

A Comparative Study of Non-Cognitive Factors Influencing Second Language Acquisition of Learner

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Abstract - This research aimed to explore the non-cognitive factors influencing second language acquisition (SLA), with a particular focus on intrinsic motivation, anxiety, social interaction, and environmental influences. Through the analysis of survey data, the study highlights the profound impact these non-cognitive variables have on students' ability to acquire a second language effectively.

It also helps the teachers to improve the performance of learners by using non-cognitive strategies in their teaching learning process. Teachers will implement these non-cognitive strategies and improve the performance of learners by language acquisition.

The study used a qualitative semi structured interview and questionnaire method to find out non-cognitive factor effecting second language acquisition .in total 110 participants there are 100 students and 10 English language teachers. The semi-structured interview data reveals insightful information about the learners' experiences, motivations, and perceptions regarding second language acquisition.

Keywords- Non-cognitive, Language acquisition, Second language

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INTRODUCTION

How children spend their time as they grow into adult citizens impacts that they become and the human capital accessible to us as a country. Both cognitive and non-cognitive elements have a significant part in a child's development. Long-term student performance in school and in life is driven by non-cognitive skills like motivation, perseverance, social abilities, and self-control.

Educators, on the other hand, tend to place a greater emphasis on non-cognitive skills which are more linked directly to academic success (though the precise talents or traits as schools' emphasis vary greatly). Concerns raised about the imprecision in discussing and evaluating non-cognitive elements as the field of education has shifted its focus (Jones et al., 2016). Indeed, non-cognitive factors research has been influenced by a wide range of domains and disciplines that use a comparable, but not always overlapping set of structures and words to describe non-cognitive skills. Non-cognitive skills could include "social-emotional learning," "academic mind-sets," "non-academic" "emotional intelligence," "character," or "college and job readiness" skills, depending on the subject in question. An online platform called

"Explore SEL" was designed in answer to this challenge.

STATEMENT OF THE PROBLEM

The present proposed study is entitled as: "A comparative study of non-cognition factors influencing language acquisition of learner".

RESEARCH QUESTIONS

1. What are those non-cognitive factors influence language acquisition of learners?
2. How non cognitive factor play vital role in language acquisition of learner?

DESIGN OF THE PROPOSED STUDY

Proposed research design for this study is exploratory research design of qualitative research fuscous on the lived experience of learners with non-cognition factors influence second language acquisition. exploratory research design is valuable for gaining a deeper understanding of complex phenomena, generating research questions for further investigation, and laying the groundwork for more focused research studies. It provides

researchers with the flexibility to explore new topics and discover unanticipated insights that may inform future research directions

POPULATION OF THE STUDY

The universe or population means, the entire mass of observation, which is the parent group from which a representative sample is chosen for the collection of the data and for whom the researcher derives on the findings. The researcher proposes to conduct a study on learners of elementary school students of 6 & 8 standard of Delhi. In this study purposive sampling will be applied to select the sample of elementary students. There will be no. of 110 participants of 6 & 8 standards with different age groups and 10 language teachers for the study.

SAMPLING TECHNIQUE

The researcher proposes to conduct study on learners of elementary school students of Delhi. In this study purposive sampling will be applied to conduct interviews and observation of elementary school students and teachers. For the present study the researcher had drawn 110 samples from government school including students and teachers, 50 of class 6 and 50 of class 8 and took focused interview from 10 language teachers of elementary classes.

Proposed Data Collection Procedure

The study will involve non-cognitive factors influencing second language acquisition. In this qualitative research firstly, the researcher will select the participants of 6 & 8 standard to identify the factor affecting second language acquisition' afterwards the researcher selects the study group for their study.

Tools For Data Collection

Semi structured interview of the students these observations and interviews would seek to understand the influence of non-cognitive factors of learners learning a second language. To know about non- cognitive factor anxiety, social skills, motivation, environment, curiosity and creativity effecting second language acquisition of the student.

Semi structured interview with the teachers about the progress and difficulties of the students in second language acquisition, doing homework, his language difficulties, emotional problems and illness.

Procedure Of Data Collection From Teachers

For the data collection from the teachers the researcher were used semi -structured interview to analysis the second objective of the research to analysis the non-cognitive factors play a vital role in the second language acquisition of learners?

