

**Foreign Language Peace of Mind and Foreign
Language Anxiety in Finnish Upper Secondary
School students**

A mixed-methods study

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The present thesis examined the perceptions of Finnish upper secondary school students for Foreign Language Peace of Mind (FLPOM) and Foreign Language Anxiety (FLA). These two frameworks function in this study as support for one another, with FLA serving as the well-known framework while FLPOM is mapped out in a completely new context, that is Finnish upper secondary school.

A wide variety of emotion constructs have been explored in the realm of Second Language Acquisition (SLA) thus far. Some emotion constructs have received significantly more attention than others. Furthermore, it is worth acknowledging that negative emotions have been studied to a much greater extent than positive emotions. This is why a novel positive emotion construct in the field of SLA is studied in this thesis, reinforced by FLA that has received substantial attention in the recent decades.

FLPOM is a fresh concept in the field of SLA. It has only been applied into a small handful of target cultures and groups. As concept is very recent, no prior research on FLPOM in the Finnish foreign language learning context has been conducted. The current study functions as a pioneer in mapping out how the concept of FLPOM performs in a specific Finnish setting. The main objective of the study was to investigate Finnish upper secondary school students' perceptions on the two emotion constructs. In addition, another objective was to unravel how the acquired knowledge on FLPOM and FLA could be feasibly utilised to further enhance FL learning and FL classrooms in the future.

The participants were, in total, 30 Finnish upper secondary school students. Moreover, the data collection of the present study was executed through a questionnaire consisting of both open-ended items and Likert-scale based questions. The data were analysed both quantitatively and qualitatively. The mixed-method approach can be regarded as favourable as it allowed the collection of versatile data.

The findings of this MA thesis indicate that FLPOM is an identifiable and beneficial element in foreign language learning for the Finnish learners. The participants have a slightly more precise understanding on the concept of FLA, however, the participants report quantitatively experiencing considerably more of FLPOM than FLA. The described episodes of both emotions offer a thorough insight on the situations where the emotions are experienced as well as the participants comprehensibly explaining the effects of both concepts on their FL learning. The limitations of the study include the sampling of the participants, as the objective was to conduct the present study with a representable group of Finnish upper secondary school students, however, the participants were rather more internationally oriented and skilled at languages than expected. Research on FL emotions must continue in the future. Particularly interesting would be to implement FLPOM in more cultures and age groups, as well as studying the relationship between FLPOM and flow.

Keywords: Foreign Language Peace of Mind, Foreign Language Classroom Anxiety, Foreign Language Anxiety, peace of mind, emotions, emotional experience, positive psychology

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List of Abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
FLL	Foreign Language Learning
FLPOM	Foreign Language Peace of Mind
FLCA	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLA	Foreign Language Anxiety
FLE	Foreign Language Enjoyment
HAP	High-arousal positive (emotion)
ID	Individual Differences
L1	First Language
L2	Second Language
LX	Any consecutive foreign language learned
LAP	Low-arousal positive (emotion)
SLA	Second Language Acquisition
S-FLCAS	Foreign Language Anxiety Scale Short-Form
POM	Peace of Mind

1 Introduction

The present study contributes to answering to the current demand of exploring different types of emotion constructs in relation to foreign language learning (FLL). Only relatively recently has there been a growing interest in Second Language Acquisition (SLA) research for the learners' positive emotions, as earlier study has vastly concentrated on the negative emotions that might hinder language learning (Prior 2019). Moreover, the present study reacts to the research gap of examining a completely new construct of Foreign Language Peace of Mind (FLPOM) together with Foreign Language Anxiety (FLA) in a new Western context, that is Finnish. Furthermore, it is beneficial to apply these emotion constructs into Finnish FLL setting in an upper secondary school classroom.

In the recent years, the study of positive aspects of L2 learning has been a grand necessity in the field of SLA. This can be seen as an outcome of the significance of positive psychology (e.g. MacIntyre, Gregersen, and Mercer 2016; Mercer and MacIntyre 2014). According to Zhou, Dewaele, Lochtman, and Xi (2021), many researchers have quite recently understood that studying FLA was not sufficient as it revealed nothing on the positive emotions that learners undergo in a foreign language classroom. Subsequently, in the following years, Foreign Language Enjoyment (FLE) emerged as the most broadly researched positive emotion (Dewaele and Li 2020). This directed researchers to a realisation that the aim of foreign language teaching encompassed not only linguistic aspects but also psychological aspects, and the learners' well-being and resilience are to be nurtured in foreign language contexts (MacIntyre and Gregersen 2012).

Even though we must acknowledge the necessity for studying positive emotions in FLL, it is also vital to recognise that negative emotions evidently play a role in language classrooms. Thus, it is valuable and justifiable to study both negative and positive emotion constructs within the same study. In the present study, FLPOM functions as the novelty, whereas FLA as its counterpart is well-known as it has been studied largely for decades. In the recent years, there have been attempts to establish a connection between peace and the process of learning languages. According to Oxford (2013, 192), inner peace is the state of internal balance and tranquility, often achieved through finding purpose in life and developing a deeper understanding of spirituality or morality.

The aim of the present study is to investigate the implications and possibilities that FLPOM and FLA could have in Finnish classrooms in the future. These two concepts may be understood as two sides of the same coin in this forerunner research. Both concepts are essential for this study in supporting one another and helping in analysing FLPOM as a new concept in this setting. Thus,

FLPOM's applicability and adequacy can be analysed in an effective manner in the new cultural context with the help of the well-established concept of FLA.

Moreover, in this study, I examine whether Finnish upper secondary school students can identify and acknowledge this new emotion construct introduced to FLL. The concept of FLPOM was coined by Zhou et al. (2021), as they published the pioneer study on the topic. FLPOM is a construct that represents a positive emotion in FLL that derives from Chinese culture (Zhou et al. 2021). In addition, the term can be described as a low-arousal positive (LAP) emotion that refers to a unique positive emotional state of tranquility and balance. The concept was at first utilised to describe the psychological well-being of Chinese English as a foreign language (EFL) learners. Currently, Zhou et al. (2021, 17) highly encourage the construct to be actively taken into different cultural and educational contexts to learn more from it.

As discussed, Foreign Language Anxiety (FLA) remains of great interest to researchers and educators. There are always fresh aspects to study on FLA and new target groups to focus on. The two studies having widely contributed to the FLA research are Horwitz, Horwitz, and Cope (1986) and MacIntyre (1999). Horwitz et al. (1986, 128) define FLA as a “unique combination of self-perceptions, beliefs, emotions, and behaviours associated with the process of learning a language in a classroom setting”, stemming from the exceptional nature of language learning. Furthermore, Horwitz et al. (1986) identify three independent dimensions of FLA: communication apprehension, test anxiety, and fear of negative evaluation (1986, 127). The symptoms and consequences of FLA are manifold, thus it is worth studying even further in different settings and target groups.

The research questions of the present study are as follows:

1. To what extent do the Finnish upper secondary school students experience FLPOM and FLA?
2. How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?
3. What effect do FLPOM and FLA have for the participants' L2 learning in their opinion?

The present study uses a mixed methods approach, and the data were collected through a Webropol questionnaire, consisting of both quantitative and qualitative data elicitation instruments. Similarly, the data are thoroughly analysed both quantitatively and qualitatively. This approach functions the most ideally in attaining information of a completely new concept as well as studying emotion constructs that are sometimes challenging to grasp.

Dewaele and Meftah (2023), are the only ones thus far having studied both FLPOM and FLA in the same published article. They studied the two emotions with a Moroccan sample. This is the only published study on the topic, thus there is a clear research gap. Additionally, it is important to acknowledge that emotions are experienced in varying manners depending on the culture. Finland is by far the most individualist culture where FLPOM has been studied thus far. However, both the emotion constructs of peace of mind (POM) and anxiety have been incorporated in the same study in the Nordic context before. Sikka, Pesonen, and Revonsuo (2018) examined awake and asleep well-being in Swedish-speaking participants. Their study revealed that peace of mind was associated with experiencing positive dream affects, while experiencing anxiety was associated with having negative dream affects. Furthermore, the researchers discovered a positive association between POM and life satisfaction. This is in line with the existing results of both POM and FLPOM research thus far. Furthermore, very recently, Sikka, Revonsuo, and Gross (2023) published a study on POM where the participants were mostly Finnish, compared to a US sample. The researchers found that their Finnish sample was indeed able to recognise and associate well-being with the sentiments of peace of mind, serenity, and harmony.

Finally, it is a crucial realisation that no two individuals go through the same linguistic process throughout their lifespan, but everyone's language journey is unique. This is what makes the study of emotions appealing with endless research topics. The present thesis consists of six main sections. In section 2, the theoretical framework relevant to the study is discussed, followed by the description of the methodology of the present study in section 3. After this, the findings of the present study are presented in section 4. Finally, in section 5, the results, implications, and limitations are discussed, while section 6 provides the closing remarks for the present study. As the present thesis contains numerous definitions and abbreviations, a list of abbreviations has been collected on page 4 to aid the reader.

2 Theoretical background

In this section, the theoretical background of the current thesis is discussed. First, to set the scene, emotion and affect are defined and discussed. Next, in section 2.1, the positive emotions in FLL relevant to the present study are reviewed. The first concept to be discussed is FLPOM, that is complemented by the definition of POM. These two are followed by Positive Psychology (PP), as well as theoretical knowledge on the effects of mindfulness on learning and its practices and applications in FL classrooms. After this, FLA, the negative affect of the present thesis, is discussed in section 2.2. FLA is reviewed together with Foreign Language Classroom Anxiety (FLCA). Finally, in section 2.3, the effects of cultural context on the desired emotional states will be discussed in appropriate detail to the present study.

Emotions are very personal for each individual as all of us experience them in a unique manner. Consequently, there will always be something new to unravel when it comes to emotions. Emotions have been vastly studied in the field of psychology, and interest towards emotions in SLA research is ever growing. Moreover, emotions are in the core of human existence (Fredrickson 2001). Habitually, emotions have been divided into two types, either as negative or positive, unpleasant or pleasant. However, each emotion can involve varying degrees of both negative and positive aspects, shaped by cultural differences (An, Ji, Marks, and Zhang 2017). In a similar vein, Lazarus (2003) disputed the classification of emotions as purely positive or negative, arguing that from a functional standpoint, all emotions serve an adaptive purpose, meaning that for instance fear functions as a means of protecting an individual.

According to Fredrickson (2001), emotions are multifaceted response tendencies that develop and disappear quickly. Emotions involve cognitive processing, physiological reactions, and the subjective experience of emotion, also known as an *affect*. Affects exist inside the emotional experience (manifesting as personal experience), but they also exist in other affective events such as physical experiences, attitudes, moods, and characteristics. Consequently, emotion vastly differs from affect. Firstly, emotions typically concern personally significant circumstances and have a specific object, while affects tend to be free-floating and lack a specific object (Oatley and Jenkins 1996). Moreover, emotions have a tendency of being short-lived, whereas affect is more enduring and may only be noticeable through subjective experience (Ekman 1994). Lastly, emotions can commonly be categorised into fitting under one descriptive word such as fear, annoyance, happiness, and curiosity, while affect is often conceptualised through two dimensions: positive or negative emotional activation (Fredrickson

2001). However, for the purposes of the present thesis, both emotion and affect are used to varying degrees of interchangeability.

Positive emotions may be described as feelings that refer to satisfying engagement with one's surroundings, while negative emotions generally transmit a sense of distress in the nervous system. An important matter to acknowledge is that emotions are constructed in interaction with others. Not so surprisingly, it has been suspected that emotions have evolved to promote human survival and well-being (King 2013, 676). In language learning, affects and emotions are related to individual differences (ID) in learners that may hinder or help language learning process. For instance, situational self-esteem and anxiety can modify learners' abilities in the FL classroom. Additionally, other affective factors such as personality, aptitude, attitudes, and inhibition may have an impact on language learning (Pietilä 2014, 48; 63).

Emotions are often described to range in *valence*, spanning from "positive emotions such as happiness, excitement, contentment, and curiosity, to negative emotions like sadness, anger, anxiety, and disgust" (King 2013, 676). Valence refers to the degree of pleasantness or unpleasantness associated with an emotional stimulus (e.g. how negative or positive the emotional state). On the other hand, emotions can be described to range in *arousal* levels. A division can be made between low-arousal (LA) and high-arousal (HA) emotions, where arousal refers to the intensity of the emotional state in question. Furthermore, individuals' physiological activation level in a specific emotional state can be interpreted as psychological arousal (Citron, Gray, Critchley, Weekes, and Ferstl 2014).

For the present study, it is important to understand the difference between the low- and high-arousal emotions as they link with the cultural variations in the ideal affect, i.e. how individuals in different cultures wish to feel (Zhou et al. 2021; Ditzfeld and Showers 2014; Tsai, Miao, Seppälä, Fung, and Yeung 2007). These contrasting features will be discussed in more detail in section 2.3. For example, excitement and enthusiasm may be defined as high-arousal positive (HAP) emotions. Low-arousal positive (LAP) emotions, on the other hand, fall under descriptions such as calmness and serenity (Tsai 2007). Similarly, emotions can be low-arousal negative (LAN) (e.g. boredom, sleepiness) and high-arousal negative (HAN) (e.g. fear, anxiousness), as can be observed in Figure 1, located on the following page. The figure shows in a simple manner the kind of emotions that fall under each emotional state or affect.

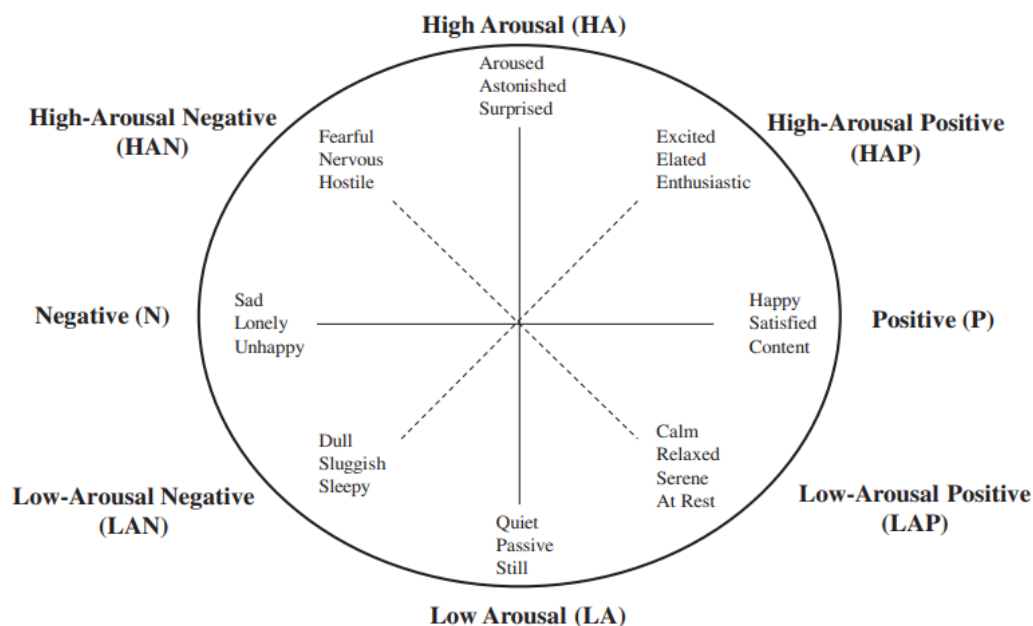


Figure 1. Affect items describing emotional states categorised under HAP, LAP, HAN, and LAN (Ditzfeld and Showers 2014, 598)

2.1 Foreign Language Peace of Mind (FLPOM)

FLPOM is a concept developed by Zhou et al. (2021). It is used in the field of SLA to describe “a distinct positive emotional state of inner peace and harmony” typical for Eastern and Asian cultures. It has thus far been employed to assess the psychological comfort of learners in EFL classrooms in countries such as China and Morocco. Originally, the demand for this new emotion construct arose from the realisation that Foreign Language Enjoyment (FLE), that had thus far been the most widely studied positive emotion in FLL, might not have been the most suitable manner of researching the positive FL emotions in Asian contexts or collectivist cultures (Zhou et al. 2021). This is due to cultural differences in desired emotional states, which will be discussed later in this section.

In the pilot study of Zhou et al. (2021), the data of 158 Chinese EFL students were utilised, while in the main study, they collected data from 441 additional Chinese EFL students. In this study, the concept of FLPOM was first thoroughly analysed. The purpose of the study was to create and validate the FLPOM Scale consisting of 8 items. Consequently, the researchers found that FLPOM, characterised by being a low-arousal positive (LAP) emotion, predicted self-perceived foreign language proficiency among Chinese EFL learners better compared to Foreign Language Enjoyment (FLE), which is a medium- to high-arousal positive (HAP) emotion. FLE, in brief refers to intellectual stimulation and contentment in the foreign

language classroom, arising from being in the correct place, with the right group doing something that is the perfect amount stimulating and fulfilling (Dewaele and MacIntyre 2016). Moreover, it was established that even though FLPOM and FLE were indeed found to be related, they were altogether distinct emotional constructs (Zhou et al. 2021).

Thus far, the pioneer research on FLPOM (Zhou et al. 2021) has been cited and investigated further in a handful of studies. However, a few years prior to the formation of FLPOM, Datu (2017) and Datu, Valdez, and King (2018) identified the advantages of exploring low-arousal positive emotions, for instance the sentiment of serenity and inner harmony, in conjunction to educational contexts in collectivist cultures. Hence, Peace of Mind and its relation to academic achievement and academic engagement have certainly been studied before. Table 1 presents the most relevant academic papers directly related to FLPOM and/or POM in relation to educational contexts. In the table, the studies directly related to FLPOM are discussed first, followed by the studies on POM. Thus far, in all the publications on FLPOM, the L2 or FL studied is English. In addition to the listed works, Zhou (2022) published a PhD thesis on the topic of FLPOM that has been embargoed until April 2024.

Table 1. Publications concerning FLPOM and POM in educational contexts

Publication	Novelty-value and main results regarding FLPOM
Zhou et al. 2021. Foreign language peace of mind: a positive emotion drawn from the Chinese EFL learning context	FLPOM was first presented through 3 sub-studies: In Study 1, the researchers created and validated a measurement scale for FLPOM. In study 2, the scale was employed in assessing Chinese learners of English as a Foreign Language to examine the distinguishability of FLPOM from FLE. Study 3 investigated the extent to which FLPOM and FLE foreshadow the FL proficiency of Chinese learners. Through regression analysis, it was found that FLPOM predicted the phenomenon more reliably when assessing 441 Chinese learners' self-perceived proficiency in FL compared to FLE.
Meftah 2022. The relationship between foreign language emotions, attitudes/motivation, and foreign language performance in the Moroccan EFL classroom	Four emotion constructs (FLCA, FLE, FLPOM, and Foreign Language Boredom) were studied in Moroccan EFL classrooms (n=502). FLPOM indicated a significant positive correlation with FLE and a significant negative correlation with the negative emotions. FLPOM appears to be a more reliable measure than FLE in capturing the emotions of Moroccan EFL learners, particularly in relation to negative emotions and performance. The strength of the correlations observed provides preliminary support for the suggestion that FLPOM may be a better measure in Moroccan contexts, although further research is required to confirm these findings.
Zhou, Lochtman, and Xi 2023. The mechanism for the positive effect of foreign language peace of mind in the Chinese EFL context: a	The findings of the study indicate that cognitive engagement has a moderating influence on the relationship between FLPOM, FLE, and language achievement. The presence of a competitive psychological climate weakened the mediating effect of cognitive engagement on FLE and achievement, but it did not affect the mediating effect on FLPOM and achievement. These results highlight the

moderated mediation model based on learners' individual resources	significance of FLPOM in acquiring individual resources, and stress management. The study emphasises the unique role of the low-arousal emotion (FLPOM) in mitigating loss of resources and sustaining learner engagement in challenging situations characterised by high competitiveness and stress.
Dewaele and Meftah 2023. The Trajectory of English Foreign Learners' Emotions and Motivation from the Start to the End of Their Learning Journey: A Pseudo-Longitudinal Investigation	The study is based on 502 EFL learners in Moroccan context. FLE, FLPOM, FLCA, Foreign Language Boredom, motivation, and their interrelations are studied. The association between FLE and FLPOM is strong, however, it does not surpass the threshold for collinearity. This indicates that are measuring two distinct underlying constructs. The correlation between the two is strong through all skill levels (beginner-intermediate-advanced). A striking negative correlation between FLPOM and boredom was found. It is likely that FLPOM is a required for FLE to arise.
Datu 2017. Peace of mind, academic motivation, and academic achievement in Filipino high school students	The correlation between POM and academic motivation/achievement among 525 high school students in the Philippines was studied. The results indicated a positive association between POM and students' autonomous motivation, controlled motivation, and academic achievement. Additionally, Autonomous motivation was found to play a role in connecting POM and academic achievement, functioning as a mediator.
Datu, Valdez, and King 2018. Exploring the association between peace of mind and academic engagement: Cross-sectional and cross-lagged panel studies in the Philippine context	A group of 606 Filipino high school students took part in the study. The researchers examined academic engagement by using the 7-item peace of mind scale developed by Lee et al.(2013). By conducting statistical analysis, the study revealed a significant and robust correlation, indicating a strong positive relationship between POM and academic engagement.

Overall, FLPOM exhibits an emotional state of inner peace and harmony, valued over various other emotions especially in the Eastern and Asian cultures (Lee et al. 2013). The researchers (Zhou et al. 2021), who designed the new positive emotion construct of FLPOM for FLL are especially interested in how the construct can be applied in different EFL learning contexts. Positive emotions in general still require significantly more attention in SLA research. Developing a solid knowledge of the emotions experienced by language learners is crucial as emotions directly impact the learner's performance in the foreign language (Zhou et al. 2021; Datu 2018). Moreover, Chang (2021) examined different aspects of emotions and their influence on the motivation and academic performance and discovered that emotions play a significant role in predicting academic performance through enhancing learners' motivational engagement. Zhou et al. (2021) also encouraged to go beyond other previously investigated emotion constructs in FLL and to examine other feelings that FL learners might encounter.

Moreover, as argued by Zhou et al. (2021), FLPOM functions as a tool that downplays external distraction. They suggest that FLPOM perhaps contributes to enhancing the preservation of learners' personal resources by emphasising emotional stability and harmony, not only

within oneself but also in the interaction with their social environment. Thus, FLPOM may help build individual's psychological resources, such as resilience and self-efficacy, as a steady and balanced state of mind facilitates individuals' ability to diminish external stimuli, particularly negative one, such as adverse criticism. As touched upon in Table 1, POM has revealed being positively associated with autonomous motivation, controlled motivation, academic engagement, and academic achievement in students (Datu 2017). Furthermore, Dewaele and Meftah (2023) have reasoned that FLPOM might be required first for FLE to develop and arise. In addition, they also propose that individuals with low FLPOM are prone to distractions and lack of focus while carrying out tasks.

2.1.1 Concept and construction of Peace of Mind (POM)

Peace of Mind can be identified as a "profound state of internal peacefulness and harmony" (Lee, Lin, Huang, and Fredrickson 2013). Lee et al. (2013) developed the POM construct as well as a 7-item Peace of Mind Scale to assess internal peace and well-being of an individual. In the essence of POM are the feelings of complete tranquility and harmony. In addition, POM regulates individuals' levels of experiencing inner peace, coherence, and comfort. Moreover, Lee et al. (2013) discovered that POM research can be applied to both Chinese and European-American students. However, in line with their hypotheses, the Chinese participants' POM scores were considerably higher compared to the European-American participants, suggesting that low-arousal positive emotions such as POM could be more suitable measures for collectivist cultural contexts. Recognising the cultural differences in the expression of emotional states is crucial both in SLA and in the study on emotional constructs.

Previous empirical research has demonstrated POM being connected to numerous positive outcomes in academic and professional contexts, as already discussed in the previous section. POM has shown positive associations with not only academic engagement (Datu et al. 2018), but also organisational citizenship behaviour (Ariyabuddhiphongs and Pratchawittayagorn 2014), positivity ratio, and life satisfaction (Lee et al. 2013). In addition, POM has been observed to display negative correlations with both anxiety and depression (ibid.). Thus, prior studies consistently indicate POM being associated with numerous well-being outcomes.

As previously stated, Lee et al. (2013) created the Peace of Mind Scale shaped to evaluate the concept of POM. The scale is a 7-item questionnaire that measures the extent of individuals' experiences of calmness, internal peace, and harmony. Examples of items in the scale include statements such as "*My mind is free and peaceful*" and "*I have peace and harmony in mind*".

It was established by Lee et al. (2013) that the POM Scale is a dependable and valid tool for assessing inner peace in both Chinese and European American populations. Additionally, researchers have found that individuals from Taiwanese culture scored higher on the POM Scale compared to their European-American counterparts, aligning, and further highlighting the belief that low-arousal positive affect is given more importance in collectivist cultures (Datu et al. 2018).

POM is evidently in the core of LAP emotional states. Ideals and adjectives to best describe the POM state in collectivist cultures are harmony, balance, comfort, freedom, calm, and tranquility (Zhou et al. 2021). Moreover, POM places more importance on self-restraint and regulation of emotions, in contrast to HAP states which often involve hedonistic perspectives of well-being (Lu 2008). Furthermore, it is worth mentioning that the significance of inner peace and harmony has been explored before in Western studies, but with slightly different terminology from FLPOM. For instance, in addition to the studies that have already been touched upon, Haskins (2010) discovered in the United States that teaching focused on cultivating inner peace resulted in improved psychological characteristics such as enhanced creativity and memory during classroom activities in primary and secondary schools.

