

## **Employment of the Behavioral Theory in Teaching the Arabic Language**

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### **Abstract**

Language learning is considered one of the most difficult mental process even though it's been so easy to be acquired by children; therefore the scientists stopped at the lingual phenomena and they tried to put many theories that explain the process of language acquisition and then they tried to explain the way of language learning according to particular theories such as the knowledgment theory, constructive theory, generative theory and the behavioral theory. In this research, the searcher tried with a humble effort to explain language learning according to the principles of the behavioral theory so as by employing the laws of this theory to get the advantage when apply it through language learning in general and Arabic language learning in a particular way and this is due to the principle that the lingual behavior is one of the human being behaviors acquired in his life, this is from one side, from another side many searchers stayed away from this theory laws as they were believed that they are useless while the truth proved that we take advantage from all the theories in language learning the same way of the capability of employing the laws of all these theories in the successful of the lingual learning process. Therefore the searcher insists on employ the principles of the behavioral theory in the process of language learning then he proved many of the theoretical diagrams (sequences) such as the diagram of the learning process, diagram of the effect law in lingual learning, diagram of the readiness law in the lingual learning and the diagram of the repetition law in the lingual learning. Then the searcher tried to prove the successful of the process of employing the

laws of the behavioral theory in language learning by taking advantage of showing many of the specialists experiments and then he showed many examples which already had been registered and tried through the searcher experience in this field and through many researches conducted by the searcher himself. Finally, the searcher proved many important aspects in the way of employing the principles of the behavioral theory in the lingual learning.

**Keywords:** Behavioral Theory, Arabic Language

## **1. Introduction**

Language is the most prominent manifestations of humanity. The language reflects the most important thing that distinguishes a human being from other living creatures namely (the mind). The God make human beings superior than the other creatures by given them the mind which makes them able to distinguish the evil from good and the ragged from the chaff. The mind which make human proud

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among the other creatures, is also a kind of superlative between people themselves that the great brains product the great ideas.

Its been a long time that thoughts and language associated together as the scientists agreed. So

as there is a very tied relationship connected them, so that no one of them could separate them. Others

were searching in the language & thoughts as they were one subject while some others considered

language is a part of applied psychology.

Linguists didn't give up to this point of view, some of them continued in searching in this field

following the belief that the subject of language learning is a linguistics specialized.

Perhaps any one searching in the language and language learning in the linguistic field alone.

The searcher will not find what he wants the same as the searcher looking in this subject under the

methodology of psychology alone.

Language considered the thoughts mirror, but it is an outcome from the logical thought

outcomes and a condition from its conditions. (Saliba, 1972, P.518)

Language is the most important appearance in the human behavior, so the linguists insisted on

searching in terms of its structures and its implications and skills, while the psychologists looked at

how this behavior occurs and identify its features, the way of acquired and learning it.

(Omar, 1982,

P.16)

So was the appearance of the language psychology or (psycholinguistics) as some like to call.

The most appropriate and optimal science to study the behavioral phenomena of the language. As he was a science of studying three major fields of study which are: 1-Production of language 2-Comprehending the language 3-Language acquisition  
Let us not get away from the truth as we have said that the issue of language the origin of its foundations and language acquisition which make the old philosophers busy minded. The old philosophers put many theories about the rise of the language, but they remained trapped on four major theories.

1. Theory.
2. Theory of natural (simulation).
3. Conventional theory.
4. The theory of historical development.

## **2. Previous Research**

From 1930's one of the important issues in setting accounting standards has been the all-inclusive concept of income measurement. A collection of papers related to the debate are present in Brief and Peasnell (1996). Although there has been a long debate on the all-inclusive concept, but little empirical studies have been conducted on the issue.

### **Psychology of Language**

We must stand here on the psychology of language and what it deals with, so we can familiarize some aspects of the subject which have a relationship that the psychology of language is the science that studies the linguistic behavior (Hamadani, P.13). And when the word behavior entered in the definition of the language psychology.

It's become clear the communication and harmony between the two major sciences in this science. They are linguistics & psychology. Then this science has become interested in installing the memory in terms of language and the nature of memory and the way of storing the information and vocabulary in memory so as the reasons of the difficulty and ease of evocation when used and how to store sentence in the memory and storage mechanism.

