

**O ROLI RODZINY I RÓWIEŚNIKÓW W INKLUZYJNEJ EDUKACJI
I REHABILITACJI OSÓB Z NIEPEŁNOSPRAWNOŚCIAMI**DOI: https://doi.org/10.59444/2024MONredJan_2_15**Julia Nieścioruk**

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**CRUCIAL FACTORS
AFFECTING THE LEVEL OF PROFICIENCY
IN A FOREIGN LANGUAGE****Istotne czynniki warunkujące
poziom opanowania języka obcego**

Streszczenie. Nie ulega wątpliwości, że na tempo i poziom opanowania języka wpływa wiele różnych czynników, zarówno wewnętrznych, jak i zewnętrznych. Spośród tych dwóch grup czynników przedstawiono wybrane z nich, poczynawszy od czynników wewnętrznych: dobrostan psychiczny i przyjemność czerpana z nauki języka obcego, a skończywszy na czynnikach zewnętrznych: środowisko rówieśnicze i relacje z rówieśnikami. Po ich zdefiniowaniu omówiono ich korelację z innymi czynnikami z zakresu psychologii pozytywnej oraz istniejącymi wynikami badań. Jak wskazują podane źródła naukowe, istnieje pozytywna korelacja między wskazanymi czynnikami a biegłością i osiągnięciami w języku obcym. Odniesiono się również do wybranych teorii z zakresu psychologii pozytywnej, a także do postrzegania języka obcego w kontekście Teorii Złożonych Systemów Dynamicznych, która traktuje język jako dynamiczną, złożoną i niezwykle rozbudowaną strukturę. Ponadto artykuł wskazuje na ważną rolę rodziców, nauczycieli i rówieśników w procesie przyswajania/uczenia się języka obcego. Tym samym artykuł zawiera implikacje dla przyszłej praktyki edukacyjnej; wskazuje na potrzebę udoskonalania przez nauczycieli języków obcych ich programów edukacyjnych i pogłębiania kompetencji, zwłaszcza kompetencji społecznych, tak aby mogli skutecznie i adekwatnie wspierać swoich uczniów o zróżnicowanych potrzebach.

Słowa kluczowe: radość z nauki języka obcego (FLE), determinacja, dobrostan psychiczny, psychologia pozytywna w nauce języków obcych, Teoria złożonych systemów dynamicznych (CDST) w nauce języków obcych, środowisko rówieśnicze i relacje z rówieśnikami

Summary. It is undeniable that a wide variety of factors, both learner-internal and learner-external, influence the rate and level at which a language is mastered. From the two groups of factors, selected ones are presented, from learner-internal: well-being and foreign language enjoyment, and from learner-external: peer environment and relationships. The definitions of these factors are followed by a discussion of their correlation with other positive psychology factors and existing research results. As the given scientific sources indicate, there is a positive correlation between the selected factors and foreign language proficiency and achievement. References were made to selected theories from the field of positive psychology as well as to the perception of foreign language in the context of Complex Dynamic Systems Theory, which treats language as a thriving, intricate and extremely dynamic structure. Furthermore, the article identifies the important role of parents, teachers and peers in the foreign language acquisition/learning process. Thus, the paper provides implications for future educational practice; it points to the need for foreign language teachers to refine their educational

programmes and deepen their competences, especially their social competences, so that they can effectively and adequately support their students with diverse needs.

Key words: foreign language enjoyment (FLE), well-being, positive psychology in foreign language learning, Complex Dynamic Systems Theory (CDST) in foreign language learning, peer environment and relationships

