

Samantha Forster  
CEP 822  
Final Proposal

### Revision Summary:

#### **Focus and Rationale Suggestions for Final Proposal:**

Question-isn't grammar and sentence structure already taught?

Sources-Focus on practitioner and academic focused journals, and journals associated with professional organizations in your area.

#### **Focus and Rationale Revisions:**

The questions was only tailored a bit: What are the effects of grammar instruction on student composition, specifically proofreading and revision?

An short explanation of the question was added to address the concern from the feedback: Grammar instruction is integrated at varying degrees into the English classroom throughout a students educational career; however, this is usually limited in the curriculum and the amount,time, and rigor of instruction is determined by the teacher. Consistent grammar instruction and re-visitation is very rare in education, but students are expected to recall and implement the skills throughout their time in school. Many instructors view grammar as dry, boring, and very important.

Sources: Specifics and explanation were added to sources section: A variety of professional sources will need to be identified to assist in the design and development of this research. Knowledge regarding the various perspectives on the topic of grammar instruction is necessary to determine if the research has a valid purpose. These could come in the form of teacher testimonials, or previous research studies done on grammar instruction. Literature that focus' on the various modes of instruction for grammar and grammar assessment are also beneficial in the design of this study. These sources will help determine the best pedagogy to use as an intervention in the experiment.

#### **Literature Review Suggestions for Final Proposal:**

Introduction-It's a good idea to restate your research question here and focus the Lit Review around informing that question. Then, return to it in the conclusion to discuss how your proposal benefited from the Lit Review.

Perspectives-More specifics needed in terms of what the perspectives are and whose work is associated with each perspective.

Pedagogy-Similar suggestion. More specifics needed about what pedagogies have been studied and by whom.

Assessments-More detail needed about what was assessed in various studies and how.

Conclusion-Be as specific as possible about which parts of your study have been informed by which people's work.

Articles and Annotations-Annotations are a bit brief but satisfactory.

Citations-Use proper APA citation in the Lit Review (author, date)

#### **Literature Review Revisions**

Introduction-Wording and the research question were added to the introduction.

The goal of the study results are to discover if teachers, students, and professionals still believe there is a value to grammar instruction, whether or not approaches to instruction need to be modified to interest the 21st century learner, and how grammar affects students knowledge regarding language context as it applies to digital composition. These results will derive from the research question: What are the effects of grammar instruction on student composition, specifically proofreading and revision?

Perspectives- More specifics regarding perspectives of articles and authors was added.

Petruzella provides a description of current practices: “Grammar instruction has been a staple of English curriculum; however, many teachers neglect grammar altogether or they abide by curriculum” (1996). In order to determine if grammar instruction has value and a place in the English classroom, studies and research of the effects of grammar instruction must be conducted. Martinsen considers the attitude of teachers and the instructional evolution of grammar. Her perspective on current grammar instruction is negative, but as the article continues Martinsen describes how instruction can assist the students of the new century (Sept 2000). Piggybacking off of Martinsen, Nancy Patterson describes the negative effects of tailoring grammar instruction to standardized tests. Patterson is a proponent of incorporating grammar instruction into the writing process (March 2001). This article is imperative to my study due to the element regarding composition and necessity to teach grammar and writing simultaneously.

Pedagogy- Again, specifics regarding techniques and instructional strategies suggested or practiced by authors was added.

Throughout the literature used in this review, there are two dominant pedagogical strategies to increasing interest and evolving grammar instruction. One is the integration of problem based learning into the English classroom, the other is incorporating technology into grammar instruction.

Liu (2011) explains the opinion that grammar instruction has become remedial and “decontextualized”. The case study by Liu (2011) describes the pedagogical strategy of using problem based learning to teach students a level one college grammar course. The problem based learning that Liu (2011) describes “is an instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem”. Liu justifies this instruction using the example of passive voice. Liu (2011) claims that this is a very difficult skill to learn and if students were forced to see the purpose behind passive voice in a specific context that they are more apt to obtain and understand the use of the skill.

