How to Express Happiness in English and Croatian?

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HOW TO EXPRESS HAPPINESS IN ENGLISH AND CROATIAN?

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ABSTRACT

The focus of this thesis is on determining the similarities and differences when it comes to expressing emotions in the mother tongue and foreign languages. The thesis can be divided into two parts, the theoretical part and the part that refers to the conducted research.

The first part provides a brief overview of what emotions and emotion words are, of whether cultural and linguistic contexts have an influence on emotion words, how the correlation between human thought and language can be explained from the perspective of `thinking for speaking hypothesis`, what kind of relation there is between emotions and bilingualism, what exactly the basic emotions and emotion schemas are, except being two types of emotions, and what happiness, as one of basic emotions, by definition is.

The second part provides information about the study conducted for the purposes of this thesis. The study included female students of the English language who are bililinguals and multilinguals. The results indicate that the participants are emotionally connected to their mother tongue, which is also their first language and for most of them the dominant language. So, the Croatian language, besides being the language of their emotions, is the language in which the participants most often express their deepest feelings, talk about emotional topics and most often and most easily express the emotion of happiness. When taking into accunt foreign languages that the participants know and use, the languages that were acquired earlier in life, in a naturalistic or both naturalistic and instructed context and used more frequently are the ones that are used more often when it comes to various emotions and various topics related to emotions.

Key words: emotions, expressing emotions, perceptions of bi- and multilinguals

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1. Introduction

All human beings have and experience emotions. In order to better explain and understand what emotions are, I will first focus on their definitions. Despite the fact that the term emotion is widely and frequently used, there is no unique and unambiguous definition. Different dictionaries provide different definitions of the term emotion. According to "Merriam-Webster Dictionary", "Collins Dictionary" and "Cambridge English Dictionary and Thesaurus", emotion is "a strong feeling". Further, "Macmillan Dictionary" defines emotion as "a feeling that we experience". "Oxford Dictionaries- Dictionary, Thesaurus &Grammar" provide the definition of emotion as "a strong feeling deriving from one`s circumstances, mood, or relationships with others". Furthermore, different individuals, laymen, scientists, researchers and psychologists give their own definitions of emotion. Some of the scientists like James R. Averill, Nico H. Frijda, Suprapti S. Markam and Kaori Sato have decided to accept the "everyday" and "folk" definition of emotions according to which emotions are "what people say they are" (Scherer 2005:697).

In his work "What are emotions? And how can they be measured?" (2005), Klaus R. Scherer defines emotion as "an episode of interrelated, synchronised changes in the states of all or most of the five organismic subsystems in response to the evaluation of an external or internal stimulus event as relevant to major concerns of the organism (Scherer 2005:697). So, according to K. R. Scherer each emotion is comprised of five components (subsystems) and they are the cognitive component, neurophysiological component, motivational component, motor expression component and subjective feeling. The cognitive component`s function is to evaluate objects and events. The neurophysiological component controls the system regulation. The motivational component`s role is to prepare and direct actions. The motor expression component enables communication of reaction and behavioral intention. The

subjective feeling`s purpose is to monitor internal state and organism-environment interaction. Further, K. R. Scherer (2005) emphasises that it is important to distinguish emotions from other affective phenomena like feelings, moods and attitudes which are usually considered to be the synonyms of the emotions. K. R. Scherer implies that the feeling represents just one component of emotion that denotes the subjective experience process (Scherer 2005). According to K. R. Scherer, attitudes are "relatively enduring beliefs and predispositions towards specific objects or persons" (Scherer 2005:703). Moods are defined by K. R. Scherer as "diffuse affect states characterised by a relative enduring predominance of certain types of subjective feelings that affect the experience and behaviour of a person" (Scherer 2005:705).

Beata Grabovac (2013) emphasizes the difficulty of exploring, studying and describing emotions because of two reasons. The first reason is the fact that there is still no unified and universally accepted definition of emotions. The second reason is the fact that different scientists emphasise different aspects of emotions as the crucial ones (Grabovac 2013).

When considering the concept of emotions, Philip N. Johnson-Laird and Keith Oatley (1989) emphasise the difference between three entities. They are the emotion itself, the concept of emotion and the description of an emotion. The emotion is what humans feel. The concept is a mental construct that enables humans to categorise their experience. The description is a way of putting humans` experience into words by the way of its categorisation (Johnson-Laird &Oatley 1989).

2. Emotion words

Emotions are a substantial part of social behaviour which enable individuals to establish relationships and communication in various social groups and situations (Yücel Koç 2011). In order to establish relationships and communication, it is important to express and understand emotions in a proper way. Appropriate vocabulary, language structures, tone of voice, intonation, gestures and mime enable humans to accomplish this. Abundance of both verbal and non-verbal signs enable humans to function, communicate, work and describe their emotional states on a daily basis. Words that denote emotions or emotion words are not concrete nor abstract words but in fact they represent a word class for themselves. Further, it is important to distinguish emotion words from emotion-laden words and to bear in mind that they are a distinct class of words in human mental lexicon. In her work "Emotion and emotion-laden words in the bilingual lexicon" (2008), Aneta Pavlenko defines emotion words as "words that directly refer to particular affective states (e.g. "happy") or processes (e.g. "to worry") and function to either describe (e.g. "she is sad") or express them (e.g. "I feel sad.") (Pavlenko 2008:148). According to A. Pavlenko, emotion-laden words are "words that do not refer to emotions directly but instead express (e.g. "jerk", "loser") or elicit emotions from the interlocutors (e.g. "cancer", "malignancy") (Pavlenko 2008:148). In other words, emotion words describe behaviours related to particular emotions without naming the actual emotions (Pavlenko 2008). A. Pavlenko distinguishes six subcategories of emotion-laden words. The first subcategory includes taboo and swear-words (e.g. "piss", "shit"), the second one insults (e.g. "idiot", "creep"), the third one includes (childhood) reprimands (e.g. "behave", "stop"), the fourth one comprises endearments (e.g. "darling", "honey"), the fifth one incorporates aversive words (e.g. "spider", "death") and the sixth one contains interjections (e.g. "ouch", „yuk") (Pavlenko 2008).

Words that denote emotions can be divided into seven categories on the basis of semantic classification. They are generic emotions (e.g. "emotions", "feelings"), basic emotions (e.g. "happiness", "elation"), emotional relations (e.g. "love", "hate"), caused emotions (e.g. "gladness", "horror"), causatives (e.g. "irritate", "reassure"), emotional goals (e.g. "desire", „avarice") and complex emotions (e.g. "embarrassment", "pity") (Johnson-Laird & Oatley 1989).

2.1.   Use of emotion words across languages

Each language has a unique set of emotion words (terms) and these differences between languages are due to three reasons. The first reason is the fact that different cultural contexts surround different languages and members of different cultures have different perspectives on humans` feelings. Cultural context and participation in everyday sociocultural practices influence the individual`s emotional knowledge and that is considered to be the ability to recognise, name and understand human emotions. The second reason is the fact that languages vary in the size and the character of their lexicon. Because of this, languages differ in the number of words that are available to express and describe emotions. The third reason is the fact that different language inputs activate different regions in the human brain (Altarriba 2001).

Due to these cultural and linguistic differences, there are often difficulties when it comes to translating emotion words and concepts. According to Aneta Pavlenko (2008), there are three possible relationships between emotion words (concepts) that belong to different languages. The first one refers to two emotion concepts that may be similar or identical. In other words, a particular concept can have a direct one-to-one correspondent in another language. In this case emotion words (concepts) can be easily translated. The second one refers to a situation when one language may have a concept that cannot be found in other languages. Here, emotion words are language- and culture-specific and untranslatable from one language to another language. The third one refers to the situation when there is partial semantic overlapping between concepts (Pavlenko 2008).

In their work "Culture and emotion", Batja Mesquita, Nico H. Frijda and Klaus R. Scherer (1997) make a distinction between the terms lexical equivalents and linguistic equivalents. They state that the fact that (emotion) words can be translated across different languages does

not guarantee that the meaning of the particular (emotion) word is equal or even similar across different languages and cultures (Mesquita et al. 1997).

Crystal J. Robinson and Jeanette Altarriba have focused on examining bilinguals` language use, especially the use of emotion words, in their work "The interrelationship between emotion, cognition and bilingualism" (2014). They have reached several conclusions. The first one is that emotions can be activated in both of bilinguals` languages but this activation is largely under the influence of bilinguals` proficiency level of each language. So, C. J. Robinson and J. Altarriba have inferred that high proficiency level in both first and second language should enable equivalent emotional activation in both languages. Further, C. J. Robinson and J. Altarriba argue that when emotional content, especially the one that refers to past events or memories, elicits anxiety then bilinguals tend to use their second language when discussing these particular events or memories. This usage of their second language enables bilinguals to distance themselves from these events and memories that cause anxiety and other negative feelings. So, according to C. J. Robinson and J. Altarriba`s research, bilinguals tend to use different languages depending on the situation or context and have the ability to process emotion words in both their first and second language. This ability is called code-switching. "Code switching occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language (Robinson & Altarriba 2014:112)". Further, memories for certain events are more easily remembered and retrieved in the same language they were encoded in, despite whether it is the first or second language (Robinson &Altarriba 2014).

In his work "Blistering barnacles! What language do multilinguals swear in?" (2004), Jean-Marc Dewaele shares Jeanette Altarriba`s inference that there is a difference in the number of contexts in which emotion words have been experienced and applied between the first and

second language when considering late bilinguals. "Emotion words in the L1 have been heard and used very frequently in varying ways and in many contexts. This use, in turn, strengthens their semantic representation, resulting in multiple memory traces" (Dewaele 2004:87). Unlike emotion words that belong to the first language, emotion words learned in the second language are usually not encoded so deeply, especially in the cases when they are practised less and used in fewer contexts (Dewaele 2004).

3. `Language and thought` vs. `thinking for speaking`

Correlation between human thought and language can be explained by Dan I. Slobin`s `thinking for speaking` hypothesis. In his work "From `thought and language` to `thinking for speaking` (1996) he replaces Wilhelm von Humbolt`s terms `thought` and `language` with `thinking` and `speaking`. By replacing the names of abstract entities with the names of activities, the kinds of mental processes that occur while formulating an utterance are brought into focus (Slobin 1996). Slobin states that by doing this he follows a tradition in anthropological linguistics that is the opposite of the thinking of Franz Boas and Roman Jakobson. According to Slobin, "the set of obligatory grammatical categories of a language determines those aspects of each experience that must be experienced" (Slobin 1996:71). Furthermore, he disagrees with W. von Humbolt and Benjamin L. Whorf and claims that these obligatory grammatical categories of each language are independent of any language. But, Slobin implies that von Humbolt, Whorf and Boas are only partially wrong. They are right in the fact that the obligatory grammatical categories of a certain language play a role in constructing the so-called "verbalised event". This means that "the world does not present `events` and `situations` to be encoded in language" (Slobin 1996:75). "Rather, experiences are filtered through language into verbalised events. A `verbalised event` is constructed on-line, in the process of speaking" (Slobin 1996:75). So, children, by the age of 3 or 4, who acquire different types of languages are influenced by the obligatory grammatical categories in verbalising events. By claiming this, Slobin proposes "a new version of the von Humbolt-Whorf position on linguistic relativity and determinism[1]" (Slobin 1996:75). So, while both von Humbolt and Whorf try to relate two static entities, language and thought, Slobin chooses to relate two dynamic entities, thinking and speaking. Also, he argues that "the expression of

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[1] Both W. von Humbolt and B. L. Whorf try to relate language to worldview or habitual thought (Slobin 1996).

experience in linguistic terms constitutes thinking for speaking-a special form of thought that is mobilized for communication" (Slobin 1996:76). In other words, when producing utterances in discourse, humans fit their thoughts into available linguistic forms. So, "a particular utterance is never a direct reflection of `objective` or perceived reality or of an inevitable and universal mental representation of a situation" (Slobin 1987:435). This process happens in all languages due to the fact that "each language provides a limited set of options for the grammatical encoding of characteristics that (a) fit some conceptualization of the event and (b) are readily encodable in the language" (Slobin 1987:435).

In their work "Growth points in thinking-for-speaking", David McNeill and Susan D. Duncan (1998) imply that "many bilingual speakers believe they engage in different forms of thinking when they shift languages "(McNeill, Duncan 1998). Furthermore, they state that this process of entering thought worlds due to speaking different languages can be explained by Slobin`s `thinking for speaking hypothesis`. McNeill and Duncan support Slobin`s conclusion that various languages differ in their `thinking for speaking` demands, i.e. various languages influence human thought in a different way (McNeill, Duncan 1998).

Gale Stam tries to explore and explain the relationship between language, culture and thought from the perspective of Slobin`s `thinking for speaking` hypothesis in her work "Can an L2 speaker`s pattern of thinking for speaking change?" (2010). In this work, Stam applies Slobin`s hypothesis both to the first and second language acquisition. According to her, "second language learners must learn a different pattern of `thinking for speaking` when their native language`s pattern differs from their second language`s pattern" in order to become proficient in their second language (Stam 2010:59). Furthermore, she conducted research on gestures in order to explore whether the second language learners` `thinking for speaking`

changes as their proficiency increases. Stam`s conclusion is that the second language learners`

`thinking for speaking` is not static and changes during the second language`s learning

process. But, not all aspects of `thinking for speaking` change equally so the second language

learners` `thinking for speaking` patterns reflect their intelanguage systems (Stam 2010). This

research was based on spontaneous gestures and the gestures speakers make when they speak.

These spontaneous gestures are synchronic with speech and culturally universal. Stam

emphasises David McNeill`s and Susan D. Duncan`s definition of gestures as "external

manifestations of a speaker`s online thinking for speaking" (Stam 2010:60). Also, she implies

that "sometimes speech and gesture represent the same entities and sometimes they

complement each other, where the gestures indicate an aspect of the speaker`s thought that is

present but not expressed through speech" (Stam 2010:60). She agrees with David McNeill

who argues that speech and gesture express two aspects of thought, the verbal and the

imagistic, and that thought, language and gesture form a single-integrated system and

influence each other (Stam 2010).

4. Emotions and bilingualism

In her work "Translating emotions-the representation and processing of emotion-laden and evaluative words in bilingual and monolingual individuals from Serbia", Beata Grabovac (2013) argues that there is a difference between the mother tongue or the first language and languages acquired later in life when it comes to emotions. B. Grabovac states that the mother tongue is considered to be the language of emotions and feelings for bilingual or multilingual individuals. The mother tongue has this status because bilinguals are mostly emotionally neutral in their second language. This is due to the fact that bilinguals are not equally competent in their first and second language so sometimes they have difficulty finding the exact expression in their second language. Further, bilinguals may feel anxious or nervous while speaking in their second language because they are mostly focused on the appropriate use of grammar and vocabulary. Furthermore, bilinguals usually need to make a greater effort and be more focused on the language itself when they use their second language.

Viorica Marian and Margarita Kaushanskaya (2004) have conducted research with Russian bicultural bilinguals and tried to determine the relationship between language, culture and the type of narratives. The results of the research were publicised in their work "Self-construal and emotion in bicultural bilinguals". Their results suggest that the languages bilinguals speak may have an impact on cognitive styles. So, when bilinguals speak a language that is more related to certain individualistic culture, then they produce more individualistic narratives, and when they speak a language that is more connected to particular collectivist culture, then they produce more collectivist narratives (Marian, Kaushanskaya 2004). While individualism is closely connected to Western cultures, collectivism is strongly tied to Eastern cultures. Western cultures put the individual in the centre and the attributes of the individual are the source of behaviour. In Eastern cultures, the individual is considered to be just a member of a

larger social group and behaviour is determined by the interactions between the individual and the social group he/she belongs to (Marian, Kaushanskaya 2004). Further, V. Marian and M. Kaushanskaya have come to the conclusion that bilinguals express more intense emotions when the language spoken during the retrieval time of a particular event corresponds to the language spoken at the time when this particular event had happened. Furthermore, they claim that even bilinguals themselves feel like they are a different person when they speak different languages, i.e. that they express different personalities (Marian, Kaushanskaya 2004).

