

## EMOTIONAL HABITUAL SUBJECTIVE WELL-BEING IN SELECTED LANGUAGE CLASSES AMONG SECONDARY SCHOOL PUPILS

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**Abstract:** Objectives. The study aimed to determine: 1). The possible difference in emotional habitual subjective well-being for the mother tongue (primary language acquired by the pupils), dominant language (a language acquired a longer time by the pupils) and subdominant language (a language acquired a shorter time) in the pupils of two secondary schools. 2). Possible difference in school performance (average school achievement in the taught languages of English, German, Russian, Spanish, French and Slovak) of pupils and emotional habitual subjective well-being in the mother tongue, dominant and subdominant language in the language skills of reading, writing and speaking. Research population and method. The research population comprised secondary school pupils (n = 38) attending a given secondary school's first to the third year. We divided them into a group of participants studying in a bilingual grammar school (47.37%) and a group of participants studying in a bilingual class of a business academy (52.63%). We administered a non-standardised questionnaire and the Scales of Emotional Habitual Subjective Well-being (SEHP) (Džuka & Dalbert, 2002) to the participants. Research questions. Is there a difference in emotional habitual subjective well-being among pupils based on gender in the mother tongue language skills of reading, writing, and speaking? Is there a difference in emotional habitual subjective well-being among pupils based on school type in the mother tongue in the language skills of reading, writing, and speaking? Is there a difference among pupils in average school achievement in their mother tongue and emotional habitual subjective well-being? Is there a difference in emotional habitual subjective well-being among pupils based on gender in the dominant language in the language skills of reading, writing, and speaking? Is there a difference in emotional habitual subjective well-being among pupils based on school type in the dominant language in the language skills of reading, writing, and speaking? Is there a difference among pupils in average school achievement in the dominant language and emotional habitual subjective well-being? Is there a difference in emotional habitual subjective well-being among pupils based on gender in subdominant language in the language skills of reading, writing, and speaking? Is there a difference in emotional habitual subjective well-being among pupils based on school type in the subdominant language in the language skills of reading, writing, and speaking? Is there a difference among pupils in average school achievement in subdominant language and emotional habitual subjective well-being? Is there a difference in emotional habitual subjective well-being in any of the languages studied and average school achievement? Statistical analysis. The methods of statistical processing were: descriptive statistics (percentages, arithmetic averages). Results. The results indicate differences in emotional habitual subjective well-being between languages for pupils in terms of gender, school type and average school achievement. Limitations. Our research did not focus on the possibility of a different representation of the mother tongue than Slovak and non-bilingual classes. We assessed school achievement through a single modality: the arithmetic means obtained from foreign language scores. We did not account for other factors, such as time frame and teachers' perceptions of participants in the context of their school achievement. Another shortcoming of our research was the uneven representation of participants in terms of gender. The results were treated only in terms of descriptive statistics. A severe limitation is that the research results are valid only for the research population under study.

**Key words:** foreign language, dominant language, emotional habitual subjective well-being, language skills, mother tongue, average school achievement, subdominant language, pupil

### 1 Introduction

Fundamental theoretical underpinnings of research by Caldwell-Harris (2014), Frances, De Bruin and Duñabeitia (2020), Ivaz, Griffin and Duñabeitia (2018), Jurášová and Kísová (2021), Iacozza, Costa and Duñabeitia (2017), Kráľová, Škorvagová, Tirpáková and Markechová (2017), Kráľová, Kováčiková, Repová and Škorvagová (2021), Kamenická and Kráľová (2021) led us to an investigation if there is a difference in emotional habitual subjective well-being in language learning. In our research, we examined the differences in emotional habitual subjective well-being in the mother tongue, first acquired foreign language and second acquired foreign language in pupils of two secondary schools (bilingual grammar school and bilingual class of business academy). We focused on language skills of reading, writing and speaking based on the studies of Jurášová and Kísová (2021), Jurášová and Szalotyaiová (2019), Frances, De Bruin and Duñabeitia (2020), who found that there is a difference in emotional habitual subjective well-being between the mother tongue and dominant language. For the research, we considered the mother tongue as the primary (first) language acquired in agreement with Jurášová and Kísová (2021) and Sokolová (2013). We considered the language pupils acquire

longer as the dominant language in agreement with Jurášová and Kísová (2021). Finally, we defined the language pupils acquire for a shorter period as a subdominant language. Another variable was the arithmetic mean of pupils' school grades in the languages taught (English, German, Russian, Spanish, French and Slovak) during their studies at a given secondary school. In the very end, we evaluated the results of our research and compared them with the results of other research by Caldwell-Harris (2014), Frances, De Bruin and Duñabeitia (2020), Ivaz, Griffin and Duñabeitia (2018) and Jurášová and Kísová (2021).

### Subjective well-being

Subjective well-being is a subjectively experienced state resulting from a person's individual experience during everyday life, with the resulting state being the sum of positive and negative emotional states and habitual (persistent) subjective well-being, which is the result of a state of mind characteristic of the person (Pašková, 2009).

In its most general definition, subjective well-being encompasses how people evaluate their lives (Diener, 2000). In the domestic literature, Džuka (1996), Džuka and Dalbert (1997, 2000) deal primarily with this concept, and they base their definition on the German term *Subjektives Wohlbefinden* (Subjective well-being). In the literature (Džuka, 1996; Poláčková Šolcová, 2018), there are various forms of the term subjective well-being, such as life satisfaction, mental health, general health, psychological well-being, satisfaction, well-being, happiness, positive emotional balance, psychological well-being, positive health. In the Anglo-Saxon literature (Kebza, 2005; Křivohlavý, 2013), we mainly encounter the concept of well-being and its extensions: subjective, psychological, psychosocial and mental well-being. In terms of health, this concept is understood broadly as a state of complete physical, mental and social well-being (Pašková, 2009). Džuka (2004) characterises subjective well-being as the conditions of one's life evaluated by the emotional system.

