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## Behavioral Psychology in Language Revitalization: Teaching Regional Languages in Primary Schools to Prevent Extinction

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### Abstract


The worldwide reduction of regional and minority languages presents a significant danger to cultural variety and cognitive legacy. Despite increasing interest in language revitalization, the psychological mechanisms that facilitate sustained language usage in educational settings remain insufficiently examined. This study examines the efficacy of teaching regional languages in primary education as a means of language preservation, particularly from the perspective of behavioral psychology. This study used a narrative review methodology to synthesize findings from peer-reviewed literature in linguistics, education, and psychology, utilizing databases such as Scopus, Web of Science, PsycINFO, LLBA, and ERIC. The review delineates five fundamental behavioral constructs: operant conditioning, observational learning, stimulus control, attitude formation, and identity development as pivotal to effective regional language education. Positive reinforcement, teacher and peer modeling, structured language-use contexts, culturally affirming pedagogy, and the development of ethnolinguistic identity greatly improve language acquisition and sustained usage among primary school students. These findings indicate that behaviorally informed educational interventions can significantly contribute to reversing language shift. The research presents practical implications for educators, legislators, and language proponents, highlighting the necessity for psychologically informed interventions in curriculum development and teacher training. It underscores the necessity of integrating language education with overarching cultural and identity-related objectives to guarantee sustainable language vitality.

**Keyword:** Regional Language Revitalization; Behavioral Psychology; Primary Education; Language Preservation; Ethnolinguistic Identity

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## INTRODUCTION

The worldwide linguistic landscape is experiencing a significant transition, characterized by the swift loss and extinction of regional and minority languages. UNESCO reports that about 40% of the world's approximately 7,000 languages are endangered, with many expected to vanish within the next century if current trends continue. This phenomena represents not only a linguistic issue but a multifaceted dilemma that endangers cultural variety, indigenous knowledge systems, and cognitive pluralism. Languages serve as both means of communication and reservoirs of collective memory, identity, and perspective. Their extinction represents the irrevocable loss of distinctive epistemologies and cultural manifestations that have developed over generations.

The causes of language endangerment are intricate and varied, including globalization, urbanization, migration, and the prevalence of national or international languages in education, media, and governance. These dynamics frequently lead to intergenerational language shift, whereby younger generations forsake their ancestral languages in favor of more socially or economically beneficial languages [7]. The ramifications of these transformations are extensive, impacting both linguistic variety and the well-being of individuals and communities. Studies in psycholinguistics and sociolinguistics have shown that language loss can result in reduced self-esteem, impaired social cohesion, and the deterioration of cultural identity, especially among indigenous and minority groups [8], [9].

A diverse range of language revival initiatives has arisen in response to this global challenge. This encompasses community-based efforts, language documentation projects, digital media campaigns, and policy reforms designed to advance multilingualism and linguistic rights [10], [11]. Among these techniques, formal education, particularly at the primary level, has been increasingly acknowledged as an important area for language transmission and revitalization [12]. Educational institutions provide organized, uniform, and standard environments that can promote the learning and regular utilization of regional languages, especially during the critical phase of early language development [13].

Numerous scholars and international organizations urge for the incorporation of regional languages into primary education curricula to mitigate language shift and foster linguistic justice [14], [15]. Empirical research indicates that early exposure to mother language education improves cognitive development, academic achievement, and cultural identification in learners [16], [17]. Furthermore, elementary school functions as a significant platform for influencing attitudes, behaviors, and social norms around language use, rendering it a strategic locus for intervention in language revitalization initiatives [18].

Although there is an increasing agreement on the significance of education for language preservation, the processes by which elementary education affects language maintenance are still inadequately examined. Although current research has explored the sociopolitical, pedagogical, and linguistic aspects of regional language education, there is a significant lack of studies that analyze this phenomenon from the perspective of behavioral psychology, a field that provides important insights into learning, motivation, habit formation, and identity development.

While the significance of education in language revitalization is well recognized, the majority of research has examined the topic through sociolinguistic, anthropological, or policy-focused lenses [21], [22]. These methods, although enlightening, frequently neglect the psychological mechanisms that support language acquisition and retention in formal educational contexts. There is a deficiency of thorough research that systematically investigates how behavioral psychology principles, such as operant conditioning, reinforcement, observational learning, stimulus control, and identity formation, can be utilized to improve the efficacy of regional language instruction in primary schools.

