

23rd Annual ATEG Conference Presentation Abstracts
Prince George's Community College
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Monique Leslie Akassi
Virginia Union University

Teaching Grammar Online With Electronic Portfolios: A Neo Hybrid Approach

As with portfolios for models, actors, architects, and employee candidates—writing portfolios and electronic portfolios are some of the most sought after and effective methods to assess how students' grammar and content within their writings have progressed from the beginning until the end. In particular, the Neo Hybrid portfolio is a writing or electronic portfolio, which places an emphasis on grammar and content in a portfolio and entails more culturally based writings. This particular portfolio, which emphasizes the importance of the writing process for content and grammar will allow bidialectalism where certain genres of writing can include the African American Vernacular English, such as poems, memoirs, personal narratives—and other writings will require Standard Written English, such as argumentative, research, and textual analysis essays. For this presentation I will discuss how the Neo Hybrid Portfolio, coined by Monique Akassi in *Neo Hybrid Pedagogy: An Investigation On Writing Portfolios For African American Students*—can be used to coach students into mastering grammar in their writings as an ongoing process towards publishable work. Furthermore, I will demonstrate how the Neo Hybrid portfolio can also improve students' grammar through direct commands and suggestions on rough draft essays and editing forms. Finally, I will demonstrate how the Neo Hybrid portfolio can represent a bridge where pupils can finally make the connection between grammar and applying it to their writings. This portfolio will serve as a podium where students will be able to display their very best work through the usage of more direct coaching and training in grammar through multiple rough drafts and fewer grammar worksheets.

Kathryn Beard, Keturah Brown, Erica Cook, Shermika Crank, Hilary Daly, Khris Hutson, and Claudia Ortega
Students in EGL2270 summer workshop at Prince George's Community College

Voices from the Future:

The students will share a brief overview of their grammar controversy research papers or a week's worth of lesson plans as the final project for their class.

Amy Benjamin

Author, Educational Consultant, and Co-president of ATEG

Occupy Grammar: Taking Our Rightful Place

Beginning in September, 2011, a ragtag band of American citizens began to rattle their cages. Although Occupiers are not cohesive, nor are their goals explicitly stated, what they've done has certainly ignited new conversations, raised new questions, albeit without answers right now. We at ATEG also want to be heard, also want to challenge the status quo, also are amorphous, and certainly ragtag. So join us at our 23rd Conference, to be held entirely indoors, as we again proclaim that teaching grammar is necessary, interesting, and not dreary, smug, or pedantic. Let's see what we can do to change the world of grammar education while the other revolution marches on.

Gwendolyn Curry

Student, Prince George's Community College

Urgent Need for Grammar Education in Schools

In the spring of 2011, I was granted the opportunity to work with high school age students as an intern in an Honors English class. My experiences working there strongly influenced my decision to enroll in a college grammar course. Taking that course not only expanded my knowledge in grammar but also showed me that there is an urgent need for grammar education in schools, from the elementary level all the way to the college level. It is my hope that events such as the Annual ATEG Conference are just the beginning of a movement to stress the importance of punctuation and grammar in the United States.

Stanley Dambroski

University of Maryland, University College

How Grammar Propels Story: Grammar to Teach Literature, Literature to Teach Grammar

My presentation will demonstrate grammar's central place in language, writing, and literature instruction. I teach students subtleties of verbal tense and aspect by examining Ernest Hemingway's "Soldier's Home." The narrative enables a wonderful illustration of the differences between stative and event verbs and how forms and meanings behave. I have used the techniques in teaching college courses in grammar and in narrative. The focus on verbal behavior sheds light on how linguistic techniques propel literature, and it helps students understand fine points of grammar by seeing usage in the context of communication.

Ann V. Fetterman

Penn State, York

Using Steven Krashen's Learning Acquisition Theories in the Classroom or in Tutor-Training Workshops

Dr. Steven Krashen is best known for his work in language acquisition theory, focusing on English language learners, but his theories about how people learn language can be helpful for anyone who teaches or tutors, in any subject. This presentation will focus on how teachers and tutors can use Krashen's Comprehensible Input, Affective Filter, and Natural Order Learning Acquisition theories to improve their teaching or as the basis for tutor training.