Pašková (2009) and Džuka (2004) use the concepts of mental well-being and subjective well-being in the same sense, as evidenced by the following definition by Blatný (2001, p. 385): "Mental well-being is determined by the assessment of satisfaction with one's life, the presence of positive and the absence of negative emotions." In definitions of subjective well-being, the emphasis is on the emotional and cognitive aspects. "The cognitive component represents a conscious appraisal of one's life referred to in the literature as life satisfaction. The emotional component consists of all moods, emotions, and affections, both pleasant and unpleasant. People experience a certain level of satisfaction without often consciously thinking about it" (Pašková, 2011, p. 14). Cantril (1965), considered a pioneer in the field of research on subjective well-being, defined it as a cognitive experience related to an individual's comparison of what a person perceives in a given situation with what he or she aspires to. The discrepancy between the two is expressed by a measure of satisfaction-dissatisfaction, with a greater degree of satisfaction indicating the experience of subjective well-being. According to Cantril (1965), subjective well-being is a matter of subjective satisfaction with achieving the expected. He emphasises the cognitive aspect. Other influential pioneers in the cognition of subjective well-being are Bradburn and Noll (1969), who define the term as a lived state resulting from a person's individual experience in the course of everyday life, with the result being the sum of negative and positive episodes. Bradburn and Noll (1969) viewed subjective well-being, in agreement with Pašková (2011), as a balance of negative and positive emotions, emphasising the emotional aspect.

In his model of subjective well-being, Becker (1991) considers mainly positive emotions (joy, feelings of happiness, perceptions of competence) and positive moods (relaxation, enthusiasm, positive excitement) as initial concepts. Becker's (1991) model

includes psychological and physical aspects, considering subjective well-being's duration or temporal aspect in agreement with Brandstätter (1991). Combining the aspects results in four components of structure:

- current psychological well-being,
- habitual psychological well-being,
- current physical well-being,
- habitual physical well-being.

Current psychological well-being is characteristic of a specific point in time and can be captured by one particular emotion, mood or bodily sensation, and is definable through emotion. It is a momentary state of mind, a currently experienced subjective well-being (Pašková, 2009).

Habitual psychological well-being represents a relatively stable trait. It includes persistent positive feelings, moods and bodily sensations together with the absence of habitual difficulties, and its determination is complex (Pašková, 2009).

According to Diener's (2000) concept, subjective well-being consists of two components:

- Emotional component – frequency of experiencing positive and negative emotions.
- Cognitive-evaluative component – satisfaction with one's life.

#### *Emotions and learning*

Meyer, Schützwohl and Reisenzein (1993) write that emotions are instances of states such as joy, sadness, anger, fear, pity, disappointment, relief, pride, shame, guilt, and dependence, as well as instances of other kinds of states that are sufficiently similar to the above. At present, the understanding of emotions lags behind the understanding of almost all other aspects of life. We are physically fit, intellectually brilliant, and spiritually imaginative but underdeveloped emotionally. Emotions contain an essential vitality that can focus on self-knowledge, interpersonal perception, and deep healing. We categorise, celebrate, denigrate, suppress, manipulate, demean, defy or ignore emotions. To be empathic is to be able to perceive and understand emotions. We have learned to hide, suppress and camouflage our emotions (McLaren, 2018). From the above, it is not enough to use only innovative methods and forms of work in schools but to address more emotional aspects. Emotions are highly significant to a pupil's learning. Good learning and good results depend on positive emotions. Sometimes fear and stress can also bring results, but not long-term ones. Their prolonged effects can affect pupils very negatively (Petlák, 2018).

#### *The role of emotions in learning*

Positive and negative emotions affect the pupil's interest, his/her school achievements, and engagement in the teaching process. Emotions not only affect learning but also influence, support and disrupt the process of individual pupil development. Most often, only pupils are associated with emotions. We should be aware that pupils' emotions influence teachers' emotions (Petlák, 2018), and a teacher can influence pupils' emotions with his/her emotions. Overall, a teacher's emotions can significantly influence his/her teaching style, approach to teaching, and the pupils themselves. Emotions are highly influential in hormone production. Positive emotions (satisfaction, good mood, joy of cognition) contribute to dopamine secretion. They positively affect cognitive processes, the flexibility of thinking, creativity and interest in something new. Negative emotions (fear, anxiety, anger, worry) produce increased levels of noradrenaline, which represents a stress hormone that influences the results achieved in the learning process, and affects the development of pupils, their health, and psychological state. It also affects the teacher's approach to teaching (Petlák, 2018). Negative emotions can have a good effect on the learning outcome. The difference between positive and negative emotions is that negative emotions only affect the outcome, i.e. not the process of learning, which then

results in deficiencies such as forgetting the material, and problems with knowledge transfer (Petlák, 2018). The importance of emotions affects not only making pupils feel good in school but mainly their interest in learning and learning to understand themselves. Petlák (2018, p. 25) emphasises: „The greatest chance of retaining, understanding, and remembering the studied topic is to create an environment in which learning produces enjoyment.“

#### *Emotional intelligence*

Goleman (2017, p. 60) characterises emotional intelligence as „the ability to motivate oneself and persevere despite frustrations, to control one's impulses and delay gratification, to regulate one's moods, not to allow nervousness to limit one's ability to think, to be able to empathise with others, and not to lose hope.“ Emotional intelligence needs close attention for several reasons: many pupils avoid their peers, show dissatisfaction, and some do not perform satisfactorily at school despite a high intelligence quotient. The cause is nervousness and stress. We meet pupils who do not control their emotions and suffer from emotional tension in school. Some pupils are conflictive. There are pupils who suffer from fear of failure, ridicule, and humiliation, their intellectual performance decreases, and they work inefficiently. Pupils do not understand each other and do not understand themselves. The result is often misunderstandings and disputes. Motivation promotes emotionality, and emotionality promotes activity. This approach is the basis of good results (Petlák, 2018).

