



## **Grammar in Language and Listening Acquisition**

*Ahmet AKKAYA\**  
*İbrahim DOYUMĞAÇ\*\**

### **Abstract**

The existence and self-realization of humans are possible due to language, language faculty, and listening acquisition. Anything animate or inanimate perceived in the external world such as an object, phenomenon, entity, etc. acquires a value due to its meaning (semantics). Due to the semantic and syntax structure of a language and its universal dimension, listening plays a key role in the acquisition of language and grammar rules. The present study aimed to discuss the significance of the acquisition of grammar rules in language and listening acquisition based on current literature. The present study data was based on a systematic literature review. In the study, studies on the relationships among language, language acquisition, listening and grammar were reviewed and the acquisition of grammar rules during language and listening acquisition was discussed. The study concluded that listening was effective in the acquisition of grammar rules.

**Keywords:** Language, language acquisition, grammar in listening

### **Dil ve Dinleme Ediniminde Dil Bilgisi**

#### **Öz**

İnsanın var olması ve öz benliğinin farkına varması dil, dil yetisi ve dinleme edinimi sayesinde. Dış dünyada algıladığımız nesne, olgu, varlık vb. canlı ve cansız her şey anlamla (semantik) değer kazanır. Bir dilin semantik ve sentaks yapısı ile dilin evrensel boyutu dikkate alındığında dinlemenin dil ve dil bilgisi kurallarını edinmede önemli bir yere sahip olduğu anlaşılır. Bu çalışmada, dil ve dinleme edinimi sürecinde dil bilgisi kurallarının kazanılmasının önemi mevcut araştırma sonuçları da göz önünde bulundurularak açıklanmaya çalışılmıştır. Mevcut araştırma sistematik literatür taramasına dayanmaktadır. Çalışmada dil, dil edinimi, dinleme ve dil bilgisi arasındaki ilişkiyi konu edinen araştırmalar incelenerek dil ile dinleme edinimi sürecinde bilgisi kurallarının edinilebilmesi ele alınmıştır. Bu çalışma ile dinlemenin dil bilgisi kurallarının edinilmesi süreci üzerinde etkili olduğu sonucuna ulaşılmıştır.

**Anahtar Sözcükler:** Dil, dil edinimi, dinlemede dil bilgisi

### **Introduction**

Listening skill plays a mediating role in the development of the innate language ability of the individual and the acquisition of a certain competence in language use. This also applies to the acquisition of grammatical structures. The function of the language entails the employment of its vocal, structural and semantic components at every communication stage. Vocal, structural and semantic components are continuously transformed by comprehension and expression skills and are considered as the phenomenon of language. According to Gemalmaz (1982), language is a phenomenon that allows communication between parties using semantic units to induce a certain impact on the receiver. Listening, on the other hand, is the process of making sense of the voices heard in short-term memory,

\* Prof. Dr., Adıyaman Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, Adıyaman, aakkaya@adiyaman.edu.tr, ORCID: 0000-0003-3845-8992

\*\* Arş. Gör. Dr., Adıyaman Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, Adıyaman, ibrahim63doyum@gmail.com, ORCID: 0000-0002-8234-7555

and comprehension and interpretation that entail several interactive processes (Keçik & Uzun-Subaşı, 2004; Wolff et al., 1983). Furthermore, listening is the transformation of the impact on a receiver into the stage of comprehension, i.e., the communication level. In other words, listening is the realization of receptive language, i.e., vocal, structural and semantic awareness. Listening is an active process, requiring the receivers to be aware of their surroundings and pick up the cues necessary for comprehension. It also requires a higher level of comprehension, as one should not only pick up the cues in a message but also interpret and synthesize these messages into something meaningful. Listening is a complex process since it requires significant mental and emotional efforts to make sense of the communication. Thus, listening is not merely a passive act but an active process where the listener needs to be engaged in the comprehension of the intended message.

Humans and self-awareness exist due to the acquisition of language (Uygur, 1984), language skills, and listening. External animate and inanimate objects, entities, and phenomena acquire value through semantics. Considering the “semantic and syntax of a language, that is, the semantic and syntax structure of words” (Kabael & Baran, 2016, p. 870) and the universality of language (Chomsky, 1965, 1972), listening, a language skill (Tyagi, 2013), is important for reading and viewing skills. The analysis of listening, a versatile lingual component (Wipf, 1984; Rost, 2002), based on the creation and production of meaning and listening semantics (Guiraud, 1994) shows the significance of listening. Thus, semantics similar to thought and cognition directly affects listening. According to Aristoteles (1947), thought could be categorized as theoretical, practical and creative. This Aristotelian approach (1947) is associated with Kant's (2016) philosophy that knowledge is defined by the mind and the agglomeration of cognitive representations. Continuous self-renewal and development of the brain (mind, language skills) (Quartz & Sejnowski, 1997) is associated with listening skills. Everything that the child is exposed to in language acquisition is included in the cognitive listening and comprehension processes. Since listening plays a key role in comprehension skills, grammar mediates the transformation of comprehension into narration. Listening to, and comprehension of the spoken language provide children with a linguistic framework for the formation of their own grammatical structures. Listening to a range of language stimuli helps children become more competent in their own language use, as well as more competent speakers and communicators. Consequently, it is important for children to be exposed to a range of listening stimuli and opportunities in order to gain the maximum benefit from the learning process. This exposure can occur through a variety of means such as listening to stories, lectures, conversations, and music. All these forms of listening expose the children to various language styles, registers and accents, as well as a better comprehension of the subtleties of conversational exchanges.

