

ENGLISH STUDIES DEGREE

FINAL UNDERGRADUATE

DISSERTATION



**The role of languages in the
affective connections of bilingual
families: A mother's perspective.**

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Abstract

Swain (1972) proposed that bilingualism is the new first language for those children who, when born, acquire two languages simultaneously, due to the fact that they are part of a bilingual family. At present, these types of families are very prevailing; consequently, the number of studies on this fact is on the rise. However, researchers usually focus their studies on the linguistic and social points of view. To a lesser extent, the psycholinguistic side of being part of a bilingual or multilingual family is also studied; it must also be mentioned, though, that most of these works have generally been done focusing on children's psycholinguistic development and not from the parents' point of view. This research analyzes the case of a mother who has two children (8 and 3 years old respectively). With her first kid, she spoke in Valencian, which is her mother tongue; with her second child, however, she spoke exclusively in English. After doing this, she began to feel something strange about the affective connection with her second child. This research investigates the possibility that this condition is due to the fact that the mother communicated with the child solely in English. Thus, this study tries to answer the following questions: How did the mother feel? Why did she feel that way? And, to what extent is language the cause? Two questionnaires were given to the mother in order to obtain data and understand the context. The results expose that the language with which she addressed her son affected her relationship to the point of causing emotional detachment. In addition to this, certain phenomena such as the emergence of a new role, the role of teacher, which added to her role as mother also contributed to emotional variations. Finally, it is also discovered that detachment arises when there is constant communication in the language other than L1, but the fact of using English occasionally does not contribute to creating an emotional detachment in the relationship of this Valencian-speaking mother with her son.

Keywords: Affective connection, Emotional detachment, Native language, Bilingual families, Mother-to-child relationship.

1. Introduction

At present times, it is known that language is not only an instrument of communication; although its most important or distinguished use is to transmit information, language also serves, for instance, to think and to create relationships. Interactionism, defended by Vygotsky (1978), is a language acquisition theory that explains that language is acquired when a infant is exposed to it through an interaction with the environment in which the child is developing. Bruner (1961) indicates that learners' forge their own knowledge by coordinating and categorizing data using a coding system. Bruner supposed that the most adequate manner to broaden and enrich a coding system is to discover it instead of being taught. Vygotsky (1978) strongly believed that the community plays a central role in the process of meaning making. The community of a child who is acquiring a language is mostly constructed by his/her closest family, and it is language that helps to create an affective connection between the members of the family. Therefore, language, in a way, helps to establish the affective connections of an infant with his or her parents and siblings. This is a process that all human beings effectuate throughout their first years of life, and normally, when this event occurs, the infant learns his parents' mother tongue. Our main concern in this situation is about what happens when parents communicate with their children in a language that is not their mother tongue. What is more, what happens when a infant interacts with more than one language at the same time? These are remarkably frequent facts in these last decades with globalization. Bilingual families have already been normalized these times, and it is very common to find more than one family of this type in our network of acquaintances.

People are social beings, and as a consequence, interpersonal relationships are constantly being created; one of the most important facets that can totally condition the type of relationships people have with the rest of community is language. The hypothesis that is argued in this research is that the language with which we decide to communicate with other people influences the degree of affection that we feel towards them. More specifically, the language with which a mother decides to speak to her child may systematically condition her affective connection with him.

This research focuses on the study case of a mother who has two children, 8 years old and 3 years old respectively. With the first child, the mother communicated in her mother tongue

from birth, which is Valencian. Up to here, the mother did not notice anything unusual, this is, her affective connection was what the mother expected to feel, and everything followed its usual course. The anomalies in the affective connection came with her second child. The mother decided that, from his birth, she would speak to him only and exclusively in English, which is the mother's third language (L3). Thereafter, the emotional connection that she supposed to have with her second child did not come to be as she expected. Eventually, she thought that this might be the result of speaking to him in her L3, so she changed her mind and began to speak to him in Valencian. This change made the mother feel that everything went back to normal and that the emotional connection she had with her son was what she expected. Thus, the present research tries to study the affective connections that result from bilingual families from the point of view of a mother. Some issues will be responded with our analysis: (i) how is the affective connection that the mother expected and that she finally had by speaking in her mother tongue, different from the one she had when speaking to her son in English? (ii) Why did she feel that way? and (iii) how is language related to this?

It must be taken into consideration that in this work, mother-to-child love is never questioned since a mother (except in extreme cases) will love her infant unconditionally and no matter the language they communicate with. Thus, terms such as attachment, emotional detachment, and affective connection do not have to be seen from the point of view of love, but from the point of view of the psychological connection that one has on a daily basis with another person; in this case, a mother with her child.

