

The Colourful Masks of Emotion in Multi-Language Switching: A Formal Literature Review

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Abstract:

During the process of language learning, we automatically invest our emotions in perceiving and understanding words and sentences, which is a quite natural motivation for human to create interest on new matters. But how does emotion relate to language learning exist various phenomena full of complexity. This research aims to discuss the relationship between emotion and language learning with resources from previous literature, and unfolds a thematic classification with respect to measuring morality line between native and foreign language(s), anxiety in foreign language learning, how emotional intelligence helps build language competency, emotional difference when using native language and foreign languages, a close look at emotion in second language learning, cross-linguistic self-cognition, and reflection on *Emotions and Multilingualism*, a typical book including charisma of emotion in learning different languages. This paper concludes several featured types of emotion stimulating or inspired by multi-languages, confirms the effect of emotion in language learning, and provides foundation for further studies in exploring one's mental power to learn languages.

Keywords: emotional variation, language learning, multilingual switching, self-cognition reconstruction.

1. Introduction

Language, as a window of expression, is inseparable from the support of emotion behind. People automatically permeate emotion into language production, organizing and speaking which under different situations. It is important to realize the tight connection between emotion and the use of language, at the learning stage of the latter, which lays a foundation on how one's mental mechanism interweaves personal mastery of a certain language. In recent studies, the relationship between emotion and language learning has been discussed in a loose structure, that the range of interactivities between the two was widely distributed, referring to multiple sides related to educational pedagogy, personal social life, different emotional responses led by the divergence between languages, and comparison between behaviours reflected on bilinguals and multilinguals respectively, etc. From both the perspectives of education and living background, embodying the specific, dynamic interaction between emotion and individual development in language(s) is an exploitable value helping provide a handbook for us, all belonging to "language apprentice", to catch the key steps of better applying the skill of language delivery with the flexibility of emotional fluctuation. This article is aimed at reviewing previous research on illustrating how emotion and language learning correlate with each other, from which

to demonstrate the adaptive rule between multilingual switching and affective engagement under the trend of globalization. A thematic classification will be adopted to distinguish the progressive representation between human emotion and corresponding language use in changeable settings.

2. Emotional Changes in Different Language Use/Learning

2.1 The Varied Moral Code between Native Language and Foreign Language

It is interesting to know that the switch between native language and foreign language will generate a tendency to shake one's moral standard as not being monolingual. A study is devoted to verifying an assumption that, under the condition of using foreign language, it is easier to expose people's choice close to utilitarianism, which to some extent reflected the potential emotional movement towards certain languages [1]. In this study, two experiments were organized. One was to ask the participants who were late-learner bilinguals in their second language to make a choice whether saving one and sacrificing other five people on separate tracks, or, vice versa in an urgent train-coming moment, and another was based on the former, aimed at examining the willingness degree of changing the train direction from where lying five people

to one person [1]. By comparing the results, it is found that in the first experiment, generally, the participants held the utilitarian stance to save the five people, though East Asians had a lower tendency, and the second experiment revealed a high rate of switching the train direction [1]. The explanations given behind the results mainly attached to different cultural norms and the positive proportion between language native-ness and emotional closeness [1]. Accordingly, from this specific study, the elastic presentation of moral measurement between native and foreign language stated language itself can be a factor determining one's motivation, in spite of diverse cultural backgrounds is inevitable as well. This supports that our emotion follows a regular trajectory in coping with the familiarity of a particular language.

2.2 Anxiety--A Special Notice in Foreign Language Learning

In the sophisticated emotional patterns of humans, anxiety is a typical representation with a widespread cover in different situations. Entering the education system of language learning, it is common that during the process, students will perceive nervousness about the targeted language depending on several reasons. Here, a study formed by will be an example to give more details [2]. Although this study was done nearly at the turn of the century, its interpretation of the sources of anxiety when students learn a foreign language, as well as the impact of which on students' foreign language development has a popular guiding significance and remains to be adopted [2]. Based on even earlier literature illustrating a phenomenon that anxiety about foreign language and related learning achievement had a passive association with each other, this study examined 210 students at a mid-southern university in America who learned French, Spanish, German, and Japanese courses classified into introductory, intermediate, and advanced sections respectively [2]. In line with the results and data analysis, the discoveries emphasized the deepest correlation with the students' production of anxiety during foreign language, which was an expectation on the total average of the present language course, and what followed second was called perceived scholastic competence [2]. Besides that, other five factors forced the birth of language learning anxiety as well, including age, academic achievement, previous experience of visiting foreign countries, previous foundation of foreign languages in high school, and self-worth [2]. The study also revealed an interesting phenomenon, that for those students who visited other countries speaking the language they were learning, the anxiety degree would reduce [2]. Especially, this kind of relief is valuable evidence stating one's mental encouragement being offered to a foreign language

is very much connected with its corresponding, native cultural immersion, though temporarily.

