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GRT **NATIVIST & SOCIOCULTURAL THEORY
CORRELATES WITH THE QURANIC EXEGESIS:
LANGUAGE ACQUISITION PSYCHOLOGY**

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Abstract:-The observation of language acquisition phenomenon has been a continued debate over several decades that appear into after-effect all the way through array of perspectives. Whether we will look at 'Lexical development theory' 1931 by Jost Trier a German Semantician and Philologist 'Error Analysis theory' 1960 by Stephen Pit Corder, Behaviouristic theory of Language 1957 by B. F. Skinner, 'Sociocultural theory' 1963 by Lev Vygotsky or Universal Grammar 1962 by Noam Chomsky. All of the theories aforementioned have presented a unique standpoint. Nevertheless from all of the apparent theories the 'Nativist theory' and 'Sociocultural theory' signifies the same parameter of language acquisition what is also believed by 1.6 billion Muslim population of the world. Thus this article highlights the authenticity of the Nativist theory correlating 'Quranic' affirmation which ultimately strengthens the psychology of English second/third language learners more, than the acknowledgment so far. Further it guides massive assemblage to learn language without any anxiety, disbelief, or stress because these elements have been marked out as deterrents to second/third language acquisition. Ultimately the evidences decisively attempt to affirm that humans were created with the different adeptness to acquire any language irrespective of nativeness.

Keywords:Nature, nature, disposition, Quranic, language, ZPD, inbuilt.

INTRODUCTION

With regard to the emergence of language theory, certain philosophical, metaphysical, and physical entities have defended the foundation and existence of language. Every research individual has done his/her own best and has removed the necessary curtains from doubt. After centuries & centuries when man has collected huge technical cum scientific powers and even research has got an immense speed then also language and language acquisition process debate is on. Hereby an investigation is to extract the most favourable language acquisition theory to dodge from plentiful language theories presented by scientists, researchers, experts, etc. Hence before examining language acquisition psychology it is better to scrutinize language origin which will increase the validity for this entire enquiry. The intact origin of the language can be rated via divine beliefs or human inquires from beginning to end. In this scenario the general concept that establishes the creation base of angels and Adam by God and the later arrival of Adam on the universe after paradise lost. By each of these authentic evidences it is believed a language was working like a bridge connecting both the creator and the creation. Further the research on the facts and observation by the human inquiry enlightens the required amount of knowledge indicating the emergence of language and language learning perspectives and psychology of language acquisition.

OBJECTIVES

- To present a clear cut extraction of favourable language theories through Quranic abutment that Language researchers and teachers will get psychological alertness non-native English classrooms.

•To spread more consciousness for teachers who use translation like old approaches while teaching foreign languages, because mostly L2/L3 teachers/learners believe to acquire language (other than mother tongue) is acutely complex.

HUMAN INQUIRY

In the half of the 18th century Johann Georg Hamann (1730-1788) and Johann Gottfried von Herder (1744-1803) led the way for conjecturing organic phase of the language. Though they presented the contrary doctrines but the concepts breathed the spirit into an important facet. Hamann argues, "Thought is essentially dependent on and bounded by language" and the Herder indicates, 'concepts and meanings are the usages of words further he says (Lambright, 2000) "it is not appropriate language for divine grace'. He differentiated human and animal language in degree that was however later criticised by Heidegger who denote "difference between man and animal is of one kind not of degree" (Oliver, 2009). Both of the philosophers were contemporary to Immanuel Kant and Herder became the favourite student of Kant after the death of Hamann. The critique of pure reason Immanuel Kant's justifications like "the nature of thought as a way of speaking to and of oneself" supplied an edge to the evolution theory of Darwin theory. Who noticed (Morris, 2011),

'The early developing terrestrial and ape man's (who was out in the open to new necessities and dangers of life) travelling, biped hunting, must have required a wide range of utterances during arboreal living. The old cries were gaining new meaning and new meanings were developed to meet new risks. Therefore all these intricate terms, sounds got existences that are presently before us in the primitive forms of speech'.

Nevertheless one after another notion, doctrines were criticised and human inquiries were continuing. The 'organic evolution' of Darwin that couldn't prove the origin of language and communication face similar results. Just because silence over the concern, why this skill has not evolved in other species. The fact is that language is just a human trait and attempts and explanations of human language evolution have failed. It has left behind evolutionists with a massive gap to differentiate between humans their innate communication abilities and the grunts, barks, or babblings of animals. Additionally, materialistic science was also not capable to verify about uncountable languages and the existence of the variable of speech. It is the effort of Linguists and neurologists who exposed that 'human speech is highly dependent on a neuronal network located in specific sites within the brain' (Chew, 2013). Speech is not only limited to physical organs but it involves psychological factors like (Valsiner, 2005) 'semiotic mediation particularly in the childhood in the context of speech based regulation of actions'.

The subject was touched by Jost Trier a German Semanticist and Philologist in 1931 who came forward with the Lexical development theory. The researchers throughout the domain of neurology, linguistics, structuralists, behaviourists, and later language teaching experts put their every effort to reach on a certain culmination in terms of philosophy of language and psychology of language acquisition. One among them is the nineteenth century living legend Avram Noam Chomsky, who has forwarded the concepts like, LAD, UG, Competence and performance and so on. And the second one is the seminal psychologist Vygotsky.

