

Grammar versus Syntax in Good Academic Writing

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Abstract

Nowadays, in language teaching, it is necessary for teachers to define different language components in their courses for students; due to that, in this essay, mainly syntax as part of grammar structure will be clarified. According to Givón (2001), learners think there are no differences between grammar and syntax, and both have the same functions, but when significantly each of them is discussed, different features of them being explored, obviously; in language, the syntax is the functional part of grammar had believed (Huddleston, 1984). Not only, these differences can't be easily recognizable, but also various elements divided grammar and syntax into two different components of language, although each language component has an inter-related relation among other components. First of all, this essay will be defined grammar and syntax definition, and briefly, the role of other components will be mentioned, then grammar and syntax will be discussed in detail.

Keywords: Grammar, Syntax, Academic Writing, Language teaching.

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Introduction

There are different types of writing that each of them shows their own purpose and one of them is academic writing. As Houghton (1984) mentioned academic writing is like a game that the writer looks for the needs of the readers to please them (as cited in Liz, 1988). It looks for recording and transmitting knowledge while writing, in general, can have different aims. From this viewpoint, academic writing is a way of “documenting and communicating scientific knowledge, documents and communicates research process and research outcomes” (Monippally & Pawar, 2008, p.4). If researchers document their research process, it shows how the research process was done and how the knowledge was created (Monippally & Pawar, 2008). In this essay, we focus on the criteria and qualities that are crucial for good academic writing. First, we will explain the required style that good academic writing should have. Second, we will focus on description and narration in academic writing and the need to explain by analyzing. Next, we will explain the difference between dumping data or analyze it.

Definition of Key Terms

Dialect could be a device of communication to precise one's thoughts, contemplations, sentiments and feelings. Subsequently, dialect, communication and discourse are the three primary vital and essential tools that are valuable in sharing our thoughts with others. People need to procure the aptitudes of a specific dialect in arrange to

communicate well with their individual human creatures. Within the case of English too, people ought to learn all the four dialect aptitudes, i.e., tuning in, talking, perusing and writing. Once the learners of English get a great command over these aptitudes, they can communicate well in English. Among the four aptitudes, composing is the foremost troublesome skill and it needs a part of hone, time and tolerance. Since the EFL/ESL learners confront numerous troubles in performing the given errands that are related to composing, the instructors have to be get it the reasons for them. Some of the reasons may be the complexity of the English dialect structure and the lexicon, linguistic use and coherence. Besides, the learners discover repetitiveness with the out-dated educating strategies that are executed in their classrooms. In this manner, the English instructors ought to get it the wants and interface of the EFL/ESL learners and try to embrace a assortment of new procedures in their classrooms in arrange to move forward their composing aptitudes in English. For this reason, the English instructors ought to move from their conventional way of instructing to the present day approaches that have been creating in ELT. This paper throws a light on the significance of composing aptitudes and too brings out distinctive ways of creating composing abilities among the EFL/ESL learners. This paper lays more accentuation on the strategies of educating composing aptitudes to the learners of EFL/ESL. This paper also focuses on the striking highlights of composing abilities additionally

clarifies how to persuade and create the ESL/ESL learners to move forward their composing abilities. Besides, it too underpins the thought of pair work and bunch work which creates the learners' composing abilities massively in a learner-friendly environment. At last, the EFL/ESL learners and instructors are given profitable proposals in progressing their teaching-learning aptitudes with a assortment of dialect exercises in their classrooms.

Learning a dialect may be a blended involvement of effortlessness and trouble. A few individuals procure the abilities of a specific dialect exceptionally effortlessly while it gets to be exceptionally troublesome for a few others. Whether it is simple or troublesome, learning a dialect is vital for all human creatures. Dialect serves different purposes and communication is one of the vital angles of it. When there's no dialect to communicate, people are assumed to precise their thoughts, contemplations and sentiments only through signs and motions. People cannot envision where there's no dialect and it may lead them to the shortage of communication. Subsequently, dialect plays a really noteworthy part in communication. Moreover, dialect aptitudes possess a major part in inclining a dialect. So the learners of a dialect got to learn all the abilities of that specific dialect in arrange to communicate well with their individual human creatures. Dialect abilities are the signs that can be effectively discernable codes which offer assistance as a direct for the advancement of human creatures. All things considered, nearly all youthful learners reach an over-all time and age by the time they reach the fundamental

capabilities of utilizing the dialect as an effective communication aptitude. As there's a require for a common dialect to communicate internationally, individuals pick English because it is talked broadly all over the world. English has been recognized as an official dialect of many countries and a part of official and commerce correspondence is additionally wiped out English. Hence, the individuals of the twenty-first century recognize the require of leaning English dialect communication aptitudes and attempt to memorize the fundamental aptitudes of English. In arrange to memorize the English dialect in a precise way, to begin with of all, the learners ought to learn the fundamental aptitudes of the dialect.

