Theories that Explain the Origin and Development of Language

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Abstract
A perfect command of language rules is traceable to strict adherence to language theories. The theories of language are an essential component in studying and analyzing the root of many linguistic rules, principles and guidelines surrounding the structure and composition of language. Many contemporary linguistics and researchers in applied linguistics recently appraise language theories and consider it as light and wayout to recent problems surrounding the study of language. The current study observes that many speakers and writers have neglected language theories in the construction of their speech and write-ups, thus exposing them to grammatical errors and writing mistakes. The current study aims to explain theories attached to the origin and development of language. The study attempts to present a proposal that would make language theories a prerequisite to learn and teach languages. The path that language mostly follows in evolution, change and development makes the study adopt a descriptive approach to understand the flow of language origin, change, evolution and development. Thereafter, the study sees cognitive theory, behavioral theory, structural theory and the transformational generative theory as integral in teaching, studying and learning language. The outcome of the study reiterates that language theories must be prioritized and be taken into account while teaching and learning languages.
Keywords: Language Theories, Linguistic Rules, Grammatical Errors, Writing Mistakes

Introduction

There is no doubt that discussion about language, its learning, and teaching is endless, especially in our present age. People around the world have recently become interested in studying language for various purposes. For this reason, many language education programs have emerged. The term "language" is broad, requiring those interested in learning it, and especially its teachers, to familiarize themselves with the origin and development in order to achieve the intended purposes of learning it. Among the terms related to the origin and development of language are theories of language acquisition and learning. These theories vary in their relationship to various scientific fields, such as linguistics and psychology.

The concept of origin has been linked to the linguistic standards established by grammarians since the early beginnings of the grammatical stage and its flourishing, to the point that it almost became the theory upon which it was built. Ancient scholars attached great importance to both origin and development, as it is established above and beyond the cause, explaining the linguistic system and achieving systematic control that highlights the foundations of grammatical theory (Kretzschmar, 2018).

The issue of the origin of human language has occupied thinkers throughout the ages, and many scholars, philosophers, theologians, and linguists have undertaken research into it, and many experiments have been conducted to uncover this issue, but they did not agree on one opinion, but rather they went into research in various schools, and arrived at many theories. This study attempts to address the origin and development of language, and the impact it has on the phonological, morphological (lexical), and syntactic levels, because all of these levels are divided into origin and development. In view of this, this has prompted us to answer the following questions:

a) What is the concept of origin and development?
b) What is the impact of these concepts on the levels of grammatical theory?
c) What are the available theories meant for the origin and development of language?

Concept of Language

Scholars differed in defining language and its concept, thus there is no single unified definition for language. The reason for the multiplicity of definitions is the confusion about the reality of language and the means of expressing it. Ibn Jana's definition of language is considered one of the most accurate definitions to a large extent, as he said: "It is a sound through which every person expresses their purposes" (Ibn-Jana, N. d). In his definition of language, he emphasized the phonetic nature of language, and mentioned its social and cultural characteristics, and emphasized that it is used in society, as every person has their own language.

Modern researchers have defined language with several definitions, and all these modern definitions confirm the phonetic nature of language, its social function, and the diversity of linguistic structure from one human society to another. Language is the most important thing that distinguishes a person from his language; it is the basis of human civilization; it is the means of communication with the world in which he lives; a system of symbols that is subject to rules of logic; and a source of national development through which individual expresses his needs, desires and feelings (Qanawi, N, d). Therefore, the importance of language in the life

of societies has become one of the basic factors in the formation of any society. Language is a social necessity that humans cannot do without.

Linguists and sociologists believe that research into language is research into the individual himself (Kawthar, 1997). This is evidence of the importance of language and its role in the development of human societies. The stronger a language is, the more it can support civilization. The more a nation's civilization expands, its needs and livelihoods increase, its thinking advances, and its psychological tendencies are refined (Abdullah, 1998). For all of this, it is essential to preserve the integrity of language and develop it to accommodate new developments and pave the way for consolidating the pillars of civilization.