The purpose of this study was to demonstrate that grammar was also acquired alongside language and listening skills. For this purpose, the literature on language acquisition was examined, and the role of grammar in the learning of listening skills was discussed. This qualitative study was based on a literature review on language acquisition and listening. The theoretical study examined the relationship between language acquisition and listening, as well as listening and grammar, using examples. Based on the literature study, the language and listening acquisition processes and the correlation between listening and grammar were explored, with an emphasis on the importance of teaching grammatical structures alongside listening abilities. The findings suggested that there was a significant connection between language and listening skills, with grammar playing an important role in the development of both. Further research should explore how listening abilities can be improved through grammar instruction and what methods can be used to teach grammar in the most effective way. This study provided a strong foundation for further exploration into the relationship between language acquisition and listening, as well as the importance of teaching grammar alongside listening skills. This study explored the connection between language and listening acquisition and how grammar played an important role in the development of both. In order to acquire grammatical structures, listening is a very important skill to have. Teachers can assist children in the development of more complex language abilities by drawing attention to the connection between listening and writing. This can be done by providing a listening-based approach in the classroom, where children are given opportunities to understand and process language in a variety of ways, thus attention is drawn

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to the grammatical structure of spoken language, which will help children notice the conventions of language and use them in their own writing. Listening is the first step in learning a language since it provides the mind's language faculty with input from the outside world and starts the process of learning subsequent language skills. Listening can be an incredibly effective tool in aiding children's language development, as it provides them with the opportunity to pick up and process key aspects of the language being used. By focusing on the fundamentals of language acquisition and allowing them to absorb the structure and semantics of the language, we can equip children with a set of skills that would help them further their language skills. With that in mind, there are various methods to support the language skills and literacy of children.

### Literature Gap

Several studies were reviewed on the correlations between language, mind, and thought and language acquisition by children (Bloom, 1970; Bruner, 1974, 1978, 1981; Chomsky, 1972; Skinner, 1957; Piaget, 1959; Vygotsky, 1986). Various approaches such as the behavioral approach, which argues that language is acquired with imitation, reinforcement, and rewards (Skinner, 1957), the psycholinguistic approach, which argues that individuals are born with a special innate mechanism (Chomsky, 1972), the semantic/cognitive approach, which argues that language is acquired with the development of cognitive skills (Bloom, 1970; Piaget, 1959), the pragmatic approach, which proposes that the social environment is important in language acquisition (Bruner, 1978, 1981), and the interactionist approach, which argues that hereditary and environmental factors are important in language acquisition (Maynard, 1988; Vygotsky, 1986) have discussed acquisition and learning of a language.

These studies have focused on the acquisition of language and proposed several approaches to language acquisition. The common denominator in all of them is the ability of individuals to express their emotions and ideas with language after a certain period of time via certain grammatical rules. Furthermore, various theories on language acquisition agree that language includes semantics and structures. The current study stressed the significance of grammar in listening acquisition by discussing the role of listening in language acquisition competence.

Language is described as a complex instrument or a system that allows individuals to discover their thoughts (Aguion et al., 2021; Pinker, 2006; Fazon-Filho & Queriquelli, 2017). While certain studies have indicated that language is acquired due to unique cognitive adaptations, environmental factors, or certain imitation and reinforcement behavior (Bruner, 1974; Skinner, 1957; Pinker, 2006), others have proposed that language is innate and matures at a later stage (Chomsky, 1972). Skinner, a language theorist, describes verbal behavior as the speaker's reaction to the actions of the listeners. The listener's response supports the speaker's actions. Thus, when adequate sensory stimuli are provided and reinforced by the parents and the educator, repetition of a word becomes a habit. Then, the child will associate the word with the corresponding stimulus, and when the child encounters the stimulus, the child will produce the corresponding response. The behavioral approach advocated by Skinner associates language acquisition with adequate sensory stimulus at an adequate time and a combination of these by the five senses (Skinner, 1957). According to Skinner, human language is not innate but learned with stimulus, imitation, and reinforcement. Chomsky, a cognitive language theorist, opposes Skinner's view that parents teach their children to speak, and in turn, children reflect their parents' speech. Chomsky (1959) argues that Skinner's learning theory can be well-defined and applied in a laboratory environment, but it is not easy to apply this theory to human behavior. What is common to cognitive (Bloom, 1970; Chomsky, 1972; Piaget, 1959), social interactional (Maynard, 1988; Vygotsky, 1986), and behavioral (Skinner, 1957) studies in both mother tongue or foreign/second language acquisition is the competence of the individual in language skills after a certain process and use of this language as a communication instrument. Listening skill is the source of the acquisition of grammar (Bayat, 2020), a concrete component of language. Thus, listening (Anderson & Lynch, 2003; Nancy, 2007; Wolvin, 2010) the foundation of language skills, and grammar (Meskhi, 2002; Hudson, 2004), a significant instrument for the accurate use of language, are important in language acquisition because competence in language acquisition and good communication skills vary based on several

cognitive and environmental factors. Individuals express their emotions and ideas with grammatical rules which are the sources of listening and communication skills.

### **Methodology**

The current study was a systematic review of prior research published on the subject. It provided an overview of the various types of perspectives currently held on the subject. Contrary to research studies, systematic reviews do not contain any fresh experimental results. The purpose of a systematic literature review is to give a critical assessment of the available data from previous studies. A systematic literature review helps to synthesize and summarize the results of existing research, analyze the gaps in knowledge, identify areas of controversy and disagreement, assess current thinking on a subject, and situate one's own research in relation to existing studies. By understanding the body of literature on a topic, researchers can gain insight into current thoughts and debates as well as determine the next steps that need to be taken in the research process. In short, systematic literature reviews are essential to understand the existing body of research on a topic (Pollock & Berge, 2012; Gough et al., 2012). Conducting a systematic literature review can also help researchers discover what methods, theories, and perspectives have already been explored and the implications of those studies. During a systematic review of the literature, the data and findings of previous authors are analyzed in relation to a predetermined research topic or questions. This can be accomplished through the use of a variety of research methodologies, including a systematic literature review (Barnett-Page & Thomas, 2009; Dixon-Woods et al., 2006; Pollock & Berge, 2012).

