

Emotion as One of the Dominant Factors of Extralinguistics to Succeed in Language Study

Zuraini Seruji

University Malaysia Sarawak, Sarawak, Malaysia

Rohaidah Kamaruddin

University Putra Malaysia, Serdang, Selangor, Malaysia

Nalmon Goyi, Sinit John Gitom

Ministry of Education Malaysia, Kuala Lumpur, Malaysia

Research on the relationship of the second language of extralinguistic factors with the achievement of Malay among multilingual Malay students in full boarding schools in Malaysia is still lacking. Recognizing this, the researchers conducted a study on the dominant extralinguistic factor in learning a second language which is emotion. Samples of respondents are from Jempol Integration Boarding School (SBPIJ), Tuanku Jaafar Science School (STJ), and Rembau Science School (SEMESRA) about 224 multilingual students. This study uses the Learning Theory presented by Rita Dunn (2004). The results show that the emotional response represented by Item D2, "I prefer to be told exactly what to do when taking note of B2" is the most dominant emotional factor for SBPIJ which is 100%. The researchers also found that D2 was also the most dominant item for SEMESRA (95%). The anxiety level of Malay students in SBPIJ is very low because reliance on the guidance of teachers is 100%. In terms of emotion, the responses of the three schools showed the same attitude. Each student is highly dependent on the direction or guidance of teachers to note B2.

Keywords: extralinguistics factors, emotion, second language, boarding schools

The concept of emotion is really related to the motivation in the features of psychology researches for the past years. Emotion was not fully featured in the linguistics reviews, except for language anxiety. The arguments about emotion as the main fundamental of motivation need the further and even huger attention in the domain of linguistics studies. Emotions are often assumed to be judgments about a situation that causes feelings and physiological changes. In 1884, philosopher William James proposed that physiological changes actually precede emotions, which are equivalent to our subjective experience of physiological changes, and are experienced as feelings. In his words, our feeling of the same changes as they occur is the emotion.

James argued:

Zuraini Seruji, Ph.D., Faculty of Language and Communication, University Malaysia Sarawak, Sarawak, Malaysia; research fields: linguistics and psycholinguistics.

Corresponding author: Rohaidah Kamaruddin, Ph.D., Faculty of Modern Language and Communication, University Putra Malaysia, Serdang, Selangor, Malaysia; research fields: psycholinguistics and Japanese language.

Nalmon Goyi, Ministry of Education Malaysia, Kuala Lumpur, Malaysia; research field: Malay language.

Sinit John Gitom, Ministry of Education Malaysia, Kuala Lumpur, Malaysia; research field: Malay language.

If we fancy some strong emotion, and then try to abstract from our consciousness of it all the feelings of its characteristic bodily symptoms, we find we have nothing left behind, no "mind-stuff" out of which the emotion can be constituted, and that a cold and neutral state of intellectual perception is all that remains... What kind of an emotion of fear would be left, if the feelings neither of quickened heart-beats nor of shallow breathing, neither of trembling lips nor of weakened limbs, neither of goose-flesh nor of visceral stirrings, were present, which is quite impossible to think? Can one fancy the state of rage and picture no ebullition of it in the chest, no flushing of the face, no dilatation of the nostrils, no clenching of the teeth, no impulse to vigorous action, but in their stead limp muscles, calm breathing, and a placid face? The present writer, for one, certainly cannot. The rage is as completely evaporated as the sensation of its so-called manifestations.

The detailed explanations about neurobiology of emotion which have the connection with the second language experience were carried out by the researcher. Generally, there is a connection between motivation and emotion. Throughout the psychology history, the researcher found out that eagerness is considered as the most essential motive. The functions of emotion are as the reinforcer, expressing the intensity, freshness, and energizer to arouse the behaviour.

Emotion exists in the different kinds and intensity. Human beings always undergo a few types of emotional sensations. Emotions affect all human behaviours. As a reinforcer, emotion arouses the responses based on human behaviours; the intenser emotion will express the huger response. The intense emotion can affect cognitive process and physiology if it is not under control.

Emotion is very sensitive towards its surroundings. To be more specific, it is sensitive towards any changes in its surroundings. The wide emotional experience, sensitive, and high potential, emotion can be seen as the essential impulse for behaviour.

