

## PAPER DETAILS

TITLE: Adaptation and Validation of Short Form of the Foreign Language Enjoyment Scale (S-FLES) into Turkish

AUTHORS: Hilal Günes, Hacer Hande Uysal Gürdal

PAGES: 1-20

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/3700907>

## Adaptation and Validation of Short Form of the Foreign Language Enjoyment Scale (S-FLES) into Turkish\*

### Yabancı Dil Keyfi Ölçeği Kısa Formunun (K-YDKÖ) Türkçe'ye Uyarlanması ve Doğrulanması

Hilal GÜNEŞ\*\*

Hacer Hande UYSAL\*\*\*

Received: 01 February 2024

Research Article

Accepted: 11 November 2024

**ABSTRACT:** With the increasing interest in Positive Psychology within the realm of L2 learning, the role of positive emotions, particularly Foreign Language Enjoyment (FLE) has garnered attention in Second Language Acquisition research (Dewaele & MacIntyre, 2014). Despite the growing interest in FLE in Turkey, the widely used Foreign Language Enjoyment Scale (FLES) has been employed without thoroughly validating its psychometric properties in the Turkish context. This study addresses this gap by psychometrically validating and adapting the Turkish version of the Short Form of the Foreign Language Enjoyment Scale (S-FLES) developed by Botes et al. (2021). The translated version was administered to 390 university-level Turkish EFL (English as a Foreign Language) students in Turkey. Results from Confirmatory Factor Analysis indicated acceptable levels of goodness of fit for the 3-factor and 9-item model, confirming the structural validity of the Turkish S-FLES. The results also demonstrated that the scale has discriminant validity and high internal consistency. With its robust psychometric properties, the validated S-FLES in Turkish can be a valuable resource for educational researchers, offering a standardized scale for investigating the factors influencing FLE in the Turkish context.

**Keywords:** Foreign Language Enjoyment, FLES, validating S-FLES, adapting S-FLES into Turkish.

**ÖZ:** İkinci dil öğrenimi alanında Pozitif Psikolojiye olan ilginin artmasıyla birlikte, olumlu duyguların, özellikle de Yabancı Dil Keyfinin (YDK) rolü İkinci Dil Edinimi araştırmalarında dikkat çekmiştir (Dewaele & MacIntyre, 2014). Türkiye’de YDK’ye artan ilgiye rağmen, yaygın olarak kullanılan Yabancı Dil Keyfi Ölçeği (YDKÖ), Türkiye bağlamında psikometrik özellikleri tam olarak doğrulanmadan kullanılmıştır. Bu çalışma, Botes vd. (2021) tarafından geliştirilen Yabancı Dil Keyfi Ölçeği Kısa Formunun (K-YDKÖ) Türkçe versiyonunun psikometrik açıdan geçerlilik ve uyarlamasını yaparak bu boşluğu doldurmayı amaçlamaktadır. Ölçeğin Türkçeye çevrilmiş versiyonu, Türkiye’deki üniversite düzeyinde yabancı dil olarak İngilizce öğrenen 390 öğrenciye uygulanmıştır. Doğrulayıcı Faktör Analizinden elde edilen sonuçlar, 3 faktörlü ve 9 maddeli model için kabul edilebilir düzeyde uyum iyiliği göstermiş ve K-YDKÖ’nün yapısal geçerliliğini doğrulamıştır. Sonuçlar ayrıca ölçeğin ayırt edici geçerliliğe ve yüksek iç tutarlılığa sahip olduğunu göstermiştir. Sağlam psikometrik özellikleri ile Türkçe geçerliliği yapılmış olan K-YDKÖ, eğitim araştırmacıları için değerli bir kaynak olabilir ve Türkiye bağlamında YDK’yi etkileyen faktörleri araştırmak için standartlaştırılmış bir ölçek sunabilir.

**Anahtar kelimeler:** Yabancı Dil Keyfi, YDKÖ, S-FLES’in doğrulanması, S-FLES’in Türkçe uyarlaması.

\* This study is part of the first author’s PhD thesis, conducted under the supervision of the second author at the Institute of Educational Sciences, Hacettepe University.

\*\* Corresponding Author: Research Assistant, Hacettepe University, Ankara, Turkey, [hilaly.metu@gmail.com](mailto:hilaly.metu@gmail.com), <https://orcid.org/0000-0001-7952-2140>

\*\*\* Prof. Dr., Hacettepe University, Ankara, Turkey, [uysalhande@yahoo.com](mailto:uysalhande@yahoo.com), <https://orcid.org/0000-0003-2236-4107>

#### Citation Information

Güneş, H., & Uysal, H. H. (2025). Adaptation and validation of short form of the foreign language enjoyment scale (S-FLES) into Turkish. *Kuramsal Eğitimbilim Dergisi [Journal of Theoretical Educational Science]*, 18(1), 1-20.

With the growing interest in positive psychology, the broadening power of positive emotions has been recognized in language learning. Among positive emotions, Foreign Language Enjoyment (FLE) has become one of the cornerstones of Second Language Acquisition (SLA) research in recent years (Dewaele et al., 2019a; Li, 2020; Wei et al., 2019). FLE has been formulated to encompass Frederickson's (2001) theory of positive emotions, known as the broadening-and-building theory (Botes et al., 2021; Dewaele & MacIntyre, 2014). It has been characterized as an expansive, positive emotion language learners feel when their psychological needs are fulfilled during demanding language learning endeavors (Dewaele & MacIntyre, 2014).

The rising popularity of FLE in the SLA field has generated a necessity for a measure of FLE (Botes et al., 2021). In response to this demand, Dewaele and MacIntyre (2014) developed a 21-item FLE scale (FLES) by adapting Ryan et al.'s (1990) 7-item Interest/Enjoyment sub-scale to the FL environment. Since then, the FLES has been utilized, modified, and adapted into different languages and cultures in various contexts, including China (Jin & Zhang, 2018; Li et al., 2018), Japan (Saito et al., 2018); Korea (Gordon, 2022), Poland (Mierzwa, 2018), Spain (Acosta-Manzano & Barrios, 2022); Saudi Arabia (Alenezi, 2020; Dewaele & Alfawzan, 2018), Iran (Nemati et al., 2020; Shirvan & Taherian, 2021), and Turkey (Özer & Altay, 2021; Proietti Ergün & Ersöz Demirdağ, 2022).

So far, most of the studies have used the FLES along with additional scales to assess the interaction of various psychological variables such as anxiety, motivation, willingness to communicate, and so on (e.g., Chen et al., 2021). This practice has resulted in fairly lengthy questionnaires. Studies have shown that longer questionnaires are associated with reduced response rates and an increased risk of non-response bias (Galesic & Bosnjak, 2009; Schoeni et al., 2013). Considering this drawback, the need arose to create a shorter version of the FLES (Botes et al., 2021). Although there have been some attempts to shorten FLES (Dewaele & MacIntyre, 2019; Dewaele et al., 2018) they were only based on expert knowledge rather than the psychometric properties of the scale. Therefore, Botes et al. (2021) developed a more psychometrically sound, valid, and reliable measurement of S-FLES informed by best-practice psychometric guidelines and theoretical considerations.

