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(IJEPC)**www.ijepe.com**THE IMPORTANCE AND FACTORS OF ENJOYMENT IN
MALAYSIAN ESL CLASSROOM: A MULTISITE CASE STUDY**Norfadzillah Chin¹, Noraini Said^{2*}, Chelster Sherralyn Jeoffrey Pudir³, Wardatul Akmal Din⁴¹ Faculty of Psychology and Education, Universiti Malaysia Sabah

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DOI: 10.35631/IJEPC.748016This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Affective factors such as emotion and attitudes have long been identified as contributing factors to success and enjoyment in language learning. With the new movement of education in the new norm, a weightage needs to be focused on the affective dimensions among learners. This study aimed to discover the importance and factors of enjoyment in learning English as a Second Language (ESL) among Malaysian secondary school students. This multisite case study took place in five secondary schools in Malaysia. Focus Group Discussion (FGD) was held among five ESL teachers and an open-ended questionnaire was distributed to 65 students in the respective schools. The findings reveal both teachers and students think enjoyment is important in learning ESL as it bridges up engagement in learning, enhances motivation and for the usefulness of learning the language. Furthermore, the study also discovers the factors of enjoyment in learning ESL namely teacher-factor, sense of achievement and relationship with peers. This study provides valuable information on the of the understudy topic of enjoyment in Malaysian ESL classroom.

Keywords:

ESL Learning Enjoyment, Enjoyment, ESL

Introduction

With the ending of 2-year long Covid-19 pandemic, most educational institutions have finally returned to face-to-face classes. Globally, Covid-19 has prompted a great deal of distress

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among learners. In Malaysia, it is reported that Covid-19 pandemic has affected students' emotion, happiness and work-life balance (Wan et. al., 2021), anxiety (Sundarasan, 2020) and contribute to negative psychological impact (Zaki et.al., 2021). Therefore, with the development of education towards the new norm, positive emotion and well-being of the learners should be highlighted. In the field of English language teaching and learning, the focus of positive emotions in the new norm is to be retained.

The scene of psychology studies in English as a Second Language (ESL) has witnessed the recent movement from negative psychology to positive psychology in language learning. Psychology in ESL had started with the considerable comprehensive and well-studied focus on anxiety (Dewaele & MacIntyre, 2014; Elahi & Talebzadeh, 2020). However, positive psychology is now being emphasised by researchers as a key component of language learning (Seligman & Csikszentmihalyi, 2000) and the researchers' focus has been particularly on the study of enjoyment in language learning (Dewaele & Dewaele, 2017).

According to Gregresen et al. (2017), the emotion of enjoyment in learning a language is acknowledged as a typical and prevalent emotion that is typically perceived by the students themselves. In recent studies, enjoyment is addressed from the context of second and foreign language in term of various languages and culture, (Boudreau et al., 2018; Dewaele et al., 2019), correlation between enjoyment and anxiety in language learning (Dewaele & Alfawzan, 2018), as well as gender (Macintyre et al., 2016; Mierzwa, 2018) and from the perspective of classroom interaction ecosystem (Elahi et al., 2020).

The current study, which aims to deepen understanding and knowledge of the aspects that contribute to language learning enjoyment, particularly in the setting of Malaysian English as a Second Language (ESL) classroom, is motivated by the necessity to conduct an in-depth investigation of the importance and factors of enjoyment of ESL learning. Therefore, to better analyse this under-researched language learning focus, a multi-site case study on the importance and factors of ESL learning enjoyment among Malaysians ESL students is conducted.

Literature Review

English as a Second Language in Malaysia

English language is designated as the second language (L2) in the Malaysian educational system, in accordance with the national education policy (Gill, 2002), and second language (L2) classroom is defined as a social setting where students bring themselves, their past experiences, and eventually form relationships and engage in activities that best suit their social needs (Jeon-Ellis et. al., 2005). Recently, The Malaysian Education Blueprint 2013-2025 has highlighted on the eleven shifts to transform the education system in which the second shift highlights to ensure every child is proficient in Malay and English languages and is encouraged to learn an additional language. The designated plan portrays that English language teaching and learning is recognized as a critical aspect to prepare students for tomorrow's world.

The issues of mastery and proficiency of English language as a second language (ESL) among Malaysians is one of the issues being continuously highlighted by the government (Ministry of Education, 2013), researchers (Hamzah, Abdullah & Ahmad, 2015; Hazita 2016;) and mass media (Xian, 2022; Zainul, 2021). It is reported that ESL students in Malaysia perceived

English as a difficult subject to learn and facing difficulties to master the language and students are lack of vocabulary(Misbah, Mohamad, Yunus & Ya'cob, 2017), including difficulties in speaking English (Kashinathan & Abdul Aziz; 2021).

