

## A CRITICAL REVIEW ON UNIVERSAL GRAMMAR OF CHOMSKY IN LEARNING A SECOND LANGUAGE

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***Abstract:** As many scholars have their own viewpoints and perspectives on Chomsky's universal grammar theory, this article shows recent developments in L2 learning by Chomsky. A significant turning point at the moment is Chomsky's UG approach to language education, particularly its values and parameters. Many researchers argue that with SLA, UG has problems like Fries and Palmer. They say that there are linguistic variations that make it difficult to differentiate between the SLA and the first language acquisition. It is possible to further clarify what would be specifically based on in future linguistic studies by assessing the challenges, so that development will be advanced towards language learning and SLA.*

***Keywords:** Chomsky's; Critical review, Grammar theory; Language learning.*

### INTRODUCTION

Theories on language acquisition are commonly argued in Chomsky's language arena. This paper reveals recent advances in L2 learning by Chomsky as many academics have their views and their own opinions on Chomsky's theory on universal grammar. More recently, claims about the implementation of UG in SLA seem to be in favor, but Chomsky has not expanded this principle into SLA, so it is important to have concerns about individual conceptions of SLA theory. From this viewpoint, three basic theories are discussed and tested under the UG with substantial data, along with the important views UG faces in the field of SLA.

Hulin and Na (2014), in a research paper entitled "A Study of Chomsky's Universal Grammar in Second Language Acquisition", examined the UG in SLA hypotheses, which revolve around whether adult language learners can access the UG's guiding principles and parameters when creating the grammar of a second language (L2). Additionally, they explore issues with UG applying SLA and detail the most current difficulty UG has in using SLA (Hulin and X Na, 2014)

Margaret (2004) in the book "Universal Grammar in Second-Language Acquisition" studied the same phenomenon and tells two stories: the first is about how western scholars came to understand that human languages share significant characteristics despite their visible distinctions, and the second is about how westerners came to understand what it means to learn a second or foreign language. These stories are told in chronological order (Thomas, 2004).

Lydia White (2014), in her book "Second language acquisition and universal grammar," examined the underlying linguistic competence of learners or speakers of L2. Researchers claim that people who acquire English as a second language while speaking Chinese, a language without overt wh-operator movement, develop mental representations of English that employ pronominal binding rather than operator movement (White, 2014).

Hawkins (2001) studied "The theoretical significance of Universal Grammar in second language acquisition" The study hypothesized that children are born with a significantly intrinsically defined linguistic skill known as Universal Grammar, making it possible for them to learn their native language. It is less clear on the surface whether or not the same underlying capacity influences the second language acquisition (SLA) of older learners. The environment in which the acquisition occurs and the development is variable (R, Hawkins, 2001).

Hawkins and Chan (1997), in a research article "The partial availability of Universal Grammar in second language acquisition The 'failed functional features hypothesis, Second language," According to research speakers of the Chinese language who lack overt wh-operator movement, who learn English language as a second language, which does have overt wh-operator movement, develop mental representations of English that include pronominal binding rather than operator movement (Hawkins & Chan, 1997).

As Cook (1985) described in his article "*Chomsky's Universal Grammar and Second Language Acquisition*" that UG, which consists not of unique rules or grammars but of general principles which apply to all, is a language inherent in the mind of man and that certain parameters leave free grammars. UG sets boundaries where human languages can be distinct

Berwick et al. (2011) in "Poverty of the stimulus revisited" List four factors that influence language acquisition outcomes (Berwick et al., 2011), meanwhile, Yamane (2003) in a thesis entitled "On interaction of first-language transfer and universal grammar in adult second language acquisition" undertook a study to investigate the characteristics of adult second language (L2) grammars at an early stage of development, focusing on the question of how the characteristics of the native language (L1) and other Universal Grammar (UG) alternatives interact (Yamane, 2003).

Sadighi & Bavali (2008) in a article "Chomsky's Universal Grammar and Halliday's Systemic Functional Linguistics: An appraisal and a compromise" studied the Chomsky's (UG) and Halliday's (SFL) and argue that these two theories are not just mutually exclusive but rather that they are mutually reliant; there is a sense in which each needs to internalise and include elements of the other in order to provide a fully-fledged account of language (Bavali & F Sadighi, 2008).