It is according to the meaning of pronunciation? It also examines an important things such as the language comprehension and how to planning to produce the vocabulary and choose the words to

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express the ideas. It is also handles the mechanism of language acquisition and how children learn the language so as the difficulties and errors that accompany this process. (Abdah, P.10)

To sum up the above language psychology address three skills are:

1. Language production.
2. Comprehension and understanding the language.
3. Acquisition and upgrading the language.

After identifying these three fields the psychological theories acting against their study one of

them the behavioral school, which adopted the linguistic descriptive structural approach and in the

light of this approach the behavioral school considered that language acquiring from the environment

through the process of the alarm and respond which mean that the school adopted the automated

process of learning the language. (Durot and T.Todor, P.31) According to this theory, it was considered

(the sound unit) is the smallest linguistic unit meet together to make up words and words made up the

largest unit (sentence).

any sound □ word □ sentence

(sound unit) (group of sound units) (group of words)

Child and Language:

Language is a means of social and mental communication and a manifestation of mental

development as it is a talent for the human only. And that is scientifically established fact that the stage

of speech in children precedes the stage of understanding the language for the children.

Therefore, a child listen to those around him and make some idea of what he hears and what is

intended depending on his reading to the situations that he listens. The fact that the speech is skill of

primary language used by human to express what they want. (Zahran, 1990)

A summary of its language is a special talent for human being only that human has an instinctive willingness to speak the language.

The language of the child in the early stages (the speech stage) has functions including:

The social function.

The expressive function.

The function of thinking development.

The beauty function.

The psychological function.

(Alankaa Walthertoree, 2006)

Language learning theories:

We have many theories that dealt with the interpretation of the acquisition of the child of the

language. The scientists views became different in this concepts. Some of them see that the child learn

the language at the same way to learn the patterns of other human behavior through several laws like

reinforcement, supportment, imitation and repetition, while other scientists see that the human being

has special mechanisms (particular mechanisms generated with the child qualifies him for the acquisition of language and enable him to derivate the rules that govern the adults speech. (Adass & Toot, 1998)

While the knowledgement scientists (owners of theoretical knowledge) that the growth of language is the basis of growth in other aspects of human growth. While this growth will be in a form of stages are ongoing. As each stage of the growth has its characteristics & nature. The stages of child growth linked with his willingness due to his chronological age; therefore, Piaget believes that the first words of the child based on the self (stage before the processes) (Korch, 1994). Finally, we address the social theory one of the most prominent pioneers is (Vigotsky) that language is determined by the social environment the child belongs to taking the view of the language he has (Reuted), that means the child starts the production of speech with lack of knowledge of the importance of communicating with others, but will soon be communicating this goal the production of speech. And language first and during the process of development of the child an internal words formed, the child used them to arrange his ideas.

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In sum, the language learning process of the child cannot ignores the readiness he has but there are many other factors help, contribute and activate the child to acquisit the language. Note that all this is not in isolation from environmental factors so as social, cultural, civilization factors as well as the self capabilities and advised the child.

Whatever the theories and their titles, so as their degree of sincerity and strength. The psychologists after the philosophers tried to conduct a rational explanation to learn the language.

### **Behavioral School and Language Learning**

Behavioral schools one of the leading schools in the area of interpretation of human behavior that their ideas based on the relations between the environment and human behavior. So as analyzing the external and internal behavior considering that is the function of the organism in the interaction with the environment. For them the behavior refer to material happens experienced by the human of two types either virtual or non-virtual (private).

Despite what we read or hear about decline the opinions of the behavioral school of interpretation of human behavior either the virtual or non-virtual one. Reference to the views and

monetary research, published by the lingual scientist (Noom Gomisky). However, behavioral school, especially the views of (B.F. Skinner) did not die, did not disappear from existence that many of views and laws of this school still work on explain a lot of psychological behavior phenomena, especially educational behavior. (Language learning) by the human. One of the reason behind the survival of the circulation of such views and ideas is the successful experiences and the valuable views has been proved by Skinner (B.F. Skinner). And when the philosophers and psychologists did not agree on the details of the learning process. The issue will remain on the table of discussion. They or the scientists accept the idea that learning is a process of new continues behavioral patterns acquisition, or it is a behavioral modification process originally existed (Alnakeeb, P.141), or it is a relatively stable change in behavior occurs as a result of experience (Abdel Khalek, P.260). Perhaps the best evidence of what we have said habits and things we practice without any effort or change in habits and performance of these habits. It may even lead that sometimes the individual person did something without feeling the details of that work. The explanation of this phenomenon change nothing but because that individual used to do this work or this behavior, or he used about this procedure, or he used about his work in the same way and performance, or he may be used about doing that work in a given time could be almost constant.

