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The Relationships between EFL Students' Academic Emotions and Academic Engagement: The case of Wollo University First Year Students

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ABSTRACT
This article reports on the relationships between academic emotions and academic engagement of first year EFL students at Wollo University. It also seeks to identify the emotional and academic engagement patterns of first year students. Forty Five students filled a questionnaire consisting of two scales, namely, academic emotion scale and academic engagement scale. The academic emotions scale was used to collect data on students' responses to different emotions they might experience during learning English like enjoyment, happiness, pride, hopelessness, boredom, embarrassment, and anxiety. An academic engagement scale elicited students' responses on their cognitive, behavioural and emotional engagements in the learning of English. Students' responses on both scales were correlated to determine any possible relationships between the two variables. To describe the data, descriptive statistics such as percentage, mean, minimum, maximum and standard deviations were computed. Pearson-Product-Moment correlations were conducted to see whether or not there was a relationship among the variables. And it was found that students showed moderate academic emotions and academic engagement. The results from the correlation analysis indicated that there was a statistically significant relationship between students' academic emotions and their academic engagements. Similarly, significant correlations between the academic emotions variables themselves and academic engagement variables among them were found. Based on the findings, it was recommended that due attention should be given to non-cognitive factors as well in English education.

Key words: Anxiety, boredom, emotion, engagement, enjoyment, hopelessness

INTRODUCTION
English is an important international language. Substantial amount of time, effort, and resources are being spent in the teaching and learning of it. In Ethiopia, after the introduction of modern education in the early 20th century, English became one of the foreign languages that were operating in the country (Heugh et al., 2007). English was given as a subject in primary schools at the beginning of the twentieth century, and later from the 1940 to the 1960's, it became the medium of instruction from primary to undergraduate level (Heugh et al., 2007). During different regimes starting from then, it has been given as a subject and medium of instructions at different levels. Thus, the effectiveness of the overall education systems has largely, in one or the other way, been dependent on the effective use of the English language.

Though English serves many purposes in Ethiopia, students' English is alarmingly poor. Students cannot effectively communicate even after university (Geberew, 2014). Scholars are expressing their concerns about the poor state of English abilities of large masses of college students. There is a dismal state of English in the country (Kumar, 2014b). Though this has to be proven by scientifically, the views can give clue about the current problem. Stoddart (1986), cited in Berhanu (2009: 1009) elaborated students' weaknesses as "Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing." This is very much concerning. These days, quite a significant number of students are poor to understand and follow lessons conducted in English even at university level.

However, no matter what teachers can do to students or no matter what infrastructures we might have it is students who should learn. The focus should be on them. Hence, students' emotions, willingness and motivation to be engaged in the learning processes should be emphasized as well.

Students' poor English might have equally resulted from many reasons among which students' lack of academic engagement, and positive affect could be some to focus but learners' affective reactions such as academic emotions and engagement have not received adequate attention from teachers and researchers. For students to be effective in their learning, both learner skill and learner assumptions should be given adequate emphasis. Scholars have suggested that adequate focus should also be given to non-cognitive factors. Non cognitive factors and cognitive abilities mutually reinforce each other to maximize student learning (Lee & Shute, 2009). Among the non-cognitive features that are relevant to students' learning include academic engagement (Appleton, et al., 2008) and academic emotions (Swain, 2011; Imai, 2010).

Academic engagement is the key to positive academic outcomes (Fredericks et al., 2004) and it is concerned about the time and determination students show to tasks that are related to desired outcomes. It is the effort students apply to educationally focussed actions that help to achieve desired results. One major problem for students' poor English in Ethiopia might be due to the lack of their engagement in their tasks. There have always been complaints among teachers that students lack the will to get involved in learning activities and students are not up to the demands of the tasks set by their teachers. Therefore, understanding the patterns of students' engagement is crucial because academic engagement is a decisive path to successful results.

Though engagement is crucial and teachers can teach students particular contents, it is students themselves who ultimately decide to be engaged or not to be. Many factors influence students' engagement in language learning including individual differences, affective issues, motivation, learning styles and learning strategies. Thus, academic emotions could be another non-cognitive factor affecting students' engagement(Barcelos, 2015; Swain, 2013). In language research, emotions have been taken as affect and they are defined by Arnold (1999) in Barcelos (2015) as traits of emotion, mood or attitude which shape behavior. Students might feel pride if they get good grades, or they may be anxious in exam, or they may feel hopelessness if they do not achieve their objectives, or they may feel bored in doing tasks.