When the EFL or ESL learners need to memorize English, they need to get dominance over the four dialect abilities, viz., tuning in, talking, perusing and composing. Among them, tuning in and reading are open abilities while talking and composing are profitable skills. The EFL/ESL learners got to concentrate more on these four dialect abilities as the most viewpoint of learning the English dialect primarily depends on learning these abilities. As the essential objective of learning these aptitudes is to create the learning capacities of the learners to deliver great verbal as well as composed communication, the instructors need to pay more consideration towards the learners in moving forward these aptitudes among the EFL/ESL learners. Each language skill has its possess significance in learning English. The most concern of EFL/ESL learners is to obtain

great tuning in as well as talking abilities in English. In arrange to advance the learners' tuning in and abilities, the instructors have to be concentrate more on the most recent patterns of aural-oral aptitudes of English. Tuning in is an action that includes the audience members to pay consideration to the speaker's words and get the meaning of it concurring to the setting. So, tuning in embroils understanding of a speaker's articulation and complement, lexicon, language structure and get a handle on the meaning of what the speaker expresses. In this context, Underwood (1989) declares, "For fruitful communication, tuning in aptitudes is fundamental, so it ought to be instructed to students". It is an evident truth that tuning in is the foremost regularly used skill among the four dialect aptitudes. Besides, most of the EFL/ESL learners spend most of their time on tuning in to English than producing it since the most concern of learning a dialect depends on tuning in to it. Tuning in expertise gives the opportunity for the learners to talk, read and type in great English. The English instructors have to actualize reasonable approaches and procedures to teach listening aptitudes to the EFL/ESL learners. Speaking could be a beneficial and exceptionally valuable aptitude in communication. Additionally, communication does not take put without discourse and language only remains as a script without speech. Dialect is utilized in a few settings within the frame of speech. Individuals require more hone and special preparing in talking abilities in the event that they need to ended up great speakers. There's no question that one should be capable in all the dialect aptitudes, but when a individual has got

great talking aptitudes, he/she will have certainly more focal points. When speaker's discourse is with full of clarity, it appears that the speaker's thinking is precious stone clear. Bailey and Savage (1994:7) say, "Speaking in a moment or remote dialect has frequently been seen as the foremost difficult of the four skills". Besides, it is critical to know that the compelling speakers continuously get the consideration of the audience members and the audience members get a handle on the total discourse of the speaker. Furthermore, speaking skills are required to induce victory in one's career.

Concurring to Gem (2006: 257), "Writing may be a way of communicating which employments a framework of visual marks made on a few kind of surface. It is one kind of realistic expression". Composing could be a exceptionally complex prepare and one must have the authority over a few levels of dialect counting morphological, syntactic, semantic, practical and talk levels. When we compare writing with talking, writing comprises diverse lexicon and syntactic structures, numerous etymological frameworks conjointly complex clauses. That's the reason why numerous dialect experts consider composing the indicator of one's capability on a particular language. Additionally, composing could be a beneficial skill that ought to carry out the messages and the contextual meanings within the shape of composing. Since composing is purely message-oriented, the writer's fundamental objective is to communicate the data suitably, successfully and precisely to the perusers. Besides, the author

has got to clearly express the thoughts in his composing and the dialect that the author employs must be exceptionally viable and there ought to not be any equivocality in his composing. Moreover, the perusers ought to feel comfortable whereas perusing the content. At the same time, the author ought to pass on his/her message to the perusers in a basic dialect so that they can study the message and get it altogether.

Concurring to Richards and Renandya (2002), "Writing is the foremost troublesome ability for L2learners, since they have to be produce thoughts, organize them and interpret these thoughts into clear content which can be exceptionally troublesome for students". Even in spite of the fact that most of the composed communication takes put electronically, the learners got to compose their dialect exams by hand as it were. In expansion, spelling moreover plays a prevailing part in both education and composing. The most reason that the EFL/ESL learners have the trouble in spelling is that the connection between the spelling of the word and its pronunciation. There's no correspondence between the sound and spelling. In English, a single sound has got different spellings, though the same spelling has different sounds. That's the significance of the English dialect and the EFL/ESL learners discover it exceptionally troublesome to urge dominance over the spelling and articulation. Moreover, accentuation and format are more basic in composing. These two are diverse in composing communities and cannot be exchanged from one dialect or community to another. To urge victory

in learners' possess dialect or any other dialect, the learners ought to know the organize or the format.

