

Exploring the Role of Emotion in Second Language Acquisition: A Psycholinguistic Perspective

Assist. Lecturer Hazim Abdulhamza Mutar

hazim19742003@gmail.com

The Iraqi Ministry of Education / Al-Qadisiyah Education Directorate

Assist. Lecturer Ali Ghafil Harbi Al_Ba'a'ij

gahfielali@gmail.com

The Iraqi Ministry of Education / Al-Qadisiyah Education Directorate

ABSTRACT

It is in this backdrop that this paper aims at finding out the role of emotion in the process of second language acquisition from the psycholinguistic point of view. A number of second language acquisition principles are available since the process is expected to be affected by a number of features such as the emotional aspect of the educators that may affect the performance of the learners. This study will also attempt to establish the part played by feelings in second language acquisition and also if motivation, anxiety and self-confidence enhances or slows the course of development of a second language. Psycholinguistics literature review and analysis of case studies of learners learning English as second language learners will be involved in the study. That is how the role of affect on other components of cognition: incline, attention, memory, and language processing during the language acquisition will be disclosed, and how these components are interconnected during the language acquisition process. Hence, the aim of this study will be: To contribute to the field of second language acquisition especially in the area of emotion by establishing the psychological processes which the learners can eliminate emotions that they come across. Thus, the research is to identify these aspects and, therefore, to provide certain recommendations to teachers and

researchers in the process of language acquisition for improving the teaching–study arrangements that are psychologically beneficial.

Keywords: Second language acquisition, emotion, psycholinguistics, motivation, language anxiety, cognitive processes, language processing.

استطلاع دور العاطفة في اكتساب اللغة الثانية: منظور لغوي نفسي

م.م. حازم عبد الحمزه مطر

وزارة التربية/ المديرية العامة لتربية القادسية

م.م علي غافل حربي

وزارة التربية/المديرية العامة لتربية القادسية

الملخص :

يهدف هذا البحث إلى استكشاف دور العاطفة في عملية اكتساب اللغة الثانية من منظور نفسي لغوي. إن اكتساب اللغة الثانية عملية معقدة تتأثر بعدة عوامل بما في ذلك العوامل العاطفية التي قد تؤثر بشكل كبير على أداء المتعلمين اللغوي. ستركز هذه الدراسة على كيفية تأثير العوامل العاطفية مثل الدافع، القلق و الثقة بالنفس على تعلم اللغة الثانية ، وكيف يمكن لهذه العوامل أن تعزز أو تعيق تطور مهارات اللغة. سيتضمن البحث تحليلاً لأدبيات علم النفس اللغوي، بالإضافة إلى دراسة حالة تتعلق بمتعلمي اللغة الإنجليزية كلغة ثانية. سيتم دراسة تأثير المشاعر على العمليات المعرفية مثل الانتباه، الذاكرة ، معالجة اللغة وكيفية تفاعل هذه العمليات أثناء تعلم اللغة . يهدف هذا البحث إلى تقديم فهم أعمق لدور العاطفة في اكتساب اللغة الثانية مع التركيز على الآليات النفسية التي تمكن المتعلمين من التغلب على التحديات العاطفية التي قد تواجههم من خلال تسليط الضوء على هذه الجوانب، يسعى البحث إلى تقديم توصيات عملية للمعلمين والباحثين في مجال اكتساب اللغة، لتحسين استراتيجيات التدريس، وتطوير بيئات تعليمية داعمة نفسياً .

الكلمات المفتاحية: اكتساب اللغة الثانية، العاطفة، علم النفس اللغوي، الدافع، الاضطراب النفسي، العمليات المعرفية، معالجة اللغة.

1. Introduction:

The study of second language acquisition (SLA) is a vast area of academic research that is concerned with the process of acquisition of second language. Motivational motives, anxiety and self–confidence is supposedly included in the process. Happiness enhances learners’

engagement in the learning process through motivation and self-confidence while anger, anxiety subjected in the learning process may affect conducive retrieval of linguistic information in learners.

Motivation can also be referred to as a process that varies with time and which has a direct impact on learners' effort in language learning. This can be driven by factors outside of the learning environment and factors inside the learning environment such as personal learner's goals and objectives. New studies under the field of psycholinguistics moreover indicate that emotion in addition has impact on language use and also cognitive aspects belonging to the language acquisition like attention and memorization.