Similar to many other countries, Turkey has shown a growing interest in FLE, particularly in the past decade. Numerous studies have employed the FLES or S-FLES in the Turkish context. Nevertheless, these studies have merely translated the scale into Turkish without exploring the psychometric properties (Özer & Altay, 2021; Proietti Ergün & Ersöz Demirdağ, 2022; Uzun, 2017). As a result, the validity of the scale concerning the Turkish language and culture remains uncertain. Recognizing this gap, translating the S-FLES into Turkish, verifying its structural properties, and subsequently presenting the tool to Turkish researchers and practitioners would contribute to more valid and reliable research results. In light of this, the present study aims to adapt and psychometrically validate S-FLES for the Turkish language and culture. To this end, the following research questions will be sought throughout the study:

1. *How valid is the Turkish version of S-FLES?*
2. *How reliable is the Turkish version of S-FLES?*

## Literature Review

### Foreign Language Enjoyment Scale in the World

In their pioneering study, Dewaele and MacIntyre (2014) developed 21-item Foreign Language Enjoyment Scale (FLES) to measure the construct of FLE. They collected data from 1742 foreign language learners from different countries and various educational levels. The majority of the participants were Europeans, followed by Asians. The FLES reflected a variety of facets of enjoyment in the foreign language classroom, such as creativity, interest, fun, and a positive environment. It consisted of positively phrased items such as “*I enjoy my FL class,*” “*There is a positive environment in my FL class,*” “*The teacher is encouraging,*” and “*The peers are nice.*” The degree of agreement with the statements collected by the items was expressed on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). It exhibited an acceptable Cronbach’s alpha reliability ( $\alpha=.86$ ). Also, its discriminant validity was assessed through its correlation with its negative counterpart, Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), and it yielded a moderate negative correlation ( $r=-.36, p<.001$ ).

In a follow-up study with the same dataset, Dewaele and MacIntyre (2016) conducted Exploratory Factor Analysis (EFA) to identify major dimensions of 21-item FLES, which resulted in two separate dimensions as “*Private-FLE*” and “*Social-FLE*.” Accordingly, Private-FLE was associated with personal reactions to language learning, reflecting relatively internal thoughts or feelings. This dimension included items such as “*I don’t get bored,*” and “*I’ve learnt interesting things.*” Social-FLE was concerned with the aspects of the social environment or the presence of others; including items of “*We form a tight group,*” and “*We laugh a lot.*”

Today, the FLES stands out as the most widely used tool for assessing FLE. It has been adapted into numerous languages and cultures so far. Among them, Jin and Zhang (2018) aimed to explore underlying dimensions and the psychometric properties of the Chinese version of the 21-item FLES. Participants were recruited from 320 senior high school EFL students in China. As a result of the internal reliability analysis, one item was deleted from the scale since it has a low corrected item-total correlation. The remaining 20-item scale resulted in Cronbach’s alpha value of  $\alpha=.91$ . Additionally, test-retest reliability ( $\alpha=.79, p<.001$ ) was obtained over a 14-day interval with 35 Chinese EFL participants. Afterward, EFA with Principal Component Analysis (PCA) was conducted, which resulted in 16 items and three factors, named “*Enjoyment of Teacher Support,*” “*Enjoyment of English Learning,*” and “*Enjoyment of Student Support.*”

In the Chinese context, Li et al. (2018) also aimed to validate the Chinese version of the FLES. Participants were recruited from two samples of 1718 and 360 EFL Chinese high school students. For the construct validity, both Exploratory and Confirmatory Factor Analysis (CFA) were performed. As a result, the new scale consisted of three factors and 11 items. The factors were named as “*FLE Private,*” “*FLE Teacher,*” and “*FLE Atmosphere.*” The results showed that the Chinese version of the FLES has convergent and discriminant validity. The scale also had high reliability, with Cronbach’s alpha value of  $\alpha=.82$ , and a split-half reliability value of .87.

Apart from the Chinese context, the FLES was adapted to the Spanish context. Acosta-Manzano and Barrios (2022) conducted the cultural adaptation and the

validation of the FLES into Spanish. Participants were 184 EFL learners from a language school in Spain. To assess construct validity, they conducted EFA and CFA. After the factor analyses, it was observed that the one-factor 20-item FLES satisfactorily fits the data of the Spanish EFL learners. The study has also found evidence of convergent and divergent validity for this scale. Likewise, the internal consistency value was very high ( $\alpha=.91$ ).

In an attempt to shorten the 21-item FLES, Dewaele et al. (2018) extracted 10 items from the FLES that reflect the dimensions of *Social and Private FLE* (Dewaele & MacIntyre, 2016). This scale was then applied to 189 British high school students to assess their foreign language enjoyment level. This scale's reliability was obtained as .88. However, the 10-item FLES primarily relied on expert knowledge and did not undergo any additional validation studies. This 10-item FLES has also been used in various studies and contexts. For instance, in their study, Dewaele and Alfawzan (2018) applied it in two different contexts: British secondary school foreign language learners in London, and Saudi EFL undergraduate students in Saudi Arabia. Likewise, Dewaele et al., (2019b) used it with 210 EFL learners from different educational levels in Spain.

Some researchers translated 10-item FLES in their studies. Among them, Alenezi (2020) translated it into Arabic language for his study with 163 University EFL learners in Saudi Arabia. To inspect construct validity, he conducted a pilot study and compared the corrected correlation coefficients of the items and the factors of both instruments. He calculated the internal consistency coefficient as  $\alpha=.81$ . Apart from this study, Gordon (2022) translated it into Korean language in his research. Participants were EFL learners studying at a university in Korea. However, he did not conduct any validity or reliability analysis for the Korean version of the scale.

As evidenced in the literature, there is a lack of psychometric evidence for the validity and reliability of the S-FLES. Considering this apparent deficiency, Botes et al. (2021) developed the S-FLES based on current best-practice psychometric guidelines and methods (Marsh et al., 2005), along with theoretical considerations. To achieve this, they utilized the original dataset collected by Dewaele and MacIntyre (2014). The participants consisted of 1603 adults learning various foreign languages in formal classroom settings. Initially, they randomly split the complete dataset into two parts: sample 1 ( $n=822$ ) and sample 2 ( $n=781$ ). In the first step, using sample 1, they conducted exploratory factor analysis (EFA) with the 21-item FLES and selected items for the short version. In the second step, using sample 2, they conducted confirmatory factor analysis (CFA) along with reliability and validity analyses.

*In step 1*, after applying PCA with an oblique (promax) rotation and the ACO algorithm, it was observed that the items loaded onto three distinct factors: *teacher appreciation*, *personal enjoyment*, and *social enjoyment* in the FL classroom. Later, items were chosen for each factor based on the factor loadings, design intent, and theoretical underpinnings. Accordingly, three items for each factor were retained in the S-FLES, which was also confirmed through the ACO algorithm. *In step 2*, CFA of the 9-item S-FLES with the three factors was tested with sample 2. Overall, the suggested model provided a good fit to the data, with the RMSEA=.059, CFI=.978, and TLI=.967 (Kline, 2005).

Convergent validity was evaluated by determining the correlation between the long version (FLES) and the short version (S-FLES). The correlation was very high,  $r=.90$ ,  $p<.001$ , showing almost identical rank orders for the two versions, proving convergent validity. Moreover, discriminant validity was assessed by measuring the correlation between S-FLES and the shortened version of the Foreign Language Classroom Anxiety Scale (S-FLCAS), originally developed by Horwitz et al. (1986). The discriminant validity of the FLES has often been examined through a comparison with FLCAS because FLE is considered a positive emotion that exhibits negative relations with FLCA (Botes et al., 2021). There was a small negative correlation between the S-FLES and the FLCAS,  $r=-.241$ ,  $p<.001$ , indicating discriminant validity.

