

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

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