



Implementing a Psycholinguistics Theory in the Teaching Process to Enhance Students' English Language Skills

Fitria Dewi Navisa

Department of English Education, Universitas Islam Malang, Malang, Indonesia

Email: 22201073022@unisma.ac.id

Abstract. Psycholinguistics, an interdisciplinary field combining linguistics and psychology, offers valuable insights into English Language Teaching. This article discusses the application of psycholinguistic theory to improve the English learning process with a focus on cognitive understanding, emotional affect, and speech perception. By analyzing how the human brain processes language, this article identifies teaching methods that can overcome difficulties in understanding the meaning of words, sentence structure, and pronouncing foreign phonemes. Research shows that the use of contextual-based modules and approaches that consider psychological aspects can improve teaching effectiveness and student learning outcomes. Through the application of psycholinguistic principles, it is hoped that a more effective teaching strategy can be generated and support better mastery of the English language.

Keywords: Psycholinguistics, English language teaching, cognitive comprehension, emotions and motivation, speech perception

1. INTRODUCTION

Language is one of the most important elements of human communication. In the process of learning a language, especially a foreign language such as English, many students have difficulty understanding the meaning of words and sentence structure. This difficulty is often caused by differences between the mother tongue and the target language as well as cognitive factors that affect language comprehension. Psycholinguistics, an area of science combining linguistics and psychology, studies how the human brain processes language, from understanding words to constructing sentences. In English language teaching, the psycholinguistic approach can provide valuable insights into how the brain works in learning a language. By understanding the mental processes involved in language learning, teachers can develop more effective teaching strategies tailored to how students process information (Septiani et al., 2019).

Psycholinguistics is an interdisciplinary field that combines linguistics and psychology. Psychology, which comes from the Greek psyche (soul) and logos (science), etymologically means "science of the soul." Initially, psychology was better

known as part of philosophy and was called the "science of the soul," but this understanding changed with the development of thought. Nowadays, Psychology is the science that studies human behavior, including its interaction with the surrounding environment. On the other hand, linguistics is the scientific study of human language, encompassing language structure, acquisition, and alteration. Thus, Psycholinguistics can be defined as the science that studies visible and invisible language behavior (Parapat, 2022).

The relationship between psycholinguistics and language teaching lies in studying how cognitive processes influence language acquisition and usage. Psycholinguistics provides insights into how learners process and produce language, offering valuable knowledge on how memory, perception, and problem-solving skills interact during language learning. Understanding these processes can help educators design more effective teaching methods, such as adjusting lesson plans to match cognitive development stages or tailoring instruction to individual learning needs. By applying psycholinguistic theories, teachers can create environments that support natural language development, improve comprehension, and promote efficient learning strategies in students (Muslimat et al., 2023).

In psycholinguistic studies, various definitions are given by experts. Aitchison defined Psycholinguistics as the study of language and the psyche, while Field emphasized the relationship between the human brain and language. Psycholinguistic understanding encompasses the process of using and acquiring human language, including how a person produces and understands sentences. For example, when a child learns a language, there is a process of understanding and producing speech in sentences. Psycholinguistics also addresses the mental mechanisms that occur when a person uses language to produce and understand speech.

The language acquisition process in children is divided into several phases, ranging from the mambel level (0-1 years), the holophrase period (1-2 years), to the beginning of grammar. Psycholinguistics in language learning focuses on how children acquire language skills through a process that involves cognitive, affective and psychomotor aspects. Methods such as DORE, which involves regular exercise to stimulate the brain, demonstrate the importance of a psycholinguistic approach to language learning, especially in helping children achieve optimal language development.

With an in-depth understanding of psycholinguistics, the language learning process can be adapted to meet pupils' cognitive and psychological needs, thereby increasing the effectiveness of Language Teaching and understanding. Psycholinguistics is about how the brain processes language and how teaching can support the process, allowing pupils to master foreign languages such as English (Muslimat et al., 2023).

Psycholinguistics provides a deep insight into the influence of emotions and motivation in language learning. For example, anxiety can inhibit students' ability to understand and remember the material being taught. Therefore, a teaching approach that considers these emotional factors can create a more supportive and productive learning environment. Based on the needs analysis carried out on the students of the Pronunciation course, it was found that many still have difficulties pronouncing foreign phonemes, especially those that they rarely hear or pronounce (Irham, 2019).

This article outlines how applying psycholinguistic theory in English Language Teaching can facilitate the learning process, especially in better understanding pronunciation. As a concrete example, research shows that the development of contextual-based modules that take into account students' difficulties in learning Pronunciation can significantly improve students' pronunciation skills, with the average value increasing from 60.6 to 83.2 after using the module. This suggests that by integrating psycholinguistic principles, such as using relevant context and approaches that reduce anxiety, language learning can be more effective and improve student learning outcomes.

Psycholinguistics is the branch of science that studies how the human brain processes language. It includes the study of language understanding, language production, and language acquisition. In this sense, Psycholinguistics combines concepts from linguistics, psychology, and cognition to understand how humans learn and use language. The processes that occur in the brain when a person hears, reads, or speaks a language involve a variety of complex cognitive mechanisms. Psycholinguistics seeks to map these processes, including how word meanings are understood, how sentence structures are processed, and how social and cultural environments influence language interpretation (Mubarok et al., 2020).

