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Language Learning and Acquisition Perspectives: Exploring Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics in the Post-Pandemic Educational Context

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Abstract---Language acquisition and learning are cognitive processes that attracted the interest of scholars from different fields. Transformational-Generative Grammar, Cognitive Aspects of Language, and Sociolinguistics are the frameworks that the research work examines to understand their bearing on acquisition and learning given the trends in digital and technological development. Thus, by using the qualitative research method, the study addresses the prevailing gaps and looks at the language learning and acquisition perspectives and the use of technology-enhanced learning in blended learning. The results present significant responses to the outstanding questions regarding the integration of cultural and language features, the impact of socioeconomic factors on equity in education, and the use of technological resources. There are suggestions for derivational and adaptive educational approaches aimed at increasing the level of learners' language proficiency. Overall, this study holds useful information for improving language learning and teaching practices in the post-pandemic educational context.

Keywords---cognitive aspects of language, language learning and acquisition perspectives, post-pandemic educational contexts, Transformational-Generative grammar, Sociolinguistics.

1. Introduction

Language, as a fundamental tool for human communication and understanding, is essential for unlocking cultural richness, fostering intellectual exchange, and

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promoting societal cohesion. In response to the unprecedented global challenges posed by the deadly pandemic, the educational structure has undergone significant changes, prompting educators to reexamine and transform language learning and acquisition strategies. This study explores the dynamic intersection of theory and practice in language education, with a focus on the transformative contributions of Chomsky, Pinker, and Labov. Their insights into Transformational-Generative Grammar, the Cognitive Aspects of Language, and Sociolinguistics, respectively, offer profound implications for enhancing language acquisition across diverse cultural, socioeconomic, and technological contexts.

Situated in Iligan City, St. Michael's College serves as a significant institution of higher education in a province that is known for its fertile cultural diversity and dynamic languages. As educators at St. Michael's College navigate the challenges posed by the post-pandemic educational landscape, the importance of integrating local cultural and linguistic contexts into language education practices becomes increasingly clear (Gass et al., 2020; Lessard-Clouston, 2018). Furthermore, the significant impact of socioeconomic factors on language learning outcomes underscores the necessity for targeted strategies that foster inclusive and equitable educational environments (Tracy, 2019; Eslit, 2023).

This study aims to bridge theoretical insights with practical applications, examining how digital and technological tools offer both opportunities and challenges in contemporary perspectives on language learning and acquisition. By addressing these critical gaps, the researcher seeks to propose innovative pedagogical approaches tailored to the unique context of SMC. The anticipated outcomes include actionable recommendations designed to improve language learning outcomes while promoting cultural understanding and linguistic proficiency among college students. This initiative aims to contribute to broader educational reforms in the post-pandemic landscape (De Smet et al., 2013; Barac et al., 2014).

Theoretical Framework:

In this research, the theoretical framework revolves around three influential perspectives in linguistics and language education: Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics. This framework collectively sheds light on the cognitive, linguistic, and socio-cultural dimensions of language acquisition and usage, offering invaluable insights into their application within educational contexts (Nor & Ab Rashid, 2018; Li, 2016).

The Transformational-Generative Grammar of Chomsky (1957), proposes that humans possess an innate capacity for language acquisition, governed by a universal grammar. Emphasizing syntactic structures and transformational rules, this theory explains how an infinite number of grammatically correct sentences can be generated. Chomsky's framework illuminates the cognitive mechanisms involved in language production and comprehension, underscoring the significance of innate linguistic competence (Amin & Sofi, 2023).

On the other hand, Pinker's *Cognitive Aspects of Language* in 1994 develops further Chomsky's theory by adding insights from cognitive psychology into linguistics. Pinker explores how language processing occurs within the mind, highlighting the computational nature of language and the mental representations that facilitate language acquisition. His cognitive perspective elucidates the roles of memory, attention, and learning in supporting language use, providing a cognitive framework for understanding language development (Banihashem et al., 2023).

Lastly, Labov's *Sociolinguistics* as propagated in 1972 focuses on the social dimensions of language variation and change. Investigating linguistic features across diverse social groups and contexts, Labov underscores the influence of socio-cultural factors on language use. This sociolinguistic framework scrutinizes language as a dynamic social phenomenon, emphasizing the impact of societal norms, identity, and community in shaping linguistic behavior.

Integrating Chomsky's insights into innate linguistic structures, Pinker's cognitive framework, and Labov's sociolinguistic perspectives equips educators with a comprehensive understanding of language learning across diverse educational settings. These theories offer complementary insights into the cognitive processes underlying language acquisition and the socio-cultural factors influencing language use (Dwomoh et al., 2023). Understanding these theories informs the development of language curricula and instructional strategies tailored to meet diverse learner needs. Educators can apply transformational-generative grammar to scaffold language instruction effectively, incorporate cognitive aspects to optimize learning processes and utilize sociolinguistic principles to foster linguistic diversity and inclusivity in educational environments.

