

RESEARCH ARTICLE

Positive emotions, academic performance and well-being in language learning: a bibliometric analysis

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ABSTRACT

This bibliometric study investigates the impact of positive emotions without neglecting the benefits of negative emotions on academic performance and well-being among teachers and students in language education. The current study synthesized retrieved data from 382 relevant studies published between 2013 and 2023 using LENS software and provided suggestions for future studies in the field. Descriptive characteristics of the publications showed an increased number of publications in 2015 and 2018. The top two leading authors by publication amount and citation score were J-M. Dewaele and P.D. Macintyre. The results indicated that positive emotions have a significant impact on academic success, the development of students' skills and abilities, and increase overall well-being among students and teachers in language education. The findings are useful for researchers interested in an overview of publication trends in language education, for teachers and students encouraging a deeper understanding of positive emotions' impact on academic performance and creating an efficient learning environment. Nevertheless, future research should explore the integration of gender, and sociocultural variables to better understand how emotional experiences and their impacts in learning may vary across diverse teaching contexts and learner populations.

Keywords: bibliometric analysis; well-being; positive emotions; academic performance; students, teachers; language education

1. Introduction

The impact of positive emotions on students' academic achievements and overall well-being is one of the major research questions that positive psychologists have explored in recent years^[1,2]. The previous studies brought to light the evidence of the detrimental effect of language learning anxiety^[3,4], stress among teachers^[5] and high levels of anxiety in a classroom^[1] on academic performance and academic achievements among students, due to a decrease in their well-being. The main idea of the well-being approach is to enhance people's flourishing through reinforcing their positive emotions, engagement, sense of meaning, accomplishment, and relationships^[6]. It has been stated that awareness of our strengths is crucial for academic achievement, learning language motivation, social-behavioural learning^[7] life achievements and improvements in well-being^[2,3].

Few recent studies have focused on the impact of methods enhancing the positive climate in the classroom, such as structured peer feedback, mindfulness practices, and strengths-based instruction during the teaching-learning process^[8]. However, among many studies focused on emotions' influence on academic performance

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and their hypothesized impact on overall well-being, only a few studies measured exclusively teachers' or students' well-being in language learning, with the latter group less frequently studied^[9,10]. The role of well-being in learning a language compared to learning other subjects is important because of its connection with cultural and social dimensions, which might reinforce cognitive and emotional aspects of learning^[10]. Examining well-being within language learning settings is essential, especially in classrooms marked by linguistic and cultural diversity, where students' emotional and motivational experiences can vary widely based on their individual backgrounds^[11]. This is especially important in classrooms where diverse norms around emotion and identity can shape learners' experiences^[11]. Overlooking these factors may lead to an incomplete understanding of the emotional demands of language acquisition. Overall, it has been stated that well-being can benefit both emotional and academic experiences among teachers and learners through higher foreign language enjoyment and teachers' job engagement^[7]. Higher well-being enhances the reinforcement of personal resources for more efficient language learning, broadening students' perspectives, and improving their engagement in learning^[7].

Recent comparative research explored how enjoyment and anxiety affect foreign language learning performance^[1,12,13], while a significantly greater number of studies focused on associations between negative emotions and achievements^[4,14]. A few studies explored the connections between emotions and motivation, considering motivation an influential trigger for improving academic performance^[15-18]. Therefore, the current bibliometric study aims to analyse existing studies identified in high-ranked databases (Core, PubMed, Microsoft Academic) and synthesize findings on the reported impact of positive emotions on academic performance and overall well-being among students and teachers involved in language education. Although there is increasing interest in the role of emotions in language education, bibliometric analyses remain scarce. Such an approach provides a structured framework to trace publication patterns, highlight key contributors, and reveal overlooked research areas, especially those connecting emotional well-being to teaching strategies and classroom practices.

2. Literature review

Mastering a foreign language involves more than cognitive skills; it crucially hinges on emotional and socio-cultural elements^[11]. Beyond the acquisition of vocabulary and grammar, it demands proficiency in communication, interaction, and the assimilation of cultural nuances^[10]. This complex learning process intertwines personal experiences and emotions with academic pursuits, highlighting the importance of understanding the interplay between emotions, academic achievement, and overall well-being. Analyzing the main streams in recent studies on emotions in the learning context, the following two streams can be distinguished: 1) identifying and mitigating negative emotions in education, and 2) studying the impacts of positive emotions on academic achievements and ways of strengthening them. For instance, Horwitz^[14] indicated that both positive and negative emotions occur during language learning (LL), with negative emotions prevailing. Foreign language anxiety may include low levels of self-confidence and self-efficacy and can affect learning experiences and outcomes at every stage of the LL course, predicting academic performance^[4]. On the other hand, stress among teachers^[5] and their emotional intelligence^[9,19] have a negative impact on students' academic achievements and overall well-being.

