EMOTIONAL ENGAGEMENT IN LANGUAGE LEARNING AND TEACHER'S ROLE IN PROJECTING IT

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Abstract: Emotional engagement plays a vital role in the process of language acquisition, standing alongside cognitive involvement as a determining factor of learner success. For many EFL learners, insufficient emotional connection to the learning process can lead to reduced motivation, limited participation, and slower linguistic progress. Emotional engagement encompasses the learner's sense of connection, involvement, and affective response to language learning experiences. Emotions - both positive (such as pride, curiosity, confidence, and empathy) and negative (such as anxiety, frustration, or embarrassment) - profoundly influence motivation, classroom behavior, and long-term language retention. This paper explores the teacher's crucial role in shaping and projecting emotional engagement through interactive, gamified, and learner-centered approaches.

Key words: emotional engagement, atmosphere, classroom, students, learning environment, connections, relationship, motivation, language learning.

Emotionally involvement in what you are learning is as just crucial as cognitive process of it. For EFL learners, the development of language skills is often impeded by a variety of factors, including lack of motivation and emotional engagement [1]. How connected or involved language learners are can be defined as emotional engagement. Emotions like pride when they tell the meaning of a word, embarrassment when they got laughed at for not getting the pronunciation right, or a fear of being the first to present an assignment are all emotions which can whether enhance their motivation and learning process or else. Emotions can be positive or negative and as the names refer, they have the ability to affect individuals' language skills and their overall attitude towards a language.

Especially in language classrooms you may encounter gamified learning compared to other classes due to its importance in developing motivation that is the main factor in language acquiree. During the games some may win, feeling of pride arises, some may feel

disappointed which is frustration and one of them can feel interested in the topic that had been integrated into the game and would like to search more about it which summons up as a curiosity. Those all can help your students to remember any language element better than just teacher-centered teaching, considering emotions can make memories stronger.

Motivation, defined as the internal or external drive to pursue language learning goals, directly impacts learners' willingness to engage with literacy tasks [2]. According to Deci and Ryan's (2000) Self-Determination Theory (SDT), intrinsic motivation fosters a more sustainable and effective learning process compared to extrinsic motivation. Emotional engagement plays a pivotal role in how EFL learners approach any activities during the lessons. Krashen's (1982) Affective Filter Hypothesis suggests that when learners are emotionally engaged, they are more likely to lower their "affective filter" and absorb language more effectively. Krashen says that in humans there is so called Affective filter which can be created by anxiety, low self-esteem and lack of motivation.

In-game learning could positively impact students' cognitive development and help them retain knowledge more effectively in secondary school is something that Akhmetova demonstrated. Specifically, AR makes abstract physics concepts more real and thus interesting and easily understandable. By bringing immersive and interactive learning experiences, AR not only makes learning fun and exciting but, through gamified interfaces, keeps students engaged and motivated, providing a transformation from traditional education to a more agile and impactful one [3].

In the process of assessing student, we should be aware of emotional impact that it might have on them and so taking extra cautious steps into evaluating them is another way of creating more positively engaging learning environment. Evaluation methods are at the heart of teaching. Newer assessment strategies like formative assessment and peer assessment yield essential feedback that facilitates learning for students. Instructor feedback is especially vital in facilitating student development and motivation since it enables students to determine areas of improvement while also acknowledging their strengths [4].

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