



The role of emotion in language acquisition: A pedagogical perspective on language teaching strategies

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Abstract

This study examines the role of emotions in the process of language acquisition and explores how emotional factors influence learners' participation, motivation, confidence, and academic performance in language-learning classrooms. Language learning is not only a cognitive process but also an emotional and social experience shaped by learners' feelings and attitudes. The study highlights the impact of positive emotions such as enjoyment, confidence, and motivation in promoting active classroom participation and effective communication. At the same time, negative emotions such as anxiety, fear, and low self-esteem create barriers that hinder language acquisition and reduce learners' willingness to communicate. The research further explores pedagogical strategies that teachers can use to create emotionally supportive learning environments, including cooperative learning, positive reinforcement, communicative teaching methods, and learner-centered approaches. Using a qualitative research methodology, the study emphasizes the importance of emotional well-being in successful language learning. The findings suggest that emotionally supportive classrooms enhance learners' confidence, participation, and overall language-learning outcomes, contributing to more effective and inclusive educational practices.

Keywords: Emotion, language acquisition, motivation, anxiety, classroom participation, pedagogical strategies

Introduction

Language acquisition is a complex process influenced by cognitive, social, cultural, and emotional factors. Among these, emotion plays a crucial role in shaping learners' motivation, confidence, participation, and overall success in acquiring a new language. In recent years, researchers and educators have increasingly recognized that emotions such as anxiety, enjoyment, fear, confidence, and motivation directly affect the learning process (Arnold, 1999) ^[1]. Positive emotional experiences encourage learners to participate actively in classroom activities, while negative emotions often create barriers that hinder communication and learning outcomes. The concept of emotional influence in language learning is closely associated with theories of affective learning. Krashen's Affective Filter Hypothesis explains that emotional variables such as stress, fear, and low self-esteem can prevent language input from being effectively processed by learners (Krashen, 1982) ^[14]. When learners experience positive emotions and feel psychologically secure, the affective filter becomes lower, allowing greater language acquisition. Conversely, high anxiety and fear of making mistakes may reduce learners' willingness to communicate and participate in classroom interactions (Horwitz, Horwitz, & Cope, 1986) ^[12]. In modern pedagogy, teachers are expected not only to provide linguistic knowledge but also to create emotionally supportive learning environments. Strategies such as cooperative learning, encouragement, positive feedback, and interactive classroom activities can improve learners' emotional engagement and motivation (Goleman, 1995) ^[10]. Emotional intelligence in teaching has therefore become an essential component of effective language instruction. Furthermore, emotions influence learners differently depending on age, cultural background, learning environment, and personal experiences. Understanding these

emotional dimensions can help educators design more learner-centered and emotionally responsive teaching strategies. Therefore, the study of emotion in language acquisition has become an important area in educational research, particularly in the context of second-language learning and classroom pedagogy.

Background of the Study

Language acquisition has traditionally been studied from linguistic and cognitive perspectives; however, emotional factors have increasingly gained attention in the field of language education. Earlier language teaching methods mainly focused on grammar, vocabulary, pronunciation, and communication skills, often overlooking learners' emotional experiences. Over time, researchers realized that successful language learning depends not only on intellectual ability but also on emotional conditions that influence learners' participation and motivation (Arnold, 1999) ^[11].

The relationship between emotion and learning can be traced back to psychological theories proposed by scholars such as Vygotsky, Piaget, and Maslow. Vygotsky (1978) ^[23] emphasized the importance of social interaction and emotional support in cognitive development, while Maslow (1943) ^[16] argued that emotional security is necessary before effective learning can occur. These theories later influenced learner-centered and humanistic approaches to language teaching. One of the most influential theories in second-language acquisition is Krashen's Affective Filter Hypothesis. According to Krashen (1982) ^[14], emotional variables such as anxiety, low confidence, and lack of motivation can create a mental barrier that prevents learners from absorbing language input effectively. Positive emotions such as confidence, curiosity, and enjoyment facilitate language acquisition by lowering the affective filter and increasing learner engagement.

