



PSYCHOLOGICAL ASPECTS OF LEARNING A SECOND LANGUAGE EVALUATING LEARNERS' PERCEPTIONS

Bilugudi Nagamani

Vikas College of Education, Vissannapeta A.P.

Abstract

In this paper, examine some psychological characteristics of teaching and learning a second language, as well as how the way in which language learners view their learning experiences affects their capacity to learn. Beyond simply picking up new grammar and vocabulary, there are numerous more factors at play when learning a second language. Most of the previous studies has done on second language evaluation learners but in this paper added psychological aspects. The study's goal is to examine the various psychological elements that have an impact on how students learn and are taught languages. The findings could help clinicians better understand how learners process information and learn new skills. Learning a second language can be a challenging task, but it's also rewarding.

Key words: *Psychological Aspects, learning, second language, evaluation and learners 'perceptions.*

1. Introduction

It can be difficult to learn a second language. It necessitates not just learning the language but also being adept at the cultural customs and standards of the new linguistic community. This is a difficult process, thus it's crucial to consider psychological factors while assessing learners' perceptions. The success of learners in acquiring a second language can be significantly impacted by psychological aspects, which are covered in this paper. Although it has its difficulties, learning a second language can be a tremendously rewarding experience. We will be inundated with new information as soon as we attempt to learn a new language. The stress brought on by this onslaught of fresh knowledge may have an adverse effect on our capacity to learn the language. In this paper, we examine some psychological characteristics of teaching and learning a second language, as well as how the way in which language learners view their learning experiences affects their capacity to learn. Beyond simply picking up new grammar and vocabulary, there are numerous more factors at play when learning a second language. Changes in cognition—how we think—motivation—why we want to learn—and emotional states—how we feel—all fall under this category. The effectiveness of our ability to learn the language depends on all three. Motivation is one of the key psychological elements in learning a second language. We will accomplish our goals far more rapidly if we are driven to learn a new language than if we are not at all. When it comes to learning a second language, there are many different ways to inspire ourselves.

2. Psychological Aspects of Language Learning

Learning a new language can be an exciting experience, but it can also be stressful. It can be an amazing experience, but it also comes with its own set of challenges. From struggling to retain vocabulary to feeling overwhelmed by grammar rules, there are a lot of psychological aspects to language learning that we need to be aware of. Here are some psychological implications of learning a new language:

2.1. Difficulty Retaining Vocabulary: One of the biggest challenges in learning a new language is retaining vocabulary. When we first start learning, our brain is trying to figure out how to use the new words and it can be difficult to keep track of what we've learned. This can lead to frustration when we feel like we're not getting anywhere fast enough, and it can also make it tough to participate in class or conversation.



2.2. Feeling Overwhelmed by Grammar Rules: Another challenge in learning a new language is feeling overwhelmed by the grammar rules. When we're learning a new language, our brain is trying to integrate all of the new information into our existing knowledge base and that can be difficult. In addition, because grammar rules are often complex, it can be hard to remember them or understand them when we see them for the first time. This can lead to confusion and frustration when trying to communicate in the new language.

2.3. Feeling Confused about Identity: When we're learning a new language, our identity can be challenged in several ways. For example, when we start to learn a new language, we may feel like an outsider in our own home country and culture. This can lead to feelings of insecurity and isolation. Additionally, when we're trying to learn a foreign tongue, it can be difficult to define our self-using only the words of that language. This can create uncertainty about who we are and what we value.

2.4. Developing New Strengths: When we're learning a new language, developing new strengths can be helpful. For example, when we're trying to learn grammar rules, it can be beneficial to practice breaking them down into simpler components until they become easier to understand. Additionally, when we're feeling overwhelmed by the task of learning a foreign language, working on memorizing specific vocabulary items or practicing pronunciation may help reduce that stress.

2.5. Seeking Support: When we're learning a new language, it can be helpful to seek out support from family and friends. This can provide us with encouragement and feedback as we continue our journey of learning that new language. Additionally, finding resources such as online courses or books may help improve your fluency in the foreign tongue.

