



الجمهورية الجزائرية الديمقراطية الشعبية
جامعة الجيلالي ليايس بسيدي بلعباس
وزارة التعليم العالي والبحث العلمي

كلية الآداب اللغات والفنون

إذن بطبع مذكرة ماستر

قسم: اللغة الإنجليزية

تخصص: اللسانيات

أنا الممضي أسفله الأستاذ(ة): أ. د. هشام بن عبد الله
المشرف على مذكرة ماستر بعنوان:

.....
.....
.....

للتأليف (ة): صالح بن
.....

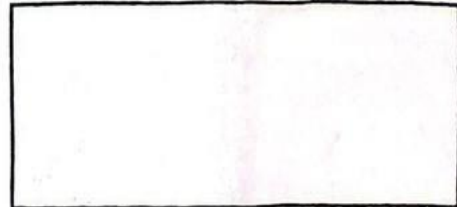
أوافق على طبع المذكرة وتقديمها للمناقشة أو التقييم (الإيداع) بعد أن استوفت الشروط
الضرورية لذلك.

ختم وتوقيع الأستاذ المشرف

.....

ختم مكتبة الكلية

(بعد إيداع نسخة من المذكرة بصيغة pdf)



تودع هذه الوثيقة بعد ملئها وختمها على مستوى القسم وهي شرط لإيداع المذكرة أو برمجة المناقشة



الجمهورية الجزائرية الديمقراطية الشعبية
جامعة الجيلالي ليايس بسيدي بلعباس
وزارة التعليم العالي والبحث العلمي

كلية الآداب اللغات والفنون

إذن بطبع مذكرة ماستر

قسم: ... اللغة الإنجليزية

تخصص: ... اللسانيات

أنا الممضي أسفله الأستاذ(ة): آ. د. طيساري محمد عبد الوهاب
المشرف على مذكرة ماستر بعنوان:

..... language and semantics Dynamics in a multilingual
Context : Evidence from E.F.L. learners

للطالب(ة): ب. ب. سعيد
.....

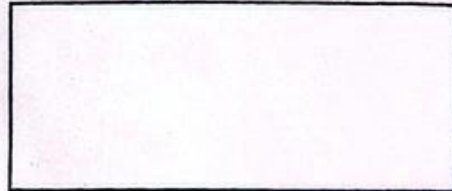
أوافق على طبع المذكرة وتقديمها للمناقشة أو التقييم (الإيداع) بعد أن استوفت الشروط
الضرورية لذلك.

ختم وتوقيع الأستاذ المشرف

.....
.....

ختم مكتبة الكلية

(بعد إيداع نسخة من المذكرة بصيغة pdf)



تودع هذه الوثيقة بعد ملئها وختمها على مستوى القسم وهي شرط لإيداع المذكرة أو برمجة المناقشة



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Djillali Liabes University- Sidi Bel Abbas
Faculty of Letters, Languages, and Arts
Department of English



**Language and Emotions Dynamics in a Multilingual
Context:**

Evidence from EFL Learners of Djillali Liabes University

*Dissertation Submitted to the Department of English in a Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics.*

Submitted by:

Miss. Melih Thanaa

Miss. Bensaid Insaf

Supervised by:

Prof. Hind Amel Mostari

Board of Examiners:

President: Dr Nabil Aziz Hamadi (UDL of Sidi Bel Abbés)

Supervisor: Prof. Hind Amel Mostari (University of Sidi Bel Abbés).

Examiner: Dr Samia Amari (UDL of Sidi Bel Abbés)

University Year: 2025-2026

Dedications

We would like to dedicate this dissertation to our families, whose constant support, reassurance and encouragement have been our greatest source of strength throughout this journey.

We are equally grateful to our teachers and mentors for their guidance and inspiration. Last but not least, we would also like to dedicate this work to one another, for the collaboration, perseverance and shared commitment that made this achievement possible.

Acknowledgements

All praises to Allah and his blessings for the completion of this dissertation.

We thank Allah for all the opportunities and strength that have been bestowed upon us
in order to complete this academic piece.

First of all, we would like to express our sincere gratitude towards our professional supervisor Prof. Hind Amel Mostari for her guidance, understanding, patience, and above all her positive encouragement and spirit in completing this project.

Major thanks go to the board of examiners for reading, evaluating and commenting on this study: Dr. Samia Amari and Dr. Nabil Aziz Hamadi

I would like also to thank deeply English language teachers and students of Sidi Bel Abbes University and the psychologists who participated in this research.

God bless the above-mentioned personalities with success and honour.

Abstract

The present investigation seeks to analyze the interplay between language and emotions among EFL students at Djillali Liabes University of Sidi Bel Abbas. This research is threefold aiming to investigate how language can serve as an emotion's regulation tool; explore the awareness of one's inner emotions and analyze how multilingual students navigate their emotional expressions and experience through different languages. To check out the validity of the set hypotheses, a mixed-method approach has been adopted. The inquiry has collected and analyzed qualitative data gathered through three different semi-structured interviews directed to six EFL students, five English language teachers and nine psychologists, in addition to the quantitative data obtained through EFL student's questionnaire answered by seventy-nine participants from the English department of Sidi Bel Abbas University. The results reveal that emotions are deeply connected to language as the latter is often used as tool for controlling and regulating them mainly through performing self-talk. In fact, native language carries more emotional weight, while foreign languages offer a mental buffer, making it easier to deal with those emotions. It is worth noting that learning new emotional terms in different languages can completely shift the way a person perceives and navigates their emotions, giving them new perspectives to understand them. Multilingual EFL students often shift between languages depending on which emotions they are experiencing and the level of their intensity. Finally, being multilingual does not just affect the way we communicate, it also affects how we feel, how we control our emotions and shapes our emotional experience as well.

Key Concepts: Language, emotions, EFL students, emotions regulation, emotions conceptualization, multilingualism, native language.

Table of Contents

Dedications	I
Acknowledgements	II
Abstract.....	III
Table of Contents.....	IV
List of Figures.....	IV
List of Tables.....	IV
General Introduction	1
Chapter One: Emotions and Language Interplay: A Literature Review....	3
1.1 Introduction.....	5
1.2 Emotions as a Concept.....	5
1.2.1 The Main Emotions Components.....	7
1.2.1.1 Physiological Component.....	7
1.2.1.2 Cognitive Component.....	8
1.2.1.3 Behavioral Component	8
1.2.2 Some Theories on Emotions	9
1.3 Types of Emotions	11
1.3.1 Basic Emotions.....	12
1.3.2 Complex Emotions	12
1.3.3 Positive & Negative Emotions	12
1.4 Cultural Variation in Emotional Experience.....	13
1.5 The Interplay between Language and Emotions.....	13

1.5.1 Language and Emotional Expression.....	14
1.5.2The Communicative Functions of Emotional Language.....	15
1.6 Language as a Tool for Emotions Regulation.....	16
1.6.1 Dealing with Emotions as a Cognitive Reappraisal Strategy.....	16
1.6.2 Verbalizing Emotions: Gross’s Model Applied to Language	17
1.6.3 Speech Act Theory	18
1.7 Language and Emotions’ Conceptualization and Categorization.....	19
1.7.1 Lexical Gaps and Emotional Granularity.....	19
1.7.2 Vocabulary Availability and Emotional Awareness.....	20
1.7.3 Categorization of Emotions Across Linguistic Systems	20
1.8 Multilingualism and Emotion	21
1.8.1 Emotional Authenticity vs. Emotional Masking	21
1.8.2 Emotional Distancing and Intensity Shifts across Languages	22
1.9 Conclusion	22
Chapter two: Methodology and Research Design.....	24
2.1 Introduction	25
2.2 Statement of the Problem	25
2.3 Significance and Purpose of the Study.....	25
2.4 Research Design.....	26
2.5 The Sampled Population	27
2.6 The Research Methodology	27
2.6.1 Qualitative and Quantitative Research Approaches	28
2.6.2 Mixed-methods Research Methodology.....	29
2.7Research Instruments	30
2.7.1 Questionnaire.....	30
2.7.2 Interview	31
2.8 Ethics and Limitations of the Research.....	33

2.9 Conclusion.....	34
Chapter Three: Data Analysis and Research Findings.....	36
3.1 Introduction.....	37
3.2 Discussion and Interpretation of the Main Research Tools Findings	37
3.2.1 Questionnaire	37
3.2.1.1 The Questionnaire Description	38
3.2.1.2 Interpretation of the Questionnaire Findings	51
3.2.2 Students' Interview Description	52
3.2.2.1 Interpretation of the Students Interview	61
3.2.3 Psychologists and Teachers' Interview Description	64
3.2.3.1 Interpretation of the Psychologists Interview.....	68
3.2.3.2 Interpretation of the Teachers Interview	70
3.3 Some Recommendations	70
3.4 Conclusion.....	71
General Conclusion	73
List of References.....	75
Appendix A	78
Appendix B.....	83
Appendix C.....	84
Summary	85
Résumé	85
الملخص	85

List of Figures

Figure1.1: Components of Emotions

Figure1.2: The James-Lange theory

Figure1.3: Cannon-Brad theory

Figure1.4: Two-Factor Theory

Figure1.5: Cognitive Appraisal Theory

Figure 2.1: Typology of Questionnaires

Figure3.1 : Participants 'Gender

Figure3.2: Participants 'Rating their oral command in each language

Figure3.3: Participants 'Selecting the language spoken the most in daily life

Figure3.4: Participants' level of agreement with the statements

Figure3.5: Participants' level of agreement to each situation

Figure3.6: Participants' level of agreement with the statements

Figure3.7: Participants' level of struggle

Figure3.8: Participants' thoughts about language use

Figure3.9: Participants' preferred language for expressing emotions

Figure3.10: Participants' beliefs about the influence of language on emotional experience

List of Tables

Table2.1: Types of interviews

Table3.1: Participant's Gender

Table3.2: Participants 'Rating their oral command in each language

Table3.3: Selecting the language spoken the most in daily life

Table3.4: Participants' level of agreement with the statements

Table3.5: Participants' level of agreement to each situation

Table3.6: Participants' level of agreement with the statements

Table3.7: Participants' level of struggle

Table3.8: Participants' thoughts about language use

Table3.9: Participants' preferred language for expressing emotions

Table3.11: Participants' beliefs about the influence of language on emotional experience

General Introduction

Emotions are regarded as one of the most significant features of human beings. They have been present in human nature throughout history and helped determine the way individuals perceive their surrounding environment. Emotions are integral elements of interaction and relationships as they do not influence merely the individual sphere but the social one as well. However, emotions are not always expressed just through facial expressions or gestures. Many times, people use language to express them and to communicate their experiences and to better understand their mental states.

Thus, language plays an important role in conveying emotions and helping people understand each other. As a result, emotions influence the way language is used and vice versa. This connection between these two aspects becomes increasingly significant in the context of multilingual EFL students, which lies in the fact that they will experience and interpret their emotions in unique ways depending on the language they speak, as every language contains its own set of ways of structuring and understanding emotional experiences.

In this context, emotions may not always be easily conveyed in a certain language, which may make it difficult to express emotions effectively. On the other hand, language does not only function to express emotions, but it can also act as a mechanism for managing and conceptualizing them. The EFL student can occasionally use language in order to manage his/her emotions, control them, re-shape their perspectives of them or simply distance themselves from such emotions depending on the context of communication in the language concerned.

In this study, the primary objective of this investigation is basically to explore and analyze the intricate relationship between language and emotions in terms of examining the use of language as means for emotional regulation, conceptualization and exploring the way multilingual students deal with their emotional expression and experience through the use of different languages.

This study is based on the following research questions

- 1- How do EFL students use language for emotions' regulation?
- 2- How does vocabulary availability across languages influence emotional awareness and categorization among multilingual speakers?

- 3- How do multilinguals navigate their emotional expression and experience through the use of different languages?

To answer the questions, the suggested hypotheses are

- 1- EFL learners verbalize their inner emotions as a way to regulate their emotions. Putting what they feel into words helps them process affective states, reduce the intensity of their emotions and achieve psychological calm.
- 2- The richness of emotional vocabulary across languages helps individuals increase their emotional awareness and categorization.
- 3- Multilinguals strategically use languages depending on the type of emotion and its intensity, using L1 to express authenticity and L2 to distance themselves from unpleasant emotions or to be socially appropriate in order to navigate emotional expression and experience.

This research has used mixed-method in gathering and analyzing data; a students' questionnaire within seventy-nine EFL respondents alongside a semi- structured interview with six EFL students. In addition, two other semi structured interviews with five English language teachers and nine psychologists have been conducted to get perspectives from a professional standpoint.

The current research includes three chapters in addition to general introduction, general conclusion, bibliography and three appendices. The first chapter embodies an overview on language and emotions and the interplay between them. Additionally, it reviews different concepts, theories discussing briefly previous studies on language as a tool for emotions' regulation and conceptualization. Besides, the phenomenon of emotions in multilingual contexts has been introduced to open doors for our investigation. The second chapter tackles the methodological axe and provides a clear description of the research problematic; the techniques and the instruments opted. Finally, chapter three is dedicated to the research findings analysis and interpretation. This dissertation is written following the APA style.

Chapter One:

Emotions and Language Interplay

A Literature Review

1.1 Introduction.....	5
1.2 Emotions as a Concept.....	5
1.2.1 The Main Emotions Components.....	7
1.2.1.1 Physiological Component.....	7
1.2.1.2 Cognitive Component.....	8
1.2.1.3 Behavioral Component	8
1.2.2 Some Theories on Emotions	9
1.3 Types of Emotions	11
1.3.1 Basic Emotions.....	12
1.3.2 Complex Emotions.....	12
1.3.3 Positive & Negative Emotions	12
1.4 Cultural Variation in Emotional Experience.....	13
1.5 The Interplay between Language and Emotions.....	13
1.5.1 Language and Emotional Expression.....	14
1.5.2 The Communicative Functions of Emotional Language.....	15
1.6 Language as a Tool for Emotions Regulation.....	16
1.6.1 Dealing with Emotions as a Cognitive Reappraisal Strategy.....	16
1.6.2 Verbalizing Emotions: Gross's Model Applied to Language	17
1.6.3 Speech Act Theory	18
1.7 Language and Emotions' Conceptualization and Categorization	19
1.7.1 Lexical Gaps and Emotional Granularity.....	19
1.7.2 Vocabulary Availability and Emotional Awareness	20
1.7.3 Categorization of Emotions Across Linguistic Systems	20

1.8 Multilingualism and Emotion	21
1.8.1 Emotional Authenticity vs. Emotional Masking	21
1.8.2 Emotional Distancing and Intensity Shifts across Languages	22
1.9 Conclusion	22

1.1 Introduction

In this chapter, the researcher intends to review the existing literature regarding the relation between emotions and language. This chapter dealt with several sections, each dealing with different themes. Section one is an attempt to define emotions as a concept, including its components, types and theories, while also considering cultural variation in emotional experience.

On the other hand, the second section intends to examine the interplay between language and emotions, highlighting how language influences emotional expression, regulation and authenticity. The third section discusses communicative functions of emotional language. It also considers language as a tool of emotional regulation.

The fourth section is about language and emotion conceptualization and categorization, addressing lexical gaps, emotional granularity, vocabulary availability and cross-linguistic categorization of emotions.

Finally, the last section of the chapter turns to multilingualism, exploring definitions, phenomena such as emotional distancing, intensity shifts and the tension between emotional authenticity and emotional masking.

1.2 Emotions as a Concept

The Latin "Emovere" which translates to “move out or agitate” is where the word emotion refers in general to the emotional changes that comes from experience as reaction to people or circumstances in society that often trigger humans to take certain actions in relation to these things or events. Scherer (2005) views emotions as temporary and linked patterns of thinking, felt sensation, biological reactions, and behaviors. Based on the definition, emotions are complex experiences that combine psychological, and physical aspects. They have strong impact influencing people's thoughts, behaviors, and interactions far from just being emotional reactions.

In simple terms, emotions influence perception by minding attention to important details. presume a person walking through a forest, sudden fear would make him extremely aware which will let him see possible dangers. They shape lives by giving reality meaning, the human brain simultaneously leaves marks of related emotions every time it experiences an event. These experiences then influence how people respond to similar or identical circumstances; they are like a song associated with a happy memory.

In the social sciences and psychology, emotions are essential because they shape almost every aspect of human experience. They extend to both internal and external reactions to the surroundings, the connections between the words being used and the emotions linked with it are often misunderstood, overlooked, or dismissed. These connections are important for comprehending people's responses and consequently their thoughts and emotions.

Philosophers such as Aristotle saw that emotions are important for us to reason effectively. He characterizes emotion as the physiological change that comes with pleasure and pain and associated with our perceptions of the good and the bad (350 BCE). Aristotle also identifies them as reactions to definite situations of a personal nature in so far as these are important to us. Emotions are not irrational pushing and pulling; rather, they are engaged in making value judgments.

Wierzbicka (1999, p.10) claims "Words for emotions are cultural artifacts" This shows how the interaction between individuals reflects social standards and principles. Therefore, besides biology and universal feelings, culture has an impact on emotions by developing the ability to experience emotions from the environment. Tannen (2007) sees it in slightly different. She suggests that emotions are not fixed inner states but are constructed and negotiated in discourse.

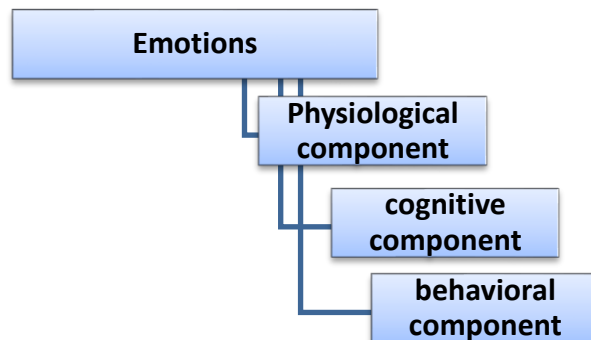
The emotional meaning develops from interactions not only shaped by culture, but affected by the context of the conversation. In other terms it is a "Discourse Phenomenon" meaning that they are not just thoughts inside the mind but the back-and-forth between individuals speaking.

Emotions are sometimes mistaken with feelings and moods. The three terms should not be used interchangeably. According to the American Psychological Association (APA), emotion is defined as "A complex reaction pattern, involving experiential, behavioral and physiological elements." In addition to that, they are felt by every person on this world but how they are expressed and experienced is very different depending on the individual which makes them complicated to understand.