Introduction

Learning a foreign language remains one of the most challenging tasks for many due to the complexity, longevity, and multidimensionality of the process. Constant, rapid changes, as well as the development in various spheres of life, are the unmistakable implications and justification for the ever-present strong need to study and effectively learn/use at least one foreign language (FL) (Kliś 2016). However, it should be noted that despite such high demand for high-quality foreign language education, the foreign language teaching process still needs to be improved. Furthermore, it is usually accompanied by a variety of difficulties related to the role of language, as a means of perception of the surrounding environment. After all, language is also an instrument to express oneself and understand the principles of social functioning. Hence, one might notice that there may occur a peculiar collision of two distinctly different realities, each shaped by the respective languages – native and foreign (Kliś 2016). An individual who wishes to learn or become proficient in a FL is gradually and constantly forced to continually resist the influences of their native language as they attempt to learn, master, and use the target language. For example, they have to defy the already-known, familiar structures and mechanisms to avoid replicating them in the target language. Thus, the learner should try to overcome the influence of their first language when perceiving the world and expressing themselves. Nevertheless, it is unlikely that a student will become fluent and proficient in a foreign language without undertaking the requisite steps. It is essential that the learner is prepared to relinquish their native language identity and embrace the new language in its entirety if they are to master it. (Kliś 2016; Bouton za: Kliś 2016).

Apart from the obvious strong influence of language on forming an image of our reality, it is also worth mentioning the role played by positive psychology in the process of foreign language acquisition/learning which has been studied for several decades. According to Li and Dewaele (2020), we have now entered what the researchers call a “Positive and Negative Emotions Phase” in foreign language learning research. This phase is said to have begun in 2010 and is still in motion. It is characterized by “the growing interest in the psychology of second language acquisition (SLA), which, in turn, contributed to an increasing awareness of both positive and negative emotions involved in the process of language learning” (Łodej, Osmoła 2024: 80).

Research, although intensive, can pose some challenges. The difficulty in conducting research and obtaining reliable results stems not only from the lack of adequate research tools, which reflect the importance of the researched issue/factor well, and point/discern the nuances but also from the fact that such research is time-consuming and the studied factors are very dynamic and complex. Furthermore, many of them (factors) perpetually influence each other, their strength may decrease or increase depending on certain circumstances, personality factors of an individual, or even the environment in which the research was/is conducted. Hence, the need to discuss foreign languages in the context of the Complex Dynamic Systems Theory, which treats language as a system comprised of smaller subsystems. Said systems are, according to the theory name, dynamic and complex, but also open, non-linear, and adaptive (Larsen-Freeman 2017; Hiver, Al-Hoorie, Evans 2022, Lowie, Verspoor, de Bot 2010).

Positive psychology in foreign language learning, as suggested by Botes, Dewaele, and Greiff (2022), may be defined, in short, as “what goes right in the language classroom” (p. 207). In greater detail, it may also be described as applying principles from the field of positive psychology to enhance the teaching and learning experience in language acquisition. Therefore, the focus is placed on the development of learners’ well-being, motivation, engagement, and overall positive attitude towards language learning. Strengths, resilience, optimism, and the promotion of a supportive and encouraging learning environment are the key components of this approach (Botes, Dewaele, Greiff 2022).

Learner-internal and learner-external factors

As mentioned earlier, acquiring proficiency in a foreign language is a complex process influenced by a variety of factors. In the context of foreign language learning, one may distinguish two broad categories of factors: learner-internal and learner-external, which are crucial to the process.

The learner-internal factors can be defined as those inherent and specific to an individual; they may include motivation, learning style, cognitive abilities etc. On the other hand, the learner-external factors are the outer influences that impact an individual’s language learning process, which are beyond the learner’s control. Such factors may include the socioeconomic status of one’s family of origin, teacher characteristics, instructional methods and techniques, and school/peer environment.

Both internal and external factors can greatly influence and shape the FL learning process and therefore, should be taken into consideration by all professionals in the field of education (Hoa *et al.* 2020).

Learner-internal factors: well-being

Well-being is one of the key elements in positive psychology, and although an agreement hasn't been reached concerning its universal definition, one may compress it to the highly individualised, subjective, and emotion-driven assessment of one's life. It encompasses the experiencing of positive emotions, a low level of negative emotions, as well as a high level of perceived life satisfaction (Keyes 2013; Kulawska 2020; Huo 2022; Czapiński 2017). It is worth noticing that it is significantly different from another term derived from positive psychology – self-efficacy, which, in short, refers to an individual's belief in their capacity to execute behaviours necessary to produce specific performance attainments; it reflects confidence in one's ability to exert control over one's motivation, behaviour and social environment (Bandura 1977).

