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THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE ENJOYMENT, BOREDOM AND MOTIVATION OF LEARNERS IN EFL CLASSES

Nesrin Yılmaz

M.S. THESIS

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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YAZARIN

Adı : Nesrin

Soyadı : Yılmaz

Bölümü : İngiliz Dili Eğitimi

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İmza:

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Danışman: Prof. Dr. Kemal Sinan ÖZMEN

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi) ……

Başkan: Prof. Dr. Cem BALÇIKANLI

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi) ……

Üye: Dr. Öğr. Üyesi Esra HARMANDAOĞLU BAZ

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To My Beloved Husband and Son

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YABANCI DİL OLARAK İNGİLİZCE DERSLERİNDE ÖĞRENENLERİN YABANCI DİL KEYFİ, SIKINTI VE MOTİVASYON ARASINDAKİ İLİŞKİ

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Nesrin Yılmaz

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ÖZ

Bu araştırma yabancı dilden keyif alma, yabancı dilden sıkılma ve öğrenme motivasyonu arasındaki ilişkiyi Türkiye bağlamında incelemeyi amaçlamıştır. Bu bağlamda çalışma yabancı dil öğrenen Türklerin yabancı dil öğrenmeye ilişkin olumlu ve olumsuz duygularının nedenlerini ve bunların motivasyonları üzerindeki etkisini incelemiştir. Çalışma, olguları daha iyi anlamak için nitel bir yaklaşım benimsemiştir. Bu nedenle, rehberli yansıtıcı günlükler, yarı yapılandırılmış alıntı anketi ve yarı yapılandırılmış görüşmeler yoluyla veriler toplanmıştır. Veriler, içerik analizi ve sabit-karşılaştırmalı yöntemin değiştirilmiş versiyonu aracılığıyla analiz edilmiştir. Bulgular, yabancı dilden keyif almanın ve yabancı dilden sıkılmanın öğrenenlerin öğrenme motivasyonu üzerindeki hem olumlu hem de olumsuz etkilerini ortaya koymuştur. Yabancı dilden keyif almanın katılımcılar tarafından ifade edilen potansiyel olumlu etkileri arasında "ikinci dil gelişimi", "öğrenme arzusunun artması", "artan öz yeterlilik", "gelişen özgüven", "artan dikkat" ve "hırslı olma" yer almaktadır. Oysa bir dilden aşırı zevk almak, dil öğreniminde "çaba eksikliğine" ve "aşırı güvene" yol açmıştır. Yabancı dilden sıkılma da ise motivasyon üzerindeki potansiyel olumsuz etkiler olarak "motivasyon ve ilgide azalma", "odaklanamama", "başarısız olma korkusu", "öz disiplinde azalma" ve "özgüven eksikliği" olarak yer almıştır. Şaşırtıcı bir

şekilde, çalışma aynı zamanda yabancı dilden sıkılmanın "artan öz disiplin", "gelişmiş kültürel anlayış" ve "gelişmiş problem çözme becerileri" dahil olmak üzere öğrencilerin motivasyonu üzerindeki potansiyel olumlu etkilerini de ortaya çıkarmıştır. Ayrıca çalışma, öğrenciler arasında yabancı dilden keyif alma ve sıkılmanın çeşitli kaynaklarını ortaya koymuştur. Yabancı dilden keyif alma kaynaklarına ilişkin bulgular duygusal, bilişsel, kişilerarası, durumsal ve bireysel farklılıklar faktörleri altında kategorize edilirken, yabancı dilden sıkılmanın kaynakları bilişsel, duygusal, durumsal, bireysel farklılıklar ve fiziksel faktörler altında kategorize edilmiştir. Bu bulgular, öğrenciler arasında bilişsel faktörlerin yabancı dilden sıkılmanın birincil nedenleri olduğunu, duygusal faktörlerin ise yabancı dilden keyif almanın temel nedenleri olduğunu göstermiştir. Ayrıca, yabancı dil olarak İngilizce öğrenen Türk öğrenciler arasında sınıftaki en eğlenceli dil becerisinin konuşma, en sıkıcı dil becerisinin ise okuma olduğu bulunmuştur.

Anahtar Kelimeler : Duygular, Yabancı dilden keyif alma, Yabancı dilden sıkılma, Motivasyon, Dil becerileri

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(M.A. Thesis)

Nesrin Yılmaz

GAZİ UNİVERSİTY

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ABSTRACT

This research study investigated the relationship between foreign language enjoyment, foreign language boredom, and motivation to learn in a Turkish context. In this vein, the study examined the causes of Turkish EFL learners' positive and negative emotions in learning a foreign language and their influence on their motivation. The study adopted a qualitative approach to understanding the phenomena better. Thus, data were collected through guided reflective journals, semi-structured quotation surveys, and semi-structured interviews. The data were analyzed utilizing content analysis and a modified version of the constant-comparative method. The findings revealed both positive and negative effects of foreign language enjoyment and foreign language boredom on learners' motivation to learn. Potential positive effects of FLE expressed by the participants included "L2 improvement", "increased desire to learn", "increased self-efficacy", "improved self-confidence", "increased attention" and "becoming ambitious". Whereas over-enjoyment of a language led to a "lack of effort" and "overconfidence" in language learning. FLB, on the other hand, included "decrease in motivation and interest", "inability to focus", "fear of being unsuccessful", "decreased self-discipline" and "lack of self-confidence" as potential negative effects on motivation. Surprisingly, the study also revealed potential positive effects

of FLB on learners' motivation, which included "increased self-discipline", "improved cultural understanding" and "improved problem-solving skills". Moreover, the study revealed various sources of FLE and FLB among learners. The findings for FLE sources were categorized under affective, cognitive, interpersonal, situational, and individual differences factors, while FLB sources were categorized under cognitive, affective, situational, individual differences, and physical factors. These findings indicated that cognitive factors were the primary causes of FLB among learners, while affective factors were the fundamental causes of FLE. Moreover, speaking was found to be the most enjoyable and reading the most boring language skill in class among Turkish EFL learners.

Key Words : Emotions, Foreign language enjoyment, Foreign language boredom, Motivation, Language skills
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CHAPTER I

INTRODUCTION

"When we educators fail to appreciate the importance of students' emotions, we fail to appreciate a critical force in students' learning"

(Immordino-Yang and Damasio, 2007, p. 9)

The present study aims to examine the relationship between foreign language enjoyment (FLE), foreign language boredom (FLB) and motivation among preparatory year learners at a foundation university in Turkey. This chapter introduces the general scope of the present study. To this end, the background of the study, statement of the problem, the significance of the study, aim of the study, research questions, assumptions, limitations and necessary operational definitions are given to present the study's structure.

1.1. Background of the Study

The language learning process has never been an easy task. Moreover, speaking a foreign language has never been a simple specialization mastered by learners. However, there is a high demand for learning a foreign language, especially English, as it has become Lingua Franca. With this increased demand and need for foreign language learning, language teaching has become even more compelling as language teachers must carefully consider the social, affective, psychological and cognitive aspects of learning a foreign language. One of the most crucial factors needed to be considered by language teachers is the affective side of learning a foreign language.

As emotions are at the heart of human life, they play a crucial role in the language learning process and language classrooms. In recent years, emotions have gained the attention of the

foreign language learning field and a considerable number of studies on the significance of emotions in language learning were published (Horwitz, 2010; MacIntyre & Gregersen, 2012; Mendez-Lopez & Aguilar, 2013; MacIntyre & Vincze, 2017; Dewaele & Dewaele, 2020). These studies imply that emotions significantly affect language learners' performance, achievement and motivation. It may appear that most of the previous research studies focused on the impact of negative emotions on learners' language performance and achievement (Horwitz, Horwitz, & Cope, 1986; Aida, 1994). Nevertheless, in the last decade, the impact of positive emotions on language learning has also been examined (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2014; Dewaele, Witney, Saito & Dewaele, 2017) with the introduction of positive psychology in language learning. Positive psychology aims to help individuals live happy lives by emphasizing positive emotions and utilizing one's abilities (Seligman, 2002). Within this context, it is believed that positive emotions in the field of second/foreign language learning can enhance the enjoyment and significance of language teaching and learning and make teachers and students more resilient in the face of various challenges in the teaching and learning contexts. (Gregersen, 2013).

Moreover, most recent work on emotions in language teaching has emphasized negative emotions. (Dewaele & MacIntyre, 2014). Various past studies tried to explain the relationship between anxiety, considered the most negative emotion in language acquisition, and language learning (Cheng, 2002; Horwitz et al., 1986; Kleinmann, 1977). While anxiety as a negative emotion in language learning has gotten attention (Horwitz et al., 1986; Horwitz, 2010), enjoyment as a positive emotion in language learning has gained relevance in recent years (Dewaele & MacIntyre, 2014; Dewaele et al., 2017). Enjoyment experienced by learners in a foreign language class, also known as foreign language enjoyment (FLE), is an emotionally positive condition triggered during the foreign language learning process (Csikszentmihalyi, 2008). Similarly, FLE is portrayed as a mentally particular activating state that can powerfully encourage the foreign language learner and strengthen persuasion cycles (Dewaele & MacIntyre, 2016).

Furthermore, the research on the emotions experienced by learners in the language learning process has expanded the interest in anxiety to various emotions such as hope, enjoyment, love, gratitude, excitement, pride, joy, interest, shame, distress, guilt, sadness, anger, etc. (e.g., Dewaele & MacIntyre 2014; Li 2019; MacIntyre, Gregersen & Mercer, 2019). Although enjoyment as a positive emotion has gained a growing interest in the language learning field in recent years, boredom, which is considered to be a negative emotion, has

received little interest in the field (Li & Dewaele 2020; Dewaele, Botes & Greiff, 2021; Li, 2021; Li, Dewaele & Hu, 2021). Nevertheless, boredom in foreign language (FL) contexts and its possible detrimental consequences on FL learning has been the subject of recent research investigations. (Kruk 2019; Zawodniak & Kruk, 2019; Li & Dewaele, 2020; Li, 2021). Boredom experienced by learners in foreign language classes, also known as foreign language boredom (FLB), is defined as "a transient, short-term affective and context-dependent condition that may have a deleterious effect on the learning process" (Pawlak, Zawodniak & Kruk, 2020, p. 264).

Numerous research studies conducted in the foreign language learning field have mainly focused on a specific emotion (MacIntyre & Gardner, 1991; e.g., Horwitz, 2010; MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014), either positive or negative, concerning different variables such as proficiency, gender, achievement in a foreign language and age (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017; Dewaele et al., 2017; Piechurska-Kuciel, 2017). However, there are a limited number of studies concerned with a range of emotions that language learners experience in EFL classes with regard to their language learning motivation (Mendez-Lopez & Aguilar, 2013; MacIntyre & Vincze, 2017). These studies tried to explore the impact of emotions experienced by language learners concerning their motivation in EFL classes.

In the last two decades, most researchers have recognized the need to study motivation from an affective side (MacIntyre, 2002; Csizer & Dörnyei, 2005; Meyer & Turner, 2006; MacIntyre & Vincze, 2017;). Yet prior research on motivation in learning a language has mostly concentrated on it as a constant, non-dynamic construct that is not improved by interaction with peers, instructors, topics, and context (Dörnyei, 2000; Larsen-Freeman, 2001). Numerous research studies have tried to establish connections between motivation and linguistic ability (Ellis & Larsen-Freeman, 2006), and others on defining and analyzing different aspects of motivational theories rather than focusing on the motivational strategies that can help learners to deal with the language learning process (Cheng & Dörneyi, 2007). Therefore, the approach of motivational studies has generally been quantitative that provided various findings in foreign language learning.

Although there are some studies examining emotions in English language learning (Imai, 2010; Li, MacIntyre & Gregersen, 2012; Pishghadam, Zabetibour & Aminzadeh, 2016; Piniel & Albert, 2018; Dewaele & Jiang, 2019), they have not focused on specific emotions and have not concentrated on the relationship between motivational behaviors and emotions

experienced by language learners. These studies explored language learners' emotions related to language skills and their use of foreign languages in and outside the classroom. In their seminal article, Dewaele and MacIntyre (2014) mentioned a need for studies concerning both positive and negative emotions in EFL contexts to better understand the role of those emotions in language learning contexts. Therefore, within this scope, this study aims to contribute to the literature by examining the relationship between one positive and one negative emotion (FLE and FLB) experienced by language learners regarding their motivation.

1.2. Statement of the Problem

Learning a foreign language includes various elements which are dynamic and sometimes chaotic. One of these elements is considered to be the affective side of foreign language learning. Although most of the researchers, educators, and language instructors acknowledged the significance of affect in foreign language learning with the introduction of some humanistic language teaching approaches (e.g., Suggestopedia, The Silent Way, and Community Language Learning), emotions experienced by language learners in class appear not to be formally acknowledged by the language instructors. A reason for this in the early 1980s was that some educators believed that English language instructors should mainly focus on the language they are to teach and help learners learn (Gadd, 1998). Others, however, thought utilizing affective techniques and humanistic activities in language courses would be preferable. (Arnold, 1998). Although affect in language learning is criticized by the authors and educators, it is impossible to overlook how learners' attitudes, feelings, and emotions influenced their process of learning a foreign language and helped them identify the level of success they encountered. (Mendez-Lopez, 2011).

Numerous studies have been conducted on the effects of emotions in general education (Pekrun, Goetz, Titz & Perry, 2002; Schutz & Pekrun, 2007; Pekrun, Elliot, & Maier, 2009; Pekrun, 2014). However, emotions and their effects on learners' motivation appear to be an area to be investigated in foreign language learning (Dewaele, 2005). Over the past decades, there is an increasing consensus that it is necessary to investigate motivation from an emotional perspective. Hence, there is a need for more research studies to be conducted exploring the relationship between learners' emotions and motivation in the field of language learning (MacIntyre, 2002; Dewaele, 2005).

Further, learners, their emotions, motivations, and intelligence levels are different. Within this, however, only anxiety as a negative emotion with all aspects gained the attention of language learning researchers over the past decades (e.g., Aida, 1994; Aydın, 2008; Horwitz, 2010; Çağatay, 2015). Nevertheless, while learning a foreign language, learners experience various positive and negative emotions, such as enjoyment and boredom. In this line, there appears to be a lack of knowledge and understanding of emotions in language learning contexts. Though anxiety is the most common emotion in language learning contexts, it is crucial to comprehend the function of other emotions (e.g., enjoyment and boredom) to have a deep insight into their effects on language learning. This aspect is supported by Pekrun (2000), by stating that "... more than 80 percent of our students' emotional life is made up of other emotions, including not only negative emotions but a number of positive emotions as well" (p. 146).

Moreover, the motivation of learners is also affected by the emotions that learners experience in language classes. Therefore, what causes FLE and FLB in language classes, and the relationship between these emotions and learners' motivation, is an issue to be made clear to help learners and teachers be aware of the situation. On the whole, not only by contributing to the literature but also by providing insights to educators and researchers, this study is significant.

1.3. Aim of the Study

Researchers have studied how negative emotions affect learning more than positive ones in the area of language teaching (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017). Therefore, the current study aims to examine the causes of learners' positive and negative emotions in learning a foreign language and their influence on motivation. This study focuses on students who experience FLE and FLB while learning English, which brings up the issue of emotions in the learning process of a language. The main focus of the present study is to investigate the relationship between FLE, FLB, and foreign language motivation in a Turkish context.

Furthermore, the aim of this research study is two folded. The first aim is to investigate how EFL learners' positive and negative emotional experiences in a Turkish context shape foreign language learning motivation. The second aim is to explore the sources of Foreign Language Enjoyment and Foreign Language Boredom for learners. These aims will be

pursued by collecting qualitative data from EFL learners in a Turkish context. The agenda will contain data collection recursively for six/eight weeks.

In this regard, the following research questions have been formulated to achieve the aim of the study:

1. How do learners' FLE and FLB experiences in language classes affect their motivation to learn?
2. What are the sources of FLE and FLB for learners?
3. Are learners' experiences of FLE and FLB related to language skills? If so, in which language skill(s) or sub-skill(s) do learners experience FLE and FLB the most?

1.4. Significance of the Study

Although some studies focus on the relationship between emotions and motivations of ELF learners, the number of these studies concerning motivation and specific positive and negative emotions is relatively lower for the researchers' knowledge. Additionally, the existing research studies in the field of foreign language learning (FLL) are limited in number and generally focus on the levels of some emotions like foreign language anxiety. Therefore, the findings of this study will contribute to the existing literature in terms of having a closer look at specific emotions such as FLE and FLB and the motivation of EFL learners in a language learning context.

There are several significant areas in which this study provides an original addition to the field of language education within the context of the above-stated purposes. Firstly, when the current literature in the field of language education is analyzed, it appears that there are a limited number of studies on FLE and FLB and their effects on language learning motivation. Therefore, it is anticipated that this research study will expand our knowledge of the function of FLE and FLB in the process and motivation of language learning. Furthermore, it is analyzed that no previous research has focused on FLE and FLB together concerning learners' motivation in the Turkish context. Moreover, no previous study has investigated the sources of FLE and FLB for learners in the Turkish context. Consequently, it is believed that the current study will provide a thorough understanding of the emotions experienced by Turkish EFL students.

Thus, as Dewaele and MacIntyre (2014) recommended that there is a need for studies concerning both positive and negative emotions in EFL contexts to comprehend the function of certain emotions in situations involving learning a language; this study is significant for expanding the limited research on FLE and FLE in relation to learners' motivation. Therefore, the current research has importance in contributing to the literature by presenting a more profound comprehension of FLE and FLB in a language-learning context. Further, the current study is significant due to its addition to the area by identifying the causes of positive and negative emotions among EFL learners. In this vein, the study has the significance of providing an occasion for language instructors to design a better language learning atmosphere by taking into account the sources of learners' emotions and the relation of these emotions that shape their motivation to learn a foreign language.

1.5. Assumptions

The current study is conducted under various assumptions. Initially, since it is the first study focusing on FLE and FLB in relation to learners' motivation in a Turkish context, it is assumed that the study will have a unique contribution to ELT literature by explaining the relationship between FLE, FLB and motivation of EFL learners in a Turkish context, as well as the sources of these emotions for learners.

Further, it is considered that the participants are representatives of Turkey's university preparation schools because they were chosen based on the study's objectives. Moreover, all the participants are asked to sign a consent form to volunteer in the study. Therefore, the researcher will assume that all the participants will voluntarily participate in the study. In addition, an assumption is related to the participants' accurate reflections about their emotions by responding clearly and honestly to the reflective journals, semi-structured questionnaires and interviews of the study. Within this scope, the researcher will remind each participant to share their genuine opinions, and they will neither be evaluated nor judged based on what they have stated. In this way, the real emotions of the learners regarding the treatment could be discovered better.

Finally, according to the broaden-and-build hypothesis in positive psychology, positive feelings (such as enjoyment and maybe curiosity and anticipation) drive innovative, adventurous ideas and behaviors and broaden consciousness. According to this theory, it is foreseen that foreign language enjoyment increases the ability to learn a foreign language,

and this brings motivation (Fredrickson, 2001). Moreover, it is assumed that motivation increases coping skills and learning. Therefore, positive emotions like enjoyment are expected to lead to success. On the other hand, negative emotions like boredom will lead to failure and demotivation.

1.6. Limitations

The present study accommodates certain limitations. First of all, as the data collected is context-dependent and the individualized views of a few participants are analyzed, the research findings cannot be generalized to more extensive and different groups or contexts. Yet, the study's methodology and results might be used in other contexts. Also, as this study is a type of case study, it is impossible to generalize the findings to the whole universe. Furthermore, as the study does not adopt a longitudinal approach owing to time constraints, whether learners' emotions will change or will have different sources for foreign language enjoyment and boredom over time will not be able to be analyzed and evaluated.

1.7. Definitions

The following terminology will be clarified to enable a thorough comprehension of this research study.

Emotion: "short-lived, feeling–arousal–purposive–expressive phenomena that help us adapt to the opportunities and challenges we face during important life events" (Reeve, 2009, p. 301).

Broaden and build hypothesis: "Certain discrete positive emotions—including joy, interest, contentment, pride, and love—although phenomenologically distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources" (Fredrickson, 2001, p. 219).

Positive psychology: A branch of psychology that emphasizes positive emotions and utilizing one's abilities to help people live happy lives (Seligman, 2002).

Positive education: Positive education refers to the integration of positive psychology into the educational system (Pluskota, 2014).

Enjoyment: The contentment and joy one feels after engaging in an activity or possessing something (Dewaele & MacIntyre, 2014).

Foreign language enjoyment: A positive mental state activated throughout studying a foreign language (Csikszentmihalyi, 2008).

Boredom: "affective indicator of unsuccessful attentional engagement in valued goal-congruent activity" (Westgate & Wilson, 2018, p. 670).

Foreign language boredom: "is a transient, short-term affective and context-dependent condition that may have a deleterious effect on the learning process" (Pawlak, Zawodniak & Kruk, 2020a, p. 264).

CHAPTER II

LITERATURE REVIEW

The literature review is conducted to understand basic concepts and terms and the research in this field. Therefore, this chapter references relevant literature to explain the theoretical underpinnings of the current investigation. First, a brief history of the positive psychology movement is provided with a study of positive psychology in education to identify its function in student achievement. The literature is then analyzed to determine how emotions play a role in language learning. Then, as mentioned before, this study focuses on one positive emotion, enjoyment, and one negative emotion, boredom; the existing literature on FLE and FLB is presented.

Further, individual differences in SLA are reviewed in the literature to offer a historical advancement of how emotions are used in ELT methodologies. After that, the attraction of researchers on positive psychology in the foreign language field is explained, and the related studies are elucidated. Moreover, a review of language learning motivation theories is elucidated to emphasize their relation to the emotions of language learners. Finally, a review of research studies on learners' emotions, especially enjoyment and boredom, in language learning is presented to determine the emotional experiences that language learners go through and how these emotions affect their motivation.

2.1. Positive Psychology

Psychology is a long-established field of study. People have intended to explain concerns about life and provide meaning to human functioning from the dawn of time (Schultz & Schultz, 2011). Thus, people's endeavors have resulted in the development of psychology. The Oxford Learners' Dictionary (2022) defines psychology as "the scientific study of the

mind and how it influences behavior". According to this perspective, psychology can be referred to as the broadest study of human behavior. Although individuals have always searched for methods to have fun and be happy, psychology has often focused on the negative elements of life and psychological problems (Seligman, 2002). Various factors might explain this trend, including wars, epidemics, pandemics, and natural catastrophes. Seligman (2002) states that psychologists have strongly emphasized identifying and treating the underlying causes of people's psychological issues, particularly after World War II (p. 3). Thus, the pressing necessity to treat mental problems induced by severe traumas pushed the concerns concerning good human aspects to the background. Yet, researchers have pointed out that, in addition to the negative features of humanity, psychologists should also focus on positive features (Seligman & Csikszentmihalyi, 2000). In order to remind the field, Seligman and Csikszentmihalyi (2000) asserted that "psychology is not just the study of pathology, weakness, and damage; it is also the study of strength and virtue" (p. 7). Seligman's (2002) research on positive psychology shows that encouraging positive attributes in people may help them avoid mental health issues. He stated that "there are human strengths that act as buffers against mental illness: courage, future-mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, perseverance, the capacity for flow and insight, to name several" (p. 5). Consequently, positive psychology makes human existence more meaningful by concentrating on human capabilities.

Seligman and Csikszentmihalyi (2000) developed the term "Positive Psychology" to describe a new method of thinking about and researching human growth and adaptability that asks, "What makes life worth living?" By finding positive psychology, they wanted to advance the science of psychology that focused on human potential and ambitions by creating it as a field that would concentrate on empirical proof of a "life well lived" (Seligman & Csikszentmihalyi, 2000). According to Seligman (2002), positive psychology aims to support individuals in leading happy lives by emphasizing positive emotions and utilizing one's abilities. Peterson (2006) also defines the term as "the scientific study of what goes right in life" (p. 4). This definition of positive psychology allows us to use the scientific method as the primary source of proof for our positive beliefs.

According to Seligman and Csikszentmihalyi (2000), positive psychology's core interest is "making normal people stronger and more productive, and making high human potential actual" (p. 8). Therefore, it can be inferred that positive psychology seeks to balance the psychological narrative better by employing methods already in place to examine

the characteristics that support a healthy life, successful relationships, and engaging institutions. Based on their establishment of the term "positive psychology", Seligman and Csikszentmihalyi (2000) identified three core research areas for the term: "positive subjective experience, positive individual traits, and positive institutions" (p. 5). Positive subjective experience shows how pleasant experiences contribute to an individual's well-being by considering their past, present, and future. Love, courage, interpersonal competence, and wisdom are examples of positive individual traits. On the other hand, positive institutions encompass qualities such as accountability, tolerance, and work ethic that are offered via organizational and instructional methods and are expected of responsible citizens (Seligman, 2002, p. 3). As a result, it is possible to conclude that besides being interested in more than simply positive emotions, positive psychology searches for the factors that contribute to human flourishing.

2.1.1. Positive Psychology in Education

People's expectations of schooling have shifted dramatically in recent years as their living standards have changed. In the twenty-first century, schools are expected to raise intellectually excellent kids and nurture their psychological well-being. It is becoming increasingly impossible to dismiss the emergence of the positive psychology movement and its impact on educational research, particularly in light of recent research on 21st-century skills in education (Whiteside et al., 2017). The way of applying positive psychology to education is called positive education. In other words, the incorporation of positive psychology into the educational system is known as positive education. (Pluskota, 2014). According to Seligman et al. (2009), positive education is a response to the disconnect between what parents want for their children and what schools teach. That is to say, while most schools focus only on achievement, discipline, and academic skills, most parents want children to be happy, healthy, and confident. They suggested positive education as a treatment for this gap, in which educational institutions instruct students in mental health skills based on positive psychology as well as achievement and accomplishment. In other words, positive education seeks to bring the well-being and concern for everyone's mental health that positive psychology encourages into the classroom.

According to Seligman et al. (2009), three main reasons exist for teaching well-being in educational institutions. Firstly, data shows that people's levels of life satisfaction have

declined over time. As a result, depression is one of the most widespread disorders in today's society. Furthermore, experts have acknowledged the impact of happy emotions in boosting performance. Similarly, twenty-first-century education strives to educate the "whole student", which refers to social, emotional, and moral growth. As a result, educators must consider learners' overall well-being as well as their academic abilities. With all of this in mind, it is evident that positive psychology should be incorporated into the educational system.

Second and foreign language acquisition literature, like other areas of education, emphasizes the significance of positive psychology in tackling the problem of language learning. Various researchers are attempting to gain insights into how positive psychology would improve the effectiveness of language instruction and learning (Dewaele, Chen, Padilla & Lake, 2019). As a result, studies on the positive psychology movement in SLA have produced valuable recommendations for improving achievement in a foreign or second language for both instructors and students.

2.1.2. Positive Psychology in SLA

After explaining what positive psychology is and showing how it may be used in education, how positive psychology adds to the research on second/foreign language learning will be addressed in this section. As previously mentioned, positive psychology pertains to the development of human qualities. As positive psychology includes educational interventions, various studies have turned the field to language education. For example, MacIntyre and Gregersen (2012) suggest that positive psychology engagement in language teaching is beneficial since it improves the learning process. They also believe that researchers now have new insights into enhancing language instruction thanks to the positive psychology movement.

According to Mercer (2017), three main events appear to have supported the formation of positive psychology as a study topic within SLA. To begin with, language instruction, like mainstream positive psychology, originates in the humanistic movement of the 1970s and 1980s. These techniques focused on integrating intellect and affect and having a holistic perspective of the individual. However, the humanistic movement in language learning faced the same criticism for lacking scientific support. Yet, the trend has led to the second contributing development, namely, increasing attention to affect, which has emerged

(Mercer, 2017). Emotions have mainly been "shunned" in SLA as the poor relative of logical thinking, according to Dörnyei and Ryan (2015), in keeping with SLA's cognitive solid emphasis.

Further, emotions are even referred to by Swain (2013) as "the elephant in the room" (p. 195); everyone knows about them and acknowledges their importance for learning, but no one discusses them explicitly. She stated that "the relationship between cognition and emotion is, minimally, interdependent; maximally, they are inseparable or integrated" (Swain, 2013, p. 196). That is to say, it may not be possible to talk about cognitive learning without taking into account how emotions work. Recent studies have questioned the traditional negative/positive distinction and led to a more nuanced, critical view of the emotional aspect of language learning inspired by positive psychology ideas. (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2016; MacIntyre & Vincze, 2017). The third factor that has aided the expansion of interest in positive psychology is an increase in general confidence in undertaking interdisciplinary research that examines intersections between psychology and language instruction, looking at factors other than motivation (Mercer, 2017). In contrast to psychology, which is frequently constrained by rigid notions of what constitutes "legitimate" research, there is a long history of using a variety of theoretical and empirical methodologies in language acquisition research. For researchers using PP for language learning and instruction, these provide both cautious lessons and positive encouragement (Mercer, 2017).

Moreover, positive psychology allows people to recognize the importance of positive as well as negative emotions in learning a foreign language. Fredrickson (2001), in her well-known research, discovered that positive and negative emotions serve diverse purposes in human existence. She developed the "broaden and build hypothesis" that explains the distinct roles of emotions. She claimed that positive emotions improve one's consciousness, while negative emotions, on the other hand, limit our thoughts.

MacIntyre, Gregersen and Mercer (2019) noted the essential thing to figure out how to include positive psychology into language lessons. They also stated that positive psychology applications "encourage a view of language learners and teachers that embraces their strengths, capitalizes on opportunities, and optimizes what is present, rather than just focusing on problems and identifying what is missing or lacking" (p. 269) as they differ from traditional language instruction methods. Even though emotional aspects are mentioned in the SLA area, some researchers (MacIntyre & Gregersen, 2012; MacIntyre et al., 2019) agree

that positive emotions' impacts have not been well investigated. Dewaele et al. (2019) argue that “incorporating positive psychology into language teaching is beneficial for “learners” (and teachers’) wellbeing, engagement, agentic feelings, emotional awareness, sense of control over their lives and ability to surmount obstacles” (p. 9).

A study conducted by Budzinska (2019) emphasized positive psychology’s importance in the field of SLA. She suggested that including a positive psychology curriculum in language teaching is crucial. She also noted that one of the most critical aspects of the efficiency of those implementations is educating instructors who are fully conscious of positive psychology. Moreover, Oxford (2016) suggested the EMPATHICS model as a theoretical extension of the PERMA model, which stands for “emotion and empathy, meaning and motivation, perseverance (including resilience, hope, and optimism), agency and autonomy, time, hardiness and habits of mind, intelligence, character strengths, and self-factors (including self-efficacy, self-concept, self-esteem, and self-verification)” (Mercer, 2017, p. 112).

Various studies acknowledged the strength of positive psychology and discussed how to integrate positive psychology into language classes. Fresacher (2016), for example, utilized many exercises to demonstrate how to include positive psychology in classes. According to the author, these tasks allow learners to learn languages better and equip them with practical applications of positive psychology. (Fresacher, 2016). Along with this line, Helgesen (2016) also presented some assignments for instructors to incorporate positive psychology into foreign language classrooms. He also noted that positive psychology treatments are vital since “happy, engaged kids learn more” (Helgesen, 2016, p. 321).

As discussed above by some studies, educators and academics have recognized the benefits of positive psychology in language instruction, yet, there are still issues with the implementation process. As a result, researchers provide instructors with a variety of assignments and activities, describing each one in depth so that they may successfully implement them in their courses.

2.1.2.1. Broaden and Build Hypothesis

According to the broaden hypothesis of positive psychology, positive emotions like enjoyment, curiosity, and anticipation broaden one's awareness and motivate creative, risk-taking actions. In 1998, Barbara Fredrickson, a positive psychology researcher, proposed the

theory termed “broaden and build theory” to understand positive emotions’ impacts better. According to her theory, “certain discrete positive emotions - including joy, interest, and love - although phenomenologically distinct, all share the ability to broaden people’s momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources” (Fredrickson, 2001, p. 219). Positive emotions have three essential functions in this theory: building resources for the future, expanding our thought-action repertoires, and minimizing the negative effects of negative emotions (Fredrickson, 2013). In other words, according to this theory, there are several ways in which positive emotions differ from negative emotions.

The attitudes these positive emotions foster are more expansive than the mindsets that many negative emotions foster (i.e., specific action tendencies like assault or retreat). In other words, positive emotions improve human ability and creativity, whereas negative emotions limit individuals’ ability by pressuring them to make fast decisions. Joy, for example, “creates the need to play, push the limits, and be creative; drives obvious not just in social and physical activity but also in intellectual and artistic behavior” (p. 1369), while anger, on the other hand, “creates the urge to attack” (p. 1367). As a consequence of these mindsets, it can be inferred that by extending a person’s current thought, positive emotions encourage the discovery of new and innovative acts, ideas, and social relationships, which support the growth of an individual's resources, which include their physical, mental, social, and emotional resources (Fredrickson, 2004). Moreover, Fredrickson (2004) mentions that These resources serve as backups that might be called upon later to increase the likelihood of success and survival.

2.2. Emotions

Since no scientifically recognized definition of emotion exists, defining emotions has been controversial among scholars. Even though it was acknowledged that everyone knows what an emotion is, when asked to explain it, no one seems to know. Nevertheless, there are various attempts at explaining emotions in the literature. Lazarus (1999), for example, defined emotion as “it is the representation of internal states and is tied to physical and sensory feelings” (p. 87). Emotions appear to have a role in almost every critical event in our lives. For instance, we feel proud when we receive a promotion, we get angry when we

learn that our homes were robbed, we get joyful for the happiest moments like marriage, or we feel profound grief when we lose someone we love.

Furthermore, it is evident that the emotions we feel have a significant impact and influence on how we respond to those situations. According to Hockenbury and Hockenbury (2007, p. 344), on the other hand, "an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response". In the Dictionary of Psychology (Drever, 1952, p. 80-81), emotions are defined as:

> "Emotion: differently described and explained by different psychologists, but all agree that it is a complex state of the organism, involving bodily changes of a widespread character – in breathing, pulse, gland secretion, etc. – and, on the mental side, a state of excitement or perturbation, marked by strong feeling, and usually an impulse toward a definitive form of behavior. If the emotion is intense there is some disturbance of the intellectual functions, a measure of dissociation, and a tendency towards action…"

Although there is considerable agreement on the descriptive level, this definition does not go beyond the succinct description. Reeve (2009) also defines emotions well in his book. He stated that "emotions are short-lived, feeling–arousal–purposive–expressive phenomena that help us adapt to the opportunities and challenges we face during important life events" (p. 301). As the three components mentioned above, Reeve (2009) also states four components of emotions: feelings, bodily arousal, a sense of purpose, and social-expressive. Within the context of a meaningful life event, all these four components are interconnected. Figure 1 below shows the four dimensions of emotions:

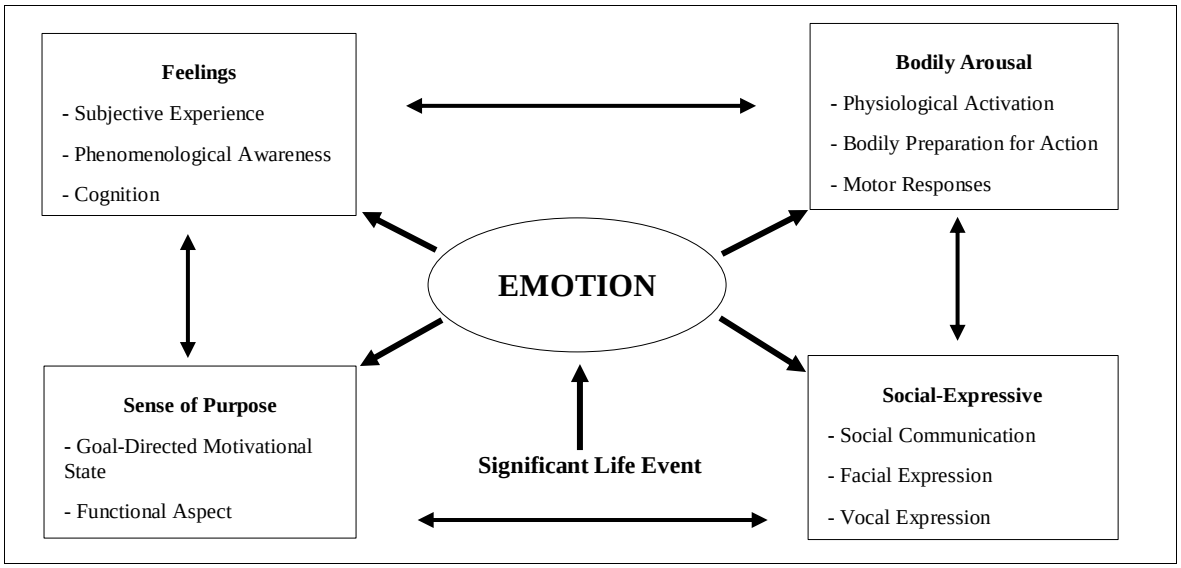


Figure 1. Four components of emotions (Reeve, J. (2009). *Understanding Motivation and Emotion (5th Edition)*. Hoboken, NJ: John Wiley & Sons, p. 300)

The feeling component of emotions reflects subjective experience, phenomenological awareness, and cognition. The second component, bodily arousal, which is likewise the subject of most research studies, is concerned with determining suitable patterns for physical reactions to specific emotions, such as a rise in blood pressure and heart rate while feeling anxiety. The third component, the sense of purpose, indicates emotion's goal-directedness and functional element. The final component, social-expressive, is concerned with the social and communication aspects of emotions. Thus, these four dimensions of experience work together to create emotion (MacIntyre & Gregersen, 2012). Although emotions include different elements, it is crucial to remember that emotions are more than these components and should be understood at a deeper level.

Researchers have sought to classify and categorize a wide range of emotions and describe what emotions are. Fear, disgust, anger, surprise, pleasure, and sorrow are the six primary emotions that Ekman (1971) proposed as universal emotions across all cultures. Afterward, Plutchik's (1984) "wheel of emotions" emotion categorization method was established. This emotion model highlighted how various emotions might be combined in the same way an artist might combine different colors to create new ones. Later, Ekman (1999) added embarrassment, excitement, contempt, shame, pride, satisfaction, and humor to his list of feelings. Plutchik (1984) also suggested eight primary emotion dimensions: happiness vs. sadness, anger vs. fear, trust vs. disgust, and surprise vs. anticipation. These feelings were then mixed to form new emotions, such as excitement, when happiness was joined with anticipation. Reeve (2009) also listed emotions generated by his approach, primarily negative emotions such as fear, anger, disgust, and sadness, and one or two positive emotions such as joy or interest. Depending on how the categorization is formed, the need to recognize and describe fundamental emotions might be due to their reduced number.

It is also crucial to emphasize the distinction between emotions and related notions such as moods and temperament. As mentioned above, while moods are more prolix, longer-lasting experiences because their foundations may be more challenging to pinpoint, emotions are temporary responses to particularly distinct occurrences (MacIntyre & Gregersen, 2012). An emotion is usually short-lived but intense. Emotions are also likely to have an apparent and noticeable reason. For example, an individual could feel upset for a short time after arguing with a colleague over politics. A mood, on the other hand, is generally less intense than an emotion but lasts longer. (Beedie, Terry, Lane & Devonport, 2011). In some circumstances, it might be difficult to determine the exact cause of a mood. For example, an individual could

be depressed for several days without any apparent reason. Moods differ from emotions because they do not have the same ability for specific actions since they function in the background of conscious experience. In contrast, emotions do so in the foreground (MacIntyre & Gregersen, 2012). Temperament, conversely, is an individual's consistent tendency to feel certain emotions and moods. In other words, temperament is a psychological trait that is frequently associated with physiology. (MacIntyre & Gregersen, 2012). To illustrate, Spielberger (1966) distinguished between the long-term tendency to develop anxious reactions, trait anxiety, and the subjective experience of anxiety at a certain time, state anxiety.

In order to move on, it is essential to examine further the emotions experienced by learners in academic settings. For this reason, the next part below is dedicated to academic emotions in academic settings.

2.2.1. Emotions in Academic Settings

Positive and negative emotions are necessary for human behavior and adaptation; hence emotional states can influence education and learning. Since learning and accomplishment are "major sources of human emotions today" (Pekrun et al., 2002a, p. 92), educational scholars have lately become interested in examining the many sorts of emotions experienced by learners in academic settings. Pekrun et al.'s (2002a) study on academic emotions is widely considered a fundamental example of educational research into emotions experienced by learners in academic contexts. According to Pekrun (2014), these emotions encountered in academic environments may be classified into four groups: *Achievement Emotions* are crucial for learners' motivation, learning strategies, identity development, and health that are also connected to academic success or failure (Schuz & Pekrun, 2007). These emotions include the pleasure of learning, the hopes and pride of accomplishment, the fear and humiliation of failure, and others. *Epistemic Emotions,* connected to cognitive issues triggered when learning, is another type of emotion encountered in educational contexts. This group's emotions include surprise, curiosity, confusion, and frustration. The third group is named as *Topic Emotions,* which are related to specific topics presented in the lesson. These emotions include circumstances in which learners empathize with characters in a story, are disgusted or anxious, or like or are interested in specific themes. *Social Emotions*, tied to instructors and classmates in the classroom, are the final group of emotions. Love,

sympathy, compassion, admiration, disapproval, jealousy, rage, or social anxiety are some of these emotions.

Among these four categories, achievement emotions have gotten the greatest attention in educational research. Pekrun, Frenzel, Goetz & Perry (2007) developed a three-dimensional taxonomy of achievement emotions (Table 1) in their research on academic emotions that is based on the control-value theory of achievement emotions. These three dimensions are named as object focus (activity or outcome), valence (positive or negative), and activation (activating or deactivating). Enjoyment, for example, is seen to be a positive feeling that can excite learners while performing activities, increasing their academic motivation. (Pishighadam et al., 2016). On the other hand, hopelessness is seen as a negative deactivating feeling that can be harmful. Hopelessness, conversely, is seen as a negative deactivating feeling that can be harmful (Pekrun et al., 2002a).

Table 1

A Three-Dimensional Taxonomy of Achievement Emotions

Focus	Positive Activating	Positive Deactivating	Negative Activating	Negative Deactivating
Activity focus	Enjoyment	Relaxation	Anger Frustration	Boredom
Outcome focus	Joy Hope Pride Gratitude	Contentment Relief	Anxiety Shame Anger	Sadness Disappointment Hopelessness

Note: Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2007). The control-value theory of achievement emotions: An integrative approach to emotions in education. In P. Schutz, & R. Pekrun, *Emotion in Education* (pp. 13-36). Elsevier Academic.

Different questionnaires and tools have been created to evaluate emotions in academic contexts. Before 2005, however, no comprehensive tool was devised for evaluating academic emotions and their implications on achievement (Pishighadam et al., 2016). The Academic Emotions Questionnaire (AEQ) was designed by Pekrun, Goetz, and Perry (2005) as a self-report measure to examine the relationship between learners' learning, emotions, and academic performance. Anger, enjoyment, hope, boredom, and hopelessness are some of these emotions, considered the most commonly experienced emotions in academic contexts, particularly in language learning situations.