3. Psychological Factors Affecting Language Acquisition

Due to psychological considerations, a lot of people have trouble learning new languages. Many people believe they lack the intelligence or self-assurance necessary to learn a foreign language. Numerous studies have demonstrated that these assumptions are frequently false and that people who have trouble learning a new language frequently do so for reasons unrelated to their IQ or self-confidence. It's critical to keep in mind that learning a foreign language requires effort and practise; fluency is not something that just happens. You can increase your language learning skills in a variety of methods, such as by enrolling in online courses, taking local language lessons, or using language learning software. Additionally, it could be beneficial to get assistance from a qualified tutor if we believe that our existing proficiency in a language is preventing us from learning more. Professional tutors have training in teaching foreign languages and can offer extra assistance that can greatly improve our language abilities. Furthermore, a lot of language-learning apps provide free levels of support, which can assist us in starting to speak the language and establishing a more regular practise.

A decent app will also allow us to monitor your progress and compare our own to that of others. Your motivation will likely improve as a result, which will motivate us to keep studying. Remember that there are numerous strategies to increase our abilities if we are having trouble learning a new language. We humans are always evolving and learning. When it comes to our language skills, this is especially true. This essay examines a few psychological variables that may influence how quickly and effortlessly we pick up foreign languages. We also talk about how changing our attitude and perspective might help you learn a language more effectively. Read on to find out more about how psychological factors might impact our capacity to learn new languages, whether we're a beginner or an experienced student. Many people believe that learning a language is an easy and quick process, however this isn't always the case.



Actually, a variety of psychological aspects can influence how quickly and effortlessly someone picks up a new language. Motivation is one of the most significant psychological variables that can influence how quickly and easy someone learns a new language. Our focus, concentration, effort, and willingness to try are just a few of the ways that our motivation affects our capacity to learn. We are more inclined to put forth the work required to achieve our goals when we are motivated to learn something, whether it be for academic or personal reasons.

Prior exposure to the language is a significant psychological component that might influence how quickly and effortlessly someone learns a new language. The impact of our past experiences on our ability to acquire a new language might be positive or negative. It might be challenging for us to learn how to speak and understand a language if we have had little to no prior exposure to it. On the other hand, if we are already fluent in the language, that information can aid us in hastening our learning. Finally, how fast and effortlessly we pick up new languages depends greatly on our mindset, or attitude toward learning. Positive and negative attitudes can be used to categorise our psyche. With a positive perspective, learning a new language is viewed as a fun challenge that can be accomplished with effort and persistence. Any objective, even learning a new language, requires this kind of thinking to be successful. A negative outlook, on the other hand, would make learning a new language seems arduous, annoying, and stressful, which would only make it worse. When learning a new language, a pessimistic outlook can result in less effort and less success. In general, a variety of factors can influence how quickly and effortlessly someone picks up a new language. The first step, however, is to make an effort by studying the language, speaking it frequently, and being motivated, regardless of the person's upbringing or thinking. Anyone can quickly become skilled in any new language with effort and persistence.

4. Methods of Acquiring Second Language through Psychological Aspects

Since the 19th century and up to the present day, India has taught English using a variety of approaches. The Grammar Translation Method was the first approach to teaching English through the use of a native tongue. With the Direct Method, native language is not a factor in the direct instruction of English. Two languages are taught using the bilingual method, with two of them receiving differentiated instruction. All grammatical rules are first taught using the inductive technique, and then instances are given. Deductive Method entails teaching grammar rules and principles after first teaching explanations of examples. An individual is trained in dialogues about their daily lives as part of a communicative strategy that deals with communicative abilities. The situational approach is a technique that relies on the idea that children should learn their mother tongues. The trainer creates a situation, and the learner must deal with it in order to master the language. It operates under the premise that a person can survive in a foreign country. Neuro-Linguistic Programming is the most recent technique used to learn a second language. This approach focuses on how the brain processes language and how this process helps someone become fluent in that language. There are some unique consequences of neurolinguistic programming that eliminate all the restrictions of learning a foreign language as a second language.