Well-being as a concept based on positive psychology may be considered through two perspectives: hedonic and eudaimonic (Huo 2022; Czapiński 2004a; b; Czapiński 2011). The term “hedonic well-being” refers to an individual's subjective experiences of self-realisation, spiritual growth, having a life purpose, or positive relationships with others. These experiences are associated with the pursuit of human excellence and living a life of virtue, known as eudaimonia. This way of living can lead to phenomenological experiences such as self-actualization, personal expressiveness, and vitality (Czapiński 2004a). Hedonistic models of psychological well-being aim to categorize the concept into two fundamental dimensions: emotional and cognitive. The emotional dimension involves balancing current and long-term emotional experiences, or positive and negative affect separately, while the cognitive dimension involves judging one's life based on value judgments - present, past, and future. In some cases, partial satisfaction with specific aspects of life is still included in the hedonistic concept of psychological well-being (Diener *et al.* 1999).

According to Keyes (2013) psychological well-being “promotes following intrinsic objectives, meeting fundamental emotional needs, and being independent” (Huo 2022: 2). Similarly to Czapiński (2004a; b; 2011), Diener *et al.* (2017) describe psychological well-being as a subjective variable characterised by the relative stability of emotional and cognitive assessment of one's life. Moreover, according to the World Health Organisation, well-being may also be experienced by entire societies, not only by individuals. WHO claims that well-being, as a resource, is determined by a variety of factors such as social, environmental or economic conditions. As such, it refers to quality of life as well as a sense of contribution to society on a deeper, meaningful level. Hence, a direct correlation may be drawn between society's well-being and its ability to handle difficulties and act appropriately in certain situations (WHO).

Janusz Czapiński (2004 a; 2011) claims, that there are three levels to which an individual's life may be divided, according to his Onion Theory of Happiness, which is partially concerned with well-being. These levels are: a) will to live, b) domain satisfaction, and c) general mental well-being, also known as subjective well-being. The theory argues that psychological well-being is composed of layers: the deeper, closer to the centre of the 'onion', layers are more strongly genetically determined, while the shallower, less relevant layers are more influenced by the environment, and in this regard, there is a hierarchy as well - overall satisfaction is less realistic than satisfaction with specific fields/areas. Each of us is believed to possess an innate happiness attractor, whose property is that, regardless of our circumstances, it tends towards a predetermined level of happiness. Although it cannot guarantee a happy mental state under all circumstances, it spontaneously restores the level of well-being specific to an individual regardless of whether one has objectively coped with a difficult situation or not. Moreover, happiness can only be attained by restoring the deepest layer of well-being, the will to live, which is one of the most important components of well-being. There are three aspects of subjective well-being: general subjective well-being, overall subjective well-being, and partial satisfaction with individual domains or aspects of life (Czapiński 2011). In the context of foreign language learning, the layer most susceptible to external influences will therefore be the sense of well-being during the foreign language lesson, which in turn will have an impact on general well-being.

Tsang and Davies (2024) mention how important student foreign language enjoyment (FLE) is for their foreign language achievement and proficiency. Moreover, they highlight the importance of student perception of the learning environment, as well as experiencing boredom. They conducted a study, the participants of which were 95 5th-grade students from Hong Kong. They were asked to answer two open-ended questions related to experienced FLE and boredom. The study found that tasks and activities that possess a certain element of entertainment are more likely to be described by students as enjoyable. Such tasks included playing games and watching videos/clips in a foreign language. Moreover, students considered them low-stress activities, which in turn resulted in them having a positive effect on their well-being (Tsang, Davies 2024).