Research in educational psychology further demonstrates that emotions influence memory, attention, and classroom interaction. Learners who experience positive emotions are more likely to communicate freely and persist in challenging tasks, whereas learners affected by fear or embarrassment often avoid speaking activities and classroom participation (Horwitz *et al.*, 1986)^[12]. Foreign language anxiety, in particular, has been identified as a major obstacle in second-language classrooms. Modern pedagogical approaches such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and cooperative learning strategies emphasize interaction, collaboration, and supportive classroom relationships. Teachers are encouraged to use positive reinforcement, empathy, humor, and motivational activities to create emotionally safe learning environments (Goleman, 1995)^[10]. In multilingual and multicultural classrooms, emotional factors become even more significant because learners may face cultural adjustment challenges, identity issues, and communication barriers. Teachers must therefore understand learners' emotional needs and cultural backgrounds to support inclusive and effective learning experiences. Emotional intelligence among teachers also contributes to better classroom management and stronger teacher-student relationships. As educational systems increasingly promote holistic and learner-centered approaches, the integration of emotional awareness into language teaching has become essential. This study therefore seeks to explore how emotions influence language acquisition and how pedagogical strategies can enhance positive emotional experiences in language classrooms.

Rationale of the Study

The study of emotion in language acquisition is important because emotions significantly influence learners' ability to understand, process, and use a new language effectively. Language learning is not merely a cognitive process; it is deeply connected to learners' emotional and psychological experiences. Students often face emotional challenges such as anxiety, fear of failure, low confidence, and lack of motivation, all of which may negatively affect language acquisition (Krashen, 1982)^[14]. Therefore, understanding the relationship between emotion and language learning is essential for improving teaching practices and learning outcomes. One major reason for conducting this study is the increasing recognition that emotional factors directly affect learners' classroom participation and performance. Krashen (1982)^[14] explains that emotional barriers such as anxiety and low self-confidence raise the affective filter, reducing learners' ability to absorb language input. Learners who feel nervous or embarrassed often avoid classroom interaction and speaking activities, limiting opportunities for communication practice. In contrast, emotionally supportive environments encourage active participation and confidence among learners.

Another rationale for this study is the growing importance of learner-centered pedagogy in modern education. Traditional language teaching methods focused heavily on grammar instruction and memorization while often ignoring learners' emotional needs. Contemporary educational theories, however, emphasize the importance of positive learning environments that support both cognitive and emotional development (Arnold, 1999)^[1]. Humanistic

approaches to language teaching advocate empathy, encouragement, and respect for learners' feelings as essential components of effective teaching.

Additionally, emotional factors strongly influence learners' motivation, which is considered one of the strongest predictors of language-learning success. Gardner and Lambert (1972)^[9] argue that motivation plays a central role in second-language acquisition, especially when learners develop positive attitudes toward the target language and culture. Learners who enjoy language-learning activities are more likely to remain engaged and persistent, while repeated negative emotional experiences may result in demotivation and reduced interest.

Foreign language anxiety is another important reason for this study. Horwitz *et al.* (1986)^[12] identified foreign language anxiety as a psychological condition commonly associated with language learning. Many students experience nervousness during oral presentations, classroom discussions, or speaking tasks. Such anxiety can negatively affect fluency, pronunciation, memory, and overall classroom performance. Investigating emotional influences may therefore help educators identify effective strategies for reducing anxiety and creating supportive learning environments. Furthermore, globalization and multicultural education have increased the need for effective language teaching strategies. In multilingual classrooms, learners often come from diverse cultural and linguistic backgrounds, which may create emotional challenges related to identity, belonging, and communication. Teachers need to understand these emotional dimensions to promote inclusive education and intercultural understanding (Vygotsky, 1978)^[23].

Technological advancements in education also provide another rationale for this study. Digital learning platforms and online communication tools have transformed language learning. Although technology can increase motivation and engagement, it may also create emotional challenges such as frustration, isolation, and lack of confidence in virtual learning environments. Understanding emotional aspects of language acquisition can therefore contribute to more emotionally supportive digital teaching strategies. Moreover, emotional intelligence has become an important quality for educators. Teachers who understand students' emotional needs are better able to manage classrooms, encourage participation, and reduce stress (Goleman, 1995)^[10]. Emotional intelligence contributes to better communication, stronger classroom relationships, and improved academic achievement.