The present research has as its goal to offer a synthesis of the nature of emotions in the process of SLA from the perspective of psycholinguistics. This will still enlist the help of theory and experimentation that will look into the effect of passion to learning. The assignments of the study will also tackle the manner of utilising the emotions for the improvement of teaching learning processes particularly in language acquisition.

Therefore, this work is dedicated to presenting a theoretical framework for further research in this line of study, as well as providing practical considerations that will assist teachers and researchers in working out the most efficient strategies for learners in environments of language learning.

2. Literature Reviews on the Role of Emotion in Second Language Acquisition: A Psycholinguistic Perspective

Emotion in Second Language Acquisition to be an important area of study has been investigated through various theories of psycholinguistic origin. This literature review thus aims at giving an insight on the previous research done on the effect of emotional variables like anxiety, motivation and self-confidence in learning a new language. It is our

intention to describe research that has addressed this problem on the theoretical and empirical levels.

2.1. Language Anxiety and Its Impact on Language Acquisition

This study defines language anxiety as a form of negative emotion that is related to feelings of stress and discomfort in a learner while learning or using a second language as stated by Horwitz et al., (1986). MacIntyre & Gardner, (1994) noted that first language anxiety can greatly affect language production and communication specially when carrying out oral activities that thousands of words and their correct retrieval is an essential prerequisite. According to the researchers, language anxiety can adversely impact the working memory, thereby making it an efficient to process linguistic information.

2.2. Motivation as a motivating factor for language acquisition

One of the many examples dominates the second language learning process is motivation which is considered an emotional factor. Dörnyei (2001) addressed this topic through a theoretical framework that includes three components: integrative language motivation and instrumental language motivation as well as the motivation that belongs to learning situations. Integrative motivation that might be associated with a learner's motivation to integrate into the target language, was also defined by Gardner (1985) as being positively correlated with the degree of success in language learning. As for the instrumental motivation which can be linked to the purpose of learning foreign languages for work or study, this motivation also enhances learners' participation and positively increased their performance.

2.3. Self-confidence and language performance

Various research show that self confidence is a factor that helps in second language acquisition. As pointed out by Young (1991) basically, motivated learners will involve themselves in language activities and communicate in the second language willfully without fear of making

mistakes because of the level of self confidence. Moreover, another study by Clément (1980) also found out that fear of embarrassment due to self-consciousness is positively related with the Communicative competence since self-confidence enables learners to conquer affective filters that may hinder their practice of the second language.

2.4. Emotion and cognitive processes in language learning

This is an exploration work of how feelings impact on the learning of words, attention, memory as well as information processing. It will also be important to note that from Schumann's (1997) perspective, emotions have an important role to play in the neural acquisition of languages. For instance, positive affect will improve the learner's capacity to comprehend the linguistic content and transfer it into the long-term memory. On the other hand, negative emotions also has may effects which include focusing which impairs the learners ability to intake new language information (Goleman 1995).

2.5. Experimental research on the role of emotion in language acquisition

Thus, it is possible to note that there is a number of experimental studies investigating the contribution of the emotive factor to the language formation. In one such study, Casado & Dereshiwsky (2001); described and analysed the impact of anxiety on learners' performance in second language listening tests. Further, the study revealed that while taking the listening tests, learners with high levels of anxiety had a lower efficiency than those with low levels of anxiety. Ishikawa (2005) also provided evidence in a study of the influence exercises that motivation exerts on the improvement of second language learners' writing skills whereby motivated learners were established to be performers of better writing tasks.

2.6. Educational interventions to deal with emotions

Out of the proposal that feelings play a central role in language learning most functional educational practices have been prescribed with a view of increasing motivation and decreasing stress among second language learners. According to Young (1991), when designing atmosphere for learning, there is need to support the learners emotionally; thus minimizing on anxiety levels and enhancing self-confidence. He also gave some strategies in practice such as creating favorable learning climate, embracing participation and giving feedback.

2.7. Challenges and future directions in research

Despite the tremendous advancement in the identification of emotion's function in second language acquisition, some issues are still unanswered. One of these challenges is how to identify and quantify emotions and its effect in the learning process since psychological processes are intricate. Research in the future suggests that it is essential to employ other methods, for instance neuroimaging to explain the neural mechanisms involved in emotion of as well as learning of language (Schumann 1997).

