Vol :21 N: 01/2026
PP: 477 - 495
ISSN: 1112-7015
EISSN: 2602-5973

POSITIVE EMOTIONS IN THE EFL CONTEXT: A CATALYST FOR THE PURSUIT OF LIFELONG LEARNING
A CASE STUDY OF ALGERIAN UNIVERSITY STUDENTS

LES ÉMOTIONS POSITIVES DANS LE CONTEXTE DE L'ALE : UN CATALYSEUR POUR LA POURSUITE DE L'APPRENTISSAGE PERMANENT LE CAS DES ÉTUDIANTS UNIVERSITAIRE ALGÉRIENS

[1]Imane BERROUBA TANI
[1] Abou Bekr Belkaid- Tlemcen-Algeria
Imane.bouroubatani@univ-tlemcen.dz

Published: 31/03/2026	Accepted:29/03/2026	Received:27/10/2024

****

Résumé : Les facteurs affectifs, à savoir les émotions, jouent un rôle significatif dans l'apprentissage des langues. Les émotions positives telles que le plaisir, l'amour et l'excitation liées à l'apprentissage sont considérées comme favorisant la mémoire et conduisant à une performance réussie. L'objectif principal de la présente étude est de souligner l'importance des émotions positives des étudiants pour la poursuite de l'apprentissage permanent de l'Anglais Langue Etrangère (ALE). À cette fin, cette étude qualitative s'est appuyée sur une étude de cas pour explorer les sources et les effets des émotions positives des étudiants sur l'apprentissage permanent de l'ALE, en utilisant un entretien avec quatre enseignants et un questionnaire administré à trente étudiants de deuxième année en ALE à l'université Abou Bekr Belkaid. Les résultats ont révélé que la technologie est une source d'excitation et de plaisir d'apprentissage pour les étudiants, grâce à l'utilisation de supports audiovisuels en classe, ainsi que le recours aux vidéos YouTube et aux sites d'apprentissage pour l'auto-apprentissage en dehors de la classe. Enfin, il a été constaté que les étudiants sont enthousiastes et motivés par l'apprentissage prolongé après les cours, c'est-à-dire que l'apprentissage permanent de l'ALE est imminent.
Mots-clés: *Facteurs affectifs, émotions positives, apprentissage permanent, technologie, auto-apprentissage.*

ABSTRACT:
Affective factors, namely emotions play a significant role in language learning. Positive emotions such as enjoyment, love and excitement about learning are held to aid memory, and lead to a successful performance. The main aim of the current study is to underscore the importance of students' positive emotions for the pursuit of EFL lifelong learning. To this end, this qualitative study relied on a case study to explore the sources and effects of students' positive emotions on EFL lifelong learning, using an interview with four teachers, and a questionnaire administered to thirty second-year EFL students at Abou Bekr Belkaid University in Tlemcen. Findings revealed that technology is a source of students' excitement and enjoyment of learning, through the use of audio and visual aids in the classroom, and via the reliance on YouTube videos and learning websites for self-study outside the classroom. Finally, it was found that students are excited and enthusiastic about extended learning after classes, i.e., lifelong EFL learning is imminent.

Keywords: *Affective factors, positive emotions, lifelong learning, technology, self-study.*

POSITIVE EMOTIONS IN THE EFL CONTEXT: A CATALYST FOR THE PURSUIT OF LIFELONG LEARNING
A CASE STUDY OF ALGERIAN UNIVERSITY STUDENTS

1. Introduction:

The process of learning is not only contingent on cognitive aspects, but also affective aspects which have a great impact on the learning outcome. Indeed, students' success is attributed to the positive emotions towards their studies. As MacIntyre (2002, p. 61) states, emotion "functions as an amplifier, providing the intensity, urgency, and energy to propel our behaviour in everything we do". If learners love what they learn, there is every likelihood of succeeding, and mastering their area of study. As far as foreign language learning is concerned, the affective variables, namely emotions and feelings are as important as the pedagogical factors, such as the methods and the textbooks used for learning. In fact, there has been a growing interest in the impact of emotions on learners' performance and achievement inside and outside the classroom, especially on their engagement in EFL lifelong learning (Ross & Rivers, 2018; Cocca & Cocca, 2019). After the emergence of positive psychology, L2 researchers shifted focus to the study of emotions and language learning. However, research has predominantly emphasised one negative emotion, which is anxiety in language learning (Teimouri et al., 2022). Hence, positive emotions—such as excitement, pride, joy, enjoyment, and enthusiasm—have often been overlooked in the EFL context. The current study focuses on the sources of positive emotions and their impact on EFL learning in general, and lifelong learning in particular. It is hypothesised that the use of technological tools may play a key role in enhancing learners' enjoyment and excitement about learning. Technology, through varied information sources (audio and visual), might make EFL learning more enjoyable, fostering continuous learning beyond the classroom. Also, based on Fredrickson's theory of Broaden-and-Build, positing that positive emotions enhance thinking and attention, students' interest and enthusiasm experienced from learning through technological tools might aid memory, lead to successful classroom performance, and hence increase willingness of extended constant EFL learning. This study employs a qualitative approach, by relying on a case study, and aims at:

a. Exploring the sources of EFL students' positive emotions that would lead to the pursuit of lifelong learning.

b. Investigating the impact of positive emotions on students' willingness to learn continuously.

c. Examining the role of teachers in the creation of positive emotions.

