We are trying to understand the relationship between Language and Society. In order to understand the relationship between Language and Society, we started looking at what we know as Language Acquisition and Language Learning.

We have established that for the purpose of childrens Acquisition or childrens learning will be using the two terms interchangeably as they do not make much of a difference. However, the distinctions between the two terms are with categorical meaning when we talk about learning by grown up people.

We will be looking at that shortly. We also establish the significance of discussion on Language Acquisition or Language Learning for a better understanding of relationship between Language and Society particularly for the purpose of understanding how roles of language ,how parts of the rules of the context that comes from the terms of Society is important for language and how such roles can be identified and incorporated in roles of language as part of grammar.

We started looking at that yesterday. We continue our discussion on what we mean by Language Acquisition and how it works for a better understanding of Language and Society? We have seen different stages of learning by Grey Jackendoff (Refer Slide Time:2.02) .

In clear understanding in a summarized version which is presented in his book, "Patterns in mind" we have looked at significance of those stages for language learning as well and then we have looked at how it corresponds with proposals and Mentalism. We started looking at behaviorism and we would look at this proposal in short again. Behaviorism deals with many parts of human life where language is one such Entity.

Language being part of behaviorism had certain fundamental understanding in Learning of Language. The important thing for behaviorist proposal for language learning was language learning is a matter of habit information. It was called verbal behavior by famous behaviorists like Skinner and etc. For behaviorist proposal, stimulus is equivalent to response.

That is, there is a proportionate relationship between Stimulus and Response. In other words, in the process of learning, the outcome that is also known as Output is going to be proportionate to input which was following from the ideas discussed in behaviorism, the analysis of such a thing were human mind was at least looked at as Tabula rasa, a blank slate and then while considering and evaluating behaviorism and trying to come up with a new proposal for language learning which is known as Innateness Hypothesis what was also considered in a great detail was what we know as Plato's problem.

Philosopher Plato has a well known problem which is known as Plato's problem. And we will talk about the implications of that for the purpose of learning language. Plato's problem is: "How does it happen that given so little we know so much". In other words, Plato finds a disproportionate relationship between experience and the knowledge that we gain on the basis of that experience. When translated in the Domains of language learning, it sounds very close to the proposals of Innateness Hypothesis where input is considered limited, fuzzy and not sufficient; but output is infinite, grammatical and systematic.

This contrast between Input and Output finds its space in Plato's problem as well, where he talk about disproportionate relationship between experience and knowledge that we have. So talking about Innateness Hypothesis or Mentalism, proponents of this, in the late fifty's wondered, how come behaviorist did not consider Plato's problem for a better proposal on understanding of language in terms of its Acquisition and Learning.

So finally what was known as Innateness Hypothesis works as follows. The reason why it is known as Innateness Hypothesis is because it assumes Language as Innate human faculty, Innate capacity of human mind which works on the idea of Poverty of stimulus. And it the Poverty of stimulus simply means fuzzy, limited, insufficient input which is responsible for grammatical

and infinite output. Infinite, in the sense that, we have the capacity to speak whatever we wish to speak whether or not we have heard or used such sentences before.

This is also called Perfect Learning. What is most interesting for the proponents of Innateness Hypothesis is the computation which works in it. 90's that is late 1950's to be precise ,1957 onwards, several times following 1957, we have had several proposals and a great deal of advencement in understanding language learning in theoretical understanding of how children learn language and how language works in human mind. For an understanding of relationship between language and society, we will discuss how this Innateness hypothesis works?
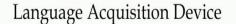
See, the reason why it is important for us to know innateness because innateness is a fundamental feature of language. And we have discussed earlier also in Darwin's understanding about language. What he talks about is: bird's fly, fish's swim and human's speak. In other words, the capacity of fly for birds and swimming for fishes is innate, in the same way, speaking is natural and innate for humans. Thus this proposal talks about language we what it means when people say language as innate human capacity.

It means that every human, normal human child is programmed genetically, end out for speaking. At the age of four and a half or three and a half, Jackendoff proposes probably a child has vocabulary of 10000 is not a matter of surprise.

This happens because child does not learn words rather child learns the fundamentals of word formation. And that fundamental of word formation which is also knows as language computations gives the capacity of 10000 words or the capacity to use sentences like "I want water, Please give a glass of water, sit down and the distinction between "please sit down and sit down".

All these things are part of the capacity of the child at the age of 4 or 5. And it is not a matter of surprise because it is genetically encoded; biologically expected and such a thing makes language as innate human capacity. Now we will explain this in little bit more details to understand how this actually works in human mind.

Let us look at the proposal. We have discussed enough about input in Plato's term. It means experience and in behaviorist proposal the term for input is stimulus. However, the nature of input has been different in different proposals. So for the mentalist proposal, what happens is the nature of input and nature of output tells us that such a thing is possible. That is output being grammatical and infinite is possible from limited, fuzzy and insufficient input because of what happens in human mind.

And therefore mentalist underlines the primacy of human mind in learning language. We will look at what happens in human mind in brief for us to understand Language Acquisition. Their proposal is Human mind is not Tabula rasa. Human mind is not blank slate. And this is the beginning of the difference where we see the role, the comparison of human mind with tabula rasa being rejected.

It is not the simple rejection of the term Tabula rasa, but its also the rejection of the idea that in behaviorist paradigm, people did not consider the role of human mind as an important part in learning of language. And this is being talked about in mentalist proposal with primacy. So the

proposal is at the time of birth, every normal human child is born with a capacity which is known as Language Acquisition Device.

