



Estimating Tertiary EFL Students' Enjoyment During Online Language Classes

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Article Info	Abstract
Article History Received: 2023-05-22 Revised: 2023-06-15 Published: 2023-07-01 Keywords: <i>Online Language Learning;</i> <i>Enjoyment;</i> <i>Boredom;</i> <i>EFL.</i>	<p>This study purposively conducted to investigate the EFL students' feeling during online learning in the pandemic situation and confirm their assumption on their teachers' approach providing the online classes. A survey to the seventy-seven students of STKIP Al Maksum Langkat was conducted. The psychometrically validated short form consists of nine positively-phrased items proposed by Resnik & Dewaele (2021) were distributed via Google Form which were classified in to three categories: 'personal enjoyment' (e.g., "In my online or 'in-person' English class, I feel proud of my accomplishments"), 'social enjoyment' (e.g., "We laugh a lot" in the online class) and 'teacher appreciation' (to what extent the teacher is perceived as encouraging, friendly and supportive). The result asserted that students mostly strongly agree that there was no boredom in their online learning due to their understanding about school-closure because of the pandemic. Further, online learning environment affecting students' low participation so that their collaboration in the online classes straitened their feeling. Nevertheless, the perspectives of the teachers on the situation as well as their understanding of the advantages of online appliances have an effect on the enjoyment of the students.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-05-22 Direvisi: 2023-06-15 Dipublikasi: 2023-07-01 Kata kunci: <i>Pembelajaran Bahasa Daring;</i> <i>Kenyamanan;</i> <i>Kebosanan;</i> <i>EFL.</i>	<p>Penelitian ini bertujuan untuk menyelidiki perasaan siswa pebelajar Bahasa Inggris sebagai bahasa asing (EFL) selama pembelajaran daring dalam situasi pandemi dan mengkonfirmasi asumsi mereka tentang pendekatan guru mereka dalam menyelenggarakan kelas daring. Sebuah survei kepada tujuh puluh tujuh mahasiswa STKIP Al Maksum Langkat dilakukan. Formulir singkat yang divalidasi secara psikometrik terdiri dari sembilan item dengan kalimat positif yang diusulkan oleh Resnik & Dewaele (2021) didistribusikan melalui Google Formulir yang diklasifikasikan ke dalam tiga kategori: 'kenyamanan pribadi' (misalnya, "Di kelas bahasa Inggris daring atau 'tatap muka' saya, saya merasa bangga dengan pencapaian saya"), 'kenyamanan sosial' (misalnya, "Kami sering tertawa" di kelas daring) dan 'penghargaan guru' (sejauh mana guru dianggap memberi semangat, ramah, dan suportif). Hasilnya menunjukkan bahwa sebagian besar siswa sangat setuju bahwa tidak ada kebosanan dalam pembelajaran daring mereka karena pemahaman mereka tentang ditutupnya sekolah karena pandemi. Selain itu, suasana pembelajaran daring mempengaruhi rendahnya partisipasi siswa sehingga kolaborasi mereka dalam kelas daring menjadi renggang. Namun demikian, keyakinan para guru tentang situasi serta pemahaman mereka tentang kebermanfaatan dari penyelenggaraan pembelajaran daring memberikan dampak pada kenyamanan siswa.</p>

I. INTRODUCTION

The COVID-19 pandemic has made it hard for schools all over the world to do their labor in ways that have never been seen before. For example, schools have had to close without warning, and students have had to stay home or start learning online all of a sudden. The COVID-19 pandemic and the changing nature of language learning environments also have changed the landscape of language learning very quickly. This has led to a shift from traditional in-person language teaching to online language teaching. After the current pandemic started,

many language programs in colleges and universities quickly switched to online teaching and learning, even though they had little or no training in how to do this. Recent research on emergency online language teaching has provided various testimonials on how higher education language programs have promptly moved from traditional to online teaching (e.g., Gacs et al., 2020; Ross & DiSalvo, 2020). It has also investigated how the arrangement of language teaching has changed during the COVID-19 pandemic (e.g., Moorhouse, 2020; Moorhouse et al., 2021), and it has studied stakeholder

perceptions of emergency online learning (e.g., MacIntyre et al., 2020; Park & Chung, 2020). A number of these studies have come to the conclusion, for the most part, that the experiences of the various stakeholders have been beneficial, and that the programs that these stakeholders have been involved in have had positive effects on the teaching and learning that has occurred recently.