2. Background on emotion and language learning

Overall, effective recall of information is highly influenced by the way learners experience learning. Information perceived with positive emotions is more likely to be remembered than that perceived with negative emotions (Kralova, Kamenicka & Tirpakova, 2022). As far as language learning is concerned, Krashen's affective filter hypothesis (1982) postulates that the amount of linguistic input received by L2 learners depends on their emotional states during the learning process. Building on this, Fredrickson (2001) highlights how positive emotions can specifically ease

the learning process, whereas negative emotions such as stress, fear and boredom hinder learning and affect learners' achievement. For this reason, it is indispensable for teachers to be attentive to their learners' emotional state. Immordino-Yang and Damasio (2007, p.9) emphasise that educators must consider students' emotions, stating "when we educators fail to appreciate the importance of student's emotions, we fail to appreciate a critical force in student's learning". Research on emotion and language learning remains limited, though some notable studies have been conducted (Dewaele et al., 2019; MacIntyre & Gregersen, 2012). MacIntyre and Gregersen (2012) and Dewaele et al. (2017) found that learners' emotional involvement boosts awareness of linguistic input and facilitates target language learning.

2.1 The Broaden-and-Build Theory of Positive Emotions

Fredrickson (1998, 2001, 2003) proposed the Broaden-and-Build Theory (BBT) of positive emotions, which asserts that emotions enhance cognitive processes and influence behaviour positively, both psychologically and physically. The theory postulates that positive emotions enable learners to widen mental processes including attention, and recall which lead to better learning outcomes, whereas negative emotions constrict attention and engender an avoidance behaviour in response to a perceived threat in a given situation. Hence, affective factors are of paramount importance for successful performance, in that learners with positive attitudes demonstrate a strong willingness to devote attention, time and energy to the learning process (In Bolitho et al., 2003). The Broaden-and-Build theory of positive emotions emerged from positive psychology, which focuses on individuals' well-being and flourishing, including in educational contexts. Fredrickson posited that her theory accounts for the function of positive emotions, namely love, joy and interest. While joy makes learners actively engage in a given task, interest prompts the desire to explore, which ultimately leads to the love of the learning experience. Experiencing these emotions broadens thoughts and builds intellectual and personal resources for better achievement in the future. Even better, the BBT theory posits that positive emotions expand cognitive abilities and restrict the arousal of negative emotions namely, stress, anger and fear.

2.2 Possible Selves Model: Using Imagination to arouse positive emotions.

Experiencing negative emotions in an EFL learning situation is sometimes inevitable, for example, during an oral presentation in the classroom. Fear of mistakes and public speaking anxiety may all engender poor performance. Yet, learners can transform negative feelings into positive ones with the right strategies. This can be achieved through a visualisation of their desirable future selves, which is based on the Possible Selves Model (PSM) by Markus and Nurius (1986). When individuals picture their goals as attainable in the future, emotions of hope and optimism will be aroused. According to Dörnyei (2005), "possible selves are specific representations of one's self in future states involving thoughts, images and senses and are in many ways the manifestations or personalised carriers of one's goals and aspirations" (p.99). Imagining positive self-images helps learners view the learning experience as rewarding rather than intimidating. Also, these possible images arouse learners' enthusiasm about their goals and encourage relentless academic endeavours. Consequently, "possible selves give form, meaning, structure and direction to one's hopes and threats thereby inciting and directing purposeful behaviour. The more vivid and elaborate the possible self, the more motivationally effective it is expected to be" (Dörnyei, 2005, p.100).

For example, in order to help students become good L2 speakers, teachers of oral skills could ask students to imagine themselves on the TED (technology, entertainment, design) stage, wherein people from all over the world deliver talks. In order to help students unleash their imagination, they will be required to watch a TED talk video delivered by one of their favourite native English speakers, and take him/her as a role model. Students will be asked to give the same talk, visualising themselves speak fluently, and confidently. After some rehearsals and prior to the presentation, students' visualisation of good English speakers is likely to become vivid, making them excited about the oral presentation. If these steps are regularly followed before any oral performance, students aspiring to be competent English speakers would probably achieve this goal before graduation. A study by Magid and Chen (2012) showed how L2 self-images helped with the motivation of Chinese learners of the English language using guided imagery. This type of imagery consists of the exposure of a person to an imagined scenario in a relaxed manner, and with closed eyes. Participants were asked to imagine their future career which requires English language and how they dream about using it in the workplace, starting from the day of the interview. They were guided to visualise that they could answer all interview questions in good English, including grammar, and pronunciation, which made a great impression on the employer.

2.3 Teachers' role in the creation of positive emotions

Psychologically, learners love to be connected to their teachers in that humans are social creatures and innately in need of building relationships (Baumeister & Leary, 1995). Loving, caring and approachable teachers can establish a good rapport with students, fostering positive emotions such as love, enjoyment, and excitement towards learning. Students who sense that their ideas and beliefs are important to their teachers will demonstrate dedication, engagement and interest in the courses (Wilson et al, 2010). In fact, many positive psychology researchers and experts postulate that a good teacher-student relationship is of paramount importance to students' happiness and satisfaction about their studies. Lowman (1995) made a distinction between the skillful teacher and the excellent teacher, who has the capacity to build a good relationship with students. For example, increasing interaction and communication, praising students as well as rewarding their successful completion of tasks could do wonders for students' positive emotions. Such good rapport between students and teachers promotes students' creativity, resilience, and social integration (Fredrickson, 2004, p. 1369), which would benefit students both academically within the classroom and socially beyond it.