This is a hypothetical device, we underline, and this is a hypothetical device. This is why, Innateness hypothesis or even all Hypothesis. So Human mind has in built capacity, which is referred to as Language Acquisition Device.

This language acquisition device which is at times synonymous with universal grammar which is also be described as the universal grammar being part of it. For the simplicity of description, we would like to consider universal grammar as being part of Language Acquisition Device. This universal grammar is not grammar of individual languages put together or common things of grammars of different languages put together rather it is fundamental properties of language itself.

In other words, universal grammar consists of fundamental properties of language itself. Again it has got two parts which has been discussed in great details elsewhere. These two parts are Principles and Parameters. Principles are termed Properties of language which talk about Similarities and Uniqueness of language. And Parameters are properties along which languages differ from one another.

We will not get into details of Principles and Parameters at this point for understanding Universal grammar. We will only call Universal grammar as a bundle of fundamental properties of language. This fundamental property of language is part of L A D that is Language Acquisition Device.

When two parts now the input from the immediate society which is fuzzy and limited in nature, interacts with Language Acquisition Device, in other words, Universal grammar and then such an interaction between Input and Universal grammar allows development of language in the child. And that language will get the name because it is going to be similar to that of the language being spoken in the society.

Therefore it is not a surprise, that a child speaks a language only the language of the immediate environment. And what follows from here that a child born in Chennai will be speaking Tamil of Chennai and a child born in Delhi will be speaking the language of Delhi which could be Hindi, Punjabi or a combination of everything else that is being spoken in Delhi. We will get into the details in terms of Names of languages, when we discuss other units for understanding Language and Society.

So we will leave that point about Naming of language right here. And we will only say that child speaks the language of the immediate society and that is no surprise. Also what is not so surprise is the capacity of the child develops at the age of four from the limited input for the infinite output with interaction of human mind?

Because universal grammar in human mind allows this limited input to develop the capacity of language and not words, or sentences, or sounds. Once again I will repeat what develops in human mind is the capacity of language. And what also develops because of the input is probably the capacity of languages spoken around it.

And therefore the same capacity which could have developed all possible languages is spoken in the world are around the child. It only develops the languages spoken around the child because it is physically not possible for a child to be interacting with the input of all kinds of languages spoken in different part of the world before the five years or six years or seven years of age.

In that context, the role of human mind and the role of Language Acquisition Device is built in human mind and the role of Universal grammar which is part of universal capacity for Acquisition of language is very significant in understanding the nature of output and why a child will be able to perform rules of language, intricate rules of language, intrinsic rules of language, the level of sounds, words, sentences and also level of discourse which comes from the roles of the society.

This discussion on Language Acquisition Device and the capacity the genetic or biological capacity of a normal human child which has been proposed to be hard wired is responsible for

acquisition of language. And this is the proposal of Mentalist in response to Behaviorist proposal of language being Verbal behavior. And this proposal remains one of the significant proposals in Language Learning until now. What it develops in us as a child is also known as technically Knowledge of language and this is a technical term only in the sense that it is tacit.

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It is underlined and it is the kind of knowledge that definitely grows in our mind. But it is much more than growing up in mind. And it is about the kinds of roles that we know but we do not know that we know those rules.

And it is this knowledge of language which is responsible, which comes out of interaction between Universal grammar and input from the society and is responsible for developing Generative Mechanism of a native speaker, which gives the capacity to a speaker to be able to use even unheard of sentences and enables them to separate grammatical sentences from ungrammatical means.

Now please connect this with the discussion that we have had before, about the capacity of speaker. The Speaker of a language has the capacity to distinguish grammatical sentences from the ungrammatical sentences of that language in no time. And that capacity comes through this process is reliable, because it is the capacity and is not the ability to judge any individual

sentence. Therefore this knowledge of language is considered a technical part in understanding of Language Acquisition.

This knowledge of language is extended to the knowledge of language use and the argument here for us to understand the relationship between Language and Society is such that the Knowledge of language use is part of knowledge of language.

And therefore the argument is the roles of language use come either simultaneously or soon after before we could realize from the same input and the same interaction from the immediate society. And thus a child becomes capable of understanding in discourse the distinction between "Please sit down and Sit down".

A child also understands the distinction between the context where she is supposed to use terms like "thank you" and where she is not supposed to use the term "thank you" or whether or not these terms come out of them. These capacities are part of language use we have used one more example to understand the capacity of knowledge of language use from the speakers.

We took an example from Hindi to understand three forms of Second Person, Tum, Thu and App. We particularly focused on Tum and Aap. And we have given the context in which the form of pronoun Tum is used or form of pronoun App is used. If we go into the details of that, we realize that there is a unique relationship between context and the grammar. Not all the uses of Tum can be dependent on either context or grammar.

A child has to understand both the grammatical rules and contextual application of such forms to be able to use, each one of them in the proper context. Therefore my argument is that the role of language that the roles of grammar and the roles of language use both are part of knowledge of language which we develop from the interaction between universal grammar and the input. And therefore roles of language use is also part of universal grammar

This could not be acceptable in lot of situation; this could not be acceptable by lot of people. But this has to be understood; the whole discussion has to be understood in the proper spirit to be

able to see what we mean by knowledge of language being consistent, knowledge of language taking knowledge of language including knowledge of language use. Thank you.