



Psycholinguistic Genealogy: A Critical Reading of Its Roots, Paradigms, and Development of Knowledge

الجينية الولوجيا السيكلوغوية: قراءة نقدية في جذورها ونماذجها المعرفية وتطور المعرفة

Aulia Mar'atu Dzakra^{1*}, Dina Febrina², Hanifa Syahri³, Wilsa Martiana⁴, Aprijon Efendi⁵

^{1,2,3,4,5}Sultan Syarif Kasim University Of Riau

*Corresponding E-mail: auliamaratudzakra@gmail.com

ABSTRACT

Psycholinguistics is a discipline that studies the relationship between language and human mental processes, combining psychological and linguistic elements. This science came to be known in 1954, after criticism put forward by Noam Chomsky against structural linguistic theory and behavioral psychology. Psycholinguistics studies the process of language acquisition, language processing, and the relationship between language and the brain. Key concepts in psycholinguistics include the innate ability to acquire language (Language Acquisition Device), developed by Chomsky, as well as its relationship to psychological theories such as behaviorism and cognitivism. In addition, psycholinguistics is also relevant in language teaching, emphasizing the importance of understanding mental processes in language learning. Paradigms in psycholinguistics, including behavioristic, nativistic, cognitivist, and socio-cognitive, provide different perspectives on understanding the way language is learned and processed. Research in psycholinguistics continues to evolve with the support of modern technologies in the field of cognition and neuroimaging.

Keywords: Psycholinguistics, History, Scope, Paradigm.

مستخلص البحث

تعد اللغة الوسيلة الأساسية للتواصل بين البشر، وهي تلعب دوراً محورياً في جميع مجالات الحياة اليومية، سواء في التعليم أو التفاعل الاجتماعي أو نقل الثقافة والمعرفة. ومن هنا تبرز أهمية علم اللغة النفسي، الذي يعنى بدراسة العلاقة بين اللغة والعقل البشري، مع التركيز على كيفية اكتساب اللغة وفهمها وإنتاجها من قبل الأفراد. يسلط هذا البحث الضوء على الخلفية التاريخية لنشوء علم اللغة النفسي، بدءاً من بداياته المبكرة، مروراً بمساهمات علماء بارزين مثل فيلهلم فون همبولت، إدوارد ساير، ونوام تشومسكي، وصولاً إلى تطوره كفرع مستقل ضمن اللسانيات المعاصرة. تناقش هذه الورقة أيضاً نطاق علم اللغة النفسي، والذي يشمل عدة مجالات مثل: اكتساب اللغة الأولى، معالجة اللغة في الدماغ، فهم الكلام، إنتاج اللغة، والعلاقة بين اللغة والسلوك. ويبرز دور هذا العلم في مجال التربية والتعليم اللغات، حيث يساهم في تطوير استراتيجيات فعالة تتناسب مع العمليات العقلية والنفسية للمتعلمين، خاصة الأطفال. تختتم الورقة بالتأكيد على أهمية علم اللغة النفسي كعلم متعدد التخصصات يجمع بين مبادئ علم النفس واللسانيات، ويساهم في تقديم رؤية أعمق لفهم اللغة كظاهرة إنسانية معقدة. ومن المأمول أن تعين هذه الدراسة القراء والباحثين في إدراك المفاهيم الأساسية لهذا المجال وفهم تطبيقاته التربوية والبحثية بشكل أوسع.

الكلمات المفتاحية: علم اللغة النفسي، التاريخ، النطاق، النموذج.

Citation:

Dzakra, A.M et al. (2026). Psycholinguistic Genealogy: A Critical Reading of Its Roots, Paradigms, and Development of Knowledge. *Al-Muyassar: Journal of Arabic Education*, 5 (1): 104- 123

INTRODUCTION

George H. Lewis say: "*Man speaks language like a winged bird*". Language is inseparable from the essence of human existence, which is why language is a means of communication between humans. In the above expression, it appears that humans without language are the same as birds without wings. But in fact, few humans are aware of this, because not all humans are deep into linguistic science (*linguistics*). (Setyawan & Taufik, n.d.)

Language is one of the most complex and important phenomena in human life, serving as the main tool of communication, self-expression, and understanding between individuals. About how it originated, experts differ. In his theory of social pressure, Adam Smith assumed that primitive humans arose when they were faced with the need to understand each other. When they want to express a certain object, they are compelled to pronounce certain sounds. The sounds are then patterned and known as signs to express certain things. So, speech is a product of social pressure and not the result of human development. (MA & M.Pd, 2020)

The study of language, otherwise known as linguistics, has evolved into a rich and multidisciplinary field of science. Linguistic research focuses not only on the structural and systematic aspects of language, such as phonology, morphology, syntax, and semantics, but also on functional and contextual aspects involving pragmatics, sociolinguistics, psycholinguistics, and neurolinguistics. (Sa'adah, Ridlo, & Nisa, 2024)

Language is one of the most important dimensions in human life. Humans need language to develop their personalities and language also needs humans as its speakers in order to develop. (Wahyudi & Ridha, 2017) In the study of linguistics, several psychologists discuss the development of human language. Start from the stream *behaviorism*, *Nativism*, *cognitivism* and *interactionism*. In his studies, it has been shown that a person acquires and develops his language involves his psychological development as well, in addition to involving "*Reasonable*" and he thought.