1.2.1 The Main Emotions Components

When talking about emotions in Psychology it is understood that emotions are subjective experiences accompanied by physiological, behavioral and cognitive changes in reactions.

Figure 1.1: Components of Emotions



1.2.1.1 Physiological Component

Levenson (1999, p. 481) clarifies

Emotions prepare the body for action by simultaneously activating certain systems and deactivating others in order to prevent the chaos of competing systems operating at the same time, allowing for coordinated responses to environmental stimuli.

He explains that every emotion triggers a unique physiological response in the human body. When emotions are triggered, they can alter the pattern of brain activation, production of neurotransmitters and the activity of the nervous system. In simple terms it is how the body reacts in response to a stressor. As an example, when students are about to give a presentation in front of a crowded class. As the moment gets closer for them to stand up and present their presentation, their bodies start reacting even when they didn't say a word. The heart rate may increase as a result of preparing for reaction, the muscles may be temporarily tensed and then relaxed, sweat forms on their palms which is natural stress response from the autonomic nervous system, adrenaline arises preparing the body for confrontation.

1.2.1.2 Cognitive Component

At the same time the cognitive process is going on as well and it is different from one to another, from a culture to a culture, so basically the cognitive reaction is the mental evaluation that evaluates and interprets situations that trigger emotions. “Memories are not just facts that are encoded in our brains, they are colored with the emotions felt at those times the facts occurred” Wang (2007, p. 645–667). Following the same example, the students get interrupted by their peers with comments they may react to them as disrespectful and unfair because they think that they don’t value their effort, which shows their mental evaluation of the situation.

1.2.1.3 Behavioral Component

Emotions are brought on by their cognitive experience but each emotion produces different behavioral responses which can be evident in the body language or facial expression and how the behaviors are expressed. “Emotions are not only felt but also enacted; they are communicated through behavior that signals our inner states to others.” Lazarus (1991, pp. 19–23). Back to the students example, they may frown, raise their voices, respond aggressively, the posture stiffness to outward signs that communicate their emotional state to others.

To highlight what is said, the intuitive view on emotions says that stimulus causes emotions, so as a result they trigger physiological arousal means people naturally experience and understand them without breaking them down into technical models. Like a student in the middle of a class and one of his peers makes a sarcastic remark about his project, his intuitive feeling will be immediate anger or dislike towards him. It is not analytical but gut feeling then some physical sensations like chest tightness, hotness in the face, heart rate and as a reaction to that, they may be expressed as sharp tone or avoiding eye contact. It seems perfectly logical that the emotional experience would work this way but the theories of emotions explain them otherwise.

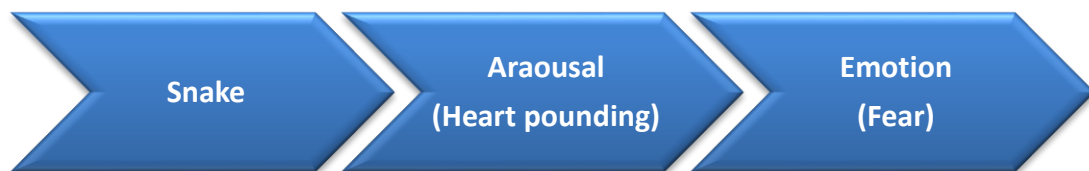
1.2.2 Some Theories on Emotions

Here is a list of some theories on emotions root causes. Some contradict with different levels of importance to each component.

1.2.2.1 James-Lange Theory

It suggests that emotions cause physiological arousal, different arousal patterns are associated with different emotions like happiness or anger means the body first then emotions second. As an example, if we see a snake, we experience heart pounding then we immediately feel fear.

Figure1.2: The James-Lange theory



The James-Lange theory of emotion is one of the earliest theories in 1884 to explain what causes emotion. This theory of emotion was proposed by psychologist William James and physiologist Carl Lange. According to them, emotions are a result of physiological reactions to what happens.

They believe that without the physiological response they consider to initiate emotions, it would be impossible to experience it "On demand." In other words, a physical response must be present in order for them to actually experience emotions highlighting the primacy of the physiological component of emotions.

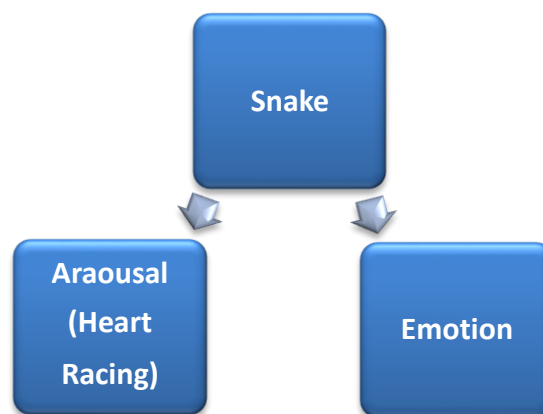
It may seem like a minor difference in terms of sequence, but it had a significant impact on how it shaped psychology and emotions. While it had a great impact, however, not everyone agreed with the notion that physical responses were what caused emotions.

1.2.2.2 Cannon-Bard Theory

The Cannon-Bard theory of emotion was first introduced by Walter Cannon and Philip Bard in the 1927s. This theory was a direct opposite to the James-Lange theory of emotion. It states that our physiological responses like crying or trembling are actually caused by our emotions, insists that the body does not immediately respond to eliciting stimulus but instead

maybe a few seconds go by before the body reacts, even so the emotion is felt immediately. The theory says that eliciting stimulus is processed in the thalamus and then along two independent pathways, one causes physiological arousal and the other triggers the emotions at the same time. Back to the same example, if you see a snake the brain will trigger fear then the heart start racing at the same time.

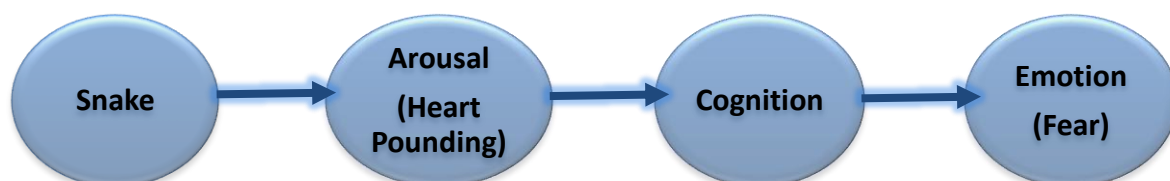
Figure1.3: Cannon-Brad Theory



1.2.2.3 Schachter–Singer Two-Factor Theory of Emotions

Developed by Stanley Schachter and Jerome E. Singer in 1962, posits that physiological arousal determines the intensity of emotions, while cognitive appraisal determines the type of emotion experienced. According to this theory, when we experience an event that causes physiological arousal, we search for a cognitive explanation for that arousal; as a result, the emotion is finally experienced. it's clear that they combine between both physiological and cognitive component. The same example: we see a snake then heart rate, after that cognition of danger and finally feeling scared.

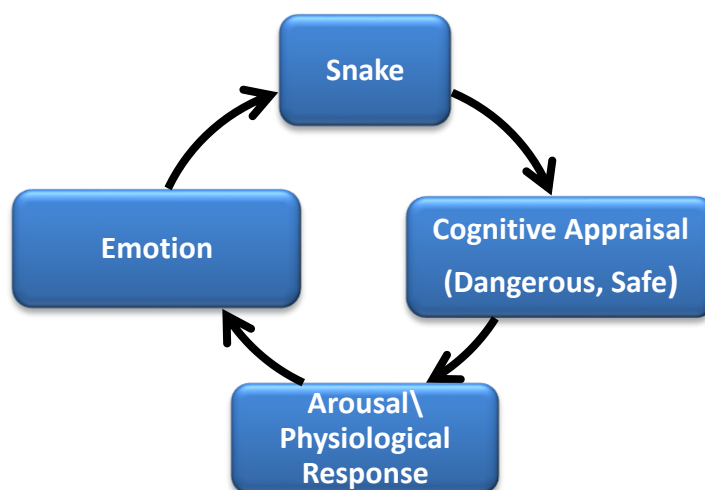
Figure1.4: Two-Factor Theory



1.2.2.4 Cognitive Appraisal Theory

Richard Lazarus (1991) is the pioneer of this theory. It emphasizes the cognitive component of emotion, stating that thinking should come before the experience of emotion. Therefore, a person should first experience a stimulus, then think and finally experience a physiological response and emotion. Simply, it is not the stimulus itself that creates emotion but how we perceive the meaning of it for us. Thus, the cognitive component causes the emotional outcome, with physiology, behavior, and subjective feeling following from this appraisal. We see a snake; we evaluate the situation then the body react and eventually an emotion follows.

Figure1.5: Cognitive Appraisal Theory



1.3 Types of Emotions

Understanding the different types of emotions is important for comprehending the complexity of human emotions, even though theories of emotions explain how they arise. Those types, and their significance, always capture the interest of psychologists. Many models, proposed differing from biological reactions to more complex states impacted by culture and mental processes, have been developed to understand the many different types of emotions.

1.3.1 Basic Emotions

The idea of basic emotions dates back to Darwin (1872), who argued that emotions evolved to serve adaptive survival functions, Ekman (1992) found that there are six basic universal emotions, which include happiness, sadness, fear, anger, surprise, and disgust. These are considered fundamental to all humans.

The Study of Paul Ekman in 1971 on people of different cultures, such as those in Papua New Guinea, showed that facial expressions of emotions such as happiness, sadness, fear, anger, surprise, and disgust are universally recognized. This supports the evolutionary theory, which suggests that emotions play adaptive functions that are important for survival and communication.

1.3.2 Complex Emotions

Other than basic emotions, human beings have been observed to have more complex emotions that are shaped by the interaction of cognition, culture, and social importance. They are shaped by the interaction of basic human emotions and cognitive evaluation. In this case, jealousy is an example of an emotion that is shaped by the interaction of fear and anger. Similarly, pride is formed by the interaction of joy and cognitive evaluation.

Emotions such as guilt and shame have been observed to be closely related to moral values and other people's awareness. Research has indicated that emotions are cognitively organized Ortony (1988), have moral significance Tangney (2002), and are culturally shaped Mesquita (2003). The discussion on this topic has showed that human emotions are not shaped by pure biology but are closely related to cognition and culture, which are shaped by the values that we have in life.

1.3.3 Positive & Negative Emotions

Emotions are typically seen as pleasant or unpleasant. Wundt (1897) proposed that all emotions can be described by three dimensions: pleasurable to non-pleasurable, arousal versus calmness, and strained to relaxed. For example, anger and fear are unpleasant emotions, whereas joy is a pleasant one. Positive emotions help people feel good and cope better and get along well with others, especially during difficult circumstances.

Negative emotions, such as anger, fear, and sadness make us focus on fighting or fleeing and act as a sign of potential threat. If we think of emotions as positive or negative, we may focus on the pleasant emotions and avoid the unpleasant ones. However, the negative emotions

play a crucial part in our survival and growth. Broaden and Build Theory, proposed by Fredrickson in 1998, states that positive emotions broaden our quick thinking and actions and help us develop long-term personal resources while negative emotions make us focus on the threats and make us fight or flee.

1.4 Cultural Variation in Emotional Experience

Even though the roots of emotion are universal, the way they are felt, expressed and experienced vary across cultures. An essential factor is the role of social values and norms in the definition of the expression of emotions. For instance, the expression of anger is more open in western culture than in East Asian culture, is often suppressed in the interest of social harmony. Another emotion like pride can be expressed freely in individualistic culture but can be tempered with the values of humility in collectivistic culture.

Psychologists such as (Mesquita, 2003. p. 175) have proposed that the basis of the experience and expression of emotions is dependent on cultural meanings and social norms. Moreover, the expression and experience of emotions are shaped by the individuals' experiences and the influence of culture on their life in different forms. Additionally, there are different forms of experiences of emotions based on self-construal, such as whether an individual construes himself/herself as independent or interdependent. (Markus, 1991. p. 227). for example, individuals who construe themselves as interdependent are more likely to have a higher degree of emotions in their relationships with other people, such as empathy and shame. These studies suggest that emotions are a result of complex and related biological, cognitive and cultural processes that differentiate between cultures.

1.5 The Interplay between Language and Emotions

The connection between emotion and language goes further than we can think because instead of being two independent phenomena, they work as inter-related systems which play an important role in forming the way emotions are perceived and described within particular cultures.

As an illustration, every language is characterized by its own concept of reality, including emotions of humans, classification of the ideas, metaphors and linguistic resources used, as well as even grammar, play an important role in structuring human emotions, "Every language embodies a particular world-view, and this includes a particular view of human emotions." Wierzbicka (1999, p. 3).

This indicates that emotions are the same universal states but shaped by different languages. The complex relationship between emotions and language is important since it combines two interdependent factors that act both as mirrors and agents in shaping each other.

1.5.1 Language and Emotional Expression

Language can also be understood as the most important tool for transferring feelings, i.e. Transmitting them and receiving them in addition to acting as the communication instrument. If we speak of how feelings are transferred, we can reference Sapir (1921, p. 7), who says "Language is the most massive and inclusive art we know." As it is obvious from this sentence even the definition of the term has it that language has an emotive function, people use language to express their feelings.

In relation to these features, there is the emotive function of language pointed out by Jakobson (1960) which is aimed at the expression of the feeling of the one speaking, of "the subjective experience of the speaker". The expression "I'm drained" or "I'm exhausted" is, for instance, a clear example of how our feelings can be expressed in language depending on the vocabulary used. It must be admitted, though, that there is always more in emotions than lexical meaning alone-it may include some more aspects, i.e. Rhythm, stress or prosody. Thus, depending on the above-mentioned features it is possible to express many feelings in one and the same "I'm fine".

In line with psycholinguistics, there is also evidence for the use of a different type of processing mechanism in emotional words than in neutral words. Both cognitive and physiological arousal can occur as a result of emotional words and upon hearing words like fear, skin conductivity and heart rate may increase. This suggests that words are more than just symbols. Kissler (2007).

Figurative language is also important when emotions are conveyed, metaphor, simile and idiom in the expression of emotion are extremely powerful, examples of this can be found in phrases such as "my heart is heavy" and "bursting with joy", according to Lakoff (1980) "metaphor is central to human cognition and plays an important role in how emotions are expressed using imagery."

Further to this the use of language is also non-verbal and pragmatic markers, interjections such as oh! Ugh! Wow! And discourse particles such as 'you know' and 'like' are all loaded with emotion. These are only tiny parts of language however they demonstrate the ever presence of emotion in our language.

Overall then language and the expression of emotion can't be separated. In every case we are able to see that words tone and rhythm along with categories that we all know are used to articulate emotion and we are all able to understand this. Lutz (1986, p. 289) states that "Emotions are cultural products as well as psychological realities" Language in effect connects the two.

1.5.2 The Communicative Functions of Emotional Language

Emotional language fulfills a variety of communicative purposes, enabling speakers to influence, connect, and manage relationships in addition to expressing their inner states. The emotive function is essential to communication since it directly expresses the speaker's feelings as Jakobson (1960) pointed out in his model of language functions. Building on this, researchers have determined that emotional language plays a number of crucial roles in communication.

1.5.2.1 Expressing Feelings

The first, discourse about emotions-immediate and expressive communication-directly articulates emotions via verbal utterances. Thus, words like "happy", "scared" or "mad" are signs of emotions whereas interjections like "wow" and "ouch", and prosodic utterances, are emotion-enhancers. Ochs, indeed (1989, pp.7-9): "emotion talk is a direct channel through which people express feelings so they are communicable and negotiable".

1.5.2.2 Influencing Others

Emotional language can be utilized as an appeal to persuade or manipulate others, as expressed by feelings such as rage, despair, or joy. Rhetorical analysis clearly demonstrates the significant role of emotion (pathos) in persuasion. In Aristotle's Rhetoric, dated 350 B.C.E., "to know emotion is to know persuasion", thus emotional language as a tool of persuasion and manipulation.

1.5.2.3 Creating Empathy

Another function of emotion talk is the of empathy and solidarity function. The emotions lead to the sharing of feelings between speaker and listener. It is proved by psycholinguistic studies that emotion vocabulary tends to evoke in a hearer a response called a "mirror response", i.e., feeling of empathy. As Lutz states (1986, p. 288-292), "emotion talk

was a resource for building social bonds and mutual recognition". By using emotion terms, the speaker tries to form an interpersonal link.

1.5.2.4 Managing Social Relationships

Emotional language has a key part to play in the management of relationships. For politeness strategies, apologies, compliments, and thanks all depend on emotional language for their maintenance. In fact, the theory of politeness proposed by Brown (1987) points out that emotional language helps maintain “face” in interactions. For example, using empathetic expressions helps reduce conflicts and maintain harmonious interactions. Emotional language thus governs the social fabric of interactions.

1.6 Language as a Tool for Emotions Regulation

Language is more than a means to express emotions; it is also an important tool for managing them. Through words, people can reshape how they feel, reduce emotional intensity, and control their interactions with others. As (Gross, 1998, p. 275) explains, “Emotion regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions.” Talking, writing, and choosing how to use language all contribute in helping individuals’ control and balance their emotional experiences.

1.6.1 Dealing with Emotions as a Cognitive Reappraisal Strategy

The use of language by people enables them to restructure the way they perceive difficult circumstances. The restructuring of the emotion by means of language is referred to as cognitive reappraisal. "It involves reappraising the situation, which can trigger our emotions, so that the effects of our emotions on us can be changed" (Gross, 1998). By using language to reveal the overwhelming experience to another person, one has the ability to perceive it as a challenge rather than a threat, so that the intensity of the emotion is alleviated.

In accordance with Pennebaker’s (1997, pp. 3–5): "Writing about emotional turmoil has been shown to promote health by reducing stress". People are able to transfer the process of experiencing something into a communicative action by means of language; consequently, it enables people to regulate their emotions as well as to control them socially.

1.6.2 Verbalizing Emotions: Gross's Model Applied to Language

Gross's Process Model of Emotion Regulation (1998, 2002) gives various techniques that may be used to control emotions, namely; situation selection, attentional deployment, cognitive change, and response modulation. Expression through language may be said to come under response modulation on the grounds that a description in words changes one's interpretation. "Language has the capacity to transform affectively charged experiences by altering the meaning attached to the emotional experience," says Gross (2002, p. 283-285).