The current study reviewed the previous studies on language, listening, and grammar and the significance of grammar in listening acquisition. The “language”, “listening”, “grammar” and “grammar in listening” keywords were used with and without quotes in the search conducted on Web of Science, Education Resources Information Center, Google Scholar, and Academia indices, and the studies that included these keywords were reviewed. The two authors reviewed the studies and discussed the correlations between language, listening, and grammar in different sections. In addition, by examining the books explaining how language was acquired (Chomsky, 1972; Skinner, 1957; Piaget, 1959; Vygotsky, 1986), the explanations on the relationship between language and listening acquisition and grammar were cited. After the acquisition of language and listening was addressed, the researchers scrutinized the acquisition of grammar structures in the language and listening acquisition processes. The correlation between language and listening, and the associations across language, listening, and grammar were discussed. Based on the methodology of language acquisition (Bloom, 1970; Bruner, 1974, 1981; Chomsky, 1972; Maynard, 1988; Skinner, 1957; Piaget, 1959; Vygotsky, 1986) and listening skills (Tyagi, 2013), the research problems were determined as follows: “What is the correlation between language acquisition and listening skills?”, “Is the acquisition of grammar dependent on listening skills in the process of language acquisition?”

### **Language Acquisition and Listening**

In language acquisition, the child comprehends the sounds or verbal-auditory inputs such as videos and movies via listening skills. In language acquisition, listening mediates the accurate coding of the grammatical structures of the native language or the second language learned at an early age. The integrity of the sounds, words, syntax, phrases and sentences in the native language or the second language is associated with the linguistic components present in the background of listening. Since these linguistic components are acquired with the native language, cognitive coding of these components is implicit; however, since these components are acquired through learning a second language, their acquisition is consciously coded in the mind. Thus, listening plays a key role in the instruction of both the native and second language. Since listening includes several stages, failure depends on the listener and the knowledge of the listener in the target language. The comprehension dimension of listening is a significant factor for language acquisition because the comprehension dimension of listening is the foundation of language acquisition and competence in reading-comprehension skills.

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There is a close correlation between language acquisition and listening. Language establishes the ground for listening acquisition while listening establishes the ground for language acquisition. Furthermore, similar to language skills, listening is an acquisition process, and mediates the development of innate language skills, demonstrating that language and listening are complementary skills, and both have unique but similar acquisition processes. For example, Krashen (1981, 1982) argued that listening played a key role in language acquisition. Thus, language, thought, and listening should be addressed as a whole. Therefore, the associations between higher cognitive skills such as comprehension, analysis, evaluation, and creation and the concepts of language, thought, and listening should be emphasized.

Chomsky (1965, 1972, 1986) outlined four stages in language acquisition: language faculty, principles of language learning, principles of linguistic knowledge, and responding. According to Tyagi (2013), the listening process included five stages: receiving (hearing), comprehension, remembrance, evaluation, and reaction.

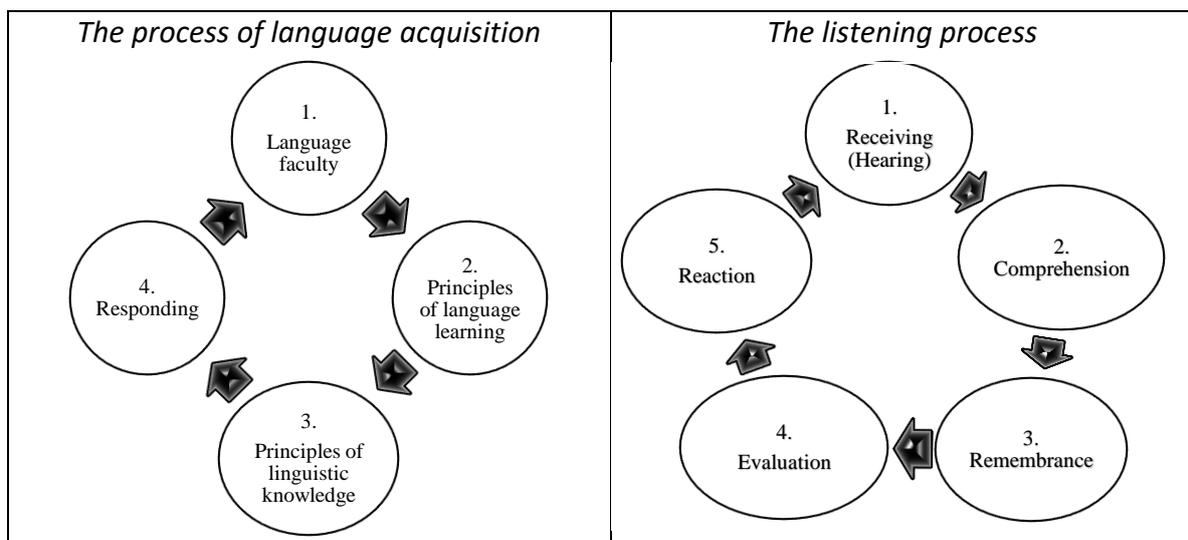


Figure 1. Process of Language Acquisition and Listening

As seen in Figure 1, language acquisition and listening processes are similar. According to Chomsky (1965, 1972, 1982), language is inherent to human faculty. The inherent language faculty and language learning mechanism are subsequently coded into the child's mind. The existing language faculty and grammar principles allow the child to start to speak based on cognitive grammatical codes. As seen in Figure 2, the first stage (receiving, hearing) and the final stage (reaction) in the listening process are similar to the first stage "language faculty," and the last stage of language acquisition, "speech." According to Clark (1993, 2003), as mentioned by Chomsky (1986), fast acquisition of the grammatical rules by the child is associated with the innate language faculty. The nervous system is not acquired, but innate. Thus, hearing and interpretation of the sounds by the child is due to the development of listening skills, which is associated with the language faculty, and the readiness of the child. Therefore, listening occurs as presented in Figure 2.