The acquisition of human language begins with the acquisition of phonology (sounds), morphology (word order), syntax (sentence structure), meaning (semantics) and discourse (literacy). There are several studies that also discuss that a person's language process affects their mental development. Humans who experience mental disorders have difficulty in language. This is in the realm of study *psycholinguistics*.

(Setyawan & Taufik, n.d.)

The development of psycholinguistics began with linguists' interest in psychology, as well as psychologists' interest in linguistics. Psycholinguistics is the science that studies the relationship between language and the human mind. As an interdisciplinary discipline, psycholinguistics combines aspects of linguistics and psychology to understand how humans acquire, use, and understand language.(Muliana, Jawilovia, & Fatmawati, 2025)

Psycholinguistics is a sub-science whose existence was only known in the 1954s Psycholinguistics is an interesting newcomer to its predecessors such as philosophy, psychology, and linguistics, and has been studied as an interesting subject of discussion. As for some sources, linguistic activities have been carried out by humans since the time of Panini (Indian grammarian) Although ambiguity remains to this day, the classification prioritizes psychological or psycholinguistic factors.(Aprilia & Apriliyani, 2023)

The development of psycholinguistics also began with linguists' interest in psychology, as well as psychologists' interest in linguistics. In linguistics, psycholinguistics is classified as a subset of macrolinguistics. This is because psycholinguistics studies language in relation to other fields outside of the language itself. As one of the complex branches of linguistics, psycholinguistics has undergone rapid development. This is due to its ability to utilize findings from other disciplines as a tool to understand the process of language acquisition, comprehension, and production. Psycholinguists are expected to analyze various aspects of linguistics in depth, as the main focus of this field is to understand the linguistic processes that occur in the human brain.(Istifadah, Helyati, Musrifah, & Mas'odi, 2024)

Language acquisition is a very amazing thing, especially in the process of acquiring the first language that a child has without any special learning about the language to them. Language learning, as one of the complex human problems, language activities do not only take place mechanistically, but also mentally. This means that language activities are also related to mental processes or activities (brain). Language development is related to cognitive development, which means that intellectual factors greatly affect the development of language skills.(Yanti & Gusriani, 2022)

Therefore, in relation to language learning, linguistic studies need to be complemented by interdisciplinary studies between linguistics and psychology, commonly called psycholinguistics. The discussion of language acquisition is closely related to how humans can perceive and then understand the words of others. (Elvina, Sastra, & Lindawati, 2020; Natsir, 2017)

However, most of the existing psycholinguistic studies are still applicable and descriptive, especially in the context of language learning, without being accompanied by a critical examination of the genealogical roots, paradigm shifts, and power relations of knowledge that shape the development of psycholinguistics as a discipline. These studies tend to position psycholinguistics as an "established" field, without questioning how and in what context the dominant paradigms in psycholinguistics are formed and maintained.

Based on these conditions, there is an analytical gap in psycholinguistic studies, namely the lack of genealogical readings that trace the history of emergence, paradigm transformation, and epistemological assumptions that underlie the development of this science. Therefore, this paper aims to examine psycholinguistics from a genealogical perspective, by tracing its historical roots, critiquing developing paradigms, and mapping the scientific dynamics that shape psycholinguistics to date. This approach is expected to provide a more reflective and critical understanding of the position of psycholinguistics in the treasures of contemporary linguistics.

This article makes a theoretical contribution to the field of psycholinguistics by presenting a genealogical reading that traces the historical roots and paradigm shifts in the development of the science. In contrast to psycholinguistic studies that generally focus on descriptive and applicative aspects—such as language acquisition, processing, and production—this paper positions psycholinguistics as a construction of knowledge shaped by certain historical, psychological, and epistemological contexts. Thus, this article broadens the horizon of psycholinguistic studies not only as a set of theories and methods, but as a discipline that developed through the negotiation of the dominant scientific paradigms and assumptions of its time.

