

# A Survey Study on Korean Language Enjoyment among Chinese Learners of Korean for Hobby Purposes

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## ABSTRACT

**Objective:** This study aims to explore the level and sources of enjoyment experienced by Chinese university students learning Korean as a second foreign language for hobby purposes.

**Material and Methods:** A survey was conducted with 90 Chinese university students, using a 21 item Korean Language Enjoyment Scale (KLES) adapted from the Foreign Language Enjoyment Scale (FLES). In addition to the FLES, open-ended questions were included to gather qualitative insights into learners' specific enjoyment experiences. Descriptive statistics and raincloud plots were employed for data analysis, supplemented by qualitative content analysis of open-ended responses.

**Results:** The findings revealed that learners generally reported high levels of enjoyment, particularly related to teacher support, kindness, and classroom atmosphere. However, intrinsic enjoyment related to the language itself, such as the novelty of learning Korean or linguistic expression, exhibited more individual variability. In addition, analysis of the open-ended responses revealed four main sources of enjoyment: the satisfaction of acquiring new knowledge, positive feedback and interactive classroom engagement, a sense of achievement from applying Korean in real-life contexts, and affective investment in Korean cultural. Together, these findings indicate that KLE at the early stages of learning is primarily socially and environmentally mediated, dependent on relational classroom dynamics and teacher support rather than intrinsic linguistic motivation.

**Conclusion:** This study provides empirical evidence on foreign language enjoyment in the Chinese higher education context and offers concrete pedagogical implications for designing affectively supportive second foreign language classrooms.

**Keywords** Foreign language learning, Enjoyment, Chinese Learners of Korean, Foreign Language Enjoyment Scale (FLES), positive emotions, survey, Teacher Support

## INTRODUCTION

With the rapid development of Artificial Intelligence (AI), the purposes and methods of learning are undergoing subtle yet profound changes. Particularly in the field of foreign language learning, the objective is no longer limited to mere competence; in many instances, it also serves to enrich individuals' inner lives, facilitate psychological well-being, and foster a sense of achievement. Against this evolving backdrop, incorporating the

principles of Positive Psychology (PP) into foreign language education—by focusing on learners' intrinsic positive emotions such as motivation, self-efficacy, and engagement—has become an increasingly important direction in contemporary pedagogy.

Learners' emotions exert a crucial influence throughout the entire teaching and learning process. Positive emotions among students provide affirmative feedback to teachers, enhance learning efficiency and effectiveness, and foster a virtuous cycle within the classroom atmosphere. Therefore, instructional strategies employed by teachers should be oriented toward actively promoting learners' positive emotional experiences.

One of the earliest studies to objectively assess subjective emotional experiences was conducted by Dewaele and MacIntyre (2014) in the field of English language teaching.<sup>1</sup> The measurement instrument proposed in that study has since been widely adopted, as well as continuously expanded and refined.

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However, research on positive emotions remains relatively insufficient, and there is still a paucity of studies dedicated to the development of positive emotion measurement instruments specifically tailored to Chinese learners of Korean.

Accordingly, this study builds upon the existing body of research on positive emotions and focuses on Chinese university students who learn Korean for interest-driven purposes. By employing an affective scale measurement instrument, it examines the positive emotions experienced during the process of learning Korean and analyses them objectively. Through this approach, the study seeks to identify the sources of learners' positive emotions, provide implications for future instructional design, and lay a foundation for further in-depth exploration of learners' emotional characteristics.

### **Korean Language Learners' Enjoyment**

Research on learners' emotions in the field of foreign language education has a long history. However, the majority of previous studies have focused primarily on negative emotions, with a particular emphasis on anxiety. It was not until the introduction of Positive Psychology into foreign language education that researchers began to shift their attention toward learners' positive emotions. In particular, following the development of the Foreign Language Enjoyment Scale by Dewaele & MacIntyre (2014), studies examining enjoyment in foreign language learning began to increase steadily.

Previous research has demonstrated that foreign language enjoyment is not fixed or static; rather, it varies in accordance with learners' country of residence, educational and cultural context, classroom situation, and the target language. According to Dewaele et al. (2018),<sup>2</sup> even learners within the same educational system may experience differing levels of foreign language enjoyment depending on their teachers and classroom atmosphere. Furthermore, Han et al. (2024) found,<sup>3</sup> in their investigation of Korean language enjoyment among learners from six different countries, that learners' enjoyment was also influenced by the attractiveness of the target language culture.

