



Exploring Foreign Language Enjoyment in Indonesian Higher Education: Insights from Non-English Major Students

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ABSTRACT

This study explores Foreign Language Enjoyment (FLE) in learning English among non-English major students in Yogyakarta, Indonesia, focusing on its level and contributing factors. Utilizing a mixed-methods approach, data were collected through a questionnaire adapted from Dewaele and MacIntyre (2014), distributed to 186 students across 27 universities/colleges, followed by semi-structured interviews with nine selected participants. Quantitative findings revealed a high overall FLE level (mean = 3.13 on a 4-point scale), with students reporting enjoyment in classroom activities, positive social interactions, and a supportive environment. Qualitative findings identified two main themes: (1) varied learning activities (e.g., creative tasks, English songs, and movie discussions) enhanced engagement, and (2) perceived safe classroom environment, characterized by non-judgmental feedback and peer support, fostered emotional security and participation. These findings highlight the importance of pedagogical diversity and emotional safety in promoting FLE, offering practical insights for educators to design enjoyable and inclusive language classrooms. It contributes to the underexplored context of non-English majors in Indonesia, emphasizing the interplay between instructional strategies and affective factors in language learning. Limitations include geographical and time constraints, suggesting future research to expand samples across regions and educational levels.

ABSTRAK

Penelitian ini mengeksplorasi Foreign Language Enjoyment (FLE) dalam pembelajaran bahasa Inggris pada mahasiswa jurusan non-Bahasa Inggris di Yogyakarta, Indonesia, dengan fokus pada tingkat FLE dan faktor-faktor yang berkontribusi. Penelitian ini menggunakan pendekatan mixed-methods. Data kuantitatif dikumpulkan melalui kuesioner yang diadaptasi dari Dewaele dan MacIntyre (2014) dan didistribusikan kepada 186 mahasiswa dari 27 universitas/ perguruan tinggi, kemudian dilakukan wawancara semi-terstruktur terhadap sembilan partisipan terpilih. Hasil kuantitatif menunjukkan tingkat FLE yang tinggi secara keseluruhan (rata-rata = 3,13 pada skala 4 poin), di mana mahasiswa melaporkan adanya rasa senang dalam aktivitas pembelajaran di kelas, interaksi sosial yang positif, serta lingkungan belajar yang suportif. Temuan kualitatif

KEYWORDS

Factors of FLE, Foreign Language Enjoyment (FLE), level of FLE, non-English major students

KATA KUNCI

Faktor-faktor FLE, Foreign Language Enjoyment (FLE), tingkat FLE, mahasiswa jurusan non-Bahasa Inggris

mengidentifikasi dua tema utama, yaitu: (1) variasi aktivitas pembelajaran, seperti tugas kreatif, lagu berbahasa Inggris, dan diskusi film, yang meningkatkan keterlibatan mahasiswa; dan (2) persepsi terhadap lingkungan kelas yang aman, yang ditandai dengan umpan balik yang tidak menghakimi dan dukungan dari teman sebaya, sehingga menumbuhkan rasa aman secara emosional dan partisipasi aktif. Temuan ini menegaskan pentingnya keberagaman pedagogis dan keamanan emosional dalam mendorong FLE, serta memberikan implikasi praktis bagi pendidik dalam merancang pembelajaran bahasa yang menyenangkan dan inklusif. Penelitian ini berkontribusi pada kajian FLE yang masih terbatas pada konteks mahasiswa non-jurusan Bahasa Inggris di Indonesia dengan menekankan keterkaitan antara strategi pembelajaran dan faktor afektif dalam pembelajaran bahasa. Keterbatasan penelitian ini meliputi cakupan wilayah dan keterbatasan waktu, sehingga penelitian selanjutnya disarankan untuk melibatkan sampel yang lebih luas dari berbagai daerah dan jenjang pendidikan.