Etymologically, Psycholinguistics is formed from two words psychology and linguistics, namely two different fields of science and each stands alone with different methods and procedures. Literally psychology means the science of the soul or the

science whose object of study is the soul, while linguistics is defined as the science of language or the science of taking language as the object of study. In order to gain a clear understanding of psycholinguistics in terminology, it would be better if the author first briefly discusses psychology and linguistics, which are the origin or source of the emergence of psycholinguistics.(Hasan, 2018)

Learning Arabic cannot be separated from the role of various important components that are interrelated with each other. Components such as students, teachers, objectives, methods, media, and learning materials must be designed and managed in an integrated manner so that learning runs optimally. Among these components, students as educational subjects have a very important and central position. The success of language learning is not only determined by the quality of the teaching material or the teacher's competence, but also depends on how students process and respond to the material cognitively, affectively, and psychomotorly. Therefore, a language learning approach that only focuses on linguistic aspects without considering students' psychological factors can result in less than optimal learning outcomes. (Wahyudi & Ridha, 2017)

Understanding the student learning process in language learning requires an interdisciplinary approach that combines linguistics and psychology, which in this case is known as psycholinguistics. Psycholinguistics provides an understanding of how internal processes in students take place when they listen, read, speak, or write in Arabic. Through linguistic studies, we can understand the structure and system of language that students must learn. However, to understand how students as individuals receive, process, and produce language, it takes an understanding from a psychological point of view. For example, in the process of learning a language, a student not only needs to understand grammar, but also involves emotions, motivation, perception, and memory, all of which fall within the realm of psychological studies. Therefore, psycholinguistics is an important discipline to bridge the understanding between language as a system and humans as language users.

Research conducted by Garnham shows that speech errors made by students are often caused by psychological factors, such as feelings of fear, mental burden, lack of material mastery, or the influence of certain emotions. This indicates that the success of verbal communication is not only determined by grammatical or vocabulary skills, but

also by the student's psychic state at the time of speaking. Such errors, if explored further, are closely related to three main domains in educational psychology: cognitive (knowledge and thought processes), affective (feelings and emotions), and psychomotor (movement and physical skills). Therefore, to create effective Arabic language learning, teachers need to understand the principles of psycholinguistics in order to be able to design a teaching strategy that not only pays attention to the structure of language, but also pays attention to how students understand and produce language in a real-life context, with all the internal factors that influence it.

This paper aims to examine the history of psycholinguistics. It is important to understand its history and the important matters pertaining to that branch of science. In addition, this paper will also explain the scope of psycholinguistic science so that it can be understood by readers.

The next contribution lies in this article's critical attempt to map and reflect on the main paradigms that make up psycholinguistics, such as behaviorism, nativism, cognitivism, and interactionist approaches. Through a genealogical reading, this article shows that these paradigms do not exist in a neutral or linear manner, but rather appear in relation to the development of psychology, linguistics, as well as certain practical needs, including language education. With this approach, this article opens up a space for critical evaluation of the dominant tendencies in contemporary psycholinguistics that often ignore the historical and ideological dimensions of the theories used.

In the context of language learning, this article contributes by providing a reflective foundation for educators and researchers to understand that language teaching approaches cannot be separated from the psycholinguistic paradigm that underlies them. A genealogical understanding of psycholinguistics allows educators to be more critical in choosing and applying theories of language acquisition, taking into account the psychological, cognitive, and social conditions of learners more holistically.

Thus, this article not only enriches the theoretical discourse of psycholinguistics, but also offers conceptual implications for the development of language learning that is more paradigm-aware and oriented towards human understanding as linguistic subjects. The novelty of this article lies in the use of a genealogical-critical approach in reading psycholinguistic developments, which has been studied more descriptively

and applicatively. In contrast to previous research that tends to position psycholinguistics as an established and neutral discipline, this article explores how psycholinguistics is shaped by the historical relationship between linguistics, psychology, and certain socio-intellectual contexts, while revealing the paradigm shifts that underlie its dominant theories.

Thus, this article not only offers a mapping of the history of psycholinguistics, but also presents a reflective perspective that links the construction of psycholinguistic science with conceptual implications for language learning, especially Arabic, thus opening up a space of paradigmatic awareness that has not been touched much in previous studies.

RESEARCH METHOD

The research method used is a descriptive research with a study *Library Research* (literature research). In this study, the author uses descriptive research with more emphasis on the strength of analysis of existing sources and data by relying on existing theories and concepts to be interpreted based on writings that lead to discussion. (Kumala Sari, 2021)

Literature research is synonymous with an event, either in the form of deeds or writings that are researched to obtain the right facts by finding the origin, the actual cause. (Hamzah, 2020). According to Arikunto, literature review includes the processing of research materials by reading and recording and collecting information from various sources. (Arikunto, 2019). Then, according to Sari, the data collection technique is in symbolic verbal form, namely collecting manuscripts to be analyzed. (Sari & Asmendri, 2020)

The primary sources in this study were obtained from the books *History and Origin of Psycholinguistics*, and *Psycholinguistics in Arabic Language Learning* while the secondary sources consisted of articles published in various accredited national and international journals.