Finally, this study is significant because it contributes to existing research by highlighting the pedagogical importance of emotions in language learning. Although considerable research has focused on cognitive aspects of language acquisition, emotional dimensions still require greater attention in practical classroom settings. The findings of this study may help educators, curriculum designers, and policymakers develop teaching methods that balance linguistic instruction with emotional support. Ultimately, understanding the role of emotion in language acquisition can lead to more effective, inclusive, and learner-friendly educational practices.

Review of the related Literature

The role of emotion in language acquisition has become an important area of study in educational psychology and second-language teaching. Researchers have increasingly recognized that language learning is not only a cognitive process but also an emotional experience influenced by learners' feelings, attitudes, motivation, confidence, and anxiety. Emotions significantly affect learners' ability to process language input, participate in classroom activities, and communicate effectively. Various theories and studies have explored how emotional factors contribute to successful language acquisition and how pedagogical strategies can support positive emotional experiences in language classrooms.

One of the earliest and most influential contributions to this field is Stephen Krashen's Affective Filter Hypothesis. Krashen (1982)^[14] argued that emotional variables such as anxiety, low self-esteem, and lack of motivation can create a mental barrier called the "affective filter," which prevents learners from effectively acquiring language input. According to this theory, learners who feel relaxed, confident, and motivated are more likely to acquire language successfully because their affective filter remains low. In contrast, learners who experience fear or stress may struggle to absorb linguistic information. Krashen's theory highlighted the importance of creating emotionally supportive learning environments in second-language classrooms.

Another important contribution comes from Horwitz, Horwitz, and Cope (1986)^[12], who introduced the concept of foreign language anxiety. Their research identified language anxiety as a distinct psychological condition experienced by learners in language classrooms. They found that many students feel nervous during speaking activities, oral presentations, and classroom interactions because they fear making mistakes or being negatively evaluated by others. This anxiety often reduces learners' confidence and participation, ultimately affecting their language performance. Their study emphasized that teachers should reduce classroom stress and encourage supportive communication practices to improve learners' emotional well-being.

Research on motivation has also contributed significantly to understanding the role of emotion in language acquisition. Gardner and Lambert (1972)^[9] argued that motivation is one of the strongest predictors of successful language learning. They identified two major types of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to learners' desire to connect with the culture and people of the target language, while instrumental motivation relates to practical goals such as employment or academic success. According to Gardner and Lambert, learners with positive emotional attitudes toward the target language are generally more successful in acquiring it.

Arnold (1999)^[11] further explored the relationship between affect and language learning by emphasizing the importance of emotions in classroom interaction. Arnold argued that emotions influence learners' self-confidence, willingness to communicate, and ability to take risks during language learning activities. Positive emotions such as enjoyment, curiosity, and encouragement create favorable learning conditions, whereas negative emotions such as embarrassment and fear limit learner participation. Arnold

also emphasized the role of teachers in creating emotionally safe learning environments through empathy, encouragement, and supportive classroom practices.

The theory of emotional intelligence proposed by Goleman (1995)^[10] has also influenced language teaching practices. Emotional intelligence refers to the ability to recognize, understand, and manage emotions effectively. Goleman suggested that emotionally intelligent teachers are better able to understand students' emotional needs, build positive relationships, and manage classroom stress. In language classrooms, emotional intelligence helps teachers respond sensitively to learners' fears and anxieties, thereby creating a more supportive and motivating environment. Emotional intelligence also contributes to better communication and classroom management, both of which are essential for effective language teaching.

Humanistic approaches to language teaching have similarly emphasized emotional factors in learning. Humanistic educators believe that learning should focus on the whole person, including emotional, psychological, and social development. According to Moskowitz (1978)^[18], learners perform better when they feel respected, valued, and emotionally secure. Humanistic methods encourage self-expression, cooperation, and learner autonomy. Techniques such as group discussions, role-play, pair work, and personal reflection activities are commonly used to promote emotional engagement and reduce anxiety in language classrooms.

Vygotsky's sociocultural theory also provides valuable insights into the emotional dimensions of language acquisition. Vygotsky (1978)^[23] argued that learning occurs through social interaction and collaboration. Emotional support from teachers and peers plays a crucial role in helping learners develop confidence and communication skills. Through cooperative learning activities, learners receive encouragement and guidance that support both cognitive and emotional growth. Vygotsky's theory highlights the importance of positive social relationships in language-learning environments.

