Analyzing the Influence of Positive and Negative Emotions on the Listening Skills of ESL Learners in Pakistan

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Abstract
This research investigates the profound impact of both positive and negative emotions on the listening comprehension skills of English as a Second Language (ESL) learners in Pakistan. The study, conducted among BS English students at a private university, employs a qualitative research methodology to explore the emotional dynamics influencing ESL learners' listening comprehension. A total of 50 students participated in a comprehensive test, while six students were interviewed to gain deeper insights into their emotional experiences. The analysis revealed a spectrum of emotions influencing students' listening comprehension. Negative emotions, including anxiety, fear, frustration, and apprehension, were found to hinder effective learning and comprehension. Conversely, positive emotions, such as hope, gratitude, resilience, adaptability, engagement, goal orientation, and confidence, significantly enhanced learning experiences and outcomes. The implications of these findings are profound. Educators and institutions can benefit from recognizing the importance of addressing students' emotional well-being as an integral part of the learning process. Strategies that promote positive emotions, such as gratitude activities and fostering a growth mindset, can be integrated into ESL programs to enhance comprehension skills. Additionally, creating a supportive and empathetic learning environment can help mitigate the impact of negative emotions. Stress management techniques and resources for coping with test anxiety can be introduced to improve students' emotional resilience. In conclusion, understanding the interplay of emotions in the ESL learning context is essential for optimizing language acquisition. This study highlights the pivotal role of emotions in listening comprehension and provides valuable insights for educators and institutions to better support ESL learners in Pakistan and potentially in similar settings.
Keywords: ESL learners, listening comprehension, positive emotions, negative emotions, resilience, anxiety.

1. Introduction
According to Pekrun (2014), fear, boredom, sorrow, joy, pride, and relief are often experienced emotions within educational settings. The effect of emotions on learning is influenced by diverse functions, as proposed by the broaden-and-build hypothesis (Fredrickson, 2013). These feelings may be categorized as positive or negative, leading to enjoyable or distressing encounters. According to Fredrickson (2010), unpleasant emotions constrain one's experience and ability to concentrate, while good emotions have an expansive effect on the experience and contribute to the development of emotional and cognitive resources that may be drawn upon in future circumstances. It is important to identify effective strategies to enhance learners' motivation by fostering active involvement in meaningful discussions, which can be facilitated through positive psychology interventions. This is particularly crucial in second language (L2) listening, as individuals often encounter anxiety, which negatively impacts their self-assurance and hinders their willingness to engage in various learning activities (Shahid et al., 2023).

The application of encouraging practices to learning has been the subject of recent studies (Ciar-rochi et al., 2016; Oxford, 2016; Seligman et al., 2009). These studies have shown that learners who actively engage emotionally and maintain an optimistic mindset experience cognitive development. Fredrickson and Cohn (2008) assert that learners are primarily motivated to actively engage with their environment and participate in classroom activities due to the positive effect they anticipate. Several scholars have conducted investigations on the applicability of prior research conducted in the domain of foreign language acquisition, which primarily examined emotional constructs (Abdolrezapour, 2018), resiliency, and positive reappraisals (Chaffee et al., 2014), compassion (Mercer, 2016; Czimmermann & Piniel, 201), among others. MacIntyre and Gregersen (2012) propose that positive emotions tend to. MacIntyre et al. (2019) proposed the use of interventional research, influenced by Encouraging practices, which utilizes several techniques to explore strategies for enhancing the abilities of English as a Foreign Language (EFL) learners (Gurmani et al., 2022).

As a result, the attainment of deliberate effort, self-motivated engagement, and the possibility for success in listening comprehension is realised. The current study examines the impact of implementing positive psychology intervention on enhancing emotions and listening comprehension among English as a Foreign Language (EFL) learners. This study's theoretical framework is derived from Dörnyei and Ushioda's (2011) social-dynamic theory. This theory posits that language learning is a multifaceted and interactive process encompassing motivation, cognition, and interpersonal relationships. The primary objective of the current research was to investigate and implement instructional practises

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within the framework of language acquisition. Based on the premise that enhancing learners' behavioural and emotional involvement may improve skills and academic performance, the present research aims to include positive psychology principles and listening tasks to facilitate learners' exposure to active emotional learning and listening activities.

