



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 327-340

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effects Of Cognitive-Emotional Dialectics On L2 Development To Increase Speaking For Efl Learners

Nurul Hidayati^{1✉}, Laila Wati², M. Adib Nazri³, Hajriana Arfah⁴

Hamzanwadi University

Email: nurulhidayatiahmed@gmail.com^{1✉}

Abstrak

Penelitian ini menguji dampak dialektika kognitif-emosional terhadap keterampilan berbicara bahasa Inggris bagi pembelajar bahasa, dengan fokus pada pembelajar bahasa Inggris tingkat pemula di Royal Training Center di Lombok Timur. Data dikumpulkan melalui observasi, wawancara, dan kuesioner, yang mengungkapkan bahwa ekspresi emosional berpengaruh positif terhadap kemampuan komunikasi dan berbicara. Meskipun sebagian besar responden menunjukkan tanggapan positif, analisis lebih lanjut diperlukan untuk memahami perspektif mereka yang memberikan tanggapan negatif. Studi ini menekankan pentingnya memasukkan emosi ke dalam pengajaran bahasa untuk menciptakan lingkungan belajar yang mendukung bagi pelajar EFL dan memberikan rekomendasi praktis untuk meningkatkan kemahiran berbicara. Penelitian ini menggarisbawahi pentingnya mengatasi faktor kognitif dan emosional dalam pembelajaran bahasa untuk meningkatkan keterampilan berbicara bahasa Inggris.

Kata Kunci: *Berbicara, Dialektika Kognitif-Emosional, Pembelajar EFL*

Abstract

The study examines the impact of cognitive-emotional dialectics on English speaking skills for language learners, focusing on beginner-level English language learners at the Royal Training Center in East Lombok. Data was collected through observations, interviews, and questionnaires, revealing that emotional expression positively influences communication and speaking proficiency. While the majority of respondents showed a positive response, further analysis is needed to understand the perspectives of those with negative feedback. The study emphasizes the importance of incorporating emotions into language teaching to create a supportive learning environment for EFL learners and provides practical recommendations for enhancing speaking proficiency. The research underscores the significance of addressing both cognitive and emotional factors in language learning to improve English speaking skills.

Keyword: *Speaking, Cognitive-Emotional Dialectic, EFL Learners*

PENDAHULUAN

Language was important for human life. If humans had no language, the world would have been quiet and dumb. Language was used as a tool of communication and was essential in human lives. Brown (2007, p.6) stated that "language is systematic; it was used for communication acquired by all people in much the same way". People could communicate with each other by using language. It brought ideas, opinions, thoughts, and feelings. Language acquisition and proficiency were fundamental aspects of second language education, especially in the context of English as a Foreign Language (EFL) learners. Language also influenced our identity and culture. It allowed us to express our individual perspectives and interact with others on a deeper level. Without language, humans would have been unable to study, communicate knowledge, or collaborate effectively. Language was the key to academic achievement and social integration for EFL students (Yildiz, 2016). It opened up new opportunities and allowed people to fully engage in society. Finally, language was the foundation of human connection and development.

For EFL learners, acquiring a new language not only increased their communication abilities but also helped them feel more integrated into their new environment (Ahmadi, 2018). EFL learners, for example, gained access to a plethora of knowledge and resources that assisted them in their academic and professional pursuits. Language was a genuinely powerful instrument for breaking down boundaries and fostering partnerships across cultures and countries, and in the context of second language (L2) education, a comprehensive understanding of the interaction between cognitive and emotional aspects of learning was becoming increasingly important. Particularly in the context of English as a Foreign Language (EFL) instruction, the development of speaking abilities had emerged as

a top priority for students. As a result, the purpose of this study was to investigate the impact of cognitive-emotional dialectics on second language acquisition, with the specific goal of improving speaking proficiency among EFL learners.

Despite the growing interest in cognitive and emotional aspects of language learning, there was a need for further exploration into how cognitive-emotional dialectics specifically impacted speaking development among EFL learners (Xu, J., & Zhang, S, 2023). Many EFL learners faced challenges in fluently and confidently expressing themselves in the target language, and understanding the underlying cognitive and emotional barriers was essential to effectively addressing these challenges. By investigating the effects of cognitive-emotional dialectics on L2 development, this research sought to contribute valuable insights into the interplay of cognitive and emotional factors in language learning. The findings were instrumental in guiding educators and language professionals to design targeted interventions that foster a supportive and conducive learning environment for EFL learners to enhance their speaking skills (Ekpelezie, 2024).