Since learning a second language has become a path to expanding the circle of thought and feeling, there is no doubt that language, with all its distinctive features and capabilities, and the wealth of scientific and heritage it holds, has become an essential necessity. Each language has its own distinct culture, and those learning it as a second language also carry their own distinct culture. From this standpoint, learning a second language requires greater attention and interest in the cultural aspect than any other aspect. Hence, it is necessary to incorporate cultural and religious topics and scholarly interaction into educational materials and teaching curricula. These considerations must be addressed in books, as culture is the foundation of communication, and language is the symbol of civilization and culture for every nation.

Perhaps one of the most significant difficulties and problems that diminish the desire of students and learners of language in general is the lack of knowledge about the theories surrounding language theories. In this era, where resources that facilitate individual communication with scientific and research centers are multiplying and expanding daily, thus keeping researchers abreast of contemporary developments alongside language learning theories has become a necessity. This requires exploring theories related to the teaching and learning of language.

The opinions of scholars from ancient times differed on the subject of the origin of language. The theories abounded, and doctrines differed, and with each one of them, their opinions are tinged with personal character. However, some of them wonder about the secret of language as a carrier of thought. This issue has fascinated philosophers, linguists, scholars of the origins of language, scholars of religion, psychologists, sociologists, and historians. Language is no less than the most important of the sciences, since the soul is capable of discovering the beginnings of things and their development. The origin of language is an important matter in knowing its development, and then arriving at possible solutions.

The theories of the various schools of thought have been developed for the origin of language, and they are theories that do not rise to the level of being a true science of the origin of language, because they are not based on categorical and phonetic evidence, and they are not sufficiently broad in their theoretical scope. Nevertheless, below are the theories that explain the origin and development of language:

A) Behavioral Theory

The behavioral theory of knowledge is based on empiricism, which claims that all types of knowledge originate from the senses. It is based on methods that belong to traditional psychology. At the end of the nineteenth century and the beginning of the twentieth century, behaviorists revolted against this old psychology. Among their most prominent figures is the Russian scientist Ivan Pavlov. These behaviorists believe-as Dr. Wajih Al-Morsi, in his article, stated that behavior, including linguistic behavior, is an association between a stimulus (S) and a response (R). This view was derived from a famous experiment conducted by Pavlov on a dog. Pavlov began his experiment by linking the real stimulus, which was food, with the secondary stimulus, which was the lighting of an electric lamp (or the ringing of a bell in the early experiments). This led the animal to salivate as soon as the lamp was lit, even if no food was offered to it afterward. This branch of behaviorism is called classical conditioning. This experiment shows that the dog learned the association between the lighting of the lamp and obtaining food, regardless of the presence or absence of the original stimulus—which was food. At the beginning of the twentieth century, Skinner attempted to develop and strengthen the theory of SR and applied Pavlov's experiment to several different animals, such as rats and pigeons, confirming what Pavlov saw in behavior. Dr. Hajar Al-Malhi said in his article, *The Theory of Language Acquisition and Learning:* "Skinner applied Pavlov's experiment to various types of animals to confirm that acquired behavior, consisting of a stimulus and a response, to develop the first theory, and the theory of operant conditioning learning appears (Hajar, 2016).

Based on the data and assumptions of this theory, which are primarily derived from the automatic behavior of animals, behaviorists believe that language is a form of behavior and a manifestation of it, and that its acquisition is no different from the acquisition of any other behavioral skill, especially for a child in acquiring his or her mother tongue.

A child's acquisition of his or her language is based on the formation of habits and depends on the positive reinforcement he or she receives from his or her parents, teachers, or others around him or her whenever he or she pronounces correctly. It also depends on negative reinforcement, which he or she receives from these people through direct or indirect punishment, to enslave him or her to incorrect responses (Abdul Aziz, 1999).

Skinner believed that language is a skill that develops in an individual through trial and error, reinforced by reward, and extinguished if the reward is not provided. In the case of language use, the reward may be one of several possibilities, such as social approval or acceptance from other parents.

