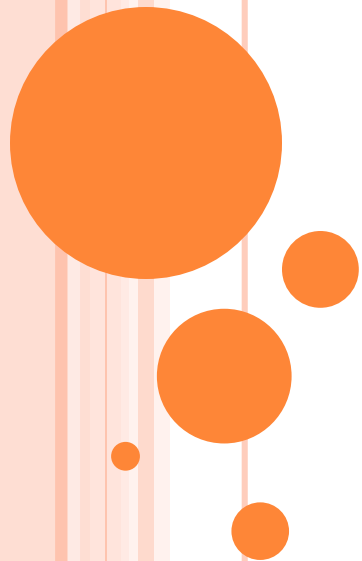


# **THE UNDERSTANDING OF PSYCHOLINGUISTICS**

**Sekolah Tinggi dan Keguruan Ilmu  
Pendidikan Kusumanegara - Jakarta**



# INTRODUCTION

- **Psycholinguistics**, earlier called the **psychology of language**, is the study of the language-processing mechanisms. It is concerned with the relationship between language and the human mind.



# (√) PSYCHOLINGUISTS ARE INTERESTED IN THE ACQUISITION OF LANGUAGE

- how children acquire their mother tongue. The study of the acquisition of language by children is often called **developmental psycholinguistics**.



# THERE ARE TWO POSSIBLE DIRECTIONS OF STUDY IN PSYCHOLINGUISTICS

- One is that we may use language as a way of explaining psycholinguistic theories and processes, for example, the role of language as it influences memory, perception, attention and learning.
- Second is that we may study the effects of psychological constraints on the use of language, for example, how memory limitations affect speech production and comprehension. It is the latter which has provided the main focus of interest in linguistics, where the subject is basically regarded as the study of the mental processes underlying the **planning, production, perception and comprehension of speech**. The best-developed branch of the subject is the study of **language acquisition of children**.



# LANGUAGE ACQUISITION

- Language acquisition refers to the learning and development of a person's language



# FIRST LANGUAGE ACQUISITION (FLA) AND SECOND LANGUAGE ACQUISITION (SLA)

- The learning of a native or first language is called **first language acquisition (FLA)**, and the learning of a second or foreign language is called **second language acquisition (SLA)**. Here, we only introduce two basic notions in first language acquisition: overgeneralization and under generalization.



(√) IT IS SHOWN BY PSYCHOLINGUISTICS THAT CHILDREN'S USE OF LANGUAGE IS RULE-GOVERNED

- Ex. *Tooths and mouses*. These are examples of overgeneralization or overextension: the extension of a rule beyond its proper limits.



(√) **OVERGENERALIZATION IS A FREQUENT PHENOMENON IN LANGUAGE DEVELOPMENT. IT CAN BE FOUND NOT ONLY IN SYNTACTIC USAGE BUT ALSO IN WORD MEANINGS**

- Ex. All four-legged animals as dogs. All round objects as moons, or call all vehicles cars.





RESEARCHERS HAVE FOUND THAT SOME ARE BASED ON PERCEPTUAL SIMILARITIES BETWEEN OBJECTS, OTHERS ARE BASED ON OTHER KINDS OF SIMILARITY

- (1) functional similarity (a child referring to a shirt stuck on a person's head as a *hat*)
- (2) contextual similarity (calling a crib blanket a *nap*)
- (3) affective similarity (referring to a forbidden object as *hot*)



MOST PSYCHOLINGUISTS BELIEVE THAT THE INTONATIONAL, GESTURAL, AND CONTEXTUAL CLUES MAKE IT CLEAR THAT CHILDREN ARE USING SINGLE-WORD SENTENCES. EX. MILK.

- (i) The prelinguistic stage (babbling stage)
- (ii) The one-word stage
- (iii) The two-word stage
- (iv) The multiword stage



# THE PRELINGUISTIC STAGE (BABBLING STAGE)

- At this stage, the earliest sounds produced by infants cannot be considered early language. The first recognizable sounds are described as cooing and the sounds and syllables that children utter are as yet meaningless.



## THE ONE-WORD STAGE

- At some point in the late part of the first year or the early part of the second year, the babbling stage gradually gives way to the earliest recognizable stage of language, often referred to as the one-word stage.
- At this stage children learn that sounds are related to meanings. Children's one-word utterances are also called **holophrastic sentences**, because they can be used to express a concept or predication that would be associated with an entire sentence in adult speech.
- Ex. “dada”, “more”, “up”. Usually, these one-word utterances serve a naming function to refer to familiar people.



# THE TWO-WORD STAGE

- in general, the two-word stage begins roughly in the second half of the child's second year. At first, these utterances appear to be strings of two holophrastic utterances.
- Soon after, children begin to form actual two-word sentences with clear syntactic and semantic relations.



## EXAMPLES

- Baby chair.
- Daddy hat.
- Mummy sock.
- Doggie bark.
- Shoe mine.
- Me going.
- Apple me.
- Ken water.
- Dirty sock.
- Here pretty.



APPARENTLY, CHILDREN'S TWO-WORD UTTERANCES CAN EXPRESS A CERTAIN VARIETY OF GRAMMATICAL RELATIONS INDICATED BY WORD ORDER.

- Ex. The phrase “Baby chair” may be taken as an expression of possession (a), or as a request (b), or as a statement (c), depending on different contexts:
- (4) Baby chair.
- a. This is baby's chair.
- b. Put baby in chair.
- c. Baby is in the chair.



# THE MULTIWORD STAGE

- Between two and three years old, child starts stringing more than two words together, the utterances may be the multiword stage.
- the early multiword utterances of children have a special characteristic.
- They typically lack inflectional morphemes and most minor lexical categories.





# EXAMPLES

- Cat stand up table.
- Daddy like this book.
- He paly little tune.
- This shoe all wet.
- Chair all broken.
- I good boy today.
- Me put it bace.
- What that?
- No sit there.
- Mummy no play.
- Baby no eat apple.



# TELEGRAPHIC SPEECH

- Because of their resemblance to the style of language found in telegrams, utterances at this acquisition stage are often referred to as **telegraphic speech**.
- Although they lack grammatical morphemes, telegraphic sentences are not simply words that are randomly strung together, but follow the principles of sentence formation.
- Children have clearly developed some sentence-building capacity.



## CHILDREN ALSO UNDERGENERALIZE

- Children also undergeneralize. When a child uses a word in a more limited way than adults do (e.g. refusing to call a taxi a car), this phenomenon is called undergeneralization or underextension. Indeed, undergeneralization is also a frequent phenomenon in first language acquisition.



# ASSIGNMENTS

- **I. Define the following terms briefly.**
- **(1) Psycholinguistics (2)**
- **II. Say that the following statements are true or false?**
- **(1) Psycholinguists are interested in the acquisition of language.**
- **(2) It is shown by psycholinguistics that children's use of language is rule-governed.**
- **(3) Overgeneralization is a frequent phenomenon in language development.**
- **(4) Undergeneralization is also a frequent phenomenon in first language acquisition.**



Finish

Thanks for the attention

