



Beyond the Yawn: Analyzing the Situation and Causes of Boredom in Chinese English Learning Contexts

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Abstract: Emotions, often overlooked yet significant, played a vital role in second language acquisition. Despite the rise of positive psychology and control-value theory, the exploration of boredom in second language context remained limited. This study examined the English learning boredom of 446 college students from two universities using SPSS 26.0 and NVivo 11.0, supplemented by an open-ended question. The findings revealed that: (1) Most students experienced a moderate level of boredom in English learning; (2) There was a correlation between the onset of English learning and boredom, with those starting in junior high school feeling more bored than those beginning in primary school; (3) Factors contributing to boredom included individual characteristics, teacher influences, course content, and classroom environment.

Keywords: Chinese college students; English learning boredom; control-value theory; mixed method research

INTRODUCTION

Recently, with the emergence of positive psychology in second language acquisition, more research about emotions has been garnering researchers' attention (Li, 2021; MacIntyre & Gregenson, 2012). The significance about emotions has been emphasized (Dewaele & Li, 2020). Social and emotional learning could transform children and school (Bridgeland et al., 2013). Emotions were described as "elephant in the room" (Prior, 2019), suggesting "poorly studied, poorly understood, seen as inferior to rational thought" (Swain, 2013, p.11). Emotions were also interdisciplinary, which had tremendous relationship with classroom teaching and learning (Bigelow, 2019).

As the research topics about emotions have been extending, scholars have not only been focusing on foreign language anxiety and foreign language enjoyment, but also concentrating in burgeoning research about boredom (Li et al., 2021). Boredom was

described as “the elephant in the room” (Macklem, 2015), indicating the conspicuous but easily neglected emotion. Boredom was a kind of emotion that students experience frequently, which has been studied in educational psychology more, yet it has been studied less in Chinese language learning context (Pawlak et al., 2020). Boredom was considered to be distasteful (Zawodniak et al., 2021), but it also had positive function as a negative emotion, which could help students re-orient their new goals (Bench & Lench., 2013). Research about emotions mainly has focused on college students (Derakhshan et al., 2021; Li & Han, 2022), but it was limited with monotonous research method, either quantitative or qualitative research method. Combining the two research methods can provide the concept boredom a more holistic view.

To this end, adopting a mixed research method, the present study would investigate college students’ boredom in English classes. Specifically, the research goals were presented as follows: (1) The general level of college students English learning boredom; (2) The correlation between college students’ English learning boredom and onset of English learning; (3) The causes of college students English learning. By providing a comprehensive view about college students’ boredom, the nature of boredom would be defined. By offering an insight about boredom, the research gap would be filled. Some implications about how to reduce college students’ English learning boredom would be given, which would be beneficial to the teaching quality of advanced English teaching.

LITERATURE REVIEW

Emotions

Nowadays, the “affective turn” has been making scholars pay attention to emotions (Dewaele & Li, 2020; Li, 2021; MacIntyre & Gregenson, 2012). Vygotsky proposed the concept of “perezhivanie”, which had incorporated the concept of emotions and cognition (Lantolf & Swain, 2019). Mind and emotions were inseparable (Swain, 2013). Bridgeland et al. (2013) noted that the past few decades stressed too much importance on cognitive factors, yet the emotional side was neglected for a long time. It was not right to say that emotions were absolutely subjective, and cognition was absolutely objective (Ratner, 2000; 2007). The dialectical perspective of emotion and thinking can be described as “two sides of the same coin” (Lantolf & Swain, 2019). Emotions were a subset of some affective phenomena, which were interpreted “as multicomponent response tendencies that unfold over relatively short time spans” (Fredrickson, 2001, p. 218).

Prior (2019, p.524) defined 4 features of emotions:

“1. Emotions are not just intra-psychological or bio-physiological phenomena. 2. Emotions are communicated, displayed, and responded to through a range of multisemiotic resources. 3. Emotions are actively managed and regulated. 4. Emotions take objects/objects take emotions.”

