

The Study of Irrational Beliefs of Monolinguals and Bilinguals

Marzie Heydari Beni

Department of Psychology, Payam Noor University, Iran

Ali Abar Malekirad

Department of Biology, Payam Noor University, Iran

Masooome Mohamadi

Department of Psychology, Payam Noor University, Iran

Hassan Jafari

Faculty of Medicine, Arak University of Medical Sciences, Arak, Iran

marzieheydari13@yahoo.com

Abstract

A bilingual or multilingual individual refers to a person who systematically uses two or more languages in daily life. Monolingual and bilingual individuals have differences in most of functions. Among the most important issues in human behavior are irrational beliefs that lead to behavioral disorders. Therefore, the present study aims to investigate the irrational beliefs of monolingual and bilingual individuals. This cross-sectional study includes 30 monolingual individuals (18 females and 12 males) and 30 bilingual subjects (18 females and 12 males) who were randomly selected among monolingual and bilingual students aging from 19 to 27 years old and completed questionnaire of ibt. According to the statistical analysis, monolingual and bilingual individuals had significant differences in scales of necessity of others' approval and support ($p = 0.044$), tend to self-blame ($p = 0.004$) and reaction to failure ($p = 0.038$), affective irresponsibility ($p = 0.023$) and avoidance of issues ($p = 0.000$) and in the rest scales of dependency, the emotional irresponsibility, too much concern with anxiety, and high self-expectations $p > 0.05$ did not have significant differences. The results showed that monolingual individuals had irrational beliefs, as compared to bilingual individuals.

Keywords: monolingual, bilingual, irrational beliefs

Introduction

A bilingual or multilingual individual refers to a person who systematically uses two or more languages in everyday life (KormiNouri, et al, 2008) Exposure to two languages will lead to creation of mental flexibility, the concepts formation ability and thus increase of mental abilities. In other words, the experience of being bilingual will have significant impact on the development of cognitive processes (Dalglesht, Williams, Perkins, Golden, Barnard, Yeung, 2007).

Regarding the psychological and behavioral problems, Ellis (1995) believes that most of people's discomfort and irregular emotional life have root in variety of irrational and unrealistic beliefs about self and the world around them. In his idea, psychological problems are due to the individuals' incorrect cognitions, because emotions are product of cognition; and abundance consequences that arise from irrational thoughts are considered as the fundamental reasons of most important emotional disorders (Ellis & Grioger, 1986)

In the last decade, there was an upsurge of bilingualism research representing the cognitive differences and neurological function, between these individuals (Hamers&Blance 2000). Many studies have shown the advantages of bilingualism and also in some other the superiority of monolin-

gual individuals. Since bilingualism has got very complex psychological effects and also differences of monolingual and bilingual individuals provides area for many studies in this field (Kormi-nouri, et al, 2008; Rogers, Lister, Febo, Besing, & Abrams, 2006).

According to the research results presented in recent years, it seems that bilingual individuals have better performance in many cognitive abilities such as problem solving, creativity and memory compared to monolingual individuals (Rogers, et al, 2006). Also, due to the complex psychological effects of bilingualism and the importance of irrational beliefs on flexibility of mind, the present study aims to consider the bilingual and monolingual individuals' irrational beliefs. However, so far each of the cognitive subscales of bilinguals' dysfunctional beliefs has been studied partially, but all of these beliefs have not been assessed generally and as fabric.

Procedures

This cross-sectional study includes 30 monolinguals (18 females and 12 males) and 30 bilingual subjects (18 females and 12 males) who were randomly selected among monolingual and bilingual students in the age range of 19 to 27 years. Cooperation of sample was voluntarily-based and the researcher had adhered to ethical principles. Group 1 refers to monolingual individuals and Group 2 refers to bilingual individuals.

The irrational belief questionnaires of Jones (Ibt) were used to assess sample's irrational beliefs which are self-evaluation questionnaire and include 100 items and 10 subscales and are developed based on 10 scales of necessity of others' support, high self-expectations, tend to self-blame, reaction to failure, affective irresponsibility, too much concern associated with anxiety, avoidance of issues, dependency and frustration toward change and perfectionism in theory of Ellis and grading in four-point Likert scale.

Total score of Ibt ranges from 100 to 400 and a high score indicates the irrational and dysfunctional beliefs and low scores represent rational and efficient beliefs (Bridjez and Sanderman, 2002).

Bernard (1972) says that Jones irrational beliefs test has got a good validity. Togseler and Karst (1973-1972) announced total reliability of test through test-retest, 88% and validity of the subscales from 45% to 95% announced (Farah Bakhsh, 2004).

