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## ELECTRONIC THESES AND DISSERTATIONS, 2004-2019

### Evaluating Teaching Grammar In Specific Constraints Of Context: A Pilot Study In The Developmental Writing Program At Seminole State College

[Joshua Roney](#), [University of Central Florida](#)

#### Keywords

Grammar, basic writing, experimental intervention, active learning, pilot study

#### Abstract

This pilot study investigated the efficacy of a supplemental Active Learning intervention that was administered with grammar workbook software in remedial-level composition classrooms at Seminole State College. The study analyzed student response data in a pre-test and post-test instrument in four classrooms; two followed standard methods while two incorporated the additional experimental intervention. The groups are identified in this study as either "Standard" or "Experimental," according to the method administered in the classroom. The intervention was designed based on five grammar topic areas which correspond with content assessed in the pre-test and post-test. The Active Learning method required students to prepare a short, guided presentation on selected grammar topics. Findings showed that there was no significant change in improvement between the pre-test and post-test among the Standard or the Experimental groups, due in part to a relatively small sample size. A positive change approaching significant level occurred in the Experimental group in topic areas related to critical thinking. No significant or near-significant change was observed in the topic areas related to memorization in either group. Recommendations were made for further sampling, modification, and future applications of the intervention used in the study and for continued testing of grammar software used for instruction in Developmental Writing classes at Seminole State College.

#### Graduation Date

2012

#### Semester

Fall

#### Advisor

Marinara, Martha

#### Degree

Master of Arts (M.A.)

#### College

College of Arts and Humanities

#### Department

English

#### Degree Program

English; Rhetoric and Composition

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Teaching Grammar - The ARTT of Grammar Teaching seminar presentation by Tim Taylor, 2014. Goode, D. (2000). Creating a context for developmental English. *Teaching English in the Two Year College*, 27(3), 270-277. Sams, L. (2003). How to teach grammar, analytic thinking, and writing: A method that works. *English Journal*, 92(3), 57-65. Meyer, C.F. (1986). Improving instruction in grammar. *Journal of Teaching Writing*, 5(1), 17- 21. Seliger, H. W. (1979). On the nature and function of language rules in language learning. *TESOL Quarterly*, 13, 359-369. Milica Vukadin, B.Ed. Blog: Alice in Methodologyland. teaching grammar context contextually. Add new comment. Log in or register to post comments. A - Z of Content. Pupils studying today have to sit several exams after the first and the second years of the sixth form. On top of that, they have to complete demanding coursework. This can often take more time in subjects like art or textiles, as pupils have to spend hours of their own time preparing their work to show. Young people have many different skills and talents, and the A-levels of today make it possible for them to concentrate on what they enjoy and are good at. 2 Write down the 'soft' subjects you can find in the text and add any more that you think might be soft. 6 What about you? Do you study any 'soft' subjects? Write three true sentences to describe what you would bring to a college if they gave you a place. I would be an active member of the debating club if I came to your college. 1. 2. The objective of this study is the evaluation of the writing disposition of sixth grade students from the perspective of different variables using the Writing Disposition Scale developed by Piazza & Siebert (2008) and adopted into Turkish by Iseri & Unal (2010). At the conclusion of this study we note that the writing disposition of elementary school sixth grade students in the confidence and ... In the context of these findings, recommendations were made for teaching cursive handwriting in the first year of primary school. Read more. Article. Evaluating Teaching Grammar In Specific Constraints Of Context: A Pilot Study In The Developmental W December 2012. Joshua Roney. Written Stories: Appreciation of students' written communication skills can be achieved through specific authentic tasks, such as writing letters to friends, writing letters to beloved television heroes, and writing invitations and responses to them. The teacher can take advantage of this by inviting students to write stories based on personal experience, recount stories, or recount historical events from different perspectives. To establish the basic facts, the teacher asks questions with answers «yes/no», and then goes on to more informative questions [7]. The widespread use of the headings is an indicator of their importance, relevance and effectiveness in the current assessment. An example of a heading is in table. 1. Grammar-translation method and communicative language teaching method are the two most important methods of foreign language teaching at home and abroad, each of which holds its own advantages and disadvantages, and complements each other. The organic combination and alternate use of the grammar-translation method and communicative teaching method will help to improve the efficiency of foreign language teaching.