Emotion-related One-on-one Japanese Online Classroom Study

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Abstract. The development of distance communication technology has sparked discussion on new education models such as one-on-one online study (OOS). However, existing literature on emotion-related Second Language (L2) acquisition draws disproportionately from large-scale classroom studies such as lectures. Such research is often assumed to reveal psychological universals even though emotions have been proven to be a transient and compound experience that is susceptible to environmental changes. Based on the collected interview data, this study filled in the gap of less studied online one-on-one classroom scenarios and explored new perspectives on achievement emotions' relationship with OOS classroom and Asian culture. In this paper, interviews were conducted in Japanese and Mandarin separately to study emotions' function in online one-on-one L2 acquisition. This research found that achievement emotions can be highly culturally, environmentally, and individually based. Finally, suggestions were proposed for future emotion-related one-on-one L2 teaching strategies. This research provided updated findings of new technology-assisted education and emotional variations in OOS, which eventually contributed to understanding how emotions affect the process of second language acquisition.

Keywords: One-on-one study; Online education; Emotions, Japanese; Interview.

1. Introduction

Online teaching has been found to be mandatory but not optional for the majority of students nowadays due to the impact of Covid-19 and its variants (Dhawan, 2020). Attentions were therefore being focused on studies concerning online language learning (OLL) efficiency and evidence was found that the online teaching approach can be equally effective as on-campus study (Moneypenny & Aldrich, 2016; Chamorro, 2018). In spite of the similar learning outcome between online and on-campus study, emotions are argued to be a complex and fleeting experience sensitive to environmental change (Boudreau, MacIntyre, &Dewaele, 2018) and its relationship with online language education is becoming a burgeoning topic (Maican & Cocoradă, 2021).

However, the efficiency of emotion-related OOS among the L2 learners is yet an understudied topic. In order to provide further discussions on this topic and to some debates in current literature, the present study interviewed both teachers and students who have had sufficient experience in Japanese OOS. According to the interview data acquired from this study, four emotions: anxiety, boredom, enjoyment and shame were discussed in this article. The discussions are inspired by the contradictions found in existing empirical research. Interview data were analyzed by two categories (i.e., Teaching and Learning) and four aspects (i.e., causes of emotions, reactions to emotions, influences of emotions and OOS-related emotions).

2. Literature Review

2.1 Theoretical framework

This study selected the control-value theory of achievement emotions (Pekrun, Frenzel, Goetz, & Perry, 2007) as the theoretical framework because it discussed most of the emotions that can affect the process of L2 acquisition and their relationship to different learning outcomes. As displayed in Table 1, the control-value theory proposed two types of outcome focus (i.e., activity and outcome)

and three ways of emotions that can affect the study outcome (i.e., positively, negatively, and ambivalently).

Table 1. Control-value theory Focus and Outcome (√ indicates the selected features)

Emotion	Focus and Outcome				
	activity	outcome	positive	negative	ambivalent
Anxiety		√			√
Boredom	√			√	
Enjoyment	√		√		
Shame		√			√

2.2 Related work

Foreign language anxiety (FLA) is defined as feelings of tension and apprehension related to speaking and listening in language learning (Liu & Jackson, 2008; MacIntyre & Gardner, 1994). Different students express FLA in different ways, such as becoming dumbfounded, sweating, trembling, etc (Liu & Hong, 2021). Many previous studies found that anxiety and study outcomes are negatively correlated and should be minimized in the language class (Teimouri, Goetze, & Plonsky, 2019; Horwitz, 2001). However, the control-value theory of achievement emotions argues that anxiety is ambivalent and is highly motivational based; anxiety caused by utilitarian motivations is likely to lead to a better study outcome (Pekrun et al., 2007). In the study of Gass & Selinker (2008), they also argue that anxiety does not always have a negative impact on L2 acquisition; anxiety can instead be seen to have a curvilinear effect on performance. Additionally, three empirical studies in Japan, China, and Romania even find anxiety has a positive correlation with students' academic performance (Yip, 2021; Cocoradă & MAICAN, 2013).

