



## **The relationship between individual differences in multilingual students: the study of cognitive and affective factors**

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The study investigates the relationship between individual differences in multilingual learners by focusing on cognitive and affective factors. The study aimed to answer the following research questions:

RQ1: What is the relationship between personality traits and the level of multilingualism?

RQ2: What is the relationship between a cognitive factor and the level of multilingualism?

RQ3: What is the relationship between foreign language anxiety and the level of multilingualism?

RQ4: What is the relationship between a cognitive factor (inhibitory control) and emotional factors (personality traits)?

The study involved the following sequence of tests: the Stroop Task experiment, an adapted version of the Foreign Class Language Anxiety Scale Questionnaire (Horwitz, et al. 1986), and the Big Five Personality Traits Questionnaire (Goldberg, 1992). The study involved four correlational analyses: the correlation between the level of multilingualism and emotional traits, level of multilingualism and cognitive factor, level of multilingualism and foreign language class anxiety, and cognitive and emotional factor. Multivariate regression was used in the analysis of the obtained data. The provided data showcase that there is a weak correlation between emotional stability and the degree of multilingualism. The second model showed a weak correlation between conscientiousness and emotional stability and the number of languages. Interestingly, the results demonstrate the inversed relationship between conscientiousness and intellect/imagination and the number of known languages. Moreover, the results suggest that the more languages a person knows, the more foreign language class anxiety a person experiences in a third foreign language. Finally, the results indicate the inversed negative relationship between the number of known languages and foreign language class anxiety in a first foreign language.