Recent studies have also examined the role of positive psychology in language acquisition. Positive psychology focuses on strengths, well-being, happiness, and positive emotional experiences in education. MacIntyre and Gregersen (2012)^[15] argued that positive emotions such as enjoyment, hope, and resilience enhance learners' motivation and willingness to communicate. They suggested that language teachers should focus not only on reducing negative emotions like anxiety but also on promoting positive emotional experiences that encourage active learning and participation.

Technology-assisted language learning has introduced new emotional dimensions into language education. Online learning platforms, educational applications, and virtual classrooms provide interactive opportunities that may increase learners' motivation and engagement. However, researchers have also identified emotional challenges related to online learning, including feelings of isolation, frustration, and technological anxiety (Hampel & Stickler, 2005)^[11]. Therefore, teachers must use technology carefully to ensure emotionally supportive digital learning environments.

In multicultural and multilingual classrooms, emotional factors become even more important because learners often

face cultural adjustment challenges and identity-related issues. Norton (2013)^[19] emphasized that learners' identities and emotional experiences influence their participation and investment in language learning. Students who feel respected and included are more likely to engage actively in classroom communication. Teachers must therefore adopt culturally sensitive pedagogical approaches that promote inclusion and emotional safety.

Overall, the reviewed literature demonstrates that emotions play a central role in language acquisition. Emotional factors such as motivation, anxiety, confidence, emotional intelligence, and classroom relationships significantly influence learners' language-learning experiences and outcomes. The literature also highlights the importance of pedagogical strategies that create supportive, motivating, and emotionally secure learning environments. By understanding the emotional dimensions of language learning, educators can develop more effective teaching methods that support both learners' cognitive and emotional development.

Research Objectives of the Study

- To examine the role of emotions in the process of language acquisition among learners.
- To identify the emotional factors that influence students' participation, motivation, and performance in language-learning classrooms.
- To explore pedagogical strategies that teachers can use to create emotionally supportive environments for effective language acquisition.

Research Questions of the Study

- How do emotions influence the process of language acquisition among learners?
- What emotional factors affect learners' motivation, confidence, and classroom participation in language learning?
- What pedagogical strategies can teachers apply to promote positive emotional experiences in language classrooms?

Methodology of the Study

This study adopts a qualitative research methodology to explore the role of emotion in language acquisition from a pedagogical perspective. Qualitative research is appropriate for this study because it focuses on understanding human experiences, behaviors, feelings, and perceptions in natural settings (Creswell, 2014)^[6]. Since emotions are subjective and deeply connected to learners' personal experiences, qualitative methods provide an effective way to investigate how emotional factors influence language learning and teaching practices. The study is based on a descriptive qualitative research design. This design allows the researcher to collect detailed information regarding learners' emotional experiences, classroom interactions, and teachers' pedagogical approaches. The qualitative approach helps in understanding the meanings participants attach to their emotions and how these emotions affect their language-learning process.

The participants of the study consist of language learners and language teachers selected from educational institutions. Purposive sampling is used to select participants who have direct experience with language-learning environments.

This sampling technique is suitable because it enables the researcher to gather information from individuals who can provide meaningful insights related to the research topic (Patton, 2002)^[11]. The study may include students from secondary schools, colleges, or universities, as well as teachers who teach second or foreign languages.

Data for the study are collected through interviews, classroom observations, and document analysis. Semi-structured interviews are conducted with both students and teachers to explore their experiences, opinions, and emotional responses related to language learning and teaching. Interviews provide flexibility for participants to express their feelings and experiences in detail. Classroom observations are also used to examine teacher-student interactions, classroom atmosphere, and emotional responses during language-learning activities. In addition, relevant educational documents, lesson plans, and classroom materials may be analyzed to understand the pedagogical strategies used to support learners emotionally. The collected data are analyzed using thematic analysis. The researcher identifies recurring themes, patterns, and categories related to emotions, motivation, anxiety, confidence, and teaching strategies. According to Braun and Clarke (2006)^[20], thematic analysis is useful for interpreting qualitative data and identifying significant patterns within participants' responses. The findings are then interpreted in relation to existing theories and literature on emotion and language acquisition. Ethical considerations are maintained throughout the research process. Participants are informed about the purpose of the study, and their consent is obtained before data collection. Confidentiality and anonymity are also ensured to protect participants' identities and personal information. Overall, the qualitative methodology enables the researcher to gain a deeper understanding of how emotions influence language acquisition and how pedagogical strategies can create emotionally supportive learning environments.

