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Promoting Emotionally Supportive Classrooms to Enhance EFL Learners' Positive Emotions

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ABSTRACT

There is an indispensable need for globalized second language learning instructors to nurture EFL learners' positive emotions in their academic journey. This mission can be possibly done when second language educationalists are willing to impart more emotionally supportive language classroom circumstances wherein EFL learners begin to infuse a higher level of learning motivation, endeavor, mentality, and persistence to maximize their desired learning competencies to the utmost potential. This small-scale library study aimed to profoundly investigate the way emotionally supportive language classrooms could reinforce EFL learners' positive emotional growth. To embody the aforementioned study objective, the researcher thematically subsumed the already-generated research results derived from 20 published emotionally-supportive language classroom journal articles into some major-specific themes. With the deployment of this research methodology, the research stakeholders can potentially gain a more comprehensive understanding of the specifically yielded research results as they make a clearer discernment regarding the phenomenon being delved. The thematically-categorized research results revealed that emotionally-supportive language classrooms instilled productive learning characters among EFL learners and promoted fruitful target language learning outcomes attainment. The implication of this small-scale library study strongly suggested second language educationalists to immersing EFL learners into emotionally-supportive language classrooms in order to transform them into highly-achieving academicians.

KEYWORDS: **Emotionally supportive language classrooms, EFL learners, positive emotions, library study, thematic analysis**

INTRODUCTION

There is a close linkage between EFL learners' positive emotions and their language learning performances. It can be surmised that second language learners are more likely to consistently showcase their satisfying target language performances when they have been emotionally supported by currently situated classroom surroundings. Concerning this underlying educational principle, it is of critically essential for globalized second language learning instructors to constantly establish

mutual, positive, and supportive relationships with all learning community members. Sun et al. (2023) acknowledge that it is of great importance for worldwide second language educators and learners to work hand-in-hand in invigorating their solid collaborative networking to efficiently overcome various kinds of educational impediments while participating in the targeted classroom learning dynamics. Contrarily, the negative relationships and interactions recurring between educationalists and learners may significantly obstruct the continuity of their entire teaching-learning processes. Meaning to say, those malevolent classroom learning climates can potentially discourage target language educators and learners from embodying their utmost actions, initiatives, and commitment to achieve more holistic educational outcomes. All these aforementioned issues are mutually interlinked to Shao et al. (2020) articulating that it is becoming progressively pivotal for second language teachers and learners to alleviate negative emotions inducement in their regular classroom learning circumstances where they cannot perform their educational responsibilities accordingly. To better mitigate all these aforementioned educational obstacles, worldwide second language educators are encouraged to welcome their learners with more emotionally supportive, stress-free, interactive, and enjoyable learning dynamics in which they are highly desirous of fostering their designated target language competencies to the fullest growth. Reyes and Torio (2021) theorize that under the limelight of conducive-friendly target language learning vicinities, second language learners are highly committed to taking more proactive parts in a wide variety of classroom learning activities prepared as they insistently experience a higher degree of learning enjoyment.

Thus, it is indispensable for globalized second language educators to continually immerse learners in a vast range of learning enterprises harmoniously matched with their particular learning interests, preferences, and skills. By subsequently taking part in these kinds of learning dynamics, second language learners will have broader opportunities to obtain more rewarding learning achievements since they are willing to participate in every learning process even though it is fulfilled with its specific adversity. The above-mentioned advice is strongly supported by Xie and Derakhshan (2021) who believe that with the constant accompaniment of contextual and student-oriented learning approaches, EFL educationalists can potentially pave a more enlightening academic pathway for learners by which they are capable of forging their desired target language competencies in line with nowadays world contexts. Other probable meritorious educational values that can be potentially reaped with the presence of emotionally supportive language classroom environments are the significant enhancement of resilient learning characters and fruitful learning outcomes. By continuously experiencing favorable learning climates, EFL learners tend to confidently handle a vast array of taxing educational challenges independently. Since these persistent learners believe that all these learning hindrances can act as stepping stones to success in their future learning events, they will incessantly actualize their best learning efforts to achieve more satisfying learning achievements. The aforementioned conceptions are in agreement with Wilson et al. (2020) averring the key importance of cultivating positively sound classroom learning surroundings amidst EFL learners' academic journeys to enable them to stay motivated, positive, and optimistic toward each strenuous learning activity where they are highly desirous of realizing their effortful actions to attain more valuable learning rewards.

