

International workshop: The interface of emotion and cognition in language learning and use (L1, L2, Lx) – 24 June 2021

Centre for Research in Language Development throughout the Lifespan (LaDeLi),
University of Essex

Organisers

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Information and registration

<https://www.essex.ac.uk/events/2021/06/24/ladeli-international-workshop>

Programme (GMT/UK time)

9.50-10.00	Welcome	
10.00-11.00	Plenary 1: <i>Hearing emotions</i> Silke Paulmann (University of Essex, UK)	
11.00-11.30	<i>Positive emotions, motivation, and self-regulation on learning English speaking skills</i> Akiko Okamura (Takasaki City University of Economics, Japan)	<i>No offence! A multilingual perspective on the implicit affective connotation of swearwords in Belgium</i> Laura Rosseel (Vrije Universiteit Brussel, Belgium), Eline Zenner (KU Leuven, Belgium), Penny Heisterkamp (University of Groningen, Netherlands) & Freja Verachtert (KU Leuven, Belgium)
11.30-12.00	<i>Deep learning and embodied cognition: The psychology of transformative language learning</i> Joseph Shaules (Keio University, Japan Intercultural Institute)	<i>Exploring the differences between first and second languages among balanced bilinguals: Emotional responses and the role of autobiographical memory of bullying experiences</i> Flóra Hatvani (Radboud University, Nijmegen, The Netherlands)
12.00-13.00	Lunch break	
13.00-14.00	Plenary 2: <i>Investigating linguistic prejudice, and language attitude change, through implicit and explicit attitude measures</i> Robert McKenzie (Northumbria University, UK)	
14.00-14.30	<i>Cognitive development and its impact on attitudes and motivation towards learning French in primary school</i> Florence Myles (University of Essex, UK)	<i>Sociolinguistic variation, affect, topic and emotion in oral history interviews</i> Hannah Leach (University of Newcastle, UK)
14.30-15.00	<i>What factors predict productive collocation knowledge and perceived nativelikeness among long-residency L2 users?</i> Fanny Forsberg Lundell, Klara Arvidsson & Andreas Jemstedt (Stockholm University, Sweden)	<i>(Dis)comfort in Female Tunisians' use of Modern Standard Arabic, Tunisian Arabic and English</i> Lilia Ben Mansour (Université de Jendouba, Tunisia)
15.00-15.30	Coffee break	
15.30-16.30	Plenary 3: <i>The brain needs the heart: Emotion and cognition in SLA research</i> Jean-Marc Dewaele (Birkbeck, University of London, UK)	
16.30-17.00	Concluding discussion and close	

Abstracts

Plenary talks

Hearing emotions

Silke Paulmann (University of Essex)

A Chinese proverb states that "The tongue can paint what the eyes can't see". Indeed, the power of our voice should not be underestimated. The way we speak signals to others how we feel or how we think about something: a confident "yes" in response to a marriage proposal conveys assurance that the person will want to spend the rest of their life with the proposer. A weakly expressed "I'm fine" when being asked how you are, leaves a degree of uncertainty to whether you really speak the truth. In this talk, I will present data on how our voice leaks emotional, motivational, and attitudinal information (or "social prosody"). I will refer to work looking at acoustic correlates of social prosody, how easy or difficult it is to recognise emotions, attitudes and motivation from speech, how emotional voices impact behaviour and well-being, and what factors (incl. culture) can influence these processes. I will also show some electro-physiological data from listeners in response to emotional and motivational speech to shed light on the question of how the brain manages to successfully detect how others feel or try to energize you to action.

