

# Language preferences & perceptions of multilinguals (Pavlenko 2005, Dewaele 2010)

- 1564 multilinguals (Bilingualism & Emotion Questionnaire), Dewaele & Pavlenko 2001-2003, language perception & language choice for communication of feelings, anger & swearing, self-perceived proficiency & Foreign Language Anxiety
- L1 typically preferred for communication of emotion
- L1 typically felt to have most emotional resonance

# Emotions And Multilingualism

**Olgierda Furmanek**



## **Emotions And Multilingualism:**

**Paul, the Stoics, and the Body of Christ** Michelle V. Lee, 2011-01-19 At first glance Paul's words to the Corinthians about being the body of Christ seem simple and straightforward. He compares them with a human body so that they may be encouraged to work together, each member contributing to the good of the whole according to his or her special gift. However, the passage raises several critical questions which point to its deeper implications. Does Paul mean that the community is like a body or is he saying that they are in some sense a real body? What is the significance of being specifically the body of Christ? Is the primary purpose of the passage to instruct on the correct use of spiritual gifts or is Paul making a statement about the identity of the Christian community? Michelle Lee examines Paul's instructions in 1 Corinthians 12:14 against the backdrop of Hellenistic moral philosophy and especially Stoicism.

**Emotions and Multilingualism** Aneta Pavlenko, 2006 How do bilinguals experience emotions? Do they perceive and express emotions similarly or differently in their respective languages? Does the first language remain forever the language of the heart? What role do emotions play in second language learning and in language attrition? Why do some writers prefer to write in their second language? In this provocative book, Pavlenko challenges the monolingual bias of modern linguistics and psychology and uses the lens of bi and multilingualism to offer a fresh perspective on the relationship between language and emotions. Bringing together insights from the fields of linguistics, neurolinguistics, psychology, anthropology, psychoanalysis, and literary theory, Pavlenko offers a comprehensive introduction to this cross-disciplinary movement. This is a highly readable and thought-provoking book that draws on empirical data and first-hand accounts and offers invaluable advice for novice researchers. It will appeal to scholars and researchers across many disciplines.

**Emotions in Multiple Languages** J. Dewaele, 2010-08-11 A large-scale investigation on how multilinguals feel about their languages and use them to communicate emotion. Combining quantitative and qualitative approaches, the author looks at the factors that affect multilinguals' self-perceived competence, attitudes, communicative anxiety, language choice, and code switching.

**Bilingual Minds** Aneta Pavlenko, 2006-01-01 Do bi and multilinguals perceive themselves differently in their respective languages? Do they experience different emotions? How do they express emotions and do they have a favorite language for emotional expressions? How are emotion words and concepts represented in the bi and multilingual lexicons? This ground-breaking book opens up a new field of study: bilingualism and emotions, and provides intriguing answers to these and many related questions.

**Emotions from a Bilingual Point of View** Katarzyna Ożańska-Ponikwia, 2014-09-26 This book addresses a particularly important area of second language acquisition research: specifically, the factors that mediate learning outcomes in learning a second or foreign language. It provides a comprehensive up-to-date overview of studies in the field of second language learning and L2 use from the point of view of personality traits and emotional intelligence. It also presents results of a mixed-method study researching the possible influence of these variables on the process of learning a second language. Furthermore, the book represents the first systematic exploration of

the role of emotional intelligence and the factors related to it in moderating attainment in the target language What is also unique here is the investigation of the role of personality with respect to different target language skills and subsystems which allows finer grained insights into this relationship The book will be of considerable interest to both researchers teachers and students in the fields of SLA TESOL applied linguistics and bilingualism Multilinguals' Verbalisation and Perception of Emotions Pia Resnik, 2018-06-18 This book investigates the interplay of language emotion and gender in a multilingual context and provides rich insights into the complexities of bilingualism and the field of emotion research as well as the intersection of both Combining quantitative and qualitative analyses of data the book examines multilinguals verbalisation and perception of emotions in their first language and English their second language L2 The research looks at crosslinguistic intercultural and gender based differences thereby highlighting the challenges faced by multilinguals in this context and the potential risks of miscommunication and misinterpretation Results support the call for a change of paradigm towards a holistic approach to multilingualism and emotion research and highlight the similarities and differences in L2 users of English when expressing their emotions in the different languages The book will appeal to anyone interested in research on emotions in the context of bi multilingualism or second language acquisition as well as those teaching or learning multiple languages The Bilingual Mind Aneta Pavlenko, 2014-02-06 If languages influence the way we think do bilinguals think differently in their respective languages And if languages do not affect thought why do bilinguals often perceive such influence For many years these questions remained unanswered because the research on language and thought had focused solely on the monolingual mind Bilinguals were either excluded from this research as unusual or messy subjects or treated as representative speakers of their first languages Only recently did bi and multilinguals become research participants in their own right Pavlenko considers the socio political circumstances that led to the monolingual status quo and shows how the invisibility of bilingual participants compromised the validity and reliability of findings in the study of language and cognition She then shifts attention to the bilingual turn in the field and examines its contributions to the understanding of the human mind *Emotion in Multilingual Interaction* Matthew T. Prior, Gabriele Kasper, 2016-10-03 This volume brings together for the first time a collection of studies that investigates how multilingual speakers construct emotions in their talk as a joint discursive practice The contributions draw on the well established converging traditions of conversation analysis discursive psychology and membership categorization analysis together with recent work on interactional storytelling stylization and multimodal analysis By adopting a discursive approach to emotion in multilingual talk the volume breaks with the dominant view of emotions as cognitive and intra psychological phenomena and their study through self report Through detailed analyses of original recorded data the chapters examine how participants produce emotion implicative actions identities stances and morality through their interactional work in ordinary face to face conversation computer mediated interaction institutional talk in medical educational and broadcast media settings and in research interviews The volume addresses itself