In the early stages of development, this school interpreted linguistic behavior automatically, relying on the terms stimulus and response, as part of the speech process. Behavioralists believe that language acquisition occurs in ways similar to learning non-linguistic responses, through imitation, association, conditioning, and repetition. This is clearly evident in Skinner's view of language learning where he explained that the meaning of an utterance occurs through the repeated pairing of two stimuli that is sufficient to produce a linguistic response. This means that an utterance arises from a pairing process between the utterance and the stimulus, and the thing that signifies that utterance. This means that verbal stimuli (speech sounds) are paired with object stimuli in a regular, repetitive pairing. The behaviorist school

believes that: Language is a set of habits that children learn through imitation and repetition; Language is a spoken system before it is written; The environment plays a fundamental role in language development; Language acquisition occurs in ways similar to learning non-linguistic responses through imitation, association, conditioning, repetition, and reinforcement; and that Language is behavior, and behavior can be learned by stimulating children to engage in this behavior (Abdul Majeed, 2011).

Although there are several hypotheses under behaviorism and their relationship to language acquisition, they all share one thing in common: a focus on apparent linguistic behavior and its measurement, and avoiding the interpretation of mental processes. Similarly, the behaviorists made other attempts to understand first language acquisition within the framework of behavioral thought, but they all failed to explain the creative quality of language and were unable to go further (Abdul Majeed, 2011).

Under Behavioral Theory, Skinner was the first to apply the principles of psychology to the field of education. Among its principles—as written by Dr. Zaid Suleiman and Dr. Fouad Al-Hawamdeh in their book "Instructional Design: Theory and Practice"—are the following:

a. Instruction must be defined in specific, observable steps or stimuli.
b. Learning must require an observable response from the learner.
c. Instruction must provide immediate reinforcement of the learner's response.
d. The learner's response must be accompanied by immediate feedback that clarifies the correctness of the response, and
e. Instruction must depend on the learner's speed of learning (his abilities and aptitudes) (Zaid and Fuad, 2011).

B) Generative-Transformational Theory
This theory is called by various names in the Arab world, such as information analysis theory, transformational theory, psychological mentality, and generative theory. All of these terms revolve around what Chomsky called linguistic competence; that is, the ability and innate nature that God Almighty has bestowed upon humans, enabling them to generate an unlimited number of linguistic phrases and structures (Wajih, 2012).

Behaviorists believe that language acquisition occurs through social environment, that a child's mind is a blank slate that receives incoming formulas and phrases, and that language is the storehouse to which the child turns when necessary to select phrases and words. However, the qualitative shift and the development of language at the hands of Chomsky were contrary to what behaviorists have agreed upon toward language. Therefore, the behaviorist theorists' interpretations of how second language acquisition was based on their inaccurate and unclear explanations led researchers to develop an alternative model, where they focused their attention on the factors that shape learning. They did not go far enough in psychology and linguistics, seeing that nature shapes environmental factors. They focused not only on nature but also on the innate factors that shape learning. This theory was called the theory of mentalists or nativists. They focused on nature i.e., how the theoretical abilities possessed by the human mind shape learning, which is the innate theory (Wajih, 2012).

Language is acquired solely through learning, training, and practice, as the behaviorists see it. This means that language is not a complex mental behavior, but rather that there are mental facts behind every behavioral act. That is, language is a single organization because it is a tool for expression and thought (Chomsky, 1981).

It is clear that Chomsky, the pioneer of this theory, violently rejected the theory proposed by Skinner. We pointed out that the alternative to language acquisition, in his view, is the innate hypothesis or theory. What is meant by this term is that language is not a behavior acquired solely through learning, training, and practice, as the behaviorists believe, but rather it is an innate mental trait. This theory sought to understand the child's linguistic system and how it works. Chomsky emphasized McNeil and their colleagues who argue that a child's language is an inherently correct linguistic system. Their purpose is not to gradually reduce erroneous constructions, nor can their language be described as more erroneous in subsequent stages. Rather, it is a systematic language at all times, because the child continually forms assumptions based on the instructions they receive, then tests these assumptions through speech or understanding. As they grow, they revise these assumptions and modify or change them. Much research has been conducted by McNeil and contemporaries on the systematic nature of language acquisition in children, based on experimental studies such as behaviorism. However, the approach was a complete abandonment of the behaviorist approach. For example, Jane Berko conducted a test in which she presented a meaningless word and found that four-year-old children formed the word into plurals, pronouns, or different tenses. Since then, extensive research has been conducted within the generative framework, revealing hundreds of rules. This is completely consistent with Chomsky's view of language acquisition in this theory, namely that a child raised in a particular linguistic environment acquires linguistic knowledge innately, without the need to learn the rules of their language directly and theoretically. In fact, the nativist approach to child language added two very important elements such as:

1. Freedom from the constraints of the scientific method in pursuit of exploring the deep, abstract structures in child language—that is, structures that are invisible and not subject to observation; and
2. Describing child language as a legitimate language, a rule-governed language with a consistent pattern.

Chomsky, in Transformational Generative Theory and Transformational Generative Grammar was influenced by structuralist studies, as he was a student of Zilling Harris, who was a student of Bloomfield, the founder of distributional linguistics in America. From this, what is called generative grammar emerged. Generative grammar involves analyzing mental processes from the deep structure to the surface structure. Studying a sentence in light of generative grammar does not stop at simply understanding what is going on in the mind. Rather, we must possess an intuitive sense that enables us to understand mental processes, in addition to taking into account sounds, morphological structures, and syntactic structures (Chomsky, 1981).

C) Structuralism and Constructivism Theory
A group of modern theories emerged, most notably the constructivist theory. According to some scholars, the roots of constructivism go back to very ancient times, having been adopted by both Plato and Aristotle (320-470 BC). However, constructivism began as a philosophical

theory of knowledge construction in general, and its principles then extended to the field of education and learning (Munif, 2013).

Many educators believe that structuralism emerged as a result of the efforts of a number of scientists and philosophers whose ideas were an extension of structuralist theory, including: The Italian philosopher Giampazzo in 1710 AD, and his thesis on the construction of knowledge, where he argued that the human mind constructs knowledge and that the mind only knows what it constructs itself; The contributions of proponents of critical theory, such as Kant, where they believed that the human mind creates knowledge according to its own perceptions; The efforts of Darwinists, including Pierre Murray, Robert Chambers, and Charles Darwin, where they explained that the idea of adaptability, the harmony between the organism and the structure, represents the basis for adaptation; The Contributions of pragmatists, led by John Dewey, who viewed knowledge as a functional machine in service of life's demands, and that it grows and develops through the acquisition of more good things; and The works and contributions of Jean Piaget, who presented constructivism with its most important ideas about how knowledge is acquired. To set the record straight, Baajihi is considered the first to lay the foundations of structural theory (Munif, 2013).

The International Dictionary of Education defined structuralism as "a view in the theory of learning and child development based on the view that the child is active in constructing his/her patterns of thinking as a result of the interaction of his/her innate abilities with experience."

The University of Colorado School of Education defines it as: "A philosophy of learning based on the assumption that we construct our understanding of the world in which we live based on our experiences" (Munif, 2013).

Nadia Bakkar defined it as: "A theory based on directing teachers and learners to acquire knowledge easily by posing valuable questions that learners view as thinkers, leading to discovery, developing action steps, deepening the meaning of concepts, and using authentic assessment. It also rejects knowledge acquired through direct transmission from teacher to learner, such as indoctrination". Despite the discrepancy between structuralist theorists in their definitions, they agree on two points:

1) The learner develops his own knowledge using his current information and previous experiences, which emphasizes the importance of previous experiences as a basis for learning through structural theory.
2) The individual constructs his own knowledge in a way that does not receive it directly from others in a passive manner, but can collaborate with them to build this knowledge, using and employing methods of observation, discovery, experimentation, and many other mental skills and abilities.

Among the most important concepts of constructivist theory according to Baajihi includes:
➢ **Adaptation** : The human ability to adapt to and adjust to an experience. This concept includes two elements: representation and accommodation.
➢ **Representation**: This is the first element of adaptation, meaning the compatibility of external stimuli with the individual's internal mental structures.

➢ **Accommodation**: Incorporation, which is the second element of the adaptation process and the opposite of representation. In this case, the individual changes himself to adapt to the outside world.

