

**Jane Arnold**

University of Seville

<https://orcid.org/0000-0002-9025-309X>

[arnold@us.es](mailto:arnold@us.es)

## THE IMPORTANCE OF AFFECT IN LANGUAGE LEARNING

### Abstract

As language teachers, we have to pay attention to many things in our work but cognitive aspects of foreign or second language learning cannot provide all the information we need. If we also give attention to the affective domain, this can make our teaching more effective. In this article we will be considering some of the affective factors and exploring how they influence the process of language learning. Special emphasis will be placed on implications for teachers in the classroom.

**Keywords:** emotions, motivation, self-esteem, anxiety, group dynamics, confidence, communication

**Słowa kluczowe:** emocje, motywacja, poczucie własnej wartości, lęk, dynamika grupy, pewność siebie, komunikacja

Cognitive aspects of the student have always been considered a basic factor in learning but now more and more attention is also given to affective factors. Jensen (1998:71) pointed out that “the affective side of learning is the critical interplay between how we feel, act, and think. There is no separation of mind and emotions; emotions, thinking and learning are all linked”. Many studies from the neurosciences that deal with learning show that a positive affective environment puts the brain in the optimal state for learning: low stress and high interest in the learning process. Referring to second language acquisition, Stern (1983:386) affirmed that “the affective component contributes at least as much

# Affect In Language Learning

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## **Affect In Language Learning:**

Affect in Language Learning Jane Arnold, 1999-01-14 This book examines the role of affect and cognition in language learning

**AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING** Dolly J. Young, 1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten

**Emotions and Affect in Language Learning** Larisa Nikitina, 2025-04-17 This book explores emotions and affect in language learning during total lockdown during the early phase of the COVID 19 pandemic when all teaching and learning activities had to transition online Having classes online and learning in lockdown was an unknown disconcerting and emotionally saturated experience for both the teachers and their students majoring in foreign languages To explore this the author conducted a study at a Malaysian university using perezhivanie a concept introduced by Lev Vygotsky 1896 1934 as a theoretical foundation for pedagogically oriented research on affect and emotions It refers to an intense emotional lived through experience that often leads to a qualitative change within an individual To capture the students experiences of learning in total lockdown she also employs photovoice methodology as an analytical approach In her book Nikitina demonstrates using the photovoice method to capture the emotional ebbs and flows inherent in perezhivania The theoretical framework of perezhivanie and novel photovoice methodology adopted in this book can be employed in future explorations of emotional labours of students and their teachers in a wide range of educational settings This book s theoretical anchoring robust methodology and rigorous analysis of visual and linguistic data findings presented in this book will contribute to a better understanding of learning and teaching during challenging circumstances for students and academics of applied linguistics psychology of language learning or second language acquisition

**Language in Cognition and Affect** Ewa Piechurska-Kuciel, Elżbieta Szymańska-Czaplak, 2013-01-30 The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect It consists of articles devoted to various issued related to such broad topics as gender literacy translation or culture to mention a few The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language cognition affect trichotomy

*Foreign and Second Language Learning* William Littlewood, 1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages

**Foundations of**

**Bilingual Education and Bilingualism** Colin Baker, 2006-01-01 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

**Engineering Psychology and Cognitive Ergonomics. Understanding Human Cognition** Don Harris, 2013-07-03 This two volume set LNAI 8019 and LNAI 8020 constitutes the refereed proceedings of the 10th International Conference on Engineering Psychology and Cognitive Ergonomics EPCE 2013 held as part of the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas USA in July 2013 jointly with 12 other thematically similar conferences The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems The papers accepted for presentation thoroughly cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas The total of 81 contributions included in the EPCE proceedings were carefully reviewed and selected for inclusion in this two volume set The papers included in this volume are organized in the following topical sections cognitive issues in HCI measuring and monitoring cognition cognitive issues in complex environments productivity creativity learning and collaboration

**The Effect of Community Context on Intergenerational Spanish Maintenance and English Proficiency Among Latina and Latino Children** Nancy Alison Garrett, 1997 In this dissertation I investigate how community context affects Spanish language use and English proficiency among Latina and Latino children in the United States focusing on the children of immigrants I view children's language attributes through a sociological perspective that recognizes that children learn and use languages within specific social and cultural contexts and that these contexts have an important effect on language acquisition and use This theoretical perspective leads to the hypothesis that children's language skills and language use will be affected by the communities they live in I predict that living in a metropolitan area with a greater propinquity and availability of Spanish speakers will increase a child's likelihood of speaking Spanish because this will increase opportunities for using and hearing Spanish and promote Spanish within a larger United States context that often devalues languages other than English At the same time I hypothesize that community context will have little effect on children's English skills because of the ubiquitous presence of English in the daily life of any U S child I test these hypotheses using a national sample of children who live in metropolitan areas drawn from the 1990 Census I find that levels of Spanish maintenance are extremely high among children of Latino immigrants and that a large majority of children who are born in the U S speak English fluently Multivariate analysis demonstrates that several dimensions of a metropolitan area's language context in particular the saturation and segregation of Spanish speakers have a strong effect on second generation children's likelihood of speaking Spanish that persists even after controlling for household and individual level variables Contrary to my original hypothesis I also find that the language characteristics of the metropolitan area have a significant effect on children's English

proficiency This effect however is smaller than the effect of metropolitan context on Spanish use This analysis produces a better understanding of the specific elements of household and community context that affect language use The results imply that children of immigrants are following multiple paths to language adaptation and that metropolitan context is an important influence on this process of adaptation