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INTRODUCTION

Foreign Language Enjoyment (FLE) is a positive emotional experience that learners feel during the process of learning a foreign language. According to (Dewaele & Macintyre, 2016), it refers to the sense of enjoyment, pride, and excitement that learners experience when engaging with the target language. The researchers feel that the topic of FLE is both good and interesting and should be discussed further in the context of English learning. FLE encompasses feelings of happiness, interest, satisfaction, and accomplishment that arise when learners interact with a new language in a meaningful and supportive environment. In the context of English language learning, FLE plays a crucial role in fostering a motivating and enjoyable atmosphere, encouraging learners to persist through difficulties, take communicative risks, and become more actively involved in the learning process (Dewaele et al., 2018). Furthermore, positive classroom emotions like FLE have been shown to enhance learners' cognitive engagement, promote resilience, and improve overall language achievement (Macintyre et al., 2019).

FLE is considered an important factor and makes a significant contribution to the foreign language learning process (Shen, 2021). FLE can generally be conceptualized as the enjoyment experienced during second language (L2) learning. It has attracted increasing attention as an important element in L2 learning (Jiang & Dewaele, 2020). FLE is important to understand because it positively influences the learning process. In the learning environment, L2 learners who enjoy using the target language are more likely to develop their academic skills. According to (Fathi & Mohammaddokht, 2021), learners' emotions in learning a foreign language significantly contribute to their motivational and linguistic

outcomes, as emotions create complex and dynamic associations that facilitate learning. Positive emotions such as FLE not only create pleasant feelings but also strengthen learners' awareness of language input, enhance their ability to focus on classroom activities, and increase their interest in learning (Boudreau et al., 2018; MacIntyre & Gregersen, 2012). Furthermore, research by Dewaele and MacIntyre (2014) found that a positive classroom environment can significantly boost students' enjoyment of learning. In summary, the researcher was motivated to conduct this study because exploring these aspects of FLE in more depth would provide valuable insights into the emotional factors that contribute to successful foreign language learning.

There have been numerous studies on FLE in language learning, consistently highlighting the significant influence of factors such as teacher roles, peer interactions, and the emotional connection between teachers and students (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017; Jin & Zhang, 2018). Dewaele and MacIntyre (2014) were among the first to study this emotion in depth. Their research showed that learners often feel more enjoyment than anxiety in the classroom, especially when teachers are supportive and the learning atmosphere is positive. However, this study relied primarily on a self-report questionnaire, which may not be generalizable to a non-Western context, such as Indonesia, where classroom dynamics, teacher-student relationships, and cultural attitudes toward emotions in learning may differ. Later studies have continued to show the importance of FLE. For example, Dewaele and Dewaele (2017) found that students enjoy language learning more when teachers are friendly, patient, and use humor. Although the findings are insightful, the study overlooked variations across educational levels, which limits understanding of how teacher-related enjoyment might differ among non-English major students, who often have different motivations and expectations in L2 learning. Another study by Jin and Zhang (2018) with Chinese university students found that students who experienced more enjoyment in their English classes were more motivated and performed better. This suggests that when students feel good about learning, they are more likely to be active and successful in class. Overall, these studies show that FLE plays a big role in helping students stay engaged and learn better. Enjoyment is not just something extra, but something that can help students stay motivated and improve their language skills. Teachers, classroom activities, and social interactions all contribute to how much students enjoy learning. Because of this, many educators and researchers now try to design lessons that increase positive emotions like enjoyment in the classroom (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017; Jin & Zhang, 2018). Despite many studies on FLE among English-major students in Western contexts, studies on FLE among non-English-major students in Indonesian higher education remain limited and underexplored.

While quantitative studies have confirmed the positive impact of FLE on language learning, qualitative investigations offer rich insights into how learners and educators perceive and construct enjoyment during English lessons. A study conducted by (Dewaele et al., 2018) analyzed over 750 EFL learners' self-reports and found that moments of high enjoyment were frequently associated with enthusiastic, humorous, and empathetic teachers. In a similar vein, Pavelescu and Petrić (2018) conducted a qualitative case study on four adolescent learners in Romania to explore the role of emotions in language learning. The results showed that learners experienced heightened enjoyment when engaged in meaningful tasks, especially those that allowed personal expression, creativity, and collaboration. From the perspective of teachers, Li (2020) explored how teachers manage their own emotions to create a positive classroom

environment and found that it affects student enjoyment. The study found that teachers who invested in building emotional connections with their students and exhibited genuine enthusiasm for teaching reported higher levels of student enjoyment and motivation.

