

The Effectiveness of Psychotypology-reduced L2 Teaching On Three Linguistically different Groups Of Iranian Undergraduate EFL Learners' Reading Comprehension Skill

Hamid Reza Haghrverdi

Hossein Heidari Tabrizi

M. Manouchehr Eghbalitabar (Corresponding author)

English Teaching Department, Islamic Azad University of Khorasgan

No 54, Etehad street, Pole pishahanghi, Shahsied Khoramroudi Street, Hamedan, Iran

Tel: 09183130342 E-mail: Manoochehr_eghbalitabar@yahoo.com

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Abstract

Three decades have passed since Kellerman (1978) introduced the concept of "psychotypology" within the realm of psycholinguistic studies. He defines it as "the proximity between the L1 and the L2 sensed by the L2 learners" exerting a limiting role on the extent to which the L2 learners would be able to make the best advantage of their language transfer potentials. However, psychotypological studies have not been paid the due attention they merit. The present article attempted to shed more light on the concept of psychotypology and the effect of psychotypology-reduced English teaching on reading comprehension of linguistically distinct adult L2 learners. Furthermore, a further attempt was made to delve into surveying the interactional effect of subjects' motivational and attitudinal profiles on their psychotypology-reduced reading comprehension. The final results supported the main effect of psychotypology-reduced L2 teaching; however, the interactional effects did not meet the significance level.

Keywords: Psychotypology, Language transfer, Reading comprehension, Motivation, Attitude

1. Introduction

One of the most appropriate ways by the mediation of which L2 learners would be able to achieve the feat of SLA has long been believed to be applying language transfer processes. There is an enormous corpus of evidence underneath the issue that L1 plays an enormous role in assisting the L2 learners in their mastery over the L2 (Ellis, 1994; Gass, 1996; Keeskes & Papp, 2000a, 2000b; Kellerman, 1979; Odlin, 1989; Pavlenko, 1999; Singleton, 1995; Sharwood Smith & Kellerman, 1981). In principle it appears that everything can be transferred in the realm of L2 development (e.g., lexicon, discourse, semantics, syntax, phonetics, phonology and writing system; see Odlin, 1989). Jarvis and Pavlenko (2008) categorized such variables into learner-based (personality, aptitude and age) and language-based variables. Recently research into transfer studies has dwelt upon a wide array of areas, ranging from phonological influence (e.g., Bannert, 2005; Beach, Burnham & Kitamura, 2001) to the transfer of discourse patterns (e.g., Kellerman, 2001), metalinguistic awareness (e.g., Jessner, 1999; O'Laoire & Burke, 2000), pragmatic competence (e.g., Jorda, 2005), syntax (e.g., König et al. 2005), and lexis (e.g., Ringbom, 2001), just to mention a few.

According to Kellerman (1979) transfer processes are constrained by a range of variables including psychotypology. He defines it as "awareness of the typological relations between distinct languages" and claims that it is of no unvarying nature and it would go under revision as the learners obtain more information about the L2. The footprints of psychotypology can be discerned in a variety of L2 learning related fields. For instance they have been recognized in the transfer of lexical items in a number of studies (e.g., Cenoz, Hammarberg, de Angelis and Selinker, Ringbom, Herwig), in the realms of cognate transference studies (e.g., Keeskes & Papp, 2000), interlanguage studies (e.g., de Angelis & Selinker, 2001), and in the organization of the foreign mental lexicon (e.g., Ecke, 2001; Herwig, 2001).

Reading For The Disadvantaged Problems Of Linguistically Different Learners

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