2.3 The Role of Emotional Intelligence in Building Language Competency

Several studies have paid attention to the relationship between emotional intelligence and foreign language learning development. One research made by discussed whether emotional intelligence had a correlation with age and gender, as well as how it related to language writing and speaking skills. In the results, it is shown that age did not cover too many perspectives in emotional intelligence, yet only having an impact on rudimentary problem-solving capacity, and the latter can be improved as one grows up [3]. On the other side, gender had an even weaker association with emotional intelligence [3]. For the rest two language skills making students testing subject, what was highlighted was that those with stable mental control and stress tolerance held priority to handle better writing skills, and those who performed good management on interpersonal relationship and stress gained more success in speaking part [3]. Therefore, positive emotional intelligence can contribute to better language learning. Similarly, in another study, discussed the relationship between emotional intelligence and the use of language learning strategy. The study reported that emotional intelligence did have a crucial impact on students' choice of language learning strategy. In general, students with higher emotional intelligence tend to choose strategies including more cognitive elements and have more frequency in using them [4]. Also, two case studies explored the importance of emotional intelligence positioned in English Language Learning [5]. made English language learners in the English Language Centre at Taif University a sample, arguing there existed a positive correlation between emotional intelligence and the promotion of language competency. A cross-cultural commonality of EQ strategies in English language learning through qualitative research on comparing EFL teachers in colleges and universities in Iraq and the Czech Public. They found that both teachers of the two countries believed adopting an encouragement strategy and creating a motivational atmosphere in the classroom could help improve students' English language learning confidence and further, efficiency in mastering new language knowledge [6]. Again, the role of emotional intelligence is repetitively advocated to be a strong stimulus for foreign language learning. To sum up, through language learning, the involvement of emotional intelligence is a vital tip, proving that humanity carries a lead to dominate language mastery.

2.4 Comparison of Emotional Differences between the Use of Native and Foreign Lan-

guages

Using native language and foreign language(s) will be accompanied by emotional differences, the origin of which is related to some reasons behind. The traditional belief, according to previous literature, was that compared to native language, one's emotion to a foreign language when dealing with issues will decrease [7]. This reflected non-native language with an unfamiliar attribute of language itself will automatically induce language learners' emotional distance to it. If there were high similarities between one's native language and a targeted foreign language, then emotionally, the degree of anxiety of the person would reduce during the process of learning that foreign language, which would to a great extent switch to confidence [8]. Thus, finding shadows of native language in a foreign language will narrow the gap of emotional difference between them [7]. In the study, elucidated the significance of language resonance, mentioning that the variation of one's emotional closeness to language(s) will derive personal decisions in daily life. Likewise, an Emotional Phrases Task, that first language would arouse a more intense skin conductance effect, which was a sign of having a reaction to the hearing content. Moreover, the factor of age and gender in detecting one's emotional behaviour toward a certain language was secondly stated as being at the edge, namely they did not have too much impact [9]. In a nutshell, the inherent difference between native language and foreign language(s) will inevitably generate people's emotional differences towards them respectively. Though to classify a language into a native or foreign area is relatively depending on the person's growing environment, and there is a point that the acquired cultural exposure may cause these emotional differences to shift. That is, because of the frequency of application, people may have an emotional tendency stronger to the foreign language and become alienated from the original mother tongue.

2.5 Emotion Behaviour in Second Language Learning

There is yet no distinct classification between discussing the differences of emotionality in bilinguals and multilinguals. Probably, as bilingual learners are included in multilingual learners, and being bilingual is the first bridge for the extensive steps to be multilingual, more studies tend to probe into how emotion will affect second language acquisition. Despite this, digging emotional behaviour into second language learning is a more specific look at one's closeness varying when facing native language and foreign language. In this section, both theories and practice of how emotion affects the learning of the second language will be demonstrated. And imagination, being part

of emotional reaction as a consciousness reconstruction in the brain will be singled out in this article to display its role in people who touch the second language.

2.5.1 Theories and Practice of Emotion in Second Language Learning

In the study about how positive emotion works in second language learning, it combined what was called "the broaden-and-build theory" proposed by Fredrickson to explain the merits of mobilizing positive emotion to bring out better results in second language mastery [10]. Echoing the proposition raised by [5], positive emotions could no doubt fade away negativity such as anxiety, to transit learners' passive position, making them take the initiative to understand the rules of the second language [10]. [11], on the other side, stressed the performance of individual differences was neglected in second language learning before. This provided a clue for further focus on the bond between personality and language development, and personality is a necessary channel for emotional expression. A case study of measuring the time process of emotion in the first and second language on a group of German-Spanish bilinguals done by [12] revealed that there were no apparent differences of emotion and cognition in language content between L1 and L2. Interestingly, the study found there may exist a positive bias toward L2 at the rudimentary learning stage [12]. It offered a new recognition for us to realize that motivation inherently exists when people face novelty for the very first time, and it is important to stabilize this condition during second language learning.