The authors point to other studies, such as Fatemi and Asghari (2016), Chen and Zhang (2020), and Oxford and Cuéllar (2014), connected to students' well-being in FL classroom. Fatemi and Asghari (2016), conducted a study on Iranian university students (who were learning English as their foreign language) to examine the relationship between their well-being and attributional patterns. The findings revealed a strong positive correlation between the two variables, suggesting that learners who possess a strong sense of well-being tend to exhibit more positive attributional patterns in their language learning process. Additionally, Chen and Zhang (2020) investigated

the impact of well-being on English as a foreign language (EFL) learners' language performance. Their study uncovered a significant correlation between well-being and language performance, further underscoring the importance of fostering a sense of well-being in foreign language learners.

All things considered, these findings highlight the crucial role of well-being in the language learning process. It is important to note that while learning a foreign language is often viewed as an instrumental means to achieve certain practical objectives, researchers have increasingly recognized that it is also a valuable pursuit in its own right, one that can contribute significantly to overall well-being. Therefore, promoting a sense of well-being in the foreign language classroom can not only enhance language learning outcomes but also contribute to learners' general well-being.

It is, therefore, imperative to consider the potential implications for pedagogical practices in light of the aforementioned information. The evidence highlights the necessity of modifying not only the instructor's approach, but also the teaching methods and resources employed, in order to foster a learning environment that is conducive to learning, facilitates personal growth, evokes positive attitudes, and fosters a sense of mutual respect and camaraderie among students within the larger school community.

Learner-internal factors: Foreign Language Enjoyment (FLE)

Dewaele and MacIntyre (2014) define foreign language enjoyment (FLE), as a positive emotion experienced by the foreign language learners when "their psychological needs are met in the FL classroom" (Botes, Dewaele, Greiff 2022: 206).

FLE is positively correlated with academic achievement and perceived proficiency in the foreign language. According to Botes, Dewaele and Greiff (2022), the positive associations between FLE and other FL individual difference variables can be seen as a practical embodiment of positive psychology in the FL classroom. In many ways, FLE resembles Seligman's PERMA model as well as Fredrickson's Broaden-and-Build theory.

The PERMA model states that an individual's well-being is predicted by five elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Dr. Martin E.P. Seligman described the model in his 2011 book "Flourish" (Seligman 2011; 2018).

The Broaden-and-Build Theory was first introduced by Barbara Fredrickson in 1998. The theory stems from positive psychology and claims that positive emotions broaden one's awareness, and encourage novel, exploratory thoughts and actions. Over time, this broadened behavioural repertoire builds useful skills. Moreover, resources gained through positive emotions are said to outlive the emotions from which they were acquired. Further, resources build up over time and increase the individual's overall well-being. Hence one may describe it as a positive cycle in which increased well-being

leads to more positive emotions, which leads to higher resilience, which then leads to increased well-being (Fredrickson 2004).

Therefore, the FL learners can benefit from FLE by enduring challenges and broadening their knowledge. It would appear that there is a correlation between the enjoyment derived from learning a foreign language and the attainment of higher grades and an enhanced sense of confidence in one's language skills. Consequently, it may be posited that the principles of the PERMA model and the Broaden-and-Build theory could be effectively reinforced in order to achieve favourable outcomes (Botes, Dewaele, Greiff 2022).

Individual differences are not the only variables that are significantly associated with FLE, because, as the authors point out, the demographic variables are also noteworthy. As studies by Dewaele *et al.* (2018), Dewaele and MacIntyre (2014), and Dewaele *et al.* (2016) have shown that, as the metric age increases, so does the level of FLE in foreign language learners. Studies have shown that university students present a higher level of FLE than high school students. Furthermore, some studies show that women have higher FLE levels than men - and thus one may conclude that FLE levels are, at least to some extent, gender-dependent. However, it is worth noting at the same time that there is only a limited number of studies that have examined such a relationship of factors, and therefore a definitive statement or conclusion can only be made after conducting more extensive research. In Mierzwa's (2018) article, there is evidence that suggests that there is no strong correlation between gender and enjoyment of foreign languages. This finding is also supported by Alenezi's (2020) study, which does not indicate a significant relationship between these two variables.

