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The Dynamic Interplay of Foreign Language Enjoyment and Boredom in Arabic Classrooms: A Mixed-Methods Study on Learner Engagement

Segaf Baharun¹, Syamfa Agny Anggara², Mustahar Ali Wardana³

^{1,2,3} Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia

✉ Corresponding author: syamfaagnyanggara@uiidalwa.ac.id

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ABSTRACT

Foreign Language Enjoyment (FLE) and Foreign Language Boredom (FLB) have emerged as central emotional constructs in positive psychology-oriented second language acquisition (SLA) research. Yet their dynamic interplay remains underexplored, particularly in non-European, liturgically significant language contexts such as Arabic. This mixed-methods study investigates fluctuating patterns of FLE and FLB among 142 undergraduate Arabic-as-a-Foreign-Language (AFL) learners at an Indonesian Islamic university across one semester. Using a convergent parallel design, a newly adapted enjoyment-boredom scale was combined with semi-structured interviews and reflective journals. Multilevel modeling revealed a robust negative within-person association between FLE and FLB, with substantial individual variability. Qualitative analysis identified five thematic triggers: script and phonological complexity, teacher immediacy behaviors, task meaningfulness, Islamic-cultural identity alignment, and interactional opportunity. Findings demonstrate that enjoyment and boredom are temporally sensitive, context-embedded phenomena rather than simple opposites, responding to micro-level pedagogical and social triggers. Implications for AFL classroom practice and the broader study of emotion dynamics in less-commonly taught languages are discussed.

Keywords: Foreign Language Enjoyment; Foreign Language Boredom; Arabic As A Foreign Language; Positive Psychology; Emotion Dynamics.

INTRODUCTION

The affective dimension of language learning has attracted sustained scholarly attention for more than half a century, with anxiety historically dominating the research landscape (MacIntyre, 2017). The last decade, however, has witnessed a decisive expansion of the emotional repertoire under investigation, driven by the advent of positive psychology frameworks in applied linguistics (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012). Foreign Language Enjoyment (FLE) and Foreign Language Boredom (FLB) have rapidly emerged as two of the most theoretically significant and empirically productive constructs within this expanded affective agenda (Dewaele et al., 2023; Pawlak et al., 2020).

Despite this surge of interest, the vast majority of research has been conducted in European, East Asian, or broadly Anglophone educational contexts (Botes et al., 2021; Li, 2020). Arabic, as a language of global religious, cultural, and geopolitical significance, has been almost entirely absent from this literature. The diglossic gap between Modern Standard Arabic (MSA) and regional colloquial varieties, the complexity of the Arabic script system, and the high levels of instrumental and integrative motivation tied to Islamic identity all constitute contextually unique factors that may modulate how enjoyment and boredom emerge and interact in AFL classrooms (Al-Shammari, 2020; Husseinali, 2006).

Furthermore, while extant research has examined FLE and FLB largely as relatively stable trait-like tendencies measured at single time points, a growing body of scholarship emphasizes the dynamic, situated, and temporally sensitive nature of learner emotions (Elahi Shirvan & Taherian, 2021; Hiver & Al-Hoorie, 2020). The integration of quantitative and qualitative approaches has been advocated as particularly well-suited to capturing the full richness of emotional experience in language learning (Creswell & Plano Clark, 2018). The present study addresses these gaps by examining the dynamic interplay between FLE and FLB in AFL classrooms at an Indonesian Islamic university through the following research questions:

RQ1. How do FLE and FLB fluctuate longitudinally among AFL learners across one semester?

RQ2. What is the nature of the within-person and between-person relationship between FLE and FLB over time?

RQ3. What contextual, pedagogical, and identity-related factors do AFL learners identify as triggers of enjoyment and boredom episodes?

LITERATURE REVIEW

2.1. Foreign Language Enjoyment

FLE was formally introduced as a discrete construct by Dewaele and MacIntyre (2014), who conceptualized it as the positive subjective experience arising from successful language use, meaningful peer interaction, and a supportive classroom environment. Drawing on Fredrickson's (2001) broaden-and-build theory, enjoyment constitutes a functionally distinct emotional state that broadens learners' momentary thought-action repertoires and builds enduring personal resources. The Foreign Language Enjoyment Scale (FLES; Dewaele & MacIntyre, 2014) operationalizes FLE across private FLE (internal experiences of linguistic success) and social FLE (positive interpersonal dynamics with peers and teachers).

