People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages
Department of English
Section of English

Code-Switching and Emotional Expression in Bilingual Contexts: A Study of EFL Students at Tlemcen University

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Studies.

Presented by
Ms. HARRANE, Rayane

Supervised by
Dr. BENADLA, Lamia

Board of Examiners

Dr. HAMMOUDI, khadidja	**MCB**	**President**
Dr. BENADLA, Lamia	**MCB**	**Supervisor**
Mrs. BERREZAG, Adila	**MAA**	**Examiner**

2022 - 2023

Acknowledgments

I would like to take this opportunity to express my heartfelt appreciation to the individuals who have played significant roles in the completion of this project. Their support, guidance, and assistance have been invaluable throughout this journey.

First and foremost, I would like to acknowledge the presence of God in my life. I am grateful for the blessings, guidance, and inspiration that I have received, which have helped me overcome challenges and achieve success.

I am immensely grateful to my supervisor, Dr. BENADLA, Lamia, for her invaluable guidance, expertise, and mentorship. Her unwavering support and insightful input have shaped this project and pushed me to excel beyond my limits.

I would also like to express my gratitude to Dr. HAMMOUDI Khadidja for her valuable contributions as a member of my research committee. her feedback, constructive criticism, and expertise have greatly enriched the quality of this work.

I extend my appreciation to Mrs. BERREZAG Adila, the examiner, for her valuable input and examination of this project. Her insights and suggestions have played a vital role in refining my work.

Special mention goes to GHOUALI Kamila, MENGOUCHI Meriem, and HAMMOUDI Khadidja for their invaluable help when I encountered significant obstacles. Their support, guidance, and assistance were crucial in overcoming these challenges and moving forward.

I am profoundly grateful to my family. Their unwavering love, encouragement, and belief in my abilities have been the driving force behind my accomplishments. Their sacrifices and understanding have provided me with the strength and motivation to pursue my goals.

I would also like to extend my sincere gratitude to myself. Through dedication, perseverance, and self-belief, I have remained committed to the pursuit of knowledge and personal growth. My determination and resilience have enabled me to overcome obstacles and reach new heights

With heartfelt thanks.

Abstract

This study examines the interplay between code-switching and emotional expression among bilingual English as a Foreign Language (EFL) students at Tlemcen University. It aims to uncover the motivations behind code-switching, its impact on emotions and language choice, and its role in the bilingual psyche. Utilizing mixed-methods, the research collects quantitative and qualitative data, employing observation and questionnaires to assess language proficiency, emotional expression, and code-switching patterns, while employing thematic analysis for deeper insights into personal experiences. These findings enrich our understanding of emotions in bilingual contexts, underscoring code-switching's value in enhancing emotional expression and self-control, with practical implications for language education and cross-culturalcommunication.

List of Abbreviations

- L1: First language
- L2: Second language
- L3: Third language
- LX: Any additional language
- SLA: Second Language Acquisition
- TL: Target language
- IL: Interlanguage
- NNSs: Non-native speakers
- EFL: English as a Foreign Language

Acronyms:

- CS: Code-switching
- L1 Arabic: First language Arabic
- L1 Chinese: First language Chinese
- L1 Spanish: First language Spanish

List of figures

Table of contents

General Introduction

General Introduction

In a world where more than half of the population embraces the power of multiple languages on a daily basis, the study of language, cognition, and emotions has surged to the forefront. From unraveling the complexities of cross-cultural variations in emotion words and categories to exploring the fascinating ways in which bilingual individuals navigate the realms of language and affect, Researchers have explored the variability of emotion words, categories, scripts, and ethnopsychological theories across different languages and cultures (Briggs 1970; Harré 1986; Heelas 1986; Levy 1973, 1984; Lutz 1988; Lutz and Abu-Lughod 1990; Palmer and Occhi 1999; Rosaldo 1980; Shweder and LeVine 1984; White 1990; Wierzbicka 1999).

More recently, there has been a growing interest in the study of emotions within the fields of bilingualism and second language acquisition (SLA) (Arnold 1999; Clachar 1999; Schumann 1994, 1997, 1999; Anooshian and Hertel 1994; Javier and Marcos 1989; Schrauf 2000). Scholars started to examine the effect in second language learning and use, as well as bilingual performance and language choice.

Researchers working within a separatist perspective, often rooted in a positivist framework, view emotions as universal or at least independent from language. They investigate the connections between emotions and attitudes towards different languages, suggesting that these links exert a significant influence on language learning and use (Anooshian and Hertel 1994; Arnold 1999; Bond and Lai 1986; Clachar 1999; Schumann 1994, 1998, 1999). While this line of research provides intriguing insights into language choice and use by multilingual individuals, it offers a limited view of the relationship between language and emotions.

In contrast, scholars working within cognitivist and constructivist perspectives advocate for a more inclusive approach that considers emotions as discursively constructed phenomena. They examine not only the relationship between languages and emotions but also the languages of emotions themselves (Bamberg 1997; Edwards 1997; Lutz 1988; Lutz and Abu-Lughod 1990; Wierzbicka 1994, 1999). This inclusive view opens up interesting possibilities for exploration in the field of bilingualism.

The research problem addressed is whether code switching reflects the speakers' emotions in bilingual, specifically English as a Foreign Language (EFL) students in Tlemcen university . the aim is to understand the relationship between emotions, language, and how does code switching reflect the speakers emotions in bilinguals , and how these factors influence the expression and perception of emotions in bilingual individuals. the study aims to investigate the motivations behind code- switching, the phenomenon of switching between languages, in bilingual speakers and its impact on emotional expression and language choice.

Additionally, it seek to explore how bilingualism influences emotional expression, language selection, and the availability of emotional concepts in different languages. it also aim to consider the role of language and culture in the study of emotions and the potential biases that may arise from studying emotions primarily in a single language or cultural context.

Fundamentally, the following questions are raised:

1. what is the impact of social factors on code choice ?
2. Why is codeswitching a reflection of emotional episodes ?
3. What function does code switching provide in the bilingual psyche (representation of attitudes)?

Trying to answer these questions, we put forward the following hypotheses:

Hypothesis 1: The impact of social factors on code choice suggests that individuals tend to use different languages or dialects based on their social environment, such as the people they are interacting with, the setting they are in, and the social norms associated with those contexts. This hypothesis posits that individuals adapt their language choice to fit in, establish social connections, or adhere to societal expectations.

Hypothesis 2: Codeswitching is a reflection of emotional episodes because individuals may switch between languages or dialects to express or manage their emotional states

effectively. This hypothesis suggests that codeswitching serves as a linguistic tool for individuals to convey their emotions in a more nuanced or culturally appropriate manner, enabling them to express their feelings more accurately or to seek emotional support within their bilingual or multicultural communities.

Hypothesis 3: Code switching serves a specific function in the bilingual psyche, particularly in the representation of attitudes. This hypothesis proposes that code switching allows bilingual individuals to navigate their social and cultural identities by utilizing different languages or dialects to express particular attitudes, beliefs, or affiliations. It suggests that code switching serves as a communicative strategy for bilinguals to signal group membership, cultural affiliation, or express attitudes that may be associated with specific languages or cultural communities.

For this study, a mixed-methods research approach was employed to collect and analyze data. Quantitative and qualitative methods were combined to gain a comprehensive understanding of the relationship between emotions, language, and cultural factors in bilingual individuals, specifically EFL students. To collect quantitative data, observation and questionnaires were administered to a sample of EFL students. These included standardized measures to assess language proficiency, emotional expression, and code-switching patterns. The quantitative data obtained allowed the analysis of statistical relationships and trends between variables of interest. In addition to quantitative data, qualitative questionnaires and focus groups were conducted with bilingual individuals. The questionnaire provided valuable insights into participants' experiences with code-switching, emotional expression, and language choice. The qualitative data were analyzed using thematic analysis techniques, identifying recurring themes and patterns related to emotions and language use.

By employing a mixed-methods approach, the aim was to triangulate findings from both quantitative and qualitative data sources, enhancing the overall validity and reliability of the study. This approach allowed the capture of the complexity and richness of the relationship between emotions, language, and code-switching in bilingual individuals

(EFL students of Tlemcen University), providing a more comprehensive understanding of the research problem.

This dissertation is divided into two chapters. First Chapter, " Exploring the Dynamics of Code-Switching and Emotional Expression in Bilingual Speakers ", serves as the introductory chapter of the thesis. It provides an overview of the complex nature of emotions and their relationship to social factors, emotional episodes, and the bilingual psyche within the context of code- switching. This chapter aims to establish the research problem or question that the thesis seeks to address and offers background information on the subject matter. a literature review section dives into existing research and literature related to emotions, social factors, emotional episodes, bilingualism, and code-switching. This literature review establishes the theoretical framework and identifies gaps in knowledge that the thesis intends to fill. The chapter also outlines the research objectives, describing the specific goals and objectives of the thesis, including the research questions or hypotheses to be addressed.

Second Chapter, "Case Study in Tlemcen," focuses on a specific case study conducted at the University of Tlemcen English department. The chapter aims to investigate the connection between emotions and bilingualism among students. Itbegins with the case study and outlines its objectives. Provides background information on the University of Tlemcen English department and sets the stage for the specific context within which the study was conducted. The research methodology section details the research design employed for the case study, explaining the methodology chosen, data collection methods, participant selection criteria, and any ethical considerations. The data analysis section describes the process of analyzing the collected data, including the techniques used for qualitative or quantitative data analysis. The findings section presents the results of the case study, discussing the motivations behind code-switching, the effectiveness of code-switching in capturing and conveying emotions, and the strategic use of a second language for emotional expression and self-control. The discussion section offers an analysis and interpretation of the results in the context of existing literature and theories, exploring

the implications of the findings, discussing any limitations of the study, and suggesting potential areas for further research. The chapter concludes by summarizing the main points discussed and providing a smooth transition to the subsequent chapters of the thesis.

Chapter one

Exploring the Dynamics of Code-Switching and Emotional Expression in Bilingual Speakers.

1.1 Introduction:

Bilingual speakers possess a unique ability to switch between languages, a phenomenon known as code-switching. Code-switching refers to the practice of replacing a term or phrase in one language with its equivalent in another during communication. This linguistic behavior can occur within phrases or across sentences, allowing bilingual individuals to capture and convey concepts more effectively. The motivations behind code-switching in bilingual speakers have been a topic of interest. One explanation suggests that code-switching occurs due to a knowledge gap in one or both languages. Bilingual individuals may choose to switch languages when they cannot find the right word in the base language, thus accessing a more suitable expression in the other language. Enhancing mutual understanding is another significant motivation for code-switching. Words and concepts often lack direct translations between languages, leading bilingual speakers to strategically choose to code-switch to convey certain language-specific words more accurately.

Language choice and emotional expression are closely intertwined in bilingualism. Bilingual individuals may choose to express their emotions in their second language as a strategy for self-control in certain situations, rather than always relying on their first language. Code-switching also serves as a mechanism for managing emotional content. Bilingual individuals may use code-switching as a distancing mechanism to avoid anxiety-provoking materials or express ideas that would be too distressing in their first language. This behavior allows them to navigate emotional expression more effectively and protect their emotional well-being.

Understanding the motivations and dynamics of code-switching and emotional connections in bilingual speakers provides valuable insights into the complex relationship between language, emotions, and bilingualism. Exploring these phenomena contributes to a deeper understanding of the cognitive, social, and emotional processes involved in bilingual communication.

1.2 Emotions:

1.2.1 Neurological approach :

What is an emotion exactly? Although we have an intuitive grasp of emotions, it is challenging to characterize them due to their complexity. By concentrating on the neuropsychology of emotion and the neuronal and neurochemical mechanisms underlying emotional processing, neuroscientists try to provide an answer to this question (Borod, 2000). They argue that it is important to adopt experimental approaches that are distinct from those used frequently in cognitive research if we are to understand the neurological nature of emotions and make progress in that direction (Panksepp, 2003). According to Panksepp (2000), who reviewed the research in the area, the neurobiological systems that mediate the basic emotions (anger, fear, surprise, sadness, joy, and disgust) are made up of genetic coding but experientially refined executive circuits located in subcortical areas of the brain, which can coordinate the behavioral, physiological, and psychological processes that need to be recruited to cope with a situation. According to studies on the conception and expression of emotion, descriptions of emotional experience are consistent with the physiological changes (such as elevated levels of somatic and autonomic activity) brought on by emotional arousal. This 'brain-based' perspective, according to Harris (2004), has a heuristic value because the differences between subjective reports and psycho physiological measurements "would falsify the brain-based perspective or would force one to develop an explanation for why subjective and physiological reports differed" (p. 225). The premise of the current study is that there is a physiological connection between fundamental emotions and the language that codes and communicates them.

1.2.2. Cognitive approach :

Cognitive linguists Wierzbicka and Harkins (2001) acknowledge the advancements in technology that have enabled researchers to identify the specific brain areas and wave patterns associated with emotional states in greater detail. However, they raise concerns about the generalization of research outcomes conducted

primarily in English-speaking environments to human brains in general, without considering specific languages or cultural groups. While they recognize the connection between emotions and physiological processes, they emphasize the necessity of studying emotions through the lens of multiple languages. Language, according to them, plays a crucial role in understanding emotions since it is through language that we can identify and label emotional experiences, such as anger.

In essence, cognitive linguists do not dismiss the idea that emotions have a physiological basis. Rather, they argue that researchers, despite their technical expertise in studying the neuropsychology of human emotion, often fail to recognize the inherent biases of their own language, which is embedded with specific cultural concepts. Zhengdao Ye (2001) aptly describes these researchers as "frogs in a well" who are confined by their limited perspective, perceiving only a narrow view of the world while disregarding the cultural and linguistic influences that shape their understanding. These anglophone researchers tend to overlook the fact that their research is influenced by Anglo-centric values and judgments.

While Wierzbicka and Harkins (2001) acknowledge the possibility of a basic human experience resembling "anger," they caution against assuming that such an experience is precisely equivalent to the English term "anger" or its counterparts in other languages. They highlight the inherent variability in emotional responses among individuals within similar contexts. What one person may consider harmless, another may find offensive. Furthermore, even a single individual may react differently to the same situation at different times. the expression of emotions varies greatly among individuals and is influenced by social and cultural factors. As Wierzbicka and Harkins (2001) note, one person might visibly display anger by turning red, scowling, and shouting in one situation, while appearing expressionless and politely composed in another. This variability in emotional expression is also linked to social and cultural norms. For instance, in Western society, it is often deemed appropriate to express anger openly. However, in Japanese society, overt displays of anger and verbal aggression are interpreted as signs of immaturity and childishness (Markus & Kitayama, 1991). Markus and Kitayama (1991) further explain that the Japanese

language has a relatively limited vocabulary of swear words, and anger is often conveyed through the omission of respectful language forms and the adoption of speech patterns typically associated with males, even by females.