The universality of language (Chomsky, 1965, 1972) and the realization of listening (Wipf, 1984; Rost, 2002) are associated with the innateness of language. Language reflects not only semantics but also knowledge, thoughts, and perspectives (Clarke et al., 2014). Listening is both invisible/unobservable (Wipf, 1984) and a visible/observable process. Thus, language and listening entail comprehension and interpretation of the visible and invisible things in the external world.

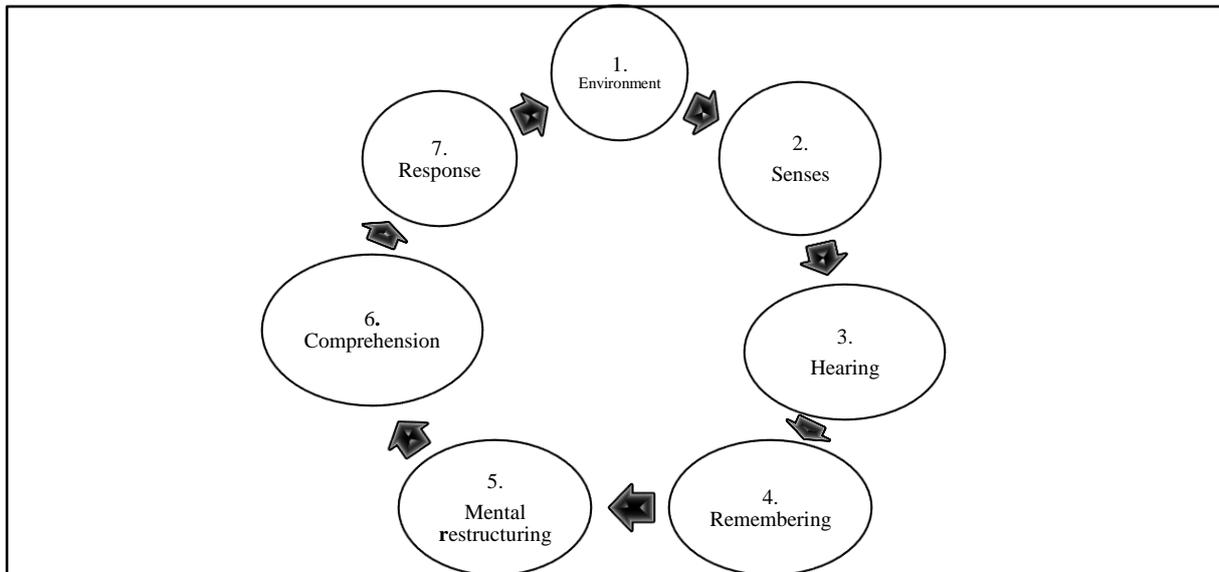


Figure 2. Listening Process

In language acquisition, listening plays a key role in communication and cognitive coding of the grammatical structures of the native or the second language. Cross (1998) argues that articulation, intonation, pronunciation, and syntax affect accurate comprehension during listening, which plays a critical role in communication, demonstrating the significance of listening in the acquisition of the grammatical structures of the target language. In second language instruction, listening is important for comprehension (Morley, 2001). Thus, fluency in a language requires adequate listening/comprehension skills (Richards & Rodgers, 2001). For example, distinguishing sounds, knowledge acquisition and analysis (Wolvin & Coakley, 1996), and the objectives of listening are associated with the morphological and semantic knowledge of listener in that language. Awareness of the sounds during listening requires the child's knowledge of the language structure and comprehension of these sounds (Ehri et al., 2001). Children combine and decode sounds as they develop sound awareness for accurate comprehension and pronunciation (Tompkins, 2006). Listening, which mediates the development of language acquisition, is important for the development of sound awareness, semantic constructs, and transformation of the meaning into a reaction. Thus, listening is a basic step in language acquisition.

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The rules acquired during the initial years of life establish the grammatical dimension of language acquisition. Grammar refers to the principles that allow the individual to form sentences (Thornbury, 1999). Grammar is a set of rules that help select and combine words to create meaning. Language, a means for the production of semantics, depends on grammar. Communicative language use could not be discussed without grammar. Even conversational utterances that include a single word are based on a grammatical structure. Language acquisition including grammar entails certain processes that allow children to comprehend and use their native language fluently (Varshney, 2003).

Children learn the language they are born into, raised in, and exposed to. However, due to the nature of linguistic components, the innate language skills of children are not sufficient for the successful acquisition of grammar (Chomsky, 1972) since children are deprived of certain stimuli when they are born (Chomsky, 1986). A set of linguistic knowledge innate in children's minds and biological realities of the human mind are the prerequisites for children to learn a language (Chomsky, 1972). Certain linguists argue that children's language acquisition is linear at first (Bannard et al., 2009). The linear acquisition of grammar demonstrates that the acquisition of sounds, letters, words, and syntax is systematic and orderly. According to Nassaji (2017), individuals acquire language structures and rules, and the employment of these is mediated by grammar in the context of communication.

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Children have an innate language acquisition instrument. The child born into a society of language generates and continuously develops various assumptions about language during interactions with others. Thus, the child constructs internal grammar and general lingual rules, which is a process that involves certain stages (Fromkin et al., 2011). The achievement of these stages of grammatical constructs is associated with the interaction of children with their environment and the development of listening skills over time. Advances in language acquisition lead to the improvement of grammatical knowledge and listening skills. After a certain level, listening becomes a source of several cognitive skills. Since the meaning of the emotions and thoughts expressed with grammar is comprehended by listening, listening is significant in the instruction of grammar structures in the native or second language.