#### *Language acquisition*

In the past, monolingualism (mastery of one language to cope with common communication challenges, Jurášová & Szalatnyaiová, 2019) was sufficient for people's lives. Nowadays, individuals should be proficient in several languages, and the preference is for bilingualism (communicative proficiency in several languages, Jurášová & Szalatnyaiová, 2019; Straková & Sepešiová, 2013). Knowing several foreign languages has become part of the process of globalisation of society. The requirement to use more languages in everyday communication is shifting from the environment where it has its tradition and justification. Preschool children are encouraged to actively or passively acquire several languages, even though only the mother tongue predominates in family communication. Mastery of foreign languages brings many benefits, such as the possibility of a better-paid job, travelling, continuing studies at foreign universities, getting to know other people and being able to communicate with them, feeling more European, and others (Jursová Zacharová & Sokolová, 2013). However, it is questionable what is the emotional habitual subjective well-being of pupils in language acquisition during their studies in secondary school. We have tried to answer this question in our work. The process of acquiring the mother tongue differs from acquiring a non-native language. The cognitive impact of language learning is different in childhood than in adulthood because it is a different way of learning. Due to the critical and sensitive period, language acquisition can be a chimera for pupils. Some pupils may struggle with a lack of self-esteem and confidence in their abilities, may lose motivation to learn and acquire new knowledge, and may struggle with self-discipline and perseverance (Smetanová, 2020, p. 173). Language acquisition in a classroom setting may produce poorer school outcomes than acquiring language through natural contact. Acquiring a second language can be much more complicated than acquiring a third language. Different languages in the human brain use the same neural networks but at the same time show different patterns of brain activation, suggesting a degree of language specificity. Language acquisition changes our behaviour and identity (Duñabeitia, 2018).

#### *Linguistic emotionality*

Linguistic emotionality reflects the subjective emotional experience of using a particular language. For bilinguals, one language appears less personal and artificial, while the other

appears more intimate and natural (Jurášová & Kissová, 2021). Embodied cognition tells us that the sensorimotor areas of the brain are also activated during language use. The meaning of a word is processed in synergy with areas of the cerebral cortex responsible for encoding sensory, visual, auditory, motor, and affective information (Jurášová & Kissová, 2021). In a modular view of the mind, emotion and language should have little overlap in their processes and representations (Caldwell-Harris, 2014).

### Research objectives

In our research, we tried to find out the possible difference:

- 1) in the emotional habitual subjective well-being in the mother tongue (the primary language acquired by the pupils), the dominant language (the language acquired longer time by the pupils) and the subdominant language (the language acquired shorter time) of the pupils of two secondary schools,
- 2) in the school performance (average school achievement in the taught languages of English, German, Russian, Spanish, French and Slovak) of pupils and emotional habitual subjective well-being in the mother tongue, dominant and subdominant languages in the language skills of reading, writing, and speaking.

### Research questions

Given the theoretical and empirical findings of Iacozza, Costa and Duñabeitia (2017), Ivaz, Griffin and Duñabeitia (2018) and Jurášová and Kissová (2021), we decided to formulate the following research questions:

*RQ1:* Is there a difference in emotional habitual subjective well-being among pupils based on gender in their mother tongue in language skills of reading, writing, and speaking?

*RQ2:* Is there a difference in emotional habitual subjective well-being among pupils based on school type in their mother tongue in language skills of reading, writing, and speaking?

*RQ3:* Is there a difference between pupils' average school achievement in their mother tongue and emotional habitual subjective well-being?

*RQ4:* Is there a difference in emotional habitual subjective well-being among pupils based on gender in the dominant language in skills of reading, writing, and speaking?

*RQ5:* Is there a difference in emotional habitual subjective well-being among pupils based on school type in the dominant language in skills of reading, writing, and speaking?

*RQ6:* Is there a difference between pupils' average school achievement in the dominant language and emotional habitual subjective well-being?

*RQ7:* Is there a difference in emotional habitual subjective well-being among pupils based on gender in the subdominant language in skills of reading, writing, and speaking?

*RQ8:* Is there a difference in emotional habitual subjective well-being among pupils based on school type in the subdominant language in skills of reading, writing, and speaking?

*RQ9:* Is there a difference between pupils' average school achievement in subdominant language and emotional habitual subjective well-being?

*RQ10:* Is there a difference in emotional habitual subjective well-being for any of the languages studied and average school achievement?

## 2 Methods

We divided the research population into a group of participants studying in a bilingual secondary grammar school and a group of participants studying in a bilingual class of a business academy. The 38 (100%) member research population comprised 47.37% of the participants from the bilingual grammar school and 52.63% of the participants from the bilingual class of the business academy who attended the first to third year of the given secondary school. There were 34.21% of the girls and 13.16% of the boys from a bilingual grammar school, and

44.74% of the girls and 7.89% of the boys were from a bilingual class of the business academy.

In our research, we administered a non-standardised questionnaire that aimed to ascertain a) emotional habitual subjective well-being with the application of the Scales of Emotional Habitual Subjective Well-Being (SEHP) (Džuka & Dalbert, 2002) and b) information about the participants (gender, school, mother tongue, dominant and subdominant foreign languages). In the Scales of Emotional Habitual Subjective Well-being (SEHP) (Džuka & Dalbert, 2002), which have been applied to the language skills of reading, writing, and speaking, Džuka and Dalbert (2002, p. 245) identified four nouns to describe the positive mood and six nouns to describe the negative mood. They organised them into two scales, with positive mood defined by the items of joy, happiness, enjoyment, and bodily freshness (Cronbach's alpha across seven studies ranging from 0.67 to 0.80; stability coefficient  $r = 0.63$ ). They defined the negative mood by the items of shame, guilt, fear, sadness, pain, and anger (Cronbach's alphas ranging from 0.68 to 0.74; stability coefficient  $r = 0.66$ ; mean intercorrelation between the two scales  $r = -0.23$ ). The descriptors such as anger, guilt, shame, fear, joy, sadness, and happiness represent items classifying emotions. Items classifying bodily sensations that exclusively mediate the perception of one's own body are the descriptors: pleasure, bodily freshness, and pain (Džuka & Dalbert, 2002, p. 245). Participants commented on the frequency of experiencing these states on a six-point response scale with the options: hardly ever (1) – rarely – sometimes – often – very often – almost always (6). Furthermore, the questionnaire included five multiple-choice questions and three open-ended questions. It included questions to find out information about the participants, such as their gender, school, and mother tongue. Subsequently, a question followed regarding the choice of first (dominant) and second (subdominant) foreign language, and then the subjective emotional well-being of the chosen foreign language and mother tongue was surveyed. Participants could choose from English, German, Russian, Spanish, French, Italian, and Slovak for all three languages. We collected the pupils' arithmetic mean of the school grades in the given languages (English, German, Russian, Spanish, French, and Slovak) during their previous secondary school studies (from the first to the third year of the given secondary school). We distributed the questionnaire online. The statistical processing method was descriptive statistics.

