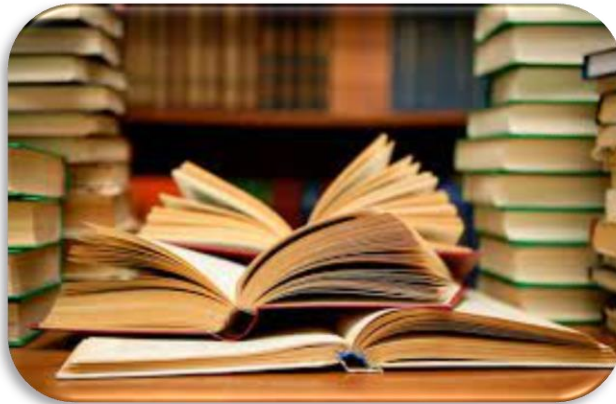


Research Paper



Investigating the Relationship between Foreign Language Learning Enjoyment, Foreign Language Learning Anxiety, and Foreign Language Learning Boredom among High School EFL Students of Zahedan

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ABSTRACT

This study aimed to investigate the relationship between three foreign language learning emotions: foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom among high school EFL students in Zahedan, Sistan and Baluchestan Province. In this research 200 male and female EFL learners were selected as participants. The sampling was done through convenience sampling. Three research instruments were used as a questionnaire named short-form foreign language classroom anxiety scale, foreign language enjoyment scale and foreign language learning boredom scale. In order to find the relationship between the defined variables, multiple correlation was conducted. The findings revealed that the relationship between foreign language enjoyment and foreign language boredom was negatively significant. Furthermore, the relationship between foreign language anxiety and foreign language boredom was positively significant. Additionally, foreign language enjoyment and foreign language anxiety had a negative relationship. The obtained results bear implications for education in general and EFL instruction in particular.

Keywords: Foreign language learning enjoyment, foreign language classroom anxiety, foreign language learning boredom.

بررسی رابطه بین سه هیجان یادگیری زبان خارجی: لذت یادگیری زبان خارجی، اضطراب کلاس درس زبان خارجی و کسالت از یادگیری زبان خارجی در دانش آموزان دبیرستانی زبان انگلیسی زاهدان، استان سیستان و بلوچستان
این مطالعه با هدف بررسی رابطه بین سه هیجان یادگیری زبان خارجی: لذت یادگیری زبان خارجی، اضطراب کلاس درس زبان خارجی و کسالت از یادگیری زبان خارجی در دانش آموزان دبیرستانی زبان انگلیسی زاهدان، استان سیستان و بلوچستان انجام شد. در این پژوهش ۲۰۰ زبان آموز مرد و زن زبان انگلیسی به عنوان شرکت کننده انتخاب شدند. نمونه گیری به روش نمونه گیری در دسترس انجام شد. سه ابزار تحقیق به عنوان پرسشنامه به نام های مقیاس اضطراب کلاس درس زبان خارجی کوتاه، مقیاس لذت زبان خارجی و مقیاس خستگی یادگیری زبان خارجی مورد استفاده قرار گرفت. برای یافتن رابطه بین متغیرهای تعریف شده از همبستگی چندگانه استفاده شد. یافته ها نشان داد که رابطه بین لذت از زبان خارجی و کسالت زبان خارجی منفی معنادار است. همچنین رابطه بین اضطراب زبان خارجی و بی حوصلگی زبان خارجی مثبت و معنادار بود. علاوه بر این، لذت از زبان خارجی و اضطراب زبان خارجی رابطه منفی داشتند. نتایج به دست آمده پیامدهایی را برای آموزش به طور کلی و آموزش زبان انگلیسی به طور خاص نشان می دهد.
واژگان کلیدی: لذت یادگیری زبان خارجی، اضطراب کلاس درس زبان خارجی، کسالت یادگیری زبان خارجی.

INTRODUCTION

For many decades English has been playing a vital role in many fields of the world such as in communication, Science, technology, education and so on (Yuzulia, 2021). In the education sector, such as in higher secondary schools or in universities where English as a foreign language has been taught from several decades, the student's emotion has been continuously involved in the second language acquisition. According to (Pekrun, Goetz, Tetz & Perry, 2002) for the proper understanding of learning process and as well as for the sake of effective teaching, the feelings and emotions of students are considered important. During linguistic activities, students construct realities and speak or articulate as how they feel and think about learning a new language (Aragao, 2011).

