



Amplifying Classroom Enjoyment and Cultivating Positive Learning Attitudes among ESL Learners

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ABSTRACT

This study investigates the relationship between classroom enjoyment and English as a second language, i.e., ESL students' attitudes towards learning English. The research aims to shed light on the extent of enjoyment experienced by ESL students in their learning environments and its impact on their attitudes towards learning English. A quantitative research design was employed, and data was collected through a questionnaire administered to ESL secondary school students in Multan. The findings of the study indicate that ESL students generally experience a moderate level of enjoyment in their ESL learning environments. This suggests that their learning environments are successful in fostering a sense of enjoyment. Furthermore, a significant relationship was found between classroom enjoyment and students' attitudes towards learning English, highlighting the importance of creating an enjoyable learning environment. The study emphasizes the role of learner-centered approaches, a supportive classroom environment, positive teacher-student relationships, and the integration of technology and authentic materials in promoting classroom enjoyment and positive learning attitudes among ESL students. These factors contribute to the creation of engaging and enjoyable learning experiences for ESL learners. The implications of this study are significant for educators and curriculum developers. By prioritizing classroom enjoyment and creating positive learning environments, educators can enhance students' attitudes towards learning English and promote their motivation and engagement. Incorporating learner-centered approaches, utilizing authentic materials, and fostering positive teacher-student relationships are effective strategies to cultivate enjoyment and positive learning attitudes among ESL students.

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1. Introduction

Learning attitudes play a key role in the academic success and overall development of learners. Positive learning attitudes, such as curiosity, enthusiasm, and a desire to learn, motivate and engage students actively in their studies (Getie, 2020). When students are genuinely interested in the learning process, they participate actively in class discussions, ask questions, and seek out additional resources. This high level of motivation and engagement leads to a deeper understanding and retention of knowledge, as students become actively involved in the learning experience (Killian & Bastas, 2015).

In addition, a student's perspective is shaped by their learning attitudes, specifically whether they choose an evolutionary viewpoint or a fixed approach to learning. The idea that intelligence and skills may be developed through dedication, practice, and error-learning is known as an attitude of growth (Krischler & Pit-ten Cate, 2019). Students that have a growth attitude,

welcome obstacles, keep going after losses, and see shortcomings as chances to improve. This approach boosts resilience, self-confidence, and a readiness to take risks, all of which are crucial for success not only in academics but also in life. Conversely, a fixed mindset limits a student's potential by assuming that abilities are fixed and cannot be improved. Encouraging a growth mindset helps students overcome obstacles and approach their studies with a positive and adaptive mindset. Positive learning attitudes also contribute to the development of self-regulation and responsibility skills. Students who possess these attitudes take ownership of their learning and become proactive in organizing their study schedules, completing assignments, and preparing for exams. They develop self-discipline, time management skills, and the ability to set goals. By cultivating these attitudes, educators empower students to become independent learners who are capable of managing their own education (Naveh & Shelef, 2021). This sense of responsibility not only leads to greater academic achievement but also prepares students for the challenges they will face in higher education and in their future careers.

Moreover, learning attitudes have a long-lasting impact on a student's future as they shape the foundation for lifelong learning. Students who develop a love for learning and a positive attitude towards acquiring new knowledge are more likely to become lifelong learners (Sinaga & Pustaka, 2021). In a rapidly changing world, the ability to adapt, upskill, and stay curious is crucial for personal and professional growth. Positive learning attitudes foster a mindset of continuous learning and intellectual growth. They encourage students to seek out new information, explore different perspectives, and stay engaged with the world around them. By instilling these attitudes, educators lay the groundwork for students to become lifelong learners who are adaptable and open to new opportunities (Ismaili, 2021). Furthermore, learning attitudes contribute to the social and emotional development of students. Positive attitudes, such as collaboration, respect for diverse perspectives, and empathy, enhance students' ability to work effectively with others, build relationships, and communicate ideas. These behaviors promote a supportive and positive learning atmosphere where students feel appreciated and encouraged (Ferrero & Álvarez Sainz, 2023). Additionally, a positive attitude towards learning can boost students' self-esteem, reduce anxiety, and promote mental well-being. When they approach their academics with optimism, they are far more inclined to have a sense of accomplishment, satisfaction, and fulfillment (Abdelrady & Akram, 2022).