The incorporation of technology into the English classroom seems like an obvious evolution. With the instructional majority suggesting that grammar be taught within the writing process to give students a sense of context, it seems only natural that this would include digital composition. The majority of students composition these days is digital; therefore, Lacina (2005) argues that technology should be the focus of grammar instructional strategies. Lacina (2005) attributes her opinion to the years that she taught an online grammar class. Lacinea (2005) claims the student improvement and success rate was a direct correlation to the

technology used throughout the class.

Assessments- An explanation of what was assessed and how was added.

In Davis' (2005) study, the 83 students were tested on overall writing quality and grammatical correctness of their essays. The overall writing quality was judged using a general-impression holistic rating technique, where those involved agreed on the global characteristics of each piece of writing. The researchers in Davis' study also counted the number of traditionally serious errors such as: fragments, subject-verb agreement, comma splices and run-on sentences. Second to the total of serious grammatical errors, were the minor errors such as: misspellings, pronoun disagreements, and punctuation errors (Davis, 2005). The results revealed no significant change in writing skills or improvement in grammar or mechanics.

Conclusion- Additions to specify which components of my study were influenced by authors was added. I also concluded with reference to the original research question posed in the introduction of the Literature Review.

The design of my study was influenced directly by the case study of Davis and Mahoney. The multiple essays required for their study was similar to the objective of my study. However, their study focused on actual grammar testing as an intervention and required two separate essays before and after the intervention; whereas, my study used grammar instruction to aide the revision step of the writing process using the same essay both pre and post intervention. The other component which mimics the study of Davis and Mahoney, is the use non-equivalent groups. A control group is necessary for my study, in order to compare the effects of grammar instruction on the revision process with those who did not receive the intervention. This case study was the main influence on my research design. Some components were mimicked, while others were altered slightly to determine the effects of grammar instruction on the proofreading and revision process.

Citations- Correct APA in-text citation format was added throughout the body of the Literature Review.

### **Research Design Suggestions for Final Proposal:**

Design Rationale-In this section, explain why you chose this design rather than another.  
Assessment-Explain how the essay will be assessed and what qualities besides grammar will be examined.

### **Research Design Revisions:**

Design Rationale:

Because the study is analyzing the immediate effects of grammar instruction on the revision process, a longitudinal study would not have worked. Also, a new essay for the final assessment is not necessary because the study is not analyzing the acquisition of new skills, but the implementation of revisited skills on the revision process.

Assessment: The essay will be assessed based on the number of remedial grammar mistakes that are made. A rubric with specific expectations will be used in the assessment of

the essay. Specifics will include comma placement, capitalization, complete sentences, correct use of tense, and various other mechanics. The other qualities that will be assessed are in relationship to sentence structure, including: simple sentences, compound sentences, complex sentences, compound-complex sentences, and various forms of incomplete sentences such as run-ons and fragments.

### **Focus and Rationale:**

The specific audience for this study is any English department at a variety of secondary education levels and possibly even higher education. The findings will also be interesting for administration and reading specialists. The results could be used at various professional development seminars to show peers that learning the basics of any subject is essential to success in that content area. Math and Science begins with and revisits the basic formulas, why has the English content done away with this pedagogy? This information would also reiterate how important writing skills are to various content areas besides English.

The professional literature needed to conduct this study will need to include evidence and case studies of teachers who have taught grammar and sentence structure. *Adolescent Literacy Journal* and *The English Journal* are both great resources for case studies and success stories. A variety of professional sources will need to be identified to assist in the design and development of this research. Knowledge regarding the various perspectives on the topic of grammar instruction is necessary to determine if the research has a valid purpose. These could come in the form of teacher testimonials, or previous research studies done on grammar instruction. Literature that focus' on the various modes of instruction for grammar and grammar assessment are also beneficial in the design of this study. These sources will help determine the best pedagogy to use as an intervention in the experiment. Proposals in support of proofreading and editing for students will also be beneficial to the study. I would be interested to know if expectations for grammar in class transfer over to students digital composition.

What are the effects of grammar instruction on student composition, specifically proofreading and revision?

