

# THE INFLUENCE OF PERSONALITY AND PSYCHOLOGICAL CONDITION ON THE LANGUAGE LEARNING PROCESS

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**Abstract:** Despite comprehensive research on SLA, the ramifications of affective parameters remain insufficiently investigated. Language acquisition process, like any cognitive mechanism, is affected by numerous factors, including mental and psychodynamic determinants. These variables range from superficial to profound affective parameters, including elements of early or later trauma, motivation, and other attributes. Learners with physical or emotional traumatic experiences behave differently compared to those whose identity has not been shaped by an identical experiential background. As a result, they may encounter complexities in engaging with classes, communicating with peers, and interacting with teachers. Consequently, the level of motivation decreases, lowering language learning outcomes. This paper explores the role of psychology and affective factors in SLA (Second Language Acquisition), the level of its impact on cognitive processing, and motivation. The issue of self-expression influenced by the emotional paradigm will also be covered. The research was conducted in a secondary school with five groups and revealed the psychological impact on cognitive language processing and the effectiveness of incorporating activities to lower the negative emotional condition.

**Keywords:** Psychologically informed pedagogy, affective factors, anxiety, linguistic competence.

## Introduction

Sentient factors and the robust effect they have on the language learning process have long been researched and shown to construct SLA outcomes. SLA Pedagogy and Methodology underwent a significant redirection concerning learning and synthesizing new avenues that mindfully focus on approaches revolving around personality and mental aspects of those who learn a foreign language. Initially, it should be mentioned that language class is advised to be organized and structured in a supportive and low-anxiety environment, encouraging learners to perceive the process as a natural process. Language learners should experience the procedure as engaging, motivating, and cognitively stimulating. Alongside this, the topic presentation and information delivery are encouraged to be meaning-focused, mostly implicit, and interactive. Explicit and form-focused instruction should also be implemented at certain points of the lesson delivery, particularly at the initial stages. The class is recommended to be structured around activities and tasks that upgrade not only learners' knowledge but also their motivation, interest, and curiosity. Moreover, the language acquisition progression is expected to be viewed as natural and not daunting. To

specify, the language class is advised to unfold the hidden potential of the target code learners and mildly activate their world schemata in a way that new knowledge can be built on. In addition, activities should be both stimulating and supportive of learners' personalities, catering to the needs of both introverts and extroverts. The present research was conducted with five secondary schools in Bukhara to investigate whether implementing a teaching approach that considers learners' personalities, psychological factors, and interests leads to improved academic and linguistic outcomes. The results revealed positive changes, including heightened learner interest, enhanced communicative skills, and substantial improvements in vocabulary and boosted confidence.

### **Literature Review**

The given literature review aims to analyze and synthesize existing theoretical perspectives and research on the mental and psychological impact on the language acquisition process to recognize fundamental trends and gaps applicable to the present study.

Learning a foreign language requires being involved both cognitively and mentally. Language learners assimilate and process information based not only on their working memory or cognitive capacities, but also taking into account their psychological attributes. To exemplify, when learners exhibit a negative attitude or are in a negative mood, they are less likely to fully concentrate on the provided linguistic input and process it accordingly. Therefore, their psychological condition directly impacts their engagement and active participation in the lesson.

Instruction is recommended to be organized to incorporate subject content with engaging and stimulating tasks and activities. The surrounding environment should work to alleviate learners' anxiety and mitigate stress triggers. Krashen (1985) highlighted the importance of lowering the level of anxiety and introduced the concept of "affective filter", which should be lowered to achieve positive academic outcomes. This can be optimized by using gamified activities, background music, welcoming gestures, and supportive interaction, indicating that a teacher is present to help and guide rather than criticize. Such teaching approaches foster a calming, facilitating, and conducive learning environment.

Anxiety is another factor playing a critical role in how learners express and position themselves in front of other people. Teenagers and adults falter when they are asked to perform under public scrutiny (Budianto, 2010, p.63). Moreover, linguistic aptitude is perceived to be influential in language acquisition. Language aptitude is perceived as an indicator of successful learning. Slameto (1988) affirmed that aptitude is a learning faculty. Learners may have a robust language aptitude but be reluctant to express the ability due to psychological factors such as anxiety. Kondo (2004) mentioned that anxiety is recommended to be lowered by relaxation and engaging in peer activities.

In addition, language educators are expected to raise learners' motivation in many ways. To exemplify, they should consider learners' educational and socio-economic backgrounds and try to encourage them to learn something valuable from the language class. O'Brien (1977) emphasized fostering learners' level of motivation through explaining and demonstrating to learners that they should not be scared of the class, teacher, and assignments. Students also need to have a feeling of belonging to the community. Therefore, more group work and communicative activities are recommended to be incorporated into the language classroom.

### **Methods**

This research implemented a mixed-methods framework combining classroom observations and interviews. Data was gathered from five secondary-school student groups aged 15-16 during the course of one month. Individual and group written and oral

interviews and surveys were conducted to investigate learners' perceptions of language class activities, engagement, and emotional condition. Classroom observation was consistently and systematically administered to examine learners' participation and academic outcomes. The teaching approach incorporated activities created to reduce stress, anxiety, and boost learners' confidence. The activities included gamification, collaboration, and peer work. There was also room for activities that were not graded to lower learners' anxiety and fear of being judged and evaluated. Rigorous attention was devoted to assessing how this teaching methodology fostered a psychologically supportive environment.

## Results

The results indicate that after a month of implementing the described teaching method, learners demonstrated a more positive language aptitude. Previously shy individuals began to participate actively, engage in teamwork and collaboration, and communicate more effectively. As a result, their vocabulary improved, and both their communicative and speaking skills were enhanced notably. In activities where learners were not formally evaluated, they endeavored to express themselves more openly and progressively transformed into more confident language users. On the whole, the proposed approach enhanced learners' cognitive and emotional conditions considerably.

## Discussion

The results indicate that the implemented approach had a positive impact on learners' linguistic and psychological outcomes. Activities developed to diminish anxiety, include gamification, and encourage collaboration efficiently supported learners' participation and engagement in the lessons. Moreover, learners with high stress and anxiety levels demonstrated sufficient improvement in communicative confidence and lexical competence. These findings align with previously conducted studies, signifying that emotionally supportive classrooms advance the language acquisition process and activate participation. Moreover, the study emphasizes the significance of incorporating non-evaluative and stress-free activities that allow students to express themselves openly and autonomously. Such practices mitigate the adverse effects of anxiety and foster motivation and engagement. Taken together, these results highlight the prospect of a learner-centered, pedagogically and psychologically informed teaching approach to augment affective condition and linguistic competence.

## Conclusion

The current study indicates that incorporating a learner-centered and psychologically supportive approach can substantially improve both psychological and academic outcomes. The activities designed to reduce anxiety, stress, and encourage teamwork fostered a supportive classroom atmosphere where learners could express themselves freely and without hesitation. Moreover, students with heightened affective filters demonstrated unpressured and active participation. The linguistic competence and confidence, considering linguistic aptitude, augmented significantly in most learners. In addition, the study emphasizes the significance of including non-evaluative learning contexts, which enhances motivation and learner autonomy. To conclude, the present teaching approach substantially enhances both psychological conditions in the classroom and linguistic competence. Nevertheless, a range of gaps and underexplored factors persist, necessitating further profound investigation.

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