This particular technique appears to be extremely successful, according to research. "Labeling emotions can help dampen amygdala responses to affect stimuli," says Lieberman (2007, p. 421). This means the perception of the emotions alters as a result of being given a label, thus altering your response to them. When people know whether they are angry, sad, or afraid, for instance, it is easier for them to control their reaction to certain affect stimuli.

In line with this idea, research has also revealed that "putting emotions into words reduces amygdala activity in response to affective stimuli." (Lieberman, 2007, p. 421). This means that by giving emotions a name, or simply verbalizing what is happening in the body, the brain's activity toward the situation will be less intense, creating a sense of calm. Their brains react less strongly, which helps them feel calmer.

By naming emotions such as "anger", "fear", or "sadness", individuals gain clarity and control, allowing them to respond more thoughtfully rather than react impulsively, enabling them to respond to the situation in a more logical way. In addition to this, emotional labeling has also been identified as an effective way of coping with a difficult situation because it helps create distance from the overpowering experience.

This has been called "affect labeling," and has to do with the tangibility of emotional labeling—it helps make sense of one's feelings. Naming an emotion, even if it just means naming it after oneself (e.g., "I feel angry," not necessarily the anger), allows an individual an opportunity to take a second look at it and ultimately reduce its intensity. For example, it is not as hard to say, "I'm nervous" than it is to feel nervous without any way to explain it away.

Interestingly, Verbalizing emotions helps in regulating social interactions as well. The expression of emotions towards someone else prompts him/her to assist you in some way, such as offering advice, and thereby regulating your emotions. Talking about emotions during the process of psychotherapy, or with friends and others, can help in the reappraisal of your emotions.

Finally, the ability to verbalize emotions may be regarded as an acquired skill. People gradually learn to express their emotions, making regulation easier in later stages of life. According to research conducted in the field of developmental psychology, individuals who have acquired verbal skills can regulate their emotions and create a healthy relationship easily.

To conclude, as Gross (1998) asserts, language is a major tool used for regulating emotions. One can use language to reconstruct his or her emotions and experiences, reduce emotional reactivity, and stay socially connected at the same time.

1.6.3 Speech Act Theory

Speech act theory developed first by Austin (1962) and then developed further by Searle (1969) argues that what people do when they use language is not only talk about things, but perform acts. The same thing applies when people express their emotions. 'I forgive you', 'I'm in pain' or 'I am sorry' are not simply expressing an emotion but are in effect performing acts that affect the relationship between themselves and another person, or change their current state of mind or relationship. As Austin (1962) states "To say something is to do something."

The aim of expressing an emotion is to influence your own and others' emotions. As an example, saying 'thank you' aims at strengthening your relationship with other people, but showing an emotion of anger limits your relationship. As noted by Scarantino (2017), expressing emotions not only serves the function of reporting feelings to the listeners, but can also influence the others' actions and intentions towards the speakers for the future.

The other main idea is the fact that speech acts related to emotions can be viewed as social rituals. Apologies, condolences, and congratulation statements are not just about expressing emotions; instead, they are a means of maintaining relationships and solving existing relationship problems. Saying something such as "I am sorry" reduces feelings of guilt and increases the degree of mutual trust while saying "Congratulations" allows for getting emotionally closer. These phrases have an effect on the regulation of emotions through affecting one's response in everyday situations.

To conclude, it should be noted that speech act theory can be used for showing the nature of emotional language as active rather than passive. The language related to emotions performs actions that can affect people's relationships and behaviors.

1.7 Language and Emotions' Conceptualization and Categorization

Besides, language itself is considered to be more of an expressive means in terms of emotion explanations as well as being crucial in the impact of the way in which emotions are perceived by individuals. In this context, the vocabulary of a particular language may be viewed as providing categories that affect the ability of an individual to relate to a specific feeling or not. To demonstrate this, for example, there is an emphasis on such categories as "Anger" and "Frustration" in English while in other languages, both emotions may be described using one term.

Another view proposes language is used in the construction of the context that is necessary for emotions to be intelligible. Wierzbicka (1999), argues that emotional words are bound into a cultural script. It follows that what individuals perceive as emotions in that culture depends on what that culture views as valuable. Russell (1991) proposes that the process of categorization is what serves to label our emotions. Furthermore, Barrett (2006) concludes that emotions are best viewed as constructs rather than "biological" endowments. Since emotions can no longer be considered biological, they are instead conceptualized as a result of the way in which the words which we use to define our emotions are understood. These claims collectively imply that the main purpose of language is to construct a framework through which emotions can be understood.

In conclusion, it is obvious from the various studies of language and emotion that emotions have universal and cultural characteristics and linguistic categories have a great impact on the way emotions are perceived.

1.7.1 Lexical Gaps and Emotional Granularity

The varying degree of distinction of the emotional experience between groups exists. There are groups which languages have a wide spectrum of words to distinguish minute aspects of their emotional experience and some that do not have words to some certain emotions. It's just another reason to confirm our theory about language and emotion. For example, German has a specific word "Schadenfreude" to define glee from others suffering and English needs to be constructed from the words together to mean it.

Japanese language has a word "Amae" to define reliance on another person and Portuguese has the word "Saudade" used for nostalgia that define a specific cultural fact. Finally, Spaniards have "Vergenza" and "Pena" for shame and embarrassment and sadness accordingly.

The above observation is defined as "emotional granularity" and the researchers' define this as "the ability to notice and accurately name one's emotions". According to researchers it has been established that people who use words widely to define emotions are better in regulating their emotions and show greater psychological well-being, as defined by Barrett et al (2004) and Kashdan (2015). Thus, the absence of language would show additional information about language and emotions, and on contrary, its richness would show what language actually enables.

1.7.2 Vocabulary Availability and Emotional Awareness

It is easier for human beings to understand and know their emotions when they have a large number of terms describing them and to differentiate between different emotions such as annoyance and anger, as well as melancholy and sadness, when they have a large number of terms related to their feelings. However, it is not easy for human beings to be aware of their emotions when they do not have precise terms for them.

For constructed emotion approaches, language offers the means to conceptualize arousal, and thus vocabulary is key for emotional experience itself. Barrett (2006) indicates that emotions are constructed based on people's conceptual framework; thus, the terms people use in a language play a critical role in the formation of emotions. In addition, studies have shown that people who have a wider scope of emotional terms are in a better position to manage their emotions, as the ability to understand them (Kashdan, 2015).

Emotional terms in a language are very important. For instance, English has different terms for "Envy" and "Jealousy" while most other languages use a single term for both emotions, which may limit people's capacity to differentiate between the emotions.

The availability of emotional terms in a language can thus be seen as a psychological tool that influences the extent of people's involvement in their emotions.

1.7.3 Categorization of Emotions Across Linguistic Systems

The languages we speak have different words for emotions and categorize them differently too. For instance, emotions have been classified as separate entities in English language, such as anger, joy and sadness. In contrast, other languages may focus more on emotions as they pertain to circumstances or interactions with other people. Some words describing emotions or what might be called primary emotions such as happiness, sadness, anger, love and hate are relatively universal across world languages.

In the Ifaluk language spoken by people of Micronesia, words for emotions depend on context. For example, "Song" refers to a justified kind of anger felt for protecting values shared by the community and "Metagu" refers to a kind of fear felt for showing respect for those who are at the helm. In Korea, emotions are classified based on relationships. "Han" refers to a kind of sorrow and power derived from history. In Arabic, the language has two words for emotion: "/ya.dʕab/" refers to anger as a moral emotion, while "/sax.tʕ/" refers to anger as condemnation.

Based on these points, it can be concluded that emotion classification is based on linguistic systems too. Russell (1991) states that emotion classification relies a lot on the words we use for emotions and how they guide our understanding and categorization of emotions. This concludes that emotions are not just biological responses but are based on language itself.

1.8 Multilingualism and Emotion

The concept of multilingualism is often described as having proficiency in two or more languages within ordinary life situations. According to Grosjean (2010, p. 4) “Bilinguals are not two monolinguals in one person, but unique individuals who use their languages for different purposes, in different domains, and with different people.” This shows that multilingualism is more than merely being proficient in several languages, but involves the actual management of them within various social and affective contexts. For instance, in Algeria, many languages are spoken including Arabic, Berber, and French, which can be alternated based on the situation.

1.8.1 Emotional Authenticity vs. Emotional Masking

The expression of emotions in a genuine way is referred to as emotional authenticity, whereas emotionality that entails concealing or changing certain emotions to conform to societal norms is called emotional masking. According to Dewaele (2010), many bilingual individuals tend to be less emotionally involved whenever they speak in their second language, thus enabling them to use emotional masking effectively. In other words, it may be softer to curse in French than in Algerian Arabic for an Algerian individual. As such, there is a paradox where multilingualism opens up avenues for expression but simultaneously facilitates emotion masking. Koch (2024) stated that “Multilingualism broadens emotional repertoires but also introduces strategies of emotional distancing”

1.8.2 Emotional Distancing and Intensity Shifts across Languages

Consistently, research has found that emotions seem less potent when conveyed in a second language. As Harris (2006) has shown, multilingual speakers had weaker physiological reactions such as lower skin conductance when hearing words expressing emotion in their second language than in their first language. The term “Emotional blunting” describes this phenomenon, where the second language functions as an emotional buffer. This buffering capacity is not an accidental feature for many people who use more than one language; rather, it is consciously employed in order to convey delicate information without exposing oneself emotionally.

On the contrary, using the native language usually enhances the emotional effect. As Pavlenko (2012, pp. 360–363) states, “Language choice can modulate emotional intensity, serving as either a buffer or amplifier of affect.” In other words, native languages have greater emotional significance since they are related to the process of early socialization, family life, and culture-related ceremonies. The use of Algerian Arabic by Algerian speakers might convey feelings of closeness, affection or even rage, whereas French serves as a buffer and helps to detach from the situation emotionally.

These implications cannot be overlooked. Distance created in the emotional field by using a foreign language may assist individuals in managing situations where they should keep their emotions under control professionally or interculturally. On the other hand, the stronger effect of the native language makes it indispensable when speaking about close personal interactions. According to Dewaele (2010) The emotional weight of words is not evenly distributed across languages, this unevenness plays an important role in the emotional experience of multilinguals. Therefore, multilingualism provides its speakers with an opportunity to choose between emotional intensity and emotional distance.

1.9 Conclusion

As studied from the above discussion, this chapter aimed at providing a critique of the link between emotions and language, with specific reference made to multilingual environments. To do so, it started by defining emotions, describing their components and types. Theories of emotions were also provided to show how the topic was understood. Subsequently, the relationship between language and emotions was discussed. Specifically, the focus was put on the roles played by language in terms of the expression, regulation and conceptualization of emotions.

Further in the chapter, emotions in different languages were described. Specifically, differences and similarities in categorizing emotions, lexical gaps, emotional granularity, and authenticity and distancing of emotions. As can be concluded from the literature review there is no question but emotions and language are highly interconnected concepts.

In the following chapter, the methodology for the research will be discussed, detailing the tools and process involved in conducting this study.

Chapter two:

Methodology and Research Design

2.1 Introduction	25
2.2 Statement of the Problem	25
2.3 Significance and Purpose of the Study.....	25
2.4 Research Design.....	26
2.5 The Sampled Population	27
2.6 The Research Methodology	27
2.6.1 Qualitative and Quantitative Research Approaches	28
2.6.2 Mixed-methods Research Methodology.....	29
2.7 Research Instruments	30
2.7.1 Questionnaire.....	30
2.7.2 Interview	31
2.8 Ethics and Limitations of the Research.....	33
2.9 Conclusion.....	34

2.1 Introduction

This chapter is confined to the methodology used to investigate the relationship between language and emotions for Algerian multilingual students. The research design describes the overall plan and structure of the study, it encompasses different techniques and procedures adopted, and clarifies the formulated statement of the problem that describes the gap intended to be filled in this research; both significance and the purpose of the study.

Additionally, the current research is conducted using mixed-methods research methodology; quantitative data was collected through a questionnaire, while qualitative data was obtained from interviews with students, teachers and psychologists. Therefore, the mixed methods approach of data collection provided a detailed and extensive data set.

Research methodology ensures that the study gives legitimacy and provides scientifically sound findings. It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective and manageable and allows the reader to understand the approach and methods used to reach conclusions.

2.2 Statement of the Problem

Problem statements lay out the basis for any research project. They define the direction for an investigation from start to finish and shape how the end result's impact will be defined and presented.

A well-developed problem statement for impact case study defines what the problem is; clearly shows that addressing this problem has significant value within broader social, economic or academic contexts, provides definition for the specific context where the problem exists, outlines goals and objectives related to resolving the identified problem and presents evidence that the researcher's work is needed and could have a positive, real-world impact.

According to Ali (2021, p. 472) "A problem statement is a clear, concise description of the issue or gap in knowledge that a research project aims to address. It outlines the context of the problem, specifies the particular issue at hand, discusses its implications, and sets the objectives for the research" which means that a problem statement identifies the issue or gap in knowledge that a research project intends to address and explains its significance and objectives.

Despite Algeria being a rich multilingual country (Arabic–French, Berber, and increasingly English), most studies appear to look at how multilingual speakers process or produce

language cognitively or sociolinguistically with only minimal attention given to how multilingual speakers produce, manage and communicate their emotion through the use of multiple languages. This should form a gap in determining how language will affect the ability of speakers using multiple languages to emotionally express themselves, to manage their emotional responses through language and to communicate with other individuals in a multilingual context, this is why the purpose of this study was to look at students' experiences in regulating, conceptualizing and expressing their emotions.

2.3 Significance and Purpose of the Study

Hiebert et al (2023, p11) state “We believe the ultimate purpose of scientific inquiry in education is to develop understanding that supports the improvement of learning opportunities for all students.” they state that why the study of this section is important in an academic paper, because it gives reasons for what is being researched and its significance. With this section, readers can observe the addition made to existing literature with the research of the paper. It would appear like a blank part of a jigsaw puzzle to fill up so that your research could become more significant to others.

The significance of this research is to examine how Algerian multilingual students use different languages to manage, label, comprehend and express their emotions. Although much has been written about multilingualism in Algeria in terms of identity and communication, there is little attention given to the emotional aspect of it. Therefore, this study will provide a new understanding of how the use of different languages by multilingual speakers manage, conceptualize and express emotions and thus provides insight into how the use of languages impacts emotional experiences in a multilingual society.

The primary goal of this research study is therefore to provide an in-depth analysis of how multilingual speakers manage their emotional experiences through language, in addition the study seeks to examine how language choice contributes in speakers' emotional comfort and to identify and understand the relationship between language and emotions in Algeria.

2.4 Research Design

McCombes (2021, para. 1) defines the research design as:

A research design is a strategy for answering your research question using empirical data. Creating a research design means

making decisions about your overall research objectives and approach, sampling methods, data collection procedures, and analysis methods.

It is a general guideline that helps to conduct certain research to select the suitable subjects to be implemented through different procedures and research strategies. In order to reflect the complexity of the multilingual experience, this research was designed to use a mixed method approach. Seventy-nine students enrolled in the English department at the university of Sidi Bel Abbes, Djillali Liabes have completed a questionnaire that was part of the quantitative approach. The questionnaire was designed to contain quantifiable measures of linguistic ability, usage, and emotions, including expression and conceptualization. Six EFL students also participated in a semi-structured interview, as a part of the qualitative approach, to examine their experiences and thoughts regarding language use in emotional situations.

To gain better insights, another semi structured interview was held with six English language teachers and nine psychologists, as they were selected due to their valuable perspectives from both language and emotion sides,

2.5 The Sampled Population

The study population consisted of a total 79 EFL students from Sidi Bel Abbes university who responded to the questionnaire of different age, gender and academic level aiming at gathering a large amount of data. These individuals were selected based on their multilingual nature and exposure to English, French, Modern Standard Arabic, and Algerian Arabic. Students are a relevant population for an investigation into the relationship between language and emotions, considering they are engaged in language use and learning, and therefore, they are a relevant population for this study, ensuring its feasibility and relevance.

Sampling plays an important role in research design since it affects the external validity of the research findings. It should be noted that for efficient sampling to take place, it is necessary for all the methods used to conform to the objectives of the research, according to Cohen et al (2011), Purposive sampling was used in the research where the sampled individuals were required to be conversant with at least four languages such as English, French, Modern Standard Arabic, and Algerian Arabic.

2.6 The Research Methodology

According to Mishra & Alok (2022, p. 3) “Research methodology is the approach through which research problems are solved systematically. It is a science of studying how

research is conducted systematically.” In it, the researcher explains the various steps generally adopted to study a research problem” In this field the researcher explains himself with the different steps generally taken to study a research problem. Hence, the scientific approach which is adopted for conducting research is called methodology.

In this study, a mixed approach has been adopted, due to the complex nature of emotions, which are subjective, contextual, and intricately related to language use. It promises a fair combination of statistical and contextual depth through a combination of quantitative and qualitative research approaches.

2.6.1 Qualitative and Quantitative Research Approaches

The two methods of studying people and society are quantitative and qualitative researches. These approaches apply different tools to assist researchers in answering their research questions and understanding human behavior and interactions. However, choosing an approach cannot be solely considered a personal choice; on the contrary, such a choice depends on the researcher's perspective and beliefs concerning what constitutes reliable evidence (Creswell (2019).

Some researchers, referred to as purists, treat qualitative and quantitative research as entirely different methodologies that represent opposite paradigms and provide an alternative understanding of the reality under consideration. Purists assume that qualitative and quantitative methodologies involve entirely different epistemological and ontological assumptions regarding reality and research.

Qualitative studies have a subjective nature, while quantitative research strives for objectivity. According to Onwuegbuzie (2005), purists assume that using mixed methods may undermine the logic and reliability of the conducted research. In contrast, pragmatist researchers advocate the idea that using either qualitative or quantitative evidence is determined by the nature of the question posed in research. One of the pioneers of pragmatism was Sieber (1973), who asserted that mixed-method research is valuable since one type of data is used to discover patterns, and the second one is used to make conclusions.

2.6.1.1 Quantitative Methodology

McLeod (2025, para.3) claims: “Quantitative data involves measurable numerical information used to test hypotheses and identify patterns”, which means collects numerical data and analyzes it using statistical methods. The aim is to produce objective, empirical data that

can be measured and expressed numerically. It is often used to test hypotheses, identify patterns, and make predictions.

In this study, seventy-nine students from the English department at Djillali Liabes University, Algeria were administered a test in the form of a questionnaire in google forms. This test, written in English, assessed language ability and use, and emotional control, through a combination of multiple-choice questions and Likert scales allowing for a statistical analysis of the data obtained.

