



# LINGÜÍSTICA APLICADA AL INGLÉS

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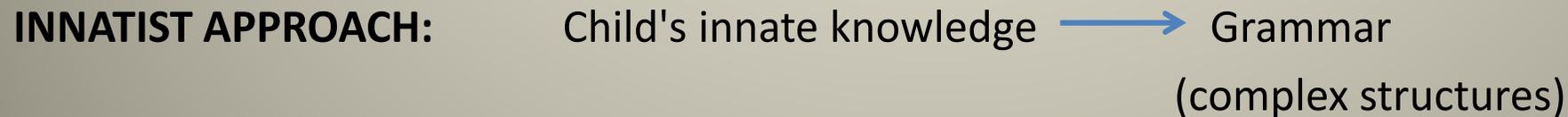
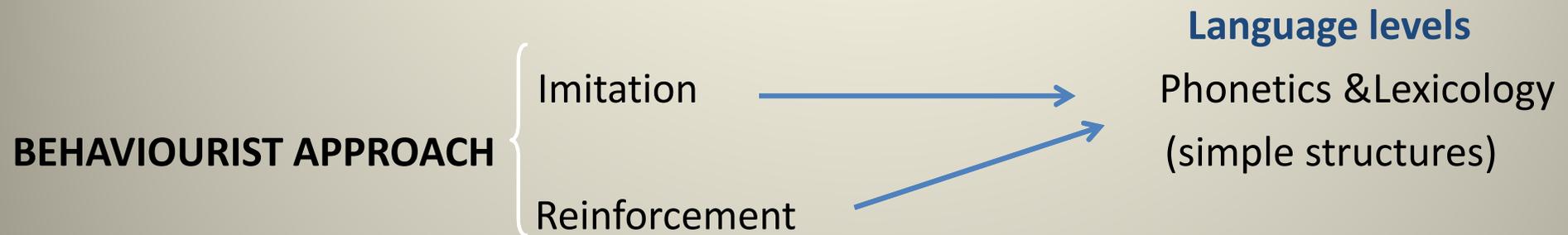
Tema: PSYCHOLINGUISTICS

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# PSYCHOLINGUISTICS

- **L1 ACQUISITION**
- Language and the Brain
- L1 Acquisition Theories
- Language Disorders
- **LEARNING ENGLISH AS A L2**
- Learners
- L2 Learning Theories
- Learning Procedures and Strategies

# L1 ACQUISITION APPROACHES



# The Behaviourist Approach: Imitation & Reinforcement Theories

- The Imitation Theory of language acquisition belongs to B.F. Skinner that says that:
  - Children imitate the speech of their parents.
  - They are positively or negatively reinforced, depending on whether their sentences are grammatical, and that this reinforcement leads children to generalize their verbal behaviour accordingly.

# The Innatist Approach

- The notion that there is a limited time period for language acquisition is referred to as the "critical period hypothesis" (CPH). There are two versions of the CPH:
  - The strong version is that children must acquire their L1 by puberty or they will never be able to learn from subsequent exposure.
  - The weak version is that language learning will be more difficult and incomplete after puberty.

# The Interactionist position

- In English, caretaker talk involves:
  - Phonological level: a slower rate of speech, exaggerated vowels, higher pitch, and more varied intonation.
  - Syntactic level: Shorter and simpler sentence structures.
  - Semantic level: Sentences are repeated, expanded and paraphrased for clarification, the lexicon is affective (using diminutive or reduplicative words), and topics of conversation are often limited to the child's immediate environment.
  - Pragmatic level.

# L1 ACQUISITION DEVELOPMENT

- PHONOLOGICAL DEVELOPMENT
- GRAMMATICAL DEVELOPMENT
  - One-Word Utterances or Holophrases
  - Two-Word Phrases
  - Sentence Structure
- SEMANTIC DEVELOPMENT
- PRAGMATIC DEVELOPMENT

# CHILDREN'S TYPES OF ERRORS

- Children do not learn a word with its meaning. They have to work out for themselves what it must mean, and in doing so they make errors. Three types of errors occur often during the second and third year:
  - Overextension: A word is “extended” to apply to other objects that share a certain feature, such as shape, colour, or size (i.e. “dog” for other animals)
  - Underextension: A word is used with a narrower meaning than it has in the adult language (i.e. “dog” for the family dog)
  - Mismatch: Wrong use of a word by a child with no apparent basis for the misidentification

# Speech Errors

Some of the types of speech errors that Victoria Fromkin has revealed are the following ones:

1. The anticipation of a segment. For example, “cup of coffee” is replaced by “cuff... coffee.”
2. The preservation of a segment. Instead of “gave the boy,” “gave the *goy*” is produced.
3. The reversing of segments. Rather than “keep a tape,” “teep a cape” is produced.
4. The blending of two forms. “Switched” and “changed” becomes “swinged.”
5. The elimination of a syllable or sequence of segments. “Tremendously” is replaced by “tremenly.”
6. The misderivation of a form. Instead of “an intervening node,” “an *intervenient* node” is produced.
7. The substituting of one word for another. “Before the place opens” becomes “before the place *closes*.”