

Application Of Psycholinguistics Theories In English Language Classroom: A Review

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Abstract:

To enhance the acquisition of a second language, it is important to develop the four language skills, which include listening, reading, speaking, and writing. The psycholinguistic approach plays a significant role in this process, viewing learning as an individual cognitive process which then moves to the social dimension. Several factors, such as anxiety, intelligence, aptitude, learning styles, personality, motivation, cultural identity, and age, may affect cognitive development. Positive development in these factors can help enhance the acquisition of a second language. Various theories related to individual cognitive development can aid in improving the acquisition of a second language, including Chomsky's innate theory, B.F. Skinner's behavioral theory, Jean Piaget's cognitive theory, and Vygotsky's sociocultural theory. Methodological tools, such as LCD projectors, group discussion, peer work, Pads, laboratory, note cards, and flashcards, provide a way to develop cognitive processes through classroom activities.

Keywords: English as a Second Language (ESL), English as a Foreign Language (EFL), Second Language Acquisition (SLA), English Language Teaching (ELT), Zone of Proximal Development (ZPD).

Introduction:

The psycholinguistic approach has been consistently overlooked in the field of foreign language teaching and learning. This area of study was the first to initiate foreign language teaching and learning process. "Psycholinguistic approach emerged from the field of psycholinguistics. Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects" (Jodai 2). The psycholinguistic approach is derived from the field of psycholinguistics which combines

psychology and linguistics. Therefore, it is also referred to as an interdisciplinary approach. "Psycholinguistic approach views language and thought as related but completely independent phenomena" (Claros143-144). The theory suggests that language acquisition depends on an individual's cognitive process, which is influenced by their physical and mental development. The main goal of psycholinguistics is to understand human language, including its acquisition, production, and comprehension processes.

According to the psycholinguistics view, learning is an individual process that later expands to the social dimension. In second language learning, cognitive development helps learners acquire their second language, and social interaction improves their communication skills. Second language acquisition, also known as L2 or second language learning, involves learning a language in addition to one's native language. Purba(2018) states Chaer (2015) about language learning. He explains that the term 'language learning' is used because some experts believe that a second language can be mastered by learning the language intentionally and consciously. Several theories in psycholinguistics have contributed to language learning and teaching, and this paper discusses some of them. The psycholinguistic approach is essential for enhancing second language acquisition. This approach encompasses various methods related to psycholinguistics, which we will discuss in this paper to help develop second language acquisition.

Description of the topic:

To improve the acquisition of a second language, the psycholinguistic approach plays a significant role. The main objective of psycholinguistics is to comprehend how humans acquire language and how they produce and perceive both written and spoken language. This approach helps in the development of four language skills which include listening, reading, speaking, and writing. To enhance the acquisition of a second language, it is important to develop these four skills. The psycholinguistic approach views learning as an individual cognitive process which then moves to the social dimension. Individual cognitive development may be affected by several anxiety components such as communication apprehension, test anxiety, and fear of negative evaluation. Other factors that may affect language learners are intelligence, aptitude, learning styles, personality, motivation, cultural identity, and age. Positive development in these factors can help enhance the acquisition of a second language. Numerous theories have been discussed about language learning, including Chomsky's innate theory, B.F. Skinner's behavioral theory, Jean Piaget's cognitive theory, and Vygotsky's sociocultural theory. "Mental image

produced in response to a stimulus that became a framework or basis for analyzing or responding to other related stimuli". (Mitchel and Myles³⁰). These theories, which are related to individual cognitive development, can help enhance the acquisition of a second language from a psycholinguistic perspective. There are several methodological tools for language learning, such as LCDprojectors, group discussion, peer work, Pads, laboratory, note cards, and flash cards. These methods provide a way to acquire a second language by developing cognitive processes through classroom activities.

Background study

Psycholinguistics is the study of the relationship between Psychology and linguistics. It focuses on the development of individual cognitive processes to acquire the language. "Psycholinguistic approach that primarily forms the ways of language learning and developing learning and acquisition processes." (Demirezen³⁰). The psycholinguistic approach is primarily concerned with how language learning occurs and how learning and acquisition processes are developed. This approach helps to develop the four language skills, and it involves understanding the mental processes involved in producing and perceiving language. Listening and reading skills fall under the perception process while speaking and writing skills fall under production.