Positive emotions were beneficial to people in general (Fredrickson, 2003). Bench and Lench (2013) also pointed out that negative emotions can have positive functions to human beings. It was crucial to have a balance between positive emotions and negative emotions. Dewaele and Li (2020) pointed out that there were three stages of the

development of emotions, namely Emotion Avoidance Phase, Anxiety-Prevailing Phase, and Positive and Negative Emotions Phase.

Boredom in educational context

Although students' emotions have been studied much, the terminology "boredom" has not yet been researched much compared with anxiety and enjoyment. Almost 40% of undergraduate students reported being bored in class at some point (Daniels et al., 2015). Boredom was described as "elephant in the room", indicating conspicuous but oblivious emotion (Macklem, 2015). Boredom was a complex emotion with cognitive, affective and psychophysiological components (Hill & Perkins, 1985), which has been studied often in educational context. Later, it has been attracting the attention of scholars in second language. The definition of boredom in educational context was various. Greenson (1953) had summarized boredom as:

"A state of dissatisfaction and disinclination to action; a state of longing and an inability to designate what is longed for; an sense of emptiness; a passive, expectant attitude with the hope that the external world will supply the satisfaction; a distorted sense of time in which time seems to stand still."(P. 7)

According to Eastwood et al. (2007), the underlying problem of boredom might be in a person's incapacity to comprehend his or her emotions. Furthermore, boredom was not only an annoyance sprouting from an under-stimulating environment. In another words, boredom could be caused not only by impoverished environment but also by internal factors (Daschmann et al., 2011). According to Pekrun (2006), boredom happened when students valued the learning materials little and they perceived either too much or too little control over the learning situation.

According to Bench and Lench (2013), the function of boredom could be beneficial: It could motivate students to orient new goals when the former goal was not beneficial. Boredom stimulated students to seek for new stimulation. Therefore, it had unique influences on students' behavior, cognition, experience and physiology. Negative emotions could push students work harder and pay attention to the details. Keltner and Gross (1999) emphasized that emotions help organize our students' behavior for making students fit with the environment.

Boredom was experienced by students frequently. It was a problem for students who stayed in school, and it was also an issue for them. The research of boredom focused on the antecedents or causes of boredom as well as the effects of boredom. Li et al. (2024) noted that there were five lines of the development of emotion research, including (1) the measurement of boredom; (2) the relationship between emotions and other variables; (3) the relationship between emotions and second language academic achievement; (4) the cause of emotions; (5) the change of emotions. Although the causes of boredom have been studied in the educational field, it is relatively scarce in the second language context.

Boredom in second language context

Pawlak et al. (2020) pointed out that boredom, as a kind of negative emotion, played an important role in language teaching. Kruk (2022) demonstrated that the boredom was

dynamic, which could change with time. Using qualitative research method, Pawlak et al. (2020a) investigated the boredom experience of English learners. The dynamic nature of boredom was presented in this study, but the participants were limited with Poland English learners. In another study, Pawlak et al. (2020b) showed that low engagement, over repetition, under-challenge, and lack of satisfaction were both the reasons to cause boredom for below-average level students. However, for advanced learners, they experienced slighter boredom and tended to persevere when facing difficulties. Adopting a mixed research method, Li (2021) investigated Chinese college students' boredom from the perspective of control-value theory. This study showed that control-value appraisal would trigger the boredom experience, indicating intrinsic value could control the occurrence of boredom experience, which shows a direction for English educators to reduce the boredom of learners. However, using mixed-method to research the comprehensive situation of Chinese college students is not sufficient. Zawodniak et al. (2021) pointed out boredom was an ignoring emotion, and the reasons to cause boredom were language task, teachers, classroom management, and the component of English class. Derakhshan et al. (2021) investigated Iranian English major students' boredom in the online English courses, and got a result that the long and monotonous dialogue of their teachers and low engagement could both cause the boredom. Nakamura et al. (2021) investigated an oral class of Thailand students, finding that the mismatch of activity, lack of understanding, low language competence, the difficulty of task, over input were the reasons to cause boredom. With the enlightenment of these research, this study aims to research the current situation and causes of Chinese college students' boredom in English classes.

