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The Correlation between Foreign Language Apprehension and Foreign Language Gaiety and their Impacts on the Ideal L2 Self for EFL Learners

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Abstract
As evidenced by recent studies in the fields of positive psychology and psycholinguistics, learners' emotions and thoughts while learning a second language are believed to generate sophisticated and dynamic linkages that contribute to their motivational as well as linguistic outcomes. This study aims to evaluate foreign language gaiety (FLG) and foreign language apprehension (FLA) as determinants of the ideal second language (L2) self for Saudi EFL learners. The basic research question that this study attempts to answer is: "What is the impact of EL elation and apprehension on PSAU learners' ideal L2 self?" An online survey incorporating the three scales in question was completed by 116 EFL male and female students at Prince Sattam bin Abdulaziz University (PSAU) in the College of Science and Humanities (CSH). To examine the reliability of this research study, the Cronbach Alpha value of ≥ 0.70 is regarded as reliable and acceptable. The study results showed a strong positive correlation between the PSAU EFL learners' EF Gaiety and their ideal L2 self. Further, there was a strong negative correlation between the PSAU EFL learners' FL Apprehension and their ideal L2 self. The study concluded that PSAU EFL learners do not enjoy studying English as a foreign language. Their ideal L2 self is tremendously affected by the high rates of apprehension and the low degrees of EF gaiety.

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1.0 Introduction

The research studies in the fields of teaching, learning, applied linguistics, positive psychology, and psycholinguistics have seen a significant change from teacher-centered to student-centered education (Murphy, Eduljee, & Croteau, 2021). More focus has been placed on learning and learners rather than instruction and instructors (Noriega, Bonet, & Heppell, 2013). Since English as a Foreign Language progresses rapidly to learner-centered education, multiple academics in various contexts have turned their attention to determining how EFL learners learn and what variables influence their performance (Nazari, 2019).

The ideal L2 self is the L2-specific component of the learner's ideal self (Huiwen, Chia, & Azlan, 2020). It has been estimated as a characteristic that increases motivated L2 learning behavior. The ideal L2 self is a fundamental component of Dörnyei's (2003) and Ghasemi's (2018) L2 motivating self-systems. It refers to the ideal image maintained in learners' minds of the type of L2 user they aim to become in the future (Ghasemi, 2018). For example, if people aspire to be good L2 speakers, they can use their imagined L2 self to motivate them to study the language because they want to decrease the gap between their ideal and actual selves. Furthermore, some research studies concluded that the ideal L2 self is linked to a variety of factors, including communication willingness and enthusiastic use of the language (Huiwen et al., 2020).

According to some studies with a more comprehensive view of negative and positive classroom feelings, apprehension impedes learners' cognitive processing, while positive emotions contribute to widening their cognitive abilities (Matsuda & Gobel, 2001). Foreign language classroom apprehension (FLCA) and foreign language learning (FLE) have been identified as two important variables in predicting L2 outcomes (Henshaw, 2015). Several EFL researchers have expressed an interest in studying the impact of FLCA and FLE on general English courses (Matsuda & Gobel, 2001), learners' performance (Li, 2021), and gender (Ra & Rhee, 2018). Nonetheless, no indication of an ideal L2 self is found in their research.

Despite the abundance of published research on the impact of foreign language apprehension and foreign language elation on L2 learning, few empirical investigations in the field of EFL have examined such constructs with a focus on the ideal L2 self (Chua, Lin, & Azlan, 2020). As a result, there appears to be a scarcity of research into the role of foreign language apprehension and foreign language elation in anticipating the ideal L2 self in EFL students. To put it another way, it is yet unknown whether and how FL apprehension and FL elation influence the ideal L2 self. The goal of this study is to explore the joint influence of FL apprehension and FL elation on the ideal L2 self among Saudi EFL students to fill the gaps and throw more light on the function of these two variables in predicting the ideal L2 self. This study contributes to the current literature by combining these variables.