The results expected at the beginning of this study were that, effectively, the language the mother spoke to her second child created an emotional detachment with her child. This could be because of various aspects, as speaking to her first child in Valencian; this means that she was having her first experience as a mother speaking with her mother tongue, Valencian. Thus, when she had her second child, she had a preconceived idea of what that emotional connection was going to be like. But by speaking to her second child exclusively in English, things did not go as expected. This is, the language with which she addressed her son was probably what changed the affective connection that she expected to have. Furthermore, it was also expected that the neglected mother tongue played an important role. The mother speaks this language since childhood so with this language she created her first interpersonal contacts. This led her to associate, in a stronger way, emotions with Valencian. So speaking in a L3 made that her emotions could not be activated as they should, and this could have influenced the affective

connection she had with her child. Besides, because of the fact that she uses English in a strictly professional and academic environment, she did not associate emotions so much with this language, so this affected her affective connection with her son. Finally, at the beginning of this study, it was also expected that these anomalies in the affective connection were only felt by the mother, since the son, being a bilingual child since birth, has not associated his emotions with any of these two languages in a singular way, but to both; and needless to say that he has not had any previous mother-to-child experience.

In this first section, a brief summary of the context is given, which will aid readers to understand the situation and have a certain background knowledge to be introduced to the questions that emerge when discovering the situation. In the Theoretical Background section, some literature on the topic and also some theoretical approaches are presented in order to commence to create an idea of what happened and have previous clues and data that will help to proceed in order to comprehend, for instance, the role of language within the affective connections and features of bilingual families. In section 3, the methodology is exposed. The participant, the materials, and the procedure to collect the data are presented and explained. In section 4, the results are analyzed. Thereafter, in section 5, that is the discussion section, the results are interpreted. Finally, in section 6, the conclusions of the study will be presented.

2. Theoretical Background:

Henriette W. Langdon (2015) states that “becoming bilingual may happen from the time a child begins to talk. Situations that facilitate this phenomenon are when parents speak one language and the community speaks another (...)” (Henriette W. Langdon, 2015, pp. 262) These situations have led to naming the families in which this occurs as bilingual families. According to the work of Akgül, Yazıcı & Akman (2017) parents find some advantages in raising their children as bilingual such as the development of communication skills, the raising of self-confidence, and some advantages for their future professional lives. Apart from this, they also found some disadvantages such as the use of two languages in the same sentence, and therefore a limited or reduced set of each language.

Even Though there are some existing researches on the practical and linguistic consequences of raising bilingual kids, as the study of Kohnert (2010) “adolescents who speak both home and community languages are more likely to graduate high school than their immigrant peers who speak only English and also to develop close family and cultural connections associated with social and emotional health” (Kohnert, 2010, p. 458), only a small amount of data has been found on the emotional side. How can speaking another language affect the affective connections between the members of a family?

Sroufe and Waters (1977) describe attachment as an affective bond between the child and those who care for him or her and a behavioral system that operates flexibly in terms of a set of objectives, mediated by feelings and in interaction with other behavioral systems. From this point of view, human relations are built under certain features, which can be diverse, for example, culture, language, tastes and sense of humor, among others. For this work, language is what is going to be taken into account. Language is a behavioral system that affects extraordinarily our relationships with other people. Reflecting on this, it can be deduced that people's interpersonal relationships would not be the same if they had to speak with their closest people in any language that is not their mother tongue. This means that language can become crucial when determining what type of relationship an individual has with another person. This process may become unconscious if a person does not feel comfortable when speaking with another one in a language that this individual does not fully master or, by the same token, a language that is not his/her mother tongue. Consequently, a person will tend to avoid contact with an individual with whom the native language cannot be spoken. This is explained by Marcos (1976) who named the emotional detachment that bilinguals often have in their L2 as the “detachment effect” (Marcos, 1976, p. 552). For him, the L2 has an intellectual function and is fairly deprived of emotion, whereas L1 is comprehensively connected to emotions. Bond and Lai (1986) studied the language choices of female Chinese students in a Hong Kong university. They were asked to speak to each other, either in Cantonese (their L1) or in English (their L2) about four topics: two common topics and two quite compromising topics. The first two topics were about economics and politics, and the other two were about sex and shameful experiences that the participants had lived. It was discovered that they used more English in the last two topics. The researchers concluded that by using the L2, students felt more distant from the feeling of shame. Something similar was explained by Javier and Marcos (1989), who claimed that when changing the language from their L1 to their L2, speakers felt distant about

what was being said. These two studies are clear evidence of the existence of a “detachment effect” when using an L2.