Investigating linguistic prejudice, and language attitude change, through implicit and explicit attitude measures

Robert M. McKenzie (Northumbria University)

This talk details the findings of a recent study (McKenzie & Carrie, 2018; McKenzie & McNeil, under contract) employing instruments adapted from Social Psychology - an Implicit Association Test (IAT) and self-report attitude scale - to measure the relationship between 90 Newcastle-based English nationals' implicit and explicit ratings of Northern English and Southern English speech. Multivariate analysis demonstrated a significant implicit-explicit attitude discrepancy (IED), providing evidence of language attitude change in progress (Charlesworth & Banaji, 2019), led by younger females, with explicit attitudes changing more rapidly towards a greater tolerance, if not unreserved approval, of forms of English spoken in the north of England. The study findings are discussed in relation to the potential changing status of Northern and Southern English speech in the north of England. Further discussion is offered with regard to the potential benefits of employing implicit and explicit attitude measures to investigate more deeply embedded linguistic prejudice and, relatedly, to help determine any language attitude change and micro-level language change underway within specific communities.

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The brain needs the heart: Emotion and cognition in SLA research

Jean-Marc Dewaele (Birkbeck, University of London)

Foreign and Second Language Acquisition (SLA) research has long been dominated by a cognitive perspective that views language learning and teaching as resulting from an interaction of learner-internal variables such as aptitude, working memory, musical ability, and teaching strategies (focus on form, recasts, communicative approach). The cognitive approach assumes that physiology plays a central role in SLA (Sharwood Smith, 2017) and it leaves little place to the role of emotions, and their unpredictable effects. The situation started changing around 2010 when SLA researchers became increasingly interested in the role of various emotions in SLA (Dewaele et al., 2019) and how they fuelled learners' progress and performance in the L2. As a result, a more nuanced understanding is emerging of the highly dynamic interactions between learner cognition and emotions in the classroom, interacting with a wide range of learner-internal and learner-external variables.

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Individual papers

Positive emotions, motivation, and self-regulation on learning English speaking skills

Akiko Okamura (Takasaki City University of Economics, Japan)

The benefits of positive emotions have drawn attention not only in education and psychology but also in SLA (Khajavy et al., 2018; Saito et al., 2018). This study aims to integrate the role of self-regulation into the investigation of positive emotions and motivation in relation to learning outcomes. By using the continuous assessment tests, I investigated the interrelationship of the positive emotions, motivation, and self-regulation on the learning in a Japanese university obligatory English language course over a year. Five classes of 120 economics majors engaged in listening and speaking activities together with a total of 8 dictation tests administered by a teacher and 8 recitation tests, carried out in a group. Both tests were based on the textbook. Speaking activities involved exchange of information and summarizing stories in the textbook in English in the group. Questionnaires were conducted three times, asking about students' motivation, positive emotions about activities and the amount of practice for these tests outside class. The questionnaire results were analyzed together with the test scores. The analysis shows that most successful students in the two types of tests had strong ideal-self motivation and employed various types of self-regulation to gain high scores. For them, positive emotions were neither directly related to motivation nor to the test results. However, the results showed that regardless of test scores, positive emotions came from interaction with classmates and the presentation of achievement in a group rather than from learning itself. In fact, positive emotions deriving from working with classmates seem to have encouraged self-regulation, thus indirectly contributing to the learning outcomes. Indeed, the recitation tests performed in a group achieved much higher scores than did the dictation tests carried out by the teacher. Thus, when students are not highly motivated, positive emotions from group activities seem to support learning.

References:

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Deep learning and embodied cognition: The psychology of transformative language learning

Joseph Shaules (Keio University, Japan Intercultural Institute)

This presentation explores embodied cognition, deep learning, and a transformative view of language learning. It will argue that insights into embodied cognition have important implications for our understanding of the psychology of language learning. It will argue that because language learning engages embodied processes that are integral to our socio-cognitive functioning and sense of self—it is a process of deep learning—we must take more seriously the notion that language learning is, by its very nature, a personally, emotionally and psychologically demanding experience and should be treated as such. This contrasts with a more psychologically neutral or mentalist view of learning which has long been central to SLA. This presentation will argue that the psychology of this deep learning view can be understood in terms of disruption, resistance, engagement and

