

## THE RELATIONSHIP BETWEEN BILINGUALISM AND EMOTION PERCEIVED BY VIETNAMESE COLLEGE STUDENTS

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**Abstract:** Studies of the correlation between language and emotion have demonstrated the existence of a causal relationship between switching languages and feeling different in bi-/multilinguals. Adopting the mixed-method approach, the current research aims to extend this line of enquiry to Vietnam – a monolingual country – by investigating 160 Vietnamese-English speaking students at International University (IU) (VNU-HCMC). They were required to complete a questionnaire based on the Bilingualism and Emotion Questionnaire (Dewaele & Pavlenko, 2001–2003). It includes closed questions concerning shifts on five scales of feelings and an open explanatory question on the difference perceived. The scales, chosen with reference to the research of Dewaele and Nakano (2012), consist of feeling logical, serious, emotional, fake, and different. Statistical analyses revealed a regular shift on most scales, with most participants feeling more logical, more serious, more fake, more different, and less emotional when using the L2. Simple linear regression revealed that the variation in certain feelings scales was mostly predicted by self-perceived proficiency in the L2.

**Keywords:** *language and emotion, bilingualism, multilingualism, feeling different*

For the past decades, there has been much interest in the study of the language-emotion link, especially that between using different languages and feeling different. Various memoirs and observations have confirmed the existence of such a relationship. Grosjean (2010) carried out several observations of bilingual speakers and was surprised by the large number of bilinguals describing changing their personality when changing language. However, although the observations indicated a strong language-personality link, Grosjean (2010, 2020) proposed that what makes bilinguals change their feelings is the differences in the environment, the culture, and the participants rather than the language switch itself. This is in line with an earlier conclusion in one of his books on bilingualism – *Life with Two Languages* – that the change in personality perceived by bilinguals is “simply a shift in attitudes and behaviours corresponding to a shift in situation or context.” (Grosjean, 1982:283). Countering Grosjean’s rejection of the impact of language on personality, Green (1993), a bilingual author, states that a story can take a whole new shape if it is written in two languages. He recalled that when writing about his early years, although the subject remained the same, the other elements, ranging from the word choice and details to the author’s position and rhythm, varied between the two languages, and “it might almost be doubted that the same person was the author of these two pieces of work” (Green, 1993:62).

Besides the observations, there have been in-depth scientific investigations demonstrating cross-linguistic variability in emotion, whose results all claim that speaking in different languages can affect bi-/multilinguals’ emotion. Koven (1998) asked French-Portuguese bilinguals to tell their social peers the same story about their personal experiences in each of their languages and found that speakers may use different linguistic repertoires of their two languages when socializing in distinct contexts to present different types of selves. Additionally, both in their own perception of themselves and in the listeners’ description, the participants appeared to be quite different. Isabel, one of the informants, presented herself as “an angry, hip suburbanite” in French, while she seemed to be “a frustrated, but patient, well-mannered bank customer” in the Portuguese version of the event (Koven, 1998:436).

When analysing the responses from 1039 informants in the Bilingualism and Emotion Questionnaire (BEQ) (Dewaele & Pavlenko, 2001–2003) to the open question: “Do you feel like a different person sometimes when you use your different languages?”, Pavlenko (2006) found that 65% of the

respondents gave an affirmative answer, 26% gave a negative one, and 6% gave an ambiguous response. The remaining 3% of them left the question unanswered. Similar to Koven's (1998) findings, Pavlenko (2006) concluded that bicultural bilinguals perform differently on various verbal tasks and, at the same time, are differently perceived by others. Later, Wilson (2008) drew on the comments of 1414 participants on the same question as that studied by Pavlenko (2006) and also found that a majority of the respondents reported feeling different in each of their languages. The studies by Pavlenko (2006) and Wilson (2008) could again validate the observations of many bi-/ multilinguals that there is a personality shift accompanying the usage of another language.

Along with the feeling of difference reported is the changing patterns of emotions across languages. Among the feedback of the participants in Pavlenko's (2006:18) investigation, there emerged one common theme that the first language was viewed as more "real" and "natural" than the later-acquired languages which were perceived as more "fake" and "artificial" and "performative". This trend has been confirmed by many bilingual scholars who suggest that the native language communicates personal involvement whereas the second language indicates personal detachment (see, e.g., Buxbaum, 1949; Foster, 1996; Krapf, 1955; Schrauf, 2000). Pavlenko (2006) speculated that the respondents may have felt more relaxed and authentic when speaking their mother tongue as it was the language in which they possessed the greatest proficiency, whereas feeling artificial in later-learned languages due to the manipulation of less familiar repertoires.

