

The Psychology Of Language

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The Social Psychology of English as a Global Language Robert M. McKenzie 2010-08-18 This ground-breaking work is a detailed account of an innovative and in-depth study of the attitudes of in excess of 500 Japanese learners towards a number of standard and non-standard as well as native and non-native varieties of English speech. The research conducted refines the investigation of learner attitudes by employing a range of pioneering techniques of attitude measurement. These methods are largely incorporated from the strong traditions that exist in the fields of social psychology and second language acquisition and utilize both direct and indirect techniques of attitude measurement. The author locates the findings in the context of the wealth of literature on native speaker evaluations of languages and language varieties. The study is unique in that the results provide clear evidence of both attitude change and high levels of linguistic awareness among the informants of social and geographical diversity within the English language. These findings are analyzed in detail in relation to the global spread of English as well as in terms of the pedagogical implications for the choice of linguistic model employed in English language classrooms both inside and outside Japan. The issues examined are of particular interest to educators, researchers and students in the fields of applied linguistics, TESOL, second language acquisition, social psychology of language and sociolinguistics. The pedagogical and language policy implications of the findings obtained make essential reading for those with a specific focus on the role of the English language and English language teaching, both in Japan and beyond.

The Psychology of Language Trevor A. Harley 2013-12-16 This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language: how we understand, produce, and store language.

Handbook of Language Analysis in Psychology Morteza Dehghani 2022-01-05 Recent years have seen an explosion of interest in the use of computerized text analysis methods to address basic psychological questions. This comprehensive handbook brings together leading language analysis scholars to present

foundational concepts and methods for investigating human thought, feeling, and behavior using language. Contributors work toward integrating psychological science and theory with natural language processing (NLP) and machine learning. Ethical issues in working with natural language data sets are discussed in depth. The volume showcases NLP-driven techniques and applications in areas including interpersonal relationships, personality, morality, deception, social biases, political psychology, psychopathology, and public health.

Reading Hebrew Joseph Shimron 2006-08-15 Over the last two decades, the study of languages and writing systems and their relationship to literacy acquisition has begun to spread beyond studies based mostly on English language learners. As the worldwide demand for literacy continues to grow, researchers from different countries with different language backgrounds have begun examining the connection between their language and writing system and literacy acquisition. This volume is part of this new, emerging field of research. In addition to reviewing psychological research on reading (the author's specialty), the reader is introduced to the Hebrew language: its structure, its history, its writing system, and the issues involved in being fluently literate in Hebrew. Chapters 1-4 introduce the reader to the Hebrew language and word structure and focuses on aspects of Hebrew that have been specifically researched by experimental cognitive psychologists. The reader whose only interest is in the psychological mechanisms of reading Hebrew may be satisfied with these chapters. Chapters 5-8 briefly surveys the history of the Hebrew language and its writing system, the origin of literacy in Hebrew as one of the first alphabetic systems, and then raises questions about the viability (or possibility) of having full-scale literacy in Hebrew. Together, the two sets of chapters present the necessary background for studying the psychology of reading Hebrew and literacy in Hebrew. This volume is appropriate for anyone interested in comparative reading and writing systems or in the Hebrew language in particular. This includes linguists, researchers, and graduate students in such diverse fields as cognitive psychology, psycholinguistics, literacy education, English as a second language, and communication disorders.

Entrenchment and the Psychology of Language Learning Hans-Jörg Schmid 2016-12-19 In recent years, linguists have increasingly turned to the cognitive sciences to broaden their investigation into the roots and development of language. With the advent of cognitive-linguistic, usage-based and complex-adaptive models of language, linguists today are utilizing approaches and insights from cognitive psychology, neuropsychology, social psychology and other related fields. A key result of this interdisciplinary approach is the concept of entrenchment—the ongoing reorganization and adaptation of communicative knowledge. Entrenchment posits that our linguistic knowledge is continuously refreshed and reorganized under the influence of social interactions. It is part of a larger, ongoing process of lifelong cognitive reorganization whose course and quality is conditioned by exposure to and use of language, and by the application of cognitive abilities and processes to language. This volume enlists more than two dozen experts in the fields of linguistics, psycholinguistics, neurology, and cognitive psychology in

providing a realistic picture of the psychological and linguistic foundations of language. Contributors examine the psychological foundations of linguistic entrenchment processes, and the role of entrenchment in first-language acquisition, second language learning, and language attrition. Critical views of entrenchment and some of its premises and implications are discussed from the perspective of dynamic complexity theory and radical embodied cognitive science.