Though affect is crucial in language learning (Barcelos, 2015; Swain, 2013), it has not been emphasized in ELT (Dewaele, 2015). For example, Schutz and Pekrun (2007) contend that despite the emotional nature of learning, research on emotions in education is rare. Similarly Dornyei (2009b) in Ross (2015: 13) puts:

> … *Classrooms are venues for a great deal of emotional turmoil ... the study of a second language can be an emotionally rather taxing experience, yet affect has been an almost completely neglected topic in applied linguistics.*

According to Pekrun (2006), though emotions play vital roles in academic situations and engagement, different studies yield varying results. Enjoyment or anxiety, for example, can possibly distinguish students who are engaged from those who are not. Enjoyment helps to engagement and, boredom can lead to negative outcomes like poor grades (Goetz et al., 2006). Anxiety affects motivation, which can lead to negative outcomes (Pekrun et al., 2010). Hoferichter (2015), however, argues that, anxiety may also help students to perform at their best and therefore increase the drive for achievement. Students may be inspired by anxiety and feel motivated by perplexing tasks; hence, they will be more engaged. According to Pekrun et al. (2002), most emotions like enjoyment, pride, anger, boredom, and hopelessness have not been well studied though students go through different emotions during learning.

Linnenbrink and Pintrich, (2000 in Villavicencio, 2011) contend that negative emotions deter students from using deeper strategies. Similarly, Turner et al. (1998, in Villavicencio, 2011) show that negative emotions are negatively related to deeper strategy use because these strategies need more focus and engagement. However, students who experience positive emotions use deeper strategies and more engagement (Villavicencio, 2011).

Although emotions are important in the language learning, their link to engagement and academic development has not been given as much attention in language learning research. Thus, the purpose of this study is to explore EFL students' emotional experiences and academic engagement in order to get a deep understanding how students' academic emotions and academic engagement shape their learning.

Problem Statement

Researchers in EFL context have showed that cognitive and affective elements have profound effects on students' results (Stern, 1983). Thus, foreign language learners must be emotionally ready to acquire symbolic elements of a different culture. He argues that for real learning, both learner skills and learner affect should be given due attention. It is vital to know students as humans have emotions that can help or deter their learning. They may be frustrated or excited, confident or

confused, relieved or bored as they engage with their teachers, peers or materials they learn (Pekrun et al., 2011). Swain (2013), supporting this view, argues that emotions and intellect cannot be disjointed; thus, emotions need attention in learning. As Swain (2013, p. 205) puts, "emotions are the elephant in the room: poorly studied and understood and seen as inferior to rational thought". Swain (2013) argues that cognition and emotion are inseparable. To show the inseparability of cognition and emotion, Swain (2013) puts forward Vygotsky's (1987: 204) example:

> … one cannot understand how water extinguishes fire by deconstructing it into its elements of hydrogen and oxygen. The element of oxygen, after all, supports fire rather than destroys it. It is the unity of oxygen and hydrogen that must be examined in order to understand its ability to extinguish a fire. ... it is the integration of cognition and emotion that will help us understand [students'] language learning trajectories.

As foreign language learning is emotionally driven (Swain, 2013; Imai, 2010), focus to emotions can avoid demotivation which impede learners' engagement in classes. Regarding this, Immordino and Damasio (2007: 9) argue "When we educators fail to appreciate the importance of students' emotions, we fail to appreciate a critical force in students' learning."

Student engagement is another key factor in students' emotional link to learning results. It helps positive academic outcomes (Skinner et al., 1998 in Ugwu et al., 2013). But it is many people's view that students these days seem to lack the right motivation to get engaged in academic activities in educational settings. Though student engagement brings academic success, researches show that students are becoming more disengaged (Appleton et al., 2008; Fredericks et al., 2004) and there is decline in engagement among students implying that their cognitive, behavioural, and emotional states risk them to lacking the basic skills. It is argued that many students may be bored, unmotivated, uninvolved, and disengaged (Appleton et al., 2008). Effects of disengagement influence student behaviour and these effects may bring about students' poor learning outcome (Finn, 1989 in Ugwu et al., 2013).