Therefore, creating an engaging learning environment that incites positive emotions than negative ones in educational settings will lead to better enhancement, particularly in the context of ESL learning. This is in line with the recent launch of the programme “Sekolahku Sejahtera” (Prosper My School) on that emphasized on holistic approach of education (The Star, 2021) , that emphasized ‘seronok’ (enjoyment) as the approach of education. A need to see ESL teaching and learning from the angel of positive psychology should be the limelight to achieve optimal proficiency among Malaysian ESL students.

Theory of Positive Psychology

Several theories and models are recognized as the foundation for the effort to understand positive psychology in language teaching and learning namely ; Broaden-and-Build theory, FLOW, PERMA and EMPATHICS. In the theory of Broaden-and-Build, it is envisioned that certain discrete positive emotions such as enjoyment, interest, contentment, pride, and love, share the capacity to increase people's momentary thought-action repertoires and develop their enduring personal resources ranging from physical and intellectual resources to social and psychological resources, despite being phenomenologically distinct (Fredrickson, 2001). The consequences of these broadened mindsets is the discovery of novel and creative actions, ideas and social bonds, which in turn build that individual's personal resources (Fredrickson, 2004) In the theory of FLOW, the term "flow" was coined by Csikszentmihalyi (1990) to characterize optimal experiences that are among the most enjoyable in human life 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). On the other hand, PERMA theory of well-being by (Seligman, 2011) is an effort to understand the factors that promote human flourishing and has been linked to positive psychology. It features five building blocks that enable flourishing in individual's life which are Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment in which is it put into an acronym PERMA.

Oxford (2016a, 2016b, 2018) developed and modified Seligman's theories, moving ahead with her own, more extensive framework for language learning called EMPATHICS and it has the contribution to the implications for language learning and instruction. The acronym EMPATHICS describes crucial psychological factors that support language students' progress, high well-being, and enjoyment of the learning process. Oxford (2016a, 2016b, 2018) proposed 9 dimensions in the EMPATHICS 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.

Positive psychology is not wholly new in the field of language teaching and learning. The readiness to engage with positive psychology in language teaching and learning could be observed in the humanistic touch in language learning and teaching especially in the affective filter hypothesis , in which theory believes that affective variables play facilitative, but non-causal, role in second language acquisition (Krashen, 2009). Besides, the relationship of positive psychology and language learning and teaching could be seen in the various theories

of engagement (Finn & Zimmer, 2012; Philp & Duschne, 2016) and motivation in language learning (Dörnyei, 2009; Ryan & Deci, 2000). However, with the publishing of the journal of Studies in Second Language Learning and Teaching in 2014, the growing interest of positive psychology in language teaching and learning became audible and visible. It opens doors for language learning and teaching to advance toward the development of positive psychology and is a sign that there is a compelling reason to shift from negative psychology (Mercer & MacIntyre, 2014).

Language Learning Enjoyment

Enjoyment in language learning has attracted recent development studies on positive psychology in language learning (Li et al., 2018). In terms of learning language, enjoyment is a complex emotion that encompasses the interaction between challenge and perceived ability, which represents the human desire to perform well when faced with challenging activities (Dewaele & MacIntyre, 2016). Dewaele & MacIntyre (2014) differentiate between the definitions of pleasure and enjoyment in the context of language learning. Enjoyment is defined as the positive emotion that result from going beyond homeostatic bounds and acquiring new experiences, especially when faced with challenging tasks. Contrarily, pleasure develops when hedonistically satisfying homeostatic needs (such as physical comfort, sex, and hunger) are provided. Additionally, it is believed that enjoyment in language learning is a multifaceted construct made up of internal and external elements, including peer influence, teacher-factor, self-factors, and learning environment (Dewaele & MacIntyre, 2014; Jin & Zhang, 2018; Li et al., 2018).

Studies on enjoyment in language learning are thought to be relevant and to have a variety of consequences from pedagogical, social and self-factor attributes. Positive reinforcement, such as teachers' compliments, encouragement, motivation, and acknowledgment of students' accomplishments, is one of the most popular pedagogical strategies that has been linked to language learning enjoyment among ESL/EFL students (Elahi & Taherian, 2020; Jiang & Dewaele, 2019; Resnik & Dewaele, 2020; Sampson, 2020). Furthermore, in term of social factor, ESL/EFL students' supportive relationships produced a positive learning environment that increased the enjoyment of language learning. (Jiang & Dewaele, 2019; Elahi & Taherian, 2020; Pavelescu & Petrić, 2018).