Strong conclusions have emerged from research on academic achievement and academic emotions. Academic success has been associated with positive activating emotions like

activity-related enjoyment and outcome-related optimism and pride, whereas negative deactivating emotions like pessimism and boredom have been associated with poor academic achievement (Pekrun et al., 2002b). Some deactivating positive emotions, such as relaxation, and some activating negative emotions, such as anger, anxiety, and shame, are thought to have more complicated effects (Piniel & Albert, 2018). For example, in relation to this, anger, anxiety, and shame are negatively correlated with achievement in Pekrun et al.'s (2002b) study. Still, Pekrun and Hofmann (1996) (as cited in Pekrun et al., 2007) discovered both positive and negative associations in a diary research that examined the emotions of achievement experienced by specific students before and after their final examinations.

2.2.2. Emotions in SLA

Instead of emphasizing emotions, research in SLA has tended to concentrate on cognitive factors that affect learning, and Benesch (2012) proposed that emotions are "subjective, irrational, exclusively female, and difficult to capture" as a reason (p. 133). In this respect, emotions research has been deemed irrational throughout time. Emotions have previously been considered "fuzzy, difficult to tease apart into its various dimensions, and difficult to research", according to academics. Compared to the "hard", quantitative, and rational facts of L2 learning and instruction, they were frequently considered "soft" and "irrational" (p. 2). However, emotions are increasingly recognized as individual differences crucial to language learning in SLA. Individuals' motivation to learn a foreign language and their ability to complete a task in an EFL classroom can both be affected by emotions because they are so crucial in EFL environments. (Mendez-Lopez & Pena-Aguilar, 2013).

Moreover, many academics have agreed that learning a second language is emotionally driven (Maclntyre, 2002; Dörnyei, 2005; Arnold, 2009; Garret & Young, 2009; Imai, 2010). Therefore, it can be said that paying attention to emotions can assist in overcoming demotivation caused by fear or rage, which might jeopardize the potential of foreign language learners. Additionally, bringing back learners' motivational energy and promoting language development, try to provoke emotions that improve learners' self-esteem and encourage empathy.

The recent developments in humanistic methods make it challenging to understate the importance of emotions in language learning, so it is becoming increasingly challenging. According to humanistic methods, the learner should be considered, in some sense, as a

"whole person" since the emotive aspects of language learning are just as important as the cognitive ones. (Khatib, Sarem & Hamidi, 2013). Thus, researchers identified the significance of emotional factors in the process of language learning as a result of this idea. They want to know about affective variables and how they are related to the process of instructing and learning (Dewaele & Dewaele, 2017). After learning about the influence of affective variables in SLA, researchers are compelled to be precise about what the term "affect" means. Arnold and Brown (1999) defined affect as "aspects of emotion, feeling, mood or attitude which can condition behavior and influence language learning" in this context (p. 1). In addition to this definition, it is difficult to distinguish between emotions and feelings since they are so closely linked. Moods, however, appear to be easier to discern from emotions since emotions can be traced back to specific occurrences, but mood alterations are not always linked to a single cause (Ekman, 2003). As mentioned above, emotions are short-lived, context-dependent, and subjective reactions to a particular circumstance, object, or person (Hascher, 2008). While changes in mood are vaguer, longer-lasting, and may or may not be connected to a specific incident (Ekman, 2003). A positive mood encourages more inclusive thinking, enabling individuals to be more imaginative and willing to take risks. Negative emotions, on the other hand, cause the opposite. Learners' views of the difficulty of an activity or assignment appear to be influenced by their mood. However, as previously said, mood can endure long, even for days or weeks, and is not always due to a specific scenario; hence, it could be caused by something other than classroom instruction that is outside the learning environment area.

By considering the AEQ of Pekrun et al. (2005), Ismail (2015) revealed that in EFL courses, both positive and negative emotions impact students' English language achievement. Furthermore, he suggests that if language instructors want to minimize the harmful impacts of negative emotions and create a peaceful environment in their classroom, they need to be aware of their students' academic emotions and treat them as an essential aspect of their education. In addition, Mendez-Lopez and Pena-Aguilar (2013) found that both positive and negative emotions can significantly impact the motivation of EFL students. They also revealed that in the process of learning a foreign language, negative emotions like fear and grief might motivate students and help them learn more.

Negative emotions are thought to influence learners' motivation, attentiveness, and use of learning tools in the majority of situations (Zeidner, 1998). Goleman (1995) also believed that "learners who are anxious, angry or depressed do not learn; people who are caught in

these states do not take in information efficiently or deal with it well" (p. 78). For example, anxiety is the most researched negative emotion in academic contexts (Pekrun et al., 2002a). It is generally in line with foreign language learning and thought to affect EFL learners' language achievement (Horwitz et al., 1986), performance, and motivation in foreign language learning. According to Horwitz et al. (1986), anxiety is centered on the two core skills of foreign language learning: listening and speaking. The reason for this is that in interaction, both skills are required (Hashemi & Abbasi, 2013). Horwitz et al. (1986) also indicated that even in their native language, students with greater levels of writing anxiety create shorter paragraphs. Similarly, language learners find speaking skills in a foreign language unpleasant and create anxiety (MacIntyre, MacIntyre, & Carre, 2010).

For a long time, in language learning environments, emotions like rage, relief, enjoyment, hope, guilt, shame, pride, boredom, and hopelessness have been neglected despite having a significant impact on achievement and learning (Pekrun, 2006) and being essential for learners' motivation, learning strategies, identity development, and health (Schutz & Pekrun, 2007). However, several studies have attempted to provide a more understandable view of emotions by shifting their focus away from anxiety. For example, Dewaele and MacIntyre (2014) discovered in their large-scale questionnaire survey that students reported experiencing the enjoyment of a foreign language more frequently than anxiety when learning a language. They also stated that the two emotions should be considered as two separate aspects of a single continuum rather than endpoints. That is to say, the absence of anxiety is associated with enjoyment, and these two emotions can even occur simultaneously.

Additionally, concerning foreign language enjoyment, Yükselir (2014) found that language learners seem to enjoy themselves more before studying than during and after learning. Furthermore, just as language learners feel both positive and negative emotions, boredom is another emotion that language learners regularly encounter. In a recent study by Nakamura, Darasawang and Reinders (2021), the antecedents of foreign language boredom were investigated. A qualitative study approach identified nine antecedents of boredom in language classes. Activity mismatch, lack of comprehension, insufficient L2 skills, task difficulty, input overload, and lack of ideas were identified under internal learner factors. Physical fatigue, unfavorable appraisals of classroom tasks, and negative behaviors of classmates have also been implicated as causes of boredom in EFL classes (p. 1).

On the contrary, MacIntyre and Vincze (2017) aimed to link ten positive and nine negative emotions to motivation models in foreign language learning rather than focusing on only one or two emotions. Except for anxiety, the researchers discovered that the relationships between positive emotions and motivational factors are favorable and substantial. Negative emotions, on the other hand, were found to have lower relationships and a less consistent pattern. They used regression analysis to predict motivation using emotions, and the findings suggested that the best way to predict motivation-related elements may be to combine positive and negative emotions.

Piniel and Albert (2018) conducted another study in which they asked language learners to express their emotions in various language-related scenarios to examine the whole range of emotions experienced by language learners within and outside the language classroom in connection to their use of foreign language and the four language skills. This study found that language learners experienced achievement, epistemic, topic, and social emotions in both positive and negative ways. Unsurprisingly, anxiety and enjoyment were the most prevalent emotions. Participants reported notable differences in subject and social emotion experiences, and emotions were linked to specific language skills. Speaking skills were closely correlated with social emotions, but reading skills were primarily associated with topic emotions.

Language learning differs from other academic disciplines in that language lessons do not have a defined curriculum because language is the means of communication (Coyle, Hood, & Marsh, 2010). As it is believed that the emotional states of learners and their learning are inextricably linked (Goleman, 1995), and recognizing that instructors' performance, as well as students' learning and motivation, may be impacted by their emotions (Pekrun et al. 2002a), and also given that language learning is thought to be influenced by learners' experience of emotions (Gardner, 1985), it is crucial to investigate the emotional states of learners in EFL classrooms.

2.3. Foreign Language Enjoyment

Positive psychology and the roles of emotions in SLA have received much of this study's attention so far. As one of the emotions this study focuses on is enjoyment, it is crucial to turn the discussion on how language learning is influenced by enjoyment. Before that, it is also essential to explain what is meant by enjoyment. Dewaele and MacIntyre (2016) defined

enjoyment as "a complex emotion, capturing interacting dimensions of the challenge and perceived ability that reflects a human drive for success in the face of difficult tasks" (p. 216). As enjoyment is similar to pleasure, Csikszentmihalyi (2008) considered enjoyment different and separate from pleasure. He believes that pleasure is a positive emotion that individuals experience; contrarily, when individuals do something unexpected and novel, they experience enjoyment. He defined enjoyment as individuals' responses to a particular event or emotional tone revealed by a cognitive appraisal of their current situation, which is the starting point for enjoyment. As mentioned above in the emotions section, Fredrickson (2004) distinguishes between positive and negative emotions. Learning outcomes correlate positively with positive activating emotions like activity-related enjoyment, whereas learning outcomes are negatively correlated with negative deactivating emotions like anxiety (Pekrun et al., 2002a). According to MacIntyre and Gregersen (2012), negative emotions generate improper focus and restrict possible verbal input, whereas positive emotions arise from pushing beyond homeostatic bounds and covering oneself in order to discover something new. Contrarily, pleasure is the pleasurable feeling one feels when a hedonistic need, such as hunger, is satisfied (Dewaele & MacIntyre, 2016). To put it another way, enjoyment is indeed a sense of success that aids in the improvement of learners learning a language.

The broaden-and-build theory of positive emotions reflects the entire requirement for both positive and negative emotions (Li, Jiang, & Dewaele 2018). Since then, Studies that concentrate on encouraging emotions while learning a foreign language are becoming more common. Researchers have focused on enjoyment the most among the positive emotions studied so far, including love, pride, enjoyment, and flow (MacIntyre & Mercer 2014; Dewaele & MacIntyre 2019). In foreign language education, enjoyment has become a key area of focus for research (e.g., Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2014, 2016, 2019; Dewaele, Magdalena & Saito, 2019; Elahi-Shirvan & Talebzadeh, 2018). Personal tendencies to react with a degree of joy to unusual circumstances and activities throughout learning a language, especially in an educational context, are thought to be enjoyment in a foreign language (Goetz, Frenzel, Pekrun & Hall, 2006). Dewaele & MacIntyre (2014) defined Foreign language enjoyment (FLE) as "enjoyment, fun, interest, and a lack of boredom" in the context of a second language (p. 242). They claim that FLE is the positive polar opposite of FLCA. FLE arises when a person's psychological requirements are met, and it is an integral part of the flow experience, which is critical for continuous

language improvement (Dewaele & MacIntyre, 2014). Moreover, FLE was characterized by Boudreau, MacIntyre and Dewaele (2018) as a comparably difficult and persistent emotion, distinguishing it from more evident desire experiences. When enjoyment is experienced by the performance of a specific activity or the completion of a specific action, the enjoyment is enhanced by the ideal challenge, increased attention, and intellectual focus. One of the most common motivations in SLA is enjoyment (Piniel & Albert, 2018). In the study of SLA, enjoyment has been investigated as a trait-like emotional experience and a state reaction to learning activities (Pekrun et al., 2009). A sort of situation-specific enjoyment known as trait-like enjoyment is "individual dispositions to react with a specific level of enjoyment to specific situations within an academic context" (Goetz et al., 2006, p. 326). It is connected to learners' sense of power over their language learning experiences and their estimation of the language's value. It impacts how often a learner has enjoyable experiences in language learning scenarios (Jin & Zhang, 2018). It is also influenced by broader political, cultural, and historical circumstances and interactions with classroom activities, instructors, and classmates (Dewaele & Macintyre 2014). Furthermore, according to the FL class, enjoyment is a key indicator of willingness to communicate (WTC) (Dewaele & Dewaele, 2017; Dewaele, 2019).

In their seminal article, Dewaele and MacIntyre (2014) focused on FLE. They conducted this study to see if language anxiety and enjoyment are two distinct emotions. They created the FLE scale, which consists of twenty-one parts with Likert scale ratings representing positive emotions toward teachers and peers during the learning process and eight questions reflecting FLCA. The research revealed a negative correlation between FLE and FLCA, implying that they are related but fundamentally different variables. Furthermore, in their language courses, learners reported more enjoyment than anxiety. FLE and FLCA were related to the participants' opinions of their relative degree of competency in the FL classroom, the number of languages they are familiar with, their educational attainment, the number of FLs they are currently learning, their age group, and the overall FL level (ranging from lower-intermediate to advanced). The qualitative data analysis of the study concluded that specific positive classroom activities might increase foreign language learners' levels of EFL according to enjoyable experiences in foreign language classes. These were often activities that gave learners control over their learning, like choosing a subject for a discussion or argument related to their issues and interests. These activities offer several advantages, including the ability to empower learners by letting them create activities

customized to their individual interests and issues. They believe having a sense of freedom and imagination can help with foreign language performance.

After that, follow-up research was designed by Dewaele, MacIntyre, Boudreau and Dewaele (2016) to address the gender issue in FLE and FLA. They collected data from 1736 participants aged 11 to 75 who completed the FLE and FLCA scale developed by Dewaele and MacIntyre (2014). Their extensive analysis revealed a considerable difference in enjoyment and anxiety levels between male and female participants. In other words, female participants experienced language learning enjoyment more than male participants. Furthermore, the researchers discovered that an enjoyable educational setting was a key element of female participants' joy and that pleasant emotions enhanced females' creativity. There were also significant disparities in anxiety levels between male and female participants. While speaking the target language, however, females were less confident and more fearful of making mistakes. The authors suggested that the collaboration of emotions significantly impacted learners' performance when learning a language as a possible explanation for this outcome.

Then Dewaele and MacIntyre (2016) presented a new key work in which they explained the FLE scale's factor structures, which they established in 2014. They had 1742 multilingual participants from various nations. Participants were invited to complete an online questionnaire and submit an answer to an open-ended question. Researchers employed Principle Competent Analysis to determine the scale dimensions. After analyzing the data, FLE private and FLE social were discovered as two sub-scales. Crucially, they found that anxiety has its own size dimension. Although FLE and FLA were two different variables, the research revealed that they should be explored jointly since the authors highlighted that the lack of anxiety did not imply the presence of enjoyment (Dewaele & MacIntyre, 2016). This scale has been used as a data-collecting instrument in almost every work on emotion in SLA. However, the current study focuses on qualitative data to better understand learners' foreign language enjoyment.

Further, Dewaele and Dewaele (2017) used a pseudo-longitudinal research method to investigate if the origins of FLE and FLCA among 180 British high school pupils vary over time. The study revealed that instructors' effect on FLE grows over time while FLCA predictors remain steady. By focusing on a subset of the same sample, it was discovered that forty students with two foreign language instructors reported expressively greater levels of FLE (but not FLCA) for the main instructor. Thus, it can be inferred that this explains why

FLE is a more temporary emotion compared to FLCA. Moreover, the study's findings imply that positive and negative emotions are influenced by various variables that change throughout time. In addition, the connections' characteristics alter.

Another study conducted by Elahi-Shirvan and Talebzadeh (2018) emphasized the formation of positive and negative emotions in three groups of six university students participating in an English-language literature critique TV show as an imagined community. The findings revealed the appearance of enjoyment as a result of the created imagined identities in the classroom, as well as the use of facilitative negative emotions like anxiety to help participants consolidate their imagined affiliations. It is also revealed that positive emotions experienced when learning English as a second language in an imagined community significantly influenced the formation of positive emotions and engagement among the group members. Although anxiety was seen in a minor manner, it did not have a debilitating effect on the result; in fact, it had a positive reinforcement effect on the members, increasing their desire to achieve the goals of their imagined affiliations while also enhancing their sense of competitiveness. Finally, it was concluded that for the participants, the most enjoyable component of the program was group work in their envisioned community.

Besides, Li, Jiang and Dewaele (2018) carried out a study to validate the Chinese version of the FLE scale, which was formed by Dewaele and MacIntyre (2014). The study used a mixed-method approach in three stages to investigate the psychometric features of the Chinese Version of the FLE Scale and FLE in a Chinese EFL context. A novel 11-item and 3-factor model (i.e., FLE-Private, FLE-Teacher, and FLE-Atmosphere) was confirmed and validated by surveying two samples of 1718 learners and 360 learners in Stages 1 and 2. Based on the findings of the study, FLE-Teacher had the highest score, followed by FLE-Private and FLE-Atmosphere. Beyond the generic aspects associated with the instructor and classmates, the individual experience of FLE is impacted by a wide variety of learner-internal and learner-external variables, according to the analysis of qualitative data obtained from 64 participants in Stage 3.

On the other hand, in order to examine the relationship between FLE and learners' performance, Dewaele and Alfawzan (2018) investigated the impact of negative and positive emotions on foreign language performance in two different contexts. The study was conducted in two London-based secondary schools, the first investigating a variety of foreign languages and the second involving current and former Saudi EFL learners in Saudi Arabia. According to the findings of research 1, there is a substantial positive link between EFL and

self-reported foreign language exam performance among learners in London. In addition, it was discovered that there is a modest negative link between FLCA and exam results. That is to say, learners with a higher FLE level and a lower FLCA level are more likely to perform well on foreign language tests. The findings of the second study, which involved Saudi University EFL students, were in a similar vein. Greater levels of FLE were linked to significantly higher English proficiency scores, whereas higher levels of FLCA were linked to somewhat lower English proficiency scores. Moreover, the qualitative collected data in Study 2 aided in determining the complicated relationship between participants' enjoyment and anxiety in EFL lessons. The second study showed that these were shown to be linked to instructors' perceptions and instructional methods in general. The students recall how their anxiety had a detrimental impact on their EFL performance. Some participants expressed dissatisfaction with the English training, citing increased anxiety and a rising loss of self-confidence as reasons for quitting. On the other hand, participants in the research stated that they could overcome their obstacles because of teachers who had a positive attitude, were flexible, and wanted to learn English.

Among the recent studies, Dewaele and MacIntyre (2019) published a study concerning the personality traits and learner and teacher variables on learners' enjoyment and anxiety in EFL classes. Foreign Language Classroom Anxiety (FLCA) and Foreign Language Enjoyment (FLE) were previously found to be negatively associated but fundamentally different factors. Significant empirical data in the study support this finding. The study applied a mixed-method study based on responses from 750 FL students from across the world who completed an online survey. Likert scale responses were used as quantitative data, and the sources of the emotions were identified in qualitative data via the descriptions of classroom incidents in which participants experienced severe FLE and FLCA. FLE and FLCA were found to be distinct dimensions, according to correlation analysis. Further, multiple regression studies found that teacher-centered factors predicted FLE the most, whereas the personality trait of Emotional Stability predicted FLCA the most. Based on the participants' words, the instructor was the most common cause of the FLE experience, whereas the self was the most common cause of FLCA experiences.

Further, in 2019, Dewaele, Magdalena and Saito (2019) conducted a study in a Spanish context to investigate the effect of perception of teacher characteristics on EFL learners' enjoyment and anxiety. In other words, they examined the relationship between FLE and FLCA and various teacher-centered variables. 210 past and present EFL learners from all

over Spain completed an online questionnaire with Likert scale questions. Participants who had a teacher who was an L1 English speaker reported more FLE and less FLCA than those who had a foreign language user of English as a teacher. Based on the findings of the study, a teacher's friendliness was the most significant positive predictor of FLE, whereas a teacher's foreign accent was a lesser negative predictor. Moreover, the findings support previous studies showing FLE appears to be more reliant on the pedagogical skills of instructors than FLCA.

In a recent study on FLE, Dewaele and Dewaele (2020) conducted a research study on the effect of teachers on learners' experience of FLE as a positive emotion and FLCA as a negative emotion. The authors of the study investigated whether FL learners who have two different teachers experience equivalent degrees of FLE and FLCA in the same language. Forty secondary school learners from London were learning modern languages with one primary teacher and one support teacher. According to statistical analysis, it was revealed that FLE was much more significant with the main teacher. The findings also revealed that FLE predictors such as student attitudes toward the instructor, the frequency with which the teacher uses the target language in class, and unpredictability were considerably higher for the main teacher. Moreover, the higher FLE score was due to the teacher generating a favorable emotional climate in class. Further, the two teachers differed less on items representing more consistent personal and group traits. According to the data, FLE appears to be more teacher-dependent than FLCA, which is more consistent between teachers.

As for being a more recent study, Elahi-Shirvan, Taherian and Yazdanmehr (2020) investigated the dynamic character of FLE by using a novel approach termed ecological momentary assessment. In order to collect data, they used open-ended interviews, journals, enjoy meters, and an idiodynamic technique. They concluded that each learner's enjoyment moments are unique and vulnerable to the vital ecological causes of change. They also claim that each ecological period has a different role in forming individual enjoyment behaviors. Finally, it can be concluded that their findings indicated that learners' emotions alter over time due to various interrelated circumstances.

After one year, Elahi-Shirvan, Taherian, Shahnama and Yazdanmehr (2021) published their study examining how FLE and L2 grit have changed throughout time. To do so, they discussed the correlation between 437 EFL learners' starting and growth levels of L2 grit and FLE in four 2-week assessment intervals using a multivariate latent growth curve model (LGCM). The data was gathered using the L2 grit and original foreign language

enjoyment scales. The data revealed a growing tendency in the relationship between the levels of both increases of the variables. That is to say, at their growth levels, the means of both L2 grit and FLE were higher than their beginning levels. The findings of the study also revealed that an increase in the level of FLE among the participants was substantially connected with an increase in the level of L2 grit during the whole course.

As all the studies mentioned above are conducted in foreign contexts, some are conducted in the Turkish context too. The study of Uzun (2017) is foundational and the first research in this field in the Turkish context, employing Dewaele and MacIntyre's (2014) scale. He employed the survey approach to determine the FLE and FLA level of the learners enrolled in a mandatory English class. The number of participants from a Turkish public institution was 166 that took part in the research. This study indicated that the number of participants who enjoy class outnumber those who are anxious. A deeper search for the factors that influence learners' FLE levels revealed that "learning new things, collaborating with their peers, including making jokes, demonstrating successful performance, being praised by the teacher, and listening to the teacher's jokes" were all sources of enjoyment for the students (Uzun, 2017, p. 15).

Another study conducted in the Turkish context about FLE is Demir and Okyar's (2021) work. The objectives of this study were to (1) clarify the degree of FLE of EFL learners, their self-efficacy, and their willingness to communicate (WTC) in English, and (2) to find out a hypothetical model for investigating whether FLE, self-efficiency, and academic performance predict a learner's WTC in English. A total of 257 higher education level Turkish EFL learners were the participants of the study. The results indicated that the participants had a moderate level of WTC and a positive level of self-efficacy and FLE. Further, the results of the study suggest an increase in the self-efficacy of FLE and English and significant self-efficacy of the WTC. Moreover, the achievements of FLE and English indirectly influenced the WTC through self-efficacy mediation. FLE is also considered as a significant predictor of the development of the English language.

As a descriptive study, Kaplan (2022) investigated the FLE levels of EFL learners in a Turkish context. 150 EFL students studying at a Turkish university were selected using a purposive sample approach. The study used a mixed-method approach which included a scale and individual semi-structured interviews. The findings of the study revealed that learners enjoy their English lessons to a modest degree, and there is no significant difference between participants depending on the high school department from which they graduated.

Further, FLE personal, FLE environment and FLE instructional were also identified as primary categories via inductive content analysis. That is to say, the source of the participants' FLE level was discovered based on their narratives, which included personal, environmental, and instructional factors.

On the other hand, Yeşilçınar and Erdemir (2022) investigated FLE and FLCA from a different perspective. They tried to find out the underlying reasons for FLE and FLCA from a cultural view. The researchers used a mixed-methods strategy via a scale that was used to collect quantitative data from 305 university students studying EFL, and semi-structured interviews with 18 learners were conducted to have a deeper understanding of the variables of FLE and FLCA. The findings of the study support earlier research by stressing that enjoyment and anxiety are two distinct dimensions and that both learner and social factors influence FLE. Yet, qualitative data provide a fresh perspective, demonstrating that learner-external variables may outweigh internal ones in terms of enjoyment in a Turkish context. In contrast to prior study findings, extrinsic motivational variables (e.g., guidance and role model instructors), institutional variables (e.g., facilities and location), and methodological variables (e.g., teaching approach) were prominent.

As it is suggested by Dewaele and MacIntyre (2014), most of the studies stated above include one positive and one negative emotion in their studies. However, these studies mainly focused on enjoyment as a positive emotion and anxiety as the opposite emotion of enjoyment. Yet, the number of studies that include enjoyment and boredom as the opposite emotion of enjoyment is rare. Thus, the current study focuses on enjoyment as a positive emotion and boredom as the opposite negative emotion of enjoyment. Therefore, the next section of the study is dedicated to foreign language boredom (FLB).

2.4. Foreign Language Boredom

Positive emotions are increasingly being studied in the acquisition and teaching of second or foreign languages, but negative emotions are also present all the time and need to be given their own attention. The previous section focused on the definition of enjoyment in language classes and on the findings of some related studies. It is also crucial to focus on the negative emotion of boredom in language classes as the current study aims at investigating the relationship between foreign language enjoyment (FLE) and foreign language boredom (FLB) in EFL classes. Therefore, it is now essential to stress the definition of boredom and

how it relates to language classes. The early definition of boredom was made by Greenson (1953). According to Greenson (1953), boredom is an emotion accompanied by a negative attitude toward an activity, a decline in physical acts, the inability to pinpoint one's desires, a passive attitude in which one waits for a change from without, and a sensation of temporal dilation. Even though Greenson's (1953) definition of boredom was based on a case study, his work was a starting point for other studies that attempted to scientifically characterize boredom (Tze, Daniels & Klassen, 2015). For example, according to Geiwitz (1966), boredom is associated with low arousal, heightened negative sensations, restraint, and repetitiveness (p.598). Over the last decade, Goetz and Hall (2014) defined boredom as a negative emotional or psychological state that is related to particular time perceptions (such as slowing down or standing still) and action inclinations (such as withdrawing from continuing circumstances that are boring through cognitive or/and behavioral disengagement).

Further, Westgate and Wilson (2018) define the negative emotion boredom as "an emergent affective indicator of unsuccessful attentional engagement in valued goal-congruent activity" (p. 670). This definition illustrates how boredom is related to two elements: attention (i.e., if people have the resources to stay focused on the activity) and meaning (i.e., whether individuals want to engage in the task). When a person is unable or unwilling to participate in a task at hand, boredom sets in (Westgate & Wilson, 2018).

Boredom is a widespread emotion in educational settings, consistently harmful to students' learning and academic success, and is getting more attention in the education and language learning research field. Boredom in educational settings penetrates these environments and continuously harms students' academic performance. It also negatively impacts students' behavior, engagement, cognition, interest, curiosity, motivation, learning techniques, performance, and results (Daniels, Tze & Goetz, 2015). The incapacity of a learner to develop interest has been linked to boredom, which would make it a cognitive issue. Additionally, motivational, engagement and attentional issues have been used to explain boredom (Macklem, 2015). Further, despite being aware of their learners' boredom, instructors may blame it on personality traits such as laziness, trait anxiety, or depression in order to excuse themselves of responsibility for its development (Macklem, 2015). Moreover, according to Pekrun, Cusack, Murayama, Elliot and Thomas (2014), boredom refers to the accomplishment behaviors carried out in educational contexts, such as attending

courses or doing homework, in contrast to feelings associated with success and failure results (e.g., fear, pride, or shame).

As mentioned above, based on Pekrun et al.'s (2007) control value theory of academic emotions in educational psychology, boredom is a multidimensional concept. Boredom may be identified by the three-dimension taxonomy of control value theory: (1) valence, (2) activation/arousal, and (3) objective focus, just as other distinct academic emotions (such as enjoyment and anxiety) (Pekrun, 2006). For Li, Dewaele and Hu (2021), valence is concerned with how pleasant or unpleasant the emotion is, activation is concerned with the physical, cognitive, and behavioral activation or deactivation that is related to the emotion, and objective focus is concerned with the emotion if it is an activity or outcome related. According to the taxonomy, boredom may be considered a negative, deactivating emotion resulting from continual tasks or learning activities (Pekrun & Perry, 2014).

Besides, some other researchers (e.g., Goetz, Frenzel, Hall, Nett, Pekrun & Lipnevich, 2014; Kruk & Zawodniak, 2020) studied more specialized forms of boredom and have explored the corresponding behavioral inclinations. As in Figure 2, these forms are categorized as (a) *indifferent boredom*, showing jovial exhaustion and disengagement with what is occurring in the classroom; (b) *calibrating boredom*, reflecting ruminative thinking, and a lack of direction; (c) *searching boredom*, boredom that is actively sought after, as evidenced by restlessness and a desire for new activities; (d) *reactant boredom*, which displays a strong willingness to stop participating in the current task while blaming outside influences like instructors and materials; and (e) *apathetic boredom*, which is characterized by despair and learned helplessness (Macklem, 2015, p. 25). Pekrun (2016), on the other side, noted state and trait characteristics of boredom, as all other emotions include. According to him, Boredom may be either trait-like, a chronic, recurring feeling commonly experienced by people in connection to specific actions and results, or state-like, which is a fleeting emotion inside a given case at a particular point time (Pekrun, 2016).

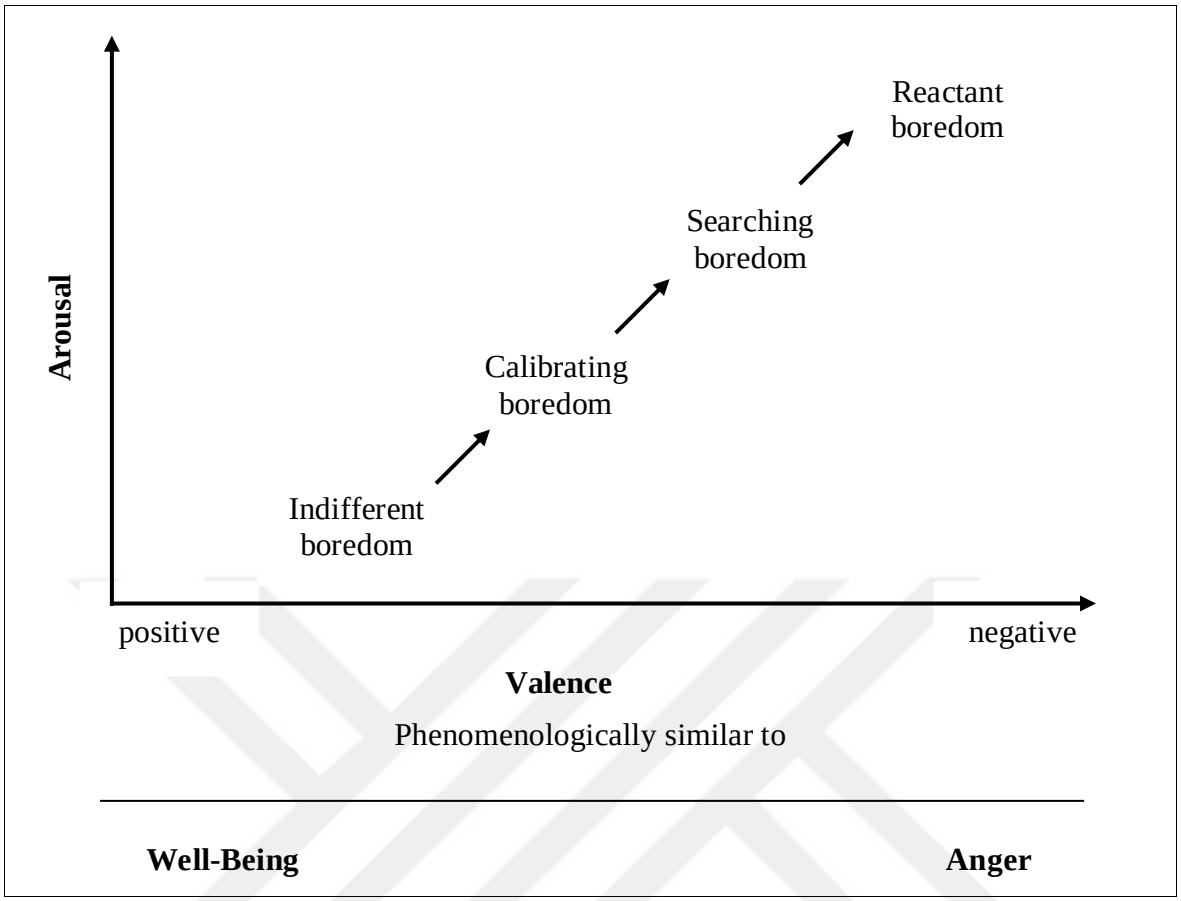


Figure 2. Localization of boredom types relative to negative valence and arousal (Goetz, T. & Frenzel, A. C. (2006). Phänomenologie schulischer Langeweile [Phenomenology of boredom at school]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 38(4), 149–153. https://doi.org/10.1026/0049-8637.38.4.149)

After defining boredom, it is crucial to focus on its antecedents. There are several explanations for how and why boredom occurs. While subject-focused views of boredom highlight what happens inside an individual, such as perceptions, appraisals, environmental theories of boredom place emphasis on variables that are external to the individual, such as tasks and other people, and by describing boredom within an environment-person framework (such as a mismatch among task demand and a learner's L2 ability), the third set of ideas offers a more comprehensive perspective (Nakamura et al., 2021). According to control value theory, on the other hand, two fundamental antecedents of boredom are control-value assessments, and additional proximal antecedents work on these two fundamental antecedents to further impact academic emotions (Li et al., 2021). Personal antecedents, such as gender and achievement objectives, and situational antecedents, such as social environment, instructor, and peer behaviors, are examples of proximal antecedents of boredom (Pekrun, 2006). Self-perceived control of actions and results associated with

accomplishment is called control appraisal. Value appraisals, which may be further divided into intrinsic and attainment value evaluations, pertain to assessments of the significance or worth of achievement-related activities and results (Li et al., 2021).

Some studies focused on investigating the antecedents of boredom in academic settings. Chapman (2013), for example, found out that attitudes toward the instructor, disinterested classmates, textbook-based activities, and the feeling of not being sufficiently challenged are some antecedents of boredom in a German L2 class. In the same vein, Zawodniak, Kruk and Chumas's (2017) study revealed language exercises that were seen as being too simple or challenging, unconnected or unneeded tasks, or lacking in diversity, courses in languages (for instance, classes with far too much information or a lack of course material options), teacher attitude (such as disengagement, a lack of clear instructions, a lack of concern and support), and organizing and managing the class (such as being unorganized or poor prepared lessons) as the antecedents of FLB. Another study conducted by Kruk and Zawodniak (2018) found out that activities that are monotonous or uninteresting, activities that are too challenging, frustration or disinterest created by working on activities that learners did not want to perform, a lack of apparent reason for carrying out tasks, instructors' characteristics, a restricted range of teaching tools and minimal instructor feedback are some other antecedents of FLB in language classes. A recent study conducted by Nakamura et al. (2021) also focused on the antecedents of FLB in an English language class and revealed that "activity mismatch, lack of comprehension, insufficient L2 skills, task difficulty, input overload, and lack of ideas" (p. 1) were demonstrated to foster environments where internal learner characteristics and external classroom elements were out of balance or mismatched, leading to the onset of boredom. Moreover, "learners' physical fatigue, unfavorable appraisals of classroom tasks, and negative behaviors of classmates" (Nakamura et al., 2021, p. 1) were further highlighted as the causes of boredom.

As the studies mentioned above mainly focused on the causes of boredom in language classes, it is now crucial to examine some other recent studies focused on FLB from different aspects in classes. However, they are in a limited number. A recent study in FLB conducted by Li et al. (2021) focused on the conceptualization and measurement of boredom in language classes. The study describes a two-part research on FLB among Chinese university EFL learners and English language teachers. In the first part of the study, 659 learners answered an open questionnaire describing and explaining their perceptions and experiences of boredom in studying English. In addition, 22 learners and 11 English language teachers

were interviewed. Supporting the control-value theory within educational psychology through empirical evidence, the study's data collection allowed the authors to conceptualize FLB in a multidimensional way. With the conceptualization of FLB in the first part study, they developed the Foreign Language Learning Boredom Scale (FLLBS) in the second part. A 7-factor FLLBS with 32 questions was verified via surveying 808 students in a pilot research and 2,223 in the main study utilizing exploratory and confirmatory factor analyses as well as additional validity and reliability studies. As FLB is an essential component of the developing discipline of emotion research in a foreign language, developing a scale for FLB was very significant.

On the other hand, Pawlak, Zawodniak and Kruk (2020b) focused on the individual rates of FLB of EFL learners. The study aimed to investigate boredom's impact on learning a foreign language (L2) from the perspective of three tertiary-level students' unique learning trajectories by evaluating the data from their self-ratings. The participants' patterns of boredom, the relationship between general boredom propensity and individual trajectories, and variables that may affect variations in the feeling of boredom were all revealed through a mix of quantitative and qualitative analysis. The results showed boredom as a geographically and chronologically located dynamic system, moving through phases of fluctuation and stability that significantly influence various components of the learning process. While patterns in class were somewhat indicative of overall boredom propensity, detailed examination indicated that there are also distinct variances in this regard. Additionally, "lack of challenge, repetitive and/or uninteresting tasks, learning preferences and styles, previous learning experience or the perception of one's own language learning achievement" (p. 13) were found to be a variety of sources for such differentials.

Later, Kruk, Pawlak and Zawodniak (2021) focused on the predictable and unexpected variables of boredom in EFL classes. Their main aim was to examine the factors influencing the variations in the levels of boredom expressed by 13 English majors during four EFL lessons. The authors mention that although boredom can be traced back to a variety of different categories of factors, it was discovered using data from several other sources (such as interviews, lesson plans, boredom grids, class evaluations, and narratives) that it was primarily attributed to the "repetitiveness, monotony, and predictability" (p. 15) of what occurred during a particular class.

Li (2021), on the other hand, focused on the control-value theory (CVT) approach to FLB in EFL classes. This study used a mixed-methods approach to investigate control-value

appraisals as determinants of boredom in EFL classes among Chinese learners at a tertiary level, based on the control-value theory (CVT) of achievement emotions in educational psychology. The statistical results demonstrated that various control-value assessments predicted boredom either individually or together, in line with the CVT assumptions. The quantitative findings were enhanced qualitatively by considering more nuanced relationships between control-value evaluations and boredom in interviews with 11 students and 11 English language teachers. These findings of the study add to the CVT's body of knowledge and shed light on how boredom is triggered in the context of foreign/second language learning.

Another recent study conducted by Kruk, Pawlak, Elahi-Shirvan, Taherian and Yazdanmehr (2022) focused on the potential sources of FLB in EFL classes. The study used an interpretative methodology to examine different learners' perceptions of FLB. 37 Iranian EFL learners participated in the study to explore the possible sources of boredom in class. A hybrid-type Q sampling was used to create 40 comments about the sources of FLB. Three components were retrieved and rotated via manual adjustment and varimax rotation. Three alternative explanations of FLB were found and interpreted using factor arrays and qualitative studies. The three variables revealed that the learners' opinions on the causes of boredom in the classroom were divided into three distinct typical points of view: "(a) teacher-induced, (b) student-induced, and (c) activity-induced" (p. 38). The results also demonstrated that various learner prototypes had varied FLB experiences. Therefore, the study suggests that "teachers should consider using different strategies to prevent or reduce this negative emotion in the context of L2 learning since otherwise this process could be impeded" (p. 38).

Finally, although FLB studies are not very common in Turkish contexts, FLB started to get the attention of researchers in Turkey. A very recent study on FLB is conducted by Coşkun and Yüksel (2022) by examining different variables of FLB in order to fill this gap in Turkey. Their study aimed to adapt Pawlak, Kruk, Zawodniak, and Pasikowski's (2020) Boredom scale in Practical English Language Classes-Revised (BPELC-R) in the Turkish high school EFL settings and to identify the level of boredom among high school EFL learners. The study also explores whether learners' levels of boredom vary according to their academic track, gender, and grade level. Six hundred eighty high school EFL students of various grade levels from eight government high schools in Turkey filled the two-factor scale with 23 Likert-scale items. The results of the study indicate that the English courses' monotony and

the participants' discontent with them are the most typical sources of boredom in EFL classes. Additionally, it was also shown that while there was no discernible variation in the degree of boredom according to the gender variable, there were significant variances according to the participants' academic track and grade level. Moreover, the findings revealed that final-year students and those who chose the scientific track experienced boredom the most.

As mentioned above in the literature on FLB, negative emotions are also present in language learning all the time and need to be given attention. Thus, FLB is one of these emotions that need more attention in language learning and teaching. Therefore, the current study aims at filling the gap by focusing on the negative emotion "boredom" in language contexts.

2.5. Individual Differences in SLA

Previous studies focused on explaining how the language learning process occurs and how some individual factors of learners affect language proficiency (Larsen-Freeman, 1991). The research on individual differences (IDs) has a respected history in SLA. SLA researchers have identified individual learners' differences. However, the previous studies mainly focused on how learners are similar to each other to constitute general approaches to language teaching (e.g., dealing with errors) (Mendez-Lopez, 2011). Horwitz (2000) elucidates the interest in learner differences in L2 and how this interest developed over time in her review research study. She recognized an apparent change in the terms used to describe the individual differences of students as, "the terms good and bad, intelligent and dull, motivated and unmotivated have given way to a myriad of new terms such as integratively and instrumentally motivated, anxious and comfortable, field independent and field sensitive, auditory and visual" (p. 532).

The change in the perspective of referring to individual differences showed an improvement in the role of IDs research in SLA over the years. The primary goal of the earlier research on IDs in SLA was to predict the successful learners since it was essential to offer a foundation for selecting students who should receive foreign language education. This research tradition was precious; however, in the 1970s, a different research tradition began to develop. Since the learners are active participants in the language learning process, this new tradition induced the approval of different learners' contributions to the process (Ellis, 2004). Therefore, these started to be called individual differences (IDs).

As SLA scholars consider IDs the most effective and critical elements determining whether learners succeed or fail in the learning process, they are significant to language learning and teaching (Dörnyei, 2005). Although the concept of IDs appears to be a floating signifier with a wide variety of meanings, its role in language learning has been the concern of various research studies conducted in the past in the field of ELT. Skehan (1991), in his review, indicates a gap in research concerning the differences between learners since the main concern at that time was to investigate the similarities of learners in the learning process. Dörnyei (2005) defined IDs as "characteristics or traits in respect of which individuals may be shown to differ from each other" (p.1). As the psychology researchers have identified various individual variegations, the field of ELT benefitted from those findings of psychology to have a deeper understanding of IDs in SLA and FLL. According to Ellis (1994), for example, "IDs research in language learning field aims to investigate how language learners differ from each other, the effects of those differences on learning, how learner differences affect the process of L2 acquisition, and the interaction of learner differences with instruction" (p. 469).

