

Cambridge Studies in Linguistics 61

Universal Grammar and Language Learnability

Anjum P. Saleemi

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Universal Grammar And Language Learnability

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Universal Grammar And Language Learnability:

Universal Grammar and Language Learnability Anjum P. Saleemi, 1992-03-26 Anjum P Saleemi argues that the acquisition of language as a cognitive system can properly be understood by pairing the formal approach to learning often known as learnability theory with Chomsky's theory of Universal Grammar and its claim that human language is innately constrained with some predefined space for variation Focusing on specific areas of syntax such as binding theory and the null subject parameter Dr Saleemi unites learnability theory's methodology with Chomsky's principles and parameters model and construes acquisition as a function of linguistic principles with largely domain specific learning procedures mediated by environmental input The aim of this study is to show that a self contained linguistic theory cannot by itself be psychologically plausible but depends on a compatible theory of learning which embraces developmental as well as formal issues

Universal Grammar in Second-Language Acquisition Margaret Thomas, 2004-07-31 From the ancient Mediterranean world to the present day our conceptions of what is universal in language have interacted with our experiences of language learning This book tells two stories the story of how scholars in the west have conceived of the fact that human languages share important properties despite their obvious differences and the story of how westerners have understood the nature of second or foreign language learning In narrating these two stories the author argues that modern second language acquisition theory needs to reassess what counts as its own past The book addresses Greek contributions to the prehistory of universal grammar Roman bilingualism the emergence of the first foreign language grammars in the early Middle Ages and the Medieval speculative grammarians efforts to define the essentials of human language The author shows how after the renaissance expanded people's awareness of language differences scholars returned to the questions of universals in the context of second language learning including in the 1660 Port Royal grammar which Chomsky notoriously celebrated in Cartesian Linguistics The book then looks at how Post Saussurean European linguistics and American structuralism up to modern generative grammar have each differently conceived of universals and language learning *Universal Grammar in Second Language Acquisition* is a remarkable contribution to the history of linguistics and will be essential reading for students and scholars of linguistics specialists in second language acquisition and language teacher educators

Empiricism and Language Learnability Nick Chater, Alexander Simon Clark, John A. Goldsmith, Amy Perfors, 2015 This book explores one of the central theoretical problems in linguistics learnability Written by four researchers in linguistics psychology computer science and cognitive science it sheds light on the problems of learnability and language and their implications for key theoretical linguistics and the study of language acquisition

Language Learnability and L2 Phonology J. Archibald, 2012-12-06 In this book Archibald describes two studies conducted within a parametric framework in the area of second language acquisition The studies are designed to investigate the acquisition of English stress patterns via both production and perception tasks by adult speakers of Polish and Hungarian Archibald argues that interlanguage

grammars can be understood as a mix of L1 transfer and the effects of Universal Grammar Metrical parameters related to such things as quantity sensitivity extrametricality and word tree dominance determine the structure of the interlanguage. The author reports that the subjects are remarkably successful at acquiring English stress and do not appear to violate proposed universals of metrical phonology. This book is one of the few attempts to investigate the acquisition of L2 phonology within a UG framework. Empirical support is provided for the parametric model to an extent uncommon in most syntactic studies.

The Oxford Handbook of Universal Grammar Ian Roberts, 2017-01-12. This handbook provides a critical guide to the most central proposition in modern linguistics, the notion generally known as Universal Grammar, that a universal set of structural principles underlies the grammatical diversity of the world's languages. Part I considers the implications of Universal Grammar for philosophy of mind and philosophy of language and examines the history of the theory. Part II focuses on linguistic theory, looking at topics such as explanatory adequacy and how phonology and semantics fit into Universal Grammar. Parts III and IV look respectively at the insights derived from UG-inspired research on language acquisition and at comparative syntax and language typology, while part V considers the evidence for Universal Grammar in phenomena such as creoles, language pathology, and sign language. The book will be a vital reference for linguists, philosophers, and cognitive scientists.

