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YILDIZ TECHNICAL UNIVERSITY
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DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
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MASTER'S THESIS

EXAMINING THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE ENJOYMENT, BOREDOM LEVELS, AND INTERNET ADDICTION OF LEARNERS IN EFL CLASSES

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SUPERVISOR

ASST. PROF. DR. SEMİN KAZAZOĞLU

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MAY 2025

Elif AKSAKAL tarafından hazırlanan "Examining the Relationship between Foreign Language Enjoyment, Boredom Levels and Internet Addiction of Learners in EFL Classes" başlıklı çalışma, **28/05/2025** tarihinde yapılan savunma sınavı sonucunda oybirliği ile başarılı bulunmuş ve jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Yüksek Lisans Programında **YÜKSEK LİSANS** tezi olarak kabul edilmiştir.

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ÖZET

YABANCI DİL OLARAK İNGİLİZCE DERSLERİNDE ÖĞRENENLERİN YABANCI DİL KEYFİ, SIKINTI DÜZEYLERİ VE İNTERNET BAĞIMLILIKLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Keyif ve sıkılma, İngilizceyi yabancı dil olarak öğrenme sürecini etkileyen çok boyutlu duygulardır; sıkılma motivasyonu azaltırken, keyif öğrenmeye katılımı artırır. Öte yandan, internet bağımlılığı, sıkılma ile desteklenerek akademik ve duygusal süreçleri olumsuz etkileyebilir. Bu üç değişkenin birbiriyle ilişkisini anlamak, duygusal olarak destekleyici ve dijital anlamda dengeli sınıf ortamları oluşturmak açısından kritik öneme sahiptir. Bu çalışma, lise düzeyinde İngilizce öğrenen öğrenciler arasında yabancı dil keyfi, sıkılma ve internet bağımlılığı arasındaki ilişkiyi incelemektedir. Araştırma, öğrencilerin duygusal deneyimlerinin dijital davranışlarıyla sınıf düzeyi, cinsiyet ve günlük ekran süresi gibi değişkenler bağlamında nasıl kesiştiğini araştırmaktadır. Çalışmada İngilizce Derslerinde Sıkılma Ölçeği, Kısa Yabancı Dil Keyfi Ölçeği, İnternet Bağımlılığı Ölçeği ve yarı yapılandırılmış görüşmeler gibi nicel ve nitel veri toplama araçları kullanılmıştır. Katılımcılar, 265 lise öğrencisinden oluşmaktadır. Bulgular, yüksek düzeyde internet bağımlılığı ile İngilizce derslerinde yaşanan sıkılma arasında pozitif bir ilişki olduğunu, buna karşılık yabancı dil keyfi arttıkça sıkılmanın azaldığını göstermiştir. Cinsiyet ve sınıf düzeyine göre farklılıklar gözlemlenmiş, özellikle yaşça büyük öğrencilerin daha fazla sıkıldıkları belirlenmiştir. Nitel analizlerde, sıkılmanın en çok dil becerileriyle ilgili etkinliklerden kaynaklandığı, keyfin ise öğretmen-öğrenci etkileşimi ve ilgi çekici içeriklerden beslendiği tespit edilmiştir. Bu sonuçlar, öğretmenlerin hem öğrencilerin duygusal deneyimlerini hem de teknoloji kullanım alışkanlıklarını göz önünde bulundurarak öğrencilerin katılımını ve iyilik hâlini artırmaya yönelik stratejiler geliştirmesi gerektiğini vurgulamaktadır. Çalışma, duyguların ve dijital tüketimin dil öğrenimini nasıl etkilediğine dair mevcut bilgiye katkı sağlamakta ve daha ilgi çekici ve destekleyici EFL (Yabancı Dil Olarak İngilizce) öğrenme ortamlarının tasarımı için önemli çıkarımlar sunmaktadır.

Anahtar Kelimeler: Yabancı Dil olarak İngilizce, can sıkıntısı, yabancı dilden keyif alma, internet bağımlılığı, lise öğrencileri

ABSTRACT

EXAMINING THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE ENJOYMENT, BOREDOM LEVELS, AND INTERNET ADDICTION OF LEARNERS IN EFL CLASSES

Enjoyment and boredom are multifaceted emotions that impact EFL learning; boredom reduces motivation and enjoyment enhances engagement. Meanwhile, internet addiction supported by boredom impact academic and emotional processes. It is critical to know their interrelation in order to establish emotionally nurturing and digitally balanced classrooms. The present study examines the interrelation of foreign language enjoyment, boredom, and internet addiction among high school EFL learners. The research examines how students' emotional experiences intersect with their digital behaviors, by grade level, gender, and daily screen time. The research employs the Boredom in English Language Classes Scale, the Short Foreign Language Enjoyment Scale, the Internet Addiction Scale, and semi-structured interviews as quantitative and qualitative data. Participants were 265 high school students. The findings revealed that higher levels of internet addiction correlated with increased boredom in EFL classes, while higher foreign language enjoyment was associated with lower boredom levels. Gender and grade differences were observed, with older students reporting higher boredom. In qualitative analysis, boredom was primarily due to language skill activities, while enjoyment was driven by teacher-student interaction and interest. These results underscore the need for instructors to consider both emotional experiences and habits involving technology in encouraging student engagement and well-being. The study contributes to existing knowledge of how emotions and technology consumption influence language learning, offering insights into designing more engaging and caring EFL learning environments.

Keywords: English as a Foreign Language (EFL), boredom, enjoyment in foreign language, internet addiction, high school students

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
FLE	: Foreign Language Enjoyment
FLB	: Foreign Language Boredom
S-FLES	: Short Foreign Language Enjoyment Scale
YIAT-SF	: Young’s Internet Addiction Test-Short Form
SBELCQ	: Students' Boredom in English Language Classes Questionnaire
FLCA	: Foreign Language Classroom Anxiety
WTC	: Willingness to Communicate
CVT	: The Control-Value Theory
IGD	: Internet Gaming Disorder
ADHD	: Atttention Deficit/Hyperactivity Disorder
IAT	: Internet Addiction Test
CFA	: Confirmatory Factor Analysis
ANOVA	: Analysis of Variance
LSD	: Least Significant Difference
SPSS	: Statistical Package for the Social Sciences

1.INTRODUCTION

Emotions radically shape how students learn and perform in the classroom (Pekrun et al., 2002a). Among different types of academic emotions, boredom and enjoyment emerge as particularly influential; one drains motivation while the other fuels it (Pekrun, 2006; Dewaele & MacIntyre, 2014). Research confirms that bored students generally disengage and underperform, whereas those who experience enjoyment show higher persistence and achievement (Dewaele & MacIntyre, 2014; Nakamura et al., 2021).

These emotional dynamics have become more complex and challenging in today's digital learning environments (Satilmiş et al., 2023). While technology offers unparalleded access to educational resources (Thorne et al., 2009), there are concerns about its potential to lead internet addiction (Weinstein & Lejoyeux, 2010) and decrease attention spans (Silva, 2020). These factors may significantly reshape students' emotional experiences by increasing anxiety while decreasing classroom engagement (Dumitrescu et al., 2023; Dewaele & MacIntyre, 2014). This relationship between digital behaviors and learning emotions remains understudied, especially in foreign language contexts where internet use shows paradoxical relationships with proficiency (Ficzere et al., 2021; Huang, 2018)

The current study therefore investigates the interrelationship among Foreign Language Enjoyment (FLE), Foreign Language Boredom (FLB), and internet addiction in Turkish high school EFL students. By examining these connections, the research aims to contribute to both affective psychology and digital education literature while offering practical insights for EFL learning in technology-rich environments.

This chapter presents the framework and scope of the study, its theoretical significance and contribution to the literature gaps.

1.1. Background of the Study

English as a Foreign Language (EFL) learning is an essential part of academic systems in non-English-speaking countries. It stands as a gateway to global communication and professional success. The linguistic proficiency is a primary objective, and research more and more highlights the significant role of affective factors in language learning (Dewaele & MacIntyre, 2014). The process of acquiring a foreign language is not only cognitive but it is also deeply intertwined with emotional experiences that shape learners' engagement, motivation, and final success (Dewaele & MacIntyre, 2014; Oxford, 2016).

In recent years, scholars have changed their focus toward figuring out how emotions influence language acquisition (MacIntyre & Gregersen, 2012; Méndez López & Peña Aguilar, 2013). There are two particularly significant affective states in this context; Foreign Language Enjoyment (FLE) and Foreign Language Boredom (FLB). FLE, defined as a positive emotional response which comes from meaningful engagement in language tasks (Dewaele & MacIntyre, 2016), it enhances motivation and fosters ongoing participation in classroom activities. Conversely, FLB represents a temporary, yet negative state characterized by disengagement and cognitive withdrawal (Pawlak et al., 2020a). Research suggests that FLB arises from multiple sources, including insufficient cognitive challenge (Larson & Richards, 1991), overly controlled teaching methods (Hill & Perkins, 1985), and learners' inability to self-regulate attention (Eastwood et al., 2012). Furthermore, students' perception of task value and control significantly predicts boredom in academic settings (Pekrun et al., 2010).

Goetz et al. (2014) have mapped out the different types of boredom that can arise in educational settings, identifying four key subtypes: indifferent (passive disengagement), calibrating (mind-wandering), searching (actively seeking stimulation), and reactant (frustration-driven escape). These types of boredom are especially common in EFL classrooms, where students often turn to digital distractions like smartphones as a way to cope (Silva, 2020; De-Sola Gutiérrez et al., 2016). Research shows that these distractions are most closely linked with searching and reactant boredom (Satilmiş et al., 2023; Cannito et al., 2023). Unfortunately, this leads to a cycle where temporary relief from boredom through digital devices only

increases disengagement, which then fuels even more reliance on distractions. What's more, Pawlak et al. (2020a) found that this pattern can lead to long-term motivational decline, with students showing less persistence and commitment to learning over time. The problem deepens as participation in class drops and cognitive effort weakens (Kruk & Zawodniak, 2020), showing that the effects of boredom reach far beyond just a lack of interest in the moment.

The increasing adoption of digital technology has introduced both opportunities and challenges in language education. Digital tools can enhance learning, but excessive use has been linked to increased academic boredom (Satilmiş et al., 2023), shortened attention spans (Silva, 2020), and higher risk to internet addiction (with boredom accounting for 41% of addiction variance; Satılmiş et al., 2023). Even though effective time management strategies may reduce these effects (Wang, 2018), the structured nature of traditional EFL instruction often contradicts with adolescents' preference for rapid satisfaction through digital media (Tomaszek & Muchacka-Cymerman, 2020). This dynamic further reduces classroom participation by creating a recurrent pattern where boredom leads to digital escape.

Despite growing recognition of emotions in language learning, critical gaps remain in the literature. Firstly, studies in Turkey have explored foreign language boredom (FLB) in secondary schools (Coşkun & Yüksel, 2022) and undergraduate coping strategies (Yazgan, 2023), but the interplay between FLB and foreign language enjoyment (FLE) remains underexamined, particularly in relation to digital habits**.** Research indicates that excessive internet use negatively impacts German reading comprehension but paradoxically correlates with improved English reading skills (Ficzere et al., 2021), it suggests that digital habits may interfere emotional experiences in language learning. Secondly, cognitive factors, such as how students perceive tasks, play a significant role in causing foreign language boredom (FLB), while emotional factors, like the quality of interpersonal relationships, are very important to fostering foreign language enjoyment (FLE) (Yılmaz, 2023). However, the way digital addiction magify boredom—whether by fragmenting attention (Silva, 2020) or diminishing self-discipline (Satılmış et al., 2023) —has not been widely explored. Third, research shows that boredom in certain language skills like "reading" can lower engagement, while enjoyment of others like "speaking" can boost it (Yılmaz, 2023). There is a noticeable gap in pedagogical strategies that

address the negative impacts of digital addiction. For example, approaches like controlled use of technology (Dumitrescu et al., 2023) or using digital tools to boost motivation (Thorne et al., 2009) are still lacking.

This study seeks to address these gaps by investigating the relationship between emotional experiences (FLE and FLB), digital behaviors, and language learning outcomes among Turkish high school students. By combining well-established theories of emotional aspects in EFL with new insights into digital learning environments., this research aims to provide practical strategies for improving EFL instruction in an increasingly technology-driven educational landscape.

1.2. Statement of the Problem

Cognitive, social, and emotional factors are all firmly connected with the process of learning a foreign language, and they all add to the dynamic and occasionally unforeseen nature of language acquisition (Dörnyei, 2009; Larsen-Freeman & Cameron, 2008; MacIntyre, 2002). Among them, the affective domain is very important in shaping the experiences and outcomes of learners (Krashen, 1982; Arnold & Brown, 1999; Dewaele, 2015). The value of emotions in language acquisition is becoming more widely recognized, but they are still rarely studied and used in classrooms. Emotional factors are often overlooked in EFL classes, and the primary focus tends to be on language proficiency rather than students' affective needs (Dewaele & MacIntyre, 2014; Horwitz, 2001; Gkonou & Mercer, 2017).

In the past, in education the majority of studies on emotions have concentrated on negative emotions like anxiety, and several of them show how it negatively affects motivation and language learning ability (Horwitz et al., 1986; Aida, 1994).

Although recent advances in positive psychology have raised attention to the potential advantages of positive emotions, like enjoyment, in promoting resilience, engagement, and motivation, the anxiety is still one of the most studied emotions in foreign language learning contexts (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2014). In the field, foreign language enjoyment (FLE), that is defined as an emotionally positive state which enhances motivation and engagement (Dewaele & MacIntyre, 2014), has gained increasing recognition. Conversely, boredom which

is often considered to be a negative emotion has been shown to reduce focus, involvement, and overall learning outcomes (Pawlak et al., 2020b).

A significant amount of study has examined FLE and foreign language boredom (FLB) separately, but still little is known about how these two affected by outside variables such as internet addiction and digital behaviors. Teenagers' excessive use of cell phones and social media in the modern digital era has brought both new opportunities and challenges for learning environments. According to Wei-Ching Wang (2018) and Tomaszek & Muchacka-Cymerman (2020), excessive screen time and problematic internet use have been linked to negative cognitive, affective, and behavioral effects, such as increased boredom and decreased engagement in academic contexts.

Digital habits can have a very important impact on students' mental health and academic performance, as research has shown a strong link between academic boredom, online addiction, and student burnout (Satilmiş et al., 2023).

Despite of the growing recognition of affective factors of language learning, the multifaceted relationship between digital habits and emotional experiences (e.g., boredom and enjoyment) in EFL contexts still remains under-researched, especially among high school students. While previous studies have separately examined the impact of these emotions on language acquisition (Dewaele & MacIntyre, 2014) and the prevalence of digital overuse in education (Tomaszek & Muchacka-Cymerman, 2020), their relationship remains unexplored, particularly how smartphone dependency (Cizmeci, 2017) and problematic internet use intervene emotional states. This issue is particularly important in Turkey, where English proficiency is crucial for educational advancement. However, the current educational system does not consider how students' digital behaviors interact with their emotional experiences in EFL learning, and it highlights the urgent need to explore this dynamic within the Turkish context.

1.3. Aim of the Study

The purpose of this study is to investigate the complicated connections between internet addiction, foreign language boredom (FLB), and foreign language enjoyment (FLE) among high school students who study English as a foreign language (EFL) in

Türkiye. It aims to examine of how emotions and internet addiction interact and how they affect students' motivation and engagement in EFL settings, by highlighting the important role of these factors which play in forming language learning experiences.

The study adopts a mixed-methods research design, and combines both quantitative and qualitative approaches to offer a comprehensive analysis of these processes. It aims to answer the following research questions:

1. What are the levels of boredom experienced by high school students in English as a Foreign Language (EFL) class, and how do these levels vary by grade level and gender?
2. How are students' experiences of boredom and enjoyment in EFL classes related to their internet usage habits, including daily screen time, and levels of internet addiction?
3. To what extent do demographic factors (such as age and gender) influence the relationship between students' emotional experiences (boredom and enjoyment) and their internet use in the context of learning English?

By dealing with these goals, this study aims to offer insightful information about how emotions and internet addiction interact in EFL classrooms, and to offer useful recommendations for teachers and legislators to promote supportive learning environments and lessen possible obstacles to student participation.

1.4. Significance of the Study

By examining the relationship between EFL learners' digital activities and emotional experiences, this study makes a significant contribution to the field of English as a Foreign Language (EFL) education. Even though the significance of emotions in language acquisition is becoming more and more acknowledged, studies which investigate the combined impacts of internet addiction, foreign language boredom (FLB), and foreign language enjoyment (FLE) in high school EFL contexts particularly in Türkiye still remain restricted.

This study will add to the existing wealth of knowledge on the emotional aspects of language acquisition by examining the connections between these variables and it will provide fresh perspectives on how learners' motivation, engagement, and success are affected by boredom and enjoyment. It will also look at how emotional

experiences in language learning contexts interact with digital habits like everyday internet use and smartphone addiction. As a topic that is currently understudied in EFL research, this dual focus offers a deeper knowledge of how the emotional and digital environments interact to affect the experiences of EFL learners.

The study also has significant implications for legislators and educators. The results can be used by educators to develop instructional strategies that reduce boredom, promote pleasant feelings, and skillfully integrate digital tools in a way that promotes good study habits. To address the issues raised by internet addiction and its possible effects on student results, the research emphasizes for policymakers the significance of incorporating digital literacy and emotional awareness into educational frameworks.

In the end, this study aims to fill key gaps in the research while it offers teachers real, actionable strategies to create more engaging and motivating learning environments. By exploring how emotions and digital habits intersect for EFL learners, educators can gain a deeper understanding of their experiences. Beyond that, this work sets the stage for future studies on the emotional and technological sides of language learning, because in today's world, both matter more than ever.

1.5. Assumptions

Several basic assumptions underlie this investigation. Firstly, it is anticipated that the high school students who take part in the study will give truthful and accurate self-reports on their internet usage patterns and emotional experiences in English language classrooms. Participants will be made aware of the confidential and voluntary nature of their answers to assure trustworthiness. This will encourage them to give sincere ideas without worrying about criticism or negative consequences.

Secondly, it is assumed that the study's instruments; the Internet Addiction Scale, the Short Foreign Language Enjoyment Scale, and the Boredom in English Language Classes Scale are reliable and valid instruments for measuring the corresponding constructs in the context of Turkish EFL learners. It is believed that these tools correctly evaluate students' levels of enjoyment, boredom, and online addiction while also reflecting on their real-world experiences.

Third, the study assumes that participants' emotional and digital behaviors are significantly shaped by Türkiye's cultural and educational setting. As a result, the results are expected to be directly related to the EFL context of Turkish high schools and could provide useful information for comparable educational settings.

Last but not least, it is believed that while negative emotions like boredom may hinder language learning, positive emotions like enjoyment promote motivation and engagement (Fredrickson, 2001), according to theoretical viewpoints like the broaden-and-build hypothesis in positive psychology. The study's investigation of the relationship among emotions, internet addiction, and language learning results is guided by these presumptions.

2. LITERATURE REVIEW

This chapter reviews the literature on emotions, positive psychology, and individual differences in foreign language learning. It begins by examining the role of emotions in education, focusing on their impact on EFL learning, including both positive and negative effects. Next, it explores positive psychology in education, particularly its connection to Foreign Language Enjoyment (FLE) and how enjoyment enhances learning experiences. The discussion then delves deeper into FLE, its motivational benefits, and its psychological underpinnings.

The chapter also analyzes boredom in language learning, its causes, and its consequences on academic performance. This is followed by a discussion of internet addiction, its cognitive and emotional effects, and its potential link to classroom boredom. Finally, it examines individual differences (e.g., gender, grade level) in shaping learners' emotional responses, motivation, and engagement in language learning.

2.1. Emotions

Human existence revolves around emotions, and they play a crucial role in determining our actions, thoughts, and choices. Many scholars have attempted to define emotions, identify their fundamental elements, and investigate their significance over the years. According to MacIntyre (2002), emotions are the *"primary human motive,"* (p.61) while Zull (2006) describes them as *"the foundation of learning."* (p.7). Scherer (2000) further categorizes emotions into three subdomains: affective (feeling states), cognitive (appraisal processes), and physiological (bodily responses). Each of these subdomains shapes our emotional experiences. Understanding these complex psychological and physiological states is essential because they directly influence human behavior.

Numerous definitions of emotions emphasize their complexity as psychological states that emerge from how individuals interpret internal or external events

(Lazarus, 1999). These evaluations, or appraisals, set off physiological and psychological responses that can significantly influence behavior and cognitive processes such as memory, perception, and attention (Bagozzi et al., 1999; Scherer, 2000). Lazarus (1999) underscores the role of personal relevance in these appraisals, noting that emotions arise when a situation is evaluated as meaningful to the individual. Similarly, Hockenbury and Hockenbury (2007) describe emotions as multifaceted, involving subjective feelings, physical reactions, and observable behaviors.

Reeve's (2009) comprehensive investigation provides a more nuanced understanding by dividing emotions into four interrelated components that interact during meaningful life events: (1) feelings (subjective awareness), (2) bodily arousal (physiological responses), (3) purpose (goal-directed motivation), and (4) social-expressive elements (communication functions). While feelings represent our conscious experience of emotions, bodily arousal refers to their physiological manifestations. The purpose component relates to emotions' adaptive, goal-oriented nature, whereas the social-expressive dimension deals with how emotions facilitate interpersonal communication. Reeve (2009) argues that these four elements dynamically combine to produce emotional experiences that help individuals respond effectively to significant life events.

From an evolutionary perspective, Oatley and Johnson-Laird (1987) propose that emotions function as biological coordination mechanisms in systems with multiple competing goals, aiding transitions between cognitive processes and priorities. This aligns with Frijda's (2011) information-processing *view*, which suggests emotions arise from continuous evaluations of the world based on personal concerns, subsequently modifying action readiness. Understanding these mechanisms is critical for advancing knowledge in psychology, philosophy, and social sciences (Frijda, 2011; Oatley & Johnson-Laird, 1987).

The interplay between emotions and cognitive processes—such as perception, memory, and attention—is well-documented. Scherer (2000) demonstrates that emotions significantly influence cognition through *stimulus evaluation checks*, prioritizing certain information. For example, strong positive emotions (e.g., joy) enhance memory consolidation for pleasant experiences (Fredrickson, 2001), while intense negative emotions (e.g., fear) heighten vigilance toward threats (Öhman,

1986). Emotions also serve as motivational forces, shaping how individuals respond to different situations (Reeve, 2009).

One of the most critical functions of emotions is their adaptive role. As Reeve (2009) and Dewaele and MacIntyre (2014) explain, emotions help individuals respond to opportunities and challenges in functionally appropriate ways. *Facilitating emotions* (e.g., moderate anxiety) promote adaptive actions, whereas *debilitating emotions* (e.g., overwhelming fear) may hinder performance. For instance, anxiety can enhance vigilance to prepare for potential threats (Öhman, 1986), while joy fosters social bonding and creativity (Fredrickson, 2001).

Critical distinctions exist between emotions, moods, and temperament. Compared to emotions, moods are more persistent, less intense affective states that frequently lack identifiable causes (Beedie et al., 2011; Ekman, 2003). Emotions, on the other hand, represent strong, discrete, and relatively brief reactions to specific situations or stimuli (Ekman, 2003). Temperament, on the other hand, refers to a stable, biologically influenced predisposition to experience certain types of emotions more frequently (MacIntyre & Gregersen, 2012). Understanding the interplay between these affective components is essential, as they collectively shape individual differences in behavior, perception, and cognitive processing (Ekman, 2003; Rosenberg, 1998).

2.1.1. The Role of Emotions in Education

Emotions play a crucial role across all human domains, particularly in education, where they represent essential components of learning and teaching processes (Schutz & Pekrun, 2007). These complicated physiological and psychological responses to educational stimuli significantly affect cognitive processes like perception, memory, and attention (Scherer, 2000). Pekrun et al. (2002a) demonstrate that emotions profoundly influence student motivation, classroom engagement, and academic performance through their control-value theory of achievement emotions.

Recent research has brought increasing attention to how emotions impact students' cognitive engagement, academic achievement, self-regulation strategies, psychological resilience, and overall educational experiences (Mendzheritskaya & Hansen, 2019; Schutz & Pekrun, 2007). Pekrun's (2014) control-value theory provides a comprehensive framework for understanding these relationships,

proposing that students' appraisals of control over learning activities and the subjective value they assign to them fundamentally shape their emotional experiences.

