

Skinner.

The reinforcement theory of Skinner is an contribution to environmentalist perspective which says that language acquisition can be explained by learning principles.

— This theory explains that ^{first} the child tends to emit a variety of sounds, none of which have meaning to either child himself or to the adults belonging to the child's environment.

— Eventually child produces sound that are similar to the sounds in adult language and the adults responds positively to the ~~utterances~~ utterances of the child.

In this way, through systematic recognition and rewarding by adults or other adults, the child begins to learn the meanings that are attached to such types of sounds — called as phonological development.

In that, the sounds or utterances becomes conditioned response to the rewarding stimuli emitted by the parents through their reactions.

Thus ~~the~~ the child first learns to ~~up~~ put sounds together to form word called morphological development and on the basis of adults reaction to those words, he begins to put words together to form larger meaning system — called systematic ~~structure~~ development

— Skinner made it clear that the parents firstly selectively reinforce those parts of child's babbling sound which are most similar to the adult speech.

— Such reinforcement leads to increase frequency of vocalization of those sounds of the child.

— Thus acc. to this theory the parental reinforcement gradually shapes the child's language acquisition, behavior through successive approximation until it becomes more and more like adult speech.

For example - sound like 'Ma' may be reinforced ~~to~~ with smile from mother and 'pa' with smile from ~~fat~~ daddy.

Skinner told that child acquire language is 3 ways-

1) There are mand responses coined by 'command' or 'demand'.

Parents react differently towards the random babbling utterances produced by children.

If, by chance, child emits 'wa' sound, the parents conclude that child is asking for water, sequence repeats the ↑ the probability that 'wa-wa' will be uttered whenever the baby wants water.

2) There are tact responses coined by the word contact while the child is making random babbling, so he may utter 'wa-wa' sound when playing with water or being bathed.

Although the child may not associate with water ~~reinforcement~~ ^{the parents} ~~to acquire~~ ^{by repeated}

tends to make the association and in one way or another, reward the child with linguistic acquisition

When such responses are repeated the child learns to associate 'wa-wa' with water when comes in contact with water.

3) There are echoic responses in which they echo the sounds made by adults in the context of a particular stimulus

For example, a child may hear 'again and again', by parents letting the clear liquid as water.

In turn, he may echo the response 'wa-wa'.

The parents may subsequently reinforce utterances by providing child with water.

Skinner also made it clear that the children learn grammatical construction in much the same way that they learn words.

In fact, they learn specific sentence frame into which they substitute words by means of generalisation

CRITICISM.

- does not provide enough explanation regarding the acquisition of grammar
- Grammar is not ^{with the help of} simple and cannot be merely acquired ~~by~~ reinforcement or rewards
- children ^{to find it} find it difficult to pronounce ^{certain} word they hear from their parents.