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**Chinese Students' Emotional Experiences in Learning English as a
Foreign Language**

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Foreign Language**

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Dedication

To my parents
For their love and support

Abstract

Chinese Students' Emotional Experiences in Learning English as a Foreign Language

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This study expands on the growing body of literature on the emotional experiences of learning English as a second language outside English-speaking countries. This is an exploratory study that aims to answer the following three research questions: (1) How do Chinese college students experience shame differently for English learning in studying-related, test-related, and class-related situations? (2) How do Chinese college students from three different majors and years differ in their shame experiences of learning English in three academic settings? (3) Do Chinese college students regard the emotional experiences of English learning as more positively or more negatively? A total of 143 Chinese college students recruited from Shanghai International Studies University in China, participated voluntarily in this study. These college students were from three different majors and all had studied English for more than 10 years. For the quantitative component, the modified version of Achievement Emotion Questionnaire (AEQ) developed by (Pekrun et al., 2005) was used to assess the shame emotions experienced by

Chinese college students. For the qualitative component, interviews were conducted to provide supplemental and profound understanding of how Chinese college students perceive shame experiences in learning English as a second language, and how these experiences differed in class-related, learning-related, and test-related settings. Results indicated that Chinese college students experienced shame emotion in English learning differed significantly in class-related, learning-related, and test-related settings. They scored their shame experiences higher in learning-related setting than other two settings. However, statistics indicated that there was no difference of shame experiences for students from three majors across three academic settings. Quantitative results also revealed that college students from Shanghai International Studies University experienced more positive emotions than negative emotions when learning English in three academic settings. Qualitative findings from answers of four participants in interviews confirmed their relatively high scores in experiencing positive emotions. Chinese college students' shame experiences in learning English as a foreign language were elaborately illustrated from participants' answers to interview questions.

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CHAPTER 1

Introduction

Learning English is one of the most important components in the college lives of Chinese students. They have to pass English tests (e.g., College English Test-Band 4, and College English Test-Band 6 for all college students; Test for English Majors-Band 4, and Test for English Majors-Band 8 for all English major students) as a mandatory requirement for their graduation. As with any kind of learning, students will experience different kinds of emotions in the process of learning English, such as anxiety before and during English tests, pride or disappointment after seeing their test results, contentment with their performance in English class, and so on. Such emotions that are tied directly to achievement activities or achievement outcomes have been defined as achievement emotions (Pekrun, Frenzel, Goets, & Perry, 2007).

When it comes to the language learning context, foreign language anxiety has received most of the attention in studies about the emotional experiences of second language learning. Studies have investigated the sources and consequences of language learning anxiety, as well as related factors both from researchers' personal interpretations and learners' perspectives (see, e.g., Cheng, 1998; Cheng, Horwitz, & Schallert, 1999; Horwitz, Horwitz, Cope, 1986; Horwitz, 2000, 2001; Yan, 1998; Yan & Horwitz, 2008). Nevertheless, only a few studies have focused on understanding the emotional experiences of students under the prevailing phenomenon of English learning in colleges in China, where foreign language learning can not only lead to self-fulfillment in the academic realm but also provide real-world rewards. In anthropology, China has been widely acknowledged as having a "shame culture" (Benedict, 1946; Johnson et al., 1987),

with a more socially accepting attitude towards shame. Some studies have been conducted to understand how Chinese individuals perceive and experience shame with a focus on its linguistic construct (Frank, Harvey, & Verdun, 2000; Lin & Chin, 2012; Li, Wang, & Fischer, 2004), cultural concepts (Barret, 2015; Harris, 2014; Geaney, 2004), relations with guilt (Bedford, 2003, 2004; Zou & Wang, 2009), moral socialization (Fung, 1999), interpersonal relationships (Johnson, et al., 2015), and personality and mental health (e.g., Zhong et al., 2008), in both indigenous and cross-cultural context. However, few studies have addressed the relationship between shame experiences and language learning in the Chinese cultural context.

In my undergraduate studies, I majored in *Teaching Chinese as a Foreign Language* in an institute famous for its language education. I had a mixed course plan for English majors and Chinese majors. I heard often from my classmates that they experienced very perplexing emotions towards English language learning, as compared to their Chinese language learning, despite the fact that most of them had been learning English for about 10 years before college. More than once, I heard my friends talking about the shame they felt about their English learning, especially for their lack of control in using it like a native language. I always identified strongly with them. Therefore, I felt an urge to understand better the emotional experiences of Chinese college students' learning of English as a second language, with a special focus on their shame experiences. I wanted to integrate students' ratings of some achievement emotions and their personal reflections on emotional experiences, especially shame experiences, associated with their English language learning. Results of this study could provide some insights into how Chinese college students experience emotionally the whole aspect of

learning English, and how they perceive and experience shame in learning English. Thus, I embarked on this study.

The primary purpose of this study is to explore the achievement emotion of shame by specifically focusing on the shame experiences of Chinese students as they learn English as part of their schooling. Many achievement emotions associated with learning in academic settings have been identified, such as the enjoyment of learning, hope, pride, anger, anxiety, shame, hopelessness, or boredom. These emotions have been found to be critically important for students' motivation, learning, performance, identity development, and health across age groups, genders, and cultures (Shweder & Haidt, 2004; Schutz & Pekrun, 2007). However, research on students' emotions is limited and the focus is usually on test anxiety and attributional antecedents. Previous studies have focused on investigating a theory of achievement emotions advanced by Pekrun and colleagues (2006; Pekrun et al., 2011) that connects emotions to appraisals and motivation in achievement situations. Scholars (Pekrun, 2005; Goetz et al., 2006; Linnenbrick-Garcia & Pekrun, 2011) have identified a need for more careful investigation of particular emotions, and thus this research can serve to fill this gap specifically for shame experiences in different academic settings including class-related, learning-related, and test-related context.

The second purpose of this study is to explore the achievement emotion of shame and shame experiences in different Chinese school settings. This study seeks to provide empirical evidence for the possibly distinctive perspectives on shame from the cultural perspective of the Chinese academic context. Shame is widely acknowledged as a potentially negative emotion with respect to reducing or stopping motivated behavior, or

in other words, motivating avoidance behaviors in academic learning. Experiencing shame is founded upon an appraisal of personal perception of failure associated with personally valued standards, rules, or goals (Turner & Husman, 2008). However, Turner and Schallert (2001) posited that students who had the capabilities and were committed to a clear future goal would show resilience following a shame reaction and would show an increase in motivation and motivated behavior. Turner, Husman, and Schallert (2002) proposed that shame experiences could be related to issues of self-esteem and self-identity in achievement situations.

Nevertheless, studies about shame as an achievement emotion have so far all been conducted in Western academic settings and do not provide a complete picture of the roles and functions of shame and shame experiences in East Asian academic contexts. This is particularly true for the Chinese culture, where shame is emphasized as not only an emotion but also a moral and virtuous sensibility that directs the person inward for self-examination and motivates the person toward socially and morally desirable change (Li, Wang, & Fischer, 2004). Studies about shame and shame experiences in the Chinese culture have been conducted mainly from social and cross-cultural perspectives (Bedford, 1994; Frank, Harvey, & Verdum, 2000; Stipek, 1998; Tang, Wang, Qian, Gao, & Zhang, 2008; Wong & Tsai, 2007; Zhong et al, 2008), and few studies have examined shame and shame experiences in Chinese educational settings. This study can contribute to a better understanding of how cultural background leads Chinese students to perceive shame associated with academic learning.

The final purpose of this study is to understand the role of shame as an achievement emotion and shame experiences in Chinese second language acquisition

(SLA) in particular, and further to provide practical implications for Chinese college students' English learning experiences. Affective aspects have been considered to be as important as language aptitude in language learning success (Gardner, 1985). However, except for the role of foreign language anxiety (e.g., Horwitz, 2000, 2001), few studies have explored the role of emotions in the process of language learning (Swain, 2013). Lopez and Cardenas (2014) argued that it was the interplay of emotions with other factors, such as socio-cultural factors of the context and individual emotional experience in specific situations, that could be either beneficial or detrimental to language learning.

In this study, shame as an achievement emotion was explored in the Chinese context and socio-cultural factors and Chinese students' individual experiences were considered to provide a new perspective that relates achievement emotion and second language learning. Practical implications from this study will also be discussed.

This is an exploratory study that aims to address for the following questions:

(1) How do Chinese college students experience shame differently for English learning in studying-related, test-related, and class-related situations?

(2) How do Chinese college students from three different majors and years differ in their shame experiences of learning English in three academic settings?

(3) Do Chinese college students (in this study all from Shanghai International Studies University) regard the emotional experiences of English learning as more positively or more negatively?

CHAPTER 2

Literature Review

Expectancy X Value Theory

Expectancy-Value Theory (EVT) is one of the influential perspectives in studying achievement motivation, and may be useful in explaining factors that might be sources and effects of emotions in learning a second language, as these factors would further influence students' language learning decisions and motivation. Theorists of EVT mainly study how individuals' choice of achievement tasks and persistence and performance on tasks can be explained by their expectancies for success and their competence as well as their subjective value for the tasks (Atkinson, 1957; Eccles et al., 1983; Wigfield & Eccles, 1992). Though mediated by the influences of culture, differences in aptitudes, and the effects of socialization, expectancy for success and subjective task values are assumed to play a primary role in achievement-related choices and performances (Eccles et al., 1983). Some studies have demonstrated that individuals' expectancies for success and achievement values predict their achievement outcomes, including their performance, persistence, and task choices (Wigfield, Tonks, & Klauda, 2009).

In Eccles et al. (1983) Expectancy-Value model, students' achievement-related choices can be understood as a function of their expectancy for success, defined as students' beliefs about how well they will do on upcoming learning tasks (Eccles et al., 1983; Wigfield & Eccles, 2000). Expectancy beliefs refer to an individual's subjective beliefs about the probability of success on a task, which cannot be simply limited to an individual's competency beliefs. Students' competency beliefs mainly focus on their evaluations of their current competence, from both intrapersonal and interpersonal

perspectives, whereas expectancies for success expand their focus into the future (Wigfield & Eccles, 2000). Moreover, a student's expectancy for success is not influenced merely by subjective ability beliefs. Eccles et al. (1983) suggest in their model that students' self-schemata, short-term and long-term goals, as well as their ideal self, will combine with their competency beliefs to exert effects on their expectancies for success.