It is interesting to note that through emotionally supportive language classrooms, second language learners are simultaneously committed to exploring the specifically imparted learning topics autonomously without depending too extensively on their teachers' or classmates' learning assistance. These commendable learning behaviors happen since they view themselves as more

mature, confident, and motivated knowledge discoverers who are responsible for developing their knowledge as well as competencies. The above-elucidated contention is congruent with Dewaele et al. (2019) who strongly suggested worldwide target language educators start exposing their learners to a vast variety of pleasurable, supportive, and moderately challenging learning enterprises wherein they begin instilling positive perceptions on their academic learning processes by autonomously exploring plenty learning resources beneficial to reinforce their knowledge-based understanding. In a similar vein, there are a certain number of suggestive actions second language learning instructors can actualize upon embarking on their daily teaching-learning basis with the sound foundation of a positive learning atmosphere. Firstly, it is of considerable importance for second language educationalists to address constructive appraisals toward specific learners' learning performances. Simply speaking, professional second language educators have to take into account learners' feelings, emotions, and perspectives before conducting comprehensive evaluations of their learning performances. By prioritizing this action, second language learners will not experience a higher level of perturbation, offended, and hurtful feelings when taking part in the specifically prepared learning activities. Instead, these learners will be highly appreciative and grateful for every single imparted comment and supervision since they conscientiously discern that their teachers have addressed a higher level of reverence to their previous learning efforts. The above-explained standpoints concur with Romano et al. (2020) avowing that with an incessant enlightenment of meaningful feedback, worldwide EFL learners are more likely to continue their impending language learning processes in which they will elevate their pinpointed learning area weaknesses without inculcating a higher level of foreign language anxiety levels.

Five prior studies were having been conducted in conformance with the major proposed research topic forming in this present small-scale qualitative investigation. The first study conducted by Astriningsih and Mbato (2019) revealed that the predominant number of Indonesian university EFL learners were more committed to pursuing higher educational levels after graduating from their educational institutions given the situations that they have fully received mental and financial support from their closely-related people. Diasti and Mbato (2020) unearthed that through the continual deployment of various self-regulated learning strategies; environmental control, time management, interest enhancement, and positive self-talk, undergraduate Indonesian university EFL learners were more capable of accomplishing their thesis writing projects promptly since they knew exactly how to regulate the viable learning resources residing in their academic journeys. Ena and Elizabeth (2019) unraveled that a vast majority of Indonesian university EFL learners were more motivated to finish their bachelor education study promptly after receiving various supportive encouragement from their learning companions. Wijaya (2023) highly advised Indonesian university EFL teachers to start escalating learners' self-esteem levels at the commencement of speaking learning activities to gradually transfigure them into more confident and communicative target language communicators. In the last study, Wijaya (2022) strongly recommended that Indonesian EFL educationalists equip their learners with autonomy-supportive learning strategy at the onset of second language learning dynamics in which language learners constructively gain a richer understanding of the specifically discussed learning units by autonomously conducting deeper learning explorations. Apart from these particularly mentioned research findings, none of these prior studies have tapped into a more exhaustive investigation concerning the criticality of emotionally supportive language classroom roles in substantiating EFL learners' positive emotions. To fulfill this research gap, the researcher felt instigated to conduct an in-depth exploration of this topic to shed a possible enlightenment for worldwide second language educators that it is equally crucial for them to

consolidate their sophisticated teaching approaches, and media with the continuous incorporation of emotional supportive classroom environments to allow more valuable learning trajectories for distinctive learning community members. Following this critical viewpoint, one research problem was enacted to be further responded to by the researcher in the ensuing sections namely: How did emotionally supportive classrooms enhance EFL learners' positive emotions?

