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교육학석사학위논문

**Effect of language usage on the
emotional experience of Chinese
students in South Korea**

재한 중국유학생의 언어사용이
감정 체험에 미치는 영향

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ABSTRACT

Effect of Language Usage on Emotional Experience of Chinese Students in South Korea

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In the current globalized era, the number of foreigners living in Korea have increased rapidly. This means that the counselors in Korea are having to deal with a growing number of non-Korean speaking clients. Therefore, counselors need to have a better understanding of their clients' cultural and linguistic backgrounds to do their jobs more effectively. Language is essential in counseling. When clients are not capable of effectively communicating in their second language, they were observed to be less emotionally engaged. Since emotional experience plays an irreplaceable role in counseling, it is necessary to investigate the effect of foreign clients' language usage on their emotional experience. Chinese students are the majority of international students in Korea, and their mental health has received increasing attention. For this study, we chose Chinese students in Korea as subjects.

The purpose of the current study is to investigate the effects of the first or second language usage on Chinese students' emotional experience by partially replicating Arrachea's(1996) study. A total of fifty two Chinese undergraduates and graduate students of different universities in Seoul participated in this study. The subjects were randomly separated into two

groups and were asked to recall their saddest moment during their life time. Then they were asked to express their feelings in either their mother tongue (Chinese) or their second language(Korean). Before and after the emotion induction phase, the magnitude of anxiety was measured by STAI(State-Trait Anxiety Inventory) and DACL(Depression Adjective Check List). In addition, two independent raters coded the narrative negative affect terms' intensity based on Magai's(1989) coding system. After excluding six invalid data, of 52 participants, there were 46 subjects' (Male=11, Female=35) data were analyzed. In order to examine whether the Chinese students of the first language group experienced more intensive anxiety and depression than the students in second language group, ANCOVA was utilized to compare the two groups' STAI and DACL's post-test results with the pre-test scores as covariance. The two groups described their emotional intensity, which was then compared through a two-sample t-test. The result demonstrated that the Chinese language group's anxiety and depression level was significantly higher than the Korean language group. Meanwhile, the narrative negative affect intensity in Chinese group was also significantly stronger than the Korean language group. Thus all the 3 hypotheses were supported.

These results proved that when Chinese students speak their first language(Chinese) they feel and express more intensive emotional experiences than that when they speak their second language(Korean in this study). It exhibits the importance of taking such characteristics into consideration during counseling sessions. In addition, it is necessary to cultivate more bilingual counselors who are able to speak the mother tongue of foreign clients.

Keywords: language, mother tongue, second language, emotional experience
Chinese students

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CHAPTER I.

INTRODUCTION

1. Statement of Purpose

In the globalized era, the increase of immigrants, foreign students and business people have been transforming South Korea from a mono-cultural society into a multi-cultural one. The number of foreigners living in Korea has increased from 1,395,077 in 2011 to 1,899,519 in 2015 (Korea Immigration Statistics Services, 2015). Due to the trend, the demand of foreign residents for counseling services have been increased steadily; this suggests that the counselors in Korea are having to deal with the growing number of non-Korean speaking clients(김태호, 2009). As a result, multicultural counseling in South Korea has been undergoing a tremendous development.

However, in multicultural counseling, there are a lot of challenges and difficulties that exist between counselors and clients due to their different linguistic and cultural backgrounds, which leads to problems such as having language barriers and effectively understanding the goals of the counselor. Considering the room for miscommunication and accounting for people having different cultural values, they are vulnerable to ineffective counseling(위주원&최한나, 2015; Sue & Sue 2013; Ramos-Sanchez, L, Atkinson, D. R. &Fraga,1999). Therefore, in order to achieve better outcomes, counselors need to have a better understanding of their clients' cultural and linguistic backgrounds to do their jobs more effectively(Marcos, 1988; Rivera, 1995; Santiago-Rivera & Altarriba, 2002).

Verbal communication is a valuable tool for counselors to assess clients

and make psychotherapeutic interventions. During counseling sessions, language plays an important role towards the effective communication between both counselor and client (Marcos, 1988). For foreign clients, their mother tongue is not only an everyday means of communication, but also a primary means to convey and preserve ethnic faith, traditions and identity (Marcos, 1988 ; Santiago-Rivera & Altarriba, 2002). Language in counseling has three fundamental functions: first, it connects counselors and clients through exchanging information; second, it facilitates building trust and rapport; thirdly it assists achieving expected therapeutic targets (Claus, 1998; Santiago-Rivera, 1995). Oliva M. Espiñ (2013) has said, “all therapy is to some degree a ‘talking cure.’”

Therefore, clients who use their second language not at the level of their mother tongue, often face difficulties in therapeutic communication with counselors. The ineffective communication caused by language barriers can frustrate both counselors and clients, and this can lead to the premature termination of counseling sessions (Sue & Sue, 2013). In addition, when clients are not capable of effectively communicating in their second language, they were often observed speaking in sterile verbalizing form (e.g. short sentence, simple grammar etc.) and speaking with a lack of emotional intonation (Marcos, 1976b). Emotional experience and expression play an irreplaceable role across various psychotherapy orientations (Greenberg, 2006; Sloan & Kring, 2007). Also in recent theory such as exposure therapy and emotion focused therapy, intensive emotional experience has been emphasized as a critical prerequisite for positive therapy outcomes (Hunt, 1998; Greenberg, 2002; Greenberg 2006). Therefore, it is necessary to investigate the effect of language usage on the emotional experience of foreign clients.

Marcos (1976b) who was a pioneering scholar studying Spanish-English bilingual patients in the U.S., suggested that when patients spoke low

proficient English, due to the extra cognitive demand, they were prone to focus on the “how”, and not the "what". This distraction produced less emotional involvement (i.e. emotion detachment) which could result in vague and unreal emotional experience for both clients and counselors. While most of Marcos' studies were based on observation, Arrachea (1996) tried to prove the result more empirically. Arrachea (1996) designed an experiment aiming to prove that second language causes less intensive emotional experience and expression; however, the study result failed to prove the fact. One reason for the failure may be that the subjects under study spoke with a high level in both first and second language, unlike the clients in previous observational study whose second language was not as proficient as their mother tongue.

Even though Marcos's and Arrachea's studies were conducted decades ago, they are still worth being studied again in recent Korean multicultural counseling settings. The research about how language affects the quality of therapeutic counseling is important, yet there is currently very little research providing empirical data on multi-cultural counseling. Thus, the present study aims to provide some basic information by partially replicating Arrachea's (1996) experiment procedure. In this study, the subjects were selected as Chinese students in South Korea since Chinese students constitutes the biggest part of international students and there is growing attention of counseling needs of this group in universities at present.

2. Research Questions and Hypotheses

The research questions as follows:

Will the language that Chinese students use to express emotional experiences affect how those students experience and express emotions?

Hypothesis:

- 1.Chinese students undergo a higher level of anxiety when verbalizing a sad experience in Chinese than in Korean.
- 2.Chinese students undergo a higher level of depression when verbalizing a sad experience in Chinese than in Korean.
- 3.Chinese students narrate more intensive negative affect when verbalizing a sad experience in Chinese than in Korean.

CHAPTER II.

LITERATURE REVIEW

1. Definition and Classification of Bilingualism

In contrast to what is commonly perceived, bilinguals, people who can speak two languages, constitute the majority of the world (Marcos & Urcuyo, 1979; Santiago-Rivera & Altarriba, 2002). Despite the simple definition, the classification of bilingualism usually involves a complex process (Santiago-Rivera & Altarriba, 2002). Based on different dimensions, bilinguals can be divided into many categories.

Generally speaking, when a bilingual person shows a significant competent difference between the two languages she/he speaks, or she/he has a much better command of one of the two languages than the other one, she/he can be defined as a "subordinate bilingual" (Marcos, 1976a). Subordinate bilinguals are the majority of the bilingual population (Lawrence, 1981). While a bilingual who can speak both languages fluently is categorized as a "proficient bilingual" or "pure bilingual" (Marcos, 1976a).

Based on whether the representational meaning system is shared or separated between two languages, proficient bilingual can be sub-classified into the compound bilingual or the coordinate bilingual (Ervin, 1961; Ervin & Osgood, 1954; Lawrence, 1981). Compound bilinguals simultaneously acquire two languages in the same environment, which seems rare in real world (Arrachea, 1996). In contrast, coordinate bilinguals learn two languages at different time and in different environments and most bilinguals belongs to this type (Grosjean, 1982).

