

Influence of Emotion on Second Language Acquisition

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ABSTRACT

There are many influencing factors in the process of second language acquisition, among which the psychological emotion of learners is a key link, and plays an important role that cannot be ignored. This study focuses on the cognitive dimension of emotion, based on the study of previous research findings on linguistics. It briefly reviews and analyzes the general situation of emotional factors research in second language acquisition, the definition and classification of emotional factors, and the analysis of some implications for foreign language teaching and learning.

Keywords: Emotional factors, Second language acquisition, language teacher education, language learning,

1. INTRODUCTION

Through the review and reflection of the literature on the impact of affective factors on second language acquisition in recent years, it is found that the past research on second language acquisition mostly emphasized linguistic and sociological factors. Now, many scholars have begun to study the influence of affective factors on second language acquisition. Although they have made great achievements, there are still many problems.

In second language learning, cognition and emotion are inseparable. A large number of empirical studies have shown that the factors affecting the effect of foreign language teaching and acquisition are related to the learners themselves, among which the emotional factor is the most prominent. Teachers often only pay attention to the cognitive factors in language acquisition, ignoring the existence of emotional factors such as attitudes, motivation, interest, confidence and anxiety.

This paper briefly reviews and analyzes the general situation of the research on affective factors in second language acquisition, the definition and categories of affective factors, and some enlightenment to foreign language teaching and research.

2. INTERNATIONAL RESEARCH ON THE INFLUENCE OF EMOTION ON SECOND LANGUAGE ACQUISITION

In second language teaching, emotion refers to the feelings, feelings, emotions and attitudes of students in

the learning process (Arnold, 1999). Since the 1970s, second language acquisition research has achieved remarkable success. In a somewhat revolutionary argument at the time, Krashen (1985) theorized the input hypothesis, proposing the existence of sentiment filters [1]. Much remains to be learned about the role of affective variables in second language acquisition, and will make some recommendations for future research. The "affective filter hypothesis" theory plays an important role in second language acquisition. The "affective filter hypothesis" theory plays a crucial role in second language acquisition. There are three "affective filter variables": motivation, self-confidence and anxiety [2].

During language activities, students construct realities and articulate how they feel and think about learning a new language (Kalaja, 2003; Maturana, 1998; Nun˜ez, 1997; Rajagopalan, 2004). Therefore, students exist as human beings in language and emotions [3]. Second language acquisition is closely related to language teaching and learning, and many of its findings have injected new ideas into language teaching and learning and led to many new pedagogical approaches.

3. SOME IMPORTANT AFFECTIVE FACTORS IN SLA

3.1. Attitudes

For second language acquisition, attitude is one of the keys to success in learning the language. Positive attitudes make language learners more open to the language, active in learning, and communicating, thus

facilitating language learning. Conversely, learners with negative attitudes are less likely to improve their language skills [4].

Imagine a language learner who has a negative or even hostile attitude toward the target language, the learner experiences great anxiety during language learning, becomes afraid, even scared, of learning the language, and even more reluctant to actively engage with the target language speakers. A simple summary is that positive attitudes promote second language acquisition, while negative attitudes hinder second language acquisition.

3.2. Motivation

Foreign language learning motivation refers to the desire and motivation of learners to learn foreign languages. Gardner (1972) believes that learning motivation includes four aspects: purpose, learning effort, desire to achieve learning goals and attitude towards learning [5]. It is an internal motivation that directly promotes foreign language learning, and is the mental state of foreign language learners who are consciously active and enthusiastic in language learning activities. Motivated foreign language learning is effective, while unmotivated foreign language learning tends to take foreign language learning as a psychological burden.

Emotion has been severely undervalued as a motivational factor in language learning literature. Schumann (1998) describes the neural basis of emotion's motivational properties when applied to second language experience. This is a major improvement in the understanding of emotions in language learning literature.

Motivational factors have different effects on second language learners' learning attitudes, learning strategies, and learning speed. Studying the influence of motivational factors on second language learning and exploring ways to stimulate learners' interest in learning is of great significance in foreign language teaching. Research shows that successful learners are highly motivated. Learners who are highly motivated to learn a language are proactive, put in more effort voluntarily, and actively take advantage of opportunities to learn the language. Therefore, finding effective strategies and methods to motivate learners is an important step to successful teaching.

3.3. Anxiety

Anxiety is a negative emotion in the human emotional system and is the body's response to the arousal of its autonomic nervous system, causing feelings of tension, worry, nervousness and anxiety. It has a profound effect on the initiation and functioning of human cognitive processes.

Language anxiety is a term that includes worries and negative, anxiety-related emotions associated with learning or using a language other than one's native language. In terms of speech output, language learning anxiety mainly affects learners' speech output psychology from three aspects: type, quantity and quality of speech output. For more than three decades, second language anxiety has been a major concern in second language research. Many studies have been done on foreign language learning anxiety [6]. Integrating language anxiety into the wider SLA and educational literature has prompted researchers to explore connections to other areas of research [7].