Emotion comprises impulse that reacts to the certain way which suitable with the emotion. The impulse to respond arouses the smooth process of social functions, including the second language interaction. As an example, the shyness usually calls forth the want to back off and hide. It is impossible to say that second language learners are not going to make mistakes and humiliate themselves by making mistakes in the second language learning from time to time. The way individual reacts is indicated by the intensity of emotion reactions. If the feeling of being shy is too intense, the student will try to back off. It is clear for the second language learners to master the second language by learning the language and being ready to make any language mistakes.

The function of emotion which was apart from behaviour and motivation in the process of language studies was still not researched entirely. The researcher suggested the differences between the students involved and not involved that were discussed by Gardner (2005) were dependent on the emotions during the language learning process. The better understanding about emotion would give the validity towards the orientation of student choices.

Dunn (2000) showed the relation between emotion and individual learning styles for sequential process; the element of environmental stimuli showed that the students were stimulated by the sounds, bright lights, and the informal environment during the learning process. Regarding the physical stimuli element showed the students would love learning through the visual illusion and enjoy eating their snacks. Meanwhile, the element of psychological stimuli proved that the students were inclusive. The dominant part of the brain hemisphere was the right side, and they tended to be pushy.

According to Dunn's (2000) results, learning styles for the talented students and the element of environmental stimuli showed that the students preferred the quiet conditions and the formal arrangements of

seats and tables during the learning process. The element of emotional proved the students had self-motivation, determination, and responsibility. They had the self-structure, but they could learn in any ways. For the element of sociological stimuli, the result showed the students would love studying alone or together with their friends. The element of physical stimuli showed the students would have the various perceptions. In addition, psychological stimuli proved that the students could think globally or analytically, and their brain hemispheres could function both sides equally.

Through this research, the researcher found out the research done by Dunn (1980) is reasonable and suitable with the learning styles of the group of Malay students that was studied. Moreover, Dunn (2000) explained there were a few researches that proved the significant differences between the achievement and behaviour when a researcher identified and related the student learning styles precisely. Peter Sunnarborg (2002) stated motivation is the main component for a student to succeed in the schooling. The chance of learning the second language gives the opportunity to the teachers in order to motivate the students by teaching them the important skills of the second language and having a lot of fun during the second language learning process. It is not restricted in the second language learning. The students had the chance to discuss the various cultures and learn how the power and social class turn American to be ethnocentric (being centered on one's own specific ethnic group).

Apparently, emotion produces the main part in the system of motivation. Behaviour towards language learning which was recommended in Attitude Motivation Test Battery by Gardner and shown in socio-educational model has the reciprocal relation with emotion. The examples, such as "I love learning French", "For me, French studies are boring", "I really love learning French", and so on directly express the emotions. Gardner's (2005) model referred to the main components as "affective variables" that represented the components of emotion; besides, the test items used by Gardner in Attitude Motivation Test Battery clearly showed the phenomena of emotion. However, Gardner focused on the behavioural data rather than emotional data.

Hugh Knickerbocker and Jeanette Altarriba (2014) showed that several models of bilingual memory describe the interplay between lexical and semantic stores of memory in bilingual individuals attempting to comprehend and produce speech. However, while these models have emphasized the pattern of connections between general linguistic and semantic clusters across languages, only a small amount of work has investigated the perception of emotion across languages. Numerous lines of research have showcased emotion effects and have provided insight into the effects of emotion and language on semantic and autobiographical memory.

Multiple studies have investigated the automatic activation of emotion words across first (L1) and second (L2) languages. The findings of these studies are heavily influenced by the pattern of language dominance exhibited by the sample of participants. Procedures, such as the Stroop task, where participants report the presentation color of a word rather than the word itself (e.g., the word "fear" presented in the color blue is responded to more slowly, as opposed to the word "box" in the color blue), or priming, where response to a target word is faster when it is preceded by a related prime word (e.g., participants respond faster to "depressed" when primed by "sad") as compared to an unrelated word, have shown similar emotion effects when bilinguals are fluent and regularly use both languages (Fazio, Sanbonmatsu, Powell, & Kardes, 1986; Sutton, Altarriba, Gianico, & Basnight-Brown, 2007). However, emotion effects can be limited to one language if bilinguals have a clear dominant language.

