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Importance of Grammar in Learning English as Second Language
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Abstract:

Languages and verbal communication are inextricably linked. These are the "codes" that are used in the communication process, where a message is "encoded" by the sender and sent to the recipient via appropriate media. The recipient then "decodes" the message to determine its meaning and provide feedback. The communication process is now complete. Effective communication requires not only the use of the necessary language but also its comprehension and identification. As a result, emphasis is placed on proficient and successful language learning.

Although we don't always learn them, as children we typically begin with our "native" or "mother" languages. Language acquisition is the process by which we unconsciously pick up a language without being aware of its norms and conventions. We may actually discover the subtleties later in the educational process, but that doesn't mean we're any less skilled at using our mother tongue for communication. However, mastering a language is unquestionably necessary when it comes to other languages, which are sometimes ironically and quite successfully referred to as "foreign" languages. In the case of ESL students, the need to an in depth language learning is all the more important and thus comes the importance of learning the grammar of the language. 'Grammar' can be broadly defined as a set of rules related to the structure and usage of the language. Hence one can neither write nor speak in any given language without learning its grammar.

In order to achieve a perfect teaching learning scenario, the teachers need to facilitate a proper balance of learning both grammar and communication so that any ESL student can achieve complete efficiency in not just the 'acquired' but also the 'learned' language.

Key words: Communication, English, Grammar, Language, Learning.

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Importance of Grammar in learning English as a second language

Language is "a system of communication which consists of a set of sounds and written symbols used by the people of a particular country or region for talking or writing," according to the Collins dictionary. If we closely study and analyze this concept, we can observe that language may be divided into two basic categories: spoken and written.

Though fundamentally abstract, language is a timeless phenomenon. It refers to the expansion and advancement of human civilization and maintains cultural continuity. Language has enabled and facilitated man's efforts in both written and spoken communication. Otherwise, beyond a certain point in civilization's growth, communication would have probably become unnecessary.

Language, according to Samuel Johnson, is the "dress of thought." We have to agree with him because communication is more than just coming up with an idea to share with someone. Only when our thoughts are translated into language and conveyed to the intended recipient can the entire communication process begin, as this is the most crucial phase in the process. That would not be incorrect; in fact, that is the reason language is called the "code" of communication.

Once more, the feedback is the receiver's thoughts dressed in linguistic attire. Thus, the communication process continues. Even while nonverbal communication makes up a significant portion of modern communication, it is not and never will be the whole process. One could argue that nonverbal communication is a significant and vital element of the everyday communication process that operates without the use of any language. The two main pillars by which everyone defines and recognizes communication are written and spoken communications. The origins of these two forms can be found in the very first pages of human history, and they are as old as communication itself.

A certain degree of attention must undoubtedly be paid to the history of language's creation in order to begin discussing it. With theories and counter-theories claiming various origins, the aforementioned history is a frequently contested subject. One idea holds that language originated historically, meaning that all languages are related in some way, while another holds that language appeared in its current final form as it does today. Given that several languages indeed share an ancestor and come from the same family, the second idea appears to be tenable in a number of ways.

The most widely spoken language family is Indo-European, which includes a variety of languages like Hindi, English, Russian, and others. Therefore, it might not be overstating things to state that the languages have their own parents and siblings and that they are similar to one another. This kind of fraternity can also be linked to early languages found in cave paintings or Egyptian hieroglyphics, which were primarily symbolic. Later alphabets could have been created from those symbols, which implied the same meaning and promoted the growth of communication.

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To effectively continue our communicative endeavors and activities, humans must comprehend, absorb, and utilize the languages. How is that accomplished? Actually, language adaption can be divided into two processes: i) language learning and ii) language acquisition. In the sense that language learning starts at the subconscious level as early as childhood, these two processes are completely distinct from one another. We all have our "mother language," also known as our "native language," which we begin learning from our families as it permeates our subconscious. We may not learn it, but we do acquire it.

However, learning a language is a completely different idea. The main distinction between the two is that the former starts in the subconscious, while the latter occurs when one is completely conscious and able to absorb the subtleties of the language in its totality. In order for us to be able to perform the three fundamental criteria in any language usage, the reading-writing, and speaking phenomena without any issues, we are deliberately taught and absorb the rules and regulations controlling the right usage of the language. The process we must go through when acquiring a second language—which is sometimes appropriately referred to as a "foreign" language—is unquestionably language learning rather than language acquisition.

As was previously noted, mastering the laws of usage is another aspect of learning any language. These are a collection of rules that regulate how the language is used and are based on its structural characteristics; they are known as the "grammar" of that language. This raises the question of what "grammar" actually is and how important it is to language acquisition. Every language in the world has its unique grammar forms, which serve to regulate the language and guarantee its correct operation. This idea of grammar can be (ostensibly) described as a collection of rules derived from the structure of any language that cover all conceivable forms and aid in learning how to use them correctly.

However, the idea that grammar is exclusively necessary for written representations of any language would be completely incorrect. While speaking, proper usage and adherence to regulations are just as crucial. Any verbal communication that is not supported by appropriate language is flawed. Errors such as mispronouncing words or misrepresenting their intended meaning in a communication format can easily arise when a speaker lacks a proper understanding of the language's grammar.

Additionally, mastering the laws of grammar is not enough to become a proficient writer, speaker, or listener. The study of words, usually known as "building a vocabulary," is another aspect of grammar. The right words must be used for any type of communication in order to convey a clear and understandable message to the listener or audience. During a speech, if a speaker is unable to continue, the audience will undoubtedly question the speaker's credibility and trust in his message.

