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Univerzita nových technologií (Kyjev, Ukrajina)

v rámci publikační skupiny Publishing Group „ Vědecká perspektiva “

MODERNÍ ASPEKTY VĚDY

Svazek XXXVI mezinárodní kolektivní monografie

Česká republika
2023

International Economic Institute s.r.o. (Czech Republic)
Central European Education Institute (Bratislava, Slovakia)
National Institute for Economic Research (Batumi, Georgia)
Al-Farabi Kazakh National University (Kazakhstan)
Institute of Philosophy and Sociology of Azerbaijan National Academy of Sciences (Baku, Azerbaijan)
Institute of Education of the Republic of Azerbaijan (Baku, Azerbaijan)
Batumi Navigation Teaching University (Batumi, Georgia)
Regional Academy of Management (Kazakhstan)
Public Scientific Organization "Ukrainian Assembly of Doctors of Sciences in Public Administration" (Kyiv, Ukraine)
Public Organization "Association of Scientists of Ukraine" (Kyiv, Ukraine)
University of New Technologies (Kyiv, Ukraine)

within the Publishing Group "Scientific Perspectives"

MODERN ASPECTS OF SCIENCE

36- th volume of the international collective monograph

Czech Republic
2023



<https://doi.org/10.52958/36-2023>

UDC 001.32: 1/3] (477) (02)

C91

Vydavatel:

Mezinárodní Ekonomický Institut s.r.o.
se sídlem V Lázních 688, Jesenice 252 42
IČO 03562671 Česká republika
Zveřejněno rozhodnutím akademické rady

Mezinárodní Ekonomický Institut s.r.o. (Zápis č. 68/2023 ze dne 9. říjen 2023)



*Monografie jsou indexovány v mezinárodním vyhledávači
Google Scholar*

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C91 Moderní aspekty vědy: XXXVI. Díl mezinárodní kolektivní monografie /
Mezinárodní Ekonomický Institut s.r.o.. Česká republika: Mezinárodní Ekonomický
Institut s.r.o., 2023. str. 325

Svazek XXXVI mezinárodní kolektivní monografie obsahuje publikace o: utváření a rozvoji teorie a historie veřejné správy; formování regionální správy a místní samosprávy; provádění ústavního a mezinárodního práva; finance, bankovníctví a pojišťovnictví; duševní rozvoj osobnosti; rysy lexikálních výrazových prostředků imperativní sémantiky atd.

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ODDÍL 8. PSYCHOLOGIE

§8.1 SOCIAL-EMOTIONAL WELL-BEING IN LANGUAGE LEARNING (Gladushyna R.M., Kyiv University named after Borys Grinchenko)

Introduction. Language learning has long been regarded as a process marked by the acquisition of vocabulary, grammar, and pronunciation – a cognitive undertaking focused primarily on linguistic competence. However, as educators, researchers, and practitioners delve deeper into the realm of language, a compelling realization emerges, - language learning extends far beyond the mere mastery of words and syntax. It encompasses a rich tapestry of emotions, social interactions, and personal experiences that profoundly shape the journey of learners [1, 2].

This paper explores the pivotal role of social-emotional well-being in the context of language learning – a topic that has gained increasing attention in recent years. It takes a closer look at the intricate interplay between the emotional and social dimensions of the language learning process, offering insights into how these aspects profoundly influence the effectiveness and outcomes of language education.

Traditionally, language learning has been approached as an intellectual endeavor, emphasizing cognitive processes such as memorization, analysis, and pattern recognition. While these elements are undoubtedly crucial, they alone cannot encapsulate the multifaceted nature of language acquisition. To truly understand the process, it is important to consider the emotions that accompany it – the exhilaration of mastering a new phrase, the frustration of stumbling over pronunciation, and the anxiety of conversing in a foreign language. These emotions, often overlooked, are integral to the language learning experience.





Moreover, social interactions within the language learning environment play a critical role in shaping learners' experiences and outcomes. Whether through interactions with instructors, fellow learners, or native speakers, the social context in which language learning occurs carries substantial influence. It can foster motivation and engagement or exacerbate feelings of self-doubt and anxiety. It must be acknowledged that language learning is not merely an individual pursuit; it is a social endeavor, deeply embedded in cultural and interpersonal contexts.