Within the context of language learning, it is highly recommended that teachers create learning environments that would assist students with the management of emotions during challenging learning situations. Mendez Lopez (2011) stated that language teachers are advised to aid "foreign language learners minimise the negative impact of emotional experiences on their learning process, and promote positive emotions conducive to learning and energising learners' motivation"(p. 1). For example, the use of humour by teachers has yielded positive results in the EFL classroom and helped create an emotionally supportive environment (Al-Duleimi & Azziz, 2016; Frisby & Martin, 2017). Teachers could ask students to perform role-plays, imitate personalities both in appearances and voices to spread laughter and fun in the classroom. Another way that would add amusement in the classroom is via humorous anecdotes related to the topics of the lessons. This would be most beneficial at the beginning of the lesson to draw learners' attention and interest. The use of gamified activities could also be a great technique to eliminate boredom and trigger motivation. Teachers

could strengthen their rapport with students by participating in the games, and help the students learn as well. Games create a sense of competitiveness in the students, stimulate pleasure, foster creativity and encourage critical thinking, which would improve students' learning experience both emotionally and academically.

3. Lifelong Learning

3.1 From students to lifelong learners: Fostering autonomy in EFL learning

Lifelong learning refers to the learners' constant endeavours to acquire new knowledge and improve their level. Enhancing EFL students' proficiency requires formal instruction with independent study and research beyond the classroom. In classrooms, students primarily receive formal instruction, with the teacher acting as a facilitator. At the university level, teachers provide guidelines that students are expected to elaborate on independently. Independent learning is also known as self-regulated learning, or autonomous learning (Broad, 2006). All these terms refer to the self-directed learning, wherein learners set goals, opt for resources based on their needs, and become responsible for their own perpetual development. Hence, independence or autonomy in learning is a crucial attribute of lifelong learners.

Within the context of language learning, classroom is not the venue where learning starts and ends, in that learning a foreign language requires a considerable amount of time and occurs in increments. For example, learners should constantly read books and watch videos to develop unconsciously language aspects. As a matter of fact, language practice is the key to language skills mastery, hence learners need to speak to improve speaking, read to excel at reading comprehension, and write to enhance their writing skills …etc. Committing oneself to studying one language aspect or skill each day could help pave the way for autonomy in language learning. For example, recording oneself speaking about a specific topic for 5 minutes, writing a short paragraph (100 words), or reading a few pages from a book of interest. For these reasons, formal instruction is not sufficient to learn a foreign language, autonomous learning endeavours will make learners become more responsible for their own learning, leading to a never-ending improvement of L2 proficiency level.

3.2 Leveraging technology for lifelong EFL learning

In today's globalised world, there is a growing interest in the learning of the English language for different purposes. EFL Learners have ample opportunity to be exposed to the target language constantly due to the proliferation of different technologies. Technological tools have significantly transformed teaching and learning processes, positively influencing students' emotional engagement with their studies. For example, Data projectors and PowerPoint presentations are deemed to be excellent ways to deliver lectures due to their capacity to boost learners' attention and interest. Moreover, the greatest advantage of technology is the Internet, which has revolutionised the learning of languages in an authentic way, and increased students' desire and love for constant learning anywhere and anytime. Students can engage with videos, audio recordings, and images, which enhance interest and enjoyment in the learning process. The Internet technology offers the possibility to improve language skills continuously. Fei (2024) found that watching YouTube videos that are intended for English learners assists in students' engagement, and in making the learning experience more effective and independent. Other studies showed that some applications such as *Duolingo, ELSA and Mondly* enable EFL learners to improve their pronunciation and

fluency. Garcia et. al (2023) investigated the effect of chatbots on the development of speaking skills. Learners used chatbots, which are programs used to engage in conversations with virtual assistants to enhance oral skills. Findings showed that such conversational practice was beneficial for fluency and pronunciation, and boosted learners' confidence. Other studies revealed that technological tools offer EFL students the opportunity for a more personalised learning experience, wherein they can choose content and material based on their needs and preferences (Amin, 2023; Ragad et al., 2023; Sani, 2024). However, the use of technology in language learning has some downsides. For example, overreliance on technological resources could limit learners' critical thinking and creativity. Furthermore, real-life practice with teachers, peers could be reduced due to virtual interaction which has recently gained popularity in the context of EFL learning. Lastly, despite the learning feedback that is provided by some applications, teachers' feedback remains a requisite, in that it is more accurate, effective and detailed, helping with the improvement of learners' performance.

4. Research questions: Exploring positive emotions in EFL lifelong learning

1. What are the leading factors in the development of students' positive emotions towards EFL lifelong learning?

2. What effect do positive emotions have on students' EFL lifelong learning?

3. What role do teachers play in the cultivation of students' positive emotions towards EFL lifelong learning?

5. Research methodology, design and participants

In accordance with the research questions and aims, this study employed a qualitative research design by relying on an exploratory case study. This research type is deemed the most appropriate in that it would provide better insights and understanding of how students' positive emotional involvement in EFL learning paves the way for independent learning endeavours. An exploratory study would also help in finding out the sources of positive emotions and the impact of these emotions on EFL lifelong learning. Moreover, since the present study investigates the role of teacher-student relationship in the development of students' pleasant feelings, the exploratory case study is considered the most suitable for this research.

