



A LINGUISTIC ANALYSIS OF THE ROLE OF GRAMMAR IN LANGUAGE CHANGE

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ABSTRACT: *This scoping review examines the significance of grammar in second language teaching and learning. Its primary focus is to synthesize relevant research and literature on grammar acquisition and to identify effective strategies for achieving it. Acquiring grammar involves the subconscious acceptance of grammatical knowledge, which is then utilized in communication. This implicit aspect complicates research efforts, highlighting the need for more information to enhance our understanding. Consequently, this review collected and analyzed recent studies from various databases, including both qualitative and quantitative research. Many language educators emphasize the importance of pedagogic grammar in second language acquisition. The review reveals that the study of grammar acquisition is essential and that further research is necessary to enrich existing knowledge. Such investigations can lead to improved strategies for facilitating grammar acquisition among language learners, ultimately enhancing both second language learning and teaching.*

KEYWORDS: *Grammar Acquisition, Language, Acquisition, Grammar Instruction, Second Language Learning, Second Language Teaching.*

INTRODUCTION

Language is a complex structure that encompasses various aspects that can be difficult to understand. According to Filho and Queriquelli (2017), language is considered a complex system because it consists of four subsystems: Discourse, Grammar, Lexicon, and Semantics. Grammar, in particular, is a vast topic that has sparked considerable debate regarding its definition. Eunson (2020) describes grammar as a set of rules and exceptions that reveal the meaning of a language. This definition



prompts discussions about the differences between descriptive and prescriptive grammar. With that being mentioned, many may have been confused about what grammar is. The acquisition and learning of language are two different things. According to the synergy between language acquisition and language learning can develop systematic perspectives externally and internally. Learning a language differs from acquiring a language. Both are important in enriching people's knowledge about languages. In an article written by Andrew Nunn in 2016 titled The Importance Of Language Acquisition, language acquisition averts the mentality of "us vs. them" and opens more cultural understanding and cultural mindset. In addition, Nassaji (2017) refers to grammar acquisition when a person acquires the structures and the rules of a language and when that person can use what he/she acquires in a communicative context.

RESULTS AND DISCUSSION

Proficient grammar reflects a strong command of a language and contributes to the enhancement of communication skills over time. This scoping research highlights the necessity for additional studies on grammar acquisition, as it is often overlooked in discussions of second language acquisition, whether intentionally or not, due to its complex nature. Furthermore, further research could identify effective strategies for improving language acquisition, which is crucial for enhancing teaching methods used by educators. Although exploring L2 learners' access to Universal Grammar may be challenging, such studies could deepen our understanding of the relationship between Universal Grammar and second language acquisition. Ultimately, schools and language teachers should prioritize second language learning and teaching, as they play a vital role in helping learners acquire a new language. In the 21st century, it is essential to embrace more advanced methodologies, as learners continue to evolve and adapt, necessitating updates to concepts in second language learning and teaching. The role and kind of grammar instruction in language acquisition with explicit relevancy EFL has been the topic of SLA analysis and discussion for many years. However, descriptive linguistics instruction has been recognized as an essential and inescapable element of acquisition and use. It is seen as valuable, if not indispensable, in the context



of EFL teaching and learning. The role of grammar acquisition in foreign language education might be a controversial one every in second language acquisition analysis and language pedagogy and, as a result, an attainable provide of confusion to student lecturers. The teaching of grammar plays a central role in each EFL/ESL teacher's classroom.

CONCLUSION

The role of grammar in foreign language classrooms is a contentious issue in second language education. Traditionally, there have been various approaches to presenting grammar. Historically, grammar has played a central role in language education, often being the main focus in the classroom. Recently, however, there has been a shift toward implicit grammar instruction that emphasizes the use of language for communication. A review of language learning theories and current research has been conducted to clarify how grammar should be taught. A survey of language educators revealed a preference for explicit grammar instruction and the use of authentic materials. Research indicates that both explicit and implicit grammar instruction have their advantages. To align with the new World-Readiness Standards set by the American Council on the Teaching of Foreign Languages, language teaching should highlight the connections between language, communication, and culture. Teaching grammar in isolation is no longer effective for equipping students with practical language skills. Therefore, a mixed approach that combines authentic materials with both explicit and implicit grammar instruction characterizes modern language teaching and learning in the 21st century.

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