Jean-Marc Dewaele (2013) concluded in his study that “the picture that emerges from research on multilingualism and emotions is a complex and highly dynamic one” (Jean-Marc Dewaele, 2013, p. 5). He continued saying that

Multilinguals’ language choices to communicate emotions and their perceptions of their various languages are partly linked to their experience with these languages, partly linked to their current use of various languages, and partly linked to a range of socio-biographical and psychological factors. (Jean-Marc Dewaele, 2013, p. 6)

This further reinforces what was previously expected in our particular study; on the one hand, by having a previous emotional experience raising a child in the mother’s L1; she had an idea of what it was like to create a mother-to-child affective connection in Valencian, and she had a preconceived idea of how she had to feel when she had her second child. However, by speaking to him in her L3, the connection she thought she was going to have was not as she thought. On the other hand, English is a language that the mother uses in academic and professional settings; therefore, speaking to her second son in this language may have affected her; maybe by relating the field in which she uses this language (her professional career) to the personal sphere resulted in an alteration, a distancing or even a cooling in her affective connection with her son.

Finally, it is worth mentioning the work of Jean-Marc Dewaele and Aneta Pavlenko (2001-2003), who asked more than a thousand bilinguals if they “feel like a different person” when they speak different languages. Almost two-thirds said yes. This may be due to the fact that when they were children the language these people acquired was the one that would later be their L1 and the one that would forge, in a certain way, their personality. Therefore, all the languages that these people learn later, when they speak them, they can make them feel like they are a different person. This may also have affected the mother; the fact of speaking in a language other than her L1 could have made her feel like she was a different person all the time, without noticing it. Thus, it can also be thought that when she spoke English to her son, she unconsciously moved away from the role of mother to get closer to the role of teacher, which in itself is her professional field.

3. Methodology

This section of the study is devoted to a detailed description of the participants, the materials used, and the data collection and analysis.

3.1. Participants

Based on the fact that this is a single case study, logically there is only one participant. The participant is a Spanish and Valencian speaker mother of two children, the first with whom she spoke in Valencian (her mother tongue) and the second child with whom she decided to speak exclusively in English. English is the mother's L3, as she also speaks Valencian and Spanish, which are her L1 and L2 respectively. The mother is a university educator that teaches mostly in English. Thanks to her knowledge in linguistic and psychological conduct, she could be able to deduce that maybe the problem she had in her affective connection with her second son stemmed from the language with which she communicated with him.

3. 2. Materials

The materials used to analyze and study the case are on the one hand, a questionnaire with justifiable responses, Questionnaire 1 (see appendix 1), and, on the other hand, a Likert scale questionnaire, Questionnaire 2 (see appendix 2). Both questionnaires have been made with Google forms. The questions that have been asked to the mother have been specifically formulated to treat the hypothesis on which this research is based on. Both questionnaires are included in the appendix section

3. 2. 1. Questionnaire 1

First, questionnaire 1 consists of 10 questions that have been formulated in order to let the mother express the way she felt and also to establish the context and the experience from the mother's point of view, so the situation lived by her could be better comprehended for a

successful analysis of the case. An example of these questions are: Did your relationship with your second child resemble the relationship with your first child at the beginning? If not, how was it different? This question has been formulated in order to interpret the existing differences between both relationships.

3. 2. 2. Questionnaire 2

Furthermore, questionnaire 2 was also delivered to the mother. It consists of 11 questions in likert scale that go from 1 to 5. Questionnaire 2 has been thought as a way to obtain more precise responses; this is useful when latent construct have to be measured, as people attitudes, opinions, or in this case, feelings. For example: To what extent did you feel closer to the teacher's role and the mother's role? This question has been asked in order to understand the degree of proximity that the mother felt to each of the roles.

3. 3 . Data collection Procedure

In order to collect the data and proceed to analyze it, first, the mother's responses to the google forms were collected, then were interpreted individually and without using any app or tool since no statistics can be obtained, being a study of a single case . Therefore, each response, in both questionnaires, has been carefully examined in order to draw the necessary conclusions and opinions to solve the study hypothesis. In relation to the questions that are similar in questionnaire 1 and 2, they have been analyzed first separately and then together to obtain more exact results.

4. Results and Analysis

Before showing the results and discussing them, it is convenient to recapitulate and highlight the hypothesis on which this work is focused. Considering that the mother's L1, Valencian, was acquired in her personal life, this language is understandably connected to her emotions. However, the fact that English, her L3, is a language that learned academically, both due to her

school process and her work environment, this has made it a language impoverished of emotions. In this case, it is considered her L3.

The analysis will be presented in to parts. The first one is directed to questionnaire 1 (Q1), and the second part to questionnaire 2 (Q2).