Data analyses were conducted both quantitatively and qualitatively. As far as participants in this study are concerned, both teachers and students participated in the data collection. Since the study focused on the learning of language skills, namely reading, writing, speaking and listening, 4 university teachers of the four language skills were invited to take part in this study. Holding a PhD degree in Applied Linguistics, teachers have from 6 to 12 years of teaching experience at the university, and had taught in secondary schools for some years. Regarding the students, 30 second-year EFL students participated in the current study. The motivation behind the choice of second-year level is the fact that second-year students have already acquired the basic language knowledge in their first year. Hence, it was hypothesised that these students may be ready to pursue EFL lifelong learning. The study was conducted at the university of Abou Bekr Belkaid, in Tlemcen, faculty of Letters and Languages, English department.

6. Research instruments and procedures

Two main research instruments were used in the current study: a semi-structured interview and a questionnaire. The former was administered to the teachers, while the latter to the students. The interview and questionnaire were composed of three similar rubrics to cross-check the results. Students' questionnaire included 15 questions, while teachers' interview consisted of 13 questions. As for rubric one, it aimed at exploring the factors leading to students' positive emotions in EFL lifelong learning. Concerning rubric two, it dealt with the effect of positive emotions on students' pursuit of EFL lifelong learning. The last rubric in the interview sought to investigate the role of a good teacher-student relationship in the creation of EFL students' positive emotions. Regarding data collection procedures, the questionnaire was administered in the beginning of a course, wherein 30 students were present. Students took 15 to 20 minutes to complete the questionnaire. Teachers' interviews were audio-recorded, lasted for around 20 minutes each, and were conducted over two days due to the unavailability of one teacher on the scheduled interview day.

7. Data analysis

The interviews with teachers produced insightful data in the three rubrics. Since the current study employed a deductive research approach, it was decided to use deductive coding and analysis. This is because the present research started with relevant theories and hypotheses, in addition to predetermined data categories, which are demonstrated in the research questions and titles of rubrics in the interview (see Appendix 1).

To begin with rubric one: ***sources of students' positive emotions in EFL lifelong learning***, it was shown that the four teachers use technology in their classroom, and they stated that it is conducive to excitement and enjoyment of learning. Teachers mentioned that the use of PowerPoint presentations through data projectors allows the display of information in different formats: videos, images and audio recordings, triggering motivation for learning. This means that technological tools can indeed be a source of students' positive emotions. As noticed by teachers, technological tools capture students' interest, generate enthusiasm, leading to the enhancement of attention and thinking, and ultimately a very satisfactory performance on English tasks. Teachers also stated that most of the students had a fairly good proficiency level, which makes students confident when using the target language in the classroom. Very often, as reported by teachers, students claim that good classroom performance and teachers' praise arouse their positive emotions and attitudes towards their studies and increase their willingness to learn continuously. Hence, other sources of positive emotions to engage in EFL lifelong learning are students' good classroom performance and teachers' praise.

Regarding rubric two: ***the impact of positive emotions on EFL students' lifelong learning***, teachers revealed that most of their students enjoy their lectures, due to praise of good achievements and use of technological tools. This enjoyment that students experience in the classroom allows them to make efforts to enhance language skills after classes independently. According to the teachers, reading, speaking and writing are the major skills that students love enhancing outside the classroom. In the last rubric***, the role of the teacher in the development of students' positive emotions towards EFL lifelong learning***, teachers asserted their constant encouragement of extended learning after classes, acknowledging the fact that language learning is a never-ending process. In order to assist students in pursuing lifelong learning, teachers stated that they recommend books, websites and provide other references for self-study. When the question about teacher-student relationship was posed, teachers said that they established a very good rapport with

students, which is of paramount importance to students' learning both inside and outside the classroom, for their independent learning endeavours. After a thematic qualitative analysis had been conducted, the following suggestions ran through teachers' responses as to how a good teacher-student relationship can be built:

- forming a friendship with students.
- praising students' good achievements and successes.
- helping students overcome failures and learning challenges.
- showing students that teachers have faith in their abilities.

The questionnaires also provided insightful data in the three rubrics. As for the rubric of the ***sources of students' positive emotions in EFL lifelong learning***, 90% of the students stated that the implementation of technology in teaching makes learning very exciting. This excitement eliminates the feeling of boredom, triggers motivation and holds their attention due to the visual aids such as images and videos. Such positive emotions make students extend their learning after classes, in that students mentioned that they continue developing their most enjoyable language skills, namely writing and speaking using a variety of Internet tools (YouTube videos, learning websites, and audiomaterials) as shown in figure 1. Moreover, based on students' responses, another source of positive emotions towards EFL lifelong learning is the pride that students take in a good classroom performance.

Tables 1 and **2** provide frequencies, percentages, mode and median of the degree of students' excitement, and language skills that students enjoy developing beyond the classroom. The percentages were calculated using SPSS version 30. It must be noted that since a Likert scale was used in some questions, ordinal data measurement was used. The mode and median are reported below, in that they are deemed the best measures of central tendency when data are ordinal (Field, 2013). Students' attitudes were coded as follows: very exciting (4), exciting (3), somehow exciting (2), not exciting (1), while codes for language skills were: writing (1), speaking (2), reading (3), listening (4).