Some theoretical frameworks have been proposed to understand the nature of FLE in L2 contexts. Some scholars have discussed FLE from a psychological perspective in applied linguistics (MacIntyre & Gregersen, 2012). While others discussed it from the lens of self-determination theory, which highlights the role of autonomy, competence, and positive emotions (Jiang and Dewaele, 2019). Despite all these theories, this present study was grounded in Dewaele and MacIntyre's (2014, 2016) conceptualization of FLE, which represents the most widely adopted framework in the field of FLE. Their work emphasizes the multidimensional positive emotions, such as enjoyment, pride, and excitement in L2 learning, as well as teacher support, peer interaction, and classroom environments as the primary support of FLE. This framework is considered the most applicable theoretical basis for both the measurement and exploration of FLE in this present study.

However, most of this research has focused on students who major in the target language, especially English majors. For example, Jiang and Dewaele (2019) investigated the causes of enjoyment and anxiety among English majors in China. Boudreau et al. (2018) studied how teaching methods affect enjoyment among English majors in Canada. Similar research has been done with students who are deeply involved in learning English as their main subject (Boudreau et al., 2018; Jiang & Dewaele, 2019; Khajavy et al., 2018; Li et al., 2018). As a result, there is a gap in the literature regarding how non-English-major students experience FLE. In the Indonesian context, non-English-major students represent the majority of English-language learners in higher education, whose emotional experiences in the L2 classroom remain undocumented.

In terms of methodology, researchers have chosen either a quantitative or a qualitative approach. Many have used surveys and statistical tools to look at FLE across groups of students, like (Dewaele & Alfawzan, 2018; Khajavy et al., 2018; Li et al., 2018; Saito et al., 2017; Taufik et al., 2021). Others, such as Dewaele and MacIntyre (2014), have used rating scales to measure enjoyment levels. On the other hand, some researchers have chosen a more in-depth, personal approach. For example, Pavelescu and Petrić (2018) used interviews to explore how students feel about learning languages, and Mierzwa (2019) did case studies in classrooms to see what drives positive emotions. Both approaches are valuable in research, quantitative methods are useful for identifying patterns or trends in data and qualitative methods help researchers understand the underlying reasons or meanings behind those trends. However, using just one method can be limiting (Dörnyei, 2007). That is the reason why this study uses a mixed-methods approach. It combines numbers and stories to give a fuller picture (Creswell & Clark, 2007). The quantitative data show the FLE level of non-English majors in Yogyakarta, while the qualitative data examines why these patterns exist and provides a closer look at students' real experiences.

Based on limited research on FLE among non-English major students across Indonesia, this study aims to investigate the FLE level of non-English students and examine the extent to which learners experience FLE in foreign language (L2) classrooms. This study attempts to answer the following research questions: 1) What is the FLE level of non-English major students in Yogyakarta? and 2) What factors contribute to the FLE experiences of non-English major students in their English classes?

METHOD

Research Method

In the present study, the researchers employed an explanatory mixed-methods design (Creswell & Clark, 2007) to collect data on FLE of Indonesian L2 learners. In this design, quantitative data were collected and analyzed first, followed by qualitative data to elaborate on the quantitative findings. This design was perceived as the most appropriate for capturing both the breadth and depth of FLE among non-English-major students. Moreover, many previous studies on this topic used a quantitative approach (Alberth et al., 2023; Fathi & Mohammaddockht, 2021; Jin & Zhang, 2018; Mierzwa, 2018; Piechurska-Kuciel, 2017; Taufik et al., 2021) to collect data. Many of them used mixed methods designs (Dewaele & MacIntyre, 2014; Dewaele et al., 2016; Dewaele & Alfawzan, 2018) to complement quantitative findings and gain a deeper understanding of the learners' experiences.