2.6.1.2 Qualitative Methodology

McLeod (2025, para.3) notes: “While qualitative data is descriptive, capturing phenomena like language, feelings, and experiences that can’t be quantified.” Qualitative research according to him deals with words, meanings, and experiences, capturing phenomena like language and feelings.

In this research; six students were interviewed using a semi-structured interview. Personal narratives and opinions on the use of language in emotional situations were analyzed. The participants were interviewed using open-ended questions to identify the ways in which the use of language affected the intensity and identity of emotions, as well as the ease with which certain emotions could be expressed in certain languages.

In order to get perspectives from a professional standpoint, another semi structured interview was held with experts; nine psychologists and six English language teachers, where the main goal was to investigate about possible differences in emotions experienced by multilinguals in a foreign language environment compared to using one's native language. As such, these interviews proved to be quite flexible and provided participants with enough opportunities to describe their perspectives.

2.6.2 Mixed-methods Research Methodology

The use of both quantitative and qualitative approaches in a particular study is considered to be mixed-methods research. Creswell (2014, p. 4) suggests that “Mixed methods research is an approach in which the researcher collects, analyses and interprets both quantitative and qualitative data, integrates the two approaches in various ways and frames the study within a specific design”. As it is the case of this current piece of work where the researchers conduct the investigation using both quantitative and qualitative research instruments that provide specific direction for procedures in the research design.

2.7 Research Instruments

Creswell (2014) stated that research instruments serve as important tools in data collection, providing systematic ways to obtain data needed to answer research questions and test hypotheses as well. They can take various forms, including tests, questionnaires, observation tools, and interview guides. The systematic development of these instruments is critical to ensure data reliability.

In applied linguistics, Dörnyei (2007, p. 32) notes

It is essential that the questionnaire and interview be prepared thoughtfully keeping in mind the participants' level of linguistic proficiency, their cultural background, as well as the phenomenon that is under scrutiny.

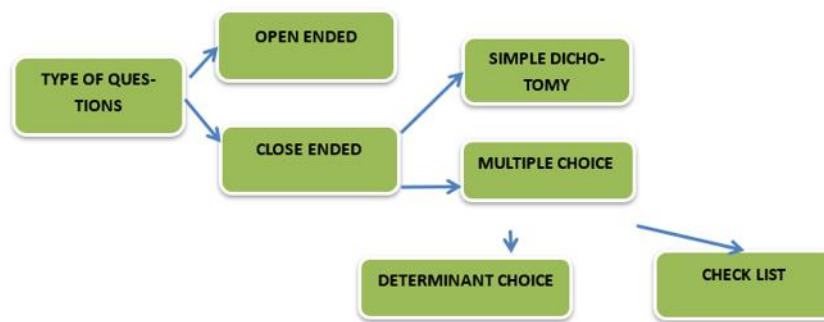
Therefore, research instruments should not be generic, but should correspond to the participants' linguistic proficiency level and culture. By definition, the research instrument can be regarded as a device that is created for the purpose of collecting and measuring certain data associated with the focus of research.

In other words, a research instrument is a tool used to obtain, measure, and analyze data from subjects regarding the topic conducted by the researcher. In order to collect the necessary data that supports the investigation, we have opted to use two different types of data collection instruments namely: questionnaire and interviews for students, teachers and psychologists.

2.7.1 Questionnaire

The objective of conducting a questionnaire survey is to collect quantitative data from people regarding their attitudes, views, or personal experiences. There are two types of questions that can be included in the questionnaire; The first type consists of closed-ended questions in which the respondent is strictly limited to choose from a fixed set of responses provided by the researcher. The second type consists of open-ended questions that allow the informant to answer in his own words without any restriction to limitation of options.

Figure 2.1: Typology of Questionnaires.



In this research, a questionnaire was used to gather large data using Google forms service, and was distributed via different social media platforms mainly Facebook and Messenger groups, The questionnaire consists of 13 questions covering both qualitative and quantitative statistical records chronologically ordered, all the questions have been answered by 79 respondents from the English department of Sidi Bel Abbas University. The questions were designed in compliance with the nature of the research. As such, each question in the questionnaire had its own purpose. Hence allowing respondents to provide meaningful responses. Following Fowler (2014), each of the questions in questionnaire should allow us to collect the required information in answering our research questions. Language in it should be tailored in a way that it could be easily comprehended by the participants. Additionally, the questionnaire was divided into four main sections that align with the research objectives, as they are listed as follows:

Section 1: This section collects general demographic information and measures language proficiency by asking for participants' gender and to estimate oral proficiency in different languages. Furthermore, participants will be asked in which frequency they use certain languages. The purpose of this section is to build linguistic profiles that will help to interpret results from other sections.

Section 2: Participants will assess if language is important in the regulation of emotions. This section highlights language as a means that is used psychologically.

Section 3: This part explores the impact of language on emotional recognition and conceptualization. The participants indicate whether the knowledge of emotion terms is useful for comprehending emotions, whether there are lexical deficiencies that create barriers, and to what extent emotions are constructed differently from one language to another.

Section 4: This section will ask participants which language is used to express certain emotions in specific situations (fear, anger, love, apologizing, nostalgia...etc.). Moreover, participants have to explain why some emotions are easier to express in particular language and if emotions feel different depending on language.

2.7.2 Interview

The interview is a common and an crucial qualitative research tool which entails asking questions and receiving answers through different forms for instance face to face interview or telephone interview between two or more individuals about a particular topic in which the interviewer has the control over the flow of the interview, He attempts to catch the interviewee's attention and maintain his focus to obtain detailed and clear information from him to accomplish the intended purpose of the whole research process. There are three types of the interview including the structured, semi structured, and the instructed interview as displayed below:

Table2.1: Types of Interviews

Structured Interview	Semi-Structured Interview	Unstructured Interview
A method where the researcher asks a fixed set of questions in a predetermined order, ensuring consistency across participants. This format minimizes bias and allows for easy comparison.	A flexible format where the interviewer follows a guide but can probe and adapt questions depending on the participant's responses. It balances comparability with depth.	An open conversation with no predetermined questions, allowing participants to freely express their perspectives and experiences. This format is exploratory and participant-led.

According to Dörnyei (2007), interviews offer researchers the possibility of having informants express their perspective in their own words, while maintaining the focus on the topic of interest.

In this study, a semi-structured interview of seven questions was tailored for Algerian multilingual EFL students that offers the opportunity to the research to ask additional questions when necessary. The students belong to the department of English- Djillali Liabes University of Sidi Bel Abbes.

The interview questions were designed to explore participants' perceptions and experiences regarding the relationship between language and emotions, allowing flexibility for participants to elaborate on their answers while ensuring that all key themes were addressed. The interview starts with a question on self-talk to examine the role of internal language in emotional regulation. Participants were then asked about difficulties in recognizing emotions due to the lack of appropriate emotional vocabulary, followed by the impact of learning new emotional words in other languages.

Further questions were asked in relation to whether specific emotions were easier to convey using one particular language than the other. A broader question addressed participants' beliefs about the influence of language on emotional experience. The interview concluded with an open-ended question for additional insights or comments.

Another semi-structured interview of six questions with English language teachers and psychologists was conducted. Participants in this study were selected because of their professional experience in working with multilingual students as well as with the psychological aspects associated with language.

There were several questions asked during the semi-structured interview, which sought to establish how emotions affect language choice and whether using a second language could result in the person experiencing emotions less intensely. Moreover, it aimed at determining if the phenomenon discussed could be unconscious and if it had something to do with EFL learners' experience.

The data collected from the interview were analyzed qualitatively mainly to establish common patterns in terms of emotional expression and language use.

2.8 Ethics and Limitations of the Research

Ethics in research educates and provides the researcher with different principles to have a sense of responsibility while conducting academic research in order to achieve a high ethical standard and strive to avoid bias that led to research misconduct.

Hiniz (2025, pp. 11–25) argues “Research ethics is integral to the integrity and credibility of scientific inquiry.” He explains that ethics aim to protect the participants, ensure their informed consent, keep their information confidential, and addressing issues like authorship and conflicts of interest. There is no research method without weaknesses.

According to Bryman (2016), questionnaires and interviews make use of self-report data, which may be influenced by forgetfulness and by the need for the interviewee to project

an image socially accepted. also, Schilling (2013) added to that the act of recording and watching the speaker may alter their natural way of speaking, known as the "observer's paradox."

This work is basically based on American Psychological Association (APA) in which the credits are given to intellectual sources. Moreover, all the respondents' information who participated in the questionnaire are kept anonymous and confidential.

Furthermore, the permission to record the interviews was obtained before the starting of the process and would be used only for academic purposes and no other personal property or privacy issues. It is important in every dissertation to mention the obstacles and the challenges faced by the researcher during the study process.

One of the challenges faced in the research data collection process was that there was an imbalance in terms of gender among those who completed the questionnaires, with the majority being female. The study provided interesting results on women's multilingual emotional experience but could not be generalized to males, who were not adequately represented in the sample size. Which may have impacted the patterns observed and minimize the diversity of emotional and linguistic experiences captured.

During the process of interviewing the students, we have noticed that some respondents were reluctant to talk about their emotions, particularly those linked to their personal experiences perhaps due to social and cultural norms.

Another issue encountered when doing the interviews, many psychologists did not accept to be recorded, although they were told that their personal information were to be kept confidential leading therefore to limiting their number. Thus, lack of results and findings.

It is important to note that our findings reflect only the sample population of our study since the research was conducted with a limited number of participants. Therefore, the results cannot be generalized and should be interpreted with caution.

2.9 Conclusion

To conclude, this chapter indicated the statement of the problem and outlined the significance and objectives of the research. For instance, it illustrated the sampled population and the research design that framed the methodology used to collect data through data-gathering tools, namely the questionnaire and the interviews.

These represent mixed strategies of both qualitative and quantitative research approaches, with ethical considerations that guide the researcher in the investigation and ensure that the research is conducted responsibly and faithfully in order to reach the study goals.

Despite the limitations and research barriers that may hinder the process, the next chapter will discuss and interpret the main results and findings obtained through the research tools. These results will be examined on the basis of the stated research questions and supporting literature to add meaningful insights regarding the research topic matter.

Chapter Three:

Data Analysis and Research Findings

3.1Introduction.....	37
3.2Discussion and Interpretation of the Main Research Tools Findings	37
3.2.1Questionnaire	37
3.2.1.1The Questionnaire Description	38
3.2.1.2Interpretation of the Questionnaire Findings	51
3.2.2Students' Interview Description	52
3.2.2.1Interpretation of the Students Interview	61
3.2.3Psychologists and Teachers' Interview Description	64
3.2.3.1Interpretation of the Psychologists Interview.....	68
3.2.3.2Interpretation of the Teachers Interview	70
3.3Some Recommendations	70
3.4Conclusion.....	71

3.1 Introduction

In the previous chapter, we have provided the description of the research methodology which presented detailed description of the methodology used in this study. The present chapter is mainly devoted to discuss and interpret the results of the research tools adopted in gathering the reliable data concerning the phenomenon addressed in this work.

This data will help in shaping new perspectives and deepen the understanding of this phenomenon for the ease of clear discussion and structural coherence. The results are presented and organized in three sections; the first section deals with the analysis of the questionnaire that has been distributed to Algerian EFL students.

The second section represents the analysis of the student's interview. the third and the final section discusses the data extracted from the interview done with the psychologists and the English language teachers of Sidi Bel Abbes University. These research methods were used to obtain the main findings that answer the research questions throughout this research.

The findings that have been collected using these tools of research are then interpreted and analyzed in relation to the goals of the research project so as to give complete answers to the research questions.

3.2 Discussion and Interpretation of the Main Research Tools Findings

The main research tools utilized in this study are selected to align with the research objectives, and to address the research questions effectively. These instruments are: EFL students' questionnaire, and semi-structured interviews with students, psychologists and English language teachers.

3.2.1 Questionnaire

The questionnaire was designed using Google Forms service and randomly distributed through Facebook and Messenger groups to 79 Algerian EFL students from Sidi Bel Abbes University, from different age, gender, and academic levels. it consisted of 13 open and close-ended questions, simply organized in four main sections from general to specific, in which all the answers were kept anonymous to preserve the respondents' privacy.

3.2.1.1 The Questionnaire Description

Detailed explanation of the questionnaire structure is provided in the sections below, where each section includes a series of questions designed to evaluate the views of the respondents.

Section One: Demographic and Linguistic Background

This section aims to gather general demographic data and language proficiencies by asking for their gender and estimating oral language proficiency levels. Moreover, the participants will be required to state how often they use particular languages. This section will assist in building linguistic profiles that will be used in analyzing findings from other sections.

Question One: Indicate your gender:

Figure3.1 : Participants' Gender

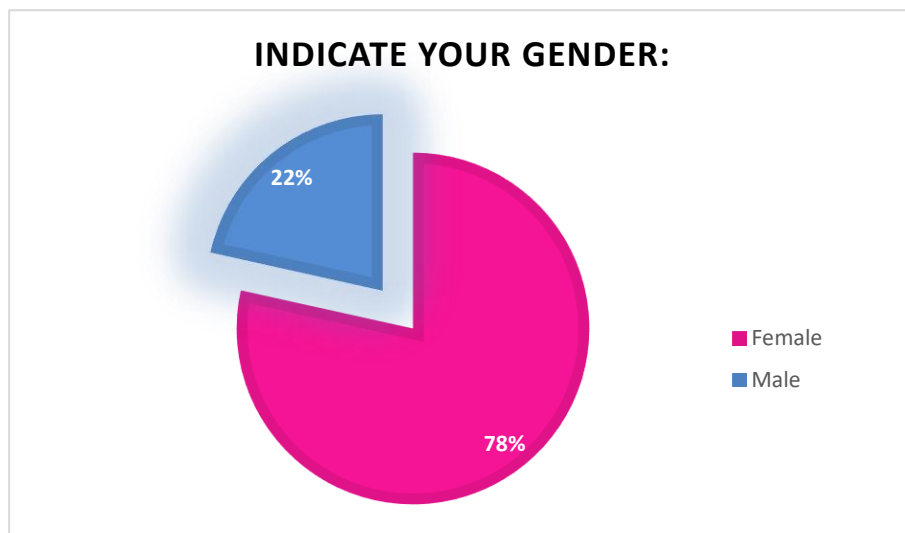


Table3.1 : Participant's Gender

Gender:	Participants
Female	62
Male	17

As seen above, the number of females who participated in the questionnaire was higher than males, with 78% of the students being female, totaling 62 individuals, while males comprised only 17 individuals (22%).

Question Two: Please rate your oral command in each of the following languages

Figure3.2: Participants 'Rating their oral command in each language

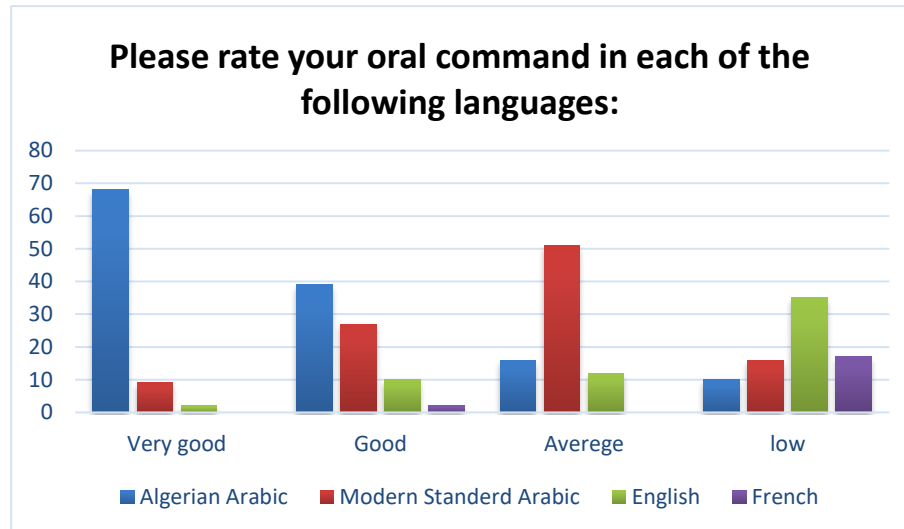


Table3.2: Participants 'Rating their oral command in each language

Language	Low	Average	Good	Very Good
Algerian Arabic	0	2	9	68
Modern Standard Arabic	3	10	27	39
English	0	12	51	16
French	18	35	16	10

As one can observe, of all the participants, 68 (86.1%) had rated their oral proficiency in Algerian Arabic as very good, 9 (11.4%) good, and 2 (2.5%) average. On the other hand, 39 participants (49.4%) had very good proficiency in Modern Standard Arabic, 27 (34.2%) good, 10 (12.7%) average, and 3 (3.8%) low. The participants' knowledge of English was mostly very good or good, with 51 participants (64.6%) saying that they were very good in English and 16 (20.3%) and 12 (15.2%) reporting to be good and average respectively. No participant had reported low proficiency. On the other hand, when it comes to French, of all the participants, 35 (44.3%) were average, 18 (22.8%) low, 16 (20%) good and 10 (12.6%) very good.

Question Three: How often do you speak the following languages in your daily life?

Figure3.3: Participants ‘Selecting the language spoken the most in daily life

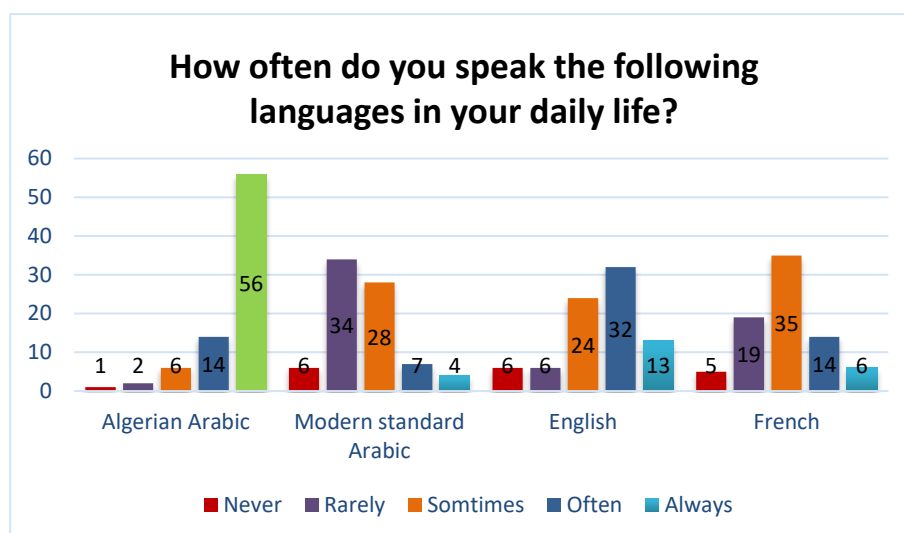


Table3.3: Selecting the language spoken the most in daily life

	Never	Rarely	Sometimes	Often	Always
Algerian Arabic	1	2	6	14	56
Modern standard Arabic	6	34	28	7	4
English	6	6	24	32	13
French	5	19	35	14	6

The EFL students were questioned their daily usage of different languages, As can be seen from the results, Algerian Arabic is the language that is used very often, since most of the respondents answered 'always', 56 students (70.89% out of 79 EFL students), and 'often', 14 students (17.72%). Small percents answered 'sometimes', 6 students (7.59%), 'rarely', 2 students (2.53%), or 'never', 1 student (1.27%).

