

THE ROLE OF UNIVERSAL GRAMMAR IN SECOND LANGUAGE ACQUISITION

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Second Language Acquisition And Universal Grammar

Margaret Thomas



Second Language Acquisition And Universal Grammar:

Second Language Acquisition and Universal Grammar Lydia White, 2003-03-06 This authoritative 2003 textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework Lydia White argues that second language acquisition is constrained by principles and parameters of Universal Grammar The book focuses on characterizing and explaining the underlying linguistic competence of second language learners in terms of these constraints Theories as to the role of Universal Grammar and the extent of mother tongue influence are presented and discussed with particular consideration given to the nature of the interlanguage grammar at different points in development from the initial state to ultimate attainment Throughout the book hypotheses maintaining that second language grammars are constrained by universal principles are contrasted with claims that Universal Grammar is not implicated relevant empirical research is presented from both sides of the debate This textbook is essential reading for those studying second language acquisition from a linguistic perspective *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 Englisches 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 Universal Grammar and Second Language Acquisition Julia Niehaus, 2020-05-06 Seminar paper from the year 2018 in the subject English Language and Literature Studies Linguistics grade 1.0 University of Duisburg Essen language English abstract The topic of this term paper is from high relevance when it comes to the human mind in general but it has a special importance for those who are trying to start a career as Second Language teachers because Chomsky's Universal Grammar Theory influenced the whole field of linguistic studies and

Language Acquisition tremendously Future teachers need to be aware of these perceptions to be successful at teaching languages The beginning of this paper is therefore going to be discussing what Universal Grammar after Chomsky consists of in general and what it describes This part is going to be functioning as an overview that will help to comprehend the following subchapter which will be dealing with one part of Chomsky s Government Binding Theory the principles and parameters Thereafter a discourse on First Language Acquisition and Universal Grammar is going to be portrayed since Universal Grammar is usually linked to First Language Acquisition and will help to understand the coherence of the previously discussed matters of Universal Grammar The goal of these first few chapters is to create a transition to the main topic of the paper by providing some important background information of Chomsky s studies and theories

Universal Grammar in Second-Language Acquisition Margaret Thomas,2004-07-31 This book discusses how scholars in the west have conceived that human languages share important properties and how westerners have understood the nature of second or foreign language learning

Third Language Acquisition and Universal Grammar Yan-kit Ingrid Leung,2009-01-01 This volume presents studies which approach the relatively new field of third language L3 acquisition from the generative linguistic perspective It aims to bring together researchers who are interested in L3 acquisition and who are at the same time working within the generative framework i e Chomsky s Universal Grammar UG approach to language acquisition A total of nine contributions are included reporting research on L3 involving different combinations of source target languages and investigating various UG related properties

The role of universal grammar in second language acquisition Henner Kaatz,2008-05-26 Seminar paper from the year 2007 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 Technical University of Braunschweig Fachbereich f r Geistes und Erziehungswissenschaft Englisch Seminar course Language Acquisition language English abstract All students in the seminar Language Acquisition SS 07 are obligated to write a term paper about an issue which fits into the course subject matter In this case the topic The Role of Universal Grammar in Second Language Acquisition was chosen The seminar deals with both first and second language acquisition The main focus lies on German and English However the course is not supposed to deal with a contrastive view but rather a descriptive way of analyzing language acquisition in general and with a specific concentration on English The following term paper primarily deals with second language acquisition and the Role of Universal Grammar UG in the course of the on going acquisition process The UG approach is an issue which is often discussed within the linguistic science and the opinions about it are highly diverged Not only in Second Language Acquisition SLA but also in First Language Acquisition the Universal Grammar approach is often seen as not verified or on the other hand as opposed to it is viewed as the only solution to the mysterious question of language acquisition This term paper defines the essential different sights of UG and its role in the process of SLA The main question of the paper is Does UG plays a role in SLA and if so what kind of role Another issue is whether only UG influences SLA or the first language governs acquisition of a second language Some researchers even state