Some scholars have classified anxiety into facilitating and hindering anxiety based on its effects on language learning. Anxiety that motivates students to overcome difficulties and challenge new learning tasks, making them work harder and be more motivated is the facilitator type, while anxiety that causes students to avoid learning tasks and have negative psychological experiences such as nervousness, anxiety, apprehension, and lack of confidence is the hindering type.

Anxiety impacts human cognitive activity and remains closely linked to environmental changes. Learners are prone to anxiety when they are removed from the familiar context of their native language during second language learning. In the English classroom environment, language anxiety is caused by students' fear of evaluation and frustration with negative evaluations. A high level of language anxiety hinders language output and leads to a lack of information or a complete loss of information, resulting in poor classroom performance, which in turn leads to a series of negative psychological reactions.

3.4. Personality

Here the author focuses on introverted personality factors. It is generally accepted that extroversion facilitates language learning while introversion is detrimental to language learning. In a survey, Vaiman (1978) found that 31% of students believed that extroversion was more conducive to oral language learning. Strong (1983) also found that children with extroverted personalities learned language faster than children with introverted personalities. However, the experiment by Smart et al. reached the opposite conclusion. Quantitative studies conducted by Busch (1982) also found a negative relationship between extroverted personality and language learning. Indeed, extroverted students need more recognition from the outside world to maintain their self-esteem, while introverted students can find support from within themselves and tend to be highly perseverant and empathetic.

4. THE ENLIGHTENMENT OF AFFECTIVE FACTORS ON FOREIGN LANGUAGE TEACHING

As can be seen in the above overview of the emotional factors held by the second language learners in the learning process, these psychological components have important significance and influence on the second language learning process and results. These psychological components have important significance and influence on the second language learning process and results.

4.1. Correcting Students' Learning Attitude and Stimulating Students' Learning Motivation

Motivation influences how hard learners try to learn, and the achievement of learning outcomes is inextricably linked to effort. Based on this cause-and-effect relationship, educators should make learners aware of the importance of learning a second language, the pleasure of learning a second language, and the practicality of learning a second language. They should pay more attention to collecting lively and interesting language materials close to life and use various teaching methods to simulate real language use to increase students' motivation to learn a foreign language.

Value motivational factors and convey positive beliefs among L2 learners [8]. Correct students' learning attitude, improve the attention to two-language learning, cultivate the consciousness and enthusiasm of active learning, and promote students to be more motivated to learn the second language.

4.2. Cultivating and Improving Students' Self-Confidence and Self-Image

Educators should give more encouragement, give positive feedback and hints, and improve students' self-confidence and self-identification. Focus on the use of incentives "External rewards should be part of the foreign language teaching strategy and, more importantly, allow students to develop their internal incentives." (Oxford) Thus, appropriate teacher praise can help enhance students' self-efficacy.

To better achieve L2 scores, learners should be motivated to encourage learners to have a high level of self-confidence and to maintain low levels of anxiety. In the same way, low motivation, low self-confidence, and high levels of anxiety affect the learners' input, thereby forming mental blocks.

4.3. Reducing Language Anxiety to Improve Students' Learning Efficiency

Reduce the anxiety in language learning, adjust the emotions, find a suitable emotional vent and stable exit,

and learn with a better mentality and mood; It is more conducive to improving the learning efficiency to harvest a better two-language learning effect.

The influence of the environment on the anxiety mood cannot be ignored. A good learning environment also plays an important role in motivating learners to learn. Teachers can innovate teaching methods, create a supportive classroom environment and pay attention to students' psychological emotions in order to reduce anxiety levels. What's more, to implement empathy teaching for learners and create a good atmosphere for language learning, and ensure students learn a language in a relaxed and pleasant environment [9].

4.4. Setting the Positive Expectations of the Learners and having Faith

According to expectancy theory, not only personal expectations; but also the expectations of others about the learner can influence the motivation of the learner. Therefore, it is more important to pay attention to the performance of other key people such as teachers, parents, and classmates and the influence they may have. In the process of second language acquisition, teachers' expectations of students directly influence students' motivation and the quality of learning. By changing teachers' expectations of students, students can effectively improve their second language acquisition and develop a positive attitude toward learning. Students should also help each other and communicate with each other without differentiation or shame based on age, level of proficiency, etc [10].

A sense of belief is also very important, especially when doing something that has a strong impact. A positive and strong belief is good for counteracting negative emotions, such as anxiety.

5. CONCLUSION

In the second language teaching process, favourable conditions should be created, focusing on the cultivation of emotional factors, changing the teachers' expectation to students, stimulating learners' motivation and carrying out proper self-attribution to enhance self-confidence and overcome excessive anxiety.

Learners should consciously use a variety of methods to mobilize positive emotions in the second language learning, use intelligence, power, adjustment, infection, empathy function and other aspects of the active emotions, to improve the quality and level of the second language acquisition.

AUTHOR CONTRIBUTIONS

There is a brief overview and analysis of general issues related to affective factors in second language acquisition, the definition, and classification of affective

factors, as well as their impact and application to language teaching and learning.

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