As for Modern Standard Arabic, it is used rarely, and most of the EFL students answered 'rarely', 34 students (43.04%) and 'sometimes', 28 students (35.44%). Low percents answered 'often', 7 students (8.86%), 'always', 4 students (5.06%), or 'never', 6 students (7.59%).

For English, its usage can be seen to be somewhat high, since the main answers were 'often', 32 students (40.51%), and 'sometimes', 24 students (30.38%). Then came 'always', 13 students (16.46%), whereas 'rarely' and 'never' were chosen by 6 students each (7.59%).

Finally, French is the language which is used occasionally, since the highest percent is seen in 'sometimes', 35 students (44.30%), 'rarely', 19 students (24.05%), 'often', 14 students (17.72%), 'always', 6 students (7.59%), and 'never', 5 students (6.33%).

Section Two: Language as an Emotion Regulation Tool

Participants will be required to identify whether language has a role in the emotional regulation process. This section emphasizes the psychological role played by language.

Question Four: Please indicate the extent to which you agree with the following statements:

Figure3.4: Participants' level of agreement with the statements

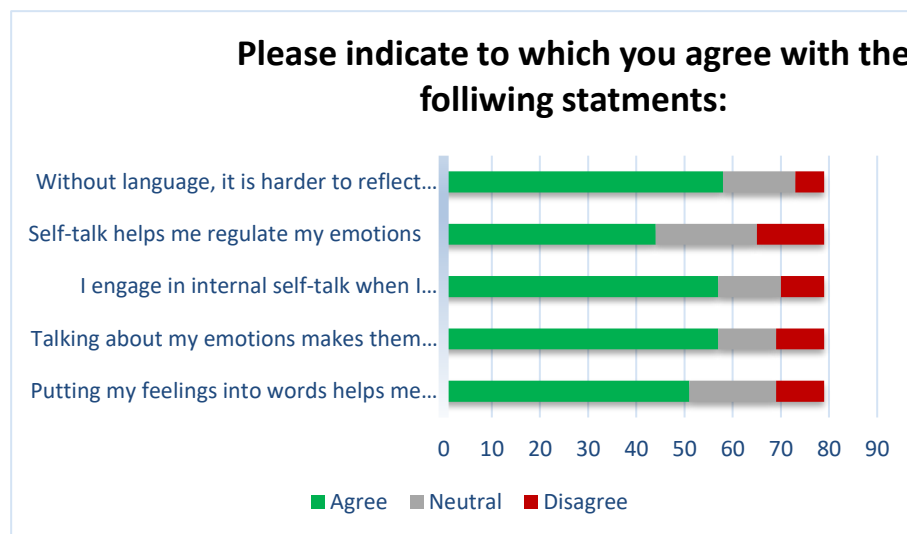


Table3.4: Participants' level of agreement with the statements

The Statements	Agree	Neutral	Disagree
Putting my feelings into words helps me feel calmer.	51	18	10
Talking about my emotions makes them easier to manage.	57	12	10
I engage in internal self-talk when I experience strong emotions.	57	13	9
Self-talk helps me regulate my emotions	44	21	14
Without language, it is harder to reflect on or compare emotions.	58	15	6

The EFL students were requested to indicate their agreement on several statements about emotions and language usage. From the results, it can be noted that all of them have shown a positive agreement on each item.

In the case of “Putting my feelings into words helps me feel calmer” it was noted that the majority agreed, 51 students (64.56% out of 79 EFL students), while only 18 students (22.78%) were neutral, and 10 students (12.66%) disagreed.

In the case of “Talking about my emotions makes them easier to manage” the majority agreed, 57 students (72.15%), while 12 students (15.19%) were neutral and 10 students (12.66%) disagreed.

When it comes to "I engage in internal self-talk when I experience strong emotions” the majority of EFL students agreed, 57 students (72.15%), then 13 students (16.46%) were neutral, and 9 students (11.39%) disagreed.

As regards “Self-talk helps me regulate my emotions” it can be seen that the majority agreed, 44 students (55.70%), 21 students (26.58%) were neutral, and 14 students (17.72%) disagreed.

For “Without language, it is harder to reflect on or compare emotions” most students agreed, with 58 responses (73.42%). Neutral responses numbered 15 (18.99%), and there were 6 (7.59%) disagreeing responses.

Question Five: In the following situations, to what extent did talking about your emotions help you regulate them?

Figure3.5: Participants’ level of agreement to each situation

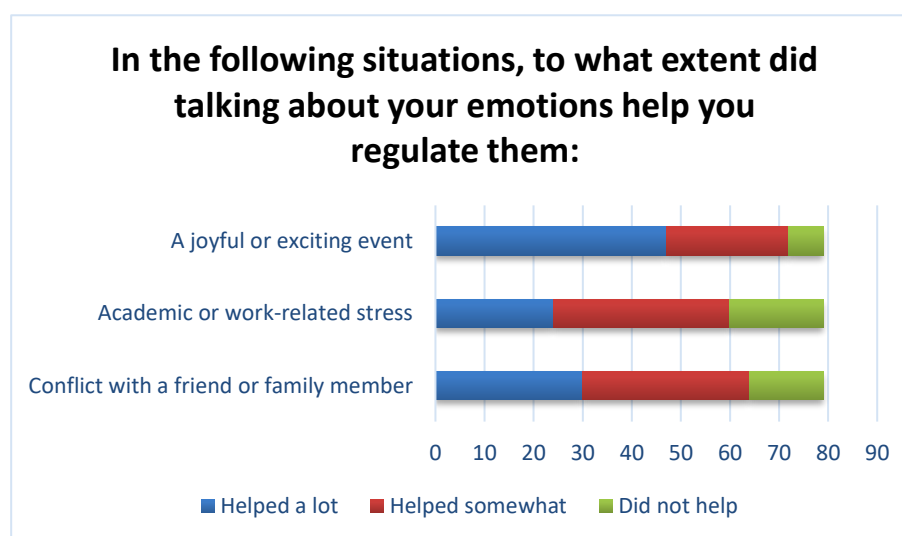


Table3.5: Participants’ level of agreement to each situation

The Situations	Helped a lot	Helpe somewhat	Did not help
Conflict with a friend or family member	30	34	15
Academic or work-related stress	24	36	19
A joyful or exciting event	47	25	7

The participants were tasked with indicating how useful talking about their emotions helped them regulate their feelings in different situations. It appears from the results obtained that discussing one's feelings is considered a helpful activity in all the cases presented.

In the situation of "conflict with a friend or family member" were concerned, 34 students (43.04%) agreed that such talk was somewhat helpful, with another 30 students (37.97%) indicating it was very useful, whereas 15 students (18.99%) said that it was not.

For "academic or work-related stress" 36 students (45.57%) found expressing their emotions somewhat helpful, with another 24 students (30.38%) saying that this kind of discussion was helpful and 19 students (24.05%) disagreeing with this point.

Where "a joyful or exciting event", the biggest share of respondents, 47 students (59.49%), felt that discussing emotions was very helpful. Another 25 respondents (31.65%) said this activity was somewhat helpful, whereas only 7 students (8.86%) thought otherwise.

Section three: Emotion conceptualization through language

This section looks into how languages influence emotional recognition and categorization. Participants will be required to state whether having emotion words is relevant to their understanding of emotions; whether lexical gaps are involved in creating difficulties, and to what extent emotions are built differently in each language.

Question Six: Please indicate your level of agreement with the following statements:

Figure3.6: Participants' level of agreement with the statements

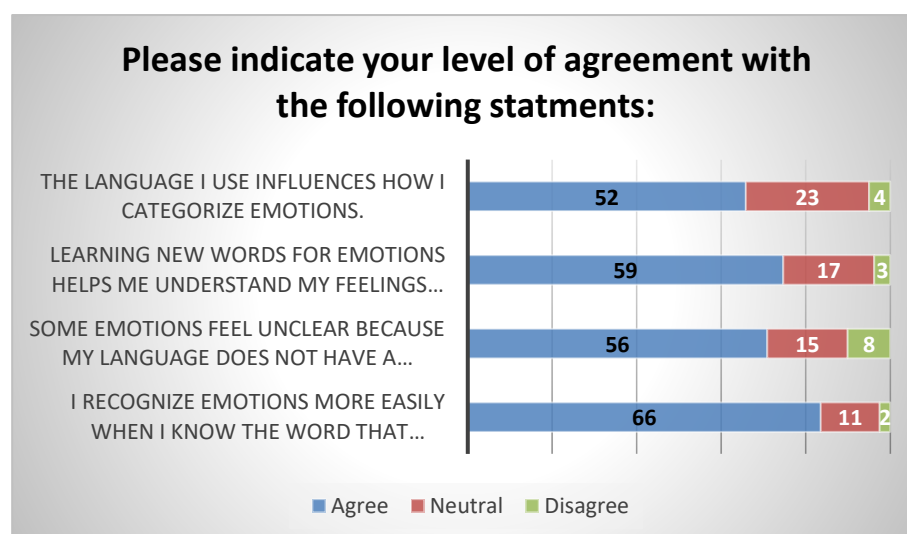


Table3.6: Participants' level of agreement with the statements

The Statements	Agree	Neutral	Disagree
I recognize emotions more easily when I know the word that describes them.	66	11	2
Some emotions feel unclear because my language does not have a precise word for them.	56	15	8
Learning new words for emotions helps me understand my feelings better.	59	17	3
The language I use influences how I categorize emotions.	52	23	4

EFL students indicated their level of agreement regarding the issue of emotion recognition and language. Based on the obtained results, it can be said that there is a significant level of agreement that language contributes to emotional perception.

Thus, for “I recognize emotions better when I know the word describing them,” the highest number of EFL students agreed (66 out of 79 participants or 83.54%), whereas 11 EFL students remained neutral (13.92%) and only 2 did not agree (2.53%).

As for “I experience some emotions vaguely since I lack specific words to describe it,” the majority of EFL participants agreed (56 out of 79 or 70.89%), whereas 15 people were neutral (18.99%) and 8 disagreed (10.13%).

When responding to “Learning new words for emotions helped me understand my feelings,” 59 of EFL students agreed (74.68%), 17 were neutral (21.52%), and 3 did not share that point of view (3.80%).

In the case of “Language used influences my emotions classification,” more than half of participants agreed (52 out of 79 or 65.82%), whereas 23 students remained neutral (29.11%) and 4 disagreed (5.06%).

Question Seven: How often do you struggle to describe an emotion because you cannot find the right word for it?

Figure3.7: Participants' level of struggle

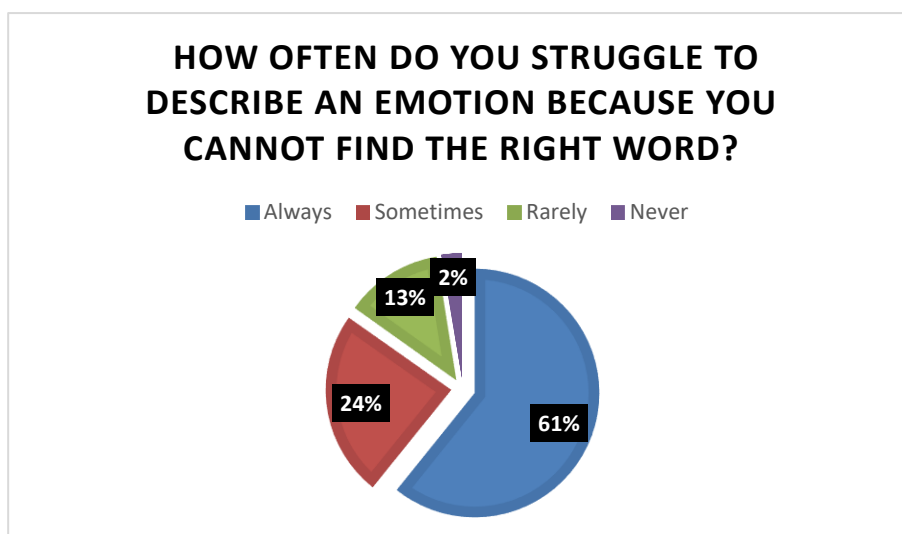


Table3.7: Participants' level of struggle

The Level of Struggle	Participants
Always	48
Sometimes	19
Rarely	10
Never	2

Participants were asked about the frequency with which they face difficulties in expressing their emotions because they fail to find proper words for it. From the above findings, it is quite obvious that most of the students face such difficulties on various bases.

Among these students, 48 (60.76%) always face difficulties, followed by 19 (24.05%) sometimes and 10 (12.66%) rarely, while two (2.53%) students never face such difficulties.

Question Eight: How often do you think about emotions differently depending on the language you are using?

Figure3.8: Participants' thoughts about language use

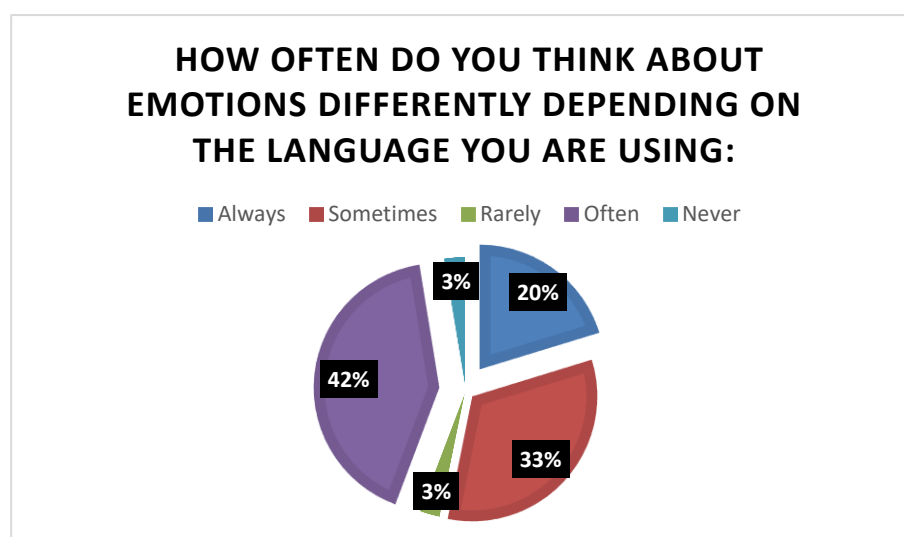


Table3.8: Participants' thoughts about language use

The Level of Language Use	Participants
Always	16
Sometimes	26
Often	33
Rarely	2
Never	2

The respondents were asked to determine how often they perceive emotions differently based on the language they are using. From the data, it is evident that many students perceive their emotions differently from time to time.

Many respondents answered often, 33 (42.77%) out of 79 EFL students, then sometimes, 26 (33.91%). Some respondents gave an answer of always, 16 (20.25%), while very few gave an answer of rarely, 2 (3.53%), and never, 2 (3.53%).

Section Four: Emotional Expression Across Languages

This section will require the participants to identify the language in which they convey certain emotions under certain circumstances (fear, anger, love, apologies, nostalgia... etc.). Participants will have to justify why certain emotions are easily expressed using particular languages and if emotions vary according to language.

Question Nine: Indicate the languages that feel easier to express your emotions in.

Figure3.9: Participants' preferred language for expressing emotions

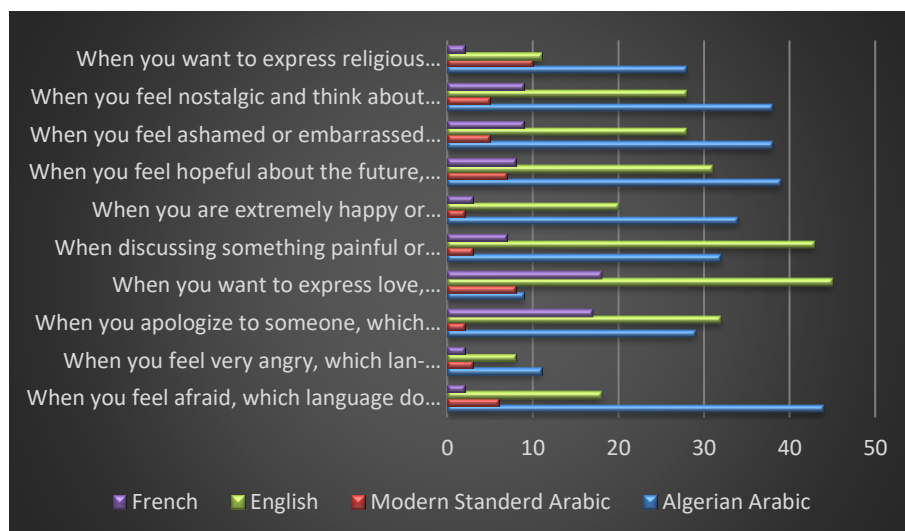


Table3.9: Participants' preferred language for expressing emotions

The Statements	Algerian Arabic	Modern Standard Arabic	English	French
When you feel afraid, which language do you naturally use to express your fear?	44	6	18	2
When you feel very angry, which language do you naturally use to express it?	11	3	8	2
When you apologize to someone, which language do you usually prefer to use?	29	2	32	17
When you want to express love, affection, or appreciation, which language feels most comfortable for you?	9	8	45	18
When discussing something painful or traumatic, which language helps you express yourself more easily?	32	3	43	7
When you are extremely happy or excited, which language do you instinctively use?	34	2	20	3
When you feel hopeful about the future, which language do you prefer to use to talk about it?	39	7	31	8
When you feel ashamed or embarrassed about something, which language do you find easier to use to express or talk about it?	38	5	28	9

When you feel nostalgic and think about memories from the past, which language do you usually use to express those feelings?	38	5	28	9
When you want to express religious emotions (e.g. gratitude to God, supplication & duaa...) which language you usually use?	28	10	11	2

The EFL students were expected to choose the language in which they would naturally express their emotions. However, it should be noted that more than one choice was possible.