LITERATURE REVIEW
Foreign Language Anxiety
Foreign language anxiety is one of the debilitating factors hampering English language learners to continue their present learning dynamics. There are many kinds of matters prompting the significant growth of foreign language anxiety among EFL learners such as unconstructive feedback, unclear learning instructions, adverse classroom learning vicinities, unsupportive behaviors from learning counterparts, and lack of learning instructors' support. All these unintended educational obstructions align with Jin et al. (2020) mentioning that globalized EFL learners tend to halt their current learning processes when they receive minimum learning support, experience negative emotions, and encounter unresolved learning barriers. If not handled with conscientious care, the progressive growth of foreign language anxiety can potentially obstruct EFL learners' target language learning competencies development. This unwanted learning outcome may take place since language learners are not strongly motivated to continue their learning activities. In other words, learners view all these language learning processes are meaningless as they continually confront serious learning breakdowns wherein they instill a higher level of helplessness and emotional exhaustion. These devastating foreign language anxiety impacts are in obedient with Azizpour and Gholami (2022) asserting that the continual ignorance of EFL learners' foreign language anxiety levels can potentially create another worse possible scenario concerning their learning motivation, mentality, and confidence since they continuously undergo frustrating learning situations in the long run. To better mitigate all these aforementioned educational hurdles, second language educationalists highly advocated bringing about a more positively sound learning atmosphere where EFL learners feel comfortable, secure, and safe while disseminating their personal opinions to other learning companions. More positively sound learning climates are congruent with the teachers' willingness to communicate generously and gently with their learners, particularly when they encounter serious learning difficulties. By doing so, EFL learners will participate proactively and confidently in their regular learning processes. Motallebzadeh et al. (2020) highly advised worldwide second language teaching instructors to invest in more emotionally supportive classroom learning surroundings as a further attempt to gradually diminish EFL learners' excessive foreign language anxiety levels in which language learners will be more courageous in embracing various kinds of formidable learning hindrances they are facing.

On the other hand, foreign language anxiety brings about positive influences toward EFL learners' resilience and learning commitment. Highly-anxious EFL learners generally tend to maximize their fullest efforts in mitigating the presented learning obstacles. By redoubling these expended efforts, EFL learners are more likely to outperform other competent learning counterparts adding a greater sense of self-confidence and achieving satisfying target language learning achievements. Zhou et al. (2023) averred that exposing a sufficient learning pressure for EFL learners is indispensable in shaping their mentality, persistence, and motivation through which they discover various strategies to diminish some specific learning impediments. Zhang et al. (2024) avowed that it is pivotal for second language teachers to exposed EFL learners to moderately-challenging learning situations whereby they are willing to deal with a vast variety of taxing learning hindrances in order to elevate their target language competencies to the utmost potential.

Second Language Teachers' Roles in Sustaining EFL Learners' Positive Emotions Growth
It is inescapably essential for second language teachers in this modern age to play their new roles as supportive, caring, and attentive learning facilitators in the presence of variegated EFL learners. This action matters most for the terrific elevation of positive emotional growth among second language learners since they comfortably and willingly participate in a wide array of learning activities to achieve gratifying academic success. The above-mentioned conception finds support from Bloemert et al. (2019) affirming that it is worth attention for modern second language educators to start rejuvenating their current roles as generous, reliable, and considerate learning instructors before immersing learners into varied learning enterprises to nurture their utmost learning motivation. Another influential outcome obtained from this supportive educational supervision is EFL learners will not easily be stressed when grappling with a wide variety of taxing learning obstructions. This coveted educational outcome occurs since language learners have gained robust and mutual trust from their entrusted learning instructors that they are more than capable of overcoming various challenging learning tasks. Han et al. (2019) adduced that mutual trust addressed by language learning instructors is important in the processes of reinforcing EFL learners' eagerness to continue proceeding into varied learning activities as they have inculcated more robust learning beliefs that they are skilled at finishing every given learning task responsibly. With the constant internalization of second language educators' support, EFL learners can synchronously transfigure into more mature, self-reliant, and efficient decision-makers. These rewarding learning impacts can probably take place when second language learning instructors provide adequate supportive learning assistance for EFL learners who are in need. During the long learning journeys, all these helpful learning assistances will be gradually removed since these learners have made some slight or even notable improvements in terms of their learning strategies, management, and proficiency. The above-explicated frameworks are also confirmed by Bai and Wang (2021) who highly advised second language educationalists all around the globe to sufficiently supervise EFL learners' learning dynamics until they have grown in their maturity, mentality, and strategy to allow them to become more highly-achieving academicians.

In contrast, second language educators need to be more aware of excessive self-complacency that may be instilled among EFL learners after infusing advanced target language competencies. Hence, proper independent learning guidelines ought to be provided in order to support the prolific growth of their learning autonomy. By doing so, EFL learners can potentially maintain their life-long learning characters even mastering a wide variety of commendable second language proficiency skills. Chen and Zhang (2022) have likewise emphasized on the critical importance of addressing EFL learners with compatible learning guidelines in order to reinforce their independent learning behavior outside the formal classroom contexts. Olivier (2021) believed with the enlightenment of appropriate learning procedures, EFL learners are highly desirous of fostering a certain number of particular areas requiring further improvements.