The psycholinguistic approach suggests that learning is an unconscious process that helps to solve intrinsic difficulties for the learner. "Psycholinguistics must be born in mind that specifying and solving the intrinsic difficulties language learning"(³⁰). Psycholinguistics is key to understanding and addressing the difficulties inherent in language learning, whether they are intrinsic or extrinsic. Additionally, a teacher's knowledge of psycholinguistics can help to solve both intrinsic and extrinsic difficulties for the learner.

Second language learning can occur through either formal or informal means. Formal learning takes place in classroom activities, while informal learning occurs in natural contexts. The main goal of this research is to motivate learners intrinsically and extrinsically to learn a second language. This article explains that an individual's cognitive processes are the key factor in language learning, and the language learning process can differ greatly depending on an individual's cognitive development.

The purpose of this study is to improve the acquisition of a second language through a psycholinguistic approach. It aims to address questions such as how to learn a second language how to overcome learning anxiety and other factors that may affect the

process. The paper discusses certain problems and explores theories related to psycholinguistic approaches that explain the development of individual cognitive processes.

This article explores how individual cognitive development activates language acquisition processes and how language acquisition is an individual phenomenon. While many researchers claim that learning is an interactive process, this paper aims to prove that language learning depends on an individual's cognitive development, later moving into social dimensions. This research attempts to analyze whether psycholinguistics is practicable in English teaching classrooms or not.

Review of the literature

To enhance the acquisition of a second language the psycholinguistic approach plays a significant role in developing the individual cognitive process. "Psycholinguistic approach emerged from the field of psycholinguistics. Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects" (Jodai2). The psycholinguistic approach has its roots in the field of psycholinguistics, which studies the relationship between linguistic factors and psychological aspects. "Psycholinguistic approach views language and thought as related but completely independent phenomena" (Claros143-144). According to this approach, language and thought are related but separate phenomena.

Anxiety component that affects language learning such as communication apprehension, test anxiety, and fear of negative evaluation "Communication apprehension is an individual's level of fear or anxiety related to either real or anticipated communication with another person or persons". (Mc Crosky41). Communication apprehension is the level of anxiety or fear that a learner experiences when communicating with others. "Test anxiety is the tendency to assess the performance in an evaluative situation" (Sarason12). Test anxiety is the tendency to assess one's performance in evaluative situations. "Apprehension about others' evaluation, avoidance of evaluate situations and the expectations that others would evaluate oneself negatively" (Watson and Friend449). This apprehension about negative evaluations can lead to avoidance of evaluative situations and the expectation of negative evaluations from others.

There are some factors that influence language learning are discussed in this article. "The term 'Intelligence' has traditionally been used to refer to performance on certain kinds of tests". (Lightbown and Spada 79). Intelligence is typically measured by a person's performance on certain types of tests. "Specific abilities

thought to predict success in language learning have been studied under the title of language learning 'aptitude'". (80). Some researchers argue that individuals with good memory power learn language faster, while others believe that those with analytical abilities acquire language more efficiently. "The term 'learning style' has been used to describe an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skills" (Reidviii). Learning style is an individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skills. "Language learning is correlated with learners' scores on questionnaires measuring characteristics associated with extraversion such as assertiveness and adventurousness" (Lightbown and Spada84). Studies suggest that individuals with extroverted personalities may have an easier time learning a new language due to their assertiveness and adventurousness. "Motivation in second language learning is a complex phenomenon" (87). Motivation is a complex phenomenon that encompasses various factors such as communicative needs and attitudes towards the language. "Teachers also influence student behavior and motivation in language learning" (88). Teachers can be effective extrinsic motivators by providing positive reinforcement and creating a supportive atmosphere. "A complex relationship between feelings of ethnic affiliation and second language learners' mastery of pronunciation" (70). The relationship between ethnic affiliation and language pronunciation is complex and power dynamics and conflicts can affect foreign language learning. "Many adults second language learners communicate very successfully in the language even though subtle differences of accent, word choice, or grammatical features distinguish them from monolingual native speakers" (96). While children may learn a new language faster, many adults are successful in language acquisition as well.

A method is the practical application of a language learning approach. "A Method is the practical realization of an approach" (Harmer78). Methods include various procedures and techniques, as well as the roles of teachers and learners. "Methods include various procedures and techniques" (78).

Chomsky's linguistic theory is based on biolinguistics, which links language acquisition with the human psyche. "An innate mechanism to process the linguistic data such a language acquisition device (LAD) was postulated". (Demirzen27). The theory suggests that humans are born with an innate capacity to process linguistic data through a language acquisition device (LAD) in the brain, allowing for fast language learning. The LAD determines that humans have a natural ability to learn grammar, while vocabulary development is necessary for children.