emergence. In this view, language learning is a socio-cognitively disruptive process which can provoke both psychological resistance (avoidance motivation) and/or psychological engagement (approach motivation). This disruptive process results in changes in one's sense of linguistic self—from it can emerge both positive growth and transformation, as well as psychological resistance and trauma. Deep learning will be discussed in terms of the Developmental Model of Linguaculture Learning (DMLL) (Shaules, 2019). The DMLL is a learning model and approach to pedagogy developed in Japan. Grounded in an educational neuroscience perspective (Brookman, 2016), and recent insights into embodied cognition (Atkinson, 2010), and borrowing from intercultural adjustment theory (Shaules, 2007), the DMLL describes language learning as an adaptive process that places psychological demands of change and adjustment on learners as foreign patterns are integrated into the architecture of the mind. These demands create a motivational dynamic of resistance and/or engagement (Shaules, 2017). Deep learning is conceptualized as the process of embodying complex domains of socio-cognitive knowledge. It distinguishes between surface (conceptual and explicit) and deep (intuitive and implicit) knowledge and socio-cognitive processes (Shaules, 2018). It delineates four levels of learning as described by Dynamic Skill Theory—an approach to understanding how neural networks are formed during the learning of complex skills (Fischer, 2008). These serve as a roadmap for pedagogy and for learners to navigate their learning challenges. The DMLL treats language and culture learning as a highly psychological processes with the potential to result in highly meaningful, transformative learning experiences.

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No offence! A multilingual perspective on the implicit affective connotation of swearwords in Belgium

Laura Rosseel (Vrije Universiteit Brussel, Belgium), Eline Zenner (KU Leuven, Belgium), Penny Heisterkamp (University of Groningen, Netherlands) & Freja Verachtert (KU Leuven, Belgium)

Most perceptual work on swearwords has respondents explicitly report the frequency, arousal or offensiveness of swearwords in questionnaires and interviews (e.g. Beers Fägersten, 2012; Dewaele, 2016, 2017). This leaves us largely in the dark concerning the more automatic implicit affective associations with swearwords (though Harris et al., 2003; Eilola & Havelka, 2011). Yet, such knowledge can help address standing issues on variation and change in swearwords use, such as the interaction between contact-induced change in swearwords and the euphemism treadmill. Targeting this issue, we studied the implicit affective value attached to borrowed and heritage swearwords by

multilingual speakers of Dutch, English and French in Belgium through an affective priming experiment (cf. Degner et al., 2012).

- Participants: 60 L1 Belgian Dutch speakers and 60 L1 Belgian French speakers (all with English as L2). The sample is controlled for gender, age, education and personality (Dewaele, 2017).

- Task: Respondents are presented with valence-benchmarked visual target stimuli which have to be categorized as positive or negative. Each target stimulus is preceded by a subliminal prime. The primes consist of 120 swearwords balanced for arousal (Roest et al., 2017), source domain (Zenner et al., 2017) and language (English, French, Dutch).

- Dependent variable: Participants categorize target stimuli faster if they are preceded by a prime which has the same valence as the target. Hence, reaction times are indicative of the affective value of the prime stimuli, viz. our swearwords.

- Predictors: Inferential statistics assess the relation between reaction times and the language of the swearword and the respondent's L1, including arousal, source domain and respondents' self-reported familiarity with the swearwords as moderators.

- Expected results: Analyses are expected to reveal euphemistic effects for borrowed swearwords, with interactions between language of the swearword and L1 of the speaker. Results will be interpreted against the global position of English, the local position of French, and the overall euphemistic potential of L2 words (cf. Dewaele, 2004; Woumans et al., in press).

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Exploring the differences between first and second languages among balanced bilinguals: Emotional responses and the role of autobiographical memory of bullying experiences
Flóra Hatvani (Radboud University, Nijmegen, The Netherlands)

The presentation deals with the possible differences in emotionality between the first and the second language in balanced bilinguals. Previous studies on emotion-laden words have shown weaker emotional response in the second language than in the first language in the case of unbalanced bilinguals. In the case of balanced bilinguals, on the other hand, autobiographical memory seems to be the crucial factor that shapes the language emotionality since emotional experiences often activate the language in which the event occurred (Harris, Gleason, & Ayçiçeği, 2006; Tehrani & Vaughan, 2009). In my talk I present the results of an online experiment conducted on Dutch-Turkish balanced bilinguals. The study focused on autobiographical memory and it investigated if bilinguals have stronger emotional reaction in the language in which they had experienced bullying. The methodology of the experiment consisted of collecting behavioural data (emotional rating) to measure the emotional reaction to Dutch and Turkish negative and neutral sentences. The study did not support any previously observed findings on the role of experience in emotional responses to language among balanced bilinguals, and more specifically previous negative experiences did not affect the perception of negative sentences between the two languages. However, the neutral sentences which were not associated with bullying memories exhibited differences.