Dewaele and Nakano (2012) conducted a study with 106 multilinguals to examine the patterns of shifts on five feelings scales including feeling logical, serious, emotional, fake, and different. A series of pair-wise comparisons between languages in the order of acquisition revealed that the participants gradually felt less logical, less serious, less emotional, more fake, and more different in later-acquired languages. The patterns discovered by Pavlenko (2006) and those found by Dewaele and Nakano (2012) are similar in the way that they both consider the L1 as more authentic (the *fake* scale) and better at conveying the speaker's feelings (the *emotional* scale).

Besides the shift patterns, researchers have also made attempts to identify the factors linked to bi-/ multilinguals' feeling of difference when switching languages. Results from the regression analyses performed by Dewaele and Nakano (2012) showed that self-perceived proficiency could significantly predict scores on the scales of feelings in the L3. Also, age of onset of acquisition (AoA) could not significantly predict scores on any dimensions, except for those on the *different* scale in the L4. Sociobiographical variables (gender, age, and level of education) were found to be unrelated to the feeling of difference, confirming the conclusion drawn by Wilson (2008, 2013) that gender and age did not influence the feeling of difference, but contrasting with her findings that those having lower educational level were more likely to feel different.

Later, McWhorter (2014) declared that learning a foreign or second language later in life and having a low proficiency in that language would hinder bi- / multilinguals from communicating their full emotional and pragmatic range. His comment seems reasonable and bears a resemblance to Pavlenko's (2006) earlier speculation; however, McWhorter did not back it up with any empirical evidence or references. McWhorter's (2014) remark was an impetus for Dewaele (2016) to carry out an investigation into the independent variables linked to bi-/ multilinguals' feeling of difference. He selected 1005 participants having responded to questions on the feeling of difference and the relevant variables in the BEQ (Dewaele & Pavlenko, 2001-2003). The results showed that the only significant independent variables to positively correlate with the feeling of difference were age, level of education, and foreign language anxiety in the L2 and the L3. These findings are different from his earlier research with Nakano in 2012 in the way that age and educational level were later found to affect how participants feel when using different languages. No significant relationship was found between feeling different, AoA (confirming the conclusion of Dewaele and Nakano, 2012) and levels of oral proficiency (in contradiction with Dewaele and Nakano, 2012). Gender, frequency of use, and linguistic history were found to bear no relation to the feeling of difference when switching languages.

In summary, previous research has shown that most bi-/ multilinguals confirm being different when changing from one language to another, with a systematic shift across the languages. Researchers have made various attempts to identify the significant predictors of the feeling of difference, yet there have been many contradictions among those studies. However, although the phenomenon of multilinguals being different in each of their languages is widely reported, most of the previous research only took place in multilingual contexts wherein participants were largely bicultural immigrants. Little investigation has been conducted into people who can speak more than one language but live in monolingual countries

such as Vietnam. Therefore, the present study aims to extend this line of enquiry to the Vietnamese context, with the Vietnamese college students being the research population. Also, the study of emotion requires a very wide-ranged definition and identification of emotion from the psychological perspective, on which there has not been any consensual conclusion yet. Hence, this research employs the study by Dewaele and Nakano (2012) as the conceptual framework in which only five scales of feelings are focused on: *logical*, *serious*, *emotional*, *fake*, and *different*. The scales chosen by Dewaele and Nakano (2012) can cover most of the multi-aspects of emotion as they were the results of their recurrent observations in the literature from previous studies (Pavlenko, 2006; Wilson, 2008; Ożańska-Ponikwia, 2012), with both positively and negatively oriented scales along with an indeterminate one. Therefore, employing the research by Dewaele and Nakano (2012) as the conceptual framework may possibly bring about a complete picture of the bilingualism-emotion link in the Vietnamese context. The current investigation will take three independent variables into consideration, including *self-perceived proficiency in the L2*, *frequency of L2 use*, and *frequency of L2 exposure*, in order to examine their effects on the five scales of feelings.