As learners have various differences in being successful in language learning, SLA researchers seek to answer how these differences can be explained and investigate the factors behind these individual differences in learning a second or foreign language. Individual differences in SLA and FLL research indicated some core factors affecting language learning. These core factors are under the headings of personality, aptitude, and motivation, including variables such as learner styles, learning strategies, anxiety, and self-esteem (Birdsell & Sandu, 2015). Skehan (1991) also grouped those factors affecting language learning as intelligence, language aptitude, motivation, age, personality, etc. On the other hand, Ellis (2004) categorized the factors responsible for individual differences in L2 learning. As it is presented in Table 2 below, he classified these factors as "whether they constitute "abilities" (i.e., cognitive capabilities for language learning), "propensities" (i.e., cognitive and affective qualities involving preparedness or orientation to language learning), "learner cognitions about L2 learning" (i.e., conceptions and beliefs about L2 learning), or "learner actions" (i.e., learning strategies)" (Ellis, 2004, p. 530).

Table 2

Factors Responsible for Individual Differences in L2 Learning

Category	Factors
1 Abilities	(a) Intelligence (b) Language Aptitude (c) Memory
2 Propensities	(a) Learning style (b) Motivation (c) Anxiety (d) Personality (e) Willingness to communicate
3 Learner cognitions about L2 learning	(a) Learner Beliefs
4 Learner actions	(a) Learning Strategies

Note: Ellis R. (2004). Individual Differences in Second Language Learning. In Davies, A., & Elder, C., The *Handbook of Applied Linguistics*, Oxford: Blackwell Publishing., pp. 525-551.

As the current study focuses on how their emotions shape learners' motivation for learning a foreign language, the next section will consider the factor of motivation that has been marked as a contributor to IDs in second or foreign language learning. Moreover, it will provide a brief literature review of motivational psychology and motivation in second or foreign language learning.

2.6. Motivation

When taking into account the unique characteristics of language learners, motivation has been one of the most essential factors. However, Reeve (2009) states that "motivation is a private, unobservable, and seemingly mysterious experience. You cannot see another person's motivation" (p. 10). Although it is difficult to express one's motivation, there are some definitions of motivation in order to understand the concept better. For example, Schunk, Pintrich and Meece (2008) indicate that motivation generally refers to the transaction that invigorates, directs, and vitalizes an activity. Harmer (2001), on the other side, states that motivation is the inner drive that encourages a person to perform some task and eventually achieve a goal. Another definition by Williams and Burden (1997) is that motivation is a type of cognitive process that activates the decision-making mechanism for one to take action that results in the prolonged intellectual and physical effort to achieve something.

According to Rowel and Hong (2013), motivation is a psychological perpetuity due to the interference between the environment and the person, demonstrating a vital learning and

development process. Within this scope, Pintrich (2003) indicates that this process arises from the decisions and actions of people impacted by social and cultural factors. Locke and Latham (2013) explain the reason behind these decisions, their views, and consequences as psychological necessities of individuals that engage in the actions.

2.7. Motivational Psychology Theories

Due to the interest in cognition, the research on affect has become more significant in motivation research, although it is considered as a penetrating aspect of motivation (Meyer & Turner, 2006). Nevertheless, it started to gain more significance in different learning areas, such as well-being (Hascher, 2008), learning process, and achievement (Pekrun et al., 2002a). Motivation has also been a significant area for individual differences research.

One of the most influential theories developed in motivational psychology that also has impacted the FLL is the theory of Deci and Ryan (1985) which notices the differentiation between extrinsic and intrinsic motivation. Based on the differentiation, extrinsically motivated learners (i.e., by gaining a reward) generally depend on their performance because the external rewards that make learners' motivation increase or decrease will be regulated. Intrinsically motivated learners, on the other hand, are learners whose motivation derives from their own curiosity or enthusiasm caused by participating in a learning activity (Ellis, 2015). Intrinsic motivation is considered to be the most dependable way of motivation for language learning since it creates successful learners due to its complete reliance on the self. Extrinsic motivation, however, is not considered a fruitful motivation type for language learning due to its external constituents generated by some other agents but not by the learner (Mendez-Lopez, 2011).

As the construct of motivation is complex, it has been challenging to develop a complete theory of motivation (Dörnyei, 2001). Various motivational theories and approaches have been advanced for emerging a comprehensive understanding of motivation. Therefore, it would be complicated and impossible to elucidate all the theories and approaches in the literature review of this study. Within the scope of the current study, four of those various motivational psychology theories are chosen as they will be referred back to in the interpretation of the results of this study. These four motivational psychology theories are self-determination theory (Deci & Ryan, 1985), attribution theory (Weiner, 1992), self-

efficacy theory (Bandura, 1997), and self-worth theory (Covington, 1998). A brief overview of these theories is given in the next section.

2.7.1. Self-Determination Theory

As developed by Deci and Ryan (1985), self-determination theory is one of the psychological theories about motivation that also has an excessive impact on ELT. The work of Deci and Ryan (1985) focuses on two main aspects: intrinsic and extrinsic motivation. Firstly, the dominant role of intrinsic motivation in facilitating people's motivation in life in general. Secondly, on the conditions under which extrinsic motivation can help to motivate people. As mentioned previously, extrinsic motivation is a type of motivation that generates from outside of an individual. Its imposed conditions are generally by an offering of reward. Intrinsic motivation, on the other side, is a type of motivation that emerges from the inside. It is generally about a drive for fulfillment and growth. Deci and Ryan (1985) identified that individuals have an innate drive toward action and development to get better at the things they do. Nevertheless, they have also determined that individuals need to be nurtured by the external environment in order to be able to fulfill their potential. It is their social context that provides extrinsic motivation.

Ryan and Deci (2000) state that self-determination theory "… is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration" (p. 68). Motivation is considered to be a construct that is based on the progression of self-determination from amotivation (lack of regulation) to intrinsic motivation (intrinsic motivation) to external, introjected, and identifiable regulation (externally controlled) (Ryan & Deci, 2000).

By creating a model based on the contrast between intrinsic and extrinsic motivation, Noels, Pelletier, Clement and Vallerand (2000) also applied self-determination to L2 motivation. They defined intrinsic motivation as "motivation to engage in an activity because that activity is enjoyable and satisfying to do" and referred to extrinsic motivation as behaviors that "are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment" (p. 61).

These two types of motivation based on the self-determination theory were also divided into sub-categories. As mentioned above, extrinsic motivation is distinguished into three levels from the lowest to the highest: (1) external regulation, (2) introjected regulation, and (3)

identified regulation (Noels et al., 2000). They defined *external regulation* as "activities that are determined by sources external to the person, such as tangible benefits or costs" and *introjected regulation* as "the reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity", and *identified regulation*, which is considered to be the most self-determined form of extrinsic motivation, as an activity type that "individuals invest energy because they have chosen to do so for personally relevant reasons" (p. 62). Intrinsic motivation, on the other side, is classified as (1) knowledge (i.e., the type of motivation that emerges from discovering new ideas and knowledge), (2) accomplishment (i.e., the senses referring to an attempt to achieve a task or goal), and (3) stimulation (i.e., the pleasant feeling emerged by performing the task). They also included amotivation, which is considered as the lack of motivation to learn, in their model of self-determination (Noels et al., 2000).

2.7.2. Attribution Theory

The fundamental focus of attribution theory is on how people describe or justify the reasons for their actions and incidents. It assumes that the motivation of individuals is shaped by the necessity to know the reasons behind the events. It is a process by which individuals often attribute certain actions to specific circumstances, even when there are completely different reasons for their behaviors or performances. For example, if a learner fails the test, that learner may attribute her/his results to the fact that the study material was confusing and not clear enough instead of acknowledging the fact that she/he did not pay actual attention to her/his studies and wasted her/his time on playing games, watching movies, etc. If this learner's mates pass the test, she/he might attribute their success to luck instead of the fact that they studied hard for the test. Nevertheless, suppose a learner attributes the reasons for her/his failure to her/his lack of effort in studying. In that case, the learner may change the learning situation with a tendency to make the best effort to have better results next time.

According to this theory, motivation is derived from the individuals' reasons and explanations of their progress in learning (Weiner, 1992). Another description by Dörnyei (2005) is that this theory is based on "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action" (p. 79). Weiner (1992) identified three main types of attributions: locus, stability, and controllability. First, attributions of learners can be internal or external. Suppose the

attribution of the learner is internal. In that case, it means that "learners explain their performance in terms of their own ability or lack of it", and if it is external, it means that "learners place the blame for learning problems on external factors" (Ellis, 2015, p. 62). Second, the reasons behind the attribution of a learner on success or failure can be stable or unstable. In the case of being stable, learners may be less lean to try harder since they believe there will be no difference; however, in the case of being unstable, learners may make a further effort. The last attribution, controllable or uncontrollable, describes the learners' ability to take control or not take control over particular elements to make them useful for learners. Based on this type of attribution, learners become more motivated in order to develop if they acknowledge the causes of their difficulties lying within themselves instead of in other people (for example, a poor teacher) (Ellis, 2015).

Furthermore, Weiner (1985) also identified four types of antecedents about an individual that have vital roles in motivation. These are ability, effort, task, and luck antecedents.

Ability antecedents are individuals' inferences based on their past experiences and results. On the other side, effort antecedents are the assessments that individuals make based on the effort they make for specific events and activities and the results. Further, task antecedents are the inferences that individuals subjectively evaluate the task they perform. Finally, luck antecedents refer to the attributions that individuals make rather than a conclusion that is purely a case of chance and has nothing to do with our individual traits.

As mentioned above, both self-determination theory and attribution theory notice the significance of situation-specific factors of motivation. Moreover, these theories acknowledge that motivation is not static and fixed and recognize the dynamic nature of motivation. However, these theories recognize that motivation can rise and fall based on the conditions that are situational and on learners' attributions. Ellis (2015) mentioned that "neither theory fully captures the ebb and flow of motivation over time or within a single activity" (p. 62).

2.7.3. Self-Efficacy Theory

The self-efficacy theory of motivation tries to explain why some individuals work harder than others who do the minimum they think they get away with. It is the belief that an individual can achieve a specific goal or perform a particular task. Bandura (1994) defines self-efficacy theory as "people's beliefs about their capabilities to produce designated levels

of performance that exercise influence over events that affect their lives" (p. 71). Self-efficacy is not general; it is not concerned with being good at a job in a broad sense, believing in being a good manager or being intelligent. These are all general beliefs, and self-efficacy is more specific as being task specific. For example, if a boss asks his/her employee to manage a simple project, he/she might feel confident in his/her ability to complete the task. However, if the boss asks his/her employee to pilot a Boeing airplane, the employee would probably not feel confident at all. The beliefs of self-efficacy theory shape individuals' feelings, thoughts, motivation, and behaviors. According to this theory, the higher individuals' self-efficacy, the more they perceive that they are capable of achieving a task or goal. Conversely, the lower individuals' self-efficacy, the less they will believe they can perform a task. This is crucial for individuals' motivation due to being less likely to give a task full effort if their self-efficacy is low for that specific task. Thus, individuals with low self-efficacy may think that giving the maximum effort for a task perceived as not capable of doing is useless and avoid doing it.

Bandura (1997) mentioned that there are four main antecedents of self-efficacy, known to be the sources of efficacy beliefs. These sources are considered as task-specific and include (1) enactive mastery experience (i.e., individuals' past experiences), (2) vicarious experience (i.e., the performance of people around the individuals), (3) verbal persuasion (i.e., encouragement from significant others), and (4) psychological and affective states (i.e., the influence of individuals' emotional and psychological states). These four sources of self-efficacy are related to the perceived abilities of individuals that may be used as an intermediary during the learning process to decide on self-efficacy's effects on performance (Usher & Pajares, 2008).

2.7.4. Self-Worth Theory

According to Covington (2009), "individuals struggle to give their lives meaning by seeking the approval of others, which involves being competent and able and avoiding the implications of failure – that one is incompetent, hence unworthy" (p. 145). Thus, in educational settings, the potential of students to meet academic objectives is valued. Based on this, the school goals' achievement is the only measure of learners' worth. In line with this, the basic premise of this theory is based on performance, which is equal to ability and that is equal to worth. That is to say, performance (e.g., grades) reveals the ability, hence

worth. As is the case in school achievement, learners perform various actions in order to keep their self-image safe. As in educational environments worth is based on ability, it makes learners develop multiple strategies to conserve themselves from their peers' valuation of their abilities. There are two types of strategies, according to Covington (1992): self-handicapping strategies and techniques for guaranteeing success.

2.7.4.1. Self- Handicapping Strategies

Self-handicapping is a cognitive strategy by which people avoid showing effort to keep potential failure from hurting self-esteem. It is a widespread behavior amongst humans that have been observed in a variety of cultures and geographical areas. Such strategies involve excuses that are served as self-protection. When learners do not achieve their desired goals, excuses allow them to protect their self-worth. These justifications let students avoid admitting their ignorance and cover up responsibility failings. Learners frequently participate in self-handicapping behavior to avoid feeling bad about themselves if they do not perform well in class. To illustrate, a learner who has an exam the next day goes outside to hang out with his/her friends instead of going home and studying. The situation is called self-handicapping because the learner is engaged in behavior that can be later used as an excuse for his/her future failure. Therefore, the next day, when the learner takes the exam or the test and fails, the learner may use the situation as an excuse and say that if he had taken the exam seriously and studied, he would have passed it.

Covington (1984) identified four types of behaviors performed frequently by learners in order to keep their self-worth. These include (1) procrastination (i.e., the habit of doing things at the last minute or never doing them), (2) unattainable goals (i.e., the habit of pursuing goals that are beyond learners' abilities), (3) underachievers (i.e., learners who refuse to do things), and (4) the academic wooden leg (i.e., the habit of assigning the low performance to a personal weakness such as anxiety) (p. 12-13). These strategies are comprised of various justifications that students are prepared to develop to retain their beliefs and maintain their reputation with their peers. Nevertheless, these students' greatest worry is finding out they are unworthy, which would suggest they are insufficient.

2.7.4.2. Techniques Designed to Guarantee Success

According to Mendez-Lopez (2011), there are various techniques that learners develop in order to sustain their self-worth by succeeding at all costs. These techniques are named as over-striking, low-goal setting, and academic cheating. For conserving self-worth, the priority of these techniques conducted by the learners is to satisfy the affective needs of learners to be appreciated and loved by others.

2.8. Motivation in Foreign Language Learning

As stated previously, motivation gives behavior strength, purpose, and sustainability. It is difficult to state a single definition of motivation as it can be approached from various perspectives. However, all researchers can agree that it is crucial for language learning. Keller (1983) defines motivation as "the choices people make as to what experiences of goals they will approach or avoid and the degree of effort they will exert in this respect" (p. 389). Another definition by Williams & Burden (1997) is that "it is a state of cognitive and emotional arousal, which leads to conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal" (p. 120).

Richards and Schmidt (2010) stated that "motivation is generally considered to be one of the primary causes of success and failure in second language learning" (p. 378). That is to say, facilitating L2 learners to remain motivated is as significant as teaching language skills since highly motivated learners often reach higher levels of fluency than less motivated learners. This is because learning a language requires considerable time and effort, so teachers must be conscious of the ever-changing nature of motivation. Further, according to McDonough (2007), there are four elements of motivation in L2 learning, which are: "the reasons why we want to learn, the strength of our desire to learn, the kind of person we are, and the task, and our estimation of what it requires of us" (p. 369). Ellis (2004) also argues that motivation is not only a cognitive factor but also an affective factor. That is to say, although learners' motivation differs in accordance with their characteristic desires, the experiences they come across within a situation, and the others who they get in touch with during their experiences, it enables students with low motivation in the cognitive process stages of learning to "stand up" and keep trying. Even if there are various aspects and factors shaping motivation, it has been challenging to come up with a clear definition of motivation in English language

learning. For this reason, Dörnyei and Skehan (2003) focus on a stream of factors that affect learners' motivation and their different types of motivation that have appeared in the past.

2.8.1. Motivation Theories in Foreign Language Learning

Since the evolution of motivation, various theories have been presented, as stated above. However, the research study of Gardner and Lambert (1972) has led the motivation studies in foreign language learning.

2.8.1.1. Gardner & Lambert's Motivation Theory

The interaction between learners' motivation and orientation is significantly impacted by Gardner and Lambert's (1972) theory of motivation. For the authors, motivation is one of the most important factors in learning a second or foreign language. They believe that it has a massive impact on L2 learners' learning outcomes. Their twelve-year research study series has led them to develop a socio-psychological theory of acquiring a second or foreign language. According to the authors, the theory "maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group" (Gardner & Lambert, 1972, p. 3). Therefore, it can be said that attitude is considered to be the most vigorous impact of motivation and orientation while learning a foreign or second language.

Moreover, in their 12 years of studies, they considered that "it was orientation that apparently provided a strong motivation to learn the other group's language. In the Montreal setting, students with an integrative orientation were more successful in second language learning than those who were instrumentally oriented" (p. 4). They considered that there are two main orientations regarding motivation in foreign or second language learning. The first type of orientation is called *integrative orientation* when the learners have an enthusiastic viewpoint toward the L2 community and a desire to connect with or join that group. The second type of orientation is instrumental, which is when it comes to learning a second or foreign language, learners would mainly focus on learning the language for pragmatic reasons such as getting a better job, good working conditions abroad, or a high salary.

2.8.1.2. Gardner's Motivation Theory

Gardner (1985) conceptualized an integrative model of motivation after the studies of Gardner & Lambert (1972). He defined this integrative model as "motivation to learn a second language because of positive feelings toward the community that speaks that language" (p. 82-83). According to Gardner (1985), motivation consists of three main elements: *effort* (i.e., the efforts that learners make to learn a language), *desire* (i.e., the desire to achieve a certain goal), and *positive effect* (i.e., enjoying the task of learning). Thus, the integrative motive of motivation by Gardner (1985) has gotten the attention of SLA researchers over the past decades. The Attitude /Motivation Test Battery (AMTB), which he also created, has been widely utilized and customized for use in a variety of language learning scenarios. It was first created to aid Canadians of English-speaking origin studying French as a second language. However, with the interest of the researchers, it gained popularity in the foreign language field.

Gardner's (1985) integrative motivation motive has been revealed as a determinant factor of success in foreign language learning. However, this was the case in the early studies of Gardner and his colleagues. It was because of the context they conducted their studies in Canada, where the language learning context was L2 French. Therefore, the results of those early studies were comprehensible. Nevertheless, this may not be the case for learners in different foreign language learning contexts. The learners may not be extremely integratively motivated but may be strongly instrumentally motivated to succeed in learning a foreign language. Thus, achieving their goals for their proficiency level in that language.

2.8.1.3. Process-Oriented Model of L2 Motivation

In the late 1990s, the direction of the L2 motivation research had an alteration because of the developmental periods of motivation that gained the attention of SLA researchers. That idea is that there should be a shift in motivation over time to gain the most effect on the foreign language learning process. The rationale behind the idea is that there is a continuous alteration in the process of learning a foreign language, and each learner has various different features. Based on the concept, Dörnyei and Ottö (1998) had the first step to categorize motivation as a developing process and called it *the process-oriented model of L2 motivation*. They developed this model to focus on motivation's dynamism in learning a new language and its provisional center. In compliance with Dörnyei and Ottö (1998), the

process-oriented model may include various research trends, explaining learners' motivational fluctuation and helping to implement strategies to motivate language learners.

The process-oriented model of L2 motivation consists of two main dimensions: (1) *Action Sequence* and (2) *Motivational Influences.* Figure 3 below presents the schematic representation of the process-oriented model of L2 motivation.

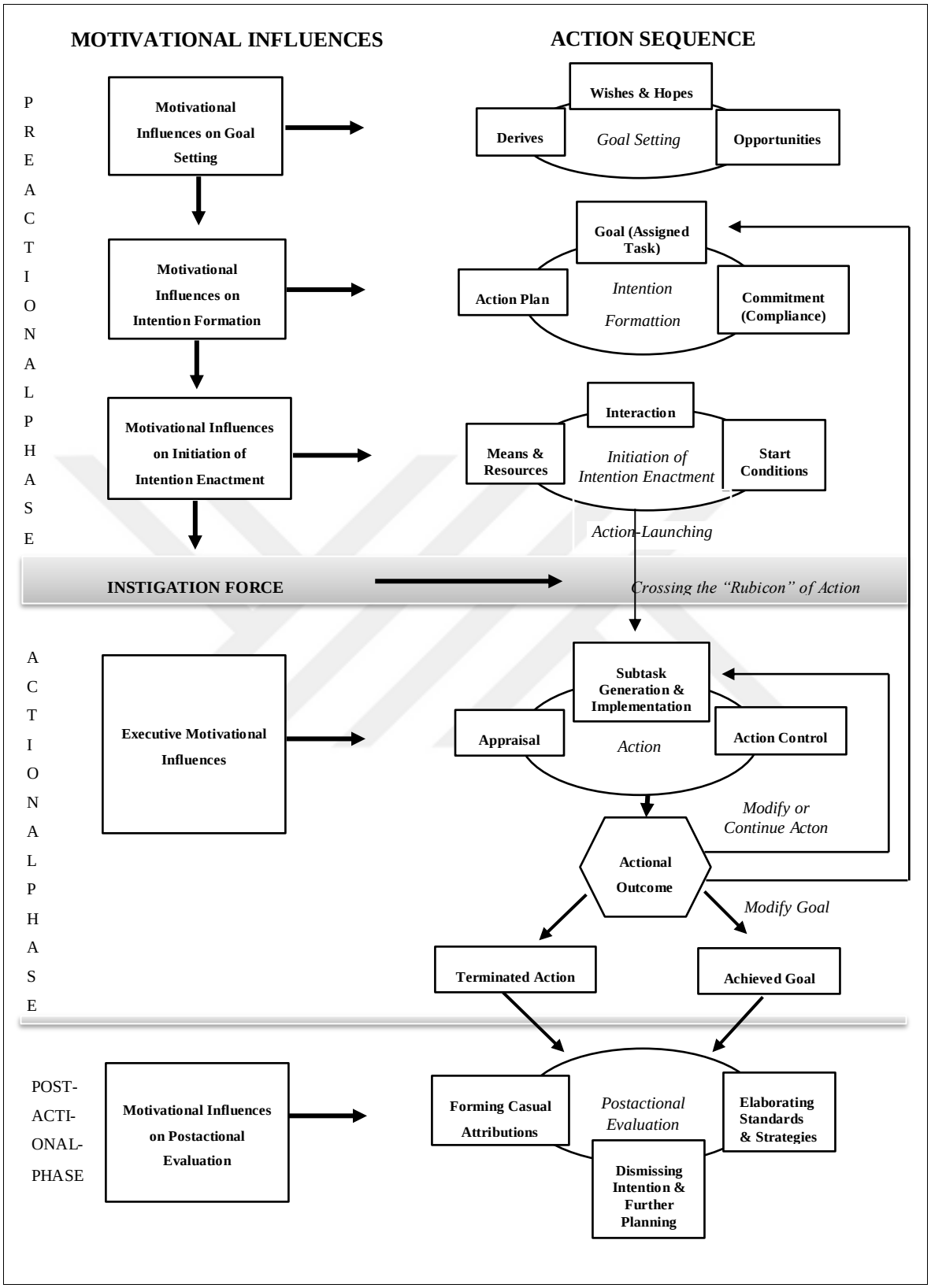


Figure 3. Schematic representation of Dörnyei and Ottö 's (1998) process model of student motivation. (Dörnyei, Z., (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, 70, 519-538.)

The first dimension of the model, action sequence, represents the behavioral process in the "initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation" (Dörnyei, 2000, p. 526). It also represents the goals that translate into intentions and achievements. Motivational influences, the model's second dimension, involves the factors of motivation that underlie the behavioral process. That is to say, this dimension represents all the factors that impact learners' motivational processes.

2.8.1.3.1. Action Sequence Dimension

The action sequence dimension has three significant stages of the learning process in L2 motivation: the *pre-actional stage*, *the actional stage,* and the *post-actional stage*.

The first stage, the pre-actional stage, is when the decision is taken to conduct certain activities. This is an initial stage when individuals put their desires into the form of goals and where the purpose is to achieve those goals are put to form via certain actions when the essential sources are present. This stage consists of three sub-phases: *goal setting*, *intention formation*, and *initiation of intention enactment*. During the goal-setting sub-phase, individuals' desires, wishes, and opportunities may develop into an intention to act and then into an action plan to make the intention a reality. Nevertheless, having a goal alone is insufficient to motivate someone to take action; dedication and action plans are also required. Subjective values, promises from significant people, learner beliefs, challenges, or perceived consequences for inaction throughout this sub-process, among others, may influence language learners' goals (Dörnyei, 2000). During the intention sub-phase, on the other hand, after a desire has been transformed into a goal and is matched with commitment, an action plan must include not only the rules or subtasks that must be completed in order to reach the goal but also deadlines for when they must be completed. Thus, the point here is that intention occurs. Language learners' intention development throughout this subprocess may be influenced by various variables, including their feeling of self-determination, the influence of their teachers and parents, the classroom's goals, and the classroom environment. Finally, in the last sub-phase, a learner needs the resources and tools to convert that intention into specific actions once an intention is formed. Attributional variables, self-

confidence, self-efficacy, self-competence, self-worth, and instructor feedback may all impact the commencement of intention enactment throughout this sub-process.

The second stage, the actional stage, illustrates various activities learners have chosen to do to achieve a certain objective. Learners make constant assessments of the process at this point, and they must also safeguard and sustain their motivation. According to Dörnyei (2000), the individual has committed to action by starting the task (e.g., enrolling in a language course), and the focus now turns from debate and decision-making to action execution. To put it another way, "executive motivation" has become "choice motivation". The actional stage consists of three main sub-processes: subtask generation and implementation, appraisal, and action control. As mentioned before, an action plan must be developed for an intention to become a reality. Therefore, subtasks emerge from the implementation of the action plan's tasks. Dörnyei and Ottö (1998) believe that "the quality of subtask generation and the accompanying setting of sub-goals is one of the principal indicators of effective learning" (p. 50). On the other hand, the appraisal stage is the continual assessment that students make of the many features of the learning environment as well as their progress toward completing the activity. Various elements impact this stage, including the learning environment, curriculum, and the course of the school, among other factors. As the third sub-process, action control depicts the techniques students use to keep and protect their motivation. During this stage, learners utilize self-regulation skills (e.g., action maintenance, language acquisition, and goal planning) to refocus and shift attention from distractions that could keep them from finishing the goals they have set for themselves.

Post-actional stage, the final stage of the action sequence dimension, refers to reflecting on one's own motive. The learner critically assesses the process once each activity is finished. During this period of self-reflection, learners identify the causes of the learning experience and consider alternative strategies for their future activities. Therefore, the post-actional motivation phase transforms into a pre-actional stage, starting a new cycle (Dörnyei, 2000). Dörnyei (2001) also stated that "the way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future" (p. 21).

2.8.1.3.2. Motivational Influences

Each step of the model is impacted by several elements that indicate motivational influences and account for the wide range of motivated behavior that students might exhibit. This paradigm component can encompass several motivational theories in learners' motivating processes. Dörnyei (2001) outlines some of the probable motivating effects in Table 3.

Table 3

A Process Model of Learning Motivation in the L2 Classroom

Pre-actional Stage *(choice motivation)*	Motivational Functions: -Setting goals -Forming -Intentions -Launching action	Motivational Influences: -Various goal properties (e.g., goal relevance, specificity, and proximity) -Values associated with the learning process itself, as well as with its outcomes and consequences -Attitudes toward the L2 and its speakers -Expectancy of success and perceived coping potential -Learner beliefs and strategies -Environmental support or hindrance
Actional Stage *(executive motivation)*	Motivational Functions: -Generating and carrying out subtasks -Ongoing appraisal (of one's achievements) -Action control mechanisms (self-regulation)	Motivational Influences: -Quality of the learning experience (pleasantness, need significance coping potential, self and social image) -Sense of autonomy -Teachers' and parents' influence -Classroom reward and goal structure (e.g., competitive or cooperative) -Influence of the learner group -Knowledge and use of self-regulatory strategies (e.g., goal setting, learning, and self-motivating strategies)
Post-actional Stage *(motivational retrospection)*	Motivational Functions: -Forming causal attributions -Elaborating standards and strategies -Dismissing intention & further planning	Motivational Influences: -Attributional factors (e.g., attributional styles and biases) -Self-concept beliefs (e.g., self-confidence and self-worth) -Received feedback, praise, and grades

Note: Dörnyei, Z., (2001). *Motivational strategies in the language classroom*. Cambridge, Cambridge University, pp.22.

2.8.1.4. Motivational Strategies

Dörnyei (2001) developed a framework of motivational methods for instructors to use to develop learners' intrinsic motivation due to the lack of application of the findings of motivation research in past decades. These methods are the ones that improve an individual's actions toward goals. Dörnyei (2001) also stated that "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). In terms of the various methods for improving L2 learning in the classroom, the four primary steps of his process-oriented proposal are as follows: (1) creating the primary motivational conditions, (2) generating initial motivation, (3) maintaining and protecting motivation, and (4) encouraging positive retrospective self-evaluation. Figure 4 below represents the components of motivational teaching practice in the L2 classroom and contains a schematic representation of the system, with details of the sub-areas.

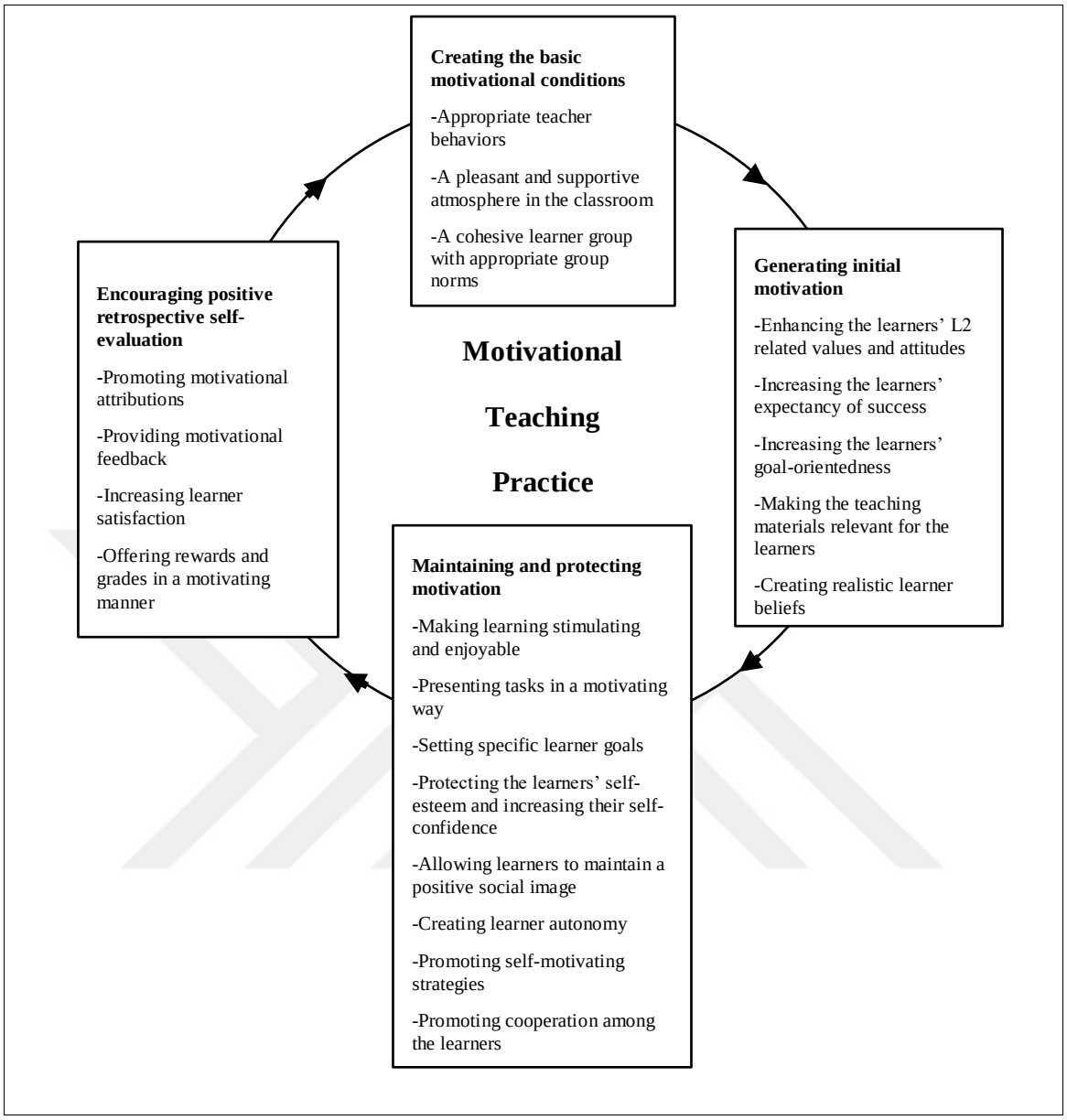


Figure 4. The components of motivational teaching practice in the L2 classroom. (Dörnyei, Z., (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University, pp. 29)

The proposal argues that, while students may not arrive in class motivated, instructors must concentrate on particular areas in order to improve learners' intrinsic drive. It is important to note that the first stage of this process-oriented cycle to develop intrinsic motivation aligns with one of the objectives of humanistic education: giving students a safe environment in which to learn. Dörnyei (2001) believes that "motivational strategies cannot be employed successfully in a "motivational vacuum" - certain preconditions must be in place before any further attempts to generate motivation can be effective" (p. 31). These conditions can be mentioned as a coherent learner group with suitable group norms, an engaging and

supportive classroom environment, proper instructor actions, and strong relationships with the students (Dörnyei, 2001).

The humanist approach in education recognizes the need to make learners feel appreciated, encourage learner collaboration, and emphasize the necessity of providing a non-threatening learning environment. Thus, these concepts are enshrined in the circumstances that Dörnyei (2001) deems essential in forming intrinsic motivation in language learners. Studies have shown that intrinsic motivation development differs among cultures (Iyengar & Lepper, 1999). Therefore, it can be said that the culture and setting in which the approaches will be used are crucial factors to consider when applying any strategy to encourage learners intrinsically. Thus, it is clear that developing a complete theory of motivation is difficult because what is helpful in certain groups may not be applicable to others.

2.8.1.5. The L2 Motivational Self-System

The most prevalent theory of motivation for language acquisition is the L2 motivational self-system. Dörnyei (2005) developed the L2 motivational self-system to better understand learners' characteristics and motivating behavior. Markus and Nurius (1986) introduced the notion of "possible selves", which are divided into three categories: (1) ideal selves that we would very much want to become, (2) selves that we could become, and (3) selves that we are scared of becoming. The tremendous motivating role of imagination is a central concept of "possible selves". Dörnyei (2009) also believes that having a vision or idea of what you want to become may be a powerful aid for language learners to stay on track and achieve their goals.

Dörnyei's (2005) L2 motivational self-system predominantly conceptualized motivation in terms of three motivational antecedents: (1) *the Learning experience*, (2) the *Ideal L2 self*, and (3) the *Ought-to L2 self*. The classroom atmosphere and other immediate contextual factors are included in the learning process. On the other hand, the Ought-to L2 self and the Ideal L2 self are both future-focused. The ought-to L2 self, often described as prevention-focused, relates to perceived obligations and responsibilities for language learning, whereas the ideal L2 self refers to learners' wishes and dreams for learning a new language. In both cases, the learners' attempts to close the gap between their ideal L2 self and ought-to L2 self motivate their motivated behaviors, attitudes, and actions. Furthermore, the Ideal L2 self and the Ought-to self mirror learners' continuing emotional appraisals of themselves concerning

their present learning experiences and intended results, just as the emotional experience of learning a second or foreign language informs the L2 motivational system. In addition, self-visualizations are crucial in the L2 motivational system because the pictures students have of themselves are the connection that keeps them motivated (Dörnyei, 2005).

Research has shown that although the Learning Experience and the Ideal L2 self have a relatively strong link in terms of effort, the Ought-to L2 self's motivating potential has been questioned. (Spring, 2019). If this model is implemented, two individuals learning a language can be imagined. One, perhaps, wants to study abroad and live in Turkey, and the other envisions himself/herself working as an interpreter at the United Nations, and those two goals would serve to orient their effort and guide their motivated behaviors.

The L2 learning experience component is generated by various contexts where students find themselves during their learning processes. As a result, motivating behavior in the classroom is influenced by elements such as the instructor, peers, learning materials, and task performance.

In brief, the system's two aspects (Ideal L2 self and Ought-to L2 self) are focused on future expectations for both the learners' own expectations and the expectations others have for them. The learning experience, on the other hand, is concerned mainly with past and present assessments of the L2 experience as well as its impact on learners' motivation.

2.9. Review of Related Studies

This part of the study is dedicated to studies related to the relationship between emotions and motivation in foreign language learning. As the current study investigates the relationship between FLE, FLB, and the motivation of learning a foreign language, the studies in the literature are examined. Nevertheless, it is found that there are no specific studies on FLE, FLB, and motivation together. The studies on the relationship between FLE and FLB mainly include other variables (such as performance, proficiency, etc.). Therefore, this section is divided into two parts. The first part includes studies on the relationship between FLE and FLB, and the second part consists of studies on emotions and motivation in FLL.

2.9.1. Studies Related to the Relationship between FLE and FLB in FLL

As mentioned before, even though the importance of affect in foreign language learning (FLL) has been acknowledged, the study of emotions has not been at the top of the research agenda in the ELT profession. Nevertheless, emotions started to get the attention of researchers in recent years, and numerous studies have been conducted on emotions in FLL and ELT fields. While some studies focused on a general view of emotions, others focused on specific emotions (e.g., anxiety and enjoyment). In their seminal article, Dewale and MacIntyre (2014) mentioned that one positive and one negative emotion should be examined in a study in order to observe their relationship in a language class. Therefore, when the literature is analyzed, it is observed that "enjoyment" as a positive emotion and "anxiety" as a negative emotion has mainly been investigated in language classes. However, there is a need for more studies focusing specifically on other emotions.

Further, as mentioned, it also appeared that "anxiety" was always taken as the opposite negative emotion of the positive emotion "enjoyment". However, the author of this study has taken "boredom" as the opposite negative emotion of "enjoyment" because the author believes that the emotion "boredom" is the exact opposite side of the positive emotion of "enjoyment". When the studies in the literature are analyzed, it is observed that FLE and FLB are not commonly studied together. Therefore, although they are in a limited number, the previous research on FLE and FLB must be examined, and some recent studies are presented in the following paragraphs to have a deeper understanding of their relationship in language settings.

To begin with, Dewaele and Li (2021) conducted a study on the mediating role of student enjoyment and boredom in Chinese EFL classes and how teacher enthusiasm is affected by these emotions that the learners experience. To better understand the complicated links between perceived instructor excitement, emotions (enjoyment and boredom), and social-behavioral learning engagement, the study used a mixed-method approach with 2,002 EFL students from 11 institutions in China. Quantitative research revealed weak to strong connections between reported instructor enthusiasm, boredom, enjoyment, and students' participation in social-behavioral learning. Additionally, it was shown that the link between student perceptions of instructor enthusiasm and their social-behavioral involvement in EFL classes was co-mediated by their enjoyment and boredom. Further, in the qualitative section of the study, nine students participated in interviews that provided light on the possible origins of the statistical trends.

A recent and seminal article published by Dewaele, Botes and Greiff (2021) is among the first studies that included three different foreign language (FL) emotions of enjoyment (FLE), anxiety (FLCA), and boredom (FLB) and investigated the relationships between them. The study is also the first to examine how the three FL emotions are influenced by a "learner-internal variable (attitude toward the FL), by two perceived instructor behaviors (frequency of use of the FL in class and unpredictability), and how all these variables affect FL accomplishment" (p. 1). Three hundred thirty-two students from across the world studying a diverse range of FLs participated and responded to an online survey. A structural equation model with a good fit discovered association between FLE, FLCA, and FLB. The findings also revealed that teacher behaviors positively impacted FLE, whereas FLB and FLCA were unaffected. Moreover, Only FLCA was discovered to have an impact on academic performance. The results also support the complicated connection between teacher behaviors and positive emotions in FL classes.

Another recent study conducted by Li (2022) investigates how foreign language learning boredom (FLLB) and foreign language enjoyment (FLE) are linked to a variety of learner- and teacher-centered characteristics. A questionnaire survey was completed by 868 current university students in China who are learning EFL. The findings of the study revealed that between FLE and FLLB, there was a substantial negative association. Multiple learner-internal variables (self-perceived FL proficiency, relative standing among peers, attitudes toward the FL, the teacher, and FL-related culture) and teacher-related variables (the use of FL in class, enthusiasm, predictability, and friendliness) were positively associated with FLE, while learner age and onset age of FL learning were negatively associated. These significant FLE correlates were connected to FLLB in the reverse direction. When the relevant variables were incorporated into the regression models, attitudes toward the FL emerged as the most powerful learner-internal predictor of both FLE and FLLB, while instructor friendliness emerged as the most powerful teacher-related predictor of both feelings. The results reveal that the interaction between students and teachers influences FL emotions. According to the findings, it is suggested by the author that enjoyment-enhancing and boredom-reducing exercises should be included in EFL classes.

On the other hand, Kruk et al. (2022) conducted a longitudinal study on FLE and FLB. The study explored the dynamic development of these two emotional constructs among EFL learners. To investigate the intrinsic dynamicity of these emotions experienced by EFL learners in class and to determine the correlation between the initial and development levels

of FLE and FLLB in 412 EFL learners on four measurement occasions spaced two weeks apart., they employed a bivariant latent growth curve model (LGCM). The existing FLE and the recently created FLLB scales were utilized to gather the data. The data analysis showed that the correlation between the FLE and FLLB's intercept and slope was statistically remarkable and negatively skewed. The findings also indicate that a decline in FLLB was substantially correlated with an increase in FLE among the attending L2 learners throughout the course.

Apart from including one positive (i.e., FLE) and one negative emotion (i.e., FLB) in a study, Li and Wei (2022) have also included anxiety as a second negative emotion in their study. They aimed to investigate the individual and combined impacts of enjoyment, anxiety, and boredom on L2 proficiency over time. The study included a group of junior secondary EFL learners from rural China. A sizable sample of 954 students' survey responses and achievement data were gathered at four distinct time intervals. According to the results of structural equation modeling, the three emotions at Time-1 independently predicted English achievement at Time-2 (one week after Time-1) and Time-3 (five weeks after Time-1), but only enjoyment did so at Time-4 (nine weeks after Time-1). The results also showed that enjoyment and anxiety were the most reliable predictors of achievement from Time-2-Time-3 to Time-2-Time-4, but boredom lost its predictive ability from Time-2-Time-3 to Time-2-Time-4.

