

I am not a robot!

To better understand the complexities of language acquisition and affective variables, researchers have drawn from various theoretical frameworks. Notable works include Chomsky's (1965) seminal book "Aspects of the theory of syntax" which laid the groundwork for modern linguistic theories. Additionally, studies by McCain (2000) and Moerk (1994) have provided valuable insights into language acquisition and its relationship with affective variables. In the realm of cognitive psychology, Pink's (1994) influential work "The language instinct: How the mind creates language" has shed light on the innate capacity for language. Furthermore, Skinner's (1957) classic book "Verbal behavior" has explored the role of environment in shaping linguistic abilities. Recent works have also contributed to our understanding of language acquisition and affective variables. Yang's (2006) book "The infinite gift: How children can learn and unlearn all the languages of the world" has highlighted the potential for early language acquisition. The concept of "catching words in a stream of speech, as explored by Cagri Cöltekin et al., has also shed light on the importance of linguistic context. In related fields, researchers have applied theoretical frameworks such as Relational Frame Theory (RFT) to understanding metaphor and cognitive processes. Works like Stewart and Barnes-Holmes' (2001) "Understanding Metaphor: A Relational Frame Perspective" have provided valuable insights into the role of language in shaping our experiences. References: Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press. McCain, J. (2000). Language acquisition and affective variables. Retrieved from Moerk, E. L. (1994). Corrections in first language acquisition: Theoretical controversies and factual evidence. International Journal of Psycholinguistics, 10, 33-58. Pink, S. (1994). The language instinct: How the mind creates language. New York: Harper Collins. Skinner, B. F. (1957). Verbal behavior. New York: Copley Publishing Group. Yang, C. (2006). The infinite gift: How children can learn and unlearn all the languages of the world. New York: Scribner. Cagri Cöltekin, et al. (n.d.). Catching Words in a Stream of Speech: Computational Simulations of Segmenting Transcribed Child-Directed Speech. Hesp, C., Smith, R., Parr, T., Allen, M., & Allen, K. J. (n.d.). Deeply Felt Affect: The Emergence of Valence in Deep Active Inference. Paracelsus, T.

THEORETICAL ELEMENTS	BEHAVIORIST	INNATIST	INTERACTIONIST
language dialogues and drills from teacher or audiotape	natural language from the teacher, friends, or books	natural language from the teacher, friends, or books	natural language from the teacher, friends, or books
structured by grammatical complexity	unstructured, but made comprehensible by teacher	unstructured, but made comprehensible by teacher	unstructured, but made comprehensible by teacher and others
all target language learners of similar second language proficiency	target language learners of similar second language proficiency so $i + 1$ can be achieved	target language learners of similar second language proficiency so $i + 1$ can be achieved	native speakers taught target language learners for social interaction aimed at communication
structured repetitions and grammar pattern drill responses	output is not a concern; it will occur naturally	output is not a concern; it will occur naturally	speaking occurs naturally in communication with others
students repeat immediately	"silent period" expected	"silent period" expected	no pressure to speak except natural impulse to communicate
errors are corrected immediately	errors are not corrected; students will correct themselves with time	errors that impede communication will be corrected naturally	errors that impede communication will be corrected naturally
		meaning is negotiated	meaning is negotiated
		some errors may require explicit corrective instruction	some errors may require explicit corrective instruction

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Behaviorist Theory

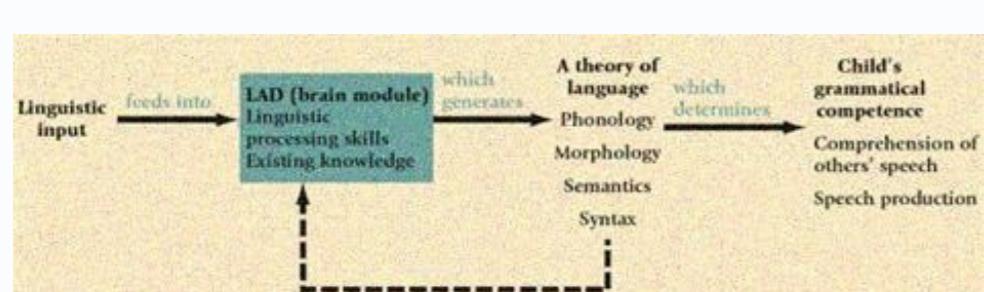
A psychologist by training, a Harvard researcher, and the chief proponent for the behaviorist model of learning, Skinner believed that ...

- language learning is **not a unique process**. All humans go through the same stages of language acquisition (cooing, babbling, one-word utterances etc).
- language learning is **habit formation** and is shaped by conditioned behavior. Learning will take place based on the reinforcement received for the response.
- there is **no concern for the existence of any "underlying mental processes."**
- a learner's mind, according to Skinner, is a **blank slate**.

In the realm of cognitive psychology, Pink's (1994) influential work "The language instinct: How the mind creates language" has shed light on the innate capacity for language. Furthermore, Skinner's (1957) classic book "Verbal behavior" has explored the role of environment in shaping linguistic abilities. Recent works have also contributed to our understanding of language acquisition and affective variables. Yang's (2006) book "The infinite gift: How children can learn and unlearn all the languages of the world" has highlighted the potential for early language acquisition. The concept of catching words in a stream of speech, as explored by Cagri Cöltekin et al., has also shed light on the importance of linguistic context. In related fields, researchers have applied theoretical frameworks such as Relational Frame Theory (RFT) to understanding metaphor and cognitive processes. Works like Stewart and Barnes-Holmes' (2001) "Understanding Metaphor: A Relational Frame Perspective" have provided valuable insights into the role of language in shaping our experiences. References: Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press. McCain, J. (2000). Language acquisition and affective variables. Retrieved from Moerk, E. L. (1994). Corrections in first language acquisition: Theoretical controversies and factual evidence. International Journal of Psycholinguistics, 10, 33-58. Pink, S. (1994). The language instinct: How the mind creates language. New York: Harper Collins. Skinner, B. F. (1957). Verbal behavior. New York: Copley Publishing Group. Yang, C. (2006). The infinite gift: How children can learn and unlearn all the languages of the world. New York: Scribner. Cagri Cöltekin, et al. (n.d.). Catching Words in a Stream of Speech: Computational Simulations of Segmenting Transcribed Child-Directed Speech. Hesp, C., Smith, R., Parr, T., Allen, M., & Allen, K. J. (n.d.). Deeply Felt Affect: The Emergence of Valence in Deep Active Inference. Paracelsus, T.

Comparison between Behaviorist Theory and Cognitivist Theory	
Behavior theories	Cognitivist theories

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