

## **Enhancing Second Language Learning Through Cognitive And Affective Domains**

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### **Abstract:**

Education is the instrument of change. Change requires learning. Education is about learning to learn, relearn and unlearn. In this era of technical proliferation, a language teacher needs to use at least one technical device to enhance the learning. Amydale is said to be the seat of emotions. The role of Amydale in Language Learning and Teaching is realized by the second language experts of late. A SL learner can get intrinsic motivation with the help of affective teaching along with online classroom teaching. This generally kindles his curiosity and at the same time reduces his stress. Hence, it is recommended in his covid era.

### **Introduction:**

In this panoramic world of learning, people want to learn everything effortlessly. Today's children are the walking technocrats knowingly or by mistake. As their tabula Rasa is filled with symbols, numbers and calculations, they do find it difficult to learn the nuances in a language and enrich it further. If this is the case with the mother tongue, the case of a second language (English) is worse than this. Apart from the scientific factors, a few psychological factors too capture the mind of a person and thereby prevent him from achieving his ends. So, this essay is a research cum experimental study that tries to solve the difficulties of a rural second language

learner. Don't give fish to a person instead teach him how to fish is a famous adage! This proverb suits appropriately for language learning. In a classroom atmosphere, language teaching becomes a subject teaching and so a student who tries to learn a language, devices a few rules and tricks for mastering the language and at last fails miserably. Left in a place all alone compels a person to survive through fine or un fine means and in the same way, a student could learn a language through the trial-and-error method instead of a lecturing method. Generally, curriculum and syllabi come as prey for personal inabilities. The adequate reading habits, continuous listening of a favourite game, strenuous and a desirous effort to speak, motivation, patient listening will surely help a rural person to enhance his speaking skills. When a person or management tries to implement a foreign like atmosphere, it gets success at times. So to get a sure success, one should be ready to follow unconscious learning or affective learning.

### **Research Questions:**

#### **Questionnaire 1:**

1. Do you feel shy to speak in English?
2. Will you regret if you have erred anywhere?
3. What will you do when others smile at you when you commit a mistake?
4. Will you feel sad if you need to learn a concept (a grammar rule) so many times?
5. Do you envy a person if he speaks fluently?

#### **Questionnaire 2:**

1. Do you believe that only educated parents' kids can speak well in English?
2. Do you think that a city bred student excels in communication more than a country bred person?
3. Do you find it difficult to leave the mother-tongue influence?
4. Do you think your school plays a major role in inculcating the habit of speaking?
5. Is your socio-cultural background plays a major role in speaking English, an ESL?
6. Does your friend's group play a vital role in preventing you from speaking?

7. Do you think that the role of the media and Internet is high in expressing the language?

### **Questionnaire 3:**

1. Do you think language can be learnt better in the absence of teachers?
2. Learning a language seems to be better when it is done through a peer check.
3. The equipment and the atmosphere of the class decide the learning percentage. Is it true?
4. The predetermined conception is the prime reason behind slow learning. Is it true?
5. Interests in sports stop a person from learning a language. Do you accept?

### **Methodology:**

According to Khaki, Methodology refers to a set of roles, instruments and reliable and systemic approaches about the facts and the discovery of new solutions for the problems of human societies (Khaki.2008). On the other hand, the aims and nature of any research determine the design and instruments or methodology. In the research method, the researcher tries to find the best design and instruments that help him/her to achieve responses to the questions of the project sooner and better. If a study aims to solve a problem or to ameliorate the workplace and use the results of the study in society then, it is applied research (Danayfard, Alvani and Azar, 2004)

As the article is likely to describe the needs of the students wholesome, now briefly the usage of affective teaching for elders is described. Based on the survey done with the educated elder group of 40 to 50, I put forth three conclusions.

- The residential place particularly the city seems to be the centre of the language hub.
- Language with the latest technical equipments and media would be a preferred choice of the elders.
- The mother tongue influence and the environment are the preventing factors behind the learning of a second language.

When the same questions were asked to the uneducated persons for whom everything is new, they find it very difficult to pronounce the words in the beginning but later once they are used to

a particular set of words, they are very eager in knowing the meaning of the words and they try to play with those words by using them often in many places with many people and so for them whether it is English or any other language for that matter, it could be learnt with limitations if it is going to be offered in their working atmosphere as an essential way of communication. From this, three possible conclusions can be made.

- Survival is the basis for language learning.
- Unconscious usage of words would add essence to one's language learning in the beginning.
- Listening and repetition would escalate a person on the ladder of second language learning.

### **Literature Review:**

Oxford (1990 p.163) delineated three types of affective strategies known as anxiety reduction, self-encouragement and monitoring emotions. Though the traditional method of teaching insists on theory or lecture-based classes, it is believed in today's scenario that the use of humour, comparing the topics with the present situation which is known to the listener, storytelling, usage of pictures, graphs etc are few ways to catch the listeners attention. Though the student needs to take some steps on his own, he hesitates to do so due to the mind block but soon he too will be ready to break the ice and be prepared to make self-talk and all other oral risk-taking.

