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| Number | Independent studies |
| 1 | Apridayani, A., & Waluyo, B. (2022). Antecedents and effects of students’ enjoyment and boredom in synchronous online English courses. *Journal of Multilingual and Multicultural Development*, 1-16. |
| 2 | Bekker, C. I., Rothmann, S., & Kloppers, M. M. (2023). The happy learner: Effects of academic boredom, burnout, and engagement. *Frontiers in Psychology*, 13, 974486. |
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| 8 | Li, C., & Wei, L. (2023). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement?. *Studies in Second Language Acquisition*, 45(1), 93-108. |
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| 10 | Liao, J., & Dong, J. (2018). THE EFFECTS OF WORKING MEMORY AND BOREDOM ON L2 READING PERFORMANCE. *American Educational Research Journal*, 55(6), 1339-1368. |
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| 12 | Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2020). Investigating factors responsible for boredom in English classes: The case of advanced learners. *System*, 91, 102259. |
| 13 | Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2022). Examining the underlying structure of after-class boredom experienced by English majors. *System*, 106, 102769. |
| 14 | Mousavian Rad, S. E., Roohani, A., & Mirzaei, A. (2022). Developing and validating precursors of students’ boredom in EFL classes: An exploratory sequential mixed-methods study. *Journal of Multilingual and Multicultural Development*, 1-18. |
| 15 | Shao, K., & Parkinson, B. (2024). Social psychological accounts of peer emotion transfer in EFL classrooms: a doubly latent multilevel analysis. *Language Teaching Research*, 28(2), 654-678. |
| 16 | Shao, K., Pekrun, R., Marsh, H. W., & Loderer, K. (2020). Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. *Learning and Instruction*, 69, 101356. |
| 17 | Tsang, A., & Dewaele, J. M. (2023). The relationships between young FL learners’ classroom emotions (anxiety, boredom, & enjoyment), engagement, and FL proficiency. *Applied linguistics review*, (0). |
| 18 | Tsang, A., & Lee, J. S. (2023). The making of proficient young FL speakers: The role of emotions, speaking motivation, and spoken input beyond the classroom. *System*, 115, 103047. |
| 19 | Wang, H., Wang, Y., & Li, S. (2023). Unpacking the relationships between emotions and achievement of EFL learners in China: Engagement as a mediator. *Frontiers in Psychology*, 14, 1098916. |
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| 25 | Zhao, X., Lan, G., & Zhang, H. (2023). The predictive effect of language achievement on multiple emotions in languages other than English: validating a distal mediation model based on the control-value theory. *Applied Linguistics Review*, (0). |
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| 31 | Wei, X., Peng, J., Qin, L., & Yang, L. (2024). Classroom Environment, L2 Grit, and English Learning Achievement: The Mediating Effects of Academic Emotions. *Modern Foreign Languages*, 47, 01.\* |
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| 33 | Huang, F., & Zhang, H. (Unpublished). Explaining and predicting the penetrating role of technology in online language learning achievement: A partial least square-structural equation modeling approach |

*Note:*\* = Chinese literature