Language learning involves various cognitive processes, including the processing of words, phrases, and sentences and the activation of short-term and long-term memory. One of the key aspects of psycholinguistics is how the brain processes language input and converts it into intelligible meanings. This process starts from understanding individual words and progresses to processing more complex sentence structures. In English language teaching, understanding how the brain processes this language can help teachers design more effective teaching materials and methods. As explained in previous studies, speech perception is also an important part of language learning. Speech perception involves the ability of the ear to pick up sounds produced by the speech apparatus, whether words, phrases, or sentences. The inability to hear sounds clearly can cause difficulties in understanding the utterance's meaning, especially if a person has not mastered the language used.

The process of perception of speech is not always easy for humans, especially since speech often slides without a clear time limit between one word and another (Irham, 2019). Knowledge of phonetics and allophones in language helps listeners understand speech despite pronunciation differences due to speech speed or other sound influences. As listeners, our ability to perceive speech is also greatly influenced by our knowledge of the syntax and semantics of the language used. In psycholinguistics, this understanding shows that the influence of context is very large in the perception of speech. Teachers can take advantage of the context and structure of language to help students better perceive and understand speech, especially in teaching foreign languages such as English. In addition, using methods that consider psycholinguistic aspects, such as interactive exercises and contextualization, can help pupils develop language skills more effectively (Mubarok et al., 2020).

The formulation of the problem in this study covers several important aspects of applying psycholinguistics in English language teaching. First, how understanding the brain's cognitive processes in language can be applied to improve the effectiveness of English Language Teaching, particularly through working memory utilization and the activation of prior knowledge. Second, how psychological factors such as emotions and

motivation can be optimized in the learning process, using teaching techniques that reduce anxiety and increase students' motivation to learn.

2. METHODS

The research method used in this study was library research. Literature research was conducted by reviewing various literature and studies on implementing psycholinguistics in teaching English. This method was chosen because the main focus of the study was on theoretical and conceptual studies relevant to language learning, especially the application of psycholinguistics in education. This study used secondary data from various literature such as books, scientific journal articles, conference proceedings, and research reports. The collected literature covered several topics related to psycholinguistics, language teaching, and the application of cognitive theories in education.

The initial stage of this study is the collection of secondary data. Literature relevant to the research topic was selected based on the criteria of conformity with the theme of psycholinguistics and language teaching, the quality sources, and the contribution of literature to the development of understanding of cognitive processes in English learning. High-quality sources are those published in peer-reviewed journals, particularly those with a strong impact factor or high citation rates, ensuring academic rigor and reliability. In addition, the selection was carried out rigorously to ensure that the literature used was high quality and relevant to the research objectives. The selected literature also included the results of empirical research and theoretical studies from various perspectives, thus providing a comprehensive view of the topic.

Once the literature had been collected, an in-depth analysis was carried out to identify key concepts in psycholinguistics that could be applied in English Language Teaching. This analysis involved comparing theories and related research findings and highlighting how the concepts can be applied in classroom learning. Using this method, research theory related to teaching practice and identify the most effective strategies for improving English comprehension based on psycholinguistic findings.

Based on the results of the literature analysis, this study synthesized various psycholinguistic concepts and relevant teaching strategies. This synthesis helped teachers formulate practical recommendations for applying psycholinguistic theory in their teaching activities. Furthermore, this literature synthesis also identified areas that required further research to improve the effectiveness of applying psycholinguistics in language teaching.

However, although the literature research method provided deep and theoretical insights, the results and recommendations in this article needed to be supplemented by field research or experimental studies involving direct observation of the application of psycholinguistics in English language teaching. This study also highlighted several limitations regarding empirical testing directly in the classroom.

3. RESULTS AND DISCUSSION

Knowledge of how the brain processes language can be used to develop more effective teaching strategies. One approach is to use interactive teaching methods that stimulate the brain to understand language. An example of the implementation of this method is seen in the results of research on second language acquisition in children through YouTube. Conversation Data shows that children actively use English words acquired from the videos they watch. For example, in speech Data 1, children used the word "rainbow" to describe a colorful candy, suggesting that videos containing English content influenced the way they understood and used the language.

In language learning, especially a second language, personality factors greatly influence how a person absorbs and uses the new language. As explained in research on second language acquisition in children through YouTube media, interactive learning methods can stimulate the brain to understand language better. For example, using videos in English encourages children to use the words they learn in everyday life actively. If associated with the context of students in modern boarding schools, language learning approaches can also be influenced by students' personalities. As explained by Barnawi, modern pesantren provide a balanced portion of religious education and general education, including mastery of English and Arabic. In this case, learning methods applied in modern boarding schools, such as Community Language Learning (CLL), can be an example of an interactive approach that helps students master a second language.

The CLL method emphasizes social interaction and emotional support, where the learner is encouraged to use the new language through guidance and active communication with the teacher as a counselor. Under these circumstances, students who have extroverted personalities may find it easier to adapt to this method because they tend to be active in interacting and taking risks in speaking a new language. In contrast, students with introverted personalities may focus more on clarity of articulation and a deep understanding of language concepts. However, they may take longer to get used to actively speaking a new language. Thus, understanding the personalities of students and how these personalities affect language learning can help teachers in modern boarding schools develop more effective teaching strategies, both through interactive approaches such as CLL and through other learning methods tailored to the personality needs of each student (Fauziah & Maulana, 2022).

