

A Review of Pedagogical Intervention Strategies for Second Language Classroom Anxiety and Enjoyment

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Abstract

Anxiety is prevalent among language learners and has been proven to negatively impact language performance. Conversely, positive emotions, like pleasure, can enhance learning engagement and academic achievement. However, despite growing recognition of the importance of these two emotional dimensions, sufficient evidence-based guidance remains lacking regarding how foreign language teachers can systematically regulate these emotions in their daily classroom teaching. This review adopts a literature review approach, examining empirical research published between 2011 and 2026 on teaching interventions targeting anxiety and pleasure in foreign language learning. Three effective types of interventions are identified, including teacher communication and support, task design and adjustment, and positive psychological training. Further analysis demonstrates that most interventions exert positive or neutral effects on language learning outcomes. Nevertheless, existing scholarship contains several key limitations: insufficient simultaneous measurement of anxiety and pleasure changes, scarcity of longitudinal follow-up research, weak causal evidence, and inadequate sample diversity. Based on these findings, this review proposes future research directions and provides evidence-based practical suggestions for foreign language teachers to optimize the classroom emotional atmosphere.

Keywords

foreign language anxiety, foreign language enjoyment, teaching intervention, second language acquisition

1. Introduction

Foreign language anxiety (FLA) and foreign language enjoyment (FLE) constitute two core affective dimensions that shape second language learners' classroom experience and academic performance. When learners attempt to express thoughts via an unfamiliar language system, they frequently experience tension, anxiety, and other related affective responses, which represent typical manifestations of foreign language anxiety. In 1986, Horwitz et al. defined foreign language classroom anxiety (FLCA) as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process [1]. This foundational definition has guided scholarly inquiry in the field for nearly four decades, underpinned the widely adopted Foreign Language Classroom Anxiety Scale (FLCAS), and supported hundreds of empirical studies on language anxiety. Cumulative empirical evidence confirms that FLCA maintains a stable negative correlation with learners' language performance and serves as one of the most powerful predictive variables for second language learning success or failure [2]. With the

formal integration of positive psychology into second language acquisition research by MacIntyre and Gregersen in 2012 [3], scholarly attention has gradually shifted toward learners' positive emotional experiences, among which FLE has attracted the most extensive academic focus. Dewaele and MacIntyre defined FLE as a complex emotion that captures interacting dimensions of challenge and perceived ability, reflecting human motivation to achieve success in confronting demanding tasks [4]. Collectively, FLA and FLE establish a solid conceptual foundation for exploring how instructional interventions reshape positive and negative emotional experiences in language classrooms. Existing studies verify that positive emotions represent valuable learning experiences that broaden individuals' momentary thought-action repertoires, enhance language input sensitivity, and mitigate the persistent adverse impacts of negative emotions [5]. Despite substantial progress in understanding language learning emotions, actionable classroom intervention frameworks for teachers to reduce anxiety and enhance learning enjoyment remain underdeveloped. Current intervention research is fragmented across diverse theoretical perspectives and teaching contexts, without targeted integration for second language learners. Educators face abundant scattered instructional suggestions but lack clear evidence-based criteria to identify effective strategies and verify their impacts on language learning outcomes. Most existing studies examine anxiety or enjoyment interventions in isolation, with few investigations tracking simultaneous changes in both emotional dimensions. This scholarly gap between empirical evidence and classroom practice motivates the present review.

This review analyzes pedagogical interventions designed to reduce foreign language anxiety and enhance foreign language enjoyment, clarifying their classification frameworks, effectiveness characteristics, correlations with language learning outcomes, and core limitations of current research. The findings aim to establish an evidence-based intervention classification system for the interdisciplinary field of educational psychology and second language acquisition, and provide directional guidance for subsequent research. Practically, this review summarizes feasible, evidence-based instructional strategies for foreign language teachers and offers empirical support for designing emotion regulation modules in teacher training programs. This study adopts a literature review methodology, following standardized procedures including literature searching, explicit inclusion and exclusion criteria, independent data extraction, and descriptive thematic synthesis. Literature retrieval covers a 15-year timeframe from 2011 to 2026, with databases including Google Scholar, Web of Science, ERIC, and PsycINFO. Included studies are empirical investigations focusing on second or foreign language learners and reporting measurable impacts of instructional interventions on foreign language anxiety or enjoyment. The final synthesized literature covers three dominant intervention categories: teacher communication and support, task design and adjustment, and positive psychological training.