Objective-wise Analysis of the Study

Objective 1: To examine the role of emotions in the process of language acquisition among learners

Emotions play a central role in the process of language acquisition because they influence how learners perceive, process, retain, and use a new language. Language learning is not only a cognitive activity but also an emotional and social experience. Learners often encounter feelings such as anxiety, excitement, confidence, fear, enjoyment, and motivation while acquiring a second or foreign language. These emotional experiences significantly shape the effectiveness of language learning and learners' willingness to communicate. Educational psychologists and language theorists have increasingly emphasized the importance of affective factors in second-language acquisition, recognizing that emotions directly influence learners' engagement and achievement (Krashen, 1982)^[14].

One of the most influential theories related to emotions in language learning is Stephen Krashen's Affective Filter Hypothesis. According to Krashen (1982)^[14], emotional variables such as anxiety, self-confidence, and motivation act as a mental filter that can either facilitate or block language acquisition. When learners feel relaxed, motivated, and confident, the affective filter remains low, allowing language input to be processed effectively. Conversely,

when learners experience fear, stress, or embarrassment, the affective filter rises, limiting the learner's ability to absorb and understand language input. This theory demonstrates how emotional states can either support or hinder the language-learning process.

Anxiety is one of the most widely studied emotional factors in language acquisition. Foreign language anxiety refers to the tension and nervousness learners experience when speaking, listening, or participating in language-learning activities. Horwitz, Horwitz, and Cope (1986) ^[12] explain that language anxiety can negatively affect learners' performance by reducing concentration, participation, and confidence. Students who fear making mistakes or being judged by others may avoid communication opportunities, which are essential for language development. In speaking activities, learners may become hesitant or silent because they are afraid of pronunciation errors or grammatical inaccuracies. Consequently, anxiety can reduce learners' exposure to meaningful communication and slow down language acquisition.

In contrast, positive emotions such as enjoyment, confidence, and curiosity contribute significantly to successful language learning. Dewaele and MacIntyre (2014) ^[6] highlight the importance of Foreign Language Enjoyment, arguing that learners who enjoy classroom activities and feel emotionally secure are more likely to participate actively in communication tasks. Positive emotions encourage learners to take risks, practice speaking, and engage with authentic language materials. Enjoyment also strengthens intrinsic motivation, which sustains learners' long-term interest in language learning.

Motivation is another emotional factor that strongly affects language acquisition. Gardner and Lambert (1972) ^[9] distinguish between integrative motivation and instrumental motivation. Integrative motivation refers to learners' desire to connect with the culture and people associated with the target language, whereas instrumental motivation involves practical goals such as career advancement or academic success. Highly motivated learners tend to demonstrate greater persistence, effort, and enthusiasm in language-learning activities. Motivation increases learners' willingness to communicate and encourages them to practice the language both inside and outside the classroom. Self-confidence and self-esteem also influence language acquisition. Learners who believe in their abilities are more likely to participate in discussions, ask questions, and experiment with new vocabulary and structures. Brown (2007) ^[4] states that self-confidence enables learners to overcome communication barriers and develop fluency through repeated interaction. Conversely, low self-esteem can discourage learners from taking part in communicative activities and may lead to feelings of inadequacy. Furthermore, emotions influence memory and cognitive processing in language acquisition. Neuroscientific research suggests that emotionally meaningful experiences are more likely to be remembered and retained (Immordino-Yang & Damasio, 2007) ^[13]. When learners associate positive emotions with language-learning experiences, they tend to remember vocabulary, grammar, and communication patterns more effectively. Teachers who create enjoyable and supportive classroom experiences therefore contribute not only to emotional well-being but also to cognitive development.

Social interaction also plays an emotional role in language acquisition. Vygotsky's sociocultural theory emphasizes that learning occurs through interaction with others within a supportive social environment (Vygotsky, 1978) ^[23]. Collaborative activities, peer discussions, and teacher encouragement help learners feel emotionally connected and confident. Positive social relationships in the classroom foster a sense of belonging, which encourages learners to engage more actively in language use.