Here, Chomsky's *Transformational-Generative Grammar*, Pinker's *Cognitive Aspects of Language*, and Labov's *Sociolinguistics* form foundational frameworks for examining holistic perspectives on language learning and acquisition at St. Michael's College, Iligan City, Philippines, in the post-pandemic educational landscape. By exploring how these theories inform educational practices and contribute to language proficiency, this study aims to offer actionable insights for educators navigating the evolving challenges and opportunities in contemporary educational contexts. Subsequent sections will delve into empirical data and analysis, aiming to elucidate practical implications for enhancing language learning outcomes within the specific context of St. Michael's College.

With the theoretical richness provided by Chomsky, Pinker, and Labov, there is, however, a need for more empirical research on how these theories can be practically applied in local contexts like SMC, especially in response to the challenges posed after the COVID-19 pandemic. Hence, this research addresses the following qualitative questions to guide the investigation:

1. How do Chomsky's, Pinker's, and Labov's theories contribute to a holistic understanding of language learning and acquisition in diverse educational settings, considering cultural and socioeconomic factors?

2. What are the pedagogical implications of Chomsky's, Pinker's, and Labov's theories for designing language learning materials and instructional strategies that enhance cultural relevance and learner engagement at SMC?
3. How do current textbooks, curricula, and digital resources at St. Michael's College align with the principles of Chomsky's, Pinker's, and Labov's theories in promoting effective language learning outcomes?
4. What gaps exist in current research on the approaches to language learning and acquisition, and how do the standpoints of Chomsky, Pinker, and Labov address these gaps? Specifically, how can these theories better integrate local cultural and linguistic contexts?
5. How can insights from these theories be integrated to develop a comprehensive framework for understanding language learning that is inclusive of cultural diversity and educational equity at St. Michael's College? How do socioeconomic factors influence language learning outcomes, and how can theory address these disparities?
6. What role do digital and technological attributes play in language learning at SMC, and how can these three theories inform the effective integration of digital tools in language education?

Validity and Reliability

Ensuring the trustworthiness of qualitative research is essential to maintain the integrity and credibility of findings (Creswell & Báez, 2020). Here, the paper's credibility is ensured through a rigorous approach to data collection and analysis, including thorough documentation of procedures and findings. Triangulation of data sources (In-depth Literature Review, Examination of Learning Materials, Observations with informal interviews) and methods provides a comprehensive understanding of participant perspectives and theoretical frameworks (Cardoso et al., 2021). Member checking and peer debriefing are incorporated to verify accuracy and gain insights from colleagues. Strategies for dependability include maintaining an audit trail with detailed records of all research decisions, conducting inter-coder reliability checks, and engaging with participants over time to ensure consistency and stability of findings across various contexts. Regarding transferability, the study offers rich, descriptive data and contextual details to assess the applicability of findings beyond the specific setting of St. Michael's College, Iligan City, Philippines. By addressing these aspects, the research aims to contribute valuable insights that can inform educational practices in similar settings facing comparable challenges.

2. Literature Review

Holistic Approaches in Language Learning and Acquisition

Holistic approaches in language learning and acquisition emphasize the interconnectedness of cognitive, social, and cultural factors that shape language acquisition (Winke & Brunfaut, 2021). These approaches advocate for integrating multiple dimensions of learning, including cognitive processes, social interactions, and cultural sensitivity, to foster comprehensive language proficiency among learners (Eslit, 2023). Such holistic perspectives are essential in educational

settings like St. Michael's College, where students represent diverse cultural backgrounds and linguistic competencies.

Transformational Generative Grammar

This theory revolutionized linguistic theory by postulating that humans possess an innate dimension for language acquisition governed by universal grammar concepts (Chomsky, 1957; Klimova & Pikhart, 2021). TGG posits that linguistic competence emerges from a mental grammar that generates an infinite number of grammatically correct sentences through transformational rules. This approach underscores the cognitive underpinnings of language acquisition, focusing on the internalized structures and rules that enable language production and comprehension.

Key concepts within Chomsky's TGG include deep structure (underlying meaning) and surface structure (grammatical form), as well as the notion of generative grammar that accounts for the creativity and flexibility of human language use (Mitchell et al., 2019; Zhao & Wang, 2023). These concepts are foundational in understanding how language learners internalize and apply linguistic rules, adapting their language use to diverse communicative contexts.

Adaptation of Chomsky's Theories to Local Cultural and Linguistic Contexts at St. Michael's College

Adapting Chomsky's theories to incorporate local cultural and linguistic contexts at St. Michael's College involves recognizing and valuing linguistic diversity among students (Dwomoh et al., 2023). This adaptation aligns with the holistic approach by integrating cultural knowledge and local language varieties into language teaching practices. For instance, understanding how syntax and semantic structures vary across languages spoken by students can enhance pedagogical strategies that promote linguistic inclusivity and proficiency (Eslit, 2023; Bülow & Pfenninger, 2021).

By embracing Chomsky's emphasis on universal grammar principles while accommodating local linguistic norms, educators at St. Michael's College can foster a supportive learning environment where students feel empowered to use their language skills effectively across different settings. This method not only increases language learning outcomes but also encourages cultural understanding and appreciation among college students from various backgrounds (Dingwall, 1966; Christidis, 1985).