3. Research Problem:

Second language acquisition is a field that is concerned with numerous aspects that affect people's performance in language acquisition. Consequently, it will be seen that although much work has been done from cognitive and social/interactional perspectives, the affective aspects of the process, including the role of affect in the process of second language acquisition, has not been adequately explored. Thus, the issue under consideration in this research work as an attempt to expand the knowledge in the specified field by investigating the role of emotions and their influence on the processes of second language acquisition together with the emphasis on anxiety, motivation, and self-confidence as major components of the learning condition.

Previous research argues that attitudes are a key variable in second language acquisition, (Horwitz et al., 1986); self-esteem as another key variable within second language acquisition process (MacIntyre & Gardner, 1994). For instance language anxiety is widely recognized as one of the most significant emotional concerns that manifest significant impact on language performance. Anxiety has a negative effect on learner's memory resulting to poor performance in language skills such as speaking and listening. However, there is not a profound understanding of how this phenomenon influences cognition such as attention and memory with reference to second language learning.

On the other hand motivation plays a very influential role in second language acquisition (Dörnyei, 2004). However, the question that is yet to be answered is how motivation can be promoted in the various learning environments. To address this issue there is need to get deeper into the interaction between motivation and other emotions and how this interconnection will help in enhancing the teaching process. Moreover, studies on the relationship between motivation and cognitive factors including attention and processing can help understanding the way of enhancing the language learning more efficiently.

Another of the emotional variables is self-confidence, which Clément (1980:58) claimed to have a role to play in second language acquisition. It is believed that learners with high self-confidence could cope with the feelings and other barriers encountered on the process of language acquisition and masters communication skills. Nevertheless, little is known to the teaching strategies that are used to develop self-confidence and how these strategies affect communicative learning competency.

Also, in the context- psycholinguistic studies, it can be stated that relation between feelings and cognitive mechanisms are link closely (Schumann, 1997). Thus, the connection between emotion and

cognition indicates that emotions may affect learners' ability to process, store, and retrieve linguistic information. However, much previous research has not examined this relation in an integrated approach. In this respect, this paper seeks to contribute to the current literature by exploring how emotions impact on the learning mechanisms that are inherent in second language acquisition.

As highlighted above, a major weakness in this research is the little that has been understood about how emotion influences second language acquisition. Despite rather strong evidence for the roles of emotions in the learning process, much of the current literature discusses such factors only in part. This study will seek to propose an integration of the emotional and cognition approach in order to get holistic view on the role of the emotions in learning of languages. From which better teaching intervention approaches can be conceived that are likely to enhance learners' performance while enhancing second language learners acquisition process.

4. The significance of the research:

This research aims at focusing on an important and crucial area in second language acquisition from the psycholinguistic point of view, that is the contribution of emotion in this process. While there are numerous works that have attempted to explain the cognitive and social underpinnings of language acquisition the emotional component has not been explored adequately. The significance of this research lies in the fact that it aims to bring together the theoretical and empirical findings regarding the part played by affects in second language acquisition and in the process of speaking a foreign language and in the mechanisms of the latter. Consequently, it is the aim of this study to contribute to understanding effects of the emotions, including anxiety, motivation, and self-confidence on the language learning and development on language skills in learners.

Earlier studies conducted in this area revealed analysis that anxiety impedes language learning because language anxiety hinders the learners from processing linguistic information (Horwitz et al., 1986). Unconclusively examining the phenomenon of negative emotions like anxiety and other influences such as social, affective and cognitive factors on acquisition process enables the educators and specialists to configure the learning environment free of anxiety and optimise the language learning process. Furthermore, the knowledge of motivation and self-confidence is constructive to design teaching strategies that will assist the learners to acquire the second language as they go through the course.

The significance of this research also derives from the type of research association between emotions, and cognitive improvement when studying languages. This aspect is very crucial in explaining how the linguistic information is received, processed and then stored in the long-term memory. Thus, the research aims to offers new perspectives on this relationship and thus contribute to the knowledge base that can be useful to enhance teaching practices and create language acquisition programs. These methods can be useful for learners of different ages and cultural backgrounds thus making this research of interest to the international community.