B.F. Skinner's behaviorism theory "Behaviourism is a theory of learning that states all behaviors are learned through conditioned interaction with the environment" (Mcleod). It states all behaviors are learned through interactions with the environment. Jean Piaget's cognitive development theory "Cognitive development in children is not only related to acquiring knowledge, children need to build or develop a mental model of their surrounding world". (Miller650). It emphasizes that children need to create a mental model of their surroundings, not just acquire knowledge.

Vygotsky's social development theory focuses on social interaction. "Vygotsky's strategy was essentially a cooperative learning strategy". (Newman and Holtzman77). It suggests that learning is more effective when it occurs in a collaborative setting. Essentially, Vygotsky's approach is a cooperative learning strategy.

The field of psycholinguistics explores the mental processes involved in language production and comprehension. "Psycholinguistic researchers have indicated that in teaching listening, the intrinsic and extrinsic difficulties should be overcome to reach a highly qualified listening activity" (Demirzen31). Research has shown that teachers can overcome these difficulties and improve listening skills by creating interesting and comfortable learning environments. "In the psycholinguistic approach, reading helps to reduce the intrinsic difficulty by piquing the learner's interest in the reading passage". (31). If the text is not provided properly, it can lead to failure to attain the reading skill. "Psycholinguistic approach has a functional effect in the field of writing by the mistakes in graphic notation" (31). Psycholinguistics knowledge can help teachers motivate learners and reduce the difficulty in writing. "Psycholinguistic approach has a workable control over the field of teaching speaking as a skill" (32). The psycholinguistic approach has a workable control over the field of teaching speaking as a skill.

Hypothesis

- (i) Second language acquisition can be attained through a psycholinguistic approach in the English language classroom.
- (ii) A psycholinguistic approach can be practiced by bringing Contextualisation to the second language classroom.

Objective of the study

a). To understand the feasibility of applying psycholinguistics theories in English language classrooms.

b).To learn the process of blending second language acquisition and psycholinguistics in an ESL classroom.

c).To learn the remedial research to make the second language acquisition more effective through psycholinguistics.

d).To make an English language learner free from anxiety and phobia.

e).To practice the psycholinguistic approach in second language acquisition through the process of contextualization.

f).To analyze the difficulties of second language learners and suggest an effective psycholinguistic procedures to overcome psychological barriers in second language acquisition.

Anxiety components

“Learners must master new writing, syntactic, morphological and phonological systems” (Elkhafaifi207).To acquire a second language, the learner must master language skills and linguistic factors. Several components can affect language learning, which are mentioned below

Communication apprehension

This refers to the anxiety that learners may experience when communicating with others, which can include perception (listening and reading) and production anxiety (writing and speaking). Oral and written communication apprehension are subcategories of this. “The communication apprehension is the level of learner anxiety or fear related to either real or expected communication with others”. (Mc Crosky41). Communication apprehension is the level of anxiety or fear that a learner experiences when communicating with others. This anxiety may arise due to a lack of confidence in one's communication abilities. Common factors that can contribute to this anxiety include fear or anxiety towards the receiver and the circumstances surrounding the communication.

Test anxiety

Test anxiety refers to the anxiety a learner feels about their performance on a test. Poor performance on a previous test can create a negative impression and lead to anxiety about future tests. The main factors that contribute to test anxiety are the potential consequences of failure, loss of self-worth, and lack of confidence. “Test anxiety is the tendency to assess the performance in an evaluative situation” (Sarason12). Test anxiety is the tendency to assess one's performance in evaluative situations. This anxiety can cause learners to evaluate themselves negatively, leading to fear of failing and negatively impacting their performance in second language acquisition.

Fear of negative evaluation

Fear of negative evaluation is another form of anxiety that can impact learners. This fear arises from negative self-evaluation and reduces the learner's confidence. This anxiety can also cause learners to worry about negative evaluations of their communication skills by others. "Apprehension about others' evaluation, avoidance of evaluate situations and the expectations that others would evaluate oneself negatively" (Watson and Friend⁴⁴⁹). This apprehension about negative evaluations can lead to avoidance of evaluative situations and the expectation of negative evaluations from others.

To overcome these anxieties, it is important to increase the learner's self-worth. These anxieties can block second language acquisition. Other individual factors mentioned by Lightbown and Spada (2006:57-67) that impact language learning will be discussed below. This discussion is about the various factors that influence language learning.