Emotions significantly influence students' motivation as well as their capacity for concentration, information processing, and knowledge retention (Pekrun et al., 2002a; Pekrun, 2014). Positive activating emotions like enthusiasm, pride, optimism, and self-importance increase cognitive flexibility and support adaptive learning techniques (Manocha, 2023; Fredrickson, 2001). According to Fredrickson's (2001) broaden-and-build theory, these positive states expand students' thought-action repertoires, enhancing their willingness to take academic risks, persist through difficulties, and engage in self-regulated learning (Fredrickson & Joiner, 2018). Conversely, negative emotions like boredom, frustration, and anxiety can impair motivation, restrict cognitive functioning, and lead to disengagement, reduced effort, and avoidance behaviors that interfere with academic achievement (Pekrun et al., 2002a; Derakshan et al., 2009).

Students' emotional experiences in classroom settings emerge from complex interactions between numerous internal and external factors (Pekrun et al., 2002a; Pekrun, 2014). Individual characteristics like beliefs, prior knowledge, and achievement goals interact with environmental factors including instructional methods, classroom climate, and social interactions to produce emotional responses (MacIntyre, 2002; Pekrun, 2014). Therefore, educators must consider both cognitive and emotional components to create optimal learning environments. Students' attitudes toward learning are particularly shaped by their emotions—positive affective states like pride and excitement can boost intrinsic motivation and increase willingness to engage deeply with challenging material (Dewaele & MacIntyre, 2014), while negative emotions including frustration and helplessness often lead to avoidance behaviors and poorer academic performance (Pekrun et al., 2002a; Derakshan et al., 2009).

Academic emotions, which are directly related to learning and achievement, are classified according to Pekrun et al.'s (2002a) three-dimensional taxonomy. This taxonomy is based on three key dimensions: object focus (activity vs. outcome), valence (positive vs. negative), and activation (activating vs. deactivating). Positive activating emotions, such as curiosity and enjoyment, foster deeper learning and

intrinsic motivation by creating what Fredrickson (2001) refers to as "upward spirals" of engagement. While negative activating emotions, like anger and anxiety, can occasionally serve as motivators (Dewaele & MacIntyre, 2014), they more frequently lead to stress and cognitive overload, which ultimately hinder learning performance (Pekrun et al., 2002a). On the other hand, negative deactivating emotions, such as boredom and hopelessness, are often associated with diminished cognitive engagement and lower academic achievement (Derakshan et al., 2009; Pekrun et al., 2002a).

Teachers play a pivotal role in shaping classroom emotional climates (Frenzel et al., 2009). Instructors who demonstrate enthusiasm and positive attitudes create more stimulating learning environments through emotional contagion processes (Frenzel et al., 2009), whereas those displaying frustration or disinterest often foster tense, unproductive atmospheres (Pekrun et al., 2002a). In language learning contexts, MacIntyre (2002) emphasizes that supportive learning environments recognizing students' emotional needs enhance educational outcomes by increasing engagement and fostering belongingness (Dewaele & MacIntyre, 2014). Teachers who develop emotional intelligence competencies can more effectively recognize students' emotional states and implement appropriate support strategies (Ismail, 2015).

Classroom dynamics are profoundly shaped by emotional factors influencing peer relationships and teacher-student interactions (Shao et al., 2019). According to Shao et al. (2019), students' appraisals of academic tasks and their own competencies significantly mediate these emotional processes. Oxford's (2016) EMPATHICS model further highlights resilience as a critical factor—students who develop emotional regulation skills and perceive challenges as manageable demonstrate greater perseverance despite negative emotions (Byrd & Abrams, 2022; Oxford, 2016).

Scholars increasingly advocate for emotion-focused pedagogical approaches that systematically incorporate emotional awareness into curriculum design and instructional strategies (Schutz & Pekrun, 2007; Pekrun, 2014).This involves creating emotionally supportive learning environments (Frenzel et al., 2009), employing engaging teaching methods, and providing structured opportunities for emotional reflection and regulation (Byrd & Abrams, 2022).However, researching

emotions in education presents methodological challenges, including the need for larger, more diverse samples (Pekrun, 2019), experimental and longitudinal designs (Shao et al., 2019) and multi-channel assessment approaches to capture real-time emotional dynamics (Pekrun, 2019; Derakshan et al., 2009).

Future research requires interdisciplinary collaboration integrating sociocultural, neurological, and psychological perspectives (Schutz & Decuir, 2002; Shao et al., 2019). As Pekrun (2019) notes, comprehensive models incorporating both cognitive and affective elements are necessary to fully understand learning processes. Important directions include investigating the dynamic interplay between emotions and learning across different cultural contexts (Schutz & Decuir, 2002; Oxford, 2016), and longitudinal designs and real-time emotional assessments to track emotional development (Shao et al., 2019) and utilizing multi-channel assessments (e.g., physiological, behavioral) to capture real-time emotional dynamics (Pekrun, 2019; Derakshan et al., 2009).

2.1.2. Positive and Negative Emotions in EFL Learning

Emotions have a significant impact on how students experience language acquisition when learning English as a foreign language (EFL) (Pekrun et al., 2002a; Shao et al., 2019). The important impact of emotional aspects on language acquisition processes is being increasingly acknowledged, despite the fact that traditional research in EFL has mostly focused on cognitive components (Benesch, 2013). According to recent research, emotions have a direct impact on motivation, engagement, and general language proficiency rather than being just incidental to learning (MacIntyre, 2002; Dörnyei, 2005).

Throughout their language learning journey, learners go through a wide spectrum of emotions, with positive feelings like enjoyment, hope, and confidence greatly influencing their motivation and success (Dewaele & MacIntyre, 2014). For example, enjoyment has been closely linked to both increased linguistic proficiency and higher success levels (Dewaele et al., 2019). Students are more inclined to take chances while speaking, participate in meaningful relationships, and keep going in the face of difficulties when they are experiencing good emotions (Fredrickson, 2001). These pleasant emotional states encourage open communication and keep

students interested in the language learning process (Dewaele & MacIntyre, 2014; Dewaele et al., 2019).

However, unpleasant feelings like irritation, worry, and anxiety can make learning a language more difficult. One of the most frequently researched unpleasant emotions in EFL environments is anxiety, specifically related to foreign languages (MacIntyre & Vincze, 2017; MacIntyre, 2017). While anxiety consistently impairs learning, other negative emotions show more variable effects on motivation. Feelings of fear and self-doubt are common symptoms of anxiety, which can cause avoidance behaviors and impair performance, particularly in speaking and listening tasks (Horwitz et al., 1986). Research indicates a strong correlation between anxiety and insecurities over speaking skills, peer comparisons, and the classroom environment (Méndez López & Peña Aguilar, 2013; Horwitz et al., 1986). Additionally, students with high anxiety levels could find it difficult to complete some assignments, such as speaking and writing (Dewaele, 2015; Horwitz et al., 1986).

Additionally, studies show that emotions are dynamic in EFL learning and interact with other individual variables including self-efficacy, motivation, and personality (Dewaele & MacIntyre, 2014). For instance, anxiousness can be devastating for some students, but it can also be a catalyst for others to do better (Dewaele & MacIntyre, 2014). Similar to this, feelings like boredom, which are frequently regarded as deactivating, can cause disengagement and lower effort during learning activities (Nakamura et al., 2021; Pekrun et al., 2002a). The intricacy of emotional experiences in language learning is further highlighted by the fact that emotions like fear, excitement, grief, and pride can differ depending on the language ability and context (Dewaele & MacIntyre, 2014; Oxford, 2016).

Teachers and students share responsibility for managing emotions in the classroom in addition to individual emotional reactions (Dewaele, 2015). Positive emotional environments that make students feel safe and encouraged can boost motivation and engagement (Dewaele et al., 2019; Byrd & Abrams, 2022). By creating a safe environment, incorporating engaging and interactive learning activities, and assisting students in developing emotional regulation techniques, educators can encourage positive emotional experiences (Ismail, 2015). Additionally, in autonomous learning environments, where students are urged to take charge of their education, emotions

are closely related to motivation and self-awareness (Oxford, 2016; Dewaele et al., 2019).

Gaining knowledge of how positive and negative emotions interact can help teachers improve their methods and support students in language learning (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012; Pekrun et al., 2002a).Students' progress, accomplishments, and capacity to express and identify emotions in the target language can all be greatly improved by addressing the emotional component of learning, which will ultimately increase their total language competency (Dewaele & MacIntyre, 2014; Oxford, 2016).

2.2. Positive Psychology

Positive psychology represents a dynamic and rapidly evolving scientific discipline that investigates the conditions and processes contributing to optimal human functioning and flourishing (Gable & Haidt, 2005; Seligman, 2019). The field was formally established in 1998 during Martin Seligman's presidency of the American Psychological Association, marking a paradigm shift from traditional psychology's predominant focus on mental illness and pathology toward understanding and cultivating human strengths (Agarwal, 2020; Bora, 2024; Seligman & Csikszentmihalyi, 2000). This reorientation has enabled researchers to explore previously understudied phenomena related to human thriving, leading to significant theoretical and practical advancements over the past two decades (Gable & Haidt, 2005; Seligman, 2019).

Central to positive psychology are key constructs such as resilience, optimism, gratitude, and mindfulness, which have been empirically shown to enhance psychological well-being across diverse populations (Bora, 2024; Seligman, 2002). The field employs a robust methodological approach incorporating experimental trials, longitudinal surveys, and qualitative analyses to examine these constructs (Bora, 2024). Furthermore, positive psychology has yielded numerous evidence-based interventions with wide-ranging applications, including cognitive-behavioral techniques adapted to build strengths (Seligman, 2002; Bora, 2024), mindfulness-based stress reduction programs (Bora, 2024), and positive organizational scholarship in workplace settings (Bora, 2024; Seligman, 2019).These applications

demonstrate the field's potential to improve quality of life at both individual and societal levels (Bora, 2024; Seligman & Csikszentmihalyi, 2000).

Despite its significant contributions, positive psychology has faced several criticisms. Scholars have noted potential cultural biases in its conceptual frameworks, as many foundational studies were conducted in Western contexts (Gable & Haidt, 2005). Additionally, some researchers argue that the field occasionally oversimplifies complex human experiences by dichotomizing positive and negative emotions (Lazarus, 2003). Another notable limitation is the relative neglect of positive institutions compared to extensive research on individual traits and emotions (Gable & Haidt, 2005).

Nevertheless, positive psychology remains a vital area of psychological research, offering valuable insights and practical tools for promoting human flourishing across domains (Bora, 2024; Seligman, 2019).

2.2.1. Positive Psychology in Education

Positive education integrates principles of positive psychology into traditional academic instruction to enhance students' well-being and academic success (Oyeniyi, 2024; Ramachandram, 2016). This approach emphasizes the development of positive emotions, engagement, relationships, meaning, and accomplishment—components of the PERMA model—as well as overall character strengths (Norrish et al., 2013; Oyeniyi, 2024). The PERMA model, which is developed by Seligman (2011), describes these five elements as the foundational building blocks of well-being. Each component contributes to flourishing in unique yet related ways: Positive Emotion enhances life satisfaction and resilience; Engagement refers to being deeply absorbed in activities; Relationships focus on developing supportive social connections; Meaning involves serving something greater than oneself; and reflects the pursuit and achievement of goals. These elements are measurable, actionable, and can be taught, making them particularly suitable for educational settings (Seligman, 2011; Butler & Kern, 2016). Research suggests that implementing positive education in schools can reduce symptoms of depression and anxiety, enhance student engagement, improve social skills, and support academic achievement (Norrish et al., 2013; Ramachandram, 2016). Practical applications include whole-school models such as the Geelong Grammar School framework, which promotes well-being

through both explicit teaching and school-wide practices (Norrish et al., 2013). However, some scholars argue that positive education is not entirely novel, as many of its core ideas existed in earlier theoretical traditions before the emergence of positive psychology (Kristjánsson, 2012). While promising, further research is needed to evaluate its long-term impact on students and educational systems (Kristjánsson, 2012).

The implementation of positive education typically involves evidence-based prevention and intervention programs focusing on character strengths, emotional regulation, and positive relationships (Pluskota, 2014; Waters & Loton, 2019). These programs not only benefit students but also enhance teachers' well-being and instructional effectiveness, creating a virtuous cycle of positive outcomes throughout the school community (Ramachandram, 2016; Jennings & Greenberg, 2009). The growing emphasis on positive education reflects broader societal changes in expectations for schooling, where 21st-century educational institutions are increasingly expected to foster both academic excellence and psychological well-being (Seligman et al., 2009; White & Waters, 2015)

Seligman et al. (2009) identified three compelling reasons for integrating well-being into school curricula. First, contemporary research identifies worsening mental health among students as a key rationale for positive education (Norrish et al., 2013; Seligman, 2019). Second, extensive research shows that positive emotions can broaden cognitive processes and build enduring psychological resources, which in turn enhance students' learning and resilience (Fredrickson, 2001; Fredrickson & Branigan, 2005). Third, modern educational paradigms increasingly emphasize the holistic development of students, encompassing emotional, social, and moral growth alongside academic success (Durlak et al., 2011; Seligman et al., 2009). Together, these factors support the global movement toward embedding positive psychology principles within educational systems.

2.2.2. Positive Psychology in FLE

The application of positive psychology to second and foreign language learning has gained significant attention in recent years, building upon its established role in general education (MacIntyre & Gregersen, 2012; Mercer, 2017). This development reflects a growing recognition of the affective dimensions of language acquisition

and their interaction with cognitive processes (Dewaele, 2015; Swain, 2013). The historical trajectory of positive psychology in second language acquisiton (SLA), including EFL contexts, can be traced through three key developments (Mercer, 2017). First, the humanistic movement of the 1970s-1980s emphasized holistic approaches to language teaching that integrated cognitive and affective domains, though it was later criticized for lacking empirical rigor (Stevick, 1990). Second, increasing attention to affective factors in research during the 1990s-2000s laid the groundwork for more systematic investigation of emotions in language learning (Dörnyei & Ryan, 2015). Third, the recent trend toward interdisciplinary research has facilitated productive exchanges between psychology and language education (Mercer, 2017).

The role of emotions in language learning has been historically undervalued, with Dörnyei and Ryan (2015) characterizing emotions as the "poor relative" of cognitive processes in SLA research. Swain (2013) famously likened emotions to "the elephant in the room" - fundamentally important yet frequently overlooked in language acquisition theories. This perspective aligns with contemporary understanding that cognition and emotion are deeply interconnected in language learning, with each influencing the other in complex ways (Pavlenko, 2013; Swain, 2013).

Fredrickson's (2001) broaden-and-build theory provides a valuable framework for understanding how positive and negative emotions differentially affect language learning. According to this theory, positive emotions broaden learners' thought-action repertoires and build enduring personal resources, while negative emotions tend to narrow attention and limit cognitive flexibility (Fredrickson, 2001; MacIntyre & Gregersen, 2012). MacIntyre et al. (2019) emphasize that positive psychology applications in language teaching encourage educators to focus on learners' strengths and potential rather than solely addressing deficits. Despite growing recognition of emotions in EFL, researchers agree that the influence of positive emotions remains understudied compared to negative emotions like anxiety (Dewaele, 2015; MacIntyre & Gregersen, 2012).

The integration of positive psychology into language education has been shown to enhance multiple aspects of teaching and learning, including emotional intelligence, self-regulation, and overall well-being (Dewaele et al., 2019; Gregersen et al., 2014). Budzinska (2019) argues that positive psychology should form an essential

component of language teacher education, enabling educators to create more supportive and effective learning environments. Theoretical models such as Oxford's (2016) EMPATHICS framework attempt to synthesize these various elements, incorporating cognitive, emotional, and motivational dimensions of language learning. However, some scholars have critiqued this model for being overly complex and lacking strong theoretical foundations (Alrabai & Dewaele, 2023).

Various studies have acknowledged the strength of positive psychology and explored ways to integrate its principles into language education. Mercer (2017) emphasizes that fostering learners' well-being is not a peripheral concern but a central component of effective language teaching. She argues that classrooms should support both cognitive and emotional dimensions, enabling students to flourish as language learners and individuals. In line with this, Helgesen (2016) presents a variety of classroom activities that help cultivate positive emotional states, highlighting that "happy, engaged kids learn more" (p. 321). These interventions aim to enhance enjoyment, motivation, and learner autonomy—key outcomes aligned with positive psychology. Moreover, Mercer and Ryan (2010) underscore the importance of developing growth-oriented mindsets in EFL learners, suggesting that beliefs about ability and effort significantly influence emotional responses and learning engagement.

2.3. Foreign Language Enjoyment (FLE)

As it emphasizes how positive emotions can improve the learning process, positive psychology has received a lot of attention in the field of language learning in recent years. A notable concept in this area is Foreign Language Enjoyment (FLE), which has emerged as a major area of study for English as a Foreign Language (EFL) (Dewaele & MacIntyre, 2019; Jin & Zhang, 2018; Li et al., 2018).

Based on Fredrickson's (2001) broaden-and-build theory, FLE expresses the positive feelings that students feel when their psychological needs are satisfied, even in difficult language learning circumstances (Dewaele & MacIntyre, 2014). In essence, FLE includes the happy, inquisitive, and satisfying moments that make learning a language not only possible but truly fulfilling (Dewaele & MacIntyre, 2014).

Foreign language enjoyment (FLE) has earned increased attention as an essential emotional factor that influences learners' experiences and outcomes in foreign language acquisition (MacIntyre & Gregersen, 2012; Seligman, 2018). FLE, as a positive academic emotion, fosters motivation, engagement, and favorable attitudes toward language learning (Dewaele & MacIntyre, 2014), reflecting broader theories on achievement emotions and positive affect (Pekrun et al., 2007; Fredrickson, 2004).Research has consistently demonstrated that higher levels of FLE are linked to enhanced foreign language proficiency, increased learner motivation, and positive learning outcomes (Dewaele & MacIntyre, 2014; Jin et al., 2023; Dewaele & Alfawzan, 2018). Moreover, FLE has been recognized as a key component of positive psychology within the context of language learning, aligning with a broader interest in understanding how emotions can contribute to or hinder learners' success (Piechurska-Kuciel, 2017; MacIntyre et al., 2019).

A critical factor influencing FLE is learners' self-perception and attitudes toward foreign language learning. Dewaele and MacIntyre (2014) emphasized the importance of learners' perceptions of their proficiency in their foreign language classroom, building on the foundation of self-determination theory (Ryan & Deci, 2000). Their study revealed that students who perceived themselves as more proficient or had a more favorable attitude toward learning the language tended to experience higher levels of enjoyment. In a similar vein, Jin et al. (2023) found that students who saw themselves as competent in learning a foreign language tended to enjoy the process more.This connection between confidence and enjoyment reflects what Csikszentmihalyi (2008) describes as a “flow” state—when learners are fully engaged and find joy in challenging, yet manageable tasks.This correlation between FLE and self-perceived proficiency is significant as it shows that learners who experience success or feel confident in their abilities are more likely to find the language learning process rewarding and engaging. This aligns with Piechurska-Kuciel (2017), who found that high proficiency was associated with positive emotions in foreign language learning, suggesting that proficiency serves as an essential factor in the development of FLE, particularly in L2 compared to L3 contexts.

In addition to individual factors, teacher-related variables play a substantial role in fostering Foreign Language Enjoyment (FLE). Dewaele and MacIntyre (2014) found

that learners' perceptions of their teachers' supportiveness and the classroom environment positively influenced their enjoyment. Teachers who create a supportive and interactive learning atmosphere are more likely to evoke positive emotional responses from their students, leading to greater FLE (Dewaele et al., 2018). According to Jin et al. (2023), teachers perceived as friendly and approachable significantly enhance students' enjoyment. The teacher-student relationship, along with how teachers manage the emotional aspects of the classroom, is crucial in determining whether learners experience positive or negative emotions in the foreign language classroom (Zeng, 2021). A positive teacher-student dynamic, characterized by supportive feedback and encouragement, has been shown to reduce feelings of anxiety and promote greater enjoyment in learning (Dewaele & Dewaele, 2020).

The classroom environment, including peer interactions, significantly influences learners' emotional experiences. Dewaele and MacIntyre (2014) emphasized the role of peer relationships in promoting Foreign Language Enjoyment (FLE), noting that learners who perceive their peers as supportive and collaborative tend to report higher levels of enjoyment in the classroom. Additionally, the types of activities implemented in the classroom are essential in shaping emotional responses. Mierzwa (2019) discusses how interactive, communicative activities, such as group discussions, role-plays, and project work, are more likely to elicit positive emotions compared to traditional, passive learning activities. Xethakis et al. (2022) highlighted that learners in communicative classrooms, where students are encouraged to engage with each other and use the language actively, reported higher levels of FLE compared to those in more traditional, lecture-based environments, supporting Vygotsky's (1978) social constructivist approach to learning.

Although Foreign Language Enjoyment (FLE) is associated with positive emotions, it is often studied in relation to Foreign Language Classroom Anxiety (FLCA), a negative emotion that can inhibit language learning. Dewaele and MacIntyre (2014) found that although FLE was generally higher than FLCA, the two emotions were often experienced simultaneously, reflecting the 'two faces of Janus' phenomenon in language learning emotions. Their study revealed a significant negative correlation between FLE and FLCA, indicating that students who reported higher levels of FLCA also tended to report lower levels of enjoyment. This suggests a dynamic interplay between anxiety and enjoyment, where high anxiety can dampen the

positive emotional experiences that learners may have in the classroom (Dewaele & MacIntyre, 2016). The connection between FLE and FLCA underscores the importance of addressing both emotions in the language learning process. Teachers need to manage not only the sources of anxiety in the classroom but also actively cultivate conditions that foster positive emotions and enjoyment (Dewaele & MacIntyre, 2014; Gregersen & MacIntyre, 2017).

Research indicates that Foreign Language Enjoyment (FLE) plays a significant role in enhancing learners' motivation and engagement in the language learning process. Zeng (2021) discusses how FLE contributes to increased motivation and engagement, which are crucial for successful language acquisition. Furthermore, the positive emotions elicited by enjoyable learning experiences can enhance learners' resilience and persistence, leading to improved language learning outcomes (Fredrickson, 2001; Seligman, 2018).

Furthermore, the influence of classroom climate and teacher behavioral strategies is crucial in stimulating emotional investment (Dewaele & MacIntyre, 2014). Implementing student-focused, communicative approaches and integrating effective technology can significantly affect learners' emotional experiences and enhance their Foreign Language Enjoyment (FLE) (Pishghadam et al., 2021). Zeng (2021) emphasizes that learners reporting high degrees of enjoyment are not only more motivated but also more likely to achieve better academic outcomes. When students find language learning enjoyable, they are more inclined to invest effort, leading to improved proficiency and a sustained interest in learning (Dewaele & MacIntyre, 2019; Elahi-Shirvan et al., 2021).

Foreign Language Enjoyment (FLE) is a crucial component in language learning, significantly influencing learners' motivation, engagement, and overall success (Dewaele & MacIntyre, 2014; Mercer & MacIntyre, 2014). Various internal and external factors, such as self-perception, attitudes, teacher attributes, and classroom environment, play a role in shaping a student's motivation. Research indicates that students experiencing higher levels of FLE tend to exhibit greater emotional well-being and persistence in learning, as enjoyment not only facilitates the memorization of language elements but also enhances the motivation to continue learning (Pekrun et al., 2002b; Piniel & Albert, 2018).

Although more research is still needed to fully understand the environmental factors that shape Foreign Language Enjoyment (FLE), current studies clearly emphasize the importance of fostering positive emotions in the classroom to improve the overall learning experience. Dewaele and Li (2020) highlight how both internal and external elements—like classroom atmosphere and teacher support—interact to influence students' emotional responses. Zeng (2021) further points out that when learners feel emotionally supported and engaged, their motivation and academic performance tend to improve. Similarly, Jin et al. (2023) show that creating emotionally positive classroom environments helps younger learners stay more involved and enjoy the learning process more, which ultimately leads to better outcomes.

Foreign Language Enjoyment (FLE) varies across cultural and educational contexts, highlighting the impact of sociocultural factors on language learning emotions (Dewaele & MacIntyre, 2014). In their global study, Dewaele and MacIntyre (2014) found that learners from Asian backgrounds reported less enjoyment, and more anxiety compared to Western learners—differences linked to exam-oriented education and limited opportunities for authentic communication. Similarly, Li, Jiang, and Dewaele (2018) found that in the Chinese EFL context, factors like teacher support, classroom atmosphere, and perceived achievement strongly influenced FLE. These findings emphasize that cultural expectations and educational practices shape how enjoyment is experienced and how it can be effectively nurtured (Dewaele & MacIntyre, 2016; Li et al., 2018).