Table 1: Degree of students' excitement when technology is used

Attitudes	Frequency	Percentage	Mode	Median
Very exciting Exciting Somehow exciting Not exciting	27 2 1 0	90 % 6.7% 3.3% 0%	4	4

Table 2: Language skills that students enjoy developing

Language skills	Frequency	Percentage	Mode	Median

Writing Speaking Reading Listening	13 11 4 2	43.3% 36.7% 13.3% 6.7%	1	2

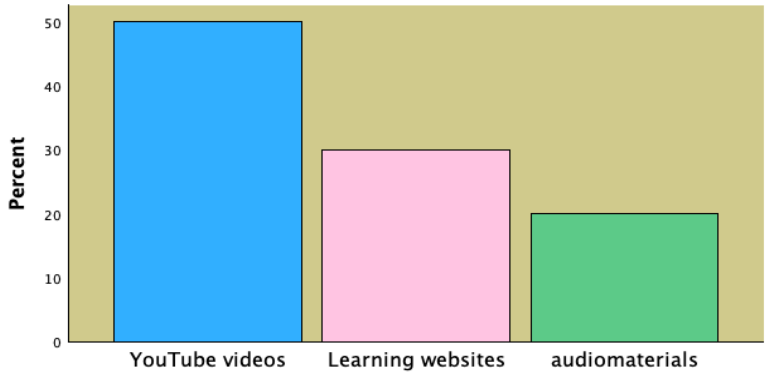


Figure 1. Internet tools used often by students

Concerning rubric two, ***the impact of positive emotions on EFL students' lifelong learning***, 83% of the students revealed that they feel proud after a successful completion of English tasks. They stated that the sense of pride and fulfilment creates a desire to explore more, and learn more to improve their level outside the classroom (see Figure 2). They reported that the good feelings experienced in the classroom have a great effect on their constant pursuit of learning. It was also stated that these good feelings are at their optimum level when students focus on their goals, via a visualisation of their most desirable goal, which is the attainment of the full proficiency and command of the English language. In the last rubric, ***the role of the teacher in the development of students' positive emotions towards EFL lifelong learning***, all students (100%) asserted that teachers always encourage continuous learning, further readings and research after classes, emphasising the fact that teachers are solely facilitators of the learning process. According to the students, teachers recommend books, articles and websites that students can consult for further study and enhancement of language skills. When students were asked about the role of a good teacher-student relationship, they said that it is beneficial for the cultivation of love for learning, it also triggers motivation and interest in self-study and autonomy in learning. 90% of the students described their relationship with their teachers as good. Using thematic analysis, the following main suggestions were generated from students' responses with respect to how a better teacher-student rapport can be built:

- The implementation of humour and fun in the classroom.

- The establishment of a means of contact with teachers via social media to interact, share and learn more.

- The creation of groups on social media platforms intended for learning purposes.

- The devotion of some time to discuss students' problems to provide the necessary help and guidance.

Regarding quantitative analysis, descriptive statistics were performed in SPSS. Students' degree of pride was coded as follows: very proud (4), proud (3), somehow proud (2), indifferent (1), whereas codes for the description of teacher-student relationship were: very good (4), good (3), somehow good (2), not good (1). **Tables 3** and **4** provide frequencies, percentages, mode and median of students' degree of pride as well as students' attitudes towards their relationship with teachers.

Table 3: Students' degree of pride after a successful performance

Attitudes	Frequency	Percentage	Mode	Median
Very proud	3	10%		
Proud	25	83%	3	3
Somehow proud	1	3.3%		
Indifferent	1	3.3%		

Table 4: Students' description of their relationship with teachers

Attitudes	Frequency	Percentage	Mode	Median
Very good	2	6.7%		
Good	27	90%	3	3
Somehow good	1	3.35		
Not good	0	0%		

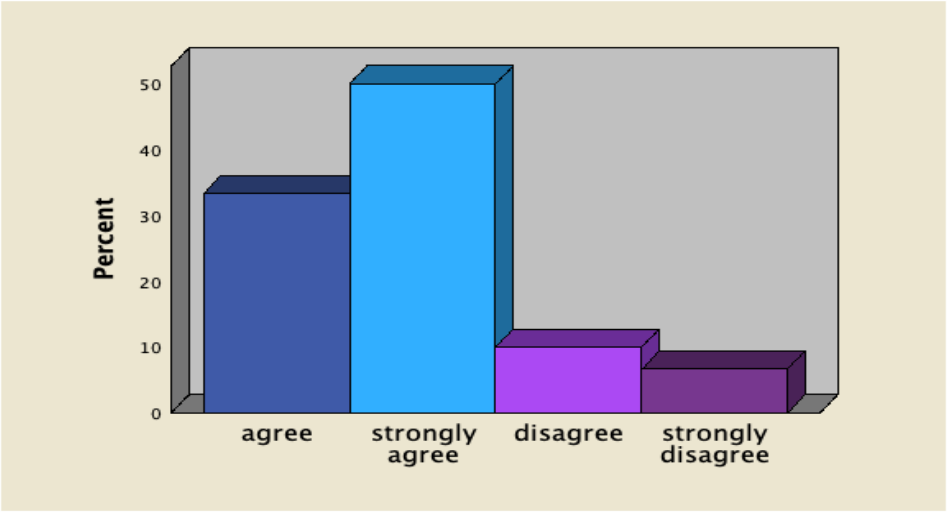


Figure 2. Students' opinions on whether the feeling of pride makes them pursue continuous learning