Furthermore, MacIntyre and Vincze (2017) studied emotions associated with motivational variables. They incorporated 19 different emotions (both negative and positive), one of them being serenity, in their extensive study with 182 Italian secondary school students as participants. According to the findings, experiencing a sense of peace, contentment, and serenity is positively associated with various aspects of motivation and, thus, better language acquisition. Moreover, MacIntyre and Vincze (2017) found that feeling peaceful is a strong predictor for competence, confidence, and reduced anxiety.

2.1.2 Positive Psychology (PP) and mindfulness

The research on Positive Psychology (PP) and its importance have been noted for some 25 years as it originated at the end of the 1990s (Mercer and Gregersen 2020). Seligman and Csikszentmihalyi (2000) explain that positive psychology focuses on studying individuals' virtues and strengths that contribute to their well-being and thriving in life, rather than solely focusing on emotional distress and mental disorders as traditional psychology tends to do. Particularly in the context of foreign language learning, positive psychology plays a crucial role in addressing both the challenges individuals face and the ways in which they can flourish (MacIntyre 2016). Furthermore, PP revolves around the concept of well-being, which

encompasses life satisfaction and is influenced by various interconnected factors in personal, professional, and contextual dimensions (Mercer and Gregersen 2020). Mercer and MacIntyre (2014) state that the utmost objective of positive psychology is to help individuals in leading better lives. They also argue that positive psychology in the field of SLA is a sustainable and highly relevant area of study with countless practical applications.

In addition, Fredrickson (e.g. 2001; 2003; 2013) has had a great impact on the positive psychology research with the famous broaden-and-build theory. The broaden-and-build theory (2001) offers a theoretical framework that explains the potential positive relationship between positive affect and academic engagement. According to the theory, positive emotions such as happiness, excitement, and calmness must be valued as they expand the range of thought-action measures available within an individual, allowing them to develop more effective and resilient psychological resources. Positive emotions permit individuals to adopt broader views and acquire further skills that help them navigate in the challenges of life. Furthermore, it is possible that students who experience a greater amount of LAP emotions, such as POM, are more likely to engage in school-related activities and thus acquire better academic resources (Datu et al. 2018). Based on Fredrickson's theory, MacIntyre and Gregersen (2012) reasoned that positive emotions enhanced the ability of a FL learner to effectively detect and absorb language input, resulting in faster and more successful language acquisition.

Moreover, according to Fredrickson (2001), individuals who are skilled at experiencing positive emotions tend to have higher motivation and a wide set of skills that promote resilience. Previous studies have provided support for this theoretical assumption by demonstrating a connection between positive affect and intrinsic motivation (Isen and Reeve 2005). Lee et al. (2013) argue that students with higher levels of POM may experience increased academic engagement, which could potentially lead to higher levels of positive affect later in life. This aligns with the "upward spiral hypothesis" proposed by Fredrickson (2001; 2013), which suggests that positive emotions can counteract or mitigate the effects of negative emotions (MacIntyre and Gregersen 2012). Additionally, positive emotional states not only expand individuals' cognitive perspectives and available resources but also contribute to generating subsequent positive emotions. Essentially, experiencing positive emotions enhances various psychological resources such as creativity and resilience, leading to a higher degree of positive affective states and life satisfaction (Fredrickson 2003). Furthermore, research has indicated that language learners can enhance their agency and emotional coping abilities by utilising a

variety of positive psychology-related methods in FL classrooms. Using these forms of self-regulation has potential in contributing to better success in language learning (Oxford 2015).

While POM is considered a type of positive affect, Lee et al. (2013) point out that previous research on positive affect has primarily focused on high-arousal emotions, with limited investigation into the function of low-arousal positive affective states such as POM. Thus, it is valuable to examine how LAP affects can perform in an individualist culture marked by some collectivist features such as solemnity and introspection.

Finally, in addition to positive psychology, mindfulness training is a concept to be discussed briefly in this context as it associates with the advantages of POM in classroom environments. Mindfulness has raised the interest of researchers in the recent years regarding learning outcomes. Scientists and medical professionals have started emphasising the significance of the connection between mindfulness and a calm state of mind. For instance, a study conducted with a randomly selected group showed that participating in an 8-week mindfulness training programme resulted in notable enhancements in self-reported sentiment of tranquility (Liu, Xu, Wang, Williams, Geng, Zhang, and Liu 2013). Furthermore, research has indicated that incorporating mindfulness techniques into classroom activities might help relieve (foreign language) anxiety (e.g. Xu, Purdon, Seli, and Smilek. 2017; Fallah 2017).

Mindfulness has been defined by Bishop et al. (2004) as the self-regulation of attention that involves the ability to focus one's attention on the present moment with a sense of curiosity, receptiveness, and non-judgment. Studies conducted by researchers and professionals in the field have constantly revealed that mindfulness training significantly improves an individual's overall mental well-being and creates an enhanced sense of inner tranquility. This training leads to an increased awareness of the present moment, improved attention, serenity, and balance (Bishop et al. 2004), which are components of peace of mind (Lee et al. 2013). In line with this, Zeilhofer and Sasao (2022) have observed a growing trend among educators incorporating holistic approaches, including mindfulness, in FL classrooms. Furthermore, Zeilhofer and Sasao (2022) demonstrated the link between mindfulness and improved academic performance and well-being in higher education settings. In their study involving 269 Japanese undergraduates learning German as their third language (L3), Zeilhofer and Sasao found that a greater level of mindfulness was linked with better retention of vocabulary.

2.2 Foreign Language Anxiety (FLA)

Foreign Language Anxiety (FLA) is a construct that continues to receive interest from scholars and teachers of FL learning (Dörnyei and Ryan 2015, 175). Numerous language teachers witness day after another certain students in their classrooms opting to stay quiet and exhibiting a greater reluctance to participate in communication compared to their peers. This behaviour could potentially be linked to FLA, which entails feelings of unease, frustration, and embarrassment that arise from the difficulty or apprehension of expressing oneself in a foreign language (Gregersen and MacIntyre 2014).

Two definitions of foreign language anxiety that have contributed to our understanding of the concept derive, firstly, from the study of Horwitz, Horwitz, and Cope (1986) and, secondly, MacIntyre (1999). The definition for FLA from Horwitz et al. (1986) is as follows: “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (1986, 128). Similarly, MacIntyre (1999, 27) characterises language anxiety as a sense of stress, apprehension, emotional response, and concern that is associated with learning a second (L2) or foreign language (FL). Furthermore, MacIntyre (ibid.) has explained FLA as “the worry and negative emotional reaction aroused when learning or using a second language”. FLA can manifest in a variety of ways. Some individuals fear speaking and being misunderstood, while others worry about being laughed at if they make a mistake (Dörnyei and Ryan 2015, 176).

Moreover, research has persistently demonstrated that FLA has detrimental effects on learning and communication (Gregersen and MacIntyre 2014; Gkonou, Daubney and Dewaele 2017). These effects are complex and encompass various dimensions (Gregersen and MacIntyre 2014; Horwitz 2010). Horwitz et al. (1986, 127) distinguish three distinct dimensions of anxiety: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*. Communication apprehension refers to the fear a learner experiences while communicating with others; the second refers to the anxiety that emerges during testing; while the third refers to the distress of being judged in the social context (Horwitz et al. 127– 128).

Communication apprehension, according to Horwitz et al. (1986, 127), is a form of shyness in which individuals experience anxiety related to communicative situations with others. This can manifest as difficulty speaking one-on-one or in group settings (oral communication anxiety), or as fear of public speaking or difficulties in listening to and understanding speech in anxiety-provoking situations. Individuals who struggle in general with communicating in

groups may find it even more challenging to interact in a FL class, where they possess less control over the situation as well as their performance continuously being observed and assessed. Moreover, in FL classes students are required to cope by using means in which they may have incomplete proficiency. Interestingly, communication apprehension in FLL does not merely manifest in otherwise timid students but may just as well affect students that are usually talkative and confident with speaking in classroom activities.

Test anxiety, however, according to Horwitz et al. (1986, 127– 128) is another manifestation of performance-related anxiety. This type of anxiety develops primarily from fear of failing. Students who experience test anxiety tend to have soaring expectations for themselves and believe that anything less than a perfect on a test is a disappointment. This is also in line with the results of Gregersen and Horwitz (2002), through which they concluded that FLCA was associated with perfectionism. They discovered that anxious learners tended to exhibit more perfectionist tendencies, such as setting higher personal performance expectations, procrastinating more, experiencing fear of evaluation, and being more concerned about making mistakes. Furthermore, as Horwitz et al. (1986, 128) explained, students who experience text anxiety in FL classes, undoubtedly face challenges, because regular testing is common in FL classes, and even students who are smart and prepare thoroughly may still make errors. Oral testing can be particularly stressful for students prone to suffer from FLA as they have a potential to trigger both test anxiety and oral communication apprehension.

The third dimension of foreign language anxiety of Horwitz et al. (1986, 128) is fear of negative evaluation. This is a type of apprehension regarding how others perceive us, avoidance of situations where we might be judged or evaluated and expecting negative feedback from others. Although it shares similarities with test anxiety, fear of negative evaluation is more expansive in its scope since it extends beyond test-related situations. It can occur in various circumstances, including job interviews or engaging in foreign language classes. Unlike some other academic subjects, foreign language learning involves continuous assessment from the teacher, who in many cases is the sole fluent speaker in the class and seen as the expert. In addition, there are students who tend to expect that even their peers are constantly evaluating and judging them, which further increases this type of anxiety.

Moreover, Krashen's Affective Filter Hypothesis (1982) is noteworthy when discussing FLA as it revolves around the impact of affective factors on the acquisition of foreign languages. Krashen explains that the emotional factors can be labelled as 1) motivation, 2) self-

confidence, and 3) anxiety. With the Affective Filter Hypothesis, Krashen (1982) describes that FLA may hinder foreign language acquisition and create a barrier that inhibits the flow of new information to the language acquisition device within the learner's brain. This barrier obstructs the learner from effectively absorbing language input, meaning that the learner may not be fully able to understand or process the target language messages, which impedes language acquisition.

Furthermore, the symptoms and consequences of FLA are manifold. For instance, in an anxious state of mind, one may have experienced that their performance in the second language deteriorates, or in that situation they may have forgotten things they would normally know well, and they might even make simple mistakes with straightforward tasks (Dörnyei and Ryan 2015, 176). Horwitz et al. (1986) point out that it is common for learners to experience anxiety. Nearly all language learners can recognise and have experienced it. Research has provided supporting evidence for Krashen's hypothesis as experiencing FLA causes mental blocks and even intense feelings of discomfort (e.g. Horwitz et al. 1986, 126). In a similar vein, anxiety may also have a freezing effect to a learner, which can result in immediate disengagement from classroom activities and even feelings such as boredom (Dewaele and Mef-tah 2023, 27). The symptoms of FLA are obviously both psychological and physical, with common physical manifestations such as palpitations, trembling, and sweating, exactly like in other anxiety states, such as social anxiety (Horwitz et al. 1986, 126). Furthermore, it is somehow backwards that anxiety leads to an increase in errors made by a learner (MacIntyre and Gardner 1989), which in turn makes the learner yet more anxious. FLA is typically described as a relatively stable characteristic (trait) that a learner holds and carries from one language learning experience to another (Horwitz 2010).

In addition, FLA is found to be linked with several learner variables. According to Horwitz (2017), most EFL learners possess different levels of language anxiety, and younger learners tend to have lower levels of FLA. Furthermore, authentic use of the FL in the learning phase and a large network of people with whom the FL is used might lead into lower levels of FLA (Dewaele 2010). Moreover, Dewaele (ibid.) discovered very minor differences in FLA in correlation to gender. Furthermore, it has been suggested that FLA reduces as multiple consecutive languages are learned. In other words, multilinguals may suffer less from foreign language related anxiety. The knowledge of multiple languages is typically linked to lower levels of FLA in both native language and FLs (ibid.). However, quite curiously, studies have shown that in the process of learning languages throughout one's lifetime, FLA tends to increase as

proficiency grows from childhood to adolescence (Dewaele and MacIntyre 2014). This finding is quite understandable as we tend to become more critical of ourselves as we age, and anxiety levels peak in adolescence before gradually reducing. Nevertheless, according to MacIntyre and Gardner (1989) as language proficiency improves, the negative effects of language anxiety may diminish when positive experiences accumulate in a more effective manner. Additionally, it has been found that linguistic similarity between the languages learned and the native language can also help in reducing FLA (Dewaele 2010). This means that, for instance, already knowing a language belonging in the same language group may decrease the level of FLA.

Through studies, FLA has been recognised as a major factor in determining whether someone succeeds or struggles in learning a foreign language (MacIntyre 1999). Multiple studies have consistently shown that FLA can have an unfavourable effect on learning and communication, and the scope of how it affects individuals is complex and has several dimensions (Gregersen and MacIntyre 2014; Horwitz 2010). FLA can lead into students becoming so anxious that they avoid participating in speaking activities in their language class, skip lessons, and procrastinate more in their language learning tasks. Consequently, learners may even give up studying the language altogether and drop out (Dörnyei and Ryan 2015, 176). According to Horwitz (2010), FLA considerably diminishes students' motivation to communicate with others and causes them to become passive in classroom activities.

Additionally, it is evident that anxiety is closely connected to the sentiment of fear. The American Psychological Association (2023) has explained that anxiety and fear are not the same, however they are often used interchangeably. Anxiety is considered a long-lasting response focused on a general threat in the future, while fear is a short-lived response to a specific and identifiable threat in the present. Furthermore, the most important difference between fear and anxiety is that fear has an object whereas anxiety does not (Hofstede, Hofstede, and Minkov 2010, 195). MacIntyre and Gardner (1989) stated that general anxiety and language anxiety are separate aspects of anxiety. The two are nevertheless undoubtedly connected with one concerning apprehension related to foreign languages, while the other refers to general anxiety without a specific target. In addition, Dewaele (2013) has confronted MacIntyre and Gardner's viewpoint and discovered a significant connection between Foreign Language Classroom Anxiety (FLCA) and a basic personality trait related to anxiety among Catalan and British university students. Moreover, the Merriam-Webster Dictionary (s.v. "anxiety", n.d.) defines general *anxiety* as "an abnormal and overwhelming sense of apprehension

and fear often marked by physical signs, by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.” This definition corresponds greatly with the symptoms and feelings triggered by FLA, but the topic should be investigated further before drawing solid conclusions on the matter.

Currently the trend in FLA research is that FLA can be viewed as both a cause and an effect, as well as a personal characteristic (trait) and a situation-specific occurrence (state). Furthermore, in general, FLA can be steady over time or vary in intensity within the same lesson. These matters can be seen through the dynamic and contextual aspects of FLA that are increasingly recognised in the SLA research paradigm (Gkonou et al. 2017; Horwitz 2017). To better address FLA, researchers have suggested teacher-led discussions that acknowledge the affective aspects of communicating in a foreign language. This can help lower and combat the emergence of FLA, according to researchers (Gkonou et al. 2017; Gregersen and MacIntyre 2014; Oxford 2015).

Similarly, Dewaele and MacIntyre (2014; 2022) discussed that the responsibility of a teacher is to create a safe learning environment to lower their students' anxiety. Nevertheless, at the same time the teachers should not worry too much about learners who opt to stay silent as they might suddenly overcome their anxieties by having built the right learning environment. In a positive emotional atmosphere, the students can explore and take risks in an environment where they are certain that they will not be ridiculed or punished. Therefore, the ideal foreign language classroom is a supportive, well-organised, and psychologically safe environment for all, which allows for enjoyment to emerge (Dewaele 2019). Enjoying the FL class further makes a state of flow possible in the learner which in turn can make the learner forget their anxieties momentarily altogether (Dewaele and MacIntyre 2022).

Most researchers of FLA and Foreign Language Classroom Anxiety (FLCA) have not made a vast distinction between the two ideals when referring to the same phenomenon of anxiety related to foreign language learning. Nevertheless, FLCA is precisely the term used by Horwitz et al. (1986) in conjunction with the Foreign Language Classroom Anxiety Scale. The Foreign Language Classroom Anxiety Scale is a commonly employed instrument in the study of FLA. Today, the term FLCA is used by many researchers interested in the phenomenon, as foreign language classrooms and learners in them are often the focal point of their research. The original definition of FLCA refers to the complexity unique to the language learning process in classroom situations and circumstances (Horwitz et al. 1986), whereas FLA can refer to a

broader sense of foreign language induced anxiety. The definition for FLCA, described by Horwitz et al. (1986) is the inclination for foreign language learners to experience anxiety while learning a new language because using a foreign language in a classroom setting is a potential threat to the self-esteem of a learner. In this thesis, both FLA and FLCA are used interchangeably depending on the suitable context.

The sole existing study thus far exploring both foreign language induced anxiety (FLA/FLCA) and FLPOM is conducted by Dewaele and Meftah (2023), which indicates that studying these two constructs together is worthwhile. According to Botes, van der Westhuizen, Dewaele, MacIntyre and Greiff (2022), FLA/FLCA can be labelled as a negative, medium to high-arousal emotion. Furthermore, their findings fortify the argument of that as language proficiency progresses from beginner to advanced levels, the level of anxiety decreases while FLPOM increases considerably. This trend could potentially be attributed to heightened self-assurance in language use and the acquired capacity to perform effectively despite experiencing anxiety. Moreover, in the recent FLA/FLCA research, the relationship between anxiety and enjoyment (and other positive emotions) has been the target of interest (Dewaele and MacIntyre 2014). In the 2014 study, Dewaele and MacIntyre found that FLCA and FLE were entirely separate dimensions. This means that, in principle, a learner can be both anxious and enjoy the FL class simultaneously. Additionally, this suggests that reducing anxiety does not automatically result in increased enjoyment.

2.3 Cultural contexts and desired emotional states

As was argued by Zhou et al. (2021), people perceive and express emotions in different manners depending on cultural environment in which they lead their lives and communicate with others. An example of this is their statement suggesting that individuals who are immersed in Chinese culture tend to prioritise and prefer emotions that are low or moderate in intensity. This contrasts with Western or individualistic cultures, which often emphasise a more pleasure-seeking approach to well-being (Lu 2008). For instance, Lee et al. (2013) found that Chinese individuals value the highest a state of well-being characterised by low-arousal positive emotions and a sense of precisely peace of mind.

Moreover, extensive studies in this field steadily highlight the significant cultural variations in the desired emotional states, e.g. how people in different cultures wish to feel (Zhou et al. 2021; Ditzfeld and Showers 2014; Tsai, Miao, Seppälä, Fung, and Yeung 2007). To support this, psychological research has demonstrated that culture plays a significant role in shaping

our perception and expression of emotions (e.g. Turner and Stets 2005). Moreover, according to Lutz (1988), while emotions have some biological basis, they are also heavily influenced by the sociocultural context. Several studies have revealed that Western culture tends to prioritise and encourage high-arousal emotions, whereas Eastern culture values more low-arousal emotions and prefers to experience them (e.g. Lee et al. 2013; Lim 2016). According to Lu (2008), there are variations between cultures in the arousal levels of both desired and actual emotions. In addition, Western individuals report experiencing high-arousal emotions more frequently than low-arousal emotions. This is attributed to cultural differences in the appreciation and acceptance of different emotional constructs (Lim 2016).

Tsai, Knutson, and Fung (2006) conducted a study to shed some light on the impact of cultural differences on the affect valuation. They found that European Americans preferred positive emotions associated with high-arousal, such as excitement and elation, while the Hong Kong Chinese participants preferred positive emotions of low-arousal nature, such as peacefulness and serenity. Additionally, Tsai et al. (2006) investigated the concept of ideal affect, which refers to the desired emotional state. They discovered that the ideal affect varied based on individuals' interpersonal goals. When people wish to persuade others, they place higher value on high-arousal positive emotions, while low-arousal ones are preferred when they wish to alter their own behaviour to be consistent with their peers. However, across various cultural contexts, most people generally wish to experience more positive emotions than negative emotions and strive to feeling more positive and less negative than their actual emotional state (Tsai et al. 2006). The differences between cultures are believed to arise not only from biology but also from factors connected to social objectives between individuals (Tsai et al. 2007), variations in child raising styles, media influences (Tsai 2007), and religion (Tsai, Miao, and Seppälä 2007). This also ties into how we culturally position ourselves in relation to others and how cultural differences impact our perception of the world.

Individualism and collectivism are worth discussing in this context, with Western culture often being associated with individualism and Eastern culture with collectivism (Triandis 1995). According to Triandis (1995, 3), the terms individualism and collectivism are widely used and carry different interpretations across various parts of the world. Social scientists have long tried to measure the tendencies for individualism/collectivism and have established various classifications. Triandis (1995, 22) also suggests that excessive individualism can be associated with many problems of the modern world, while an excessive amount of collectivism can result in lack of human rights.

Collectivism can be described as a social pattern in which individuals are closely connected and identify themselves as part of one or more collective, such as family, colleagues, ethnic group, or country. They are motivated by the norms and obligations imposed by these groups and prioritise the collective objectives over their own personal ones. They emphasise their bond and interdependence with other members of these groups. In contrast, individualism is a social pattern where individuals see themselves as detached from collectives. Individuals in these cultures are primarily motivated by their own choices, requirements, desires, rights, and the agreements they have made with others. They prioritise their personal achievement over the ambitions of others and focus on rational analysis of the advantages and disadvantages of associating with others (Triandis 1995, 3–4).

According to Triandis (1995, 2), it has been recognised that cultures and countries tend to be either individualistic or collectivist, but always to varying degrees. For instance, Brazil, India, Russia, and Japan are considered collectivist countries, but each to a different extent. Conversely, France, the United States, England, and Germany can be categorised as individualistic, but also to varying degrees. However, it is important to note that all these countries exhibit elements of both collectivism and individualism, in different combinations. Therefore, it is crucial to understand that countries and cultures are not equivalent. The equivalence is only an approximation used as a tool to comprehend cultural differences. It is estimated that there are over 10,000 cultures (Triandis 1995, 4) within the 193 countries recognised by the UN as of 2023 (United Nations 2023). Thus, it is evident that each country comprises numerous cultures (Triandis 1995, 4–5).

Humans possess the capacity to feel a variety of emotions such as fear, anger, love, enjoyment, sorrow, and shame. Additionally, we have an inherent inclination to form connections with others and engage in activities that promote physical and emotional effort. However, the expression and manifestation of these emotions and desires are affected by the cultural context in which individuals live (Hofstede et al. 2010, 6). Geert Hofstede, a researcher interested in these topics as early as the 1960s, collected data from IBM employees worldwide, somewhat unintentionally, to explore these phenomena. The initial data collection took place between 1967 and 1973 and has since been continuously refined (Hofstede et al. 2010, 7). Hofstede et al. (2010) examine the relationship between individualism and collectivism and question whether they should be seen as separate dimensions or as opposite ends of a single spectrum. According to their findings, when discussing individuals, it is important to consider collectivism and individualism as distinct dimensions. As told by Hofstede et al. (2010, 102),

societies consist of diverse individuals with varying personal values. However, when discussing cultures, societies, and nations, collectivism and individualism is a valid manner of viewing the two as opposing ends of the same spectrum.

When examining the degree of individualism and collectivism in Finland, we can quite easily determine that Finland can be seen as individualistic (Hofstede et al. 2010). In Finland, individuals are expected to be self-reliant and focus on their immediate families, resulting in a loosely connected social structure (Rautakivi, Siriprasertchok, and Melin 2022). Furthermore, in Finland the power distance between lower and higher roles is relatively small. Power distance refers to the extent of hierarchy between lower and higher roles observed in a country (Hofstede et al. 2010, 319). In Figure 2, the levels of individualism-collectivism as well as the power distances in various countries can be observed. In the figure, Finland is highlighted to demonstrate its positioning in the spectrums. Moreover, it is worth noting that Finland is undoubtedly the most individualist country where the concept of POM has been studied thus far.