In the Turkish EFL context, several studies have explored how Foreign Language Enjoyment (FLE) emerges and interacts with learner motivation and emotional well-being. One of the earliest studies using the FLE scale by Dewaele and MacIntyre (2014) was conducted by Uzun (2017), who surveyed 166 university students and found that learners experienced more enjoyment than anxiety in their English classes. Sources of enjoyment included learning new content, peer collaboration, humorous classroom moments, praise from teachers, and feelings of success. Building on this, Demir and Okyar (2021) investigated the relationship between FLE, self-efficacy, and willingness to communicate (WTC) among 257 university-level EFL learners. Their findings revealed moderate to high levels of enjoyment, with self-efficacy mediating the link between FLE and WTC—suggesting that emotionally positive classrooms can boost both motivation and communicative confidence.

Adding a deeper qualitative perspective, Yılmaz (2023) examined the interplay between FLE, Foreign Language Boredom (FLB), and motivation. The study revealed that FLE supported motivation by fostering self-efficacy, confidence, attention, and ambition. Interestingly, over-enjoyment could sometimes lead to reduced effort due to overconfidence. While FLB generally decreased motivation, attention, and self-discipline, some participants reported unexpected benefits such as increased self-awareness and improved problem-solving skills. The study further found that affective factors were central to FLE, whereas cognitive challenges were the main drivers of FLB. Among language skills, speaking was the most enjoyable and reading the most boring. Collectively, these studies highlight that in Turkish EFL settings, emotional experiences are closely tied to both classroom dynamics and learners' internal beliefs, emphasizing the importance of teaching practices that nurture positive emotions and learner confidence (Uzun, 2017; Demir & Okyar, 2021; Yılmaz, 2023).

2.4. Boredom

Boredom is a complex state that affects our emotions, motivation, perception, and thinking all at once (O'Hanlon, 1981). It usually shows up when we feel under-stimulated, leading to low arousal and dissatisfaction (Mikulas & Vodanovich, 1993). Even though it's something everyone experiences, boredom hasn't received as much attention in research as other emotions, and experts still don't agree on one clear definition (Goldberg et al., 2011; Martin et al., 2006; Vodanovich, 2003).

The word "boredom" has been around since the 18th century and was even explored by philosophers like Kierkegaard and Heidegger (Toohey, 2011). Psychologists started taking a closer look in the 20th century. For instance, Barmack (1937, 1938), Fenichel (1951), and Geiwitz (1966) examined boredom's causes and effects. Barmack (1938) described it as a conflict between wanting to continue an activity and wanting to escape it, often because the activity feels meaningless or unengaging. Greenson (1953) added that boredom involves dissatisfaction, a sense of emptiness, and a distorted sense of time, where one passively waits for something interesting to happen.

In the 1970s, research on boredom picked up speed, especially in cognitive and emotional contexts (Abramson & Stinson, 1977; Bailey et al., 1976;

Csikszentmihalyi, 1975; Hill, 1975; London et al., 1972; Schubert, 1978; Thackray et al., 1974). Russell's (1980) circumplex model of affect placed boredom on a spectrum between pleasure and displeasure, and between high and low arousal. Building on this, O'Hanlon (1981) described boredom as a psychophysiological state with five features: it arises in repetitive settings, varies from person to person, involves a negative reaction to monotony, can set in quickly, and often disappears when the environment changes.

Boredom has been connected to a range of negative outcomes—like poor performance, low life satisfaction, and health problems (O'Hanlon, 1981). While it might feel similar to apathy or depression, it's considered a distinct experience (Goldberg et al., 2011). Tools like the Boredom Susceptibility Scale (Zuckerman, 1979), which sees boredom as an aversion to repetitive experiences, and the College Student Boredom Scale (Zuckerman, 1979)) have helped researchers explore boredom, especially in academic settings.

In the 1980s, researchers began viewing boredom as an emotional response with social and psychological roots. Leary et al. (1986) looked at how boredom is tied to situations, body responses, and behavior. Aldridge and DeLucia (1989) introduced the idea of "academic boredom," finding that nearly half of surveyed college students felt bored due to a gap between what they expected from a course and what it delivered.

Despite increasing interest, boredom is still somewhat overlooked, even though it has important consequences for education and mental health (Goldberg et al., 2011). More research is needed to improve how we understand and manage boredom.

Various theories have tried to explain what causes boredom. Hill and Perkins (1985) proposed the forced effort model, which looks at how personality traits, situations, and task demands can lead to boredom. They argue that boring or overly hard tasks demand too much mental effort, causing frustration. Larson and Richards (1991) suggested the under-stimulation model, where boredom happens when tasks are too easy or repetitive, reducing engagement.

The attentional theory of boredom proneness suggests that people who struggle to focus are more likely to get bored, especially when tasks require sustained attention (Carriere et al., 2008; Cheyne et al., 2006; Damrad-Frye & Laird, 1989; Eastwood et

al., 2007; Fisherl, 1993; Harris, 2000; LePera, 2011; Malkovsky et al., 2012). Pekrun's (2006) control-value theory adds another layer, showing that boredom can come from feeling a lack of control or value in a task (Pekrun et al., 2010; Tulis & Fulmer, 2013).

Emotion theory connects boredom to alexithymia—when people struggle to understand or manage their feelings. Those with better emotional skills may be more capable of handling boredom (Eastwood et al., 2007, 2012). Pekrun et al. (2010) also introduced a dimensional model that sees boredom as having both helpful and harmful sides: it can push students to set new goals (facilitative boredom), but it can also hurt motivation and performance (debilitative boredom). The Menton Theory of Boredom (Davies & Fortney, 2012) takes a different angle, suggesting that boredom results when cognitive energy isn't being used properly—either because the task is too easy or too hard. Interestingly, they suggest that under the right circumstances, boredom could help learners develop new skills and re-engage with their goals.

2.4.1. Boredom in Education

Boredom is a common yet complex emotional experience in educational settings, characterized by low arousal, dissatisfaction, and disengagement from learning activities (Goetz & Hall, 2014). While often dismissed as mere student apathy, research suggests that boredom frequently stems from a mismatch between instructional methods and learners' needs, rather than from personal disinterest (Macklem, 2015). Its consequences can be significant, undermining motivation, reducing academic performance, and leading to problematic coping behaviors like daydreaming or digital distraction (Daniels et al., 2015; Mann & Robinson, 2009).

The Control-Value Theory (CVT) offers a valuable framework for understanding academic boredom (Pekrun, 2006). According to this perspective, boredom arises when students perceive they have little control over a learning task and simultaneously find little value in it (Pekrun et al., 2010). This combination of low control and low value makes boredom distinct from other academic emotions, such as anxiety (which, while negative, is activating) or enjoyment (which is positive and engaging). Boredom is further classified as a deactivating emotion, meaning it reduces rather than energizes cognitive and behavioral engagement (Pekrun & Perry, 2014).

Several factors contribute to boredom in classrooms. Monotonous teaching methods, such as excessive lecturing or reliance on repetitive PowerPoint presentations, are frequently cited triggers (Mann & Robinson, 2009). Similarly, tasks that are either too easy or too difficult can lead to disengagement, as they fail to align with students' cognitive resources (Davies & Fortney, 2012).

The effects of chronic boredom are well-documented, including lower attendance, reduced study time, and poorer academic outcomes (Sharp et al., 2017). Students who frequently experience boredom may also develop maladaptive coping strategies, such as passive disengagement or digital multitasking, which further diminish learning (Mann & Robinson, 2009). However, recent research suggests that boredom is not uniformly negative. Some scholars argue that it can serve as a psychological signal, prompting students to reflect on their goals and seek more meaningful engagement (Yacek & Gary, 2023).

Efforts to categorize boredom have identified several subtypes, ranging from indifferent boredom which involves low arousal and passive disinterest to reactant boredom which involves high arousal and frustration-driven escape motivation (Goetz et al., 2014). These distinctions highlight the varied ways boredom manifests and suggest that interventions should be tailored accordingly. For instance, a student experiencing apathetic boredom which is linked to helplessness may require different support than one experiencing searching boredom which is restless but open to alternative engagement.

Despite these insights, some researchers caution against oversimplifying boredom's role in education. Feldges and Pieczenko (2020) note that many classifications blur the lines between boredom’s causes, experiences, and outcomes, potentially obscuring its complex relationship with learning. They argue that boredom should not be automatically pathologized but rather examined critically—both for its challenges and its potential to stimulate reflection on teaching practices.

In practice, addressing boredom effectively requires more than just making lessons "more entertaining." Instead, educators should consider how to enhance students' sense of control and value in their learning. This might involve offering more autonomy in assignments, connecting material to students' interests, or adjusting task difficulty to better match skill levels (Pekrun et al., 2010). The Menton Theory of

Boredom (Davies & Fortney, 2012) further suggests that optimizing cognitive engagement—ensuring tasks are neither under- nor over-stimulating—can help mitigate disengagement.

Ultimately, boredom in education is neither wholly negative nor entirely avoidable. Rather, it serves as an important indicator of how well instructional methods align with learners' needs. By recognizing its causes, manifestations, and potential adaptive functions, educators can develop more nuanced strategies to foster engagement while also using boredom as a lens to critically examine and improve teaching practices. Future research should continue to explore how different forms of boredom interact with learning and how they might, in some cases, be harnessed to promote deeper reflection and motivation.

2.4.2. Boredom in Foreign Language Learning

Boredom is a pervasive and multifaceted emotion in foreign language learning that carries significant implications for students' engagement, motivation, and academic performance (Pawlak et al., 2020a). While its impact is substantial, boredom has historically received far less research attention in foreign language acquisition compared to other emotions like anxiety or enjoyment (Chapman, 2013; Pawlak et al., 2020b). This review synthesizes current understanding of boredom in foreign language classrooms by examining its conceptual foundations, causes, consequences, and potential mitigation strategies.

At its core, boredom is commonly defined as a negative, deactivating emotion characterized by low arousal, dissatisfaction, and disengagement from learning activities (Goetz & Hall, 2014). Within foreign language learning contexts, this emotion typically arises when students perceive classroom tasks as monotonous, repetitive, or lacking appropriate challenge (Pawlak et al., 2020a). The Control-Value Theory (CVT) provides a valuable framework for understanding boredom as a multidimensional construct analyzable across three key dimensions: valence (its negative emotional quality), activation/arousal (its deactivating nature), and object focus (whether it relates to activities or outcomes) (Pekrun, 2006; Pekrun et al., 2010; Li et al., 2021). This theoretical perspective helps to distinguish boredom from other L2 learning emotions, such as enjoyment, which is a positive, activating emotion linked to motivation (Dewaele & MacIntyre, 2014) and anxiety which is a

negative but activating emotion tied to performance (Horwitz, 2001), within the CVT framework (Pekrun & Perry, 2014). Recent L2 studies further validate these distinctions, showing boredom's unique deactivating effects on engagement (Kruk et al., 2022c; Li et al., 2021). Researchers have further identified that boredom manifests in various distinct forms, including indifferent boredom (marked by passive disengagement), calibrating boredom (characterized by unfocused dissatisfaction), searching boredom (involving restless seeking of alternatives), reactant boredom (featuring externally directed frustration), and apathetic boredom (showing learned helplessness) (Goetz et al., 2014; Macklem, 2015).

The causes of boredom in foreign language classrooms are complex and multifaceted, involving both learner-internal and learner-external factors (Li & Han, 2024). Key learner-internal factors include boredom proneness which is often linked to trait-level susceptibility (Pawlak et al., 2020a), inadequate proficiency which may cause cognitive overload or under-challenge (Kruk, 2021a), and lack of motivation, especially intrinsic or value-driven motivation (Li & Han, 2024). For instance, Kruk's (2021a) observational study of L2 reading sessions identified task-related triggers: inactivity periods, task-difficulty mismatches, and individual differences in engagement thresholds. Complementing this, Kruk's (2021b) study of virtual self-directed learning highlighted environmental triggers, including repetitive interactions (e.g., scripted chatbot dialogues), monotonous task designs, and learners' perceived irrelevance of activities—all of which exacerbate boredom. This aligns with findings by Nakamura et al. (2021), who reported similar patterns of virtual learning fatigue. On the learner-external side, significant factors include task characteristics such as repetitive or overly difficult exercises, teaching methods including over-reliance on lectures or PowerPoint presentations, and classroom environment factors like limited interaction opportunities or teacher disengagement (Kruk et al., 2021; Li & Han, 2024). Chapman's (2013) earlier work on German language classes specifically identified disengaged classmates, textbook-dominated activities, and insufficient intellectual challenge as key contributors to student boredom. Expanding on this, Zawodniak et al. (2017) highlighted how language exercises perceived as either too simple or too challenging, along with unconnected tasks and teacher disengagement, serve as significant antecedents of boredom in language learning contexts.

Recent studies clearly show that boredom in foreign language learning isn't fixed—it changes depending on the situation and the timing. For example, Kruk's (2021a) classroom-based research on reading sessions found that students' boredom levels varied not only between different sessions but even within the same lesson. These shifts were linked to moments of inactivity, mismatches between task difficulty and student ability, and how materials were chosen and used by the teacher. Similarly, in a virtual learning context, Kruk (2021b) found that repetitive activities, monotonous dialogues, and students' sense that tasks lacked value all contributed to increased boredom. Supporting these findings, Pawlak et al. (2020a) emphasized that boredom is a dynamic experience shaped by both internal and external classroom factors. Together, these insights highlight that boredom is not a one-size-fits-all phenomenon—it changes with context, which makes it especially important for educators to consider both when and how learning activities are delivered (Kruk, 2021a, 2021b; et al., 2020).

Boredom in foreign language learning can have serious and far-reaching consequences for students. It often diminishes learners' motivation, reduces their engagement, and negatively affects academic performance, making it harder for them to stay focused and persist in their studies (Daniels et al., 2015; Pawlak et al., 2020a). For example, Li and Han's (2024) research with Chinese EFL university students found that boredom was closely linked to behavioral disengagement, reduced satisfaction with learning, and lower academic achievement. In many cases, bored students cope by mentally checking out—daydreaming, doodling, or scrolling through their phones—rather than participating meaningfully in lessons (Kruk et al., 2021). When such experiences become chronic, the impact can be even more severe, contributing to decreased academic success and even increasing the likelihood of dropping out (Respondek et al., 2017).

To address boredom effectively in foreign language classrooms, researchers have recommended several practical, evidence-based strategies. These include adopting learner-centered pedagogies, ensuring tasks are appropriately challenging, and incorporating varied and interactive teaching methods (Chen, Li, & Liu, 2024; Kruk et al., 2021). For instance, Kruk et al. (2022b) emphasized that tackling boredom requires attention to multiple sources—whether it stems from the teacher, the students themselves, or the learning activities—and that targeted interventions for

each can significantly reduce its negative effects. Likewise, Li et al. (2021) highlighted the importance of aligning task difficulty with students' proficiency levels and offering meaningful, engaging content to sustain interest and motivation. Their development of the Foreign Language Learning Boredom Scale has also provided valuable insights into the antecedents and consequences of boredom, helping educators design more effective and personalized strategies for engagement.

Despite increased scholarly attention in recent years, boredom continues to be relatively understudied in EFL compared to more extensively examined emotions such as anxiety and enjoyment. Future research should aim to investigate the dynamic nature of boredom across different language skills—such as reading, writing, and speaking—as well as across diverse learning contexts, including virtual environments and traditional classrooms (Kruk, 2021a,2021b; Pawlak et al., 2020a). Moreover, the complex interplay between boredom and other academic emotions remains insufficiently explored. A deeper understanding of how boredom interacts with learners' emotional experiences can help educators design more effective, targeted strategies to enhance student engagement and improve the overall language learning process.

In conclusion, boredom is a significant yet often underestimated emotional experience in foreign language learning, arising from the interplay of both learner-internal factors—such as motivation, proficiency, and boredom proneness—and learner-external influences like teaching methods, task design, and classroom environment (Pawlak et al., 2020a; Li & Han, 2024; Kruk, 2021a,2021b). Its negative impact on student motivation, engagement, and academic performance highlights the need for pedagogical approaches grounded in empirical research (Daniels et al., 2015; Respondek et al., 2017). A more nuanced understanding of the causes and consequences of boredom can empower educators to adopt proactive strategies that not only reduce boredom but also foster a more dynamic and enriching language learning environment (Chen et al., 2024; Kruk et al., 2022b; Li et al., 2021).

2.5. Internet Addiction

Internet addiction has become a significant concern in the digital age, as the pervasive use of the internet has transformed daily life while also posing risks to

psychological well-being (Vercillo, 2020). Characterized by an inability to control internet use, this behavioral phenomenon can lead to distress and functional impairment, impacting various aspects of an individual's life (Weinstein & Lejoyeux, 2010). Although not officially recognized as a psychiatric disorder, internet addiction is widely acknowledged as a condition with serious consequences, including anxiety, depression, sleep deprivation, and physical health problems (Vercillo, 2020). In extreme cases, excessive internet use has led to severe outcomes such as job loss, family breakdown, and, in rare instances, neglect-related fatalities (Vercillo, 2020; Griffiths, 2000).

The prevalence of internet addiction varies across studies, with estimates ranging from 1.5% to 8.2% of the general population (Weinstein & Lejoyeux, 2010). Younger generations, particularly those belonging to Generations Y and Z, are more susceptible to developing addictive behaviors related to internet and social media use (Simanjuntak et al., 2021). Research indicates that 5–10% of individuals exhibit some level of addiction to these technologies, with symptoms including decreased concentration, academic performance, insomnia, and altered self-perception (Dumitrescu et al., 2023; DeJong, 2014). Additionally, insecure attachment styles have been linked to dysfunctional internet and social media use, as individuals may turn to these platforms to compensate for missing emotional connections (D'Arienzo et al., 2019).

Internet addiction can manifest in various forms, including excessive use of social media, online gaming, shopping, and pornography (Vercillo, 2020; Civita, 2013). These behaviors often lead to negative outcomes such as social isolation, anxiety, and depression, particularly among vulnerable groups like university students (Peper & Harvey, 2018; Weinstein & Lejoyeux, 2010). The rise of digital technologies, especially smartphones and social media platforms, has normalized behaviors that contribute to addiction, making it difficult for individuals to control their online habits (Griffiths et al., 2017). For example, social media addiction, a subtype of internet addiction, affects approximately 5–10% of the global population and is associated with decreased self-esteem, increased anxiety, and technostress in the workplace (DeJong, 2014; Brooks et al., 2017).

Despite its growing recognition, there is a lack of evidence-based treatments for internet addiction, largely due to insufficient research (Weinstein & Lejoyeux, 2010).

Current approaches focus on controlled use rather than total abstinence, employing cognitive-behavioral therapies to address the underlying behaviors and thought patterns associated with addiction (Dumitrescu et al., 2023; Enrique, 2010). Prevention and recovery efforts often involve a combination of family, community, and state interventions, emphasizing the importance of media literacy and the creation of alternative social spaces for youth engagement (Akın, 2017; Simanjuntak et al., 2021).

In conclusion, internet addiction is a complex issue that continues to evolve alongside our growing dependence on digital technologies. While it hasn't been formally classified as a psychiatric disorder, research consistently shows that excessive internet use can seriously affect mental health, relationships, and academic or professional performance (Vercillo, 2020; Weinstein & Lejoyeux, 2010; Peper & Harvey, 2018). People struggling with internet addiction often experience symptoms like anxiety, depression, insomnia, and reduced concentration (Dumitrescu et al., 2023). Adding to the complexity, experts still debate how best to define and categorize internet addiction, with some arguing that it overlaps with other behavioral addictions, making it difficult to classify (Griffiths, 2000; Weinstein & Lejoyeux, 2010). Addressing this growing challenge calls for a holistic approach—combining research, education, and policy—to raise awareness, improve digital literacy, and encourage healthier tech habits (Akın, 2017; Simanjuntak et al., 2021; Enrique, 2010).

2.5.1. Emotional and Cognitive Effects of Internet Addiction

Internet addiction has emerged as a significant concern in the digital age, particularly among students, whose emotional and cognitive well-being is increasingly compromised by excessive internet use. Characterized by an inability to control internet use, this behavioral phenomenon can lead to distress, functional impairment, and a range of negative psychological outcomes (Weinstein & Lejoyeux, 2010). Research indicates that internet addiction is associated with heightened levels of anxiety, depression, and loneliness, which can disrupt emotional stability and cognitive functioning (Peper & Harvey, 2018). These emotional disturbances are often exacerbated by the compulsive use of digital technologies, creating a cycle of dependency and distress (Griffiths et al., 2017).

The cognitive effects of internet addiction are equally concerning. Excessive internet use has been linked to decreased concentration, impaired memory, and reduced academic performance (Dumitrescu et al., 2023). For instance, students who struggle with internet addiction often find it difficult to focus on their studies, leading to lower grades and diminished educational outcomes (Camino López García & María Cruz Sánchez Gómez, 2020). The COVID-19 pandemic further intensified these issues, as the shift to online learning increased students' exposure to digital devices, making them more vulnerable to addiction (Camino López García & María Cruz Sánchez Gómez, 2020). Studies have shown that excessive screen time, often ranging from 6 to 9 hours daily, correlates with mental health issues such as anxiety and depression, further hindering cognitive performance (Dumitrescu et al., 2023).

The American Psychiatric Association (2013) and the World Health Organization (2018) have recognized the severity of internet-related disorders, with the inclusion of internet gaming disorder (IGD) and gaming disorder in their respective diagnostic manuals. These classifications highlight the growing acknowledgment of internet addiction as a significant mental health issue, particularly among adolescents and young adults (American Psychiatric Association, 2013; World Health Organization, 2018). Additionally, problematic internet use has been associated with comorbid conditions such as attention deficit/hyperactivity disorder (ADHD), depression, and substance abuse, further complicating the emotional and cognitive challenges faced by affected individuals (Peper & Harvey, 2018; Dumitrescu et al., 2023; Camino López García & María Cruz Sánchez Gómez, 2020).

Internet addiction has become an increasingly pressing issue among students, particularly during the COVID-19 pandemic, which significantly boosted screen time and digital engagement (Camino López García & María Cruz Sánchez Gómez, 2020). In response, a variety of educational interventions have been introduced to help reduce the harmful effects of excessive internet use. These include time management programs (Lee, 2004), training designed to promote more mindful internet habits and boost academic motivation (Çelik, 2017), and cognitive-behavioral approaches that aim to reshape unhealthy digital behaviors (Madu, 2020). Contributing factors—such as online peer pressure, emotional challenges, and widespread access to personal devices—make adolescents especially vulnerable (Madu, 2020). Because traditional educational programs have often fallen short,

researchers are increasingly emphasizing the need to build students' digital competence through more targeted strategies (Camino López García & María Cruz Sánchez Gómez, 2020). Encouragingly, studies show that such interventions can not only reduce students' internet dependency but also support lasting behavioral improvements (Çelik, 2017). Recent discussions have also explored the role of neuroplasticity, suggesting that engaging students in creative and problem-solving activities could help build healthier digital habits over time (Madu, 2020).

In conclusion, internet addiction has profound emotional and cognitive effects, especially within educational settings. It disrupts both mental health and academic performance by fostering anxiety, depression, poor focus, and disengagement (Peper & Harvey, 2018; Dumitrescu et al., 2023). Addressing these issues requires a multifaceted approach combining psychological support, digital literacy education, and strategies to promote balanced internet use (Camino López García & Sánchez Gómez, 2020; Madu, 2020). Educational initiatives should also integrate interventions like cognitive-behavioral training and value-based education to help students regain emotional control and cognitive focus (Çelik, 2017; Niklová & Hanesová, 2024).

2.5.2. Internet Addiction and Foreign Language Learning

The relationship between internet addiction and foreign language learning is complex, with both positive and negative implications. On one hand, excessive internet use can hinder language learning by reducing concentration and academic performance (Ficzere et al., 2021). For example, studies have shown that internet addiction negatively impacts German reading comprehension, as students who spend excessive time online may struggle to focus on their studies (Ficzere et al., 2021). On the other hand, internet addiction has been positively correlated with English reading comprehension, suggesting that certain aspects of internet use may enhance language skills (Ficzere et al., 2021). This paradoxical relationship highlights the need for a nuanced understanding of how internet use affects language learning.

Research indicates that students with higher English proficiency tend to use the internet more frequently but are less influenced by it in their life planning (Huang, 2018). This suggests that proficient language learners may be better equipped to balance their internet use with their academic goals. However, technology addiction

levels among language students remain moderate, and their competence in using technology for language learning is often low (Bozavlı, 2023). This highlights the need for targeted interventions to improve digital literacy and promote effective use of technology in language education.