Intelligence

The performance of the learner in the second language acquisition will be tested "The term 'Intelligence' has traditionally been used to refer to performance on certain kinds of tests". (79). intelligence is typically measured by a person's performance on certain types of tests. Studies have shown that individuals with higher IQ levels tend to acquire a second language faster than those with lower IQ levels. Therefore, intelligence is a crucial factor that affects language learning and plays a significant role in the learning process.

Aptitude

This refers to a person's ability to learn and differs from one individual to another based on their listening and understanding skills. "Specific abilities thought to predict success in language learning have been studied under the title of language learning 'aptitude'". (80). Some researchers argue that individuals with good memory power learn language faster, while others believe that those with analytical abilities acquire language more efficiently. There are several aptitude tests available, such as the Modern Language Aptitude Test (MCAT) and Pimsleur Language Aptitude Battery (PLAB), which measure a learner's ability to identify and memorize new sounds, understand grammatical rules, comprehend particular words in sentences, and remember new words.

Learning Styles

Each individual has a unique learning style, which helps them acquire language more easily using their preferred methods. "The term 'learning style' has been used to describe an individual natural, habitual and preferred way of absorbing, processing and retaining new information and skills" (Reid viii). Each person has a unique way of learning, including how they absorb, process, and retain new information and skills. Observing and processing language acquisition plays a significant role in successful learning, which is based on cognitive, social, and personality factors. Learning styles vary from person to person, and some individuals learn by seeing, a group referred to as "visual learners." Others learn through hearing, a group referred to as "aural learners." Some individuals learn by physically acting out words or concepts, a group referred to as kinesthetic learners. This type of learning is referred to as the "Perceptually-based learning style" (83). "Individuals have been described as field independent or field dependent" (83). Finally, individuals have been described as field independent or field dependent, which is a concept in cognitive style learning that helps develop language learning skills.

Personality

The process of language learning varies depending on an individual's personality traits. Certain characteristics such as anxiety, nervousness, and stress can hinder language acquisition. "Language learning is correlated with learners' scores on questionnaires measuring characteristics associated with extraversion such as assertiveness and adventurousness" (84). Studies suggest that individuals with extroverted personalities may have an easier time learning a new language due to their assertiveness and adventurousness. There are instances where a quiet, observant learner may thrive in certain learning environments. Other personality traits that can aid in language acquisition include self-esteem, talkativeness, and responsiveness

Intrinsic motivation

Intrinsic motivation also plays a significant role in second language learning. "Motivation in second language learning is a complex phenomenon" (87). Motivation is a complex phenomenon that encompasses various factors such as communicative needs and attitudes towards the language. "Motivation has been defined in terms of two factors: learners' communicative needs and their attitudes towards the second language" (87). When a learner needs to communicate in a specific language for social or professional purposes, their intrinsic motivation is heightened. Having a positive attitude towards the language can also facilitate language

acquisition by developing a sense of self-determination and competence.

Extrinsic motivation

Extrinsic motivation, which comes from external sources, can also impact language learning. "Teachers also influence student behavior and motivation in language learning" (88). Teachers can be effective extrinsic motivators by providing positive reinforcement and creating a supportive atmosphere. Other extrinsic factors such as rewards and prizes can also help develop a positive attitude towards language learning.

Cultural identity and ethnic

Cultural identity and ethnic background can also influence language learning. Negative social factors can hinder motivation, attitudes, and ultimately success in language learning. However, social interaction outside of the classroom can aid in fluency and speaking skills. "A complex relationship between feelings of ethnic affiliation and second language learners' mastery of pronunciation" (70). The relationship between ethnic affiliation and language pronunciation is complex and power dynamics and conflicts can affect foreign language learning.

Age of acquisition

Age is another factor that can impact second language learning. "Many adult second language learners communicate very successfully in the language even though subtle differences of accent, word choice, or grammatical features distinguish them from monolingual native speakers" (96). While children may learn a new language faster, many adults are successful in language acquisition as well. Solid language skills in one's native language can lead to success in a second language, but there may be differences in certain aspects of language learning such as phonology, morphology, and syntax.

Theories used

Noam Chomsky's linguistic theory deals with psychoanalytical criticism as it pertains to the human psyche and language acquisition. This biolinguistics approach suggests that the human brain is pre-wired with some basic language rules. "An innate mechanism to process the linguistic data such as language acquisition device (LAD) was postulated" (Demirzen27). An innate mechanism called the language acquisition device (LAD) exists in the human brain, which allows for language learning. Chomsky's theory proposes that the human brain is born with an innate ability to learn

grammar, and the child only needs to develop their vocabulary. This contradicts the beliefs of many psychoanalytical critics before Chomsky who believed that child language learning was dependent on observing and imitating parents and their surroundings. Chomsky's biolinguistics theory opposes B.F. Skinner's behavioral theory.