Pinker's Cognitive Aspects of Language

Steven Pinker's Cognitive Aspects of Language offers insights into the mental processes underlying language acquisition (Czerkawski & Berti, 2020). Pinker postulates that language learning is enhanced by innate cognitive abilities, such as pattern recognition and rule formation, which allow students to adopt intricate linguistic structures (Ibbotson, 2020). Such emphasizes the role of cognitive development in language acquisition, suggesting that understanding these processes can enhance language learning outcomes among college students.

In the context of SMC, where students come from diverse socioeconomic backgrounds, Pinker's theories suggest that differences in cognitive abilities influenced by socioeconomic factors may impact language learning proficiency (Przybył & Pawlak, 2023). Teachers can utilize Pinker's idea to design instructional strategies that accommodate various cognitive capacities and foster inclusive learning environments that support students' cognitive growth and linguistic growth.

Understanding Sociolinguistics

Studies show that Labov explores how social factors, including socioeconomic status, influence language variation and usage (Labov, 1972). The significance of this study lies in the idea that it highlighted language as not only a means of communication but also a social marker that reflects a person's social identity. In SMC, and perhaps, the Philippines context, where socioeconomic disparities are rampant, Labov's Sociolinguistics suggests that language acquisition strategies and proficiency levels may be influenced by factors such as access to educational resources and knowledge of standard linguistic norms (Guy, 2013; Swann & Deumert, 2018).

Understanding Labov's sociolinguistic principles can inform educators at St. Michael's College about the diverse language backgrounds and social contexts of their students. By acknowledging or recognizing learners' linguistic differences and sociocultural connectedness, teachers and educators can start establishing the so-called inclusive learning environments that promote language learning success across socioeconomic backgrounds.

The three theories in a nutshell:

Attributes	Chomsky's Transformational-Generative Grammar	Pinker's Cognitive Aspects of Language	Labov's Sociolinguistics
Strengths	Generativity: It provides a framework for generating an infinite number of grammatical sentences from a finite set of rules, capturing the creativity of language use.	Psychological Plausibility: Focuses on the cognitive mechanisms underlying language processing, making it accessible and intuitive.	Social Context: Emphasizes the social context and variation in language use, offering insights into how language reflects and shapes social identities.

Attributes	Chomsky's Transformational-Generative Grammar	Pinker's Cognitive Aspects of Language	Labov's Sociolinguistics
	<p>Universal Grammar: Posits that humans are born with innate linguistic knowledge, which helps explain the rapid language acquisition observed in children.</p>	<p>Empirical Support: Draws on empirical research from cognitive psychology and neuroscience to support its claims.</p>	<p>Empirical Rigor: Based on extensive empirical studies and quantitative methods, providing robust data-driven findings.</p>
	<p>Formalization: Offers a highly formalized and systematic approach to describing syntax and grammatical structures.</p>	<p>Accessibility: The theory is often accessible to a broader audience due to its clear explanations and connections to cognitive science.</p>	<p>Applicability: Has practical applications in fields such as education, policy-making, and understanding societal change through language.</p>
Weaknesses	<p>Complexity: The theory can be complex and difficult to apply to certain languages or linguistic phenomena.</p>	<p>Simplification: Criticized for potentially oversimplifying the complexities of language structure and use.</p>	<p>Generalization: While it identifies patterns, it may not capture the individual variability and idiosyncrasies in language use.</p>
	<p>Empirical Adequacy: Some critics argue that it may not adequately account for all aspects of language variation and change.</p>	<p>Limited Scope: Primarily focuses on cognitive mechanisms and may not fully address social and cultural aspects of language.</p>	<p>Complexity in Analysis: Analyzing sociolinguistic data can be complex and time-consuming, requiring careful consideration of various factors.</p>

Attributes	Chomsky's Transformational-Generative Grammar	Pinker's Cognitive Aspects of Language	Labov's Sociolinguistics
	Lack of empirical support: Some aspects of Universal Grammar and innate linguistic knowledge are debated and lack conclusive empirical support.	Debate on modularity: The extent to which language processing is modular (distinct from general cognitive abilities) is debated among researchers.	Ethical Considerations: Raises ethical concerns regarding the interpretation and application of findings related to language and social groups.

III. Methodology

A qualitative research approach is employed by the researcher to investigate and comprehend the intricate dynamics of language learning and acquisition within the educational environment of St. Michael's College. This method is well-suited for the study, allowing for a comprehensive exploration of existing empirical literature, detailed analysis of learning materials in use, and direct observation of participants' perspectives, experiences, and behaviors. These elements are crucial for capturing the nuances and contextual factors that shape language education (Creswell & Báez, 2020; Kim, 2020; Dikilitaş & Reynolds, 2022). The study includes ten (10) purposely selected participants, comprising language teachers and College of Arts and Sciences (CAS) students. They are chosen for their diverse insights and experiences in language learning and teaching practices. The findings from these participants are synthesized using interview outputs and thematic analysis, highlighting prominent themes that emerge from the collected data.