Moreover, Marcos (1976a) distinguished the specialized bilingual from the unspecialized bilingual depending on whether a language use is limited to specific people or conditions. For instance, a specialized French-English bilingual may only speak French with family but speak English with colleagues in workplace, while an unspecialized bilingual may mix two languages without differentiating such conditions above.

Finally, the semantic compatibility and incompatibility of the bilingual's two languages is another classifying criterion. Incompatibility is commonplace between different languages. Diebold (1967, see Arrachea, 1996) illustrated incompatibility using a German word "Freud" and an English word "friend". "Freud" is with a latent meaning of intimacy and closeness while "friend" defines a friend as someone you acquaint with, which has a much broader meaning than "Freud". Similarly, both Korean word "친구" and Chinese word "朋友" means friend in English, Korean word "친구" has a denotative meaning of fellow which is not included in Chinese semantic system.

2. Emotion

1) Definition of Emotion

From an evolutionary point of view, Plutchick (1984, p.217, see Arrachea, 1996) defined emotions as “a complex sequence of reaction to a stimulus and includes cognitive evaluations, subjective changes, autonomic and neural arousal, impulse to action and behavior designed to have an effect on the stimulus that initiated the complex sequence”. This definition contains all aspects of emotion and focuses on the importance of the survival function of emotion (Arrachea, 1996).

In the field of psychotherapy, emotion has been defined in various ways

which can give rise to confusion (Gross and Thompson 2007, see 김영근, 2014). In order to communicate smoothly, Gross and Thompson (2007) sorted out "stress", "emotion", "mood" and "impulse" as four subgroups of affect. According to such classification, "stress" is the response to uncomfortable stimuli from environment; anger and sadness belong to "emotion"; depression and happiness can be classified into "mood"; "impulse" includes eating, sex, hostility etc. Ekman (1992) suggested that, compared with "mood", "emotion" tends to start more quickly and lasts shorter. Other scholars also gave diverse definitions of the emotion which were in the same strain with Gross and Thompson (김영근, 2014).

2) Emotional experience and expression in psychotherapy

The therapeutic role of "emotional working" can be traced back to the time of Freud (1963). Catharsis, viewed as the process of discharging emotions (e.g. crying, laughing etc.), was once valued by Freud (Freud & Breuer, 1966; see Nichols, 1974) as the main technique to treat the hysteria symptom. In spite of that catharsis' status was replaced by free association afterwards, it still remained as an important supplementary tool to reduce tension and facilitate undoing repressed memory. Not only psychoanalytic theorists, but other various psychotherapy theorists, agreed that emotions are indispensable in psychotherapy.

Rogers (1961), the client-centered therapy's advocate, suggested that in the secure relationship with counselor, approaching not avoiding one's real emotional experience should be the way for clients to discover the real self. Cognitive therapy founder--A. Beck, once addressed that emotion was a very critical variable in cognitive therapy (Beck, Emery & Greenberg, 1985. see 김영근, 2014).

In behavioral therapy, emotional processing is an essential conception defined by Rachman (2001) as "process whereby emotional disturbances are absorbed, and decline to the extent that other experiences and behavior can

proceed without disruption." Rachman (1980, see Hunt, 1998) claimed that it was the incomplete emotional procession that resulted in the continuous distress of the clients. The way for facilitating emotional processing is through recalling the vivid memory, experiencing it and sustaining. As a result, dysphoric mood could be attenuated. There is an extensive previous literature asserting that emotional processing is an effective way to cope with anxiety disorders (Hunt,1998). And Hunt (1998) found out that emotion arousal played a critical mediating role in emotional processing.

Moreover, Emotion-Focused Therapy(EFT) provided a more general perspective about the role of emotion experience and expression in psychotherapy intervention (Greenberg, Auszra & Hrrmann, 2007). Greenberg (2002) categorized the emotional responses with two dimensions-- emotion occurrence hierarchy and function. On the one hand, emotions could be classified into primary emotion, secondary emotion and instrumental emotion; on the other hand, adaptive emotion was distinguished from maladaptive emotion. In light of Greenberg (2002), only when adaptive or maladaptive primary emotional experience was in activated state, could therapeutic intervention be achieved. Therefore, it indicated that emotion awareness and emotion arousal are indispensable principles of working with emotion.

Overall, through reviewing previous literature of different theories of psychotherapy, the emotion experience and expression's significance in psychotherapy seems self-evident.

3. Bilinguals' emotional experience and expression

The phenomenon that the mother tongue or a second language use affects bilingual clients' emotional experience and expression differently can be reviewed from some early clinical reports. Buxbaum (1949)'s report about two immigrant German women said that both of the two female patients

refused to speak their mother tongue – German at the early stage of psychotherapy. Along with the progress of the therapy, when the therapist asked the clients to use their mother tongue during free association, some hidden childhood traumatic memories and conflicts were approached and resolved. Likewise, Greenson (1950), another pioneering psychoanalyst, also reported his Austrian female patient's rejection of communicating in mother tongue because she was afraid of recalling some unwanted memories. And she mentioned that when she spoke German she was a "scared, dirty girl"; while, when she spoke English, she was a "nervous, refined woman". These clinical cases indicated that a second language could play as a defensive system against some overwhelming experiences which happened in early years, and mother tongue seemed to be the gate accessing to a more emotionally charged inner world (Horenstein,2010).

In addition, Del Castillo (1970)'s case reports highlighted that a language use could affect the foreign-born patients' symptomatology. Patients observed represented more psychotic when they were communicating in mother tongue and appeared relatively rational and "normal" in a second language. Del Castillo (1970) presumed that it might due to the fact that mother tongue could give rise to intensive emotion arousal which was probably too overwhelming for patients to control. Analogous clinical reports about bilingual patients' less intensive emotional experience by using second language can be found in many other researches (e.g. Javier,1989; Marcos,1972, etc.). However, most clients in these reports could speak a second language at a native level, which means they were proficient bilinguals.

Afterwards, Marcos and his colleagues conducted a series of landmark studies (e.g. Marcos, 1976a, 1976b, 1988; Marcos, etc., 1973; Marcos & Urcuyo, 1979) to illustrate the emotional barrier of Spanish-English bilingual patients. Marcos and his colleagues(1973) discovered that Spanish-English

bilingual schizophrenic patients were evaluated as presenting "emotional withdrawal" only when interviewed in English (the second language). When patients speaking English, they tended to give only "sterile" description and give "the expression of failing to be emotional contact with the interviewer" (Marcos, 1976b). Marcos (1976b) explained that due to the additional translation process, the second language's encoding work of the subordinate bilinguals was more complex than that of mother tongue. As a result, when a patient communicated in a deficit language, he would focus on "*how* he says things" but not on "*what* he says things". In other words, the extra cognitive and attention burden imposed on the subordinate bilingual displace the affective energy and determine emotion detachment. In order to generalize such an interpretation to normal persons, Marcos (1976b) investigated kinetic behavior of 4 Spanish-English and 4 English-Spanish subordinate bilinguals. The results demonstrated that when the subjects freely verbalized in their second language significantly, more speech-related movements (*Speech Primary Movement* e.g. slightly turning of the wrists) were observed; while more affect-related movements (*Continuous Body Focused Movement* e.g. touching, soothing some part of the body) were displayed in mother tongue.

Bloom and Capatide's (1987) observational investigation about the infant's language development seemed to support Marcos' affective detachment effect suggestion (Arrachea,1996). This study demonstrated that infants who took more time in expressing emotion seemed to have a slower pace in transition from prespeech vocalizing stage to the first words(FW) and then to vocabulary spurt(VS) stage. This discovery suggested language learning and affective expression are competitive for the same limited cognitive source (Bloom, 1988). Therefore, when someone speaks a less efficient language, the laborious process possibly consumes the energy which could be utilized in expressing responding emotion.

Recently, the mounting neural based on researches appear to provide important proofs to explain the extra cognitive demands caused by using a deficit second language. A great deal of research illustrated that late bilinguals or foreign language learners tend to utilize a larger scope of brain's distinct and have more extensive cortical activation when they were doing various language-related tasks. For example, it was found out that the subordinate bilinguals engaged extended activity in prefrontal areas during a second language word/sentence production task or word completion task through functional techniques in Perani & Abutalebi's (2005) literature review. Likewise, Sakai and colleagues' (2004) study discovered an increased brain activity around Broca's area when Japanese students were conducting English verb conjugation (see more instances in Abutalebi, 2008; Perani & Abutalebi, 2005, etc.)