Through this research, Firooz et al. (2019) stated that educators could learn how to better support their EFL students by addressing both cognitive and emotional factors in language learning. By understanding the barriers that students faced, educators could tailor their teaching methods to create a more inclusive and effective learning environment. Ultimately, the goal was to help EFL learners improve their speaking skills and feel more confident in their ability to communicate in the target language.

As an activity to promote the development of learners' cognitive and thinking abilities, foreign language learning stimulated learners to experience a variety of emotions, and emotions had an inseparable relationship with cognitive ability, which was an important factor affecting foreign language learning (Yu, Q, 2022). Traditional approaches to language learning often focused primarily on cognitive aspects, such as vocabulary and grammar acquisition, while neglecting the emotional dimensions of the learning experience (Ellis, N. C., & Wulff, S, 2019). However, researchers and educators started acknowledging the significance of emotions in language learning as they observed the impact of affective factors on learners' performance and motivation. Language anxiety, in particular, gained attention as a major emotional barrier that hindered L2 development. Numerous studies showed that high levels of anxiety could impair learners' ability to comprehend and produce language, negatively affecting their overall proficiency. Furthermore, the role of motivation and self-confidence in language learning became evident. Intrinsically motivated learners, who enjoyed the learning process and had a positive attitude toward the target language, tended to be more successful in acquiring and using the L2. Conversely, learners with low

self-confidence shied away from communication, limiting their opportunities for language practice and improvement.

The recognition of these cognitive-emotional dialectics in L2 development led to a shift in language teaching approaches. Educators emphasized creating supportive and inclusive learning environments that addressed emotional well-being alongside cognitive skills. They integrated strategies to reduce language anxiety, promote positive emotions, and foster learners' self-confidence. This holistic approach acknowledged the interconnectedness of cognitive and emotional processes and aimed to optimize L2 development by addressing both aspects. According to Xu, J., & Zhang, S. (2023), the effects of cognitive-emotional dialectics on L2 development to increase speaking for EFL learners was a topic that explored the relationship between cognitive and emotional factors in second language (L2) learning and their impact on speaking proficiency. This topic addressed the challenges faced by English as a Foreign Language (EFL) learners in developing their speaking skills. It sought to understand how the interplay between cognitive and emotional processes could influence language acquisition.

The cognitive-emotional dialectics in language learning (L2) development encompassed various aspects, including anxiety, motivation, self-confidence, and language production. According to El Shazly, R. (2021), anxiety hindered EFL learners' speaking performance and expression, making understanding its effects on speaking proficiency crucial. Motivation played a significant role in language learning, with intrinsically motivated learners more likely to develop their speaking abilities effectively. Self-confidence and self-efficacy beliefs were also important factors influencing learners' willingness to engage in speaking activities.

Based on the background above, the purposes of the study were as follows: (1) To understand how cognitive and emotional aspects interacted to determine language development, including speaking abilities. Understanding these interactions allowed educators to build instructional strategies that addressed both cognitive and emotional needs, resulting in improved speaking competency. (2) To assess the substantial impact of the cognitive-emotional interplay on L2 development, particularly speaking competency in EFL learners. To effectively improve speaking abilities, practical advice included creating a supportive environment, dealing with fear, including interesting activities, providing constructive feedback, and encouraging cultural sensitivity.

RESEARCH METHODOLOGY

This study fell under the category of qualitative random sampling research, in which the selection of objective, representative samples from a community was based only on chance (Levitt, H. M, 2021). This helped to prevent biases in inferences made about the population from sample observations. The whole Beginner Level of RTC (Royal Training Center) Learners in the academic year 2024 included the research population. The purpose of this research was to determine how the variables in the item or subject under study related to one another. First, students who acted as research samples were watched during a class presentation. Following this, the students who were presenting were given brief questions to learn more about the findings of the study. Twenty students were chosen by a basic random sample procedure to serve as respondents.

Setting of study

The setting of the study referred to the place and time in which a study was conducted. This research was conducted on beginner-level learners at the Royal Training Center (RTC) in the course in the year 2024. The researcher took three meetings for the research. This research took one month.

1. Place

The location of the study, Darul Hijrah, Desa Anjani, provided a suitable environment for the research to take place within the Royal Training Center (RTC) in East Lombok, West Nusa Tenggara.