In order to overcome mental challenges and foster self-learning and self-motivation, neurolinguistic programming offers skills, strategies, and techniques. Explores the relationship between language and the human brain. It is a novel form that develops as linguistics advances. The fundamental idea behind neuro-linguistic programming is that the language area is primarily connected to the brain region 55 and sensory organs. For Neuro-Linguistic Programming to work effectively, a variety of methods and techniques are used. In essence, neurolinguistic programming helps people learn new languages and comprehend themselves. Additionally, it makes it easier to comprehend a word or a speech. Being



proficient in a language, especially a foreign language, makes a person. In essence, Neuro-Linguistic Programming is a model and practical strategy rather than a theory. It motivates people to understand how the mind works and primes the mind for a certain goal that needs to be attained over time. It contains numerous intellectual ideas and language proficiency methods. Modeling, mirroring, and meta-modeling are some of the strategies.

5. Review of literature

The theories of language, language use, and language learning are the foundation of Timpe-(2016) Laughlin's work, *Learning and Development of Second and Foreign Language Pragmatics as a Higher Order Language Skill: A Brief Overview of Relevant Theories*. Through the application of these ideas, second language acquisition effectiveness, a theoretical perspective on L2, and pragmatic development are promoted. Additionally highlighted are the sociocognitive elements of L2 learning. A theoretical framework can be used to organise a systematic research and assessment agenda that, rather than producing empirical data, informs the development of theories.

The communication issue students experience in English language lessons is addressed in *Development of Speaking Skill in English Language Classes* by Sepevsiova (2015). This article's goal is to quickly examine and discuss linguistic theories and communicative approaches that can be employed in English language classes, as well as introduce some fundamental ideas. Teachers should use a variety of print and electronic resources and look for a variety of communicative activities to help their students develop their speaking skills if they want them to communicate effectively and fluently. Teachers must assign pupils demanding homework so they can conquer their challenges. In order to communicate in day-to-day circumstances, students should employ the acquired language forms and structures.

Ellis (2014a), in his article *Principles of Instructed Second Language Acquisition*, addresses the guidelines for teachers and how to instruct students in a second language. To make sure that they concentrate on the meaning of the language and its form, the learners build a vast repertoire of formulaic expressions and a competency based on rules. While maintaining explicit knowledge, the learners may acquire implicit understanding of the second language. The learners' built-in syllabus is taken into consideration when the teachers give instructions. It requires numerous possibilities for output in a second language. To improve the learners' skill in the second language, they must have the chance to communicate in it. The educator must consider the unique characteristics of each student. In order to assess learners' second language fluency, both free and regulated production must be looked at. A set of guiding principles based on second language acquisition and the significance of the social and cognitive elements are being attempted.

6. Objectives and Scope of the Research

- The study's goal is to examine the various psychological elements that have an impact on how students learn and are taught languages.
- This study examines the viewpoint of learners at various stages and sheds light on the many facets of second language acquisition. Understanding and appreciating the English language is beneficial. This study offers a practical method for enhancing learners' capacity to learn the target language. It gives students more self-assurance and encourages them to communicate their views clearly and coherently. It also helps the students develop their own ideas. Additionally, it improves students' critical and creative thinking.



- This study contributes to the analysis of language teaching strategies and methodologies and highlights the advantages of various techniques. The difficulty a learner has picking up a new language is also examined in this study.
- This study highlights the cognitive strategies for language development. The goal of the study is to provide slow learners with knowledge of the language in order to give them the chance to get over their fear.
- This study may also offer some simple methods for students with difficulties to learn a new language.
- They learn the target language with comfort and easy thanks to the employment of techniques and psychological strategies.

7. Methodology

Convictions about the concept of information and methods for obtaining it influence researchers' propensity for either empirical or non-empirical methodologies. The greatest way to get information, according to those who use precise tactics, is by careful selection of resources or perhaps through evaluation of information. Non-empirical methodologists value optional approaches like reflection on prior grants or on a particular area of civic engagement. In communication studies, empirical methods are used in an effort to produce unbiased and trustworthy findings. This methodology is positivistic since it is believed that the social world is governed by laws or principles that are similar to laws, making it predictable.

