

## Continuum of L1 Theories

Nativist View	Interactionist View	Behaviorist View
<ul style="list-style-type: none"> <li>LAD (Language Acquisition Device) or UG (Universal Grammar) helps children acquire language quickly—acts like built-in shortcut in the brain</li> <li>Language development is no different from physical growth. It does not require direct instruction, feedback, or reinforcement.</li> <li>Language development not wholly innate: it requires an environmental trigger, i.e. use of language(s) by child’s caregivers.</li> <li>Associated with Chomsky</li> <li>Dominant view 1960’s to present</li> </ul>	<ul style="list-style-type: none"> <li>Humans are born to be social beings</li> <li>Desire to communicate within a social group drives language acquisition</li> <li>Children acquire language through a mentor-mentee process</li> <li>Cognitive development leads to language development, which leads to more cognitive development</li> <li>Associated with Vygotsky, Piaget</li> </ul>	<ul style="list-style-type: none"> <li>Language is learned in the same way as any other behavior</li> <li>Children learn by imitating adults</li> <li>Adults give corrective feedback to children (either directly or via recasts)</li> <li>Repetition and practice lead to linguistic mastery</li> <li>Behaviorist view now seen as limited in its ability to explain child language acquisition, as data on it proved weak.</li> <li>Associated with Skinner</li> <li>Dominant view pre-1960’s</li> </ul>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 2em; margin-right: 10px;">←</div> <div style="text-align: center;"> <p>Nature</p> <p>(Nature vs. Nurture Continuum)</p> <p>Nurture</p> </div> <div style="font-size: 2em; margin-left: 10px;">→</div> </div>		