Therefore, learning vocabulary is crucial, but so is understanding how to use them correctly in the right contexts, which can only be accomplished with thorough grammar instruction. Any written or spoken material can be made readable and engaging by someone

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who is proficient in grammar and vocabulary.

Since students are consciously absorbing the structural rules of usage to present the language fully and effectively in both written and spoken forms rather than acquiring it subliminally, we can say that the process used when teaching English as a "second" language is one of learning rather than acquisition. In order to become a comprehensive and proficient language user, it is crucial to concentrate on reading, writing, and speaking because failing to be proficient in any one of these areas will undoubtedly provide the wrong impression and produce unfavorable outcomes.

There are numerous scenarios that are used to assess and evaluate the students. They have to prepare for the last scenario, which is the job market, and pass written and oral exams in addition to giving formal presentations. Having solid grammatical knowledge to support them is crucial in each of these situations. It's easy to assume that if one doesn't leave a positive and lasting impression on the first try, it might be the end and there won't be another chance. A applicant cannot get a desired job with a poor résumé.

Nowadays, there are many different language learning programs available, and they either emphasize communication skills alone or grammar. None of these courses fulfill the necessary function, and students who take them only get a partial understanding of the language. Being a proficient language user is impossible with such a training. Therefore, it is the teachers' or instructors' duty to design a course that will help any student become a more well-rounded language learner. What has to be done to create such a course is the question that now emerges.

There are many arguments and factors to take into account when determining the best method to use when teaching grammar to ESL students. In an attempt to create the perfect environment, scientists, linguists, researchers, and academics have been working on subjects and putting forward their theories for a long time. In actuality, however, there are very few ideals. Usually, the instructor is solely responsible for coming up with ideas for how to teach her students the finest lessons possible. Given that a class is always diverse, the instructor must be aware of each student's needs and provide for them appropriately.

Instead of adhering to a set of rules or academics' theories, a teacher can have the best class if she and her students are aware of each other's strengths and weaknesses. This way, the positive aspects can be addressed, and the negative ones can be avoided or fixed. Every learner is distinct and distinctive from the others. They may share the fact that they are studying the language as a second language, but they also differ greatly from one another in a number of ways that the teacher must take into account when creating a welcoming classroom environment.

The elements are:

Different style: No two students have the same learning style. Therefore, attempting to teach every student in the same way may not be the best approach to managing a class. Even while there are broad guidelines that must be adhered to and applied to every student, it is always a good idea to give each student individual attention and to address their requirements.

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Age: Typically, students in a given age group are part of specific batches or classes, and there isn't much of an age difference between them. However, if there is a difference in the age at which a student begins their education, that could be a cause for concern, and the teacher should pay close attention to that because age undoubtedly plays a role in how an individual's mental makeup develops, which in turn affects how well they learn.

Proficiency: Each student's level of understanding or ability to acquire a subject differs from the others'. When two or more are involved, it can never be the same. If 99% is about to be reached
 of the teachings effectively, while others may be at 97% or 98%. Therefore, it should not be the teacher's responsibility to give everyone the same instructions or to expect the same outcomes from everyone. In order to ensure that no one is falling behind, he or she should instead be able to handle both 50% and 99% achievement.

Educational background- One crucial element is a person's educational background, which has a direct impact on their total performance level by influencing their culture, beliefs, ethics, subject-learning aptitude, and many other significant attributes. When organizing a class, no instructor can avoid this point.

When teaching grammar to their students, linguists and teachers typically use two fundamental approaches. They are:

i) **The deductive approach**: in this case, the instructor provides the pupils with the set of rules to be learned and applied.

ii) **Inductive approach:** in this method, the teacher gives the pupils the tools to learn the rules on their own rather than giving them the rules outright. When comparing these two methods, one may argue that the second one requires more time because the pupils will be working on it almost alone. In the case of the first one, knowing the rules makes things much simpler. However, there is one thing that all approaches have in common: the teacher must be knowledgeable about the subject and all of its nuances. Additionally, the instructor must plan the lesson before it is taught.

The majority of ESL students lack basic grammar skills and may not be able to understand the language in its entirety from the start because they come from different backgrounds and are used to different teaching methods, most likely more conventional, and because the language is "foreign" to them. As a result, the instructor's job also becomes that of a facilitator, one who can help students learn the language to the fullest extent possible.

In order to do this, teachers must improvise in some way because traditional approaches may be dull and uninteresting, which pupils may strive to avoid. Furthermore, merely learning the subject's laws by heart is insufficient. This issue could be resolved by

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assigning assignments that would spark students' interest in the subject and help them understand usage guidelines, as well as by utilizing a variety of imaginative grammar games and group activities.

The conversation above leads us to the conclusion that the entire procedure needs to be student-friendly. One cannot possibly expect to achieve the greatest outcomes if the learner or student is uncomfortable in the learning environment. Once more, this means that when designing a student-friendly process, it is important to remember that learners of English as a second language, or even those who are not native English speakers, can readily become proficient language users in the necessary written and spoken communication domains.

In conclusion, the significance of grammar in learning English as a second language extends beyond mere rules and conventions; it forms the backbone of effective communication and comprehension. By providing learners with the tools necessary for clarity, precision, and cultural understanding, grammar helps facilitate meaningful interactions in both academic and professional contexts. As learners develop their grammatical skills, they not only enhance their language proficiency but also build confidence that encourages them to engage more fully in conversations and writing. Ultimately, a strong foundation in grammar empowers ESL learners to navigate the complexities of the English language, paving the way for successful communication and fostering deeper connections **in a globalized worl**

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