Foreign language learners generally hold positive attitudes toward internet use, recognizing its potential to enhance language learning through access to authentic materials, interactive platforms, and online communities (Aydın, 2007). For instance, participation in online communities and gaming can facilitate second language socialization and learning, providing students with opportunities for authentic language practice and cultural immersion (Thorne et al., 2009). However, the risks of addiction and reduced socialization cannot be overlooked. Excessive internet use can lead to isolation and diminished face-to-face communication skills, which are essential for language acquisition (Aydın, 2007).

The impact of internet addiction on foreign language learning is further complicated by the role of personality traits and individual differences (D'Arienzo et al., 2019; Bozavlı, 2023). For example, students with insecure attachment styles are more likely to develop dysfunctional internet and social media use, as they may use these platforms to compensate for missing emotional connections (D'Arienzo et al., 2019).

Educational strategies to address internet addiction in foreign language learning should focus on enhancing digital competence, fostering self-regulation, and leveraging the positive aspects of internet use (Bozavlı, 2023; Camino López García & María Cruz Sánchez Gómez, 2020; Dumitrescu et al., 2023; Thorne et al., 2009). For example, cognitive-behavioral therapies can help students develop healthier digital habits by addressing the underlying thought patterns and behaviors associated with addiction (Dumitrescu et al., 2023). Additionally, creating opportunities for authentic language practice through online communities and gaming can help students develop their language skills while minimizing the risks of addiction (Thorne et al., 2009).

In conclusion, while internet use can be a valuable tool for foreign language learning, it is important to address the risks of addiction and promote balanced usage (Aydın, 2007; Ficzere et al., 2021; Huang, 2018). Educational strategies should focus on enhancing digital competence, fostering self-regulation, and leveraging the positive

aspects of internet use to support language learning (Bozavlı, 2023; Dumitrescu et al., 2023; Thorne et al., 2009). Further research is needed to fully understand the nuanced effects of internet addiction on foreign language education and to develop effective interventions (Huang, 2018; D'Arienzo et al., 2019; Camino López García & María Cruz Sánchez Gómez, 2020).

2.5.3. Internet Addiction and Boredom in the Classroom

Internet addiction has emerged as a growing concern in educational settings, with students increasingly struggling to maintain focus in the classroom due to their excessive engagement with digital devices (Silva, 2020; De-Sola Gutiérrez et al., 2016; Roberts et al., 2015). Studies indicate a strong link between academic boredom and internet addiction, with boredom significantly predicting problematic internet use among high school and university students (Satilmiş et al., 2023). Higher levels of leisure boredom correspond to increased internet addiction, with boredom accounting for 41% of the variance in addiction levels (Satilmis et al., 2023). Moreover, inadequate free-time management has been identified as a major contributing factor, suggesting that structured leisure activities could help mitigate internet addiction by reducing boredom (Wang, 2018).

Research further demonstrates that boredom proneness plays a crucial role in the development of internet addiction, particularly among adolescents and young adults. Studies indicate that trait boredom leads to attentional bias toward social media cues, exacerbating internet dependence (Cannito et al., 2023). Adolescents with ADHD, who are more prone to boredom due to a lack of external stimulation, are at a heightened risk of internet addiction (Chou et al., 2018). During periods of social isolation, university students' perception of leisure boredom was found to be a significant predictor of internet addiction, reinforcing the argument that boredom is a key driver of excessive internet use (Satilmis et al., 2023). These findings suggest that interventions targeting boredom management could be effective in curbing internet addiction, particularly for at-risk student populations (Wang, 2018).

In classroom settings, internet addiction often manifests as diminished concentration, reduced engagement with course material, and a growing preference for digital environments over academic responsibilities (Silva, 2020; De-Sola Gutiérrez et al., 2016; Roberts et al., 2014, 2015; Block, 2008). The core symptoms—excessive use,

withdrawal, tolerance, and associated negative consequences—pose substantial risks to students' educational outcomes and mental health (Block, 2008). Research highlights several contributing factors, including high levels of leisure boredom, limited parental supervision, and frequent involvement in online activities (Lin et al., 2009). Without timely and effective interventions, students experiencing chronic boredom are more likely to resort to digital distractions, further deepening their disengagement from school (Silva, 2020).

Educators face significant challenges in addressing this issue, as students' reliance on digital devices continues to grow (Silva, 2020; De-Sola Gutiérrez et al., 2016; Roberts et al., 2014). Some scholars advocate for integrating technology into classroom learning to harness students' existing digital engagement for educational purposes (Bromley, 2012). However, without structured guidance, students often struggle to use technology productively, as they are more inclined to engage with social media and entertainment rather than educational content (Roberts et al., 2014). Moreover, teachers often lack the necessary training to effectively incorporate digital tools into their lessons, further complicating the issue (Smetaniuk, 2014).

Attempts to ban digital devices from classrooms have proven largely ineffective, as students adeptly conceal their online activities and continue to engage in compulsive social media use (Andreassen, 2015). This persistent digital engagement fosters a cycle of short attention spans, fragmented thinking, and superficial interactions, leading to declining academic motivation and poor writing skills (Andreassen, 2015). With students increasingly conditioned to consume content in short bursts, traditional learning methods struggle to hold their attention (Silva, 2020). We are facing a new, progressive, and behaviorally degenerative issue in the school environment, for which the impacts are only beginning to appear, and it only seems to be getting worse (Young, 1998). Consequently, internet addiction in the classroom is not merely an individual problem but a systemic issue requiring a comprehensive response from educators, parents, and policymakers.

The long-term effects of internet addiction on academic performance are concerning, especially as students who prioritize digital interactions over classroom engagement may face lasting challenges in critical thinking, literacy, and communication skills (Weinstein & Lejoyeux, 2010). Given the seriousness of this issue, some researchers have advocated for recognizing internet addiction as a clinical disorder in diagnostic

manuals to enable earlier intervention and treatment (Block, 2008). However, due to the limited rigor in current research, effective treatment strategies remain underdeveloped (Weinstein & Lejoyeux, 2010). In the meantime, preventative measures—such as promoting structured leisure activities, encouraging positive attitudes toward learning, and involving parents more actively—could help reduce the negative impact of internet addiction on students (Lin et al., 2009).

As the digital landscape continues to evolve, addressing internet addiction and boredom in the classroom requires a collaborative effort from educators, researchers, and policymakers. Without effective interventions, students will remain trapped in a cycle of digital distraction, making it increasingly difficult for them to engage with traditional academic content and develop the skills necessary for future success.

2.6. Individual Differences in Foreign Language Learning

Individual differences play a critical role in explaining the variability in foreign language learning outcomes (Dörnyei, 2014). These differences span a broad spectrum of factors, such as language aptitude, motivation, age, intelligence, learning styles, anxiety, personality traits, self-efficacy, willingness to communicate, and emotional factors like Foreign Language Enjoyment (FLE) and Foreign Language Boredom (FLB) (Ay, 2014; Oxford & Ehrman, 1992; Duff, 2019; Akram & Ghani, 2013). Research has identified up to 22 different variables that can significantly impact language learning success, which highlights the complexity of the process (Oxford & Ehrman, 1992). Understanding these individual differences is crucial for educators, as it allows them to better adapt their teaching strategies to meet the diverse needs of their students, ultimately enhancing the effectiveness of language instruction (Dörnyei, 2014; Oxford & Ehrman, 1992).

Language aptitude, one of the most significant individual differences, refers to a learner's natural ability to acquire new languages (Dörnyei, 2014). Cognitive and natural aspects of aptitude significantly impact language learning progress, with learners who possess higher aptitude often achieving greater proficiency and confidence in using the target language (Dörnyei, 2014). Conversely, learners with lower aptitude may struggle to master specific skills or participate effectively in interactive learning environments (Dörnyei, 2014). Motivation, another key factor, is considered the most flexible non-linguistic variable and serves as a foundation for

improving learner performance (LU, 2002). It can be categorized into intrinsic and extrinsic types, with intrinsic motivation often leading to more sustained and meaningful learning outcomes (Thohir, 2017).

Other important individual differences include self-efficacy, willingness to communicate, and the affective filter. Self-efficacy, or a learner's belief in their ability to succeed in specific tasks, significantly influences motivation, behavior, and emotional responses in language learning (Mills, 2014). Willingness to communicate, which reflects a learner's readiness to engage in verbal interactions, is increasingly recognized as a vital aspect of foreign language learning, particularly in globalized contexts where communication skills are essential (Duff, 2019). The affective filter, a concept introduced by Krashen (1981), refers to the emotional barriers that can hinder language acquisition. High levels of anxiety, for example, can reduce a learner's ability to participate actively in language lessons, highlighting the importance of creating supportive and low-stress learning environments (Dörnyei, 2014).

2.6.1. The Role of Gender and Grade Level in Emotional Responses to Language Learning

Gender and grade level are two critical demographic factors that significantly influence emotional responses such as Foreign Language Enjoyment (FLE) and Foreign Language Boredom (FLB) in the context of foreign language learning (Akram & Ghani, 2013). Research indicates that gender plays a complex role in language learning, with females often exhibiting more positive attitudes and higher motivation compared to males (Akram & Ghani, 2013). However, other studies have found no substantial differences in performance between genders, suggesting that the impact of gender on language learning outcomes may be subtle and context-dependent (Maghsudi et al., 2015). These differences are often attributed to a mix of neurological, cognitive, affective, social, and educational factors that influence males and females differently (Rúa, 2006).

Grade level, which is frequently associated with age, also plays a significant role in shaping emotional responses and influencing learning outcomes (Cenoz, 2002). Older learners generally show higher proficiency in English as a foreign language, while younger students tend to have clearer preferences for specific learning

strategies and a stronger correlation between the strategies they use and their academic performance (Tragant & Victori, 2012). For instance, younger learners might benefit more from interactive, hands-on activities, while older learners may excel in tasks requiring critical thinking and self-regulation (Sung, 2013). Furthermore, the interaction between grade level and the starting age for language learning can shape learners' perceptions of their parents' language proficiency, thereby influencing both their motivation and emotional responses (Sung, 2013).

The intersection of gender and grade level is particularly noticeable in the use of language learning strategies. Studies suggest that both gender and grade level are associated with differences in strategy usage, while age and proficiency level do not show a significant relationship (Saefurrohman, 2021). For example, female learners are more likely to utilize social and metacognitive strategies, whereas male learners may lean towards cognitive and compensation strategies (Maghsudi et al., 2015). These findings underscore the importance of considering both gender and grade level when designing language learning interventions.

In summary, individual differences—such as language aptitude, motivation, self-efficacy, willingness to communicate, and emotional responses—are key to understanding variability in foreign language learning outcomes (Dörnyei, 2014; Oxford & Ehrman, 1992). Gender and grade level further influence these factors, shaping learners' emotional reactions, strategy use, and overall success (Akram & Ghani, 2013; Tragant & Victori, 2012). By recognizing these differences, educators can create more inclusive and effective language learning experiences that cater to the diverse needs of students (Djumanazarova, 2024).

3. METHODOLOGY

3.1. Research Design

In this study a mixed methods design is adopted to explore the interrelationships between foreign language boredom (FLB), foreign language enjoyment (FLE), and internet addiction among high school students who learn English as a foreign language (EFL). For this research quantitative data collected through the administration of validated questionnaires and qualitative data collected through semi-structured interviews are combined. The questionnaires are employed to quantify boredom, enjoyment, and internet addiction levels of students, and interviews are carried out to gain a deeper understanding of the affective experience of language learning. Through the combination of the two tools, the research seeks to obtain a fuller picture of EFL classroom emotional situations. Specifically, a sequential explanatory design is adopted, and the quantitative phase precedes the qualitative phase (QUAN → qual). The study also gives greater emphasis to the quantitative component. Qualitative data play a supportive, explanatory role. Furthermore, mixing occurs through connecting, as the findings from the quantitative stage inform the qualitative data collection and interpretation. (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

3.2. Research Context and Participants

This study was carried out at an Anatolian high school in Istanbul, Turkey. Convenience sampling was used to select participants because of time restrictions and the availability of students in the school. 174 of the participants were female while 91 of them were male. Most of the students were between the ages of 16 and 17, with ages stretching from 14 to 18.

Students in the 9th, 10th, 11th, and 12th grades were all represented in the sample. The purpose of the study was to examine how the students' experienced boredom

and enjoyment during their English lessons, and to investigate how their digital habits affect their emotions.

For the interviews, the study group consisted of 9th-grade students from the same school. Eleven students took part in the study, with ages ranging from 13 to 14. Among them, 6 were male and 5 were female. These students were selected through purposive sampling, which aimed to identify those who could provide the most valuable insights for the research. The main criteria for selection were that the students were actively engaged in English classes and voluntarily agreed to take part in the study.

3.3. Data Collection Tools

3.3.1. Demographic Survey

A Demographic Survey was used as part of the questionnaire to collect essential information about the participants, by focusing on their grade level, gender, and daily screen time. This part's aim was to understand how these factors may influence boredom levels of the students who study English as a Foreign Language (EFL). Students were especially asked to provide details about their smartphone usage and social media habits by reporting the average amount of time they spend on these activities each day. The responses will help examine potential correlations between digital engagement and students' experiences of boredom during English lessons.

In addition to collecting basic demographic information, the survey also included questions about total screen time from all devices (smartphones, computers, tablets, etc.) the aim was to explore the wider impact of screen usage on students' academic engagement and emotional responses in the EFL setting. With the help of these variables, the study aims to provide deeper insights about how digital distractions might control boredom in language learning contexts and to understand if there is a significant relationship between screen time and students' emotional engagement with the language learning process.

3.3.2. Boredom Questionnaire

This study used a questionnaire of boredom borrowed from El Deen (2023), which the researcher developed to measure the degree of boredom among English language students.

El Deen (2023) states the questionnaire design followed a close inspection of the available literature on language classroom boredom and educational psychology more generally (e.g., Pekrun et al., 2010; Dumančić, 2018; Pawlak et al., 2020a; Nakamura et al., 2021; Kruck et al., 2022). Having this theoretical background guarantees the questionnaire accurately measures various facets of boredom among language learners.

It has 35 items that assess various dimensions of classroom boredom. They are placed under four broad dimensions:

1. Classroom disengagement and boredom (Items 1–8): These items assess students' levels of disengagement, lack of attention, and perception of repetition in English class.
2. Task-related boredom (Items 9–23): It assesses the influence of the nature of classroom tasks—like difficulty, predictability, and relevance—on students' boredom.
3. Teacher-related boredom (Items 24–30): This category looks at the role of teaching style, instruction strategies, and feedback in contributing to students' boredom.
4. Language learning ability-related boredom (Items 31–35): These items investigate whether students' perceptions of their own language ability affect their boredom levels.

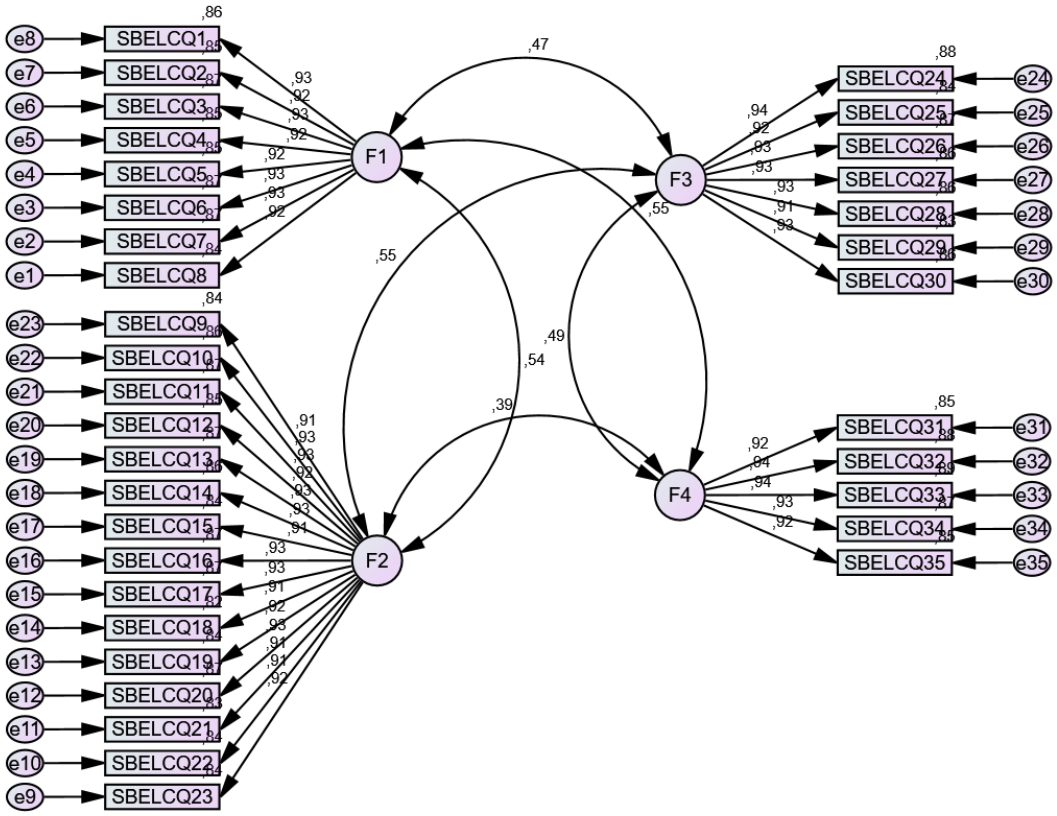
Each statement is rated on a 5-point Likert scale (1 = never, 2 = seldom, 3 = occasionally, 4 = often, 5 = always). Four open questions, one under each category, are also provided in the questionnaire for the students to describe in detail their experiences of boredom in English lessons.

The original questionnaire developed by El Deen (2023) was validated for validity using expert judgment and yielded a high Cronbach's alpha coefficient of 0.915, indicating high reliability.

There was no valid and reliable Turkish version of the Students' Boredom in English Language Classes Questionnaire (SBELCQ) used in this study. Therefore, one phase of the study involved adapting the questionnaire into Turkish, and conducting validity and reliability analyses. The scale was first translated from its original language into Turkish, and then expert opinions were sought to ensure linguistic validity, making necessary linguistic adjustments. Subsequently, confirmatory factor analysis (CFA) was applied to test the construct validity of the scale, and Cronbach's Alpha coefficients were calculated to determine internal consistency reliability. The results of the analyses showed that the Turkish version of the scale is both valid and reliable as a measurement tool.

Confirmatory factor analysis (CFA) was conducted to assess the construct validity of the scale.

Figure 1. Confirmatory Factor Analysis Diagram



According to the analysis results, all of the model's fit indices are within acceptable limits. Specifically, the values of CFI, GFI, TLI, and NFI being above .90, along with RMSEA and RMR values below .08, indicate that the model fits the data well.

Table 1. Confirmatory Factor Analysis Index Values

Fit Indices	Fit Values	Thresholds
$\chi 2$	661,315	
df	554	
$\chi 2$/df (CMIN/DF)	1,194	$0 \leq \chi 2/df \leq 5$
CFI	0,992	$0,80 \leq CFI \leq 1,00$
GFI	0,902	$0,80 \leq GFI \leq 0,95$
NFI	0,955	$0,90 \leq NFI \leq 0,95$
IFI	0,992	$0,80 \leq IFI \leq 1,00$
TLI	0,992	$0,80 \leq TLI \leq 1,00$
RMSEA	0,027	$0,05 \leq RMSEA \leq 0,08$
RMR	0,033	$0,05 \leq RMR \leq 0,08$

Upon examining the factor loadings, it was found that the standardized regression coefficients of all items ranged from .907 to .944 for their respective factors. All loadings were significant ($p < 0.001$) and exhibited high factor loadings. This indicates that the items strongly represent the latent structures they are intended to measure. Detailed information on the factor loadings is provided in Table 2.

In conclusion, the results of the confirmatory factor analysis show that the four-factor structure of the scale is valid for the Turkish sample, and the construct validity of the scale has been established.

Table 2. Factor Loadings

Items and Factors			β	Std. β	S.Error	C.R	p
SBELCQ8	<---	F1	1,000	,919			
SBELCQ7	<---	F1	1,071	,930	,039	27,502	p<0,001
SBELCQ6	<---	F1	1,026	,933	,037	27,818	p<0,001
SBELCQ5	<---	F1	,991	,920	,037	26,577	p<0,001
SBELCQ4	<---	F1	,980	,922	,037	26,697	p<0,001
SBELCQ3	<---	F1	1,046	,933	,038	27,771	p<0,001
SBELCQ2	<---	F1	1,009	,922	,038	26,724	p<0,001
SBELCQ1	<---	F1	1,048	,929	,038	27,393	p<0,001
SBELCQ23	<---	F2	1,000	,916			
SBELCQ22	<---	F2	,985	,914	,038	25,927	p<0,001
SBELCQ21	<---	F2	,962	,912	,037	25,789	p<0,001
SBELCQ20	<---	F2	,990	,934	,036	27,764	p<0,001
SBELCQ19	<---	F2	,979	,915	,038	26,026	p<0,001
SBELCQ18	<---	F2	,925	,907	,037	25,322	p<0,001
SBELCQ17	<---	F2	,950	,931	,035	27,532	p<0,001
SBELCQ16	<---	F2	,967	,931	,035	27,484	p<0,001
SBELCQ15	<---	F2	,954	,915	,037	25,974	p<0,001
SBELCQ14	<---	F2	,985	,926	,037	26,984	p<0,001
SBELCQ13	<---	F2	,975	,931	,035	27,492	p<0,001
SBELCQ12	<---	F2	,975	,922	,037	26,630	p<0,001

SBELCQ11	<---	F2	1,022	,930	,037	27,445	p<0,001
SBELCQ10	<---	F2	,979	,927	,036	27,137	p<0,001
SBELCQ9	<---	F2	,973	,914	,038	25,927	p<0,001
SBELCQ24	<---	F3	1,000	,939			
SBELCQ25	<---	F3	,999	,919	,035	28,280	p<0,001
SBELCQ26	<---	F3	,990	,933	,033	29,942	p<0,001
SBELCQ27	<---	F3	,995	,926	,034	29,154	p<0,001
SBELCQ28	<---	F3	1,006	,930	,034	29,590	p<0,001
SBELCQ29	<---	F3	,972	,913	,035	27,617	p<0,001
SBELCQ30	<---	F3	,959	,925	,033	29,050	p<0,001
SBELCQ31	<---	F4	1,000	,924			
SBELCQ32	<---	F4	1,015	,938	,035	28,653	p<0,001
SBELCQ33	<---	F4	1,046	,944	,036	29,325	p<0,001
SBELCQ34	<---	F4	1,024	,932	,037	27,974	p<0,001
SBELCQ35	<---	F4	,987	,922	,037	27,037	p<0,001

In this study, an internal consistency analysis was conducted to determine the reliability of the Students' Boredom in English Language Classes Questionnaire (SBELCQ). The Cronbach's Alpha coefficient for the scale was found to be .977. This value indicates that the scale has a very high internal consistency and supports the reliability of the scale as a measurement tool.

When examining the Corrected Item-Total Correlation values for each item, the correlation coefficients ranged from .576 to .828. This suggests that all items make significant contributions to the overall structure of the scale and are consistent with the construct being measured.

Additionally, the Cronbach's Alpha if Item Deleted values for each item ranged from .976 to .977. This result shows that removing any item from the scale does not lead to a significant increase in the internal consistency coefficient, indicating that all items positively contribute to the scale's integrity.

In conclusion, based on the reliability analyses, it can be stated that the scale is a highly reliable and valid measurement tool.