Research Participants

Participants in this study were 186 non-English majors in Yogyakarta, Indonesia. Researchers chose those participants based on two considerations. First, the researchers selected participants from non-English majors because most prior studies had focused on English majors (Dewaele et al., 2018; Fathi & Mohammaddockht, 2021). The next reason is that several previous studies used high school students as participants. However, only a few Indonesian students participated in those studies, and none came from Yogyakarta (Alberth et al., 2023; Bashori et al., 2021; Taufik et al., 2021). There were 186 participants who responded to the Google Form questionnaire distributed via Instagram and WhatsApp. This recruitment employed convenience sampling, with participants selected based on their accessibility and willingness to participate (Creswell & Clark, 2007). The 186 participants came from 27 universities/colleges in Yogyakarta.

Table 1 illustrates the institutional distribution of the 186 participants across 27 universities and colleges in Yogyakarta. The sample was taken from four types of higher education institutions in Indonesia: universities, colleges, institutes, and polytechnics. Most participants came from universities (n = 149, 80.1%), followed by colleges (n = 20, 10.8%), institutes (n = 4, 2.2%), and polytechnics (n = 2, 1.1%). However, the questionnaire did not collect data on participants' gender, year of study, or English proficiency level. These variables have been shown in previous FLE studies (Dewaele & MacIntyre, 2014; Dewaele et al., 2016; Dewaele & Alfawzan, 2018), and their absence is acknowledged as a limitation in the present study. Future research can include these demographic variables to get a more comprehensive interpretation of the FLE patterns across different learner profiles.

Table 1. Institutional Distributions of the Participants

Institution Type	Public (n)	Private (n inst.)	Total Institutions	Participants (n)	%
University	5	12	17	160	86.0%
College	0	4	4	20	10.8%
Institute	2	2	4	4	2.2%
Polytechnic	1	1	2	2	1.1%
Total	9	18	27	186	100%

Of 186 participants, 60 stated they were willing to be interviewed. They came from 14 different universities. However, only 9 participants were selected for the interview. Although the researchers initially contacted participants from 14 universities, only 9 responded within the limited time available to conduct the interviews. The others either did not respond or clarified that they were no longer willing to be interviewed.

Research Instruments

This study employed a mixed-methods data collection approach, consisting of a questionnaire and interviews. Quantitative data were collected through a questionnaire distributed via Instagram and WhatsApp. The questionnaire consisted of 10 closed-ended items adapted from (Dewaele & MacIntyre, 2014). The content validity test was established through questionnaire item adaptation from the validated FLE scale developed by Dewaele and MacIntyre (2014). Construct validity was done through item-total correlation analysis using Pearson product-moment correlation via SPSS. Each item was correlated with the total score of the questionnaire, and items were considered valid if the corrected item-total correlation coefficient (r) exceeded the critical r -value at the 0.05 significance level (two tailed) (Creswell, 2012). The results showed that 10 items met this criterion with Sig. (2-tailed) values below 0.05, indicating each item measured the same construct consistently.

Minor adjustments were made from the original questionnaire to suit the Indonesian EFL context and the characteristics of the target participants. For example, the Likert scale ranges from 5-point to 4-point. There were two reasons for the modification. First, a 4-point scale eliminates the neutral point, encouraging participants to choose either a positive or negative response and reducing the tendency toward middle-point selection (Choi & Pak, 2005). Second, a 4-point scale was considered less cognitively demanding for non-native speakers completing questionnaires in their second language (Barnette, 2000). This present study also acknowledged that the modification may affect the comparability of the findings with previous FLE studies that used 5-point scale (Dewaele & MacIntyre, 2014; Dewaele et al., 2018)

Data Collection and Analysis

This study employed mixed-methods design, consisting of quantitative data collection followed by qualitative data collection. In quantitative phase, a questionnaire was used to collect the data by using Google Forms. The questionnaire included an informed consent form for the participants before participating in the study. The informed consent form includes information about the research's purposes and risks and voluntary agreement to participate (Jefford & Moore, 2008). The data gathered from the questionnaire were analyzed using SPSS 25 with descriptive statistics to answer research question (RQ) 1. The second phase included interviews with selected questionnaire respondents who agreed to be interviewed. The interviewees were chosen based on their campus to ensure the balanced representation. The interviews, conducted via Zoom, lasted for about 25 minutes, were recorded, transcribed into English, and analyzed thematically to answer RQ2.