Qualitative research is one of the research methods that aims to gain an understanding of reality through the process of inductive thinking. In this study, the researcher was involved in the situation and background of the phenomenon being studied. Researchers are expected to always focus on the reality or event in the context

being studied. In qualitative research, the researcher carries out research activities objectively on the subjective reality being studied. In this case, subjectivity applies to the reality being studied, in the sense that the reality is seen from the point of view of those being studied.(Adlini, Dinda, Yulinda, & Chotimah, 2022)

Bungin said that the qualitative approach, in addition to being based on phenomenological and humanistic philosophy, also underlies his approach on empirical philosophy, idealism, criticism, vitalism and rationalism. In positivist thinking, the qualitative approach is seen as a critique of postpositivism.(Bungin, 2022)

The qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors.(Maya & Redi, 2018).

Data collection in literature research is carried out first with documentation to find data in the form of records, transcripts, books, newspapers, magazines, inscriptions, agendas and so on. This documentation is very important in qualitative research because the data is written in the document. Second, through observation which is used to observe and record anything contained in the source used. (Bungin, 2022)

Analyzing qualitative data leads to content analysis (*content analysis*). According to Frankle and Wallen in Sari, content analysis is a research that focuses on actual content and internal media features. This technique can be used by researchers to study human behavior indirectly through communication analysis such as books, texts, essays, newspapers, novels, magazine articles and so on.(Sari & Asmendri, 2020) According to Cresswell *Content analysis* It is carried out with six stages of work, namely (1) processing and preparing data by sorting and compiling data; (2) read all the data; (3) to do *Coding* all data by collecting pieces of text; (4) describe *Settings* (realm), people (*participant*), categories and themes to be analyzed; (5) description; (6) interpretation.(Darmanita & Yusri, 2020)

RESULT AND DISCUSSION

Definition of Psycholinguistics

Many scholars have offered varying definitions of psycholinguistics. Psycholinguistics is a linguistic term derived from the combination of two disciplines,

namely psychology and linguistics, each of which stands as an independent field of study. Psychology is the science that examines human behavior by investigating the nature of stimuli, the nature of responses and reactions to those stimuli, and the mental or cognitive processes that occur within an individual prior to the emergence of such responses or reactions. Another perspective defines psycholinguistics as the scientific study of language behavior, encompassing both observable and unobservable processes, including language reception, perception, acquisition, and production, as well as the internal processes underlying these phenomena. (Natsir, 2017)

According to Emmon Bach, psycholinguistics is a science that examines how the speakers/users of a language actually forming/constructing or understanding the sentences of the language. Along with Emmon Bach's opinion, John Lyons also has more or less the same view, namely that psycholinguistics is a discipline with a pressure point on the production, reception, and recognition of language. So according to the two experts, language is not only spoken, but language users must also be able to understand the meaning of the language itself. Meanwhile, according to Langacker, psycholinguistics is the study of *behaviour* or linguistic behavior, namely performance or deeds and equipment or psychological apparatus responsible for it. (Elvina et al., 2020)

Modern views that include psychological facts in addition to physiological facts place the activity of perceiving speech as an active activity because in the process of perception there is a complicated mental process in the listener. The listener not only registers the sounds passively, but actively processes them in his or her mind. The listener actively processes the sounds and sees the various possible messages of the sound using his or her knowledge background. The clearest evidence is how difficult it is for a person to interpret sounds of foreign origin if one does not have sufficient knowledge of the foreign language.

This occurs because an individual may be so preoccupied with seeking what they expect to hear that they fail to attend to new linguistic features. In other words, utterances that are difficult to comprehend are generally those that do not conform to the listener's linguistic expectations (assumptions) and fall outside their psychological boundaries. Conversely, utterances that are easily understood are typically those that

align with the listener's linguistic expectations and remain within their psychological limits. In the latter case, the listener actively reconstructs linguistic sounds and sentences that correspond to their expectations, whether in terms of linguistic structure, content, or psychological coherence.

Psycholinguistics can be used as a conceptual foundation in the development of Arabic learning methodologies that are more effective and student-oriented. Through this approach, the learning process in the classroom can be designed in a more conducive way because it takes into account the psychological and linguistic aspects experienced by students during learning. Functionally, psycholinguistics plays a role in helping educators identify and choose teaching materials that are relevant and in accordance with the level of cognitive and mental development of students, so that learning becomes more directed, on target, and adaptive to student needs.

History of the emergence of Psycholinguistics

Psycholinguistics is a sub-science whose existence was only known in the 1950s. Psycholinguistics is an interesting newcomer to its predecessors such as philosophy, psychology, and linguistics, and has been studied as an interesting subject of discussion. (Aprilia & Apriliyani, 2023) Psycholinguistics began to emerge as a science in its own right after Noam Chomsky put forward his views, which criticized linguistic structuralism and behavioral psychology. Psycholinguistics is a hybrid science, which is a science that is a combination of two sciences, namely psychology and linguistics. The seeds of this science were actually seen at the beginning of the 20th century when the German psychologist Wilhelm Wundt stated that language can be explained on the basis of psychological principles.

