Second/Foreign Language Learning from the Socio-Psychological Perspective and the Implications in Language Classroom

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Abstract-**Learning a foreign or second language involves a complicated process, in which there are many factors interrelated and contribute to the success and the failure of the learning. This paper attempts to discuss three prominent theories which are related to the second language acquisition from the socio-psychological perspective. The author will discuss and summarize the Socio-Educational Model of Second Language Acquisition of Gardner, Affective Filter Hypothesis of Krashen, and L2 Motivational Self-System of Dörnyei. The theories have brought valuable insights for language teachers that they must be aware of the socio-psychological aspects that have a significance influence on the learners' language achievement.**

Keywords: second/foreign language learning, psychology, motivation, anxiety, self-confidence

I. INTRODUCTION

Learning a Second or Foreign language involves a very complicated process. There are various factors which influence learners' language learning. An English class might consist of students with similar characteristic on age and intelligence. Even though they receive exactly the same treatment and teaching materials, the result of their learning can be different. Some students may excel others, while some students may become underachiever.

Many experts argue that beside cognitive factors, psychological factors have a substantial role in the acquisition or learning process of a second or foreign language.

According to Krashen (2009), learning and acquisition are two different terms. Acquisition is considered as a subconscious process. Individuals are aware that they are using the language for communication, but they are not aware that they are acquiring language. On the other hand, learning is a conscious effort from individuals to obtain knowledge and skills of a second or foreign language. Individuals learn the rules so that they are aware of them and can discuss them (Krashen, 2009). Even though the two terms are different, there are many theories and principles in the second language acquisition that are used in the context of second or foreign language learning. Thus, the two

terms sometimes are used interchangeably.his paper is aimed to discuss three prominent experts with their theories which are related to the second language acquisition or learning from the socio-psychological perspectives. The writer will discuss Gardner's Socio-Educational Model of Second Language Acquisition, Krashen's Affective Filter Hypothesis, and Dörnyei's L2 Motivational Self-System.

II. GARDNER'S THEORY OF SOCIO-EDUCATIONAL MODEL OF SECOND LANGUAGE ACQUISITION

Gardner's theory of Socio-Educational Model of Second Language Acquisition is considered highly influential in its field. Many scholars developed their concept from Gardner's model. Gardner puts 'motivation' as the central importance of language achievement. According to this model, when a person learns a second language, there are components of ability and motivation which are involved and the best way to view the motivation component is from the social psychological perspective. Gardner admitted that to provide a simple and clear definition of motivation was difficult. However, he referred to Keller's definition that motivation is considered as the choices people make in their experience to achieve certain goals. It also refers to the degree of effort that they will give to achieve the goals (Gardner, 2010).
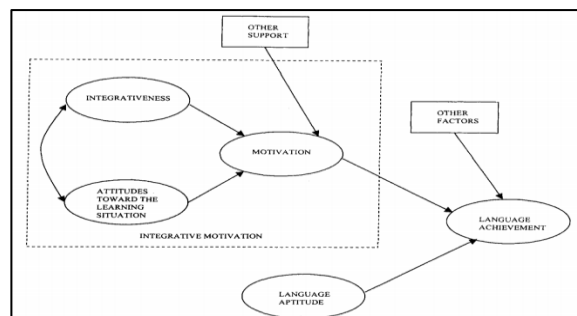

Figure 1. Gardner's socio-psychological model
(in Taie and Afshari, 2015

The most important concept proposed by Gardner is his notion about integrativeness or integrative motivation that affects the learners' achievement of language learning. Integrative motivation is often

contrasted to instrumental motivation.

The former refers to someone's willingness to learn a language because the person likes to be valued as a part of the language community and to have communication with the people of another culture. While the latter refers to more practical reasons. For example, someone learns a second language to get a scholarship, to pass an examination or to get promotion at work.

Gardner learned that in the Canadian context, students are more motivated to learn a second language because they wanted to become part of a social community. In other words, students' integrative motivation will be more effective to boost students' willingness to learn a language. According to Gardner, motivation consists of the learners' effort and their desire to reach their learning objectives. It also involves their positive attitudes towards learning a language (Gardner, 1985). Thus, Gardner categorizes three components of motivation: learners' desire to learn the language (the integrativeness), learners' attitudes toward learning the language, and motivational intensity.

