

Investigating contextual and
dynamic aspects of diverse L2
learners' emotions and emotional
strategies: Integrating multiple
methods for emotional support

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Background: Need for Emotional Support

Emotions

- ▶ play a crucial role for L2 learning (Oxford, 2017) and underlie...
 - ▶ Identity (e.g., Miyahara, 2015; Moriya & Ishizuka, in press)
 - ▶ Autonomy (e.g., Tassinari, 2016; Yamashita, 2015)
 - ▶ Agency (e.g., Gkonou, 2014; White, 2018)
- ▶ consists of four aspects (cf., Schere, 2013):
 - ▶ (a) Type (including valence); (b) Intensity; (c) Frequency; (d) Duration
- ▶ has multidimensional characteristics (Barcelos, 2015)

Need to understand learner emotions in a holistic way and how they optimally manage their emotions.

Literature Review: Emotion

Definition of Emotions:

“a transitory social role (a socially constituted syndrome) that includes an individual’s appraisal of the situation” (Averill, 1980, p. 312)

→ Emotions are socioculturally co-constructed (Moriya, 2019; Prior, 2019)

➤ Relationship with human activities and emotions

(Gkonou & Miller, in press; Swain, 2013)

➤ “[N]eed to consider how emotions...emerge as relational constructs and how they are co-constituted”

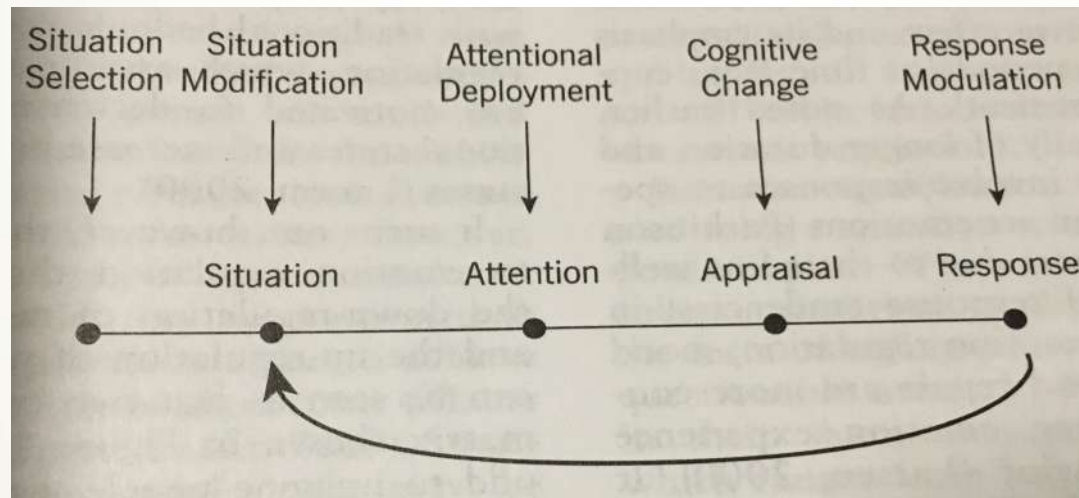
(Gkonou & Miller, 2017, p. 4)

Literature Review :

Emotion Regulation (Gross, 2015)

Emotion Regulation: the processes through which individuals modify the paths of their emotions

Emotional Strategies: the cognitive and behavioral patterns/routines that learners apply to regulate their emotions



The process model of emotion regulation (Gross, 2015, p.7)

Learners strategically manage emotions in each phase and situation

→ Recent Focus on the regulatory processes across individuals as well as within individuals (e.g., Niven, 2017; Nose & Moriya, 2019)

Research Questions & Overall Purpose

How does L2 learners

- pay attention to
 - appraise
 - response to
- } specific situations?

