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**The Main Issues Of Chapter 6 in Stephen P. Corder's**

**Introducing Applied Linguistics :**

- Psychology of language
- Language Acquisition and Language learning
- Performance Model

**Title**

Submitted to :

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## 1- The Psychology of language

The psychology of language represents a subsection study that joins the disciplines of psychology and linguistics. It is about how we produce and recognize the speech and functioning of the brain to process the language. The cognitive processes of a language can shortly be called as memory, thinking, learning and perception. It came forward as a new discipline by Chomskyan revolution. Acquisition, comprehension and production are the main processes of it.

The knowledge we need to be able to use the language and the cognitive processes constitutes the backbones of psycholinguistics. It studies the mental faculties of how man's mind perceives, develops and produces spoken and written communication. The specific topics it analyses are phonetics, semantics, pragmatics, syntax, phonology and morphology. Emerging as a reaction to Behaviorist Theory of the B.F. Skinner who considered all forms of learning as a dichotomy of positive and negative reinforcement, Noam Chomsky put forth that human being is innately programmed for languages and all the required neurobiological factors enabling us to acquire, use and comprehend the language cognitively exist in us. So, in this sub-field of science of linguistics, what makes it possible to generate meaningful sentences out of lexis and grammatical components cognitively forms the rationale of psycholinguistics.

The main concern of the psychology of language is to give an account of the psychological processes that go on when people produce or understand utterances, that is, the investigation of language performance. But one of the ways of investigating this is to try and understand how people acquire such an ability.

Language acquisition takes place in the infant and the young child at a time when he is acquiring many other skills and much other knowledge about the world. Language learning, .i.e. L2, normally starts at a later stage, when language performance has already become established and when many other physical and mental processes of maturation are complete or nearing completion. Language performance and language acquisition, then, are the two principal concerns of the psychology of language.

One cannot say that there has been no valuable research on language teaching. But this has been concerned with the evaluation of different teaching methods and materials, for example, the use of language laboratories the use of language drills, the teaching of grammar by different methods. Now, such research is difficult to evaluate for two reasons, **First of all**, experiments in language teaching suffer from the same set of problems that all comparative educational experiments suffer from. It is virtually impossible to control all the factors involved even if we know how to identify them in the first place, particularly such factors as motivation, previous knowledge, aptitude, learning outside the class. room, teacher performance. **Secondly**, it is not possible to draw any general conclusions about the psychology of language learning from 'operational' search into language teaching. The discovery that learners do or do not learn, or learn better or worse, under certain conditions, does not tell us directly about the process of learning itself.

## 2- Language Acquisition and Language learning

There is an important distinction between language acquisition and language learning. Children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language.

By the time a child is five years old, s/he can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never sit with children to explain to them the workings of the language, their utterances show a brilliant command of complicated rules and patterns and use them accurately. In order to acquire language, the learner needs a source of natural communication.

The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of “on the job” practice. They readily acquire the language to communicate with classmates.

In short, second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules .

Concerning adult students ,unfortunately , a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human interlocutor to interact with.

### **The Difference Between Language Learning And Language Acquisition**

There is a difference between how we learn a language and how we acquire it. Learning is connected with memorizing, studying and being informed. We learn our school subjects in that way trying to remember various facts and details in a given field of study. On the other hand, the meaning of `acquire` refers to a process when something comes into possession, something is gained through efforts or a natural flow. For example, one can learn a poem and recite it by heart but acquiring a deeper knowledge of poetry may lead him towards the mastery of writing his own.

**Language acquisition** is mainly concerned with children . They acquire language through a subconscious process during which they are unaware of grammatical rules. This happens especially when they acquire their first language/s. They repeat what is said to them and get a feel for what is and what is not correct. In order to acquire a language, they need a source of natural communication, which is usually the mother, the father, or the caregiver. Children who grow up with multiple languages, will acquire these languages in the most natural way. They will repeat what they hear, try out sound chains – chains made of phonemes – until they make sense i.e. others understand the meaning of them , and they will use them purposefully in their communication. Some distinguish infant language acquisition ( as defining the process of acquiring the first language) from second language acquisition, which takes place "later" and in addition to speech, includes also reading and writing.

**Language learning** is the result of direct instruction in the rules of language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a conscious knowledge of the new language and can talk about that knowledge. They usually have a basic knowledge of the grammar. When we learn a language we have a deductive approach to the intonations, phonology, morphology, syntax of the target language. This happens when we start being schooled in this language, when we learn to read and write. Reading and writing is not intuitive. We need to learn that signs (letters and letter combinations) represent a sound, and that their combination, have a meaning that

conveys our thoughts. We learn that there are rules for each language, concerning the position of the words in a sentence, that intonation can vary and change the meaning of a word and a sentence, that one word can have many different meanings, depending on the context.

