



IMPLICATIONS OF WORLD ENGLISHES FOR SLA PEDAGOGY WITH PSYCHOLINGUISTIC CONSIDERATIONS: WORLD ENGLISHES AND SLA PEDAGOGY

Parama Chakraborty

Dhaka University, Bangladesh

paramachakraborty335@gmail.com

Nicolo Antony

University of Pisa, Italy

Nictony93@gmail.com

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Abstract

The emergence of World Englishes has challenged the traditional notion of English as a monolithic and homogeneous language. This has significant implications for Second Language Acquisition (SLA) pedagogy, particularly in terms of teaching English as an International Language (EIL) and recognizing the diversity of English language learners. In this paper, we review current research on World Englishes and their implications for SLA pedagogy. We argue that SLA pedagogy must embrace the diversity of English language learners, acknowledge the linguistic and cultural variability of English, and promote intercultural communicative competence. Additionally, SLA pedagogy must also incorporate language variation and pragmatics into instruction, and provide opportunities for learners to engage with diverse English language contexts. Ultimately, the pedagogical implications of World Englishes require a shift towards a more flexible and dynamic approach to teaching English, one that recognizes and embraces the diversity of English language learners and contexts.

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Introduction

English is widely recognized as the world's most widely spoken language, with an estimated 1.5 billion people worldwide speaking English as either their first or second language (Crystal, 2012). However, the notion of English as a monolithic and homogeneous language is being challenged by the emergence of World Englishes, a term used to describe the varieties of English that have developed and continue to evolve across the globe (Kachru, 1992).

World Englishes reflect the diversity of English language use across different regions and contexts, and they are characterized by linguistic and cultural variability. World Englishes can be distinguished from traditional native-speaker varieties of English, such as British and American English, by their unique features, including phonology, syntax, lexicon, and discourse (Kachru & Nelson, 2001).

The emergence of World Englishes has significant implications for Second Language Acquisition (SLA) pedagogy. Traditional approaches to SLA have focused on teaching English as a native speaker would use it, with little attention paid to the diversity of English language learners and the contexts in which English is used globally. However, as English continues to evolve and be used in diverse contexts, there is a growing recognition of the need for SLA pedagogy to adapt to these changes.

The goal of this paper is to review current research on World Englishes and their implications for SLA pedagogy. We will begin by discussing the history and evolution of World Englishes, before examining the linguistic and cultural variability of these varieties. We will then explore the implications

of World Englishes for SLA pedagogy, including the need for a more flexible and dynamic approach to teaching English, one that embraces the diversity of English language learners and contexts.

The concept of World Englishes emerged in the 1970s, as linguists began to recognize the diversity of English language use across the globe. In 1974, the linguist Braj Kachru introduced the term "World Englishes" to describe the varieties of English that had developed in different parts of the world (Kachru, 1974). Kachru's model of World Englishes distinguishes between three concentric circles of English use: the Inner Circle (comprising native-speaker varieties such as British and American English), the Outer Circle (comprising English as a second language in former British colonies such as India and Nigeria), and the Expanding Circle (comprising English as a foreign language in non-Anglophone countries such as China and Brazil).

Since Kachru's pioneering work, research on World Englishes has continued to grow, with scholars exploring the linguistic and cultural variability of these varieties. One key characteristic of World Englishes is their unique features, including phonology, syntax, lexicon, and discourse. For example, Singapore English is characterized by a distinctive prosody and pronunciation, while Indian English is marked by a distinctive syntactic structure and vocabulary (Kachru & Nelson, 2001).

In addition to linguistic variability, World Englishes are also characterized by cultural variability. As English continues to be used in diverse contexts across the globe, it is inevitable that it will be influenced by local cultural norms and values. This has led to the emergence of new varieties of English, such as Nigerian English and Jamaican English, which reflect the cultural and social contexts in which they are used (Jenkins, 2015).

Literature Review

The Emergence Of World Englishes

It has significant implications for SLA pedagogy. Traditional approaches to SLA have focused on teaching English as a native speaker would use it, with little attention paid to the diversity of English language learners and the contexts in which English is used globally. However, as English continues to evolve and be used in diverse contexts, there is a growing recognition of the need for SLA pedagogy to adapt to these changes. The teaching of English as an International Language (EIL) has emerged as a response to the diversity of World Englishes, acknowledging the need to teach English as a means of international communication rather than as a native-speaker standard (Jenkins, 2006).