Table 3. Item Analysis

	Item-Total Correlation	**Cronbach's Alpha if Item Deleted**
SBELCQ1	,697	,976
SBELCQ2	,680	,976
SBELCQ3	,725	,976
SBELCQ4	,717	,976
SBELCQ5	,725	,976
SBELCQ6	,701	,976
SBELCQ7	,735	,976

SBELCQ8	,725	,976
SBELCQ9	,808	,976
SBELCQ10	,809	,976
SBELCQ11	,808	,976
SBELCQ12	,809	,976
SBELCQ13	,819	,976
SBELCQ14	,828	,976
SBELCQ15	,826	,976
SBELCQ16	,813	,976
SBELCQ17	,810	,976
SBELCQ18	,798	,976
SBELCQ19	,797	,976
SBELCQ20	,819	,976
SBELCQ21	,781	,976
SBELCQ22	,783	,976
SBELCQ23	,798	,976
SBELCQ24	,718	,976
SBELCQ25	,687	,976
SBELCQ26	,692	,976
SBELCQ27	,691	,976
SBELCQ28	,698	,976
SBELCQ29	,659	,977
SBELCQ30	,670	,976
SBELCQ31	,587	,977
SBELCQ32	,605	,977
SBELCQ33	,614	,977
SBELCQ34	,611	,977
SBELCQ35	,576	,977

3.3.3. The Short Foreign Language Enjoyment Scale (S-FLES)

The Short Form of the Foreign Language Enjoyment Scale (S-FLES), adapted and validated into Turkish by Güneş and Uysal (2025), was used in this study to measure students' positive emotional experiences in English language classes. The original 9-item scale, developed by Botes et al. (2021), is based on Fredrickson's (2001) broaden-and-build theory of positive emotions and Dewaele and MacIntyre's (2014) framework of Foreign Language Enjoyment (FLE).

The Turkish S-FLES retains the original three-factor structure:

1. Teacher Appreciation (Items 1–3): Measures enjoyment derived from teacher support (e.g., "İngilizce öğretmeni destekleyicidir" / "The teacher is encouraging").
2. Personal Enjoyment (Items 4–6): Assesses intrinsic satisfaction with learning (e.g., "İngilizce dersinden keyif alıyorum" / "I enjoy it").

3. Social Enjoyment (Items 7–9): Evaluates positive peer interactions (e.g., "İngilizce dersinde çok güleriz" / "We laugh a lot").

Responses were recorded on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The scale's adaptation followed rigorous translation-back-translation procedures with input from bilingual ELT experts to ensure linguistic and cultural equivalence.

The Turkish adaptation of the S-FLES showed strong validity and reliability (Güneş & Uysal, 2025). The factor structure was confirmed by a satisfactory model fit: $\chi^2/df = 2.58$; CFI = .98; RMSEA = .064. The scale demonstrated high internal consistency with an overall reliability coefficient of $\alpha = .92$ ($\omega = .89$). Reliability was also high for each subscale: Teacher Appreciation ($\alpha = .91$), Personal Enjoyment ($\alpha = .75$), and Social Enjoyment ($\alpha = .84$). Additionally, the scale showed a moderate negative correlation with anxiety ($r = -.32$, $p < .01$), suggesting that higher FLE scores are associated with lower anxiety.

It was adapted into Turkish to ensure ease of understanding for the respondents (Güneş & Uysal, 2025). Its brevity (9 items) minimizes respondent fatigue without compromising the measurement's validity, making it suitable for large-scale studies (Botes et al., 2021).

In this study, the overall Cronbach's Alpha coefficient of the S-FLES was found to be 0.899, and it indicates that the scale has a high level of internal consistency. When it was examined the subscales of the scale, the Cronbach's Alpha value for the Teacher Appreciation subscale was 0.875, for the Personal Enjoyment subscale it was 0.869, and for the Social Enjoyment subscale it was 0.893.

3.3.4. The Turkish Version of Young's Internet Addiction Test-Short Form (YIAT-SF)

In order to measure problematic internet use levels among the participants, the Turkish version of Young's Internet Addiction Test-Short Form (YIAT-SF) prepared by Kutlu et al. (2016) was used in this research. The original scale comprising 12 items of Young's (1998) Internet Addiction Test (IAT) was formed for measuring symptoms of internet dependency like compulsive use, withdrawal, and negative life effects (Pawlikowski et al., 2013).

The Turkish YIAT-SF also has the single-factor structure of the original, and all items are rated on a 5-point Likert scale (1 = Never, 5 = Always).

Kutlu et al. (2016) cross-culturally adapted the Turkish version of Young's Internet Addiction Test-Short Form (YIAT-SF) through a large-scale survey of 1,167 university students (ages 17-35 years) and 945 adolescents (ages 14-17 years). The authors employed strict translation procedures, such as back-translation and expert revision, to achieve linguistic and cultural equivalence to Turkish populations (Kutlu et al., 2016). Psychometric analyses showed strong support for scale validity, with confirmatory factor analysis replicating the original single-factor structure (CFI = 0.90-0.95, RMSEA = 0.07-0.08) and high internal consistency (α = 0.86-0.91) across both age groups (Kutlu et al., 2016). The scale also showed expected correlations with similar measures, being positively related to loneliness and pathological internet use, and negatively related to life satisfaction and happiness (Kutlu et al., 2016). These results confirm the Turkish YIAT-SF as a reliable and valid instrument for measuring internet addiction risk in adolescent and adult Turkish populations.

The inventory was used in Turkish to facilitate comprehension for the participants. The higher total scores (range: 12–60) indicate greater risk of internet addiction.

The overall Cronbach's Alpha coefficient for the Internet Addiction Scale used in the study was found to be 0.933, and it indicates that the scale demonstrates very high internal consistency.

3.3.5. Semi-Structured Interviews

In this study, a semi-structured interview form was used to collect data. The interview form aimed to gain an in-depth understanding of high school students' experiences of boredom and the classroom dynamics they experienced during these processes. The interview form included 8 open-ended questions designed to uncover students' reasons for boredom, the parts of the lesson where they felt bored, their perceptions of the resources they used, their experiences related to the classroom environment, and the strategies they employed to cope with boredom.

The interviews were conducted individually, with each student being asked questions and their responses recorded in writing. The process ensured voluntary participation and confidentiality was maintained throughout the interviews. Each interview lasted approximately 10-15 minutes.

In preparing the interview form, a literature review on the topic was conducted and expert opinions were sought to ensure the content validity of the form. Additionally, a pilot study was carried out with two students to check the clarity of the form, and necessary adjustments were made based on this pilot study.

After the data collection process, the responses obtained were analyzed using qualitative data analysis.

3.4. Data Analysis

3.4.1. Quantitative Analysis

The data obtained in the study were analyzed using the SPSS 22.0 statistical software. Frequency and percentage analyses were used to determine the descriptive characteristics of the students participating in the study, while mean and standard deviation statistics were employed in examining the scale. To determine whether the research variables followed a normal distribution, the Kurtosis and Skewness values were examined.

Table 4. Normal Distribution

	Kurtosis	**Skewness**
General Boredom	-0.509	0.144
Disengagement and Monotony	-0.396	0.654
Task-Related Boredom	-0.388	0.183
Teacher-Related Boredom	-0.815	0.037
Language Skill-Based Boredom	-0.655	0.174
General Foreign Language Enjoyment	-0.193	-0.716
Teacher Appreciation	0.322	-1.128
Personal Enjoyment	-0.720	-0.511
Social Enjoyment	-0.868	-0.333
Total Internet Addiction	-0.146	0.103

In the relevant literature, results for the skewness and kurtosis values of variables within the range of +1.5 to -1.5 (Tabachnick & Fidell, 2013) and +2.0 to -2.0 (George & Mallery, 2010) are considered to indicate normal distribution. It has been determined that the variables follow a normal distribution. Parametric methods were used in the analysis of the data.

The relationships between the dimensions that determine the scale levels were examined through Pearson correlation and linear regression analyses. To examine the

differences in scale levels based on students' descriptive characteristics, independent samples t-test, one-way analysis of variance (ANOVA), and post hoc (LSD) analyses were employed.

3.4.2. Qualitative Analysis

The research was carried out using semi-structured interviews, a qualitative data collection technique, and the collected data were analyzed using thematic analysis. The reason for choosing this design was to deeply understand the students' personal experiences, their attitudes toward the class, and their perceptions, and to analyze these experiences through their own narratives.

Thematic analysis is a systematic method aimed at identifying meaningful themes and patterns in qualitative data. The analysis process was carried out following the six-phase thematic analysis process suggested by Braun and Clarke (2006).

In the first phase, the responses provided by the participants were read multiple times to become familiar with the data. In the second phase, meaningful expressions within the data were identified and initial codes were created. In the third phase, similar codes were grouped together to form preliminary themes. In the fourth phase, the identified themes were reviewed, their scope was verified, and related themes were combined to clarify the theme structure. In the fifth phase, each theme was described in detail and named. In the final phase, the themes were supported by participant quotes and reported.

During the data analysis process, each participant was assigned a code number (e.g., S1, S2...) and participant quotes were anonymized. To minimize researcher bias, an objective perspective was adopted, and the findings were structured based on direct participant feedback.

4. RESULTS

4.1. Quantitative Findings

The findings related to the descriptive characteristics of the students are presented below:

Table 5. Distribution of Students According to Descriptive Characteristics

Groups	N	%
Age		
14	36	13.6
15	46	17.4
16	82	30.9
17	92	34.7
18	9	3.4
Grade		
9	59	22.3
10	52	19.6
11	89	33.6
12	65	24.5
Gender		
Male	91	34.3
Female	174	65.7
Internet Device		
Smartphone	247	93.2
Computer/Tablet	18	6.8
Number of Social Media Accounts		
1	44	16.6
2	90	34.0
3	60	22.6
4	42	15.8
5 or more	29	10.9
Daily Internet Use		
1-3 hours	74	27.9
4-6 hours	135	50.9
7 hours or more	56	21.1
Academic Achievement		
Low	13	4.9
Medium	216	81.5
High	36	13.6

According to the findings regarding the descriptive characteristics of the students who participated in the study, an examination of the age distribution revealed that 13.6% of the participants were 14 years old, 17.4% were 15, 30.9% were 16, 34.7% were 17, and 3.4% were 18 years old. Looking at grade levels, 22.3% of the students were in 9th grade, 19.6% in 10th grade, 33.6% in 11th grade, and 24.5% in 12th grade. In terms of gender, 34.3% of the participants were male and 65.7% were female.

Regarding internet access tools, the vast majority of students (93.2%) reported using smartphones to access the internet, while 6.8% accessed it through a computer or tablet. When the distribution of the number of social media accounts owned was examined, it was found that 16.6% of the students had 1 account, 34.0% had 2, 22.6% had 3, 15.8% had 4, and 10.9% had 5 or more social media accounts.

According to the findings on daily internet usage time, 27.9% of the students reported using the internet for 1–3 hours per day, 50.9% for 4–6 hours, and 21.1% for 7 hours or more. As for academic achievement levels, it was determined that 4.9% of the participants had low academic achievement, 81.5% had a moderate level, and 13.6% had a high level of academic achievement.

Table 6. Mean Scores of Boredom

	N	M	SD	Min.	Max.	Scale Range
General Boredom	265	2.496	0.726	1.000	4.310	1-5
Class Disengagement/Monotony	265	2.460	1.054	1.000	5.000	1-5
Task Related Boredom	265	2.419	0.761	1.000	4.730	1-5
Teacher Related Boredom	265	2.577	0.987	1.000	5.000	1-5
Language Skill Related Boredom	265	2.668	0.919	1.000	5.000	1-5

In the study, the mean scores regarding students' levels of boredom were examined. The overall boredom mean score of the students was found to be 2.496, with a standard deviation of 0.726. Considering that the possible score range on the scale is between 1 and 5, it can be said that, in general, students experienced boredom below the moderate level.

When evaluated based on subdimensions, the mean score for the Classroom Disconnection and Monotony subdimension was 2.460, with a standard deviation of 1.054. In the Task/Activity-Related Boredom subdimension, the mean score was 2.419, and the standard deviation was 0.761. In the Teacher-related Boredom

subdimension, the students' mean score was 2.577, and the standard deviation was 0.987. Finally, in the Language Skills-Related Boredom subdimension, the mean score was 2.668, with a standard deviation of 0.919.

The findings show that students experienced the highest level of boredom in the Language Skills-Induced Boredom subdimension, and the lowest level in the Task/Activity-Induced Boredom subdimension.

Table 7. Mean Scores of Foreign Language Enjoyment

	N	M	SD	Min.	Max.	Scale Range
Foreign Language Enjoyment	265	3.534	1.093	1.000	5.000	1-5
Teacher Appreciation	265	3.831	1.202	1.000	5.000	1-5
Personal Enjoyment	265	3.442	1.225	1.000	5.000	1-5
Social Enjoyment	265	3.330	1.219	1.000	5.000	1-5

In the study, the mean scores related to students' enjoyment levels in the foreign language learning process were examined. The overall mean score for Foreign Language Enjoyment was found to be 3.534, with a standard deviation of 1.093. Considering that the scale ranges from 1 to 5, it can be said that students generally experienced above-moderate levels of enjoyment in learning a foreign language.

When evaluated by subdimensions, the mean score for the Teacher Appreciation subdimension was 3.831, with a standard deviation of 1.202. In the Personal Enjoyment subdimension, students had a mean score of 3.442, with a standard deviation of 1.225. For the Social Enjoyment subdimension, the mean score was 3.330, and the standard deviation was 1.219.

The findings indicate that students experienced the highest level of enjoyment in the Teacher Appreciation subdimension, while the lowest level was observed in the Social Enjoyment subdimension.

Table 8. Mean Scores of Internet Addiction

	N	M	SD	Min.	Max.	Scale Range
Total Internet Addiction	265	35,426	10,796	12.000	60.000	12-60

In the study, the mean scores related to students' levels of internet addiction were examined. Accordingly, the overall mean score on the Internet Addiction Scale was

35.426, with a standard deviation of 10.796. Considering that possible scores on the scale range from 12 to 60, it can be said that students generally exhibited a tendency toward moderate levels of internet addiction. The minimum and maximum scores obtained from the scale were 12 and 60, respectively. These findings indicate that there is a certain level of risk for internet addiction among the students who participated in the study.

Table 9. Correlation Analysis Between Scale Scores

		General Boredom	Class Disengegament monotony	Task Based boredom	Teacher Related Boredom	Language Skill Based Boredom	Foreign Language Enjoyment	Teacher Appreciation	Personal Enjoyment	Social Enjoyment	Total Internet Addiction
General Boredom	r	1.000									
	p	0.000									
Class Disengegament monotony	r	0.846**	1.000								
	p	0.000	0.000								
Task Related Boredom	r	0.879**	0.609**	1.000							
	p	0.000	0.000	0.000							
Teacher Related Boredom	r	0.697**	0.442**	0.472**	1.000						
	p	0.000	0.000	0.000	0.000						
Language Skill RelatedBoredom	r	0.750**	0.670**	0.552**	0.366**	1.000					
	p	0.000	0.000	0.000	0.000	0.000					
Foreign Language Enjoyment	r	-0.467**	-0.419**	-0.387**	-0.316**	-0.377**	1.000				
	p	0.000	0.000	0.000	0.000	0.000	0.000				
Teacher Appreciation	r	-0.302**	-0.226**	-0.279**	-0.241**	-0.201**	0.889**	1.000			
	p	0.000	0.000	0.000	0.000	0.001	0.000	0.000			
Personal Enjoyment	r	-0.528**	-0.527**	-0.400**	-0.325**	-0.471**	0.904**	0.698**	1.000		
	p	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
Socail Enjoyment	r	-0.428**	-0.375**	-0.364**	-0.287**	-0.343**	0.905**	0.703**	0.738**	1.000	
	p	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Total Internet Addiction	r	0.317**	0.294**	0.254**	0.214**	0.265**	-0.123*	-0.042	-0.162**	-0.127*	1.000
	p	0.000	0.000	0.000	0.000	0.000	0.045	0.501	0.008	0.038	0.000

***<0,05; **<0,01; Pearson Correlation Analysis**

In the study, a Pearson correlation analysis was conducted to determine the relationships among the scale scores. According to the results, significant and strong positive correlations were found between the Overall Boredom score and the subdimensions Classroom Disconnection and Monotony ($r = 0.846$, $p < .01$), Task/Activity-Related Boredom ($r = 0.879$, $p < .01$), Teacher-Related Boredom ($r = 0.697$, $p < .01$), and Language Skills-Induced Boredom ($r = 0.750$, $p < .01$). These findings indicate that students' general levels of boredom increase in parallel with all subdimensions.

A moderately negative and significant relationship was found between the Overall Foreign Language Enjoyment score and the Overall Boredom score ($r = –0.467$, $p < .01$). Similarly, negative and significant relationships were observed between the Overall Boredom score and the subdimensions of Foreign Language Enjoyment: Teacher Appreciation ($r = –0.302$, $p < .01$), Personal Enjoyment ($r = –0.528$, $p < .01$), and Social Enjoyment ($r = –0.428$, $p < .01$). These results suggest that students who experience higher levels of enjoyment in foreign language classes tend to report lower levels of boredom.

When examining the relationships between internet addiction and other scale scores, the Total Internet Addiction score showed significant and positive correlations with Overall Boredom ($r = 0.317$, $p < .01$), Classroom Disconnection and Monotony ($r = 0.294$, $p < .01$), Task/Activity- Related Boredom ($r = 0.254$, $p < .01$), Teacher-Related Boredom ($r = 0.214$, $p < .01$), and Language Skills-Related Boredom ($r = 0.265$, $p < .01$). On the other hand, low but significant negative correlations were found between Internet Addiction and Overall Foreign Language Enjoyment ($r = –0.123$, $p < .05$), Personal Enjoyment ($r = –0.162$, $p < .01$), and Social Enjoyment ($r = –0.127$, $p < .05$). These findings indicate that as students' levels of internet addiction increase, their levels of boredom also rise, while their enjoyment in foreign language classes tends to decrease.

Table 10. The Effect of Foreign Language Enjoyment and Internet Addiction on Overall Boredom

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p	%95 Confidence Interval	
	B	SE	ß			Lower	Upper
Constant	2.886	0.190		15.168	0.000	2.512	3.261

General Foreign Language Enjoyment	-0.289	0.035	-0.434	-8.259	**0.000**	-0.357	-0.220
Total Internet Addiction	0.018	0.004	0.264	5.019	**0.000**	0.011	0.025

*Dependent Variable=General Boredom, *R=0.535; R^2=0.281; F=52.603; p=0.000; Durbin Watson =1.718*

In the study, a multiple linear regression analysis was conducted to determine the effect of foreign language enjoyment and internet addiction on students' overall boredom scores. According to the analysis results, the model was found to be significant (F = 52.603, p < .001), and the explained variance (R^2) was calculated as 28.1%. This finding indicates that the variables of foreign language enjoyment and internet addiction together explain approximately 28% of the variance in students' boredom levels.

When examining the effects of the independent variables, it was found that the Overall Foreign Language Enjoyment score had a significant negative effect on boredom (ß = –0.434, p < .001). This result suggests that students who experience greater enjoyment in foreign language classes tend to report lower levels of boredom. On the other hand, a significant positive relationship was found between Total Internet Addiction score and boredom level (ß = 0.264, p < .001). Accordingly, as students' levels of internet addiction increase, so does the boredom they experience in English classes.

The Durbin-Watson value was found to be 1.718, indicating no risk of autocorrelation in the model and that the basic assumptions of regression analysis were met. Based on these findings, it can be concluded that foreign language enjoyment and internet addiction significantly predict students' experiences of boredom in class.

Table 11. Differences in Boredom Scores According to Descriptive Characteristics

Demographic Characteristics	n	General Boredom	Class Diesengagement	Task Based Boredom	Teacher Related Boredom	Language Skill Based Boredom
Grade		M ± SS	M ± SS	M ± SS	M ± SS	M ± SS
9	59	2.45±0.67	2.42±0.96	2.38±0.77	2.47±0.90	2.70±0.87

10	52	2.79±0.64	2.68±0.93	2.78±0.75	2.88±0.99	2.87±0.86
11	89	2.68±0.71	2.73±1.13	2.51±0.71	2.90±0.92	2.78±0.92
12	65	2.05±0.67	1.95±0.96	2.05±0.67	1.99±0.87	2.33±0.93
F=		14.629	8.378	10.552	14.565	4.304
p=		**0.000**	**0.000**	**0.000**	**0.000**	**0.006**
PostHoc=		2>1, 3>1, 1>4, 2>4, 3>4 (p<0.05)	1>4, 2>4, 3>4 (p<0.05)	2>1, 2>3, 1>4, 2>4, 3>4 (p<0.05)	2>1, 3>1, 1>4, 2>4, 3>4 (p<0.05)	1>4, 2>4, 3>4 (p<0.05)
Gender		M ± SS	M ± SS	M ± SS	M ± SS	M ± SS
Male	91	2.48±0.84	2.50±1.19	2.43±0.83	2.45±1.01	2.62±1.02
Female	174	2.51±0.66	2.44±0.98	2.41±0.72	2.64±0.97	2.69±0.86
t=		-0.301	0.447	0.150	-1.516	-0.588
p=		0.780	0.675	0.881	0.131	0.557
Internet Device		M ± SS	M ± SS	M ± SS	M ± SS	M ± SS
Smartphıne	247	2.51±0.72	2.48±1.06	2.43±0.76	2.58±0.99	2.70±0.91
Computer / Tablet	18	2.26±0.74	2.15±0.95	2.21±0.78	2.52±1.00	2.21±0.88
t=		1.426	1.283	1.201	0.238	2.200
p=		0.155	0.201	0.231	0.812	**0.029**
Number of Social Media		M ± SS	M ± SS	M ± SS	M ± SS	M ± SS
1	44	2.43±0.76	2.35±1.07	2.35±0.81	2.53±0.94	2.65±1.03
2	90	2.38±0.69	2.30±0.97	2.32±0.70	2.42±0.91	2.65±0.97
3	60	2.45±0.67	2.41±1.05	2.42±0.75	2.54±0.91	2.49±0.77
4	42	2.70±0.75	2.74±1.07	2.59±0.79	2.76±1.22	2.88±0.80
5 or more	29	2.75±0.79	2.81±1.17	2.58±0.84	2.98±0.97	2.83±1.00
F=		2.461	2.262	1.359	2.210	1.385
p=		**0.046**	0.063	0.248	0.068	0.239
PostHoc=		4>2, 5>2 (p<0.05)				
Daily Internet use		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
1-3 hours	74	2.32±0.73	2.24±1.03	2.22±0.79	2.46±0.95	2.55±0.96
4-6 hours	135	2.51±0.72	2.45±1.03	2.46±0.76	2.58±1.01	2.66±0.89
7 hours or more	56	2.68±0.69	2.76±1.08	2.57±0.67	2.72±0.99	2.84±0.92
F=		4.165	3.967	3.931	1.113	1.678
p=		**0.017**	**0.020**	**0.021**	0.330	0.189
PostHoc=		3>1 (p<0.05)	3>1 (p<0.05)	2>1, 3>1 (p<0.05)		
Academic Acchievement		Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS	Ort ± SS
Low	13	3.29±0.77	3.99±1.19	3.00±0.83	2.84±1.29	3.71±0.99
Medium	216	2.46±0.67	2.39±0.95	2.40±0.71	2.54±0.98	2.62±0.87
High	36	2.44±0.89	2.32±1.21	2.33±0.96	2.69±0.94	2.57±0.98
F=		8.769	16.148	4.205	0.831	9.365
p=		**0.000**	**0.000**	**0.016**	0.437	**0.000**
PostHoc=		1>2, 1>3 (p<0.05)	1>2, 1>3 (p<0.05)	1>2, 1>3 (p<0.05)		1>2, 1>3 (p<0.05)

F: Anova Test t: Independent Samples T-Test; PostHoc:Tukey, LSD

In the study, whether students' boredom scores differed according to various descriptive characteristics was examined. Analyses conducted based on grade level revealed statistically significant differences across all boredom subdimensions ($p < .05$). According to the post-hoc test results, 10th and 11th grade students reported higher levels of boredom compared to 9th grade students, while 9th graders experienced more boredom than 12th graders. Specifically, in the Task/Activity-

Related Boredom subdimension, 10th grade students experienced significantly higher boredom than both 9th and 11th grade students.

The results of the independent samples t-test based on gender showed no significant difference in boredom scores between male and female students ($p > .05$). However, in terms of internet access device, a significant difference was found only in the Language Skills-Related Boredom subdimension ($p = .029$), with students who used smartphones reporting higher levels of boredom than those who used a computer or tablet.

In the analysis based on the number of social media accounts, a significant difference was found in overall boredom scores ($p = .046$); students with four or five or more social media accounts reported higher levels of boredom than those with two accounts. Regarding daily internet usage, significant differences in boredom scores were also observed ($p < .05$); in particular, students who used the internet for seven hours or more reported significantly higher boredom levels than those who used it for 1–3 hours.

Finally, in the analyses based on academic achievement level, significant differences were found in overall boredom, Classroom Disconnection and Monotony, Task/Activity-related Boredom, and Language Skills-Related Boredom subdimensions ($p < .05$). Students with low academic achievement experienced significantly higher levels of boredom compared to those with moderate or high achievement.

