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Grammar and its Relation with other Language Aspects

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ABSTRACT

This paper aims at exploring the relation between grammar and other language aspects like syntax, phonology, morphology, semantics and pragmatics. The relation between language aspects can be described as a chain. The starting point of any language is phones or phonemes. The science which concerns with the study of phonemes known as phonology. The main function of phonology is studying sound structure, and the combination of sounds leads to create words. The science which concerns with the study of words is called morphology, it starts from where phonology ends. Morphology concerns with the study of word structure. The combination of words leads to form a phrase, clause, and sentence. Syntax concerns with the study of structure of a phrase, clause and sentence; it starts from where morphology ends. The infinite set of sentences is the whole body of any language and we always use language to convey meanings. The science which concerns with the study of meanings is known as semantics, it starts from where syntax ends. All language aspects (phonology, morphology, syntax, semantics and pragmatics) can be appeared obviously within grammar. It can be concluded that there is a systematic relation between grammar and other language aspects.

KEYWORDS

Grammar Relation, Language Aspects, Language Skills, Language Structure

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1. Introduction

It is well known that any human language is acquired and learnt by four skills: Listening, speaking, reading and writing respectively. There is a correlation between each two skills, for instance, listening and reading are referred to as receptive skills or "passive skills" and speaking and writing are known as productive skills or "active skills". The receptive skills mean that learners receive language and understand it; they do not need to produce it. While productive skills mean that learners acquire language output to produce language (UCLES, 2018).

In some traditional methods of teaching, listening and speaking are taught in isolation, but in the recent trends prefer to teach listening and speaking skills in an integrative procedure. Tavil (2010, 770) stated that students' success increases when listening and speaking skills are taught in integration through information-gap tasks. Moreover, practicing such skills through information gap tasks carry up student involvement and motivation mainly because these kinds of tasks are related to real life and thus leads to communication. It may be said that the listening and speaking skills are at least as important as the reading and writing skills. Many recent studies suggest that students' success rises when listening and speaking skills are integrated through information-gap tasks.

Therefore, the interdisciplinary relations between each group of the language skills (listening, speaking, reading and writing) can be appeared obviously during the teaching/ learning process and in real life applications. In addition to the interdisciplinary relations between the language skills, we can reveal other interdisciplinary relations among what we can call language aspects (phonology, morphology, grammar, syntax, semantics, pragmatics and vocabulary). The next subsections are devoted to clarify the interdisciplinary relations between such language aspects.

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1.1 Research Questions

It is of great importance to indicate the questions which can be answered by the current paper. They are as follows:

- How do grammar and other language aspects interrelate to each other?
- How do we acquire/ learn grammar?
- What does grammar teach? / What do you learn by grammar? (Functions)
- What is the difference between grammar and syntax? (Distinction)
- What is the relation between semantics, pragmatics and grammar?

1.2 Objectives of the Study

The objectives of the present study aim to clarify the following:

- The interdisciplinary relations between grammar and the other language aspects.
- The process of acquiring and learning grammar.
- The role of grammar in language learning.
- Distinctions between grammar and syntax.
- Relation between semantics, pragmatics and grammar.

1.3 Grammar

1.4 Origin

The word grammar from old French 'gramaire', which itself came from Latin 'grammatice' and Latin withdrew it from Greek 'grammatikos' meaning "letters or art of letters" (Abdullah, 2020).

1.5 Empirical Definition

Grammar can be defined as a mental representation of a speaker's linguistic competence. It is what a speaker knows about language, including its phonology, morphology, syntax, semantics, pragmatics and lexicon. (Anderson, 2018)

Merriam-Webster Dictionary (n.d.) defines grammar as "the study of the classes of words, their inflections, and their functions and relations in the sentence".

Grammar is the study of how words and their component parts combine to form sentences. It is the study of structural relationships in language or in a language, sometimes including pronunciation (phonology), meaning (semantics), and linguistic history. Further, it indicates the system of inflections, syntax, and word formation of a language (morphology).

1.6 Grammar Learning and Acquisition

How do children acquire grammar?

- 6 months: Produce sounds as 'ma', 'da' etc. during the other 6 months gradually developed to *'mam', 'dad'*.
- 12-18 months: Produce single content words as *mummy, milk, water,* etc., but not functional words (*and, the, because* etc.). This stage is known as a one word stage.
- 18-24: Produce two words together making sentences like '*want water/milk, mum come'*, most of them are ill-grammatical. It is known as a two-word stage.
- 24-30: Produce three and four words, some are grammatically complete and others are not complete as '**mother like tea'*. However, functional words are missed. This stage is known as a three-word stage.
- 36 months: Inflections and some functional words are acquired like: -ing, plural –s, articles, 3rd person singular -s, past tense, auxiliaries etc.