In term of self-factor, enjoyment in learning ESL/ EFL could be seen in students' engagement, motivation and autonomy. Affective engagement could be considered a component in how much ESL/EFL language students enjoy their lessons when they have a personal interest in the subject matter, find it applicable to their lives, and are able to discuss it (Elahi & Taherian, 2020; Elahi & Talebzadeh, 2018; Phung, 2017). Meanwhile, enjoyment is linked to students' motivation via intrinsic motivation, in which students display personal aim to learn English (Elahi & Talebzadeh, 2020). Students were reported that their personal aim to be excellent in English is related to academic goal, and their views on the usefulness of the language itself. Finally, when students are given the chance to exercise control in English language classrooms, autonomy is recognised as an element of enjoyment. (Phung, 2017). In this study, the availability of choices was reported students were participating with activities that include cognitive involvement.

Purpose of the study

As the aspect of enjoyment in second language learning has shifted the paradigm of language learning perspective, there is a need to investigate the importance of factors that contribute enjoyment in second language learning. The topic of enjoyment among Malaysian ESL students, however, remains understudied. Therefore, this study will be undertaking the purpose to investigate the importance and factors of enjoyment among Malaysian Students to study ESL.

The objectives of this research are:

- i) Why is enjoyment important in learning English as a Second Language?
- ii) What are the factors of language learning enjoyment among Malaysian ESL students?

Research Design

The goals of this respective study are to investigate the reason why enjoyment is a significant emotion in ESL Malaysian Classroom and to elaborate the factors of enjoyment in learning English in Malaysian ESL classrooms, in which this research takes 2 months to be completed. For the purpose of this research, a multisite case study research design is implemented. The multisite approach to qualitative research first appeared in the case study methodology, which tries to evaluate a contemporary phenomenon in its actual context. An investigation known as a multisite case study uses cross-case comparisons and explanation-building techniques while collecting data from multiple sites (Yin, 1981). A notable advantage of doing a multi-site case study is that it offers researchers the ability to get precise answers to their research questions in a circumstance in which several types of information were employed (Yin, 2003). In addition, multisite case study is selected as the research methodology since it enables researchers to evaluate a phenomenon from many angles by comparing several cases and attempts to explore the problem in depth (Yin, 2014). In this case, the objective of this multisite case study is to get comprehensive data dealing with teachers and students' insights on why enjoyment is important in learning English, and what are the factors of language learning enjoyment in ESL classrooms. Furthermore, multisite case study has aimed to enhance transferability and trustworthiness of findings to other contexts by comparing data across sites (Herriott & Firestone, 1983; Yin, 1981), in which it would cater a broadened perspective of Malaysian ESL teachers and students, to support qualitative researchers in analyzing multisite data to produce contextually relevant findings that are also applicable to other settings.

Participants

Five secondary schools in Malaysia from different states (Perak, Melaka, Kelantan, Sabah and Labuan Federal Territory) serve as the settings of this study as Eisenhardt (1989) recommends a sample size of four to ten sites as in deal numbers for this study. The research participants are selected via purposive sampling by considering the fact that researchers are provided access to the site, schools are located in different areas of Malaysia that could contribute to the dissemination of information and teachers are selected based on their willingness to be interviewed and to administer the open-ended questions to the students. Besides, the teachers appointed have at least three years of experience. Teachers who had served more than three years are teachers that have succeeded and passed the probation period (Education Comission Service Malaysia, 2022). For the purpose of this research, pseudonyms are assigned for the teachers (Ms Fazura, Ms Raesa, Ms Debra, Mr Anthony and Ms Bay). On the other hand, 15 participants among students from each school are selected based on their willingness to be the

part of the study and they receive English language education in Malaysia secondary schools. The research objective and methods were explained to the participants, and their consent was acquired. They were assured that they might leave the study at any time without causing any harm to themselves.

Data Collection and Data Analysis

For the purpose of this study, data were collected via Focus Group Discussion (FGD) among the ESL teachers and open-ended questionnaire for the students. In qualitative research, FGD have been one of the most significant methods of data collection (Dilshad & Latif, 2013) and FGD is regarded as beneficial in authentic environments that group interaction creates synergy effect on participants (Stewart & Shamdasani, 2014). Two sessions of FGD were conducted in which each session last for 90 minutes. To achieve more-detailed data, an open-ended questionnaire was distributed to at least 15 students from the respective schools (Age 13-16). It consists of two main questions (1) Why enjoyment is important in learning English? (2) What are the reasons you enjoy English lessons. Both of the FGD protocol and open-ended questionnaire were validated by an expert appointed. The thematic analysis of the FGD began with the transcription of the audio-recorded discussion among the teachers. This is followed by familiarizing the data by reading the transcription several times and meaningful codes are generated. On the other hand, the responses of the open-ended questionnaire were also read and categorized into several codes. The codes from both of the FGDs and open-ended questionnaire are then categorized to generate the themes of the findings.