When it comes to the value component in Eccles et al.'s Expectancy-value model, students' achievement-related choices can also be understood as a function of the subjective values they have for a task, defined as the students' perceived qualities for a task that may lead to their increasing or decreasing probability of selecting that specific task (Eccles et al., 1983; Wigfield & Eccles, 2000). Subjective task value mainly focuses on the question, "Why do I want to do this task?" (Wigfield et al., 2006). To answer this question, subjective task value is divided into four components: intrinsic or interest value, attainment value, utility value, and cost (Eccles et al., 1983; Wigfield & Eccles, 2000). In Eccles et al.'s definition, *intrinsic value* is the enjoyment or the subjective interest students get from performing the task, which shares some similarities with intrinsic motivation in Self-determination Theory (Ryan & Deci, 2000). When students have intrinsic value or interest in doing a task, they will put in more effort, be deeply engaged in it, and persist at it longer. *Attainment value* refers to the importance to the students of doing well on a task. The attainment value a student attaches to a task links up with his/her identity as well as confirms important aspects of the self. *Utility value* refers to how the task connects to students' future goals. To some extent, it is similar to extrinsic motivation in SDT. Both utility value and extrinsic motivation do not focus on the task

itself solely but aim at a desired end state (Wigfield & Eccles, 2000). For a student who has the future goal of being a surgeon, s/he will see the utility value of taking an organic biology class. *Cost* refers to the accumulated negative results after choosing a task, including the anticipated negative emotions, the amount of time and effort required for the task, and the forgoing of other tasks. For example, if students choose to take a statistics class, they may experience anxiety and fear of failure when they face difficulties in the class. Therefore, they have to spend much time and effort to solve these problems and perhaps, for example, give up taking judo lessons during the weekend. Cost has been the least studied component in subjective value.

Achievement Emotions

The control-value theory of achievement emotions was introduced by Pekrun (2000). It offers an integrative framework for analyzing the antecedents and effects of emotions experienced by students in achievement and academic contexts (Pekrun, 2006). According to Pekrun (2006), emotions are defined as “multi-component, coordinated processes of psychological subsystems including affective, cognitive, motivational, expressive, and peripheral physiological process” (p.316). Emotions, such as enjoyment, hope, pride, anxiety, boredom and shame can comprise these components as their functions. Achievement emotions are specific emotions that are tied directly to achievement activities or achievement outcomes (Pekrun, 2006; Pekrun et al., 2007). Achievement activities include tests, assignments, and performances, and achievement outcomes include scores, grades, and other forms of academic results. This definition implies that emotions related to achievement-related activities can be considered as achievement emotions. In this definition, achievement emotions can be categorized into

two types with their different object of focus, namely activity emotions and outcome emotions (Pekrun, 2006). Activity emotions are emotions that pertain to ongoing achievement-related activities, and outcome emotions are those that pertain to the outcome of these activities (Pekrun et al., 2002; Pekrun, Elliot, & Maier, 2006). Outcome emotions include prospective and anticipatory emotions, such as hope for success that aims at unknown outcomes, as well as retrospective emotions, such as shame experienced after feedback.

In this study, I integrated the control-value theory with assumptions from expectancy-value approaches to achievement emotions (Turner & Schallert, 2001), which posits that two groups of appraisals are of specific relevance for achievement emotions (Pekrun, 2006). The first group of appraisals is subjective control over achievement activities and their outcomes, such as expectations for enacted persistence leading to success and beliefs about capabilities of learning. The second group of appraisal is subjective values of these activities and outcomes, such as perceived importance of success and interest regarding academic endeavors. Appraisals of both intrinsic value and extrinsic value of outcomes are presumed to be an appraisal of the overall outcome value (Pekrun, 2006). Thus, success at studying can be appraised as being intrinsically valuable to a person as well as being instrumental for future goals.

Shame

Self-conscious emotion. Shame is regarded as one of the self-conscious emotions, along with pride, guilt, and embarrassment, that emerge later in life as opposed to primary emotions, and it has direct application for self-evaluation and feelings of worthiness (Fung, Lieber, & Leung, 2003; Lewis, 1992; Tangney, 1999; Turner &

Schallert, 2001). Shame is referred to as a self-conscious emotion because it requires a concept of the self, or an ability to see the self as an object of evaluation (Tracy & Robins, 2004). Shame often occurs when individuals are aware of themselves as having violated a moral standard or they fail to achieve a goal of personal importance or social convention. It leads to expressively physical reactions of such as a change in breathing, increased heart rate, hiding the face, turning away, and escaping (Li, Wang, & Fischer, 2004; Turner & Schallert, 2001). This self-conscious emotion can be a painful state for individuals who may judge themselves to be a failure as a whole person, and hence result in a wish to hide or disappear. According to Tracy and Robins (2004), a person must have the capacity to take goals related to self-identity and ideal self-representations into consideration if he or she is to experience shame. Shame will not occur unless the eliciting events or occasions are attributed to the self.

Achievement emotion. Shame is identified as one of several achievement emotions that are assumed to be negative activating, control-dependent and retrospective (Pekrun, 2006). Shame emotion is viewed as retrospective as it occurs after events and follows appraisals of failure. It is also assumed to be induced if failure is judged to be caused by oneself, and includes attributions to not only uncontrollable internal causes (e.g., lack of ability) but also controllable causes (e.g., lack of effort and laziness), which indicates that shame can be control-independent. Experience of shame at studying will grow more intense if one attaches more subjective values to academic achievement. Despite the detrimental aspect of shame in academic settings, it may induce motivation to avoid failure by encouraging the person to investing more effort and strengthen academic

motivation if one believes in his or her capabilities and has a positive personal evaluation of goal commitment (Turner & Schallert, 2001).

In the Chinese cultural context. Shame as an emotion has been found to exist among all humans (Casimir & Schnegg, 2003), and research on shame also examines the meaning, antecedents, and actual experience of the shame state across cultures, especially from the perspective of Asian cultures as a comparison to Western cultures. Chinese culture, along with other Asian cultures, has been widely characterized as a “shame culture” (Benedict, 1946; Johnson et al., 1987). Many studies have looked into shame as a moral emotion in Chinese culture. Geaney (2004) examined the shame vocabulary in early Confucian philosophical texts from the perspective of philosophy. She depicted shame in the context of contact and contagion among blurred boundaries, and concluded that shame in the Confucian texts arise as a constructive reaction to the blurring of personal boundaries. She proposed that the shamed human in early China might be one whose personal boundaries, in relation to both social status and the body, have been blurred. This blurring of personal boundaries could be potentially shameful insofar as it is vulnerable to restructuring the self. Harris (2014) compared the sociopolitical significance of the sense of shame between Aristotle and Confucius, and posited that the affective disposition of the sense of shame in Confucian culture is integrated into the relational practices between teacher and student, unlike the Aristotelian self-sufficient fashion. He believed that Confucius indicated in the *Analects* that shame could be a disposition with lasting effects that stems from the people themselves, and it requires considering the perspective of others and developing one’s conduct to include others’ interest. For example, when students set their learning goals, they should think from the

perspective of their teachers and take teachers' expectations into consideration in approaching their goals.

Bedford (2003, 2004) examined the individual experience of shame in Chinese culture from the perspective of morality and identity. She examined Mandarin words for shame (*diu lian*, *can kui*, *xiu kui*, and *xiu chi*) among 34 Taiwanese adults and offered cross-cultural comparison of shame in American and Chinese cultures. Her study established the dimensions of the experience of shame by including characteristic patterns of behavior, transformation of self, and values highlighted by shame experiences of Chinese individuals. Bedford (2004) found that the central issue of Chinese shame is identity that is dependent on relationships with other people to a greater proportion compared to American shame. The Chinese language can make a clear distinction between public shame (*xiu chi* and *diu lian*) and private shame (*xiu chi*, *xiu kui*, and *can kui*), whereas English does not make such distinctions. This is because shame in Confucian cultures can be related to morality and identity, particularly the failure to fulfill crucial family and social duties that may be related to public emotional experiences. In her study, Bedford (2003) pointed out the possibility of overlapping experiences of guilt and shame between Chinese culture and American culture, as Chinese people may interpret some experiences of shame that would be interpreted as guilt experiences by American individuals.

In addition to the studies conducted by Western scholars, Chinese scholars have also investigated the Chinese concept of shame. Fung (1999) conducted an ethnographic study of nine middle-class Taiwanese families in Taipei, Taiwan that followed the subjects from age two-and-a-half to age four to examine Chinese early socialization of

shame. She proposed that shame experiences were more concerned with group interest rather than individual interest in Chinese culture. She stated that Chinese parents believed young children already had a sense of shame by age two and a half, and they related the socialization of shame to the notion of opportunity education, a way to discipline children into moral or social standards set by cultural norms. Li, Wang, and Fischer (2004) examined the prevalent Chinese concept of shame by asking native Chinese adults to identify terms for shame. They asked native Chinese to add relevant shame terms and point out the most centrally involved shame words among 113 shame terms, which indicated that the concept of shame emotion is highly elaborated based on specific Chinese cultural meanings. They concluded from their analysis that shame and guilt were not greatly distinguished from each other in Chinese culture; instead, their concepts and terminology showed much overlap. Guilt seemed to be as intense as shame among the Chinese, which was different from Western cultures.

Emotion and Second Language Learning

Anxiety and second language learning. Among studies on emotional experiences and their influences on second language learning, the role of foreign language anxiety has received the most attention. Before I touch on the literature of relations between shame and second language learning, I will review the theory of language anxiety, a construct that has been abundantly developed since the mid 1980s that connected anxiety with second language learning, to provide a research paradigm for the following review of shame experiences in second language learning.

