions and able to demonstrate enjoyment when they could complete tasks that were assigned by teachers (Shirvan & Taherian, 2020). Enjoyment was also displayed when learners were engaged in effortful tasks that needed attempts to be completed (Rezazadeh & Zarrinabadi, 2020).

It could be indicated that learners express positive self-concepts and high self-esteem when they experienced the sense of achievement in the process of enjoying language learning. Positive self-concept, which specifically refers to ESL learning process, guides learners to compose positive descriptions (knowledge, ideas, feelings and hope) to be a good language learner that led to positive perceptions on their performance (Mercer, 2011; Oxford, 2016b, 2016a). Apart from that, high self-esteem due to learners' achievement in learning English leads to learners' self-respect by having high evaluation on their self-worth in the process of learning ESL (Oxford, 2016b, 2016a; Rubio, 2014).

Motivation

Another theme appears to be the factor of language learning enjoyment is motivation. Pavelescu & Petrić (2018) discovered that learners perceive English as a beautiful language. This condition has mediated ESL/EFL learning enjoyment and identified as a form of integrative motivation (Gardner, 2005). An individual with highly motivation to learn other language displays an open and compliant approach to other cultural groups and emotional interest in the target language group is described as person with integrative motivation. Hence, the perception of English as a beautiful language can significantly enhance an individual's motivation that affect the enjoyment in learning the language, ultimately leading to the improvement of language proficiency.

Besides, intrinsic motivation which is defined as a nexus happened within the learner itself, is also correlated to ESL/EFL language enjoyment as learners acquire personal aim to learn

English as English is a useful language and related to their academic goals (Elahi & Talebzadeh, 2020). The positive feelings towards the target language helped to foster enjoyment among learners that sparks motivation to learn the language. The sign of extrinsic motivation is also reported as the factor of language learning enjoyment. This was illustrated in learners' desire for recognition and support as qualified and proficient English user (Elahi & Talebzadeh, 2020). Learners demonstrated desire to be the best learner had fulfilled the teacher's expectation and to receive teacher's acknowledgement. Learners demonstrated a strong desire to excel, not only to fulfill the teacher's expectations and receive the teacher's acknowledgment but also to experience the enjoyment and satisfaction that comes with achieving their goals and being recognized for their efforts.

Autonomy

The final theme that emerged from the SLR is autonomy, in which a study reported that the factor of enjoyment when learners are given the opportunity of practicing authority in English language classroom (Phung, 2017). The availability of choices exists when learners were participating with activities that include cognitive involvement. This is explained in positive psychology that the sense of autonomy has given the capacity of ESL learners to exercise a sense of control, to take responsibility and take charge of their own ESL learning (Csikszentmihalyi, 1990; Oxford, 2016b, 2016a, 2018; Seligman, 2011b). Csikszentmihalyi's theory of "flow" underscores that individuals are more capable of experiencing enjoyment and profound learning when they are completely absorbed in activities that align with their abilities and passions. Furthermore, Seligman's beliefs regarding well-being and positive emotion emphasize the crucial significance of autonomy in promoting motivation and fulfilment is highlighted in the theory of PERMA (Seligman, 2011b). The sense of autonomy over the learning process of English and the ability to make decisions during their learning journey, increases learners' enjoyment and intrinsic drive (Phung, 2017). The sense of autonomy contributes to the more favourable learning experience and promoting continued involvement of the learners. Hence, it could be implied that the sense of enjoyment emerged due to the reason that learners feel that they are in charged of the process of learning English and able to make decisions in the process of learning.

Conclusion

In conclusion, the systematic literature review on the 19 articles related to enjoyment in learning ESL/EFL showed several themes of factors of language learning enjoyment. Additionally, this systematic literature review is expected to provide guidance for future researchers who wish to conduct studies on language learning enjoyment. Enjoyment is the emotion that is significant to the positive emotion in language learning and should be furthered explored by scholars and teachers. To instil the sense of enjoyment learning language among learners, further investigation on the challenges faced by ESL/EFL teachers to maintain the momentum of enjoyment in classroom should be considered.

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