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Cognitive development and its impact on attitudes and motivation towards learning French in primary school

Florence Myles (University of Essex, UK)

It has been widely reported that young learners are enthusiastic about learning foreign languages in primary school (Cable et al., 2010; Hunt et al., 2005; Martin, 2012), but that this enthusiasm usually wanes with age, especially post primary, in a wide range of different contexts (Chambers, 1999; Hunt et al., 2005). The reasons for this enthusiasm and its subsequent decrease, however, remain relatively little understood, and some studies have actually found an increase in motivation at the onset of secondary schooling (Chambers, 2016; 2019; Graham et al., 2016). A range of reasons have been put forward, but it can be difficult to tease apart what is due to the chronological/developmental age of the learners, and what is due to contextual factors such as how long children have been learning the foreign language or the teaching methods used with different age groups (Martin, 2012; Tierney & Gallastegi, 2011). The study reported here investigated and compared beginner primary school children's attitudes and motivation towards learning French in the classroom at two different ages (5 and 7-years old), in a setting where other variables, such as the context of learning, teacher and teaching style and background of the children (socio-economic; geopolitical; cultural etc.), have been kept constant. Two intact classes in the same school (53 children overall), each taught by the same specialist French teacher for two hours a week over 19

weeks, took part in focus groups and one-to-one interviews during the course of a longitudinal project investigating the role of age in early classroom learning. The focus groups explored children's attitudes towards learning French, towards France and French people, as well as their motivation for learning French. The interviews explored similar issues on a one-to-one basis with each child. Results show that changes in attitudes and motivation occur earlier than previously reported, and that there are notable differences between 5- and 7- year-old children, even when contextual factors are kept constant. Important developmental changes in middle childhood seem to be the source of these differences. Changes in thoughts and belief systems lead to differences in attitudes towards French people and the learning of French; children's affective relationship to the learning process also evolves, with a shift from enjoyment and rewards being primary drivers of motivation, to the emergence of more instrumental motives. Children exhibited differences in levels of self-regulation, self-efficacy and thought and belief frames which had a direct impact on their attitudinal and motivational profiles (Bartram 2010; Del Giudice, 2018; Robson, 2006; Ryan & Deci, 2017).

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What factors predict productive collocation knowledge and perceived nativelikeness among long-residency L2 users?

Fanny Forsberg Lundell, Klara Arvidsson & Andreas Jemstedt (Stockholm University, Sweden)

This study investigates how a selection of psychological and social factors relate to productive collocation knowledge and perceived nativelikeness (Abrahamsson & Hyltenstam, 2009) in a

population of late L2 learners of French L2 (Swedish L1) (N=62) with a minimum LOR of 5 years in France. The factors included are: language aptitude (LLAMA test, Meara 2005), personality (Multicultural Personality Questionnaire, van der Zee et al., 2013), acculturation/identity (VIA questionnaire, Ryder et al., 2000), target language engagement and social networks. Two hypotheses are proposed: a) Productive collocation knowledge will be related to language aptitude, since a few earlier findings report such a relationship (Forsberg Lundell & Sandgren 2013; Granena & Long 2013); b) Perceived nativelikeness (PN) will be related to acculturation since earlier research points to the importance of identification and identity for pronunciation (Gatbonton & Trofimovich, 2008; Moyer, 2014). PN will also be associated with language aptitude given its general importance for late L2 acquisition (Abrahamsson & Hyltenstam, 2008). For productive knowledge of collocations, the distribution of the scores was strongly skewed towards high scores and we could not perform the intended analysis. For PN, a hierarchical multiple regression analysis was conducted to analyze the influence of each separate variable. The results show that both LLAMA D and VIA Sweden were reliable predictors of PN. This means that the less a person identified as a Swede, the more judges rated the participant as a native French speaker, which confirms hypothesis b). Furthermore, LLAMA D – phonetic memory - was also a reliable predictor for PN. That is, the higher LLAMA D score a participant had, the more judges rated the participant as a native speaker. None of the other individual factors were significant predictors of PN. In sum, these results contribute to the discussion of the social/psychological factors that affect late L2A.