Even though we were all confident that online language teaching could be put in place quickly to deal with the pandemic, this change in how language is taught has created a number of problems for teachers of both English as a second language (ESL) and English as a foreign language (EFL). Focusing on the case of an English language program offered by a private Indonesia Higher School, this paper investigates aspects of how this sudden transition to online language teaching has influenced EFL students' boredom and learning focus during unplanned school closures. In addition, it examines both EFL students' boredom and teachers' challenges with the changing form of English language teaching practices with regard to students' sustainable English language development and use. Drawing on a survey study by distributing questionnaires to 77 students of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP: Higher School of Teacher Training and Education) Al Maksum Langkat, this paper aims to address the following two research questions: (1) How are students' boredom level of the EFL students which was affected by online language teaching? (2) How does the teachers' consideration in conducting online language classes after unplanned school closures?

1. Learning languages online

Researchers have looked into the mental and emotional experiences of students who are studying foreign languages online within the setting of emergency remote learning. They discovered a wide range of feelings, but the one that seemed to be looked at the most in both cross-sectional and longitudinal research was boredom. Although they found a wide range of emotions, boredom seemed to be the one that was looked at the most. Studies either investigate the factors that lead language learners to experience boredom and how they adapt with it (Pawlak et al., 2021) or study the factors that lead language learners to experience boredom and how it impacts them over time (Yazdanmehr et al., 2021). According to the results of a survey conducted

by Pawlak et al. of teachers and students at Iranian universities, both groups agree that offline classrooms are more interesting than online lectures, and that students perceive content-based courses to be more interesting than skills-based courses. Students report that they do not have many strategies for addressing boredom when they are learning online, and as a result, some of them choose to skip classes or engage in other activities. In the study that Yazdanmehr et al. (2021) conducted, they used a method called process tracing to investigate one L3 learner's experiences throughout the semester. The conclusion of the investigation showed that the level of boredom rose over the course of the semester, with the beginning of the term having the highest level of boredom overall. The researchers also suggest that the L3 learner's boredom may have been caused by a lack of stimulation, a low sense of control over work, insufficient attention, and technologies that was difficult to use.

Despite the fact that students in online classes are more likely to experience boredom, it has been demonstrated that these classes improve students' emotional states by lowering the negative sentiments that are typical in offline classrooms, such as anxiety in foreign language schools (FLCA). According to the findings of a survey conducted on 510 people who are studying European languages, taking classes online makes language study more enjoyable and makes students feel less apprehensive (Resnik & Dewaele, 2021). No of how they acquire knowledge, those who find that taking classes in foreign languages is enjoyable are more likely to have higher degrees of learner autonomy and emotional intelligence. According to a survey conducted by Frascini & Tao (2021), starting Korean language students report feeling more fun and pride than fear while taking online classes. They also demonstrate that persons who enjoy language class or are happy of what they have accomplished in a language are more likely to succeed academically. These emotions may have something to do with the student or the teacher, such as how approachable the teacher is or how long it has been since the learner has been studying L2.

Other research on online language learning experiences has focused on the perspectives and behaviors of participants, particularly in relation to innovations in online pedagogy

such as task-based design or authentic language acquisition. This type of research has been conducted extensively. Lee (2022) claims that consciously developing online courses can boost learner happiness, despite the fact that students perceive that online language classes are less successful. Students place a significant emphasis on prompt feedback from their teachers, contact with their peers, and well-designed assignments. According to Lian et al. (2021) the experience of having authentic language learning opportunities in online classes, particularly through the design of collaborative task opportunities, has a considerable impact on students' perceptions of their own levels of self-efficacy. In a different study, it was discovered that students who participated in a group presentation and project built and maintained a virtual communication space where they could communicate and negotiate meaning (Junn, 2021). To put it another way, online environments can help language learners show off their L2 communicative proficiency.

According to Chen, (2021), the use of embedded scaffolding materials improves L2 learners' autonomy in the development of their language abilities, but it is less effective in fostering the learning of culture, for which students prefer the presence and help of teachers. This is because embedded scaffolding materials are designed to help students learn language. Learner satisfaction was a crucial benchmark used in each of these researches to assess how effective online training was. We are aware of only one study that examined the relationship between motivation, engagement, learner attitude, and support and language learners' preparation for online learning (Jiang et al., 2021). The authors find that language learners are highly prepared for online learning, and the authors emphasize the significance of language teachers encouraging good learning attitudes and providing suitable contextual support to language learners for online learning.