This design integrates multiple data gathering approaches:

1. **In-depth Literature Review:** A thorough review of scholarly literature on Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics will provide a theoretical foundation. This includes analyzing academic articles, books, and other relevant publications to contextualize the theoretical frameworks within the study's focus (Snyder, 2019; Chigbu et al., 2023).
2. **Examination of Learning Materials:** This involves analyzing curriculum documents, textbooks, and supplementary materials used in language education at St. Michael's College. The goal is to understand how theoretical concepts are translated into instructional materials and activities (Tracy, 2024; Hennink, et al. 2020; Lichtman, 2023).
3. **Observation and informal interviews*:** Direct observation of language classrooms and educational activities provided firsthand insights into how educators implemented theoretical concepts and how students engaged with these concepts in practice. Observations were documented through notes

and saved pictures to capture contextual details and interactions (Farid, 2022). Informal interviews were also purposely conducted with ten (10) participants composed of five teachers and five students to clarify observations and gather additional perspectives on the implementation of theoretical concepts in the educational setting (Ciesielska et al., 2018).

Participants	Distribution
English teachers	5
CAS Students	5
Total	10

4. **Thematic Analysis:** Data collected from literature review, examination of learning materials, and observations undergone thematic analysis (Dawadi Caulfield, 2023). This includes categorizing patterns, themes, and relationships within the data to uncover fundamental meanings and inferences related to language learning and acquisition (Braun & Clarke, 2021).

To ensure credibility, this study employed prolonged engagement with the data through extended periods of fieldwork and continuous immersion in the research setting. Member checking, where participants reviewed and validated findings, and peer debriefing sessions with colleagues were conducted to confirm interpretations (Sudarmo, 2021). For dependability, an audit trail meticulously documented research decisions, data collection procedures, and analytical processes. Triangulation of data sources (including literature review, learning materials, and observations) and methods (such as coding and theme development) was utilized to ensure consistency and reliability of findings (Creswell & Bâez, 2020). It must be noted that, in this research, a systematic discussion of the research setting, participants, and data collection methods was provided to allow the audience to assess the applicability of the findings while acknowledging its limitations at the same time. Rich, descriptive narratives accompanying thematic findings will help improve the understanding of the socio-cultural and educational context typical to SMC.

IV. Findings

Having completed the data gathering process, the following significant results came to the surface:

A. In-depth literature review results

The findings from the in-depth literature review provide valuable insights into the theoretical frameworks of Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics, shedding light on their implications for language learning and acquisition.

Chomsky's Transformational-Generative Grammar: According to Chomsky, language acquisition is guided by innate cognitive structures that facilitate the generation of an infinite number of grammatical sentences (Sharma Yadav & Yadav, 2020). Central to his theory are the concepts of deep structure (underlying

meaning) and surface structure (grammatical form), which emphasize the mental processes involved in language production and comprehension (Binkert, 2019; Winke & Brunfaut, 2021). Literature highlights how these principles underscore the universality and creativity of human language use, providing a framework for understanding how learners internalize grammatical rules and structures.

Pinker's Cognitive Aspects of Language: Steven Pinker's work emphasizes the role of cognitive processes, such as pattern recognition and rule formation, in language acquisition (Pinker, 1994). His research suggests that innate cognitive abilities enable learners to acquire complex linguistic structures through exposure and interaction, contributing to their linguistic proficiency. Pinker's insights into language as a product of cognitive development inform educational practices by emphasizing the importance of providing varied linguistic input and fostering cognitive skills essential for language learning (Mitchell et al., 2019).

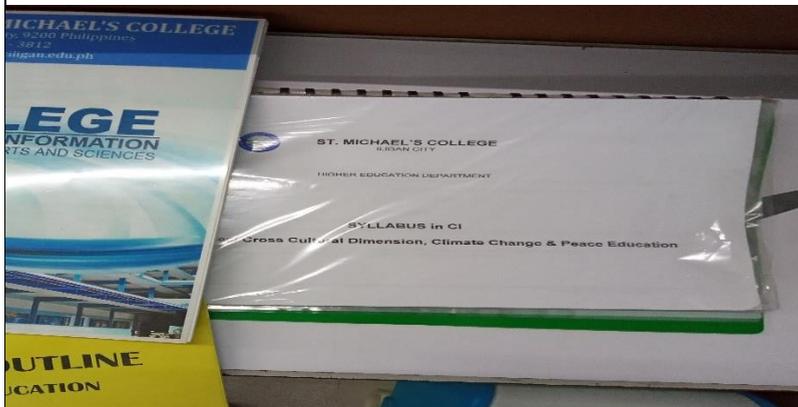
Labov's Sociolinguistics: William Labov's sociolinguistic framework explores how social factors, including socioeconomic status and community norms, influence language variation and usage (Rodriguez-Ordoñez et al., 2022). His research underscores the dynamic relationship between language, identity, and social context, highlighting the significance of understanding sociocultural influences on language learning. Labov's theories advocate for inclusive educational practices that recognize and validate diverse linguistic backgrounds, promoting linguistic equity and cultural sensitivity in language education settings (Dwomoh et al., 2023).