Students may experience different types of emotions that can be negative and positive and these affective factors may have a significant impact on the language learning (Arnold & Brown, 1999). Academic achievement or lack of it may increase the different types of emotions in students which may influence their academic performance and may control or govern their future path (Pekrun & Perry, 2014). Anxiety as an emotion type seems to be a feeling of tension and panic or apprehension in the language learning context (MacIntyre & Gardner, 1994). But in some cases, it is considered a source of success in language learning as Kruk (2016) stated that for many years like motivation, anxiety has been studied as a potential factor that influence foreign language success. However, the SLA literature differentiates between various sources of language classroom anxiety. It can be caused by (1) personal and interpersonal anxiety, (2) learner beliefs about language learning, (3) teacher beliefs about language teaching (4) teacher-learner interactions, (5) classroom procedures, and (6) testing (Young, 1991).

The second type of emotion that also exists in foreign language learning is boredom. It is one of the emotions that has received relatively little attention in SLA (Li, 2021). This emotion is often considered to be an affective state having absence of stimulation, unpleasant feelings as well as low psychological arousal (Mikulas & Vodanovich, 1993). Recent studies have shown the presence of boredom in foreign language classes and its negative impacts on foreign language (FL) learning (Li, Dewaele, & Hu, 2020).

Similarly, the positive emotions due to external and internal variables like enjoyment, satisfaction and sense of success or achievement has also been experienced by the second language learners (Gregersen, MacIntyre & Mercer, 2016). Foreign language learning enjoyment is considered a response to the concept of foreign Language learning anxiety (Zeng, 2008). As Dewaele and MacIntyre (2014) defined positive feelings that a learner would experience while learning a language when they are creative accomplish psychological needs, complete learning tasks and activities, faces challenges and have new experiences and find themselves in a friendly instructional environment.

Since, these emotions play a crucial role in the foreign language learning it is necessary to better understand these complex emotions of FL learners for the improved pedagogical practices which in turn boost the performance and progress of the FL learners.

Moreover, it is an accepted truth that role of gender in every field is crucial whether is it in the form of an employ, a businessman or a student so as a human being they may suffer from different types of emotion that has been already mentioned above, so for their better performance as a FL learner or a business man it is important to firstly shed light on the relationship between these emotions like enjoyment, anxiety and boredom among higher secondary EFL learners as well as relation of these emotions with regard to gender and age. Females found to have higher levels of FLCA in some research

papers (Park & French, 2013; Abu Rabia, 2004), and other reporting no significance difference (Aida, 1994). Therefore, to fill this gap the present study was conducted to find out how these emotions relate with one another and also their relationship with regard to gender and age in the high school students of Zahedan.

This study, thus, aimed to answer the following research questions:

1. *Is there any significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among high school students of English in Zahedan?*

2. *Is there any significant relationship between three foreign language emotions i.e. anxiety, boredom and enjoyment with regards to gender of the high school students of Zahedan?*

3. *Is there any significant relationship between three foreign language emotions i.e. anxiety, boredom and enjoyment with regard to age of the high school students of Zahedan?*

Research Hypotheses

Based on the preceding research questions, the following null hypothesis were proposed:

1. There is no significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among higher school students in Zahedan

2. There is no significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among higher school students in Zahedan with regards to their gender.

3. There is no significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among higher school students in Zahedan with regards to their age.

Significance of the Study

The most important emotions that has been frequently experienced by the EFL students are boredom, anxiety and enjoyment. Review of the relevant three above-mentioned emotions shows that there is a significant relationship between these variables. Therefore, foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom are independent dimensions but they do link with one another from various degrees. Thus, this research played a vital role in examining the degree to which these variables are related to one another as well as their relationship with regard to the demographic role of gender and age of the learners. Therefore, the results obtained from this study may contribute to explore factual evidence regarding the association between foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among higher education L2 learners in Zahedan. In this way, the study could be used in future for the development of strategies that could help to improve the negative emotions among second language learners.

LITRATURE REVIEW

Foreign language learning enjoyment

In 2014, Dewaele and MacIntyre conducted qualitative research, in which they investigated foreign language learning enjoyment (FLE) and foreign language classroom anxiety (FLCA) in the classroom.