2. Time

The time of study was from 25 June until 25 July, allowing for a sufficient amount of time to gather data and conduct observations.

Participants of the study

Participants in the study were undergraduate students enrolled in English language courses at the Royal Training Center in East Lombok. These students were chosen based on a random sampling procedure to ensure a diverse representation of the population. The researcher conducted interviews and surveys to gather data on the student's language learning experiences and perceptions. Beginner Level at RTC (Royal Training Center) became the research's subjects. Ten of the audiences participated in the study.

Data Collection Techniques

In this research, several steps were taken to obtain data from the beginning to the end of the analysis of students' problems in the English language process. Therefore, in this research, the researcher made observations and gave questionnaires and interviews to obtain data information for this research. The steps were as follows:

a. Observation

At the first meeting, the researcher observed how teaching and learning progressed between the tutor and the students. The researcher observed how they spoke individually or talked to their partners, and noted the conditions and situations in the class. The research consisted of observing, listening, reading, and recording the behavior of the students being studied. Observation was the process of collecting information by observing people and places at a research location (Conole, L., 1978).

The researcher observed how students actively spoke during the teaching and learning process, such as raising their hands to ask the tutor about the material being studied, actively giving opinions during discussions, and how they presented the results of their discussions. The observation took approximately 80 minutes, following the duration of the meeting. This observation was carried out at the Royal Training Center (RTC) course. This observation period began in June. By conducting observations in the field, the researcher found out what problems students faced when interacting with other students.

b. Interview

Interview was a data collection technique that involved interviewing selected individuals as respondents (Monday, 2020). The next step was a direct face-to-face effort to obtain a reliable and valid measure in the form of verbal responses from one or more respondents. In-depth interviews were the process of obtaining information for research purposes by asking questions face-to-face between the interviewer and the informant or interviewee, with or without using an interview guide. Before conducting the interview, the author observed the class to find students who did not show emotion in speaking. The observation guide continued by using cognitive-emotional dialectics in language learning, as explained on the previous page.

The first step in conducting an interview was to obtain a poll of students in English class who were willing to be interviewed. Participants were recruited in several ways. Students whose responses indicated a high level of difficulty in English were asked and invited to participate. Apart from that, the author also contacted tutors to ask for references regarding students who had difficulty speaking English in class. Most students were willing to participate, and some seemed quite eager to share their experiences.

This interview was conducted in June, RTC (Royal Training Center). The current researcher provided several questions or interview guides for students to obtain information. By interviewing students, researchers discovered what problems students experienced in speaking English. Then ten participants were interviewed. Each interview took approximately ten minutes and was recorded with the participant's permission.

b. Questionnaire

The final data collection technique was the use of a questionnaire. The goal was to collect information from students. It was used to find out whether the use of cognitive-emotional dialectics was able to develop students' speaking abilities. The researcher distributed questions to selected students.

The researcher was conducting research at the RTC (Royal Training Center), in Anjani. The same time as the interview guide and observation time was in June. The researcher gave questionnaires to students. The questions from this questionnaire were several questions that had to be answered briefly by respondents, to find out what obstacles students experienced in speaking English.

Data Analysis Procedures

Data analysis was the process of organizing data to obtain regular patterns of research forms. According to Miles and Huberman (as quoted in Yendra 2018, p. 48), "There are three major stages in data analysis: data reduction, data presentation, and conclusion drawing or verification." This data analysis component was by Miles and Huberman (as quoted in Yendra 2018).

1. Data Collection

Data collection was the process of obtaining and evaluating information from numerous sources to develop conclusions (Julian & Jonathan, 2019). There were several ways to accomplish this process, such as through documentation, questionnaires, and observation. Direct observation of individuals, occasions, or phenomena was used in observation to collect data. Surveys and questionnaires were used to gather data by asking structured questions of both individuals and groups. The process of documenting included gathering information from already-existing sources, like books, journals, and websites.

2. Data Reduction

The data collected was decreased. Data reduction meant summarizing, choosing the subject matter, focusing on important things, looking for themes and patterns, and discarding what was not necessary (Mezmir, E. A., 2020). Using this analysis could make it easier for researchers to sharpen, classify, direct, remove unnecessary data, and organize data.