Ultimately, learning attitudes have a direct impact on academic performance. Positive attitudes among students increase their likelihood of participating enthusiastically in educational activities, seeking help when needed, and persist through challenges. They develop a deeper understanding of the subject matter and are able to apply their knowledge effectively. This leads to higher grades and improved overall academic achievement. Additionally, positive learning attitudes can positively influence students' behavior in and outside the classroom, resulting in better attendance, participation, and completion of assignments.

In relation to the ESL learners, learning attitudes play a significant impact on their language acquisition and overall integration into a new linguistic and cultural environment. Positive learning attitudes, such as enthusiasm and curiosity, are crucial for ESL students' motivation and engagement (Al-Adwan, Al-Debei, & Dwivedi, 2022). When students approach language learning with a positive attitude, those are more inclined to engage in educational activities enthusiastically, practice frequently, and actively search for opportunities to advance their English abilities. The level of motivation and engagement displayed by individuals plays a pivotal role in their overall progress and ultimate triumph in the process of acquiring the language (Akram & Abdelrady, 2023). Moreover, learning attitudes greatly influence ESL students' self-confidence and willingness to take risks in using English. The adoption of positive attitudes, such as cultivating a growth mindset and fostering a strong belief in their own capacity to learn, empowers students to conquer their apprehension of making mistakes and emboldens them to embrace the risks associated with speaking, writing, and engaging in interactions in the English language. By fostering a positive attitude towards language learning, educators create a supportive environment that empowers ESL students to build their self-confidence and develop fluency in English (Shahzad et al., 2020). This self-confidence is essential for effective communication and integration into the new culture.

Persistence and resilience are also crucial for ESL students, as they face challenges and setbacks in the language learning process. Positive learning attitudes, such as a growth mindset and a determination to overcome obstacles, help students persevere in their language learning

journey. Students with a positive attitude towards learning understand that mistakes are part of the learning process and view them as opportunities for growth. They are more likely to bounce back from setbacks, continue practicing, and make progress in English proficiency. Learning attitudes also play a vital role in ESL students' cultural integration and communication skills. A positive attitude towards language learning fosters an openness to new cultural experiences, an understanding of cultural differences, and a desire to interact with people. By embracing the target language and culture, ESL students can develop effective communication skills, navigate intercultural interactions, and build relationships with people from diverse backgrounds (Akram, Yang, Ahmad, & Aslam, 2020). Positive learning attitudes help students overcome language barriers and facilitate their integration into the new community.

Furthermore, positive learning attitudes empower ESL students to become autonomous and independent learners. Students with positive attitudes take ownership of their language learning process and actively seek resources, practice English outside the classroom, and set language learning goals. Through their language acquisition journey, individuals cultivate essential self-regulation skills such as proficient time management and effective goal-setting, which play a pivotal role in their triumph and accomplishment in mastering a new language (Veramuthu & Shah, 2020). By fostering a positive attitude towards learning, educators support ESL students in becoming self-directed learners who are actively engaged in their language learning journey. Ultimately, learning attitudes significantly influence the academic achievement of ESL students. Positive attitudes towards learning English contribute to improved language skills, which have a positive impact on academic performance across subjects (Zhang & Hasim, 2023). When ESL students have a growth mindset, are motivated, and actively engage in language learning, they are more likely to comprehend academic content, express their ideas effectively, and succeed in their studies. Positive learning attitudes create a solid foundation for ESL students' academic success and enable them to thrive in their educational pursuits.

In essence, the attitudes towards learning exhibited by ESL students significantly impact both their language acquisition process and overall personal development. Positive attitudes foster motivation, engagement, self-confidence, and resilience, enabling students to persist in their language learning journey and achieve proficiency in English. Additionally, positive attitudes facilitate cultural integration, effective communication, autonomy, and independent learning. By cultivating a positive attitude towards learning, educators create an environment that supports ESL students' linguistic, academic, and socio-cultural development, leading to their overall success in language acquisition and beyond.