5. The Objectives of this research

5.1. Understanding the impact of emotions on second language acquisition: This research will endeavour to synthesise the effect of specific feelings for example, anxiety, motivation and self-confidence on second language acquisition. Adverse emotional states will be considered in how they influence centrally pertinent processes – attention, processing, and memory – and involve the language performance in the general sense.

5.2. Exploring the role of language anxiety: By so doing, the research aims at finding out how anxiety impacts on processing of linguistic information. It will explain how anxiety influences the first, second, reading and writing language and how the knowledge of this impact will help in formulation of education strategies that can tackle this anxiety.

5.3. Analyzing the role of motivation and self-confidence: This objective relates to the discovery of a link between such aspects as motivation, self-confidence and the learning of a new language. This will be done with a view of identifying how these factors can support learners in meaning making or participation on language activities and therefore have higher likelihood of success in second language learning.

5.4. Developing educational strategies: In light of the above observations, the study aims at offering corrective measures and teaching intervention that can be applied in improving language learning process. These strategies will include; how the learning environments can be made more emotionally constructive, ways of increasing motivation of the learners, and confidence building among the learners.

5.5. Providing a foundation for future research: The findings here presented are intended to contribute with a theoretical model that may enlighten further empirical research in this field. It is beneficial for the researchers to use this framework by giving them a perspective on how emotions can be considered in second language acquisition and help them to find new facets and to create new approaches in the L2 learning.

Thus, these objectives will help the research to contribute to the development of the field of psycholinguistics and second language education. This paper's findings will help researchers and practitioners in this field, by offering application-based suggestions that can enhance language learning in education.

6. Research Hypotheses and Research Questions:

This study seeks to examine elementary psycholinguistic aspects of second language acquisition with particular emphasis on the effects of some emotions including anxiety, motivation and self-confidence. Hypotheses and research questions were derived in this research based on literature reviewed on previous literature and existing gaps in knowledge in this field.

6.1. Research Hypotheses

1. Language anxiety negatively affects second language acquisition:

The first hypothesis is; language anxiety has an adverse effect on the learners' performance in second language acquisition. This hypothesis has been derived from earlier research that pointed out that anxiety may affect the learners' capacity to process linguistic information. As stated by Horwitz et al. (1986), language anxiety is a psychological factor which can hinder language learning because it hampers the learner's potential to understand and communicate in the target language. Therefore it can be proposed that students with high level of language anxiety are likely to perform sub-optimally in speaking, listening, and writing activities in the second language as compared to those with low levels of anxiety.

2. Motivation positively influences second language acquisition: The second hypothesis states that motivation of either integrative or instrumental type will enhance second language learning. This hypothesis is in agreement with Dörnyei (2001) who stated that motivation is one of the key factors that help in increasing the learning interest and enhancing the students' language performance. This paper presupposes that learners with high motivation levels will be in a better position to develop language skills and therefore achieve higher results in language learning.

3. Self-confidence contributes to improving language performance: The third hypothesis postulated that self confidence has a positive influence on the language learning of second language learners. As stated by Clément (1980) motivation is a factor that can determine the degree of willingness of the learners to communicate and engage in activities that are related to language learning. It is therefore assumed that these learners will be less likely to be negatively influenced by emotions such as anxiety hence they are expected to perform better in language learning.

4. Positive emotions enhance cognitive processes in language learning: The fourth hypothesis relates to the positive emotions like interest and pleasure which are believed to improve the cognitive processes like attention and processing in second language learning. Schumann (1997) has postulated that emotions are useful in the neural systems that are involved in language learning. Therefore, it can be assumed that the positive affective states during the learning process will help learners to better acquire linguistic material.

6.2. Research Questions

1. How does language anxiety impact on second language learning? This question is designed to understand more about the Language Anxiety and Second Language Acquisition and how anxiety impacts learners' cognitive processes like attention and processing while learning a second language. Does anxiety decrease language performance in specific tasks for example speaking and listening?

2. How does motivation influence second language learners' performance? This question attempts to find out the impact of different forms of motivation that is, integrative motivation and instrumental motivation on second language acquisition. Does motivation help in increasing the performance of specific language skills including reading and writing?

3. What is the implication of self confidence on communication competence in second language? This is question that seeks to find out the extent of the importance that self-confidence holds in improving communication skills. Does Self-confidence enhance the learners' competence in communication with the target language speakers?