7.1. Tools used for collecting the Data

A researcher needs a variety of methods or tools for acquiring information. Tests are estimating tools that control the analyst's information gathering and assessment processes. The complexity, comprehension, structure, and organization of a tool may change. Each tool is appropriate for a variety of particular types of data. One must select from the available tools those that will provide information for the theory they are testing. Current research tools may occasionally fail for this reason in particular situations, thus analysts should modify them or create their own. There are many different methods for gathering information, including: 1. Questionnaire and 2. Interviews.

7.2. Data Collection

Forms used for questionnaires were used to obtain the data. For the analysis, students were chosen at random. For the analysis, first-year degree candidates were chosen. Hyderabad has five degree-granting institutions which are 1. Badrukadegree college, 2. Avanthidegree college, 3. Jagrithidegree college 4. Siddhardadegree college and 5. Ideal Degree college.

8. Findings of the Study

As the world becomes more and more globalized, it's important that everyone has the ability to communicate in multiple languages. This is why learning a second language has become increasingly popular, and there are now many resources available to help learners achieve their goals. In this study, psychologists evaluated learners of a second language to gain insights into psychological aspects of language learning. The findings could help clinicians better understand how learners process information and learn new skills. Learning a second language can be a challenging task, but it's also rewarding. One of the main reasons for this is the sense of satisfaction that comes with being able to communicate more effectively. In order to help learners achieve this sense of satisfaction, it's important to understand their psychological makeup. That's why a recent study was conducted, looking at the



psychological aspects of learning a second language. The findings will be of great interest to teachers and learners alike.

9. Psychological Aspects of Learning a Second Language Evaluating Learners

9.1. Attitude

There are a few key factors that we should keep in mind when assessing our learners' attitude towards learning a second language. These include their motivation, self-efficacy, and satisfaction with the learning process. Motivation can be assessed through questions such as "Why do you want to learn this language?" or "What benefits will you derive from knowing it?" Self-efficacy is gauged via challenges like speaking exercises or real world tasks where success depends on how much effort the learner puts in. Lastly, satisfaction with the learning process can be determined by asking participants how often they enjoy doing specific activities (like practicing vocabulary) and whether they feel challenged enough to continue progressing. Adding a second language to our curriculum can be an exciting and motivating experience, but it can also be daunting. There are a number of psychological factors that students may encounter when learning a new language, including anxiety, boredom, stress, and lack of confidence. It is important to identify these tendencies and address them as early as possible so that learners don't fall victim to negative emotions or behaviors. Some helpful approaches include creating group activities that promote interaction among classmates, providing supplementary materials such as flashcards or video lessons for supplemental practice purposes, setting clear goals for the semester or year-long program timeline, and assigning individualized feedback sessions with tutors or language coaches. By working together in this way,, educators can help students reach their maximal potential while experiencing minimal challenges along the way.

9.2. Anxiety

There is a lot of evidence to suggest that anxiety plays a significant role in the psychological aspects of learning a second language. In this paper, we discuss some of the research that has been conducted on this topic and how it can be helpful for learners who experience anxiety related to language acquisition. The first study that was published explored the effects of relaxation training on second-language learners' levels of anxiety and their ability to learn new vocabulary. The results showed that participants who completed the relaxation training had significantly lower levels of anxiety than those who did not. Additionally, they were also more successful at acquiring new vocabulary words during task-based practice sessions involving face-to-face interaction with native speakers. Another study looked at Ideal degree collegestudents' perceptions about speaking English aloud in public contexts. Results indicated that these students felt more anxious when speaking English. This suggests that English speakers may have an especially difficult time getting over their feelings of shyness.

9.3. Lack of Confidence

Learning a second language can be an exciting and challenging experience, but it can also be daunting if we don't have the confidence to start. This question explores some of the psychological aspects of learning a new language that may play into how confident students are when starting out. Some factors that may impact students' confidence include their previous experiences with languages, their age, intelligence levels, self-esteem, and social skills. These variables obviously vary from person to person and will differently effect each individual in different ways. However, there are certain things that all learners should keep in mind if they want to maximize their chances for success.

For example:

- Make sure we have realistic expectations about our ability to learn and pronounce the language correctly from the beginning;



- Visualize ourselves speaking or using the language regularly throughout your course;
- Set small goals rather than thinking too big at first (this will help prevent overwhelm);
- Remember that mistakes are part of any journey - embrace them.

