

Comparing Boredom Proneness in Traditional and Virtual English Classes

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Research Paper

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Abstract: Positive emotions are increasingly being studied in the acquisition and teaching of second or foreign languages. Still, negative emotions are also present all the time and need to be given attention. This paper focuses on boredom, a concept that has been studied in educational psychology but has received little consideration from academics studying foreign language learning. The present study aimed to compare the amount of boredom experienced in traditional to that of the virtual classrooms. To obtain the research objective, a quantitative non-experimental research approach was chosen, including a survey design. The translated version of the Boredom Proneness Scale (BPS) was used to collect data from the participants. This study was conducted with 120 female high school students, divided into two 60-member groups. One group was instructed to answer the items for the traditional classroom, while the second group was instructed to answer the items for the virtual one. An independent t-test was implemented, and the results indicated that the two groups experienced approximately the same level of boredom, with the traditional class scoring slightly higher. However, this difference was not statistically significant. Lessons for teachers and teacher educators are discussed in light of the findings in order to enhance both traditional and online English instruction.

Keywords: Boredom, Boredom Proneness, Traditional Classes, Virtual Classes

Introduction

The concept of boredom has drawn a lot of research attention in psychology and educational psychology over the past three decades. Still, it yet to be taken seriously and is, therefore, an unexplored topic in second/foreign language (L2/FL) learning and instruction. Boredom, which is characterized as an emotional or psychological condition, is a feeling of emptiness that people experience when they are unable to find meaning or purpose in their life. More comprehensively, boredom proneness is defined by Boden (2009) as a personality feature associated with cognitive, attentional, and neuropsychological concepts related to an individual lack of ability or a desire to draw attention to special tasks in the environment. Many instructors typically attribute boredom to students' anxiety, depression, personality, or only laziness and, therefore, overlook it (Kruk & Zawodniak, 2018). Bored students typically feel indifferent, discouraged, uninterested, annoyed and/or unsatisfied with their surroundings because they believe them to be uninteresting and boring, but they are also hesitant to make a positive effort to change this situation (Eastwood et al., 2007). The quality of student learning, achievement, and social connections are all negatively impacted by boredom because it is one of the most often experienced academic emotions (Pekrun et al., 2010). It is a negative feeling that has a higher impact on the learning process than positive

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Chabahar Maritime University English Journal

AW Rasmussen



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