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**| RESEARCH ARTICLE**

## **Influencing Factors of Boredom Generation in Foreign Language Learning and Measures to Relieve It: A Perspective Paper**

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**| ABSTRACT**

Learners' emotions profoundly affect foreign language acquisition. According to the control value theory, foreign language learning boredom is a kind of negative emotion. Foreign language learning boredom can dampen learners' interest in foreign language learning, reduce the efficiency of foreign language acquisition, and have a negative impact on foreign language learning. In view of this, the article aims to outline the influencing factors affecting the emergence of foreign language learning boredom and propose corresponding measures to alleviate it. It is hoped that this will reduce the negative impact of boredom on foreign language learning, improve the efficiency of foreign language learning, and reduce the resistance to foreign language learning. It is also used to refine foreign language classroom teaching, alleviate the negative impact of boredom in foreign language classrooms, and improve classroom efficiency.

**| KEYWORDS**

Foreign language learning, boredom, relief measures.

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### **1. Introduction**

#### **1.1 Research Background**

At the beginning of the 21st century, positive psychology and educational psychology entered the field of second language acquisition, and scholars at home and abroad began to pay attention to the diversity, universality and importance of emotions in foreign language learning and related studies blossomed, mainly focusing on the study of pleasure and anxiety emotions. In recent years, Chinese and foreign scholars have paid more attention to the emotion of boredom, and there has been a great increase in the number of studies on the emotion of boredom in foreign languages.

#### **1.2 Problem Statement and Objectives**

Existing studies have noted that boredom is a negative, low arousal, process-type negative emotion, which is common in foreign language learning and can have a negative impact on foreign language learning. In light of this, research on foreign language boredom alleviation is particularly important. The factors affecting the generation of boredom affect the relief measures, but there is no systematic overview of the factors affecting the generation of boredom in foreign language learning. The author outlines the influencing factors that produce boredom in foreign language learning and proposes corresponding relief measures.

### **2. Research Content**

#### **2.1 Understanding Boredom in the Context of Foreign Language Learning**

Influential factors that produce boredom in foreign language learning. Boredom is a complex, multidimensional emotion involving affective, cognitive, motivational, physiological, and expressive aspects, and it is an unpleasant, lack of stimulation, and negative, low-activation affective state (Pekrun et al., 2010). 532 In the context of a second language, Li et al. (2022) found that boredom is

prevalent based on interview data from non-English-speaking students and teachers in China and, based on the three-dimensional framework of control value theory, defined foreign language learning Boredom mood is defined as a negative, low arousal, process-type negative emotion. It manifests itself as inattention, desertion, brain emptiness, and loss of purpose. Boredom makes individuals not want to, but must, participate in an unsatisfying activity, which leads to psychological disengagement from learning activities, inertia in interacting with teachers and classmates, and a gradual loss of motivation to carry out the learning task, bringing about an aversive experience.

### **2.1.1 The Affective Filter Hypothesis**

Krashen proposed a theory of Second Language Acquisition in the 1970s and 1980s, which consists of five hypotheses: the acquisition-learning hypothesis, the monitoring hypothesis, the input hypothesis, the natural order hypothesis, and the affective filtering hypothesis. Among them, the affective filtering hypothesis describes the influence of affective factors on L2 acquisition, which points out that learners' affective experience is the key to language acquisition and that emotion plays an important role in the learning process. It states that learners' affective experience is the key to language acquisition and that affect acts as a "filter" in the learning process, filtering learners' knowledge input (Krashen, 1981). (Krashen (1982) points out that language input can be internalised only after it is filtered through emotions, and language acquisition can be completed. With a high degree of affective filtering, learners will receive more obstructive information from the outside world, and their linguistic knowledge will be successfully filtered. The less language knowledge is successfully filtered. In other words, a low level of affective filtering is more favourable to language learning. In other words, a low level of affective filtering is more favourable to language learning. The reason why learners in the same learning environment have different levels of language acquisition is that the emotional factor cannot be underestimated. Therefore, teachers should pay attention to students' affective state and provide timely guidance.

### **2.1.2 Factors Affecting the Generation of Boredom in Foreign Language Learning**

As they grow older, foreign language learners are more prone to boredom. Research by scholars such as Li et al. (2021) shows that primary school students' boredom in foreign language classrooms is lower and much lower than the average boredom level of foreign language classrooms for college students in China. The reason why students are more prone to boredom as they grow older is mainly due to the different triggers of boredom at different ages. Children are usually full of curiosity and desire to explore the world, so boredom is not easy to produce in childhood. Adolescence is a stage of seeking identity and self-worth. They may become bored because their social needs are not met, their learning tasks are too simple or complex, or they lose interest in their activities. In addition, due to the popularity of technology and social media, they may also be bored in reality due to over-reliance on electronic devices. Adults may face more responsibilities and pressures at work, at home, and socially. They may be bored by the repetitive nature of work, lack of challenges, family chores, or the monotony of their social life. In addition, declining physical functioning and changes in social circles as we age may also cause adults to become bored more easily.

The resource gap between towns and villages affects the production of foreign language boredom. The study by Li et al. (2022) shows that the level of foreign language classroom boredom among rural students is significantly higher than that of urban students. The reasons for this phenomenon are multidimensional. Compared with urban students, rural students' classroom activities are relatively single, while urban students' classroom activities are rich, often using multimedia and other technological means and adopting animation and other foreign language education resources, which can fully mobilise students' foreign language learning emotions. At the same time, some urban schools have foreign teachers who are fresh to Chinese students and do not easily make them bored. Urban students can also learn foreign languages through TV and radio and are less dependent on schools and teachers. In addition, urban students can get positive feedback from their parents and family members, which increases their interest in learning foreign languages and reduces foreign language boredom. However, the classroom activities of rural students are single, the teachers' strength is far inferior to that of urban schools, and the teaching level is far lower than that of towns. Compared with urban students, rural students have fewer ways to learn foreign languages, and most of them rely on schools and teachers, on whom they are highly dependent and are more likely to experience boredom. At the same time, rural students spend less time with their parents, and it is difficult for them to get positive feedback and generate positive emotions in foreign language learning.