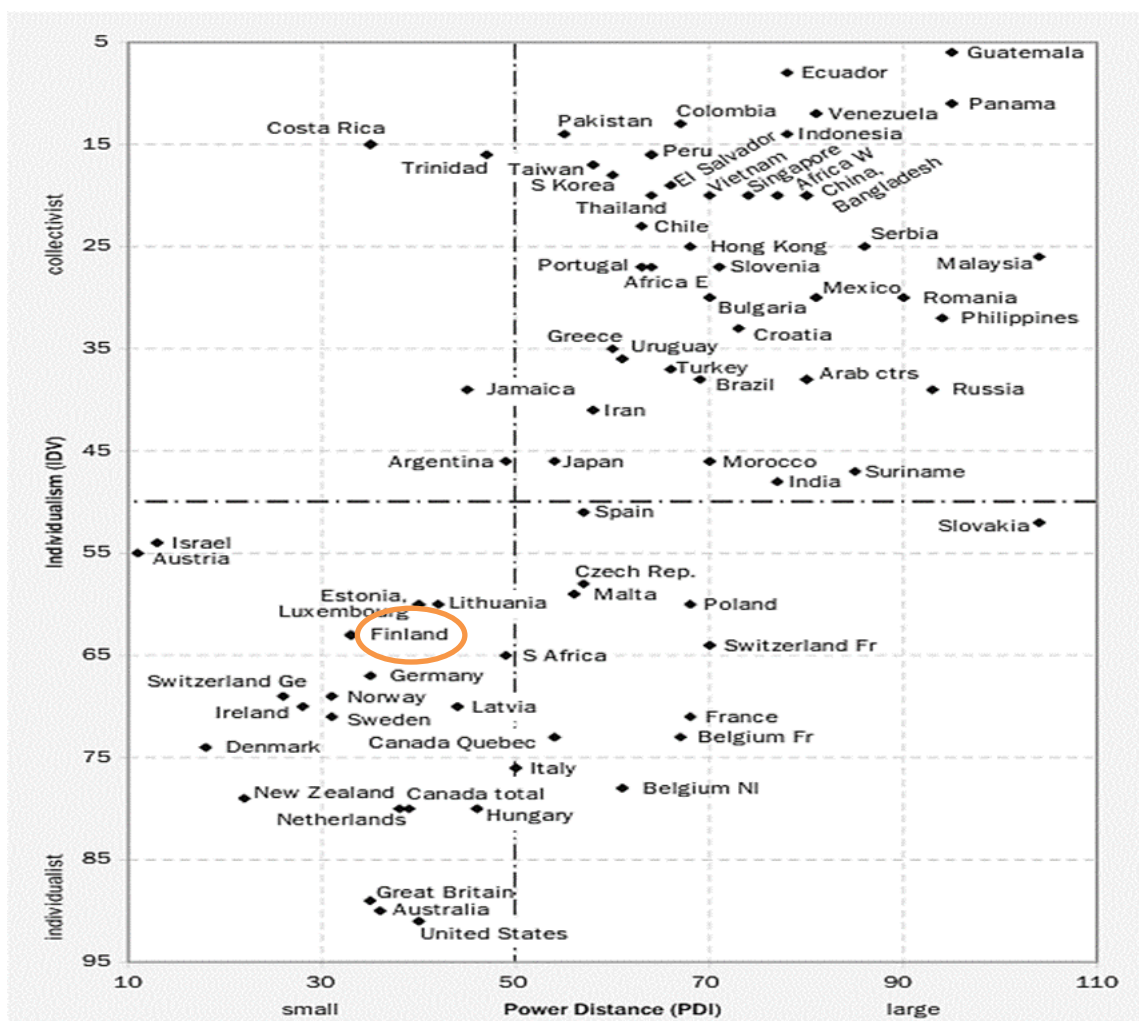


Figure 2. Degree of individualism-collectivism and power distance (Hofstede et al. 2010, 103).

The argument made by Hofstede et al. (2010) about countries being neatly categorised as either collectivist or individualist has been challenged by subsequent researchers, one of the most recent and fitting being Rautakivi et al. (2022). In their study on individualism and collectivism in Finland and Cambodia, Rautakivi et al. (2022, 106–107) discovered that their Finnish participants had a stronger emphasis on family values, indicating a need to prioritise the immediate family, which is unexpected for a culture typically considered individualistic. Another interesting finding was that the Finnish sample showed a widespread belief that those who are better off should support those who are less fortunate, whereas this sentiment scored significantly lower in the Cambodian sample (2022, 140). Rautakivi et al. (2022) concluded that Finland does indeed possess an individualistic culture but also exhibits some clear characteristics of egalitarian collectivism (2022, 152).

Another dimension where cultures differ quite vastly is the level of assertiveness versus modesty. This difference has a significant impact on how emotions are experienced in each culture. Hofstede et al. (2010) have named this dimension masculinity vs. femininity. According to Hofstede et al. (2010, 138–140), in a society that is more masculine, there are distinct expectations for emotional gender roles. Assertiveness, toughness, and focus is often expected of men, while women are to be modest, tender, and prioritise overall well-being. In contrast, in a feminine society, there is more overlap in emotional gender roles, with both men and women valuing modesty and quality of life. Feminine societies are characterised by more flexible gender roles, equal pay, female presence in positions of power, and a focus on quality of life and relationships over material possessions. Finland is thus considered a society mostly labelled by feminine values.

Based on the aforementioned findings, it can be argued that individuals who are oriented towards different cultures may possess, to some extent, different perceptions of enjoyment. Thus, research on subjective well-being (SWB) can offer insight into cultural differences in desired emotional states. While the experiences of SWB are universal, their meaning is complex and closely tied to culture. For instance, Lu (2005) stated that culture has a fundamental impact on SWB, as culture not only provides specific ideas related to SWB but also creates specific paths to achieve it. Therefore, culture is a crucial aspect of SWB that has been largely overlooked by Western psychologists (Lu 2005, 101). Furthermore, a study conducted by Lu and Gilmour (2004) explored the cultural perspectives of SWB. Chinese and American university students were asked to conduct a piece of writing on the topic of happiness. The findings showed that both groups matched in their views on happiness being a “mental state of

satisfaction and contentment”. Nevertheless, the pieces of text of the Chinese sample were more serious, reserved, and introspective. On the other hand, the American accounts were characterised as emotionally intense, positive, and focused on subjective accomplishment and material pleasure (Lu and Gilmour 2004, 286–288). In summary, unlike the Western perspective that emphasises personal initiative, individual success, and seeking pleasure, the Chinese individuals looked at well-being as a harmonious balance and appreciated both philosophical and cultural depth.

This concludes the section for the theoretical background. In the following section, the research methodology of the present thesis is discussed to begin unravelling how the concepts presented and defined in this section can be implemented into entirely new focus group.

3 Research methodology

This section of the thesis presents the research methodology selected for the present study. The chosen methodology and how the present study was conducted are discussed, as well as justifying the choices made. The study was carried out through a mixed-methods approach to obtain a more wholesome view of the phenomena. In general, in quantitative approaches, the focus is on countable factors such as numbers, frequencies, or percentages related to the topic. In contrast, qualitative approaches concentrate on describing and providing explanations for the phenomenon (Pietikäinen and Mäntynen 2009, 139). The methodology is further discussed in three subsections. In section 3.1, the research participants and their relevant demographics are presented. Later, in section 3.2, the data elicitation instruments used, data collection process, and the methods of analysis are introduced. Finally in section 3.3, research ethics and integrity are discussed. The main goal of the present thesis is to investigate and build understanding of FLPOM and FLA when it comes to Finnish upper secondary school students. The research questions of the present study are the following:

1. To what extent do the Finnish upper secondary school students experience FLPOM and FLA?
2. How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?
3. What effect do FLPOM and FLA have for the participants' L2 learning in their opinion?

The general purpose for a mixed methods study indicates the need for both quantitative and qualitative methods (Teddlie and Tashakkori 2009), and the present study benefits from this approach. Nevertheless, in this study, the analysis focuses on the qualitative data, whereas the quantitative data are used as a supportive element to measure the levels of both phenomena. Different techniques used to obtain individuals' self-reflections are commonly labelled as "introspective methods" (Dörnyei 2007, 147) which are used in this study. Furthermore, it is a valuable and recommended procedure to examine how LAP affects can perform in an individualist culture marked by some collectivist features (Rautakivi et al. 2022).

To answer the first research question, "To what extent do the Finnish upper secondary school students experience FLPOM and FLA?", quantitative data were collected by using two sets of statements on Likert scales, consisting of 8 items each. One of the sets was used to measure the phenomenon, strength, and existence of FLPOM in Finnish upper secondary school

students, while the other measured the presence of FLA in the same group. Through the quantitative data, the extent of both of the classroom emotions can be discussed. In addition, the respondents who reported experiencing the most of FLPOM and FLA are observed, and it is examined if they also experience low levels of the other emotion. It can be hypothesised that this might be the case.

However, as mentioned above, conducting a partly qualitative study is generally beneficial for the type of study in question, where one of the main objectives is mapping out and paving the way for a completely new concept (Dörnyei 2007, 37). Thus, to answer research questions two (“How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?”) and three (“What effect do FLPOM and FLA have for the participants’ L2 learning in their opinion?”), qualitative data on the personal experiences of the participants regarding the two emotion constructs were collected. One of the objectives of the study is to analyse the data discursively, thus picking a qualitative(+quan) approach is the ideal choice, as discursive research is mainly qualitative (Pietikäinen and Mäntynen 2009, 139). In the present study, the participants were allowed to narrate their own personal experience related to the two concepts, FLPOM and FLA, in their own words. They were asked to write about episodes where they experienced FLPOM and FLA, and inquired how they thought both concepts affected their FL learning. Next, the participants, data collection procedures, data analysis procedures, and research ethics are discussed in further detail.

3.1 Participants

A total of 30 Finnish upper secondary school students participated in the present study. A sample of this size is generally adequate for a mixed-methods study and analysis where the goal is identifying and setting categories and examining the data through them (Dörnyei 2007, 99; 127). Everyone participated in the study anonymously. All participants were 16–19 years old. Most of the participants were 17 years old ($n=17$) and 18 years old ($n=11$), while the remaining two participants were aged either 16 ($n=1$) or 19 ($n=1$).

Out of the participants, 57% were female, while 33% identified as male. The remaining 10% responded either “other” or “prefer not to say” to this question. The first language (L1) of the participants was mainly Finnish (93%) with 28 respondents out of 30. Furthermore, six respondents altogether reported being L1 users of some other language. Thus, four of the six L1 users of other than Finnish, also reported Finnish as their L1. This means that only two

respondents did not report Finnish as their L1 at all. The reported “other” L1s were English (n=2), Spanish (n=2), Persian (n=1), and Turkish (n=1).

The respondents had all participated in formal teaching of English and Swedish. This comes as no surprise as they are the most taught foreign languages in Finland. The participants’ formal English studying had reportedly started either in the first or third grade, whereas Swedish had been started between grades 4 and 6, suggesting that English is the first L2 for most of the participants. In addition, 63 percent of the participants had formally studied a third foreign language, besides English and Swedish. This result slightly conflicts with the general result of the whole of Finland, of nearly half of upper secondary school students studying a maximum of two foreign languages (Pyykkö 2017, 39). Pyykkö’s study also demonstrated that three foreign languages were studied by approximately 40 percent of upper secondary school students. As for the participants of the present study, the reported other foreign languages formally studied were French (n=10), Spanish (n=6), German (n=4), Russian (n=1), Korean (n=1), Icelandic (n=1), and Danish (n=1). Additionally, as background information, it was asked if the participants had lived in another country. Over 3-month periods of stay were qualified. Thirty-seven percent (n=11) of the participants reported having spent a longer period of time in another country which is more common than expected.

Information on the participants’ self-perceived English proficiency was also gathered. The question asked to gather this information was “How would you rate your current overall English proficiency on a scale from 1 to 10?”. A 10-point Likert scale was used for this. On the scale, the value of 1 was worded as “*very weak*”, 5 as “*average*”, and 10 as “*excellent*”. According to e.g. Dewaele and MacIntyre (2014), self-rating is a measure that SLA researchers primarily rely on in assessing learners’ language proficiency. The mean value for the participants of the present study was 7.9, which is quite high. This indicates that most of the respondents were in their opinion advanced language users of English with either good or very good English skills.

3.2 Data collection and methods of analysis

The data of the study were collected by using an online survey tool-based questionnaire. Both open-ended questions as well as two scales, one for each phenomenon were used. The questionnaire began with a background information part, consisting of demographic items presented in the previous sub-section. The participants’ self-perceived English proficiency was also asked in this first section. After this, the following section dealt with the quantitative part

of the data collection, which consisted of two sets of 8-item Likert scales, one concerning FLPOM and the other concerning FLCA. This information contributes to answering to the first research question, “*To what extent do the Finnish upper secondary school students experience FLPOM and FLA?*”. Responses were given on standard 5-response Likert scales with the choices of responses “1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree”. All items describing FLPOM were positively phrased, whereas two items in the FLCAS Scale were reverse-coded. Both scales including the questions (adapted from Zhou et al. [2021] and Dewaele and MacIntyre [2014]) can be found in appendices 3 and 4, respectively.

The Foreign Language Peace of Mind Scale used in this study, measures the phenomenon of peace of mind in the FL classroom. The 8-item scale was created by Zhou et al. (2021), and the items are for instance “*My mind is free and at ease in the English class*” and “*I have an inner sense of tranquility and harmony in the English class*”. In addition, the short-form Foreign Language Classroom Anxiety Scale (S-FLCAS) was used in the present study. The 8-item measure, derived from the 33-item Foreign Language Classroom Anxiety Scale created by Horwitz et al. (1986), is a condensed version assessing anxiety in FL classrooms. It was first used by Dewaele and MacIntyre (2014) and recently validated by Botes et al. (2022). The items include “*It embarrasses me to volunteer answers*” and “*Even if I am well prepared for English, I feel anxious about it*”. The use of the short-form FLCA Scale is a conscious choice for the present study. This way, two balanced scales both consisting of 8-items can be used. Two of the questions in the S-FLCAS are reverse-coded, meaning that they do not directly contribute to measuring the level of anxiety but rather the opposite (e.g. “*I feel confident when I speak in English class*”). Both the original FLCA Scale and the short form focus on psychological and physiological symptoms of anxiety, such as sweating, increased heart rate, and feeling confused. They are both reliable measures of the phenomenon related to FLCA.

As Kalaja (2011, 119) points out, narratives and open-ended questions allow researchers to gain insight into the inner world of learners in a way that has been challenging with other methods. To help answering the third research question, “*What effect do FLPOM and FLA have for the participants’ L2 learning in their opinion?*”, the participants were asked what peace of mind and anxiety meant to them in foreign language learning and what effect it had. In this section, they were permitted to openly describe the kind of emotions that are in their opinion related to each of the frameworks and what effect they have had on their FL learning. The method of narrative inquiry is still quite unresolved and seldom employed to examine

language learning in the Finnish school setting (Kalaja 2011, 127), subsequently this is still quite experimental.

The very last questions of the questionnaire required for a focused piece of text (MacIntyre, Burns, and Jessome 2011) on specific episodes and events the participants had experienced and thought represented the concepts of FLPOM and FLA. The following instruction was given:

“Describe 2–5 specific events, episodes, or moments in your own language learning history / foreign language class where FLPOM/FLA played a role. Please describe the moments, feelings, and emotions you felt in as much detail as possible.”

The responses for the prompt above help in answering research question two, “*How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?*”. The whole data collection took place during an English language class at this specific upper secondary school. Each of the participants filled out the Webropol questionnaire including all the questions they were to answer. The participants took an average of 45 minutes to fill in the questionnaire, but the entire 75-minute lesson was reserved for the data collection. The sample of the study only represents one group of Finnish upper secondary school students, and the results cannot be generalised into representing all Finnish students at that level. On the contrary, they can merely provide insight on how these frameworks can be utilised in this age group to, for instance, aid and optimise FLL.

Furthermore, Dörnyei (2007, 75) advises all research instruments to be piloted before initiating a research project. Thus, the entire questionnaire was piloted with two upper secondary school students from the same region in Finland. Minor adjustments and improvements were made to the structure and wording of the questionnaire based on the feedback of the pilot participants. However, the instrument itself remained ultimately the same. Moreover, it is valid to consider the participant tendency to answer to questionnaires in a certain way and tendency to answer in such a manner that the participant thinks they are expected to answer. This may affect the manner in which participants respond to data elicitation questions (Dörnyei 2007, 54). In addition, the contributions of e.g. Edwards (1997; 1999), and Potter and Edwards (2001) have been significant in the study of emotions and language learning through discursive psychology. The principle of discursive psychology is, rather than seeking causes and outcomes, that the approach focuses on describing the language used. In addition, studying the students’ stories and the emotions (FLPOM/FLA) in them may help teachers and future

students thrive and feel more positive emotions in the FL class, instead of making them want to give in.

Both quantitative and qualitative methods were required for the analysis. The quantitative analysis focused mainly on average scores as well as standard deviations through which research question 1 can be answered. In addition, the top participants experiencing the highest levels of both FLPOM and FLA are observed. Average scores on the 5-point Likert scale were calculated for both FLPOM ($M = 3.72$, $SD = 1.03$) and FLCA ($M = 2.02$, $SD = 1.2$). Microsoft Excel was mainly used as a tool for the quantitative analysis but also IBM SPSS Statistics was utilised. For the qualitative analysis, the open-ended items were disentangled. The participants responded in the open-ended items in either Finnish, English, or combination of both. The responses were thus all translated into English before further analysis. While some respondents chose to describe specific events related to classroom situations, others described situations outside the classroom such as travels abroad and other social situations with individuals who did not speak their L1s. The data were used to identify the types of episodes that were the most frequent, and the wording used in the episodes was examined. The categorisation was realised according to the frequently mentioned findings. The categories overlap to some extent which means that one episode could be counted into more than one category. Due to the experimental nature of the present study, the decoding process used all data available to create the categories for the episodes as well as the effects.

3.3 Research ethics

When conducting any piece of research, research ethics must always be considered. According to Dörnyei 2007, 65–67; 70), matters to consider are, for instance, the principles of respect for autonomy, participant well-being, and justice. These principles serve as a guide for conducting research ethically and ensuring that participants' rights are protected. Moreover, it is crucial to obtain informed and voluntary consent from participants after providing them with all the necessary information on the study in which they are about to participate, including its purpose, potential risks, and benefits. Thus, a privacy notice and participant information sheet were formulated. The privacy notice was formulated in accordance with the University of Turku privacy notice template, whereas the participant information sheet was compiled in accordance with the suggestions of Coleman, O'Sullivan, and Crowley (2021) such as using clear language, avoiding very long sentences, explaining unfamiliar words, using the active voice, as well as writing the sheet with a sans-serif font (such as Arial and Calibri), and using

a font big enough. The privacy notice was provided for the participants to read before agreeing to participate. Consequently, informed consent for participating was given as the very first question of the questionnaire by ticking a box before being able to proceed.

The participants were also informed of the freedom to withdraw from the study at any time. In addition, confidentiality and privacy are important considerations, and researchers must protect participants' personal information and ensure that the data are anonymised and stored securely (Dörnyei 2007, 68–69). In the present study, the participants' name, email, or other sensitive data from which participants could be directly identified was not collected. The background information gathered were age, gender, first languages, and whether the participants had lived in another country. During the research process, all data were handled with great discretion and stored securely either in Webropol or University of Turku cloud service. Furthermore, the data of the study will not be utilised for other purposes, and they will be destroyed after the publication of this thesis.

While handling the episodes of FLPOM/FLA, any names or places are excluded to protect the participants' anonymity. In addition, the anonymity of the chosen upper secondary school is considered. The school nor its location are never mentioned. According to TENK (2019, 9) publication concerning the ethical principles of research with human participants and ethical review in the human sciences in Finland, when a minor (under 18) wishes to participate in a study and have reached the age of 15, their own consent is sufficient. Even then, it is recommended that guardians be informed, if possible. In the case of the present study, the guardians of the underaged participants were informed of the study in advance on Wilma, a joint information and communication platform for the teacher, guardians, and the student.

Additionally, researchers must aim for fairness and avoid any bias in how participants are selected, how the data are collected and analysed. In brief, having a good understanding of research ethics is essential for maintaining the integrity, validity, and ethical conduct of research (Dörnyei 2007, 65–70). In the present study, the sample was obtained from one group of Finnish upper secondary school students participating in a specific English course. This was done for practical reasons for the data to be gathered rather quickly without disturbing the course. The objective for choosing this sample was to find representable participants that were close to the average Finnish upper secondary school students. No participant was left out from the analysis for one reason or another. This concludes the methodology section, which leads us to the next section, where the findings of the present study are explained.

4 Findings

In this section, the main findings of the study are presented and analysed. The results include both quantitative and qualitative findings. The research questions are discussed one by one. We will first look at research question one, “*To what extent do the Finnish upper secondary school students experience FLPOM and FLA?*” through quantitative results in section 4.1. After that, we will explore research question two, “*How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?*” in section 4.2. Finally, research question three, “*What effect do FLPOM and FLA have for the participants’ L2 learning in their opinion?*”, is addressed in section 4.3. Thus, the quantitative findings are discussed first, which are followed by the qualitative findings and discussion.

4.1 Extent of the participants’ FLPOM and FLCA

The results for the statements adapted from the FLPOM scale (Zhou et al. 2021) can be found in Table 2 below. The preliminary responses indicate that the participants are indeed able to experience peace of mind in the FL classroom. The respondents’ overall answers imply either quite strong or moderate agreement with most of the statements.

Table 2. Mean and standard deviation of the FLPOM Scale results

	Mean	SD
In English learning, I am able to learn from my mistakes and move forward.	4.33	0.61
My mind is free and at ease in the English class.	4.0	0.91
My mind remains steady in the process of studying English.	3.83	1.05
I have peace and harmony in my mind when I am learning English.	3.63	1.1
I feel peace and comfort in the English class.	3.60	1.13
I am able to find inner peace and harmony when experiencing stress or pressure in English learning.	3.60	1.07
I feel patient and unhurried in the English class.	3.46	1.2
I have an inner sense of tranquility and harmony in the English class.	3.33	1.18
Overall average	3.72	1.03

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

The answers that were most agreed on and thus have the highest mean, come first in Table 2 and Table 3. The three strongest and highest scoring statements on the FLPOM Scale were “*In English learning, I am able to learn from my mistakes and move forward*” ($M = 4.33$), “*My mind is free and at ease in the English class*” ($M = 4.0$), and “*My mind remains steady*

in the process of studying English” ($M = 3.83$). Especially the mean score for the highest scoring statement is surprising as it indicates most of the participants having either agreed or strongly agreed with this statement. It can be stated that learners experience graciousness and compassion for themselves, at least to some extent. Nonetheless, even these highest scoring statements contain much of the wording that is in the very core of the FLPOM concept, which could have been more challenging to perceive for the present sample. It is thus a positive revelation that the participants have felt this strongly for the statements presented.

Intriguingly, the two top-scoring statements are identical to those of in the original FLPOM study of Zhou et al. (2021, 9–10), although in reversed order. In Zhou et al. (2021), the statement *“My mind is free and at ease in the English class”* was the strongest of the statements and received a mean score of 3.63, which is very close to the 4.0 of the present study. The second strongest statement was *“In English learning, I am able to learn from my mistakes and move forward”* with the score of 3.52 in Zhou et al. (2021) and 4.33 in the present study. The respondents of the present study used four unique answers of the scale (1–5) with most of the statements, while in the responses of the strongest statement, *“In English learning, I am able to learn from my mistakes and move forward”*, only three of the possible five answers were used. Conversely, all five answers have been used among the respondents in the weakest of the statements *“I have an inner sense of tranquility and harmony in the English class”*, indicating that there are some individuals among the participants who feel very strongly for this statement, although it has received the overall lowest score.

The overall total mean of the FLPOM Scale indicates that the participants’ feelings of peace of mind are firmly in the “agree” area with scores ranging from 3.33 to 4.33. The statements receiving the smallest scores were, *“I have an inner sense of tranquility and harmony in the English class.”* ($M = 3.33$) and *“I feel patient and unhurried in the English class.”* ($M = 3.46$). These results are expected, as these statements most strongly describe the sense of inner peace and tranquility that might be relatively untouched concepts in the lives of the participants. The statements also refer to the fast-paced lifestyle which people in especially Western cultures tend to lead in the world of today, thus many of the participants might have felt that the word “patient” does not describe them in the best manner possible.

However, the statements carrying the most variation were *“I feel patient and unhurried in the English class”* ($SD = 1.2$), *“I have inner sense of tranquility and harmony in the English class”* ($SD = 1.18$), and *“I feel peace and comfort in the English class”* ($SD = 1.13$). The

results indicate that there was variation in how the respondents experienced these statements. The results, in general, come as no surprise as these statements include much of the FLPOM-specific vocabulary which might not after all be an entirely familiar feeling for some learners.

As for the results of the S-FLCA Scale, it can be suggested that the respondents do not suffer from very high levels of language anxiety. All questions and scores of the S-FLCAS can be seen below in Table 3. Two of the questions of the S-FLCA scale are reverse-coded. With reverse-coding, researchers usually wish to increase the reliability of their research and investigate whether the responses their subjects give are consistent (Dörnyei and Taguchi 2009, 43), in other words, if the responses are parallel to one another. The scores of the reverse-coded questions are reversed back (marked with *RC* in the table) to calculate the overall mean of the scale, which was 2.02. This indicates that the participants disagree with most of the claims related to FLCA. The overall mean of the respondents is somewhat lower than, for instance, in the study of Dewaele and MacIntyre (2014, 247) that resulted in the average mean of 2.75.

Table 3. Mean and standard deviation of the S-FLCA Scale results

	Mean	SD
I can feel my heart pounding when I'm going to be called on in English class.	2.40	1.38
I start to panic when I have to speak without preparation in English class.	2.20	1.24
I always feel that the other students speak the English language better than I do.	2.13	1.31
It embarrasses me to volunteer answers in my English class.	2.10	1.24
I don't worry about making mistakes in English language class.	2.90 (RC 2.10)	1.18
Even if I am well prepared for English language class, I feel anxious about it.	1.93	1.05
I get nervous and confused when I am participating in my English class.	1.93	1.01
I feel confident when I speak in English class.	3.66 (RC 1.34)	1.21
Overall average	2.02	1.2

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

The most agreed statements of the scale concerning FLCA were “*I can feel my heart pounding when I'm going to be called on in English class*” ($M = 2.4$) and “*I start to panic when I have to speak without preparation in English class*” ($M = 2.2$). Even for these, the average scores were not very high as they are placed somewhere between responses “disagree” and “neither agree nor disagree”. The respondents used four or five unique answers of the S-FLCA scale for all the statements. In four of the questions, all the five possible responses

were used while in the remaining four questions four different responses were employed. This result refers to a vast variation in general in the responses and the respondents' personal levels of FLCA.