2. Theoretical Background

2.1 Core Concepts

Foreign language anxiety refers to the worry and negative emotional reaction aroused when learning or using a second language [6]. The FLCAS serves as the primary quantitative measurement tool for FLA, covering typical anxiety manifestations such as communication anxiety (nervousness during in-class language speaking), test anxiety (pre-exam tension in language assessments), and fear of negative feedback (concerns about peer judgment). Horwitz et al.'s FLCA framework identifies three core dimensional components: communication apprehension regarding actual or anticipated language interaction, test anxiety associated with evaluative scenarios, and fear of negative evaluation from peers and instructors [1]. Empirical studies have documented multi-layered negative impacts of FLA on second language learning. At the cognitive level, anxiety consumes limited working memory resources and disrupts language information processing and retrieval. At the behavioral level, anxious learners actively avoid communicative opportunities and reduce classroom participation frequency. At the affective level, anxiety undermines learner confidence and self-efficacy in language learning. Notably, FLA is not a stable trait variable but a dynamic emotional state fluctuating with task types, communication partners, and classroom contextual factors [7].

Following the introduction of positive psychology to second language acquisition, foreign language enjoyment has emerged as the most representative positive emotional construct in language learning research. Dewaele and MacIntyre conceptualized FLE as a multidimensional dynamic emotional state generated by the interaction between task challenge and individual perceptual ability, which brings intrinsic learning satisfaction through completing challenging language tasks. Distinct from simple pleasure, FLE encompasses

intellectual engagement, sustained attention, and moderate task challenge [2]. Factor analysis further distinguishes two interrelated FLE dimensions: social FLE derived from positive teacher-learner and peer relationships, and private FLE originating from individual learning satisfaction, accomplishment, and pride [7,8]. Chinese contextual research has further subdivided social FLE into teacher support enjoyment and peer support enjoyment. Consistent with the broaden-and-build theory, FLE effectively promotes learning engagement and academic performance while alleviating the persistent negative impacts of adverse learning emotions [5].

Within this review, pedagogical interventions refer to targeted classroom teaching activities, interactive communication modes, and task structure designs implemented by teachers to optimize learners' emotional states and learning behaviors. Such interventions possess three defining characteristics: implementation in routine classroom teaching rather than laboratory or counseling settings, execution primarily by frontline teachers rather than professional psychologists or external researchers, and explicit objectives of regulating learner emotions and improving learning behaviors.

2.2 Related Theories

Proposed by Pekrun, control-value theory (CVT) provides a core educational psychology framework for interpreting academic achievement emotions. The theory posits that learners' academic emotions are jointly determined by subjective control and subjective value perceptions of learning activities [9]. Specifically, high perceived task control and high task value trigger positive emotions including enjoyment, hope, and pride; high task value paired with low perceived control induces learning anxiety; low perceived control and low task value lead to boredom and learning apathy. All pedagogical interventions synthesized in this review can be explained via CVT mechanisms. For instance, pre-task preparation enhances learners' task control perception, while authentic task design improves learners' recognition of learning task value.

Seligman and Csikszentmihalyi formally proposed positive psychology in 2000, advocating that psychological research should prioritize the cultivation of positive individual traits and life well-being rather than merely repairing psychological deficits [10]. MacIntyre and Gregersen introduced positive psychology theories to second language acquisition research, driving a disciplinary shift from single negative emotion intervention to balanced positive emotion cultivation and negative emotion mitigation [3]. Fredrickson's broaden-and-build theory further illustrates that positive emotions expand individual cognitive breadth and attention scope, and construct sustainable intellectual, social, and psychological developmental resources [5]. In second language classrooms, learning enjoyment enables learners to capture more language input resources, engage more actively in interactive communication, and build long-term resilience against learning difficulties.