Jean-Marc Dewaele and Seiji Nakano mention a particular study conducted by Rosemary Wilson in their work "Multilinguals` perceptions of feeling different when switching languages". On the basis of the research on the relationship between personality, feelings and foreign language use, R. J. Wilson has reached the conclusion that learners characterised as extroverted and with an intermediate level of proficiency, or an even higher level of proficiency, are not biased to feel different when speaking in a foreign language. Further, R. Wilson has found that individuals with a lower level of education are inclined to feel different when speaking in a foreign language. Furthermore, R. J. Wilson has inferred that participants who had learned their second language at a younger age were not prone to feeling different (Dewaele & Nakano 2012).

On the basis of Aneta Pavlenko`s corpora and his own corpus, Jean-Marc Dewaele has found that participants more frequently used the emotion vocabulary from their first language than their second language. He inferred that the prevalence of emotion vocabulary of a certain language depends on the type of linguistic material, level of proficiency, degree of extraversion and gender (Dewaele 2005). J.-M. Dewaele agrees with Aneta Pavlenko and Celeste Kinginger that the first language is the language of emotions, i.e. language that

humans prefer to use in order to express emotional involvement, and the second one is a colder and more distant one that is not preferred when expressing emotions.

Crystal J. Robinson and Jeanette Altarriba (2014) emphasize that when we explore the relation between bilingualism and emotions we have to take into account the difference between first language acquisition and second language acquisition. The difference between first and second language acquisition lies in the fact that both the sensory and the physiological changes become parts of the concepts itself in the first language acquisition while this is not the case in the second language acquisition. This is especially the case when a certain second language is learned in the classroom setting. So, first language words are the ones that are closely connected to personal (autobiographical) memories while second language words are usually disconnected ones. Second language words can carry some emotional weight only in the case when this second language is learned in the natural setting. C. J. Robinson and J. Altarriba share their opinion with Catherine L. Harris, Jean Berko Gleason and Ayse Ayçiçegi (2006), who claim that another reason for bilinguals` first language being the emotional one lies in the fact that the first language is acquired in very early childhood when childhood attachment is developed and shaped. They also state that one of the reasons could be the fact that the first language is acquired in an intensive emotional context. In other words, C. J. Robinson, J. Altaribba, C. L. Harris, J. Berko Gleason and A. Ayçiçegi claim that early learning in a natural setting (environment) is the key factor that is responsible for the emotionality of a particular first language. However, they indicate that in some cases even the second language can become bilinguals` dominant language for emotions. They argue that this state of affairs can even happen when a particular language is learned as a second language in the adult age and even if a bilingual is less proficient in this particular second language. In these cases, the learning setting (context) is the key factor. The

learning setting (context) has to be emotionally charged and it has to contain interpersonal relationships that resemble the ones with childhood caregivers (Robinson and Altarriba 2014). This way, emotions are directly connected to second language learning.

5. Basic emotions and emotion schemas

According to the basic emotion theory, basic emotions are universal and part of human potential (Altarriba, Basnight & Canary 2003). Numerous contemporary theories of emotion identify a relatively small set of basic emotions and their number differs from theory to theory. In their work "Is love a "basic" emotion?" (1996), Phillip R. Shaver, Hillary J. Morgan and Shelley Wu point out several theoreticians and the number of basic emtions they propose. First, they mention Keith Oatley and Philip Johnson-Laird who emphasize only five basic emotions and they are anger, disgust, fear, happiness and sadness. Then, Shaver, Morgan and Wu (1996) discuss Richard S. Lazarus who argues that there are ten basic emotions and they are anger, fright (anxiety), guilt (shame), sadness, envy (jealousy), disgust, happiness (joy), pride, love (affection) and relief. Further, they discuss Paul Eckman who differentiates five basic emotions and they are anger, disgust, fear, sadness and enjoyment. As potential basic emotions, P. Eckman lists contempt, surprise, guilt, interest, shame, embarrassment, awe and excitement. He also created an atlas of emotions with five continents of emotion and they are fear, enjoyment, anger, sadness and disgust. Each emotion is represented as one continent and contains a number of related states which differ in intensity. P. Ekman argues that an emotional state may lead to certain actions. These actions can be various depending on the emotional state itself. Further, Rong Hong (2007) discusses the work of Ernst Fehr and James Russel (1988), and the work of Phillip Shaver et al. (1987) who categorise happiness, anger, sadness, love, fear, hate, joy and surprise as basic emotions. According to Carroll E. Izard`s study from 1991, there are eight basic emotions and they are anger, contempt, disgust, sadness, enjoyment (joy), fear, interest (excitement) and surprise (astonishment). C. E. Izard adds guilt, shame and shyness as potential basic emotions. He uses the term basic emotions for each emotion that was considered to be a fundamental one for the

human mentality and adaptive behaviour. But in 2007, he made a sharp distinction between basic emotions and affective-cognitive structures or emotion schemas. Further, C. E. Izard divides emotions into two types or kinds and they are basic emotions and emotion schemas. Both basic emotions and emotion schemas can be divided into positive and negative ones. In his work "Emotion theory and research: Highlights, unanswered questions, and emerging issues", C. E. Izard defines the emotion schema as "an emotion interacting dynamically with perceptual and cognitive processes to influence mind and behaviour" (Izard 2009:8). Each emotion schema includes cognitive and emotional aspects. These two aspects are continually interacting and this way they influence the human mind and behaviour. Further, their dynamic and continuous interactions enable the emotion schema to act in the form of a situation-specific factor or a trait of temperament (personality). This way, emotion schemas have a substantial role when concerning self-regulation, perception, thought and action. But, we have to bear in our minds that emotion schemas, especially their cognitive aspects, depend upon individual characteristics, learning, and social and cultural contexts.

5.1. Happiness

Happiness is considered to be one of the basic or fundamental emotions and it includes various positive emotional responses, from cheerfulness, serenity, optimism to joy. Many writers, thinkers and philosophers have defined happiness throughout history in different ways. Today, scientists and psychologists try to make their own contribution in order to provide an appropriate definition and describe the nature of happiness. The first one to attempt to define happiness was Aristotle. He defines happiness as "the supreme good that supplies the purpose, and measures the value of all human activity and striving" (Kenny 2006:13). Another great philosopher, St. Augustine defined happiness as the supreme good, the good which provides the standard for all our actions (Kenny 2006). Sara Gaviser Leslie, Jennifer Aaker, Carol Robin, Lisa Schwallie and Ricki Frankel (2010) emphasize two definitions of happiness in their work „The psychology of happiness". The first definition of happiness they propose is "a state of well-being characterised by emotions ranging from contentment to intense joy" and the second is "a pleasurable or satisfying experience" (Aaker et al. 2010:2). Ruut Veenhoven, in his work "How do we assess how happy we are?: Tenets, implications and tenability of three theories", implies that happiness is synonymous with "quality of life" or "well being" and that people usually consider happiness as how much someone likes the life he/she lives (Veenhoven 2009). In another paper "Concept of happiness", R. Veenhoven argues that the term happiness is used only for describing the state of individual person, satisfaction with life-as-a-whole and evaluating individual` own life. So, according to R. Veenhoven, happiness cannot be applied to collectives, specific aspects of life or life in general and there is no objective standard for happiness. In order to simplify the concept of happiness, R. Veenhoven determines happiness as the umbrella term for everything that is good.

In their work "The Shifting Meaning of Happiness", Cassie Molinger, Sep Kanvar and Jennifer Aaker (2011) state that there is no single, fixed and unique definition of happiness. According to their research, happiness is dynamic and its meaning changes over an individual`s life time. That is why younger people more often relate happiness to excitement while older people relate it to peacefulness. Further, Shigehiro Oishi, Jesse Graham, Selin Kesebir and Iolanda Costa Glinha (2013) state that besides these temporal shifts concerning the concept of happiness, spatial shifts should also be taken into account. In the work "Concepts of happiness across time and cultures", S. Oishi, J. Graham, S. Kesebir and I. Costa claim that happiness is described, understood and defined in different ways. So, different cultures, nations, world areas and speakers of different languages have their own comprehension of the concept of happiness. On the basis of these two pieces of research, it can be concluded that variations in the concept of happiness are due to temporal, historical, spatial, cultural and linguistic factors.

6. The study on bilingualism and emotions

6.1. Rationale for the study

The present study is built upon the existing research on bilingualism and emotions in general, but also includes new research on the emotion of moderate happiness. The intention is to examine the relation between bilingualism and emotions, especially the emotion of moderate happiness and to investigate the bilingual speakers` language (vocabulary) choices for expressing the emotion of moderate happiness.

The present study and other previous studies differ in the sample of participants and partially in the content of the questionnaires. While previous studies were based on samples including participants whose level and type of education varied, this particular study was based on a sample which consisted of female participants who were all students of English language and literature at the University of Rijeka. Furthermore, one of the questionnaires that were used in this study comprised sentences written in the Croatian language or the English language which the participants translated into the English language or the Croatian language. Previous studies were based on different types of questionnaires (e.g. translating a whole text[2]), or, in some cases, questionnaires based on translations were not included[3] in studies.

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[2] Gawinkowska M., Paradowski M. B., Bilewicz M. 2013.*Second Language as an exemptor from sociocultural norms.* Emotion-Related Language Choice Revisited. PLoS ONE 8(12): e81225. doi:10.1371/journal.pone.0081225.

[3] Radoš, G.2014.*Expressing emotions in different languages. Is there a difference?.*Graduation thesis.University of Zagreb.

6.2. Research questions

The present study focuses on bilingual speakers` language choice when they express their emotions, especially the emotion of moderate happiness. In this study, numerous factors were taken into account. First, the age and nationality were taken into consideration. Second, the influence of language dominance, age of acquisition or learning languages, context of language learning, frequency of use of languages, switching between languages and the level of anxiety when speaking languages were considered. Third, the emotional significance of languages, characteristics[4] of languages, expressing deepest feelings in various languages, talking about emotional topics when using different languages, forming sentences silently (inner speech) in various languages and feeling like a different person when using various languages were also taken into consideration. Fourth, expressing the emotion of happiness in various languages, emotional weight of the phrase "I am happy" uttered in various languages, the ease of expressing the emotion of happiness in various languages and talking about topics related to the emotion of happiness in various languages were taken into account. Fifth, the English translations of the Croatian words that denote the emotion of moderate happiness and the Croatian translations of the English words that denote the emotion of moderate happiness were also included.

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[4] Altogether 8 language characteristics were taken into account and they are richness, poeticity, emotionality, usefulness, neutrality, poorness and coldness.

6.3.   Research instrument

The research instrument was the "Bilingualism and emotions questionnaire". The "Bilingualism and emotions questionnaire" is comprised of two separate questionnaires. The first questionnaire is a modified version of the web questionnaire "Bilingualism and Emotions Questionnaire"[5] developed by Jean-Marc Dewaele and Aneta Pavlenko. This modified version was used to elicit the participants` answers about the languages they know and use when expressing different emotions, especially the emotion of happiness. The questionnaire is divided into three parts. The first part refers to the participants' "Background information" and includes the information about their age and nationality. The second part refers to the participants' "Linguistic information" and includes eight questions that refer to the information about the languages participants know and use (i.e. the age of starting acquiring or learning languages, context of language acquisition or learning, frequency of use of languages, switching between languages and the level of anxiety when speaking). The third part refers to the section "Language and emotions" and consists of six questions that refer to the information about the relation between the languages participants know and use, and expressing various emotions (i.e. richness, poeticity, emotionality, usefulness, neutrality, poorness or coldness of different languages, expressing deepest feelings in different languages, talking about emotional topics in different languages, forming sentences silently in different languages and feeling like a different person when speaking different languages). The fourth part is the section "Languages and happiness" and consists of five questions that refer to the information about the relation between the languages participants know and use and the emotion of happiness (i.e. expressing happiness in different languages, emotional weight of the phrase "I am happy" in different languages, talking about topics related to the

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[5] Dewaele, J.-M. and Pavlenko, A. (2001-2003) Web questionnaire *Bilingualism and Emotions.* University of London

emotion of happiness in different languages and additional comments). The main advantage of this particular questionnaire are the pieces of information about the participants that the researcher gets by conducting it. By combining close-ended questions (i.e. the Likert scale[6] questions) and open-ended questions the researcher gets valuable and in-depth information about the participants, the languages they know and use in different situations or contexts, with different people and for different purposes. Despite its advantages, this questionnaire has its limitations. The first limitation is the length of the questionnaire. The attempt to gather as much information as possible about the participants through 19 questions might lead to fatigue and loss of concentration. The second limitation refers to the fact that the participants` answers might be influenced to a certain point by self-deception.

The second questionnaire had two versions. The first version consisted of 30 sentences written in the English language which the participants were supposed to translate into the Croatian language. The second version comprised 30 sentences written in the Croatian language which the partcipants were supposed to translate into the English language. Each sentence included either one or two words for expressing the feeling of moderate happiness.

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[6] Likert scale is a type of rating scale that measures people`s attitudes by asking them to respond to a series of statements about a certain topic by agreeing or disagreeing with them to a certain extent. Depending on the fact whether the Likert scale is a five or seven point scale, people have five or seven numerical values to express their attitudes with(http://www.simplypsychology.org/likert-scale.html).

6.4.   Aim

The "Bilingualism and emotions questionnaire" has several aims. The goal of the first part which consists of 19 questions is to determine the relation between the participants` languages and emotions, especially the emotion of happiness. By asking the participants about the age of acquisition or learning, context of acquisition/learning, frequency of use, switching between languages and the level of anxiety when speaking different languages, we wish to get as much information as possible about the languages that the participants know and use and the level of presence/representation of the languages they know and use. By asking the participants about different emotions and emotional topics, and the feeling of being a different person when using different languages, the aim is to get as much information as possible about the level of emotionality, significance, usefulness and closeness of the languages they know and use. By asking the participants about expressing the emotion of happiness, ease of expressing the emotion of happiness and talking about the topics related to the emotion of happiness in different languages, we wish to determine the language(s) which the participants use most frequently when they wish to express happiness.

The goal of the second questionnaire which consists of 30 sentences written in the English language or the Croatian language is to determine which of these two languages has a more appropriate, richer and more descriptive vocabulary when referring to the emotion of moderate happiness.

6.5.   Hypotheses

This study is based on two hypotheses.

The first hypothesis is that the participants` mother tongue (i.e. the Croatian language) is the language that is more emotionally significant for them and that they use it when they express and talk about their emotions, especially the emotion of happiness.

The second hypothesis is that the English language is the language that the participants use when they want to make more detailed semantic distinctions between words that denote various emotions. The reason for this is the fact that the English language has a richer `vocabulary of emotions` that the Croatian language does.

6.6.   Procedure

The study was conducted at the University of Rijeka and the questionnaires were filled out between the end of May and the end of June 2016. The participants were not randomly chosen but selected according to two criteria. The first criterion was the female gender and the second was being a student of the English language and literature at the University of Rijeka. The study was conducted in several steps. First, the participants were given a short introduction on the purpose of this study and it was made clear that the survey was anonymous and that the results would be used for research purposes only. After this, the questionnaires were handed out to the participants. The participants did not have a limited time for filling in the questionnaires. Upon completion, the questionnaires were collected and analysed.

6.7.   Data analysis

All the data were analysed with the help of the SPPS software package, a Windows based program. The main advantage of the SPSS program is the fact that it does the analyses of data entries and creates various tables and graphs (http://www.uvm.edu/~dhowell/fundamentals7/SPSSManual/SPSSLongerManual/SPSSChapter1.pdf).

