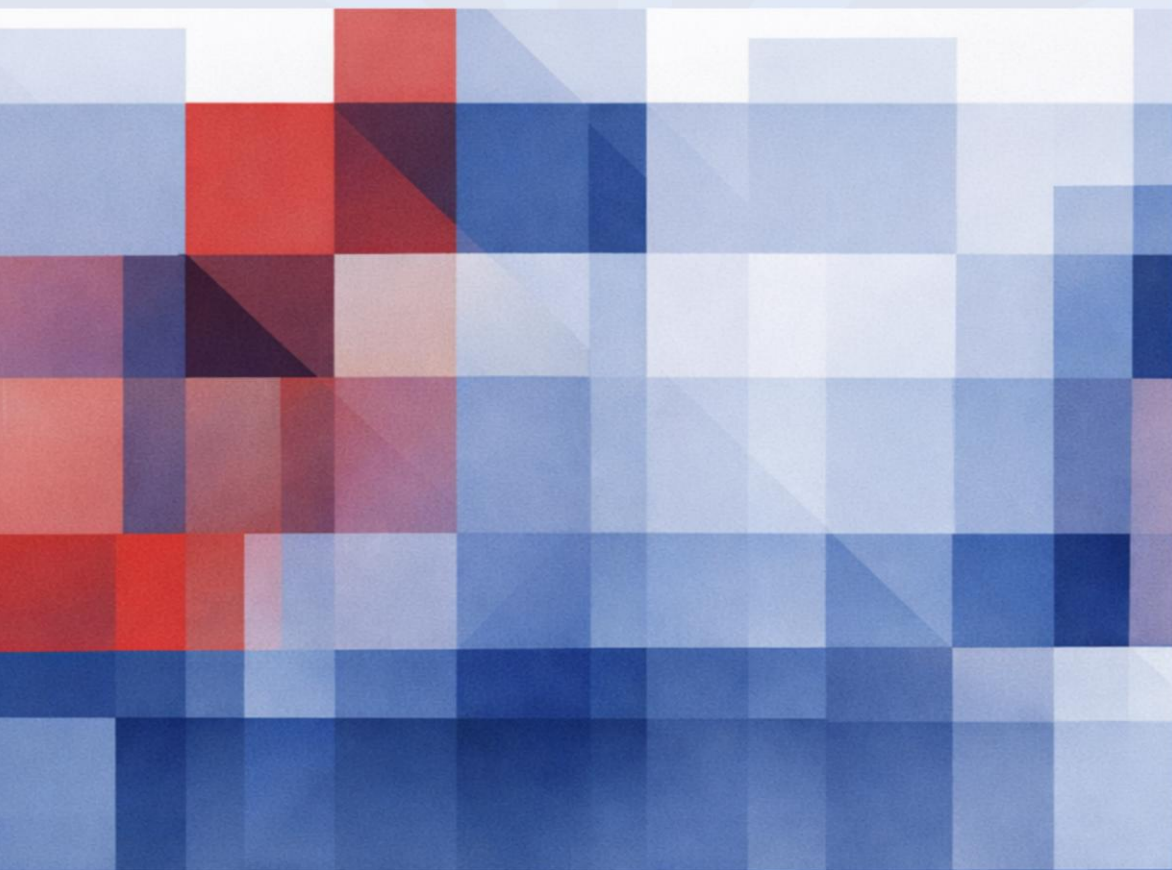




Rethinking EFL Development

Psycholinguistic Perspectives on
Language Learning, Literacy, and Communication



Zulkifli Tanipu
Novi Rusnarty Usu
Nur Rizka Kadir
Ikha Hardiyanti Puspita Mahading

RETHINKING EFL DEVELOPMENT:
PSYCHOLINGUISTIC PERSPECTIVES ON LANGUAGE
LEARNING, LITERACY, AND COMMUNICATION

Zulkifli Tanipu
Novi Rusnarty Usu
Nur Rizka Kadir
Ikha Hardiyanti Puspita Mahading



TAHTA MEDIA GROUP

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

Hak cipta dilindungi undang-undang

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari Penerbit.

**RETHINKING EFL DEVELOPMENT:
PSYCHOLINGUISTIC PERSPECTIVES ON LANGUAGE LEARNING,
LITERACY, AND COMMUNICATION**

Authors:

Zulkifli Tanipu

Novi Rusnarty Usu

Nur Rizka Kadir

Ikha Hardiyanti Puspita Mahading

Cover Design:

Tahta Media

Editor:

Tahta Media

Proofreader:

Tahta Media

Size:

xii, 272, Uk: 15,5 x 23 cm

ISBN: 978-634-262-250-6

First Print:

July 2026

Copyright 2026, On Author

Fill out the responsibility of printing

Copyright © 2026 by Tahta Media Group

All Right Reserved

PENERBIT TAHTA MEDIA GROUP

Perumahan Mitra Utama Residence 3 Blok A no 1, Sawahan, Tempel,

Kec. Gatak, Kabupaten Sukoharjo, Jawa Tengah 57557

email: tahtaliterasimedia@gmail.com

website: <http://store.tahtamedia.co.id/>

Anggota IKAPI (216/JTE/2021)

ACKNOWLEDGMENTS

This book is the result of a long intellectual journey shaped by teaching, research, institutional responsibilities, and continuous reflection on the realities of English as a Foreign Language (EFL) learning in diverse educational settings. The ideas developed throughout this book emerged not only from academic reading and scholarly discussion but also from years of observing learners who struggle, hesitate, succeed, and grow within cognitively demanding EFL learning environments. For that reason, we would like to express our sincere gratitude to all individuals and institutions that have contributed, directly and indirectly, to the completion of this work.

We would like to express our deepest appreciation to Universitas Negeri Gorontalo (UNG) for its continuous institutional support in fostering academic development, research, and scholarly collaboration. We are also grateful to the Faculty of Letters and Culture and the English Language Education Study Programme for creating an academic environment that encourages intellectual exploration, interdisciplinary dialogue, and continuous engagement with issues in language, literacy, and education. Our sincere thanks also go to colleagues, researchers, students, teachers, and educational practitioners who have shared ideas, experiences, and critical reflections related to psycholinguistics, literacy, cognition, and EFL pedagogy. Many of the arguments and perspectives presented in this book were strengthened through years of academic discussion, classroom interaction, research, and collaborative learning.

We also acknowledge the important role of teachers and learners across various Indonesian educational contexts whose experiences continue to remind us that language learning is deeply connected to

cognitive, social, and emotional realities. Their challenges and aspirations motivated the central argument developed throughout this book: that effective EFL learning cannot be understood solely through methods, exposure, or measurable outcomes, but must also be examined through the cognitive processes that shape language development. We hope this book contributes meaningfully to ongoing discussions in psycholinguistics, applied linguistics, literacy studies, and EFL education, particularly within contexts where learners continue to navigate complex linguistic and cognitive demands.

Finally, we would like to express our sincere gratitude to our families for their patience, understanding, and continuous support throughout the writing process. Academic work requires long periods of reflection, concentration, and intellectual commitment, and their encouragement made this effort possible. Any limitations that remain in this book are entirely our own responsibility. We hope this work encourages further inquiry into psycholinguistic approaches to EFL development and inspires more cognitively informed perspectives on language teaching and learning.

THE AUTHORS

Zulkifli Tanipu is a lecturer and researcher at Universitas Negeri Gorontalo (UNG), Indonesia. He completed his doctoral studies at The University of Sheffield and earned his master's degree from Universitas Gadjah Mada. His academic interests include psycholinguistics, EFL literacy development, cognitive approaches to language learning, intercultural communication, inclusive educational development, SDGs in education, and language education in digital contexts. His work explores sustainable models of English language education within multilingual settings.

Novi Rusnarty Usu is a lecturer and researcher at Universitas Negeri Gorontalo (UNG), Indonesia. She earned her master's degree in Women's Studies from Flinders University. Her academic and professional work focuses on gender, literacy, culture-based education, and inclusive educational development, particularly within multilingual and community-based contexts. She has been actively involved in gender mainstreaming initiatives, literacy development programmes, and community empowerment projects at both institutional and regional levels. Her work frequently bridges academic research, community engagement, and educational policy in support of inclusive and sustainable social transformation.