On the other hand, there is a long history of examining word's emotional impact via measuring physiological reactivity in psycholinguistic domain (Harris, Ayciceg~i & Gleason, 2003). The stronger SRCs (magnitude skin conductance response) was coupled with hearing or reading the taboo words or reprimands in mother tongue than second language (e.g. Harris, et al. 2003; Caldwell-Harris, et al. 2011). The recent research, via using EGG, examined that Chinese-English bilinguals manifested significantly larger N250 effect amplitude in the emotional face-word Stroop task (Fan, et al., 2016). In summary, these studies demonstrated that negative emotionality native expression has stronger power to elicit emotional arousal, which seems to offer roof from another standpoint to support the present study's topic.

CHAPTER III.

METHOD

1. Subject

Fifty two Chinese university students (including undergraduates and graduates) in Seoul were recruited online from Chinese students' community in Korea. Due to the difficulty of identifying their mother tongue, Chinese-Korean students were excluded. Besides, since the subjects needed to tell their emotional experience in either Korean or Chinese, thus they needed to be equipped with a middle-level language competence of Korean at least which equaled to level-4 of TOPIK(Test of proficiency in Korean) or above. After finishing the experiment, Subjects were offered a gift coupon equivalent to ₩5000.

Because 3 subjects claimed they wanted to stop during the experiment process and 3 subjects failed to follow the correct procedure steps (e.g. omitting the questionnaire), finally only 46 subjects' data was analyzed.

There were 11 male students and 35 female students at the age from 20 to 36 years old (average 25.20, SD 3.21). <Table1> illustrates basic demographic information about the subjects.

For most subjects, Korean was learned in China or in Korean institutions for the first time and a small part of the students were self-educated. Most students investigated started learning Korean during 18~22 year-old (89.13%) and only a few learned Korean between 6~17 years old (10.87%). Meanwhile, none of their parents is able to speak Korean.

<Table 1> Subjects' Demographic Information

Variable	Category	Number	Percentage (%)
Gender	Male	11	23.9
	Female	35	76.1
	Total	46	100
Age	20~23	11	23.9
	24	13	28.3
	25	9	19.6
	26	4	8.7
	28	4	8.7
	29	2	4.3
	30~36	3	6.5
TOPIK Level	4	3	6.5
	5	7	15.2
	6	36	78.3

Subjects are randomly assigned to Chinese language group and Korean language group (23 in each) in which they should describe their emotional experience in Chinese or Korean respectively. The constitution information of the two groups is illustrated in<Table 2>.

<Table 2> Experiment group constitution

	Category	Number	Percentage (%)
Chinese Language	Male	4	17.4
	Female	19	82.6
	Total	23	100
Korean Language	Male	7	30.4
	Female	16	69.6
	Total	23	100
Total		46	

2. Materials

1) Stimulus

Autobiographical Recollections induction is an emotion-evoking approach widely utilized in the clinical practice (Lubin, 1980). Since recalling cognitive progress and feelings experienced in the recalled event is connected, through reviving a personal event which is associated with emotionality, an individual's emotion state can be changed (Mosak & Dreikurs, 1973). With the advantage of individuality and little manipulation, it performs better than other emotion induction methods (Lubin, 1980).

In order to guarantee that all the subjects get the same direction, the induction direction audio, which would be played in the experiment, was recorded in advance. The audio direction was recorded in Chinese by a Chinese graduate female student who possessed the PSC¹⁾ certification of advanced level.

2) Equipment

Two 11 slides were written in Chinese for the subjects in different language groups to follow the experiment inductive direction, in which there was no difference except the additional remind of using Korean in Korea group's slides content and all text language was Chinese. In addition, a sound recorder, 2 sand clocks (2min and 5 min) and two plastic file folders were also prepared for the experiment.

3) Measurements

(1) Bilingual Questionnaire Modified

Gutfreud(1990) developed a Bilingual Questionnaire to gain information about Spanish-English and English-Spanish bilingual's basic demographic

1) PSC: Mandarin speaking level exam in China

situation(age, sex, and education background, etc.), language acquisition condition("When did you first learn Spanish? "), language use preference ("I am most comfortable expressing my feelings in English")and each language's using frequency and environment ("I would say that on the average I speak English once a day or more";"When I speak Spanish, I do it mostly with friends.").

In the present study, this questionnaire was translated into Chinese by the experimenter and revised by an English teacher in a Chinese university. Based on the specific background of the present study, some questions were modified. For example, alternating Spanish/English language into Chinese/Korean language; educational background was restricted to only the undergraduate and graduate programs; subjects' Korean language proficiency and ethnic information were added.

(2) State-Trait Anxiety Inventory (STAI)

State-Trait Anxiety Inventory was developed by Spieldberger, et. al. (1983). STAI includes 20 statements about the transient anxiety feeling (State Anxiety) of an individual and 20 statements about the continuous anxious condition (Strait Anxiety) of an individual. It is a 4-point self-report likert scale with 1 point indicating "Not at all" to 4 point indicating " Very much so", in which 10 items(1, 2, 5, 8, 10, 11, 15, 16, 19, 20) are inversely scored. In this study, only State Anxiety Inventory was used and the Chinese version was applied from 1988 (WangLiang, 2013). A higher score represents a higher anxiety level. Cronbach α was .921 in the present study.

(3) Depression Adjective Check List (DACL)

The Depression Adjective Check List was originally developed by Lubin (1980) to measure depressive mood, which contains 34 affect-describing adjectives. Lee (1999) adapted Korean version(K-DACL) with 11 positive

affect adjectives and 21 negative affect adjectives. Participants need to mark "O" to adjectives that conform with one's emotion situation and mark "X" to adjectives that not. The score is calculated by adding up the score of negative adjectives marked "O" and positive adjective marked "X". High score is explained as high depressive mood. In the present study, K-DACL was translated into Chinese by the experimenter and revised by a female student of Korean Education major and Cronbach α was .922.

(4) Coding System for Narrative Emotion Intensity

Arrachea (1996) used the Magai's (1989, see Arrachea, 1996) system to identify more than 10 sorts of different affect terms(e.g. guilt, sad, joy, interest, anger etc.) and their intensities. According to Magai(1989), there are 5 ways to express different emotion intensity. See <Table 3> for detailed information. Magai's coding system was translated into Chinese by a male Chinese English major while Korean by a female Korean English major. Since identifying the whole spectrum emotion is not the interest of the present study, only the item that has negative valence was identified, regardless of which specific emotion spectrum it belongs to. The rater graded each negative affect item's intensity in her/his narrative and then calculated the total score. A higher total score represents a more intensive verbalized emotion.

One thing needs noting is that when one term was repeated frequently caused by speech disturbance rather than emphasis(especially in Korean language situation), only one term was counted as valid.

<Table 3> Emotion term intensity coding system

modulation	example	score
strongly amplify	"I am extremely angry."	5
slightly amplify	"I am very angry."	4
unmodulated form	"I am angry."	3
dampen	"I am a little angry."	2
neutralize or deny	"I am not angry."	1

3. Procedures

To make sure experiment instruction can be easily understood without ambiguity, a pilot experiment had been done with 4 Chinese students who had similar educational background with experimenter. According to these students' advice, some details had been adjusted. In the real experiment, before the subjects arrived, the experimenter set all the experimental materials -- a laptop was located in the middle of the table with the first page of slides displayed, and the voice recorder and clocks were set on the left side, while the "A""B" file folders of the questionnaires and a ball pen were set on the right side. The whole experiment would take around 15-25 minutes. <Table 4> shows the whole procedure of the experiment.

1) Signing the Consent Form

When arriving at the laboratory, the subject was greeted by the experimenter and then a short everyday talk was shared, which could help build rapport and reduce the subject's nervousness in an unfamiliar environment. The language used for communication was Chinese. Subsequently, the consent form was offered to the subject which included the research topic, the experiment procedure introduction, and the experimenter's personal information, etc. However, the existence of the contrast group was not informed in the consent with which the subjects

might speculate the study purpose, to keep the experiment's objectivity. Subjects could ask the experimenter questions about any unclear part and decide whether to participate. If the subjects agreed to participate then they needed to sign the consent form and the experiment would continue.