Grammar is acquired in all languages through similar stages (Bayat, 2020). Linguists who have approached language from different perspectives attempted to determine the structure of linguistic knowledge, the foundation of language use. Chomsky contributed by establishing a distinction between competence and performance. According to Chomsky (1986), there is a distinction between internal and external language. Internal language is the knowledge system in the speaker's mind and the foundation of language acquisition. External language is the language spoken by individuals in the society. Grammar, the rules of the language in the conventional sense, is a component of the internal language and includes all linguistic knowledge. But for Chomsky, grammar goes beyond the conventional description and includes all assumptions that make a sentence acceptable. Although the internal language is primary in the linguistic approach, external language is also contextually important in language use (Booij, 2014; Doyumğaç, 2022).

There is a correlation between internal and external language. The content of internal language depends not only on intuitive knowledge, as Chomsky defined but also on external language because internal language is based on and a product of external language experiences. In other words, internal language includes the attributes of external language (Taylor, 2012). Internal language could be compared to language faculty, and external language to listening because language faculty plays a key role in cognitive fulfillment and listening plays a key role in the transfer of external world events to the mind. Language faculty and listening are similar to these internal and external languages.

The significance of semantics, pronunciation, articulation, and intonation in language acquisition demonstrates that these components signify a correlation between listening and speaking; in other words, listening and comprehension. According to Rost (1990), students receive the inputs required for language acquisition or learning by listening. Thus, the use of listening comprehension in instruction is important for language acquisition (Morley, 2001) and the development of metacognitive listening comprehension skills (Bacon, 1992; Goh, 2000; O'Malley et al., 1989; Vandergrift, 1997; Vandergrift et al., 2006). Language acquisition and grammar acquisition begin with listening concurrently. After the acquisition of the native language through listening, the individual learns self-expression with eyesight (viewing/presentation) or speech. Achievement of the listening goals and comprehension requires the expression of the message in simple sentences based on grammar rules.

Listening also plays a critical role in the instruction of grammatical structures during language acquisition (Morley, 2001). Listening is important in both native and second language instruction. However, the cognitive grammatical coding function of listening is different in native and second-language instruction. According to Akkaya and Erol (2019), native language grammar develops by systematic learning of the intuitive grammar, first noticed by the influence of close individuals such as the mother, while second language grammar is learned in systematic structures such as school, listening/watching, speaking, reading and improved by interspersing or direct imparting writing skills onto activities. Native language grammar starts with intuition, while second language grammar starts with systematic and conscious presentations. Since grammatical knowledge in the native language is acquired through natural processes (Pinter, 2006), and listening takes place at the end of the performance, comprehension, and interpretation process (Keçik & Uzun-Subaşı, 2004), grammatical structures should be taught to improve listening skills. Grammatical knowledge provides meaning to previously unheard words. Thus, the creative structure of the language is acquired. One of the main attributes of language is its creativity, that is, the possibility of applying a limited number of rules to

unlimited linguistic forms (Yu, 2008; Chomsky, 1965, 1972, 2015). Thus, Chomsky (1965) considered grammar as the core of his linguistic theory. Not all possible sentences can be learned in a language; grammar is the vocal, structural, and semantic system of the language (Hu, 2001). The grammar that allows the interaction between these three elements is considered the most significant dimension of language. Thus, without grammar, language becomes chaotic, and it would not be possible to order and organize an unlimited number of available words (Bastone, 1994). Thus, fluency in a language means listening comprehension and expression of that comprehension based on certain grammatical rules. There are basically two approaches to the development of grammar in the native language. The natural approach is based on Chomsky's (1972) generative grammar approach, while the usage-based approach is represented by Tomasello's (2003) constructive grammar approach. Generative grammar is a morphological syntactic theory based on studies on native language acquisition (O'Grady, 1997). In the theory, the essence of grammar is based on certain basic concepts and limitations determined by innate language faculty (Pinker & Jackendoff, 2005). Grammar includes three basic components: syntax, semantics, and phonology (Chomsky, 1965). Different categories and rules operate in each component.

Based on grammar acquisition and listening, instruction of grammar topics and listening and speaking skills is important in the native language for adequate instruction. According to Pinker (1984), as children learn grammar, they unconsciously associate the grammatical structures and words they hear with the basic elements of universal grammar (Pinker, 1984). Thus, grammar is important in both native and second language. Since listening is important in both native and second language acquisition, teaching grammar structures during listening instruction would allow the implicit acquisition of grammatical structures by native or second language learners. Thus, it is important to instruct grammar topics with listening rather than the instruction of a simple set of rules in native and second language instruction.

Early studies on language acquisition addressed the behavioral aspect of language and reported various observations. For example, Marcel (1793-1896) emphasized the instruction of reading before other language skills based on his observations and suggested that the language instruction approach should entail a broad perspective. Prendergast (1806-1886) reported that the observation of the children who were learning a language revealed that they memorized statements to acquire the context (Trans.: Richards & Rodgers, 2001). However, after the mid-twentieth century, "Syntactic Structures" published by Noam Chomsky in 1957 introduced the popular idea that language acquisition was cognitive (Chomsky, 1957). Chomsky, in his later works, stated that humans had an innate language faculty (Chomsky, 1972). He addressed language acquisition in his later studies and introduced a different classification for language acquisition (Chomsky, 2000, 2002). Although different approaches to grammatical knowledge are available, the significance of innate faculties is obvious, especially in native language acquisition. This affects various aspects of grammar acquisition or instruction. Grammar instruction in the native language aims to eliminate the mistakes learned in childhood; however, when learning a second language, individuals need to establish a singular grammatical system before they can speak the target language. This requires different methods of instruction. Both native and second language function based on a grammatical structure (Bayat, 2020).