On the other hand, boredom is regarded to be a negative emotion that has a consistently negative impact on students' studies which the learners should overcome (Pekrun et al., 2007; Macklem, 2015). It is hard for boredom to have a unified definition, as it can be used to express transient dissatisfaction to an extreme, chronic suffering (Fahlman, Mercer, Gaskovski, Eastwood, & Eastwood, 2009). In order to reduce boredom and keep students less monotonous, a more engaging class should be designed by educators (Xie, 2021).

When it comes to foreign language enjoyment (FLE), it is seen as a positive emotion and can increase students' engagement in-class activities and their performance in L2 acquisition (Pekrun et al., 2007). Interestingly, recent research provided a further discussion on the relationship between FLE and FLA, suggesting they are two independent emotional factors (Liu & Hong, 2021), but the research of Resnik & Dewaele (2021) found that FLE and FLA were positively correlated in the language classroom. Therefore, the debatable hypothesis that students could have any stochastic score in Foreign Language Classroom Anxiety Scale (FLCAS) and Foreign Language Enjoyment Scale (FLES) with little correlation between these two emotions still needs to be tested. This research attempted to provide discussions in the interview about the relationship between FLE and FLA and proposed anxiety-related teaching approaches that should be taken by the teachers during the OOS.

According to the definition of shame in control-value theory, 'shame' is an ambivalent emotion like anxiety and should be analyzed case by case. As a complex self-conscious emotion, Gilbert (1998) argues that shame is divided into two types (i.e., internal shame and external shame). This intrinsic complex nature and the culture-based varying definitions of this emotion are likely to be the cause that most empirical research on shame is hampered (Galmiche, 2018). To the authors' knowledge, there is little existing empirical research done to study the effect of shame or embarrassment on

students' academic performance in L2 acquisition. This study aimed to bring a new discussion about how students from the Asian cultural sphere regard and react to shame.

As for the emotion-related teaching strategy, it is well-known that experienced teacher will skillfully conceal their negative emotions (Morris & King, 11) as teachers' emotions are closely linked to students' emotions and their academic performance (Van Uden, Ritzen, & Pieters, 2014; Srinivasan, 2015). Nevertheless, in a one-on-one study classroom, teachers need to pay attention to their own emotions and students' emotions to adjust their teaching strategy. This fundamental difference between lecture and OOS forced teachers to value the previously neglected individual's emotional states in a traditional class and create a new teaching approach in the modern OOS.

3. Interview

3.1 Method

3.1.1 Aims of the Study

This study was intended to explore the effectiveness of Japanese OOS and the impacts of four achievement emotions on students' Japanese learning activities and outcomes in OOS. More specifically, the following research questions were studied:

Is Japanese OOS more effective than lectures?

What are the differences in students' experience of feeling joyful, anxious, ashamed and bored in Japanese OOS and lectures? What are the causes for these emotions and differences?

What influences do these emotions exert on students' learning activities and outcomes?

Do students show their emotions in class and can teachers perceive students' emotions and accordingly adjust their teaching strategies?

3.1.2 Participants

Teaching group: Four native Japanese teachers (2 females and 2 males) who hold a Japanese teaching certificate and have more than ten years of teaching experience were interviewed remotely from Japan. The mean age of the Japanese teachers was 41.7 years, and they are all working as Japanese teachers for Chinese Students in a Japanese education institution.

Learning group: Thirty-six native Chinese students (22 females and 14 males) with various Japanese proficiency levels and online study experience were interviewed remotely from China. The mean age of the Chinese students was 22.9 years (SD=1.9), and they are all students of the teachers in the teaching group.

3.1.3 Interview questions

The interview is conducted as a semi-structured individual interview to generate comparable data while keeping the flexibility to ask additional questions (Galletta, 2013). Interview questions are designed to include the participants' opinions about their emotional experience and attitude toward it. In order to investigate the relationship between emotion and Japanese OOS, participants are instructed to answer the following interview questions:

1). Which one would you regard as more effective in Japanese learning, OOS or lectures? Why is this the case?

2). Which one do you find more enjoyable, Japanese OOS or Japanese lectures? What might be the cause of this feeling?