Within the field of Korean language education, research on learners' Korean language enjoyment has also been actively conducted. Fan et al. (2023) investigated Korean language enjoyment among Chinese learners of Korean and examined the relationship between Korean language enjoyment and the L2 self. Fan and Cho (2024) examined anxiety and enjoyment experienced by international learners of Korean and analyzed the relationship between these emotions and learners' willingness to communicate.<sup>4,5</sup> Cho and Song (2025) further investigated Korean language enjoyment among international learners.<sup>6</sup> These studies collectively indicate that Korean language enjoyment has gradually emerged as an important emotional variable warranting attention in Korean language education.

In addition, localization studies of the Foreign Language Enjoyment Scale have been conducted among Korean language learners from diverse linguistic and cultural backgrounds. Research by Song and Cho (2025), Han et al. (2025), Kim et al.

(2025), Song et al. (2025), Chae et al. (2025), You et al. (2025), and Wang et al. (2025) on the development and localization of various language versions of the Korean Language Enjoyment Scale has demonstrated that the structure and sources of Korean language enjoyment may differ depending on learners' native language, cultural background, and learning environment.<sup>7-13</sup>

Therefore, it is necessary to further examine the specific manifestations of Korean language enjoyment among particular learner groups. Based on this rationale, the present study targets Chinese university students who study Korean as a second foreign language for interest-driven purposes. It investigates the level and characteristics of their Korean language learning enjoyment, aiming to address the relative lack of attention in previous studies to the positive emotional experiences of learners with specific learning purposes.

## **MATERIALS AND METHODS**

**Research Design:** This study employed a survey design to investigate Korean language enjoyment experienced by Chinese university students who study Korean as a second foreign language in classroom settings. The questionnaire was based on the Foreign Language Enjoyment Scale (FLES) developed by Dewaele and MacIntyre (2014). In addition, several open-ended questions were included to collect detailed descriptions of specific classroom situations in which learners experienced enjoyment. These qualitative responses enabled further analysis of the sources and characteristics of Korean language enjoyment in second foreign language classrooms.

**Data Analysis:** To analyze the level of Korean language enjoyment experienced by Chinese university students in second foreign language classrooms, statistical analyzes were conducted using SPSS. First, the collected data were screened, and incomplete or problematic questionnaires were excluded. To ensure the stability and internal consistency of the results, a reliability analysis was conducted. After confirming that the reliability coefficients reached an acceptable level, descriptive statistics—including mean, standard deviation, minimum value, and maximum value were calculated.

Furthermore, raincloud plots were generated using ChiPlot to visually examine the distribution of responses for each item, thereby providing a more intuitive representation of learners' Korean language enjoyment levels.

To gain a deeper understanding of the specific situations and reasons underlying learners' enjoyment in second foreign language classroom contexts, responses to the open-ended questions were systematically organized and analyzed. These qualitative findings served to complement and enrich the quantitative results.

**Research Instrument:** The primary instrument used in this study was a Korean Language Enjoyment Scale (KLES) adopted from the Foreign Language Enjoyment Scale (FLES). To facilitate comprehension among Chinese learners,

the original scale items were translated into Chinese and appropriately modified to reflect the context of Korean language education. The scale employed a five-point Likert format, with higher scores indicating higher levels of enjoyment experienced in Korean language classes.

In addition, to further explore specific situations in which learners experienced enjoyment, open-ended questions were included in reference to Dewaele and MacIntyre (2014). Participants were asked to describe in detail the contexts and reasons for their enjoyment. In the statistical analysis, survey items 11–31 were recoded as Q1–Q21, respectively. The specific items used in this study were as follows:

- 11.我学习韩语是因为我自己想学(I learn Korean because I want to learn it myself)/
- 12.学习韩语并不无聊(Learning Korean is not boring)/13.学习韩语时很愉快(I feel happy when learning Korean)/14.韩语越学越有新鲜感(The more I learn Korean, the fresher it feels)/15.学习韩语让我语言表达更加丰富(Learning Korean enriches my language expression)/16.我对自己在韩语学习上获得的成就感到自豪(I am proud of the achievements I have made in learning Korean)/17.懂韩语是一件很酷的事(Knowing Korean is a cool thing)/18.学习韩语真的很有趣(Learning Korean is really interesting)/19.学习韩语时虽然会出错, 但通过查漏补缺, 我一直在进步(Although I make mistakes when learning Korean, I keep improving by identifying and correcting what I lack)/20.老师总是鼓励我(The teacher always encourages me)/21.老师很亲切(The teacher is very kind)/22.老师会帮助我(The teacher helps me)/23.通过课堂认识的朋友们像亲兄弟姐妹一样(The friends I met through class feel like brothers and sisters)/24.我们有属于我们自己的话题, 可以一起说笑(We have our own topics and can laugh and talk together)/25.同班同学们总是很亲切友好(My classmates are always kind and friendly)/26.在韩语课上, 我们做很多有趣的事(In Korean class, we do many interesting things)/27.缺课的话, 总会错过课上有趣的事情(If I miss class, I always miss interesting things that happen in class)/28.在韩语教室里感到很舒服(I feel comfortable in the Korean classroom)/29.课堂氛围非常好(The classroom atmosphere is very good)/30.在课堂上, 大家经常笑(In class, everyone often laughs)/31.在韩语课上, 即使犯错, 大家也会鼓掌鼓励(In Korean class, even when someone makes a mistake, everyone applauds and encourages them)

**Participants:** The participants consisted of 90 students enrolled in Korean courses as a second foreign language at a university in China. Among them, 82 were female (91.11%) and 8 were male (8.89%), indicating that the sample was predominantly female. In terms of age distribution, 33 participants (36.67%) were in their late teens, 55 participants (61.11%) were in their early twenties, and 2 participants (2.22%) were in their forties. The majority of participants were therefore concentrated in their teens and twenties. Regarding experience with the Test of Proficiency in Korean (TOPIK), 82 students (91.11%) had never taken the TOPIK examination. Among the 8 students who had taken the test, 6 (6.67%) were at beginner–intermediate levels, and 2 (2.22%) were at advanced levels. In terms of educational level, 88 participants (97.78%) were undergraduate students, and 2 (2.22%) were graduate students.

Overall, the participants primarily consisted of Chinese undergraduate students learning Korean as a second foreign language, with most having no prior TOPIK examination experience.

**Ethical Considerations:** The questionnaire was distributed and collected online. Prior to completing the survey, participants were informed of the purpose of the study, the content of the questionnaire, and the intended use of the data. They were clearly notified that participation was entirely voluntary. To protect participants' privacy, data were collected only after obtaining informed consent. All responses were stored and processed anonymously and were used solely for statistical analysis and academic discussion in this study.

## RESULTS

This study targeted 90 Chinese university students who study Korean as a second foreign language. The primary objective was to examine the level of Korean language learning enjoyment experienced in classroom contexts and to further explore the specific situations and reasons underlying such enjoyment. To assess the internal consistency of the scale used in this study, a reliability analysis was conducted. The results indicated that the overall Cronbach's  $\alpha$  coefficient for the 21 items was .924, exceeding the threshold of .90 and demonstrating high internal consistency. Accordingly, the scale was deemed suitable for subsequent analyses.

Based on this confirmation, descriptive statistical analyses were performed to examine the overall level of Korean language enjoyment and the distributional characteristics of each item. In addition, raincloud plots were generated using ChiPlot to provide a more intuitive visualization of response distributions.

The detailed results are presented in Table 1.

As shown in Table 1, the mean scores of all 21 items were above 3.5, indicating that Chinese university students learning Korean as a second foreign language generally experienced relatively high levels of enjoyment in the classroom. More specifically, the mean scores of items Q10, Q11, Q12, Q19, and Q20

were above 4.3, suggesting that learners experienced particularly strong positive emotions in these areas. Among them, Q10 (“The teacher always encourages me”), Q11 (“The teacher is very kind”) and Q12 (“The teacher helps me”)—all of which pertain to teacher support and attitude—had mean scores above 4.5. This finding indicates that teachers’ kindness, friendliness, and supportive behaviors in the classroom substantially contribute to learners’ enjoyment. In addition, learners reported mean scores above 4.3 for Q19 (“The classroom atmosphere is very good”) and Q20 (“In class, everyone often laughs”), both of which reflect a positive classroom climate. This suggests that, beyond teacher-related factors, the overall classroom climate also constitutes an important component of learners’ enjoyment experiences.