The statements carrying the most variation on the S-FLCA Scale were *"I can feel my heart pounding when I'm going to be called on in English class"* ($SD = 1.38$) and *"I always feel that the other students speak the English language better than I do"* ($SD = 1.31$). This indicates that there is an intragroup variation in how socially comfortable the respondents are in the English class. Figure 3 also indicates that FLCA had a greater spread of scores around the average compared to FLPOM. Furthermore, FLCA exhibited slightly greater variation in its scores, covering a slightly broader spectrum of potential scores.

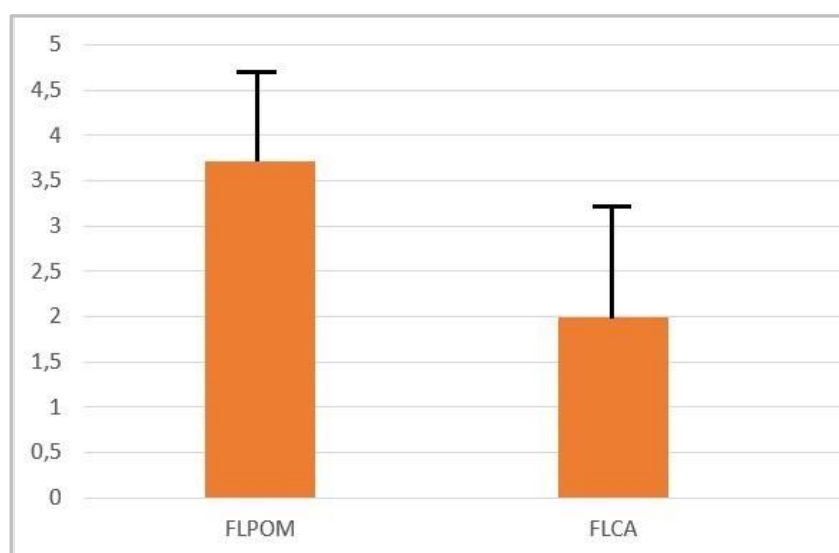


Figure 3. Comparison of mean and standard deviation of FLPOM and FLCA

Moreover, Figure 3 illustrates the levels and standard deviations of both FLPOM and FLCA from which it can distinctly be seen that the respondents' levels of FLPOM are indeed considerably higher than those of FLCA. This indicates that, according to these findings, the participants experience significantly more of sentiments of peace of mind than anxiety. Both results also suggest that both emotion constructs are certainly identified and experienced by Finnish upper secondary school students. Through these results, FLPOM is experienced to a greater extent in the English class than FLCA.

Examining the top participants experiencing the greatest amount of FLPOM according to their FLPOM Scale responses, revealed that participants who experience the highest levels of FLPOM ($M = 4.88$), also experience low levels of FLCA ($M = 1.4$). This can be observed in

Table 4. Six highest scoring participants were chosen for this illustration. In addition, it can be observed that some of the participants experiencing the highest level FLPOM are internationally oriented, linguistically skilled and/or have spent a period of time in another country. However, this cannot be generalised to all the participants presented below. To protect to the participants' anonymity, their third FLs or locations of stays abroad are not made public.

Table 4. Participants with the highest level of FLPOM

Gender	Age	L1	Has studied a third FL (yes/no)	Stays abroad (yes/no)	Mean level of FLPOM	Mean level of FLCA
Male	18	Finnish	No	Yes, 2.5 years	5.0	1.12
Male	18	Finnish, Spanish	Yes	No	4.88	1.12
Male	18	Persian	No	No	4.88	1.2
Female	18	Finnish	Yes	Yes, 1 year	4.88	1.62
Prefer not to say	19	Finnish	Yes	Yes, 1 year	4.88	1.62
Female	17	Finnish	Yes	No	4.75	1.75

In addition to observing the participants who experienced the highest levels of FLPOM, the five participants experiencing the most FLCA were also examined. In Table 5, the participants experiencing the highest levels of FLCA can be studied. It is visible that the participants who have the highest levels of FLCA ($M = 3.78$) also experience significantly lower levels of FLPOM ($M = 2.85$) than the research average of 3.72. Although interestingly, the last participant in Table 5, produced the same exact scores for both FLCA and FLPOM. This further corroborates the argument that multiple classroom emotions can exist in an individual simultaneously (Dewaele and MacIntyre 2014) and suggests that FLPOM and FLCA are not mutually exclusive.

Table 5. Participants with the highest level of FLCA

Gender	Age	L1	Has studied a third FL (yes/no)	Stays abroad (yes/no)	Mean level of FLCA	Mean level of FLPOM
Female	17	Finnish	Yes	No	4.13	2.75
Female	17	Finnish	Yes	No	3.88	2.63
Female	18	Finnish	Yes	Yes, 1 year	3.88	3.0
Female	17	Finnish	Yes	No	3.63	2.5
Female	17	Finnish, Spanish	Yes	No	3.38	3.38

4.2 Participants' episodes of FLPOM and FLA

In this section, research question two, “*How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?*”, is considered. Participants had a wide understanding of the different examples that could be used to represent FLPOM/FLA episodes in FLL. Thus, the episodes are divided into two straightforward groups: FLPOM episodes and FLA episodes. In addition, content analysis was used to identify the categories. According to Dörnyei (2007, 245), the qualitative categories employed in content analysis are not pre-established but emerge from the data itself through an inductive process. The present descriptions of episodes often included descriptions of specific FL classroom activities. Many of the episodes were descriptions of personal triumph in the classroom, the source usually being either the teacher, peer, or the participant themselves. In addition, the participants frequently reported non-classroom episodes, often revolving around authentic use of a foreign language with either an L1 user of the target language or with another L2 user.

The participants wrote an average of 114 words for the description of one emotion, mostly in Finnish but also in English and combination of both. Each participant wrote 1–3 episodes on each of the emotions. Consequently, 53 separate episodes were written on FLPOM and 56 episodes on FLA altogether. The examples selected for the results are the most representative and insightful for each category. It is not feasible to provide a complete report of all the

participant reported phenomena within each category due to limitations in space. Therefore, only a limited number of samples can be presented.

4.2.1 Episodes of FLPOM

The categories representing the participants' FLPOM episodes identified from the descriptions can be found below in Table 6. These categories are derived inductively from the data, and they represent the groups that were the most frequently mentioned. The frequencies in Table 6 correspond to the number of occurrences in the descriptions of the participants. The presented categories widely overlap as many of the categories could be identified within the same description of episode. However, this categorisation provides some insight on the most frequent topics described by the participants.

Table 6. Main topics of participants' episodes on FLPOM

Topic	Frequency
(A) Classroom situations or activities	24
(B) Personal triumph / realisation of (new) skills	23
(C) Teacher induced FLPOM	18
(D) Peer induced FLPOM	15
(E) Authentic use of FL with other L2 users	14
(F) Authentic use of FL with L1 users	13
(G) FLPOM from being able to help / FLPOM induced by social situations	8

The most frequent categories are classroom situations or activities and personal triumph in connection with the realisation of being skilled. It is worth noting that most of the episodes derive from within an individual, including category B, personal triumph, to some extent both authentic use categories, E and F, and category G, helping and social situations. This is a valid finding as FLPOM is precisely about finding the calmness and trust for oneself from within and not always needing so much of external validation.

First, the episodes related to various classroom situations are discussed, followed by episodes of authentic use. A fitting place to start category A, is example 1, where one participant

reminisced a moment right at the beginning of their language learning journey that built a solid foundation for their peace of mind in language learning:

- (1) I still have a vivid memory of when I was in the very first or second English class in the third grade and we were learning to form very simple sentences. The feeling was very empowering, because for the first time ever I felt that I could communicate in a foreign language. The teacher was very much involved in attaining that feeling, by showing us a video in English that included a song: "Hello hello. What's your name?". Although the first English sentences we learned were very formulaic and stiff, after a few lessons we were already able to have simple conversations in English, which made me feel calm and pleasant. (male, 17)

Example 1 above evidently represents a LAP emotion construct through the word choices. *Empowerment* can be described as a feeling of being in control, which can stem either from the individual or being in control of others (Page and Czuba 1999). However, in this case empowerment clearly refers to a sentiment stemming from within the individual experiencing deep satisfaction from learning. As stated, POM and LAP states altogether emphasise the significance of having self-control and regulating emotions (Lu 2008). Examples 2 and 3 representing another type of classroom situations are described below:

- (2) In French class, we began discussing Québec and the importance of the French language there. Me and my friend had recently made a presentation on the topic for the English class, and I quickly looked it up so that I could see again what I already knew on the topic. We told the teacher about the presentation and joked about being "experts". Then, the teacher prompted me to read what was written on the paper, obviously in French. At first, I kind of froze and so did my friend, but all of a sudden, a burst of trust absorbed me, as well as a sort of YOLO feeling, and I started winging it, all the translations from English to French, including even big numbers like population and sorts. It didn't all go perfectly, not at all, but the teacher praised our courage, and I felt a huge sense of calm and pride for the remainder of the class. The teacher is strict so a praise from them felt like a huge accomplishment. I was not perfect, but I did my best and gained trust in my own skills. The atmosphere in the French class is overall pretty supportive and I'm active in class, yet doing something like this without any preparation was new to me and I gained peace in my mind after I realised I could do it. (female, 16)
- (3) While we were doing independent work in class, I was grinding the tasks and exercises forward like crazy and I was in a flow state. The tasks and topics were just enough challenging, so they didn't bore me but instead motivated to do more. There wasn't any specific goal during the lesson but the whole lesson was dedicated for doing independent work during which you could in peace, at your own pace, complete the tasks. All this brought me to a state of flow and my learning efficiency worked to the max. My own state of mind, the time dedicated to actually concentrate as well as good exercises made me feel this way. (male, 18)

These descriptions of examples 2 and 3 provide us with multiple valid viewpoints related to FLPOM. Firstly, exceeding oneself and experiencing joy from it contributes to the definition of FLPOM. Even more so does the understanding of that you do not need to be perfect to succeed or enjoy your language skills. Interestingly, the flow state was mentioned in altogether

five episodes. Furthermore, example two radiates the respondent's confidence and trust in their own skills. This is exactly what FLPOM tends to do: aids in building individual's psychological resources by downplaying external stimuli and negative experiences (e.g. Zhou et al. 2021).

Many of the classroom situations and activities described under FLPOM covered giving presentations or speeches as well as experiences regarding exams and vocabulary tests. These two usually anxiety-provoking situations were described on 12 instances. This could be described as somewhat surprising as speeches and tests are often the most anxiety-provoking situations in the FL class (e.g. Horwitz et al. 1986). Nevertheless, as Dewaele and MacIntyre (2014) established, it is crucial to avoid assuming that certain classroom activities are universally enjoyable or anxiety-provoking as individual differences are vast. Below, examples 4–8 representing speech/presentation and test related FLPOM are introduced:

- (4) I made a good presentation and succeeded well in presenting it which brought a deep sense of peace of mind that I felt in my entire body. Getting positive feedback and internal feeling of having succeeded made me feel this way. (female, 17)
- (5) I get peace of mind when I give a nice speech in class. There are many factors in speeches that have an effect on mindfulness. For instance, the audience that is listening to your speech. Peace of mind can arise from making people listen to your speech and knowing that they are able to learn something new from you. And then, as your own peace of mind increases, your speech starts sounding yet more natural. (male, 18)
- (6) In an English course, I gave a speech for which I hadn't prepared much at all. Before giving the speech, I was nervous about how it was going to go but it turned out that I was actually confident and articulate in the actual situation. I am thinking that the confidence in the situation was partly coincidental. However, before giving the speech, I consciously decided to do my best and not care about the nervousness. And then everything worked out much better than I had thought. I think what gave me peace of mind in that situation is that everyone else is a bit anxious too in a similar situation. (prefer not to say, 18)
- (7) In the first year of upper secondary school, I held a presentation with my friend in the Swedish class. I felt surprisingly calm even though I'm usually not very confident with speaking Swedish. I felt that my mind was clear, and I wasn't trying to rush or race to the end of the presentation. The support from my friend absolutely helped in the situation but we had also planned the presentation well. In addition, when I started upper secondary school, I kind of made the conscious decision of not being so afraid of making mistakes. (female, 18)
- (8) Especially test situations have been such moments when I have felt peace of mind in foreign language learning, especially in English. When I am doing an exam, I often feel serenity and calmness because I am sure of my own skills. Exams don't usually feel too difficult and I'm able to understand the questions. My personal knowledge and competence are what causes this feeling. (male, 17)

These examples 4–8 indicate that FLPOM can be a deep bodily sensation, and that peace of mind may arise from the joy of being able to share information and educate. Also trusting your skills, having peers experience the same feelings is a soothing insight as well as making a conscious decision of having more self-compassion. Some of the examples presented have already touched upon the category of personal triumph and realisation of skills (B), however, a few more representable samples for this category are shared. The realisation of (new) skills category includes the sensations of positively surprising oneself in a learning situation:

- (9) For example, when I'm trying to learn new vocabulary, I write down, side by side, all the words I can't yet remember and quiz myself. It is insanely efficient and satisfying when you suddenly realise that you are learning something new. It immediately gives you a feeling of being capable and competent. Especially when certain words give you the sensation of "it would be so awesome if I had these words permanently in my vocabulary". The moments when you're trying to recall the words are tough but rewarding at the same time. (female, 18)
- (10) This feeling is present for instance when I happen to use new foreign language skills that I have acquired. This feeling arises when I think I don't know how to say or formulate a certain thing in a foreign language but then all of a sudden, I can. This may be one of the reasons that causes this [FLPOM] feeling, because when I realise that I can, I become more peaceful and confident which strengthens peace of mind. (male, 18)
- (11) I get this feeling when I'm motivated and in a state of "flow". It can happen, for instance, when I succeed in a specific task of a foreign language which leads into motivation in learning the language even better. In this state I also start imagining how nice it would be to go travel and actually speak the language. In these situations, I feel pleasant and harmonious. The causes for these emotions are mainly success and myself. (female, 17)

It is demonstrated through examples 9–11 that for the participants, the moments of their FLPOM stem from themselves as well as learning something new. Furthermore, growing motivation was mentioned in many of the descriptions of FLPOM episodes in conjunction with having stronger POM in the classroom, which supports MacIntyre and Vincze's (2017) finding about sense of peace, contentment, and serenity being positively associated with various aspects of motivation and thus better language acquisition. As for the teacher induced FLPOM episodes (C), most of them revolved around the teacher giving praise and encouragement in class but also examples of teachers being exceptional support and good educators were observed. Examples 12–14 are the representatives of this category:

- (12) This feeling arises when I answer correctly in class. I become more peaceful and calmer. At the same time, I begin to trust myself and my language competence more. This feeling arises especially when a teacher gives praise and good feedback for the correct answer. (female, 17)
- (13) I took part in an English language course in an English-speaking country. At the end of the course, I had a long conversation regarding my English skills with the teacher. It turned out that I had been attending the wrong level course for me, and as a result I didn't feel like I was making much

progress. I felt very comfortable during the conversation with my teacher and that I had flexibility language-wise. The teacher said that they thought my level of English was good. If I remember correctly, they said: "you're at the stage of almost being bilingual". That made me feel tremendous peace of my skills. The fact that a native speaker, that is also a language teacher says that my English is close to the level of bilingualism is a huge thing for me. The teacher brought it up as an observation and not so much as a praise. I believe that too increased my feeling of success when they didn't aim to pleasing me but made a simple observation of my language skills. (prefer not to say, 19)

Furthermore, reading a book in a foreign language was mentioned eight times as a peace of mind inducing experience. The participants regarded reading as relaxing as it allows them to make progress at their own pace and realise how far they have come in their language learning, as well as experiencing the pleasure of acquiring new information. These were interesting accounts of having a peaceful mind while reading. In addition, some respondents regarded listening to music and podcasts as strong experiences of peace mind. The participants described listening to foreign languages as soothing and peace of mind provoking because it facilitates the realisation that they are skilled enough to widely understand what is being said, as well as, according to one participant, English sounding softer than Finnish, making them more relaxed. Moreover, peer support (category D) is what makes many participants experience stronger sense of peace of mind, as can be detected in episodes 14 and 15:

- (14) I'm calm when I'm doing a speaking exercise in class with someone I know well. In these moments, I feel safe and secure and I'm not at all afraid of failing, and I can speak in a relaxed manner. The feeling isn't necessarily so powerful that I'd notice it in the moment but after, you may notice that the moment was relaxed. The feeling is caused by a friendly and compassionate pair. The whole atmosphere of the group has a huge effect on this because often we have different pairs and work with several people in class. (female, 17)
- (15) I always feel gratification when we're doing group work and group conversations in class. It is great being able to interact with other people while also improving your language skills. Being in a group situation always puts me in a good mood because the atmosphere in the class is good. (male, 18)

As can be interpreted from examples 14 and 15, the atmosphere in the learning environment has a crucial role in the learners' FLPOM formation. In example 15, the participant explains that group situations put them in a "good mood". This is not necessarily identical with the experience of FLPOM but in this situation it can be assumed that the participant has experienced it as FLPOM as they chose to describe the event here. Next, a few examples regarding authentic foreign language use induced FLPOM, categories E and F, are discussed. The reoccurring and prevalent themes in the accounts were communicative competence, realising that making

mistakes does not hinder being understood, as well as pride and calm after having exceeded oneself:

- (16) My example of this feeling happened while on an exchange in a country where this language is spoken. I immediately felt that the language and culture fitted me like a glove. I felt like home even though I didn't even understand everything that was being said to me. I didn't feel any pressure in studying the language. Doing my matriculation examination in this language doesn't make me nervous anymore. I have a very nice teacher in this language that I'm close with. I got the feeling especially when I was on the metro all by myself or as I was speaking the language with locals. (female, 17)
- (17) I felt peace of mind in a moment when I was able to communicate with a person that I didn't share a first language with, and we had a conversation in a foreign language. It was nerve-wracking at the same time, but I felt peaceful while using the language because I felt that I could communicate with the person comprehensibly and relatively fluently without being anxious. The fact that we were both using a foreign language and experienced the same thing had an effect, too. The atmosphere during the conversation was supportive and compassionate. We both had words that we didn't necessarily describe in the best way possible, nevertheless the conversation felt like a peaceful and carefree chatter between two mates. (female, 18)

Example 16 illustrates the picture of a learner who enjoys being immersed in the target culture, which brings them peace of mind. Example 17, however, paints a picture of a warm interaction between two L2 users who succeeded in communicating with one another. In addition to examples 16 and 17, one participant described moments they had experienced while participating in a hobby. They described there being a foreign girl in the group, to whom almost no one talked to. The participant described the moments in following manner: *“Even though I was nervous about speaking the language, I went and talked to the girl and even surprised myself with how natural it was. Forgetting words here and there was not a big deal, and at that moment I realised that being understood does not require a perfect performance”*. Lastly, two examples of FLPOM arising from being able to help someone, one related to a classroom situation and the other to authentic language use are introduced:

- (18) I feel clarity and confidence when my friends ask me for help in a language that I know well. In the situation, I'm proud of my skills and myself. My friends trusting me in the matter as well as getting praised by a teacher make me feel this way. (other, 17)
- (19) Pleasant situations are for example those in which I have been able to help someone by using English. For example, this year, I was able to help a foreigner who was lost and didn't speak any Finnish. I felt peace of mind in the situation because the communication and the whole conversation were successful as there were no misunderstandings and we solved the issue. I believe that the situation was beneficial for my learning as communication like that is rare. (male, 17)

The examples 18 and 19 contribute to the experience of FLPOM by providing the view of the participants about helping and social interaction being FLPOM-provoking situations. Overall,

the examples presented in this sub-section represent the Finnish upper secondary school students' self-perceived moments of FLPOM. Furthermore, it is apparent that FLPOM has some similarities with FLE. The two, FLPOM and FLE, have clearly been found to have a positive correlation, however, they are distinct emotional constructs as FLPOM is characterised by low arousal, while FLE is associated with higher levels of arousal (Dewaele and Meftah 2023). In the next sub-section, the corresponding FLA episodes are presented.

4.2.2 Episodes of FLA

In this section, the most frequent findings of the FLA episodes are explained. Differentiating from the results of FLPOM episodes, 41 out of the 56 FLA episodes described were related to classroom situations, whereas only 13 episodes concerned authentic use, while two instances were somewhat ambiguous. Thus, the categorisation presented in Table 7 is executed in a different manner compared to the previous section. It can be stated that the most reasonable means of categorisation is inductively determining the categories from the data through observations of the most frequent and relevant findings given by the participants.

Table 7. Main topics of participants' episodes on FLA

Topic	Frequency
(H) Embarrassment, humiliation, shame, ridicule	21
(I) Fear of peer judgement / thinking everyone else is more skilled	18
(J) Fear of teacher judgement	13
(K) Speaking/pronunciation/presentation induced FLA	12
(L) Physical symptoms of FLA	7

The frequencies in the table correspond to the number of occurrences in the descriptions. The categories overlap to some extent as one episode may be counted into more than one category. The most frequently encountered category in the FLA-related episodes were descriptions where the wordings such as embarrassment, humiliation, shame, or ridicule could be detected (H). The prevalence of this category was even somewhat unexpected, and the episodes vividly painted the picture of a strong emotional experience. Next, examples 20 and 21 for this category are presented:

- (20) I experience intense anxiety caused by studying Swedish. I've been in several situations in upper secondary school when I felt like a was being downright mocked and ridiculed because of my lack of language skills. Whenever I answered, "I don't know" (to a question I didn't even wish to answer voluntarily), I was told that I can't say that and that I just had to try and come up with an answer. The situation was horrifying. The entire class was completely packed and silent while I was

forced into a situation where I didn't know the answer, yet I was forced to say something. The teacher made me feel ridiculed and worse than others by making me suffer rather than asking the next person or someone volunteering to answer. I felt extreme anxiousness both in class and before them. I was forced to experience this awful thing several times a week. (prefer not to say, 19)

- (21) I raised my hand and volunteered to answer, and I my answer was wrong. I was embarrassed, I felt shame, it was awful, and the feeling was immense and powerful. I thought that I should've gotten it right. Nevertheless, most of the feeling stemmed from myself because the atmosphere [in the class] is supportive but when everyone else is quiet and not active, the pressure tends to grow higher. (female, 17)

The participants described a vast range of episodes that had caused feelings of being ridiculed, either by the teacher or a peer or the feeling simply stemming from being ashamed. Examples 20 and 21 are representatives of those moments. It is evident that the teacher forcing a student to answer in class can be shame-provoking as well as answering wrong to a question. In addition to the sentiments already mentioned within these episodes, the participants described and worded a vast range of emotions that being anxious in a foreign language class evoked, some examples being hopelessness, helplessness, desperation, stress, confusion, overthinking, insecurity, extreme pressure, and frustration. Numerous accounts were filled with experiences of feeling stupid, sentiments of not being good enough, as well as anxiety causing brain fuzziness, freezing, and making "stupid" mistakes. One participant even described an overwhelming state of anxiousness over upcoming tests. Test anxiety altogether was mentioned 11 times in the descriptions.

- (22) Vocabulary tests in Swedish always make me freeze altogether. I always forget everything, conjugations, and all. Most of the time I haven't had enough time to study for the test and anxiety has already then, the day before, grown so big because I know that the result won't be good, and I'm not able to study. In the test situation, I just feel like crumpling the paper because my brain can't produce a single word. Self-criticism and my own anxiousness cause this. Also, my parents' expectations are kind of interesting when it comes to this language, as it is the second official language of this country, so they think everyone should be able to speak it. I feel like being embarrassed plays a role in this, too. (female, 16)

Through example 22, we may also begin the discussion on the Finnish upper secondary school students' ever-growing pressure related to succeeding in upper secondary school studies and in the matriculation examination, which has a great effect on their possibilities for further studies. Students must meet their parents' expectations as well as their own. The students tend to have very high expectations for themselves and experience strong self-criticism. The word "pressure" was mentioned 16 times in the episodes together with the descriptions of being burdened. Next, three examples of the fear of peer judgement category (I) are presented:

- (23) I don't want to volunteer to answer [in class] even if I knew the answer because I'm scared that the level my pronunciation is insufficient. It doesn't feel so bad as it is, but it just feels a bit dumb not to ever answer because of reason like that. I'm also a bit afraid of the teacher asking me to answer spontaneously. Just the thought that every single person in the classroom is better than me in English caused this feeling. I shouldn't be so scared of the other students. (male, 18)
- (24) When I'm writing an essay, I get anxious when I can't remember specific words that I need, and I start thinking that everyone else has answers and pieces of writing that are so much better. Fear of failure is the biggest issue in this. (female, 17)
- (25) I felt anxious when I couldn't understand the questions in a class when everyone else did. That experience took the motivation out of language learning and never dared to volunteer to answer in a class. I felt shame when I couldn't do something, and I thought that I was dumber than my classmates. Nor did I dare to even try to speak the language properly because I was too scared that I was going to sound stupid, so I tried to act like I didn't know anything so that I wouldn't get picked on. (female, 17)

As the examples 23–25 suggest, participants experience fear of failure (mentioned as much as eight times), as well as fear of not understanding or being misunderstood before their peers. One participant described this in the following manner: *“I have felt anxiety when I have to speak out loud in class because I was afraid someone was going to laugh at me or diss me”*. The sentiments of not being good enough were also a recurring theme in the accounts. Next, examples 26–28 represent the category fear of teacher judgement (J):

- (26) In English class I was asked a question related to nature preservation. I completely froze. I had so much that I wanted to say but I couldn't find the words and I just said something superficial and boring because I couldn't get the correct words into my head. I also begin to stutter when I am insecure and that only made matters worse. Anxiety and embarrassment came after I realised everyone had heard it. My own over-thinking and anxiety played a huge role in this. My English teacher isn't confrontational or anything, but they always urge us to do our best and I couldn't think of anything but them being disappointed in me. (female, 16)
- (27) I started studying a relatively rare language a few years ago. I went to the course with a friend that had already studied the language a bit longer than me. The teacher asked me a question and I gave the correct answer, but the pronunciation was a bit off. At first, I felt neutral, maybe a little nervous. However, the reaction that I got made me feel like I had failed. Both the teacher and my friend commented on my wrong pronunciation. The teacher gave me a little sneer and repeated the word in the correct manner. My friend acted very arrogantly by laughing. They were repeating how the word should have been said. -- I felt like a complete failure and the memory still haunts me, increasing my fear of failure. (prefer not to say, 19)
- (28) Making a “stupid” mistake in a foreign language exam. The experience made me embarrassed and anxious thinking about what my teacher was going to think of me. My own failure made me feel this way as well as knowing that I actually knew the right answer if I had just thought about it more. (female, 17)

Examples 26–28 demonstrate that the fear of teacher judgement derives mainly from the learners themselves. However, as seen in for instance examples 2, 12, and 16 on FLPOM, the

teacher can have a great impact on the learners' well-being and satisfaction in class. Teacher's responsibility is to be supportive and compassionate. We might say, teacher has the power to make or break the atmosphere in the class. In a supportive classroom, the students are allowed to explore and take risks in an environment where they are certain that they will not be ridiculed or punished (Dewaele and Macintyre 2014). The fear of teacher judgement may also arise from the desire to please person that is in a position of authority and out of respect to the teacher. Speaking, pronunciation and presentation induced FLA (category K) was also reportedly common. These episodes included a wide range of both classroom situations and accounts of authentic use, examples being episodes 29–32.

