AFFECT IN CHINESE AND KOREAN SPOKEN NARRATIVES[1]

VIVIAN LEE
(SOAS, University of London)

LU LU
(SOAS, University of London)

Abstract

This paper details a pilot study which was conducted to investigate the Affect sub-category of the appraisal system in Chinese and Korean speakers' L1 and L2 narrations. Affect is concerned with the expression of interpersonal meaning and has been widely applied to discourse analysis in various genres. It looks at the registering of positive and negative feelings: do we feel happy or sad, interested or bored? Emotive vocabulary in Chinese and Korean L1 (first language) and L2 (second language) narrations has been relatively less explored, and the researchers thus attempt to study the affect system based on such speakers' narrations. For the pilot study, narratives were elicited using a short film. The researchers manually annotated the transcribed data for expressions belonging to the discourse meaning of dis/inclination, un/happiness, in/security, and dis/satisfaction. Preliminary results show that Chinese and Korean speakers' L1 data do not show a strong influence on the L2 data in general, and that fewer emotive expressions are likely to be found in the L1 data than the L2 data. The results of this exploratory study can lay a foundation for the future main study, which will compare Chinese and Korean speakers' L1 and L2 narrations, in addition to look into any possible linguistic and cultural influences.

1. Introduction

While emotions are embodied by all human beings, differences have been found in the way they are expressed by speakers with different L1s. Various approaches to emotion analysis have been proposed, such as in studies by Wierzbicka (1999) and Pavlenko (2002, 2008a, 2008c). Affect, a sub-category of the Appraisal System (Martin and White 2005), is a useful theoretical model to study the emotive dimension of meaning. While studies have been carried out on European languages (Pavlenko 2008c; Segalowitz et al. 2008), to date limited research has compared L2 English learners' emotive expressions in spoken corpora between two East Asian languages: Chinese and Korean. This exploratory article thus attempts to open up a promising research venue and encourage research towards the investigation of emotive expressions from a corpus-based approach.

This article is structured as follows: Section 2 gives background to the study, including an outline of Martin and White's (2005) proposal on the sub-category of Affect, and reviews its applications in second language acquisition and narrative analysis, with special references to the Korean and Chinese languages. Section 3 details the methodology used for the pilot study. Section 4 reveals preliminary results, and Section 5 concludes the article.

2. Background
2.1. The Appraisal System and the sub-category Affect

Martin and White's (2005) Appraisal system is an analytical model that attempts to investigate how attitudes and dialogic engagement are explicitly and/or implicitly encoded in texts and the gradability of attitudinal meanings and engagement values. Among these research areas, we refer to the sub-system that examines how feelings are construed in texts as Attitude. The discourse semantic dimension that encodes emotions is known as Affect, the focus of the paper.

The sub-category of Affect concerns the registering of "positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored"? (Martin and White 2005: 42). In Martin and White's (2005) monograph, they further categorised the category of Affect into four different types of realisations: dis/inclination, un/happiness, in/security, and dis/satisfaction.

Among the four kinds of Affect, un/happiness seems to be the first sub-category that one can think of. It refers to "the moods of feeling happy or sad, and the possibility of directing these feelings" at "the phenomenon responsible for that emotion" by "liking or disliking it" (Martin and White 2005: 46-49). For instance, *the captain felt sad/happy* (Martin and White 2005: 49). The dis/inclination set of discourse semantics is the feelings of yearning for or fear. Examples could be *kewang* 'yearn for' in Chinese and *twulyepta* 'fear' or 'dread' in Korean. The in/security category involves the feeling of "peace and anxiety in relation to our environs" (Martin and White 2005: 49), such as the lexical item *startled* and their Korean and Chinese correspondences *jingxia* and *nolata,* 'startled' or 'surprised'. The last sub-category dis/satisfaction covers human being's feeling of "achievement and frustration in relation to the activities in which we are engaged, including our roles as both participants and spectators" (Martin and White 2005: 50). Such instances as *satisfied* and *fed up with* in English, *manyi* 'satified', *youxingqu* 'feel interested' in Chinese, *sinkihata* 'marvel at', *hansimhata* 'pathetic' in Korean best illustrate this sub-category. Table 1 lists the working definitions of the four sub-categories of Affect, and their Korean and Chinese examples collected for this project.