### **Behavioral School**

The features of the behavioral school had been determined at the hands of many psychologists. However, the most prominent of it scientists and those who have the greatest impact in the interpretation of a lot of the behavioral phenomenon, the American scientists (Edward Thorndike) and (Skinner). So we will show below the important views and ideas as well as laws that was the fruit of their efforts to prove the views of the behavioral school. Thorndike have interpreted the process of learning based on the principle of the exciting □ the response. This means that the response without exciting and when you get a type of a correct response, this response can be strength by training in a condition of getting a support to this correct response. The laws of impact that Thorndike used to explain the methods of human behavior can be draft as follows.

When an exciting happened followed by an amendment in the course of responding to it, and that this relationship is strengthened when the result of this amendment conduct a successful connecting. At the same time it (i.e. the relationship) get weaken when this amendment leads to fail that the good impact enhances the nerve pathways already existing in the nervous system at the time of the link between the stimulus and response. Note: that the not good effect will weak the nerve pathways (Mansour etc, P.252).

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To explain that we say that this impact law is interpreted as a support and strengthening to the nerve pathways that already existed in the organism and not as it is a form of new nerve linking relationship.

If Thorndike formulated the (law of effect), this indicates the theoretical and scientific cumulation of the laws of (law of frequency) and law of modernity (law of receny) and here the scientists (Bf- Skinner) comes up to present (operant conditioning) as on of the methods of the conditioning learning which Skinner tried in use it to stand against the challenges and problems that were facing education at that time (Mansour, P.254).

What support Skinner views his great interest in the problems of education and his applications on the procedural requirement in the practical situations and treat the learning problems in the schools.

### **Learning**

Literatures proved a dozen of definitions of the term learning of many specialists in education and psychology and if we stand by all or some of them we will reach to the fact that essentially the different and participate in a number of things contained in this definition due to schools differences and theories espoused by the owners of these definitions. Note that learning in its fact collect scientific things from all these theories that interpreted the learning. Learning can not be interpreted based on one theory or particular school.

So learning can be defined as a change relatively constant and a continuous modify of the behavior occur as a result to gain experience and thinking expansion of the learner. We therefore if want to study the learning process, we must note the main things: (the change, the relative stability, ongoing adjustment, behavior, experience, expansion of thinking).

This can be illustrated as follows:

Relative stability of the behavior expertise

Learner □ stimuli cause □ change in the behavior □ final new behavior □ a new behavior

a continuous modify of the behavior thought

\* Learning about (B.F. Skinner)

Skinner explains learning in general as a change in the possibility of response by procedural

conditioning by which the process of learning become more possible response and more expected to

occur and repeated (Abdel Khaliq, P.294).

To explain the way of the response occur in the procedural learning distinction must be made

between two types of behavior are:-

Respondent behavior (respondent).

Procedural behavior (operant).

The first is the natural responses (non-conditional), such as a torrent of saliva in response to the

emergence of food, or shiver of the knee when the doctor strike the tendon. The second behavior

(procedural) is tied to the outcomes of the same behavior, i.e. behavior occurs automatically at the

beginning and simple rather than a response to the influential (Khaliq, P.295).

We can paraphrase the last words in another form to clarify the meaning, that the interpretation

of the behavior occurs in the procedural conditioning differs from the other relational theories

especially the traditional linking theory or the simple traditional requirement to Pavlov.

As the interest in the procedural conditioning focused on the responses themselves of the living

organism not on the stimuli inflicted in the situation, or study the responses of the organism, to

determine the stimuli that led to these responses, to come after that the role of the reinforcement

confirmed by Skinner, because it plays an important role in the process of learning according to the

procedural conditioning note that the reinforcement will be to the response not to the stimuli, the

opposite of what we have seen in the traditional requirement (Mansour, P.255).

And reinforcement is a very important process in learning happens on the opinion of all of the

leaders of behavioral school especially (Skinner).

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Reinforcement can be defined as happened form the happens of the exciting. If it showed it a

time relationship with the responses, it tends to save the response strength or increase this force, or

strengthen the relationship between the stimulus and stimulus (Stuart Hill and Others).



The process of behavior strengthening or performance found in each of the simple conditioning (the traditional) for Pavlov and the procedural conditioning for Skinner. In the simple conditioning (the traditional) the reinforcement precede the repeated action, while the reinforcement in the procedural conditioning comes after the repeated action (i.e. reinforcement is for the response but not the stimuli) while the type of reinforcement and its nature differs within the two qualities of reinforcement.

In the response conditioning (the traditional) the behavior enhanced by conjunction between a stimuli and conditional stimuli while the procedural behavior reinforced by an achieved outcomes result from the behavior (Davidol, P.214).

It should be noted that the reinforcement effect leads to the desired previous responses and this is called secondary reinforcement.