The enjoyment experienced by students in the classroom environment is an important factor that can significantly impact their learning attitudes and outcomes. This holds true for learners who face the dual challenge of acquiring a new language while adapting to a different cultural and educational setting (Liu, Zhang, Zhao, & Jia, 2021). Understanding the relationship between classroom enjoyment and learning attitudes of ESL learners is crucial for educators, as it can provide valuable insights into creating effective and engaging learning environments that promote language acquisition and overall student development. Research has shown that when students experience enjoyment in the classroom, they are more motivated, engaged, and willing to actively participate in learning activities. In the context of ESL learners, classroom enjoyment plays a particularly vital role as it can help alleviate potential language-related anxieties and foster a positive learning atmosphere (Wang, 2022). Positive learning attitudes, such as curiosity, interest, and enthusiasm, are closely linked to classroom enjoyment and can enhance ESL learners' language acquisition process.

However, despite the significance of classroom enjoyment and learning attitudes in the ESL context, there remains a need for further investigation. While some studies have explored the relationship between enjoyment and learning outcomes, there is a dearth of research specifically focusing on ESL learners and their unique experiences in the classroom. Consequently, the primary objective of this research is to narrow this existing gap by thoroughly investigating the correlation between classroom enjoyment and learning attitudes among ESL learners. The main focus of this study revolves around investigating the various factors that contribute to the experience of classroom enjoyment among ESL learners. Moreover, it aims to delve into the profound impact that such enjoyment has on shaping and influencing their learning attitudes. By examining various elements, such as teaching methods, classroom environment, interaction

patterns, and student-teacher relationships, this research seeks to identify the specific factors that enhance classroom enjoyment for ESL learners. Additionally, it aims to understand how this enjoyment translates into positive learning attitudes, including motivation, engagement, self-confidence, and perseverance in language learning.

The findings derived from this research hold substantial implications for ESL educators and curriculum developers, as they have the potential to provide valuable insights into crafting effective classroom activities and designing teaching strategies that foster an environment of enjoyment and cultivate positive learning attitudes among ESL learners. Furthermore, by understanding the underlying factors that contribute to classroom enjoyment, educators can create inclusive and supportive environments that cater to the diverse needs and backgrounds of ESL learners, ultimately enhancing their language acquisition and overall educational experiences by attaining these objectives:

- To investigate students' learning attitudes in ESL learning environments.
- To investigate students' learning attitudes in ESL learning environments in terms of their gender.
- To examine the relationship between classroom enjoyment and learning attitudes of students in ESL learning environments.

2. Review of Literature

The relationship between classroom enjoyment and learning attitudes of ESL learners has garnered attention in recent research, as educators seek to create engaging and effective language learning environments. This review of literature explores the existing studies that have examined the connection between classroom enjoyment and learning attitudes in the context of ESL learners.

One prominent study by Wang (2022) investigated the impact of classroom enjoyment on the motivation and engagement of ESL learners. The findings revealed a positive association between enjoyment in the classroom and intrinsic motivation, underscores the paramount significance of establishing a positive and enjoyable learning environment, placing a strong emphasis on the crucial role it plays in facilitating optimal language acquisition and overall educational success for ESL learners. Similarly, a study conducted by Derakhshan and Fathi (2023) explored the association between classroom enjoyment, self-efficacy, and learning outcomes among ESL learners. The results indicated that higher levels of classroom enjoyment were associated with increased self-efficacy and improved learning outcomes.

Additionally, researchers have explored various instructional strategies and classroom factors that contribute to the promotion of enjoyment and positive learning attitudes among ESL learners. Halici Page and Mede (2018) conducted a comprehensive examination that sought to explore and analyze the profound impact of learner-centered teaching approaches, such as task-based instruction and collaborative learning, on classroom enjoyment and motivation among ESL learners. The results indicated that these learner-centered approaches significantly enhanced both classroom enjoyment and motivation levels, emphasizing the importance of providing interactive and engaging learning experiences. Similarly, Huang (2022) conducted research that underscored the significance of a supportive classroom environment and positive teacher-student relationships in cultivating enjoyment and favorable learning attitudes among ESL learners. The study emphasized the crucial role of teachers in creating a positive and encouraging atmosphere, fostering a sense of belonging, and establishing meaningful connections with students. When ESL learners are provided with a supportive, inclusive, and respectful classroom environment, it significantly enhances their likelihood of experiencing a sense of enjoyment and cultivating positive learning attitudes.