2. Teaching languages online

Even though the aforementioned data suggests that efforts are being made to comprehend and enhance the online learning experiences of students, we should be aware that developments come with a cost for language teachers. For example, Lee, (2022) discusses the experience of a teacher who

possessed a significant amount of knowledge regarding the application of technology to enhance learning and who dedicated three additional hours per day to the instruction that was delivered via the internet in order to increase the level of satisfaction experienced by their students. Because the high proportion of language teachers have very little to no prior experience with educational technology, they would need to put in a significantly greater amount of effort in order for their students to achieve the same level of success. It's conceivable that this is the reason why all of this research on language teachers focuses on their first-time online teaching experiences, their welfare (which includes their emotions, identity, agency, and retention), and their pedagogical efforts to increase the effectiveness of their teaching.

Researchers have explored the arrangement in which language teachers use technology as an essential component of their first experiences teaching online because a considerable proportion of language teachers have never before led a class that was conducted totally online. Research in this field often starts with more general questions on how language instructors feel about the advantages and disadvantages of online instruction (Tarrayo et al., 2021). The most common complaints are that students do not appear to be engaged in what they are learning, that it is difficult to determine whether or not they comprehend what they are being taught, that there are technical issues, and that students do not know how to use technology. Cheung's (2021) case study of a high school English as a second language (ESL) teacher in Hong Kong shows that teachers' use of technology is affected not only by how well they know how to use technology, but also by what they believe about how to teach. This is because teachers' beliefs about how to teach are influenced not only by how well they know how to use technology (i.e., form-focused and exam-oriented). In their extensive study of Chinese as a foreign language (CFL) teacher in the United States, Xu et al. (2022) investigate how teachers' perceptions of the advantages of online education and their own levels of self-confidence influence the ways in which they make use of various forms of technology. Even while adapting to online instruction is mostly the responsibility of teachers, they neverthe-

less require assistance from a variety of outside sources. Because of this, research such as this one reveal that the professional communities in which language instructors work need to provide professional support that is both hands-on and language-specific.

The early attempts that language teachers made to teach online have also been researched, and this includes both synchronous and asynchronous environments. Moorhouse and Beaumont (2020) provide a detailed account of how an elementary school teacher in a large metropolis organized and delivered live lessons to their students within the present moment. According to the findings of their research, it is possible to successfully instruct simultaneous classes if adequate preparation is performed beforehand. On the other hand, the research that Yi & Jang (2020) conducted focuses on the video-based and asynchronous instruction that was provided by two elementary school instructors at a modest rural school. Their findings indicate that teaching in an online environment provides a framework not just for translingual practices and pedagogy but also for teaching in collaboration with other students.

Researchers have discovered that teaching a language online has a significant impact not just on how teachers of that language feel, but also on how their identities shift and how well they are able to teach. For instance, when language teachers can't be their ideal selves in the virtual environment (for example, a fun, entertaining, and uplifting teacher), they have to adopt a more realistic self and focus on exams and the overall quality of the course. This forces them to change their perspective (Yuan & Liu, 2021). According to Gao & Cui (2022), teachers' pedagogical views regarding teacher roles (such as being a coach, a guide, or a nurturing example) have a long-lasting effect on their active adoption of online teaching activities, which they keep when they return to offline class. This is because these beliefs shape teachers' perceptions of how they should interact with their students in the classroom. According to Gao and Cui (2022), in a constructive setting, teachers' pedagogical ideas regarding student roles (such as being a coach, a guide, or a caring example) have a long-term impact on students' academic performance. Language teachers have a professional commitment to encourage student engagement and the appropriate expression of

pleasant feelings; the building of relationships between teachers and students allows them to meet this responsibility and fulfill their professional responsibilities. On the other hand, the new connections may force language teachers to engage in emotionally demanding work that they do not choose to do and may require them to seek support from their peers in order to successfully negotiate emotionally charged norms (Liu et al., 2021). Even with this support, class interaction is a very difficult task that requires language teachers to improve their pedagogical skills in a variety of ways, such as their technological skills, their skills at managing the online environment, and their skills at engaging with online teachers. This improvement is required because class interaction is a task that requires language teachers to engage with their students (Moorhouse et al., 2021).

After online teaching became popular during the pandemic, a few research investigated the reasons why teachers left or managed to stay in the practice area. Since online teaching provides language teachers more work to accomplish, these studies investigated why teachers left or stayed in the practice area. For instance, Moser and Wei (2021) characterize three different categories of teachers: those who remain, those who depart, and those who remain on the condition that they are given certain privileges. They describe each group depending on how much psychological, social, structural, and human capital it possesses. "Feeling unprepared, marginalized, and emotionally overworked," was how online language teachers described their experiences during the pandemic (p. 26). As a result of this, the pedagogy of online teaching needs to be taught to individuals who will later become language teachers, and professional networks need to be formed in order to support the ongoing professional growth of language teachers.