EIL pedagogy recognizes the diversity of English language learners and the contexts in which English is used globally. It emphasizes the importance of developing intercultural communicative competence, enabling learners to communicate effectively with speakers of different English varieties and cultural backgrounds. EIL pedagogy also emphasizes the importance of understanding language variation and pragmatics, recognizing the linguistic and cultural variability of English (Seidlhofer, 2001).

SLA pedagogy must also provide opportunities for learners to engage with diverse English language contexts. This can be achieved through the use of authentic materials from different English varieties, exposure to different varieties of English in the classroom, and opportunities for learners to interact with speakers of different English varieties (Jenkins, 2015).

In summary, the emergence of World Englishes has challenged the traditional notion of English as a monolithic and homogeneous language. World Englishes reflect the linguistic and cultural variability of English across the globe, and they have significant implications for SLA pedagogy. Traditional approaches to SLA must be adapted to recognize the diversity of English language learners and contexts, and to promote intercultural communicative competence. EIL pedagogy provides a framework for teaching English as a means of international communication, and it emphasizes the importance of understanding language variation and pragmatics. Ultimately, the pedagogical implications of World Englishes require a shift towards a more flexible and dynamic approach to teaching English, one that recognizes and embraces the diversity of English language learners and contexts.

Psycholinguistic Considerations In SLA Pedagogy

Psycholinguistics is the study of the psychological and factors that underlie language acquisition, processing, and production. It plays a critical role in informing SLA pedagogy, as it provides

insights into how learners acquire and use language. In SLA pedagogy, psycholinguistics is used to understand how learners process and produce language, and how language input and feedback can be optimized to facilitate language learning.

One of the key insights from psycholinguistics is that language is acquired through a process of implicit learning, which is driven by exposure to language input and feedback (Krashen, 1982). This means that learners acquire language unconsciously, through exposure to language input that is comprehensible and provides sufficient feedback to support learning. SLA pedagogy must, therefore, provide learners with opportunities to engage with language input that is comprehensible and feedback that is informative.

Another key insight from psycholinguistics is that language processing is influenced by cognitive and affective factors, such as attention, memory, motivation, and anxiety (Skehan, 1998). These factors can either facilitate or hinder language learning, and they must be taken into account in SLA pedagogy. For example, learners may struggle to process language input if they are distracted, fatigued, or anxious. SLA pedagogy must, therefore, create a supportive learning environment that fosters learners' attention, motivation, and confidence.

Research in psychology has demonstrated that the acquisition of language is a multifaceted procedure that encompasses cognitive, emotional, and societal elements. The social aspect of language learning is heavily influenced by pragmatics, which entails comprehending the intended message of interlocutors and utilizing language suitably in various social contexts. (Dey, 2023)

Result

Implications Of World Englishes For SLA Pedagogy From A Psycholinguistic Perspective

World Englishes have significant implications for SLA pedagogy from a psycholinguistic perspective. First, the diversity of English varieties requires a rethinking of how language input is presented to learners. Traditional approaches to SLA often rely on standardized language input that reflects a native-speaker norm. However, this approach may be problematic for learners who are exposed to a range of English varieties in the real world. SLA pedagogy must, therefore, incorporate authentic language input from a range of English varieties to expose learners to the linguistic and cultural diversity of English.

Second, the diversity of English varieties requires a rethinking of how feedback is provided to learners. Traditional approaches to SLA often rely on corrective feedback that focuses on errors in grammar and pronunciation. However, this approach may be problematic for learners who are using a non-standard variety of English. SLA pedagogy must, therefore, provide feedback that acknowledges the linguistic and cultural variability of English and encourages learners to develop intercultural communicative competence.

Third, the diversity of English varieties requires a rethinking of how learners are assessed. Traditional approaches to SLA often rely on standardized assessments that reflect a native-speaker norm. However, this approach may be problematic for learners who are using a non-standard variety of English. SLA pedagogy must, therefore, develop assessment tools that acknowledge the linguistic and cultural diversity of English and provide a fair and accurate reflection of learners' communicative competence.

Fourth, the diversity of English varieties requires a rethinking of how learners' attitudes towards English are fostered. Traditional approaches to SLA often prioritize native-like proficiency and stigmatize non-native varieties of English. However, this approach may be problematic for learners who are using a non-standard variety of English. SLA pedagogy must, therefore, foster a positive attitude towards the linguistic and cultural diversity of English and encourage learners to develop intercultural communicative competence. World Englishes have significant implications for SLA.

