



## A Generative Syntactic Representation among Iranian Bilingual Speakers of English Language; the Case study of Iranian Arab Bilingual Speakers' grammar

Yousef Karami

Ilam University, Ilam, Iran; YousefKarami1370@gmail.com

### Abstract

This study attended to investigate the acquisition of syntactic attributes of passive forms of simple present, simple past, present perfect, past perfect, simple future tenses, and *to be verbs* in present (*am, is, are*) in bilingual speakers of English in elementary, intermediate, and advanced levels of language proficiency and across a generative framework. Generative models are usually connected with issues like universal grammar (UG), language transfer, and morphological changeability. Therefore, this paper have had an attempt to

scrutinize the assertions and forecasts made by the generative theories of RDH, MSIH, and structure-building model. For doing so, 36 Arabic bilingual speakers of English selected for the study. On the basis of Oxford Placement Test, they were grouped to three levels of language proficiency. After that, they received a translation task and a grammaticality judgment test. The findings detected that there was basic discrepancies among speakers of the elementary, intermediate, and advanced levels of language proficiency in their performance. Moreover, the speakers in all levels of language proficiency performed better on GJT compared to TT.

**Keywords:** Passive tenses; *to be verbs* in present; RDH; MSIH; Structure-building model; Universal Grammar (UG)

### 1. Introduction

Many years ago, acquisition of second language syntax had been prevailed by regarding generative model and it traced till the present time. Although these models have had diverse points of view, they assigned the supposition that structure building in second language acquisition will be limited to universal grammar. In most of these models, L1 environment are contended to be impressive in the L2 learners' interlanguage structure though there is remarkable difference by regarding the scope of this beneficial figure (Hawkins & Chan, 1997; Schwartz & Sprouse, 1996; to name but a few) [1,2]. It is argued that the learners who come into communication with a foreign language are not monolinguals forever (Cenoz, 2001) [3]. In particular, the learners who have been parts of linguistic minorities in their countries, they may learn English as a second language in a bilingual situation which has linguistically more sophistication than that of first language in which has generally been inspected in the SLA literature. As stated by Cook (1992), the language wisdom of bilinguals or

multilinguals is not the same as that of monolinguals [4].

Our country, Iran, is an actual instance of those countries that a number of English speakers are members of linguistic minorities such as Kurdish, Turkish, and Arab. These learners are Iranian bilingual speakers who learn English as a third language. And, they are considerably recognizing themselves as trilingual speakers of English. In addition, these speakers are supposed to increase special interlanguage templates as they have had a distinguished type of language setting. According to Vinniskaya and Flynn (2003), this fact has accompanied with the proliferating knowledge in which coming close to language learning across the investigation of second language alone looks to give a defective image of language learning triggered the commence of this paper [5].

Many studies have been carried out on syntactic representations of English monolinguals and non-English bilinguals (Chomsky, N. 1981; Hawkins, 2001; White, 2003; Radford, 2004; Omar, 2007; Chomsky, N. 2008; Montrul, 2010; Cuza & Frank, 2011; to name but a few) [6,7,8,9,10,11,12,13]; however, little attention has been paid to compare syntactic