<Table 4> Experiment procedure

Step	Content	Material	Time
1	Signing the Consent Form	Consent Form	2 min
2	Filling out Bilingual Questionnaire & Brief Orientation	Bilingual Questionnaire & Standard Orientation	3 min
3	Warm up & answering subjects' questions	Audio Direction	3-6 min
4	Relaxing	Audio Direction	30 sec
5	Filling out Questionnaire A	pre STAI & DACL	2 min
6	Autobiographical Emotion Induction & Verbalizing Emotional Experience	Audio Direction	2-6 min
7	Filling out Questionnaire B	post STAI & DACL	2 min
8	Debriefing	Debriefing Material	1-2 min

2) Filling out the Bilingual Questionnaire and Brief Orientation

After filling out the Bilingual Questionnaire, the subject was given a brief demonstration about how to use the slides and also given an oral introduction of the do's and don'ts. At the same time, which language (Chinese or Korean) should be spoken was also informed. If the subject had no more questions, the experimenter would switch on the recording machine and leave the room. The subject should conduct the experiment alone by following the directions of the slides.

3) Warming Up Session and Answering Subjects' Questions

In order to familiarize the subject with the experimental operation and maximally diminish their nervousness, a warming up session was set. In this

session, following the voice direction, the subjects should recall and immerse themselves in their happiest memories and then verbalize the inner experience within 2 minutes. After this part, a reminding slide would be displayed to inform the subjects that if there was any question, they could leave this room and ask the experimenter; or they could just turn to the next page to continue.

4) Relaxing

For the sake of mind clearing, the subjects should count backwards from 20 to 1.

5) Filling out Questionnaire A

Questionnaire A (pretest STAI & DACL) was filled out to provide base line of the subject's emotion.

6) Autobiographical Emotion Induction & Verbalizing Emotional Experience

This part was the main body of the experiment, and almost the same with the warming up session in which the subject was required to recall her/his saddest memory and verbally express within 5 minutes.

7) Filling out Questionnaire B

Questionnaire B (post-test of STAI & DACL) was filled out.

8) Debriefing

When it came to the last page of slides, the experiment was announced to be over and the subject should leave the room and inform the experimenter. Later, experimenter explained the exact study purpose and the reason of hiding some information like the existence of contrast group. Meanwhile, in order not to affect the result of the following subjects, the

subject was asked to respect the confidentiality about the experiment details. Besides, the experimenter also checked whether the subject's mental condition was fine and the campus counseling service would be offered if necessary .

4. Audio Data Training and Coding

To ensure the accuracy, the narratives were transcribed by the experimenter and double checked by two naive raters (one for Chinese language group and the other for Korean language group. The two raters were female Korean-Chinese graduate students with native proficiency of both Chinese and Korean. Raters were trained with the rating content which included coding methods, principles and non-disclosure agreements for half an hour separately.

The Magai's coding system of the Chinese or Korean version was given to the corresponding raters, and the original English version was also provided as reference. The experimenter reviewed the coding principle with the rater and answered questions raised by raters. Then the raters would test two sample narratives through reading transcriptions and listening to narrative recording simultaneously. These rating results were compared with the experimenter's and the different parts were discussed to reach a 100% agreement. After that, the rater needed to test on another two narratives and a80% agreement between the rater and the experiment should be reached (Arrachea, 1996). The agreement percentage was illustrated in <Table 5>.

<Table 5> Agreement percentage of coding

Agreement Percentage (%)	Rater1 (Chinese)	Rater2 (Korean)
	92.9	86.7

5. Data Analysis

The data acquired from questionnaires and rating process was analyzed by SPSS Statistics 21. With the pre-test's result controlled as covariance. ANCOVA was utilized to identify the subjective emotional experience(anxiety and depression) difference between two groups. Two-sample t-test was used to check homogeneity between groups and compare the two group's verbalized emotion intensity.

CHAPTER IV.

RESULT

1. Homogeneity Confirmation between Groups

Two-sample t-test was utilized to check the homogeneity between Chinese language group and Korean language group, three variables -- age($F(1,44)=4.498$, $p=.501$), gender($F(1,44)=4.358$, $p=.543$) and Korean proficiency ($F(1,44)=.375$, $p=.804$), were compared and no significant difference was identified. Hence two groups were confirmed as homogeneous. See detailed information in <Table 6>.

<Table 6> Homogeneity confirmation between groups

	Chinese Language		Korean Language		F
	M	SD	M	SD	
Age	25.44	4.10	24.96	2.03	4.50
Gender	1.83	.39	1.70	.47	4.36
Topik	5.70	.64	5.74	.54	.38

sex: male=1, female=2.

2. Emotional Experience Comparison between Groups

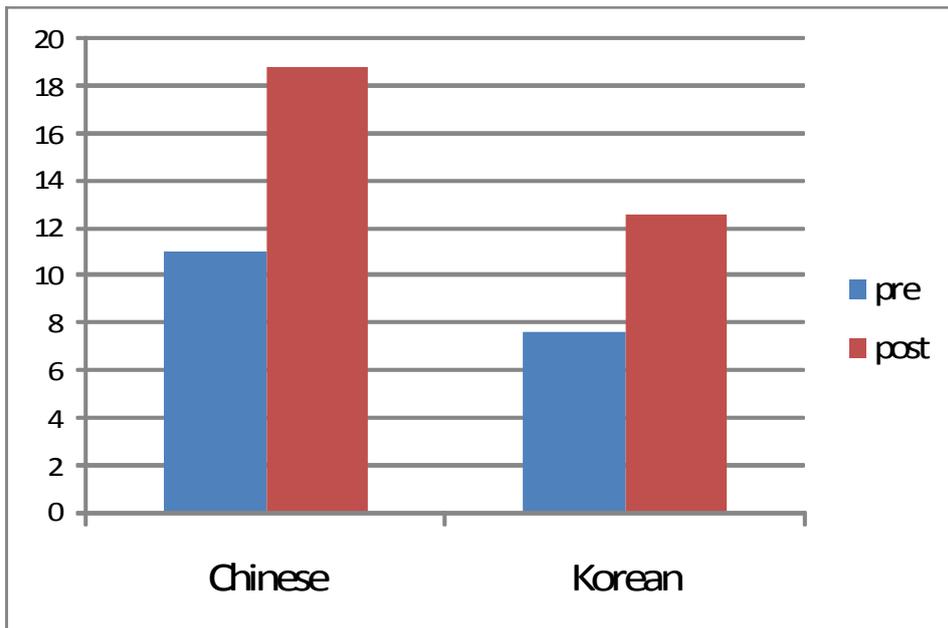
The subject did the State-Trait Anxiety Inventory (only state part) and the Depression Adjective Check List (DACL) before and after the retrieval of a saddest event. The scores' mean and SD are illustrated in <Table 7>.

Chinese language group's STAI mean and DACL mean were both higher than Korean language group, which means that the subjects who spoke Chinese felt anxious and depressed more intensively than the subjects who spoke Korean. [Graph1] and [Graph2] shows the change of the anxiety and

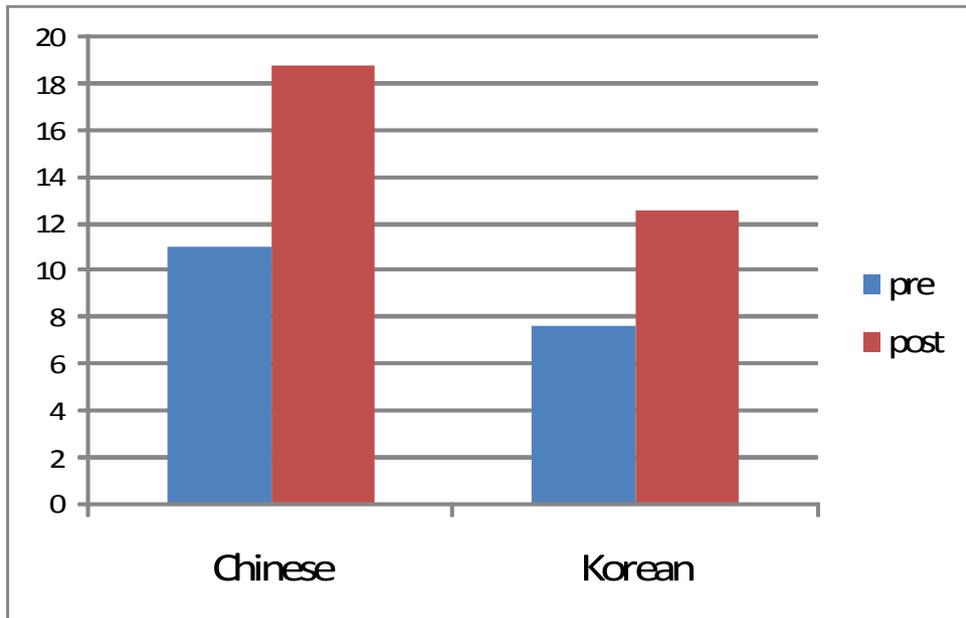
depression level of the two groups.