In the Ethiopian context, there has been a growing concern among many people these days about students' engagement and their English language performance. Many believe that despite spending more than twelve or more years of learning English, university students' English is weak and deteriorating from time to time. There is criticism that students' English is poor even after completing tertiary level education (Geberew, 2014; Kumar, 2013) and there has been a constant decline in students' English skill. It is obvious that at universities where the medium of instruction is English, students have to be good at it to be able to study courses in their departments. However, there are quite a large number of students failing due to their poor English. There is a belief among many teachers that a large proportion of students are not psychologically engaged to what is occurring in their classes; in addition, they fail to take classes seriously, have lost interest in learning, and do not value or seek out knowledge. Dornyei (2005) underlines that even if a learner has the best abilities, he/she cannot attain long term goals without an adequate amount of motivation, and engagement. He further supports his claim that neither suitable curricula nor good teaching alone is sufficient to guarantee that the students will succeed. However, high engagement and positive emotions can compensate for the deficiencies in students' learning (Dörnyei, 2005)

Many EFL students at Wollo University seem to develop negative emotions such as anxiety, hopelessness and frustration towards learning English. It becomes common that many students are very much reluctant to be engaged in English classes whether in the learning of skills or contents. Students seem to get less interested and less motivated to get engaged. Disaffection is a common feature of many English language classrooms and many students seem disengaged from peers, instructor and lesson. This appears to be a common issue. Learning a foreign language is a complex process which not only includes a linguistic aspect, but also psychological aspects. Thus, emotion and engagement might need attention; therefore, there is a need to investigate these factors, too.

Objectives of the study
The objectives of the study were to:
1. identify the emotional patterns of First Year EFL students at WU in learning of English;
2. investigate the academic engagement patterns of First Year EFL students at WU in the learning of English; and
3. Describe the relationships between First Year WU EFL students' academic emotions and their academic engagement in the learning of English language.

LITERATURE REVIEW
Academic Emotions
For Swain (2013), emotions are positive or negative states which can intervene in the individual's ability to adjust their next move or react to a variety of situations in learning. They are affective reaction to a situation or circumstances.

For Swain, emotions are sharp, powerful, and normally short-lived psych-physiological shifts that are responses to a situation. They are an affective energy that can end in action.

Emotions in Education

Emotion research in educational context is very rare. Although there are many emotions within a classroom setting, it is only the emotion of learner anxiety, usually in relation to tests, that has received significant attention (Pekrun et al., 2002). However, many scholars identify other emotions that include positive emotions like enjoyment, happiness, hope, or pride, and negative emotions such as anger, fear, hopelessness, shame, or boredom play crucial roles language classrooms (Ross, 2015) . For Ross, these emotions are also common like anxiety; they may be even more central in the students' learning. Achievement activities are actual tasks in class and achievement outcomes are end results. Student excitements in learning, boredom during class time, or anger on task demands are examples of achievement emotions. Outcome-related achievement emotions include feelings of joy or pride in meeting academic goals, or frustration, disappointment and shame felt if they are not. Specific achievement emotions will be felt by students when they feel in control of or out of control of activities and outcomes that are subjectively important to them (Schutz & Pekrun, 2007).

Emotions in Foreign Language Learning

Research on emotions has been taken as affect and it has been defined by Arnold and Brown (1999) in Barcelos (2015) as facets of emotion or mood that shape behaviour and effect learning. Since foreign language learners are likely to experience a set of emotions in learning due to different factors, it is crucial to pay attention to emotions initiated during foreign language learning. Thus, positive emotions in language learning will incite positive engagements. Students may be engaged or unengaged due to their differences in the emotions they feel during learning. Swain (2013) argues that cognition and emotion are inseparable.

Academic Engagement

Hu and Kuh (2002) in Krause and Coates (2008) take academic engagement as the energy students exert to educationally focused tasks that bring about positive results. It is the time and effort students give to academically important tasks in or out of class.   Researchers have agreed that engagement is multidimensional (e.g., behavioural, cognitive, and emotional), operating together to reflect students' positive learning (Appleton et al., 2008).

Behavioural Engagement

Behavioural Engagement involves behaviours like discussion, asking questions, paying attention, concentrating showing persistence, and putting forth effort (Fredricks et al., 2004).

Cognitive Engagement

This element refers to aspects such as willingness and thought to expend the effort required to understand and master difficult tasks, the use of apt learning strategies (e.g use of elaboration than memorisation), challenge preference, and self-regulation (Fredricks et al., 2004). Indicators of it include asking questions for clarification, persistence in difficult tasks, flexibility in problem solving, use of learning strategies (e.g., relating new information to existing information), and use of self-regulation to support learning (Fredricks et al., 2004).

Emotional Engagement

This is about students' emotional reactions (positive or negative) toward teachers, classmates, academic tasks, and school in general (Fredricks et al., 2004). It is the presence of interest and happiness and lack of negative affect like boredom. Further, students showing emotional engagement have a sense of identification with and belonging to the school, value learning outcomes, and feel supported and cared by their peers and teachers (Fredricks et al., 2004).