Findings

Findings reveal that enjoyment is important to bridge the sense of engagement among Malaysian ESL students, initiate motivation among students and highlighting the usefulness of English as a second language among students. Consequently, it is also discovered that the factors of enjoyment in learning ESL among Malaysian students are teacher-factor, sense of achievement among students and peer-factor.

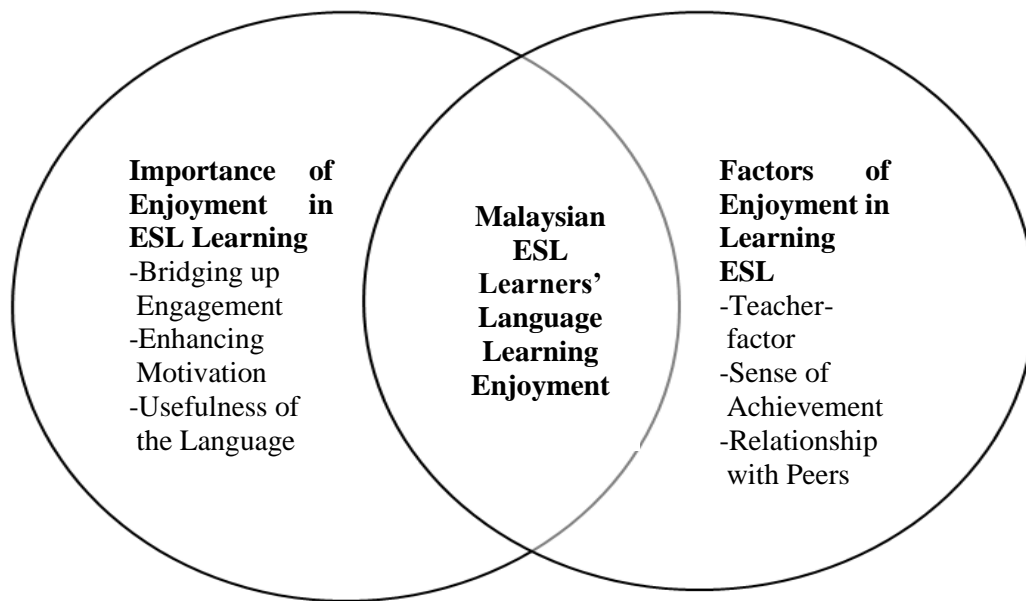


Figure 1: Malaysian ESL Learners' Language Learning Enjoyment

Importance of Enjoyment in Learning ESL Among Malaysian ESL Students

Bridging up Engagement

A key finding on the importance of enjoyment among Malaysian ESL students is enjoyment bridging up the sense of engagement to learn English. As English is perceived as a second language, English is perceived as 'a hard' and 'difficult' subject to be learnt. However, the teachers note that with enjoyment, students are 'mentally and physically ready' to learn English that signifies engagement to learn. Ms Fazura claims that students are looking forward to learn ESL when they are enjoying learning the subject and enjoyment provides the sense of belonging among students.

"Um, for me, it is important (referring to enjoyment) because...If the students are not ready, they won't listen to you. They won't listen a word from you. So that's how our kids are...now. They can isolate you in your own classroom. They have that kind of power. So, we have to get them ready. Meaning that... the kids look forward for the class. So that's what we want. They're ready. And they're excited to come to school to learn English."

Ms Fazura

Besides that, it is also voiced out that enjoyment is viewed as a 'benchmark' to develop engagement among students in learning ESL. Ms Raesa realizes that enjoyment acts as a 'tool' to gain students' attention in learning English, as she shares her experience.

"Enjoyment is also like a benchmark... of where to start for the teacher and also, for the students...The teacher could know where to start with the students, and the students could know where to continue with the teacher."

Ms Raesa

Furthermore, the sense of enjoyment is observed by the teachers based on students' reaction and their interaction with the teachers. It is indicated that students start to reveal the feeling of excitement and being comfortable to learn English, and based on these teachers experience', engagement is essential in preparing students to learn as enjoyment is to be instilled among the ESL students.

"You enter the class and then all the students...their eyes on you, that means they are focus and they are ready to learn"

Ms Bay

"Our purpose is for the students to get cozy with the language, and prepare them with the language. So that's our purpose, that shows they are ready to learn."

Ms Fazura

From the perspectives of ESL students, enjoyment provides them with the reason to be engaged in learning by actively involve with language learning activity in the class. Students who enjoy learning English have also clearly stated their sense of engagement as they feel that English is an interesting subject.

"I feel enjoyment is important in learning English because it attracts students' interest, and it makes learning English fun"

Student 20, School A

"The importance of enjoyment in English is having the sense to learning English actively"

Student 62, School B

It is clear that enjoyment among Malaysian ESL students is important to establish engagement among students that is important to ensure students could relate to the lessons themselves. Both teachers and students express readiness and interesting engaging learning activities could sustain the momentum of learning English as a second language.