There were 1746 participants from all around the world and used an internet-based survey through a web-based questionnaire. In this research, the statistical data revealed higher levels FLE than of FLCA. Both, foreign language learning enjoyment and foreign language classroom anxiety pertained to several independent variables such as the number of known languages, level of the target language etc. Further statistical analysis revealed that those among the 1,746 FL learners, who were more multilingual, who had reached intermediate or higher levels in the FL class, who felt that were performing rather better than their peers in the FL class, who were higher up in the education system (university rather than high school) and who were older, experienced significantly higher levels of FLE and significantly less FLCA. In 2017, Dewaele, Witney, Saito, and Dewaele showed their interest in positive and negative emotions that foreign language learners might experience throughout their educational period. One of their study is concerned about whether and to what extent foreign language learning enjoyment and foreign language classroom anxiety linked to variety of learner internal variables (age, gender, degree of multilingualism, attitude towards the FL, level of mastery of the FL, relative standing among peers in the FL class) and teacher /classroom specific variables (attitudes towards teacher, frequency of use of the FL by teacher, time spent reading, writing, listening and speaking in the FL class and predictability of the FL class) within one specific educational environment or context. A total of 189 high school students (49 females, 140 males) participated in the study. The study shows, students who had a more positive attitude towards the FL reported both significantly more FLE and less FLCA. An interesting finding was also that more FL use by the teacher was linked to more FLE, but not to more FLCA. The female students reported both more FLE and more FLCA than their male peers. The findings were interpreted as an indication that the female learners were more emotionally involved in the FL learning, experiencing more emotional highs and lows than their male peers.

Moreover, Siahpoosh, Varghaei, Khodadadi (2022) performed the study to investigate the gender differences in foreign language speaking anxiety and foreign language learning enjoyment in online classes in the bilingual context of Iran in which English is learned as the third language. For this purpose, a number of 40 (18 males, 22 female) Azari-Persian bilinguals who studied English at the upper intermediate level participated in the online speaking courses being held via Zoom application. Two questionnaires, including Bashori et al.'s (2021) adjusted version of FLCA and Dewaele and MacIntyre's (2014) FLE, were used for data gathering. According to the quantitative analysis performed, female bilinguals experienced more FLSA and FLE simultaneously than male bilinguals.

Foreign language learning anxiety

In a longitudinal study of 54 students, Sparks and Ganschow (2007) concluded that students with the lowest levels of language classroom anxiety exhibited the highest scores in foreign language aptitude and proficiency, as well as in native language skills. From the findings of these studies, the academic effects of language classroom anxiety seem clear. In order to examine the origins of these effects, the relationship between language classroom anxiety and cognitive processing have been explored in the following studies. MacIntyre and Gardner (1991) examined the effect of language classroom anxiety on input and output in learners' native and second languages. From the analysis, they found that language classroom anxiety has a negative effect on both the input and output stages. MacIntyre and Gardner (1994) examined the effects of language classroom anxiety on three stages of performance: input, processing, and output stages. As a result, input, processing, and output anxiety all showed negative



correlations with each of the specific performance measures. Of note, the strongest correlation was seen in the processing and output stages. In addition, the results showed that language classroom anxiety tends to correlate with measures of performance in the second language but not in the native language. MacIntyre and Gardner (1994) concluded that “the potential effects of language classroom anxiety on cognitive processing in the second language appear pervasive and may be quite subtle” (p. 301). However, their study shows a definite relationship between language classroom anxiety and second language performances. Language classroom anxiety is also influenced by social contexts, such as “competitive classroom atmosphere, difficult interactions with teachers, risks of embarrassment, opportunity for contact with members of the target language group, and tension among ethnic groups” (MacIntyre, 1999, p. 38).

Foreign language learning boredom

Pawlak (2021) examined various aspects of boredom in L2 learning and reports the results of a study, which aimed to identify factors underlying boredom in the L2 classroom. Participants were 107 Polish speaking English majors who completed the Boredom in Practical English Language Classes Questionnaire (BPELC). The Boredom Proneness Scale and end-of-the-year examination grades were used to divide the participants into less and more prone to boredom as well as high- and low-achievers. Exploratory factor analysis and independent samples t-tests were used to analyze the data. Two factors underlying boredom were extracted: (F1) disengagement, monotony and repetitiveness, and (F2) lack of satisfaction and challenge. Statistically significant differences were revealed between students who were less and more prone to boredom for both factors, and between low- and high-achievers for F1.