4.1. Questionnaire 1:

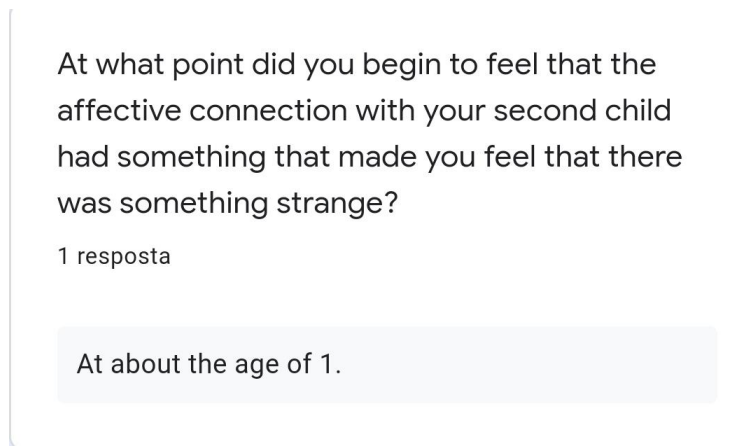


Figure1: Q1 - Question 1.

In Figure 1, the first question of Q1, it can be observed that the mother began to feel the anomalies a year after beginning to speak exclusively in English to her child. This could mean that the process in which she begins to feel this detachment is gradual.

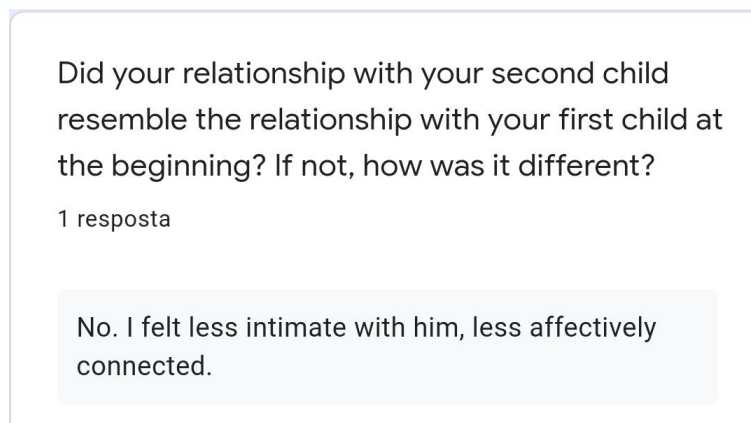


Figure 2: Q1 - Question 2.

Figure 2 illustrates the mother's feelings, the real meaning of these anomalies and detachment, which can be described as a lack of intimacy and affective connection.

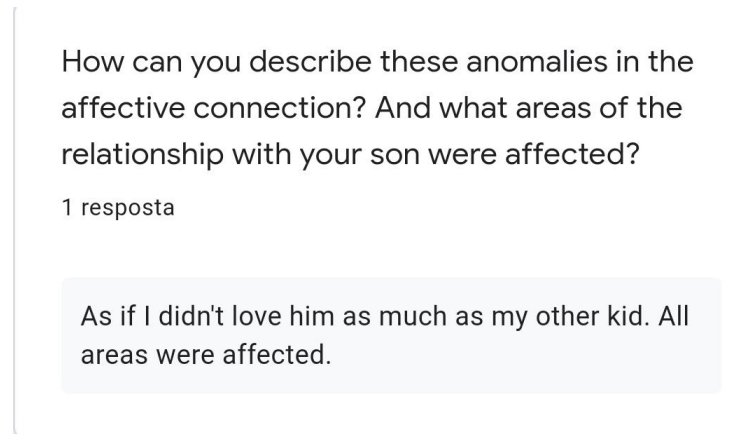


Figure 3: Q1 - Question 3.

Figure 3 provides an additional portrayal to the description of the mother's feeling that arises with the comparison with her relationship with her first child. Comparing both of them, at those times, she perceived a higher degree of love toward her first kid.

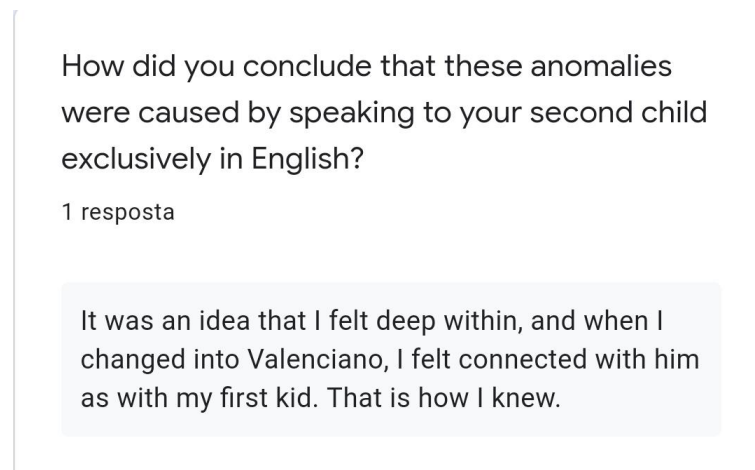


Figure 4: Q1 - Question 4.

