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Facing the Elephant in the Room: Conceptualization, Causes, and Coping Strategies of Foreign Language Learning Boredom in Various Contexts

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Abstract This study reports on a systematic review of foreign language learning boredom (FLLB), synthesizing the existing papers by providing concept, causes, classification, and the operation of FLLB in various contexts. The study concludes with suggestions for language scholars, teachers, and students to enhance their understanding of the concept and components of FLLB and provide coping strategies.

Keywords Foreign language learning boredom (FLLB), Achievement emotion, English as a foreign language (EFL)

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1. Introduction

Although emotions have been widely acknowledged as integral to human experiences and daily interactions, there remains an ‘emotional deficit’ within second language acquisition (SLA) scholarship that warrants deeper exploration. [Swain \(2013\)](#) poignantly characterizes emotions as “the elephants in the room—poorly studied, poorly understood, seen as inferior to rational thought” (p. 11). Over the past decade, however, significant strides have been made in understanding the interplay between SLA and achievement emotions. [Prior \(2019\)](#) argues that a newcomer to SLA scholarship would quickly observe three noteworthy trends: a historical predominance of research focusing on cognitive aspects of language learning, a traditional marginalization of emotional dimensions, and a recent shift toward increased attention on emotions.

Within this burgeoning research on language learning emotions, foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE) have been particularly prominent. Researchers have extensively investigated these emotions, examining their conceptual frameworks, correlational dynamics, underlying factors, antecedents, and causes ([Dewaele et al., 2018](#); [Li, Dewaele, & Hu, 2021](#); [Li & Wei, 2023](#)). Nonetheless, other emotions, such as boredom, have received relatively scant attention, leaving notable gaps in the literature.

Among these under-researched emotional variables, boredom is especially inconspicuous. [Li et al. \(2021c\)](#) recently conceptualized foreign language learning boredom (FLLB), positioning it within [Pekrun’s \(2006\)](#) control-value theory as a three-dimensional achievement emotion characterized as a negative, deactivating state arising from ongoing learning activities or tasks. The conceptualization of FLLB emerged in response to broader educational research addressing boredom within general educational settings ([Tze et al., 2016](#)). Although historically overshadowed by more extensively studied negative emotions—most notably anxiety—interest in boredom within SLA research has steadily grown ([Li et al., 2020](#); [Li & Wei, 2023](#)). Recent studies have considered multiple dimensions of FLLB, including conceptual definitions, measurement techniques, influencing factors, and coping strategies ([Pawlak et al., 2020a](#); [Li et al., 2020](#); [Li & Wei, 2023](#)).

This study systematically reviews the existing literature on FLLB, aiming to offer both theoretical insights and practical implications. It seeks to clarify the conceptual underpinnings of FLLB and to examine its varied effects on second and foreign language learning across multiple contexts. The analysis begins by addressing conceptual and classificatory considerations of FLLB. Furthermore, recognizing that previous research on boredom in second language contexts has predominantly concentrated on Poland, this review intentionally broadens its scope to include additional contexts, thereby providing more comprehensive pedagogical implications. To guide this exploration, the study poses the following research questions:

1. How do teachers and learners conceptualize FLLB from various perspectives?
2. How does FLLB manifest across diverse language learning contexts?

Methods

Considering the scarcity of research on foreign language learning boredom (FLLB) prior to [Chapman’s seminal study in 2013](#), this review systematically collected scholarly articles published between 2013 and 2025. The databases utilized for this purpose were Web of Science and ProQuest. The search employed specific keywords, including boredom, foreign language learning boredom (FLLB), second language acquisition (SLA), second language learning, English as a Foreign Language (EFL), achievement emotions, and foreign language boredom.

The selection of articles was based on authenticity and scholarly rigor. Articles were prioritized for inclusion in the Social Science Citation Index (SSCI), ensuring their quality and relevance by excluding those lacking critical details or logical coherence. An initial search using the specified keywords yielded 175 articles. After removing 45 duplicates, 130 unique articles remained. Further screening, based on an assessment of authenticity and scholarly rigor, reduced the number to 57. These remaining articles underwent a detailed review of their titles and abstracts, facilitating the exclusion of irrelevant studies. Citation frequency was also considered an important criterion to further validate the relevance and impact of the selected articles.