At that time the study of language began to undergo a change from an aesthetic and cultural nature to a "scientific" approach. Meanwhile, in the Americas, the link between language and psychology is also beginning to grow. According to Harley, psycholinguistics is the study of mental processes in the use of language. (Zulhannan, 2018) And before using language, a language user first acquires language. In this regard, Levelt states that Psycholinguistics is a study of the use and acquisition of language by humans.

The use of language occurs the process of turning thoughts into code and

turning code into thoughts. In the process of language, there is a process of understanding and producing speech, in the form of sentences. Therefore, Emmon Bach stated that psycholinguistics is a science that examines how speakers/language users actually form and construct the sentences of the language.(Lisnawati, 2008)

In line with the aforementioned view, Slobin and Chaer argue that psycholinguistics seeks to explicate the psychological processes that occur when an individual produces utterances and interprets the nuances of sentences heard during communication, as well as to explain how human beings acquire linguistic competence. (Zulhannan, 2018)

Therefore, it is a flexible and interdisciplinary field, which combines mental-psychological cognition and innate linguistic knowledge, different from the previous one that combined linguistics with behavioral psychology or structuralism.

Psycholinguistic Phenomena

Linguists interested in psychology such as the German linguist Wilhelm von Humboldt, in the early 19th century had pioneered the study of the relationship between language and mind. Von Humboldt compared the grammar of different languages and compared the behavior of the people who spoke that language. The results show that language determines the views of the people who speak it. Von Humboldt's view was, indirectly, influenced by the school of rationalism which considers language not as a material ready to be cut into pieces and classified as the school of empiricism assumes.

The school of empiricism that is closely related to associative psychology examines the parts that make up an object down to the smallest and bases its study on external factors that can be directly observed. This school is atomistic in nature and is often associated with associanism and positivism. In contrast to empiricism, the school of rationalism examines the principles of reason and the factors of talent or innate that are responsible for regulating human behavior. This school studies reason as a whole and considers the mind or reason as an important factor to be studied in order to understand human behavior. This school is considered holistic in nature and is associated with nativism, idealism, and mentalism.

Edward Sapir (1884-1939), an American linguist and anthropologist in the early

20th century, took the view that language determines the views of its speaking community, just like von Humboldt, Sapir also included psychology can provide a strong basis for the study of language. And in his study he also concluded that language influences the human mind. (MA & M.Pd, 2020)

Another phenomenon was pointed out by Leonard Bloomfield (1887-1949). This American linguist analyzes language into two opposing streams that influence it. Before being influenced by the psychology of behaviorism, he was influenced by the psychology of mentalism. While still influenced by the psychology of mentalism, Bloomfield argued that language is an expression of experience born of strong emotional pressure. From 1925 onwards, Bloomfield abandoned mentalism and began to use behaviorism. He applied it in his theory of language, which is now known as structural linguistics or taxonomic linguistics. (MA & M.Pd, 2020)

Scope of Psycholinguistics

As a discipline that has just stood on its own. Psycholinguistics has its own field of study or scope of discussion. In this regard, Yudibrata, et al. (in Hasan, 2018) stated that psycholinguistics includes the acquisition or acquisition of language, the relationship between language and the brain, the influence of language acquisition and language mastery on the intelligence of the way of thinking, the relationship between the *Encoding* (the coding process) with *Decoding* (code interpretation/meaning), the relationship between language knowledge and language use and language change). (Susanti, 2021)

What is the field of psycholinguistic work is the language process that occurs in the brain of a speaker, both as a speaker and as a listener or listener. If linguistics can produce a description of the structure and essence of language, and psychology can produce a description of the theory of learning, then psycholinguistics can produce a description of the language that occurs in a person that is difficult to observe, inaudible and invisible, but the result of that process is that it can be observed, heard or seen. (M.Pd.I, 2018)

The scope of psycholinguistic discussion includes the discussion of the phenomenon of language acquisition and learning, it also discusses how to learn a good language. Likewise, learning Arabic, which includes the principle of this

principle, is the meeting point between linguistics and language learning. There are 3 points of intersection between psycholinguistics and Arabic learning, namely:

Principles of Education

This principle is related to the components of the curriculum, namely: objectives, methods, materials, and learning evaluation. In determining the learning objectives, an Arabic teacher must consider several things, including: motivation, ability, individual differences, etc. Meanwhile, language learning methods must follow learning approaches or theories, namely behaviorism or cognitivism. Some methods with a behaviorism approach are direct, audiolingual methods. Meanwhile, the method with a cognitivism approach includes the silent way method, rules-translation. Likewise in Arabic learning materials, teachers must also adjust the material to the student's tendencies, the significance of the material for students.

Psychological Principles

From the point of view of psychological principles, it can be seen that the relationship between psycholinguistics and language learning can be seen from the relationship between language learning methods and the theory of learning psychology. There are two major theories of learning psychology, namely behaviorism and cognitivism.

Behaviorism theory focuses learning with habituation, repetition, imitation, reinforcement, and influence techniques, where these techniques correspond to direct methods that familiarize learners with the target language by leaving the student's native language, as well as audiolingual which focuses language learning by imitating and repeating language lessons.