8. Discussion of the main results

This research aimed at exploring the importance of the affective aspects in EFL learning. It sought to find out the sources of students' positive emotions towards learning as well as their impact on independent learning outside the classroom. Regarding **sources of positive emotions**, results showed that one of the major triggers of students' positive emotions is the implementation of technology. It was revealed that PowerPoint presentations make lectures exciting and enjoyable, in that there is a variety of information formats: videos, images, and audio recordings, offering teachers the opportunity to cater to learners' different learning styles (visual and auditory). Students' emotional involvement is attributed to the fact that these varied formats eliminate the mundanity of whiteboards and handouts. Concerning **the impact of positive emotions**, results showed that the enjoyment experienced from technology increases students' desire to extend learning after classes, and develop more language skills, namely speaking, reading and writing. Students rely on YouTube videos, and learning websites for their self-study, which could lead to the pursuit of EFL lifelong learning.

The current study also revealed that teachers' praise of students' good performance arouses students' pride and joy. These feelings impact positively students' behaviour and increase their willingness and interest in further research and exploration, which consequently promotes love for continuous learning. This finding aligns with Fredrickson's theory of Broaden-and-Build, which deals with the function of positive emotions and their importance in widening thoughts and inhibiting negative emotions. Teachers' responses support this theory, in that it was stated that technology makes students interested and enthusiastic about learning, which enhances attention and thinking. Moreover, students revealed that what increases their pleasant feelings is the sense of fulfilment they experience after a good performance. Such sense of fulfilment makes students focus more on their goals, particularly mastery of the target language skills, by imagining themselves as fluent and full-proficient English users. It was shown by some participants that such imagination renders them more motivated, happier and more willing to extend their learning. In other words, good feelings increase learners' desire to dedicate time and energy to their academic development (In Bolitho et al., 2003). This result concurs with the Possible Selves Model by Nurius (1986), which postulates that imagination of one's desirable goal would aid in cultivating positive emotions.

Lastly, with regard to **teacher-student rapport**, this study found that teachers play a vital role in students' pursuit of EFL lifelong learning. Creating a relationship with teachers is a requisite for the mental and psychological well-being of students, who inherently long for a connection with teachers (Baumeister & Leary,1995). Teachers' encouragement of continuous learning, provision of study resources, such as books, websites, and articles would ease independent learning for students, as reported by students in the present study. In order to create a favorable teacher-student rapport, students' needs, interests need to be taken into consideration, and their opinions should be valued in the classroom (Wilson et al, 2010). By doing so, students would express their feelings and thoughts without reticence, fostering "a harmonious teacher–student relationship which encompasses enjoyment, connection, respect, and mutual trust" (Reyes & Von Anthony, 2020, p.2). Moreover, the implementation of humour, use of games in classroom activities are deemed effective strategies to create a good teacher-student relationship, and promote inclination towards continuous development (Frisby & Martin, 2017; Al-Duleimi & Azziz, 2016).

9. Conclusion, limitations, and implications

The current research was an exploratory case study on the impact of affective factors on EFL lifelong learning. It also sought to find out factors leading to the cultivation of positive emotions in learning. The study uncovered that the use of technology inside the classroom and outside it promotes interest, excitement and enjoyment of the learning process. Students have ample opportunity to develop the four language skills in an authentic way, wherein they can use visual and auditory tools, e.g., YouTube videos. These videos provide interesting and enjoyable content, along with feedback from native tutors. Hence, thanks to technology that students can cultivate love for autonomous learning, which leads to lifelong learning. However, technology presents several challenges that need to be addressed. For example, as students have become wretchedly drawn into their mobile phones both inside and outside the classroom, there is a high risk of distractions and overabundance of information. Social media applications and useless entertaining content affect attention span, causing disengagement from relevant learning tasks. Moreover, technology may reduce opportunities to practise speaking skills in real life and overcome fear of public speaking, in that face-to-face interaction with human peers and teachers will be minimised. Furthermore, students can be sometimes misguided due the unreliability of some sources of information. Lastly, overreliance on technology forces students to become technology-dependent, for instance by always using writing applications for their assignments, which would hinder their creativity and impede the development of the writing skill. The present study also showed that teacher-student rapport promotes students' positive attitudes towards EFL learning, and aids in fostering independent learning.

Further research could investigate the possibility of implementing YouTube videos in the Algerian EFL context and shed light on the benefits of employing authentic learning sources in EFL classrooms. Recent research has shown the positive effect of YouTube videos on the improvement of different language aspects (Wang & Chen, 2019; Nishioka, 2021), hence it would be important to examine the impact of YouTube platform on EFL learning by Algerian students. Future research should also include a larger sample size, which includes students from different Algerian universities. More studies with regard to emotions and EFL learning should be conducted, using different research designs (e.g., experimental research, mixed-method research) to cross-check the outcome of positive emotions on EFL lifelong learning.

Some limitations identified in this research need to be addressed. This study included 4 teachers and 30 students, which may not be representative of the larger EFL population. Hence, the small sample size used in the present study affects the generalizability of the research results. Moreover, the research instruments used in the current study may have generated self-reported data, containing potential inherent biases.