METHODOLOGY
This present small-scale qualitative study was conducted in support of a library analysis approach. The researcher chose a library analysis method to yield more reliable, robust, and relatable research results. Klassen et al. (2012) postulated that in the support of a library analysis approach, the researchers can produce more trustworthy and relevant research findings since an in-depth literary analysis is iteratively employed. To corroborate the trustworthiness of a library analysis methodology, the researcher applied a thematic analysis approach to generate more understandable research results for the targeted readers. This meritorious value might take place since the researcher

categorized each identical finding into some specific research themes. Braun and Clarke (2021) theorized that with the accompaniment of a thematic analysis method, the researchers would have broader opportunities to produce more comprehensible research findings through which similar results are grouped into major research themes.

To attain the above-stated research objective, the researcher cautiously selected 20 emotionally supportive language classroom studies published worldwide. All these 20 studies were adopted from various reputable journal article platforms namely Frontiers in Psychology, Elsevier, Taylor & Francis, and Research Gate. The main reason for the researcher to specifically select 20 emotionally supportive language classroom investigations from these journal websites was the research outcomes congruent with nowadays EFL teaching-learning dynamics. The researcher prioritized five current years of these studies ranging from 2019 until 2023 year to yield more generalizable research results that are applicable in modern ELT contexts. To a lesser extent, the researcher was encouraged to initiate this present library study due to two major reasons. Firstly, the researcher believed that it is of great importance for second language educators to concatenate their contextual pedagogical methodologies with the actualization of emotionally supportive language classrooms. This action can bring about outstanding influences not only for the significant advancement of language learners' target language proficiency levels development but also for their positive learning participation. Secondly, it is easy to discover EFL teaching-learning instructors who solely fulfill their regular classroom routines by addressing the specifically based content knowledge and skills of divergent learners. Concerning this reason, the approaching research results disseminated by this small-scale library study could pave a more promising educational trajectory for globalized second language educators to realize outstanding academicians fully possessing robust learning confidence, desire, and mentality. To yield more applicable and contextual research results, the researcher simultaneously employed a thematic analysis method. In the light of a thematic analysis method, more apprehensible research outcomes would be potentially obtained by the ELT stakeholders as they could follow the red linen of each presented discussion accordingly. For the data analysis processes, the researcher argumentatively explained the particularly clustered research themes with the supportive accompaniment of relevant theories and findings to increase the credibility of these thematically subsumed research results.

FINDINGS AND DISCUSSION

The subsequent lines reported two major specific themes yielded by an iterative thematic analysis conducted by the researcher. Those two main particular themes were: (1) Emotionally-supportive classroom surroundings realized more productive language users and (2) emotionally-supportive classroom environments ascertained fruitful target language learning outcomes attainment. To make a more obvious discernment concerning these two thematically-categorized research results, the following sections will be accompanied by logical argumentations, relevant theoretical frameworks, and pertinent previous research findings.

Theme 1: Emotionally-Supportive Classroom Surroundings Realized More Productive Language Users

Theme 1	Authors
Emotionally-supportive classroom surroundings realized more productive language users	Fang and Tang (2021); Kantaridou and Joycey (2022); Li and Xu (2019); Li (2020); Oladrostam et al. (2022); Reilly (2021); Sadoughi and Hejazi (2021); Shao et al. (2020); Shen et al. (2023); Zheng and Zhou (2022).

One of the salient beneficial advantages potentially promoted by emotionally supportive classroom surroundings is the realization of more productive language users. To do so, second language educators need to address more contextual, meaningful, and relatable teaching-learning materials best fitting with nowadays learners' life contexts. By habituating EFL learners into this authentic second language learning exposure, they are more encouraged to utilize the acquired target language skills while communicating with other learning counterparts as a higher level of self-confidence has resided within them. The aforesaid conception is in partnership with Fang and Tang (2021) contending that it is vitally important for second language educators to internalize more meaningful, favorable, and relevant learning materials that are in concord with their learners' present life situations since they will be more courageous in harnessing the already-learned second language competencies in their apparent life situations. Transforming into more productive target language users also means that EFL learners have gained a more exhaustive awareness of appropriate learning strategies worthwhile and useful for them to incorporate in their currently situated learning contexts. With the constant cultivation of this transformative learning character, EFL learners will start turning into more efficient problem-solvers who are adept at overcoming varied learning obstructions autonomously. All these above-explained principles concur with Kantaridou and Joycey (2022) asserting that an emotionally supportive classroom learning climate can potentially become one of the major driving forces for EFL learners to turn into more prudent decision-makers and effective problem-solvers by which they have been equipped with wide variety of beneficial learning strategies.

