A Descriptive Analysis of Emotion Regulation in the ESL Classroom of University Students: A Vignette Study

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Abstract

Emotions tend to have a detrimental impact on students’ learning outcomes. This research project is an endeavor to investigate the emotions experienced by students in the ESL classroom and identify specific scenarios where both male and female participants experience positive and negative emotions. The aim is to investigate which Emotion-Regulation Strategies (ERS) both genders employ to quell unfavorable emotions. The instrument MYE (Manage Your Emotions) was administered to English majors (sophomores; \( N = 35 \)) enrolled in the undergraduate program at the University of Sargodha and for this, the vignette methodology was employed where the primary data was collected using a scenario-based questionnaire designed by Oxford and Gkonou (2017). The students’ emotional responses were examined based on these scenario-based questions typical to Classroom Language learning. Participants explicitly specified the contexts where they experienced positive and negative emotions respectively. The findings revealed that feelings of interest and excitement were the most reported emotions amongst females. Whereas aggressive tendencies were observed in male participants rather than girls in similar scenarios. It was also established that male and female students employ different ERS to counter any negative emotions. Finally, future research directions and pedagogical applications are suggested for a better and more comprehensive understanding of ESL classrooms.

Keywords

Emotion-regulation strategies, ESL Classroom, Positive emotions, Negative emotions, Gender studies
Introduction:

In recent times, the Covid-19 outbreak has jeopardized our worldview and forced us to question everything. While medics everywhere grappled with widespread illness and loss of lives, efforts were made to lend emotional support to the man who was suddenly thrust into isolation. The awareness of one’s emotional status helps in effectively dealing with stressful, anxiety-inducing situations. In other words, emotions are malleable and dynamic devices that are cognizant in inducing group solidarity, empathy, and love for others around us. Unregulated or unchecked emotional quotients can be hazardous and even lead to self-harm. The ability to adaptively regulate emotion is essential for mental and physical well-being. Academia has constantly debated over the definition of emotions. In fact, issues concerning the inventory of Emotion-Regulation Strategies (ERS) are a major objective of all the research projects in this specialized domain (Braunstein et al., 2017). Over the years, extensive research has been done in understanding emotional development. But contemporary interest in Emotional Regulation rekindled in the domain of psychology in the 1960s (Thompson, 2011).

In recent times, in-depth study of Emotion Regulation Strategies (ERS) has transcended beyond the domain of psychology. The emotional states of business and health care professionals are being evaluated on a large scale (Fang He et al., 2018). Similarly, researchers worldwide are conducting ERS studies in medical professionals concerned with questions like how the doctors escape burnout by regulating their emotions (Koku & Grime, 2019) and what ERS nurses use to cope with occupational stress (Saedpanah & Moghaddam, 2016).

Educational research studies have been conducted to comprehend foreign language anxiety in EFL classrooms (Dewaele, & MacIntyre, 2014; Liu, 2019). Two major trends have emerged in this regard. Initial work deciphered the role of students’ motivation in eliciting positive and negative emotions in Language Learning (LL) situations (Anitei et al., 2015; Komlosi, 2020). Later work accorded to a teacher’s emotional wellbeing in the classroom (Mante & Ugalingan, 2018; Dewaele et al., 2018; Yazan & Peercy, 2016; Li, 2021).

Nowadays, investigation of topics about Emotional dysregulation is a burning issue in Pakistani academia. Research has been conducted widely to ascertain effective regulation of depression and anxiety (Zafar et al., 2021; Shafiq et al., 2020; Saleem et al., 2019). Recently researchers have also explored the psychological impact of COVID-19 in Pakistan. (Zaman & Abid 2021; Riaz et al.,
2021; Baloch et al., 2021). The scope of this research project is to focus on ERS employed by students enrolled in ESL classrooms. However, a sizable chunk of research is focused on teachers and students of elementary and secondary schools in Pakistan. In this regard, academic performance (Akhter et al., 2020) and aggression are the major concerns explored in relation to emotion regulation (Ghazi et al., 2013; Saleem & Muhammad, 2020; Mulyani et al., 2021; Pervaiz, Ali, & Asif, 2019). There is a dearth of research concerning emotion regulation in undergraduate and postgraduate students in Pakistani universities. This paper aims to fill the research gap by conducting a study scrutinizing language learners’ ERS which generate Positive emotions (PEs) and Negative emotions (NEs). The data for the study was collected by administering a new survey by Oxford and Gkonou (2017). Further, the goal is to validate the new scenario-based instrument for future application of the vignette methodology in LL.

