Chapter 2

Grammar and L2 Acquisition

2.1. Introduction

Since the beginning of the history of language teaching, the issue of the role of grammar in second language acquisition classrooms has been the matter of great discussion. For most part of the history, grammar has been an integral part of teaching English in India with a view of making the learners learn and use exact and correct English. The Grammar Translation method practised in the English regime in India and in the recent time after independence has focused on full scale teaching learning of grammar. Ever since many linguists and language teachers believe that grammar in SLA classrooms is an important part of both teaching and learning programmes. However in view of the rise of more communicative programme lately, there are some other scholars who think that grammar teaching in SLA classrooms interrupts the process of acquisition or learning.

After analysing the history of language teaching, it becomes quite clear that the second half of the 19th century and the whole 20th century have been full of debate over the question whether teaching helps the learners gain proficiency in a second language or not. In the 20th century there were two
trends which were being followed in different area interchangeably as Prof. Sabri Koc observes in his article *Language Teaching Approaches: An Overview*:

Prior to this century, language teaching methodology vacillated between two types of approaches: one type of approach which focused on *using* a language (i.e., speaking and understanding), the other type which focused on *analyzing* a language (i.e., learning the grammatical rules) (Koc, 2011: 1)

The answer to this question is very much clear in the curriculum at school and college levels. The syllabus that the students are taught has undergone changes many a time and the final one that our students are studying is comprehensive and varied. The level of English grammar for all the competitive exams also makes it quite clear that knowledge of English grammar is very important both for excellent academic records and getting a good job. In the midst of Mushrooming coaching institutes, emerging new fields of jobs in Multi-national Organizations Culture, and the present level of competence, our students have together laid enough emphasis on teaching English grammar at school and college levels with such an approach that our student can become proficient in all the four skills of language i.e. listening, speaking, reading and writing. Though these are not grammatical skills yet grammar has a close relation with all the four skill. This point will be discussed
in this chapter later under the heading Grammar and Skills. Some language teachers (Ikpia, 2003) of the 21st century believe that adult learners of English as second language give more importance to learning grammar. In the age of globalization, several exchanges and experiments are being made in the field of learning strategies which have given a positive and explicit answer to the question whether grammar should be a constituent part of communication. However, there are two more important questions which are to be answered explicitly. They are:

1. To what extent should the learners be taught grammar?
2. What method should the teacher adopt to introduce grammar to the adult learners of a second language?

Since this study is based on the learners of English whose L1 is Hindi or one of its dialects, the analysis of teaching method has also been done by keeping these learners and their locality into centre. In Delhi University, students come from almost every state of India but the majority is of those whose mother tongue is Hindi. the same position is found in schools. Having visited some schools, analyzed teaching methods, and assessed the performance of the students, it is found that teachers have been teaching English to secondary, senior secondary and higher level students since past 30 years by forcing them to learn patterns, vocabulary and grammatical rules. Translation and drills were very popular in the ESL classrooms until the end of the 20th century but nowadays things have changed to a great deal. Since the
present chapter of this thesis mainly deals with the role of grammar teaching in second language acquisition, nothing as such is posited to be theorised in this regard. This chapter rather gives a critical analysis of the history of grammar teaching along with some findings in the ESL classrooms of the adult learners in general. Although no claim has been made regarding the universal applicability of these findings, yet they can be applied undoubtedly as theory on the same kind of learners in similar localities. Since I am a teacher of both English language and literature teaching at UG and PG levels, the selection of students for this study has been done from the same classes that I teach.

2.2. History of Grammar Teaching

It is indeed a difficult task to go through the exact history of language teaching and the way of introducing grammar in ESL classes because the list of historical and modern approaches is very long and irrelevant to this study. But, some history and approaches need to be mentioned. The focus, as it has already been mentioned in this chapter, is upon the role that grammar plays in SLA classrooms and the way we adopt to introduce it. Before the formal beginning of research in SLA (until the introduction of communicative approach in language teaching in the 1980s.), many language teachers believed that teaching and learning a second language includes grammatical analysis and translation of the target language into the mother tongue. Following this approach, the speech of the target language which contained eight parts i.e.
nouns, pronouns, verbs, adjectives, adverbs, articles, prepositions, and conjunctions were elaborately taught with a rigor and competence. It was believed that the learns need to know all the eight parts at least for the correct translation of the mother tongue into the target language. But, Herron (1976) found that the 18th century grammarians did not find it appropriate to study the parts of speech to learn a second language because there were a number of basic pattern-based rules which were not beyond exception. However, this approach was extensively used as basic method of language teaching.