3). Which learning model makes you more anxious, Japanese OOS or a lecture? What are the causes of your anxiety in Japanese OOS?

4). Do you find yourself to be more efficient in learning if you were experiencing a certain level of anxiety? If yes, to which degree do you think would be best for your study? If no, how does anxiety impede your learning?

5). When will you find the experience of anxiety increase or decrease during the class? What do you think could be the cause of this change?

6). Have you ever been bored in Japanese OOS? Would you please describe your experience if that ever happened? What do you think might be the causes for your boredom in Japanese OOS?

7). Do you have the experience of feeling ashamed or embarrassed during class or during your own self-study time? What do you think could be the cause of it?

8). Do you think that feeling ashamed of your academic performance influences your study performance? If yes, is it mainly negative or positive? Why do you think so?

9). Have you ever tried to conceal your negative emotions from your teacher? Why?

10). Please provide two of your most frequently appearing feelings in your Japanese OOS.

The transcribed student answers were further assessed by the teaching group because of the following three aims in this study: 1) To investigate emotional effects on students from teachers' perspectives. 2) To study if teachers can perceive students' emotions. 3) To determine if teachers will adjust teaching strategies according to students' emotional signs. Teachers' comments on students' answers were discussed in the discussion section.

All the interview conversations were transcribed but only typical answers were presented in this article. This study mainly uses a qualitative approach but quantitative analysis was also implemented to a lesser degree. The qualitative approach in this research adopted an analysis schedule such as condensed meaning unit, code and category discussed in (Bengtsson, 2016), while the quantitative analysis includes the categorizing of subjects' responses and calculating the percentages.

3.1.4 Procedure

The learning group was interviewed individually and the teaching group was interviewed as a focused group. All participants were instructed to sit in a quiet room and conduct a remote interview with the primary investigator of this study. Every participant in this study was informed that only their voice would be recorded and they would only be referred to by pseudonyms in this study. Verbal consent for participating in this study was acquired and recorded before the start of the interview.

Due to most of the participants being monolingual or less fluent bilingual, it is necessary to minimize the misunderstanding and lower subjects' cognitive burden by interviewing participants in their native languages. The interview was conducted in Japanese for the teaching group and then Mandarin was used to interview the learning group.

3.2 Analysis and results

All the participants agree that Japanese OOS is more effective than the traditional classroom teaching, because OOS is more individually adapted (Question1). Thirty participants (83%) of them mentioned that the tasks in traditional classes were occasionally monotonous or too demanding, resulting in less productive learning. In contrast, the teaching in OOS was often in accordance with their competence. Most participants reported that the worry of not being able to respond appropriately to their teachers' questions motivated them to be more engaged in OOS. The representative responses are illustrated as follows:

• Respondent 4: OOS is more effective as I can learn at my own pace, and it is easier for me to tell the teacher my struggle and ask for help.

• Respondent 7: It is common that there are dozens of students in a traditional class and it is impossible for teachers to detect everyone's mistakes. By contrast, in OOS, I have more chances to practice my oral Japanese and teachers can point out most of my mistakes.

• Respondent 21: I find OOS more effective because I have to concentrate for the whole class, which is quite different from the traditional class where I often get distracted without being noticed by the lecturer.

When it comes to the experience of enjoyment in Japanese OOS and traditional classrooms (question2), every interviewee confirmed they were more joyful in OOS. The majority of them attributed it to the frequent teacher-student interaction and the higher sense of achievement in OOS, and six claimed in OOS they felt more relaxed and willing to practice their oral Japanese as they were free from being ridiculed by their peers. The following responses exemplify these issues:

• Respondent 2: I enjoy OOS more because I can interact with my teacher, making learning more enjoyable. When I get confused, I can interrupt the teacher, and he often explicates the question until I am clear.

• Respondent 15: I find OOS more enjoyable, as I learn more efficiently, and I can get more sense of fulfillment.

• Respondent 19: I am more joyful and relaxed in OOS. Speaking another language always makes me a little nervous. I would feel embarrassed in traditional classroom study if I did not speak well. However, in OOS, without classmates around, I am at ease when the teacher corrects me, especially when I make certain mistakes in pronunciation and grammar repetitively.