There is, however, a substantial amount of research concerning the relationship between academic achievement and foreign language enjoyment. The studies established a moderate, positive correlation between said factors. For example, in a study carried out by Botes, Dewaele and Greiff (2022), a positive correlation was established between foreign language enjoyment (FLE) and academic performance. The findings suggest that students who derive more pleasure from their foreign language classes are more likely to attain superior academic outcomes than their counterparts who do not. It is worth noting that the study also demonstrated that those individuals who experienced higher levels of satisfaction while learning foreign languages exhibited a more positive self-perception of their progress in the subject.

Learner-internal factors: correlations with other variables

In his article, Zhao (2023) made an inventory and a detailed description of the research on the relationship between SL learners' grit, hope, and FLE. He points to the fact that

recent studies have demonstrated that students who enjoy their educational environment tend to perform better academically and achieve higher proficiency in foreign languages. These findings support the Broaden-and-Build Theory, which suggests that positive emotions broaden learners' awareness and perception, leading to improved performance in foreign language learning (Zhao 2023).

The study by MacIntyre and Gregersen (2012) examines the impact of positive psychology on foreign language education, focusing on two main factors: enjoyment and grit. The study concludes that "gritty" students who tackle challenging tasks are more likely to experience enjoyment in the classroom. Moreover, according to a recent study by Wei *et al.* (2019), a positive connection exists between how determined a student is and their language performance.

This connection is strengthened by how much the students enjoy the language they are learning. The classroom environment also plays a role in this relationship. Students who are determined tend to do better in language skills and enjoy learning foreign languages more.

Moreover, Pekrun *et al.* (2002) found that positive emotions, such as enjoyment, are associated with high academic performance, as opposed to unpleasant emotions, such as test anxiety. According to Fredrickson (2001), positive emotions greatly influence students' overall happiness, intellectual development, and well-being, which in turn, may aid them with certain difficulties that shall occur during the learning process; thus leading them to acquiring greater proficiency in the target language.

Additionally, the study by Lee (2020) found that students' determination significantly affects their emotional and mental state, including enjoyment, attention, willingness to communicate, and language proficiency. Research has shown that students' grit and enjoyment in language education significantly predict their willingness to communicate. Thus, gritty students tend to appraise their performances, which promotes their involvement and enjoyment in educational contexts (Teimouri, Plonsk, Tabandeh 2020). According to a recent study, there is a direct relationship between language learners' enjoyment levels and their perseverance in learning a foreign language (Elahi Shirvan *et al.* 2021). Over time, there was a noticeable correlation between the two. The study also found that enjoyment plays an important role in the link between grit and foreign language performance. Therefore, instructors should motivate learners to persevere in learning a foreign language, as it increases positive emotions and, in turn, enhances language performance.

Thus, teachers can positively influence the L2 learners' proficiency by providing them with emotional support, along with generating positive contexts in the classroom. In the positive classroom context, grit can significantly affect foreign language

enjoyment and foreign language performance. Therefore, learners are likely to show more persistence of effort in positive situations (Lee 2020). The extent of the correlation between foreign language enjoyment and grit can be specified by other contextual factors including teacher rapport, demanding tasks, classroom environment, learner mindset, and learner engagement (Zhao 2023). Hence, well-being, grit, foreign language enjoyment, and other factors which stem from positive psychology are strongly positively correlated with each other as proven by research.

Learner-external factors: peer environment and relationships

There are many varieties of peer learning, but the most common in language classrooms are collaborative learning (an approach where students work together to achieve common academic goals), cooperative learning (distinguished from collaborative learning by involving structured tasks with individual accountability), peer tutoring (students help each other learn and understand academic content), and peer modelling (students learn by observing and imitating the behaviours, skills, or strategies demonstrated by a peer who is proficient in the area being taught). Each of these forms is equally important and has undoubted advantages for the foreign language learning process, but it is also worth noting that they have not always been considered valuable and relevant.