At the beginning of the 20th century, the linguists had started comparing and analyzing the languages in the world and found that analysis and translation of the eight parts of speech was inappropriate. Instead the language scientists proposed that there should be three basic subsystems of linguistic comparison and analysis (Larsen and Freeman & Long, 1991) as given below:

a. The sound system (phonology) - Many linguists including structural linguists agreed on the principal that language is basically speech and it is primary skill. There are many languages in the world which do not have written form. Therefore, to understand the process of acquisition and learning such languages, the study of their sound system is very necessary.

b. Sound combination (Morphology) - The word structure which is the result of putting different sounds together gives a particular meaning.
Hence, the study of discrete units of meaning is second equally important area of study.

c. The units of Grammar (Syntax)-The study of Grammatical units was considered to be necessary for getting a correct and complete sense.

Many linguists went beyond the structural approach and they combined the structures with stimulus and response approach to design a new approach called audio-lingual approach of second language learning. It became very popular during the Second World War when people felt the need of this language more than anything else. Although this approach was a reaction to the grammar translation method yet neither learners nor could the teachers let go this method. People were using the spoken form in highly structured manner. The performance in second language was coming through the translation of the mother tongue into the target language. Therefore, focus on sequence of sentence element was given with the application of grammatical rules. It was, then, felt that teaching structure make the students learn to combine different parts in a meaningful structure:

Researches show that systematic practice in sentence combining can increase students' knowledge of syntactic structures as well as improve the quality of their sentences, particularly when stylistic effects are discussed as well. (Hillocks and Smith, 1991: 4)
Around the turn of the 20th century, it was felt that the use of grammatical rules in second language performance hindered the process of learning so the grammarians who were under the influence of behaviourist theory neglected the role of grammar in language teaching classrooms.

After the Second World War both the researchers and the linguists emphasized that second language learning should be followed by rapid development in speech habits. This led the way to the rejection of behaviourist model of language learning which was based on verbal habits because the language teachers came to the conclusion that understanding and thinking mechanism were not taken into account. The problem with syntactic structure was that it could not explain the ambiguity of certain sentences like-

1. I saw him crossing the road.
   
   In sentence (1), it is not clear who is actually crossing the road. It can have two interpretations as given below-

1(a) I saw him when he was crossing the road.
1(b) I saw him when I was crossing the road.

This emphasized the need of creating the communicative atmosphere in the classrooms to create a realistic context for acquisition of a second language in the classrooms and outside. The new responsibility of creating or designing communicative activities came to the teachers which made him a facilitator. It was assumed that:
...the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar and strategy...the teacher leads assisting groups in self correction discussion. (Richards and Rodgers, 1986: 168)

After this, a lot of emphasis was laid upon the development of audio-visual approach. But, he it was also rejected by the researchers and language teachers because it laid too much emphasis on psychological mechanism which was peripheral.

By the 1960s cognitive approach to language teaching had gained enough popularity. This approach mainly came from two fields i.e. psychological and linguistic. This psychological field was, in fact, Noam Chomsky's (1959) answer to B F Skinner's (1957) theory of language acquisition which Skinner propounded in his book *Verbal Behaviour* by saying that human linguistic behaviour is determined by two factors i.e. linguistic environment and history of reinforcement. Cognitive approach rejected this theory on the following bases:

a. Language learning is viewed as rule acquisition, not habit formation.

b. Instruction is often individualized; learners are responsible for their own learning.
c. Grammar must be taught but it can be taught deductively (rules first, practice later) and/or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

d. Pronunciation is de-emphasized; perfection is viewed as unrealistic.

e. Reading and writing are once again as important as listening and speaking.

f. Vocabulary instruction is important, especially at intermediate and advanced levels.

g. Errors are viewed as inevitable, something that should be used constructively in the learning process.

h. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language. (Prof. Sabri Koc, 2011: 5)