Emotions are deeply interconnected with language acquisition. Emotional factors such as anxiety, motivation, enjoyment, confidence, and social support significantly influence learners' ability to acquire and use a language effectively. Positive emotions facilitate participation, communication, and retention, while negative emotions may create barriers to learning. Therefore, understanding the emotional dimensions of language learning is essential for both learners and educators. By recognizing the importance of emotions, teachers can create learning environments that support emotional well-being and promote successful language acquisition.

Objective 2: To identify the emotional factors that influence students' participation, motivation, and performance in language-learning classrooms

Emotional factors strongly influence students' participation, motivation, and academic performance in language-learning classrooms. Language learning requires active communication, interaction, and practice, all of which are affected by learners' emotional states. Students' feelings toward the classroom environment, teachers, peers, and their own language abilities determine how confidently and effectively they engage in language-learning activities. Researchers in second-language acquisition have consistently shown that emotional variables can either enhance or obstruct students' learning experiences and outcomes (MacIntyre & Gregersen, 2012) ^[1, 15].

One of the most significant emotional factors affecting language learning is anxiety. Foreign language anxiety often arises when students fear making mistakes, being criticized, or speaking in front of others. Horwitz *et al.* (1986) ^[12] explain that anxious learners tend to avoid participation in classroom discussions, oral presentations, and group interactions. This avoidance reduces opportunities for meaningful communication, which is essential for language development. Anxiety can also impair concentration and memory, making it difficult for students to process language input effectively. Students experiencing high levels of anxiety may perform poorly in tests and speaking tasks despite having adequate knowledge of the language. Classroom participation is particularly sensitive to emotional conditions. Learners who feel nervous or embarrassed are less likely to ask questions, volunteer answers, or engage in conversations. Young (1991) ^[24] notes that fear of negative evaluation from teachers and peers is a major source of language anxiety. Students often worry about pronunciation mistakes, grammatical errors, or appearing incompetent in front of classmates. Such fears can create silence and passivity in the classroom, limiting students' communicative competence and confidence.

Motivation is another important emotional factor influencing language-learning success. Motivation drives learners to invest effort, persist through difficulties, and

remain committed to learning goals. According to Dörnyei (2001)^[7], motivated students are more willing to participate in classroom activities and use the target language regularly. Motivation can be intrinsic or extrinsic. Intrinsic motivation develops when learners enjoy the process of learning and feel personally interested in the language and culture. Extrinsic motivation, on the other hand, is associated with external rewards such as grades, employment opportunities, or social recognition. Both forms of motivation can positively influence classroom participation and performance, but intrinsic motivation often leads to deeper engagement and long-term success. Self-confidence and self-efficacy also affect learners' participation and achievement. Bandura (1997)^[2] defines self-efficacy as individuals' belief in their ability to perform specific tasks successfully. In language-learning contexts, students with high self-efficacy are more likely to speak confidently, attempt challenging tasks, and persist despite mistakes. Conversely, learners with low self-confidence may avoid communication activities and underestimate their abilities. Lack of confidence can reduce motivation and negatively impact academic performance.

Another emotional factor influencing classroom learning is enjoyment. Positive classroom experiences create enthusiasm and increase students' willingness to communicate. Dewaele and Alfawzan (2018)^[5] found that students who experience enjoyment in language classrooms are more engaged and active participants. Enjoyment arises when learners feel supported, appreciated, and challenged in meaningful ways. Interactive activities, games, group discussions, and creative tasks often enhance students' emotional involvement and motivation. Stress and pressure can also influence students' performance. Excessive academic expectations, fear of examinations, and heavy workloads may create emotional exhaustion. According to Pekrun (2006)^[20], negative achievement emotions such as frustration, shame, and hopelessness can reduce learners' concentration and persistence. Students who experience emotional stress may struggle to retain vocabulary, understand grammar, or communicate fluently. Therefore, emotional well-being is closely connected to academic achievement in language classrooms.