The degree to which the difficulty of a task matches one's level of proficiency affects the development of boredom in a foreign language. Firstly, if the task is too easy, the individual may feel that it lacks challenge and thus feel bored. In this case, the individual may feel that his or her abilities are not being fully utilised or that the task itself is not attractive enough to arouse sufficient interest. For example, a skilled driver may find driving a simple route very boring because the task has become easy and lacks a new challenge. On the other hand, if the task is too complex or difficult, the individual may feel frustrated or anxious, which can lead to boredom as well. In this case, the individual may feel that he or she is not competent enough to cope with the task or that the task itself is too obscure to be understood. For example, a beginner may feel helpless and bored when faced with a highly complex programming task because they lack the necessary knowledge and skills to cope with the challenge. In addition, an individual's own situation can also influence the development of boredom. For example, if individuals lack interest or motivation

in a task, they may be more likely to feel bored. Similarly, if an individual is fatigued, stressed, or depressed, they may be more likely to be bored.

Teaching mode can affect the generation of foreign language boredom. First of all, the traditional teaching mode tends to be teacher-centred, focusing on the instilling and imparting of knowledge while neglecting students' initiative and participation. Under this teaching mode, students tend to just passively accept knowledge, lack the opportunity to think and explore, and easily feel bored and tired. For example, some teachers may adopt the teaching method of "filling the classroom with knowledge", constantly instilling knowledge into students, while students can only passively listen to lectures and take notes. This kind of teaching method lacks interaction and interest and will easily make students feel bored. Secondly, some modern teaching modes, such as inquiry-based teaching and cooperative learning, focus on students' initiative and participation and encourage students to acquire knowledge through inquiry and cooperation. With this mode of teaching, students have more opportunities to participate in classroom discussions, conduct experiments or projects, and other activities, which makes it easier for them to generate interest and motivation and reduce boredom. For example, inquiry-based teaching allows students to explore problems through observation, experimentation and reflection, a process that is challenging and fun and can stimulate students' interest and curiosity in learning. In addition, the singularity of the teaching mode may also lead to the emergence of boredom. If teachers keep adopting the same teaching mode in the teaching process, which lacks variation and diversity, students may feel monotonous and bored. Therefore, teachers should flexibly adopt different teaching modes in the teaching process according to students' needs and characteristics in order to stimulate students' interest and motivation in learning.

In addition, repetitive activities that lack challenge, excessive teacher control, learner narrative disorder, low assessment of control and value of the learning task (Li, 2021), lack of concentration, excessive task difficulty, inability to successfully maintain concentration, insufficiently strong motivation to learn, or the task being cut off from life

## ***2.2 Strategies for Enhancing Engagement and Motivation***

### ***2.2.1 Strategies for Learners to Alleviate Boredom***

Setting Clear Learning Goals Foreign language learners should set clear, measurable learning goals that can keep them motivated and focused in the learning process. These goals can be short-term, such as memorising a certain number of words each day, or long-term, such as achieving a certain language level. Driven by goals, foreign language learners are more motivated to learn and can effectively reduce foreign language boredom.

### ***2.2.2 Strategies for Foreign Language Teachers to Improve Classroom Effectiveness***

The application of diversified teaching methods and different teaching methods and activities, such as role-playing, group discussions, games, songs and stories, can increase the fun and interactivity of learning. These methods allow students to participate more actively in the learning process and reduce boredom. Teaching in combination with real situations: Combining learning content with real situations, for example, through simulated dialogues, watching foreign language movies or reading real foreign language materials, can make students feel the practicality and fun of foreign language learning.

Provide personalised learning paths: Provide students with personalised learning paths and resources based on their interests, learning styles and needs. This will make students feel that their learning is meaningful and valuable, thus reducing boredom. Encourage students to engage in self-directed learning by giving them a certain amount of time and space for self-directed learning so that they can choose what and how to learn according to their interests and needs. This kind of independent learning can increase students' motivation to learn and reduce boredom.

Teachers should give timely feedback and encouragement in the learning process so that students feel their progress and achievements. This can increase students' confidence in learning and reduce boredom. Create a positive, open, and inclusive learning atmosphere in the classroom so that students feel accepted and respected. This atmosphere can make students more willing to participate in the learning process and reduce boredom.

## **3. Conclusion**

The aim of this study is to help foreign language learners improve the efficiency of foreign language departments and, at the same time, to increase the classroom activity of foreign language teachers through a systematic study and overview of the factors influencing the production of boredom in foreign language learning. After this study, the author concludes that in the process of foreign language learning, boredom is affected by many factors, among which the age of learners, urban-rural differences, the difficulty of the task and the impression of the teaching mode are more significant, in addition to the learner's own concentration and motivation to learn, and other factors have a certain influence. This study provides a systematic overview of the factors affecting boredom in foreign language learning, but there is still a lack of research on the manifestation of boredom. Future research can

focus on the manifestation of boredom in foreign language learners so as to help foreign language learners and teachers detect and alleviate boredom, even if it occurs, in order to achieve higher learning efficiency.

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