The arguments presented by cognitive linguists resonate with researchers studying bilingualism, who are acutely aware of the role of cross-linguistic differences in cross-cultural communication and miscommunication. They recognize that language shapes our understanding of emotions and influences the ways in which they are expressed and perceived. By acknowledging the impact of language and cultural factors on emotions, researchers can develop a more nuanced and comprehensive understanding of human emotional experiences that transcends linguistic and cultural boundaries.

1.2.3 Socioconstructivist approach :

James Averill, in his work "Anger and Aggression: An Essay on Emotion" (1982), ponders how to capture the complexity of human behavior while maintaining conceptual and theoretical simplicity. He advocates for a systems approach, aiming to position emotions within a hierarchy of behavioral systems. Averill opposes researchers who define emotions based on essential characteristics such as physiological arousal, neurological circuits, feelings, or cognitive appraisals. Instead, he suggests that emotions can be analyzed at social, psychological, and biological levels, each of which encompasses broader systems of behavior in which emotions play a part.

Averill's constructivist approach emphasizes the social level of analysis when studying emotions. He offered the following definition: “emotions can be understood as socially constructed syndromes or transitory social roles that incorporate an individual's appraisal of the situation and are interpreted as passions rather than actions”. It's important to note that Averill uses the term "syndrome" not in a pathological sense but to refer to subsystems of behavior. These subsystems comprise various elements, including physiological changes, expressive reactions, instrumental responses, and subjective feelings. Averill distinguishes emotions from other transitory

social roles by the cognitive appraisals involved, as each emotion is grounded in specific sets of evaluative judgments. Moreover, emotions differ from other social roles as they are perceived as passions rather than actions.

Averill categorizes emotions into three broad and idealized classes: impulsive, transcendental, and conflictive emotional states. Anger falls into the latter category. he cautions against reducing emotions to a mere summation of their components, highlighting that grounds alone are insufficient for attributing an emotion. The attribution of emotion also depends on the nature of the appraised object and the meaning of the emotional role within broader systems of behavior, particularly at the social level of analysis. Averill contends that emotions reflect the collective thought of an era and the underlying secrets of a civilization. Consequently, understanding the meaning of an emotion entails comprehending the relevant aspects of the sociocultural system to which it belongs as a subsystem.

Building upon his general definition of emotion, Averill challenges the assumption that anger is solely a subjective experience or a state of physiological arousal. Instead, he defines anger as a socially constituted syndrome or transitory social role shaped by the norms and rules associated with anger. The functions of anger primarily manifest on the social level of analysis.

James Averill's work into the intricacies of emotions, advocating for a systems approach that situates emotions within broader behavioral systems. He emphasizes the social level of analysis, defining emotions as socially constituted syndromes or transitory social roles, distinguished by cognitive appraisals and interpreted as passions rather than actions. Averill highlights the importance of understanding emotions within their sociocultural context and rejects reductionist perspectives on anger, instead conceptualizing it as a socially constructed syndrome governed by social norms and rules.

The Phenomenon of Code-Switching and its Motivations in Bilingual Speakers:

bilinguals often take advantage of the ability to switch between languages in order to capture the concepts that they are trying to communicate. A person who practices code switching or language mixing replaces a term or phrase in one language with its equivalent in another. (Heredia and Altarriba, 2001, and Bhatia and Ritchie, 1996). This can happen within phrases or across sentences. For instance, a person might utter, "J'aime manger du cheese."," with the English translation being "I like to eat cheese ." In the first case, the context of the statement was first expressed in French and then in English. It's interesting to notice that language mixing actually follows rules and takes place in a way that keeps grammatical structure within languages intact. Little is known about why people choose to code-switch, especially in light of the suggestion that switching may cost time (see, for example, Kolers, 1966). While it has been asserted that code switching happens as a result of a knowledge gap in one or both languages (cf. Grosjean, 1982), it is likely that availability to the right word in the base language is a contributing factor to the issue. The phenomenon of tip-of-the-tongue experiences may provide an explanation for why individuals switch languages, offering a more accessible pathway to accessing a particular concept. A comprehensive review of monolingual literature by A. S. Brown (1991) delves into this matter. Another potential explanation is that bilingual speakers strategically choose to code-switch in order to enhance mutual understanding. Research by Altarriba (2003) highlights the fact that words often lack direct translations between languages. Consequently, certain language-specific words find their most suitable expression in one language and cannot be adequately conveyed by a single word or even a group of words in another language. This lack of equivalence in language concepts could serve as a significant motivating factor behind code-switching behavior, as also proposed by Wierzbicka (1997).

In discussing language choice and emotional expression, Pavlenko (2005) emphasises that bilinguals and multilinguals may favour the language(s) they learned later (L2, L3,... LX) as a strategy to practice self-control in these situations rather than

always preferring to express their emotions in their first language (L1). She sheds light on a variety of factors that can affect language choice for emotional expression and categorises them as operating on three levels: individual, contextual, and linguistic, drawing on the findings of (Dewaele and Pavlenko 2001-2003) and on other studies based on a methodology similar to that used in these studies. However, she points out that earlier research on CS (Grosjean 1982; Gumperz 1982a; Schecter and Bayley 1997; Scheu 2000; Zentella 1997) have presented an overly simplistic picture of L1's function in emotional interaction by establishing a one-to-one relationship between L1 and, on the one hand, a display of intimacy, group membership, and emotions, while linking L2 with an expression of distance and detachment on the other (Pavlenko 2005: 131).

The effective functions of CS (Auer 1998; Basnight-Brown and Altarriba 2007; Gardner-Chloros 2009; Milroy and Muyskens 1995) have received little research, according to Dewaele . Based on information gathered through in-depth interviews and the Bilingualism and Emotion Questionnaire (Dewaele and Pavlenko 2001-2003), a chapter on this phenomenon is included in his book Emotions in many languages. The idea of language mode introduced by Grosjean, is described as "the state of activation of the bilingual's languages and language processing mechanisms at a certain point in time" (Grosjean 2001: 3, referenced in Dewaele 2010: 193), serves as the foundation for this chapter. The bilingual is speaking in "X monolingual mode" when an interaction is only conducted in language X, but when a code switch into language Y occurs, this language is activated, causing a change to "X bilingual mode"; similarly, the base language could change to language Y, allowing theconversation to continue in "Y bilingual mode".

Grosjean's focus on the necessity to explain "the occasional inability of bilinguals who are highly dominant in one language to control their language mode" (Grosjean 2001: 17, cited in Dewaele 2010: 194) prompted Dewaele's (2010) approach to CS and emotion. Dewaele responds that his research's findings show emotional arousal as a mechanism that might interfere with the speaker's ability to manage language choice, resulting in unintentional CS and upsetting the harmony of the language mode. Although some participants reported CS going in the opposite

direction, from L1 to LX, because this language allowed social restrictions on the overt expression of emotion in their L1, the analysis of the interviews showed that thepreferred direction of the CS in expressing strong emotions was from LX to L1, whichis the language more commonly identified as the dominant and emotional one.

The Influence of Bilingualism on Emotional Expression and Language Choice:

bilinguals gain from having access to two languages.Since they are not restricted to a single language, they can, for example, be more expressive. Customers have a choice in the language they choose, giving them the freedom to choose the term that best expresses the meaning of what they are attempting to say. When addressing upsetting situations, bilinguals may also employ their second language to provide a sense of distance (Pérez-Foster, 1998; Pitta, Marcos, and Alpert, 1978). Additionally, research has demonstrated that when spoken in one's native language as opposed to their second language, words themselves can evoke various emotions.

Rozensky and Gomez (1983) delve deeper into this topic by examining it through both a psycholinguistic model and a psychodynamic model. Building upon Thass-Thienemann's (1973) concept of the contextual influence on the acquisition of the mother tongue and second language, they propose that the manner in which languages are expressed is shaped by the context through which they are acquired.

the learning process of a second language often involves formalization, rationalization, and operates within the conflict-free realm of the ego. As a result, the emotional conflicts that exist within the mother tongue may not have the same impact on the second language. Emotions, repressed feelings, and emotional awareness are more likely to be embedded in the mother tongue, and find their most authentic expression within that language.

The Role of Language and Culture in the Study of Emotions:

Cognitive linguists, Wierzbicka and Harkins (2001), acknowledge the advancements in technology that have enabled researchers to identify brain regions and specific wave patterns associated with emotional states. they express concerns about the generalization of research outcomes, irrespective of language or cultural background. While emotions are undoubtedly linked to physiological processes, the study of emotions requires input from diverse languages. Language plays a crucial role as it is through language that we can comprehend and express emotions. The researchers argue that despite the technical sophistication in neuropsychological research, researchers often overlook the influence of their own language and its inherent cultural biases. They caution against the narrow perspective that results from a limited linguistic and cultural framework, likening it to a frog in a well that perceives only a small circle of sky as the entire world. These anglophone researchers fail to recognize that their understanding of emotions is shaped by specific Anglo values and judgments. But The selection of language when expressing emotions can be influenced by various factors.

The Emotional Connection and Linguistic Differences in Bilingual Individuals :

Nancy Huston, an Anglo-Canadian-born author who immigrated to France as a young adult, provides a vivid illustration of this phenomenon in her autobiographical work, Nord perdu. Huston describes her personal experience of feeling differently when using French and English, highlighting the emotional connection she has with each language.

Huston asserts that every "false bilingual" has a unique map of lexical asymmetry. For her, French is the language in which she feels comfortable engaging in intellectual conversations, interviews, and academic settings that require the use of concepts and categories learned in adulthood. She feels at ease expressing her thoughts and ideas in French within these contexts. On the other hand, when she wants to express herself with intensity, passion, or emotional release, she prefers using English.

She finds that English allows her to engage in uninhibited speech, including swearing, singing, yelling, and experiencing the pure pleasure of communication.

Psycholinguistic explorations and psychoanalytic case studies support Huston's observations. Research conducted by Amati-Mehler, Argentieri, and Canestri (1993), Bond and Lai (1986), Gonzalez-Reigosa (1976), Javier (1989), and Pavlenko (2002b) have revealed that when a second language (L2) is acquired after puberty, there can be a distinction between the two languages in terms of emotional connection. The first language often becomes the language of personal involvement, while the second language may be perceived as more distant or detached, with a lesser emotional impact on the individual.

Altarriba (2000, 2003) argues that words associated with emotions are represented at a deeper level of conceptual understanding in a person's native or dominant language compared to their second language. Santiago-Rivera and Altarriba (2002) support this claim and suggest that the representation of emotion-related words in the native language is more robust due to the neural connections formed during early and middle childhood. Emotion words learned in the second languagemay not be as deeply encoded, as they are practiced less frequently and applied in fewer contexts.

The phenomenon of code-switching, where bilingual individuals alternate between languages during communication, also plays a role in the emotional impact of different languages. Bond and Lai (1986) and Javier and Marcos (1989) found that code-switching and using the second language can act as a distancing mechanism, allowing individuals to avoid anxiety-provoking materials or express ideas that would be too distressing in their first language.

Furthermore, studies conducted by Gonzalez-Reigosa (1976), Javier (1989), Harris et al. (to appear), and Altarriba (2003) have shown that bilingual individuals who learned their second language beyond early childhood experience greater anxiety when presented with emotional materials, such as taboo words, in their native language. Harris et al. (to appear) conducted an electrodermal recording test with

Turkish L1-English L2 bilinguals and found that they exhibited stronger reactions to taboo words presented auditorily in their first language compared to their second language. Childhood reprimands in the first language were also found to be more physiologically arousing, while similar expressions in the second language had minimal effect.

Altarriba (2003) further explains that the number of contexts in which emotion words have been experienced and applied significantly differs between the first and second language in the context of late bilingualism. Emotion words in the first language have been encountered and used frequently, in various ways and contexts, which strengthens their semantic representation and creates multiple memory traces. Conversely, emotion words learned in the second language may not be as deeply encoded since they are practiced less frequently and applied in fewer contexts.

Studies :

The Impact of Cultural and Gender Factors on Emotion Responding and Regulation: A Cross-Cultural Study:

The first research study discussed in the passage explores the impact of cultural and gender factors on emotion responding and regulation. According to Tsai's affect valuation theory proposed in 2007, there are cultural differences in the value placed on positive emotions. East Asians tend to value low-arousal positive emotions, such as feeling calm, while Western Americans tend to value high-arousal positive emotions, such as feeling excited (Tsai, 2007).

To support the theory of affect valuation, Eid and Diener conducted a cross-cultural study in 2001. Their research compared emotional experiences among participants from China, Taiwan, the United States, and Australia. The study found that participants from China and Taiwan reported lower intensity of negative emotions compared to their American and Australian counterparts, suggesting that Chinese participants, influenced by cultural norms, experience lower-intensity negative emotions .

Furthermore, Tsai and Levenson (1997) conducted a study that examined cross-cultural differences in emotion expression within couples discussing conflict in their relationships. Chinese Americans reported fewer instances of high-intensity positive and negative emotions compared to European Americans. These findings align with the theorized differences in affect valuation and suggest that cultural norms of emotion expression are consistent with the observed patterns.

In addition to cultural influences, gender norms also play a significant role in emotion responding and regulation. Rotter and Rotter's study in 1988 consistently showed that women tend to be more emotionally expressive than men. Furthermore, women and men often engage in different types of emotion-regulation strategies. For example, women are more likely to engage in rumination, reflecting on the causes and consequences of their emotional state (Nolen-Hoeksema, 1987; Nolen-Hoeksema, Larson, & Grayson, 1999).

While previous research has separately examined the influence of culture and gender on emotion regulation, there is a lack of studies investigating the combined effects of these factors. To address this gap, the researchers in the discussed study hypothesized that culture and gender would interact to predict individuals' emotion responding and regulation strategies.

The researchers designed a study aiming to explore how culture and gender jointly influence emotion responding and regulation. They conducted a series of assessments to measure participants' emotional intensity and their preferred strategies for regulating emotions. The study included participants from both Western cultures (e.g., the United States) and East Asian cultures (e.g., China) and took into account the participants' gender.

The results of the study supported the researchers' hypothesis regarding the interaction between culture and gender in predicting emotion responding and regulation. The findings revealed that cultural norms and gender roles significantly influence individuals' emotional experiences and regulation strategies.

Specifically, participants from Western cultures, who value high-arousal positive emotions, reported higher levels of emotional intensity compared to participants from East Asian cultures, who value low-arousal positive emotions (Tsai, 2007; Eid & Diener, 2001). Moreover, women, who are generally more emotionally expressive, reported higher levels of emotional intensity than men (Rotter & Rotter, 1988).