At the same time, research increasingly highlights the critical role of positive emotions such as enjoyment, curiosity, and interest in facilitating effective language learning, enhancing cognitive engagement, motivation, and academic performance^[13,20]. Oxford^[10] emphasizes that intentional reinforcement of such emotions can broaden learners' cognitive and communicative capacities, supporting the development of stronger linguistic competence and adaptive learning strategies.

Few studies explored the connections between emotional intelligence (EI) and academic performance. Gregersen et al. ^[11] demonstrated the significant role of EI in learning and academic performance. EI is recognized as crucial in teachers' work since it might increase students' motivation and positive attitudes^[18], and decrease their anxiety levels^[19]. A study by Dewaele^[9] focused on relationships between EI, teachers' love of English, attitudes towards institutions and students, classroom practices, enjoyment, and creativity, indicating positive associations among these variables. Furthermore, high EI among teachers helps them to effectively manage their own emotions as well as students' emotions^[9]. Another study indicated an interconnection between primary control and positive reappraisal of psychological needs including relatedness, competence, and autonomy^[15]. A similar study indicated that emotional rewards are crucial for teacher practice^[21].

The literature indicates that supportive institutions, positive social relationships, and positive emotions had a positive impact on levels of resilience and stress among teachers^[5]. Healthy relationships (i.e. meaningful, positive, and supportive) enhance positive emotions and increase the well-being of learners^[6]. Establishing an emotional connection between teachers and learners enhances close interpersonal relationships and emotional experiences in a classroom^[22,23].

According to a study by Usman, Silviyanti and Marzatillah^[16], teachers' personalities and competencies have a significant impact on motivation among students learning English. Burri, Chen and Baker^[24] indicated that establishing a teacher's identity has an impact on their relationships with students and the overall learning process. Moreover, personal, and academic attitudes among teachers were evaluated as significant in motivating or demotivating students to learn English as a foreign language^[25]. A study by Gkonou and Miller^[26] focused on affective labour among language teachers because of their engagement in teaching anxious students. Teachers' passion is highly associated with their motivation, self-efficacy, and job commitment; however, these might be influenced by social factors as well^[27]. A study by Daewele and Alfawzan^[1] indicated the highest impact of enjoyment rather than classroom anxiety on overall performance, self-evaluated abilities, and scores on comprehension tests. Moreover, enjoyment in learning a foreign language is associated with higher results in measurement of attitude towards foreign learning, teaching, learning in class etc. ^[13]. Consequently, teachers should focus more on creating a positive atmosphere where students can learn with enjoyment rather than worry about triggering negative emotions.

Oxford^[20] explored emotions as a primary motive in learning and shared ways of applying understanding, managing emotions, and enhancing positive emotions to language learners. A study by Scida and Jones^[4] evaluated the impact of practices in which the following components are combined: foreign language learning, positive and negative emotions, self-efficacy, and classroom atmosphere. The connections between motivation and emotions among EFL students were explored by Pavelescu^[17,26], while a study by Chateau and Candas^[28] explored the relationships between emotions and students' autonomy.

Recent studies have focused on enhancing the classroom's positive climate and the teaching-learning process. Falout^[29] examined how classroom arrangements influence learning, emotions, and students' well-being. The importance of feedback in the learning process was highlighted by Zhang and Hyland^[30] and Sharif and Zainuddin^[31], showing its role in fostering student improvement and engagement. These studies underscore the need for further research into the links between positive emotions in the classroom and the well-being of both learners and teachers.

A few available studies on the relationships between positive emotions, academic performance well-being among both students and teachers, provided data indicating the need for enhancing positive emotions to empower participants in the teaching-learning process, increase their engagement and accomplishments and

overall well-being as well^[13,29]. However, no studies have explored the impact of emotions on performance among students and teachers as well as their well-being in the language learning domain.

3. Methodology/Materials

3.1. Bibliometric study

Bibliometric studies use statistical methods to analyze scholarly publications across a wide spectrum, including peer-reviewed journal articles, e-books, conference proceedings, periodicals, reviews, and reports.^[32] The bibliometric study offers a range of methods allowing analysis of empirical studies and literature reviews^[2,3,32]. This descriptive bibliometric study was performed because it provides researchers the opportunity to investigate existing scientific patterns, trends, and associations in searched domains and interrelated fields based on publication data from highly ranked databases. To accomplish bibliometric analysis, a structured database with appropriate data is required to allow researchers to answer research questions^[2,3,32]. The current study aims at exploring and analyzing the available data on the impact of emotions on academic performance and overall or psychological well-being among students and teachers involved in language education and synthesizing them. Furthermore, the existing scientific patterns, trends, and associations in searched domains will be reported.