Analysis Of Data Collection

Collection of data by various sources like interview and questionnaire to analysis the non-cognitive factors effecting second language acquisition of the learner. Qualitative data analysis involves interpreting non-numerical data to understand patterns, themes, and meanings.

DATA COLLECTION THROUGH INTERVIEW METHOD OF STUDENTS

Objective: 1.To find out the non-cognitive factors that influence second language acquisition of learners

To justify this objective researcher organize semi structured interview and ask 3 specific questions to the learner like what is your experience in language classrooms? Getting multiple responses from the learner on the basis of their experiences like 'interesting', 'not interesting', 'in language class we get to know new things', some said that they don't understand English but they are curious to learn .The responses indicate a range of experiences in language classrooms. Some students find the classes engaging and informative, while others may not find them as interesting. There is also an acknowledgment of curiosity and a desire to learn despite difficulties in understanding English. Students have varied experiences in language classrooms. Some find the classes interesting and educational, while others may not find them as engaging. There are also students who struggle with understanding English but remain curious and motivated to learn.

In the same way researcher have asked another question to the learner Are you willing to communicate in a second language? Most of the student replied that yes, we are willing to communicate in English for this my family and friends motive me and provide me suitable environment. Students are generally willing to communicate in English. They are motivated by their family and friends, who provide them with a supportive environment that encourages language use.

In the same way researcher ask how would you acquire a second language? Students replied that we acquire language from parents, friends, talking to others, newspaper, environment, 'मुझे ऐसा वातावरण चाहिए जहाँ सब इंग्लिश बोलते हो'.The interviews reveal that non-cognitive factors such as motivation from family and friends, curiosity, and the need for a supportive environment play significant roles in second language acquisition. Students value engaging and informative language classrooms but also recognize the importance of external factors like exposure to English in their surroundings for effective learning.

DATA COLLECTION THROUGH INTERVIEW METHOD OF TEACHERS

Objective: 2.To analysis the vital role of non-cognitive factors in second language acquisition of the learner.

Researcher conduct semi-structured interview of teachers and ask 10 specific questions to the 10 English language teachers of elementary school. First question what non-cognitive factors influence learners' acquisition of a second language? Teacher replied peer group, friends, environment, family, self-motivation, school activities, and family background, curiosity and so on. Next question asked by the researcher, in what ways do non-cognitive factors significantly contribute to learners' acquisition of a second language? Teacher replied that self-motivation, ideal personalities, peer group, environment, family, group activities etc. Researcher asks another question like how do you motivate students to acquire a second language? Teacher replied that we motive students by motivational speech, self-motivation, and motivational videos, tell them about some ideal personalities, and organize some activities like role play; storytelling .some teachers said that some students are self –motivated and curious to learn.

Researcher asks another question about non cognitive factors Do curious students acquire a second language faster than other students? Teacher replied that yes, curious students acquire a second language faster than other students because they try to clear their doubts, they learn from different mediums like television, self –learning and they try to interact in English language. Researcher asks another question like Do non-cognitive factors help in the acquisition of a second language? Teacher replied yes, non-cognitive factors play very important role in language acquisition like environment, motivation, peer group, self-motivation, interest, family background, curiosity. Researcher asks another specific question like what is the role of the environment in second language acquisition. Teacher replied that environment play really significant role in language acquisition like if a family speak in English child acquire it naturally without any teaching ,sometime teacher influence a learner to speak ,peer group environment also effect in language acquisition .researcher ask another question like Do group activities help in second language acquisition? Teacher replied that yes, group activities help in language acquisition like group discussion, thought exchange, group activities ,role play, complete the sentence to motive the students .researcher was asked another question that Do student feel anxious in speaking second language? Teacher replied that yes, they feel anxious because of peer pressure they don't try to speak and sometimes they feel conscious while speaking. Researcher asks another question like Do girls acquire second language faster than boys? That yes, most of the teacher replied that girls acquire second language faster than boys, some said

that no, boys are better than girls and some of uncertain because they feel it's a matter of environment and curiosity. The next question asked by the researcher that how would you provide better environment for second language development to the students? Teachers replied that for second language acquisition it is important to motivate the students to speak in class, provide daily opportunities to speak, organize some activities in the school like role play, storytelling, and speech, provide environment to speak. Overall, Non-cognitive factors such as motivation, curiosity, peer influence, and a supportive environment play crucial roles in the effective acquisition of a second language. Teachers recognize the need for a motivating and interactive learning environment to support students' language development and address challenges like anxiety and varying acquisition rates. Implementing strategies that enhance these non-cognitive factors can significantly improve language learning outcomes for students.