While being afraid, the most popular languages were Algerian Arabic, 44 answers; English, 18; Modern Standard Arabic, 6; French, 2.

In the case of a strong rage, Algerian Arabic was the most commonly used language, 11 times, followed by English, 8; Modern Standard Arabic, 3; French, 2.

In relation to an apology, the language most often used was English, 32, then Algerian Arabic, 29; French, 17; Modern Standard Arabic, 2.

Regarding love, affection, or gratitude, English was undoubtedly the language most often chosen, 45; secondly, French was picked 18 times; Algerian Arabic, 9; and Modern Standard Arabic, 8.

In relation to painful or traumatic experience, the language most often used was English, 43; Algerian Arabic, 32; French, 7; and Modern Standard Arabic, 3.

When very happy/excited, Algerian Arabic was the most frequently used language, 34 answers, then English, 20, French, 3, and Modern Standard Arabic, 2.

To express hope for the future, Algerian Arabic was the most preferred language, 39 answers, then English, 31, French, 8, and Modern Standard Arabic, 7.

In case of shame/embarrassment, Algerian Arabic continued to dominate, 38 responses, while English, 28, French, 9, and Modern Standard Arabic, 5.

The same was true when nostalgia or memories of past events were expressed; Algerian Arabic and English dominated, 38 and 28 responses respectively, then French, 9, and Modern Standard Arabic, 5.

For religious emotions, Algerian Arabic was the most frequently used language with 28 answers, then Modern Standard Arabic, 10, English, 11, and French, 2.

Question Ten: Why are the emotions you selected easier to express in one language than another?

There were different reasons for why some people found specific languages easy for expressing emotions. Most of the students associated this ease of expression with language familiarity and stated that a native language facilitates expressing emotions since there is no difficulty with communicating in one's native tongue.

In contrast, some students indicated that it was preferable to use a foreign language like English because it would make it easier not to feel embarrassed and facilitate expression of emotions. The use of English was also perceived as being easier and safer in some cases.

There were also students who pointed out the fact that emotions are conveyed in different ways due to the presence of different meanings behind each language. There were also responses pointing out the role of language skill and personal preference in emotional communication.

Question Eleven: Do you believe that language influences how you experience emotions, not only how you express them?

Figure3.10: Participants' beliefs about the influence of language on emotional experience

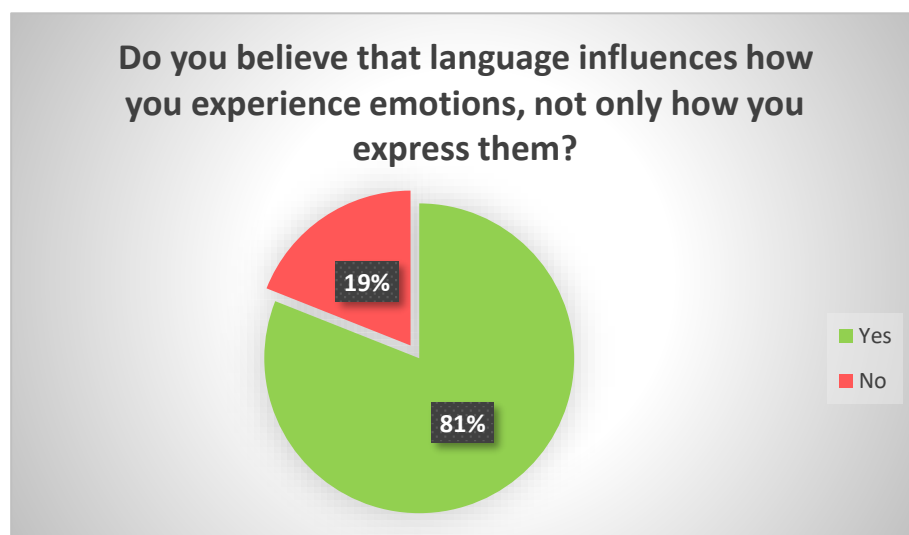


Table3.10: Participants’ beliefs about the influence of language on emotional experience

The Choices	Participants
Yes	64
No	15

The EFL learners were also questioned about their beliefs about whether language affects their perception of emotions apart from the language use for expressing emotions. This is evident in the findings below.

Majority of the EFL learners chose Yes, 64 learners (81.01%), while a few learners chose No, 15 learners (18.99%).

Question Twelve: Please briefly explain your answer

Different perspectives regarding the influence of language on emotions were provided by students. Many students believed that language does play an important role when it comes to the process of experiencing emotions due to the reason that different languages have their own meanings, vocabulary, and culture, therefore, this could affect the understanding and feeling of different emotions. In addition, students pointed out that some languages allow experiencing emotions in a more passionate or calm way and sometimes a switch in languages changes the experience of emotion.

Also, many students pointed out that emotions should be influenced by the situation, the persons who interacted at this moment, and the language used during interaction. In addition, each language could be related to certain environment. On the other hand, fewer respondents considered emotions to be universal, believing that emotions are not dependent on language but can be expressed by actions, pictures, or even sounds.

Lastly, there were a few respondents who had conflicting views about the topic, which could mean that the connection between language and emotion may be more complicated than originally thought.

Question Thirteen: If you have additional comments about the relationship between language and emotions, please share them here

The comments made by students on the additional questions made it evident that there exists a great connection between language and emotions. The students explained that language

helps in experiencing, interpreting, and expressing emotions; therefore, one's emotional experiences might be different according to the language spoken. Additionally, some languages can make emotions seem more intimate and emotional, whereas others can cause a sense of detachment and neutrality.

Some of the students mentioned cultural factors that might affect language and emotions. Language is an aspect of identity and culture, thus making emotions appear from a wide range of perspectives due to multilingualism. Some students noted the notion that language and emotions are intertwined and cannot be separated since there are emotions that are attached to each language. Another group of students pointed out that expressing emotions is dependent on the circumstances and the language used.

Lastly, some answers contained general thoughts or other considerations, including the significance of language study and their personal views on particular languages.

3.2.1.2 Interpretation of the Questionnaire Findings

The findings from the questionnaire reveal that language has an important part to play in the expression and perception of emotions by the EFL learners. Algerian Arabic emerges as the dominant language in daily interaction, especially when strong emotions like fear, anger, and happiness are happening. The implication is that the native language continues to be the primary means through which emotions can be expressed. Conversely, English is more commonly used during activities that involve thinking about one's emotions, such as love, trauma, or apology.

Moreover, the results reveal how significant language is in managing our emotions. A vast majority of the participants revealed that expressing their emotions verbally allows them to feel calmer, making it easier to regulate their emotions. This supports the work of Pennebaker on emotional expression. According to Pennebaker (1997) Expressing emotional experiences through language has been shown to improve both psychological adjustment and physical health outcomes. The fact that students engage in internal dialogue also shows that language plays a key role in regulating emotional experiences.

Furthermore, the findings reinforce the significance of vocabulary in understanding one's emotions. The majority of the participants believe that having the correct vocabulary enables them to be aware of their emotions and comprehend them effectively, and most of them admit finding it difficult to articulate their emotions because of a lack of vocabulary. Language is an important factor that affects our ability to perceive emotions, according to Barrett (2017)

Emotion words contribute to more precise differentiation and construction of emotional experiences.

In addition, it was found out that many participants reported thinking about emotions according to the language used, while most believed that language does affect emotions not just how these emotions are conveyed. This result supports the idea presented in the concept of linguistic relativity suggested by Sapir and Whorf.

In general, it can be observed that Algerian Arabic serves as the dominant language for communicating emotions spontaneously, whereas English is linked to the process of reasoning and emotional management. What is more crucial about the study findings is that language plays a very important role in the process of emotional awareness, regulation, and experience.

3.2.2 Students' Interview Description

Interviews with the EFL learners were carried out to get the perspective of the participants about the connection between language and emotions, based on their personal experience. The intention was to get more understanding about the use of language for expressing, regulating, and comprehending emotions.

Question One: Do you find that self-talk (speaking to yourself internally) in a particular language helps regulate your emotions differently?

• First Interviewee

Of course, I find that very helpful because sometimes when I feel upset about something or I just want to boost my self-confidence, I talk to myself and I find it more comfortable if I talk with myself in front of mirror of course in English rather than talking to myself in Arabic actually.

• Second Interviewee

I speak to myself in my second language English. in several times I use this as for boosting my energy and boosting my self-confidence. of course, just by saying “Hind you can! you can do it! you can go for work, you can achieve your goals” so self-talk helps me raise my confidence.

• **Third Interviewee**

So usually when I face struggles in life, in some particular situations, let's say like hard situations, I usually prefer to speak in English internally, I do talk to myself internally in English, so it can help me regulate and control my emotions. I keep saying to myself like, it's okay, calm down, it's good, you can do better, you're doing fine, so I keep telling myself these words just to make myself feel better, that's it.

• **Fourth Interviewee**

Yes, I find that speaking to myself in English helps me, like, makes me being honest with myself and without judgment, so I'm able to regulate my emotions in a more authentic way.

• **Fifth Interviewee**

Yes, I do think, but sometimes, it's not always, because I already know the feeling and the emotion, the words, they do not really matter to me that much.

• **Sixth Interviewee**

Yeah, I do find that self-talk is a very important notion in regulating One's emotions, especially when using a particular language. For example, the way you think and you feel in Arabic is absolutely different from the way you think in French and in English. For example, if I'm sad, the way that I think and regulate my emotions in English are way different than the one in Arabic.

Question Two: Have you ever felt that an emotion was unclear because your language did not have a precise word for it? Can you give me some examples?

• **First Interviewee**

Sometimes when I feel guilty, I can't express it in my mother tongue so it just feels so heavy and I just keep it like not express it. for example, when I do something really makes me feel guilty, I can't express it in my mother tongue, so I express it in English because I find it like more suitable to express it in English.

• Second Interviewee

Yes, in some situations. I find that unclear expression of an emotion can hinder my message for example in a situation where i felt embarrassed, I cannot express it as much as I can express it in my second language which is English.

• Third Interviewee

I noticed sometimes in our dialect, which is Algerian Arabic, there are some emotional words that are lacking in our dialect. For example, whenever you miss something, when you feel nostalgic. So being “nostalgic”, this word does not exist in our dialect. We can like say, /twa'ħaftek/, but /twa'ħaftek/ is more like “I missed this thing”. It's not really being nostalgic. So that's an example.

Also, when we say I feel guilty, the feeling of guilt does not have a precise or truthful translation in our dialect. So that's when I find some lexical gap in our dialect, so I switch to English to express myself better.

• Fourth Interviewee

Yeah, there are actually plenty of words that I cannot really express in my native tongue Which is Arabic, and I use English instead. Like, for example, the word “melancholic” or “nostalgic”. These are words that don't really have a faithful equivalent in Arabic. So that's why when I use them in English, I feel like I'm being more honest with my feelings

• Fifth Interviewee

Yes, I have experienced many things when it comes to not being able to express the feeling that I have in English. For example, if I'm angry and I need to yell at someone or I need to call someone, I find it not difficult, but I find myself not culturally related to the language which is English or French so that I cannot find the Absolute suitable expression for yelling that makes me feeling at ease.

• Sixth Interviewee

Yes, that's for sure for example when I'm reading a book and I stumble upon some new words, some new expressions to view emotions, I often adopt them when I express my own

emotions because I find that Algerian Arabic is lacking when it comes to that and those new words become a part of my vocabulary.

Question Three: Does learning a new emotional vocabulary in other language affect the way you feel or understand your emotions?

• **First Interviewee**

Yes, it affects because sometimes when you don't find the right vocabulary, you can't express your feelings. So, the other person that you're speaking to, maybe you vent to, he will not or she will not understand you. So, learning new vocabulary helps me to vent and to make other understand what I'm saying same.

• **Second Interviewee**

Well, for instance, when I feel really tired and exhausted, I can say I'm dead on my feet. Why? I feel that this vocabulary expresses truly what I feel.

• **Third Interviewee**

Oh yeah, totally. I'm a book reader, so I do read books in both English and French, and as you know that these two languages have a rich vocabulary when it comes to emotional words. So yeah, whenever I come across a new word, I usually look for it and look for its definition. So, whenever I face this feeling in my daily life, I recognize it directly, and I adopt this word to my vocabulary and use it on a daily basis.

• **Fourth Interviewee**

Yes, that's for sure for example when I'm reading a book and I stumbled upon some new words some new expressions to view emotions I often adopt them when I express my own emotions because I find that Algerian Arabic is lacking when it comes to that and those new words become a part of my vocabulary

• **Fifth Interviewee**

When you say affect, I don't really think that because like I said in my answer in the first question, I already know the feeling, so knowing it with the word in another language doesn't actually change anything for me.

•Sixth Interviewee

Okay so learning new emotional vocabulary in other languages, I think that learning any language in general makes you think differently, i.e. we cannot deny the fact that if you say that you feel something, you have already thought about it.

For example, let's take love as an example. If you tell me that I have loved someone, it means that you have already thought about this person and that thinking became a concept and then that concept became a feeling.

Now psychologically speaking, they always say that the emotion is always in a conflict with thinking, but thinking is the primary stage for the emotion. Your heart cannot feel something that is not in your mind.

Question Four: Do you find it easier to express certain emotions in one language rather than another and why?

•First Interviewee

I feel more comfortable expressing my feelings in English Because it's like easier and people will not feel sorry for you. In Arabic, they'd be like... They would feel pity for you. so, it's like kind of to put an emotional mask to hide your emotions.

•Second Interviewee

Alright, I feel that expressing the feeling of appreciation to someone using an Arabic language is more honest and authentic than using another language.

•Third Interviewee

Yes, sometimes so for example whenever I want to say like when apologizing when I want to say I'm sorry, I usually say it in French to say like “excusez-moi” so I feel like it's less intense, so I can say it without being ashamed or embarrassed. yes, that's an example also, whenever I feel angry or like very sad, I usually talk about my emotions in my mother tongue which is as Arabic because it feels more authentic.

• Fourth Interviewee

Yes, I do find it easier to express my emotions in the English language because I'm a huge English reader. I read a lot of English books and I'm fascinated by the amount of words and expressions that are found in this language, which of course naturally the Algerian dialect doesn't have, and those words help me express myself in a more honest way because the words are often precise and they mean exactly what they are supposed to mean.

• Fifth Interviewee

When it comes to hard emotions, I always go with English, not very much with French or Arabic because English has the words that go with a lot of emotions and it's easier to express myself in it.

• Sixth Interviewee

Yes, absolutely. I find it easier to express my emotions in Arabic, at the first stop, then in English, then in French. Why? Because since Arabic is my native language, especially the Algerian Arabic, I find myself discovering and finding suitable expressions that do not demand thinking very well. For example, let's suppose that I need to explain why I slammed the door at my friend or face or something like that. I would say directly in Arabic, I'm not going to say 'he pissed me off', no, but this is if I'm at home.

Now, why I said English in the second one, let's suppose that I am teaching at the English department, and I need to justify why I kicked out some students. Now, I'm obliged to think in the language, and I'm obliged to explain my feeling in English, because this is the rule. So, I will say that, the reason behind my action is this and this and try to use some cultural expressions that actually reflect the way the British or the Americans say.

Question Five: Can you share an example of an emotion that feels stronger in one language rather than the other such as: when you feel angry/happy/ disappointed or other situations?

• First Interviewee

I cannot express my anger in English. So, I just express my anger in our dialect. It feels, like, more... Heavier, harsher. In our mother tongue, we find expressing anger and happiness more... Authentic. Because in English, it still feels like...Not what I feel really, that's it.

• Second Interviewee

For me, the strongest feeling I ever felt is disappointment. It feels heavier to express it in Arabic So I can just say one word and I'm done.

• Third Interviewee

For example, let's say swears or insults in your mother tongue, they hit harder so whenever for example: if a professor or a teacher criticized me in English or in French, I don't take it personally because it feels like, it's just like a teacher and student relationship. However, when they switch to Arabic or if you are being criticized in your mother tongue it hits harder and it definitely makes you feel worse.

• Fourth Interviewee

Yes, there are words in English that really reflect those emotions, for example, the word agony. It means extreme sadness, extreme discomfort. I don't think There's an Algerian word that can describe that. It's just not like sadness or being upset. It just means extreme sadness.

• Fifth Interviewee

Anger and rage could be an example when I'm feeling really angry or I'm raging Algerian Arabic conveys these feelings better.

• Sixth Interviewee

Apparently, I couldn't find the example that I wanted to share with you, but sometimes when you are disappointed, you can say in English that, I'm so sorry for knowing you, but you cannot say it in Arabic. So, the expression here differs.

For example, if you are angry, you can say "okay get lost!". if you tell him or her "get lost", the person will know directly that you are angry, and perhaps he did or she did something to you, and so on. But if you take the equivalent translation for it in Arabic, it will not sound the same, even the meaning, even the feeling itself will be different.

Question Six: Do you believe language shapes not only how you express emotions but also how you feel them? Can you explain with an example?

• **First Interviewee**

Of course, it really does, for example, if someone...express his feelings to me. Let's say about love or something. I cannot feel it if he uses another language besides of my mother tongue. However, if he says like "I love you" or something like "I really appreciate you" in my mother tongue, I will feel it more and it really affects me and it will have a beautiful impression on me rather than express it in English actually.

• **Second Interviewee**

Let's say you live in a foreign country; it will affect the way you feel it. let's say you are in a situation where you cannot express to someone straight or native speaker in Arabic so you express it in English so eventually it will affect you.

• **Third Interviewee**

Yes of course ,as i told you before when i read books and i came across new emotional words, sometimes the same emotions feel different from a language to another, and i think this relates to cultural and social norms for example if we say "love" when i think about it in English it is more poetic, its more authentic, it makes you dream about it however, when we talk about it in Arabic it is deeply related to some memories or to some bad experiences so, i do think about it in a logical way rather than an emotional way if that makes sense.

