Discursive Essay on Rod Ellis’ Current issues in the teaching of grammar.

This essay will display my insights after reading (Ellis, 2006), I have chosen the first question, ´the grammar taught should be one that emphasises not just form but also the meaning and uses of different grammatical structures´, and the sixth question ´use should be made of both input-based and output-based instructional options. whereby I found that besides some interesting remarks the first question was not as excitingly interesting to read as the sixth question.

First of all the controversy between explicit and implicit knowledge really rooted me to the spot. I tried to come up with examples for explicit and implicit knowledge and it struck me that both occurred many a time during my study. To me, explicit knowledge felt as the descriptive rules and the ability to explain why a certain structure is used in a sentence. Where a student will learn the rules and have to be able to put them to use, implicit knowledge is something teachers need to know to explain the explicit knowledge.

I am studying to become English teacher. Most of the time I am being Educated in an inductive way. Only this article advocates for a deductive method, this is because of the target group wherein I find myself, our group is more proficient than the average English second language learner. To sum up the two main points, explicit knowledge is needed for a student of English to use and pass on the implicit knowledge. Besides the fact that deductive lessons would be more effective in our studies because we are more advanced learners we still learn a lot in school and the NHL is doing a decent job turning us in to proficient teachers of English.

# List of References

Ellis, R. (2006, March). *Current issues in the teaching of grammar.* Opgehaald van Current issues in the teaching of grammar: An SLA perspective: http://www.academia.edu/