Research into the automatic processing of emotional language has led to even more interesting insights into the structure of autobiographical memory in bilingual individuals. Research has utilized skin conductance response (SCR) where changes in the conductivity of the skin are measured as an indication of autonomic nervous system responses. Stressors should result in an autonomic nervous system response that can be detected by monitoring sweat levels on the skin. Increases in sweat increase the conductance across participants' skin. Bilingual research using SCR measures provides insight into the automatic processing of emotion across L1 and L2. This research has found that late learners of L2 exhibited SCR effects to emotion words (e.g., sadness) in both their L2 and L1, but only exhibited SCR effects for reprimands (e.g., shame on you) when they were presented in their L1. During debriefing interviews, participants reported unique automatic memory retrievals from their youth when presented with reprimands. These memories were typically events where participants were reprimanded as children by a family member or other authority figure. These findings provided strong evidence of the existence of language-specific memories that can best be retrieved through the use of a specific language (Harris, 2004; Harris, Ayçiçeği, & Berko-Gleason, 2003).

Research into conscious retrieval and autobiographical memory has also provided evidence of language-specific memories. Investigations have found that memories tend to be more available for retrieval in the language in which they originally occurred. Bilinguals generally provide memories with a greater level of detail and elaboration when retrieving a memory in the language in which the event occurred. Studies of the autobiographical memory of bilingual immigrants who changed their daily language usage as a result of emigrating have bolstered this view. This research has examined the "reminiscence bump" which is a time period between the approximate ages of 10 and 30 years that results in a greater number of autobiographical memories. The reminiscence bump tended to shift to match the time period of emigration. More interesting, the memories of the participants were clearly divided between their two known languages. Memories before immigration (and the reminiscence bump) were stored in participants' original language. Later memories that were from a post-immigration period were stored and more easily retrievable in the language that participants were forced to switch to as a result of their immigration event (Schrauf & Rubin, 1998; 2000; 2001).

The processing of emotional speech by bilinguals has already begun to clarify some of the idiosyncrasies of semantic and autobiographical memory retrieval and structure. We now know that emotional stimuli can have the same impact regardless of language, as long as participants have similar levels of fluency and daily usage in all known languages. However, some emotional connections remain unique and highlight features of autobiographical memory.

Extralinguistics

According to *The Free Dictionary* (2010), the word "extralinguistic" means collective knowledge that is needed to comprehend an utterance and pronunciation. Extralinguistic is the situation beyond the bound of the linguistics; however, it is a free pattern that can exist in any fields of study and the field of language studies; extralinguistic elements are considered because the elements give information about motivation, emotion, behaviour, personality, and so on that are proven helping a student grasp the certain language. In this study, the researcher connected all four ancillaries and extralinguistic in language learning which are essential in order to indicate the perfection of other languages' acceptance besides the mother tongue.

Emotion as One of the Dominant Factors of Extralinguistics in Learning Second Language Among Malay Students in Negeri Sembilan

The researcher is a Japanese language teacher in SBPIJ before moving to SEMESRA. In SBPIJ, there are five types of the second languages, such as English, Mandarin, Japanese, French, and Arabic. Each language has their activities which evoke the interest towards the second languages. As an example, Mandarin exposed the students to the cultural festivals, such as Lantern Festival, Mooncake Festival, and Lion Dance. The researcher invited Japanese native speaker to interact with the students as the educational activity for Japanese language. These beneficial activities led the students to learn the second language well. The students who were learning French had the chance to play petanque and learned more about this game which originated from French. The second language that is compulsory to pass in integration boarding school is Arabic. The teachers often carry out the language activities, such as watching videos, singing, and playacting. These activities are one of the factors to motivate the students towards having the great interest in the second languages; besides, being successful in other subjects. Teachers play the important role to ensure the students feel comfortable to study in the school, love the school environment, and study in the comfy and fun condition.

Research About Emotion Based on the Theory of Learning by Rita Dunn (1992)

The learning styles are the styles or the ways when the individual responds to the surroundings in order to process, analyse, and receive the information, knowledge, experience, or the required skill.