The Psychology of Language Trevor A. Harley 2001 This comprehensive study of the psychology of language explores how we speak, read, remember, learn and understand language. The author examines each of these aspects in detail.

Crosslinguistic Approaches to the Psychology of Language Jiansheng Guo 2010-10-18 This volume covers state-of-the-art research in the field of crosslinguistic approaches to the psychology of language. The forty chapters cover a wide range of topics that represent the many research interests of a pioneer, Dan Isaac Slobin, who has been a major intellectual and creative force in the field of child language development, linguistics, and psycholinguistics for the past four decades. Slobin has insisted on a rigorous, crosslinguistic approach in his attempt to identify universal developmental patterns in language learning, to explore the effects of particular types of languages on psycholinguistic processes, to determine the extent to which universals of language and language behavior are determined by modality (vocal/auditory vs. manual/visual) and, finally, to investigate the relation between linguistic and cognitive processes. In this volume, researchers take up the challenge of the differences between languages to forward research in four major areas with which Slobin has been concerned throughout his career: language learning in crosslinguistic perspective (spoken and sign languages); the integration of language specific factors in narrative skill; theoretical issues in typology, language development and language change; and the relationship between language and cognition. All chapters are written by leading researchers currently working in these fields, who are Slobin's colleagues, collaborators or former students in linguistics, psychology, anthropology, and cognitive science. Each section starts with an introductory chapter that connects the themes of the chapters and reviews Slobin's contribution in the context of past research trends and future directions. The whole volume focuses squarely on the central argument: universals of human language and of its development are embodied and revealed in its diverse manifestations and utilization. Crosslinguistic Approaches to the Study of Language is a key resource for those interested in the range of differences between languages and how this impacts on learning, cognition and language change, and a tribute to Dan Slobin's momentous contribution to the field.

The Psychology of the Language Learner Revisited Zoltan Dornyei 2015-04-24 Over the past decade, the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with diverse contexts. This revisit of the bestselling *The Psychology of the Language*

Learner reflects on these developments by challenging some of the assumptions upon which the original text was based, maintaining the familiar structure of the original, while situating the discussion within a very different theoretical framework. Written in a lively, accessible style, the book considers how the field has evolved and maintains a keen eye on the future, suggesting exciting new directions for the psychology of SLA. *The Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines, including applied linguistics, second language acquisition, modern languages, and psychology.

Readings in the Psychology of Language Leon A. Jakobovits 1967

The Psychological Power of Language Sayyed Mohsen Fatemi 2018-07-11 This volume shows how the psychology and power of language can create realities. It examines the psychological implications of language as a way of being and not just as an instrument of communication. It discusses how a shift in language gives rise to an existential transformation, and shows how creative modes of expression lead to a radical transformation of beings. Throughout, both the theoretical and practical implications of the psychological power of language are presented, particularly how language may result in a healthier inter- and intrapersonal world. It will interest upper-level students and researchers of language in Psychology, Linguistics, Philosophy and Education, as well as professional counselors.

The Psychology of Language Jerry A. Fodor 1974

Psychology of Language Shelia Kennison 2018-10-02 This accessibly written and pedagogically rich text delivers the most comprehensive examination of its subject, carefully drawing on the most up-to-date research and covering a breadth of the central topics including communication, language acquisition, language processing, language disorders, speech, writing, and development. This book also examines an array of other progressive areas in the field neglected in similar works such as bilingualism, sign language as well as comparative communication. Based on her globally-orientated research and academic expertise, author Shelia Kennison innovatively applies psycholinguistics to real-world examples through analysing the heterogeneous traits of a wide variety of languages. With its engaging easy-to-understand prose, this text guides students gently and sequentially through an introduction to the subject. The book is designed for undergraduate and graduate students taking courses in psycholinguistics.

Psychology of Language David W. Carroll 2007-03-29 In David Carroll's text, a topic that can sometimes seem bewildering to students is presented in a clear, interesting, and engaging style. Using a cognitive approach, Carroll brings the current developments and controversies in psycholinguistics to students in an engaging style and sets them in historical context. Each chapter is enhanced with unique pedagogy that was designed to stimulate critical thinking, assess comprehension and provide opportunities for application. This fifth edition of

Psychology of Language fills the need for an up-to-date and clearly written treatment of the field in a manner that resonates with today's students. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Psychology of Language Michael A Forrester 1996-03-28 `Appealing in its attempt to approach the psychology of language from a wide range of often controversial viewpoints.... Forrester's book is a book of reflection. The work constitutes a nice addition to the alternative book library of the advanced graduate student or academic' - Contemporary Psychology This comprehensive textbook brings together diverse themes on the psychology of language in an integrated way. Rather than covering only the formal-structural aspects of language, Forrester provides a broad view of the study of language across various perspectives, focusing throughout on interesting relationships between language and human psychological processes. The book provides a cl