3.2. Purpose of the study and research questions

The primary purpose of this study is to explore scientific publication trends and patterns in research domains of "positive emotions, academic performance and well-being" concerning "teachers and students in language education". The paper also highlights the contributions, and gaps, and indicates potential research ideas for further studies. Based on the research objectives and scope, research questions formulated as below:

RQ1 What are the descriptives of published studies?

RQ2 Who are the most productive authors/co-authors, and what are their subjects and fields of study? What are the citation results of those authors?

RQ3 What are the keyword analysis results of the publications?

3.3. Data collection and data analysis

Systematic search was performed using the databases which are accessible through LENS (www.lens.org): Core (n=382), Microsoft Academic (n=375), PubMed (n=23), and PubMed Central (n=5) to identify relevant papers. LENS was selected for its inclusive indexing strategy and comprehensive citation coverage. It offers broader access to open-access journals and grey literature that are often not included in Scopus or Web of Science. According to Martín-Martín et al. (2020), LENS provides up to 20% greater coverage than traditional indexing services, particularly in the fields of education and interdisciplinary research. However, exclusive reliance on LENS may limit access to proprietary journals and non-English publications, potentially narrowing the scope of analysis.

No restrictions by countries, categories, institutions were imposed, however, all the chosen for analysis papers were written in English. LENS was used to visually analyze the trends of annual publications, most active authors in relation to the field and subject of study, and distributions of the most cited papers about emotions and wellbeing in language education. Additionally, co-occurring keywords were also analyzed by LENS to identify research frontiers and trends. The publication data was retrieved from the aforementioned databases (382 papers) using the following inclusion criteria:

Scholarly Works (382) = academic performance AND emotions AND well-being AND education AND students AND teachers AND positive

Filters: Year Published = (2013 - 2023) Publication Type = (journal article) Field of Study = (Psychology)
Subject = (Linguistics and Language)

The data was retrieved as plain .txt and excel .csv, file formats for further analysis.

The validation of the search query was based on reviewing the titles and abstracts of 382 relevant documents addressing the relationships between emotions, academic achievement, and well-being in language education to ensure alignment with the scope of the research. This step helped eliminate false positives by excluding studies focusing on unrelated topics or alternative approaches. Following this initial screening, the full texts of the selected documents were also reviewed prior to final inclusion to verify their relevance and methodological alignment. To further ensure accuracy, results from the comprehensive LENS search (covering publications from 2013 to 2023) were cross-referenced across databases to eliminate duplicates. Any discrepancies in publication counts between databases were checked and resolved manually. No duplicate or missing records were found, ensuring the integrity of the final dataset.

4. Results and findings

4.1. Publication profile and descriptive publication results

The analyzed papers were written in English by authors from 51 countries. Descriptive characteristics of the publications showed an increased number of publications in 2015 (n=76) and 2018 (n=75) and a significant decrease after 2019. The top two leading authors by number of papers and citation score were Jean-Marc Dewaele (29 papers and 2090 citations) and Peter D. MacIntyre (7 papers and 1097 citations). Moreover, the most cited study was carried out by Dewaele and colleagues in 2014 with 501 citations. Among 382 identified studies, the top five categories of fields of study were determined, including psychology (n=64), social psychology (n=23), language acquisition (n=20), and pedagogy (n=15).

Few studies have focused on exploration of enjoyment and anxiety in relation to foreign language learning. Enjoyment and love were recognized as key emotions for overall academic performance^[1] foreign language (FL) learners' involvement and success^[23]. Another study checked if the emotion (enjoyment or anxiety) experienced by foreign language learners in a classroom could be considered as teacher-related^[12]. A study by Pavelescu and Petric^[23] indicated a stronger positive impact of love on learners' engagement and academic success. According to a study by Oxford^[10], engagement and meaning should be combined since they both increase intrinsic motivation, flow, and accomplishments in LL, including language proficiency, passing a level, and effective use of vocabulary. Overall, the rise in publications during 2015 and 2018 likely reflects the growing integration of positive psychology into educational research, alongside increasing global concern for student mental health and teacher well-being. During this period, themes such as emotional intelligence and psychological resilience gained prominence in academic conferences and funding calls, contributing to a surge of interest in well-being-focused educational studies.

4.2. Annual trends in publications

As shown in **Figure 1**, research on the impact of positive emotions on well-being in LL classrooms can be roughly divided into three periods. The first period is from 2013 to 2014, when the number of publications stays below 30. In the second stage from 2015 to 2019, the number of records increased rapidly (in 2015 n=76, in 2018 n=75) despite a few downward trends identified in 2016 (n=48), 2017 (n=48) and 2019 (n=55). This showed that the impact of emotions on well-being among participants of LL gradually became a popular research subject. In the third stage from 2020 to 2023, we observe fluctuations in the volume of publications at a level of < 30 and 0 in 2021. Besides, within the search range, studies analyzed in this manuscript were cited 6,990 times in total, and the average number of citations was 18.3 per paper. During the COVID-19

pandemic, the number of published papers decreased rapidly in the field of emotions and well-being in the language learning field, accounting for 21%. After 2019 and till now not much attention has been paid to this research domain.