'Nativist' theory and 'Sociocultural' theory touch for psychology of language acquisition Chomsky has been associated with the altered concepts like competence and performance one of his prime abstractions for children "transformational grammar from Syntactic structure" began in 1957. According to TG the angle of competence is admired as a 'set of rules'. Chomsky supports his abstraction 'competence & Performance' (Abdulrahman, 2012). Performance is what people actually say, often ungrammatical; whereas competence is what they instinctively know about the syntax of their language' (Radford, 2009). To study a language we charge to abstract a segregate of factors that collaborate with underlying competence. Chomsky inspected the skinner's Verbal Behaviour and indicated children don't learn language by imitation as 'there are an infinite number of sentences in a language' (Weiten 2011). Even, Goebel, Nelde, Sary, Woelck, quoted Bloomfield (1996) stating, 'neither imitation nor reinforcement are sufficient explanations of a child's linguistic behaviour'. It is examined also 'children learn the rules of language, not just specific verbal responses' (Watts, Cockcroft and Duncan 2009)'.

Chomsky states that human beings possess an inborn language generating mechanism (Crandell, 2009) that he termed as LAD later replaced by the idea of 'Universal Grammar' (Usó-Juan and Martínez-Flor 2006). This Universal Grammar suggests some rules of grammar are hard-wired into the brain, and manifest without being taught. Noam Chomsky claims that all languages have a common underlying system (Feldman, 2011) and all human beings inherit a universal set of abstract principles which constraint the shape human languages can take to acquire L2 as L1 (Mitchell, Myles and Marsden 2013). Much of unconscious knowledge of grammar (abstract linguistic system) does not need to be learned in the course of L1 acquisition as it derives from UG. What is universal within this mind? The principles and parameters accomplish it. It may not be valid, according to Chomsky (Deacon, 1997) 'if one assumes all grammars are variations of a single 'generic' universal grammar, because all humans retain an 'inbuilt language organ' that contains this language blueprint'.

While proceeding with the 'Sociocultural' perspective of language acquisition then it demands the important contributions that society makes to individual development. This theory signifies that parents, caregivers, peers and the culture at large are responsible for the development of language acquisition. Vygotsky state that 'every function in

the child's cultural development appears twice: first, on the social level, and later, on the individual level' (Breugelmans, Poortinga, Chasiotis and Sam 2011), first, between people (interpsychological) and then inside the child (intrapsychological) (Daniels, Cole and Wertsch, 2007). The influential ZPD (Zone of proximal development) is an ascending concept in the language acquisition psychology which implies all of the knowledge and skills that (Tseng, 2008) a child cannot achieve an understanding of a new idea, concept or performance unless he/she acquires help or feedback from a teacher or a peer.

QURANIC EXEGESIS

A Hadith is equally considered like a verse of 'Holy book'. A Hadith quoted by (Mutahhari, 2006) "Kuloo mouloodin youva-loudo alla fitratil Islam" each child is born in a state of Islamic "Fitrah", natural disposition (which implies a natural or acquired habit or characteristic tendency in a person or thing) and later parents teach him/her according to their wish and environment". Whatever the 'environment child gets from parents, he/she assimilates and adapts the same linguistically, culturally, socially, morally, behaviourally, etc. All of the attributes of a language and reaction plus reflection over a language comes under disposition. For example, each of the following is a kind of "disposition":- Agreeableness, disagreeableness, willingness, involuntariness, friendly, unfriendly, unsociableness, unfriendliness, calm, calmness, composure, equanimity, bloodthirstiness, bloodiness, heart, spirit, morale, aloneness, lonesomeness, animalism, physicality, good nature, ill nature, solitariness, discomposure, optimism, pessimism, disagreeability, agreeability, solitariness, etc, all these are known as 'Hyponyms' in literary terms. Language is an input and output of reactions. And "Everyone acts according to his own creation program natural disposition" (Quran 17:84) cited by (Hulusi, Ahmed 2012). (Khan, 2006) quoted from the Quran. "And If We have (God) made it a Quran reading in languages other than Arabic, they sceptics would have said: 'Why its verses are not in detail? Thus communication link language has its initial emerging record which got spread with the varieties of language across the time span. Quran (n. d) "And we sent no messenger but with the language of his people". We usually observe when a child gets away from his mother and the reaction of sorrow, solitariness gets open. The mere difference is language expression though the crying sounds determine a particular lack but what he can't speak with interpretive terms however shows natural disposition reaction is clear. The same example, at the time of birth if a child weeps Doctors consider him normal and if a child doesn't weep during birth he is being considered an abnormal. Hence to weep, cry is a proof of Natural disposition that help a baby during the first few years to react through the sounds. We sometimes feel surprise how child spoke a word which he/she never heard before. This is what matches with the Chomsky's agree that human beings possess an inborn language generating mechanism that he termed as Language acquisition device or 'Universal Grammar'. Similarly the perspective of Vygotsky's theory that children learn socioculturally whatever the phenomenon they face the need to grow with ZPD. Thus it completes the sufficient exegesis of Quranic doctrine that environment/peers including the biological mechanism with a natural ability to learn any language play an important role in balancing the language acquisition psychology .

CONCLUSION

The language theories perspectives match with the Quranic exegesis determine that it depends upon the learner and his family. Primarily how he/she perceives about the language acquisition, because perception can leave both positive & negative impacts on learning. The negative impacts during language learning are observed in the form 'anxiety, demotivation, uninterestedness' (Mir, Hussain & Fathima, 2014) that makes chink, a way for low attitude, subconsciousness which according to weor, (2011) is 'a black grave-pretty on the outside and filthy on Inside'. Conversely the positive variables amplify the extra flow to the inbuilt mechanism and are blocking and keeping away the anxiety from cognition. This notion is feasible for children who need practice than teaching grammar which is acutely best way to acquire speaking as similar as mother tongue and ultimately desired language acquisition.

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