B.F. Skinner's behavioral theory suggests that child learning occurs through positive and negative reinforcement. "Behaviourism gave birth to a stimulus-response (S-R) theory which understands language as a set of structures and acquisition as a matter of habit formation." (Menezes404). The theory of stimulus-response (S-R) was developed by behaviorism to explain the process of L2 learning as the acquisition of a set of structures through habit formation. This theory proposes that language learning happens through imitation of parents and others, and depends on positive and negative reinforcement. Chomsky's learning theory is based on a theoretical process, while Skinner's theory is based on experimental findings with animals. Skinner's theory relies on common learning, but when used to attain language acquisition, it may differ because language acquisition requires knowledge of linguistic forms such as syntax, semantics, morphology, phonetics, phonology, and pragmatics. To attain these linguistic forms, a person needs to understand them properly and practice them regularly.

In addition to these theories, Jean Piaget's cognitive theory plays a vital role in language acquisition. The human character and way of living depend on mental development. Human knowledge varies from individual to individual based on cognitive processes. "Cognitive development in children is not only related to acquiring knowledge, children need to build or develop a mental model of their surrounding world" (Miller,650). Cognitive development in children involves not only acquiring knowledge but also building or developing a mental model of their surrounding world. Piaget's theory suggests that cognitive development happens in different stages, depending on logical thinking and reasoning skills. Heo, Jeong Chul, et al (2011) state Doran and Cowan (1975) about egocentrism, it affects language learning for young children and is an early learning mechanism related to inner or private speech to regulate internal thoughts. Egocentrism in young children affects language learning and is related to inner speech for regulating thoughts. The concept of Piaget's cognitive theory is that learning is a process within the learner.

Vygotsky's social-cultural theory contradicts Piaget's cognitive theory by suggesting that the development of language among learners depends on social interaction. The influential theory of Vygotsky focuses on the "Zone of Proximal Development," which

refers to a child's potential for cognitive development and ability, guided through tasks and interactions. When working in the zone of proximal development, particular attention is paid to the language being used since the language of the student influences how they interpret and build understanding. The ZPD method in the classroom promotes the development of language skills. This theory defines that collaboration among learners and their interaction helps to attain language acquisition. Pairing of students, group discussion, and collaborative exercises provide learners with opportunities to attain language skills. Although these theories provide various concepts of learning through the development of a child's mind, they are correlated with each other in the form of learning a second language.

Methodology

Several methods can be used to acquire a second language. "A Method is the practical realization of an approach" (Harmer78). A method is the practical application of a language learning approach, which includes various procedures and techniques, as well as the roles of teachers and learners. "Methods include various procedures and techniques" (Harmer78). Psycholinguistics is a fundamental theory used in developing language teaching methods. This study aims to improve the acquisition of a second language through a psycholinguistic approach, addressing questions such as how to learn a second language and how to overcome learning anxiety and other factors that may affect the process. Some methods based on psycholinguistic approaches can help improve language skills and rectify any problems that may be affecting the learning process. The method is less conscious of grammatical rules and more focused on developing communicative competence. The method includes Stephen Krashen's five hypotheses: the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. language competence improves through the kinesthetic sensory system. This research is an attempt to analyze whether psycholinguistics is practicable in English teaching classrooms.

According to Chomsky's innate theory, children have a basic understanding of grammar and need to develop their vocabulary. This development is influenced by their environment and the people they interact with. "To discovering the underlying brain mechanisms (should they exist) that could make possible Chomsky's formal proposals about early language acquisition— his LAD" (McGilvray92). The Language Acquisition Device (LAD) is a hypothetical brain mechanism that Chomsky proposed to explain the acquisition of language syntax and structure. Chomsky proposed the existence of

a hypothetical brain mechanism called the Language Acquisition Device (LAD), which explains how syntactic and language structures are acquired. The grammatical function of language is dependent on its syntactic structure and develops through the learner's interest. Chomsky's universal grammar concept suggests that every human has a LAD in their mind biologically, responsible for the initial stage of development.

On the other hand, Skinner's Behaviorism theory explains learning as the process of acquiring behaviors through conditioned interaction with the environment. "Behaviorism is a theory of learning that states all behaviors are learned through conditioned interaction with the environment" (McLeod). This theory suggests that language learning occurs through environmental stimulus, and reinforcement is a crucial function during the process. Through the environmental stimulus, the learner's mind acquires language learning automatically through repetition.