2.9.2. Studies Related to the Emotions and Motivation in FLL

Several research studies have been conducted on the motivation of learning a second/foreign language in language teaching and learning. It becomes clear from their analysis that the investigation of the relationship between emotions and motivation in foreign language classes is limited in number. The reason for this can be that although motivation is a strong construct in the field, the foci of the researchers did not get the attention of emotions in language learning. Emotions and motivation have not been examined jointly in FLL, although there are numerous studies on motivation in language acquisition/learning. The following paragraphs review and present previously completed investigations to understand the effect of emotions on the motivation of learning a foreign/second language.

To begin with, Mendez-Lopez (2011) investigated the motivating effects of emotions in foreign language classes. The study aimed to explain the motivating effects of the emotions

that second-year students in an English Language Teaching program at a South East Mexican University encountered. During their third term, participants were encouraged to keep an emotional diary for twelve weeks in order to record their emotions and the origins of those emotions while participating in language class. According to the findings, learners are more likely to feel fear, happiness, anxiety, calmness, melancholy, and enthusiasm while learning a language. The results also showed that although there are many different causes of emotional reactions, there are five main factors that influence participants' emotions: their self-consciousness about their speaking abilities, the attitudes of the teachers, comparisons with peers, the environment in the classroom, and the nature of the learning activities. Moreover, the classroom environment and instructors' attitudes have been found to have the most considerable effects on learners' motivation.

Similarly, Mendez-Lopez and Pena-Aguilar (2013) conducted a study on the relationship between emotions and motivation. They reported the study investigating how Mexican language learners' emotional experiences impact their motivation to study English. In this qualitative study, they tried to show how emotions influence university language students' motivation to learn a language in Mexico. The findings imply that both positive and negative emotions have a role in increasing and decreasing motivation to learn a foreign language. An interesting result of the study is that although negative emotions would be considered detrimental to learning a foreign language, the results demonstrated that negative emotions really aid in learning. Additionally, the findings show that Mexican language learners view negative emotions as beneficial to their language-learning process.

Having a closer look at the recent studies, Pavelescu (2019) also conducted a study on the relationship between emotions and motivation in EFL classes. This qualitative study aimed to examine the motivation of two EFL adolescent students in Romania to learn a language and the relationship between the motivation and the emotional aspects of their learning experiences. The results demonstrated how the learners' motivation and emotions were peculiarly entwined with their learning experiences. Mika (pseudonym) was a highly motivated learner who felt the prevailing emotion of love for English. Her emotions influenced her enthusiasm for learning outside of the classroom for her favorite performer, and her instructor's encouragement and support influenced her motivation to learn in the classroom. On the other hand, the pseudonymous Kate apparently had poor motivation and no overriding enthusiasm for English. Her classroom learning experiences before high school, namely her instructor's lack of encouragement, hampered her motivation and was

connected to her lack of a dominant emotion about English. This study has emphasized the emotional components of language learning experience in forming motivation by concentrating on two different examples of learners. It demonstrates how strong positive emotions boost and prolong motivation and how the absence of such emotions impairs motivation.

Another recent study conducted by Ahmetovic, Becirovic and Dubravac (2020) focused on the negative emotion of "anxiety" and its link to the motivation to learn a language and perform. This study aimed to investigate the effects of gender, grade level, and foreign language classroom anxiety and motivation on learners' proficiency in EFL. 160 (middle and high school) students completed the Speaking Motivation Scale and the Foreign Language Classroom Anxiety Scale (FLCAS) to gather the data. The findings demonstrated a substantial positive relationship between extrinsic motivation and amotivation and a negative relationship between the negative emotion "anxiety" and intrinsic motivation in EFL classrooms. Furthermore, gender substantially impacted foreign language classroom anxiety, despite there being no discernible difference between male and female willingness to speak English as a foreign language. The results also showed that "overall intrinsic motivation and intrinsic motivation to experience stimulation were significant predictors" of the students' success in EFL, whereas "communication apprehension as a foreign language classroom anxiety factor was in a negative relationship" with students' success in EFL (p. 271).

Finally, a recent study conducted by Nakao and Reinders (2022) in a Japanese context investigated the role of emotions in FLL, especially anxiety. It revealed similar results to the studies mentioned above. As previous studies found that positive and negative emotions are associated, and negative emotions are inversely correlated with motivation, this longitudinal study examined how students control their emotions. In this case study, one student was monitored carefully over 13 years. This student reported that he experienced intense anxiety while learning English but that this negative emotion has also inspired him to study the language aggressively. The findings showed how strongly the learner's emotions were experienced and how they significantly changed. The results also revealed some of the causes of his emotional experiences and the mechanisms he used to control them. Furthermore, the beneficial impact that some negative emotions had on the participant's learning was a significant finding.

CHAPTER III

METHODOLOGY

This chapter includes the methods utilized in this study. First, the research design is described, followed by a description of the research methodologies used. Second, the study's context and participants are described. Following that, all data-collecting tools are thoroughly detailed. Finally, the data analysis process is described in detail, with each analysis approach described separately.

3.1. Research Design

As the study aims to investigate the emotions of EFL learners concerning their language learning motivation, a qualitative approach was employed in order to achieve a deeper understanding of the interaction between foreign language enjoyment and foreign language boredom of EFL learners in a Turkish context, the effects of FLE and FLB on learners' language learning motivation, and the sources of those emotions for learners. In order to gain a better understanding of the phenomena, interpretivism in the qualitative approach is found to be more suitable for the study since it focuses on the interpretations people make of their behaviors as an outcome of their perceptions and experiences in a particular setting. (Charmaz, 2006). The quantitative approach was not included in the study because quantitative techniques are restricted in that they merely provide a measurable indicator of different occurrences without providing a detailed justification or analysis of what is happening or why. In the qualitative approach, however, the relationship between the participants of the study, the researcher, and the phenomenon being investigated is highlighted (Bogdan & Biklen, 1982).

A qualitative research approach is "for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2009, p. 21). Moreover, qualitative research aims to examine any social phenomenon by enabling the researcher to join the participants' realistic context and attempt to gain full knowledge of it (Bryman, 2012). This research approach includes developing questions and procedures, gathering data in the participants' environment, inductively evaluating data from particular to broader themes, and providing interpretations of the data's significance. (Creswell, 2014). To this end, the current study adopts a qualitative approach.

The study was conducted at a preparatory department of a foundation university in Ankara, Turkey, and it is referred to as a case study because the case study methodology often focuses on a limited geographic area or a small number of participants and allows a researcher to assess data within a particular context thoroughly. According to Yin (1994), a case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). Thus, it can be said that case studies are detailed contextual examinations of a small number of events, situations, causes, and the interaction between them that study and evaluate contemporary real-life phenomena.

Three different methods of qualitative data collection were administered in the study: a guided reflective journal, a semi-structured quotation survey, and a semi-structured interview. The first part of the data was collected through a guided reflective journal to understand the relationship between language learners' enjoyment, boredom, and motivation in class. The data were collected in three phases: one at the beginning, one in the middle, and one at the end of the participants' EFL course term. The rationale behind collecting this data three times is to see if there is a difference in the situations when the learners experience enjoyment and boredom and how their experiences of these emotions affect their motivation in EFL class.

The second part of the data was gathered via a semi-structured quotation survey for six weeks recursively to find out the sources of foreign language enjoyment and boredom for learners in class. The participants were asked to fill in the gaps in the quotation (e.g., This week in class, I felt bored when _____ because____. This week in class, I felt joy when _____ because _____) to find out the sources of these two emotions experienced by learners in EFL classes. Students were allowed to respond to the prompt in any language (i.e., Turkish or English) they felt most comfortable with.

The third part of the data collection was collected via semi-structured interviews to have a deeper understanding of the participants' experience of enjoyment and boredom concerning their motivation in EFL classes and find out the sources of foreign language enjoyment and boredom for learners. As Patton (1990) indicated that a research study design could be enriched and strengthened via triangulation of data that is achieved by putting together different methods in analyzing data as a research study would be more favorable to mistakes with the use of only one method compared to studies using different methods which offer variety for data validity. Therefore, this data collection method was administered to triangulate the data and provide a deeper understanding of the phenomena.

As stated in the first chapter, the research questions that were meant to be answered in the study were:

1. How do learners' FLE and FLB experiences in language classes affect their motivation to learn?
2. What are the sources of FLE and FLB for learners?
3. Are learners' experiences of FLE and FLB related to language skills? If so, in which language skill(s) or sub-skill(s) do learners experience FLE and FLB the most?

As claimed by Creswell (1998), adopting a qualitative methodology is beneficial when the researcher is "the instrument of data collection who gathers words or pictures, analyzes them inductively, and focuses on the meanings of participants" (p. 64). Therefore, the researcher analyzed the answers for the first and third data utilizing content analysis (Krippendorp, 2004). The responses for the second data were analyzed using the constant-comparative method (Glaser & Strauss, 1967). The participants' answers were read various times until the discovery of some underlying themes. Although adopting a qualitative approach is beneficial for gaining deeper insight into learners' emotions, this approach has some drawbacks. One disadvantage of employing this method is that it takes a long time to complete the research (Creswell & Clark, 2018).

3.2. Research Context and Participants

The current research study was conducted at a foundation university in Ankara, Turkey. Participants in the study are students who study at English Language School (ELS), the university's preparatory school. As the medium of instruction of the university is in English, the ELS preparatory school of this university has been established for the students to provide

them with the necessary language skills in their undergraduate studies and to support them in the context of their foreign language, which is English in this context, and in their academic life. The ELS includes four levels of courses: D level (i.e., elementary) for A1 and A2, C level (i.e., pre-intermediate) for B1, B level (i.e., intermediate) for B2 and A level (i.e., upper-intermediate) for C1 level based on the Common European Framework (CEFR) and Global Scale of English (GSE). Once they pass the proficiency test at the end of the term, students can continue their undergraduate studies and take academic language courses to learn further academic language. The preparatory school also offers language skills centers (Speaking, Writing, Reading, and Listening) for extensive studies. This foundation university preparatory school was chosen for the study because the institution focuses on English language skills training with an emphasis on speaking and academic writing with an intensive year of preparatory.

As a classroom-based study, the study was conducted with the volunteer students of the researchers' own classes in this foundation university preparatory school in Ankara, Turkey. Participants were chosen using the convenience sampling approach, described by Best and Kahn (2006) as selecting reachable individuals who are easy to contact and eager to participate in the study. This illustrates the researcher's rationale for conducting the study with her students. Data was collected from research participants that were conveniently approachable and willing to participate. Therefore, convenience sampling was chosen because it is practical. During the data collecting procedure, data was collected from two EFL classes the researcher taught in the spring term of the 2021-2022 academic year. At the beginning of this study, all participants were assured of their confidentiality.

As Table 4 below details the participants' information, it can be inferred that thirty-three (N=33) preparatory school learners took part in the current study. The research included seventeen (N=17) learners in Class I; five (N=5) of them were male, and twelve (N=12) of whom were female. In Class II, there were a total of sixteen (N=16) participants, six (N=6) of whom were male and ten (N=10) of whom were female. The students were placed at this university by taking the university entrance exam conducted by Turkey's Assessment, Selection and Placement Center (ÖSYM). The classes were randomly formed without considering the departments of the students; therefore, the participants were from different disciplines. The researcher was teaching at the B1 level in the spring term of the 2021-2011 academic year when the data was collected, so the participants were from the B1 level. The students in the B1 level, which consisted of 15 weeks, had 20 hours of English classes per

week in accordance with GSE. Learners' consent was taken to participate voluntarily in the study.

Table 4

The Number of Participants in the Study

	Class I	Class II
Female	12	10
Male	5	6
Total	17	16

To better understand the causes of learners' emotions, participants were requested to provide information on their linguistic backgrounds, such as hours spent studying, participation in a private course, and help from family members. The replies of participants were analyzed through descriptive statistics. Table 5 contains detailed information about the participants' backgrounds.

Table 5

Demographic Information of the Participants

		Frequency (F)	Percentage (%)
Gender	Male	12	36.4
	Female	21	63.6
Age	18	6	18.2
	19	10	30.3
	20	14	42.4
	21	3	9.1
Level of Proficiency	Intermediate	33	100
Private course attendance	Yes	7	21.2
	No	26	78.8
Have been abroad	Yes	6	18.2
	No	27	81.8
Family members know English	Yes	16	48.5
	No	17	51.5
Family members support the language learning process	None	18	54.5
	Sometime	15	45.5
	Always	0	0
Time spent on studying English in a week			
	1-2 hours	6	18.2
	3-4 hours	9	27.3
	More than 5 hours	18	54.5

It can be inferred from Table 5 that 12 of the participants were male and 21 were female. Participants' ages ranged from 18 to 20 years old, and their level of proficiency was B1 level

according to GSE. Seven of the learners attended private English courses; on the other side, 26 of the learners did not attend any courses. The majority of the participants stated that they had never been abroad. Moreover, 16 respondents said that family members speak English, whereas 17 claimed that their family does not speak English. When the table is examined closer, it can be seen that 18 of the learners' stated that their family members never helped them in the language learning process, and 15 of them reported that their family members sometimes helped them. However, none of the learners mentioned that their family members always helped them in this process. Further, according to the table, six students allocated one or two hours per week for English study. Nine individuals said they spent three to four hours studying; on the other hand, 18 stated that they allocated more than five hours, and finally, none reported that they never studied English.

3.3. Data Collection Tools

It was necessary to employ several methods, techniques, and triangulation to understand the phenomena under research thoroughly. Thus, the data-gathering tools utilized in this study are a personal information form, a guided reflective journal, a semi-structured quotation survey, and a semi-structured interview (Figure 5).

Personal Information Form	Guided Reflective Journal	Semi-Structured Quotation Survey	Semi-Structured Interview
-Participant's demographic information.	- Learners' foreign language enjoyment, boredom, and motivation relation - The influence of foreign language enjoyment and boredom on learners' motivation fluctuation - The most enjoyable and boring language skill among learners	- The sources of foreign language enjoyment and boredom for learners - The most enjoyable and boring language skill among learners	- Learners' foreign language enjoyment, boredom, and motivation relation - The sources of foreign language enjoyment and boredom for learners - The influence of foreign language enjoyment and boredom on learners' motivation fluctuation

Figure 5. The summary of data collection tools

3.3.1. Personal Information Form

Beginning with the data-collecting procedure, the personal information form was given to the participants in order to gain background information about them. The researcher designed the form to recognize the participants better. The participants were asked to state their gender, age, level of proficiency, whether they attended private courses or not, whether they had been abroad or not, whether family members knew English and helped the participants while learning English or not, and the time the participants allocated for studying English (Appendix 1).

3.3.2. Guided Reflection Journals

The first tool used to collect data in this study was guided reflective journals. The researcher invited learners to keep reflective journals for three weeks to measure their levels of FLE and FLB, to find out how these emotions affected their learning motivation, and to determine the causes of classroom enjoyment and boredom. During the classes, learners were asked to indicate what they enjoyed best about the lesson, the parts they were bored with, and how their experiences of these emotions affected their motivation to learn.

The late 1970s had seen the birth of the notion of "learner-centeredness", which launched a movement across the ELT field. The studies of Schumann (1980) and Bailey (1980) were considered to be the first studies on language learning to use journals in their research (Mendez-Lopez, 2011). According to Abbuhl and Mackey (2017), journals provide comprehensive narratives of language acquisition from a learner's perspective (p. 105). Since the study deals with learning about the learners' perspectives on emotions that arose during classroom instruction, why these emotions (enjoyment and boredom) were felt, and what variables provoked their motivation to learn, this is very significant for the study. Bailey and Nunan (1996) stated that "the use of self-report data from personal journals allows us to tap into affective factors... learners' own perceptions... which are normally hidden or largely inaccessible to external observers" (p. 197). As a result, using journals has been demonstrated to be a successful method for students to consider their experiences while learning a foreign language (Bailey & Ochsner, 1983).

Further, learners can use reflective techniques to evaluate their own learning experiences. In this regard, Wagner et al. (1999) argued that using reflective journals as data-collecting instruments offers researchers rich and crucial data. Therefore, the reflective journals in this

study were used as a data collection tool focusing on enjoyment and boredom experiences that students encountered during classroom teaching and how these emotions affected their language learning motivation. Since emotions result from particular circumstances, Hascher (2008) argued that self-reports of emotions in educational situations should not be "weighted" but rather contextualized. To this end, the participants were expected to report on their emotions and explain why and how they felt that way. The participants were encouraged to express themselves in their L1 (i.e., Turkish in this context) to enhance freedom of speech.

The researcher gave participants a reflective journal template with guided questions so they could write about their emotions in depth. As one of the aims of the study was to identify the particular events that cause learners to experience enjoyment and boredom in class and how these emotions affect their language learning motivation, the guidance questions in the reflective journal were prepared. It was assumed that participants could describe their language-learning experiences and examine the underlying causes of their emotions during language classes using reflective journals. Moreover, reflective journals were utilized to let students assess how they performed in class related to each skill in language. That is to say, the researcher aimed to know how learners' emotions are affected by their language abilities, whether their emotions alter as a result of various skills, and how these emotions affect their motivation to learn. As mentioned above, at the end of the research, the participants were required to keep three reflective journals (Appendix 2).

3.3.3. Semi-Structured Quotation Survey

As the second data collection instrument, a semi-structured quotation survey was utilized to generate several themes representing the causes of enjoyment and boredom in class. By using a hard copy form, the survey was given out at the end of each week after their mid-term till the end of the term (6 weeks). The rationale behind collecting this data after students' mid-term is that the researcher wanted her learners to get used to their level, teaching, and activities conducted in class so that the participants could better express their opinions about the sources of their emotions.

The survey instructed the learners to consider an instance of enjoyment and boredom they encountered while in class and then explain the situation by filling in the following quotations.

This week in class, I felt bored when _____ because_____.

This week in class, I felt joy when _____ because _____.

After a series of evaluations and discussions with groups of students and their university instructors, it was decided that this specific structure was the best approach to record the data required to discover the sources of enjoyment and boredom for learners in class. The researcher conducted the survey in participants' L1 (i.e., Turkish) so the learners could feel more comfortable expressing their thoughts. Every time a questionnaire was gathered, the researcher read the replies and took notes for data analysis (Appendix 3).

3.3.4. Semi-Structured Interview

Interviews are the primary method used in qualitative studies because individuals convey their opinions, values, attitudes, perceptions, and beliefs through dialogue (Kvale & Brinkmann, 2009). According to Gill, Stewart, Treasure, and Chadwick's (2008) research, researchers frequently conduct structured, unstructured, and semi-structured interviews. The current study adopted the semi-structured interview method. The significance of the topic is constrained to a series of questions in structured interviews, so no information beyond the replies to the pre-formulated questions is requested. That is why unstructured interviews are more adaptable and natural. On the other hand, the semi-structured interview method for collecting qualitative data is one of the methods frequently utilized (Saldaña & Omasta, 2018). In semi-structured interviews, certain leading questions provide the information's significance and some freedom. The objective is typically to seek the data the interviewee deems relevant. Therefore, occasionally the interview's focus needs to be changed in accordance with the data an interviewee deems to be most relevant. Merriam (1998) mentioned that a semi-structured interview "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74). Because the study concentrated on examining learners' emotional responses to language learning motivation fluctuation, semi-structured interviews are one of the key methods for this research.

Interviews were chosen as an appropriate source of information since it is not always possible to monitor the emotions of learners (Mendez-Lopez, 2011). For this reason, the semi-structured interview approach was used in this study.

After reviewing the relevant literature, the researcher created a list of questions for the semi-structured interviews with the participants to elicit information about their experiences with foreign language enjoyment and boredom as well as the factors that contribute to those two feelings and their motivation. Twenty-five questions were written for the interview form to get responses to the research questions. Another expert in the field reviewed the form, and the appropriate adjustments were made in response to their comments. The interviews were administered in the participants' native language (i.e., Turkish) so that the participants could express their thoughts and opinions better. The researcher conducted face-to-face interviews since it was clearer and simpler to get direct answers to the interview questions presented by learners. Five students agreed to participate, and each interview session lasted 15 to 20 minutes. In order to conduct the interview sessions, meetings were arranged with the participants, and a voice recorder was used during the sessions. The researcher transcribed the recordings verbatim once each session was over. These semi-structured interviews allowed the researcher to paint a thorough picture of each learner's profile, personality, and reactions to foreign language instruction (Appendix 4).

3.4. Data Collection Procedure

The current study was conducted in the 2021-2022 spring term at a private university in Ankara. Before administrating the study, all the necessary permissions from the institution and ethical approval from the Gazi University ethics committee were taken. Furthermore, the school administration and the participants were informed about the study.

The order shown in Figure 6 was followed regarding the data-collecting process. First of all, the qualitative data instruments were prepared with the help of an expert in the field. The prompts in the reflective journal, the quotations in the survey, and the semi-structured interview questions were reviewed several times according to the research questions. Then, the students of the researcher were informed about the study, and the volunteer participants were determined. All the students in Class I agreed to participate in the study; however, only one student did not volunteer to attend the study in Class II. Next, a consent form was given to the participants, ensuring that all the data will be kept confidential and not shared with anyone. After that, a personal information form was given to the participants to gather some background information about them. Then, the researcher started to collect data on a weekly basis. Table 6 below presents the weekly treatment for the data collection. The data

collection of reflective journals and quotation surveys started in week one and continued as planned. Once the data collection procedure was over, five volunteer students were selected for the semi-structured interviews. After all, the meetings were arranged with the volunteer students to carry out the interviews. In the last week of the data collection treatment, semi-structured interviews were conducted with the participants. Finally, all the data, which were collected according to this procedure, were analyzed.

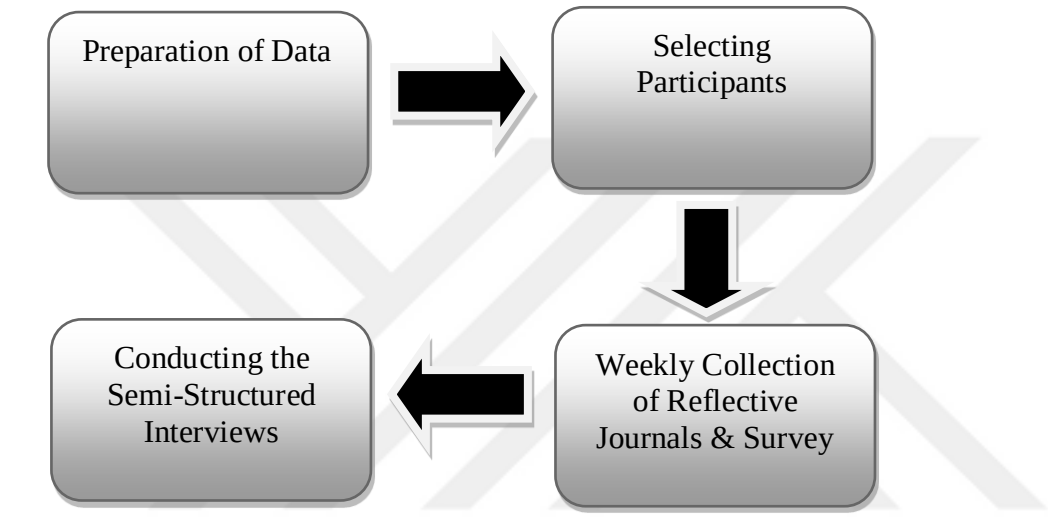


Figure 6. The data collection procedure

Table 6

Weekly Treatment Procedure

Before the study	• Introduction to the study (Giving background information about the study to the participants)
Week 1	• Reflective Journal Data Collection 1 • Quotation Survey Data Collection 1
Week 2	• Quotation Survey Data Collection 2
Week 3	• Quotation Survey Data Collection 3
Week 4	• Reflective Journal Data Collection 2 • Quotation Survey Data Collection 4
Week 5	• Quotation Survey Data Collection 5
Week 6	• Reflective Journal Data Collection 3 • Quotation Survey Data Collection 6
Week 7	• Conducting Semi-Structured Interviews

Shortly, in this study, three methods of data gathering were employed. At first, the researcher examined the reflective journals of the participants to put forward the relationship between

FLE and FLB regarding learners' language learning motivation. In the reflective journals, as mentioned above, the aim was to investigate how learners' language learning motivation is affected by the trigger of these emotions in class. Afterward, the quotation surveys aimed to discover the sources (i.e., how and why) of these emotions in class. Finally, semi-structured interviews were conducted to triangulate the data and better understand the issue.

3.5. Data Analysis

In order to get a deeper understanding of FLE and FLB among Turkish EFL learners as well as their link with language learning motivation, the current study used a qualitative research approach. For this reason, multiple qualitative methods were applied in order to triangulate the data. Firstly, the personal information forms were analyzed via SPSS 24 software. Then, the data gathered from the reflective journals and semi-structured interviews were analyzed by means of content analysis. Finally, the data collected by the semi-structured quotations survey were analyzed via a modified version of the constant-comparative method.

In total, there were 99 raw data gathered from reflective journals and five raw data gained by interviews. Content analysis was used in order to analyze the data collected from reflective journals and semi-structured interviews. According to Insch, Moore and Murphy (1997), content analysis is a research technique used to analyze oral or written communication. The rationale behind choosing this method for reflective journals and interviews is that this approach allows for data examination and the detection of certain words, concepts, or themes in qualitative data.

First, the researcher carefully transcribed audio-recorded interviews before beginning the analysis to avoid data loss. Then, she repeatedly reviewed all the information gathered from reflective journals to obtain a general understanding. The researcher initially established the codes to identify certain thoughts in accordance with the research questions, related literature, and interview questions. As Miles and Huberman (1994) mentioned that in qualitative data, codes are used to represent the "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p. 56). Afterward, the researcher created a list of codes in an Excel sheet. To ensure inter-coder reliability in the study, she requested an expert to code the data. To boost reliability, the researcher recruited a professional to code independently. Then, based on the research questions, these codes were put into categories to create the study's primary concept. The codes were categorized

when the coders agreed, and responses to the research questions were given. In this process, no software was used as the number of data was not extensive; therefore, the coding process was done manually. As all the data in this study were collected in participants' L1 (i.e., Turkish), the researcher translated them into English to provide their statements in this study and got professional help for the back translation process. The reflective journal and interview entries were presented and analyzed in the study's findings section.

Then, the semi-structured quotation survey was analyzed via the constant comparative method in a modified form (Glaser & Strauss, 1967; Leech & Onwuegbuzie, 2008). A total of 198 raw data (i.e., learners' responses (hereafter quotes) to the survey) were first listed in an Excel sheet. Constant comparative analysis is a technique for analyzing qualitative data that Glaser and Strauss (1967) initially created. It includes simultaneously coding and analyzing the data to produce a hypothesis or collection of themes (Glaser & Strauss, 1967). The constant comparative method is generally used in grounded theory found by Glaser and Strauss (1967) to sort the raw data into groups, then sort those groups into themes and finally organize those themes in a structured way to generate a theory. However, this study employed a modified version of the constant-comparative method. That is to say, no theory is aimed to develop. Only the raw data was simultaneously coded, then the codes were compared to group the codes, and finally, those groups were organized into themes based on the research question. Further, a professional assisted with the coding process. In order to assign codes to the quotes, the analysis process of the data consisted of three phases: (1) open coding, (2) axial coding, and (3) selective coding (Saldaña, 2009). Figure 7 below presents the coding process of the quotes. Open coding is the process of segmenting raw data, such as interview transcripts, into smaller, more manageable pieces. Then the constant-comparative method is practiced by comparing repeated bits, and codes that link successive fragments are developed. Next, axial coding is the step taken after open coding to search for links between the codes. Categories that group codes by comparing them to one another are built. Afterward, axial coding is followed by selective coding, which involves looking for relationships between categories. Finally, categories were contrasted against each other, and a core category was developed to link them (Saldaña, 2009).

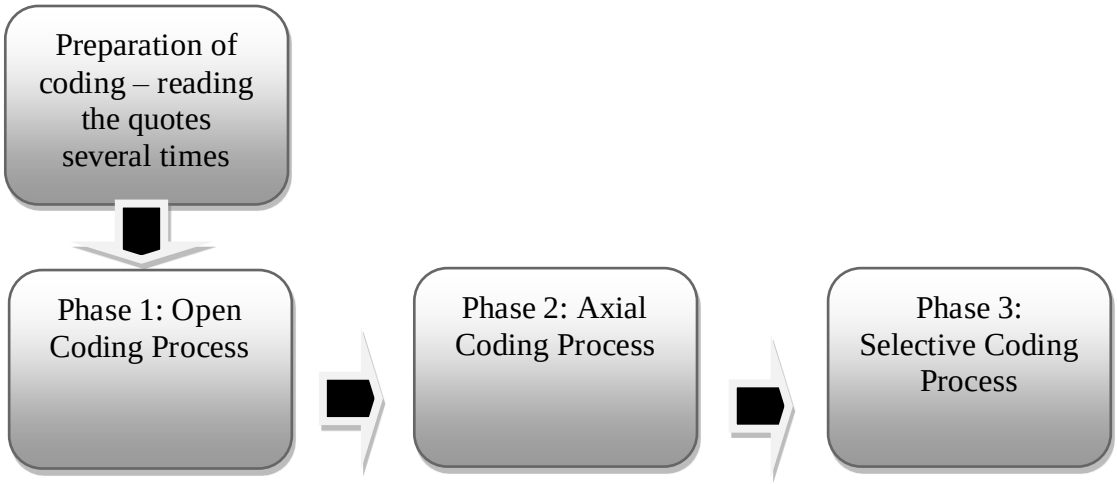


Figure 7. The coding process of the quotes

At first, the researcher read the raw data several times. Then, the process mentioned above was followed. The quotes were given a code manually using open coding. The participants' phrasings for their opinions or behaviors were preserved, while the codes indicated the fundamental subjects or concepts mentioned in the statements. The researcher discussed each quotation with another expert individually as she repeatedly went through this coding cycle, assigning as many codes as possible. In addition, the researcher maintained analytical memos (Saldaña, 2009) in which she noted her coding choices, categorizations, operational definitions, emerging themes and patterns, prospective networks, relevant modern theories, and related problems and questions.

Additionally, these memos were used in the following negotiations. Axial coding was the next phase, which involved organizing the codes created during the initial coding cycles into fewer categories, themes, or constructions (Saldaña, 2009). In order to evaluate the codes' representativeness and the grouping's appropriateness, the preliminary results were then submitted to a professional in the field. In the following coding cycles, concerns brought up during the conversation (such as over-grouping and unclear terminology) were resolved. Finally, the selective coding (Saldaña, 2009) phase took place. The categories in the axial coding phase were contrasted, and final core themes were developed by comparing the categories. In the end, two theme codes and 26 sub-codes were created with the assistance of the other professional in the field. A precise summary of the data analysis procedure in relation to the research questions is shown in Table 7 below.

Table 7

Summary of Data Analysis

Research Questions	Instruments	Number of Participants	Data Collection Method	Data Analysis
1. How do learners' FLE and FLB experiences in language classes affect their motivation to learn?	Reflective Journals, Semi-Structured Interviews	33-RJ 5- INT	Qualitative	Content Analysis
2. What are the sources of FLE and FLB for learners?	Semi-Structured Quotations Survey	33-QS	Qualitative	Constant Comparative Analysis
	Reflective Journals, Semi-Structured Interviews	33-RJ 5- INT		Content Analysis
3. Are learners' experiences of FLE and FLB related to language skills? If so, in which language skill(s) or sub-skill(s) do learners experience FLE and FLB the most?	Semi-Structured Quotations Survey	33-QS	Qualitative	Constant Comparative Analysis
	Reflective Journals, Semi-Structured Interviews	33-RJ 5- INT		Content Analysis

CHAPTER IV

FINDINGS

The main aim of the study was to examine the relationship between FLE and FLB of EFL learners with regard to their motivation to learn a foreign language. The previous sections of the study have presented the aim of the research study, the existing literature on FLE, FLB, and foreign language learning motivation, and the research methods of the study. This chapter explains the study's findings and conclusions in light of the results. Further, the findings for each research question are presented and addressed independently.

4.1. Findings for Research Question #1

Learning a foreign language is a challenging task that requires dedication and effort. However, it is believed that the level of enjoyment, boredom, and motivation can greatly impact a learner's ability to learn and retain a new language. The connection between foreign language enjoyment, boredom, and motivation to learn is complex and needs further exploration. Thus, research question 1 aimed to investigate the relationship between these three factors. Further, the effects of learners' experiences of FLE and FLB on their motivation to learn English as a foreign language were examined.

The data gathered by the reflective journals and semi-structured interviews were analyzed accordingly by means of content analysis. Before this procedure, the researcher first read the interview transcriptions carefully in an effort to comprehend the reasons why students wanted to learn English. The initial interview questions aimed to determine whether the learners had an aim or goal for learning English. All the participants had goals for learning English. Table 8 shows the codes for the reasons the participants for learning EFL.

Table 8

Reasons for Learning English

Codes	f
Future career	8
Going abroad	2
Common Language	3
Communication	5
Love	1

f = frequency

It can be inferred from the table that learners' initial aims/reasons for learning English indicate their first motivation for learning the target language. Their desire to learn English includes future career plans, going/living abroad, English being a common language (Lingua Franca), communication, and love. All these reasons indicate that learners want to learn English for an aim/goal. The participants mentioned that they want to learn English for their career plans. They think that knowing English is a priority for finding a good job. Moreover, they mentioned that they want to learn English because it is a common language in the world. They believe that knowing English is a plus point for them in order to communicate with people when they travel or work abroad. Last but not least, one of the participants mentioned that he/she loves learning a new language. It can be inferred that anyone can learn a language just because they love to. As mentioned in the literature review, these reasons can be named *"extrinsic"* and "*intrinsic"* motivation. Having a future career plan, going abroad, communicating with others, and English being Lingua Franca can be categorized under "extrinsic", and love to learn a foreign language can be categorized under "intrinsic" motivation. Below are the extracts from the data for the participants' aims/reasons for learning English:

> Student 1: *hmm.. because I have to learn because of my job, there are a lot of terms… hmmm… and the resources I will use are in English, and I also want to do a master's degree abroad and I want to live there… so I want to learn English.*
>
> Student 2: *Well... It's a language used all over the world and I can communicate with people all over the world in English. Well… that's why I want to learn English.*
>
> Student 3: *My first reason is that it is a world language. It is one of the most spoken languages in the world and an extremely important step for a job application… so*

knowing English is an important criterion. Also, my department is in English… and it's a language I love, that's why…

Student 4: … *because I think that it will be beneficial for me in terms of my profession, in fact, because I think that it will be a priority.*

Student 5: … *because there is something. You know that English is a universal language and that's why when we go to other countries, for example, nobody speaks Turkish, does not speak French, does not speak Spanish… But we know that everyone speaks English as a common language. That is why, I want to learn English for both work and travel.*

It is obvious from the data that all the participants (N=5) in the interviews had different goals for learning English. It appears that learners are more motivated when they have an aim/goal for learning a foreign language. Therefore, it can be concluded that having an initial aim of learning a foreign language motivates people.

4.1.1. Effects of FLE on Motivation to Learn a Foreign Language

As mentioned above, the data is further analyzed to examine the effects of FLE on learners' motivation to learn a foreign language. Codes derived from reflective journals and the interviews were established under the core categories of "positive effects" and "negative effects". Table 9 presents the codes under these categories for the effects of FLE on motivation to learn a foreign language.

Table 9

Codes in Relation to Effects of FLE on Motivation

Codes	f	Theme
L2 improvement	53	
Increased desire to learn	44	
Increased self-efficacy	37	Positive Effects
Improved self-confidence	26	
Increased attention	24	
Become ambitious	21	
Lack of effort	5	Negative Effects
Overconfidence	3	

f = frequency

4.1.1.1. Positive Effects of FLE

As mentioned in the literature review, FLE is a popular topic of interest due to its potential to motivate language learners. On the other hand, FLE can lead to positive and negative effects on language learners' motivation to learn. The codes in Table 9 above show various potential positive impacts of FLE on motivation to learn. The results in the table indicate that FLE can lead to "L2 improvement", "increased desire to learn" and "increased attention", which can lead to improved language learning outcomes. Enjoyment of a language can also increase a learner's "self-efficacy" and "self-confidence", which increases their belief in their ability to learn the language. This may lead to a more positive attitude towards learning and an increased effort in language learning. Finally, enjoyment of a language can positively affect a learner's "ambition", which may lead to more success in the language learning process. Detailed analysis of each code under the "positive effects" category is presented with the sample extracts from the data.

Table 9 shows that "L2 improvement" was the most coded (N=53) variable as a positive effect of FLE on motivation to learn. The data illustrated that when learners were having fun with their foreign language learning experience, they were more willing to be driven to keep studying and enhancing their language abilities. The participants' expressions also indicated that when learners had fun in class, they were more motivated to learn and more likely to engage in activities that helped them improve their language proficiency. Below are some extracts from reflective journals and interviews:

> Sample 1: *I started to speak more English in daily life with foreigners…*
>
> Sample 2: *When I saw that we were successful, my motivation increased even more…*
>
> Sample 3: *Seeing that I can speak, I studied more vocabulary and grammar and it got better…*
>
> Sample 4*: When I wrote more essays and got more feedback, I developed more, which affected my motivation a lot…*
>
> Sample 5: *It worked well, I saw that I succeeded, I practiced more…*

In the same line with the reflective journals, the interview responses also reflect that "L2 improvement" is a positive effect of FLE on motivation to learn a foreign language.

> Student 2: *Eeee… speaking… I am having so much fun talking. Except that…. eeee… I have fun while writing and writing essays. Because it's usually an opinion essay.*

You know, you're writing something academic there, after all. This makes me feel like I am improving in the academic field.

Student 1: *…when I play in English, I both increase my motivation and think that I have learned…*

Student 3: *…but after that, because I started to enjoy in the classroom… I understood. After realizing it, my motivation rose again.*

Moreover, "the desire to learn" was another positive effect of FLE on motivation to learn (N=44). It was inferred from the data that when learners had positive experiences with the target language, they became more motivated to learn and became more interested in the language. What learners mentioned indicated that this "increased desire to learn" led to increased practice and study, which resulted in improved language proficiency. The data also designated that FLE led to a greater appreciation for the language and culture and the ability to connect with more people from different backgrounds. Below are some samples from the data:

Sample 1: *… increased my desire to learn English…*

Sample 2: *I think it had a great effect because while giving an academic speech was a situation that made me nervous and did not feel comfortable, being able to have a normal conversation in English, as in Turkish, pushed me to learn more English.*

Sample 3: *… I wanted to practice more…*

The participants in the interviews also responded that their desire to learn English increased when they enjoyed the class/activity.

Student 2: *…it affects positively. I want to do even more… you know, my desire to do is increasing.*

Student 4: *…but as I progress, I say I always want to learn English… so as I learned, my motivation increased. At that time, we can say that the more fun I got, the more my motivation increased.*

Next, "increased self-efficacy" (N=37) was coded as the belief in one's ability to succeed in a task. It can be a major driving force in motivation to learn a foreign language. It is based on research showing that when language learners found language study enjoyable, it increased their sense of accomplishment and self-confidence. They felt more capable, which

motivated them to keep working toward their goals. It can also be said that learning motivation increased as learners' sense of self-efficacy increased, which helped them learn language skills more quickly. The extracts below demonstrate the situation:

> Sample 1: *Realizing that I can speak in the activity positively affected my motivation.*
>
> Sample 2: *…they made me brainstorm easily with my friends in a challenging atmosphere…*
>
> Sample 3: *…except when the lesson is taught like a normal lesson (mat, geo, Turkish),*
> Sample 4: *…it increased my motivation a lot when I was in the language learning mode.*

The responses to the interviews also reflect the same situation.

> Student 1: *Hmm… I like to read the topics that interest me… or I like to listen… I am happy and get motivated when I understand them myself…*
>
> Student 3: *I think that I will develop the things I love by doing more. For example, I know that I like to talk, and I am aware of it. That's why I'm focusing more on that. The more I enjoy it, the easier it is to do things I never liked. That's how I increase my motivation.*
>
> Student 5: *…because I am learning a new language. It also opens my horizons… that's why I feel happy and motivated.*

In the same vein as "increased self-efficacy", "improved self-confidence" (N=26) was found to be another positive effect of FLE on motivation to learn since it encourages language learners to take risks. The data indicated that learners who enjoyed their language courses were more willing to take risks and push themselves because they felt more secure about their skills. As a result, learners were more motivated to study because they felt more confident in their language skills and were more inclined to keep learning. Additionally, learners also mentioned that their enhanced self-confidence resulted in a rise in language-related activities, such as speaking and writing in the language or taking part in language-focused events. Thus, it led to a more positive attitude towards language learning overall, which increased learners' motivation and engagement. Below are some extracts from the data that demonstrate the situations:

> Sample 1: *I speak more freely and feel confident without being under pressure or any grading.*

Sample 2: …*Well impressed. It made me trust myself.*

Sample 3: *Made me feel more confident about writing.*

Sample 4: *I felt I gained more self-confidence. Now I can talk to foreign people with pleasure. So I started to see myself as a successful person.*

Sample 5: *Well impressed. My self-confidence increased and as I adapted to the classroom, I felt better and more confident. I think feeling good is the biggest factor to be successful and motivated in language class.*

In the same line, interview responses also reflect that "improved self-confidence" is a positive effect of FLE on motivation to learn a foreign language.

Student 1: *Since there are no limits, I feel safe and feel good because I write what I know and feel comfortable with.*

Student 2: *eeee… since opinions are important, there is a sense of self-confidence to put forward my own opinion there. That's why I feel better and more motivated in writing and speaking than in other subjects.*

Student 3: *I'm confident…. I am confident in speaking and writing. Because in both, I feel more comfortable as I add more of my thoughts. I also do better because I feel more confident. So the overall effort… It motivates me… It makes me feel like I have learned.*

Student 4: *Learning through games… made me feel confident with talking to strangers, for example, it motivated me more. I haven't spoken, but to be frank I still want to talk and these are factors for me.*

Further, "increased attention" (N=24) was also found to be a positive effect of FLE on motivation to learn because what the participants mentioned meant that they were able to concentrate on the task better, became more engaged in it, and were more likely to retain and use the knowledge they learned. Their expressions in the data also indicated that they were more inclined to focus on the task while having fun, which raised their motivation and enhanced the probability of learning the language. In addition, it can be concluded that increased attention due to enjoyment can help learners understand the activity better and lead to more in-depth learning. Here are some samples from the data:

Sample 1: *It also increased my motivation as it made me feel that I like speaking English. I got interested in speaking more.*

Sample 2: *Normally, I'm very bored while listening, but because I like songs, I focused more.*

Sample 3: *... I'm better focused.*

Sample 4: *It had a good effect. It increased my attention to the lesson.*

The extracts from the interviews also demonstrate the same situation.

Student 3: *...The state of having fun increases my motivation even more. Because it made me look at it as if it was something I love, not just as a lesson, and it increased it even more.*

Student 4: *...I was very happy like that… you know, it is reflected directly on my face, my happiness is reflected like this… I felt more energetic like this…. so my motivation was complete… my interest increased as well*.