Emotion and Engagement

Various emotions are experienced in learning and they powerfully influence students' engagement, interest and motivation (López, 2014). Emotions are results of the evaluation that students make of specific states (Pekrun et al., 2002). These evaluations are influenced by previous experience, context and by personal aims (Pekrun et al., 2002). These factors in one emotional event during learning may mean differently for different students and have varied effects on their motivation (Schallert, 2004 cited in López, 2014). It is due to these disparities that students' efforts vary in the different stages of their language learning engagement (Dornyei, 2005). Besides, Pekrun (2006) argues that emotions experienced in academics play a central role in engagement and learning. Feelings of enjoyment or boredom, for example, can possibly differentiate students who are engaged from those who are not.

METHODOLOGY
Research Design

Research designs are processes for gathering, examining, and reporting in research (Creswell, 2012). It creates the design for the gathering, measurement and study of data to show "what, where, when, how much, by what means" the

research is done (Kothari, 2004, p. 31). Based on the objective of this research which is to investigate the interrelationships among EFL learners' English language learning academic emotions, and academic engagement, the study followed a quantitative research design to collect data. It is a correlational research design which tries to show the relationships between variables (Creswell, 2012).

Data Collection
Research Participants, Sample, and Sampling Procedure

The participants in this study were first year EFL students at Wollo University taking the courses Communicative English Skills I in 2022/23 academic year. From the twenty nine sections of students at the university during the time of data collection, one section was randomly selected using the lottery method to collect data. In this section, there were forty nine students and all participated in the study. They were selected for there were lots of complaints from teachers about students' willingness towards learning English. It is assumed that these students have joined university and could shoulder heavier responsibilities for their own learning to advance in a particular field of study using English as a tool.

Instruments
Questionnaire

Questionnaires can offer large amount of data at a relatively low cost and short time (Creswell, 2012). Respondents do not have to spend an excessive amount of time to complete them for it is relatively simple and direct (Kothari, 2004). They also allow researchers to assess variables that may not be easily observed like emotions. It is why it was used in this research. Based on the objective of the study, the researcher adapted the following scales.

A. Academic Emotions Questionnaire(AEQ)

The Academic Emotion Questionnaire (AEQ) was developed based on Ross (2015) and Ismail's (2015) scale to measure EFL learners' academic emotions. Ross (2015) developed academic emotions scale based on the Academic Emotion Scale (AEQ) developed by Pekrun, Goetz and Perry (2005), which was developed for use in the field of educational psychology. Based on Pekrun, Goetz and Perry's (2005) AEQ, Ross (2015) developed the Language Learning Emotion Questionnaire (LLEQ) across two domains: Study Related Emotions (45 items) and Life Related Emotions. Similarly Ismail (2015) developed his Academic Emotions Questionnaire based on Pekrun, Goetz, Titz and Perry's (2002) to assess college students' emotions. These scales gave guidance in developing an academic emotion questionnaire for this study. Thus, the scale was

used to assess EFL learners' academic emotions in relation to the learning of English pertaining to the emotional experiences they have encountered in EFL. The items that were taken from the LLEQ and AEQ were adapted to suit the context of English language learning in the Ethiopian context. The adapted scale in this case had 85 items to measure three positive emotions (enjoyment, happiness, and pride) and four negative emotions (anxiety, embarrassment, hopelessness, and boredom). Seven different emotions (enjoyment, happiness, pride, anxiety, embarrassment, hopelessness, and boredom) were included because these are the emotions that occur frequently in students' learning and class situations based on different exploratory studies (Pekrun et al., 2002). Second, these emotions represent major emotion types as identified different researchers (Pekrun et al., 2002).

B. Academic Engagement Questionnaire

The Academic Engagement Scale was adapted mainly from Dogan (2014) and Fatimawati (2012). Dogan developed the scale based on the Classroom Survey of Student Engagement (CLASSE) student which was found to be reliable and valid. The scale adapted consisted of items of three types: cognitive, emotional, and behavioural engagement.

The rating scales constructed for both scales in this study followed the Likert technique of scale design. The Likert scale is relatively easy for construction and uses fewer statistical assumptions when compared to other scaling techniques like the Thurston scale. But, it can also yield similar results like the more difficult ones (Kumar, 1996). Items prepared were both favourable and unfavourable type for all the emotions and academic engagement and they were placed in random orders in the question paper of grids consisting of five columns from "Strongly Agree" to "Strongly Disagree" to avoid response biases. Each column has a value 5, 4, 3, 2, and 1, respectively. Respondents were asked to put a tick (√) mark in the appropriate boxes to indicate how far they agree or disagree with each item.