Subsequent research has documented robust positive associations between FLE and desirable learning outcomes, including willingness to communicate (MacIntyre & Gregersen, 2012), academic achievement (Botes et al., 2020), and intrinsic motivation (Dewaele et al., 2019). Teacher behaviors particularly immediacy, enthusiasm, and humor have consistently emerged as strong predictors of social FLE (Dewaele & Dewaele, 2020), while task complexity and metacognitive awareness have been linked to private FLE (Li & Wei, 2023).

2.2. Foreign Language Boredom

FLB has been conceptualized as a low-arousal negative emotion characterized by disengagement, tedium, and unfulfilled arousal needs (Pawlak et al., 2020). Informed by control-value theory (Pekrun, 2006), FLB is understood to arise when learners perceive tasks as either excessively challenging or insufficiently stimulating relative to their skills—a misalignment between personal resources and environmental demands. Research has increasingly challenged the assumption that FLB is simply the polar opposite of FLE. Dewaele et al. (2023) demonstrated through structural equation modeling that FLB maintains distinct causal pathways to learning outcomes, independent of FLE and anxiety.

2.3. Emotion Dynamics in Language Learning

The dynamic systems theory (DST) perspective proposes that learner emotions are non-linear, self-organizing, and sensitive to contextual perturbations (de Bot et al., 2007; Larsen-Freeman, 2007). From this perspective, FLE and FLB should fluctuate in response to moment-to-moment changes in task demands, social interactions, and learner-internal states. Longitudinal and intensive longitudinal methods are therefore essential for capturing the temporal texture of emotional experience (Elahi Shirvan et al., 2020; Henry et al., 2024). Mixed-methods designs are particularly well-positioned to investigate emotional dynamics because they combine statistical modeling with interpretive depth (Teddlie & Tashakkori, 2009).

Central to DST accounts of emotion is the concept of attractor states: relatively stable configurations toward which a system tends to gravitate under given environmental conditions (Hiver & Al-Hoorie, 2020). Applied to FLE and FLB, this means that individual learners may develop habitual emotional orientations toward their language class that resist perturbation even in response to varying instructional stimuli. However, these attractors are not immutable. As Van Geert (2008) observed, external perturbations of sufficient magnitude such as a particularly meaningful communicative success, a humiliating public error, or a sudden pedagogical change can trigger phase transitions, shifting learners from one emotional attractor basin to another. The theoretical importance of such transitions has been underscored by Hiver et al. (2021), who argued that emotion dynamics in language learning are best understood not through static snapshots but through the identification of transition points, bifurcations, and periods of heightened emotional variability.

Despite growing theoretical sophistication, the empirical literature on emotion dynamics in language learning remains methodologically constrained. The majority of longitudinal studies have employed no more than two or three measurement waves, limiting their capacity to model true within-person trajectories (Elahi Shirvan & Taherian, 2021). Experience sampling method (ESM) studies, while more temporally granular, have typically focused on a single emotion construct and have not examined the dynamic coupling between enjoyment and boredom at the within-person level. Furthermore, mixed-methods approaches to emotion dynamics have largely confined qualitative data to post-hoc illumination of quantitative patterns rather than integrating both strands in the analytic process (Creswell & Plano Clark, 2018). The present study addresses these limitations by combining multilevel modeling and DSEM with systematic qualitative inquiry across a full academic semester.

2.4. Arabic as a Foreign Language: Affective Specificities

Arabic occupies a unique position in global foreign language learning. As the liturgical language of Islam and an official language of 22 countries, Arabic carries profound symbolic capital for Muslim learners (Husseinali, 2006), fueling integrative and instrumental motivations with no direct parallel in European language learning. Arabic is also widely rated as one of the most difficult languages for non-Semitic language speakers, owing to its complex morphology, root-and-pattern system, and diglossic variation between MSA and colloquial varieties (Al-Shammari, 2020; Ryding, 2005). These characteristics create a context where both profound enjoyment and profound boredom may be particularly salient.

