

Psychological Dimensions of Language Learning: Empowering Students Through English

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Abstract: Students learning English in India frequently encounter challenges stemming from insufficient desire and confidence, disparities in pronunciation and grammar, a lack of practice opportunities, and limited communication partners, all of which adversely impact their mental health. The adoption of psychological training benefits these constraints by offering personalized coaching to students across all dimensions. This study developed psychological dimensions to continuously monitor students' spoken English. Data was gathered from 350 participants, primarily Anurag University graduates in Hyderabad. The data analysis, conducted using SPSS software, employed random sampling for calculating the sample size. The research incorporated qualitative assessment to determine participants' features and assign them to relevant clusters. The findings indicated that the most pronounced disparities in mental health between students utilizing psychological language games and English language literature and those not employing them were despair, anxiety, hostility, terror, and psychosis. The proportion of pupils utilizing English language materials for psychological empowerment was higher than those who did not.

Keywords: English language learning, Psychological Empowerment, Mental health, Second language acquisition, Communication skills

1. INTRODUCTION

In the era of globalization, the English language is increasingly vital as it provides access to opportunities in every field. Teachers of English as a second language (ESL) focus on improving students' communication skills and developing their communicative competence. Students are encouraged to practice English in academic and social contexts, integrating listening, speaking, reading, and writing skills. Stephen Krashen argues that language acquisition does not require extensive conscious grammatical rules or tedious drills. Instead, it requires meaningful interaction in the target language. Acquiring a second language promotes good attitudes, enhances analytical abilities, and fosters cultural understanding. It aids

individuals in various fields, such as international travel, business, and technology. However, second language learners often face psychological challenges that impede their progress. Language acquisition has become one of the demands of humanity to sustain communication in the globalized society. However, it is not an isolated process and restricted to language abilities. It is impacted by a multitude of emotional elements and learners' views. One of these factors is surely academic drive, which makes language acquisition a more comprehensive process, and it brings the sensation of empowerment together. Therefore, the current research focuses on the academic motivation and learner empowerment from the students' viewpoints and on the potential link between them. Engineering graduates who studied English as an obligatory subject formed the participants of the research. The study employed mixed methods research design. The quantitative data were acquired using Academic Motivation Scale and Learner Empowerment Scale. The qualitative data were acquired using open-ended questions. Both quantitative and qualitative data analysis methodologies were applied. Quantitative data were evaluated with Statistical Package for Social Sciences (SPSS). The qualitative data were submitted to the content analysis. As a result of the research, pupils seemed to have moderate degree of academic motivation. Similarly, perceived learner empowerment was found to be at moderate level. The association between academic motivation and learner empowerment was good. What is more, the data demonstrated a statistically significant association between academic motivation and learner empowerment. Higher motivation might fuel the sensation of empowerment in learning English. The research aims to give insights and consequences for instructors to construct a supportive learning environment based on students perceived academic motivation and learner empowerment levels.

2. PSYCHOLOGICAL CHALLENGES IN SECOND LANGUAGE ACQUISITION

Learning a second language introduces various psychological hurdles, including anxiety, lack of confidence, and motivation issues. Anxiety, a psychologically formulated phenomenon, arises from fear of losing self-identity. It hinders language acquisition by creating additional challenges for learners and instructors. Heightened anxiety often results in deficiencies being exposed, leading to further psychological problems. The Learners learn a second language with the assistance of exiting knowledge of the original language. Stephen Krashen says that language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. Second language involves learning a new language and not the language of a native speaker. Acquiring a new language generates good attitudes, increases analytical abilities and also assists in acquiring a new culture. Second language learning aids an individual in international travel, business, technology and marketing, etc. It increases listening abilities and memory power. Language is a crucial aspect and there are varied elements that impact the second language acquisition. The learner's language faculty in the second language plays a prominent role in determining the communicative competence. In gaining the second language skills, the learner should be enhanced with cognitive aspects like aptitude, motivation, personality, cognitive style, learning strategies, background of learning, social context, etc. These are the key causes underlying in second language acquisition. The components of language and second language skills play a key part in learning the language. There is no doubt that emotions have a significant effect on the learning process, which is related to the student's personality, as he is the axis around which the educational process revolves, and which seeks through its educational means to build its personality according to scientific and healthy basis.