In speech Data 2, the child used the word "buffalo" to refer to a Buffalo, which was again obtained from the content watched on YouTube. This suggests that children's language learning process occurs by simulating the context they see and hear, such as conversations or songs containing a foreign language. Teachers can mimic these natural processes by applying interactive learning methods, such as using simulated conversations or songs in the classroom, and help students develop their language skills in realistic and relevant circumstances.

In addition, speech Data 3 and 4 illustrate that repeating words and phrases in everyday speech, such as mentioning numbers in English, can strengthen children's understanding and memory of the foreign language. If applied in formal learning processes, this context repetition-based approach can increase the effectiveness of language teaching, as pupils learn words or sentence structures in isolation and contexts that they understand and are relevant to their daily lives (Annisa, 2022).

Psycholinguistics in English Language Teaching

The use of technology in English learning can strengthen students' understanding through visual and auditory aids such as videos, animations, or language games. These tools can support more effective learning strategies by helping students understand the material more interactively and engagingly. Psycholinguistics is important in helping teachers overcome various cognitive barriers that students may face. For example, differences between mother tongue and English can hinder students' understanding of language structure and word meanings. Psycholinguistic theories, such as behaviorism and rationalism, provide insights into how children acquire and develop language.

The use of technology in learning English can be strengthened by referencing the data on the term Yogyakarta style classical dance movement, which has been translated descriptively. As explained in the motion term translation data table above, description translation techniques explain the meaning of motion that cannot be translated literally. This technique facilitates a deeper understanding of the terms and rules involved in certain movements, similar to how technology in English learning provides better context and understanding for students. For example, a term such as "tolehan" in classical Yogyakarta dance cannot be translated literally as "head-turn" because it does not cover the specific rules and manner of the movement. By using description techniques in translation, we can provide a more complete explanation of how the movements are performed, similar to how visual and auditory aids such as videos and animations help students understand complex English concepts.

Psycholinguistics also plays a vital role in overcoming students' cognitive barriers, such as the difference between mother tongue and English. In translation, understanding these differences is essential for creating accurate and practical descriptions of terms that may not have direct equivalents in the target language. Psycholinguistic theories such as behaviorism and rationalism help in understanding how language is acquired and processed, which in turn can inform the best way to teach English using technology. For example, behaviorism theory, which emphasizes learning through repetition and reinforcement, can be applied to the use of visual and auditory aids that are often used in English language learning. These tools allow students to practice and reinforce their understanding through hands-on and interactive experiences, similar to how description translation techniques help explain complex motion terms.

On the other hand, the theory of rationalism, which emphasizes cognitive understanding and rational thinking in the learning process, can favor the use of technologies that facilitate an in-depth understanding of concepts. By understanding how students think and process information, technology can be integrated to provide more meaningful and contextual learning. Overall, the use of technology in English language learning and psycholinguistic approaches in translation make essential contributions to creating more effective, interactive, and contextual learning strategies. Through the utilization of visual and auditory AIDs, as well as an in-depth understanding of students' cognitive processes, we can strengthen the understanding of English and overcome obstacles that may be faced by students (Anggraeni et al., 2022).

Steven Spielberg's lack of speech fluency occurs because of the high processing load, where he tries to convey the message with feeling. When talking about the values he cares about, his emotions may give rise to visible repetitions of the word. The mental process of putting together the right words while expressing deep feelings can interfere

with speech fluency, leading to successive repetitions of speech. It is also concerned with how humans process information cognitively in situations involving high emotion or stress. Steven Spielberg's speech fluency in his speech illustrates how high processing loads and deep emotions can affect speech fluency. This is also relevant for the phenomenon of speech delay in children, in which both internal and external factors play a role.

In Spielberg's case, the delay in speaking may have been caused by the emotional and cognitive stress of delivering a message that meant so much to him. In parallel with this, the delay in speech in a child can also be influenced by various internal and external factors. As shown in the case study of Abidzar, Ikhwan, and Aliyah, there are various causes of speech delay, including environmental factors, socioeconomic status, and family roles. Internal factors and emotions: in Spielberg, deep emotions can cause disturbances in the processing of words. This is similar to children who have delayed speech. Emotions and stress can affect the way children communicate their language. For example, Abidzar's speech delay is affected by a less stimulative environment and a lack of social interaction, which contributes to the inability to communicate fluently.

External and environmental factors: the environment around the child plays an important role in his language development. Abidzar, who spends more time in front of screens and gets less verbal stimulation from his parents, has speech delays. This is also seen in Aliyah, who was raised in an environment that was less supportive of her language development. The inability of Aliyah's caregivers to provide adequate verbal stimulation and less social interaction contributed to Aliyah's speech delay. Socioeconomic factors: the family's socioeconomic conditions also greatly influence the child's language development. Ikhwan, who comes from a family with a low socioeconomic background, shows a speech delay associated with a lack of attention and verbal stimulation from parents. This factor is often related to limited access to educational and health resources that can support a child's language development. Role of family and social interaction: minimal social interaction and lack of attention from family can exacerbate speech delay. For example, Ikhwan and Aliyah experienced speech delays mainly due to a lack of interaction and attention from their parents and caregivers. Healthy social interaction and verbal support from parents are essential for a child's language development.

