Psychology and Language

- Psycholinguistics is the study about the casual connection within human being linking experience with speaking and writing, and hearing and reading with further behavior (Robins, 1964:366).

- The history of psycholinguistics is started from:

➢ Formative

➢ Linguistic

➢ Cognitive

➢ Psycholinguistic theories

Formative

- John W. Gardner (Carnegie Corporation, America) started combining the idea of language and psychology.

- John B Carroll (1951) held the seminar for those disciplines in Cornell University.

- In 1954 the word of psycholinguistics was officially used by the linguists.

- Benjamin Lee Whorf (1956) and Greenberg (1963) declared the language relativity and the language universe.

Linguistic

- Chomsky (1957) criticized the behaviorism which was declared by B.F Skinner.

- Chomsky studied the language acquisition.

- Kellogs (1933), Hayes (1947), Gardner (1966), Terrace (1979). They had tried to teach some chimpanzee but it doesn't work.

- It can be concluded that language acquisition is only for human being.

Cognitive

- Chomsky argued that psycholinguistics concerns not only the cognitive role but also the biological aspect.

- The human speech is the psychological reality. It can be seen from the example "*the old man*" can be replaced by "*John*" or "*He*".

- Chomsky and Lenneberg announced that the language growth dealt with biological genetic.

Psycholinguistics Theory

- This is the last part of the development of psycholinguistics. In this time, the study of psychology and language is widely spread. Include neurology, philosophy, primatology, and genetics.

- Neurology deals with the human brain as the language control, philosophy concerns with language knowledge, primatology and genetic are the studies how far the language of that belongs exclusively to human beings and how genetics relating to the growth of language.

Psychology of language

Mechanism of Language Acquisition

The theories of language acquisition were heavily influenced by behaviorism, a school of psychology prevalent in the 1950s. This school is focused on people's behavior.

Language is viewed as a kind of verbal behavior , and it was proposed that children learn through *imitation, reinforcement, analogy, and similar processes.*

Imitation

- Imitation is involved to some extent. But the early words and sentences that children produce are not simply imitating adult speech. They produce utterances between the ages of two and three.

  a my pencil

  two foot

  mommy get it my ladder.

- Even the children are trying to imitate what they hear they are unable to produce sentences outside of the rules of their developing grammar.

  adult: *he's going out*　　　　　**child**: *he go out*

  adult: *that's an old-time train*　**child**: *old-time train*

  adult: *Adam, say what I say.*　　**child**: *where can I put them?*

  　　　　where can I put them?

Correction and Reinforcement

- **Child**   : *nobody don't like me*

  Mother   : *no, say "nobody likes me".*

  Child   : *nobody don't like me.*

  (dialogue repeated eight times)

  Mother   : *now, listen carefully; say "nobody likes me".*

  Child   : *oh, nobody don't likes me.*

Another behaviorism tradition is that the children learn to produce correct (grammatical) sentence.   Adult will sometimes recast children's utterances into an adult like form.

Child	**Mother**
It fall	*it fell?*
Where is them?	*they are at home.*
It doing dancing	*it's dancing, yes.*

The children do not know what they are doing wrong and are unable to make corrections even when they are pointed out.

Analogy

- Children put words together to form phrases and sentences by analogy. The child has heard the sentence *"I painted the barn"*. So now, by analogy, the children can say *"I painted the blue barn"*.

Structured Input

- Children are able to learn language because adults speak to them in a special "simplified" which is sometimes called as motherese, child-directed speech.

- In our culture, adult usually speaks to children with more slowly and clearly or in a high pitch.

- The contains arrange of sentence types, including syntactically complex such as question (Do you want your juice now?); embedded sentence (Mommy thinks you should sleep now); imperative (Pat the dog gently); and negative with the taq question (we don't want to hurt him, do we?).