2.0 Review of literature

Language apprehension, sometimes called language anxiety, is a type of negative emotional and motivational state that arises when learners are confronted with threatening situations (Sparks & Patton, 2013). An increasing amount of study attention has been focused on apprehension as a negative emotion in the realm of L2 learning. Apprehension is the most extensively studied emotion among negative feelings in L2 research (MacIntyre & Mercer, 2014).

Clifford and Cox (2013) found an inverse relationship between FL anxiety and proficiency scores in their investigation. Based on Horwitz and Cope (1986), Clifford and Cox (2013) created the Foreign Language Classroom Anxiety Scale, which ushered in a new era in apprehension

research. They also asserted that foreign language apprehension and general anxiety are linked. With the introduction of this negative emotion, classroom apprehension has been the focus of interest since the emergence of emotion research in L2 because of its strong impact on students' cognitive L2 performance and implications for L2 outcomes. Foreign language apprehension has been found to have a deleterious impact on academic achievement in this line of research.

Akpur (2017) examined the relationship between FL apprehension and FL achievement among primary school learners. The Foreign Language Classroom Anxiety Scale was used to measure FL apprehension, and its impact on FL achievement was evaluated using low-stakes assessments as well as high-stakes formal tests. FL apprehension inversely influenced participants' achievement. The findings also revealed a higher link between high-stakes formal exams and low-stakes regular assessments.

In terms of the factors that influence FL anxiety, Danesh and Shahnazari (2020) have highlighted the importance of motivation in defining learners' anxiety levels. The findings revealed a negative relationship between general language apprehension and self-motivation in English learning. Dörnyei (2003) also examined the link between Turkish EFL learners' beliefs and language anxiety. The results showed that Turkish EFL learners' negative perceptions of English and classroom anxiety were strongly connected to some fears.

Kakupa (2019), for example, examined the influence of socio-biographical and language characteristics in predicting Chinese university students' FL anxiety in English. Kakupa found that FL anxiety and worries were associated with frequent language use, international experience, geographic background, self-perceived oral competencies, age of commencement of acquisition, and language achievement level. Further findings revealed that worries and apprehension can be seen both within and outside the classroom, depending on the source.

Yoshida (2013) stated that during the COVID-19 pandemic, both teachers and learners were likely to face a significant level of general worry, which led to the emergence of remote and online language learning in recent years. Because online language learners are requested to communicate with their teacher and classmates in the target language using audio and video resources, they may experience anxiety related to both the language and the technology.

Positive emotions, such as growth mindset joy, well-being (Conradson, 2016), and grit (Zeng et al., 2016), have gotten a lot of attention in recent years. The commonly studied pleasant emotion, enjoyment, is included in this list. Since it was identified as the counterpart of anxiety and enjoyment, which can be thought of as enjoyment experienced when learning a second language, has gotten a lot of attention. The FLE scale, first proposed by Dewaele and MacIntyre (2016), has remained the most widely accepted method for assessing FLE. Researchers have considered the indispensability of positive emotions to balance research material that has explored the role of negative emotions, particularly linguistic anxiety (Zohar, Livne, & Fine, 2003). Negative and positive emotions, according to Cao (2014) and Sparks and Patton (2013), are prominent individual characteristics that influence classroom interactions.

2.1 Ideal L2 Self

Akpur (2017)'s findings influenced and encouraged primary research on L2 motivation. Most L2 motivation theories, in retrospect, were founded on Akpur (2017)'s socio-educational model, which was a highly classic understanding of the integrative motive. Despite its significance, the notion of integration has been a source of criticism since the 1990s. Integration, for example, does not make sense in FL classrooms if students are learning a foreign language as a subject

without the required exposure to the target language (e.g., to learn English as a foreign language in China). Given that Akpur (2017)'s model was not feasible for educational contexts, particularly EFL settings, Dewaele and Alfawzan (2018) proposed a new L2 theory. This construct, comprising the ideal L2 self, the ought-to L2 self, and L2 experience, has allowed for more variables to be examined within L2 motivation, and it may be applied in a range of linguistic and cultural circumstances.

