

ARTICLE



## Pride and shame in CALL: Links to appraisals, engagement, and performance

*Kaiqi Shao\**, Northwestern Polytechnical University

*El Makki Amiri*, Mohammed V University in Rabat

*Gulsah Kutuk*, University of Portsmouth

### Abstract

*Guided by the control-value theory of achievement emotions, this study examines the relationships among two understudied foreign language emotions, namely pride and shame, control-value appraisals, engagement, and performance in a Computer-Assisted Language Learning (CALL) setting. A total of 652 Chinese university students from a massive open online course (MOOC) participated in the study. Structural equation modeling (SEM) results showed that control and value appraisals positively predicted pride but negatively predicted shame. Pride positively predicted each of the three dimensions of engagement (i.e., cognitive, emotional, and behavioral) while shame negatively predicted these dimensions, except for cognitive engagement. Emotional and behavioral engagement, but not cognitive engagement, positively predicted performance. Pride and shame mediated the relationship between control-value appraisals and emotional and behavioral engagement, which, in turn, mediated the relationship between pride or shame and performance. By contrast, pathways through cognitive engagement were not significantly linked to performance. Overall, pride and shame, along with emotional and behavioral engagement rather than cognitive engagement serially mediated the relationship between control-value appraisals and performance. We discuss the implications for language teachers and highlight the importance of addressing pride and shame, alongside their appraisal antecedents and learning outcomes in CALL.*

**Keywords:** pride and shame; appraisal; engagement; performance

**Language(s) Learned in This Study:** English

**APA Citation:** Shao, K., Amiri, E., & Kutuk, G. (2026). Pride and shame in CALL: Links to appraisals, engagement, and performance. *Language Learning & Technology*, 30(2), 224–241.

<https://doi.org/10.64152/10125/73688>

### Introduction

Emotions play a crucial role in language learning and development as they influence learners' cognitive, motivational, and behavioral processes in several ways (Kruk & Pawlak, 2022; Shao et al., 2019). Although research in foreign language (FL) learning has extensively examined emotions such as anxiety, enjoyment, and boredom (Dewaele et al., 2023; Shao & Kutuk, 2024), the role of other emotions has remained relatively underexplored (Shao et al., 2026). Among these, self-conscious emotions such as pride and shame have received limited attention despite their potential impact on students' self-perceptions, engagement, and persistence in FL learning. Empirical evidence, for instance, suggests that FL pride may increase motivation and engagement, and foster positive learning behaviors (Khajavy & Lüftenegger, 2024), whereas FL shame may lead to self-doubt and disengagement and reduced willingness to participate in learning tasks (Teimouri, 2018). Together, these findings highlight the importance of examining pride and shame more closely in FL learning.

Pride and shame are distinct from other achievement emotions in that they are closely tied to self-

\* **Corresponding Author:** Kaiqi Shao, [shaokaiqi@aliyun.com](mailto:shaokaiqi@aliyun.com)

evaluations and social comparison processes (Tracy & Robins, 2004). In FL learning, these emotions are especially relevant as language learning is inherently evaluative, involving constant judgments of performance. Learners are often assessed through speaking tasks, written assignments, and feedback during their language learning process (Phakiti & Leung, 2024). Such evaluative experiences can elicit pride when performance meets or exceeds expectations or shame when it falls short. Despite this high relevance, little systematic research has examined how pride and shame interact with their antecedents and learning outcomes in FL learning, particularly in computer-assisted language learning (CALL) environments in which the nature of appraisal processes may differ (Teng & Pan, 2024).

Unlike face-to-face classrooms, CALL environments place greater demands on learner autonomy, requiring students to engage in self-regulated learning, navigate asynchronous feedback, and interact with automated assessment systems, all of which introduce unique emotional challenges (Bashori et al., 2022; Kruk & Pawlak, 2022). The interactive, gamified, and often solitary nature of CALL can induce feelings of pride when students experience success independently, or shame when they encounter failure, particularly because responsibility for progress rests more squarely on the learner. Given the growing reliance on CALL, it is essential to understand how such emotions arise in these settings and how they, in turn, influence critical aspects of learning, including motivation, engagement, and performance.

Control-Value Theory (CVT; Pekrun, 2006, 2024) provides a comprehensive framework for explaining pride and shame in relation to appraisals, engagement and performance in CALL. According to CVT, students' perceptions of control over learning and the value they assign to tasks (control-value appraisals) are primary antecedents of emotions, which, in turn, influence engagement and academic performance (Pekrun & Linnenbrink-Garcia, 2022). Within this framework, pride and shame can be conceptualized as emotional mediators while engagement functions as the motivational mediator, which links cognitive appraisals to learning outcomes. Variations in control-value appraisals are therefore expected to elicit different emotional responses, which in turn influence learners' engagement and performance.

Applying CVT to CALL contexts is particularly relevant because these environments often alter learners' perceptions of control and task value. For instance, in CALL settings, flexible pacing, learner autonomy, limited immediacy of social interaction, and the delayed or impersonal nature of instructor feedback may simultaneously enhance or undermine learners' perceived control over learning outcomes or diminish task value they attach to activities (Shao & Kutuk, 2024). This, in turn, may trigger emotions such as pride when appraisals are high, or shame when they are low with positive and negative implications for engagement and achievement, respectively. Yet, there is little empirical evidence on how control-value appraisals influence the two self-conscious emotions in online language learning or how these emotions, in turn, influence engagement and achievement. The present study aims to address this gap by taking initiative to investigate pride and shame in a hybrid online language course at the tertiary FL context of China, focusing on their relations with appraisals, engagement, and performance. It not only provides valuable insights into emotional diversities in CALL and informs the design of emotionally responsive and effective online environments, but also contributes to the broader discourse on the complex dynamics of learners' emotional experiences in technology-enhanced language education.

## Literature Review

### Control-Value Theory of Achievement Emotions in SLA

Control-Value Theory (CVT; Pekrun, 2006, 2024) is a multidimensional framework designed to explain achievement emotions, which are defined as emotions directly linked to learning activities and academic outcomes. CVT offers a useful framework for examining the ways in which emotions arise and influence cognitive, motivational, and behavioral processes in educational settings. According to CVT, control-value appraisals, which refer to students' perceptions of control over learning outcomes and the subjective value they assign to tasks, are the proximal antecedents of achievement emotions. Different combinations of control and value elicit distinct achievement emotions, which, in turn, influence key learning outcomes,

including engagement and performance (Pekrun & Linnenbrink-Garcia, 2022). Furthermore, CVT categorizes discrete emotions based on three key dimensions: object focus (activity vs. outcome), valence (pleasant vs. unpleasant), and activation (activating vs. deactivating).

CVT has been extensively applied in general education (see Camacho-Morles et al., 2021), offering valuable insights into how students' perceptions of control and value shape achievement emotions and learning behaviors. Its application in FL learning, however, is limited, particularly regarding the relationships between control-value appraisals, achievement emotions, and learning outcomes. Although research in FL learning has examined achievement emotions, such as enjoyment, anxiety, and boredom (Shao et al., 2023), self-conscious emotions, including pride and shame, have received comparatively little attention, despite their potential impact on motivation, engagement, and performance.