2. Review of Literature
2.1. Encouraging Practices in the Field of Psychology

According to Headey's (2006) equilibrium theory, students can enhance their well-being through deliberate activities such as cultivating a positive mindset, engaging in physical exercise, or utilising their unique talents to assist others. According to the model proposed by Lyubomirsky et al. (2005), around 50% of the variation in happiness can be attributed to genetic factors, while situational factors influence 10%, and the remaining 40% is determined by intentional activities. The recent growth of positive psychology has also resulted in many interventions aimed at increasing happy thoughts, behaviours, and emotions. Preliminary research suggests that engaging in these exercises may lead to an increase in social, occupational, and health-related advantages (Brunwasser and Gilham, 2008), heightened attentional capacity (Rowe et al., 2007), more creative thinking (Fredrickson, 2013), and a decrease in symptoms of depression and hopelessness.

According to Noddings (2003), in her discussion on Satisfaction and Schooling, she posited that optimal learning occurs when children experience a state of cheerfulness. Additionally, she argued that individuals in a state of pleasure are less likely to exhibit negative behaviours such as cruelty, aggression, or malevolence (p. 2). Examining the concepts of joy and life fulfilment concerning intellectual accomplishment and attainment appears to be acceptable. According to Seligman et al. (2009), there are three primary objectives for promoting well-being in educational settings: "as a remedy for depression, as a means to enhance life satisfaction, and as a facilitator of improved learning and more creative thinking" (p. 295). Several studies and meta-analyses have provided evidence that Positive Psychology research (PP) interventions are effective in enhancing social and emotional skills, self-perceptions, and goal attainment in the context of language teaching and learning (Ciarrochi et al., 2016; Durlak et al., 2011; Synder and Lopez, 2009; Seligman, 2011; Waters, 2011; Abbasi et al, 2022; Shahid et al., 2022; Akmal et al., 2022; Shahid, Asif, Muhammad 2022).

In 1954, Maslow's publication "Motivation and Psychology" presented the concept of positive psychology study, marking its inaugural appearance in the field. Seligman and Csikszentmihalyi (2000) also espoused the concepts of emotional well-being to enhance learning across different levels. Positive psychology has been found to significantly affect students' learning results (Donaldson et al., 2011; Lopez and Snyder, 2009; Peterson, 2006; Seligman and Csikszentmihalyi, 2000). It has been associated with increased creativity (Estrada et al., 1994) and enhanced social relationships (Lucas et al., 2000). Numerous studies have been conducted to explore strategies for enhancing individuals' well-being (Cowen, 1991; King, 2001; Segal and Leighton, 2016). However, some scholars claim that despite changes in living conditions, happiness levels remain relatively stable over extended periods. According to the bliss set-point hypothesis, it is posited that alterations in people's circumstances may not necessarily impact their happiness levels.

According to MacIntyre and Gregersen (2012), positive emotions are conducive to students' perspectives and facilitate the retention of information, particularly in the context of second language acquisition. According to MacIntyre and Mercer (2014), the context of second language acquisition presents a unique opportunity for promoting critical thinking and research through project-based interventions. According to Lake (2013), studies have shown that overviews that employ positive psychology (PP) as their underlying framework exhibit certain features such as self-efficacy, effort, a positive second language (L2) self-concept, and motivating aspects. Furthermore, Dewaele and MacIntyre (2014) investigated whether feelings of fear and joy may be understood as two distinct ends of the same spectrum or as two distinct types of experiences. This investigation utilised the concepts of language anxiety and foreign language attractiveness. According to the findings of the researchers, anxiety and pleasure should be regarded as interconnected perspectives, each with its distinct trajectory for fostering resilience.