Therefore, grammar is acquired by the age of three years with some individual variation that may differ from one person to another. It is acquired in the condition of first language (acquired subconsciously), but it is learnt in the case of second/foreign language (learnt consciously).

1.7 Functions of Grammar

Grammar teaches rules and how to use those rules in real life communications (pragmatics). Further, it teaches how to convey a clear meaning by using a piece of language (phrase, clause or sentences) (semantics). Furthermore, grammar helps to diagonse/analyse what is hidden inside of a word (morphology), phrase, clause and sentence (syntax) (Abdullah, 2018).

Grammar can be described as a square, which contains four angles (system, use, meaning and analysis). Figure (1) shows grammar and its four functions:

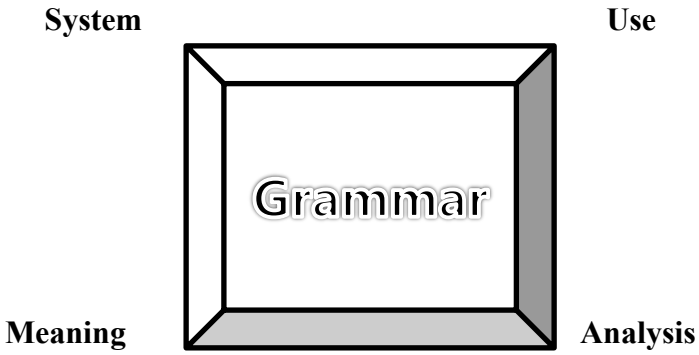


Figure (1): Functions of Grammar

It can be estimated that there are FOUR grammatical functions:

a- System: Grammar teaches different rules of a language i.e. combination of traditional and modern English grammar.

b- Use: Grammar teaches how to use rules in real life communication i.e. interdisciplinary relation with pragmatics.

c- Meaning: Grammar teaches rules and how to use rules in order to convey meanings i.e. interdisciplinary relation with semantics.

d- Analysis: Grammar teaches how to analyse the word, phrase and sentence and comprehending what is hidden inside of a word, phrase and sentence i.e. interdisciplinary relation with syntax (Abdullah, 2020).

1.8 Phonology

1.9 Origin

The word 'phonology' comes from Ancient Greek 'phōné,' means "voice, sound," and the suffix -logy which is from Greek 'lógos, means "word, speech, subject of discussion or study/science ("Phonology," 2022).

1.10 Empirical Definition

Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the structure of speech sounds in languages; how speech sounds are organised in the mind and used to convey meaning. It consists of small units known as phonemes.

Phonemes are the meaningfully different sound units in a language (the smallest units of sound). For example, 'pat' and 'bat' differ in their first phoneme: the "p" and "b". Vowels are also phonemes, so "pat" and "pet" differ by a phoneme too ('a' and 'e'). (Phonology, 2022)

Phonology attempts to answer the following questions:

a- "Why is it that we say *ships*, but not **fishs* and **buss*, but *fishes* and *busses*?"

b- "How do we intuitively know, without ever having heard the word *imby-bimby* before, that it should be an imby-bimby and not **a imby-bimby*?" (It has something to do with vowels and consonants.)

c- "Why can a word like **rgafmp* not exist in English?" Yes, this is actually ungrammatical. Grammar means more than "It's we *swam*, not we **swimmed*".

To summarize, phonology concerns with the study of the sound structure of letters (single as /b/, /p/, /f/, /v/, etc., compound as ch, sh, ng, etc. and groups as –tion, -ture,-sion etc.). The combination of sounds lead to form words; it is the end function of phonology but it is the starting point of another language aspect:

What is it?

1.11 Morphology

1.12 Origin

Terminologically, the term 'morphology' comes from Latin, it consists of two parts:

Morph-: form/shape/structure

-(o)logy: science or branch of study

1.13 Empirical Definition

In biology, it is a branch of biology that deals with the form and structure of animals and plants. In linguistics, it is the study and description of word formation (E.g. inflection, derivation, and compounding) in language. Morphology is the study of how words are formed out of smaller units (called morphemes).