Enhancing Motivation

Students indicate that the main reason why enjoyment is important in learning English is to sustain their motivation to learn English language. Students' responses to the open-ended questions expose their highlighted point of views that enjoyment is essential to outweigh negative feelings and accentuate positive feelings in learning the respective second language.

"I feel that enjoyment is important in learning English because that can make me feel interested to learn and focus on learning."

Student 59, School B

"I feel that enjoyment is important in learning English because learning will not be boring, if you enjoy learning English."

Student 60, School B

"I feel that enjoyment is important in learning English, it will make you feel relaxed and attracted to English"

Student 62, School B

"I feel that enjoyment is important in learning English because we can have a great time when we learn the language. Also we can feel less awkward and make it feels natural"

Student 16, School A

Students' point of view on the importance of enjoyment have opened up to the opportunity to reflect that enjoyment is important to sustain their positive feelings momentum in the process of learning English. It is clearly seen that students are somehow avoiding negative feelings such as 'boring' and 'awkwardness', and focusing more on sustaining attention in learning, to be comfortable and interested in learning English.

From the perspectives of both teachers and students, the importance of enjoyment in learning English is viewed through the development of extrinsic and intrinsic motivation among ESL students. Teachers quoted those students 'want to enjoy' learning ESL due to several external factors such as employability and getting good grades. As extracted below, both teachers and students believe that by enjoying learning ESL, it could open up to better career opportunity and getting good grades as they could sustain and retain information in learning.

"They know that they want to enjoy studying English because they want to get good grades"

Ms Debra

"... they have to feel that they are welcome in the employability."

Mr Anthony

"In my opinion enjoyment in learning English is English language will help me in my career"

Student 25, School E

In term of intrinsic motivation, it is reflected by Ms Bay as she shares her unique experience when her low proficiency students worked very hard to pass English language subject in 'Sijil Pelajaran Malaysia' (equivalent to O'level) as the student enjoyed learning English language and managed to pass her exam, even though the students failed other compulsory-to-pass subject. This indicates that intrinsic motivation is the main drive for the students as she enjoyed and focused in learning ESL in school.

I still remember one student....Okay, She was so excited, you know, and she's a very weak student, but she was so excited in English class as she said she wanted to pass the exam. So when SPM (Sijil Pelajaran Malaysia) results came out, she passed English but failed her 'Sejarah' (History) which is compulsory to pass. But... she's so... you know... she was so happy even though she failed other subject. She said because she's a very weak student. So, when she's focused and enjoyed studying English, she could pass the subject."

Ms Bay

Usefulness of the Language

Usefulness of English language to the students is one of the prominent points highlighted in students' responses on the importance of enjoyment in learning ESL. They showed an urge to enjoy the respective language subject as they are aware that proficiency in English is beneficial for them. This is illustrated when they believe that enjoyment is important to ensure they could polish their language skills especially in communicating. English is also viewed as a medium of communication not only to native speakers but to other Malaysians and global citizen.

"The importance of enjoyment in learning English is I could communicate using English with other races such as Malay, Chinese and others."

Student 27, School E

"In my opinion, enjoyment in learning English could make us get along with foreigners from China, Japan, Korea and other countries"

Student 34. School E

Furthermore, the responses of the students also highlight that it is essential for them to enjoy the subject as it could improve their proficiency and being able to gain knowledge from other resources. English language is viewed as the universal language of getting information from various resources.

"I feel that enjoyment is important in learning English because I can learn a new thing and I can make a friend from a different country with using English language"

Student 4, School C

"I feel that enjoyment is important in learning English because I could get as many information as I need. For example, news, reading a book and many more"

Student 8, School C

This is also supported by the teachers' point of view that students seem to enjoy learning when they know the intention of learning English. The intention of learning English is useful as students could see how they can apply certain language concept in their daily life that contribute to the authentic experience of practicing the language.

"I told the students, "this is your purpose to learn this language". You'll be able to answer things about your daily routine because when we talk about daily routine it's words that they will use every day. So, they find the purpose there and okay, it's something that is doable for them."

Ms Debra

Factors of Enjoyment In Learning ESL

Teacher-factor

In this study, the most prominent point that is emphasized by both teachers and students as the factor of ESL language learning enjoyment is the theme of teacher-factor, in which teacher's creativity in teaching pedagogy plays a crucial role to initiate enjoyment in learning. Teachers realize that planning activities by using materials other than textbooks has attracted students' interest to learn English. The teachers discussed that students prefer to learn English when teachers put effort to utilise learning materials such as using songs, video clips and movies that are interesting for students such as using pop songs and movies.