The significant reduction of excessive foreign language anxiety can be guaranteed in the constant support of emotionally supportive classroom learning surroundings. This coveted learning outcome happens since EFL learners begin to inculcate a higher level of learning enjoyment irrespective of adverse learning situations they are currently confronting. To thoroughly embody this holistic learning reward, second language educators are highly advised to rejuvenate their current roles as supportive, attentive, and caring learning instructors who are willing to possess a heedful listening ear in listening to learners' sharing problems and extend adequate learning assistance for those who are struggling with a certain number of arduous learning assignments. The above-elucidated explanations are corroborated by Li (2020) who uncovered that Chinese EFL learners started to showcase a more robust learning enthusiasm after being immersed in more emotionally supportive learning activities wherein their second language learning instructors were committed to impart mutual learning support for the learning community members encountering formidable learning obstructions. It is also interesting to note that through the emergence of emotionally supportive language learning classroom vicinities, EFL learners will not easily feel discouraged when facing with various kinds of difficult learning impediments. These resilient learners hold a growth mindset that their specific learning competencies can be escalated to the fullest potential as long as they are willing to rehearse their desired language skills intensively in their daily lives. This significant elevation of this persistent learning motivation is agreed by Reilly (2021) avowing that only with the tangible presence of emotionally supportive

classroom learning climates, EFL learners will have a higher level of tendency to impart their best learning efforts in which they are strongly prompted by their teachers that they are more capable than they are thinking of. Ultimately speaking, it is worth pinpointing that an emotionally-supportive classroom learning atmosphere can synchronously enable EFL learners to establish a more mutual, solid, and collaborative teamwork with other learning companions possessing distinctive learning aims, perspectives, and styles. The willingness to collaborate with other classroom learning members is strongly cultivated since all language learners agreed on promoting more conducive-friendly learning vicinities where they can terrifically foster their target language proficiency skills to fully attain gratifying learning outcomes. Shen et al. (2023) deduced that a vast majority of Chinese University EFL learners have become more supportive of each other's learning competencies growth while participating in emotionally supportive classrooms since they allocate equitable learning responsibilities to eventually receive fruitful learning achievements as one harmonious team.

Theme 2: Emotionally-Supportive Classroom Environments Ascertained Fruitful Target Language Learning Outcomes Attainment

Theme 2	Authors
Emotionally-supportive classroom environments ascertained fruitful target language learning outcomes attainment	Alrabai (2022); Azizpour and Gholami (2022); Dewaele et al. (2019); Kang and Wu (2022); Kushkiev (2019); Li et al. (2020); Phan et al. (2019); Wang et al. (2022); Xie and Guo (2023); Yu (2022).

It is equally essential to accentuate that emotionally supportive classroom learning circumstances can potentially allow more positive academic trajectories for EFL learners to reap more fruitful target language learning results attainment. One of the probably suggested strategies that are worthwhile to harness to embody this holistic learning outcome is through the acclimatization of stress-free language learning enterprises. With an incessant accompaniment of less-anxious language learning activities, EFL learners will become more proactive in a vast array of challenging learning dynamics. This robust learning intention occurs since second language educators do not strictly judge their learners' learning progressions based on their presently-obtained learning achievements but also their positive learning attributes. This first strand of research findings lends further support to Azizpour and Gholami (2022) averring that it is urgently crucial for second language educators to start providing generous, open-ended, and constructive suggestions when evaluating their learners' specific learning weaknesses to preserve their utmost learning desire for the long-term learning events. To better ensure the tangible actualization of satisfying learning achievement attainment, second language teachers should cautiously keep in mind that positive rapport, interactions, and cooperation with all learning community members is another topmost priority that needs to be prioritized by them. Without the stipulation of mutual relationships with language learners, second language educators cannot construct better-facilitated learning processes as there is the deterioration or even devoid of cooperative learning participation displayed by their learners. All of these pivotal standpoints are affirmed by Kang and Wu (2022) who avowed that it is improbable for second language teachers to expect outstanding target language learning performances, improvements, and achievements from their learners when they overlook the paramount role of setting up supportive relationships with them. Amidst the complexities of target language learning dynamics, it is equally noteworthy for second language learning instructors to sufficiently address supportive learning supports to learners until they have become more proficient in some particular language areas. Simply speaking, compassionate second language educationalists should not abandon their learners whenever they are dealing with many kinds of learning hurdles.