Nur Rizka Kadir is a Master Teacher at the English Academy by Ruangguru in Yogyakarta, Indonesia. She earned her master's degree in Linguistics from Universitas Gadjah Mada and completed her undergraduate studies in English Language Education at Universitas Negeri Gorontalo. Her academic interests include sociolinguistics, discourse studies, corpus linguistics, and digital communication. Her research examines language, identity, and social meaning across cultural and institutional contexts.

Ikha Hardiyanti Puspita Mahading is a research associate, academic collaborator, and freelance translator affiliated with Universitas Negeri Gorontalo (UNG), Indonesia. She completed her undergraduate studies in English Language Education at Universitas Negeri Gorontalo. Her interests focus on psycholinguistics, EFL literacy development, academic writing, and educational transformation in multilingual learning environments. Her work integrates cognitive, sociocultural, and literacy perspectives in language and educational studies.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	iv
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
THE AUTHORS.....	vi
INTRODUCTION.....	1
CHAPTER 1 RETHINKING EFL DEVELOPMENT: WHY PSYCHOLINGUISTICS MATTERS	10
A. Framing the Problem of Learning Stagnation	12
B. Beyond Exposure and Method-Centred Explanations	15
C. Psycholinguistic Foundations of EFL Development	18
Chapter Summary	21
Key Terms	22
Discussion Questions	24
CHAPTER 2 FROM LEARNING OUTCOMES TO LEARNING PROCESSES.....	26
A. Rethinking Learning Outcomes in EFL Development	27
B. Processing Efficiency, Proceduralisation, and Fluency Development.....	29
C. Psycholinguistics and Applied Linguistics.....	38
Chapter Summary	45
Key Terms	46
Discussion Questions	48
CHAPTER 3 WORKING MEMORY, COGNITIVE LOAD, AND EFL LEARNING CONDITIONS	51
A. Working Memory.....	52
B. Cognitive Load.....	57

C. Working Memory, Cognitive Load, and EFL Learning	
Conditions	63
Chapter Summary	69
Key Terms	70
Discussion Questions	72
CHAPTER 4 LITERACY AS A COGNITIVE FOUNDATION FOR	
EFL DEVELOPMENT	75
A. Reading, Processing Depth, and Sustained Attention.....	76
B. Literacy Environments and Long-Term Learning	
Trajectories	81
Chapter Summary	84
Key Terms	85
Discussion Questions	87
CHAPTER 5 BEYOND VOCABULARY AND GRAMMAR:	
FORMULAIC LANGUAGE AND PROCESSING FLUENCY	89
A. Formulaic Language and the Nature of Fluent	
Communication	90
B. Chunking, Multi-Word Sequences, and Cognitive	
Processing	95
C. Formulaic Language and Processing Fluency	100
Chapter Summary	107
Key Terms	108
Discussion Questions	110
CHAPTER 6 METALINGUISTIC AWARENESS AND WRITTEN	
LANGUAGE DEVELOPMENT.....	113
A. From Noticing to Meta-Awareness.....	114
B. Spelling, Syntax, and Academic Writing.....	120
Chapter Summary	127
Key Terms	128
Discussion Questions	130

CHAPTER 7 GENDER, LANGUAGE, AND PSYCHOLINGUISTIC DEVELOPMENT	133
A. Gender and Language in Psycholinguistic Perspectives.....	134
B. Gender, Literacy, and Academic Language Development...	141
C. Gender Awareness and Inclusive EFL Pedagogy.....	146
Chapter Summary	153
Key Terms	154
Discussion Questions	156
CHAPTER 8 TRANSLANGUAGING REVISITED: COGNITION, SCAFFOLDING, AND MISUSE.....	159
A. Translanguaging as Resource and Cognitive Scaffolding	160
B. Translanguaging, Cognitive Load, and Language Processing	167
C. Instructional Balance, Overreliance, and the Risk of Misuse	174
Chapter Summary	181
Key Terms	182
Discussion Questions	184
CHAPTER 9 MULTIMODAL INSTRUCTION AND COGNITIVE ALIGNMENT	187
A. Reframing Multimodal Instruction in EFL Learning.....	188
B. Reducing Extraneous Load in EFL Classrooms.....	191
C. Multimodal Instruction and Classroom Interaction.....	194
D. Literacy Environments and Multimodal Processing	197
E. Towards Cognitive Alignment in Multimodal EFL Instruction	198
Chapter Summary	200
Key Terms	200
Discussion Questions	201

CHAPTER 10 ASSESSMENT, ANXIETY, AND PROCESSING BREAKDOWN	203
A. Psycholinguistic Constraints in High-Stakes EFL Assessment.....	204
B. Rethinking Validity and Fairness	210
Chapter Summary	217
Key Terms	218
Discussion Questions	220
CHAPTER 11 FROM INDIVIDUAL LEARNERS TO LEARNING SYSTEMS	223
A. From Individual Learners to Learning Systems	224
B. Collective Cognitive Bottlenecks in EFL Learning	229
C. Implications for Policy, Curriculum, and Instruction	235
Chapter Summary	240
Key Terms	241
Discussions Question	243
CHAPTER 12 REFRAMING EFL DEVELOPMENT THROUGH PSYCHOLINGUISTIC PERSPECTIVES.....	246
A. Reconsidering Persistent EFL Difficulties.....	247
B. The Intellectual Contribution of This Book	249
C. Implications for Curriculum and Teacher Education.....	251
D. Future Directions in Psycholinguistic EFL Research.....	254
E. Concluding Reflection.....	257
REFERENCES	258

LIST OF TABLES

Table 2.1 Processing Characteristics Across Development Stages	33
--	----

INTRODUCTION

English as a Foreign Language (EFL) education has grown rapidly across schools, universities, and digital learning environments worldwide. The expansion of technology, international communication, curriculum reform, and access to English instruction has strengthened the global role of English in contemporary education. In many settings, learners encounter English not only in classrooms but also through digital media, academic materials, professional communication, and cross-cultural interaction. As a result, EFL development has become increasingly important for educational participation, academic achievement, and global communication.

Despite these developments, many EFL learners still experience persistent difficulties in achieving fluent, confident, and sustainable language use. Years of formal learning often produce uneven outcomes, especially in academic literacy, spontaneous communication, sustained reading engagement, and written expression. These persistent difficulties raise fundamental questions about how language development is commonly understood in EFL education. Such conditions suggest that successful EFL learning cannot be explained solely by exposure, instruction, or access to the curriculum.

In many educational settings, learning is still measured mainly through test scores, vocabulary mastery, grammatical accuracy, and curriculum completion. Although these indicators provide visible evidence of learning achievement, they often reveal little about the cognitive processes involved in language learning. Learners may complete structured exercises successfully but still experience

hesitation during communication, fragmented comprehension while reading, or difficulty expressing ideas clearly in academic contexts. These conditions suggest that language development depends not only on exposure and instruction, but also on how learners process, organise, internalise, and retrieve language during learning and communication.

Within mainstream EFL discussions, learning difficulties are often explained through factors such as motivation, teaching methods, access to technology, and exposure to English. Although these factors clearly influence learning conditions, they cannot fully explain why learners with similar educational opportunities often show very different learning outcomes. They also do not fully explain why many learners continue experiencing stagnation after years of formal instruction. These conditions highlight the importance of psycholinguistic perspectives that examine language development through attention, memory, processing efficiency, literacy engagement, and learning demands. Such perspectives clarify how learners process, understand, and use language during communication and learning.

ABOUT THIS BOOK

This book approaches EFL development from a psycholinguistic perspective that emphasises the cognitive dimensions of language learning. Particular attention is given to working memory, attentional allocation, cognitive load, automatisisation, literacy practices, and processing efficiency as factors shaping learners' ability to comprehend, internalise, and use English across educational contexts. From this perspective, persistent learning difficulties often emerge not only from inadequate teaching or limited motivation, but also from

mismatches between learning demands and learners' cognitive processing capacity.