The diglossic nature of Arabic presents a particularly acute affective challenge. Learners enrolled in formal AFL courses at Indonesian Islamic universities are typically exposed to Modern Standard Arabic (MSA) as the primary instructional medium, while many religious practices involve Classical Quranic Arabic. This creates an experiential gap between the Arabic of the classroom and the Arabic of devotional life—a gap that may generate both motivation and frustration depending on how instructors

manage the relationship between these registers (Al-Batal, 2007; Wahba et al., 2013). Learners who encounter MSA as a meaningful gateway to Quranic literacy may experience heightened FLE; those who perceive MSA instruction as disconnected from their religious goals may experience FLB as the dominant affective response.

The Indonesian context introduces additional sociolinguistic complexity. Indonesia is home to the largest Muslim population in the world, and Arabic holds a privileged position in Islamic educational institutions (pesantren and state Islamic universities), where it functions simultaneously as a sacred language, an academic medium, and a mark of religious identity (Azra, 2004; Bruinessen, 1994). These intersecting pressures create a socio-emotionally complex learning environment that mainstream theories of foreign language affect have not yet adequately theorized. The present study is positioned to contribute to filling this gap.

METHOD

Research Design and Participants

We employed a convergent parallel mixed-methods design (Creswell & Plano Clark, 2018), in which quantitative and qualitative data strands were collected concurrently, analyzed independently, and subsequently merged for interpretation. The quantitative strand consisted of a longitudinal survey administered at four time points across a 16-week semester, while the qualitative strand comprised semi-structured interviews and reflective learning journals.

Participants were 142 undergraduate students ($M_{age} = 19.8$ years, $SD = 1.3$; 78 female, 64 male) enrolled in compulsory Arabic language courses at a state Islamic university (Universitas Islam Negeri) in East Java, Indonesia. All participants had studied Arabic for at least one year prior to enrollment and self-identified as Muslim. Purposive sampling was used to recruit a maximum-variation subsample of 24 participants for the qualitative strand, stratified by gender, year of study, and self-reported Arabic proficiency.

Instruments

Drawing on Dewaele and MacIntyre's (2014) FLES and Pawlak et al.'s (2020) FLBS, we developed and validated an Arabic Language Enjoyment and Boredom Scale (ALEBS) tailored to AFL contexts. Item generation was informed by a pilot focus group ($n = 16$) and two rounds of cognitive interviews. The final instrument comprised 10 FLE items and 10 FLB items, each rated on a five-point Likert scale. Confirmatory factor analysis at Time 1 supported a two-factor structure ($\chi^2/df = 1.84$, $CFI = .96$, $RMSEA = .048$). Internal consistency was high for both FLE ($\alpha = .88$) and FLB ($\alpha = .86$) subscales. A short-form anxiety scale (S-FLCAS; Botes et al., 2022) was also administered at Time 1 as a covariate.

Semi-structured interviews (30-45 minutes) were conducted at Week 8 and Week 16 with all 24 qualitative subsample participants. Reflective learning journals were collected biweekly, with participants responding to open-ended prompts about moments of engagement or boredom. Journals generated an average of 1,840 words per participant across the semester.

Data Analysis

All data were collected between February and June 2024. The ALEBS and S-FLCAS were administered online at Weeks 1, 5, 10, and 16. Ethical clearance was granted by the university research ethics committee. Interviews were conducted in a mix of Indonesian and English, with Arabic excerpts translated by a bilingual research assistant.

Longitudinal FLE and FLB data were analyzed using multilevel modeling (MLM) in R (lme4; Bates et al., 2015). Dynamic structural equation modeling (DSEM) in Mplus 8.8 (Muthen & Muthen, 2022) was used to examine lagged within-person associations while accounting for temporal autocorrelation. Effect sizes were reported as β coefficients with 95% confidence intervals.

For the MLM analyses, we followed a sequential model-building strategy (Singer & Willett, 2003). An unconditional means model was estimated first to partition total variance into between-person and within-person components (intraclass correlations). Unconditional growth models were then specified to model linear and quadratic time trends. Time was modeled as weeks elapsed since the start of the semester (0, 4, 9, 15), grand-mean centered to facilitate interpretation. Anxiety (S-FLCAS; Botes et al., 2022), gender, and year of study were entered as Level 2 covariates in conditional models. All models were estimated using restricted maximum likelihood (REML) with Satterthwaite degrees-of-freedom adjustments.