Specifically, the present research is conducted to seek the answers to three main questions: (1) do Vietnamese college students feel different when switching to another language; (2) what are the patterns of shift on the scales of feelings across the two languages; and (3) to what extent can the scores on the scales of feelings in the L2 be predicted by *self-perceived proficiency in the L2*, *frequency of L2 use*, and *frequency of L2 exposure*.

## METHOD

The present study adopted the mixed-method approach to look at both numerical measurement and in-depth explanation. The participants were 160 students at International University (IU) – Ho Chi Minh City Vietnam National University (101 females, 59 males), ages between 18 and 25, whose first language (L1) is Vietnamese, and second language (L2) is English. All the selected respondents had the results of the IU Placement Test corresponding to IELTS band 6.0 and above. As people with language-related knowledge are possibly more acquainted with and willing to discuss issues relating to changes in personality than those specializing in other areas (Pavlenko, 2006), there was a balance between the number of linguistics and non-linguistics students to avoid sample bias.

The respondents were asked to complete a questionnaire based on the Bilingualism and Emotion Questionnaire (BEQ) (Dewaele & Pavlenko, 2001–2003) which contained three parts. The first part focused on sociobiographical background. The second part inquired about linguistic information in which participants were asked to assess their proficiency in four different skills in the two languages (speaking, understanding, reading, and writing). The last section focused on the language-emotion link including closed questions on the five feelings scales and an open question for explanation of the feeling of difference. All the possible answers to the closed questions were based on five-point Likert scales. Before filling out the questionnaire, each participant was given a consent form with detailed information on the research, the risks, the confidentiality, and the benefits of participation. It was also noted at the beginning of the questionnaire that to ensure ethical standards in scientific research, the information provided to the topic by the participants would be kept strictly confidential and used only for research purposes.

The use of a questionnaire with closed Likert-scale questions is beneficial in the way that it allows the gathering of numerical data and hence permits further statistical analyses. For Likert scales with five categories or above, the collected data can be treated as continuous without compromising the reliability of the results from statistical analyses (see, e.g., Norman, 2010; Zumbo & Zimmerman, 1993; Johnson & Creech, 1983; Sullivan & Artino, 2013). Also, because the present study has a large sample size ( $n = 160$ ), normality is not an issue. Consequently, parametric tests were employed to analyse the data, resulting in more reliable results as parametric analyses have more statistical power than non-parametric ones. Moreover, the qualitative data collected via the open question can supplement the quantitative results. As the use of closed questions with Likert scales might impose the researcher's perspective on the participants, the open question allows them to freely express their experiences and opinions, enabling an in-depth exploration of the feeling of difference.

Several analyses were carried out on the collected data. The responses to the Likert-scale questions were encoded into points from 1 (the lowest degree) to 5 (the highest degree) and put into Minitab for statistical calculations. A series of paired *t*-tests were performed to investigate whether the change in each scale of feelings across the two languages was statistically significant. The mean differences of each feelings scale were then analysed to draw a conclusion on the changing patterns of feelings across the languages. Simple linear regression analyses were conducted to examine whether the three independent variables were significant predictors of scores on the five feelings scales. Feedback on the open-ended question '*Can you provide some brief explanations for your feeling of difference when*

using the L2?’ was collected to come up with further information relating to the changes in feelings perceived by the participants.

Content analysis of the qualitative data was carried out manually, with the answers first being categorized according to whether the students reported feeling different in the L2 or not. Afterwards, the group confirming the feeling of difference was further classified into various categories based on the personality changes reported in order to examine whether the patterns of shifts drawn from the qualitative data were in line with that drawn from the quantitative data, as well as to investigate whether there were any other personality shifts that were not included in the Likert-scale questions. The reasons reported by the participants of both the ‘feeling different’ group and the ‘feeling no difference’ one was also looked into to examine whether or not they corroborated the findings of the statistical analyses.

## FINDINGS AND DISCUSSION

### Findings

A majority of participants offered an affirmative response to the question on whether they feel different when changing their languages (Figure 1). Altogether, 115 participants (more than 70%) reported experiencing changes in feelings when switching to another language, in which there were 44 students choosing “Absolutely Yes”. Only 14 responses (about 9%) were negative and the remaining 31 participants (19.4%) kept a neutral attitude towards the question.