According to Rita Dunn (1992), the styles of learning for the students can be identified through their responses towards five types of stimuli and dimension, such as environmental, emotional, sociological, physical, and psychological. Each of the stimuli has their own dimensions; however, the researcher only analysed one of them which is emotional stimulation. The emotional stimulation can be divided into motivation, determination, responsibility, and structure dimensions. The elements of the Theory of Learning by Rita Dunn (1992) are explained in Figure 1.

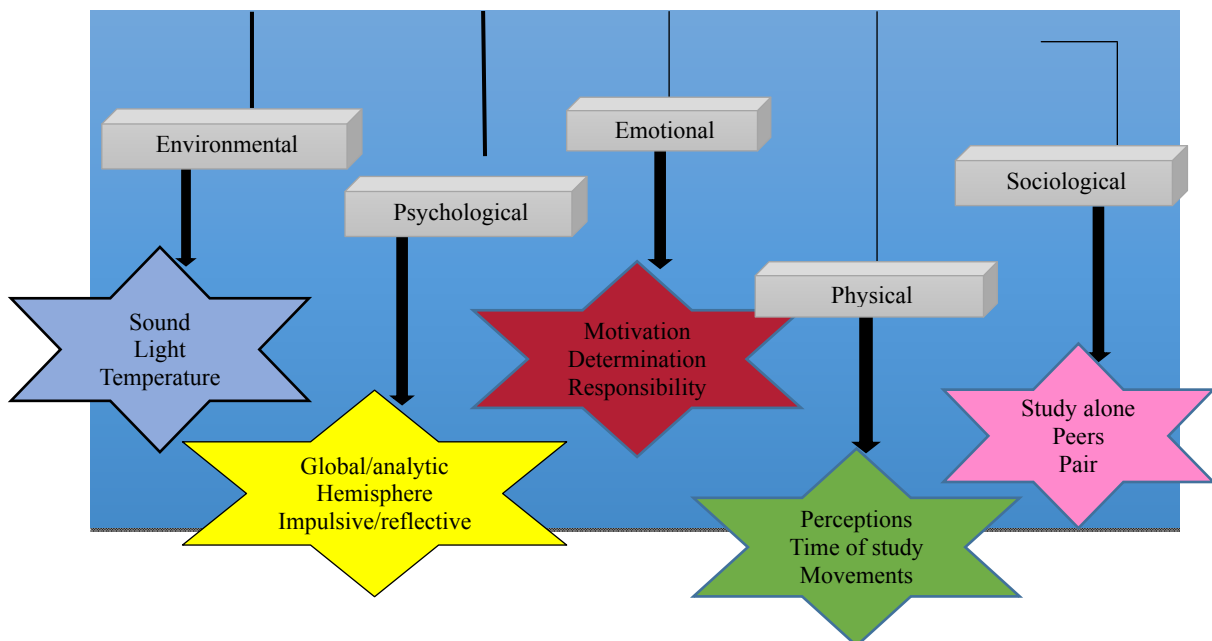


Figure 1. Learning theory by Rita Dunn (1992).

MacIntyre (2002) believed emotion is the main base of motivation. Moreover, emotion comprises the impulse that reacts in the certain ways influenced by the emotion conditions. The impulses to react will encourage the smoothness in social functions including the second language interactions. The researcher defined the impulses what were meant by MacIntyre (2002) were actually motivation. To be further, it is clear that the opportunity to learn the second language leads the teachers to motivate the students because they teach them the skills to understand the important structures of the second language; besides, they instill the interest and enjoyment into the students to learn the language. The socio-educational model by Gardner (2005) was specified to study how motivation has the reciprocal relation with emotion although the emotion was not mentioned in the study. Based on the research arguing, Gardner (2005) used the phrase of “affective variables” that represents “emotions”.

Besides motivation, the emotional factors affect the learning of foreign languages among the subjects which consist of Malay students. According to the Monitor theory, the students’ emotion conditions are a part of affective filter hypothesis. Students feel less anxious can lead to the better continuity of their second language acquisition. The percentage of the survey responses that were matched the study of Rita Dunn (1992) proved the truth of the Monitor theory about emotions as shown in Table 1.

Emotions are the internal aspects that affect students’ learning styles. Emotion expressions should be understood as the aspects that influence the students. When the students are able to control their emotions, they are capable of making the language learning process even more effective. It obviously shows that it is important to control and manage the emotions in order to arise the spirit and persistence in language learning.