## 3 Results

### *Emotional habitual subjective well-being among pupils based on gender and mother tongue in the language skills of reading, writing and speaking*

We were interested in whether there is a difference in emotional habitual subjective well-being among pupils based on gender in the mother tongue language skills of reading, writing, and speaking. When examining which mother tongue the participants had acquired, we found that out of the total research population ( $n = 38$ ), 97.37% of the participants had acquired Slovak, and 2.63% had acquired French. For the skill of reading in their mother tongue, 68.42% of girls and 21.05% of boys experienced a positive emotional state. For boys, this represents 100% of the total number of boys. 10.53% of girls and no boys experience a negative emotional state. For the writing skill in the mother tongue, a positive emotional state is experienced by 50% of girls and 15.79% of boys. 23.68% of girls and 5.26% of boys experience a negative emotional state. The frequency of negative and positive emotional states was the same for 5.26% of girls. A positive emotional state is experienced by 57.89% of girls and 21.05% of boys in their speaking skills. 10.53% of girls and no boys experienced a negative emotional state. The frequency of positive and negative emotional states of mind was the same for 10.53% of girls. There was no congruence of emotional states in boys.

According to the frequency of experiencing emotions in reading skills, we found that both genders rarely experience negative

emotional states. Positive emotions were experienced frequently by boys and occasionally by girls. For the skill of writing, both boys and girls experienced positive emotional states occasionally and negative emotions rarely. The frequency of negative emotional state was experienced occasionally by boys and frequently by girls in the skill of speaking. For the skill of speaking, positive emotions were experienced frequently by boys and occasionally by girls (Table 1).

Table 1: Mother tongue and frequency of emotional experience based on gender.

Gender	READING		WRITING		SPEAKING	
	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
girl	1.90	3.23	2.00	2.77	3.84	3.27
boy	1.54	3.70	1.95	3.05	3.08	3.79
	<b>1.72</b>	<b>3.47</b>	<b>1.98</b>	<b>2.91</b>	<b>3.46</b>	<b>3.53</b>

Legend: AMR = arithmetic mean

Participants have a gender difference in emotional habitual subjective well-being in mother tongue language skills. The frequency of often experienced positive emotions was higher for boys in the language skills of reading and speaking, while for girls, there was a higher frequency of occasionally experienced experiencing positive emotions. For the skill of speaking, the frequency of experiencing negative emotions was found frequently for girls and occasionally for boys. The frequency of experiencing positive emotions for both boys and girls was occasionally for the skill of writing. For this skill, the frequency of experiencing negative emotions was rarely in both genders.

*Emotional habitual subjective well-being among pupils based on school type and mother tongue in the language skills of reading, writing and speaking*

For the skill of reading, 39.47% of the participants from the bilingual secondary grammar school experience a positive emotional state and 7.89% of the participants experience a negative emotional state. For the pupils of the bilingual business academy class, 50% of the participants experience a positive emotional state, and 2.63% of the participants experience a negative emotional state for the skill of reading. For the skill of writing, 23.68% of the participants from the bilingual grammar school experience a positive emotional state and 21.05% of the participants experience negative emotions. 42.11% of the participants of the bilingual business academy class experience positive emotions, and 7.89% experience negative emotions in the skill of writing. The frequency of positive and negative emotional states was the same for 2.63% of the participants in both schools. We found the same result of 39.47% of the participants experiencing positive emotions in the skill of speaking in the participants of both schools. The frequency of positive and negative emotions was the same for 7.89% of the bilingual secondary grammar school participants and 2.63% of the business academy class pupils, respectively. 10.53% of the bilingual business academy class participants experience negative emotions in their speaking skills.

The frequency of experiencing a negative emotional state in participants from both schools was rarely evident in their reading skills. For this skill, the frequency of positive emotional state was experienced occasionally by the bilingual grammar school class participants and frequently by the bilingual business academy class participants. The frequency of experiencing positive and negative subjective well-being was the same for the skill of writing, in which the frequency of negative emotional state was rarely experienced, and positive emotional state was experienced occasionally by the participants. For the skill of speaking, the frequency of negative emotional state was experienced frequently by the participants of the bilingual grammar school class and occasionally by the participants of the bilingual business academy class. The participants of both schools often experienced a positive emotional state. We present the results of the frequency of positive and negative emotional states in Table 2.

Table 2: Mother tongue and frequency of emotional experiencing based on school type.

School	READING		WRITING		SPEAKING	
	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
bilingual grammar school	1.58	3.19	1.96	2.55	3.58	3.45
bilingual class of BA	1.85	3.74	1.99	3.27	3.17	3.61
	<b>1.72</b>	<b>3.47</b>	<b>1.98</b>	<b>2.91</b>	<b>3.38</b>	<b>3.53</b>

Legend: AMR = arithmetic mean; BA = business academy

The research found differences in emotional habitual subjective well-being in mother tongue by school type for the skill of reading when experiencing positive emotions and for the skill of speaking when experiencing negative emotions.

*Emotional habitual subjective well-being and average school performance in mother tongue*

We investigated whether there is a gender difference among pupils in a bilingual secondary grammar school and a bilingual business academy class in average academic achievement in their mother tongue and emotional habitual subjective well-being. The average school grade represents the participants' achievement in their mother tongue during their studies at secondary school. The research results indicate that boys' average school achievement in their mother tongue is worse for pupils of both schools (1.50 participants in bilingual grammar school, 1.73 participants in bilingual class of business academy). Despite having a lower average school achievement (1.73) in the bilingual business academy class, boys often experienced positive emotional habitual subjective well-being in all three language skills (reading, writing, and speaking). They rarely experience negative emotional habitual subjective well-being. Boys from the bilingual secondary grammar school experience positive emotions occasionally in the skills of reading and writing. They experience positive emotions frequently in the skill of speaking. The frequency of negative emotion was experienced frequently for the skill of speaking and rarely for the skills of reading and writing. The girls of the bilingual secondary grammar school class had an average school achievement of 1.23; the girls of the bilingual business academy class scored an average of 1.35 in their mother tongue. The girls of the bilingual business academy class often experienced positive emotions in the skill of reading and occasionally experienced positive emotions in the skills of writing and speaking. They rarely experience negative emotions in the skills of reading and writing, and they often experience negative emotions in the skill of speaking. For the girls from the bilingual grammar school, positive emotion was experienced occasionally in all three language skills. They rarely experienced a negative emotional state in reading and writing skills. For the skill of speaking, negative emotions were experienced by girls occasionally. We present the results of the research in Table 3.