## DISCUSSION

### 1.1 UG AND SLA

The question of whether or not linguistic abilities are innate in the field of linguistics is a subject which has led to much debate. The native speaker claims that children come into being with linguistic information is one of them. The other is the empiricist. Rather, children believe that by language exposure, they acquire vocabulary. Behaviorism played a prominent part in the interpretation of language acquisition since the 1940s. The behavioral theory argues that language teaching is a mechanism of relaxation and reaction. However, there is evidence of the aboriginal perspective being followed by children with inadequate

language exposure. The infant seems to have the possibility to invent those language elements if it has no specific language model (Carroll, 42). This offered a glimpse into Chomsky's innate language. In the beginning, he used a means of using the language to deal with the underlying process of language learning. Chomsky says UG is a special device in the human brain which can make people comprehend language quickly. The awareness that exists in the human brain without knowing and determines on the human language's actual existence is tacit and conceivable. Chomsky uses UG to assume credit for the first language learning. In 1994 Cook proposed that the UG approach was aimed at deciding the essence of linguistic representation, linguistic learning and linguistic use. The method of UG basically aims to explain the processes and procedures the child uses two primary meanings and requirements to learn the first language (Cook, 1985).

As Cook described in his article *Chomsky's Universal Grammar and Second Language Acquisition* that UG, which consists not of unique rules or grammars but of general principles which apply to all, is a language inherent in the mind of man and that certain parameters leave free grammars. UG sets boundaries where human languages can be distinct. A parameter that could be calculated by one of several values is described by Carroll (2005). The null-subject parameter, for example, is to decide if a language makes buildings with no subject. This parameter has two value: a null subject or the topic (subjects are required for phrases to be grammatical in language without a subject). For example, the phrase (1) "I want more apples" is not grammatical in English but in Italian or Spanish it would be perfect. Therefore, Italian is a language of no subject and English is a language of subject matter. Another parameter of the interaction between Subject and Verb is pro-drop. Two parameter settings are available as the Pro-drop parameter. One is in favour of falling and one is in favor of dropping. Whereas Chinese is a language for dropdown and English is a language for dropdown. This is not to be omitted for example in the statement (2) "it is raining" cannot be omitted because there must include a subject in all English phrases. However, the Chinese word (3) xia yu le, this phrase reveals that Chinese is pro-drop as empty individuals will occur and go backwards. Thus, Chomsky insists that for these parameters, the grammar of a language may be considered a set of values, whereas UG is the fundamental theory and parameter scheme. In comparison, theories at Hyams often claim that infants were born with not only parameters, but also parameter values.

Chomsky's UG approach to language education, particularly its principles and criteria, is an important turning point at the present time. In addition, the initial learning of the first language has been extensively depicted by UG interpreting which helps the student to address the question of projection logically (the forms in which the student learned more from the feedback that was introduced) (Skehan, 77). In particular, UG has explained in-depth linguistic learning, particularly mother-tongue learning, which is why UG is of significance in linguistic matters. SLA is a distinct field, meanwhile, after 1960, which marks a serious analysis of linguistic behaviour theory that is studied. Moreover, the SLA studies rely on numerous conferences and papers. Almost all SLA texts and related studies were read

in 1980, in line with the new ideas. In terms of both the variety of topics under review and the approaches to analysis, SLA is evolving with a broad scope and sophistication. Today, the industry publishing is becoming more and more visible. SLA is still researching the production and usage of language for children and adults, at least in one other language. The area of SLA research continues to be important in theoretical and functional terms. Our interpretation of the way that language is interpreted in reasoning and whether there is a difference between language learning and processing and the acquisition and processing of other forms of information is directly related to its analytical significance. It is founded on the conviction that a sense of how languages are learned contributes to better education practices. SLAs will enable educational decision makers in the broadest sense to develop more concrete targets for L2 and minority-speaking children and adults' initiatives for the acquisition of the majority language. SLA is valuable for understanding both languages and language. The second language acquisition offered insight into the methods of teaching. Many academics who are involved in L2 are also closely associated with SLA.