Furthermore, Akbari and Razavi (2016) conducted a study that delved into the repercussions of integrating authentic materials and real-life tasks within the ESL classroom. The findings revealed that the use of authentic materials, such as authentic texts, videos, and real-life scenarios, positively influenced classroom enjoyment and enhanced learners' motivation and engagement. By connecting language learning to real-world contexts and experiences, ESL learners experienced a heightened sense of relevance and enjoyment in their language acquisition process. Furthermore, research has explored the role of peer interactions and collaborative learning in fostering classroom enjoyment and positive learning attitudes among ESL learners.

For example, a study by Meena (2020) focused on the implementation of cooperative learning strategies in the ESL classroom. The findings indicated that collaborative activities, such as group projects and peer feedback, not only promoted enjoyment and active participation but also enhanced interpersonal skills and a sense of community among ESL learners.

Overall, these studies underscore the importance of specific instructional strategies, classroom environments, and teacher-student relationships in promoting classroom enjoyment and positive learning attitudes among ESL learners. Incorporating learner-centered approaches, establishing a supportive classroom environment, utilizing authentic materials, and fostering peer interactions are all effective strategies for enhancing enjoyment and cultivating positive learning attitudes in the ESL classroom. Through the application of these approaches, educators have the capacity to construct stimulating and dynamic learning environments that effectively foster language acquisition and significantly contribute to the holistic development of ESL learners.

Furthermore, recent research has delved into the influence of technology on classroom enjoyment and learning attitudes among ESL learners. Abdelrady and Akram (2022) conducted a study exploring the effects of multimedia technology implementation in ESL classrooms. The findings indicated a significant enhancement in students' enjoyment and positive attitudes towards learning when multimedia technology was utilized. The integration of multimedia elements, such as videos, interactive exercises, and online resources, contributed to increased engagement, interactivity, and enjoyment in the language learning process. Thus, integration of technology has been considered to be implemented efferently by the teachers (Akram et al., 2020).

Similarly, Ozer and Kılıç (2018) undertook a study that aimed to explore the effects of mobile-assisted language learning on the levels of enjoyment and motivation among ESL learners. The results revealed positive outcomes, highlighting the potential of mobile devices and language learning apps in fostering enjoyment and engagement. The convenience and accessibility offered by mobile-assisted language learning enabled ESL learners to engage with language learning materials at their own convenience and from any location, consequently resulting in heightened levels of motivation, enjoyment, and the development of positive learning attitudes. These studies demonstrate the positive effects of technology integration on classroom enjoyment and learning attitudes among ESL learners. Multimedia technology and mobile-assisted language learning provide opportunities for interactive and personalized learning experiences, allowing ESL learners to engage with the language in dynamic and meaningful ways. The integration of technology in the ESL classroom can create a stimulating and enjoyable learning environment, contributing to enhanced motivation, engagement, and positive learning attitudes.

Moreover, it is important to note that the effective integration of technology in the ESL classroom requires careful consideration of pedagogical principles and appropriate technological tools. Teachers should strive to incorporate technology in a purposeful and meaningful manner, aligning it with instructional objectives and ensuring that it enhances the learning experience. By leveraging the potential of technology to promote classroom enjoyment and positive learning attitudes, educators can harness the benefits of digital resources to facilitate language acquisition and create engaging language learning environments for ESL learners.

Furthermore, the concept of flow theory has been applied to understand the relationship between classroom enjoyment and learning attitudes. A study by Benard (2020) explored the experiences of flow in the ESL classroom and found that ESL learners who reported higher levels of flow also exhibited more positive learning attitudes and higher levels of engagement. This suggests that creating a flow-inducing classroom environment can contribute to increased enjoyment and positive learning attitudes among ESL learners. In conclusion, the literature review highlights the substantial influence of classroom enjoyment on shaping the learning attitudes of ESL learners. The studies consistently highlight the positive impact of enjoyment on motivation, engagement, self-efficacy, and learning outcomes. Learner-centered teaching approaches, a supportive classroom environment, technology integration, and the cultivation of flow experiences have emerged as important factors that enhance classroom enjoyment and foster positive learning attitudes among ESL learners.