The DSEM framework (Asparouhov et al., 2018) was selected over standard cross-lagged panel models because it explicitly decomposes between-person and within-person variance prior to modeling dynamic relations, thereby avoiding the ecological fallacy in conventional cross-lagged analyses (Hamaker et al., 2015). Bayesian estimation with weakly informative priors was employed; convergence was assessed using the Gelman-Rubin statistic ($R < 1.05$) across four Markov chains with a minimum of 20,000 iterations.

Interview transcripts and journal entries were analyzed using reflexive thematic analysis (Braun & Clarke, 2021) in NVivo 14. To enhance rigor, both authors independently coded a 20% subsample, achieving satisfactory intercoder agreement (Cohen's $\kappa = .79$). Member-checking was conducted with six participants at the conclusion of analysis. The six-phase reflexive thematic analysis procedure was implemented as described by Braun and Clarke (2021), from initial familiarization through to final write-

up. Researcher reflexivity was maintained through reflective memos documenting assumptions, positionality, and interpretive commitments.

Findings were merged at the interpretation stage through a joint display matrix (Fetters et al., 2013), in which numerical patterns were systematically mapped onto qualitative themes to identify convergences, divergences, and expansion points.

FINDINGS

4.1. Longitudinal Trends in FLE and FLB (RQ1)

Table 1 presents descriptive statistics for FLE and FLB across the four measurement occasions. Mean FLE scores followed a non-linear trajectory, starting at a moderate level ($M = 3.41$, $SD = 0.62$) at Time 1, increasing significantly by Time 2 ($M = 3.67$, $SD = 0.58$), then declining slightly but remaining above baseline at Times 3 and 4 ($M = 3.55$ and 3.48 , respectively). Mean FLB showed a complementary pattern, with highest scores at Time 1 ($M = 2.89$, $SD = 0.71$), a significant decrease by Time 2 ($M = 2.61$, $SD = 0.68$), and a slight rebound at Time 4 ($M = 2.79$, $SD = 0.73$).

Table 1. Descriptive Statistics for FLE and FLB Across Four Time Points ($N = 142$)

Variable	T1 M (SD)	T2 M (SD)	T3 M (SD)	T4 M (SD)	Min	Max
FLE (Total)	3.41 (0.62)	3.67 (0.58)	3.55 (0.60)	3.48 (0.64)	1.40	5.00
FLE-Private	3.28 (0.70)	3.59 (0.65)	3.47 (0.68)	3.39 (0.71)	1.00	5.00
FLE-Social	3.55 (0.59)	3.74 (0.54)	3.63 (0.57)	3.56 (0.60)	1.60	5.00
FLB (Total)	2.89 (0.71)	2.61 (0.68)	2.70 (0.70)	2.79 (0.73)	1.00	4.90

Note. FLE = Foreign Language Enjoyment; FLB = Foreign Language Boredom. All items rated on a 1-5 scale.

Multilevel models revealed statistically significant variability in both intercepts and slopes (FLE intercept variance = 0.31, $\chi^2(1) = 48.6$, $p < .001$; FLB intercept variance = 0.38, $\chi^2(1) = 53.2$, $p < .001$). Approximately 34% of total variance in FLE and 39% in FLB was attributable to between-person differences, with the remaining variance reflecting within-person fluctuation.

4.2. Dynamic Relationship Between FLE and FLB (RQ2)

DSEM analyses revealed a significant negative concurrent within-person association between FLE and FLB ($\beta = -0.48$, $SE = 0.06$, $p < .001$, 95% CI [-0.60, -0.36]). Critically, this relationship was moderated by inter-individual differences: the within-person FLE-FLB correlation ranged from -0.72 to +0.11 across individual learners, with approximately 18% of participants displaying no significant or even positive concurrent associations between the two emotions.

Cross-lagged effects indicated that higher FLB at one measurement occasion weakly but significantly predicted lower FLE at the subsequent occasion ($\beta = -0.14$, $SE = 0.05$, $p = .007$), while the reverse path

was non-significant ($\beta = -0.08$, $SE = 0.06$, $p = .18$). This asymmetric temporal influence suggests that boredom may have a more persistent carry-over effect on subsequent enjoyment than vice versa.

4.3. Qualitative Findings: Thematic Analysis (RQ3)

Reflexive thematic analysis yielded five interconnected themes representing salient triggers of FLE and FLB episodes in AFL classrooms.