In Scovel's (1978) review of anxiety and language learning, he tried to make a conclusion about the relationship between anxiety and language learning based on

conflicting findings from previous studies. He then concluded that specific types of anxiety should be defined and conceptualized in anxiety studies, for there existed a wide range of anxiety, such as test anxiety, and speaking anxiety. He also noticed that learner variables could also exert effect on this relationship, as individuals with anxious and apprehensive characteristics would have higher levels of anxiety in language learning.

Horwitz, Horwitz, and Cope (1986) then proposed the specific construct of foreign language anxiety that was distinctively responsible for the uncomfortable experiences of students in language learning. They also provided the Foreign Language Classroom Anxiety Scale (FLCAS) as a measure of the relationship between three related performance anxieties (communication apprehension, test anxiety, and the fear of negative evaluation) and achievement, and found that anxiety in learning a second language had a moderate negative relationship with achievement. This finding was confirmed by studies conducted on the relationship between anxiety of learning a second language other than English (e.g., Japanese and French) and achievement for college students (Aida, 1994; Saito & Samimy, 1996; Coulombe, 2000). Further, they noticed that anxious students “seem to feel constantly tested and to perceive every correction as a failure” (p.130), which seemed to indicate a fixed mindset (Dweck, 2012). This finding implied that anxiety might vary among second language learners, for some students may be prone to suffer from anxiety in second language learning contexts as their personal characteristic. Moreover, differences in individual language skills may elicit anxiety as well, so that some language learners may be particularly anxious about speaking when learning a second language, for example Yan and Horwitz (2008) also suggested that it was possible that reading and listening tasks might provoke different levels of anxiety in

second language learners. Thus, language-skill-specific anxiety might be one of the negative emotions and attitudes formed during the process of second language learning (Yan & Horwitz, 2008).

Cheng, Horwitz, and Schallert (1999) studied Taiwanese college students' experience of language learning anxiety (both writing anxiety and classroom anxiety), and suggested that these anxious students might be troubled by low self-confidence in speaking the target language, as they might tend to underestimate their language learning ability and have negative expectations about their performance. They also made a distinction between second language class anxiety and second language writing anxiety, and proposed that these two constructs revealed that students with higher levels of anxiety tended to have low self-concepts as a language learner.

Based on her interviews with some foreign language learning scholars (Krashen, Ommaggio Hadley, Terrell, and Rardin), Young (1992) identified some factors that might be associated with language learning anxiety, such as cultural factors, the students' coping skills, attention, self-concept, beliefs about language learning, and the specific teaching methodology as perceived by students. She (1991) also suggested six sources of language anxiety with a literature review on this topic, namely personal and interpersonal anxieties, learner beliefs about language learning, instructors' beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing. Yan and Horwitz (2008) conducted a qualitative study to explore additional variables that might act as sources and effects of language anxiety for language learning from the perspective of Chinese language learners. They found that foreign language anxiety was affected by variables such as comparison with peers, learning strategies, and language

learning interest and motivation as the most immediate sources of anxiety in English learning. Other variables such as regional differences, test types, gender, class arrangement, teacher characteristics, parental influence, and language aptitude were identified as more remote sources of anxiety in language learning by Chinese learners.

Cook (2006) conducted a study to investigate the relationship between anxiety and shame in learning a second language, proposing that the anxiety construct in language learning consisted of five emotions, namely fear, disgust, guilt, shame, and distress. Shame in second language learning would occur when individuals found that they failed to perform seemingly simple language tasks and were repeatedly at the risk of exhibiting competency failures and looking foolish. Based on an analysis of the quantitative and qualitative data collected from 30 international students studying English in U.S., Cook concluded that the shame and anxiety constructs had different patterns towards the same set of events and different explanations for these patterns. He also proposed that shame would be prevalent in the description of negative second language learning experiences, and shame would be a common precursor and component of anxiety, and the fear of experiencing shame would be a common component of the anxiety construct.

Thus, given that the emotion of shame is one of the important achievement emotions that has received less attention than other emotions, such as anxiety, in language learning settings outside Western contexts, this study could serve to fill a gap in the existing literature, fostering a better understanding of emotional experiences in language learning in the Chinese cultural context. Moreover, in taking expectancy and value theory into consideration in the analysis, this study could help to build connections

between achievement emotions and achievement motivations, and thus provide useful implications for language teaching and language learning.

CHAPTER 3

Method

Participants

A total of 143 Chinese college students (see Table 1) ranging in age from 18 to 22 years old participated voluntarily, recruited from Shanghai International Studies University in China, a university that is famous for its language education. Among the 143 participants in the sample, two were second year graduate students majoring in English Literature (both female who had attended this same university as undergraduates), and these students' responses were deleted from all further analysis because they were likely to have had a much longer history of engaging with academic English, and they were older than typical undergraduates. Of the remaining 141 students, 43 were sophomores majoring in Teaching Chinese as a Foreign Language (4 male, 39 female), 46 were junior undergraduate students majoring in English Education (2 male, 44 female), and 52 were senior undergraduate students majoring in Business Administration (12 male, 40 female).

Table 1
Demographic Information of Participants

Major	Year	Male	Female	Total
Teaching Chinese as a Foreign Language	Sophomore	4	39	43
English Education	Junior	2	44	46
Business Administration	Senior	12	40	52
English Literature	Graduate	0	2	2
Total		18	135	143

These Chinese college students had studied English for more than 10 years, and they had scored in the top 10% of the University Entrance Exams in their provinces, with a special strength in English. All participants had attended classes instructed in English (both from native speakers and Chinese English speakers) in their college studies.

Extensive English Reading, Intensive English Reading, English Listening, and Oral English classes are required courses for all undergraduate students in their freshmen year. Because students from Shanghai International Studies University had more exposure to English in their college studies than their counterparts in other Chinese universities, they had had more occasion to experience different achievement emotions towards their English learning, and also were likely to be more accustomed to different English learning settings (e.g., in-class, independent learning, test-taking) in Chinese college. On average, participants in this study had a higher level of English achievement than other Chinese college students, according to the pass rate of the College English Test-4 (CET-4), a national test to examine the English proficiency of undergraduate students in China.

Procedure

All participants were asked to volunteer to take a paper-based survey using the modified version of the Achievement Emotions Questionnaire (AEQ) developed by Pekrun et al. (2005) immediately after they finished one of their courses instructed in English. Participants were told that the study investigated their emotional experiences of learning English as a second language, as indicated by 45 items in three kinds of academic settings (in-class, test-taking, and independent study). They were told to use a 5-point Likert-type scale to rate the degree to which they experienced a particular emotion in these academic settings. This questionnaire was presented in an English

version, and participants were free to ask the researcher questions about scale items. This study chose to use the English version with two considerations. The first consideration was that the time was limited to conduct a pilot study to test the reliability and validity of the Chinese version of this questionnaire. The second consideration was that as all participants had high achievement in English learning and could understand all English items in the questionnaire clearly, it would be plausible to provide them with an English version instead of a Chinese version that might distort the original meanings in it. The last question on the questionnaire asked participants to provide their email address if they would like to be interviewed in a follow-up interview. Students spent about 10-15 minutes in filling out the questionnaire. They were compensated with pens and notebooks for their participation.

I contacted participants willing to be interviewed to schedule the time and place for the interview after I had collected all of the responses to the last question in the questionnaire. Among all participants, eleven left their email or phone numbers. When I contacted them, three replied and met me for the face-to-face interview session, and one of them agreed to be interviewed via email. The three face-to-face interviews were voice-recorded with the participants' permission, and their interviews lasted from 18 minutes to 42 minutes. The interview conducted by email involved extended responses to my questions, which were guided by the interview protocol. All interviews were conducted in Chinese, and then transcribed and coded for further analysis. I translated excerpts needed for my report into English, and asked another Chinese-English colleague to evaluate my translation for consistency in meaning.

Measures

This study consisted of a quantitative component and a qualitative component in data gathering and a synthesis of findings. For the quantitative component, the modified version of the Achievement Emotion Questionnaire (AEQ) developed by Pekrun et al. (2005) was used (see Appendix A) to assess shame emotions experienced by Chinese college students. For the qualitative component, interviews were conducted to gain a deeper understanding of how Chinese college students perceive shame experiences in learning English as a second language, and how these experiences differed in classroom, independent study, and test-taking settings.

AEQ- Shame experiences. Experiencing shame is based on an appraisal of personal perception of failure associated with personally valued standards, rules, or goals (Turner & Husman, 2008). Turner et al. (2002) proposed that shame experiences could be related to issues of self-esteem and self-identity in achievement situations. One way to assess achievement emotions is with the Achievement Emotion Questionnaire, which was designed to assess college students' emotional reactions to achievement situations, including four positive emotions (enjoyment, hope, pride, and relief) and five negative emotions (anger, anxiety, hopelessness, shame, and boredom), that are frequently experienced by college students (Pekrun, 1992; Pekrun et al., 2002). The measure of shame experiences in learning English as a second language was adapted from the AEQ.

Although the original questionnaire included 232 items to measure nine emotions in three kinds of academic settings (classroom, independent study, test-taking), this study only used 45 rating items to focus on the Chinese college students' ratings of their shame experiences. Fourteen items from hope (5 items), hopelessness (5 items), and enjoyment

(4 items) were included to offer the students some contrast as they rated 31 shame items ($\alpha=0.89$ for class-related, $\alpha=0.86$ for learning-related, $\alpha=0.87$ for test-related). These items were selected with high reliabilities of the scale (α range from 0.77 to 0.92, with $\alpha > 0.80$ for 5 of the 9 scales). Sample items were as follows: class-related shame: “When I say anything in class I feel like I am making a fool of myself”; learning-related shame: “I feel ashamed that I can’t absorb the simplest of details”; test-related shame: “I get embarrassed because I can’t answer the questions correctly.” This questionnaire asked participants to use a 5-point Likert-type scale ranging from *strongly disagree* to *strongly agree* to rate the degree to which they experienced shame, hope, enjoyment, and hopelessness in three kinds of academic settings. Each academic setting had 15 items that mixed the four emotions.