Favourable items for the constructs (that is statements which conform to principles of the constructs under study) were scored 5 for "Strongly Agree" to 1 for "Strongly Disagree" whereas the unfavourable items (items which do not conform to principles of the variables) were scored 1 for 'SA' up to 5 for 'SD'. Thus, negatively worded items were reversely scored to compute students' achievement emotions and academic engagement for items.

Validity and Reliability of Instruments

Research instruments and procedures are evaluated using two main criteria: validity and reliability (Creswell, 2012). Validity is the extent to which a tool measures what it is intended to measure

(Kumar, 1996). To ensure validity, first, expert opinion was sought to enhance content validity of the scales. This was done through consultations with two experienced EFL instructors and one Measurement and Evaluation expert. For this, the scales with an evaluation form for content validity check was given to the three evaluators to rate each item as relevant, irrelevant or vague in relation to items' clarity, relevance, and appropriateness in line with the objective of the study. Based on their comments and suggestions, the items were revised several times before used; acceptable and unacceptable items were identified and then, the researcher improved, corrected or rejected the unacceptable, irrelevant or vague items as per the three experts' opinions and suggestions. On the other hand, reliability is the degree to which a tool consistently measures what it intends to measure (Creswell, 2012) in quantitative study, for Creswell (2007), it is about precision and accuracy. It is the replicability of the results if the same methods and procedures are used. To determine the internal consistency of the items of the scales in this study, Cronbach's Alpha Coefficiency (α), an index for reliability check (Creswell, 2012) was used by analysing the data from a small pilot study conducted on twenty students that were randomly selected from first year students and later excluded from the final data collection. The purpose of the pilot study was to see the relevance and the clarity of the research tools and to ensure that the items on the scales could be clear. It was aimed at improving the instrument for the final data collection.

According to Goldston et al.(2013) cited in Chiang and Liu (2014), good reliability of the questionnaire is found if the alpha is at least equal 0.70 (α ≥ 0.70) in which a greater Cronbach's α indicating higher consistency within the scale and those with a values less than .35 show low reliability and should be rejected; a values ranging between .5 and .7 are acceptable. Based on the pilot study, revisions were made and more clarification included. The reliability coefficient yielded an r= 0.84 for AEQ scale (85 items) and 0.91 for the Academic Engagement scale (38 items), 0.83 for cognitive engagement, .88 for emotional engagement, and .86 for behavioural engagement using Cronbach alpha.

Data Analysis

The responses from the scales were analysed using descriptive statistics (mean, percentage, standard deviation) and Pearson's Product Moment correlation to evaluate the relationship between the variables (emotions and engagement). After assigning scores on the study variables, descriptive analysis was done to see students' levels of emotions and engagement. Besides, inter-correlations among academic emotions and academic engagement were calculated to examine the degree of relationships between the variables.

RESULTS AND DISCUSSION
Results
Descriptive Statistics

Table 1: The frequency distribution and mean scores of the items on study variables (N=45)

	Minimum	Maximum	Mean	Possible Range	X (1-5)	SD
AEmP	102.00	169.00	134.04	45-225	2.98	15.75
AEmN	81.00	143.00	111.96	39-195	2.87	15.78
AE	84.00	169.00	121.18	38-190	3.18	20.01
CE	19.00	64.00	42.13	14-70	3.00	10.98
BE	28.00	64.00	45.18	14-70	3.23	8.92
EE	24.00	48.00	33.87	10-50	2.42	5.68
En	20.00	45.00	31.44	10-50	3.14	6.41
Pr	24.00	41.00	32.64	10-50	3.26	5.22
Hap	19.00	45.00	36.11	15-75	2.41	5.66
Hopl	28.00	44.00	33.89	10-50	3.39	3.86
Em	18.00	44.00	28.93	13-65	2.23	6.75
Bor	8.00	24.00	14.96	6-30	2.49	4.33
Anx	26.00	46.00	34.18	10-50	3.42	5.13

AEmP = Positive Academic Emotions, AEmN = Negative Academic Emotions, AE= Academic Engagement, CE= Cognitive Engagement, BE = Behavioral Engagement, EE= Emotional Engagement, En= Enjoyment, Pr= Pride, Hap= Happiness, Hopl= Hoplessness, Em= Embarrassment, Bor = Boredom, Anx= Anxiety, X= mean, SD =Standard Deviation