Grammar instruction is integrated at varying degrees into the English classroom throughout a students educational career; however, this is usually limited in the curriculum and the amount,time, and rigor of instruction is determined by the teacher. Consistent grammar instruction and re-visitation is very rare in education, but students are expected to recall and implement the skills throughout their time in school. Many instructors view grammar as dry, boring, and very important. As a secondary English teacher I integrate various forms of writing into the classroom. This includes analysis done both digitally and on paper. Students struggle with editing and the proofreading process. This is shown on final papers and on informal blog posts. I question whether students know what they are looking for while proofreading. I believe that many students do read over their work, but they are unsure of issues and unable to recognize the mistakes that they are making. This study will give me feedback regarding this issue and help me design instruction to better their composition skills.

### **Literature Review**

#### **Introduction**

As an English teacher I have noticed a decline in the instruction of grammar and in student's prior knowledge regarding the basic skills. Therefore, I began to research literature regarding attitudes towards grammar, the effects of grammar instructions, and the importance of grammar in digital composition. The goal of the study results are to discover if teachers, students, and professionals still believe there is a value to grammar instruction, whether or not approaches to instruction need to be modified to interest the 21st century learner, and how grammar affects students' knowledge regarding language context as it applies to digital composition. These results will derive from the research question: What are the effects of grammar instruction on student composition, specifically proofreading and revision?

### Perspectives

There are many different perspectives regarding the value of grammar instruction. This literature review has a variety of perspectives, many of the studies have shown positive effects of grammar instruction, while others show no significant improvement in grammar mechanics and writing with grammar instruction. Petruzella (1996) provides a description of current practices: "Grammar instruction has been a staple of English curriculum; however, many teachers neglect grammar altogether or they abide by curriculum". In order to determine if grammar instruction has value and a place in the English classroom, studies and research of the effects of grammar instruction must be conducted. Martinsen considers the attitude of teachers and the instructional evolution of grammar. Her perspective on current grammar instruction is negative, but as the article continues Martinsen (2000) describes how instruction can assist the students of the new century.. Piggybacking off of Martinsen, Nancy Patterson (2001) describes the negative effects of tailoring grammar instruction to standardized tests. Patterson is a proponent of incorporating grammar instruction into the writing process. This article is imperative to my study due to the element regarding composition and necessity to teach grammar and writing simultaneously. Much can be learned from both the positive and negative results or perspectives. More can come from the improvements needed to turn the negative results into positive results. This can also include renovation of English curriculum to benefit the student and improve their writing skills.

### Pedagogy

The articles and studies by Davenport (1970) and Morrow (1984) evaluate various pedagogy and instructional strategies that can be applied to grammar instruction. These studies provide techniques, case studies, and productive data that can all be used to enhance writing and editing. Morrow in particular focus' on error evaluation in student essays. This directly relates to student proofreading and editing. Morrow informs readers that it is difficult for students to discover their mistakes and those of others if they don't know that they are making mistakes. Throughout the literature used in this review, there are two dominate pedagogical strategies to increasing interest and evolving grammar instruction. One is the integration of problem based learning into the English classroom, the other is incorporating technology into grammar instruction.

Liu (2011) explains the opinion that grammar instruction has become remedial

and “decontextualized”. The case study by Liu (2011) describes the pedagogical strategy of using problem based learning to teach students a level one college grammar course. The problem based learning that Liu (2011) describes “is an instructional learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem”. Liu justifies this instruction using the example of passive voice. Liu (2011) claims that this is a very difficult skill to learn and if students were forced to see the purpose behind passive voice in a specific context that they are more apt to obtain and understand the use of the skill.

The incorporation of technology into the English classroom seems like an obvious evolution. With the instructional majority suggesting that grammar be taught within the writing process to give students a sense of context, it seems only natural that this would include digital composition. The majority of students composition these days is digital; therefore, Lacina (2005) argues that technology should be the focus of grammar instructional strategies. Lacina (2005) attributes her opinion to the years that she taught an online grammar class. Lacinea (2005) claims the student improvement and success rate was a direct correlation to the technology used throughout the class. Instructional strategies for grammar are numerous, the content is consistent; however, the delivery is subject to teacher and audience. It is imperative to research and experiment with other instructional strategies and evaluate the success to compose the most successful pedagogy.