Table 1. An overview of the sub-categories of Affect in this study (based on Martin and White 2005)

Categories	Sub-categories & codes	Working definitions	English examples	Korean examples	Chinese examples
dis/inclination	inclination [INCL]	the feelings of being inclined to do something	long for; miss	*hungmilul kacta* 'to have interest (in/to do something)'	*manxiang* 'be quite willing to'; *yueyueyushi* 'be eager to do something '

	disinclination [DINCL]	the feelings of unwillingness or fear	wary; fearful	*twulyepta* 'fear' or 'dread' *mwusepta* 'fear/afraid'	*mianqiang* 'be reluctant'; *konghuang* 'be terrified'
un/happiness	happiness [HPY]	the moods of feeling happy	cheerful; love	*culkepta* 'enjoyable/fun' *kippehata* 'be happy'	*gaoxing* 'be happy'; *xiyue* 'be pleased'
	unhappiness [UHPY]	the moods of feeling sad	sad; in tears	*koylepta* 'be in (emotional) pain/painful'	*kuaiku-la* 'nearly in tears'; *tongku* 'sad'
in/security	security [SECU]	the feelings of peace	together; confident	*casinmanman hata* 'be full of confidence'	*xinxin shizu*; 'full of confidence'
	insecurity [ISECU]	the feelings of anxiety	uneasy; surprised	*nolata* 'startled' or 'surprised' *tanghwanghata* 'be flustered'	*hen jingya* 'astonished'; *hao kepa* 'dreadful'
dis/satisfaction	satisfaction [STS]	the feelings of achievement	pleased; thrilled	*sinkihata* 'marvel (at)'	*you xingqu* 'have interest in'; *hen jingcai* 'amazing'
	dissatisfaction [DSTS]	the feelings of frustration	sick of; fed up with	*hansimhata* 'pathetic' *mwusihata* 'look down on'	*mei duoda xingqu* 'not have much interest in'; *bishi* 'look down upon'

As the listing shows, the realisations of Affect are various; it can be realised either as quality, such as example (1) in which happiness is used to describe the attribute of the participant, or as process, for instance the affective behavioural in (2). Likewise, for Korean, (3) is an example of disinclination as an attribute being used to describe the subject himself (Mr. Bean in this study), while (4) describes the young boys' dissatisfaction with Mr. Bean. Furthermore, the lexical elaborations in the above tables are not exhaustive and this paper attempts to investigate the Affect that is typical of the Korean and Chinese fictional narrations (see Section 4 for details). It is also hoped to finer classify the sub-categories of Affect.

(1) Ta hen kaixin.
     He very pleased
     'He is very pleased.'

(2) Xiao nanhai bishi   handou xiansheng.
     little boy   despise Bean   Mr
     'The little boy despised Mr Bean.'

(3) Wancenhi kep-ul   mek-ess-supnita.
     completely fear-OBJ[2] eat-PST-DECL
     '(He) was extremely afraid.' (literally 'to eat fear')

(4) Maywu mwusihay-ssul   keskath-supnita.
     very   look.down-PST   seems-DECL
     'It seems like (they) looked down on him a lot.'

2.2. Emotions in L1 and L2

Emotion in speakers and its relation to second language acquisition has been an area of interest and is well-researched by many scholars in the field (see, for example Wierzbecka 1999; Pavlenko 2002, Pavlenko 2008a, Pavlenko 2008c, and Pavlenko 2009). Studies have found that for speakers of more than one language, words with affective meanings do not evoke the same feelings in first and second languages. For instance, Segalowitz, Trofimovich, Gatbonton and Sokolovskaya (2008) studied whether differences in L1 and L2 reflected automatic processing of the affective element of affectively valent words, and the relation between such processing and general word recognition efficiency for L2 words which lacked affective valency. It was found that the processing of affect in the L2 is less automatic. Some researchers (Kang 2003, 2006; Pavlenko 2008b; Leichtman, Wang and Pillemer 2003; Chang and McCabe 2013; Anolli et al. 2008) made further discussions to see if speakers tend to transfer their L1 emotive expressions into their L2. Pavlenko (2008a) argues for the importance for models of the bilingual lexicon to acknowledge not only linguistic and cognitive but also affective aspects of the lexicon (Pavlenko 2008a: 147). Marian and Kaushanskaya (2008) studied the cross-linguistic differences in emotionality of autobiographical memories, and found that bilinguals used more emotion words when describing their immigration experiences in the second language than the first. The authors propose that bilingual speakers' expression of emotion possibly varies across languages, and that there is a connection between the linguistic and affective systems to the bilingual cognitive architecture. Panayiotou (2004) examined whether bilinguals express different emotions in their languages, and found that respondents displayed different reactions to the same story depending on the language.

