



## **Section 4: Productivity in Language Teaching**

**Chahrazad Mouhoubi-Messadh (Algiers, Algeria)**

### ***The Magic of Enjoyment in Foreign Language Productivity: Insights from Speaking and Writing Classes***

Recent developments in language learning and teaching research have led to a renewed interest in positive psychology. Taking a process-oriented view of learners, their experiences and well-being might be a valuable way of examining “good” language learners (MacIntyre & Mercer 2014). In language learning and use, positive emotions help learners to create long-term successful experiences. From this standpoint, the aim of this empirical study is to investigate the “magical” impact of Foreign Language Enjoyment (FLE) on language productivity of EFL university students in speaking and writing classes.

Data were collected from participants through a background questionnaire and an adapted measure of FLE (Dewaele & MacIntyre 2014). Additionally, language learner histories were used for the sake of describing participants’ enjoyable and positive experiences in speaking and writing.

Preliminary results indicate that language productivity is predominantly linked to an increase of learners’ interest and enjoyment. Such emotions are likely to alter, depending on teacher skills and on positive reactions on the part of group members.

**Chahrazad Mouhoubi-Messadh**  
Lecturer in Linguistics

Contact data:

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English Department  
University of Algiers 2  
Email: [learning\\_pedagogy@yahoo.com](mailto:learning_pedagogy@yahoo.com)