By this time under the influence of Chomsky, people started believing that language learning was the product of rule formation, hypothesis formation, and testing them. Hence, it was thought to be a creative process rather than imitation or habit formation. Therefore, the process that the Structuralists and the Behaviourists suggested was regarded as a non-productive, useless method by the Cognitivists. The theory of cognitivism was also developed by some linguistics (Chomsky and his followers) with the development in
Transformational Generative Grammar and Universal Grammar. Later, in 1965 Chomsky also distinguished between competence and performance Language acquisition device. According to Transformational Generative theory, a child is born with four innate grammatical, linguistic properties by the help of which he-

I. Distinguishes speech sound from other sounds.

II. Organizes linguistic events.

III. Has the knowledge of certain kind of linguistic system.

IV. Engages himself in constant evaluation.

Although this method was having psychological and linguistic backgrounds, yet it could not gain the Popularity like audio-lingual method. This method lacks clear classroom implementations, overstresses production data and lays much emphasis upon learners' errors without proposing a proper solution for avoidance errors.

Chomsky's Transformational Generative Grammar, Universal Grammar and Competence and Performance theory could not keep the pendulum of language teaching theories and methods at the centre. The explicit grammar instruction which Chomsky proposed could not remain stable for a long time. But, this does not at all mean that right from GT Method to Competence and Performance theory no development was made in the field of ELT. In fact, there is always a scope for the new things to be done and the way of developing a new method always comes out of the older one. Continuing the
tradition of research and developing a new and easier approach, in the 1970's, humanistic approaches were developed and brought into practice.

Humanistic approaches is a group of approaches propounded mainly for community language learning, the Silent Way and Suggestopedia (a method of teaching a foreign language in which the students learn quickly and feel relaxed and interested.). These approaches were chiefly represented by Curran (1978), Lozanav (1979) and Stevick (1982). This approach is learner centered which keeps in centre learner's emotional attitude towards language while selecting material and designing activities for them. The learners were encouraged to use their feelings, intellect, relationship and reactions. In 1979, Georgy Lozanov designed suggestopedia which was based on the idea that mind is very powerful and it retains information by suggestion. Another method categorized under humanistic approaches is The Silent Way designed and proposed by Caleb Gattegno (1978) according to which the teacher is supposed to be silent. This shows that learning is autonomous and co-operative. It is to be noted that these approaches transformed the teacher into a facilitator and the explicit grammatical instructions into implicit grammar instructions. It does not mean that communicative language teaching completely lost attention on grammar instruction. N Spada (2007) argues "communicative language teaching means an exclusive focus on meaning" but it is a complete misconception because Thornburg (1999:23) says that syllabus of communicative language teaching has many categories of meaning or functions
and have strong grammar basis. The proponents of these approaches thought that grammar hinders the communicative ability and that the chief goal of language should be to communicative ability. Larsen-Freeman, (1991) and Brown (1961) commented on the implicit or no grammar instruction in ELT. They said that grammatical competence is essential for communication which cannot be attained solely through the input of meaningful sentences or structures. Another important limitation of communicative or humanistic approach in that skills like speaking and writing cannot be learnt accurately without the help of grammar.

Contemporary research on implicit or explicit introduction of grammar in English language teaching has concluded that an exclusive emphasis upon only one of the approaches (explicit or implicit) can prove to a great hindrance in language learning specially in case of adult learners of a second language. Green & Hecht (1922) Long (1991) and Wintz (1996) are not in favour of direct teaching of grammatical rule where as Norris & Ortega (2000), Scott (1990) and Skehan (1996) have focused upon the drawbacks of a strictly communicative approach. Some experienced language teachers like Poale, (2005), Seliner (2008), Camhi & Ebsworth (2008) and Ellis (2008) have suggested that there should be a judicious use of both the approaches i.e. explicit ,and implicit. To obtain the maximum result in terms of learning the target language, these findings and other similar suggestions by some of the researchers definitely paved the way to focus-on-form instruction.
Focus on form is an extension of communicative language teaching and not a departure from it. It draws attention on communicative context. It is defined as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (Ellis, 2001: 1-2). To introduce language through this method, teachers design activities based on form. These activities may be relative, correlative of students speech with the form, recasts, clarification requests and feedbacks. This approach is generally initiated by teachers and followed by the students. But Poale (2005b) says that it may also be initiated by the learners by asking questions and making requests for explanation.