Within CVT, engagement is conceptualized as a core construct mediating the relationship between achievement emotions and academic performance (Pekrun & Linnenbrink-Garcia, 2022). As a multidimensional construct, engagement encompasses behavioral, emotional, cognitive, and social dimensions that together sustain effort, persistence, and learning success (see Hiver et al., 2024). Achievement emotions play a crucial role in shaping each dimension of engagement and influence how learners interact, invest emotionally, and regulate their learning processes. For instance, positive activating emotions, such as pride, can increase motivation and effort, thereby fostering higher engagement and academic success. In contrast, negative activating emotions, such as shame, generally hinder cognitive, emotional, and behavioral engagement, leading to lower achievement, although in some cases, they may motivate students to invest effort in avoiding failure (Pekrun et al., 2011). Therefore, it is important to examine how these self-conscious emotions and their appraisal antecedents influence different dimensions of engagement in FL learning in general and in online environments in particular, where limited interaction, delayed communication, peer comparison, and performance evaluations pose multifaceted challenges to learners' language development.

With the rise of CALL in FL education, particularly following the COVID-19 pandemic, which accelerated the shift toward online and hybrid learning environments, researchers have extended CVT-based investigations to CALL contexts. Empirical studies have shown that students' emotions are linked to engagement (Ding & Zhao, 2020), control-value appraisals (Shao & Kutuk, 2024), self-regulation (Teng & Pan, 2024), and academic performance (Zhao et al., 2022). For instance, Shao et al.'s (2023) study found that higher teacher ICT competence increased students' enjoyment while reducing anxiety and boredom through control and value appraisals in the online EFL learning context during the COVID-19 pandemic. Ebn-Abbasi et al. (2024) reported that enjoyment and anxiety mediated the relationships between language mindset and each dimension (cognitive, emotional, behavioral, and agentic) of engagement among Iranian EFL learners. Furthermore, Zhao et al.'s (2022) research demonstrated that boredom and learning behavior serially mediated the relation between control appraisal and achievement in a language MOOC. Although these studies did not investigate pride and shame in CALL, they provide empirical support for further research that explores the links between the two focal self-conscious emotions, control-value appraisals, engagement, and performance in technology-based language learning.

### **Foreign Language Pride and Shame**

Pride and shame are among the most frequently experienced emotions in academic settings (Pekrun, 2006; Shao et al., 2020). Within CVT, the two emotions differ in valence but share a retrospective outcome focus, meaning that they arise in response to perceived successes or failures in past performance. Pride is a pleasant, activating emotion that occurs when students attribute success to personal effort, ability, or other internal factors (Pekrun, 2024). In FL learning, pride arises when students feel in control of their previous language achievements, which they subjectively value. This positive experience can enhance self-worth, motivation, and future engagement in language learning (Shao et al., 2026). For instance, a student who performs well on an important language exam and attributes their success to diligence and proficiency is likely to experience pride, which reinforces motivation and sustains engagement in further language activities. By contrast, shame is an unpleasant, activating emotion that

arises when students attribute failure to internal, uncontrollable factors such as intelligence or ability (Pekrun, 2024). In FL learning, shame may arise when students lack control over past language outcomes that they attach high value to. For example, students who believe their language exam failure reflects personal inadequacy or a lack of innate ability may experience shame, which can trigger avoidance behaviors, withdrawal, or disengagement from learning.

Although pride and shame may exert a comparable influence on language learners' psychology, behaviors, and performance, their roles in language learning are often underestimated. Among the paucity of studies addressing these two emotions in FL learning, pride has been found to be positively related to control-value appraisals, motivation, engagement, self-regulation strategies, and performance (Derakhshan & Yin, 2025; Shao et al., 2020), whereas shame generally shows negative correlations with these factors (Shao et al., 2026). Importantly, Khajavy and Lüftenegger (2024) made a pioneering attempt to conceptualize pride in the FL context by synthesizing existing theories. Drawing on their framework and qualitative study, they developed a Foreign Language Pride Scale (FLPS), comprising four dimensions: self, social, praise, and help. Quantitative results supported the internal validity of the FLPS as a hierarchical construct and demonstrated its external validity through positive correlations with self-efficacy, interest, and willingness to communicate (WTC). Meanwhile, Teimouri (2018) conducted one of the first studies to examine FL shame in detail and developed a scale based on Tracy et al.'s (2007) theory in social psychology. Qualitative and quantitative findings evidenced the pervasiveness of shame in an FL context, and attested to the reliability and validity of the FL shame scale. FL shame was also found to be negatively associated with intended effort, attention, WTC, and language grades.

Within an online language learning environment, Teng and Pan's (2024) study found that pride was positively associated with self-regulation and performance, while shame showed a negative relationship with these outcomes. In an AI-mediated language instruction setting, Yang and Zhao (2024) reported that students employed various appraisal-related strategies to regulate their positive emotions (e.g., pride) and negative emotions (e.g., shame) during FL learning activities. Overall, these findings support the unique and significant roles of pride and shame in FL learning and highlight the need for further research to better understand the constellation of these two emotions in FL classrooms, especially in online language contexts. To our knowledge, the present study is the first to investigate the complex relations between two self-conscious emotions, namely pride and shame, along with their appraisal antecedents and their links to engagement and learning outcomes in CALL.

### **Engagement in Language Learning**

Engagement is widely recognized as a key determinant of student learning and academic success across various educational domains, including FL instruction (Hiver et al., 2024). Although it is conceptualized as a multidimensional construct that may include two to five subdimensions, cognitive, emotional, and behavioral engagement are the most widely acknowledged and studied (Fredricks et al., 2004; Hiver et al., 2021). Cognitive engagement reflects the mental effort and strategic behaviors students employ to master complex learning concepts. Emotional engagement refers to students' affective responses to learning tasks, instructors, and peers. Behavioral engagement relates to active participation in academic and social activities (Skinner, 2009).

A growing body of research highlights the importance of engagement in FL learning, revealing links to teaching factors, appraisals, emotions, and academic achievement (Derakhshan et al., 2024; Reinders & Nakamura, 2022; Zhao et al., 2022; Zhou et al., 2023). Importantly, engagement does not operate in isolation but may act as a mediating mechanism between FL emotions and performance, which further emphasizes its role as a key process linking students' emotional experiences to language outcomes. For instance, Wang et al. (2023) found that engagement played a significant mediating role in the relationship between FL enjoyment, anxiety, and boredom, respectively, and language achievement. However, using the same design, Tsang and Dewaele's (2023) study showed that engagement did not mediate the relationships between each of the above three emotions and L2 proficiency. Such inconsistent findings highlight the need to further explore the mediating relations between emotions, engagement, and

performance in FL learning environments.

In the online language learning context, Ding and Zhao (2020) found that, in general, positive emotions (i.e., enjoyment and excitement) were positively related to students' multi-task engagement in MOOCs, whereas negative emotions (i.e., boredom and annoyance) were negatively related to engagement. Moreover, assignment engagement mediated the relationships between emotions, video engagement, and self-perceived performance. More recently, Yang and Li's (2024) study demonstrated that perceived control, intrinsic value, and pride positively influenced engagement, while boredom and anxiety had negative effects among Chinese undergraduates enrolled in a language MOOC. In addition, FL pride and FL boredom differentially mediated the relationships between each dimension of appraisal and engagement.