3. Data Display

Data display, also known as data presentation, was an important phase in qualitative research that involved arranging and displaying data gathered from a variety of sources, including interviews, observations, and documents (Ningi, A. I, 2022). This method was critical for detecting patterns, themes, and relationships in the data, which finally shaped the

research conclusions and added to the study's overall reliability and validity (Roller, M. R, 2019).

4. Concluding/Verification

Data reduction involved selecting, focusing, simplifying, abstracting, and transforming the data to identify the most relevant information (Zebari, R., Abdulazeez, A., Zeebaree, D., Zebari, D., & Saeed, J, 2020). Data display was the process of organizing and presenting the data in a way that facilitated drawing conclusions and taking action. Conclusion drawing and verification involved drawing conclusions based on the data and verifying them through further analysis and consideration of the implications for the research questions and the overall goals of the study.

To identify the primary causes of difficulties speaking in public, researchers examined the Student Difficulties in Speaking in the Class questionnaire. To begin analyzing the responses from students, they multiplied each computation result by the number of points on the questionnaire. Ten question score items on a two-list answer scale, with scores 1 (disagree), 2 (agree), comprised the Student Difficulty Questionnaire in Speaking Class Presentations. The percentage was computed by adding the entire score and multiplying the result by the points list. The largest proportion was chosen as the primary cause of speech difficulties.

5. Trustworthy

Data reliability needed to be measured to conduct qualitative research (O'Connor, C., & Joffe, H, 2020). While this was going on, researchers employed one method of assessing the reliability of the data, which was group verification through debate. Qualitative data reliability measurement was necessary to determine the stability and quality of data obtained through interviews, observations, or surveys (Collingridge, D. S., & Gantt, E. E, 2019). This method showed preliminary or definitive findings from conversations with research universities.

RESULTS AND DISCUSSION

Results

The result of the study was divided into three kinds of data collection: observations, interviews, and questionnaires.

1. Observations results

The research was conducted on June 25, 2024, at RTC, Anjani, where RTC was one of the best courses for people who wanted to learn English. This RTC was also located not far from the highway, making it easy to find. At the RTC, there were four tutors teaching. The

RTC also had four rooms with one kitchen, one tutor room, and two student rooms. The research team observed that the facilities at RTC were well-maintained and conducive to a positive learning environment. The tutors were knowledgeable and dedicated to helping students improve their English skills. Overall, the research findings indicated that RTC in Anjani was a top choice for individuals looking to enhance their English language proficiency in a supportive and convenient setting.

The researcher also noted that the students at RTC in Anjani were highly motivated and engaged in their learning. The small class sizes allowed for personalized attention and support from the tutors, leading to noticeable improvements in the students' English language abilities. Additionally, the friendly and welcoming atmosphere at RTC created a sense of community among the students, fostering a collaborative learning environment. Overall, the combination of dedicated tutors, well-maintained facilities, and motivated students made RTC in Anjani a highly recommended option for anyone seeking to improve their English skills.

2. Interview Result

Table 1. The Result of The Interview

NO	INITIAL	FL	TB	RC	LV	IV
1	EM	happy	grammatical	useless	Elementary	Of course,
2	JJ	happy	Nothing	disappointed	Beginner Lv2	Yes it can
3	TR	happy	Material	I don't like	Beginner Lv 1	Yes
4	RF	happy	sleepy	inexact	Beginner Lv1	Yes
5	ZR	happy	material	annoyed	Beginner Lv 1	Yes, it can
6	HU	happy	material	Not exciting	Beginner Lv2	Maybe yes
7	DA	happy	grammatical	It's problem,	Elementary	I think so
8	TI	happy	practice	I don't understand	Elementary	Yes
9	IS	happy	Nothing	confused	Beginner Lv2	Yes
10	LD	happy	The grammatical	I don't understand	Elementary	Yes

Fl: Feeling

Tb: Trouble

Rc: React *Lv: Level*

Iv: Improve

The interview was held on June 26, 2024. This interview was aimed at improving speaking. The present researcher interviewed six questions. The result of the interview was that all of the students agreed that cognitive-emotional dialectics could improve speaking because they said that talking with no emotion just made people confused. They believed that incorporating emotions into their speech helped them connect with their audience on a deeper level and enhance their overall communication skills. Additionally, they found that expressing emotions while speaking made their messages more impactful and memorable. They also said that they were happy learning English in a way that allowed them to express themselves more authentically. Almost all of the interviewees planned their way to improve their speaking. Furthermore, in cognitive-emotional dialectics, they said that they had trouble learning English, and some of them said that their trouble learning English was about the material and the grammar, and the rest said that the troubles were in themselves.