Peer relationships and teacher behavior significantly shape students' emotional experiences. Supportive teachers who encourage participation, provide constructive feedback, and respect learners' efforts can increase students' confidence and motivation. In contrast, harsh criticism or ridicule may increase anxiety and discourage participation. Positive peer interactions also contribute to emotional security. Collaborative learning activities allow students to practice language in less threatening environments and build social confidence. Cultural identity and attitudes toward the target language community further influence emotional engagement in language learning. Learners who appreciate the target culture and view language learning positively are generally more motivated and participative. Gardner (1985)^[8] emphasizes that attitudes toward the target language and its speakers affect learners' willingness to communicate and invest effort in language learning. Emotional factors such as anxiety, motivation, confidence, enjoyment, stress, and social relationships strongly influence students' participation, motivation, and performance in language-learning classrooms. Positive emotions encourage active

engagement, persistence, and successful communication, while negative emotions can create barriers to learning and reduce academic achievement. Understanding these emotional influences is essential for educators seeking to improve language-learning outcomes. By addressing learners' emotional needs, teachers can foster more effective, inclusive, and motivating classroom environments.

Objective 3: To explore pedagogical strategies that teachers can use to create emotionally supportive environments for effective language acquisition

Creating an emotionally supportive classroom environment is essential for effective language acquisition because emotions significantly influence learners' confidence, motivation, participation, and academic performance. Teachers play a crucial role in shaping the emotional climate of language-learning classrooms. By adopting learner-centered and empathetic teaching strategies, educators can reduce anxiety, encourage communication, and promote positive learning experiences. Emotionally supportive classrooms help students feel safe, respected, and motivated, thereby improving language acquisition outcomes.

One of the most important pedagogical strategies is reducing language anxiety in the classroom. Language anxiety often prevents students from speaking freely or participating in activities. Teachers can reduce anxiety by creating a non-threatening and encouraging atmosphere. Young (1991)^[24] suggests that teachers should avoid excessive correction of mistakes during communication activities because constant criticism can increase learners' fear and embarrassment. Instead, teachers should provide constructive feedback that focuses on improvement rather than failure. Encouraging students to view mistakes as a natural part of learning helps develop confidence and resilience.

Positive teacher-student relationships are also essential for emotional support. Learners are more likely to participate actively when they feel respected and valued by their teachers. According to Rogers (1969)^[22], empathy, acceptance, and trust are fundamental to meaningful learning experiences. Teachers who show patience, understanding, and encouragement help students feel emotionally secure. Greeting students warmly, listening attentively, and acknowledging their efforts contribute to a supportive classroom climate. Another effective strategy is promoting cooperative and collaborative learning. Group work, pair activities, and peer interaction reduce the pressure associated with individual performance and encourage communication in less stressful situations. Vygotsky's (1978) sociocultural theory emphasizes the importance of social interaction in learning. Collaborative activities allow students to learn from peers, share ideas, and build confidence through mutual support. Students often feel more comfortable practicing language with classmates than speaking directly in front of the entire class.

Teachers can also create emotionally supportive environments by using communicative and interactive teaching methods. Traditional teacher-centered approaches may limit student participation and increase passivity. In contrast, communicative language teaching encourages active engagement through discussions, role plays, games,

and problem-solving activities. Richards and Rodgers (2014) ^[21] explain that communicative activities provide learners with meaningful opportunities to use language in authentic contexts. Such activities increase enjoyment and motivation while reducing fear of failure.

Providing positive reinforcement is another important pedagogical strategy. Praise, encouragement, and recognition of effort help strengthen learners' self-confidence and motivation. Bandura (1997) ^[2] notes that positive feedback enhances self-efficacy, which influences learners' willingness to attempt challenging tasks. Teachers should celebrate small achievements and encourage progress rather than focusing solely on errors. Positive reinforcement motivates students to continue participating and experimenting with language use.

Incorporating students' interests and cultural backgrounds into lessons also contributes to emotional engagement. Learners become more motivated when classroom materials are relevant to their lives, experiences, and goals. Culturally responsive teaching helps students feel respected and included in the learning process. Using songs, stories, films, and topics related to students' interests can create enjoyable and meaningful learning experiences. This emotional connection enhances learners' motivation and willingness to communicate. Another strategy involves fostering learner autonomy and independence. Students who feel responsible for their own learning often develop greater confidence and intrinsic motivation. Teachers can encourage autonomy by allowing students to make choices about learning activities, topics, or projects. Benson (2011) ^[3] explains that learner autonomy promotes self-confidence and long-term engagement in language learning. When learners feel empowered, they are more likely to take risks and participate actively in communication tasks.