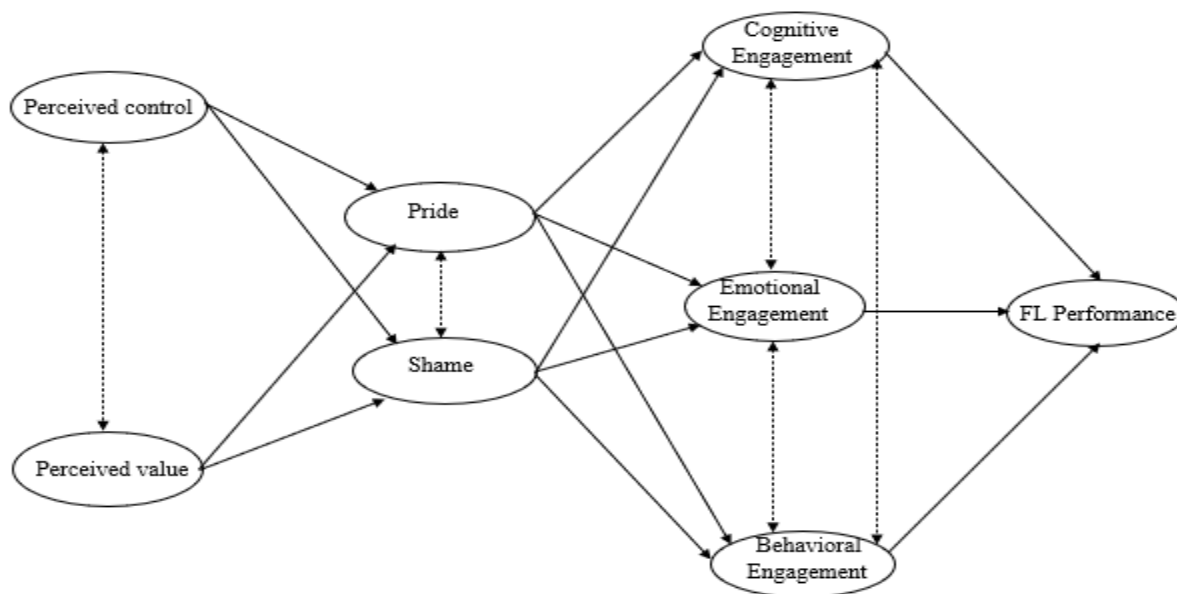
While these findings have provided valuable insights into our knowledge about the interaction between engagement and its correlates in CALL, they also have several limitations that warrant further investigation. First, most of these preliminary studies employed an aggregated scale to measure L2 engagement, which failed to capture the differential effects of emotions on each dimension of engagement. Second, no studies have simultaneously examined engagement alongside the self-conscious emotions of pride and shame. Such simultaneous assessment enables the mapping of differential pathways from each self-conscious emotion to distinct forms of engagement and, therefore, informs more precise pedagogical strategies in CALL. Third, the existing findings only partially supported, albeit in a fragmented manner, the mediation assumptions between control-value appraisals, emotions, engagement, and achievement, as posited by CVT (Pekrun & Linnenbrink-Garcia, 2022). However, the potential chain mediation effects among these focal variables remain unknown. The present study aims to address these research gaps in the literature.

## The Hypothesized Model

Drawing on the theoretical tenets and empirical research reviewed above, the present study tests a theoretical model that includes three layers of paths linking appraisals, emotions, engagement, and performance in FL learning (see [Figure 1](#)).

**Figure 1**

*The Proposed Theoretical Model Linking Appraisals, Emotions, Engagement, and FL Performance*



As illustrated in [Figure 1](#), we hypothesize that (a) control and value appraisals will positively predict pride, but negatively predict shame; (b) pride will positively predict cognitive engagement, emotional engagement, and behavioral engagement, whereas shame will negatively predict each dimension of engagement; (c) cognitive engagement, emotional engagement, and behavioral engagement will positively predict FL performance; (d) pride and shame will mediate the relationship between control-value appraisals and each dimension of engagement; (e) cognitive engagement, emotional engagement, and behavioral engagement will mediate the relationship between pride or shame and FL performance; and, (f) emotions (pride and shame) and engagement (cognitive, emotional, and behavioral) will serially mediate the relationship between control-value appraisals and FL performance.

## Method

### Participants

Participants were 652 part-time students (215 males, 437 females;  $M_{age} = 26.98$ ,  $SD = 0.84$ ) enrolled in a two-month hybrid MOOC for English as a foreign language (EFL) training. The program, initiated by the local government to support company employees, was organized by four universities in a Southeastern city in China. Participants were employed across various sectors (e.g., business, finance, transportation, IT, manufacturing, and services) and attended the MOOC to enhance their English language skills for future career advancement. Students' English proficiency ranged from low to lower-intermediate as assessed by the College English Test (CET). The 16-unit course followed a blended learning model. Students attended weekly in-person sessions for the first half of the course (Units 1, 3, 5, etc.), each lasting 1.5 hours after work. The remaining half of the course (Units 2, 4, 6, etc.) was completed independently through recorded online lessons, following the same weekly schedule at their own pace. The MOOC was developed and delivered by university English language instructors, following the New College English Textbook series. The course aimed to enhance students' listening, speaking, reading, and writing skills in the English language. Students were required to complete preparatory tasks and post-class assignments through the MOOC platform. At the end of the course, they took a final exam to assess their English proficiency.

### Procedure

The data were collected by course teachers in each of the four universities using an electronic questionnaire designed via Wenjuanxing. The teachers disseminated the questionnaire to students in an online communication group created using QQ (a commonly used communication software in China). Participants were briefed about the purpose and the voluntary nature of the study, and then they could access the questionnaire by scanning a two-dimensional digital code. To ensure accurate reflections of their experiences, participants completed the Chinese-translated version of the questionnaire midway through the semester when they had already formed perceptions of appraisals, emotions, and engagement with the MOOC. The survey was designed to be completed within 10 minutes. To avoid potential social desirability bias, each student was assigned an ID that is only known to them and the researcher. All students gave consent to participate in the research, and ethical approval was obtained from the first author's institution. The research was conducted in accordance with the American Educational Research Association guidelines for research with human participants.

### Instruments

A questionnaire comprising three established scales was used to assess students' appraisals, emotions, and engagement in the English MOOC (see [Appendix](#)). The wordings of the items were adapted to suit the CALL context. All scales were translated from English into Chinese by two bilingual professors and reviewed for accuracy by two experts familiar with the constructs and the educational context. All items were assessed on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Students' FL performance was measured using their final exam grades. Achievement scores were obtained from the course head teachers at the end of the semester.

### **Control and Value Appraisals**

Students' perceived control was measured by a four-item self-efficacy scale, which has recently been validated by Shao et al. (2020) in a Chinese university EFL context. The adapted version assessed students' self-efficacy on the English exam performance in this specific MOOC (e.g., "I believe I will receive excellent grades in this English MOOC.";  $\alpha = 0.92$ ). Students' perceived value was assessed using four items adapted from Shao et al. (2023). The scale measures students' perception of the utility value for learning this English course (e.g., "Learning this English MOOC is useful for my future career development.";  $\alpha = 0.85$ ).

### **Pride and Shame**

Students' pride and shame in FL learning were evaluated using two four-item scales, adapted from the L2 Learning-related Achievement Emotions Questionnaire (Shao et al., 2026), originally developed by Pekrun et al. (2011). One item from each emotion component (affective, cognitive, motivational, physiological) was selected to represent the componential structure of FL pride (e.g., "I think I can be proud of my accomplishments at studying this English MOOC.";  $\alpha = 0.86$ ) and FL shame (e.g., "I feel ashamed while studying this English MOOC for not being able to cope with the materials.";  $\alpha = 0.78$ ).