### **Types of Reinforcement**

There are two types of reinforcement are:-

Positive reinforcement (positive), which is what happens when providing a positive reinforcement like reward, acceptance or approval, that's working on the continuation of the correct response that was learned.

Negative reinforcement (negative), which is what happens when you exclude a negative

enhancement from the educational situations experienced by the learner, i.e. excluding painful

enhancement (punishment) of the educational situations which also calls for strengthening the response

and its appearance possibility in other educational situations (Mansour et al., P.256).

It should be noted here that the effect of reinforcement lead to the right responses desired

previously that already has been reinforced, installed and repeated, and this is so-called a secondary

strengthening which what we can example it by a man who works in the streets, towards his house

even though he reading a newspaper and concern fully with those reading, which indicates the length

of the secondary reinforcement period of this man (E.O.N. Mkavarind, P.28).

Apply the principles of the procedural conditioning:

The laws of learning according to the behavioral theory and due to the procedural conditioning

is still working and in an effective and active way in the behaviors and the applications of learning,

especially children's learning of many types of behavior so that these laws are used in the classroom

learning (groups learning) without been felt by the learners themselves (Davidol, P.213).

For these laws also many applications that scientists have been able to take advantage of them

to treat a lot of problems in family life, business management, psychological treatment, psychological

counseling and programmed learning (Abdel Khaliq, P.304).

In the phenomenon of the person modify his behavior by himself which called the self

formation phenomenon (Auto shaping) a phenomenon which is determined by the laws of each the

procedural and responsible conditioning (Abdel Khaliq, P.300) that explains as a consolidation of

verbal or physical (rewards). This has the biggest impact on the success of the learning process. This

means that the learner during the learning when he gets verbal consolidation (wordly) such as the

comment of the teacher about his correct behavior with words or rewards and thanks the process of

understanding and learning will be much stronger than the learner produce the same behavior but

without any kind of consolidation.

Behavioral theory application in learning:

This theory has many effective applications and contributions in the process of education useful

for all those processes contributing to the education and the apply of the educational curriculum, we

can note that in the following aspects:

The effect of rewards in the education is more than the effort of the punishment.

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The positive and active engagement of the learners helping him to increase the understanding

and achievement.

The learner knows the outcomes of his response work as a reward, if his answer was correct he

will prove and save it, while if his answer was incorrect he will correct or delete it.

The repetition helps the learner to understand and save the information (Khairallah, P.79-80).

The use of the feedback especially the immediate one help the learner to save the correct

answers and that the unknowledge of the learners about his answers is it true or false reduces the

chances of saving the information.

The positive interaction between learners helps to increase the effectiveness of the learning

process to the whole group.

The process of repetition happens on two types:

The repetition of the responses until access to the best response, it is what happens when the

learner does not have the right response in a direct way, then he continues attempting which appears in

learning the skills and solving problems.

The second type is the issuance of the proper response and the repeat it with the learner

knowledge that his response is right which support the learning and save it, and here is no doubt that

the law of repetition is unique in the interpretation of this learning.

Thorndike interpretation of the learning:

Although Watson considered the spiritual father of the behaviorism, but the development

happened on the hand of many scientists after him is one of the most important reasons that made this

theory remains a renewed and alive.

Perhaps the American scientists (Thorndike) is one of the most prominent of scientists came

after (Watson).

The importance of his laws become very vivid according to the behavioral theory after Watson

that Thorndike has returned the origins of learning to many laws and these laws belongs to the

principle of behavioral theory which is based on the principle of strengthening and make their main

interest the outcomes of the behavioral & procedural learning (Alnakeeb, P.190, 153, 157) and we

outline these laws as the following:

1. Learning by- the attempt and error.

Thorndike believes that learning happens by attempt and delete the error, during learning a lot

of mistakes occurs but and by repetition (trying) or repeating the behavior any learner can avoid the

mistakes that occurs gradually, and the correct behavior remains with the passage of time in a

condition of reinforcement to the desired behavior.

2. The law of effect.

If human exposure to learn something, and responses appeared from him, the responses should

leave a good impression to the learner representative by satisfaction and acceptance because

satisfaction strengthens the link and then leads as a result to promote this response.

Which in turn leads

to the learner's repetition of this response over the passage of time and in the future.

On the contrary,

the wrong responses that as associated with a state of dissatisfaction which leads to short the

opportunities of responses happens or not (Algareeb, 1981, P.122-124) and this means, 8-response □

reward □ strengthening □ repeat.

Response □ punishment □ non-repetition

3. Readiness.

If we could represent the law of effect by the previous form, we can represent the law of

readiness by the following.

Readiness  respond  reward-strengthen-repeat.