Results

Conceptualization of Foreign Language Learning Boredom

Teachers and students commonly conceptualize boredom in opposition to positive emotions such as enjoyment or interest, emphasizing the necessity of theoretically grounded approaches to understanding foreign language learning boredom (FLLB). Early theoretical frameworks, such as the forced-effort model (Hill & Perkins, 1985) and the social construction perspective (Larson & Richards, 1991), have defined boredom as an emotional response triggered when learners are compelled to engage in activities perceived as tedious or frustrating. More recently, however, the control-value theory (CVT) has emerged as a dominant theoretical framework for understanding FLLB. This section also reviews theoretical antecedents, the awareness and beliefs of teachers and students regarding boredom, and classifications of boredom within educational settings.

Conceptualizing Boredom from the Control-Value Theory Perspective: According to Pekrun (2006) and Pekrun et al. (2010), boredom is widely recognized as a negative emotional state detrimental to academic achievement and learner well-being. The control-value theory (CVT), proposed by Pekrun (2006), offers a comprehensive framework for examining boredom in educational contexts, highlighting the significant impacts, causes, antecedents, and constitutive factors of emotions in academic environments (Putwain et al., 2018). Under CVT, boredom is conceptualized as a multidimensional construct involving valence, activation/arousal, and objective focus. Valence refers to the pleasantness or unpleasantness of an emotion, activation denotes physical or cognitive arousal levels, and objective focus identifies whether the emotion relates to an activity or an outcome. Thus, boredom is categorized as a negative, deactivating emotion arising from engagement in tasks perceived as meaningless or insufficiently stimulating (Pekrun & Perry, 2014). Similarly, Li et al. (2020) describe boredom as a negatively valenced, low-activation emotion occurring when learners perceive tasks as excessively challenging, insufficiently challenging, or irrelevant.

Theoretical Antecedents of Boredom: Exploring the theoretical antecedents of boredom is crucial for understanding its emergence in language learning contexts. According to control-value theory, boredom arises when learners perceive tasks as lacking value or meaning, or when their perceived control over tasks is either excessively low or high (Li et al., 2021c). CVT further distinguishes between proximal antecedents (immediate control and value appraisals) and distal antecedents, which indirectly influence boredom (Pekrun, 2006). Empirical studies have supported these theoretical assertions, demonstrating negative correlations between students' performance and boredom induced by disengaging materials, excessive workload, or monotonous classroom experiences (Wang et al., 2023). Derakhshan et al. (2021), for example, identified ten specific boredom-prone activities through thematic analysis of student interviews, highlighting that disengagement, excessive difficulty, and insufficient cognitive demands were primary triggers of boredom.

Awareness, Attitudes, and Beliefs: Teachers often underestimate or overlook the importance of boredom, attributing it to individual student factors such as laziness, or conflating it with other negative achievement emotions like anxiety. Even when acknowledging boredom, teachers tend to view it merely as an obstacle to be swiftly eliminated. Conversely, students often characterize boredom through negative emotions such as frustration, dissatisfaction, and disinterest (Li et al., 2021c). Both teachers and learners tend to hold ambiguous, absolute, and context-dependent perceptions of boredom. Acee et al. (2010) emphasize this context-dependency, showing that boredom arises differently under under-challenging versus over-challenging situations. Bench and Lench (2013) differentiate between externally triggered, transient boredom (state boredom) that motivates change, and internally triggered boredom, which may have differing consequences.

Classification of Boredom: Boredom is categorized into trait and state boredom according to control-value theory. Trait boredom reflects a stable predisposition or recurring experience of boredom associated with specific subjects or activities, while state boredom refers to transient feelings triggered by particular situations (Putwain et al., 2018). Research further distinguishes between classroom boredom and homework boredom, noting their strong correlation with academic performance (Goetz et al., 2012). Daniels et al. (2015) classified students' responses to boredom into coping profiles—criticizers, evaders, and reappraisers—highlighting variations in learners' strategies for managing boredom.