**Proceedings of the 2024 7th International Conference on Humanities Education and Social Sciences (ICHES 2024)** Feiru Zeng,Asad Khalil,Feng Wu,Jianfei Luo,2024-12-20 This is an open access book ICHES started in 2018 the last five sessions of ICHES have all been successfully published ICHES is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum The 7th International Conference on Humanities Education and Social Sciences ICHES2024 will be held on October 11 13 2024 in Ningbo China This conference serves as a platform for the exchange of innovative ideas cutting edge research and collaborative initiatives that address the pressing issues faced by our communities today The overarching theme of this year s conference is Bridging Traditions and Innovations which underscores the importance of harmonizing classical perspectives with modern advancements to foster a holistic understanding of human behaviour culture and societal development By facilitating dialogue and connections among diverse fields such as history philosophy sociology education and psychology the conference aims to promote interdisciplinary research and enhance educational practices Ultimately the goal is to inspire actionable insights and foster sustainable solutions that contribute to societal well being and global progress This year s conference distinguishes itself from previous editions by emphasizing a set of unique and timely research themes designed to address the evolving landscapes of humanities and social sciences One of the primary themes is Digital Humanities and Society which explores how digital technologies are transforming historical research cultural preservation and educational methodologies Another significant theme is Social Justice and Equity focusing on contemporary challenges related to race gender class and access to education and fostering discussions on policies and practices that aim to create a more just society Globalization and Cultural Identity is another key theme examining the effects of global interconnectedness on local cultures and identities and how these dynamics shape both individual and collective experiences in diverse societies Additionally Sustainability and Ethics invites scholars to delve into the ethical dimensions of environmental sustainability social responsibility and the role of humanities and social sciences in promoting sustainable development Furthermore this year s conference introduces a theme on Interdisciplinary Approaches to Crisis Management addressing the critical need for humanities and social sciences perspectives in understanding and managing global crises such as pandemics economic instability and political upheavals By focusing on these distinct research themes the conference aims to not only advance academic discourse but also inspire concrete actions that address the multifaceted challenges of our time

*The Neurobiology of Affect in Language Learning* John H. Schumann,1999-06-18 This book presents a theory of how the psychology and neurobiology of stimulus appraisal influences the variability in second language acquisition It then

extends the notion of affect developed for second language acquisition to primary language acquisition and to cognition in general. Written by one of the leading scholars in the field, this book is an important research tool for students and professors of language studies and linguistics.

*Cognitive and Educational Psychology for TESOL* Andrzej Cirocki, Bimali Indrarathne, Sharon McCulloch, 2024-08-19. This volume has been written specifically with TESOL teacher educators, practitioners, and classrooms in mind. It is divided into three sections: cognitive aspects of language learning, individual differences, and language learning difficulties and challenging behaviours. Structured in this way, it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information, improving their overall ability to learn and remember. In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning, this volume explains individual differences among language learners and the importance of developing learners' emotional, social, and behavioural skills while addressing learning difficulties, disorders, disabilities, and challenging behaviours whenever required. The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research. This volume is a vital resource for pre- and in-service language teachers and will encourage language teacher educators to reassess their existing practices. Chapter 2 is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com).

[The Role of the Self in Language Learning](#) Jülide İnözü, Sehnaz Sahinkarakas, 2017-11-06. The role played by concepts of the Self in the learning of languages has recently received increasing attention in academic studies. In the same way that fingerprints represent each person's uniqueness, the self here is related to the uniqueness of learners, the way they receive and transmit their identity in the teaching and learning process. It is this uniqueness that brings dynamism, challenge, and inspiration to learning and teaching. By focusing on language learners' self-concept, this book foregrounds the role of the learner in the process of language learning. It presents a number of empirical studies that bring into focus various aspects of the self and will, as such, be of interest to EFL teachers, researchers, and the general reader interested in the self and its effects on learners' approaches, motivation, and interest in foreign language learning.

**Hybrid Learning** Philip Tsang, Simon K.S. Cheung, Victor S.K. Lee, Ronghuai Huang, 2010-07-30. This book constitutes the proceedings of the Third International Conference on Hybrid Learning (ICHL 2010) held in Beijing, China, in August 2010. The 50 contributions presented in this volume were carefully reviewed and selected from 225 submissions. In addition, two keynote talks are included in this book. The topics covered are interactive hybrid learning systems, content management for hybrid learning, pedagogical and psychological issues, outcome-based teaching and learning, instructional design issues, experiences in hybrid learning, improved flexibility of learning processes, computer-supported collaborative learning, assessment strategies for hybrid learning, and organisational frameworks and institutional policies.

[Notes of lessons on the Herbartian method, by M. Fennell and members of a teaching staff](#) M.

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