**Objectives:**

The study aims to delineate several LL contexts where students of the second language experience PEs and NEs. Secondly, it aims to explore different behaviors of male and female students in second language acquisition. Many vital aspects of emotion regulation such as awareness of one’s emotional makeup and access to emotion regulation strategies are indirectly intertwined with classroom performance and the desire to learn more.

**Research Questions:**

To address this gap between emotion regulation and the key triggers which elicit positive or negative emotions among male and female students, the following research questions will be probed:

1. In which scenarios do language learners experience both PE and NEs in a classroom setting?
2. How do both males and females differ in their reactions and what emotions do they experience?
3. What ERS do language learners frequently employ to counter hypothetical scenarios similar to real life experiences?
Literature Review:

Emotions and Emotion Regulation:

Defining abstract emotions is an arduous task. Oftentimes, one feels trapped in an endless loop of emotion is feeling and feeling is emotion (MacIntyre & Vincze, 2017). Efforts have been made to differentiate between two types of emotions i.e., Positive emotions (PEs) and Negative emotions (NEs). Later on, these general emotional experiences were subdivided as pleasant and unpleasant (An et al., 2017). Further research helped identify a broad range of emotions. Reinhard Pekrun was one of the pioneers to extensively work on the assertion that students experience multiple emotions in classroom teaching (Pekrun et al., 2002). In 2014, he pointed out that self-study and tests can make students experience anxiety, boredom, sadness, enjoyment, pride, and relief.

The American Psychologist Fredrickson proposed a broaden-and-build theory that was an extension of an experiment at Fredrickson's Positive Emotions and Psychophysiology Laboratory (PEP Lab) (2001). He highlighted the major differences between PEs and NE’s based on their different functions and varying impacts on learning experiences. NEs restrict experience and can badly hamper a student’s focus. On the contrary, PEs are instrumental in building emotional and cognitive resources for the future (Fredrickson, 2001, 2013).

The impact of emotion on cognition with a special focus on second language acquisition has been a widely researched phenomenon (MacIntyre, 2014; Oxford, 2016; Pekrun, 2014). Anxiety was the only NE emotion that psychologists had explored about Language learning. Language anxiety (LA) has been studied as one of the key factors in individual differences in second language acquisition (SLA) (Liu, 2019). While NEs are being explored extensively in LL, PEs in academia especially in the field of LL is only a recent phenomenon (MacIntyre & Vincze, 2017). Peter MacIntyre and Sarah Merce published an article, introducing positive psychology to SLA. The duo drew the trajectory of positive psychology (PP) and highlighted how SLA studies had become an integral component of PP (MacIntyre and Merce, 2014). Now second language researchers assert that joy, hope, and other PEs can facilitate positive learning. During the second phase of PP, the complex notions of positive and negative emotions were investigated in detail. Concepts such as optimism were pitched against pessimism to decipher complex notions of love and trauma (Lomas & Ivtzan, 2016). The duo reemphasized the mutual interdependence of both positive and
negative emotions where emotional equanimity is needed for productive learning outcomes in both students and teachers alike.

Benesch (2017) has introduced the concept of emotional labor while discussing EFL teachers’ mental state. Benesch (2017) regards emotions as specially constructed entities. However, Gross’s (2015) model of ER takes into consideration task and situations that provoke a certain response. His model had five stages, situation selection, situation modification, attention deployment, cognitive change, and response modification, and they constitute the major families of ERS. Gross elaborates through the example of a hypothetical student named ‘Sara’. In the first step a learner employs a strategy to control her emotions. If she is afraid of speaking in front of her class fellows, she might choose to skip class (situation selection) or fake an illness (situation modification). She can also request the teacher let her to speak in a small intimate group of familiar people. Sara can also try to think of times when she was very happy (attention deployment) or meditate before speaking by convincing herself that language errors are a part of LL (cognitive change). These three ERS are very proactive. The last strategy called response modification is reactive because it aims at altering the emotional response e.g. Sara might start panting, cracking her knuckles, and exhibiting fidgety movements to calm her jaded nerves.

