ISSN: 2710-0170

A Study on Chinese Academic Emotions and Emotion Regulation Strategies among University Students in the Czech Republic and Slovakia

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Abstract

This study employed the Chinese academic emotions scale and the Emotion Regulation Questionnaire (ERQ) to survey nine university students from the Czech Republic and Slovakia. The results indicate that the mean score for positive academic emotions was significantly higher than that for negative academic emotions during the process of learning Chinese. No significant gender differences were found. Academic achievement showed a strong correlation with negative emotions and a weak correlation with positive emotions. Overall, the participants' use of emotion regulation strategies leaned toward the cognitive reappraisal strategy.

Keywords

Teaching Chinese as a foreign language; academic emotions; emotion regulation strategies.

1. Introduction

With the recent surge in research on positive psychology, increasing attention has been paid to the fact that academic emotions affect not only academic achievement but also students' mental health. Many teachers have refined their classroom instruction based on empirical studies related to academic emotions to help students achieve better learning outcomes. Numerous studies, both domestic and international, have examined the general academic emotions of learners of English as a second language, as well as specific negative emotions such as anxiety and disappointment, and positive emotions like enjoyment. A substantial body of research has also explored the correlations between academic emotions and other factors, along with their mediating effects. In contrast, relatively few studies have focused on learners of Chinese as a second language. Therefore, this study focuses on learners of Chinese as a second language, examining the current state of their academic emotions and exploring which instructional measures can alleviate learners' negative emotions and enhance their positive emotions. This approach not only supplements existing theories but also holds practical significance.

2. Literature Review

2.1. Theoretical Foundation

2.1.1. Academic Emotions

The affective dimension of foreign language learners has consistently garnered attention from researchers. Brown[2] argued that theories of second language acquisition would neglect the more fundamental aspect of language as human behavior—namely, its affective dimension—if developed solely from a cognitive perspective. Consequently,

ISSN: 2710-0170

foreign language instructors should attend to learners' affective factors during the teaching process, encompassing both positive and negative learning emotions.

German scholar Pekrun[7] introduced the concept of academic emotions to denote the emotions students experience within school settings that are directly related to academic learning, classroom instruction, and scholastic achievement. Accordingly, Pekrun developed the Academic Emotions Questionnaire (AEQ) based on nine emotional types: enjoyment, hope, pride, relaxation, anxiety, shame, hopelessness, anger, and boredom. This instrument was used to explore a cognitive-motivational model of how academic emotions influence self-regulated learning, laying the groundwork for the control-value theory of academic emotions. Building on the work of Pekrun and others, Chinese scholar Huixia Ma[11] designed the General Academic Emotions Questionnaire for University Students. This questionnaire includes ten academic emotions most frequently experienced by students in daily academic activities: interest, happiness, pride, hope, relaxation, anger, anxiety, shame, disappointment, and boredom.

This study situates the questionnaire within the context of Chinese language learning for testing. Integrating domestic and international research, Chinese academic emotions can be defined as the set of various academic emotion types experienced by learners for whom Chinese is not a first language during their Chinese learning process [16].

2.1.2. Emotion Regulation Strategies

Gross [3][4][5] defined emotion regulation as the process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions. He proposed a process model of emotion regulation, dividing the entire process into two components: antecedent-focused emotion regulation and response-focused emotion regulation. Antecedent-focused regulation includes situation selection, situation modification, attentional deployment, and cognitive change, while response-focused regulation refers to response modulation. Gross posits that throughout the emotional process, the two most commonly used and valuable strategies for reducing emotional responses are cognitive reappraisal and expression suppression. Cognitive reappraisal involves altering one's interpretation of events, attempting to understand situations that typically elicit negative emotions in a more positive light. It is an antecedent-focused emotion regulation strategy. Expression suppression refers to the inhibition of emotional expression that is about to occur or is already occurring. As a response-focused emotion regulation strategy, expression suppression engages self-control.

Gross and colleagues developed the Emotion Regulation Questionnaire (ERQ) to assess individual differences in cognitive reappraisal and expression suppression. Measurement results indicate that individuals with a greater tendency toward suppression experience lower levels of positive emotion and exhibit fewer positive emotional expressions. In contrast, individuals with a greater tendency toward reappraisal report higher levels of positive emotional experience and more frequent positive emotional expressions, alongside lower levels of negative emotional experience and fewer negative emotional expressions.Additionally, Gross and colleagues also measured and examined the relationships among cognitive reappraisal, expressive suppression, life satisfaction, happiness, and depression. The results indicated that expressive suppression is associated with negative outcomes, whereas cognitive reappraisal is linked to positive outcomes[13].

