



Boredom Destroys Classroom Attention

Summary of Zhao & Wang (2025)

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Academic Insights

Every teacher has seen it—students staring out the window, drifting away from the lesson. This study explored the causes and consequences of boredom in language learning classrooms. The findings show that boredom often arises from repetitive tasks, predictable teaching routines, and lack of interaction.

When boredom appears, it affects learning in multiple ways. Students lose focus, their motivation declines, and their cognitive engagement weakens. In some cases, boredom leads to distraction, anxiety, or even abandoning tasks entirely. The research highlights a crucial insight: engagement is not just about content—it is also about emotional experience in the classroom.

Apply This Now

Break long lessons into shorter activities that require student participation.

Add This in Your Lesson

Introduce problem-solving tasks or discussions to refresh student attention.

Avoid This Mistake

Avoid repetitive exercises without variation or purpose.

Keywords

boredom, student engagement, language learning, classroom motivation, educational psychology

Reference

Zhao, X., & Wang, D. (2025). Unpacking the antecedents of boredom and its impact on university learners' engagement in languages other than English. *International Journal of Applied Linguistics*, 35, 1121–1133.

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