Or

Readiness  non respond  non repetition

Or

Readiness  respond  non repetition

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An example of the first case is the willingness of the learner to answer a particular question and then take a chance to ensure; then the response happened followed by satisfaction or acceptance or

reward, leading to the reinforce of the desired behavior and then the desirability of repeating this

behavior by the learner. For example, the second case there is a sort of readiness inside the learner to

answer a particular question and then deprived of this opportunity. We see him refrain from repeating

this behavior, and then his sense of frustration and not repeating the response up to loss the behavior

and not save it.

For example the third case when the learner is not ready to respond to a particular question,

then are forced to respond or show it, that result in a wrong response which leads to not repeat this

behavior and then lost it in whole or in part (Algareeb, 1971, P.396).

Repetition:

We can draw this law as follows:

Response  repeated use  save the response

Response  non use  poor response

This means that repeated use of the correct response is working on save the information in

memory and it will be easy to come up and vice versa.

### **Interpretation of Language Learning in the Light of Behavioral Theory**

The scientific experiments conducted by scientists and researchers have shown that the continuous of

repeating what has been learned and work on it help in save the information and not forgotten. The

other experiments showed that the learners forget about (60%) of the information that they learned but

they did not try to repeat it constantly so as the preservation of these information was not deeply but

surfacedly (see, T.W., P.282).

And examine many of experiments conducted on the issue of language acquisition, like the

experiments of (Rogers Brown and higher studies students with him) and the research of (Katherine

Nelson) and the studies of (Gilson) and many other studies all have shown that children learn language

from acquisition first and then they repeat what they acquire and after that comes the stage of principles acquisition, i.e. repetition and non repetition, i.e. repetition of linguistic systems applied and repeated them with non applied on the same words but circulated on other phrases and words may not be applicable to these laws and principles that they have acquired but circulated in use this so-called over regularization, i.e. the application of the language rules even on the meaning less words, note that most of the primary rules instituted and circulated by the children were incorrect.

### **Prove the Behavioral Laws in Language Learning**

Before the proof and the consolidation of all or some of the behavioral school laws in learning the language lets deal with the study of the psychologist (Brien Moscotzi) of the case of a boy has an asthma, but he has a good sense of hearing, while his parents were using a sign language (Deaf). After that the parents decided to teach their child English language by watching the (T.V) for three hours a day, but the kid had mastered the language of signs completely and did not speak or understand English as the language hearing was not as much as enough to learn (Saliba, P.415, 197).

From this test and many others of tests and experiences so as educational research, we can put a modest view of how a child's learning of language as follows:

The readiness of organs □ hear the language □ imitation □ repeat □ understand □ production of language □ more understanding of language □ innate mechanisms □ production in language

This means the existence of innate readiness granted by God to human being, of organs and mind, must be exposed after that to hear a kind of language. After hearing this language and after skipping the stage of crying, screaming and chanting the child begins to imitate sounds and the vocabularies he heard but in a different pronunciation due to the age and maturity and then begin the process of repetition that we often have seen the children repeat a certain words even when there was

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no one talking with them or no one beside them a common words like (papa- mama- dada, ... etc) after this series we see that children are trying to understand words and short phrases to learn how to communicate with others and to pay attention to them or to achieve their demands. This is the process

of understanding the language and after attempts it could be long or short due to a certain circumstances surrounding each child, the two stages of language production begins, so the process of language production become associated with other mechanisms we mean not the innate mechanisms but we mean the mechanisms of the mind and thought it is not hidden here that the amount of thought progress the language and the language progressed by the thoughts and after this process of progressive they will be a thoughts expansion of the human mind and this in turn lead to their development in language, if accompanied by the continuation of learning the language and its rules. In the study of (Katherine Nelson) which proved that the repeated corrections by the parents especially the mother for the pronunciation of children determines the production of the new words in a short time and these fixes affect to make these children slower than their peers who are not exposed to such corrections (Saliba, P.133). This refers to the situation of dissatisfaction and satisfaction for the child who has been corrected on his uttered and in turn the child count this as a (harassment) to himself or a state of dissatisfaction has generated inside him as he get no reward of what he produced from words.