According to Philip *et al.* (2010), back in the day, in conventional language classrooms, peer interaction was not regarded as a viable or adequate learning context. The only person responsible for providing the information and instructions was the teacher, whereas classmates were not considered as important for the language learning process. However, there has been a paradigm shift in the way we conceptualize teaching and learning. No longer do we reckon learning as a simple transfer of information from the source (teacher) to the recipient (student). On a contrary, contemporary pedagogical discourse acknowledges that peer interaction is an essential ingredient in the learning process. Learning is thus understood as a complex process whereby learners integrate new information with pre-existing knowledge and understanding. Moreover, the teaching is not confined merely to the classroom, but rather expands into a variety of spaces and contexts. Therefore, one shall consider the learners themselves as a crucial element of the educational process (Duchesne *et al.* 2013).

In second or foreign language contexts worldwide, language learners now spend a significant amount of time interacting with their peers, instead of just relying on their teachers. The reason why peer interaction is encouraged in language classrooms is to provide learners with opportunities to practice their language skills in a different setting than teacher-learner interaction. Students nowadays rely on their interactions with peers as a source of factual data in FL; such attitude encourages communication

in a more organic and stress-free manner. Furthermore, such interactions shall be encouraged by teachers, as they are the most beneficial for the students' FLE, foreign language achievement, and consequently, their well-being (Philip *et al.* 2014).

There are numerous studies concerning the influence/impact of peer interaction on foreign language proficiency. Some of these studies examine the teaching methods based on peer interaction, such as peer learning partnerships, discussion groups, or project groups, while others point at the impact of individual differences (personality variables) on the peer environment, and language competence. They are often conducted in a variety of educational contexts, from primary schools to universities, and can be useful for teachers, parents, and educational policymakers in developing strategies to support students' language skills development (Mackey, Gass 2015; Zhu, Li 2018; Kim, McDonough 2008; Philip *et al.* 2014).

Overall, social networks play an important role in an individual's achievement, including second language acquisition (SLA). Paradowski *et al.* (2021) emphasise the importance of peer relationships and peer-supported learning especially in the context of studying the target language abroad. What is more, the authors point to the significance of the educational context and student surroundings for TL learning and acquisition. They claim that when students study abroad (SA), they can utilise student networks as valuable avenues for communication in the target language (TL, L2) beyond the classroom. This offers them an intensive exposure to contextual input and encourages active language production (Fernández-García, Martínez-Arbelaiz 2014). However, the wide range of reported progress in second language (L2) acquisition in existing studies (e.g., Kinginger 2009; Isabelli-García *et al.* 2018) calls for a closer examination of the interactive behaviours that either facilitate or impede L2 development (Paradowski *et al.* 2021).

As viewed from a social network perspective, learning comprises conversations, shared practices, and interpersonal connections (Brown, Duguid 1991). Through continuous exchanges and collaborations, learners embedded in such networks share and actively construct knowledge (Cohen, Prusak 2001). Additionally, peer networks continue to be a valuable source of community support (Pinquart, Sörensen 2000; Zhu *et al.* 2013; Paradowski *et al.* 2021).

Social network influence is, therefore, particularly important in the context of SLA, especially in the context of studying abroad. In addition to increasing opportunities for interaction with both L1 and other TL speakers, immersion in a target culture is also believed to be an effective method of improving L2 proficiency (Coleman 2015; McManus 2019). Furthermore, it facilitates the acquisition of sociolinguistic and sociocultural knowledge (Isabelli-García 2006).

Three central aspects of peer interaction were highlighted by Philip *et al.* (2014): 1) the complementary nature of peer interaction and teacher-learner interaction, 2) peer contributions strengths and limitations (which aspects of peer influence are best served, and which ones are unlikely to be fostered by it), and 3) moderation (mediating effects of factors such as setting, co-participation, and learner characteristics). It is the complementarity between peer interaction and teacher-student interaction that makes peer interaction so effective. Batstone and Philp (2013) point out that the distinct roles played by peers and teachers over time and across contexts contribute to the cumulative process of learning.