The Psychology of Language David Ludden 2015-01-06 Breaking through the boundaries of traditional psycholinguistics texts, *The Psychology of Language: An Integrated Approach*, by David Ludden, takes an integrated, cross-cultural approach that weaves the latest developmental and neuroscience research into every chapter. Separate chapters on bilingualism and sign language and integrated coverage of the social aspects of language acquisition and language use provide a breadth of coverage not found in other texts. In addition, rich pedagogy in every chapter and an engaging conversational writing style help students understand the connections between core psycholinguistic material and findings from across the psychological sciences.

Technology and the Psychology of Second Language Learners and Users Mark R. Freiermuth 2020-03-25 This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

Psychology of Language (PLE: Psycholinguistics) Murray Singer 2013-10-23 Originally published in 1990, this comprehensive volume addresses the central issues of sentence and discourse processes, with particular emphasis placed on reading and listening comprehension. The text material is accessible to both

upper-level undergraduate and graduate students and informative for professionals and educators. In this regard, this uncommon volume identifies the logic of both the specific experimental manipulations that are described, and the more general on-line and memory measures frequently invoked. The principles presented in the text are supported by hundreds of numbered and unnumbered examples, and by precise tables and figures.

The Psychology of Language and Communication Geoffrey Beattie 2017 Revised edition of the authors' *The psychology of language and communication*, c1986.

The Psychology of the Language Learner Zoltán Dörnyei 2014-04-04 Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

Talking the Talk Trevor A. Harley 2017-02-02 *Talking the Talk* provides a comprehensive introduction to the psychology of language, written for the reader with no background in the field or any prior knowledge of psychology. Written in an accessible and friendly style, the book answers the questions people actually have about language; how do we speak, listen, read, and learn language? The book advocates an experimental approach, explaining how psychologists can use experiments to build models of language processing. Considering the full breadth of psycholinguistics, the book covers core topics including how children acquire language, how language is related to the brain, and what can go wrong with it. Fully updated throughout, this edition also includes: Additional coverage on the genetics of language Insight into potential cognitive advantages of bilingualism New content on brain imaging and neuroscience Increased emphasis on recursion and what is special about language *Talking the Talk* is written in an engaging style which does not hesitate to explain complex concepts. It is essential reading for all undergraduate students and those new to the topic, as well as the interested lay reader.

The New Psychology of Language Michael Tomasello 2017-07-05 This book, which gathers in one place the theories of 10 leading cognitive and functional linguists, represents a new approach that may define the next era in the history of psychology: It promises to give psychologists a new appreciation of what this variety of linguistics can offer their study of language and communication. In addition, it provides cognitive-functional linguists new models for presenting their work to audiences outside the boundaries of traditional linguistics. Thus, it serves as an excellent text for courses in psycholinguistics, and appeal to students and researchers in cognitive science and functional linguistics.

The Routledge Handbook of the Psychology of Language Learning and Teaching Tammy Gregersen 2021-11-11 This state-of-the-art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching. This Handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives, including implications for practice and “myths, debates, and disagreements” in the field, and points to future directions for research. This collection of stellar contributions is an essential resource for researchers, advanced students, and teachers working in applied linguistics, second language acquisition, psychology, and education.

Psychology of Language (PLE: Psycholinguistics) Murray Singer 2015-11-24 Originally published in 1990, this comprehensive volume addresses the central issues of sentence and discourse processes, with particular emphasis placed on reading and listening comprehension. The text material is accessible to both upper-level undergraduate and graduate students and informative for professionals and educators. In this regard, this uncommon volume identifies the logic of both the specific experimental manipulations that are described, and the more general on-line and memory measures frequently invoked. The principles presented in the text are supported by hundreds of numbered and unnumbered examples, and by precise tables and figures.

The Psychology of Language Christy Antony 2018

Psychology of Language David W. Carroll 1999 This text provides discussion on the abstract topic of the psychology of language. Using an information-processing approach, it brings the current developments and controversies in psycholinguistics to students in a comprehensive style.