Research conducted by Kruk and Zawodniak (2017) among Polish English Philology students investigated the participants’ boredom experiences, changes in its intensity, observed signs of the emotion, as well as the coping strategies they used. The results revealed a varying intensity in boredom among the students throughout the lessons (beginning vs. end of the class), different aspects of the students’ boredom (in-class vs. out-class boredom), notable forms of behavior, such as daydreaming or zoning out, and other.

The study carried out by Pawlak, Kruk, and Zawodniak (2022), also mixed-methods in nature, investigated fluctuations of boredom experienced by 23 English majors divided into two groups that participated in two naturally occurring classes intended to practice integrated skills on the basis of identical lesson plans. The research project also aimed to identify reasons for the observed changes in boredom patterns. It should be emphasized that, to the best knowledge of the present authors, this was the first study to examine this negative emotion in groups of students participating in classes designed in exactly the same way. The analysis showed that the intensity of boredom was moderate or low for both groups. However, evident discrepancies between the two groups were also revealed in self-reported boredom levels, which could be ascribed to a more pronounced impact of individual variation among students manifesting this emotion with greater intensity. When it comes to a comparison between the two classes, both groups perceived one of them as more boredom-inducing than the other, which was the outcome of the differences in their content, organization and progression. On the whole, speaking tasks performed in dyads were found to produce lower boredom levels, as opposed to grammar and reading activities, which evidently made the participants more withdrawn and disengaged. It should also be emphasized that the students’ self-ratings of boredom levels, both for the whole class and for particular



time points, diverged from within-individual and between-individual boredom patterns. Importantly, the amplified experience of boredom was related to a lack of novelty, excessive focus on receptive skills, repetitive grammar exercises, introductory stages of the classes and individual work, but it was mediated by gender and proficiency. Once again, the analysis allowed the assumption that boredom could also be the corollary of ID factors, such as motivation, willingness to communicate (WTC), aptitude, beliefs or working memory.

MEYHODOLOGY

In this research 200 English language learners of high schools' students in Zahedan were selected as participants. The non-probability sampling technique was adopted and the participants were selected through convenience sampling method. The participants' age ranged from 15 to 20 years from both genders (100 female and 100 male).

The following instruments were used collect the data of this study.

Short-form foreign language classroom anxiety scale: An eight-item scale was be used to measure the foreign language learning anxiety. The scale was developed by MacIntyre in 1992 (Dewaele, Botes & Greif, 2022). The items include factors such as "I get nervous and confused when I am speaking in the language class". Items were measured on a five-point Likert scale ranging from 1 (=strongly disagree) to 5 (=strongly agree).

Foreign language learning enjoyment scale: An eleven- item scale was utilized which was the Chinese version of the foreign language learning enjoyment scale (Li, Jiang & Dewaele, 2018). The items include factors such as "I don't get bored". These items measured three dimensions:

FLE- Private: These items emphasized the private pleasure of the students surrounding around their personal progress, excellent performance or interesting experiences in EFL class.

FLE-Teacher: These items emphasized on the enjoyable experiences related to foreign language teachers' support and encouraging attitude towards students, and their pedagogical practices.

FLE- Atmosphere: These items highlighted the role of EFL classroom environment in the learning process, teachers' pedagogical practices to make the class more attractive and to improve students' involvement, peers' positive engagement, and the creation of a good atmosphere. Items were measured on a five-point Likert scale ranging from 1 (=strongly disagree) to 5 (=strongly agree).

Foreign language learning boredom scale: An eight-item scale was used to measure the foreign language learning boredom (Dewaele, Botes & Greif, 2022). It should be noted that the eight scale is originally a subscale of the greater thirty-two item of foreign language learning boredom scale (Li et al., 2020). Items were measured on a five-point Likert scale ranging from 1 (=strongly disagree) to 5 (=strongly agree). In order to analyze the data, multiple correlation was conducted. This test was conducted through using a software package for social science research SPSS.