Instead, they need to earnestly accompany their learners by training them how to maximize a set of learning strategies and resources to resolve those particular learning hindrances. In an identical line of argumentation, Kushkiev (2019) highly recommended second language educators to start catering their learners with a wide variety of compatible learning sources and approaches at the commencement of target language learning exposure to enable them to become more self-reliant academicians who are skilled at settling their forthcoming learning barriers.

The successful promotion of emotionally supportive language classroom contexts is concurrently contributable to the remarkable development of EFL learners' self-efficacy. The further growth of their self-efficacy levels can be heightened since EFL learners are strongly motivated to accomplish the specifically imparted learning tasks due to their strong belief in their present learning capabilities. The above-mentioned conceptions are also confirmed by Phan et al. (2019) who unearthed that Vietnamese EFL learners tended to grapple with any kind of challenging learning assignments with an integration of emotionally supportive classroom setting by which they start ingraining strong beliefs in their learning competencies. Another indicator that can be used to measure EFL learners' satisfying target language learning achievements in the light of emotionally supportive classrooms is their sincerity and open-mindedness in receiving specifically-imparted feedback given by second language educationalists. Since EFL learners begin to instill a more consistent interest in their entire language learning processes, they have simultaneously shifted into more optimistic feedback receivers. This praiseworthy learning attitude happens as EFL learners view feedback and suggestions as stepping stones for them to attain a significant degree of learning benefits in future learning occurrences. These stipulated learning values are compatible with Yu (2022) who phrased that it is necessarily indispensable for second language learners to inculcate a more robust learning mentality at the onset of their learning enterprises to embolden their hearts in accepting various types of suggestions, feedback, and advises by which they do not inculcate anxiety-evoking feelings.

CONCLUSIONS AND RECOMMENDATIONS

Given findings such as these, it can be fairly inferred that emotionally supportive classroom learning circumstances are evidenced to buttress EFL learners' positive emotional growth. The robust establishment of EFL learners' positive emotions is indicated by their proactive language learning participation and the accomplishment of gratifying target language learning achievements. Proactive language learning actions happen since EFL learners can exert more potent control over ongoing learning dynamics in terms of their learning strategies, resources, commitment, and behaviors. By possessing this laudable learning behavior, EFL learners have progressively transfigured into more courageous knowledge discoverers who are willing to cope with a wide variety of adverse learning obstacles. Concerning satisfying target language learning fruitful learning outcomes, second language educationalists need to expose their learners to interactive, enjoyable, relatable, meaningful, and authentic learning dynamics in which they instill a higher level of confidence while utilizing the specifically acquired learning competencies.

The implications of these thematically-categorized research themes prompted second language educators to start internalizing emotionally-supportive language classrooms in their regular learning basis in which EFL learners embolden themselves to be courageous risk takers and life-long knowledge discoverers in their entire life journey. Having said this, it is worth keeping in mind that second language educationalists should establish a solid networking with other educational stakeholders to devise more innovative, interactive, and meaningful learning activities catering learners' divergent learning needs.

Two major specific shortcomings need to be confessed for the betterment of prospective studies. The first drawback is closely related to the generalizability forming in the thematically-categorized research themes. As these specifically generated research results are solely based on worldwide EFL teaching-learning contexts, there remains an open-ended inquiry as to whether an emotionally supportive classroom learning environment can be a single-handed learning solution to release more holistic learning outcomes to our learners. To that end, prospective researchers need to specifically dig out other potential supportive learning approaches and activities that can fully support Indonesian EFL learners' target language learning competencies development to provide various applicable language learning strategies to be applied by our educators. The second shortfall is mutually interlinked with the small number of journal articles being reviewed in this small-scale library investigation. Thus, it is of great importance for future researchers to expand the amount of scientific work to be deeply investigated. This action will potentially promote more influential impacts for the robustness of forthcoming research results. Although this present small-scale library study was occupied with the aforesaid deficiencies, the currently-generated research themes could broaden EFL educational stakeholders' perspectives concerning the potential utilities of meaningfully supporting second language learners' target language learning competencies growth with an incessant enlightenment of more positive, supportive, and facilitative classroom climates.

