

## **Psycholinguistic Theories and Models for Native Language Education and Teaching**

**Dr. Rifat Oymak\***

### **Abstract**

*Teaching of a language with scientific methods, either as a native or foreign language, firstly and especially requires benefiting from side and sub fields' theories and findings. Psycholinguistics is a field that centers upon the junction point of linguistics and psychology. It seeks for the answers to the questions of how does an individual understand the linguistic production and produces it and how does he learn a language. On the other hand, psycholinguistics researches the effects of memory, concept on the production of language besides the social and psychological effects on the use of language. Language production models are created through theories developed in psycholinguistic studies and linguistic production and usage processes are tried to be described in details. Applied linguistics, on the other hand, is to narrate the aforesaid theory and models by converting them into language education and teaching, namely into a pedagogic dimension. In this study, a model suggestion for the first reading and writing teaching process is developed in this context on the basis of the models that were based on language production theories.*

**Keywords:** Psycholinguistics, native language, language production, language education, native language education, first reading and writing teaching.

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\* Associate Professor Turkish Teaching Department National University of Modern Languages, , Sector H -9 Islamabad, Pakistan  
Kocaeli University, Education Faculty, Umuttepe Campus, 41380, Kocaeli, Turkey

## **Introduction**

Natural human language/languages are structural; this means that all human languages have arrangements and orders according to their structures. A language is more than a group of expressions that have the characteristics of that language which include a unique message. Most of the sentences are connected to one another with certain orders and knowable relations; they are similar to the elements that are collected with structural processing and limitations. Syntax and grammar of a language is formed by connecting these relations and orders to a system. Basic reality and validity in this formation is the linguistic unit called sentence. Sentences that are produced by people at a certain length and complexity that can be comprehended by humans; they should be at a perceivable length because of the limitations and restrictions of a language. But the basic function of language isn't limited with the meanings of these sentences that have these aspects. Meaning functions by becoming integrated with context-dependent or context sensitive aspects of sentences. On the other hand, language doesn't reflect reality or context-dependent/sensitive aspect, because context dependency is –so to say- is fake; namely while contexts can reflect non-linguistic reality/truth, they can also reflect the opposite of reality, lies or incorrectness.

Relation of an individual with language is set by that individual according to his situation in extra linguistic context and goal. Accordingly, grammar of a language is called structure while meaning of it is called content. For the same reason, language is described as content-free and content-limited. Based on these facts, we can say that syntax/grammar is significant, interesting and necessary in language teaching, but it is not sufficient; because the goal of language is not syntax and grammar, it is meaning. Meaning depends on syntax/grammar but it is difficult to separate meaning to grammatical rules/structures and categories.

There is an endless diversity of thoughts, actions, creature, objects in the world and universe, and this diversity is categorized with the words attributed to them and sometimes arbitrary analyses have to be made. These are the first steps taken towards meaning. Shortly, syntax, context and meaning are the most basic units that we have in terms of understanding, production and teaching.

There are some difficulties in generalizing teaching and learning the process of language besides function and structures of the units that are in relation with one another. Abstract models are developed in order to overcome these difficulties. These models both simplify the natural complexity and enable us comprehend the production process that is the basic feature of language. Well educated teachers who have sufficiently comprehended these models and language can teach and enable people comprehend language teaching and education based on feedback language production process.

When factors such as accent, intonation, mimic, tune, and extra linguistic interpretations that are called supra-segmental units which are not included in the models and the principle called understanding tendency of speakers are included in the process when necessary, a significant success can be ensured (Bock, 1990; Denkel, 1984; Dell, G. S., Chang, F., & Griffin, Z. M., 1999; Graddal, 1987, Harris, 1986; Rohde, 2003).

In this research, various depictive language production models developed with literature review and psycholinguistic theories are introduced and a model suggestion for language education is formed by taking these models into consideration; the suggested model is on the teaching of first reading and writing.

### **Psycholinguistics**

Psycholinguistics deals with the question of “which tacit knowledge and abilities should people have in order to learn a language and use it”. In other words, they are interested in the process of learning language in an order and start speaking, namely reflecting learning on behaviors. Psycholinguistics tries to decode the relations between speaking individual and the language he/she uses. The goal of psycholinguistics is not to make scientific description of language; it is to describe the usage process of it. Psycholinguists attribute meaning to the formation of sentences with words and formation of words with smaller units. They also try to understand how all these sounds and words make sense. If linguistics is related to language, psycholinguistics is related to the brain; and the brain is related to the process of language production (Kıran, Z., A.E. Kıran, 2001; Richards, at.al, 1985: Vardar, 2002).