RESULTS

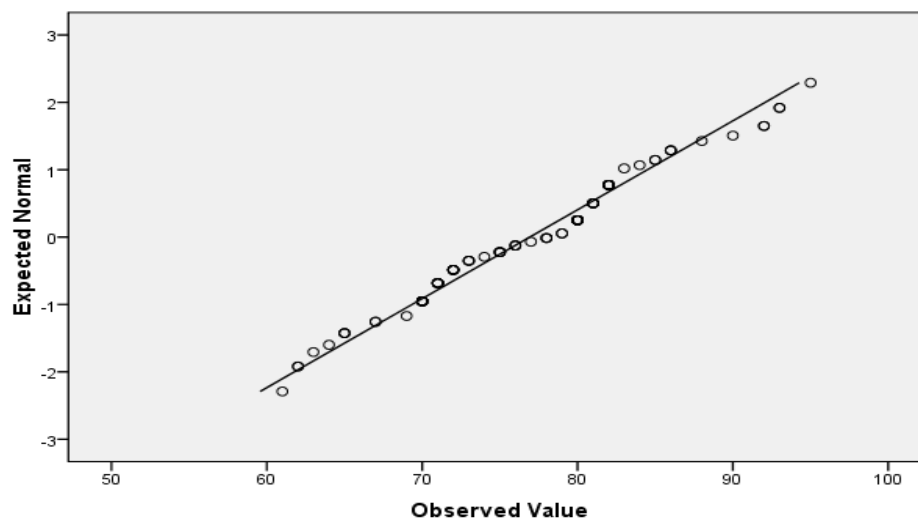
Before testing the research hypotheses, the normality of the distribution of the data was examined. As Table 1 shows, the desired conditions for a normal distribution were met (for all distributions the range of Skewness should be ± 1.96).



Table 1*Descriptive Statistics of the three variables*

	N	Min.	Max.	Skewness
Foreign language learning boredom	200	61	95	0.073
Foreign language classroom anxiety	200	66	102	0.225
Foreign language learning enjoyment	200	64	99	0.071
Valid N (listwise)	200			

As the Table 4.1 showed, the minimum and maximum scores of foreign language learning boredom were sequentially 61 and 95. The ratio of skewness statistic is (0.073) that is within the ranges of ± 1.96 , which means that the distribution did not show a significant deviation from normality. For foreign language classroom anxiety questionnaire, the minimum and maximum scores were sequentially 66, 102 and the ratio of skewness statistic is (0.225), which is also within the ranges of ± 1.96 , and it means that the distribution did not show a significant deviation from normality as well. Finally, for foreign language learning enjoyment score, the minimum and maximum scores were sequentially 64 and 99; the ratio of skewness statistic is (0.071), which fell within the normality range of ± 1.96 . Thus, the normality condition was met. The data were also checked graphically for normality of distribution. In order to determine normality graphically, we used the output of a normal Q-Q Plot. If the data are normally distributed, the data points will be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. As we can see from the normal Q-Q plot below in Figures 1, 2, and 3, the data is normally distributed.

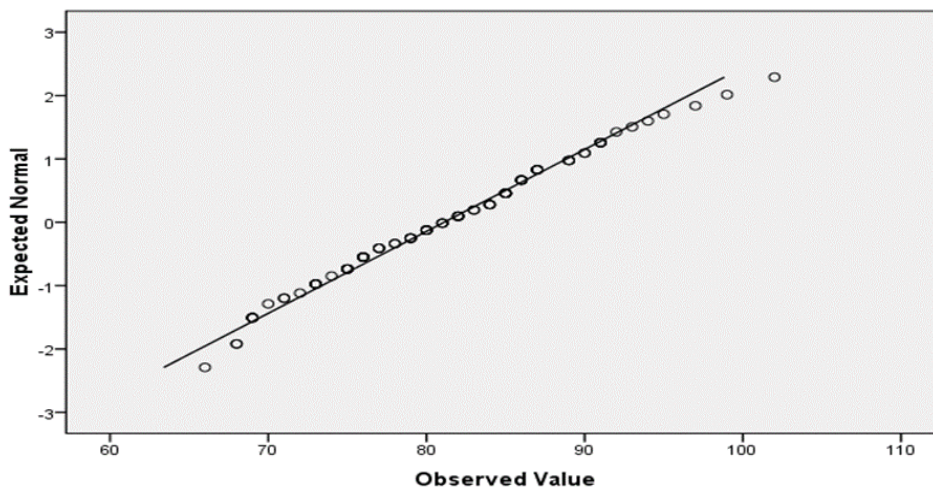
Figure 1*Graphic indicator of foreign language learning boredom scores normality*

As it can be visually observed the data points are not far from diagonal line, then, Figure 1 shows the normality of distributions as well. Foreign language classroom anxiety questionnaire scores were also graphically illustrated in Figure 2 to ascertain normality.