In conclusion, based on the findings of this study, it is hoped that teachers realise the importance of pleasant feelings in the classroom setting. They should take into account the significance of providing an emotionally supportive environment during lectures. For example, teachers should praise learners' good performance on tasks to arouse feelings of pride and joy and make learners devote more time and effort to their learning beyond the classroom. Besides, teachers should cultivate a friendship and a relationship with their learners, implement fun and gamified activities in the syllabus. By doing so, learners would enjoy and love the learning process in the classroom, and seek to extend their learning outside the classroom. Moreover, the inclusion of positive psychology

within teacher training would raise teachers' awareness of the importance of students' emotional involvement in learning in general, and pursuit of independent EFL learning in particular. Universities should ensure all teaching rooms are equipped with technological tools to enable teachers to deliver content using different sources of information (authentic videos, audiomaterials) to make lectures more exciting, enjoyable and interesting.

References

Al-Duleimi, A. D. D. & Aziz, R. N. (2016). Humour as EFL learning- teaching strategy. *Journal of Education and Practice, 7*(10), 105-115.

Amin, M. Y. M. (2023). AI and Chat GPT in Language Teaching: Enhancing EFL Classroom Support and Transforming Assessment Techniques. *International Journal of Higher Education Pedagogies, 4*(4), 1–15. https://doi.org/10.33422/ijhep.v4i4.554

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Bolitho, R., Carter, R., Hughes, R., Ivanič, R., Masuhara, H., & Tomlinson, B. (2003). Ten questions about language awareness. *ELT Journal, 57* (3), 251-259.

Broad, J. (2006). Interpretations of independent learning in further education. *Journal of Further and Higher Education,* 30 (2), 119-143.

Cocca, M., & Cocca, A. (2019). Affective Variables and Motivation as Predictors of Proficiency in English as a Foreign Language. *Journal on Efficiency and Responsibility in Education and Science, 12*(3), 75–83. https://doi.org/10.7160/eriesj.2019.120302

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. (2019). The Flowering of Positive Psychology in Foreign Language Teaching and Acquisition Research. *Frontiers in psychology, 10*, 2128. https://doi.org/10.3389/fpsyg.2019.02128.

Dewaele, J.-M., Witney, J., Saito, K., & Dewaele, L. (2017). Foreign language enjoyment and anxiety in the FL classroom: the effect of teacher and learner variables. *Language Teaching Research, 22*(6), 676-697 https://doi.org/10.1177/1362168817692161

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (1st ed.). Routledge.

Fei, D. (2024). The Application of YouTube in TESOL: Enhancing English Teaching and Learning for EFL students. *Transactions on Social Science, Education and Humanities Research, 5,* 118-123. https://doi.org/10.62051/t67xdy17

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: SAGE Publications.

Frisby, B. N., & Martin, M. M. (2010). Instructor–Student and Student–Student Rapport in the Classroom. *Communication Education, 59* (2), 146–164. https://doi.org/10.1080/03634520903564362

Fredrickson, B. L. (1998). What good are positive emotions?. *Review of General Psychology, 2* (3), 300-319. https://doi.org/10.1037/1089-2680.2.3.300

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218–226. https://doi.org/10.1037/0003-066X.56.3.218

Fredrickson, B. L. (2003). The Value of Positive Emotions: The Emerging Science of Positive Psychology Is Coming to Understand Why It's Good to Feel Good. *American Scientist*, 91 (4), 330-335.

Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. Philosophical Transactions of the Royal Society of London Series B: *Biological Sciences, 359* (1449), 1367-1377. https://doi.org/10.1098/rstb.2004.1512

García, A., López, M., & Martínez, J. (2023). Improving Speaking Skills through Conversational Practice with Chatbots. *Journal of Language Education and Technology, 10(*2), 45-58.

Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain, and Education, 1*(1), 3–10. https://doi.org/10.1111/j.1751-228X.2007.00004.x

Kralova, Z., Kamenicka, J., & Tirpakova, A. (2022). Positive emotional stimuli in teaching foreign language. *System, 104*, 102678. https://doi.org/ 10.1016/j.system.2021.102678

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press

Lowman, J. (1995). *Mastering the techniques of teaching*. San Francisco: Jossey-Bass

Magid, M., & Chan, L. (2012). Motivating English learners by helping them visualize their ideal L2 self: Lessons from two motivational programs. *Innovation in Language Learning and Teaching, 6* (2), 113-125 http://dx.doi.org/10.1080/17501229.2011.614693

MacIntyre, P. (2002). Motivation, anxiety and emotion in second language acquisition. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 45-68). Amsterdam: John Benjamins Publishing

MacIntyre, P. D. & Gregersen, T. (2012). Affect: The role of language anxiety and other emotions in language learning. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Language learning psychology: Research, theory and pedagogy* (pp.103-118). Basingstoke: Palgrave

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist, 41*(9), 954–969. https://doi.org/10.1037/0003-066X.41.9.954

Mendez Lopez, M. G. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican University contex*t (Doctoral dissertation). Retrieved from etheses.nottingham.ac.uk/3175/1/555352.pdf

Nishioka, H. (2021). My Korean language teachers are YouTubers: learning Korean via self-instruction. *Computer Assisted Language Learning, 36*(3), 346–374. https://doi.org/10.1080/09588221.2021.1928227

Ragad M, T., Al-Obaydi, L. H., Klimova, B., & Marcel, P. (2023). Technology integration of using digital gameplay for enhancing EFL college students' behavior intention. *Contemporary Educational Technology*, *15*(4). https://doi.org/10.30935/cedtech/13454

Robinson, P. (2002*). Individual differences and instructed language learning* (pp. 45-68). Amsterdam: John Benjamins Publishing.