The long-term effects of delayed speech include poor academic performance, difficulty in socializing, and possibly passive behavior. Children with speech delays may have difficulty following lessons at school, interacting with peers, and expressing their feelings. This can cause them to feel misunderstood and may experience psychological disorders. In order to solve the problem of speech delay, it is crucial to understand and cope with various influencing factors, both internal and external. Support from family, a supportive environment, and adequate attention can play an essential role in helping children overcome speech delays and achieve optimal language development (A. F. Muslimat et al., 2020).

This kind of fluency can be an exciting topic in psycholinguistic studies, primarily related to how emotional stress or cognitive load affects speech fluency. In English language learning, this kind of fluency analysis can provide insight for teachers on the importance of understanding the factors that affect students' speaking skills. With this understanding, teachers can develop strategies that help students overcome cognitive barriers they may encounter when learning English, for example, by providing more

opportunities for students to speak in a comfortable and supportive atmosphere, thereby reducing the processing burden when speaking (Nday et al., 2020). Behaviorism theory considers language development as a linear process in which a child's language develops gradually over time. In contrast, The Theory of rationalism states that language development follows a certain pattern that is not always the same as adult grammar. In the early phases of language acquisition, such as the babbling period, children produce basic sounds that develop into the pronunciation of simple syllables. In the holophrase period, children begin to use single words to convey more complex intentions.

Theories of behaviorism and rationalism provide different views on the development of language. Behaviorism sees language development as a linear process in which children learn language gradually and sequentially. In contrast, The Theory of rationalism suggests that language development follows patterns inconsistent with adult grammar. In this reality, speech imperfections found in conversations from the show "Zach Sang Show with Niki" can be understood through several concepts: Filled silences such as the "uh" used by Zach in conversation, indicate the cognitive process behind speaking. This silence arises when the speaker tries to organize and plan what will be said next. In children's language development, this phenomenon can be seen in the early stages when children begin to explore and organize their vocabulary.

Examples:

- Zach: "We have, uh, Niki here hanging out in the studio."

- The use of "uh" indicates uncertainty or the need to structure sentences.

A silent pause occurs when the speaker stops speaking to think. This can happen to children when they are trying to process information and choose the right words. In children who are just learning to speak, silent silences can be part of the cognitive process as they organize their thinking.

Examples: - Zach: "Is that [...] when you choose to carry that weight or carry that torch, how [...] is that an easy decision for you to make?"

Repetitions like Niki's often occur when the speaker is trying to find the right word or make sure that they are not misinterpreting information. In children, repetition is part of the language learning process as they try to understand and master the structure of language.

Examples: - Niki: "Like, I did – I started music <because> <because> I love music."

1. Repair

Repair is when the speaker realizes the error and corrects it. It reflects the process of learning and adaptation in the use of language. In children, these improvements are often seen as they learn to correct their mistakes in the use of vocabulary or grammar.

Examples:

- Niki: "{it's – that was} like a pivotal moment, it's like, 'alright, this is what I'm doing now.'"

2. Lexical Filler

Lexical fillers such as "like" are used to fill in the blanks when the speaker is thinking. In children, the use of lexical fillers can be part of the language learning process as they try to find the right word or phrase.

Examples:

- Niki: “No. Hone-I mean, /like/, [...] no, if you're asking, if there was an Asian person, like a household Asian name that I grew up with, /like/, looking up to, there really wasn't, /like/, in all honesty.”

3. Prolongation

Word extensions like Zach's do occur when the speaker is trying to remember information or is looking for the right word. Word extensions can be part of the thinking process in children as they search for the right vocabulary or structure.

Examples:

- Zach: “Wow, I mean, that had to be iiiinnnn –”

Factors in the Occurrence of Speech Fluency

4. Processing Load

The burden of processing can result in disfavor as the speaker tries to organize thoughts and express ideas clearly. This is similar to how children have difficulty organizing vocabulary and sentence structure as they learn a language.

Examples:

- Niki: “No. {Hone - I mean}, / like/, [...] no, if you're asking, if there was an Asian person, like a household Asian name that I grew up with, /like/, looking up to, there really wasn't, /like/, in all honesty.”

5. Coordination Functions

Coordination functions are seen when one speaker completes a sentence started by another speaker. This can be seen in children who learn language through social interaction, where they learn to communicate more cohesively.

Examples:

- Zach: “Wow, I mean, that had to be iiiinnnn –”

- Niki: “that's old, like two-thousand-nine or something.”

6. Familiar versus Unfamiliar Conversational Partners

Speaking fluency can also be affected by the speaker's familiarity with their conversation partner. This could be related to how children feel more comfortable talking in familiar situations compared to new situations or with unfamiliar people.

Examples:

- Zach: “We have, uh, Niki here hanging out in the studio.”

7. Cognitive Load

High cognitive load can lead to disfavor as the speaker struggles to remember or structure information. It reflects the cognitive processes in language learning, where children may struggle to understand and use complex language structures.

Examples:

- Niki: “{it's – that was} like a pivotal moment, it's like, ‘alright, this is what I'm doing now.’”

By analyzing speech fluency in the circumstances in which it occurs, we can better understand how cognitive and social processes affect how we learn and use language (Patangari, 2021).