Theoretical frameworks

The under-stimulation model (Larson & Richards, 1991) stated that boredom occurred in adolescents both in school and out of school context especially the situation was repetitive and under-challenging.

The attentional theory of boredom proneness proposed that when people had low attentional control and self-regulation to attention, they would feel boredom (Harris, 2000; Kruk & Zawodniak, 2018).

The control-value theory played a crucial role in understanding achievement emotions, as highlighted by Pekrun (2006). Pekrun et al. (2007) further expanded on this theory, presenting a taxonomy of achievement emotions that encompassed three dimensions: object focus (distinguishing between emotions related to the activity itself and those tied to the outcome), valence (categorizing emotions as either positive or related to success, or negative and associated with failure), and activation (examining the level of emotional activation or deactivation).

This theory represented an amalgamation of attribution theory, the meaning-system approach, and models of emotions related to achievement (Pekrun, 2006). It effectively elucidated the determinants of emotions and their impact on achievement, highlighting the intricate interactions among various factors, including the learning environment,

learner characteristics, emotions, and academic accomplishments, all considered within a complex and dynamic framework.

If a given task was perceived as uninteresting and/or unrewarding, if the learner felt that they could not control the outcome of invested effort and if little value was attributed to this task, the learner would not care about performing it well, which would inevitably culminate in being bored. The learner's cognitive focus would be reduced, and their attention would be paid to something more promising and involving via distraction and/or misbehavior. In this way, boredom could reduce academic motivation, negatively affecting achievement by pushing the learner into a cursory gathering and processing of information.

METHODOLOGY

Participants and procedure

446 students who studied English as foreign language in two universities were recruited in this study. University A sits in Kunming, Yunnan, a public normal university which had good learning atmosphere, and university B is a private college where locates in Lijiang, Yunnan, which was extending its scale both in equipment and students. Of the sample, there were most female students (N=353) and only 20.9% male students. Among the grade, freshmen (N=194) and sophomore (N=156) dominated. About nationality of the participants, except for the dominated Han nationality (N=377), there were Yi (N=20), Hui (N=14), Zhuang (N=6), Dai (N=5), and Bai (N=5). According to the major distribution, English major students accounted for 48%, and students majored in other subjects accounted for 52%. As for the onset of English learning, most students learned English from primary school time (61.4%), and the ratios of students who started to learn English from junior high school and kindergarten were 29.6% and 9%.

Table 1. Background information of the 2 schools

Category		N	%
Gender	Male	93	20.9
	Female	353	79.1
Grade	freshman	194	43.4
	sophomore	156	35.0
	junior student	65	14.6
	senior student	31	7
Ethnicity	Han	377	84.5
	Bai	5	1.1
	Hui	14	3.1
	Yi	20	4.5
	Dai	5	1.1
	Zhuang	6	1.4
Major	Others	19	4.3
	English	214	48.0
OEL	Others	232	52.0
	Kindergarten	40	9.0
	Primary grades	274	61.4
	Junior high school	132	29.6
Total		446	

Measures

An adapted questionnaire was utilized to obtain the quantitative and qualitative data. This questionnaire consisted of 3 parts. The first part was about background information, which was designed based on Ou's (2022) master dissertation, including gender, grade, nationality, major and onset of English learning. The second part was made of English learning boredom scale, which was designed according to Li et al's (2021) scale. There were 7 sub-dimensions about the scale, namely Foreign Language Classroom Boredom (FLCB), Under-Challenging Task Boredom (UTB), PowerPoint Presentation Boredom (PPB), Homework Boredom (HB), Teacher-Dislike Boredom (TDB), General Learning Trait Boredom (GLTB), Over-challenging or Meaningless Task Boredom (OTB). In this study, this scale demonstrated a very high reliability ($\alpha = 0.965$) and very good validity. This measure was rated with 5-likert scale from strongly disagree (1 point) to strongly agree (5 points). The third part was to do with a open-ended question, which was designed based on Ou's (2022) master dissertation. The question was displayed as: What do you think has caused your English learning boredom?