In Figure 4, the mother indicates that the fact of speaking to her child in Valencian was something that remained in her head, despite the fact that she wanted to speak to him in English, to the point of saying that she felt this idea deep within. This could represent a correlation between language and maternal instinct. This is, when using a language deprived of emotions

for her, it endangered the relationship with her son; this fact, in a certain way, activated her maternal instinct giving her the necessity to communicate with him in the language connected with her emotions, this is, her L1.

The fact that you communicated with your second child in English for pedagogical reasons (teaching him to speak English fluently) is implicit. Being a teacher, when you were with him, did you feel closer to the role of a mother or the role of a teacher?

1 resposta

I thought to the role of a mother. But now that I speak both languages throughout the day, when I change to English I feel more kind of a teacher.

Figure 5: Q1 - Question 5.

Figure 5 exposes that due to the fact that the mother was constantly communicating with her second child in English because of pedagogical reasons, she began to feel more as a teacher. Additionally, the fact of being a teacher, that is constantly speaking English in her classes, reinforce this rapprochement to the teacher role.

At what point did you begin to change the language in which you communicated with your second child?

1 resposta

At the very moment that the idea came to me. At around the age of 1.

Figure 6: Q1 - Question 6.

Figure 6 exposes the fact that the language was changed when the mother began to feel the necessity of speaking to her child in her L1.

Did you change the language drastically? Was it gradually? Or did you never change the language in which you communicated with him completely?

1 resposta

I changed the language drastically during the first days. I needed to feel him as close as my first kid. Then I changed into English from time to time in the same day. And that is how I still do it.

Figure 7: Q1 - Question 7.

The response of Figure 7 reinforces the idea proposed for Figure 4. The mother explains that she drastically changed the language because she needed to feel him as close as her first child. It could be concluded that in order to fill the emotional emptiness she felt towards her second son, and to equalize the balance and feel the same quantity of love as with her first kid, her maternal instinct required her to change drastically the language and speak with him in her L1. Furthermore, it also can be deduced that speaking sporadically to him in English do not affect her affective connection. Antithetically, the constant English communication is what really affected her.

Did you feel that everything was returning to normal when speaking to your second child in Valencian?

1 resposta

Yes, I did.

Figure 8: Q1 - Question 8.

Figure 8 reflects an important matter, since it is an evidence of the fact that emotions are asymmetrically connected to language depending on the individual. In this case, it shows how

emotions, for the mother, are more related with her L1, Valencian, than with her L3, English, as she felt that she regained the emotional normality with her kid by speaking to him in her L1.

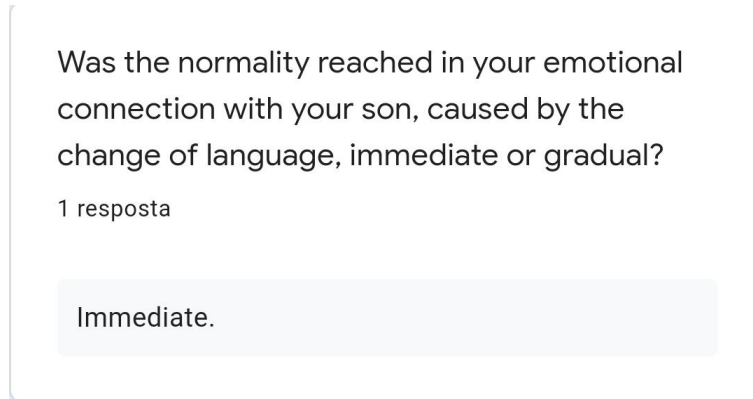


Figure 9: Q1 - Question 9.

In response 9, a difference can be observed. As the apparition of the anomalies due to the language were gradual, the emotional normality recovery was immediate.

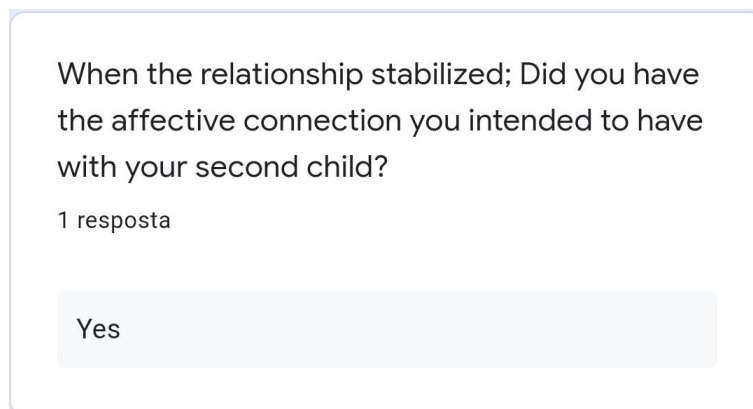


Image 10: Q1 - Question 10.