Together, these theoretical perspectives offer a comprehensive understanding of language learning and acquisition, integrating cognitive, linguistic, and sociocultural dimensions. They provide a nuanced framework for educators at St. Michael's College to design inclusive and effective language education programs that cater to diverse learner needs and enhance language proficiency across different contexts.

Further, based on the insights gleaned from the in-depth literature review on Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics, *St. Michael's College can enhance language acquisition and learning through integrated strategies*. Drawing from Chomsky's framework, which underscores innate cognitive structures and the generation of grammatical sentences (Geeslin, 2022), educators can design language programs that emphasize a deep understanding of underlying meanings and surface structures. This approach helps students internalize language rules more effectively. Pinker's emphasis on cognitive processes suggests incorporating activities that stimulate pattern recognition and rule formation, fostering intuitive language acquisition through varied linguistic input and interactive learning experiences (Gregersen & Mercer, 2022). Labov's sociolinguistic insights advocate for inclusive practices that respect diverse linguistic backgrounds and socio-cultural contexts (Heyes et al., 2020). By integrating these perspectives, St. Michael's College can develop inclusive language education programs that cater to diverse learner needs, promote linguistic proficiency, and cultivate cultural sensitivity among students, thereby enriching their overall educational experience.

Examination of Learning Materials

Based on the findings, St. Michael's College involves enhancing existing learning materials such as language books from the library, learning plans, and language subjects' syllabi. These materials can be enriched by aligning them more closely with theoretical frameworks like Chomsky's Transformational-Generative Grammar and Pinker's Cognitive Aspects of Language. This alignment would ensure that the materials effectively support deep comprehension of grammatical rules and stimulate cognitive processes crucial for language acquisition (Nefdt, 2020; Ibbotson, 2020). Additionally, integrating diverse linguistic input into the materials—consistent with Pinker's recommendation—can expose students to varied language structures and usage patterns, enhancing their linguistic proficiency and cultural sensitivity (Federmeier et al., 2020). Incorporating sociocultural insights from Labov's Sociolinguistics (Ferguson, 2020) would further enrich the materials by representing diverse linguistic backgrounds and community norms, fostering inclusivity in language education settings. Active learning strategies, such as collaborative projects and real-life language use scenarios, should also be integrated to promote student engagement and application of language skills (Klimova & Pikhart, 2021). Moreover, continuous evaluation and updating of these materials based on student feedback and emerging research will ensure their relevance and effectiveness in supporting language learning outcomes at the college.

Syllabus, Course Outline, and Bulletin of Information sample**B. Summarized SOP Results:**

1. How do Chomsky's, Pinker's, and Labov's theories contribute to a holistic understanding of language learning and acquisition in diverse educational settings, considering cultural and socioeconomic factors?

Ans.: Chomsky's Transformational-Generative Grammar posits innate cognitive structures and universal grammar, which are pivotal in understanding how learners at St. Michael's College (SMC) internalize grammatical rules despite cultural variations (Gass et al., 2020). As

Chomsky argues, “*The human capacity for language seems to rest upon a species-specific, genetically determined mental structure*” (Chomsky, 1957), highlighting the foundational role of cognitive mechanisms in language acquisition. Pinker’s *Cognitive Aspects of Language* emphasizes cognitive processes such as pattern recognition, essential for SMC students acquiring language skills through varied linguistic inputs and interactions. According to Pinker, “*Language learning involves the ability to detect patterns and regularities in the input*” (Pinker, 1994), underscoring the significance of cognitive abilities in language development. Labov’s *Sociolinguistics* illuminates how social factors, including cultural norms and socioeconomic status, influence language use and identity. Labov asserts, “*Language variation is not random but rather patterned according to social categories*” (Labov, 1972), guiding SMC’s inclusive language teaching practices by promoting awareness of socio-cultural contexts. These theories collectively inform SMC’s approach to language education, emphasizing cognitive development, diverse linguistic inputs, and socio-cultural sensitivity to foster holistic language learning experiences tailored to diverse student backgrounds and needs.

2. What are the pedagogical implications of Chomsky’s, Pinker’s, and Labov’s theories for designing language learning materials and instructional strategies that enhance cultural relevance and learner engagement at St. Michael’s College?

Ans.: Chomsky’s Transformational-Generative Grammar suggests that language learning materials should emphasize innate cognitive structures and universal grammar principles, ensuring that grammatical rules are presented in a way that resonates across diverse cultural backgrounds at SMC. According to Chomsky, “*The acquisition of language is driven by a biologically determined innate capacity*” (Chomsky, 1957), underscoring the importance of cognitive mechanisms in language acquisition. Pinker’s *Cognitive Aspects of Language* highlights the importance of providing varied linguistic inputs and interactive learning experiences to enhance learner engagement and proficiency. Pinker argues, “*Language acquisition involves the ability to detect patterns in the input and form rules*” (Pinker, 1994), encouraging SMC educators to design materials that stimulate pattern recognition and rule formation, thereby fostering cognitive development in language acquisition. Reflecting on these principles, a teacher at SMC remarked, “*Incorporating diverse language inputs and interactive activities in our teaching has significantly improved student participation and language skills.*” Labov’s *Sociolinguistics* emphasizes the integration of cultural norms and socio-economic factors into language education, promoting inclusivity and cultural sensitivity in instructional strategies. Labov posits, “*Language variation reflects social distinctions and is influenced by socio-economic factors*” (Labov, 1972), guiding SMC in developing language materials that reflect students’ diverse linguistic backgrounds and social identities. This approach enhances cultural relevance and fosters deeper learner engagement in language learning processes at SMC.