Interviews. Three students who were willing to take part in the face-to-face interview session were contacted to set up a convenient interview time and place. One of the students was interviewed in a vacant classroom of her college building without other students present, and her interview lasted about 18 minutes. The other two students were interviewed in a café shop near campus, and their interviews lasted from 38 minutes to 42 minutes. The student who took the interview via email replied after 14 hours when I was back in the U.S. (with 13-hour time differences between China and U.S.) All interviews were conducted in Chinese. Participants were first asked to describe their emotional experiences of learning English. Then they were asked to recall any shame experiences specifically, and to decide how to define shame as a positive emotion or a negative emotion. They were also asked to separate their shame experiences in class-related, studying-related, and test-related settings. The questions were broad and open-ended, and

were tailored to follow the participants' responses to ask for clarification and elaboration (see Appendix B for the interview protocol).

Data Analysis

For the quantitative data, the first research question was: How do Chinese college students experience shame differently for English learning in studying-related, test-related, and class-related situations? To answer the first question, a one-way repeated measures ANOVA was adopted to compare the mean scores differences of shame experiences across the three academic settings. If the overall tests were significant, follow-up tests with pairwise comparisons would be conducted to give more details for the question. If the overall test was not significant, this would indicate that Chinese college students did not experience shame differently for English learning in the three settings.

The second research question was: How do Chinese college students from three different majors and years differ in their shame experiences of learning English in three academic settings? To answer the second question, a two-way mixed ANOVA design was adopted to compare the mean score differences of shame experiences between three major groups in the three academic settings, and to study whether the effect of academic settings persisted over the three major groups. If the overall tests were significant, follow-up tests with pairwise comparisons would be conducted to give more details for the question. If the overall test was not significant, this would indicate that Chinese college students from three different majors and years did not differ in their shame experiences of learning English in the three academic settings.

The third research question was: Do Chinese college students (in this study all from Shanghai International Studies University) regard the emotional experiences of English learning as more positive or as more negative? To answer the third question, a one sample t-test design was adopted to analyze the differences in mean scores of emotional experiences in learning English between the negative emotions (shame and hopelessness) and positive emotions (enjoyment and hope).

The interviews were transcribed and translated from Chinese to English by me and back translated by another Chinese graduate student in Department of Educational Psychology to check for consistency in meaning. The interview data were analyzed in two major steps using ground theory analysis procedures (Yan, 1998), namely thematic analysis and generation of affinities or variables. The third step from grounded theory was omitted, as the identification of relationships between and among the variables was not the purpose of this study. Variables categorized and analyzed from the qualitative data would be used as supplemental information to explore further the sources and effects of shame experiences in learning English for Chinese college students, and also to help explain how shame experiences differ in three settings. All four interviewees were de-identified and given pseudonyms in the transcripts with their consent.

CHAPTER 4

Results

In this chapter, I will address the three research questions, first illustrating the quantitative results collected from the questionnaire, and then incorporating qualitative findings from interviews with quantitative results.

Correlations among Measures

The results of a Pearson correlation analysis of 12 measures can be viewed in Table 2. This analysis revealed several important findings. Class-related, learning-related, and test-related shame scores were significantly, strongly and positively correlated with each other ($r_{\text{class-learning shame}}=0.74, p<0.001$; $r_{\text{class-test shame}}=0.66, p<0.001$; $r_{\text{learning-test shame}}=0.71, p<0.001$). Shame scores in all three academic settings were positively correlated with hopelessness scores in all three academic settings, and their correlations were statistically significant at alpha level of 0.001. Most of the positive emotion scores (enjoyment and hope) in the three academic settings, except for class-related hope (with learning-related hopelessness, $r=0.15, p=0.08$), had negative correlations with the negative emotion scores (shame and hopelessness) in the three academic settings. The positive correlation between class-related hope and learning-related hopelessness may be due to the limited items in two measures. This indicates that this adapted questionnaire reveals overall reliable output, and therefore the test results can be used for further analysis.

Differences in the Shame Experiences in Three Academic Settings

Table 2
Correlations among 12 Emotional Experiences in Three Academic Settings (class-related, learning-related, test-related)

Measure	1	2	3	4	5	6	7	8	9	10	11
1. Class-related Shame	—										
2. Class-related Enjoyment	-0.28***	—									
3. Class-related Hope	-0.03	0.54***	—								
4. Class related Hopelessness	0.049***	-0.42***	-0.32***	—							
5. Learning-related Shame	0.74***	-0.13	0.08	0.37***	—						
6. Learning-related Enjoyment	-0.07	0.48**	0.40***	-0.32***	-0.02	—					
7. Learning-related Hope	-0.17*	0.39***	0.45***	-0.37***	-0.05	0.43***	—				
8. Learning-related Hopelessness	0.45***	-0.08	0.15	0.16	0.59***	-0.13	0.06	—			
9. Test-related Shame	0.66***	-0.20*	-0.04	0.44***	0.71***	-0.09	-0.14	0.49***	—		
10. Test-related Enjoyment	-0.10	0.40***	0.18*	-0.20*	-0.05	0.37***	0.33***	-0.14	0.21*	—	
11. Test-related Hope	-0.16	0.53***	0.36***	-0.37***	-0.10	0.51***	0.62***	-0.05	-0.27***	0.48***	—
12. Test-related Hopelessness	0.50***	-0.34***	-0.24***	0.60***	0.45***	-0.29***	-0.38***	0.27***	0.64***	-0.29***	-0.54***

Table 3
Descriptive Statistics of Shame Experience Items for Each Major in Three Academic Settings of English Learning

Major	Classroom	Independent-study	Test-taking	Combined
Teaching Chinese as a Foreign Language				
M	2.3	2.6	2.5	2.5
SD	0.8	0.7	0.8	0.8
English Education				
M	2.6	2.6	2.5	2.6
SD	0.7	0.7	0.6	0.7
Business Administration				
M	2.5	2.6	2.4	2.5
SD	0.7	0.7	0.7	0.7
Combined				
M	2.4	2.6	2.4	2.5
SD	0.8	0.7	0.7	0.7

Table 3 lists the means and standard deviations for Chinese college students' shame experiences. All means were below the mid-point of the 5-point scale, suggesting that these college students were experiencing a relatively lower amount of shame in studying English. The one-way repeated measures ANOVA with a Greenhouse-Geisser correction (see Table 4) determined that the mean scores of shame experiences of Chinese college students when learning English differed statistically significantly between the three academic settings ($F(1.94, 271.4) = 9.98, p < 0.001$). Post hoc tests using a Bonferroni correction indicated that students scored significantly higher on shame items in independent study setting than in class-related and test-related settings on average (2.6 vs. 2.5, 2.6 vs. 2.5, respectively, $p < 0.001$). However, the difference in their mean scores on shame items between class-related setting and test-related setting was not statistically significant (2.5 vs. 2.5, $p = 0.88$). Therefore, it can be concluded that academic settings elicited a statistically significant greater amount of shame in independent learning-related experiences, but not in class-related and test-related experiences.

Table 4

One-way Repeated Measures ANOVA with a Greenhous-Geisser Correction

	SS	df	MS	F	Sig
Settings	3.067	1.938	1.582	9.977	0.000
Error	43.039	271.359	0.159		

Major Differences of Shame Experiences in Three Academic Settings

Two-way mixed ANOVA with a Greenhous-Geisser correction (see Table 5) determined that the mean scores of shame experiences in the three academic settings did not differ significantly across three majors ($F(3.899, 269.029) = 2.048, p = 0.09$). This indicates that Chinese college students majoring in *Teaching Chinese as a Foreign Language*, *English Education*, and *Business Administration* experienced shame in learning English as a second language similarly across three academic settings. The simple main effect of settings was statistically significant ($F(1.95, 269.03) = 10.06, p < 0.001$), with the learning-related setting showing a higher mean score on shame items than the other two settings (2.6 vs. 2.4, and 2.6 vs. 2.5, respectively). The simple main effect of major (see Table 6) was not statistically significant ($F(2, 138) = 0.25, p = 0.78$), which indicated no mean differences of shame experiences between students from three majors.

Table 5

Test of Within-subject Effects for Two-way Mixed ANOVA with a Greenhous-Geisser Correction

Source	SS	df	MS	F	Sig
Settings	3.06	1.95	1.57	10.09	0.00
Setting*Major	1.24	3.90	0.32	2.05	0.09
Error	41.80	269.03	0.16		

Table 6

Simple Main Effect of Major for Two-way Mixed ANOVA

	SS	df	MS	F	Sig
Major	0.62	2	0.31	0.25	0.78
Error	172.25	138	1.25		

More Positive or Negative Emotional Experiences in English Learning?

One sample t-test for the overall differences in means between the positive emotions and negative emotions for Chinese college students' English learning experience across the three academic settings was statistically significant ($t=12.28$, $p<0.001$) (see Table 7). Separate one sample t-test for differences in means between positive emotions and negative emotions revealed that students enrolled in Shanghai International Studies University experienced more positive emotions (e.g., enjoyment and hope) than negative emotions (e.g., shame and hopelessness) when learning English in class-related ($t=10.74$, $p<0.001$), learning-related ($t=11.11$, $p<0.001$), and test-related settings ($t=11.07$, $p<0.001$).

Table 7

One Sample t-test for Differences in Means between Positive Emotions and Negative Emotions across Three Settings

	t	df	Sig (2-tailed)	M	95% CI
Overall Difference	12.28	140	0.00	1.08	[0.91, 1.26]
Class-related Difference	10.74	140	0.00	1.10	[0.90, 1.31]
Learning-related Difference	11.11	140	0.00	1.02	[0.84, 1.20]
Test-related Difference	11.07	140	0.00	1.12	[0.92, 1.32]

Supplemental Evidence for Research Questions from Interviews

Four female students volunteered to take part in interviews. One was an English Education major, with a pseudonym of April. The other two were from the Teaching Chinese as a Foreign Language major, with pseudonyms of Cecilia and Sherry. The last volunteer was a Business Administration major, with a pseudonym of Lily. Their answers

to semi-structured interview questions were qualitatively analyzed according to two steps adapted from a grounded theory approach used specifically in Yan's (1998) study, namely thematic analysis and generation of affinities. Thematic analysis had three stages as detailed by Miles (1997). Through this coding and affinity generating process, eight thematic affinities were identified that related to sources and effects of shame experiences of learning English as a second language, and four thematic affinities were identified that related to how students perceived shame experiences in three settings (class-related, learning-related, and test-related). These affinities are presented in the following discussion.