Operationalizing FLLB in Different Contexts

Research on boredom in foreign language learning contexts has expanded since [Chapman's initial study in 2013](#). While predominantly studied in Polish EFL settings, boredom research has examined antecedents, coping strategies, and temporal fluctuations in boredom levels ([Kruk, 2016](#); [Kruk et al., 2021a](#); [Kruk & Zawodniak, 2020](#)). Similar studies in other contexts, including Asian educational environments (e.g., China and Iran), have revealed distinct learner experiences of boredom associated with monotonous activities, overly complex tasks, and teacher behaviors ([Li & Han, 2022](#); [Nakamura et al., 2021](#)).

Impact of Boredom on SLA Empirical findings highlight the complex relationship between boredom and other achievement emotions such as enjoyment and anxiety. ([Kruk, 2016](#); [Kruk, 2019](#)) emphasizes the interactions between boredom and other emotional constructs within dynamic SLA systems. Furthermore, boredom consistently demonstrates negative correlations with academic achievement and learner engagement ([Fattahi et al., 2023](#); [Zhao & Yang, 2022](#)). Structural Equation Modeling studies by [Alanazi and Bensalem \(2024\)](#) further validated significant negative correlations between enjoyment and boredom, with enjoyment often exhibiting stronger predictive power for positive language learning outcomes ([Li & Wei, 2023](#)). Additionally, boredom significantly influences learners' willingness to communicate (WTC) and overall engagement in language tasks, mediating relationships between mindset and language achievement ([Zhang et al., 2024](#); [Derakhshan et al., 2021](#)). The sustained negative impact of boredom on learner performance and engagement highlights the need for effective pedagogical strategies to mitigate this detrimental emotion.

Discussion

Drawing upon findings from the reviewed literature, this study offers a comprehensive overview of foreign language learning boredom (FLLB), emphasizing its conceptualization, theoretical antecedents, and coping strategies within diverse educational contexts. Grounded in the control-value theory (CVT), boredom is understood as a negative emotional state influenced by the interactions between learners' personal factors and external conditions, particularly their perceptions of task control and value ([Pekrun & Perry, 2014](#); [Li et al., 2020](#)). According to CVT, subjective appraisals of control and value directly trigger boredom, emphasizing the importance of these cognitive evaluations in the onset and persistence of boredom in foreign language contexts ([Li et al., 2021c](#)).

Although boredom is typically associated with negative academic outcomes, it can also function constructively by prompting learners to initiate changes, adjust goals, or revise attitudes ([Bench & Lench, 2013](#)). Consequently, integrating CVT with complementary theoretical frameworks, such as complex dynamic system theory, offers a nuanced understanding of boredom, providing insights into its multifaceted nature within SLA research.

From a practical standpoint, variations in cultural and educational contexts significantly influence the manifestation and components of FLLB. Therefore, future empirical research is essential to explore these contextual differences in greater depth, enabling educators to develop culturally tailored interventions. In particular, the existing literature indicates that online learning environments exhibit distinct boredom-related phenomena compared to traditional classroom settings ([Li & Dewaele, 2020](#); [Derakhshan et al., 2021](#)). As educational modalities continue to evolve, researchers and practitioners should focus on understudied contexts, such as online learning and after-class language engagement, to further understand how boredom manifests in these environments.

Moreover, cultural and educational contexts shape both the structure and experience of boredom. While previous research, primarily conducted in Polish EFL settings, provides valuable insights, there is a pressing need for broader empirical studies in diverse cultural contexts, particularly in Asian educational settings. This will allow for a deeper understanding of FLLB and the development of localized conceptualizations. Furthermore, studies should move beyond merely identifying correlates of boredom and explore the dynamic interactions between boredom, other achievement emotions, and situational and individual factors within and beyond the classroom.

