



(REVIEW ARTICLE)



## The impact of positive emotions in facilitating language acquisition: Strategies for effective language instruction

Shukurova Aiturgan Jyrgalbekovna \*

*Teacher at English language department college of JASU.*

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### Abstract

The impact of positive emotions on language acquisition is a crucial aspect of effective language instruction. This study investigates the significance of positive emotions in language acquisition. This study explores how motivational techniques, a good mood, and support from parents and teachers can create a positive atmosphere, leading to successful language acquisition. In other words, if a person has positive emotions, it means that he can communicate with his environment, be ready to learn something new and for creativity. This abstract explores the importance of fostering a positive emotional state before engaging in tasks to avoid disappointment.

**Keywords:** Positive; Emotion; Environment; Motivation, Performance; Language; Mood; Techniques; Support; Success

### 1. Introduction

This article explores how positive emotions play a pivotal role in language acquisition and offers strategies for educators to harness these emotions to improve language learning outcomes. As Voltaire said: "The most important decision you make is to be in a good mood." Nowadays we have so many problems, things which we need to do or work with the help of them we are getting stress and losing, forgetting stay in a positive way. To the most people it seems that, this may seem trivial, but everything starts from a piece. In my article we will look up why positive emotions is so central, facilitating language acquisition and strategies for effective language instruction. Language classrooms are filled with rich variety of emotions such as enjoyment of learning, pride, anxiety, shame and boredom.

Language acquisition, a captivating odyssey that transcends the mere mechanics of grammar and vocabulary, is profoundly shaped by the emotional dynamics woven into the learning process. This exploration delves into the symbiotic relationship between positive emotions and the acquisition of language, unveiling the pivotal role played by optimism, enthusiasm, and encouragement in effective language instruction. Within these pages, we unravel strategies designed to capitalize on the impact of positive emotions, offering educators a compass to navigate the vast terrain of language acquisition with greater efficacy.

Beneath the surface of linguistic endeavors lies an intricate dance of emotions that can profoundly shape the trajectory of language acquisition. In this journey of exploration, we delve into the transformative power of positive emotions, dissecting how optimism, joy, and encouragement serve as catalysts for effective language instruction. Through a nuanced examination of strategies, this inquiry seeks to equip educators with tools to harness the innate connection between positive emotions and language acquisition, ultimately fostering an environment where linguistic mastery thrives.

\* Corresponding author: Shukurova Aiturgan Jyrgalbekovna

Motivation is something that force person to stand and go on. I am far from saying that it works for all individuals but for most of them it did. In other words, the profession and parents' skills do not directly influence the development of a child's abilities and character. Choosing your environment is the most important job. For most of the people maybe it's not the big thing, but the most crucial moment is this one. The main factor is not heredity but the surrounding environment. If you want to bring up the successful child to this world, you do not have to say that something is too early for him, on the contrary you should begin it since his birth. Starting to decorate his room with colorful items in order to raise his intellect.

I will provide an example from my life. I also try to learn English and want to go abroad for study. When I was in the 6<sup>th</sup> grade one of our relative said: "You are a girl, eventually you will get married, so do not wait your father's money." After that I give up on learning English, then my father came to me and said: "Even if I have no money left, I will do everything so that my children study where they want, that's why do not give up." Finally, I am craving to say that to be in a positive emotion is not the only thing that you need to, it is also significant to get support from your family too.

In summary, fostering positive emotions in language learning is key. The strategies shared provide practical ways for teachers to create a supportive atmosphere. By embracing positivity, we enhance language acquisition, making the learning journey more effective and enjoyable for all.

### 1.1. Research Objectives or Questions

- How do positive emotions, such as motivation, engagement, and enjoyment, influence language learning among learners of various ages and proficiency levels?
- What impact do activities that evoke positive emotions (such as storytelling, role-playing, and gamification) have on language learning outcomes compared to traditional methods?

Model Positive Emotions and Attitudes: Demonstrate enthusiasm, passion, and positivity about language learning yourself. Model a growths mindset, resilience, and a willingness to take risks with language use.

What are the outcomes of incorporating activities that evoke positive emotions, such as storytelling, role-playing, and gamification, into language teaching? How do these approaches compare to traditional instructional methods in terms of language learning outcomes?

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## 2. Methodology

In my methodology part, I would like to talk about the main thing. It is relationship between teacher and student. As we all know in this process, these two people should give a maximum effort in order to achieve their goals. Of course, it will be with the help of positive emotions. Why I am looking for this? Nowadays, most of our teachers cannot find the right way to build the good relation with a student, because a lot of students just do not want to study. Our main task is finding effective ways to communicate with them. By engaging with students positively and creating an encouraging atmosphere, teachers can motivate students and foster a greater willingness to learn. Secondly, teacher guides us. Most of our teenagers still do not know where to go, what to do or what to choose? At that time, we can give them us advises. From one word we can give for a person new life, new opportunity, new future or we can just kill him with one word. What I am trying to say with this. I want to say that we have to be more careful when we are saying something to our students.

Finally, in Kyrgyz, we have a perfect proverb: "Five fingers are not the same". It suits all the words, that I want to say to you.

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## 3. Expected Outcomes

I believe that my proposal will help so many people and teachers, because it seems to be easy but when it's on your own tail believe me it would not be. In this article, I aim to propose several hypotheses.

For the beginning, students exposed to positive emotions during language instruction are expected to demonstrate higher levels of motivation and engagement. This will lead to improved language acquisition outcomes compared to students who primarily experience negative emotions or neutral affect. Also, language instruction incorporating strategies to evoke positive emotions, such as incorporating humor, games, or storytelling, will result in greater language proficiency gains among learners compared to traditional instruction methods.

Eventually, these hypotheses aim to investigate the potential impact of positive emotions on various aspects of language acquisition and instruction. In addition, in my view I reached my goal.

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#### 4. Conclusion

In conclusion, positive emotions significantly enhance language acquisition by fostering an environment that motivates and engages learners. When students feel emotionally supported, they are more likely to retain language skills and apply them confidently. By focusing on creating a positive emotional atmosphere, language teachers can reduce anxiety, increase student participation, and ultimately improve language proficiency.

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#### Compliance with ethical standards

##### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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