The intersection of social and emotional factors in language learning is a rich and complex terrain, unraveling the intricate connections between social-emotional well-being and language acquisition. This study delves into the emotional dimensions of language learning, examining the vital role of motivation, self-esteem, and anxiety. Additionally, this study explores the ways in which social interactions, such as peer collaboration and teacher-student relations, influence learners' emotional experiences and language development.

Thus, embarking on this exploration, it becomes evident that cultivating social-emotional well-being within language learning environments holds immense promise. By recognizing and nurturing the emotional and social needs of language learners, educators, and institutions can not only enhance language proficiency but also contribute to learners' overall personal growth and well-being [3]. This chapter sets out to illuminate these possibilities and inspire a shift towards a more holistic and compassionate approach to language education – one that recognizes that the heart and mind are inextricably intertwined in the journey of language acquisition.

The Main Body. Language learning has traditionally been considered a cognitive undertaking, with a predominant focus on linguistic competence and proficiency [4]. However, a growing





body of research underscores the integral role of social and emotional factors in shaping language learning experiences and outcomes [5, 6, 7]. Moreover, the relationship between social-emotional well-being and language learning is investigated.

Motivation and Engagement. Motivation is a central aspect of social-emotional well-being in language learning. Self-determination theory (SDT) posits that learners' intrinsic motivation and autonomy support are crucial determinants of success [8]. Viewed in this light, belief in oneself, decision-making skills, and positive self-efficacy are basic tools in self-determination. Learners who are intrinsically motivated are more likely to exhibit persistence and enthusiasm in language learning [9]. External motivational factors, such as teacher encouragement and peer recognition, also play significant roles in shaping learners' emotional engagement [10]. For successful progress in language learning, teachers must give verbal praise and recognition to acknowledge learners' efforts and achievements.

Anxiety and Emotional Regulation. Language learning often elicits anxiety, particularly among adult learners and those in immersion contexts. The Foreign Language Classroom Anxiety Scale (FLCAS) has been used to measure language anxiety [11], and research has shown that high levels of anxiety can hinder language acquisition [12, 13]. Strategies for managing anxiety, such as mindfulness and cognitive-behavioral techniques, have been explored to enhance social-emotional well-being [14, 15]. Language learners are to be supported not only academically, but socially and emotionally as well. Helping learners cope with negative emotions, stress, and anxiety can assist them in developing positive emotional regulation for the long term.

Self-Esteem and Identity. Language learning can significantly impact learners' self-esteem and identity. Positive language learning experiences can enhance learners' self-concept





and cultural identity [16]. Conversely, negative experiences, such as discrimination or language shaming, can lead to lowered self-esteem and demotivation [17]. Researchers have emphasized the importance of creating inclusive and culturally sensitive language learning environments [18]. Cultural heritage and experiences of diverse student communities are treated with respect and integrated into instruction and the school environment.

Social Interaction and Collaboration. Social interactions within language learning environments are essential for emotional development and language acquisition [19]. Peer collaboration and group activities foster a sense of community and social support [20]. The classroom space must be a place where learners feel safe and happy. The importance of teacher-student relationships in creating a positive emotional climate within the classroom has also been highlighted [21, 22]. When language learners are aware of their connectedness with their peers in the classroom community, it builds a strong sense of belonging which includes respect, understanding, and membership. A sense of belonging works as a protective factor to manage anxiety, and stress and provide positive attitudes and good mental, physical, and emotional health.

Intercultural Competence. Language learning often involves intercultural communication, leading to heightened awareness of cultural differences [23]. This process can evoke various emotions, from curiosity to discomfort. Research on intercultural competence emphasizes the need for learners to develop emotional resilience and adaptability to navigate these experiences effectively [24]. Emotional resilience aids learners in overcoming barriers to intercultural communication such as stereotypes, ethnocentrism, and prejudice. Being culturally adaptable allows learners to modify their manner of communicating across countries and cultures.

Socio-Emotional Learning (SEL) Interventions: Recognizing the significance of social-emotional well-being in





language learning, educators have started integrating social-emotional learning (SEL) principles into language instruction [25]. Social-emotional learning interventions aim to enhance learners' emotional self-awareness, interpersonal skills, and emotional regulation within the language learning context [26]. When language learners can regulate their emotions, it helps them achieve successful learning outcomes. Emotion regulation also plays a significant role in the self-regulated learning process and strengthens positive emotions and reduces negative ones.

