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A LINGUISTIC JOURNEY INTO EMOTION: EFL AND DIGITAL LEARNING MEDIA

Introduction. Emotions play a fundamental role in driving human behavior, often overriding logical reasoning and triggering instinctive reactions. Emotional appeals, especially those aligned with personal beliefs and values, have a powerful impact on decision-making and actions.

Research demonstrates that emotions are essential in improving productivity in language learning, as they increase engagement, focus, and memory retention. Dörnyei and Ushioda (2009) highlight the importance of positive emotions such as curiosity and pride in maintaining motivation, particularly for long-term learning objectives. In addition, Fredrickson's (2001) Broaden-and-Build Theory explains how positive emotional states encourage creativity and cognitive flexibility, thereby enhancing learning engagement.

Findings from neuroscience further support the link between emotion and learning, showing that emotionally stimulating content activates brain systems responsible for memory formation. Immordino-Yang and Damasio (2007) emphasize the integration of emotional and cognitive processes in effective learning. Likewise, Forgas' (1995) affect infusion model suggests that emotionally rich experiences improve recall, which is especially important for mastering vocabulary and grammar.

Engaging activities such as storytelling and role-play have been shown to improve both retention and learner performance (Plonsky et al., 2022). More recent studies (Mou et al., 2023) confirm that positive emotions like interest enhance learning outcomes, while Shao et al. (2020) stress the importance of joy and curiosity in promoting intellectual development.

In contrast, negative emotional states, particularly anxiety, can impede learning. Horwitz et al. (1986) and Krashen's (1982) affective filter hypothesis demonstrate that stress creates barriers to language acquisition by interfering with cognitive functioning.

Methodology. This study explores how emotionally engaging elements in English e-textbooks influence students' learning processes. Using discourse analysis, it examines a range of online digital textbooks designed with multimodal features. Pauwels' (2012) multimodal framework is applied to investigate textual, visual, audio, and video components, identifying strategies that evoke emotional responses.

Visual elements are further analyzed through Kress and van Leeuwen's (2006) Visual Grammar framework, which focuses on meaning-making and social interaction cues. Video content is examined using Dimitrova et al.'s (2002) content-based video indexing approach, which involves segmenting footage and identifying key visual moments. Additionally, classroom observations complement the analysis, providing practical insights into how these materials affect learners emotionally and pedagogically across different proficiency levels. Overall, the study emphasizes the relationship between multimodal design and emotional engagement in digital learning environments.

Results and Discussion. The analyzed textbooks integrate both verbal and non-verbal elements, producing visually attractive materials that support emotional involvement and improve learning outcomes.

The content is organized in a structured way, with clear progression and revision stages that help learners feel comfortable and engaged. A familiar and uncluttered layout with moderate visual detail reduces anxiety and encourages a positive learning atmosphere.

Clear and well-designed typography improves readability and message clarity. The use of bold text, spacing, and navigational markers creates an effective visual hierarchy, facilitating comprehension and promoting a positive emotional response.

Visual elements such as images, illustrations, and videos enrich the learning experience, support memory retention, and evoke emotional reactions. Techniques like

close-up shots, eye contact, and realistic scenarios strengthen learners' emotional connection to the material. Video content, in particular, provides immersive experiences, often incorporating humor and interactive features that enhance engagement and build trust between teacher and student.

Color is deliberately used to influence emotional responses, with warm tones and soothing shades encouraging creativity and engagement. Images featuring people and natural settings create inviting and emotionally resonant learning environments.

A wide range of activities—including storytelling, role-play, and creative writing—encourage emotional involvement. Games generate excitement, while real-life simulations promote spontaneous language use. These methods increase motivation, improve retention, and support meaningful communication.

An intuitive and user-friendly design sustains learners' interest and attention, allowing them to interact with the material effortlessly. The integration of linguistic and visual components strengthens mental imagery and enhances enjoyment.

The diversity of tasks and contexts accommodates different learning preferences, promoting emotional engagement and enriching the overall educational experience.

Introducing unfamiliar foreign expressions stimulates curiosity and interest. Exploring cultural aspects fosters empathy, strengthens connections, and deepens the learning process.

Music incorporated into videos and activities enhances emotional engagement and realism, improving both memory and participation. Background music creates immersive and enjoyable learning experiences, reinforcing the connection between language and emotion.

Conclusion. This study underscores the significant role of emotionally engaging features in e-textbooks in improving students' language skills. By incorporating strategies that prioritize emotional involvement, the findings demonstrate that emotions

enhance motivation, productivity, and memory retention, making language learning more effective and meaningful.

The results indicate that combining innovative teaching approaches with emotional engagement addresses a wide range of learner needs. Thoughtfully designed elements—such as typography, visuals, and color—improve both clarity and emotional impact, while interactive videos and role-playing activities immerse learners in realistic contexts. Techniques like storytelling, creative writing, music, and the “liking” effect contribute to dynamic and inclusive learning environments that support long-term retention.

These findings provide valuable guidance for textbook developers, encouraging the creation of more effective digital learning materials and contributing to improved language education outcomes in online settings.

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THE IMPACT OF LOANWORDS ON INTERNATIONAL RELATIONS

Close contact between speakers of different languages stimulates the process of lexical borrowing. Such interactions can result from various factors, including trade, diplomatic and cultural relations, technological advancements, etc. Language, especially its vocabulary, is directly connected to the development of society and its history. The primary function of any language is communication, and this function is particularly relevant in modern English, as it holds the status of an international language.

The study aims to analyze the impact of loanwords on international relations and to describe how lexical borrowing reflects political, economic, and cultural interaction between nations.

With the continuous development of modern technologies, the process of lexical borrowing has become increasingly intensive. The creation and usage of loanwords reflect society's need to describe new inventions and to explain new concepts that constantly emerge as a result of the constant evolution of science, technology, and the modernization of the world as a whole. By interacting with one another, nations exchange new information, knowledge, and terminology, thereby enriching and transforming their languages.