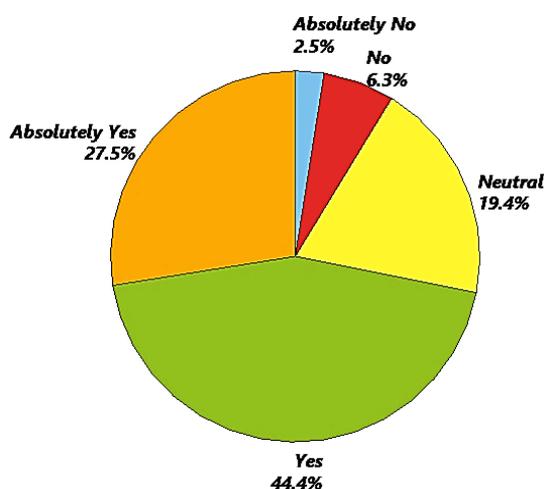


Figure 1. Responses to the Question on Feeling Different in Different Languages

To identify the patterns of shift on the feelings scales, a series of parametric paired *t*-tests were run on a sample of 160 IU students. The results of the comparisons were presented in Table 1, with only those having the probability (*p*) value lower than 0.05 were considered significant. The difference between the L1 and the L2 was statistically significant for only four scales of feelings: *serious* ( $p < 0.001$ ,  $d = 0.49$ , 95% CI [-0.86, -0.44]), *emotional* ( $p < 0.001$ ,  $d = 0.54$ , 95% CI [0.54, 0.98]), *fake* ( $p < 0.001$ ,  $d = 0.63$ , 95% CI [-1.00, -0.60]), and *different* ( $p < 0.001$ ,  $d = 1.07$ , 95% CI [-1.46, -1.09]). The mean difference values in Table 1 shows that the participants felt marginally more logical, significantly more serious, more fake, more different, whereas feeling less emotional in the second language. From Figure 2, it can be seen clearly that the *serious*, *fake*, and *different* scales share a common pattern, especially the pattern of feeling fake and being different.

Table 1. Results of the Paired *t*-tests on the Five Scales of Feelings in the Two Languages

	<i>M</i>	<i>SD</i>	<i>SEM</i>	<i>p</i>	<i>t</i>
Logical L1/L2	-0.069	1.379	0.109	0.529	-0.63
Serious L1/L2	-0.650	1.318	0.104	0.000	-6.24
Emotional L1/L2	0.762	1.407	0.111	0.000	6.85
Fake L1/L2	-0.800	1.278	0.101	0.000	-7.92
Different L1/L2	-1.2750	1.1972	0.0946	0.000	-13.47

Note. SEM = Standard Error of the Mean

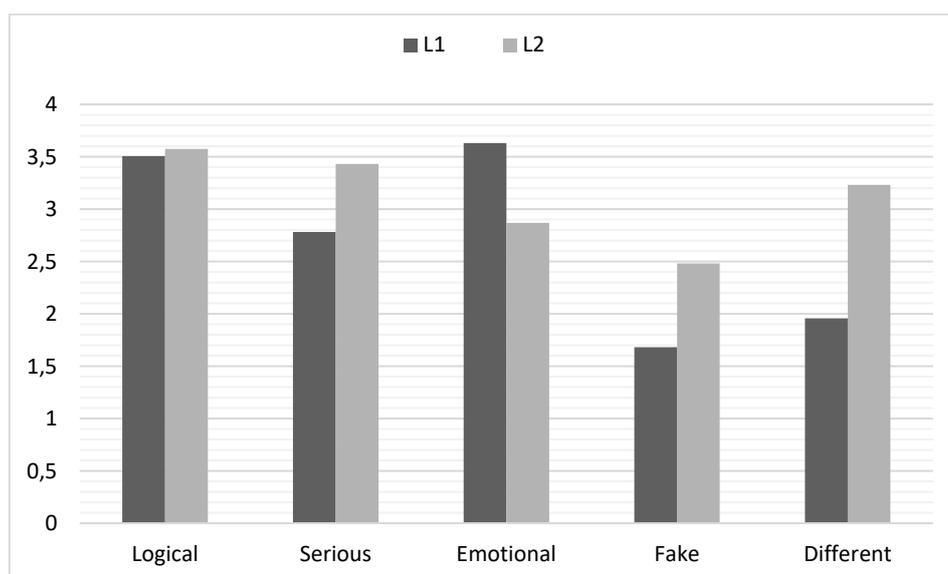


Figure 2. Perceived Shifts on the Five Scales of Feelings When Switching Language

