

# PROCESS WRITING AND TEACHING GRAMMAR IN CONTEXT ESSAY

*This article explains why we should teach grammar in context and presents two . better sentences in speaking and writing performances. . a way that it helps them either to understand it metalinguistically and / or process it .. In P. Byrd & J. Reid (Eds.), Grammar in the Composition Classroom: Essays.*

How to teach grammar has nothing to do with what it means to teach it. They should understand the movable elements; they should discover the way that punctuation works to combine and separate the elements; they should understand modification and subordination. This work can even be fun, he says, when it includes finding the subject-predicate core, diagramming sentences, searching texts for various constructions, comparing language varieties, expanding or imitating sentences, unscrambling sentences in a paragraph, and experimenting with the parts of essays and stories. By doing so, students will understand that alternatives exist to express various communicative discourses Nunan, This logic has to be grabbed by our students i. The Inductive Approach has neglected one major criterion in the teaching of grammatical structures, namely the authenticity of the context in which these forms occur. They have authentic audiences and what to present their best selves. Ellis states that, teaching rules either explicitly or implicitly is not relevant to the real purpose of grammar teaching. Over the years, the teaching of grammar has continued to be prominent in English and foreign language instruction, leaving less class time or student energy for students to speak, read, or write in those languages. I have a student who dislikes the hands-on activities I do in my class. Education as it should be " passion-based. And this description of grammar should be grounded in that linguistic expertise, whether they are native speakers of English or second-language learners. How often have students been asked to memorize mass amounts of facts " historical dates, vocabulary words, science facts; get tested on them, just to forget almost all those memorized facts a week or two later? These concepts need something concrete with which to attach. Corder, - Grammar Acquisition and Context Although the inductive approach is based on creating interactive classes to produce language, many EFL learners still seem to be hesitant to use the target language outside the classroom. To keep up the motivation and make it manageable, I only do 2 or 3 during any giving sitting. It is important for educators to know that, among recent research studies, not one justifies teaching grammar to help students write better. They may simply be resisting the work involved in reading for revision or they may very likely have real difficulties in reading. Is that possessive? The chapter then explains how that, grammatical rules are not haphazard but rather logical and reasonable. Therefore, to teach grammar effectively teachers need to check that students produce accurate, meaningful and appropriate structures. Since they have nothing to connect to, they end up flying away. That view is simply untrue. You can't stop with the grammar and the spelling; you can't stop with the surface. It tells you that there's other stuff that readers use to judge the worthiness of a piece. She also wants to see grammar used and discussed within the reading and writing in classrooms. The writer of the blog opens his or her blog post in an editing mode. It is clear that students are encouraged to be accurate rather than fluent. Freeman on his turn did not deny the usefulness of thumb rules when learning Grammar, because they represent a practical tool about language structure. Freeman also argues that paying attention on form or structure only will not be enough if not integrated through communication in order to help learners comprehend what is being said as well as express themselves in a suitable sociolinguistic style.