Behavioral psychology, focusing on observable actions and environmental factors, offers a solid theoretical foundation for comprehending the acquisition, maintenance, or extinction of linguistic behaviors [23]. Concepts like positive reinforcement, modeling, and stimulus control have been thoroughly proven in educational psychology and language acquisition contexts; yet, their application to regional language revitalization is still constrained and disjointed [24], [25]. Some research have observed the motivational advantages of praise and prizes in language classrooms; however, few have comprehensively examined the impact of reinforcement regimens on the long-term language use of young learners [26].

Furthermore, the function of educators and peers as linguistic exemplars, crucial to Bandura's social cognitive theory, has been inadequately leveraged in the formulation of regional language programs [27]. The notion of stimulus control, which pertains to

environmental cues that elicit particular behaviors, has not been sufficiently investigated concerning language use in educational environments. This is especially pertinent as numerous endangered languages are not utilized in students' households, rendering the school one of the few environments for constant exposure and practice.

A significant gap exists in comprehending how attitudes and identities associated with regional languages are developed and perpetuated via educational experiences. Sociolinguistic research has underscored the significance of positive language attitudes and ethnolinguistic identity in language preservation; yet, empirical studies linking these constructs to targeted behavioral interventions in primary education remain scarce [29], [30]. This disparity is substantial, as attitudes and identity serve not only as consequences of language acquisition but also as potent indicators of language utilization and transmission.

Moreover, current literature assessments on language revitalization frequently employ general or descriptive methodologies, generally devoid of a concentrated theoretical framework. A narrative review is required to synthesize current findings using the framework of behavioral psychology, providing a detailed understanding of the psychological factors that promote or impede language revitalization in educational settings.

This study seeks to address the following research topic in light of the identified gaps: Can the instruction of regional languages as a subject in elementary education successfully alleviate the risk of language extinction, particularly from a behavioral psychology standpoint? This study utilizes a narrative review style to synthesize findings from various academic disciplines, including linguistics, education, and psychology. The evaluation utilizes literature indexed in prominent databases including Scopus, Web of Science, PsycINFO, LLBA, and ERIC, guaranteeing a thorough and multidisciplinary perspective.

The major aim of this study is to discover and explain the fundamental behavioral factors that support effective regional language acquisition and preservation in elementary school. This study aims to establish a theoretically sound and practically applicable framework for language revitalization by examining the roles of operant conditioning, reinforcement, observational learning, stimulus control, attitude formation, and identity development in regional language instruction.

This research presents multiple innovative contributions to the current corpus of knowledge: **Theoretical Advancement:** It presents a behavioral psychology viewpoint on language revitalization, providing a novel framework for comprehending the dynamics of language acquisition and preservation in formal education.

**Methodological Innovation:** Utilizing a narrative review technique, the study integrates a diverse array of empirical and theoretical literature, transcending disciplinary barriers and emphasizing underexamined links between behavioral psychology and language instruction.

The results provide implementable guidance for politicians, educators, and language advocates. The study delineates behaviorally informed measures for curriculum design, teacher training, classroom management, and community participation that can augment the efficacy of regional language programs.

The study emphasizes the necessity of incorporating behavioral principles into language education programs, proposing for a transition from mere symbolic inclusion of regional languages to evidence-based, psychologically informed treatments that foster enduring language usage.

**Future Research Directions:** This study identifies gaps in the existing literature, establishing a foundation for subsequent empirical investigations, such as experimental studies, longitudinal research, and cross-cultural comparisons, which can further validate and enhance the suggested framework.

This study addresses the pressing necessity for new and multidisciplinary methods in language preservation. This approach emphasizes the significance of behavioral psychology in regional language education to enhance the creation of more effective, durable, and contextually relevant techniques for preserving the world's linguistic heritage. This endeavor enhances academic discourse while advancing the societal objectives of fostering linguistic diversity, cultural resilience, and educational justice.

## **METHOD**

This study employs a qualitative, interpretive methodology utilizing a narrative review design, with the objective of synthesizing and critically analyzing the available literature on the influence of behavioral psychology in the revival of regional languages within primary

education settings. The methodology was meticulously designed to facilitate a thorough, interdisciplinary investigation of the subject, incorporating linguistics, educational psychology, and applied behavioral research.