In recent decades, researchers have been looking at the two essential components of Dewaele and Alfawzan's (2018) recommended construct, the ought-to L2 self and the ideal L2 self in various L2 scenarios. The ideal L2 self, which has been defined as a positive self-image that L2 learners desire to acquire in the future about learning the L2, has been seen as a crucial concept in determining and realizing language learning motivation. According to Dewaele and Alfawzan (2018), when seeking to bridge the gap and distance between one's existing L2 skills and prospective L2 learning objectives, the ideal L2 self serves as a powerful motivation. In recent years, a slew of studies has been done to shed light on the link between the ideal L2 self and FLE (e.g., Ghasemi, 2018; Gupta & Gueneau, 2021; Henshaw, 2015).

According to the studies mentioned above, most of the research has either compared and contrasted FL elation and FL apprehension or investigated their link with key learner characteristics. Despite this, no empirical investigation into the role of both foreign language enjoyment and FLCA in predicting optimal L2 self has been conducted. There has also been no research into ideal L2 self, FLE, or FLCA structures. The study of Yin (2021) is the only one that has touched on this topic in part (2021). The researchers wanted to explore how learners' L2 writing selves influence L2 writing accomplishment both directly and indirectly via anxiety and enjoyment.

3. Research Problem

Upon surveying and examining the pertinent literature, the researcher noticed that there is a consensus among Saudi researchers in addition to EFL instructors that PSAU EFL students are struggling in speaking, listening, writing, and reading classes. Psychologically, some Saudi EFL university students do not enjoy learning English as a foreign language at all. For these learners, English represents a psychological burden rather than a source of enjoyment and elation (Yoshida, 2013; Rathiga, 2014; Yin, 2021). Furthermore, some researchers reported that Saudi EFL male and female learners' language capabilities are below mediocre and need much amelioration. They attributed their results to psychological reasons, such as class anxiety, class absent-mindedness, obsession, loneliness, depression, guilt, and feelings of inadequacy (Bradford, 1982; Peng & Woodrow, 2010; Robinson, 2010; Balaman & Sert, 2017).

These psychological problems do not only have concrete existence in governmental schools but also o private ones in addition to Saudi governmental and private universities. Even when the researchers set their Saudi subjects into experimental and control groups to solve these psychological problems, the effect of any given treatment was provisional (Oreopoulos, 1993; Nazari, 2019; Murphy, Eduljee, & Croteau, 2021). The Saudi university students have their ideal L2 self, a modal of language professionalism that they try to attain. The ideal L2 self may be affected by the psychological problems they encounter in EFL classes. Therefore, this research study tries to answer the following question: "What is the impact of EL elation and apprehension on PSAU learners' ideal L2 self?" To answer this question, the researcher set some sub-questions derived from the research problem:

(1) Do PSAU EFL learners enjoy learning English as a foreign language?"
(2) Do PSAU EFL learners experience any kind of apprehension during learning English as a foreign language?"
(3) To which level of satisfaction does PSAU EFL learners' ideal L2 self reach?
(4) What is the correlation between Ideal L2 self and FL Gaiety and FL Apprehension?

4.0 Materials and Methods
4.1 *Participants*
A total of 116 English-major students from the Department of English at the College of Science and Humanities, Al-Kharj. The students replied to a foreign Language Elation Scale (adapted from Dewaele, 2019) and a Foreign Language Apprehension Scale (adapted from Jiang and Dewaele, 2019). The respondents are undergraduate English majors from the male and female sections. The participants constitute a sample of 55 males and 61 females ranging in age from 17 to 21, with a mean age of 19. The length of time they had spent learning English ranged from 13 to 16 years, with an average of 14.5 years.

4.2 *Instruments*
4.2.1 Foreign Language Enjoyment Scale
Ten items were adapted from Jiang and Dewaele for this scale (2019). The scale statements express both the communal and private parts of foreign language enjoyment (Dewaele & MacIntyre, 2016). Every item was assessed on a five-point Likert scale ranging from "strongly agree" to "strongly disagree," with "strongly disagree" being the most extreme.