2.2. Research on Chinese Academic Emotions

Many scholars have investigated the relationship between affective factors and Chinese language learning. For instance, Huijin Piao[11] analyzed the relationship between affective factors and

ISSN: 2710-0170

Chinese language learning among South Korean international students in China. However, affective factors and academic emotions are distinct. In studies focusing on Chinese academic emotions, some researchers examine the overall emotional experience in Chinese language learning. For example, Lingyan Zhang[15] surveyed Chinese academic emotions among primary and secondary school students in Pakistan. The study found that the mean score for positive academic emotions was significantly higher than that for negative academic emotions during the Chinese learning process. Significant gender differences were also observed, with female students experiencing more positive academic emotions than male students. Additionally, students with higher academic achievement reported more positive emotions, while those with lower achievement experienced more negative emotions. Dari[9], focusing on Chinese language learners in China, found that they experienced more positive than negative emotions during the learning process. Regarding gender differences, male learners reported significantly more negative emotions than their female counterparts. Key influencing factors included teacher autonomy support, peer relationships, academic motivation, and individual differences.

Research on strategies for regulating Chinese academic emotions has largely concentrated on the linguistic and cultural aspects of international students. For instance, Xia Wang[14] examined the negative emotions and their causes in multinational Chinese language classrooms, identifying cross-national communication difficulties and cultural differences as primary contributing factors. The proposed classroom teaching strategies for emotion regulation involved skillfully utilizing language differences, familiarizing oneself with diverse cultures, treating students equally, and employing more facial expressions and body language to guide students. Yue Xia[15] investigated the emotions of curiosity, interest, enjoyment, and anxiety among international students in classroom teaching. Through an intervention experiment, she proposed corresponding regulation strategies. These include teachers' regulation of their own emotions, students' self-regulation of emotions, teachers' regulation of students' emotions, and teachers' affective handling of teaching materials and content.

Some scholars have focused on specific academic emotions, with a greater emphasis on negative emotions, particularly anxiety, which has been examined across all aspects of Chinese listening, speaking, reading, and writing. For instance, Basith[1] surveyed the Chinese language anxiety levels of international students in Wuhan, China, and found that their anxiety was at a moderate level. Communication anxiety was the primary concern, and male and female students exhibited similar levels of anxiety in Chinese language learning.Longer duration of Chinese language learning and higher HSK proficiency levels are associated with lower anxiety in Chinese language acquisition. Sung[8] investigated foreign language anxiety among learners of Chinese as a foreign language at American universities, finding that gender significantly influences learner anxiety. This anxiety manifests in classroom performance anxiety, a lack of comprehensive mastery in listening, speaking, reading, and writing, difficulties in writing Chinese characters, and issues with learner confidence. Based on previous research, it is evident that studies on positive emotions within Chinese academic emotions are relatively scarce, and research on Chinese academic emotions as a whole remains limited. Most existing studies focus on learners who come to China to study Chinese. For these learners, academic emotions are significantly influenced by cultural factors. However, the subjects of this study are students learning Chinese in their home

country.In studies examining strategies for regulating Chinese academic emotions, most articles propose measures that are relatively broad, lacking specific pedagogical approaches and case studies.

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3. Research Design

3.1. Research Questions

What are the levels of Chinese academic emotions among university students in the Czech Republic and Slovakia?

Is there a correlation between the use of emotion regulation strategies and academic emotions among Czech and Slovak university students learning Chinese?

What strategies can teachers employ to regulate the academic emotions of Chinese language learners?

3.2. Research Participants

All participants were students from Masaryk University, enrolled in their first, second, or third year of study. They attended two weekly class sessions: a one-on-one conversation class and a drill practice class. The conversation class lasted 50 minutes per session, while the drill practice class lasted 100 minutes per session. Specific details are presented in Table 1. The conversation class consisted of 5 students, and the drill practice class consisted of 4 students, all of whom were first-year students.