De Lisi and Golbeck (1999) argue that having meaningful experiences can help individuals learn a second language as it creates a context for learning. However, it is important to note that the effectiveness of these experiences may differ significantly. Previous research in first language learning has demonstrated that peer interaction may not always be helpful and can be impacted by different factors, resulting in varying outcomes for L2 learning. Nevertheless, peers are an important part of foreign language learning as they provide the context for it. However, it is important to note that the influence of peers may vary depending on the circumstances and other influential factors. Some authors even suggest that peer interaction may have negative or neutral outcomes on the foreign language learning process. Overall, their strong influence on the FL learning process is undeniable.

Conclusions

Foreign language learning is a complex and dynamic phenomenon that can be understood through the lens of Complex Dynamic Systems Theory (CDST).

In almost any system, it is possible to see the interconnections and relationships between different variables. In such a context, we can consider foreign language as a dynamic and complex system in which oftentimes the smallest factors can make a difference to the level of its mastery. Great value is therefore attached to the importance of the interactions between the different intrinsic elements of a foreign language system, as well as to the relationship of the system to its environment. Thus, in the context of foreign language learning, internal interactions can be interpreted as cognitive, emotional, and motivational processes that influence the learner's linguistic development. Consequently, foreign language learning can also be understood as a dynamic process of adaptation to a variety of stimuli and external conditions.

Identifying the trajectory of students' progress in learning a foreign language is crucial for both teachers and students. If students are encountering learning difficulties, tracking their progress trajectory can help teachers identify areas where additional

support is required. This allows them to react quickly and provide students with the necessary support. What's more, if pupils achieve the expected goals within a certain timeframe, this can indicate the effectiveness of the strategies used. Therefore, identifying the trajectory of students' progress in learning a foreign language is crucial for effective teaching and learning.

The aforementioned learner-intrinsic factors are not only moderately to strongly positively correlated with each other but also influence academic achievement, foreign language performance, and proficiency. Hence, the author would like to underline the need for a specialised, inclusive, and individualised approach to all students and their unique needs and skills. The educators should encourage grit, support their students, give them a sense of hope for greater foreign language achievement, and create a classroom environment, which is supportive and safe. The FL lessons should be well-balanced, well-organized, but most importantly enjoyable for all the participants of the foreign language learning process.

The social context, comprising peers and family, can exert a substantial influence on the acquisition of foreign languages. To foster a positive and engaging atmosphere for foreign language learning, it is beneficial for parents and peers to provide encouragement, assistance and demonstrate curiosity about the learner's progress. The acquisition of communication skills, including speaking, listening, reading and writing, can be facilitated through regular interactions in the target language with family members and peers. When learners are surrounded by people within their social circle who speak the language, they may be more inclined to pursue language learning. A language learning experience can be significantly enhanced by the opportunity to observe native speakers using the foreign language. By seeing and hearing the language being used in real-life contexts, learners can gain valuable insights into pronunciation, intonation, and colloquial expressions that may not be readily apparent in traditional learning materials. Moreover, students are given opportunities to practice the language outside of the classroom. This can occur through interactions with family and friends, engaging in language-based activities, or visiting countries where the language is spoken. As a result of the exposure to the culture and traditions associated with the language, the child can gain a deeper understanding of the context and become more enthusiastic about learning the language. Simultaneously, a student may be discouraged from learning a foreign language if they experience negative attitudes from their peers or family members. Through motivation, practice, emotional support, and opportunities to use the language in various contexts, the family and peer environment can have a significant impact on the development of a learner's language skills.

Certainly, poor communication among peers and classmates and the overall negative attitude toward the process of learning a foreign language discourage them, lowers their motivation, and strengthens their sense of anxiety. Overall all participants engaged in foreign language learning, institutionalized or not, are connected and create a network which influences the enjoyment, grit, well-being, and overall attitudes of learners.

In order to facilitate effective foreign language learning, it is vital to ensure that learners are provided with the optimal conditions for learning and future success. Receiving emotional support from loved ones can greatly aid a person's ability to adapt to the conditions of learning a foreign language. Creating situations and circumstances to reflect real language use in authentic contexts is important when it comes to creating situations and occasions for learning. By having this naturalness and variety in language instruction, learners can benefit from a wide range of opportunities for language learning and acquire a sense of independence, decision-making abilities, freedom of choice, and security.

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