### **Engagement**

Students' engagement in the MOOC was assessed by twelve items adapted from the Engagement versus Disaffection with Learning measure (Skinner et al., 2009), which has been validated by Zhou et al. (2023) in the Chinese university EFL context. The scale measures students' behavioral engagement (e.g., "In this English MOOC, I try my best to participate in class discussions.";  $\alpha = 0.86$ ), emotional engagement (e.g., "When I am in my English MOOC, I feel curious about what we are learning.";  $\alpha = 0.92$ ), and cognitive engagement (e.g., "When learning about a new topic in this English MOOC, I usually try to summarize it in my own words.";  $\alpha = 0.89$ ) when participating in the English language MOOC.

### **FL Performance**

Students' grades on the final course exam were used to assess their English language proficiency. The exam was developed based on the textbook by the course teachers who also evaluated the content validity of the tests. The English exam assessed students' vocabulary knowledge, grammatical knowledge, reading comprehension, translation skill, and writing ability. Students' FL performance was based on the sum of scores in different parts of the exam, ranging from 0 to 100 points. A score of less than 60 is considered below the course requirement. However, students were not required to retake the course. The exam lasted 120 minutes to complete and was administered by the teachers. Since the exams were scored by the teachers with clear grading guidelines, no cross-checking was conducted to ascertain the reliability of the tests.

### **Data Analysis**

Data were analyzed in sequential steps using structural equation modeling (SEM) with *Mplus* 8.4. To prepare for the main analysis, we checked for outliers, missing data, normality, and multicollinearity. We examined univariate outliers using standardized scores and assessed multivariate outliers using Mahalanobis distance ( $D^2$ ), with no cases identified. The highest missing rate was only 0.5% for some variables, and these data were handled using the full-information maximum likelihood (FIML). The normality of the data was assessed using the +2, -2 guideline for skewness and kurtosis (Hair et al., 2022), and the results showed that all variables were normally distributed (see [Table 1](#)). We checked multicollinearity of the latent variables at three different layers, with FL performance as the dependent variable. Variance inflation factor ( $1 < VIF < 3$ ) values were acceptable, indicating low multicollinearity among each layer of the independent variables.

**Table 1***Descriptive Statistics*

	<b>Range</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
Control	4	3.01	3	4	1.10	-.80	-.18
Value	4	3.98	4	5	.92	-1.00	.76
Pride	4	3.85	4	5	.99	-.89	-.41
Shame	4	2.14	2	1	.97	.68	-.10
CE	4	3.79	4	5	1.01	-.78	.16
EE	4	3.75	4	5	1.08	-.63	-.40
BE	4	4.04	4	5	.86	-.93	.69
FLP	53	68.62	73.54	78.33	13.95	-.80	-.18

*Note.* CE = cognitive engagement; EE = emotional engagement; BE = behavioral engagement; FLP = foreign language performance.

Confirmatory factor analysis (CFA) was performed to examine the measurement properties of all constructs and the SEM model. Both absolute and incremental fit indexes were used to evaluate the model fit, including the comparative fit index (CFI), the Tucker-Lewis index (TLI), the root mean square error of approximation (RMSEA), and the standardized root mean square residual (SRMR). CFIs  $\geq .95$ , TLIs  $\geq .95$ , RMSEAs  $\leq .06$ , and SRMRs  $\leq .08$  are thought to indicate good fit,  $.95 \geq$  CFIs  $\geq .90$ ,  $.95 \geq$  TLIs  $\geq .90$ , RMSEAs between  $.06$  and  $.08$ , reasonable fit, and RMSEAs between  $.08$  and  $.10$ , SRMRs between  $.08$  and  $.10$ , mediocre fit (Chen, 2007). To test our main hypotheses, we ran SEMs at four layers, with control and value appraisals as the predictors, emotions of pride and shame as adjacent mediators, cognitive, emotional, and behavioral engagement as distal mediators, and L2 performance as the outcome.

## Results

### Preliminary Analyses

Descriptive statistics of the study variables are presented in Table 1. As demonstrated by the mean, median, and mode, participants generally exhibited a moderate-to-high level of pride in learning English through the MOOC, but experienced a low-to-moderate level of shame when acquiring the foreign language in this course. Moreover, students attached a relatively high level of utility value to the English MOOC, but had only a moderate level of control over it. In addition, while students reported a moderate-to-high level of cognitive, emotional, and behavioral engagement in learning English via the MOOC, their overall exam scores were only moderate.

The measurement properties of the seven latent variables and the SEM model are presented in Table 2. As can be seen, factor loadings were above 0.50 for all items on relevant latent variables, indicating that each item is an adequate indicator of its latent construct. Model fit indices were excellent for all latent constructs based on the aforementioned cut-off criteria (except that RMSEAs were reasonable for control and cognitive engagement), indicating good construct validity for the study variables. Goodness-of-fit indices also indicated that our hypothesized structural model fitted the data well.

**Table 2**

*Confirmatory Factor Analyses: Factor Loadings and Fit Indices*

	Factor Loadings	$\chi^2$ (df)	CFI	TLI	RMSEA	SRMR
Control	.86-.92	10.81(2)	.99	.99	.08	.01
Value	.53-.84	7.71(2)	.98	.96	.06	.03
Pride	.69-.86	2.60(2)	.99	.99	.02	.01
Shame	.57-.81	.75(2)	1.00	1.00	.00	.01
CE	.72-.91	5.58(2)	.99	.98	.08	.01
EE	.85-.89	2.20(2)	1.00	1.00	.01	.01
BE	.71-.90	1.85(2)	1.00	1.00	.00	.01
Full model	.52-.91	931.71(360)	.94	.93	.05	.06

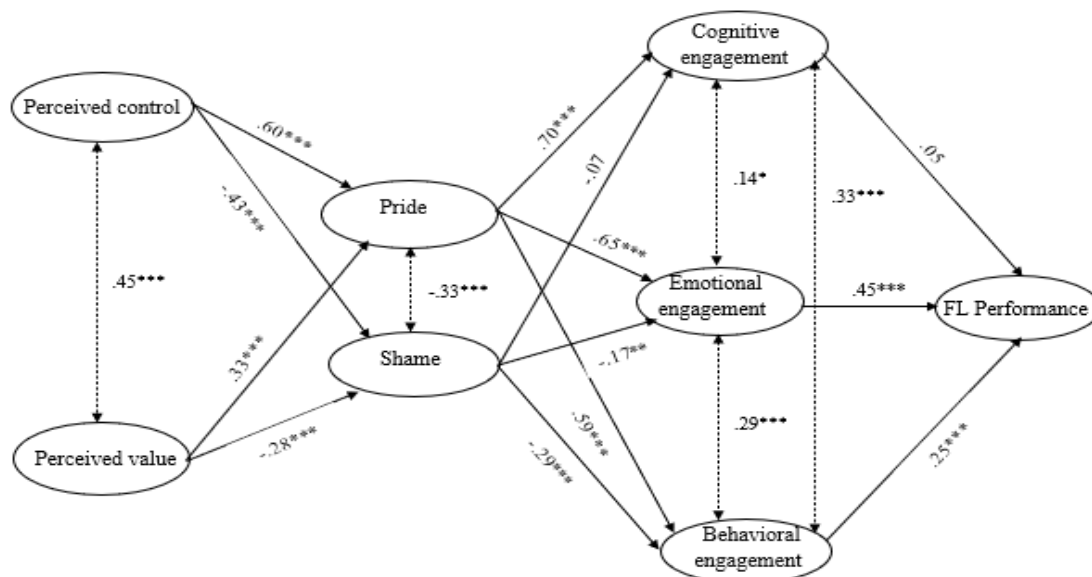
*Note.* CE = cognitive engagement; EE = emotional engagement; BE = behavioral engagement.