By contrast, the mean scores of Q13, Q14, Q4, Q5 and Q17 were comparatively lower, all falling below 4.0. Specifically, Q13 (“The friends I met through class feel like brothers and sisters”) and Q14 (“We have our own topics and can laugh and talk together”), which concern peer intimacy and shared topics among classmates, revealed relatively lower levels of enjoyment. This may be attributable to the structural characteristics of Chinese universities, where students are typically assigned to fixed classes and are accustomed to attending major courses with the same group of classmates. In contrast, second foreign language courses are usually elective, and students come from different majors and classes and are therefore unfamiliar with one another. As a result, opportunities for interaction may be relatively limited, leading to lower enjoyment associated with peer relationships. Furthermore, Q4 (“The more I learn Korean, the fresher it feels”), Q5 (“Learning Korean enriches my language expression”), which relate to Korean learning itself, and Q17 (“If I miss class, I miss interesting things that happen in class”), which con-

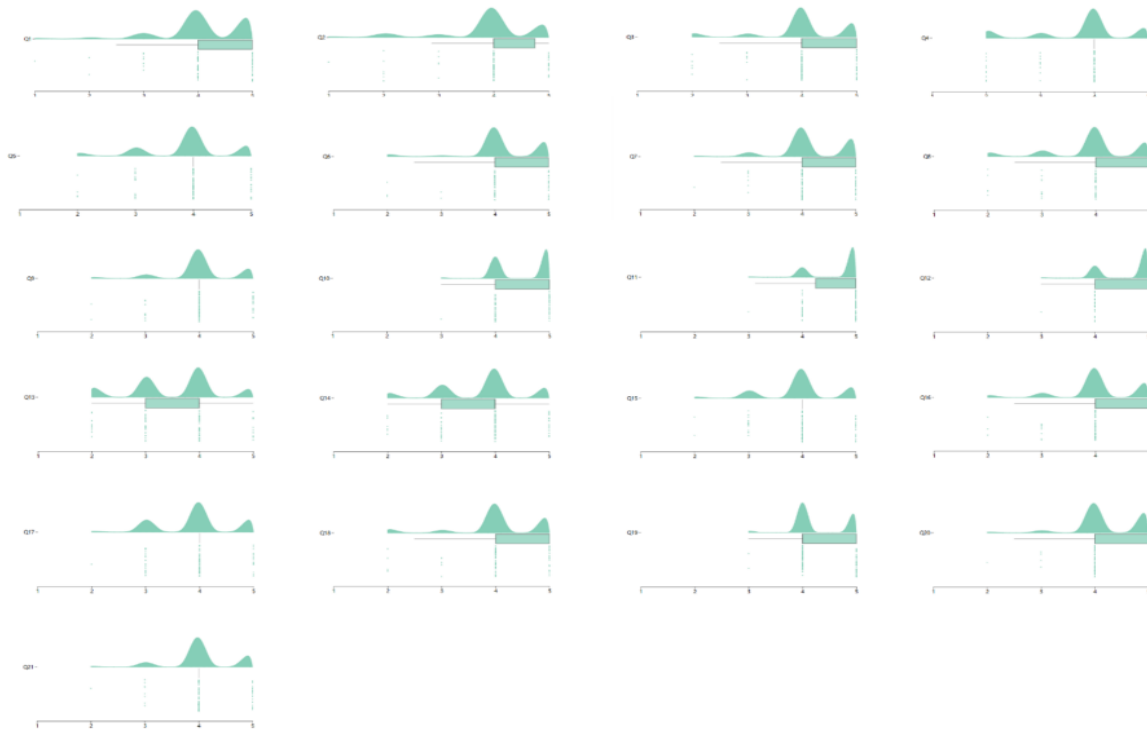
cerns classroom content, also showed relatively lower enjoyment levels. One possible explanation is that all participants in this study were beginners with no prior knowledge of Korean. The content encountered at this stage primarily consisted of foundational elements such as pronunciation, vocabulary, and grammatical rules, which may be perceived as less intrinsically engaging. Moreover, due to substantial differences between Korean and Chinese in terms of phonology and grammatical structure, some students—particularly those accustomed to learning English as a foreign language—may experience a sense of burden when learning Korean, which may in turn affect their enjoyment.

