

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

Mike Long



Second Language Acquisition And Foreign Language Teaching:

Twelve Lectures on Second Language Acquisition Willis Edmondson,1999 *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 **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 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 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 Key Concepts in Second Language Acquisition Shawn Loewen,Hayo Reinders,2017-09-16 What does it mean to acquire a language What is considered a second language in multilingual settings This practical and comprehensive guide provides an opportunity to consider these issues providing easy access to concise definitions of key terms and concepts in the study of Second Language Acquisition **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, 2008 Brave New Digital Classroom deftly interweaves results of pedagogical research and descriptions of the most successful computer assisted language learning CALL projects to explore how technology can best be employed in the foreign language curriculum to assist the second language acquisition process Directed to all language teachers whether at the school or the postsecondary level with or without prior experience this book focuses on how to use new technologies effectively Blake urges teachers to move beyond a simple functional competence of knowing how to use the tools toward first a critical competence realizing what the various tools are good for and ultimately a rhetorical competence of knowing how the tools will help transform the learning environment This book examines the effective use of a range of technologies from Internet sites through computer mediated communication such as synchronous chatting and blogs to distance learning At the end of each chapter questions and activities demonstrate the interactionist learner centered pedagogy Blake espouses An invaluable reference for experienced researchers and CALL developers as well as those of limited experience Brave New Digital Classroom is also ideal for graduate level courses on second language pedagogy It will also be of interest to department chairs and administrators seeking to develop and evaluate their own CALL programs

Task-Based Language Teaching in Foreign Language Contexts Ali Shehadeh, Christine A. Coombe, 2012 This volume extends the Task Based Language Teaching Issues Research and Practice books series by deliberately exploring the potential of task based language teaching TBLT in a range of EFL contexts It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts particularly where English is not the dominant language By including contributions from settings as varied as Japan China Korea Venezuela Turkey Spain and France this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse not least because it must respond to the distinct contexts constraints and possibilities of foreign language learning The book will be of interest to SLA researchers and students in applied linguistics and TESOL It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners

Second Language Acquisition Christine Savvidou, 2020-07-29 This volume presents a collection of current research on pedagogies practices and perspectives in the field of second language acquisition It brings together different aspects of learning teaching and researching a second language with chapters covering a range of topics from emotional

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