Three types of tests were used in this study and they are the Kolmogorov-Smirnov Test, the Friedman Test and the Wilcoxon Signed Rank Test. The Kolmogorov-Smirnov Test is used to decide whether a sample comes from a population with a specific distribution. It is used in cases when 2 datasets differ significantly (i.e. when the distribution is not normal) (http://www.physics.csbsju.edu/stats/KS-test.html). In this case, the Friedman Test and Wilcoxon Signed Rank Test are used. Both the Friedman Test and Wilcoxon Signed Rank Test are nonparametric or distribution tests. The Friedman Test is used for testing the difference between several related samples and the Wilcoxon Signed Rank Test calculates the differences between sets of pairs and analyses these differences (https://www.medcalc.org/manual/friedman_test.php;

http://www.investopedia.com/terms/w/wilcoxon-test.asp).

7. Analysis

7.1. The first questionnaire

7.1.1. Background information

The sample comprised a group of 51 female students of the University of Rijeka. The youngest participant was 20 and the oldest one was 38 years old (M^7=23.24; SD^8=2.88). The nationality of all participants was Croatian.

7.1.2. Linguistic information

The participants speak between 2 and 5 languages (*M=3.75; SD=0.82*). With respect to the languages that the participants speak, the situation is as follows: Croatian (all participants=100%), English (all participants=100%), German (34 participants=66.7%), Italian (24 participants=47.1%), Spanish (11 participants=21.6%), French (5 participants=9.8%), Russian (3 participants=5.9%), Macedonian (2 participants=3.9%), Japanese (2 participants=3.9%), Serbian (1 participant=2%), Hebrew (1 participant=2%), Farsi (1 participant=2%), Latin (1 participant= 2%), Swedish (1 participant=2%), Slovenian (1 participant=2%), Korean (1 participant=2%) and Chinese (1 participant=2%).

When it comes to the participants` dominant language(s), the situation is as follows: both Croatian and English (23 participants=45.1%), Croatian (16 participants=31.4%), English (3 participants =5.9%), English, Croatian and German (3 participants=5.9%), Croatian and Macedonian (2 participants=3.9%), Croatian and Italian (1 participant=2%), English, Croatian

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[7] M stands for the arithmetical mean.
[8] SD stands for the standard deviation.

and Hebrew (1 participant=2%), English and Macedonian (1 participant=2%) and no dominant language (1 participant=2%).

When we take into account the participants` feeling of being bilingual, 43 participants (84.3%) considered themselves bilingual.

With regard to the age and the context of acquisition or learning language(s), the situation is as follows:

- all participants started acquiring Croatian since birth:

    - 38 participants (74.5%) stated that they acquired Croatian in a naturalistic context;

    - 13 participants (25.5%) stated that they acquired Croatian in both the naturalistic and instructed context

- the participants started learning English between the ages of 3 and 11:

    - 33 participants (64.7%) learned English in an instructed context

    - 15 participants (29.4%) acquired and learned it in both the naturalistic and instructed context and 3 participants learned it in a naturalistic context.

- 34 participants (66.7%) acquired and learned German from birth to the age of 17 years (*M=9.82; SD=4.56*):

    - 4 participants (7.8%) started acquiring German since birth:

- o 2 participants (3.9%) acquired it in a naturalistic context;

- o 2 participants (3.9%) acquired and learned it in both the naturalistic and instructed context.

  - ▪ 30 participants (58.8%) learned German in an instructed context.

- • 24 participants (47.1%) acquired and learned Italian from birth to the age of 20 years (M=10.96; SD=5.33):

  - ▪ 18 participants (35.3%) learned Italian in an instructed context;

  - ▪ 4 participants (7.8%) acquired it in a naturalistic context;

  - ▪ 2 participants (3.9%) acquired and learned it in both the naturalistic and instructed context.

In further statistical analysis, only Croatian, English, German and Italian are taken into account since they are the languages which the majority of participants know and use.

The participants used a Likert scale from 0 to 5 to rate the frequency of use and the people with whom they use the languages they know and speak. The number 0 stood for "never", 1 for "every year", 2 for "every month", 3 for "every week", 4 for "every day" and 5 for "several hours a day". The frequencies of use of Croatian, English, German and Italian are shown in *Table 1*.

When taking into consideration the frequency of use of the languages that the participants speak, it can be concluded that:

- all participants use Croatian for several hours a day;

- the majority of participants use English every day;

- the majority of participants use German and Italian every year.

Table 1

The descriptive statistics for the frequency of language use

Language	*N*	*Mode*[9]	*M*	*SD*	*min*	*max*	*Range*
Croatian	46	5	4.91	.28	4	5	0-5
English	51	4	4.08	1.02	0	5	0-5
German	34	1	2.03	1.61	0	5	0-5
Italian	24	1	1.92	1.25	0	4	0-5

N = number of participants; *Mode* = mode; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range

With respect to the people with whom the participants use the languages they know and use, it can be concluded that:

- all participants speak Croatian with everyone;

- the majority of participants speak English with their friends, colleagues and professors;

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[9] Mode represents the dominant reading, i.e. reading that is the most common one.

- most participants who speak German speak it with friends, family (relatives) and professors;

- most participants who speak Italian speak it with their friends and tourists (foreigners).

With respect to the switching between languages the participants know and speak in a conversation with certain people and when talking about certain matters in various languages that the participants know and use, the participants used a Likert scale from 0 to 5. While `talking to`included speaking with friends, speaking with strangers, speaking in public and speaking at college, `talking about certain matters` referred to speaking about neutral, personal and emotional matters. In the scale that was used, the number 0 stood for "never", 1 for "rarely", 2 for "sometimes", 3 for "frequently", 4 for "all the time" and 5 for "not applicable". The sixth option, option number 5, was treated as a missing data. From *Table 2*, it can be seen that the criterion for the normal distribution for conducting the parametrical statistical procedure was not satisfied for the majority of the variables. That is why one nonparametric procedure, the Friedman Test, was used. On the basis of the data analysis, it was inferred that there was a significant statistical difference when it comes to the relation between switching between certain languages and situations that the participants find themselves in (χ^2=72.18; p=.000).

On the basis of the data from *Table 2*, it can be concluded that:

- the participants most often switch between the languages they know and use when they speak with their friends and family, less when they speak at college and the least when they speak in public;

- there are no significant differences when it comes to the relation between switching between particular languages and the type of the matter the participants speak about.

Table 2

The descriptive statistics and the results of distribution normality for switching between the languages

When speaking…	N	Mdn	M	SD	Min	Max	Range	K-S	p
…with friends and fa mily	51	3	2.96	1.18	0	4	0-4	1.98	.00
…with strangers	51	2	1.51	1.14	0	4	0-4	1.15	.02
…in public	51	1	1.18	1.21	0	4	0-4	1.62	.01
…at college	49	3	2.86	1.14	0	4	0-4	1.71	.01
…about neutral matters	51	2	2.14	1.22	0	4	0-4	1.37	.05
…about personal matters	51	2	2.24	1.19	0	4	0-4	1.61	.01
…about emotional matters	51	2	2.20	1.26	0	4	0-4	1.07	.20

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

The participants used a Likert scale from 0 to 5 to rate the level of anxiety when speaking different languages in different situations. The number 0 stood for "not at all", 1 for "a little", 2 for "quite anxious", 3 for "very anxious", 4 for "extremely anxious" and 5 for "not applicable". The sixth option, option number 5, was treated as missing data. The focus was first on all languages the participants speak and then on individual pairs of languages the participants know and use. The aim was to determine whether there were some significant statistical differences in the level of anxiety when the participants use various languages they know and use in different contexts/situations. The first pair of languages consisted of Croatian and English, the second pair included Croatian and German, the third pair comprised Croatian and Italian, the fourth pair combined English and German, and the fifth pair consisted of English and Italian. On the basis of the data from *Table 3*, it can be seen that the criterion for the normal distribution for conducting the parametrical statistical procedure was not satisfied for the majority of the variables. That is why one nonparametric procedure, the Friedman Test, was used. In *Table 3*, the results of testing normality distribution and the descriptive statistics are shown.

When the focus was on the comparison of all languages the participants speak in different contexts/situations, it was concluded that the participants felt most anxious when speaking in public while they were least anxious when speaking with friends.

When taking into account the comparison of the self-evaluation of anxiety when speaking the languages they know and use in different contexts/situations, significant statistical differences were found between the following pairs of languages:

- Croatian and English: (χ^2=198.00; p=.000):

- the participants stated that they felt least anxious when they spoke Croatian with friends (Mdn^{10}=0) and most anxious when they spoke English in public (*Mdn=2*);

- Croatian and German (χ^2=95.76; p=.000):

  - the participants stated that they felt least anxious when they spoke Croatian with friends (*Mdn*=0) and most anxious when they spoke German in public (*Mdn*=3);

- Croatian and Italian (χ^2=93.31; p=.000):

  - the participants stated that they felt least anxious when they spoke Croatian with friends (*Mdn*=0) and most anxious when they spoke Italian in public (*Mdn*=2.5);

- English and German (χ^2=74.13; p=.000):

  - the participants stated that they felt least anxious when they spoke English with friends (*Mdn*=0) and most anxious when they spoke German in public (*Mdn*=3);

- English and Italian (χ^2=75.34; p=.000):

  - the participants stated that they felt least anxious when they spoke English with friends (*Mdn*=0) and most anxious when they spoke Italian in public (*Mdn*=2.5).

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[10] Mdn stands for "median".

Table 3

The descriptive statistics and the results of distribution normality for feeling anxious when speaking different languages

	Croatian					English					German					Italian				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
N	46	46	46	46	46	51	51	51	50	51	27	24	27	20	23	22	19	23	18	20
Mdn	0	0	0	0	0	0	0	1	1	2	1	1	2	2	3	0	1	2	2	2.50
M	0	.07	.17	.26	.61	.27	.55	.92	1.04	1.78	.93	1.42	1.78	2.00	2.48	.77	1.37	1.83	1.72	2.45
SD	0	.25	.38	.58	.91	.45	.70	.96	.95	1.24	1.04	1.41	1.22	1.52	1.44	1.02	1.38	1.47	1.56	1.23
Min	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Max	0	1	1	2	4	1	2	4	3	4	3	4	4	4	3	3	4	4	4	4
Range	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
K-S		3.65	3.40	3.25	2.28	3.24	2.51	1.66	1.53	1.48	1.54	1.38	.86	.87	.99	1.51	.90	.92	.84	.77
p		.00	.00	.00	.00	.00	.00	.01	.02	.02	.02	.04	.45	.44	.28	.02	.39	.37	.48	.60

1 = friends; 2 = colleagues; 3 = strangers; 4 = on the telephone; 5 = in public; *N* = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

7.1.3. Language and emotions

With respect to the emotional significance of the languages that the participants know and speak, they were supposed to write which particular language has such a significance, how they see this significance and whether there is a particular language they consider to be the most appropriate to be the language of their emotions. Altogether 38 participants (74.5%) out of 50[11] answered that the different languages they know and use have different emotional significance for them while 12 participants (23.5%) answered that the different languages they know and use do not have different significance for them. With respect to the participants` language(s) of their emotions, the situation is as follows: Croatian (16 participants=42%), English (12 participants=31.6%), Croatian and English [12] (3 participants=7.9%), German (2 participants=5.3%[13]), Croatian and German (2 participants=5.3%[14]), the mother tongue and other languages the participants know and use (2 participants=5.3%), Italian (1 participant=2.6%[15]) and German and English (1 participant=2.6%[16]).

The participants used a Likert scale from 1 to 5 to rate their subjective opinion about the languages they know and speak. The number 1 stood for "not at all", 2 for "somewhat", 3 for "more or less", 4 for "to a large extent" and 5 for "absolutely". The participants were supposed to use this particular scale in order to determine if and to what extent they think that a certain language they speak is rich, poetic, emotional, colourful, useful, neutral, poor or cold. The criterion for the normal distribution for conducting parametrical statistical

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[11] One participant did not answer this question.

[12] It depends on the particular context/situation which language these participants will use when expressing their emotions.

[13] These 2 participants acquired the German language in a naturalistic context.

[14] Both the Croatian language and the German language are the mother tongues of these 2 participants.

[15] This particilar participant acquired the Italian language in a naturalistic context.

[16] This particular participant acquired/learned the German language in both naturalistic and instructed context while she learned the English language in an instructed context.

procedure was not satisfied for the majority of the variables. That is why one nonparametric procedure, the Wilcoxon Signed Rank Test, was used several times. The Wilcoxon Signed Rank Test is the test that allows us to compare particular pairs of languages in order to include the results of as many participants as possible in the analysis. *Tables 4, 5, 6* and *7* show the descriptive statistics and the Kolmogorov-Smirnov Test`s results for each language.

On the basis of the participants` answers considering the richness of languages they know and speak, significant statistical differences were found between these languages:

- Croatian and English: the participants rated English (*M=4.29; SD=.73*) as richer (*Z=2.68; p=.007*) than Croatian (*M=3.89; SD=.90)*;

- Croatian and German: the participants rated Croatian (*M=3.89; SD=.90*) as richer (*Z=2.39; P=.017*) than German (*M=3.70; SD=1.21)*;

- English and Italian: the participants rated English (*M=4.29; SD=.73*) as richer (*Z=2.00; p=.046*) than Italian (*M=3.83; SD=.96).*

There was no significant statistical difference for two pairs of languages: Croatian and German, and Croatian and Italian.

On the basis of the participants` answers considering the poeticity of languages they know and speak, significant statistical differences were found between these languages:

- Croatian and German: the participants rated Croatian (*Mdn=4*) as more poetic (*Z=3.13; p=.002*) than German (*Mdn=2*);

- Italian and Croatian: the partcipants rated Italian (*Mdn=5*) as more poetic (*Z=2.20; p=.027*) than Croatian (*Mdn=4*);

- English and German: the participants rated English (Mdn=4) as more poetic (Z=3.68; p=.000) than German (Mdn=2);

  There were no significant statistical differences for two pairs of languages: Croatian and English, and English and Italian.

On the basis of the participants` answers considering the emotionality of languages they know and use, significant statistical differences were found between these languages:

- Croatian and German: the participants rated Croatian (*Mdn=3*) as more emotional (*Z=2.34; p=.019*) than German (*Mdn=2*);

- English and German: the participants rated English (*Mdn=4*) as more emotional (*Z=3.72; p=.000*) than German (*Mdn=2*).

  There were no significant statistical differences for three pairs of languages: Croatian and English, Croatian and Italian, and English and Italian.

On the basis of the participants` answers considering the colourfulness of the languages they know and use, significant statistical differences were found between these languages:

- English and Croatian: the participants rated English (*M=4.06; SD=1.05*) as more colourful (*Z=2.62; p=.009*) than Croatian (*M=3.74; SD=.95*);

- English and German: the particpants rated English (*Mdn=4*) as more colourful (*Z=3.41; p=.001*) than German (*Mdn=3*).

  There were no significant statistical differences for three pairs of languages:Croatian and German, Croatian and Italian, and English and Italian.

On the basis of the participants` answers considering the usefulness of the languages they know and use, significant statistical differences were found between these languages:

- English and Croatian: the participants rated English (*Mdn=5*) as more useful (*Z=3.87; p=.000*) than Croatian (*Mdn=4*);

- English and German: the participants rated English (*Mdn=5*) as more useful (*Z=3.01; p=.003*) than German (*Mdn=4*);

- English and Italian: the participants rated English (M=4.76; SD=.51) as more useful (Z=2.76; p=.006) than Italian (M=4.25; SD=.90).

    There were no significant statistical differences for two pairs of languages: Croatian and German, and Croatian and Italian.