that there is no UG in language acquisition and others say that UG is dead in SLA There are a bunch of opinions on this topic and all of them show evidence more or less persuasive It is not possible to explain all the different aspects of research and all the data and experiments concerning UG and SLA in this term paper Nevertheless this paper describes some of the essential views on how UG plays a role in SLA and additionally what kind of influence first language L1 can possibly have on the process of SLA Considering L1 UG and L2 is necessary because L1 acquisition is definitely different from SLA Bilingual aspects are not considered in this context To describe and define the most important expressions the paper starts with definitions before the so called Logical Problem of Language Acquisition and the differences between L1 and L2 acquisition are portrayed The main part is about the Role of L1 transfer and the access to UG in SLA *The Role of Universal Grammar in Second Language Acquisition (SLA)* Daniel Schupmann, 2008 Seminar paper from the year 2004 in the subject English Language and Literature Studies Linguistics grade 2 B University of Marburg Institute for Anglistics American Studies course Syntax 9 entries in the bibliography language English abstract This piece of work intends to present the most cogitable positions concerning the functioning of universal principles in Second Language Acquisition SLA as they are commonly considered to work within First Language Acquisition FLA It will transpire that various aspects of SLA compared to FLA do not allow for a lucid and irrevocable answer to be given for this question In order to give the reader an idea of what Universal Grammar UG deals with the first part of the paper sets up a conception of FLA to work on the basis of innate knowledge Special emphasis is put on the content of Input as well as the realization of UG in terms of principles and parameters Following SLA is scrutinized more closely with respect to the acquisition process and differences concerning the preconditions of both FLA and SLA before turning to the discussion of the major positions in linguistic research

Universal Grammar and Second Language Acquisition Lydia White, 1989-01-01 This authoritative textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework Lydia White argues that second language acquisition is constrained by principles and parameters of universal grammar *Second Language Acquisition and Universal Grammar* Lydia White, 2003 This authoritative textbook provides a linguistic perspective on second language acquisition It argues for a role for Universal Grammar in second language acquisition Theories as to the role of Universal Grammar and the extent of language transfer are presented and discussed together with relevant empirical research **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 *Second Language Syntax*, Roger Hawkins, 2001-02-08

Adopting the objectives of Chomsky's Principles and Parameters approach to Universal Grammar, *Second Language Syntax* takes the reader through the main research findings in second language grammatical development. For each area, empirical findings are linked to proposals made by linguists working within the Principles and Parameters framework with the aim of developing a theory of second language syntax. 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.

Point Counterpoint, Lynn Eubank, 1991-08-09. 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

Linguistic Theory in Second Language Acquisition S. Flynn, W. O'Neil, 2012-12-06

Suzanne Flynn and Wayne O Neil Massachusetts Institute of Technology I INTRODUCTION The theory of Universal Grammar UG as explicated e g in Chomsky 1986 has led to explosive developments in the study of natural language as well as to significant advances in the study of first language L1 acquisition Most recently the theory of UG has led to important theoretical and empirical advances in the field of adult second language L2 acquisition as well The principle impetus for this development can be traced to the work in linguistics which shifted the study from behavior or the products of behavior to states of the mind brain that enter into behavior Chomsky 1986 3 Grammars within this framework are conceived of as theoretical accounts of the state of the mind brain of the person who knows a particular language Chomsky 1986 3 Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process itself However while there is a tradition of debate and dialogue established between theoretical linguistics and L1 acquisition research relatively few connections have been made between linguistic theory and L2 acquisition research

Universal Grammar in Child Second Language Acquisition Usha Lakshmanan, 1994-08-19 This book examines child second language acquisition within the Principles and Parameters theory of Universal Grammar UG Specifically the book focuses on null subjects in the developing grammars of children acquiring English as a second language The book provides evidence from the longitudinal speech data of four child second language L2 learners in order to test the predictions of a recent theory of null subjects namely the Morphological Uniformity Principle MUP Lakshmanan argues that the child L2 acquisition data offer little or no evidence in support of the MUP's predictions regarding a developmental relation between verb inflections and null subjects The evidence from these child L2 data indicates that regardless of the status of null subjects in their first language child L2 learners of English hypothesize correctly from the very beginning that English requires subjects of tensed clauses to be obligatorily overt The failure on the part of these learners to obey this knowledge in certain structural contexts is the result of perceptual factors that are unrelated to parameter setting The book demonstrates the value of child second language acquisition data in evaluating specific proposals within linguistic theory for a Universal principle