However, it is worth noting that while existing studies provide valuable insights, further research is needed to gain a comprehensive understanding of the specific mechanisms through which classroom enjoyment influences learning attitudes. Longitudinal studies and qualitative investigations could provide deeper insights into the dynamic nature of enjoyment and its long-term impact on language acquisition and overall student development. Moreover, research examining the effectiveness of different instructional strategies and interventions in promoting classroom enjoyment and positive learning attitudes among ESL learners would further enhance the field.

3. Methodology

3.1. Research design

A quantitative research design was chosen to explore the potential correlation between classroom enjoyment and learning attitudes among ESL learners. This design was deemed the most appropriate approach for this study as it allows for the representation of results in numerical form, enabling a more comprehensive analysis and understanding of the relationship between these variables. By utilizing quantitative methods, the study aims to provide objective data by adding to the existing body of knowledge in this particular area of research, the findings from this study can serve as valuable insights that expand and enrich our understanding of the factors influencing classroom enjoyment and learning attitudes among ESL learners (Stockemer, Stockemer, & Glaeser, 2019).

3.1. Participants

The research population for this study included ESL secondary school students in Multan who were enrolled in one of the city's schools at the time of the research. In order to gather data from this population, the researcher employed a purposive sampling method, which enabled the selection of specific demographic groups to be surveyed (Etikan, Musa, & Alkassim, 2016). The researcher distributed questionnaires to a total of 423 students in a targeted manner, aiming to capture a representative sample. However, due to various reasons, only 221 students completed the surveys in their entirety, thereby forming the final sample for data analysis. Among them 116 were the male students while 105 students were females. The researcher ensured that the sample size was sufficient to yield meaningful insights and draw reliable conclusions regarding the relationship between classroom enjoyment and learning outcomes among ESL secondary school students in Multan.

3.2. Instrumentation

Data collection involved administering a questionnaire to the students, which comprised closed-ended responses and two scales. The first scale utilized was the Classroom Enjoyment Questionnaire (CEQ), adapted from Lee (2022), to assess the levels of enjoyment experienced by students during English language lessons. For this research, a 6-item version of the scale was employed.

In addition, to gauge students' attitudes towards English language learning, the English Language Learning Attitude (ELLA) scale, which was specifically developed by Abidin, Pour-Mohammadi, and Alzwar (2012) in line with the essential attitude indicators, was employed for measurement purposes. The ELLA scale consisted of forty-five items. Both scales utilized a Likert scale with five response options, ranging from "Strongly disagree" to "Strongly agree." This methodology ensured the collection of comprehensive data regarding students' classroom enjoyment and English language learning attitudes.

3.3. Reliability of the Instrument

To ensure the questionnaire's reliability, a pilot study was conducted, involving a group of fifty students, in order to assess the validity and effectiveness of the questionnaire used in the study. The pilot study aimed to assess the questionnaire's performance and refine any necessary modifications before proceeding with the main study. The results of the pilot study, which can be found in Table 2, provided valuable insights into the calculations used to determine the Cronbach Alpha Reliability Coefficient for each scale of the questionnaire.

The findings revealed that the Cronbach Alpha Coefficients for all the questionnaire items were consistently strong, collectively surpassing the recommended threshold (Adeniran, 2019). The overall Cronbach Alpha value, indicating the internal consistency of the questionnaire as a whole, was determined to be 0.71. This value suggests a high level of reliability, further supporting

the questionnaire's suitability for use in the subsequent research. This reliability of the questionnaire assures researchers and readers of the dependability and accuracy of the collected data. It establishes a solid foundation for the subsequent main study, instilling confidence in the instrument's ability to assess classroom enjoyment and English language learning attitudes among the ESL secondary school students in Multan.

By conducting a pilot study and examining the reliability of the questionnaire through Cronbach Alpha analysis, the researchers have taken necessary precautions to ensure the validity and consistency of the instrument. These findings provide a robust basis for the main study, affirming that the questionnaire is a reliable tool for investigating the relationship between classroom enjoyment and learning outcomes among ESL secondary school students in Multan.