In terms of reliability, the internal consistency of the overall scale was measured with Cronbach's alpha and McDonald's omega, which was high for the overall scale ( $\alpha=.81$ ,  $\omega=.82$ ). In addition, each subscale also exhibited high internal consistency: teacher appreciation,  $\alpha=.91$ ,  $\omega=.91$ ; personal enjoyment,  $\alpha=.71$ ,  $\omega=.70$ ; social enjoyment,  $\alpha=.79$ ,  $\omega=.79$ . As a result, the psychometric properties of 9-item and three factors S-FLES has been determined and confirmed that it has high reliability and validity. Overall, the scale is based on a strong theoretical foundation and demonstrated robust psychometric qualities.

### **Foreign Language Enjoyment Scale in the Turkish context**

Studies on FLE in Turkey have increased, especially in recent years. However, the FLES has been applied in various forms and versions in the Turkish context. Most studies examining students' FLE used the 21-item FLES. Among them, Uzun (2017) investigated the English language enjoyment of 166 undergraduate students who were taking English as a compulsory course in Turkey. For this study, the researcher translated the scale into Turkish using the translation-back-translation method. However, no thorough psychometric analysis was conducted; only internal consistency was indicated as  $\alpha=.90$ . Similarly, Özer and Altay (2021) translated the 21-item FLES for 233 fifth-grade students studying in secondary school in Turkey. They also used the translation-back-translation technique but did not conduct any validity analysis, only reporting the internal consistency as  $\alpha=.84$ .

In some studies, the 21-item FLES was used without translating it. For example, Durmuş (2022) explored pre-service English language teachers' enjoyment of online speaking skills courses, applying the English version of the scale to 722 participants from 33 universities in Turkey. In another study, Kaplan (2022) investigated Turkish university students' English language enjoyment using the English version of the scale. His participants were 150 tertiary EFL learners enrolled in a preparatory program in Turkey. Kaplan reported a Cronbach's alpha of  $\alpha=.76$ .

Recent studies in Turkey have preferred shorter versions of the FLES. For instance, Yeşilçınar and Erdemir (2023) examined the sources of FLE among Turkish learners. They collected data from 305 EFL students studying at preparatory schools across various state universities, using a 10-item version of the FLES. Their analysis measured two FLE dimensions: *Social* and *Private*. The scale was administered in English, and no validity or reliability analyses were conducted.



Apart from the Turkish EFL context, a study was conducted with Kazakh students learning Turkish as a foreign language. For this study, Dewaele et al. (2022) translated the 10-item FLES into Turkish. The participants included 592 secondary school and undergraduate students in Turkey. First, they replaced the term “foreign language” with “Turkish language” before translating it into Turkish. Two Turkish native-speaking English language teachers then reviewed the translation. The Cronbach’s alpha coefficient for the Turkish version of the scale was  $\alpha=.93$ .

In a different study, Proietti Ergün and Ersöz Demirdağ (2022) examined the Italian and French language enjoyment of Turkish university students. To measure foreign language enjoyment, they used the 9-item S-FLES developed by Botes et al. (2021). The researchers translated the S-FLES into Turkish but did not conduct any validity analysis, only calculating Cronbach’s alpha internal consistency coefficient for the overall scale ( $\alpha=.85$ ).

Given that the original and adapted versions of FLE scales may not be suitable for students with low proficiency levels, Aydın et al. (2023) developed a new Foreign Language Learning Enjoyment Scale (FLLES) in Turkish. They collected data from EFL learners across various proficiency levels and educational backgrounds. As a result of construct validity analyses, using EFA with Sample 1 and CFA with Sample 2, they developed a 12-item, one-factor FLLES. The FLLES demonstrated high criterion validity, showing a moderate correlation with the FLES (Dewaele & MacIntyre, 2014). Additionally, the scale showed good test-retest reliability over a 10-day interval ( $\alpha=.85$ ,  $p<.001$ ) and high internal consistency, with a Cronbach’s alpha of  $\alpha=.95$ .

Based on the studies in the Turkish context that we have reviewed, it is evident that the FLES has been utilized in various ways. Earlier studies tended to use the 21-item FLES, while more recent research favors shorter versions. Regardless of version length, different Turkish translations have been used in separate studies. This inconsistency among translations makes it challenging to evaluate and compare the results of FLES studies in Turkey. Additionally, none of the studies that translated the scale conducted a validity analysis for the Turkish version. As Li et al. (2018) noted, it is essential to confirm the validity of a translated scale in a new context. Therefore, using a standardized scale with a single, validated, and reliable translation would allow for more robust results in the Turkish context.

While we acknowledge the contribution of the FLLES, developed by Aydın et al. (2023), to the FLE literature in the Turkish context, we believe that the validated Turkish S-FLES also offers valuable insights from different perspectives. First, the FLLES features a single-factor structure, with most items focused on the personal/private enjoyment of foreign language learning. As a result, the FLLES may be particularly suited to studies examining self-driven foreign language learning. In contrast, the Turkish S-FLES, with its multidimensional structure, provides a broader scope, allowing researchers to explore the distinct roles of foreign language teachers, peers, and the social environment in fostering foreign language enjoyment. By utilizing the Turkish S-FLES, researchers can independently examine levels of social enjoyment and teacher appreciation alongside personal enjoyment. This enables a more detailed assessment of how these three factors, individually or collectively, influence other psychological constructs or foreign language achievement.

## Method

This study aims to adapt and validate the short version of the Foreign Language Enjoyment Scale (S-FLES) for Turkish participants. To achieve this objective, the scale was first translated into Turkish, and then sequential validity and reliability analyses were conducted.

### Participants

The participants were recruited through a convenience sampling method. This participant selection method was chosen primarily for its practicality and effectiveness in accessing a large and diverse group of EFL learners across different universities. This method helpful in reaching participants who were readily available and willing to participate in the study.

The participants consisted of 390 students who learn English as a foreign language (EFL) at the preparatory school of a state university in Ankara. The mean age of the participants was 19.85 years, with an age range of 18 to 27 ( $SD=2.11$ ). Among the participants, 212 were female (54.4%), 168 were male (43.1%), and 10 did not indicate their gender (2.6%). Participants included 14 (3.6%) beginners, 28 (7.2%) elementary, 314 (80.5%) intermediate, 6 (1.5%) upper-intermediate, and 28 (7.2%) advanced level students according to CEFR standards.

### Data Collection Tools

The online survey included a demographic information part, a Turkish translation of S-FLES, and an 8-item Short Form Foreign Language Classroom Anxiety Scale (S-FLCAS), which was adapted into Turkish by Karabulut (2023). S-FLCAS was used to measure the discriminant validity of the Turkish version of S-FLES.

S-FLCAS is a shortened version of the 33-item FLCAS which was originally developed by Horwitz et al. (1986). MacIntyre (1992) developed the short version of the scale by minimizing the number of items based on corrected item-total correlations. Botes et al. (2022) performed thorough validity and reliability analyses of S-FLCAS, reporting the Cronbach's alpha coefficient as  $\alpha=.89$ . The adaptation of the S-FLCAS into Turkish and its validity and reliability analyses was conducted by Karabulut (2023). As a result of the EFA and CFA, the Turkish version of S-FLCAS was found to be valid and reliable (Karabulut, 2023). The Cronbach's alpha value for the Turkish S-FLCAS was reported to be  $\alpha=.89$ . The online version of the survey was created and disseminated using Google Forms.