A close study of literature on ER strategies shows both explicit and implicit coping mechanisms used by people in such situations. Explicit ERS are “those processes that require conscious effort for initiation and demand some level of monitoring during implementation” and “Implicit processes are believed to be evoked automatically by the stimulus itself and run to completion without monitoring and can happen without insight and awareness” (Gyurak et al., 2011, p. 401). Talbot and Mercer (2018) asserted that “with awareness-raising, automatized responses can be brought to consciousness and thus consciously manipulated” (p. 42). Soon, ERS research will be pivotal in helping psychologists streamline those emotions and situations which can generate automatized responses so that human actions can be predicted.

**Emotion-regulation Strategies in General Education and Language Learning:**

ER strategies in the context of LL are regarded as “complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term
proficiency. Learners often use strategies flexibly and creatively [...]. Appropriateness of strategies depends on multiple personal and contextual factors” (Oxford, 2016, p. 48)

This coping mechanism aims to regulate learner’s emotional state as an effective strategy (Oxford, 2011, 2016) that facilitates learners to “directly promote positive emotions, beliefs, and attitudes and initiate and maintain motivation” (Oxford, 2011, p. 61). Oxford (2016) offered a taxonomy of ERS used in LL which relied on Gross’s (2015) model of ERS. The above characterization of ERS for LL suggests how ERS may be interpreted in any educational institute. The importance of ER in education is highlighted in a plethora of recent research where academic achievement in youngsters and their resilience have been the main concerns (Popordanoska, 2016; Graziano et al., 2007; Fried & Chapman, 2012)

Ironically, research in ERS is haphazard and not uniform (Bielak & Mystkowska, 2020). The duo reiterated that the names and categories of ERS used in the language learning literature are not clearly defined. No pioneering studies, major theories or models of ER were available to navigate these rising issues.

**The Vignette Methodology:**

Vignette methodology is not frequently used in second language research (Hernández, 2018). Vignettes are contextualized scenarios presented to participants and later on those participants are asked to imagine being in a similar condition (Rashotte, 2003). In research, these make-believe scenarios, help the researcher in identifying and codifying the emotional responses of participants. Vignettes are popular in social sciences for being comparatively more efficient and effective in data collection related to participants’ behavior in specific scenarios which would otherwise be difficult due to “their sensitive nature, prohibitive cost, or infrequent occurrence the learner to think and feel deeply, almost like being” (Hughes, 1998, p. 383). These vignettes or contextualized questionnaires challenge in the setting (Oxford, 2016). This methodology will be discussed in detail later.

**Methodology:**

The vignette methodology allowed the researcher to get the perspective of participants on multiple aspects for instance, what emotion would a student experience in a certain context? Secondly, the vignette methodology is aimed at predicting the future course of action without taking into
consideration the past events. Consequently, if multiple participants have almost similar answers, the results of this questionnaire can be deemed realistic even though the questionnaire contains hypothetical scenarios. The responses of participants will be further analyzed and coded according to the framework of ERS proposed by Gross (2015).

**Participants:**

The participants were 35 English major sophomores i.e. 16 males and 19 females in semester III at the University of Sargodha, Punjab, Pakistan. It was revealed in the questionnaire that all the participants were between the ages of 16-23. 91% encircled the predetermined age range i.e. 19-20 years. All the participants had studied the major FL English for over two years. Foreign LL was considered very important by 77.1% participants and somewhat important by 22.8%. All-female participants agreed that they want to study English for a future career while 73.3% males agreed that they wanted to study for a future career. Only 26.66 % male participants wanted to study and travel abroad.

**Table 01:** L1 Spoken by the Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Urdu</th>
<th>Punjabi</th>
<th>Saraiki</th>
<th>Pushto</th>
<th>Shina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Females</td>
<td>02</td>
<td>17</td>
<td>nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2</td>
<td>Males</td>
<td>03</td>
<td>10</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

All the participants were enrolled in the BS-English program (session 2020-2024) at the Department of English, University of Sargodha. Participants regularly attended diverse courses which enhanced their reading and writing, speaking and listening pronunciation, and grammar skills. The details of the curriculum taught to them are available at the university website, i.e., https://su.edu.pk.