Psycholinguistic Considerations in SLA Pedagogy

Psycholinguistics is a multidisciplinary field that studies the cognitive and neurobiological processes involved in language acquisition, comprehension, and production. In SLA pedagogy, psycholinguistics plays a vital role in understanding how learners acquire and process language and how language input and feedback can be optimized to facilitate learning.

One of the fundamental insights from psycholinguistics is that language is acquired through a process of implicit learning. This means that learners acquire language unconsciously, through exposure to language input that is comprehensible and provides sufficient feedback to support learning. SLA pedagogy, therefore, must provide learners with opportunities to engage with language input that is comprehensible and feedback that is informative.

The input must be comprehensible, meaning that it is understandable to the learner. This is achieved through language input that is adjusted to the learners' level of proficiency, known as 'comprehensible input' (Krashen, 1982). This input should not be too easy or too difficult but should be challenging enough to provide a positive learning experience.

The feedback provided to learners must be informative, meaning that it helps the learner develop their language skills. Feedback should not only correct errors but should also provide guidance on how to improve. This approach to feedback is known as 'facilitative feedback' (Ellis, 2009).

Psycholinguistics also highlights the importance of cognitive and affective factors in language learning. For example, attention, memory, motivation, and anxiety can all influence the processing of language input and the production of language output (Skehan, 1998). In SLA pedagogy, creating a supportive learning environment that fosters learners' attention, motivation, and confidence is, therefore, critical.

Attention is critical to language learning because language input must be attended to for it to be processed effectively. This means that the learning environment should minimize distractions and encourage learners to focus on language input. Memory is critical to language learning because it is required to store and retrieve information. SLA pedagogy must, therefore, incorporate activities that help learners remember language input and use it appropriately.

Motivation is critical to language learning because it drives learners to engage with language input and feedback. SLA pedagogy must, therefore, create a motivating learning environment that fosters learners' interest and curiosity in language. Finally, anxiety is a significant factor that can hinder language learning. SLA pedagogy must, therefore, provide learners with a supportive and positive learning environment that reduces anxiety and promotes confidence.

Psycholinguistics provides critical insights into how learners acquire and process language, and how language input and feedback can be optimized to facilitate learning. In SLA pedagogy, creating a supportive learning environment that fosters learners' attention, memory, motivation, and confidence is essential. Comprehensible input and informative feedback are also crucial components of effective SLA pedagogy. SLA pedagogy must, therefore, incorporate these psycholinguistic considerations to optimize language learning outcomes for learners.

The psycholinguistic method looks at learning as a mental process that starts with the person and then moves out into the world. There are different ways, such as the natural method, the whole physical response methods, and the suggested modern method, which are all based on the theory of the psycholinguist. (Dey, 2021).

Working Memory Capacity and SLA Pedagogy

Working memory is a cognitive system that allows individuals to hold and manipulate information in their mind over short periods of time. This subtopic could explore how the limitations of working memory capacity can impact language learning and how SLA pedagogy can address these limitations. For example, research suggests that learners with a higher working memory capacity may benefit from more complex language input, while learners with a lower working memory capacity may benefit from more simplified language input (Just & Carpenter, 1992). An example of a research article that could be used for this subtopic is "The effects of modality and working memory capacity on L2 listening comprehension" by Nakata and Goh (2007).

The Role of Feedback In SLA Pedagogy:

Feedback is a crucial component of SLA pedagogy as it provides learners with information about their performance and how to improve. This subtopic could delve more deeply into the various types of feedback that are effective in SLA pedagogy, including error correction, clarification requests,

and recasts (Ellis, 2009). An example of a research article that could be used for this subtopic is "The effects of immediate feedback on EFL students' learning of collocations" by Chang and Millett (2019).

Emotion Regulation in SLA Pedagogy:

Emotions can play a significant role in language learning, as learners who are able to manage their emotions effectively may be better equipped to handle the challenges and frustrations that arise during the language learning process. This subtopic could explore how learners' ability to regulate their emotions can impact language learning outcomes (Dewaele & MacIntyre, 2014). An example of a research article that could be used for this subtopic is "Foreign language classroom anxiety and its effects on students' oral performance and willingness to communicate" by Horwitz et al. (1986).

The Role of First Language Transfer In SLA Pedagogy:

First language transfer is the influence that a learner's first language can have on their acquisition of a second language. This subtopic could examine how learners' first language can influence their acquisition of a second language, and how SLA pedagogy can take advantage of this transfer to promote language learning (Odlin, 1989). An example of a research article that could be used for this subtopic is "Cross-linguistic influence in the acquisition of a third language: The Linguistic Proximity Model" by Cenoz & Genesee (1998).