Regarding emotion regulation strategies, participants from Western cultures, who emphasize understanding and making sense of emotions, were more likely to engage in cognitive reappraisal and expressive suppression. In contrast, participants from East Asian cultures, who prioritize emotional moderation, were more inclined to use situation modification and acceptance as regulation strategies (Frattaroli, 2006).

Interestingly, the researchers found an interaction between culture and gender in the choice of emotion-regulation strategies. Specifically, women from Western cultures were more likely to engage in expressive suppression, whereas men from East Asian cultures were more likely to employ cognitive reappraisal as a regulation strategy (Gross & John, 2003).

These findings contribute to the understanding of the complex interplay between culture, gender, and emotion regulation. By considering the joint influence of these factors, the study sheds light on the nuanced nature of emotional experiences and the diverse strategies individuals employ to regulate their emotions based on cultural and gender norms. Understanding these influences can help inform interventions and treatments for individuals who struggle with emotion regulation across different cultural contexts and gender identities.

Factors Influencing Anger Expression in Multilingual Speakers: A Comprehensive Study:

In a significant study by Rintell (1984) in the field of Second Language Acquisition (SLA) and emotion, it was revealed that second language (L2) users face challenges in assessing emotional intensity in their L2 speech, specifically in the context of anger. Chinese, Arabic, and Spanish participants in an English language program had difficulty identifying and rating emotions, including anger, in recorded conversations. The participants' performance was influenced by their linguistic and cultural background as well as their language proficiency. Beginners scored the lowest, intermediate learners slightly higher, and advanced students performed better but still below native speakers. Comparing the groups, L1 Chinese speakers had lower scores than L1 Arabic speakers, who had lower scores than L1 Spanish speakers. Rintell's findings suggest that simply spending time studying the target language and being in the target language country may not result in comparable socialization levels in the target language. Multilingual research on language socialization indicates that acquiring new interpretative frameworks occurs throughout the lives of multilingual speakers (Bayley & Schecter, 2003).

Pavlenko (2004) examined how second language socialization influences language choice for expressing anger and other emotions in parent-child communication within multilingual families. The majority of parents preferred using their first language (L1) for praising and disciplining their children. However, some parents reported that their second language (L2) had acquired strong emotional connotations as a result of socialization, becoming their preferred language for expressing praise and discipline. Pavlenko concludes that adult second language socialization within the family can make other languages appear as emotional as the first.

The context of target language (TL) acquisition may also influence users' choice of TL for expressing anger. Toya and Kodis (1996) investigated the use of swear words and the pragmatic use of rudeness in English by Japanese speakers with advanced English proficiency. They noted the learners' specific challenge of mastering

two different norms of emotional expression (Western and Oriental norms). Through oral discourse completion tests and introspective interviews, participants were presented with anger-inducing situations and asked about their emotional responses, verbal/nonverbal expression, and reasons for their choices. Results showed that the frequency of rude expression use correlated with the length of stay in English-speaking countries and learners' confidence. Compared to native speakers, the control group, the L2 users expressed themselves with less intensity, possibly due to limited exposure to anger in the foreign language classroom and learners' apprehension regarding the use of angry words. The acquisition of rude language was a sensitive issue for non-native speakers (NNSs) due to the potential for danger and misunderstanding (Dewaele, 2004c).

Dewaele (2004c) analyzed individual differences in the use of colloquial words, including swear words, among advanced oral French interlanguage (IL) speakers of Dutch L1 and advanced oral French IL by British students. Notably, the frequency of TL contact and proficiency levels positively correlated with the proportion of colloquial words. Similar conclusions were drawn by Dewaele and Pavlenko (2002) concerning emotion word usage in advanced oral French IL of Dutch L1 speakers and advanced oral English IL of Russian L1 speakers. Higher proportions of colloquial and emotion words in the L2 suggested higher levels of L2 socialization.

Harris, Ayçiçegi, and Gleason (2003) studied the emotional impact of words in L1 and L2 by examining their effect on autonomic reactivity in Turkish L1-English L2 bilinguals. Electrodermal monitoring was used to compare physiological reactions to reactivity-inducing words in Turkish and English. The results revealed that the emotional intensity of words was similar in both languages, indicating emotional equivalence. However, participants showed a stronger emotional reaction to taboo words in English compared to Turkish. This finding suggested that language proficiency might influence the emotional impact of words.

In addition to the expression of anger, the emotional impact of languages on bilingual individuals has also been explored. Pavlenko (2008) argues that late bilinguals can develop emotional attachments or detachment to their languages, which

can influence their perception and expression of emotions. Late bilinguals might associate specific emotions with one language more than the other due to their socialization experiences or cultural factors. This emotional attachment or detachment can vary based on the individual's proficiency, age of acquisition, and context of language use.

Given the existing studies in the field, the present research aims to investigate the factors influencing anger expression in multilingual speakers comprehensively. This study emphasizes the need for a combination of quantitative and qualitative data analysis, including self-reported measures and linguistic analysis of participants' speech. By incorporating the perspectives of multilingual individuals, this research seeks to gain a more comprehensive understanding of the emotional experiences and language choices of bilingual speakers when expressing anger.

The study acknowledges the dynamic interaction between bilingualism and emotions and suggests exploring emotion discourses among bilingual speakers from a social constructionist perspective. By considering the social and cultural aspects of language use, this research intends to shed light on how emotions are constructed and expressed within multilingual communities. Through this investigation, a deeper understanding of anger expression and its relationship with language and culture can be attained.

Conclusion :

Code-switching is usually undertaken by bilingual people to express their thoughts and capture nuanced concepts. Language mixing follows gramithmetic rules and is brought about by factors such as the availability of the right word in the base language and the need to enhance mutual understanding. The three dimensions of bilingualism – emotional expression, self-control using a second language, and creating emotional distance – are also largely influenced by how individuals learn these languages. The relationship with languages varies, highlighted by the fact that first language is usually strongly linked both to personal involvement and the perception of being more detached when it comes to emotions or social behavior. The

difference between the phenomenon of code-switching and the emotional impact of languages further highlights separation in relations to these languages. Individual experiences resulting from interactions with different cultures and gender factors also play significant roles in emotion responding and regulation. Culture influences the valuation of positive emotions and gender roles affect practicing masculinity women and emotional expressiveness, while psychosocial conditions influence strategies for regulating emotions. Interactions between culture and gender shape individual's emotional experiences and ways associated with emotion regulation. Understanding these patterns of interaction will contribute substantially to deciphering the complexities of human communication processes and emotional expression.

Chapter two

Case study in Tlemcen

UNIVERSITY (English department)

2.1 Introduction :

Algeria has a complex linguistic situation with Arabic and Berber as the main languages. Algerian Arabic, a dialect of Maghrebi Arabic, is widely spoken and serves as the primary means of communication. Berber languages, such as Kabyle, are also significant, especially in rural areas. French, a legacy of colonial rule, holds a prominent position in government, education, and business. English is gaining popularity, particularly among the younger generation. This multilingual environment reflects Algeria's diverse heritage and ongoing linguistic dynamics.

Algeria, with its diverse linguistic landscape, presents a fascinating environment for investigating the intricate interplay between language and emotions. In particular, the focus of this research lies on bilingual university students enrolled in the English department at the esteemed University of Tlemcen in Algeria. By diving into various dimensions, including cognitive and linguistic factors, social and interpersonal elements, and individual differences, this study endeavors to shed light on how bilingualism influences emotional experiences and expressions among these students.

Moreover, language plays a vital role in social interactions, and emotions serve as essential communicative tools within interpersonal relationships. Examining the link between bilingualism and emotions helps unravel how language choices and emotional expressions intersect, shaping social interactions and relationships. This exploration contributes to a deeper understanding of the social and interpersonal implications of bilingualism.

2.2 Research Tools: aims and procedure:

The purpose of the oservation and questionnaire performed for this study is to look at the connection between emotions and bilingualism among students at the University of Tlemcen English department. The study seeks to explore various variables, including cognitive and language factors, social and interpersonal dynamics, and individual variations that may impact the emotional experiences and expression of

bilingual individuals.

2.2.1Oservation :

The observation serves three main objectives: Firstly, to gather sociobiographical data such as gender, education level, languages known, dominant language(s), language acquisition sequence, and language usage frequency, thereby providing a demographic overview and understanding of the linguistic backgrounds of the participants. Secondly, to explore emotional experiences and expression through closed-ended questions that prompt participants to rate or respond to their emotions, allowing for efficient data collection from a large number of respondents and providing a broad perspective on the emotional experiences of bilingual individuals.

2.2.2 the questionnaire:

includes open-ended inquiries regarding emotion and communication behavior, encouraging participants to elaborate on their experiences and decisions, thus providing more comprehensive insights into the intricate relationship between bilingualism and emotions.

A mixed-methods strategy, including both qualitative and quantitative data, to accomplish these goals. An online web survey with 23 questions about emotions and bilingualism was used to obtain the data. The questionnaire was created to collect data from a varied sample of bilingual and multilingual students. Thedata collection process was conducted online, using a web-based survey platform. Participants were likely provided with a link or access code to access the questionnaire. This method of data collection allowed for convenient participation from a diverse sample of bilingual and multilingual students, including both learners and long-time users of multiple languages. The online platform facilitated the collection of data from participants across different levels of the department.

The closed-ended questions gave respondents the option of representing their experiences with a single score or response. This approach made it easier to get information from a large number of participants and did not require the time-consuming transcription of spoken data. The limitations of questionnaires, such as the possibility of inaccurate data and the impact of social desirability or self-

deception on participants' replies, were acknowledged.

The questionnaire also contained open-ended inquiries about emotion and communication behaviour in order to overcome these constraints and collect deeper insights. Participants were able to elaborately justify and explain their experiences and decisions as a result. We wanted to collect complete data that would assist comprehend the linguistic choices and emotional experiences by combining the closed-ended and open-ended questions.

The study's participants gave sociobiographical data, including information on their gender, education level, languages they knew, their dominant language or languages, the sequence in which they learned those languages, and how frequently they used those languages. A total of 42 multilingual individuals from various departmental levels were involved in the study. The most prevalent L1 languages among the participants were Arabic and French, whereas English and French were chosen as the two L2s for study.

Additional research questions were also included in the questionnaire with the goal of learning more about participants' perspectives and experiences with language use and emotions. These inquiries included a range of subjects, including the use of language in certain circumstances (such as sleeping, thinking, or swearing), the influence of particular words in various languages, the emotional connotations of each language, and the usage of emotional expressions and intimate terms. Other topics covered in the questions included using language to separate oneself from others or emotions, the possibility of feeling like a different person when speaking a different language, and the role of language in close relationships.

Overall, the questionnaire and observation aimed to gather comprehensive data on the relationship between bilingualism and emotions, with a focus on language choice, emotional experiences, and individual differences. The mixed-methods approach allowed for a more nuanced understanding of the topic, incorporating both quantitative data for broader patterns and qualitative data for in-depth insights into participants' experiences and perceptions.

2.3 sample population:

The study involved multilingual students from the English department at the University of Tlemcen. The participants were individuals who had proficiency in multiple languages and were selected to gain insights into the connection between emotions and bilingualism.

2.3.1Description of the participants:

The sample consisted of a total of 42 participants, including 25 females and 17 males. These individuals were at different levels within the department, with 25 participants in master's level 2, 3 participants in master's level 1, 3 participants in L3, 7 participants in L2, and 1 participant in L1. The participants represented a diverse group of multilinguals, including bilinguals, trilinguals, and quadrilinguals.

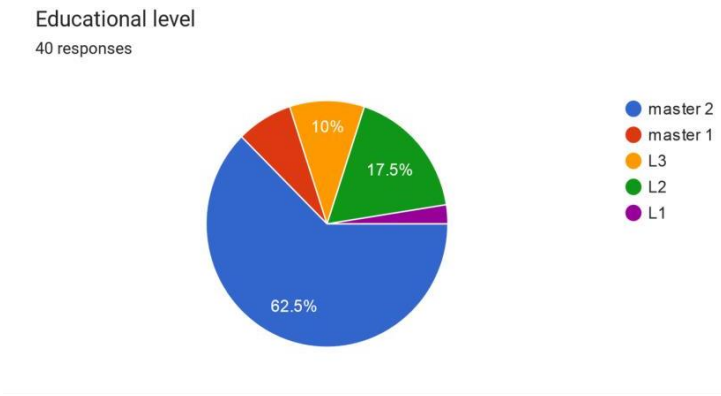


Figure 1: educational level

The questionnaire administered to the participants collected sociobiographical information to provide a demographic overview and understand the linguistic backgrounds of the participants. This information included details such as the languages known to the participants, dominant language(s), chronological order of language acquisition, and frequency of language use.

Languages known: The participants reported speaking a total of two different L1 languages: Arabic (for Algerian students) and French (for non-Algerian students). Arabic was spoken by 36 participants, while French was spoken by 37 participants. Additionally, the participants were proficient in different L2 languages, with English being the second language for 29 participants and French being the second language for 13 participants. 9 participants spoke Spanish 9. It also collected data on the participants' dominant languages and the order in which they acquired different languages. The dominant language(s) varied among the participants, reflecting their linguistic backgrounds and preferences.

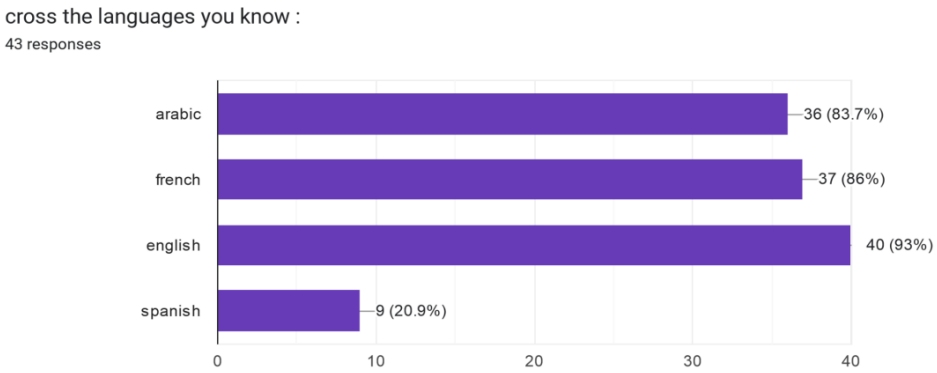
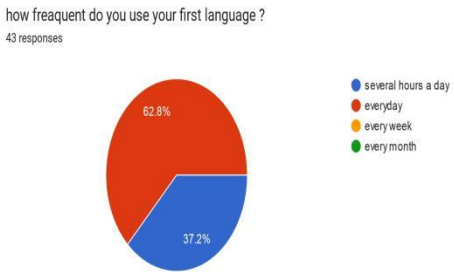


Figure 2: spoken languages

Frequency of language use: Participants reported the frequency with which they used their L1 and L2 languages. For their L1, 27 participants reported using it every day, and 16 participants reported using it several hours a day. In the case of their L2, 10 participants reported using it several hours a day, 31 participants reported using it every day, and 2 participants reported using it weekly. These responses provided insights into the participants' language usage patterns and frequency.