Although there have been comparatively few studies on emotion words in the South Korean context, Lee's (2011) study on Korean English learners' use of emotion words found that English learners responded with various inappropriate verb forms such as 'I feel' and 'I am', while the majority of L1 English speakers responded with subjunctive forms such as 'I would feel'. In addition, L2 English learners used mostly simple and coordination sentences. It was also found that the lexical richness, measured through type/token ratio, was higher in

---

[2] In this study, we use the following abbreviations. OBJ: object marker; DECL: declarative marker; PST: past tense.

English L1 data than in English L2 data. The proportion of emotion lemmas reflects the lexical richness or the diversity of the emotion words. Lastly, it was found that L2 English learners' responses focused on a few typical adjectives such as 'happy', 'angry' and 'scared'.

As for the narratives in Chinese, Chang and McCabe's (2013) study investigated the evaluative strategies among Mandarin Chinese-speaking children from Taiwan and English-speaking children from the United States. One of the evaluative strategies is the descriptions of internal emotional states, which belong to the Affect system in our study. Chang and McCabe (2013) reported that Taiwanese children, overall, produced more descriptions of internal emotional states than the American children, though the average percentage of evaluative comments was lower than their counterparts in America. In another study, Tsai et al. (2005) did an analysis on emotive expression among Chinese Americans (whose household languages were varieties of Chinese such as Mandarin, Taiwanese or Cantonese), compared with European Americans. In their empirical study, they found the different ways they described emotional experiences: less acculturated Chinese Americans used more somatic (e.g. *dizzy*) and social (e.g. *friend*) words to describe emotions than European Americans when they were speaking English. Inspired by Martin and White's (2005) Appraisal system, Xu (2013) conducted a comprehensive investigation regarding Chinese L2 English learners' appraisal patterns. For the Affect system, his examination showed that the L2 English learners in China were inclined to overuse Affect, compared with the English native speakers in question, and that Chinese English L2 learners, in general, tended to narrate in a more direct and less fleshed-out way than their native English respondents.

As such, it is evident that differences exist in the narration style and techniques of Chinese and Korean speakers. The current study will seek to explore preliminary emotion in narratives produced by Chinese and Korean speakers in their L1 and L2, to identify characteristics between the two languages.

Considering the existing research in this area, the following questions are posed in this study.
  (1) What affective expressions do Korean and Chinese L1 speakers use in their fictional narrations?
  (2) What affective expressions do the speakers use in their L2 fictional narrations?

3. Methodology

This section will detail the methodology used for the pilot study. We attempt to address the above questions with a corpus-based approach. This section will describe the narrative story we chose, the way we compiled the corpus and the coding scheme.

The researchers used *Mr Bean in the Swimming Pool*, a five-minute video clip, to elicit data (Pavlenko 2008c). Ten Korean students and ten Chinese students were asked to narrate the story as it played. As the purpose of the current pilot study was to elicit data for preliminary findings, five speakers of each group were asked to narrate in their L1, and the other five in their L2, English. They were then asked four follow-up questions (see Appendix) in the language they were asked to narrate in. Their responses to the interview questions were also given in the same language they had been asked to narrate in i.e. Chinese, Korean and English respectively. Having manually annotated the transcriptions from the obtained spoken data, researchers conducted an analysis based on the Affect section of the Appraisal System, with subgroups of dis/inclination, un/happiness, in/security and dis/satisfaction.

3.1. Materials

Participants were shown a short film with no dialogue but with soundtrack. The film is an extract from *The Curse of Mr Bean*, and is a part of Act 1, which is available on the internet as *Mr Bean at the Swimming Pool*. In the video, the comical character Mr Bean wants to go on the children's slide at a swimming pool. The lifeguard tells him off, and Mr Bean has no choice but to leave the children's area. He goes to the adult's section and spots a high diving board. Once he is up the steps though, Mr Bean becomes frightened of the height and changes his mind. However, there is no turning back for Mr Bean as two young boys are behind him, waiting for their turn. In an attempt not to appear cowardly, Mr Bean makes a few comical tries to dive off, but failing each time. The video ends where one of the young boys stamps on Mr Bean's hand, who is now hanging off the board with that hand. This leads Mr Bean to fall into the swimming pool. A version of the video was used previously by Pavlenko (2008c) and was chosen for its usefulness in eliciting affect-related vocabulary, as well as its easy accessibility.