As for the experience of anxiety(question3), six (17%) participants stated they were less anxious in OOS than in a traditional classroom, twenty-six (72%) confirmed to be more anxious, and four (11%) felt equally anxious. The main reason for a higher level of anxiety was that they worried· significantly more about being unable to answer questions and making mistakes in speaking Japanese in OOS, as presented in the following examples:

• Respondent 12: I am more anxious in OOS because in a traditional class, I do not need to answer questions frequently, while in OOS I have to respond to the teacher all the time. It is hard for me to express my ideas clearly in Japanese and I also worry about my pronunciation.

• Respondent 28: I feel stressed in OOS because I would be pretty embarrassed if I could not answer the questions. In a traditional class, sometimes my classmates may help me, but in OOS, I am alone.

When asked whether a certain degree of anxiety was beneficial to their study (question 4), only two (6%) participant said anxiety had only adverse effects. In contrast, all the rest thirty-four (94%) learners claimed that anxiety within a reasonable level was necessary for them. When they felt a little anxious, they were more motivated to get prepared for and concentrate on their learning. Four of them also mentioned if the anxiety stemmed from their own willingness to learn and perform well, it was positive. However, if the anxiety were fostered by some external factors, such as expectations of family members and highly demanding criteria, they would feel unduly stressed, which was sure to impede their study. The following responses are representative:

• Respondent 1: I become more motivated and active in learning when I experience a certain degree of anxiety. I would make more efforts to perform well and avoid possible errors.

• Respondent 6: If the anxiety does not induce unbearable stress, I consider it to be helpful. For example, when I couldn't answer my teacher's question, I would feel anxious, and this anxiety forced me to be more focused in class.

• Respondent 19: A certain degree of anxiety is beneficial to me, because it motivates me to figure out the problems and spend more time preparing for the lesson. Of course, too much anxiety is unacceptable, as it may lead to heavy mental pressure.

• Respondent 24: When I am anxious, I become more self-disciplined and more concentrated in learning, but when I am totally relaxed, I become less efficient.

According to the collected data, most learners indicated their anxiety was higher in the midst of the class and dropped toward the end. Sixteen (44%) participants experienced a higher level of anxiety (question5) when they were called on to answer questions, especially when they had no idea about them. Ten (28%) claimed their anxiety increased when they could not communicate fluently in Japanese. Six (17%) participants connected being more anxious with unfamiliar topics, and they tended to be more relaxed when talking about things they were familiar with. Also, four (11%) participants found themselves more anxious about making mistakes that had been emphasized several times by their teachers. Here are some typical remarks:

• Respondent 1: In Japanese OOS, I become more anxious when I do not know the answers to my teacher's questions and when I make repetitive mistakes.

• Respondent 10: I become more anxious when I cannot express my opinions in Japanese fluently, and when I become fluent, my anxiety decreases.

• Respondent 18: When the teacher introduces a topic that I have never encountered before, I get more nervous and anxious, but if I am familiar with it, I would feel more comfortable talking about it.

Moving on to boredom in Japanese OOS (question 6), fifteen (42%) participants had the experience of being bored when they were not interested in the topic being discussed or when the teaching was not attractive. Oppositely, twenty-one (58%) claimed they had never sensed this emotion, as the frequent interaction made them highly engaged in the class. Among those who had ever felt uninterested, just one participant mentioned he would suggest moving on to another topic. Some representative answers are listed below:

• Respondent 11: When I can predict what the teacher will say next, I feel bored.

• Respondent 15: Generally, I do not find Japanese OOS to be boring because I have to listen to my teacher attentively and get prepared to answer questions, which means I do not have the chance to get bored.

• Respondent 16: I have never felt bored in Japanese OOS, because I talk with my teacher almost for the whole class, and when I'm not too fond of the topic, I would tell my teacher directly, which is impossible in the traditional class.

• Respondent 20: When the topic of the lesson is uninteresting, and the teacher speaks in a monotonous way, I get bored.