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Sociolinguistic variation, affect, topic and emotion in oral history interviews

Hannah Leach (University of Newcastle, UK)

Quantitative sociolinguistic analysis demonstrates correlations between broad social categories (such as class, gender and ethnicity) and the variable usage of linguistic features. Third-wave

sociolinguistic methods have explored the use of such features in interactional moments, allowing for closer examination of intra-speaker patterns of variation, and have consequently shed light on more nuanced social meanings associated with particular features (Kirkham, 2013; Moore & Podesva, 2009; Podesva, 2008). This close analysis has also enabled the examination of potential cognitive effects on sociolinguistic variation. Hay and Foulkes (2016) explored individual sociolinguistic variation and its links to episodic memory, exploring an exemplar-theoretic account of /t/-realization. Several linguists have observed topic-based sociolinguistic variation: for example, Devlin (2014) examined variation in vowel usage in ex-mining communities, finding that both mining topics and mining terminology triggered the use of local variants, while Love and Walker (2012) found that topic, exposure and affiliation interacted in realizations of rhoticity between British and American English. Additionally, Sharma (2018) and Sharma and McCarthy (2018) have explored the effect of biographical indexicality and cognitive load on sociolinguistic style shifting, interrogating the idea of a true vernacular. This paper explores affect-, topic- and emotion-based style-shifting in a corpus of oral history interviews. Speakers who worked in Stoke-on-Trent's pottery industry were interviewed about their work and home lives, and I explore five speakers' variable use of two accent features qualitatively. Speakers are shown to shift their usage based on affective evaluation of their work and achievements; their topic of discussion and reference to a specific previous interlocutor; and the emotional intensity of the interview. The paper concludes that patterns of (non-)standard usage are linked to both cognitive processes and social meanings associated with the variants themselves, and qualitative analysis of this kind can expand our understanding of broader variationist analysis and patterns of usage.

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(Dis)comfort in Female Tunisians' use of Modern Standard Arabic, Tunisian Arabic and English

Lilia Ben Mansour (Université de Jendouba, Tunisia)

Charles Ferguson (1959) described the linguistic situation in the Arab world as diglossic, whereby two varieties of the same language coexist with one being H (High) and the other being L (Low). In Tunisia, Modern Standard Arabic (MSA) is the H variety used in formal domains, while Tunisian Arabic, "the mother tongue" (Lawson & Sachdev, 2000, p. 1345), is the L variety used in familiar interactions. Consequently, competence in the H variety is achieved, like French and English, through formal education. Lawson and Sachdev (2000) found that, in Tunisia, MSA is rated more positively,

with respect to status and solidarity, when spoken by a female. Coupling this finding with the affective element of both language learning and language production (Arnold & Brown, 1999), the present paper seeks to describe the degree of (dis)comfort that female Tunisians exhibit in their use of MSA, compared to using a foreign code (English) and a native code (TA). The subjects for this study are 17 female Tunisian university students; 8 of them are training to be elementary school teachers while the other 9 are specializing in English. The methodology consists of having the subjects answer two questionnaires in English and in MSA, to obtain a more accurate answer in case of language difficulty. The subjects were then asked to describe 5 pictures using three codes: MSA, TA and English. A sum of 246 entries was checked for markers of discomfort which are avoiding eye-contact, wringing hands or balling fists, touching one's face, having a raised inflection, and pausing and/or hesitating. Preliminary results show that female Tunisians are, as expected, more at ease using their native tongue TA. Surprisingly, however, producing the H variety MSA was as uncomfortable, if not more so, as producing a foreign language such as English.

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