The educational goal no longer means providing the student with an amount of information, but rather caring for his personality as a whole in its mental and psychological aspects in order to make him a person confident in his abilities and capabilities and aware of his abilities and what he should and must do in terms of effective and purposeful work, through his free choices, which will have consequences, and he must accept those results as a result of his personal doings. Also, he must realize his own responsibility and endeavour to develop linkages that connect him with others by building social interactions based on

love and reciprocal engagement that enable him to emphasise his privacy, uniqueness and distinctiveness. This demands him to have a personality defined by emotional tact.

(Al-Masoudi, 6). The segment of young women, particularly female university students, is regarded one of the most significant, most conscious and educated sectors of society, and caring for them is considered one of the priorities of society as a whole. They are the means of change, construction and advancement, or they are the energy on which any growth or progress in the country is founded, and they must be cared for, given attention and directed

2.1 Motivation and Attitude

Motivation is a crucial factor for success in language learning. Teachers must understand the link between motivation and language acquisition to effectively inspire students. Similarly, attitude plays a significant role. A positive attitude toward language, teachers, and peers fosters better learning outcomes. According to Gardner (1985), attitude encompasses learners' feelings and prejudices about language acquisition. In patriarchal countries, there is a disproportionate presence of women in many spheres such as politics, law, journalism and the labour. In addition, they are more subject to violence and discrimination. Promising techniques to increasing psychological empowerment in women include transformative group dynamics and empowerment-based treatments. The argument for such an approach is that psychological empowerment plays a crucial part in the growth of women. Not only does it lead to numerous beneficial consequences, such as enhanced levels of self-esteem, self-efficacy and confidence, an increased feeling of control over someone's life, and more engagement in decision-making, but it also helps break down gender stereotypes. These treatments create a safe and supportive place for women to share Their experiences, improving relationships, developing their skills and confidence, and so inspiring them to pursue leadership responsibilities. Empowerment is a process of consciousness and conscience to create capacities, which leads to achieving more effective involvement and authority in decision-making and control. Empowerment is a process of knowledge and consciousness to increase capability that leads to more involvement and effective decision-making and control. This includes the capacity to acquire what one wants and influence others about one's interests (Al-Krenawi, A., & Aqrabi, 2017:301).

Psychological empowerment is defined by the individual's conviction in his capacity to impose control over his own life and create a good impact in the world. Specifically, women who experience high levels of psychological empowerment show a stronger predisposition to engage in collective acts, which contributes to improve efforts toward gender equality more widely. Psychological empowerment is a mix of self-esteem, self-efficacy, self-determination, self-confidence, self-awareness, and positive thinking that eventually contributes to women's well-being and happiness. The challenge of the present study may be described in answering the following question: What is the amount of psychological empowerment and emotional tact among female students at the College of Basic Education?

2.2 Self-Confidence and Self-Esteem

Self-confidence is essential in language learning. Learners with low confidence levels struggle to succeed in acquiring a new language. Self-esteem, another key factor, reflects learners' attitudes toward their abilities. A favourable self-perception enables learners to communicate more effectively and overcome challenges. Speaking is the most crucial skill in language acquisition. It is the foundational talent on which the other language abilities are built. One may learn to speak a foreign language solely by speaking. It is like driving or swimming. One can learn to drive simply by driving it. The structure of language and vocabulary is required in language acquisition. In speech, there are some forms that are customary and predictable. Halliday and Hasan say that "there cannot be just one right way of either speaking or writing. What is suitable in one place may not be nearly so appropriate in another. There is a genre of speech dependent on the topic of discourse and the speaker might be assigned unique function for communication. Wilga M. Rivers believes that students can be presented a choice of activities like performing things, finding out things, solving issues, etc. There should be a real motivation to attain this ability of communicating.