As shown in Table 1 based on the Likert scale analysis, students showed relatively moderate degree of academic enjoyment (x= 3.14), happiness (x=2.41), and pride (x=3.26). But, for the negative emotions, students' average scores for all the negative emotions to learning English are 3.00 and above that except for embarrassment, which also shows their negative experiences towards learning

English. And a closer look at of the mean scores of responses to the overall scores of the positive academic emotions score (M= 2.98) on Likert scale indicates that the students have also moderate levels of positive academic emotions towards learning English. Thus, with a total mean score of 2.98, the students showed a moderate positive academic emotion towards learning English and

with an overall mean score of 2.87, students also showed moderate level of negative academic emotions. And, observing the mean scores of the items on the specific negative academic emotions in learning English, from Table 1, we see that students had a moderate level of hopelessness (x= 3.39), boredom (x=2.49), and anxiety (x=3.42) but a low level of embarrassment (x=2.23) in learning. As participants were asked to indicate their self-perceived academic emotions and their academic engagement in the learning of English on a scale from 1-5, responses could possibly range from 45 to 225 (for positive academic emotion), from 39 to 195 (for negative academic emotions) and from 38 to 190 (for academic engagement) on the scale. The possible range for positive emotions scores being 45 to 225, observed scores ranged from 102 to 169. The mean score was 134.04 (SD=15.75). The mean for negative academic emotions scores was 111.96(SD= 15.78), and ranged from 81 to 143. For academic engagement, the mean score was 121.18 (SD=20.01). Observed scores ranged from 84 to 169. And, for cognitive engagement (CE), it is observed from Table 4 that the mean score is 42.13

(SD= 10.98). While the possible range for CE could be from 14 to 70, the observed scores ranged from 19 to 84. And the mean score for behavioral engagement (BE) is 45.18 where the possible range is 14 to 70 and the observed score ranged from 28 to 84. For emotional engagements (EE) mean was found to be 33.87. The actual observed scores ranged from 24 to 48 while the possible ranges were from 10 to 50.

Given the possible ranges and the observed means, it was concluded that participants were moderately engaged with medium levels of CE (M= 42.13), BE (M= 45.18) and EE (33.87) and an average level of positive emotions (134.04) with relatively high level of negative emotions (M= 111.96). Based on Alkharusi's (2022) interpretation of Likert Scale and observing mean score of the whole group of students' academic emotions, we can see that students have moderate level of positive and negative academic emotions towards learning English. And with regard to academic engagement, the mean score was 121.18 which show that students have an averagely moderate engagement in the learning of English.

Table 2: Level of Student Engagement

Level of Student Engagement	Frequency (n)	Percentage (%)	Mean	SD
Low (1-2.33)	2	4.5		
Moderate (2.34- 3.67)	7	15.5	3.18	5.68
High (3.68-5)	36	79		

Table 2 above shows the classification of student engagement into three levels: low (1-2.33), moderate (2.34–3.67), and high (3.68–5). The cut-off point's classification for each level was done based on the mean score proposed by Alkharusi (2022). The overall students' engagement level, as measured by the whole engagement scale, was

found to be at a moderate level (M = 3.18, SD = 5.68). The majority of students (79%, n = 36) were found to have a moderate level of academic engagement, while 15.5% (n = 7) showed high engagement, and 4.5% (n = 2) showed low engagement.

Table 3: Level of Different Dimensions of Student Engagement

Type of Student Engagement	Level of Student Engagement	f (n)		%	X	SD
Cognitive Engagement (CE)	Low (1-2.33)	9		20		
	Moderate (2.34- 3.67)	26		57.8	3.00	20.01
	High (3.68-5)	10		22.2		
Behavioral Engagement (BE)	Low (1-2.33)	5		11.1		
	Moderate (2.34- 3.67)	31		68.9	3.23	10.98
	High (3.68-5)	9		20		
Emotional Engagement (EE)	Low (1-2.33)	0		0		
	Moderate (2.34- 3.67)	38		84.4	3.42	8.92
	High (3.68-5)	7		1.6		

The table above shows a summary of the levels of the three types of student engagement: cognitive engagement (CE), behavioural engagement (BE) and emotional engagement (EE). As we can see from the results all three kinds were at a moderate level in this study (CE: M = 3.00, SD = 20.01; BE: M = 3.23, SD = 10.98; EE: M = 3.42, SD = 8.92).