Table 1. Demographic Characteristics of the Participants

	Male	Female	Number
freshman	2	4	6
sophomore	0	1	1
junior	1	1	2
Number	3	6	9

3.3. Research Instruments

This study employed a mixed-methods approach combining quantitative and qualitative research. Questionnaires were administered as pretests and post-tests. The pretest was conducted in the third week of the teaching semester, and the post-test was administered in the tenth week. Participants' final exam scores were collected, with a maximum possible score of 100 points. This paper investigates the relationship between academic performance and university students' Chinese academic emotions.

The pretest questionnaire consisted of three parts. The first part collected background information, including country of origin, gender, academic year, and duration of Chinese language study. The second part was the Chinese Academic Emotions Scale for University Students, adapted from Huixia Ma'[10] Academic Emotions Scale for University Students. The third part was Gross & John's Emotion Regulation Questionnaire (ERQ). The post-test questionnaire comprised three sections: the Emotional Experience Level Survey, the Teacher Emotion Regulation Strategies Survey, and the Chinese academic emotions scale for university students. Prior to distributing the questionnaires, basic concepts related to the survey, such as emotion, positive emotions, and negative emotions, were explained to the students.

The Chinese academic emotions scale for university students selected five academic emotions from Ma Huixia's Academic Emotions Scale[10] for University Students: anxiety, interest, enjoyment, hope, and disappointment. It consisted of 43 items rated on a 5-point scale, where higher scores indicated a greater intensity of the emotional experience.

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The Emotion Regulation Questionnaire (ERQ) contained 10 items rated on a 7-point scale. Higher scores on the items reflected a higher frequency of using emotion regulation strategies. The scale comprised two dimensions: cognitive reappraisal and expressive suppression.SPSS 26.0 and Excel were used to process questionnaire reliability and correlation analyses. The qualitative research component consisted of interviews. The initial interviews focused on students' self-assessed difficulties in listening, speaking, reading, and writing. The mid-term interviews explored the factors influencing university students' Chinese academic emotions, based on which teachers adjusted their instructional methods. The final interviews gathered feedback on teachers' experiences with emotion regulation strategies and their overall reflections on the semester-long course.

3.4. Teaching Implementation

This study aims to maintain or enhance students' existing positive Chinese academic emotions and reduce their negative academic emotions through teachers' use of emotion regulation strategies. The teaching methods employed differed between the initial and the middle-to-late phases of instruction. The early phase adopted a more traditional pedagogical approach, serving as a period for understanding the students. Instruction primarily followed PowerPoint presentations, with each lesson incorporating complementary games. Error correction was not strictly enforced, with the goal being comprehension of meaning. The teacher also exhibited some lack of confidence during this stage. Following a mid-term survey on influencing factors, the teaching strategy was adjusted. The specific teaching strategies and corresponding cases are presented in the table below.

Table 2. Teachers' Emotion Regulation Strategies for Academic Emotions

Teaching Strategies		Examples
Teacher's Role	1. Rich body language 2. Humorous language	Uses rich body language when asking students to answer questions or present PPTs.
Teaching Content	1. Engaging introductions	Hands out slips of paper before class for students to draw topics and chat in Chinese; uses Wordwall to create spinning wheels, card games, etc., as introductions.
	2. Teaching content	Shares Chinese cuisine when discussing the topic of 'travel'; compares doctor salaries in the Czech Republic and China when discussing careers; talks about trending social topics in China.
	3. Flexible handling of teaching	Appropriately adds supplementary
	materials	materials; incorporates cultural teaching by comparing Czech and Chinese cultures where relevant; diversifies exercises.
Teaching Methods and Tools	Varying teaching methods to keep students engaged	Conversational classes incorporate three different teaching methods alternately.