Studies on SLA in the first decade of the 21st century has provided solid evidence for an explicit relationship between focus on the form and acquisition of accurate structures in the target language. Ellis, Basturkmen and Loewen (2001) found that grammatical accuracy and accurate use of new form in the target language enabled the second language learners to improve their learning. Loewen (2005) and Camhi & Ebswrth (2008) also found that focus-on-form method has led the learners to acquire and use more accurate form and structures of the target language. It, therefore, is not very clear that communicative approach with explicit grammatical instructions works well to bring accuracy in the learners. But the only problem with the learners in our rural areas is that many of them are not having higher stages of literacy. It has
been noticed on several occasions that even a graduate sometimes cannot speak and write sentences in English whereas this language is taught to them till graduation level. Spada and Lightbown (1999) and Ellis (2006) found that focus-on-form works only with the learners who have attained at least basic level of the target language. Andrews (2007) argues that the learners of advanced level with high academic goals may be benefitted with a more explicit approach because at this level they have to learn complex structures and concepts which can be learnt through explicit instruction based on focused form.

The examination of different practices, methods and approaches in the field of second language teaching makes it clear that extreme focus on only one form i.e. explicit or implicit cannot be fruitful in language acquisition classes. The outcome of reviewing all these approaches is that grammar has a very significant role to play both in language acquisition and in language learning. In case of first language acquisition, the child acquires the mother tongue as a result of imitation, presence of the Universal Grammar in his mind, and a lot of communicative self-practice in various ways.

However, teachers, methodologists and L2 experts of English as a foreign or second language have been very much concerned about the instructions in the language classrooms. Els Hinkel and Sandra Fotos (2002) advocates of identification of a flexible way to incorporate grammar in
teaching English as a second or foreign language. On the basis of many research findings, studies conducted and experiences at various places with different kind of students, they also found grammar learning as one of the cornerstones enabling the learners communicate accurately and meaningfully. They see grammar teaching as the most important part of language teaching which undoubtedly helps the learners to develop all necessary skills and to get desired success in the environment where English is used as second or foreign language. Rod Ellis (2002) in his article The Place Of Grammar Instruction in the Second Foreign Language Curriculum has rightly pointed out that "without grammar instruction, learners frequently fail to achieve advanced level of grammatical competence". Although the focus of the entire discussion so far has been communicative language teaching, yet the role of grammar cannot be excluded even in communicative language teaching. Therefore the whole discussion can be concluded as:

Recent focus on communicative instruction has at times resulted in explicit grammar instruction playing a limited role in adult education. However, the research on second language acquisition and focus on form in instruction supports approaches like those described in this brief. To help learners improve their grammatical accuracy, instructors should embed explicit focus on form within the context of meaningful learning activities and tasks
that give learners ample opportunities for practice. (A Gallup Rodriguez, 2009: 4)

2.3 Grammar and Listening and Speaking

Any discussion on language acquisition is incomplete without keeping all the four skills in centre. In fact, efficient performance in all languages requires learning of all the four skills in a particular sequence. Listening is the first and foremost and undoubtedly an important skill both in first and second language acquisition. Every linguist who is concerned with first or second language research has approved the fact that listening plays a great role in language acquisition. Good listening skill not only makes language learning easy but also has several benefits that occur in our life at the time of need. It enhances our personality and also gives a required direction to our speech. In the process of communication, listening enables us to accurately receive message and plays a key role in enhancing our competence for better communication practice. Adult native speakers of any language have very good knowledge of their L1 and they use it whenever they require. They also acquire grammar of their L1 without making conscious efforts but when the same adult learners take course in a second language they start verbalizing grammatical rules and try to find similarities between their L1 and L2 patterns. This shows that the process of L2 acquisition is hindered by L1 patterns and the learners’ over consciousness. This does not imply that consciousness to grammatical
patterns are always detrimental to SLA. it is to be noted that writing with
enough time to devote for reflection and correction certainly needs conscious
use of verbalized knowledge of language 3. (Schmidt,1994a,1994b).