Sources and effects of shame experiences in English learning. Eight variables were identified in students' answers to interview questions that could be related to sources and effects of their emotion experiences, especially shame experiences, in learning English as a second language at college. These affinities include *comparison with others, personal characteristics, personal competence of language skills, expectations from self and others, subjective values for second language learning, beliefs about emotions in language learning, emotions towards language learning outcomes, and learning strategies.*

Affinity 1. Comparison with others. All four interviewees mentioned that they were very aware of the presence of others in language learning, especially in class settings. They tended to compare their performance with others, and if they found that others appeared to outperform them, they would feel an urge to improve themselves so that they could return to their comfort zone where they identified themselves as a high achiever. However, April, a senior student majoring in English Education, acknowledged

that she would be more inclined to compare with others if she had learned English in English-speaking country, and she would feel more stressed under that circumstance as she would expect herself to be able to communicate freely with her classmates. She felt that she would not suffer as much in the Chinese learning context as in foreign language contexts from the result of comparison. This indicated that learning contexts might account for differences in emotional experiences for some students. Cecilia also identified the influence of comparison on her emotional experience in language learning by asserting, “I would feel happy if I found that I could speak English better than my friends, but I would feel ashamed if I could not speak as well as them. My happiness would further motivate me to practice more, and my shame would also motivate me to put more effort into that deficient part. ” She regarded her shame experiences as more public experiences than private feelings, and she stated that her shame in learning would be rooted in her constant comparison with others. Lily identified this affinity as well. She mentioned that she would compare her performance with others, and expressed a sense of admiration of other people.

Affinity 2. Personal characteristics. This affinity was emphasized by Cecilia. She frequently mentioned the dichotomous contrast between the different emotional experiences of introverted and extroverted individual towards language learning. Her answer to the relationship between emotional experiences and motivation in English learning was quite representative of this affinity.

I feel that emotions are closely related to personality. Shame-proneness and anxiety-proneness are parts of personal characteristics of some people, so they would be unavoidably troubled by the negative aspects of these emotions. As for me, I am quite outgoing and always hold an optimistic attitude towards learning, so I will not feel ashamed of myself if I cannot answer my teacher’s question in class...But for those introverted classmates, they would suffer a lot from these emotions as they are more

sensitive, and their negative emotional experiences would in turn be an obstacle to their learning motivation.

In Lily's response to the relationship between emotions and appraisals for English learning, she attributed her negative emotional experiences and undesired learning outcomes to unfavorable personality traits of being timid and anxious in public.

As proposed in Turner et al. (2002) study, shame-resilient students had three salient characteristics: had high intrinsic motivation, high certainty regarding personal sense of academic competence, and perceived the instrumentality of a good grade to future academic goals. In this study, April could be identified as a shame-resilient student. She expressed strong interest in learning English, as she felt an urge to catch up with any unknown in English language learning. She regarded herself as a student with relatively high achievement in English learning, and attached her self-identification to her relationship with teachers. She was also aware that her academic records would help her in future applications to graduate programs abroad. Therefore, she regarded shame experiences as being positive when they could motivate her to move on learning, and she never shied away from shame experiences in English language learning.

Affinity 3. Personal competence of language skills. Language skills consist of speaking, reading, listening, and writing. It has been widely acknowledged in studies of foreign language anxiety that speaking is the most anxiety-provoking aspect in a second language learning context (Horwitz et al., 1986; Young, 1991). In this study that focused on the emotional experiences of shame in second language learning, students' perceptions of their competence in English speaking could also be a major shame-provoking factor in English learning. April recognized that she "put different values on listening, speaking, reading, and writing of English learning in different tasks." She recalled an episode of

communicating with a U.S. hospital via a phone call in high school, and expressed the shock and shame she experienced for the discrepancy between her actual speaking proficiency and her self-perceived speaking knowledge at that time. Her shame experiences associated with speaking English might be strengthened by her direct communication with native speakers, as she was not aware that her competence in English speaking skills developed in Chinese class, could be so low in actual use with native speakers of English. This speaking-provoking shame was also identified by Lily. However, her shame for speaking was mixed with other emotions, beginning with speaking anxiety and finishing with guilt and anger after she received negative feedback from her teacher.

I remembered that one time I prepared very well for an English speaking contest at school, but I was too nervous and almost forgot all the content I was supposed to speak. My teacher was very angry and snubbed me in front of many people. I felt shame at that time. At the same time, I felt very guilty for disappointing my teacher. Other than shame and guilt, I also felt angry at myself how could I be so timid on the stage even though I had prepared well.

Her full examination of her performance in this episode led her to think her ability to speak English in public as well as her personal characteristics had contributed to her poor performance. Fortunately, as a shame-resilient person, she recovered from this shame experience and overcame her speaking anxiety and fear of speaking in public.

Affinity 4. Expectations from self and others (parents and teachers). Students had expectations for themselves based on their perceptions of language learning competence, as well as expectations from their parents and teachers in English learning. High expectations from themselves might result from their self-identification as a high achiever in language learning, and these in turn might lead to their shame-resilient behaviors. However, high expectations from parents and teachers, especially the self-

perceived close relationship with teachers, might account for their anxiety in language learning, and thus lead to more shame experiences. Cecilia acknowledged the importance of her responsibility to her parents in English learning. She felt that her parents and teachers had higher expectations for her achievement in language learning, as her father was a teacher in her high school and all her teachers knew her father. If she did not perform well, her father might lose face and be ashamed of her low academic achievement. She stated that she “felt like a learning representative of my parents”, and thus she experienced more stress and had more emotional experiences. In China, having parents as teachers or professors would add more academic pressure to children, as their parents and people around them tend to have high expectations for their academic achievement. If these children were aware of this situation, they would be more emotionally controlled by this expectation in learning.

Moreover, April attached great significance to her relationship with professors. She stated, “ I tend to feel more ashamed if I could not reach my professors’ expectations. ” She expressed her concern for maintaining a mutually affective relationship with professors. Her sense of shame would be essentially rooted in her fear of losing affection from her professor if she let them down for her failure to meet their expectations. She was eager to impress her professors with her highly motivated and achievement behaviors in academic areas, and if she did not meet this goal, she felt ashamed of herself. It seemed that her perceived expectations from others also connected strongly with her expectations for herself, and both expectations intensified her emotional experiences of language learning.

Affinity 5. Subjective values for second language learning. Participants in this interview all mentioned their subjective values for second language learning. According to Expectancy-Value theory (Eccles et al., 1983), subjective values include attainment value, intrinsic value, utility value, and cost. Except for cost, all other elements were discussed in participants' responses to questions about their beliefs and understanding of second language learning. April saw attainment value and utility value in learning the English language. She perceived that having high achievement in English learning could help her build self-identity as a high achiever, which meant that second language learning was significant to her identity. Additionally, as she aimed to pursue a master's degree abroad after graduation, learning English would help her achieve this future goal. Cecilia also talked about her future goal of being a Chinese-as-a-second-language teacher, and she understood that learning English well was a critical step towards that goal. For Lily, she recognized that her intrinsic love of the English language motivated her to learn it well. All these values attached to English learning would help the students mediate the negative emotional experiences during their learning process, and motivate them to persist longer and put in more effort.

Affinity 6. Beliefs about emotions in language learning. All participants were asked about their beliefs about achievement emotions in language learning. Some emotions were addressed frequently in their response, such as anxiety, excitement, shame, guilt, and boredom. They all admitted that they had experienced mixed emotions during language learning, and they could tell the difference between negative emotions and positive emotions when they experienced them. In terms of shame as an achievement emotion, all four participants claimed that it could be viewed as either a positive emotion

or a negative emotion (one of them asserted that negative emotions and positive emotions were permeable), depending on the influences of and others' reactions to shame experiences. If individuals could learn from shame experiences and improve themselves so as to avoid this same situation the next time, the shame they experienced could be viewed as a positive emotion. However, if individuals felt that they were too ashamed to experience such a negative emotion again, and took avoidant behavior towards that situation, this shame could be viewed as a negative emotion. Aside from shame experiences, April even suggested that if excitement and happiness gained from some level of achievement hindered a person to pursue higher achievement, these emotions could also be viewed as negative. Also, interviewees recognized that these shame reactions might differ for people of different personalities. For those who had high self-positioning in language learning, they tended to regard shame experiences as a stimulus to move forward, whereas for those who did not see any discrepancy between perceived competence and actual performance in language learning, they tended to be comfortable with where they were and were less likely to experience shame.

Additionally, in their responses to emotional experiences in different contexts of language learning, all interviewees believed that they would have distinctive emotions between learning English in a native language context and English in a foreign language context. They were quite aware of their identity as second language learners, and admitted that they would not be obsessed with the idea that they should master English as well as a native speaker. Representing students from a new generation, one of my participants (April) said that she would not expect herself to behave like a model Chinese student in a foreign country, who relied heavily on the stereotype that a Chinese student

should work hard and always attach their nationality to their academic achievement. Their distinctive emotions in language learning in a foreign country might result from their adaptation to a new culture and environment, instead of their adaptation of a new identity as an international Chinese student.

Affinity 7. Emotions towards language learning outcomes. Participants discussed their attitudes towards different outcomes in language learning, as a part of interview session. Generally, they attached positive emotions to achievement and success in language learning, and negative emotions to failure and negative feedback. However, some of them talked about other aspects that might bias their attitudes towards negative feedback in language learning, such as prior knowledge, mindset, and mood.