Theme 1: Script and Phonological Complexity as a Double-Edged Affect Trigger

Arabic's script system and phonological inventory particularly pharyngeal and emphatic consonants absent in Malay and Indonesian emerged as a major source of both boredom and enjoyment, depending on whether the difficulty was perceived as surmountable or overwhelming. Participant 1 (female, Year 1) described a recurring cycle of frustration and breakthrough:

"Sometimes I sit there and I just see all these connected letters and my mind goes blank. I feel so bored and hopeless. But then one day suddenly it clicks, and I can read a whole sentence, and I feel so happy, so proud like I conquered something."

Theme 2: Teacher Immediacy Behaviors as a Primary Social Enjoyment Catalyst

Teacher warmth, humor, and responsiveness were the most frequently cited triggers of FLE episodes. Participant 2 (male, Year 2) noted: "When the teacher makes a joke in Arabic and then explains it to us, suddenly Arabic feels real and fun, not just grammar rules on a whiteboard." Conversely, teachers perceived as cold or excessively focused on rote memorization were consistently linked to boredom and disengagement. This finding aligns with prior research (Dewaele & Dewaele, 2020) but is particularly salient in the AFL context, where teacher-student authority relations may carry additional religious-cultural weight.

Theme 3: Task Meaningfulness and Islamic Identity Alignment

A theme specific to this AFL context concerned the perceived meaningfulness of language tasks in relation to learners' Islamic identity. When Arabic was framed as a gateway to sacred texts, prayer, and Islamic scholarship, learners reported heightened engagement. Participant 3 (female, Year 3) articulated this powerfully:

"I may not enjoy grammar drills, but when I can read a verse of the Quran and actually understand what it means in Arabic not just a translation I feel this deep joy. It is more than language. It is ibadah [worship]."

In contrast, tasks perceived as disconnected from Islamic-cultural purposes were frequently associated with boredom. This identity-meaningfulness dimension represents a contextually specific affect trigger with no direct analog in most EFL or European language contexts.

Theme 4: Interactional Opportunity and Communicative Risk

Opportunities for genuine communicative interaction in Arabic generated strong FLE episodes, particularly among more proficient learners, while situations of enforced silence or passive listening generated FLB. Participant 4 (male, Year 2) wrote in his journal: "When we just copy what the teacher writes and memorize it, I zone out within ten minutes. But in the days we do group conversation activities, I stay alert the whole class." Interestingly, communicative activities were not uniformly enjoyment-promoting: learners with lower self-efficacy sometimes reported higher boredom when asked to produce spontaneous Arabic speech without adequate scaffolding.

Theme 5: Perceived Progress and Temporal Horizon

Perceived progress or its absence was a recurring explanatory framework in participants' accounts of FLE and FLB fluctuation. Learners who could articulate concrete evidence of progress reported sustained FLE even during objectively difficult periods, while those who could not perceive progress reported increasing FLB as the semester advanced. This temporal horizon theme has implications for formative assessment practices and explicit progress-tracking in AFL instruction.

4.4. Integration of Quantitative and Qualitative Findings

The joint display matrix revealed strong convergence between quantitative and qualitative strands. The midpoint peak in FLE (Time 2) corresponded temporally with a period in which several teachers introduced communicative and culturally meaningful tasks (Themes 2, 3, and 4). The slight rebound in FLB at Time 4 coincided with final examination preparation, which learners described as triggering rote memorization demands and perceived loss of meaningfulness. The heterogeneity in within-person FLE-FLB associations observed quantitatively was qualitatively explained by individual differences in Islamic identity salience (Theme 3) and self-efficacy for Arabic script (Theme 1).

DISCUSSION

The present study provides what we believe to be the first longitudinal, mixed-methods investigation of the dynamic interplay between FLE and FLB in an AFL context. Our findings contribute to existing knowledge in several important ways.

First, our longitudinal data demonstrate that FLE and FLB in Arabic classrooms are not stable trait-like characteristics but rather temporally variable phenomena that respond to instructional and contextual changes across the semester. The non-linear trajectory of FLE peaking at midpoint before declining toward semester end resonates with findings from EFL contexts (Pan & Zhang, 2023) but suggests that the examination preparation period may be particularly damaging to FLE in AFL contexts. This pattern warrants further investigation through more intensive longitudinal designs such as the experience sampling method (Arndt et al., 2023).