Student 5: *The essay you write individually actually amuses me a lot. Because… you know, it grabs my attention and so many things come to mind. That's why I'm very happy.*

Finally, "becoming ambitious" (N=21) was the last effect found to be that FLE had on motivation to learn in this study. Data indicated that learning a foreign language profoundly affected learners' ambition and motivation. The participants' expressions meant that when they enjoyed learning the language, it inspired them to take on more ambitious projects and activities. They were more willing to engage in activities outside their comfort zones as their motivation increased, and they gained confidence in their capacity to learn new things. This started an increased interest in learning about various cultures, discovering new thoughts, and interacting with individuals from around the world. It can be concluded that learners were more willing to take on new challenges and aim for higher accomplishments as their learning and activities got more ambitious. Ultimately, it can be said that enjoying foreign language learning can positively affect learners' motivation and ambition. Below are some samples from the data:

Sample 1: *... being able to talk to foreign people in a positive way is ambitious.*

Sample 2: *... positive of course, by competing and the hard discussing.*

Sample 3: *They made me brainstorm easily with my friends in a challenging atmosphere.*

Sample 4: *It affected positively. I think that my motivation will remain at a good level as long as I continue without giving up even if it is difficult sometimes.*

Data gathered from the interviews also reflect that learners become more ambitious to learn English when they feel enjoyment.

Student 1: *...and I want to do more… I want to learn completely … I want to finish … I want what I learned to be well established*

Student 1: *Yes, sometimes I think about it, but now it's a little less, because I work hard… but I am generally motivated… you know, I can meet new people all the time… I can travel to new countries because I learn a language… or I can read new books… so I am generally motivated*

Student 2: *You know, when it is said to me that you do not have to do this, but if you do it, you will improve yourself better, it will help you, I say that if I want to learn English, I should do these things.*

Student 3: *I participated a lot. Yes, I participated more… I took notes… normally I don't take too many notes, I just listen. I usually listen to lectures like that, but when I really enjoyed it, I took notes or something.*

These results suggest that potential positive effects of FLE expressed by the participants include "L2 improvement", "increased desire to learn", "increased self-efficacy", "improved self-confidence", "increased attention" and "becoming ambitious". Although FLE had possible positive effects on learners' motivation to learn, as it was expected, this study also found some negative effects of FLE on learners' motivation. The following section explains these negative impacts of FLE.

4.1.1.2. Negative Effects of FLE

Table 9 above suggests that FLE has various potential positive effects on learners' motivation to learn a foreign language (English, in this case). However, there are also possible negative effects of FLE on motivation to learn. Although the codes are fewer in number, the data has shown that over-enjoyment of a language can lead to a "lack of effort"

and "overconfidence" in language learning. These potential negative effects of FLE on motivation to learn are explained below.

The first negative effect of FLE on motivation was coded as "lack of effort" (N=5) in language learning. What the participants in the study expressed was that putting less effort could be due to becoming so engaged in the enjoyable aspects of language learning that they forgot to invest effort in more complex aspects of language learning. This may also be because when learners are having fun while learning a foreign language, they may be less likely to put in the effort and hard work necessary to reach fluency truly. Thus, this led them not to take the language as seriously, not commit to regular practice, and not push themselves to learn more advanced concepts. Ultimately, this "lack of effort" decreased their motivation to learn the language and impeded their progress. Below are some sample extracts from the data:

> Sample 1: *I've noticed that when I enjoy in the language class, I don't put in as much effort to learn it.* (Reflective journal)
>
> Sample 2: *I enjoy the class, but not outside of the classroom. I usually study on the last day, even for exams. However, if I'm listening and following the lesson, it helps me in the exam anyway.* (Student 2- Interview)
>
> Sample 3: *Hmmm… when I enjoy a foreign language class, I tend to not put in as much effort. I think it's because I feel like I already understand the material and don't need to work as hard.* (Student 4 - Interview)

Further, "overconfidence" (N=3) was also found to be a negative effect of FLE on motivation to learn because it led to a false sense of security and complacency in learners, which caused them to become less motivated to continue learning. These participants in the study became too confident in their abilities and did not push themselves to grow or challenge themselves further. This led to a plateau in the language learning process, and a decrease in their motivation to continue learning. Below are some extracts from the data:

> Sample 1: *It did not affect my motivation, I know that I can do it if I want…* (Reflective journal)
>
> Sample 2: *I'm feeling really good about my speaking and writing skills in class. I think I'm pretty fluent* (Interview- Student 2)

4.1.2. Effects of FLB on Motivation to Learn a Foreign Language

As the data is further analyzed, various potential effects of FLB on learners' motivation to learn a foreign language were found. In the same vein as FLE, FLB can also lead to possible positive and negative effects on language learners' motivation to learn. Codes derived from reflective journals and the interviews were established under the core categories of "negative effects" and "positive effects". Table 10 presents the codes under these categories for the effects of FLB on motivation to learn a foreign language.

Table 10

Codes in Relation to Effects of FLB on Motivation

Codes	f	Theme
Decrease in motivation and interest	31	
Inability to focus	28	
Fear of being unsuccessful	23	Negative Effects
Decreased self-discipline	16	
Lack of self-confidence	11	
Increased self-discipline	17	
Improved cultural understanding	7	Positive Effects
Improved problem-solving skills	6	

f = frequency

3.1.2.1. Negative Effects of FLB

In the same line with FLE, FLB also potentially negatively affects learners' motivation to learn a foreign language. As expected, the data suggests various negative effects of FLB on motivation to learn a foreign language. "Decrease in motivation and interest", "inability to focus", "fear of being unsuccessful", "decreased self-discipline" and "lack of self-confidence" are the codes that derived from the data as "negative" effects of FLB on motivation to learn.

First of all, "decrease in motivation and interest" (N=31) was coded as a common negative effect of FLB on motivation to learn. It can be concluded from the data that when learners experienced FLB, their motivation and interest in learning the language decreased. This "decrease in motivation and interest" had a negative effect on the learner's progress, as it reduced their incentive to complete tasks and activities related to the language. Below are some samples from the data demonstrating the situation:

Sample 1: *I slept, my motivation dropped…*

Sample 2: *At first it made me think that I should work harder. But later on, it lowered my motivation. I left studying listening.*

Sample 3: *I think that it negatively affects my motivation to learn English.*

Sample 4: *I don't enjoy it at all and I don't want to learn. Grammar is very difficult to study.*

Interview responses also reflect the same situation.

Student 1: *...hmm… also every day… hmm… I repeat the questions so that I can answer… err…. I get bored because the it's memorization… That demotivates me a lot.*

Student 2: *... and when a person cannot do these things, he may feel a little bad and feel inadequate. Yes, it lowers my motivation.*

Student 3: *...but since some days we were only studying grammar, for example, I was very disappointed in those days. I remember that day clearly… well I really lost my interest at that point.*

Further, the "inability to focus" (N=28) was another potential negative effect of FLB. It was inferred from the data that when learners became bored with the language they were being taught, they lost their focus and concentrated less on the task/activity in class. This led to a lack of motivation to learn, as learners felt that their efforts were not helping them progress. Below are samples from the data:

Sample 1: *... completely dropped. If an activity that I am not impressed with took too long, I completely lose my attention from the lesson and could not start the next lessons with high motivation.*

Sample 2: *I didn't understand because I didn't listen to the topic and I wanted the lesson to end quickly.*

Sample 3: *It affected me badly, I moved away from listening.*

Sample 4: *... I wasn't studying hard or not listening to the lecture anyway. I've never listened and lost my focus.*

Data gathered from the interviews also reflect that learners lost their attention at some point in the class when they got bored.

Student 1: *...well, I think it's both related to that subject and what is being covered... For example, as I said, I don't like grammar, naturally I get bored when grammar is taught then I lose my attention.*

Student 3: *... when I wasn't enjoying myself, I was distracted. I either looked at the phone if necessary… or focused on something in the classroom. I didn't listen to many lectures.*

Student 5: *... but read… it's really boring. Because I can't understand what I'm reading. And I can't focus… I can't focus on reading. This bothers me too*.

Moreover, "fear of being unsuccessful" (N=23) was another coded variable as a negative effect of FLB on motivation to learn. The participants' responses indicated that they became overwhelmed by the difficulty of the language and lack of progress, causing them to become discouraged and doubt their abilities. This fear led the learners to feel frustration and low self-esteem, which further diminished their motivation. The samples below demonstrate the situation:

Sample 1: *It affected my motivation negatively because I feel like I will fail.*

Sample 2: *I felt backward because I did not understand what was committed that day, or rather, because I did not listen.*

Sample 3: *It affected badly because it made me feel like I would never improve.*

Sample 4: *..felt like I'd never understand.*

Sample 5: *It lowered my motivation because I felt inadequate and thought that I would not be able to pass the EPE exam. The boredom and anxiety I felt pushed me away from the course completely.*

Participants' responses to the interview are in the same line as the reflective journals.

Student 3: *...Sometimes it was because the grammar topics we were doing were challenging… you know, I felt like… I felt like I didn't understand. I felt like I won't be able to learn English. It has lowered my motivation.*

Student 4: *…yes you know… I didn't feel like doing it. ... I was thinking later, why did I choose learning English… Yes, it made me question. This scared me a little about learning.*

Student 4: *There are too many words…. It just makes me miserable because just one word has thousands, hundreds of meanings. I feel like I will never learn.*

Another potential negative effect of FLB was coded as "decreased self-discipline" (N=16). The data illustrated that when learners were bored with the language, they lost motivation to learn and became less likely to put in the effort to complete assignments or practice the language in class or outside of class. Here are some samples from the data both gathered from reflective journals and the interviews:

Sample 1: *It affected me negatively, I never wanted to repeat it when I went home.* (Reflective journal)

Sample 2: I lost my will to work. I didn't study grammar for a while. (Reflective journal)

Sample 3: *I did not want to attend the class that day and did not do the activity.* (Reflective journal)

Sample 4: *when I'm bored in class, it can negatively impact my motivation. When I'm not engaged in class, I tend to lose focus and find it harder to study outside of class.* (Interview - Student 2)

Finally, FLB led to a "lack of self-confidence" (N=11) in the language learner. The participants mentioned that this lack of self-confidence negatively impacted their motivation to study. The data suggested that when language learners became bored with their studies, they frequently felt inadequate and frustrated, which affected their self-confidence. Below are some sample extracts from the data both gathered from reflective journals and interviews:

Sample 1: *It reduced my self-confidence.* (Reflective journal)

Sample 2: *It affected me a little negatively because I lost my self-confidence when I couldn't speak.* (Reflective journal)

Sample 3: *It affected me a little negatively and lowered my self-confidence.* (Reflective journal)

Sample 4: *... when I'm not engaged in class, I tend to lose focus and find it harder to believe in my abilities to understand and communicate in the language*. (Interview-Student 3)

Overall, these results suggest that potential negative effects of FLB expressed by the participants included “decrease in motivation and interest”, “inability to focus”, “fear of being unsuccessful”, “decreased self-discipline” and “lack of self-confidence”. However, surprisingly, this study also found some positive effects of FLB on learners’ motivation. The following section explains the positive effects of FLB.

3.1.2.2. Positive Effects of FLB

As mentioned in the literature review, FLB has become a more popular topic of interest due to its potential effects on learners’ motivation to learn a foreign language. What is striking about the data is that a few entries emerged some potential positive effects of FLB on motivation to learn a foreign language. The codes in Table 10 above show various potential positive effects of FLB on motivation to learn. The results in the table indicate that FLB can lead to “increased self-discipline”, “improved cultural understanding” and “improved problem-solving skills”, as learners may become more motivated to learn the language even if they get bored in class. Detailed analysis of each code under the “positive effects” category is presented with the sample extracts from the data.

To begin with, as Table 10 suggests, “increased self-discipline” (N=17) was mostly coded positive effect of FLB on motivation to learn a foreign language. The participants mentioned that FLB encouraged them to stay focused and motivated despite the experience of boredom and difficulty in learning the language. Some participants mentioned that they developed a sense of discipline that helped them stay motivated and persist in learning the language. That is to say, although they were bored, they were still motivated to learn the target language. Below are some example extracts from the data that demonstrate the situation:

> Sample 1: *It didn’t affect me negatively, I rested and repeated when I got home.*
>
> Sample 2: *I didn’t let it affect my motivation to learn English so it didn’t.*
>
> Sample 3: *It had a good effect. I started working more on Listening.*
>
> Sample 4: *It didn’t, thank goodness. I can't let it affect me. Even if it's boring, I have a mission and I have to do it. That’s why I can’t let it demotivate, nor will I.*

The responses in the interviews also demonstrate the situation.

Student 1: *I've found that when I'm bored in class, it actually helps me to focus and put in more effort… because I have to work harder to stay motivated and interested in class….*

Student 3: *…when I'm bored in class, it actually motivates me…. Eerrrr…. I think it's because I know that if I don't participate in class, I need to take responsibility for my own learning and find ways to make the activity more interesting for myself.*

Another potential positive effect of FLB on motivation to learn a foreign language was found to be "improved cultural understanding" (N=7). These participants' expressions indicated that although they were bored in class, it did not affect their motivation to learn. Conversely, it encouraged them to become more engaged in their learning and to explore the culture they were studying. Below is an extract from the data for the situation:

Student 1: *hmm… so sometimes I feel happy but there are times when I have a hard time because of course it is a bit difficult… we learn a language and culture… so there are times when I have a lot of hard time but I am very happy when I see that I am learning the culture behind…. That makes me motivated…*

Student 2: *… No, because we learn a language, a culture rather than a lesson. That's why… eeee… that's why I don't get bored… because I don't see it as a job, but as an experience to improve myself.*

Student 3: *hmmm… it actually motivates me to put in more effort because I want to gain deeper understanding and appreciation of the culture behind the language*.

Further, "improved problem-solving skills" (N=6) was found to be the last possible positive effect of FLB on motivation to learn. The participants mentioned that as they became bored with the language, they concentrated more on overcoming the difficulties it offered. As they attempted to understand the language, this caused them to improve their problem-solving abilities. Below are some samples from the data:

Sample 1: *It did not affect me badly, on the contrary, even though I was a little worried when I saw that I had a shortcoming, it guided me to make up for my shortcomings.* (Reflective journal)

Sample 2: *….. when I was bored in class, I needed to study more because I know that the harder I push myself, the better problem solver I am. …. like practicing with more complex texts or speaking to native speakers… this way I can improve my problem-*

solving skills and my ability to understand and communicate in a foreign language. (Interview - Student 3)

Overall, "increased self-discipline", "improved cultural understanding" and "improved problem-solving skills", were found to be the possible positive effects of FLB as learners may become more motivated to learn the language even if they get bored in class.

4.2. Findings for Research Question #2

Learning a foreign language is an educational experience that can be both enjoyable and tedious, depending on the perspective of the learner. For many language learners, the process of learning a foreign language can be an enjoyable and/or boring experience. The sources of enjoyment and boredom from the perspective of the learner can have significant implications for the language learning process. Thus, research question 2 aimed to investigate the sources of FLE and FLB from the learners' perspective to understand better what factors contribute to these experiences in the foreign language classroom. A semi-structured quotation survey was designed to find out the sources of FLE and FLB, and the data were analyzed using the modified constant-comparative method. Moreover, supportive data gathered from reflective journals and semi-structured interviews were analyzed accordingly by means of content analysis.

As stated in the methodology section, the analysis of the semi-structured quotation survey was conducted via a modified version of the Grounded Theory. Open coding, axial coding, and selective coding (i.e., the integration of the categories) make up the stages of the analysis. First, 99 reflective journals and interview scripts were read meticulously to understand better the reasons for their experience of FLE and FLB. Then, 198 learners' quotation survey expressions were read several times in order to identify the sources of FLE and FLB for learners.

During the stage of the analysis of the quotations, the researcher took notes and made comments (i.e., memoing). Several codes started to show up, those of which were further investigated in the reflective journals and the interviews. After reading the data several times, the open coding stage started in the quotation survey. The researcher translated the quotations into English because the participant's semi-structured quotation survey was conducted in Turkish. Participants' sources of FLE and FLB were all questioned. The data was separated into three sets in order to compare the data and then categorize them: weeks

1-2, weeks 3-4, and weeks 5-6. Some quotes were coded more than once due to the emergence of the codes. After the open coding phase, the axial coding phase took place, and the codes that emerged from open coding were compared with each other. During the axial coding phase, the codes were grouped and categorized. Then the selective coding phase took place. During this phase, the categories that emerged from the codes were compared with each other, and the main themes were generated. Thus, the findings are presented under two sub-headings: the sources of FLE and FLB among learners. Further, reflective journals and interviews were analyzed for supportive data. Samples from these data were given under each category.

4.2.1. The Sources of FLE Among Learners

In this study, the participants were asked about the causes of their experience of FLE in class via the quotation survey. This way helped the researcher to identify the causes of FLE for learners. Further, the data was supported by the participants' responses to the reflective journals and the interviews via content analysis. Table 11 presents the codes that arose out of the semi-structured quotation survey under this framework.

Table 11

Codes in Relation to the Sources of FLE Among Learners

	Frequency			
Codes	Data set 1	Data set 2	Data set 3	RJs and INTs
Improving language skills	18	20	16	26
Positive feelings	16	18	17	20
Interesting topics	15	13	10	10
Participating in group activities	8	9	8	19
Engaging in fun & educational activities	10	7	4	17
Learning new words	8	5	8	8
Sense of accomplishment	6	7	7	12
Enjoyable class activities	8	5	6	22
Self – confidence	7	5	6	7
Motivation	9	2	5	4
Good language learning environment	4	8	4	15
Having good teacher support	3	5	6	7
Personal preferences	2	7	4	8
Excitement	2	3	1	7
Learning style	1	3	0	4

RJs = Reflective journals, INTs = Interviews

Table 11 indicates that several variables were mentioned as the causes of FLE by the participants. During the open coding phase, 15 code headings emerged from the data sets. Next, during the axial coding phase, these codes were compared with each other and coded under five main categories: affective factors, cognitive factors, interpersonal factors, situational factors, and individual differences factors. Finally, during the selective coding phase, these categories were themed as the "sources of FLE among learners". Figure 8 presents all the phases of the process.

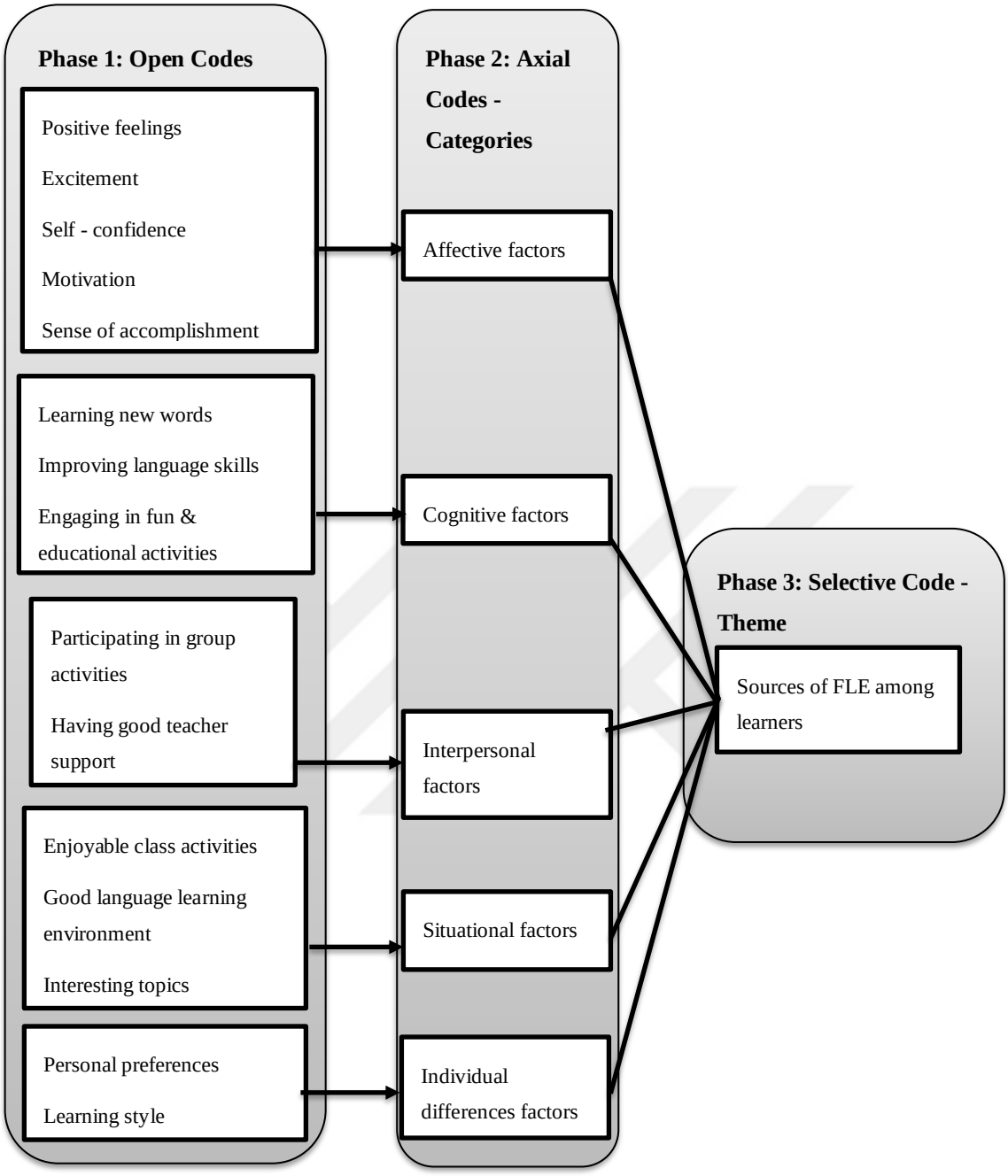


Figure 8. The coding phases of FLE sources

4.2.1.1. Affective Factors

During the axial coding phase, the codes were compared with each other and then categorized into groups. These categories highlight different aspects contributing to a learner's overall experience and enjoyment of learning a foreign language. From the comparison of the analysis, the first category that appeared was the "affective factors" under the "sources of FLE among learners" theme. Affective factors refer to the emotional and

psychological components that influence a learner's language learning experience. The affective factors can significantly impact the level of enjoyment and motivation a learner experiences while learning a foreign language. The affective factors category included expressions of the participants related to "positive feelings", "sense of accomplishment", "self-confidence", "motivation" and "excitement". The codes developed around the "affective factors" are detailed in Table 12 under the theme of "sources of FLE among learners".

Table 12

The FLE Sources of Affective Factors

Theme	Category	Code	f
Sources of FLE among learners	Affective factors	Positive feelings	71
		Sense of accomplishment	32
		Self – confidence	25
		Motivation	20
		Excitement	13

f = frequency

A majority number of the codes (N=71), as seen in Table 12, elucidate that the learners' experience of "positive feelings" served as the main source of FLE under this category. It can be said that "positive feelings" refers to a learner's positive attitudes towards the foreign language learning process, such as enjoyment, happiness, and satisfaction. The participants mentioned that they had more fun when they had positive attitudes toward the language learning process. Moreover, it was inferred from the data that these positive emotions contributed to their motivation to continue learning the language and increased their overall enjoyment of the learning experience. Below are some samples from the data:

> Sample 1: *This week in class, I felt joy when we practiced speaking the language together because it was fun to interact with others and practice our skills.*
>
> Sample 2: *This week in class, I felt joy when we practiced reading because answering the comprehension questions makes me feel happy.*
>
> Sample 3: *This week in class, I felt joy when we practiced speaking in group activities because I love speaking.*

Sample 4: *This week in class, I felt joy when we did speaking activity about "stress" because speaking was fun. I enjoyed because I could find things to speak, I could express myself.*

Sample 5: *This week in class, I felt joy when we had a conversation in English because it gave me an opportunity to practice what I had learned.*

The participants' comments on reflective journals and interviews were also compatible with the quotes. One learner mentioned in the reflective journal that he/she felt happy and joyful when he/she used the language in an activity. Another participant in the interview also mentioned that he/she became happy and felt good when she worked on writing. Below are the samples:

...because after getting tired of the lesson, the games made to distract the mind are enjoyable. There are no lessons, but playing games about English is fun without tiring. (Reflective Journal)

...doing writing makes me feel very happy in class because I feel like I am free to write my own opinions. That makes me feel good. (Interview – Student 1)

Next, "sense of accomplishment" (N=32) was another factor that learners experienced enjoyment while learning English in class. The data indicated that "sense of accomplishment" was a source of FLE that referred to the positive feelings that came up with successfully completing a language task or reaching a language learning goal. The participants' expressions meant that when learners felt like they had achieved something or made progress in their language learning, it boosted their confidence and motivation to continue studying the language. This sense of accomplishment can be derived from various activities such as passing an exam, delivering a successful presentation, or having a meaningful conversation in the target language. These factors were derived from the data as stated below:

Sample 1: *This week in class, I felt joy when I finished my presentation because I felt that I presented successfully.*

Sample 2: *This week in class, I felt joy when the teacher gave feedback on my writing task because I didn't have too much mistakes. I was so happy.*

Sample 3: *This week in class, I felt joy when we did reading because answering the comprehension questions correctly makes me feel happy.*

Sample 4: *This week in class, I felt joy when we practiced reading because I realized that I do better in the exams.*

Sample 5: *This week in class, I felt joy when we practiced speaking because I found that I can express myself.*

Data from the reflective journals and interviews support that "sense of accomplishment" was also a source of FLE. Learners felt FLE when they realized they could succeed in a task in class. The following expressions in these data support the idea:

... I explained myself well and felt like I had accomplished something. (Reflective journal)

... I am confident in speaking and writing. Because in both, I feel more comfortable as I add more of my own thoughts. I also do better because I feel more confident and this makes me enjoy the class. (Interview- student 3)

Further, the experience of "self-confidence" among learners (N=25) let learners have more fun in the language class. As it is known, self-confidence is an emotional state that influences an individual's perception of themselves and their abilities. It was inferred from the data that it was very important in assessing how much fun a student had while studying the target language. Leaners' expressions indicated that learners, who possess self-confidence, were more likely to actively participate in class activities, take risks in language usage, and feel comfortable making mistakes. This, in turn, led to greater success in language learning and increased their overall enjoyment of the process. Here are some samples from the data:

Sample 1: *This week in class, I felt joy when we did a speaking activity because it increased my self-confidence in using the language.*

Sample 2: *This week in class, I felt joy when we talked about daily things because Daily life-style topics are good topics for me and I feel more comfortable talking about such topics.*

Sample 3: *This week in class, I felt joy when we practiced listening because it was easy and I could do it.*

Sample 4: *This week in class, I felt joy when we practiced reading because I got the impossible right out of 12 questions*

Sample 5: *This week in class, I felt joy when we practiced speaking because it is easier to speak and to express what is inside me.*

"Self-confidence" was also coded in the reflective journals and interview responses as a source of FLE among learners under this category. Soma sample extracts are given below:

…when we did speaking about daily life issues, because I felt confident. (Reflective journal)

… When I saw that I improved a little this year, my self-confidence increased in this regard. (Interview- Student 2)

Moreover, "motivation" was also a factor mentioned by the participants (N=20) for their experience of FLE in class. As stated in the literature review, "motivation" refers to the driving force behind a learner's language learning efforts, including both intrinsic (internal) motivation, such as a personal interest in the language or culture, and extrinsic (external) motivation, such as the desire to impress others or meet academic requirements. Thus, it was inferred from the data that motivation was a powerful source of enjoyment and satisfaction in the context of foreign language learning. The participants' quotations indicated that when learners were motivated to learn a new language, they found the process engaging and enjoyable, contributing to feelings of excitement, interest, and fulfillment. Below are some sample extracts from the data:

Sample 1: *This week in class, I felt joy when my teacher praised my essay because it was a sign that I was making progress.*

Sample 2: *This week in class, I felt joy when we did a competing activity between me and my classmates because motivates me to contribute in the activities.*

Sample 3: *This week in class, I felt joy when we started the lesson energetic because it's motivating and makes learning easier and more enjoyable.*

Sample 4: *This week in class I felt joy when the idea of organizing activities in the classroom emerged because spending time together increases my motivation and energy.*

Sample 5: *This week in class, I felt joy when we wrote an essay about "crime" because getting feedback at the time motivates me.*

Also, data gathered from the reflective journals and interviews support the "motivation" variable under "affective factors" as the participants mentioned:

> *... I started to give more correct answers in exam questions. Getting good results as a grade helped me motivate myself.* (Reflective journal)

> *... To be able to think in the same mind with people abroad…eerrr…to be able to read an article or newspaper he reads and react the same to them. It delights me, it motivates me.* (Interview- student 2)

Finally, as presented in Table 12, some participants (N=13) commented that feeling excited in the language class made them experience FLE. It was inferred from the data that "excitement" referred to the feeling of being energized and stimulated by the language learning experience. The participants' expressions also indicated that in the context of foreign language education, "excitement" as a source of FLE referred to a feeling of anticipation and enthusiasm that learners experienced while learning a new language. Based on the expressions of the participants, this excitement stemmed from a variety of experiences in the language classroom, such as learning new grammar structures, understanding challenging vocabulary, or making progress in reading, writing, or speaking skills. Overall, excitement is a crucial source of FLE as it can help learners stay engaged, motivated, and positive in their language learning journey. These factors were inferred from the samples below:

> Sample 1: *This week in class, I felt joy when we did a debate activity because it was a new and exciting challenge for us. I loved it.*

> Sample 2: *This week in class, I felt joy when we made a survey with the partner because it was so much fun and learning each other's opinions made me feel excited.*

> Sample 3: *This week in class, I felt joy when we wrote an essay because a lot of words came to my mind and I realized I know the meaning of many words, and I became happy and when I am happy, I have fun. I want to do more and more.*

> Sample 4: *This week in class, I felt joy when we did a competing activity between me and my classmates because it motivates me to contribute in the activities.*

> Sample 5: *This week in class, I felt joy when we did grammar because learning new things is always enjoyable for me.*

The expressions from the reflective journals and interviews below also reflected that feeling "excitement" in class was a source of FLE among learners.

> *... entertaining and exciting discussions always delight me.* (Reflective journal)
>
> *...sometimes I feel excited when we learn new vocabulary items or new grammar topics because I like to learn them. Learning new vocabulary makes me feel excited as I can use them in my essays or speaking.* (Interview- student 4)

Overall, learners feel enjoyment when they feel "positive feelings", "sense of accomplishment", "self–confidence", "motivation" and "excitement". The following section covers the study's "cognitive factors" analysis.

4.2.1.2. Cognitive Factors

The second category that emerged from comparing the codes was the "cognitive factors" under the "sources of FLE among learners" theme. Cognitive factors in language learning refer to language learners' mental processes and abilities. "Learning new words", "improving language skills" and "engaging in fun and educational activities" were considered as cognitive factors of FLE because they are related to the development and improvement of language ability. The codes developed around the "cognitive factors" are detailed in Table 13 under the theme of "sources of FLE among learners".

Table 13

The FLE Sources of Cognitive Factors Among Leaners

Theme	Category	Code	f
Sources of FLE among learners	Cognitive factors	Improving language skills	80
		Engaging in fun and educational activities	38
		Learning new words	29

f = frequency

As seen in Table 13, "improving language skills" (N=80) was mostly mentioned by the participants as a key source of FLE in foreign language learning under "cognitive factors". Data indicated that learners' experience of gradually learning new vocabulary, grammar, and cultural knowledge and communicating effectively in a new language led to a sense of satisfaction and fulfillment. Additionally, it was inferred from the data that as learners

progressed and realized their skills (i.e., reading, listening, writing, and speaking) improved, their confidence in using the language also increased, which led to greater motivation and enjoyment in the language learning process. Below are samples from the data for these factors:

> Sample 1: *This week in class, I felt joy when we practiced speaking because I noticed an improvement in my speaking skill.*
>
> Sample 2: *This week in class, I felt joy when we practiced speaking because there were subjects that interested me and I had a pleasant conversation first among ourselves and then with our teacher. In this way, I felt that I was both enjoying and improving.*
>
> Sample 3: *This week in class, I felt joy when we did reading activity because reading is both fun and I think I've learned.*
>
> Sample 4: *This week in class, I felt joy when we learned new vocabulary because word activities interest me and new words are added to my mind and improves my essays.*
>
> Sample 5: *This week in class, I felt joy when we practiced speaking because my speaking improved, I felt happy as I expressed myself.*

Some of the expressions related with "improving language skills" mentioned by the participants in reflective journals and interviews are given as follows:

> *... I enjoyed the lessons more as I saw that I learned and improved myself in speaking.* (Reflective journal)
>
> *... For example, when I learn a word, when I start using it or when I start using it in speaking, I am happy when I see that I improve myself.* (Interview – student 4)

Further, "engaging in fun and educational activities" (N=38) was another factor mentioned by the participants as a source of FLE in class. "Engaging in fun and educational activities" as a source of FLE, in this context, referred to the experience of participating in enjoyable and educational activities. The participants' expressions indicated that these activities helped them increase their motivation and engagement, making the learning experience more enjoyable. What learners also mentioned, in general, was that while learning English, these activities, which included things like playing games, doing puzzles, working on projects, and participating in interactive exercises that required using the language in a fun and meaningful

way, made them enjoy the process more. Therefore, it can be concluded that the combination of enjoyment and education can help to build skills and confidence, leading to a greater sense of accomplishment and satisfaction with the language learning experience. Below are samples from the data that indicate these:

> Sample 1: *This week in class, I felt joy when we played a game to practice our vocabulary words because it was enjoyable and helped us to learn in a more interactive way.*
>
> Sample 2: *This week in class, I felt joy when we worked together to create a conversation in English because it was a great way to practice my speaking.*
>
> Sample 3: *This week in class, I felt joy when we watched a video and talked about it because I felt whole with the lesson.*
>
> Sample 4: *This week in class, I felt joy when we practiced listening because the text was educational and instructive so I felt improved.*
>
> Sample 5: *This week in class, I felt joy when we did a group activity because it was a social, fun and educational activity.*

"Engaging in fun and educational activities" was also coded in reflective journals and interviews under this category. The following expressions indicate the situation:

> *…while playing games, I feel that I am learning and my mind is relaxed.* (Reflective journal)
>
> *… Or when we play games… that musical game… I am having a lot of fun at that time… or quizlet, kahoot is very nice when we play because it they keep me stay motivated and I want to do more*. (Interview – student 5)

Next, "learning new words" (N=29) was another factor that was coded under "cognitive factors" as a source of FLE among learners. It can be said that "learning new words", in language learning, refers to the process of learning new vocabulary in the target language. As the data indicated, this was a source of FLE in class because it allowed the learners to expand their knowledge and understanding of the language. Moreover, the participants also mentioned that new words provided them a sense of achievement, as they felt more confident in their ability to understand, communicate and express themselves (i.e., whether in a written or spoken form) in the language. Below are some statements that learners expressed for the "learning new words" factor:

Sample 1: *This week in class, I felt joy when I was able to use a new word in my essay because it meant that I was making progress in my language learning.*

Sample 2: *This week in class, I felt joy when we did new vocabulary activity because word activities interest me because new words are added to my mind for our essays.*

Sample 3: *This week in class, I felt joy when we did text reading and translation activities because I learned new words, sentence structures and idioms. Also a good grammar exercise for visual memory.*

Sample 4: *This week in class, I felt joy when we watched a video with subtitles because I leaner new sentence structures and new words.*

Sample 5: *This week in class, I felt joy when we practiced speaking because I was able to use the new vocabulary we learned.*

The participants' expressions in reflective journals and interviews also match the ideas uttered in the quotes. The participants' views on "learning new words" were as follows:

... it gave me great pleasure as I learned new words and new information. (Reflective journal)

... for example, when I learn a new word, when I start using it or when I start using it in speaking, I am happy. (Interview – student 4)

To sum up, "improving language skills", "engaging in fun and educational activities" and "learning new words" were mentioned as the potential sources of FLE among learners by the participants. The study revealed several "situational factors" that are linked to FLE among learners. These sources are discussed in the next section.

4.2.1.3. Situational Factors

The third category derived from the comparison of the codes during the analysis was the "situational factors" under the "sources of FLE among learners" theme. Participants noted that their experience of enjoyment changed according to the situations specific to the classroom. As presented in Table 14, situational factors referred to the variables related to the "interesting topics", "enjoyable class activities" and "good language learning environment".

Table 14

The FLE Sources of Situational Factors Among Learners

Theme	Category	Code	f
Sources of FLE among learners	Situational factors	Interesting topics	48
		Enjoyable class activities	41
		Good language learning environment	31

f = frequency

Table 14 indicates that learners mostly mentioned "interesting topics" (N=48) factor as a source of FLE under this category. In this context, "interesting topics" referred to the subject matter discussed in a language class that captured the attention and interest of the students. What was captured from the data was that when the topics covered in class were relevant, engaging, and enjoyable to the learners, it enhanced their motivation and involvement in the learning process, leading to a more positive experience and enjoyment in the class. Below are some samples from the data that indicate "interesting topics" as a source of FLE:

> Sample 1: *This week in class, I felt joy when we talked about topics that interest me because my favorite topics and daily conversations interest me.*
>
> Sample 2: *This week in class, I felt joy when we discussed topics that interested me because it was engaging and kept me motivated.*
>
> Sample 3: *This week in class, I felt joy when we did lesson about the "coconut" topic because*
>
> Sample 4: *This week in class, I felt joy when we did reading together because the topic of the reading was very funny, I think it helped me*
>
> Sample 5: *This week in class, I felt joy when we did speaking because the topic "crime" interested me.*

Data gathered by reflective journals and interviews also support that "interesting topics" was a source of FLE among learners in class. Below are some expressions of the participants:

> *... I enjoyed while writing a 300-word essay. I enjoyed a lot while writing because the topic was very interesting.* (Reflective journal)

... but for example, if I've read on a subject that interests me, I can focus on that subject and enjoy it a lot... so it's about what I'm working on in general. (Interview – student 1)

Next, "enjoyable class activities" (N=41) was another factor that was coded under "situational factors" as a source of FLE among learners. "Enjoyable class activities" can be explained as the activities or tasks that learners may find fun and engaging in the foreign language class. This can include games, puzzles, speaking and writing activities, and other interactive and creative learning activities. The participants' expressions indicated that when they participated in enjoyable class activities, they were more likely to be motivated to learn, as the activities provided a sense of engagement and excitement that boosted their overall enjoyment in class. Furthermore, by participating in these activities, learners improved their language skills, increased their sense of accomplishment, and developed a positive attitude toward English, the foreign language they were learning. Overall, it was concluded that enjoyable class activities played an important role in enhancing learners' motivation to learn the target language by creating a positive and engaging learning environment. Below are samples from the data:

Sample 1: *This week in class, I felt joy when we played Kahoot because while playing this game, we both have fun and learn. My interest in the course increases even more.*

Sample 2: *This week in class, I felt joy when we did listening activity about the "coconut" because I like enjoyable listening activities.*

Sample 3: *This week in class, I felt joy when we did speaking about "marriage" topic because I like such activities and everybody were sharing their opinions*

Sample 4: *This week in class, I felt joy when we did the puzzle activity because it was fun and related with the lesson.*

Sample 5: *This week in class, I felt jot when we did group writing activity because it was fun, social and educational activity.*

Participants in reflective journals and interviews also expressed that they enjoyed a lot when they did "enjoyable class activities" in class. They mentioned that when they enjoyed the activity, they could learn better and had more motivation to learn the language. The expressions below illustrate the situation:

... we were playing different speaking games and I enjoyed a lot because it reinforced my learning and I was learning more easily without getting tired. (Reflective journal)

…… I also like to play games. eerr games in the form of tests, word games, when I play in English, I both increase my motivation and think that I have learned and in the end I enjoy a lot. (Interview – student 1)

Further, "good language learning environment" (N=31) was the last factor coded under "situational factors" as a source of FLE among learners. Based on the data, a "good language learning environment" can be explained as the physical and psychological environment in which learning a language occurs. It can be inferred from the data that a positive language learning environment may be characterized by supportive teachers, engaging and relevant course materials, and a collaborative and inclusive atmosphere. The data indicated that such an environment impacted the level of enjoyment that a learner experiences during language classes. The expressions of the participants also indicated that when they felt that they were in a supportive and enjoyable learning environment, they were more likely to feel motivated, engaged, and confident in their language learning journey, leading to increased enjoyment in the classes. The following samples indicate what is mentioned above:

Sample 1: *This week in class, I felt joy when we did speaking activity about "drinking water" because the environment was fun and everybody shared their opinions.*

Sample 2: *This week in class, I felt joy, when we start the lesson in an energetic way because it's motivating and makes learning easier and more enjoyable.*

Sample 3: *This week in class, I felt joy when we did speaking because my friends made me laugh so much and I enjoyed the activity.*

Sample 4: *This week in class, I felt joy when we did speaking about "marriage" because everybody had so much fun.*

Sample 5: *This week in class, I felt joy when we did writing with pairs because my friend was so supportive.*

The participants' expressions in reflective journals and interviews also supported that learners enjoyed the class more when they were in a "good language learning environment". Examples below demonstrate the same situation:

... Since we did it with the class, the event became a friendlier and fun environment. (Reflective journal)

... I mean; I'm having fun in every way... Let me put it this way... Well... I usually feel more comfortable and have fun when I have friends. Because there are people I know. (Interview – student 5)

These findings imply that the participants' comments of potential sources of FLE were situational factors, including "interesting topics", "enjoyable class activities" and "good language learning environment". The next section presents the variables under "interpersonal factors".

4.2.1.4. Interpersonal Factors

The fourth category that emerged from the comparison of the codes was the "interpersonal factors" under the theme of the "sources of FLE among learners". "Participating in group activities" and "having good teacher support" were considered as the interpersonal factors that could contribute to the enjoyment of learning a FL. Table 15 presents the categorization of these factors.

Table 15

The FLE Sources of Interpersonal Factors Among Learners

Theme	Category	Code	f
Sources of FLE among learners	Interpersonal factors	Participating in group activities	44
		Having good teacher support	21

f = frequency

Table 15 indicates that "participating in group activities" (N=44) was the first factor coded under "interpersonal factors" as a source of FLE. Participating in group activities can be explained as engaging in activities in a language class that involve collaboration and interaction with other students. The data indicated that this type of activity was a possible source of FLE in class because it allowed learners to practice their language skills in a supportive and engaging environment. It was also inferred from the data that a more positive and engaging learning experience was made possible through group activities that promoted a feeling of community and social connection among the students. Additionally, creating engaging group activities that will boost participation and motivation to learn is possible. Below are some samples from the data supporting this factor:

Sample 1: *This week in class, I felt joy when we did speaking activity because I like to speak with my friends.*

Sample 2: *This week in class, I felt joy when we did group speaking activity because I think we added more to each other.*

Sample 3: *This week in class, I felt joy when we did group speaking activity because I had the chance to learn my friends' views.*

Sample 4: *This week in class, I felt joy when we did group activity because doing things together motivates me.*

Sample 5: *This week in class, I felt joy when we did group speaking activity because there were subjects that interested me and I had a pleasant conversation first among ourselves and then with our teacher. In this way, I felt that I was both enjoying and improving.*

"Participating in group activities" was also coded in reflective journals and interviews as they support the data gathered by the quotes. The expressions from these data instruments illustrate the situation:

... I usually like speaking and participation-themed ones. For example, we once divided into groups and discussed a topic, and it was a lot of fun. (Reflective journal)

... we were doing something every two weeks… er… we were discussing some topics… for example, we were dividing into groups, yes and we were discussing… that is, we were trying to attract people with opposite thoughts to ourselves. Negotiation, so I loved it and enjoyed it a lot. (Interview – student 3)

Next, "having good teacher support" (N=21) was another factor coded under this category as a source of FLE among learners. The data indicated that having good teacher support was a source of FLE in class as it created a positive and supportive learning environment. The participants' expressions meant that when they had a supportive, encouraging, and engaging teacher, the learners experienced joy and felt confident and motivated in their language learning. Below are some samples from the data:

Sample 1: *This week in class, I felt joy when we did speaking for interpreting the topic because even if my grammar is lacking, our teachers want us to speak without getting stuck, speaking freely motivates me*.