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	Authentic situational teaching	For lessons like 'asking for directions', students simulate asking for directions; for 'seeing a doctor ' students role-play and examine real medication instructions.
	Organizing group activities	Due to class size, often arranges pair conversations to give students more autonomy.
Classroom Exercises	Tailoring task difficulty to individuals, with an emphasis on open-ended tasks	Provides practice questions that are varied in difficulty level and concludes each class with open-ended questions; uses open-ended questions when learning new vocabulary.
	Incorporating games appropriately to increase classroom fun.	Plays games such as 'Radish Squat ' maze games, and Yahoo; these games are incorporated into the Chinese learning classroom setup.
Questioning	Questions tailored to different levels of students Allows adequate time for responses, uses clear language in questioning diversifies evaluation methods Ensures equal opportunities to respond	Allows students adequate time to think before answering; the teacher pays attention to how many times each student responds.
Outside of Class	Homework Assignments	Increases the diversity of homework, for example, by offering students different listening materials to choose from, or asking them to introduce the recipe for their favorite dish.
Teacher-Student Relationship	1. Actively learns about and engages with students' native culture 2. Recognizes students ' strengths	1. Creates group chats to promptly share extracurricular resources. 2. Actively learns Czech and chats with students after class to learn about Czech culture. 3. Promptly answers students ' questions after class. 4. Provides positive feedback based on
		students ' strengths, e.g., commending Student A for their divergent thinking or Student B for actively participating; boosts students ' confidence when they express negative emotions.
Evaluation	Providing positive feedback to students	"You did very well." "You spoke that sentence very well."

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4. Data Analysis

4.1. Reliability Analysis of the Questionnaire

In the Chinese academic emotions questionnaire for university students, the levels of student anxiety (M=2.57, SD=0.66) and disappointment (M=2.18, SD=0.63), as well as the overall level of negative academic emotions, were relatively low. In contrast, the levels of positive emotions, namely enjoyment (M=4.16, SD=0.39), hope (M=4.17, SD=0.52), and interest (M=3.56, SD=0.79), were relatively high. In the emotion regulation strategies questionnaire, university students reported using the cognitive reappraisal strategy (M=4.80, SD= 1. 19) more frequently than the expressive suppression strategy (M=3.58, SD= 1.47).

Table 3. Reliability Coefficients for the Dimensions of the Chinese Academic Emotions Questionnaire

	Cronbach's alpha	N
Anxiety	0.878	14
Disappointment	0.847	10
Pleasure	0.348	7
Hope	0.685	7
Interest	0.870	5
Positive academic emotions	0.870	19
Negative academic emotions	0.922	24

Within the academic emotions questionnaire, positive academic emotions include enjoyment, hope, and interest, while anxiety and disappointment are categorized as negative academic emotions. Among the various dimensions of the questionnaire, all except enjoyment and hope demonstrate reliability coefficients above 0.8, indicating good reliability.

Table 4.Reliability Coefficients for the Dimensions of the Emotion Regulation Questionnaire

	Cronbach's alpha	N
Holism	0.791	10
Cognitive Reappraisal	0.913	6
Expressive Suppression	0.753	4

In the emotion regulation questionnaire, the Cronbach's alpha coefficient for cognitive reappraisal was 0.913, and for expressive suppression it was 0.753. Both values exceed 0.7, indicating good reliability.

4.2. Gender Differences Comparison

There is no statistically significant gender differences were observed across the dimensions of academic emotions. Similarly, the dimensions of the emotion regulation questionnaire showed no statistically significant differences between male and female students.

Table 5. Comparison of Pretest and Post-test Results for the Chinese Academic Emotions Scale

	Pretest (M ± SD)	Post-test (M ± SD)	Mean Difference
Anxiety	2.57±0.66	2.40±0.45	0.17
Disappointment	2. 18±0.63	2.03±0.55	0.15

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Joy	4. 16±0.39	4. 13±0.37	0.03
Hope	4. 17±0.52	4. 16±0.40	0.01
Interest	3.56 ±0.79	3.76±0.55	-0.2
Positive	3.97±0.51	4.01±0.37	-0.04
Negative	2.37±0.61	2.22±0.47	0.15

A comparison of pretest and post-test results on the academic emotions scale reveals a reduction in all negative emotions measured in the post-test. Among the positive emotions, levels of enjoyment and hope decreased by 0.03 and 0.01 respectively, indicating they remained nearly unchanged. In contrast, student interest showed an increase of 0.2. Overall, the post-test results demonstrate an increase in positive academic emotions and a decrease in negative ones. This pattern suggests that the teacher's instructional strategies focused on emotion regulation had a measurable positive effect.