Table 2. Reliability statistics of the scale

Scale	Cronbach's Alpha	N of Items
Boredom	0.965	32

Table 3. Validity statistics of the scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.954	
	Approx. Chi-Square	11546.046
Bartlett's Test of Sphericity	df	496
	Sig.	0.000

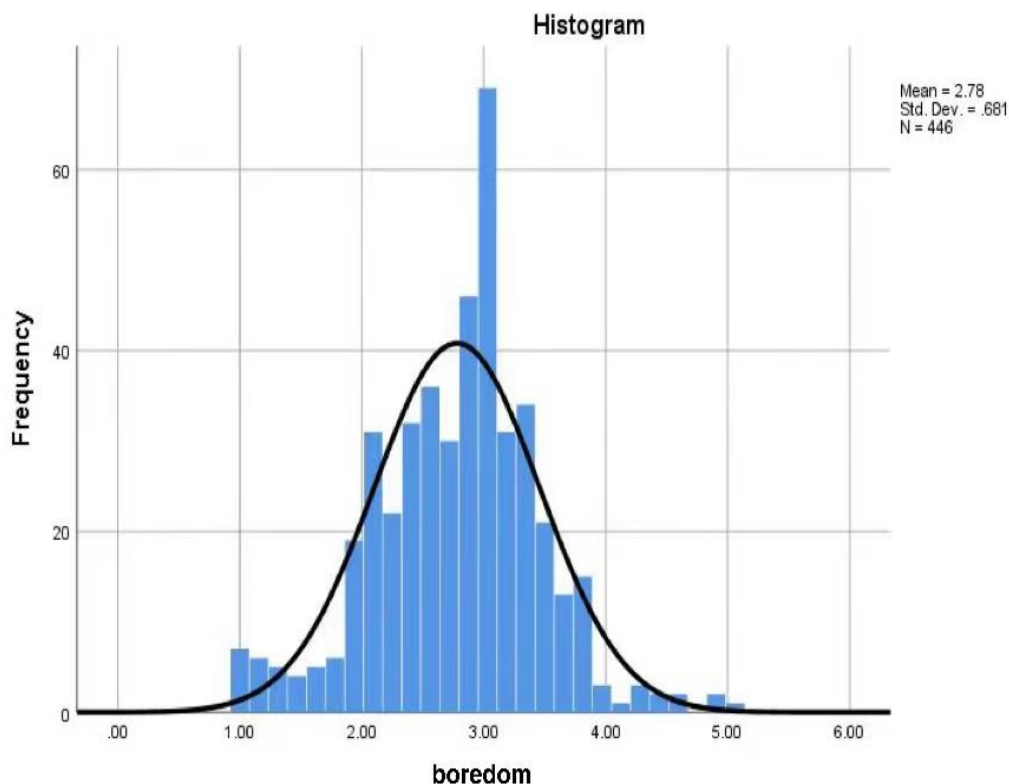
Data analysis

With the help of Statistical Product Service Solutions 26 (SPSS 26), participants' profile, the descriptive analysis, correlation analysis and analysis of variance (ANOVA) were provided. First, background information of the participants was processed by the frequency analysis method. Descriptive analysis was then used to explore the mean and standard deviation to report the boredom of ordinary undergraduate students in the course of learning English. Secondly, the correlation analysis was used to investigate whether there was a correlation between onset of learning English and the boredom of learning.

According to the Skewness (-0.127) and Kurtosis (0.623) statistics as well as Histogram of Boredom, the data of college students' English learning boredom confirmed the normal distribution, indicating that the data were sufficient to conduct further analysis. With the aid of NVivo 11, the open-ended question was processed. As for the open-ended question, there were 1104 Chinese characters, which were gained from students who were willing to answer this question.

Table 4. Descriptive statistics of normal distribution of boredom

Skewness Statistics	Std. Error of Skewness	Kurtosis Statistics	Std. Error of Kurtosis
-0.127	0.116	0.623	0.231



RESULTS

The mean of boredom

According to Table 3.1, the average level of boredom was 2.78. Among the 7 sub-dimensions, PPB was the highest (M=3.36). UTB was in the secondary highest level (M=2.81). That means that students would get bored when teachers were presenting the PPT and the task was too easy. Students tended to get high boredom level in these two situations. The mean level of TDB (Teacher-Dislike Boredom) was the slightest (M=2.49).