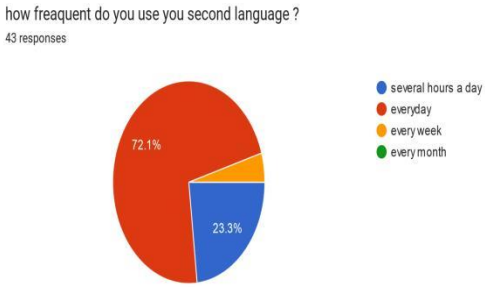


Figure 3: frequency of L1

figure 4 : frequency of L2

Proficiency in the second language (L2) was assessed using a self-perceived rating scale. Participants were asked to rate their proficiency in speaking the L2 language on a 5-point scale ranging from 1 (least proficient) to 5 (fully fluent). The majority of participants considered themselves to be between medium and high proficiency levels. This information provided an indication of the participants' subjective assessment of their language skills in the L2 and contributed to understanding their linguistic abilities and comfort level in using the language.

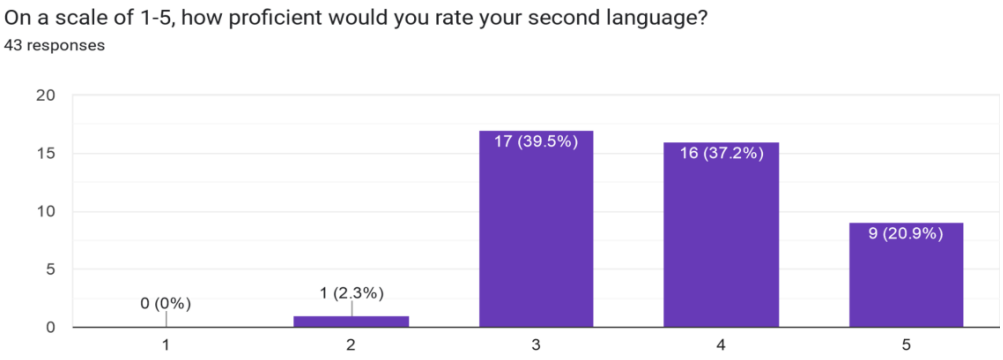


Figure 5: proficiency in second language.

By examining the sociobiographical data, including languages known, dominant languages, language acquisition sequence, and frequency of language use, the study aimed to gain a comprehensive understanding of the linguistic backgrounds and

experiences of the multilingual participants in relation to their emotions and bilingualism.

2.3.2Exploring Factors and Descriptions:

The present question focused on the self-reported language choice in question, which was formulated as: "Does speaking about certain things lead you to switch between languages?" All of the participants answered yes, establishing a connection between outside factors and language choice. The dependent variable in this question was the self-reported language choice in response to the question. Participants' responses of "yes" or "no" indicated their language-switching behavior based on the topic of conversation. The dependent variable, in this case, was the language choice or switching behavior.

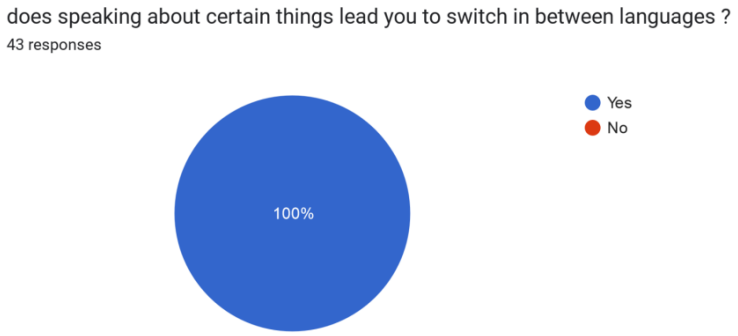


Figure 6: the switch between languages depending on certain factors.

The question examined the descriptions of participants' first and second languages. When describing their first language, participants used specific words such as rich, emotional, useful, and personal. Out of the participants surveyed, 66.7% characterized their first language as rich, 19% as emotional, 38.1% as useful, and 16.7% as personal. Similarly, when describing their second language, participants used words like rich, emotional, useful, cold, and personal. Among the participants surveyed, 26.2% characterized their second language as rich, 4% as cold, 26.2% as emotional, 66.7% as useful, and 19% as personal. These responses aimed to explore

the implications and interpretations behind these descriptions and understand the significance individuals attribute to their first and second languages.

In both cases, the dependent variable was the participants' self-reported language choice or the characterization of their languages (first and second). The interest lay in understanding how participants perceived and described their language choices, specifically in relation to certain factors or qualities associated with their languages, such as richness, emotional connection, usefulness, and personal significance. The analysis involved examining the participants' responses and analyzing the implications and interpretations behind these descriptions.

The question investigated the proportions of participants who reported switching languages based on different types of matters: neutral matters, personal matters, and emotional matters. The results indicated that 66.7% of participants reported switching languages for neutral matters, 40.5% for personal matters, and 50% for emotional matters. These findings highlight the complex relationship between language choice and the nature of the matter being discussed. Language switching is not solely a matter of linguistic convenience or proficiency; it is influenced by various factors, including the emotional and personal dimensions of communication. The findings suggest that individuals make deliberate choices regarding language selection based on the content and context of the conversation.

2.4 Results :

Through quantitative and qualitative analysis, this study investigates code-switching as a common linguistic phenomenon, the prevalence of dreaming and thinking in different languages, the impact of language choice on distancing oneself from situations or emotions, the varying impact of the word "love" across different languages, language preferences for swearing and expressing anger, emotional associations with different languages, language choices for expressing emotion phrases and keeping personal diaries, and language choices in intimate relationships and communicating unpleasant experiences. By exploring these topics, we aim to gain a

deeper understanding of the complex dynamics and individual preferences associated with language use.

2.4.1 Code-Switching: A Multifaceted Phenomenon

Based on the extensive data gathered and meticulously exposed in the comprehensive analysis conducted, it becomes undeniably evident that code-switching is an incredibly prevalent and widespread phenomenon observed among individuals from diverse linguistic backgrounds. The underlying reasons for engaging in code-switching exhibit a remarkable degree of variation, encompassing multifaceted factors such as personal comfort, linguistic proficiency, enhanced expression of intentions, accommodating others who may not possess a comprehensive understanding of a particular language, emotional expression, and the relevance of the chosen language to the topic at hand.

The numerous examples provided throughout the analysis effectively highlight and shed light upon the myriad social contexts in which code-switching occurs. For instance, within the realm of modern communication platforms like texting, individuals frequently cited the act of switching between languages as a means of convenience or personal preference, thereby adapting to the commonly utilized language within the realm of digital communication. Similarly, in professional settings, code-switching often transpires due to the intrinsic formality associated with a specific language or the compelling need to conform to certain linguistic norms that are prevalent within the given professional environment. Notably, the proficiency levels exhibited in different languages exert a considerable influence on the practice of code-switching. Respondents frequently mentioned tailoring their language choices based on the proficiency of the recipient, thus ensuring effective communication and understanding. This phenomenon is particularly apparent when considering the dominant usage of English among friends, juxtaposed with the preference for Arabic when conversing with family members who possess a more comprehensive understanding of Algerian Darija and French. it is crucial to acknowledge that emotional expression represents yet another potent motivator for code-switching, with

individuals deliberately selecting specific languages to effectively convey deep-seated emotions and profound thoughts. Arabic, in particular, emerged as a language renowned for its capacity to carry profound depth and power, allowing individuals to articulate their feelings with utmost precision and impact.

The realm of digital platforms, including the vast expanse of social media and the intimacy of phone calls, emerged as additional contexts where code-switching is consistently observed. Factors such as audience demographics, prevailing linguistic norms, and personal comfort levels play a pivotal role in influencing the selection of languages within these contexts.

The inherent adaptability required within multilingual work environments necessitates a propensity for code-switching among individuals. In such settings, the act of seamlessly transitioning between languages becomes crucial in order to cater to clients who may not possess fluency in Arabic, thereby underscoring the undeniable importance of effective communication and utmost customer satisfaction in these professional domains.

Lastly, it is worth emphasizing that code-switching can also be motivated by the inherent availability of diverse vocabulary across different languages. Certain topics or emotions may find greater resonance and eloquence when articulated in an individual's second language, thus highlighting the linguistic diversity that individuals possess and their ability to seamlessly draw from multiple languages to articulate their thoughts and ideas with utmost accuracy and precision.

2.4.2Language Choice in Dreaming and Thinking

Based on the gathered data, a quantitative and qualitative analysis was conducted to explore the prevalence of dreaming and thinking in the first language (L1) versus the second language (L2) among the respondents. The findings reveal that

the majority of respondents (91.9%) reported dreaming or thinking in their L1, while a smaller percentage (38.1%) reported dreaming or thinking in their L2.

The predominance of L1 in dreaming and thinking is consistent with expectations, as it is typically the language in which individuals are most proficient and have the deepest emotional and cognitive connections. L1 is usually learned from birth or early childhood, providing a strong foundation for linguistic and cognitive processing. Dreaming and thinking in one's native language feels natural and effortless due to its deep integration into the subconscious mind.

However, the presence of L2 in the dreams and thoughts of a significant portion of respondents suggests a level of fluency and integration of the second language into their cognitive processes. This indicates that these individuals have reached a stage of language acquisition where their L2 has become more automatic and readily accessible in their thoughts and dreams. This level of proficiency and integration may be a result of extensive exposure to and practice with the second language.

Several factors were identified that could influence the presence of L2 in dreams and thoughts. These include the amount of time spent using the L2, the intensity of language immersion or study in an L2-dominant environment, the emotional significance attached to the second language, and the individual's personal affinity or connection to that language. Additionally, the use of L2 in specific contexts, such as work, education, or daily interactions, can contribute to its presence in dreaming and thinking.

It is important to note that the percentage of individuals reporting dreaming or thinking in their L2 is lower than the percentage of individuals who engage in code-switching, as discussed in the previous analysis. This suggests that code-switching may be more prevalent in conscious language selection during social interactions, while dreaming and thinking tend to default to the L1 for most individuals.

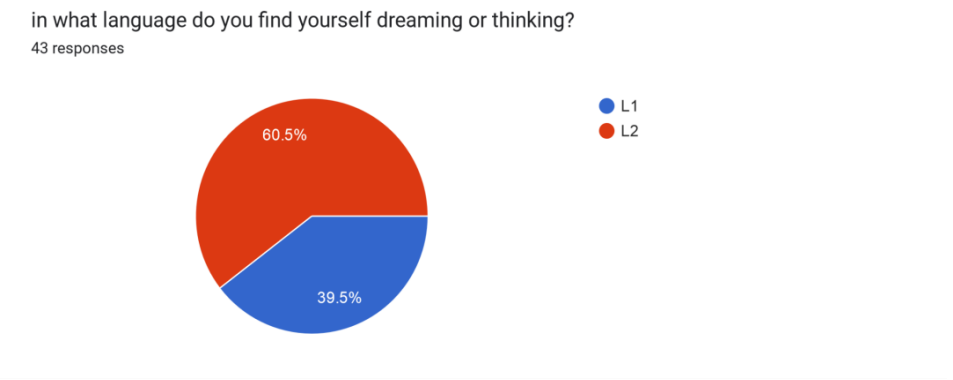


Figure 7 : language related to dreaming or thinking

2.4.3The Varying Impact of the Word "Love" across Languages and Language Choice and Distancing Oneself

the intricate relationship between language choice, emotional distancing, and the impact of words across different languages, a meticulous analysis was conducted based on the wealth of data gathered. Combining quantitative and qualitative approaches, this investigation aimed to uncover valuable insights into how language selection affects individuals' ability to distance themselves from situations or emotions, as well as the nuanced variations in the impact of the word "love" in different linguistic contexts. The findings of this analysis shed light on several key aspects.

With regard to language choice and distancing, respondents revealed intriguing patterns. It became apparent that individuals often resort to switching to a different language, such as English or French, as a deliberate strategy to create a distinct realm, erect barriers, or assert control over their interactions. Language choice emerged as a tactical tool for self-preservation, enabling individuals to temporarily detach themselves from their immediate reality. Moreover, the deliberate use of a specific language, particularly one in which the individual feels proficient, was seen as a means to express emotions with greater depth and ease. Additionally, language choice was driven by the desire to avoid certain individuals or specific types of interactions. The linguistic characteristics and cultural connotations associated with a language played a significant role in determining its suitability for various situations and individuals.

Factors such as confidence levels, anxiety, and the impact on communication and cultural dynamics further influenced the decision-making process behind language selection.

It is valuable to examine them in the context of previous research on language choice, code-switching, and the use of language for distancing oneself. By drawing upon the wealth of knowledge generated by earlier studies, a more comprehensive understanding of the motivations and outcomes associated with language selection in social interactions can be attained.

Turning to the impact of the word "love" across different languages, respondents shared fascinating observations. It became evident that the word carries a heightened sense of meaning and profundity in their first language (L1) compared to its translations in other languages. For instance, respondents described the Arabic word for "love" as possessing a stronger and more intense emotional impact. The cultural and linguistic context in which a language is spoken played a crucial role in shaping the perceived disparities in romantic connotations and emotional depth associated with the word "love." However, it is worth noting that not all respondents concurred with the notion that the impact of the word "love" differs between languages, highlighting the significance of individual experiences and subjective perceptions.

It is valuable to consider them alongside previous studies on cross-cultural perceptions of love and the intricate nuances of language. Such comparative analyses can illuminate the cultural and linguistic factors that shape the impact and interpretation of the word "love" across diverse languages. this comprehensive analysis underscores the profound variability in language usage among individuals. It illuminates the complex interplay between language, identity, emotions, and interpersonal dynamics. Moreover, the influence of linguistic and cultural factors on language choice and the impact of words is prominently emphasized. The analysis serves as a poignant reminder of the importance

of considering individual experiences and perspectives when examining language-related phenomena. By recognizing the intricate nuances and multifaceted nature of language, we can foster a deeper understanding of the diverse ways in which language shapes our perceptions, emotions, and interactions.

2.4.4.Language Preferences for Swearing and Expressing Anger and Emotional Associations with Different Languages:

In terms of swearing, respondents showed a preference for using English as it was perceived as more effective in conveying anger or sentiment, allowing for more intense emotional expression. However, some respondents mentioned avoiding swearing in Arabic to prevent understanding or negative reactions from others, but they would use Arabic when expressing anger towards an Arabic speaker. This indicates that language choice for swearing is influenced by considerations of communication, emotional expression, and social dynamics. These findings align with Rintell's (1984) study, which found that linguistic and cultural background, as well as language proficiency, influence individuals' performance in assessing emotional intensity, including anger, in a second language.