### Ethical Procedures

For this study, Ethics Committee Approval was obtained from Hacettepe University Institute of Educational Sciences (Approval No. 35853172-101.02.02, dated 10.03.2020). Participants were informed of the study's objective through the accompanying text in the survey. They were explicitly notified that their participation was voluntary and the responses would be treated anonymously.

### Translation and Cultural Adaptation of the S-FLES

The S-FLES was translated and adapted into Turkish by the researchers. Both translation and back-translation techniques were conducted to ensure that there was no



semantic loss between English and Turkish versions of the scale (Brislin, 1980). First of all, the phrase “foreign language” was replaced with “English”, as suggested by the scale developers (Dewaele & MacIntyre, 2014).

Afterward, the researchers conducted two separate translations of the S-FLES into Turkish. Both researchers are experienced ELT professionals who are bilingual in Turkish and English, and have a deep understanding of both languages and their cultural nuances. During translation, various linguistic and cultural factors were taken into account. Rather than a word-for-word translation, a semantic approach was preferred to convey the intended meaning of the items in a culturally appropriate way. For example, in item 7, instead of the literal translation “Sıkı bir grup oluşturuyoruz,” the phrase “İngilizce dersinde iyi bir grubuz” was used to make it more appropriate for the Turkish context. Since some English concepts or idiomatic expressions do not have direct equivalents in Turkish, adjustments were made to ensure a meaningful translation. In item 9, for instance, idiomatic expressions that do not exist in Turkish were transformed. Rather than translating the literal meanings as “yaygın efsaneler” and “süregelen espriler,” these were adapted into the more commonly understood forms “herkesin anladığı espriler” and “ortak paylaşımlar.”

Additionally, the agglutinative nature of Turkish language was considered during the adaptation process. In item 4, for example, the phrase “İngilizce dersinde → keyif alıyorum” was ungrammatical. Thus, the phrase “İngilizce dersinde” was added at the beginning of all items, rather than just the scale, to ensure grammaticality. Consequently, item 4 was adapted as “İngilizce dersinden keyif alıyorum.” Likewise, in item 6, “İngilizce dersinde → Başarılarımla gurur duyuyorum” was adapted as “İngilizce dersindeki başarılarımla gurur duyuyorum.”

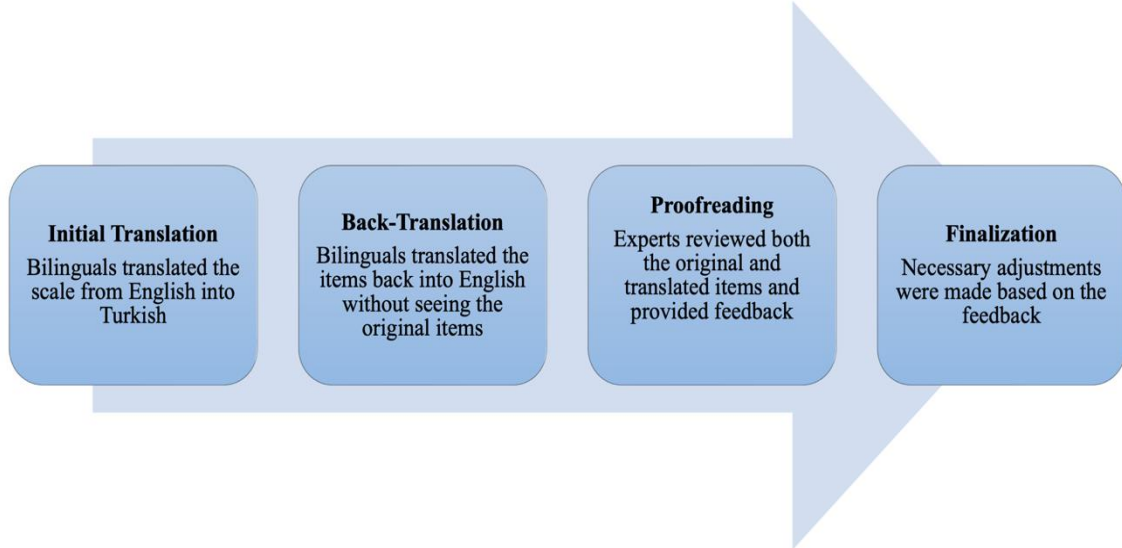
In the second phase, the translators came together and negotiated the differences in translation, and produced one draft, paying special attention that translation is not just literal but also contextually appropriate. This draft was then back-translated into English by two different ELT professionals, who were also bilingual in Turkish and English. The back-translation was performed without reference to the original English scale (Geisinger, 1994). This process helped ensure that the meaning of the original text was preserved in the Turkish version (Brislin, 1980). The two back-translators also collaborated, comparing their translations and merging them into a final draft.

Lastly, the original items of the scale and their Turkish translations were reviewed by two faculty members from the Turkish Education Department and the Psychological Counseling and Guidance Department. They were asked to evaluate how well the Turkish version matched the original in terms of grammar, meaning, and content. Based on the expert opinions, minor adjustments were made to the Turkish items. These adjustments involved replacing certain words or phrases with more culturally appropriate synonyms. For instance, in item 5, the word “şeyler” (things) was considered too vague and replaced with “bilgiler” (information). Additionally, “interesting” was changed to “ilgi çekici” instead of the initial translation “ilginç,” as the former was more suitable in this context. In item 2, “friendly” was translated as “sıcakkanlı” rather than the initial “arkadaş canlısı,” as the former better fit the context.

After these changes, it was determined that the Turkish version of the S-FLES accurately reflected the original content. The Turkish S-FLES preserved the original scale's number of factors, items in each factor, item order, and the rating scale.

Figure 1

#### The Adaptation Process



Before the scale was administered to the participants, the opinions of 10 EFL students and 5 EFL instructors from the Preparatory School, and 5 faculty members from the ELT Department were obtained regarding the content, clarity, design, and layout of the scale. They did not report any problems with the design and layout; and stated that all items in the scale were clear and understandable (see Appendix A for the Turkish version of S-FLES).

## Results

### Preliminary Analysis of Factor Structure and Psychometric Properties of the S-FLES

This study aims to confirm the previously proven structure by Botes et al. (2021). As we “have specific expectations regarding the underlying structure” (Loewen & Gonulal, 2015, p. 184), we used Confirmatory Factor Analysis (CFA) for this adaptation and validation study. Before conducting CFA and Reliability analyses, the data were primarily evaluated in terms of sample size, missing values, outliers, and normality (Tabachnick & Fidell, 2013). Accordingly, while no missing values were found, it was observed that the data has a normal distribution (See Appendix B for the test of normality results of the Turkish version of the S-FLES).

### Confirmatory Factor Analysis of S-FLES

In order to determine whether the 3-factor and 9-item structure fits well with the sample data, CFA was performed by using AMOS 23.0 package program. As proposed by Botes et al. (2021), a higher-order FLE factor with three lower-order factors (teacher appreciation, personal enjoyment, and social enjoyment) was tested as a measurement model.