Figure 2

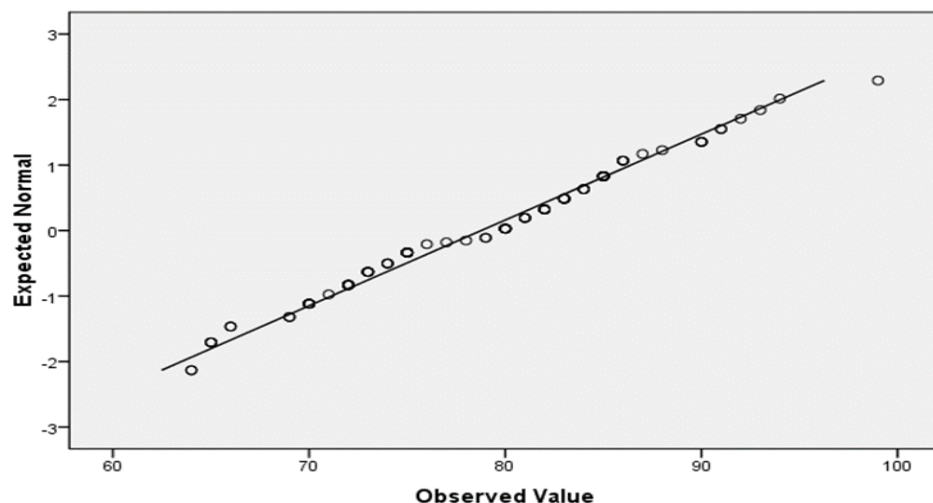
Graphic indicator of foreign language classroom anxiety scores normality



As it can be visually observed the data points are not far from diagonal line, then, Figure 2 shows the normality of distributions as well. Foreign language learning enjoyment questionnaire scores were also graphically illustrated in Figure 3 to ascertain normality.

Figure 3

Graphic indicator of foreign language learning enjoyment scores normality



As it can be visually observed the data points are not far from diagonal line, then, Figure 3 shows the normality of distributions as well.

After testing the normality of the data, the research hypotheses were tested. The first research hypothesis stated that there is no significant relationship foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom among higher school students in Zahedan. To test this hypothesis, first the descriptive statistics of each variable was calculated (Table 2).

Table 2

Descriptive statistics results of foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom

Variables	N	M	Std.	Std. Error	95% Confidence Interval for Mean		Min	Max.
					Lower Bound	Upper Bound		
Foreign language learning enjoyment	200	.361	1.05	.159	.016	.661	-.74	3.55
Foreign language classroom anxiety	200	-.791	.458	.072	-.938	-.645	-1.2	.732
Foreign language learning boredom	200	.258	.802	.112	.143	.658	.77	.894
Total	200	.000	1.00	.0912	-.180	.180	-1.2	3.55

Table 2 reports the descriptive statistics results of variables under study including foreign language learning enjoyment (M=.361, SD=1.05), Foreign language classroom anxiety (M=-.791, SD=.458), and foreign language learning boredom (M=.258, SD=.802), respectively. After calculating the descriptive statistics, to find out the relationship among these variables multiple correlations was conducted and reported in Table 3.

Table 3

Multiple correlation of Iranian EFL learners' foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom

		Foreign language learning enjoyment	Foreign language classroom anxiety	Foreign language learning boredom
Foreign language learning enjoyment	Pearson correlation	1	-0.574**	-0.607**
	Sig. (2-tailed)		0.000	0.000
	N	200	200	200
Foreign language classroom anxiety	Pearson correlation	0.574**	1	0.588**
	Sig. (2-tailed)	0.000		0.000
	N	200	200	200
Foreign language learning boredom	Pearson correlation	0.607**	0.588**	1
	Sig. (2-tailed)	0.000	0.000	
	N	200	200	200

****Correlation is significant at the 0.01 level (2-tailed).**



As reported in Table 3, the correlations among the three variables were significant at the 0.01 level. The correlation between foreign language learning enjoyment and foreign language learning boredom was negatively significant (-0.607), and the correlation between foreign language classroom anxiety and foreign language learning boredom was positively significant (0.588). Additionally, the two predicting variables, i.e., foreign language learning enjoyment and foreign language classroom anxiety had a negative correlation coefficient of -0.574.