Regarding practical implications, the findings underline the importance of increasing both teacher and learner awareness of FLLB, its antecedents, and coping strategies. Educators should proactively recognize and address boredom by considering its specific causes and components across varying contexts. This will allow them to adopt diverse instructional strategies to mitigate the negative effects of boredom. Likewise, learners should be equipped with effective strategies to cope with boredom, thereby enhancing their language learning experiences and academic outcomes.

In summary, this review emphasizes the necessity for continued theoretical development, comprehensive empirical inquiry across diverse educational settings, and practical strategies to effectively address and manage FLLB. These efforts are crucial for improving outcomes in second and foreign language education.

Conclusion

Despite historically receiving limited scholarly attention, foreign language learning boredom (FLLB) significantly impacts learners' second language development and overall well-being, both directly and indirectly. Given the implications of FLLB for second language acquisition (SLA), it is essential that future research efforts parallel the substantial advancements made in cognitive linguistics. Furthermore, recognizing the pivotal role of boredom within specific educational contexts necessitates increased awareness and reflective engagement from both educators and learners, who must actively consider their personal perceptions and experiences. Continued empirical and theoretical exploration of FLLB promises valuable insights into language acquisition processes and represents a crucial step forward in the broader understanding of achievement emotions in SLA contexts.

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Appendix

TABLE: Papers reviewed based on titles, methodology, participants, research focus, and research findings

Author(s)	Title	Methodology	Participants	Research focus	Research findings
Chapman (2013)	Boredom in the German foreign language classroom.	Qualitative approach	57 university-level learners of German	Causes of FLLB	Students' attitude toward their teacher is a strong predictor of FLLB
Daniels, Tze and Goetz (2015)	Examining boredom: Different causes for different coping profiles.	Quantitative approach	446 students registered at a Canadian University	Types of boredom coping profiles	Reappraisers, Criticizers, and Evaders are three types of boredom coping profiles.
Derakhshan, Fathi, Pawlak and Kruk (2024)	Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language.	Quantitative approach	287 English major or students from various universities in Iran	The role of FLLB	Boredom significantly predicated EFL student engagement directly and it also plays a mediating role between the growth language mindset and students' engagement
Derakhshan, Kruk, Mehdizadeh and Pawlak (2021)	Boredom in online classes in the Iranian EFL context: Sources and solutions.	Qualitative approach	208 English major students in Iran	FLLB in online classes	Teachers teaching style may influence students' FLLB and FLLB may reach its apex toward the end
Dewaele, Witney, Saito and Dewaele (2018)	Foreign language enjoyment and anxiety: The effect of teacher and learner variables.	Quantitative approach	189 British high school students	The role of FLCA and FLE	Teachers should strive to boost FLE rather than worry too much about students' FLCA.
Goetz, Nett, Martiny, Hall, Pekrun, Dettmers and Trautwein (2012)	Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes.	Quantitative approach	553 German high-school students	FLE, FLCA and FLLB when doing homework	Findings support the fact that students' homework emotions to be less domain-specific than their classroom emotions.
Kruk, Zawodniak and Chumas (2017)	Towards conceptualizing boredom as an emotion in the EFL academic context.	Qualitative approach	30 Polish university English majors	Causes and the concept of FLLB	There was a positive correlation between general boredom and L2 boredom and causes of boredom included repetitive tasks, teacher, and forms of work.
Li and Dewaele (2020)	The predictive effects of trait emotional intelligence and online learning achievement perceptions on foreign language class boredom	Quantitative approach	348 Chinese tertiary students	Boredom in online English classes	TEI and achievement perceptions co-predicted FLCB negatively and students' FLCB is much higher than that in traditional classrooms.