Ethical Consideration

This study employed autonomy, beneficence, non-maleficence, and justice as its ethical principles. The autonomy principle was applied by ensuring participants acted mindfully after receiving sufficient information and time to understand it (Avasthi et al., 2013). Beneficence

was applied by informing the potential benefits of the research for the participants, such as opportunities for reflection on FLE and personal insights (Avasthi et al., 2013). The principle of non-maleficence was applied by minimizing risks and protecting participants from verbal or non-verbal harm through anonymity and the option of online interviews to reduce psychological burdens (Avasthi et al., 2013). Finally, the principle of justice was applied by ensuring that no discrimination occurred in participation in both the survey and interview stages (Avasthi et al., 2013). The researchers ensured that participants had an equal opportunity to proceed or decline.

FINDING AND DISCUSSION

RQ1: What is the FLE Level of Non-English Major Students in Yogyakarta

The statements in Table 1 represent social and private components of FLE. Social components of FLE are shown both when students interact with others such as through common stories, jokes, and good relationships with teachers and classmates. The private side includes feelings, such as feeling proud, having fun, and believing they've done well. These two aspects combine to create a strong sense of enjoyment (Jiang & Dewaele, 2019). The consistency of the questionnaire was assessed using Cronbach alpha, which resulted in coefficient 0.87. This value exceeds the accepted threshold of 0.70, indicating strong consistency and informing that the 10 items in the questionnaire measured the same construct of FLE. Overall, the students' FLE level was high, with a mean score of 3.13 on a 4-point Likert scale. To interpret the mean scores, this study employed the classification criteria which divides a 4-point Likert scale into 4 categories based on the interval scores. The classification criteria are presented in Table 2. Based on the classification criteria, the overall FLE level of non-English major students categorized as high, with a mean score of 3.13 (SD = 0.41).

Table 3. Mean Score Classification Criteria

Mean Score Interval	Category
3.25 – 4.00	Very high
2.50 – 3.24	High
1.75 – 2.49	Low
1.00 – 1.74	Very low

.25 – 4.00 Very High 2.50 – 3.24 High 1.75 – 2.49 Low 1.00 – 1.74 Very Low

The finding aligns with some previous studies reporting high FLE level among EFL learners (Liang, 2023; Zhang et al., 2023). For example, a study conducted by Liang (2023) reported a composite FLE mean score of 3.30 among Chinese university students. While a study by Zhang et al. (2023) reported that FLE influenced English learning outcomes among Chinese international students majoring in business. Table 3 illustrates the responses of each questionnaire item.

Table 3. Descriptive Data of L2 FLE

No	Statement	Mean	Std	SA (%)	A (%)	DA (%)	SDA (%)
1	I do not feel bored in English class	3.01	0.70	21.5	61.3	14.0	3.2
2	I enjoy English lessons in the classroom	3.19	0.58	28.0	64.0	7.5	0.5
3	I feel I am a worthy member in English class	2.94	0.67	17.7	60.8	19.4	2.2
4	In English class, I feel proud of my accomplishments	2.83	0.72	15.6	55.4	25.8	3.2
5	I feel that English class is a positive environment	3.26	0.56	31.7	63.4	4.3	0.5
6	I feel it would be cool if I know English well	3.58	0.60	62.9	33.3	2.7	1.1
7	I feel fun in English class	3.16	0.63	28.0	61.3	9.7	1.1
8	I feel that my friends in English class are very kind and supportive.	3.10	0.61	23.1	65.1	10.8	1.1
9	I feel that the learning atmosphere in English class is good	3.19	0.58	28.0	64.0	7.5	0.5
10	My friends and I laugh a lot in English class.	3.02	0.72	25.8	50.5	23.1	0.5

SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree

Descriptive analysis showed a 0.75-point difference between the highest and lowest item means. This result showed moderate variation in students' experiences across different FLE dimensions. The highest mean was found in question number 6, "I feel it would be cool if I knew English well" (M = 3.58, SD = 0.60). In contrast, question number 4, "In English class, I feel proud of my accomplishments" (M = 2.83, SD = 0.72), showed the lowest mean and the greatest variability, suggesting a different perception of academic achievement. This gap indicates that although students demonstrated a strong willingness to master English, their sense of classroom accomplishment was low. The findings align with Dewaele and MacIntyre (2014), who found that learners' emotional responses to language learning vary based on their self-perceived competence.