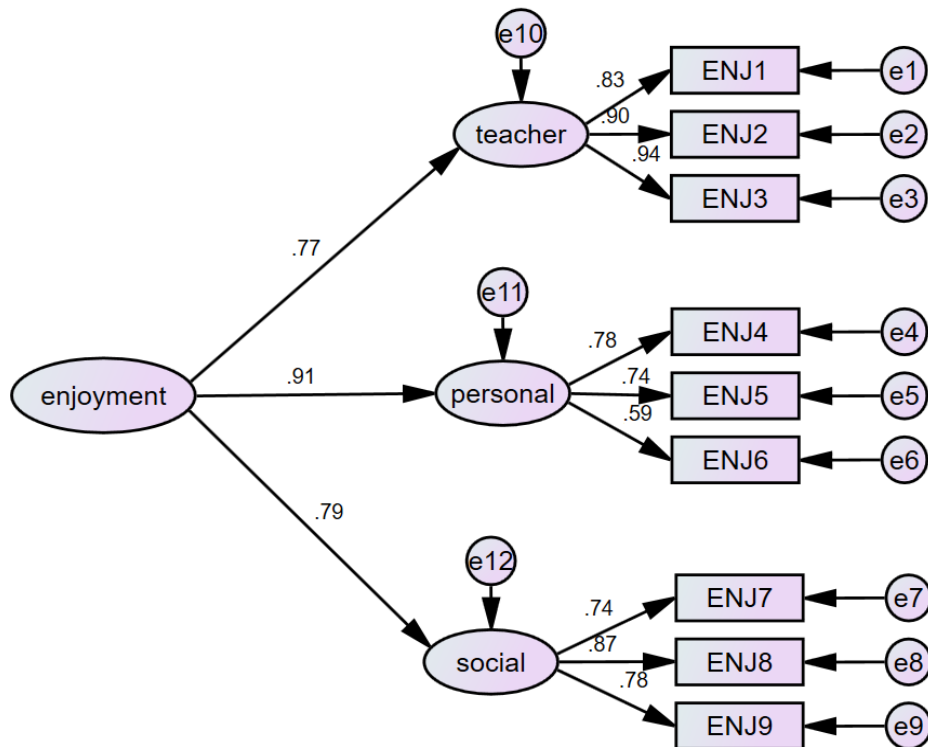
Because the data met the assumption of sample size, univariate and multivariate normality, the Maximum Likelihood (ML) estimation method and standard error

handling were employed in the analysis. ML estimation was deemed appropriate for its efficiency in providing unbiased and consistent parameter estimates (Byrne, 2010; Kline, 2005).

As a result of the analysis, a value of  $\chi^2=61.908$  ( $df=24$ ,  $p<.001$ ) was obtained regarding the structure of the three-factor scale consisting of 9 items. The chi-square value is generally expected to be insignificant; however, it is highly sensitive to sample size and can often become significant in larger samples (Tabachnick & Fidell, 2013). As an alternative, it is recommended to calculate the chi-square value by dividing it by the degrees of freedom (Hoe, 2008). In this study, this value was found to be ( $\chi^2/df= 2.58$ ). A value of 5 or less indicates that the model has an acceptable goodness of fit (Şimşek, 2007; Tabachnick & Fidell, 2007). In addition, other measures of Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Tucker-Lewis Index (TLI), Comperative Fit Index (CFI), Root Mean Square Residual (RMR), and Root Mean Square Error of Approximation (RMSEA) fit indexes were calculated. Generally, GFI, AGFI, TLI and CFI being .90 and above; RMSEA below .08; and RMR below .08 indicate goodness of fit (Dimitrov, 2012; Tabachnick & Fidell, 2007). In this study, the values obtained were calculated as GFI=.97, AGFI=.94, TLI=.97, CFI=.98, RMR=.032, and RMSEA=.064, which shows that 3-factor S-FLES consisting of 9 items fits perfectly well with the sample to which it was applied. The corresponding path diagram is presented in Figure 2.

Figure 2

*Path Diagram and Factor Loadings of Turkish S-FLES*



As can be seen in Figure 2, the factor loadings of the 3-factor model of the Turkish S-FLES ranged between .59 and .94. Since the factor loadings are above the recommended cut-off point (.32), they are considered statistically significant

(Tabachnick & Fidell, 2007). The Turkish S-FLES preserved the original scale's higher-order factor model including factor names, item numbers, item order, and the rating scale.

### The Discriminant Validity of S-FLES

With the aim of exploring discriminant validity, the correlation between the Turkish version of S-FLES and S-FLCAS, which was validated and adapted into Turkish by Karabulut (2023), was measured.

S-FLCAS is a shortened version of the 33-item FLCAS which was originally developed by Horwitz et al. (1986). It has been one of the most extensively used tools for the measurement of L2 learning anxiety. The discriminant validity of the FLES is often examined through a comparison with FLCAS because FLE is considered a positive emotion that demonstrates a negative association with FLCA. So far, there has been a small-to-moderate negative association with FLE and FLCA (Dewaele & MacIntyre, 2014). Therefore, a small-to-moderate negative correlation between S-FLCAS and the translated S-FLES will provide evidence regarding the discriminant validity, which is also suggested by Botes et al. (2021). Accordingly, the Pearson correlation coefficient was calculated as ( $r=-.32, p<.01$ ), which indicates a somewhat moderate negative relationship between S-FLES and S-FLCAS, providing evidence for the discriminant validity of the new scale.

### Reliability Analyses of S-FLES

So as to evaluate the internal consistency of three factors of the Turkish S-FLES, namely, *Teacher Appreciation*, *Personal Enjoyment*, and *Social Enjoyment*, Cronbach's alpha coefficient was calculated. The findings are illustrated in Table 1.

Table 1  
*Internal Consistency Results of Three Factors*

	Cronbach's alpha values of the current study	Cronbach's alpha values in Botes et al.'s (2021) study	Number of items
Teacher Appreciation	.91	.91	3
Personal Enjoyment	.75	.71	3
Social Enjoyment	.84	.79	3

As shown in Table 1, the Cronbach's alpha value for the factor "*Teacher Appreciation*" was calculated as  $\alpha=.91$ , "*Personal Enjoyment*" as  $\alpha=.75$ , and "*Social Enjoyment*" as  $\alpha=.84$ , indicating high internal consistency, with all values above the recommended threshold of  $\alpha=.70$  (Büyüköztürk, 2009).

To determine the reliability of the overall scale, first, Stratified alpha coefficient was calculated manually by the researchers using the following formula:

$$\alpha_s = 1 - \frac{\sum_{i=1}^k \sigma_i^2 (1 - \alpha_i)}{\sigma_x^2}$$

$\sigma_i^2$  = variance of i component

$\alpha_i$  = reliability of i component

$\sigma_x^2$  = variance of total score

The Stratified alpha value for the whole scale was found to be  $\alpha=.92$ , which shows that the S-FLES has a high reliability.

Apart from this, McDonald's omega was also calculated for the construct reliability of the overall S-FLES by using the JASP statistical program. It was calculated as  $\omega=.89$ , indicating a high construct reliability.

### Conclusion and Recommendations

In Turkey, where attention to FLE has significantly increased, numerous studies have utilized the FLES without adequately validating or thoroughly examining the psychometric properties of the translated scale. Utilizing a scale with a strong theoretical foundation and robust psychometric qualities is crucial for obtaining valid and reliable research results. Therefore, this study aimed to contribute to SLA field by psychometrically validating and adapting the Short-Form Foreign Language Enjoyment Scale (S-FLES) to the Turkish language and culture.

