# Online Supplementary Materials: Questionnaire Items

*Buoyancy*

Once I decide to do something for English learning, I am like a bulldog: I don’t give up until I reach the goal.

In English class, I continue a difficult task even when the others have already given up on it.

When I run into a difﬁcult problem in English language class, I keep working at it until I think I’ve solved it.

I remain motivated even in activities of English learning that spread on several months.

\* I believe I have ability to succeed even in English class.

\* Even if the work is hard, I’m confident I can learn it.

*Self-efficacy*

I’m not confident I can be successful in English class even if I try my best.

Compared with other students in English class, I expect to do poorly. (R)

I avoid trying to learn new things in English learning when they look too difficult for me. (R)

\* When I make plans for language learning, I am certain I can successfully make them work.

\* Compared with others in English class, I think I’m good at English.

\* If something in English learning looks too complicated, I will not even bother to try it.

*Persistence*

\* If I have trouble understanding a part in English language class, I go over it again until I understand it.

\* When I run into a difﬁcult part in English language class, I usually give up and go on to the next part. (R)

\* I keep on investing time and effort in English learning that require years of work and patience.

*Strategic Self-regulation*

In English language class, when I read a problem, I make sure I know what I am asked to do before I begin.

In English language class, I try to organize an approach in my mind before I actually start problems.

\* Before a quiz or exam in English language class, I plan out how I will study the material.

*Ideal L2 Self*

I can imagine myself speaking English as if I were a native speaker of English.

Whenever I think of my future career, I imagine myself using English.

I can imagine myself living abroad and using English effectively for communicating with the locals.

I can imagine a situation where I am speaking English with foreigners.

I can imagine myself writing English e-mails/letters fluently.

\* I can imagine myself studying in a university where all my courses are taught in English.

*Anxiety*

I tremble when I know that I'm going to be called on in English language class.

In English language class, I can get so nervous I forget things I know.

It embarrasses me to volunteer answers in English language class.

Even if I am well prepared for English language class, I feel anxious about it.

I am afraid that the other people will laugh at me when I speak English.

I can feel my heart pounding when I’m going to be called on in English language class.

I feel more tense and nervous in my English language class than in my other classes.

\* I start to panic when I have to speak without preparation in English language class.

*Teacher-Student Relationship*

My English teacher relates well to me.

I feel like there is a ‘‘bond’’ between my English teacher or classmates and myself.

In thinking about this relationship, I have a harmonious relationship with my English teacher or classmates.

I look forward to seeing my English teacher or classmates in English language class.

\* I strongly care about my English teacher or classmates.

\* Items with an asterisk were excluded because they did not load on their respective constructs as hypothesized or did not show discriminant validity.