**Data Collection and Procedure:**

The Questionnaire MYE (Managing Your Emotions for Language Learning) was used for this research where participants were asked to respond to a series of scenarios that they are likely to encounter during FLL in their classroom. Every scenario included subcategories of the kind of emotions experiences and the name of felt emotions. The questions were related to
• the particular positive or negative emotions experienced in the given situation.
• name of emotions (using adjectives from a list);
• management of emotions and employment of ERS in hypothetical scenario:
  o Strategies to increase positive emotions,
  o Strategies to handle negative emotions.
• relating the hypothetical scenario to past real-life events.
• efficacy of ERS in given situation i.e. was it successful or not.

The MYE instrument also focused on the role of a teacher in mitigating any unfavourable situation, however, the subcategory did not fall into the domain and scope of this research. MYE is a step ahead of the previous strategy SILL designed by Oxford (1990). At present, there are two parallel versions (4.1 and 4.2) of the MYE and each has ten scenarios (Oxford & Gkonou 2017). Only the first four scenarios of the Version 4.1 were administered to students for this research paper. Also, every scenario had a total of nine questions. Questions no 6-9 (see APPENDIX) did not fall into the scope of this research project.

Short descriptions of the four vignettes/scenarios tested in the class are included in the following table:

**Table 2: MYE scenario numbers along with the labels and brief descriptions**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Label</th>
<th>Description of the Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Late writing</td>
<td>The participant(s) was supposed to write a timed composition during class, and suddenly after the lapse of a few minutes, he/she realizes that one is still drafting an outline while others have moved to the next stage of writing.</td>
</tr>
<tr>
<td>2</td>
<td>Corr. teacher</td>
<td>The participant has been corrected by the teacher in front of the whole class</td>
</tr>
<tr>
<td>3</td>
<td>Corr. peer</td>
<td>The participant has been corrected by a peer in front of the whole class.</td>
</tr>
<tr>
<td>4</td>
<td>Failed test</td>
<td>The participant has performed miserably on a test. Two more tests will be conducted at a later stage</td>
</tr>
</tbody>
</table>

The participants voluntarily participated in this research. One fine day, during their regular classwork, they completed MYE in approximately 90 minutes.
Data Analysis:

For this research project, both qualitative and simple quantitative analyses were made. Since the participants had English majors, the qualitative data was given only in English and students could easily comprehend the statements. The following three tables will address the major objectives of this research: participants who had experienced either positive or negative emotions in the scenario situations; those who had experienced the scenario situations before or not; who had received teacher’s successful and unsuccessful help in ER; and finally, those who had applied ERS successfully and unsuccessfully. In the MYE questionnaire, the emotions of participants were decoded on two aspects. First of all, only positive emotions and negative emotions were identified. For the next stage, answers provided by participants for question no. two in each scenario of MYE were grouped into smaller numbers of basic level emotions.

Provided below (in table 3) are the percentages of participants (n = 35), both male and female who had experienced positive and negative emotions in the first four scenarios of MYE

**Table 3:** Provides information about positive and negative emotions experienced by participants.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Labels</th>
<th>Positive (female)</th>
<th>Positive (male)</th>
<th>Negative (female)</th>
<th>Negative (male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>late writing</td>
<td>52.6</td>
<td>62.5</td>
<td>47.4</td>
<td>37.5</td>
</tr>
<tr>
<td>2</td>
<td>Corr. teacher</td>
<td>57.8</td>
<td>56.25</td>
<td>42.2</td>
<td>43.7</td>
</tr>
<tr>
<td>3</td>
<td>Corr.peer</td>
<td>31.5</td>
<td>31.25</td>
<td>68.5</td>
<td>68.75</td>
</tr>
<tr>
<td>4</td>
<td>Failed test</td>
<td>63</td>
<td>75</td>
<td>37</td>
<td>25</td>
</tr>
</tbody>
</table>

Following, table 4 provides percentages of participants who had been in a similar situation before. Columns 3 and 4 in the table inform about the recurrence of such scenarios. Columns 5 and 6 contain data concerning teacher’s intervention in helping them counter negative thoughts or not. The last two columns 7 & 8 provide data about students who had applied ERS strategies. An overview of findings can help deduce the extent of students’ management in regulating their emotions.
Table 4: (below) has statistical findings extracted from the questionnaires filled by participants.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Label</th>
<th>Yes</th>
<th>No</th>
<th>Successful</th>
<th>unsuccessful</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Late writing</td>
<td>71.4</td>
<td>28.6</td>
<td>48.5</td>
<td>51.5</td>
<td>74.2</td>
<td>25.8</td>
</tr>
<tr>
<td>2</td>
<td>Corr. Teacher</td>
<td>80</td>
<td>20</td>
<td>85.71</td>
<td>14.29</td>
<td>62.8</td>
<td>37.2</td>
</tr>
<tr>
<td>3</td>
<td>Corr peer</td>
<td>28</td>
<td>72</td>
<td>42.5</td>
<td>57.5</td>
<td>37.14</td>
<td>62.86</td>
</tr>
<tr>
<td>4</td>
<td>Failed test</td>
<td>77.14</td>
<td>22.86</td>
<td>71.4</td>
<td>28.6</td>
<td>45.7</td>
<td>54.3</td>
</tr>
</tbody>
</table>