Jeanette Gerrity Gomez,

Language Studies Department, Prince George's Community College

Creating Experts: Collaborative Learning for Final Exam Grammar Review

This presentation will discuss the process and outcome of a collaborative learning project in a high intermediate ESL grammar class. Students were challenged to prepare an oral and visual presentation about one unit from the textbook focusing on a specific grammatical point and to create a practice exercise to share with the rest of the class in order to aid in final exam preparation. A quantitative review of the results of the final exam will be presented, as well as qualitative evidence regarding the overall effectiveness of the project to create grammar experts.

Kathleen Johnson

University of Colorado, Colorado Springs

Deconstructing and Reconstructing: Using Modeling to Help Students Occupy Grammar beyond the 'Rules.'

I'd like to present an activity I use in my upper-division university grammar course, which is primarily taken by future teachers and English majors. Toward the end of the semester, I pass out a model of a three-stanza poem containing many adjectival forms, including single-word adjectives and participial phrases. I read the poem aloud and set up a contest in which the students must pick their own topic and model the grammatical structure of the poem; students can work on their own or partner up. After finishing, we publish the poems by reading them aloud, and the class votes on the winners (who receive candy for prizes). By this point in the semester, we have defined, diagrammed, analyzed, and modeled various grammatical structures. This exercise helps students holistically apply these concepts in a piece of their own writing, pushes them to cement the concept of the rhetorical nature of grammar, and allows them to move beyond thinking about grammar in terms of rules and actually occupy grammar in a personal and empowering way.

Helene Krauthamer and Arnold Thomas Bigger

University of the District of Columbia

The Real World Grammar: Classroom Instruction with Real World Applications

Our presentation will discuss methods for teaching students an understanding of how grammar is used in their daily lives. Participants will be presented with a Real World Grammar lesson that was presented to a tenth grade English class to demonstrate different types of grammar used in students' daily lives. The Real World Grammar lesson was used to assist tenth grade students' understanding of how grammar is used in the real world by illustrating the language variety of social grammar and real world uses of prescriptive and descriptive grammar. Additionally, the Real World Grammar lesson was used to allow students to relate grammar to day-to-day communication. Participants will be asked to brainstorm different methods that can be used to teach students an understanding of how grammar is used in their daily lives. Our presentation will allow participants to pass on the conference theme, Occupy Grammar: Taking Our Rightful Place, to their students by demonstrating methods that will allow students to understand the language variety of social grammar.

Sherry Saylor

Prince George's Community College

Occupying Grammar: Taking our Rightful Place on Two Fronts

A service learning component of our sophomore-level grammar class has enabled two groups to occupy grammar: both the students in a first-semester Planning for Academic Success class, PAS1010, and also their tutors, students in EGL2270, English majors and students in the secondary education program. Although many PAS1010 students have not yet taken the freshman composition courses, they are expected to complete written assignments and are especially apprehensive about grammar. The grammar students, on the other hand, are generally close to completing their program for an associate's degree in English or secondary level teaching, but may be apprehensive because they are called upon to tutor a subject they are just learning themselves. A sea change occurs as both groups partner to play grammar games such as Sentence Error Bingo or Grammar Jeopardy. In the midst of laughter and prizes, the beginning students realize that they, too, can understand the fundamental principles of grammar, and the more advanced tutors realize they can guide others along this path while making their own progress.

Andrew Smyth

Southern Connecticut State University

*Integrating Grammar in the Secondary Language Arts Curriculum:
What Kenya and the U.S. Can Learn from Each Other*

As language arts teachers in the U.S. strive to integrate grammar throughout the curriculum – incorporating language study in literature, composition, rhetoric, creative writing, and even visual arts – we continue to have debates about how much formal training and analysis is necessary, for students as well as teachers to talk about the way English works in our own writing and that of others. It may be beneficial to look at the curriculum and methods for teaching English language arts in other countries to see how grammar can be more thoroughly integrated at the secondary level. My presentation will explore some of the parallels between Kenyan and U.S. secondary English instruction, particularly the push for mastery in Standard English at the expense of full appreciation for linguistic diversity in language arts classrooms. I will also illustrate how Kenya's national curriculum does indeed offer a number of positive measures that would help grammar occupy a more prominent role in U.S. English studies.