- (29) I experience nervousness before a presentation. In these situations, I feel horrible fear, nervousness, anxiousness, and stress. I don't want to fail. I don't even want the people to look or hear my speech. Getting judged by others is daunting and my speech is usually bad in my opinion. (female, 17)
- (30) Pronouncing a difficult word makes me anxious. It has often caused anxiety in me when I've had to say difficult words to the whole class. The feeling passes pretty fast once the situation is over. And even if I pronounced something wrong, the shame doesn't last that long either. The atmosphere is usually pretty good in class but what causes the anxious feeling is probably that the group is big, and everyone is listening to you. The teacher is often supportive and kindly corrects your mistake. (male, 17)
- (31) I am somewhat reluctant to take part 100% in a conversation where I have to speak in a foreign language because I am worried that the level of my English isn't sufficient. In these situations, I also feel like I am being left out because talking to foreigners is very interesting in principle. (male, 18)
- (32) I was on an exchange trip in a foreign country. I didn't dare to speak the local language because I couldn't trust my skills, and I was afraid that I would pronounce it all wrong and no one would understand me. Even though, in reality I could say the thing. I mostly ended up speaking English there because I trust those skills more. Mainly fear of failure and lack of confidence made me feel this way. (female, 17)

As can be interpreted from the descriptions, the participants frequently report about being afraid of speaking in a foreign language to strangers as well as speaking to a native speaker of a specific language. Furthermore, excerpts 25 and 31 are representative examples of FL use being hindered by fear of failing, making the individuals hide their insecurities in not even trying. Next, episodes representing the physical symptoms of FLA (category L) are displayed:

- (33) I get nervous when I give a presentation on a certain topic. When I'm doing it for the first time, my heart is beating like crazy, and I feel butterflies in my stomach. I'm thinking what others think of me. It can prevent you from being yourself. (male, 18)

- (34) I've gotten anxious if I've had to give a speech in a foreign language. My heart started pounding, I felt like I was blushing and jittery. (male, 17)
- (35) When, for example, in Swedish class you have to answer to a question, and you don't know the answer properly or can't pronounce it. In these cases, I get stressed, and my heart starts racing. (male, 18)

It is interesting that some of the participants brought up the physical symptoms of FLA in their descriptions. The physical symptoms are, however, extremely useful to acknowledge as they can also be alleviated to some extent. In the following, two more representable, yet very different, accounts on FLA episodes are shared. Example 36 represents the FLA experienced by a bilingual individual, whereas example 37, also fitting into category J, begins steering the presentation of findings towards section 4.3:

- (36) I'm not sure if this counts as foreign language anxiety, being a native English speaker. Anyhow, I have always felt anxious exactly for that people tend to assume that I can word-to-word translate any piece of text and so on. In general, the situations where I must as though "prove" my language skills. In those situations, I either feel a sense of huge relief if and when I manage to come up with the right word (for instance, last week: stag = uroshirvi) or more commonly a feeling of inferiority for that I can't remember something or I happen to say roughly the right thing that anyone else could've also come up with. In general, those situations are very oppressive and stressful for me. (female, 18)
- (37) My teacher made me answer in French class to a question that I knew nothing of. It created an extremely distressing and scary situation. The fact that the teacher forced me to answer in class led into me experiencing severe anxiety and panic during the lessons, which made me give up that language altogether. (female, 17)

Example 36 was included as it represents a different kind of example of FLA. Bilingualism and language anxiety have received notable attention from researchers (e.g. Horwitz. et al. 1986; MacIntyre and Gardner 1994), however, bilingualism is a completely different concept, yet an important field of study. The last example 37 leads us to the third research question "*What effect do FLPOM and FLA have for the participants' L2 learning in their opinion?*" which is discussed in more detail in section 4.3.

An interesting finding regarding the FLA episodes described was that the participants who identified as male tended to have fewer experiences of FLA or that they described their experience in a brief manner with very few words. Furthermore, males tended to describe more of the physical symptoms of FLA than anything else. This may indicate that males in the study experienced less FLA than females, clashing with the result of Dewaele (2010) of finding very minimal differences in the levels of FLA with regards to gender.

4.3 Effect of FLPOM and FLA on participants' FL learning

In this section, the third and final research question, “*What effect do FLPOM and FLA have for the participants' L2 learning in their opinion?*”, shall be discussed based on the respondents' open-ended responses. Emotions play an evident a role in everything we do, and not less in FL learning, being a sensitive and emotional experience (Dewaele 2010). For this section, the participants' answered to an open-ended question “*What peace of mind / anxiety means to you in foreign language learning and what effect do both of them have for learning?*” The question yielded 27 valid responses for FLPOM and 28 for FLA. The remaining few respondents had either not entirely understood the question or otherwise did not wish to answer. The analysis was executed by utilising methods of content analysis and basic text mining. The text mining tool was provided within the Webropol analysis tool, automatically providing the most frequently mentioned wordings. Four clear categories based on the participants' responses could be created for FLPOM. The categories are formulated as statements:

Table 8. Participants' views of the effects of FLPOM on FL learning

Category	Frequency
FLPOM makes me more confident with my FL skills	12
FLPOM makes me more compassionate/gracious for myself/dare to make mistakes	11
FLPOM makes me open and relaxed in learning a language / have willingness to learn more	8
FLPOM makes FL learning easier/faster/more pleasant	5

All the categories suggested in Table 8 for FLPOM's effects for FLL are relatively abstract, whereas the effects of FLA, discussed shortly, are slightly more concrete in nature. Moreover, the categories overlap, and more than one category could be identified in a single response. By no means did all the responses on the effects of FLPOM on language learning fit into these categories presented. Thus, other suggested effects of FLPOM, according to the participants, were: increased sense of pride of your language knowledge, wishing to immerse yourself in the target culture as well as increased motivation and flow. Some respondents also emphasised that FLPOM has made it easier to be your true self, however, this may overlap with

confidence to some extent. In addition, four participants explicitly stated that they did not quite recognise the experience of peace of mind when it comes to FLL.

On the contrary, as for the participants' views of FLA's effects on their FL learning, it was relatively straightforward to identify the following five categories from their answers:

Table 9. Participants' views of the effects of FLA on FL learning

Category	Frequency
FLA makes me afraid of mistakes / afraid of failure / perform worse	10
FLA makes me feel worse than others / makes me feel stupid	9
FLA makes me freeze / go blank / make silly mistakes	7
FLA makes me feel not being able to learn / feeling of not getting understood	4
FLA makes me want to give up a language	3

The participants were able to clearly indicate the effects that they felt FLA had for their language learning. Thus, nearly all the participants responses fell into the categories identified above, which suggests that FLA is nevertheless a more well-known and universal experience in the group. The participants are well aware of what FLA is and whether or not they experience it and, if they do, what effect it has for them. In addition, a few participants described the effect of FLA causing severe avoidance behaviour in both language use and, for instance, attending class. Furthermore, some participants described language learning as an extremely anxiety provoking and burdensome experience. Most participants do recall experiencing FLA from time to time, however, five participants state that they never feel anxiety in foreign language learning. Especially the participants' descriptions of freezing in class and making silly mistakes make representative examples of the everyday FLA. This sub-chapter concludes the findings section. Next, I will discuss the findings as well as the main implications, limitations, and suggestions for further study in the discussion section.

5 Discussion

In this section, the results and implications of the present study are discussed. The aim of this section is to further discuss the research questions, compare the findings, and combine them with the bigger picture in SLA research. Furthermore, the limitations of the study and the necessity and suggestions for additional research on the topic are elaborated.

One of the objectives of the present thesis was to explore the implications and possibilities that FLPOM and FLA could have in the Finnish classrooms in the future, separately or together. To achieve this, the practical aim was to investigate Finnish upper secondary school students' perceptions on the two emotion constructs as well as mapping out a completely new notion for a new context. Furthermore, through this study, I wished to scratch the surface of what FLPOM overall represents for Finnish learners. These aims were accomplished by carrying out a mixed-methods study with 30 participants. The research questions revolved around the extent in which the participants experienced both emotions, the descriptions of episodes in which the participants had experienced FLPOM and FLA, and finally, the effect of both concepts on the participants' foreign language learning. The first research question was answered through quantitative results while the latter two were interpreted through qualitative findings.

All in all, to answer the first research question, it can be concluded that the participants reported significantly higher levels of FLPOM ($M = 3.72$) compared to their levels of FLCA ($M = 2.02$). In particular, the participants' mean level of FLA is astoundingly low. These results were yielded by utilising the FLPOM and S-FLCA Scales. Although the two scales are not exactly readily comparable, they are both validated scales of the particular phenomena, both consisting of eight items. Furthermore, the quantitative results showed that the standard deviation of FLPOM ($SD = 1.03$) was slightly lower than that of FLCA ($SD = 1.2$), indicating that FLPOM was somewhat more consistently agreed upon whereas FLCA exhibited greater variation, covering a slightly broader spectrum of potential scores. This result indicates an identifiable pattern between the manners in which FLCA and a positive classroom emotion are experienced. Specifically, Dewaele and MacIntyre (2014) found in their FLCA and FLE combining study that the standard deviation of FLE was undeniably broader than that of FLCA. In this case, it is rather valid to parallel FLPOM and FLE as they carry many similar elements although they represent distinct emotions.

As stated, an interesting and fundamental finding of the quantitative results was that FLPOM was found to be experienced by Finnish upper secondary school students and its extent and strength were on average significantly higher than that of FLCA. This result could possibly have a profound impact on how FL classes should ideally be planned in the future as protecting the experience of peace of mind in the FL classroom has several positive effects on learning and combatting against negative stimuli, as argued by for instance Datu et al. (2018), Lee et al. (2013), and Zhou et al. (2021). This result is also significant as there was no guarantee that the Finnish sample could even identify this positive FL emotion to this extent, yet they were able to produce extremely versatile and descriptive accounts of episodes related the FLPOM, as will be discussed.

Furthermore, one of the hypotheses of the present study was that the respondents who reported experiencing the highest levels of FLPOM might also experience low levels of FLCA, and conversely that the respondents experiencing the highest levels of FLCA experienced low levels of FLPOM. As a result, the quantitative data showed that the participants who experienced the highest levels of FLPOM ($M = 4.88$), also demonstrated very low levels of FLCA ($M = 1.4$). A similar pattern was detected in the participants experiencing the highest levels of FLCA ($M = 3.78$) as their FLPOM score ($M = 2.85$) was significantly lower than the research average. However quite interestingly, one of the highest scoring participants in FLCA also scored the exact same level of FLPOM. This result corroborates Dewaele and MacIntyre's (2014) finding that positive and negative emotions in the foreign language classroom can be experienced at the same time. Furthermore, the strength of all emotions in a single FL class may fluctuate within the span of minutes as a result of the dynamic nature of FL emotions (Dewaele 2010, 171). The significance of this is that FLPOM and FLA may well occur simultaneously where the role of FLPOM is typically to help fight against FLA. This phenomenon can be observed, for instance, in the examples of episodes 6 and 7.

As for answering for research question two on how the participants described the episodes of FLPOM and FLA, it may conclusively be said that the descriptions of episodes were vivid and multidimensional. In both sets of descriptions both classroom situations and authentic language use were described. However, only 45% of the FLPOM episodes described classroom situations, whereas 73% of FLA episodes represented classroom situations. This indicates that FLPOM episodes in the classroom may not be experienced to the same extent as FLA episodes or that they are more challenging to bring forth. On the other hand, it can be argued that FLPOM may be experienced more easily in a calm situation of, for instance, doing

independent work (as described in episode 3) and more difficult to perceive in a fast-paced environment that is often the nature of a language class.

The most prevalent categories of the FLPOM episodes were classroom situations, personal triumph and realisation of skills, teacher induced FLPOM, peer induced FLPOM, authentic use of FL use with others, and FLPOM brought by social situations and helping. This categorisation was executed based on the most frequent findings. Furthermore, one of the most unique findings was that the participants used a myriad of adjectives in describing both of the emotions. Moreover, it seemed as if the participants' FLPOM episodes were strongly linked with self-confidence. The participants' episodes of FLPOM were positively surprising as they broadly exhibited utter, but rather quiet, joy related to language learning. The descriptions appeared natural and spontaneous, as if the FLPOM emotions fitted well into the introspective nature of us Finns.

Most often the descriptions of FLPOM stemmed from the individual, evidently supported by peer and teacher validation. This is a valid finding as FLPOM is specifically about finding the calmness and trust from within and not always needing so much of external validation (Zhou et al. 2021). Furthermore, it could be detected through the wordings of the FLPOM episodes that nearly all the participants identified FLPOM as a LAP emotion. This could be seen, for instance, through words such as empowerment, peaceful, calm, pleasant, satisfaction, and carefree. As has been argued, LAP states and positive psychology emphasise the significance of emotion regulation and blocking external threats (e.g. Lu 2008). This also supports Fredrickson's (2001) argument that individuals proficient at experiencing positive emotions also have a wide set of skills that endorse psychological resilience.

Furthermore, one of the most interesting findings of the FLPOM episodes were the participants' realisations that they did not need to be perfect or fluent in a FL to succeed or be understood. In addition, both flow and motivation were factors detected from the episodes worth discussing. As found by Dewaele and MacIntyre (2022), enjoying the FL class allows a state of flow to emerge which in turn can make the learner forget their anxieties altogether. Furthermore, MacIntyre and Vincze's (2017) finding about sense of peace, contentment, and serenity being positively associated with various aspects of motivation and thus better language acquisition is to be taken into consideration. Lastly, especially outstanding, was the participant's description in episode 7 on how they had made a conscious decision of not being so

afraid and not caring too much about what others think. The same feature could be detected in several episodes, however it seems like a decision requiring strong mental fortitude.

The most prevalent and interesting category of the FLA episodes was the category of embarrassment, humiliation, shame, and ridicule. All the descriptions of this nature fell into the same category. Other main categories were fear of peer judgement and thinking everyone else is better, fear of teacher judgement, speaking/pronunciation/presentation induced FLA, and the physical symptoms of FLA. Even this categorisation demonstrates the prevalence of the three established dimensions of FLA in the episodes. The three dimensions worth noting were communication apprehension, test anxiety, and fear of negative evaluation, as presented by Horwitz et al. (1986, 127). Test anxiety is not directly included in the main categories, nevertheless it was mentioned on 11 occasions, and illustrated, for instance, in episode 22.

The episodes described for the first category of embarrassment, humiliation, and shame were certainly packed with negative emotions. In addition to these descriptions, the participants worded a vast range of emotions that anxiety in a FL class evoked in them, a few examples being hopelessness, desperation, confusion, insecurity, extreme pressure, and frustration. Similarly, several accounts were filled with experiences of feeling stupid, sentiments of not being good enough, as well as anxiety causing brain fuzziness, freezing, and making “stupid” mistakes. This is exactly what has been reasoned by several researchers of FLA, one of the most recent being Dewaele and Meftah (2023) explaining that learners have a high tendency to freeze because of FL anxiety, which can even cause complete disinterest and withdrawal from classroom activities.

The descriptions of FLA episodes indicated a strong negative emotion which further demonstrates anxiety being a high-arousal negative (HAN) emotional state. Worth noting in the context of Finnish upper secondary school students is that, according to the findings, the participants are very critical for themselves and face a substantial pressure induced by their parents, themselves, or even the present environment of apparent efficiency and excellency. Furthermore, the descriptions of episodes showed that learners firmly believe that their language skills are being judged by their teacher or their peers, which highly links to low self-esteem and negative self-talk. The participants are confronted by countless expectations that are difficult to meet. Horwitz et al. (1986) recognised this phenomenon, too, describing it as learners having soaring expectations for themselves and believing that anything less than a perfect is a disappointment. It would also be worth discussing further how the growing inclination of

having trouble concentrating associates with both FLA and high mental pressure. This also leans on Gregersen & Horwitz's (2002) finding that anxiety has an impact on other cognitive abilities and shapes one's entire perspective on the world.

Interestingly, there were a few factors described in both FLPOM and FLA sets of accounts that made the two intersect. Firstly, speaking exercises, speeches, presentations, and pair work were described as both FLPOM and FLA inducing as can be observed through, for instance, episodes 15 and 29. The same phenomenon could be detected regarding test situations. For some individuals, test situations bring calmness and gratification whereas for others utter anxiety is produced. This verifies Dewaele and MacIntyre's (2014) notion of that that the same event can cause both negative and positive emotions for the learner, depending on how they interpret it at the time. The third and probably the most crucial unifying factor observed between the two emotion constructs was the significance of classroom atmosphere. It could be interpreted that the participants viewed compassion and supportive classroom environment perhaps as the most important determinant of classroom emotion construction, as well as the participants well benefitting from smaller group sizes. This supports Dewaele's (2019) argument that the perfect FL classroom is a nurturing and well-structured environment that prioritises the emotional well-being of all students, fostering the emergence of positive feelings.

Within the descriptions of episodes, FLA was described as somewhat stronger and more long-term emotion whereas FLPOM was described as strong, however, quickly vanishing as well as likely more challenging to identify. The participants described identifying FLPOM most often when they were alone or after a situation of FLPOM, once they had had a while to ponder upon the situation, whereas FLA was described as more immediate and evident in the participants accounts. Thus, it is argued that FLPOM manifests in a somewhat more subtle manner, nevertheless it can appear as a powerful bodily sensation. This also adds to the conversation of whether emotions are more state or trait-like. FLPOM can be tentatively compared with Dewaele, Saito and Halimi's (2023) finding about the ability of the positive emotional state of FLE of becoming very stable, almost trait-like. This can also help maintain motivation when it occasionally decreases due to disappointments in the FL class. FLA, however, can manifest as both trait or state, depending on the individual and situation. However, many researchers see FLA as more specific to certain situations rather than a stable trait (Oxford and Ehrman 1992). Both, the strength and state/trait nature of both FLPOM and FLA would be interesting to study further.

The goal of the third research question was to shed light on the effects of FLPOM and FLA on the respondents' FL learning. The participants' open-ended responses were analysed and categorised. The open-ended questions generated a vast range of responses, however, clear patterns in the participants' opinions on the effects of the emotions on their FL learning could be identified. The identified effects of FLPOM on FL learning revolved around having more confidence with skills, more compassion/graciousness for oneself, more tolerance for mistake-making, more openness and relaxation in learning, and finally, the sentiment of FLPOM making FL learning easier, faster, or more pleasant. These FLPOM categories are somewhat abstract in nature. This reflects the composition of FLPOM that tends to lean towards introspection. Other suggested effects of FLPOM were increased sense of pride of language knowledge, wishing to immerse oneself in the target culture and increased motivation and flow. Furthermore, some respondents underlined that FLPOM has made it easier to be your true self, which overlaps with confidence. This is, however, a crucial finding as learners' confidence is to be fostered. Thus, the ideal FL classroom could be described as a stimulating and non-intimidating space (MacIntyre 1999) and experiencing FLPOM can provide a secure environment to discover the unfamiliar aspects of language and culture (Dewaele and Macintyre 2014). However, four participants, explicitly stated that they did not recognise the experience of peace of mind in FLL. These notions provide teachers with new insights on FLPOM and thus a chance to educate learners of the advantages of acknowledging FLPOM in the future.

The identified effects of FLA on FL learning, on the other hand, were experiencing fear of failure and mistakes, feelings of being worse than others, experiencing a freezing effect, going blank, making silly mistakes, feeling as if you cannot learn or be understood, and desires to quit studying a language. Nearly all the responses fell into these categories, suggesting that FLA is nevertheless a more well-known and universal experience in their group as compared to FLPOM. Some participants described the effect of FLA causing severe avoidance behaviour in both language use and attending class. This is a significant finding as dropping out obviously has detrimental effects on language learning. FLA was overall described as a great hindrance for language acquisition. This, too, could possibly to some extent be improved by putting more effort in the classroom atmosphere formation and by using a variety of teaching methods. Finally, five participants stated that they never feel anxiety related to FLL, which is a surprising but obviously positive finding.

Moreover, it is worth mentioning that the results tentatively showed differences between male and female respondents when it comes to their levels of FLPOM and FLA. Males seemed to

experience higher levels of FLPOM on average, which could be observed in the Table 4, illustrating the highest scoring participants of FLPOM. The emotions were not specifically measured gender-wise, although a clear pattern could be detected. Conversely, the highest scoring participants of FLCA (Table 5) were all female. The pattern could also be observed within the open-ended responses of the learners. The male participants gave more detailed and vivid accounts on average on FLPOM while their descriptions of FLA were bleaker. Females gave more balanced descriptions of both classroom emotions. This finding is parallel to Dewaele and MacIntyre's (2014) finding of female participants scoring higher on both FLCA and the positive emotion, FLE.

Another rather interesting, yet unexpected, finding leading the discussion to the limitations of the present study, was the self-rated English proficiency of the participants as well as their language competence and international orientation as a whole. The self-rated English proficiency of the participants was 7.9 on average on a scale where 1 referred to very weak, 5 referred to average, and 10 meant excellent. This indicates that the participants were very skilled at English. Furthermore, 63% of them had studied a third foreign language although the Finnish average of three FLs studied is only 40%. It could thus be argued that the reason for the participants experiencing so astoundingly low levels of FLCA (as interpreted through the quantitative results) is that most participants met the definition of multilinguals.

As stated, one of limitations of the study includes the sample not necessarily corresponding to the average Finnish upper secondary school student, while the objective was to find a representable group of Finnish upper secondary school students. This is bound to have an effect on the participants' levels of FLPOM and FLA. In addition to self-rating themselves relatively proficient in English and studying multiple foreign languages, the participants had spent on average more time overseas than the typical Finnish upper secondary school student. The upper secondary school where the sample was obtained follows mainstream education. Thus, the participants were expected to be representable enough for them to some extent represent the regular Finnish upper secondary school student. However, for reasons of accessibility the data were collected in one of the biggest cities in Finland which could have an impact on the result. It can be hypothesised that had the data been collected in a smaller town or more a rural area, the scores could be closer to the average upper secondary school student.

Another possible limitation associates with the somewhat problematic nature of using and interpreting the type of scales used in the present study. These types of statement-based scales

have a strong tendency of, in practice, always indicating that the measured phenomenon exists, as it is not feasible for the participants to answer that they never experience the suggested emotions. Furthermore, a bias may have existed in individual participants towards answering the questions asked in a certain manner in which they thought they were expected to answer. The final possible limitation of the study is that additional statistical and quantitative methods could possibly have been employed. More comprehensive results would have been likely if more of these methods had been used. Furthermore, for a more thorough statistical analysis, the sample size of 30 participants is rather small, thus the present study was carried out by using the methods chosen.

Overall, the concept of FLPOM has been studied very little thus far, which means that the data available for drawing ultimate conclusions is limited. However, the findings of the present thesis represent one group of Finnish upper secondary school students and form at the very least a solid foundation for future study of FLPOM and FLA in a new Western sample. Thus, the findings succeed in reshaping and adding valid information into what is already known in the field. The results of the present study help shed light on the concepts of FLPOM and FLA as two opposing elements in a new setting. Moreover, the findings of the present study add to the increased fascination with the utilisation of positive psychology in SLA (e.g. MacIntyre et al. 2016), specifically focusing on the different aspects of positive emotion (Dewaele and MacIntyre 2014; 2016). Furthermore, it is warmly recommended that the results be implemented in the future. They can be utilised, for instance, on allocating even more value and resources on the classroom atmosphere building as the results indicate that both FLPOM and FLA are much dependent on the classroom atmosphere. Additionally, the results concerning especially FLPOM, but also FLA, are encouraged to be further expanded and compared with forthcoming studies in not only Finland but also, for instance, in other Nordic countries. In addition, in the future studies, using more precise questions related to classroom emotions and possibly employing another method, such as interview, could be worth exploring. Although a limitation for using interview as a method exist in that many participants are likely to find discussing their true feelings in a spoken interview challenging. Furthermore, it would be useful to study further whether the suggested differences between genders in FLPOM and FLA experiences truly exists. Lastly, it would be extremely interesting to study whether and how FLPOM and the state of flow in the classroom overlap, as the results of the present study indicated a hypothetical correlation.