Sample 2: *This week in class, I felt joy when I had the support of my teacher because it made my learning easier and more enjoyable.*

Sample 3: *This week in class, I felt joy when our teacher started the class very energetic because we also feel more energetic.*

Sample 4: *This week in class, I felt joy when my teachers chatted in English for 5 minutes between lessons because then I enjoyed realizing that I learned this language.*

Sample 5: *This week in class, I felt joy when we did speaking about "artists" because our teacher was so funny and I enjoyed it a lot. The topic also interested me.*

Data gathered by reflective journals and interviews also reflect that the teacher's support was an important factor in the learners' experience of enjoyment in class. The expressions of the learners in these data instruments match their ideas mentioned in the quotation survey. The participants' views on "having good teacher support" were as follows:

... I enjoy the conversation style with the teacher, which attracts more attention to us. (Reflective journal)

... in the meantime, our teacher gives some examples about herself. For example, there is a subject… It is in English, of course…she gives a quote from her own life, for example, it depends on the lesson because it strengthens communication a little more. It binds me and makes the lesson more enjoyable. (Interview – student 3)

Overall, "participating in group activities" and "having good teacher support" are the variables under "interpersonal factors" expressed by the participants as the potential sources of FLE in class. The next section reveals the "individual differences factors" and the codes under the category.

4.2.1.5. Individual Differences Factors

By comparison, the final category that emerged from the codes was the "individual differences factors" under the "sources of FLE among learners" theme. As mentioned in the literature review, individual differences factors refer to the unique characteristics and traits that differentiate one learner from another and which can impact their language learning experience. "Personal preferences" and "learning style" were considered to be key factors

that can influence a learner's motivation, attitude, and overall enjoyment of learning a foreign language. The codes developed around the "individual differences factors" are detailed in Table 16 under the theme of the "sources of FLE among learners".

Table 16

The FLE Sources of Individual Differences Factors Among Learners

Theme	Category	Code	f
Sources of FLE among learners	Individual differences factors	Personal preferences	21
		Learning style	8

f = frequency

Table 16 shows that "personal preferences" (N=21) was the first factor coded under "individual differences factor" as a source of FLE among learners. Although the number of the code is less, it is important to explain this factor. "Personal preferences" can be explained as the learners' likes, dislikes, and interests. In this study, "personal preferences" referred to the enjoyment a learner feels towards specific topics, activities, or approaches to learning the language. It was inferred from the data that learners enjoyed learning new vocabulary words related to their favorite hobby or preferred interactive activities such as debates or discussions over traditional grammar exercises. Below are some samples from the data for this factor:

> Sample 1: *This week in class, I felt joy when we talked about the latest fashion trends because it aligns with my own interest.*
>
> Sample 2: *This week in class, I felt joy when we did "noun clauses" because I thought it would be very useful in my daily life, so I wanted to learn.*
>
> Sample 3: *This week in class, I felt joy when we watched the video about "stress" because the topic interests me and it is related with my department.*
>
> Sample 4: *This week in class, I felt joy when we did grammar because learning new topics is impressive and interesting to me.*

Commenting on "personal preferences" learners' expressions in reflective journals and the interviews also support the results in the quotes. They mentioned that:

... I enjoyed the class when we did the topic about "anime" and "manga" because it was my favorite topic. (Reflective journal)

... Or, for example, I like to read… so I can increase my enjoyment and interest in reading by reading more… (Interview – student 1)

Next, "learning style" (N=8) was another factor coded under this category as a source of FLE among learners. "Learning style" can be explained as the preferred method a learner uses to learn new information and acquire knowledge. In the current study context, the learning experience was far more enjoyable for some students based on their preference for learning styles. The participants' expressions meant that they were more likely to be motivated and involved in their language learning when they could apply their preferred learning style in the language classroom. For example, one learner mentioned that he/she found it enjoyable to use PowerPoint flashcards for learning new vocabulary, as he/she was a visual learner. Below are some samples from the data:

Sample 1: *This week in class, I felt joy when we did new vocabulary activities because I can concentrate more easily while learning new words through PowerPoint.*

Sample 2: *This week in class, I felt joy when we started learning through hands-on activities because it is my preferred way of learning.*

Sample 3: *This week in class, I felt joy when the teacher let us watch a video about the topic, because I was able to understand and absorb the information better.*

After reviewing the interviews and reflective journals, it was found that "learning styles" reoccurred in these data sets. The learners mentioned the role of "learning style" in FLE as follows:

... because I think I learn by listening more. (Reflective journal)

... The essay we write individually actually amuses me a lot. Because… I can use the new words better in writing, so many things come to mind. that's why I'm so happy (Interview – student 5)

This section's results indicated that the factors, including affective, cognitive, situational, interpersonal, and individual differences, were the potential sources of FLE among learners. Thus, the discussion of FLB among learners continues in the next section.

4.2.2. The Sources of FLB Among Learners

Within the scope of quotation surveys, the participants were also asked about the causes of their experience of FLB in class. As in investigating the sources of FLE, this way helped the researcher to identify the causes of FLB for learners. Table 17 presents the codes that arose out of a semi-structured quotation survey under this framework.

Table 17

Codes in Relation to the Sources of FLB Among Learners

	Frequency			
Codes	Data set 1	Data set 2	Data set 3	RJs and INTs
Lack of challenge/difficulty in material	12	22	15	22
Negative feelings (boredom, frustration, anxiety)	20	13	13	19
Input overload	13	11	16	21
Insufficient L2	18	6	11	14
Lack of comprehension	10	13	11	14
Lack of interest	15	10	2	16
Poor language learning environment	11	7	7	19
Low motivation	8	3	6	17
Tiredness	7	5	5	11
Lack of engagement	6	3	5	15
Lack of interest in the subject /topic	5	4	10	4
Personal preferences	6	4	3	6
Lack of opportunity	4	4	2	5
Learning style	2	2	1	3

RJs = Reflective journals, INTs = Interviews

The same coding process of investigating the sources of FLE among learners was also applied to investigate the sources of FLB among learners. Table 17 indicates that the participants mentioned several variables as the causes of FLB. During the open coding phase, 14 code headings emerged from the data sets. Next, during the axial coding phase, these codes were compared with each other and coded under five main categories: affective

factors, cognitive factors, situational factors, individual differences factors, and physical factors. As categorized in the sources of FLE, no code emerged as "interpersonal factors" as a source of FLB among learners. Thus, this category was not included as a category. Finally, during the selective coding phase, these categories were themed as the "sources of FLB among learners". Figure 9 presents all the phases of the process.

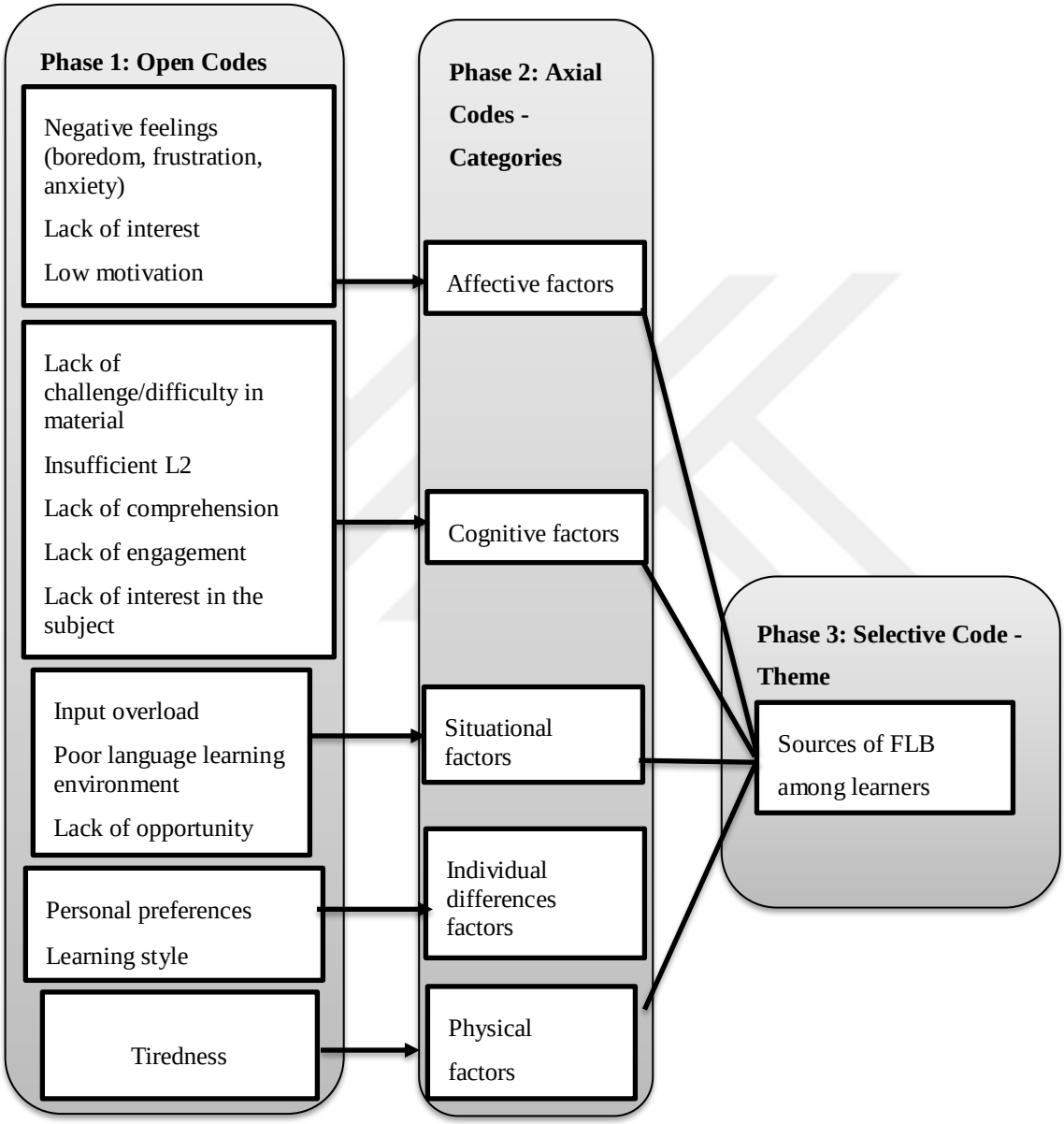


Figure 9. The coding phases of FLE sources

4.2.2.1. Cognitive Factors

There were various perspectives among learners related to the sources of FLB. It can be said that these views were mostly cognitive-related factors. Table 19 suggests that "cognitive factors" was the first category that emerged from the data as the sources of FLB among

learners. What was inferred from the participants' expressions was that their emergence of boredom depended on the factors related to the cognitive processes involved in language learning, such as the level of challenge and difficulty in the material, the level of engagement and interaction, and the level of interest in the subject. As presented in Table 18, "cognitive factors" referred to the variables "lack of challenge/difficulty in material", "insufficient L2", "lack of comprehension", "lack of engagement" and "lack of interest in the subject.

Table 18

The FLB Sources of Cognitive Factors

Theme	Category	Code	f
Sources of FLB among learners	Cognitive factors	Lack of challenge/difficulty in material	71
		Insufficient L2	49
		Lack of comprehension	48
		Lack of engagement	29
		Lack of interest in the subject	23

f = frequency

The first variable, coded the most, under this category was "lack of challenge/difficulty in material" (N=71). The participants mentioned that they experienced boredom in class due to the lack of challenge or difficulty in the material. The data indicated that learners became disengaged when the material was too easy and lost interest in the content. On the other hand, learners also mentioned that when the material was too difficult, they also became frustrated and discouraged. They felt overwhelmed and lacked the confidence to participate in class activities or complete assignments. As a result, they disengaged from the learning process and became bored with the class. The following extracts demonstrate both situations:

> Sample 1: *This week in class, I got bored when we do simple activities because We put a lot of emphasis on some simple activities. Sorting words like high school students is ridiculous. I think instead, everyone should read the answer after doing the activity, those who make mistakes and should speak and ask.*
>
> Sample 2: *This week in class, I got bored when we did filling in the blanks activities in the book etc. because they were too easy and I felt like I was having 8 hours lesson in high school.*

Sample 3: *This week in class, I got bored when we did listening activity because it was a bit hard and I didn't t want to attend the activity because I couldn't do it.*

Sample 4: *This week in class, I got bored when we learned passive causatives because I had a hard time understanding the subject and it was confusing to me.*

Sample 5: *This week in class, I got bored when we did a listening activity because It was really, really hard and tiring. We felt like our brain was on fire could not pay attention*

Both the written responses in the journal entries and the participants' comments during the interviews supported the quotes. Both in the interviews and reflective journals, learners generally mentioned their difficulties with the materials they were responsible for doing in class. Thus, they experienced FLB due to having difficulty with the material. The following extracts from the data demonstrate the situation:

... I really got bored during the listening note-taking activity. I'm having a hard time understanding the exact pronunciations. That's why I'm struggling. (Reflective journal)

... but there are times when I find it very difficult, because of course it is a little difficult… some activities are very difficult… so there are times when I have a lot of difficulty. (Interview – Student 1)

"Insufficient L2" (N=49) was another variable coded under this category. "Insufficient L2", in this context, can be explained as a situation where a learner lacks the necessary knowledge and skills in the target language to engage with the class material, leading to boredom. Participants' expressions indicated that it occurred when they did not have enough exposure to the language or did not develop adequate proficiency in the language. Learners also expressed that they experienced FLB when they did not have sufficient L2 knowledge. They struggled to understand the language in the material, which led to feelings of boredom and disengagement. Below are some sample expressions of the participants that demonstrate the situation:

Sample 1: *This week in class, I got bored when we did a listening activity because I still do not know some words and miss them in the listening.*

Sample 2: *This week in class, I got bored when we did listening because they speak so different and fast, I got bored because they use synonyms for some words which I do not know.*

Sample 3: *This week in class, I got bored when we learned words we didn't know because I didn't know the meaning of most words. This pushed me a lot.*

Sample 4: *This week in class, I got bored when we did reading because I don't understand and it's hard. That's why I'm bored.*

Sample 5: *This week in class, I got bored when we did vocabulary activity because the words were above my level I had a hard time understanding.*

The expressions that the participants wrote in the reflective journals and mentioned in the interviews also reflect that the learners felt bored in class when their proficiency level was insufficient to understand the material. When they saw that their L2 knowledge was less, they got frustrated and disengaged with the material or activities in class. The sample extracts from the data given below demonstrate the situation:

I felt frustrated while writing an essay because I knew that I could do better but couldn't get it on paper as I had in mind because I realized that my English was not enough. This made me bored and sad. (Reflective journal)

…well… sometimes when my English is not enough and can't explain myself as I want, and eeee…. I feel so sorry. But this is of course in my hands. I can do better, I can improve. (Interview- Student 2)

Next, "lack of comprehension" (N=48) was another source of FLB in class mentioned by the participants. The data indicated that learners experienced FLB in class as this variable referred to the inability of learners to fully understand or make sense of the language input they received in the classroom. Their expressions indicated that boredom due to "lack of comprehension" occurred for various reasons, such as lack of prior knowledge, insufficient vocabulary, or poor listening skills. They also mentioned that when they could not understand what was being taught in class, they were bored or disengaged as they could not fully participate in classroom activities. Additionally, it was frustrating and always demotivating to feel like they were falling behind or trying to keep up with the class's speed, resulting in boredom or indifference in the language-learning process. Some extracts below demonstrate the situation:

Sample 1: *This week in class, I got bored when we covered a difficult subject like grammar because I get discouraged when I'm struggling and don't understand*

Sample 2: *This week in class, I got bored when we did listening because I don't think I understand anything in listening and I'm having a hard time.*

Sample 3: *This week in class, I got bored when we did reading activity because it was very difficult, I had a very difficult time understanding it.*

Sample 4: *This week in class, I got bored when we did reading because I'm having trouble understanding what I'm reading and it's boring me.*

Sample 5: *This week in class, I got bored when we did grammar topics because they were hard to understand.*

The interview comments and written answers in the reflective journals of the learners are also compatible with what is mentioned above. Learners experienced FLB in class when they struggled to understand the material or the language used in the class. Below are some samples from the data:

I feel so bored when we do a lot of grammar during the week because we have the same and different situations in our language and some situations are difficult to understand… (Reflective journal)

…for example, I usually in reading…. Because… I mean, I can't understand some words at all. When I don't understand, I get stressed. When I'm stressed, I get bored. (Interview – Student 5)

Further, "lack of engagement" (N=29) was another source expressed by the participants regarding FLB in class. "Lack of engagement" can be explained as situations where learners are not actively involved or interested in the learning process. Learners mentioned that they experienced FLB because they lost interest in the class, their motivation to study, and their willingness to do the work necessary to become fluent in the language. The data also indicated that boredom, dissatisfaction, and a lack of language learning progress were more likely to affect non-engaged learners. The following extracts from the data illustrate the situation:

Sample 1: *This week in class, I got bored when we did grammar because it makes me bored to work on heavy topics for long hours in class instead of reinforcing them at home.*

Sample 2: *This week in class, I got bored when we did listening activity because the questions were not multiple choice, I had a hard time writing them in sentences.*

Sample 3: *This week in class, I got bored when we did a partner conversation activity because when speech sentences are too short, the conversation ends and when we cannot make a sentence, we get stuck and we may have to wait.*

Sample 4: *This week in class, I got bored when we had a pop-quiz because the questions were so boring*

Sample 5: *This week in class, I got bored when we did a reading activity because I got so tired doing the same thing for 4 lessons.*

As mentioned above, learners experienced FLB in class due to a lack of engagement in the activities or materials. Learners' expressions in the interviews and written answers in the reflective journal also reflect the same situation. Below are some samples from the data:

...in general we do lessons from the book and I do not feel integrated with the lesson in activities other than speaking, discussion and video analysis. That's why I'm so bored and I don't want to come to school. (Reflective journal)

…. For example, the teacher's tone of voice can affect me… or it can affect me in my communication with the teacher… if it is bad, for example, I do not want to listen to that lesson much… or I may be bored at that moment, so it can affect me… (Interview-Student 1)

The last code that emerged under this category was "lack of interest in the subject" (N=23). The data indicated that they were likely to become bored and disengaged when they did not find the language or the topics covered in class interesting or relevant to their lives. Thus, it was inferred that this also led to a lack of motivation to learn and decreased participation in class activities. The following extracts from the data demonstrate the situation:

Sample 1: *This week in class, I got bored when we did reading because it was boring to read a text with a difficult grammatical structure on an unrelated, nonsense topic*

Sample 2: *This week in class, I got bored when we did essay writing because the topic was so boring and uninteresting, I couldn't find anything to write.*

Sample 3: *This week in class, I got bored when we did reading activity because topics were very irrelevant, not interesting.*

Sample 4: *This week in class, I got bored when we did note-taking listening activity because the subject was so boring it made me sleepy.*

Sample 5: *This week in class, I got bored when we did reading activity because the topic made me sleepy and it was empty to me.*

In the reflective journals and interviews, it was seen that the learners got bored when the topic of the lesson or material was not relevant or interesting to them. Below the sample extracts illustrate the situation:

…we were doing a speaking activity about "education" and I really got bored because the subject sounded so bad and I didn't want to talk about it. (Reflective journal)

…well… there are grammars and things that we follow from the book…. eeee…the topics… you know, on grammar, or reading. I don't like them very much; they don't interest me. They seem a bit boring to me. (Interview-Student 3)

Overall, learners mostly felt bored in class in the course of lack of challenging / difficulty in the material. Moreover, insufficient L2, lack of comprehension, lack of engagement, and lack of interest in the subject were found to be the potential sources of FLB among learners. The next section focuses on the "affective factors" regarding the sources of FLB among learners.

4.2.2.2. Affective Factors

The next category that emerged from the comparison of the codes was "affective factors" under the "sources of FLB among learners" theme. A common view interpreted from the participants' responses was that the emotions and attitudes related to the foreign language learning process played an important role as affective factors of FLB. The codes under this category included "negative feelings (boredom, frustration, anxiety or disappointment)", "lack of interest" and "low motivation". An overview of "affective factors" related to causes of FLB stated by participants is shown in Table 19.

Table 19

The FLB Sources of Affective Factors

Theme	Category	Code	f
Sources of FLB among learners	Affective factors	Negative feelings (boredom, frustration, anxiety, etc.)	65
		Lack of interest	43
		Low motivation	34

f = frequency

As it is seen in Table 18, "negative feelings" (N=65) was mostly coded variable under this category. What was inferred from the participant's expressions was that negative feelings such as frustration and anxiety led to FLB in class. Some learners mentioned that they felt overwhelmed when they encountered difficult vocabulary words or complicated grammatical rules, which caused dissatisfaction and a sense of helplessness. They thus became bored and lost interest in the material. Similarly, learners who felt anxious in class—whether from peer pressure or worry about making mistakes—lost interest in the language they were studying. Below are some samples from the data that indicate these inferences:

> Sample 1: *This week in class, I felt bored when we study intensively for proficiency exam because with the approach of the EPE exam, while my stress increased, my motivation decreased, so I feel that I am disconnected from the lessons.*
>
> Sample 2: *This week in class, I felt bored when we did grammar and long reading activity because topics made me nervous.*
>
> Sample 3: *This week in class, I felt bored when we did listening activity because I feel incomplete in listening and cannot participate and it makes me anxious.*
>
> Sample 4: *This week in class, I felt bored when we learned vocabulary because it is very difficult to learn high level words so I get bored*
>
> Sample 5: *This week in class, I felt bored when the teacher gave us a grammar activity that was too easy, which made me lose interest and motivation.*

Data gathered by the reflective journals and the interviews also reflect that learners felt FLB due to their experience of negative feelings in class. As they felt anxious, nervous, or

frustrated, they experienced FLB in class, thus losing their motivation to learn the target language. Below are some samples from these data:

> *…it took long. It seemed like it would never end. I didn't like the subject. I felt so frustrated…* (Reflective journal)

> *… There are too many words…. It just makes me miserable because just one word has thousands, hundreds of meanings. I feel like I will never learn.* (Interview-Student 5)

Another code mentioned frequently by the participants was "lack of interest" (N=43), which affected their emergence of boredom in class. "Lack of interest", in this context, can be explained as the situation where the learner felt no curiosity, excitement, or motivation to learn the target language. The data indicated that this could be due to several factors, including finding the content unappealing, feeling disconnected from the language or culture, or simply lacking a clear reason for learning the language. Participants put forward that when they experienced a lack of interest in class, they were likely to find the class boring and unengaging and struggled to stay motivated. The samples from the data below demonstrate the situation that is mentioned:

> Sample 1: *This week in class, I felt bored when we did grammar topics because I felt bored of that stability. I lost my interest in the lesson.*

> Sample 2: *This week in class, I felt bored when we did listening activity because it was too long, I lost my focus and interest.*

> Sample 3: *This week in class, I felt bored when we did because I couldn't focus on the reading then lost my interest in the lesson.*

> Sample 4: *This week in class, I felt bored when the teacher made us discuss the topic of the reading because the activity did not interest me and it was so boring.*

> Sample 5: *This week in class, I felt bored when we did group reading activity because it was uninteresting and boring activity.*

When the data gathered by reflective journals and interviews were analyzed, it was seen that when the learners lost their interest in class, they experienced FLB and thus lost their motivation to learn. Below are some supportive extracts from the data:

... because it's intense and has rules, which did not interest me and I felt so bored. (Reflective journal)

...so I think it's related to what we do in the lesson. When we do something boring and uninteresting… or when it interests, entertains… that is, it is about the lesson in general… it is about the subject of the lesson. (Interview – Student 4)

The last mentioned source of FLB among learners under this category was "low motivation" (N=34). What was inferred from the data was that when learners lacked motivation, they found it difficult to engage with the language, pay attention in class, or complete tasks. Ultimately, this led to boredom, as learners found the material uninteresting or irrelevant to their needs. As a result, learners felt disengaged and uninterested in the language, leading to feelings of boredom. Below are some samples from the data:

Sample 1: *This week in class, I felt bored when we covered a difficult subject because I get discouraged and lose my motivation when I'm struggling and don't understand.*

Sample 2: *This week in class, I felt bored when the lesson becomes monotonous because this is killing my motivation.*

Sample 3: *This week in class, I felt bored when we did a reading activity because It was a very boring text and there were many words I did not know. This also affected my motivation negatively.*

Sample 4: *This week in class, I felt bored when we did essay writing because I felt so sleepy, bored and no motivation to write.*

Sample 5: *This week in class, I felt bored when we did proficiency exam listening practice because my motivation was so low, I couldn't do it and I was unsuccessful.*

The participants' expressions in the reflective journals and the interviews also suggest that learners got bored when they had low motivation through language learning. Below are some samples from the data:

.... We were having a very long reading and I had a hard time focusing and motivating myself because the text was so long and boring. (Reflective journal)

...I mean, it's about what I'm working on in general…but of course it also depends a lot on how I feel emotionally… If I'm in a bad mood that day, as I said, my motivation can be bad at that moment. As a result, I get bored… (Interview- Student 1)

Overall, these findings imply that the participants' comments of affective related factors including "negative feelings (boredom, anxiety, frustration, etc.)", "lack of interest" and "low motivation" as potential sources of FLB. The following section deals with situational factors as the sources of FLB among learners.

4.2.2.3. Situational Factors

The next category that emerged from the categorization of the codes was the "situational factors" under the "sources of FLB among learners" theme. According to the results gained by the data, a view mentioned by the participants was that situational factors, which referred to the external circumstances or conditions that impacted learners' language learning experience, and influenced their emergence of boredom in class. These factors can contribute to feelings of boredom and disinterest in the learning process. The variables included under this category are "input overload", "poor language environment" and "lack of opportunity". Table 20 presents the codes identified under this category.

Table 20

The FLB Sources of Situational Factors

Theme	Category	Code	f
Sources of FLB among learners	Situational factors	Input overload	61
		Poor language learning environment	38
		Lack of opportunity	15

f = frequency

The table above presents that "input overload" (N=61) was a significant source of FLB among learners under this category. "Input overload", in this context, can be explained as a source of FLB that occurred when learners were given too much information or input at once, and it became overwhelming or confusing. Learners mentioned that when the material or instruction included too much information, they felt bored or disinterested in the language learning process because they could not process the information effectively. The participants experienced FLB when they were presented with too much new vocabulary, complex grammar structures, or long reading or listening passages beyond their current proficiency level. They also mentioned that they felt bored when there was too much focus on accuracy

and correction, rather than meaningful communication and interaction. Below are some samples from the data:

> Sample 1: *This week in class, I got bored when we did reading activity because the reading passage was too long and the time did not pass.*
>
> Sample 2: *This week in class, I got bored when did listening activity because the listening was too long and I could not catch the listening.*
>
> Sample 3: *This week in class, I got bored when we did reading because the reading was too long and got boring after a while.*
>
> Sample 4: *This week in class, I got bored when we did grammar because our teacher's instruction was too much and I got confused.*
>
> Sample 5: *This week in class, I got bored when we did the "crime" subject because we really focused on it too much and I got tired of it.*

Commenting on this issue, the participants in the interviews and reflective journals also mentioned that focusing too much on an activity, material, or instruction made them bored and overwhelmed. The samples from the data below demonstrate the situation:

> *...answering questions after a long reading the text made me so bored.* (Reflective journal)
>
> *... I got bored and distracted in the last lessons because we did the same thing for 4 lessons.* (Reflective journal)
>
> *eeee…. There are too many words…. It just makes me miserable because just one word has thousands, hundreds of meanings. I feel like I will never learn.* (Interview-Student 5)

Next, "poor language learning environment" (N=38) was coded as a possible source of FLB among learners. They commented that they got bored when the setting in the classroom was unsuitable for learning. For example, uncomfortable furniture, inadequate lighting, or poor air quality made it difficult for them to stay focused and motivated during language classes. Additionally, noise, distractions, or interruptions also disrupted the learning process and led to boredom or disinterest in the material. Finally, the data also indicated that an environment in which learners felt unsupported by their peers or teachers contributed to a sense of boredom and lack of motivation. Below are some samples from the data:

Sample 1: *This week in class, I got bored when we did reading because I cannot focus in a noisy classroom and I think it is more useful when I solve it individually at home.*

Sample 2: *This week in class, I got bored when we did not interactively deal with the subject of grammar because I do not enjoy grammar topics. If the expectation of my teachers to attend the lesson was not fulfilled, the environment became even more boring for me.*

Sample 3: *This week in class, I got bored when did grammar because first I do not like grammar and second there was no air in class because of the masks we were wearing. I was really overwhelmed.*

Sample 4: *This week in class, I got bored when we did speaking because I was disturbed because the class attendance was low.*

Sample 5: *This week in class, I got bored when we did writing because our teacher's instruction was very unexciting and ineffective, I couldn't be motivated.*

The participants' comments in the reflective journals and expressions in the interviews also reflect that learners experienced FLB in class when they encountered the same situations mentioned above. Below are some samples from the data:

... the reading activity became so boring in the class because of the boring atmosphere we felt while doing them. (Reflective journal)

... but the classroom environment also affects me ... whether it is the sound in the classroom ... or the attitude of people towards me, so feel frustrated. (Interview – Student 1)

I think the classroom… I don't know if this is very important, but I think the classroom was very important, because even the small size of the classroom had a great impact on whether I liked the lesson or not. (Interview – Student 3)

Further, "lack of opportunity" (N=15) was another possible source of FLB among learners that emerged under the "situational factors" category. "Lack of opportunity" in the context of foreign language learning can be explained as the absence or insufficiency of chances for learners to practice using the language. Data indicated that when there was a lack of opportunity to use the language, learners became bored and disinterested because they felt they were not progressing or improving their skills. The participants also commented that if they were not given enough opportunities to practice speaking the language in or outside the

class, they became bored and lost motivation to learn. The following remarks demonstrate the situation:

> Sample 1: *This week in class, I got bored when we were dealing with the same subject because I want to see and speak about different topics.*
>
> Sample 2: *This week in class, I got bored when we did our presentation activity because while waiting for the presenters, I was very stressed until it was my turn. That's why I got so bored.*
>
> Sample 3: *This week in class, I got bored when we did the exercises of the reading activity because too much time was given, I was bored with the rest of the time as I finished it right away.*
>
> Sample 4: *This week in class, I got bored when we did reading because I got so tired doing the same thing for 4 lessons and we had no chance of speaking.*

Talking about the issue, the participants in the reflective journals and the interviews also mentioned that they got frustrated and overwhelmed due to the lack of opportunities to practice the language in class. Below are some samples from the data.

> *... the speaking activity really bored me because the atmosphere of the environment made me nervous and I lost interest. I had no chance to speak, this also made me nervous.* (Reflective journal)
>
> *... we were doing a speaking activity about "education" but I got so bored because the topic did not interest me and everyone had something to say… I had no chance to speak.* (Reflective journal)
>
> *...the person in front of me… either because he is not self-confident or because he thinks his English level is low…. Aaaaa… my… doesn't respect me and prefers not to talk…. This lowers my motivation, for example, and is an obstacle for me to speak…* (Interview-student 2)

What was concluded from the participants' expressions was that "input overload", "poor language learning environment" and "lack of opportunity" are probable sources of FLB among learners under "situational factors". The last category that emerged from the data, "individual differences factors", is explained in the next section.

4.2.2.4. Individual Differences Factors

Another category identified under the "sources of FLB among learners" theme was the "individual differences factors". In the data, learners mentioned that factors related to their individual differences played a significant role in their emergence of boredom. The individual differences factors of FLB referred to the influence of personal factors such as personal preferences and learning style on the experience of boredom in foreign language learning. Variables such as "personal preferences" and "learning style" were coded under this category. Table 21 shows the codes under this category.

Table 21

The FLB Sources of Individual Differences Factors

Theme	Category	Code	f
Sources of FLB among learners	Individual differences factors	Personal preferences	19
		Learning style	8

f = frequency

As presented in Table 21 above, although the codes were fewer, "personal preferences" (N=19) were found to be a potential source of FLB among learners. Participants' expressions indicated that "personal preferences" was a potential source of FLB when they were not interested in the content or teaching methods. For example, a learner mentioned that he/she prefers learning through visual aids and found a text-heavy approach boring and unengaging. Similarly, it was concluded from the data that learners who did not enjoy certain topics or genres became bored or disinterested when those subjects were covered in class. Below are some samples from the data:

> Sample 1: *This week in class, I got bored when did grammar because grammar topics do not interest me at all.*
>
> Sample 2: *This week in class, I got bored when had a pop-quiz because I do not like pop-quizzes.*
>
> Sample 3: *This week in class, I got bored when did vocabulary activities because I'd better memorize the vocab at home by myself.*

Sample 4: *This week in class, I got bored when we did vocabulary activity because I hate memorizing words.*

Sample 5: *This week in class, I got bored when we did writing because I do not like essay writing, it not my type.*

When the data gathered from the interviews and reflective journals were examined, it was seen that learners got bored according to their personal choices, as mentioned above. Below are some sample extracts from the data that illustrate the situation:

...reading and listening bores me a lot because I don't like reading very much, so I got bored of reading. I get very confused in listening and note-taking, so I was bored. (Reflective journal)

... So I think it's relevant to the topic in the lesson. When the topic is boring… or not my type of topic… that is, it is about the lesson in general… it is about the subject of the lesson. (Interview – Student 4)

Finally, "learning style" (N=8) was found to be a possible source of FLB among learners under this category. Learning style can be explained as how individuals prefer to learn and process information. The participants' expressions indicated that when the teaching style used in the classroom did not align with their preferred learning style, they became disengaged and experienced boredom in class. The extracts below from the data illustrate the situation:

Sample 1: *This week in class, I got bored when we did individual work because doing activities alone is boring.*

Sample 2: *This week in class, I got bored when we did reading activity because I find individual reading at home more productive.*

Sample 3: *This week in class, I got bored when our teacher does not use any power point for the vocabulary activities because I don't understand or remember when she only writes them on the board.*

The participants' expressions in the interviews and the written answers in the reflective journals also indicated that learners experienced FLB in class when the class activities or teaching method did not meet their own styles of learning. The samples from the data below demonstrate the situation:

... we were reading passages from course pack in class and it was so boring for me and I didn't do it because I couldn't get efficiency, I get more efficiency when I do it individually. (Reflective journal)

... I mean, I understand better when I read by myself, but when I do it with the class, I can't focus at all, which bothers me then... (Interview- Student 1)

Overall, the participants mentioned that "personal preferences" and "learning style" can be potential sources of FLB among learners. The following section focuses on the last category, "physical factors", as possible sources of FLB among learners in a language class.

4.2.2.5. Physical Factors

The last category that emerged under the "sources of FLB among learners" theme was the "physical factors". Physical factors, in this study, can be explained as physical fatigue or illness that contributed to FLB as learners lacked the energy or concentration needed to engage with the material. Therefore, only "tiredness" was coded in the data under this category. Table 22 presents the frequency of the codes under this category.

Table 22

The FLB Sources of Physical Factors

Theme	Category	Code	f
Sources of FLB among learners	Physical factors	Tiredness	11

f = frequency

As seen in Table 22, "tiredness" (N=11) was the only variable coded under "physical factors" as the source of FLB among learners. The participants mentioned that they found it difficult to focus and engage with the material and the learning process when they were physically or mentally exhausted. As a result, they felt bored or disinterested in the language-learning activities in class. It was inferred from the data that learners' tiredness was caused by various factors such as lack of sleep, stress, or physical exertion. Below are some sample extracts from the data:

Sample 1: *This week in class, I got bored when we did grammar because I had a great headache.*

Sample 2: *This week in class, I got bored when did note-taking listening activity because I was too tired and sleepy.*

Sample 3: *This week in class, I got bored when we were doing a reading activity because my mind was on the quiz and I couldn't focus on anything, I was so stressed.*

Commenting on the "tiredness" issue, the participants' expressions in the interviews and the written answers in the reflective journals also indicated that learners felt bored when they encountered the situations mentioned above. Below are some samples from the data:

... even when we played games in class I got bored because the term was so long, I got tired and my motivation dropped. The difficulty of the exams taken by the other levels put me under stress and had a negative impact on my classroom performance. (Reflective journal)

…when I don't understand, I get stressed. When I'm stressed, I get bored… (Interview-Student 5)

Eeee…. In fact, not with English education in general, but with what people experience during the day and in life… For example, being sleepy is a factor. When you can't do something normally because you're sleepy or because you're distracted, I say, I could have done it, but I couldn't, for example, this is making me bored. (Interview – student 2)

4.3. Findings for Research Question #3

While examining the sources of FLE and FLB among learners, a question emerged. As the sources mentioned above were the reasons for the learners' experiences of these emotions, it was seen that there was a relationship between FLE, FLB, and the language skills and sub-skills covered in class. Therefore, the study's third and last question aimed at examining the relationship between the language skills (i.e., reading, writing, listening, and speaking) and sub-skills (i.e., grammar and vocabulary) and the learners' experience of FLE and FLB in class. Precisely, this question aims to identify the most enjoyable and boring language skill(s) and/or sub-skill(s) among learners. All the data gathered by quotation surveys, reflective journals, and interviews were coded by means of content analysis. Therefore, the data was divided into three sets: data set 1 for the quotes, data set 2 for the reflective journals, and data set 3 for the interviews.

4.3.1. The Relationship between FLE and the Language Skills and Sub-Skills

In this study, the participants were asked about the situation when they experienced FLE in class via the quotation survey, reflective journals, and interviews. As most participants mentioned a language skill activity, all the data gathered by these instruments helped the researcher identify the relationship between FLE and the language skills and sub-skills among them. Table 23 below provides the frequencies and the codes of the content analysis for identifying the language skills and sub-skills that affected learners' experience of FLE in language class.

Table 23

The Frequencies of Language Skills for FLE

	Frequency			Total
Codes	Data set 1 (Qs)	Data set 2 (RJs)	Data set 3 (INTs)	
Speaking	49	46	17	112
Listening	30	11	3	44
Writing	26	8	9	43
Reading	23	6	10	39
Vocabulary	17	8	7	32
Grammar	16	2	0	18

Qs = Quotes, RJs = Reflective journals, INTs = Interviews

As presented in Table 23, frequencies of each language skill related to FLE were identified. It was inferred from the table that the participants found the "speaking skill" (N=112) activities the most enjoyable in class. That is to say, learners experienced FLE most when they did speaking skill activities/tasks in class. The participants' expressions in the data indicated that speaking is a crucial element of communication, and they understand how crucial it is to have the ability to express oneself orally to take part in discussions and other social interactions in the target language. As mentioned above in the sources of the FLE section, when learners could effectively express their ideas and thoughts in the target language, speaking tasks provided them with a sense of accomplishment and satisfaction. Some samples from the data illustrate the situation:

Sample 1: *This week in class, I enjoyed when we did speaking because my speaking ability improved, I felt happy as I expressed myself.* (Quotes)

Sample 2: *I enjoyed the speaking in class because I felt like I could speak in English.* (Reflective Journal)

Sample 3: *When talking to someone, understanding the conversations with the people who are the natives of that language makes me very happy, it makes me feel like I am one of them. You know, it is so beautiful, it makes me feel I am successful in this language.* (Interview – Student 3)

Further, "listening skill" (N=44) was found to be the next mostly coded enjoyable language skill among learners in all the data. This indicated that although listening skill is a receptive skill, which means that learners do not produce the language, they enjoyed listening activities in class. What learners mentioned in all data indicated that learning how to comprehend spoken language is important since listening is a crucial part of communication. The participants also mentioned that when they were able to complete listening exercises well and understand the spoken language, they felt accomplished and satisfied. Thus, it can be said that when the learners were able to comprehend the target language in the listening activities, they enjoyed the process of language learning more. Below are some situations from the data that demonstrate the situation:

Sample 1: *This week in class, I enjoyed when we did listening activity because I understood the listening text and I can be more successful than before.* (Quotes)

Sample 2: *I really enjoy in listening activities because it was enjoyable to gradually understand the language I do not know at the stage of learning*. (Reflective Journal)

Sample 3: *... hmm I like to read the topics that interest me… or I like to listen… I am happy when I understand them myself…* (Interview – Student 1)

Next, enjoyment in "writing skill" (N=43) was coded at an intermediate level among learners. This indicates that learners found writing skill tasks enjoyable at an average level. The participants' expressions indicated that "writing" provided them with an enjoyable environment to work on their grammar and vocabulary. They also mentioned that writing skill activities were an enjoyable and successful approach for them at an average level to strengthen their communication abilities in the target language while also giving them a

sense of accomplishment and engagement in the language learning process. Below are some samples from the data illustrating the situation:

> Sample 1: *This week in class, I enjoyed when we did writing because I felt like I improved a lot.* (Quotes)
>
> Sample 2: *I enjoy writing tasks because I can use the words and grammar structures that I newly learned*. (Reflective Journal)
>
> Sample 3: *...I'm thinking… I feel more comfortable while writing… when I'm writing something I think I can better express myself because it is not like speaking… while writing I can think and write better sentences and express myself better…* (Interview-Student 4)

"Reading skill" (N=39), on the other hand, was found to be one of the less enjoyable skills among the learners. Some learners found the reading skill tasks enjoyable and helpful in their language-learning journey. The reasons were already mentioned above in the results of question 2; however, it is also crucial to mention some reasons in this section to better understand why learners found reading skill tasks enjoyable but less. Learners mentioned that reading became joyful when they had a personal connection to the reading contents. The ability to select reading materials that were relevant to their interests, hobbies, or cultural background increased their motivation and engagement in the work. They also mentioned that they enjoyed reading skill activities when the tasks were made to be interactive and entertaining, such as through group conversations or debates over the reading materials. Below are some samples from the data that demonstrate the situation:

> Sample 1: *This week in class, I enjoyed when we did reading because I like reading the texts that interest me.* (Quotes)
>
> Sample 2: *When we read an article and speak about it, I enjoy a lot because I can learn my friends' opinions on the topic as well.* (Reflective Journal)
>
> Sample 3: *... Reading and writing, but I think mostly reading because I normally like to read a lot too… well, I think I am successful too… I think I can answer questions more easily… so I have fun with reading the most.* (Interview – Student 1)

Moreover, the sub-skill "vocabulary" (N=32) learning tasks were also found to be less enjoyable than the skills mentioned above among the learners. What was inferred from the participants' expressions in the data was that they found vocabulary learning enjoyable due

to the ability to speak more clearly and confidently in the target language by expanding their vocabulary. They also mentioned that they enjoyed vocabulary learning activities when the tasks were done in various ways, such as through games, puzzles, or interactive activities, which made the learning process more engaging and fun. The participants' expressions also indicated that when they were able to see their progress and improvement in vocabulary learning over time, they had more fun in the process. The samples below illustrate the situations:

> Sample 1: *This week in class, I enjoyed when we repeated the newly learned words by playing games because both the words remained in my mind and we learned with pleasure.* (Quotes)
>
> Sample 2: *I had fun while we were learning new words and creating new sentences because I understood that I can express myself better with new words.* (Reflective Journal)
>
> Sample 3: … *For example, when I learn a word, when I start using it or when I start using it in speaking, I am happy when I see that I improve myself.* (Interview- - Student 4)

Finally, the sub-skill "grammar" (N=18) was found to be the least enjoyable skill than the other skills among learners. Although the number of the code is less, some learners still mentioned that they enjoyed grammar tasks in class. The participants reported that grammar tasks were an enjoyable and effective way for them to develop their language proficiency, improve their accuracy, and communicate more effectively. They also asserted that when they were provided with practical applications of grammar rules and opportunities to have engaging and fun activities, grammar tasks made language learning more fun and enjoyable. The following excerpts illustrate these situations:

> Sample 1: *This week in class, I enjoyed when we did grammar because our teacher explains grammar much better and more fun.* (Quotes)
>
> Sample 2: *This week in class, I enjoyed when we did grammar because I understood the subjects and I was able to do it. I was happy that it satisfied me.* (Quotes)
>
> Sample 3: *When we had the chance to try out the grammatical structures we had just learned I enjoyed a lot because it was fun to try what we learned.* (Reflective Journal)

4.3.2. The Relationship between FLB and the Language Skills and Sub-Skills

As mentioned above, the participants were also asked about the situation when they experienced FLB in class via the quotation survey, reflective journals, and interviews. As most participants mentioned a language skill activity, all the data gathered by these instruments helped the researcher identify the relationship between FLB and the language skills and sub-skills among them. Table 24 below provides the frequencies and the codes of the content analysis for identifying the language skills and sub-skills that affected learners' experience of FLB in language class.