"They (students) also like the songs that have stories in them...this helps in writing as well. Besides, using movies helps as well. So, we ask them to watch movie and ask them to make a review, tell us what, they feel, how they feel when they see this movie or something like that."

Ms Raesa

"And then I even, you know, sometime download a few Thailand advertisements that have English subtitle and then let them watch and then ask them to explain again in English. They try their best to explain. They love something...things like funny clips. Thailand advertisements are very funny."

Ms Bay

Ms Fazura had also shared her experience in doing creative activity by stimulating students' imagination by using materials other than textbook to instil enjoyment in learning and it is referred by students as 'main' (playing) instead of learning.

"For example, I give them crosswords puzzles and then they will ask "Laa, teacher, ini main teacher...(Teacher, this is playing). So I would tell them "Okaylah, hari ini (today) we play. We play with words." So they will complete the crosswords puzzle, so those who complete it first, they will be rewarded. Tak kisahlah jajan ke, stationeries ke, (It doesn't matter if it is a titbits or stationery) as a reward"

Ms Fazura

Ms Debra and Mr Anthony on the other hand, emphasized that they would put the effort to attract students' attention before even starting the class with interesting stories such as horror story or referred as "*cerita-cerita hantu*" (ghost story) and jokes to attract students' attention.

"Sometimes I had to spend 20 minutes 'cerita hantu' (ghost stories) or even 'cerita toyol' (undead infant ghost in Malaysian folklore) or anything, you know ...anything... just to get them, you know, to engage that focus from them. Then they'll look at you then they'll feel relaxed then I will talk about the contents"

Ms Debra

"Because I could sense the anxiety. So in order to stop that kind of anxiety, I make jokes to them, language jokes, so if they are laughing, if they are smiling, I think I can start teaching."

Mr Anthony

This is correlated with students' responses in the open-ended questionnaire that students' feel they enjoy learning English when teachers are using different methods and learning materials.

"In my opinion, the reason that makes me enjoy the English lessons is that teacher uses the interesting ways to teacher the students besides showing PowerPoint and copying the long notes."

Student 64, School B

"Teacher shows movies and there are many stories"

Student 12, School A

Another code in teacher-factor that contributes to students' enjoyment in learning ESL is teacher's characteristics. This is highly quoted by many students that they enjoy learning ESL as they acknowledge teachers' positive characteristics such as paying attention to the students, kind, not fierce and being supportive.

"I enjoy learning English because my teacher pays attention to us and she is not fierce"

Student 37, School E

"I enjoy learning English because my teacher is kind and patient. She helps me when I do not understand"

Student 2, School D

As for teachers, the element of positive characteristics of the teachers instil positive teacher-students rapport that creates openness among them. Mr Anthony, shares his experience that established positive teacher-student rapport could leave a great impact on the students and somehow lead to the reason why do students enjoy learning ESL. Similarly, Ms Fazura, further describes that positive relationship among students and teachers develop mutual trust and understanding between teachers and students that contribute to comfortable and enjoyable environment to learn ESL. This is also supported by Mr Anthony as based on his experience, rapport between teachers and students contribute to the great impact that students would remember their teachers even after they have finished completing secondary schools,

“Once they (the students) trust you, you will know who has ‘pakwe’ (boyfriend), who who went dating yesterday, who got birthday present yesterday... who got, you know, all the stuffs. It means that you and them are clique. They feel comfortable with us. We feel comfortable with them and they will enjoy learning English. And also at that time, they will listen to your advice...through and through. You can talk on many things. They will still believe in you. And they feel they have this kind of bonding and then biasalah sekarang (it is normal now)... new generation. So they will still in contact with you, although they've been to university school and if they're working right now, in whatever sector. So they still find you try to find you, they still track you track your Facebook account, your IG (Instagram) if you have one. They even urge me to create an IG.”

Ms Fazura

“They remember you for the rest of your life. And they don't even know how to stop. It's kind of something we can see themselves when they are enjoy learning the language.”

Mr Anthony

Sense of Achievement

The sense achievement is observed to be the factor of enjoyment among ESL students. Teachers believe that when students are able to do a task, they enjoy learning English and looking forward to challenge themselves to completing optimal challenging tasks.

“So I take time to choose materials that are doable for my students. So just for that doable level, right...we consider that as enjoyment for them already because it is something that is achievable for them. It's already a foreign language to them so if we just throw in all the jargons in the textbook, they will feel like it's even more pointless to learn like that. So, we want to give that sense of achievement so that's what we did. So I do believe that the sense of achievement is equal to enjoyment for my group of students.”

Ms Debra

As for the students, the sense of achievement is instilled when students are able to perform tasks that requires them using English in authentic situation.

“I think the sole reason I enjoy English is because I use it on an daily basis for example when I want to research about anything the language I mostly use is English. Another reason is the videos movies and most importantly video games I play and watch mostly use English as their primary language.”