• **Fourth Interviewee**

When it comes to foreign languages there is a certain way that they affect how you feel because you are a bit disconnected from them ; you view that language from the outside, so the way you feel it its often different from how you perceive it in your native tongue, its less personal, there is a certain distance because it feels like something foreign and yet familiar at the same time . for example, if you hear an insult in the Algerian dialect, it does not hit the same in English; in the Algerian Arabic it hits harder however, in English it is a bit disconnected.

• Fifth Interviewee

When it comes to this. I am not quite sure because like i said before I already know the emotion. it makes more sense when it's about expressing the emotion but when it comes to feeling them, I don't really think that language has an impact.

• Sixth Interviewee

I totally do believe that language shapes not only how emotions are expressed, but rather how they are felt, because, as I said before, an emotion needs to be felt. The way you think is the most important key in this question.

For example, I can tell you that I'm happy, but I'm actually sad because recently I lost my grandmother, who was not just my grandmother, but she was my mom; she raised me. So, I pretend sometimes that I'm happy, but at the same time I'm not at all, I'm just faking it, you know?

But if you try to get my feeling, you will notice from my facial expressions, my tone, my intonation, even the way I treat you. You may feel like, okay, he didn't talk to me like he did that time, there is something wrong, perhaps. So, you may be able to detect it or not, and this is related not just to expressing, because I can smile, but will I be able to smile for the whole day? No.

For example, if I know you, then I can tell you that, yeah, I'm good, I'm doing great, but perhaps, since I know you, I will tell you that I'm not okay at all. And you will tell me, why have you been smiling for all that period of time? Why didn't you tell me?

So, this is the idea that I believe: emotions are expressed, but we need to feel them. Why? Because the language that we are using is the one that's controlling these feelings and these emotions.

Question Seven: Do you have other comments on this subject?

• First Interviewee

Well, I believe that language really affects how we express our feelings and sometimes we can feel it stronger in our mother tongue. Sometimes we can't feel it that much because it doesn't affect us. Yeah. So, and I really find it an interesting topic.

• Second Interviewee

I find that this topic is really truthful and really researchable.

• Third Interviewee

I think that emotions can be expressed through many languages, they are not restricted or limited to one language. However, from one language to another, these emotional words can vary or differ in their intensity or their authenticity based on the language you are using and alongside this, I think this is a very interesting topic.

• Fourth Interviewee

I want to say that languages are often a mirror for emotions and they do express a lot of things, some languages may lack in terms of emotional words and the more you read the more you learn about them.

• Fifth Interviewee

I can say that knowing emotional words in other languages is good when it comes to expressing your emotions rather than feeling them yourself.

• Sixth Interviewee

Well, regarding this topic, I think it's very important to pay attention to self-talk in languages in general, because it shapes the human mind. I think that the human mind is functioning in many ways, and one of them is self-talk.

Self-talk is very important to develop a language. For example, if you are learning a language, you need to talk to yourself in that target language, and if you need to survive, you need to have that self-talk. Whether in psychology, trying to treat yourself, in learning languages, in teaching languages, or in your daily life, you need to talk to yourself, because sometimes you can just listen to yourself. You would not care about my opinion or your sister's opinion, so you need to talk to yourself.

There is a problem. Let's suppose that I messed up with one of you. I have to sit down and just say, "Yeah, listen, I did this problem. I should say sorry, and I have to be strong. I have to admit it." Whether you do it in English, in French, in Arabic, or any language, it actually makes you feel at ease, so relaxed, so careful, and even thoughtful about the things that you are going to commit or do.

Unfortunately, most of us do not think before they commit something. I do remember a saying of Jean-Paul Sartre, in which he said, "Every word has consequences and every silence too." Every word you say, a person is going to think of it, consider what you said, analyze it, and then feel it.

Every silence that you have is actually something that you said. You are silent, you are listening to them, you are watching, but you are actually talking to yourself.

3.2.2.1 Interpretation of the Students Interview

According to the data obtained after analysis of the interviews, self-talk serves as an essential instrument of emotional regulation. The majority of interviewees stated that they felt more comfortable in regulating their emotions and lowering their stress level through self-talk using a different language; English, in particular. Students employed positive self-statements like "you can do it," "calm down." so, they could feel comfortable even in intense situations. This statement validates Vygotsky's (1986) study that focused on the significance of inner speech in regulating individuals' emotions and actions. Moreover, Kross et al (2014) have found out that using a foreign language could be helpful in this case as well. Nevertheless, one interviewee claimed that there was no relationship between words and emotions.

Moreover, the interview confirms the existence of lexical gaps among different languages, especially those between Algerian Arabic and English. Many students complained about their inability to describe certain types of feelings, such as feelings of guilt, melancholy or nostalgia while using their mother tongue. They thus resort to using English because they consider that language to be more accurate and eloquent for expressing their emotions. This idea is in line with the argument raised by Wierzbicka (1999), according to whom languages vary in terms of their means of expressing emotions, and there might be no exact counterpart of certain emotions in another language.

In relation to the importance of learning new emotional vocabulary, most students seemed to be of the opinion that knowing new words in a foreign language allows people to comprehend their emotions better. A few interviewees added that by knowing those new words, they can identify their feelings much easier. This view is consistent with the findings provided by Barrett (2017) who believes that emotions are created on the basis of language and ideas. Yet, one interviewee downplayed the significance of this discovery, saying that emotions occur regardless of the words used for describing them.

In addition, findings indicate that students do not utilize languages equally in expressing their emotions. Most participants indicated that they have different levels of comfort when

expressing emotions depending on the language being utilized. For instance, English is generally used by the speakers to express difficult emotions due to its lack of intimacy when expressing emotions, whereas Arabic is considered to be the most appropriate for expressing overwhelming emotions such as anger and sadness. This can be supported by the work of Dewaele (2010), who claimed that multilinguals usually express strong emotions in their first language, while foreign languages may minimize their intensity.

Furthermore, the interviews have shown that emotional intensity depends on the language spoken. Some interviewees felt that emotions like anger, disappointment, and insults have been more intense when expressed through their mother tongues, but expressions made through English would not carry the same weight. This is supported by the studies done by Harris et al. (2003) in which the authors discovered that emotions tend to be more intense when expressed in the native language than when they are expressed in a second language. On the other hand, there were students who believed that some words in English (e.g., “agony”) carried more emotions than their Arabic translations.

Also, the results have indicated that language not only influences the way emotions are expressed but also their way of experiencing. The majority of respondents stated that emotions would be perceived differently in the process of speaking in one language as opposed to another; native languages were considered to produce stronger emotional experience while speaking foreign languages induced a certain kind of detachment from feelings. This theory is corroborated by the suggestion of Pavlenko (2012) that foreign languages induce emotional detachment from the object or event. It was demonstrated by Costa et al. (2014) that reasoning in a foreign language removes emotional bias of the decision-making process.

Finally, it should be noted that the connection between language and emotion was perceived as complicated and diverse, differing from one person to another. For some people, language was a “mirror” of emotions and identity, whereas for others, self-talk played an important role in forming ideas and creating emotions. The latter approach corresponds to the opinion expressed by Sartre (1943), who emphasized the deep connection between language and consciousness and highlighted the substantial psychological significance of words. In general, the research results show that multilingual people use various languages selectively in emotional management and expression.

3.2.3 Psychologists and Teachers' Interview Description

Interviews with psychologists and teachers were carried out in order to get the professional perspective of experts on the connection between language and emotions. This was done from an educational and psychological angle.

Question One: Do you think there is an interplay between emotions and language choice? If yes, how does this relationship manifest?

• Psychologists

Six psychologists agreed that a strong connection exists between emotions and the choice of language used; the point made is that emotions carry more weight when expressed using the native language than when using foreign languages. It was argued by a psychologist that the expression of emotion involves not only the literal meaning but also the tone of voice and choice of words.

Only one psychologist stated that language may not always mirror emotions and express feelings faithfully.

• Teachers

All six teachers agreed that there was some kind of relation between emotions and language used, though not all of them thought alike. Three of them were of the opinion that emotions affect word choices; for instance, a person's positive emotions would make him or her speak positively for effective communication.

On the other hand, two teachers gave importance to language experience, where a first language had more emotions associated with it compared to a second or a third language. The emotions thus affected the use of language, based on the level of emotions involved.

Another teacher said that confidence and anxiety could motivate students' involvement in education.

Question Two: From your perspective, is language choice during emotional expression typically a conscious strategy, or does it occur unconsciously? explain.

• Psychologists

Seven psychologists argued that language choice could be done either consciously or unconsciously. Most claimed that people automatically switch to their native language in high-

emotion contexts but consciously choose another language in low-emotion scenarios to control emotions or to create psychological distance.

Two psychologists focused on unconscious projection, and others highlighted conscious choice in situations where there is a balance of emotions. One psychologist insisted that language choice is mainly unconscious with little deliberate control.

• Teachers

All six teachers recognized the possibility of making deliberate or subconscious choices regarding the use of language in emotion expressions. The first three teachers explained that choices can be either deliberate or subconscious, depending on the scenario, but the former is made consciously in order to improve communication. In emotional circumstances, however, this type of choice is spontaneous.

On the other hand, two teachers emphasize that choosing language is usually subconscious due to previous experience and habits. One teacher notes that making a deliberate decision on the choice of language might be problematic when learning, since people can have trouble finding the right words to express their emotions and thus automatically revert to another language.

Question Three: In your opinion, do multilingual speakers experience emotional detachment when using a foreign language? How does this affect the way they express or process emotions?

• Psychologists

There is agreement among six psychologists on the idea that multilinguals tend to feel emotionally detached when they use a second language, with diminished emotional involvement, increased reasoning ability, or psychological detachment being common features. While some psychologists suggested that this could be useful during therapeutic sessions, other psychologists warned about possible limitations to emotional expression.

One another psychologist suggested that detachment depends on one's familiarity with the second language.

• Teachers

These teachers had varying opinions regarding emotional detachment when using a foreign language. Three of the teachers felt that the multilingual person may have emotional detachment because he or she does not have any connections to the language being used. This makes it easier for the person to talk about sensitive issues.

However, one teacher felt that emotional detachment is impossible for people who fluently use the language because it is hard to express emotion in words. Another problem with this is that the vocabulary used may be limited, and non-verbal communication can solve the issue. One teacher added that changing languages could cause misunderstandings.

Question Four: Do EFL students tend to feel less emotionally involved when expressing themselves in English compared to their native language(s)? Why?

• Psychologists

Seven psychologists agree that there is low emotional engagement on the part of EFL learners when communicating using a second language, especially English. This is due to the fact that there is less emotional connection, higher cognitive processing, and a lack of emotional grounding from childhood experiences.

Most interviewees pointed out that the native language is emotionally richer, whereas a few mentioned that as proficiency levels rise, the disparity between the two languages can eventually lessen. Another psychologist recommends code-switching as a technique for effective communication.

However, only one psychologist downplayed the importance of this difference since detachment is not necessarily associated with language choice.

• Teachers

Different opinions have been stated concerning the emotional engagement of the EFL learner when communicating using the English language against their native language. According to three teachers, the emotional engagement of the EFL learner is lower in the English language than when using the first language.

However, there are other two teachers who believe that some specific circumstances might make EFL learners more emotionally engaged in the English language because of the neutrality or prestige associated with the English language.

According to one teacher, emotions depend upon the context and language abilities, while according to the other teacher, emotions are easily expressed in the native language.

Question Five: Do individuals intentionally use a foreign language to distance themselves from painful or stressful experiences? explain.

• **Psychologists**

Seven psychologists agree on the use of foreign languages by people to shield themselves from unpleasant situations or stressful situations. It can be viewed as a method of emotional coping or an act of cognitive reappraisal. Some psychologists have pointed out that this process is helpful, as it allows an individual to narrate past trauma without collapsing.

There was one psychologist who did not agree with the majority in that the use of foreign languages does not serve the purpose of distancing.

• **Teachers**

All the teachers agreed that choosing a foreign language would be beneficial for a person trying to detach themselves from negative emotions or stressful situations, while the process is usually conscious for the majority of them. The foreign language is considered by these educators as an instrument used in protection, which would give an opportunity for easy expression of their emotions.

One educator stated that such procedure may take place on a subconscious level under stressful circumstances.

Moreover, another educator stated that a person would need techniques of overcoming any negative experience irrespective of the language used.

Question Six: Based on experience, do you have other comments to add, in this topic?

• **Psychologists**

Six psychologists claimed that the relationship between language and emotions is dynamic and dependent upon proficiency, age at which acquisition was made, social setting, and the nature of emotional experience. Some pointed out that multilinguals can view themselves as different versions based on the language being used.

While some believed that one's mother tongue would always bear an emotional imprint, others revealed that even foreign languages have the potential to become emotionally loaded based on experiences in life. Others argued that language is symbolic of personal identity and inner emotions.

One psychologist felt that there was no constant connection between language and emotion.

• Teachers

Language and emotions were linked by teachers from multiple points of view. Teachers pointed out the importance of the context and interaction, as both the teacher and the learner adapt to the language to make communication possible. For example, one teacher mentioned scientific research on the way emotions affect our understanding of different languages.

Two other teachers viewed the subject from a socio-cultural perspective, pointing out how language is associated with personal and social identity and interactions, especially in multilingual environments where negotiations of emotions play an essential role.

Finally, teachers also pointed out how digital communication affects the perception of emotions, thus facilitating communication in foreign languages.

3.2.3.1 Interpretation of the Psychologists Interview

The analysis of the interviews conducted with the psychologists clearly indicates that there exists an actual and logical connection between emotions and language choice. It is noted that the mother tongue carries higher affective potential while, when using foreign languages, a person experiences some sort of disconnection between themselves and their emotions. In other words, people feel closer emotionally to phrases uttered in their first language. According to Jean-Dewaele (2010), emotional language is characterized by the higher intensity of emotion when expressed in the native language. Likewise, Pavlenko (2005) points out that the language used in childhood is closely related to emotions. However, one interviewee brought an important exception to this rule, namely, language cannot always be sufficient for expressing emotions in their entirety.

Concerning the matter of whether the language choice is conscious or unconscious, most psychologists believed that language selection can be both. According to them, in case of experiencing high emotions, individuals use their native language without any reflection, i.e., in a subconscious manner. Otherwise, when experiencing mild feelings, people usually choose a foreign language in order to control their emotions. This view correlates with the theory presented by Pinker (2007), according to whom language choice may be either conscious or unconscious. Additionally, Costa et al. (2014) found that the usage of a second language can reduce emotions' intensity.

Another significant point raised through the interviews is what we call emotional detachment associated with using a foreign language. Most psychologists refer to this phenomenon as decreased emotionality combined with increased rationality. In other words, individuals could exhibit lower levels of emotional involvement when speaking in a second language. It is consistent with the concept of the “foreign language effect” offered by Costa et al. (2014), according to which decision making under the influence of a foreign language leads to enhanced rationality. On the other hand, Pavlenko (2012) mentioned that foreign languages create a kind of psychological distance between people and their emotions. However, it must be noted that psychologists warned that this distance might also minimize emotional depth or lead to misunderstandings.

As for the issue of emotional involvement, it should be noted that most psychologists agreed that multilinguals showed low levels of emotional involvement while using a foreign language, especially during its initial stage of acquisition. The rationale behind such a statement included reduced emotional connection and a high level of cognitive effort that was needed in order to function in a foreign language. Such a statement was also supported by findings of Harris et al. (2003), as they found that emotional responses were weaker when people were talking in a second language. In addition, some psychologists argued that this phenomenon changed over time depending on proficiency in the foreign language.

Also, the idea of using a foreign language as a tool to create psychological distance was mentioned. Most psychologists viewed this phenomenon as an effective technique allowing one to deal with unpleasant feelings such as stress or trauma. From this point of view, changing languages becomes a way of protecting one's emotional state. This perspective is similar to Sigmund Freud's theory of defense mechanisms, where a person seeks protection against their own feelings of pain. Another important contribution to explaining why language can affect emotions was made by Vygotsky (1986), when he suggested that language controls the processes of thinking and emotional regulation.

Additionally, psychologists stressed that the connection between language and emotion is changeable depending on a number of factors: language skills, age at acquisition, and personal experiences. Some psychologists stated that multilingual people often felt like they became different versions of themselves when using different languages. Such an approach corresponds to Pavlenko's (2006) position, according to whom language is associated with a certain sense of identity. Although some psychologists claimed that language does not necessarily reflect one's feelings, others believed that it represents a person's inner world.

Overall, the results confirmed that language plays an important role in emotion expression, management, and regulation, mainly in multilingual contexts.

3.2.3.2 Interpretation of the Teachers Interview

The results of the interviews indicate an agreement among the teachers that there is a close relationship between language and emotion. All the respondents agree that emotion influences language choice, but they have different views on the content and depth. These results indicate that the emotional state aligns with language choice; it is not accidental but rather an essential component of communicative processes. The teachers' observations that people's language and word choices are affected by their emotional states support the theory that emotions can be conveyed and affected through language.

One of the common topics discussed throughout the interviews involves the difference between the first language (L1) and the foreign language concerning the level of emotions associated with them. Some of the interviewees stated that the first language has more emotional significance than the foreign one because the former is related to one's personal experience and socialization process. The above view is supported by the findings from multilingual studies, which indicate that the first language is more emotionally significant because of its link to autobiographical memories (Dewaele, 2010). Therefore, it was mentioned that people usually use their native languages when they are angry or sad, but not when they are calm.

In addition, the results suggest that linguistic choices made during the act of expressing emotions depend on both deliberate and non-deliberate mechanisms. While some of the interviewees viewed switching languages as a consciously controlled process that enables one to achieve more precision, regulate emotions, or adjust speech to the particular situation, others emphasized the non-deliberateness of this act in certain cases, such as highly emotional episodes in which people tend to switch languages unconsciously. Both perspectives present an example of a more complex and flexible procedure compared to the mechanism that functions automatically in certain situations. Indeed, the results obtained are consistent with Pavlenko's (2005) views about emotional language production in multilinguals.

Another interesting topic arising from the interviews is that of emotional detachment while communicating in a foreign language. Although some respondents stated that multilingual people would be less emotionally attached to their foreign language, other interviewees pointed out that there might be individual differences in terms of proficiency and the situations in which communication occurs. The notion of foreign languages inducing emotional detach-

ment fits well into the “foreign language effect,” where people show lower emotional sensitivity and higher cognitive control when communicating in their foreign language (Costa et al., 2014). It is noteworthy that many interviewees considered such an approach advantageous because it enabled them to speak freely about emotionally charged issues.