Listening is a receptive skill and it is undoubtedly true that receptive
skills are very necessary for productive skills. In fact, they are the very basis
for productive skills, though both the skills differ in characteristics. Kempe and
Mac Whinny (1998) acknowledges that "the distributional characteristics
relevant for production may well differ." N. Ellis (2002a) and (2003) claims
that receptive process is very important at the initial stage of second language
learning because the base that implicit receptive knowledge makes is easily
available during production. This shows that listening prepares a base first for
incorrect forms and structural output and then for the correct ones. The
importance of receptive or listening process has also been accepted by many
linguists and scholars like Van Patton (2002a), Van Patton and Oikkenm,
(1996). They accept that the knowledge acquired through receptive skills is
shared during production but it doesn't prove the synonymy of both the
processes. Despite a shared knowledge base, there is a separate data base
module for receptive and productive skills. Although their claim was based on
experiments yet it was reversed by saying that skill learning is based on
transformation of declarative knowledge into qualitatively different procedural
knowledge (Dekeyser,1997). This argument created a difference between
declarative and procedural knowledge. Dekeyser further clarifies his claim by
saying that declarative knowledge is flexible as it can be used in different way under different conditions whereas procedural knowledge is skill-specific because it is used for specific purposes.

This study does not intend to differentiate receptive and productive skills. The purpose of introducing both the skills is to establish or highlight the role of grammar in second language acquisition which remains incomplete without mastery over all the four skills. From the discussion given above, it becomes very clear that acquisition of both first and second languages requires command over both the skills irrespective of their procedural and performance differences. Acquisition most effectively starts with receptive or listening skills and acquisition of grammatical rules; patterns are also acquired with listening. Grammar of L1 is generally acquired fast and almost correct through less conscious listening whereas the grammar that is imposed from outside does not play an appropriate role in acquiring a second language. The effect of input on performance of language cannot be denied (Krashan 1985, Schwantz 1993) whether this input may be focused or random. Input is always input and it always remains alive in human mind. It is used by our mind whenever we need it is felt. This process can be shown quite clearly with the help of the figure below:
Speech is the next important skill after listening and the first important and very necessary productive skill which mostly depends on knowledge acquired through listening. This oral skill may be interactive during face-to-face or telephonic conversation, partially interactive during delivery of a speech and it becomes non-interactive during recording speech broadcasting.

In the process of communication, it is a well known fact that speech is that important skill which sets all stages for the performance of reading and writing. In case of learning the mother tongue, nobody has to learn grammar or grammatical terminology before the actual process of learning L1 starts. Both learning grammar and speaking are natural phenomenon because a child starts speaking in the way everyone speaks around him. As the time passes, the child develops different skills and uses them to make the process of communication effective. It is a general truth that using language effectively without using grammar is not only very difficult but almost impossible.
Therefore, we can say that grammar may be less important in learning/acquiring language but it is highly necessary in polishing and perfecting it.

Another important factor to consider is whether grammatical terminology is necessary in second language classroom or not. The only thing which has become very clear is that the knowledge of grammatical terminology is necessary in its formal and effective use specially in relation to speaking and writing, but many language teachers, scholars and educators (Newmark, 1976, Hawkins, 1984) have given different opinion on the role of grammar in this regard. Newmark, for instance, says that "the important point is that the study of grammar as such is neither necessary nor sufficient for teaching to use on language." What Newman wants to say in that there is no need to learn grammar for those who want to learn a language. This does not seem to be a solid argument in case of L2 acquisition because this argument does not throw light on whether grammar helps or not. Widdson (1979) also has the same kind of opinion as he tries to say that knowledge of grammar is not necessary in real life discourse.

The language teacher's view of what constitutes knowledge of a grammar is... a knowledge of a syntactic structure of a sentence...The assumption that the language teacher appears to make is that once this basis is provided, then the learner will have no difficulty in
dealing with the actual use of language. (Widdoson, 1979, pg 49-60)

The knowledge of particular structures and pattern may not be the complete knowledge of grammar, but it does not mean that such knowledge is useless. Hence, the argument of Widdoson is also not complete. It does not tell what a learner should do when he/she wants to make long and meaningful utterances. Speech at initial level is possible without grammar but it is not necessary that speech at initial level is always meaningful. For example-

2a. I eat food.

2b. I eat apple.