Morphemes are the smallest syntactical and meaningful linguistic units that contains a word or an element of the word such as the use of '–s' whereas this unit is not divisible further into smaller syntactical parts ("Morpheme", 2022).

Morphology addresses questions such as:

- What are the component morphemes of a word like *'terminology'*, and what is the nature of the morphological operations by which they are combined together to form the overall word? (Radford, 2009).

Consider the following:

Term- = word

-in- = inside

-(o) logy = a branch of study or science.

According to morphology, 'terminology' means a science which concerns with the study of what is hidden inside a word.

- "How can we sort out the word '*antidenationalization*' into a meaningful structure?"
- "What went wrong with the word '**undeadable*', while we can say '*undead*' and '*unbreakable*'?"
- "Why do we find '*un-use-ful*' okay, but '*un-ful*' not?"
- "How come that it is '*sing-er-s*' and not '**sing-s-er*'? What is the difference between how a so-called derivational morpheme '*-er*' and an inflectional morpheme like '*-s*' work?" (Abdullah, 2020).

To sum up, morphology is the study and description of word formation (e.g. as inflection, derivation, and compounding) in language. It concerns with the study of the word structure not in its surface forms as –s/-es, -d/-ed, -ing etc. (inflection) and –ful/-less, -ness, -ry, -logy, etc. (derivation). But it goes more deeper to the inner structure leading to comprehend (in-depth understanding) the whole meaning which is the overall task of a language and its aspects (phonology, morphology, syntax, semantics, pragmatics and vocabulary). Consider the following:

Otorhinolaryngology

Laparohysterosalpingooophorectomy

Antidisestablishmentarianism

Denationalization

The previous terms appear difficult and complicated, but they can be comprehended easily by analysing their structure and how they are formed. Morphology is the exclusive agent to do such a process proceeding the procedure of breaking down the term into logical units and understand the meaning of each part reaching to the overall meaning of the term as in the following:

1.14 Otorhinolaryngology

Ot(o)-: ear

-rhin(o)-: nose

-laryng(o)-: larynx

-logy: study or science

It can be deduced that 'otorhinolaryngology' means the study of ear, nose, and larynx problems.

1.15 Laparohysterosalpingooophorectomy

lapar(o)- : a part of belly closed to liver

- hyster(o)-: pertaining to the uterus

-salping(o)- : uterine tube

-oophor- : ovary

-ectomy : removing

Removing of the uterus (along with) uterine tube and ovary via abdomen or belly beneath liver (Abdullah, 2018).

1.16 Morphology and Vocabulary

The word 'vocabulary' comes from the Latin 'vocabularium', which means 'a list of words' (https://www.mbarendezvous.com/).

Vocabulary is also called 'word-stock', lexicon, and lexis, which refer to all words in a language that are understood by a particular person or group of people (Nordquist, 2019).

There is an obvious interdisciplinary relation between vocabulary and morphology. It is worthy to indicate that vocabulary is the blacks of any language, it represents the whole words of a language, as has been explained earlier that the science which concerns with studying of the different structure of words is morphology. Despite the great importance of vocabulary and morphology in conveying different messages of a language, but many recent trends claim that morphology can be regarded as a branch of grammar, therefore grammar plays an important role in conveying different usages. Wilkins (1972) asserted that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (pp.110-111).

Therefore, all different words of a language (vocabulary) can be studied and analyzed by morphology. In turn, morphology can be seen obviously within grammar. Therefore, grammar can include morphology, vocabulary and the other language aspects (syntax, semantics and pragmatics).

To conclude, morphology concerns with the study of word structure in terms of their constituent units, the combination of words leads to form phrases, clauses and sentences. Of course, this is the last function of morphology, but it is the starting point of another aspect, what is it?

1.17 Syntax

1.18 Origin

Terminologically, the word 'syntax' can be anlayzed in the following way:

syn-: derived from Latin, Latin took it from the Greek preposition 'sun' means 'together'

- tax: derived from Greek root means 'to put in order' , as a whole means putting things together in an orderly manner.

1.19 Empirical Definition

In linguistics, "syntax" refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. Syntax is one of the major components of grammar. It's the concept that enables people to know how to start a question with a question word ("What is that?"), or that adjectives generally come before the nouns they describe ("green chair"), subjects often come before verbs in non-question sentences ("She jogged"), prepositional phrases start with prepositions ("to the store"), helping verbs come before main verbs ("can go" or "will do"), and so on (Nordquist, 2019).