The following two questions were related to the experience of shame (question7 and 8). Twenty-five (69%) participants reported they had such emotion in Japanese OOS, while eleven (31%) denied it. The main reason for the feeling of shame was that they did not make adequate efforts in their learning and their performance was unsatisfactory. Twenty-one (58%) participants considered a certain degree of shame as an incentive, which was favorable to their learning, as it encouraged them to make progress. On the contrary, only two (6%) participant believed shame was damaging. Thirteen (36%) participants discussed both the positive and negative aspects of being shameful. They were motivated by this emotion when it was generated by their own dissatisfaction with their performance with the belief that they could do a better job. However, if the shameful feeling were brought about by teachers' harsh criticism or even humiliation, they would lose confidence and develop a negative attitude. The following are some typical excerpts:

• Respondent 9: As a person with high self-esteem, I often work harder when I feel ashamed in my study, so I consider this emotion helpful.

• Respondent 13: If the feeling of shame is aroused from the dissatisfaction with my academic performance, I would introspect, sort out my problems, and then endeavor to improve. However, if negative remarks from my teacher made me shame, I am more likely to get weary of his class. In this case, shame is detrimental to my study.

• Respondent 24: The feeling of shame exerts a positive influence on my study because it motivates me to make progress in proving that I am competent. I do not want to be despised so that I will perform better.

The qualitative data analysis revealed that most of the participants tried to conceal their feeling of negative emotions in their Japanese OOS (question 9). In consideration of their teachers' feelings, twenty (56%) participants hid their boredom, even though the teaching was unattractive. Nine (25%) participants preferred to be regarded as confident and unwilling to spread their negative emotions to others, especially teachers. The other seven (19%) learners expressed their feelings directly to their teachers. Some typical comments are as follow:

• Respondent 1: My teacher in Japanese OOS is understanding, and he always comforts me when I am in a bad mood, so I do not conceal my emotions.

• Respondent 13: Even when the class is boring, I would not show my impatience considering the teacher's efforts.

• Respondent 14: Sometimes, I feel anxious and unwilling to learn, but I pretend to be attentive in the class.

• Respondent 27: It is not polite to show negative emotions to teachers and elders, especially when we are not close, so I always try to conceal them.

When requested to describe two of the most frequently felt emotions (question 10) in their Japanese OOS, participants mentioned enjoyment sixteen times (22%), happiness fifteen times (21%), anxiety thirteen times (18%), excitement eight times (11%), nervousness five times (7%), both relaxation and shame four times (6%), boredom three times (4%), restlessness twice (3%) , trust and curiosity once (1%), as is demonstrated in Fig.1.

4. Discussion

4.1 The effectiveness of Japanese OOS

The one-on-one study has become a widespread phenomenon in many developing countries and it is proven to have a significant impact on students' learning outcomes (Dang, 2007). All the participants in this study reported that OOS is more rewarding than a traditional Japanese class as it is more individually focused and flexible. However, it should be noted that all the participants in this study are adults and they are taking Japanese OOS voluntarily, which indicates their high leaning motivation. The teaching group commented that although OOS is considered more effective than the traditional class, one should not assume that OOS will inevitably lead to a better study outcome because there is little they can do if students themselves are not motivated.

4.2 Enjoyment in Japanese OOS classroom

In the second interview question, every interviewee confirmed they were more joyful in OOS compared to a traditional class. The source of this joyfulness is reported by most of the students to be a sense of achievement or engagement they experienced in the course. This finding shows that positive emotions do not always have a one-way function in promoting study efficiency, as good study feedback can also facilitate positive emotions. The teaching group commented that they think students enjoy Japanese OOS more since they can choose the topic they want to discuss in class.