Composing is considered to be the foremost troublesome abilities among the four dialect aptitudes of any dialect. In English dialect moreover, composing includes the complex process where the learners ought to concentrate not as it were on spelling, accentuation and language structure, but too within the choice of lexicon and the organization of sentences and sections. In spite of the fact that composing could be a troublesome aptitude to secure, there are certainly a few imperative issues which offer assistance the EFL/ESL learners to create their composing aptitudes. One among these is class which implies the guidelines of different sorts of composing. In other words, genre in English composing alludes to a specific fashion or sort of composing. Class makes a difference the perusers to recognize the sort of content whether it may be a logical content, an notice, a biography, a sentimental fiction, a formal letter or verse. When the instructors need to educate a specific sort to their EFL/ESL learners, to begin with of all a few show works of that class ought to be appeared in their classrooms. After that, the learners get it the strategies included in composing the specific sort and attempt to work on their claim. When instructors allow appropriate preparing to their learners in composing the content employing a specific sort and grant a few exercises related to that sort for their precision hone, the learners create their composing aptitudes in a specific sort of content. Besides,

the instructors ought to too suggest the learners how to type in and what to type in and take off it for the choice of the learners so that they create composing in a free and independent way.

Another vital procedure that the instructors have to be execute in their classes to create their EFL/ESL learners is by doing the work in bunches or sets. When learners work in bunches or sets, they attempt to contribute more on the given work and get great comes about of it. This can be moreover more helpful for the instructors to help the learners when they require any kind of offer assistance. When learners work in groups or sets, they attempt to wrap up the given work in a brief time with a parcel of flawlessness. The instructors need to select the composing subjects concurring to the level and interface of the EFL/ESL learners. Thus, the learners pay more consideration on the given work and produce a decent work with a part of support and participation from their peers. Another vital angle of creating the EFL/ESL learners' composing abilities is by embracing collaborative work or agreeable work within the classrooms. The most concept of collaborative or agreeable work is to permit the learners to perform the given assignment in bunches where they share their thoughts among the individuals of their bunches. With this sort of learning environment, the EFL/ESL learners can perform the given composing errand viably by their dynamic interest. There's no question that a few learners can perform way better when the work is given for the people. But when the same work is worn out collaborative or agreeable classrooms, the composing prepare takes put in bunches and

it also invites a exhaustive and valuable input. In this respect, it is shrewd to cite the platitudes of Harmer (2007), “To type in in bunches, whether as portion of a long or brief prepare, is exceptionally spurring for understudies to create this skill”. Hence, the English instructors ought to continuously energize the learners to keep up great relations with the gather individuals in arrange to perform the given errands well. The other approach which is more reasonable to execute in EFL/ESL classrooms is creative writing. Being the concept of creative ability as the most base in composing stories, verse and plays, the EFL/ESL learners can produce tall quality composing with their possess creative energy. When the composing is done with more creative energy, the perusers moreover discover intrigued in them to perused such sort of works. In this respect, Ur (1996) says, “Most individuals feel pride in their work and need it to be read”. It is genuine that perusers pay more consideration on creative and imaginative writings than some other written items. Besides, inventive composing may be a travel towards self-discovery which advances effective and dynamic learning. EFL/ESL learners concentrate on the subjects related to creative composing as the learners are exceptionally much included in doing their level best in creating a wide range of exact and more fitting dialect than they utilize ordinarily for the normal and schedule errands given the classrooms.

It may be a known truth that composing may be a exceptionally critical expertise and the English instructors need to create this ability