So effective teaching is essential to bring the student's attention inside the classroom. If at all, you want the student to be engaged in the classroom activities, his conscious mind and emotive heart must unite together. Voluntary listening usually enhances learning. Emotions are the fundamentals for attitude and it is through positive attitude that one gets motivation and it is this motivation that forms the backbone of learning. So if affective teaching is done, there is a lot of scope for autonomous learning and collective learning. If at all a teacher wants to improve the language capacity of a slow learner, he has to switch over to affective teaching rather than traditional teaching. In the words of Smith and Ragan (1999), " any cognitive or psychomotor objective has some affective component to it if at no deeper level than a willingness to sufficiently interact with learning resources to achieve the learning" (p.250).

The traditional teachers argue that the discipline and decorum of the classroom will be affected if lots of importance is given to affective elements and not only that the affective and cognitive domains (Martin & Briggs, 1986) are interrelated and so it is not essential to give undue importance to the affective domain.

Though they are partially true, the self-esteem of a person could be improved only when there is emotional stability and if there is enough esteem; language will automatically fall on his way. Not only that, voice modulation, the volume of voice, small acceptance and appreciation would enhance the receptive students and could create faith in him and hence there is a huge chance for them to relish and understand what they do instead of factual learning. So, there are numerous chances for slow learners and people from rural backgrounds to communicate in a second language effectively. In the words of Llewellyn and Cahoon (1965): Learning is more encompassing; it includes not only factual content but the pupil's positive feelings about what is learned. It seems, moreover, that the affective element, such as the learner's delight with what he is doing; actually establish the basis for meaningful and autonomous learning. (p.471).

### **Theories and beliefs:**

Although the cognitive and affective domains interact significantly in instruction and learning, any behaviour that has an emotional component lies within the affective domain (Martin & Briggs, 1986). So it is important to promote emotional literacy and self-esteem to enable slow learners to open the line of communication with their teachers and peers.

When the teacher makes decisions with the students about the content, assignments, deadlines, class tests, and future learning, they feel empowered and it makes the whole process more democratic.

Cognitive and metacognitive teaching enhances teaching further and hence many effective learning methodologies have been created but still, apathy and lack of motivation seem to be major challenges of cognitive teaching and so effective teaching seems to be a distant dream for it.

To create effective learning, to analyze and understand the basic psychological needs of the students, affective teaching is essential. In other words, traditional teaching must broaden its ways and must be flexible and creative to face the novel situations in second language teaching.

As the psycho-educational literature is developing fast, it is unavoidable for a second language teacher to erase her limitedness and to extend the scope of teaching further by discovering an number of ways to teach the second language and affective teaching will be the primary stone in the path of that untrodden path.

| S.no | Categories and themes | Persons and works                              | Happenings and reality                                    |
|------|-----------------------|--|---|
| 1.   | Teachers              | Language teachers                              | The situation is challenging, must implement new methods. |
| 2.   | Learners              | Second language learners                       | Rural learners, mediocre students                         |
| 3.   | Spoken language       | Speaking skills                                | Lacking   |
| 4.   | Written language      | Less writing skills                            | Moderate  |
| 5.   | Methodology           | Grammar translation and lecture-based teaching | Could be changed as per the need of the hour.             |
| 6.   | Curriculum            | Grammar and classical stories                  | Well known stories  |
| 7.   | Results               | The learning level                             | Seem to be less and new methods could be implemented.     |

### Analysis:

1. It is learned that second language learners have one problem in common and that is hesitation and they are not ready to come up with the right answers as they do strongly believe that they will commit a mistake.
2. The school children feel that parents and the socio-cultural background play a major role in the life of a second language learner. The higher secondary students think that the peer group forms the fundamental of a students' learning.
3. More than teacher-student learning, peer learning or senior-junior learning is preferred as it is not authoritative but flexible.
4. Apathy and boredom could be removed by involving even the mediocre, less interested students and this could be the first step for effective learning.

5. The tone, modulations in voice, a nod and acceptance will escalate a less interested student in the ladder of success.
6. Cognitive and Metacognitive methods provides learning for brighter students.
7. Pupil can learn a few subjects better with the traditional methods but not all the subjects.
8. Effective learning comes through affective teaching which is mixed with cognitive and Metacognitive methods.

**Conclusion:**

Affective learning could be enhanced unconsciously more than consciously because when people tend to listen to a word or song in the media, they try to reproduce and in the same way effective teaching reaches the mind of the students without much difficulty. I want to give a simple example to prove my statement and that is, nowadays, the personality developing centres seem to have been increasing and people try to go there sometimes to know as to how to speak in a foreign language effectively either alone or in front of a crowd. There, the learner has been motivated first and he has been given an assurance card that the teachers and his friends will not nullify him even if he commits a blunder mistake and so the untouched pride acts as stimuli for his second language learning. There is a gap between the learner and the traditional second language teacher and the teacher all the time tries to create an impression of awe in the mind of the student and convince him indirectly that the teacher knows the language better and thus tries to prove that language is the privilege of few persons and it is not easy for every tom, dick and harry to master it. If this myth has been broken, if language learning is not going to be a nightmare, if it is simplified, if there is enough respect for the learner, unconscious learning then SL learning will be an easy one and this is possible only through affective teaching. During the teacher training session, there should be a test on Emotional Intelligence so that under any circumstances the teacher will not lose her/his temper. Since it is a media and communication era, EI could be part of the syllabus if not for all at least for rural second language learners. So, effective SL learning is possible through affective teaching.

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