4. What is the role of positive affect and cognitive processes in the second language acquisition? The purpose of this question is to determine the impact of positive affect on other cognitive processes including attention, memory, and processing. Is it possible that positive affect can improve learners' capacity to learn and process language information?

5. Below are the possible ways that can be employed in order to improve positive affect and decrease anxiety in Second Language Learning Environments. This question aims at identifying the possible implications that can be made to the teaching processes in order to foster better learning environments and language learning through efficient regulation of emotions. Consequently, the research hypotheses and questions were derived from the literature gaps and the acknowledged role of emotions in the second language acquisition. In this way, this research aims to answer the mentioned questions and test these hypotheses, which may help to define the nature of the role of emotions in language acquisition more clearly and, consequently, improve the strategies used in the classroom.

7. Research Methodology:

This study will seek to establish the role of such emotional states as anxiety, motivation and self-confidence on the acquisition of a second language from a psycholinguistic point of view. To accomplish this objective, the research design necessitates the adoption of mixed research method that entails the use of both quantitative and qualitative techniques. Such mixed design is deemed fit because it gives a broad

and ‘rich’ view of the topic. This approach also makes it easier to review the data under various lens which increases the credibility and believability of the generated results (Creswell, 2014).

7.1. Research Design

The rationale for the choice of method is to realize the objectives of the study and answer the questions formulated by the author; To do this, a mixed research design was used, which is based on the integration of quantitative and qualitative approaches. The quantitative component involves working with data that are elicited from questionnaires and language tests administered to the participants. The qualitative component will entail interviews and observation in classroom with a view of exposing the effects of emotions to language acquisition more profoundly.

Quantitative Aspect: This part uses questionnaires that were developed for the purpose of assessing the extent of language anxiety, motivation and self-confidence of the learners. For measuring first language and, especially the second language anxiety, Horwitz et al.’s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) will be employed. Also, the Motivation Questionnaire of Dörnyei (2001) will be adopted in measuring the motivation of learners. These questionnaires are to be administered to a large number of second language learners.

Qualitative aspect: Semi-structured interviews will be conducted with a sample of participants, who will have higher and lower level of anxiety, motivation and self-confidence. Such interviews will help to establish how these emotions affect their language learning process. Classroom observations will also be conducted in an effort to capture learners’ behaviors and feelings while learning languages.

7.2. Participants

All the participants will be educated second language learners at various levels of education for instance university and language schools. For the

quantitative part of the study, subjects will be chosen randomly, and will be between one hundred and one hundred and fifty participants in number. This will allow the researcher to obtain participants that are of different ages and gender as well as ensuring that those whose second language is English are also included in the study through the use of a more refined technique known as stratified sampling. After that, 20–30 subjects will be chosen out of the total sample and the rest of the participants will be subjected to the qualitative study essays including interviews and observation.

7.3. Data Collection Instruments

7.3.1. Questionnaires: Two primary questionnaires shall be employed in order to capture quantitative data. The first is the Foreign Language Anxiety Scale (FLCAS) which comprises of 33 items, and is used in measuring anxiety in learning environment of languages. The scale focuses on three main dimensions: communication apprehension, self-perceived public speaking apprehension and test-taking stress (Horwitz et al., 1986). The second is the Motivation Questionnaire that was designed in order to tap into integrative and instrumental motivations for learning the second language (Dörnyei, 2001).

7. 3. 2. Language Tests: Formal language proficiency tests including speaking, listening, reading, and writing skills tests shall also be employed for the tests language proficiency of the learners. These tests will therefore assist in establishing how various emotions affect the performance of the language.

7. 3. 3. Interviews: At least 18 participants will be recruited for the qualitative part of the study and semi-structured interviews will be used to data gather. For example, questions will be raised to enable the participant describe how they handle stress when learning the language as well as the impact of motivation and self-confidence when it comes to performance in the language.

7. 3. 4. Classroom observations: This will involve the use of direct observance where the researcher will be observing learners' behaviours in classroom and observing interactions between teachers and learners as well as situations that provoke emotional reactions among the learners. This means that notes will have to be taken in order to realize patterns in behavior and emotions.