Learnability and Linguistic Theory R.J. Matthews, William Demopoulos, 2012-12-06. The impetus for this volume developed from the 1982 University of Western Ontario Learnability Workshop, which was organized by the editors and sponsored by that University's Department of Philosophy and the Centre for Cognitive Science. The volume explores the import of learnability theory for contemporary linguistic theory, focusing on foundational learning-theoretic issues associated with the parametrized Government-Binding (GB) framework. Written by prominent researchers in the field, all but two of the eight contributions are previously unpublished. The editor's introduction provides an overview that interrelates the separate papers and elucidates the foundational issues addressed by the volume. Osherson, Stob, and Weinstein's *Learning Theory and Natural Language* first appeared in *Cognition* 1984. Matthews's *The Plausibility of Rationalism* was published in the *Journal of Philosophy* 1984. The editors would like to thank the publishers for permission to reprint these papers. Mr. Marin Marinov assisted with the preparation of the indices for the volume.

VB ROBERT 1 MATTHEWS INTRODUCTION LEARNABILITY AND LINGUISTIC THEORY 1 INTRODUCTION. Formal learning theory, as the name suggests, studies the learnability of different classes of formal objects: languages, grammars, theories, etc., under different formal models of learning. The specification of such a model, which specifies a learning environment, a learning strategy, and a criterion for successful learning, determines a class of formal objects, namely the class that can be acquired to the level of the specified success criterion by a learner implementing the specified strategy in the specified environment.

The Contribution of Universal Grammar to Second Language Acquisition - Which Role is UG Likely to Play in SLA? Lena Linden, 2008-02. Seminar paper from the year 2006 in the subject English Language and Literature Studies, Linguistics, grade 1.3, University of Cologne, Englishes.

Seminar course Research in Language Acquisition language English abstract If we take for granted that children acquire their first language with the help of an innate language acquisition device containing Universal Grammar is it likely that the acquisition of a second language works in the same way Is Universal Grammar still the driving force or did the prerequisites for the acquisition change in a way that learners need to consult other means and resources like only their general cognitive abilities and learning strategies There are many points in which first and second language acquisition differ It is these differences that made linguists doubt that first and second language acquisition are entirely the same process This paper is concerned with the question whether Universal Grammar is still available for second language learners and whether the mental grammar of L2 learners shows signs of impairment After a short introduction to the concept of Universal Grammar in first language acquisition it will turn to Universal Grammar in second language acquisition In this context it will be considered whether the interlanguage grammar might be impaired and whether UG is probable to influence second language acquisition Several theories of second language acquisition will be presented in advance to the discussion whether learners are likely to have full access partial access or no access to Universal Grammar Before being concluded it will take a short look at the problems that arise in second language research

Language Transfer in Language Learning Susan M. Gass, Larry Selinker, 1992-01-01 The study of native language influence in Second Language Acquisition has undergone significant changes over the past few decades This book which includes 12 chapters by distinguished researchers in the field of second language acquisition traces the conceptual history of language transfer from its early role within a Contrastive Analysis framework to its current position within Universal Grammar The introduction presents a continuum of thought starting from the late 70s a time in which major rethinking in the field regarding the concept of language transfer was beginning to take place and continuing through the present day in which language transfer is integrated within current concepts and theoretical models The afterword unites the issues discussed and allows the reader to place these issues in the context of future research For the present book the 1983 edition has been thoroughly revised and some papers have been replaced and added