6 Conclusion

The aim of this thesis was to investigate further the two classroom emotion constructs of FLPOM and FLA. Furthermore, another vast issue was to begin unravelling the significance of a new positive emotion construct in a Finnish upper secondary school classroom.

Through quantitative data, the first research question, *“To what extent do the Finnish upper secondary school students experience FLPOM and FLA?”*, could be answered. According to the results, the participants were undeniably able to experience peace of mind in a FL classroom to a great extent. The participants’ level of FLPOM was significantly higher than that of FLA, indicating that they experienced more of sentiments linked to FLPOM in FL classes than those related to FLA. However, although the statistical strength of FLPOM was stronger than that of FLA, it can be argued that the prevalence of FLA, on the other hand, was apparent in the descriptions of episodes. This helped in answering research question two, *“How do the participants describe the episodes/situations where they experienced the most of FLPOM and FLA?”*. The descriptions of episodes for both FLPOM and FLA were varied, and several categories were formed according to the most frequent findings. FLA was somewhat more strongly described in the episodes, relating mostly with shame and embarrassment, whereas the descriptions of FLPOM related to, for instance, personal triumph and confidence. The results of the present thesis helped shed light on what Finnish upper secondary school students associate with both emotion constructs. The third research question, *“What effect do FLPOM and FLA have for the participants’ L2 learning in their opinion?”*, set out to identify what learners themselves perceived as the effects of FLPOM and FLA. Appropriate categories for this were identified, through which more knowledge is gained on the effects of FLPOM to be further nurtured in FL classrooms and, on the other hand, gaining valid information on what kind of FLA effects occur, in order to be alleviated in FL classrooms in the future.

Based on the empirical evidence, it can be argued that the experience of peace of mind in a FL classroom holds many advantages. This suggests that applying methods of mindfulness in FL classrooms is not useless by any means. It is worth admitting that mindfulness might sound too abstract and time consuming for some educators, nevertheless it is evident that learners could significantly benefit from having more knowledge on the principles of positive psychology. Even this approach may, little by little, teach learners to grow stronger self-esteem, have compassion, and graciousness, and as a result stronger personal and psychological resources.

It is worth acknowledging that teachers have a crucial role in creating a more positive classroom environment where everyone can feel safe. In addition, the peer impact on learners' FL emotions is significant. It is obvious that different kinds of approaches and methods help different kinds of learners to thrive in foreign language classes which indicates that teachers should consistently modify their teaching methods and learning activities to suit the various ways in which students learn, as well as being compassionate adults for the learners.

The results showed that the sample already carried various virtues of psychological resources, and they were capable of vividly explaining their personal experiences related to FLL. Furthermore, the results indicated the dynamic nature of FL emotions as it was clear that emotions in FL classroom were ever-alternating even within a short span of time. Finally, the concluding remark of the present thesis is that, based on the results, the factors most efficiently increasing and predicting FLPOM are supportive classroom atmosphere, encouraging teacher, genuine interest towards the FL and culture as well as mere skill and self-confidence. On the other hand, FLA could likely be diminished by, in practice, fostering FLPOM in the classroom, and by letting students make progress at their own pace by doing tasks of personal interest for them.

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Appendices

Appendix 1 Participant Information Sheet (Finnish)

Hei lukiolainen!

Sinäkin olet mitä todennäköisimmin opiskellut vierasta kieltä tai vieraita kieliä jo noin kymmenisen vuotta. Olet varmasti havainnut vieraiden kielten opiskelutaipaleellasi, että kielten opiskelu on monipuolista, monella tapaa hyödyllistä ja se voi myös herättää monenlaisia tunteita.

Kielten opiskelu voi olla esimerkiksi motivoivaa, haastavaa, miellyttävää, jännittävää tai palkitsevaa.

Teen parhaillaan lopputyötäni (pro gradu) englannin kielen oppiaineessa Turun yliopistossa. Seuraavalla kyselyllä kartoitan tuntojasi kahdesta vieraan kielen oppimiseen liittyvästä tunteesta; **vieraaseen kieleen liittyvästä ahdistuksesta** sekä **vieraaseen kieleen liittyvästä mielenrauhasta**. Pyydän, että vastaat kaikkiin kysymyksiin *ajatuksella, totuudenmukaisesti ja todellisia tuntojasi mahdollisimman syvällisesti reflektoiden*. Voit avoimien kysymyksien kohdalla miettiä kaikkia osiamiasi/opiskelemiasi vieraita kieliä, vastausten ei siis tarvitse koskea ainoastaan englantia.

Vastaamalla autat suuresti lopputyöni valmistumista, mutta mahdollisesti myös tulosten soveltamista opetuksen kehittämiseksi tulevaisuudessa! Kyselyyn vastaamiseen kannattaa varata vähintään noin 30 minuuttia. Voit vastata kysymyksiin joko **suomeksi, englanniksi tai vaikka näiden kahden sekoituksella** – mikä tahansa sanavalinta auttaa sinua parhaalla tavalla kuvailemaan vieraan kielen opiskeluusi liittyviä tunteita. Kysymyksiin ei ole oikeita tai vääriä vastauksia, vaan olen kiinnostunut nimenomaan sinun asenteistasi ja tuntemuksistasi.

Tutkimukseen osallistuvien anonymiteetti on täysin turvattu, sillä nimiä tai muita yhteys- tai tunnistetietoja ei kerätä. Kyselyn sisältöjä käsitellään luottamuksellisesti ja niitä käytetään ainoastaan tutkimuskäyttöön, pro gradu-tutkielman valmiiksi saattamiseksi.

Lomakkeen ensimmäisessä osiossa kysytään muutamia taustatietoja. Lue kyselyllä olevat ohjeistukset huolellisesti ennen kuin aloitat kunkin osion täyttämisen.

Kiitos, kun otat osaa tärkeään tutkimukseen!

Aurinkoisin kevätterkuin

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Appendix 2 Data elicitation questionnaire (bilingual Finnish/English)

Lukiolaisten käsityksiä kahdesta vieraan kielen oppimiseen liittyvästä tunnetilasta:
Vieraan kielen mielenrauha ja vieraan kielen ahdistus /

Upper Secondary School students' perceptions of two emotion constructs in FL learning:
Foreign Language Peace of Mind and Foreign Language Anxiety

Pakolliset kysymykset merkitty tähdellä / Questions marked with an asterisk are compulsory (*)

1. Annan luvan käyttää vastauksiani tutkimustarkoitukseen tätä pro gradu -tutkielmaa varten. * / I allow my responses to be used for research purposes. *

2. Ikä / Age *

16
17
18
19

3. Sukupuoli / Gender *

nainen / female
mies / male
muu / other
en halua vastata / prefer not to say

4. Äidinkieli / Äidinkielet *

suomi / Finnish
ruotsi / Swedish
muu, mikä? / Other, which? _____

5. Koulussa opiskelemasi kielet ja niiden aloitusluokka / Languages formally studied and their starting grade *

englanti / English _____
ruotsi / Swedish _____
muu, mikä/mitkä? Erittele myös aloitus. / Other. When did you start studying it? _____

6. Oletko asunut jonkin ajanjakson ulkomailla? (Yli 3kk oleskelut) / Have you lived a period of time abroad? (Over 3-month periods qualified) *

En. / No.
Kyllä. Missä ja kuinka kauan? / Yes. Where and for how long? _____

7. Minkä tasoiseksi arvioit oman englannin kielen taitosi kaikkiaan tällä hetkellä asteikolla 1–10? / How would you rate your current overall English proficiency on a scale from 1 to 10? *

Vastaa rehellisesti siten, kuinka koet oman kielitaitosi asettuvan janalle. / Answer honestly by contemplating how you would position your own personal proficiency.

1	5	10
Todella heikko	Keskitasoinen	Erinomainen
/	/	/
Very weak	Average	Excellent

8. Kuinka vahvasti olet yhtä mieltä seuraavien väitteiden kanssa? / Select a number from 1 to 5 to indicate to what extent you agree with the following statements. *

- | | | | | |
|--|--------------------------|---|-------------------------|---|
| 1. Täysin eri mieltä / Strongly disagree | 2. Eri mieltä / Disagree | 3. Ei samaa tai eri mieltä / Neither agree nor disagree | 4. Samaa mieltä / Agree | 5. Täysin samaa mieltä / Strongly agree |
|--|--------------------------|---|-------------------------|---|

1. Mieleni on avoin ja levollinen englannin tunneilla. (My mind is free and at ease in the English class.)

2. Tunnen rauhallisuutta, tasapainoa ja harmoniaa opiskellessani englantia. (I have peace and harmony in my mind when learning English.)

3. Tunnen itseni kärsivälliseksi ja kiireettömäksi englannin tunneilla. (I feel patient and unhurried in the English class.)

4. Mielenlaatuni on tasainen ja vakaa opiskellessani englantia. (My mind remains steady in the process of studying English.)

5. Oloni on miellyttävä ja rauhallinen englannin tunneilla. (I feel peace and comfort in the English class.)

6. Pystyn löytämään itsestäni rauhallisuutta ja tasapainoa myös tilanteissa, joissa koen stressiä tai painetta englannin opiskelussani. (I am able to find inner peace and harmony when experiencing stress or pressure in English learning.)

7. Tunnen sisäistä tyyneyttä, seesteisyyttä ja harmoniaa englannin tunneilla. (I have an inner sense of tranquility and harmony in the English class.)

8. Kykenen englannin opiskelussani oppimaan virheistäni ja jatkamaan niistä eteenpäin. (In English learning, I am able to learn from my mistakes and move forward.)

9. Kuinka vahvasti olet yhtä mieltä seuraavien väitteiden kanssa? / Select a number from 1 to 5 to indicate to what extent you agree with the following statements. *

- | | | | | |
|--|--------------------------|---|-------------------------|---|
| 1. Täysin eri mieltä / Strongly disagree | 2. Eri mieltä / Disagree | 3. Ei samaa tai eri mieltä / Neither agree nor disagree | 4. Samaa mieltä / Agree | 5. Täysin samaa mieltä / Strongly agree |
|--|--------------------------|---|-------------------------|---|

1. Tunnen ahdistusta englannin tunnille osallistumisesta, vaikka olisin hyvin valmistunut. (Even if I am well prepared for English language class, I feel anxious about it.)

2. Minusta tuntuu aina, että muut opiskelijat puhuvat englantia minua paremmin. (I always feel that the other students speak the English language better than I do.)

3. Tunnen sydämeni hakkaavan, kun tiedän minun joutuvan vastaamaan englannin tunneilla. (I can feel my heart pounding when I'm going to be called on in the English language class.)

4. En pelkää tekeväni virheitä englannin tunneilla. (I don't worry about making mistakes in English language class.)

5. Tunnen itsevarmuutta osallistuessani englannin tunneilla. (I feel confident when I participate in English language class.)

6. Tunnen itseni hermostuneeksi ja hämmentyneeksi osallistuessani englannin tunneilla. (I get nervous and confused when I am participating in my English language class.)

7. Panikoin, kun minun täytyy puhua englannin tunneilla ilman valmistautumista etukäteen. (I start to panic when I have to speak without preparation in English language class.)

8. Englannin tunneilla vastaaminen saa minut nolostuneeksi. (It embarrasses me to volunteer answers in my English language class.)

10. Mitä sanat *mielenrauha* tai *mindfulness* tarkoittavat sinulle, kun on kyse vieraan kielen oppimisesta tai opetuksesta (engl. *Foreign Language Peace of Mind*)? Kuinka kuvailisit näitä tunteita? Kuinka tunne vaikuttaa kielten oppimiseesi? *

Foreign Language Peace of Mind (FLPOM), eli **vieraan kielen oppimiseen liittyvää mielenrauhaa** voidaan kuvailla kokonaisvaltaisena mielentilana, jossa henkilö tuntee sisäistä rauhaa ja harmoniaa. Peace of mind -tunnetila voi auttaa kielen oppijoita parantamaan oppimistuloksiaan ja tulemaan entistä paremmiksi oppijoiksi, sillä kyseinen tunnetila auttaa kasvattamaan resilienssiä ja minäpystyvyyttä. Mielen tasapaino tukee voimakkaasti oppijaa ulkoisten häiriötekijöiden ja negatiivisten ärsykkeiden (kuten negatiivinen palaute tai virheen tekeminen) sivuuttamisessa, mikä johtaa oppimistulosten paranemiseen. Sanoja, joilla FLPOM-oloa vieraan kielen opiskelussa voidaan kuvata ovat mm. tasapainoinen, rauhallinen, harmoninen, mukava, miellyttävä, turvallinen olo, avoin, tyyneys.

Foreign Language Peace of Mind (FLPOM) can be described as an emotional state of inner peace and harmony. Peace of mind may help language learners in becoming better learners as this state of mind can help build psychological resilience and self-efficacy. A balanced state of mind encourages a learner to block external distractions and negative stimuli (e.g. negative feedback) in an improved manner which leads to enhanced learning. Adjectives to describe peace of mind include the following: peace, harmony, balanced, comfort, free, calm.

11. Kuvaile ja luonnehdi kahdesta viiteen (2–5 kpl) tiettyä tapahtumaa, tapausta tai hetkeä omalla vieraan kielen opiskelutaipelellasi, jolloin olet kokenut ja jotka mielestäsi kuvaavat vieraan kielen oppimiseen liittyvää mielenrauhaa. Tapahtuma voi olla mikä tahansa vieraan kielen oppimisen tilanne.

- a) Kuvaile jokaista kokemaasi hetkeä ja tunnetta mahdollisimman syvällisesti ja yksityiskohtaisesti. Käytä mahdollisuuksien mukaan mielenrauhaan liittyviä tunteita/adjektiiveja (yllä) tilannetta kuvataksesi. Millainen tilanne oli? Mitä tunsit? Kuinka voimakas tai kokonaisvaltainen tunne oli?
- b) Mikä sai sinut tuntemaan kyseisellä tavalla? Kuka sai sinut tuntemaan kyseisellä tavalla?

Numeroi tapaukset/hetket, ja vastaa kysymyksiin seuraavasti:

1. (Ensimmäinen hetki)

2. (Toinen hetki)

jne.

Voit etsiä kuvailun tueksi vinkkejä *peace of mind* -tunnetilan määritelmästä ja sitä kuvailevista adjektiiveista (yllä).

Describe 2–5 specific events, episodes, or moments in your own language learning history / foreign language class where Peace of Mind played a role and that represent examples of FLPOM. Please, describe the moments, feelings, and emotions you felt in as much detail as possible. You can refer to the definition of FLPOM and the adjectives describing the emotion. What did you feel? What made you feel this way? Who made you feel this way? What was the situation? *

12. Millaisia ajatuksia sinulla herää aiheesta vieraan kielen jännittäminen/ahdistus tai Foreign Language Anxiety? Kuinka se vaikuttaa vieraiden kielten oppimiseesi? *

Vieraan kielen ahdistus tai kieliahdistus (*Foreign Language Anxiety* tai *Foreign Language Classroom Anxiety*) on jo enemmän tutkittu monitasoinen käsite. Käsite viittaa erilaisiin negatiivisiin jännitys- ja ahdistustiloihin kielenoppimisen eri konteksteissa. Kieliahdistusta ilmenee erityisesti, kun kommunikoidaan vieraalla kielellä, ja omaan kielitaitoon ei pystytä täysin luottamaan. Kieliahdistuksen syitä on lukuisia, mutta sitä voi aiheuttaa esimerkiksi ahdistus siitä, ettei oppija pysty kommunikoimaan toivomallaan tavalla tai tarpeeksi autenttisesti. Oppija voi myös jännittää kuulijoidensa tuomioita kielitaidostaan. Kieliahdistus tai -jännitys aiheuttaa yleisesti myös fyysisiä jännittämisen tunteita ja oireita, hermostuneisuutta, hämmennystä ja itseluottamuksen puutetta.

Foreign Language Anxiety (FLA) and Foreign Language Classroom Anxiety (FLCA) have already been studied quite a bit. There are many aspects of foreign language learning that can provoke anxiety in students. FLA/FLCA can be defined as a specific anxiety linked to language learning and/or use. It can be caused by, for instance, learners' distress at their inability to be themselves and to connect authentically with other people through the limitation of the new language or fear of being judged by others. Foreign Language Anxiety often causes physical symptoms of anxiety, as well as nervousness and lack of confidence.

13. Kuvaile ja luonnehdi kahdesta viiteen (2–5 kpl) tiettyä tapahtumaa, tapausta tai hetkeä omalla vieraan kielen opiskelutapailellasi, jolloin olet kokenut ja jotka mielestäsi kuvaavat vieraan kielen oppimiseen liittyvää ahdistusta (Foreign Language Anxiety). Tapahtuma voi olla mikä tahansa vieraan kielen oppimisen tilanne.

a) Kuvaile jokaista kokemaasi hetkeä ja tunnetta mahdollisimman syvällisesti ja yksityiskohtaisesti. Voit käyttää kuvailevia adjektiiveja. Millainen tilanne oli? Mitä tunsit? Kuinka voimakas tai kokonaisvaltainen tunne oli? Millaisia tunteita ahdistukseen liittyi?

b) Mikä sai sinut tuntemaan kyseisellä tavalla? Kuka sai sinut tuntemaan kyseisellä tavalla?

Numeroi tapaukset/hetket, ja vastaa kysymyksiin seuraavasti:

1. (Ensimmäinen hetki)

2. (Toinen hetki)

jne.

Voit hakea kuvailuun vinkkejä kieliahdistuksen määritelmästä (yllä).

Describe 2–5 specific events, episodes, or moments in your language learning history / foreign language class where Foreign Language Anxiety played a role and that represent examples of anxiety. Please, describe the moments, feelings, and emotions you felt in as much detail as possible. What did you feel? What made you feel this way? What was the situation? Who/what made you feel this way? You can refer to the definition of FLA above. *

Appendix 2 Original data examples in Finnish

- (1) Muistan yhä hyvin vahvasti, kun olin ensimmäisellä tai toisella englannin tunnilla kolmannella luokalla ja opimme muodostamaan hyvin yksinkertaisia lauseita. Tunne oli voimaannuttava, sillä tunsin ensimmäistä kertaa ikinä voivani kommunikoida vieraalla kielellä. Muistan, kuinka osallisena tuon tunnetilan saavuttamisessa oli englanninopettajamme, joka näytti meille englanninkielisen opetusvideon, joka sisälsi laulun: "Hello hello. What's your name?". Vaikka ensimmäiset oppimamme englanninkieliset lauseet olivatkin hyvin kaavamaisia, pystyimme jo muutaman oppitunnin jälkeen jo käymään yksinkertaisia keskusteluja englanniksi, joka toi hyvää ja rauhallista oloa. (mies, 17)
- (2) Ranskan tunnilla käsiteltiin aiheena Québeciä ja ranskan kielen esiintymistä siellä. Minä ja kaverini olimme tehneet esitelmän samasta aiheesta englannintunnilla ja kaivoin sen esiin, että voisin muistella lisää aiheesta. Kerrottiin opelle tästä ja naureskeltiin olevamme "eksperttejä". Opettaja kehotti lukemaan, mitä paperissa luki, mutta tietty ranskaksi. Menin aluksi jäihin ja samoin kaveri, mutta minut valtasi sellainen luottamus omaan itseeni ja jonkin sortin YOLO-fiilis ja päätin vetää lonkalta niitä käännöksiä enkusta ranskaksi, väkilyt ja kaikki. Ei kaikki mennyt ihan oikein todellakaan, mutta opettaja kehui tosi paljon heittäytymistä ja tunsin valtavaa ylpeyttä ja lopputunnin rauhaa omassa mielessäni. Opettaja on tiukka, ja kehu häneltä tuntui valtavalta saavutukselta. En ollut täydellinen, mutta yritin ja sain luottamusta omiin taitoihini. Luokan ilmapiiiri on meillä ranskassa ollut aina melko suvaitseva ja viittailen usein, mutta tyhjästä nyhjäisy oli uutta ja rauha saapui mieleen huomattessani pystyneeni siihen. (nainen, 16)
- (3) Itsenäisen tehtävienteon aikana grindasin pirusti tehtäviä eteenpäin in a flow state. Tehtävät ja aiheet olivat sopivan haastavia, joten ne eivät tylsistytäneet vaan motivoivat tekemään enemmän. Tavoitteita ei paljokaan asetettu ja koko tunnin sai omassa rauhassa suorittaa ja tämä kaikki ajoi minut eräänlaiseen flow-tilaan, jolloin oppimistehokkuus oli lähes maksimaalista. Oikeanlainen oma mielentila, aikaa keskittyä oikeasti ja hyvät tehtävät saivat minut tuntemaan näin. (mies, 18)
- (4) Onnistuin hyvin pitämässäni esitelmässä, joka toi mielenrauhan todella syvästi koko kehooni. Hyvät palautteet ja onnistumisen tunne saivat aikaan kyseisen tunteen. (nainen, 17)
- (5) Koen mielenrauhaa, kun pidän jonkun kivan puheen. Puheessa on monta tekijää, jotka voivat vaikuttaa mindfulnessiin. Esimerkiksi ne ihmiset, jotka kuuntelevat sitä puhetta. Siitä voi saada mielenrauhaa, että ihmiset kuuntelevat ja pystyvät oppimaan siitä puheesta jotain uutta. Kun mielenrauha voimistuu myös se itse puhe kuulostaa luontevammalta. (mies, 18)
- (6) Englannin kurssilla pidin puheen, johon en ollut valmistautunut melkein yhtään. Ennen puheen pitämistä jännitin, miten se menisi, mutta itse tilanteessa olinkin itsevarma ja selkeä. Ehkä itsevarmuus oli osittain sattumaa. Ennen puheen pitämistä päätin kuitenkin tehdä parhaani ja olla piittaamatta jännityksestä, ja kaikki sujuikin paljon paremmin kuin olin ajatellut. Tavallaan myös muiden ihmisten jännittyneisyys samassa tilanteessa antaa mielenrauhaa. (en halua vastata, 18)
- (7) Lukion 1. luokalla pidin kaverin kanssa esitelmän ruotsiksi. Tunsin oloni yllättävän tyyneksi, vaikka en yleensä ole kovinkaan itsevarma ruotsia puhuessani. Mieleni oli selkeä enkä yrittänyt kiirehtiä esityksen loppuun. Kaverin tuki ehdottomasti auttoi tilanteessa, mutta myös hyvä suunnittelu. Lukion alussa olin myös erällä tavalla tietoisesti päättänyt olla pelkäämättä virheitä. (nainen, 18)
- (8) Tapaukset, jolloin olen kokenut vieraan kielen oppimiseen liittyvää mielirauhaa ovat olleet koetilanteet, erityisesti englannissa. Usein koen koetta tehdessäni tyyneyttä, koska olen itsevarma omista taidoistani. Kokeet eivät usein tunnu vaikeilta ja ymmärrän kysymykset selvästi. Tunteen synnyttää oma henkilökohtainen osaamiseni. (mies, 17)
- (9) Esimerkiksi sanojen opiskelussa kirjoitan sanalistaista ylös kaikki sanat, joita en osaa (vierekkäin suomeksi ja englanniksi) ja saman tien kyselen ne itseltäni. On ihan älyttömän tehokasta ja satisfying, kun huomaa oppivansa. Tulee sellainen kykenevä ja osaava olo. Varsinkin, jos sanoista tulee sellainen "hitsi ku ois siisti, jos

nää sanat ois mun sanavarastossa" -fiilis. Itse muistelemishetket ovat rankkoja mutta myös tosi palkitsevia. (nainen, 18)