Another study (Gregersen et al., 2021) investigates the perceptions of educators regarding the factors that have increased or decreased the amount of stress associated with online teaching in the presence of the crisis. These include one's state of health, level of personal independence, work-life balance, level of professional stability, and level of uncertainty over one's future. The results suggest that language teachers should not only

care about the well-being of their students, especially their social and emotional needs, but also take care of their own well-being in a strategic way so they can keep teaching online. It is interesting that these studies look at language teachers as whole people, not just as online teachers.

When it comes to online education, one more significant research area has been the design and implementation of pedagogical activities that facilitate student interaction with one another and with the teacher. These studies discuss the benefits of telecollaboration between students by constructing online literature circles (Ferdiansyah et al., 2020) and doing cross-cultural initiatives (Porto et al., 2021). Before beginning their professions, language instructors are now receiving pre-employment training that includes the incorporation of the concept of telecollaboration-oriented pedagogy (Ekin et al., 2021). Telecollaboration also shows up in the way language teachers make materials to encourage flexible learning. This makes the classroom more welcoming for students with different access to technology (Tarrayo et al., 2021) or different levels of English proficiency (Glas et al., 2021). Transnational language teachers try to keep in touch with their students outside of class by using more ways to talk, such as informational chats on WeChat and more activities in online forums (Busteed, 2022). The above studies also talk about things like differentiated instruction, either in the design of language programs or in the training of language teachers (Glas et al., 2021).

Lastly, we recognize efforts that are based on research and try to explain why online classes are designed the way they are. Most of these efforts are based on research on how people learn a second language. They do this by engaging in activities such as putting into practice models of language task engagement (Egbert, 2020), developing various digital spaces for the technology-mediated remote learning of pragmatics (Taguchi, 2020), establishing virtual language communities (Lomicka, 2020), designing collaborative technology-mediated tasks (González-Lloret, 2020), and putting together sequences of online teaching activities (Payne, 2020). These studies provide language teachers with valuable information that enables them to make informed decisions regarding how to

develop and improve online learning. As a result, instruction is enhanced and students have a greater understanding of the subject matter.

II. METHOD

Seventy-seven tertiary-level students of STKIP Al Maksum participated in this study. Twenty students are male (26%) and fifty-seven students are female (74%). They all were English department students. They all had EFL classes in the term before courses were moved online due to Covid-19 and had continued their classes online at the time of the data collection. A survey approach will be used in this study in order to compile data. The online survey was made accessible via an online questionnaire application, Google Form distributed via Whatsapp chat-room. At the beginning of the survey, the participants were informed about the study, data collection and what the findings will be used for data analysis.

The participants were measured with the psychometrically validated short form consists of nine positively-phrased items proposed by Resnik & Dewaele (2021). Those short form reflect three dimensions, consisting of three items each: 'personal enjoyment' (e.g., "In my online/'in-person' English class, I feel proud of my accomplishments"), 'social enjoyment' (e.g., "We laugh a lot" in the online class) and 'teacher appreciation' (to what extent the teacher is perceived as encouraging, friendly and supportive). Answers were given on a 5-point Likert scale from 1= 'strongly disagree' to 5 = 'strongly agree'.

III. RESULT AND DISCUSSION

A. Result

1. Personal Enjoyment

Students who have a better understanding of their own capabilities and who recognize either a high intrinsic value or an attainment recognition in English learning have a greater tendency to be more motivated and engaged in learning activities in general, and therefore have a greater chance of not experiencing feelings of boredom (Li, 2021). Switching to the online learning which there were no any preparation for the students but they know that it was a consequence that must be considered yield a better understanding about the condition. Their understanding about school closure let them felt enjoy about the online learning as shown in the Table 1. that they mostly strongly agree

that there was no boredom in their online learning and seems it was essential due to the unrivaled use of online education during the pandemic (Yazdanmehr et al., 2021).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In my online/in-person English class, I feel proud of my accomplishments			3%	31.2%	65.8%
I enjoy/ed it				42%	58%
It's/was fun		2.1%	2%	35.3%	60.6%

2. Social Enjoyment

Han et al. (2021) founded that satisfaction was not related to any of the learning environment factors in the online classes and they suggested creating a sustainable online learning environment and promoting EFL learners' sustainable development was deemed necessary for the online learning. Yet, Table 2. shown that learning environment on their online learning affecting their learning particularly in their collaboration in the online class. Even Han et al. argued that learning environment was not related to the satisfaction of the online learning but the result of this study (Table 2.) shown that the limitation of the interaction between the students have to take in to the consideration as Lukas & Yunus (2021) founded that online learning affecting students' low participation. Even dominantly students were enjoying the environment as shown in Table 2., but numerous disagreements shown should be considered affecting the online language learning.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is/was a good atmosphere		15%	10%	32.8%	42.2%
We form/ed a tight group	2%	10%	12.3%	28.2%	47.5%
We laugh/ed a lot		0.5%	15%	29.2%	55.3%