The comparison between private (Items 1–7, M = 3.14) and social FLE in the table (Items 8–10, M = 3.10) showed a small difference (0.04). This suggests that personal emotions contributed more to FLE than social factors. In the social dimension, item number 10 "My friends and I laugh a lot in English class" (M = 3.02, SD = 0.72) showed the lowest mean and

greatest variability. Overall, while the classroom climate was positive, social FLE appeared less experienced among students.

The questionnaire explored two facets of FLE: private and social. The analysis of the questionnaire data indicated that private FLE (questionnaire items 1-7) had a relatively high mean score. Most students showed low boredom, high enjoyment, a positive classroom environment, and strong feelings of pride and confidence in their English abilities. Particularly, item no 6, “I feel it would be cool if I know English well” received the highest mean score (3.58), which indicates strong intrinsic motivation. The findings are consistent with (Huang & Wang, 2024), who found that positive emotions are associated with higher self-confidence. Similarly, a study by Ardi et al. (2024) found that self-efficacy influenced writing enjoyment among Indonesian EFL postgraduate students. This suggests that private FLE plays a significant role in language performance.

The social dimension of FLE (questionnaire items 8-10) also showed high mean scores. The high mean scores indicate students’ perceptions of a supportive peer group, a positive learning atmosphere, and shared enjoyment in class. The findings resonate with Wang et al. (2025) that found that a positive and supportive learning environment improves positive emotions in language learning. Moreover, the findings align with Dewaele and Macintyre (2016), who highlighted the role of teachers behavior and a friendly peer group play a significant role in shaping students’ enjoyment of learning a foreign language.

In summary, the findings indicate a high level of FLE among non-English major students. The findings show that the private dimension of FLE is more prominent than its social dimension. This suggests that personal satisfaction, pride, and intrinsic motivation are the key components of FLE. While a positive and supportive classroom environment can reinforce students’ overall FLE.

RQ2: To What Extent Do Learners Experience FLE in their English Classes?

These 2 main themes were derived from the interview results, which explored the factors that contribute to students' Foreign Language Enjoyment in L2 classrooms. These two are shown in Table 4.

Table 4. The Emerging Themes

Theme 1	Varied Learning Activities as a Source of FLE in L2 Classrooms
Theme 2	Perceived Safety of the Classroom Environment as a Contributor to FLE.

Theme 1: Varied Learning Activities as a Source of FLE in L2 Classrooms

Based on the interview results, three participants agreed that using a variety of learning activities increased their enjoyment in the L2 classroom. Some participants stated that engaging and meaningful tasks contributed to their learning experience. They stated:

“For me, one moment I really enjoyed was when we were allowed to sing our favorite English songs in class and then I sang “Snowman” by Sia.” [Lori/F]

“In the first or second semester we were asked to make a CV and a letter, an application letter in English ... So it's more meaningful because we can be creative.” [Rina/F]

“The happiest moment was when we were told to watch an English movie ... But we also had the challenge of watching it without Indonesian subtitles so it was full English.” [Abid/M]

“The teaching method is key. I remember in junior high school, our teacher had us memorize six new vocabulary words each week—verb 1, 2, and 3. That really helped expand our vocabulary.” [Dallon/M]

“One activity I really liked was the group discussions. After receiving the material, we had to practice it right away. Since I'm a management student, our English tasks focused on business—like creating advertisements in English.” [Vini/M]

“I enjoyed my English classes because we were really pushed to use English. We were required to speak in English all the time in class. I liked the pressure because it made us actively use the language.” [John/M]

The excerpts suggest that the variety of learning activities can increase FLE by maintaining attention, promoting creativity, and providing meaningful challenges. The finding aligns with Li (2020), who reported that varied learning activities can help maintain student attention, foster positive emotional experiences, and reduce stress in L2 learning. Similarly, Pavelescu and Petrić (2018) found that adolescent learners experienced FLE when teachers implemented diverse teaching activities, including humor, games, challenges, and personalized content. As reflected in Abid's excerpt, “The happiest moment was when we were told to watch an English movie ... But we also had the challenge of watching it without Indonesian subtitles, so it was full English”. Challenges and engagement appear to increase students' interest and excitement in learning English.