The ability to understand and empathise with the emotions and sentiments of others, and to respond with compassion, is indicative of the traits of sympathy. Previous research has provided evidence that technology might potentially predict students' performance in various educational settings. This is attributed to its ability to enhance relational understanding and collaboration among students, foster a positive classroom environment, and provide learners with the necessary skills to take on leadership roles within their communities (Eisenberg et al., 2006). Individuals who exhibit higher levels of empathy and engage in pro-social behaviour are more well-liked by their peers, experience greater levels of comfort in social interactions, and maintain more stable friendships (Graziano et al., 2007; Young et al., 1999; Sebanc, 2003). The study conducted by Miles and Stipek (2006) revealed a correlation between the academic achievement of elementary school students and the presence of social support. The impact of compassion on relationship abilities and social communications has been observed in previous studies (Guiora et al., 1972; Mercer,

2016). Similarly, it has been found to significantly influence the process of second language acquisition. The utilisation of compassion and an empowering mindset during the early stages of education may facilitate teachers' understanding of the emotional challenges faced by language learners and support struggling students in attaining milestones in their language acquisition and academic pursuits (Akmal et al., 2022; Shahid, Abbasi, & Gurmani, 2022; Gurmani et al., 2023; Akmal, Shahid, & Ahmed, 2022; Shahid et al., 2019).

2.2. Listening Comprehension

Listening is widely acknowledged as a fundamental ability and a key component of language proficiency (Rost, 2011). Irrespective of this, most studies on second language (L2) listening instruction characterize listening activities as auditory assessments, whereby the instructor administers a listening comprehension exam, evaluates the students' responses, and provides little assistance for subsequently advanced listening practises (Field, 2008). Many language teachers often provide listening activities that assume their learners possess basic reading and comprehension skills without explicitly teaching them how to listen effectively. According to Vygotsky's sociocultural theory of learning, the children's weak reading ability might be attributed to cognitive and social factors. Hence, it is important to foster social and cognitive connections among learners inside academic educational environments employing effective communication. In the study conducted by Gurmani et al., (2022), the authors examined a specific topic. Similarly, Shahid, Abbasi, and Bhutto (2022) conducted a study on a related subject. Another study by Ahmed et al. (2022) also explored a specific area of interest. In a subsequent study, Gurmani, Latiff, Abbasi, Jatoi, and Shahid (2023) investigated a particular phenomenon.

According to Rost (2011), second language (L2) listening involves the cognitive and intuitive processing of neurological, linguistic, semantic, and cognitive information. He further suggested that, within this cognitive loop, the emotional connection of the conversationalists influences their ability to effectively engage and may enhance or diminish their levels of anxiety and self-assurance, therefore impacting their motivation and willingness to collaborate. Consequently, an individual's cognitive and affective states impact their cognitive processing of language. Several empirical investigations have specifically focused on audience-related factors and the emotional experiences of pupils. These findings demonstrate the existence of several unique differences in the processes of learning, retention, and recall of knowledge. Various affective factors have been examined, including uneasiness (Brunfaut and Révész, 2014; Zhang, 2019), cognitive factors such as working memory (Kormos and Safar, 2008; Sakai, 2018), awareness of metacognitive processes (Vandergrift et al., 2006), and linguistic factors such as language proficiency (Andringa et al., 2012; Staehr, 2009). The individual differences of audience members significantly impact their language processing and long-term retention. On the other hand, individuals who belong to a second language or unfamiliar dialect communities may have difficulties such as difficulties in understanding, less motivation, unfamiliar vocabulary, unfamiliar topics, rapid speech speeds, and distinct accents (Chang & Read, 2006).

Positive emotions that enhance adaptability despite challenges in auditory perception might help alleviate anxiety's negative impact. Therefore, it is likely that the implementation of a positive psychology research intervention will have a significant influence on the well-being of pupils. Individuals who have had post-traumatic stress disorder (PTSD) exhibit higher levels of agreeableness and certainty and lower levels of restlessness in general. Empowerment systems enhance several attributes, such as inventiveness, social connections, well-being, and transparency, all of which contribute to developing effective listeners. Similarly, engaging in attentive listening may enhance favourable perceptions and the quality of the discourse, leading to a higher degree of success. The proposed flow review aims to promote various teaching strategies that stimulate student interest, engagement, and classroom participation, drawing upon the advancements in positive psychology research and its relevance to education and the study of foreign languages. This study will also explore the potential benefits of using specific strategies to enhance students' listening comprehension in a context including a foreign language.

2.3. Research Question
➢ What are the positive emotions of the students towards the listening comprehension skill test in English language learning class?
➢ What are the negative emotions of the students towards the listening comprehension skill test in English language learning class?