Table 3: Mother tongue and comparison of emotional habitual subjective well-being with average school grade.

School	Gender	Average school grade AMR	READING		WRITING		SPEAKING	
			Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
bilingual grammar school	girl	1.23	1.69	2.98	1.85	2.50	3.33	3.25
	boy	1.50	1.47	3.40	2.07	2.60	3.83	3.65
<b>The total value of the bilingual grammar school</b>		<b>1.37</b>	<b>1.58</b>	<b>3.19</b>	<b>1.96</b>	<b>2.55</b>	<b>3.58</b>	<b>3.45</b>
bilingual class of BA	girl	1.73	1.61	4.00	1.83	3.50	2.33	3.92
	boy	1.35	2.10	3.49	2.15	3.04	4.00	3.29
<b>The total value of the bilingual class of BA</b>		<b>1.54</b>	<b>1.85</b>	<b>3.74</b>	<b>1.99</b>	<b>3.27</b>	<b>3.17</b>	<b>3.61</b>
<b>Total</b>		<b>1.45</b>	<b>1.72</b>	<b>3.47</b>	<b>1.98</b>	<b>2.91</b>	<b>3.37</b>	<b>3.53</b>

Legend: AMR = arithmetic mean; BA = business academy

There is a difference between average school performance in the mother tongue and emotional habitual subjective well-being.

*Emotional habitual subjective well-being among pupils based on gender and dominant language in the language skills of reading, writing and speaking*

100% of the participants showed evidence of English language acquisition for the dominant language. We were interested in whether there was a difference in emotional habitual subjective well-being among pupils based on gender in the dominant language in the language skills of reading, writing, and speaking. Based on the results obtained, we found that girls experience positive emotional habitual subjective well-being in all language skills (reading – 65.79%, writing – 65.79%, speaking – 60.53%), but there is also matching of the emotional states of mind in all language skills. This congruence is experienced by a minimum of 2.63% (reading and writing) and a maximum of 5.26% (speaking) of the participants. More than 65% of boys experience a positive emotional state for all language skills. There was no emotional state of mind congruence for boys in any of the language skills. 7.89% of boys experience negative emotions in the skill of writing, 5.26% in speaking and 2.63% in reading. From our research findings, it is evident that the frequency of positive emotional state is frequent among boys and girls in the reading and speaking skills. In the skill of writing, positive emotions are experienced occasionally. The frequency of negative emotional states was rarely for all three language skills and both genders (Table 4).

Table 4: Dominant language and frequency of emotional experience based on gender.

Gender	READING		WRITING		SPEAKING	
	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
girl	1.97	3.48	2.03	3.29	2.16	3.48
boy	1.81	3.53	2.00	2.94	1.96	3.56
	<b>1.89</b>	<b>3.51</b>	<b>2.02</b>	<b>3.12</b>	<b>2.06</b>	<b>3.52</b>

Legend: AMR = arithmetic mean

We found no gender differences in emotional habitual subjective well-being for the language skills of reading, writing, and speaking for the dominant language.

*Emotional habitual subjective well-being among pupils based on school type and dominant language in the language skills of reading, writing and speaking*

From the results, we can further see that positive emotional disposition prevails among the pupils of bilingual grammar school (in the skills of reading – 44.74%, writing – 36.84% and speaking – 42.11%). We found negative emotions in 2.63% of participants in reading, 7.89% in writing and 5.26% in speaking. For the bilingual business academy class participants, positive emotions are also prevalent in all three language skills (reading – 39.47%, writing – 42.11% and speaking – 34.21%). 10.53% of these participants experience negative emotions in reading, 7.89% in writing and 15.79% in speaking. The frequency of positive and negative emotional states was the same for the participants of the bilingual grammar school for the skill of writing and the participants of the bilingual business academy class for all three language skills, with 2.63% of the participants of both schools. A positive emotional state is experienced frequently by bilingual grammar school pupils in reading and speaking skills. For the skill of writing, positive emotions are experienced occasionally. The frequency of negative emotional states was rarely experienced in all three skills in this school. The pupils of the bilingual class of the business academy occasionally experience positive emotions for all three skills. For the skills of reading and writing, the frequency of negative emotional states was rarely experienced by the pupils of the bilingual class of the business academy. For speaking skills, pupils of this school occasionally experienced negative emotions.

*Emotional habitual subjective well-being and average school achievement in the dominant language*

The average school grade represents the participants' achievement in the dominant language they achieved while studying in secondary school. Our research results show the average school performance of boys and girls in the bilingual grammar school and bilingual business academy classes. Both boys and girls in the bilingual business academy class demonstrated worse average school performance (boys = 1.68, girls = 1.45) than the participants in the bilingual grammar school (boys = 1.10, girls = 1.23). The boys of the bilingual business academy class achieved the worst average school performance; the average school grade was 1.68. Despite the poorer average school grade, boys from the bilingual business academy class often experienced positive emotional states for the skill of reading and occasionally for the skill of speaking and rarely for the skill of writing. Girls experience positive emotional states occasionally in all three language skills. They rarely experience negative emotions for the language skills of writing and reading, and for the skill of speaking, negative emotions are experienced occasionally for both genders. The negative emotions that boys from the bilingual grammar school rarely experience for the skills of writing and speaking and rarely for the skill of reading reflect their best average school achievement for all participants in both schools (n = 38). The mean school grade achieved was 1.10. The frequency of positive emotional states in the boys of the bilingual grammar school was often for speaking and reading skills. Positive emotion frequency occasionally appeared in the skill of writing. Similarly, the girls of the bilingual grammar school experienced negative and positive emotions like boys, except for negative emotions in the reading skill, which they rarely experienced, even though their average school grade was slightly worse. Girls achieved an average school grade of 1.23. We present the results of the research in Table 5.