The main argument in favour of assuming that language learning and language acquisition are different processes is that the language-learner is a different sort of person from the infant; that there has been some qualitative change in his physiology and psychology at some point in his maturation process; and that these changes in some way inhibit him from using the same learning strategies that he used as an infant, or make available to him some whole new range of strategies which he did not possess before. These notions are all included within what has been called 'the critical period' for language acquisition.

### 3- Performance model.

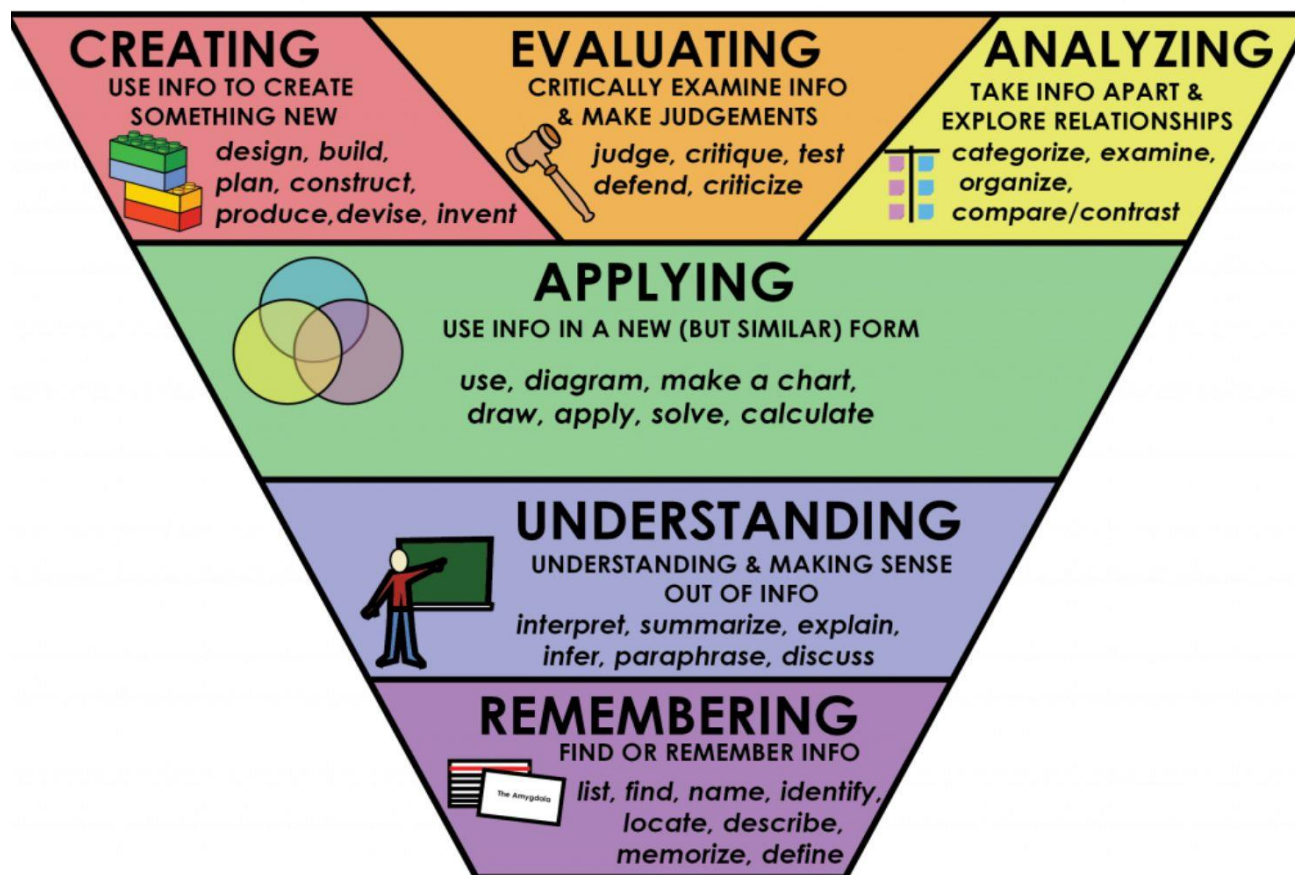
Linguistic performance is the ability to produce and comprehend sentences in a language. Miller has described it as 'The psychological processes that go on when people use sentences.' The term used here is neutral as between receptive and productive activity or skills. In many discussions amongst language teachers concerning skills, they always talk about the four language skills. They are speaking, hearing, writing and reading. It requires, however, very little reflection to realize that this categorization is an entirely superficial one. They classify observable physical acts, but neither describe nor explain what is going on inside the head of the language user. It is also usual to group these skills 'into two sets, active and passive'. The names 'active' and 'passive' are justified only inasmuch as the active skills have clear and unmistakable physical manifestations (movements, flips of hands, producing sounds or marks on paper while the passive skills have no such unambiguous overt signs).