The top 10 fields of studies related to emotions and well-being among teachers and language learners published between 2013 and 2023, were illustrated in Figure 1. Psychology showed high interest among researchers during the whole search period, with the highest record in 2015 (n=75) and in 2018 (n=74). Studies within the social psychology field were mostly published in 2015 (n=24), while papers in pedagogy received the highest score in 2015 (n=29), followed by 2016 (n=21) and 2017 (n=21).

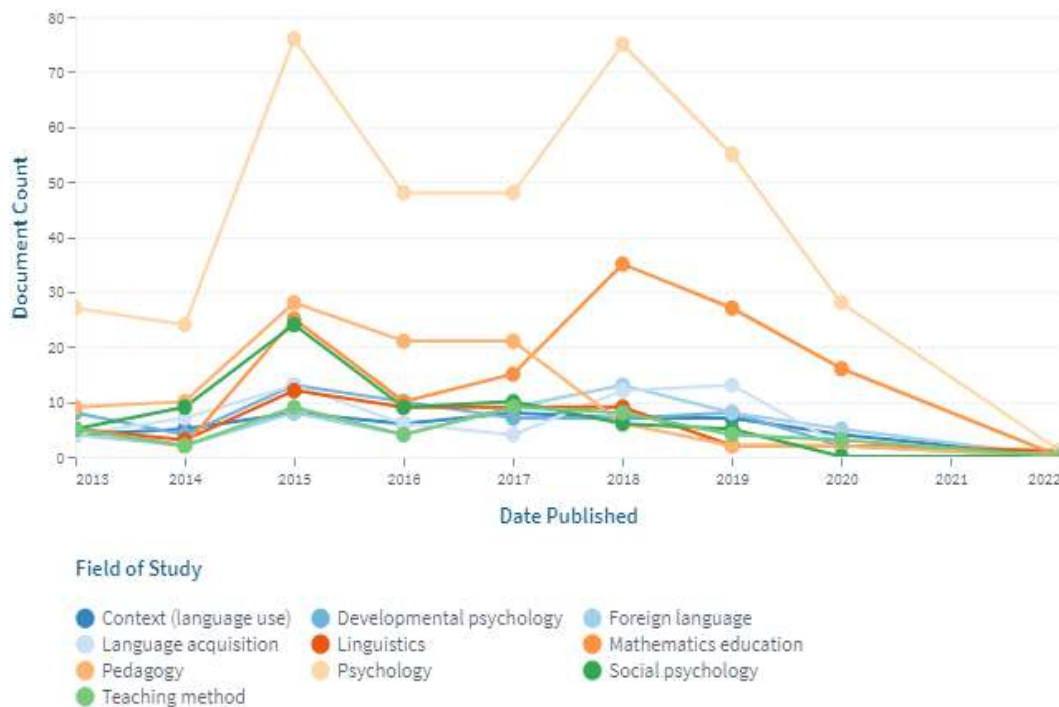


Figure 1. Publication records by date of publishing and most popular fields of study (2013-2023)

Trends from **Figure 1** show publication surges in 2015 and 2018, likely reflecting the rise of positive psychology in education and increased attention to teacher/student well-being before pandemic-related disruptions.

4.3. Authors/co-authors analysis and citations

As shown, the table and figures were presented to reveal the most prolific authors/co-authors, and demonstrate their fields of studies, research subjects, and citing score, which provides information on authors' productivity and potential in establishing cooperative relationships. As described in **Table 1**, Jean-Marc Dewaele (n=29) published the largest number of studies with 2,090 citations in total, followed by Peter D. Macintyre (n=7) with 1,097 citations in total, and Sarah Mercer (n=4) with 284 citations in total. However, the most productive authors measured by an average score of citations per paper were Peter D. Macintyre (n=157), Chengchen Li (n=88) and Jean-Marc Dewaele (n=72).