Similarly, a focus on the emotional engagement of EFL learners highlights the complex nature of multilingual emotionality. On the one hand, some teachers pointed out that the students had less emotional investment when speaking in English. But others said that speaking in English would make them feel confident or neutral. This implies that emotional expression is based not only on language ability (native vs. foreign) but also on personality and social decision-making.

Lastly, all teachers unanimously accepted that an individual might consciously resort to speaking a foreign language as a way of distancing themselves from an unpleasant experience or a difficult situation. Indeed, this finding speaks of the important function of language as a medium for emotional regulation. As an individual switches from their native language, which is more charged with emotions, to speaking a different language, they find themselves having the ability to regulate their own emotional state better. The importance of language in emotional regulation has been confirmed by Pavlenko (2005). In addition, some teachers pointed out the unconscious nature of this process.

3.3 Some Recommendations

In regard to the findings made from the questionnaire as well as the interviews of the students, psychologists, and teachers, it is possible to outline some recommendations.

First, it is necessary to teach multilingual students to be aware of the language shift in emotionally charged situations. The results indicated that the majority of students subconsciously shift the language in such circumstances. Hence, becoming more aware of this process will enable them to manage this issue and use their skills to control the negative emotional state. Namely, switching to the foreign language might allow the person to become less emotional. On the contrary, shifting into the mother tongue can help in expressing their true feelings.

Second, it is advisable to give more importance to emotional vocabulary in the process of language teaching. According to the participants, studying emotional vocabulary was beneficial for the development of linguistic skills. Thus, teachers can add more words to the curriculum that refer to emotions, attitudes, and personal experience rather than focusing only on

grammatical structures and rules. This can make language learning more valuable and relevant to real life.

Moreover, another suggestion is directed at the role of psychologists and other specialists dealing with people's mental and psychological health. In this regard, the results suggest that bilingual people might tend to utilize foreign languages for keeping away from their inner conflicts and distressful emotions, which might turn out to be helpful and necessary but, on the other hand, hinder their full emotional expression. In this connection, psychologists have to bear in mind the language preferences of their patients in order to help them express their emotions freely.

Lastly, more attention should be paid to this topic in the future since this research had its limits connected with the number of participants and the specific context of the work. Thus, additional studies will allow researchers to gather more data in this area. It will also be beneficial to investigate the influence of various personal characteristics on emotional expression in different languages.

3.4 Conclusion

The present chapter was devoted to the practical part of this research that aimed to analyze and interpret the research findings obtained through the data collection tools, including both the questionnaire and the interviews conducted with students, psychologists, and teachers.

The results gathered during the analysis of the questionnaire indicated that language has a considerable influence on the way individuals perceive their emotions and convey them to others. It may be concluded that emotional expression is not solely dependent on psychological aspects and is heavily affected by linguistic factors.

Moreover, the interviewees elaborated on the above-mentioned results, explaining that psychologists consider emotional detachment in a foreign language to be either conscious or subconscious; teachers claim that the classroom atmosphere and language choice have an effect on students' ability to engage emotionally with the lessons, whereas students reported instances of changing languages depending on their emotions. Thus, the findings gathered by both research tools appear to be consistent and complement each other.

In conclusion, it can be said that the present chapter has provided insight into the connection between language and emotions, which is complex and intricate.

General Conclusion

Studies on emotions and language have gained significance in explaining the complex nature of human communication and emotional life. They have highlighted how people used language to understand their emotions, express their emotional conditions and manage their reactions to certain situations. Additionally, the findings from the research on emotions and language have shown the close connection between them and the extent to which one affects the other within different social settings. The importance of such connection becomes more prominent when considering a multilingual community, since an individual uses different languages in his or her interpretation and expression of emotions. Therefore, studying emotions and language among multilingual EFL students will help understand the effect of language on emotional life.

The present research was conducted to investigate the interplay between emotions and language among EFL learners focusing on the conceptualization, expression, and regulation of emotions in diverse languages represented in three chapters, in addition to a general introduction, general conclusion, bibliography and three appendices. The first chapter was based on the existing literature and similar studies divided into five parts. The first section dealt with different aspects that examines the concepts of emotions. On the other hand, the second section has intended to examine the interplay between language and emotions. The third section has discussed language as a tool of emotional regulation. The fourth section was about language and emotion conceptualization and categorization. Finally, the last section of the chapter turned to multilingualism, this allowed the researcher to provide a relevant critique of the link between emotions and language, with specific reference made to multilingual environments. The second chapter has shed light on the methodology used in which a mixed-method was adopted, as a quantitative research tool, 79 EFL students from the department of English- Djillali Liabes university of Sidi Bel Abbes were administered a questionnaire test via Google Forms. Additionally, the qualitative research instruments consisted of three semi-structured interviews with six EFL students, five English language teachers at the level of the same University and nine psychologists in order to get perspectives from a psychological angle. The last chapter was dedicated to the analysis and interpretation of the obtained data results.

The results obtained from this work confirm the first hypothesis that suggests verbalizing one's emotions helps regulate them, the findings indicated that multilingual EFL learners often use

language as a mechanism of regulating their emotions. Several participants stated that they practice self-dialogue and verbalization of their emotions in order to deal with the emotional state and to obtain psychological satisfaction.

Furthermore, the research findings support the second hypothesis in which having rich emotional vocabulary helps increasing emotional awareness and categorization. Based on the responses from the participants in the study, it can be concluded that people who have a wider range of emotional words are able to describe their emotions more precisely. In addition, differences between emotional vocabularies in various languages may affect how emotions are defined and interpreted. Therefore, language is an essential component in emotion expression as well as their perception.

Concerning the third hypothesis that stated multilinguals strategically use languages depending on the type of emotion and its intensity. Results have validated that language choice is not only a linguistic issue, but also an emotional strategy through which multilingual speakers navigate, manage and communicate their emotional experiences.

Finally, it is vital to address the significance of knowing the complicated relation between emotions and language in multilingual EFL environments. The topic becomes extremely important due to the effect that it produces on people's ability to communicate, perform successfully at school and feel psychologically and socially comfortable. The awareness about emotions, their concepts, expressions, and regulation in a foreign language is especially useful for EFL students, teachers, psychologists, and scientists working in the field of linguistics and education. At the same time, this issue cannot be viewed as fully resolved since emotions are variant. For this reason, it would be necessary to continue analyzing this hot topic by investigating the following future research questions:

- 1- How might therapists working with Algerian multilinguals adapt interventions to account for language choice in emotional disclosure?
- 2- How important is language in enabling EFL students to deal with the emotional and academic pressures in learning?
- 3- How do younger vs older Algerian multilinguals differ in their emotional language choices, and what sociocultural factors drive these differences?

List of References

- Aristotle. (2007). *Rhetoric* (W. R. Roberts, Trans.). Dover Publications. (Original work published ca. 350 BCE)
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Costa, A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE*, 9(4), e94842. <https://doi.org/10.1371/journal.pone.0094842>
- Darwin, C. (1872). *The expression of the emotions in man and animals*. John Murray.
- Dewaele, J.-M. (2010). *Emotions in multiple languages*. Palgrave Macmillan.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Ekman, P. (1972). Universals and cultural differences in facial expressions of emotion. In J. Cole (Ed.), *Nebraska Symposium on Motivation* (pp. 207–283).
- Ekman, P. (1992). An argument for basic emotions. *Cognition and Emotion*, 6(3–4), 169–200.
- Fowler, F. J. (2014). *Survey research methods* (5th ed.). SAGE.
- Frederickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), 300–319. <https://doi.org/10.1037/1089-2680.2.3.300>
- Freud, S. (1936). *The ego and the mechanisms of defence* (C. Baines, Trans.). Hogarth Press.
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299.
- Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39(3), 281–291. <https://doi.org/10.1017/S0048577201393198>

- Harris, C. L., Ayçiçeği, 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. <https://doi.org/10.1017/S0142716403000286>
- Kissler, J. A. (2007). Emotional and semantic networks in visual word processing: Insights from ERP studies. *Progress in Brain Research*, 156, 147–183.
- Koch, M. J. (2024). An emotional advantage of multilingualism. *Language and Cognition*, 27(5), 950–963. <https://doi.org/10.1017/S1366728923000937>
- Kross, E., Bruehlman-Senecal, E., Park, J., Burson, A., Dougherty, A., Shablack, H., Bremner, R., Moser, J., & Ayduk, O. (2014). Self-talk as a regulatory mechanism: How you do it matters. *Journal of Personality and Social Psychology*, 106(2), 304–324. <https://doi.org/10.1037/a0035173>
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford University Press.
- Levenson, R. W. (1999). The intrapersonal functions of emotion. *Cognition and Emotion*, 13(5), 481–504.
- McLeod, S. (2025). Qualitative vs. quantitative research. *Simply Psychology*. <https://www.simplypsychology.org/qualitative-quantitative.html>
- Onwuegbuzie, A. J. (2005). Taking the “Q” out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms. *Quality & Quantity*, 39(3), 267–296. <https://doi.org/10.1007/s11135-004-1670>
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge University Press.
- Pavlenko, A. (2006). Bilingual minds: Emotional experience, expression, and representation. *Multilingual Matters*.
- Pavlenko, A. (2012). Affective processing in bilingual speakers: Disembodied cognition? *International Journal of Psychology*, 47(6), 405–428.

- Pennebaker, J. W. (1997a). *Opening up: The healing power of expressing emotions*. Guilford Press.
- Pennebaker, J. W. (1997b). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162–166. <https://doi.org/10.1111/j.1467-9280.1997.tb00403.x>
- Pinker, S. (2007). *The stuff of thought: Language as a window into human nature*. Viking.
- Russell, J. A. (1991). Culture and the categorization of emotions. *Psychological Bulletin*, 110(3), 426–450.
- Sartre, J.-P. (1943). *Being and nothingness* (H. E. Barnes, Trans.). Philosophical Library.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. Harcourt, Brace and Company.
- Scarantino, A. (2017). Emotional expressions as speech act analogs. *Emotion Review*, 9(3), 210–218.
- Schilling, N. (2013). *Sociolinguistic fieldwork*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511980541>
- Sieber, S. D. (1973). The integration of fieldwork and survey methods. *American Journal of Sociology*, 78(6), 1335–1359. <https://doi.org/10.1086/225467>
- Tangney, J. P. (2002). *Shame and guilt*. Guilford Press.
- Whorf, B. L. (1956). *Language, thought, and reality: Selected writings of Benjamin Lee Whorf*. MIT Press.
- Wierzbicka, A. (1999). *Emotions across languages and cultures: Diversity and universals*. Cambridge University Press.



Appendix A

Questionnaire

Language and Emotions: Multilingual Emotional Experiences

This questionnaire explores how English students regulate, conceptualize and express emotions across the languages they use in their daily lives. It focuses on how multilingual speakers navigate feelings through Algerian Arabic, Modern Standard Arabic, English, and French, and how language may shape emotional expression and identity.

Section 01: Demographic Information & Language Background

1-Please indicate your gender:

-Male :

-Female :

2- Please rate your oral command in each of the following languages:

	Low	Average	Good	Very Good
- Algerian Arabic	☐	☐	☐	☐
- Modern Standard Arabic	☐	☐	☐	☐
- English	☐	☐	☐	☐
- French	☐	☐	☐	☐

3- How often do you speak the following languages in your daily life?

	Never	Rarely	Sometimes	Often	Always
- Algerian Arabic	☐	☐	☐	☐	☐
- Modern Standard Arabic	☐	☐	☐	☐	☐
- English	☐	☐	☐	☐	☐

- French

☐☐☐☐☐

Section 02: Language as an Emotion Regulation Tool

4-Please select the option that best reflects your opinion:

	Agree	Neutral	Disagree
-Putting my feelings into words helps me feel calmer.	☐	☐	☐
-Talking about my emotions makes them easier to handle.	☐	☐	☐
-I talk to myself internally when I am emotional.	☐	☐	☐
-Self talk helps me regulate my emotions.	☐	☐	☐
-Without words, emotions are harder to reflect on or compare.	☐	☐	☐

5-In the following situations, did talking about your emotions help you regulate them?

Situation	Helped a lot	Helped somewhat	Did not help
Conflict with a friend/family	☐	☐	☐
Academic/work stress	☐	☐	☐
Joyful/exciting event	☐	☐	☐

Section 03: Emotion Conceptualization Through Language

6-Please indicate the extent to which you agree with the following statements:

	Agree	Neutral	Disagree
-I recognize emotions more easily when I know the word that describes them.	☐	☐	☐
-Some emotions feel unclear because my language does not have a precise word for them.	☐	☐	☐
-Learning new words for emotions helps me understand my feelings better.	☐	☐	☐
- The language I use influences how I categorize emotions.	☐	☐	☐

	Al- ways	Of- ten	Some- times	Rarely	Never
7-How often do you struggle to describe an emotion because you cannot find the right word?	☐	☐	☐	☐	☐
8-How often do you think about emotions differently depending on the language you are using?	☐	☐	☐	☐	☐

Section 04: Emotional Expression Across Languages

9-For each situation below, select the language in which you most naturally express the emotion: (You can choose more than one language)

Situation	Alge- rian Arabic	Modern Standard Arabic	Eng- lish	French
-When you feel afraid, which language do you naturally use to express your fear?	☐	☐	☐	☐
-When you feel very angry, which language do you naturally use to express it?	☐	☐	☐	☐
-When you apologize to someone, which language do you usually prefer to use?	☐	☐	☐	☐
-When you want to express love, affection, or appreciation, which language feels most comfortable for you?	☐	☐	☐	☐
-When discussing something painful or traumatic, which language helps you express yourself more easily?	☐	☐	☐	☐
-When you are extremely happy or excited, which language do you instinctively use?	☐	☐	☐	☐
-When you feel hopeful about the future, which language do you prefer to use to talk about it?	☐	☐	☐	☐
-When you feel ashamed or embarrassed about something, which language do you find easier to use to express or talk about it?	☐	☐	☐	☐
-When you feel nostalgic and think about memories from the past, which language do you usually use to express those feelings?	☐	☐	☐	☐
-When expressing religious emotions (e.g., gratitude to God, supplication, prayer), which language do you usually use?	☐	☐	☐	☐

10-Please explain briefly why the emotions you selected are easier to express in one language than another.

11- Do you believe that language influences how you experience emotions, not only how you express them?

Yes ☐

No ☐

12-Please explain your answer briefly:

13-If you have other comments on this topic, please express them in this space:

Appendix B

Students' Interview Questions

- 1-** Do you find that self-talk (Speaking to yourself internally) in particular language helps you regulate your emotions differently?
- 2-** Have you ever felt that an emotion was unclear because your language did not have a precise word for it? Can you give me some examples.
- 3-** Does learning a new emotional vocabulary in other language affect the way you feel or understand your emotions?
- 4-** Do you find it easier to express certain emotions in one language rather than another and why?
- 5-** Can you share an example of an emotion that feels stronger in one language rather than the other such as: when you feel angry/happy/ disappointed or other situations?
- 6-** Do you believe language shapes not only how you express emotions but also how you feel them? Can you explain with an example?
- 7-** Do you have other comments on this subject?

Appendix C

Psychologists and Teachers Interview Questions

- 1-** Do you think there is an interplay relationship between emotions and language choice? If yes, how does this relationship manifest?
- 2-** From your perspective, is language choice during emotional expression typically a conscious strategy, or does it occur unconsciously? explain.
- 3-** In your opinion, do multilingual speakers experience emotional detachment when using a foreign language? How does this affect the way they express or process emotions?
- 4-** Do EFL students tend to feel less emotionally involved when expressing themselves in English compared to their native language(s)? Why?
- 5-** Do individuals intentionally use a foreign language to distance themselves from painful or stressful experiences? explain.
- 6-** Based on your experience, do you have other comments to add, in this topic?

Summary

In this dissertation, we investigate how Algerian multilingual students use language to express and manage their emotions. It appears that, under the impact of strong emotions such as fear and anger, they may opt for the language that they share with others, their mother tongue. Whereas they may use their second language when trying to moderate, or narrate an emotion in an appropriate manner. This dissertation also points out that enriching vocabulary in other languages helps people rethink their understanding of emotions, giving rise to new categories and increasing their emotional awareness as well. Besides, language itself is often used as a tool for emotions regulation and balance. Thus, selecting a specific language for expression becomes a tool, which draws not only from their linguistic identity but also from coping strategies, circumstances of life and their emotional lives.

Résumé

Dans le cadre de cette thèse, on examine comment les étudiants algériens multilingues utilisent la langue pour exprimer et contrôler leurs émotions. Lorsqu'ils subissent des émotions intenses, telles que la peur ou la colère, ils ont tendance à avoir recours à leur langue maternelle, qu'ils partagent avec les autres. A l'inverse, ils utilisent leur deuxième langue pour modérer ou narrer une émotion de manière adéquate. Cette étude souligne également que l'enrichissement du vocabulaire dans d'autres langues aide les individus à repenser leur compréhension des émotions, ce qui donne naissance à de nouvelles catégories et renforce leur conscience émotionnelle également. De plus, la langue elle-même est souvent utilisée comme un outil de régulation et d'équilibre émotionnel. Donc, le choix d'une langue spécifique pour s'exprimer devient un moyen qui puise non seulement dans leur identité linguistique, mais ainsi dans leurs stratégies d'adaptation, leurs conditions de vie et leurs expériences émotionnelles.

المخلص

في هذه الأطروحة، نبحث عن كيفية استعمال الطلبة الجزائريين متعددي اللغات اللغة للتعبير والتحكم في مشاعرهم. وتبين انه عندما يعيشون مشاعر جياشة كالخوف او الغضب، يلجؤون تلقائيا إلى اللغة الام التي يتشاركونها مع الآخرين. وفي المقابل يستعملون لغتهم الثانية لإدارة او سرد شعور ما بطريقة ملائمة. هذه الدراسة تبين أيضا أن إثراء المفردات في لغات أخرى يساعد الافراد على إعادة النظر في فهمهم للمشاعر، الذي ينجم عنه نشأة صيغ جديدة وكذلك تعزيز لوعيهم العاطفي. إضافة الى ذلك، عادة تستعمل اللغة في حد ذاتها كوسيلة لتنظيم وموازنة المشاعر وبالتالي يصبح اختيار لغة محددة للتعبير ليس مجرد أداة مستمدة من هويتهم اللغوية بل أيضا من استراتيجيات التكيف وظروف الحياة وتجاربهم العاطفية.