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The Emotional Attributes to the Bilingual Experience

Our emotions are key in our actions and reactions. They directly affect how we properly approach our day to day, intentionally keeping that wide spectrum of emotional experiences. Our perception of language can be distorted by our emotions, easily, creating a cap on our experiences with learning and ambition to learn. Many students that grow up bi/multilingual have negative experiences surrounding school, this creates a personal connotation to their individual encounters with the educational system. Perhaps, this connotation tied to a negative emotion, can be tentatively linked to a difficult time within those classroom walls. Emotions drive our determination and hopefulness; it allows for opportunity and obstacles.

In Joyshree Deb's argumentative essay, *Affective Factors in Second Language Writing: Is It a Matter of Concern?*, she makes a point on how the active emotions of second language or multi-language learners can have an effect on how they perceive the language and can have an effect on their learning in general. Affective Factors are emotional factors that influence learning. The emotional factors could naturally have a positive and negative effect on learning and perception. Negative affective factors are called affective filters. Affective filters can create formidable barriers towards the acquisition of education, in particular those who have to begin by learning the language before they even obtain information about the true subject matter. Academic subjects like Math, English, History, and Science become puzzling to bi/multilingual students because they are pressured into assimilating to the standardization of White ideals.

Young students being driven by heavy emotions such as anger for the system or fear because of years of intimidation by the system, these students often turn their cheek and undoubtedly continue to straddle through a system that doesn't cater to them. Deb says, "There is a negative relationship between writing anxiety and writing performance. Second language writing anxiety focuses 'primarily on items relating to attitudes towards writing in English followed by self-derogation for the process and fear of negative evaluation by the teacher and/or by fellow students' (Gkonou, 2011, p.267)." (Deb, 2018), Students who have negative emotions tied to their environment don't perform well. They don't expect themselves to succeed and aren't prompted to do so. The feeling of judgement is also crucial in the academic outcome of a bi/multilingual student because it influences their academic performance.

Sornale Khan's framing narrative is promptly driven by her invincible determination. Sornale speaks about gender norms and the cultural expectations instilled upon her because she is a woman. Women are traditionally expected to stay home and Men are meant to be breadwinners. Her family wisely left Bangladesh to further their chances. Once Sornale and her family settled in the states, she was confronted with awful comments about her appearance and accent. Sornale may have dealt with a difficult situation, but she held her ground and came back on top after speaking to her school's principal about said issues. Sornale is strong about her opinions on dismantling gender norms- she doesn't want to be held back by conservative notions. She also finds that her academic success will provide a platform to help others break from the chain. Sornale exhibits a developed sense of resilience after being bullied; she naturally made it to college and continues to be a good student.

Odilena reflects on having to pick up the communicative responsibility of her mother and at times is burdened with the consequences of her mother's actions. Odilena also makes a

point of her realization that many first-gen children take the role of spokesperson for a particular person or set of people within their family. Being a spokesperson can be overwhelming that can lead to: forgetfulness and difficulty concentrating. Having to learn English but also being responsible for others can fabricate a distaste for learning and helping. At the end, Odilena speaks about her mother overcoming her own language barrier and being able to begin conversation in English. Odilena and her mother seem very hopeful although the essay didn't begin that way. It is enlightening to pull through barriers and learn the optimism of bilingualism. Odilena allowed her eagerness to persevere in English, even if she and her mother may have struggled.

My essay speaks on the growth of my language through time. Also, how different aspects of my personal life and others internalized standard language ideologies affected my self-esteem. My negative encounters affected me in school, which made me anxious and fearful of what individuals may think. Being shy changed who I was in school. I didn't participate in read-out-loud that impacted my grade and subsequently shifted the teacher's perception of me. My narrative emphasized how although I may have faced hardships, I am currently walking on a healthy path.

Anger and resentment has its way of correlating to the consequences of the educational system. In June Jordan's *Nobody Mean More to Me Than You And the Future Life of Willie Jordan*, Jordan focuses on how language is suppressed through the continuation of the standardization of white language. The students in her classroom go through a journey of actualisation where they realize the lack of knowledge surrounding Black English. The essay features the death of a peer at the hands of a police officer, which catastrophically altered the

students. Their anger towards the system, both educational and judicial, fueled their thirst to educate themselves.

Emotions naturally possess a substantial influence on our cognitive processes. This constitutes attention, learning, memory, and problem-solving. Emotions exert a notably profound influence on concentration, especially modulating the selectivity of attention as well as motivating action and behavior. Bi/multilingual kids are subjected to emotional mistreatment that leads to academic motivation to be better or lack thereof. These students subjugated to “grow up in a house where every true mirror shows us the face of somebody who does not belong there, whose walk and whose talk will never look or sound ‘right,’ because that house was meant to shelter a family that is alien and hostile to us.”(Jordan, 1988)

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