Table 1. *Foreign language enjoyment scale*

No	Scale Items	Opinion				
		(5) SA	(4) A	(3) N	(2) D	(1) SD
1	I feel quite elated while I am writing or reading in English.					
2	I get pleased when knowing that I am going to be called on to read in English.					
3	I get displeased when I must read or write in English without any prior preparation.					
4	I never feel dissatisfied in speaking or listening classes.					
5	When I speak English, I feel exhilaration and self-confident.					
6	When I speak or read in English in front of other students, I feel delighted.					
7	When I listen to English, I get debonair and frustrated.					
8	It makes me feel proud and comfortable to volunteer to go out first and speak or write in English.					
9	When the language teacher asks me to speak in English that I have prepared in advance, I get super delighted.					
10	I enjoy my English classes.					

3.2.2 Foreign Language Classroom anxiety scale
The fifteen components of this scale, developed by Jiang and Dewaele (2019), dealt with physiological symptoms of worry, unease, and lack of confidence. The scale measures two types of anxiety: mild and severe anxiety. Items with low anxiety were reverse coded for consistency

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in calculating the total score. Every item was measured on a five-point Likert scale ranging from "strongly agree" to "strongly disagree", with "strongly disagree" being the most extreme.

Table 2. *Foreign Language Classroom Anxiety Scale*

Item No	Scale Items	Opinion				
		(5) SA	(4) A	(3) UD	(2) D	(1) SD
11	I do not feel quite confident while I am speaking or reading in English.					
12	I tremble when knowing that I am going to be called on to speak English.					
13	I get nervous when I must speak English without any prior preparation.					
14	I can feel so nervous in a speaking class that I forget what I know.					
15	When I speak English, I feel confident.					
16	When I speak English in front of other students, I feel quite self-conscious.					
17	When I read in English, I get uncomfortable and confused.					
18	I'm frightened other classmates will make fun of me.					
19	When I am asked to say what I have prepared in advance, I get nervous.					
20	I have no apprehensions about speaking English.					
21	When I'm about to be called on, I can feel my heart pumping.					
22	When I'm speaking English, I feel at ease.					
23	It makes me feel uncomfortable to volunteer to go out first and speak in English.					
24	I am confident in my ability to communicate in English.					
25	I'm becoming increasingly perplexed as I take more language tests.					

4.2.3 Ideal L2 Self Scale

Papi and Abdollahzadeh (2012) updated the eight items on the Ideal L2 Self Scale. The purpose of this assessment was to look at the learners' ideal L2 self in terms of the English language. Every item was measured on a five-point Likert scale ranging from "strongly agree" to "strongly disagree," with "strongly disagree" being the most extreme.

Table 3. *Ideal L2 Self Scale*

Item No	Scale Items	Opinion				
		(5) SA	(4) A	(3) N	(2) D	(1) SD
26	I feel glad to be able to read English textbooks.					
27	I am delighted to read English words around me in streets and stores.					
28	I could not learn English in the past, but now I master it.					
29	I enjoy listening to English movies.					
30	My listening has been developed in the last couple of years.					
31	Learning English had a significant impact on my life.					
32	Speaking in English is rewarding for me.					
33	I feel no development in my English level in comparison with the last year.					

5. Research Procedures

Since this research study was developed as a correlational examination, the data were obtained by giving the three measuring instruments of the three constructs (i.e., FL elation, FL apprehension, and ideal L2 self) to the EFL male and female students at Prince Sattam bin

Abdulaziz University in College of Science and Humanities. The questions were put together in the form of an online survey using the Google Docs tool. The data collection began in the summer of 2021, with the assistance of a few English-major university instructors who lectured at several Saudi universities. A link to the Google Docs survey was sent to these teachers. They then emailed the URLs to their English major undergraduate students via Telegram or WhatsApp groups, instructing them to respond to the survey items. It took about two months to collect the data.