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APPENDIX 1

Emotionally-Supportive Classrooms Thematic Analysis

Studies	Research Results
1. Alrabai, F. (2022). Modeling the relationship between classroom emotions, motivation, and learner willingness to communicate in EFL: Applying a holistic approach of positive psychology in SLA research. *Journal of Multilingual and Multicultural Development*, 1-19.	It is pivotal for second language educators to instill more enjoyable learning activities in order to strongly support EFL learners' positive emotions growth by which they can progressively transfigure into more successful target language academicians.
2. Azizpour, S., & Gholami, J. (2022). Foreign language classroom anxiety, positive orientation, and perceived teacher and student emotional support among Iranian EFL learners. *Research in English Language Pedagogy*, *10*(2), 321-345.	To efficiently corroborate EFL learners' positive emotions, second language educationalists need to establish more positive rapports with all learners, impart supportive learning assistances, and promote less-threatening learning environments where language learners can freely express their thoughts.
3. Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in psychology*, *10*, 2128.	It was revealed that an overwhelming majority of Chinese EFL learners were more willing to confront a vast variety of taxing learning challenges in their entire language exposure since their second language educators successfully promoted interactive and authentic learning enterprises wherein they fostered their target language competencies to the fullest levels.
4. Fang, F., & Tang, X. (2021). The relationship between Chinese English major students' learning anxiety and enjoyment in an English language classroom: a positive psychology perspective. *Frontiers in Psychology*, *12*, 705244.	When second language teachers were more adept at deploying a wide array of meaningful teaching-learning activities, assessments, and materials, the majority of Chinese university EFL learners tended to communicate their ideas by utilizing the target language as they were no longer fear of specific criticisms addressed by their learning instructors.
5. Kang, C., & Wu, J. (2022). A theoretical review on the role of positive emotional classroom rapport in preventing EFL students' shame: A control-value theory perspective. *Frontiers in Psychology*, *13*, 977240.	It will be beneficial for second language teachers to start prioritizing the terrific development of positive emotional classroom rapport with diverse learners by which they were more capable of boosting their academic performances and confidence to greater potential.

6. Kantaridou, Z., & Psaltou-Joycey, A. (2022). Positive emotions and self-regulation strategies in EFL classroom situations. *Selected papers on theoretical and applied linguistics*, *24*, 401-419.	With the constant support of positively-sound classroom learning vicinities, second language learners had become better in regulating their personalized learning activities by which they gained a more profound awareness of appropriate learning strategies to be internalized in their designated learning processes.
7. Kushkiev, P. (2019). The role of positive emotions in second language acquisition: Some critical considerations. *Mextesol Journal*, *43*(4), 1-10.	It is becoming progressively crucial for globalized second language learning instructors to provide adequate supportive learning assistances for their learners until they have fully mastered the desired competencies. This action matters most for an outstanding advancement of positive emotions since learners feel supported whenever they face a vast array of taxing learning difficulties.
8. Li, C., & Xu, J. (2019). Trait emotional intelligence and classroom emotions: A positive psychology investigation and intervention among Chinese EFL learners. *Frontiers in psychology*, *10*, 2453.	The gradual diminution of excessive foreign language anxiety is ensured when second language educators are highly committed to play their new current roles as supportive learning facilitators who are always ready to help learners encountering varied adverse learning impediments.
9. Li, C., Dewaele, J. M., & Jiang, G. (2020). The complex relationship between classroom emotions and EFL achievement in China. *Applied Linguistics Review*, *11*(3), 485-510.	With an incessant enlightenment of conducive-friendly classroom learning surroundings, a vast majority of Chinese EFL learners fully attained more satisfying target language learning achievements. This coveted learning outcome happened as they had a higher level of motivation to independently elevate their target language competencies to the utmost potential.
10. Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, *41*(3), 246-263.	With the continual accompaniment of emotionally-supportive classroom learning surroundings, EFL learners had progressively transfigured into more proactive learning participants in various learning activities prepared by their teachers. This commendable learning trait is not happening by coincidence since EFL learners totally enjoyed their whole language learning processes.
11. Oladrostam, E., Rezaee, A. A., & Nushi, M. (2022). Positive Psychology and SLA Revisited: Unearthing Positive Emotions in EFL Classrooms. *Frontiers in Psychology*, *13*, 922413.	It was evinced that through the inducement of emotionally-supportive learning atmosphere, the predominant number of EFL learners continually showcased more positive, supportive, and collaborative learning participations during taking part in various kinds of learning processes. This laudable