Syntax has to do with how words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences (Miller, 2002).

In the higher stage of syntax, it concerns with analyzing the structure of English sentence starting by larger units, i.e., immediate parts (constituents), thus can include phrase, clause and sentence and ending by smaller units i.e. ultimate constituents (words which can be described as the blocks of a language).

One of the main roles of syntax is to analyze the structure of the sentence in order to discover the hidden meaning(s). Consider the following sentences:

1. *I can see a man with a telescope.*
2. *I can can the can with a canner.*
3. *He said that that 'that' that that man used was wrong.*

1.20 Goals of Syntax

There are many reasons for studying syntax, from general humanistic or behavioral motivations to much more specific goals such as the following:

a. To help us to illustrate the patterns of English more effectively and clearly.
b. To enable us to analyze the structure of English sentences in a systematic and explicit way.
c. One important goal of teaching English syntax to undergraduate students is to help students enhance their understanding of the structure of English in a systematic and scientific way (Kim & Sells, 2008).
d. To enable human beings to compose and convey complex messages (Miller, 2002).
e. The purpose of syntax is to study sentence structure and formation. It involves setting rules for creating coherent and grammatically correct sentences by focusing on word order, phrases, clauses, and the relationships among them. Our effective spoken and written communication both depend on the proper use of syntactic rules. However, when we speak, we follow syntax rules more loosely; though we are still able to convey our message. When we write, our message efficacy depends more heavily on strict syntax. (Blakeley & Rangelova, 2021)

It is worth to mention that syntax is considered as a threat to many learners of English not only learners of English as a second or foreign language but also to the learners of English as a first language. Many linguists described syntax as a mathematics of a language because it analyses the phrases, clauses and sentences into smaller fractions.

One of the linguistic scholars in the University of Reading in UK used to define syntax (syn-=sin and –tax=tax) as the tax that we have to pay for the sins that fathers, our ancestors and we may have committed. This definition is indicative of the tough and dry discussion because of its analytical nature and lifeless examples (Thakur, 2011).

Syntax attempts to address the following questions:

a- "How can we describe the structure of a sentence, i.e., how can we meaningfully group words into constituents and describe the hierarchical relations that hold between these constituents?" This is very often done by the use of tree diagrams (commonly referred to as "syntax trees").

b- "How can we explain the two readings in a sentence like:

1. *I saw the man with the telescope.*

It can indicate two different meanings:

2. *I saw the man by looking through a telescope.*
3. *I saw the man who had a telescope with him.*

c- "Why does the sentence "*Myself shaved me* not work well?" (It has something to do with reflexive binding.)

d- "Why (in English) can we say: *[the man] who I saw [] yesterday* but not **[the man] who I believe [the rumors that [] is a murderer]*?" (It has something to do with the complexity in the structure of noun phrases and what you can extract for the formation of relative clauses).

e- "How comes that in the sentence "*Mona injected him*"; "*him*" is in an accusative case, but in the sentence "*He was injected*", where 'he' is still the one affected by the injection and not the actor, the pronoun receives nominative case?"

1.21 Grammar vs. Syntax

Grammar is a (occasionally the) set of rules for organizing meaningful elements into sentences; their economy, in one sense of that word. There are two basic varieties of grammar; all languages have some of both kinds, but, depending on the kind of language involved, there's a lot of variation in how much of each kind they have.

One part of grammar is called 'Morphology'. It has to do with the internal economy of words. So a word like 'bookkeepers' has four morphemes (book, keep, -er, -s) and is put together with morphology. English does not have nearly as much morphology as most European languages; Russian grammar, for instance, has much more morphology than syntax. Russian is a synthetic (inflected) language.

The other part is called 'syntax'. It has to do with the external economy of words, including word order, agreement; like the sentence:

1. *For me to call her sister would be a bad idea*.

Its syntactic transform is:

2. *It would be a bad idea for me to call her sister*. That is syntax. English syntax is mostly grammar.

Grammar is a set of rules that set forth the correct standard of usage in a language. These rules dictate how we should say things correctly. For example, agreement between words in relation to other constructions in the sentence.

Syntax is the study of sentences and their structure, and the constructions within sentences. Syntax tells us what goes where in a sentence (Pelka, 2016).