Learners at initial level can commit errors like 2b which is rooted not in interference of the mother tongue but within the second language. In the classrooms, the error of this nature were often found. It is not very difficult for the teachers to conclude that the pattern in 2a made the learners commit errors in 2b because the learners do not have knowledge regarding the use of articles and countable and uncountable nouns. Hawkins (1984) has different opinion from Wewmark and Widdoson. He says that grammar plays a very important role in language learning:

The evidence seems to show beyond that though it is by communicative use in real 'speech acts' that the new language 'sticks' in the learner's mind, insight into pattern is an equal partner with communicative use in what
language teachers now see as the dual process of acquisition/learning. Grammar, approached as a voyage of discovery into the pattern of language rather than the learning of perspective rules, is no longer a bogey word.

(Hawkins 1984, pg-150)

There are a number of arguments which favor the usefulness of grammatical terminology in linguistic performance. Hutchinson (1987) finds that introduction of grammatical terminology makes learner feel easier. He calls it meta language of grammar. Carter (1990) and Halliwell (1993) also favor the meta language of grammar by saying that it may be "an economic and precise way of discussing particular function and proposes." French (1985) argues that grammatical terminology plays an important role when the students want to communicate with their teachers and classmates because meta language works as speech monitor and explicit knowledge in foreign language performance.

During 1970s the idea of communicative language teaching got momentum which was later regarded as early version of Michael Long's Interaction Hypothesis (IH); a theory of language acquisition which advocates of face-to-face interaction and communication for the development of language proficiency. Inspired of this idea many language teachers like Krashnen (1982, 1985), Long (1983, 1986), Pica (2000) and Spada & Lightbown (2009) employed communicative ways of teaching. So far as the role of grammar in
communicative technology is concerned, the researchers and language teachers have mixed beliefs. Scholar like Prabhu (1987) believes that grammar should be excluded from communicative language learning whereas Lightwood & Spada (1990), Nassaji (2000) and Lightbown (1993) favor inclusive grammar teaching in communicative teaching. Krashen (1982, 1985) through his Monitor Hypothesis tries to explain that explicit form works as a tool in monitoring the speech.

Not only in India but in other developing countries also, much focus has been put on the form of English language after 1990s. After the establishment of multinational companies and call centres in our country, the form of language both spoken and written has become very important. Therefore, the role of grammar has become very important. Now it is very necessary for the scholars and researchers to find out the effectiveness of focus on form which was very well done by Doughty (1991), Lightbown (1991), White (1993), and Williams (1998). In the age of high competition and multinational culture, students in English Language learning classroom pay significant attention to target forms. Nassaji (2000) and Wang (2009) have already supported this argument. Lee & Van Patton (2003) propose that communicative grammar should be presented through structured input which is a type of instruction that directs towards target language. Therefore, New Mark's (1976) claim that "grammar is neither necessary nor sufficient for teaching to use a language" is not maintainable because the need of the hour does not allow the learners to
keep learning English in the way they were learning during the 1960's, 1970's and 1980's.

2.4 Grammar and Reading and Writing

2.4.1 Grammar and Reading

A reader's knowledge of grammar is always important to understand the comprehensive piece of writing because without the correct knowledge of grammar the reader generates inaccurate or incomplete meaning of different semantic and syntactic structures. Critics like W. Kintsch & Van Dijk (1978) and W. Kintsch (1988) feel that reading comprehension is mostly conceptual yet it cannot be denied that grammar has a great role to play, directly or indirectly to decode the precise and exact meaning of the text. In case of second language acquisition and reading, the role of grammar becomes more important than L1 reading. T. Shiotsu (2009) observes:

L2 reader starts to read in second language before achieving the kind of grammatical maturity and the level of oral vocabulary that L1 readers attain before they begin to read. (Shiotsu, 2009: 15)

K Koda (2007) found that L2ers have to learn phrase construction and case assigning to the constructed phrases but the researchers have not paid
sufficient attention towards the role of grammar in second language learning through reading.

It is almost beyond debate that for the negotiation of meaning the knowledge of syntactic relation of sentence components and grammatical competence serve as the necessary tools, but J. C. Alderson (1984), A. H. Urquhant & C. J. Wair (1998) and T. Shiotsu & Wair (2007) claim that there has been little research on how readers knowledge of grammar contributes to L2 reading comprehension. The studies which have been conducted so far focus on the correlation between learners' grammatical knowledge and L2 reading comprehension ability. Alderson in 1993 reviewed the data received by English Language Testing Services and found that there was a considerable overlap between the scores in grammar test and those in the reading test. Theories on reading instruction say that the readers should focus on word recognition skills, language proficiency background knowledge, meta cognitive abilities and knowledge of vocabulary. These are needed to understand the text. Kuhn and Stahl (2003) reviewed the theories on reading instruction and found that dividing sentences in grammatical meaningful units and promotes the reading comprehension to a significant level.