The second research hypothesis stated that there is no significant relationship between foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom among higher school students in Zahedan with regard to their gender. Table 4 presents the results regarding the gender.

Table 4

Multiple correlation of Iranian EFL Male and Female Learners' foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom

Variable		Unstandardized Coefficients		Standardized Coefficients	t	Sig	Correlation Part
		β	Std. Error	Beta			
1 Constant		11.88	2.09	0.27	6.10	.000	.35
Foreign language learning enjoyment	Female	0.11	0.02	0.43	0.57	.000	.43
	Male	0.14	0.04	0.41	0.51	.000	.38
foreign language classroom anxiety	Female	0.09	0.08	0.11	0.87	.652	.22
	Male	0.07	0.05	0.25	0.81	.577	.24
foreign language learning boredom	Female	10.21	0.05	0.41	0.21	.000	.35
	Male	0.11	0.04	0.32	0.19	.000	.37

In terms of the EFL learners' foreign language learning enjoyment, the R^2 value was found to be 0.57 and 0.51, revealing that the variable of foreign language learning enjoyment in both female and male learners could reveal 57% and 51% of the variance in the learners' foreign language emotions. In fact, as to the amount of relationship of each variable to foreign language learning enjoyment, according to Table 4.6, the largest Beta value was related to foreign language learning enjoyment ($+ = 0.43$, $t = 0.57$, $*p < .01$) in female learners, meaning that foreign language learning enjoyment had a stronger relationship with the learners' emotions in females compared to that of male learners. Furthermore, regarding the foreign language classroom anxiety for female and male learners, the Beta value was slightly low (female= $+ = 0.11$, $t = 0.87$, $*p > .01$; male= $+ = 0.25$, $t = 0.817$, $*p > .01$), with less relationship for both genders. Accordingly, no relationship was found between two groups' foreign language classroom anxiety. Furthermore, in terms of foreign language learning boredom, Beta value

was shown (female= $r = 0.41$, $t = 0.21$, $*p < .01$; male= $r = 0.32$, $t = 0.19$, $*p < .01$), which indicates that for both female and male EFL learners' foreign language learning boredom there is a strong relationship with foreign language emotions in both groups.

The third research hypothesis stated that there is no significant relationship between foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom among higher school students in Zahedan with regard to the age of the students. Two age groups were presented here. Group 1 represented participants aged 15 to 17 and group 2 represented those aged 18 to 20. Table 5 illustrates the results.

Table 5

Multiple correlation of Iranian EFL learners' age groups

Variable	Unstandardized Coefficients		Standardized Coefficients			Correlation	
	β	Std. Error	Beta	t	Sig	Part	
1 Constant		12.36	2.16	0.29	5.10	.000	.33
foreign language learning enjoyment	G1	0.13	0.05	0.41	0.52	.000	.41
	G2	0.15	0.06	0.45	0.49	.000	.32
foreign language classroom anxiety	G1	0.07	0.18	0.15	0.82	.000	.21
	G2	0.09	0.06	0.22	0.83	.000	.23
foreign language learning boredom	G1	12.51	0.07	0.47	0.26	.000	.32
	G2	0.18	0.05	0.38	0.17	.000	.35

Concerning the EFL learners' foreign language learning enjoyment, the R^2 value were 0.52 and 0.49 for G1 and G2, respectively, which indicates that the variable of foreign language learning enjoyment in both age groups showed 52% and 49% of the variance in the learners' foreign language emotions. Actually, the largest Beta value was related to the foreign language learning enjoyment (0.41, $t = 0.52$, $*p < .01$) in G1, revealing that foreign language learning enjoyment had a stronger relationship with the learners' emotions in G1 as opposed to G2. In addition, in terms of the foreign language classroom anxiety for age groups, there is also a difference between G1 and G2 since Beta value was (G1= 0.11, $t = 0.82$, $*p < .01$; G2= 0.25, $t = 0.837$, $*p < .01$). Thus, there is a significant relationship between two groups' foreign language classroom anxiety. Eventually, regarding the foreign language learning boredom, the findings revealed due to the fact that Beta value for G1 includes 0.47, $t = 0.26$, $*p < .01$, and for G2 0.38, $t = 0.17$, $*p < .01$, in both age groups, foreign language learning boredom had a strong relationship with foreign language emotions.

