

1 **Psycholinguistic aspects of interlanguage**

Rod Ellis, 2003. pp. 51-62

2 **Definition**

∅ Psycholinguistic is the study of mental structures and processes involved in the acquisition and use of language

3 **L1 transfer**

Influence in the learning language:
negative transfer,
example:

We noted in the section on error analysis in Chapter 2, the learner's L1 is one of the sources of error in learner language

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Positive Transfer, example:
French learners of English are much less likely to make errors of this kind:
The man whom I spoke to him is a millionaire.
Than are Arabic learners because French does not permit resumptive pronouns (like 'him') in relative clauses whereas Arabic does.

5 **AVOIDANCE**

∅ L2 learners often avoid language features that do not exist in their own language
∅ example, Chinese and Japanese learners of English have been found to avoid the use of relative clauses because their languages do not contain equivalent structures. These learners make fewer errors in relative clauses than Arabic learner's of English but only because they rarely use them

6 **The Role of Consciousness In L2 Acquisition**

∅ When children acquire their L1 they seem to do so without conscious effort. In contrast, L2 learners, especially adults, seem to have to work hard and study the language consciously in order to succeed.
∅ Learners learn implicitly or explicitly, it is widely accepted that they can acquire different kinds of knowledge. It is perhaps self-evident that all language users, including L2 learners, know rules that guide their performance without any awareness of what the rules consist of.

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∅ Krashen's view is that the most learners are only capable of learning fairly simple rules. An example of a simple rules in English is plural -s, while an example of a complex rule is that pertaining to the use of article, a and the.

8 **Processing operations**

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∅ Another way of identifying the processes responsible for inter language development

is to deduce the operations that learners perform from a close inspection of their output.

9 **Operating principles**

∅ The study of L1 acquisition of many different languages has led to the identification of a number of general strategies, which children use to extract, and segment linguistic information from the language they hear.

∅ Operating principles provide a simple and attractive way of accounting for the properties of inter language.

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∅ The multidimensional model

∅ This theory sought to account for both why learners acquire the grammar of a language in a definite order and also why some learners only develop very simple interlanguage grammar.

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∅ In order to overcome these problems they resort to various kinds of communication strategies. If learners do not know a word in the target-language word that is approximate in meaning, or try to paraphrase the meaning of the word, or even construct an entirely new word. These strategies, with the obvious exception of those that are L1 based, are also found in the language use of native speakers.

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∅ Thank You