- (10) Tämä tunne tulee esim., kun puhuu vierasta kieltä uusilla taidoilla, joita on oppinut. Tunne tulee, kun luulee, ettei osaa tiettyä asiaa ja sitten osaakin, niin se voi olla yksi syy mikä voi aiheuttaa sen tunnetilan, koska kun asian oikeasti osaa tulee rauhallinen tunne ja on itsevarmempi, joka vahvistaa sitä peace of mindia. (mies, 18)
- (11) Tällainen olo tulee, kun on motivoitunut olo ja pääsee "flow"-tilaan. Se voi tapahtua esimerkiksi, kun onnistuu jossain kielen tehtävässä ja tulee motivoitunut olo opiskelemaan kieltä lisää ja kuvittelee, kuinka mukavaa olisi päästä matkustamaan ja puhumaan kieltä. Silloin on miellyttävä ja harmoninen olo. Minä itse ja onnistuminen ovat olleet tässä aiheuttajina. (nainen, 17)
- (12) Tämä tunne herää, kun vastaa oikein kysymykseen tunnilla. Silloin tulee rauhallinen ja luottavainen olo. Luotto itseensä ja omaan kielitaitoon kasvaa. Tunteen aiheuttaa erityisesti se, kun opettaja kehuu ja antaa hyvää palautetta oikeasta vastauksesta. (nainen, 17)
- (13) Kävin kohdekielisessä maassa englannin kielikurssia. Kurssin lopussa kävin keskustelua opettajani kanssa. Olin väärän kielitason tunneilla, jonka vuoksi en kokenut kehittyväni juurikaan. Kävimme pitkän keskustelua opettajani kanssa kielitasostani. Minulla oli erittäin mukava olo keskustelussa ja minusta tuntui, että minulla oli kielellisesti paljon liikkumavaraa. Opettajani totesi kielitasoni olevan hyvä. Muistaakseni hän sanoi: "you're at the stage of almost being bilingual". Se sai minut tuntemaan suurta rauhaa kielitaidostani. Se, että natiivi puhuja, joka opettaa päivittäin omaa äidinkieltään ulkomaalaisille, sanoo, että toisen kielitaso on melkein kaksikielisyyden rajalla, on mielestäni iso asia. Opettajani toi asian esille enemmänkin huomautuksena kuin kehuna. Uskon sen lisänneeni onnistumisen tunnettani, sillä hän ei pyrkinyt miellyttämään vaan teki yksinkertaisesti havainnon taidoistani. (en halua vastata, 19)
- (14) Olen rauhallinen, kun teen suullista paritehtävää jonkun tutun ihmisen kanssa. Silloin on turvallinen olo, eikä pelkää yhtään epäonnistumista, ja voi puhua rennosti. Tunne ei ole välttämättä niin voimakas, että siihen kiinnittäisi itse hetkessä huomiota, mutta jälkikäteen huomaa, että työskentely oli rentoa. Sen rauhallisen tunteen saa aikaan mukava ja hyväksyvä pari. Koko ryhmän ilmapiiri vaikuttaa paljon, koska usein pari vaihtuu ja työskennellään monien ihmisten kanssa. (nainen, 17)
- (15) Tunnen aina mielihyvää, kun tehdään ryhmätöitä tai -keskusteluja. On kivaa, kun saa olla vuorovaikutuksessa muiden ihmisten kanssa ja siinä kielen osaaminen kehittyy. Ryhmässä oleminen saa minut aina hyvälle tuulelle, koska ryhmän ilmapiiri on hyvä. (mies, 18)
- (16) Esimerkki tästä on vaihto kohdemaahan. Tuntui, että maan kieli ja kulttuuri sopivat minulle täydellisesti. Tunsin oloni kotoisaksi, vaikkon edes ymmärtänyt kaikkea puhetta. En tuntenut mitään painetta paikallisen kielen opiskelusta. Tämän kielen kirjoittaminen ei enää jännittä minua kovin paljon. Minulla on erittäin mukava ja minulle läheinen opettaja tässä kielessä. Tunne tuli esimerkiksi matkustaessa yksin metrolla tai puhussa kieltä paikallisille. (nainen, 17)
- (17) Tunsin tätä tunnetta hetkessä, jolloin pystyin kommunikoimaan ihmisen kanssa, jonka kanssa en jaa samaa äidinkieltä ja keskustelimme vieraan kielen välityksellä. Samaan aikaan kielen käyttö toki jännitti ja oli haipuilevaa, mutta läsnä oli kuitenkin levollinen fiilis kielen käytöstä, koska koin pystyväni kommunikoimaan toisen kanssa ymmärrettävästi ja suhteellisen sujuvasti ilman, että olisin kokenut ahdistusta oman vieraan kielen osaamistasosta. Hetkeen on varmasti vaikuttanut se, että me molemmat puhuimme vieraalla kielellä ja siinä hetkessä koimme samat fiilikset. Kumpikaan ei puhunut omaa äidinkieltään ja keskustelussa läsnä oleva ilmapiiri oli hyvin tsemppaava ja ymmärtäväinen. Kummallakin oli sanoja, joita ei välttämättä osannut kuvailla parhaimmalla tavalla, mutta se ei haitannut. Keskustelu tuntui rauhalliselta ja huolettomalta jutustelulta kaverin kanssa. (nainen, 18)
- (18) Minulla on avoin ja luottavainen olo, kun kaverini ovat pyytäneet minulta apua kielessä, jota osaan. Olen siinä tilanteessa ylpeä itsestäni ja taidoistani. Minut saavat tuntemaan näin kavereideni luotto minuun ja

opettajan kehut. (muu, 17)

- (19) Miellyttäviä kokemuksia ovat olleet mm. ne, jolloin olen pystynyt auttamaan jotakuta englantia käyttäen. Esimerkiksi tilanne tänä vuonna, jolloin pystyin auttamaan ja neuvomaan eksyksissä olevaa ulkomaalaista englanniksi (turisti ei puhunut sanaakaan suomea). Tunsin tilanteessa myös mielenrauhaa, koska kommunikaatio onnistui meidän molempien osalta hyvin, eikä väärinkäsityksiä sattunut ja asia selvisi. Uskon, että tilanne oli hyödyllinen oppimiselleni, koska sen kaltainen kommunikaatio on harvinaista. (mies, 17)
- (20) Koen kovaa ahdistusta ruotsin opiskelusta. Minulla on montakin tilannetta lukioajalta, jolloin tunsin, että kielitaitoani jopa suorastaan pilkataan. Jos sanoin vastaukseksi "en tiedä" (kysymykseen, johon en edes vapaaehtoisesti halunnut vastata) sanottiin minulle, etten voi vastata niin ja että minun pitää yrittää vaan keksiä vastaus. Tilanne oli kamala. Koko luokka oli täynnä ja hiljaa, kun jouduin istumaan tilanteessa, jossa en tiennyt vastausta mutta minut silti pakotettiin se sanomaan. Opettaja sai minut tuntemaan olon naurunalaiseksi ja huonommaksi kuin muut pakottamalla minut kärsimään tilanteessa sen sijaan, että olisi kysynyt seuraavalta ihmiseltä, tai joltakin vapaaehtoiselta. Tunsin erittäin kovaa ahdistusta tunneilla ja ennen niitä. En halunnut joutua kokemaan sitä monta kertaa viikossa, mutta minun oli pakko. (en halua vastata, 19)
- (21) Viittasin ja vastasin väärin. Se oli noloa, tunsin häpeää, inhottavaa, tunne oli suuri ja voimakas, ja ajattelin että pitäisi osata. Tunne tulee lähinnä itsestäni, sillä ympäristö on kannustava, mutta kun kaikki ovat hiljaa eivätkä ole kovin aktiivisia, paineet kasvavat. (nainen, 17)
- (22) Ruotsin sanakokeet ylipäänsä melkolailta aina pistää mut ihan solmuun. Unohdan aina kaiken, taivutukset ja kaikki. Useimmiten en ole ehtinyt harjoittelemaan tarpeeksi kokeeseen ja ahdistus on kasvanut jo edellisenä päivänä ennen koetta, sillä tiedän, etten osaa enkä pysty opiskelemaan. Kokeessa ahdistus kärjistyy ja tekee mieli vain ryttätä paperi, koska aivot eivät muista yhtäkään sanaa. Oma itsekriittisyys ja ahdistus aiheuttavat. Vanhempieni odotukset ovat jotenkin jännät tämän kielen osalta, sillä onhan se meidän maan toinen virallinen kieli ja sitä tulisi osata. Ehkä nolostus on myös osana tätä kuviota. (nainen, 16)
- (23) [Tunnilla] ei uskalla viitata, vaikka tietääkin vastauksen, koska pelkää oman lausumisensa tason olevan riittämätön. Itsessään tilanne ei tunnu niin pahalta, mutta hieman tyhmältä, että tuollaisen syyn takia jättäytyy vastaamasta. Pientä pelkoa aiheuttaa se, jos opettaja pyytää sinua vastamaan, vaikkeet ole edes viitannutkaan. Ajatus siitä, että käytännössä jokainen luokkahuoneen ihminen osaa paremmin englantia ajoi tähän. Ei pitäisi pelätä niin paljoa muita opiskelijoita. (mies, 18)
- (24) Kirjoitelmaa kirjoittaessa alkaa ahdistaa, jos ei muista tiettyjä sanoja, joita etsii ja alan ajattelemaan, että muilla on paljon parempia vastauksia. Pelko epäonnistumisesta on tässä suurin ongelma. (nainen, 17)
- (25) Tunsin ahdistusta, kun en osannut tai ymmärtänyt kysymyksiä tunnilla, mutta muut ymmärsivät. Se vei motivaatiota kielen opiskeluun, enkä koskaan uskaltanut viitata tunneilla. Tunsin häpeää, kun en osannut ja ajattelin että olin tyhmempi kuin muut luokkakaverini. En myöskään uskaltanut puhua kieltä kunnollisesti, koska pelkäsin, että kuulostaisiin hassulta, joten yritin esittää, että en osannut mitään, jotta minua ei kiusattaisi. (nainen, 17)
- (26) Englannintunnilla minulta kysyttiin kysymys liittyen jotenkin aiheeseen muovi ja luonnon roskaaminen. Menin jotenkin ihan täysin jäihin. Minulla oli niin paljon mitä halusin sanoa, mutta sanat eivät löytäneet luokseni ja sopersin jotain pinnallista ja tylsää esiin, koska en saanut oikeita sanoja mieleeni. Rupean myös änkytämään ollessani epävarma ja se vain pahensi asiaa. Ahdistus ja nolostus tuli aika lailla jälkikäteen, kun tajusin, että kaikki oli kuulleet sen. Oma yliajatteluni ja ahistukseni olivat valtavassa roolissa niin tässä, kuin monissa muissa tapahtumissa. Englanninopettajani ei ole mitenkään hyökkäävä, mutta painostaa aina tekemään parhaani enkä voinut muuta kuin ajatella hänen olevan pettynyt minuun. (nainen, 16)
- (27) Aloitin yläkoulussa harvinaisemman kielen opiskelun. Menin kurssille ystäväni kanssa, joka oli ehtinyt opiskella jo hieman minua pidempään. Opettaja kysyi minulta kysymyksen, johon vastasin oikein, mutta pronunciation oli väärin. Tunsin aluksi oloni neutraaliksi, hieman hermostuneeksi. Siitä johtunut reaktio sai minussa kuitenkin tuntemaan oloni epäonnistuneeksi. Sekä ystäväni että opettajani kommentoivat väärää

ääntämistäni. Opettaja hymähti ja toisti sanan oikealla tavalla. Ystäväni tarttui vastaukseeni mielestäni turhan ylimielisesti alkamalla nauraa. Hän toisteli kuinka sana kuuluisi sanoa. -- Tunsin oloni epäonnistuneeksi ja muisto yhä pelottelee alitajunnassani lisäten pelkoani epäonnistua. (en halua vastata, 19)

- (28) Vieraan kielen kokeessa ”tyhmän” virheen tekeminen. Kokemus sai minut nolostumaan ja ahdistumaan siitä, mitä opettaja mahdollisesti ajattelee minusta. Minut sai tuntemaan kyseisellä tavalla oma epäonnistumiseni ja tieto siitä, että oikeasti olisin osannut asian, jos olisin ajatellut tarkemmin. (nainen, 17)
- (29) Tunnen itseni jännittyneeksi ennen esitelmää. Silloin tuntee kauheaa pelkoa, jännitystä, ahdistusta, stressiä. En halua epäonnistua, en halua ihmisten katsovan ja kuulevan puhettani. Muiden arvostelu pelottaa ja puhe on yleensä huono omasta mielestä. (nainen, 17)
- (30) Vaikean sanan ääntäminen. Jos on pitänyt sanoa luokan edessä joku vaikeasti äännettävä sana, se on joskus tuntunut ahdistavalta. Ahdistava tunne menee kuitenkin nopeasti ohi, kun tilanne on ohi. Ja vaikka ääntäisi-kin väärin, ei siitä seuraava pieni häpeä kestä kauaa. Vaikka ilmapiiri olisikin hyvä, ehkä se oppilasmäärä ja se, että kaikki kuuntelevat saa aikaan ahdistuneen olon. Opettaja usein on vain kannustava ja korjaa virheen. (mies, 17)
- (31) En viitsi 100% osallistua keskusteluun, jossa mukana vieraskielisiä henkilöitä, koska pelkään oman englannin kielen tason riittävyden kannalta. Tilanteessa tuntee jäävänsä paitsi, koska ulkomaalaisten ihmisten kanssa keskustelu on itsessään hyvinkin mielenkiintoista. (mies, 18)
- (32) Olin vieraassa maassa vaihtomatalla. En uskaltanut puhua ranskaa, sillä en luottanut omiin taitoihini ja pelkäsin että lausuisin sanat ihan väärin ja ketään ei ymmärtäisi minua, vaikka oikeasti osaisin sanoa asian. Päädyin puhumaan vain englantia suurimmaksi osaksi, sillä siihen minulla on suurempi luotto. Suurimmaksi osaksi pelko epäonnistumisesta ja oma epävarmuus saivat tuntemaan näin. (nainen, 17)
- (33) Ahdistus tulee, kun esittää tietyn aiheen esitystä muille oppilaille. Kun esittelet ensimmäistä kertaa, tuntuu siltä, että sydän hakkaisi ja vatsa olisi täynnä perhosia. Mietit, mitä ihmiset ajattelevat sinusta. Se voi estää sinua olemaan oma itsesi. (mies, 18)
- (34) Ahdistuin, jos jouduin pitämään puheen jollain vieraalla kielellä. Sydämeni alkoi hakata, punastuin ja alkoi tärisyttää. (mies, 17)
- (35) Kun joutuu esim. ruotsin tunnilla vastaamaan kysymykseen ja ei tiedä kunnolla vastausta tai ei osaa lausua sitä. Silloin on stressaantunut olo ja sydämen syke kasvaa. (mies, 18)
- (36) En tiitä lasketaaks tää, ku mä oon natiivi enkussa, mutta aina on ahdistanut se, kun just sen takii oletetaan et pystyn suomentamaan sanasta sanaan jotain asiatekstiä. Yleisesti vaan tilanteet, jossa täytyy ns. "todistella" omaa kielitaitoa. Niissä tilanteissa tulee joko tosi iso helpotus, kun saa kaivettua aivojen perukoilta jonkun sanan (viime viikolla esim. stag = urospuolinen hirvi) Tai yleisemmin sellainen alemmuuden tunne siitä, ettei muista tai sanoo jotain vähän sinnepäin, jonka joku muukin olisi voinut päätellä. Yleisesti koen ne tilanteet tosi raskaiksi ja stressaaviksi. (nainen, 18)
- (37) Opettajani pakotti minut vastaamaan ranskan tunnilla asiaan, josta en tiennyt mitään. Se loi erittäin ahdistavan ja pelottavan tilanteen. Opettajan pakottaminen vastaamaan ajoi siihen, että tunneilla koin syvää ahdistusta ja paniikkia ja lopetin sen kielen lukemisen. (nainen, 17)

Appendix 3 Foreign Language Peace of Mind Scale

FLPOM Scale (created and validated by Zhou et al. 2021, adapted for this study by the author).

The following statements are related to “peace of mind” in learning foreign languages. Please select a number from 1 to 5 to indicate to what extent the statements are consistent with your personal experiences.

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

1. My mind is free and at ease in the English class.
2. I have peace and harmony in my mind when I am learning English.
3. I feel patient and unhurried in the English class.
4. My mind remains steady in the process of studying English.
5. I feel peace and comfort in the English class.
6. I am able to find inner peace and harmony when experiencing stress or pressure in English learning.
7. I have an inner sense of tranquility and harmony in the English class.
8. In English learning, I am able to learn from my mistakes and move forward.

Appendix 4 Foreign Language Classroom Anxiety Scale - Short-Form

S-FLCAS (first used in Dewaele and MacIntyre 2014; validated by Botes et al. 2022), adapted for this study by the author.

The following statements are related to feelings of anxiety in learning English in a classroom setting. Please select a number from 1 to 5 to indicate to what extent the statements are consistent with your personal experiences.

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

1. Even if I am well prepared for English language class, I feel anxious about it.
2. I always feel that the other students speak the English language better than I do.
3. I can feel my heart pounding when I'm going to be called on in English class.
4. I don't worry about making mistakes in English language class.
5. I feel confident when I speak in English class.
6. I get nervous and confused when I am participating in my English class.
7. I start to panic when I have to speak without preparation in English class.
8. It embarrasses me to volunteer answers in my English class.

Appendix 5 Finnish Summary

Vieraaseen kieleen liittyvä mielenrauha (FLPOM) ja vieraaseen kieleen liittyvä ahdistus (FLA) suomalaisten lukiolaisten kokemana

Johdanto

Tämän pro gradu -tutkielman tavoitteena oli tutkia vieraaseen kieleen liittyvää mielenrauhaa (*Foreign Language Peace of Mind, FLPOM*) ja vieraaseen kieleen liittyvää ahdistusta (*Foreign Language Anxiety, FLA*) suomalaisten lukiolaisten kokemana. Vieraaseen kieleen liittyvä mielenrauha (FLPOM) on uusi viitekehys vieraan kielen oppimisen tutkimuskentällä, kun taas vieraan kielen ahdistusta (FLA) on tutkittu laajalti jo vuosikymmenten ajan.

Uutta vieraan kielen mielenrauhan (FLPOM) käsitettä ei ole tähän mennessä tutkittu lainkaan Suomessa, ja länsimaissakin vasta hyvin vähän. Vieraan kielen mielenrauhan käsitteen kehittivät Zhou, Lochman, Dewaele ja Xi (2021). FLPOM ja FLA ovat kumpikin olennaisia käsitteitä vieraiden kielten opiskelussa ja opiskelijoiden kokemien tunteiden ymmärtämisessä. FLPOM, joka on matalan aktivaatiotason positiivinen tunne (*low-arousal positive, LAP*), edustaa erityislaatuista positiivista rauhallisuuden ja tasapainon tunnetilaa vieraiden kielten opiskelussa, joka on havaittu erityisen tyypilliseksi aasialaisille kulttuureille. Tämän tutkimuksen tavoitteena oli myös tutkia vieraan kielen mielenrauhan ja vieraan kielen ahdistuksen vaikutuksia sekä mahdollisuuksia suomalaisessa viitekehyksessä. Tutkimuksen tarkoituksena oli selvittää, tunnistavatko suomalaiset lukiolaiset vieraan kielen mielenrauhan käsitteen. Tutkijat, jotka kehittivät vieraan kielen mielenrauhan käsitteen (Zhou ym. 2021) kannustavat tutkijoita ryhtymään soveltamaan sitä erilaisiin kulttuurikonteksteihin ja koulutustasoihin. Lisäsymärrys aiheesta auttaa tulevaisuuden opettajia ymmärtämään ja tukemaan paremmin oppijoiden hyvinvointia ja resilienssiä vieraiden kielten oppimisessa.

Vieraan kielen ahdistuksen (FLA) tutkimus puolestaan on ollut jo vuosikymmeniä tutkijoiden mielenkiinnon kohteena. Kielten tutkijat keskittyivät pitkään negatiivisten tunteiden tutkimiseen, sillä ne jollain tapaa estävät tai hidastavat vieraiden kielten omaksumista. Erityisesti Horwitz, Horwitz ja Cope (1986) ja MacIntyre (1999) ovat myötävaikuttaneet merkittävästi vieraan kielen ahdistuksen tutkimukseen. Horwitz ym. (1986) ovat tunnistaneet kolme erillistä ulottuvuutta vieraan kielen ahdistukselle: kommunikaatioahdistus, testiahdistus ja negatiivisen arvioinnin pelko. Nämä ulottuvuudet ovat hyvin tyypillisiä kaikille kieliahdistuksesta kärsiville.

On myös huomioitavan arvioista, että tunteet koetaan eri tavalla eri kulttuureissa (esim. Zhou et al. 2021) ja suomalainen konteksti on individualistisin kulttuuri (Hofstede, Hofstede ja Minkov 2010), jossa vieraan kielen mielenrauhaa (FLPOM) on tutkittu tähän mennessä.

Tutkimuskysymykset, joihin tässä pro gradu -tutkielmassa pyrittiin vastaamaan, olivat:

1. Minkälaisella tasolla suomaisten lukiolaisten kokema vieraaseen kieleen liittyvä mielenrauha (FLPOM) ja vieraaseen kieleen liittyvä ahdistus (FLA) ovat?
2. Kuinka osallistujat kuvaavat tilanteita tai episodeja, joissa he ovat kokeneet eniten vieraan kielen mielenrauhaa (FLPOM) ja vieraan kielen ahdistusta (FLA)?
3. Millaisia vaikutuksia vieraan kielen mielenrauhalla (FLPOM) ja vieraan kielen ahdistuksella (FLA) on osallistujien vieraan kielen oppimiseen heidän mielestään?

Tutkimuksessa käytettiin sekä kvantitatiivisia että kvalitatiivisia menetelmiä niin aineiston keruussa kuin sen analysoinnissakin. Tämä lähestymistapa tukee uuden viitekehysten kartoittamista uudella tutkimusotoksella. Tämä myös mahdollisti tunteiden tutkimisen parhaalla mahdollisella tavalla – osallistujien itse kertomana.

Teoreettinen viitekehys

Tunteet ovat jokaiselle henkilökohtaisia ja keskeinen osa ihmisen olemassaoloa. Tunteet ovat monitahoisia ja ne vaativat aina kognitiivista prosessointia. Ne kehittyvät ja katoavat nopeasti subjektiivisen tunnekokemuksen mukaan, joka tunnetaan myös *affektina* (Fredrickson 2001). Tunteet ovat alun perin kehittyneet edistämään ihmisen selviytymistä ja hyvinvointia (King 2013, 676). Tunnekokemukset, eli emootiot ovat tietoisia psykologisia kokemuksia, joilla on tietty kohde, esimerkiksi kokemukset, muistot ja kuvitelmat, kun taas affekteilla ei ole tarkkaa kohdetta ja ne ovat pitkäkestoisempia (Oatley and Jenkins 1996).

Tunteet luokitellaan usein positiivisiin ja negatiivisiin. Tähän liittyen, erilaisten tunteiden ominaisuuksia luonnehdittaessa käytetään yleisimmin kahta eri ulottuvuutta. Ensimmäinen ulottuvuus näistä on valenssi (*valence*), joka määrittelee tunteen miellyttävyyttä ja epämiellyttävyyttä, ja toinen on kiihtymystila tai fysiologinen aktivaatiotaso (*arousal*), joka määrittelee tunteen kiihdyttävää vaikutusta (King 2013, 676; Citron, Gray, Critchley, Weekes, and Ferstl 2014). Esimerkiksi tunteet kuten jännitys ja innostus voidaan luokitella korkeaa fysiologista aktivaatiota kantaviksi positiivisiksi tunteiksi (*HAP*), kun taas alhaista fysiologista aktivaatiota kantavat positiiviset tunteet (*LAP*) sopivat sellaisiin tunteiden määritelmiin kuten

tyyneys ja seesteisyys. Esimerkiksi jännitys puolestaan on korkean fysiologisen aktivaation negatiivinen tunne (*high-arousal negative, HAN*) (Tsai 2007).

Vieraan kielen mielenrauha (FLPOM) tarkoittaa ”positiivista sisäisen rauhan, harmonian ja selkeyden tunnetilaa”, joka on tyypillinen erityisesti aasialaisille kulttuureille. Alun perin kysyntä tälle uudelle tunnekonstruktiolle syntyi oivalluksesta, jonka mukaan tähän mennessä laajimmin tutkittu positiivinen tunne vieraiden kielten oppimisessa, eli vieraan kielen riemu tai nautinto (*Foreign Language Enjoyment, FLE*), ei ollutkaan sopivin tapa tutkia vieraiden kielten positiivisia tunteita aasialaisissa tai kollektivistisissä kulttuureissa (Zhou ym. 2021). FLPOM toimii vieraiden kielten oppijoilla myös työkaluna, jolla voidaan tukea resilienssiä sekä negatiivisten ärsykkeiden käsittelyä nopeammin ja myötätuntoisemmin. Täten FLPOM voi tehokkaasti myös tukea yksilöä psykologisten resurssien rakentamisessa.

Zhou ym. (2021) havaitsivat tutkimuksessaan, että FLPOM ennusti kiinalaisten englantia vieraana kielenä opiskelevien osallistujien itsearvioitua vieraan kielen taitoa paremmin kuin vieraan kielen riemu (*FLE*), joka edustaa korkean aktivaation positiivista tunnetilaa (*high-arousal positive, HAP*). Lisäksi todettiin, että vaikka FLPOM:n ja FLE:n todettiin olevan joillakin tavoin yhteneväisiä, ne olivat kuitenkin erillisiä tunteita (Zhou et al. 2021). Muutama vuosi ennen vieraan kielen mielenrauhan konseptin kehittämistä muun muassa Datu (2017) ja Datu, Valdez ja King (2018) tunnistivat edut, jotka liittyvät matalan aktivaatiotason positiivisten tunteiden (*LAP*), kuten tyyneyden ja sisäisen harmonian, tutkimiseen koulutus kontekstissa. Aiemmat tutkimukset ovat osoittaneet johdonmukaisesti, että POM on yhteydessä lukuihin hyvinvointia tukeviin vaikutuksiin useilla elämän osa-alueilla. Mielenrauhalla on todennettu olevan positiivisia vaikutuksia erityisesti akateemiseen osallistumiseen (Datu ym. 2018) ja elämäntyytyväisyyteen (Lee ym. 2013).

Positiivisen psykologian tutkimus ja sen merkitys on huomioitu tutkimuksessa muutaman vuosikymmenen ajan (Mercer ja Gregersen 2020). Seligmanin ja Csikszentmihalyin (2000) mukaan positiivinen psykologia keskittyy tutkimaan yksilöiden hyveitä ja vahvuuksia, jotka edistävät heidän hyvinvointiaan ja menestymistä elämässä sen sijaan, että keskittyisimme pelkästään esimerkiksi ahdistukseen ja mielenterveyden häiriöihin, kuten perinteisessä psykologiassa on tapana. Erityisesti vieraiden kielten oppimisen yhteydessä positiivisella psykologialla on tärkeä rooli, sillä positiivisen psykologian avulla oppijat voivat saada työkaluja, joilla kohdata haasteet uudella tavalla, joka voi auttaa heitä kukoistamaan (MacIntyre 2016). Lisäksi Fredricksonilla (esim. 2001; 2013) on ollut suuri vaikutus positiiviseen psykologiaan kuuluisalla laajenna ja rakenna -teoriallaan. Laajenna ja rakenna -teoria (2001) tarjoaa

teoreettisen viitekehyksen, jonka mukaan myönteiset tunteet aktivoivat aivoissamme enemmän alueita ja täten esimerkiksi oppiminen helpottuu.