THE FINDINGS OF THE STUDY MAY BE SUMMARIZED AS FOLLOWS

Data Collection Through Interview Method Of Students

1. Experiences in the language classroom

Many students found the experience "interesting" and appreciated the opportunity to learn new things. For them, the classroom is a space of discovery where they can explore language beyond mere textbook knowledge and some students expressed frustration due to language barriers, particularly struggling with understanding English. However, despite these challenges, their curiosity to learn remains intact. This demonstrates the importance of fostering curiosity in second language acquisition, even when comprehension is limited.

2. Willingness to Communicate

Most students expressed a strong willingness to communicate in English, suggesting that social motivation plays a critical role in language learning and a significant number of students mentioned that their family and friends motivate and provide an encouraging environment for them to communicate in English. This highlights the social and environmental influences on SLA, indicating that a supportive network is crucial for language learners to feel confident and motivated.

3. Sources of Language Acquisition

Social interactions with family and peers are seen as vital in the learning process, emphasizing the role of interpersonal relationships in SLA. Several students indicated that being in an English-speaking environment is critical. For instance, one student explicitly mentioned the need for a setting where "everyone speaks English" ("मुझे ऐसा वातावरण चाइये

जहाँ सब इंग्लिश बोलते हो"). This reflects the significant role that immersive language environments play in facilitating natural language learning and Students also recognized newspapers and other media as useful tools for language learning, which suggests the importance of exposure to a variety of language input beyond just the classroom.

4. Interaction with Peers in English

Students provided mixed responses some students responded affirmatively, stating that they do engage in conversations in English with friends and other people. This highlights the role of peer interaction in facilitating language practice, which is a crucial aspect of second language acquisition (SLA). Interaction allows students to use the language in real-life settings, helping them gain fluency and confidence.

On the other hand, some students admitted they do not interact with their friends in English because they either lack the ability to understand or speak the language. One student expressed a desire for friends to speak with them in English: "मैं चाहता हूँ कि मेरे दोस्त और बाकि लोग मुझ से इंग्लिश में बोले" ("I want my friends and others to speak to me in English"). This demonstrates that while social interaction is recognized as important, language barriers can limit the opportunities for practicing English. It also suggests a need for a supportive social environment where students feel comfortable practicing the language, even if their skills are not fully developed.

5. Curiosity and the Desire to Learn

Students pointed out that although they are curious and willing to learn English, they face challenges in understanding the language. A common issue is the lack of opportunity for interaction in English, as student mentioned, "we are curious to speak in English but we don't understand because no one speaks with us. "To foster second language acquisition, it is essential to create environments where students can satisfy their curiosity by practicing speaking and understanding the language. Providing platforms for interaction and immersive experiences can bridge the gap between curiosity and actual language proficiency.

6. Feeling Anxious While Speaking English

Anxiety is a key non-cognitive factor that affects students' second language acquisition. Social pressures, fear of judgment, and lack of supportive environments can increase anxiety, leading to less practice and slower language development. However, students who feel supported by family and friends are less likely to experience anxiety and are more willing to practice speaking English. This highlights the importance of creating supportive environments in both schools and homes to reduce anxiety and encourage language learning.

7. Use of New Words in Communication

Students mentioned that they use new English words with friends, which they learn from school, television, tuition teachers, and English newspapers. This shows that students are eager to incorporate new vocabulary into their conversations, indicating a positive attitude towards language learning and an understanding of the importance of expanding their lexicon for better communication and various sources such as school, media, and personal tutors were cited as places where students learn new words. These responses highlight that language learning is not confined to the classroom but extends to everyday interactions and exposure to different forms of media. This aligns with theories of SLA that emphasize the importance of contextual learning and meaningful interaction for language acquisition.

8. Environment

The environment in the classroom and in real-life contexts is a key non-cognitive factor in second language acquisition. The responses from students indicate that they benefit from a classroom environment where teachers provide a variety of engaging activities to facilitate language learning. Moreover, the ability to apply classroom learning in real-world situations, such as interactions with friends and family, further accelerates the process of acquiring a second language. This highlights the importance of creating a conducive environment that bridges classroom learning with everyday language use.

