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# Annual meeting of the Eastern psychological association

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C. Caldwell-Harris, J. Wang. 2023. "Annual Meeting of the Eastern Psychological Association,"  
<https://hdl.handle.net/2144/48830>

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PRESENTER

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## Background

When we speak in a foreign language, we may experience reduced emotional resonance. Researchers call this the **Foreign Language Effect**. However, the extent to which this effect applies depends on the logographic similarity between one's native and acquired second language.

## Methods

**N=100** (Currently N=40)

Japanese Learners with Intermediate to Advance Proficiency (Have finished 2<sup>nd</sup> yr)

**Native Chinese Speaker (Chinese L1)**

**Native English Speaker (English L1)**

**Qualtrics Survey (3 Tasks)**

Behavioral and physiological data taken during emotional reading tasks, recognition task, and moral dilemma task.

**Language Background Survey**

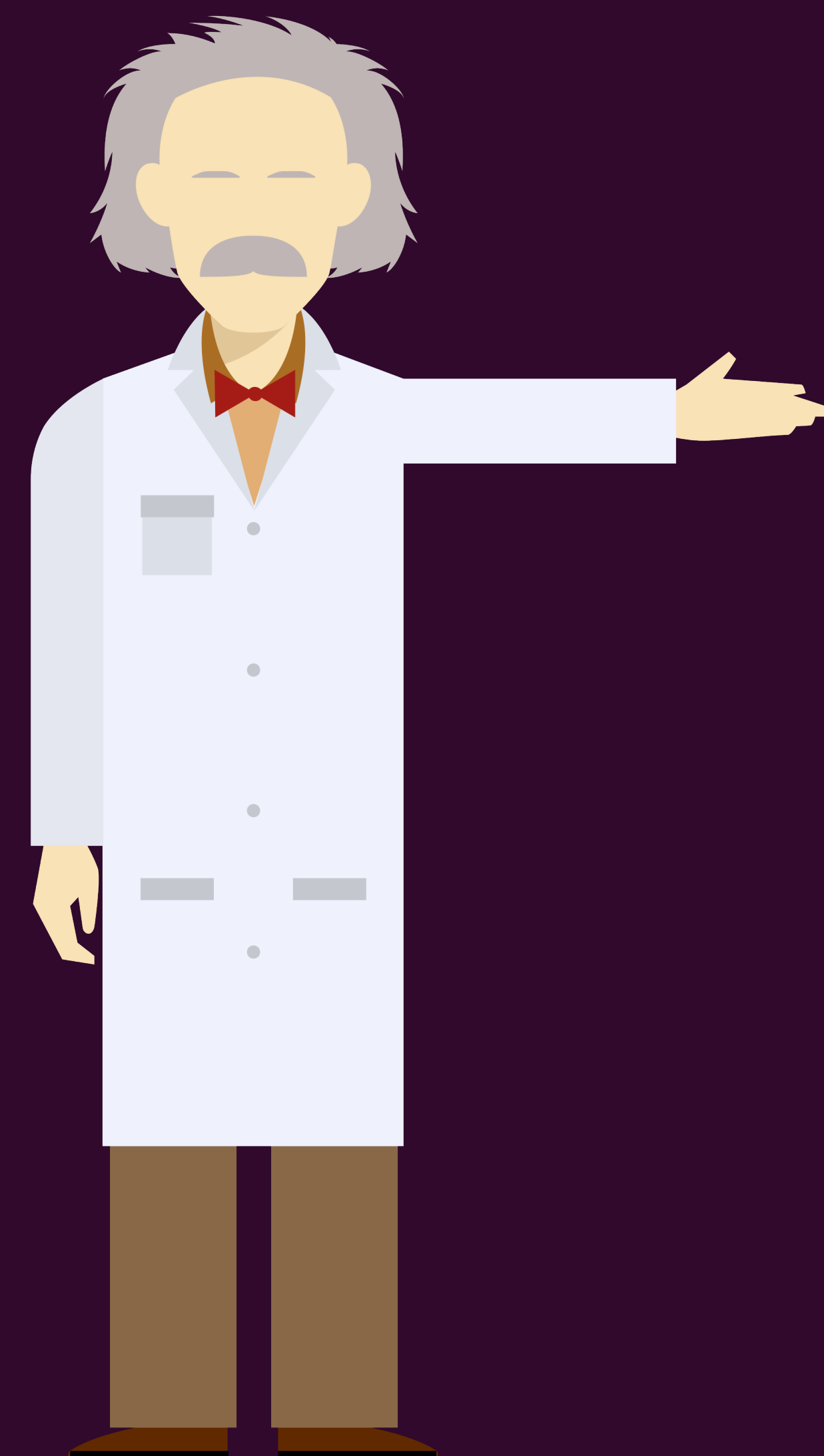
Investigate one's familiarity with Chinese Characters

**Post-survey Interview in Japanese**

Used to receive feedback on study and for experimenter to understand participants' proficiency in a more naturalistic way.

## Analyzing Results

Compare the foreign language effect present in Chinese L1s learning Japanese with English L1s learning Japanese against familiarity with Chinese Characters.



# Does foreign language effect vary depending on **logographic similarities between native and second language** when tested with visual stimuli?

## Qualtrics Survey Tasks

### Task 1 Emotional Reading Task

- 60 emotionally charged sentences are presented equally distributed between their native language, Japanese without Chinese characters, Japanese with Chinese Characters, and English (if non-English native).
- Participants will rate their emotional intensity reading each sentence a scale from 1 to 7.

### Task 3 Moral Dilemma Task

- Dilemmas are presented either in their native language or in Japanese. Participants will choose an action to take or rate the moral appropriateness of a certain actions regarding the scenario.
- Topics that our dilemmas concern include the FLE's impact on the framing effect, gender differences, cultural specific virtues, selfishness, and risk aversion.

### Task 2 Recognition task of Chinese Characters.

- Participants are asked to mark whether they have or have not seen certain Chinese characters Task 1.

Winter in Tokyo is very cold.

1 2 3 4 5 6 7

○ ○ ○ ○ ○ ○ ○

かぜをひいたらくすりをのまなければいけません。

1 2 3 4 5 6 7

○ ○ ○ ○ ○ ○ ○

子供の笑顔を見て、私も嬉しくなりました。

1 2 3 4 5 6 7

○ ○ ○ ○ ○ ○ ○

You live in a small village on a remote mountain with your 70 year old grandpa. You have been taking care of him since middle school because your parents work in a city far away to support the family financially. You studied very hard in high school and you got into the best university in the country many states away from home. You know that your grandpa is incapable of taking care of himself.

Do you leave your grandpa behind go to this college?

- Yes
- No

これらの漢字をタスク1で見ましたか?

	見ました	見ませんでした	覚えていません
危ない	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
急に	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
冷たい	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3 sets of characters in Japanese

### 1. Hiragana

あいうえお

### 2. Katakana

アイウエオ

### 3. Chinese Characters

ji shin v.s. di zhèn

地震 v.s. 地震

They read differently...

But look exactly the same!