9.4. Fear

Fear is a common psychological state that people experience when they are learning or trying to learn a new language. It can range from mild anxiety to full-blown terror, and it can have negative effects on our performance in the language class.

Here are some ways that we can minimize the impact of fear on our learning:

1. Be aware of how we're feeling and take stock of our emotions every time we feel afraid or anxious about speaking the new language. This will help us to understand why these feelings arise, which may make them less daunting.
2. Create positive expectations for ourselves before starting the class. When we know what goals we want to achieve, taking steps towards reaching them becomes much more manageable and exciting. Set small milestones along the way so that each success feels worthwhile instead of overwhelming.
3. Use relaxation techniques like meditation or yoga before going into any stressful situations (like grammar lessons).

10. Conclusions

Learning a second language can be a challenging experience, but it can also be rewarding. When we're able to understand and speak the language better, it's as if we've unlocked a new door in our mind. In this paper, we discussed some of the psychological aspects of learning a second language, and how we can evaluate our learners' perception of the process. Whether we're a teacher, student, or just interested in learning more about the topic, we hope we have found this paper useful. Learning a second language can be a daunting task, but by taking into account the psychological aspects of learning, it can be made much easier. By identifying and understanding our own psychological traits, we can better adjust and manage our learning environment to achieve the best possible results. The psychological aspects of learning a second language are essential in order to achieve successful learning outcomes. By understanding the learners' perception and adapting our teaching methods accordingly, we can help them to learn the language in a more effective and enjoyable way. In addition, by providing support and resources throughout the process, we can ensure that they attain the best possible results. The psychological aspects of learning a second language are just as important as the linguistic aspects. Evaluating learners' perception is one way to help them optimise their learning process. By understanding their feelings and thoughts, we can help them to develop strategies that will help them overcome any obstacles they face. In addition, by providing feedback that is tailored specifically to their needs, we can help them to improve their language skills faster and more effectively.

Works Cited

1. Abilasha R. and Ilankumaran M., (2014), Trends in English Language Teaching: A Novel Perspective, *International Journal on Studies in English Language and Literature*, 2(11),46–52.
2. Abilasha R. and Ilankumaran M., (2018), English Language Teaching: Challenges and Strategies from the Indian Perspective, *International Journal of Engineering and Technology*, 7(3), 202–205.