<Table 7> Each group's descriptive statistic of STAI and DACL

	Language	Pre		Post	
		M	SD	M	SD
STAI	Chinese	41.44	6.01	49.17	9.26
	Korean	39.10	8.71	43.39	8.35
	Total	40.29	7.46	46.28	9.19
DACL	Chinese	11.04	7.89	18.78	7.34
	Korean	7.59	6.50	12.57	7.18
	Total	28.0	9.36	32.0	15.67



[Figure1] Anxiety change of two groups



[Figure2] Depression change of two groups

To investigate the statistical significance of the two groups' STAI and DACL post-test scores gaps, ANCOVA was performed with pre-test's scores as covariance. The result is illustrated in <Table 8>.

<Table 8> ANCOVA of anxiety and depression

	Language	N	M	SD	F	η^2
State Anxiety	Chinese	23	49.17	9.26	4.69*	.100
	Korean	23	43.14	8.45		
Depression	Chinese	23	18.78	7.34	5.98*	.125
	Korean	23	12.36	7.29		

*p < .05

The result verified that the Chinese language group's state anxiety level was significantly higher than that of the Korean group (p=.036). 10% of state-anxiety variation was explained by the language variable. Thus, hypothesis 1 was supported.

Meanwhile, the difference of the depression between the two groups was significant as well($p=.019$). 12.5% of the depression variation was explained by language variable. Hypothesis 2 was also supported.

3. Narrative Comparison between Groups

Two independent raters did the coding work of Chinese or Korean narratives. The mean of the narrative negative affect intensity was 19.17 in Chinese language group while 13.48 in Korean language group. This result indicated that the subjects who spoke Chinese seemed to express more intensive negative emotion than those who spoke Korean. According to one-tailed two-sample t-test, the difference between the two groups was significant($F(1,44)=.980$ $p=.037$). Therefore, hypothesis 3 was supported. See <Table9> for detailed information.

<Table 9> Comparison of negative affect expression intensity

	Language	N	M	SD	F
Expression	Chinese	23	19.17	10.58	.980*
Intensity	Korean	23	13.48	9.83	

* $p < .05$

CHAPTER IV.

DISCUSSION

1. Conclusion

The purpose of the current study is to investigate the effects of the first or second language usage on Chinese students' emotional experience by partially replicating Arrachea's (1996) study. A total of fifty two Chinese undergraduate and graduate students of different universities in Seoul participated in this study. The subjects were randomly separated into two groups and were asked to recall their saddest moment during their life time. Then they were asked to express their feelings in either their mother tongue(Chinese) or their second language(Korean). Before and after the emotion induction phase, the magnitude of anxiety and were measured by STAI(State-Trait Anxiety Inventory) and DACL(Depression Adjective Check List). In addition, two independent raters coded the narrative negative affect terms' intensity based on Magai's (1989) coding system. After excluding six invalid data, of 52 participants, there were 46 subjects' all the (Male=11, Female=35) data were analyzed.. In order to examine whether the Chinese students of first language group experienced more intensive anxiety and depression than the students in second language group, ANCOVA was utilized to compare the two groups' STAI and DACL's post-test results with the pre-test scores as covariance. The two group's verbalized emotion intensity was compared through two-sample t-test. The result demonstrated that the Chinese language group's anxiety and depression level was significantly higher than the Korean language group. Meanwhile, the narrative negative affect intensity in Chinese group was also significantly stronger than the Korean language group. Thus all the 3 hypotheses were

supported.

Marcos (1976b) claimed that due to the additional cognitive and attentional demands that are required by using the second language, one would feel less emotional involvement. The results prove that the Chinese students experienced and expressed their anxious and depressive feelings more intensively when they used their first language, which was in accordance with many related observational results(e.g. Marcos, 1976b; Bond & Lai, 1986, etc.). In addition, subjects' insufficient Korean vocabulary, to some degree will contribute to the less intensive verbal expression in Korean. Since the manipulated definition of verbalized emotional intensity was the integration of affect terms quantitative and qualitative facts. Given the information, it was in line with what Schrauf (2000) has suggested, which meant that a lot of details and vividness would be omitted in the process of translating the first language to their second language. It was more evident that, a person's mother tongue helped the subject re-experience the feelings vividly by being able to say what they want in more detail (Byford, 2015). Watson (1996) proved that detailed description could lead to more intensive emotional arousal. As a result, detailed description in their mother tongue could give rise to more intensive emotional arousal than less detailed description in second language, which seemed to aggravate the two groups emotional experience intensity gap.

Arrachea (1996) suggested that a subordinate bilingual might be the suitable subject to test emotional experience difference to explain the failure of verification. In Arrachea's (1996) study, proficient bilinguals were used as subjects. The language of the direction and questionnaires was consistent in one language. That is if a subject was assigned to the English group, English would be the only. However, nearly all subjects of the current study were subordinate bilinguals who were limited in Korean language. In order to exclude extra mental stress, which could bias research results, caused by

listening or reading foreign language, in the present study, directions and questionnaires of both groups were unified with Chinese.

2. Research Significance and Implication

The significance and implication of the current study are listed below.

First of all, considering the little amount of attention paid on the language portion in previous multi-cultural counseling study in Korea, this study is the first study to ever form a correlation between the language used and the subjects' emotional reaction. Although most literature about language fore-mentioned were couple decades ago, the sources are still viable.

Secondly, current study utilized a systematic experiment to investigate the effect of different language used on the subordinate bilinguals' subjective emotion experience and verbal emotion expression. It provided another empirical proof to support the result of the observational researches and case studies (Arrachea, 1996). Not only that, most bilingualism studies in counseling domain mainly focused on the "pure bilingual"(Marcos, 1976b; e.g. Arrachea, 1996, etc). Despite the different types of bilingual, we can still benefit from learning research experience. By modifying these studies, we might find a better way to deeply understand foreign clients' features in multi-cultural counseling.

Thirdly, the lack of consideration in the language used can give rise to misunderstanding and inaccurate diagnosis about the clients. The language factor in multi-cultural counseling need to deliberate before and during the counseling session as follows:

- 1) Understanding the different classification of bilinguals can help counselor predict to the difficulty caused by language in the process of counseling (Sciarra & Ponterotto, 1991). It is necessary to add the language

proficiency assessment(via writing, reading and oral test) into the evaluation prior to the counseling session to decide whether using clients' second language is appropriate, because the typical counseling session is in the form of conversation (Altarriba & Santiago-Rivera, 1994; Santiago-Rivera, 1995; Zuniga, 1991).

2) Karno & Edgerton(1969) suggest that the language barrier is a major factor resulting low usage rate of counseling services from foreign clients. In addition, the current study has demonstrated the less emotional involvement cause by speaking a low level second language which could weaken the effect of counseling. Therefore, the importance of having counselors who can speak clients' mother tongue is self-evident (Ramos-Sanchez, Atkinson & Fraga, 1999; Santiago-Rivera, 1995; Santiago-Rivera & Altarriba, 2002; Sue & Sue, 2013; Takeuchi et al, 1995). However, there is only a handful of bilingual counselors working with foreign clients in South Korea. Therefore, cultivating counselors who can speak foreign clients' mother tongue is necessary.

3) For counselors who cannot speak the clients' mother tongue, learning to pronounce some widely-used proverbs in the client's mother tongue and incorporate them timely in the session can also be helpful to improve the effectiveness of counseling (Zuniga, 1991).

3. Limitation and Proposal for follow-up study

Despite some of the significant factors mentioned above, there are still some limitations that need to be noted and improved in the follow-up study. First of all, the sample had limited representativeness. Subjects were Chinese students only in Seoul district and most of them were graduated students with relatively decent Korean proficiency. This sample could not represent the large amount of Chinese undergraduate students and immigrant

adolescents whose Korean are more limited. Therefore, to further study about the Chinese students, it is important to equally represent the population of the Chinese students. Another bias was reflected on regarding the gender ratio. The study was a voluntary participation, which attracted more female subjects compare to male subjects, so it was hard to fulfill the important variable of gender (Arrachea, 1996). Analyzing the results, male subjects seemed to report a relatively less emotional intensity. However, follow-up study needs to be done to further investigate such phenomenon to see if it is random or it is a pattern.