Theories of Behaviorism and Rationalism in Psycholinguistics and Language Learning

In language development, behaviorism theory considers that language development in children occurs linearly and gradually over time. In this theory, children gradually imitate and reinforce their language behavior based on interaction with the

environment. In the initial phase, such as the *membabel* period, children produce basic sounds that develop into the pronunciation of simple syllables. As they develop, children begin to use single words (*holophrases*) to convey more complex intents. This theory emphasizes the process of imitation, repetition, and reinforcement as a way for children to learn language.

In contrast, the theory of rationalism, as expressed by Noam Chomsky, states that language development follows a specific pattern that is not always the same as adult grammar. Children have an innate ability to learn language that does not depend solely on external experience. They use this ability to understand and produce language creatively, even in conditions they do not fully understand. In other words, language acquisition results from the interaction between innate cognitive abilities and linguistic experiences (Anggi Pelangi Sajrah & Sahla Annisa, 2023).

3.1 Relation to Psycholinguistics

Psycholinguistics is an interdisciplinary science that combines psychology and linguistics to study human language behavior, both in the acquisition, understanding and use of language. From a psycholinguistic perspective, behaviorism theory emphasizes aspects of language performance, namely how language is produced and processed in everyday interactions. In contrast, the theory of rationalism is more related to language competence, which is a person's innate ability to process the structure of language internally before it is applied externally. Psycholinguistic studies also examine the first and second language acquisition process, including learning English as a foreign language. Psycholinguistics is crucial in understanding how learners process and understand the language being learned. Playful approaches to language learning, such as the joyful learning method, attempt to link aspects of the psychology of learning with effective linguistic methods. For example, joyful learning uses games to create a fun learning atmosphere, psychologically affecting student engagement and reducing boredom, making it easier for them to understand language material.

However, learning based on joyful learning alone will not be optimal if the teacher does not understand the principles of psycholinguistics. An understanding of the cognitive and affective processes of students in language learning is essential to design appropriate teaching methods. The teacher must be able to choose the objectives, materials, methods, and evaluations that correspond to the psychology of the students and master the relevant educational principles. Thus, Psycholinguistics plays a vital role in supporting the effectiveness of English learning. In summary, the theories of behaviorism and rationalism offer different perspectives on how language develops in children, while Psycholinguistics offers a framework for understanding and applying these theories in language learning. Teachers who master Psycholinguistics can use fun and practical approaches to improve students' language skills (Mustofa et al., 2019). Understanding these phases of language development is very useful in learning English. For example, in the sensorimotor and preoperational stages, children develop language skills that allow them to express themselves in more complex ways and understand social interactions. This knowledge helps teachers design learning strategies that are appropriate to the students' language development stage.

In addition, frequent errors in language learning, such as feeling overwhelmed or difficulty pronouncing words, can be analyzed through the psychological sphere. Psycholinguistics helps understand the causes of these errors, both in the affective,

cognitive and psychomotor spheres. By understanding these mistakes, teachers can develop more effective strategies to help students overcome difficulties in learning English, such as using exercises that focus on strengthening understanding of sentence structure and correct use of words (Lili Herawati Parapat, 2022). Language learning is also strongly influenced by emotional factors such as anxiety and motivation. Anxiety is often a barrier to students learning a new language, especially when they are afraid of making mistakes or feel pressured by academic demands. Psycholinguistics offers insights into how emotions affect language learning and how teachers can create a more emotionally supportive learning environment. For example, teachers can help students feel more confident and motivated to learn by providing positive feedback and reducing stress in learning activities.

Language learning is strongly influenced by emotional factors such as anxiety and motivation. Anxiety is often a barrier to students learning a new language, especially when they fear making mistakes or feel pressured by academic demands. Psycholinguistics offers insights into how emotions affect language learning and how teachers can create a more emotionally supportive learning environment. For example, teachers can help students feel more confident and motivated to learn by providing positive feedback and reducing stress in learning activities. Related research shows that most students (55.6%) who study English are willing to continue their learning and get a good job in the future. Families also believe that learning English will make it easier for their children to get along with people from other countries and improve their social status. However, 59.9% do not agree with the assumption that a person cannot be called educated if he does not speak English well.

The goals of teaching English in schools often focus on speaking skills and knowledge of grammar, although research shows that teaching also includes reading and speaking skills. The methods used in English Language Teaching include a combination of translation and audiolingual methods and a communication competency approach. However, this approach often faces challenges, such as large class sizes and a lack of learning facilities outside the classroom. However, although Bahasa Indonesia serves as a symbol of national identity, it is essential to remember that in an increasingly globally connected world, English is also becoming an indispensable communication tool. This is especially true in education in Indonesia, where teaching English is not only about mastering structure and grammar but also involves developing communication skills in international situations.

In teaching English in schools, the focus is often limited to speaking and grammar skills, while reading and listening skills are often given less attention. In line with this, The Theory of language acquisition proposed by Krashen (in Fatmawati, 2015) states that language acquisition is a process that occurs unconsciously, similar to the way children learn their first language. When the method of teaching English in Indonesia uses a formal approach in the classroom, involving teachers, materials, and learning tools that have been prepared, this shows that second language acquisition is often not as easy as first language acquisition. Factors that influence second language acquisition in schools, as proposed by Syaprizal (2019), include brain development, physical condition, family environment, and economic conditions. In addition, the adoption of bilingualism in children of early age can also affect their language development, especially if they have not yet fully mastered their native language. Psycholinguistics,

as a cross-disciplinary study between psychology and Linguistics, plays an important role in understanding how these mental processes occur in language learning in schools.