Student 46, School D

Relationship with Peers

Both teachers and students believe that positive classroom vibe contributed by positive peer relationship is the reason for students to enjoy learning ESL. Teacher notices that cooperation among students contribute as the factor of enjoyment to learn English among students.

“In the classroom, you are supposed to create a society. So, the relationship between one students to another student in that particular room, it has to be positively infectious. Okay, so...if all of them have been this in this kind of sour face all day long, you just need to interact with one student and spread the virus of laughing...of laughter.”

Mr Anthony

Besides that, Ms Raesa further adds that positive relationship could instil enjoyment among ESL students as they are able to be productive and completing the tasks assigned that is considered optimally challenging.

“...but because they are able to work together in a group that they are comfortable with, and they enjoyed themselves”

Ms Raesa

Furthermore, these ESL students express the reason of enjoying ESL learning is they could learn together with their friends. One of the reasons is they feel that friends could assist them in the process of learning English.

“ I feel enjoyment is important in learning English because my friends help me to be good in English”

Student 33, School D

“ Learning English is fun because I could mingle with my friends. It helps me to communicate with them”

Student 6, School C

Discussion

In the findings, it is emphasized that enjoyment among Malaysian ESL students is important as it bridges up engagement in the process of learning similar to the findings that enjoyment is linked to students' engagement in learning ESL/EFL (Elahi & Taherian, 2020; Elahi & Talebzadeh, 2018; Phung, 2017). Engagement is defined as the demonstration of deep and effortless involvement in the process of learning and students utilize their skills, strengths, and attention for challenging tasks in terms of behavioural, cognitive and affective engagement (Csikszentmihalyi, 1991; Oxford, 2016a, 2016b, 2018a; Seligman, 2011). As both teachers and students' opinions are viewed, there is a clear indication that enjoyment has contributed to the sense of preparation to learn ESL among students, and induces positive feelings such as excitement to learn and meeting their teachers. This could also be seen through the 'vibe' of enjoyment that takes place in English lessons. This is paralleled with Hashim & Yunos (2018) that positive environment is the factor that could instill engagement that contributes to the enjoyment of learning ESL. Furthermore, students' engagement allows them to have more meaningful learning experiences that contributes to enjoyment in learning ESL, as engagement boost their attention and focus, and motivates them to practice and improve their critical thinking skills (Wiliam, 2015).

Another major finding on the importance of enjoyment of learning ESL among Malaysian students is it enhances motivation among students in the way that it sustains their interests and attention to learn ESL. Ellis (1994) defines motivation in second language learning as students' effort which students contribute into learning a L2 because of their need or desire to learn it, that has the relationship with elements such as cognition, feelings and emotions, and environment. This study posits that enjoyment is the key to students' motivation that is demonstrated via intrinsic and extrinsic motivation, as both students and teachers indicates that students learnt ESL based on various reasons. Intrinsic motivation is defined as a nexus happens within the learner itself (Ryan & Deci, 2000). In the findings, intrinsic motivation could be found via positive feelings towards the target language, which instills enjoyment among students paralleled with what is defined by Ryan and Deci (1985) as intrinsic motivation refers to doing something because it is integrally interesting. Enjoyment sparks motivation to learn among ESL students as it could be observed when they have genuine interests is infused to learn ESL that outweigh negative feelings such as boredom, anxieties and awkwardness in learning. On the other hand, extrinsic motivation which is defined as drive to achieve something from external rewards (Ryan & Deci, 1985) is seen via students' desire to have better job and career development.

Students' awareness of the importance of enjoyment in ESL learning is related to the usefulness of the language. They believe that by enjoying ESL learning they could gain benefits and usefulness of learning the language especially in the ability of communicating with the international citizens. A few students reveal that ESL is the medium of communication especially among different races in Malaysia. In this sense, it could be hypothesized that students relate enjoyment to the ability to communicate especially in English as a second language because language is a vehicle to understand culture, speaking a second language and experiencing its culture allow students to better understand and appreciate other cultures (Chen & Padilla, 2019). Besides that, enjoyment is seen to serve the usefulness of the language as students are aware of their purpose of learning. The findings show that students know why they are learning ESL and display the desire to learn ESL, and teachers at the same time are aware that students enjoy learning ESL as they know the intention to learn and being able to apply what they have learnt in their daily life. It is also highlighted by the students that ESL is considered useful to them as it is a medium for them to get more information and knowledge that vastly available in English. Despite of the reported struggles to teach and learn the language, this finding is in line with the perception of English is perceived as global language by Malaysian as English language can be seen as an international language not only from a global sense but also from a local (McKay 2002). Besides that, it could be hypothesized that English is viewed as an important second language to be learnt among Malaysian students as the importance to learn English has taken place in the society, seen as a tool of communication especially in educational system a language, and it made a priority in a country's language teaching although the language itself has no official status (Crystal, 2003).