Table 5. Descriptive statistics of participants' boredom

	Boredom	LCB	TB	PPB	B	DB	LTB	TB
Mean	.78	.72	.81	.36	.77	.49	.65	.92
SD	68	80	86	96	82	79	82	86

The correlations and One-way ANOVA between variables

Table 6. Correlations between variables

		Boredom
OEL	Correlation Coefficient	.108*

According to Table 6 and Table 7, the boredom of college students was correlated with the onset of English learning, and the boredom level of students who started to learn English from junior high school was higher than that of students who started to learn English from primary school.

Table 7. Correlations of the onset of English learning in English learning boredom
Multiple Comparisons

Dependent Variable:	(I) OEL	(J) OEL	Mean Difference (I-J)	Std. Error	Sig.
Boredom	2	3	-.17908*	.07179	.013

The sources of English learning boredom

In order to further understand the reasons for the boredom in the English learning process of undergraduate students in ordinary universities, one open question to the students who participated in the survey was given, asking the respondents to fill in according to their real situation. The question was: "What do you think are the main reasons for English learning boredom?" For this question, the real thoughts of most of the participants were collected. Through the investigation and analysis, this research could roughly pick out representative sentences from internal factors and external factors to analyze the reasons for the boredom in undergraduate students' English learning.

There were some statements about the reasons to cause college students' boredom:

I can't understand the teacher's expression because of my poor vocabulary, and I can't read the text because there are too many new words (female, junior, Han student, English major).

I get bored when I don't understand at all. Sometimes I understand, but the teacher keeps repeating it. In addition, the classes are monotonous. When the atmosphere of the class is not active and the teacher does not carefully prepare for the lesson, I will also feel bored. The most fearful thing is that the course is too difficult. The teacher does not prepare the lesson carefully. In this case, the students have no desire for knowledge, and the students have no interest in English. (Female, junior, Yi student, English major)

When you don't understand the knowledge, if you listen carefully or do not understand, you will feel bored. You will blindly study the text content without extracurricular expansion. (female, junior, Han student, English major)

The effectiveness of the classroom. In addition, if you encounter a rigid, unattractive teacher, you will also be bored. (female, freshman, Han student, English major)

In the grammar class, I will feel a little bored, do not understand the listening, do not understand the knowledge points (female, freshman, Han student, non-English major)

Acee et al. (2010) pointed out that boredom was situation-dependent. Either under-challenging or over-challenging situation would cause boredom. Overall, when the situation was over-challenging like the not easily understood teaching contents and

grammar class, students would feel bored. In the under-stimulation context (*Sometimes I understand, but the teacher keeps repeating it.*), students would also get bored.

A teacher's charm, the content of the teaching (useful knowledge, core knowledge), and personal interest in English are factors that affect the effectiveness of the classroom. In addition, if you encounter a rigid, unattractive teacher, you will also be bored. (female, freshman, Han student, English major)

I get bored when the course content is boring, the teacher's lecture logic is not clear, and the course content is chaotic and unorganized. (female, sophomore, Han student, English major)

I get bored when the tasks given by the teacher are too and have no practical meaning. (female, sophomore, Han student, English major)

From the statements above, the teacher's charm and the course contents would affect the boredom of students.

If the whole class is taught by the teacher alone, without any interaction, or when the teacher teaches in English, it is basically impossible for people with poor foundation like me to keep up with, and it will be more boring. (female, sophomore, Han student, English major)

From the statement, the low-engagement class would make students bored.

I can't understand the fact that my roommate smokes every night, which seriously affects my sleep and study. I really hate the classmates who smoke in the dormitory, because I can't get enough sleep, so I will have no energy when I get up early in the morning to do morning reading, which will also make me feel bored. (male, sophomore, Yi student, English major)

From this, lack of attention due to the bad sleep quality would cause students to feel bored.