The comparisons of the responses based on the emotional element show D2, which is “I would rather be informed well about what to do while jotting down the notes of the second language (B2)”, is the most dominant with 100% for SBPIJ. The researcher found out that D2 is also the most dominant for SEMESRA (95%). This is because the affective filter hypothesis is likened by Krashen (2007) to the emotion of the students. In the research, SBPIJ and SEMESRA, the level of anxiety of the Malay students in SBPIJ was very low because it shows 100% of dependence on the teachers’ guidance. As the result, their emotion would be under control to learn four languages simultaneously. There are three compulsory languages to be taken, such as Malay, English, and Arabic. Meanwhile, there are also the elective languages, such as Japanese, Mandarin, and French. The fact is true for SBPIJ, but for SEMESRA, that English language is the only foreign language which is compulsory for all the students. The affective filter could accept the language without filtering the language critically because the students had been seeing the teachers as the advisors who guide them to learn and comprehend the languages.

According to Mohd Najib Abdul Ghaffar (1999), emotion is a natural arousal towards the response of something that has been experienced. Emotions, feelings, and values are important in indicating the achievement and one’s life condition (Mohammad, 2004).

Emotional factors of STJ are very in contrast to SBPIJ and SEMESRA. The Malay students of STJ chose B1 for the “No” answer to the item “I am able to learn the second language (B2) for long term without a break”. These negative responses showed the relation between the students’ emotion conditions and the behaviour, including the personalities that will be discussed further.

Some of the students complete the tasks altogether at the same time when they are so determined and high-spirited. According to the survey of emotion, 75% of STJ students answered that they would strive to complete the given tasks. The researcher has an opinion about the necessity of taking a break for the certain

students before they continue completing the tasks. However, the students are responsible, and it leads them to accomplish their tasks and produce the quality results of their works. The students will also have the more effective learning process if they constantly take full responsibility and practice the great values in their lives. In this aspect of emotion, the factor of structure also indicates the students' abilities. There are also the students who would like to do their tasks when they get or follow the instructions from the teachers. On the other hand, the creative students would like to accomplish their tasks by themselves.

Table 1

Extralinguistic Factors of the Second Language (B2) From the Aspect of Emotion Among the Subjects of Malay Student Groups

Schools	Yes/No	Yes/No	Yes/No	Yes/No
SBPIJ	A1. 88/12	B1. 26/74	C1. 82/28	D1. 49/51
	A2. 65/35	B2. 72/28	C2. 33/67	D2. 100/0
STJ	A1. 78/22	B1. 2/98	C1. 75/25	D1. 15/85
	A2. 75/25	B2. 95/5	C2. 61/39	D2. 97/3
SEMESRA	A1. 79/21	B1. 22/78	C1. 90/10	D1. 44/56
	A2. 52/48	B2. 81/19	C2. 28/72	D2. 95/5

Notes. Clues:

A1: Do you like to get the compliment when you answer the second language (B2) questions correctly?

A2: When I do the given tasks of the second language (B2), I would love to get the rewards from the teacher.

B1: I could learn the second language (B2) for long term without taking a break.

B2: I need to take a break for a couple of minutes before continuing my second language learning.

C1: I will strive to complete the second language tasks given by my teacher.

C2: I often forget to complete the second language tasks given by my teacher.

D1: I would like to make notes about the second language (B2) when I have the chance.

D2: I would like to be informed or told clearly about what to do when I jot down the notes for the second language.

The results of the dominant extralinguistic factors regarding the aspect of emotion based on the groups of students are shown in the graphs of Figure 2.