- **Investigates how diverse learners' emotions and emotional strategies are contextually and dynamically interwind each other toward some hypothetical classroom situations.**

Participants & Procedure

Name (L1)	Questionnaire (MYE)	Follow-up interview	Researcher
KO (Chinese)	2019/06/14	2019/06/25	NOSE (Osaka)
HL (Korean)	2019/06/14	2019/06/20	
M (Kazakh)	2019/06/18	2019/06/20	
K (Japanese)	2019/06/10	2019/06/12	MORIYA (Tokyo)
HM (Japanese)	2019/06/26	2019/07/03	
T (Japanese)	2019/06/19	2019/06/26	



within a week

Data Collection

➤ 1st Phase

- MYE (Managing Your Emotion for Language Learning; Gkonou & Oxford, 2016) & Heart monitoring (Gregersen, MacIntyre, & Meza, 2014)

➤ 2nd Phase

- Semi-structured Interview, Affect Grid (Russell, Weiss, & Mendelsohn, 1986), & Heart monitoring

QUAL

MYE



Semi-structured interview

1st Phase

(about 60 min.)



2nd Phase

(about 60 min.)

QUAN

Idiodynamic method



Idiodynamic method

Affect Grid

Methods

- **MYE** (see content & context of emotions)
 - List of 10 classroom-based, hypothetical scenarios:
 - Eliciting emotions that students would experience in a particular situation;
 - Strategies students would use to increase a positive emotion or handle a negative emotion
- **Idiodynamic method** (Heart monitoring)
 - Measuring heartrates (Bpm) to see intensity of emotions
- **Affect Grid** (self-evaluate one's own emotions)
 - 9x9 squares (1 as weak; 9 as strong)
 - the dimensions of pleasure-displeasure and arousal-sleepiness

MYE—An Example

- 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 letter.)
 - a. Positive
 - b. Negative
 2. Please name the emotions (one or more) you would feel in this situation. (maximum 10 words)

MYE—An Example (Cont.)

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?

MYE—An Example (Cont.)

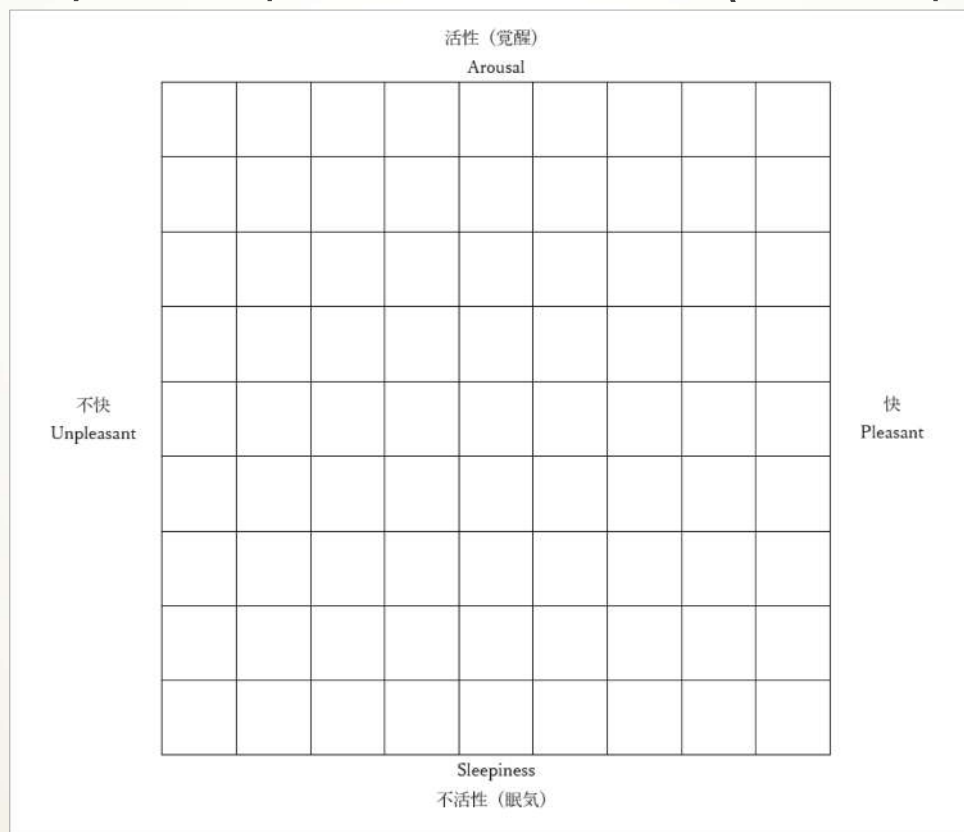
4. Have you ever encountered this situation or something like it? (Circle the appropriate letter.)
 - a. Yes
 - b. No
5. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if your teacher helped you, circle the appropriate letter below.
 - a. My teacher (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)

MYE—An Example (Cont.)