to students and researchers interested in language and emotion multilingual speakers and settings pragmatics and discourse analysis

**The Routledge Handbook of Multilingualism** Marilyn Martin-Jones, Adrian Blackledge, Angela Creese, 2012 The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership and an overview of the research which situates multilingualism in its social cultural and political context The handbook includes an introduction and five sections with thirty two chapters by leading international contributors The introduction charts the changing landscape of social and ethnographic research on multilingualism theory methods and research sites and it foregrounds key contemporary debates Chapters are structured around sub headings such as early developments key issues related to theory and method new research directions This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes debates and research sites The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism as well as those studying education and anthropology

**Multilingualism in Ancient Contexts** Louis C. Jonker, Angelika Berlejung, Izak Cornelius, 2021-05-03 Multilingualism remains a thorny issue in many contexts be it cultural political or educational Debates and discourses on this issue in contexts of diversity particularly in multicultural societies but also in immigration situations are often conducted with present day communicational and educational needs in mind or with political and identity agendas This is nothing new There are a vast number of witnesses from the ancient West Asian and Mediterranean world attesting to the same debates in long past societies Could an investigation into the linguistic landscapes of ancient societies shed any light on our present day debates and discourses This volume suggests that this is indeed the case In fourteen chapters written and visual sources of the ancient world are investigated and explored by scholars specialising in those fields of study to engage in an interdisciplinary discourse with modern day debates about multilingualism A final chapter by an expert in language in education responds critically to the contributions in the book to open avenues for further interdisciplinary engagement together with contemporary linguists and educationists on the matter of multilingualism

**Emotions in Second Language Teaching** Juan de Dios Martínez Agudo, 2018-03-12 This edited volume explores the multifaceted nature of teacher emotions presenting current research from different approaches and perspectives focused towards the second language classroom Twenty three chapters by well known scholars from the applied linguistics TESOL and educational psychology fields provide the reader with a holistic picture of teacher emotions making this collection a significant contribution to the field of second language teaching Given the emotional nature of teaching the book explores a number of key issues or dimensions of L2 teachers emotions that were until now rarely considered The contributions present the views of a select group of applied linguistic researchers and L2 teacher educators from around the world This international perspective makes the book essential reading for both L2 teachers and teacher educators