➢ **Balance**: The interaction between the individual and the environment.

➢ **Organization**: An innate tendency to link images more efficiently.

According to this theory, language learning and acquisition are continuous construction and innovation (Knox, 2020). In general, the principles of instructional design that align with constructivist theory can include:

a. Providing an experience for the knowledge construction process;

b. Providing an experience from multiple value perspectives;

c. Placing learning in a realistic context;

d. Encouraging ownership and verbalization in the learning process;

e. Placing learning in a collective experience or social context;

f. Encouraging the use of different forms of representation; and

g. Encouraging self-awareness of the knowledge-building process (Munif, 2013).

The Most Important Theories of Second Language Learning

Perhaps familiarizing ourselves with the theories of second language learning in general gives us a comprehensive understanding of the origin of language learning and teaching. This will then enable us to develop educational materials for teaching language, as well as teaching methods, training, and testing (Douglas, 1994).

There are six theories relied upon by language learning specialists, which will be briefly presented below.

1. Congruence Theory: The proponents of this theory believe that first language acquisition and second language learning are identical processes. There is no influence of the mother tongue on second language learning. The importance of this theory lies in its focus on the possibility of examining the similarities used in learning both the mother tongue and the second language (Shawqi, 1960).

2- Contrast Theory: This theory is based on the premise that second language acquisition is determined by the phonological and linguistic patterns specific to first language acquisition. This theory focuses on the influence of linguistic interference stemming from within the second language itself.

3- Error Analysis Theory: The error analysis theory emphasizes on identifying real errors and distinguishing, describing, and classifying spontaneous errors as phonetic, grammatical, or morphological errors. It then determines the causes of these errors.

4- Control System Theory: In this theory, Krashen relied on the relationship between spontaneous learning and directed learning, and derived from this theory two methods for second language learning such as: Unconscious language acquisition for life purposes in communicative situations, and Learning a language voluntarily through learning the grammar rules of the second language (Fathi, 1983).

5- The Stage Language Theory: This theory refers to a separate system created by the learner, given that they are in an intermediate stage between the mother tongue and the target language. This means that the learner of a second language develops their own linguistic system, which is neither the mother tongue nor the target language. Rather, it lies between them and is based on their own diligent effort in establishing a system and structure for the linguistic stimuli surrounding them (Jawdat, 1986).

6- The Communicative Ability Theory: This theory aims to connect the learner with native speakers of the same language. Therefore, the focus began on speaking, listening, reading, and writing skills for specific communicative purposes. Communicative ability is the element by which we can convey messages, interpret them, and negotiate with others in specific contexts. This ability is not absolute, but rather relative and based on the cooperation of all parties. It is a dynamic characteristic that connects individuals (Kamal, 1997).

There is no doubt that second language learning theories form the basis for the scientific material of the language to be learned, from which teaching methods are derived, followed by exercises and tests. There are several language learning methods that must be noted to better understand the state of language learning such as: the grammar method; the reading method; the direct method; the aural-oral method; and the intellectual or cognitive method. For example, the reading method emphasizes on correct reading, reducing linguistic errors, both literal and grammatical, and eliminating rhetorical errors (Ali, 1971). These methods appear among others to be the most suitable method for teaching language, as language learners develop all these abilities while learning.

Conclusion
In this regard, preserving language and its integrity preserves the nation and its unity, protecting it from the machinations and schemes of globalization, and defending humanity and its progress. Adherence to this language is a fundamental principle. Language will remain capable of fulfilling its role in confronting globalization and new innovations. Language is capable of development and it is the greatest component of identity and remains the tongue of the community, the mirror of its thought, and the source of its contributions.

Many linguists and even psychologists have deduced various theories from their diverse experiences over time. Each theory has its own unique characteristics, aiming to facilitate language-teachers, especially teachers of a second-language in creating a classroom environment that is appropriate for learners and also to facilitate learners' inspiration from this theory in acquiring and developing their language. There is no hesitation in saying that these theories are essential for those who wish to learn a language, in order to achieve their desired goals from language study.

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