

Welcome!

I ♥ Grammar!

- Greet your neighbor
- Take the quiz and compare answers with your neighbor.



From Grammar Geek to Grammar Disruptor *The R(E)volution of and ESL Teacher*

Dave Coleman, LAUSD ESL Teacher Advisor, Central Office

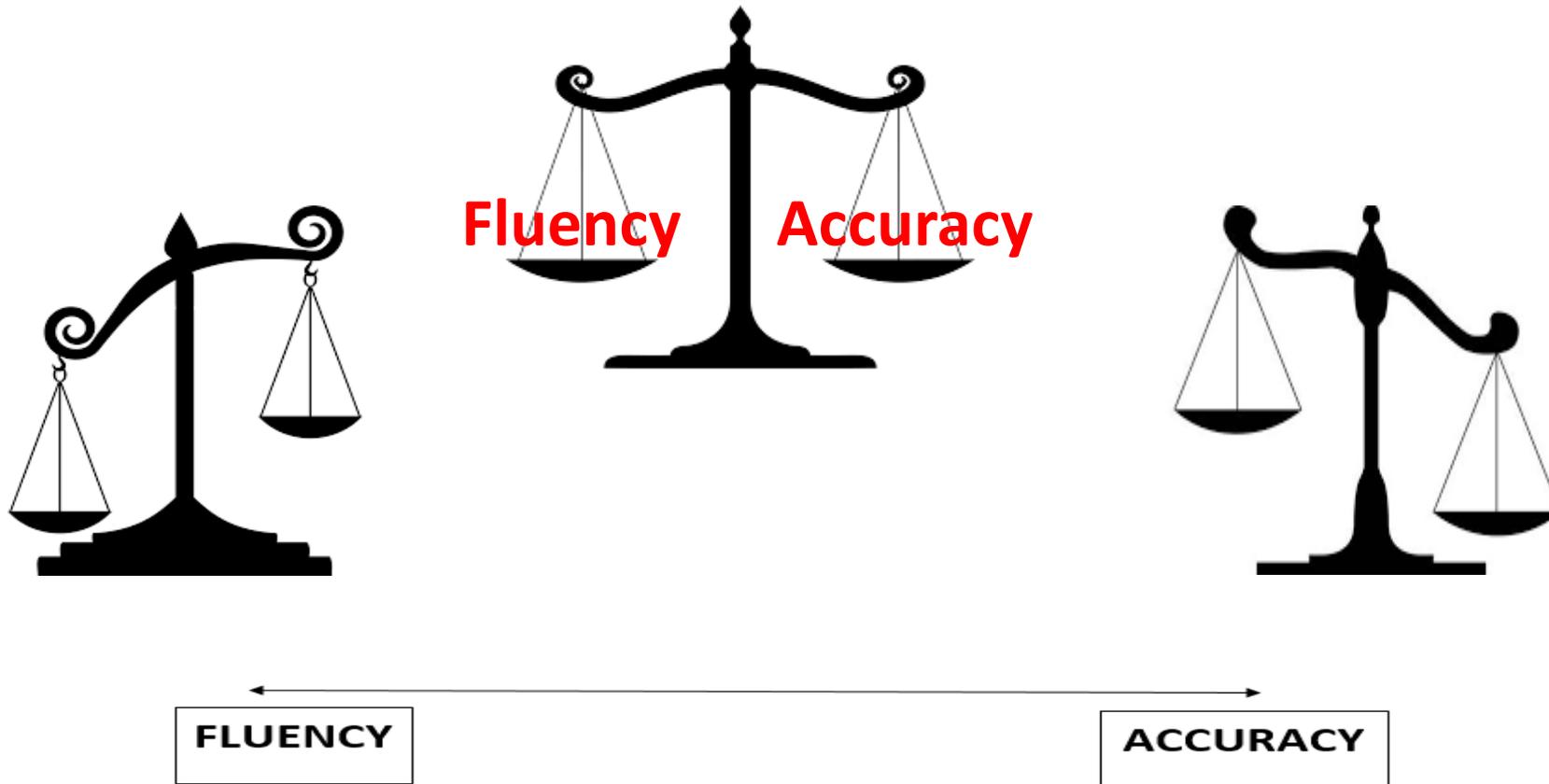
I ♥ grammar!