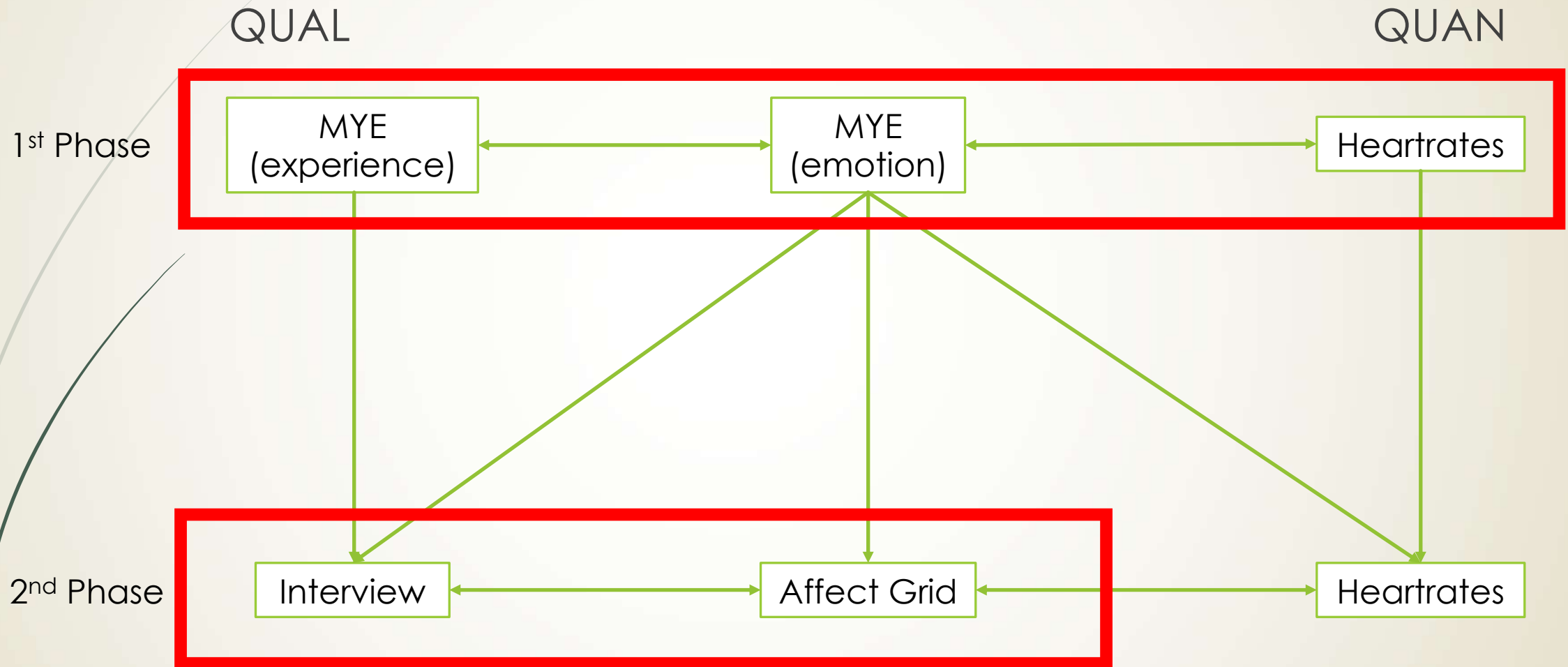
7. If the answer to #4 is yes (that is, you encountered this situation or something like it before), and if you did not have help from a teacher, circle the appropriate letter below.
 - a. I *consciously* tried to manage my emotions in this situation, and it was successful.
 - b. I *consciously* tried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

Affect Grid

- ▶ 9x9 squares
- ▶ Valence: Unpleasant-Pleasant (1 to 9 points)
- ▶ Intensity: Sleepiness-Arousal (1 to 9 points)



Methodology Triangulation (cf., Denzin & Lincoln, 2017)