As stated earlier, each scenario had a question i.e. No 2 that asked the participants to name the specific emotion they had felt.

Table 5: Matrix of emotion as measured by the number of coding references in MYE questionnaire.

<table>
<thead>
<tr>
<th>Name of Emotion</th>
<th>Positive Emotions (f)</th>
<th>Positive Emotions (m)</th>
<th>Negative Emotions (m)</th>
<th>Negative Emotions (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>63.15</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excitement</td>
<td>36.84</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fear</td>
<td>-</td>
<td>-</td>
<td>52.6</td>
<td>25</td>
</tr>
<tr>
<td>Anger</td>
<td>-</td>
<td>-</td>
<td>47.3</td>
<td>75</td>
</tr>
</tbody>
</table>

Results and Discussion:

Language Learners’ Strategies:

The Process Model of Emotion Regulation (Gross, 2015) will inform this study’s classification of ERS. Five coping mechanisms have been delineated by Gross. Situation Selection, Attention Deployment, Cognitive Change, Situation Modification, and Response Modulation.

In MYE questionnaire (see Appendix) question 8 in each scenario was designed to infer ERS employed by the participants. Cognitive Change was the most popular one “Cognitive change
refers to modifying one’s appraisal of a situation to alter its emotional impact” (Gross, 2015, p.9). Incidentally, the majority of the responses filed by students fell into this category. Acceptance and reassurance were the popular coping strategies amongst both genders. Situation Modification was another popular ERS that students had resorted to for stabilising their emotions. “Situation modification refers to taking actions that directly alter a situation to change its emotional impact.” (Gross, 2015, p. 10). A major chunk of the female population resorted to task enactment. They aspired to bring a change in their ways of performing a certain task. Compiling notes, and seeking help from the library was a recurrent answer in the majority of questionnaires filled by females. Males had vastly opted for peer support. Social support was their major coping mechanism. Studying in groups with other class fellows seemed to be a popular ERS amongst males.

Discussion:

A detailed analysis of the quantitative data presented in table 3 and tale 4 delineated that MYE scenarios are not merely hypothetical situations. The realism of this instrument is validated by the data collected from participants. Incidentally, three out of four situations (Scenarios 1, 2, 4) had been experienced by a vast majority of participants. It is noteworthy that more than 70% of students (both males and females) had been subjected to such situations before. Only 28 % of students felt that they have been corrected by their class fellows (peers) before.

In scenarios 2 (Corr. Teacher) and 4 (Failed Test) participants were generally satisfied with the intervention of the teacher. The teacher assisted them in regulating their emotions. However, for scenarios one and three, overall students were not satisfied and they believed the teacher was not successful in countering negative situations. The majority of the students (participants) were content with the emotion regulation strategies they employed. However, for Scenario no. 3, only 37.14% of participants could manage their emotions. In the same vein, less than half the percentage of the total participants agreed that they ERS is effective in scenario no 4.

Table 3 includes a detailed breakdown of Positive emotions (PE) and Negative emotions (NE) experienced by both genders. In scenarios, 2 (Corr. Teacher) and 3 (Corr. Peer) both male and female participants exhibited similar traits. Both females and males were not keen on being corrected by their peers. 68.5% of females reported experiencing negative emotions, while 68.75% males stated they would experience NE’s if a class fellow dared to point out their mistakes in front...
of others. Table no 5 stated explicitly which gender was more excited or angry during classroom activities. The detailed comparisons are presented in figure 1 and 2.

![Bar Chart](image)

**Fig. 1:** describes emotional state of female students in a classroom.

**Figure 1 PE and NE experienced by Females:**

Figure 1 describes in detail those contexts where females experience positive and negative emotions. Scenario no 2 and 4 made them uncomfortable and experience negative emotions. It is important that we consider that female students feel unpleasant when they are corrected by their peers. Overall, more than 30% female students tend to be optimistic and pleasant, no matter how adverse the situation tends to get.