### **Repetition (Imitation)**

Several studies have shown that young children should watch how the adults speak and that is to talk to them and listen to them when they are talking so as their connection with the other will be positive and good, therefore, the conversation with children is very effective in their language development as the studies have shown that children from (general class) whom their mother read stories to them (for a period of ten minutes) a day they acquire the skills of speak larger than their peers who are not exposed to such states (Saliba, P.134). If we take another case of a sick child does not utter only a few words and destroy the things that lie in front of him with a case of great fear of people. Became clear after studying his condition that he had heard only a few words and that because his parents talk a little with each other. They were talking a mix of German, Hebrew and English and often the child was locked in his room alone after receiving a beating. After transmission the child to the hospital a psychologist (Kurt Salitrnger) took over his treatment with his students at the psychological medical institute in the state of New York and

after the treatment sessions the important matter was to form the child language skills, that the doctor was enhanced any word that the child utter and start to repeat it. Then the child begins to repeat his simple store of language then going to the second stage that the child said (gimme) or make any other language expression to refer to a request or a question when he sees the doctor or the appearance of something, or when someone called his name (i.e. patient) and when a correct lingual answers issued by the child, like he receiving a word of praise and flattery or get a candy or something he loves. Then after a while it was noted that the sick child has become a skillful in demanding things. Then the physician began to display certain photographs or other objects to the child with mentioning the names of the pictures of the things repeated and when the child began to utter the words repeatedly in a correct and exact form while he was receiving reinforcement like sweets or allow him to play. Then came a progress and improvement in the pronunciation of the child for common things and then he been trained on other language skills. After more than (100) treatment sessions, the child learned the trust in others and learn how to use sentences correctly, by using a number of learning laws (Davidol, P.222-223).

It is clear from this experience even though it was dealt with a sick child which determined some of thing the possibility of generalized on all the normal children. But we do not deny that the use of the behavioral learning laws and the use of reward, repetition, imitation, reinforcement and consolidation with the provision of the right social environment and taking into account the maturity of the child then reached to the way that develop his language acquisition and teaching him a language

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skills with the development of these skills, then the child began on the proper linguistic path which pathed by most of the understanding and production.

### **The Recruitment Process**

Perhaps the first recruit of language by the children carried out by the child himself, that child in need for the first and the important form of social communication namely the sense of safety and this sense done by the child when he felt that he became in front of safety bosom provides enough warming to

him which he has forbidden from it after birth, that is becoming everything surrounded him strange and frightening, that he has been moved from the security environment to a new environment, that's why the child begins to cry and scream, and here the mother attending to fill the child with tenderness and warmth.

So may be the first recruitment process is wrong, but it is wrong for us as an amendment to a specific behavior. Later stages of language development mentioned above comes a most important stage which is how to employ the behavioral laws in teaching stage, understanding, acquisition and production of language by the child itself, which starts at the stage of hearing the language. The oldest that caring of the child and play so as nutritive him they do that all with talking with the child but even sometimes chanting the child which leads to strength his behavior by chanting (Alnoaisa, P.33).

So everything we uttered with the child push him to product a lingual behavior and that will be like a reward to him which leads him to release sounds as an expression of satisfaction and contact with those who speak with him, and repeating this behavior several times with the child, we note that it is easy to make the child begins speak and chant whenever we surround him with atmosphere of safety and has been reinforced his behavior and reward him.

After the child arrived to the stage of one word, here the child often used the point with the words, firstly refers to the thing he wants. If he wants an apple and he saw it, he will point to it trying to release a sound as a reference to the apple and often the parent or a family member hurry up to bring the thing to the child, a sort of behavior that shows love, but does not indicate any interest in teaching the child the correct lingual behavior.

If the mother (in particular) and the father were aware of the importance of the lingual pairing process and its impact on a child's learning to talk, they would stop a bit on this and trying to help the child to learn language, because if the child repeat the word (apple) several times holding it and seen by the child the chance of saving this word in the dictionary of the child stronger than other words can not find his association.

The role of the family, especially the mother is very important as she plays a pivotal role in the development of the much of what children acquire of vocabularies, and language skills (Alsarsi, P.28).



Although the opinion of the behavioral school about the process of language acquisition by the child makes the role of the child negative in language acquisition but we can not deny the role of the reinforcement and imitation in the process of language development (Qasim, 2000, P.213).

Based on that could prove that the laws of behavioral school has a very important role in growth and strengthening some sounds and words in the first chanting process and the social environment and family atmosphere is as a motivation for language learning; therefore, the first forms of learning the language could be mechanism that the child depend completely on the individuals around him especially (the mother & father) (Mohammed, 1999).

### **Employment of Behavioral Theory in Language Learning**

Behavioral school holds that there can be no acquisition of language in isolation from the learning processes and its basic principles, especially the law of reinforcement, since it is the most powerful strategy used a child learning to get him to learn the proper and correct language (Alnowaisa, 2010, P.45).