3. 2. Corpora

In order to compare and contrast Korean and Chinese L2 English learners' narrative strategies and the possible influences from their L1, ten Korean students and ten Chinese students were recruited on a voluntary basis. They were asked to narrate *Mr Bean at the Swimming Pool* as the video clip played. Five speakers of each group were asked to narrate in their L1, and the other five in their L2, English. They were then asked four follow-up questions (see the Appendix), based on the story they had just watched to elicit more data. Their responses to the interview questions were made in the language they had been asked to narrate in i.e. Chinese, Korean and English respectively. Although the twenty participants in this study had majored or were majoring in different disciplines, they were all from key universities in South Korea and China, and were all educated to above bachelor's degree level. Although we are aware that there could be a wide range in the difference of English proficiency among the narrators, and that proficiency level is expected to mediate the ways that L2 learners express emotion, the researchers assumed that speakers would be able to sufficiently express themselves in their L2 English. This idea also agrees with the purpose of the current study, which is designed to elicit preliminary data to identify any interesting properties for future research. As such, by employing international English tests like TOEFL or IELTS to recruit participants later on, the main project can be more comparable.

Having recorded and transcribed their narrative data, the two researchers built four comparable corpora in total. The size of each corpus is demonstrated in Table 2.

Table 2. The size of the four corpora used for the current study

Participants	L1 (characters)	L2 (words)
Korean	5,660	2,269
Chinese	4,221	2,173

3.3. Coding

For the above corpora, the researchers manually annotated the expressions in relation to the discourse meaning of dis/inclination, un/happiness, in/security, and dis/satisfaction. Martin and White's (2005) elaborations on English data aside, we coded Korean and Chinese

data based on the individual properties of the two languages while referring to the original English classifications. Table 1 in Section 2.1 elaborates their working definitions and corresponding examples in English, Korean and Chinese.

Having employed the annotation software BFSU Qualitative Coder (Xu and Jia 2011), the two researchers discussed, double-checked and cross-checked the coded data together. As for ambiguous expressions, they were classified into a separate category known as "others", if no consensus had been reached between the two researchers. When all the checking was finished, BFSU Qualitative Explorer (Xu and Jia 2011) was used to calculate the token and type of each target category.

4. Results

The results are tabulated below. As this is an exploratory study, we are interested in identifying the affective expressions that are prominently employed in the speakers' fictional narrations. Table 3 demonstrates the distribution of affect expression across four corpora in question: Chinese speakers' L1 and L2 English corpora (CC and CE, for short) and Korean speakers' L1 and L2 English corpora (henceforth KK and KE respectively).

Table 3. The distribution of Affect expressions among the four corpora

Category	Sub-category	CC	CE	KK	KE
dis/inclination	inclination	24	32	18	26
	disinclination	58	39	29	33
un/happiness	happiness	12	9	15	13
	unhappiness	2	4	1	2
in/security	security	9	10	14	5
	insecurity	23	26	28	19
dis/satisfaction	satisfaction	6	12	3	0
	dissatisfaction	10	9	23	19

We first investigated the two L2 corpora, namely the CE corpus for Chinese speakers and KE corpus for Korean narrators. The results find that the Chinese and Korean L2 learners of English demonstrate a similar tendency in expressing affects in their narrations. And such emotive categories as dis/inclination, un/happiness and dis/satisfaction in particular are more favoured by Chinese L2 English learners. However, the log likelihood ratio test, which is used to compare the fit of two groups in linguistics (Dunning 1993), found that Chinese and Korean narrators do not show significant differences ($p>0.05$) in expressing emotions when speaking English (see the statistical results in Table 4 for details).

Table 4. The log-likelihood ratio between Chinese and Korean L2 English learners

	Freq_CE	Freq_KE	LL	*sig.*	
dis/inclination	71	59	1.69	0.194	+
un/happiness	13	15	0.07	0.792	-
in/security	36	24	2.96	0.085	+
dis/satisfaction	21	19	0.21	0.651	+

Since Chinese and Korean are both East Asian communities, they share a lot in cultures and perceptions. We thus intend to test whether the L2 narrations show an influence from the L1. The log likelihood ratios of L1 and L2 of Chinese and Korean narrators were calculated respectively. Table 5 demonstrated that Chinese speakers highly significantly ($p<$ 0.01) less prefer to express emotions when they were asked to narrate in Chinese than in English. This implies that the Chinese L1 does not influence the English L2 regarding narrative emotions, especially in un/happiness (LL=10.25; $sig.$=.001), dis/inclination (LL=10.05; $sig.$=.002), and in/security (LL=8.00; $sig.$=.005).