Articulation, intonation, and other prosodic determinants play a key role in listening comprehension (Kimelman, 1999). A study on verbal perceptions of listeners reported that words were perceived easily by the listeners due to unique acoustic cues which, in turn, facilitated comprehension (Nygaard et al., 2009). The listener reconstructs the message cognitively based on the articulation, intonation, and meaning in speech (Keskin et al., 2013). The listener's ability to comprehend the spoken sentences depends on the simple and plain language of the speech. When the speaker utters complex sentences, listening becomes difficult (Kıymaz & Doyumğaç, 2020).

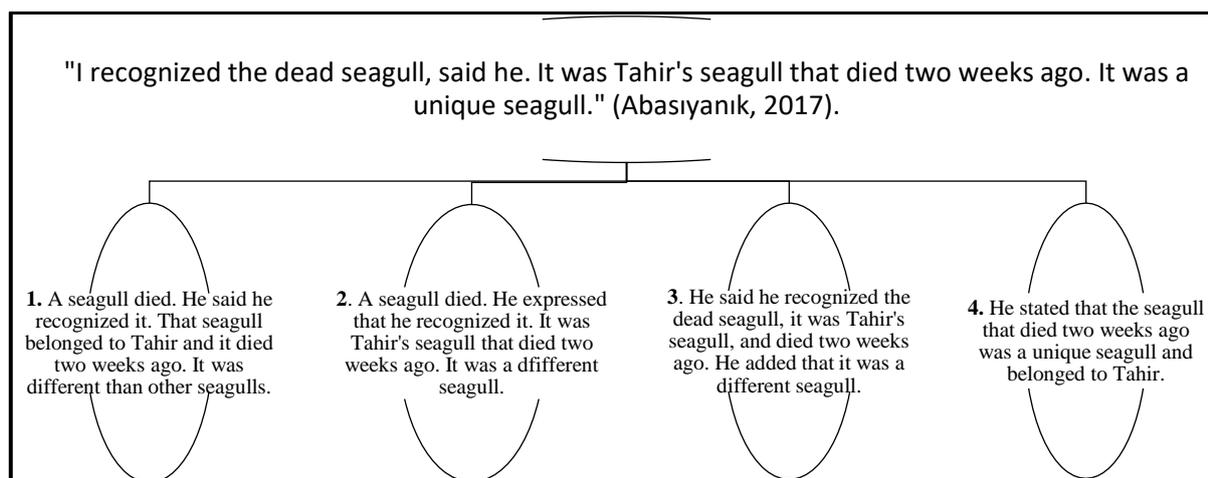


Figure 3. An example of the role of grammatical constructs in listening

Grammar, which is a set of rules that allow the formation of a certain discourse and group (Erk, 2003), does not aim to provide theoretical data but to eliminate the problems in listening, reading, speaking, and writing skills of the learners (Calp, 2005) and allows the use of the acquired language comfortably everywhere (Meskhi, 2002; Özbay, 2006). Thus, grammar functions in the background of the ability of learners to create discourse and express their emotions and ideas accurately. For example, the analysis of the sentences in Figure 3 would reveal that several sentences could be formed based on the meaning and form of the original sentence(s). For native or second language learners, the length and clarity of the sentences in the text are important for comprehension. The fact that several new sentences could be generated from the original sentence(s) is associated with Chomsky's (1965, 1972, 2015) idea about the generation of an infinite number of sentences based on certain language constructs.

Several studies assert that grammar plays a key role in language use and instruction. The findings reported in these studies demonstrate the significance of listening in the acquisition of grammar (Meskhi 2002; Hudson, 2004). While certain studies on the impact of listening skills on the acquisition of grammar did not report significant findings (Van Lommel et al., 2006), others concluded that the significance of listening instruction in grammar acquisition remained ignored (Boivin, 2018; De Jong, 2005; Myhill & Watson, 2014; Newton, 2018). These findings demonstrate that grammar should be acquired with listening skills. Although listening in grammar instruction is important (Newton, 2018), our review of the related literature indicated that the research on the subject was rather limited. Since the number of studies on grammar acquisition in listening was limited, the present study aims to determine the correlation between language and listening acquisition and emphasize the significance of grammar in language acquisition.

When native or second language learners are allowed to listen to the sentences in the example, the comprehension of each sentence depends on their listening skills. Furthermore, the knowledge of the elements in the target language (articulation, intonation, melody, rhythm, etc.) is important to comprehend the content. Prosodic elements such as articulation, melody, and intonation have significant semantic contributions. Effective use of these elements could affect both the internal and external structures (Börekçi, 2005). Thus, the analysis of the original sentence "It was Tahir's seagull that died two weeks ago" leads to the question of whether Tahir or his seagull died two weeks ago. This dilemma is unlikely to occur in verbal language (speaking and listening) because verbal language skills (speaking and listening) include clear articulation, intonation, and rhythm elements. This demonstrates the impact of articulation, intonation, and rhythm on meaning while listening, as well as that of the grammatical construct.

The grammatical construct in listening texts (De Jong, 2005; Nation & Newton, 2009; Newton, 2018) and the function (Börekçi & Tepeli, 2013; Parlak, 2020) are important in the comprehension of the meaning. Thus, function plays a key role in the comprehension of the meanings of grammatical

constructs and words in listening texts. For example, the verb in the sentence, “He said, I recognized the dead seagull” is in the past tense. Also, the phrase “he said” has several functions such as “he stated,” “he argued,” etc. Furthermore, it is not easy for language learners to know the accurate conjugation of verbs, and to help them learn the accurate grammatical constructs, adequate texts should be provided to improve their metacognitive listening and comprehension skills. Language instructors should select adequate texts to teach the functions of grammatical constructs in native or second-language texts. Thus, for better comprehension, texts that include various grammatical constructs with different functions should be presented to the listeners.