On the Acquisition of Negation Lars Berghaus, 2007-09 Seminar paper from the year 2006 in the subject American Studies Linguistics grade 2 3 University of Cologne 14

Literaturquellen entries in the bibliography language English abstract The ability to learn and produce natural language and move beyond the communication of sign and body language is unique to human beings The acquisition of language is

possible since grammar is assumed to be universal Universal Grammar UG defines properties of language itself CHOMSKY S theory of grammar is constrained first by universal grammatical principles which determine the broad outline of grammar and are generally true and second by grammatical parameters which are language specific dimensions of a particular language and allow crosslinguistic variation The first doesn't have to be learned since it is part of the innate language faculty the latter needs to be acquired and is assumed to be linked to individual items in the lexicon CAPDEVILA I BATET ET AL 1995 31 The central task of acquisition is thus the construction of the grammar of the target language in other words the setting of parameters which is also referred to as grammatical learning versus lexical learning One of the parameters that needs to be set is the construction of negation In this paper I look at the nature and operation of negation part I and how children and adults acquire it during their first and second language acquisition process of different languages parts II and III Moreover underlying principles and mechanisms of L1 and L2 acquisition will be discussed and compared I want to investigate the way in which the principles and parameters of UG do not operate over time as the individual's grammar gradually develops and find out if the children's and adults' grammars conform to these An individual acquiring L1 has to access the innate grammatical principles of UG in the initial state and learn the language specific grammatical parameters L1 acquisition is rapid un

Input and Evidence Susanne Elizabeth Carroll, 2001-10-04 Input and Evidence the raw material of second language acquisition is an empirical and theoretical treatment of one of the essential components of SLA the input to language learning mechanisms It reviews and adds to the empirical studies showing that negative evidence correction feedback repetitions reformulations play a role in language acquisition in addition to that played by ordinary conversation At the same time it embeds discussion of input within a framework which includes a serious treatment of language processing including the problem of modularity and the question of how semantic representations can influence grammatical ones It lays the foundation for the development of a truly explanatory theory of SLA in the form of the Autonomous Induction Theory which combines a model of induction with an interpretation of Universal Grammar thereby permitting for the first time a coherent approach to the problem of constraining induction in SLA

Introducing Second Language Acquisition Muriel Saville-Troike, 2005-11-17 Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA It explains in non technical language how a second language is acquired what the second language learner needs to know and why some learners are more successful than others The textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings and takes an interdisciplinary approach encouraging students to consider SLA from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing or class discussion Providing a solid foundation in SLA this book is set to become the leading introduction to the field for students of linguistics psychology and education and trainee

language teachers **The Generative Study of Second Language Acquisition** Suzanne Flynn, Gita Martohardjono, Wayne O'Neil, 2014-01-14 The vast majority of work in theoretical linguistics from a generative perspective is based on first language acquisition and performance The vast majority of work on second language acquisition is carried out by scholars and educators working within approaches other than that of generative linguistics In this volume this gap is bridged as leading generative linguists apply their intellectual and disciplinary skills to issues in second language acquisition The results will be of interest to all those who study second language acquisition regardless of their theoretical perspective and all generative linguists regardless of the topics on which they work **Knowledge of Reflexives in a Second Language** Margaret Thomas, 1993-10-28 This study addresses the debate about whether adult language learners have access to the principles and parameters of universal grammar in constructing the grammar of a second language The data are based on two related experiments The first examines the interpretation of English reflexive pronouns by native speakers of Japanese and of Spanish The second experiment examines the interpretation of the Japanese reflexive *zibun* by native speakers of English and of Chinese Three hypotheses are evaluated a that UG is unavailable and that processing strategies or other non linguistic principles guide second language acquisition b that UG is available only in the form in which it is instantiated in the learner's native language c that UG is fully available including the ability to re set parameters to UG sanctioned values not instantiated in the learner's native language The results show that learners observe constraints defined by Manzini and Wexler's parameterized version of Principle A of the binding theory and support the proposal that adult learners have access to universal grammar A final chapter reviews the experimental data in the light of recent accounts of cross linguistic variation in the grammar of anaphors which reject parameterization of the binding principles in favor of a movement to INFL analysis

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