6. Instrument Reliability and Validity

To examine the reliability of this research study, the Cronbach Alpha value of ≤ 0.60 is considered not reliable, while that of ≥ 0.70 is regarded as d reliable and acceptable. The reliability test for this study is tabulated in Tables (4) and (5). To attain both external validity and representativeness, the participants were randomly selected.

Table 4. *Alpha Cronbach Values*

Dimensions	Number of Items	Alpha Cronbach
Foreign Language Enjoyment Scale (A)	10	0.801
Foreign Language Classroom Anxiety Scale (B)	15	0.798
Ideal L2 Self Scale (C)	8	0.891

Table 5. *Alpha Cronbach for each item if excluded*

		Item-Total Statistics		
Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SA1	82.12	534.215	.5670	.9610
SA2	83.21	524.815	.5440	.9620
SA3	83.10	533.515	.5590	.9560
SA4	82.19	522.346	0.576	.9030
SA5	82.99	503.167	.6140	.9550
SA6	82.81	556.074	.5130	.9090
SA7	83.06	544.082	.6930	.9810
SA8	82.35	565.719	.6890	.9980
SA9	81.05	554.599	.5550	.9090
SA10	82.81	559.682	.6180	.9910
SB11	81.67	527.484	.6410	.9630
SB12	82.82	508.519	.6040	.9980
SB13	82.65	548.755	.6410	.9420
SB14	83.42	535.806	.6040	0.956
SB15	82.95	561.482	.6380	.9510
SB16	83.90	519.553	.6180	.9510
SB17	82.75	501.752	0.666	0.953
SB18	83.43	511.106	0.615	0.955
SB19	82.84	524.459	0.644	.9570
SB20	83.94	532.368	0.508	.9520
SB21	83.73	544.826	0.558	.9540
SB22	82.92	535.350	0.519	.9560
SB23	82.91	517.372	0.602	.9580
SB24	83.58	561.759	0.507	.9500

SB25	81.63	552.832	0.538	.9580
SC26	83.56	541.451	.5420	.9460
SC27	82.83	512.650	0.677	.9640
SC28	82.12	515.187	0.662	.9220
SC29	82.17	516.157	0.672	.9400
SC30	83.15	520.185	.6520	.9810
SC31	82.90	518.553	.6280	.9710
SC32	83.75	551.752	0.686	0.983
SC33	82.43	511.106	0.665	0.965

7. Result

The first question that this study attempts to answer is "Do PSAU EFL learners enjoy learning English as a foreign language?" To answer this question, table (6) below shows the descriptive analyses of the FL Gaiety Scale. Table (6) illustrates that item [1] — *I feel quite elated while I am writing or reading in English* —has scored the highest mean as M= 4.66 and SD= 1.15, with 65 % degree of disagreement comprising 75.4 respondents who strongly disagree with this statement, and 2.6%, (N=3.016) respondents strongly agree to this statement. Item [9] – When the language teacher asks me to speak in English that I have prepared in advance, I get super delighted – scored the lowest mean as M=1.81 and SD =0.56 with 77.0 % degree of disagreement and N = 89 respondents. Item [2] – I get pleased when knowing that I am going to be called on to read in English – comes second to item [1] with M= 4.56, SD = 0.76, and 60.1 % degree of strong disagreement (N= 69.7). Item [6] – When I speak or read in English in front of other students, I feel delighted– comes third to item [1] with M= 4.51, SD = 0.45, and 76.1% degree of strong disagreement and 12.2% of disagreement to this statement (N= 102.4)