The exploration of the factors of ESL learning enjoyment from the perspectives of both teachers and students shows that teacher-factor is a prominent reason why Malaysian students enjoy learning ESL. The study discovers that teachers' creativity in the pedagogical aspect as one of the reasons that enjoyment could be sustained in the process of learning ESL. Both teachers and students claim that fun and creative language learning activities that using materials and methods beyond ever-ready methods and textbooks, such as using songs, lyrics, telling jokes, attracting students' attention by using interesting story instills enjoyment in ESL

lesson. Batey (2012) in Cimermanova (2015) defines creativity as the capacity within individuals to generate ideas for the aim of solving problems and seizing opportunities, creativity could be learn and used effectively. In this study, teachers employ their capacity of using different methods and materials to solve the problems of nurturing students' attention and exploiting opportunities of using different methods and materials to make learning more enjoyable. This is paralleled with the significant trend in educational advancement is the use of creative teaching methods (Davis et al., 2013). Besides, cultivating creative teaching proves that particular concept of a subject is clearly understood by the students, students develop interest to know exactly the concept, creates long lasting memory and improving student academic performance using various teaching methods (Narayanan, 2017). In line with future educational trends, learning could be more energizing, and nurture more creative students as creative teachers integrate various teaching methods (Phan, 2009).

Furthermore, students also perceive that positive characteristics of their teachers are the reasons why do they enjoy learning ESL. The positive characteristics such as 'not fierce', 'kind' and 'patient' are mentioned to be the factor why students feel comfortable and enjoy learning English. Teacher positive characteristic is the main factor that is paralleled in several studies of factors of enjoyment in different contexts. In a study of dimensions of enjoyment of teacher support affects students' achievement (Jin&Zhang, 2018), and in English language class, it shows that students enjoy learning English as teachers possess positive characteristics such as full of enthusiasm, helpful and being open minded (Ahmadi-Azad et al., 2020), kind (De Ruiter et al., 2019) and friendly (Jin & Zhang, 2019). Besides that, this study reports positive teacher-students relationship as the main factor for students to enjoy learning as teachers gain students trust and students could be comfortable and being more open to their teachers. Varga (2017) in Syahabuddin (2020) asserts that cultivating positive relationships with students is essential to the success of the teaching-learning process in the classroom since these relationships will encourage students' cooperation and motivation and also boost their academic success. Besides that, positive relationships in school increase opportunities for students in gaining the goals of learning (Syahabuddin, 2020).

Furthermore, positive relationship among ESL students has been pointed out as the factor of enjoyment in learning ESL. Teacher believes that students in classroom are perceived as a society and cooperation is essential in the process of learning English. Positive peer relationship is seen as a dimension of enjoyment in a study done in the context of EFL in China (Jin & Zhang, 2019; Jin & Zhang, 2018). As students are able to enhance understanding, creating positive environment and able to complete the tasks in a meaningful way, positive relationship is built-up and contribute enjoyment in learning ESL. Positive relationship among students is also emphasized by Johnson (1981) in the early study of students' relationship, in which peers have a great deal of influence on students' educational aspirations and actual achievement. Peer relationships help to social values, attitudes, and views of the world, and peer relationships have an impact on students' attitudes toward school. which contribute to the achievement of the students.

Finally, the sense of achievement is also identified as the factors of enjoyment. It could be concluded that students could sense productivity and success once they are able to complete the task and relevance of the tasks assigned to their daily life. This is similar to a situation described in the often referred theory of FLOW (Csikszentmihalyi, 1991), optimal challenging task that contribute to the sense of achievement is one of the contributors of FLOW which is

distinguished by individuals experiencing deep enjoyment, creativity, and a whole involvement with life. Such an experience can occur anywhere there is ongoing activity, as long as there are clear objectives, receive immediate feedback, and a good balance between the activity's difficulty and a person's skill level.

Conclusion

The research findings of this study have contributed to some implication the world of ESL teaching and learning in Malaysia. It is viewed that enjoyment is important in Malaysian ESL classroom as it bridges up engagement in learning English, enhances motivation and students are aware of the usefulness of the language. Teacher-factor that includes interesting pedagogy practice and positive teacher characteristics, sense of achievements and positive relationships among students are discovered as the factors of ESL learning enjoyment in Malaysia. As the aspect of enjoyment is at the beginning of its endeavor in Malaysian ESL environment, it is the best to further explore the area in depth in term of examining factors and importance in every language skills. Besides that, it is also suggested that an in-depth study to build up psychometric instrument that could be further utilized in examining the correlation of enjoyment to other teaching aspects should be carried out.

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