Observations in MIN Salatiga show that children who use their local language more frequently in their daily lives tend to have difficulty understanding lessons delivered in Indonesian or English. This condition is exacerbated by economic and socio-cultural factors, where children from families with lower economic backgrounds often have limited access to learning aids such as books and stationery, which indirectly affects their vocabulary development (Astuti Eny, 2022). An influential English language teaching approach must consider the psychological and socio-cultural factors influencing students' language acquisition. Understanding these dynamics will help teachers choose more appropriate and effective teaching methods, especially in the face of challenges such as large class sizes and lack of learning facilities outside the classroom. Thus, teaching English in Indonesian schools will improve students' linguistic skills and prepare them to participate in an increasingly competitive global world (Ningsih, n.d.).

In these circumstances, Psycholinguistics can play a role in overcoming these challenges. By understanding how emotional factors influence the language learning process, teachers can be more effective in creating a supportive learning environment. For example, providing positive feedback and creating a less stressful learning atmosphere can help students feel more confident and motivated, ultimately contributing to achieving English learning goals in both speaking and reading skills (Sastra et al., 2023).

One of the practical applications of Psycholinguistics in teaching English is to use activities that support students' cognitive processes. For example, language games designed to practice understanding the meaning of words or listening exercises involving relevant conditions can help students understand English better. Teachers also need to adapt materials and teaching methods to the students' cognitive development stage. For example, visual and auditory aids can help different students process information. Some students may better understand material through pictures or diagrams, while others understand more easily through listening or speaking.

One of the practical applications of Psycholinguistics in teaching English is to use activities that support students' cognitive processes. For example, language games designed to practice understanding the meaning of words or listening exercises involving relevant conditions can help students understand English better. Research conducted on a 3-year-old child, Naura Siti Syifaruddin, shows that an activity-based and context-relevant approach, providing new vocabulary in everyday situations, can improve understanding and use of English. For example, in the first case, using the vocabulary words 'yes' and 'no' during daily activities proves that the sample can learn and apply the words naturally. Conversely, in the second case, although the word 'chilli' is easier to remember because it is associated with a direct condition, the word 'leaf' is less successful in remembering due to the lack of contextual practice.

The practical application of Psycholinguistics in teaching English is relevant for children without learning barriers and very useful for students with special needs, such as dyslexia. For example, in the film *Taare Zameen Par*, the dyslexic character Ishaan shows how the use of a contextual and multisensory approach can help with language learning for students with learning difficulties. In the film's scenes, Ishaan has trouble understanding and remembering words taught in class, especially in English lessons, as

he has trouble distinguishing letters and similar words. By applying the principles of psycholinguistics, teacher Ishaan changed the approach to teaching by incorporating multisensory elements such as writing on the sand or using images to facilitate the understanding of abstract concepts. This suggests that activities involving physical experiences can trigger more profound cognitive processes, which is in line with studies on other children, including Naura Siti Syifaruddin, who obtained improvements in vocabulary comprehension through the use of relevant everyday contexts. Similarly, the research-based approach can be applied in teaching English to children without learning disabilities, where language games and listening exercises with in-depth discussion can help naturally improve understanding and language use. The case of Naura, who managed to learn and use the words "yes" and "no" in everyday situations shows that a contextually relevant environment is important in facilitating language learning (Septiani et al., 2019).

The results of this study underscore the importance of adapting teaching materials and methods to students' cognitive development stage. In this case, the use of visual and auditory aids can help pupils process information. According to the findings, some pupils better understand the material through pictures or diagrams, while others are more effective in listening or speaking. In addition, the emphasis on repetition and practice in meaningful contexts has been shown to accelerate the acquisition of new words, which is in line with psycholinguistic principles showing that repetition and contextual practice strengthen language memory and comprehension (Sriyeni & Gumindari, 2021). Another technique that can be applied in teaching English is to reduce the pupils' anxiety. This can be done by providing constructive feedback, creating a less intimidating classroom atmosphere, and encouraging students to speak up and make mistakes without fear of punishment or ridicule. This is important considering the results of observations on the implementation of English courses at UM West Sumatra, which show differences in interpretation and implementation between students and lecturers.

Some students consider English courses as general material with a basic knowledge of English, while others see them as courses for specific purposes that should be tailored to their field of study. Although this course is expected to be an ESP (English for Specific Purposes) course, its implementation often does not reflect the principles of ESP theory. Many problems arise from design, implementation, and evaluation aspects, including discrepancies between teaching materials and expected learning objectives. The discussion about the different views of students on English courses as general material or as English for Specific Purposes (ESP) can be related to the theory of language acquisition and language learning. Understanding how one acquires a first language and learns a second language becomes relevant in teaching English in college, especially when it comes to ESP.

1. Language acquisition and language learning in ESP

In language acquisition theory, as described by Chomsky with the concept of the "conscience hypothesis," first language is acquired naturally through competence and performance. Competence includes the ability to master grammar unconsciously, while performance involves the ability to understand and produce sentences. This process occurs automatically in children when they learn their first language. A more structured and planned approach is needed when we discuss second language learning, particularly in ESP. This is because learning a second language, such as English in ESP, involves

specific goals that relate to the student's academic or professional needs. Here, teachers need to consider the language competencies required for a particular field of study, and not just teach general languages.