On the other hand, some respondents expressed a preference for using their first language (L1), particularly Arabic, for swearing. Arabic swearing was considered more powerful and emotionally expressive, with a rich vocabulary for swearing. The authenticity and cultural significance of swearing in Arabic, with associations to religious commitment and beliefs, were emphasized. These findings are consistent with the study conducted by Pavlenko (2004), which focused on second language socialization in parent-child communication within multilingual families and found that adult second language socialization can make other languages appear as emotional as the first.

Regarding expressing anger, there were varied responses. Some individuals used their L1, whether it was Arabic or another language, to better convey the

emotional situation and express their anger authentically. Others mentioned spontaneously using both languages or using their second language (L2), such as English, when communicating with people who do not understand their L1. Factors such as language proficiency, emotional intensity, and the need for effective communication influenced the choice of language for expressing anger. These findings align with the studies conducted by Toya and Kodis (1996) and Dewaele (2004c), which explored challenges faced by language learners in mastering different norms of emotional expression and found correlations between length of stay in an English-speaking country, proficiency levels, and the use of emotional language.

The responses indicated that languages hold distinct emotional meanings for individuals. Many respondents expressed a stronger emotional connection to their L1, associating it with their identity, culture, and personal history. Arabic was highlighted as a language with deeper and more powerful emotional words, particularly for expressing negative emotions. English was seen as a language that enables individuals to express their feelings and emotions with accuracy and clarity. Some respondents also mentioned perceiving languages differently based on the context or situation, with certain languages being more suitable for specific emotions or experiences. These findings resonate with the study conducted by Harris, Ayçiçegi, and Gleason (2003), which investigated the emotional impact of words in L1 and L2 on bilinguals and found that age of acquisition and proficiency modulate speakers' physiological reactions to emotional language.

These findings highlight the subjective and individual nature of emotional connections to languages, emphasizing the cultural and linguistic nuances that influence the emotional relevance of each language. By comparing these findings to previous studies on language and emotional expression, a deeper understanding of how languages shape and reflect individuals' emotional experiences and expressions can be achieved.

2.4.5.Language Preferences for Emotional Phrases, Intimacy Terms, and Personal Diary Entries:

In terms of expressing emotion phrases and intimacy terms, English emerged as the most commonly favored language. Respondents mentioned feeling that they can express themselves more clearly and accurately when using English. This preference was often attributed to exposure to English through movies, poetry, or literature, which influenced their perception of the language as more suitable for conveying emotions. English was described as a "light" language that allows for easier expression of deep feelings, particularly phrases like "I love you." However, some individuals expressed a preference for other languages. French was mentioned as a language that carries a sense of beauty and sensation, making it appealing for expressing emotions and conveying intimacy. Spanish and Bambara were also mentioned for their softness or national significance in specific contexts. The choice of language for emotional expression was sometimes influenced by the specific interlocutor or situation, with individuals using their first language or the language of the person they are communicating with to ensure effective communication.

Regarding personal diary entries, the majority of participants preferred to keep a diary in English consistently and without exception. Reasons for choosing English varied, with some participants mentioning that English allows them to express themselves more effectively and with greater clarity. They feel that English accurately captures their thoughts and emotions. On the other hand, there were participants who expressed a preference for their native language, Arabic, for personal diary entries. Arabic was seen as a language that allows for various expressive possibilities and a stronger connection to emotions. Some participants mentioned using both French and English or using French as their language of choice for personal diary entries, indicating individual preferences and comfort levels.

Comparing these findings to previous studies on language preferences for emotional expression and personal diary entries can provide insights into the cultural, linguistic, and personal factors that shape individuals' choices. The preference for

English may be influenced by the global dominance of the language and its widespread use in media and literature. However, the presence of other language preferences highlights the importance of cultural and personal factors in determining language choices for emotional expression and personal reflection.

the findings suggest that language choices for expressing emotions and keeping personal diaries are subjective and influenced by individual preferences, cultural associations, linguistic characteristics, and the desire to effectively communicate and connect with others.

2.4.6Language and Personal Identity:

In the domain of language for conveying unpleasant or painful experiences, respondents displayed a penchant for Arabic, English, and French, although the rationales for their specific choices exhibited remarkable diversity. Arabic was frequently favored due to its abundant emotional lexicon, providing solace and a sense of security. English, on the other hand, was lauded for its personal nature and the capacity to detach oneself from the experience, with participants finding its vocabulary more apt for articulating their innermost thoughts and emotions. French, perceived as a language fostering improved emotional communication and comprehension by others, also garnered notable favor.

As for the notion of metamorphosis when employing different languages, participants expressed an array of perspectives. Some individuals articulated a palpable transformation in tone, speaking style, and even personality when engaging in different linguistic codes. They reported feeling more self-assured, mature, or akin to an entirely novel persona while conversing in specific languages. Conversely, others rejected the notion of assuming a distinct identity, asserting that they wield all languages as if they were their native tongue, with their fundamental essence unaltered across linguistic boundaries. Certain participants acknowledged the potential influence of language on their modes of expression and communication, while others embraced a sense of authenticity and comfort, irrespective of the language employed.

Regarding the analysis of languages spoken at home with partners versed in different tongues, the majority of participants cited English as the lingua franca. This decision was predominantly grounded in practicality and mutual comprehension, facilitating smooth communication between both parties. Some participants expressed a preference for adopting their partner's language or utilizing a blend of languages, while others underscored the significance of preserving their own language and cultural identity within the confines of the relationship. When it came to arguments, participants adopted varying approaches, with some engaging in English disputes regardless of the language spoken at home, while others resorted to their native tongue or a melange of languages. Language fluency, comfort, and individual predilections exerted influence over these linguistic choices.

Drawing comparisons between these findings and prior studies can furnish additional insights into language preferences and the underlying determinants thereof. Evidently, language choices concerning communication, self-perception, and intimate relationships are intricately woven together by a multifaceted tapestry of personal, cultural, and linguistic factors. The findings underscore the imperative nature of considering individual experiences and preferences when examining language usage across diverse contexts.

2.5 Discussion :

Studies in psychoanalysis, psychology, and linguistic anthropology show that bicultural bilinguals may display various verbal behaviours in their two languages and may be interpreted in various ways by their interlocutors depending on the language they speak in a given situation. The two languages may be connected for these bilinguals—and expatriates—to various linguistic repertoires, cultural scripts, frames of expectation, autobiographical memories, levels of skill, and emotionality. As well as conflicting allegiances, various imagined audiences, opposing subject perspectives, and mutually exclusive arguments, they may also be related to them. Notably, those whose native tongues are connected to and used in predominantly monolingual

situations will find special value in these findings. Those who reside in bilingual and multilingual environments might not always notice such stark disparities.

The participants expressed diverse and nuanced perspectives regarding their experiences of feeling different when switching languages. These perspectives encompassed their own self-perceptions as well as the perceptions of others, sometimes revealing a discrepancy between the two. The feelings of difference were found to vary over time and differ depending on the specific languages being switched. They could arise from conscious or unconscious behaviors exhibited during language switches. Participants mentioned variations in both verbal and non-verbal behavior, such as feeling less humorous due to a lack of proficiency, being more reserved in one language, altering vocal pitch, covering the mouth, avoiding eye contact, adopting different body language, conforming to linguistic or cultural norms of one language to stand out in another, and even possessing distinct personas in different languages, a phenomenon supported by previous research (Pavlenko, 2006; Koven, 1998, 2001, 2007).

Some participants expressed that switching languages allowed them to explore different thought structures and possibly experience distinct emotions.

If we focus solely on the qualitative data, it could be argued that McWhorter's (2014) proposition about feeling different being linked to lower proficiency in the non-native language is valid. Indeed, several participants referred to their lack of confidence and fluency when using the non-native language.

Any doubts regarding McWhorter's hypothesis were dispelled when the statistical analysis demonstrated that there were no significant relationships between feelings of difference, and levels of oral proficiency. This finding aligns with Dewaele and Nakano's (2012) study. Thus , it differs from their findings regarding the relationship between proficiency and feelings of difference in the second language (L2).

The frequency of using the non-native language did not exhibit a clear association with feelings of difference. Gender was found to be unrelated to feelings of difference, consistent with Dewaele and Nakano's (2012) findings but contradictory to Wilson's (2008) findings. Bilingual and multilingual individuals were found to engage in more code-switching with friends and colleagues (excluding family members), which may contribute to a reduced sense of difference during language switches.

The context of acquiring the non-native language, the degree of multilingualism, and the type of language dominance did not demonstrate a relationship with feelings of difference when switching languages. This finding is somewhat surprising since one might expect regular users of multiple languages to feel more similar across their various languages. Similar to Dewaele and Nakano (2012), many participants who reported feeling different when switching languages also mentioned changes in the context (environment and interlocutors) in which they used their languages. These environmental and interlocutor changes might contribute to the feelings of difference, rather than the language switch itself (Grosjean, 2010). In fact, participants who belonged to a community of frequent code-switchers reported switching languages within the same context and did not report any feelings of difference (Dewaele & Nakano, 2012).

An interesting finding was that feelings of difference were positively associated with levels of anxiety when using the second and third languages with colleagues or on the phone. This suggests a potential direct or indirect link between feelings of difference and personality traits (Ożańska-Ponikwia, 2012, 2013; Wilson, 2008, 2013). Given that introverts tend to experience higher levels of anxiety and Foreign Language Anxiety (Dewaele, 2013), it is not surprising to observe a relationship between Foreign Language Anxiety and feelings of difference.

participants' statements should not be taken at face value. Participants' responses are influenced by language ideologies that shape their interpretations of language dynamics. Pavlenko (2006) identified the discourses of bilingualism and self

that participants drew upon, underscoring the significance of cultural boundaries and entities as real phenomena.

2.6 Conclusion:

This study illuminates the intricate relationship between bilingualism and emotion, revealing that bilingual individuals navigate their emotional experiences and expressions differently depending on the language they are using. The strategic use of code-switching allows them to adapt their emotional expression to the cultural and linguistic contexts in which they communicate. Language choice influences emotional states, with individuals feeling more confident and assertive in their first language, while experiencing greater openness and vulnerability in their second language.

Language identity emerges as a complex construct, with participants identifying differently with their first and second languages, and some embracing a bicultural identity that integrates both languages and cultures. The prevalence of language anxiety underscores the need for support and strategies to address the fears and pressures associated with speaking a non-native language. Moreover, employing various language learning strategies, both formal and informal, is essential to enhance language skills and proficiency.

The occurrence of linguistic interference demonstrates the influence of one language on another, presenting challenges in grammar, vocabulary, and pronunciation for bilingual individuals. These findings emphasize the necessity for targeted language instruction and the development of awareness regarding potential interference effects in bilingual language learning.

In conclusion, this study provides valuable insights into the complex interplay between language and emotion in bilingual individuals. Understanding the dynamics of bilingualism and its impact on emotional experiences and expressions can inform language education, cultural integration, and individual identity formation. By acknowledging and addressing these factors, educators, researchers, and language

learners can foster a more inclusive and supportive environment for bilingual individuals to thrive in their linguistic and emotional development.

General Conclusion

General Conclusion

In conclusion, the study of emotions, language, and code-switching in bilingual individuals holds immense significance in our multilingual world. Researchers have explored the intricate connections between social factors, emotional episodes, and the bilingual psyche, shedding light on the complexities of language use and affect. By examining cross-cultural variations in emotion words, categories, and scripts, scholars have expanded our understanding of the interplay between language and emotions.

Within the fields of bilingualism and second language acquisition, there has been a growing interest in investigating the role of emotions in language learning, bilingual performance, and language choice. This research has uncovered the motivations behind code-switching, highlighting its potential as a linguistic tool for effective emotional expression and self-control in bilingual individuals. Moreover, the inclusive approach that considers emotions as discursively constructed phenomena has opened up new avenues for exploration, emphasizing the languages of emotions themselves and their cultural nuances.

The present study addresses the research problem of whether code-switching reflects the speakers' emotions in bilinguals, particularly focusing on EFL students at Tlemcen University. By considering the impact of social factors on code choice, the reflection of emotional episodes through code-switching, and the function code-switching serves in the bilingual psyche, the study aims to contribute to our understanding of the complex relationship between emotions, language, and code-switching.

Employing a mixed-methods research approach, the study utilizes both quantitative and qualitative data sources to gain a comprehensive understanding of this relationship. By combining surveys, questionnaires, and qualitative inquiry techniques such as thematic analysis, the research strives to triangulate findings and provide a robust examination of the research problem.

In conclusion, this thesis contributes to the broader field of language and emotions by investigating the unique context of bilingual individuals and their use of

code-switching. By exploring the motivations, effectiveness, and strategic functions of code-switching in expressing and managing emotions, the study provides valuable insights into the rich interplay between emotions, language, and cultural factors. The findings of this research have the potential to inform language education practices, cross-cultural communication, and our understanding of the diverse ways in which individuals navigate linguistic and emotional landscapes in bilingual settings.

Bibliography

Bibliography

1. Altarriba, J. (2000). Bilingual memory: Theory and data. Psychology Press.
2. Altarriba, J. (2002). Semantic and conceptual nonequivalence in bilinguals: Metaphor, concreteness, and emotion words. International Journal of Bilingualism, 6(4), 271-281.
3. Altarriba, J. (2003). Conceptual nonequivalence between languages: A theoretical approach to whether cariño equals 'liking.' International Journal of Bilingualism, 7(3), 305-322.
4. Altarriba, J. (2003). Does carabao mean truck? A cross-language investigation of picture naming in Spanish-English bilinguals. Journal of Memory and Language, 48(4), 591-613.
5. Altarriba, J. (2003). Does carino become "liking" when you switch languages? Linguistic effects on semantic memory. Journal of Experimental Psychology: Learning, Memory, and Cognition, 29(6), 949-960.
6. Altarriba, J., & Morier, R. G. (2000). Bilingual autobiographical memory. In J. L. G. Muñoz (Ed.), Bilingualism and Language Pedagogy (pp. 253-256). Multilingual Matters.
7. Altarriba, J., & Morier, R. G. (2003). Bilingualism and Emotion: How Bilinguals Use Language to Express their Emotions. In H. D. Rosenthal (Ed.), Handbook of Bilingualism: Psycholinguistic Approaches (pp. 251-252). Oxford University Press.
8. Altarriba, J., & Santiago-Rivera, A. (1994). Current perspectives on using linguistic and cultural factors in counseling the Hispanic client. Professional Psychology: Research and Practice, 25(4), 388-397.
9. Amati-Mehler, J., Argentieri, S., & Canestri, J. (1993). Bilingualism and the mother tongue in psychoanalysis. The International Journal of Psychoanalysis, 74(2), 271-283.
10. Amati-Mehler, J., Argentieri, S., & Canestri, J. (1993). The bilingual individual: Interdisciplinary perspectives. Karnac Books.
11. Anooshian, L., & Hertel, P. (1994). Emotionality in free recall: Language specificity in bilingual memory. Cognition and Emotion, 8, 503–514.
12. Aragno, A., & Schlachet, P. L. (1996). Repressed memories in the treatment of trauma in bilingual individuals. American Journal of Psychotherapy, 50(3), 404-415.
13. Arnold, J. (1999). Affect in language learning. Cambridge University Press.
14. Auer, P. (1998). Code-switching in conversation: Language, interaction, and identity. Routledge.
15. Austin, J. (1962). How to perform acts with words: The William James lectures delivered at Harvard University in 1955 (2nd ed.). Cambridge: Harvard University Press, 1975.
16. Austin, J. (1975). How to do things with words: The William James lectures delivered in Harvard University in 1955 (2nd ed.). Cambridge: Harvard University Press.
17. Averill, J. R. (1982). Anger and aggression: An essay on emotion. New York: Springer-Verlag.
18. Averill, J.R. (1982). Anger and Aggression: An Essay on Emotion. Springer.