4.3. Correlation analysis

Table 6. Correlation Coefficients Between Academic Achievement and the Dimensions of Chinese Academic Emotions

Various Dimensions	Positive	Negative	Anxious	Disappointed	Happy	Hopeful	Interested
r	0.36	-0.59	-0.53	-0.64	-0.25	-0. 11	-0.33

Pearson correlation coefficients were measured using Excel. According to the classification by Fenxian Song[12], a correlation coefficient $r > 0.95$ indicates a significant correlation; $r \geq 0.8$ indicates a high correlation; $0.5 \leq r < 0.8$ indicates a moderate correlation; $0.3 \leq r < 0.5$ indicates a low correlation; and $r < 0.3$ indicates a weak correlation. As shown in the table above, overall negative academic emotions, as well as anxiety and disappointment, are highly correlated with students' academic performance.

Table 7. Correlation Coefficients Between Academic Performance and Emotion Regulation Strategies

Dimensions of Academic Emotions	Cognitive Reappraisal	Expressive Suppression
r	0.56	0.24

Among the two emotion regulation strategies, the cognitive reappraisal strategy showed a correlation coefficient of 0.56 with academic performance, indicating a high correlation, whereas the expression suppression strategy demonstrates only a weak correlation with performance.

Table 8. Correlation Coefficients Between Emotion Regulation Strategies and Various Academic Emotions

	Positive	Negative	Anxious	Disappointed	Pleased	Hopeful	Interested
Cognitive reappraisal	-0.28	0.09	-0.02	0.20	-0.16	-0.51	-0.51
Expressive suppression	0.10	0.13	-0.23	-0. 14	0.23	0.05	0.05

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Among the two dimensions of emotion regulation strategies, the cognitive reappraisal strategy shows a correlation coefficient of 0.51 with hope and interest, indicating a high correlation with these positive academic emotions, but a weak correlation with negative emotions.

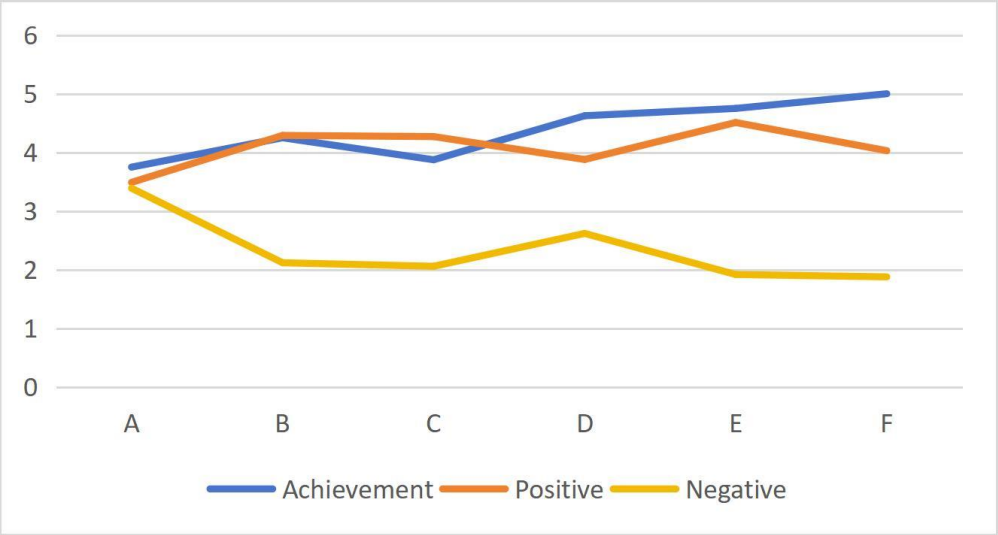

Figure1. The Relationship Between Academic Achievement and Academic Emotions

The figure illustrates the relationship between the academic performance of six first-year students and their positive academic emotions and negative academic emotions. After converting the 100-point scores into a 5-point scale, it can be observed that Student A has the lowest academic performance and the highest level of negative academic emotions, while Student F achieves the highest academic performance and exhibits the lowest level of negative academic emotions.