Comments from the participants on the open question were consistent with the patterns discovered in the statistical analyses. Overall, most of the participants recounted feeling more natural, more confident, more emotional, more authentic, and less formal in their L1 (Vietnamese). Besides, T. L. (female, 22 years old, non-linguistics student) mentioned changes in personality traits which were not brought up in the questionnaire:

*I feel different about myself talking in Vietnamese and English. Vietnamese makes me feel like a polite individual who is humble and respectful, reserved. Meanwhile speaking English brings me the feeling of equality to the other speakers, confidence, decency, and a bit of awkwardness.*

However, there were some participants who made a remark about feeling no difference when switching between Vietnamese and English, with the most common reason reported being the balanced proficiency and frequency of use of the two languages.

Regarding the factors linked to the scores on five feelings scales, a series of simple linear regression analyses showed that none of the independent variables could significantly predict scores on the *emotional* and *different* scales. In reporting the results in Table 2, only the statistically significant predictors ( $p < 0.05$ ) were presented. Self-perceived proficiency in understanding the L2 was the only significant variable linked to the *serious* scale, explaining 2,5% of variance. Among the four predictors of the *logical* scale, self-perceived proficiency in understanding the L2 was the strongest one as it accounted for 6.8% of the explained variability in scores on feeling logical. Frequency of L2 exposure could solely predict scores on feeling logical, explaining 5.8% of the variance. Score on the *fake* scale was predicted by self-perceived proficiency in all four skills in the L2, and it was as well the only scale that was statistically significantly linked to the frequency of L2 use. However, how often participants used the L2 explained only 2.7% of the variance in how fake they might feel. On the other hand, self-perceived proficiency in speaking the L2 was the strongest predictor, accounting for 14.7% of variance in the *fake* scale. Additionally, among all the statistically significant correlations found between the dependent and independent variables, the one between L2 speaking competence and feeling fake was also the strongest, with a Pearson correlation value ( $r$ ) equals -0.39 (95% CI [-0.514, -0.250]) (Figure 3).

Table 2. Simple Linear Regression Analyses on the Feelings Scales

Feelings scale	Predictor	$R^2$	$R^2_{adj}$	$F(1, 158)$	$p$
Logical	SP-L2	0.058	0.052	9.71	0.002
	UP-L2	0.074	0.068	12.55	0.001
	RP-L2	0.028	0.022	4.53	0.035
	FE-L2	0.064	0.058	10.84	0.001
Serious	UP-L2	0.031	0.025	5.10	0.025
Fake	SP-L2	0.152	0.147	28.29	0.000
	UP-L2	0.055	0.049	9.25	0.003

Feelings scale	Predictor	R <sup>2</sup>	R <sup>2</sup> <sub>adj</sub>	F(1, 158)	p
	RP-L2	0.078	0.072	13.31	0.000
	WP-L2	0.045	0.039	7.50	0.007
	FU-L2	0.033	0.027	5.36	0.022

Note. R<sup>2</sup><sub>adj</sub> = adjusted R-square; SP-L2 = self-perceived proficiency in speaking L2; UP-L2 = self-perceived proficiency in understanding L2; RP-L2 = self-perceived proficiency in reading L2; WP-L2 = self-perceived proficiency in writing L2; FU-L2 = frequency of L2 use; FE-L2 = frequency of L2 exposure.