DISCUSSION

The current study was set to explore whether there was any significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom among higher school students in Zahedan. In addition, it evaluated



whether there was any significant relationship between three foreign language emotions i.e. foreign language learning enjoyment, foreign language classroom anxiety, and foreign language learning boredom among higher school students in Zahedan with regards to their gender and age. The findings revealed that the relationship between foreign language learning enjoyment and foreign language learning boredom was negatively significant. That is, the more the EFL learners are enjoyed in a foreign language context, the less they are bored. Furthermore, the relationship between foreign language classroom anxiety and foreign language learning boredom was positively significant, indicating that the more EFL learners are anxious, the more they feel bored. Additionally, foreign language learning enjoyment and foreign language classroom anxiety had a negative relationship, showing that the more foreign language learning enjoyment exists, the less foreign language classroom anxiety occurs in EFL contexts.

Moreover, based on the results, it was found out that in Iranian EFL female learners, foreign language learning enjoyment had a positive relationship with the learners' emotions. Additionally, no relationship was between male and female learners' foreign language classroom anxiety. Furthermore, there was a strong relationship with foreign language emotions in both groups. In addition, foreign language learning enjoyment had a stronger relationship with the learners' emotions in younger learners (G1). There was also a significant relationship between two age groups' foreign language classroom anxiety. Finally, in both age groups, foreign language learning boredom had a strong relationship with foreign language emotions.

The findings of the current study are in line with previous studies such as Dewaele and Alfawzan's (2018). They also found out that the effect of enjoyment outweighed that of anxiety for EFL learners. The findings are consistent with Dewaele et al., (2018) research reporting that enjoyable class and topics can make communication tasks more exciting and increase interest in L2 learning, herby decreasing anxiety. As MacIntyre and Vincze (2017) stated that the students find more joy in learning a new language if they find the topics and tasks interested in the classroom. The classroom environment, including the support from classmates and their relations, can influence students' engagement and promote learning in the classroom (Sagayadevan & Jeyaraj, 2012), which may lead to enjoyment in foreign language learning. Furthermore, the role of education and knowledge acquired through contextualized class activities is also focused. As Elaldi (2016) states, any worry about making mistakes and appearing foolish before others can be an essential source of foreign language classroom anxiety. These results also empirically support the control-value theory in the EFL context (Pekrun, 2006), more specifically, the links between control appraisal and achievement emotions. In other words, students' perceived control over English in general and subdomains of English is associated with their emotions and anxiety.

CONCLUSION AND IMPLICATIONS

Based on the results, it is concluded that three foreign language emotions, namely, foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom, are important in EFL contexts and have different relationship with other variables. Addressing the research objective, there was a higher impact of foreign language emotions for the English classes. Through foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom, the affective and the behavioral aspects of language acquisition were also emphasized, not only



for proposing learning activities, but in order to create connections with students, promote a better learning environment, and developing a better relations or cooperations in the English classroom.

Concerning the relationship among foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom, students' educational success can be also taken into consideration. Therefore, changes could be made in Iran teacher training programs. They could be trained as professional teachers to enable them to observe the learners' foreign language emotions. The results have implications for stressful EFL/ESL contexts since activities need to be informative, effective and, relevant to learners' interests and future aims in order to create stress-free contexts.

The findings of the present study would also have implications for people working within international language teacher education programs. These programs usually have many international students from different EFL countries. Thus, ESL programs may need to design a curriculum based on foreign language learning enjoyment, foreign language classroom anxiety and foreign language learning boredom, with the potential to enable students from EFL contexts to function effectively when they return to their countries and become involved in the unique working conditions and the local practices of EFL teaching. By gaining an understanding of the characteristics of EFL contexts, teachers in these programs can take into account how the most recent theories and teaching models can be used in the EFL local contexts. This will even be useful to native speakers who plan to teach English in EFL settings.

This research can help the teachers to look into their pedagogical beliefs, and their understandings about learning and teaching EFL skills in their contexts. Likewise, by using the results of the present study, language teachers may hopefully find appropriate method to improve their teaching and decrease the anxiety.

Additionally, the results may be ultimately fruitful for policy makers so as to implement appropriate classes for EFL teachers and contribute directly to a better understanding of foreign language emotions that improves quality teaching.

To sum up, it can be concluded that the findings of this study hopefully offer implications to language educators, government officials involved in language teaching and learning curriculum development as well as English language teachers in EFL context and those involved in language teaching and learning institutes and centers of higher education in Iran.

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Biodata

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