On the basis of the participants` answers considering the neutrality of the languages they know and use, significant statistical differences were found between these languages:

- English and German: the participants rated English (*Mdn=3*) as more neutral (*Z=2.50; p=.012*) than German (*Mdn=2*).

    There were no significant statistical differences for four pairs of languages: Croatian and English, Croatian and German, Croatian and Italian, and English and Italian.

On the basis of the participants` answers considering the coldness of the languages they know and use, significant statistical differences were found between these languages:

- German and Croatian: the participants rated German (*Mdn=3*) as colder (*Z=3.78; p=.000*) than Croatian (*Mdn=2*);

- Croatian and Italian : the participants rated Croatian (*Mdn=2*) as colder (*Z=2.50; p=.012*) than Italian (*Mdn=1*);

- German and English: the participants rated German (Mdn=3) as colder (Z=3.94; p=.000) than English (Mdn=2).

- English and Italian: the participants rated English (Mdn=2) as colder (Z=2.89; p=.004) than Italian (Mdn=1).

There was no significant statistical difference for one pair of languages: Croatian and English.

On the basis of the participants` answers considering the poorness of the languages they know and use, no significant statistical differences were found between two pairs of languages: Croatian and English, and German and Italian. In other words, all language pairs are considered to be equally poor.

Table 4

The descriptive statistics and the results of distribution normality for describing the Croatian language

	Rich	Poetic	Emotional	Colourful	Useful	Neutral	Poor	Cold
N	46	46	46	46	46	46	46	46
Mdn	4	4	3	4	4	3	1	2
M	3.89	3.72	3.57	3.74	3.96	2.93	1.41	1.78
SD	0.90	1.03	.89	.95	1.19	1.14	.62	.76
Min	2	1	2	1	1	1	1	1
Max	5	5	5	5	5	5	5	5
Range	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
K-S	1.80	1.78	1.76	1.62	1.95	1.25	2.72	1.78
p	.00	.00	.00	.01	.00	.09	.00	.00

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

Table 5

The descriptive statistics and the results of distribution normality for describing the English language

	Rich	Poetic	Emotional	Colourful	Useful	Neutral	Poor	Cold
N	51	51	51	51	51	51	51	51
Mdn	4	4	4	4	5	3	1	2
M	4.29	3.94	3.75	4.06	4.76	2.86	1.31	1.71
SD	.73	1.03	1.02	1.05	.51	1.30	.51	.78
Min	2	1	1	1	3	1	1	1
Max	5	5	5	5	5	5	3	4
Range	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
K-S	1.89	1.58	1.34	1.73	3.43	1.14	3.12	2.05
p	.00	.01	.06	.01	.00	.15	.00	.00

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

Table 6

The descriptive statistics and the results of distribution normality for describing the German language

	Rich	Poetic	Emotional	Colourful	Useful	Neutral	Poor	Cold
N	33	33	33	33	33	33	33	33
Mdn	4	2	2	3	4	2	1	3
M	3.70	2.48	2.48	2.94	4.09	2.52	1.52	3.03
SD	1.21	1.30	1.25	1.50	1.18	1.23	.84	1.40
Min	1	1	1	1	1	1	1	1
Max	5	5	5	5	5	5	4	5
Range	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
K-S	1.35	1.44	1.30	1.088	1.52	1.20	2.41	.91
p	.05	.03	.07	.19	.02	.12	.00	.38

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

Table 7

The descriptive statistics and the results of distribution normality for describing the Italian language

	Rich	Poetic	Emotional	Colourful	Useful	Neutral	Poor	Cold
N	24	24	24	24	24	24	24	24
Mdn	4	5	4	4	5	2	1	1
M	3.83	4.42	3.92	4.04	4.25	2.21	1.33	1.17
SD	.96	.83	1.02	.96	.90	1.18	.56	.38
Min	2	3	2	2	3	1	1	1
Max	5	5	5	5	5	5	3	2
Range	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
K-S	1.30	1.88	1.18	1.27	1.67	1.36	2.11	2.46
p	.07	.00	.12	.08	.01	.05	.00	.00

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

With respect to the deepest feelings that the participants express in the languages they know and use in different situations/contexts (i.e. when alone, in letters and e-mails, when talking to friends, when talking to parents/a partner and when talking to strangers), the participants were supposed to use a Likert scale from 0 to 5. The number 0 stood for "never", 1 for "maybe", 2 for "probably", 3 for "certainly", 4 for "without any doubt" and 5 for "not applicable". The sixth option, option number 5, was treated as missing data. The criterion for the normal distribution for conducting the parametrical statistical procedure was not satisfied for the

majority of variables. This is why one nonparametric procedure, the Wilcoxon Signed Rank Test, was used several times. The Wilcoxon Signed Rank Test is the test that allows us to compare pairs of particular languages in order to include the results of as many participants as possible in the analysis. *Table 8* shows the descriptive statistics and the Kolmogorov-Smirnov Test results for each language.

On the basis of the participants` answers considering expressing the deepest feelings when speaking alone, significant statistical differences were found between these languages:

- Croatian and English: the participants stated that they significantly more often (Z=2.45; p=.014) express their deepest feelings in Croatian (*Mdn=4*) than in English (*Mdn=3*);

- Croatian and German: the participants stated that they significantly more often (Z=4.04; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants stated that they significantly more often (Z=4.08; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants stated that they significantly more often (Z=3.61; p=.000) express their deepest feelings in English (*Mdn=3*) than in German (*Mdn=0*).

- English and Italian: the participants stated that they significantly more often (Z=3.76; p=.000) express their deepest feelings in English (*Mdn=3*) than in Italian (*Mdn=0*).

On the basis of the participants` answers expressing the deepest feelings in letters and e-mails, significant statistical differences were found between these languages:

- Croatian and English: the participants stated that they significantly more often (Z=2.46; p=.001) express their deepest feelings in Croatian (*Mdn=4*) than in English (*Mdn=2*);

- Croatian and German: the participants stated that they significantly more often (Z=4.09; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants stated that they significantly more often (Z=3.97; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants stated that they significantly more often (Z=3.47; p=.001) express their deepest feelings in English (*Mdn=2*) than in German (*Mdn=0*);

- English and Italian: the participants stated that they significantly more often (Z=3.55; p=.000) express their deepest feelings in English (*Mdn=2*) than in Italian (*Mdn=0*);

On the basis of the participants` answers considering expressing the deepest feelings when talking to friends, significant statistical differences were found between these languages:

- Croatian and English: the participants stated that they significantly more often (Z=4.23 p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in English (*Mdn=1*);

- Croatian and German: the participants stated that they significantly more often (Z=4.35; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants stated that they significantly more often (Z=4.03; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants stated that they significantly more often (Z=4.09; p=.000) express their deepest feelings in English (*Mdn=3*) than in German (*Mdn=0*);

- English and Italian: the participants stated that they significantly more often (Z=3.86; p=.000) express their deepest feelings in English (*Mdn=3*) than in Italian (*Mdn=0*).

On the basis of the participants` answers considering expressing the deepest feelings when talking to their parents or a partner, significant statistical differences were found between these languages:

- Croatian and English: the participants stated that they significantly more often (Z=4.99; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in English (*Mdn=1*);

- Croatian and German: the participants stated that they significantly more often (Z=4.63; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants stated that they significantly more often (Z=3.90; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants stated that they significantly more often (Z=2.55; p=.011) express their deepest feelings in English (*Mdn=1*) than in German (*Mdn=0*);

- English and Italian: the participants stated that they significantly more often (Z=2.12; p=.034) express their deepest feelings in English (*Mdn=1*) than in Italian (*Mdn=0*).

On the basis of the participants` answers considering expressing the deepest feelings when talking to strangers, significant statistical differences were found between these languages:

- Croatian and English: the participants stated that they significantly more often (Z=3.27; p=.014) express their deepest feelings in Croatian (*Mdn=4*) than in English (*Mdn=2*);

- Croatian and German: the participants stated that they significantly more often (Z=3.76; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants stated that they significantly more often (Z=3.57; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants stated that they significantly more often (Z=2.83; p=.005) express their deepest feelings in English (*Mdn=2*) than in German (*Mdn=0*);

- English and Italian: the participants stated that they significantly more often (Z=2.85; p=.000) express their deepest feelings in English (*Mdn=2*) than in Italian (*Mdn=0*).

The descriptive statistics and the results of distribution normality for expressing the deepest feelings in different languages

	Croatian					English					German					Italian				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
N	44	44	45	45	41	49	48	49	46	44	31	32	32	32	30	24	23	24	22	22
Mdn	4	4	4	4	4	3	2	3	1	2	0	0	0	0	0	0	0	0	0	0
M	3.52	3.18	3.82	3.91	2.80	2.78	2.10	2.53	1.39	1.77	.90	.81	.91	.53	.77	.58	.70	.75	.59	.59
SD	.79	1.08	.49	.36	1.50	1.46	1.40	1.34	1.56	1.36	1.54	1.36	1.51	1.34	1.36	1.06	1.18	1.22	1.22	1.10
Min	1	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Max	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Range	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
K-S	2.71	2.43	3.41	3.56	1.91	1.88	1.51	1.46	1.69	1.12	2.40	2.16	2.34	2.81	2.08	1.84	1.79	1.53	1.94	1.81
p	.00	.00	.00	.00	.00	.00	.02	.03	.01	.16	.00	.00	.00	.00	.00	.00	.00	.02	.00	.00

1 = alone; 2 = letters; 3 = friends; 4 = parents/a partner; 5 = strangers; *N* = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov − Smirnov test; *p* = significance

With respect to whether it is easier or more difficult for the participants to talk about emotional topics in their second or third language and whether there are any differences, the participants` answers can be divided into six groups.

The first group was comprised of 26 participants (52%) out of 50[17] who stated that it is easier for them to talk about various emotional topics in their second language than their third language. Among these 26 participants, 25 participants (50%) stated it is easier for them to talk about various emotional topics in English than in other languages that are their third language. The reason is the higher level of proficiency and fluency.

The second group consisted of 8 participants (16%) who stated that it is easier for them to talk about temotional topics in Croatian than in their second or third language (i.e. English, German and Italian).

The third group included 7 participants (14%) who stated that there is no difference for them when they talk about emotional topics in their mother tongue, the second or third language.

The fourth group was formed of 4 participants (8%) who stated that it is easier for them to talk about various emotional topics in both their second and third language (i.e. English, German and Italian) than in their mother tongue.

The fifth group consisted of 3 participants (6%) who stated that it is easier for them to talk about emotional topics in their third language. English is their third language.

The sixth group was comprised of 1 participant (2%) who stated that it is easier for her to talk about various emotional topics in languages that she is more proficient and fluent in.

With respect to the use of the languages the participants know and use when forming sentences silently (inner speech), they were supposed to use a Likert scale from 0 to 5. The number 0 stood for "never", 1 for "rarely", 2 for "sometimes", 3 for "frequently", 4 for "all

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[17] One participant did not give an answer to this question.

the time" and 5 for "not applicable". The sixth option, option number 5, was treated as missing data. The criterion for the normal distribution for conducting the parametrical statistical procedure was not satisfied for the majority of the variables. This is why one nonparametric procedure, the Wilcoxon Signed Rank Test, was used several times. The Wilcoxon Signed Rank Test is the test that allows us to compare pairs of languages in order to include the results of as many participants as possible in the analysis. *Table 9* shows the results of testing the distribution normality and the descriptive statistics.

On the basis of the participants` answers considering the use of different languages when forming sentences silently (inner speech), significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=3.15; p=.002) form sentences silently in Croatian (*Mdn=4*) than in English (*Mdn=3*);

- Croatian and German: the participants consider that they more often (Z=4.27; p=.000) form sentences silently in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=4.16; p=.000) express their deepest feelings in Croatian (*Mdn=4*) than in Italian (*Mdn=1*).

Table 9

The descriptive statistics and the results of distribution normality for frequency of using different languages in inner speech

	N	*Mdn*	*M*	*SD*	*Min*	*Max*	*Range*	*K-S*	*p*
Croatian	46	4	3.74	.61	2	4	0-4	3.31	.00
English	51	3	3.16	.92	0	4	0-4	1.79	.00
German	32	0	1.06	1.48	0	4	0-4	1.84	.00
Italian	25	1	.96	1.06	0	4	0-4	1.22	.10

N = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

With respect to feeling like a different person when using different languages, the participants gave different answers:

- 26 participants (51%) out of 50[18] stated that they do not feel like a different person when using different languages;

- 24 participants (47.1%) out of 50[19] stated that they feel like a different person when using different languages:

    - 4 participants (16.7%) claimed that they feel more confident and open when they speak English;

    - 1 participant (4.2%) argued that she feels more direct/open when she speaks Italian because she considers Italian people to be open and easy-going;

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[18] One participant did not answer this particular question.
[19] One participant did not answer this particular question.

- 1 participant (4.2%) implied that her reactions and manners change when she uses different languages;

- 1 participant (4.2%) claimed she is less anxious when she speaks Croatian, her mother tongue.

7.1.4. Language and happiness

With respect to the language(s) and the situation/context (e.g. when alone, in letters, when talking to friends, when talking to parents/a partner and when talking to strangers), the participants used a Likert scale from 0 to 5. The number 0 stood for "never", 1 for "rarely", 2 for "sometimes", 3 for "frequently", 4 for "all the time" and 5 for "not applicable". The sixth option, option number 5, was treated as missing data. The criterion for the normal distribution for conducting the parametrical statistical procedure was not satisfied for the majority of the variables. That is why one nonparametric procedure, the Wilcoxon Signed Rank Test, was used several times. The Wilcoxon Signed Rank Test is the test that allows us to compare pairs of particular languages in order to include the results of as many participants as possible in the analysis. *Table 10* shows the results of testing the distribution normality and the descriptive statistics.

On the basis of the participants` answers considering expressing the emotion of happiness in different languages they know and use when they are alone, significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=3.22; p=.001) express the emotion of happiness in Croatian (*Mdn=4*) than in English (*Mdn=3*);

- Croatian and German: the participants consider that they more often (Z=4.28; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=4.05; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in Italian (*Mdn=1*);

- English and German: the participants consider that they more often (Z=4.22; p=.000) express the emotion of happiness in English (*Mdn=3*) than in German (*Mdn=0*);

- English and Italian: the participants consider that they more often (Z=4.06; p=.000) express the emotion of happiness in English (*Mdn=3*) than in Italian (*Mdn=1*).

When considering the participants` answers about expressing the emotion of happiness in different languages they know and use in letters or e-mails, significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=4.49; p=.00) express the emotion of happiness in Croatian (*Mdn=4*) than in English (*Mdn=3*);

- Croatian and German: the participants consider that they more often (Z=4.28; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=3.88; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants consider that they more often (Z=4.12; p=.000) express the emotion of happiness in English (*Mdn=3*) than in German (*Mdn=0*);

- English and Italian: the participants consider that they more often (Z=3.86; p=.000) express the emotion happiness in English (*Mdn=3*) than in Italian (*Mdn=0*);

When taking into account the participants` answers about expressing the emotion of happiness in different languages they know and use when talking to friends, significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=4.04; p=.001) express the emotion of happiness in Croatian (*Mdn=4*) than in English (*Mdn=3*);

- Croatian and German: the participants consider that they more often (Z=4.39; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=4.07; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in Italian (*Mdn=1*);

- English and German: the participants consider that they more often (Z=4.27; p=.000) express the emotion of happiness in English (*Mdn=3*) than in German (*Mdn=0*);

- English and Italian: the participants consider that they more often (Z=4.00; p=.000) express the emotion of happiness in English (*Mdn=3*) than in Italian (*Mdn=1*).

