

Psycholinguistic Factors in Second Language Acquisition: Foreign Language Teaching via Coaching

Oksana Chaika

Abstract

This chapter conducts a comprehensive investigation into foreign language acquisition (FLA) using coaching methodologies, with a focus on psycholinguistic factors in second language acquisition (SLA). The study delves into the intricate interplay of psychological and linguistic elements influencing SLA, particularly language aptitude, anxiety, motivation, and self-regulated learning strategies. The research methodology details the design, participant selection, data collection, and analysis methods. Findings underscore the significance of these factors in SLA and their impact on learning outcomes. Implications for language teaching and curriculum development are highlighted, offering insights for educators. The chapter acknowledges limitations and suggests future research directions. This contributes to understanding the complex relationship between psycholinguistic factors and SLA, benefiting both educators and researchers in the field.

Keywords: psycholinguistic factors, second language acquisition, language aptitude, language anxiety, motivation, self-regulated learning strategies, language teaching, coaching

1. Introduction

In recent years, the exploration of psycholinguistic factors in the context of second language acquisition (SLA) has garnered heightened attention, reflecting a deepening interest in understanding the intricate processes that govern foreign language learning [1–4]. As language educators and researchers strive to enhance pedagogical practices [5, 6], a profound comprehension of the psychological and linguistic dimensions that underlie successful language acquisition has become indispensable. It should be noted that from the learning perspective contemporary language learners, not limited to students only, have become far more challenged with life pace and time management in everyday routines, which expressly results in their need and feeling keen to utilize more cutting-edge technologies to enhance the learning outcome. Moreover, these do not merely cover advanced communications technologies and the learners' flare for growing digital skills [7]; they are more and more in search of emotional rather than cognitive satisfaction [8, 9]; hence, coaching

Second Language Acquisition And Foreign Language Teaching

Miles Turnbull, Jennifer Dailey-O'Cain



Second Language Acquisition And Foreign Language Teaching:

Twelve Lectures on Second Language Acquisition Willis Edmondson, 1999 *Second Language Acquisition and Task-Based Language Teaching* Mike Long, 2014-07-31 This book offers an in depth explanation of Task Based Language Teaching TBLT and the methods necessary to implement it in the language classroom successfully Combines a survey of theory and research in instructed second language acquisition ISLA with insights from language teaching and the philosophy of education Details best practice for TBLT programs including discussion of learner needs and means analysis syllabus design materials writing choice of methodological principles and pedagogic procedures criterion referenced task based performance assessment and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning **Brave New Digital Classroom** Robert J. Blake, Gabriel Guillén, 2020-02-20 Robert Blake now with Gabriel Guillén updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology focusing on issues specific to FLL or L2 learning and CALL Originally referred to as computer assisted language learning CALL has come to encompass any kind of learning that uses digital tools for language learning This edition reframes the conversation to account for how technology has been integrated into our lives Blake and Guillén address the ways technology can help with L2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity The book is primed for use in graduate courses terminology is in bold and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions The authors provide short interview videos free via GUP website to enhance discussions on each chapter's topic **Contemporary Approaches to Second Language Acquisition** María del Pilar García Mayo, María Junkal Gutierrez Mangado, María Martínez Adrián, 2013-02-19 Second language acquisition SLA is a field of inquiry that has increased in importance since the 1960s Currently researchers adopt multiple perspectives in the analysis of learner language all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA the research carried out within them and wherever appropriate the implications and or applications for theory research and pedagogy that might derive from the available empirical evidence The book is intended for SLA researchers as well as for graduate MA Ph D students in SLA research applied linguistics and linguistics as the different chapters will be a guide in their research within the approaches presented The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it **First Language Use in Second and Foreign Language Learning** Miles Turnbull, Jennifer

Dailey-O'Cain,2009 This book focuses on the use of the first language in communicative or immersion type classrooms Through the intersection of theory practice curriculum and policy the volume calls for a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching **An Introduction to Second Language Acquisition Research** Diane

Larsen-Freeman,Michael H. Long,2014-09-25 Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue Second languages are vitally important to diverse groups of people ranging from refugees to college students facing foreign language requirements This book provides a synthesis of empirical findings on second and foreign language learning by children and adults emphasising the design and execution of appropriate research *Second and Foreign Language Learning Through Classroom Interaction* Joan Kelly

Hall,Lorrie Stoops Verplaetse,2000-06 Brings together a set of papers that share the current theoretical interest in re conceptualizing second foreign language learning from a sociocultural perspective with practical concerns about second foreign language pedagogy **AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING** Dolly J. Young,1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten

Theorizing and Analyzing Agency in Second Language Learning Ping Deters,Xuesong (Andy) Gao,Elizabeth R. Miller,Gergana Vitanova,2014-12-05 This book showcases how language learner agency can be understood and researched from varying perspectives by providing for the first time a collection of diverse approaches in one volume The volume is organised into three main sections the first sections offers an introduction to varying theoretical approaches to agency the second section presents analyses of agency in a variety of empirical studies and the third section focuses on the pedagogical implications of data based studies of agency The volume includes the work of researchers working in languages including English ESL and EFL Greek Spanish Swedish Italian Hindi Marathi Gujarati and Truku an indigenous language in Taiwan and with both child and adult language learners This collection will serve as a key reference for researchers of language learning and teaching sociolinguistics and language and identity **The Role of Pedagogical Translation in Second Language Acquisition** Vanessa Leonardi,2010 Translation can help improve foreign language teaching and learning this study shows how In an increasingly globalised world and in an increasingly multilingual Europe translation plays an important role

Significant signs of a new revival of translation in language teaching have become visible as shown by recent literature on applied linguistics. This book contributes to this movement embracing both a theoretical and an empirical purpose by integrating viewpoints from Applied Linguistics Translation Studies and Second Language Acquisition. In an attempt to show how the use of translation in foreign language classes can help enhance and further improve reading, writing, speaking and listening skills, this work calls for a re-evaluation and a rehabilitation of the translation activities in the foreign language classes.

Second Language Acquisition & Foreign Language Teaching Rosario C. Gingras, 1978

Second Language Learning and Language Teaching Vivian Cook, 2016-05-05

Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching. Assuming no previous background in second language acquisition or language teaching methods, this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people learn particular aspects of the second language such as grammar, vocabulary, pronunciation and the writing system and the strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a broader context, the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field, particularly multilingual approaches to language teaching.

Vocabulary Learning Strategies and Foreign Language Acquisition Višnja Pavičić Takač, 2008-02-04

The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning and the findings of current empirical research.

Motivation and Second Language Acquisition Zoltán Dörnyei, Richard Schmidt, Richard W. Schmidt, 2001

This volume, the second in this series concerned with motivation and foreign language learning, includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys.

Readings on Second Language Acquisition H. Douglas Brown, Susan T. Gonzo, 1995

Designed as a supplement to Brown's *Principles of Language Learning and Teaching* 3 E and consists of previously published articles and chapters that relate directly to the chapters in the text. These research articles and writings on 2 E and foreign language acquisition would provide readers access to authentic materials.

Age and the Rate of Foreign Language Learning Carmen Muñoz, 2006-07-07

This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting. It presents studies that cover a wide range of topics from phonetics to learning strategies. It will be of interest to students and researchers working in SLA research language.

planning and language teaching **Investigating Pragmatics in Foreign Language Learning, Teaching and Testing**

Eva Alcón Soler, Alicia Martínez-Flor, 2008-07-18 The book focuses on investigating pragmatic learning teaching and testing in foreign language contexts The volume brings together research that investigates these three areas in different formal language learning settings The number and variety of languages involved both as the first language e g English Finnish Iranian Spanish Japanese as well as the target foreign language e g English French German Indonesian Korean Spanish makes the volume specially attractive for language educators in different sociocultural foreign language contexts Additionally the different approaches adopted by the researchers participating in this volume such as information processing sociocultural language socialization computer mediated or conversation analysis should be of interest to graduate students and researchers working in the area of second language acquisition *Language at Play* Julie M. Sykes, Jonathon Reinhardt, Judith E. Liskin-Gasparro, Manel Lacorte, 2012

How digital games can inform enhance and transform L2 pedagogy The potential of digital games in the second and foreign L2 classroom is enormous but harnessing their potential for application in the L2 classroom however presents complex challenges In *Language at Play* Digital Games in Second and Foreign Language Teaching and Learning Sykes and Reinhart combine research from a variety of perspectives in applied linguistics educational gaming and games studies and structure their discussion of five major concepts central to these areas goal interaction feedback motivation and context While theoretically grounded the volume s audience is primarily practicing L2 professionals with classroom experience Intended for current and future foreign language teaching professionals volumes in the Theory and Practice in Second Language Classroom Instruction series examine issues in teaching and learning in language classrooms The topics selected and the discussions of them draw in principled ways on theory and practice in a range of fields including second language acquisition foreign language education educational policy language policy linguistics and other areas of applied linguistics **Principles and Practice in Second Language Acquisition** Stephen D.

Krashen, 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition summarising the current state of second language acquisition theory drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have The author concludes that a solution to language teaching lies not so much in expensive equipment exotic new methods or sophisticated language analysis but rather in the full utilisation of the most important resources native speakers of the language in real communication Current Issues in Second/Foreign Language Teaching and Teacher Development Thomai Alexiou, Christina Gitsaki, 2016-01-14

Current Issues in Second Foreign Language Teaching and Teacher Development Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics AILA which was held in August 2014 in Brisbane Australia The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition teaching and

teacher education in a variety of contexts from around the world This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics Teacher educators language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education

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