3. Literature Review

3.1 International Research Review

Scholarly investigation of foreign language anxiety originates from the foundational work of Horwitz et al. [1]. For over three decades, anxiety has been the most extensively studied affective variable in second language acquisition research, with early studies predominantly focusing on negative emotional suppression while neglecting positive emotional cultivation. Dewaele and MacIntyre pioneered integrated research on FLA and FLE, surveying 1746 global language learners and identifying a moderate negative correlation between the two emotions ($r=-0.36$). The study further confirmed that FLA and FLE represent independent emotional dimensions, indicating that anxiety reduction does not necessarily equate to enjoyment enhancement [2]. This conclusion provides critical guidance for intervention design, verifying that targeted, complementary strategies are required to regulate negative and positive language learning emotions respectively. Intervention-focused empirical studies have grown progressively over the past decade. Toyama and Yamazaki conducted a review of 40 FLA intervention experiments published between 2007 and 2020, classifying valid interventions into individual and interactional categories. Individual interventions include self-management and emotion regulation strategies, while interactional interventions cover peer and teacher-learner interactive activities [11]. The review also revealed high heterogeneity among existing studies in intervention types, implementation duration, and measurement tools, hindering cross-study comparative analysis and lacking exploration of FLE-oriented interventions. Xiong et al.'s meta-analysis of 37 FLA intervention studies confirmed the overall

significant effectiveness of anxiety interventions ($ES=-0.61$), with age serving as the sole significant moderating variable and interventions demonstrating stronger effects on younger learners [12]. Consistent with mainstream scholarship, this meta-analysis exclusively focused on anxiety reduction without measuring positive emotional changes, highlighting a critical research gap in dual-emotion intervention assessment.

3.2 Domestic Research Review

Empirical research on Chinese English as a foreign language (EFL) learners' classroom emotions has expanded rapidly in the past decade. Li and Xing investigated 756 Chinese high school students and identified moderate levels of FLA and FLE among participants, with anxiety and boredom serving as significant negative predictors of academic performance while enjoyment showed no significant predictive effect [13]. Dong et al. further verified that expectancy beliefs, intrinsic learning value, private enjoyment, and negative evaluation fear jointly predict Chinese high school students' self-rated foreign language proficiency, with private FLE exerting the most prominent predictive effect [14]. Nevertheless, domestic research contains notable limitations. Most existing studies adopt correlational research designs, with a scarcity of rigorous intervention experiments and long-term follow-up investigations. In terms of sample distribution, current research is highly concentrated on university students, with insufficient empirical evidence covering primary and secondary school learners and learners with diverse language proficiency levels and cultural backgrounds.

3.3 Limitations of Current Literature

Synthesizing domestic and international scholarship, three core limitations characterize existing research. First, comparative studies on anxiety-reducing and enjoyment-enhancing interventions are scarce, resulting in unclear commonalities and differences between the two types of instructional strategies. Second, insufficient attention is paid to the correlation between emotional interventions and language learning performance, with most studies only reporting emotional changes without tracking subsequent learning outcomes, which weakens the practical pedagogical value of emotional intervention research. Third, rigorous randomized controlled trials are rare in this field, leading to weak causal inference evidence and limiting the practical guiding significance of research findings for classroom teaching.

3.4 Research Focus

Existing review studies either prioritize anxiety research while neglecting positive emotion cultivation or focus on correlational analysis while ignoring intervention effectiveness verification. This review focuses specifically on second language classroom teaching interventions, ally analyzes intervention effects on both anxiety and enjoyment dimensions, and comprehensively evaluates the empirical evidence of various interventions in promoting language learning outcomes.

4. Types and Effectiveness Characteristics of Existing Teaching Interventions

4.1 Teaching Interventions to Reduce Foreign Language Anxiety

Teacher communication and support interventions alleviate foreign language anxiety by optimizing teacher-learner interaction quality and reducing learners' fear of negative evaluation. Teacher confirmation behavior represents a core strategy within this intervention category. Wang and Derakhshan's cross-cultural investigation of Chinese and Iranian EFL university students demonstrated that teacher confirmation behaviors (including proactive student questioning, address by name, positive verbal feedback, and positive nonverbal cues such as eye contact and smiling) serve as the strongest predictive variable of students' classroom attendance willingness ($\beta=0.718$), explaining 51.6% of the variance in classroom participation intention, with predictive power significantly exceeding general teacher care behaviors. Qualitative interview data further indicated that teacher confirmation makes students feel valued and enhances learning self-confidence, thereby improving active classroom engagement [15]. Non-evaluative feedback optimizes teacher feedback modes by replacing judgmental evaluation with descriptive comments and targeted suggestions, effectively reducing anxiety induced by negative evaluation fear. Dewaele and Dewaele's comparative study confirmed that student enjoyment levels vary significantly with different classroom teachers under identical language learning conditions, while anxiety levels show no significant teacher-specific differences [16]. This finding verifies that

teacher behavioral characteristics exert limited influence on anxiety but have a decisive impact on classroom enjoyment, highlighting the critical role of teacher communication in constructing a positive classroom emotional atmosphere. Appropriate classroom humor and empathetic expression also effectively mitigate classroom tension. Early research by Young confirmed that teachers with patient, tolerant attitudes and capable of constructing a relaxed classroom atmosphere significantly reduce learners' foreign language anxiety [17].