9. Application of Classroom Learning

Many students responded that they actively apply the language skills they have learned in the classroom in their day-to-day interactions. For example, some students mentioned practicing English with their friends, while others applied their classroom learning within their family settings. This suggests that a significant portion of students recognize the value of the English classroom as a foundation for practical language use, demonstrating that a supportive and structured classroom environment positively impacts SLA.

10. Classroom Activities for Language Acquisition

Students shared that their English teachers incorporate a wide range of activities to make language learning engaging and interactive. These activities are storytelling and poem recitation, writing on the board to focus on sentence construction and language accuracy, reading and watching English films to improve comprehension and expose students to authentic language use and writing assignments, group discussions, and essay writing to foster deeper engagement with the language, improving both written and oral communication.

DATA COLLECTION THROUGH INTERVIEW METHOD OF TEACHERS

1. Non-Cognitive Factors Influencing SLA

Teachers were asked, "What non-cognitive factors influence learners' acquisition of a second language?" The common factors mentioned were:

- Anxiety
- Environment
- Social skills
- Self-motivation
- Curiosity
- School activities

These factors reflect the social and emotional elements beyond cognitive abilities that play a critical role in language learning.

2. Significance of Non-Cognitive Factors

When asked how non-cognitive factors contribute to SLA, teachers identified self-motivation, peer group influence, family support, and school activities (such as group work and discussions) as significant contributors. They emphasized that students' emotional and social experiences help shape their language learning journey.

3. Motivating Students to Learn a Second Language

To motivate students, teachers use a variety of approaches, including:

- Delivering motivational speeches
- Sharing stories of role models or successful individuals
- Showing motivational videos
- Organizing interactive activities like role plays and storytelling sessions some teachers also noted that many students are inherently self-motivated and curious to learn, which aids in their language acquisition.

4. Impact of Curiosity on SLA

Teachers were asked if curious students acquire a second language faster than others. The consensus was that curious students do indeed learn faster, as they actively seek answers, engage in self-learning, and try to communicate in English more frequently. Their curiosity drives them to use multiple learning resources, such as television and the internet.

5. Role of Non-Cognitive Factors in SLA

Teachers overwhelmingly agreed that non-cognitive factors, such as the learning environment, motivation, peer groups, and self-motivation, play a critical role in second language acquisition. They emphasized that these elements create a supportive atmosphere that encourages learning beyond the traditional classroom setting.

6. Role of Environment in SLA

A family that speaks English can naturally foster the language in children, Teachers and peer groups can influence a learner's willingness to engage in English and creating a positive, English-speaking environment significantly aids in language learning.

7. Group Activities and SLA

Teachers agreed that group activities, such as group discussions, thought exchanges, role plays, and sentence-completion exercises, help motivate students and facilitate second language acquisition. These activities promote interaction and encourage the practical use of the language.

8. Anxiety in Speaking a Second Language

Teachers noted that many students feel anxious when speaking a second language, largely due to peer pressure and self-consciousness. This anxiety often prevents students from trying to speak English, even though they may want to.

9. Gender Differences in SLA

The question, "Do girls acquire a second language faster than boys?" yielded mixed responses:

- Most teachers believed that girls learn a second language faster than boys.
- Some argued that boys are better at language acquisition.
- A few were uncertain, stating that it depends on the individual's environment and curiosity.

10. Providing a Better Environment for SLA

Teachers were asked how they would create a better environment for SLA. Their suggestions included:

- Motivating students to speak English in class
- Providing daily opportunities for language use
- Organizing school activities like role plays, storytelling, and speeches

- Cultivating an environment that encourages English communication both inside and outside the classroom

DELIMITATION OF THE STUDY

Every researcher has to delimit his or her study because everything can't be done in one study, due to time, availability of resources etc.

- The sample will be select only from the elementary school students of Delhi. Therefore, the result of the study will be cautiously generalized to other places and classes.
- The sample will be selected using non-randomized sampling technique due to lack of unavailability of information and resources.
- Tool is confined to only few dimensions of non-cognition instead of taking all other dimensions.
- This study covers few dimensions of non-cognitive factors there are various factors need to be studied.

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