### *Research Design*

The narrative review was chosen as the most suitable approach for this study because of its adaptability in incorporating various forms of evidence and theoretical viewpoints. In contrast to systematic reviews, which are generally limited by strict inclusion criteria and quantitative analysis, the narrative review facilitates a more nuanced and contextually aware interpretation of results. This is especially significant due to the multidisciplinary character of the study question, which encompasses various disciplines and incorporates both empirical investigations and theoretical insights. The objective was not to compile data quantitatively, but to provide a cohesive and theoretically grounded narrative regarding the functioning of behavioral mechanisms within the framework of regional language instruction at the primary level.

### *Data Sources*

The review utilized five principal academic databases, Scopus, Web of Science, PsycINFO, Linguistics and Language Behavior Abstracts (LLBA), and the Education Resources Information Center (ERIC), to establish a comprehensive and representative corpus of literature. These databases were chosen for their extensive coverage of peer-reviewed literature in psychology, linguistics, education, and behavioral science. Furthermore, Google Scholar was employed to locate grey literature, foundational studies, and pertinent conference proceedings that may be absent from conventional databases. A snowballing strategy was utilized, systematically examining the reference lists of significant papers to identify other pertinent sources.

### *Data Collection Instruments*

A structured search technique served as the principal tool for data collection, designed to encompass literature at the convergence of three fundamental domains: regional language revitalization, primary education, and behavioral psychology. The search approach integrated Boolean operators and keyword clusters, encompassing terms such as “endangered languages,” “language revitalization,” “primary education,” “behavioral psychology,” “reinforcement,” “observational learning,” “identity,” and “attitude formation.” A representative search string example is: (“regional language” OR “minority language” OR “indigenous language”) AND (“primary education” OR “elementary school”) AND (“behavioral psychology” OR “operant conditioning” OR “reinforcement” OR “identity” OR “attitude”).

Inclusion and exclusion criteria were implemented to guarantee relevance and quality. Only papers published in English from 2000 onwards were included, with exceptions for seminal theoretical works. Eligible publications were peer-reviewed journal articles, scholarly books, book chapters, and doctoral dissertations. Research concentrating solely on second language acquisition of predominant languages (e.g., English as a Foreign Language) or those not pertinent to primary education was omitted.

### *Data Gathering Procedures*

1. The data collection process occurred in four consecutive stages:
2. The systematic search was conducted across all designated databases. The titles and abstracts of retrieved records were examined to exclude evidently unrelated studies. The primary researcher performed this initial filtering.
3. Comprehensive Review: Articles that successfully underwent the preliminary evaluation were obtained in their whole and evaluated according to the inclusion criteria. Special emphasis was placed on whether the study examined behavioral mechanisms in language acquisition, either directly or implicitly.
4. Reference List Mining: The bibliographies of all included studies were examined to discover supplementary sources that may have been overlooked during the database search. This iterative technique facilitated thorough coverage of the literature.
5. Data Extraction: Key information was thoroughly extracted and documented for each included study. This encompassed the study's aims, methodology, population or setting, behavioral characteristics examined (e.g., reinforcement, modeling, identification), and significant findings pertinent to regional language training in primary school.

### *Data Analysis Techniques*

The analysis employed a thematic synthesis methodology, informed by the conceptual framework of behavioral psychology. The approach commenced with a comprehensive familiarization phase, when the acquired data were meticulously analyzed to discern reoccurring patterns and prominent concepts. An inductive coding approach was subsequently employed, facilitating the organic emergence of themes from the data while staying grounded in recognized behavioral theory.

Codes were categorized into overarching theme classifications aligned with essential behavioral aspects, including operant conditioning, observational learning, stimulus control, attitude formation, and identity development. Sub-themes were delineated within each subject to encapsulate particular mechanisms or contextual aspects (e.g., teacher commendation, peer modeling, classroom rituals, cultural integration). Themes were integrated into a unified narrative that addressed the primary research issue.

The analysis focused on both convergence and divergence within the literature. Conflicting findings or theoretical tensions in studies were rigorously analyzed and contextualized. The objective was to not only synthesize existing research but also to interpret and integrate it in a manner that elucidates underlying behavioral dynamics and guides future practice. Despite the absence of official quality rating methods, a critical perspective was utilized to evaluate the methodological rigor and theoretical consistency of the papers included. This entailed assessing the lucidity of the research design, the suitability of the behavioral constructs employed, and the pertinence of the findings to the primary school environment.