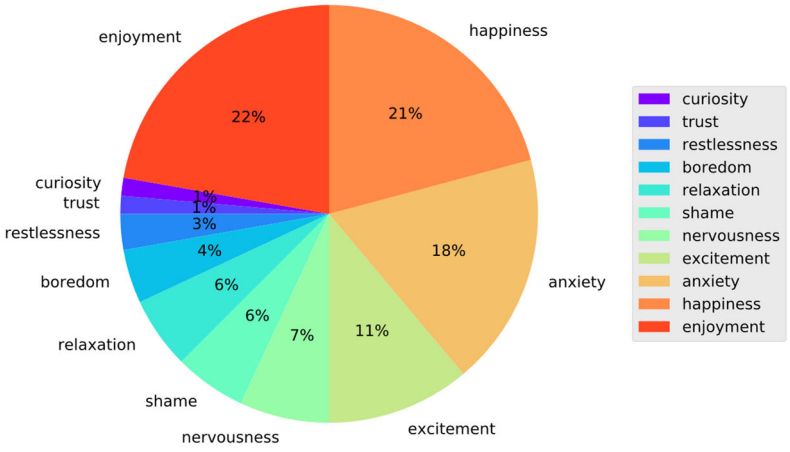


Figure 1. Statistical Illustration of Students' Most Frequently Appearing Feelings in Japanese OOS

4.3 Anxiety in Japanese OOS classroom

For the experience of anxiety, most of the students reported that they felt more anxious in OOS than in a traditional class because they will need to answer questions frequently in their L2 during the OOS. According to research such as (Öztürk & Gürbüz, 2013), the continuous anxiety students experience in OOS is likely to be caused by the fact that speaking is the most anxiety-inducing activity in L2 classrooms. In addition, the degree of fluency can also be a vital factor in deciding anxiety level.

As the teaching group mentioned: 'the anxiety level I observed usually depends on students' language proficiency level and the more fluent a student is, the less anxious they will be.'

4.4 Students' opinions about anxiety

Almost every interviewee's opinion on the function of anxiety suggested a moderate degree of anxiety was beneficial to their study with only one exception saying anxiety has pure adverse effects on the study. This finding agrees with the definition of anxiety proposed by the control-value theory which argues anxiety is an ambivalent emotion. Nevertheless, the anxiety this question refers to is outcome-oriented, as proposed by (Pekrun et al., 2007) but not the spontaneous fight or flight alike experience like sweating or trembling. This research would like to highlight that teachers should not try to induce students' anxiety in class as it is most likely to impede students' performance in class. Only moderate outcome-oriented anxiety aroused by students' own motivation to learn better might become a positive emotion in the L2 study. The teaching group's opinion agrees with this finding by pointing out that students' anxiety should not be forced as the anxiety will be helpful only when students can respond to it positively.

4.5 Students' anxious experience

Most of the students' answers to the 5th question suggest that their anxiety was higher in the midst of the class when they were highly engaged and frequently asked to answer questions. In addition, students' opinions about enjoyment in question 2 indicate the majority of the participants were more joyful in OOS due to their constant interaction with the teacher. This means that learners can be anxious and joyful at the same time. Moreover, the respondents also confirmed their anxiety declined toward the end of the class, which can be explained by the fact that at the end of the class, teachers often make a summary of the lesson taught and assign some after-class tasks, which entails few questions for students, making them more relaxed. Though it is still not clear if these two emotions are correlated, the results from this study suggested that these two emotions are highly compatible and would likely appear synchronously when the study is intense and the student is focused.

This finding could be another good illustration of the flow theory (Nakamura & Csikszentmihalyi, 2009), in which anxiety will gradually shift to arousal when students' skill level increases. It should be noted that research has shown that the flow theory also works excellently in a distance learning environment (Liao, 2006) which means it could be applied to the OOS teaching strategy. Given that anxiety and arousal are categorized as two close states, it would be inevitable for students to experience a little anxiety if they want to reach the 'flow' state and eventually gain great pleasure in the language class. Therefore, this study would suggest that teachers treat these two emotions critically and acknowledge that a bit of anxiety can sometimes indicate that students are experiencing the arousal state and are preparing to enter the 'flow'.

4.6 Boredom in Japanese OOS classroom

The subjects' comments on their experience of being bored varied significantly. Approximately half of them never felt bored in OOS while others experienced boredom when they were being taught something they had already known. The reason those students who claimed never felt bored during the class is universally agreed to be the high engagement property in OOS. This finding agrees with the control-value theory and (Xie, 2021) that boredom can be caused by a lack of interactivity and challenge in class. According to the teaching group's comment, they did see students being bored. They mentioned several cases when students were forced by their parents to learn Japanese when themselves are interested in Japanese courses. A teacher said: 'In that case, there is nothing we can do to stop them from feeling bored.'