Then, some details of experiment design could be improved. One is that three participants' data were eliminated for recalling something irrelevant to the required topic. The experiment was conducted by the subjects alone, therefore no one could remind that the topic they spoke had already deviated. To figure out this problem, adding a page to make the subjects self-check list to see whether what they spoke met the requirement; or, using an intercom system which can allow the experimenter to keep them on track is another effective measure. Furthermore, one subject suggested that it might be better to add an extra relaxing session like counting numbers or taking some deep breath to help subjects recover from the temporarily bad mood.

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APPENDIX

Appendix 1 Oral introduction of experiment operation English Version

1. When the experiment starts, I will go outside and leave you alone to carry on the experiment.
2. Please use the Pg up or Pg Dn key, read the PPT one by one and follow the direction on every page.
3. When the PPT indicates you to listen to the voice direction, you need to click the trumpet icon by using the touch pad.
4. There are 3 such voice directions. The first part is just a practice session to familiarize you with the operation. After you finish the first part, turn to the next page, it will tell you that if you have any questions about how to proceed, you can go outside and inquire the experimenter. If you have no questions, then just continue.
5. There will be a time limitation when you start to talk, here are two sand clocks-- 3min and 5min, you can use them to measure the time you have used. However, since the time offered is ample enough, you don't need to feel time pressure.
6. There is questionnaire A and questionnaire B in each file pocket. You should follow the PPT's direction to response the corresponding questionnaire. Please note Each questionnaire has 2 pages, don't omit the second page.
7. The content of the two questionnaires is same, you should keep mind of that it's not necessary to deliberately give the same or different answers of the two questionnaires. The point is that you need to answer honestly based on your own situation.
8. When come to the part you need to speak, please use Chinese/ Korean.

Appendix 2 Oral introduction of experiment operation Chinese Version

实验操作方法口头说明

- 1.实验开始后，我会离开这个房间在外面等候，留你一个人在这里进行实验，我会在离开房间的时候，打开录音笔开始录音。
- 2.请使用翻页键（Page up/down），一张一张翻阅PPT内容，并且按照PPT的指示进行相应的反应。
- 3.当告知你听取提示内容时，需要使用笔记本电脑上的用鼠标区域，点击喇叭图，方可听取提示内容。
- 4.这样的提示内容一共有3段，第一部分为练习部分，在听完提示音，并且根据要求完成口述回答后，翻到PPT下一页，会提示你如果对实验操作有疑问，可以走出房间向研究者进行询问。我会对你的问题进行解答；如果没有问题，则继续进行实验即可。
- 5.需要你口述回答的部分，会有一个最长时间限制，这里有3分钟和5分钟两个沙漏，可以帮助你掌握时间。留给你的时间是非常充裕的，所以不必感到时间限制的负担。
- 6.问卷分为A和B两份，请根据PPT的提示，选取相应的问卷进行作答，每份问卷有两页，做完第一部分请翻到第二页继续作答，以防有漏答现象。
- 7.A和B两份问卷，内容是一样的。但是需要你注意的是，无需刻意对两份问卷做出相同或者不同的答案，关键的是，要根据自己的当时的情况如实回答即可。
- 8.本次需要你口述回答的部分，请使用中文/韩文。

Appendix 4 Voice direction of autobiographical mood induction English version

Part One

"You are going to be asked to recount an emotional experience. Please close your eyes and try remember an experience that made you feel happy. Put yourself back into the situation as though it was happening now, then, try to imagine telling the experience to someone you trust like your best friend or relative. As soon as you have recaptured the experience, please relate it. Remember, that it is very important that you understand exactly how you feel about the experience. Please try to limit your description to two minutes, and you can begin whenever you're ready."

Part Two

"In order let you feel more relaxed, you will be asked to count number from 20-1 aloud."

Part Three

Please close your eyes and try remember an experience that made you feel sad. Put yourself back into the situation as though it was happening now, then, try to imagine telling the experience to someone you trust like your best friend or relative. As soon as you have recaptured the experience, please relate it. Remember, that it is very important that you understand exactly how you feel about the experience. Please try to limit your description to five minutes, and you can begin whenever you're ready.

Appendix 5 Voice direction of autobiographical mood induction Chinese version

Part One

"你需要回想一个情绪感受。请闭上双眼然后尽力回想一个令你觉得开心的事情。请将自己置身到事发当时，就像是自己正在重新经历一切。然后，请想象你在跟一个你信赖的人在叙述这段感受，这个人可以是你的亲人朋友或者其他你信任的人。当你重新体验的当时的内心感受时，请马上对此进行描述。请记住，准确地理解你当时的内心感受，并且十分充分和细致地描述这种内心感受非常重要。描述时间最长不要超过2分钟。当你准备完毕，请开始。"

Part Two

"为了让你整理下自己的情绪，重新恢复平静，请出声从20倒数到1。"

Part Three

"请闭上双眼然后尽力回想一个令你觉得伤心的事情。请将自己置身到事发当时，就像是自己正在重新经历一切。然后，请想象你在跟一个你信赖的人在叙述这段感受，这个人可以是你的亲人朋友或者其他你信任的人。当你重新体验的当时的内心感受时，请马上对此进行描述。请记住，准确地理解你当时的内心感受，并且十分充分和细致地描述这种内心感受非常重要。描述时间最长不要超过5分钟。当你准备完毕，请开始。"

Appendix 5 Bilingual Questionnaire English Version

NO. __ Bilingual Questionnaire

1. Age:_____
 2. Year of Birth:_____
 3. Sex: Male / Female
 4. Ethnic_____
 5. Program: undergraduate: 1 / 2 / 3 / 4 year
graduate: master / doctor
 6. How long have you been in South Korea?_____
- Please circle the answer which best corresponds to your experience:
7. Where did you first learn Korean?
a. Home b. School c. Other___
 8. In which country did you first learn Korean?_____
 9. How old were you when you first learned Korean?
a. 0-5 years old b. 6-17 years old
c. 18-22 years old d. more than 23 years old
 10. The language you consider to be your native tongue is____.
a. Chinese b. Korean c. Other___
 11. I am most comfortable expressing my feelings in____.
a. Chinese b. Korean c. Other___
 12. I am most comfortable expressing my thoughts in____.
a. Chinese b. Korean c. Other___
 13. When I speak Korean, I do it mostly with____.
a. Family b. Friends c. teachers d. school mates e. Other___
 14. When I speak Chinese, I do it mostly with____.
a. Family b. Friends c. teachers d. school mates e. Other___
 15. The language that I have used most frequently in my life is:
a. Chinese b. Korean c. Other___
 16. When I am very angry the language I will first want to use is :
a. Chinese b. Korean c. Other___
 17. When I am very happy the language I will first want to use is :
a. Chinese b. Korean c. Other___
 18. When I am very sad the language I will first want to use is :
a. Chinese b. Korean c. Other___

19. I would say that on the average I speak Korean:
- a. Once a day or more
 - b. Every other day
 - c. Once a week
 - d. Once a month
 - e. Less than once a month
20. I would say that on the average I speak Chinese:
- a. Once a day or more
 - b. Every other day
 - c. Once a week
 - d. Once a month
 - e. Less than once a month
21. Your TOPIK-level is_____/ none.
22. How do you think your Korean proficiency? Please choose from number 1-7 to self assess your proficiency of your Korean.
- listening____ speaking____ reading____ writing____ general_____

Appendix 6 Bilingual Questionnaire Chinese Version

编号# _____

基本信息问卷

1. 年龄:_____
2. 出生年度:_____
3. 性别: 男/女
4. 民族:_____
5. 学历: 本科 1 / 2 / 3 / 4 学年
研究生: 硕士 / 博士