The central argument of this book is that many established problems in EFL education can be better understood as cognitive processing issues rather than as simply weak teaching methods or low learner motivation. Contemporary learning environments often require learners to process large amounts of language and multimedia information under strong attentional pressure. Under these conditions, language learning becomes closely connected to the strengths and limitations of human cognition. Learners may struggle not because they lack effort, but because communicative and learning demands exceed their cognitive processing capacity. Understanding these relationships is important for developing more realistic and cognitively sustainable approaches to EFL education.

This perspective does not ignore the importance of teaching methods, exposure, motivation, interaction, or sociocultural influences in language learning. Instead, it argues that these factors influence learning through cognitive processes that shape how learners understand and use language over time. Psycholinguistics demonstrates why some learning conditions support language development more effectively, while others may create cognitive overload, fragmented attention, shallow processing, or long-term learning stagnation. By emphasising cognitive processing, this book seeks to connect psycholinguistic theory more closely with the real conditions of EFL teaching and learning.

The discussions presented throughout this book also respond to broader transformations occurring within contemporary literacy environments. Digital communication, multimodal learning platforms, algorithm-driven media consumption, and fragmented reading habits have significantly changed how learners engage with

language and information. Although digital environments provide wider access to linguistic input, they may also weaken sustained attention, deep processing, and academic literacy engagement. These developments make psycholinguistic perspectives increasingly important for understanding EFL learning in contemporary educational contexts.

In addition to cognition and language processing, this book situates EFL development within broader discussions concerning literacy inequality, gender and language, translanguaging, assessment pressure, and learning design. These issues are treated not as isolated educational topics, but as interconnected dimensions shaping learners' cognitive engagement with language. Through these discussions, the book argues that EFL development is best understood as a complex interaction among cognitive processes, literacy conditions, learning systems, and sociocultural environments.

Rather than functioning as a conventional teaching manual or methodology-oriented textbook, this book is positioned as an intellectual monograph that seeks to reconceptualise EFL development through psycholinguistic perspectives. The discussions presented throughout the chapters are intended to provide a foundational conceptual framework for understanding language learning within contemporary cognitive, literacy, and communicative environments. In this sense, the book does not primarily aim to offer fixed pedagogical prescriptions, but rather to stimulate broader theoretical reflection and future scholarly discussion concerning cognition, literacy, communication, and sustainable EFL development.

THE AIM OF THIS BOOK

A major objective of this book is to reconceptualise EFL learning beyond narrow outcome-oriented views of language proficiency. Rather than defining proficiency mainly through grammatical mastery or vocabulary growth, this book views language development as gradual improvement in processing efficiency. It involves communicative flexibility, literacy engagement, and cognitive coordination. A successful language learning involves more effective management of attention, memory, comprehension, retrieval, and communication across real learning situations.

The book also seeks to strengthen the relationship between psycholinguistic theory and applied EFL practice. Discussions concerning working memory, cognitive load, processing efficiency, and attention are often presented in highly technical language that feels distant from classroom realities. In this book, these concepts are connected to broader issues such as literacy development, translanguaging, multimodal learning, assessment, academic communication, and learning design. Through this approach, the book encourages educators and researchers to examine language learning not only from methodological perspectives, but also from the perspective of cognitive effectiveness and sustainable learning conditions.

Another important aim of this book is to contribute to more inclusive and cognitively sustainable approaches to EFL education. Particular attention is given to literacy inequality, gender and language, fragmented digital literacy practices, unequal learning conditions, and learning-related overload. All of which may influence learners' engagement with language. By emphasising these dimensions, the book encourages broader reflection on how

educational systems and literacy environments influence access and opportunities for language learning.

Beyond its pedagogical and theoretical discussions, this book also contributes to broader psycholinguistic and applied linguistic discussions concerning EFL development in contemporary learning environments. The discussion views language learning not simply as the accumulation of linguistic knowledge or the achievement of instructional outcomes. It is a gradual development of processing efficiency, communicative stability, literacy engagement, and cognitive coordination across authentic communicative situations. Through this perspective, psycholinguistic processes become central to understanding persistent learning difficulties, communicative stagnation, and the broader challenges of language learning in digitally fragmented and cognitively demanding environments.

This book also contributes to current discussions by introducing the idea of cognitively sustainable EFL development. The discussion emphasises learning conditions that support manageable cognitive load, meaningful processing, sustained attention, and long-term communicative growth. Rather than functioning mainly as a teaching handbook, this book is designed as a conceptual foundation for future discussions and research on cognition, literacy, communicative processing, and sustainable EFL development. In this sense, the book should be understood as a foundational intellectual monograph that reconceptualises EFL development through psycholinguistic perspectives. By emphasising psycholinguistic perspectives in contemporary EFL environments, the book offers a broader framework for understanding how language learning develops under increasingly complex cognitive, literacy, and communicative conditions.

This book is intended primarily for undergraduate and postgraduate students, researchers, teacher educators, and practitioners in applied linguistics, TESOL, psycholinguistics, literacy education, and EFL pedagogy. The discussions are written in an accessible academic style that encourages broader reflection on cognition, literacy, and sustainable language learning. Rather than offering simplified teaching formulas or rigid methodological prescriptions, the book invites readers to reconsider many assumptions that continue to shape mainstream EFL education. Accordingly, this book should be understood not primarily as a pedagogical guidebook, but as a foundational intellectual effort intended to open broader psycholinguistic discussions concerning EFL development in contemporary educational contexts.

THE OUTLINE OF THIS BOOK

The chapters in this book are organised progressively to develop an integrated psycholinguistic perspective on EFL learning and literacy development. Chapter 1 introduces the problem of learning stagnation and explains why psycholinguistic perspectives provide important insight into persistent difficulties in EFL development. Chapter 2 shifts attention from observable learning outcomes towards the cognitive processes underlying language learning, particularly processing efficiency and automatisisation. Chapter 3 examines working memory, cognitive load, and the broader cognitive constraints shaping EFL learning environments.

Chapter 4 foregrounds literacy as a cognitive foundation for EFL development, with particular attention to reading engagement, sustained attention, and long-term language growth. Chapter 5 explores formulaic language, chunking, and processing fluency as

mechanisms supporting communicative efficiency. Chapter 6 addresses metalinguistic awareness, orthographic processing, syntactic awareness, and the development of academic writing in EFL learning.

Chapter 7 focuses on gender and language by examining how literacy practices, participation patterns, and sociocultural expectations influence communicative engagement. Chapter 8 revisits translanguaging from a cognitive perspective by considering both its pedagogical benefits and its potential limitations in EFL learning. Chapter 9 analyses multimodal learning and cognitive alignment, particularly how multimodal environments influence attention, processing distribution, and cognitive load.

Chapter 10 examines assessment, anxiety, and communicative breakdown in high-stakes language-learning situations. Chapter 11 expands the discussion from individual learners to broader educational systems by analysing collective cognitive bottlenecks within EFL environments. Finally, Chapter 12 synthesises the major theoretical discussions presented throughout the book and proposes directions for future research and more cognitively sustainable approaches to EFL development.

Ultimately, this book argues that meaningful progress in EFL education requires closer attention to how language is cognitively processed within real learning environments. Persistent learning difficulties cannot be fully understood only through pedagogy or exposure without considering the cognitive conditions shaping language learning and communication. By integrating perspectives from psycholinguistics, literacy studies, applied linguistics, and EFL pedagogy, this book seeks to offer a more comprehensive framework for understanding sustainable language development in contemporary educational contexts. The discussions presented

throughout the book are intended to encourage more reflective, cognitively informed, and intellectually balanced approaches to EFL teaching, learning, and research.

CHAPTER 1

RETHINKING EFL DEVELOPMENT: WHY PSYCHOLINGUISTICS MATTERS

English as a Foreign Language (EFL) education continues to play an important role in modern educational systems. In schools, universities, and professional settings, English is widely associated with academic opportunities, international communication, career development, and access to global information. These changes have encouraged the expansion of English learning programmes, curriculum development, technology integration, and digital learning opportunities. In recent days, learners encounter English not only in classrooms but also through social media, streaming platforms, online resources, gaming communities, and cross-cultural communication in digital spaces. These developments show that English learning has become increasingly connected to the realities of contemporary digital and global communication.