Grammar is a general term referring to the set of rules in a given language including syntax, morphology, while syntax studies sentence structures. This means that syntax is studied within grammar as a daughter of grammar but sister of morphology where syntax has nothing to share with internal structure of words but grammar has i.e. in morphology. Therefore, morphology studies words forming, syntax deals with such formed words by putting them in a correct position within a phrase, clause or/and a sentence under the umbrella of grammar.

Syntax is the study of the internal structure of phrases and sentences, and the hierarchies, grammatical functions and relations between constituents.

Further, it could be concluded that syntax is the study of the internal structure of expressions, especially between words and phrases, and the principles and processes that determine it. This includes word order, but also the grammatical relations that hold between words, as well as structural ambiguity, binding, reference, and similar issues.

To sums up, syntax is basically a sub-discipline of grammar that deals with the structure of more complex expressions, while grammar is the cover-term for every aspect of the system of rules that tell our intuition which structures are well-formed and what they mean, including word-level (morphology) and sound-level (phonology), possibly also meaning-level (semantics) (Akmajian, Demers, Farmer & Harnish, 2010).

We can deduce that all the different aspects of a language are included within grammar. Further, clause is the basic unit of grammar and every simple sentence must have one clause. All the other types of sentence must have at least one simple sentence. Furthermore, all the elements of a sentence as subject, predicate (the different verb types: intransitive, transitive, linking, diatransitive, complex transitive, prepositional, phrasal and prepositional-phrasal verbs), complements, adverbials and objects (direct or indirect) can be appeared obviously in the simple sentence. It can be concluded that simple sentence includes everything about grammar and grammar includes everything about a language.

To sum up, the three aspect of a language (phonology, morphology and syntax) concerns with conveying meanings starting by smaller phonemes passing by medium morphemes and ending by larger constituents. Such phenomena are the main concern of semantics, sometimes it is seen as a part of grammar.

1.22 Semantics

1.23 Origin

The term 'semantics' is one of a group of English words formed from the various derivatives of the Greek verb 'sēmainō' "to mean" or "to signify". The noun semantics and the adjective semantic are derived from 'sēmantikos' "significant"; semiotics (adjective and noun) comes from 'sēmeiōtikos' "pertaining to signs" ("Semantics", 2012).

1.24 Empirical Definition

Semantics is a field of linguistics that concerns with the study of meaning(s) in language. Linguistic semantics has been defined as the study of how languages organize and express meanings.

1.25 Linguistic Semantics and Grammar

Linguistic semantics looks not only at grammar and meaning but at language use and language acquisition as a whole. The study of meaning can be undertaken in various ways. Linguistic semantics is an attempt to explicate the knowledge of any speaker of a language which allows that speaker to communicate facts, feelings, intentions and products of the imagination to other speakers and to understand what they communicate to him or her.

Kreidler (1998) found that "Early in life every human acquires the essentials of a language-vocabulary and the pronunciation, use and meaning of each item in it. The speaker's knowledge is largely implicit. The linguist attempts to construct a grammar, an explicit description of the language, the categories of the language and the rules by which they interact. Semantics is one part of grammar; phonology, syntax and morphology are other parts" (p.13).

Semantics addresses the following questions:

a- "Why can we read the sentence like:

1. *Every child sings a song*. Both as '*For every child it holds that it sings some song*' (not necessarily the same one) and 'There is (at least) one song which every child sings' (this being one and the same song)?"

b- "Why can '*bow*' mean both to lean forward and a thing that you use with arrows to shoot?"

c- "In the sentence like:

2. *John seeks a book about Norway*.

How can we account for the two readings?

3. John is looking for a specific book about Norway he has seen the other day. vs.

4. John is looking for some book about Norway, but isn't sure that what he wants exists at all?".

1.26 Pragmatics

1.27 Origin

The term 'pragmatics' was coined in the 1930s by psychologist and philosopher Charles Morris. Pragmatics was developed as a subfield of linguistics in the 1970s (Nordquist, 2019).

1.28 Empirical Definition

Pragmatics is a branch of linguistics concerned with the use of language in social contexts and the ways people produce and comprehend meanings through language. Pragmatics is a subfield of linguistics and semiotics that studies how context contributes to meaning. Unlike semantics, which examines meaning that is conventional or "coded" in a given language, pragmatics studies how the transmission of meaning depends not only on structural and linguistic knowledge (grammar, lexicon, etc.) of the speaker and listener but also on the context of the utterance.

Pragmatic rules are used quite frequently by speakers but are rarely noticed unless the unspoken rules of pragmatics are broken. The ability to understand another speaker's intended meaning is called pragmatic competence.