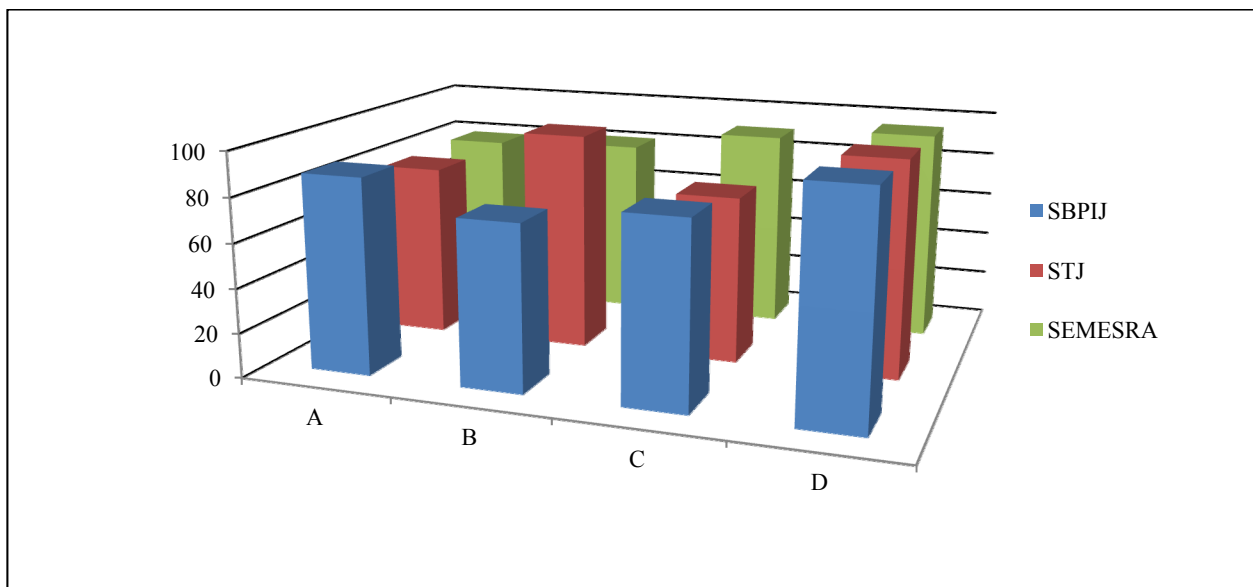


Figure 2. The dominant extralinguistic factors of emotion based on the research subjects (Source: field work, 2011).

The findings of the research were collected by the researcher based on the interview done on a few informants who will be included in this chapter as the additional information to strengthen the research objective.

The experienced Malay language teacher who has taught for 23 years believed the students in SBPIJ are so interested in learning the second language (B2) and able to do the second language tasks very well without weakening their performances in Malay language subject for Peperiksaan Menengah Rendah (PMR).

The aspect of emotion showed the same responses from those three schools. All the students depend on the instructions or guidance of the teacher for the second language notes. In the boarding schools, the time to study has been managed by the school, so every student needs to follow the schedule. This is one of the advantages to study in the boarding schools as compared with other day schools.

In the boarding schools, the students depend on the teacher not only for the lessons but also their daily lives. It is because they live with their fellow students in the schools, and the teacher is the right person that students can share their problems with. The students might not be able to make their own decisions and manage their daily lives without the teacher's guidance.

According to the other informant who has taught English language for 17 years, the students who care about their second language (B2) achievements are more creative in thinking or giving ideas because learning other language means the students also learn the new cultures about the country where the certain language originates.

According to the author, Mahmud Kamil Al-Naqah (1985), the students who learn the second language (B2) other than their mother tongue have the faster progress of learning the second language (B2) as compared with other students who only have the limited experience about the language.

Noam Chomsky (Noam Chomsky Institute Professor & Professor of Linguistics [Emeritus] *Linguistic Theory, Syntax, Semantics, Philosophy of Language*, 2010) through the email which was sent to the researcher believed that people have or not have their own reasons to learn the certain language. The children all over the world learn the various languages at the same time. Sometimes, they show the full effort and attention on the language learning since the learning is a natural process. They also do not realize that they actually learn the different languages until they are mature to fully understand the language learning. Although the student learns the second language (B2) at the age of 13 years, there is no reason or proof that has stated the student's mother tongue will be weak or affected. Noam Chomsky agreed with Skinner (2011, on Wikipedia encyclopedia free, http://ms.wikipedia.org/wiki/main_page). He believed that human beings need to be taught to learn and acquire the language that will be automatically processed in the brain. This opinion is similar to Krashen's opinion (2007) that said the language is easily acquired when there is no emotion problem such as anxiety.