Technology can also support emotionally positive learning environments. Digital tools such as language-learning applications, online discussion forums, and multimedia resources provide interactive and flexible learning opportunities. Technology allows shy or anxious students to participate more comfortably through online communication or self-paced learning activities. Interactive digital activities can increase enjoyment and reduce the fear associated with face-to-face speaking tasks. Teachers should additionally promote emotional awareness and well-being in the classroom. Encouraging students to express their feelings about language learning helps teachers identify emotional challenges and provide appropriate support. Reflection journals, discussions about learning experiences, and mindfulness activities can help learners manage stress and build emotional resilience. According to Mercer and Gregersen (2020) ^[17], emotionally intelligent teaching practices contribute to positive classroom relationships and improved language-learning outcomes.

Finally, maintaining an inclusive and respectful classroom environment is essential. Teachers should ensure that all students feel accepted regardless of their proficiency level, cultural background, or personality. Inclusive classrooms encourage participation and reduce feelings of isolation or insecurity. Respectful communication and equal opportunities for participation help learners develop confidence and emotional safety. Emotionally supportive classrooms are essential for successful language acquisition. Teachers can create such environments through strategies

such as reducing anxiety, encouraging collaboration, using communicative methods, providing positive reinforcement, fostering autonomy, integrating students' interests, and promoting emotional well-being. These pedagogical approaches enhance learners' confidence, motivation, participation, and performance. By recognizing the emotional dimensions of language learning, teachers can create positive educational experiences that support both emotional development and effective language acquisition.

Discussion

The findings of this study highlight the significant role of emotions in the process of language acquisition and demonstrate how emotional factors influence learners' motivation, confidence, participation, and overall language performance. The study reveals that positive emotions such as enjoyment, encouragement, confidence, and curiosity create supportive learning conditions that help learners engage more actively in classroom communication and language-learning activities. Learners who feel emotionally secure are more willing to participate in discussions, practice speaking skills, and take risks in using the target language. These findings support Krashen's (1982) Affective Filter Hypothesis, which explains that positive emotional conditions lower learners' affective filter and facilitate language acquisition.

The study also shows that negative emotions such as anxiety, fear of making mistakes, low self-esteem, and embarrassment negatively affect language learning. Many learners experience foreign language anxiety during oral presentations, classroom interactions, and speaking activities. Such emotional barriers reduce learners' confidence and limit their willingness to communicate. These findings are consistent with the research conducted by Horwitz, Horwitz, and Cope (1986) ^[12], who identified foreign language anxiety as a major obstacle in second-language learning. Furthermore, the study emphasizes the importance of pedagogical strategies in managing learners' emotional experiences. Teachers who use supportive teaching methods, positive reinforcement, interactive activities, and cooperative learning techniques can create emotionally safe classroom environments. Emotional intelligence among teachers also plays a crucial role in understanding learners' needs and reducing classroom stress. Learner-centered approaches such as group discussions, pair work, and task-based learning encourage emotional engagement and improve communication skills.

The study additionally suggests that cultural and social factors influence learners' emotional responses in multilingual classrooms. Therefore, teachers should adopt inclusive and culturally sensitive teaching practices. Overall, the discussion demonstrates that emotional well-being is closely connected to successful language acquisition and should be considered an essential element of effective language teaching strategies.

Conclusion

This study demonstrates that emotions play a vital role in language acquisition and significantly influence learners' success in acquiring a second or foreign language. Emotional factors such as motivation, confidence, enjoyment, anxiety, and fear affect learners' classroom participation, communication skills, and learning outcomes.

Positive emotional experiences encourage active engagement and language practice, while negative emotions create barriers that hinder effective learning.

The study also highlights the importance of pedagogical strategies in creating emotionally supportive learning environments. Teachers who use empathy, encouragement, cooperative learning, and learner-centered approaches can help reduce anxiety and increase learners' confidence and motivation. Emotional intelligence among teachers further contributes to effective classroom management and positive teacher-student relationships. Moreover, the research emphasizes the need for educational institutions and teachers to recognize the emotional dimensions of language learning alongside cognitive development. By understanding learners' emotional needs and adopting supportive teaching practices, educators can create more inclusive, motivating, and effective language-learning environments.

Overall, the study contributes to the understanding of the relationship between emotion and language acquisition and provides valuable insights for language teachers, researchers, and curriculum developers. Future research may further explore emotional influences in digital learning environments and multicultural classrooms to improve language teaching practices in diverse educational contexts.

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