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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 Çağrı Çöltekin 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. Çağrı Çöltekin, 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.).

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

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### Comparison between Behaviorist Theory and Cognitivist Theory

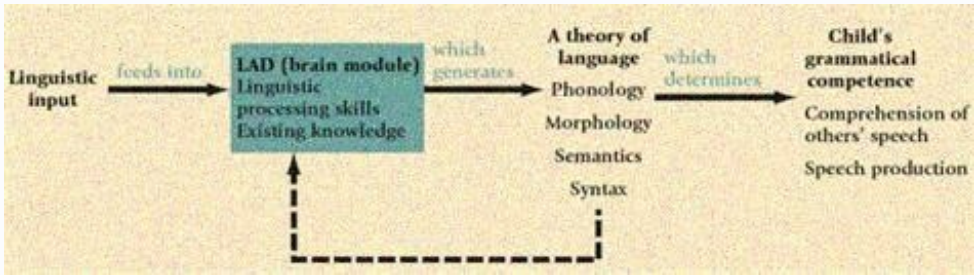
#### Behavior theories

- Determine which cues elicit the desired responses.
- Arrange practice situations so they will prompt elicit responses in a "natural" setting.
- Arrange environmental conditions to enhance stimuli.
- Focus on the design of the environment to optimize learning.
- Use feedback (reinforcement) to modify behavior in the desired direction.

#### Cognitive theories

- Focus on the mental activities of the learner.
- Acknowledge the processes of the mental planning, goal-setting, and organizational strategies.
- Stress over efficient processing strategies.
- Make use of feedback (knowledge of feedback) to guide and support accurate mental connections.

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 Çağrı Çöltekin 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.





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