Gardner further elaborates that integrativeness refers to a learner's reason in learning a language which is to mingle with people from the language community. Integrative motivation, together with other aspects, can influence an individual's language achievement.

Gardner depicts his notion into a diagram entitled the Socio-Educational Model of Second Language Acquisition. The model has been undergone some revisions and the latest version is shown in Figure 1.

Gardner argues that integrativeness and learners' attitudes toward the learning situation have strong correlation and contribution to motivation in learning a second language. The motivation is then combined with the language aptitude and other related factors. Together they affect the learners' language performance. Based on Gardner's model, it is important for a learner to have high motivation and positive attitudes to be successful in achieving high language performance.

According to Gardner, 'Attitudes toward the Learning Situation' means the reaction of individuals to evaluate the situation on environment of their language learning. For example, how students perceive their general school environment, how they react to the teaching methods and materials, how they perceive their language instructors and the language course. Gardner wants to capture the context or the situation where the language learning happened. He realizes that the students' psychological reactions could influence their language learning or acquisition.

From the model, we can learn that 'Integrativeness' and 'Attitudes toward the Learning Situation' would not have a direct impact on the second language acquisition. However, they become a stepping stone for the individual's motivation to learn the language. Originally, in formulating the concept of motivation, Gardner focuses on motivational intensity which shows students' determination in learning a second language. He soon realizes that motivation deals with more than just intensity and added another component to motivation which is 'the desire to learn the language'. He also realizes that learners who perceive that second language learning is important and beneficial will have a high motivation to learn the language.

The other factor that investigated by Gardner was the instrumental orientation, which refers to the willingness of studying the second language for the practical benefits. For example, someone wants to study a foreign language so that he will be promoted to a higher position in his/her work place. The person's orientation then can influence his/her language achievement. Another aspect mentioned by Gardner was anxiety in which, unfortunately, he did not explain further about.

Gardner does not claim that his model was the only type of motivational model of language learning nor the most effective model of motivation in SLA. However, he suggests that to make language learning more effective, a person must identify himself with the other language community, must perceive that learning the language is important and beneficial for him/her, and must be motivated to learn the language. The three characteristics show that the person has a high integrative motivation.

Gardner's theory has a lot of contribution to the field of teaching English as a second/foreign language. However, it is important to note that in some cases, Gardner's theory is not applicable. Gardner's model was built in the context of Canada which is a bilingual country with a lot of immigrants speaking their own languages. Therefore, the concept of integrative motivation becomes highly significant. In the case of countries which only have one official language, the language learners might not be aware of integrative motivation since there is no second or foreign language communities outside the classroom. They hardly get the chance to communicate using the foreign language and to experience of being respected as part of another language community.

III. KRASHEN'S AFFECTIVE FILTER HYPOTHESIS

Krashen (2009) provides another theory on second language acquisition by proposing the five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. This paper will discuss the last hypothesis, the affective filter hypothesis, which is related to the socio-psychological aspect.
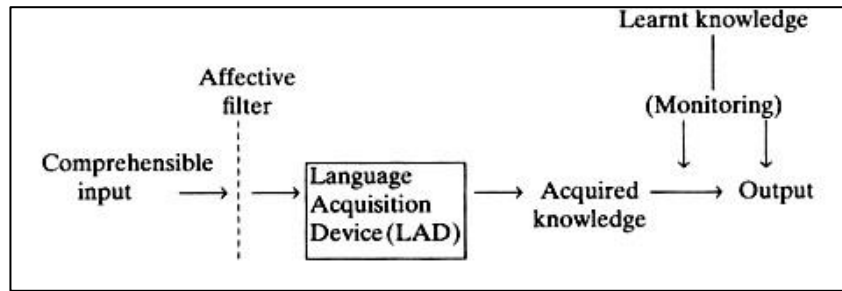
Figure 2. The Input Hypothesis of L2 learning and production (Krashen, 1982)