2.5.2 The Force of Imagination and Second Language Learning Process

The strength of imagination, narrated by [13] and [14], contributed to second language acquisition. [13] pointed out that the process of learning a second language is related to the degree of one's imagined community of that targeted language, which has to consider the divergence with the original community. And [14] reinforced the concept called "imagined future states", which greatly directed how one would regard the present self to be the imagined self adapting to the targeted second language. Thereout, imagination, straightforward roots in the human mind and tightly connects with emotion, is a resource that can be widely exploited to serve for effective second language learning.

2.6 The New Self-Cognition Generated by Multilingual Contact

Following the role of imagination in facilitating second language acquisition, it can be explained that learning foreign language(s) is to some extent building one's avatar in mental, which emerges new self-cognition when under

different language use situations. [15] in 2020 compared the effects of positive and negative emotions to construct an ideal multilingual self. It was stated that positive emotion appeared more frequently and actively improves building an ideal multilingual self, while the relationship between negative emotion and the latter was blurry [15]. No matter how, the two sides of emotion reflect one's attitude to the targeted language. A few more studies gave support to personal mental activities resulting in the learning pace of foreign language. [16] focused on personal beliefs in language learning was the portal of self-perception to different languages]. For the concentration of [17] on their published work "The Contribution of Grit, Emotions and Personal Bests to Foreign Language Learning", they emphasized both the impact of positive emotion and negative emotion (such as anxiety) should be taken into value to structure language learning. As mentioned in the section on emotional differences between native language and foreign language, [18] also elaborated that the divergence between languages will influence one's learning speed due to which was a process of struggling and absorbing collisions brought by different cultures inlayed in languages. Moreover, [19] manifested that a psychological distance appealed by foreign language(s) was an inevitable precondition for the coming language effects carried out by them. Through the investigation of if there existed an equal effect of memorizing emotional words in native language and foreign language(s) in sequence, making 41 multilinguals in Finland with Finnish as their mother tongue and Swedish and English as late, non-proficient foreign languages as a sample, [20] highlighted the extent of emotionality was inseparable with the amount and frequent use of a certain language.

To sum, all these results above fully embody the interaction of new self-cognition and new language contact.

2.7 A Brief Look at the Book *Emotions and Multilingualism*

Finally, a review from [21] of the book *Emotions and Multilingualism*, written by [22], will be specially listed here. For the review, the purpose was to have a general narration on how multilinguals select to use their first language and foreign language(s) under different situations based on the study in the book [21], including seven perspectives from romantic relationships, therapeutic relationships, inner speech, multilingual swearing, feelings of identity and belonging, moral decision-making, to emotion recognition [22]. What was concluded from the book was listed below. First, language(s) that are learned at an early age will still carry intense emotional stimuli [21]. Second, linguistic and cultural distance stays positive to the necessary concentration on the verbal, vocal, and vi-

sual channels containing emotional communication [21]. Third, it takes time for multilinguals to comprehend and practice emotion words and emotion laden words in different languages because of cultural and pragmatic challenges [21]. Fourth, Age plays not a main but a co-variant role in the background of foreign language acquisition [21]. Fifth, the dominant status of using L1 or LX (refers to any foreign language acquired after 3 years old and reaching any proficiency since having L1) will vary due to the dynamic acculturation that one experiences [21]. These points claimed types of conditions that emotion and multilingualism dynamically interact with each other, and accords with other literature mentioned above. However, I do hope there can be more details about the comparison of multilingual participants' language mastery during each test and their age distribution. As age was proved by other studies that has no orientation in causing one's emotional cognition to change when using different languages, it is necessary to represent its co-variant impact as well.

3. Conclusion

Regarding the relationship between emotion and foreign language learning as a core, this article reviewed the previous related literature and thematically made a classification of the contents into seven parts. Emotional variation hidden behind moral code in different languages, the function of anxiety in foreign language learning, emotional intelligence in the construction of forging language competency, emotional differences between native language and foreign language(s) as well as a focus on second language learning, the birth of novel self-cognition under multilingual context, and a summary of the book *Emotions and Multilingualism* were sequentially described. This means an independent area of having an insight into how far or close one's mentality is mirrored in a certain language needs more precise observation and discussions. In the vast system of human language, the branches of the language family interconnect with each other more often than before, which is the trend of human development over the turns of centuries. To enhance communication and understanding through grasping the agility of emotion in multilingual is therefore a cultural tactic deserving a place in the tide of global integration.

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