For these reasons it is preferable to speak of productive and receptive performance. Learning to read and write presupposes the ability to speak and hear; in other words, it requires the possession of some verbal behaviour. Reading skill for instance involves several levels of activities. When we read to ourselves, we are not just 'mouthing' vocally or sub-vocally a series of sounds, we are 'processing' the written material in a number of highly complex ways. Any normal meaning of reading includes at least recognizing the sentences and understanding the message.

The first thing one must be able to do in the case of speech is hear it. In fact hearing is not doing anything rather than happening to you . So it would be better to say listening which implies giving attention' and is under voluntary control. It is an act- or better, activity — and involves directing one's awareness'. One must be able to discriminate various degrees of intensity . One must be able to detect differences in the quality of sound. There is obviously nothing specifically linguistic about these abilities, We need to develop these skills in order to make sense of the world of sound' in general.

In brief , The performance model is mainly a productive and receptive performance. A complete understanding of Bloomfield Taxonomy helps to understand how these performances actually interchangeably work.

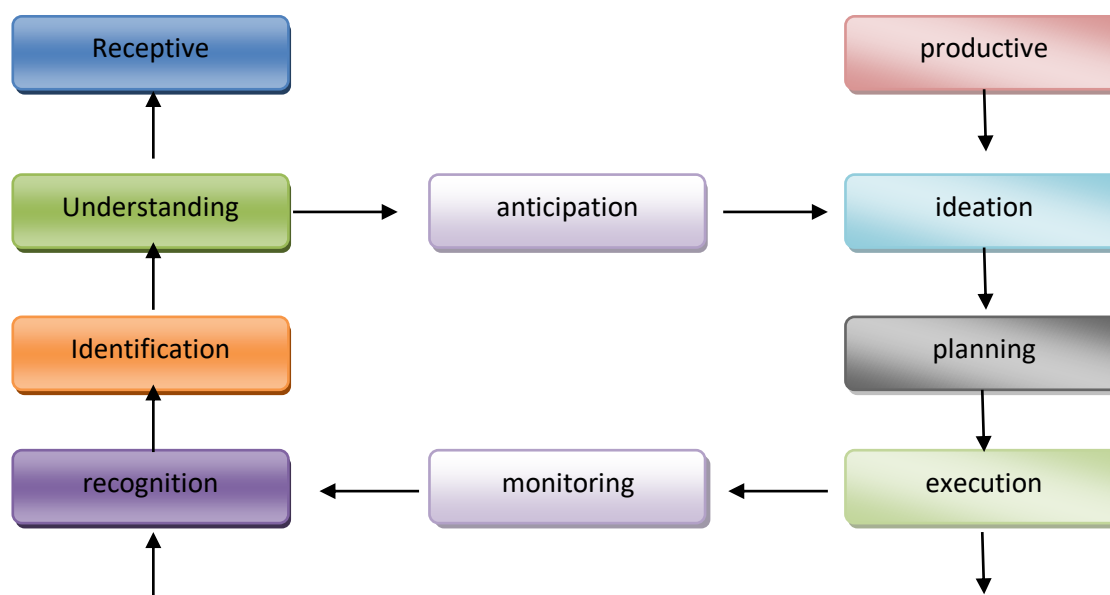
## BLOOM'S TAXONOMY



*Figure (1) A Simplified Instructional Taxonomy B. Bloom*

The psychological activities , mentioned above , correspond to Lavar neurological processes as in speech production .

Laver identifies five chief functions in speech production. He describes them as neurolinguistic. These are (a) **the ideational process** which he says : 'Initiates the appropriate semantic content of any verbal message the speaker wishes to communicate (b) **the permanent storage** of linguistic information;(c) **the planning process** 'which constructs an appropriate linguistic programme for the expression of the idea' ;(d) **the execution of the programme** which is the actual set of articulatory actions; and (e)**the monitoring function**. It is clear that these functions are not hierarchically ordered in the way the receptive psycholinguistic processes were. For example, the monitoring function must be simultaneous with the execution and the programme and the storage function describes a state rather than a process. Storage corresponds to the set of rules' and schemata' in the recognition phases of receptive behaviour. This is shown in Figure (2) . Now It is important to emphasize in the strongest terms the speculative nature of these accounts of the psycho- and neurolinguistic processes of performance.



*Figure (2) Processes in Linguistic Performance*