### Direct Paths

We first examined the direct effects from each layer of predictors to the next layer of outcome variables. As shown in [Figure 2](#), in the first layer, perceived control and perceived value had positive effects on pride, with effect sizes of the standardized regression coefficient ( $\beta$ ) being large and medium (Cohen, 1992; small = .10, medium = .30, large = .50), respectively. As predicted, perceived control and perceived value had negative effects on shame, with effect sizes of medium and small magnitude, respectively. In the second layer, pride was a positive predictor of cognitive, emotional, and behavioral engagement, and the effect size was large for all three dimensions of engagement. Unexpectedly, shame was a nonsignificant predictor of cognitive engagement but a negative predictor of both emotional and behavioral engagement, with small effect sizes for both dimensions of engagement. In the third layer, surprisingly, cognitive engagement was not a significant positive predictor of FL performance. Emotional and behavioral engagement were positive predictors of FL performance, with medium and small effect sizes, respectively.

**Figure 2**

*Standardized Estimates of the SEM Model for Direct Paths Linking the Study Variables*



*Note.* \* $p < 0.05$ . \*\* $p < 0.01$ . \*\*\* $p < 0.001$ .

## Indirect Paths

In the next step, we analyzed two sets of single mediation effects: from appraisals to engagement, with emotions as the mediator, and from emotions to FL performance, with engagement as the mediator. As demonstrated in Table 3, pride had a mediating effect (a large effect based on  $\beta$ , see Preacher & Kelley, 2011; small = .01, medium = .09, large = .25) but shame had no mediating effect between perceived control and cognitive engagement. Moreover, both pride (a large effect) and shame (a small effect) yielded a mediation effect between perceived control and emotional engagement. Similarly, pride (a large effect) and shame (a medium effect) mediated the relation between perceived control and behavioral engagement. Meanwhile, pride had a mediating effect (a large effect) but shame had no mediating effect between perceived value and cognitive engagement. Moreover, both pride (a large effect) and shame (a small effect) yielded mediation effects between perceived value and emotional engagement. Likewise, pride (a large effect) and shame (a small effect) mediated the relation between perceived value and behavioral engagement. Regarding the mediation effects of each dimension of engagement, emotional engagement (a large effect) and behavioral engagement (a medium effect) mediated the relation between pride and FL performance, but cognitive engagement did not. Similarly, emotional engagement (a small effect) and behavioral engagement (a small effect) mediated the relation between shame and FL performance, but cognitive engagement did not.

**Table 3**

*Single and Chain Mediation Effects among Appraisals, Emotions, Engagement and Performance in CALL*

<i>Mediator</i>	<i>C → CE</i>	<i>C → EE</i>	<i>C → BE</i>	<i>V → CE</i>	<i>V → EE</i>	<i>V → BE</i>
Pride	.42(.04)***	.39(.04)***	.35(.04)***	.23(.02)***	.21(.03)***	.19(.03)***
Shame	.03(.03)	.07(.03)**	.12(.03)***	.02(.02)	.05(.02)*	.08(.03)*
<i>Predictor</i>	<i>CE → FLP</i>	<i>EE → FLP</i>	<i>BE → FLP</i>	<i>CE → FLP</i>	<i>EE → FLP</i>	<i>BE → FLP</i>
Pride	.04(.05)	.29(.06)***	.15(.05)**			
Shame				-.01(.01)	-.07(.03)**	-.07(.02)***
<i>Predictor</i>	<i>P+CE → FLP</i>	<i>P+EE → FLP</i>	<i>P+BE → FLP</i>	<i>S+CE → FLP</i>	<i>S+EE → FLP</i>	<i>S+BE → FLP</i>
Control	.02(.03)	.18(.04)***	.09(.03)**	.002(.003)	.03(.01)**	.03(.01)**
Value	.01(.01)	.10(.01)***	.05(.02)**	.001(.002)	.02(.01)*	.02(.01)*

*Note.* Values are standardized coefficients ( $\beta$ ) from structural equation models. Standard errors (*SE*) are in parentheses. C = control; V = value; P = pride; S = shame; CE = cognitive engagement; EE = emotional engagement; BE = behavioral engagement; FLP = foreign language performance.

\* $p < 0.05$ . \*\* $p < 0.01$ . \*\*\* $p < 0.001$ .

In the final step, we examined the chain mediating effects of emotions and engagement between appraisals and FL performance. As reported in Table 3, there was a mediation effect between perceived control and FL performance serially via pride and emotional engagement (a medium effect), serially via pride and behavioral engagement (a medium effect), but not serially via pride and cognitive engagement. Similarly, there was a mediating effect between perceived control and FL performance serially via shame and emotional engagement (a small effect), serially via shame and behavioral engagement (a small effect), but not serially via shame and cognitive engagement. Moreover, we found a mediating effect between perceived value and FL performance serially via pride and emotional engagement (a medium effect), serially via pride and behavioral engagement (a small effect), but not serially via pride and cognitive engagement. Likewise, a mediating effect was identified between perceived value and FL performance serially via shame and emotional engagement (a small effect), serially via shame and behavioral engagement (a small effect), but not serially via shame and cognitive engagement.

## Discussion

The present study investigated the relationships between two self-conscious achievement emotions (pride and shame), their appraisal antecedents (control and value), and their engagement (cognitive, emotional, and behavioral) and performance outcomes in a CALL course within a Chinese tertiary education context. The findings provide new insights into how control-value appraisals shape students' emotional experiences and how these emotions, in turn, influence engagement and performance in CALL settings.

### Direct Paths

The results showed that control and value appraisals had direct positive and negative effects on pride and shame in FL learning, respectively, supporting  $H_a$ . These findings aligned with the CVT's assumption (Pekrun, 2006), suggesting that in CALL environments, students who perceive themselves as responsible for their performance and recognize the value of the technology-mediated language course tend to experience greater pride and reduced shame. Partially supporting  $H_b$ , both pride and shame significantly predicted the three dimensions of engagement, with the exception that shame did not significantly predict cognitive engagement. In general, the results align with previous research (Ebn-Abbasi et al., 2024; Zhao et al., 2022) on the impact of FL emotions on student engagement in CALL. In particular, pride and shame may serve as affective drivers that motivate or demotivate students to invest cognitive, emotional, and behavioral effort in the present language MOOC, given that self-conscious emotions are likely to play a prominent role in CALL environments, which necessitate greater demands on self-regulated learning (Yang & Zhao, 2024). Pride and shame may also increase or decrease a sense of competence and value, thereby enhancing or reducing motivation to engage deeply and actively with the task in the CALL course (Shao et al., 2023). Regarding the nonsignificant predictive effects of shame on cognitive engagement, this may be explained by the fact that cognitive engagement, typically involving higher level of mental thinking, is often assessed through objective measures (e.g., verbal manifestations and language-related episodes) rather than subjective questionnaires, which may struggle to fully capture the complexity of this dimension (Hiver et al., 2021). This nonsignificant effect, together with the small effect sizes between shame and emotional and behavioral engagement, may also be attributed to the fact that shame, as a negative activating emotion, can exert contradictory effects on students' motivation, engagement, and effort, potentially leading to counterbalanced results (Pekrun et al., 2011).