Analyses

- **QUAN:** Heartrates & Affect Grid
 - Descriptive Statistics
- **QUAL:** MYE & Semi-structured Interview
 - Trajectory Equifinality Model (Sato, Mori, & Valsiner, 2016)
 - To see the dynamic processes of emotion regulation
 - Qualitative Social Network Analysis (Hollstein, 2011)
 - To see the relational aspects while emotionally regulating

Results: Descriptive Statistics of Bpm and Affect Grid

► Bpm (Scenario 1 through Scenario 10)

L2 (N=6)	M	SD	Range
English (n=3)	76.8	2.27	71-83
Japanese (n=3)	77.09	2.94	58-91
Total	76.94	2.6	58-91

► Affect Grid (Scenario 1 through Scenario 10)*

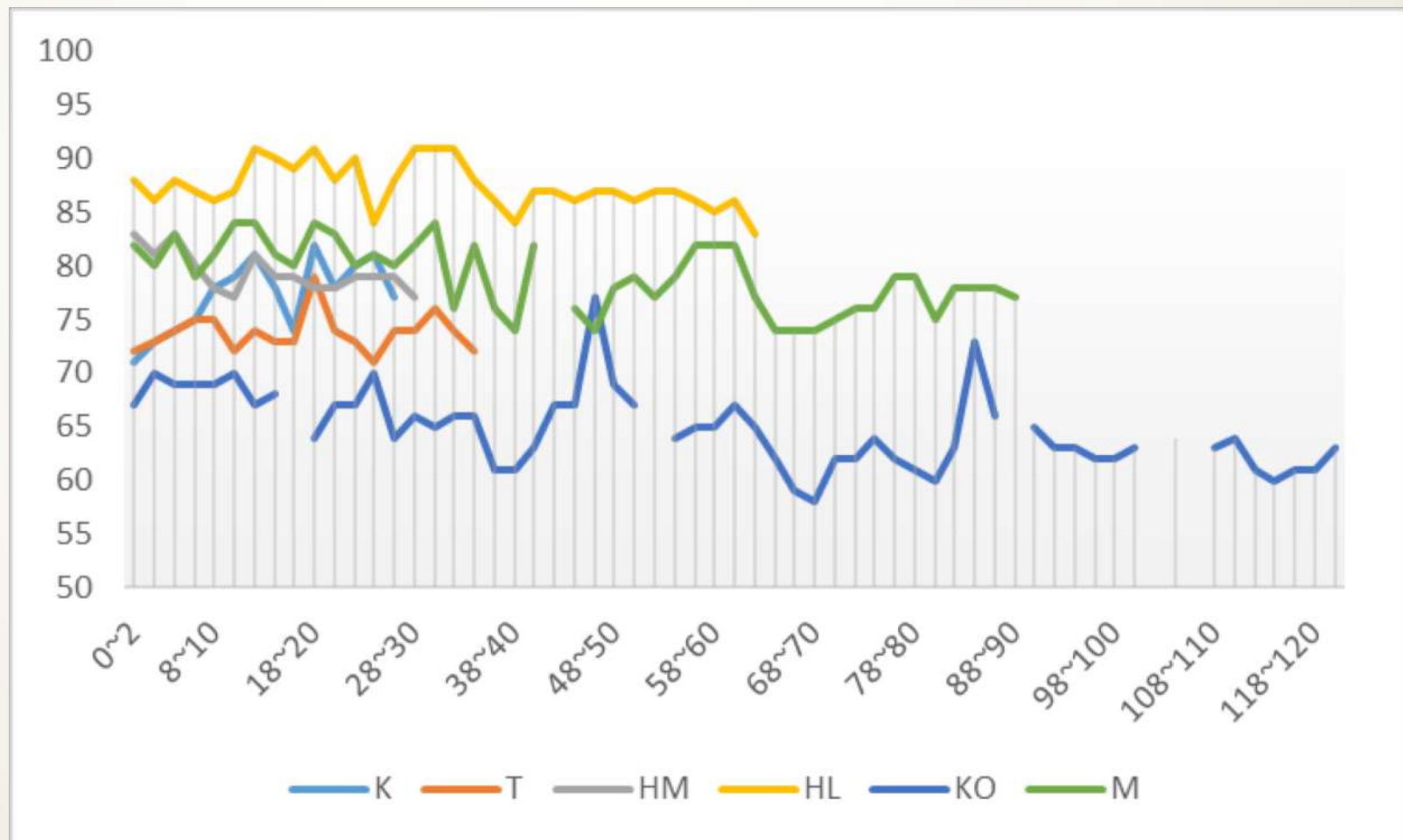
L2 (N=6)	M	SD	Range
English (n=3)	6 / 6.7	0.85 / 0.75	2-9 / 3-9
Japanese (n=3)	4.17 / 5.8	0.19 / 0.64	1-9 / 2-9
Total	6.25	0.69	1-9 / 2-9