Learnability and Linguistic Theory R.J. Matthews, 1989-11-30 The impetus for this volume developed from the 1982 University of Western Ontario Learnability Workshop which was organized by the editors and sponsored by that University's Department of Philosophy and the Centre for Cognitive Science The volume explores the import of learnability theory for contemporary linguistic theory focusing on foundational learning theoretic issues associated with the parametrized Government Binding G B framework Written by prominent researchers in the field all but two of the eight contributions are previously unpublished The editor's introduction provides an overview that interrelates the separate papers and elucidates the foundational issues addressed by the volume Osherson Stob and Weinstein's Learning Theory and Natural Language first appeared in Cognition 1984 Matthews's The Plausibility of Rationalism was published in the Journal of Philosophy 1984 The editors would like to thank the publishers for permission to reprint these papers Mr Marin Marinov

assisted with the preparation of the indices for the volume VB ROBERT 1 MATTHEWS INTRODUCTION LEARNABILITY AND LINGUISTIC THEORY 1 INTRODUCTION Formal learning theory as the name suggests studies the learnability of different classes of formal objects languages grammars theories etc under different formal models of learning The specification of such a model which specifies a a learning environment b a learning strategy and c a criterion for successful learning determines d a class of formal objects namely the class that can be acquired to the level of the specified success criterion by a learner implementing the specified strategy in the specified environment

Second Language Learning Theories
Rosamond Mitchell, Florence Myles, Emma Marsden, 2013-08-21 Second Language Learning Theories is a clear and concise overview of the field of second language acquisition SLA theories Written by a team of leading academics working in different SLA specialisms this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter e g linguistic cognitive or sociolinguistic Each chapter examines how various theories view language the learner and the acquisition process Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives Each chapter concludes with an evaluative summary of the theories discussed This third edition has been thoroughly updated to reflect the very latest research in the field of SLA Key features include a fully reworked chapter on cognitive models of language and language learning a new chapter on information processing including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever

Knowledge and Learning in Natural Language Charles D. Yang, 2002 This book presents a new theory of how children acquire language and discusses its implications for a wide range of topics It explores the roles of innateness and experience in language acquisition provides further evidence for the theory of Universal Grammar and shows how linguistic development in children is a driving force behind language shifts and changes Charles Yang surveys a wide range of errors in children's language and identifies overlooked patterns He combines these with work in biological evolution in order to develop a model of language acquisition by which to understand the interaction between children's internal linguistic knowledge and their external linguistic experience He then presents evidence from his own and others research in the acquisition of syntax and morphology and data from historical language change to test its validity The model is the first to make quantitative and cross linguistic predictions about child language It may also be deployed as a predictive model of language change which when the evidence is available could explain why grammars change in a particular direction at a particular time Knowledge and Learning in

Natural Language is a pioneering work at the centre of current concerns in linguistics and cognitive science It will interest all those concerned to understand and explain language acquisition Universal Grammar and language change **Universal Grammar and Parameter Resetting in Second Language Acquisition** Martin Kaltenbacher,2001 Diese Arbeit wurde mit dem Förderpreis der Landeshauptstadt Salzburg zur Förderung von Kunst Wissenschaft und Literatur ausgezeichnet The book addresses the issue of Universal Grammar UG and parameter resetting in Second Language L2 acquisition The central questions are what is the initial state of a learner s L2 grammar and does UG play a role in L2 acquisition Several hypotheses are evaluated and set in relation to four parameters that are suggested to play a central role in UG and language acquisition Particular focus is put on parametric differences between English and German For this purpose Austrian learners have been tested on null subjects and adverbial and verb placement It is shown that the learners transfer the L1 parameter settings into their early English interlanguage grammars They are then involved in a disrupted process of parameter resetting which is not guided by UG but proceeds via cognitive processes and learning strategies Contents Universal grammar in language acquisition The pro drop parameter Parameterisation of adverbial and adverb placement The head parameter A case study with Austrian learners of L2 English **Implicit and Explicit Learning of Languages** Nick C. Ellis,1994 It is generally agreed that there are three quite different types of human learning implicit learning a non conscious automatic abstraction of structure explicit learning where as in problem solving the learner searches for information and builds and tests hypotheses and learning as a result of explicit instruction But how do these processes result in language acquisition The motivation for this book is that no one discipline can answer this question Universal Grammar and the Second Language Classroom Melinda Whong,Kook-Hee Gil,Heather Marsden,2013-06-26 This book proposes that research into generative second language acquisition GenSLA can be applied to the language classroom Assuming that Universal Grammar plays a role in second language development it explores generalisations from GenSLA research The book aims to build bridges between the fields of generative second language acquisition applied linguistics and language teaching and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm Each chapter of Universal Grammar and the Second Language Classroom showcases ways in which GenSLA research can inform language pedagogy Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena Others review existing research findings discussing how these findings are useful for language pedagogy All chapters show how generative linguistics can enhance teachers expertise in language and second language development This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition GenSLA and second language pedagogy by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second foreign language teaching It offers a welcome and thought provoking contribution to any discussion of the relation between linguistic theory and practice I recommend it not only for language