	among Chinese university students.				
Li, Dewaele and Hu (2020)	Foreign language learning boredom: conceptualization and measurement.	Mixed method approach	In Study 1, 22 students and 11 English teachers were interviewed and 659 students responded to an open questionnaire; In Study2, 808 students in a pilot study and 2223 in the main study	The conceptualization and measurement of FLLB	FLLB is pervasive in EFL classroom and the main assumptions are supported empirically
Li and Wei (2023)	Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement?	Mixed method approach	A total of 1,197 students	The independent and joint predictive effects of enjoyment, anxiety, and boredom on L2 achievement over time.	FLE, FLCA, and FLLB all had independent significant predictive effects on subsequent FL gains.
Li, Zhang and Jiang (2021b)	Conceptualization and measurement of foreign language learning burnout among Chinese EFL students.	Quantitative approach	1718 Chinese secondary EFL students	Conceptualization and measurement of foreign learning burnout	The study addressed the internal psychometric properties of the adapted Maslach Burnout Inventory-EFL Student Survey in the specific domain of EFL learning, and provided a trifactorial conceptualisation of foreign language learning burnout.
Nakamura, Darasawang and Reinders (2021)	The antecedents of boredom in L2 classroom learning.	Qualitative approach	25 second-year Thai university students	Antecedents of FLLB	Antecedents including Activity mismatch, lack of comprehension, insufficient L2 skills, task difficulty, input overload, and lack of ideas are found.
Pawlak, Kruk, Zawodniak, and Pasikowski (2020b)	Investigating factors responsible for boredom in English classes: The case of advanced learners.	Quantitative approach	107 Polish-speaking English majors	Antecedents of FLLB	Antecedents of FLLB including disengagement, monotony and repetitiveness lack of satisfaction and challenge are discussed
Pawlak, Kruk, and Zawodniak (2020a)	Individual trajectories of boredom in learning English as a foreign language at the university level: insights from three Students' self-reported experience.	Mixed method approach	three advanced students	Connection between individual trajectories and boredom	The study reveals the definition, causes and the impact of boredom in students' personal experiences.
Kruk (2015)	Variations in motivation, anxiety and boredom in learning English in Second Life	Qualitative approach	16s-year female English majors	Antecedents of FLLB	Students may feel bored when they either encounter difficulties in communicating with other users or unfriendly and impolite users
Kruk and Zawodniak (2020)	A Comparative study of the experience of boredom in the L2 and L3 classroom	Quantitative approach	30 Polish university students	Causes of FLLB	The findings show causes of FLLB including lesson-related, teacher-related and so on.
Pekrun (2006)	The control-value theory of achievement			The CVT	This article describes the control-

Pekrun, Goetz, Daniels, Stupnisky and Perry (2010)	emotions: Assumptions, corollaries, and implications for educational research and practice. Boredom in achievement settings: Exploring control-value antecedents and performance outcomes of a neglected emotion.	Qualitative approach		The linkages of achievement-related boredom with students' appraisals and performance outcomes.	value theory of achievement emotions and its implications for educational research and practice. The study discussed with regard to the underdeveloped literature on boredom.
Prior (2019)	Elephants in the room: an "affective turn," or just feeling our way?	Qualitative approach		Emotions and the affective assumptions	Assumptions around emotions and the affective have been questioned
Putwain, Pekrun, Nicholson, Symes, Becker and Marsh (2018)	Control-value appraisals, enjoyment, and boredom in mathematics: a longitudinal latent interaction analysis.		579 students in their final year of primary schooling	The relationship between Control-value appraisals, enjoyment, and boredom in mathematics	Findings demonstrate that control and value appraisals, and their interaction, are critically important for the development of students' enjoyment and boredom over time.
Shehzad, Albeshier, Sarfraz, S and Razzaq (2021)	Listening boredom, listening boredom coping strategies, and listening performance: Exploring the possible relationships in Saudi EFL context.	Quantitative approach	313 Saudi EFL learners	Listening boredom	Results regarding mediation indicated that listening boredom coping strategies mediated the relationship between listening boredom and listening comprehension performance.
Sun, Shi and Yan, Y (2024)	Contributions of ideal L2 self, grit, and boredom to engagement in an EFL Context: A structural equation modeling approach.	Quantitative approach	466 EFL learners	The association between the ideal L2 self and engagement among EFL learners, with a special focus on the mediating role of grit and boredom in the relationship.	Results revealed that grit positively predicted engagement and mediated the relationship between the ideal L2 self and engagement. Moreover, boredom negatively predicted engagement and acted as a mediator between the ideal L2 self and engagement. However, ideal L2 self did not directly predict engagement.
Tze, Daniels and Klassen (2016)	Evaluating the relationship between boredom and academic outcomes: a meta-analysis.	Quantitative approach	19,052 students	The relationship between students' academic boredom and their motivation, study strategies and behaviors, and performance.	Negative effect sizes were found to differ between secondary and post-secondary students, and boredom experienced in class had greater negative impact on students' academic outcomes than boredom experienced while studying.
Wang, Wang and Li (2023)	Unpacking the relationships between emotions and achievement of EFL learners in China: Engagement as a mediator.	Quantitative approach	907 learners of English as a foreign language (EFL) from a university in China	The relationships between learners' emotions, such as foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA), and foreign language learning boredom (FLLB), and engagement as well as their English achievement.	Results revealed correlations between learners' FLE, FLCA, and FLLB. Furthermore, learners' engagement was found to mediate the relationships between their emotions (FLE, FLCA, and FLLB) and English achievement.
Chen, Sun, & (2022)	Understanding Chinese second language	Qualitative approach	348 Chinese as second language	FLLB of CSL students	The study revealed a three-factor structure underlying CSL