With regard to the participants` answers regarding expressing the emotion of happiness in different languages they know and use when talking to their parents or a partner, significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=5.00; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in English (*Mdn=2*);

- Croatian and German: the participants consider that they more often (Z=4.52; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=4.03; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants cosider that they more often (Z=2.59; p=.010) express the emotion of happiness in English (*Mdn=2*) than in German (*Mdn=0*);

- English and Italian: the participants consider that they more often (Z=2.67; p=.008) express the emotion of happiness in English (*Mdn=2*) than in Italian (*Mdn=0*).

When it comes to the participants` answers about expressing the emotion of happiness in different languages they know and use when talking to strangers, significant statistical differences were found between these languages:

- Croatian and English: the participants consider that they more often (Z=3.64; p=.001) express the emotion of happiness in Croatian (*Mdn=4*) than in English (*Mdn=2*);

- Croatian and German: the participants consider that they more often (Z=4.10; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in German (*Mdn=0*);

- Croatian and Italian: the participants consider that they more often (Z=3.63; p=.000) express the emotion of happiness in Croatian (*Mdn=4*) than in Italian (*Mdn=0*);

- English and German: the participants consider that they more often (Z=3.74; p=.001) express the emotion of happiness in English (*Mdn=2*) than in German (*Mdn=0*);

- English and Italian: the participants consider that they more often (Z=2.97; p=.003) express the emotion of happiness in English (*Mdn=2*) than in Italian (*Mdn=0*).

Table 10

The descriptive statistics and the results of distribution normality for expressing the emotion of happiness in different languages

	Croatian					English					German					Italian				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
N	46	44	46	46	44	51	48	51	48	48	32	30	32	31	31	24	22	24	23	23
Mdn	4	4	4	4	4	3	3	3	2	2	0	0	0	0	0	1	0	1	0	0
M	3.61	3.57	3.78	3.80	3.23	2.92	2.46	2.94	1.81	1.90	.97	.67	.88	.74	.87	.92	.86	.83	.65	.87
SD	.65	.70	.47	.45	1.20	1.11	1.01	1.08	1.44	1.46	1.49	1.24	1.41	1.39	1.41	1.10	1.21	1.05	1.15	1.32
Min	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Max	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Range	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4	0-4
K-S	2.86	2.60	3.28	3.34	2.35	1.62	1.70	1.76	1.19	1.33	2.08	2.22	2.02	2.30	2.10	1.25	1.45	1.32	1.76	1.90
p	.00	.00	.00	.00	.00	.01	.01	.00	.12	.06	.00	.00	.00	.00	.00	.09	.03	.06	.00	.00

1 = alone; 2 = letters; 3 = friends; 4 = parents/partner; 5 = strangers; *N* = number of participants; *Mdn* = median; *M* = mean; *SD* = standard deviation; *min* = minimum result; *max* = maximum result; *Range* = possible range; *K-S* = Kolmogorov – Smirnov test; *p* = significance

With respect to the emotional weight of the phrase "I am happy" in different languages and the language in which participants have the strongest feeling about this phrase, the participants gave different answers. The results can be seen in the *Pie Chart 1*. Altogether 36 participants (70.6%) stated that the phrase "I am happy" does not have the same emotional weight in different languages they know and use while 15 participants (29.4%) stated that this particular phrase has the same emotional weight in different languages they know and use. Further, 42 participants (82.4%) specified the language in which the phrase "I am happy" causes the strongest feeling. With respect to language(s) in which participants have the strongest feeling about the phrase "I am happy", the situation is as follows: Croatian (26 participants=61.9%), English (6 participants=14.3%), Croatian and English (2 participants=4.8%), and some other languages the participants know and use (8 participants=19%).

Pie Chart 1

In which language "*I am happy"* has the biggest emotional weight?

■ Croatian ■ English ■ Croatian and English ■ Other languages
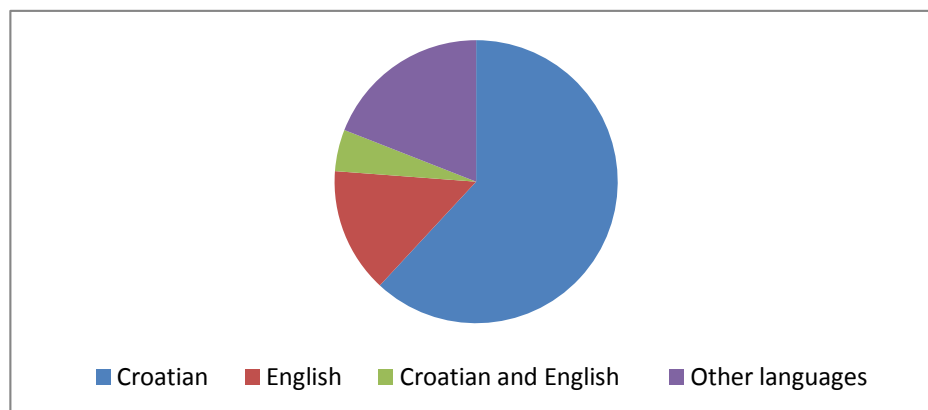
With respect to the language(s) in which the participants express the emotion of happiness more easily and the difference between the participants` first language and the other languages they use when expressing the emotion of happiness, the participants gave different answers. The results can be seen in *Pie Chart 2*. According to the participants` answers regarding the language(s) in which the participants express the emotion of happiness more easily, the situation is as follows: Croatian (their mother tongue) (19 participants=37.2%), English (14 participants=27.4%), Croatian and English (6 participants=11.8%), some other language that the participants know and use (6 participants=11.8%), and not feeling any difference when expressing the emotion of happiness in different languages (6 participants=11.8%).

Pie Chart 2

In which language do you express happiness more easily?

Croatian   English   Croatian and English   Other languages   No difference
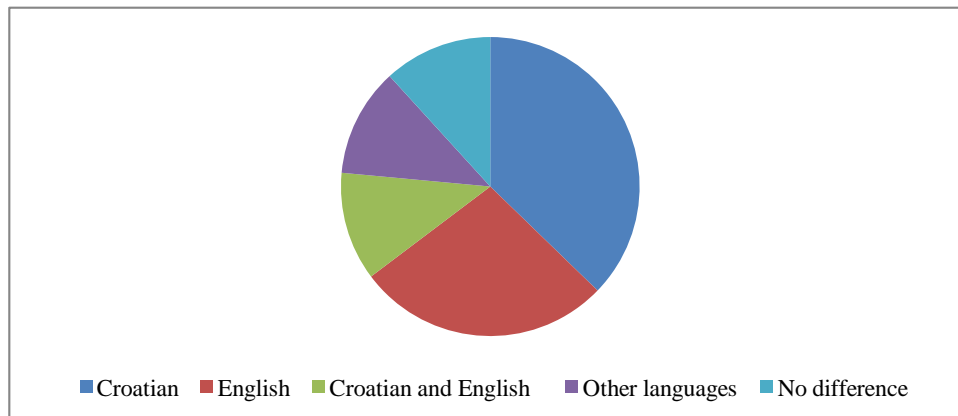
With respect to the difficulty related to talking about various topics related to the emotion of happiness in the participants` second and third language and the difference in this context between the two languages participants know and use, the participants gave different answers. The results can be seen in *Pie Chart 3*.

Here we present the results:

- 22 participants (43.1%) stated that it is more difficult for them to talk about topics related to the emotion of happiness in their third language and the reasons are insufficient fluency and lower levels of proficiency regarding their third language;

- 14 participants (27.5%) stated that they do not feel any difference;

- 9 participants (17.64%) stated that it is more difficult for them to talk about topics related to the emotion of happiness in both their second and third language;

- 2 participants (3.9%) stated it is easier for them to talk about topics related to the emotion of happiness in both their second and third language;

- 1 participant (2%) stated that it is not more difficult but more different for her to talk about topics related to the emotion of happiness in both her second and third languages, and the reason is the fact that there is no semantic overlapping between these languages when considering some phrases connected to different emotions;

- 1 participant (2%) stated that it is easier for her to talk about topics related to the emotion of happiness in her second language because she speaks only two languages;

- 1 participant (2%) stated that it is easier for her to talk about topics related to the emotion of happiness in her third language;

- 1 participant (2%) stated it is most difficult for her to talk about topics related to the emotion of happiness in her native language, so she uses all other languages she knows and speaks because they seem more powerful to her.

Pie Chart 3

Is it more difficult to talk about topics related to the emotion of happiness in the second or third language?

☐ More difficult in the third language
■ No difference
☐ More difficult in both second and third language
☐ Easier in both second and third language
■ Different in both second and third language
☐ Easier in the second language
■ Easier in the third language
☐ Easier in all languages other than the first language
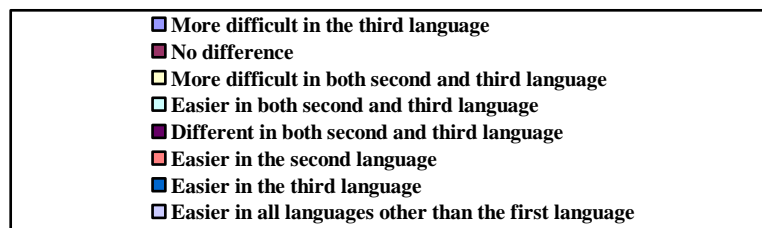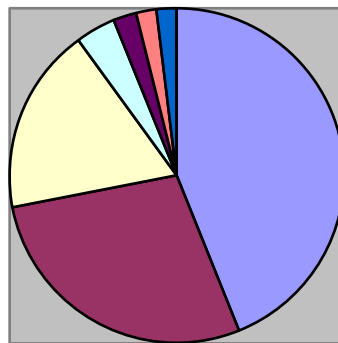
With respect to the participants` comments and/or interesting moments in their life considering different languages they know and use and the emotion of happiness, altogether 10 participants shared their comments:

- "No. But I do have some additional comment regarding the German language. I think that people still consider it to be extremely difficult, boring and poor, which is nothing, but a pure stereotype."

- "When I got enrolled in this university and study program I was very happy and excited; considering these circumstances I mostly proclaim my happiness to everyone in English."

- "I think that there is a strong connection between L1 (Mother tongue) and happiness because not only that L1 is our first language but also we are somehow connected to it. As persons, individuals and from early age we are used to express everything in our mother tongue. I do not feel so much connected with my L2 and L3. They are just learned, I do not feel them!"

- "I think English has many interesting phrases to express emotions, but I still rather use my mother tongue!"

- "Once when I was quite young, I had come to the conclusion that Croatian was the most important language in the world. Logic behind this conviction was flawless - on television, all other languages (Italian, Spanish, English ...) were being translated into Croatian (subtitles). Therefore, Croatian had to be the most interesting language in the world. *My* Croatian, *my* language. I have to admit I felt great pride."

- "I`m not sure if it`s relevant, but when reading poetry, especially love poetry, I`m more touched if it`s written in English."

- "It`s sometimes hard to express yourself in your mother tongue when you`re really happy because you didn`t think straight, let alone in a foreign language."

- "Not really, but I do remember that in elementary school I would say *Yes!* (instead of *To!*) when something good happened (a cancelled exam etc.)."

- "When I am extremely happy and I am with my partner, I tell him that in French because to me it feels more authentic and more truthful. He does not know French so I translate it to him into English or Croatian."

- "Whenever someone compliments my Korean, I feel really happy."

7.2. The second questionnaire

7.2.1. Background information

The sample comprised a group of 30 female students[20] of the University of Rijeka. Altogether 18 participants translated 30 sentences written in Croatian into English and 12 participants translated 30 sentences written in English into Croatian.

7.2.2. Content

Each questionnaire comprised 30 sentences and each sentence was listed by using letters from a) to dd). Further, the content of these sentences was various (e.g. life, family, school, childhood, nature, learning etc.) and it was close and familiar to all the participants. Even if the participants were not familiar with each and every word in these sentences, they could guess their meaning on the basis of (sentence) context. The participants` answers (i.e translated sentences) were revised in a way that only translations of words denoting the emotion of moderate happiness were taken into account. Further, the participants` word translations were listed/numbered and compared for each sentence. Furthermore, the three most frequent word translations were taken into account.

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[20] Some of these students did the first questionnaire.

7.3.   The first version - sentences written in Croatian and translated into English

Here we present the 30 sentences written in Croatian which the participants were supposed to translate into English. The sentences are listed alphabetically, as they were placed in the questionnaire. Each sentence comprises one or two words that denote the emotion of moderate happiness. These words are underlined in every sentence and their three most common translations were taken into account.

- a) "Prava je umjetnost življenja ispuniti svaki trenutak sa što je više moguće <u>uživanja</u>."

  The most common translations were: "pleasure" (7 participants=38.9%), "joy" (5 participants=27.8%) and "enjoyment" (4 participants=22.2%).

- b) "Jedan je od izvora <u>užitka</u> čitanje dobre knjige."

  The most common translations were: "pleasure" (10 participants=55.6%), "joy" (2 participants=11.1%) and "enjoyment" (2 participants=11.1%). It is not a surprise that more than a half of the participants translated the word "užitak" as "pleasure". When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "užitak" is the first of eight translations of the word "pleasure" and the word "pleasure" is the first of seven translations of the word "užitak". In this case, the word "pleasure" is a more general translation while the words "joy" and "enjoyment" are more context-dependent translations. The word "pleasure" is the result of word-for-word or literal translation while the other two translations are the results of translation of the meaning of the whole sentence.

- c) "Istinski je <u>blagoslov</u> imati veliku obitelj."

Two most common translations[21] were: "blessing" (17 participants=94.4%) and "bless" (1 participant=5.6%). It makes sense that more than the half of the participants translated the word "užitak" as "pleasure". When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "blagoslov" is the first of four translations of the word "blessing" and the word "blessing" is the first of two translations of the word "blagoslov". The word "bless" is not a noun, but a verb and it was not used properly. In this case, the word "blessing" is a general translation of the word "blagoslov" and therefore the result of word-for-word or literal translation.

- d) "Imati mnogo novaca može biti nesreća, a i sreća".

The most common translations were: "blessing" (5 participants=27.8%), "fortune" (4 participants=22.2%) and "luck" (3 participants=16.7%).

- e) "Istinsko zadovoljstvo ovisi o ljudima samima."

The most common translations were: "satisfaction" (7 participants=38.9%), "pleasure" (5 participants=27.8%) and "contentedness" (2 participants=11.1%).

- f) "Ljudi pronalaze zadovoljstvo u različitim stvarima."

  The most common translations were: "pleasure" (12 participants=66.7%), "satisfaction" (5 participants=27.8%) and "fulfillment" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English

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[21] The articipants translated the word "blagoslov" only as "blessing" and "bless".

dictionary", we can see that the word "zadovoljstvo" is the fifth of eight translations of the word "pleasure" and the word "pleasure" is the sixth of six translations of the word "zadovoljstvo". In this case, the word "pleasure" is a more context-dependent translation and is the result of translation of the meaning of the whole sentence.

- g) "Ljudi se obično uspomena iz djetinjstva prisjećaju s <u>užitkom</u>."

The most common translations were: "pleasure" (13 participants=72.2%), "joy" (3 participants=16.7%) and "happiness" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "užitak" is the first of eight translations of the word "pleasure" and the word "pleasure" is the first of six translations of the word "užitak". In this case, the word "pleasure" is a more general translation while the words "joy" and "enjoyment" are more context-dependent translations. The word "pleasure" is the result of word-for-word or literal translation while the other two translations are the result of translation of the meaning of the whole sentence.

- h) "Izlet je bio potpuni <u>užitak</u>."

The four most common translations[22] were: "pleasure" (6 participants=33.3%), "enjoyable" (4 participants=22.2%), "enjoyment" (2 participants=11.1%) and "delight" (2 participants=11.1%).

- i) "Pronalaženje dobroga posla donosi mnogo <u>veselja</u> svima."