Table 1. Top 10 authors by document count, sum and average citing scholarly works

| Author | Publications (n) | Sum Citing Scholarly Works (n) | Productivity (Average citation per papers) |
|--------------------|------------------|--------------------------------|--------------------------------------------|
| Jean-Marc Dewaele | 29 | 2090 | 72 |
| Peter D. Macintyre | 7 | 1097 | 157 |

| | | | |
|----------------------|---|-----|-----|
| Sarah Mercer | 4 | 284 | 71 |
| Chengchen Li | 3 | 220 | 88 |
| Christina Gkonou | 3 | 120 | 40 |
| Hooshang Khoshima | 3 | 6 | 2 |
| Magdalena Kubanyiova | 3 | 222 | 74 |
| Miroslaw Pawlak | 3 | 26 | 8.6 |
| Rebeca L Oxford | 3 | 75 | 25 |
| Ali H Al-Hoorie | 2 | 134 | 67 |

Table 1. (Continued)

Jean-Marc Dewaele and his team explored the impact of positive and negative emotions on learners' and teachers' well-being from linguistic and language acquisition perspectives, publishing studies in psychology, social psychology, and education. Peter D. Macintyre was a leading author in social psychology and education, focusing on relationships between emotions and motivation in language education. The dominance of a few highly productive authors (e.g., Dewaele, MacIntyre) may shape the field's theoretical focus and methodologies, potentially restricting the range of perspectives and contextual diversity explored. In addition, we can see that other authors who published 2-4 papers and received a low score in citations, work in a field of pedagogy or language acquisition, focusing on communication or literature.

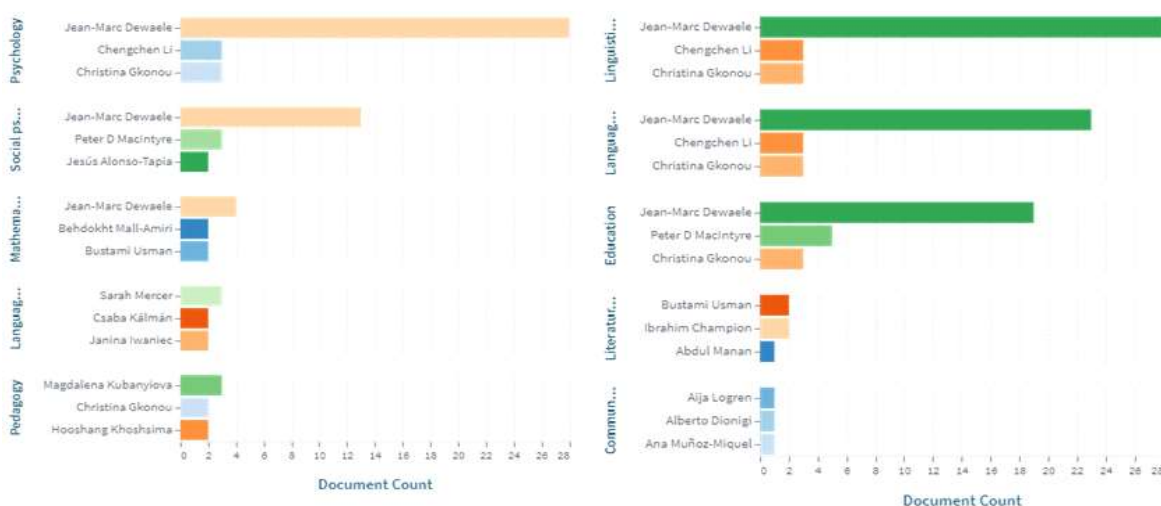


Figure 2. Authors by field and subject of study

4.4. Most cited articles

The most cited references were viewed as landmarks based on their basic contributions.

Table 2. Most cited papers

| | Title | Author | Published | Journal / Source | Citations |
|---|-------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------|------------------------------------------------------------------|-------------------------------------|
| 1 | The two faces of Janus? Anxiety and enjoyment in the foreign language classroom | Jean-Marc Dewaele, Peter D MacIntyre | 1-Jan-14 | Studies in Second Language Learning and Teaching, 4(2), 237-274. | Citing Works: 494 References: 73 |
| 2 | Foreign language enjoyment and anxiety: the effect of teacher and learner variables | Jean-Marc Dewaele, John Witney , Kazuya Saito , Livia Dewaele | 17-Feb-17 | Language Teaching Research, 22(6), 676-697. | Citing Works: 272 References: 40 |

| | | | | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------|------------------------------------------------------------------|-----------------------------------|
| 3 | Introducing Positive Psychology to SLA. | Peter D MacIntyre, Sarah Mercer | 1-Jan-14 | Studies in Second Language Learning and Teaching 4(2), 153-172. | Citing Works: 232 References: 64 |
| 4 | Does the effect of enjoyment outweigh that of anxiety in foreign language performance | Jean-Marc Dewaele, Mateb Alfawzan | 27-Mar-18 | Studies in Second Language Learning and Teaching, 8(1), 21-45. | Citing Works: 160 References: 40 |
| 5 | Language Teacher Cognition in Applied Linguistics Research: Revisiting the Territory, Redrawing the Boundaries, Reclaiming the Relevance | Magdalena Kubanyiova, Anne Feryok | 2-Oct-15 | The Modern Language Journal, 99 (3), 435-449. | Citing Works: 158 References: 135 |
| 6 | Enjoyment and anxiety in second language communication: an idiodynamic approach | Carmen Boudreau, Peter D MacIntyre , Jean-Marc Dewaele | 27-Mar-18 | Studies in Second Language Learning and Teaching, 8(1), 149-170. | Citing Works: 141 References: 39 |
| 7 | Understanding Chinese high school students' foreign language enjoyment: validation of the Chinese version of the Foreign Language Enjoyment Scale | Chengchen Li , Guiying Jiang , Jean-Marc Dewaele | 2018 | System, 76,183-196. | Citing Works: 139 References: 45 |
| 8 | The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult Bi- and multilinguals. | Jean-Marc Dewaele | 22-Aug-13 | The Modern Language Journal, 97(3), 670-684. | Citing Works: 135 References: 51 |
| 9 | Student engagement with teacher and automated feedback on L2 writing | Zhe Zhang, Ken Hyland | 10-Jul-05 | Assessing Writing, 36, 90-102. | Citing Works: 135 References: 41 |
| 10 | Positive and negative emotions underlie motivation for L2 learning | Peter D MacIntyre, Laszlo Vincze | 31-Mar-17 | Studies in Second Language Learning and Teaching, 7(1), 61-88. | Citing Works: 128 References: 0 |

Table 2. (Continued)

By analyzing retrieved studies, the key points in knowledge of each field could be identified. The four of them were published in *Studies in Second Language Learning*, indicating the importance of them in that field. The key theme in the provided list was anxiety and language learning environment. As shown in **Table 2**, the most cited article was written by Jean-Marc Dewaele and Peter D. Macintyre (Jan 2014) with the highest citation score (494 counts out of 6,990, which is 7%), which explored the impact of enjoyment and anxiety on foreign language environment. The authors aimed to study the relationships between internal (student-related) and external (teacher or classroom-related) variables and experiencing emotions in LL classrooms. Paper written by Jean-Marc Dewaele and colleagues (Feb 2017) with 272 citations (3.8% out of total) and a study by Peter D. Macintyre and Sarah Mercer (Jan 2014) with 232 citations (3.3% out of total). Other papers received citation scores between 128 and 160, which is 996 citations in total and 14% out of total citation records. The most cited articles appeared in *Studies in Second Language Learning and Teaching*, and *Language Teaching Research*, highlighting their central role in this research domain, particularly within applied linguistics and second language acquisition.

4.5. Keyword co-occurrence analysis

There were 108 keywords when the co-occurrence analysis of retrieved papers was made. Keywords with low score in co-occurrence were considered as not related to the research domain studied in this paper and were filtered out for more efficient analysis. **Figure 3** shows 36 keywords by citation score.



Figure 3. A word cloud of highly co-occurred keywords by average citation score

Based on the results shown in **Figure 3**, the following categories of co-occurred keywords were established:

1. abilities, emotions, and well-being category (Bfptsq (five personal traits) n=25, resilience n=14, satisfaction n=14, self-regulation n=9, mental health n=8, forgiveness n=1, emotions n=1, crying n=1),
2. language learning category (replication n=30, invented spelling n=29, early literacy n=29, language n=25, language disorder n=25, education n=24, explanation n=14, written discourse n=4, written discourse n=4),
3. cognitive concepts (intention n=30, outcome n=30, moral development n=30, moral judgment n=30, false belief n=25, reasoning n=14, client perception n= 14, inferencing n=8),
4. relationships (acceptability n=30, prosocial n=8, advice-giving n=4),
5. categories of people (deaf children n=25, parents n=24, children n=15, teaching assistants n=9),
6. research and methodology (diary research n=14, test validation n=9),
7. category of interventions (punishment n=30, intervention n=29, narrative intervention n=9, interpersonal strategy n=4).

In this study's keyword co-occurrence analysis, a significant emphasis on language-related concepts over emotion-related ones was observed, as evidenced by the prevalence of terms in the language learning and cognitive concepts categories. This finding highlights the intricate relationship between language acquisition and cognitive development. It also underscores the need for further exploration into how emotional well-being and abilities interplay with language learning, as indicated by the 'abilities, emotions, and well-being' category. The low frequency of emotion-related terms indicates a gap in emotion-focused research within the field. Future studies should therefore prioritize underrepresented emotional constructs such as resilience, hope, and empathy within the context of language education. Researchers are encouraged to intentionally include these constructs in keyword taxonomies to enhance their visibility and traceability in bibliometric analyses.