There are some scholars who have compared the role of grammar with other components of reading so that a general truth or opinion regarding the role of grammar in L2 reading could be established. Barnett (1986), Barry & Lazarte (1995, 1998) and Shitrou & Weir (2007) are some of the scholars who
have conducted the studies of similar nature. S. Barry and A. A. Lazarte conducted a study on two groups with high topic knowledge and low topic knowledge and found that the systematic complexity of sentence structures overruled the advantage of having text-related prior knowledge. Based on the data received from this study they concluded:

Grammatical competence is crucial to constructing propositions across clauses without taxing the limited capacity and to bringing relevant background knowledge into the reading tasks. (Barry and Lazarte, 1998: 176-198)

Some cross linguistic studies on divergent syntactic strategies have also thrown enough light on the role of grammar in L2 reading. Koda (1993) and Jackson (2007, 2008) are the two important names in this regard. Koda conducted a study on the transfer of L1 syntactic strategies to L2 reading and found that the native language may utilize the particles to make syntactic relations among words if the native language depends on word other.

Jackson (2007, 2008) also found that American learners of German use semantic information, word order and case marking when comprehending a list of German sentences. The reader rely more on semantic information and word order than case marking. This finding of research conducted by Jackson makes it clear that there is a clear interference of syntactic strategies of L1 in L2 reading and thereby confirms the role of UG in SLA.
Therefore, it can be said that the whole discussion on the role of grammar in second language reading turns our attention towards the importance of grammar in reading but it is by no mean substantial to say to what extent knowledge of grammar is necessary for reading comprehension. Undoubtedly, the knowledge of L2 grammar is very important in recognizing L2 structures and thereby the exact meaning of the text but the teacher should also take it into account that nature and purpose of reading make differences in understanding the text. The second conclusive argument that has come out of the whole discussion is that L2 learners at the initial state of learning finds L2 structures uneasy, uncommon and strange. They can't maintain their concentration till the end of a sequence. They understand the sentence in fragments and later on come to the nearest meaning by putting the segregated meaning at one place.

2.4.2. Grammar and Writing

It is a well known and wise quote of Francis Bacon that "Reading maketh a full man; conference a ready man; and writing an exact man" (Bacon, 1625). Undoubtedly writing is a very formal, difficult but explicit productive skill which is based not only on knowledge of vocabulary but also on a very good knowledge of grammar. Only exact skill can make an exact man and writing in this regard proves to be an exact skill. When a child learns L1, s/he learns both grammar and usage indirectly in the sense that s/he imbibes and assimilates it in the course of his exposure to the mother tongue. When the
same child learns an L2, s/he gets help from L1 grammar and simultaneously s/he faces many problems due to L1 grammar interference. This shows that in case of learning a second language, a child or an adult has to overcome both interference of L1 grammar and deficiency in L2 grammar. Since writing is the most accomplished of language skills, lot of rigorous and conscious learning of grammar and its application is needed.

Grammar helps in writing because it gives sound structure and meaning to almost all languages in the world. People who acquire their mother tongue easily acquire the grammar of the same language, but the grammar they acquire is not pedagogic. It is the kind of grammar that helps the learners perform effectively and correctly. While writing, the learners make a link between what they speak and what they are going to write. The base of grammar in oral language is actually not available in second language performance, but it is the natural tendency of the learners that they translate their mother tongue into the target language during the performance of both speaking and writing. This particular action proves to be fatal in learning productive skills and to avoid this, the students or the learners need the help of a teacher who can demystify abstract grammatical structures in the target language. Current researches in SLA (Leow, 1998, 2001, 2002; Rutherford, 1987, 1988; Tomlin & Villa, 1994) have also suggested that the role of grammar should be reconsidered in L2 classrooms. Richard Schmidt emphasizes upon the role of grammar in SLA and writes:
The concept of attention is necessary in order to understand virtually every aspect of second language acquisition (SLA), including the development of interlanguages (ILs) over time, variation within IL at particular points in time, the development of L2 fluency, the role of individual differences such as motivation, aptitude and learning strategies in L2 learning, and the ways interaction, negotiation for meaning, and all forms of instruction contribute to language learning. (Schmidt, 2001, p. 3)

Schmidt calls conscious attention to form as "noticing hypothesis" which, in his opinion, is the necessary condition for performance in second language. His hypothesis is not beyond criticism; Truscott (1998) feels that attention to form is not so necessary for SLA that it should be taught to the learners in an explicit and formal way.