A cursory glance at the figure 2 will reveal that, compared to their female counterparts, only 25% male members tend to be positive all the time as no external stimulus affected their mood. Scenarios no 2 and 3 seemed uncomfortable and unpleasant experiences for most of the male students in this research project.
Fig. 2: Highlights the emotional quotient of males.

Figure 2 PE AND NE experienced by Males

Fig. 3: Has delineated the emotional states of male and female students in a classroom. Generally, males are more aggressive than female.

Figure 3 Matrix of Emotion in both Males and Females:

Figure 3 reveals small yet significant differences in how both genders express their emotions are detected. Adult females are prone to expressing more positive emotions (Chaplin, 2015). However, in this research project, a detailed analysis of findings (see figure 3) revealed that females are less aggressive than males. However, surprisingly the differences between males and females are not
extensively disparate. Females are usually interested and excited, suggestive of keen learning in class. On the contrary, boys are less excited and motivated as compared to their female counterparts.

Conclusion:
This research is an attempt to establish that ERS are not only context-based but these strategies vary from one gender to another. A list of possible emotions that LL experience was drafted by administering an innovative instrument MYE that highlighted emotional factors that affect the sophomores in a classroom setting. Positive emotions that often appear are interest and excitement, while the negative emotions that both genders experience are usually fear and anger. The vignette methodology delineated those specific contexts which can provoke both positive and negative emotions amongst males and females in the classroom. This research was a step in the right direction implying the necessity of increasing emotional awareness amongst students. Through such research and increased attention, engaging in meaningful debates among peers and teachers will help students achieve better emotional regulation strategies.

References


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APPENDIX

Managing Your Emotions for Language Learning

Dear all,

1. In this study, we want to know about the emotions you experience in your foreign language class and sometimes outside of class. We also want to know how you handle these emotions.

2. Your insights and experience as a learner of a foreign language are very valuable to us, and we thank you in advance.

3. There are no right or wrong answers. In addition, your responses will not influence your course grade.

4. The questionnaire usually takes 25–35 minutes to complete, but this varies for each person. It could take more or less time.

5. All responses will remain anonymous. The analysis of the questionnaire data will be written for papers on the topic, but you will not be identified in any way.

6. If you have any questions about the project or this questionnaire, please contact us. Christina Gkonou can be reached at cgkono@essex.ac.uk, and Rebecca Oxford’s address is rebeccaoxford@gmail.com.

Section A: About Yourself

1. How old are you? (Circle the appropriate letter.)
   a. 18–30 years old
   b. 31–40
   c. 41–50
   d. 51–60
   e. 60+

2. What is your gender? (Circle the appropriate letter.)
   a. Male
   b. Female
   c. Prefer not to disclose.

3. What is your mother tongue?
4. What foreign language are you learning at present? (List the main one, if you are learning more than one right now.)

5. How long have you been learning this language?
   a. Less than 1 year
   b. 1–3 years
   c. 3 or more years

6. Why do you learn this language? (Circle the letter of all reasons that apply to you.)
   a. I am interested in language
   b. It is a compulsory module.
   c. I want to learn more about the culture.
   d. I have friends who speak the language.
   e. I need it for my future career.
   f. I need it for travelling.
   g. I want to study abroad.
   h. Other (please specify):

7. How many other languages do you speak?

8. How important is foreign language learning to you? (Circle the appropriate letter.)
   a. Very important
   b. Somewhat important
   c. Not important

Section B: Scenarios

In this section, you will encounter a number of scenarios (descriptions of what could possibly happen) related to your foreign language learning. Your teacher or researcher will tell you which scenarios to focus on. Read those scenarios carefully and answer the questions that follow

Scenario 1

The teacher assigns an essay writing task in class and allows 60 minutes for completion of the task. After a couple of minutes, you notice that your classmates have already started writing while you still work on the outline of your essay.

1. What kind of emotions would you experience in this situation? (Circle the appropriate
a. Positive
b. Negative

2. Please name the emotions (one or more) you would feel in this situation. (Maximum 10 words)

3. What would you do to manage these emotions in this situation? (Maximum 50 words)
   What would you do to increase any positive emotions in this situation?
   What would you do to handle any negative emotions in this situation?