Ross, A. S., & Rivers, D. J. (2018). Emotional experiences beyond the classroom: Interactions with the social world. *Studies in Second Language Learning and Teaching, 8*(1), 103–126. https://doi.org/10.14746/ssllt.2018.8.1.5

Reyes, R. D. G. D., & Von Anthony, G. T. (2020). The relationship of expert teacher–learner rapport and learner autonomy in the CVIF dynamic learning program. *Asia-Pacific Educ. Res. 30*, 471–481. doi: 10.1007/s40299-020-00532-y

Sani, J., Kamal, M. M., Biswas, T. K., Chowdhury, S., Roy, S., & Sarwar, S. (2024). Technologies Used in Education. *International Journal For Multidisciplinary Research, 6* (3), 1–6. https://doi.org/10.36948/ijfmr.2024.v06i03.22020

Teimouri, Y., Plonsky, L., & Tabandeh, F. (2022). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research, 26*(5), 893-918. https://doi.org/10.1177/1362168820921895

Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor–Student Rapport Scale Predicts Student Outcomes. *Teaching of Psychology, 37*(4), 246-251. https://doi.org/10.1080/00986283.2010.510976

Wang, H. chun, & Chen, C. W. yu. (2019). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching, 14(*4), 333–346. https://doi.org/10.1080/17501229.2019.1607356

Appendices

Appendix I: Teachers' interview

Rubric 1: Sources of positive emotions

How do you find your students' proficiency level in English?

Very good Good Average Below average

How do your students appear to be when using English in the classroom?

Very confident Confident Somehow confident Not confident

Do your students enjoy your language skills courses?

Yes No

Which language skill(s) do they enjoy learning best?

Speaking listening writing reading

Why?

Because they are good at it /them-

Because they like you-

Because they like your way of teaching-

Because the topics of the language skills course are interesting-

Other reasons-

Do you use technological tools inside the classroom ?

Yes No

If yes which one (s)?

Does this technology make your students excited about learning?

Yes No

Why?

Rubric 2: Impact of positive emotions on lifelong learning

According to you, do students' emotions affect their EFL lifelong learning?

Yes No

Do your students mention their attempt to enhance their language skills after classes?

Yes No

Which language skill(s) do they continue improving outside the classroom?

Speaking listening reading writing

Why?

Because they love to never end learning and developing-

Because there is a limit to what is learnt in the classroom-

Both-

Other reasons-

Rubric 3: the role of the teacher

Do you usually encourage your students to do further research about the lectures?

Yes No

If yes why do you do so?

So that they obtain good grades in your module-

To help them become lifelong learners-

Both-

Other reasons-

How do you assist your students in pursuing lifelong learning?

By recommending books, articles and websites for learning-

By talking about the importance of constant learning to improve one's level-

Both-

Other reasons-

How can you describe your relationship with your students?

Very good Good Somehow good Not good

Can a good teacher-student relationship make learners love lifelong English learning?

Justify your answer

How can a good teacher-student relationship be built ?

Appendix II

Students' Questionnaire

Dear Students

This questionnaire aims at discovering whether or not positive emotions such as love, enthusiasm and enjoyment of learning help you become engaged in EFL lifelong learning. You are kindly requested to answer the following questions.

Rubric 1: Sources of positive emotions

How well do you master English?

very well well somehow well not well

When giving a presentation in the English language, are you

very confident confident somehow confident not confident

Are you encouraged to learn more after a confident classroom performance?

Yes no

Do you find the English language skills courses enjoyable?

Yes no

Which one (s) do you like learning best?

Why?

Because you are good at it /them-

Because you like the teacher-

Because you enjoy his/her way of teaching-

Because the topics of the course are interesting-

Other reasons

Does your teacher use technological tools in the classroom?

Yes no

If yes, which ones?

When the teacher uses this technology in the classroom, the lecture is :

very exciting exciting somehow exciting not exciting

Why?

Do you use technological tools to learn more about the English language outside the classroom ?

Yes no

If yes which tool(s)

Internet resources such as YouTube videos

Audio-materials

Others

Why?

Because you enjoy learning through technology-

Because technological tools provide a variety of data resources-

Both -

Other reasons

Rubric 2 : the impact of positive emotions on lifelong learning

When you obtain good grades in your English tasks, are you :

Indifferent

Very proud

Proud

Somehow proud

Feeling proud makes you work harder and learn more :

Strongly disagree disagree strongly agree agree

How often do you learn more about English language skills outside classroom?

Always sometimes rarely never

Why?

Because you love to keep on learning and developing-

Because your teacher gives you a limited amount of information-

Other reasons-

Which language skills are you enthusiastic to develop after classes

Listening speaking reading writing

Why?

Rubric 3 : the role of the teacher

Does your teacher ask you to search for more details about what you learn in classroom?

Yes No

Does this help you :

to obtain good grades in his/her modules-

to learn continuously-

Both-

In order to help you continue your learning, teachers :

Provide you with books, articles or websites to widen your knowledge-

Express the need of constant learning for your development-

Both

How is your relationship with your teacher?

very good Good Somehow good Not good

Can a good teacher-student relationship make you love the pursuit of EFL lifelong learning ?

Yes No

Justify your answer

What can you suggest to build a good teacher-student relationship ?