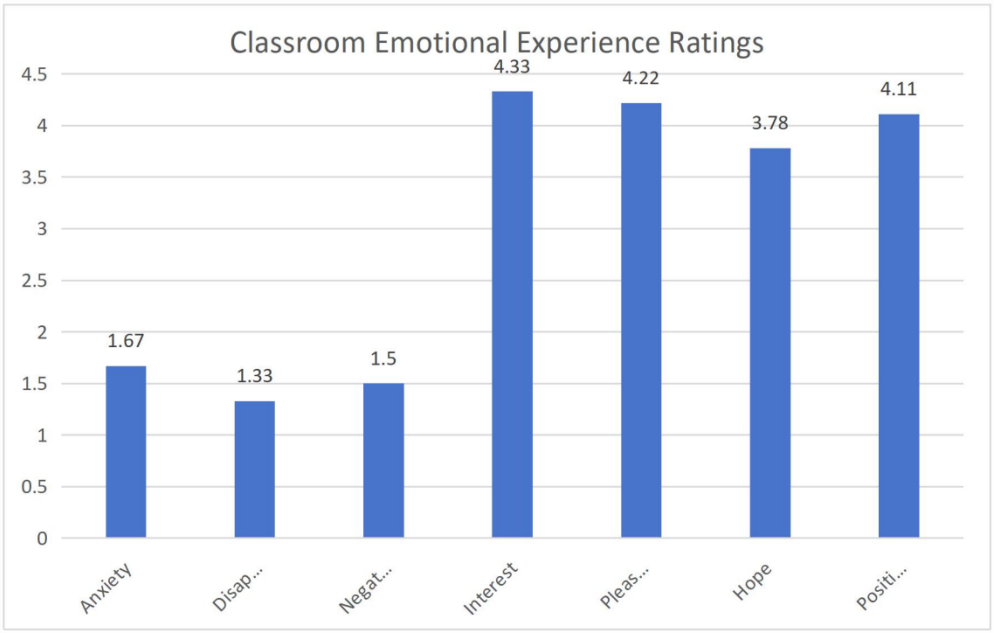

Figure 2. Classroom Emotional Experience Ratings

After a semester of instruction, student ratings of their classroom experience in learning Chinese are presented in Table X. The mean scores for positive emotions were all below 2, while the ratings for the experience of positive emotions were all above 3.7, exceeding the midpoint of 3. Consequently, students' overall classroom experience during this semester was favorable.

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4.4. Interviews

During the mid-term interviews with students, they were asked about factors influencing their Chinese academic emotions. The options provided included: personal motivation for learning Chinese, attribution of success, classroom learning atmosphere, teaching quality, teacher's charisma, teacher feedback, teacher questioning, classroom activities, and family influence. Students placed the greatest emphasis on the classroom learning atmosphere and teaching quality, followed by their personal motivation for learning Chinese. They also mentioned teacher charisma, teacher questioning, and the implementation of classroom activities. Notably, no student cited family influence as a factor, which may be related to the local culture. Parents tend to encourage their children to pursue majors or knowledge they are genuinely interested in.Consequently, subsequent teacher interventions primarily focused on three areas: improving the classroom learning atmosphere, enhancing teaching quality, and boosting students' motivation to learn.

Learning anxiety is a typical negative academic emotion. The survey measured the degree of anxiety caused by various language skills—listening, speaking, reading, and writing—using a 5-point scale where a higher score indicates greater anxiety. The mean scores were 3.4 for listening, 2.8 for speaking, 1.8 for reading, and 2.2 for writing. These results indicate that listening comprehension is a primary source of learning anxiety. Therefore, diverse listening exercises were incorporated into weekly instruction. One student noted that the anxiety level differed between handwriting and typing Chinese characters, reflecting a current trend in learning Chinese. Due to the widespread use of electronic devices, many foreign learners opt not to study Chinese character handwriting.In subsequent interviews, students were asked about the emotion regulation strategies they perceived teachers employing in the classroom. Due to the differing nature of drill-based and conversation-based classes, the academic emotions regulation strategies utilized also varied.

In practice-based classes, students experience a pleasant classroom learning environment characterized by the teacher's humorous language and expressive body language. The instructional materials are handled flexibly, and teaching tasks are designed to be open-ended. Additionally, the curriculum is enriched with supplementary content beyond the textbook and includes cultural instruction. Teachers ensure equitable opportunities for all students, pose appropriate questions, and provide timely responses to student inquiries.

In practice sessions, students perceive several instructional strategies. These include a pleasant classroom learning environment, the teacher's use of humorous language and expressive body movements, flexible handling of textbook content, and the assignment of open-ended learning tasks. Furthermore, regarding instructional content, teachers supplement the curriculum with extracurricular materials and incorporate cultural teaching. They also provide equitable opportunities for every student and pose appropriate questions.