Table 12. Differences in Foreign Language Enjoyment Scores According to Descriptive Characteristics

Demographic Characteristics	n	Foreign Language Enjoyment	Teacher Related Enjoyment	Personal Enjoyment	Social Enjoyment
Grade		M ± SS	M ± SS	M ± SS	M ± SS
9	59	3.53±0.88	3.96±1.08	3.40±1.14	3.23±1.04
10	52	3.41±1.26	3.46±1.33	3.34±1.32	3.42±1.32
11	89	3.17±1.02	3.57±1.21	3.07±1.18	2.88±1.10
12	65	4.14±0.97	4.37±0.97	4.08±1.04	3.96±1.19
F=		11.239	8.392	9.590	11.142
p=		**0.000**	**0.000**	**0.000**	**0.000**
PostHoc=		4>1, 4>2, 1>3, 4>3 (p<0.05)	4>1, 1>2, 4>2, 1>3, 4>3 (p<0.05)	4>1, 4>2, 4>3 (p<0.05)	4>1, 4>2, 2>3, 4>3 (p<0.05)
Gender		M ± SS	M ± SS	M ± SS	M ± SS
Male	91	3.50±1.22	3.78±1.31	3.42±1.37	3.30±1.29
Female	174	3.55±1.02	3.86±1.14	3.45±1.15	3.35±1.18
t=		-0.361	-0.465	-0.194	-0.317

p=		0.733	0.642	0.854	0.752
Internet Device		M ± SS	M ± SS	M ± SS	M ± SS
Smartphone	247	3.51±1.09	3.81±1.20	3.42±1.22	3.32±1.22
Computer Tablet	18	3.80±1.12	4.11±1.26	3.80±1.24	3.50±1.27
t=		-1.079	-1.023	-1.274	-0.614
p=		0.282	0.307	0.204	0.540
Number of Social Media		M ± SS	M ± SS	M ± SS	M ± SS
1	44	3.59±1.13	3.97±1.23	3.37±1.25	3.44±1.28
2	90	3.61±1.08	3.83±1.21	3.61±1.17	3.40±1.19
3	60	3.61±1.12	3.91±1.16	3.51±1.33	3.41±1.24
4	42	3.41±1.12	3.72±1.30	3.36±1.16	3.16±1.26
5 or more	29	3.22±0.98	3.62±1.10	3.01±1.20	3.02±1.11
F=		0.956	0.517	1.449	0.895
p=		0.432	0.723	0.218	0.468
Daily Internet Use		M ± SS	M ± SS	M ± SS	M ± SS
1-3 hours	74	3.58±1.11	3.80±1.22	3.55±1.25	3.38±1.22
4-6 hous	135	3.64±1.02	3.92±1.12	3.56±1.15	3.43±1.17
7 or more	56	3.23±1.20	3.65±1.37	3.02±1.29	3.01±1.30
F=		2.859	1.002	4.226	2.491
p=		0.059	0.368	**0.016**	0.085
PostHoc=				1>3, 2>3 (p<0.05)	
Academic Achievement		M ± SS	M ± SS	M ± SS	M ± SS
Low	13	2.79±0.89	3.21±1.29	2.85±1.17	2.31±0.85
Medium	216	3.58±1.07	3.86±1.16	3.48±1.19	3.38±1.19
High	36	3.56±1.21	3.88±1.37	3.42±1.40	3.37±1.38
F=		3.260	1.872	1.665	4.952
p=		**0.040**	0.156	0.191	**0.008**
PostHoc=		2>1, 3>1 (p<0.05)			2>1, 3>1 (p<0.05)

F: Anova Test; t: Independent Sample T-Test; PostHoc:Tukey, LSD

In the study, whether students' foreign language enjoyment scores differed according to descriptive characteristics was examined. Analyses conducted by grade level revealed significant differences in Overall Foreign Language Enjoyment, Teacher Appreciation, Personal Enjoyment, and Social Enjoyment subdimensions ($p < .001$). According to the post-hoc test results, 12th grade students had significantly higher foreign language enjoyment scores compared to 9th, 10th, and 11th grade students. Additionally, 9th grade students were found to experience significantly higher enjoyment than 11th grade students.

Results from the independent samples t-test conducted by gender showed no significant difference between male and female students in terms of foreign language enjoyment scores ($p > .05$). Similarly, no significant differences were found based on the internet access device variable (smartphone vs. computer/tablet) ($p > .05$).

Analyses based on the number of social media accounts also revealed no significant differences in foreign language enjoyment or its subdimensions ($p > .05$). However, a significant difference was observed in the Personal Enjoyment subdimension with respect to daily internet usage duration ($p = .016$). According to the post-hoc test results, students who used the internet for 1–3 hours and 4–6 hours per day reported significantly higher levels of personal enjoyment than those who used it for 7 hours or more.

In the analyses based on academic achievement level, significant differences were found in Overall Foreign Language Enjoyment and Social Enjoyment subdimensions ($p < .05$). Students with low academic achievement reported significantly lower levels of foreign language enjoyment compared to those with moderate or high achievement. These findings indicate that academic performance is an influential variable in the enjoyment experienced during foreign language learning.

Table 13. Differences in Internet Addiction Scores According to Descriptive Characteristics

Demographic Characteristics	n	Total Internet Addiction
Grade		M ± SS
9	59	34.47±11.78
10	52	36.19±11.37
11	89	35.48±10.70
12	65	35.60±9.66
F=		0.244
p=		0.865
Gender		M ± SS
Male	91	34.88±11.71
Female	174	35.71±10.31
t=		-0.596
p=		0.552
Internet Device		M ± SS
Smart phone	247	35.60±10.92
Computer/ Tablet	18	33.11±8.76
t=		0.942
p=		0.347
Number of Social Media		M ± SS
1	44	32.55±9.43
2	90	33.64±10.21
3	60	36.80±10.50
4	42	36.67±10.87
5 or more	29	40.69±12.92
F=		3.641
p=		**0.007**
PostHoc=		3>1, 5>1, 5>2 (p<0.05)
Daily Internet Use		M ± SS
1-3 Hours	74	29.59±10.04
4-6 Hours	135	35.82±10.16
7 Hours or more	56	42.18±9.03

F=		25.973
p=		**0.000**
PostHoc=		2>1, 3>1, 3>2 (p<0.05)
Academic Achievement		M ± SS
Low	13	45.08±11.65
Medium	216	35.49±10.29
High	36	31.56±11.49
F=		7.905
p=		**0.000**
PostHoc=		1>2, 1>3, 2>3 (p<0.05)

F: Anova Test; t: Independent Sample T-Test; PostHoc:Tukey, LSD

In the study, whether students' internet addiction scores differed according to various descriptive characteristics was examined. The analysis of variance conducted by grade level revealed no significant difference in internet addiction scores (p = .865). Similarly, no significant difference was found between male and female students in terms of internet addiction levels (p = .552).

According to the results of the independent samples t-test based on the internet access device variable, there was no significant difference in internet addiction scores between students who used smartphones and those who used computers or tablets (p = .347).

However, the analysis of variance based on the number of social media accounts revealed significant differences in internet addiction scores (p = .007). Post-hoc test results showed that students with three social media accounts had significantly higher internet addiction scores than those with one account, and students with five or more accounts had significantly higher scores than those with one or two accounts. It was observed that students who had five or more social media accounts reported the highest levels of internet addiction.

Significant differences were also found in internet addiction scores based on daily internet usage time (p < .001). Post-hoc test results indicated that students who used the internet for 4–6 hours and 7 hours or more per day had significantly higher internet addiction scores than those who used it for 1–3 hours. Additionally, students who used the internet for 7 hours or more had significantly higher addiction levels than those who used it for 4–6 hours.

Analysis of variance results based on academic achievement level also revealed significant differences (p < .001). According to the post-hoc test, students with low academic achievement had significantly higher internet addiction scores than those in

the moderate and high achievement groups. Moreover, students in the moderate achievement group had significantly higher scores than those in the high achievement group.

These findings suggest that frequency of social media use, daily internet usage time, and academic achievement level are influential variables affecting internet addiction among students.

4.2. Qualitative Findings

In this section, high school students' opinions about the times they feel most bored during English lessons were analyzed using thematic analysis.

4.2.1. Themes Related to the Timing of Boredom

As a result of the data analysis, four main themes were identified regarding the times and reasons students feel bored. The table below presents the themes, their descriptions, and the related participant codes:

Table 14. Themes Related to the Timing of Boredom

Theme	Description	Participant Examples
Repetition of Lesson Content	Boredom due to repetition of previously covered topics	S1
Unfamiliar or Difficult Content	Boredom resulting from lack of understanding of the subject	S8
Repetitive and Monotonous Activities	Boredom caused by continuously performing similar activities	S9
Positive Classroom Atmosphere & No Boredom	Lack of boredom due to engaging, dynamic, and participatory lesson delivery	S2, S3, S4, S5, S6, S7, S10, S11

Some students stated that the repetition of previously covered topics in class caused boredom. In particular, not learning new information or the repetition of the same content led to a loss of interest among students.

- *"Not during the first lesson, but in the last ten minutes of the second lesson I got bored because our teacher was repeating old topics."* (S1)

This statement indicates that the lesson content should be new and different from the students' perspective, and that repetition-based instruction may lead to distraction and boredom.

Some students mentioned that they felt bored especially when topics they did not understand were being taught. Not understanding the content caused a decrease in participation and motivation.

- *"I felt bored during topics I didn't understand."* (S8)

This finding shows that students' level of comprehension is directly related to their learning motivation and interest in the lesson.

Repetitive and unchanging activities caused boredom among students. The lack of variety in the activities and their continuation in a monotonous way reduced students' interest in the lesson.

- *"I felt a bit bored because the activities were always the same kind, there was no variation."* (S9)

This statement emphasizes the importance of variety in the learning environment and highlights the need to avoid monotony in teaching methods.

The majority of students stated that they did not feel bored during the lesson. The teacher's encouraging attitude toward participation made the lesson more engaging for students.

- *"No, because our teacher teaches in a way that doesn't bore us, and I enjoy participating in the lesson."* (S3)
- *"No, on the contrary, our teacher always tries to involve all of us in the lesson."* (S7)
- *"No. Because I usually get bored in English lessons due to what happened in the previous class, but that didn't happen in my last lesson."* (S11)

These statements show that the teacher's attitude and instructional approach significantly influence the emotional experiences students have during the lesson.

As a result of the analysis, it was determined that the main causes of boredom experienced by students in English lessons were the repetitive nature of the content, difficulty in understanding the material, and lack of variety in activities. However, it

was also revealed as an important finding that teachers who conduct lessons in an engaging and participatory manner help prevent students from feeling bored.

4.2.2. Themes Related to Language Activities Perceived as Boring

As a result of the data analysis, three main themes were identified regarding the activities students found boring. The table below summarizes the themes, their descriptions, and the related participant codes.

Table 15. Themes Related to Language Activities Perceived as Boring

Theme	Description	Participant Exammples
Difficulty and Boredom in Listening Activities	Boredom due to muffled audio, lack of understanding, or inaudibility in listening texts	S1, S4, S7
Lack of Interest in Dialogue and Speaking Activities	Boredom caused by unengaging dialogues or difficulties in speaking	S3, S11
Not Finding Any Activity Boring	Not finding any activity boring or being unable to recall a specific boring activity	S2, S5, S6, S8, S9, S10

Some students stated that listening activities in the language learning process were boring for them. In particular, reasons such as muffled audio, difficulty understanding the speakers, and unclear pronunciation of words led to boredom.

- *"Listening, because there's always a muffled sound and nothing can be understood."* (S1)
- *"Listening, I understand very little."* (S4)
- *"Listening texts, because I can't hear the words being spoken."* (S7)

These statements suggest that the quality of listening materials and the student's level of comprehension play a decisive role in motivation during language instruction.

Some students stated that they found classroom dialogue exercises and speaking activities boring. The main causes of this boredom appear to be uninteresting dialogue content or a lack of confidence in their speaking abilities.

- *"Boring dialogues between two people, because I don't enjoy them."* (S3)

- *"Speaking. Because not being able to speak properly kills my motivation to speak."* (S11)

These findings indicate that in order for language activities to engage students, the content should be diversified, and a supportive learning environment should be created.

Some students mentioned that they did not find any activity boring or could not recall a specific type of activity that they found boring.

- *"None."* (S2)
- *"Nothing, in my opinion."* (S8)
- *"I can't remember the most boring type at the moment."* (S9)

These views suggest that students generally developed positive or neutral attitudes toward language activities and did not experience significant boredom during the learning process.

The main factors contributing to boredom in the language learning process were identified as listening difficulties, unengaging dialogues, and speaking challenges. However, a notable number of students stated that they did not find any activities boring, reflecting a generally positive attitude toward the language learning experience.

4.2.3. Themes Related to the Perceived Boredom of Language Materials

As a result of the data analysis, four main themes were identified regarding the materials students found boring and the reasons behind this perception. The table below summarizes the themes, their descriptions, and the related participant codes.

Table 16. Themes Related to the Perceived Boredom of Language Materials

Theme	Description	Participant Examples
Repetition in Exercises	Exercises are found to be too similar to each other or considered unnecessary	S1, S2, S10, S11
Difficulty and Lack of Interest in Listening Texts	Listening texts are perceived as boring due to fast pace or lack of clarity and understanding	S3, S4, S7
Monotony in Reading Texts	Reading passages and certain types of dialogues are found boring due to their repetitive nature	S8, S9
Not Finding Any	None of the learning materials are	S6

Resource Boring	perceived as boring

Some students stated that listening activities in the language learning process were boring for them. In particular, reasons such as muffled audio, difficulty understanding the speakers, and unclear pronunciation of words led to boredom.

- *"Listening, because there's always a muffled sound and nothing can be understood."* (S1)
- *"Listening, I understand very little."* (S4)
- *"Listening texts, because I can't hear the words being spoken."* (S7)

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Some students stated that they found classroom dialogue exercises and speaking activities boring. The main causes of this boredom appear to be uninteresting dialogue content or a lack of confidence in their speaking abilities.

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- *"Speaking. Because not being able to speak properly kills my motivation to speak."* (S11)

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The main factors contributing to boredom in the language learning process were identified as listening difficulties, unengaging dialogues, and speaking challenges.

However, a notable number of students stated that they did not find any activities boring, reflecting a generally positive attitude toward the language learning experience.

4.2.4. Themes Related to the Timing of Boredom

As a result of the data analysis, four main themes were identified based on when and why students felt bored. The table below presents the themes, their descriptions, and the related participant codes.

Table 17. Themes Related to the Timing of Boredom

Theme	Description	Participants Examples
Lack of Understanding and Participation	Feeling bored when unable to understand the topic, leading to reduced classroom participation	S4, S6, S7, S8
Increased Boredom Toward the End of Class	Growing boredom as the lesson progresses toward the final minutes	S1, S11
Language Use Errors and Vocabulary Gaps	Boredom caused by not knowing or misremembering vocabulary	S2, S5
Lack of Interest and Social Factors	Reduced interest in the lesson or absence of close friends contributing to boredom	S9, S10

Some students stated that they felt bored when they did not understand the topics covered in class. Difficulty in comprehension reduced their participation and triggered feelings of boredom.

- *"When I don't understand the lesson, because I can't participate in class."* (S4)
- *"I felt bored during topics I didn't understand."* (S8)

These findings indicate that, in order to ensure active participation, lesson content should be presented at a level appropriate to the students' understanding.

Some students expressed that their attention diminished, and boredom increased in the later minutes of the lesson.

- *"I get bored towards the end of the lesson. This isn't unique to English—I feel this way in every subject."* (S11)

- *"I got bored in the last 10–15 minutes of the second lesson because we were reviewing old topics."* (S1)

These statements suggest that the final part of lessons should be supported with more active and engaging activities during lesson planning.

Some students reported feeling bored due to a lack of vocabulary knowledge or recalling words incorrectly. This situation negatively affected their self-confidence and reduced their motivation to learn.

- *"When I remember words incorrectly."* (S2)
- *"It gets boring when I don't know some words."* (S5)

This finding highlights the importance of supportive strategies aimed at improving vocabulary knowledge in language instruction.

Some students mentioned that boredom was caused by a lack of interest in the lesson or absence of social support from peers.

- *"Until about a month ago, I was very bored in English class because I wasn't interested in the lessons."* (S9)
- *"Usually in class, because I don't have a like-minded friend."* (S10)

These results emphasize the importance of using methods that enhance students' interest in the subject and practices that strengthen social interaction in the classroom.

Among the most common situations in which students felt bored during English lessons were: not understanding the topics, loss of focus toward the end of the lesson, difficulties in language use, and lack of social support. These findings show that cognitive, emotional, and social factors directly affect students' motivation in learning processes.

4.2.5. Themes Related to Classroom Setup and Environment

As a result of the data analysis, four main themes were identified regarding students' reasons for boredom related to classroom setup and environment. The table below presents the themes, their descriptions, and the related student codes:

Table 18. Boredom Themes Related to Classroom Setup and Environment

Theme	Description	Participant Examples
Boredom Due to Teacher-Centered Instruction	Boredom caused by one-sided lessons with limited student participation	S2, S4, S5
Boredom Caused by Physical Classroom Features	Boredom resulting from classroom conditions such as lighting or noise	S6, S8
Boredom Due to Seating Arrangement	Distraction and boredom caused by improper seating or frequent changes in seating arrangements	S7, S10
No Boredom Related to Classroom Arrangement	Students reporting no boredom related to classroom setup	S1, S9

Some students stated that they found teacher-centered instruction—where student participation is limited—boring. The lack of student-centered approaches in lessons reduced their interest in learning.

- *"Teacher-centered instruction, because students should be able to do some parts on their own."* (S2)
- *"I'd say the instruction itself, because exams are approaching, and I'm stressed."* (S5)

These findings emphasize the importance of using methods that increase student engagement during instruction.

Some students reported feeling bored due to the physical conditions of the classroom (such as lighting, temperature, and use of the smart board). In particular, issues like direct sunlight entering the classroom and inadequate use of technological tools negatively impacted the learning process.

- *"The physical features of the classroom—sunlight comes in and sometimes we can't see the smart board."* (S8)
- *"Smart board use. Because it's being used incorrectly."* (S11)

These statements show that the physical conditions of the learning environment directly influence students' motivation.

Some students expressed boredom due to changes in the classroom seating arrangement or being seated next to people they didn't want to sit with. This made it more difficult for them to focus on the lesson.

- *"Seating arrangement, because sometimes I end up sitting next to really odd people."* (S10)
- *"The seating arrangement—whenever everyone switches places, the class gets noisy, and I can't concentrate on the lesson."* (S7)

These findings indicate that seating arrangements are an important factor that affect classroom discipline and student attention.

Some students, however, stated that they did not find any aspect of the classroom setup boring.

- *"None."* (S1)
- *"No."* (S9)

These views suggest that some students have developed a more patient or flexible attitude toward the lesson, independent of the physical environment.

The main causes of boredom related to classroom setup and environment were identified as teacher-centered instruction, physical deficiencies in the classroom, and disorder in seating arrangements. However, some students reported that they were able to adapt to the learning process regardless of the classroom conditions.

4.2.6. Themes Related to the Parts of the Lesson Perceived as Boring

As a result of the data analysis, three main themes were identified regarding the times when students felt bored. The table below presents the themes, their descriptions, and the related student codes.

Table 19. Themes Related to the Parts of the Lesson Perceived as Boring

Theme	Description	Participant Examples
Boredom at the End of the Lesson	Boredom caused by distraction, fatigue, or loss of interest towards the end of the lesson	S1, S2, S6, S8, S9, S10, S11
Boredom in the Middle of the Lesson	Boredom experienced in the middle of the lesson due to monotonous activities	S3, S4
No Perceived Boredom During the Lesson	No part of the lesson was perceived as boring by the student	S5, S7

Most students stated that they felt bored during the final parts of the lesson. The reasons for this included the lesson becoming monotonous, physical and mental fatigue, the activities losing their appeal, and increased classroom noise.

- *"The end, because after a while the activities become overwhelming."* (S2)
- *"The end, because everyone gets tired by the end of the lesson, and it becomes boring."* (S8)
- *"The end, because toward the end students start making noise and I can't understand anything from the lesson."* (S10)

These findings show that students' attention tends to decline toward the end of the lesson and their interest in the class decreases. It can be suggested that the final parts of lessons should be supported with more dynamic and engaging activities.

Some students reported feeling bored in the middle part of the lesson. The main reasons for this were that the activities were not found interesting, and time seemed to pass slowly.

- *"The middle, because the activity was bad."* (S3)
- *"The middle, because time passes very slowly."* (S4)

These findings suggest that more varied and active learning methods are needed to keep students' attention alive during the middle parts of the lesson.

Some students stated that they did not find any part of the lesson boring.

- *"Today's English lesson wasn't boring."* (S5)
- *"Not boring."* (S7)

These statements indicate that some students approached the lesson with a generally positive attitude and were able to maintain their motivation throughout.

It was found that the time students felt most bored was generally toward the end of the lesson. The main reasons included loss of focus, fatigue, reduced interest in the activities, and a decline in classroom discipline. However, some students expressed that they did not feel bored at any point, showing a positive attitude toward learning.

4.2.7. Themes Related to Strategies for Coping with Boredom

As a result of the data analysis, four main themes were identified based on students' approaches to coping with boredom. The table below presents the themes, their descriptions, and the related student codes.

Table 20. Themes Related to Strategies for Coping with Boredom

Theme	Description	Participant Examples
Effort to Participate and Stay Focused	Actively engaging with the lesson content and attempting to maintain concentration	S4, S8, S9
Self-Directed Activities	Engaging in individual tasks such as forming sentences, completing exercises, or doodling	S2, S5, S11
Seeking Support and Interaction from the Teacher	Participating in the lesson by asking questions or engaging in dialogue with the teacher	S3, S7
Physical or Mental Relaxation	Reducing boredom by taking brief moments to rest or mentally recharge	S1

Some students stated that when they felt bored, they tried to listen to the lesson more attentively and increase their participation. This strategy helped reduce their boredom by increasing their interest in the lesson.

- *"I tried to participate in the lesson."* (S4)
- *"Yes, I started showing interest in the lesson."* (S9)

These findings indicate that active participation is an effective strategy for preventing boredom.

Some students spent time engaging in individual activities when they felt bored. These activities included forming English sentences, completing tasks in the textbook, or doodling in empty spaces.

- *"I form English sentences on my own."* (S2)
- *"I guess I doodle—on a piece of paper or the back pages of the textbook, and that way I don't get bored."* (S5)

These findings show that students tried to maintain their connection to the lesson by using their individual creativity when experiencing boredom.

Some students attempted to reduce boredom by interacting with the teacher. This interaction usually involved asking questions or engaging in brief dialogues during the lesson.

- *"The best method is asking the teacher questions, because once I understand the topic, I feel more motivated to join the lesson."* (S7)
- *"Yes, staying in dialogue with the teacher helped me adjust myself."* (S3)

These findings emphasize the importance of teacher-student interaction in increasing learning motivation and engagement.

Some students said they coped with boredom by taking short breaks to regain focus.

- *"Since the lesson was boring, I was getting sleepy, so I rested my eyes for a few minutes, then I felt refreshed."* (S1)

This strategy shows that students achieved mental renewal through physical relaxation.

It was found that students used various strategies to cope with boredom, including active participation, engaging in individual activities, interacting with the teacher, and taking short mental breaks. These findings suggest that implementing student-centered teaching practices and increasing opportunities for in-class interaction can be effective in reducing boredom.

4.2.8. Themes Related to the Comparison of Boredom Levels

As a result of the data analysis, three main themes were identified based on the students' responses. The table below presents the themes, their descriptions, and the related student codes.

Table 21. Themes Related to the Comparison of Boredom Levels

Theme	Description	Participants Examples
Feeling Less Bored Compared to Others	Expressing a lower level of boredom due to greater interest in the lesson or higher motivation	S2, S3, S4, S7, S8, S9, S10
Reporting No Feelings of Boredom	Stating that they have never felt bored during the lesson	S5, S6
Feeling Moderately Bored	Describing their level of boredom as moderate compared to their classmates	S7

Most students stated that they felt less bored compared to other students. The main factors behind this were interest in the lesson, affection for the teacher, and positive attitudes toward learning.

- *"Less, because I really love our teacher and her teaching style—I love how she even teaches us extra information."* (S2)
- *"I feel less bored because I like English more than other students do."* (S9)

These statements show that students' attitudes toward the lesson significantly influence their level of boredom.