Similarly, SEM results indicated that cognitive engagement had no significant effect on FL performance, while emotional and behavioral engagement were found to be significant, with medium and small effect sizes, respectively, providing partial support for  $H_c$ . The positive effects of emotional and behavioral engagement on language achievement were in accordance with both theory and previous research (Derakhshan et al., 2024; Hiver et al., 2024). Students who participate actively and invest more concrete effort in CALL are likely to achieve higher scores. The nonsignificant effect of cognitive engagement on FL performance in the present MOOC context may be partly due to the difficulty of capturing complex thinking processes through self-report, as discussed above. It may also be explained by the fact that because cognitive, emotional, and behavioral engagement were estimated simultaneously in the same layer of the SEM model, the relatively weaker effect of cognitive engagement on FL performance may have been overshadowed by the stronger effects of emotional and behavioral engagement. In this case, the corresponding regression coefficient reflects the unique contribution of cognitive engagement on FL performance after controlling for the effects of the other two dimensions (Cohen et al., 2013).

### Single Mediation Paths

Partially supporting  $H_d$ , the results demonstrated that pride and shame had significant mediating effects between both control and value appraisals and each dimension of engagement, with the exception that the pathway from control and value appraisals to cognitive engagement through shame was nonsignificant. This suggests that students who perceive CALL as useful and feel in control of their performance experience a strong sense of pride, which in turn fuels their energy, effort, and active involvement in language tasks. This finding is generally consistent with previous research (Yang & Li, 2024) on the

mediating effects of pride between control-value appraisals and student engagement in CALL. Conversely, students with low perceived ability and low value beliefs about performing well in CALL may experience embarrassment and fear of negative judgment. Despite the small effect sizes, shame can still transmit the effects from control-value appraisals to engagement and have detrimental effects on students' active participation and emotional connections with FL tasks (Pekrun & Linnenbrink-Garcia, 2022; Teimouri, 2018). Regarding the nonsignificant mediation of shame between control-value appraisals and cognitive engagement, one possible explanation lies in the dual nature of shame as a negative activating emotion, which can undermine intrinsic motivation but stimulate extrinsic motivation in some students, resulting in counterbalancing effects (Pekrun et al., 2011).

In addition, behavioral and emotional engagement mediated the relationships between pride and shame emotions and FL performance whereas cognitive engagement did not, which partially supported  $H_e$ . These distinct patterns of indirect effects highlight the different roles that each engagement dimension plays in the complex relationships between pride and shame, the two self-conscious emotions, and FL performance in the present language MOOC. The findings highlight the pivotal role of emotional and behavioral engagement in translating the effects of positive emotions, such as pride, into improved achievement in CALL. They also show that the impact of negative emotions, such as shame, on FL performance is likely to operate through students' emotional and behavioral engagement. These results are generally consistent with previous findings and assumptions of CVT about the mediation of engagement between emotions and performance (Pekrun & Linnenbrink-Garcia, 2022; Wang et al., 2023). The nonsignificant mediation of cognitive engagement between the two emotions and FL performance may again be attributed to the challenges of measuring cognitive engagement through a self-report instrument and the competing effects of different dimensions of engagement on FL performance.

### **Serial Mediation Paths**

Providing partial support for  $H_f$ , we found that pride or shame and engagement (both emotional and behavioral) serially mediated the relationship between control-value appraisals and FL performance. However, this relationship was not serially mediated by pride or shame and cognitive engagement. These results suggest that students' competence beliefs (control) about achieving success and the importance (value) they assign to learning the course can evoke emotions of pride or shame which, in turn, promote or hinder students' emotional and behavioral engagement, ultimately enhancing or diminishing their FL performance in CALL contexts. It should be noted that although the effect sizes are small to medium, the serial mediation effects observed in the present CALL context are still meaningful. Serial mediation is often difficult to identify, as it requires calculating mediating effects between four or more layers of variables by multiplying at least three regression coefficients. Any small serial mediation effects indicate that there were significant collective correlations between each pair of adjacent variables. Our findings suggest that the effects of control-value appraisals on FL performance are channeled through emotions of pride and shame, as well as the emotional and behavioral dimensions of engagement. Appraisals, emotions, and engagement did not work in isolation, but rather operated together in a sequential manner to influence students' language achievement in CALL. Importantly, beyond the explanation above for the nonsignificant correlations between shame, cognitive engagement, and FL performance, the absence of a mediating role for cognitive engagement may also reflect the CALL learning context, where teacher support and guidance are limited and students are expected to develop strategic thinking and autonomous skills independently. In such environments, heavy reliance on technology-driven platforms may hinder the deep cognitive involvement, such as problem-solving and elaborative thinking, and shift the focus to more behavioral and emotional forms of engagement (Bauer et al., 2025). Overall, the present study is the first to investigate the two self-conscious emotions, pride and shame, along with their appraisal antecedents and engagement and performance outcomes in CALL within the CVT framework, and therefore enriches the theoretical conceptualization and empirical understanding of the two emotion profiles.

## Implications for Educational Practice

The current study has several practical implications for FL teachers, who play a key role in fostering a supportive and positive CALL environment. The findings provide evidence for the presence of pride and shame in online FL learning and highlight the critical role of control-value appraisals in influencing students' emotional experiences (i.e., pride and shame) and dimensions of engagement, which ultimately impact FL performance. Accordingly, teachers should consider cultivating CALL environments in which students perceive a sense of control over learning outcomes and a high degree of value toward academic tasks. In practice, teachers can incorporate several approaches and techniques, including promoting student-centered learning activities, encouraging positive reinforcement, providing constructive feedback, and selecting learning tasks that foster autonomy (Shao & Kutuk, 2024). More specifically, to enhance perceived control, teachers can foster students' problem-oriented coping strategies in online FL learning and adopt various technical tools (e.g., WeChat, QQ, and WhatsApp) to facilitate timely support and communication. To promote value, teachers may design language tasks that are aligned with students' personal interests, academic majors, or work experiences and emphasize the advantages of MOOCs, such as self-paced learning and replaying key content.

Moreover, the results indicate that pride and shame function as emotional drivers that transmit the effects of control-value appraisals into concrete language learning engagement and outcomes in technology-enhanced FL learning. As such, to enhance student engagement in CALL, it is essential to address the emotional landscape of students through nurturing pride and minimizing shame. Teachers and MOOC developers can offer appropriate praise when recognizing students' small progress and achievements in online FL learning, which may instill a sense of pride for studying the language. They could also incorporate features that minimize the likelihood of shame-triggering antecedents, including non-punitive correction and anonymous feedback. In addition, FL teachers can coach students to use emotion regulation strategies, such as metacognitive thinking, mastery goal orientation, and self-encouragement to better manage emotions of pride and shame in CALL.

Finally, the findings suggest that engagement serves as a conduit for translating the power of emotions into tangible online language performance. The positive relationship between behavioral and emotional engagement and FL performance shows the need to actively promote these dimensions of engagement in CALL. Thus, teachers can create a CALL climate that is supportive and inclusive, encouraging active involvement and emotional connection to the tasks at hand. As such, using engaging instructional methods (e.g., gamified learning) and implementing interactive learning strategies (e.g., collaborative learning) may increase students' involvement and maintain their interest. The comparatively limited role of cognitive engagement observed in our study points to a clear need to enhance deep cognitive strategies in CALL settings. To achieve this, students should be provided with adequate opportunities to practice cognitive skills, such as elaborating ideas, summarizing content, applying concepts, and connecting knowledge in online language environments. It is noteworthy that, given the chain relations between appraisals, emotions, engagement, and performance, teaching strategies that address any of these psychological constructs are likely to have synergistic effects on achievement in CALL.