7.4. Research procedures

7. 4. 1. Quantitative data collection: The participants shall be given questionnaires to fill at the onset of the study. There will be enough time given to the participants to respond to the questions that will be asked of them and their responses will be kept undisclosed. Language tests will be conducted in a controlled setting so as to avoid any chances of result manipulation.

7. 4. 2. Qualitative data collection: The interviews will be conducted one on one with each of the participant in a quite and private room so that they can be comfortable during the study. All the interviews shall be audio-taped and the participants shall be required to give their consent to the same, further, the interviews shall be transcribed and analyzed using the thematic approach.

7. 4. 3. Classroom Observations: The classroom observations will be done within a given duration of time for instance 4–6 weeks. The learners will be monitored on a daily basis so as to identify their behavior and emotional trends.

7. 5. Data Analysis

Quantitative Analysis: The quantitative data will be analyzed by using the statistical software like SPSS. Mean and standard deviations will be used to summarize questionnaire data so as to compare the results. Other methods that will be employed include correlation analysis and regression analysis in order to determine the relationship that exists

between emotions, for instance anxiety and motivation, and language performance.

Qualitative Analysis: Quantitative data will be analyzed descriptively and inferential statistics and frequencies will be used for data analysis while for qualitative data, thematic analysis will be used. Main and sub-themes will be obtained through the process of coding and themes will be developed by analyzing the interview data and observations. This analysis will help the research to further reveal how emotions play a role in the language learning process of the participants.

7. 6. Reliability and Validity

To increase the credibility and accuracy, measures like triangulation will be employed whereby data will be collected from questionnaires, tests, interviews and observations. An inter-reviewer analysis will also be done in order to confirm the data analysis that has been done in this study.

7. 7. Ethical Considerations

Ethical considerations will also be observed since the participants' informed consent will be sought for. This study will maintain data confidentiality and participants are free to withdraw from the study at any time without any penalties.

8. Research Results:

1. This research looks at the ANZAC perspective of second language acquisition focusing on secondary feelings such as anxiety, motivation and self-confidence. Findings from questionnaires and language tests were quantitative while interviews and classroom observations were qualitative and evidenced a significant negative correlation between language anxiety and the learner performance in second language. High level of anxiety impacted negatively on speaking and listening comprehension skills and affective communication in which anxiety

caused avoidance behavior and fewer social interactions with teachers and peers during language activities.

2. Motivation played a positive role in language acquisition where passengers with integrative motivation enhanced the acquisition of language skills especially listening and reading skills. It was important to eliminate emotional barriers such as anxiety and to do so motivation played a very important role.

3. The effect of self-confidence on communicative competence was also evidenced with higher self-confidence enabling the learners to be more communicative in the target language thereby doing better on speaking tasks. Frequent use of the language especially in classroom sessions, non academic activities together with interactions with native Americans also improved self- confidence.

4. Interest and enthusiasm especially, enhanced cognitive as far as the language learning processes were concerned. The respondents stated that when they are enthusiastic and interested in learning a language then they are more attentive and have better processing of linguistic information. Surveillance attached on the classroom revealed that learners with positive emotion interaction were more involved in learning activities thus improving their chances of receiving new information

9. Research Suggestions and Recommendations Based on the Findings:

As per the analysis of the effects of emotions like anxiety, motivation and self-confidence on the second language acquisition, this part presents suggestions and recommendations for creating better learning environment and maximizing the impact of learning related programs. These are proposed to build up the teaching approaches that can minimize the effect of emotions regulation and enhance the language learning results.

1. It is worthy of note that the strategies listed earlier in this paper could be useful in the reduction of language anxiety.

Designing a supportive learning environment: Learners should be able to speak freely without any fear since it is the teacher's responsibility to create a safe learning environment for his/her learners. This can be done by promoting group learning activities which would ensure that students are interacting positively. A number of learning activities increase the stress levels of students. Language games and drama can also be applied to ease students' anxiety and to make learning a fun pastime as proposed by MacIntyre and Gardner (1994).

Providing training in anxiety management: Sessions or seminars relating to teaching and training can be incorporated to assist the students in the management of anxiety levels among them by techniques such as breathing exercises and meditation. Besides, direction on how to go about handling social situations and conversations in the second language can be given in a bid to increase their self confidence and decrease social anxiety levels (Horwitz et al., 1986).