### Discussion and Conclusion

Listening skill, which is the first basic language skill, the foundation of other language skills (Özbay, 2015), and the most frequently used skill among language skills (Rankin, 1928), and individuals are exposed to listening at every moment in life. Listening skill is acquired before birth and plays a key role in the acquisition of speech skills after birth, and in the acquisition of reading and writing skills in school (Brown, 1987). Although individuals use listening skills in daily life and at every stage of education, these skills have not been prioritized in education (Arnold, 2014; Brown 1954; Burley-Allen, 1995; Özbay 2005). The fact that listening starts in the womb demonstrates that language and listening skills are acquired together and listening plays a critical role in the development of other language skills, demonstrating that grammar should be prioritized in listening as well as speaking and writing.

Since the listening skill includes abstract processes (Melanlıoğlu, 2013), its acquisition or instruction is implicit when compared to other language skills (Tabak, 2013). Considering the cognitive grammatical constructs, it could be suggested that listening skill is associated with grammar. Furthermore, based on Piaget’s (1959) egocentric and Vygotsky’s (1986) internal speech processes (Şahin, 2011) in language acquisition, instruction of the grammatical structures through the intuition of the listening skills would lead to a better comprehension of the native language constructs. When grammatical constructs are instructed with listening activities in second language instruction, the second language learners could be fluent in that second language at the same level as their native language. There are two significant approaches to grammar instruction in listening. The first entails implicit learning of grammar with extensive listening, and the second is learning grammar with comprehensive listening. In comprehensive listening, grammar is acquired, while grammatical rules are deliberately instructed and learned in conscious/willing listening (Newton, 2018). According to Nation and Newton (2009), listening plays a key role in grammar instruction. The skill that facilitates the acquisition of the morphology, syntax, and vocabulary of the language is the listening skill, ensuring the acquisition of the related components based on grammatical rules. Thus, listening plays a critical role in the acquisition of grammatical constructs. According to Newton (2018), it is possible to assign meaning to a text by listening to the text several times and reviewing the text based on certain linguistic properties. In studies on grammar in listening (Newton, 2018; De Jong, 2005), it is reported that grammar instruction is possible with listening.

Considering the innate nature of the language (Chomsky, 1957, 1965, 1972), the development of listening (Wipf, 1984; Rost, 2002), and the significant role of listening in language instruction (Krashen, 1981, 1982), listening is the source of language acquisition in general and grammar acquisition in particular. The holistic analysis of language faculty and the acquisition of language and listening skills, and grammatical constructs reveals that language faculty is universal and turns into the language acquisition process and language skills via listening. Listening leads to language awareness by allowing the transformation of language acquisition into a skill. As a source of language acquisition, listening also allows the acquisition of grammatical constructs. Thus, it mediates grammatical constructs in semantic language awareness.