Table 6. *Descriptive Analyses for PSAU EFL Learners' FL Gaiety Scale*

No.	Item	M	SD	Agreement Scale				
				1	2	3	4	5
				%	%	%	%	%
1.	I feel quite elated while I am writing or reading in English.	4.66	1.15	65	6.25	19.6	9.3	2.6
2.	I get pleased when knowing that I am going to be called on to read in English.	4.56	0.76	60.1	1.80	11.0	26.1	1.0
3.	I get displeased when I must read or write in English without any prior preparation.	3.64	0.83	2.2	12.9	13.8	14.7	56.4
4.	I never feel dissatisfied in speaking or listening classes.	2.38	1.24	63.4	8.30	15.0	10.3	3.0
5.	When I speak English, I feel exhilaration and self-confident.	2.87	0.61	3.0	4.20	73.5	15.3	4.0
6.	When I speak or read in English in front of other students, I feel delighted.	4.51	0.45	76.1	12.2	3.2	7.2	1.3
7.	When I listen to English, I get debonair and frustrated.	2.68	0.72	3.5	9.1	16.3	67.7	3.4
8.	It makes me feel proud and comfortable to volunteer go out first and speak or write in English.	2.29	1.19	61.7	10.5	13.1	12.9	1.8
9.	When the language teacher asks me to speak in English that I have prepared in advance, I get super delighted.	1.81	0.56	1.7	77.0	16.7	2.80	1.8
10.	I enjoy my English classes.	2.86	0.72	70.6	8.70	10.6	8	2.1

The second question that this study attempts to answer is "Do PSAU EFL learners experience any kind of apprehension during learning English as a foreign language?". To answer this question, table (7) shows the descriptive analyses of the FL Classroom Anxiety Scale. Table (7) below shows that item [17] ― *When I read in English, I get uncomfortable and confused* ―has scored the highest mean as M= 3.68 and SD= 0.77, with 65.7 % degree of agreement comprising 76.2 respondents who agree to this statement. Item [20] – *I have no apprehensions about speaking English* – scored the lowest mean as M=1.31and SD = 0.71 with 60.5 % degree of strong disagreement and N = 70.18 respondents. Item [22] – *When I'm speaking English, I feel at ease* – comes second to item [17] with M= 3.67, SD = 2.87, and 2.2% degree of strong agreement (N= 2.55). Item [13] – *I get nervous when I must speak English without any prior preparation* – comes immediately before item [20] with M= 1.64, SD = 0.48, and 55.4% degree of strong agreement and 14.9 % of disagreement with this statement.

Table 7. *Descriptive analyses for PSAU EFL learners' FL Classroom Anxiety Scale*

No.	Item	M	SD	Agreement Scale				
				1	2	3	4	5
				%	%	%	%	%
11	I do not feel quite confident while I am speaking or reading in English.	2.66	1.14	1.6	5.25	16.1	10.05	67
12	I tremble when knowing that I am going to be called on to speak English.	2.56	0.66	24.1	2.80	10.0	61.1	2.0
13	I get nervous when I must speak English without any prior preparation.	1.64	0.84	0.2	14.9	15.8	11.7	55.4
14	I can feel so nervous in a speaking class that I forget what I know.	2.38	1.34	3.0	8.30	15.0	63.4	10.3
15	When I speak English, I feel confident.	2.87	0.71	75.5	3.20	2.0	13.3	5.0
16	When I speak English in front of other students, I feel quite self-conscious.	3.51	0.55	12.2	76.1	3.2	7.2	1.3
17	When I read in English, I get uncomfortable and confused.	3.68	0.71	5.5	8.1	15.3	65.7	5.4
18	I'm frightened other classmates will make fun of me.	2.29	1.18	1.6	10.7	13.4	12.8	61.5
19	When the language teacher asks me to speak in English that I have prepared in advance, I get nervous.	1.81	0.54	2.7	1.8	14.7	4.80	75.0
20	I have no apprehensions about speaking English.	1.31	0.71	60.5	8.70	20.5	8.0	2.2
21	When I'm about to be called on, I can feel my heart pumping.	2.65	1.50	3.7	1.8	13.7	9.80	70.0
22	When I'm speaking English, I feel at ease.	3.67	2.87	50.5	8.70	30.5	8.0	2.2
23	It makes me feel uncomfortable to volunteer to go out first and speak or write in English.	1.65	1.52	2.7	5.8	11.7	11.80	67.0
24	14. I am confident in my ability to communicate in English.	1.63	1.42	65.0	5.9	13.7	12.80	2.8
25	I'm becoming increasingly perplexed as I take more language tests.	**1.32**	1.82	2.2	8.70	30.5	8.0	50.5