Table 5: Dominant language and a comparison of emotional habitual subjective well-being with the average school grade.

School	Gender	Average school grade AMR	READING		WRITING		SPEAKING	
			Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
bilingual grammar school	girl	1.23	1.46	3.56	1.55	3.31	1.62	3.58
	boy	1.10	1.43	3.55	1.77	3.35	1.63	3.90
The total value of bilingual grammar school		1.17	1.45	3.55	1.66	3.33	1.62	3.74
bilingual class of BA	girl	1.45	2.35	3.43	2.40	3.28	2.57	3.40
	boy	1.68	2.44	3.50	2.39	2.25	2.50	3.00
The total value of bilingual class of BA		1.57	2.40	3.46	2.40	2.76	2.53	3.20
Total		1.37	1.92	3.51	2.03	3.05	2.08	3.47

Legend: AMR = arithmetic mean; BA = business academy

We found differences in the frequency of positive and negative emotional states and the average school grade for pupils in both schools.

*Emotional habitual subjective well-being among pupils based on gender and subdominant language in the language skills of reading, writing and speaking*

The subdominant language represents the second language the participants acquire during their studies in secondary school. According to the subjective responses, we found that participants (n = 38) acquired German the most (39.47%), which was also the most acquired subdominant language among participants of the bilingual grammar school (26.32%). In the bilingual class of the business academy, we found that Russian and Spanish were the most acquired subdominant languages (18.42%). In this class, 2.63% of the participants acquired French.

The following results emerged from the research. For the skill of reading in subdominant language, out of 100% of participants, 26.32% of girls experience a negative emotional state and 50% experience a positive emotional state for this skill. For boys, 15.79% experience positive emotions and 2.63% experience negative emotions for the skill of reading. We found the same

results for writing skills in boys (15.79% experience positive emotions and 2.63% experience negative emotions). 47.37% of girls experience a positive emotional state, and 28.95% experience a negative emotional state for the skill of writing. For the skill of speaking, the same results showed that 42.86% of girls experience negative and positive emotions. For boys, 11.43% experience negative emotions and 2.86% experience positive emotions. The frequency congruence of positive and negative emotions was the same for reading and writing skills for both girls and boys at 2.63%. Based on the frequency of positive and negative emotional states, both genders rarely experience a negative emotional state. Positive emotions are experienced by both boys and girls in all three language skills for subdominant language occasionally. We present the obtained results in Table 6.

Table 6: Subdominant language and frequency of emotional experience based on gender.

Gender	READING		WRITING		SPEAKING	
	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
girl	2.04	2.75	2.03	2.58	2.24	2.72
boy	1.81	3.16	1.83	3.25	2.17	3.19
	1.93	2.96	1.93	2.92	2.21	2.96

Legend: AMR = arithmetic mean

The research did not find differences in emotional habitual subjective well-being based on gender for subdominant language.

*Emotional habitual subjective well-being among pupils based on school type and subdominant language in the language skills of reading, writing and speaking*

Out of the research population, for the skill of reading in the subdominant language, a negative emotional state of mind was experienced by 10.53% of the participants in the bilingual grammar school and 31.58% of the participants experienced a positive emotional state of mind. We found the same result for speaking skills in bilingual grammar school pupils. In speaking skills, 23.68% of the participants experience positive emotions, and 21.05% experience negative emotions. The frequency of experiencing positive and negative emotions was the same for the skills of reading and writing – 5.26% and for the skill of speaking – 2.63%. In the bilingual business academy class, 34.21% of the participants experience positive emotions, and 18.42% of the participants experience negative emotions in the skill of reading. For the language skill of writing, 21.05% of the participants experience negative emotions, and 31.58% experience positive emotions. The same result occurred in experiencing positive and negative emotions for 26.32% of the participants in the skill of speaking. Pupils at both schools experienced positive emotions occasionally for all three language skills. The frequency of experiencing negative emotions was low for reading and writing skills for pupils of both schools. For the skill of speaking, the pupils of the bilingual grammar school experienced negative emotions rarely, and those of the bilingual class of the business academy experienced negative emotions occasionally.

*Emotional habitual subjective well-being and average school achievement in a subdominant language*

In the research population, we found that the girls of the bilingual grammar school have, on average, the best school performance (arithmetic mean of school grades in the languages of English, German, Russian, Spanish, French and Slovak, 1.23) than the participants from both schools, and the boys of the bilingual business academy class have the worst average school grade (1.80). We found a correlation between the frequency of experiencing negative emotions and the average school grade of the girls in the bilingual grammar school. Girls achieve the best average school grade (1.23) and rarely experience negative emotions in all three language skills. The frequency of girls experiencing positive emotions was occasionally for the skills of reading and speaking and rarely for the skill of writing. The boys

in the bilingual grammar school experienced negative emotions as rarely as girls in all three language skills and positive emotions occasionally in all language skills. The girls in the bilingual class of the business academy achieved a better average school grade (1.39) than the boys in the same school (1.80). Girls occasionally experienced positive emotions in reading, writing and speaking skills. They rarely experience negative emotions in the skills of reading and writing and occasionally in the skill of speaking. Boys rarely experience negative emotions for all language skills. They often experience positive emotions for reading and writing skills and occasionally for speaking skills. We present the results obtained in Table 7.

Table 7: Subdominant language and a comparison of emotional habitual subjective well-being with average school grade.

School	Gender	Average school grade AMR	READING		WRITING		SPEAKING	
			Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
bilingual grammar school	girl	1.23	1.72	2.77	1.69	2.44	1.76	2.62
	boy	1.28	1.73	2.95	1.97	3.10	2.17	3.15
<b>The total value of bilingual grammar school</b>		<b>1.26</b>	<b>1.73</b>	<b>2.86</b>	<b>1.83</b>	<b>2.77</b>	<b>1.96</b>	<b>2.88</b>
bilingual class of BA	girl	1.39	2.28	2.74	2.29	2.69	2.62	2.79
	boy	1.80	1.94	3.50	1.61	3.50	2.17	3.25
<b>The total value of the bilingual class of BA</b>		<b>1.60</b>	<b>2.11</b>	<b>3.12</b>	<b>1.95</b>	<b>3.10</b>	<b>2.39</b>	<b>3.02</b>
<b>Total</b>		<b>1.43</b>	<b>1.92</b>	<b>2.99</b>	<b>1.89</b>	<b>2.93</b>	<b>2.18</b>	<b>2.95</b>

Legend: AMR = arithmetic mean; BA = business academy

On average, girls from both schools are more successful in subdominant language. However, boys rarely experience negative emotional subjective well-being.