3. Anjomshoa L. and Sadighi F., (2015), The Importance of Motivation in Second Language Acquisition, *International Journal on Studies in English Language and Literature*, 3(2),126–137.
4. Banks J. A., *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Routledge, 2015.
5. Bialystok E., *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press, 2001.
6. Biswajit S. and Mondal S., (2005), Effect of Integrated Nutrient Management on the Growth And Productivity of Potato (*Solanum Tuberosum*), *Environment and Ecology*, 9(3),387–391.
7. Castaneda M. and Rodriguez-Gonzalez E., (2011), L2 Speaking Self-Ability Perceptions Through Multiple Video Speech Drafts, *Hispania*, 94(3), 483–501.
8. Clement Richard S. Sampasivam, (2014), the Dynamics of Second Language Confidence: Contact and Interaction, *Multiple Perspectives on the Self in SLA*, 9(2), 23–40.
9. Coleman H., (2010), the English Language in Development, A Paper Commissioned by The British Council, 9(2), 2014.
10. David N., (1991), *Language Teaching Methodology*, Printice Hall, New York, London, Toronto, Sydney, Tokyo, Singapore, 7(13).
11. David A K., Boyatzis R. E. and Mainemelis C., (2001), *Experiential Learning Theory: Previous Research and New Directions*, *Perspectives on Thinking, Learning, and Cognitive Styles*, 1(8), 227–247.
12. Delbio A. and Ilankumaran M., (2018), Theories, Techniques, Methods and Approaches of Second Language Acquisition: A Psychological Perspective, *International Journal of Engineering and Technology*, 7(3), 192–197.
13. Franck J., Colonna S. and Rizzi L., (2015), Task-dependency and Structure-dependency in Number Interference Effects in Sentence Comprehension, *Frontiers in Psychology*, 6, 349.
14. Friederici A. D., Chomsky N., Berwick R. C., Moro A. and Bolhuis J. J., (2017), Language, Mind and Brain, *Nature Human Behaviour*, 1(10), 713–722.
15. Fries P. H., (2008), Charles C. Fries, *Linguistics and Corpus Linguistics*, Department of English Language and Literature, 17(1), 1–22.
16. Fromkin V., Rodman R. and Hyams N., *An Introduction to Language*. Cengage Learning, 2018.
17. Garrett N., (2009), Computer-Assisted Language Learning Trends and Issues Revisited: Integrating Innovation, *The Modern Language Journal*, 93(1), 719–740.
18. Gonzalez A. Y. R., (2016), The Communication and Information Technologies (ICT'S) used by English Teachers at Manuel Benavides High School with Ninth Grade Students to Improve Their Learning Experience in a Foreign Language Setting, *Environment and Ecology*, 9(4), 39–45.
19. Gowri K. J. and Ilankumaran M., (2018), Application of Theories, Techniques, Methods and Approaches to Develop Second Language Skills-a Study Based on Transition From Schooling to College, *International Journal of Engineering & Technology*, 7(3.6), 210–215.
20. Huang C. J. and May R., *Logical Structure and Linguistic Structure: Cross-linguistic Perspectives*. Springer Science & Business Media, 2012.
21. Henry A. and Thorsen C., (2018), the Ideal Multilingual Self: Validity, Influences on Motivation and Role in a Multilingual Education, *International Journal of Multilingualism*, 15(4), 349–364.
22. Ho J. and Crookall D., (1995), Breaking with Chinese Cultural Traditions: Learner Autonomy in English Language Teaching, *System*, 23(2), 235–243.
23. Ionescu F., Nae V. and Stoica E.-C. (2007), Development of a Grid-Based Learning Management System. In *Proceedings of the 11th WSEAS International Conference on Computers*, Agios Nikolaos, Crete Island, Greece, 294–298. Citeseer.



24. Jayapaul V., (2017), Adapting Physiotherapeutic Training Strategies and Applying it in English Language Training to Enhance the Speaking Skills of the ESL Learners, *Research Journal of English Language and Literature*, 5(2), 447–450.
25. Jo H. I. and Jeon J. Y., (2020), The Influence of Human Behavioral Characteristics on Soundscape Perception in Urban Parks: Subjective and Observational Approaches, *Landscape and Urban Planning*, 203, 103–890.
26. Jaramillo J. A., (1996), Vygotsky's Sociocultural Theory and Contributions to The Development of Constructivist Curricula, *Education*, 117(1), 133–141.
27. Kukulska-Hulme A. (2015), Language as a Bridge Connecting Formal and Informal Language Learning Through Mobile Devices. In *Seamless Learning in the Age of Mobile Connectivity*, 281–294. Springer.
28. Kukulska-Hulme A., Norris L. and Donohue J., (2015), Mobile Pedagogy for English Language Teaching: A Guide for Teachers, *Journal of Education*, 55(15), 325–452.
29. Kim H., (2018), Impact of Slide-based Lectures on Undergraduate Students Learning: Mixed Effects of Accessibility to Slides, Differences in Note-taking, and Memory Term, *Computers & Education*, 123, 13–25.
30. Lang Y., (2008), World Englishes: Implications for International Communication and English Language Teaching by Kirkpatrick Andy, *The Modern Language Journal*, 92(4), 654–655.
31. Larsen-Freeman D., (2007), Reflecting on the Cognitive–Social Debate in Second Language Acquisition, *The Modern Language Journal*, 91, 773–787. 200
32. Lewis M. (2001), *English Language Teaching in Its Social Context*.
33. Long M. H., (1990), The Least a Second Language Acquisition Theory Needs to Explain, *Tesol Quarterly*, 24(4), 649–666.
34. Mashhadi F. and Jamalifar G., (2015), Second Language Vocabulary Learning Through Visual and Textual Representation, *Procedia-Social and Behavioral Sciences*, 192, 298–307.
35. McCafferty S. G., (1994), Adult Second Language Learners' use of Private Speech: A Review of Studies, *The Modern Language Journal*, 78(4), 421–436.
36. Moore Z., *Values in English Language Teaching*. JSTOR, 2006.
37. Mouw T. and Xie Y., (1999), Bilingualism and The Academic Achievement of First-and Second-Generation Asian Americans: Accommodation with or without Assimilation, *American Sociological Review*, 64(2), 232–252.
38. Nachimuthu L.K, (2013), Need for the Parallel Role for Psycho-Techno Teacher, *Current Perspectives on Education*, 42(21), 38–228.
39. Ng C. F. and Ng P. K., (2015), A Review of Intrinsic and Extrinsic Motivations of ESL Learners, *International Journal of Languages, Literature and Linguistics*, 1(2), 98–105.
40. Nunan D., *Task-Based Language Teaching*. Ernst KlettSprachen, 2004.
41. Pappamihel N. E., (2002), English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom, *Research in the Teaching of English*, 36(3), 327–355.
42. Piaget J. and Inhelder B., (2015), Memory and Intelligence (Psychology Revivals), *Applied Linguistics*, 13(8), 11–22.
43. Ragni A., Dakin E., Chen X., Gales M. J. and Knill K. M. (2016), Multi-Language Neural Network Language Models. In *Interspeech 2016*, 124–189. International Speech Communication Association.
44. Robins D., *Vygotsky's and AA Leontiev's Semiotics and Psycholinguistics: Applications for Education, Second Language Acquisition, and Theories of Language*. Westport, Conn.: Praeger Publishers, 2003.



