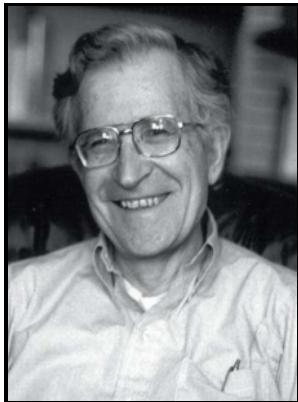


# Natural language and universal grammar

**Cambridge University Press - Chomsky's Universal Grammar and Second Language Learning**



Description: -

-  
Language and languages.  
Linguistics.Natural language and universal grammar

-  
v. 1  
Essays in linguistic theory ;Natural language and universal grammar  
Notes: Includes bibliographical references (p. 240-277) and indexes.  
This edition was published in 1991



Filesize: 9.89 MB

Tags: #Universal #Grammar #and #Philosophy #of #Language

## Universal Grammar and Philosophy of Language

Artificial Intelligence and Artificial Life The computer modeling of language has long been the domain of AI. A future paper will explore the question of grammar itself as functional symbols. The same is true of Sichuan pepper.

## Universal Grammar and Philosophy of Language

The projection principle  $\Phi$  projects the characteristics of lexical entries on to the syntax and links D-Structure to S-Structure and LF to the lexicon by specifying the possible contexts in which a particular lexical item can occur. Partly, however, as we have seen, language development interacts with cognition in that certain language principles cannot be deployed until the child has developed the channel capacity to handle them. After more than half a century of intensive research we are no nearer to understanding what UG is than we were when Chomsky first used the term.

## Universal Grammar

Though there is some plausibility in feeling that 'natural' unmarked forms should be learnt before those that are 'unnatural' and marked, features of channel capacity, etc. One of the implications of the theory, therefore, is a shift in the balance of what is learnt from grammar to lexis. These mechanisms will be rooted in general problem-solving strategies, rather than being Universal Grammar-based.

## Linguistics and language

This is not to say that every interpretation or meaning has legitimacy or equal weight.

## Universal Grammar

For instance, in English, the words conscious, science, schism, and schizo have the same Indo-European I. The kinds of evidence that an L2 learner encounters probably depend more on the type of situation than for the native child, particularly whether it is a 'natural' informal situation such as an immigrant using the language for everyday purposes, or an 'artificial' formal situation such as a classroom. Gass and Ard 1980 suggest that children's order of acquisition of relative clauses follows their cognitive development, while the order of acquisition by L2 learners reflects a

principle of accessibility; the L2 learner's development tells us more of acquisition than the native child's.

### **Universal grammar**

There are also different types of synaptic transmission voltage-gated, ligand-gated ; many kinds of neurotransmitters glutamate, the catecholamines, and serotonin, for example.

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