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INVESTIGATING THE IMPACT OF COGNITIVE AND SOCIO-EMOTIONAL FACTORS ON SECOND LANGUAGE ACQUISITION AMONG SLOW LEARNERS: A STUDY OF EFFECTIVE TEACHING STRATEGIES

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ABSTRACT

This paper identifies how cognitive and socio-emotional variables can affect second language acquisition (SLA) among the slow learners. Cognitive limitations which are the barriers to learning of a second language include slow processing, poor memory recorder as well as attention deficiency, all these present major obstacles to learning by slow learners. They are also affected by activities that are purely socio-emotional in nature such as anxiety, low self-esteem and motivation which seriously affect their learning attempts. This study investigates the interplay of these factors as well as their effects on the language learning process. The study determines best teaching practices through a mixed-methods design comprising surveys, interviews and classroom observation to help the slow learners clear these hurdles. These include visual aids, learning among the peers and repetitive practice, which was reported to have been helpful in improving the language acquisition. The results underline the value of individual education and the conducive emotional atmosphere in order to promote interactions and stimulate engagement and motivation among slow learners. The study also ends up by recommending that, both the cognitive and socio emotional needs should be addressed to enhance the outcomes of SLA and offer suggestions to the teachers to incorporate the steps in the classroom.

KEYWORDS: *Second Language Acquisition, Slow Learners, Cognitive Factors, Socio-Emotional Factors, Teaching Strategies*