Sherry mentioned in her response to shame experiences in different situations that she would feel less shameful if she could not understand the new knowledge she was learning, as compared to the experience of failing in learning something that she was supposed to understand easily. She emphasized the importance of prior knowledge in the learning process. Negative emotions, such as shame when emerging from the unfamiliarity of new knowledge, would not be as intense as those when one was confronted with familiar knowledge. This might result from her low expectancy for acquiring new knowledge for the first time, and her relatively high expectancy for mastering knowledge to which she has been exposed previously.

In Lily's answers to her emotional experiences in language learning, she frequently addressed the term "mindset." She believed herself to have a positive mindset, or according to Dweck (2012), a growth mindset, which was based on the belief that a person's abilities and personalities could be cultivated throughout the lifespan. She was

convinced by the idea that effort could help her overcome difficulties in learning, and her attitude in the face of negative feedback proved her growth mindset. She asserted, “I would have a sense of shame if I found myself to have low proficiency in learning, but I would adjust myself, and tell myself that I can practice more and thus improve gradually. In this way, I could recover from negative emotions when I achieved good results.” This growth mindset was also witnessed in the other three participants’ responses, and this might also promote a personality of shame-resilience in these students, as proposed by Yeager and Dweck (2012).

Additionally, mood was also identified as one of the components that might help to mediate the negative consequences of shame experiences. In the Chinese language, no specific word distinguishes tell emotions and moods apart, and these two terms can both be referred to “*qing xu*.” However, these two constructs could be distinguished by their causes and consequences. Davidson (1994) argued that emotion-regulation strategies might focus on changing behavioral responses, whereas mood-regulation strategies might focus on cognitive processes, such as encouraging positive self-talk. Lily’s statement could be viewed as confirmation to this argument. She admitted that her emotions were not only associated with situations, but also with mood at that period of time. She thought that an overall positive mood would help lessen the stress and jeopardizing consequences of negative emotions that resulted from negative feedback or result in self-encouragement, whereas a negative mood would elicit more negative emotions as a result of negative self-cognitions.

Affinity 8. Language learning strategies. Language learning strategies are defined by Oxford (1994) as specific actions, behaviors, steps, or techniques students use

consciously to improve their apprehension, internalization and use of the second language. She also divided them into direct strategies and indirect strategies, depending on their association with the target language (Oxford, 1990). Direct strategies could be divided into memory strategies, cognitive strategies, and compensation strategies, and indirect strategies could be divided into metacognitive strategies, social strategies, and affective strategies. In this interview, with a focus on emotional experiences of language learning, affective strategies were most frequently addressed, with some participants mentioning metacognitive strategies and compensation strategies as well, which was in accordance with findings by Yang (1992) that Chinese English-as-a-foreign-language college students reported using compensation, affective, and metacognitive strategies more often than social, cognitive, and memory strategies.

April mentioned that she would arrange or plan her English learning according to her ability or previous performance, so that she could get the maximum benefit from her energy, a metacognitive strategy. Lily talked about her making up behaviors as compensation strategies, such as practicing more and listening to native speakers' speech, when she found that her English speaking skills were not satisfactory and needed improvement. In terms of affective strategies, all participants referred to their experiences of self-encouragement in the face of failure and negative feedback. They tried to control their emotions and maintain positive attitudes towards English learning, so that they could achieve more in learning English.

Comparisons of shame experiences in different settings. One of the most important research questions in this study was to investigate whether shame experiences would differ in different learning settings, class-related, independent learning-related, and

test-related. Based on participants' responses to questions about their emotional experiences in the three settings, four affinities were identified under this theme, namely *duration, intensity, consequences, and awareness of causes*. I will discuss them in detail in the following parts.

Affinity 1. Intensity. Participants in this interview emphasized the intensity of their responses to shame experiences in the three settings. April and Sherry believed that they would feel the most intense shame in test-related settings, less intense shame in class-related settings, and the least intense shame in learning-related settings. In their explanations, they felt that the test results would be quite emotion-provoking, and their shame could be associated clearly with bad grades. As for independent study, they felt that shame emotions could be quite vague, or even could not be experienced consciously. The other two participants, Cecilia and Lily, said that they would feel the most intense shame in class-related settings, less intense in test-related settings, and the least intense in learning-related settings. They argued that the presence of teachers and classmates in class would intensify their shame emotions, as they would be attentive to others' feedback, whereas their shame would be less intense in test-related contexts as they knew that the test result was only between the teacher and themselves. For independent study settings, they felt that emotions might not come to their attention as they focused on the learning tasks.

Affinity 2. Duration. This is another affinity that was frequently addressed in responses to the different shame experiences in the three settings. It seemed that the duration of shame experiences would depend on students' personal relationship with the people present in these settings, and their personalities. Cecilia mentioned that the

duration of shame experiences would be longer when the relationship with the teacher was involved in language learning. As she put more effort to build a good relationship with the teacher, she would involve more emotions in her language learning process. Therefore, when the shame experiences emerged, they would linger longer as a mixture of various emotions, such as guilt, depression, sadness, and disappointment. Lily also talked about her shame experiences in the three settings, and concluded that her class-related shame would last for a longer time than learning-related and test-related shame. She felt that she would focus more on the test or study itself when shame emerged as a disturbance, so as to put self-feelings aside and put more cognitive resources on the test or study activity.

Affinity 3. Consequences. Participants illustrated the possible consequences of shame experiences in the three settings. They felt that these shame experiences would elicit some physiological responses, and they would have different reactions to shame experiences in class-related, study-related, and test-related settings. Cecilia admitted that she would blush and have rapid a heartbeat for class-related shame, and have sweaty hands for test-related shame, but almost no physiological symptoms for learning-related shame. April also confirmed that the learning-related shame was internalized in her mind, but she would use some changes in facial expressions and tones to let others know that she was experiencing shame.

All of them thought that they would take some avoidance behaviors when they experienced shame in language learning, if they felt the shame to be too intense to face directly. However, they believed that they would have a resilient reaction after some time had passed, as they held a growth mindset and tended to challenge themselves to achieve

more, regardless of previous shame experiences. For class-related settings, they were more likely to take avoidance behaviors, especially for the public speaking part, but would take actions to improve themselves for their deficiency so as to be able to demonstrate their ability the next time. For test-related settings, they would urge themselves to put more effort to face negative feedback by taking their parents' and teachers' expectancies into account. For learning-related settings, they would adjust their emotions quickly and devote themselves to other feasible plans if they suffered from some discouraging episode in independent learning. They were less likely to take avoidance behaviors and would try their best to confront their deficiencies directly.

Affinity 4. Awareness of causes. Participants discussed the causes of their different shame experiences in the three settings. They believed that the presence of teachers and classmates in class was the root for shame experiences in class, as they would be attentive to the instant feedback from their audience and evaluate whether their performance met their expectations. If they found that their performance was not satisfactory, they were likely to feel ashamed of themselves. For test-related settings, they acknowledged that test results were the main cause of shame experiences. If they received test results that were below their expectations, they would feel shame. For learning-related settings, they agreed that most of the shame experiences would result from their low learning efficiency and procrastination. This was much the same as guilt experiences, which were less intense and more event-focused. April said that she would set different expectations for English learning in the three settings. For example, she would expect to perceive herself to have stable competence and to gain something from class in class setting, and expect to learn something new and be creative in thinking in

independent learning, and also expect to answer all the questions and score high on tests. These different expectations required different abilities and behaviors in the three settings, so this might account for the differences in their perceived shame experiences across these settings.

CHAPTER 5

Discussion and Conclusions

This study expands on the growing body of literature on the emotional experiences of learning English as a second language outside English-speaking countries. China, as a country that has encountered rapid socioeconomic changes and frequent cultural communications with other cultures, has developed in its population the need to be exposed to or involved in second language learning. These developments also introduce new beliefs and practices that may contrast with its “shame culture” (Benedict, 1946). This study serves to provide a new perspective that contrasts with the more than 70 years of Western scholars’ portrayal, to look into the shame experiences of Chinese college students in English language learning.

In this chapter, I will discuss the findings, as well as the limitations of this study and implications for further research and teaching. Qualitative and quantitative findings are integrated to address three research questions of this study: (1) How do Chinese college students experience shame differently for English learning in studying-related, test-related, and class-related settings? (2) How do Chinese college students from three different majors and years differ in their shame experiences of learning English in three academic settings? (3) Do Chinese college students (in this study all from Shanghai International Studies University) regard the emotional experiences of English learning, as more positive or as more negative? As this study was aimed at investigating the emotional experiences of Chinese college students in learning English as a second language, implications for further research and teaching on this topic can lend insights into the improvement of English education in non English-speaking countries, especially

for China with its prosperous second language education programs in many languages including English, Spanish, Korean, and Japanese. Additionally, limitations of this study are presented at the end of the discussion.

Findings

Shame experiences in three academic settings. Quantitative statistics indicated that these Chinese college students experienced shame differently in class-related, learning-related, and test-related settings, and they experienced more shame in learning-related setting than the other two settings. Despite their different ratings of shame experiences in the three settings, these college students experienced a relatively low level of shame in their English language learning, with their ratings all below the midpoint of overall rating on average. However, contrary to the quantitative findings, participants in the interview (all recruited from participants in the quantitative study) gave different answers to this question. Two of the interviewees asserted that they would experience more shame in test-related setting than the other two settings, whereas the other two interviewees felt that they would experience more shame in class-related settings than the other two settings. When they talked about their emotional experiences of learning the English language in learning-related settings, they all regarded shame as a vague and inconspicuous emotion that might be experienced unconsciously.

This contradictory finding from quantitative and qualitative results led me to focus on the learning-related setting in particular. Goetz and his colleague (2012) examined the structures, self-concept antecedents, and achievement outcomes of homework emotions (as part of learning-related emotions) and classroom emotions. They found that for 11th grade students, self-concept was less important with respect to

students' emotions in homework as compared to classroom settings. They also suggested that other factors, such as the characteristics of homework materials assigned by instructors, might impact homework emotions. The current study focused on college students, who had more autonomy over their learning materials after class, and therefore the self-concept may play a more important role in learning-related setting than class-related setting. One participant in the interview consented to this view that she would be more flexible in maintaining high efficiency and joyous mood in her independent learning. She would adjust the study plan and make herself at ease, not be bothered by shame emotions emerging from her self-appraisals and others' evaluations as in class-related or test-related settings.