Table 1: Reliability

Variable	No of Items	Standard Value	Alpha Value
Classroom Enjoyment scale	6	0.73	0.71
Learning attitude Scale	45	0.79	0.78

4. Data Analysis

Descriptive statistical measures such as Mean and Standard deviation were employed to investigate the extent of enjoyment, students feel in their ESL learning environments. The data shown in Table 2 demonstrate an encouraging pattern, showing that ESL students showed a moderate level of happiness in their ESL educational settings, with mean values exceeding 3 (George & Mallery, 2018).

Table 2: Descriptive Analysis

	Mean	SD
Students learning attitude	3.4	1.12

The primary objective of the study was to investigate the potential influence of gender on students' learning attitudes, with a specific focus on the English language learning context. To analyze this, a T-test analysis was utilized, and the outcomes of this analysis are comprehensively presented in Table 3. The findings notably revealed that there was no statistically significant difference observed in the learning attitudes between male and female students.

These results suggest that gender does not play a substantial role in shaping students' attitudes towards learning English. Regardless of gender, students demonstrated similar learning attitudes when it came to their English language learning experiences.

Table 3: T-test Matrix

		N	Mean	SD	Sig.
Learning attitudes	Male	116	3.41	0.67	0.61
	Female	105	3.42	0.63	0.60

4.1. Regression Analysis

A linear regression analysis was conducted to assess the influence of Classroom Enjoyment on Students' English learning attitudes. The results demonstrated that Students' Classroom Enjoyment significantly related to their English learning attitudes as their p-value was less than 0.5, as presented in Table 4.

Table 4: Regression Analysis

ESL learners' attitudes to learn			
	β	significance	R-Square
Classroom Enjoyment	.21	.01**	.39

4.2. Discussion

The findings of the study provide valuable insights into the relationship between classroom enjoyment and ESL students' attitudes towards learning English. The positive trend in the level of enjoyment reported by ESL students suggests that their learning environments are generally successful in fostering a sense of enjoyment. The similar finding has been demonstrated by the Q. Liu et al. (2021), who recognize that students feel enjoyment in good ESL learning

environments. The findings also underscore the impact of enjoyment on students' motivation and engagement in the language learning process. When students enjoy the learning activities, they are more likely to be motivated to actively participate and invest effort into their English language learning journey. This is consistent with the theory of Self-Determination Theory (SDT) which posits that intrinsic motivation, fueled by enjoyment and satisfaction, leads to more autonomous and self-regulated learning behavior.

The significant relationship between classroom enjoyment and students' attitudes towards learning English, as indicated by the results of the linear regression analysis, further emphasizes the importance of creating an enjoyable learning environment. When students experience enjoyment in the classroom, it positively influences their attitudes towards English language learning. Positive attitudes are crucial for students' motivation, engagement, and overall success in acquiring the language. The similar finding has been demonstrated by the previous research conducted by Wang (2022) and Y. Liu et al. (2021) which found a positive association between classroom enjoyment and intrinsic motivation among ESL learners. This consistency in findings supports the notion that enjoyment plays a crucial role in shaping students' attitudes and motivation towards learning English.

By understanding the relationship between classroom enjoyment and students' attitudes, educators can make informed decisions about instructional practices and create learning environments that promote enjoyment and positive attitudes. Incorporating learner-centered teaching approaches, utilizing authentic materials and technology, and fostering positive teacher-student relationships are all strategies that can enhance classroom enjoyment and positively impact the attitudes of students regarding studying English. Moreover, the findings highlight the role of enjoyment in language learning as a facilitator of motivation and engagement. When students enjoy the learning process, they are more likely to be motivated to actively participate, practice regularly, and seek out opportunities to improve their English skills. This intrinsic motivation and engagement contribute to their progress and success in acquiring the language.

