

The process of learning additional languages as well as its outcomes are mediated by a wide array of individual difference factors which impact learners' response to instructional options and considerably influence the ultimate mastery of those languages. Emotions certainly fall into this category. Although both positive and negative emotions have recently aroused the interest of second language acquisition (SLA) researchers, there is still a paucity of related studies, particularly when it comes to primary and secondary school learners. Accordingly, the present mixed-methods research project, which draws on a combination of a macro- and micro-perspective, aims to examine interrelationships of emotions among Polish secondary school EFL (English as a foreign language) learners both inside and outside the classroom in connection with engagement, motivated behavior and target language (TL) attainment. The research project comprises six phases that are implemented over a period of three years, beginning with the construction of a questionnaire for the purpose of tapping into positive (i.e., enjoyment and curiosity) and negative (i.e., anxiety and boredom) emotions in learning English inside and outside the classroom, engagement and motivated behavior. More precisely, existing relevant scales such as those measuring curiosity, enjoyment, anxiety or boredom, will be amended, while several others will be developed with regard to these emotions as they are experienced outside the classroom. After piloting the research tools and selecting secondary schools from different parts of Poland, quantitative data will be collected from approximately 1500 secondary school students learning English as a foreign language, with the help of the composite questionnaire. Additional data will be gathered from selected participants through semi-structured interviews, written and oral tasks, classroom logs and lesson reports. This will be followed by the analysis of the obtained data, their description, presentation of study limitations and dissemination of its findings.

The research project is highly innovative because it seeks to tap into relationships among four types of academic emotions, two positive (i.e., enjoyment and curiosity) and two negative (i.e., anxiety and boredom), also examining their links with engagement, motivated behavior and TL attainment. What deserves special attention is that the study looks into L2 learners' emotions at lower educational levels where the SLA process is actually set in motion and undergoes the most influential, complex and unpredictable changes that can seriously impact what these learners will ultimately bring into tertiary L2 education. Consequently, the research project is expected to enhance the understanding of the essence of the four emotions under investigation, shedding light on how they affect engagement and motivation, and more or less directly, TL attainment and also the way in which learners respond to L2 instruction. Lastly, it can considerably enrich our empirical knowledge in relation to other foreign languages and different age groups as well as contribute to the development of L2 curricula and pedagogical interventions, thus offering challenging and constructive opportunities for language teaching and learning.