6. 您在韩国待了多长时间? _____

请从下列问题的选项中, 选择出符合自己情况的选项。

7. 您第一次学习韩语是在哪里?
a. 家 b. 学校 c. 其它___
8. 您第一次学习韩语的时候是在哪个国家? _____
9. 您第一次学习韩语的时候多大?
a. 0-5岁 b. 6-17岁 c. 18-22岁 d. 23岁以上
10. 您的母语是____.
a. 中文 b. 韩语 c. 其它___
11. 我最习惯使用___来表达我的情感。
a. 中文 b. 韩语 c. 其它___
12. 我最习惯使用___来表达我的想法。
a. 中文 b. 韩语 c. 其它___
13. 当我说韩语时, 我大部分是与_____.
a. 家人 b. 朋友 c. 老师 d. 同学 e. 其他_____
14. 当我说中文时, 我大部分是与_____.
a. 家人 b. 朋友 c. 老师 d. 同学 e. 其他_____
15. 在我生活中, 我最经常使用的语言是:
a. 中文 b. 韩语 c. 其它___
16. 当我非常气愤时, 我首先想使用的语言是____.
a. 中文 b. 韩语 c. 其它___
17. 当我非常开心时, 我首先想使用的语言是____.
a. 中文 b. 韩语 c. 其它___
18. 当我非常难过时, 我首先想使用的语言是____.
a. 中文 b. 韩语 c. 其它___
19. 平均下来, 我说韩语的频率是:
a. 一天一次以上 b. 每隔一天一次 c. 一个星期一次

d. . 一个月一次 e. 一个月到不了一次

20. 平均下来，我说中文的频率是：

a. 一天一次以上 b. 每隔一天一次 c. 一个星期一次

d. 一个月一次 e. 一个月到不了一次

21. 您的TOPIK成绩是___级 / 无成绩

22. 请评价下自己的韩语水平，请从1-7七个数字中选择一个数字填写，数字越高表示水平越高。

听_____ 说_____ 读_____ 写_____ 综合_____

Appendix 7 State-Trait Anxiety Inventory (only state part) English Version

NO.# _____ **Questionnaire A-1**

➤ Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel right now, that is, at this moment.

NO	Title	Not at all	Somewhat	Moderately so	Very much so
1	I feel calm.	①	②	③	④
2	I feel secure.	①	②	③	④
3	I am tense.	①	②	③	④
4	I feel strained.	①	②	③	④
5	I feel at ease.	①	②	③	④
6	I feel upset.	①	②	③	④
7	I am presently worrying over possible misfortunes.	①	②	③	④
8	I feel satisfied.	①	②	③	④
9	I feel frightened.	①	②	③	④
10	I feel comfortable.	①	②	③	④
11	I feel self-confident.	①	②	③	④
12	I feel nervous.	①	②	③	④
13	I am jittery.	①	②	③	④
14	I feel indecisive.	①	②	③	④
15	I am relaxed.	①	②	③	④
16	I feel content.	①	②	③	④
17	I am worried.	①	②	③	④
18	I feel confused.	①	②	③	④
19	I feel steady.	①	②	③	④
20	I feel pleasant.	①	②	③	④

Appendix 8 State-Trait Anxiety Inventory (only state part) Chinese Version

编号# _____

问卷 A-1

➤ 下面的题目是描述关于你此时此刻感受的内容，请阅读各个表述，选择最符合你
现在感受的选项。

题号	题目	一点也不符合	不太符合	基本符合	非常符合
1	我感到心情平静。	①	②	③	④
2	我感到安全。	①	②	③	④
3	我感到紧张。	①	②	③	④
4	我感到束缚。	①	②	③	④
5	我感到安逸。	①	②	③	④
6	我感到烦乱。	①	②	③	④
7	我正在烦恼，感到这种烦恼超过了可能的不幸。	①	②	③	④
8	我感到满意。	①	②	③	④
9	我感到害怕。	①	②	③	④
10	我感到舒适。	①	②	③	④
11	我有自信心。	①	②	③	④
12	我觉得神经过敏。	①	②	③	④
13	我极度紧张不安。	①	②	③	④
14	我优柔寡断。	①	②	③	④
15	我感到轻松。	①	②	③	④
16	我感到心满意足。	①	②	③	④
17	我感到烦恼。	①	②	③	④
18	我感到慌乱。	①	②	③	④
19	我感到镇定。	①	②	③	④
20	我感到愉快。	①	②	③	④

번호# _____

설문지 A-2

▶ 아래에는 감정과 기분을 묘사하는 여러 가지 단어들 이 적혀 있습니다. 이 단어들 중에서 당신의 **지금 현재의** 느낌을 묘사하고 있는 단어에 O표 , 그렇지 않은 단어에 X표 하여 주십시오.

어떤 단어들은 서로 비슷하기도 합니다. 그렇지만, **차례로** 읽어가면서 **모든** 단어에 답해 주셔야 합니다. 될 수 있으면 **빨리** 해 주시길 바랍니다.

- | | | |
|----------------|----------------|----------------|
| 1. 가뿐하다 _____ | 2. 따뜻하다_____ | 3. 맥빠진다_____ |
| 4. 어수선하다_____ | 5. 우울하다_____ | 6. 막막하다_____ |
| 7. 뿌듯하다 _____ | 8. 침울하다 _____ | 9. 든든하다 _____ |
| 10. 죽고싶다 _____ | 11. 허탈하다 _____ | 12. 비참하다 _____ |
| 13. 시원하다_____ | 14. 편하다 _____ | 15. 울적하다_____ |
| 16. 넉더리난다_____ | 17. 슬프다 _____ | 18. 흥가분하다_____ |
| 19. 절망적이다_____ | 20. 서글프다_____ | 21. 외롭다_____ |
| 22. 좋다_____ | 23. 무기력하다_____ | 24. 개운하다_____ |
| 25. 멍하다_____ | 26. 허무하다_____ | 27. 의기소침하다____ |
| 28. 허전하다_____ | 29. 쓸쓸하다_____ | 30. 부드럽다_____ |
| 31. 느긋하다_____ | 32. 맥없다_____ | |

Appendix 10 Depressive Adjective Check list Chinese Version

编号#_____

问卷 A-2

- 下面是一些描写心情的词汇，对于**符合**你现在心境的词汇请用**O**标示，对于**不符合**你现在心境的词汇请用**X**标示。
- 有些单词意思虽然可能意思相似，但还是需要你按照循序将**全部**单词都进行标注。同时，**希望你尽可能快得**进行标注。

- | | | |
|---------------|-------------|---------------|
| 1. 轻快_____ | 2. 温暖_____ | 3. 垂头丧气_____ |
| 4. 心烦意乱_____ | 5. 忧郁_____ | 6. 迷茫_____ |
| 7. 心满意足_____ | 8. 沉郁_____ | 9. 踏实_____ |
| 10. 想死_____ | 11. 虚脱_____ | 12. 悲惨_____ |
| 13. 痛快_____ | 14. 舒坦_____ | 15. 寂郁_____ |
| 16. 令人生厌_____ | 17. 悲伤_____ | 18. 轻松自在_____ |
| 19. 绝望_____ | 20. 惆怅_____ | 21. 孤单_____ |
| 22. 好_____ | 23. 无力_____ | 24. 清新_____ |
| 25. 恍惚_____ | 26. 虚无_____ | 27. 萎靡不振_____ |
| 28. 不踏实_____ | 29. 冷清_____ | 30. 柔和_____ |
| 31. 闲暇_____ | 32. 枯竭_____ | |

Appendix 11 Emotion identifying coding system Chinese version

消极情绪评分表	
<p>举例: (包括但不限于)</p> <p>气愤的—暴怒的 (包括咒骂)</p> <p>被轻视的—被蔑视的</p> <p>害怕的—恐惧的</p> <p>难过的—悲痛的</p> <p>害羞的—丢脸的</p> <p>嫌弃的—令人作呕的</p> <p>内疚的</p>	
<p>评分标准</p> <p>1分—否定修饰 如：不， 没， 无 等</p> <p>2分—程度轻微的副词修饰 如：稍微， 有点， 些许 等</p> <p>3分—无程度副词修饰 (咒骂的话在此范围)</p> <p>4分—程度强烈的副词修饰 如：很， 非常， 特别， 十分 等</p> <p>5分—程度极其强烈的副词修饰 如：太， 极度， 极了 等</p>	<p>举例</p> <p>1分—“我不难过。”</p> <p>2分—“我有点难过”</p> <p>3分—“我难过。”</p> <p>4分—“我很难过。”</p> <p>5分—“我极度难过。”</p>
<p>补充说明：</p> <p>1) 出现否定积极情感的情况， 视作为消极情感表达。 例如：“我不开心”—评3分。 “我很不开心”— 评4分 以此类推。</p> <p>2) 对本身具有极其强烈感情色彩的表达 评5分 例如：痛不欲生 悲伤得不能自己</p>	