When the researcher asked, "How do you think people in your class react when they talk without showing emotions?" all of the students' answers were negative, such as saying they didn't understand what was being said, it annoyed them, disappointed them, and even bored their interlocutors, which caused them to lose interest in the conversation. They also said that they found it difficult to understand what was being said when the individual they were speaking to did not show emotion. For example, if they discussed something joyful but did not express any emotion, the person they were speaking to would find it difficult to understand. On the other hand, even though other listeners might not completely grasp, the listener would understand what was being said if the person they were speaking to showed emotion while speaking. This was because their feelings were visible when they narrated an event.

Based on the data above, almost all students' speaking abilities were still at the beginner level, and some of them could be categorized as being at the elementary level. This indicated that additional support and resources might be needed to help students improve their speaking skills. It was important for educators to provide opportunities for students to practice speaking in a supportive and encouraging environment. By focusing on building their confidence and fluency, students could progress from beginner to elementary and beyond in their speaking abilities.

3. Questionnaire result

To collect the data from the field, the present researcher shared questionnaire research on June 26th. Here, to clarify the result of the questionnaire. Here are the data shown from the questionnaire:

Table 2. The result of The Questionnaire

	NO	INITIAL	YES	NO
	1	EM	5	5
	2	JJ	6	4
	3	TR	5	5
	4	RF	7	3
	5	ZR	6	4
	6	HU	7	3
The	7	DA	5	5
	8	TI	7	3
	9	IS	6	4
with ten	10	LD	8	2
showed	TOTAL		62	38
were two				

results of the questionnaire conducted respondents that there significant

groups of responses to the questions asked. Of the total 100 answers obtained, 62 of them showed a positive response, while the other 38 answers showed a negative response.

The majority of respondents gave positive responses to several questions in the questionnaire. This positive response indicated that most of them tended to agree with or support several aspects of the questions. This could be interpreted as an indication that the topics discussed in the questionnaire received good acceptance from the majority of respondents. On the other hand, a small portion of respondents gave negative responses to the same questions. This negative response showed that there was a small segment of respondents who disagreed with or had different views on the topics proposed in the questionnaire.

The results of this questionnaire could serve as a basis for further analysis regarding the factors that influenced the response patterns of respondents. Factors such as background, experience, or personal opinion might have played a role in forming different points of view on the questions asked in the questionnaire. It was important to note that although the majority of respondents indicated a positive response, understanding the perspective of the minority segment that provided a negative response was also crucial. Further analysis could help in formulating strategies or policies that were more inclusive or acceptable to various segments of society.

Discussion

The findings of this study explained on the crucial role of cognitive-emotional dialectics in the development of English speaking skills among beginner-level language learners. The results indicate that incorporating emotions into speech can significantly impact communication effectiveness. The positive responses from participants highlight the importance of addressing emotional aspects in language learning to enhance speaking proficiency. However, it is essential to delve deeper into the perspectives of individuals who provided negative feedback to gain a comprehensive understanding of the challenges they face.

The study's implications extend to various stakeholders in the field of language education. English tutors can leverage the insights from this research to tailor their teaching methods and support EFL learners in improving their speaking abilities. Additionally, the findings can inform curriculum design aimed at enhancing speaking skills in English language learners. By recognizing the cognitive-emotional dynamics at play in language acquisition, educators can better assist students in overcoming obstacles and fostering a conducive learning environment.

Future research endeavors could explore the specific strategies and interventions that effectively address cognitive-emotional conflicts in language learning. By delving deeper into the interplay between emotions and speaking proficiency, educators can develop targeted approaches to support learners at different stages of language acquisition. Moreover, investigating the impact of individual differences, such as background and experience, on emotional responses during language practice can provide valuable insights for designing inclusive and effective language learning programs.

In conclusion, this study underscores the significance of integrating cognitive-emotional considerations into language learning practices to enhance English speaking skills among beginner-level learners. By acknowledging and addressing the emotional dimensions of language acquisition, educators can empower students to navigate cognitive-emotional dialectics effectively and improve their communication abilities in English as a Foreign Language.