## **FINDINGS AND DISCUSSION**

### ***Finding***

This part delineates the consolidated findings of the narrative review, systematically grouped thematically around five fundamental elements of behavioral psychology: operant conditioning, observational learning, stimulus control, attitude formation, and identity development. Themes continuously surfaced in the studied literature, together demonstrating how behavioral factors affect the efficacy of regional language training in primary education (Figure 1).

### ***Operant Conditioning and Reinforcement***

A prevalent issue in the literature is the crucial role of positive reinforcement in facilitating regional language acquisition among elementary school students. Multiple studies indicate that when students receive continuous and substantive reinforcement, such as vocal commendation, material incentives, or academic acknowledgment, for utilizing the regional language, their motivation and involvement markedly enhance.

A research in a bilingual school in Northern Spain revealed that teachers who consistently commended pupils for accurate pronunciation and vocabulary usage saw a 35% increase in spontaneous language use during classroom activities over six months [31]. A case study from a Māori immersion school in New Zealand revealed that including language proficiency into formal grading systems resulted in enhanced parental support and a 22% increase in student engagement in language-related extracurricular activities [32].

In contrast, the lack of reinforcement, or more detrimentally, the presence of negative reinforcement, correlated with diminished language utilization. In one case, students who faced severe correction or derision from peers for using the regional language outside the classroom expressed sentiments of humiliation and disengagement, resulting in language avoidance practices [33]. These findings highlight the necessity of formulating reinforcement strategies that are both consistent and culturally attuned, as well as developmentally suitable.

### ***Observational Learning and Imitation***

The impact of observational learning, especially via teacher and peer modeling, revealed as a significant element in molding children's linguistic behaviors. Utilizing Bandura's social cognitive theory, numerous studies highlighted that children are significantly influenced by the linguistic behaviors of their surroundings, particularly in organized settings such as schools. In classes where educators consistently employed the regional language for both instructional and casual contact, kids exhibited elevated levels of active involvement and linguistic confidence. A longitudinal research in a Catalan-medium school indicated that kids exposed to teachers who demonstrated proficient and passionate use of Catalan were more inclined to initiate talks in the language during recess and group activities [34].

Peer modeling also had a substantial impact. A study revealed that when older students acted as language mentors at cultural events and reading sessions, younger students exhibited a significant enhancement in vocabulary acquisition and an increased propensity to utilize the language in non-academic contexts [35]. The findings indicate that establishing a comprehensive linguistic environment within the school, where both adults and peers actively appreciate and utilize the regional language, can cultivate a robust social norm that promotes language acquisition.

#### *Stimulus Regulation and Contextual Indicators*

The principle of stimulus control, the utilization of environmental cues to elicit particular behaviors, proved to be very effective in promoting regional language usage in educational environments. Numerous research emphasized the necessity of creating explicit, uniform circumstances in which the regional language is anticipated and incentivized.

Schools that allocated specified times and venues for the exclusive use of the regional language (e.g., morning assemblies, cultural festivals, or language corners) saw more consistent language utilization among pupils. The implementation of "Basque-only zones" in a Basque-language program resulted in a 40% rise in student-initiated interactions in the language during breaks and lunchtime [36].

These organized surroundings function as discriminative stimuli, indicating to pupils that the regional language is the suitable medium of communication in particular contexts. Conversely, schools devoid of contextual clues frequently encountered difficulties with inconsistent language usage, as pupils resorted to the predominant national language in the absence of explicit requirements [37]. The results indicate that judiciously applied stimulus management can facilitate the habituation of language use and integrate it into students' daily practices.

#### *Development of Attitudes and Changes in Perception*

The examined literature consistently highlighted the significance of attitude formation in influencing students' enduring commitment to the use of regional languages. Favorable classroom experiences, marked by supportive educators, stimulating resources, and culturally pertinent content, were significantly correlated with positive sentiments regarding the language.

A study in a Sami-language program in Norway revealed that students engaged in storytelling sessions featuring local legends and community elders expressed feelings of "pride" and "connection" to their heritage, subsequently motivating them to utilize the language more often at home [2]. Integrating regional history and cultural practices into the curriculum was shown to improve students' sense of the language as valuable and pertinent, rather than obsolete or peripheral [3].