One possible reason for the inconsistency between quantitative and qualitative results might be due to the small sample size in the interviews. Only four female college students were interviewed, and these may be outliers in quantitative studies and may not be representative of the responses of the majority of participants. Another possibility might be that participants took the survey immediately after an English class in a classroom setting, so they may have been reflecting on what they had learned in class and had some expectations for their after-class independent learning. Their realization of the discrepancy between what they had learned and what they did not know after class would add to their anxiety for English learning, and therefore intensify the emotions for the following learning session. In contrast, students who participated in the qualitative study could choose their most convenient time to be interviewed, and they may be more relaxed and less concerned about their learning goals in after-class self learning.

As for the finding that indicated a generally low level of shame experiences across all three settings in language learning, some possible explanations include the following. According to Pekrun and his colleague (2011), emotions in learning-related settings and class-related settings were moderately correlated in their study on the construction, reliability, internal validity, and external validity of the Achievement Emotions Questionnaire (AEQ). They also found that shame was one of the emotions that had the strongest correlations across settings, which indicated a generalized individual disposition for this emotion in the achievement domain. Therefore, it is plausible that participants in this sample were less shame prone in their disposition and thus exhibited lower level of shame experiences in different academic settings. Participants in this study were all from a college famous for its language education program, who may have higher intrinsic motivation and extrinsic motivation for English language learning. Their interest in language learning and their self-perception of having a high learning capacity would help to mediate the negative influences of emotions associated with language learning. They may have been less likely to attribute their failure in language learning to their lack of ability, and be more shame resilient in the face of difficulties. Moreover, these students may have a growth mindset so that they would rather devote more effort and persist longer rather than being immersed in emotional feelings. This could be explained by Li's (2003) study comparing American and Chinese cultural beliefs about learning. She found that Chinese people seek learning to cultivate themselves as a whole moral domain toward self-perfection and their beliefs about learning are person-oriented. These learning beliefs would motive Chinese students to “ have stronger desire to learn, engage in long-

time learning, and adopt the action plan of diligence, endurance of hardship, perseverance, and concentration” (Li, 2003, p. 265).

Valence of emotional experiences in language learning for Chinese students.

For the sample group in this study, Chinese students had more positive emotional experiences (e.g., enjoyment and hope) in English learning than negative emotional experiences (e.g., shame and hopelessness). In the follow-up interviews, students expressed more positive attitudes and emotions in terms of their English learning. When they were asked about their specific shame experiences in English learning, one of them even felt surprised and commented that shame as a self-conscious emotion seldom came to her mind in her language learning. Even if Chinese college students would experience shame in their English learning, this emotion was at a relatively lower level and more transient compared to other more salient and more positive emotions. Additionally, shame was usually complicated by other factors in language learning, such as personal characteristics, personal competence of language skills, language learning strategies, and so on. This study could serve as new evidence for Turner and Schallert’s (2001) study on shame-resilient students that those who had the capabilities and who were committed to a clear future goal would be resilient from a shame reaction and would show an increase in motivation and motivated behavior. Interestingly, this study provided further explanation for shame-resilient behaviors that students with shame-resilience might perceive shame as a positive emotion in learning, as they would be motivated by shame experiences and learn from them as a sign of self-development.

As this study was conducted in the Chinese context, some factors that related directly to specific Chinese cultural practices were revealed as well, such as constant

comparison with others, expectations from teachers and parents, and beliefs about emotions in language learning. Responses in the interview provided a more detailed and nuanced description of shame experiences in Chinese academic setting. This group of Chinese college students did not discuss much about the shame emotion originating in a Confucian culture, but some of their statements and stances had underlying meanings rooted in Confucian culture. For example, one participant confirmed Harris's (2004) position that the affective disposition of the sense of shame in Confucian culture is integrated with the relational practices between teacher and student, when she talked about how her relations with her teachers would elicit her shame emotions if she felt that the affective relationship was at risk during learning process. Moreover, this study also provided supplemental findings for Bedford's (2003, 2004) studies on individual experiences of shame in the Chinese culture, and extended from general social setting to specific academic setting.

This study confirmed that one critical elicitor of Chinese shame is identity that is dependent on relationships with others. Students in the interview addressed their comparison with others and expectations from others frequently when discussing shame experiences. Also, this study could add to the elaborated concept of shame in Chinese culture, particularly in academic setting, that shame experiences might be followed by and mixed with anxiety and guilt. In Chinese daily expressions, "*xiu kui*" and "*xiu chi*" could be the counterpart of "shame" in English. These two experiences had mixed underlying meanings combining guilt and disgrace. Therefore, the distinctions between shame and guilt highlighted in Western culture (e.g., Weiner, 1985; Weiner, 2014) tended to be more ambiguous in the Chinese context. Students in this study connected shame

with guilt constantly and unconsciously in their statement with their word choice of “*xiu kui*” to refer to “shame.” This finding was in accordance with Li, Wang, and Fisher’s (2004) conclusion that shame and guilt were not distinguished greatly from each other in Chinese culture. Instead, their concepts and terminology would overlap.

Another purpose of this study was to examine the role of shame in language learning. In this study, the shame emotion seemed to be less of a concern for these Chinese college students in their English learning. According to the qualitative analysis, Chinese college students experienced shame in learning English accompanied by language anxiety, which was one of the constructs that had been studied extensively in the field of second language learning. Participants who were interviewed were among the best college students in China, who had relatively high academic achievement in English on average, and they reported a small amount of shame experiences in English learning process. This might be explained by Horwitz et al.’s (1986) findings that anxiety and academic achievement were negatively correlated, with lower levels of anxiety related with higher levels of academic achievement. Shame may have the same relationship with academic achievement as anxiety in language learning.

Also, just as language anxiety has been found to be differentiated into different types of anxiety regarding language skills (i.e., speaking, reading, writing, listening), my participants emphasized shame experiences for different language skills as well, especially for speaking. Shame experiences in speaking would be strengthened by interactions with native speakers and by receiving negative feedback. However, my study had somewhat deviant findings from Cook’s (2006) study on the relationship between anxiety and shame in learning a second language. He proposed that shame in second

language learning would occur when individuals found that they had failed to perform seemingly simple language tasks and were repeatedly at risk of exhibiting competency failures and looking foolish. He also believed that shame would be a common precursor of anxiety. In this study, the antecedents of shame emotions were not merely the exhibition of a lack of ability, but also failure to meet up to others' expectations and comparisons with others. Chinese college students' shame experiences in English learning seemed to be self-directed and other-directed conjunctively. Additionally, not only was shame a precursor of anxiety, anxiety could also be a precursor of shame in language learning. For example, students would be ashamed if they could not perform to their full potential because of language anxiety.

Limitations and implication for further research and pedagogical practices

This study touched on the relationship between shame experiences and second language learning in a Chinese college setting. As an exploratory investigation into this relationship, this study focused on a small sample group (i.e., 141 college students in the quantitative portion of the study), which might not have provided statistical power enough to detect differences. Therefore, more students should be included to give more powerful and convincing results. Despite previous working showing that personal characteristics would influence reactions and beliefs about shame experiences in language learning, more studies should be conducted to explore how certain personality traits may be associated with shame experiences in certain directions with related measures. This study did not include measures related to personality traits, such as self-esteem, language anxiety, and language achievement measures; such measures would give a stronger support in quantitative analysis. Future studies could take these measures

into account for a more data-supportive discussion of the relationship between shame experiences and language learning.

Additionally, it would be thought provoking if specific interpersonal-relationships (i.e., student-instructors, student-classmates, student-roommates, student-parents) in Chinese college life could be examined for their influences on shame experiences in language learning, as Chinese college students' shame experiences may be related to their close relationships in college. In a culture that emphasizes interdependence as one of its socialization goals, shame experiences might exhibit different forms for different interpersonal relationships in the Chinese college context. For example, Chinese college students might experience shame more intensively in their relationship with professors for this relationship would be vertical and underlie hierarchical compliance, as compared to their lower level of shame, or embarrassment, in their more horizontal and egalitarian relationships with peer classmates.

As this study only focused on a small group of Chinese college students who were receiving specialized language education, these students had more exposure to English learning and had overall higher level of language achievement than the average Chinese college student. Hence, more studies on shame experiences and language learning should be conducted to include students from other comprehensive universities to provide a more general description of Chinese college students' experiences of shame when learning English.

In addition, this study has implications for pedagogical practices in the Chinese context. Instructors should take students' emotional experiences into account in their language teaching, avoid public criticizing, and be more involved in positive relationship

with students. This is because Chinese college students tend to be attached to their teachers in their emotional experiences and this may be connected to shame emotions in language learning. For students who are shame-prone, teachers should adapt their pedagogy to reduce the intensity of their shame experiences and lead them to be more shame-resilient in pursuing higher learning goals in English learning. It is plausible for teachers to provide different ways for students to practice English speaking, such as the English corner that involves only a small number of others to eliminate public speaking anxiety and shame.

CHAPTER 6
Appendices

Appendix A

Feeling and Thinking about English Learning Experiences
- Achievement Emotions Questionnaire-

This questionnaire concerns your beliefs and opinions about the time you have spent at university up until now. There are no right or wrong answers –we are simply trying to find out how you feel and think about your emotional experience of English learning. We are interested in your personal opinions, so please be candid in your responses. Your identity and your answers will be kept strictly confidential. The information will be used for research purpose only and will not be available for any other reasons.

The questionnaire consists of 45 items organized into three sections. All items are to be answered on the right side of the items. Please be sure to fill in your answer in the row on the bubble sheet that corresponds to the item number in the questionnaire.

Your participation in this study is vital to its overall success and your time given in completing this questionnaire is very much appreciated. Thank you for your support!