The three most common translations were: "joy" (13 participants=72.2%), "happiness" (4 participants=22.2%) and "pleasure" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of seven translations of the word "joy" and the word "joy" is the first of two translations of the word "veselje". In this case, the word "joy" is a more general translation while the words "happiness" and "pleasure" are more context-dependent translations. The word "joy" is the result of word-for-word or literal translation while the other two translations are the results of translation of the meaning of the whole sentence.

- j) "Svako bi dijete trebalo imati život ispunjen <u>veseljem</u>."

The most common translations were: "joy" (13 participants=72.2%), "happiness" (4 participants=22.2%) and "joyful" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of seven translations of the word "joy" and the word "joy" is the first of two translations of the word "veselje". In this case, the word "joy" is a more general translation while the words "happiness" and "joyful" are more context-

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[22] Only four translations of the word "užitak" were taken into account because the same number of participants translated it as "enjoyment" and "delight".

dependent translations. The word "joy" is the result of word-for-word or literal translation while the other two translations are the results of translation of the meaning of the whole sentence.

- k) "Nazočnost je cijele obitelji bila veliko <u>zadovoljstvo</u> i <u>veselje</u> za svakoga."

The four most common translations[23] of the word "zadovoljstvo" were: "pleasure" (10 participants=55.6%), "satisfaction" (4 participants=22.2%), "contentment" (1 participants=5.6%) and "content" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "zadovoljstvo" is the fifth of eight translations of the word "pleasure" and the word "pleasure" is the sixth of six translations of the word "zadovoljstvo". In this case, the word "pleasure" is more context-dependent translation and and therefore is the result of translation of the meaning of the whole sentence.

The most common translations of the word "veselje" were: "joy" (13 participants=72.2%), "happiness" (2 participants=11.1%) and "happy" (11.1%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of two translations of the word "joy" and the word "joy" is the first of seven translations of the word "veselje". In this case, the word "joy" is a more general translation while the words "happiness" and "happy" are more context-dependent translations. The word "joy" is the result of word-for-word or literal translation while the other two translations are the results of translation of the meaning of the whole sentence.

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[23] Only four translations of the word "zadovoljstvo" were taken into account because the same number of participants translated it as "contentment" and "content".

- l) "<u>Užitak</u> u učenju novih stvari rezultira znanjem."

The most common translations were: "pleasure" (9 participants=50%), "enjoying" (4 participants=22.2%) and "enjoyment" (2 participants=11.1%).

- m) "Važno je razviti velik <u>užitak</u> u čitanju knjiga u ranoj dobi."

The most common translations were: "pleasure" (6 participants=33.3%), "joy" (4 participants=22.2%) and "enjoying" (3 participants=16.7%).

- n) "Najveća je <u>radost</u> svakoga učenika najviša ocjena."

The most common translations were: "joy" (16 participants=88.9%), "pleasure" (1 participant=5.6%) and "happiness" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "radost" is the second of two translations of the word "joy" and the word "joy" is the first of six translations of the word "radost". In this case, the word "joy" is a more general translation while the words "pleasure" and "happiness" are more context-dependent translations. The word "joy" is the result of word-for-word or literal translation while the other two translations are the result of translation of the meaning of the whole sentence.

- o) "Mladi bi se trebali buditi svakoga jutra sa srcem ispunjenim <u>radošću</u>."

The two most common translations[24] were: "joy" (14 participants=77.8%) and "happiness" (4 participants=22.2%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "radost" is the second of two translations of the word "joy" and the word "joy" is the first of six translations of the word "radost". In this case, the word "joy" is a more general translation while the word "happiness" is more context-dependent translations. The word "joy" is the result of word-for-word or literal translation while the other translation is the result of translation of the meaning of the whole sentence.

- p) "Kakvo je <u>veselje</u> imati mogućnost putovati širom svijeta."

The four most common translations[25] were: "joy" (11 participants=61.1%), "pleasure" (5 participants=27.8%), "delight" (1 participant=5.6%) and "joyous" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of two translations of the word "joy" and the word "joy" is the first of seven translations of the word "veselje". In this case, the word "joy" is a more general translation while the words "pleasure" and "delight" and "joyous" are more context-dependent translations. The word "joy" is the result of word-for-word or literal translation while the other four translations are the results of the translation of the meaning of the whole sentence.

- q) "Žute ruže znače <u>sreću</u> i <u>razdraganost</u>."

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[24] The participants translated the word "radost" only as "joy" and "happiness".
[25] Only four translations of the word "veselje" were taken into account because the same number of participants translated it as "delight" and "joyous".

The two most common translations[26] of the word "sreća" were: "happiness" (17 participants=94.4%) and "luck" (1 participant=5.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "sreća" is the only translation of the word "happiness" and the word "happiness" is the first of four translations of the word "sreća". In this case, the word "happiness" is a more general translation while the word "luck" is a more context-dependent translation. The word "happiness" was the result of word-for-word or literal translation while the other translation was the result of translation of the meaning of the whole sentence.

The most common translations of the word "razdraganost" were: "joy" (4 participants=22.2%), "cheerfulness" (3 participants=16.7%) and "joyfulness" (3 participants=16.7%).

- r) "Stari se ljudi s <u>veseljem</u> prisjećaju dana kada su bili mladi."

The most common translations were: "joy" (7 participants=38.9%), "happiness" (4 participants=22.2%) and "happily" (3 participants=16.7%).

- s) "Neki ljudi pokušavaju prikriti svoju nervozu <u>veselošću</u> i humorom".

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[26] The participants tranlsated the word "sreća" only as "happiness" and "luck".

The four most common translations[27] were: "happiness" (5 participants=27.8%), "cheerfulness" (5 participants=27.8%), "joy" (2 participants=11.1%) and "cheerful" (2 participants=11.1%).

- t) "Povratak prirodi donosi veselje u ljudske živote."

The two most common translations[28] were: "joy" (14 participants=77.8%) and "happiness" (4 participants=22.2%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of two translations of the word "joy" and the word "joy" is the first of seven translations of the word "veselje". In this case, the word "joy" is a more general translation while the word "happiness" is a more context-dependent translation. The word "joy" was the result of word-for-word or literal translation while the other translation was the result of translation of the meaning of the whole sentence.

- u) "Književnost unosi živahnost u ljudske živote."

The most common translations were: "liveliness" (6 participants=33.3%), "joy" (5 participants=27.8%) and "vivacity" (3 participants=16.7%).

- v) "Živahnost je svake pjesme ono što je čini odličnom."

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[27] Only four translations of the word "veselost" were taken into account because the same number of participants translated it as "joy" and "cheerful".
[28] The participants translated the word "sreća" only as "happiness" and "luck".

The two most common translations[29] were: "liveliness" (8 participants=44.4%) and "rhythm" (2 participants=11.1%).

- w) "Užitak je šalica kave rano ujutro".

Two most common translations[30] were: "pleasure" (11 participants=61.1%) and "joy" (7 participants=38.9%).

- x) "Najveće je zadovoljstvo svakoga roditelja vidjeti svoje dijete sretno."

The most common translations were: "pleasure" (8 participants=44.4%), "joy" (4 participants=22.2%) and "satisfaction" (3 participants=16.7%).

- y) "Živahnost učenika unosi veselje u škole."

The most common translation[31] of the word "živahnost" was: "liveliness" (10 participants=55.6%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "živahnost" is the only translation of the word "liveliness" and the word "liveliness" is the first of six translations of the word "živahnost". In this case, the word "liveliness" is a general translation and therefore the result of word-for-word or literal translation.

The two most common translations[32] of the word "veselje" were: "joy" (16 participants=88.9%) and "happiness" (2 participants=11.1%). When we open Željko

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[29] Only two translations of the word "živahnost" were taken into account because the other 16 participants proposed 16 different translations.
[30] The participants translated the word "užitak" only as "pleasure" and "joy".
[31] Only one translation of the word "živahnost" was taken into account because the other 8 participants proposed 8 different translations.
[32] The participants translated the word "veselje" only as "joy" and "happiness".

Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "veselje" is the first of two translations of the word "joy" and the word "joy" is the first of seven translations of the word "veselje". In this case, the word "joy" is a more general translation while the word "happiness" is a more context-dependent translation. The word "joy" was the result of word-for-word or literal translation while the other translation was the result of translation of the meaning of the whole sentence.

- z) "Komediju, kao književnu vrstu, karakterizira <u>živahnost</u> i humor."

The two most common translations[33] were: "liveliness" (9 participants=50%) and "vivacity" (2 participants=11.1%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "živahnost" is the only translation of the word "liveliness" and the word "liveliness" is the first of five translations of the word "živahnost". In this case, the word "liveliness" is a more general translation while the word "vivacity" is a more context-dependent translation. The word "liveliness" was the result of word-for-word or literal translation while the other translation was the result of translation of the meaning of the whole sentence.

- aa) "Parkovi su u velikim gradovima oaze <u>spokoja</u>."

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[33] Only two translations of the word "živahnost" were taken into account because the other 7 participants proposed 7 different translations.

The most common translations were: "peace" (8 participants=44.4%), "serenity" (2 participants=11.1%) and "tranquility" (2 participants=11.1%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "spokoj" is not a translation of the word "peace" but that the word "peace" is translated as "mir" and "javni red". In this case, the word "peace" is a more context-dependent translation and the words "serenity" and "tranquility" are more general translations. The word "peace" was the result of translation of the meaning of the whole sentence while the other two translations were the result of word-for-word or literal translation

- bb) "Joga je odličan način kako doživjeti spokojnost."

The six most common translations[34] were: "tranquility" (5 participants=27.8%), "peace" (3 participants=16.7%), "complacency" (2 participants=11.1%), "inner peace" (2 participants=11.1%), "peacefulness" (2 participants=11.1%) and "calmness" (2 participants=11.1%).

- cc) "Za introverta je teško doživjeti spokojnost među skupinom ljudi."

The most common translations were: "calm" (5 participants=27.8%), "tranquility" (4 participants=22.2%) and "serenity" (2 participants=11.1%).

- dd) "Uspjeh donosi užitak u život."

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[34] Only six translations of the word "veselost" were taken into account because the same number of participants translated it as "complacency", "inner peace", "peacefulness" and "calmness".

The most common translations were: "pleasure" (10 participants=55.6%), "joy" (7 participants=38.9%) and "satisfaction" (1 participant=5.6%).

7.4.   The second version of the questionnaire-sentences written in English and translated into Croatian

Here we present the 30 sentences written in English which the participants were supposed to translate into Croatian. The sentences are listed alphabetically, as they were in the questionnaire. Each sentence comprises one or two words that denote the emotion of moderate happiness. These words are underlined in every sentence and their three most common translations were taken into account.

- a) "The true art of life is to crowd as much enjoyment as possible into every moment."

  The most common translations were: "užitak" (5 participants=41.7%), "uživanje" (2 participants=16.7%) and "uživati" (2 participants=16.7%).

- b) "One of the sources of enjoyment is reading a good book."

  The most common translations were: "užitak" (5 participants=41.7%), "zadovoljstvo" (3 participants=25%) and "uživanje" (2 participants=16.7%).

- c) "It is a real blessing to have a big family."

  The two most common translations[35] were: "blagoslov" (11 participants=91.7%) and "sreća" (1 participant=8.3%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "blessing" is the first of two translations of the word "blagoslov" and the word "blagoslov" is the first of four translations of the word "blessing". In this case, the word "blagoslov" is a more general translation while the word "sreća" is a more context-dependent

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[35] The participants translated the word "blessing" only as "blagoslov" and "sreća".

translation. The word "blagoslov" is the result of word-for-word or literal translation while the other translation is the result of translation of the meaning of the whole sentence.

- d) "Having a lot of money can be a curse as well as <u>blessing</u>."

  The most common translation[36] was: "blagoslov" (12 participants=100%).

- e) "True <u>contentment</u> depends on people themselves."

  The two most common translations[37] were: "zadovoljstvo" (11 participants=91.7%) and "ispunjenost" (1 participant=8.3%). When we open Željko Bujas` "Croatian-English dictionary", we can see that the word "contentment" is the fourth of six translations of the word "zadovoljstvo". The word "ispunjenost" is not present as one of the translations of the word "contentment", but the word "fulfilment". In this case, both the words "zadovoljstvo" and "ispunjenost" are more context-dependent translation and therefore the results of translation of the meaning of the whole sentence.

- f) "People find <u>contentment</u> in different things."

  The most common translation was: "zadovoljstvo" (12 participants=100%)

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[36] The participants translated the word "blessing" only as "blagoslov".
[37] The participants translated the word "contentment" only as "zadovoljstvo" and "ispunjenost".

- g) "People usually recall their childhood memories with <u>delight</u>."

  The most common translations were: "zadovoljstvo" (6 participants=50%), "užitak" (3 participants=25%) and "rado" (2 participants=16.7%).

- h) "The trip was a pure <u>delight</u>."

  The two most common translations[38] were: "užitak" (5 participants=41.7%) and "zadovoljstvo" (3 participants=25%).

- i) "Finding a good job brings a lot of <u>cheer</u> to everyone."

  The two most common translations[39] were: "zadovoljstvo" (3 participants=25%) and "veselje" (3 participants=25%).

- j) "Each child should have a life full of <u>cheer</u>."

  The most common translations were: "radost" (4 participants=33.3%), "sreća" (3 participants=25%) and "sretan" (2 participants=16.7%).

- k) "The presence of the whole family was a great <u>pleasure</u> and <u>enlivenment</u> to everyone".

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[38] Only two translations of the word "cheer" were taken into account because the other 6 participants proposed 6 different translations.

[39] The participants translated the word "contentment" only as "zadovoljstvo" and "ispunjenost".

The most common translations of the word "pleasure" were: "zadovoljstvo" (10 participants=83.3%), "zadovoljni" (1 participant=8.3%) and "užitak" (1 participant=8.3%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "pleasure" is the sixth of six translations of the word "zadovoljstvo" and the word "zadovoljstvo" is the fifth of eight translations of the word "pleasure". In this case, the word "pleasure" is more context-dependent and is the result of translation of the meaning of the whole sentence.

The two most common translations[40] of the word "enlivenment" were: "užitak" (4 participants=33.3%) and "osvježenje" (2 participants=16.7%).

- l) "<u>Enjoyment</u> in learning new things results in knowledge."

The most common translations were: "uživanje" (8 participants=66.7%), "užitak" (3 participants=25%) and "zadovoljstvo" (1 participant=8.3%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "enjoyment" is the second of six translations of the word "uživanje" and the word "uživanje" is the second of five translations of the word "enjoyment". In this case, the word "uživanje" is a more context-dependent translation than the word "užitak"[41] and a more general translation than the word "zadovoljstvo"[42].

- m) "It is important to develop a strong <u>enjoyment</u> of reading good books early in life."

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[40] Only two translations of the word "enlivenment" were taken into account because 3 participants did not translate it and the other 3 participants proposed 3 different translations.
[41] The word "užitak" is the first of five translations of the word "enjoyment".
[42] The word "zadovoljstvo" was not mentioned as one of possible translations for the word "enjoyment".

The most common translations were: "uživanje" (4 participants=33.3%), "zadovoljstvo" (4 participants=33.3%) and "užitak" (3 participants=25%).

- n) "The greatest <u>joy</u> of every student is the highest grade".

  The most common translations were: "radost" (6 participants=50%), "zadovoljstvo" (3 participants=25%) and "sreća" (2 participants=16.7%).

- o) "Young people should wake up every morning with <u>joy</u> in their hearts."

  The most common translations were: "radost" (4 participants=33.3%), "sreća" (3 participants=25%) and "veselje" (2 participants=16.7%).

- p) "What a <u>joy</u> is to have the opportunity to travel all around the world".

  The most common translations were: "sreća" (5 participants=41.7%), "radost" (4 participants=33.3%) and "užitak" (2 participants=16.7%).

- q) "Yellow roses signify <u>joy</u> and <u>gladness</u>."

The two most common translations[43] of the word "joy" were: "radost" (6 participants=50%) and "sreća" (4 participants=33.3%).