5. Discussion and conclusion

5.1. Discussion

Overall, 382 records published between 2013 and 2023 were retrieved from highly ranked databases (Core, Microsoft Academic, PubMed and PubMed Central) and analyzed using LENS software. The increased publication trend between 2015 and 2020 might be attributed to growing interest in the role of emotions in educational contexts and the rising popularity of positive psychology. However, the decrease in research interest in well-being among students and teachers may indicate the need to explore novel and diverse aspects of the interconnections between emotions, academic performance, and well-being. During the COVID-19 pandemic, the number of published papers in this field decreased sharply, accounting for 21% of the total publications. After 2019, limited attention has been given to this research area, which may be attributed to the rapid shift toward online learning during the COVID-19 pandemic and the resulting shift in scholarly focus toward the opportunities and challenges of remote education. The pandemic not only intensified emotional stress but also disrupted traditional classroom interactions, leading to increased emotional isolation, reduced motivation, and a redefinition of engagement and well-being. These changes likely redirected research priorities away from emotion-focused studies, while simultaneously revealing the growing need for digital emotional literacy and strategies to support well-being in virtual learning environments.

Based on the conclusions of this study, teachers must acknowledge the complexity and significance of emotions in the classroom experience in terms of increasing academic performance among students ^[23,33]. Cultivating positive emotions during the teaching language process improves academic achievements and increases overall well-being among teachers and learners ^[23]. However, appropriate challenges may elicit manageable stress and promote resilience among students, because it results in conducting positive changes, experiencing academic accomplishments, or overcoming challenges among resilient students ^[34].

Detailed analysis of publication records between 2013 and 2023 allows for a few informative insights on the research on positive emotions, academic performance and well-being in the language learning context described above. The significantly increased interest in the mentioned research domain between 2015 and 2018 was followed by a drop after 2019, indicating a changeable research focus and the possible impact of external factors such as COVID-19. According to the received data, the psychology-related domains including social psychology and pedagogy, demonstrated higher interest in the explored topic suggesting potential for future studies and potential for mastery in the area. The output brought by authors Dewaele and MacIntyre significantly contributed to studies on the impact of emotions on academic performance related to learning language and overall well-being. However, despite their contributions, there is a relative lack of data related to exploring the interrelations between various emotions, academic performance and well-being of the participants of the learning language process. Studies focused on these interconnections are crucial to fill this research gap and provide useful practical recommendations for teachers and learners in the language learning context.

Diversified pedagogical approaches such as narrative-based learning, SEL frameworks, culturally responsive teaching, and adaptive feedback, have been shown to enhance emotional engagement and learner well-being ^[7,20]. Reflective narratives and strength-based mentoring promote self-awareness and motivation ^[23], while mindfulness-infused lessons and gamified assessments help reduce anxiety and support emotional regulation ^[1,4]. Importantly, research highlights that positive emotions, particularly enjoyment, often outweigh the negative impact of anxiety in foreign language learning, underscoring the critical role of fostering enjoyment to enhance learner outcomes ^[1,13]. These insights align with the growing research focus on the positive role of emotions in language learning. Moreover, the instability in publication trends and the

dominance of psychological frameworks in the field ^[2]. Martín-Martín et al. ^[35] highlight the need for integrative pedagogical models that combine emotional, cognitive, and instructional dimensions. Doing so can deepen our understanding of how positive emotions contribute to language learning success and learner well-being ^[11,13,18].

5.2. Practical implications for educators, learners, and positive psychologists

The research presents a wealth of practical implications for both educators and learners in the field of language education through understanding the impact of positive emotions on academic performance and well-being is crucial for optimizing education. Recognizing the complexity of emotions and integrating this knowledge into classroom experience allows educators to establish a more conducive and emotionally supportive learning environment and to apply more adjusted teaching approaches that consider individual differences, backgrounds, and attitudes of learners^[12,23,32].

Techniques such as savoring positive experiences, learning optimism, and gratitude journaling are recognized as effective strategies for leveraging positive emotions to enhance academic performance in language learning ^[10,11]. Complementary classroom interventions, including emotion check-ins^[28], peer support circles^[26], strengths-based teacher feedback^[19], mindfulness practices ^[4], and growth mindset training^[7] - further support learners' emotional engagement and well-being. While the emphasis on positive emotions is central, educators should also recognize that, for resilient learners, negative emotions can serve as catalysts for growth, academic accomplishment, and deeper self-awareness^[34].