Theme 2: Perceived Safety of the Classroom Environment as a Contributor to FLE

Besides varied activities as a source of FLE, participants also mentioned that classroom safety is one of the factors contributing to FLE and can foster their enjoyment and engagement. A non-judgmental atmosphere, supportive peers, and encouraging teacher behavior were mentioned in the interviews. Some participants explained:

“So, in learning English, we need lecturers who don't judge and dare to correct our words or writing, but in a good way, that makes us comfortable, that doesn't make us feel stupid in English, or make us feel discouraged.” [Key/F]

“But when they want to try, many of us immediately judge, which is not good. So, what I want is for everyone to work together.” [Vini/M]

“Because the class is open and there's no pressure in the lecturer's teaching, it really enhances the enjoyment of learning.” [Lori/F]

“If the environment is fun and engaging, we're more excited to learn. But if it's dull, it's harder to absorb the material.” [Abid/M]

“For me, the enjoyable part was the class atmosphere. I remember I didn’t take the course with my usual classmates but joined a later semester’s class. It was a smaller class, and it felt more conducive and comfortable.” [Rina/F]

“For me, it’s about the classroom atmosphere. If classmates and lecturers aren’t judgmental and the environment is supportive, it makes the class more enjoyable. Motivation is important, but the classroom vibe matters even more.” [John/M]

Based on the excerpts, a safe classroom environment increases students’ comfort, motivation, and willingness to participate in L2 learning. The finding is consistent with Dewaele and MacIntyre (2014)), who found that FLE is associated with a positive classroom atmosphere, supportive teacher behavior, and peer support. They highlight that FLE arises not only from academic support, but also from a safe learning environment. Similarly, Oxford (2015) emphasizes that a positive environment is important for language learning because it supports learner autonomy and reduces the fear of negative evaluation. The present findings support this view and highlight that reduced anxiety and increased emotional safety improve engagement and FLE in L2 classrooms.

In summary, the findings suggest that students experience FLE when classes incorporate various and engaging activities and when the classroom environment is safe and supportive. FLE, therefore, arises not only from academic factors but also from emotional security and a positive classroom environment.

CONCLUSION

In conclusion, this study found that non-English majors in Yogyakarta demonstrated a high level of FLE. The results from both quantitative and qualitative findings show the importance of varied activities and a safe classroom environment in enhancing students’ FLE and understanding of English. As a result, English teachers are encouraged to accommodate varied learning activities and foster a non-judgmental classroom atmosphere to promote engagement.

This study has some limitations. The quantitative analysis was limited to descriptive statistics because the instrument did not include demographic variables, such as gender, year of study, or English proficiency level. The absence of these variables prevented statistical comparisons between different learner groups, such as one-way ANOVA. Therefore, this study could not completely examine whether FLE levels are different across learner profiles. Future studies are recommended to include demographic variables to provide stronger analysis of FLE among non-English major students in Indonesia.

The findings of this study have pedagogical implications and contribute to FLE and English language teaching in general. Pedagogically, the findings suggest that English teachers design and implement varied and creative instructional strategies, such as game-based learning, interactive activities, and songs, to enhance FLE. Moreover, English teachers are encouraged to establish a safe classroom environment by providing positive feedback using supportive language, respecting students’ opinions, and encouraging active participation. By doing so, teachers can create a more engaging, supportive, and enjoyable learning atmosphere for L2 learners. In terms of the contribution, this study contributes to the study of FLE to the Indonesian context, particularly among non-English major students in Yogyakarta. In addition, by employing a mixed-methods design, this study offers a more comprehensive

understanding of students' experiences in FLE, drawing on both the questionnaire and the interviews.

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