The Affective Filter hypothesis discusses the relation between affective factors and the second language acquisition process (Krashen, 2009). Dulay and Burt (1977) were the first scholars proposed the affective filter hypothesis. Krashen then incorporates the concept as one of his five hypotheses in Second Language Acquisition in 1985. Many studies have proved that there are affective variables which correlate with the learners' language performance. Krashen believes that a second language can be acquired only if the language inputs are comprehensible and if the affective filters are low enough so that the input can be received. Krashen's main viewpoints are as follows: (1) language input will not reach Language Acquisition Device if there is a high affective filter; (2) language input can be learned and acquired if there is a low affective filter; (3) individual may vary in their second language acquisition due to differences in the affective filter. Krashen mentions that there are three important affective factors that have a significant influence to the second language acquisition: motivation, self-confidence, and anxiety. Learners who have high motivation usually perform better in second language acquisition. Learners' self-confidence and self-image also support them to achieve a better result. While low anxiety will also provide a good support for learners in their effort when they learn a second or foreign language.

From Figure 2, we learn that comprehensible input may not reach the learners if there is a psychological condition that hinders them to get the full potential from it. The affective filter can prevent the learners to achieve language acquisition. The filter is active when the learners have low motivation as well as low self-confidence, or when they are afraid to be failed in learning. This hypothesis explains the condition that there are students which experience a great amount of comprehensible input, but show a low performance in their language learning. This is due to the affective filter that prevents him/her to achieve a maximum result.

Similar to Gardner, Krashen also believes that motivation has a big impact in second language acquisition. He adds self-confidence as another important psychological aspect that only learners who are confident with themselves and have positive perception towards themselves will have higher possibility to be successful in language learning. Learners with high self-confident will be curious and adventurous. They have no or less hesitation to initiate communication in second/foreign language and thus have more opportunity to practice and gain more. On the other hand, learners who are not confident with themselves will lose opportunity to practice the second or foreign language. They will avoid being involved in communication because they are too anxious and do not want to make mistakes. Anxiety is another aspect mentioned by Krashen. In the situation of foreign language classroom, there are three types of anxiety. The first type is communication apprehension (CA). It refers to a person's fear or anxiety to have a communication with another person.

The second type is test anxiety. It is a psychological condition in which an individual experiences stress or anxiety due to a language examination in which the anxiety impacts his/her normal performance and causes low achievement. The third type is the fear of negative evaluation. Learners are too worried with people's opinion and afraid of getting unfavorable impressions. They like to hide from the negative feelings and try to avoid situations where they are being evaluated because they do not want people have a bad opinion about them (Du, 2009). All of the affective aspects have a great influence on learners' experience in learning a foreign/second language.

Krashen's hypothesis on the affective filter has several pedagogical implications. In the context of teaching a foreign/second language, the teacher should provide comprehensible input for students and also create learning situations which have low affective filter which mean the situations that are not threatening and causing anxiety for the students. The best methods of language teaching will not force novice students to directly produce language, but to give students sufficient times to prepare themselves until they are 'ready'. In this context, forcing and correcting production are something that should be avoided. Forcing early production can cause high anxiety in language classes. Students can have different length of silent period. Some students may

have a short silent period that they want to talk using the target language as soon as possible, others may feel shy and anxious until they have gained more competence. Error correction can also put students on a defensive situation. Students will develop a negative behaviour that they try to avoid mistakes and remain passive in the class. They will focus more on form than on meaning. Finally, it may impact the students' communication focus on exchange information.

Krashen highlights the notion that students should not be put on the defensive situation. It means that the methods and materials of language teaching should be considered meticulously so that they will not only test students' abilities or experience. They should help the students to learn and gain more instead of only reveal their weaknesses. If teachers provide students with comprehensible input, the 'pressure' in the language class will be decreased, students will feel less anxious, and they can achieve better performance.