### Assessment

The studies in most of the research found used a specific group of students. This was composed of a specific age group or grade level. There is a variety of these levels, third through sixth grade, tenth grade students, and college freshman (Davis, 2005). In these studies, there was a group that was tested and a control group that was used as a frame of reference to compare the results to. The test group was exposed to various grammar instruction including T-tests and sentence structure questionnaires. The other type of research involved pre and post grammar instruction essays. The test group took an essay test, then was exposed to grammar instruction and two grammar tests. Following the tests, the students took another essay test (Davis, 2005). In Davis’ (2005) study, the 83 students were tested on overall writing quality and grammatical correctness of their essays. The overall writing quality was judged using a general-impression holistic rating technique, where those involved agreed on the global characteristics of each piece of writing. The researchers in Davis’ study also counted the number of traditionally serious errors such as: fragments, subject-verb agreement, comma splices and run-on sentences. Second to the total of serious grammatical errors, were the minor errors such as: misspellings, pronoun disagreements, and punctuation errors (Davis, 2005). The results revealed no significant change in writing skills or improvement in grammar or mechanics. The data from the various studies showed more improvement in the younger ages and grade levels as opposed to the high-school students (Stoffel, 1990). However, the analysis of the college essays revealed positive effects in the number of basic grammar errors.

### Conclusion

The research has altered my proposed question yet again. It was extremely difficult to find studies and articles regarding the instruction of grammar and its effects on digital composition. However, there is a plethora of studies regarding the various effects of grammar instruction on writing skills and composition development. My focus will stay on grammar instruction but will be tailored to the various positive and negative effects that it has on the various composition stages in particular the editing stage.

I was very surprised at the importance that most researchers put on grammar instruction. Overall, they seemed very “pro” grammar and mechanics instruction in class; however, the studies revealed that teachers were stifled with the current pedagogy used with grammar. Davenport and Morrow both represent evaluation of recent instructional strategies as opposed to drill based traditional grammar instruction.

Contradictory to the positive opinion about grammar inclusion in the English classroom, the results of the data collected from the various assessment show very little to no significant improvement in writing. This was disheartening and hard for me to believe. Grammar knowledge is very different from application of grammar and incorporation into a student’s writing. By focusing my research on the editing stage of the writing process the application of grammar becomes a recognition of the various mechanics. It is difficult to think creatively while writing an essay and try and incorporate the appropriate mechanics. Having student analyze an essay that they have already written forces them to recognize the mechanics they are doing correctly and those that they continue to make errors.

The one aspect that evolved as my research continued was that of students ability to use the grammar appropriate for the audience. There is language etiquette and this becomes an issue when students are forced to write for various purposes and audiences, especially digitally. I would like to incorporate this into the revision and editing process; however, this could make the study to large and overly specific.

The design of my study was influenced directly by the case study of Davis and Mahoney. The multiple essays required for their study was similar to the objective of my study. However, their study focused on actual grammar testing as an intervention and required two separate essays before and after the intervention; whereas, my study used grammar instruction to aide the revision step of the writing process using the same essay both pre and post intervention. The other component which mimics the study of Davis and Mahoney, is the use non-equivalent groups. A control group is necessary for my study, in order to compare the effects of grammar instruction on the revision process with those who did not receive the intervention. This case study was the main influence on my research design. Some components were mimicked, while others were altered slightly to determine the effects of grammar instruction on the proofreading and revision process.

## **Research Design**

### **Research Questions:**

My research revolves around the effects of grammar instruction on secondary level students. In particular the study will focus on the impact intense grammar instruction as an intervention has on students proofreading and editing skills. The previous study will be my main

focus and what is described in this research design plan; however, if I were to take the study a step further, the second part of the study would look at the transfer of these skills and their effect on digital composition and audience etiquette.