Secondly, it has been felt by many scholars (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962) that the teacher should provide grammar instruction to the learners by using students' writing as model for making it grammatically correct, because teaching through Integrated Grammar Method will not only improve their competence in writing but also make their performance meaningful. It has been noticed on several occasions that the
students also revise and edit their own writing and in doing so they pay more
attention than actually required in the process of composition. This, in fact, is
the right moment to introduce grammatical rules to them because this method
results in immediate application of rules and makes the students realise the
importance of grammar in writing.

Towards the end of the 20th century and at the very beginning of the
21st century, scholars like Celce-Murcia, Dörnyei, & Thurrell, (1997) R. Ellis
(1997, 2002b) and Mitchell (2000) found communicative language teaching
inadequate because of its focus only on meaning-centered communication and
ignorance of grammatical rules which bring accuracy in performance. These
scholars proved that despite a significant and long term focus on meaningful
input, the students fail to achieve necessary grammatical accuracy. Output
Hypothesis also claims that the learners come to know their deficiency when
the reader or listener fails to understand what they have written or spoken.
Taking this problem into account, many scholars feel "This may prompt"
second language learners to recognize consciously some of their linguistic
problems (Swain, 2005, p. 474). The role of the teacher or the interlocutor is
very important at that moment because the learner is very conscious of making
everything grammatically correct. Swain further explains Output Hypothesis as
given below and finds its three possible functions which were also discussed by
1. Noticing/triggering function. This function helps learners consciously recognize their linguistic problems.

2. Hypothesis testing function is the testing of consciously held hypothesis about language, grammar rules and specific vocabulary items. This function includes error correction.

3. Metalinguistic function refers to the conscious knowledge. Consciously learned knowledge is sometimes refers to as metalinguistic knowledge.

Having referred to different research findings, it seems quite meaningful to mention that teaching and learning grammar for writing performance is very necessary, but it is also a noticeable fact emerging out of this discussion that the teachers should associate grammar teaching with some practical work and with the active participation of the learners and this may be possible only during revising, editing, and proofreading activities. The teacher can also assign this job to some brilliant students at the preliminary level so that a very friendly atmosphere of teaching grammar can be created. Teacher can also help in improving their vocabulary because in the first draft the student may not use appropriate words for what they want to convey. This may also help them in telling difference between formal and informal writing and thereby enhance their ability to learn not only quickly but also correctly. Therefore, through Integrated Grammar Method the teacher integrates grammar
with writing process which is far better than teaching grammar in isolation. This make teaching-learning environment natural and learner friendly.

2.5 Conclusion

The summary of various methods which have been practiced in ELT pre-independence and post-independence India yields a consensus now that grammar teaching has to be a necessary component to improve the learners' overall performance in the target language. Current researches which have been referred to in this chapter also clearly substantiate the conclusion that grammar instructions help rather than hamper the competence level of the learners. E. Hinkel's studies on ESL learners (1999, 2002a, 2002b, 2002c) show that cultural and discourse tradition influence even highly educated people's performance in L2. Extensive exposure approaches and focus on form of the target language certainly help in acquiring L2, but the only condition is that the teachers should avoid direct and excessive teaching of grammar. Considering the fact that the Indian classroom ambiance across the country is marked by complex variety, the teachers' own firsthand knowledge and experience of the fact will be an important determining factor in teaching grammar component. Besides, given the facts of classrooms contribution of learners from highly mixed backgrounds, which is a ubiquitous fact in the Indian situation, the advocacy of any one single method as the foolproof one cannot be accepted as valid. Since the Indian ELT classroom does not have a homogenous situation,
the eclectic approach provided to such classroom situation is one of the best methods to facilitate the learners. This is something that is decided by the teacher due to some specific situations which are not same in every ESL classroom. This approach will certainly be a tenable approach to produce the desirable results in the productive teaching and learning of English in India.
References


12. (Bacon, 1625)


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