Meanwhile, cognitivism theory focuses on language learning with comprehension and deepening techniques in terms of language ability rather than the performance of the language as echoed by behaviorism.

Linguistic Principles

From the point of view of linguistic principles, we can see the relationship between psycholinguistics and language learning from the relationship between language learning methods and linguistic theory. Linguistic theory is a theory that studies the analysis of language, in which there are two major streams, namely:

structuralism and transformative-generative. Structuralism considers the origin of language to be utterances that in their course are formulated with the aim of making it easier for language learners. So that language learning should be taught with imitation techniques, habituation, repetition, as in the view of behaviorism.

While generative transformative considers rules to be a bridge that connects speakers and listeners, so both must master them so that communication is balanced. Therefore, this theory holds the view that language learning should focus on mastering language rules, in order to be able to communicate later.

In line with the above opinion, Field also explains that the scope of psycholinguistics is as follows:

1. Language processing
2. Language storage and input
3. Theory of language comprehension
4. Language and the brain
5. First language acquisition(Susanti, 2021)

So, the scope of Psycholinguistics is:

1. Language acquisition
2. Language use
3. Language production
4. Language processing
5. Coding process
6. The relationship between language and human behavior
7. The relationship between language and the brain

Recent psycholinguistic studies (2020–2025) demonstrate a significant shift from purely theoretical debates toward empirical and experimental investigations. Contemporary research integrates neuroimaging, corpus analysis, classroom-based experiments, and technology-assisted language learning to understand language processing and acquisition.

Studies in cognitive psycholinguistics reveal that working memory capacity significantly influences second language processing speed and syntactic parsing. (VanPatten & Smith, 2022) In the context of Arabic language learning, several empirical

investigations indicate that phonological processing difficulty and morphological complexity pose substantial cognitive load challenges for non-native learners. (Hasanah & Mubarak, 2023)

Neuropsycholinguistic research using EEG and fMRI methods confirms that syntactic processing activates distributed neural networks rather than a single “language module,” thereby challenging rigid interpretations of early nativist assumptions. (Hagoort, 2017) In Arabic pedagogy, experimental studies demonstrate that cognitively informed instructional design—such as spaced repetition, retrieval practice, and input enhancement—improves retention and comprehension more effectively than purely audiolingual repetition techniques. (Musthofa & Wahidah, 2020)

Furthermore, socio-cognitive studies emphasize that frequency of exposure, interactional feedback, and contextual usage significantly shape grammatical development, especially in morphologically rich languages like Arabic. (Syafuruddin & Darmawati, 2025) These findings suggest that contemporary psycholinguistics is no longer limited to abstract theoretical debate but increasingly grounded in interdisciplinary empirical validation.

Paradigms in Psycholinguistics

Behavioristic Paradigm

This paradigm developed in the early 20th century and was influenced by the psychology of behaviorism. The main character is B.F. Skinner. According to this view, language is learned like any other behavior, through a process of stimulus-response and reinforcement. Language is considered a verbal habit formed due to the environment, without taking into account internal mental processes.

Nativist Paradigm

This paradigm was pioneered by Noam Chomsky. He introduced the concept *Language Acquisition Device (LAD)*, which is the innate ability in humans to acquire language. Language is not just the result of learning from the environment, but is a universal mental system. This paradigm emphasizes the internal and biological aspects of language, and forms the foundation of modern

syntactic theory.

Cognitive Paradigm

This paradigm views language as part of complex mental processes. Psycholinguistics in this paradigm focuses on how language is processed in the brain: how words are understood, stored, remembered, and produced. The field is growing rapidly with the support of technologies such as neuroimaging and laboratory experiments in *psycholinguistic processing*.

Socio-Cognitive and Interactional Paradigm

This paradigm combines a cognitive approach with a social perspective. Language is not only mentally processed, but also shaped and developed through social interaction. Figures such as Tomasello introduced *usage-based theory*, which emphasizes the importance of the context of language use and experience in cognitive development.

The paradigm shift in psycholinguistics shows the dynamics of science that continue to develop. The shift from behavioristic to cognitivist to sociocognitive marks a shift in the way of understanding language as a complex phenomenon involving biological, cognitive, and social dimensions.