	learners' foreign language learning boredom in online classes: its conceptual structure and sources, <i>Journal of Multilingual and Multicultural Development</i>		(CSL) learners		learners' FLLB: classroom boredom, content boredom and teacher/learner boredom.
Westphal, Kretschmann, Gronostaj and Vock (2018)	More enjoyment, less anxiety and boredom: How achievement emotions relate to academic self-concept and teachers' diagnostic skills.	Qualitative approach	1803 eighth-grade students	The relationship between achievement emotions, academic and self-concept and teachers' diagnostic skills	The study indicated that students experience more enjoyment and less anxiety and boredom if teachers exhibit better diagnostic skills. The role of teachers' diagnostic skills in relation to students' emotions was in part moderated by the students' self-concept.
Zhang, Saeedian and Fathi (2024)	Testing a model of growth mindset, ideal L2 self, boredom, and WTC in an EFL context.	Quantitative approach	437 undergraduate English major students from different universities	The relationship between growth mindset, ideal L2 self, boredom, and WTC in an EFL context	Results showed that ideal L2 self and boredom significantly influenced EFL students' WTC directly.
Zhao and Wang (2025)	The role of enjoyment and boredom in shaping English language achievement among ethnic minority learners.	Quantitative approach	783 middle and high school students from western China	The role of enjoyment and boredom	Results showed that ideal L2 self and boredom significantly influenced (English as a Foreign Language) EFL students' WTC directly.
L and Han (2022)	Learner-internal and learner-external factors for boredom amongst Chinese university EFL students.	Qualitative approach	1,502 university students completed open-ended questions and 16 with individual semi-structured interviews.	Antecedents of FLLB	The results suggested seven boredom factors including task characteristics, student factors, course content, teaching and learning activities and so forth.
Shimray and Wangd (2025)	Boredom in online foreign language classrooms: Antecedents and solutions from students' perspective.	Qualitative approach	105 Thai EFL university students	Antecedents and solutions of FLLB	The results suggested seven boredom factors internally and externally including task characteristics, student factors, course content, teaching and learning activities and so forth.
Kruk, Pawlak, Elahi Shirvan, Taherian and Yazdanmehr (2022)	Potential sources of foreign language learning boredom: A Q methodology study	Mixed method	37 Iranian English as a foreign language (EFL) learners	Sources of boredom	The sources of boredom experienced in EFL learning in class: (a) teacher-induced boredom, (b) student-induced boredom, and (c) activity-induced boredom.
Pawlak, Derakhshan, Mehdizadeh and Kruk (2021)	Boredom in online English language classes: Mediating variables and coping strategies.	Qualitative approach	34 teachers and 256 students from universities across Iran	Boredom in online classes	A startling percentage of students complained that they either didn't know how to handle boredom or turned to detrimental coping strategies.
Acee et al. (2010)	Academic boredom in under- and over-challenging situations.	Quantitative approach	170 male and female undergraduate students in Study1 and 178 male and female undergraduate students in Study2	Students' perception of boredom in different contexts	Boredom is a situation-dependent construct with various dimensions.
Eren, A., & Coskun, H. (2016).	Students' level of boredom, boredom coping strategies, epistemic curiosity, and	Quantitative approach	557 students	The relationship between students' level of boredom,	The role of interest-type epistemic curiosity and deprivation-type epistemic curiosity that matters in the