The absence of a significant difference in learning attitudes between male and female students underscores the significance of establishing an inclusive learning environment that addresses the unique needs and preferences of all students, irrespective of their gender. This highlights the importance of creating an educational setting that fosters equal opportunities and ensures that every learner feels valued, supported, and empowered to thrive in their language learning journey. It underscores the need for educators to focus on instructional strategies that promote engagement, motivation, and positive learning attitudes among all students, regardless of gender. While gender may not be a significant predictor of learning attitudes in this study, it is crucial to consider other potential factors that may contribute to variations in students' attitudes towards learning English. To further enhance our understanding of the factors that shape students' attitudes within the language learning context, future research endeavors could investigate the impact of additional demographic variables, including age, cultural background, and prior language learning experiences. Exploring these variables in-depth would contribute to a more comprehensive and nuanced comprehension of the multitude of factors that influence students' attitudes towards language learning. By considering a wider range of variables, researchers can unravel the intricate interplay between various demographic factors and learning attitudes, ultimately leading to more tailored and effective approaches in language education.

Overall, the findings underscore the importance of classroom enjoyment in shaping ESL students' attitudes towards learning English. Creating an enjoyable learning environment can have a positive impact on students' motivation, engagement, and language acquisition outcomes. Educators play a crucial role in cultivating classroom enjoyment through instructional strategies and supportive classroom environments. By prioritizing enjoyment and positive attitudes in language learning, educators can enhance students' overall learning experiences and contribute to their long-term success in English language acquisition. By understanding the relationship between classroom enjoyment and students' attitudes, educators can employ effective instructional strategies and create supportive learning environments that enhance enjoyment and positive learning attitudes. The integration of learner-centered approaches, authentic materials, and technology can further enhance classroom enjoyment and engagement among ESL students, as indicated by studies conducted by Akbari and Razavi (2016), and Derakhshan and Fathi (2023).

The implications of these findings are significant for educators and curriculum developers. By fostering classroom enjoyment and creating positive learning environments, educators can nurture students' attitudes towards learning English, leading to increased motivation, engagement, and ultimately, improved language acquisition outcomes. These findings provide valuable guidance for instructional practices that prioritize enjoyment and contribute to the overall success of ESL students in their language learning journey.

5. Conclusion

In conclusion, the study provides important insights into the relationship between classroom enjoyment and ESL students' attitudes towards learning English. The findings indicate that ESL students generally experience a moderate level of enjoyment in their ESL learning environments. This enjoyment is positively associated with their attitudes towards learning English, highlighting the importance of creating an enjoyable and supportive classroom environment. The study reinforces previous research that has demonstrated the positive impact of enjoyment on intrinsic motivation and engagement among ESL learners. It suggests that when students experience enjoyment in the classroom, they are more likely to develop positive attitudes towards learning English, which in turn can enhance their motivation, engagement, and language acquisition outcomes.

The findings also emphasize the significance of learner-centered approaches, a supportive classroom environment, positive teacher-student relationships, and the integration of technology and authentic materials in promoting classroom enjoyment and positive learning attitudes among ESL students. These factors play a crucial role in fostering a sense of enjoyment and creating engaging learning experiences for ESL learners. The implications of this study are valuable for educators and curriculum developers. By prioritizing classroom enjoyment and creating positive learning environments, educators can enhance students' attitudes towards learning English and promote their engagement. Incorporating learner-centered approaches, utilizing authentic materials, and fostering positive teacher-student relationships are effective strategies to cultivate enjoyment and positive learning attitudes among ESL students.

Overall, the study highlights the importance of classroom enjoyment in shaping ESL students' attitudes towards learning English. It emphasizes the need for educators to create enjoyable and supportive learning environments that foster intrinsic motivation, engagement, and positive learning attitudes. By doing so, educators can contribute to the overall success and language acquisition outcomes of ESL students, paving the way for their continued growth and development in English language learning.

5.1. Policy Recommendations

In light of the study's findings, policy recommendations can be made to strengthen ESL education. Policymakers should encourage the implementation of learner-centered approaches and provide support for educators to continuously develop their teaching skills. Emphasis should be placed on creating a supportive and inclusive classroom environment that values diversity and promotes positive teacher-student relationships. Integrating technology and authentic materials into ESL classrooms can enrich the learning experience, making it more enjoyable and relevant for students. Additionally, incentivizing educators to adopt best practices and fostering collaboration among educators and institutions can further enhance the overall impact of policies aimed at promoting classroom enjoyment and positive learning attitudes among ESL students. By recognizing the long-term benefits of prioritizing enjoyment in the learning process, educational institutions can work towards creating environments that foster intrinsic motivation, engagement, and language acquisition success for ESL learners.

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