	learning attribute happened since their designated learning efforts were highly appreciated by their teachers.
12. Phan, H. P., Ngu, B. H., Lin, R. Y., Wang, H. W., Shih, J. H., & Shi, S. Y. (2019). Predicting and enhancing students' positive emotions: An empirical study from a Taiwanese sociocultural context. *Heliyon*, *5*(10).	It was unfolded that with the ceaseless integration of emotionally-supportive classroom learning milieu, Vietnamese EFL learners were more prone to accomplish a wide variety of challenging language learning tasks in which they held robust contentions that they were more than capable of tackling any kinds of arduous learning assignments since they believed in their capabilities.
13. Reilly, P. (2021). Promoting positive emotions among university EFL learners. *Language Learning in Higher Education*, *11*(1), 153-173.	Pleasant classroom learning situations are inextricably associated with EFL learners' gratifying target language learning performances wherein they inculcated a higher level of growth mindset that their presently-situated learning competencies can be developed to more advanced levels as long as they are committed to continuously practice their target language competencies and instill positive emotions during participating in manifold learning activities.
14. Sadoughi, M., & Hejazi, S. Y. (2021). Teacher support and academic engagement among EFL learners: The role of positive academic emotions. *Studies in Educational Evaluation*, *70*, 101060.	After being immersed with supportive learning supports by their teachers, EFL learners are more encouraged to volunteer in answering many kinds of challenging inquiries resided within their daily classroom learning dynamics. This positive learning trait does not happen by chance. Rather, these learners felt that their actual presence in the classrooms is highly valued by their teachers.
15. Shao, K., Nicholson, L. J., Kutuk, G., & Lei, F. (2020). Emotions and instructed language learning: Proposing a second language emotions and positive psychology model. *Frontiers in Psychology*, *11*, 2142.	With an incorporation of emotionally-supportive language learning climates, EFL learners had a higher degree of tendency to consistently display venerable learning behaviors in their daily classroom basis. This coveted learning occurrence took place since EFL learners had become more skillful at regulating their negative emotions while being crammed with a wide variety of unpleasant learning situations.
16. Shen, B., Wang, Y., Yang, Y., & Yu, X. (2023). Relationships between Chinese university EFL learners' academic emotions and self-regulated learning strategies: A	It was uncovered that Chinese university EFL learners had become better at controlling their presently-situated learning environments after being exposed to emotionally-supportive classroom circumstances wherein they critically

structural equation model. *Language Teaching Research*, 13621688221144832.	evaluated their particular learning weaknesses for the betterment of their future learning performances.
17. Wang, J., Zhang, X., & Zhang, L. J. (2022). Effects of teacher engagement on students' achievement in an online English as a foreign language classroom: The mediating role of autonomous motivation and positive emotions. *Frontiers in Psychology*, *13*, 950652.	A great number of Chinese EFL learners were more determined to resolve their specific learning hurdles amidst the internalization of emotionally-supportive classroom vicinities where language learners viewed the currently-situated learning challenges as one of the major driving forces for them to achieve more fruitful learning success in the future.
18. Xie, X., & Guo, J. (2023). Influence of teacher-and-peer support on positive academic emotions in EFL learning: the mediating role of mindfulness. *The Asia-Pacific Education Researcher*, *32*(4), 439-447.	With the apparent presence of emotionally-supportive learning atmosphere, EFL learners had gained a more profound awareness of their particular learning tasks given by the teachers. As a result of this mindfulness, they have become more successful in generating finalized learning outputs with satisfying results.
19. Yu, Q. (2022). A review of foreign language learners' emotions. *Frontiers in Psychology*, *12*, 827104.	It was unveiled that with the ceaseless presence of emotionally-supportive learning surroundings, EFL learners have gradually shifted into more broad-minded, thoughtful, and mature academicians who sincerely receive various kinds of feedback imparted by their learning instructors and counterparts. Resultantly, they became more proficient in their target language skills.
20. Zheng, S., & Zhou, X. (2022). Positive influence of cooperative learning and emotion regulation on EFL learners' foreign language enjoyment. *International Journal of Environmental Research and Public Health*, *19*(19), 12604.	It is believed that with the tangible realization of emotionally-supportive classroom learning vicinities, EFL learners can hone their communication, teamwork, and social skills to the more advanced growth since they learn extensively to establish a more solid, mutual, and collaborative networking with other learning community members possessing distinctive perspectives in order to collectively attain the desirable learning objectives.