Critical Discussion: Genealogical and Paradigmatic Reflection

While classical psycholinguistic paradigms—behaviorism, nativism, and cognitivism—offer foundational insights, recent research demonstrates that no single paradigm sufficiently explains language acquisition in its entirety. The behavioristic paradigm contributed significantly to early language pedagogy, particularly through audiolingual methods. However, empirical studies after 2020 show that repetition without cognitive engagement produces limited long-term retention.(Jackson, 2020)

Nativist theory successfully emphasized innate grammatical capacity; however, neuroscientific findings challenge the simplistic notion of a localized Language Acquisition Device. Language processing appears distributed, dynamic, and experience-sensitive. Cognitivism provides a stronger explanatory framework for instructional design, particularly through attention, working memory, and information-processing models. Nevertheless, purely cognitive accounts often neglect

sociocultural and interactional variables.(Abror & Djamilah, 2024; Nismawati & Darmawati, 2025)

The socio-cognitive and usage-based paradigm offers a more integrative model, recognizing language as emerging from interaction between biological predisposition, cognitive processing, and social experience. This paradigm aligns more closely with current Arabic language classroom realities, where learners' success is shaped not only by grammatical instruction but also by exposure, feedback, and emotional engagement.(Wang & Yu, 2025)

From a genealogical perspective, these paradigms did not emerge neutrally. Each reflects broader intellectual movements: behaviorism aligned with positivism; nativism with rationalist revival; cognitivism with computational models of mind; and socio-cognitive theory with constructivist epistemology. Recognizing this genealogy prevents uncritical adoption of any single theoretical stance in language education.(Water, 2024)

Thus, psycholinguistics must be understood not as a static discipline, but as a historically situated field shaped by epistemological shifts and methodological innovations.

CONCLUSION

This study contributes theoretically by offering a genealogical-critical reading of psycholinguistics, demonstrating that its paradigms are historically constructed rather than epistemologically neutral. By mapping the transition from behaviorism to nativism, cognitivism, and socio-cognitive approaches, this article highlights the dynamic and negotiated nature of psycholinguistic knowledge.

Empirically, contemporary research (2020–2025) indicates that effective language learning—particularly Arabic—requires integration of cognitive processing principles, affective engagement, and interactional exposure. Therefore, language pedagogy cannot rely exclusively on structural or habit-formation models.

Methodologically, this article expands psycholinguistic discourse by bridging theoretical genealogy with educational implications. It invites educators to adopt a paradigm-aware approach in designing Arabic language instruction.

Future research is recommended in three major areas:

1. Integration of psycholinguistics with digital learning technologies and AI-assisted instruction.
2. Neuropsycholinguistic studies examining Arabic language processing in bilingual learners.
3. Experimental classroom-based research comparing cognitively-informed instructional design with traditional grammar-translation methods.

By integrating historical awareness, empirical evidence, and pedagogical application, psycholinguistics can evolve into a more reflective, interdisciplinary, and context-sensitive field.

REFERENCES

- Abror, M. K., & Djamilah, W. I. F. (2024). Hambatan Psikolinguistik Dalam Pembelajaran Bahasa Arab. *Lisanuna: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 14(2), 185–199.
- Adlini, M. N., Dinda, A. H., Yulinda, S., & Chotimah, O. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Jurnal Pendidikan EdumaspulEdumaspul*, 6(1), 974–980.
- Aprilia, D., & Apriliyani, N. Y. A. (2023). Kajian Psikolinguistik Dalam Pembelajaran Bahasa. *Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 9(November), 15–22. Retrieved from <https://ejournal.unisda.ac.id/index.php/pentas/article/view/4868/2922>
- Arikunto. (2019). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bungin. (2022). *Metodologi Penelitian Kualitatif Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*. Jakarta: Rajawali Pers.
- Darmanita, S. Z., & Yusri, M. (2020). Pengoperasian Penelitian Naratif dan Etnografi; Pengertian, Prinsip-Prinsip, Prosedur, Analisis, Interpretasi, dan Pelaporan Temuan. *As-Shaff: Jurnal Manajemen Dan Dakwah*, 1(1), 24–34. Retrieved from <https://jurnal.staiddimakassar.ac.id/index.php/asjmd/article/view/75>
- Elvina, A., Sastra, G., & Lindawati. (2020). Pemerolehan Kalimat Bahasa Indonesia Anak Usia 4;0-5;0. *Lingua*, 17(2), 180–202. <https://doi.org/10.30957/lingua.v17i2.659.banyak>
- Hagoort, P. (2017). The Core and Beyond in the language-ready brain. *Neuroscience & Biobehavioral Reviews*, 81(B), 194–204. <https://doi.org/https://doi.org/10.1016/j.neubiorev.2017.01.048>
- Hamzah. (2020). *Metode Penelitian Kepustakaan (Library Research)*. Malang: Literasi Nusantara Abadi.
- Hasan. (2018). Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 1(2), 1. <https://doi.org/10.35931/am.v1i2.41>
- Hasanah, M., & Mubarak, H. (2023). Pedagogy of Multiliteracies in Arabic Learning Curriculum for Young Learner in Indonesian. *Atlantis Press*, 442–451. <https://doi.org/10.2991/978-2-38476-002-2>
- Istifadah, Helyati, Musrifah, N., & Mas'odi. (2024). Makian Dalam Novel “Aku Tak Membenci Hujan” Karya Sri Puji Hartini: Perspektif Psikolinguistik. *Kampus Akademik Publishing: Jurnal Multidisiplin Ilmu Akademik*, 1(6), 469–479.
- Jackson, D. O. (2020). Working memory and second language development : A complex , dynamic future? *SSLT: Studies in Second Language Learning and Teaching*, 10(1), 89–109.
- Kumala Sari, R. (2021). Penelitian Kepustakaan Dalam Penelitian Pengembangan Pendidikan Bahasa Indonesia. *Jurnal Borneo Humaniora*, 60–69.
- Lisnawati, I. (2008). Psikolinguistik dalam Pembelajaran Bahasa. *Educare*, 6(1), 31–43.
- M.Pd.I, D. E. R. (2018). Psikolinguistik Kajian Teoritik. Palembang: CV. Amanah.
- MA, S., & M.Pd, S. Y. L. (2020). *Psikolinguistik dalam Pembelajaran Bahasa Arab (Sebuah Pengantar)*. (D. H. F. M. M.A, Ed.) (1st ed.). Mataram: Sanabil.
- Maya, A., & Redi, P. (2018). Analisis Perempuan Madura dalam Bahan Ajar Bahasa Madura. *Jurnal Kajian Media*, 2(1), 83–96. Retrieved from <https://ejournal.unitomo.ac.id/index.php/ilkom/article/view/1097>
- Muliana, Jawilovia, Z., & Fatmawati. (2025). Proses Pemahaman Bahasa : Analisis