Some students mentioned that they never felt bored during the lesson, and therefore did not feel the need to make a comparison with others.

- *"I never felt bored."* (S5)
- *"I've never felt bored in class."* (S6)

This result indicates that the classroom environment can be highly engaging and motivating for some students.

One student evaluated their level of boredom as moderate compared to other students, noting that there were classmates who enjoyed English both more and less than they did.

- *"I'd say moderate, because there are students in the class who like English more than I do, and others who like it less."* (S7)

This finding suggests that individual differences within the classroom can affect students' emotional experiences during the learning process.

The majority of students expressed that they felt less bored compared to their peers. This highlights that individual interest, the student-teacher relationship, and intrinsic motivation toward learning play a key role in shaping students' experiences of boredom.

5. DISCUSSION

This study explored the emotional experiences of boredom and enjoyment in English as a Foreign Language (EFL) class among high school students in Turkey. By combining quantitative and qualitative data, the study aimed to understand how factors such as grade level, gender, and internet habits influence students' emotional responses and engagement in learning.

The study sought to answer three key questions: (1) What are the levels of boredom experienced in EFL classes, and how do they vary by grade level and gender? (2) How are boredom and enjoyment linked to students' internet usage, including daily screen time and internet addiction? (3) To what extent do demographic factors influence the relationship between emotions and internet use in EFL learning?

The findings aim to shed light on how boredom and enjoyment interact with students' digital habits, potentially affecting their motivation and learning experience. The discussion will first compare boredom and enjoyment levels with existing research, then explore the relationship between internet use and emotional engagement, and the impact of demographic factors like age and gender.

By placing the findings in the context of language learning theory, this discussion offers valuable insights for educators and researchers looking to understand the emotional dynamics in EFL classrooms, especially as they relate to digital engagement and individual differences.

5.1. Emotional Experiences in EFL Classes: Boredom and Enjoyment

5.1.1. Boredom Levels and Influencing Factors

In this study, students' overall level of boredom was found to be below moderate (M = 2.496), which aligns with findings from many studies in the literature. For example, Chen et al. (2024) similarly reported moderate levels of boredom among Chinese high school students. However, Coşkun and Yüksel (2021), in their study conducted in Türkiye, found higher levels of boredom, particularly noting that

boredom significantly increased among senior students. This discrepancy may be explained by cultural and structural factors such as the education system and exam-related pressures.

The fact that language skill related boredom was the highest subdimension (M = 2.668) is also supported in the literature. Wang and Zhang (2023) observed that students tend to experience boredom in tasks involving language skills in blended learning environments. Similarly, Li et al. (2021) found that excessive difficulty or lack of meaning in language-related tasks was one of the main contributors to boredom.

The finding that task related boredom was the lowest (M = 2.419) suggests that the tasks were sufficiently engaging. Kruk et al. (2022a) also demonstrated that task variety and appropriate difficulty levels help reduce boredom. However, Shehzad et al. (2020) noted that students often experience task-related boredom during reading activities, highlighting the impact of task type on student interest.

The finding that teacher related boredom was at a moderate level (M = 2.577) is consistent with the results of Hu and Zhang (2024), who reported that teacher behaviors—such as low motivation and monotonous instruction—can increase student boredom. Zhao and Yang (2022) also emphasized that boredom is higher and academic engagement lower in environments where teacher support is lacking. However, Liu and Zhou (2024) found that while emotional support from teachers in online settings does not directly reduce boredom, it contributes indirectly by enhancing learning engagement. These findings suggest that the impact of teacher-related factors may vary depending on the instructional context.

In conclusion, although the findings of this study are largely consistent with the existing literature, some discrepancies have been observed due to contextual and cultural differences. In particular, the tendency for students to feel more bored during language skill-focused activities and the significant influence of teacher-related variables emerge as critical factors in understanding students' emotional experiences in EFL classrooms.

5.1.2. Variation of Boredom by Grade Level, Gender, and Age

In this study, students' levels of boredom were found to differ significantly by grade level ($p < .05$). According to the results of the Post-Hoc test, 10th and 11th grade

students reported higher levels of boredom than 9th grade students, while 9th grade students reported higher levels of boredom compared to 12th graders. Notably, in the subdimension of Task/Activity-Related Boredom, 10th graders were found to experience more boredom than both 9th and 11th grade students.

These findings align with previous research in some respects. For example, Coşkun and Yüksel (2021) found significant differences in boredom levels across grade levels in high schools and reported that senior students had the highest levels of boredom. However, the current study's finding that 12th grade students reported lower boredom levels also aligns with the results of Chen et al. (2024), who found no significant differences in boredom based on grade level. Instead, they emphasized that students' perceptions of pedagogical practices and lesson content had a greater impact on boredom.

In addition, Weybright et al. (2019), in a large-scale study with American adolescents, found that boredom peaked in 10th grade and then declined. This pattern supports the current study's finding that 10th grade students experienced the highest levels of boredom. This trend may be attributed to factors such as loss of motivation and increased academic pressure in secondary education.

On the other hand, some researchers, such as Urbanová and Pavelková (2022), have argued that boredom levels may vary independently of grade level, depending on individual factors (e.g., task interest, achievement motivation) and the quality of the classroom environment. These perspectives suggest that variations in boredom by grade level may depend on the context and instructional approach.

In conclusion, this study supports the notion that grade level is an important variable in students' boredom experiences, yet it also indicates that this relationship may vary across different educational contexts, with lesson content and teacher influence potentially acting as mediating factors.

According to the results of the independent samples t-test conducted in this study, no significant difference was found between male and female students in terms of boredom scores ($p > .05$). This finding is consistent with the results of Coşkun and Yüksel (2021), who also found no significant gender-based differences in boredom levels among Turkish high school students. Similarly, a longitudinal study by Wang

and Zhang (2023) reported no significant gender differences in students' overall boredom levels.

However, some studies have reported contrasting results. For example, Chen et al. (2024) found that male students exhibited higher levels of boredom than females among Chinese high school learners. Likewise, He (2024) emphasized that male students were more prone to boredom in foreign language classroom environments.

These discrepancies may stem from various factors, including cultural context, the structure of the educational system, and differences in student motivation. Particularly in studies conducted in Western countries—for instance, Daschmann et al. (2011)—gender has been found to have only a minimal influence on boredom, with factors such as lesson content, teacher behavior, and individual interest levels being more influential.

In conclusion, the findings of this study suggest that gender is not a determining variable in students' boredom levels, and that boredom experiences are shaped more by individual and contextual factors.

In this study, it was found that students' boredom scores differed significantly according to their academic achievement levels ($p < .05$). Specifically, significant differences were observed in the dimensions of overall boredom, classroom disengagement/monotony, task/activity-related boredom, and language skills-related boredom. According to the findings, students with low academic achievement experienced higher levels of boredom compared to those with medium and high academic success.

This finding aligns with the results of Zheng and Feng (2023), who found that students' perceptions of the classroom environment influenced boredom, which in turn had a negative effect on academic performance. Similarly, Shen and Ying (2024), in a study with Chinese high school students, showed that boredom in the foreign language learning process significantly and negatively impacted academic achievement. Xu and Wang (2023) also reported that boredom reduced students' classroom participation, thereby lowering learning success, and noted that this effect was moderate in strength.

On the other hand, Coşkun and Yüksel (2021) identified differences in boredom levels based on students' chosen academic tracks, finding that students who opted for

science-based programs experienced higher levels of boredom. This supports the idea that academic motivation and the chosen field of study are influential in shaping students' boredom experiences.

In conclusion, the findings suggest that students with lower academic achievement tend to experience higher levels of boredom, which may negatively affect their learning process. These results indicate the importance of structuring the learning environment and instructional methods in ways that enhance the motivation of students, particularly those with lower academic performance.

5.1.3. Enjoyment Levels and Influencing factors

In this study, students' overall enjoyment levels during the foreign language learning process were found to be above moderate (M = 3.534). This finding is consistent with previous research. For example, Li (2023) reported that Chinese university students experienced moderate to high levels of foreign language enjoyment, with Teacher Appreciation emerging as the highest-scoring factor. Similarly, Yin et al. (2020) also reported high levels of foreign language enjoyment among EFL students and emphasized that positive relationships with teachers enhanced this emotion.

In the current study, the highest level of enjoyment was found in the Teacher Appreciation subdimension (M = 3.831). This finding aligns with the results of Botes et al. (2021), who developed the Short Form of the Foreign Language Enjoyment Scale (S-FLES) and identified Teacher Appreciation as the most influential factor. Additionally, Song (2025) highlighted that teachers' verbal immediacy behaviors had a significant impact on students' enjoyment in learning a foreign language.

The relatively lower scores in the Personal Enjoyment (M = 3.442) and Social Enjoyment (M = 3.330) subdimensions also align with the existing literature. In their study, Li et al. (2018) showed that the FLE-Private component scored lower than the FLE-Teacher component. Similarly, Mierzwa (2019) found that teacher-related factors played a dominant role in shaping students' enjoyment experiences, while individual and social enjoyment factors were secondary.

On the other hand, Matthews (2024) argued that social interactions and a strong sense of classroom community also played a crucial role in fostering students' enjoyment of foreign language learning. These differences may be attributed to cultural contexts and social dynamics within the classroom environment.

In conclusion, the findings of this study reveal that teacher appreciation has a critical influence on students' emotional experiences in foreign language learning, while personal and social enjoyment dimensions may vary depending on contextual factors.

5.1.4. Variation of Enjoyment by Grade Level, Gender, and Age

In this study, students' foreign language enjoyment scores were found to differ significantly by grade level ($p < .001$). According to the results of the Post-Hoc test, 12th-grade students reported significantly higher levels of foreign language enjoyment compared to students in the 9th, 10th, and 11th grades. Additionally, 9th-grade students were found to have higher enjoyment levels than 11th-grade students.

These findings are consistent with the study by Fayerberger (2023), which found that students' growing self-awareness and emotional regulation over time contributed to increased enjoyment in language learning. Similarly, Dong et al. (2022) reported that among high school students, foreign language enjoyment increased with grade level and learning experience, facilitating the development of more positive attitudes toward learning.

In particular, Song (2025) found that teachers' verbal immediacy behaviors and in-class interaction had a significant effect on students' foreign language enjoyment. This finding may help explain why 12th-grade students in the current study experienced higher enjoyment levels, as they may have developed more positive relationships with their teachers over time.

However, in contrast, a study conducted by Delić et al. (2018) in Bosnia and Herzegovina found that grade level was not a determining factor in foreign language learning. Instead, they concluded that students' challenges were more closely related to individual factors and the quality of the instructional environment. Such discrepancies may stem from cultural and systemic differences.

According to the results of the independent samples t-test conducted in this study, no significant difference was found between male and female students in terms of their foreign language enjoyment (FLE) scores ($p > .05$). This finding is consistent with the study by Mierzwa (2018), which reported that gender had no significant impact on FLE and that male and female students had similar overall enjoyment scores. Similarly, in a review by Mierzwa-Kamińska (2021), it was emphasized that many

studies had found no significant gender differences, and that gender is not a determining factor in foreign language enjoyment.

However, some studies have reported minor gender-related differences. For example, Huang and Jiang (2022), in their study on Chinese high school students, found that female students scored significantly higher than male students in overall FLE, particularly in the FLE-Private and FLE-Atmosphere subdimensions. Likewise, Dewaele et al. (2016), in an international sample, reported that female students experienced higher levels of both foreign language enjoyment and classroom anxiety compared to their male peers.

These differing results may be attributed to cultural differences, learning environments, and sample characteristics. In some contexts—especially those with more rigid educational structures—gender may have a limited effect on emotional responses. In other settings, however, female students are often reported to exhibit greater emotional engagement in the language learning process.

In this study, students' foreign language enjoyment (FLE) scores were found to differ significantly according to their academic achievement levels ($p < .05$). Significant differences were observed particularly in Overall FLE and the Social Enjoyment subdimension. According to the findings, students with low academic achievement reported lower levels of foreign language enjoyment compared to those with medium and high achievement. These results suggest that academic performance is an influential factor in students' enjoyment during the foreign language learning process.

This finding is consistent with the study by Wu and Kang (2023b), who found both direct and indirect positive relationships between academic enjoyment and foreign language proficiency. Their research showed that students who reported higher enjoyment in learning a foreign language also achieved greater academic success. Similarly, Lang (2024) found a positive and significant relationship between foreign language enjoyment and academic performance in English, indicating that students' personal enjoyment levels indirectly contributed to their academic achievement.

Jiang (2023) also reported that FLE had both direct and indirect effects on learning outcomes, especially when mediated by the use of organizational strategies. These findings support the idea that students with higher enjoyment levels tend to develop

more effective learning strategies, which in turn lead to improved academic performance.

However, some studies have noted that enjoyment may not always have a direct effect on academic success, and that contextual factors—such as teacher support and classroom climate—may moderate this relationship (Jin & Zhang, 2019).

In conclusion, the present study shows that academic achievement has a significant impact on students' enjoyment, particularly in the context of foreign language learning, and it highlights the importance of emotionally supportive learning environments that enhance students' overall learning experiences.

5.1.5. Foreign Language Enjoyment Has an Effect on Boredom in English Classes

In this study, it was found that the overall foreign language enjoyment (FLE) score had a significant negative effect on students' level of boredom ($\beta = –0.434$, $p < .001$). This result indicates that students who experience higher enjoyment in English lessons tend to feel less bored. The finding is consistent with numerous previous studies. For example, Li et al. (2018) found a significant inverse relationship between increased foreign language enjoyment and reduced feelings of boredom. Similarly, Kruk et al. (2022a), in a longitudinal study, demonstrated that as students' enjoyment of learning a foreign language increased, their experience of boredom decreased noticeably.

Analyses based on the Short Foreign Language Enjoyment Scale (S-FLES) developed by Botes et al. (2021) also support this finding, showing that enjoyment and boredom are two independents but opposing emotional dimensions, and that high enjoyment levels are strongly associated with low boredom levels. Moreover, in a study by Hu and Zhang (2024), students who scored high in subdimensions such as Teacher Appreciation and Personal Enjoyment were also found to have significantly lower levels of boredom.

On the other hand, Yin et al. (2020) also found a strong inverse relationship between enjoyment and boredom but noted that individual differences—such as personality traits or language proficiency—could influence this relationship. This suggests that, while the findings of the present study are robust, contextual variability may exist in different learning environments.

In conclusion, the findings of this study support the idea that students' enjoyment experiences in foreign language learning can directly influence their levels of boredom, and they underscore the importance of implementing practices in instructional settings that enhance students' enjoyment.

5.2. Internet Addiction Levels and Contextual Factors

In this study, high school students' internet addiction levels were found to be close to moderate (M = 35.426). This result aligns with the findings of Jeon and Seo (2006), who reported that the average internet addiction scores among high school students indicated early-stage addiction. Similarly, Sasmaz et al. (2014), in their study conducted in Mersin, found that 15.1% of high school students were classified as internet addicted and reported that addiction rates were particularly higher among male students.

The findings are also supported by Aydemir's (2018) study, which revealed that approximately 14% of senior high school students were addicted, while 42% were considered at risk. According to Aydemir's results, a significant proportion of students were at risk of addiction, which is consistent with the moderate-level average scores observed in the current study.

On the other hand, some studies do not fully align with these findings. For instance, Kumar and Ruhela (2024), in their study conducted in India, found that the mean internet addiction score was 29.6, and most students were classified in the low-risk group. This discrepancy may be attributed to cultural and technological access differences.

Additionally, Makariuk (2022), in a study with high school students in Ukraine, reported that internet addiction levels increased significantly in the post-pandemic period, with a large portion of students showing signs of addiction. Although this trend partially overlaps with the moderate levels found in the current study, the rising pattern observed by Makariuk highlights the impact of the pandemic.

In conclusion, the findings of this study are generally consistent with literature indicating a moderate tendency toward internet addiction among high school students. However, some variations were observed depending on cultural, temporal,

and regional factors, which reveals that internet addiction is a contextually variable phenomenon.

5.2.1. The Role of Internet Use in Shaping Emotional Experiences

In this study, the correlations between scale scores revealed strong and positive relationships between overall boredom and its subdimensions: Classroom Disengagement/Monotony (r = 0.846), Task-Based Boredom (r = 0.879), Teacher-Induced Boredom (r = 0.697), and Language Skills-Induced Boredom (r = 0.750). These findings are consistent with previous studies that emphasize the multidimensional nature of boredom and its emergence from various sources (Kruk et al., 2022a; Hu & Zhang, 2024).

On the other hand, significant negative correlations were found between overall foreign language enjoyment and all boredom subdimensions, ranging from r = –0.316 to –0.528. As noted in earlier research, these results support the idea that higher levels of enjoyment in language learning reduce boredom (Li et al., 2018; Botes et al., 2021). In particular, the strongest negative correlation was found between Personal Enjoyment and Overall Boredom (r = –0.528), indicating that individual learning experiences play a key role in shaping students' emotional responses.

Internet addiction scores also showed significant positive correlations with all boredom subdimensions (r = 0.214 to 0.317). This finding suggests that as internet addiction levels increase, students experience higher levels of classroom boredom, task-based boredom, and language-skills-related boredom. Similarly, previous research has reported positive relationships between internet addiction, low academic motivation, and increased boredom (Sasmaz et al., 2014; Aydemir, 2018).

Interestingly, a weak but statistically significant negative correlation was found between internet addiction and overall foreign language enjoyment (r = –0.123). This result suggests that as internet addiction increases, students' enjoyment in learning a foreign language slightly decreases. However, the low strength of the correlation indicates that other variables may also influence this relationship. This aligns with the findings of Kumar and Ruhela (2024), who observed that increased internet usage time was associated with declining academic motivation.

In conclusion, the findings of this study suggest that boredom and enjoyment in foreign language learning tend to move in opposite directions, while internet addiction may serve as a factor that increases boredom and reduces enjoyment. These results highlight the multifaceted nature of emotional experiences and underscore the importance of carefully managing technology use in learning environments.

5.2.2. Internet Addiction and Boredom in EFL Classes

In this study, a positive and significant relationship was found between students' total internet addiction scores and their level of boredom ($\beta = 0.264$, $p < .001$). This finding suggests that as students' internet addiction increases, so does their experience of boredom in English classes. Similar results have been reported in earlier studies. For example, Sasmaz et al. (2014) found that high school students with higher levels of internet addiction showed lower academic motivation and higher levels of in-class boredom. Aydemir (2018) also reported that students with high internet addiction had less interest in lessons and experienced boredom more frequently during the learning process.

Likewise, Kumar and Ruhela (2024) indicated that students who used the internet intensively showed reduced academic engagement, which in turn led to increased boredom and disengagement from lessons. Additionally, Jeon and Seo (2006) emphasized that students with high internet addiction and low parental support showed greater signs of distraction and boredom in class.

However, some studies have noted that the relationship between internet addiction and boredom can vary depending on individual and environmental factors. For instance, Makariuk (2022) argued that during the pandemic, a general rise in boredom was observed due to the forced increase in internet usage but also noted that individual resilience and self-regulation skills might weaken this relationship.

In conclusion, the findings of this study indicate that internet addiction is a contributing factor to increased boredom in English lessons and highlight the importance of closely monitoring students' digital habits to minimize its negative impact on learning.

5.3. The Impact of Demographics on Emotion–Internet Relationships

This study investigates the relationship between students' emotional experiences—specifically boredom and enjoyment—and their internet usage habits, while also considering demographic factors like grade level, gender, and academic achievement. Although previous research has examined how these demographics influence emotional experiences in the classroom, our findings show that these factors did not significantly affect the relationship between internet addiction and students' emotional experiences in EFL learning.

The results from this study align with previous research on the connection between internet addiction and boredom. For instance, studies by Sasmaz et al. (2014) and Aydemir (2018) suggest that high levels of internet addiction contribute to increased boredom, as students' academic engagement declines. This is particularly relevant in EFL classrooms, where boredom can significantly impact learning outcomes. Likewise, Rojas-Kramer et al. (2022) provide valuable insight into how internet use can lead to cognitive dissonance, where students don't perceive their excessive internet use as problematic, despite its negative effects on their daily activities and academic performance. This resonates with our findings, where higher levels of internet addiction are linked to increased boredom, but demographic factors like gender and age do not significantly alter this relationship.

Moreover, Makariuk (2022) points out the role of resilience and self-regulation in reducing the negative effects of excessive internet use. Although this study didn’t focus heavily on these traits, it suggests that individual differences, such as self-regulation, may help explain why internet addiction leads to boredom for some students but not others.

In terms of grade level, 10th and 11th graders reported more boredom than 9th graders, while 12th graders experienced the least boredom. This supports previous research by Coşkun and Yüksel (2021), which found that older students often face more academic pressure, leading to emotional disengagement and boredom. However, this study adds complexity by showing that demographic factors like age and gender don’t significantly influence the relationship between internet addiction and boredom in EFL classrooms.

Additionally, the lack of significant gender differences in emotional responses to internet use in this study is consistent with findings from Mierzwa (2019) and Coşkun and Yüksel (2021), who also found minimal impact of gender on boredom and enjoyment in foreign language classrooms. This suggests that other factors, like grade level and internet usage habits, are more likely to affect boredom in these settings.

Our findings also align with research by Jeon and Seo (2006) and Kumar and Ruhela (2024), who observed that internet addiction is linked to lower academic motivation and increased boredom. However, studies like Makariuk (2022) have highlighted that individual resilience and self-regulation skills can help mitigate some of the negative impacts of excessive internet use, especially in the context of the pandemic. While these findings suggest that internet addiction plays a key role in shaping students' emotional experiences, it seems that factors such as gender and grade level don't necessarily influence the strength of this relationship.

In conclusion, while the relationship between internet addiction and boredom is evident, this study highlights the importance of considering individual resilience and self-regulation in understanding emotional dynamics in EFL classrooms. Further research exploring how other personal traits or coping strategies interact with internet use to shape emotional experiences would offer valuable insights into creating more engaging and emotionally supportive EFL environments.

5.4. Students' Voices: Qualitative Perspectives on Boredom and Engagement

5.4.1. Time-Based Patterns of Boredom

This study found that students' boredom levels in English classes varied depending on time and context. In particular, repetitive lessons, unfamiliar or difficult content, and monotonous activities emerged as the main sources of boredom. Conversely, when lessons were taught in an engaging and participatory manner, students reported experiencing less boredom.

These findings are consistent with the study by Li et al. (2021), which reported that students often felt bored during classroom activities that were repetitive, monotonous, or limited student participation. Similarly, Mahmoudi-Gahrouei et al.,

2024 found that repetitive and entertainment-free instructional practices increased boredom among young EFL learners.

The fact that students reported boredom during lessons they did not understand also supports the findings of Estaji and Sadr (2024), who found that when students could not make sense of or relate to the content, it often led to loss of attention and increased boredom. Additionally, Qin (2022), in a literature review, emphasized that teacher immediacy significantly influenced students' classroom boredom levels.

On the other hand, the classic study by Shackleton (1981) pointed out that perceptions of repetition and monotony are subjective, but noted that for most students, routine activities eventually lead to boredom. This offers a valuable perspective in understanding students' diverse boredom experiences.

5.4.2. Boring Activities and Language Tasks

This study found that the activities students perceived as boring in the language learning process were primarily centered around listening and speaking-based tasks. In listening activities, muffled audio, low intelligibility, and unclear pronunciation of words contributed to boredom, while in speaking and dialogue tasks, unengaging content and speaking difficulties were major sources of disinterest. Additionally, some students stated that they did not find any activity boring, reflecting a generally positive attitude toward language learning.

Boredom related to listening tasks aligns with the findings of Astrid et al. (2024), who reported that issues with sound quality and comprehension difficulties during listening exercises led to both anxiety and boredom among students. Similarly, Shehzad et al. (2021) found that boredom experienced during listening tasks had negative effects on listening performance and contributed to decreased motivation.

In the case of speaking and dialogue activities, the lack of meaningful or interesting content appeared to be a key factor in students' boredom. Zhao and Wang (2024) found that repetitive, mechanical, and irrelevant tasks reduced student engagement and increased boredom, especially in the absence of a supportive classroom environment. These findings suggest that student interest in speaking tasks tends to decline when classroom dynamics do not foster active and confident participation.

On the other hand, the fact that some students reported no activities as boring supports Astrid et al.'s (2024) conclusion that positive and participatory classroom environments can significantly reduce students' perceptions of boredom.