Thus, research reveals a compelling body of evidence supporting the idea that social-emotional well-being is integral to the language learning process. Motivation, anxiety management, self-esteem, social interactions, intercultural competence, and SEL interventions are all critical aspects of this dynamic relationship. Understanding and addressing learners' social-emotional needs can lead to more effective language education and contribute to learners' overall well-being and personal growth. Moreover, it is worth noting the importance of practical strategies for promoting social-emotional well-being in language learning contexts.

The results of this study shed light on the intricate relationship between social-emotional well-being and language learning outcomes. Nevertheless, language teachers should prioritize strategies that enhance learners' intrinsic motivation. This can be achieved by creating engaging and culturally relevant language materials, offering opportunities for autonomous learning, and recognizing and celebrating learners' achievements.

This is also of paramount importance to train language educators in recognizing and addressing language-related anxiety. Language instructors can create a supportive and non-judgmental classroom environment, providing constructive feedback, and teaching anxiety management techniques such as learning to be assertive, building self-esteem, mindfulness, structured problem-





solving, relaxation techniques, and correct breathing techniques. These techniques can be used as a practical way to calm anxiety, help alleviate anxiety, and improve language learning outcomes.

Language teachers can boost learners' self-esteem through positive feedback and creating a culturally inclusive environment. Encouraging learners to embrace their cultural identity within the language learning process can enhance their overall well-being. By promoting social interaction, language educators can encourage collaboration and peer interactions, and create a sense of community and social support. Additionally, fostering positive teacher-student relationships can contribute to a more emotionally safe and inclusive learning environment.

This is also vital that language programs should include elements that explicitly address intercultural competence and the emotional challenges associated with it.

Providing learners with tools to navigate cultural differences and stimulating reflective practices can facilitate their emotional growth.

Conclusion The exploration of social-emotional well-being in language learning has revealed a profound interdependence between the heart and mind in the pursuit of language proficiency. Language learning, traditionally perceived as a cognitive endeavor, has proven to be a multifaceted journey deeply influenced by learners' emotions, social interactions, and self-perceptions.

This study has offered a comprehensive examination of the complex relationship between social-emotional factors and language learning outcomes, drawing upon a rich tapestry of empirical evidence. From the critical role of motivation, through the impact of anxiety, to the profound influence of self-esteem and identity, it has become increasingly evident that social-emotional well-being is not a tangential aspect but an integral part of the language learning experience.





One of the salient findings of this research is the profound impact of motivation on language learning success, intrinsic motivation, fueled by genuine interest and personal enjoyment, has emerged as a powerful driving force, propelling learners toward higher levels of proficiency. Educators and institutions must recognize the transformative potential of intrinsic motivation and take steps to support it through engaging, culturally relevant materials and empowering learners to take ownership of their language learning journey. Conversely, language-related anxiety has been identified as a significant barrier to language learning. It casts a shadow over learners, hindering their progress and stifling their confidence. Acknowledging the prevalence of language anxiety, educators must equip themselves with strategies to identify and address it effectively. Creating emotionally safe and non-judgmental learning environments, offering constructive feedback, and teaching anxiety management techniques are critical steps toward alleviating this burden.

The relationship between language learning and learners' self-esteem and cultural identity has been another focal point of this research. Positive language learning experiences contribute to heightened self-esteem and a more positive self-image. This calls for language educators to create an inclusive and culturally sensitive environment where learners can celebrate their diverse backgrounds while acquiring new linguistic skills.

Social interactions, both with peers and educators, have emerged as influential factors in shaping the language learning experience. Collaboration and peer interactions foster a sense of community and social support, while positive teacher-student relationships contribute to an emotionally safe and inclusive classroom environment. Language educators should harness the power of these interactions to optimize learners' social-emotional well-being.





Furthermore, the emotional journey of intercultural competence development has been highlighted. Learners navigating cultural differences through language learning often experience a mix of curiosity, discomfort, and personal growth. Educators must recognize the emotional challenges associated with intercultural interactions and provide learners with the tools and support they need to thrive in these contexts.

To sum up, this study underscores the significance of considering social-emotional well-being in language learning and the demand for a comprehensive and caring approach to language learning. By fostering the social and emotional skills of language learners, educators, and institutions can create a more favorable learning environment that not only enhances language proficiency but also contributes to learners' overall personal growth and well-being. Language learners need a well-balanced set of cognitive, social, and emotional skills to improve their lifetime outcomes and achieve lifetime success. Further research in this area is aimed at exploring the effectiveness of specific interventions and pedagogical approaches to promote social-emotional well-being in language learning and language education.

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