19. Bamberg, M. (1997). Positioning between structure and performance. Journal of Narrative and Life History, 7(1-4), 335-342.
20. Bandler, R., & Grinder, J. (1975). The structure of magic. Science and Behavior Books.
21. Basnight-Brown, D.M., & Altarriba, J. (2007). Differences in emotionality between monolingual and bilingual speakers: A neurocognitive examination. Journal of Psycholinguistic Research, 36(4), 465-492.
22. Bayley, R., & Schecter, S. (2003). Introduction: Toward a dynamic model of language socialization. In R. Bayley & S. R. Schecter (Eds.), Language Socialization in Bilingual and Multilingual Societies (pp. 1-6). Clevedon: Multilingual Matters.
23. Bayley, R., & Schecter, S. R. (2003). Language socialization: An overview. In S. R. Schecter & R. Bayley (Eds.), Language socialization in bilingual and multilingual societies (pp. 1-18). Multilingual Matters.
24. Besemeres, M. (2004). Different languages, different emotions? Perspectives from autobiographical literature. Journal of Multilingual and Multicultural Development, 25(2/3), 140-158.
25. Bhatia, T. K., & Ritchie, W. C. (2013). The bilingual mental lexicon: Interdisciplinary approaches. Multilingual Matters.
26. Bhatia, T.K., & Ritchie, W.C. (1996). Bilingual language switching and selection at the conceptual level. International Journal of Bilingualism, 1(1), 17-32.
27. Birdsong, D. (in press). Nativelike pronunciation among late learners of French as a second language. In O.-S. Bohn & M. Munro (Eds.), Second language speech learning: The role of language experience in speech perception and production. Amsterdam: John Benjamins.
28. Bond, M. H., & Lai, T. M. (1986). Embarrassability and emotional distancing: A comparative analysis of English and Chinese-speaking individuals. Journal of Cross-Cultural Psychology, 17(3), 225-237.
29. Bond, M. H., & Lai, T. M. (1986). Embarrassment and code-switching into a second language. Journal of Social Psychology, 126(2), 179-186.
30. Bond, M. H., & Lai, T. M. (1986). Emotional expression in the Mandarin and English languages. Journal of Cross-Cultural Psychology, 17(2), 213-226.
31. Bond, M. H., & Lai, T. M. (1986). Empirical studies of Chinese personality and social behavior. In M. H. Bond (Ed.), The psychology of the Chinese people (pp. 199-218). Oxford University Press.
32. Bond, R., & Lai, T. (1986). Emotional control and self-presentational motives in everyday life. Motivation and Emotion, 10(3), 185-199.
33. Borod, J. (2000). The neuropsychology of emotion. London: Oxford University Press.
34. Borod, J.C. (2000). Neuropsychology of emotional expression. Oxford University Press.

35. Bouchhioua, N., & Dewaele, J. M. (2018). The emotional impact of growing up with two languages: A practical guide for professionals. Channel View Publications.
36. Briggs, C. L. (1970). "You're dirty and you stink": Taboos, verbal hygiene, and the repression of linguistic pollution. American Anthropologist, 72(6), 1369-1383.
37. Brown, A.S. (1991). A review of the tip-of-the-tongue experience. Psychological Bulletin, 109(2), 204-223.
38. Brown, J. A. (1981). Group psychotherapy for Spanish-speaking cultures: An effective method of intervention. Journal of Counseling & Development, 60(9), 485-487.
39. Brown, R., & Kulik, J. (1977). Flashbulb memories. Cognition, 5(1), 73-99.
40. Buxbaum, M. (1949). Translation mechanisms in multilinguals. Journal of Abnormal and Social Psychology, 44(3), 521-536.
41. Campos, J. J., Campos, R. G., & Barrett, K. C. (1989). Emergent themes in the study of emotional development and emotion regulation. Developmental Psychology, 25(3), 394-402.
42. Clachar, A. (1999). Emotional reactions of heritage and nonheritage learners of Spanish. In Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere (pp. 115-138). University of Hawai'i, Second Language Teaching & Curriculum Center.
43. Clauss, L. (1998). Group psychotherapy as an effective intervention for Spanish-speaking cultures. Journal of Multicultural Counseling and Development, 26(4), 248-258.
44. Clyne, M. (2005). Australia's language potential. University of New South Wales Press.
45. Cohen, J. (1992). Statistical power analysis for the behavioral sciences. New York: John Wiley.
46. Davis, E. L., Greenberger, E., Charles, S., Chen, C., Zhao, L., & Dong, Q. (2012). Emotion experience and regulation in China and the United States: How do culture and gender shape emotion responding? International Journal of Psychology, 47, 230–239.
47. DeKeyser, R. (2000). The robustness of Critical Period effects in Second Language Acquisition. Studies in Second Language Acquisition, 22(4), 499-533.
48. Delgado, C. A. (1981). The role of group psychotherapy in Spanish-speaking cultures. Hispanic Journal of Behavioral Sciences, 3(1), 19-36.
49. Delgado, C. A. (1983). Group psychotherapy in the treatment of Spanish-speaking patients. Hispanic Journal of Behavioral Sciences, 5(2), 113-124.
50. Dewaele, J. M. (2004). The emotional force of swearwords and taboo words in the speech of multilinguals. Journal of Multilingual and Multicultural Development, 25(2-3), 204-222.
51. Dewaele, J. M. (2004). The emotional weight of 'I love you' in multilinguals' languages. Journal of Pragmatics, 36(10), 1783-1804.
52. Dewaele, J. M. (2010). Emotions in multiple languages. Palgrave Macmillan.
53. Dewaele, J. M. (2019). Bilingualism and emotions. In The Cambridge Handbook of Bilingualism (pp. 429-445). Cambridge University Press.

54. Dewaele, J. M., & Pavlenko, A. (2001). Web questionnaires as a data collection method in second language acquisition research. Second Language Research, 17(4), 393-418.
55. Dewaele, J. M., & Pavlenko, A. (2002). Emotion vocabulary in interlanguage. Language Learning, 52(2), 409-465.
56. Dewaele, J. M., & Pavlenko, A. (2003). Emotion vocabulary in interlanguage. In D. K. Kubota & A. M. Lin (Eds.), Race, culture, and identities in second language education (pp. 65-84). Routledge.
57. Dewaele, J.-M. (2004a). "Blistering barnacles! What language do multilinguals swear in?!" Estudios de Sociolinguistica, 5(1), 83-106.
58. Dewaele, J.-M. (2004b). The emotional force of swearwords and taboo words in the speech of multilinguals. Journal of Multilingual and Multicultural Development, 25(2/3), 204-222.
59. Dewaele, J.-M. (2004c). Individual differences in the use of colloquial vocabulary: The effects of sociobiographical and psychological factors. In P. Bogaards & B. Laufer (Eds.), Learning Vocabulary in a Second Language: Selection, Acquisition and Testing (pp. 127-153). Amsterdam: John Benjamins.
60. Dewaele, J.-M. (2004d). Perceived language dominance and language preference for emotional speech: The implications for attrition research. In M. S. Schmid, B. Köpke, M. Kejser & L. Weilemar (Eds.), First Language Attrition: Interdisciplinary Perspectives on Methodological Issues (pp. 81-104). Amsterdam: John Benjamins.
61. Dewaele, J.-M. (2005). The effect of type of acquisition context on perception and self-reported use of swearwords in the L2, L3, L4, and L5. In A. Housen & M. Pierrard (Eds.), Investigations in Instructed Second Language Acquisition (pp. 531-559). Berlin: Mouton De Gruyter.
62. Dewaele, J.-M. (2010). Emotions in Multiple Languages. Palgrave Macmillan.
63. Dewaele, J.-M. (2013). The link between Foreign Language Classroom Anxiety and Psychoticism, Extraversion, and Neuroticism among adult bi- and multilinguals. The Modern Language Journal, 97, 670-684. DOI: 10.1111/j.1540-4781.2013.12036.x
64. Dewaele, J.-M., & Li Wei (2014). Intra- and inter-individual variation in self-reported code-switching patterns of adult multilinguals. International Journal of Multilingualism, 11, 225-246. DOI: 10.1080/14790718.2013.878347
65. Dewaele, J.-M., & Nakano, S. (2012). Multilinguals' perceptions of feeling different when switching languages. Journal of Multilingual and Multicultural Development, 34, 107-120. DOI: 10.1080/01434632.2012.712133
66. Dewaele, J.-M., & Pavlenko, A. (2001). Web questionnaire Bilingualism and Emotions. University of London.
67. Dewaele, J.-M., & Pavlenko, A. (2001-2003). The Bilingualism and Emotion Questionnaire. Unpublished questionnaire.

68. Dewaele, J.-M., & Pavlenko, A. (2001-2003). Web questionnaire 'Bilingualism and Emotions'. University of London.
69. Dewaele, J.-M., & Pavlenko, A. (2002). Emotion vocabulary in interlanguage. Language Learning, 52(2), 265-324.
70. Doi, T. (1986). The anatomy of dependence. Kodansha International.
71. Doi, T. (1990). The concept of "amae" and its psychoanalytic implications. International Journal of Psychoanalysis, 71, 27-32.
72. Dörnyei, Z. (2003). Questionnaires in second language research: Construction, administration, and processing. Mahwah, NJ: Lawrence Erlbaum.
73. Edwards, D. (1997). Discourse and cognition. Sage.
74. Eid, M., & Diener, E. (2001). Norms for experiencing emotions in different cultures: Inter- and intra-national differences. Journal of Personality and Social Psychology, 81, 869–885.
75. Eilola, T. M., & Havelka, J. (2011). Behavioural and physiological response to the emotional and taboo Stroop tasks in native and non-native speakers of English. International Journal of Bilingualism, 15, 353–369.
76. Frings, D., Rycroft, N., Allen, M. S., & Fenn, R. (2014). Watching for gains and losses: The effects of motivational challenge and threat on attention allocation during a visual search task. Motivation and Emotion, 38, 513–522.
77. Gao, X., & Jackson, T. (2017). Bilingual language switching: Production vs. comprehension. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(10), 1586-1599.
78. Gardner-Chloros, P. (2009). Code-switching. Cambridge University Press.
79. Gonzalez-Reigosa, F. (1976). A comparative study of bilingualism and psychopathology: Schizophrenia and pseudodepression in Puerto Rico. Journal of Cross-Cultural Psychology, 7(2), 131-140.
80. Gonzalez-Reigosa, F. (1976). Anxiety and bilingualism: The language of emotion. Psychoanalytic Review, 63(4), 525-538.
81. Gonzalez-Reigosa, F. (1976). Reaction time to emotional words in bilinguals. Journal of Genetic Psychology, 128(2), 279-280.
82. Greenson, R. R. (1950). The mother tongue and the bilingual ego. Psychoanalytic Quarterly, 19(4), 519-528.
83. Grinder, J., & Bandler, R. (1976). The structure of magic II: A book about communication and change. Science and Behavior Books.
84. Grosjean, F. (1982). Life with two languages: An introduction to bilingualism. Harvard University Press.
85. Grosjean, F. (2001). The bilingual's language modes. In J. Nicol (Ed.), One Mind, Two Languages: Bilingual Language Processing (pp. 1-22). Blackwell Publishing.
86. Grosjean, F. (2008). Studying bilinguals. Oxford University Press.

87. Grosjean, F. (2010). Bilingual: Life and reality. Cambridge, MA: Harvard University Press.
88. Gross, J. J. (2008). Emotion regulation. In M. Lewis, J. M. Haviland-Jones, & L. F. Barret (Eds.), Handbook of emotions (3rd ed., pp. 497–513). New York, NY: Guilford Press.
89. Gudykunst, W. B., & Nishida, T. (1994). Bridging differences: Effective intergroup communication (2nd ed.). Sage Publications.
90. Gumperz, J. J. (1982). Discourse Strategies. Cambridge University Press.
91. Guttfreund, D. G. (1990). Effects of language usage on the emotional experiences of Spanish–English and English–Spanish bilinguals. Journal of Consulting and Clinical Psychology, 58(5), 604-607.
92. Hamers, J., & Blanc, M. (2000). Bilinguality and bilingualism (2nd ed.). Cambridge: Cambridge University Press.
93. Harré, R. (1986). Varieties of Realism: A Rationale for the Natural Sciences. Blackwell.
94. Harris, C. (2004). Bilingual speakers in the lab: Psychophysiological measures of emotional reactivity. Journal of Multilingual and Multicultural Development, 25(2/3), 223-247.
95. Harris, C. L. (2004). Bilingual speakers in the lab: Psychophysiological measures of emotional reactivity. Journal of Multilingual and Multicultural Development, 25, 223–247.
96. Harris, C. L., Ayçiçegi, A., & Gleason, J. B. (2003). Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language. Applied Psycholinguistics, 24(4), 561-579.
97. Harris, C., Ayçiçegi, A., & Gleason, J. (2003). Taboo words and reprimands elicit greater autonomic reactivity in a first than in a second language. Applied Psycholinguistics, 24, 561-579.
98. Harris, C. L., Ayçiçeği, A., Gleason, J. B., & Taborsky-Barba, S. (to appear). Taboo word fluency and knowledge of slurs and general pejoratives: Deconstructing the poverty-of-vocabulary myth. Manuscript in preparation.
99. Harris, C.L. (2004). The principle of linguistic relativity and the nature of the language faculty. In M. Traxler & M.A. Gernsbacher (Eds.), Handbook of Psycholinguistics (pp. 203-267). Academic Press.
100. Heelas, P. (1986). Emotion and Agency: The Problematic of Bodily Engagement. Theory, Culture & Society, 3(1), 85-99.
101. Heredia, R.R., & Altarriba, J. (2001). Bilingual language mixing: Why do bilinguals code-switch? Current Directions in Psychological Science, 10(5), 164-168.
102. Hochschild, A. R. (1983). The managed heart. Berkeley: University of California Press.
103. Hoffman, E. (1989). Lost in Translation. New York: Penguin Books.
104. Hunt, R. R., & Ellis, H. C. (1999). Fundamentals of Cognitive Psychology. McGraw-Hill.
105. Huston, N. (1999). Nord perdu. Actes Sud.