Table 24

The Frequencies of Language Skills for FLB

	Frequency			Total
Codes	Data set 1 (Qs)	Data set 2 (RJs)	Data set 3 (INTs)	
Reading	63	31	7	101
Listening	44	21	6	71
Grammar	20	16	8	44
Speaking	12	13	3	28
Writing	15	9	0	24
Vocabulary	7	3	2	12

Qs = Quotes, RJs = Reflective journals, INTs = Interviews

Table 24 presents the frequencies of the language skills' codes concerning FLB that were identified in all the data. The most boring language skill coded in the data was found to be the "reading" (N=101) skill. Although few learners found "reading" enjoyable, as mentioned above, most of the participants mentioned that they found "reading" skill boring. Therefore, it can be said that learners in a Turkish context experienced FLB the most when they did reading skill tasks in class. Learners generally mentioned that they found the reading paragraphs too long and uninteresting. The paragraphs being too long made the learners lose concentration and focus on the tasks and frustrated them. Further, when the topic of the reading texts was not interesting to them, they got bored. The data also indicated that the learners became frustrated and lost interest when the reading materials were too challenging or above their present level.

Moreover, learners experienced FLB while doing reading skill activities due to a lack of interaction in class. When the tasks were done in an isolated way without any social interaction, they got frustrated and lost their motivation. Below are some samples from the data that illustrate these situations:

> Sample 1: *This week in class, I got bored when we did reading activity because it was too long and the topic was uninteresting and I had trouble focusing so it was a very boring activity* (Quotes)
>
> Sample 2: *Reading on unrelated topics (trends, design) made me so bored in class because the topics were not interesting to me.* (Reflective Journal)
>
> Sample 3: *When we read the paragraphs individually in class bored me a lot because of the boring atmosphere we felt while doing them.* (Reflective Journal)
>
> Sample 4: …*for example, I usually get bored with reading…. Because… I mean, I can't understand some words at all. When I don't understand, I get stressed. When I'm stressed, I get bored.* (Interview – Student 5)

The next mostly coded language skill in relation to FLB among learners was the "listening" (N=71) skill. It was inferred from the data that the participants found listening skill tasks boring in class. As mentioned in the "reading" skill section above, learners found "listening" boring due to their lack of concentration, long texts, challenging tasks above their level, uninteresting topics, and so on. As in the "reading" section again, learners found listening skill boring because of the lack of social interaction, as well. Additionally, what is striking about the data is that learners found "listening" skill both enjoyable and boring at the same level. Below are some sample extracts from the data:

> Sample 1: *This week in class, I got bored when we did listening because I don't think I understand anything while listening and I'm having a hard time.* (Quotes)
>
> Sample 2: *I got frustrated when we were watching a video lasting 15-17 minutes and answering questions simultaneously, of a narrator who spoke very fast with an accent above my level and grammar because his speech was very fast and it was very difficult for me to both follow the video and answer the questions. I couldn't do it anyway and after a point I stopped doing the activity.* (Reflective Journal)

Sample 3: *...listening makes me a little unhappy like that… when I don't understand them fully, when I miss them, my focus goes directly away. Yes, listening that way in general makes me bored.* (Interview – Student 4)

Therefore, it can be concluded that learners experienced FLB in class when they encountered receptive skills activities. As concluded in the FLE section, learners enjoy more interactive and productive tasks and get bored in isolated receptive tasks.

The next skill that was found boring among learners is the "grammar" (N=44) sub-skill. The participants' expressions in the data indicated that they found grammar tasks dull and boring. Because grammar structures are generally complex and technical, learners found the tasks monotonous and unengaging. Further, learners experienced FLB in class because of the repetition and lack of variety in grammar activities. That is to say, when grammar exercises that include filling in gaps or finding errors are given to learners frequently, they may feel that the activities lack creativity and lose interest in the activity. The following excerpts from the data demonstrate the situation:

Sample 1: *This week in class, I got bored when we did grammar topic passive causatives because I had a hard time understanding the subject and it was confusing to me.* (Quotes)

Sample 2: *When we do too much grammar I get bored because it is not fun and I'm overwhelmed by the intensity of grammar lessons done one after the other.* (Reflective Journal)

Sample 3: *…sometimes it was boring because the grammar topics we were doing were challenging… you know, I felt like… I felt like I didn't understand. I felt like I wasn't speaking English. And it's boring to have monotonous activities.* (Interview – Student 3)

"Speaking" (N=28) and "writing" (N=24), as productive skills, were found to be less boring in class among the learners. As mentioned above, speaking and writing tasks were found to be more enjoyable than the other skills. However, few participants mentioned that they experienced FLB during these skills tasks. Regarding "speaking" skill tasks, the participants asserted that learners felt bored when they lacked confidence in their speaking abilities or felt self-conscious about making mistakes due to their proficiency level. They also mentioned that speaking activities got monotonous when they were required to perform the same activities or topics again. Further, when the speaking tasks were not entertaining,

interesting, or relevant to the learners, they also lost interest in them, thus experienced FLB in class.

As for writing skill, it was inferred from the data that when learners lacked confidence in their writing skills or the activities were too difficult or uninteresting for them, they felt bored and frustrated. Because the institution where this study was conducted only included opinion essay writing in their writing tasks, learners sometimes felt bored and found writing monotonous when they were assigned to complete the same type of task repeatedly. Therefore, it can be concluded that if the tasks are not interesting or varied, learners may get bored in both situations. Below are some samples from the data for both "writing" and "speaking" skills:

> Sample 1: *This week in class, I got bored when we did speaking because the topic of the speaking was so boring to me.* (Quotes)
>
> Sample 2: *When we were talking with our partner next to us and then we continued with new people matched by our teacher I got bored, because I don't like talking with partners all the time and I was not good at speaking, and this was why it bore me.* (Reflective Journal)
>
> Sample 3: …in speaking, sometimes I get bored and get excited at a time like this… I can't say what I want to say… (Interview – Student 4)
>
> Sample 4: *This week in class, I got bored when we did writing because I don't like writing, we don't do it in a fun way.* (Quotes)
>
> Sample 5: *When we were writing essay with a clear subject, but I was very bored because writing essay all the time bores me.* (Reflective Journal)
>
> Sample 6: *When we were doing writing I got frustrated and bored because I knew I could do more myself but couldn't get it on paper as I had in mind.* (Reflective Journal)

Finally, the "vocabulary" (N=12) learning sub-skill was found to be the least boring skill in language class among learners. Only a few data indicate that learners get frustrated while doing vocabulary learning tasks. Learners mentioned that when they were given the same kinds of activities repeatedly, such as memorization tasks or matching exercises, they lost interest and thus got bored. They also experienced FLB in class when the newly learned vocabulary items exceeded their proficiency level. Moreover, the data also indicated that the

participants felt frustrated when they lacked context for the words they were learning. The following extracts illustrate these situations:

> Sample 1: *This week in class, I got bored when we did vocabulary activities because the words were above my level I had a hard time understanding.* (Quotes)
>
> Sample 2: *...I think we were putting words in the blanks and because sometimes it can be boring to repeat what we have already done.* (Reflective Journal)
>
> Sample 3: *eeee…. these situations bother me a lot... There are too many words…. It just makes me miserable because just one word has thousands, hundreds of meanings and don't understand where to use which word. I feel like I will never learn.* (Interview – Student 5)

Overall, the participants in this study experienced FLE the most in "speaking" skill tasks and FLB the most in "reading" skill tasks. Further, learners experienced FLE the least in "grammar" and FLB the least in "vocabulary" sub-skills. Moreover, the sequence of the language skill and sub-skills in relation to FLE is followed respectively by "listening", "writing", "reading" and "vocabulary" skills. The sequence of the language skills and sub-skills in relation to FLB, on the other hand, is followed by "listening", "grammar", "speaking" and "writing". Therefore, it can be concluded that EFL learners in a Turkish context enjoy more productive skills and get bored more with receptive skills. Suggestions for this issue are given in the next chapter.

CHAPTER V

DISCUSSIONS

As previously mentioned, this study aimed to investigate the relationship between FLE, FLB, and the motivation of EFL learners in a Turkish context. Further, it also aimed at finding out the possible sources of FLE and FLB among learners. The previous chapter included all the results gained by the research instruments in the study. This chapter reviews the results by responding to the following research questions.

1. How do learners' FLE and FLB experiences in language classes affect their motivation to learn?
2. What are the sources of FLE and FLB for learners?
3. Are learners' experiences of FLE and FLB related to language skills? If so, in which language skill(s) or sub-skill(s) do learners experience FLE and FLB the most?

5.1. Discussion on Research Question #1

Emotional experiences significantly impact the motivation of students. As emotions have the power to activate or deactivate motivated behavior, they significantly influence foreign language learners' motivation (Pekrun et al., 2002a). Dewaele and MacIntyre's (2014) ground-breaking research has proven that we must simultaneously discuss positive and negative emotions to understand how emotions affect language learning. Therefore, this study has focused on 33 Turkish EFL learners' experiences of FLE (positive emotion) and FLB (negative emotion) in a private university's language classes over a period of 8 weeks by gathering data from reflective journals and semi-structured interviews. The findings of this question indicate that there is a close link between these emotions and motivation to learn a foreign language, impacting learners' motivation both positively and negatively.

Although FLE can be considered as a motivation enhancer and FLB as a motivation minimizer, the study's findings show that these emotions have both positive and negative effects. Contrary to expectations, FLE can be detrimental, and FLB can be a motivation enhancer for learning a foreign language. However, the findings also indicate that the positive effects of FLE and the negative effects of FLB on motivation to learn are more than the negative effects of FLE and the positive effects of FLB. Further, as Dewaele and McIntyre (2014) suggested that the lack of a positive emotion does not always indicate the existence of a negative emotion or the contrary; this study also did not find any relationship between FLE and FLB. That is to say, the presence of FLE did not refer to the absence of FLB or vice versa.

On the positive side, enjoyment of a language can result in increased motivation and engagement as well as better results in learning a language. On the negative side, over-enjoyment in a language can reduce the effort and motivation for learning a language. Therefore, it is crucial that teachers and language learners be aware of how FLE could affect their motivation to learn. On the other side, FLB may appear as a source of motivation for language learners to use more efficient study techniques; however, on the negative side, FLB can cause a decrease in focus, enthusiasm, effort, and even depression, all of which can have a detrimental effect on motivation. These data suggest that emotions, both negative as well as positive, have a role in motivating and demotivating learners and are crucial to the process of learning a new language. This is consistent with earlier studies on emotions in the foreign language and general education (McIntyre & Vincze, 2017; Mendez-Lopez, 2011; Mendez-Lopez & Pena-Aguilar, 2013; Pekrun et al., 2002a; Pishighadam et al., 2016).

Based on the analysis of the participants' expressions in reflective journals and semi-structured interviews, four themes were found concerning FLE, FLB, and motivation to learn a foreign language: positive effects of FLE, negative effects of FLE, positive effects, effects of FLB and negative effects of FLB. In the next section, the findings are discussed in accordance with the existing literature.

5.1.1. Discussion on the Positive Effects of FLE

Concerning the first theme, various variables were coded under the potential positive effects of FLE on motivation to learn. As mentioned in the previous chapter, these variables included "L2 improvement", "increased desire to learn" and "increased attention", which

can lead to improved language learning outcomes, "self-efficacy" and "self-confidence", which increases their belief in their ability to learn the language which also may lead to a more positive attitude towards learning and an increased effort in language learning, and "become ambitious", which may lead to being more successful in the language learning process.

The first variable, "L2 improvement", was found to be the most coded variable as a possible positive effect of FLE on motivation to learn. It was concluded that when studying a foreign language is enjoyable, students are more likely to be motivated to keep going and advance their language abilities. This could entail learning grammar and vocabulary, speaking with natives, and partaking in activities requiring real-world language use. All of these activities can help to develop a learner's language proficiency and help them become more proficient in their second language. This result is compatible with numerous studies' findings investigating the connection between enjoying a foreign language and L2 improvement (Dewaele & McIntyre, 2014; Li et al., 2019). As in this study, these studies show that learners are more likely to participate in the learning process and become motivated to advance their language abilities when they enjoy learning a foreign language. Dewaele and McIntyre (2014), for example, discovered that learners' willingness to communicate in the target language, which was connected to greater competency, was significantly predicted by how much fun they were having while learning the language. Similarly, Li et al. (2019) found that students' motivation to learn and enjoyment of learning a foreign language were positively correlated and that this motivation was associated with higher proficiency levels in the target language.

According to the participants' expressions, the second most coded variable under this theme is "increased desire to learn". It was concluded that when learners have positive experiences with foreign languages, they become more motivated to learn and become more interested in the language and its culture. This result is in accordance with Mercer and Ryan (2010) reporting that learners who expressed enjoyment when learning a foreign language were more likely to want to continue studying the language even after the lesson finished. As this study also found that FLE can lead to a greater appreciation for the language and culture, as well as the ability to connect with more people from different backgrounds, Wang, Derakhshan and Zhang (2021) discovered that learners desire to study abroad and fully immerse themselves in the target language and culture was positively correlated with how much they enjoyed learning a foreign language.

Next, according to the participants' expressions, "increased self-efficacy" was found to be another potential positive effect of FLE on motivation to learn a foreign language. What learners mentioned indicated that when language learners found language study enjoyable, it increased their self-confidence and sense of accomplishment. They felt more confident in their ability to succeed, which motivated them to keep working hard. This finding is compatible with what Dewaele and McIntyre (2014) suggested in their study that the learners' self-efficacy views, which were in turn associated with a stronger readiness to communicate in the target language, were positively correlated with their enjoyment of foreign languages. This study also concluded that as their self-efficacy grew, learners became more motivated to learn, leading to improved language skill acquisition. Likewise, a study by Li et al. (2019) discovered that learners' perceptions of their capacity to attain their language learning objectives and confidence in their abilities to learn a foreign language were positively linked with FLE.

Moreover, the current study found " improved self-confidence " to be another potential positive effect of FLE on motivation to learn. It was found that when learners enjoy learning a foreign language, they develop stronger confidence, risk-taking willingness, and a tendency to push themselves. The study's participants felt more motivated to learn the language as a result of their increased self-confidence in their language proficiency and openness to further learning. In accordance with this result, Dewaele and McIntyre (2016) highlighted that students' self-confidence in speaking the target language was positively correlated with their enjoyment of learning foreign languages. This was found to be associated with more motivation to learn and practice the language.

Further, the current study found that by believing in their ability to learn the language, learners were able to stay motivated and keep working towards their language learning goals. Likewise, Li et al. (2019) stated that the perception of learners' language learning ability and their general sense of self-confidence were both positively correlated with their enjoyment of learning a foreign language. Furthermore, Tunçel (2015) conducted a study to determine the relationship between self-confidence and learning Turkish as a foreign language. According to the findings of the study, it was claimed that when the learners are offered enjoyable class activities, in other words, when they enjoy the class, they can improve their self-confidence in the target language.

Another potential positive effect of FLE on motivation to learn that was found in this study was that when learners enjoy the class, they are more likely to engage in the activities and

are more likely to pay attention to an activity when they enjoy it, which boosts motivation and enhances the chance that they will learn the language. In addition, "increased attention" can help students understand the activity better and lead to more in-depth learning. This finding is consistent with Mercers's (2017) study, which claimed that learners' attentional control - their capacity to keep their attention on language-learning tasks - was positively correlated with how much they enjoyed learning a foreign language. Similarly, Boudreau et al. (2018) stated that "if pleasure can occur simply by performing an activity or completing an action, enjoyment takes on additional dimensions such as an intellectual focus, heightened attention and optimal challenge" (p. 153). Also, Dewaele and Alfawzan (2018) argued that the construct of enjoyment combines elements such as intelligent focus, keen attention, and ideal challenge and functions as a powerful motivator for learning a foreign language.

The last potential positive effect of FLE on motivation to learn in the study was found to be "becoming ambitious". That is to say, when a learner enjoys learning a foreign language, it can inspire them to take on more ambitious projects and activities. The participants mentioned that when they enjoy the activity done in class, they become more ambitious about learning the target language as they feel a sense of accomplishment. This result is in accordance with what Csizér and Dörnyei (2005) suggested, as learners' experience of FLE was shown to be positively connected with their goal-oriented behavior in language learning, such as establishing particular language learning goals and looking for opportunities to use the language. The current study suggested that as learners become more ambitious in their learning and activities, they may be more likely to take on new challenges and strive for higher achievements. This suggestion is in line with the findings of Dewaele and Alfawzan (2018), who found that learners desire to participate in language-related activities outside of the classroom, such as going to language exchange events or accessing online language resources.

Overall, all these results are consistent with the Broaden-Build Theory's (Fredrickson, 2001) assumptions that positive emotions help learners develop their abilities, extend their perspectives, and help reverse the effects of negative emotions. These findings are also in line with Pekrun et al.'s (2007) three-dimensional taxonomy of achievement emotions on academic emotions, which is based on the control-value theory of achievement emotions. According to this taxonomy, enjoyment, for example, is seen to be a positive feeling that can excite learners while performing activities, increasing their academic motivation. Thus, based on the positive effects of FLE found in this study, FLE can be explained as activating

positive emotion. However, this study also found some negative effects of FLE on learners' motivation to learn a foreign language. The next section's discussion is based on the negative effects of FLE on motivation to learn.

5.1.2. Discussion on the Negative Effects of FLE

The second theme that emerged from the participants' responses in accordance with the first research question was the negative effects of FLE on motivation to learn. Despite the fewer responses of the participants about this issue, it was found that over-enjoyment in a language class led to "lack of effort" and "overconfidence", which in turn were considered as negative effects of FLE on learners' motivation to learn a foreign language.

The first negative effect of FLE on motivation to learn, as mentioned in the results section above, was found to be "lack of effort". The participants' responses suggested that when they are having fun, they might be less motivated to put forth the effort and hard work required to achieve fluency truly. Because of this, they might not take the language as seriously, be less motivated to practice regularly or attempt to master more complex topics. This finding is in line with the suggestions given by Mendez-Lopez and Pena Aguilar (2013), which indicated that learners did nothing to advance the target language after experiencing a positive emotion. The finding can be supported by the study of Masgoret and Gardner (2003), who claimed that learners who reported over-enjoyment were less likely to be motivated to partake in language learning activities that required effort and focus, such as grammar exercises or vocabulary drills. Similarly, Gregersen and Horwitz (2002) found that students who were non-anxious and enjoyed the language learning process were less likely to be motivated to engage in error correction, an activity that calls for careful attention and effort.

"Overconfidence" was found to be the second negative effect of FLE on motivation to learn a foreign language in this study. This negative impact found in this study can be concluded as learners feeling less motivated to learn since they already enjoy the language so much that they don't need to put in any more effort. That is to say, excessive enjoyment in learning a foreign language can create overconfidence, which can provide a false sense of security and a lack of motivation to keep working on one's language abilities. No study supported this finding; therefore, this result can be considered as a unique finding, and further research is needed for this issue. However, there is a finding of Moskowitz and Dewaele's (2020) study

that should be mentioned at this point. They mentioned that "those who are not overconfident about their ideas and intellectual abilities might experience slightly less enjoyment in the FL classroom than those who are overconfident" (p. 535). That is to say, those who are overconfident with their language learning abilities experience FLE more than the ones who are less overconfident.

Overall, these findings are also in line with Pekrun et al.'s (2007) three-dimensional taxonomy of achievement emotions in their study on academic emotions, which is based on the control-value theory of achievement emotions. Based on the taxonomy, relaxation, on the other hand, is seen as a positive deactivating feeling that can be harmful. Thus, based on the negative effects of FLE found in this study, FLE can also be explained as a deactivating positive emotion. As this study aimed to examine both positive and negative emotions in language learning, the following section discussed the effects of FLB on learners' motivation to learn a foreign language.

5.1.3. Discussion on Negative Effects of FLB

As the main aim of this study was to analyze the effects of one positive and one negative emotion on motivation, FLB was considered as the negative emotion to be analyzed. The third theme that emerged from the participants' responses in accordance with the first research question, as expected, was the negative effects of FLE on motivation to learn. It was found that boredom experienced by learners in a language class led "decrease in motivation and interest", "inability to focus", "fear of being unsuccessful", "decreased self-discipline" and "lack of self-confidence", which in turn affected learners' motivation to learn a foreign language negatively. This result is in line with Pekrun and Perry's (2014) taxonomy, suggesting boredom may be thought of as a negative, deactivating emotion that results from continual tasks or learning activities.

The first variable, "decrease in motivation and interest", was found to be the most expressed variable by the participants as a possible negative effect of FLB on motivation to learn. Most of the participants expressed that when they experience boredom in class, their motivation and interest in learning the language decrease. They claimed that losing their motivation and interest due to FLB reduced their incentive to complete tasks and activities related to the language. Various studies have focused on the impacts of negative emotions and further FLB on language learners among different variables such as achievement, proficiency, and

motivation (An, Ji, Marks & Zhang, 2017; Mendez-Lopez, 2011; Mendez-Lopez & Pena-Aguilar, 2013; Pawlak et al., 2020b;), and these studies found various effects of FLB on language learners. The findings of the study conducted by Li (2021) highlighted that when learners feel bored, they lose their interest in the subject and thus lose motivation to learn. Also, the findings of Mendez-Lopez and Pena-Aguilar (2013) highlighted that learners feeling negative emotions affected their language learning negatively and diminished their motivation to learn due to various factors.

Another variable as a potential negative effect of FLB on motivation to learn was found to be the "inability to focus". The participants' expressions in this study indicated that when learners become bored with the language they are being taught, they may lose focus and concentrate less on the task/activity in class. This can lead to a lack of motivation to learn, as learners may feel that their efforts are not helping them to make any progress. This interpretation is in line with Westgate and Wilson's (2018) study, which revealed that individuals who were bored while completing a task had trouble focusing and had decreased activity in brain areas linked to motivation and attention. Additionally, it can be concluded that when learners find themselves unable to focus, they may become easily distracted and fail to retain the information they are trying to learn. As a result, they may not be able to make the connections necessary to understand the language or effectively apply what they have learned.

The participants' responses also revealed that the "fear of being unsuccessful" was a negative effect of FLB on motivation to learn a foreign language. Their expressions meant that they became overwhelmed by the difficulty of the language and lack of progress, causing them to become discouraged and doubt their abilities. This fear led to frustration and low self-esteem, further diminishing their motivation. Further, it can be concluded that fear of failure can cause learners to become too anxious to take risks in their language learning, preventing them from making progress. This interpretation is in accordance with the study conducted by Mendez-Lopez and Pena Aguilar (2013), highlighting not only boredom but negative feelings in general, that learners' uncertainty and concerns were increased by their perception that they would not be able to complete their degrees. Some learners' worries made them believe that learning English was a very tough undertaking and that they could not be successful. Also, Bekleyen (2004) stated that due to various factors, such as extreme attention to grammar, learners feel frustrated and anxious, causing fear of failure. Thus, it

can be concluded that if learners are not motivated to keep pushing forward, they may not reach their goals and become more and more frustrated.

Another negative effect of FLB on motivation to learn emerged from the participants' responses is "decreased self-discipline". They asserted that when they were bored with the language taught in class, they lost their motivation and self-discipline to learn and became less likely to put in the effort to complete assignments or practice the language in class or outside of class. It can be concluded that without motivation, it can be difficult for learners to push themselves to stay disciplined in their studies. Although no direct study reveals the negative effects of FLB, Pekrun, Goetz, Frenzel and Barchfield (2011) similarly stated that boredom in the classroom was associated with lower academic achievement and reduced motivation to learn. Also, Renninger and Hidi (2011) have argued that a lack of interest in unpleasant feelings like boredom or frustration can contribute to a lack of motivation and engagement in learning activities. Ultimately, decreased self-discipline as a result of FLB can lead to a lack of progress in learning a foreign language.

Additionally, the responses of the participants urged that FLB had a negative effect of "lack of self-confidence" on learners' motivation to learn. What they mentioned indicated that when learners were bored with the language they were learning, they experienced feelings of inadequacy and frustration, leading to a lack of confidence in their abilities. Likewise, Dewaele and Alfawzan (2018) highlighted that some of the participants in their study expressed dissatisfaction with the English training, citing increased anxiety and boredom and a rising loss of self-confidence as reasons for quitting. Thus, it can be concluded that this lack of confidence can prevent learners from taking risks with their language learning, as they may be afraid of making mistakes or not being able to understand the activity/material in class. As a result, they may become discouraged and lack the motivation to continue learning.

Although some studies are albeit indirectly consistent with these findings, as stated above, these findings are somehow inconsistent with the findings of Kruk et al.'s (2021) study, claiming that "lack of motivation does not have to involve the presence of boredom and the other way around" (p. 34). That is to say, for example, a learner who is generally motivated may yet become bored with the practice of repeated and monotonous exercises, while an unmotivated learner may be participating in some enjoyable parts of a lesson.

5.1.4. Discussion on the Positive Effects of FLB

Although boredom is typically considered as a negative emotion that can cause disengagement and decreased motivation, with fewer responses from the participants, this study unexpectedly found that experiencing boredom while learning a foreign language may increase one's enthusiasm to learn. This finding is in line with some studies, which found some positive effects of negative emotions (Alrabai, 2022; Mendez-Lopez, 2011; Mendez-Lopez & Pena- Aguilar, 2013). However, this finding contrasts with Pekrun and Perry's (2014) result. According to the control-value theory, they found boredom as a negative deactivating activity-related achievement emotion. Therefore, more studies should be conducted on FLB to understand better its positive and negative effects on learning a foreign language.

Thus, under the scope of the first research question, the fourth theme found by the analysis of the participants' responses to the data instruments was the positive effects of FLB on motivation to learn a foreign language. The variables considered as the potential positive effects of FLB on motivation included "increased self-discipline", "improved cultural understanding" and "improved problem-solving skills", as learners may become more motivated to learn the language even if they get bored in class.

The first variable considered as a positive effect of FLB on motivation to learn a foreign language is "increased self-discipline". The participants' expressions revealed that FLB encouraged them to stay focused and motivated despite the difficulty in learning the target language. The study also revealed that when learners can push through the boredom, they may develop a sense of discipline that will help them stay motivated and persist in learning the language. This finding is only in line with Mendez-Lopez and Pena- Aguilar's (2013) study, which also focused on the positive effects of negative emotions. They found that the majority of students (16) in their study used emotional self-control and self-encouragement to encourage adequate levels of motivation energy. This result is also consistent with self-efficacy theory as developed by Bandura (1994), defining it as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (p. 71).

The next variable found as a possible positive effect of FLB on motivation to learn was "improved cultural understanding". The participants mentioned that although they experienced boredom in class, this did not demotivate them because they were aware of the

language-learning process. They were aware of the fact that learning a language meant to be learning the target language's culture as well; therefore, they motivated themselves. This revealed that learners could get a stronger understanding of the target language's culture and practices of the culture and a deeper understanding of it by being exposed to the language. This can help them interact with individuals from various countries more successfully and create language learning awareness. This approach to language learning is in line with Gardner's (1985) motivation theory, defined as "motivation to learn a second language because of positive feelings toward the community that speaks that language" (p. 82-83).

The last variable considered as a potential positive effect of FLB on motivation to learn was "improved problem-solving skills". The current study concluded that when learners become bored with the target language, they may become more focused on finding solutions to the challenges presented by the language. What some of the participants mentioned was that being bored in class did not affect them negatively. On the contrary, it increased their focus which helped them develop their problem-solving skills as they worked to figure out the language. This finding is in line with what Mendez-Lopez and Pena-Aguilar (2013) found in their study, suggesting that negative emotions positively affected language learners' motivation. They claimed that negative emotions created a language learning awareness, and those learners created their own language strategies. That is to say, those learners in their study developed their problem-solving skills in language learning, as in the current study. However, this finding in the current study is inconsistent with what Pekrun et al. (2002b) argued in their study. They argued that investigating positive emotions like students' enjoyment is important because they encourage problem-solving.

Overall, "increased self-discipline", "improved cultural understanding" and "improved problem-solving skills" were found to be the possible positive effects of FLB on learners' motivation to learn a foreign language. However, there is no study found to be directly linked with these results. Therefore, more studies in the field should be conducted about FLB and its effects on motivation to understand the issue better.

5.2. Discussion on Research Question #2

The second research question in this study was asked to figure out the potential sources of FLE and FLB among EFL learners in a Turkish context. In this sense, five different categories for FLE sources and five different categories for FLB sources emerged from the

analysis of the responses of the participants in the semi-structured quotation survey, guided reflective journals, and semi-structured interviews. Under the scope of this question, these five different categories, first for FLE and then for FLB, will be discussed.

5.2.1. Discussion on the Sources of FLE

Concerning the potential sources of FLE among learners, the decisive factors of FLE were generally categorized as affective, cognitive, interpersonal, situational, and individual differences factors. Affective factors were specified as positive feelings, excitement, self–confidence, motivation, and a sense of accomplishment. The cognitive factors were reported as learning new words, improving language skills, and engaging in fun and educational activities. On the other hand, interpersonal factors included participating in group activities and having good teacher support. The factors related to situational factors were identified as enjoyable class activities, a good language learning environment, and interesting topics. Finally, Individual differences-related factors were reported as personal preferences and learning styles. These findings are in relation to various studies (Dewaele & McIntyre, 2019; Dewaele et al., 2019; Jiang & Dewaele, 2019; Dewaele & Dewaele, 2020; Özer, 2020; Dewaele et al., 2021;) that provide insight into the various sources of foreign language enjoyment, including learners' perceived competence, social interactions, relevance to personal and professional goals, teaching methods, positive attitudes towards language learning, and more.

These results are mostly consistent with the literature's discussion of the sources of enjoyment. This study showed that learners experience FLE mostly due to affective factors. These factors, referring to the emotional and psychological components that influence a learner's language learning experience, significantly impact the level of enjoyment and motivation a learner experiences while learning a foreign language. According to the findings of this study, learners' FLE level increases when they experience positive feelings and attitudes, a sense of accomplishment, self-confidence, motivation, and excitement towards the language learning process. It is also concluded that these affective factors can contribute to a learner's motivation to continue learning the language and can increase their overall enjoyment of the learning experience. These findings are in line with Dewaele and Alfawzan (2018), suggesting that affective factors, such as positive attitudes toward the target language and culture, were associated with higher levels of enjoyment in the language

learning process. Moreover, Dewaele et al. (2017) stated that "students who had a more positive attitude towards the FL reported significantly more FLE" (p. 16).

Cognitive factors, referring to the mental processes and abilities involved in language learning, were found to be another category that emerged from the data as sources of FLE among learners. The current study revealed that learners experience FLE when they have the sense of improving their language skills, engage in fun and educational activities in class, and learn new vocabulary items. These factors in this study are considered as cognitive sources of FLE because they are related to the development and improvement of language ability. This finding is consistent with Yeşilçınar and Erdemir's (2022) study, which suggested that "students enjoyed it when they could improve themselves, be eager to learn, feel confident and overcome challenges in class" (p. 9). This finding is also in relation to Dewaele and Alfawzan's (2018) study, which revealed that learners significantly have more fun in language classes when they learn interesting and new things, and are prouder of their language performances.

The next category found to be sources of FLE among learners is situational factors, referring to the situations specific to the classroom. The participants' expressions indicated that learners experience enjoyment when they find the topics of lessons interesting, are offered enjoyable class activities, and have a good language environment. These findings follow the study of Dewaele and Alfawzan (2018), suggesting that in a supportive FL classroom environment that encourages creativity, students tend to feel greater satisfaction and enthusiasm and are more likely to think learning an FL is "cool". Also, Dewaele et al. (2017) revealed that "the classroom environment played a crucial role in the experience of FLE" (p. 4), and certain positive classroom activities raise the FLE levels of FL learners. These included group presentations, filmmaking, and debating. In other words, these were activities that empowered students by allowing them to customize them to meet their current needs and interests. Jiang and Dewaele (2019) also reported that the most often mentioned source of enjoyment is certain classroom activities that are novel, interesting, and creative in the manner that they teach and promote learning.

Further, interpersonal factors, referring to the relationship between the learners and the teacher, are found to be another source of FLE among learners. The participants mentioned that they experienced FLE when interacting positively with their peers and instructors. The current study found that learners feel enjoyment when they participate in group activities and have good teacher support. This finding is in line with various studies (Dewaele et al.,

2017, 2019, 2021; Dewaele & Alfawzan, 2018; Jiang & Dewaele, 2019; Özer, 2021; Yeşilçınar & Erdemir, 2022), suggesting that teacher-related variables and friendly peers in classroom activities are strong determinants of FLE among learners. The participants in this study mentioned that when they participate in activities that require group work and contact with other students, they more thoroughly enjoy the language lesson. Therefore, it can be suggested that group activities may be planned joyfully and engagingly to boost engagement and learning motivation.

Moreover, participants in this study also mentioned that they have more fun with the tasks and feel more confident and motivated in their language-learning process when they have a supporting, encouraging, and engaging teacher. Thus, it can be concluded that a more joyful and successful language-learning experience can result from effective teacher support, which can assist students in overcoming obstacles and challenges in their learning language. In this way, the teacher can play a critical role in creating a positive and enjoyable language learning experience for learners. Although these findings are in line with the findings of studies mentioned above, it is crucial to state that these interpersonal factors were not found to be the strongest determinants of FLE among learners as the other studies found. Therefore, more studies should be conducted on the issue of interpersonal factors as sources of FLE.

The last category that emerged as the source of FLE among learners in this study is the individual differences factors, referring to the unique characteristics and traits that differentiate one learner from another and which can impact their language learning experience. The study considered personal preferences and learning styles to be key factors that can influence a learner's motivation, attitude, and overall enjoyment of learning a foreign language. In this study, "personal preferences" referred to the enjoyment a learner feels towards specific topics, activities, or approaches to learning the language. It is concluded that learners experience FLE when they encounter new vocabulary words related to their favorite hobby or interactive activities such as debates or discussions over traditional grammar exercises. This finding is consistent with what Dewaele and McIntyre (2014) suggested, that "enjoyment is indicative of a state in which psychological needs are being met" (p. 242). Thus, it is concluded that personal preferences can play a significant role in FLE, as learners are more likely to engage and be motivated when the learning experience aligns with their interests.

On the other hand, learning style was found to be a minor source of FLE among learners, indicating that learners enjoy more when they encounter their preferred method to learn new

information and acquire knowledge. This finding is somehow related to Yeşilçinar and Erdemir's (2022) study, which revealed that teaching methodology according to learners' needs is a crucial source of FLE among learners. Thus, recognizing and utilizing a learner's learning style can be a source of FLE for them.

5.2.2. Discussion on the Sources of FLB

As previously mentioned, factors such as affective factors, cognitive factors, situational factors, individual differences factors, and physical factors were reported as the sources of FLB. Affective factors included negative feelings (boredom, frustration, anxiety), lack of interest, and low motivation. Cognitive factors were related to lack of challenge/difficulty in material, insufficient L2, lack of comprehension, lack of engagement, and lack of interest in the subject. Situational factors consisted of input overload, poor language learning environment, and lack of opportunity. Individual differences, on the other side, included personal preferences and learning styles, as in FLE. Finally, Physical factors included only tiredness as a determinant of FLB among learners. The factors found in this study are in accordance with these earlier findings (Kruk & Zawodniak, 2018; Li et al., 2021; Nakamura et al., 2021; Kruk et al., 2022; Özer & Yetkin, 2022). Nevertheless, while these factors could make learning a language more boring, it's crucial to remember that not every learner will feel bored the same way or for the same causes.

The results in this study as sources of FLB among learners indicated that cognitive factors, referring to the mental processes and abilities involved in language learning, were significant determinants of FLB. Those results are in line with previous studies (Pawlak et al., 2020; Li, 2021; Nakamura et al., 2021; Yazdanmehr, Shirvan & Saghafi, 2021; Zhang, 2022). The study revealed that learners experience FLB when they find the tasks too easy or difficult, their L2 knowledge is not enough to complete tasks, they have difficulty comprehending, lack engagement, and lack interest in the subject of the lesson. Under this category, learners' perception of tasks that are too easy or challenging was found to be the strongest source of FLB among learners. This finding is in line with Pawlak et al.'s (2020) study, which revealed that lack of suitable tasks is the reason for learners being bored in language classes and that learners become thirsty for difficult and satisfying work during language learning. Also, Li (2021) argued that "students got bored when they felt overwhelmingly challenged or under-challenged in English learning" (p. 329). Thus, this lack of challenge may also lead to a lack

of motivation to learn, as learners may feel that they are not progressing or improving their skills.

Another category that emerged in this study as a source of FLB among learners is the affective factors, referring to the emotional and psychological components that influence a learner's language learning experience that impacts the boredom level. The findings of this study suggest that learners experience FLB when they have negative feelings and attitudes, lack interest, and have initial low motivation towards language learning. All these factors led the participants to experience negative feelings (boredom, frustration, anxiety, etc.) toward language learning in class. These findings are in relation to Li's (2021) study, suggesting that boredom affects FL students more severely if they are nervous, which may be related to a loss of control and poorer involvement that causes these unpleasant emotions. Learners' feeling of negative emotions toward language learning is also in line with Gardner's (1985) motivation theory inversely, suggesting affective variables for a motivated learner, including emotions such as interest in FLs and desire to learn the FL, however; the situation is reversed in the current study. Moreover, the finding of "lack of interest" as a source of FLB among learners in the current study is in accordance with Özer and Yetkin's study (2022), which found that learners' lack of interest in learning the language causes them to become bored when studying English in class.

The next category found to be sources of FLB among learners is situational factors, referring to the situations specific to the classroom. The participants indicated that learners experience FLB when input given in class is overloaded, there is a poor language environment, and lack of opportunities to practice the language. These findings are in accordance with Nakamura et al.'s (2021) argument that when the learners received too much input, such as long reading passages, it led to boredom. Kruk and Zawodniak (2018) also suggested that learners' experience of FLB depended on input overload and lack of interaction in class.

The current study showed that individual differences also played a role in the emergence of FLB among learners in class. The study revealed that individual differences factors of FLB may refer to the influence of personal factors such as personal preferences and learning style on the experience of boredom in foreign language learning. Learners' expressions showed that personal preferences could be a source of FLB when they are not interested in the content or teaching methods. This finding is in line with Kruk and Zawodniak's (2018) study, which found that teaching methods or strategies that did not fit the learners' learning preferences caused boredom in class. The current study also revealed that if the teaching style used in

the classroom does not align with a learner's preferred learning style, they may become disengaged and experience boredom in class. This finding is consistent with Chapman's (2013) study, which found that learners' perception of teaching and activities that are not according to their learning styles created boredom.

The last category that emerged from the data as sources of FLB among learners is the physical factors. The only factor included in this category is the learners' tiredness in class. The study revealed that the learners experience FLB when they are physically or mentally exhausted and find it difficult to focus and engage with the material and the learning process. This finding is in line with Nakamura et al.'s study (2021), which found that learners' tiredness and sleepiness typically caused boredom in class, leading to comprehension difficulties and affecting their task performance.

5.3. Discussion on Research Question #3

As the data collection instruments asked when the learners experienced FLE and FLB, it was concluded that most participants mentioned a skills activity that included the sub-skills activities. Thus, the third question was asked to figure out in which language skills (i.e., Reading, Listening, Writing, Speaking) and sub-skills (i.e., vocabulary and grammar) the language learners experience in a Turkish context FLE and FLB the most and the least.

The participants in this study mentioned that although speaking is a difficult skill for learners to accomplish, they enjoyed the speaking skill activities the most in a language class. What learners mentioned means that they recognize how important it is to express themselves verbally to participate in conversations and other social activities in the target language since speaking is a key communication component. This finding is in line with Darancık's (2018) study, suggesting that even though speaking is the ability that students find the most challenging to master, they also find it to be the most enjoyable. Moreover, Yağcıoğlu (2022) found that through enjoyable speaking activities, students learn how to improve their grammar and how to pronounce words more clearly. However, this finding is inconsistent with MacIntyre et al.'s (2010) finding, which holds the view that speaking skill in a foreign language is perceived as embarrassing and causes anxiety among language learners. Some previous studies (Cheng, 2002; Daly & Wilson, 1983) also found that anxiety may negatively affect productive skills like speaking.

The findings of the most enjoyable skill for learners is followed by listening, writing, reading, vocabulary, and the least enjoyable skills activity was found to be grammar. Even though listening skill is difficult, the participants in this study found the second most enjoyable skill in a language class. It is concluded that learning how to comprehend spoken language is important since listening is a crucial part of communication. This finding is somehow in line with Öztürk & Tekin's (2020) study, suggesting that the use of extensive listening activities is more enjoyable and gives learners pleasure. However, Darancık (2018) mentioned in her study that "as the listening-comprehension skill is a difficult one, the students have shown that they have not enjoyed this skill" (p. 170).