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Figure 3. Student Feedback on Emotion Regulation Strategies in the Practice Session

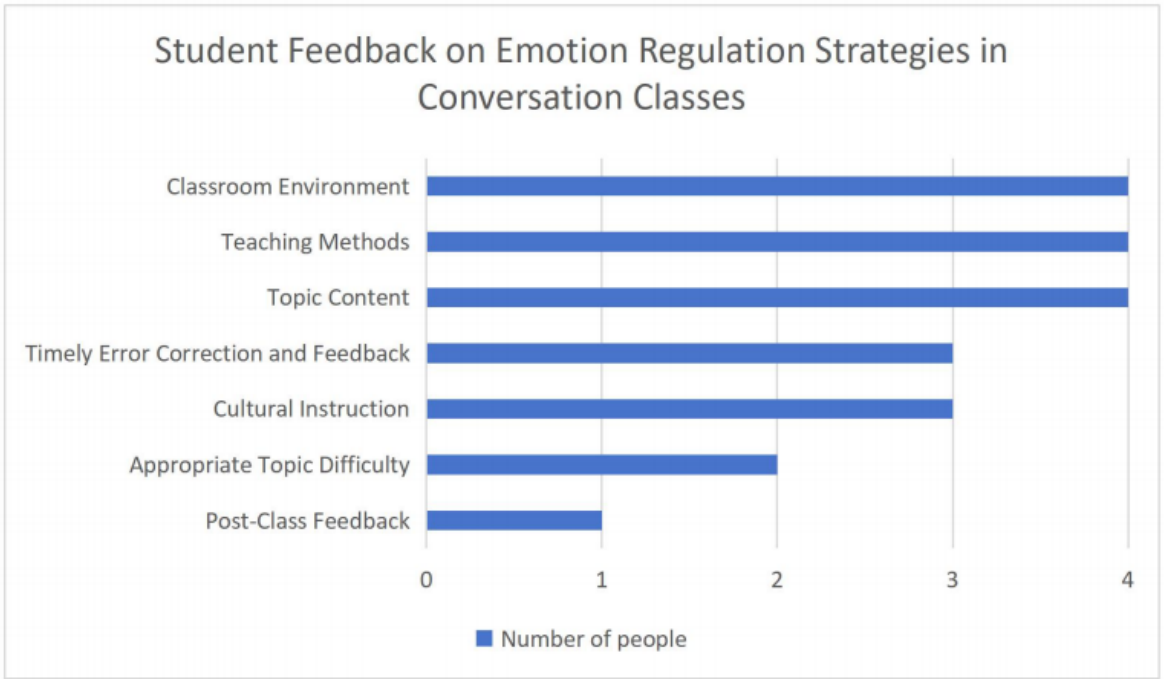

Figure 4. Student Feedback on Emotion Regulation Strategies in Conversation Classes

In conversation classes, teaching strategies that students perceive as influencing their academic emotions include diverse and engaging topic content, the teacher's use of varied instructional methods, and a pleasant classroom learning environment. The second most significant influence stems from the cultural teaching component, appropriately challenging questions, and the teacher's ability to provide timely error correction.

In conversation classes, three teaching models are employed. The first involves providing specific topics and questions for preparation before class. The second provides a general theme before class, allowing for flexible content development. The third imposes no pre-class topic restrictions, enabling free expression during the session. On a five-point scale measuring preference for these three course models, the average scores are 4.4, 4.6, and 4.4 respectively. All three models receive high evaluations, with the highest rating given to

ISSN: 2710-0170

the model where a theme is provided beforehand for free in-class development.This approach provides a general theme, allowing students to contemplate related questions without restricting preparatory content, thereby offering a degree of flexibility and freedom. The application of these three instructional models enriches teaching methods and enhances students' positive academic emotions.