There should be three developments simultaneously in the SLA sector. Then, L2's disengagement with respect to learning from L2 problems. Secondly, noticing the comparison analysis theory (The behaviorists believe that L2 development shifts from the start because of behaviour. Methodologically, Language on L2) was insufficient; third, the crucial time principle of Lenneberg for acquiring language was disapproved (1967). If the hypothesis of essential intervals is uncertain, SLA for adults cannot be regarded linguistically as "peripheral," and is considered equivalent to L1 as a testing ground of linguistic theory (Roger; 211). However, the SLA conflict is a crucial moment that Lenneberg has progressed (1967). The theory of critical stages demonstrates, in order to fully improve the language that language learning must begin before puberty takes place. And the theorem of Lenneberg is for first language instruction only. The key support for this hypothesis is emphasis. But if the crucial time is available is open to Lenneberg. Extends the SLA that is still in existence since the first language. A lot of physicists the critical time of funding for SLA believes that SLA does not have UG, a contentious one query, but proof of age effects will help to further L2 learning essential time accounts delineation.

## 1.2 THREE UG HYPOTHESIS FOR SLA

Many scholars address the logical question of language production at the end of the 20th century Children seem to have knowledge that adult observations and imitations cannot learn. It was found. Chomsky argues that the material is richly articulated, but that it is much worse to test by any typically inductive, generalising and like approach and by whatever relationship the available proof is (1986:55). In Chomsky's term the language information is not learned, and UG is a biological basis of know-how. UG Chomsky gives the logical issue of first language learning a trustworthy explanation. Many researchers, particularly adult L2 learners, analyse the SLA conceptual issue during the SLA creation process. Most work on universal and SLA languages is expressed in the UG view. UG is a term that generally applies to a common central study based on all natural languages, Chomsky

and others believe (as opposed to artificial machine languages for instance) (Odlin: 267). The universality of languages is approached differently. However, the Chomsky method is much more popular. One of the main reasons is that it increases the relevance of language acquisition for infants. There are no debates on the usability of UG to second language or foreign language learning, as many linguists still wonder. Many linguists obviously check if UG is available for L2. The situation is more complex with respect to SLA. The first language of L2 students can be found on the one hand. In comparison, the final result of the L2 instruction is not a natural language as in the learning of the first language. Current studies mostly concentrate on the degree to which L2 students have access to the intrinsic structure, in particular theories and parameter definitions. Three distinct types of schools exist: direct entry, indirect and unavailable. As Cook says, L2 students use their own syntax, incorporate UG definitions and describe a set of values for their parameters. With the aid of the first language, students can be able either directly or indirectly to reach the L2.

Some tests show that pupils of L2 comply with UG parameters according to their knowledge of the place of entry (e. g. Broselow and Finer 1991). (e.g., 1989). Other states, by way of contrast, that UG students have access to their native language (cited by María del Pilar García Mayo, 47) as part of an indirect access (White, 2014). Many hypotheses thus emerge in favour of proposals and tests to explore UG's implementation in SLA. Direct usability philosophy affirms the UG criterion both for the first and secondary students. So UG can also be worked in L2 learning if it's first language. L2 student uses UG in full, even the portion not reflected in his mother tongue. The degree of UG shall assess L2's grammar knowledge. The Flynn and White contributions reflect a general approach to UG usability in SLA. This is why this is seen in depth in this article. Flynn examines how the production and setting of criteria in the students' first language impact the development of the binding conditions for pronominal anaphora in L2 English. Flynn compares two L2 performance lessons, the first one in the L1 sense, which is a language that complements the head (Spanish), The second aspect of the L1 history is supplementary to a chosen task of imitation (Japanese and Chinese). This means that it is often important to differentiate between the two classes.