**Multilingualism and L2 Acquisition** Yolanda Ruiz de Zarobe, Leyre Ruiz de Zarobe, 2018-04-19 In recent years we have

witnessed a growing interest in multilingualism and its relationship with the learning and teaching of second foreign languages. However, multilingualism is a highly complex phenomenon which has a direct influence on how we learn languages. For instance, do we learn a second foreign language in a similar way in a multilingual context as in a monolingual one? What is the role of the other languages spoken in the community? Do contrasting learning contexts like CLIL or studying abroad produce different results? Can positive emotions such as foreign language enjoyment have an active role in the foreign language learning process? These and other topics will be discussed in this book with the aim of understanding multilingualism, how languages are learned and how to teach them better. This book was originally published as a special issue of the *International Journal of Multilingualism*. Emotions and Language Choices in Multilingual Discourse Olwierda Furmanek, 2005-01-01. Multiculturalism, Multilingualism and the Self Danuta Gabryś-Barker, Dagmara Gałajda, Adam Wojtaszek, Paweł Zakrajewski, 2017-05-11. This book offers several insights into cross cultural and multilingual learning drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning Teaching. It places particular emphasis on the Polish learning environment and Poles abroad. Today's world is an increasingly complex network of cross cultural and multilingual influences forcing us to redefine our Selves to include a much broader perspective than ever before. The first part of the book explores attitudes toward multiculturalism in British political speeches, joking behaviour in multicultural working settings, culture dependent aspects of taboos and swearing and expressive language of the imprisoned, adding a diachronic perspective by means of a linguistic study of *The Canterbury Tales*. In turn, the studies in the second part focus on visible shifts in contemporary multilingualism research, learners' attitudes towards multiple languages, they acquire, teachers' perspectives on the changing requirements related to multiculturalism and immigrant brokers' professional experience in the UK. *Language and Emotion. Volume 3* Gesine Lenore Schiewer, Jeanette Altarriba, Bee Chin Ng, 2023-05-08. The Handbook consists of four major sections. Each section is introduced by a main article: Theories of Emotion, General Aspects, Perspectives in Communication Theory, Semiotics and Linguistics, Perspectives on Language and Emotion in Cultural Studies, Interdisciplinary and Applied Perspectives. The first section presents interdisciplinary emotion theories relevant for the field of language and communication research, including the history of emotion research. The second section focuses on the full range of emotion related aspects in linguistics, semiotics and communication theories. The next section focuses on cultural studies and language and emotion, emotions in arts and literature as well as research on emotion in literary studies and media and emotion. The final section covers different domains: social practices and applications such as society policy, diplomacy, economics and business communication, religion and emotional language, the domain of affective computing in human machine interaction and language and emotion research for language education. Overall, this Handbook represents a comprehensive overview in a rich, diverse compendium never before published in this particular domain.

*Multilingualism and Creativity* Anatoliy V. Kharkhurin, 2012-09-03. In this monograph Anatoliy V. Kharkhurin presents the

results of his empirical investigation into the impact of multilingual practice on an individual's creative potential. Until now the relationship between these two activities has received little attention in the academic community. The book makes an attempt to resuscitate this theme and provides a solid theoretical framework supported by contemporary empirical research conducted in a variety of geographic, linguistic and sociocultural locations. This study demonstrates that several factors such as the multilinguals' age of language acquisition, proficiency in these languages and experience with cultural settings in which these languages were acquired have a positive impact on selective attention and language-mediated concept activation mechanisms. Together these facilitate generative and innovative capacities of creative thinking. This book will be of great interest not only to scholars in the fields of multilingualism and creativity but also to educators and all those interested in enhancing foreign language learning and fostering creativity. *Language and Emotion. Volume 2* Gesine Lenore Schiewer, Jeanette Altarriba, Bee Chin Ng, 2022-11-07. The handbook *Language and Emotion* is intended to give a historical and systematic profile of the area. It will aim to connect contemporary and historical theories, approaches and applications and to cover eastern and western perspectives of language communication and emotion. It will present all relevant aspects of language and emotion and thus contribute significantly to research in the field of linguistics and semiotics of emotion. *The Intersection of Language with Emotion, Personality, and Related Factors*, 2024-05-08. The *Intersection of Language with Emotion, Personality and Related Factors* Volume 80 in The Psychology of Learning and Motivation series features empirical and theoretical contributions in cognitive and experimental psychology ranging from classical and instrumental conditioning to complex learning and problem solving. Chapters in this release include: The landscape of emotional language processing in bilinguals; What's in an emotion word; The role of labeling in emotion regulation and well-being; Language in the eyes of emotional readers; Language, loneliness and personality; Reading Emotion in Context: the Reciprocal Relationship between Feelings and Words; and Language and sociocultural environments influence our understanding and experience of emotions. Presents the latest information in the highly regarded Psychology of Learning and Motivation series. Provides an essential reference for researchers and academics in cognitive science. Contains information relevant to both applied concerns and basic research. **Multilingualism** Larissa Aronin, David Singleton, 2012. Offers an account of multilingualism, a phenomenon affecting a vast number of communities, thousands of languages and millions of language users. This book focuses on the knowledge and use of multiple languages. It deals with both bilingualism and polyglottism at the level of the individual speaker as well as at the societal level. *Multidisciplinary Perspectives on Multilingualism* Simona Montanari, Suzanne Quay, 2019-10-08. Multilingualism is a typical aspect of everyday life for most of the world's population; it has existed since the beginning of humanity and among individuals of all backgrounds. Nonetheless, it has often been treated as a variant of bilingualism or as a phenomenon unique to individual areas of study. The purpose of this book is to review current knowledge about the acquisition, use and loss of multiple languages using a multidisciplinary perspective, highlighting

the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation. The chapters focus on research evidence showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language. The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism including the individual and societal circumstances that contribute to it, the cognitive and neural mechanisms that make it possible and the dynamics involved in the acquisition, use and loss of multiple languages.



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