When translating and validating the S-FLES into Turkish, several important linguistic and cultural aspects were considered. Rather than employing a word-for-word translation, we opted for a semantic translation to convey the intended meanings of the items in a culturally appropriate manner (Hambleton, 2005). Given that some English concepts or idiomatic expressions lack direct equivalents in Turkish, meaningful adjustments were made. Attention was also directed towards the agglutinative structure of the Turkish language, which necessitated careful consideration in the translation process. Additionally, the adaptation involved a meticulous translation and back-translation process conducted by bilingual researchers, focusing on cultural nuances. This rigorous procedure ensured conceptual equivalence and helped identify potential loss or distortion of meaning in the translation (Brislin, 1980). These considerations of linguistic features and cultural values guaranteed that the Turkish version of the S-FLES is both culturally relevant and semantically equivalent to the original scale.

Prior to administering the scale to participants, feedback was solicited regarding the content, clarity, design, and layout of the instrument from 10 English language learners, 5 English language instructors from the Preparatory School, and 5 faculty members from the ELT Department at a state university. They did not report any problems with the design and layout and indicated that the items in the scale were clear and understandable. Therefore, we confidently assert that the Turkish version of the S-FLES adequately reflects the original content while being easily comprehensible to Turkish-speaking EFL learners. The Turkish version maintained the original higher-order structure, including the factors, number of items, order of the items, and the rating scale.

In order to determine whether the 3-factor and 9-item structure fits well with the sample data, CFA was performed. As a result, the following values were obtained:  $\chi^2/df=2.58$ , GFI=.97, AGFI=.94, TLI=.97, CFI=.98, RMR=.032, RMSEA=.064, which shows that 3-factor and 9-item structure fits perfectly well with the sample to which it was applied. The CFA results were also consistent with the values (RMSEA=.059, CFI=.978, and TLI=.967) obtained by Botes et al. (2021). In addition to construct validity, discriminant validity was assessed by measuring the correlation between the current S-FLES and S-FLCAS. The results indicated a somewhat moderate negative relationship ( $r=-.32$ ,  $p<.01$ ), providing evidence for the discriminant validity of the current scale. This result is also similar to Botes et al.'s (2021) discriminant validity results ( $r=-.241$ ,  $p<.001$ ).

Apart from validity analyses, reliability analyses of the newly translated S-FLES were calculated. The Stratified alpha value for the whole scale was found to be  $\alpha=.92$ , which shows that the S-FLES has a strong reliability. Apart from this, McDonald's omega was calculated as  $\omega=.89$ , indicating a high construct reliability. When comparing the results, it can be seen that the reliability values of the current scale are a bit higher than the original scale ( $\alpha=.81$ ,  $\omega=.82$ ). Lastly, for the factors of Teacher Appreciation, Personal Enjoyment, and Social Enjoyment, Cronbach's alpha value was calculated as  $\alpha=.91$ ,  $\alpha=.75$ , and  $\alpha=.84$  respectively. This indicates that apart from the overall scale, each factor also has high reliability. These values also closely align with the results reported by Botes et al. (2021) who found them as  $\alpha=.91$ ,  $\alpha=.71$ , and  $\alpha=.79$  respectively. Considering the results, it can be deduced that there is consistency and coherence regarding the factor structure and reliability of the Turkish S-FLES.

The Turkish version of the S-FLES aims to assess the perceived level of FLE in language classrooms. It consists of 9 items and 3 factors: Teacher Appreciation (3 items), Personal Enjoyment (3 items), and Social Enjoyment (3 items). The *Teacher Appreciation* factor refers to the degree to which learners feel that their psychological needs are addressed by the language teacher. The items are related to the language teacher's role in fostering a positive atmosphere in the language classroom, including statements like "The teacher is encouraging" (İngilizce öğretmeni destekleyicidir). The *Personal Enjoyment* factor is related to the learner's personal enjoyment in the process of language learning, including statements like "I enjoy it" (İngilizce dersinden keyif alıyorum). The *Social Enjoyment* factor is related to the enjoyment of social interactions in the language classroom, including statements like "We laugh a lot" (İngilizce dersinde çok güleriz).

When applying the scale, the term "İngilizce" (English) should be adjusted based on the specific foreign language context, such as German or French. It can also be applied to learners of Turkish as a foreign language by simply substituting the word "English" with "Turkish". Like the original one, the Turkish S-FLES is based on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). All items are phrased positively. A higher score in a specific factor indicates a higher level of FLE in that factor. Additionally, a higher score on the overall scale suggests that students have a higher level of FLE. Since the Turkish S-FLES preserves the original scale's higher-order factor model – including factor names, item count, item order, and rating scale – the results can be compared to those of the original S-FLES.



The psychometric properties of the Turkish S-FLES can be considered acceptable, indicating that the scale is valid and reliable to use with Turkish EFL students studying at the university. In terms of getting more robust inferential statistical findings, basing the quantitative results on a well-validated and reliable scale is crucial. Therefore, the availability of a psychometrically validated version of the S-FLES provides educators with a valid and reliable tool to assess the levels of FLE among Turkish EFL students. Furthermore, the validated S-FLES in Turkish can be a valuable resource for educational researchers, offering a standardized tool for investigating the factors influencing FLE in the Turkish context. Research findings based on the scale can contribute to the broader field of Positive Psychology in language education, aiding in the development of evidence-based teaching practices that prioritize students' emotional experiences and well-being in language learning settings.

The reduced number of items in the Turkish S-FLES offers practical advantages for both study participants and researchers. Participants can benefit from a more efficient and less time-consuming assessment process, as they are required to respond to fewer items. This not only reduces the burden on participants but also reduces the likelihood of randomly marking answers. For researchers, the reduced items can be both time and cost-saving in terms of data collection and analysis. With fewer items to administer, researchers can minimize the resources, both financial and temporal. This efficiency is particularly important in large-scale studies where there are time and budget constraints. In essence, the abbreviated version of Turkish S-FLES is a more practical and advantageous tool for both researchers and participants.

The multidimensional structure of the S-FLES sheds light on the complexity of FLE, particularly highlighting that it not only focuses on the individual but also peers and the teacher. It emphasizes the important role of social dynamics and teacher appreciation as essential components of the enjoyment students experience in foreign language classrooms (Botes et al., 2021). Therefore, the Turkish S-FLES will be instrumental in understanding the distinct roles of personal, social, and teacher enjoyment with its multidimensional structure. This scale will also allow researchers to explore the interrelationships among these key factors and their predictive effects on foreign language achievement or other psychological variables.

One of the pedagogical implications of this study is that gaining insight into the factors influencing learners' personal, social, and teacher enjoyment can assist Turkish EFL teachers in creating efficient classroom interventions that promote FLE. They can foster FLE by promoting social interaction through group activities like discussions and games, which build stronger peer relationships. They can also enhance teacher appreciation by creating a supportive and encouraging environment, offering constructive feedback, and celebrating student success. Additionally, integrating culturally relevant content and varying instructional methods can boost personal enjoyment, making lessons more engaging and relatable.

In their study, Botes et al. (2021) emphasize the importance of expanding research on FLE, particularly through cross-validation studies of the S-FLES. They suggest that such studies should include translated versions of the S-FLES to ensure the scale's suitability across various foreign language learning contexts. They also note that any future use of the S-FLES will contribute to a deeper understanding of the scale's validity and reliability. Accordingly, our study serves as a cross-validation effort,

further contributing to the ongoing scholarly discourse surrounding the structure of FLE.

The adaptation and validity study of the S- FLES involved data collection from Turkish university students aged 18 to 27, enabling the scale's application to assess FLE of adolescent and adult learners within foreign language classroom settings. However, it is important to note that the scale should not be used with children unless further validation studies are conducted. Future research should prioritize evaluating the validity and reliability of the Turkish S-FLES for primary and secondary school children to broaden its applicability.