Despite greater exposure to English and continued support from schools and universities, many EFL learners still experience difficulties in language learning. Many learners continue to hesitate during communication, struggle to understand longer texts, and find it difficult to speak or write fluently, even after years of English study. These problems often appear among learners who already understand grammar and vocabulary but still struggle to use English confidently in real communication. This gap between language knowledge and

communicative ability remains one of the most common problems in EFL education.

These recurring conditions raise important questions about how language development is commonly understood in EFL education. Explanations for limited learning outcomes often focus on learner motivation, teaching quality, exposure time, access to technology, or classroom methods. Although these factors clearly influence learning experiences, they do not fully explain why learners in similar educational environments often show very different patterns of development. They also cannot fully explain why years of English learning sometimes lead to limited communicative improvement. These patterns suggest that language learning involves cognitive processes that cannot be explained only through teaching methods.

To better understand these learning difficulties, this chapter examines EFL learning from a psycholinguistic perspective. The discussion focuses on language processing, attention, working memory, cognitive load, and processing efficiency during communication. From this perspective, language learning involves more than exposure to English or knowledge of grammar and vocabulary. Learners also need efficient cognitive processes to support comprehension and communication. Learning difficulties may appear when communicative demands exceed learners' cognitive capacity.

Psycholinguistics is presented in this chapter as a practical approach for understanding why many learners continue to experience difficulties despite years of English learning. Particular attention is given to how learners process language during communication and learning activities. Modern learning environments often involve fragmented attention, rapid information flow, and multiple learning demands. These conditions can influence comprehension, retrieval, and communication during learning.

Psycholinguistic perspectives therefore reveal why learners in similar educational environments may develop language skills differently.

A. FRAMING THE PROBLEM OF LEARNING STAGNATION

Learning stagnation remains one of the most persistent yet often overlooked problems in EFL education. In many educational contexts, learners spend years studying English but still make limited progress in fluency, comprehension, academic writing, and communicative confidence. Some learners can complete grammar exercises, memorise vocabulary, and achieve good test scores while still struggling with spontaneous communication and academic discussion in English. These conditions show that formal assessment results do not always reflect deeper communicative development. As a result, learning stagnation should be understood as a complex developmental issue rather than simply a failure to learn English.

Educational discussions often assume that frequent exposure and repeated practice will naturally improve language proficiency. On the one hand, learners are encouraged to interact with English through films, music, social media, reading activities, and classroom communication. On the other hand, many EFL learners still experience difficult and inefficient language processing even after years of exposure to English. Some learners recognise common expressions but still struggle to communicate smoothly and confidently. Consequently, learners continue experiencing communication difficulties despite frequent exposure to English.

Motivation is also often cited as a factor in limited progress in EFL learning. Learners who are active and highly motivated usually have more opportunities to practise and communicate in English. However, motivation cannot fully explain why many committed learners still

struggle with fluency, comprehension, and academic communication. Even highly motivated learners may experience difficulty when communication requires considerable mental effort during interaction. In other words, successful language development is influenced by both learner motivation and efficient cognitive processing.

The limitations of purely methodological explanations are also important in discussions of EFL development. Over the past decade, communicative, task-based, and technology-enhanced approaches have encouraged more interactive and learner-centred classroom environments. These changes have made many EFL classrooms more communicative compared with earlier grammar-focused teaching approaches. Even with these innovations, learning outcomes still vary greatly across learners and educational contexts. These differences suggest that language learning success is influenced by both effective teaching and learners' ability to process language during communication.

Example 1.1 Knowledge without Communicative Stability

A university learner demonstrates a strong understanding of grammatical structures during written assessments and can explain language rules accurately during classroom discussions. However, when participating in spontaneous interaction, the learner frequently hesitates, pauses excessively, and struggles to organise ideas coherently in English. Although the learner understands English grammar well, communication remains slow and unstable during interaction. This situation illustrates that language proficiency involves more than explicit knowledge. The central difficulty lies in processing language efficiently under real-time communicative conditions.

As shown in Example 1.1, communication often becomes difficult because learners must manage multiple linguistic demands within a limited time. During interaction, learners need to retrieve vocabulary, organise grammar, understand meaning, and maintain communication simultaneously. These demands require considerable cognitive effort and place pressure on working memory and attention. As a result, learners may hesitate, lose fluency, or avoid communication during interaction. These difficulties often appear during discussions, presentations, and academic communication.

A psycholinguistic perspective provides a broader framework for understanding these recurring difficulties by examining the cognitive processes involved in language learning and communication. From this perspective, learning stagnation is understood not simply as a teaching problem, but also as a condition related to how learners process language in difficult learning situations. Greater attention is given to attention management, working memory, processing efficiency, automatisisation, and cognitive load during learning. These perspectives show why learners in similar educational environments often develop language skills differently. Psycholinguistic analysis offers a more comprehensive understanding of persistent learning difficulties in EFL education.

These learning difficulties are becoming more important as learners are increasingly exposed to information from many different sources. Learners often switch between videos, online discussions, digital texts, social media, and other learning activities in a short period of time. Although these environments provide more opportunities to learn English, they can also make it difficult for learners to stay focused and understand the language deeply. As a result, many learners may struggle to concentrate and communicate effectively during learning activities. These conditions show why

psycholinguistic perspectives are important in understanding EFL learning.

B. BEYOND EXPOSURE AND METHOD-CENTRED EXPLANATIONS

Within mainstream EFL discussions, exposure and teaching methods are often viewed as the main factors influencing language learning success. On the one hand, learners are encouraged to interact with English through films, digital media, reading activities, and communication. On the other hand, many learners still struggle to communicate smoothly even after years of exposure and classroom instruction. Some learners understand common expressions but still find it difficult to express ideas clearly during communication. These conditions, as illustrated in Example 1.2, show that language development is influenced not only by exposure but also by how learners understand and use language during communication.

Example 1.2 High Exposure with Limited Development

A learner spends considerable time watching English-language films, following international social media content, and listening to English music daily. Over time, the learner becomes increasingly familiar with conversational expressions and informal vocabulary. However, during academic discussion or formal speaking tasks, the learner continues to struggle with sentence organisation, coherence, and grammatical stability. Exposure has increased familiarity with English, but communication remains slow and unstable in formal situations.

Method-centred explanations also have limitations in discussions of EFL development. Communicative, task-based, collaborative, and technology-enhanced approaches have increased opportunities for

interaction and learner participation in English classrooms. These approaches encourage learners to use English more actively in meaningful communication. However, major differences in learner outcomes still appear across classrooms and educational settings. These differences show that successful language development is influenced not only by teaching methods but also by how learners manage communicative demands during learning.

Communicative activities can create strong cognitive pressure during interaction. Learners must understand meaning, retrieve vocabulary, organise grammar, and maintain communication within a limited time. These demands require considerable mental effort during communication. Learners with limited automatisisation may experience overload during interaction. As a result, communication may become fragmented or unstable even when learners understand the topic well. These challenges become even more complex in technology-enhanced learning environments.

Example 1.3 Communicative Learning and Cognitive Pressure

During a group discussion, learners are encouraged to express their opinions spontaneously in English. Some learners participate actively but rely heavily on short and repetitive sentence patterns. Others remain silent despite understanding the topic conceptually. Although the activity appears communicative and interactive, several learners experience difficulty managing vocabulary retrieval, grammatical organisation, and meaning construction simultaneously. The challenge arises not from unwillingness to participate, but from the cognitive pressure of rapidly processing language during interaction.

Technology-enhanced learning environments expose learners to continuous information from videos, online discussions, digital texts, and other digital resources. While these environments provide greater access to English and more opportunities for communication, they may also reduce concentration and deeper engagement with language. Accordingly, learners may become familiar with English at a surface level while still struggling to develop consistent communication skills. These conditions highlight the importance of cognitive load in language learning.

It has been suggested that cognitive load is also important in language learning. Learners have limited working memory capacity and cannot continuously process large amounts of linguistic information without experiencing cognitive pressure. Too much information from different sources, difficult tasks, and frequent switching between activities may reduce comprehension, distract attention, and make communication more difficult. Under these conditions, learners often simplify language, avoid complex structures, or participate less in communication to reduce cognitive pressure.