To have a comprehensive view about the reasons to cause college students' boredom, the data of NVivo 11.0 would be given. According to Table 8, there were 4 factors accounting for college students' boredom including individual factors, teachers' factors, course contents, and classroom atmosphere. Individual factors mainly included thinking that English is too difficult (81), not interested in English (28), not have good English attitude (4), not learn comprehensively well (3), not have good attention (3), not have good English learning methods (1), not self-disciplined (1), not knowing to broaden the learning channel (1), not having good sleep quality (1); Teachers' factors mainly had teaching methods (25), teachers' charming (1), and teachers not having enough teaching ability (1); Course contents included teaching grammar(8), the tedious course (2), the long text (2).

Table 8. The sources of English learning boredom

Individual factors (123)	Teacher factors (28)	Course contents (24)	Classroom atmosphere(5)	Total
thinking that English is too difficult(81), not interested in English(28), not have good	teaching methods(25):mainly including (teachers not	teaching grammar(8), the tedious	Classroom atmosphere (5)	80

English attitude(4), not learn comprehensively well(3), not have good attention(3), not have good English learning methods(1), not self- disciplined(1), not knowing to broaden the learning channel(1), not having good sleep quality(1)	using meaningful ways(12), teachers not teach sincerely (2), too much repetition(1), teachers' charming (1), teachers not having enough teaching ability (1), other (1)	course(2),the long text(2), other (12)
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Larson and Richards (1991) demonstrated that individual disposition was a great contributor to boredom. In this study, it was not difficult to find that the internal factors referred were more than the external factors. Among the internal factors, thinking that English is too difficult (81) and not interested in English (28) were the most referred factors; Among the external factors, teaching methods (25) were the most referred.

DISCUSSION

The level of boredom

The mean of boredom was 2.78, which was in medium level. Boredom was indeed "elephant in the room". It was widespread but easily oblivious (Macklem, 2015). Researchers were touching this "elephant" from different perspectives (Prior, 2019), and its appearance was emerging. From this result, it was not difficult to admit that boredom occurred in the class frequently.

The correlations between variables

Boredom was correlated with onset of English learning. The boredom level of students who started to learn English from junior high school was higher than that of students who started to learn English from primary school.

Dong (2003) pointed out that at least one quarter students did not like to learn English when they graduated from primary school, which was mainly due to the limited primary education teachers at that time. In this study, the boredom level of students who began to learn English from junior high school was significantly higher than that of students who began to learn English from primary school. Generally thinking, those regions which could provide primary school English teaching were perceived as regions with higher education level. Therefore, that means that those regions where students started to learn English from junior high school were not qualified to access high-quality English education, causing students there with high English learning boredom.

There may be other reasons: On the one hand, as the age and learning level increased, the learning requirements became higher and higher, and the academic pressure and competitive pressure faced by students would also increase, resulting in students losing their original passion and interest in learning. On the other hand, different stages of learning had different cognition, understanding and feeling of learning, and in the process, and students' social circles, and interests would change as they continued to age. It might be that the more students aged, their learning life became richer and richer, and

their interests and hobbies were more and more extensive, making students less and less focused on learning.

The sources of boredom

Four factors accounted for college students' boredom including individual factors, teachers' factors, course contents, and classroom atmosphere.

Pekrun (2006) pointed out when students did not attach importance to the learning materials, and perceived that they could over- and under-control the learning environment, the boredom experience would occur. This research showed that the reasons to cause boredom were lack of interest in learning English and the perception of high difficulty to learn English. Pawlak et al. (2020b) showed that low engagement, over repetition, under-challenge, and lack of satisfaction were both the reasons to cause boredom for below-average level students. This study obtained the result that long text and teacher's repetition were both the reasons to cause boredom. Acee et al. (2010) pointed out that boredom was situation-dependent. Either under-challenging or over-challenging situation would cause boredom. According to the results, the sources of boredom were multifaceted (Hill & Perkins, 1985). It confirmed that boredom could be interpreted by control-value theory, indicating that low interest and low appraisal could cause low attention and the experience of boredom.

CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH

This study aimed to investigate the boredom of undergraduate students in English study. A random selection of 446 students from 2 schools was used to explore their boredom of English learning and the correlation between undergraduate boredom of English learning and onset of English learning. Meanwhile, this study explored the possible factors of undergraduate English learning boredom. The main findings are summarized as follows:

First, from respondents, the average level of boredom was 2.78. The boredom was in medium level. That meant that boredom occurred in the class frequently. Boredom was indeed "elephant in the room"(Macklem, 2015).

Secondly, from the survey report, it was found that the boredom of English learning among undergraduate students in ordinary institutions of advanced education is directly related to onset of English learning. Students' onset of English learning is divided into three stages, namely kindergarten, primary school and junior middle school. Among them, there were significant differences between the two stages of starting time to learn English: in junior high school and primary school. According to the survey results, students who only started learning English in middle school were more likely to get bored than those who started learning English in primary school.

Thirdly, through the one open-ended question, the following results were found: On the one hand, from the survey report, it was seen that there were four main factors affecting students' boredom in English learning: individual factors, teachers' factors, course contents, and classroom atmosphere. Among them, individual factors mainly focus on personal ability, such as insufficient vocabulary, poor basic knowledge, resulting in not understanding and keeping up with the teacher's rhythm of class. External factors mainly

focus on the teacher's teaching methods, the ability of teachers to guide students to learn, and the influence of the surrounding environment. It was enlightened that in the process of learning English, students should not only improve their knowledge and basic ability to cultivate their interest in English learning, but also learn to adapt to the external environment and try not to be affected by the external environment. At the same time, teachers should also actively improve their teaching methods, improve their teaching literacy, and optimize their teaching environment.

For undergraduate English teaching, preliminary teaching opinions can be provided to reduce students' boredom in English learning, as well as to improve teaching efficiency. Some implications were given in this research:

Firstly, for the low English foundation was the main factor to contribute to the boredom experience of college students, it was students and teachers' joint efforts that count in improving students' English competence. Acee et al. (2010) pointed out that boredom was situation-dependent. The over-challenging of English learning would make students feel bored. Therefore, the crucial way to reduce boredom was improving their English proficiency.

Secondly, teachers should optimize their own teaching effects for it was reported that teachers played important roles in boredom. Teachers could innovate their teaching methods through following approaches: (1) prepare the English class sincerely; (2) use the innovative teaching methods; (3) improving teaching ability and teachers' charm.

Thirdly, teachers should also pay attention to students' individual differences. Teachers' teaching and students' learning were interactive. To improve teaching quality, the most important thing was to know the real situation of students.

Although this study provides a relatively comprehensive demonstration of the boredom of English learning among undergraduate students in ordinary institutions of higher learning, it also does not exempt from some limitations.

First, the sample of the participants was not inclusive. On the one hand, the two schools surveyed are all universities in Yunnan Province. In other words, the regional school philosophy may be different, and there are so many universities in Yunnan province and even the whole country. Only two universities were investigated. Therefore, this study cannot represent the overall boredom of undergraduate students in English learning. On the other hand, most participants were selected from the first and second year of undergraduate students. The proportion of students was another point that the vast majority of respondents are English majors, and the majority of students are girls, so there are some limitations. To make the research more convincing, future researchers should recruit participants from different types of schools, different regions and students from different majors, and should also try to achieve a relatively balanced male to female ratio.

Thirdly, the survey had a short duration, and it was not longitudinal research. This study only focused on the boredom generated by students in the process of English learning. The subsequent research should pay more attention to the dynamic change of boredom,

emotion of boredom itself, and comprehensively study and analyze the relationship of boredom and other factors boredom.

In addition, the questionnaire survey form was also relatively monotonous in this study. Only through the written form, the content and form of the interview are fixed. To a certain extent, it limits the space for students to express their subjective views. Therefore, future studies can be conducted by implementing more research methods, such as interviews, field observations, and case studies. Finally, the subjects of the survey should not only be limited to the students, but also to the teachers, school staff and so on. They have a certain and objective understanding of the basic situation of the students. It should not only be limited to undergraduate students, but also to investigate primary school students, middle school students, high school students and graduate students, and expand the scope of the survey to make the survey results more accurate.

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