Task design and adjustment interventions improve learners' subjective control over learning tasks, thereby reducing foreign language anxiety based on control-value theory mechanisms. Pre-task preparation constitutes a simple and effective anxiety-reduction strategy. Empirical studies verify that providing 2 to 3 minutes of pre-task preparation time before oral tasks significantly reduces speaking anxiety while improving the fluency and complexity of second language output. Early research by Foster and Skehan confirmed the significant impact of pre-task planning on second language speaking performance [18]. Ahmadian and Tavakoli further validated the multi-dimensional positive effects of pre-task planning on oral output quality [19]. Kawashima's targeted research on Japanese EFL learners confirmed that 2-minute pre-task planning effectively alleviates speaking anxiety [20]. Cooperative learning is widely recognized as an effective anxiety-reduction intervention. Cooperative task scenarios disperse individual failure pressure and reduce the psychological burden of independent performance evaluation. Liu et al.'s comparative experiment demonstrated that cooperative digital storytelling tasks simultaneously reduce FLA and improve language test scores, while learners completing identical tasks individually exhibited increased anxiety levels after the intervention [21]. This contrast fully verifies the emotional protective function of cooperative learning modes.

Psychological skills training interventions cultivate learners' autonomous emotion regulation ability to achieve sustained anxiety alleviation. Mindfulness and meditation practices have gained increasing scholarly attention in language emotion regulation research. Scida and Jones integrated semester-long contemplative practices including breathing meditation, mindfulness stretching, and gratitude writing into Spanish language classrooms, with results showing significant declines in students' foreign language anxiety levels [22]. Positive self-talk serves as a core cognitive-behavioral intervention strategy for anxiety regulation. The strategy guides learners to identify and correct irrational language learning beliefs (such as the pursuit of perfect oral performance) and replace negative cognitive biases with rational, adaptive learning expectations. Toyama and Yamazaki integrated rational emotive behavior therapy with positive self-talk training, and experimental results confirmed significant FLA reduction in the intervention group [23].

4.2 Teaching Intervention to Enhance Foreign Language Enjoyment

Positive psychological interventions enhance foreign language enjoyment by cultivating positive learning experiences and individual psychological strengths. Gratitude journaling requires learners to regularly record positive experiences and gains in foreign language learning. Gregersen's research verified that gratitude exercises effectively improve language learners' subjective well-being and classroom enjoyment [24]. Personal strength identification and application represent the most representative positive psychological intervention strategy. Jin and Zhang conducted a 6-week positive psychological intervention on Chinese high school EFL students, guiding participants to identify personal psychological strengths and formulate targeted application plans for English writing tasks. Post-intervention tests showed that the intervention group achieved significantly improved learning enjoyment, moderately reduced anxiety, and superior writing performance compared with the control group, verifying the cross-domain transfer effect of positive psychological interventions from emotional optimization to language skill improvement [25]. Positive event recall intervention guides learners to focus on and amplify positive learning experiences. Jin et al.'s randomized controlled trial confirmed that targeted guidance on recalling language learning progress (including listening and speaking improvement) effectively reduces FLA (Cohen's $d=0.33-0.41$), with all anxiety dimensions declining significantly in the intervention group and no obvious changes observed in the control group [26].