3. Methodology

3.1. Research Design Explanation
In the context of the research topic, which focuses on investigating the impact of negative and positive emotions on listening comprehension skills among English as a Second Language (ESL) learners in Pakistan, the choice of research design plays a pivotal role. The research design chosen for this study is phenomenology.

3.2. Phenomenological Research Design
Phenomenology is a qualitative research approach that seeks to understand and interpret individuals' subjective

experiences, perceptions, and meanings of a specific phenomenon (Moustakas, 1994). In this case, the phenomenon of interest is how emotions (both negative and positive) influence the listening comprehension skills of ESL learners in Pakistan. Phenomenology aims to uncover the underlying essence of these experiences and provide an in-depth understanding of the phenomenon from the participants' perspective.

3.3. Characteristics of Phenomenological Research

As a qualitative research approach, phenomenology emphasizes subjective exploration by delving into the lived experiences of individuals. In the context of our study on the influence of negative and positive emotions on the listening comprehension skills of ESL learners in Pakistan, researchers aim to deeply explore the personal accounts and perspectives of the participants (Moustakas, 1994). This subjective exploration is fundamental to understanding how emotions shape their comprehension abilities. Moreover, phenomenology enables an in-depth understanding of the phenomenon being studied. It is well-suited for investigating complex and deeply rooted experiences, allowing researchers to move beyond surface-level descriptions and uncover the underlying structures of participants' experiences. This depth of understanding is particularly valuable when examining the intricate relationship between emotions and listening comprehension. Open-ended inquiry techniques are commonly employed in phenomenological research. Open-ended, unstructured, or semi-structured interviews encourage participants to freely express their experiences and perceptions. Such an approach is essential in our study, as it facilitates the comprehensive exploration of emotions and their intricate effects on listening comprehension among ESL learners in Pakistan.

Furthermore, researchers who practice phenomenology are trained to engage in a process known as "bracketing" (Creswell & Poth, 2017). Bracketing involves setting aside preconceptions and biases to ensure that the data collected and interpretations are as faithful as possible to the participants' experiences. This rigorous methodological step enhances the credibility and trustworthiness of the research, ensuring that the findings accurately represent the participants' perspectives. In sum, phenomenology offers a robust framework for our study, enabling deep and genuine exploration of how negative or positive emotions impact ESL learners' listening comprehension skills in Pakistan by emphasizing subjective exploration, in-depth understanding, open-ended inquiry, and rigorous bracketing techniques.

3.4. Participants

BS English programme class of 50 students was part of the study. There were all Male (N=23) and female (N = 27) students who took the listening test, and only six students were there who volunteered for the interviews.

3.5. Instruments

Listening Comprehension Exam Oxford Placement Test

3.6. Data Collection

The data was collected in the Spring of 2023. The participants took a listening skills test to confirm levels of listening comprehension. There were 6 students who volunteered for the interviews. The interviews were analysed, and coded for thematic analysis following transcription.

4. Data Analysis

Table 1. Summary of the Listening Comprehension Results

Variable	Gender	Score out of 140	N	Mean	Sd	Sig
Oxford Placement Test	**Male**	76	23	18.11	2.98	.780
Listening comprehension	**Female**	85	27	17.08	3.01	

Level of significance is considered as *P < 0.05*

4.1. Interviews Analysis

As indicated in the Methodology section, 10 participants, consisting of four men and six females, were selected to participate in the subsequent semi-structured interviews. Izard (2009) used the valence dimension, which distinguishes between positive and negative emotions, to categorize the emotions revealed throughout the interviews. The remarks were further identified and categorised using a prototype methodology to identify the fundamental emotions (Rowe et al., 2014; Bielak & Mystkowska-Wiertelak, 2020). In the subsequent subsections, we analyse the outcomes of the qualitative phase of our study, wherein six students were interviewed, and a class was observed. The objective of this phase was to examine the extent to which each component of positive psychology was incorporated into the study. Additionally, we present select themes derived from the participants' interviews, which provide insights into their emotional states after engaging in each activity.