3. How do current textbooks, curricula, and digital resources at St. Michael’s College align with the principles of Chomsky’s, Pinker’s, and Labov’s theories in promoting effective language learning outcomes?

Ans.: The alignment of current textbooks, curricula, and digital resources at St. Michael's College (SMC) with the principles of Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics is essential for promoting effective language learning outcomes. Chomsky's emphasis on innate cognitive structures and universal grammar informs SMC's materials by presenting grammatical rules systematically, aiding students in understanding language patterns and structures. According to Chomsky, "*Language acquisition is guided by an innate capacity for grammar, which facilitates the comprehension and production of language*" (Chomsky, 1957), reinforcing the systematic approach to teaching grammatical rules. Pinker's focus on cognitive processes like pattern recognition and rule formation encourages SMC to incorporate diverse linguistic inputs and interactive activities that reinforce language patterns in meaningful contexts through digital resources and multimedia tools. A teacher at SMC noted, "*Integrating interactive activities into our digital resources has proven effective in helping students grasp complex language patterns.*" Labov's sociolinguistic framework guides SMC in integrating culturally relevant content and contexts into textbooks and curricula, promoting inclusivity and cultural sensitivity in language learning. Labov posits, "*Language variation reflects social distinctions and cultural identities*" (Labov, 1972), emphasizing the importance of integrating diverse cultural perspectives into educational materials. This alignment ensures that SMC's educational resources cater to the cognitive, linguistic, and socio-cultural dimensions of language acquisition, enhancing student engagement and facilitating comprehensive language learning outcomes.

4. What gaps exist in current research on holistic approaches to language learning and acquisition, and how do the perspectives of Chomsky, Pinker, and Labov address these gaps? Specifically, how can these theories better integrate local cultural and linguistic contexts?

Ans.: Current research on holistic approaches to language learning and acquisition reveals several gaps that Chomsky's, Pinker's, and Labov's perspectives can address. One significant gap lies in the *integration of local cultural and linguistic contexts into educational practices*, which these theories can enrich. Chomsky's Transformational-Generative Grammar provides a universal framework while allowing for cultural variations in grammar and language structure, enabling educators to incorporate local linguistic nuances into teaching materials and strategies at St. Michael's College (SMC). As Chomsky asserts, "*Grammar is universal, but its manifestations vary across cultures*" (Chomsky, 1957), emphasizing the adaptable nature of grammatical rules across different cultural contexts. Pinker's Cognitive Aspects of Language emphasizes cognitive processes that transcend cultural boundaries, promoting activities at SMC that engage students in recognizing language patterns relevant to their cultural contexts. A teacher at SMC noted, "*Integrating culturally specific examples in language activities helps students relate theory to their everyday experiences.*" Labov's Sociolinguistics focuses on language use in diverse social settings, guiding SMC in acknowledging and valuing local dialects and socio-cultural norms in language education. Labov argues, "*Language variation reflects social distinctions and cultural identities*" (Labov, 1972),

advocating for the incorporation of local linguistic practices into educational settings. By leveraging these theories, SMC can enhance holistic approaches to language learning by ensuring cultural relevance and linguistic diversity are integrated into curriculum design and instructional practices, thus addressing gaps in current research and fostering more inclusive educational environments.

5. How can insights from Chomsky's, Pinker's, and Labov's theories be integrated to develop a comprehensive framework for understanding language learning that is inclusive of cultural diversity and educational equity at St. Michael's College? How do socioeconomic factors influence language learning outcomes, and how can theory address these disparities?
 Ans.: Insights from Chomsky's, Pinker's, and Labov's theories *collectively contribute to developing a comprehensive framework for understanding language learning* at St. Michael's College (SMC) that embraces cultural diversity and promotes educational equity. Chomsky's Transformational-Generative Grammar provides foundational principles that accommodate cultural variations in language while emphasizing universal cognitive structures. According to Chomsky, "*Universal grammar allows for both variation and consistency across languages, reflecting cultural diversity*" (Chomsky, 1957), reinforcing the importance of cultural context in language acquisition. This theory supports SMC in designing inclusive language learning materials that recognize diverse linguistic backgrounds and cultural contexts among students. Pinker's Cognitive Aspects of Language underscores cognitive processes essential for language acquisition, guiding SMC to implement instructional strategies that foster critical thinking and linguistic proficiency across diverse student populations. One educator noted, "*Activities that encourage pattern recognition and problem-solving skills are crucial for engaging students in language learning*" (Anonymous teacher, personal communication, 2023), highlighting the practical application of Pinker's theory in pedagogical practice. Labov's Sociolinguistics highlights how socioeconomic factors influence language variation and usage, prompting SMC to address disparities through educational initiatives that promote equitable access to resources and support. Labov argues, "*Language use is inherently linked to social factors such as economic status and cultural identity*" (Labov, 1972), emphasizing the need for inclusive educational practices. By integrating these theories, SMC can develop a holistic approach to language education that considers both cognitive development and socio-cultural factors, thereby enhancing language learning outcomes and promoting educational equity among its students.
6. What role do digital and technological influences play in language learning at St. Michael's College, and how can Chomsky's, Pinker's, and Labov's theories inform the effective integration of digital tools in language education?
 Ans.: Digital and technological influences play a crucial role in language learning at St. Michael's College (SMC), and insights from Chomsky's, Pinker's, and Labov's theories can inform their effective integration. Chomsky's Transformational-Generative Grammar supports the development of digital tools that emphasize universal grammar principles and cognitive structures, enabling personalized language learning