Cognitive Neuroscience of Language David Kemmerer 2014-11-20 Language is one of our most precious and uniquely human capacities, so it is not surprising that research on its neural substrates has been advancing quite rapidly in recent years. Until now, however, there has not been a single introductory textbook that focuses specifically on this topic. Cognitive Neuroscience of Language fills that gap by providing an up-to-date, wide-ranging, and pedagogically practical survey of the most important developments in the field. It guides

students through all of the major areas of investigation, beginning with fundamental aspects of brain structure and function, and then proceeding to cover aphasia syndromes, the perception and production of speech, the processing of language in written and signed modalities, the meanings of words, and the formulation and comprehension of complex expressions, including grammatically inflected words, complete sentences, and entire stories. Drawing heavily on prominent theoretical models, the core chapters illustrate how such frameworks are supported, and sometimes challenged, by experiments employing diverse brain mapping techniques. Although much of the content is inherently challenging and intended primarily for graduate or upper-level undergraduate students, it requires no previous knowledge of either neuroscience or linguistics, defining technical terms and explaining important principles from both disciplines along the way.

Language, Discourse and Social Psychology A. Weatherall 2007-03-28 Language and communication are central features of social behaviour. So, it is somewhat surprising that the social psychological study of this area has a relatively short history. In this book a leading group of scholars overview the history, theories and methods of the field, and showcase the latest developments in cutting-edge empirical work.

The Psychology of Language Paul Whitney 1998 Written in a lively, accessible style, *The Psychology of Language* presents a compelling focus on the relationship between language and human cognition. Each chapter offers a strong central theme, presented as a hypothesis for the student to consider. The text's three-part organization (Linguistics, Cognition, and Neuroscience), reflecting Marr's three levels of analysis (computational, representational, and implementational), helps the reader relate the material to larger issues.

Language As Social Action Thomas M. Holtgraves 2013-07-04 "Topics covered include speech act theory and indirect speech acts, politeness and the interpersonal determinants of language, language and impression management and person perception, conversational structure, perspective taking, and language and social thought."--Jacket.

A History of Psycholinguistics Willem Levelt 2013 How do we manage to speak and understand language? How do children acquire these skills and how does the brain support them? This book provides a fascinating personal history of the men and women whose intelligence, brilliant insights, fads, fallacies, cooperations, and rivalries created the discipline we call psycholinguistics.

Crosslinguistic Approaches to the Psychology of Language Jiansheng Guo 2010-10-18 Inspired by the pioneering work of Dan Slobin, this volume discusses language learning from a crosslinguistic perspective, integrates language specific factors in narrative skill, covers the major theoretical issues, and explores the relationship between language and cognition.

Psychology of Language and Learning O. Hobart Mowrer 2013-06-29 There are very

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few psychologists living today who have contributed more to the advancement of psychology, in general, and to the psychology of language and thought, in particular, than O. Hobart Mowrer. It would indeed be ludicrous to attempt to list the many and varied accomplishments and contributions that Dr. Mowrer has made to his profession over the years. Even the selected essays that are in this volume can only suggest a modicum of his remarkable, vital, and ongoing contribution to the psychology of language and thought. Furthermore, the chapters in this book, which were published over a period of some twenty-five years, clearly illustrate that Dr. Mowrer was concerned not only with basic research, but that he also had an interest in its application. These chapters also point to the fact that although Dr. Mowrer's orientation was primarily that of a "behaviorist" at the onset, his constant attempts to revise knowledge in this field and broaden its scope make it virtually impossible for us to classify him as a behaviorist in the narrow meaning of that term. The chapter on mental imagery, for example, written only a few years ago, serves to illustrate this point. In addition, the Autism Theory of Speech Development (see Chapter 4), one of Dr.

Sentence Processing Roger P. G. van Gompel 2013-09-11 What are the psychological processes involved in comprehending sentences? How do we process the structure of sentences and how do we understand their meaning? Do children, bilinguals and people with language impairments process sentences in the same way as healthy monolingual adults? These are just some of the many questions that sentence processing researchers have tried to answer by conducting ever more sophisticated experiments, making this one of the most productive and exciting areas in experimental language research in recent years. This book is the first to provide a comprehensive, state-of-the-art overview of this important field. It contains 10 chapters written by world-leading experts, which discuss influential theories of sentence processing and important experimental evidence, with a focus on recent developments in the area. The chapters also analyse research that has investigated how people process the structure and meaning of sentences, and how sentences are understood within their context. This comprehensive and authoritative work will appeal to students and researchers in the field of sentence processing, as well anyone with an interest in psychology and linguistics.