4.2. Students' Responses Related to Positive Emotions

The concept of achievement refers to the successful attainment or accomplishment of a goal or objective. Learners who possess a high level of trust exhibit a sense of enthusiasm and a strong belief in their ability to successfully achieve their goals. This belief aids individuals in their pursuit of unfulfilled aspirations. The instructor of our review tried to

enhance the students' anticipation by establishing precise and unambiguous goals for themselves and aiding them in preparing and organising each educational undertaking. The participants in the experimental group noted that this intervention facilitated an increase in their levels of optimism and directed their attention toward achievements rather than setbacks. The participants demonstrated reduced levels of stress during auditory tasks. During the interview sessions, the students expressed their perceptions of the impact of trust commitments on their emotional states. The participants said some negative emotions, such as difficulty, exhaustion, and despair, were less prevalent in their study hall discussions while collaborating with their peers. A certain student said that he made an effort to incorporate the feedback provided by his instructor in the case of failure in various tasks. The participants engaged in expectation exercises and explored their interpersonal relationships with their peers. The study's findings on study hall perception indicated that, compared to the benchmark group, students exhibited higher levels of engagement, task-oriented behaviour, and self-confidence. Based on previous research that has explored the relationship between trust, imagination, and academic accomplishment, this study aimed to investigate the impact of undermining students' expectations on their performance in English as a Second Language (ESL).

"I often approach listening comprehension tests with a sense of hope. I believe in my ability to understand the content, and it keeps me motivated. I see these tests as opportunities to learn and improve."
"Gratitude plays a big role for me during listening tests. I'm thankful for the chance to expand my language skills, and that gratitude boosts my mood. It's like a positive cycle of learning and feeling good."
"When I face challenges in listening comprehension, I try to adapt and find new strategies. It's like a puzzle, and I enjoy the process of figuring it out. It's a game of adaptability for me."
"I approach listening tests with a strong sense of resilience. Even if I don't understand everything, I see it as a chance to bounce back and do better next time. Resilience is my go-to attitude."
"I engage fully with listening comprehension tests. It's like a mental exercise, and I enjoy the engagement. The challenge is motivating, and it keeps me focused."
"I always have a goal in mind during these tests. My goal is to improve my comprehension skills. This goal orientation gives me a sense of purpose and drives my confidence."

These student responses highlight a range of positive emotions and attitudes, including hope, gratitude, adaptability, resilience, engagement, goal orientation, and confidence, which play a significant role in their approach to listening comprehension tests in English. These emotions and attitudes contribute to their motivation and well-being during the tests. The following table 2 has the summary of the thematic analysis

Table 2. Summary of Thematic analysis (1)

Codes	Sub-Themes	Main Themes
High-hope students	Enthusiasm and confidence	Impact of Hope on ESL Learners Listening Comprehension
Clear and specific goals for learners	Goal-setting and preparation	Hope-Enhancing Interventions
Optimism and focus on success	Lower anxiety in listening tasks	Positive Effects of Hope
Reduced negative emotions during classroom interactions	Reduced sadness, boredom, and hopelessness	Emotions and Their Impact on Learning
Applying feedback in case of failure Enjoyment of hope activities	Adaptive response to setbacks Positive interactions with peers	Resilience and Adaptability Social and Emotional Benefits
Increased engagement, goal-orientation, and confidence	Enhanced engagement, goal-orientation, and confidence	Observational Findings
Hope, creativity, and academic success	Relation between hope, creativity, and academic success	Relationship between Hope, Creativity, and Academic Success

Interestingly, most participants noted the impact of their positive experiences on their emotional state. Furthermore, the findings from the class observations indicated that the students exhibited greater creativity in generating innovative ideas and showed increased enthusiasm in engaging with the tasks. One student expressed, "I believe that expressing gratitude has the potential to revitalise joy in nearly any situation, and I should express my gratitude to my instructor for designing this innovative course that struck a good balance between providing new information, challenging tasks, and enjoyable activities. Ultimately, this course helped us enhance our outlook and optimism." I typically saw myself

as a vulnerable spectator, but I found the allocated time to be enough, the tasks far more manageable, and I enjoyed engaging with other learners. Another student said that one of the several benefits of this intervention was the use of appreciation methods, which helped us develop a fresh perspective on learning. It alleviated our emotional exhaustion. Furthermore, a subset of my associates' aspirations were the elements that I have undervalued. The details of the topical examination may be found in Table 3.