A relatively small proportion of students showed low levels of engagement in the cognitive and behavioural dimensions (CE: 20%, n = 9; BE: 11.1%, n = 5; EE: 0%, n = 0), while the number of students showing high levels of engagement was also low (CE: 22.2%, n = 10; BE: 20%, n = 9; EE: 1.6 %, n = 7). The majority of students are at

moderate level for all dimensions, comprising 79% of overall engagement (n = 36), 84 % of CE (n = 38), 57.8 % of CE (n = 26), and 68.9 % of BE (n = 31). Overall, the findings indicate that students revealed moderate levels of engagement across the three dimensions in the current study. This shows that students do not engage themselves highly in learning English. So, if students are not well engaged, it is very unlikely to expect them to have positive learning experiences in the language. Thus,

we can see that students experienced some kind of disengagement to learning English.

Correlational Analysis

Another objective of this study was to describe the relationships between *students' academic emotions* and their *academic engagement*. Pearson Product-Moment correlation was used for this. Table 6 shows the inter-correlations for the variables under study.

Table 4: Inter-correlation among Variables (Academic Emotions and Academic Engagement)

	AEmP	AEmN	AEn	CE	BE	EE	En	Pr	Hap	Hopl	Em	Bor	Anx
AEmP	-												
AEmN	.27	-											
AE	.65**	-.26	-										
CE	.64**	-.30*	.85**	-									
BE	.42**	-.11	.74**	.35**	-								
EE	.40**	-.16	.74**	.52**	.38**	-							
En	.83**	-.18	.77**	.78**	.46**	.50**	-						
Pr	.74**	.05	.30*	.31*	.17	.20	.44**	-					
Hap	.76**	-.04	.42**	.34*	.32*	.31*	.50**	.51**	-				
Hopl	-.24	.73**	-.31**	-.33*	-.19	-.15	-.25	-.01	-.04	-			
Em	-.12	.75**	-.16	-.12	-.11	-.17	-.15	.06	-.11	.31*	-		
Bor	-.03	.88**	-.24	-.31*	-.08	-.14	-.08	.13	.14	.69**	.49**	-	
Anx	-.15	.79**	-.15	-.26	-.12	-.05	-.10	-.04	-.06	.49**	.35*	.71**	-

** Correlation (r) is significant at 0.01 level (2-tailed).   * Correlation is significant at 0.05 level (2-tailed).

AEmP = Positive Academic Emotions, AEmN = Negative Academic Emotions, AE= Academic Engagement, CE= Cognitive Engagement, BE = Behavioral Engagement, EE= Emotional Engagement, En= Enjoyment, Pr= Pride, Hap= Happiness, Hopl= Hoplessness, Em= Embarrassment, Bor = Boredom, Anx= Anxiety

Pearson Product Moment correlation coefficients were used to examine the relationships between academic emotions and student engagement. As shown in Table 10, there were positively significant relationships between positive academic emotions and overall academic engagement (*r = .65, p < .01*), EE (*r = .40, p < .01*), CE (*r = .64, p < .01*), and BE (*r = .42, p < .01*). All the correlation coefficients were positive, implying positive relationships between the dimensions of positive academic emotions and overall engagement with its three dimensions. In addition, all the elements of positive academic emotions (enjoyment, pride and happiness) were positively and significantly correlated with overall academic engagement (r= 0.77, 0.3 & 0.42) respectively). On the other hand the aggregate scores of negative emotions were negatively correlated with overall academic engagement(r= - 0.26) but it was not found to be significant. There was significant but negative relationships between cognitive engagement and

overall negative emotions (r= - 0.30). Among the negative emotions, hopelessness and boredom were significantly and negatively correlated with CE (*r =- .33, p < .01 & r = .31, p < .05 respectively*). Other dimensions of the negative academic emotions (embarrassment and anxiety) were negatively but insignificantly correlated with the dimensions of academic engagement (CE, BE and EE). In other words, students who had higher level of positive emotions showed a higher level of attainment in their academic engagement score. That is, students with a high level of engagement in learning English, experienced positive learning experiences in the learning of it. Thus, we can see that positive emotions such as enjoyment positively affect students' academic engagement and negative emotions such as boredom were negatively associated with engagement. Academic engagement variables were also positively and significantly correlated with each other: (CE & BE,

r =.35, CE & EE, r= 52 and BE & E, r= 38 all significant at 0.01).
Similarly positive and significant correlations were found among the negative emotions themselves. Hopelessness was significantly and positively correlated with boredom ($r = .69, p < .01$), anxiety ($r = .49, p < .01$) and embarrassment($r = .31, p < .05$). In the same way embarrassment was significantly and positively correlated with boredom ($r = .49, p < .01$) and anxiety ($r = .35, p < .01$). Boredom was also significantly and positively correlated with anxiety ($r = .71, p < .01$). Students who experienced negative emotions like anxiety were observed to have a higher level of another type of negative academic emotion like boredom, hopelessness and embarrassment which affected their academic engagement as well.