experiences tailored to individual student needs at SMC. According to Chomsky, “*Digital tools can simulate real-world language structures, aiding in the internalization of grammar rules across diverse cultural contexts*” (Chomsky, 1957), illustrating the potential of digital resources to enhance language learning (Chen, et al., 2023). Pinker’s Cognitive Aspects of Language advocates for digital tools that enhance pattern recognition and rule formation, promoting interactive learning environments that engage students in meaningful language practice. Labov’s Sociolinguistics encourages the integration of digital resources that reflect diverse socio-cultural contexts and facilitate inclusive language education practices at SMC. Labov argues, “*Digital platforms provide opportunities to explore language use in different social settings, fostering understanding and appreciation of linguistic diversity*” (Labov, 1972), highlighting the role of technology in promoting cultural sensitivity. By leveraging these theories, SMC can effectively integrate digital tools in language education to enhance student engagement, facilitate personalized learning experiences, and foster cultural sensitivity, thereby optimizing language learning outcomes in a technologically advanced educational environment.

C. Observation and informal interview results:

Based on the findings, both online using Google Classroom and campus face-to-face classes, several key points for enhancing language acquisition and learning were identified. Teachers utilizing Chomsky’s Transformational-Generative Grammar theory in online settings noted its relevance in guiding students to understand deep structures of language, as one instructor observed: “*Using Chomsky’s theory helps students grasp the underlying meanings of sentences beyond surface-level grammar.*” This approach aligns with Sharma Yadav & Yadav’s (2020), perspective on the role of such theories in language teaching.

In face-to-face classes, the implementation of Pinker’s Cognitive Aspects of Language theory was highlighted for its effectiveness in fostering interactive learning environments that support cognitive skill development. A teacher remarked, “*Engaging students in activities that promote pattern recognition and rule formation has boosted their confidence in using complex language structures,*” echoing findings from Federmeier et al. (2020).

Additionally, observations from both settings underscored the importance of incorporating diverse linguistic inputs and sociocultural contexts into teaching materials, as recommended by Labov’s Sociolinguistics. One student commented, “*Exploring different cultural contexts in our language studies has broadened my understanding and appreciation of language diversity,*” reflecting insights from Mitchell et al. (2019).

These observations emphasize the value of integrating theoretical insights into practical teaching strategies, and adapting them to both online and face-to-face learning environments. By leveraging these approaches, SMC can continue to enhance language acquisition and learning outcomes, catering to the diverse needs and backgrounds of its students while fostering a rich and inclusive educational experience.

D. Thematic analysis:

This part of the paper explicates the profound insights unearthed using the themes that surfaced in the study. These themes encapsulated the central thought covering language acquisition and learning concepts that are woven in the entirety of this research:

1. **Innate Language Acquisition Mechanisms:** This theme underscores the foundational role of inherent cognitive abilities in language learning processes. This theme, along with the succeeding themes, was consistently highlighted and observed throughout the data analysis.
2. **Role of Cognitive Processes:** This theme highlights the active role of learners in constructing linguistic knowledge through cognitive skills.
3. **Sociocultural Contexts and Language Variation:** This elucidates how social factors influence language variation and usage, advocating for inclusive educational practices that respect diverse linguistic backgrounds. This theme underscores the importance of understanding sociocultural contexts in language education.
4. **Integration of Linguistic Input Diversity:** Integrating diverse linguistic inputs aligns with research on language learning experiences, as discussed in studies among college students. Exposure to varied language structures and usage patterns enriches language learning and promotes cultural sensitivity among learners in SMC.
5. **Effective Language Learning Strategies:** This theme emphasizes the role of mnemonic devices and self-regulation techniques in promoting autonomous learning and enhancing language acquisition efficiency. This is also highlighted in one of the responses given by the teacher participant.
6. **Active Learning Environments:** Active learning strategies, including collaborative projects and real-world language use scenarios, enhance language learning engagement. This theme fosters interactive learning experiences that deepen understanding and application of language skills.
7. **Continuous Evaluation and Feedback:** Continuous evaluation and feedback mechanisms in language education ensure that teaching methods remain responsive to student needs and effective in achieving language learning goals. This iterative process supports ongoing improvement in educational practices.
8. **Inclusivity and Cultural Sensitivity:** Inclusive language education practices in SMC, emphasize the importance of respecting and celebrating linguistic diversity. Educators create inclusive learning environments that promote positive language learning outcomes for all students. This is highlighted in one of the responses given by the student.
9. **Theory-Practice Integration in Language Education:** This theme emphasized theoretical insights with practical teaching strategies that enhances instructional effectiveness in language education. Indeed, this integration allows educators to apply research findings and theoretical frameworks to meet the diverse needs of learners in educational contexts.
10. **Professional Development and Pedagogical Innovation:** Professional development in language education supports educators in adopting innovative pedagogical approaches. By integrating new technologies and research-based practices, educators enhance their instructional strategies and support student success in language acquisition.