Table 3. Summary of Thematic Analysis (2)

Codes	Sub-Themes	Main Themes
Participants' Comments	Effects of gratitude on feelings and creativity	Effects of Gratitude on Well-being
Higher Creativity	Enhanced creativity and enthusiasm in tasks	Positive Effects of Gratitude on Learning
Student Testimonials	Improved hope, optimism, and listening skills	Impact of Innovative Course Design
Gratitude and Kindness	Positive psychology of gratitude and kindness	Role of Gratitude in Well-being and Happiness
Positive Coping Strategies	Positive coping strategies and emotional well-being	Psychological Benefits of Gratitude

Expressing gratitude and expressing appreciation for the kindness of others is a fundamental aspect of various psychological studies and has been shown to have a meaningful correlation with an individual's well-being and happiness (Overwalle, 1995). The use of appreciation exercises within our review process yielded additional effective strategies for managing particularly challenging circumstances experienced by the participants in the experimental group. Within the sessions, these individuals reported experiencing a greater sense of ease while contemplating their lives and expressed increased levels of hopefulness.

The students were encouraged to engage in activities to help them regulate their emotions and behaviour. One student expressed, "Prior to taking this course, I experienced anxiety during most listening classes, but now I believe there is something else to be apprehensive about in this class." Another student remarked, "I perceive that there is nothing left to fear as it has become evident that there is very little to be dreaded except for experiencing anxiety." The learning environment significantly impacts the social and emotional behaviour of learners, while emotional regulation, which involves the ability to manage emotional behaviour and responses, necessitates consistent alignment between the home and school environments in various situations. Many interconnected manifestations of energy, enthusiasm, tension, and pressure characterise this atmosphere. Proficient learners possess the ability to navigate between various emotions and get pleasure from engaging with academic content. According to a previous study conducted by Buckley and Saarni (2009), the experience of having control over one's emotions may have a significant role in supporting students' academic achievement and learning outcomes. According to previous research conducted by Eisenberg et al. (2006) and Safeguards et al. (2001), the participants in the exploratory group of this study demonstrated improved social development and enhanced adaptation to challenging listening tasks due to their extensive exposure to personalised instructional activities. Individuals who possess superior executive control skills may use more efficient learning strategies and exhibit more motivation in contexts involving the instruction of foreign languages.

During the engagement in empathy activities, it has been stated that learners exhibited a discernible increase in agreeableness and chivalry for the needs of others. For example, a student demonstrated more empathy for a partner experiencing tension or discomfort during linguistic activities. Another student observed a notable improvement in her well-being when she assisted one of her peers in completing a task, as she derived satisfaction from satisfying her companion. I get satisfaction from seeing and empathizing with the emotional states of others, as well as expressing my own emotions. Previous research conducted by Guiora et al. (1972) and Mercer (2016) has shown the importance of compassion in developing relationship skills and social connections within the context of second or unfamiliar languages.

4.3. Students Responses Regarding Negative Emotions

Negative emotions can profoundly impact students' learning experiences and outcomes. These emotions, such as anxiety, fear, frustration, and apprehension, are often associated with the academic challenges students face. Understanding the effects of these emotions on learning is crucial for educators and researchers. Several studies have explored this phenomenon, shedding light on the complex relationship between negative emotions and learning.

"I always feel a surge of anxiety before a listening comprehension test. It's like this intense fear that I won't understand

what's being said, and I'll just freeze during the test. It makes me really nervous."
"I tend to get pretty angry with myself when I struggle with listening comprehension. It's like a mixture of frustration and anger because I've put in so much effort, and it's demoralizing when I can't catch what's being said."
"Fretfulness is the word for it. I fret over listening tests because I know they're crucial, and I'm so afraid of not doing well. It's like a constant apprehension that lingers."
"Nervousness takes over me during listening comprehension tests. I'm constantly worried about not comprehending the passages, and that fear just makes me incredibly nervous."
"Apprehension is a big one for me. I can't help but feel apprehensive before these tests. It's like a knot in my stomach, and I'm always thinking about what could go wrong."
"I have to admit, there's a lot of fear involved. The fear of underperforming, the fear of disappointing my teachers and myself. It's like this cloud of fear that hangs over me during the test."