*Emotional habitual subjective well-being, languages studied and average school achievement*

The participants experience a positive emotional state of mind in the mother tongue in all three language skills (reading – 89.47%, writing – 65.79%, speaking – 78.95%). 10.53% of the participants experience negative emotions in reading, 28.95% in writing and 10.53% in speaking. The frequency matching of positive and negative emotions occurred for writing for 5.26% of participants and speaking for 10.53% of all pupils. For the dominant language, 84.21% of participants experience positive emotions in reading, 78.95% in writing and 76.32% in speaking. 13.16% of the participants experience negative emotions in reading, 15.79% in writing and 21.05% in speaking. The frequency of positive and negative emotions coincided for all three language skills (2.63% for reading, 5.26% for writing, and 2.63% for speaking). In the subdominant language, 65.79% of the participants experience positive emotions in reading, 63.16% in writing, and 50% in speaking. The frequency of positive and negative emotions coincided for all language skills (reading – 5.26% of participants, writing – 5.26%, and speaking – 2.63% of participants).

We found no difference in the average school grade for languages. The frequency of negative emotions was rare for all languages. Participants occasionally experienced a positive emotional state for the mother tongue and subdominant languages for reading and speaking skills. It is experienced frequently in the dominant language. For the skill of writing, the frequency of positive emotions is experienced occasionally in all three languages. We present the results in Table 8.

Table 8: Comparison of frequency of emotional states and average school grade for all three languages studied.

Language	Average school grade AMR	READING		WRITING		SPEAKING	
		Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR	Negative frequency AMR	Positive frequency AMR
mother tongue	1,36	1,84	3,34	2,01	2,84	2,18	3,38
dominant	1,35	2,11	3,49	2,03	3,22	2,11	3,49
subdominant	1,35	1,99	2,94	1,99	2,72	2,23	2,82
	1,35	1,98	3,26	2,01	2,93	2,17	3,23

Legend: AMR = arithmetic mean

There is no difference in emotional habitual subjective well-being between the languages studied concerning average school performance. The results indicated the existence of slight differences.

#### 4 Discussion

The purpose of the research was to compare emotional habitual subjective well-being in the mother language, dominant language, and subdominant foreign language. Another aim was to compare the school performance (average school achievement) of pupils with emotional habitual subjective well-being in their mother tongue, dominant language and subdominant language in the language skills of reading, writing and speaking.

The research found the difference in emotional habitual subjective well-being among pupils based on gender in mother tongue language skills of reading and speaking. It is evident from the research that boys experience a positive emotional state of mind frequently in reading and speaking skills. Girls experience positive emotions in these skills occasionally. According to the frequency of positive and negative emotions experienced in the skill of reading, we found that both girls and boys rarely experience negative emotional states. For writing skills, boys and girls experience positive emotional states occasionally and negative emotions rarely. Girls experience negative emotional states frequently, and boys occasionally for the skill of speaking.

Concerning the emotional habitual subjective well-being of pupils in a bilingual grammar school and a bilingual business academy class, we found a difference in emotional habitual subjective well-being among pupils based on the type of school in their mother tongue in the language skills of reading and speaking. Knowing the answer as to why this is the case (e.g., whether pupils at each type of school are different, come from different social backgrounds, have different expectations and goals, or teachers have different expectations or different teaching approaches and styles) provides us with a focus for conducting further research.

Boys at both schools had a worse average school grade than girls. Boys in the bilingual business academy class experienced positive emotions frequently and negative emotions rarely for all language skills. The boys from the bilingual grammar school rarely experienced negative emotions except for the speaking skills, where they experienced negative emotions frequently. They experienced positive emotions occasionally for the skills of reading and writing and frequently for the skill of speaking. The frequency of negative emotional states in girls of both schools was rarely for reading and writing skills. For the skill of speaking, the frequency was occasionally for the girls from the bilingual grammar school and frequently for the girls from the bilingual business academy class. Similarly, we found differences in the frequency of experiencing positive emotions in the skill of reading. Girls from the bilingual business academy class experienced positive emotions frequently, and girls from the bilingual grammar school class experienced positive emotions occasionally. There was no difference in writing and speaking skills, for which girls from both schools occasionally experienced positive emotions.

The research found no differences in emotional habitual subjective well-being among pupils based on gender in the dominant language in the language skills of reading, writing, and speaking. The frequency of positive emotional states of mind was frequent for boys and girls in reading and speaking skills. In the skill of writing, positive emotions were experienced occasionally. The frequency of negative emotional states was infrequent for all three skills and both genders. The frequency congruence of positive and negative emotional states for boys was not the same for any of the language skills.

In their study, Jurášová and Kissová (2021) found that the mother tongue displays a more pronounced emotionality than subsequently acquired languages. The preferred language for expressing emotions may not only be the mother tongue but later acquired language may also become it.

In their study, Ivaz, Griffin and Duñabeitia (2018) found that the simultaneous development of the emotional system and language skills make the mother tongue and emotions inextricably intertwined.

There was a difference in emotional habitual subjective well-being among pupils based on school type in the dominant language in the language skills of reading and speaking. The frequency of positive emotional well-being is experienced frequently by pupils in bilingual grammar school in reading and speaking skills. In the skill of writing, positive emotions are experienced occasionally. The frequency of negative emotional states was rare in all three skills in this school. Occasionally, pupils of the bilingual class of the business academy experience positive emotions for all three skills. For the skills of reading and writing, the frequency of a negative emotional state was rarely experienced by the pupils of the bilingual class of the business academy. For the skill of speaking, the pupils of this school experience negative emotions occasionally.