Fun and autonomous task interventions enhance learning enjoyment by improving task intrinsic value, learning fun, and learner autonomy. Game-based learning integrates game elements such as points, badges, and level mechanisms into language learning tasks. Wei et al.'s experimental research confirmed that competitive game learning scenarios effectively reduce foreign language reading anxiety and improve learning engagement [27]. Role-play and dramatic learning activities allow learners to use the target language under safe fictional identities, reducing the face threat and psychological pressure of real-time language communication [28]. Multiple empirical studies have verified that role-play, improvisational performance, and

process drama activities possess dual functions of anxiety alleviation and enjoyment enhancement [29-31]. Providing learners with appropriate task choice rights enhances learning autonomy. Dewaele and MacIntyre's qualitative analysis of learner classroom experience showed that the most enjoyable learning scenarios are invariably accompanied by autonomous choices of task themes, expression modes, or cooperative partners [2]. Real-life situational tasks enhance learners' perceived task value by connecting classroom language learning with real-life application scenarios, thereby significantly improving intrinsic learning motivation and classroom enjoyment [32].

Teachers' daily motivational behaviors shape the overall emotional atmosphere of language classrooms and serve as key predictors of learner enjoyment. Targeted praise and encouragement represent the most direct and effective motivational strategies. Studies confirm that teacher affirmation of learning efforts (rather than merely correct learning outcomes) significantly enhances students' classroom enjoyment and sustained participation willingness [33]. Positive classroom atmosphere construction relies on teachers' active emotional regulation. Dewaele and Dewaele's research demonstrated that teachers' ability to create a relaxed, humorous classroom atmosphere is the strongest predictive variable of students' foreign language enjoyment [16].

4.3 Impact on Language Learning Outcomes

Dewaele and Alfawzan's comparative analysis of British and Saudi Arabian student samples revealed that the positive correlation between FLE and academic performance ($r^2=11.6\%$) is slightly stronger than the negative correlation between FLA and performance ($r^2=9.0\%$), indicating that enjoyment enhancement may exert a more substantial impact on learning outcomes than anxiety reduction [34]. However, this conclusion lacks universal applicability. Li and Xing's research on Chinese high school students showed that only anxiety and boredom significantly predict academic performance when multiple emotional variables are included in the analytical model, with enjoyment showing no significant predictive effect [13]. The discrepancy is attributable to sample age differences: adolescent learners in exam-oriented educational contexts are affected by multiple factors such as exam preparation strategies and learning time, which weaken the direct correlation between enjoyment and test performance. Furthermore, emotional interventions affect language learning outcomes indirectly by optimizing learning engagement. Jin and Zhang's path analysis verified that teacher support enjoyment and peer support enjoyment indirectly improve academic performance through the mediating variable of overall foreign language enjoyment [35].

5. Analysis of Typical Teaching Intervention Cases

Two representative empirical cases are analyzed to elaborate the practical implementation mechanisms and evidentiary basis of effective classroom interventions. The first case focuses on the dual emotional impacts of teacher confirmation behaviors, based on Wang and Derakhshan's large-scale cross-cultural study. The research adopts a cross-sectional design supplemented by semi-structured interviews, investigating 1290 EFL university students from China and Iran [15]. From the control-value theory perspective, teacher confirmation behaviors (including name addressing, positive feedback, eye contact, and smiling) optimize learners' social value perception, reduce negative evaluation fear, and strengthen classroom belonging and self-worth, thereby simultaneously alleviating anxiety and enhancing enjoyment. Statistical results show that confirmation behaviors independently explain 51.6% of the variance in classroom attendance willingness ($\beta=0.718$), and together with teacher care behaviors explain 68.9% of the total variance. Methodological strengths of the study include large multinational sampling, standardized measurement tool verification, and mixed quantitative and qualitative data triangulation. Limitations lie in its cross-sectional correlational design, which cannot confirm strict causality, and potential social desirability bias from self-reported data. Practically, this case verifies that low-cost, easy-to-implement teacher confirmation behaviors serve as efficient daily emotion regulation strategies for language classrooms.

The second case analyzes positive psychological intervention effects on learner emotions and language performance, based on Jin and Zhang's controlled experiment on Chinese high school students [25]. The 6-week intervention guided students to identify personal strengths and apply them to English writing tasks. The intervention mechanism aligns with control-value theory: focusing on personal strengths improves learners' task control perception and enhances learning task value recognition, thus facilitating positive emotional experience generation. Experimental results show that the intervention group achieved significantly improved

writing enjoyment, moderately reduced anxiety, and superior writing proficiency compared with the control group, representing one of the few studies confirming the transfer effect of emotional interventions on specific language skills. The study's limitations include single-region sampling restricting external validity and the absence of long-term follow-up testing to verify intervention effect sustainability. This case demonstrates the feasibility and effectiveness of integrating positive psychological training with subject-specific teaching to achieve simultaneous optimization of learner emotions and language competence.