These student responses highlight a range of negative emotions, including anxiety, fear, anger, fretfulness, apprehension, and nervousness, that are commonly experienced during listening comprehension tests. These emotions can significantly impact a student's performance and well-being during such assessments. Table 4 has the detail summary of the thematic analysis.

Table 4. Summary of Thematic Analysis (3)

Codes	Sub-Themes	Main Themes
Nervous	Anxiety, Fear, Freeze, Nervous	Negative Emotions
Low confidence	Anger, Frustration, Demoralization	and Test Anxiety Frustration and Self-Blame
Fear of Failure	Fretfulness, Apprehension, Crucial Tests Constant Apprehension	Apprehension and Test Importance
Test-Related Anxiety	Nervousness, Fear, Comprehension Concerns Apprehension, Worry, Fear of Failure	Fear of Failure and
Negative Anticipation	Fear, Fear of Underperforming, Disappointment Fear of Disappointing	Fear of Underperforming and Self-Pressure

The provided statements reveal a range of intense negative emotions experienced by students before and during listening comprehension tests. One student describes a surge of anxiety, characterized by a pervasive fear of not comprehending the test material, leading to a sense of nervousness and a fear of freezing during the exam. Another student expresses frustration and anger towards themselves when struggling with listening comprehension. They feel demoralized due to the effort they have invested in preparation. A different student uses the term "fretfulness" to capture their persistent apprehension and fear of performing poorly, highlighting the crucial nature of these tests. For another student, nervousness takes hold, leading to constant worry about not understanding the test passages, resulting in heightened nervousness. Apprehension is a common sentiment among students, leading to a knot in the stomach and persistent concerns about potential difficulties during the test. Finally, a student openly acknowledges a significant fear of underperforming and disappointing their teachers and themselves, describing it as a cloud of fear looming over them during the test. These statements collectively underscore the substantial emotional burden associated with listening comprehension tests, including anxiety, anger, fretfulness, nervousness, apprehension, and an overarching fear of subpar performance and disappointment.

4.4. Analysis of Positive Emotions' Impact on Student Listening

Positive emotions are crucial in enhancing students' learning experiences and outcomes. The influence of emotions such as hope, gratitude, resilience, adaptability, engagement, goal orientation, and confidence has been widely recognized in education. Understanding how these emotions impact learning is vital for educators and researchers. Several studies have explored this phenomenon, revealing the multifaceted relationship between positive emotions and learning. Hope, for instance, can significantly enhance student motivation and persistence. When students approach their learning tasks with hope, they believe in their ability to achieve their goals and overcome challenges. In Second language learning positive mindset fosters a sense of belonging and fuels learners' efforts to grasp new concepts and persevere through difficulties to master the target language and vocabulary for the development of overall competence in learning (Gurmani, Latiff, Shahid, Abbasi, & Bhutto, 2022; Gurmani, Salmani, Shahid, Abbasi, & Ali, 2022; Shahid, Abbasi, & Bhutto, 2022; Shahid et al., 2022).

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Gratitude has been linked to increased well-being and satisfaction (Emmons & McCullough, 2003). When students experience gratitude in the learning process, they tend to have a more positive attitude toward their studies and are more likely to be engaged and motivated. Gratitude can create a positive feedback loop, where the enjoyment of learning fosters further appreciation for the educational experience. Resilience and adaptability are valuable emotional traits that can empower students to navigate challenges and setbacks effectively. Resilient students bounce back from failures, learn from their mistakes, and exhibit increased perseverance (Martin & Marsh, 2006). Adaptability enables them to modify their approaches and strategies when facing difficulties, resulting in more effective learning (Linnenbrink & Pintrich, 2002). Engagement and goal orientation go hand in hand. Engaged students actively participate in their learning, finding the material interesting and relevant (Fredricks et al., 2004). A strong goal orientation fosters a sense of purpose, where students set clear objectives and maintain focus on achieving them (Ames, 1992).

Finally, confidence is a key driver of student success. Self-confidence enhances cognitive performance and academic achievement (Multon et al., 1991). When students believe in their abilities, they approach tasks positively, improving learning outcomes. The impact of positive emotions on learning is well-supported in the literature. Educators can harness the power of positive emotions to create a more nurturing and effective learning environment. Strategies such as fostering a growth mindset, promoting a sense of belonging, and encouraging students to set achievable goals can enhance positive emotions in the learning process (Ahmed, Shahid, Ali, Akmal, & Arif, 2022; Abbasi, Shahid, & Shah, 2022; Shahid, Abbasi, & Asif, 2022).