The third question that this study attempts to answer is "To which level of satisfaction, does PSAU EFL learners' ideal L2 Self reach?" To answer this question, table (8) below shows the descriptive analyses of the FL Ideal L2 Scale. Table (8) below shows that item [28] ― *I could not learn English in the past, but now I master it* ―has scored the highest mean as M= 3.55 and SD= 1.32, with 64.4 % degree of strong disagreement comprising 74.7 respondents who strongly reject this statement. Item [30] – *My listening has been developed in the last couple of years* –

scored the lowest mean as M=1.04 and SD = 0.45 with 1.2 % degree of strong agreement and N = 1.3 respondents. Item [33] – *I do not feel any development in my English level in comparison with the last year* – comes second to item [28] with M= 3.49, SD = 0.64, and 60.8% degree of agreement (N= 70.29). Item [31] – *Learning English has a significant impact on my life* – comes immediately before item [30] with M= 1.03, SD = 0.81, and 50.7% degree of neuter response and 15.3 % agreement to this statement.

Table 8. *Descriptive Analyses for PSAU EFL Learners' FL Ideal L2 Self*

No.	Item	M	SD	Agreement Scale				
				1	2	3	4	5
				%	%	%	%	%
26	I feel glad to be able to read English textbooks	2.57	0.64	25.1	1.80	11.0	59.1	3.0
27	I am delighted to read English words around me in streets and stores.	2.64	0.54	2.3	15.8	14.8	12.7	54.4
28	I could not learn English in the past, but now I master it.	3.55	1.32	64.4	7.30	16.0	5.0	7.3
29	I enjoy listening to English movies.	1.05	0.81	3.0	2.20	74.5	13.3	7.0
30	My listening has been developed in the last couple of years.	1.04	0.45	13.3	75.1	3.2	7.2	1.2
31	Learning English has had a significant impact on my life.	1.03	0.81	10.5	13.1	50.7	15.3	10.4
32	Speaking in English is rewarding for me.	2.79	1.28	12.6	15.7	13.4	12.8	45.5
33	I do not feel any development in my English level in comparison with the last year.	3.49	0.64	7.70	6.8	9.80	60.8	14.9

The fourth research question, "What is the correlation between Ideal L2 Self and FL Gaiety and FL Apprehension?", is answered by conducting Pearson Coefficient Correlation which has been employed to probe the correlation between the PSAU EFL learners' FL Gaiety and their ideal L2 Self. The results revealed that there was a strong positive correlation between the PSAU EFL learners' EF Gaiety and their ideal L2 self, as R=0.722 (i.e., the coefficient value here lies between ± 0.50 and ± 1 and (P =.000). Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted as p-value is less than 0.05.

Pearson Coefficient Correlation has also been used to examine the correlation between the PSAU EFL learners' FL Apprehension and their ideal L2 Self. The results revealed that there was a strong negative correlation between the PSAU EFL learners' FL Apprehension and their ideal L2 self, as R= - 0.932 (i.e., the coefficient value here lies between   0. 0 and -1 and (P =.000). Thus, the null hypothesis (H0) is totally, and the alternative hypothesis (H1) is accepted as p-value is less than 0.05.

Pearson Coefficient Correlation has also been used to check the correlation between the PSAU EFL learners' FL Apprehension and FL Gaiety. The results revealed that there was a g negative correlation between the PSAU EFL learners' FL Apprehension and FL Gaiety, as R= - 0.982 (i.e., the coefficient value here lies between   0. 0 and -1 and (P =.000). Thus, the null hypothesis (H0) stating that there is no linear correlation is rejected, and the alternative hypothesis (H1) stating that there is a correlation between the two variables is accepted as p-value is less than 0.05.