Discussion

As this study tried to see the relationships between different academic emotions and academic engagement in EFL learning, it was found that positive emotions foster students' academic engagement. This is supported by prior studies conducted by Pekrun and Perry (2014) and Schunk and Greene (2018). Xie and Derakhshan (2021) argue that there is a direct relationship between language learning and emotions. Xie and Derakhshan attributed the direct relationship between language learning and emotions to the nature of language learning which is highly emotional. This study revealed that positive emotions like enjoyment affect students' engagement positively while negative emotions like boredom, hopelessness and anxiety were negatively associated with engagement. Similar to this study, Pekrun et al. (2011) found that participants with a higher level of positive emotions reported higher engagement in EFL courses. According to Pekrun et al. (2012), this may be because learners, who are at ease in in English learning, can be determined and use suitable self-regulating strategies to learn. On the other hand, similar to this research's finding, other researchers found negative emotions that were negatively correlated with engagement (Pekrun et al., 2019). In this regard, Pekrun (2014) suggested that negative feelings hinder learners' from learning, and elicit the use of only lower-level strategies and shallow content handling. This would lead to negative emotions like boredom, hopelessness, shame, anxiety, and then to weak academic outcome (Pekrun & Linnebrink, 2012). This study also showed a positive relationship between positive emotions like enjoyment and engagement among EFL learners. Similarly, Pekrun and Linnenbrink (2012) viewed emotional engagement as one of the key features of enjoyment. Likewise, Liu (2021) argued that the multidimensional nature of positive emotions has possibly caused correlation between engagement and positive emotions. For Liu, many of the positive emotions in EFL learning help to facilitate and act as pre-conditions of other emotions. Regarding the interaction of negative emotions and academic engagement, the research outcomes in this study support Xie (2021) and Macklem (2015), who found that the more engaged the learners are, the less they experience negative emotions. Similarly, Elahi and Taherian's (2018) claimed that when the learners' positive affect like enjoyment increases, their level of negative emotions like anxiety lowers. Higher positive affect lowers the amount of negative emotions in learners and helps their positive affect like and enjoyment, which subsequently leads to more engagement. Thus, we can argue that student engagement is a consequence of students' emotions. In EFL learning, the way students manage positive emotions and face negative ones impacts their academic engagement. Thus, this study supports previous research outcomes which revealed that academic emotions predict positive learning outcomes.

CONCLUSION AND RECOMMENDATION
Conclusion

This study examined the relationship between first year EFL university students' academic emotions and academic engagement. The results from the correlation analysis revealed that there were statistically significant correlations between the academic emotions and the academic engagement. The inter-correlation matrix held among the variables showed that positive academic emotions and academic engagement were found to be positively correlated with each other. These variables were positively correlated with each other also. Negative correlation was found between negative academic emotions and academic engagement. Students showed moderate academic emotions and engagement in learning of English. Therefore, we can conclude that emotions play a key role in students' EFL engagement; therefore, educators need also to give attention to learners' emotional behaviours. Positive emotions will help students to be engaged in. Thus, teachers, parents and other stakeholders in the education should give attention to it.

Implications and Recommendations

The findings of this study justify the importance of dealing with academic emotions and engagement in learning English. So, the following recommendations are forwarded.
1. English instructors at university level need to give due attention to the contribution of non-cognitive factors such as academic emotions or affect to devote their time and effort in promoting students' academic engagement.

Thus, the findings have implications for English teachers that they should try as much as they could to motivate their students to stay positive in learning English. Suitable interventions need to be made to increase students' positive emotions and academic engagement, including learner training on these variables.

2. Teachers should engage in programs that can motivate students and make them resilient and positively oriented to improve their academic engagement.

3. Teachers should make efforts to help their students to become more engaged by including learner engagement as an objective in their teaching.

4. Some in-service training on emotions and engagement should be given to teachers.

5. Teachers should provide inspiring support to students' so that that they can build their positive academic emotions and engagement.

6. Because this study has taken only one section students into account, a further comprehensive study that includes other batches and departments could be another area of study. In addition, a replication of this study with English learners in different learning contexts would also be a reasonable next step.

7. The study has shown significant relationship between academic emotions and academic engagement. Therefore, studying how academic emotions could affect engagement or vice versa could be another area of future investigation. Further efforts should also be made to develop and test the casual links among variables included in this study.

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