Table 5. The log-likelihood ratio between Chinese speakers' L1 and L2

	Freq_CC	Freq_CE	LL	*sig.*	*p*	
dis/inclination	82	71	10.05	0.002	**	-
un/happiness	14	13	2.30	0.130		-
in/security	32	36	10.25	0.001	**	-
dis/satisfaction	16	21	8.00	0.005	**	-

* p<0.05; ** p< 0.01; *** p<0.001

The test for the influences of Korean L1 on L2 was carried out and the results were demonstrated in Table 6. Like their Chinese counterparts, the data showed that Korean speakers seem to reserve their emotions when speaking in Korean than in English. And statistical results further confirm that the affect categories of un/happiness and dis/inclination are significantly (LL=5.38; $sig.$=.020) and extremely significantly (LL=33.74; $sig.$=.000) favoured by Korean L2 English speakers. However, while Chinese narrators whose emotive expressions of un/happiness do not demonstrate statistical differences, Korean speakers do not show significant differences in terms of in/security and dis/satisfaction.

Table 6. The log-likelihood ratio between Korean speakers' L1 and L2

	Freq_KK	Freq_KE	LL	*sig.*	*p*	
dis/inclination	47	59	33.74	0.000	***	-
un/happiness	16	15	5.38	0.020	*	-
in/security	42	24	1.85	0.174		-
dis/satisfaction	26	19	3.78	0.052		-

* p<0.05; ** p< 0.01; *** p<0.001

In a general sense, our findings demonstrate that Korean and Chinese do not show differences in emotive expressions when speaking in their L2 of English. L1 speakers of Chinese and Korean are both inclined to use fewer emotive expressions in their native languages than in their L2 English. On the other hand, Chinese and Korean narrators show different degrees of preferences in terms of the four subcategories of affect.

5. Conclusion

This paper has detailed a pilot study which looked at Chinese and Korean speakers' use of emotive vocabulary in L1 and L2 fictional narrations. By analysing the corpus against Martin and White's (2005) Affect system, the researchers found that Chinese and Korean speakers' L1 do not show a strong influence on their L2 English narrations in general. The study found that native speakers of Chinese and Korean are both inclined to use fewer emotive expressions in their native languages than in their L2 English. Due to the exploratory nature of the this study, this paper has its limitations in that it is of a small scale; however, despite its small scale, the pilot study has made a preliminary investigation into the emotive expressions belonging to the affect system for Chinese and Korean speakers' L1 and L2. There is also a need for further analysis to be carried out on expressions of affect which did not fit clearly into Martin and White's system, and were labelled as 'other'. Further, there is a need for analysis to look at possible culture-related preferences or strategies evident in Korean and Chinese L2 English oral fictive narrations. Possible future research could include a larger-scale study which will elicit both L1 and L2 narrations from each speaker. The study could also be extended to examine other subsystems within the Appraisal System and analysis can be carried out to explore commonalities and differences among other languages.

Appendix

The four follow-up questions used following the narration in English, Chinese and Korean:

English

(1) How does Mr. Bean feel when he first enters the swimming pool?
(2) How does he feel when he is on top of the diving deck?
(3) How do the young boys feel when they are watching him?
(4) Can you describe the lifeguard's facial expression when he sees Mr. Bean hanging off the diving deck?

Chinese

1）可以描述一下憨豆先生刚进游泳池的时候的心情吗？
2）他站在跳台上是什么感受呢？
3）当两个小男孩看到他的时候，他们的感受是怎么样的？
4）当看到憨豆先生快要从跳板上跳下去的时候，救生员的面部表情是怎么样的？

Korean

(1) 미스터빈이 수영장에 들어갈 때 기분이 어땠을 것 같아요?
(2) 다이빙대에 올라가 있을 때는 미스터빈의 기분이 어땠을 것 같아요?
(3) 남자 아이들은 미스터빈을 보고 있을 때 어떤 기분이었을까요?
(4) 다이빙대에 매달리고 있는 미스터빈을 본 안전요원의 표정이 어땠나요?

References

Anolli, L., Wang, L., Mantovani, F. & De Toni, A. (2008). The voice of emotion in Chinese and Italian young adults. *Journal of Cross-Cultural Psychology* 39(5), 565-598.

Chang, C. & McCabe, A. (2013). Evaluation in Mandarin Chinese children's personal narratives. In McCabe, A. and Chang, C. (eds.), 33-56.