Synthesizing the two typical cases, effective foreign language classroom interventions share three core characteristics consistent with control-value theory: improved learner task control perception through pre-task preparation and autonomous choice design; enhanced task value perception through authentic situational task design; and optimized teacher-learner relationships via positive teacher interactive behaviors. Current intervention cases also have notable deficiencies, including unvalidated long-term effect sustainability, single cultural and educational stage sampling, and insufficient research on teacher implementation feasibility, time cost, and training requirements.

6. Research Gaps and Future Research Directions

Comprehensive analysis of existing literature identifies six core research gaps in current foreign language emotional intervention research. First, dual-emotion synchronous measurement is insufficient. Most studies focus exclusively on anxiety reduction or enjoyment enhancement, lacking simultaneous tracking of changes in both emotional dimensions, which hinders the judgment of intervention comprehensive effectiveness and potential emotional trade-off effects. Second, intervention effect sustainability research is scarce. Most existing studies adopt short-term pre-post test designs within weeks or a single semester, without long-term longitudinal follow-up to verify effect stability and attenuation patterns. Third, language outcome indicators are single-dimensional, with most studies relying solely on test scores and lacking comprehensive evaluation of communicative competence, grammatical complexity, and interactive quality. Fourth, sample distribution is biased, with 75.7% of intervention studies focusing on university students and insufficient evidence for primary and secondary school learners [12]. Fifth, causal evidence is weak, with few rigorous randomized controlled trials and most studies adopting quasi-experimental designs that limit causal inference validity. Sixth, teacher implementation feasibility assessment is absent, with no research focusing on the time cost, acceptance, and training requirements of classroom interventions in practical teaching scenarios.

Future research can be optimized from multiple dimensions to fill existing research gaps. First, conduct rigorous randomized controlled trials with synchronous pre-post measurement of anxiety, enjoyment, and comprehensive language ability to establish robust causal evidence for intervention effectiveness. Second, extend research cycles to no less than one semester to track the sustainability and dynamic changes of intervention effects. Third, expand sample diversity, covering learners of different age groups, nationalities, and language proficiency levels to improve research external validity. Fourth, incorporate teacher implementation feasibility evaluation, including time cost, operational difficulty, and teacher acceptance, to enhance practical teaching guidance value. Fifth, diversify emotional measurement indicators, introducing physiological indicators such as skin electrical activity and heart rate and classroom behavioral observation to supplement traditional self-report data and improve measurement objectivity.

This review provides targeted practical guidance for foreign language classroom emotional regulation. For anxiety reduction, teachers can adopt pre-task preparation arrangements and cooperative learning task designs to improve learner task control and disperse individual learning pressure. For enjoyment enhancement, teachers can implement game-based learning activities, sustain positive teacher confirmation behaviors, and design authentic real-life tasks to improve learning intrinsic motivation. In routine teaching, teachers can adopt a staged intervention strategy, prioritizing task optimization to alleviate learner anxiety and then implementing positive psychological activities to enrich positive learning experiences. In terms of teacher training, classroom emotion regulation modules should be incorporated into training systems to help teachers clarify the interactive mechanism between learner emotions and learning outcomes and promote the transformation of theoretical research results into classroom teaching practice.

7. Conclusion

This review identifies three categories of effective foreign language classroom interventions, including teacher communication and support interventions, task design and adjustment interventions, and positive psychological training interventions. These interventions exert positive or neutral effects on regulating learner anxiety and enjoyment and optimizing language learning outcomes. Current research is limited by insufficient dual-emotion synchronous measurement, scarce longitudinal research designs, weak causal inference evidence, and insufficient sample diversity. This review integrates scattered intervention research on foreign language classroom emotions, constructs a unified analytical framework for emotional intervention research, and clarifies practical intervention strategies and future research directions. Restricted by retrieval scope, this review only includes English literature, which may omit valuable non-English intervention studies. With the in-depth integration of positive psychology and second language acquisition research, control-value theory-based classroom emotional intervention research will continue to develop. Subsequent reviews can focus on specific age groups or single language skills to provide more refined, targeted guidance for foreign language classroom teaching practice.

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Conflicts of Interest

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