3. Teacher Appreciation

Online learning of foreign languages for the future consequently requests active engagement from both teachers and students (Maican & Cocoradă, 2021). There were considered by the lecturers of STKIP Al Maksum that was shown in the Table 3. that students felt they were appreciated and threaten in the online learning with an appropriate environment.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teacher is/was encouraging				43%	57%
The teacher is/was friendly				47%	53%
The teacher is/was supportive				40%	60%

B. Discussion

It is possible that the students' lack of engagement with both their classmates and their teacher, in relation to their concerns regarding their development in the learning of FL, is contributing to their feeling of the boredom. On the other hand, the negative emotions experienced by students who placed a high value on the tasks they were performing and those who had grades in the middle range increased. Students who have a low level of achievement are likely to feel more challenged than students who have a higher level of achievement because they relate the worth of the activity with a high level of boredom. It is indeed feasible that they have fewer cognitive resources available to them to deal with the environment. Yet, students who have a better understanding of their own capabilities and who recognize either a high intrinsic value or an attainment recognition in English learning have a greater tendency to be more motivated and engaged in learning activities in general. Their understanding about school closure let them felt enjoy about the online learning as shown in the findings that they mostly strongly agree that there was no boredom in their online learning.

The pandemic is a depressing experience, and studying online is a difficult process, in both of which there is a potential of success or failure, but it is difficult to predict which will occur. Therefore, having conflicting emotions is a rather common situation. The fact that the teacher spoke the majority of the time and gave the students very little opportunity to speak further appealed to the students' feelings of boredom. The students did their work on their own and had very few tasks that required them to work collaboratively. They even preferred written text communication (text chat) rather spoken dialogue (mic on), and the teacher did not involve the students turn their microphones on in order to make communication more realistic. These conceptual frameworks note against the monotonous consequences that can arise from one-way (teacher-centered) instruction, a lack of problem-solving activities, and an excessive

amount of teachers' control. It was caused that numerous respondents were felt inconvenient in conducting an adequate collaboration in the online class as shown in these findings.

At the outbreak of the pandemic, the crisis pushed language classes and offered teachers little time to restructure courses, modify resources, and discover engaging methods, all of which were necessary to assure effective language acquisition and to establish a pleasant environment for teaching and learning. Yet, due to the interactions between teachers and their teaching contexts and include feelings they have about themselves, their learners, classroom activities, their teaching context and teaching resources, as well as their feelings about the benefits and rewards of teaching can influence the teacher's decision-making and future choices and actions (Richards, 2022). Teachers' belief about the pandemic led them choosing an appropriate instruction which were suitable for them. The findings of this study confirm that the teacher have had conduct the online classes comfortable for the students. It possibly caused by the understanding of the pandemic situation that led them approachable to the online learning.

IV. CONCLUSSION AND SUGGESTION

A. Conclusion

A rapid transformation has taken place in the landscape of language learning as a result of the COVID-19 pandemic as well as other factors, such as the changing nature of language learning contexts. This has resulted in a transition away from the more traditional method of learning a language in person and toward learning a language online. After the outbreak of the current pandemic, many language departments at colleges and universities quickly converted to teaching and learning via online platforms, despite having little to no training in how to do so. Students who have a better understanding of their own capabilities and who identify either a high intrinsic value or an accomplishment recognition in English learning have a larger tendency to be more motivated and engaged in learning activities in general. Students who have a better understanding of their own capabilities and who perceive either a high intrinsic value or an attainment recognition in English learning have a higher chance of being successful because of their awareness of the

school closure, students were able to engage in their online learning with a feeling of enjoyment, as evidenced by the fact that the majority of respondents highly agreed that there was no experience for boredom in their online learning.

Students are required to take into mind the restrictions placed on their ability to interact with one another. The low level of participation among students is affected by online learning. It is important for teachers to make an effort to maintain contact with their students outside of the classroom by engaging in more opportunities for conversation, such as online informational chats. Facilitate a chat-room and another online facility that was well-known by them which were used on their daily activities was considered important to maximized.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, the suggestion for the next writer is to study more deeply and comprehensively about the Estimating Tertiary EFL Students' Enjoyment During Online Language Classes.

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