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Here we should refer to the employment the issue of the self imitation practiced by the children much in the two stages of babbling, (the stage of the word and the stage of the full sentence) as the child in an initial exploration attempts of his speech organs often puts his finger or his hand in his mouth and begins to move the hand with the lips, here are often issued a voice with these movement especially with the process of inhaling and exhaling practiced by the child artificially sometimes often the child resort to repeat these sounds and movements together like a kind of entertainment that he repeats this process repeatedly and it has become associated with the play and babbling.

Then the sound behavior increasing moutly and typely then the child growing with increasing of his controlling on his sound organs and the process of breathing coming together with these sounds to appear the babbling larger in a form of clear sounds like (j-a-m-b etc) as stative sounds the child pronounced them alone or when speaking to him by others (Mohammed, 1999). These sounds become bigger to be clips or structures of clips like (Doe- Coe- Wh-Dudu- Coco- Momo...) and other features in the two stage of hearing (crying) and (babbling) and these are all

preferred by the family members from the child, then they reinforce it by signs of satisfaction and acceptance and they kiss the child to push to repeat these expressions and to work on it.

Note of it (i.e. these sounds and syllables are universal and not limited to one language)

(Altartouri, 2006).

### **Linguistics Stage**

It's a stage characterized by overlapping stages begin:-

(Word Stage)

Of the scientific facts established through experiments that the child will be able to use a

number of words with the end of the third year is estimated at:

(50) words by the end of the first year and half.

(250) words by the end of the second year.

(450) words by the end of the third year.

Here the unclear words begins to disappear to be replaced by the meaningful words which is

often accompanied by a particular verb such as the word (Bye Bye) accompanied by a hand point refer

to exit.

And words that are related with a basic needs such as the word (milk) meant (I want milk).

So these words if it find approbation and acceptance and response by the persons surround the

child, it will be saved in his memory and he will use it in same situations. Also, such words if they

come with a correct pairing they also saved by the child. When a child utters a word (mama-papa) and

that attend the mother or the father this motivate the child to use this word again and again because he

receives a happy response since they respond to his call.

This stage starts with the end of the second year of a child's life is when he starts to form a short

and simple sentences authored two or three words to make them mainly in a sentence do not controlled

by the rules, some scientists called this process telegraphic sentences.

It is worth to mention that what is scientifically established that the child lingual growing is

slow at this stage and perhaps we believe that the processes of reinforcement, repetition, consolidation,

pairing, review and memorization all of these are important to save the lingual acquisition of the child

in this stage.

And since the language acquisition and the lingual growing is slow, we have to focus on the

process of retaining the information as the rational process directed towards the operations of

memorization that the process of the new acquisition is weak.

We should pay the attention of the teacher (mother, father, family members, outside

community) that its no need to rush on the child and they need to be patient without tired him to learn new words and phrases and ordered him to pronounce difficult words and phrases inability of pronounce them appeared on the child but focus on develop the simple linguistic store of the child for example the child used too much the telegraphic sentences like (plan flew- a bird eat- mama, papa

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came, sweet food- acid water) and other sentences that do not take into account the grammar nor the meaning. If these phrases been reinforced by good words or smile the child will fell that his growing in language and contact with others became well, and he is not separated from others... the others are delighted with this contact, which helps the child to repronounce these sentences and repeated them.

Repetition of the child can be employed for the pronunciation of these phrases to the delight of seeing signs of acceptance from others and hearing words of praise. This repetition of pronouncing these sentences by the mother or the father but in a correct form (even relatively) to modify the child's learning, but this amendment does not need to take into account the rules of grammar as well as the meaning. But this amendment should take into consideration another important issues at this stage namely the issues of letters pronunciation and words and correction of the wrong common words used by the child or restructuring of the same sentences but much closer to the truth from those uttered by the child.

Linguistic aspects of the child become vivid at the age of fourth, and we can summarize them as follows:

The much use of some names and adjectives.

Know the plural form.

Use the past tense a lot.

A lot of use of pronouns (I- you – etc)

The uses of exaggeration forms.

The uses of preposition letters a lot (in – on).