Similarly to Figure 8, answer 10 equally reflects the evidence of the asymmetric connection of language and emotion as the mother affirms that by changing into Valencian, she finally recovered the affective connection she supposed to have with her second child.

4.2. Questionnaire 2 :

To what extent do you believe that your mother tongue strengthened your emotional connection with your first child?

1 2 3 4 5

Nothing A lot

Figure 11: Q2 - Question 1.

The relationship between her mother tongue and her emotions is even more evident in Figure 11, since the mother indicates that her mother tongue strengthened her relationship with her first child. Therefore, one of the main factors, if not the only one, of the emotional anomalies with her second child are the result of constant communication with her L3.

Before feeling something strange; To what extent was your affective connection with your first child similar to the affective connection with your second child?

1 2 3 4 5

Nothing A lot

Figure 12: Q2 - Question 2.

The answer that appears in Figure 12 shows that, in addition to gradual, due to the fact that the mother began to feel the emotional detachment after a year of constant English communication with her child, as Figure 1 explains, the detachment process is also unconscious, since even

before realizing the lack of affective connection, her relationship with her son already showed signs of detachment.

How did the anomalies in the affective connection with your second son appear?

1 2 3 4 5

Gradually Immediately

Detailed description: This is a radio button selection question. The question asks how anomalies in the affective connection with the second son appeared. There are five radio buttons labeled 1 through 5. Below the buttons, the word 'Gradually' is on the left and 'Immediately' is on the right. The third radio button (labeled '3') is selected, indicated by a blue dot in the center.

Figure 13: Q2 - Question 3.

Figure 13 indicates the level of speed or slowness in which the anomalies appeared, and it can be seen that it was neither very gradual, nor immediate, as already indicated in Figure 1. This adjusts appropriately to the time span that the mother says it took her to realize it, this is, a year.

Have these anomalies affected all areas of your mother-child relationship?

1 2 3 4 5

None All

Detailed description: This is a radio button selection question. The question asks if the anomalies affected all areas of the mother-child relationship. There are five radio buttons labeled 1 through 5. Below the buttons, the word 'None' is on the left and 'All' is on the right. The fifth radio button (labeled '5') is selected, indicated by a blue dot in the center.

Figure 14: Q2 - Question 4.

In Figure 14, a very important fact is pointed out. Emotional detachment affected all areas of the mother-child relationship from her perspective, this fact is also commented in Figure 3. This enhances the fact that language helps to establish the affective connections of an infant with his or her parents and siblings, previously mentioned in Section 1; additionally, it can be interpreted that this also occurs with adults by contrasting her relationship with her children and the different languages used.

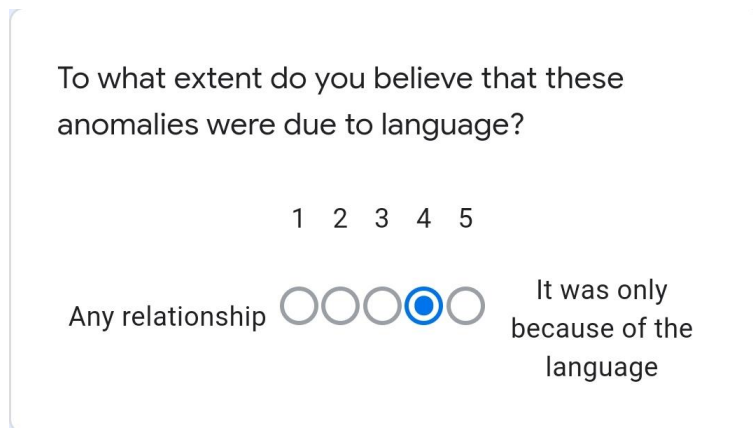


Figure 15: Q2 - Question 5.

Figure 15 exposes the fact that the mother felt that her emotional detachment was, in a high degree, the result of the language in which she spoke to her son; a fact that is already disclosed in Figure 4, in which this instinctive need to talk to her son in her L1 is observable.

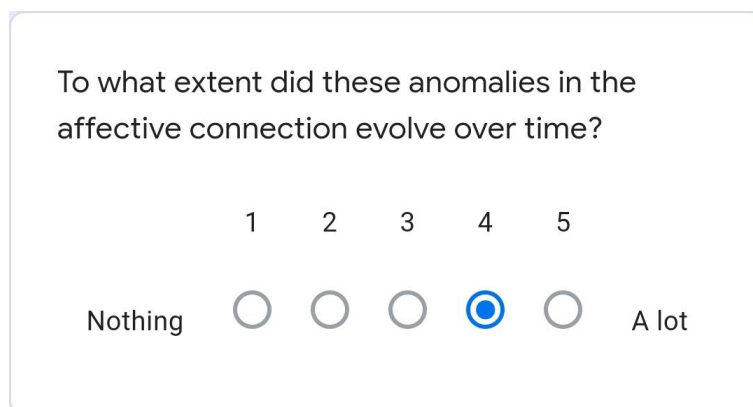


Figure 16: Q2 - Question 6.