teachers interested in deepening their understanding of the formal properties of the languages they teach but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research
Donna Lardiere Georgetown University Washington DC USA **How Tolerant is Universal Grammar?** Rosemarie Tracy, Elsa Lattey, 1994 The book series *Linguistische Arbeiten* LA publishes high quality work in linguistics that addresses current issues in synchrony and diachrony theoretically or empirically oriented Universal Grammar and the Initial State of Second Language Learning Weifeng Han, 2020-01-06 Under the Universal Grammar UG framework this book discusses the latest research on the role of L1 bidialectism in L2 acquisition with a particular focus on early Chinese L1 English L2 learners Responding to the long standing concern of whether L2 learners have access to UG in the target language it provides evidence of the positive role of L1 multidialectism in L2 learning and confirms the role of UG in L2 acquisition This book is essential reading for postgraduates and researchers in language education linguistics applied linguistics speech language pathology and psychology The clarification of Chinese as L1 is also of interest to language educators in multilingual contexts

Syntactic Theory and First Language Acquisition Barbara Lust, Margarita Suer, John Whitman, Gabriella Hermon, 2018-10-24 Universal Grammar UG is a theory of both the fundamental principles for all possible languages and the language faculty in the initial state of the human organism These two volumes approach the study of UG by joint tightly linked studies of both linguistic theory and human competence for language acquisition In particular the volumes collect comparable studies across a number of different languages carefully analyzed by a wide range of international scholars The issues surrounding cross linguistic variation in Heads Projections and Learnability Volume 1 and in Binding Dependencies and Learnability Volume 2 are arguably the most fundamental in UG How can principles of grammar be learned by general learning theory What is biologically programmed in the human species in order to guarantee their learnability What is the true linguistic representation for these areas of language knowledge What universals exist across languages The two volumes summarize the most critical current proposals in each area and offer both theoretical and empirical evidence bearing on them Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area The convergence of research across several different disciplines linguistics developmental psychology and computer science represented in these volumes provides a paradigm example of cognitive science

Learnability and Second Languages James Pankhurst, Michael Sharwood Smith, Paul Van Buren, 1988 Dit boek biedt unieke inzichten in de factoren die tweede taalverwerving hinderen en bevorderen Het gaat o a Over hoe kennis van andere talen dit beïnvloeden de rol van universele grammatica *Point Counterpoint* Lynn Eubank, 1991-01-01 Point Counterpoint offers a series of papers and replies originally presented at a special session of the Second Language Research Forum UCLA March 1989 The focus of the papers is primarily the role of Universal Grammar in second language acquisition though the agenda also includes discussion of other fundamental questions viz the explanatory potential of linguistic theory in native

language development It may come as no surprise that the contributors and their respondents often present very different perspectives on the issues for most of the authors were known in advance to hold contrasting points of view Contributors c and Respondents r are Wolfgang Klein c Nina Hyams r Sascha Felix c Jacquelyn Schachter r Suzanne Flynn Lydia White c Robert Bley Vroman r Peter Jordens c Lynn Eubank r Jurgen Meisel c Bonnie Schwartz r Sharon Hilles c William O Grady r Daniel Finer c Margaret Thomas r Usha Lakshmanan c Nina Hymans Ken Safir r **Notes on Linguistics** ,1992

Universal Grammar And Language Learnability Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Universal Grammar And Language Learnability**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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