About the reliability of this test in Iran, in one study done in 1993 by using a sample of 106 people, the reliability is reported to be .71 through Cronbach's alpha coefficient. In another study, its reliability coefficient was calculated by Cronbach's alpha coefficient formula that was .70 (Soleymanian, 2004).

In 2006, this questionnaire was conducted on a group of 150 male students of Shahid Chamran Ahvaz city and through test of Cronbach's alpha coefficient, the reliability was obtained to be .79 (Sorani, 2006).

Findings

In order to analyze the results of this study, MANOVA was used as it is clear from table 1.

According to statistical analysis, the monolinguals and bilinguals had significant differences in scales of the necessity of others' approval and support ($p = 0.044$), tend to self-blame ($p = 0.004$), reaction to failure ($p = 0.038$), affective irresponsibility ($p = 0.023$) and avoidance of problem ($p = 0.000$). In the rest scales of dependency, the emotional irresponsibility, too much concern with anxiety, and high self-expectations $p > 0.05$ did not have significant differences. Results indicate difference in the irrational function of monolingual and bilingual people. Also, evaluation of mean of data indicates that monolinguals have more irrational beliefs than bilinguals.

	Group	Mean	F	df	p
The necessity of others' approval and support	Group1 Monolingual	59.311	4.230	1	0.044
	Group2 Bilingual	52.267			
high self-expectations	Group1 Monolingual	0.111	7.103	1	0.059
	Group2 Bilingual	0.150			
tend to self-blame	Group1 Monolingual	293.125	7.051	1	0.002
	Group2 Bilingual	273.067			
reaction to failure	Group1 Monolingual	83.003	4.489	1	0.038
	Group2 Bilingual	70.417			
affective irresponsibility	Group1 Monolingual	219.181	5.467	1	0.023
	Group2 Bilingual	198.017			
too much concern associated with anxiety	Group1 Monolingual	32.207	2.877	1	0.095
	Group2 Bilingual	58.017			
avoidance scale of issues	Group1 Monolingual	410.031	16.162	1	0.000
	Group2 Bilingual	375.000			
dependency	Group1 Monolingual	16.210	0.795	1	0.376
	Group2 Bilingual	17.067			
frustration toward	Group1 Monolingual	29.190	1.579	1	0.214
	Group2 Bilingual	17.067			
perfectionism	Group1 Monolingual	11.001	1.481	1	0.229
	Group2 Bilingual	19.267			
Total	Group1 Monolingual	4093.301	13.535	1	0.001
	Group2 Bilingual	4083.75			

Table 2. The relationship of age, sex and education with irrational beliefs of monolinguals and bilinguals

Correlations		sex	age	education
sex	R	1	.346**	-.023
	P		.007	.864
age	R	.346**	1	.097
	P	.007		.463
education	R	-.023	.097	1
	P	.864	.463	

Results indicated that there is a significant relationship between age, sex, education, and irrational beliefs.

Discussion and conclusion

Due to the availability of two models for bilingual individuals and the ability to change themselves according to the status, we can point to these individuals' mental flexibility. Also, cognitive behavioral and neurological studies have shown that bilinguals in performance and applications of cognitive function are different from monolingual and two tabs on the average relative advantages and differences in neural function and in average bilinguals have relative advantages and clear difference in structure and neurological function compared to monolinguals. (Pavlenko, 2007& Christoffels, Kroll, and Bajo, 2013). Also, Kristoflz and Carol in a study in this area has shown that bilingual individuals use two languages with certain proficiency and ease and apply each of their languages without any mistake at the same time which indicate the presence of high levels of cognitive control in bilingual individuals (Pavlenko,2007).

However, in the studies conducted from 1996 to 1997 by Ramirez, Thomas and Collier, they concluded that when the environment of bilingual individuals was changed monolinguals had low anxiety and depression than bilinguals, but in the present study, despite the dichotomy of environment of bilingual individuals, significant relationship was not seen in subscale of concerns associated with anxiety among individuals of monolingual and bilingual.(Christoffels, Kroll, and Bajo, 2013).

The results of the present study indicate the importance of two-or multilingual among individuals that require more effort of communities to keep alive their second language in order to reduce the human's cognitive problems and improve neurological and structural function of bilinguals.

In addition to high levels of monolinguals' irrational beliefs, as compared to bilingual individuals, the present study indicates that there is a significant relationship between age and sex and irra-

tional beliefs of monolingual and bilingual individuals and also this point provide area for further studies.

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