	graded performance. The Journal of Educational Research (Washington, D.C.), 109(6), 574–588.			boredom coping strategies, epistemic curiosity, and graded performance	association between the degree of boredom and graded performance.
LI, C. (2021a).	A Control–Value Theory Approach to Boredom in English Classes Among University Students in China.	Mixed method	2002	Antecedents of FLLB	FLLB was predicted either singularly or interactively by several control-value appraisals.
Krannich, M., Goetz, T., Lipnevich, A. A., Bieg, M., Roos, A.-L., Becker, E. S., & Morger, V. (2019).	Being over- or underchallenged in class: Effects on students' career aspirations via academic self-concept and boredom. Learning and Individual Differences, 69, 206–218. https://doi.org/10.1016/j.lindif.2018.10.004	Mixed method	662 Swiss students from 35 different classes and seven schools in the German-speaking part of Switzerland	The frequency of students' reported over- or underchallenge and its influence on their career aspirations via domain-specific academic self-concept and academic trait boredom	Results were consistent across all three domains and showed that being overchallenged had a negative impact on academic self-concept. ... Further, both being over- and underchallenged enhanced students' domain-specific boredom experiences resulting in a decrease in their career aspirations.
Kruk (2016)	Variations in motivation, anxiety and boredom in learning English in second life.	Mixed method	16 second year students of English philology	Aiming investigating the changes in motivation, language anxiety and boredom in learning English in Second Life.	The findings of the study revealed that both the reported motivation as well as the experience of boredom fluctuated over time. In contrast, the levels of foreign language anxiety declared by the subjects remained almost unchanged.
Kruk (2019)	Dynamicity of perceived willingness to communicate, motivation, boredom and anxiety in Second Life: the case of two advanced learners of English	Mixed method	Two English philology students	The changes of WTC, motivation, boredom and anxiety	The results indicated changes in the levels of the variables in question both during single visits and from one visit to another.
Pawlak, M., Zawodniak, J., & Kruk, M. (2020c).	The neglected emotion of boredom in teaching English to advanced learners.	Quantitative approach	111 English majors	Causes of FLLB	The results addressed the association between time and Polish EFL students' level of boredom. here is an indication of the causes of the students' level of FLLB including task repetition, a lack of challenge, unpleasant previous L2 learning experiences and so forth.
Zawodniak, J., Kruk, M., & Pawlak, M. (2021).	Boredom as an Aversive Emotion Experienced by English Majors.	Qualitative approach	115 advanced learners of English	Causes and Coping strategies of FLLB	Factors including language tasks, the teacher, modes of class organization, class components are reported to be significant sources of FLLB. In response to such problems, teachers are suggested to adopt variety, avoid repetitive activities and show involvement in class.
Apridayani, A., & Waluyo, B. (2024).	Antecedents and effects of students' enjoyment and boredom in synchronous online English courses.	Mixed method	118 first-year English major students	The antecedents and causes of enjoyment and boredom in online classes.	The results showed that disengagement and a long period of study may work as the main causes of students' boredom.
Li, C. (2022).	Foreign language learning boredom and enjoyment: The effects of learner variables and teacher variables.	Quantitative approach	868 Chinese EFL learners	Relationship between enjoyment and boredom	Li (2022) addressed a significant negative relationship between foreign language enjoyment and FLLB. In addition, correlates which significantly predicted foreign language enjoyment may turn