Appendix 12 Emotion identifying coding system Korean version

소극적인 정서 평가표	
참고 예시: (실제 평가할 때 밑에 제시한 범위에 한정되지 않음)	
분노한 — 격노한 (욕 포함) 무시한 — 멸시한 무서운 — 공포한 고통스러운 — 비통한 창피한 혐오한—역겨운 죄책감	
평가규칙: 1점—부정 예 : 아니, 안- , -지 않다 등 2점—경미한 정도 예: 조금 등 3점—정도를 수사하는 부사 없음 (욕설은 여기 속함) 4점—강렬한 정도 예: 아주, 정말, 많이 등 5점—극단적인 강력한 정도 예 : 엄청, 너무나, 극적인 등	예문: 1점—“난 안 슬퍼.” 2점—“난 조금 슬퍼.” 3점—“난 슬퍼.” 4점—“난 아주 슬퍼.” 5점—“난 엄청 슬퍼.”
보충설명: 1) 극정적인 감정을 부정하는 경우 부정적인 표현을 간조 예 : “난 기분이 안 좋아.”—3점. “난 기분이 아주 안 좋아.”— 4점 이러한 방식으로 유추. 2) 비유나 통한 극단적 강력한 강점강도를 표현하는 경우— 5점 예 : 세상이 무너진 것 같아.	

Appendix 13 Debriefing Chinese version

实验的解释说明

非常感谢您参与本次实验,在本次实验中,所有回答没有对错之分。本次实验的目的在于考察,母语与外语的使用在情感表达和体验的差异,您被随机分配到母语组/韩语组,为了保证实验的客观性,在实验开始前只是模糊地将实验目的解释为,研究语言和情感表达的关系,没有提前告知有对比组的存在,对此请谅解。在刚才的实验中,您的体验如何?是否有经历任何不便?在听了我对实验的具体说明之后,如果您改变心意,不希望自己的资料被研究使用,资料会被立即销毁,并且不会再用于研究当中。您对本次研究是否有其它疑问?如果有,请告之我,我会如实回答。如果您觉得因为本次实验增大了情绪压力,我可以为您介绍校内学生咨询中心的咨询服务。

实验参与者姓名： (签名)

日期：

Appendix 14 PPT used in experiment Chinese-speaking Group

语言使用对感情体验的影响

实验负责人: 樊璠
指导教授: 金桂铉

I. 预备练习

1

①请仔细听提示内容。



2

②请按照提示的要求进行叙述。

时间: 2 分钟之内

3

③你有什么问题吗？

→如有问题，请走出房间向研究者询问。

4

II.实验正式开始

5

①请认真听取提示，并按照提示要求进行。



6

②请完成 问卷A

完成问卷后，请移动到下一页。

7

③请认真听取提示.



8

④请按照提示的要求进行叙述.

时间: **5** 分钟之内

9

⑤请完成 问卷B

完成问卷后，请移动到下一页。

10

实验结束！

完成问卷之后，请走出房间联系实验负责人。

谢谢！

11

Appendix 15 PPT used in experiment-- partial Korean-speaking Group

②请按照提示的要求使用韩语
进行叙述.

时间: 2 分钟之内

3

①请认真听取提示，并按照提示
使用韩语要求进行.



6

국문초록

재한 중국유학생의 언어사용이 정서체험에 미치는 영향

최근 국제화 시대로 접어들면서 한국 사회 구성원의 인종과 국적이 다양해졌다. 이로 인하여 한국의 상담자가 외국인 내담자를 만날 기회 역시 증가할 것으로 예상된다. 따라서 외국인 내담자를 위하여 좋은 상담 서비스를 제공하려면 상담자는 문화적 측면뿐만 아니라 언어적 측면으로도 세심하게 접근해야 할 것이다. 특히나 언어사용은 상담에서 핵심요소이다. 외국인 내담자가 모국어가 아닌 언어로 말하는 경우 상담 장면에서 정서 분리 현상이 일어날 수 있기 때문이다. 즉, 내담자가 상담자에게 자신의 감정에 대한 표현을 할 때 그 느낌이 모국어로 이야기 할 때의 느낌에 비해 강력하지 않을 수 있다. 상담 장면에서 정서체험과 표현이 매우 중요하다는 점을 고려할 때, 상담 과정에서 언어의 영향력이 얼마나 중요한지를 살펴볼 필요가 있다.

본 연구는 실험을 활용하여 모국어와 외국어가 내담자의 정서체험과 표현에 미치는 영향을 알아보았다. 피험자는 총 46명의 중국 유학생(남자= 11명, 여자= 35명)이며, 무작위 배정을 통하여 모국어(중국어) 집단과 외국어(한국어) 집단으로 나누었다. 실험 과정은 피험자들에게 슬픈 감정에 대해 회상하게 하고, 그 정서에 대해 이야기 하도록 설계하였다. 상태불안 척도와 우울형용사 체크리스트는 실험 전과 실험 후 총 두 번을 확인 하였다. 실험 전 데이터를 공변인으로 설정하고 SPSS 21을 사용하여 ANCOVA를 통해 분석한 결과, 모국어(중국어)집단 피험자의 불안과 우울 수준이 외국어(한국어)집단 피험자의 수준보다 유의미하게 높았다. 채점자 두 명은 각각 두 집단의 언어로 피험자의 서술 내용을 채점 하였는데, 그 결과 모국어(중국어)집단 피험자의 정서가 외국어(한국어)집단 피험자의 정서보다 더 강력하게 표현된 것으로 나타났다.

본 연구 결과는 중국 유학생의 경우 외국어인 한국어를 사용할 때 보다 모국어인 중국어를 사용할 때 더 강력한 정서체험을 할 수 있으며 더 많

은 감정표현을 할 수 있는 것으로 나타났다. 그러므로 상담자가 중국 유학생을 만나는 경우 본 연구 결과의 특징을 고려하여 상담을 진행하는 것이 유용하다고 생각된다. 또한 외국인 내담자에게는 상담 과정에서 모국어 사용이 효과적이기에, 가능하다면 이중 언어를 사용할 수 있는 상담자를 양성하는 것도 추후에 논의될 주제라고 생각된다.

주요어: 언어, 모국어, 제2외국어, 정서체험, 중국유학생

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中文摘要

在韩中国留学生语言使用对情感体验的影响

在当今国际化的时代,生活在韩国的外国人数在迅速增加。这意味着韩国的咨询师将要面对越来越多的母语非韩语的外国来访者。因此咨询师需要更好地理解来访者的文化和语言背景,才能提供更好的咨询服务。当来访者使用不熟练的第二外语进行交流时,他们会表现出的情绪投入不是那么强烈。由于情绪体验在咨询中有着不可替代的作用,因此有必要探究外国来访者语言的使用对于情感体验的影响。在韩国,中国留学生是个庞大的群体,占据了留学生的绝大多数,他们的身心健康受到越来越多的关注;因此本次研究选择中国留学生为实验对象。

本次研究的目的在于,通过借助Arrachea's(1996)的部分实验设计,来研究母语或者第二外语的使用对于在韩中国留学生情绪体验的影响。一共有52名首尔地区的中国留学生(本科生和研究生)参与了本次实验。他们被随机分成两组,被告知需要回想一件最伤心的事情,然后使用中文(母语)或者韩语(第二外语)来描述自己的内心感受。在这样一个过程的前后,使用状态不安量表(STAI)和抑郁形容词量表(DACL)测量两次被试的不安和抑郁状态。此外,根据Magai's(1989)的评分系统,两名独立的评分员分别对两组的叙述内容进行打分。剔除了无效数据之后,对46(男=11,女=35)个被试的实验数据进行了最终分析。利用SPSS21分析软件,将前试STAI和DAACL的结果设定为协方差,对两组的后试STAI和DAACL的结果进行ANCOVA分析;结果表明使用母语的被试的不安和抑郁程度要比使用第二外语的被试显著性强。同时,使用独立标本t检验对两组被试描述的负面情绪情况进行比较,结果依旧是使用母语的被试要表达出更加强烈的负面情绪,并且这种差异是在统计意义上是显著的。

这个结果验证了,中国留学生在在使用母语(中文)时能体会到比第二语言(韩语)更加强烈的情绪体验。这意味着在咨询时需要考虑这一特点;同时,也揭示出培养更多会说来访者母语的双语咨询师的必要性。

检索词：语言，母语，第二外语，情绪体验，中国留学生
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