4.7 Shame in Japanese OOS classroom

Over half of the participants reported they have experienced shame or embarrassment about their academic performance. The primary reason students felt shame was that they thought they did not

make enough effort in their studies and believed their performance was unsatisfactory. The teaching group mentioned they could often see a student being embarrassed during the class and they would change the topic or difficulty of the in-class task when they observed this emotion.

4.8 Students' opinions about Shame

As for shame's influence on L2 acquisition, above half of the participants considered a certain degree of shame as an incentive as it encouraged them to make progress, which matches with the definition of shame being ambivalent in the control-value theory. The other four participants regarded shame as ambivalent, and only one participant believed shame is harmful to students' studies. In other words, almost every student in this study believes that shame can be an incentive if it comes from their own desire to improve their Japanese, which can be considered as the internal shame described by (Gilbert, 1998). This finding contradicts to previous findings like (Galmiche, 2018) which argues that shame is a devastating and toxic emotion to L2 learners.

The authors believe that this contradiction is highly likely to be caused by the cultural differences between western and Asian students. In (Galmiche, 2018), interview data shows no french student reported shame as being appropriate as it does not foster the desire to move on. However, in this study, almost every Chinese student and Japanese teacher acknowledged that shame has positive aspects which can potentially be an incentive for students' study. This finding is supported by (Wang et al., 1991), which reported that Chinese students have more diverse shame experiences than American students. Additionally, the most critical influence of shame was found by this research to be a positive effect on improving improper behaviors.

4.9 Teachers' perception of students' emotions

Teachers' behaviors and students' emotions are strongly correlated (Titsworth, Quinlan, & Mazer, 2010), which means if teachers perceive students' negative emotions and adjust their teaching behaviors in response to these emotional signs and give them some support, the quality of the lesson can be improved. However, most participants claimed they had concealed their negative emotions involuntarily or deliberately, as shown in question 9. The teachers in our interview confirmed that unlike in the traditional class where it was difficult for teachers to perceive every student's emotion, they always paid attention to students' emotional variations in OOS and thereby modified their instructional behaviors. Nonetheless, whether the students' concealed emotions were perceived was not sure. Therefore, if students are instructed and encouraged to express their negative emotions appropriately to their teachers, they will have better learning in Japanese OOS, as mentioned by respondent 1.

4.10 Emotions in Japanese OOS

Finally, this study found positive emotions such as enjoyment and happiness to be the most frequently appearing emotions in OOS. Emotions like anxiety or excitement were also often experienced by students. Given that most of the emotions that appear in OOS classrooms are positive, this study would like to suggest that teachers should pay attention to students' anxiety in their OOS classrooms. This research does not encourage teachers to take anxiety as a toxic emotion, but teachers are recommended to control students' anxiety level when it exceeds to be moderate.

5. Conclusion

The present study conducts interviews with both students and Japanese teachers about their experience in one-on-one Japanese classrooms in light of students' emotional status in OOS and traditional class could be significantly different. Indeed, it was found that students are more likely to experience positive emotions like enjoyment and ambivalent emotions like anxiety in OOS. This research concludes that Asian students and teachers are more likely to think or react to ambivalent emotions like anxiety or shame in a positive way, potentially fostering higher motivation in language

learning. According to the results of this study, it is argued that teachers should take advantage of the unique feature of OOS and monitor students' emotions closely during the class. This study proposed recommendations to teachers and discussed teaching strategies in OOS classrooms.

However, due to the limited sample size, the findings of this qualitative research cannot be generalized into the further discussion on the topic between emotions and one-on-one studies. Therefore, this research call for further quantitative research to investigate topics between achievement emotions and one-on-one study. Additionally, students' cultural background should also be considered in current L2 acquisition research as it might impact students' academic performance in a subtle but significant way.

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