We also found a difference between an average school grade and emotional subjective well-being. The result of the average school performance of the pupils for both the schools was interesting. The research involved specific classes where the assumption is that pupils should perform equally. Equally interesting was the result for the boys of the bilingual grammar school, who achieved better average school results than the girls of the same school, and they achieved the best average school performance when comparing the pupils of the two schools. In the bilingual business academy class, boys performed worse in average school achievement than girls. Despite the poorer average school grade, boys often experienced positive emotional states for the skill of reading and rarely for the skill of writing and occasionally for the skill of speaking. Girls experience positive emotional states occasionally in all three skills. They rarely experience negative emotions for the skills of writing and reading, and for the skill of speaking, negative emotions are experienced occasionally for both genders.

The negative emotions experienced by bilingual grammar school boys are rarely experienced in the skills of writing and speaking and seldom in the skill of reading, and they are related to their best average academic achievement for pupils in both schools. The frequency of a positive emotional state in the boys of the bilingual grammar school was often in speaking and reading skills. Positive emotion was found occasionally in the skill of writing. Similarly, the bilingual grammar school girls experienced negative and positive emotions like the boys, except for negative emotions in their reading skills, which they rarely experienced, despite their worse average school grades.

There was no difference in emotional habitual subjective well-being between the pupils based on gender in the subdominant language.

Both genders rarely experience a negative emotional state. For all three language skills, both boys and girls experience positive emotions occasionally.

The results speak to the existing differences in emotional habitual subjective well-being among pupils based on school type in the subdominant language skill of speaking. The frequency of negative experiences was rarely manifested among the pupils of the bilingual grammar school and occasionally among the pupils of the bilingual business academy class.

Iacoza, Costa and Duñabeitia (2017) write that language acquisition fosters a degree of emotional distance. The presentation of emotional linguistic stimuli in acquired languages modulates behavioural, hemodynamic, and physiological responses compared to the mother tongue, which has been possible to see in reduced attention when using the language skill of speaking. The contexts of acquired languages influence people's automatic responses to emotional stimuli. Strong effects of language reflect in higher-level cognitive processes, which are usually influenced by cognitive biases such as reliance on heuristics during decision making. Reading in an acquired language can engage the sympathetic nervous system to a weaker extent. Responses to emotional verbal expressions reduce themselves in acquired languages. Learning acquired languages in a formal school environment does not establish such firm boundaries between linguistic and emotional content. Further, Ivaz, Griffin and Duñabeitia (2018) found that contexts in an acquired language impose relative psychological and emotional distance in bilingualism. There is a blunting in the context of the acquired language. Bilinguals experience less discomfort than native speakers when discussing emotionally uncomfortable, embarrassing situations in a non-native language. Acquired languages serve as a buffer that absorbs strong emotional impact in the context of the acquired language. Typically, we speak and understand less fluently and more effortfully in a foreign language than in our mother tongue, which is why the process has been considered and characterised as cognitively exhausting. Acquired languages are not rooted in the emotional system. The frequency of use of an acquired language affects its emotional resonance. When not using an acquired language in everyday situations, its use will not favour emotionality. Emotional distance from the acquired language is related to physical distance and culture. The study confirmed differences in emotional well-being between the mother tongue and the acquired language.

There was also evidence of a gender difference in average school achievement in subdominant language and emotional habitual subjective well-being. Girls in the bilingual grammar school had the best average school grade compared to other pupils, which was related to experiencing negative emotions in all language skills. Girls rarely experience negative emotions. In summary, the finding that in subdominant language, girls from both schools are on average more successful and yet boys rarely experience negative emotional subjective well-being prompts us to ask the following questions: Could it be that boys are not that bothered by the results? Alternatively, could it be that it is enough for them if they have reached a basic communicative level (i.e., they can communicate when they need to) but do not stick strictly to language rules (grammar, orthography, orthoepy, reading comprehension, and others)? Again, knowing the answers to the above vivid questions prompts us to research the topic.

There was a slight difference in the average school grade between the languages studied.

The frequency of experiencing negative emotions was infrequent for all three languages and all language skills. There was a difference in the experience of negative emotions in the dominant language, frequently experienced in reading and speaking. The frequency of experiencing positive emotions was occasionally in the skill of writing for all languages. For the mother tongue and subdominant language, positive emotions were occasional in reading and speaking skills.

In the following section, we attempt to describe the limitations and implications of our research and recommendations for future research. In our research, we did not expect that there might be a

different representation of the mother tongue than Slovak. One participant reported French as his mother tongue. It was stimulating that the participant also listed French as a subdominant language, which is another challenge for us for new research. He achieved a school grade average of two in his mother tongue and his subdominant language. Therefore, it would be appropriate to ask the question: „Why is it like this?“ and address this question in future research, applying a causal research design in addition to a comparative research design. We assessed school achievement through the arithmetic mean of school grades in the taught languages (English, German, Russian, Spanish, French and Slovak) for all years completed (from the first to the third year of a given secondary school), which may be a shortcoming of the current research. In the future, it would be desirable to consider other factors such as time frame, teacher perceptions of the participants, and others, which may influence the result and extend the knowledge by, for example, qualitative indicators (teachers' subjective assessment of pupils' school success). In future research, we would process the results in descriptive statistics and respect the level of substantive significance. Considering that we conducted the research in two bilingual school classes where the dominant language was English in the upcoming investigation, it would be appropriate to conduct the research among participants who attend bilingual classes with a different dominant language and include non-bilingual classes in the research. A shortcoming of our research was the uneven representation of participants in terms of gender in the research population. In future research, we would consider this variable and work with it as one that needs more attention. The research population would not be a random selection, but it would be a deliberate selection.

In the subsequent investigation, we can focus on the emotional habitual subjective well-being manifested in specified school subjects taught in a language other than the mother tongue. The current research has highlighted the existing differences in the experience of emotional habitual subjective well-being between the mother tongue and acquired languages.

## 5 Conclusion

We focused on whether there is a difference in emotional habitual subjective well-being in the mother tongue, dominant and subdominant languages in the three language skills of reading, writing and speaking in bilingual grammar school and business academy classes, our variables also being gender, average school achievement in the languages and school type. The results showed a difference in the emotional habitual subjective well-being in all three languages. We also found a difference between boys and girls. Although we obtained the results based on the arithmetic mean, we could see the aroused disparity.

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