- Psikolinguistik Otak Manusia. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 2(January), 2-7.
- Musthofa, T., & Wahidah, Z. A. (2020). Psycholinguistics in Arabic Learning: History and Urgency. *Alsinatuna: Journal of Arabic Linguistics and Education*, 6(1), 67-82.
- Natsir, N. (2017). Hubungan Psikolinguistik Dalam Pemerolehan dan Pembelajaran Bahasa. *Jurnal Retorika*, 10(1), 20-29.
- Nismawati, & Darmawati. (2025). Integrasi Psikolinguistik Dalam Pembelajaran Bahasa Arab: Pendekatan Behaviorisme, Mentalisme, Kognitifisme, Konstruktivisme, dan Nativisme. *Ta'limi: Journal of Arabic Education & Arabic Studies*, 4(1), 1-17.
- Sa'adah, S. S., Ridlo, U., & Nisa, M. (2024). Eksplorasi Ruang Lingkup Penelitian Kebahasaan. *Simpati: Jurnal Penelitian Pendidikan Dan Bahasa*, 2(3).
- Sari, M., & Asmendri, A. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *Natural Science*, 6(1), 41-53. <https://doi.org/10.15548/nsc.v6i1.1555>
- Setyawan, C. E., & Taufik, A. (n.d.). Berbahasa, Berfikir, dan Proses Mental Dalam Kajian Psikolinguistik. *Taqdir: Jurnal Pendidikan Bahasa Arab*, 103-122.
- Susanti, R. (2021). *Kajian Psikolinguistik*, Sri Suharti, S.Hum, M.Pd. Wakhilah Dwi Khusnah, M.Pd. Dr. Sri Ningsih, S.S., M.Hum. Jamaluddin Shiddiq, M.Pd. Nanda Saputra, M.Pd. Dr. Heri Kuswoyo, S.S., M.Hum. Novita Maulidya Jalal, M.Psi., Psikolog. Putri Wulan Dhari, M.Pd. Dr. *Kajian Psikolinguistik*.
- Syafruddin, L., & Darmawati. (2025). Peran Psikolinguistik dalam Mengoptimalkan Pembelajaran Bahasa Arab di Era Digital. *Shaut Al-'Arabiyah*, 13(1), 293-300.
- VanPatten, B., & Smith, M. (2022). *Explicit and Implicit Learning in Second Language Acquisition*. Inggris: Cambridge University Press.
- Wahyudi, & Ridha, M. (2017). "Urgensi Mempelajari Psikolinguistik Terhadap Pembelajaran Bahasa. *Jurnal Islamika*, 17(1), 113-140.
- Wang, Z., & Yu, S. (2025). Does foreign language learning influence EFL learners' cultural intelligence (CQ)? A mixed-methods approach to exploring EFL learning as a contributor to CQ. *Acta Psychologica*, 256(April), 104991. <https://doi.org/10.1016/j.actpsy.2025.104991>
- Water, D. R. (2024). Psycholinguistic Approaches to Instructed Second Language Acquisition: Linking Theory, Findings and Practice. *JLERE: Journal of Language Education and Research*, 10(1), 210-213.
- Yanti, Z. P., & Gusriani, A. (2022). Pemerolehan Morfologi (Verba) Pada Anak Usia 3 dan 4 (Suatu Kajian Neuro Psikolinguistik). *Jurnal Riset Pendidikan Dasar Dan Karakter*, x(x).
- Zulhannan, Z. (2018). BAHASA ARAB DAN PSIKOLINGUISTIK: Kajian Konseptual dan Historis. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 9(2), 249-262. <https://doi.org/10.24042/albayan.v9i2.2241>