5. Results and Discussion

5.1. Current Status of Chinese Academic Emotions among University Students in the Czech Republic and Slovakia

Overall, in terms of both negative and positive emotions, the overall level of negative emotions among university students is lower than that of positive academic emotions. This finding is consistent with the research results of Dari[9]. For non-Chinese major students learning Chinese, the academic pressure associated with Chinese language courses is not particularly high. Moreover, the experience brought by the language and culture is entirely new. From the perspective of students in the Czech Republic and Slovakia, their learning motivation is relatively strong, as they study Chinese out of curiosity about the language or an appreciation for certain aspects of Chinese culture or history. Furthermore, in both the Czech Republic and Slovakia, there is not an overwhelming emphasis on academic degrees; it is possible to find good employment without a university education. Additionally, many students choose to change their major or undertake internships after a year of study if they feel their initial choice is unsuitable. Consequently, students face less pressure from their families in this regard.From both external and internal perspectives, the overall level of negative academic emotions among non-native Chinese learners is lower than the overall level of positive academic emotions. Regarding Chinese academic emotions among university students, no significant gender differences were observed between male and female students, which aligns with the findings of Batith[1]. Zhang Lingyan [16] concluded that males experience more negative emotions than females, while females experience more positive emotions than males. This study indicates that, based on the mean levels of positive and negative emotions experienced by males and females, female students report higher levels of negative academic emotions than male students, whereas male students report higher levels of positive academic emotions than female students. The author suggests that this discrepancy may be attributed to the limited sample size, which introduces potential error, as well as the possibility that females, being more emotionally sensitive and nuanced, are more likely to perceive negative emotions.A comparison of academic emotions among students from the Czech Republic and Slovakia between two time points reveals a general increase in positive emotions and an overall decrease in negative emotions. The mean score for interest improved by 0.2, indicating that the teachers' instructional methods and student communication enhanced students' learning interest, which itself is one component of learning motivation.

5.2. Correlation Analysis

Based on the correlation coefficients between academic performance and various dimensions of academic emotions, negative academic emotions, as well as anxiety and disappointment, are highly correlated with academic performance. Previous research has also noted that academic achievement is significantly correlated with anxiety as a learning emotion. When students experience anxious or disappointing academic emotions during their daily Chinese language learning, their self-confidence tends to decline, often leading to self-doubt and erroneous attributions. For example, Student A sometimes remarks, "I remember I knew this, how could I forget it again?""I just don't

ISSN: 2710-0170

know why I can't learn grammar. I really like Chinese, but I'm just not good at the language part." Complaints like this are frequently heard from students. This particular student also exhibited the highest level of negative academic emotions among the participants and achieved the lowest score.

Overall, university students employ cognitive reappraisal strategies more frequently than expressive suppression strategies. This aligns with Gross's findings that expressive suppression is associated with negative outcomes, while cognitive reappraisal is linked to positive outcomes. In general, university students experience more positive emotions than negative ones. This indicates that when encountering negative emotions in Chinese language learning, students often reframe the situation. For instance, although they may feel frustrated by unfamiliar characters or words, they tend to view it from a different perspective, such as seeing it as an opportunity to acquire new knowledge.3. Teachers' Classroom Emotion Regulation Strategies

In teaching practice, teachers can regulate students' classroom emotions through multiple dimensions: the teacher's own conduct, instructional content, teaching methods and tools, learning tasks, classroom questioning, assignment and feedback on homework, teacher-student relationships, and evaluation. Positive evaluation can alleviate students' anxiety[6], engaging instructional content can enhance curiosity and enjoyment, and a positive teacher-student relationship can also increase mutual pleasure. Both mid-term surveys and later feedback from students indicate that teachers' instructional strategies in the classroom contribute to the improvement of students' academic emotions.

6. Conclusion

Overall, university students exhibit a low level of negative academic emotions and a high level of positive academic emotions.No significant gender differences were observed across various dimensions of academic performance. However, female students reported higher levels of negative academic emotions compared to their male counterparts. An investigation into the correlation between academic achievement and academic emotions revealed a strong overall correlation between grades and negative academic emotions. Specifically, grades were highly correlated with anxiety and disappointment, while showing weaker correlations with interest, enjoyment, hope, and overall positive academic emotions. In the study utilizing the emotion regulation strategies questionnaire, it was found that university students frequently employed cognitive reappraisal strategies. A Pearson correlation analysis with academic emotions supported Gross's conclusion, indicating that greater use of cognitive reappraisal strategies was associated with more positive outcomes.

The limitations of this study primarily concern the sample size, which was relatively small. Furthermore, the design of the intervention strategy could be made more scientifically rigorous and precise by incorporating Gross's model.

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