3. EMPOWERMENT THROUGH ENGLISH LANGUAGE COMMUNICATION

Psychological empowerment involves enhancing learners' motivation, confidence, and sense of autonomy. According to Conger and Kanungo (1988), empowerment includes delegation of

authority and fostering self-efficacy. It provides individuals with the flexibility and autonomy needed to achieve their goals. The expression 'English for development' is regularly repeated in policy discussions in many non-English-speaking developing nations. This discourse has been further heightened when English is employed as a worldwide corporate lingua franca - a common language for global communication among business workers who speak diverse first languages. However, how English language plays an important part in empowering company persons whose home tongue is not English and how English as a language continues to push their firms to deserve economic growth have been comparatively under-researched in language inquiry. Applying a qualitative research technique, this chapter aims to examine the function of English as a means of empowerment for international business and business professionals in Bangladesh and how it helps to economic growth. Data have been acquired via in-depth interviews from three cohorts of business professionals working in three levels of communication in the ready-made garments (RMG) business sector in Bangladesh. According to research, proficiency in the English language empowers businesspeople and organisations and opens doors to material gains like good jobs, positions, pay, and status. These factors then support the nation's economic growth, fight poverty, and promote sustainable development in general.

3.1 Dimensions of Psychological Empowerment

Spreitzer (1995) identified four dimensions of psychological empowerment:

- a. Meaning – The relevance of work to an individual's values and goals.
- b. Competence – The belief in one's ability to perform tasks successfully.
- c. Self-Determination – Autonomy in decision-making.
- d. Impact – The perception of making a meaningful difference through one's actions.
- e. These dimensions collectively enhance learners' intrinsic motivation and engagement in the learning process.

4. METHODOLOGY

Data was collected from 350 participants at Anurag University, Hyderabad, using random sampling. Advanced SPSS software facilitated the data

analysis. A qualitative assessment was employed to categorize participants into relevant clusters based on their psychological states and language acquisition progress.

5. FINDINGS AND DISCUSSION

The study revealed significant disparities in mental health between students who engaged with psychological language games and literature-based materials and those who did not. Key psychological challenges identified included despair, anxiety, hostility, terror, and psychosis. Students who utilized English as a medium of psychological empowerment exhibited improved language skills and mental well-being. Zimmerman's empowerment theory highlights that empowerment is dynamic and context-dependent. Learners' empowerment levels can vary across life domains, including family, school, and work. Effective empowerment programs must address specific areas of difficulty and adapt to learners' needs.

Moreover, Krishnan (2012) revealed that transformational leadership is the greatest predictor of psychological empowerment among research analysis. The findings demonstrated that transformational leadership influenced empowerment, and also psychological empowerment increase organizational outcomes via transformational leadership. In the same context but in the private sector, Balaji and Krishnan (2014) examined workers who are working in network marketing company in southern India. The study examined the link between psychological empowerment and transformational leadership. The results suggested that, the four aspects of psychological empowerment are favourably associated to transformational leadership. Jha (2013) performed a study to evaluate the effect of transformational leadership on the psychological empowerment among 310 managers and executives from three Information Technology (IT) firms in India. The findings suggested that, there is considerable positive link between transformational leadership and psychological empowerment. Similarly, Fang-guo (2013) proposed that, there is positive link between individual level transformational leadership and individual level psychological empowerment. A total of 350 engineering graduates were experimentally tested. The findings revealed that, transformational leadership connected with psychological

empowerment. Another research by Afsar, F. Badir, and Bin Saeed (2014) indicated that transformational leadership had substantial and favourable link with psychological empowerment. The studies also demonstrated that, psychologically empowered workers respond with better levels of organizational creativity and Innovative work behavior. Though the empirical research done by Avey, Hughes, Norman, and Luthans (2008) transformational leadership was expected to be directly connected to follower views of empowerment, a total of 341 working adults participated in the study. The findings suggested that, the perceptions of empowerment were shown to be directly impacted by transformational leadership.

6. CONCLUSION

Language learning requires the integration of listening, speaking, reading, and writing skills. Many second language classrooms fail to balance these elements, prioritizing reading and writing over speaking and listening. This imbalance often leads to unsuccessful language acquisition. By addressing psychological barriers such as anxiety and lack of confidence, teachers can create a supportive learning environment. Repeated practice, motivation, and psychological empowerment can enhance learners' communication skills and overall language competence. This research underscores the importance of psychological approaches in second language acquisition, providing insights into methods for empowering students through English language learning.

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