Jean Piaget's theory of cognitive development suggests that language acquisition occurs through the learner's internal process. "Mental image produced in response to a stimulus that became a framework or basis for analyzing or responding to other related stimuli". (Mitchel and Myles³⁰). Mental development and language acquisition occur through developmental stages, from infants to adults. If a child develops well in these stages, they can acquire second language acquisition easily in adulthood because they develop logical and reasoning skills, allowing them to construct their understanding of the world. Piaget's stages help children interact with their environment actively. Vygotsky's social development theory focuses on social interaction. "Vygotsky's strategy was essentially a cooperative learning strategy". (Newman and Holtzman⁷⁷). This theory suggests that language acquisition occurs through social experience and engagement with others. These theories help enhance second language acquisition among learners. It shows that language learning occurs through individual cognitive processes, moving to the social dimension.

The methodology used in this research is theoretically based. Chomsky's linguistic theory states language acquisition is an individual process based on the ability of the learner's innate capacity and then according to Skinner's behavioral theory explains the environmental stimulus and reinforcement the learner's mind acquires language learning automatically through repetition.

Jean Piaget's cognitive theory suggests the cognitive process which is also referred to as a learner within process. The cognitive process is developed by the student's mental process, and it is the teacher's role to guide their internal learning process and learning style. "Cognitive process is the process that learners acquire, store,

process, use and create information” (Feixue296). The cognitive process is the process through which learners acquire, store, process, use, and create information. Cory S(2021) determined Burner (1996) about the cognitive skills of the child, “A child formulates language in his brain; the cognitive skills of that child will grow, thereby, complementing the development of more sophisticated language”. When a child formulate language in their brain, their cognitive skills will grow, which will complement the development of more sophisticated language.

Vygotsky’s social development theory is based on the learning through social interaction. The zone of proximal development is “the framework, par excellence, which brings all of the pieces of the learning setting together—the teacher, the learner, their social and cultural history, their goals and motives as well as the resources available to them, including those that are dialogically constructed together” (Aljaafreh and Lantolf 468). The zone of proximal development is a comprehensive framework that integrates various components of the learning environment, such as the teacher, learner, social and cultural background, goals, motives, and resources, including those that are created through dialogue. This framework plays a crucial role in facilitating learning.

While there are varying theories on the process of language acquisition, a teacher's understanding of psycholinguistic knowledge can assist in teaching learners to acquire language development skills. Familiarity with these theories allows for the application of the psycholinguistic approach in classroom activities.

Application of psycholinguistics

The field of psycholinguistics explores the mental processes involved in language production and comprehension. Language perception includes listening and reading, while language production includes writing and speaking. Teachers who possess knowledge of psycholinguistics are better equipped to teach learners effectively. According to Demirezen (2004), psycholinguistics can benefit language learning and teaching in several ways.

A psycholinguistic approach to Listening skill

One of the most important skills in language learning is listening. Psycholinguistic knowledge allows teachers to motivate and engage students, while also reducing intrinsic and extrinsic difficulties. Intrinsic difficulties, such as speech speed and unknown vocabulary, are internal to the learner, while extrinsic difficulties include factors like motivation, listening purpose, and environmental noise. “Psycholinguistic researchers have indicated that in teaching listening, the intrinsic and extrinsic difficulties should be overcome

to reach a highly qualified listening activity” (Demirzen31). Research has shown that teachers can overcome these difficulties and improve listening skills by creating interesting and comfortable learning environments.

A psycholinguistic approach to Reading skill

When it comes to reading, there are two psycholinguistics-oriented activities: skimming and scanning. The test-based approach emphasizes bottom-up processing and comprehension, while top-down processes suggest that comprehension is based on the learner's knowledge. In the psycholinguistic approach, reading helps to reduce intrinsic difficulty by piquing the learner's interest in the reading passage” (31). If the text is not provided properly, it can lead to failure to attain the reading skill.

A psycholinguistic approach to Writing skill

In terms of writing, learners may struggle with differences between speaking and writing. To increase writing skills, learners should be provided with interesting topics to write about. “Psycholinguistic approach has a functional effect in the field of writing by the mistakes in graphic notation” (31). Psycholinguistics knowledge can help teachers motivate learners and reduce the difficulty in writing. Familiarity with the topic can also improve writing skills, as can specifying the writing level and writing types.