The standard deviations of the items ranged approximately from 0.46 to 0.86. Items such as Q11 (SD = 0.469), Q12 (SD = 0.489), Q10 (SD = 0.522), which relate to teacher attitude, and Q19 (SD = 0.526), which concerns classroom atmosphere, showed relatively small standard deviations, indicating that learners’ responses to these items were concentrated and relatively consistent. In contrast, items such as Q4 (SD = 0.859), Q2 (SD = 0.855), which concern the learning process itself, and Q13 (SD = 0.847) and Q14 (SD = 0.806), which concern peer intimacy and shared topics, exhibited greater variability in responses.

Except for Q19, all items displayed negative skewness values, indicating that participants’ responses tended to cluster around “Agree” or “Strongly agree” (scores of 4 or 5). This further confirms that participants generally experienced enjoyment in Korean language classes. Although Q19 showed a positive skewness value, the magnitude was small, suggesting no substantial deviation in distribution.

**Table 1. Descriptive Statistics for the Korean Learning Enjoyment Scale (KLES) Items (N = 90).** Survey items 11–31 were recoded as Q1–Q21 for statistical analysis. Thus, Q1 corresponds to survey item 11, Q2 to item 12, and so forth.

Item	Number	Mean	SD(Standard Deviation)	Skewness	Kurtosis
Q1	90	4.19	0.792	-1.186	2.453
Q2	90	4.01	0.855	-1.237	1.944
Q3	90	4.10	0.750	-0.983	1.540
Q4	90	3.88	0.859	-0.848	0.391
Q5	90	3.94	0.740	-0.592	0.564
Q6	90	4.22	0.650	-1.007	2.837
Q7	90	4.24	0.641	-0.530	0.619
Q8	90	4.04	0.778	-0.811	0.816
Q9	90	4.09	0.630	-0.620	1.721
Q10	90	4.56	0.522	-0.470	-1.243
Q11	90	4.73	0.469	-1.402	0.794
Q12	90	4.69	0.489	-1.122	-0.41
Q13	90	3.59	0.847	-0.229	-0.486
Q14	90	3.81	0.806	-0.431	-0.91
Q15	90	4.02	0.687	-0.454	0.521
Q16	90	4.13	0.706	-0.782	1.244
Q17	90	3.98	0.703	-0.168	-0.373
Q18	90	4.13	0.753	-1.035	1.659
Q19	90	4.36	0.526	0.134	-0.987
Q20	90	4.31	0.612	-0.592	1.062
Q21	90	4.12	0.615	-0.371	0.900



**Fig. 1. Raincloud Plots of Responses to the Korean Learning Enjoyment Scale Items (N = 90)**

Most items demonstrated kurtosis values within an acceptable range, indicating that the response distributions did not severely deviate from normality. Q6 showed a relatively high kurtosis value, suggesting that responses were more concentrated around specific score points. In contrast, Q10, Q13, Q17, and Q19 exhibited negative kurtosis values, indicating relatively more dispersed response distributions. To further examine the distribution of responses for each item and to supplement the descriptive statistical results, raincloud plots for the 21 items were generated (Figure 1). As shown in Figure 1, the majority of item responses were concentrated around scores of 4 and 5, with distributions skewed toward the higher end of the scale. This indicates that Chinese university students learning Korean as a second foreign language generally experienced high levels of Korean language enjoyment in the classroom. These findings are consistent with the descriptive statistics showing relatively high mean values across items. More specifically, items related to teacher attitude, such as Q10, Q11, and Q12, exhibited more concentrated response distributions, suggesting relatively consistent positive experiences regarding teachers. In contrast, items such as Q4 and Q5, which concern intrinsic enjoyment in Korean learning itself, Q13 and Q14, which concern peer intimacy and shared topics, and Q17, which concerns classroom content, showed more dispersed response patterns, indicating the presence of individual differences in enjoyment in these areas. Taken together, the descriptive statistics and raincloud plot results suggest that Chinese university students learning Korean as a second foreign language experience overall high levels of enjoyment. However, the majority of this enjoyment appears to derive from external classroom factors, such as classroom atmosphere and