106. Huston, N. (Autumn 1999). Nord perdu. Bilingual Review / La Revista Bilingüe, 24(3), 195-201.
107. Izard, C. E. (1971). The face of emotion. New York, NY: Meredith Corporation.
108. Jackson, G. M., Swainson, R., Mullin, A., Cunnington, R., & Jackson, S. R. (2004). ERP correlates of a receptive language-switching task. The Quarterly Journal of Experimental Psychology, 57, 223–240.
109. Javier, R. A. (1989). Cultural differences in the meaning of emotional words in English and Spanish. Perceptual and Motor Skills, 68(3), 815-818.
110. Javier, R. A. (1989). The psychopathology of code-switching. Annals of the New York Academy of Sciences, 549(1), 165-176.
111. Javier, R. A. (1995). Repressed memories and language specificity: A case study. Journal of Traumatic Stress, 8(1), 123-129.
112. Javier, R. A., & Marcos, K. M. (1989). Code-switching in bilingual education: Teachers' attitudes and behaviors. Bilingual Research Journal, 13(1-2), 11-24.
113. Javier, R. A., Barroso, S., & Muñoz, C. (1993). Language as a retrieval cue for autobiographical memory. Revista de Psicología General y Aplicada, 46(3), 315-329.
114. Khattab, G., & Trofimovich, P. (2017). Language and emotion: A comprehensive review of contemporary research. Routledge.
115. Kinginger, C. (2004). Bilingualism and emotion in the autobiographical works of Nancy Huston. Journal of Multilingual and Multicultural Development, 25(2/3), 159-178.
116. Kitayama, S., & Markus, H. R. (1994). Emotion and culture: Empirical studies of mutual influence. American Psychologist, 49(8), 725-737.
117. Kolers, P.A. (1966). The information-processing theory of human problem solving. In B.M. Foss (Ed.), New Horizons in Psychology (pp. 85-112). Penguin Books.
118. Koven, M. (1998). Two languages in the Self/The Self in two languages: French-Portuguese verbal enactments and experiences of self in narrative discourse. Ethos, 26, 410-455.
119. Koven, M. (2001). Comparing bilinguals' quoted performance of self and others in telling the same experiences in two languages. Language in Society, 30, 513-558.
120. Koven, M. (2007). Selves in Two Languages: Bilinguals' verbal enactments of identity in French and Portuguese. Amsterdam/Philadelphia: John Benjamins.
121. Kramsch, C. (2009). The Multilingual Subject. Oxford: Oxford University Press.
122. Kreibig, S. D. (2010). Autonomic nervous system activity in emotion: A review. Biological Psychology, 84, 394–421.
123. Kreibig, S. D., Wilhelm, F. H., Roth, W. T., & Gross, J. J. (2007). Cardiovascular, electrodermal, and respiratory response patterns to fear- and sadness-inducing films. Psychophysiology, 44, 787–806.

124. Kroll, J. F., Bobb, S. C., & Hoshino, N. (2014). Two languages in mind: Bilingualism as a tool to investigate language, cognition, and the Brain. Current Directions in Psychological Science, 23(3), 159–163.
125. Kroll, J., Michael, E., Tokowicz, N., & Dufour, R. (2002). The development of lexical fluency in a second language. Second Language Research, 18, 141-175.
126. Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer Publishing Company.
127. Levy, R. I. (1973). Tahitian lexical borrowing from English: A sociolinguistic model. Anthropological Linguistics, 15(1), 31-41.
128. Levy, R. I. (1984). Tahitian gender-switching. Journal of Anthropological Research, 40(4), 525-538.
129. Lutz, C. (1988). Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and Their Challenge to Western Theory. University of Chicago Press.
130. Lutz, C., & Abu-Lughod, L. (Eds.). (1990). Language and the Politics of Emotion. Cambridge University Press.
131. Maduro, R. S. (1976). Group psychotherapy as an intervention for Spanish-speaking individuals. The Counseling Psychologist, 6(2), 28-30.
132. Marcos, L. R. (1976). Bilingualism and language choice in psychotherapy. American Journal of Psychotherapy, 30(2), 264-274.
133. Marcos, L. R. (1976). Bilingualism and psychotherapy. American Journal of Psychiatry, 133(12), 1470-1473.
134. Marian, V., & Neisser, U. (2000). Bilingual autobiographical memory. Memory & Cognition, 28(4), 616-623.
135. Markus, H., & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion, and motivation. Psychological Review, 98(2), 224-253.
136. Matsumoto, D. (1993). Ethnic differences in affect intensity, emotion judgments, display rule attitudes, and self-reported emotional expression in an American sample. Motivation and Emotion, 17(2), 107–123.
137. Matsumoto, D., Anguas-Wong, A., & Martinez, E. (2008). Priming effects of language on emotion judgments in Spanish-English bilinguals. Journal of Cross-Cultural Psychology, 39, 335–342.
138. Matsumoto, D., Kudoh, T., Scherer, K., & Wallbott, H. (1988). Antecedents of and reactions to emotions in the United States and Japan. Journal of Cross-Cultural Psychology, 19, 267–286.
139. McWhorter, J. H. (2014). The language hoax. Oxford: Oxford University Press.
140. Mettewie, L. (2004). Attitudes and motivation of language learners in Belgium. Unpublished PhD dissertation, Vrije Universiteit Brussel, Brussels, Belgium.

141. Milroy, L., & Muyskens, J. (1995). One speaker, two languages: Cross-disciplinary perspectives on code-switching. Cambridge University Press.
142. Ożańska-Ponikwia, K. (2012). What has personality and emotional intelligence to do with 'Feeling different' while using a foreign language? International Journal of Bilingual Education and Bilingualism, 15, 217-234. DOI: 10.1080/13670050.2011.616185
143. Ożańska-Ponikwia, K. (2013). Emotions from a Bilingual Point of View: Personality and Emotional Intelligence in Relation to Perception and Expression of Emotions in the L1 and L2. Newcastle: Cambridge Scholars Publishing.
144. Palmer, C., & Occhi, F. J. (1999). 'Ola'i: Emotion talk across years and generations in the Cook Islands. Ethos, 27(1), 65-92.
145. Panksepp, J. (2000). The neuro-evolutionary cusp between emotions and cognitions: Implications for understanding consciousness and the emergence of a unified mind science. Consciousness and Cognition, 9(2), 107-108.
146. Panksepp, J. (2000). The neuro-evolutionary cusp between emotions and cognitions: Implications for understanding consciousness and the emergence of a unified mind science. Consciousness and Emotion, 1(1), 15-54.
147. Panksepp, J. (2003). At the interface of the affective, behavioral, and cognitive neurosciences: Decoding the emotional feelings of the brain. Brain and Cognition, 52(1), 4-14.
148. Panksepp, J. (2003). Decoding the emotional feelings of the brain: At the interface of the affective, behavioral, and cognitive neurosciences. Brain and Cognition, 52(1), 4-14.
149. Panksepp, J. (2003). Feeling the feelings of others: Affective empathy across species. Trends in Cognitive Sciences, 7(12), 525-530.
150. Pavlenko, A. (2002). Bilingualism and emotions. Multilingua, 21, 45-78.
151. Pavlenko, A. (2002). Emotions and multilingualism. Cambridge University Press.
152. Pavlenko, A. (2004). "Stop interpreting!" A psycholinguistic study of emotion and bilingualism. Multilingual Matters.
153. Pavlenko, A. (2004). Emotions and multilingualism. Cambridge University Press.
154. Pavlenko, A. (2004). Language choice and emotion in parent-child communication: "Stop doing that, la Komu Skazala!" Journal of Multilingual and Multicultural Development, 25(2/3), 179-203.
155. Pavlenko, A. (2005). Emotions and Multilingualism. Cambridge University Press.
156. Pavlenko, A. (2006). Bilingual selves. In A. Pavlenko (Ed.), Bilingual minds: Emotional experience, expression, and representation (pp. 1-33). Clevedon: Multilingual Matters.
157. Pavlenko, A. (2008). Emotion and emotion-laden words in the bilingual lexicon. Bilingualism: Language and Cognition, 11(2), 147-164.
158. Pavlenko, A. (2014). The bilingual mind and what it tells us about language and thought. Cambridge University Press.

159. Pérez-Foster, R. (1992). Transference and countertransference in bilingual therapy. Psychoanalytic Psychology, 9(1), 37-52.
160. Pérez-Foster, R. (1998). Acculturation and psychological distress in three groups of Hispanics. Cultural Diversity and Ethnic Minority Psychology, 4(3), 275-288.
161. Pérez-Foster, R. (1998). The use of Spanish in the therapeutic process with Latino clients: Rationale, assessment, and treatment modalities. Psychotherapy: Theory, Research, Practice, Training, 35(2), 271-283.
162. Pitta, D. A., Marcos, L. R., & Alpert, M. (1978). Language switching as a self-defense mechanism in schizophrenics: A preliminary report. The American Journal of Psychiatry, 135(5), 596-598.
163. Pitta, D.A., Marcos, A.C., & Alpert, J. (1978). The effect of language of advertising on consumer attitudes. Journal of Advertising, 7(1), 20-24.
164. Pitta, D.A., Marcos, A.C., & Alpert, M.I. (1978). Multilingualism and the psychoanalytic process. American Journal of Psychoanalysis, 38(3), 227-232.
165. Palmer, C., & Occhi, F. J. (1999). 'Ola'i: Emotion talk across years and generations in the Cook Islands. Ethos, 27(1), 65-92.
166. Panksepp, J. (2000). The neuro-evolutionary cusp between emotions and cognitions: Implications for understanding consciousness and the emergence of a unified mind science. Consciousness and Cognition, 9(2), 107-108.
167. Panksepp, J. (2000). The neuro-evolutionary cusp between emotions and cognitions: Implications for understanding consciousness and the emergence of a unified mind science. Consciousness and Emotion, 1(1), 15-54.
168. Panksepp, J. (2003). At the interface of the affective, behavioral, and cognitive neurosciences: Decoding the emotional feelings of the brain. Brain and Cognition, 52(1), 4-14.
169. Panksepp, J. (2003). Decoding the emotional feelings of the brain: At the interface of the affective, behavioral, and cognitive neurosciences. Brain and Cognition, 52(1), 4-14.
170. Panksepp, J. (2003). Feeling the feelings of others: Affective empathy across species. Trends in Cognitive Sciences, 7(12), 525-530.
171. Pavlenko, A. (2002). Bilingualism and emotions. Multilingua, 21, 45-78.
172. Pavlenko, A. (2002). Emotions and multilingualism. Cambridge University Press.
173. Pavlenko, A. (2004). "Stop interpreting!" A psycholinguistic study of emotion and bilingualism. Multilingual Matters.
174. Pavlenko, A. (2004). Emotions and multilingualism. Cambridge University Press.
175. Pavlenko, A. (2004). Language choice and emotion in parent-child communication: "Stop doing that, la Komu Skazala!" Journal of Multilingual and Multicultural Development, 25(2/3), 179-203.
176. Pavlenko, A. (2005). Emotions and Multilingualism. Cambridge University Press.

177. Pavlenko, A. (2006). Bilingual selves. In A. Pavlenko (Ed.), Bilingual minds: Emotional experience, expression, and representation (pp. 1-33). Clevedon: Multilingual Matters.

178. Pavlenko, A. (2008). Emotion and emotion-laden words in the bilingual lexicon. Bilingualism: Language and Cognition, 11(2), 147-164.

179. Pavlenko, A. (2014). The bilingual mind and what it tells us about language and thought. Cambridge University Press.

180. Pérez-Foster, R. (1992). Transference and countertransference in bilingual therapy. Psychoanalytic Psychology, 9(1), 37-52.

181. Pérez-Foster, R. (1998). Acculturation and psychological distress in three groups of Hispanics. Cultural Diversity and Ethnic Minority Psychology, 4(3), 275-288.

182. Pérez-Foster, R. (1998). The use of Spanish in the therapeutic process with Latino clients: Rationale, assessment, and treatment modalities. Psychotherapy: Theory, Research, Practice, Training, 35(2), 271-283.

183. Pitta, D. A., Marcos, L. R., & Alpert, M. (1978). Language switching as a self-defense mechanism in schizophrenics: A preliminary report. The American Journal of Psychiatry, 135(5), 596-598.

184. Pitta, D.A., Marcos, A.C., & Alpert, J. (1978). The effect of language of advertising on consumer attitudes. Journal of Advertising, 7(1), 20-24.

185. Pitta, D.A., Marcos, A.C., & Alpert, M.I. (1978). Multilingualism and the psychoanalytic process. American Journal of Psychoanalysis, 38(3), 227-232.

186. Ramirez-Esparza, N., Gosling, S. D., Benet-Martinez, V., Potter, P., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. Journal of Personality Research, 40, 99-120.

187. Rintell, E. (1984). But how did you feel about that? The learner's perception of emotion in speech. Applied Linguistics, 5, 255-264.

188. Rintell, E. M. (1984). Assessing emotional intensity in a second language. Language Learning, 34(4), 481-496.

189. Rintell, E. M. (1984). Emotion and second language acquisition: The learner's perspective. In J. W. Oller Jr. & J. C. Richards (Eds.), Focus on the learner (pp. 231-243). Newbury House.

190. Rosaldo, R. (1980). Knowledge and Passion: Ilongot Notions of Self and Social Life. Cambridge University Press.

191. Rotter, J. B., & Rotter, G. S. (1988). Gender and emotion: Social psychological perspectives. Springer.

192. Royston, P. (2004). Multiple imputation of missing values. The Stata Journal, 4(3), 227–241.

193. Rozensky, R. H., & Gomez, J. M. (1983). Language choice and affective response as variables in counseling: A study of Mexican-American bilinguals. Journal of Counseling Psychology, 30(1), 41-48.

194. Rozensky, R. H., & Gomez, M. L. (1983). The use of bilingual and multilingual psychotherapy. Journal of Counseling Psychology, 30(2), 257-264.

195. Rozensky, R.H., & Gomez, E.J. (1983). Language of emotional expression in monolingual and bilingual individuals. Journal of Consulting and Clinical Psychology, 51(2), 279-281.

196. Rozensky, R.H., & Gomez, M. (1983). Emotional awareness and bilingual communication. Journal of Counseling Psychology, 30(4), 593-597.