These learning conditions highlight the importance of understanding how cognitive processes influence language development and communication. Attention, automatised, working memory, and retrieval efficiency offer an explanation for why learners develop language skills differently, even in similar classrooms. Some learners gradually become more fluent and confident, whereas others continue struggling despite years of English learning. These differences show that language development is closely connected to cognitive processing during communication.

C. PSYCHOLINGUISTIC FOUNDATIONS OF EFL DEVELOPMENT

Psycholinguistics provides a framework for understanding how language is processed, understood, organised, and used in the human mind. Instead of focusing solely on classroom performance, psycholinguistic perspectives examine how learners focus on language, understand information, memorise vocabulary, and develop communication skills. In EFL learning, these processes are important since learners must use language through cognitive systems with limited cognitive capacity. From this perspective, language learning is not simply memorising vocabulary and grammar, but gradually becoming more efficient in processing and using language during communication. These ideas also help explain why many learners still experience difficulties even after years of learning English.

Among the cognitive processes involved in language learning, working memory plays an important role in communication. Working memory is the mental system that temporarily stores and processes information. During communication, learners must remember vocabulary, use grammar correctly, understand meaning, and respond to others at the same time. When these demands exceed their mental capacity, cognitive overload may occur. As a result, learners may hesitate, speak less fluently, misunderstand messages, or make grammatical errors. These difficulties arise because communication requires learners to handle several language tasks simultaneously.

Example 1.4 Working Memory Constraints in Communication

During an oral presentation, a learner tries to explain a complex topic in English while paying attention to pronunciation, grammar, vocabulary choice, and audience reactions. Although the learner understands the topic well, speech becomes slow and interrupted during the presentation. The learner frequently pauses while trying to organise ideas and maintain communication at the same time. This example shows how working memory limitations can create difficulty when learners manage many communicative demands simultaneously.

Attention also plays an important role in language development because meaningful learning depends on how learners use their limited cognitive resources during language exposure and communication. Attention influences which parts of language input are processed deeply and which are only briefly noticed. Learners who struggle to maintain attention may have difficulty understanding meaning and retaining information during communication. These conditions make sustained attention important in successful language learning.

In contemporary digital environments, fragmented attention has become increasingly common. Learners often move quickly between screens, notifications, videos, multimedia content, and overlapping learning tasks. Such conditions may reduce opportunities for sustained concentration and deeper understanding of language. As a result, learners may receive large amounts of English input while still struggling to develop stable processing ability and communicative flexibility. These developments highlight the influence of attention on language learning in digital environments.

The influence of attention is closely connected to processing efficiency during language use. Processing efficiency is an important

concept in psycholinguistic approaches to language learning because language proficiency depends not only on language knowledge, but also on how efficiently learners retrieve and use language during communication. Learners with inefficient processing often require greater conscious effort during comprehension and speaking activities. As a result, communication may become slower and less stable during interaction. Through repeated language use, however, language processing gradually becomes more automatic.

This gradual shift toward automatisisation helps learners focus more on meaning during communication. Learners become less dependent on consciously thinking about grammar and language forms as familiarity with language patterns increases over time. Consequently, communication becomes smoother, faster, and more stable during interaction. Learners can also respond more quickly and communicate with greater confidence. These developments demonstrate how repeated communicative experience strengthens processing efficiency over time.

One important factor supporting automatisisation is the development of formulaic language and chunking. Through repeated exposure to language and practice in communication, learners gradually become familiar with common expressions and recurring language patterns. These expressions can then be retrieved more quickly during interaction without analysing every word separately. Familiar language patterns help reduce mental effort and support smoother communication. As a result, multi-word sequences contribute to greater fluency and communicative confidence during interaction.

Beyond oral communication, psycholinguistic perspectives also highlight the importance of literacy in language development. Reading and writing provide opportunities for learners to engage more deeply

with language, meaning, and repeated exposure to language. Learners who experience richer literacy environments often develop stronger vocabulary knowledge and more stable language processing. In contrast, fragmented reading habits may weaken comprehension and deeper understanding of language. These conditions suggest that literacy plays an important role in strengthening language processing and communicative development.

Although psycholinguistic perspectives primarily focus on cognitive processing, language learning is also shaped by social and educational environments. Classroom interaction, literacy practices, and technology use all influence opportunities for meaningful language learning. These conditions affect attention, memory, and language processing during communication. From this perspective, language development emerges through the interaction between cognitive processing and communicative experience. Overall, effective EFL development requires learning conditions that support attention, meaningful language use, literacy engagement, and consistent communication practice.

CHAPTER SUMMARY

This chapter examined EFL development from a psycholinguistic perspective. The discussion highlighted the importance of attention, working memory, processing efficiency, automatization, and cognitive load during language learning and communication. Learning difficulties were discussed as problems related to language processing during communication and learning. The chapter also showed that learners may continue struggling even after years of exposure and classroom participation. These conditions highlight the importance of

understanding how learners process language during communication and learning.

The chapter also discussed the influence of literacy, technology, and communicative environments on language development. Frequent exposure to English does not always lead to stable communicative ability when learners process language only at a surface level. Meaningful literacy engagement and supportive learning conditions help learners develop more stable comprehension and communication skills over time. From this perspective, language development is shaped by cognitive processing and communicative experiences during learning. These discussions provide the foundation for the next chapter on processing efficiency, automatisisation, and fluent language use.

KEY TERMS

EFL (English as a Foreign Language)

The learning and use of English in contexts where it is not the primary language of communication.

Learning Stagnation

A condition in which learners show minimal progress over time despite continued instruction and exposure.

Processing Efficiency

The ability to comprehend and produce language quickly and accurately with minimal cognitive effort.

Working Memory

A cognitive system responsible for temporarily storing and processing information during language tasks.

Cognitive Load

The amount of mental effort required to process information during learning or task performance.

Attention

The cognitive process of focusing on specific aspects of input while filtering out irrelevant information.

Automatisation

The process through which language use becomes faster and more effortless through repeated practice.

Chunking

The grouping of words or language units into larger, meaningful units that can be processed as a whole.

Input vs Intake

Input refers to language exposure, while intake refers to the portion of input that is actively processed and internalised.

Instructional Alignment

The degree to which teaching practices match learners' cognitive capacities and learning conditions.

Literacy Development

The development of reading and writing skills that support deeper language processing and comprehension.

Psycholinguistics

The study of how language is processed, represented, and acquired in the human mind.

DISCUSSION QUESTIONS

Conceptual Understanding

1. Why does increased exposure to English not always lead to improved language proficiency?
2. How does the concept of processing efficiency change the way we understand language development?
3. In what ways do cognitive processes influence learners' ability to use language effectively?

Critical Analysis

1. To what extent do motivation and exposure explain learning difficulties in EFL contexts?
2. How can teaching methods be limited if they do not consider learners' cognitive capacities?
3. What are the implications of cognitive load theory for classroom instruction?

Application to Practice

1. How can teachers design learning activities that reduce unnecessary cognitive load?
2. What strategies can be used to support automatization in language learning?
3. How can chunking be incorporated into classroom teaching practices?

Reflection and Contextualisation

1. Reflect on your own learning or teaching experience. Have you observed cases of learning stagnation? What might explain them?
2. How does literacy influence language learning in your context?
3. What changes would you propose to improve EFL learning based on psycholinguistic principles?

CHAPTER 2

FROM LEARNING OUTCOMES TO LEARNING PROCESSES

Following the discussion in the previous chapter, this discussion shifts attention from visible learning outcomes toward the psycholinguistic processes underlying EFL development. Rather than viewing proficiency as the accumulation of vocabulary and grammatical mastery, this chapter examines language learning as a gradual cognitive transformation shaped by attention, memory, retrieval, and processing efficiency during communication. From this perspective, language learning depends not only on exposure to linguistic input but also on how learners cognitively process language and gradually transform it into communicative ability through meaningful language use.