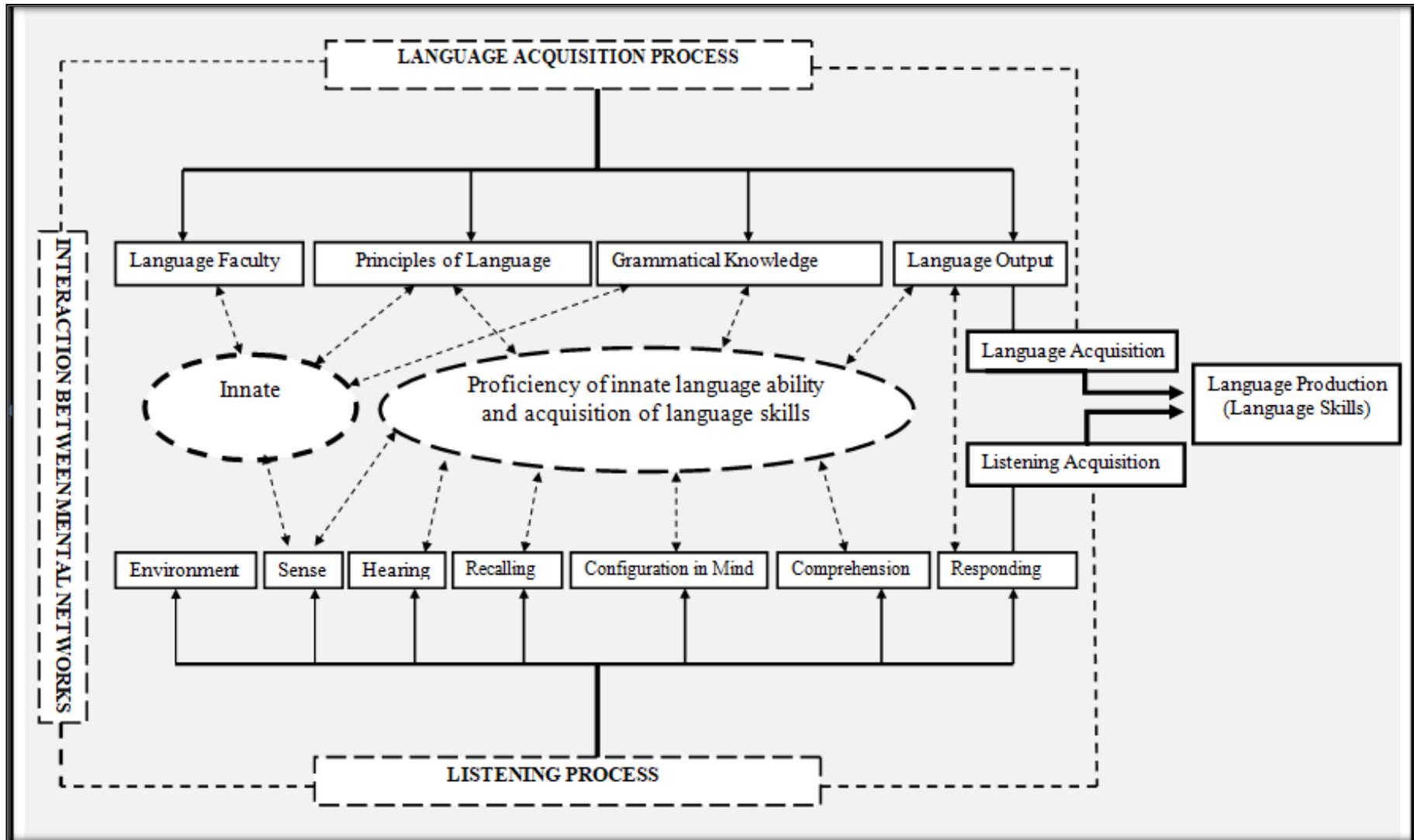


Figure 4. Comparison of Language and Listening Acquisition

The development and competency of listening and language awareness are not possible without language skills, and the development of language skills is not possible without listening. Thus, language faculty mediates language and listening acquisition, while listening is the source of language acquisition and other mental components as well as language faculty. The innate language skills develop in parallel to the development of other language skills (listening, reading comprehension, etc.). Therefore, an individual who is born with language faculty hears external sounds via the auditory organ. The sounds that the individual hears are initially selected in the mind with grammatical knowledge (language learning principles), then remembered and transformed into meaning through cognitive constructs and transformed into a linguistic output (reaction). Linguistic production is mediated by grammatical rules, and linguistic production is expressed with speech or writing. The language faculty, which is the foundation of all these, also lays the building blocks for the development of other language skills via listening to external stimuli.

Language skills are constantly renewed and matured by competency in other language skills. Competence in language and listening skills allow individuals to express what their cognitive constructs a simpler grammar. Thus, grammar rules should not be instructed only by memorizing and speaking, reading, and writing skills but also by the development of listening skills.

Language faculty and the acquisition of listening skills allow the development of other language skills via neural networks. Common neural networks transform language and listening acquisition into a state of mutual interaction and competence. This helps the individual to improve other language skills and fluency in the language and allows the individual to become competent in language skills. Grammar acquisition should be concurrent with the acquisition of speaking, reading, and writing skills in native language listening instruction and should be instructed with listening education in second language instruction. Thus, it should be noted that this is important in grammar instruction in native or second language learning.

Each listening process constitutes a dimension of other language skills. Thus, the emphasis on grammar knowledge is inevitable in listening. The listening skill includes data processing and employment of that data (Aytan, 2011), as well as comprehension efforts (Gündüz & Şimşek, 2015; Kurudayıoğlu et al. 2021; Özbay, 2015; Wolvin, 2010). The analysis of listening based on the semantic and data processing and employment of that data attributes demonstrates that grammar mediates a dimension of listening. According to Huang (2005), the main aim of grammar instruction is to develop the linguistic competencies of the students with grammatical knowledge to allow them to express and produce comprehension and accurate and effective discourses. Thus, grammar should be instructed with comprehension skills, the foundation of listening. Thornbury (1999) argues that grammar instruction is based on examples, which include texts, and grammar should be acquired by listening. Grammatical knowledge is the foundation of language and listening skills. Listening depends on adequate conditions (emittance of sounds, etc.). The external auditory stimuli received by an individual with innate language faculty, cognitive reconstruction of grammatical data, and the transformation of the constructed sounds into comprehension and from a meaning to a reaction are only possible through language, grammar, and listening.

The listening skill includes several components and is the foundation of other language skills. For example, cognitive construction and comprehension are associated with reading skills. These two cognitive concepts are also associated with listening comprehension. An individual first begins to recognize visual input when reading, then constructs these cognitively and transforms the data into meaning. Thus, it could be suggested that the process of cognitive reading begins with listening. In this context, it can be said that the reading process begins with the recognition of sounds and the transformation of words into meaning. The difference between this reading and others is hearing the sounds and transforming the words into meaning. Cognitive construction and comprehension in listening entail making sense of the sounds, while cognitive construction and comprehension in reading entail the interpretation of letters, codes, symbols, signs, etc. Thus, listening skills are associated with reading skills. The final stage of the listening process entails reaction. Reactions could sometimes require verbal language skills and sometimes written language skills. This dimension of listening is associated with speech skill and competency in grammar. Whether the reaction is verbal or written in

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the listening process, the event, phenomenon, or situation that an individual (or a child) hears, interprets, and transforms into meaning is reflected by the language based on certain linguistic rules. These meanings and interpretations are materialized based on grammatical rules.

The verbal or written expression of meaning in the listening process could not be cognitive because the transformation of cognitive comprehension into a reaction is the transformation of listening into linguistic production. This demonstrates that the listening phase is important in the acquisition of grammatical constructs. Thus, listening should be employed in the cognitive coding of grammatical constructs, especially since it is the foundation of other language skills.

The present study emphasizes that listening mediates the development of language skills, and suggests that it plays a critical role in the development of other language skills. Thus, it also plays a key role in the acquisition and learning of grammatical constructs. In language acquisition, listening provides external stimuli for the language faculty (mind) and initiates the acquisition of other language skills. Finally, further studies are needed to clarify the role of grammar acquisition and instruction in listening skill development.

### Research and Publication Ethics

In the present study, all rules required by the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were adopted. The actions specified under the section "Actions Contrary to Scientific Research and Publication Ethics", the second section of the directive, were avoided.

### Author Contribution Rate

The first author contributed 50% and the second author contributed 50% to the study.

### Conflict of Interest

Authors declare no conflict of interest.

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