In Figure 16 it can be understood that the anomalies, as already explained in Figure 13, evolved gradually and it can be seen how they begin being not very important to grow and reach a point where the mother had the necessity to talk to her son in her L1, as shown in Figure 4, to eliminate the emotional detachment and recover the relationship she wanted with her son.

To what extent did you feel that you had the role of a teacher for your son in addition to your mother's role?

1 2 3 4 5

None A lot

Figure 17: Q2 - Question 7.

In Figure 17, the mother indicates, as in Figure 5, that in the relationship with her second son, in addition to the role of mother, she also felt, to a large extent, that she had a teacher role. This is the result of, on the one hand, the fact that she speaks to her son in English to teach him the language and, on the other hand, that English is the language she uses in her professional field, as a teacher.

To what extent did you feel closer to the teacher's role and the mother's role?

1 2 3 4 5

Teacher Mother

Figure 18: Q2 - Question 8.

Figure 18 shows the level of closeness of the mother to each role. It can be seen that she felt as close to the role of mother as to the role of teacher. This can also be one of the causes of that emotional detachment.

To what extent do you think that this teacher's role affected your mother's role?

1 2 3 4 5

Nothing A lot

Figure 19: Q2 - Question 9.

What was said in Figure 18 is confirmed in Figure 19, since the mother feels that the teacher's role affected her mother-to-child relationship, causing in part the affective connection anomalies.

When you changed the language, you began to feel a return to normal ...

1 2 3 4 5

Gradually Immediately

Figure 20: Q2 - Question 10.

As already explained in Figure 7 and Figure 9, the mother changed drastically the language in which she communicated with her son, consequently she had almost immediate changes in her relationship with her son, as reflected in Figure 20.

When everything returned to normal; Was the relationship you expected to have with your second child similar to the one you finally had?

1 2 3 4 5

Nothing A lot

Figure 21: Q2 - Question 11.

Similarly to Figure 10, Figure 21 explains that when changing the language, the mother obtained the results she hoped to have, a successful reconstruction of her mother-to-child relationship. In both Figures it is visible that the mother finally had the expected relationship with her son.

5. Discussion

After analyzing attentively each question in both questionnaires, some speculation has been conceived. To begin with, the analysis about the way the mother felt tells us that after constantly communicating with her second child in her L3, she began to feel less intimate with him, less affectively connected to him. Comparing the relationship she had with her first child to the one she had with her second child, she felt like she did not love the second kid as much as the first one. These anomalies affected and endangered all areas of her mother-to-child relationship.

By noticing this, the analysis shows that her maternal instinct reacted. The mother says that she felt deep within the necessity to speak with her kid in her L1 in order to recover all the emotional connection. Thus, a new issue here should be taken into consideration the existing relationship between language and maternal instinct. This matches with an idea that that is explained in Section 2, the fact that L2 has an intellectual function and is fairly deprived of emotions, whereas the L1 is comprehensively connected to emotions, “the detachment effect” (Marcos, 1976, ppp.552). It can be concluded, then, that her maternal instinct gave her the need of talking in her L1, the language that the mother associates the most with emotions to regain her affective connection with her second child. This idea can be reinforced by the fact that the

mother explains that she drastically changed the language as she needed to feel closer to her second kid.

Moreover, the idea in which a language helps to create the affective connections of infants with their parents and siblings can be expanded to the fact that parents, in this case the mother, also use the language to establish affective connections with infants.

Furthermore, a circumstance that could have contributed to the emotional detachment is, as the mother explains, that she felt that, in addition to her role of mother, she had a role of teacher. Thus, her mother-to-child relationship was affected. The facts that made the role of teacher so influential and significant are, on the one hand, that she talked to her son in English to make him learn this language and, on the other hand, the fact that the mother is an instructor that teaches her subjects in English. This phenomenon reaffirms Marcos' detachment effect theory, since by using this language in a professional sphere, it has been detached of emotions.

Finally, when the mother began to communicate with her son in Valencian, she regained her emotional attachment. Therefore, effectively, in our case study, language plays a crucial role in the relationship that a mother is building with her child.

6. Conclusions

Before presenting the conclusions, it must be said that it is the study of a single case, so the results given in this research are not applicable to all existing cases, but rather, they will help to approach a general response, based on this study. It must be emphasized that these emotional detachment is taken from the mother's perspective, and that the adjacent point of view of the child has not been examined. Therefore, the information given in this research should not be taken as something mutual.

