

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations”**  
**September 25, 2025**

**PSYCHOLINGUISTIC FACTORS IN SECOND LANGUAGE ACQUISITION**

*Akhmedov Oybek Saparbayevich*

*Uzbekistan state world languages university*

**Abstract:** Second language acquisition is a complex process influenced not only by cognitive and social aspects but also by psycholinguistic factors that shape learners' ability to perceive, process, and produce the target language. This paper explores the role of memory capacity, attention span, motivation, anxiety, and individual differences in shaping language learning outcomes. By analyzing the interaction between these factors and language input, the study emphasizes the importance of psycholinguistic mechanisms such as information processing, interlanguage development, and error analysis. The findings highlight that effective second language instruction requires a deep understanding of learners' psychological states alongside linguistic competence.

**Keywords:** Second language acquisition; psycholinguistic factors; memory; attention; motivation; anxiety; interlanguage; error analysis.

## **INTRODUCTION**

The study of second language acquisition (SLA) has increasingly moved beyond purely linguistic explanations to encompass psychological and cognitive dimensions that influence learners' progress. Among these dimensions, psycholinguistic factors play a pivotal role, as they determine how language input is perceived, stored, and retrieved during communication. Unlike the structural perspective that primarily emphasizes grammar and vocabulary, the psycholinguistic perspective highlights the internal processes that occur in the human mind when acquiring a new language. Memory, attention, and motivation are often considered fundamental in shaping successful learning outcomes. Short-term and long-term memory capacities, for instance, directly affect vocabulary retention and the ability to form syntactic structures. Similarly, sustained attention helps learners process complex linguistic input, while motivation drives persistence in the face of linguistic challenges. At the same time, affective variables such as language anxiety, self-confidence, and emotional stability may facilitate or hinder performance in communicative tasks. Research in psycholinguistics also underscores the importance of interlanguage development, error analysis, and information processing strategies, which provide insight into learners' gradual progress toward target language proficiency. These processes reveal that language learning is not linear but rather dynamic and influenced by individual cognitive differences. Furthermore, contemporary approaches in applied linguistics emphasize the integration of psycholinguistic findings into classroom practice, ensuring that teaching methods align with learners' mental capabilities and psychological needs.

Therefore, examining psycholinguistic factors in second language acquisition not only enriches theoretical understanding but also provides practical guidance for educators. By considering how learners think, process, and emotionally respond to language input, teachers can design more effective learning environments that support long-term success in mastering a foreign language.

## **CONCLUSION**

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations”**  
**September 25, 2025**

Psycholinguistic factors represent an essential dimension of second language acquisition, as they provide a deeper understanding of how learners perceive, process, and internalize new linguistic knowledge. The evidence discussed demonstrates that cognitive components such as memory and attention, alongside affective elements like motivation and anxiety, directly influence the pace and success of language learning. Learners with strong memory skills and higher levels of motivation are more likely to retain vocabulary, master grammar structures, and achieve communicative competence, while those experiencing high anxiety may encounter barriers that slow down or even disrupt the acquisition process. Moreover, psycholinguistic studies reveal that language learning is an interactive and dynamic process rather than a mechanical accumulation of rules. Interlanguage development and error analysis show that mistakes are not simply failures but natural stages in progressing toward proficiency. Understanding these processes helps teachers adopt supportive and flexible pedagogical strategies that align with learners’ mental capacities and psychological needs.

In practical terms, effective second language instruction requires teachers to recognize the individuality of each learner. By taking into account differences in attention span, memory strength, emotional resilience, and motivation levels, educators can design adaptive methodologies that enhance learners’ engagement and performance. Such approaches not only foster linguistic competence but also create a psychologically supportive environment where learners feel confident and motivated to experiment with the target language. In conclusion, integrating psycholinguistic insights into second language education bridges the gap between theory and practice. It empowers both teachers and learners to understand the mental and emotional dimensions of language learning, ultimately contributing to more effective teaching strategies and successful language acquisition outcomes.

## **REFERENCES**

1. Li, S. (2023). Working memory and second language writing: A systematic review. *Studies in Second Language Acquisition*, 45(3), 647–679. <https://doi.org/10.1017/S0272263123000189>
2. Szcześniak, K. (2024). The noticing hypothesis and formulaic language. *Acta Psychologica*, 248, 104372. <https://doi.org/10.1016/j.actpsy.2024.104372>
3. Chen, W. (2025). Foreign language anxiety and academic achievement: A meta-analysis. *Frontiers in Education*, 10, 1576224. <https://doi.org/10.3389/educ.2025.1576224>
4. Babanoğlu, M. P., & Atalmış, E. (2025). Mindfulness and foreign language achievement. *Frontiers in Psychology*, 16, 1479462. <https://doi.org/10.3389/fpsyg.2025.1479462>
5. Pili-Moss, D., Wendebourg, K., Schmidt, T., Meurers, D., & Hamrick, P. (2025). Implicit statistical learning and working memory in EFL. *Memory & Cognition*. <https://doi.org/10.1016/j.system.2025.103568>
6. Nuralieva, L. Z., et al. (2024). Correlation between creativity and intelligence among students in Uzbekistan. *Heliyon*, 10(9), e31592. <https://doi.org/10.1016/j.heliyon.2024.e31592>

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations”**  
**September 25, 2025**

7. Hazratqulova, E. I. (2024). Psycholinguistic aspects in foreign language teaching. In Proceedings of the 27th Int. Sci. Conf. (pp. 106–110). Warsaw: Internauka.
8. Zaki, X. (2025). The impact of speaking anxiety on EFL students in Termez. *European Journal of Literature, Language and Linguistics Studies*, 9(1), 70–81.
9. Bozorova, G. T. (2023). Psychological approach to language learning. *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences*, 3(4), 857–862.
10. Otaqulova, Z. (2023). Psixolingvistika fanining o‘zbek tilshunosligida o‘rni. *Eastern Renaissance: Innovative Studies of the Humanities*, 3(Special Issue), 76–79.