Table 9. *Pearson Coefficient Correlation*

Sample 1	Sample 2	Correlation	95% CI for ρ	P-Value
FL Gaiety	Ideal l2 Self	0.722	(0.652, 0.792)	0.000

| FL Apprehension | Ideal l2 Self | -0.932 | (-0.976, -0.888) | 0.000 |
| FL Gaiety | FL Apprehension | -0.982 | (-0.989, -0.976) | 0.000 |

8. Discussion

The current study investigated the joint influence of negative and positive emotions on the ideal L2 self to shed much light on the role of negative and positive emotions in L2 learning. This study investigated whether and how FL Apprehension and FL Gaiety could predict the ideal L2 self, which is a key component of the L2 motivational self system (Dörnyei, 2003).

The first question that this study attempts to answer is "Do PSAU EFL learners enjoy learning English as a foreign language?" The results showed that the PSAU EFL do not enjoy studying English as a foreign language as item [6] – *When I speak or read in English in front of other students*, I feel delighted– comes third to item [1] with M= 4.51, SD = 0.45, and 76.1% degree of strong disagreement and 12.2% of disagreement to this statement (N= 102.4). This is partially in agreement with other empirical studies (e.g., Mohammed & Sanos, 2018; Alseadan, 2021; Alsiyat, 2021), which reported low levels of gaiety and exhilaration from the Saudi learners in their EFL classes. The researcher attributed this low level of EFL gaiety and enjoyment in Saudi EFL classes to the weak competencies of the learners as they in the primary and preparatory stages are not well-equipped with the necessary language skills.

The second question that this study attempts to answer is "Do PSAU EFL learners experience any kind of apprehension during learning English as a foreign language?" The results showed that PSAU EFL learners are experiencing elevated levels of apprehension in their EFL classes as item [20] – *I have no apprehensions about speaking English* – scored the lowest mean as M=1.31and SD = 0.71 with 60.5 % degree of strong disagreement and N = 70.18 respondents. This finding is in agreement with Al-Saraj (2014) and Mohammed (2016) who reported that many Saudi students experience EFL apprehension, and this accounts for the findings in question1. The low level of EFL enjoyment is attributed to the high rates of EFL apprehension.

The third question that this study attempts to answer is "To which level of satisfaction, does PSAU EFL learners' ideal L2 Self reach?" The results showed that PSAU EFL learners' ideal L2 self is tremendously affected by the high rates of apprehension and the low degrees of EF gaiety as item [28] ― *I could not learn English in the past, but now I master it* ―has scored the highest mean as M= 3.55 and SD= 1.32, with 64.4 % degree of strong disagreement comprising 74.7 respondents who strongly reject this statement. This finding is in agreement with Çagatay and Erten (2020) who reported that EFL learners' ideal L2 self is affected by their emotions of anxiety and enjoyment in their educational settings. The research attributed the low degrees of Ideal L2 self experienced by PSAU.

The fourth research question is answered by conducting Pearson Coefficient Correlation which has been employed to probe the correlation between the PSAU EFL learners' FL Gaiety and their ideal L2 Self. The results revealed that there was a strong positive correlation between the PSAU EFL learners' EF Gaiety and their ideal L2 self, (R=0.722). The results also revealed that there was a strong negative correlation between the PSAU EFL learners' FL Apprehension and their ideal L2 self, as R= - 0.932. The findings

also showed that there was a strong negative correlation between the PSAU EFL learners' FL Apprehension and FL Gaiety, as R= - 0.982.

Table 10. *Correlations between EA Apprehension, Gaiety, and ideal L2 Self*

	EF Apprehension (+)	EF Gaiety(+)
EF Apprehension	000	(-)
EF Gaiety	(-)	000
Ideal L2 Self	(-)	(+)

9. Conclusion

PSAU EFL learners do not enjoy studying English as a foreign language. Further, they are experiencing an elevated level of apprehension in their EFL classes. Their ideal L2 self is tremendously affected by the high rates of apprehension and the low degrees of EF gaiety. A strong positive correlation between the PSAU EFL learners' EF Gaiety and their ideal L2 self was reported. There was a strong negative correlation between the PSAU EFL learners' FL Apprehension and their ideal L2 self.

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