Conclusions

The researchers found that the aspect of emotion showed the same responses from those three schools. All the students depend on the instructions or guidance of the teacher in learning the second language. In the boarding schools, the students depend on the teacher not only for the lessons but also their daily lives. It is because they live with their fellow students in the schools, and the teacher is the right person that students can share their problems with. The students might not be able to make their own decisions and manage their daily lives without the teacher's guidance. Emotion expressions should be understood as the aspects that influence the students. When the students are able to control their emotions, they are capable of making the language

learning process even more effective. It obviously shows that it is important to control and manage the emotions in order to rise the spirit and persistence in language learning.

References

- Al-Naqah, M. K. (1985). *Ta'lim al Lughah al-Arabiyyahlil Natiqina bi Lughatun Ukhr (Learning Arabic speech in different language)*. Saudi Arabia: Universiti Ummul Qura.
- Dunn, J. (1980). Playing with speech. In L. Michaels and C. Ricks (Eds.), *The state of the language*. Berkeley: University of California Press.
- Dunn, J. (2000). Mind-reading, emotion understanding, and relationship. *International Journal of Behavioral Development*, 24, 142-144.
- Dunn, R., & Dunn, K. (1992). *Teaching elementary students through their individual learning styles practical approaches for grades 3-6*. Needham Heights, MA: Allyn and Bacon.
- Fazio, R. H., Sanbonmatsu, D. M., Powell, M. C., & Kardes, F. R. (1986). On the automatic activation of attitudes. *Journal of Personality and Social Psychology*, 50, 229-238.
- Gardner, R. C. (2005). Integrative motivation and second language acquisition. Proceedings from *The Canadian Association of Applied Linguistics/Canadian Linguistics Association Joint Plenary Talk*. May 30, London, Ontario.
- Ghaffar, M. N. A. (1999). *Penyelidikan Pendidikan (Education research)* (4th ed.). Johor Bahru: Penerbitan Universiti Teknologi Malaysia.
- Harris, C. L. (2004). Bilingual speakers in the lab: Psychophysiological measures of emotional reactivity. *Journal of Multilingual and Multicultural Development*, 25, 223-247.
- Harris, C. L., Aycicegi, A., & Gleason, J. B. (2003). Taboo words and reprimands elicit greater autonomic reactivity in a first than in a second language. *Applied Psycholinguistics*, 4, 561-578.
- Knickerbocker, H., & Altarriba, J. (2014). Bilingualism, memory, and emotion. *Cambridge Extra at the Linguist List*. Retrieved from <http://cup.linguistlist.org/2014/01/bilingualism-memory-and-emotion>
- Krashen, S. (2007). *Literacy campaigns: Access to books is the first step*. Literacy Network News, Spring 2007. Retrieved from http://www.sdkrashen.com/content/articles/literacy_campaigns.pdf
- MacIntyre, P. D. (2002). Motivation, anxiety and emotion in second language acquisition. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 45-68). Philadelphia: John Benjamins.
- Mohammad, R. (2004). *Kecerdasan emosidan hubungannya dengan pencapaian akademik dan tingkah laku kenakalan pelajar (Emotional intelligence and its relationship to academic achievement and student misbehavior)*. Projek Sarjana, UTM, Tidak Diterbitkan.
- Schrauf, R. W., & Rubin, D. C. (1998). Bilingual autobiographical memory in older adult immigrants: A test of cognitive explanations of the reminiscence bump and the linguistic encoding of memories. *Journal of Memory and Language*, 39, 437-457.
- Schrauf, R. W., & Rubin, D. C. (2000). Internal languages of retrieval: The bilingual encoding of memories for the personal past. *Memory & Cognition*, 28, 616-623.
- Schrauf, R. W., & Rubin, D. C. (2001). Effects of voluntary immigration on the distribution of autobiographical memory over the lifespan. *Applied Cognitive Psychology*, 15, S75-S88.
- Sunnarborg, P. (2002). *Exploring attitude and attitude change in second language learner*. Minnesota: University of Hamline.
- Sutton, T. M., Altarriba, J., Gianico, J. L., & Basnight-Brown, D. M. (2007). The automatic access of emotion: Emotional Stroop effects in Spanish-English bilingual speakers. *Cognition & Emotion*, 21, 1077-1090.
- The Free Dictionary. (2010). *Extralinguistic*. Retrieved from <http://www.thefreedictionary.com/>