Competence is the set of demonstrable characteristics and skills that enable, and improve the efficiency or performance of a job. Some scholars consider "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role ("Pragmatics,"2022).

Pragmatics is the study of how context affects meaning, such as how sentences are interpreted in certain situations (or the interpretation of linguistic meaning in context). Linguistic context is discourse that precedes a sentence to be interpreted and situational context is knowledge about the world. In the following sentences, the kids have eaten already and surprisingly, they are hungry the linguistic context helps to interpret the second sentence depending on what the first sentence says. The situational context helps to interpret the second sentence because it is common knowledge that humans are not usually hungry after eating (Wagner, 2021).

1.29 Semantics vs. Pragmatics

Like pragmatics semantics is one of the core fields of linguistics, also it concerns with a meaning of various linguistic components as its focal area of investigations. However, these two associated branches of linguistics deal with the meaning from totally different

perspectives (Arif, 2012). While semantics incorporates sentence meaning or the grammatical meaning of a sentence, pragmatics extracts the meaning of utterance, which includes both sentence and context (Grice, 1975).

The function of semantics is to study the basic, literal meanings of words as considered principally as parts of a language system, whereas pragmatics concentrates on the ways in which these basic meanings are used in practice, including such topics as the ways in which different expressions are assigned referents in different contexts, and the differing (ironic, metaphorical, etc.) uses to which language is put" (Riemer, 2010, p. 4).

2. Conclusion

2.1 General Conclusions

Learning and practising modern English grammar and syntax comprehensively encourage scholars to generate (create or discover) new rules and formulate new theories derived from results of proved hypotheses and analytical processes of the different structures of phrase, clause and sentence (immediate, intermediate, ultimate and null constituents). Thus can be generalized and applied in the study and use of a language or languages. Further, it can lead to comprehend thoroughly the deep structure and convey smoothly the ambiguous meaning of a phrase, clause, and sentence which carries more than one meaning or contradictory meanings as in:

1. Visiting relatives is boring.

2. She loves me more than you.

Modern English grammar and syntax have particular properties which characterize them from the other subjects in higher academic studies. First, most of the grammatical/syntactical rules are generated (emerged) based on either confirmations or shortcomings of the traditional grammar. Therefore, learners of modern English grammar and syntax should gain a sufficient background about the sources of traditional grammar.

Second, the grammatical/syntactic rules and analytical procedures of the different constituents can be escaped (forgotten) easily, hence recalling information from time to time is necessary.

Third, many new rules are formed based on analytical and empirical analyses, therefore the practitioners of modern English grammar and syntax should keep up with the new changes and developments in the discipline of grammar and syntax in particular and English language in general.

2.2 Interdisciplinary Relations between Grammar and other Language Aspects

There is a correlation between the different aspects of a language which can be described as a chain. The starting point of any language is phones or phonemes. It is a particular sound in a certain language, the science which is concerned with the study of sounds or phonemes known as phonology. The main concern of phonology is the studying of sound structure, the combination of sounds leads to create words.

The science which is concerned with the study of words is called morphology that means morphology starts from where phonology ends. Morphology concerns with the study of word structure. The combination of words leads to form phrase, clause and sentence. Syntax concerns with the study of structure of a phrase, clause and sentence, i.e. syntax starts from where morphology ends.

Infinite set of sentences is the whole body of any language and we always use language to convey meanings, the science which concerns with the study of meanings is known as semantics, thence, semantics starts from where syntax ends.

All the four aspects of a language (phonology, morphology, syntax and semantics) can be appeared clearly within grammar, therefore grammar can be described as an umbrella of phonology, morphology, syntax and semantics.

It can be estimated that the structure of any language can be ordered in the following scale: 'Phonemes' represent the smallest language structure, then 'morphemes' refer to the smaller structure, after that 'words' indicate the small structure, consequently 'phrases' represent the medium structure, while 'clauses' are regarded as the higher structure and eventually 'sentences' represent the highest structure of a language.

Finally, a clause is the basic unit of grammar and every simple sentence must have one clause. All the other types of sentence must have at least one simple sentence. Furthermore, all the elements of a sentence as subject, predicate (the different types of verb groups), complements, adverbials and objects (direct or indirect) can be appeared obviously in the simple sentence. It can be concluded that simple sentence includes everything about grammar and grammar includes everything about a language.

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