interactions with teachers, whereas enjoyment stemming from the language learning process itself exhibits greater individual variability. This finding implies that intrinsic enjoyment directly associated with language learning has not yet been fully developed among these learners; instead, Korean language enjoyment remains more dependent on environmental and teacher-related factors.

The open-ended responses were analyzed as a complementary interpretive lens to the quantitative findings in order to further explore the specific situations and reasons underlying learners' enjoyment in Korean classes. The open-ended items invited participants to freely describe experiences or situations in which they felt enjoyment during Korean lessons. Among the 90 participants, 72 provided valid responses. For this stage of analysis, responses related to teacher attitude and classroom atmosphere were excluded to avoid overlap with previously examined quantitative items. The remaining data were systematically reviewed to identify recurring ideas and meaningful expressions that extended beyond the scope of the Likert-scale measures. Through this interpretive process, four thematic clusters emerged: (1) enjoyment derived from acquiring new linguistic knowledge, (2) positive feedback, (3) a sense of achievement gained from applying Korean in real-life contexts, and (4) affective engagement with Korean cultural.

•“获得新的知识(Learning something new)” (S1)

•“学习新词(Learning new vocabulary)”(S44)/学习新语法 (Learning new grammar)”(S30)

•“掌握了知识,能完整地说出句子(Mastering knowledge and being able to produce complete sentences)”(S61)

For Chinese students learning Korean as a second foreign language, classroom content such as vocabulary and grammar differs from their major-specific academic studies and also from their previous experiences with English learning. This novelty provides some learners with a fresh experience and a sense of achievement derived from mastering new knowledge.

Second, receiving positive feedback in evaluations and exams also contributed to learners' enjoyment.

•“被老师表扬说韩语发言很好的时候(Being praised by the teacher for speaking Korean well)”(S50)

•“被老师说发音很好,或者是有进步(When the teacher says my pronunciation is good or that I have improved)”(S68)

•“(听默写全对!!!(Getting everything correct on a dictation)”(S29)/“发音正确作业满分(Correct pronunciation and a perfect score on my homework)”(S40)/“听写满分成就感(The sense of achievement from getting a perfect score on a listening test)”(S45)/“考试通过的时候(When I passed an exam)”(S60)

Receiving positive feedback from teachers and achieving satisfactory results in examinations and evaluations were frequently associated with a heightened sense of confidence and accomplishment when facing learning challenges. For many Chinese students, who have long been immersed in an examination-oriented educational culture, assessments represent a familiar and meaningful framework for measuring achievement. Consequently, performing well in tests and receiving positive evaluative feedback constitute important sources of enjoyment and motivation in learning new knowledge.

Third, the sense of accomplishment derived from applying learned Korean in real-life contexts also generated enjoyment.

•“学到在韩剧中常看到的语句感觉非常神奇,非常有成就感(Learning expressions frequently seen in Korean dramas feels magical and gives me a great sense of achievement)”(S12)

•“感觉能够比别人多掌握一项技能在博物馆、公园等指示牌上,以及韩国进口一些产品上能看到认识的韩文字并读出来就很有成就感(I feel that I have mastered an additional skill compared to others. When I see Korean words on signs in museums or parks, or on some imported Korean products, and can read them aloud, I feel a strong sense of achievement)”(S17)

Korean language enjoyment does not originate exclusively from the classroom. When learners are able to apply classroom knowledge in daily life, they experience heightened feelings of accomplishment and, consequently, enjoyment.

Fourth, interest in Korean culture also served as a source of enjoyment.