The most common translations of the word "gladness" were: "zadovoljstvo" (4 participants=33.3%), "dragost" (4 participants=33.3%) and "radost" (2 participants=16.7%) as "radost".

- r) "Old people remember the days when they were young with <u>gladness</u>."

The most common translations were: "zadovoljstvo" (4 participants=33.3%), "dragost" (3 participants=25%) and "radost" (3 participants=25%).

- s) "Some people try to cover up their nervousness with <u>joviality</u> and humour."

The two most common translations[44] were: "radost" (3 participants=25%) and "veselje" (2 participants=16.7%).

- t) "Returning to nature brings <u>joviality</u> in people`s lives."

The most common translations were: "radost" (6 participants=50%), "veselje" (2 participants=16.7%) and "sreća" (2 participants=16.7%).

- u) "Literature brings <u>jazziness</u> into people`s lives."

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[43] Only two translations of the word "joy" were taken into account because the last 2 participants proposed 2 different translations.
[44] Only two translations of the word "joy""were taken into account because 5 participants proposed 5 different translations and 2 participants did not write translations.

The most common translations were: "živost" (2 participants=16.7%), "veselje" (2 participants=16.7%) and "muzikalnost" (2 participants=16.7%).

- v) "The jazziness of every song is what makes it great."

The most common translations were: "muzikalnost" (2 participants=16.7%), "veselje" (2 participants=16.7%) and "ritam" (2 participants=16.7%).

- w) "Pleasure is a cup of coffee early in the morning."

The two most common translations[45] were: "zadovoljstvo" (7 participants=58.3%) and "užitak" (4 participants=33.3%).

- x) "The greatest pleasure of every parent is to see his/her children happy."

The two most common translations[46] were: "zadovoljstvo" (11 participants =91.7%) and "sreća" (1 participant=8.3%). When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "zadovoljstvo" is the fifth of eight translations of the word "pleasure" and the word "pleasure" is the sixth of six translations of the word "zadovoljstvo". In this case, the word "zadovoljstvo" is context-dependent and is the result of translation of the meaning of the whole sentence. The word "sreća" is not mentioned as one of possible translations.

- y) "Pupils` vivacity brings joy into schools".

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[45] Only two translations of the word "pleasure" were taken into account because the last participant proposed a different translation.
[46] Only two translations of the word "pleasure" were taken into account because the participants proposed only two translations.

The two most common translations[47] of the word "vivacity" were: "živahnost" (6 participants=50%) and "živost" (5 participants=41.7%).

The two most common translations[48] of the word "joy" were: "radost" (8 participants=66.7%) and "veselje" (2 participants=16.7%) When we open Željko Bujas` "English-Croatian dictionary" or "Croatian-English dictionary", we can see that the word "radost" is the first of two translations of the word "joy" and the word "joy" is the first of six translations of the word "radost". In this case, the word "radost" is a more general translation while the word "sreća" is a more context-dependent translation. The word "blagoslov" is the result of word-for-word or literal translation while the other translation is the result of translation of the meaning of the whole sentence.

- z) "Comedy, as a literary genre, is characterised by <u>vivacity</u> and humor."

The two most common translations[49] were: "živost" (6 participants=50%) and "živahnost" (5 participants=41.7%).

- aa) "Parks in big cities are oases of <u>serenity</u>."

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[47] Only two translations of the word "vivacity" were taken into account because the last participant proposed a different translation.
[48] Only two translations of the word "joy" were taken into account because the last two participants proposed a different translation.
[49] Only two translations of the word "vivacity" were taken into account because participants proposed only two translations.

The two most common translations[50] were: "mir" (7 participants=58.3%) and "spokoj" (3 participants=25%). The words "mir" and "spokoj" are not mentioned as possible translations in Željko Bujas` "English-Croatian dictionary" nor is the word "serenity" as the translation of the words "mir" and "spokoj" in Željko Bujas` "Croatian-English dictionary". So, both the words "mir" and "spokoj" are context-dependent translations and therefore the results of translation of the meaning of the whole sentence.

- bb) "Yoga is a great way to experience <u>serenity</u>."

  The most common translation[51] was: "spokoj" (6 participants=50%).

- cc) "For an introvert, it is difficult to experience <u>serenity</u> among a group of people."

  The most common translations were: "mir" (4 participants =33.3%), "spokoj" (2 participants=16.7%) and "miran" (2 participants=16.7%).

- dd) "Success brings <u>zest</u> to life."

  The two most common translations[52] were: "začin" (3 participants=25%) and "radost" (2 participants=16.7%).

8. Discussion

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[50] Only two translations of the word""serenity" were taken into account because the last two participants proposed two different translations.

[51] Only one translation of the word "serenity" was taken into account because the other 6 participants proposed 6 different translations.

[52] Only two translations of the word "serenity" were taken into account because the other seven participants proposed 7 diffe rent translations.

The "Study on bilingualism and emotions" has made a contribution to a better understanding of the relationship between bilingual people`s languages and emotions. Several conclusions were made on the basis of the study`s results.

When it comes to the dominance of a certain language or languages the participants know and use, the Croatian language, the participants` mother tongue and first language, is the most dominant language of all the languages they know and use. The participants use Croatian more than English despite the fact that they all speak these two languages. Further, the participants speak in Croatian with everyone while they speak in English mostly with friends, colleagues and professors. These results were exprected. It makes sense that the participants` dominant language is Croatian because it is their mother tongue and first language. All participants are Croats, and they live and study in Croatia so it was predictable that Croatian would be the language they speak most often and with everyone. Gabrijela Radoš (2014) came to a similar conclusion. The results of her study show that the participants use their mother tongue[53] the most.

When taking into consideration the switching between languages the participants know and use, they most often switch between their languages when they speak with their friends and family, somewhat less at college and least in public. These results are logical because people usually switch between languages with interlocutors they know well and with whom they are closely related. By contrast, people do not switch between languages when they speak with people they do not know well enough or are not sure they speak a certain language. Also, the reason why the participants stated they switch between languages somewhat less is the fact

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[53] In this case the mother tongue is the first language for one part of the participants and the second language for others.

that when they are at college they use standard languages. Gabrijela Radoš (2014) also came to a similar conclusion. The results of her study show that the participants switch between languages more with people they know better (e.g. friends, family members and colleagues at work) than with strangers.

With regard to the participants` self-evaluation of anxiety, they feel the most anxious when speaking in public, somewhat less anxious when speaking on the telephone and with strangers, and least anxious when speaking with friends and colleagues. Further, the participants feel least anxious when speaking Croatian, their mother tongue and first language, regardless of the context/situation. Furthermore, the participants feel less anxious when speaking English (the second language for 41 participants (80.4%)) than when speaking German (the third language for 19 participants (55.9%) out of 34) regardless of the context/situation. Also, the participants feel less anxious when speaking English than when speaking Italian (the third language for 9 participants (37.5%) out of 24 and the fourth language for 8 participants (33.3%) out of 24) regardless of the context/situation. Additionally, there was a more significant increase in the level of anxiety when comparing English to Croatian, and German to English than when comparing Italian to German. Besides that, the level of anxiety in English, German and Italian was lower for talking with friends than talking with strangers, which was less anxiety-provoking than speaking in public. This pattern was not valid for Croatian because the level of anxiety was the same regardless of the context/situation. All these results were not unexpected. It is clear that people feel most anxious when speaking in public in front of a large number of (unknown people). By contrast, it obvious that people feel relaxed when they speak with friends and other people they know well and are closely related to. Also, it was expected that the participants would state they feel the least anxious when speaking Croatian which is their mother tongue and the first language,

and therefore the language in which they are most proficient. Further, it makes sense that the participants reported they feel less anxious when speaking English than German or Italian because English is the second language for the majority of participants. This means that the majority of participants are early learners of English and they acquired it in both the naturalistic and instructed context. By contrast, German or Italian are the third/fourth/fifth language for the majority of participants and they learned them mostly in an instructed context. So, as older learners they lack this high level of proficiency and frequency of language use they have when when it comes to English. Jean-Marc Dewaele (2007) also got similar results. According to his results, the communicative anxiety (CA) levels are lowest in the first language and increase gradually from the second language to the third language and then to the fourth language. Also, he concluded that speaking the first language with friends, with strangers and in public is significantly less anxiety-provoking than speaking the second language in these three situations. Furthermore, he inferred that the levels of communicative anxiety (CA) in the first, second and third language were significantly lower for talking with friends than talking with strangers and that talking with strangers was less anxiety-provoking than speaking in public. The present pattern was somewhat different when concerning the fourth language. The level of foreign language anxiety (FLA) in the fourth language was not lower for talking to friends than talking to strangers, but it was considered to be less anxiety-provoking than speaking in public. Jean-Marc Dewaele, Konstantinos V. Petrides and Adrian Furnham (2008) proved Jean-Marc Dewaele`s (2007) conclusion that people feel more comfortable in their first languages than the other languages they know and use. Further, they inferred that there is a significant increase in the foreign language anxiety for languages learned later in life regardless of the context/situation. As one possible explanation for this increase in the level of anxiety they emphasize the fact that the participants are typically most proficient in the languages that were acquired/learned earlier in life and used most frequently.

So, Dewaele, Petrides and Furnham argue that the frequency of use of a language, the age of language acquisition and the context of language acquisition are strong predictors of communicative anxiety (CA) and foreign language anxiety (FLA) in the first, second, third and fourth language. They claim that early starters have lower levels of foreign language anxiety (FLA) when concerning the second language and the third language. Another important fact that they point out is that the participants with a higher number of languages tend to report lower level of communicative anxiety (CA) and foreign language anxiety (FLA). Further, Dewaele, Petrides and Furnham imply that multilinguals who learned a language only in an instructed context reported higher levels of foreign language anxiety (FLA) than those who learned a language in a naturalistic context or both instructed and naturalistic context. When comparing multilinguals who learned a language in a naturalistic context and those who learned a language in both instructed and naturalistic context, those who learned a language only in naturalistic context reported higher level of foreign language anxiety (FLA). Therefore, the results of this study are in line with their findings.

When taking into account the emotional significance of various languages the participants speak, the majority of participants defined their mother tongue, the Croatian language, as the language of their emotions. Further, a substantial percentage of participants stated that various languages other than their mother tongue are the languages of their emotions. The important fact is that they acquired or learned these languages in a naturalistic or both naturalistic and instructed context. So, again this naturalistic component is an important factor in language use and has a huge impact on the emotional relationship between the language and its speakers. It is not a surprise that the majority of participants defined Croatian as the dominant language when it comes to expressing various emotions. As the mother tongue and the first language, Croatian is the language in which the participants are most proficient and therefore most

easily express their emotions. Catherine L. Caldwell-Harris (2014), Jean-Marc Dewaele (2006), Stefano Puntoni, Bart de Langhe and Stijn M. J. Osselaer (2009) and Maya Salloum (2013) confirmed that a native language is a dominant language when we take into account emotions and that emotional component is strongest in the languages that are acquired early and learned to high level of proficiency. Caldwell-Harris claims it make sense that the emotionality is part of languages acquired/learned in early chilhood and argues this is due to the family context in which everyday language carries the full range of human emotions. Dewaele deals with one of basic emotions and that is anger. He concluded that the first language is the dominant one when it comes to expressing anger. The multilinguals reported this is due to first language`s perceived superior emotional force. Dewaele mentions the age of acquisition and the context of acquisition as the important factors in this case. Further, Dewaele also emphasizes that multilinguals choose a foreign language rather than their native language when expressing emotions in order to obtain emotional distance. Puntoni, de Langhe and van Osselaer did a research on advertising slogans and inferred that messages of slogans written in the first language were perceived as more emotional ones than those written in the second language. According to Salloum, there is a noticeable difference between the first language and foreign languages due to the fact that the first language is considered to be the language of emotions. Again, the findings of this study seem to support the findings of the above mentioned studies.

When keeping in mind the subjective statements about various languages that the participants know and use, the participants rated Croatian as richer, more poetic and more emotional than German, and colder than Italian. Further, they reported English to be richer than Croatian and Italian, more poetic and more emotional than German. Furthermore, they argued that English is more colourful than Croatian and German, and more useful than Croatian, German and

Italian. Additionally, they argued that English is more neutral than German and colder than Italian. Also, they rated Italian as more poetic than Croatian. Besides that, they stated that German is colder than Croatian and English. These results were expected. It is a common opinion that Croatian is more peotic and more emotional than German which is considered to be a cold language. Further, it makes sense that the participants rated English as more useful and more colourful than Croatian because it is known that the English vocabulary is wide and extensive, especially when concerning various emotions. Besides that, it is logical that Italian is considered to be more poetic than Croatian and that German is ranked as colder than both Croatian and English. It is a common belief that Italian is a very poetic, colourful and melodic language and that German is a very cold, distant and emotionless language.

When it comes to expressing deepest feelings in various languages that the participants know and use, the participants stated that they express their deepest feelings more often in Croatian (the first language for all participants) in different contexts and situations than in the foreign languages they know and use. This result was expected because if the participants reported that Croatian is their dominant language and the language of their emotions than it is logical that it would also be the language in which they express their deepest feelings. Dewaele (2010) reached a somewhat similar conclusion. He inferred that there is a gradual decline in the values from the first language to the fifth language for perceived usefulness, colourfulness, richness, poeticity and emotionality. Also, he argued that participants who acquired a language/languges before the puberty tended to perceive this language/these languages as more useful, colourful, rich, poetic and emotional in comparison to those languages learned after the pubety. So, the participants reported that they felt significantly more fake, less emotional and less logical while speaking languages learned later in life.

When considering talking about emotional topics in the participants` second or third language, the majority of participants implied that it is easier for them to talk about emotional topics in their second language than in their third language. The reason is the insufficient fluency and proficiency. Further, a substantial percentage of the participants mentioned that it is easier for them to talk about emotional topics in their mother tongue, the Croatian language, than in both their second and third language. These results were not unexpected. It makes sense that the participants stated it is easier for them to talk about emotional topics in their second language than their third language. English is the second language for the majority of participants and they started acquiring/learning it from an early age in both a naturalistic and an instructed context. Because of this they are more proficient in English than in German or Italian which are the third languages for the majority of participants. Gabrijela Radoš (2014) came to the same conclusion stating that for most participants in her study it was easiest to talk about emotional topics in their first language. Further, when comparing the second and the third language, the participants claimed it was easier to talk about emotional topics in their second language than in their third language.

With regard to forming sentences silently (inner speech) in various languages the participants know and use, the participants affirmed that they more often form sentences silently in their mother tongue, the Croatian language, than in foreign languages they know and use. Further, when comparing foreign languages they know and use, the participants more often form sentences silently in English than in German or Italian. These results also prove that there is a strong connection between the age of starting acquiring/learning a language, context of language acquisition, frequency of language use, level of language proficiency and the representation of a certain language or languages in people`s lives. The use of the foreign

language inner speech increases with the foreign language proficiency. But, the mother tongue still has the dominant position as the language used for inner speech.

With respect to feeling like a different person when using different languages, the majority of participants reported that they do not feel like a different person when speaking and using different languages. Mateja Golub (2013), and Marta Medved Krajnović and Ivana Juraga (2008) got the same results. The majority of participants in their studies stated that they do not feel different when they speak different languages. They explained this claim by stating that they can express their personality better in their mother tongue than in some other language because of the reduced communicative competence. Further, they argued that the level of language proficiency limits them in their attempts to express their beliefs and attitudes, and impedes communication in general. Medved Krajnović and Juraga emphasized that a significant number of participants stated that there is only one personality, but that language learning can change, expand and enrich an individual`s personality. In other words, the participants implied that by learning foreign languages they learn about foreign cultures and this way become more tolerant to other nations and get the feeling of greater confidence and worth. In contrast to these findings, Pavlenko (2006) and Wilson (2008) found that people feel like a different person when using different languages.