### **Limitations**

Due to time constraints, measurement invariance testing was not conducted to evaluate the equivalence of the newly validated Turkish scale with the original S-FLES. Therefore, direct comparisons between the two versions should be interpreted with caution. Moreover, invariance across key demographic factors such as age, gender, and educational background was not tested. Without testing for invariance across these groups, it is unclear whether the Turkish scale functions equivalently across different subgroups. Future research should address this by conducting measurement invariance testing between the English and Turkish versions, as well as across demographic subgroups, to ensure the validity and reliability of cross-group comparisons.

### **Acknowledgements**

We want to thank Prof. Dr. Nuri DOĞAN in the Department of Measurement and Evaluation at Hacettepe University for his review of the statistical analysis of this study. We also thank all the faculty members who contributed to the translation of this scale.

This study is part of the first author's PhD thesis, conducted under the supervision of the second author at the Institute of Educational Sciences, Hacettepe University.

### **Statement of Responsibility**

All the authors have sufficiently contributed to the study and agreed with the results and conclusions.

### **Conflicts of Interest**

The authors declare no conflict of interest.

### **Author Bios:**

Hilal GÜNEŞ is a research assistant in the English Language Teaching Department at the Faculty of Education, Hacettepe University, Turkey. Her research interests include psychology of language learning, instructional technology, and teacher education.

Hacer Hande UYSAL is a professor at Hacettepe University, the Department of Foreign Language Education. She received her master's degree in English Education and her PhD in Foreign Language and ESL Education from The University of Iowa, United States. Her research interests are second language writing, academic discourse,

early language teaching, and language policies. She is the founder and the previous director of the Academic Writing & Research Center at Gazi University, and she served as the founding editor-in-chief in the Journal of Language Teaching and Learning for five years.

### References

- Acosta-Manzano, I., & Barrios, E. (2022). Validación de versiones en español de escalas de disfrute con el aprendizaje de la lengua extranjera. *Revista Signos*, 55(110), 684-708.
- Alenezi, S. M. (2020). Foreign language enjoyment and anxiety among the Northern Borders University EFL students: Links to gender and majors. *Al-Azhar Journal of Education (AJED)*, 39, 1203-1233. <https://doi.org/10.21608/jsrep.2020.86081>
- Aydın, S., Tekin, I., & Akkaş, F. D. (2023). Construction and validation of the foreign language learning enjoyment scale. *Psychology in the Schools*, 61(2), 657-670. <https://doi.org/10.1002/pits.23076>
- Botes, E., Dewaele, J.-M., & Greiff, S. (2021). The development and validation of the short form of the foreign language enjoyment scale. *The Modern Language Journal*, 105(4), 858-876. <https://doi.org/10.1111/modl.12741>
- Botes, E., van der Westhuizen, L., Dewaele, J.-M., MacIntyre, P., & Greiff, S. (2022). Validating the short-form foreign language classroom anxiety scale. *Applied Linguistics*, 43(5), 1006-1033. <https://doi.org/10.1093/applin/amac018>
- Brislin, R. W. (1980). Translation and content analysis of oral and written material. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology*, (Vol. 1, pp. 389-444). Allyn & Bacon.
- Büyüköztürk, Ş. (2009). *Bilimsel araştırma yöntemleri*. Pegem Akademi.
- Byrne, B. M. (2010). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (2nd ed.). Routledge.
- Chen, Z., Zhang, P., Lin, Y., & Li, Y. (2021). Interactions of trait emotional intelligence, foreign language anxiety, and foreign language enjoyment in the foreign language speaking classroom. *Journal of Multilingual and Multicultural Development*, 45(2), 374-394. <https://doi.org/10.1080/01434632.2021.1890754>
- Dewaele, J.-M., & Alfawzan, M. (2018). Does the effect of enjoyment outweigh that of anxiety in foreign language performance? *Studies in Second Language Learning and Teaching*, 8(1), 21-45. <https://doi.org/10.14746/ssllt.2018.8.1.2>
- Dewaele, J.-M., Chen, X., Padilla, A. M., & Lake, J. (2019a). The flowering of positive psychology in foreign/second language teaching and acquisition research. *Frontiers in Psychology*, 10, 21-28. <https://doi.org/10.3389/fpsyg.2019.02128>
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4, 273-274.
- Dewaele, J.-M., & MacIntyre, P. D. (2016). Foreign language enjoyment and foreign language classroom anxiety. The right and left feet of FL learning? In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 215-236). Multilingual Matters.

- Dewaele, J.-M., & MacIntyre, P. D. (2019). The predictive power of multicultural personality traits, learner and teacher variables on foreign language enjoyment and anxiety. In M. Sato & S. Loewen (Eds.), *Evidence-based second language pedagogy: A collection of instructed second language acquisition studies* (pp. 263-286). Routledge.
- Dewaele, J.-M., Magdalena-Franco, A., & Saito, K. (2019b). The effect of perception of teacher characteristics on Spanish EFL Learners' anxiety and enjoyment. *Modern Language Journal*, 103, 412-427.
- Dewaele, J.-M., Özdemir, C., Karci, D., Uysal, S., Özdemir, E. D., & Balta, N. (2022). How distinctive is the foreign language enjoyment and foreign language classroom anxiety of Kazakh learners of Turkish? *Applied Linguistics Review*, 13(2), 243-265. <https://doi.org/10.1515/applirev-2019-0021>
- Dewaele, J.-M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*, 22, 676-697.
- Dimitrov, D. M. (2012). *Statistical methods for validation of assessment scale data in counseling and related fields*. American Counseling Association.
- Durmuş, R. İ. (2022). *Investigating the freshmen's anxiety and enjoyment through online speaking skills courses in pre-service English language teacher education programmes in Turkey* [Unpublished master's thesis]. Ondokuz Mayıs Üniversitesi.
- Galesic, M., & Bosnjak, M. (2009). Effects of questionnaire length on participation and indicators of response quality in a web survey. *Public Opinion Quarterly*, 73, 349-360.
- Geisinger, K. F. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. *Psychological Assessment*, 6(4), 304-312.
- Gordon, C. (2022). Foreign language enjoyment, foreign language anxiety, and achievement in an EFL course at a Korean university. *Modern English Education*, 23(4), 24-31.
- Hambleton, R. K. (2005). Issues, designs, and technical guidelines for adapting tests into multiple languages and cultures. In K. Hambleton, P. Merenda, & C. Spielberger (Eds.), *Adapting educational and psychological tests for cross-cultural assessment* (pp. 3-38). Lawrence Erlbaum. <https://doi.org/10.4324/9781410611758>
- Hoe, S. L. (2008). Issues and procedures in adopting structural equation modeling technique. *Journal of Applied Quantitative Methods*, 3(1), 76-83.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132.
- Jin, Y., & Zhang, L. J. (2018). The dimensions of foreign language classroom enjoyment and their effect on foreign language achievement. *International Journal of Bilingual Education and Bilingualism*, 24, 948-962.
- Kaplan, Y. Ü. (2022). A descriptive study on foreign language enjoyment of learners in foreign language classrooms. *Bingöl University Journal of Social Sciences Institute*, 23(1), 82-94. <https://doi.org/10.29029/busbed.1033927>