Moreover, the learners found writing, reading, and vocabulary activities less enjoyable than speaking skills. The only enjoyable part of writing for the learners was found to be the practice of the sub-skills such as vocabulary and grammar. This indicates that learners feel much more comfortable while doing individual tasks. In general, learners' emotional states may affect their thinking, meaning that when they are happy, interested in, and enthusiastic about the work, they are likely to perform and learn better (Oatley & Nundy, 2000). In light of this, as writing is one of the enjoyable skills for learners, it could be connected to their potential interest in writing ability. Also, expanding thought-action abilities caused by positive emotions like enjoyment can lead to original and innovative ideas and thoughts that are helpful for writing (Fredrickson, 1998).

On the other hand, reading was less enjoyable among the participants in this study. Learners found reading skill activities joyful when they had a personal connection to the reading contents. This finding is in line with Darancık's (2018) study, which revealed that learners found reading skill more enjoyable because they did not experience anxiety while doing those activities in class. Finally, although they are the important components of learning a language, learners found vocabulary learning and grammar less enjoyable. The situations when the participants of the current study found these sub-skills enjoyable included the ability to speak more confidently. As the speaking skill was found to be the most enjoyable skill, learners enjoyed vocabulary and grammar sub-skills due to speaking accurately and more confidently.

As for boredom, although grammar was expected to be the most boring skill among learners, surprisingly, the participants in this study found reading the most boring language skill. The participants mentioned that they experienced FLB the most in reading tasks due to very long paragraphs, uninteresting topics, and the same type of activities. This is in line with

Nakamura et al.'s (2021) study, suggesting that reading too long passages and texts made the participants in their study experience boredom at a high level. Moreover, the finding is also in line with what Kruk (2021) found in his study. He mentioned that the participants in his study experienced boredom in reading classes the most because of various reasons, such as meaningless, very difficult/easy, dull, unsatisfying, unusual, unappealing, and monotonous reading texts.

The findings of the most boring language skill for learners is followed by listening, grammar, speaking, writing, and the least boring skills activity was found to be vocabulary. What is striking about the current study's findings is that the participants found "listening" the second most enjoyable and boring language skill in class. This indicates that learners' experience of FLE and FLB in a listening class depends on various factors, which further should be investigated. As Şendağ, Gedik and Toker (2018) discussed, since listening is typically a task that discourages adult learners, researchers must figure out how to make the most of this time by using EFL podcasts combined with regular listening strategies and listening aids, as opposed to just offering resources for listening and anticipating students to "listen until they get bored".

Although it was expected to be found the most boring skill, the learners in this study mentioned grammar in the third position, which meant that learners got bored the most in other skills such as reading and listening. Most of the participants of the study mentioned that although grammar is necessary for language learning, they find it boring. This is in accordance with Jean and Simard's (2011) study, which revealed that the participants in their study perceived grammar as the most boring, which they named as "a necessary evil" (p. 478). Writing and speaking, which are productive skills, on the other hand, were found to be less boring for the learners in the current study. As mentioned above, learners actually like producing the target language, which gives them a sense of accomplishment. However, some studies (Darancık, 2018; Pishghadam et al., 2016) revealed that learners' perceptions of these productive skills are negative. Those participants experienced anxiety the most in speaking and boredom the most in writing. No generalization can be made because the contexts and situations differ in these studies, including the current study. Therefore, more research studies should be conducted on the relationship between these productive skills and learners' emotions.

CHAPTER VI

CONCLUSION

This chapter of the research summarizes the current study and provides a conclusion in light of the findings. Then it provides pedagogical implications and suggestions for further research studies.

6.1. Summary

The two folded aim of the current study was to investigate the relationship between FLE, FLB, and motivation to learn a foreign language and to figure out the potential sources of these emotions experienced by Turkish EFL learners in class. Another aim was to determine which language skill was the most enjoyable and boring among learners. In order to accomplish these aims, the current study tried to figure out the opinions of Turkish EFL learners regarding the effects of FLE and FLB on their motivation to learn, the potential sources of these emotions among them, and the most enjoyable and boring language skills in class. Therefore, three research questions were asked in line with these goals.

The first research question was asked in order to investigate how foreign language learning motivation is shaped by both positive and negative emotional experiences of EFL learners in a Turkish context. The second question was asked to find out the potential sources of FLE and FLB among learners in class. Finally, the last question aimed to figure out the most enjoyable and boring language skills for learners.

A qualitative research design was adopted for the present study in order to have a deeper understanding of the learners' opinions. Further, three types of qualitative data collection methods were utilized in order to provide data triangulation. Data was collected by utilizing

a personal information form, guided reflective journals, semi-structured quotation surveys, and semi-structured interviews. The researcher designed each data-collecting tool in accordance with the scope of previous research and the study's research questions. Reflective journals were designed to determine FLE and FLB's effects on learners' motivation to learn a foreign language. Further, it also asked learners to express the enjoyment and boredom-provoking situations in class and the reasons. On the other hand, a semi-structured quotation survey was utilized to investigate the potential sources of FLE and FLB among learners. Then, the semi-structured interviews were conducted in order to triangulate the data and have a deeper understanding of the learners' opinions about the issue. Since the study was considered as a case study, the researcher asked her own students to participate in the study. The participants were selected from a preparatory English language school at a private university in Ankara, Turkey. The reason behind choosing this institution was due to its intensive English language program. There were 33 students from two classes in which the researcher was teaching in both classes. Sixteen students from class 1 and 17 students from class 2 agreed to participate in the study.

Before the data collection, ethical permission was taken from Gazi University Ethical Committee in order to conduct the study. Then the administration of the English language school (ELS) of the private university was informed about the aim of the research and the procedure that was used to gather the data. Then, the participants were asked to fill out and sign the consent form. After that, the data collection procedure was started by first filling out the personal information form. Then for three weeks, the participants kept reflective journals. Then the participants completed the semi-structured quotation survey at the end of each week (6 weeks). Finally, the semi-structured interviews were conducted with five volunteer learners individually. In case of data loss, all the interviews were recorded by a voice recorder. Each interview session took almost 15-20 minutes. Each participant completed three journal entries, filled out six quotation surveys, and five participants attended the interviews at the end of the study. In order to have a better understanding of the issue, the data was collected in participants' L1 (i.e., Turkish). Therefore, the researcher transcribed, translated, and coded all the collected data, and another expert in the field conducted a back translation process and recoding. The reflective journals and the interviews were analyzed through content analysis, and the quotations were analyzed using a modified version of the constant-comparative method. The following results were mostly obtained from the analysis of all data collected:

The first research question investigated the relationship between FLE, FLB, and motivation to learn a foreign language. In other words, it aimed to determine how learners' motivation was shaped by their experience of FLE and FLB in class. With this respect, the participants' responses in reflective journals and semi-structured interviews were analyzed by means of content analysis to explain the effects of FLE and FLB on learners' motivation to learn. The study's findings revealed that FLE and FLB were important factors impacting English language learners' motivation and learning outcomes in a Turkish context. Further, it was found that FLE and FLB positively and negatively affected motivation to learn a foreign language. On the positive side, language enjoyment led to increased motivation and engagement and improved language learning outcomes. On the negative side, over-enjoyment of a language led to a decreased effort in language learning and a decrease in motivation. On the other side, FLB led to be a source of motivation for language learners to engage in more effective language learning strategies; however, on the negative side, FLB led to a decrease in concentration, enthusiasm, effort, and even depression, which all had a negative impact on learners' motivation. One unexpected result of this question was that FLB positively affected learners' motivation to learn. Therefore, educators and language learners must be mindful of the potential effects of FLE and FLB on motivation to learn a foreign language.

The second research question aimed to figure out the potential sources of FLE and FLB among learners in a language class. In accordance with this, a semi-structured quotation survey was recursively conducted for six weeks to explain the enjoyable and boring moments and situations on learners' perceptions during their English classes. The quotation survey responses were analyzed via the constant-comparative method. Then, the data was supported by reflective journals and interviews to determine if there was a change in the experience of FLE and FLB. The results indicated that learners in a Turkish context had various sources for their experience of FLE and FLB in class. FLE, on the one hand, was experienced among Turkish EFL learners in class due to various factors such as affective, cognitive, interpersonal, situational, and individual differences factors that lead learning English more enjoyable. FLB, on the other side, was also experienced among Turkish EFL learners due to different factors such as FLE, such as affective, cognitive, situational, individual differences, and physical factors that led to boredom in the language learning process in class. Therefore, it is crucial to state that language instructors should be aware of the situation and care for learners' emotions in class to boost the language learning process.

The last research question investigated the relationship between learners' experience of FLE and FLB and the language skills done in class. All the data, including language skills responses concerning these emotions, were analyzed through content analysis. Thus, the findings of this research question revealed that learners in a Turkish context enjoy the speaking skill tasks the most and vocabulary sub-skill tasks the least. This indicated that learners like to interact with each other in the target language and thus enjoy the language learning process. Therefore, language instructors should pay more attention to interactive speaking activities. The results also indicated that learners get bored the most while doing reading skill activities in class. It was concluded that learners get bored in reading classes due to too much input given by those reading activities. This was a remarkable and unexpected result of the study because grammar was expected to be the most boring language skill. The main reason for reading to be the most boring language skill was that the texts were too long, the topics were uninteresting, and the activities were monotonous.

6.2. Implications

This research study emerged various implications for educators, language instructors, language learners, administrators, ELT students, and researchers. The reflective journals, semi-structured quotation surveys, and interviews in this study may give researchers a deeper understanding of the learners' experience of FLE and FLB, how these emotions shape their motivation, and how learners feel about the language courses. By concentrating on the opinions and emotions of the learners, it may be possible to gain useful insights to enhance language teaching strategies and processes. Moreover, the education faculties also need to pay more attention to the courses for learners' emotions and motivation because language education has been so important since the start of the twenty-first century.

The findings of the current study support the notion that learners experience both positive and negative emotions (Dewaele & McIntyre, 2014). Nevertheless, mainly negative emotions have drawn a lot of critical attention in the field of language teaching (Aida, 1994; Aydın, 2008; Horwitz et al., 2010). The findings of this study are consistent with the necessity to carefully examine the impact that positive emotions play in SLA (Dewaele & McIntyre, 2014). The research also advances our knowledge of the patterns underlying both positive and negative emotions. The study indicated that Turkish EFL learners experience both FLE and FLB in class, impacting their motivation to learn based on specific situations.

Therefore, the implications for the language instructors given below are to boost language learners' motivation.

In addressing learners' motivation to learn, language instructors must create a stimulating language learning environment. That is to say, teachers should provide an engaging and dynamic learning environment in order to engage learners and promote participation. Making the learning process more interesting could entail adding multimedia materials like movies, podcasts, and online games. Next, language teachers need to provide opportunities for learners' choice. What is meant by this is that teachers might provide their students the chance to make decisions regarding their language learning, such as picking their own course materials or study areas. This may encourage motivation and a sense of responsibility in the learning process.

Moreover, including a variety of learning activities is essential. Teachers should combine a range of learning activities to keep learners interested and motivated. Along with traditional language learning activities, this can include incorporating role-playing, games, and simulations. Further, providing regular feedback is crucial for language instructors. In order to help learners to develop, teachers should often provide feedback on their progress, stressing their strengths and offering constructive feedback. This can help learners stay motivated and be inspired to keep improving their language abilities. Finally, learners might be encouraged by their teachers to reflect on their own language-learning experiences, including their reasons for the desire to learn the language, their objectives, and their progress. This may aid in fostering self-awareness and motivating learners to participate in their own learning actively.

As learners' positive and negative emotions are experienced in language classes, language instructors need to take into consideration their learners' emotions experienced in class. Therefore, regarding the first research question of this study, promoting positive emotions is an important implication for language instructors to boost their learners' motivation to learn. That is to say, by recognizing learners' successes and fostering a good learning environment, teachers can encourage positive feelings in language learning. As a result, the process of learning a language may be made more enjoyable and motivating. Also, addressing learners' negative emotions, like boredom, is important for enhancing learners' motivation to learn. If students find language instruction boring, teachers should look into the issue and try to fix it. This can include providing more difficult or interesting learning activities, giving students greater freedom of choice, or investigating other subjects or resources for learning.

Regarding the sources of FLE and FLB, various implications can be given. First, language instructors should include cultural aspects of the foreign language, like vocabulary and expressions, idioms, body language gestures and traditions, in their courses. It is important to mention that instructors should be aware of English being Lingua Franca and therefore include not only American or British culture but also various cultures where English is the first or the second language. This may enhance learning a language and keep learners interested in it while giving them a better grasp of the culture that inspired the language. Based on the findings of this study, teachers should provide students with the chance to interact in the foreign language with foreigners, native speakers and their classmates to make their learners grasp the meaning of intercultural competence. This may make learning a language enjoyable and meaningful while allowing students to use their language abilities in an actual environment and increase their self-confidence by creating awareness of English as the lingua franca.

Moreover, by adapting the instructional materials and activities to the interests and requirements of their students, teachers may make language learning more personalized for students. This may make learning more enjoyable and applicable to students' daily lives while allowing them to take charge of their own learning. Also, language instructors should provide positive feedback on learners' language learning progress while pointing out their advantages and providing detailed advice on how to improve. This can boost learners' self-confidence and keep them motivated to keep learning the language. In addition, role-playing, word games, and quizzes are just a few of the games and activities teachers may use to make learning a language more engaging. This can help to make the learning process more enjoyable and participative while also offering students the chance to practice their language skills in a fun and engaging way. Finally, teachers should employ relevant and appealing themes to make language learning more fun and fascinating. This might entail incorporating current events or popular culture into their lectures as well as using actual resources like articles or videos.

According to the findings of the study, it should also be remembered that based on the interaction of several factors in the environment, enjoyment and boredom may change over time. For this reason, in order to meet their demands, educators should be able to encourage students to express themselves. On this basis, they may come up with fresh approaches to address these needs and raise the enjoyment of language learning for the learners. Due to less interest in FLB in the field, more studies should be conducted to understand the issues

behind FLB better. Further, since the expanding power of emotions has been established, much more focus should be placed on encouraging enjoyment throughout future language learning studies.

Regarding the findings of the last research question of the study, various implications can also be given. As this study found that speaking is the most enjoyable language skill among learners, language instructors must provide ample opportunities for speaking, both in and outside the class. For this, various activities such as role-playing, pair work, group work, and conversations may be used to promote language use and practice among students. Moreover, language instructors should establish a secure and encouraging learning atmosphere where students can improve their speaking abilities without worrying about being judged or making errors. This might entail offering constructive feedback and fostering peer support possibilities. As for reading as the most boring language skill among learners in this study, language instructors must choose relevant and interesting materials for their students. This can contribute to a more interesting and enjoyable reading experience.

Moreover, through group discussions, teachers can promote debate on the assigned readings. This may make reading more dynamic and interesting for learners while also allowing them to develop their language abilities. Further, as the study found, teachers can use interactive reading techniques to help students connect with the material and improve their comprehension, such as think-aloud, questioning, and summarizing. This can assist learners in overcoming obstacles and achieving success in reading. Also, to help students avoid feeling overwhelmed or bored by lengthy passages, teachers can divide reading materials into comprehensible parts, such as sections.

6.3. Recommendation for Further Studies

This research study investigated the relationship between FLE, FLB, and motivation to learn. This study also investigated the potential sources of FLE and FLB and figured out the most enjoyable and boring language skills among learners. In line with this purpose, a qualitative approach was adopted to understand the opinions of the participants better. However, as this study is a case study, the data collected only included a private university in Turkey. Therefore, other investigations incorporating various Turkish contexts must be conducted to verify research findings. In addition, the participants in this study were only from a private university's English preparatory school. Further investigation with larger numbers of

participants and individuals studying multiple grade levels is a critical next step in validating and generalizing the results because the sample does not reflect all EFL learners in Turkey.

It is recommended to conduct the study again with instructors as participants. This study exclusively uses student self-reports since it is limited to the viewpoints of students. An emphasis on instructors' views might reveal surprising results that better explain the factors influencing learners' enjoyment and boredom. More research on the causes of both positive and negative emotions might be useful in this area. This study is purely qualitative, as the data is collected via reflective journals, quotation surveys, and semi-structured interviews. Therefore, it is recommended for further studies to replicate the study, including questionnaires to support the results with quantitative data.

The study indicates that FLE and FLB have possible positive and negative effects on learners' motivation to learn. However, the existing literature does not yield enough support for the issue. Therefore, further research is required to understand the connection between learners' emotions and motivation. For further research, it is recommended to focus on the underlying aspects of boredom and enjoyment among learners and instructors. Also, the impacts of enjoyment, boredom, and motivation over time on language learning outcomes, such as academic success, language competency, and future language learning goals, might be studied in research.

Moreover, the study demonstrates that cognitive factors are the primary causes of FLB among learners, while affective factors are the fundamental causes of FLE. Language instructors need more information about the issue to meet the language learners' needs. Therefore, more studies should be conducted on the link between affective and cognitive factors and these emotions.

Finally, as this study was conducted only in a Turkish context and with university preparatory language learners, it is essential to conduct a cross-cultural study in order to compare different contexts in one study and examine the fluctuations of learners' motivation to learn due to emotions.

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APPENDICES

APPENDIX-1. Personal Information Form

Kişisel Bilgi Formu

Değerli Katılımcı,

Bu çalışma öğrencilerin yabancı dil öğrenme sürecinden ne kadar keyif aldıklarını ve sıkıldıklarını ve bu duyguların dil öğrenme motivasyonlarını ne denli etkilediğini araştırmayı ve bu duyguların öğrenen açısından sebeplerini ortaya çıkarmayı amaçlamaktadır. Maddeleri anlamanız ve size en uygun cevapları vermeniz çalışmanın geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır.

Katılımınız için çok teşekkür ederiz.
Çalışma ile ilgili herhangi bir sorunuz olduğunda mail adresimden bana ulaşabilirsiniz.

Tez Danışmanı — Araştırmacı
Prof. Dr. Kemal Sinan ÖZMEN — Nesrin YILMAZ

KİŞİSEL BİLGİLER

Cinsiyetiniz: Erkek (…..) Kadın (…..)

Yaşınız: ……

Sınıfınız: ……

İngilizce kursuna gittiniz mi: Evet (.....) Hayır (.....)

Yurtdışında bulundunuz mu: Evet (.....) Hayır (.....)

Ailenizde İngilizce bilen var mı? Evet (.....) Hayır (.....)

Aileniz İngilizce dersinizde size ne sıklıkla yardım ediyor:

Hiçbir zaman (.....) Bazen (.....) Her zaman (.....)

İngilizce çalışmaya haftada kaç saat harcıyorsunuz (.…) saat.

APPENDIX-2. Guided Reflection Journals

Rehberli Yansıtıcı Günlük Şablonu

Tarih:_____

Yabancı Dil Öğreniminde Keyif Alma:

1. İngiliz Dili dersinizde size en çok keyif aldıran olay neydi?

   _____
   _____
   _____
   _____

2. Ne tür bir aktivite yapıyordunuz?

   _____
   _____
   _____
   _____

3. Neden keyif aldığınızı hissettiniz?

   _____
   _____
   _____
   _____

4. Bu durum İngilizce öğrenme motivasyonunuzu nasıl etkiledi?

   _____
   _____
   _____
   _____

Yabancı Dil Öğreniminde Sıkılma:

1. İngiliz Dili dersinizde size en çok sıkan olay neydi?

_____
_____
_____
_____

2. Ne tür bir aktivite yapıyordunuz?

_____
_____
_____
_____

3. Neden sıkıldığınızı hissettiniz?

_____
_____
_____
_____

4. Bu durum İngilizce öğrenme motivasyonunuzu nasıl etkiledi?

_____
_____
_____
_____

APPENDIX-3. Semi-Structured Quotation Survey

Yarı Yapılandırılmış anket (Cümle Alıntı Anketi)

Cümlelerdeki boşlukları doldurunuz.

Örnek: Sınıfta bu hafta, **grup konuşma aktivitesi** yaptığımız zaman çok keyif aldım çünkü **İngilizce konuşma pratiğimin güçlendiğini düşünüyorum**.

1. Sınıfta bu hafta, _____
   zaman çok sıkıldım çünkü _____
   _____

2. Sınıfta bu hafta _____
   zaman çok eğlendim çünkü _____
   _____

APPENDIX-4. Semi-Structured Interview

Görüşme Soruları

1. Ne zaman İngilizce öğrenmeye başladın

2. Neden İngilizce öğrenmek istiyorsun?

3. Yabancı dil öğrenirken mutlu musunuz? Hangi durumlarda mutlusunuz? / Seni mutlu eden durumlar nelerdir?

4. Yabancı dil öğrenirken sıkılıyor musunuz? Hangi durumlarda canın sıkılır? Sizi sıkan durumlar nelerdir?

5. Sizi yabancı dil öğrenmeye istekli/motive eden şeyler nelerdir?

6. Sınıftaki etkinliklerini seviyor musun? En çok ne tür sınıf içi aktiviteyi seversiniz? (Grup çalışması, Bireysel çalışma, Oyun)

7. Sınıftaki aktivitelerinizi sevmiyor musunuz? En çok ne tür sınıf içi etkinliklerden hoşlanmazsınız?

8. Sınıfta kendinizi rahat hissetmenizi sağlayan faktörler nelerdir? (Sınıf ortamınız derse karşı tutumunuzu olumlu mu olumsuz mu etkiliyor?)

9. İngilizce dersinde motive olduğunu düşünüyor musun? Hangi dil becerisinde kendinize daha çok güveniyorsunuz? (Konuşma, Okuma veya Yazma? Neden?)

10. Yabancı dil öğrenmek için çaba harcıyor musunuz? (Ne yaptığınıza bir örnek verebilir misiniz?)

11. TED Üniversitesi'nin bu hazırlık yılında dil öğrenme deneyiminizi nasıl tanımlarsınız? Neden?

12. Bu ilk yıldaki deneyiminiz orijinal motivasyonunuzu değiştirdi mi? Nasıl? Neden?

13. Bu hazırlık yılında yaşanan keyif ve can sıkıntısı tepkilerini hatırlıyor musunuz?

14. Bu duygusal tepkiler (keyif alma ve sıkılma) hangi durumlardan kaynaklandı?

15. Bu duygusal tepkileri (keyif alma ve sıkılma) yaşarken nasıl davrandınız?

16. Bu duygusal tepkiler (keyif alma ve sıkılma) dil öğrenme derslerinize müdahale etti mi? Nasıl?

17. Bu duygusal tepkilerden (keyif alma ve sıkılma) herhangi birinin motivasyonunuz üzerinde etkisi oldu mu? Nasıl? Sizce bu neden oldu?

18. Tepki gösterme şeklinizden kim/ne sorumluydu?

19. Bu tepkiler (keyif alma ve sıkılma) için ne yaptın? Onları nasıl idare ettin?

20. Keyif alma ve can sıkıntısı tepkilerinizin dil öğrenme motivasyonunuz için önemli olduğunu düşünüyor musunuz?

21. Motivasyonunuzun nasıl geliştirilebileceğini düşünüyorsunuz?

22. İngilizce hazırlık programına getirdiğiniz bu orijinal motivasyonu sürdürmekte kimin sorumlu olduğunu düşünüyorsunuz?

23. Motivasyon enerjinizi yüksek tutan (veya tutacak) şey nedir?

24. Bu ilk yılda İngilizce öğrenmekle ilgili önceki fikirlerinizden herhangi biri değişti mi? Neden?

25. Bu araştırma çalışmasına dahil olmak size ne kazandırdığını düşünüyorsunuz?

APPENDIX-5. Sample Guided Reflection Journal

Rehberli Yansıtıcı Günlük Şablonu

Tarih:_____

Yabancı Dil Öğreniminde Keyif Alma:

1. İngiliz Dili dersinizde size en çok keyif aldıran olay neydi?

_____Öğretmenlerle İngilizce sohbet etmek ve dili bu şekilde öğrenmek. Bir de bize günün kelimesini seçti öğretmenimiz ve onun okunuşunu yaptık sınıftan her çıktığımızda bu da eğlenceliydi_____

2. Ne tür bir aktivite yapıyordunuz?

_____Genellikle okuma, konuşma, yazma ve dinlemek üzerine etkinlikler yaptık_____

3. Neden keyif aldığınızı hissettiniz?

_____Öğretmenimizin günün bite (günlük kelime ya da deyim) larından ve konular üzerinde yorum yapmamızı sağlamasından zevk aldım_____

4. Bu durum İngilizce öğrenme motivasyonunuzu nasıl etkiledi?

_____İngilizce konuşmayı sevdiğimi hissettirdiği için motivasyonumu da arttırdı_____

Yabancı Dil Öğreniminde Sıkılma:

1. İngiliz Dili dersinizde size en çok sıkan olay neydi?

_____Bazen işlediğimiz kitap kendini çok tekrar ediyor bu yüzden orada biraz bunalıyorum__

2. Ne tür bir aktivite yapıyordunuz?

_____Sanırım boşluklara kelime koyuyorduk_____

3. Neden sıkıldığınızı hissettiniz?

_____çünkü zaten işlediğimiz şeyin ha bire tekrar etmesi bazen sıkıcı olabiliyor_____

4. Bu durum İngilizce öğrenme motivasyonunuzu nasıl etkiledi?

____ kötü etkilemedi_ _____

APPENDIX-6. Sample Semi-Structured Quotation Survey

Yarı Yapılandırılmış Anket (Cümle Alıntı Anketi)

Cümlelerdeki boşlukları doldurunuz.

Örnek: Sınıfta bu hafta, **grup konuşma aktivitesi** yaptığımız zaman çok keyif aldım çünkü **İngilizce konuşma pratiğimin güçlendiğini düşünüyorum**.

1. Sınıfta bu hafta, _____yeni gramer öğrenmeye başladığımız___zaman çok sıkıldım çünkü ___ yeni seviye şeyleri ilk defa görünce bana yapamıycam hissi verip sıkıldım_____

2. Sınıfta bu hafta __ ilgimi çeken konular hakkında konuştuğumuz__zaman çok eğlendim çünkü ___ sevdiğim konular ve günlük muhabbetler ilgimi çekiyor_____

APPENDIX-7. Sample Semi-Structured Interview

Student 1

Interviewer: Nasılsın?

Interviewee: İyiyim hocam siz nasılsınız?

Interviewer: İyiyim bende çok teşekkür ederim. Çalışmama katıldığın için çok teşekkür ederim. Beni çok mutlu ettin.

Interviewee: Rica ederim.

Interviewer: Ne zaman İngilizce öğrenmeye başladın?

Interviewee: Hmmm… ne zaman? Dördüncü sınıfta İngilizce öğrenmeye başladım. Yani ilkokulda başladım.

Interviewer: Çok güzel. Peki Neden İngilizce öğrenmek istiyorsun?

Interviewee: Hmmm... çünkü işim dolayısıyla da öğrenmem gerekiyor, çok fazla terim var… hmmm… ve benim kullanacağım kaynaklarda İngilizce olacak, ve ayrıca da yurt dışında yüksek lisans yapmak istiyorum ve orda yaşamak istiyorum… o yüzden İngilizce öğrenmek istiyorum.

Interviewer: Peki… Yabancı dil öğrenirken mutlu musunuz? Hangi durumlarda mutlusunuz? / Seni mutlu eden durumlar nelerdir?

Interviewee: Hmmm… yani bazen mutlu hissediyorum ama çok zorlandığım zamanlar da oluyor, çünkü biraz zor tabi ki… bir dil ve kültür öğreniyoruz… o yüzden çok zorlandığım zamanlar da oluyor ama geliştiğimi görünce çok mutlu oluyorum. Eğer çok zor bir şeyle karşılaşırsam, çok mutsuz hissederim. Hmm ve yapmam gerekiyorsa ama yapmak istemiyorsam da çok mutsuz hissederim.

Interviewer: Peki, yabancı dil öğrenirken seni mutlu eden durumlar var mı varsa neler?

Interviewee: Evet mutlu eden durumlar var… hmm ilgimi çeken konuları okumayı seviyorum… yada dinlemeyi seviyorum… onları kendim anlayınca mutlu oluyorum dizi izlemeyi de seviyorum… hani oradan da yine bir şeyleri duyup anlayınca mutlu hissediyorum … öyle genel olarak.

Interviewer: Çok güzel. Peki, yabancı dil öğrenirken sıkılıyor musunuz? Hangi durumlarda canın sıkılır? Sizi sıkan durumlar nelerdir?

Interviewee: Evet bazen çok sıkılıyorum çünkü… her gün kelime tekrarı etmem gerekiyor… kelimeleri anlayabileyim… hmm… bir de her gün hmm… soruları tekrar ediyorum, cevaplayabilmem için… err…. O da yani ezber olduğu için benim canım sıkılıoyor… ama mesela arada bir yapsam sorun olmazdı, ama her gün yapınca biraz sıkılıyorum.

Interviewer: Peki, canını sıkan başka durumlar var mı?

Interviewee: Hmmm… gramer çalışmak beni çok sıkıyor çünkü ben unutuyorum gramerleri ama onlar da yine sürekli emek istiyor ama asla emek vermek istemiyorum çünkü gereksiz buluyorum… insanlar konuşurken dikkat etmiyor sonuçta… o yüzden sıkılıyorum gramerde.

Interviewer: Peki, seni yabancı dil öğrenmeye istekli/motive eden şeyler nelerdir?

Interviewee: Hmmm… yaşayacağım hayatı düşünmek… ilerdeki… birde ilerdeki yaşayacağım kolaylıkları düşünmek… meslek hayatımda yada eğitim hayatımdaki… yani böyle genel olarak.

Interviewer: Peki sınıftaki etkinlikleri düşün şimdi. Sınıftaki etkinliklerini seviyor musun? En çok ne tür sınıf içi aktiviteyi seversiniz? (Grup çalışması, Bireysel çalışma, Oyun)

Interviewee: Sınıftaki etkinlikleri seviyorum ve yararlı olduğunu düşünüyorum… ve bazen çok zor oluyor ama yine de çok fazla şey katıyor… kültür anlamında da kattığını düşünüyorum… yararlı buluyorum ve eğleniyorum yani. Aktivite olarak, oyun oynamak hoşuma gidiyor… dizi izlemek hoşuma gidiyor… bazen çok az da olsa dizi izliyoruz… onlar hoşuma gidiyor… err… readinglerde hoşuma gidiyor ama eğer seviyesi çok zorsa başımı ağrıtıyor ve o birazcık canımı sıkıyor… ama genel olarak reading, listening, her şeyi seviyorum, sadece anlayabilirsem.

Interviewer: Sınıftaki aktivitelerinizi sevmiyor musunuz? En çok ne tür sınıf içi etkinliklerden hoşlanmazsınız?

Interviewee: Hmmm… gramer yapmaktan hiç hoşlanmıyorum… dediğim gibi o bir zorunluluk olunca belki benim hiç yapasım da gelmiyor… yada onu çok kolay unuttuğum için… yada gereksiz bulduğum için… bundan hoşlanmıyorum o yüzden.

Interviewer: Peki, sınıfta kendinizi rahat hissetmenizi sağlayan faktörler nelerdir? (Sınıf ortamınız derse karşı tutumunuzu olumlu mu olumsuz mu etkiliyor?)

Interviewee: Hmmm… sınıfın… sınıftaki kişiler beni biraz etkiler ama genel olarak çok etkilenmem… sonuçta benim için yararlı bir şey, yani kimseyi umursamam o yüzden… yani

bu konuda bencil olmaya çalışırım… ordan neyi kapabilirsem onu kapmaya çalışırım… ama sınıf ortamı da beni etkiler… sınıftaki ses olsun… ya da insanların bana karşı tutumu olsun etkiler yani.

Interviewer: Başka faktörler var mı?

Interviewee: Hmmm… sınıftaki insanlar dışında sınıf olabilir… yada errr…. mesela atıyorum öğretmenin ses tonu beni etkileyebilir… yada öğretmenle olan iletişimimde beni etkileyebilir… kötüyse mesela o dersi çok dinlemek istemem… yada o an canım sıkkın olabilir, o yüzdende beni etkileyebilir yani… başka bir faktörde şuanda yok… aklıma gelmiyor.

Interviewer: Peki, İngilizce dersinde motive olduğunu düşünüyor musun?

Interviewee: Evet bazen düşünüyorum ama artık bu biraz azaldı, çok çalıştığım için… ama genel olarak motiveyim… hani sürekli insanla… yeni insanlar tanıyabilirim sonuçta… yeni ülkeler gezebilirim dil öğrendiğim için… yada yeni kitaplar okuyabilirim… o yüzden genel olarak motiveyim.

Interviewer: Hangi dil becerisinde kendinize daha çok güveniyorsunuz? (Konuşma, Okuma veya Yazma? Neden?)

Interviewee: Reading ve writing ama en çok reading galiba çünkü okumayı normalde de çok seviyorum… eee ve yani başarılı olduğumu da düşünüyorum… soruları daha kolay yanıtlayabildiğimi düşünüyorum… o yüzden en çok reading, writingde de kendimiz yazdığımız için… hiçbir sınır olmadığı için kendi bildiğimi ve kendi rahat hissettiğim, yazdığım için kendimi güvende hissediyorum ve iyi hissediyorum.

Interviewer: Yabancı dil öğrenmek için çaba harcıyor musunuz? (Ne yaptığınıza bir örnek verebilir misiniz?)

Interviewee: Eeee… çok fazla çaba harcıyorum. Günde 2-3 saatimi harcıyorum… her gün kelime tekrarı yapıyorum… her gün soruları tekrar ediyorum… sınavda, konuşma sınavında çıkacak olanları… eee ayrıca bir de reading yapıyorum bir de listening yapıyorum… bunları işte düzenli olarak yapmaya çalışıyorum.

Interviewer: Çok güzel. Peki, TED Üniversitesi'nin bu hazırlık yılında dil öğrenme deneyiminizi nasıl tanımlarsınız? Neden?

Interviewee: Hmmm… çok faydalı tanımlarım… çünkü sonuçta dördüncü sınıftan on ikinci sınıfa kadar sekiz yıl İngilizce gördüm… ama yani çok basit bir cümleyi bile kuramıyordum… hani kendimi çok geliştirdiğimi düşünüyorum üniversite sayesinde… ve çoğu dersleri de faydalı buldum… içerikleri de faydalı buldum … hem de kültürel açıdan da o okuduklarım bana bir şeyler kattı, dinlediklerim … o yüzden faydalı buldum ben.

Interviewer: Bu ilk yıldaki deneyiminiz orijinal motivasyonunuzu değiştirdi mi? Nasıl? Neden?

Interviewee: Eeee… değiştirdi çünkü ilk önce ee görürken kendimi hiç geliştiremediğim için kendimi kötü hissediyordum ve asla İngilizce çalışmak istemiyordum çünkü hep kötü oluyordu, hiçbir şey anlamıyordum ama bu yıl biraz geliştiğimi görünce kendime olan güvenim arttı bu konuda … ve daha fazla yapmak istiyorum… tamamen öğrenmek istiyorum … bitirmek istiyorum … iyice yerleşsin istiyorum … yani baya motivasyonumu da çok iyi etkiledi… çalışma isteğimi arttırdı.

Interviewer: Çok güzel. Bu hazırlık yılında yaşanan keyif ve can sıkıntısı tepkilerini hatırlıyor musunuz?

Interviewee: Hmmm… ya sıkıldığım zaman tepkim genelde biraz dersten uzaklaşmak oluyor… biraz kafamı dağıtmak istiyorum… o yüzden mesela telefonuma falan bakıyorum… yada kafam bir şeye dalıyor… düşünceye dalıyorum… keyif aldığım zaman da o aktiviteye katılıyorum ve onu en iyi şekilde yapmaya çalışıyor, keyif almaya çalışıyorum.

Interviewer: Peki bu duygusal tepkiler (keyif alma ve sıkılma) hangi durumlardan kaynaklandı?

Interviewee: Eeee… bence hem o konuyla alakalı hem de ne işlendiğine… mesela işte söylediğim gibi gramerden hoşlanmadığım için gramer işlenince canım sıkılıyor doğal olarak… ama mesela ilgimi çeken bir konuda okuma yaptıysak ben o konuya çok odaklanabiliyorum… yani bu genel olarak işlediğim şeyle alakalı…ama tabi ki duygusal olarak ta ne hissettiğime de çok bağlı… o gün moralim bozuksa dediğim gibi o an motivasyonum kötü olabiliyor yani.

Interviewer: Peki, bu duygusal tepkileri (keyif alma ve sıkılma) yaşarken nasıl davrandınız?

Interviewee: Hmmm… sıkılma yaşadığımda kaçış genelde… ama keyif aldığım bir şeyse onu yapıyorum yani devam ediyorum… ona katılmaya çalışıyorum … etrafımdakilerin de keyif almasını isterim… onlara da yardım etmeye çalışırım… o şekilde…

Interviewer: Bu duygusal tepkiler (keyif alma ve sıkılma) dil öğrenme derslerinize müdahale etti mi? Nasıl?

Interviewee: Bence çok etkili… çünkü keyif almadığı bir şeyi bence insan verimli yapamaz… errr verim alamadığı zaman da zaten kötü olduğunu görünce de yapmak istemez…o yüzden hani eğer yapabiliyorsam ve keyif alıyorsam ondan çok iyi bir verim alabilirim … ama verim almazsam keyifte alamam… sonuçta onu da bırakmak isterim bir süre sonra yani.

Interviewer: Bu duygusal tepkilerden (keyif alma ve sıkılma) herhangi birinin motivasyonunuz üzerinde etkisi oldu mu? Nasıl? Sizce bu neden oldu?

Interviewee: Her hangi birinin motivasyonum üzerinde etkisi olur… hmm arkadaşlarımda mesela eğer çalışıyorsa mesela ben de çalışmak isterim… yada insanlar çok sıkıldıysa bazen bu beni de sıkabilir… ya da mesela İngilizce öğrenen kişilerin… eee… nasıl bir hayatı olunca ya da İngilizcenin ona neler kattığını görünce, bu benimde çalışma isteğimi arttırır.

Interviewer: Peki yaşadığın duygular, keyif alma ve sıkılma senin motivasyonun üzerinde etkileri neler?

Interviewee: Benim motivasyonumu çok etkiledi… sıkıldığım şeyleri yapmıyorum genelde… yapmak ta istemiyorum… ama keyif aldığım şeyleri sürekli yapmakta isterim… daha motive oluyorum.

Interviewer: Peki, tepki gösterme şeklinizden kim/ne sorumluydu?

Interviewee: Hmmm… bence o an işlenen şey sorumluydu… ya da mesela öğretmenimin ilgimi çekip çekmediği… ya da o konuyu nasıl anlattığı da çok önemliydi bu konuda.

Interviewer: Bu tepkiler (keyif alma ve sıkılma) için ne yaptın? Onları nasıl idare ettin?

Interviewee: Eeee… sıkıldıysam eğer kendimi motive etmeye çalışıyorum ve odağımı geri toplamaya çalışıyorum… mesela bir durup nefes falan alıyorum… ya da bir iki dakika etrafı falan izliyorum… derse odaklanmaya çalışıyorum… eğer keyif alıyorsam da yani genel olarak yine derse katılmaya çalışıyorum… odağımı hiçbir şeyin dağıtmasına izin

vermiyorum… hani en iyi şekilde o dersle nasıl etkileşim kurabilirim diye düşünüyorum ve gerekenleri yapıyorum.

Interviewer: Peki, keyif alma ve can sıkıntısı tepkilerinizin dil öğrenme motivasyonunuz için önemli olduğunu düşünüyor musunuz?

Interviewee: Bence çok önemli… dediğim gibi insan keyif almadığı hiçbir şeyi yapamaz… dil öğrenmekte zaten hani büyük bir şey sonuçta bir… çok büyük bir şey öğreniyorsunuz… belki insanların hayatlarını falan öğreniyorsun… ya da onlara katkı sağlayacak şeyler… yani eğer bundan keyif almazsa bir insan, bence hem o kadar öğrenemez hem de öğrendiğini de kullanamaz… yani hiç verimli olmaz yani…

Interviewer: Motivasyonunuzun nasıl geliştirilebileceğini düşünüyorsunuz?

Interviewee: Hmmm…. Daha çok hoşuma giden şeyleri yaparak… mesela dizi film izlemeyi seviyorum… onları İngilizce şekilde izlersem eğer daha çok ilgimi çekiyor… yada mesela okuma yapmayı seviyorum… ee okuma yaparak buna olan ilgimi arttırabiliyorum… ya da video izleyerek yapıyorum… oyun oynamayı da seviyorum.. eee test şeklinde oyunlar, kelime oyunları, İngilizice oynadığımda hem motivasyonum arttırıyor hem de öğrendiğimi düşünüyorum… daha çok yani medyayı kullanarak...

Interviewer: Çok güzel. Peki İngilizce hazırlık programına getirdiğiniz bu orijinal motivasyonu sürdürmekte kimin sorumlu olduğunu düşünüyorsunuz?

Interviewee: Bence kendim sorumluyum…sonuçta herkes kendinden sorumludur… beni iten bir kişi ya da birisi yani hiç kimse yok… ben kendimi itmeye çalışıyorum… kendimi motive etmeye çalışıyorum… yani her zaman kendimi desteklemeye çalışıyorum… yoksa öyle bir kişi yok yani.

Interviewer: Peki, motivasyon enerjinizi yüksek tutan (veya tutacak) şey nedir?

Interviewee: Benim için sosyal hayatım çok önemli… her zaman ders yapıyorum evet ama yani biraz da sosyallikte çok önemli çünkü bir süre sonra insan sıkılıyor doğal olarak… benim kafamı dağıtacak şeyler motivasyonumu geri getiriyor… ya da mesela işte çok sıkıldıysam bir dışarı cıkmak… ya da işte bir film dizi izlemek… kafamı dağıtmak… hani o şekilde devam edebiliyorum.

Interviewer: Süper, peki bu ilk yılda İngilizce öğrenmekle ilgili önceki fikirlerinizden herhangi biri değişti mi? Neden?

Interviewee: Evet değişti…her zaman bize… eee… hani gramer yapılarını daha önemli olduğu söyleniyordu… ama burada kelimenin ve konuşmanın daha önemli olduğunu öğrendim… asıl önemli olan kelimeleri daha çok öğrenmek daha önemliymiş… onu öğrendim.

Interviewer: Peki son soru. Bu araştırma çalışmasına dahil olmak size ne kazandırdığını düşünüyorsunuz?

Interviewee: Hmmmm… düşünüyorum çünkü o haftayı sorguluyorum… o hafta ne yaptığımızı sorguluyorum… ya da düşünüyorum en çok keyif aldığım şey neydi ya da en çok sıkıldığım… yani biraz kendimi sorgulamamı sağladı en azından… her hafta bir kendimi görüyorum… bu hafta ne oldu? Ben ne yaptım? Ya da biz ne yaptık bu hafta diye… yani o yüzden faydalı buldum.

Interviewer: Çok teşekkür ederim.



GAZİLİ OLMAK AYRICALIKTIR…