Individual Differences in SLA Pedagogy:

Learners vary in many ways, including in their aptitude, personality, and learning style. These individual differences can impact language learning outcomes, and SLA pedagogy must be adapted to accommodate these differences. This subtopic could explore how individual differences in learners can be taken into account in SLA pedagogy (Dornyei, 2005). An example of a research article that could be used for this subtopic is "The role of motivation in second language acquisition: A longitudinal study" by Gardner et al. (2004).

Exploring the First Subtopic in More Depth: Working Memory Capacity and SLA Pedagogy

Working memory is an essential cognitive system that allows individuals to hold and manipulate information in their mind over short periods of time (Baddeley, 1992). In language learning, working memory plays a crucial role in processing and storing new linguistic information. However, working memory is a limited resource, and learners with lower working memory capacity may struggle to process and retain complex language input (Just & Carpenter, 1992).

SLA pedagogy can take working memory capacity into account by tailoring language input to learners' working memory capacity. For example, learners with lower working memory capacity may benefit from more simplified language input that reduces cognitive load, while learners with higher working memory capacity may benefit from more complex language input that challenges their cognitive processing abilities (Robinson, 2001).

Research has also shown that the modality of language input can impact working memory demands and subsequent learning outcomes. For example, listening comprehension tasks may place higher working memory demands on learners than reading comprehension tasks, due to the added cognitive load of processing speech sounds (Nakata & Goh, 2007).

In SLA pedagogy, it is important to consider the relationship between working memory and feedback. Feedback that is too complex or overwhelming may exceed learners' working memory capacity and impede learning, while feedback that is too simplistic may fail to provide learners with the information they need to improve (Ellis, 2009). Effective feedback in SLA pedagogy should strike a balance between being informative and accessible.

One example of a study that explored working memory in SLA pedagogy is "The effects of working memory capacity and task type on L2 written production" by Robinson (1996). In this study, Robinson found that working memory capacity played a significant role in L2 written production, with higher working memory capacity learners producing more complex and accurate written output.

Overall, working memory capacity is an important psycholinguistic factor to consider in SLA pedagogy. Tailoring language input and feedback to learners' working memory capacity can help optimize learning outcomes and reduce cognitive load.

Language Processing Mechanisms and SLA Pedagogy

Language processing mechanisms refer to the cognitive processes that underlie the comprehension and production of language, such as lexical retrieval, syntax processing, and discourse comprehension (Levett, 1989). Understanding these mechanisms can help teachers design language learning activities that align with learners' processing abilities.

For example, research has shown that explicit grammar instruction can be effective for learners with strong rule-based processing abilities, while implicit instruction may be more effective for learners with more procedural-based processing abilities (Ellis, 2008). Teachers can use this information to tailor their instructional methods to the individual needs of their learners.

One study that investigated the relationship between language processing mechanisms and SLA pedagogy is "Processing instruction: An update" by VanPatten and Williams (2015). In this study, the authors provide an overview of processing instruction, a teaching approach that aims to facilitate the development of learners' processing abilities through explicit instruction and structured input.

The Role of Cognitive Control In Sla Pedagogy

Cognitive control refers to the processes that enable individuals to regulate their attention, inhibit irrelevant information, and switch between tasks (Miyake et al., 2000). These processes are essential for successful language learning, as they allow learners to focus on relevant linguistic input and suppress distractions.

SLA pedagogy can take cognitive control into account by providing learners with opportunities to practice their attentional control and inhibitory abilities. For example, tasks that require learners to selectively attend to relevant linguistic input while ignoring irrelevant information (e.g., a listening comprehension task in which learners must ignore background noise) can help strengthen learners' attentional control abilities (DeKeyser, 2007).

One study that explored the role of cognitive control in SLA pedagogy is "The effects of cognitive control on task-based L2 performance" by Schweizer and Trofimovich (2014). In this study, the authors found that higher levels of cognitive control were associated with better performance on a task-based language learning activity.

Sociocultural Factors and SLA Pedagogy

Sociocultural factors refer to the social and cultural contexts in which language learning occurs, such as the learner's background, learning environment, and community (Vygotsky, 1978). These factors can have a significant impact on language learning outcomes, as learners' experiences and identities shape their motivations, attitudes, and approaches to learning.

