Title: Foreign Language (Learning) Boredom and Enjoyment: The effects of teacher variables and learner variables

Chengchen Li (Huazhong University of Science and Technology, China)

Abstract: There has been a boosted interest in diverse emotions that foreign/second language (L2) learners experience. However, research on L2 boredom is just starting. In this talk, I will report on an empirical study on Foreign Language (Learning) Boredom and Enjoyment (FLE), which examined how they were associated with a number of learner-internal variables and teacher-centered variables. A total of 868 university students in China studying English-as-a-foreign-language (EFL) participated in an online questionnaire survey. A strong negative correlation emerged between the two emotions. FLE was found to be positively related to foreign language proficiency, relative standing among peers, attitudes towards FL and FL culture, negatively to learner age and age of onset of FL learning, while unrelated to gender. FLLB was found to be linked to the same significant learner predictors in an opposite way with smaller effect sizes. Participants experienced more FLE and less FLLB with those teachers who used FL more in class, and those who were more enthusiastic, friendlier, more predictable and well-loved. In addition, participants also experienced more FLLB with female teachers and those teachers who spent more time in reading. The pedagogical implication is that FL emotions are contingent on both learners and teachers.

Keywords: Foreign Language Learning Boredom, Foreign Language Enjoyment, learner-internal variables, teacher variables