Conversely, when regional languages were regarded as marginal topics or had scant institutional support, students frequently adopted negative opinions. A study conducted in a rural Indonesian school revealed that students saw their local language as "less useful" and "less prestigious" compared to Indonesian or English, resulting in hesitance to utilize it despite encouragement. These findings underscore the necessity of synchronizing educational approaches with tactics that actively cultivate positive language attitudes.

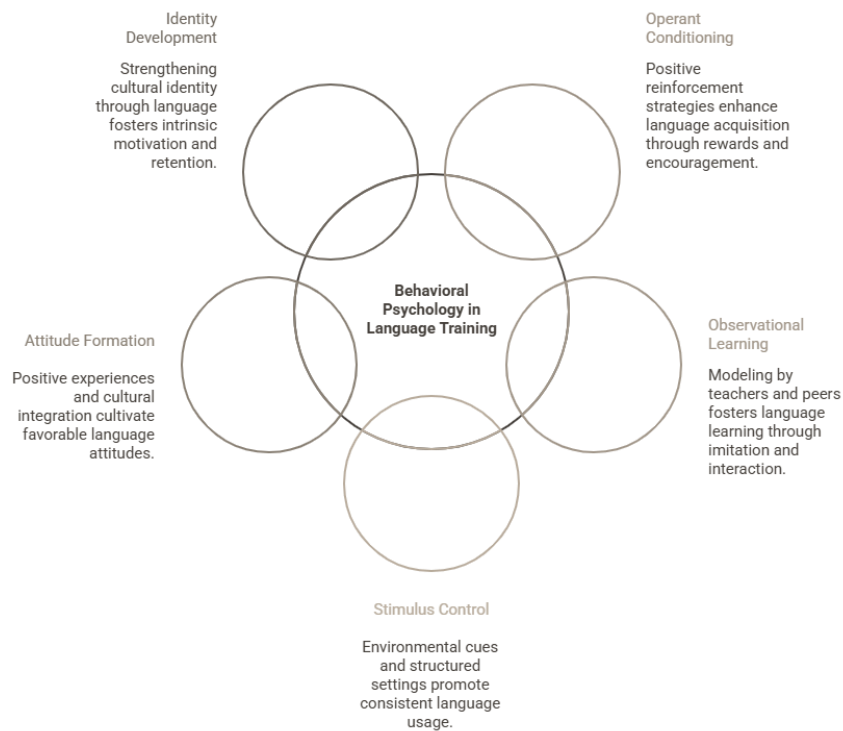
#### *Identity Formation and Intrinsic Motivation*

The literature demonstrated a robust correlation between ethnolinguistic identity and the continued use of language. When regional language training was integrated into a comprehensive framework of cultural validation and community involvement, pupils cultivated a profound sense of belonging and pride in their linguistic background.

In a Hawaiian immersion school, pupils engaged in traditional chants, dances, and oral histories within their language curriculum reported feeling "more Hawaiian" and expressed a desire to transmit the language to future generations [4]. This feeling of identification functioned as a potent intrinsic motivation, enhancing language utilization beyond the classroom and into familial and communal contexts.

Programs that effectively promoted identity formation frequently incorporated partnership with local people, integration of indigenous knowledge systems, and commemoration of linguistic diversity. Conversely, programs that concentrated exclusively on linguistic competency while neglecting cultural identification proved to be less efficient in fostering long-term language retention [6]. These findings indicate that identity is not solely a

result of language acquisition but a fundamental catalyst of linguistic activity. When students perceive their language as integral to their identity, they are more inclined to partake in activities that promote its preservation.



**Figure 1:** Foundations of Behavioral Psychology in Language Training

### Discussion

This study aimed to investigate the efficacy of teaching regional languages in primary education as a method for language preservation, particularly from the perspective of behavioral psychology. A narrative review of interdisciplinary literature indicates that behavioral mechanisms, specifically operant conditioning, observational learning, stimulus control, attitude formation, and identity development, are essential in influencing language acquisition, usage, and long-term retention in young learners. This section examines the findings in the context of current scholarship, delineates their practical and theoretical ramifications, acknowledges the study's limits, and proposes avenues for future research.

