

From Anxiety to Articulation:

Harmonizing Cognitive and Socio-Cultural Dimensions in Second Language Acquisition (SLA)

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## ABSTRACT

Anxiety is considered one of the most persistent obstacles for beginners in learning a second language. The paper tries to elucidate the major cause of anxiety while uttering second language, and examines the actual reasons for effective barriers. The objective of the research includes how the cognitive factors are interconnected with anxiety. The study also analyses the essential need for socio-cultural interaction in reducing anxiety while inculcating language. The research throws light on theoretical perspectives, especially under cognitive, and socio-cultural dimensions. The research includes theories such as Willingness to Communicate (WTC) Model, Control-Value theory of Achievement Emotions, Cognitive Load theory, and Socio-Cultural theory. The paper deals with an explanatory sequential mixed-method approach as methodology. The methodological tools include the Foreign Language Classroom Anxiety Scale (FLCAS) and socio-cultural dimensions tools. The ultimate goal of the research is to

establish a transition from learner inhibition to language proficiency. The research findings aim to resolve the problem and provide a solution to reduce anxiety among beginners. Future research may also deal with a neuroscientific approach.

Keywords: Cognitive and socio-cultural dimensions, Second language acquisition, Willingness to communicate, Foreign language classroom anxiety scale.

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