*Left: Valence / Right: Intensity

Results:

Descriptive Statistics of Bpm and Affect Grid

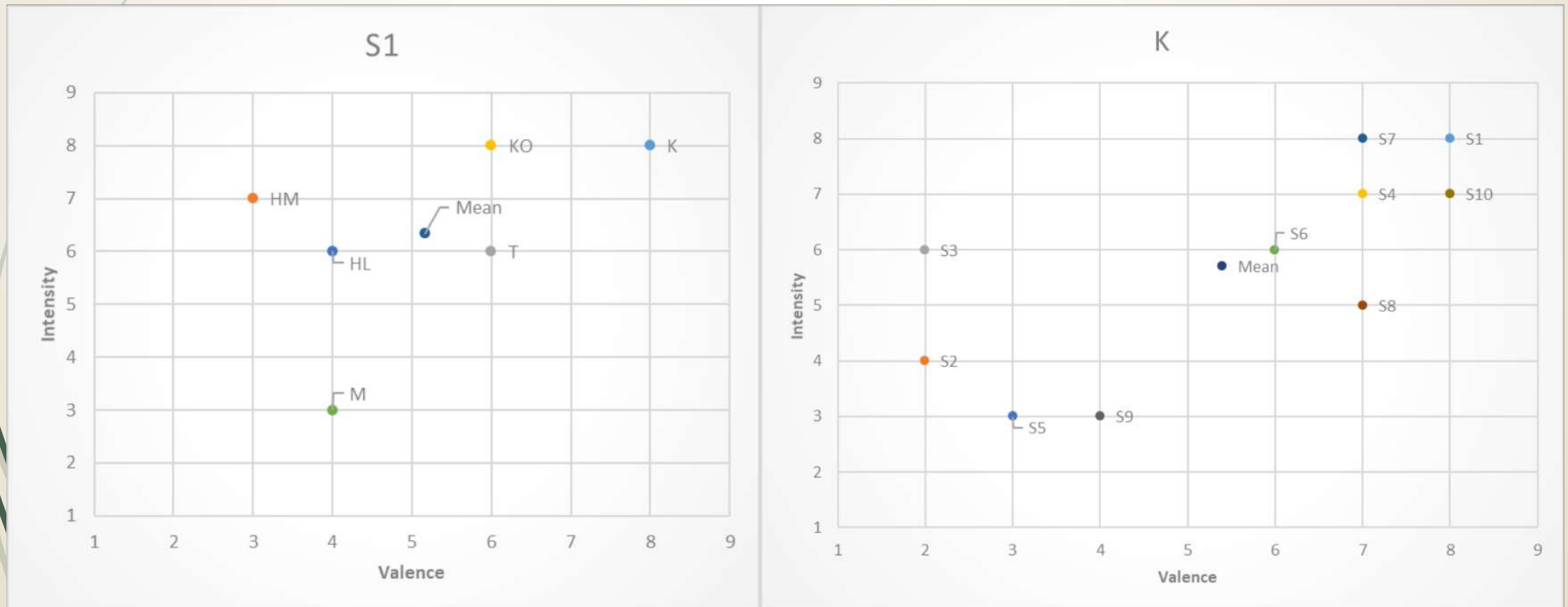
- Bpm (Scenario 1 through Scenario 10)



Results:

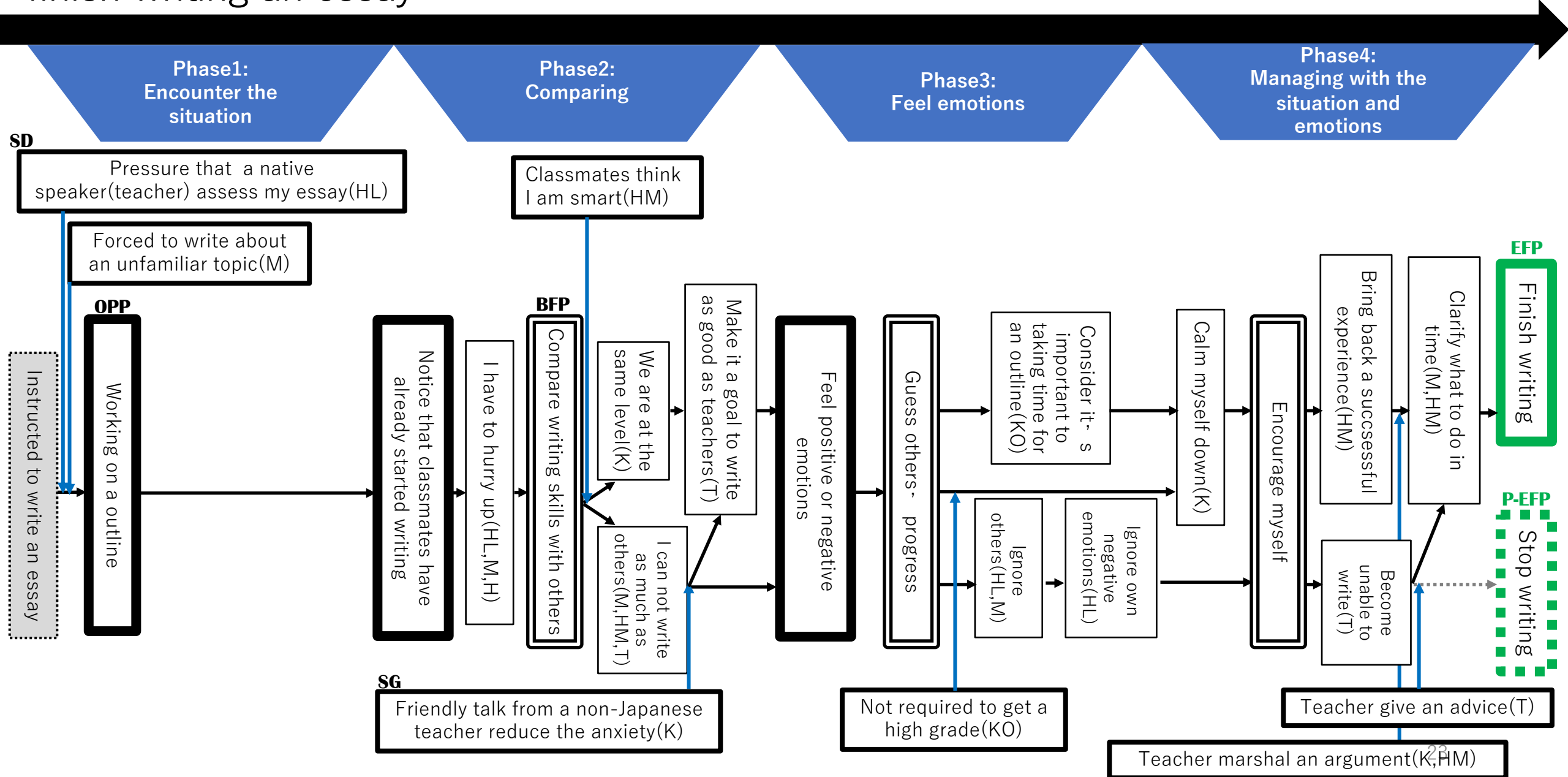
Descriptive Statistics of Bpm and Affect Grid

- Affect Grid (Left: Scenario 1 across participants / Right: K's score across scenarios)



The process that L2 learners manage emotions and finish writing an essay

Irreversible Time



Results: Qual SNA

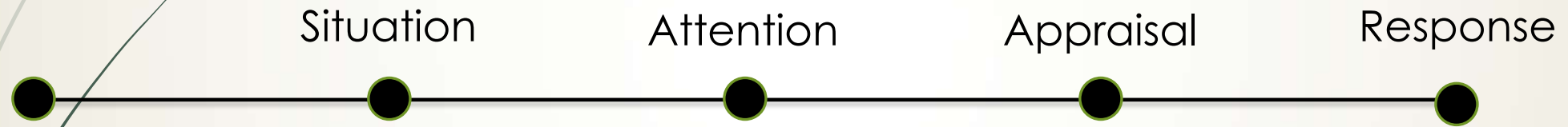
➤ Matrix for T's emotions as an L2 learner of English