When taking into account the expression of happiness in different languages and in different contexts/situations, the participants stated that they express the emotion of happiness more often in the Croatian language than in foreign languages they know and use regardless of context/situation. Further, when comparing foreign languages they know and use, the participants more often express happiness in English than in German or Italian. These results are logical and were expected. It makes sense that the participants stated that they use

Croatian more often than other languages they speak when it comes to expressing the emotion of happiness. Being the participants` mother tongue, the dominant language in their lives and the language of their emotions, Croatian is logically the language which they use most often when they express their happiness. Further, it was not unexpected that the participants would state it was easier for them to express the emotion of happiness in English than in German. The reason is the fact that English is the second language for the majority of participants while German is the third language for the majority of participants. So, it is obvious that the participants are more proficient in English than in German. Jean-Marc Dewaele (2006) got the same results for another basic emotion and that is anger. According to his results, multilinguals use the first language most frequently. When comparing foreign languages, the second language is used with the greatest frequency, the third language is used somewhat less frequently, and the fourth and the fifth language are used least frequently. Further, Dewaele argued that the age of language acquisition, the context of language acquisition and the frequency of language use determine the language/languages which people will use when expressing (basic) emotions. All three predictors are mutually connected. The lower age of onset of acquiring/learning a language and the naturalistic component in the context of acquisition/learning correspond to a higher frequency of use of that particular language when expressing anger. Dewaele thinks this is due to the fact that the context of acquisition and the age of acquisition equate with the type and intensity of exposure to a certain language and to the use of this particular language in the authentic communication. So, if the use of a particular language was connected only to classroom, then the stylistic range and emotion repertoires would be more limited than the ones of a language used outside the classroom in a variety of (authentic) communicative situations.

With respect to the emotional weight of the phrase "I am happy", the majority of participants claimed that the phrase "I am happy" does not have the same emotional weight in various languages they know and speak. Furthermore, most of these participants implied that this phrase causes the strongest feeling uttered in Croatian which is their mother tongue. It makes sense that the participants stated that the phrase "I am happy" uttered in Croatian causes the strongest feeling because Croatian is the dominant language when it comes to expressing emotions and deepest feelings. Gabrijela Radoš (2014) and Jean-Marc Dewaele (2008) found similar results for the phrase "I love you". According to the results of Radoš`s study, the phrase "I love you" causes the strongest feeling uttered in Croatian for the majority of participants. Further, according to the results of Dewaele`s study, this phrase causes the strongest feeling uttered in Croatian for nearly a half of the participants. Dewaele believes that the emotional weight of the phrase "I love you" is connected with sociocultural and linguistic factors, participants` individual linguistic trajectories, frequency of use of this phrase and its variants with different interlocutors in different situations.

When taking into consideration the easiness of expressing happiness in various languages that the participants know and use, the majority of participants declared that they express the emotion of happiness most easily in Croatian which is their mother tongue. This is absolutely logical because the participants stated that Croatian is the language in which they most often express the emotion of happiness and also the language of all their emotions. When taking into account various foreign languages that the participants speak, English is the language in which they most easily express the emotion of happiness.

With regard to talking about topics related to happiness in the participants` second or third language, the majority of participants argued that it is more difficult to talk about various

topics related to the emotion of happiness in their third language than in their second language. They emphasize the insufficient fluency and proficiency as the reason for this difficulty. Furthermore, a substantial percentage of the participants stated that it is less difficult for them to talk about various topics related to the emotion of happiness in their mother tongue, Croatian, than in either their second or third language. It was expected that the participants would state that it was more difficult for them to talk about various topics related to happiness in their third language. The reason is the fact that the participants started learning their third language later in life than they did their second, and the majority of them learned their third language only in an instructed context. Also, it was expected that it would be easiest for the participants to talk about various emotions related to hapiness in Croatian which is their mother tongue and the language of their emotions. Gabrijela Radoš (2014) found similar results. Almost all the participants in her study reported that it was easiest for them to talk about emotions in their first language. Further, the participants stated that it was somewhat easier for them to talk about emotions in their second language than in their third language due to the lack of vocabulary. Mateja Golub (2013) got somewhat different results. The results of her study showed that the number of participants who find it easier to express certain emotions in English equals the number of participants who find it easier to express certain emotions in Croatian which is their native language. Golub explains that it makes sense that a certain number of participants determined their native language as the language in which they can most easily express their emotions because native language`s vocabulary is the broadest and richest one. The participants implied that it is easier for them to find the right words in their mother tongue and that they do not have to think about what they are trying to say. Also, they stated that there is less chance of not being understood when expressing themselves in their native language. The other participants, who stated that they find it easier

to express certain emotions in English, emphasize that English has a very rich vocabulary which contains certain words and expressions that Croatian lacks.

When it comes to the first version[54] of the second questionnaire, the majority of participants gave general translations of the Croatian words that denote the emotion of moderate happiness. These general translations were the results of word-for-word or literal translation. These results suggest that the participants were concentrating more on the individual words than on the sentence as a whole during the translation process. So, the conclusion would be that translating from Croatian, the participants` mother tongue, into English, the participants` foreign language, is a pretty demanding process. This is the reason why the participants focused more on particular words (words that denote the emotion of moderate happiness) and neglected individual sentences as a whole and their meaning.

When considering the second version[55] of the second questionnaire, the majority of participants gave context-dependent translations of the English words that denote the emotion of moderate happiness. These context-dependent translations were the result of translation of the meaning of the whole sentence. These results suggest that the participants were more concentrated on the sentence as whole than on the individual words during the translation process. So, the conclusion would be that translating from English, the participants` foreign language, into Croatian, the participants` mother tongue, is a less demanding process than translating from Croatian into English. The proof is the fact that the participants focused on the sentence as a whole and its meaning.

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[54] The participants were supposed to translate the sentences written in the Croatian language into the English language.
[55] The participants were supposed to translate the sentences written in the English language into the Croatian language.

9. Conclusion and suggestion for further research

People express the emotion of happiness easier in their mother tongue, although some foreign languages can provide them a wider and richer vocabulary. Each mother tongue, in this case the Croatian language, is its speakers` language of emotions and there is a strong relationship between it and its speakers.

Since the questionnarie that was used in this study was comprehensive and covered a wide range of issues, future research could focus on more specific topics. Also, future research could include male participants in order to explore whether the results would be different. Future studies in the field of emotions, especially the emotion of happiness, will certainly provide us with more detailed information about the phenomenon. I hope that my study was a modest contribution to this particular field of interest.

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11.Sažetak

Cilj je ovoga rada utvrditi sličnosti i razlike između izražavanja osjećaja na materinskome jeziku te na stranim jezicima. Rad se sastoji od dva dijela, teorijskoga dijela te dijela koji se odnosi na provedeno istraživanje.

U prvome se dijelu rada daje kratki pregled definicija osjećaja i riječi kojima izražavamo osjećaje, promatra se utječu li kulturni i jezični kontekst na riječi kojima izražavamo osjećaje, proučava se međusobna povezanost ljudske misli i jezika s gledišta teorije „razmišljanje za govorenje", istražuje se odnos osjećaja i dvojezičnosti, dodatno se objašnjava što su osnovni osjećaji i osjećajne sheme, osim činjenice da su dvije vrste osjećaja, te se nastoji definirati sreća.

U drugome se dijelu iznose podaci o istraživanju koje je provedeno za potrebe ovoga rada. U istraživanje su bile uključene studentice Engleskoga jezika i književnosti koje govore dva ili više jezika. Na temelju rezultata istraživanja utvrđeno je da su sudionice osjećajno povezane s materinskim jezikom, koji je ujedno i njihov prvi jezik te za većinu njih i dominantan jezik. Hrvatski je jezik, osim što je jezik kojim izražavaju osjećaje, i jezik kojim sudionice izražavaju najdublje osjećaje, koji koriste kada razgovaraju o temama vezanim za osjećaje te na kojem najčešće i najlakše izražavaju sreću. Uzimajući u obzir strane jezike koje sudionice znaju i koriste, jezici koje su sudionice usvojile ranije u životu, u prirodnom ili i prirodnom i obrazovnom okružju te koje češće koriste su oni jezici koje koriste češće kada se radi o osjećajima i temama vezanima za osjećaje.

Ključne riječi: osjećaji, izražavanje osjećaja, shvaćanja dvojezičnih i višejezičnih osoba

12. Appendices

12.1. Appendix "A"-1st questionnaire

Bilingualism and emotions questionnaire

Background information

1. Age:

2. Nationality:

Linguistic information

1. Which **languages** do you know?

2. Which do you consider to be your **dominant language(s)**?

3. Do you consider yourself **bilingual**?

4. When did you start learning languages you know? Was the acquisition of languages you know **naturalistic** (outside of school), **instructed** (school), or both?

	Language	Age at which you started learning the language	Context of acquisition
1st language (L1)			
2nd language (L2)			
3rd language (L3)			
4th language (L4)			
5th language (L5)			

5. How frequently do you use each of the languages and with whom?

never=0   **every week=3**
every year=1   **every day=4**
every month=2   **several hours a day=5**

	Frequency	With whom
L1		
L2		
L3		
L4		
L5		

6. Do you switch between languages within a conversation with certain people?

never=0   **frequently=3**
rarely=1   **all the time=4**
sometimes=2   **not applicable=5**

When speaking with friends and family	
When speaking with strangers	
When speaking in public	
At college	

7. Do you switch between languages when talking about certain matters?

never=0   **frequently=3**
rarely=1   **all the time=4**
sometimes=2   **not applicable=5**

When speaking about neutral matters	
When speaking about personal matters	
When speaking about emotional matters	

8. How **anxious** are you when speaking your different languages with different people in different situations?

not at all=0   very anxious=3
a little=1   extremely anxious=4
quite anxious=2   not applicable=5

	When speaking with friends	When speaking with colleagues	When speaking with strangers	When speaking on the telephone	When speaking in public
L1					
L2					
L3					
L4					
L5					

Language and emotions

1. Do your languages have different **emotional significance** for you? If yes, then how do you see this significance of each language? Is one more appropriate as the language of you emotions than others?

2. Here are some subjective statements about the languages you know. Please mark to what extent they correspond to your own perceptions. There are no right or wrong answers.

not at all=1   to a large extent=4
somewhat=2   absolutely=5
more or less=3

	Rich	Poetic	Emotional	Colourful	Useful	Neutral	Poor	Cold
L1								
L2								
L3								
L4								
L5								

3. Which language do you express your **deepest feelings** in?

never=0 **certainly=3**
maybe=1 **without any doubt=4**
probably=2 **not applicable=5**

	When alone	In letters and e-mails	When talking to friends	When talking to parents/a partner	When talking to strangers
L1					
L2					
L3					
L4					
L5					

4. Is it easier or more difficult for you to **talk about emotional topics** in your second or third language? If there is a difference, could you tell us about it and perhaps provide some examples?

5. If you form sentences silently **(inner speech)**, which language do you typically use?

never=0 **frequently=3**
rarely=1 **all the time=4**
sometimes=2 **not applicable=5**

L1	
L2	
L3	
L4	
L5	

6. Do you sometimes feel like a **different person** when you use your different languages?

Languages and happiness

1. If you are **happy**, what language do you typically use to express your **happiness**?

never=0   **frequently=3**
rarely=1   **all the time=4**
sometimes=2   **not applicable=5**

	When alone	In letters and e-mails	When talking to friends	When talking to parents/a partner	When talking to strangers
L1					
L2					
L3					
L4					
L5					

2. Does the phrase **"I am happy"** have the same emotional weight for you in your different languages? Which language does it feel strongest in?

3. In which language do you express **happiness** more easily? Is there a difference between your L1 and other languages you know?

4. Is it more difficult to **talk about topics related to happiness** in your second or third language? If there is a difference, could you tell us about it and perhaps provide some examples?

5. Do you have any other **comments** and/or interesting moments in your life considering language and happiness that you would like to share?

Bilingualism and emotions questionnaire

6. Please translate the following sentences into English.

a) Prava je umjetnost življenja ispuniti svaki trenutak sa što je više moguće uživanja.

b) Jedan je od izvora užitka čitanje dobre knjige.

c) Istinski je blagoslov imati veliku obitelj.

d) Imati mnogo novaca može biti nesreća, a i sreća.

e) Istinsko zadovoljstvo ovisi o ljudima samima.

f) Ljudi pronalaze zadovoljstvo u različitim stvarima.

g) Ljudi se obično uspomena iz djetinjstva prisjećaju s užitkom.

h) Izlet je bio potpuni užitak.

i)   Pronalaženje dobroga posla donosi mnogo veselja svima.

j)   Svako bi dijete trebalo imati život ispunjen veseljem.

k)   Nazočnost je cijele obitelji bila veliko zadovoljstvo i veselje za svakoga.

l)   Užitak u učenju novih stvari rezultira znanjem.

m) Važno je razviti velik užitak u čitanju knjiga u ranoj dobi.

n)   Najveća je radost svakoga učenika najviša ocjena.

o)   Mladi bi se trebali buditi svakoga jutra sa srcem ispunjenim radošću.

p)   Kakvo je veselje imati mogućnost putovati širom svijeta.

q)   Žute ruže znače sreću i razdraganost.

r)   Stari se ljudi s veseljem prisjećaju dana kada su bili mladi.

s)   Neki ljudi pokušavaju prikriti svoju nervozu veselošću i humorom.

t) Povratak prirodi donosi veselje u ljudske živote.

u) Književnost unosi živahnost u ljudske živote.

v) Živahnost je svake pjesme ono što je čini odličnom.

w) Užitak je šalica kave rano ujutro.

x) Najveće je zadovoljstvo svakoga roditelja vidjeti svoje dijete sretno.

y) Živahnost učenika unosi veselje u škole.

z) Komediju, kao književnu vrstu, karakterizira živahnost i humor.

aa) Parkovi su u velikim gradovima oaze spokoja.

bb) Joga je odličan način kako doživjeti spokojnost.

cc) Za introverta je teško doživjeti spokojnost među skupinom ljudi.

dd) Uspjeh donosi užitak u život.

12.3. **Appendix "C"-2nd questionnaire- the first version-sentences written in**

English and translated into Croatian

Bilingualism and emotions questionnaire

7. Please translate the following sentences into Croatian.

a) The true art of life is to crowd as much enjoyment as possible into every moment.

b) One of the sources of enjoyment is reading a good book.

c) It is a real blessing to have a big family.

d) Having a lot of money can be a curse as well as blessing.

e) True contentment depends on people themselves.

f) People find contentment in different things.

g) People usually recall their childhood memories with delight.

h) The trip was a pure delight.

i) Finding a good job brings a lot of cheer to everyone.

j) Each child should have a life full of cheer.

k) The presence of the whole family was a great pleasure and enlivenment to everyone.

l) Enjoyment in learning new things results in knowledge.

m) It is important to develop a strong enjoyment of reading books early in life.

n) The greatest joy of every student is the highest grade.

o) Young people should wake every morning with joy in their hearts.

p) What a joy it is to have the opportunity to travel all around the world.

q) Yellow roses signify joy and gladness.

r) Old people remember the days when they were young with gladness.

s) Some people try to cover up their nervousness with joviality and humour.

t) Returning to nature brings joviality in people`s lives.

u) Literature brings jazziness into people`s lives.

v) The jazziness of every song is what makes it great.

w) Pleasure is a cup of coffee early in the morning.

x) The greatest pleasure of every parent is to see his/her children happy.

y) Pupils` vivacity brings joy into schools.

z) Comedy, as a literary genre, is characterized by vivacity and humour.

aa) Parks in big cities are oases of serenity.

bb) Yoga is a great way to experience serenity.

cc) For an introvert, it is difficult to experience serenity among a group of people.

dd) Success brings zest to life.