- Karabulut, H. İ. (2023). Psychometric Evaluation of the Adaptation of the Short Form Foreign Language Classroom Anxiety Scale. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 23(2), 672-688.
- Kline, R. B. (2005). *Principles and practice of structural equation modelling* (2nd ed.) The Guilford Press.
- Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41, 246-263.
- Li, C., Jiang, G., & Dewaele, J.-M. (2018). Understanding Chinese high school students' foreign language enjoyment: Validation of the Chinese version of the foreign language enjoyment scale. *System*, 76, 183-196.
- Loewen, S., & Gonulal, T. (2015). Exploratory factor analysis and principal components analysis. In L. Plonsky (Ed.), *Advancing quantitative methods in second language research* (pp. 182-212). Routledge.
- MacIntyre, P. D. (1992). *Anxiety and language learning from a stages of processing perspective* [Doctoral dissertation]. The University of Western Ontario. <https://ir.lib.uwo.ca/digitizedtheses/2155>
- Marsh, H. W., Ellis, L. A., Parada, R. H., Richards, G., & Heubeck, B. G. (2005). A short version of the Self-Description Questionnaire II: Operationalizing criteria for short-form evaluation with new applications of confirmatory factor analyses. *Psychological Assessment*, 17, 81-102.
- Mierzwa, E. (2018). The relationship between foreign language enjoyment and gender among secondary grammar school students. *The Journal of Education, Culture, and Society*, 1, 117-135.
- Nemati, F., Roohani, A., & Mirzaei, A. (2020). Investigating foreign language enjoyment and public speaking class anxiety in the EFL class: A mixed methods study. *Journal of Teaching Language Skills*, 39(1), 115-152. <https://doi.org/10.22099/JTLS.2020.37330.2835>
- Özer, Z., & Altay, I. F. (2021). Examining the level of enjoyment and anxiety among Turkish EFL students. *Journal of Language & Linguistics Studies*, 17, 663-671.
- Proietti Ergün, A. L., & Ersöz Demirdağ, H. (2022). The relation between Foreign Language Enjoyment, subjective well-being, and perceived stress in multilingual students. *Journal of Multilingual and Multicultural Development*, 1-13.
- Ryan, R. M., Connell, J. P., & Plant, R. W. (1990). Emotions in non-directed text learning. *Learning and Individual Differences*, 2(1), 1-17.
- Saito, K., Dewaele, J.-M., Abe, M., & In'nami, Y. (2018). Motivation, emotion, learning experience, and second language comprehensibility development in classroom settings: A cross-sectional and longitudinal study. *Language Learning*, 68, 709-743.
- Schoeni, R. F., Stafford, F., McGonagle, K. A., & Andreski, P. (2013). Response rates in national panel surveys. *The Annals of the American Academy of Political and Social Science*, 645, 60-87.
- Shirvan, M. E., & Taherian, T. (2021). Longitudinal examination of university students' foreign language enjoyment and foreign language classroom anxiety in the course



- of general English: Latent growth curve modeling. *International Journal of Bilingual Education and Bilingualism*, 24, 31-49.
- Şimşek, Ö. F. (2007). *Yapısal eşitlik modellemesine giriş: Temel ilkeler ve LISREL uygulamaları*. Ekinoks Basın Yayın Dağıtım.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.) Allyn & Bacon.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.) Allyn & Bacon.
- Uzun, K. (2017). Compulsory English courses in higher education: A source of angst or thrill? *The Journal of Language Learning and Teaching*, 7(2), 1-20.
- Wei, H., Gao, K., & Wang, W. (2019). Understanding the relationship between grit and foreign language performance among middle school students: The roles of foreign language enjoyment and classroom environment. *Frontiers in Psychology*, 10, 1058. <https://doi.org/10.3389/fpsyg.2019.01508>
- Yeşilçınar, S., & Erdemir, N. (2023). Are enjoyment and anxiety specific to culture? An investigation into the sources of Turkish EFL learners' foreign language enjoyment and anxiety. *Innovation in Language Learning and Teaching*, 17(2), 453-468. <https://doi.org/10.1080/17501229.2022.2063295>

#### APPENDIX A

Original S-FLES (Botes et al., 2021)		Turkish version of the S-FLES	
In the foreign language class:			
1	The teacher is encouraging	1	İngilizce öğretmeni cesaretlendiricidir.
2	The teacher is friendly	2	İngilizce öğretmeni sıcakkanlıdır.
3	The teacher is supportive	3	İngilizce öğretmeni destekleyicidir.
4	I enjoy it	4	İngilizce dersinden keyif alıyorum.
5	I've learned interesting things	5	İngilizce dersinde ilgi çekici bilgiler öğreniyorum.
6	I am proud of my accomplishments	6	İngilizce dersindeki başarılarımla gurur duyuyorum.
7	We form a tight group	7	İngilizce dersinde iyi bir grubuz.
8	We laugh a lot	8	İngilizce dersinde çok güleriz.
9	We have common 'legends,' such as running jokes	9	İngilizce dersinde herkesin anladığı espriler gibi ortak paylaşımlarımız var.

Teacher appreciation subscale = Items 1, 2, 3

Personal enjoyment subscale = Items 4, 5, 6

Social enjoyment subscale = Items 7, 8, 9

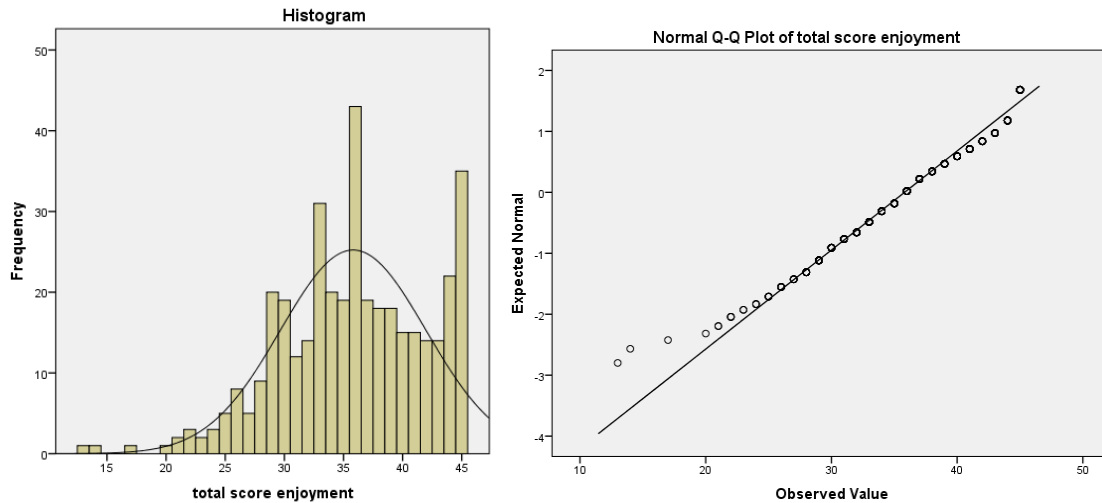


## APPENDIX B

### 1. Test of Normality Results for the Turkish Version of S-FLES

	Statistic	Std. Error
Mean	35.82	.312
5% Trimmed Mean	36.08	
Median	36	
Minimum	13	
Maximum	45	
Std. Deviation	6.151	
Skewness	-.440	.124
Kurtosis	.104	.247

### 2. Histogram and Normal Q-Q Plots



This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0). For further information, you can refer to <https://creativecommons.org/licenses/by-nc-sa/4.0/>