Although Spanish students have preference for precedent binding in English very soon in progress, Chinese or Japanese students have no noticeable preference for future and backwards binding in English at a comparable stage of their development but have a preference for future-oriented binding at advanced phases of their procurement. This indicates in Flynn's view that its Japanese or Chinese subjects reset the head parameter, While Spanish students realized (unconsciously, of course), that head value was identical at an early stage in both Spanish and English, and that it was practically translated to L2. Finally, the experiment by Flynn shows that the reinstallation of the head parameters is evidence that UG is usable for SLA. White explores the Flynn-focused parameter model, which mostly tackles two questions. The first applies to UG's overall language learning

limitations and whether the criteria refer to SLA. The second is how L1 settings affect how L2 students configure the L2 parameter settings.

In order to accomplish the interpretive purpose, the French L2 students use the method of grammatical judgement. The result shows that L2 grammars are typically subjacent (with some apparent resetting of bounding nodes between French and English). White (1986) has shown that Spanish teachers can apply the pro-drop parameter knowledge to L2 which is evidence of indirect UG access in SLA. White insists that UG in its "Universal Grammar and Second Language Acquisition" book is only available in a limited form. In other words, while L2 grammar adheres to the core principles of all languages, students tend to interpret L2 in a way inspired by L1's realization. UG plays a smaller role in L2 than first language research. This is part of the clarification. This transmission. In other words, acquiring L2 is not just based on children's values and requirements for acquiring L2. L2's a language that's natural. However, scientists often request mark ability from White's analyses. White thinks UG worthwhile, but there are some limits. White analyses the application of UG to SLA for indirect usability theory. UG in SLA typically operates by the mother-language syntax in this principle. When L2 varies from the parameter for the first language, the L2 learner cannot use the parameter UG which is lost. You can just reset the grammar parameter in your mother tongue. Clahsen published a study on word order acquisition (1986). Two sides distinguish themselves. One is students with German as their mother tongue and other students with an L2 language. The latter is German. In the first category the students first study SVO and then learn SOV. They have been found. Moreover, just the opposite of the second class. Clahsen finds UG to be obsolete in the SLA, suggesting that UG has no access to SLA. While children who are studying L1 can access UG, adult language students of L2 cannot access UG. Clahsen insists. He says that L2 Learners builds grammars to solve problems in a general way.

This is the third hypothesis that SLA does not give UG. The theory of inaccessibility denies the impact of UG on SLA, because the UG conditions are laid down and cannot be overcome in the first language analysis process. Psychological device and cognitive strategies are used to perform the activities of L2 students, which means that only first-language students can use UG. The inaccessibility theory also recognises the value of first language universal grammar, but does not accept UG's influences in L2. Clahsen's view, however, is the opposite between syntactic studies. The syntactic study by Clahson is not the only one that illustrates that UG cannot be used for L2 learning other than other students who also perform syntactic studies. Mazurkewicj argues that, based on its longstanding syntactic analysis, the development of the L2 order by syntactic markups is significant. Liceras is also pursuing distribution in English in the first language and relatively pronouns of the L2 Spanish preparation stranding. Felix addresses a variety of phenomena regulated by UG principles in the L2 of German college students in first language. It is very important to note that the incorporation of UG into the formulation of theory has contributed to clear and empirically

verifiable predictions, no matter whether a proposal is essentially right or wrong. The SLA program is funded by the UG and these studies show the continuing role of the program.

Many linguists can be seen to have varying views. Margaret (2006) however affirms that whilst there are many ideas both about UG and SLA for several years. The UG and SLA studies are approached by most contemporary language scholars with a substantial lack of historical knowledge (America, 2010). In addition, UG contributes immensely towards the linguistic heritage of SLA and is the primary lecture for students and language students, authorities on SLA and professors of languages. Therefore, UG makes an incredible contribution to L2 so that the importance of UG is not to be denied in language learning. While three separate theoretical hypotheses argue about L2 for various reasons, UG plays a vital role in language science, particularly in first-language structural explanations of learning

### 1.3 THE PROBLEMS OF UG IN SLA

Many scientists say UG has issues like Fries and Palmer with SLA. They claim that there are linguistic differences that usually make it impossible to recognise that the SLA differs greatly from the first language acquisition. The plurality of observations made by the linguists are:

It is well known that Chomsky's UG is raised in reaction to the philosophical problem of the first language analysis. At the same time, SLA has developed steadily since the 1970s on the basis of UG in SLA. The findings of L1 and L2 in the 1970s have been well known to give the SLA impetus. In the first case, a certain number of morphemics, negative and questionnaire constructs in English are generated in first language and SLA. Kids learn pessimistic constructions at certain stages of their first language. Also, when studying certain buildings that are not exposed, or like procedures, children are exposed to their primary language or L2 in L2 they undergo some very stringent steps. However, the changes between first language and SLA have been debated until recently. The key distinction between first language learning and SLA is as follows. First, learning a first language, before the SLA is aware, is natural and unconscious. Second, when an adult's capacity is advanced, the cognitive capacity of children is also unstable. Thirdly, the world of first language learning and SLA are different. Fourthly, multiple types of input. In the language spoken, children get their first language input. L2 input is received from adults in spoken, written and registered languages. Lastly, during first language instruction, there is no interference from another language. L2 students use their mother tongue regularly, though.

L2 can somehow express mother tongue and knowledge. In fact, both linguists varied from SLA. Zhang, a Chinese linguist, argues that UG's application to SLA is complicated due to fundamental variations. She said that L2 pupils are cognitually mature, L2 pupils know at least one language already and L2 pupils have multiple reasons to study L2. This is because L2 students launch L2 with a well-formed background for the first language learning, which differentiates L1 from SLA. Increased cognitive skills and learning mechanisms. Zhang says it is still an important issue and deserves careful attention. Indeed, many researchers concluded that the first processes and SLA are so diverse that different theories are taken

into account. For example, Krashen differentiates first language learning from L2. First language learning is observed as "acquisition" and L2 as "learning". Most scientists believe UG with advanced research focused on UG and SLA is available for L2 learning. Because of the differences between first speech and SLA, however, the hypothesis of indirect accessible is agreed with most linguists. This is why so many scientists are encouraging indirect SLA access by UG. The UG influences in L2 and the fundamental differences between the first and the SLA are both apparent.

Other concerns with the UG approach to SLA still remain. Much as Skehan says in his book called 'A Cognitive approach to language Learning.' Three separate topics are in the subject of the report. First of all, UG itself cannot be quiet, but in a variety of ways this issue is very significant in the field. This is so many researchers at UG can be happy with this. Yet, rather than establishing linguistic theory themselves, the "consumers" involved in the explanatory meaning that account can offer in similar fields. Trapped because UG scientists themselves deny the theory that they vigorously study. Provided this (and its likely potential continuation for even more current theory iterations) the attractiveness of the process significantly decreases. Secondly, the importance of the fundamental hypothesis concerns researchers from UG. That is to say, there is simply discipline in the agenda. Consequently, the methodology and data processing are in several ways. SLA and language education problems arise because of these causes. In UG studies, however, many subjects are not given high priority that are considered important for the technical language education.

Similarly, approaches for generating vocabulary appear to be very different from the skill concepts that are apparent by linguists and L2 researchers. The effect is the lack of external validation which is far removed from the overall issue of continuous L2 development, undermining not only the value and importance of UG, but also experimental knowledge. Third, UG does not sufficiently complement the processing point of view which is essential to the current strategy. There are two views on the issue. One is the approach to human language development after the turning point. It is assumed that the critical moment is here. The second is the handling of elderly learners. Peter mainly states that UG has been pretty much a language learning experience in the past.

## CONCLUSION

Chomsky's UG is an important theory in the field of linguistics that has provided a solid explanation of how children learn languages. It's a deep and critical turn or trash from a behavioural opinion. The principle and parameter, the logic concept of UG, also gained a great deal of emphasis from linguistics. It is of great significance for the comprehension of language learning. In the meantime, with the exponential growth of SLA, while there appear to be differences of opinion on the UG approach to language learning, it is not appropriate to disregard the position that UG plays in language learning. In conclusion, numerous problems related to the UG approach to SLA can be identified, which mainly include the conceptual inconsistencies between L1 and L2 learning and other specific concerns related



to language development, cognitive processes and other problems. By assessing the difficulties, it is possible to better explain what will be directly focused on in subsequent linguistic research, so that progress can be carried forward to language learning and SLA.

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