T	Friends	School	Teacher	Singapore	USA	Sister	Mother	Part-time job
Friends	+	Y	N	N	N	N	N	N
School	Y	+	Y	Y	N	N	N	N
Teacher	N	Y	+/-	N	N	N	N	N
Singapore	N	Y	N	-	Y	N	N	N
USA	N	N	N	Y	+	Y	N	N
Sister	N	N	N	N	Y	+	Y	N
Mother	N	N	N	N	N	Y	-	N
Part-time job	N	N	N	N	N	N	N	+

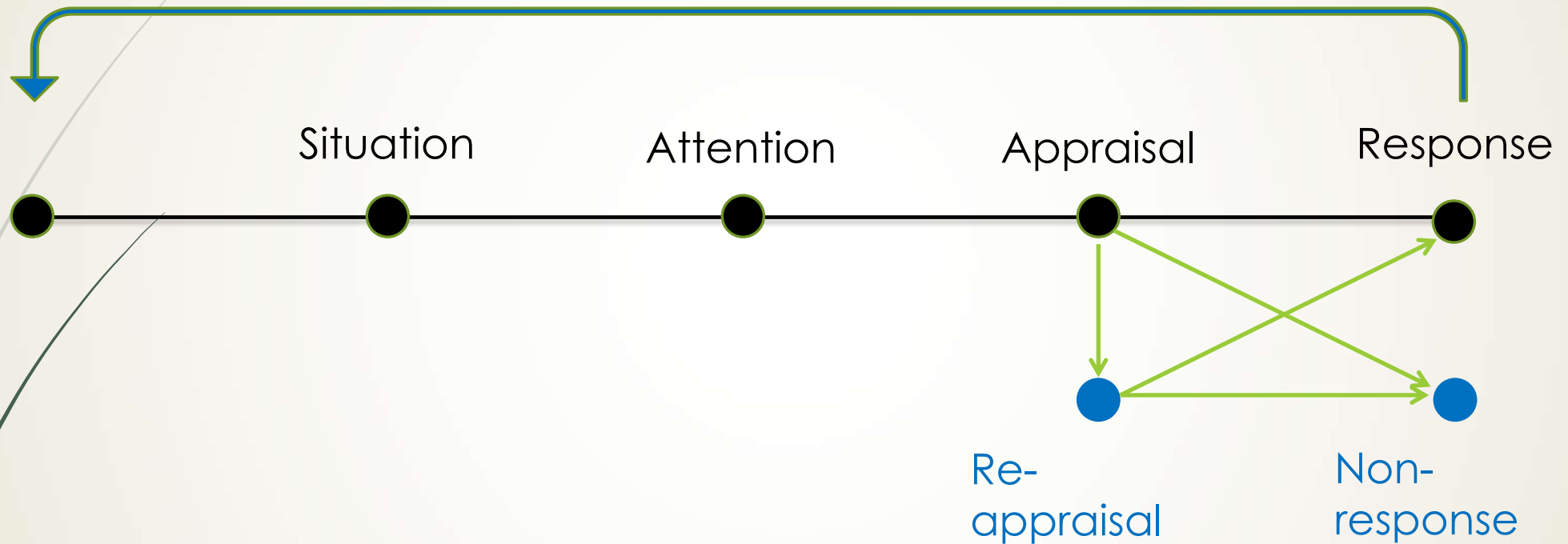
Relationship valence: +/- (positive, negative, or neutral)

Interrelationships in data: Y=yes; N=no

Discussion—Emotion Regulation (Gross, 2015)



Discussion—Dynamic processes and patterns of Emotion Regulation



Discussion & Agenda

Overall Purposes:

Investigates how diverse learners' emotions and emotional strategies are contextually and dynamically interwind each other toward some hypothetical classroom situations

- Methods of data collection and analyses
- How to focus on objectives(participants)
- Analyses of TEM (point of BFP, OPP, words ...)