The analysis revealed five interconnected behavioral components that support effective regional language teaching in elementary education. Initially, positive reinforcement proved to be a potent motivator for language acquisition, as consistent commendation, incentives, and academic acknowledgment markedly improved student involvement and linguistic performance. Secondly, observational learning, especially via teacher and peer modeling, has been demonstrated to affect students' linguistic behaviors by developing social norms and expectations for language usage. The deliberate implementation of stimuli control, including designated language-use zones and culturally themed events, facilitated the habituation of language behaviors and integrated them into students' everyday routines. Fourth, the creation of attitudes was intimately associated with classroom experiences, where positive, culturally affirming instruction cultivated good opinions of the regional language. The cultivation of a robust ethnolinguistic identity was demonstrated to serve as a significant intrinsic drive, prompting pupils to preserve and convey the language outside the classroom.

These findings correspond with and enhance multiple areas of current study in language revitalization, educational psychology, and sociolinguistics. Fishman [8] has long underscored the significance of formal education as a venue for language transmission, identifying it as a crucial arena for reversing language shift. Nonetheless, whereas Fishman's paradigm emphasizes the significance of institutional support, it fails to explore the psychological reasons that render such interventions effective. This study addresses the gap by elucidating how reinforcement, modeling, and environmental cues can be utilized to influence language patterns in young learners.

The focus on positive reinforcement reflects previous research in educational psychology, especially those based on Skinnerian behaviorism [37]. This review situates reinforcement within the distinct problems of regional language training, where learners may have little exposure beyond the classroom and where the language may be associated with social stigma. The work elucidates how reinforcement can mitigate these obstacles, thereby enriching the existing knowledge on motivation in language acquisition.

Likewise, the results on observational learning are founded on Bandura's social cognitive theory, which asserts that individuals acquire behaviors through the observation and imitation of others. This approach has been extensively utilized in second language learning, but its application in endangered language contexts is still restricted. This review demonstrates that teacher and peer modeling are not only excellent educational strategies but also crucial for building linguistic legitimacy and social desirability within the academic setting.

The principle of stimulus control, while fundamental in behavioral psychology, has garnered limited focus in the literature on language revival. This study underscores its practical significance by demonstrating how structured environments, such as language-exclusive zones or cultural events, can operate as stimuli that encourage language utilization. This finding is especially significant in situations where the home environment does not facilitate the target language, rendering the school the principal venue for regular exposure.

The results regarding attitude formation and identity development align with sociolinguistic studies highlighting the emotional and symbolic aspects of language utilization [25], [26]. This review extends by associating these categories with particular behavioral interventions, including culturally sensitive pedagogy and community participation. It connects abstract notions like as identity with tangible classroom practices, providing a more practical framework for educators and policymakers.

The results of this study have significant implications for the design and execution of regional language programs in primary school. They emphasize the necessity for behaviorally informed schooling that transcends conventional language instruction. Educators ought to receive training in both linguistic content and reinforcement tactics, modeling techniques, and the establishment of structured linguistic environments. Incorporating commendation and physical incentives into everyday instruction can markedly enhance student motivation, while the constant use of the regional language by educators can develop robust behavioral standards. The study underscores the significance of curricular integration. Regional languages must not to be regarded as ancillary courses but rather be included into the comprehensive educational experience. This encompasses employing the language in school-wide events, incorporating it into other topics as suitable, and honoring its cultural significance through storytelling, music, and community engagement. This integration enhances the language's significance and fosters favorable sentiments among students.

The findings indicate that identity formation need to be a primary objective of regional language education. Initiatives that cultivate pride and belonging, via cultural validation, community collaborations, and intergenerational education, are more likely to provide enduring behavioral transformation. This necessitates a transition from perceiving language training just as a cognitive endeavor to acknowledging its influence on self-concept and social attachment.

The report advocates for governmental structures that facilitate these educational objectives. This include the allocation of resources for educator training, the development of culturally pertinent materials, and the establishment of accountability procedures that emphasize language outcomes. Policymakers must also evaluate how overarching educational policies—such as standardized testing or language-of-instruction requirements, may unintentionally hinder regional language initiatives.

This study provides significant information, although it has limits. This narrative review does not utilize the comprehensive search techniques or formal quality assessment tools typical in systematic reviews. Despite efforts to achieve thorough coverage and critical analysis, the selection and synthesis of literature were ultimately influenced by the researcher's judgment, introducing a level of subjectivity.