legitimately among the EFL/ESL learners. Consequently, the English instructors need to propel their learners to receive great composing aptitudes. The instructors ought to energize the learners utilizing different procedures, strategies and approaches in their EFL/ESL classrooms. When the learners are exceedingly persuaded, they take part within the given assignments exceptionally effectively with a part of eagerness and attempt to create very good items. Whereas selecting the subjects for the assignments, the instructors ought to consider the interface and needs of the learners so that they will work with more intrigued in an agreeable and inviting environment. It is additionally very important for the English teachers to get it the common issues confronted by the learners in composing. When the instructors provide a certain composing assignment to the learners, they need to recommend the learners how to precise thoughts and organize the given errand. The instructors have to be direct the learners with the method of composing that has to isolate the composing action into a few stages where each action includes sub-skills in doing this handle. Subsequently, the instructors have to be direct the learners properly in order to include them in the activities with a part of inspiration and support. Subsequently, the English instructors have to be get it the insights level of the EFL/ESL learners and attempt to receive the most recent methods in ELT in order to make strides their composing aptitudes. As composing is the foremost difficult aptitude to obtain for the EFL/ESL learners, the instructors ought to concentrate more on their learners' composing abilities by including them in a assortment

of exercises. Therefore, the instructors are gathered take the EFL/ESL learners' interface and needs in thought so that the learners' inclusion within the given writing task increments. In addition, the EFL/ESL learners take part within the assignments exceptionally effectively and they will deliver subjective and profitable comes about in their English composing abilities. Other than that, composing may be a strategy that takes place over a certain sum of time. The author needs more openings to carry out their inner felling and process in composing aptitudes (Sulisworo et al., 2016). It may be a arrangement of sentences organized in a specific arrange and associated in a important way. So also, the sentences are interconnected to other sentence structures as a entire solidarity. Besides, a full content may contain by a series of sentences that have primary sentences taken after by supporting sentences. It shows that the composing could be a complex cognitive action, and journalists are required to control the substance, arrange, structure, and another related phonetic component at the level of the sentence (Bloom and Hayes, 1981). It provides a variety of learning experiences that motivate, adapt and engage students in a positive and meaningful learning environment (Rybushkina & Krasnova, 2015). The flexibility of the agreement is more important because of the students and their needs, individual differences, learning styles and learning abilities. It also provides a good teaching and learning environment for English and influences the whole FL learning process (Challob et al., 2016). In addition,

students receive new learning experiences by providing flexible materials that can stimulate the learning environment (Oh and Park, 2009; Davis and Fill, 2007). Teachers can also use technology (Fakhir, 2015) and save time (McCarthy & Murphy, 2010). Blended learning also supports a flexible learning environment, different learning styles, learning skills, and learning abilities (Huang, Zhou, & Wang, 2006). It also helps change teacher-centered approaches to student-centered ones, supports learning management, provides a variety of resources for students, and improves teacher-student, student-student, student-student, and external interactions (Al Fiky, 2011).). Finally, many recent studies have shown that blended learning can improve writing skills. Sulisworo et al. (2016) described blended learning as an easy way to practice and improve writing skills, which is still a problem in learning English. Blended learning has a long tradition and has been widely used in schools and universities since the 1980s (Pappas, 2018) and has attracted the attention of English language researchers since the late 1990s (Mingyong, 2015). Moreover, Sharma and Barrett (2007) stated that the term fusion originated from corporate education in the business sector and then applied to higher education. Blended learning is a revolution in EFL teaching and learning due to the different use of traditional methods in English language teaching (Rahim, 2019). He also noted that student-centered learning is a necessity for most educational institutions. Therefore, blended learning is considered as a method that promotes student-centered learning, provides students

with collaborative activities, and allows teachers to design activities considering the needs of students.

The first characteristic of good academic writing is style. Academic papers are not like newspapers that people skim some part of it. They read carefully and analyzed both types of academic writing, empirical and conceptual. Moreover, the sentences and paragraphs are longer and more complicated than other types of writing. The language that is chosen for academic writing is formal. In this way, contractions should not use in academic writing for instance ‘can’t,’ ‘won’t’ and ‘shouldn’t’. Colloquial expressions should not use too like ‘grub’ for food and ‘buck’ for dollar (Monippally & Pawar,2008). Academic writing does not draw attention by itself but the knowledge and ideas that are express through it are important. So, a variety of expressions and metaphors like other types of writing does not frequently use in academic writing papers (Monippally & Pawar,2008).

The second characteristics of good academic writing are description and narration. In the process of academic writing, the writer needs to describe, narrate, or explain. It means that the writer cannot explain something such as an object, event, process or behavior before describing or narrate them. But just narrating or explaining something does not show that it is academic writing so, there is a need to explain it by analyzing (Monippally & Pawar,2008). In academic writing narration and description are the domain of verifiable. It means that the academic writer’s aim is to create a clear

and factual picture of narrating an experiment or an instrument that was used. So, the analysis that the writer tried to explain can be estimated and the experiment can repeat again. In other words, “description and narration in academic writing are the factual foundation for the superstructure, that is, explanation or theory building” (Monippally & Pawar, 2008, p.87).