### Procedures:

For my research I will be using a Quasi-Experimental Design. This will consist of non-equivalent groups. The study will use two different classes of high-school Juniors, both classes are labeled honors; however, the demographic make-up of the classes is not controlled there for are non-equivalent. One of the classes will be treated with the intervention, the other class will not have grammar instruction between writing the essay and revising the essay. Both groups will write an on-demand essay using a controlled prompt. The prompt will derive from our district writing assessment, it will be one that was used in the recent past. Each group will have one 50 minute class period to compose the essay. Following the composition of the essay, the treated group will receive two class periods of grammar instruction, reviewing the basic sentence structures and common grammar mistakes. The control group will skip the grammar intervention. Both groups will then receive their essays and be prompted to revise and proofread using a revision checklist provided by the teacher. Completion of the revision checklist will give students specific instructions regarding revision and identification of sentence structure and common grammar mistakes. After completion of the revision checklist, students in both groups will revise their essay. The pre-intervention essay, the revision checklist, and the post-intervention revised essay will be assessed to compile data regarding the effects of grammar instruction on revision and proofreading skills.

The literature review provided insight into the various methods used for grammar instruction. Nancy Patterson's research on the various theories regarding grammar instruction and the value of these practices in the classroom, reiterated my desire to research the effects of this specific instruction. Hopefully, this study will provide me with evidence that I can use in professional development and curriculum design committees to ensure that grammar has a constant place in the English classroom.

### Assessments:

The primary assessment used in this study will be a district writing assessment essay prompt from the recent past. This will provide credibility to research with concerns to my peers and administrators in the district during various professional development and curriculum planning. This is a portion of the summative assessment for the study, both groups will complete a revision checklist and revise their original draft to turn in the completed essay. I took some direction from Davis and Mahoney while deciding on the design of my study. Their research design consisted of a pre and post intervention essay with the treated group exposed to grammar instruction. However, I decided to modify this approach and the post-essay portion of my study uses the original essay and has the students focus on revision and proofreading to see if the intervention has any effect on these imperative writing skills. The essay will be assessed based on the number of remedial grammar mistakes that are made. A rubric with specific expectations will be used in the assessment of the essay. Specifics will include comma placement, capitalization, complete sentences, correct use of tense, and various other mechanics. The other



qualities that will be assessed are in relationship to sentence structure, including: simple sentences, compound sentences, complex sentences, compound-complex sentences, and various forms of incomplete sentences such as run-ons and fragments.

The quantitative data that will be generated derives from the number of grammatical errors that each group makes in their essay, both pre-intervention and post compared with the control groups errors. The qualitative data that will be generated is concerned with the variety of sentence structure and quality of writing for both groups. Again, this data will be used to compare both groups results. The desired results will shed light on whether or not grammar instruction has any effect on students ability to proofread and edit their writing.

### Design Rationale:

In order to answer the original research question, it is completely necessary to assess the students before specified grammar instruction. This gives the study a frame of reference and original data to compare with the revised version of the essays. Because the study is analyzing the immediate effects of grammar instruction on the revision process, a longitudinal study would not have worked. Also, a new essay for the final assessment is not necessary because the study is not analyzing the acquisition of new skills, but the implementation of revisited skills on the revision process. The non-equivalent group component of the study is imperative for the study to reveal the effects of grammar instruction on students. This is a comparative study, without a control group and a treated group it would be impossible to compare results from the assessment.

### Annotated Works Cited

Davenport, H. D. (1970). *The effects of instruction in generative grammar on the writing ability of students in the ninth grade* University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7622: MF \$4.00, Xerography \$10.00). Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/64253321?accountid=12598>

Davenport's study focus' on traditional grammar instruction versus generative grammar instruction. The findings show that instruction in either generative or traditional grammar would prove equally effective with advanced students in bringing about growth in knowledge of grammar; and that instruction in generative grammar would prove more effective than traditional grammar in knowledge of grammar in low students.

Davis, W. *The effects of a review in grammar and mechanics on the quality of college students' Technical/Business writing*. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62229914?accountid=12598>

This study is similar to the other study done by Davis; however, this study focus' on the effects of grammar instruction on technical and business communication and composition. This is very important as students transition into the career world. A test group and a control group were

used. The hypothesis was confirmed and significant differences were seen in the communication skills and grammatical mechanics of the test group over the control group.