Part I – Class-Related Emotional Experience

This part of the questionnaire refers to emotions you may experience when being in English class at university. Before answering the questions on the following items, please recall some typical situations of being in class which you have experienced during your English-related class. Read each item carefully and respond using the scale provided to indicate how you feel.

Strongly Disagree						Strongly Agree
1	2	3	4	5	5	

Items		1	2	3	4	5
1	I get excited about going to English class.					
2	I get embarrassed.					
3	I am looking forward to learning a lot in English class.					
4	I am ashamed.					
5	If the others knew that I don't understand the material I would be embarrassed.					
6	When I say anything in English class I feel like I am making a fool of myself.					
7	I am embarrassed that I can't express myself well.					

8	I am ashamed because others understood more of the lecture than I did.					
9	Because I've given up, I don't have energy to go to English class.					
10	After I have said something in class I wish I could crawl into a hole and hide.					
11	I'd rather not tell anyone when I don't understand.					
12	When I say something in class I feel like I turn red.					
13	When I talk in class I start stuttering.					
14	My enjoyment of this class makes me want to participate.					
15	Because I get embarrassed, I become tense and inhibited.					

Part II – Learning-Related Emotional Experience

Studying for your English-related courses at university can induce different feeling. This part of the questionnaire refers to emotions you may experience when studying. Before answering the questions on the following items, please recall some typical situations of studying which you have experienced during the course of your English studies. Read each item carefully and respond using the scale provided to indicate how you feel.

Strongly Disagree					Strongly Agree
1	2	3	4	5	

Items		1	2	3	4	5
1	I enjoy dealing with the course material.					
2	I feel ashamed.					
3	I feel ashamed about my constant procrastination.					
4	I worry because my abilities are not sufficient for my program of studies.					
5	My memory gaps embarrass me.					
6	I feel ashamed because I am not as adept as others in studying.					
7	I feel embarrassed about not being able to fully explain the material to others.					
8	I feel ashamed when I realize that I lack ability.					
9	I feel optimistic that I will make good progress					

	at studying.					
10	I don't want anybody to know when I haven't been able to understand something.					
11	I worry because my abilities are not sufficient for my program of studies.					
12	I turn red when I don't know the answer to a question relating to the course material.					
13	The thought of achieving my learning objectives inspires me.					
14	When somebody notices how little I understand I avoid eye contact.					
15	Because I have had so much trouble with the course material for English class, I avoid discussing it.					

Part III – Test-related Emotional Experiences

Tests and exams can induce different feeling. This part of the questionnaire refers to emotions you may experience when taking English tests or exams at university. Before answering the questions on the following pages, please recall some typical situations of English test-taking or exams which you have experienced during the course of your studies. Read each item carefully and respond using the scale provided to indicate how you feel.

Strongly Disagree					Strongly Agree
1	2	3	4		5

Items		1	2	3	4	5
1	For me the test is a challenge that is enjoyable.					
2	I feel ashamed.					
3	I can't even think about how embarrassing it would be to fail the exam.					
4	My confidence motivates me prepare well.					
5	I feel humiliated.					
6	I feel so resigned about the exam that I can't start doing anything.					
7	My marks embarrass me.					
8	I am ashamed of my poor preparation					
9	I start to think that no matter how hard I try I won't succeed on the test.					
10	I get embarrassed because I can't answer the					

	questions correctly.					
11	I get so embarrass I want to run and hide.					
12	I think about my exam optimistically.					
13	Because I am ashamed my pulse races.					
14	When others find out about my poor marks I start to blush.					
15	When I get a bad mark I would prefer not to face my teacher again.					

Part IV-Interview

If you are willing to be interviewed for further emotional experiences of your English learning, please leave your email address or your phone number below. If not, please leave this question blank.

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Appendix B

Interview Protocol

Chinese Students' Emotional Experiences of Learning English as a Foreign Language

- 1) Introduce myself to interviewees and express appreciation for their participation in the interview.
- 2) Pass out the consent forms.

1. Introduction of study

I am curious about how Chinese college students feel and think about their emotional experiences for English learning, and how these emotional experiences differ in class-related situation, learning-related situation, and test-related situations.

I need your input and I really would like your honest responses. There are no right or wrong answers. Your opinions and experiences will be useful for us, and I want to hear a wide range of opinions. Please try to speak clearly and loudly because I will record what you say so I can review your responses afterwards.

2. Examples of facilitative questions:

- Can you say more about this?
- Can you give me an example or expand on that?

3. Ice breaker:

- How is this semester going with you?
- What's your plan for the weekend?

4. Questions

Research Question: How do Chinese students experience shame as an achievement emotion when learning English in the Chinese educational context?	
Concept/Theory/Idea	Questions
Achievement emotions are defined as emotions tied directly to achievement activities or achievement outcomes. (Pekrun, 2006)	What does achievement emotions mean to you? Can you identify some emotions that appear in your achievement activities or achievement outcome in English class? What do you think about these emotions and their relations to your appraisals and motivation in English learning?
Shame is widely acknowledged as a potentially negative emotion with respect to reducing or	What does shame mean to you? Can you describe an episode when you experience shame during your learning courses at university? What do you think about positive emotions and negative emotions in academic settings?

<p>stopping motivated behavior, or motivating avoidance behaviors in academic learning in Western culture. However, shame is emphasized as not only an emotion but also a moral and virtuous sensibility that directs the person inward for self-examination and motivates the person toward socially and morally desirable change (Li, Wang, & Fischer, 2004)</p>	<p>Do you define shame more as a positive emotion or a negative emotion in achievement situations? Can you think of some learning situations where shame may be a positive emotion, with respect of how shame can motivate your learning and give you positive appraisals for learning?</p>
<p>The interplay of emotions with other factors, such as socio-cultural factors of the context and individual emotional experience in specific situations, which could be either beneficial or detrimental to language learning. (Lopez, & Cardenas,2014)</p>	<p>What do you think about the statement that emotions may play a role in your English learning? Can you describe an episode when you find salient emotions during your English learning? How do you think these emotions (if any) influence your English learning? Imagine you learn English in English-speaking context, do you think you may have different emotions and these emotional experiences would exert different influences on your English learning outcomes?</p>
<p>Research Question: How do Chinese students experience shame differently for English learning in studying-related, test-related, and class-related situations?</p>	
<p>Concept/Theory/ Idea</p>	<p>Questions</p>
<p>Attending class, studying, and taking tests and exams are the three most important types of achievement situations at college. These situations differ concerning their functions and social structures. (Pekrun & Perry, 2005)</p>	<p>What do you think about the statement that the same emotion would differ in its functions in different situations or contexts with different social structures? Can you describe one of such situation where emotion may differ in its functions and influences on academic achievement? Do you perceive shame as such emotion? How your shame experiences may differ in class-related, study-related, and test-related situations? Can you describe each of the situations with shame experiences? How do you</p>

	perceive the differences between these three situations?
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5. Conclusion of interview

Please know that your responses will be de-identified after this interview and I would appreciate you not mentioning the particular content of your responses to anyone else because others in your classes may have been assigned to this study and we don't want to contaminate their responses.

If you are interested in my results, I would be happy to update them with you.

Thank you for your participation!

Appendix C

Consent to Participate in Research: Questionnaire Cover page for questionnaire respondents

Identification of Investigator and Purpose of Study

You are invited to participate in a research study, entitled “Chinese Students’ Emotional Experiences in Learning English as a Foreign Language.” The study is being conducted by **Yidan Wang**, a graduate student at The University of Texas at Austin, yidanwang@utexas.edu.

The purpose of this research study is to examine how students feel and the emotions they experience when they are learning English. Your participation in the study will contribute to a better understanding of emotions and learning. You are free to contact the investigator at the above email to discuss the study. You must be at least 18 years old to participate.

If you agree to participate:

- The questionnaire will take approximately 10 to 15 minutes of your time.
- You **will not** be compensated.

Risks/Benefits/Confidentiality of Data

There are no known risks for participating. There will be no costs for participating, nor will you benefit from participating. Your name **will not** be kept during the data collection phase. For those who are willing to participate in a follow-up interview, your email address will be kept for tracking purposes only. A limited number of research team members will have access to the data during data collection. Identifying information will be stripped from the final dataset.

Participation or Withdrawal

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with The University of Texas in anyway. If you do not want to participate simply stop answering questions.

Contacts

If you have any questions about the study, ask them now or contact the researcher [**Yidan Wang**] at the email listed above. This study has been reviewed by The University of Texas at Austin Institutional Review Board and the study number is **2015-11-0088**.

Questions about your rights as a research participant.

If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by email at orsc@uts.cc.utexas.edu.

Thank you.

You may keep this document for your records.

Appendix D

Consent to Participate in Research: Interviews

Cover page for interview participants

Identification of Investigator and Purpose of Study

You are invited to participate in a research study, entitled “Chinese Students’ Emotional Experiences in Learning English as a Foreign Language.” The study is being conducted by **Yidan Wang**, a graduate student at The University of Texas at Austin, yidanwang@utexas.edu.

The purpose of this research study is to examine how students feel and the emotions they experience when they are learning English. Your participation in the study will contribute to a better understanding of emotions and learning. You are free to contact the investigator at the above email to discuss the study. You must be at least 18 years old to participate.

If you agree to participate:

- The interview will take approximately 30 minutes of your time, scheduled at your convenience.
- You **will not** be compensated.

Risks/Benefits/Confidentiality of Data

There are no known risks for participating. There will be no costs for participating, nor will you benefit from participating. Your name **will not** be kept during the data collection phase. For those who are willing to participate in a follow-up interview, your email address will be kept for tracking purposes only. A limited number of research team members will have access to the data during data collection. Identifying information will be stripped from the final dataset.

Participation or Withdrawal

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with The University of Texas in anyway. If you do not want to participate simply stop answering questions.

Contacts

If you have any questions about the study, ask them now or contact the researcher [**Yidan Wang**] at the email listed above. This study has been reviewed by The University of Texas at Austin Institutional Review Board and the study number is **2015-11-0088**.

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If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by email at orsc@uts.cc.utexas.edu.

Thank you.

You may keep this document for your records.

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