IV. DÖRNYEI'S L2 MOTIVATIONAL SELF-SYSTEM

The third expert discussed in this paper is Dörnyei with his theory about L2 Motivational Self-System. Similar with Gardner and Krashen, Dörnyei (1994) claims that motivation becomes one of the components that have a substantial influence on students' language learning achievement. Motivation encourages someone to learn a language and help him/her to survive the long and sometimes tiring language learning process. A Learner without motivation will not be able to achieve the long-term goals even if he/she has high intelligence. A good curriculum and an excellent teaching method will not be sufficient to guarantee a learner's achievement if he/she is unmotivated to learn.

Dörnyei (1998) believes that L2 motivation is a complex, multifaceted construct. Motivation can direct learners' behaviour by being an energizer and providing them direction. Different from Krashen and Gardner, Dörnyei emphasized the socio-dynamic perspective to explain the concept of motivation in which motivation is said as a dynamic construct (Al-Hoorie, 2017). Dörnyei (2005) then introduced the term of L2 motivational self-system. He made an attempt to describe the differences of individual performances in language learning which relate to the aspect of motivation. He was influenced by several theories such as possible-selves theory (Markus & Nurius, 1986), self-discrepancy theory (Higgins, 1987), and the socio-educational model (Gardner, 1979, 1985, 2010). Dörnyei assumes that when a learner perceives a gap between his/her present

condition and his/her future condition, he/she will be motivated to narrow the gap and to achieve his/her goals by doing his/her best to learn the target language. (Al-Hoorie, 2018).

There are three main components of L2 motivational self-system: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self refers to the ideal condition a person wants to reach. It represents his/her own hopes and wishes. For example, a person wishes to be a fluent foreign language user who can talk to foreign people coming from various countries. The imaginary picture of the person as a fluent foreign language user may motivate him/her to narrow the gap between his/her condition now (actual self) and the ideal condition that he/she wishes (ideal self).

Different from the ideal L2 Self, the ought-to L2 self refers to the condition that other people want someone to reach. It represents the people's expectation towards the person. It refers to the characteristics that a person perceives he/she should have because of his/her duties or responsibilities. For example, a person wants to learn second or foreign language because he/she wants to fulfil his/her the expectation of his/her parents, families, teachers, or boss. The L2 learning experience deals with the person's attitude and experience in his/her learning environment, including the teacher, the curriculum and the peers. This dimension has a very strong influence on motivated behaviour. At the beginning, some language learners might have motivation to learn a language because they have a positive perception towards the learning process and not because of their internally or externally self-images (Al-Hoorie, 2017; Papi, 2010).

Dörnyei 's L2 motivational self-system has a big implication on the field of second/foreign language teaching. He proposed a set of comprehensive strategies to motivate language learners and to make the language teaching and learning process become more effective.

From Figure 3, we can learn that motivation is a dynamic construct. In conducting the motivational teaching practices, a teacher should do several steps: building the foundation of motivational conditions, growing the motivation, maintaining and protecting students' motivation, and encouraging positive self-evaluation. The process is like a cycle that it will come back to the first step and begin again. It shows that the teacher should have a high awareness of the motivational practices that he/she conducts during the whole process of language teaching.

Motivational Teaching Practices

Creating the basic motivational conditions
- Appropriate teacher behaviour
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner belief