Uses of the questions words (why- where- when etc)

(Mustafa, 2002), (Alhamdani, P.198)

And from our observations and our researches and experiences in this area we can add other

lingual practices to the above. Child at this stage use a lot of the feminine plural form so as the use of the adverbs (above & below) and the use of the preposition letter (to) too much and the use of the two

pronouns (he, she) in his answers about questions and in his points largely sometimes. It is obvious all of the above can be enhanced with the child either by the repetition with acceptance and reward or by acceptance association and consolidation, when he knows for example the names of some places of his body, which often the father and the mother repeat the question of (where is your nose) and point to him to the nose so as the other questions (where is your head) (where is your mouth) (what's this) with a reference to the eye, ear, hair, mouth... etc. When the child respond with a correct response by sign firstly and then by pronounced we have to repeat that on him until he gets the proper pronunciation after saving the pronounce in his mind. While the plural forms used a lot in the child's speak in this period of age and be able to understand this concept but without care of grammatical rules nor the moral rules collect what does not collected and collect all the names as a form of feminine plural like (Ketabat in Arabic which is supposed to be (Kutoob). Here we can and by the behavioral laws intervene in significantly to install the correct responses if the word is actually can be put in a plural form or it is actually a feminine plural that the individual word is actually feminine such as (woman- daughter- flower-tree) etc. In this stage we shouldn't correct the plural form grammatically because it's a later stage in education. At the same time correct the child by telling him that the word (man- boy... etc) does not collect on this formula and give him the right formula of plural (men.. etc) without focusing on this correct response as much emphasis on his recognizing and understanding that the plural or the form of plural these words. It's a wrong form and this much enough in this stage. The same principle can be used in the forms of past so as exaggeration and question forms beside the prepositions and adverbs. While his use of pronouns its possible to focus the process of the correct learning and modify its paths by using the behavioral laws to install the child learning by distinguishing between singular and plural as well as the distinction between masculine and feminine and install the correct information and repeat them, or by combined for example when he says (the girl) or (this girl) these words reinforced to him by referring to close girl or the repetition of the sentence

several times with a note that the pronoun (she) used for the rational female, and not only for the word

(girl) but we can say (she is girl) (she is student) (she is mother) (she is woman) and so and so. This

procedure is useful for learning the pronoun also understanding its meaning and its concept.

Here we should refer that constructing the simple sentences or clauses done according to the

principle of the (sequential simple forming) since the first word determined the second one and

building the sentences depends on the interrelationship between words and remains important among all

of this. That learning here is done according to the connection between word and another or between

word and the emotions, it raised to connect with other (Zaghloul, 2010, P.118). And the process of the

lingual employment of the behavioral theory can be concentrated by the following:-

Associated the word with something particular to be saved to the child.

Repeated the use of word or sentence when pronounced by the child and trying to reward him

for each correct pronounced.

Providing a healthy environment and proper relations between children and all forms of

linguistic practices such as reading stories or give them a picturing stories and taking part in

conversation about these stories.

Ensure the provision of a suitable linguistic environment through the parents behavior and the

rest of the family members and try to promote an atmosphere of tranquility, dialogues and discussions

because of their effect on the enrichment of children language.

The emphasis on the association at learning the language with increasing of the immediate

feedback (verbal) to play an important role in the direct strengthening.

Less the emphasis on the complex morphological and grammatical rules until the age of four

and deal only with the simple rules.

A focus on the correct pronunciation of words and not pronounce them like the children do

because it makes the process of linguistic correction so difficult at the end of the lingual learning of the

children.

The quick response of the child family environment in the first stages of speech because it is

very important in the process of sounds production and the continuity of the sound device growing in

children.

One important question that needs to be referred is the scientists' efforts to teach animals the

language. As the monkeys are the finest animals in terms of the level of intelligence. Let us study even

a little the experiences done in this field:-

After the attempts by the scientists all been failed to teach apes the language pronunciation.

These attempts lasted about a half century. The most famous of these experiments were an attempt by

the scientists (Hayes and his wife) that the monkey (Vicky) couldn't learn more than the pronunciation of

three words only which was (papa-mama-cup) with a very bad pronunciation.

And we read in the other hand the success of the scientists (Allen Beatrice and Blackmore) in

the education of the apes (Washoe) the language by hand signs which also learned by deaf and dumb

until she gets the total of (200) words at the age of five (Hamadani, P.23-24).

We can deduce from this introduction that the stages of learning (production of language,

comprehension of language and language acquisition) a matter the human being is unique of it alone

for his mental ability firstly and the innate readiness he has to learn the language secondly, and having

the ability to think thirdly; therefore, his learning the language (any language) he used almost (50)

sounds for the production of words, syllables and sentences, and all of these done firstly by the ability

of the human of uttering the sounds through the highly developed human sounds device. And then by

learning the first language through the repetition, imitation, simulation, association and reinforcement

secondly and then the invention of the language according to the level of thinking and mental abilities

thirdly done.

It has been confirmed by many scientists the role of the behavioral theory in language acquisition, but they separated two important stages in that they consider language learning as a

vocabulary and communication a result of the behavioral theory.

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While the acquisition of grammatical and morphological rules to the generative theory (Hamadani, 1982, P.168).

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