SLA pedagogy can take sociocultural factors into account by creating a supportive and inclusive learning environment that values learners' diverse experiences and perspectives. For example, teachers can incorporate culturally relevant content into their instructional materials and encourage learners to share their own cultural knowledge and experiences.

One study that explored the role of sociocultural factors in SLA pedagogy is "Bridging contexts: New directions in SLA research" by Kramsch and Whiteside (2008). In this study, the authors argue that SLA pedagogy should move beyond a focus on isolated linguistic forms and instead embrace a more holistic approach that recognizes the interplay between language, culture, and identity.

Discussion

Overall, understanding the psycholinguistic factors that influence SLA can inform effective pedagogical practices. By taking into account learners' cognitive abilities, attentional control, and sociocultural contexts, teachers can design language learning activities that are tailored to the individual needs of their learners.

One potential recommendation is for teachers to adopt a task-based approach to SLA pedagogy. Task-based language learning activities provide learners with opportunities to engage in authentic language use and develop their processing abilities in a meaningful and interactive way (Willis and Willis, 2007). Tasks can be designed to align with learners' cognitive and attentional control abilities, while also incorporating sociocultural factors that are relevant to learners' experiences and identities.

Additionally, teachers can incorporate technology into their SLA pedagogy to facilitate learners' processing abilities and attentional control. For example, computer-assisted language learning (CALL) programs can provide learners with interactive and structured input that targets specific linguistic features (Levy and Stockwell, 2006). Gamification can also be used to enhance learners' motivation and engagement, while also providing opportunities for practice and feedback (Muehlenhaus, 2019).

Another recommendation is for teachers to adopt a learner-centered approach to SLA pedagogy. Learner-centered approaches prioritize learners' needs, interests, and goals, and encourage learners to take an active role in their own learning (Nunan, 1997). By empowering learners to make choices about their learning, teachers can create a more supportive and inclusive learning environment that values learners' diverse experiences and perspectives.

Finally, teachers can also incorporate explicit instruction into their SLA pedagogy to help learners develop their processing abilities and attentional control. Explicit instruction can be particularly effective for learners with strong rule-based processing abilities, as it provides learners with a clear understanding of the underlying grammar and structures of the language (Ellis, 2008). However, teachers should also recognize that explicit instruction may not be effective for all learners, and should use a variety of instructional methods to cater to the individual needs of their learners.

The understanding of the psycholinguistic factors that influence SLA can inform effective pedagogical practices. By taking into account learners' cognitive abilities, attentional control, and sociocultural contexts, teachers can design language learning activities that are tailored to the individual needs of their learners. Adopting a task-based, learner-centered approach that incorporates technology and explicit instruction can help facilitate learners' processing abilities and attentional control, while also creating a supportive and inclusive learning environment.

Conclusion

In the end, the study of WORLD Englishes and what it means for SLA teaching is an important topic that needs to be thought about carefully. As the world becomes more linked and globalized, there is more demand for people who can speak English. It is important to know how to teach English as a second or foreign language well. The study of WORLD Englishes shows how different people use the English language and how important it is for SLA teaching to take into account the sociocultural contexts of learners. This is important for supporting teaching methods that take into account the different languages and cultures of their students. Also, the idea of English as a lingua franca (ELF) recognizes that English is used as a way for people who don't speak the same first language to talk to each other. This can help shape SLA pedagogy that focuses on teaching communication skills that are useful in the real world. Also, incorporating psycholinguistic factors like attentional control, cognitive skills, and processing abilities into SLA pedagogy can help students learn languages even better. By making activities for learning a language that fit the needs and skills of each learner, teachers can create a more supportive and inclusive learning setting that helps people learn languages. Also, technology has become a big part of teaching English to speakers of other languages (SLA). This makes language learning more involved and fun. CALL programs and gamification can give learners a structured, interactive learning setting that helps them process information and pay attention better while also making them more interested and motivated.

A learner-centered method is another important part of SLA pedagogy. Learner-centered approaches put the wants and goals of the learners first, so they can be involved in their own learning. This method can make for a more welcoming and supportive learning setting that takes into account the different experiences and points of view of students. Lastly, including explicit guidance in SLA teaching can be helpful for students who are good at processing rules. Explicit instruction can help people learn a language by giving them a clear idea of how the grammar and structures of the language work. The study of WORLD Englishes and what it means for SLA pedagogy is complex and needs to take into account the social, cultural, linguistic, and technological factors of language learning. By taking an open and learner-centered approach, using technology, and giving clear instructions, teachers can make SLA pedagogy that fits each student's needs and skills.

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