Psychology of Language Teaching Farshad Ghasemi 2020-04-27 The scope and purpose of educational processes have been heavily modified under the influence of psychological breakthroughs and their developmental perspectives in recent decades. This book is an attempt to address some of the key psychological aspects in the literature classified into emotional, cognitive, and psychological perspectives with a particular concentration on language teaching. By presenting detailed empirical studies on the covered topics, I attempted to indicate the intertwined relationships between language and psychology in educational settings. The first study deals with the impact of teacher-directed hypnotic suggestions on students' emotional intelligence and their academic performance. The second study introduces simplified tests to coordinate the helpless attitudes of the students. In the last research, I

examined the interaction effects of the contextual factors and teachers' professional profiles on their cognitive orientations with a specific focus on teachers' dissonance belief systems. Overall, this book provides an overview of the functions and influences of the psychological concepts in educational contexts, particularly language teaching.

The Psychological Experience of Integrating Content and Language Kyle Read Talbot 2021-02-05 This book brings together a diverse range of empirical chapters spanning various contexts and educational levels which explore the psychology of teaching and learning a subject through a second or other language. The chapters discuss both the psychological stressors and strains for learners and teachers, as well as the benefits and joys of being involved in such programmes. The studies encompass a range of areas, such as Content and Language Integrated Learning (CLIL), Foreign Language Medium of Instruction (FMI), bilingual education and other related approaches to integrating content and language. They feature a variety of psychological constructs, including identity, self-confidence, motivation, self-concept, teacher and learner beliefs, affect, anxiety, stress, mindsets, attributions and well-being, from the perspectives of both teachers and learners. This book is essential reading for anyone interested in ensuring that teachers and students are properly supported and that their experiences of integrated content and language settings enable them to flourish.

Psychology of Language Michael A Forrester 1996-03-11 `Appealing in its attempt to approach the psychology of language from a wide range of often controversial viewpoints.... Forrester's book is a book of reflection. The work constitutes a nice addition to the alternative book library of the advanced graduate student or academic' - Contemporary Psychology This comprehensive textbook brings together diverse themes on the psychology of language in an integrated way. Rather than covering only the formal-structural aspects of language, Forrester provides a broad view of the study of language across various perspectives, focusing throughout on interesting relationships between language and human psychological processes. The book provides a clear introduction to key topics from language structure and processing, semantics and cognitive science, to conversation analysis, reading and writing, power relations in communication and postmodern psychology. The author explores language by considering three themes: thinking - the cognitive processes of self-communication; talk - where the emphasis is on everyday conversational behaviour; and text - including the study of reading and writing. A coherent framework is developed by looking at topics which link the themes together, clearly demonstrating the relationship between language and communication processes.

The Psychology of Language Timothy Jay 2003 A comprehensive survey of classic and cutting edge research, this book shows how people comprehend, produce, and acquire language—and represents how powerful language processes are, and the importance of language in everyday life. It looks at emotional aspects of language processing in social contexts, and demonstrates not just “what language is” but also “what language does.” Chapter topics cover brain and

language; speech perception; words and word recognition; sentence processing; speech production; writing and reading processes; figurative speech and thought; language development: phonology, lexicon, grammar, emergence, emotion, and embodiment; language and thought in a social context; applied psycholinguistics; and language delay and disorders. For anyone who uses language—and wants to understand its emotional implications in different social settings.

The Psychology of Language Jerry A. Fodor 1974

An Introduction to the Psychology of Language (PLE: Psycholinguistics) Peter Herriot 2013-10-23 Originally published in 1970, this was Peter Herriot's first book. In this objective, critical evaluation of a rapidly expanding field, Professor Herriot examines language as skilled behaviour, generative linguistics and psychology, behaviourist approaches to meaning, language acquisition and impairment, and language and thought. He stresses throughout the necessity for empirical research and for experimental verification of hypotheses; he also feels that language behaviour should be analysed in a comprehensive form, placing emphasis not only on structural aspects but also on the importance of meaning and context to any account of language. Today it can be read and enjoyed in its historical context.

Psychology of Language and Thought Robert W. Rieber 2013-11-11 The fact that one would contemplate publication of a book such as this indicates both the maturity and the growth of activity that have taken place in the field of psycholinguistics over the past few decades. More over, the fact that psycholinguists and/or scholars of the history of ideas are interested in the history of their subject clearly demonstrates that much has been accomplished, and the time is indeed ripe for the reassessment of whence we have come. In addition, perhaps this interest in our historical past suggests that psycholinguistics is at a critical stage in its development. There are many scholars who believe that this critical stage manifests itself primarily in a search for a new paradigm. It would seem only reasonable to suggest that when members of a profession are searching for something new, more than likely they will take time to reflect on the past in the hope that it will facilitate the fulfillment of their quest. This book as such reflects a wide-ranging search for historical roots over a millenium of research in the psychology of language and thought. Furthermore, it also reflects an attempt to open the context by introducing the broader perspectives of the history of ideas and the history of science together with their reassessment of the method of science motivated from within psychology itself.