This chapter focuses on several interconnected dimensions of EFL development from a process-oriented perspective. It examines processing efficiency as an important component of communicative competence while discussing automatisisation and proceduralisation as key foundations of fluency development. The discussion also positions psycholinguistics more clearly within applied linguistics by examining how cognitive perspectives influence instructional design, communicative practice, and language-learning models. Throughout the chapter, language development is viewed not simply as the accumulation of knowledge but as an evolving process of cognitive reorganisation emerging through repeated retrieval, meaningful

engagement, and sustained interaction with language across different communicative contexts.

A. RETHINKING LEARNING OUTCOMES IN EFL DEVELOPMENT

Building on the psycholinguistic concerns introduced in Chapter 1, this section focuses more specifically on how language proficiency develops through cognitive processing. From this perspective, communicative ability depends greatly on how efficiently learners retrieve, organise, and use language during real-time interaction. The discussion moves from the broader issue of learning stagnation to the cognitive processes that influence retrieval, processing stability, and communicative fluency in EFL learning. Language development is closely connected to how learners manage information during communication. These cognitive processes strongly influence comprehension and language production during interaction.

During communication, learners must manage attention, retrieval, meaning construction, and language coordination within limited cognitive resources. Under communicative pressure, information must often be processed rapidly while comprehension and interaction are maintained at the same time. From this perspective, successful language use depends not only on language knowledge, but also on the efficiency of cognitive processes supporting comprehension and production. Communicative fluency therefore develops through continuous interaction between language knowledge and cognitive processing during meaningful language use.

As discussed in Chapter 1, exposure to language does not automatically produce stable communicative development. It is emphasised that language input becomes meaningful when learners actively process, retrieve, and connect language during

communication and learning activities. Research on noticing, proceduralisation, and input processing shifts attention toward the cognitive processes through which language input gradually develops into communicative competence. Learners need opportunities to engage with language meaningfully and repeatedly during interaction. These processes help strengthen comprehension, retrieval stability, and communicative fluency over time.

These perspectives support a broader understanding of EFL development in language education. Learning outcomes should not be viewed only as indicators of achievement because communicative performance reflects deeper psycholinguistic processes during language use. Attention, working memory, retrieval efficiency, and processing stability all influence how learners understand and produce language during communication. Differences in learner performance therefore often reflect differences in cognitive processing as much as differences in exposure or instructional quality. From this perspective, communicative ability develops gradually through the interaction between cognition, experience, and meaningful language use.

This process-oriented perspective also has important implications for instruction and assessment in EFL education. Learning activities should support sustained attention, meaningful retrieval, and flexible language use rather than focusing mainly on memorisation or mechanical repetition. Assessment should also consider how effectively learners process and coordinate language during communication, not only how accurately they reproduce language forms. Such an approach encourages stronger alignment between instructional practice and the cognitive conditions influencing language development.

REFERENCES

- Abadie, M., Guette, C., Troubat, A., & Camos, V. (2024). The influence of working memory mechanisms on false memories in immediate and delayed tests. *Cognition*, 252, 105901. <https://doi.org/10.1016/j.cognition.2024.105901>
- Adolphs, S., & Durow, V. (2004). Social-cultural integration and the development of formulaic sequences. In N. Schmitt (Ed.), *Formulaic sequences: Acquisition, processing and use* (pp. 107–126). John Benjamins.
- Ädel, A., & Erman, B. (2012). Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach. *English for Specific Purposes*, 31(2), 81–92. <https://doi.org/10.1016/j.esp.2011.08.004>
- Alali, F. A., & Schmitt, N. (2012). Teaching formulaic sequences: The same as or different from teaching single words? *TESOL Journal*, 3(2), 153–180.
- Al Amir, F., Atmowardoyo, H., & Sakkir, G. (2023). An analysis of translanguaging practices in an Indonesian EFL classroom. *Journal of Language and Literature Teaching*.
- Ali, H. O. (2016). Gender differences in using language in the EFL classes: From teachers' views. *International Journal of Humanities and Social Sciences*, 2(4), 73–91.
- Allen, D. (2011). Lexical bundles in learner writing: An analysis of formulaic language in the ALESS learner corpus. *Komaba Journal of English Education*, 1, 105–127.

- Altenberg, B. (1998). On the phraseology of spoken English: The evidence of recurrent word combinations. In A. P. Cowie (Ed.), *Phraseology: Theory, analysis and applications* (pp. 101–122). Oxford University Press.
- Altenberg, B., & Eeg-Olofsson, M. (1990). Phraseology in spoken English. In J. Aarts & W. Meijs (Eds.), *Theory and practice in corpus linguistics* (pp. 1–26). Rodopi.
- Anmarkrud, Ø., Andresen, A., & Bråten, I. (2019). Cognitive load and working memory in multimedia learning: Conceptual and measurement issues. *Educational Psychologist*, 54(2), 61–83. <https://doi.org/10.1080/00461520.2018.1554484>
- Ansarin, A. A., & Khabbazi, S. K. (2021). Task-induced involvement load and working memory: Effects on active and passive vocabulary knowledge of EFL learners in a multimedia learning environment. *Eurasian Journal of Applied Linguistics*, 7(1), 277–302. <https://doi.org/10.32601/EJAL.911288>
- Anderson, N. J. (2002). *The role of metacognition in second language teaching and learning*. ERIC Digest.
- Apel, K. (2011). What is orthographic knowledge? *Language, Speech, and Hearing Services in Schools*, 42(4), 592–603. [https://doi.org/10.1044/0161-1461\(2011/10-0085\)](https://doi.org/10.1044/0161-1461(2011/10-0085))
- Awwad, A., & Tavakoli, P. (2019). Task complexity, language proficiency and working memory: Interaction effects on second language speech performance. *International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2018-0378>

- Babanoğlu, M. P. (2015). A corpus-based study on the use of feelings and emotions vocabulary by male and female EFL learners. *International Journal of Language and Linguistics*, 3(4), 203–212. <https://doi.org/10.11648/j.ijll.20150304.12>
- Baddeley, A. D., & Hitch, G. J. (1974). Working memory. In G. H. Bower (Ed.), *The psychology of learning and motivation* (Vol. 8, pp. 47–89). Academic Press.
- Baddeley, A. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Sciences*, 4(11), 417–423.
- Bamberg, B. (1983). What makes a text coherent? *College Composition and Communication*, 34(4), 417–429.
- Banerjee, H. L. (2016). Test fairness in second language assessment. *Working Papers in Educational Linguistics*, 16(1), 54–59. <https://doi.org/10.7916/D88G8Z90>
- Bardovi-Harlig, K., & Bastos, M. T. (2011). Proficiency, length of stay, and intensity of interaction and the acquisition of conventional expressions in L2 pragmatics. *Intercultural Pragmatics*, 8(3), 347–384.
- Baumgarten, N. (2014). Recurrent multiword sequences in L2 English spoken academic discourse: Developmental perspectives on first- and third-year undergraduate presentational speech. *Nordic Journal of English Studies*, 13(3), 1–32.
- Begibaeva, F. B. (2023a). Analysis of psycholinguistic approach to foreign language teaching. *European Journal of Higher Education and Academic Advancement*, 1(1), 256–259. <https://doi.org/10.61796/ejheaa.v1i1.214>

- Begibaeva, F. B. (2023b). Psycholinguistic approach: In the case of foreign language teaching. *European Journal of Higher Education and Academic Advancement*, 1(2), 249–252. <https://doi.org/10.61796/ejheaa.v1i2.227>
- Bessy, M., & Knouse, S. (2020). Metacognition, metalinguistic awareness, and relevance in language learning: A report on an intervention module project. *International Journal for the Scholarship of Teaching and Learning*, 14(2). <https://doi.org/10.20429/ijsofl.2020.140209>
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge University Press.
- Biber, D. (2006). *University language: A corpus study of spoken and written registers*. John Benjamins.
- Biber, D. (2009). A corpus-driven approach to formulaic language in English: Multi-word patterns in speech and writing. *International Journal of Corpus Linguistics*, 14(3), 275–311.
- Biber, D., Conrad, S., & Cortes, V. (2004). If you look at...: Lexical bundles in university teaching and textbooks. *Applied Linguistics*, 25(3), 371–405.
- Biber, D., & Conrad, S. (1999). Lexical bundles in conversation and academic prose. In H. Hasselgård & S. Oksefjell (Eds.), *Out of corpora: Studies in honour of Stig Johansson* (pp. 181–190). Rodopi.
- Bongartz, C. M. (2016). Bilingual and second language development and literacy: Emerging perspectives on an intimate relationship. *Proceedings of ISTAL*, 21, 3–42. <https://doi.org/10.26262/ISTAL.V21I0.5207>