The results of the current study lead to the following conclusions within the experiment undertaken:

Firstly, this research shows that the language with which the mother communicates with her children has a deep impact in the type of relationship she has with them, this is, the degree of attachment, the type of affective connection, and so on. This means that the L1 is the one that is mostly related to emotions, and that L3, in this case, has a more distant relationship with emotions. Thus, the results obtained in this study support Marcos' (1976) theory of 'the detachment effect' and what Jean-Marc Dewael (2013) explains by saying that the language chosen by multilingual people to communicate their emotions is in part connected to the experience they have had with each language.

In the same way, the contribution of Jean-Marc Dewael (2013) is also related to the fact that the mother, by using English in professional experiences, deprived it of emotions, therefore when she used it to communicate with her second child, she unconsciously began to express emotions towards her kid in a lower degree.

Besides, the mother adapted a teacher role that affected her mother-to-child relationship in a measure in which this role began to take on great influence and was as important as the role of mother. The study in which Jean-Marc Dewael and Aneta Pavlenko (2001-2003) demonstrate that many multilinguals feel like "another person" speaking a language other than their L1, supports the conclusion drawn from this.

In addition, it is observed that the appearance and evolution of the anomalies is gradual, since the mother did not notice the emotional detachment until one year after the birth of the child and having started speaking to him exclusively in English. In contrast to this, the drastic change of language and addressing him in her L1, caused almost instantaneous modifications, making the emotional detachment disappear, and to obtain the relationship that she thought she would have with her son in the beginning.

Furthermore, it is important to highlight a very remarkable fact. The mother explains that she still speaks to her son mostly on her L1, but sporadically she speaks to him in English. This explains that the language that is devoid of emotions, in this case L3, does not affect the relationship if it is not used constantly. Finally, this research offers the opportunity to realize interesting further studies on the possible relationship between maternal instinct and language.

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Appendix

Questionnaire 1

29/4/2020

Questionnaire 1

Questionnaire 1

1. At what point did you begin to feel that the affective connection with your second child had something that made you feel that there was something strange?

2. Did your relationship with your second child resemble the relationship with your first child at the beginning? If not, how was it different?

3. How can you describe these anomalies in the affective connection? And what areas of the relationship with your son were affected?

- 4. How did you conclude that these anomalies were caused by speaking to your second child exclusively in English?

- 5. The fact that you communicated with your second child in English for pedagogical reasons (teaching him to speak English fluently) is implicit. Being a teacher, when you were with him, did you feel closer to the role of a mother or the role of a teacher?

- 6. At what point did you begin to change the language in which you communicated with your second child?

- 7. Did you change the language drastically? Was it gradually? Or did you never change the language in which you communicated with him completely?

- 8. Did you feel that everything was returning to normal when speaking to your second child in Valencian?

- 9. Was the normality reached in your emotional connection with your son, caused by the change of language, immediate or gradual?

- 10. When the relationship stabilized; Did you have the affective connection you intended to have with your second child?

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Questionnaire 2

29/4/2020

Questionnaire 2

Questionnaire 2

1. To what extent do you believe that your mother tongue strengthened your emotional connection with your first child?

Maqueu només un oval.

	1	2	3	4	5	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

2. Before feeling something strange; To what extent was your affective connection with your first child similar to the affective connection with your second child?

Maqueu només un oval.

	1	2	3	4	5	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

3. How did the anomalies in the affective connection with your second son appear?

Maqueu només un oval.

	1	2	3	4	5	
Gradually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Immediately

4. Have these anomalies affected all areas of your mother-child relationship?

Maqueu només un oval.

	1	2	3	4	5	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

5. To what extent do you believe that these anomalies were due to language?

Maqueu només un oval.

1 2 3 4 5

Any relationship It was only because of the language

6. To what extent did these anomalies in the affective connection evolve over time?

Maqueu només un oval.

1 2 3 4 5

Nothing A lot

7. To what extent did you feel that you had the role of a teacher for your son in addition to your mother's role?

Maqueu només un oval.

1 2 3 4 5

None A lot

8. To what extent did you feel closer to the teacher's role and the mother's role?

Maqueu només un oval.

1 2 3 4 5

Teacher Mother

9. To what extent do you think that this teacher's role affected your mother's role?

Maqueu només un oval.

	1	2	3	4	5	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

10. When you changed the language, you began to feel a return to normal ...

Maqueu només un oval.

	1	2	3	4	5	
Gradually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Immediately

11. When everything returned to normal; Was the relationship you expected to have with your second child similar to the one you finally had?

Maqueu només un oval.

	1	2	3	4	5	
Nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

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