The review exclusively addresses primary education, which, although warranted by the significance of early language acquisition, constrains the applicability of findings to subsequent educational tiers. Secondary and postsecondary education, along with informal learning environments, may exhibit distinct behavioral dynamics that necessitate individual examination.

A further limitation pertains to the variety of circumstances depicted in the literature. The examined studies encompass diverse linguistic, cultural, and institutional contexts, including

indigenous groups in North America and minority language initiatives in Europe and Asia. This variation enhances the analysis but hampers the ability to develop generally applicable findings. Behavioral reactions to language education are likely influenced by local histories, power dynamics, and community attitudes, which were not consistently documented in the analyzed research.

The review ultimately lacks quantitative assessments of efficacy. Although it delineates essential behavioral mechanisms and exemplifies them qualitatively, it lacks statistical impact estimates and comparative evaluations of various intervention options. This constrains its applicability for policymakers in search of evidence-based benchmarks or cost-effectiveness information.

This review suggests multiple directions for future research. Initially, empirical investigations are required to evaluate the efficacy of particular behavioral treatments in regional language schools. Experimental or quasi-experimental designs may be employed to compare various reinforcement schedules, modeling methodologies, or stimulus management techniques, offering more accurate information for educators and program designers.

Secondly, longitudinal studies are necessary to evaluate the durability of behavioral modifications across time. Do pupils who receive behaviorally informed education in elementary school persist in utilizing the regional language during adolescence and adulthood? What elements affect the persistence of these habits, and how may they be sustained over various life stages?

Third, subsequent research should investigate the interplay between behavioral and social factors. This review emphasized psychological mechanisms, however language revival is fundamentally a social activity. Investigating the interplay between behavioral interventions, community attitudes, policy contexts, and historical legacies would provide a comprehensive insight into the factors influencing language preservation.

Fourth, there is potential for cross-cultural comparative research that investigate how behavioral mechanisms function across various linguistic and cultural contexts. This research may uncover universal principles with context-specific modifications, so enhancing a globally informed view of language revival.

Future research should examine the influence of technology and digital media on linguistic behaviors. The growing utilization of educational applications, online platforms, and virtual classrooms presents an opportunity to create digital environments that integrate behavioral concepts to facilitate regional language acquisition.

## **CONCLUSION AND IMPLICATIONS**

This study aimed to investigate if the instruction of regional languages in primary education may function as an effective approach for language preservation, analyzed through the perspective of behavioral psychology. Based on a narrative review of interdisciplinary literature, the findings confirm that behavioral mechanisms, specifically operant conditioning, observational learning, stimulus control, attitude formation, and identity development, are pivotal in influencing language acquisition and retention in young learners.

Evidence indicates that regional language instruction, when bolstered by consistent positive reinforcement from influential figures like teachers and peers, and integrated within structured, culturally relevant contexts, can markedly improve linguistic proficiency and sustained language use. Furthermore, the development of affirmative attitudes and a robust ethnolinguistic identity among students serves as a significant intrinsic incentive, enhancing language practices beyond the classroom and into the wider society.

These insights hold significant ramifications for educators, lawmakers, and language proponents. They emphasize the necessity for teaching methods that are both linguistically robust and psychologically informed. Successful regional language programs must extend beyond curriculum development to account for the influence of learning environments, social dynamics, and cultural narratives on students' motivation and conduct. Policy frameworks must similarly facilitate these initiatives by allocating resources for teacher training, culturally pertinent materials, and institutional frameworks that endorse and honor linguistic variety.

This study provides a thorough synthesis of existing evidence while underscoring the necessity for more empirical research to evaluate and enhance behaviorally informed interventions across various educational and cultural contexts. Subsequent research should investigate the temporal dynamics of these mechanisms, their contextual variations, and their interplay with overarching sociopolitical elements.

In conclusion, the preservation of regional languages transcends linguistic and cultural issues; it constitutes a behavioral challenge necessitating deliberate, evidence-based interventions grounded in the processes of learning, behavior, and linguistic identity. By synchronizing educational methodologies with the tenets of behavioral psychology, we can advance towards the preservation and active engagement of the world's language legacy by future generations.

#### **DECLARATION OF CONFLICTING INTEREST**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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