

# Learning Chinese as a Second Language: Emotions and Enjoyment

**Date:** 23 April 2024 (Tue)

**Time:** 10:00-11:30

**Venue:** E33-2036, Faculty of Education

**Language:** English

**Registration:** Online Registration (<https://go.um.edu.mo/a22j8w8u> or  )

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## Speaker:

Prof. Tie Hua TSUNG is a Professor of Applied Linguistics, Chinese Studies and Multilingual Education in the Faculty of Arts and Social Sciences, The University of Sydney, Australia. Prof. Tsung has been a member of UNESCO Asia-Pacific Multilingual Education Leading Group and as a UN Speaker on Multilingual Language Education. Her research interests include second language education, Chinese education, multilingual education, language education policy in Australia and Greater China. She established the initial Bachelor Education and Master Degrees in Chinese teacher education at the University of Sydney and Master Degrees in Teaching Chinese as an International Language at the University of Hong Kong. She was a leader of a number of large research projects funded by the Australian government and the Hong Kong SAR government. She has also published widely on her research areas with research books and journal articles.

## Abstract:

Emotions experienced by Second language (SL) learners are considered to play a key role in the language learning process. Exploring language learners' emotional factors and their roles in facilitating language learning in different contexts has become the focus of much research in recent years. Reeve (2005, p.294) gave a multidimensional definition of emotions as "short-lived, feeling arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events". SL learners' emotions are emergent from the coordination of different aspects of their experiences during the learning process. This presentation will focus on the case of Chinese as a Second Language (CSL) learners. Research findings suggest that the structure of learners' language learning enjoyment may vary in different contexts but for CSL learners in China, especially for these adult CSL learners, a sense of fulfillment is the most effective booster for their learning enjoyment. Implications of the findings provide a better understanding of teaching CSL learners in China.