•“可以体验韩国文化(Experiencing Korean culture)”(S65)

•“听韩文歌(Listening to Korean songs)”(S71)

•“就是感觉离偶像的距离越来越近了,以后坚持学习可以在开live的时候不用硬巴巴的翻译器翻译生硬的语气。可以在演唱会、fan meeting 可以尽情的享受而不是完全听不懂,就感觉好开心好开心(I feel like I'm getting closer to my idol. If I continue studying, I won't need to rely on stiff translations during live broadcasts. At concerts or fan meetings, I'll be able to fully enjoy the experience instead of not understanding anything. It makes me really, really happy).”(S21)

•“看韩剧时发现很多词会读了!还能唱韩语歌咯~马上成为韩女!五年的韩签没白费到时候去韩国玩咯⇒⇒⇒(When watching Korean dramas, I realize I can read many words! I can also sing Korean songs now~ I'm almost becoming a Korean girl! My 5-year Korean visa is finally coming in handy—can't wait to visit Korea soon — next time I'll go to Korea to travel! Hahaha).”(S46)

Cultural factors such as Korean dramas, Korean pop songs, idol-related activities, and aspirations to visit Korea enhance the perceived meaningfulness of learning Korean and further stimulate learners' enjoyment experiences.

## DISCUSSION

This study investigated the level and sources of Korean language enjoyment among Chinese university students learning Korean as a second foreign language for hobby purposes. By adapting the Foreign Language Enjoyment Scale into a 21-item Korean Language Enjoyment Scale (KLES) and supplementing quantitative findings with qualitative open-ended responses, the study offered a multifaceted account of the affective dimensions shaping learners' experiences at the beginner stage. The quantitative results demonstrated that participants reported consistently high levels of enjoyment across all scale items, with teacher-related factors — including encouragement, kindness, and support — and a positive classroom atmosphere emerging as the most uniform sources of enjoyment. These findings carry meaningful pedagogical implications: teachers' interpersonal behaviors and their capacity to cultivate a warm, emotionally supportive learning environment appear to be foundational to sustaining learner affect at the early stages of Korean language learning. In this sense, enjoyment in the second foreign language classroom is not primarily a product of learners' intrinsic engagement with the linguistic system itself, but is rather socially and environmentally mediated — shaped by the relational quality of

classroom interactions and the affective tone that instructors actively establish.

In addition, learners frequently referenced real-life encounters with the Korean language — such as recognizing characters on imported products, understanding dialogue in Korean dramas, or singing along to K-pop songs — as powerful sources of achievement and enjoyment. Cultural proximity to Korean popular media, in particular, appeared to sustain motivation and imbue the learning process with personal meaning in ways that formal instructional content alone may not fully replicate. This finding underscores the value of incorporating culturally resonant materials and real-world language tasks into second foreign language curricula, as doing so may help bridge classroom-based enjoyment with learners' broader affective investment in the target language.

Items reflecting intrinsic engagement with Korean — such as the perceived novelty of the language and its contribution to linguistic expressiveness — showed greater individual variability and comparatively lower mean scores, suggesting that this dimension of enjoyment has not yet fully developed among beginners. This pattern is consistent with the broader literature on language learning affect, which indicates that intrinsic enjoyment tends to become more salient and stable as learners gain proficiency and greater autonomy. The present findings therefore point to a developmental trajectory in which environmental support lays the affective groundwork for intrinsic motivation to emerge over time.

This study has several limitations. First, the predominantly female sample (91.11%), while reflecting the actual demographic composition of Korean language elective courses in Chinese universities, limits the generalizability of the findings across genders; future research should recruit more male participants or employ gender-stratified sampling to enable nuanced cross-gender comparisons of language enjoyment. Second, as the sample included only beginner-level students from a single university, the findings cannot be readily generalized to other proficiency levels or institutional contexts; longitudinal and comparative studies across levels, institutions, cultural backgrounds, and learning motivations are needed to examine how enjoyment develops and becomes more stable over time. Finally, the notably high mean scores for teacher-related items (Q10–Q12, all > 4.5) suggest the possibility of social desirability bias. It is plausible that some learners may have responded in a socially desirable manner — providing favorable evaluations of their current instructors rather than reflecting genuinely independent affective judgments. Future studies may reduce this risk through anonymous data collection, retrospective evaluations, or triangulation with observational and interview-based methods.

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## CONFLICT OF INTEREST

The authors have no conflicting financial interests.

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