## Limitations and Directions for Future Research

The present study has four limitations that should be considered when interpreting the results and guiding future research. First, the independent variables (i.e. appraisals) and mediators (i.e., emotions and engagement) were measured cross-sectionally, which constrains the ability to make strong causal inferences. Future studies could adopt a longitudinal design assessing learners' appraisals, emotions, engagement, and performance at multiple time points, which would allow for examining how the mediational mechanisms identified in this study unfold over time. Second, this study only examined two self-conscious emotions, namely pride and shame, in an online FL environment. Future research could include other achievement emotions (e.g., hope and hopelessness) or epistemic emotions (e.g., curiosity,

surprise, and confusion) to broaden our understanding of the spectrum of emotions in technology-enhanced learning environments. Third, the exclusive reliance on a quantitative approach in the current study limited the depth of insights gained from participants. A mixed methods approach, combining both quantitative and qualitative data, could offer a more comprehensive view of the role of pride and shame, along with their antecedents and outcomes, in CALL settings. Finally, we used a self-report questionnaire to assess the cognitive, emotional, and behavioral dimensions of engagement in a language MOOC. Future studies may consider employing objective measures, such as classroom observations, teacher ratings, and task involvement, to investigate how students engage with FL learning in the socially constrained CALL environment.

## Conclusion

This study advances research on achievement emotions in CALL by examining the roles of pride and shame within the framework of CVT (Pekrun, 2006, 2024). While prior studies have mainly focused on emotions such as enjoyment, anxiety, and boredom in SLA, our study broadens this scope by investigating self-conscious emotions and their relationships with appraisals, engagement, and performance in FL learning, in general, and online FL learning, in particular. The findings show that control and value appraisals directly influence pride and shame, which, in turn, have distinct effects on the emotional, behavioral, and cognitive dimensions of engagement, and ultimately shape FL performance. These results support the applicability of CVT to CALL settings and deepen our understanding of the emotional landscape in technology-mediated language learning. The study highlights educators' role in creating emotionally safe environments that promote positive appraisal processes, foster adaptive emotions, strengthen student engagement, and improve learning outcomes in both physical and virtual language classrooms. We hope that this work not only encourages further research on a broader spectrum of emotions in FL learning but also offers practical guidance for language teachers seeking to enhance their pedagogical practices in CALL.

## References

- Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2022). 'Look, I can speak correctly': learning vocabulary and pronunciation through websites equipped with automatic speech recognition technology. *Computer Assisted Language Learning*, 37, 1335–1363. <https://doi.org/10.1080/09588221.2022.2080230>
- Bauer, E., Greiff, S., Graesser, A. C., Scheiter, K., & Sailer, M. (2025). Looking beyond the hype: Understanding the effects of AI on learning. *Educational Psychology Review*, 37(2), Article 45. <https://doi.org/10.1007/s10648-025-10020-8>
- Camacho-Morles, J., Slemp, G. R., Pekrun, R., Loderer, K., Hou, H., & Oades, L. G. (2021). Activity achievement emotions and academic performance: A meta-analysis. *Educational Psychology Review*, 33, 1051–1095. <https://doi.org/10.1007/s10648-020-09585-3>
- Chen, F. F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural Equation Modeling*, 14(3), 464–504. <https://doi.org/10.1080/10705510701301834>
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155–159. <https://doi.org/10.1037/0033-2909.112.1.155>
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences*. Routledge.

- Derakhshan, A., Fathi, J., Pawlak, M., & Kruk, M. (2024). Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*, 45(8), 3415–3433. <https://doi.org/10.1080/01434632.2022.2099407>
- Derakhshan, A., & Yin, H. (2025). Do positive emotions prompt students to be more active? Unraveling the role of hope, pride, and enjoyment in predicting Chinese and Iranian EFL students' academic engagement. *Journal of Multilingual and Multicultural Development*, 46(9), 3099–3117. <https://doi.org/10.1080/01434632.2024.2329166>
- Dewaele, J.-M., Botes, E., & Greiff, S. (2023). Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach. *Studies in Second Language Acquisition*, 45, 461–479. <https://doi.org/10.1017/S0272263122000328>
- Ding, Y., & Zhao, T. (2020). Emotions, engagement, and self-perceived achievement in a small private online course. *Journal of Computer Assisted Learning*, 36(4), 449–457. <https://doi.org/10.1111/jcal.12410>
- Ebn-Abbasi, F., Fattahi, N., Sayyahi, M. J., & Nushi, M. (2024). Language learners' mindset and their academic engagement in online classrooms: the mediating role of achievement emotions. *Asia Pacific Education Review*, 25, 73–85. <https://doi.org/10.1007/s12564-023-09901-w>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage.
- Hiver, P., Al-Hoorie A. H., & Mercer, S. (Eds.) (2021). *Student engagement in the language classroom*. Multilingual Matters.
- Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2024). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 28(1), 201–230. <https://doi.org/10.1177/13621688211001289>
- Khajavy, G. H., & Lüftenegger, M. (2024). Pride in foreign language learning: a conceptual framework and empirical evidence. *Innovation in Language Learning and Teaching*, 19(4), 379–394. <https://doi.org/10.1080/17501229.2024.2361652>
- Kruk, M., & Pawlak, M. (2022). *Understanding emotions in English language learning in virtual worlds*. Routledge. <https://doi.org/10.4324/9781003240068>
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>
- Pekrun, R. (2024). Control-value theory: From achievement emotion to a general theory of human emotions. *Educational Psychology Review*, 36, Article 83. <https://doi.org/10.1007/s10648-024-09909-7>
- Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary Educational Psychology*, 36, 36–48. <https://doi.org/10.1016/j.cedpsych.2010.10.002>