Integration of positive psychology into educational practice enriches it with valuable tools and useful approaches providing tools to foster a growth mindset, reinforce positive and manage negative emotions, build self-efficacy and increase overall well-being for both teachers and learners^[2]. Well-being theory offers a framework for creating a more fulfilling and effective learning experience^[10]. Improving teachers' awareness of the importance of positive psychology (e.g., enjoyment, resilience, strengths, positive emotions, flow) and ways of applying it in the classroom will result in higher professional effectiveness among teachers and increased academic performance among students^[7]. Equipping teachers with tools and strategies offered by positive psychology can significantly enhance academic performance through embracing meaningful engagement, effective management of emotions, and building healthy interactions. Moreover, acknowledging the importance of fostering healthy relationships among participants in the learning process enhances positive emotions, subsequently improves their overall well-being, and significantly contributes to the overall educational experience^[6]. In addition, the scope of professional expectations and standards while recruiting teachers should also include teachers' engagement, need for professional growth, following new theories and trends in research along with awareness of applying novel scientific findings to establish meaningful positive learning experiences^[7] Paragraph text/ Tables Figures etc.

5.3. Limitations and future research suggestions

Several limitations of the current bibliometric study should be considered when interpreting its results. First, the focus was limited to four databases, when retrieving the sources for analysis. Including more databases in future might provide more comprehensive and up-to-date data. Second, only journal papers in English were included in this study, potentially excluding relevant studies published in other languages or formats. Third, bibliometric analyses rely primarily on quantitative measures such as citation counts, which may overlook less cited but valuable academic sources. Employing multiple methods could yield deeper insights and richer interpretations. Fourth, only LENS software was used in this study, incorporating other bibliometric tools might offer alternative perspectives on the data. Fifth, the analyzed studies themselves had limitations, such as studying emotions without sociocultural context^[9], selecting participants with primarily

positive emotional experiences in language learning, and not considering gender differences in emotional experiences and their impact on student well-being^[23].

Further research should focus on the analysis of a broader range of factors, including individual, social, psychological, economic, political and environmental, to receive more objective data. Discussed results indicated the significance of further explorations in this field to adjust certain methods and interventions to individual and situational factors, to increase their effectiveness in improving overall well-being among teachers and learners. Although emotional intelligence (EI) is widely recognized as a crucial factor in language education, it remains underrepresented in bibliometric trends revealed by this study's co-occurrence analysis. This disparity between the theoretical importance of EI and its limited presence in published research highlights a significant gap. Greater integration of emotional intelligence into both empirical and conceptual studies could strengthen the emotional competencies of teachers and learners, fostering more effective and emotionally responsive educational environments. In addition, the relatively low frequency of emotion-focused research signals a pressing need for future studies to prioritize underrepresented emotional constructs such as resilience, hope, and empathy within language learning contexts. Expanding research on these constructs would provide a more nuanced understanding of the emotional processes that support academic success and learner well-being.

Given the current state of research, there is a pressing need for more evidence-based studies that implement positive psychology interventions specifically tailored to the language learning context to enhance the well-being among teachers and students. Moving beyond predominantly quantitative designs toward qualitative (e.g., diaries, audio journals, narrative writing) and mixed-method approaches will deepen understanding of how positive emotions can be effectively fostered in educational practice. Cross-cultural investigations that adapt positive psychology theories and interventions to diverse language learning settings are also essential to broaden the applicability and relevance of these approaches. Additionally, future research should adopt a holistic perspective by examining a wider range of individual, social, psychological, economic, political, and environmental factors influencing emotional experiences. Focused exploration of underrepresented constructs and targeted application of positive psychology methods will build a robust theoretical foundation to improve academic performance and well-being across language education.

5.4. Conclusion

This bibliometric study is the first to systematically explore and analyze the scientific output related to the impact of positive emotions on academic performance and well-being among teachers and learners in language education. Examining publications from 2013 to 2023, the study illustrated dynamic trends in this research area. Notably, the number of publications addressing emotions and language learning increased steadily prior to the COVID-19 pandemic, reflecting growing scholarly interest. Central themes included the role of teachers and the influence of emotions on language learning efficacy. However, the analysis revealed a need for greater emphasis on the sociocultural context of emotions, with a more precise focus on positive emotions specifically. Few studies have addressed effective strategies to enhance well-being among teachers and learners, while accounting for individual, gender, and psychological differences.

Future research should prioritize developing and evaluating interventions and tools that improve well-being in language education for both teachers and learners. This requires considering their professional, social, and psychological contexts. Despite the overall increase in interest, a recent decline has been observed in research exploring the relationship between positive emotions and language education. Moreover, direct investigations of how emotions relate to well-being among language teachers and learners remain limited, highlighting an emerging area for future inquiry. International collaborations between institutions are

encouraged to advance this important research and develop practical solutions for enhancing the well-being in language classrooms.

The findings from this study can inform the development of teacher training curricula that integrate both theoretical knowledge and practical applications of positive psychology. Such curricula could improve language program design, pedagogical approaches, and teaching resources, ultimately fostering higher academic achievement and well-being among learners. By strengthening the connection between positive emotions and educational outcomes, this research area holds significant promise for enhancing both academic performance and the holistic well-being of participants in language learning contexts.

Conflict of interest

The author declares no conflict of interest

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