CONCLUSION

The importance of integrating emotions into language acquisition was emphasized by the study on the effects of cognitive-emotional dialectics on English-speaking abilities for language learners. The positive effect of emotional expression on communication was demonstrated by the observations, interviews, and questionnaires that were completed at RTC in Anjani. Even though the majority of respondents gave favorable input, more research was necessary to comprehend the viewpoints of those who provided negative comments.

To establish a supportive atmosphere for enhancing speaking skills in English as a Foreign Language (EFL) learners, the study's findings emphasized the need to address both cognitive and emotional elements in language instruction. Through the recognition and integration of emotions in language education, teachers could develop a more comprehensive and efficient method of instruction. According to the research conducted at RTC in Anjani, emotional expression could enhance communication skills and foster a more positive learning experience for EFL learners. Moving forward, it would be crucial for language teachers to continue exploring ways to integrate emotional intelligence into their curriculum to help students develop both their cognitive and emotional language abilities. This balanced approach could ultimately lead to greater success and confidence in English language proficiency.

REFERENCES

- Ahmadi. (2018). *The use of technology in English language learning: A literature review*.
<http://ijreeonline.com/article-1-120-en.html&sw=Mohammad+Reza+Ahmadi>
- Conole, L. (1978). Process Observation. *Asia Pacific Journal of Human Resources*, 16(2), 11-17.
<https://doi.org/10.1177/103841117801600202>.
- Ekpelezie. (2024). *LANGUAGE NEED ANALYSIS AS A TOOL FOR IMPROVING THE SPEAKING SKILLS OF SECONDARY SCHOOL STUDENTS: A STUDY OF SELECTED . . .*
<https://africanscholarpub.com/ajerlp/article/view/127>.
- El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3), e12667.
<https://doi.org/10.1111/exsy.12667>.
- Ellis, N. C., & Wulff, S. (2019). Cognitive approaches to second language acquisition. *The Cambridge handbook of language learning*, 41-61.
<https://doi.org/10.1017/9781108333603.003>.
- Firooz, Mohammad, Mohammad, emotional, learning, & language. (2019). *EFL learners' L2 achievement and its relationship with cognitive intelligence, emotional intelligence,*

- learning styles, and language learning strategies.*
<https://www.tandfonline.com/doi/abs/10.1080/2331186X.2019.1655882>.
- Julian, & Jonathan. (2019). *Collecting data.*
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119536604.ch5>.
- Levitt, H. M. (2021). Qualitative generalization, not to the population but to the phenomenon: Reconceptualizing variation in qualitative research. *Qualitative Psychology, 8*(1), 95. <https://doi.org/10.1037/qup0000184>.
- Mezmir, E. A. (2020). *Qualitative data analysis: An overview of data reduction, data display, and interpretation. Research on humanities and social sciences, 10*(21), 15-27.
- Monday. (2020). Impacts of interview as research instrument of data collection in social sciences. <https://www.academia.edu/download/76834463/Article2-JDAH-1.1-DOI.pdf>
- O'Connor, C., & Joffe, H. (2020). *Intercoder reliability in qualitative research: debates and practical guidelines. International journal of qualitative methods, 19,* 1609406919899220. <https://doi.org/10.1177/1609406919899220>.
- Roller, M. R. (2019). *A Quality Approach to Qualitative Content Analysis: Similarities and Differences Compared to Other Qualitative Methods. Forum Qualitative Sozialforschung Forum: Qualitative Social Research, 20*(3). <https://doi.org/10.17169/fqs-20.3.3385>.
- Xu, J., & Zhang, S. (2023). The effect of the cognitive-emotional dialectic on L2 development: Enhancing our understanding of perezhivanie. *The Modern Language Journal, 107*(S1), 161-178. <https://doi.org/10.1111/modl.12823>
- Yildiz. (2016). *Impact of language-oriented extracurricular activities on academic achievement in Language preparation schools.*
<https://jeps.ibsu.edu.ge/jms/index.php/jeps/article/view/27>
- Yu, Q. (2022). A review of foreign language learners' emotions. *Frontiers in Psychology, 12,* 827104. <https://doi.org/10.3389/fpsyg.2021.827104>
- Zebari, R., Abdulazeez, A., Zeebaree, D., Zebari, D., & Saeed, J. (2020). A comprehensive review of dimensionality reduction techniques for feature selection and feature extraction. *Journal of Applied Science and Technology Trends, 1*(1), 56-70. <https://doi.org/10.38094/jastt1224>.