2. Problems of Design, Implementation, and Evaluation in ESP

In many cases, ESP curriculum design does not fully reflect the principles of ESP theory. Discrepancies between teaching materials and learning objectives often occur because the approach used is more general and less adapted to the specific needs of students. From the perspective of behaviorism and the tabularasa hypothesis, language learning through a series of stimuli and responses requires the existence of linguistic experiences relevant to the student's specific conditions. However, suppose the material taught is irrelevant to their field of study. In that case, students may struggle to integrate the knowledge gained with the linguistic experience they need in their field.

3. The importance of context in Second Language Learning

The hypothesis of cognitive universality, introduced by Piaget, emphasizes that language acquisition depends on cognitive development that occurs through interaction with the environment. In the ESP context, students' interaction with their academic or professional environment is very important. If language learning does not fit into that context, then students may not be able to develop the language skills necessary for success in their field of study. Therefore, the preparation of teaching materials and teaching methods in ESP must reflect the specific context relevant to students' needs.

Overall, language learning in the context of ESP should consider the theories of language acquisition and language learning. A more tailored approach to students' needs will help them acquire linguistic competencies relevant to their field of study, so that ESP learning objectives can be achieved more effectively (Sentosa & Apriliani, 2020). For example, in teaching ESP, the teaching material must be aligned with the specific needs of students according to their majors, but at UM West Sumatra, the material is often still general. According to Tomlinson (1998) and Jack C. Richards, teaching materials and applied approaches should focus on the needs and reasons for student learning. In practice, although some lecturers already use student-centered methods, such as role-playing and active learning, there is still a tendency to use the dominant lecture method. The use of constructive feedback and creating a positive classroom atmosphere will help address these issues by increasing motivation and reducing student anxiety so they are better prepared to face the challenges of learning English. It also contributes to the effectiveness of learning and the achievement of the objectives set in the curriculum, including the mastery of speaking, listening, reading, and writing skills in the context of ESP relevant to their field of study (Syandri, 2023).

Therefore, understanding and learning the language acquisition theory is vital in improving English language teaching. In ESP, where specific language competencies are required for the student's academic or professional field, teaching strategies must be designed with these needs in mind. In addition, Piaget's theory of cognitive development emphasizes the importance of context, such as the student's academic or professional environment, in shaping language learning. This is directly related to the study's goal of improving language learning strategies by considering cognitive and contextual factors that influence learning outcomes, ultimately addressing the challenges faced in designing and implementing ESP courses.

Case Studies Or Examples Of Good Practice

To illustrate the application of psycholinguistic theory in English Language Teaching, let's look at an example of a case study from a class in high school. In this class, teachers use a psycholinguistic-based approach to help students understand the use of complex grammar, such as tenses in English. This approach is important to address the difference between first-language acquisition and second-language learning. According to Chaer (2003), language acquisition refers to the process that occurs naturally and unconsciously when a child learns the first language, while second language learning involves a conscious and formal process. By understanding these differences, teaching can be adapted to be more effective in a second language context.

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In the phonological aspect, one of the errors observed is the pronunciation of the word "train", which sounds like "trend." This error can occur due to the similarity of sounds, which shows the importance of teaching that pays attention to the phonological differences between the first and second languages. The syntactic aspect is also a challenge, as in the sentence "I'll get to the restaurant" which is supposed to use the word "go" as a proper verb. This suggests that a psycholinguistic approach that understands sentence structure and the influence of the mother tongue is necessary to help students correct these errors. By adopting a psycholinguistic approach, teachers can better understand the causes behind these errors and provide more effective learning, such as focusing on phonological differences between first and second languages and emphasizing correct sentence structure. This approach helps correct errors and improves students' understanding of more accurate and contextual use of English (Dewi, 2020).

This case study also reflects the teaching methods used in a bilingual context, such as those implemented at Playgroup & Kindergarten Point Bilingual School. In this school, the teaching method uses gestures and songs to improve the child's English skills, which suit their developmental needs. Research findings show that using motion and song in learning can improve children's vocabulary and ability to communicate

well. This is in line with psycholinguistic principles that emphasize the importance of teaching in accordance with the cognitive and motor development of children, as outlined by research showing that motor activity and movement can strengthen the language learning process (Fitrianti and Reza, 2013; Sophya, 2013). This psycholinguistic-based approach utilizing motion and song media facilitates understanding of complex grammar, creates a fun learning environment, and supports children's effective second language development (Uzer, 2019). Teachers combine visual and auditory teaching techniques intending to strengthen students' understanding of these concepts. For example, teachers use interactive videos that show everyday situations in which various tenses are used. Under these conditions, teachers utilize a psycholinguistic-based approach that conforms to language acquisition and learning principles. First-language acquisition generally occurs naturally and unconsciously, while second-language learning, as in this case, involves a more conscious and formal process (Chaer, 2003, p.167).