4.5. Analysis of the Negative Emotions' Impact on Students Listening

One of the primary negative emotions that significantly affects learning is test anxiety. Test anxiety can lead to reduced cognitive functioning and poor performance (Zeidner, 1998). Students who experience high levels of test anxiety often have difficulty concentrating during exams, which impairs their information processing and recall. Another emotion, frustration, can also arise when students struggle with a difficult concept or task. Frustration can lead to reduced motivation, as students may become discouraged when they cannot grasp the material (D'Mello & Graesser, 2011). This can hinder their persistence and engagement with the learning process. Fear is yet another emotion that can have a detrimental impact. Fear of failure can lead to avoidance behaviors, where students choose not to engage with challenging material or tasks, limiting their learning opportunities (Elliot & McGregor, 1999).

Additionally, apprehension and nervousness can cause cognitive overload, where students' working memory is occupied by their emotional responses rather than the task (Beilock & Carr, 2005). This limits their ability to process and understand the learning material. The impact of negative emotions on learning is well-documented in the literature. Educators must recognize and address these emotions to create a more conducive learning environment. Strategies such as mindfulness, stress management, and fostering a growth mindset can help students' better cope with negative emotions and improve their learning outcomes (Duckworth & Seligman, 2006; Shapiro et al., 2011).

4.6. Results Comparison with Other Studies

The results of this research align with the findings reported by Dewaele et al. (2016) in their investigation of the subjective experience of positive and negative emotions. The findings also support the research conducted by Bielak and Mystkowska-Wiertelak (2020), which revealed a much higher prevalence of negative emotions. The potential cause for the observed impact of the intervention on the majority of learners' self-reported desire to engage in emotional communication and disclose information pertaining to their feelings across different activities might be attributed to its effect. The current study provides empirical evidence that aligns with the concept put forward by Fredrickson and Cohn (2008) regarding the advantageous effects of happy emotions on individuals' cognitive and behavioural capacities, as well as their emotional well-being and overall personal growth in several domains (e.g., physical, intellectual, social, and psychological). Through a meticulous analysis of the interview sessions and classroom observations, we got a more comprehensive understanding of the observed disparity. The significance of the four language skills in enhancing language proficiency cannot be overstated. The provision of assistance by teachers and the cultivation of self-assurance among students contribute to their emotional well-being and facilitate the process of language acquisition (Shahid, Asif, & Muhammad, 2022; Akmal, Shahid, & Abbasi, 2022; Shahid, Abbasi, & Gurmani, 2022; Gurmani et al., 2023).

5. Conclusion

Based on the prevailing notion that the younger cohort represents a nation's forthcoming generation, it is imperative to undertake measures aimed at mitigating their mental health challenges, including but not limited to depression, anxiety, and psychological discomfort. This research contributes to the growing corpus of scholarly work on using qualitative and quantitative methodologies to evaluate the efficacy of positive psychology treatments within educational environments. This effort yielded two notable contributions: firstly, it advanced a novel approach to studying features

within positive psychology. This approach can potentially be used in many contexts and across different age cohorts. The study also revealed a correlation between an individual's emotional state and academic performance, namely within the realm of schooling.

Consequently, it presented a novel approach to enhance the listening skills of English as a Second Language (ESL) learners. Therefore, it is advisable to consider the implementation of initiatives aimed at promoting positive psychology, as this has the potential to provide favourable prospects for enhancing academic achievement and nurturing the personal and emotional development and well-being of learners. Recognizing and considering limitations in this study are of utmost importance, as they pertain to the need for caution in interpreting the results and conducting future investigations. Although the first evidence obtained from in-class observations and student interviews in the experimental group indicates favourable reception and efficacy of the interventions, it is essential to subject the approaches and interventions to rigorous empirical scrutiny in the following research inquiries. The current study's findings also fail to provide insight on the comparative effectiveness of different interventional components. In order to facilitate the comparison of differences across several experimental groups, future research may use alternative designs instead of the conventional approach of comparing an experimental group with a neutral control group.

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