Myös *mindfulness*, eli tietoisuustaidot kietoutuvat vieraan kielen mielenrauhaan. Tietoisuustaidot ovat viime vuosina herättäneet tutkijoiden kiinnostuksen myös oppimisen aloilla. Esimerkiksi Liun, Xun, Wangin ym. (2013) tutkimus osoitti, että osallistuminen tietoisuustaitoharjoitteiden kurssille paransi huomattavasti rauhallisuuden tunnetta. Lisäksi tutkimukset ovat osoittaneet, että tietoisuustaitotekniikoiden sisällyttäminen oppitunneille voi huomattavasti auttaa vähentämään vieraan kielen ahdistusta (esim. Xu et al. 2017).

Vieraan kielen ahdistus (FLA) puolestaan on käsite, jota tutkitaan jatkuvasti ja laajalti (Dörnyei ja Ryan 2015, 175). Kaksi vieraan kielen ahdistuksen määritelmää, jotka ovat edistäneet käsitteen ymmärtämistä, ovat peräisin Horwitzin, Horwitzin ja Copen (1986) ja MacIntyren (1999) tutkimuksista. Horwitz ym. (1986) määrittelevät vieraan kielen ahdistuksen monitahtoiseksi konseptiksi, joka muodostuu uskomuksista, käyttäytymismalleista ja tunteista, jotka liittyvät luokkahuoneessa tapahtuvaan kielenoppimiseen (1986, 128). Samoin MacIntyre (1999, 27) luonnehtii kieliahdistusta stressin, pelon, ja huolen tunteeksi, joka liittyy toisen (L2) tai vieraan kielen (FL) oppimiseen. FLA voi ilmetä monin eri tavoin. Jotkut oppijat jännittävät puhumista ja väärinymmärretyksi tulemistä, kun taas toiset pelkäävät tulevaisuutta naurunalaisiksi, jos he tekevät virheen (Dörnyei ja Ryan 2015, 176).

Tutkimukset ovat tyhjentävästi osoittaneet, että vieraan kielen ahdistuksella on haitallisia vaikutuksia oppimiseen ja kommunikaatioon (Gregersen ja MacIntyre 2014). Horwitz ym. 1986, 127) erottavat kolme erillistä vieraan kielen ahdistuksen ulottuvuutta: kommunikaatioahdistus, koetilanteisiin liittyvä ahdistus ja kielteisen arvioinnin pelko. Kommunikaatiopelko viittaa pelkoon, jota oppija kokee viestiessään muiden kanssa; toinen viittaa ahdistukseen, joka ilmenee koetilanteiden aikana; kun taas kolmas viittaa pelkoon, jota aiheuttaa sosiaalinen ympäristö, esimerkiksi luokkatoverit tai opettaja (Horwitz ym. 127–128).

Lisäksi vieraan kielen ahdistuksen oireet ja seuraukset ovat moninaiset. Ahdistuneessa mielentilassa oppija saattaa yllättäen esimerkiksi unohtaa asioita, joita hän tietää jo hyvin tai tehdä alkeellisia virheitä yksinkertaisissa tehtävissä (Dörnyei ja Ryan 2015, 176). Ahdistus voi myös johtaa oppijan tekemien virheiden lisääntymiseen (MacIntyre ja Gardner 1989), mikä puolestaan tekee oppijasta entistä ahdistuneemman. Melkein kaikki kielenopiskelijat tunnistavat ja ovat kokeneet vieraan kielen ahdistusta joissain tilanteissa. Vieraan kielen ahdistuksen oireet ovat sekä psyykkisiä että fyysisiä. Niihin liittyy yleisiä fyysisiä

ilmenemismuotoja, kuten sydämentykytys, vapina ja hikoilu, aivan kuten muissakin ahdistuneisuustiloissa (Horwitz et al. 1986, 126). Dewaele ja Meftah (2023) ovat tähän mennessä julkaisseet ainoan tutkimuksen, jossa on tutkittu sekä vieraiden kielten aiheuttamaa ahdistusta (FLA/FLCA) että vieraan kielen mielenrauhaa (FLPOM), mikä osoittaa, että näiden kahden konseptin tutkiminen yhdessä on kannattavaa ja auttaa täyttämään tutkimusaukon.

Ihmisten käsitykseen maailmasta ja heidän tunteidensa ilmaisuun vaikuttaa kulttuuriympäristö, jossa he elävät ja kommunikoiivat muiden kanssa (Zhou ym. 2021). Esimerkiksi kiinalaisessa kulttuurissa elävillä on taipumus suosia tunteita, jotka ovat fysiologiselta aktivaatiotasoltaan matalia tai keskitasoista. Länsimaiset ja individualistiset kulttuurit puolestaan usein korostavat nautinto- ja yksilökeskeistä lähestymistapaa, ja korkean aktivaatiotason tunnetiloja (Lu 2008). Tutkimus psykologian alalla on osoittanut, että kulttuurilla on merkittävä rooli käsityksemme ja tunteiden ilmaisussa (esim. Turner ja Stets 2005). Lutzin (1988) mukaan tunteiden muodostuminen ja arvostus perustuu tietyllä tasolla biologiaan, mutta niihin vaikuttaa myös voimakkaasti sosiokulttuurinen konteksti.

Individualismi ja kollektivismi ovat keskustelun arvoisia tässä yhteydessä, sillä länsimainen kulttuuri yhdistetään usein individualismiin ja itämainen kulttuuri kollektivismiin (Triandis 1995). Kollektivismia voidaan kuvata sosiaalisiksi malliksi, jossa yksilöt ovat läheisessä yhteydessä toisiinsa ja tunnistavat itsensä osaksi yhtä tai useampaa ryhmää, kuten perhettä, etnistä ryhmää tai kansaa. Heitä motivoivat ryhmien asettamat normit ja velvoitteet, ja he asettavat kollektiiviset tavoitteet omien tavoitteidensa edelle. Sitä vastoin individualismi kuvaa mallia, jossa yksilöt näkevät itsensä kollektiivien ulkopuolella. Individualistisissa kulttuureissa eläviä olevia yksilöitä motivoivat omat valinnat, halut ja oikeudet (Triandis 1995, 3–4). Jos tarkastellaan individualismin ja kollektivismien asemaa Suomessa, voidaan helposti todeta, että Suomi luetaan individualistiseksi maaksi (Hofstede ym. 2010). Edellä mainittujen havaintojen perusteella voidaan esittää, että eri kulttuureihin suuntautuneilla yksilöillä on erilainen käsitys, siitä mikä on nautinnollista ja millaisiin tunteisiin pyritään.

Aineisto ja metodit

Tässä pro gradu -tutkielmassa käytettiin sekä kvantitatiivisia että kvalitatiivisia tutkimusmenetelmiä. Näin tehtiin, jotta voitiin parhaalla tapaa kartoittaa uutta vieraan kielen tutkimuksen konseptia. Myös tunteiden tutkimus on helpompaa, kun hyödynnetään tutkimuksessa triangu-laatiota. Monimenetelmätutkimuksen yleinen tarkoitus on sekä kvantitatiivisten että kvalitatiivisten menetelmien tarve (Teddlie ja Tashakkori 2009). Tutkimuksen analyysi keskittyi

kuitenkin kvalitatiiviseen dataan, kun taas kvantitatiivista osuutta käytettiin tukielementtinä molempien ilmiöiden tasojen mittaamisessa.

Kvantitatiivista dataa kerättiin, jotta voitiin vastata ensimmäiseen tutkimuskysymykseen. Tähän käytettiin kahta kahdeksan kohdan Likert-asteikkoa. Toisella asteikoista mitattiin suomalaisten lukiolaisten vieraan kielen mielenrauhaa (FLPOM), astetta ja olemassaoloa, ja toisella vieraan kielen ahdistuksen (FLA) esiintymistä samassa ryhmässä. Tutkimuskysymyksiä kaksi ja kolme varten kerättiin kvalitatiivista dataa osallistujien henkilökohtaisista kokemuksista FLPOM:a ja FLA:a kohtaan. Osallistujia ohjeistettiin kertomaan henkilökohtaisia kokemuksiaan vieraan kielen mielenrauhasta ja ahdistuksesta, omin sanoin. Toista tutkimuskysymystä varten heitä pyydettiin kirjoittamaan hetkistä/tilanteista, joissa he olivat kokeneet kumppaakin tunnetta, ja tutkimuskysymystä kolme varten heitä ohjeistettiin kirjoittamaan, kuinka heidän mielestään kumpikin tunne heidän mielestään vaikuttaa vieraan kielen oppimiseen.

Tutkimukseen osallistui 30 suomalaista lukiolaista. Kaikki osallistujat olivat 16–19-vuotiaita. Osallistujien äidinkieli (L1) oli pääosin suomi, jonka ilmoitti äidinkielekseen 28 osallistujaa. Lisäksi yhteensä kuusi vastaajaa ilmoitti olevansa jonkin muun kielen äidinkielekseen. Neljällä kuudesta muun kuin suomen äidinkielekseen ilmoittaneista oli kaksi äidinkieltä; suomi ja jokin muu. Osallistujista 63 prosenttia oli opiskellut kolmatta vierasta kieltä englannin ja ruotsin lisäksi. Tämä tulos on korkeampi, kuin Suomen keskiarvo, joka kertoo, että noin 40 % lukiolaisista opiskelee kolmea vierasta kieltä (Pyykkö 2017, 39). Tutkimuksessa kerättiin tietoa myös osallistujien itsearvioidusta englannin kielen taidosta asteikolla 1–10. Tämän tutkimuksen osallistujien keskiarvo oli 7,9, joka on melko korkea. Tämä osoittaa, että suurin osa vastaajista oli omasta mielestään edistyneitä englannin kielenkäyttäjiä.

Tutkimuksen aineisto kerättiin Webropol-kyselylomakkeella. Määrällisessä analyysissä vastattiin siihen, millä tasolla suomalaisten lukiolaisten vieraan kielen mielenrauha ja ahdistus ovat. Analyysissä tutkittiin erityisesti keskiarvoja sekä keskihajontoja, ja tämä analyysi tehtiin Excelin ja SPSS:n avulla. Laadullisen aineiston kysymyksissä osallistujat vastasivat avoimissa vastauksissaan joko suomeksi, englanniksi tai molempien yhdistelmällä. Monet vastaajista kuvailivat FLPOM- ja FLA-tilanteikseen luokkahuonetilanteisiin liittyviä tapahtumia, mutta myös autenttisia luokkahuoneen ulkopuolisia tilanteita kuvailtiin runsaasti, kuten matkoja ulkomaille ja muita sosiaalisia tilanteita henkilöiden kanssa, jotka eivät puhuneet samaa äidinkieltä. Aineistoa analysoitiin luokittelemalla ja kategorisoimalla sitä yleisimmin tunnistettuihin ja mielenkiintoisimpiin ryhmiin sekä arvioimalla käytettyjä sanamuotoja.

Tulokset ja pohdinta

Tämän pro gradu -tutkielman yhtenä tavoitteena oli selvittää, mitä vaikutuksia ja mahdollisuuksia vieraan kielen mielenrauhalla (FLPOM) ja vieraan kielen ahdistuksella (FLA) voisi olla suomalaisessa vieraan kielen opiskelussa tulevaisuudessa. Tämän saavuttamiseksi käytännön tavoitteena oli tutkia suomalaisten lukiolaisten käsityksiä kahdesta tunnekonstruktiosta sekä kartoittaa täysin uutta konseptia. Lisäksi tällä tutkimuksella haluttiin raaputtaa pintaa siitä, mitä FLPOM ylipäättään edustaa suomalaisille oppijoille.

Kvantitatiivisten tulosten avulla, jotka auttavat vastaamaan ensimmäiseen tutkimuskysymykseen, voidaan havaita, että osallistujat raportoivat kokevansa merkittävästi korkeampaa vieraan kielen mielenrauhaa ($M = 3,72$) verrattuna vieraan kielen ahdistuksen tuloksiin ($M = 2,02$). Erityisesti osallistujien keskimääräinen vieraan kielen ahdistuksen taso kvantitatiivisten tulosten mukaan oli hämmästyttävän alhainen. Vaikka tutkimuksessa käytetyt kaksi asteikkoa eivät ole täysin vertailukelpoisia, ne ovat kuitenkin molemmat ilmiöiden validoituja asteikkoja. Lisäksi kvantitatiiviset tulokset osoittivat, että vieraan kielen mielenrauhan keskihajonta ($SD = 1,03$) oli hieman pienempi kuin vieraan kielen ahdistuksen ($SD = 1,2$), mikä osoitti, että vieraan kielen ahdistukseen liittyvät vastaukset olivat jonkin verran johdonmukaisempia kaikkien vastaajien kesken, kun taas vieraan kielen ahdistus kattoi laajemman kirjon vastauksia. Näillä tuloksilla voi olla suuri vaikutus siihen, miten vieraiden kielten tunnit tulisi suunnitella jatkossa, sillä mielenrauhan kokemuksella vieraiden kielten luokkahuoneessa on useita myönteisiä vaikutuksia oppimiseen ja negatiivisten ärsykkeiden torjuntaan, (e.g. Datu ym. (2018), Lee ym. (2013) ja Zhou ym. (2021).

Yksi tutkimuksen hypoteeseista oli, että vastaajat, jotka raportoivat korkeimpia vieraan kielen mielenrauhan tasoja, kokisivat myös alhaista vieraan kielen ahdistusta. Tämä toteutettiin myös päinvastoin tutkimalla osallistujia, joilla oli korkeimmat tasot vieraan kielen ahdistuksessa. Tulokset osoittivat että osallistujat, jotka kokivat korkeinta vieraan kielen mielenrauhan tasoa ($M = 4,88$), raportoivat myös erittäin alhaista vieraan kielen ahdistuksen tasoa ($M = 1,4$). Vastaava ilmiö havaittiin osallistujilla, jotka raportoivat korkeinta vieraan kielen ahdistuksen tasoa ($M = 3,78$), sillä heidän keskimääräinen vieraan kielen mielenrauhansa ($M = 2,85$) oli merkittävästi alhaisempi kuin tutkimuksen keskiarvolla.

Tutkimuskysymykseen kaksi, joka käsitteli, kuinka osallistujat kuvailivat vieraan kielen mielenrauhan ja vieraan kielen ahdistuksen tilanteita tai hetkiä, voidaan todeta, että episodien kuvaukset olivat hyvin eläviä ja moniulotteisia. Molemmissa kuvauksissa kuvattiin sekä

luokkahuonetilanteita että autenttista kielenkäyttöä. Kuitenkin vain 45 % vieraan kielen mielenrauhaan liittyvistä tilannekuvauksista kuvasi luokkahuonetilanteita, kun taas 73 % vieraan kielen ahdistusta kuvaavista tilanteista edusti luokkahuonetilanteita. Tämä osoittaa, että vieraan kielen mielenrauha ei olekaan yhtä tuttu tunne kuin vieraan kielen ahdistus luokkahuonetilanteessa, tai ehkä FLPOM-tunteita on haastavampaa kuvailla ja pukea sanoiksi. Näin voidaan myös spekuloida, että FLPOM:aa voi olla helpompi kokea rauhallisessa tilanteessa esimerkiksi itsenäistä työtä tehdessä.

Vieraan kielen mielenrauhan tilanteiden (FLPOM-tilanteiden) yleisimmät kategoriat olivat luokkahuonetilanteet, henkilökohtainen menestys ja omien taitojen ymmärrys, opettajan aikaansaama FLPOM, vertaisten aikaansaama FLPOM, autenttisten kielenkäyttötilanteiden aiheuttama FLPOM, sekä sosiaalisten tilanteiden ja auttamisen aiheuttama FLPOM. Tämä luokittelu tehtiin yleisimpien havaintojen perusteella. FLPOM-tilanteiden sanamuodoista voitiin havaita, että osallistujat tunnustivat vieraan kielen mielenrauhan alhaisen aktivaatiotason positiiviseksi tunteeksi. Tämä oli havaittavissa esimerkiksi sanavalinnoilla, kuten voimaantumisen, rauhallinen, miellyttävä, tyytyväinen ja huoleton. Yksi FLPOM-tilanteiden mielenkiintoisimmista löydöksistä oli osallistujien ymmärrys siitä, että heidän ei tarvitse olla täydellisiä tai sujuvia vieraassa kielessä menestyäkseen tai tullakseen ymmärretyksi.

Vieraan kielen ahdistuksen tilanteiden (FLA-tilanteet) yleisin ja mielenkiintoisin oli häpeän, nöyryytyksen ja pilkan kategoria. Kaikki tämän tyyppiset kuvaukset luokiteltiin samaan kategoriaan. Muut yleisimmät kategoriat olivat luokkakavereiden tuomitsemisen pelko ja käsitys siitä, että kaikki muut ovat parempia, opettajan arvostelun pelko, puhumisen/ääntämisen/esityksen aiheuttama ahdistus, sekä vieraan kielen ahdistuksen fyysiset oireet. Koetilanteisiin liittyvä ahdistus ei kuulunut pääkategorioihin, mutta se mainittiin kuvauksissa 11 kertaa. Ensimmäiseen häpeän ja nöyryytyksen kategoriaan luokitellut tilanteiden kuvaukset olivat täynnä negatiivisia tunteita. Näiden kuvailujen lisäksi osallistujat tunnustivat laajan kirjon tunteita, joita vieraan kielen ahdistus on herättänyt heissä, esim. toivottomuus, epätoivo, hämmennys, epävarmuus, paine ja turhautuminen. Samoin useat kertomukset olivat täynnä kokemuksia siitä, ettei ole tarpeeksi hyvä, sekä ahdistusta, joka aiheuttaa aivosumua, ”jäätymistä” ja ”tyhmien” virheiden tekemistä.

Huomionarvoista nimenomaan suomalaisten lukiolaisten kontekstissa on se, että tulosten mukaan osallistujat ovat erittäin kriittisiä itseään kohtaan. Lisäksi tilanteiden kuvaukset osoittivat, että oppijat uskovat, että heidän opettajansa tai heidän luokkakaverinsa arvioivat heidän kielitaitoaan, mikä liittyy huonoon itsetuntoon ja negatiiviseen itsepuheeseen. Myös Horwitz

ym. (1986) tunnistivat tämän ilmiön kuvaillessaan oppijoita, joilla on huimat odotukset itseään kohtaan ja uskomus siitä, että vain täydellinen suoritus on riittävä.

FLPOM:n ja FLA:n kuvauksissa esiintyi myös muutamia yhdistäviä tekijöitä. Puheet, esitykset ja parityöskentely kuvattiin sekä mielenrauhaa että ahdistusta aiheuttaviksi vieraan kielen oppimisessa. Sama ilmiö voitiin havaita oppijoiden kuvauksista liittyen koetilanteisiin. Tämä vahvistaa Dewaelen ja MacIntyren (2014) käsityksen siitä, että sama tapahtuma voi aiheuttaa oppijassa sekä negatiivisia että positiivisia tunteita. Kolmas ja kenties tärkein yhdistävä tekijä, joka havaittiin näiden kahden tunnekonstruktion välillä, olivat kuvaukset luokkahuoneen ilmapiirin merkityksestä. Voidaan tulkita, että osallistujat pitivät myötätuntoa ja kannustavaa luokkahuoneympäristöä kenties tärkeimpänä luokkahuoneen tunteiden muodostumisen määräjänä. Tilanteiden kuvauksissa vieraan kielen ahdistus kuvattiin jonkin verran voimakkaammaksi ja pitkäkestoiseksi tunteeksi, kun taas vieraan kielen mielenrauha kuvattiin vahvaksi, kuitenkin nopeasti katoavaksi ja todennäköisesti vaikeammaksi tunnistaa. Osallistujat kuvailivat tunnistavansa vieraan kielen mielenrauhan yleensä ollessaan yksin tai kyseisen tilanteen jälkeen, kun taas ahdistusta kuvattiin välittömämmäksi ja ilmeisemmäksi osallistujien kertomuksissa. Tulosten mukaan vieraan kielen mielenrauha ilmenee siis hieman hienovaraisemmallalla tavalla, mutta se voi kuitenkin esiintyä myös voimakkaana kehollisena tuntemuksena.

Kolmannen tutkimuskysymyksen tavoitteena oli valaista vieraan kielen mielenrauhan ja ahdistuksen vaikutuksia vastaajien vieraiden kielten oppimiseen. Osallistujien avoimet vastaukset analysoitiin ja luokiteltiin. Avoimet kysymykset tuottivat laajan valikoiman vastauksia, josta selkeitä kategorioita pyrittiin tunnistamaan. Vieraan kielen mielenrauhan tunnistetut vaikutukset vieraan kielen oppimiseen keskittyivät kasvaneeseen luottamukseen omia taitoja kohtaan, kasvaneeseen myötätuntoon/armollisuuteen itseä kohtaan, kasvaneeseen toleranssiin virheiden tekemistä kohtaan, kasvaneeseen avoimuuteen ja rentouteen oppimisessa. Muita FLPOM:n ehdotettuja vaikutuksia olivat lisääntynyt ylpeys kielitaidosta, halu uppoutua kohdekulttuuriin sekä lisääntynyt motivaatio ja flow. Neljä osallistujaa ilmoitti kuitenkin, etteivät he tunnista mielenrauhan kokemusta vieraan kielen opiskelussa.

Vieraan kielen ahdistuksen tunnistetut vaikutukset vieraan kielen oppimiseen puolestaan olivat osallistujien mielestä epäonnistumisen ja virheiden pelko, tunne siitä, että on muita huonompi, jäätyminen kokemukseen, typerien virheiden tekeminen, ja halu lopettaa kielen opiskelu kokonaan. Lähes kaikki vastaukset voitiin luokitella näihin luokkiin, mikä viittaa siihen, että FLA on heidän ryhmässään tunnetumpi kokemus kuin FLPOM. Ahdistus kuvailtiin yleisesti

suureksi esteeksi kielen oppimiselle. Viisi osallistujaa ilmoitti, että he eivät koskaan tunne vieraan kielen oppimiseen liittyvää ahdistusta.

Yksi tutkimuksen rajoituksista on tutkimusotos, joka ei välttämättä vastaa keskimääräistä suomalaista lukiolaista, kun tavoitteena oli löytää edustava ryhmä suomalaisista lukiolaisista. Sen lisäksi, että osallistujat arvioivat itsensä taitaviksi englannin kielessä ja opiskelivat useita vieraita kieliä, he olivat myös viettäneet ulkomailla keskimäärin enemmän aikaa kuin tyypillinen suomalainen lukiolainen. Lukio, jossa tutkimus suoritettiin, ei ole esimerkiksi kielipainotteinen lukio. Näin ollen osallistujien odotettiin olevan sopivia jossain määrin edustamaan tavallista suomalaista lukiolaista. Saavutettavuussyistä tiedot kerättiin kuitenkin yhdestä Suomen suurimmista kaupungeista, mikä saattaa osaltaan vaikuttaa tulokseen.

Tulokset viittaavat siihen, että oppijoille olisi paljon hyötyä, jos heillä olisi enemmän tietoa positiivisen psykologian periaatteista ja tietoisuustaitoharjoitteista. Näillä voidaan välittää oppijoille vahvempaa itsetuntoa, myötätuntoa ja armollisuutta ja sen seurauksena vahvempia henkilökohtaisia ja psykologisia resursseja. Vieraan kielen mielenrauhan käsitettä on toistaiseksi tutkittu hyvin vähän, mikä tarkoittaa, että lopullisten johtopäätösten tekemiseen käytävissä olevaa tietoa on vähän. Tämän pro gradu -tutkielman tulokset edustavat kuitenkin yhtä ryhmää suomalaisia lukiolaisia ja muodostavat vankan pohjan FLPOM:n ja FLA:n tulevalle tutkimukselle. Tämän tutkimuksen tulokset auttavat valaisemaan FLPOM:n ja FLA:n käsitteitä vastakkaisina elementteinä uudessa ympäristössä.

On selvää, että opettajilla on ratkaiseva rooli positiivisemmän luokkaympäristön luomisessa, jossa jokainen voi tuntea olonsa turvalliseksi. Lisäksi vertaisvaikutus opiskelijoiden vieraiden kielten tunteisiin on merkittävä. On huomattava, että erilaiset lähestymistavat ja menetelmät auttavat erilaisia oppijoita menestymään vieraiden kielten tunteilla. Tulokset osoittivat, että osallistujilla on jo nyt vahvoja psykologisia resursseja ja he pystyivät kertomaan elävästi omista vieraisiin kieliin liittyvistä tunteistaan. Tulosten perusteella tehokkaimmin vieraan kielen mielenrauhaa lisäävät ja ennustavat tekijät ovat luokkahuoneen kannustava ilmapiiri, kannustava opettaja, aito kiinnostus vieraita kieliä ja kulttuureja kohtaan sekä hyvä kielitaito ja itseluottamus. Toisaalta vieraan kielen ahdistusta voisi todennäköisesti vähentää edistämällä mielenrauhaa vieraan kielen oppimisen tilanteissa ja antamalla opiskelijoiden edistyä omaan tahtiinsa sekä antamalla opiskelijoiden tehdä heille henkilökohtaisesti kiinnostavia tehtäviä.