Davis, W., & Mahoney, K. (2005). *The effects of grammar testing on the writing quality and reduction of errors in college freshmen's essays*. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62083757?accountid=12598>

Davis analyzes two student test groups; one group was exposed to grammar instruction and test prior to writing an essay, while the other test group wrote the essay without being grammatically tested prior to composition. Davis presents that various data of the tests and concludes that grammar tests may have had some effect on the overall writing quality of the test group, it is not definite that there was any significant effect on reducing the number of errors in students writing. However, the students wrote an essay, one group was exposed to grammar instruction using proofreading test, and the other group was not exposed. Both groups then composed another essay. The proofreading tests seem to contradict the idea of an “in-class” essay.

Goba, R. J., & Brown, P. A. (1982). Grammar should be taught and learned in our schools. *The English Journal*, 71(3), 20-20-23. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/85457890?accountid=12598>

Goba and Brown analyze the various arguments for and against the direct instruction of grammar in our schools. Goba focuses on the positive effects while Brown takes the negative side. Goba argues that students need to learn basic parts of speech and sentence structure in order to reach their intellectual potential. Goba also argues that grammar knowledge does not necessarily transfer into dialect, but it helps students realize perspective and matters of etiquette. Brown focuses on the restrictions of standard English grammar and the persecution that students experience when their culture and dialect don't reflect what is being taught and promoted in the classroom.

Golden, L. (1990). *What's not right with writing: The effects of grammar instruction and writing apprehension on the composing processes of basic writers at the american state college*. Bowling Green State University). *ProQuest Dissertations and Theses*, Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/303801069?accountid=12598>

Golden evaluates grammar instruction and its effects on three specific areas: writing apprehension, overall writing improvement, and overall improvement in grammar mechanics. Various questionnaires were administered and pre and post grammar instruction essays were given. The study revealed a significant difference in the writing skills and attitudes toward writing after the grammar instruction. However, there were no significant differences to the application of grammar.

Hudson, R. (2000). Grammar teaching and writing skills: The research evidence. *Syntax in the Schools*, 17(1), 2-2-6. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/85557933?accountid=12598>

Hudson conducts a study on the effects of formal grammar instruction on a child's ability to

write. Hudson focuses on sentence structure and the research showed positive effects on writing development. However, the study focuses on young child in the UK and primarily evaluates the English language and writing development of children in third through sixth grade.

Lacina, J. (2005). Grammar instruction and technology. *Childhood Education*, 81(4), 247-247. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62141993?accountid=12598>

Lacina discusses the difficulty transferring grammar knowledge to the composition process. She describes the necessity for grammar to be taught in cohesion with technology due to the time students spend using various technology. Lacina argues that in order for students to learn language etiquette that grammar, digital composition, and technology should be taught concurrently.

Liu, D. (2011). Making grammar instruction more empowering: An exploratory case study of corpus use in the Learning/Teaching of grammar. *Research in the Teaching of English*, 45(4), 353-353-377. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/866306005?accountid=12598>

Liu evaluates current grammar instruction in college English classes. He discovers a clear need to evolve grammar instruction for more appropriate and effective teaching approaches to help students enhance their understanding of context and “audience-appropriate” use of grammar skills. Liu suggests that teachers use a PBL approach in the classroom. This is a learner-centered approach that allows students to conduct research, theory and practice, and apply skills to develop a solution. The article evaluates the qualitative data accumulated and discusses the findings.

Martinsen, A. (2000). The tower of babel and the teaching of grammar: Writing instruction for a new century. *English Journal*, 90(1), 122-122-126. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/237281040?accountid=12598>

Martinsen considers that teachers should be concerned with writing instruction and the context of the 21st century. She asks, “Does grammar have a place in the writing classroom of the new century? And if so, where?” Martinsen concludes that yes, grammar does have a place in the new century if it is tailored towards the various professions and adding context to grammar usage. She urges that it is a necessary part of writing instruction. Because Martinsen focuses on the value of grammar instruction for the future and its importance to students in the 21st century, this inevitably includes digital composition and its role in students lives.