Dunning, T. (1993). Accurate methods for the statistics of surprise and coincidence. *Computational Linguistics* 19(1), 61-74.

Harkins, J. & Wierzbicka, A. (2001). *Emotions in crosslinguistic perspectives*. Berlin/New York: Mouton De Gruyter.

Kang, J. Y. (2003). On the ability to tell good stories in another language: Analysis of Korean EFL learners' oral "Frog Story" narratives. *Narrative Inquiry* 13(1), 127-149.

Kang, J. Y. (2006). 'Producing culturally appropriate narratives in English as a foreign language: A discourse analysis of Korean EFL learners' written narratives', *Narrative Inquiry* 16(2), 379-407.

Lee, J. (2011). Use of Emotion Words by Korean English Learners. *English Language & Literature Teaching* 17(4), 193-206.

Leichtman, M. D., Wang, Q. & Pillemer, D. B. (2003). Cultural variations in interdependence and autobiographical memory: Lessons from Korea, China and India. In Fivush, R. and Haden, C. A. (eds.), *Autobiographical memory and the construction of a narrative self: Developmental and cultural perspectives*. Mahwah, NJ: Laurence Erlbaum Associates.

Marian, V. & Kaushanskaya, M. (2008). Words, feelings, and bilingualism: Cross-linguistic differences in emotionality of autobiographical memories. *The Mental Lexicon* 3, 72-90.

Martin, J. R. & White, P. R. (2005). *The language of evaluation*. Basingstoke and New York: Palgrave Macmillan.

McCabe, A. & Chang, C. (2013). Introduction. In McCabe, A. & Chang, C. (eds.), 1-6.

McCabe, A. and Chang, C. (eds.) (2013). *Chinese Language Narration: Culture, cognition, and emotion*. Amsterdam: Benjamins.

McCabe, A. (1991). Editorial. *Journal of Narrative and Life History* 1(1), 1-2.

McCabe, A. (1997). Developmental and cross-cultural aspects of children's narration, in Bamberg, M. (ed.), *Narrative development: Six approaches*. Mahawah, NJ: Erlbaum.

Panayiotou, A. (2004). Switching codes, switching code: Bilinguals' emotional responses in English and Greek. *Journal of Multilingual and Multicultural Development* 25(2&3), 124-139.

Pavlenko, A. (2002). Emotions and the body in Russian and English. *Pragmatics & Cognition* 10, 207-241.

Pavlenko, A. (2005). *Emotions and multilingualism.* New York: Cambridge University Press.

Pavlenko, A. (2008a). Emotion and emotion-laden words in the bilingual lexicon. *Bilingualism: Language and Cognition*, 11, 147-164.

Pavlenko, A. (2008b). Narrative Analysis. In Wei, L. and Moyer, M. G. (eds.), *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell Publishing Ltd.

Pavlenko, A. (2008c). Structural and conceptual equivalence in the acquisition and use of emotion words in a second language. *The Mental Lexicon* 3, 92-121.

Segalowitz, N., Trofimovich, P., Gatbonton, E. & Sokolovskaya, A. (2008). Feeling affect in a second language: The role of word recognition automaticity, *The Mental Lexicon* 3, 47-71.

Tsai, J. L., Simeonova, D. I. & Watanabe, J. T. (2004). Somatic and social: Chinese Americans talk about emotion. *Personality and Social Psychology Bulletin* 30(9), 1226-1238.

Wierzbicka, A. (1999). *Emotions across languages and cultures: Diversity and universals*. Cambridge: Cambridge University Press.

Xu, J. (2013). 'Zhongguo xuexizhe yingyu koutou xushi zhong de huayu pinjia yanjiu' [Investigating the appraisal system in spoken English narratives by Chinese EFL learners], *Waiyu Jiaoxue Yu Yanjiu* [Foreign Language Teaching and Research] 45(1), 69-79.

Xu, J. & Jia, Y. (2011). BFSU Qualitative Coder 1.1. National Research Centre for Foreign Language Education, Beijing Foreign Studies University.

Xu, J. & Jia, Y. (2011). BFSU Qualitative Explorer 1.1. National Research Centre for Foreign Language Education, Beijing Foreign Studies University.

Vivian Lee
Department of Linguistics
SOAS, University of London
Thornhaugh Street, Russell Square,
London WC1H 0XG
England

Vivian_Lee@soas.ac.uk

Lu Lu
Department of Linguistics
SOAS, University of London
Thornhaugh Street, Russell Square,
London WC1H 0XG
England

lu_lu@soas.ac.uk