Zhao, Y., & Yang, L. (2022).	Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators	Quantitative approach	1094 Chinese high school students	Relationship between enjoyment and	out to be entirely opposite with respect to FLLB. FLLB was negatively correlated with engagement and enjoyment
Dewaele, J.-M., Botes, E., & Meftah, R. (2023).	A Three-Body Problem: The effects of foreign language anxiety, enjoyment, and boredom on academic achievement.	Quantitative approach	A corpus of 502 Moroccan EFL learners	The effects of foreign language anxiety, enjoyment, and boredom on academic achievement.	The study reported on a significant negative effect of FLLB on academic achievement, which is weaker than that of FLCA.
Kruk, M., Pawlak, M., & Zawodniak, J. (2021a).	Another look at boredom in language instruction: The role of the predictable and the unexpected.	Mixed method	13 Polish EFL learners	Antecedents of changes of FLLB	While there are many reasons why a student could become bored, the repetition, monotony, and predictability of the material covered in a given class have been identified as the key sources of the fluctuation of students' level of FLLB.
Kruk, M. (2021b).	Investigating the Experience of Boredom During Reading Sessions in the Foreign Language Classroom.	Mixed method	18 second-year students studying English at a Polish high school	Antecedents of changes of FLLB	The factors that contributed to the observed variation in the levels of boredom included inactivity, completing tasks that were excessively simple or complex, the selection and application of reading materials by the teacher, the structure of the reading sessions, and the learners' individual qualities. Grammar and writing boredom was higher among EFL program students when compared to other course types
Ali El Deen, A. A. M. M. (2023).	Students' boredom in English language classes: Voices from Saudi Arabia.	Mixed method	356 participants from different EFL programs in Saudi universities	Antecedents of changes of FLLB	Grammar and writing boredom was higher among EFL program students when compared to other course types
Tsang, A. & Dewaele, J. (2023).	The relationships between young FL learners' classroom emotions (anxiety, boredom, & enjoyment), engagement, and FL proficiency.	Quantitative approach	111 Grade 3-4 EFL children	The relationship between FLB, FLCA, FLE and other factors.	The strongest predictive power of FLE on learners' engagement and proficiency, followed by FLB. They also addressed the negative relationship between FLB with engagement, proficiency and FLE and the positive correlation between FLB and FLCA.
Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2022).	Examining the underlying structure of after-class boredom experienced by English majors.	Quantitative approach	107 English majors in Poland	Factors constituting FLLB after-class	lack of enthusiasm in learning English and difficulties of finding engaging assignments; lack of creativity, focus, and engagement; and changed time perception, underutilized language skills, and monotony.
Pawlak, M., Kruk, M., Csizér, K. & Zawodniak, J. (2023).	Investigating in-class and after-class boredom among advanced learners of English: intensity, interrelationships and learner profiles.	Mixed method	107 Polish university students majoring in English	The differences between factors constituting FLLB in- and after-class.	The findings showed that in-class and after-class boredom are different, complex phenomena with underlying causes difficult to separate
Fattahi, N., Ebn-Abbasi, F., Botes, E., & Nushi, M. (2023).	Nothing ventured, nothing gained: The impact of enjoyment and boredom on willingness to communicate in online	Mixed method	469 EFL learners	The impact of FLB on WTC	L2 WTC was significantly impacted by FLB

Dewaele, J.-M., & Li, C. (2021).	foreign language classrooms. Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes.	Mixed method	2,002 learners of English as a foreign language (EFL) from 11 universities in China	The mediating role of student enjoyment and boredom in Chinese EFL classes	The association between student perceptions of instructor enthusiasm and student social-behavioral engagement in English classrooms was shown to be co-mediated by student FLE and FLLB
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