Second, our finding of a strong but heterogeneous within-person negative association between FLE and FLB extends prior cross-sectional work (Dewaele et al., 2023) by showing that these two emotions are not uniformly inversely coupled at the individual level. The minority of learners displaying weak or positive FLE-FLB associations represents an empirically important group that cross-sectional data would systematically render invisible. This heterogeneity is consistent with DST accounts of emotional complexity and suggests that the FLE-FLB relationship may itself be a dynamic phenomenon evolving as learners develop greater self-regulatory capacity.

Third, the asymmetric cross-lagged effects with boredom exerting a stronger temporal influence on subsequent enjoyment than vice versa have direct practical implications. If boredom episodes are left unaddressed, they may accumulate and erode enjoyment over time. Intervention efforts should therefore focus as much on preventing or interrupting boredom as on fostering enjoyment. This asymmetric cross-lagged pattern is theoretically explicable from a control-value theory standpoint (Pekrun, 2006). Boredom is associated with low perceived control and low perceived value, a combination generating disengagement and avoidance coping. Intervention research should therefore prioritize boredom interruption strategies novelty infusion, autonomy support, mastery-oriented feedback as a distinct priority alongside the cultivation of enjoyment.

The identity-meaningfulness theme revealed in qualitative data invites comparison with Norton's (2000) construct of investment: learners invest in language learning to access valued social identities and symbolic resources. In our data, the Quran and Islamic scholarship function as ultimate symbolic resources, and Arabic proficiency is the instrumental pathway to their attainment. This affective logic which we term sacred language investment may be unique to liturgical language contexts and could explain why AFL learners sustain effort and occasionally experience deep enjoyment despite Arabic's formidable linguistic difficulty. Future frameworks addressing emotion dynamics in less-commonly taught languages should incorporate a devotional investment dimension alongside social and instrumental orientations (Ushioda, 2009).

The perceived progress theme (Theme 5) connects to debates about affective consequences of formative assessment feedback (Black & Wiliam, 1998; Hattie & Timperley, 2007). Learners who cannot perceive concrete evidence of progress experience increasing FLB regardless of actual proficiency gains. Explicit progress-tracking mechanisms learner portfolios, proficiency benchmarks, and regular diagnostic feedback may serve not only instructional purposes but also as FLB-buffering tools sustaining learners' sense of temporal agency.

Fourth, and most distinctively, our qualitative findings reveal that the identity-meaningfulness dimension of AFL learning specifically the relationship between Arabic proficiency and Islamic religious practice constitutes a major affect trigger with no direct analog in mainstream FLE and FLB research.

This suggests that models of language learning emotions developed primarily in EFL or European foreign language contexts may need theoretical extension to account for the role of religious identity and sacred language motivation.

5.1. Limitations

Several limitations warrant acknowledgment. First, the study was conducted at a single institution in East Java and cannot be assumed to generalize to AFL learners in other socio-cultural or institutional contexts. Second, while four measurement occasions constitute an improvement over single-measurement designs, more frequent assessments via ESM would enable more precise modelling of within-person dynamics. Third, the qualitative subsample represents approximately 17% of the total quantitative sample, and the extent to which qualitative findings reflect the experiential range of the full participant group remains uncertain. Fourth, the ALEBS requires further cross-institutional and cross-national validation.

CONCLUSION

This study investigated the dynamic interplay of Foreign Language Enjoyment and Foreign Language Boredom in AFL classrooms through a convergent parallel mixed-methods design with 142 Indonesian undergraduate learners. Longitudinal data revealed non-linear trajectories and substantial individual variability in both emotions, with a robust but heterogeneous within-person negative association and an asymmetric cross-lagged influence of boredom on subsequent enjoyment. Qualitative analysis identified five contextually embedded thematic triggers: script and phonological complexity; teacher immediacy behaviors; Islamic identity alignment and task meaningfulness; communicative interactional opportunity; and perceived temporal progress.

For practice, these findings suggest that AFL instructors should prioritize communicative, identity-relevant tasks; adopt warm, responsive, and humorous instructional styles; and implement explicit formative progress-monitoring to sustain learner FLE and interrupt boredom accumulation. For research, they underscore the need for more intensive longitudinal methods, Islamic-context-sensitive theoretical frameworks, and continued cross-cultural comparative work on emotion dynamics in less-commonly taught languages.

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CONFLICT OF INTEREST STATEMENT

The author(s) declare no conflict of interest with respect to the research, authorship, or publication of this article.

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