- Pekrun, R., Linnenbrink-Garcia, L. (2022). Academic emotions and student engagement. In A. L. Reschly, & S. L. Christenson (Eds.), *Handbook of research on student engagement*. Springer. [https://doi.org/10.1007/978-3-031-07853-8\\_6](https://doi.org/10.1007/978-3-031-07853-8_6)
- Phakiti, A., & Leung, C. (2024). *Assessment for language teaching*. Cambridge University Press. <https://doi.org/10.1017/9781108934091>
- Preacher, K. J., & Kelley, K. (2011). Effect size measures for mediation models: Quantitative strategies for communicating indirect effects. *Psychological Methods, 16*(2), 93–115. <https://doi.org/10.1037/a0022658>
- Reinders, H., & Nakamura, S. (2022). Engagement. In T. Gregersen & S. Mercer (Eds.), *The Routledge handbook of the psychology of language learning and teaching* (pp. 137–148). Routledge.
- Shao, K., & Kutuk, G. (2024). Exploring the impact of online teaching factors on international students' control-value appraisals and achievement emotions in a foreign language context. *The Asia-Pacific Education Researcher, 33*, 943–955. <https://doi.org/10.1007/s40299-024-00831-8>
- Shao, K., Kutuk, G., Fryer, L. K., Nicholson, L. J., & Guo, J. (2023). Factors influencing Chinese undergraduate students' emotions in an online EFL learning context during the COVID pandemic. *Journal of Computer Assisted Learning, 39*, 1465–1478. <https://doi.org/10.1111/jcal.12791>
- Shao, K., & Parkinson, B. (2024). Social psychological accounts of peer emotion transfer in EFL classrooms: A doubly latent multilevel analysis. *Language Teaching Research, 28*, 654–678. <https://doi.org/10.1177/13621688211011513>
- Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What can we learn from achievement emotion research? *System, 86*, 102–121. <http://dx.doi.org/10.1016/j.system.2019.102121>
- Shao, K., Pekrun, R., Marsh, H. W., & Loderer, K. (2020). Control-value appraisals, achievement emotions, and foreign language performance: A latent interaction analysis. *Learning and Instruction, 69*, Article 101356. <https://doi.org/10.1016/j.learninstruc.2020.101356>
- Shao, K., Stockinger, K., Marsh, H. W., & Pekrun, R. (2026). Applying control-value theory for examining multiple emotions in L2 classrooms: Validating the Achievement Emotions Questionnaire-Second Language Learning. *Language Teaching Research, 30*(1), 288–316. <http://doi.org/10.1177/13621688221144497>
- Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection. *Educational and Psychological Measurement, 69*, 493–525. <http://doi.org/10.1177/0013164408323233>
- Teimouri, Y. (2018). Differential roles of shame and guilt in FL learning: How bad is bad? *The Modern Language Journal, 102*(4), 632–652. <https://doi.org/10.1111/modl.12511>
- Teng, L. S., & Pan, J. (2024). Achievement emotions in online language learning: domain-specific components and interactions with self-regulation strategies and language performance. *Applied Linguistics*. Article amae080. <https://doi.org/10.1093/applin/amae080>
- Tracy, J. L., & Robins, R. W. (2004). Putting the self into self-conscious emotions: A theoretical model. *Psychological Inquiry, 15*, 103–125. [https://doi.org/10.1207/s15327965pli1502\\_01](https://doi.org/10.1207/s15327965pli1502_01)
- Tracy, J. L., & Robins, R. W. (2007). The self in self-conscious emotions: A cognitive appraisal approach. In J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.), *The self-conscious emotions: Theory and research* (pp. 3–20). The Guilford Press.

- Tsang, A., & Dewaele, J. M. (2023). The relationships between young FL learners' classroom emotions, engagement, and FL proficiency. *Applied linguistics review*, *15*, 2015–2034. <https://doi.org/10.1515/applirev-2022-0077>
- Wang, H., Wang, Y., & Li, S. (2023). Unpacking the relationships between emotions and achievement of EFL learners in China: Engagement as a mediator. *Frontiers in Psychology*, *14*, Article 1098916. <https://doi.org/10.3389/fpsyg.2023.1098916>
- Yang, L., & Li, R. (2024). Modelling Chinese EFL learners' engagement in language MOOCs: a control-value perspective. *Computer Assisted Language Learning*, *39*(3), 416–440. <https://doi.org/10.1080/09588221.2024.2386543>
- Yang, L., & Zhao, S. (2024). AI-induced emotions in L2 education: Exploring EFL students' perceived emotions and regulation strategies. *Computers in Human Behavior*, *159*, Article 108337. <https://doi.org/10.1016/j.chb.2024.108337>
- Zhao, T., Ye, L., Hu, Z., & Fu, Z. (2022). A serial mediation model of the relationship between suppression emotion-regulation tendency and outcomes of MOOC learning by Chinese university students: The role of cognitive appraisals, boredom, and behavioral avoidance. *Computers & Education*, *187*, Article 104549. <https://doi.org/10.1016/j.compedu.2022.104549>
- Zhou, S. A., Hiver, P., & Al-Hoorie, A. H. (2023). Dynamic engagement: A longitudinal dual-process, reciprocal-effects model of teacher motivational practice and L2 student engagement. *Language Teaching Research*, *30*(3), 1228–1256. <https://doi.org/10.1177/13621688231158789>

## Appendix. Questionnaire for Data Collection

### Self-efficacy

1. I believe I will receive excellent English grades in this MOOC.
2. I expect to do well in English in this MOOC.
3. I am confident I can do an excellent job on the English test in this MOOC.
4. I am certain I can master the English materials well being taught in this MOOC.

### Utility value

1. Learning English via this MOOC can help with things in everyday life.
2. Learning English via this MOOC is useful for my future career development.
3. Learning English via this MOOC will help me later in my work.
4. Learning English via this MOOC is useful for me to succeed in life.

### Pride

1. I'm proud of myself after studying English via this MOOC.
2. I think I can be proud of my accomplishments at studying English via this MOOC.
3. Feeling proud of my English accomplishments in this MOOC makes me motivated.
4. When I excel at my work in learning English in this MOOC, I swell with pride.

### Shame

1. I feel ashamed while studying English via this MOOC for not being able to cope with the materials.
2. I feel ashamed when I realize that I lack ability in learning English in this MOOC.
3. Because I have so many troubles with the English material in this MOOC, I feel embarrassed and avoid discussing it.
4. I avoid eye contact with others in this MOOC when I understand little about the English learning content.

## **Engagement**

### ***Behavioral Engagement***

When I am learning English via this MOOC, I listen very carefully.

I work as hard as I can to learn English in this MOOC.

I pay attention to English lessons in this MOOC.

In this MOOC, I try my best to participate in English discussions.

### ***Emotional Engagement***

When we work on something in English via this MOOC, I get involved.

When I am studying English in this MOOC, I feel curious about what we are learning.

When I am learning English via this MOOC, I feel interested.

When sitting down to learn English in this MOOC, I am very active.

### ***Cognitive Engagement***

When learning English via this MOOC, I work hard to understand the key concepts in my own way.

When learning about a new English topic via this MOOC, I usually try to summarize it in my own words.

When taking this MOOC to learn English, I try to connect the ideas I am learning about with what I already know.

When thinking about new English knowledge in this MOOC, I try to generate examples to help me understand them better.

## **About the Authors**

Kaiqi Shao is a Professor of Applied Linguistics at the Northwestern Polytechnical University, Xi'an, China. His research interests focus on emotions alongside their antecedents and outcomes in second language acquisition. He is an Elsevier Highly Cited scholar and specialized in using the Control-Value Theory for investigating emotions in SLA. Kaiqi Shao is the corresponding author.

**E-mail:** [shaokaiqi@aliyun.com](mailto:shaokaiqi@aliyun.com)

**ORCID:** <https://orcid.org/0000-0002-0082-7767>

El Makki Amiri is a Professor of Applied Linguistics and English as a Second Language at Mohammed V University in Rabat, Morocco. He does research on emotional and psychological variables in educational context. He is currently serving as a co-coordinator of the Research Methodology SIG in the International Association for the Psychology of Language Learning.

**E-mail:** [amiry.elmakki@gmail.com](mailto:amiry.elmakki@gmail.com)

**ORCID:** <https://orcid.org/0000-0001-6401-5285>

Gulsah Kutuk is a Senior Lecturer in Education at the University of Portsmouth in the UK. Her research and teaching interests include psychology of language learning and teaching, language teacher education and development and innovative teaching methods such as challenge-based learning. She has published in relevant journals in the field including *TESOL Quarterly*.

**E-mail:** [gulsah.kutuk@port.ac.uk](mailto:gulsah.kutuk@port.ac.uk)

**ORCID:** <https://orcid.org/0000-0003-2921-5358>