5.4.3. Language Materials Factors

In this study, an examination of the language learning materials that students perceived as boring revealed that repetitive exercises, difficult-to-understand listening texts, and monotonous reading content were key contributors to boredom. Additionally, some students stated that they did not find any specific material boring, reflecting a positive attitude toward the learning process.

Students' perception of exercises as boring is consistent with the findings of Kruk et al. (2021), who reported that language activities based on repetition and predictability increased boredom. Likewise, Shackleton (1981) emphasized that although repetitive tasks may differ based on individual perception, they generally lead to boredom and negatively affect motivation.

Boredom caused by difficulties in understanding listening texts and their fast pace also supports the findings of Shehzad et al. (2021), who found that such listening difficulties reduced student motivation and increased their experience of boredom. Similarly, in the study by Şendağ et al. (2018), it was reported that although repetitive listening activities were initially seen as beneficial, over time they led to boredom—especially by causing loss of attention and interest.

The sense of monotony experienced in reading materials also caused students to lose focus. This finding is in line with the study by Kojima and Kato (2022), which emphasized that consuming repetitive content (e.g., in music or reading texts) is associated with decreased attention and reduced comprehension.

5.4.4. Time Factors

In this study, four main themes emerged regarding the times when students experienced boredom in English classes: lack of understanding and participation, increased boredom toward the end of the lesson, language use errors and vocabulary gaps, and lack of interest and social factors. These themes highlight that cognitive, emotional, and social interaction processes play a significant role in students' experiences of boredom.

Students’ reports of feeling bored when they did not understand the content support the findings of Shehzad et al. (2020), who noted that students with reading comprehension difficulties experienced higher levels of boredom, which negatively impacted their learning motivation. Similarly, Estaji and Sadr (2024) found that difficulty in understanding disrupted both student participation and the overall learning process.

The increase in boredom toward the end of lessons aligns with findings from Wu and Kang (2023a), who reported that student attention declined as time progressed, leading to greater boredom. This suggests the importance of concluding lessons with more dynamic and interactive activities.

Students’ boredom due to vocabulary deficiencies or language use errors is also emphasized in the work of Li et al. (2021), who found that lack of language proficiency undermined students’ self-confidence, thereby increasing boredom.

Lastly, the finding that lack of social interaction in the classroom contributes to boredom is supported by Chen et al. (2024), who reported that peer relationships and levels of social support in the classroom directly influenced students’ boredom experiences.

5.4.5. Environmental and Classroom Factors

In this study, students' boredom related to classroom layout and environment was grouped under four main themes: teacher-centered instruction, physical classroom conditions, boredom caused by seating arrangements, and lack of sensitivity to classroom layout. These findings demonstrate that the learning environment directly affects students' cognitive and emotional experiences.

Students’ reports of boredom due to teacher-centered instruction are consistent with the findings of Zheng and Feng (2023), who found that a lack of teacher support and task orientation increased boredom in foreign language learning and negatively affected academic performance.

Statements about boredom caused by physical characteristics of the classroom (e.g., lighting, noise, use of technological equipment) align with Bonnick’s (2014) findings, which showed that inadequate physical learning environments can negatively influence students’ emotional responses and performance.

Boredom linked to seating arrangements supports the findings of Indrawan et al. (2024), who reported that rigid seating structures can lower students' motivation and classroom engagement. In particular, limited physical movement and inappropriate seating pairings were found to distract students and reduce focus.

On the other hand, the fact that some students reported not being affected by classroom layout parallels Singh's (2012) concept of the future classroom, which emphasizes the importance of flexible, multi-purpose learning environments that are responsive to individual differences and can accommodate a variety of student needs.

5.4.6. Boring Aspects of the Lesson

In this study, it was observed that students experienced boredom during certain parts of the English lessons. In particular, boredom was reported toward the end of lessons due to loss of focus, fatigue, and monotonous activities, while some students also experienced boredom in the middle of lessons for similar reasons. Additionally, a number of students stated that they did not find any part of the lesson boring.

Students' reports of increased boredom toward the end of lessons are consistent with the findings of Derakhshan et al. (2021), who noted that students' boredom levels increased throughout the lesson and typically peaked during the final stages. This highlights the importance of time management and targeted strategies for sustaining engagement toward the end of class sessions.

Boredom during the middle of lessons parallels findings from Chen et al. (2024), who reported that monotonous and repetitive activities led to student boredom at this stage. In particular, a lack of active participation and declining interest in tasks were found to reduce student motivation.

Meanwhile, the fact that some students reported not experiencing boredom during any part of the lesson supports the emphasis on individual differences noted by Estaji and Sadr (2024). Their research highlighted that students with high personal motivation and interest levels were less affected by environmental boredom triggers.

5.4.7. Coping Strategies for Boredom

In this study, students' strategies for coping with boredom were grouped into four main themes: active participation and focus during lessons, developing self-directed activities, seeking support and interaction with the teacher, and pursuing physical or

mental relaxation. These findings indicate that students adopt both individual and socially oriented strategies to manage their experiences of boredom.

Students who tried to reduce boredom through active engagement and focus align with the findings of Xie (2021), who reported that active participation decreased students' boredom levels and enhanced classroom engagement. In particular, efforts to maintain attention and become more involved in the lesson were found to be effective in mitigating boredom.

The strategy of developing personal activities (e.g., creating sentences, doodling) is similar to the individual coping mechanisms described in Wen Liu and Zhen-fang Xie's (2024) research. According to their findings, students attempted to remain connected to the learning process by using creativity when experiencing boredom.

The strategy of interacting with the teacher is supported by Qin (2022), whose study showed that teacher–student interaction had a direct positive impact on student motivation and in reducing boredom.

Finally, the pursuit of physical or mental relaxation (such as brief rest or closing the eyes) was identified as another method of coping with boredom. This finding is consistent with Fathi et al. (2023), who reported that mindfulness practices and brief mental breaks were effective in reducing students' boredom during foreign language learning.

5.4.8. Comparison of Boredom with Classmates

In this study, it was found that when students compared their boredom levels to those of their classmates, the majority reported feeling less bored, while some stated that they never felt bored or experienced moderate levels of boredom. These findings suggest that individual interest, positive relationships with teachers, and intrinsic motivation significantly influence students' experiences of boredom.

Students who felt less bored due to their strong interest in the lesson and positive feelings toward their teacher reflect the findings of Wang and Liu (2022), who demonstrated that autonomous motivation reduced students' boredom and increased their classroom engagement.

Students who reported never feeling bored can be explained through the concept of the "ideal self" described by Tang et al. (2024). Their study found that when

students' learning experiences aligned with their personal goals and self-image, their boredom levels decreased and their interest in learning increased.

On the other hand, the expression of moderate boredom by one student supports the emphasis on individual differences highlighted in Qin's (2022) literature review. Qin noted that motivational variations among students play a key role in how boredom is perceived, and that teacher–student relationships can influence this perception.

6. CONCLUSION

6.1. Presentation

This study set out to understand how Turkish high school students experience emotions, particularly boredom and enjoyment in their English classes. We wanted to see how these feelings connect with things like their grade level, gender, and how much they use the internet. What we found helps paint a clearer picture of how digital habits and personal differences shape the way students feel in the classroom. More importantly, it shows just how much boredom and enjoyment can influence their motivation and engagement in learning English.

6.2. Summary of Key Findings

This study found that high school students in Turkey generally experience moderate levels of boredom in English as a Foreign Language (EFL) class, and certain factors influence the level of their boredom. Language skills-based boredom was found to be the highest, while task/activity-based boredom was the lowest. These findings show that tasks related to language skills, especially which perceived as very difficult or meaningless, are more likely to lead to boredom. However, in line with earlier research in the literature, assignments that were adequately hard and varied helped decrease boredom.

In terms of foreign language enjoyment (FLE), students reported above-average enjoyment levels, with teacher appreciation. It is the biggest contributing factor to this positive emotion. This finding reinforces the idea that positive relationships with teachers are very important to foster enjoyment in language learning. While personal and social enjoyment also contributed to overall enjoyment, their influence was less than the teacher-related factors. The relationship between FLE and boredom revealed that higher levels of enjoyment were associated with lower levels of boredom in the classroom.

The study also found that internet addiction was moderately prevalent among the students, with higher levels of internet use correlating with increased boredom. Especially, students with higher internet addiction scores reported higher levels of boredom in class It indicates a negative impact of excessive digital engagement on students' emotional experiences in the classroom. However, the relationship between internet addiction and foreign language enjoyment was weak It show that internet use may reduce enjoyment, but other factors also play a role.

Finally, the study showed that demographic factors, such as grade level, had an impact on boredom levels. 10th and 11th-grade students reported higher boredom compared to 9th graders. Surprisingly, 12th-grade students reported the lowest boredom and the highest enjoyment levels among all groups, suggesting a possible shift in motivation or emotional regulation as students near graduation. However, gender did not significantly influence boredom or enjoyment levels. These findings highlight the complex interaction between EFL learners' characteristics, emotional experiences, and digital engagement. Notably, grade level influenced boredom, but gender did not play a significant role, and digital interaction appeared to have a more direct impact on students' emotional states.

6.3. Limitations

This study admits a number of limitations that need to be taken into account while analyzing its results. First, the study was limited in its capacity to be applied to other groups because it was carried out with high school students in a particular educational setting in Turkey. Although the study offers insightful information about the emotional experiences of students in this setting, it's possible that the results won't apply to other students in other educational or cultural contexts.

Well-established scales like the Internet Addiction Scale, Short Foreign Language Enjoyment Scale, and Boredom in English Language Classes Scale were used in this study to capture students' emotional experiences, but relying on self-report data comes with its own set of limitations. Participants' responses could have been influenced by factors like social desirability or their feelings at the moment, and it might affect the accuracy of the quantitative results. However, these scales are widely recognized and validated tools in educational psychology and using them provided useful insights into students' subjective experiences in the classroom. To

further evaluate and go deeper into the findings, it would be advantageous for future study to combine self-reports with other qualitative techniques, including in-depth interviews or observational approaches.

Semi-structured interviews were employed in the study to gather qualitative data, however this approach has drawbacks as well. The ability of the students to express their ideas and emotions on their emotional experiences is very important. There was a small sample size for qualitative interviews, thus the results might not fully represent the range of student experiences.

Another drawback of the study is its cross-sectional design, that it only collects data once. This design does not allow for the tracking of long-term habits, and it doesn't take into consideration how students' emotional experiences or internet use may change over time. A more detailed understanding of how these variables may be possible with longitudinal research.

Additionally, there are some factors that can affect students' digital behavior and emotional response which were not taken into account in this study, including socioeconomic background, prior digital literacy experience, and personality variance. Future research must examine them further to develop a more thorough knowledge of what is going on, as they can have a substantial impact on students' emotional reactions in EFL classes.

Despite these limitations, the study provides valuable insights on the role of enjoyment, boredom, and internet addiction in EFL classrooms and establishes the foundation for further research in this area.

6.4. Suggestions for Further Studies

Several directions for further research emerge from the limits and findings of this study.To begin with , future studies could examine the relationship between online engagement, enjoyment, and boredom in EFL classes at different educational levels, from middle school to university students, to see if the findings found in this study are consistent across different age groups and educational settings.

A more detailed understanding of how students' emotional experiences change over time in response to their changing digital habits and classroom surroundings may be possible with longitudinal approaches. Monitoring students' degrees of enjoyment

and boredom across several semesters or years may help to understand if these feelings are constant or change in according to instructional methods, academic expectations, or shifts in internet usage.

In addition, the surprising result that 12th-grade students reported the lowest boredom and highest enjoyment can be explored by further investigation. Future studies could explore whether emotional maturity, shifting academic priorities, or graduation-related motivation plays a role in shaping these emotional experiences.

Lastly, to investigate how particular teaching strategies and class activities impact student enjoyment and boredom the further study is required. For instance, future studies can examine how collaborative or interactive learning strategies affect students' emotional engagement in comparison to more traditional lecture-based approaches. Furthermore, in order to better understand how digital engagement affects language acquisition, it may be more helpful to look at the interaction between various online activities (such as social media, online games, and educational websites) and students' emotional experiences in EFL classrooms.

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APPENDICES

Appendix 1. Informed Consent Form

13/12/2024

DENEKLERİN GÖNÜLLÜLÜĞÜ
VE
AYDINLATILMIŞ ONAM FORMU

Değerli Veli,

Bu form, velisi olduğunuz öğrencinin katılmasını istediğim bir akademik araştırma hakkında bilgilendirme sağlamak ve gönüllü katılımınızı sağlamak amacıyla hazırlanmıştır. Bu kapsamda Yıldız Teknik Üniversitesi Eğitim fakültesi yüksek lisans öğrencisi Elif AKSAKAL ve tez danışmanı Dr. Öğretim Üyesi Semin KAZAZOĞLU tarafından yürütülen "Yabancı Dil Olarak İngilizce Derslerinde Öğrenenlerin Yabancı Dil Keyfi, Sıkıntı Düzeyleri ve İnternet Bağımlılıkları Arasındaki İlişkinin İncelenmesi" başlıklı yüksek lisans tez çalışmasına davet edilmektesiniz.

Bu çalışmanın amacı, Türkiye'deki bir Anadolu lisesinde öğrenim gören 9., 10., 11. ve 12. sınıf öğrencilerinin İngilizce derslerinde yaşadıkları can sıkıntısını incelemek ve bu durumun öğrencilerin internet bağımlılığı ve yabancı dilden keyif alma düzeyleriyle ilişkisini araştırmaktır. Bu çalışmaya katılmayı kabul ederseniz, öğrenciler Can sıkıntısı Ölçeği (Boredom in English Language Classes Scale), Yabancı Dilden Keyif Alma Kısaltılmış Ölçeği (The Short Foreign Language Enjoyment Scale), İnternet Bağımlılık Testi (Internet Addiction Scale) adlı anketleri tamamlayacak ve yarı yapılandırılmış mülakat sorularına cevap verecektir.

Bu çalışma, öğrencilere fiziksel veya psikolojik olarak yansımayacak ve öğrencilerin notlarını herhangi bir şekilde etkilemeyecektir. Araştırmaya katılan öğrencilerin kişisel bilgileri gizli tutulacak ve hiçbir koşulda üçüncü kişilerle paylaşılmayacaktır. Araştırmaya katılan öğrenciler istedikleri zaman araştırmadan ayrılabileceklerdir.

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Elif AKSAKAL
İngilizce Öğretmeni

Tel:
E-posta:

Sultanbeyli İbrahim Hakkı Anadolu Lisesi …… sınıfında öğrenim gören ……no'lu kızım / oğlum ……'ın /in yukarıda belirtilen tez çalışmasına katılmasına izin veriyorum.

…/……/ …..

Veli Adı-Soyadı:
İmza:

Appendix 2. Demographic Information

Name&Surname: _____
Age: _____

Gender: Male ( ) Female ( )

Grade Level: Grade 9 ( ) Grade 10 ( ) Grade 11 ( ) Grade 12( )

What is the primary device you use to access the internet?
Smartphone ( ) Computer/Tablet ( )

How many social media accounts do you have?
1( ) 2( ) 3( ) 4( ) 5 or more( )

How much time do you spend on the internet daily?
1-3hours( ) 4-6 hours( ) 7-9 hours( ) 10 hours or more( )

How would you describe your academic performance?
Low( ) Medium( ) High( )

Appendix 3. Boredom in English Language Classes Scale

Dear student

This questionnaire aims at exploring the reasons beyond boredom when attending English classes. Please note that this is not a test as there are no "right" or "wrong" answers to its questions. Therefore, please try to give as honest answers as possible. I confirm that the questionnaire data will be only used for research purposes and that your privacy will be confidential. Thank you in advance for your cooperation and for taking some time in completing the questionnaire.

Classroom disengagement and monotony	**Always**	**Often**	**Occasionally**	**Seldom**	**Never**
1. Time passes slowly in English classes					
2. It takes me more time to get engaged in English classes than other students around me.					
3. I do not feel like doing anything in English classes.					
4. It is not easy for me to concentrate in English classes.					
5. During English classes, I often think about unrelated things.					
6. I just sit around doing nothing in English classes.					
7. I often find myself at loose ends in English classes.					
8. I do not feel entertained or excited in English classes.					

Do you have any other negative feelings in language classes? If so, please explain.

Appendix 3. Continued

Task-related boredom

I feel bored in English classes when….	**Always**	**Often**	**Occasionally**	**Seldom**	**Never**
9. Learning activities are easy.					
10. Learning activities very difficult.					
11. Doing similar learning activities.					
12. Online learning activities.					
13. Face-to-face learning activities.					
14. Doing learning activities in my own.					
15. Doing group learning activities.					
16. Doing pair activities.					
17. Doing grammar activities.					
18. Doing listening activities.					
19. Doing speaking activities.					
20. Doing pronunciation activities.					
21. Doing writing activities.					
22. Doing vocabulary activities.					
23. Doing reading activities.					

Are there any other language learning activity types which make you feel bored in language classes? If so, please explain.

Appendix 3. Continued

Teacher-related boredom

I feel bored in English classes when the teacher....	**Always**	**Often**	**Occasionally**	**Seldom**	**Never**
24. Has unchanging instructional routines.					
25. Has excessive control over the class.					
26. Does not engage me in learning activities					
27. Overloads me with language information.					
28. Corrects my mistakes.					
29. Does not correct my mistakes.					
30. Is not friendly.					

Are there any other teacher-related factors which make you feel bored in language classes? If so, please explain.

Language learning ability-related boredom

I feel bored in English classes because ….	**Always**	**Often**	**Occasionally**	**Seldom**	**Never**
31. I have a limited English language ability.					
32. I cannot see any progress in my English language ability.					
33. I am not efficient in the language area covered in the learning activity.					
34. I feel my English level is much higher than my peers.					
35. I feel my English level is much lower than my peers.					
35. I feel my English level is much lower than my peers.					

Are there any other feelings which make you have bored in language classes? If so, please explain.

Appendix 4. The Short Foreign Language Enjoyment Scale

(S-FLES) Botes et al. 2021)

To what extent do you agree with the following statements?
Strongly disagree/ Disagree /Undecided /Agree /Strongly agree

1. The teacher is encouraging
2. The teacher is friendly
3. The teacher is supportive
4. I enjoy it
5. I've learned interesting things
6. I am proud of my accomplishments
7. We form a tight group
8. We laugh a lot
9. We have common "legends", such as running jokes

Teacher Appreciation subscale = Items 1,2,3
Personal Enjoyment subscale = Items 4,5,6
Social Enjoyment subscale = Items 7,8,9

Appendix 5. Young's Internet Addiction Test-Short Form (YIAT-SF)

Please indicate how often you experience the situations described below. Please mark only one option for each statement and do not leave any statement unanswered.

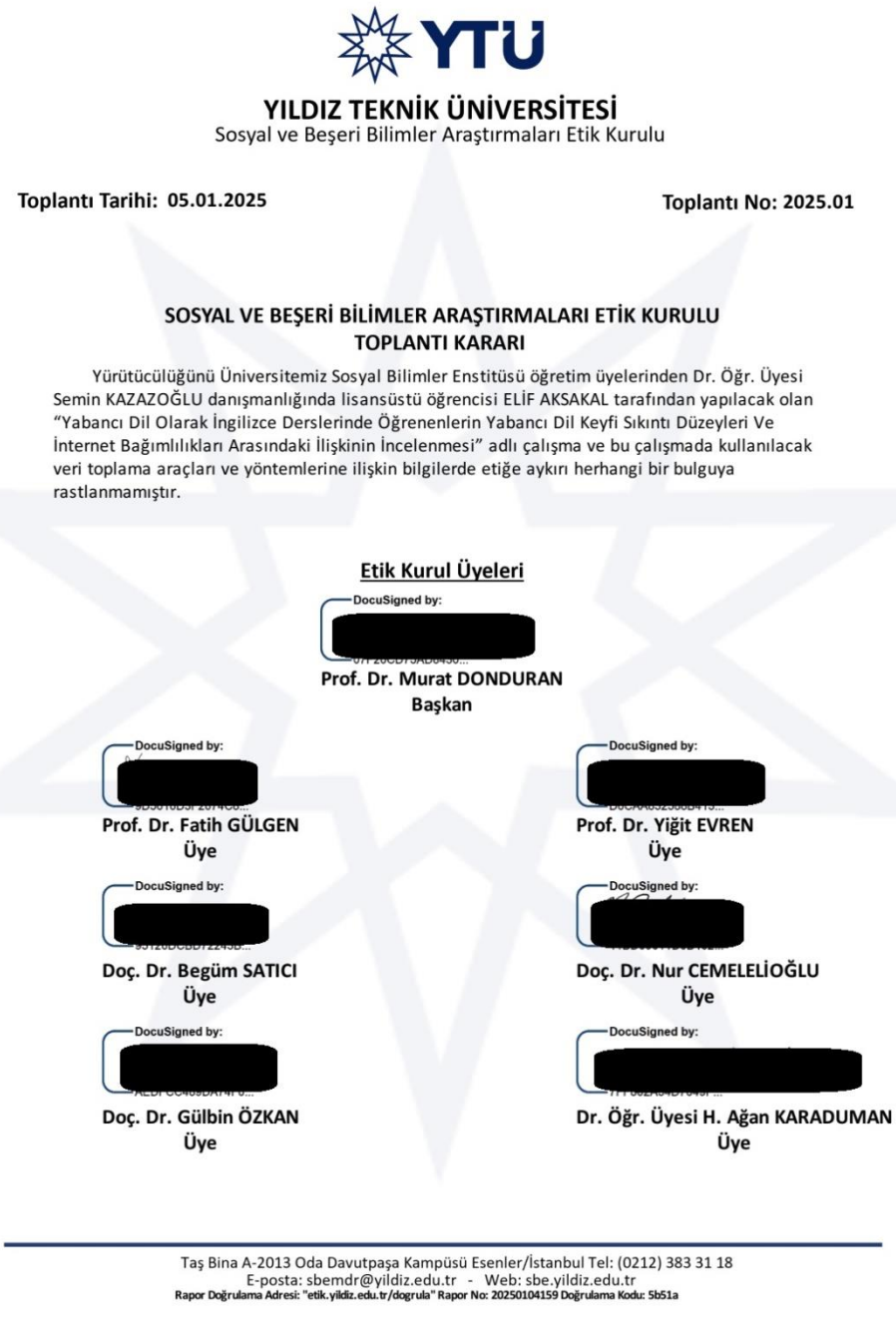
"1" Never
"2" Seldom
"3" Occasionally
"4" Often
"5" Always

Questions	1	2	3	4	5
1. How often do you find that you stay online longer than you intended?					
2. How often do you neglect household chores to spend more time online?					
3. How often do your grades or school work suffer because of the amount of time you spend online?					
4. How often do you become defensive or secretive when anyone asks you what you do online?					
5. How often do you snap, yell, or act annoyed if someone bothers you while you are online?					
6. How long do you lose sleep due to late-night long-ins?					
7.How often do you feel preoccupied with the internet when offline, or fantasize about being online?					
8.How often do you find yourself saying "just a few more minutes" when online?					
9.How often do you try to cut down the amount of time you spend online and fail?					
10.How often do you try to hide how long you've been online?					
11.How often do you choose to spend more time online over going out with others?					
12.how often do you feel depressed, moody, or nervous when you are offline, which goes away once you are back online?					

Appendix 6. Semi-Structured Interview

1. Did you feel bored in class today (in the last English lesson)? Why?
2. Which language activities/tasks did you find most boring? Why?
3. Which language resources (reading texts, listening texts, exercises, teacher, etc.) did you find most boring today? Why?
4. When did you feel most bored? Why?
5. Which classroom arrangement (seating arrangement, physical features of the classroom, use of the smartboard, teacher-centered instruction, etc.) did you find most boring? Why?
6. Which part of the lesson (beginning, middle, end, etc.) felt most boring to you? Why?
7. Did you try to find a way to cope with boredom? What was it?
8. Did you feel more bored than your classmates, or less bored? Why?

Appendix 7. IRB Approval



YILDIZ TEKNİK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Toplantı Tarihi: 05.01.2025 **Toplantı No: 2025.01**

SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI

Yürütücülüğünü Üniversitemiz Sosyal Bilimler Enstitüsü öğretim üyelerinden Dr. Öğr. Üyesi Semin KAZAZOĞLU danışmanlığında lisansüstü öğrencisi ELİF AKSAKAL tarafından yapılacak olan "Yabancı Dil Olarak İngilizce Derslerinde Öğrenenlerin Yabancı Dil Keyfi Sıkıntı Düzeyleri Ve İnternet Bağımlılıkları Arasındaki İlişkinin İncelenmesi" adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

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