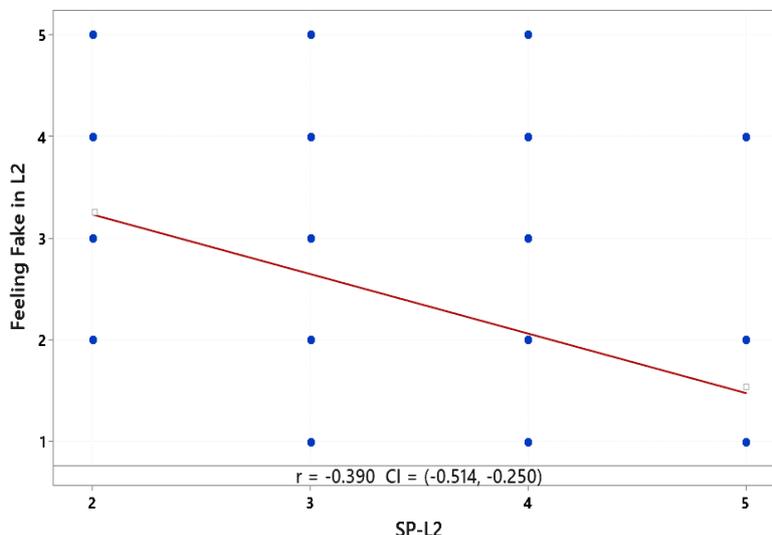


Figure 3. Correlation Between Self-Perceived Proficiency in Speaking L2 (SP-L2) and Score of Feeling Fake in L2

### Discussion

The results show that Vietnamese college students do experience a change in their feelings when using different languages. Participants recounted feeling more logical, more serious, more fake, more different, and less emotional in the L2. However, the difference on the *logical* scale was not statistically significant, meaning that the reported variation in feeling logical was mostly due to random chance. Besides, while the other four scales could be identified clearly as being either positive or negative, the *different* scale brought about confusion among the participants. They seem to have assigned the property of having another self to this indeterminate scale, demonstrated by their feedback on the open question. A large number of participants reported being a talkative and outgoing person in English while changing into a reserved, introverted individual when using Vietnamese. On the other hand, some others commented on being an interesting, flexible person in Vietnamese, but becoming a dry, rigid person when it comes to English. This quality of having another self is similar to that of the *fake* scale in the closed questions. This is probably the reason for a very similar shift pattern shown in these two scales.

These findings are in line with the conclusion drawn from previous observations and research that most bi-/ multilinguals confirm feeling different in their respective languages (Enkvist, 2001; Pavlenko, 2006; Wilson, 2008; Ożańska-Ponikwia, 2012). Nevertheless, the shift patterns of scores on the five scales uncovered did not parallel those of Dewaele and Nakano (2012). Their analyses showed that the values on the positive-oriented scales (*logical*, *serious*, and *emotional*) were higher in the L1. In the present study, however, only the *emotional* scale followed such a direction. The opposite propensity of the *logical* and *serious* scales in this research may be explained by either the context of L2 learning or the environment in which the participants use it. First, according to Hoang (2010), at the General Education Level in Vietnam, English teaching is mainly grammar-based, with the dominance of grammar sections in English textbooks. Therefore, students are obsessed with perfect use of grammar when using English, resulting in their taking the use of English very seriously. Second, as IU is a university using English as the Medium of Instruction (EMI), the most frequent environment in which the participants use English is the classroom. Such an academic setting requires students to constantly think and reason in English, thereby making them feel more logical and formal in English than in Vietnamese. These two explanations are also illustrated by comments given by the participants. The variations in the *emotional*, *fake*, and *different* scales are similar to those discovered in the studies by Pavlenko (2006) and Dewaele and Nakano (2012), in which respondents felt more authentic, natural, and emotional when using their L1. Such variations can be explained by a psycholinguistic hypothesis which proposes that languages may have different emotional impact on bilinguals, “with the first being the language of *personal involvement* [emphasis

added] and the second the language of *distance and detachment* [emphasis added], or at least the language of lesser emotional hold on the individual” (Pavlenko, 2002:47).

Results from the simple linear regression analyses showed that none of the independent variables could predict scores on the *emotional* and *different* scales. Surprisingly, frequency of L2 use was found to be a significant predictor only on the *fake* scale, yet with a very modest association. This is inconsistent with the supposition that those who use their many languages every day are less likely to notice linguistic and cultural boundaries, thereby less likely to feel different across languages (Pavlenko, 2006). Statistical analyses in this study, meanwhile, revealed that how often one uses the L2 bears little relation to their perception of feeling different. Similar to the frequency of L2 use, frequency of L2 exposure could only significantly predict scores on the *logical* scale, yet the correlation was quite weak. The simple linear regression also revealed that self-perceived proficiency in the L2, to varying degrees and skills, could significantly predict scores on the *logical*, *serious*, and *fake* scales, with the most notable correlation was that of L2 speaking competence with feeling fake. This correlation indicates that the better an individual speaks the L2, the less fake he/ she will feel in that language.

