**Lesson 04 : Topics of Psycholinguistics:**

 Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach.

Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension. As an approach, there are some methods which were developed based on psycholinguistics theories such as natural method, total physical response method, and suggestopedia method.

These methods apply psycholinguistic principles that how a person acquires his/her mother tongue or first language (First Language Acquisition), learns his/her second or third language (Second Language Learning), perceives a language (Language Perception), and produces language (Language Production). Language perception refers to listening and reading, while the language production refers to speaking and writing. Listening, reading, speaking and writing are called as the four of language skills.

Specifically, psycholinguistics helps to understand the difficulties of these four skills both intrinsic difficulties and extrinsic difficulties.

Psycholinguistics also helps to explain the errors students do in the language learning. Moreover psycholinguistics also defines some kinds of brain disorders that affect language learning performance such as agraphia and aphasia which must be treated properly.

Psycholinguistics mainly helps teachers to consider the use of appropriate method to teach that four language skill.[[1]](#footnote-2)

**Basic Linguistic Principles:**

* The Foundations of Language
* Visual Word Recognition and Reading
* Perception and Production of Language
* Language Development and Bilingualism
* New Approaches to Language Disorders.[[2]](#footnote-3)

Demonstrate systematic knowledge of the scope and the historical context of Psycho-linguistics.

Critically evaluate the processes involved in language perception and production.

Demonstrate critical understanding of the empirical findings obtained from animal language learning and discuss their implications for human language.

Critically discuss the biological foundations of language.

Critically exploring a topic of interest in depth.[[3]](#footnote-4)

Psycholinguistics focuses on basic theories and findings in the study of the psychological processes of language use, with a focus on the comprehension, production, acquisition, and representation of language.[[4]](#footnote-5)

The origin and biological foundations of language, as well as the different components of language (morphology, phonology, syntax and semantics). Processes involved in language comprehension, production and acquisition as well as new approaches to the study of language disorders.[[5]](#footnote-6)

**Language acquisition:**

Language acquisition is described by cognitivists as the greatest intellectual achievement in the whole life of the human being. It seems an easy task since when an infant is born; his psychomotor ca­pacities and linguistic performance develop progressively and spon­taneously. [[6]](#footnote-7)

Psycholinguisticsis the field of study where developmental psychology and linguistics intersect. Its objective is to describe, explain and predict the development of speech and language. Apart from that, psycholinguistics deals with psychological (mental) processes, connected with language acquisition, comprehension and production i.e. its usage in various social contexts.

Psycholinguisticsis the study of the mental processes and skills underlying the production and comprehension of language, and of the acquisition of these skills. **Production, comprehension, and acquisition**. Psycholinguists consider the skilled human language user as a complex information processing system. Their aim is to account for the user's acquisition, production and comprehension of language in terms of the various components of this system and their interactions. Psycholinguistshave a vested interest in disorders of language, in particular APHASIA and DYSLEXIA. This is because malfunctions can reveal much about the architecture of the language processing system. Psycholinguistics goes to the heart of what we do with language. It provides insights into:

 How we assemble our own speech and writing.

 How we understand that of others.

 How we store and use vocabulary.

 How we manage to acquire a language in the first place.

 How language can fail us.[[7]](#footnote-8)

Psycholinguisticsexplores the relationship between the human mind and language. It treats the language user as an individual rather than a representative of a society but an individual whose linguistic performance is determined by the strengths and limitations of the mental apparatus which we all share.

One might therefore expect it to occupy a central place in any course of general linguistics, applied linguistics, communication studies or second language teaching. Yet it often does not. The reason is that it is traditionally a difficult arcu to study. This is partly because of its cross-disciplinary nature. Any linguist who forms an interest in the subject has to tackle certain areas of psychological theory, while a psychologist cannot approach it without an adequate knowledge of linguistics .To this, one must add that psycholinguistics overlaps with many other domains: among them, phonetics, discourse analysis, language pathology, neuroscience, computer modelling and language teaching pedagogy. For those of us who know and love the subject, this breadth of scupe is what makes it so fascinating. Psycholinguistics is a domain with fuzzy boundaries; and there is some disagreement among those who teach it as tu how widely they should set their sights. A broad view of the discipline might embrace all of the following:

a. Language processing: including the language skills of reading, writing, speaking and listening and the part played by memory in language. b. Lexical storage and retrieval: how we store words in our minds and how we find them when we need them. c. Language acquisition: how an infant acquires its first language. d. Special circumstances: the effects upon language of (e.g.) deafness, blindness or being a twin; conditions such as dyslexia or aphasia (the loss of language after brain damage). e. The brain and language: where language is located in the brain, how evolved and whether it is a faculty that is unique to human beings. f. Second language acquisition and use

Apsycholinguistis a social scientist who studies psycho linguistics. The main interest of a psycholinguist is language development; language use and language break down .perception, attention, motor planning and memory, that is Critical for language but are not unique to language is the other areas of psycholinguistic interest. More specifically a psycholinguist studies language, specch production and comprehension, using behavioral and neurological methods which traditionally are developed in the field of psychology though other methods such as corpus analysis are also widely used. Due to its interdisciplinary nature psycholinguistics, can be found in linguistics, psychology, cognitive science, communication science, communication disorders and other departments. The main of purpose of psycholinguistics is to outline and describe the process of producing and comprehending communication.[[8]](#footnote-9)

 Psycholinguistics is the psychological study of language: the study of the structures and processes which underlie human ability to learn and speak a language. It is a subject area which links psychology and linguistics. [[9]](#footnote-10)

 Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach.

 Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension. As an approach, there are some methods which were developed based on psycholinguistics theories such as natural method, total physical response method, and suggestopedia method. These methods apply psycholinguistic principles that how a person acquires his/her mother tongue or first language (First Language Acquisition), learns his/her second or third language (Second Language Learning), perceives a language (Language Perception), and produces language (Language Production). Language perception refers to listening and reading, while the language production refers to speaking and writing. Listening, reading, speaking and writing are called as the four of language skills. Specifically, psycholinguistics helps to understand the difficulties of these four skills both intrinsic difficulties and extrinsic difficulties. Psycholinguistics also helps to explain the errors students do in the language learning. Moreover psycholinguistics also defines some kinds of brain disorders that affect language learning performance such as agraphia and aphasia which must be treated properly. Psycholinguistics mainly helps teachers to consider the use of appropriate method to teach that four language skill.[[10]](#footnote-11)

**Linguistic contributions to the study**

**of mind :**

What contribution can the study of language make to our understanding of human nature?

In one or another manifestation, this question threads its way through modern Western thought. In an age that was less self-conscious and less compartmentalized than ours, the nature of language, the respects in which language mirrors

human mental processes or shapes the flowand character of thought – these were topics for study and speculation by scholars and gifted amateurs with a wide variety of interests, points of view, and intellectual backgrounds. And in the nineteenth and twentieth centuries, as linguistics, philosophy, and psychology have uneasily tried to go their separate ways, the classical problems of language

and mind have inevitably reappeared and have served to link these diverging fields and to give direction and significance to their efforts. There have been signs in the past decade that the rather artificial separation of disciplines may be

coming to an end. It is no longer a point of honor for each to demonstrate its absolute independence of the others, and new interests have emerged that permit the classical problems to be formulated in novel and occasionally suggestiveways –

for example, in terms of the new perspectives provided by cybernetics and the communication sciences, and against the background of developments in comparative and physiological psychology that challenge long-standing convictions and free the scientific imagination from certain shackles that had become so familiar a part of our intellectual environment as to be almost beyond awareness.

All of this is highly encouraging. I think there is more of a healthy ferment in cognitive psychology – and in the particular branch of cognitive psychology known as linguistics – than there has been for many years.[[11]](#footnote-12)

So, psychology encompasses a range of phenomena and levels of analysis inpursuit of three goals: to deepen our understanding of cognitive and neuralmechanisms of sensation, perception, learning, and emotion; to probethe biological and evolutionary foundations of behavior; and to clarify thesocial perception and assessment of individuals and groups. [[12]](#footnote-13)

1. Norita Purba : **THE ROLE OF PSYCHOLINGUISTICS IN LANGUAGE LEARNING AND TEACHING**, Tell Journal, Volume 6, Number 1, April 2018 , p01 [↑](#footnote-ref-2)
2. Treiman, R. (2004). Spelling and Dialect: Comparisons between speakers of African American vernacular English and whitespeakers. Psychonomic Bulletin, 11, 338-342. [↑](#footnote-ref-3)
3. Harley. T. (2007). The Psychology of Language. From data to

theory. (3rd edition). N.Y: Psychology Press. [↑](#footnote-ref-4)
4. Forrester, M. (1997). The Psychology of Language. A critical

Introduction. London: Sage. [↑](#footnote-ref-5)
5. Yule, G.(2001). The study of Language. Cambridge: University

Press. [↑](#footnote-ref-6)
6. El Ouchdi Ilhem Zoubida :

 **Courses in Psycholinguistics for Master one students in language sciences**, Abou Bekr Belkaid University- Tlemcen-, Faculty of Faculty of Letters and Languages, Department of English, 2022., P05 [↑](#footnote-ref-7)
7. Nagham Q . Yahya : **Introduction to Psycholinguistics**, Tikrit University College of Education for Humanities English Department, 2023, P02 [↑](#footnote-ref-8)
8. Nagham Q . Yahya : **Introduction to Psycholinguistics**, Tikrit University College of Education for Humanities English Department, 2023, P02 [↑](#footnote-ref-9)
9. Cowles, H Wind (2010) **Psycholinguistics 101Springer** [↑](#footnote-ref-10)
10. Norita Purba : **THE ROLE OF PSYCHOLINGUISTICS IN LANGUAGE LEARNING AND TEACHING**, Tell Journal, Volume 6, Number 1, April 2018 , p01 [↑](#footnote-ref-11)
11. noam chomsky : **Language and Mind**, Cambridge University Press, 2006, p 20 [↑](#footnote-ref-12)
12. **Cognitive, Linguistic andPsychological Sciences**, Department of Cognitive, Linguistic & Psychological Sciences , p07 [↑](#footnote-ref-13)