Morrow, S. R. (1984). *A model for grammar instruction using error analysis in a college freshman composition course (syntax, writing process, teaching methods, evaluation)*. Georgia State University). *ProQuest Dissertations and Theses*, Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/303298865?accountid=12598>

Morrow provides various pedagogy techniques for instructing college freshman in grammar. The primary purposes of this study were to describe a model for grammar instruction using error

analysis in a composition course, to determine what effect this model had on students' writing, and to determine what effect this model had on students' attitudes toward grammar instruction and writing. Two college freshman composition classes received grammar instruction using error analysis over an 11-week period. Results showed that grammar instruction using error analysis failed to produce significant effects on students' writing. The correlations did, however, show a significant effect of the grammar criterion score of an essay on the total essay score.

Patterson, N. G. (2001). Just the facts: Research and theory about grammar instruction. *Voices from the Middle*, 8(3), 50-50-55. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/213932795?accountid=12598>

Patterson looks at various studies on the value of grammar in the classroom and the various ways that grammar should be taught. Patterson also looks at the various theories that impact the way grammar is approached in the classroom. He concludes that the teaching of grammar must occur within the context of larger lessons on written and spoken language. Grammar instruction must move beyond a set of rules and taught as an appropriate way to communicate and transfer ideas.

Petruzzella, B. A. (1996). Grammar instruction: What teachers say. *English Journal*, 85(7), 68-68-72. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/237274221?accountid=12598>

Petruzzella analyzes the various attitudes toward teaching grammar. Through 25 interviews of teachers she realizes that grammar is rarely taught to its potential and the old pedagogy used for grammar instruction is not productive. However, she noted that correct use of grammar in composition was desired by the teachers. Petruzzella conclude's that grammar should not be abandoned, but instruction should be modified to fit the modern uses and spark and interest in the purpose of this basic knowledge.

Rice, J. E. (2008). Rhetoric's mechanics: Retooling the equipment of writing production. *College Composition and Communication*, 60(2), 366-366-387. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/61898427?accountid=12598>

Rice discusses the transformation of composition into the digital medium. She recognizes the difficulty of composing written work in any medium; however, she notes the added stress and knowledge needed to navigate and present in the digital form. Rice focuses on video production and a project titled YDD which has teenagers compose documentaries which include narratives. She reiterates the importance of rhetoric in both the audio, visual, and written components of each documentary. This resources explores the importance of rhetorical skills on various mediums.

Stoffel, J. A. (1990). Are they teaching grammar in the junior high? (do they want to?). *Contemporary Education*, 61(4), 190-190-194. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/85531786?accountid=12598>

Stoffel analyzes the opinions that grammar instruction is not productive and evaluates the reasons why teachers have abandoned this basic instruction. The article contains various surveys

and data that were compiled to assess the direction of pedagogy and the time spent on various aspects of English content. Stoffel focuses on what she deems “anti-grammar research;” this research includes various interviews which tend to contradict the findings in the surveys. Stoffel concludes her research with the statement that many teachers “half-heartedly follow curriculum guidelines,” and this is how far grammar instruction goes.

Turner, K. H. (2009). Flipping the switch: Code-switching from text speak to standard english. *English Journal*, 98(5), 60-60-65. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/237321019?accountid=12598>

Turner recognizes that the majority of adolescent communication is done digitally using text speak and that this language transitions into the classroom. However, Turner wonders students will recognize the place for formal language in a digital setting. Turner asks the question: “Is text speak wrong?” The goal for Turner is to create language awareness so that students have the ability to switch language and literacy practices according to context.

van, d. G. (1991). *The sense of sentences: A study into the effects of grammar instruction upon junior writing = de zin van de zin: Een studie naar de effecten van grammatica-onderwijs op teksten van jonge schaitchrijvers*. Retrieved from <http://ezproxy.msu.edu/login?url=http://search.proquest.com/docview/62898477?accountid=12598>

Van does a year long study on nine-year old students who have specific grammar instruction and are evaluated at various point throughout the year. Traditional grammar instruction did not enhance students' writing, but explicit instruction on grammatical mechanics of written language can help improve specific troubles in writing.