The quantitative findings of the self-perceived proficiency being a significant predictor for scores on certain feelings scales are supplemented by qualitative data. Participants reported feeling different in the L2 in terms of various aspects such as naturalness, authenticity, emotionality, confidence, formality, and so forth. However, it is striking that nearly half of the participants attributed those various differences to the lack of proficiency in the L2. They reported feeling more relaxed, more confident, and truer to themselves in the L1 as it was the language that they grew up with and in which they had the greatest competence, which corresponds to Pavlenko’s (2006) explanation for the similar trend discovered in her study. Concerning shift in feelings in the L2, the most frequent problem reported was that the students did not have sufficient vocabulary to fully convey their thoughts and emotions in the L2. That the participants placed importance on vocabulary knowledge is consistent with Wilkins’s (1972:111) argument that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. The lack of competence in grammar, speaking, and understanding was also widely mentioned by participants, in which they recounted having to take more time to process what others said and then generate and organize their speech carefully in English for fear of making grammatical errors. The predictive role of self-perceived proficiency uncovered also supports the reason given by participants that it was the equal proficiency in both the L1 and the L2 that made them feel no difference across the languages.

## CONCLUSION AND RECOMMENDATION

### Conclusion

To sum up, the results showed that Vietnamese college students do share the experience of feeling different in each of their languages. This finding confirms the conclusion drawn by various researchers on the phenomenon that bi-/ multilinguals feel different when using their different languages, thereby expanding the scope of enquiry into the relationship between bilingualism and emotion to monolingual contexts. A regular shift on the five scales of feelings was found in which participants reported feeling more logical, more serious, more fake, more different, and less emotional in the L2. Although there were those who denied the difference in feelings across the two languages, feedback from participants generally confirmed the patterns uncovered, with more personality traits reported and several popular reasons found. The most dominant explanation for feeling different in the L2 was associated with the lack of proficiency, especially lexical proficiency. Regression analyses also revealed that the variation in certain feelings scales was mainly predicted by self-perceived proficiency in the L2.

### Recommendations

The results of the current research provide potential topics for follow-up studies not only in Vietnam but also in monolingual countries in general. The first implication concerns the relationship between affect and Second Language Acquisition (SLA). According to Arnold (1999), greater concentration on emotional aspects could make second language learning become more effective. The findings of the present study have confirmed that Vietnamese college students do change their feelings when using different languages, and the feeling of difference is significantly linked to self-perceived proficiency. The question here is whether English learners in Vietnam, or those in other monolingual communities, can improve their competence in English if materials of emotional discourse are added to the curriculum. This implication arises from Dewaele’s (2005, 2011) argument that foreign language classes without emotions cannot help learners become proficient users of that language and that the cultural gap between the native language and the foreign language may hinder the communication of emotions. As a result, the lack of emotional and cultural experience of the target language when learning the second/ foreign language may result in failures to produce natural speech in that language. Therefore,

future research can be carried out to examine the effect of using emotional discourse while teaching English on the performance of L2 learners who live in monolingual countries.

Another implication is that further investigation should focus on how bilinguals in monolingual communities change their languages when they experience different emotional states. This is because the relationship between language and emotion is found to be a two-way one, i.e., different feelings can also lead to different choices of language (Pavlenko, 2002; Dewaele, 2006, 2008). This phenomenon was also found in the comments from participants of the present study, the one by T. A. (female, 19 years old, non-linguistics student) can be an example: "When I speak Vietnamese, I feel comfortable. On the other hand, I usually speak English when I am angry." Thus, although Vietnam, a monolingual country, does not allow many chances to communicate in English compared to bi-/ multilingual ones, the changes in language choice resulting from the experience of different feelings do exist. However, the current study deliberately omits the investigation into how changes in emotion can lead to changes in language choice due to the limited space. Therefore, future studies should be conducted to investigate whether bilingual speakers in monolingual countries change their language when there is a change in their feelings. Moreover, as indicated in the present study, the use of English when expressing emotions is quite limited in Vietnamese students due to the lack of proficiency. Consequently, the research on how emotion affects language might be conducted with participants who have a high level of English proficiency as well as frequent usage of the language.

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