In teaching English, especially in the mastery of tenses, the psycholinguistic approach is very relevant because it considers important aspects of language acquisition. Previous studies have shown that children's language acquisition, especially first language, occurs naturally through daily interactions and environmental stimuli (Batubara, 2021; Firdhayanty, 2021). This underscores the importance of the role of the environment in the process of language acquisition. Combining visual and auditory techniques to learn tenses in the English classroom reflects principles of language acquisition similar to how children acquire their first language. In this case, the teacher can use interactive videos that show the use of tenses in real situations, similar to how children learn language through interaction with parents and the surrounding environment. As Maksan (Sentosa & Apriliani, 2020) revealed, language acquisition is a process carried out unconsciously and implicitly. When students learn English, especially in terms of tenses, they may be more successful if the material is presented in conditions that they experience indirectly, similar to how they learned their native language.

Studies conducted by Batubara (2021) and Firdhayanty (2021) also show that the environment strongly influences the process of language acquisition in children. This is relevant in second language learning, where the learning environment, such as the classroom, also plays an important role in developing students' ability to understand tenses. Interactive and supportive learning allows students to "acquire" knowledge of tenses rather than simply learning them formally and consciously. Research Haryanti et al. (2018), which examined aspects of phonology in children's language acquisition, can also be applied to second language learning. Teaching tenses through visual and auditory media helps students understand the sounds and structure of the English language in greater depth, which in turn supports their acquisition and understanding of the tenses.

Therefore, the psycholinguistic approach used in learning tenses can create a more holistic learning experience in which students understand the concept of tenses theoretically and acquire the ability to use them naturally in the appropriate context. This aligns with previous research findings that language acquisition is strongly linked to contextual interactions that enrich students' language learning experiences (Rosmanti & Rukiyah, 2023). Therefore, conversation simulation exercises in small groups help pupils practice tenses in realistic circumstances, similar to how children

who play online games reflexively combine their mother tongue with the English they learn from the game (Hendriyanto & Putri, 2019). As observed in online game play, where children learn English naturally through context and repeated use (Hafifah, 2022), a similar approach in the classroom can improve pupils' understanding and application of grammar (Hafifah et al., 2022).

As a result, students significantly improved their understanding and use of English grammar. Through this psycholinguistic-based approach, they understand grammar rules and apply them in real situations. Applying this psycholinguistic theory shows that students involved in a learning process that considers cognitive and emotional aspects show better results in learning English. This is in line with the view that psycholinguistics, as an interdisciplinary between linguistics and psychology, focuses on understanding how mental processes affect the use of language (Osgood & Sebeok, 1954). Applying psycholinguistic theory in English Language Teaching shows how an approach considering students' cognitive and emotional aspects can produce more effective learning outcomes. This is relevant to the concept that the process of language acquisition not only occurs naturally in the first language (B1) but can also be influenced by various psychological factors in second language learning (B2). Sentosa and Apriliani (2020) explain that language acquisition occurs unconsciously and informally, while second language learning is more structured and formal. In this discussion, the psycholinguistic approach provides a strong theoretical foundation for language teachers to create a learning environment that is conducive to students' language development.

Furthermore, based on the views of Pickett cited by Ellis (1988), the implications of psycholinguistics on Language Teaching are not only limited to teaching techniques, but also include educational policy and curriculum planning. This reflects that Psycholinguistics makes an important contribution in designing teaching strategies that consider not only linguistic aspects but also the psychological aspects of students. The relationship between language and the brain is also an essential factor to consider in Language Teaching. Neurolinguistics reveals that language skills are closely linked to the structure and function of the brain, which supports the natural process of language acquisition in children. Therefore, understanding how the brain processes language can assist Language teachers in designing more effective learning methods, especially in accommodating individual differences in students' language skills.

Considering all these aspects, the psycholinguistic-based approach in Language Teaching provides a holistic framework to assist students in achieving better learning outcomes, especially in learning a second language such as English (Alkalah, 2016). According to Garnham's research (Nababan, 1992), the ability to learn language involves cognitive, affective, and psychomotor domains, where feelings of anxiety and lack of mastery of the material are related to the affective and cognitive domains, while the difficulty in pronouncing words is related to the psychomotor domain. Therefore, students who learn to pay attention to all these aspects tend to better understand the meaning of words and phrases and are more confident in using English in everyday conversation (Kridalaksana, 1982). Psycholinguistics shows that a holistic and integrated learning process can optimize language learning outcomes by combining relevant theory and practice (Kaharuddin & Yuliartati, 2021). Teachers also report that they create a more productive learning environment by reducing pupils' anxiety and increasing their motivation through interactive and supportive teaching methods.

Students become more enthusiastic and motivated to learn, improving their academic performance.

4. CONCLUSION

Psycholinguistics provides a robust framework for understanding how the human brain processes language. In English language teaching, applying psycholinguistic principles can help teachers develop more effective teaching strategies tailored to the brain's processing of information. This psycholinguistic-based approach can include the use of interactive teaching methods, the incorporation of different modalities such as visual and auditory, and strategies that consider emotional factors such as anxiety and motivation. By applying this approach, teachers can help students understand English better and improve their language skills. This article recommends that educators begin to apply the principles of Psycholinguistics in their teaching of English. Teachers can create a more effective and supportive learning environment by understanding how the brain processes language and how emotions affect learning. Further research is also needed to continue developing and testing these psycholinguistic-based teaching strategies. With more in-depth research, we can improve our understanding of how best to teach the language and help pupils succeed in English language learning.

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