These themes highlight the importance of the theoretical frameworks and empirical research output as used in this study in terms of language learning and acquisition, shaping effective language teaching and learning practices in contemporary post-pandemic educational settings like SMC.

5. Discussion

The findings of this study as shown in the different themes resonate deeply with established theoretical frameworks in language learning and acquisition, viewed through the insightful lenses of Chomsky's Transformational-Generative Grammar, Pinker's Cognitive Aspects of Language, and Labov's Sociolinguistics. They illuminate various facets of language acquisition, emphasizing innate cognitive structures, cognitive processes involved in language learning, and the profound sociocultural influences shaping language use (Chomsky, 1957; Pinker, 1994; Labov, 1972). In the context of the post-pandemic educational landscape, the implications drawn from these theoretical insights hold significant promise for refining educational practices at SMC.

Integrating diverse linguistic inputs and deploying effective language learning strategies, as guided by current research (Eslit, 2023; Czerkowski & Berti, 2020), is well-positioned to enhance language education programs. Adopting digital tools and innovative pedagogical approaches mirrors the ongoing trends in hybrid and online learning environments, essential for fostering active learning environments that enhance student engagement and language proficiency (Tracy, 2024). Continuous evaluation and responsive feedback mechanisms are indispensable for adapting teaching methods to the diverse needs of students, thereby ensuring robust and effective language learning outcomes (Gass et al., 2020).

Furthermore, the promotion of inclusivity and cultural sensitivity in language education reflects broader societal shifts toward embracing global interconnectedness and appreciating diversity (Lessard-Clouston, 2018; Czerkowski & Berti, 2020). These insights underscore the critical importance of integrating current research in language acquisition into educational practices at St. Michael's College. This study embarked on three primary objectives: a comprehensive review of foundational theoretical frameworks (Gass et al., 2020; Lessard-Clouston, 2018; Labov, 1972); an examination of how these theories manifest in learning materials at St. Michael's College (Eslit, 2023; Czerkowski & Berti, 2020); and an analysis of observational data on holistic approaches in language learning post-pandemic (Tracy, 2024).

These findings highlight the pivotal role of integrating theoretical insights with practical applications to innovate pedagogical approaches, promote inclusivity, and ensure meaningful learning outcomes aligned with contemporary educational demands. The transformative potential for educational practices at St. Michael's College in the post-pandemic era, informed by foundational theories in language acquisition, underscores the importance of structured language input and systematic learning approaches to enhance students' linguistic proficiency (Chomsky, 1957; Gass et al., 2020). Leveraging insights from Pinker's Cognitive Aspects of Language emphasizes the role of interactive learning environments that stimulate cognitive engagement (Pinker, 1994; Lessard-Clouston, 2018), while

Labov's Sociolinguistics advocates for inclusive educational practices that respect diverse linguistic backgrounds (Labov, 1972; Czerkawski & Berti, 2020).

These theoretical frameworks provide a comprehensive basis for adapting educational strategies at St. Michael's College to navigate the complexities of the post-pandemic educational landscape. It is crucial, however, to acknowledge the limitations related to the sample size, with the qualitative nature of the research involving ten participants. While providing deep insights into language learning perspectives in post-pandemic educational contexts, this sample size may not fully represent the diversity of experiences and viewpoints in larger populations. Therefore, future research could benefit from larger and more diverse participant samples to enhance the generalizability of findings across different educational settings and demographic groups.

6. Conclusion and recommendations

This study bridged theoretical insights with practical applications in contemporary language education at St. Michael's College. This investigation offers significant perspectives on language acquisition and learning pedagogy. Using qualitative methods, the research examines nuanced or subtle information about teacher-student interactions in hybrid learning environments and the integration of digital tools, underscoring the importance of merging theory into innovative language learning and acquisition pedagogical approaches. Recognizing limitations in the observational scope, like the setting, number of participants, and institutional context, is crucial. Future research should broaden to include diverse learner populations and settings to enhance applicability. Significant findings as deeply elucidated in the themes necessitate adapting educational practices to evolving technological and societal changes as they currently remain a challenge. Addressing these challenges and accepting innovative pedagogical methods can foster resilience, cultural sensitivity, and linguistic proficiency among teachers and students while enriching college language acquisition and learning in SMC. Recommendations include fostering interdisciplinary collaborations and professional development, intensifying teacher training in digital integration, advocating student participation in research and cultural understanding initiatives, and expanding research activities to encompass diverse educational language development initiatives in the post-pandemic educational setting.

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