- Bonacina-Pugh, F., Da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439–471. <https://doi.org/10.1017/S0261444821000173>
- Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading comprehension. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
- Cardenas Claros, M. S. (2011). Psycho-linguistic and socio-cultural approaches to language learning: A never ending debate. *Colombian Applied Linguistics Journal*, 10, 142–154. <https://doi.org/10.14483/22487085.102>
- Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.
- Chen, O., Castro-Alonso, J. C., Paas, F., & Sweller, J. (2018). Extending cognitive load theory to incorporate working memory resource depletion: Evidence from the spacing effect. *Educational Psychology Review*, 30(2), 483–501. <https://doi.org/10.1007/S10648-017-9426-2>
- Chen, Y.-H., & Baker, P. (2010). Lexical bundles in L1 and L2 academic writing. *Language Learning & Technology*, 14(2), 30–49.
- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than non-formulaic language by native and non-native speakers? *Applied Linguistics*, 29(1), 72–89.
- Cooke, S. (2020). Assessing real-world use of English as a lingua franca (ELF): A validity argument. *VNU Journal of Foreign Studies*, 36(4). <https://doi.org/10.25073/2525-2445/VNUFS.4574>

- Cortes, V. (2004). Lexical bundles in published and student disciplinary writing: Examples from history and biology. *English for Specific Purposes*, 23, 397–423.
- de Jong, T. (2010). Cognitive load theory, educational research, and instructional design: Some food for thought. *Instructional Science*, 38(2), 105–134. <https://doi.org/10.1007/S11251-009-9110-0>
- Dragomir, I., & Niculescu, B.-O. (2022). Shallow and deep processing: An integrated cognitive architecture for foreign language learning. *Revista Academiei Forțelor Terestre*, 27(3), 216–220. <https://doi.org/10.2478/raft-2022-0028>
- Eckert, P., & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139245883>
- Eghlidi, M., Talebinezhad, M. R., & Rezaei Fard, Z. (2017). Psycholinguistic perspectives and contributions of ELL and ELT. *Journal of Applied Linguistics and Language Research*, 4(7), 317–335.
- Ellis, N. C. (2008). Phraseology: The periphery and the heart of language. In F. Meunier & S. Granger (Eds.), *Phraseology in foreign language learning and teaching*. John Benjamins.
- Ellis, N. C., Simpson-Vlach, R., & Carson, M. (2008). Formulaic language in native and second language speakers: Psycholinguistics, corpus linguistics, and TESOL. *TESOL Quarterly*, 42(3), 375–396.
- Fernández, E. M., & Cairns, H. S. (2011). *Fundamentals of psycholinguistics*. Wiley-Blackwell.

- Ferrer, E., & Staley, K. N. (2016). Designing an EFL reading program to promote literacy skills, critical thinking, and creativity. *The CATESOL Journal*, 28(2), 79–104.
- Galante, A. (2020). Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges. *System*, 92, 102274. <https://doi.org/10.1016/j.system.2020.102274>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gilquin, G. (2021). The process corpus of English in education: Going beyond the written text. *Research in Corpus Linguistics*, 10(1), 31–44. <https://doi.org/10.32714/RICL.10.01.02>
- Gombert, J. E. (1992). *Metalinguistic development*. University of Chicago Press.
- Gorter, D., & Arocena, E. (2020). Teachers' beliefs about multilingualism in a course on translanguaging. *System*, 92, 102272. <https://doi.org/10.1016/j.system.2020.102272>
- Haque, M. M. (2019). From cognition, metacognition to autonomy: A framework for understanding language learning dynamics. *Arab World English Journal, Special Issue 1*, 207–222. <https://doi.org/10.24093/AWEJ/EFL1.15>
- Hartono, D. A. (2019). Investigating the relationship between test-taking anxiety and test-takers' performance on the IELTS test. *Script Journal: Journal of Linguistic and English Teaching*, 4(1), 1–11. <https://doi.org/10.24903/SJ.V4I1.282>
- Howarth, P. (1998). Phraseology and second language proficiency. *Applied Linguistics*, 19(1), 24–44.

- Huettig, F. (2015). Literacy influences cognitive abilities far beyond the mastery of written language.
- Hulstijn, J. H. (2007). Psycholinguistic perspectives on language and its acquisition. In *Encyclopedia of language and education* (pp. 783–795). Springer. https://doi.org/10.1007/978-0-387-46301-8_52
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148–164.
- Hyland, K. (2008a). Academic clusters: Text patterning in published and postgraduate writing. *International Journal of Applied Linguistics*, 18(1), 41–62.
- Hyland, K. (2008b). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes*, 27, 4–21.
- Hyland, K. (2012). Bundles in academic discourse. *Annual Review of Applied Linguistics*, 32, 150–169.
- Iswati, L. (2022). Promoting a multidimensional literacy framework through texts and tasks for EFL reading class. *Humanitatis*, 8(2), 317–328. <https://doi.org/10.30812/humanitatis.v8i2.1824>
- Jeong, H.-S. R., & DeKeyser, R. (2023). Development of automaticity in processing L2 collocations: The roles of L1 collocational knowledge and practice condition. *Studies in Second Language Acquisition*, 1–25. <https://doi.org/10.1017/S0272263122000547>
- Jiang, D., & Kalyuga, S. (2022). Learning English as a foreign language writing skills in collaborative settings: A cognitive load perspective. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.932291>
- Kanokpermpoon, M. (2013). Managing working memory in language instructions: An overview of cognitive load theory. *Thammasat Review*, 16(2), 93–108.

- Ke, S. E., Zhang, D., & Koda, K. (2023). *Metalinguistic awareness in second language reading development*. Cambridge University Press. <https://doi.org/10.1017/9781108979801>
- Koçer, P. (2023). Translanguaging pedagogy: An integrative review study questioning its potential benefits and main concerns. *Literacy Trek*. <https://doi.org/10.47216/literacytrek.1341219>
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Kucer, S. B. (2015). Literacy: Varied, dynamic, and multidimensional. *Journal of Family Strengths*, 15(2). <https://doi.org/10.58464/2168-670x.1282>
- Lehmann, J. A. M., Goussios, C., & Seufert, T. (2016). Working memory capacity and disfluency effect: An aptitude-treatment-interaction study. *Metacognition and Learning*, 11(1), 89–105. <https://doi.org/10.1007/S11409-015-9149-Z>
- Leong, C. K., Shum, M. S. K., Tai, C., Ki, W., & Zhang, D. (2019). Differential contribution of psycholinguistic and cognitive skills to written composition in Chinese as a second language. *Reading and Writing*, 32(2), 439–466. <https://doi.org/10.1007/s11145-018-9873-2>
- Leow, R. P. (2015). Implicit learning in SLA. In *Implicit learning in SLA* (pp. 47–68). John Benjamins.