The psycholinguistic approach to Speaking skill

Speaking skills can be improved by providing learners with interesting topics for discussion. The psycholinguistic approach has a workable control over the field of teaching speaking as a skill. “Psycholinguistic approach has a workable control over the field of teaching speaking as a skill” (32). Student-oriented difficulties, such as personality factors, may affect speaking skills and may differ between extroverted and introverted students. Environmental factors can also impact speaking skills.

Several disorders can affect language learning skills, such as aphasia, autism, and agraphia. These disorders can be rectified through therapies and counseling practices. Teachers should follow certain techniques to improve language learning skills among students.

Methodology tools

The methodology tools are used to develop the vocabulary of the language which helps to improve the language skills. “Vocabulary can be defined, roughly, as the words we teach in the foreign language” (Ur60). Vocabulary refers to the words that are taught in

a foreign language and it helps to develop language skills. "Vocabulary is the foundation to build languages, which plays a fundamental role in communication" (Hatch and Brown1). Having a strong vocabulary is essential in developing language skills and plays a crucial role in effective communication. Some of the methodological tools are suggested below

Language Laboratory

Language laboratory plays a major role in developing language skills. "Language laboratory is an audio-visual installation used in modern teaching methods to learn foreign languages" (Mahajan and Sharma1). A language laboratory is an audio-visual tool used in modern teaching methods to aid in foreign language learning. A language lab's purpose is to encourage students to actively participate in language learning exercises and gain more practice than they would in a traditional classroom setting. "Modern language labs are known by many names, digital language lab, multimedia language lab, language media center, and multimedia learning center, etc" (1). There are various names used to refer to modern language labs, including digital language labs, multimedia language labs, language mediacenters, and multimedia learning centers. Language lab is one of the tools for learning new languages.

Computer Assisted Language Laboratory is the most common and modern way of learning where the learning materials are already inserted in the computer or through using the internet the language is learned. By language lab learning students can develop their skills and their ability in language learning.

Advantage of Language lab

English Language labs provide students with individualized instruction, allowing them to work at their own pace with immediate feedback on their performance. The labs offer an interactive learning experience through speaking and listening exercises, using digital recorders, interactive software, and audio and video resources. Practicing in the labs can also help to increase student's confidence in speaking English, as they can practice in a safe and supportive environment with headphones that have an inbuilt mic.

LCD projector

LCD projector is one of the modern language learning toolsthat help the second language learner to communicate easily. In the context of teaching, various media forms in Liquid crystal display (LCD) projectors such as text, animation, pictures, video, and graphics assist the teacher in delivering the lesson material to the students (Idami41). This type of learning helps the teacher and students to

get a better analysis of the learning through the slides and it makes the students enjoy learning.

Advantages of LCD projector

Idami (2018) states Jarrett (2017) advantages of LCD projector

Learning information can be conveyed easily to the students.

The students can focus on the lesson displayed on the projector rather than a teacher.

Teachers do not have to rely on printed materials since a projector will help them to explain any materials such as charts, maps, and graphics in detail.

It can help the teachers and students to give a better analysis and clarify the materials presented on the display.

Group discussion

Group discussions are a purposeful and organized form of interactive oral communication. "Group strategy in small group discussion was combined with the use of a picture, the students were very motivated making sentences" (Rahmat20). Group discussion effective way of teaching it motivates the learners to interact with each other. "Positive interdependence is created by the structure of cooperative learning tasks and by building a spirit of mutual support within the group" (Richard and Rodgers106). Cooperative learning tasks and mutual support create positive interdependence. Group work increases language practice opportunities, it improves the quality of students' talk" (Ellis598). Engaging in group work provides students with more opportunities to practice their language skills and also enhances the quality of their conversations.

Advantages of Group Discussion

The group discussion promotes student interaction and learning

The group discussion serves as a motivational factor for students to express their thoughts and opinions.

The group discussion grows the respect for other students

iPad

iPad is one of the language learning tools used in this modern world. According to Albadry (2015), he states Henderson and Yeow (2012) about iPad in language learning "such features maximize students' learning experience as they feel more involved, motivated and engaged". "An iPad device or any similar technology could enhance EFL learning by offering unlimited opportunities to facilitate and enrich language learning". (3). An iPad or similar technology can enrich EFL learning with endless opportunities to facilitate language acquisition and it improves language skills. iPads provide a

personalized and inconspicuous way for ELLs to practice language skills through repetition.