197. Santiago-Rivera, A. L., & Altarriba, J. (2002). Does language dominance affect cognitive performance in bilinguals? A psychophysiological investigation. Journal of Psycholinguistic Research, 31(5), 573-598.

198. Santiago-Rivera, A., & Altarriba, J. (2002). Assessing linguistic and cultural factors in the counseling process. In C. E. Hill (Ed.), Consensual qualitative research: A practical resource for investigating social science phenomena (pp. 181-202). American Psychological Association.

199. Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. Psychological Review, 69, 379–399.

200. Schecter, S.R., & Bayley, R. (1997). Language socialization in bilingual and multilingual societies. Multilingual Matters.

201. Schegloff, E.A. (2000). Overlapping talk and the organization of turn-taking for conversation. Language in Society, 29(1), 1-63.

202. Scheu, J. (2000). Code-switching as a communication mode in the German community of Williams Lake, British Columbia. Language in Society, 29(2), 213-233.

203. Schimmack, U., Oishi, S., & Diener, E. (2002). Cultural influences on the relation between pleasant emotions and unpleasant emotions: Asian dialectic philosophies or individualism-collectivism? Cognition & Emotion, 16(6), 705-719.

204. Schmid, M. S. (2019). Bilingualism and emotions: A sociolinguistic perspective. Language and Linguistics Compass, 13(9), e12355.

205. Schmid, M. S. (2020). Bilingualism and emotions: Challenging the monolingual mindset. Bilingualism: Language and Cognition, 23(1), 11-13.

206. Schrauf, R. (2000). Bilingual autobiographical memory: Experimental studies and clinical cases. Culture and Psychology, 6, 387-417.

207. Schrauf, R. W. (1999). Linguistic relativity and bilingualism: Mood and grammatical gender in Spanish-English bilingualism. Journal of Multilingual and Multicultural Development, 20(6), 442-467.

208. Schrauf, R. W. (2000). Bilingualism and emotions. International Journal of Bilingualism, 4(3), 251-266.

209. Schrauf, R. W. (2000). Language-specific memory effects in bilingual memory of childhood events. International Journal of Bilingualism, 4(3), 285-298.

210. Schrauf, R. W., & Rubin, D. C. (1998). Bilingual autobiographical memory in older adult immigrants: A test of cognitive explanations of the reminiscence bump and the linguistic encoding of memories. Journal of Memory and Language, 39(3), 437-457.

211. Schrauf, R. W., & Rubin, D. C. (2000). Internal languages of retrieval: The bilingual encoding of memories for the personal past. Memory & Cognition, 28(4), 616-623.

212. Schröder, H. (2003). Affect and emotion in multilingualism. In J. Cenoz, B. Hufeisen, & U. Jessner (Eds.), The multilingual lexicon (pp. 215-237). Springer.

213. Schumann, J. H. (1994). An analysis of affective variables in second language acquisition. Language Learning, 44(4), 605-633.

214. Schumann, J. H. (1997). "Guess who's coming to dinner": Reflections on affective filters in SLA. System, 25(3), 379-390.

215. Schumann, J. H. (1999). Process, identity, and emotion in second language acquisition: Sociocultural perspectives. Lawrence Erlbaum Associates.

216. Serratrice, L., Sorace, A., & Paoli, S. (2009). Crosslinguistic influence at the syntax–pragmatics interface: Subjects and objects in English–Italian bilingual and monolingual acquisition. Bilingualism: Language and Cognition, 12(4), 463-472.

217. Shweder, R. A., & LeVine, R. A. (Eds.). (1984). Culture Theory: Essays on Mind, Self, and Emotion. Cambridge University Press.

218. Silva, D. M. (2000). First and second language effects in the acquisition of emotion words: A processing perspective. Bilingualism: Language and Cognition, 3(3), 193-210.

219. Stavans, I. (2001). On Borrowed Words. A Memoir of Language. New York: Penguin.

220. Thass-Thienemann, A. (1973). Interference and structural comparison in bilingual language processing. Psycholinguistics: Papers from the 1972 Annual Meeting of the Midwest Linguistics Society (pp. 187-209). Indiana University Linguistics Club.

221. Thass-Thienemann, C. (1973). Language acquisition and ego development: A model for the analysis of bilingualism. Language Learning, 23(1-2), 131-142.

222. Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. Monographs of the Society for Research in Child Development, 59, 25–52.

223. Toya, M., & Kodis, M. (1996). But I don't want to be rude: On learning how to express anger in the L2. JALT Journal, 18(2), 279-295.

224. Toya, T., & Kodis, M. A. (1996). Individual differences in the emotional intensity of anger. Psychological Reports, 79(1), 355-362.

225. Toya, Y., & Kodis, A. (1996). Anger expression and its cultural context. In M. C. Pennington (Ed.), Language in Hong Kong at century's end (pp. 365-378). City University of Hong Kong Press.

226. Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. Perspectives on Psychological Science, 2(3), 242-259.

227. Tsai, J. L., & Levenson, R. W. (1997). Cultural influences on emotional responding: Chinese American and European American dating couples during interpersonal conflict. Journal of Cross-Cultural Psychology, 28(5), 600-625.

228. Tsai, J. L., Knutson, B., & Fung, H. H. (2006). Cultural variation in affect valuation. Journal of Personality and Social Psychology, 90, 288–307.

229. Tulving, E., & Thompson, D. M. (1973). Encoding specificity and retrieval processes in episodic memory. Psychological Review, 80(5), 352-373.

230. Tylim, I. (1982). The effectiveness of group psychotherapy in Spanish-speaking populations. International Journal of Group Psychotherapy, 32(2), 221-234.

231. Veltkamp, G. M., Recio, G., Jacobs, A. M., & Conrad, M. (2013). Is personality modulated by language? The International Journal of Bilingualism, 17, 496-504. DOI: 10.1177/1367006912438894)

232. Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: A meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. Psychological Bulletin, 138, 775–808.

233. Wei, L. (2000). Dimensions of bilingualism. Blackwell Publishers.

234. Wei, L. (2018). Multilingualism and multiculturalism. In The Routledge Handbook of Multilingualism (pp. 23-38). Routledge.

235. Wei, L. (2020). Bilingualism and emotions: An ecological approach. Bilingualism: Language and Cognition, 23(1), 2-4.

236. Wei, L., & Cook, V. (Eds.). (2019). The Cambridge Handbook of Linguistic Multi-Competence. Cambridge University Press.

237. White, G. M. (1990). The English were very hot: Identity and English in South Africa. World Englishes, 9(2), 147-156.

238. White, G. M. (1990). The English were very hot: Identity and English in Hong Kong. TESOL Quarterly, 24(4), 653-672.

239. Whorf, B. L. (1952). Language, mind, and reality. Etc: A Review of General Semantics, 167–188.

240. Wierzbicka, A. (1994). Emotion, language, and cultural scripts. In S. Kitayama & H. R. Markus (Eds.), Emotion and culture: Empirical studies of mutual influence (pp. 133-196). American Psychological Association.

241. Wierzbicka, A. (1997). Understanding Cultures through Their Key Words: English, Russian, Polish, German, and Japanese. Oxford University Press.

242. Wierzbicka, A. (1999). Emotions across Languages and Cultures: Diversity and Universals. Cambridge University Press.

243. Wierzbicka, A. (2004). Bilingual lives, bilingual experience. Journal of Multilingual and Multicultural Development, 25(2/3), 94-104.

244. Wierzbicka, A., & Harkins, J. (2001). Emotion and cognition: A cognitive linguistic perspective. Cognitive Linguistics, 12(2), 197-223.

245. Wierzbicka, A., & Harkins, J. (2001). Introduction. In J. Harkins & A. Wierzbicka (Eds.), Emotions in crosslinguistic perspective (pp. 1-34). Berlin: Mouton De Gruyter.

246. Wierzbicka, A., & Harkins, J. (2001). Language and culture in the study of emotion. Emotion Review, 3(3), 235-244.

247. Wierzbicka, A., & Harkins, J. (2001). The Role of Language and Culture in the Study of Emotions. In M. Haviland-Jones & J. M. Feldman Barrett (Eds.), The Handbook of Emotion (2nd ed., pp. 249-271). Guilford Press.

248. Wilson, R. J. (2008). 'Another language is another soul': Individual differences in the presentation of self in a foreign language. Unpublished doctoral dissertation, Birkbeck College, University of London.

249. Wilson, R. J. (2013). Another language is another soul. Language and Intercultural Communication, DOI: 10.1080/14708477.2013.804534

250. Wilson, R. J., & Dewaele, J.-M. (2010). The use of web questionnaires in Second Language Acquisition and bilingualism. Second Language Research, 26, 103-123. DOI: 10.1177/0267658309337640.

251. Ye, Z. (2001). Emotion across languages and cultures: Diversity and universality. Cambridge University Press.

252. Zentella, A.C. (1997). Growing up bilingual: Puerto Rican children in New York. Blackwell Publishers.

253. Zhengdao, Y. (2001). An inquiry into "sadness" in Chinese. In J. Harkins & A. Wierzbicka (Eds.), Emotions in crosslinguistic perspective (pp. 359-404). Berlin: Mouton De Gruyte.

Appendices

Appendix A

Questionnaire

The goal of this questionnaire is to learn more about how bilingual people experience and express emotions in different languages. Your insights as a bilingual speaker are invaluable in helping us understand the complicated relationship between language and emotion. Your participation in this study is greatly appreciated. If you have any questions or concerns, please do not hesitate to contact us at yara8559@gmail.com.

Email: * Gender:

- Male
- Female

Educational level:

- Master 2
- Master 1
- L3
- L2
- L1

Cross the languages you know:

- Arabic
- French
- English
- Spanish

Which of these languages do you consider to be your second language?

- Arabic

- English
- French
- Spanish

On a scale of 1-5, how proficient would you rate your second language?

- 1
- 2
- 3
- 4
- 5

How frequently do you use your first language?

- Several hours a day
- Everyday
- Every week
- Every month

How frequently do you use your second language?

- Several hours a day
- Everyday
- Every week
- Every month

Do you see yourself switching between these two languages when talking to specific people? Give examples.

Does speaking about certain things lead you to switch between languages?

- Yes
- No

Cross the matter that pushes you to switch:

- Neutral matters
- Personal matters
- Emotional matters

Use one of these words to describe your first language:

- Rich
- Cold
- Emotional
- Useful
- Personal

Use one of these words to describe your second language:

- Rich
- Cold
- Emotional
- Useful
- Personal

In what language do you find yourself dreaming or thinking?

- L1
- L2

Have you ever used one of the two languages to distance yourself from a situation or emotion? Explain.

How anxious are you while speaking your other language with different individuals in various situations?

- Normal
- 1
- 2

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- Severe anxiety

Personal section:

Please answer the following questions truthfully, as we value your honesty.

Does the word "love" carry the same impact in both the languages you speak? If no, why?

What language do you use when swearing? Why? And what about when you are angry?

Do your languages hold distinct emotional meanings for you? If so, how do you perceive the relevance of each language? Is one more suited as your emotional language than others?

Do you favor emotion phrases and intimacy terms in one language over all others? What language is it, and why is it so?

If you keep a personal diary or if you were to keep one, what language do you or would you use?

If you were to recollect any unpleasant or painful experiences, in which language would you choose to communicate them, and why?

Have you ever felt like a different person when speaking in different languages?

If you live with a partner who speaks a different language, what language do you usually speak at home? And in which language do you tend to argue?

ملخص:

تتناول هذه الدراسة التحقيق في التحول بين اللغات العاطفي لدى طلاب اللغة الإنجليزية كلغة أجنبية في جامعة تلمسان. يقوم الأفراد ثنائي اللغة بالتبديل بين اللغات للتعبير عن مشاعرهم بفعالية، باستخدام لغتهم الثانية كاستراتيجية للسيطرة على أنفسهم. اللغة أمر حاسم لفهم المشاعر، ومن الضروري أخذ اللغة والثقافة في الاعتبار لفهم تجارب الإنسان العاطفية. يمكن أن يؤدي التحفيز العاطفي إلى اختيار اللغة الخاطئة، مما يؤدي إلى التبديل بين اللغات بشكل غير مقصود وتعطيل التوازن بين اللغات. تشير الأبحاث إلى أن كلمات اللغة الأم تستحضر مشاعر مختلفة عن كلمات اللغة الثانية. تتأثر التعبيرات العاطفية للأفراد ثنائيي اللغة، وسيطرتهم على أنفسهم، ومسافتهم العاطفية بتجارب تعلم اللغة. يتأثر اختيار اللغة في التعبير عن المشاعر داخل الأسر متعددة اللغات بالتأثيرات الاجتماعية للغة الثانية. تهدف هذه الدراسة إلى استكشاف المتغيرات التي تؤثر على تجارب وتعبيرات الأفراد ثنائيي اللغة في المجال العاطفي.

كلمات مفتاحية: التحول بين اللغات العاطفي، الأفراد ثنائيي اللغة، اللغة، المشاعر، تجارب تعلم اللغة

Summary

This study investigates emotional codeswitching among EFL students at the University of Tlemcen. Bilingual individuals switch languages to express emotions effectively, using their second language as a self-control strategy. Language is crucial for understanding emotions, and considering language and culture is essential for comprehending human emotional experiences. Emotional arousal can disrupt language choice, leading to unintentional codeswitching and disrupting language harmony. Research shows that native language words evoke different emotions than second language words. Bilingual individuals' emotional expression, self-control, and emotional distance are influenced by language learning experiences. Language choice in expressing emotions within multilingual families is influenced by second language socialization. This study aims to explore variables impacting emotional experiences and expression in bilingual individuals.

Key words : emotional codeswitching, bilingual individuals, language, emotions, language learning experiences.

Resumé :

Cette étude examine le codeswitching émotionnel chez les étudiants en anglais langue étrangère à l'Université de Tlemcen. Les individus bilingues passent d'une langue à l'autre pour exprimer leurs émotions de manière efficace, en utilisant leur deuxième langue comme stratégie d'autorégulation. La langue est essentielle pour comprendre les émotions, et prendre en compte la langue et la culture est essentiel pour saisir les expériences émotionnelles humaines. L'excitation émotionnelle peut perturber le choix de la langue, entraînant un codeswitching involontaire et perturbant l'harmonie linguistique. Les recherches montrent que les mots de la langue maternelle évoquent des émotions différentes de ceux de la deuxième langue. L'expression émotionnelle, l'autorégulation et la distance émotionnelle des individus bilingues sont influencées par leurs expériences d'apprentissage des langues. Le choix de la langue pour exprimer les émotions au sein des familles multilingues est influencé par la socialisation dans la deuxième langue. Cette étude vise à explorer les variables qui impactent les expériences émotionnelles et l'expression chez les individus bilingues.

mots clés : changement de code émotionnel, personnes bilingues, langage, émotions, expériences d'apprentissage de la langue.