- Leow, R. P., Cerezo, L., & Baralt, M. (2015). *A psycholinguistic approach to technology and language learning*. De Gruyter Mouton. <https://doi.org/10.1515/9781614513674>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654. <https://doi.org/10.1080/13803611.2012.718488>
- Lin, V., Yeh, H. C., Huang, H. H., & Chen, N. S. (2022). Enhancing EFL vocabulary learning with multimodal cues supported by an educational robot and an IoT-based 3D book. *System*, 104, 102691.
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361–373. <https://doi.org/10.1177/0022487108322110>
- McKeough, A., Phillips, L. M., Timmons, V., & Lupart, J. (2006). *Understanding literacy development: A global view*. Routledge. <https://doi.org/10.4324/9781410613332>
- Miao, H. (2014). Psychological reality of chunks for EFL Chinese students: Evidence from speaking fluency. *World Journal of Education*, 4(6), 101–106. <https://doi.org/10.5430/wje.v4n6p101>
- Moon, R. (1998). *Fixed expressions and idioms in English*. Clarendon Press.
- Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A literature review. *Creative Education*, 10(13), 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>

- Muntaha, M., Chen, J., & Dobinson, T. (2024). Multimodal interactive alignment: Language learners' interaction in CMC tasks through Instagram. *Language Learning & Technology*, 28(1), 1–27.
- Nattinger, J. F., & DeCarrico, J. (1992). *Lexical phrases and language teaching*. Oxford University Press.
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307. <https://doi.org/10.1515/applirev-2015-0014>
- Panagiotopoulou, J. A., Rosen, L., & Strzykala, J. (2020). *Inclusion, education and translanguaging*. Springer. <https://doi.org/10.1007/978-3-658-28128-1>
- Pellicer-Sánchez, A. (2017). Learning L2 collocations incidentally from reading. *Language Teaching Research*, 21(3), 381–402.
- Purba, N. (2018). The role of psycholinguistics in language learning and teaching. *TELL: Teaching of English Language and Literature Journal*, 6(1), 47–54. <https://doi.org/10.30651/TELL.V6i1.2077>
- Qurbi, E. (2025). Factors contributing to second language speaking development: Cognitive aspects and theoretical models. *Forum for Linguistic Studies*, 7(9). <https://doi.org/10.30564/fls.v7i9.10683>
- Reichle, R. V., Tremblay, A., & Coughlin, C. E. (2016). Working memory capacity in L2 processing. *Probus*, 28(1), 29–55. <https://doi.org/10.1515/probus-2016-0003>
- Roehr, K. (2008). Metalinguistic knowledge and language ability in university-level L2 learners. *Applied Linguistics*, 29(2), 173–199. <https://doi.org/10.1093/applin/amm037>

- Roehr-Brackin, K. (2018). *Metalinguistic awareness and second language acquisition*. Routledge.
- Schmitt, N. (2004). *Formulaic sequences: Acquisition, processing, and use*. John Benjamins.
- Schmitt, N., & Carter, R. (2004). Formulaic sequences in action: An introduction.
- Schneider, E. (1999). *Multisensory structured metacognitive instruction: An approach to teaching a foreign language to at-risk students*.
- Shao, Y., & Kang, S. (2021). Instructional design for EFL reading at senior high schools from the perspective of thinking quality. *English Language Teaching*, 14(12), 144. <https://doi.org/10.5539/elt.v14n12p144>
- Shea, M., & Ceprano, M. A. (2017). Reading with understanding: A global expectation. *Journal of Inquiry and Action in Education*, 9(1), 4.
- Simpson-Vlach, R., & Ellis, N. C. (2010). An academic formulas list: New methods in phraseology research. *Applied Linguistics*, 31(4), 487–512.
- Sinambela, S. E., & Saragih, A. (2018). Promoting HOTS and better literacy for EFL students through cognitively challenging reading material. *KnE Social Sciences*, 3(4), 806–815. <https://doi.org/10.18502/kss.v3i4.1987>
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.
- Skehan, P. (2014). Limited attentional capacity, second language performance, and task-based pedagogy. In P. Skehan (Ed.), *Processing perspectives on task performance* (pp. 211–260). John Benjamins Publishing Company.

- Skehan, P. (2015). Limited attention capacity and cognition: Two hypotheses regarding second language performance on tasks. In M. Bygate (Ed.), *Domains and directions in the development of TBLT* (pp. 123–156). John Benjamins Publishing Company.
- Skulmowski, A., & Xu, M. (2021). Understanding cognitive load in digital and online learning: A new perspective on extraneous cognitive load. *Educational Psychology Review*, 33(2), 1–26. <https://doi.org/10.1007/S10648-021-09624-7>
- Stein, P. (2014). Multimodal instructional practices. In *Handbook of research on new literacies* (pp. 871–898). Routledge.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Rowley, MA: Newbury House.
- Sweller, J., Van Merriënboer, J. J. G., & Paas, F. G. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3), 251–296.
- Taylor, I., & Taylor, M. M. (1990). *Psycholinguistics: Learning and using language*. Prentice Hall.
- Taqdir, B. A., Nursidah, & Afisha, W. O. N. A. (2025). Gender representation in foreign language textbooks: Trends, gaps, and implications for multilingual teaching. *XLinguae*, 18(4), 225–242. <https://doi.org/10.18355/xl.2025.18.04.15>
- Vogel, S. (2017). Translanguaging. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.181>

- Walsh, S., Morton, T., & O'Keeffe, A. (2011). Analysing university spoken interaction. *International Journal of Corpus Linguistics*, 16(3), 325–344.
- Weatherall, A. (2002). *Gender, language and discourse*. Routledge.
- Wei, L. (2022). Translanguaging as method. *Research Methods in Applied Linguistics*, 1(2), 100026. <https://doi.org/10.1016/j.rmal.2022.100026>
- Woll, N. (2018). Investigating dimensions of metalinguistic awareness: What think-aloud protocols revealed about the cognitive processes involved in positive transfer from L2 to L3. *Language Awareness*, 27(1–2), 167–185. <https://doi.org/10.1080/09658416.2018.1432057>
- Wood, D. (2006). Uses and functions of formulaic sequences in second-language speech: An exploration of the foundations of fluency.
- Wood, D. (2009). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: A case study.
- Woo, D. J., Wang, D., & Guo, K. (2023). Teaching EFL students to write with ChatGPT: Students' motivation to learn, cognitive load, and satisfaction with the learning process.
- Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. *Applied Linguistics*, 21(4), 487–489.
- Wray, A. (2002). *Formulaic language and the lexicon*. Cambridge University Press.
- Wray, A. (2008). *Formulaic language: Pushing the boundaries*. Oxford University Press.

- Wray, A. (2013). Formulaic language. *Language Teaching*, 46(3), 316–334.
- Wray, A., & Perkins, M. R. (2000). The functions of formulaic language: An integrated model. *Language and Communication*, 20, 1–28.
- Yi, B., & Ni, C. (2015). Planning and working memory effects on L2 performance in Chinese EFL learners' argumentative writing. *Indonesian Journal of Applied Linguistics*, 5(1), 44–53. <https://doi.org/10.17509/ijal.v5i1.830>
- Yusuf, F. N., Widiati, U., & Sulisty, T. (2017). Multimodal feedback provision in improving pre-service teachers' competence. *Indonesian Journal of Applied Linguistics*, 7(2), 239–246.
- Yuzlu, M. Y., & Dikilitas, K. (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching*, 16(5), 406–421. <https://doi.org/10.1080/17501229.2021.1892698>
- Zano, K. (2022). A multilingual turn: Translanguaging by design activity in an EFL context. *Journal of Languages and Language Teaching*. <https://doi.org/10.33394/jollt.v%vi%i.4826>
- Zheng, Y. (2015). The complex, dynamic development of L2 lexical use: A longitudinal study on Chinese learners of English. *System*, 56, 40–53.

Rethinking EFL Development

Psycholinguistic Perspectives
on Language Learning, Literacy, and Communication

Why do many EFL learners continue to struggle with fluency, comprehension, and academic communication despite years of instruction? This book argues that such difficulties cannot be understood solely in terms of teaching methods, motivation, or exposure to English. Drawing on psycholinguistic perspectives, it reconceptualises EFL development as a cognitive process shaped by attention, working memory, cognitive load, processing efficiency, literacy engagement, and communicative experience. Rather than focusing only on what learners know, the book examines how language is processed, organised, retrieved, and used under real learning conditions.

Bringing together insights from psycholinguistics, applied linguistics, literacy studies, and language education, the book explores a wide range of issues, including learning stagnation, formulaic language, metalinguistic awareness, translanguaging, multimodal learning, assessment, and educational inequality. Written for students, researchers, teacher educators, and language professionals, it offers a coherent framework for understanding EFL development in contemporary educational contexts and invites readers to rethink language learning through the lens of cognition, literacy, and sustainable communicative development.



IKAPI
IKATAN PENERBIT INDONESIA

CV. Tahta Media Group

Sukoharjo, Jawa Tengah

Web : www.tahtamedia.co.id

Ig : tahtamediagroup

Telp/WA : +62 896 5427 3996