Maintaining and protecting motivation
- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
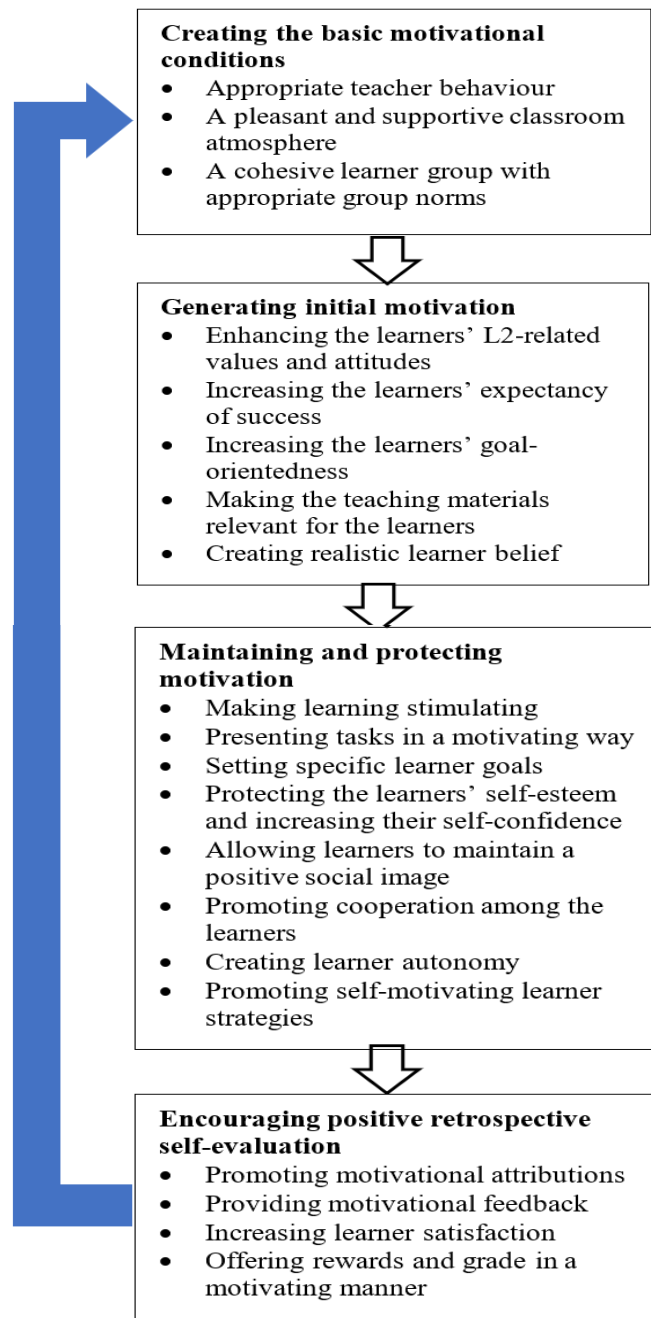- Offering rewards and grade in a motivating manner

Figure 3. The Motivational L2 Teaching Practice (Dörnyei, in Guilloteaux and Dornyei, 2008)

The theory of Gardner, Krashen and Dörnyei and the implications in language classroom can be summarized in a table below:

Table 1: Summary of Gardner, Krashen and Dörnyei's theories and the implications in language classroom

Name of experts	Theories	Implications in language classroom
Gardner	Learners' language achievement can be influenced by: • Learners' motivation • Learners' attitude Integrative motivation has a great influence.	To make language learning more effective, teacher should: • motivate students by showing the importance or the benefits of learning foreign / second language. • provide activities for students in which they can have interactions with native speakers of the language to share knowledge about life, culture and other things. • If native speakers are not available, teachers can provide pictures or videos which show the life or culture of the language community.
Krashen	Three affective factors that can influence the second language acquisition are: • Motivation. • Self-confidence. • Anxiety.	Teacher should make the classroom a comfortable place to learn by not creating anxious situation and not forcing novice students to directly produce language, but to give students sufficient times to prepare themselves until they are 'ready'.
Dörnyei	Learners' motivation in learning language can be influenced by: • The ideal condition that the learners wish to achieve. • Other persons' expectation towards the learners' achievement. • Learners' attitude and perception about their learning experience.	Teacher should: • provide a pleasant and supportive classroom for the students. • provide relevant materials for the students. • provide challenging and stimulating learning activities. • protect students' self-esteem and build their self-confidence. • give motivational feedback and provide reward for students.

V. CONCLUSION

Gardner, Krashen, and Dörnyei have provided different contributions to the field of second or foreign language learning. However, their theories have something in common that they believe that motivation is one of socio-psychological factors which affects the process of language learning.

Their theories have brought valuable insights for language teachers and instructors in which they have to be aware that the socio-psychological aspects have a great influence on the success or failure of learners' language achievement. Teaching and learning process, therefore, is should not only be considered as a transactional activity that the teacher delivers the materials and the students receive the materials given by the teacher. There is a dynamic of socio-psychological factors that contribute to the effectiveness of the process.

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