4. Have you ever encountered this situation or something like it? (Circle the appropriate letter.)
   a. Yes
   b. No

5. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if your teacher helped you, circle the appropriate letter below.
   a. My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
   b. My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.

6. If your teacher tried to teach you to manage your emotions in this situation, how did he or she teach you to do this? (Maximum 30 words)

7. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if you did not have help from a teacher, circle the appropriate letter below.
   a. I consciously tried to manage my emotions in this situation, and it was successful.
   b. I consciously tried to manage my emotions in this situation, but it was not successful.
   c. I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.

8. If you tried to manage your emotions in this situation, how did you do so? (maximum 30 words)

9. If you have any other comments about this scenario or your emotions, please add them.
Scenario 2

You make a mistake during a classroom oral activity. Your teacher corrects you in front of the class.

1. What kind of emotions would you experience in this situation? (Circle the appropriate letter.)
   a. Positive
   b. Negative

2. Please name the emotions (one or more) you would feel in this situation. (Maximum 10 words)

3. What would you do to manage these emotions in this situation? (Maximum 50 words)
   What would you do to increase any positive emotions in this situation?
   What would you do to handle any negative emotions in this situation?

4. Have you ever encountered this situation or something like it? (Circle the appropriate letter.)
   a. Yes
   b. No

5. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if your teacher helped you, circle the appropriate letter below.
   a. My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
   b. My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.

6. If your teacher tried to teach you to manage your emotions in this situation, how did he or did she teach you to do this? (Maximum 30 words)

7. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if you did not have help from a teacher, circle the appropriate letter below.
   a. I consciously tried to manage my emotions in this situation, and it was successful.
b. I consciously tried to manage my emotions in this situation, but it was not successful.

c. I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.

8. If you tried to manage your emotions in this situation, how did you do so? (Maximum 30 words)

9. If you have any other comments about this scenario or your emotions, please add them here.

Scenario 3

You make a mistake during a classroom oral activity. One of your classmates corrects you in front of the class.

1. What kind of emotions would you experience in this situation? (Circle the appropriate letter.)
   a. Positive
   b. Negative

2. Please name the emotions (one or more) you would feel in this situation. (Maximum 10 words)

3. What would you do to manage these emotions in this situation? (Maximum 50 words)

   What would you do to increase any positive emotions in this situation?
   What would you do to handle any negative emotions in this situation?

4. Have you ever encountered this situation or something like it? (Circle the appropriate letter.)
   a. Yes
   b. No

5. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if your teacher helped you, circle the appropriate letter below.
   a. My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
b. My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.

6. If your teacher tried to teach you to manage your emotions in this situation, how did he or she teach you to do this? (Maximum 30 words)

7. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if you did not have help from a teacher, circle the appropriate letter below.
   a. I consciously tried to manage my emotions in this situation, and it was successful.
   b. I consciously tried to manage my emotions in this situation, but it was not successful.
   c. I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.

8. If you tried to manage your emotions in this situation, how did you do so? (Maximum 30 words)

9. If you have any other comments about this scenario or your emotions, please add them here.

Scenario 4

You get back your end-of-term test results. You scored 50% on this test. There are two more terms to go until the end of the academic year, and at the end of each term you will take a similar test again.

1. What kind of emotions would you experience in this situation? (Circle the appropriate letter.)
   a. Positive
   b. Negative

2. Please name the emotions (one or more) you would feel in this situation. (Maximum 10 words)

3. What would you do in order to manage these emotions in this situation? (Maximum 50 words)
   What would you do to increase any positive emotions in this situation?
   What would you do to handle any negative emotions in this situation?

4. Have you ever encountered this situation or something like it? (Circle the appropriate
letter.)

a. Yes
b. No

5. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if your teacher helped you, circle the appropriate letter below.
   a. My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
   b. My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.

6. If your teacher tried to teach you to manage your emotions in this situation, how did he or she teach you to do this? (Maximum 30 words)

7. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if you did not have help from a teacher, circle the appropriate letter below.
   a. I consciously tried to manage my emotions in this situation, and it was successful.
   b. I consciously tried to manage my emotions in this situation, but it was not successful.
   c. I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.

8. If you tried to manage your emotions in this situation, how did you do so? (Maximum 30 words)

9. If you have any other comments about this scenario or your emotions, please add them here.