45. Rose P.Mike, (1985), the Language of Exclusion: Writing Instruction at The University, *College English*, 47(4), 341–359.
46. Sapir, (2012), the Sapir-Whorf Hypothesis Today, *Theory and Practice in Language Studies*, 2(3), 642–646.
47. Selkirk E. and Lee S. J., (2015), Constituency in Sentence Phonology: An Introduction, *Phonology*, 32(1), 1–18.
48. Sreena S. and Ilankumaran M., (2018), Developing Productive Skills Through Receptive Skills–A Cognitive Approach, *International Journal of Engineering & Technology*, 7(4.36), 669–673.
49. Tarone E., (2015), Second Language Acquisition in Applied Linguistics: 1925–2015 and Beyond, *Applied Linguistics*, 36(4), 444–453.
50. Tellez K. and Mosqueda E., (2015), Developing Teachers Knowledge and Skills at the Intersection of English Language Learners and Language Assessment, *Review of Research in Education*, 39(1), 87–121.
51. Teper R., Zhong C.-BandInzlicht M., (2015), How Emotions Shape Moral Behavior: Some Answers (and questions) for the Field of Moral Psychology, *Social and Personality Psychology Compass*, 9(1), 1–14.
52. Vanderplank R., (2008), The Significance of First Language Development in Five to Nine Year Old Children for Second and Foreign Language Learning, *Applied Linguistics*, 29(4), 717–722.
53. Varghese M., Morgan B., Johnston B. and Johnson K. A., (2005), Theorizing Language Teacher Identity: Three Perspectives and Beyond, *Journal of Language, Identity, and Education*, 4(1), 21–44.
54. Varshney R. and Rolin-Ianziti J., (2006), Student Perceptions of L1 use in the Foreign Language Classroom: Help or Hindrance, *Journal of the Australasian Universities Language and Literature Association*, 6(105), 55–83.
55. Wong B., Yin B. and O'Brien B., (2016), Neurolinguistics: Structure, Function, and Connectivity in the Bilingual Brain, *BioMed Research International*, 2016(4), 1–22.
56. Walker R., *Teaching the Pronunciation of English as a Lingua Franca*, volume 345. Oxford University Press Oxford, 2010.
57. Watson-Gegeo K. A., (2004), Mind, Language, and Epistemology: Toward a Language Socialization Paradigm for SLA, *The Modern Language Journal*, 88(3), 331–350.
58. Zaker A., (2017), The Acculturation Model of Second Language Acquisition: Inspecting Weaknesses and Strengths, *Indonesian EFL Journal*, 2(2), 80–87.