The third characteristic of good academic writing is analysis versus data dumping. The major goal of academic writing is analysis. As Rogers and Rymer (1995, p. 352) mentioned, in academic writing, we expect to be “evaluating ideas, assuming a position, developing reasons and examples, and organizing the material logically.” As cited in (Monippally & Pawar, 2008, p.87). In academic writing, the writer presents the data to support the claims mentioned before. In other words, when a reader reads academic writing and finds a claim in the writing the reader tries to check the data presented to understand that the data is enough and justifiable or not. For example, if the writer presents inadequate data deliberately or by mistake, the presented data may not be suitable for the writer’s claim and it can lead to a controversy. So, a knowledgeable reader may ask about the presented claim or conclusion (Monippally & Pawar, 2008).

Review of literature

According to Baker (1991), the syntax is used in linguistics studies, which is defined as the well-formed order of words and clauses to construct functional sentences. However, syntax helps learners

organize words to have correct and coherent sentences, although syntax figures out the relations between different sentences. On the other hand, grammar defined as the systems of language to show how learners use words in a sentence by illustrating the function of each word, such as part of speech which contains phonology, morphology, and semantics that will be discussed in term of each usage. in the first place, according to Yallop and Fletcher (2007), phonology is the study of the smallest part of the language(phone) which included sounds and signs; additionally, the important point is that phone doesn't have meaning, but it can change the meaning. Secondly, morphology under controlled phonology in language, to illustrate that the morph is the smallest part of language which has meaning such as pen, book, and bag had believed (Halle, 1990). Finally, according to Sag and Pollard (1987), in semantics, the sufficient meaningful sentences by using correct meaning-related words are studied, which controls previous components; in spite of that, grammar subset all mentioned components to make sentences communicative, correct, and rule-governed.

According to Huddleston (1984), In the procedures of learning, first learners study grammar, and after that, syntax is explained. The syntax utilize an optional form to produces sentences, but grammar has a rule-governed structure that should be obeyed. Grammar is well-known for all learners because they use it in their daily life; in contrast, syntax is the further study of structures by researchers and

instructors, which is defined in linguistics. In grammar, two different views defined; the first view is descriptivist, which words are ordered in a way to express the fact that the speaker/writer attempt to convey his/her idea, for instance, the native speaker who changed some grammatical structure to express the idea more comfortable and more convenient, utilize descriptivist view. However, the Second view is prescriptivist, in which the correct word order should be observed to convey exact meaning had believed (Pennebaker and King, 1999).

On the other hand, syntax is unique, because it finds out various styles of sentence structures in four types; the first one is a simple sentence that contains one subject and verb, such as he is a doctor. The second type is the compound sentence, which has two simple sentences in it, which are connected to each other, such as I watch tv, and they play a game. The third one, named complex sentence, has the same structure as the second type, but a new clause added to it without other clauses cannot convey exact thought; for instance, they missed our play because they were in traffic. The last type is a compound-complex sentence, which included compound and complex sentences in a different context. However, sentences are systematically divided into various functions, such as statements, questions, and instructions. Syntax organizes and controls all mentioned types and functions in defining sentences to develop grammatical structure correctly and communicative.

Conclusion

In conclusion, as mentioned before there are some characteristics for good academic writing. In this essay, three of them were mentioned and explained. The first one was the style and the importance of having a formal style. It means that academic papers are not like newspapers that people skim some part of it. They read carefully and analyzed both types of academic writing, empirical and conceptual. The second characteristics of good academic writing were description and narration. It means that in the process of academic writing the writer needs to describe, narrate, or explain. So, the writer cannot explain something such as an object, event process, or behavior before describing or narrate them. The last characteristics of good academic writing were analysis versus data dumping. As mentioned and explained in this essay one of the major goals of academic writing is analysis.

In a word, considering exact function, definition, and language component differences helps teachers have a successful course. Mainly, the essay compared syntax and grammar. Essentially, grammar has controlled over other components in a language, such as phonology, morphology, and semantics, although syntax is a part and has an important role in the field of grammar. All components are briefly discussed in the first paragraph to clarify differences among them. Then in details, grammar and syntax are compared to various distinguished elements which they have inside; additionally, the

relations between them. The different styles and functions of sentences are described in the field of syntax. Finally, the usage of grammar and syntax is essential to have proper effective communication in daily life because they reinforce each other.

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