2. Enhancing motivation

Customizing learning activities to suit students' interests: In the same respect, learning activities should be made in such a way that is going to appeal to the student's interest as well as their desire to achieve certain ends. For instance, the teachers can propose topics concerning cultures that attract the students or do projects that have concern with certain professional aspirations that the students have (Dörnyei, 2001).

Encouraging self-goals: This leads students to setting goal states which are personal and this increases the students' motivation to learn. These can be pertaining to enhancing certain abilities like the speaking or writing fluency, or attaining a given score in a particular test. Besides, recognition and reward strategy can also be offered by teachers to

ensure that learners work towards the achievement of their set objectives (Schumann, 1997).

3. Boosting Self-Confidence

Providing opportunities for positive interaction: Those students should be given a chance to engage with native speakers of the language or other students at least once in a week, for instance through language exchange, cultural events, or seminars. This interaction leads to increasing their confidence and also it improves their language fluency. Research has revealed that the language received in different situations increases self- assurance of learners and their performance in the language (Clément, 1980).

Providing constructive feedback: For this reason, teachers need to offer positive criticism on the performance of the students rather than concentrating on the errors made. Enthusiastic feedback enhances self-esteem hence enables the students to practice their lessons without worrying about making mistakes (Dörnyei, 2001).

4. Positive emotions in the learning process

Promoting positive interaction: It is therefore recommended that teachers adopt teaching strategies that would enhance positive emotions among learners including enthusiasm and interest. Some of the strategies that can be used may be the incorporation of fun and engaging activities for the learners such as games, group work and discussions. Schumann (1997) has indicated that positive emotions improve the capacity to receive and comprehend information as well as boost language performance.

Involving students in setting learning goals: By getting the students to help in setting their learning goals, the students feel more ownership of the goals and hence are interested in the goals. When students are involved in decision making process they become more enthusiastic and interested in the learning process.

5. Recommendations for future research

Exploring the impact of emotions on different learning strategies: This future work should also examine the relations between affect and various learning processes, including speaking, reading, and writing. This could aid in finding out the best way of learning the different language skills (MacIntyre & Gardner, 1994).

Studying the impact of emotions on language learning in diverse cultural contexts: This paper also aims at exploring how emotions can affect language acquisition to various cultures. It is also important to note that the students' experience and their emotional concerns may differ depending with their cultural backgrounds and experiences.

Developing new measurement tools: The aversive aspect of finding new measurement tools to measure emotions may help to enhance the quality of research in this area. These tools can range from scales that can measure positive and negative affect in more detail and therefore measure how they impact language learning.

Lastly: According to the research, it is possible to enhance second language learning via the design of effective instructional strategies that enhance positive emotional regulation and minimize the effects of language anxiety. The following are the recommendations of this study that will assist teachers and researchers to enhance the effectiveness of language learning programs and the achievement of the learners.

10. The main conclusion

From a psycholinguistic point of view, the examination of the role of emotion in SLA shows that emotion and its related processes play a significant part in the process of language learning. These include motivation, anxiety and affect which are all key determinants of learners' motivation and success in learning a new language.

The findings of the studies in the area of psycholinguistics reveal that positive affect such as enthusiasm and confidence improve language

learning as they create a context that encourages exploration and trial. As a result, when the learners are emotionally engaged, they are likely to use and practice the language that they have learned making them more proficient. On the other hand, negative emotions such as anxiety and fear are detrimental to learning as they close the learners' mind and make them less willing to engage.

Emotional factors also affect the other cognitive processes that are involved in the SLA process including memory and attention. For example, learners who are anxious can have difficulties with working memory that plays a significant role in language learning. However, the positive affect can help in memory consolidation and retrieval hence improving learning outcomes.

In addition, emotion is also involved in the socio-cultural factors of SLA that involve the learners' emotional processes during social interactions that affect their learning and communicative ability in the target language. Hence, it is possible to state that the integration of emotional factors into the language teaching methods can result in more efficient teaching approaches.

Therefore, it is important to consider the emotional aspect of the second language acquisition process while designing learning environments that will foster the learners' growth. Thus, understanding the role of emotions in the cognitive processes of language learning, educators and researchers can create more effective strategies for language learning and help to enhance the existing theories of psycholinguistics in the SLA.

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