Advantages of iPad

App Store, iBooks, iTunes, and iBooks author are some of the learning materials in iPad which help to improve the second language level. "The potential of the iPad device and the mobile-assisted language learning approach appears to have enhanced some forms of learner autonomy, such as collaborating with others, motivation, and change of attitude" (4). iPad apps like Voice Thread and Ask3 helped facilitate collaborative language learning, forming emotional bonds among classmates and motivating reluctant students to

improve their performance. A study surveyed learners' attitudes and motivation towards English learning with iPads. Results showed high motivation and effort outside of the classroom, with a shift towards active learning. iPads can facilitate student collaboration, increase engagement and motivation, and enrich the EFL experience beyond the classroom.

Flashcard

"Flashcards have a great power in motivating and stimulating the students. Meanwhile, flashcards are easy media to help students and teachers in the learning process". (Nugrohoetal.6). Flashcards are a powerful and easy tool to motivate and stimulate students, aiding both students and teachers in the learning process. "A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it". (Baleghizadehetalet al.4). Flashcards are commonly used in teaching English as a second language. They aid in teaching vocabulary, propositions, articles, sentence structures, tenses, and phrasal verbs. Flash card is useful for language learning and it is commonly used in teaching English as a second language. They can be used to teach vocabulary, propositions, articles, sentence structures, tenses, and phrasal verbs.

Types of Flashcards

Paper Flashcard

Digital Flashcard

Paper Flashcard

Paper flash card Haycraft (1978: 102-106) divided flashcards into two types such as word flashcards and picture flashcards. Word flashcards are cards with printed words. They can be used by teachers to practice word order and sentence structure by arranging the cards either on a board or by students. Picture Flashcards Picture

flashcards are versatile tools for teaching vocabulary, identifying verbs in action, and prompting various activities such as substitution drills or improvisation exercises.

Digital Flashcard

Digital flash card is a language learning tool that helps to learn the language through digital techniques. There are several digital apps like "Anki, Brainsscape, Cerego, Course Hero, Linguist, Memorise, Mnemosyne, Pimsleur Language Programs, Pleco Software, Quezlet, Supermemo, Synap, WaniKani"(Mashrapovich Boykhanov225). The language digital flashcard apps help to improve vocabulary. By using apps, one can expedite the process of creating, organizing, and reviewing flashcards.

Advantages of Flashcard

According to Setyo Nugroho (et al, 2012), they state Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely: a) One can use flashcards to reinforce their vocabulary.; b Flashcards can be both motivating and visually appealing.; c) Flashcards are a highly effective study tool that can benefit students at any level of education.; d) Flashcards are convenient to carry and can be studied during any free moment.; e) It is possible to organize flashcards in a way that creates a logical grouping of the words being studied.; f) Flashcards are a cost-effective and inexpensive study tool.; g) Flashcards serve as a visual connection between the user's native language and the language they are learning; and h) Flashcards can be used to practice sentence structure, and word order, or for playing games. This shows that flash card is an effective methodological tool to improve the vocabulary of the second language.

Flannel Board

Visual representations are paired with stories for flannel board activities. Selection criteria are similar to picture books and storytelling. A flannel graph is a visual aid made of wood or cardboard, covered in flannel cloth for displaying cutouts or pictures by applying pressure. It has several advantages and serves various purposes in education. "English media like flannel Board supports the student's ability in memorizing vocabulary. Flannel Board can stimulate the learner to practice his language skill" (Saputra8-9). English media, like the Flannel Board, can enhance students' ability to memorize vocabulary and stimulate language skill practice.

Advantages of Flannel Board

The linguist's effort is based on engaging learners in their everyday lives. Using the Flannel Board as a teaching tool for English vocabulary is effective and helps students be more creative and interested in memorizing vocabulary.

Flannel Boards can increase motivation to learn English for students. It also has the advantage of making words memorable, so students are less likely to forget them. Language practice on a Flannel Board helps students memorize more words compared to well-constructed drills, which are usually quickly forgotten.

Conclusion

This article tries to make an attempt to apply psycholinguistic theories in English language classroom to enhance second language acquisition. It supports learning as an individual process and then it shifts to social domain. This individual development is affected by various factors. To overcome such factors certain Psycholinguistics theories are followed which may provide a way to acquire a second language by developing their cognitive processes through classroom activities. Those theories also state various ways of language process of the human mind which is an individual cognitive development. It also emphasizes that the development of language skills may be the main factor for language learning and that these skills can be attained through the methodology tools of the psycholinguistic approach as mentioned above in the research article.

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