Objectives/Agenda

- **Compare** one teacher's "grammar journey" to our own, personal journeys
- **Weigh the evidence** about grammar learning to determine a balanced approach to grammar instruction

Grammar: What's the balance?



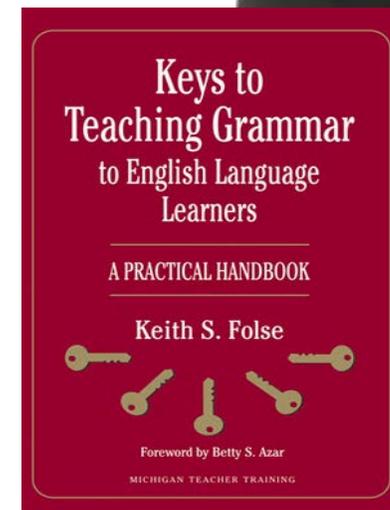
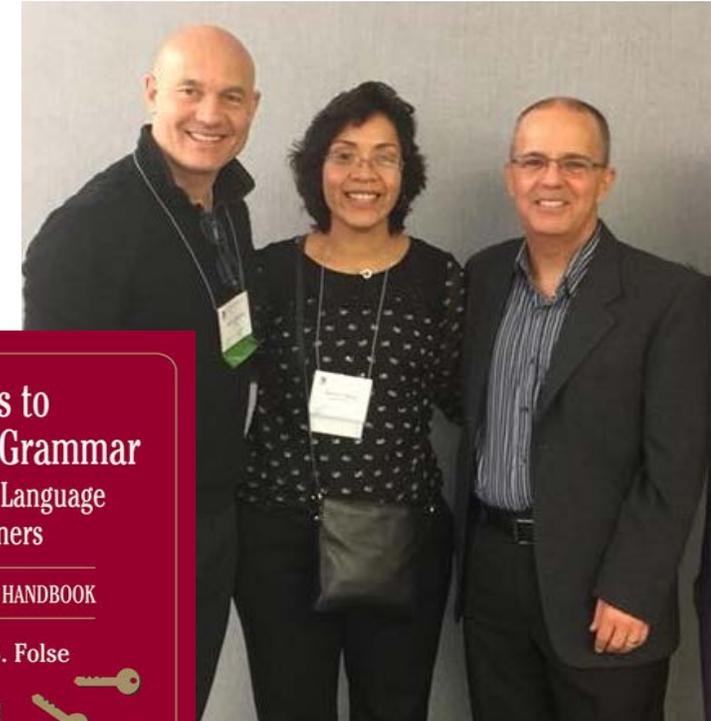
5 things that influenced my (r)evolution

1. My student test results and colleagues' stories
2. Research from linguists and grammarians
3. Data from summative assessments and corpus usage
4. Needs of students and demands of life and labor
5. Stories about “successful usage” of language, both native and immigrant

My Story

I worked hard (and bought lots of books)

- K-12 English credential which included linguistics work with a professor who studied the Harvard linguistic approach
 - Listening and speaking
 - Reading
 - Writing
 - Language Structures
 - Grammar
 - Functions (How language is used, for which purpose)
- I went to courses, conferences and workshops
- I prepared/taught them at local to international levels



My Story

My students worked hard

- Contextualized/Top Down
- Drills and Kills/Bottoms up worksheets
- Grammar games, TPR, mixers and “chants”
- Cute visuals and grammar cues from Superman to Santa & Mrs. Claus(e)
- On-going, embedded and end-of-term review test prep with simulated Promo Test questions and formats



My Story



I had some success

- I gained some mastery
- My students completed at good rates

I shared successful strategies

- I became a school-site and central office advisor

My Story...and my new tasks

I work as a LARAEC ESL subject matter expert/work group member

I learned about the WIOA and AEBG mandates to help our students succeed in our complex and demanding academic, work, and personal world

- **LARAEC Vision:**

LARAEC will provide seamless pathways to workforce and higher education that are efficient, comprehensive, student-centered, and regionally relevant.

--LARAEC.NET, home page, 2018

- **AEBG Annual Plan Template 2017-18, p. 6**

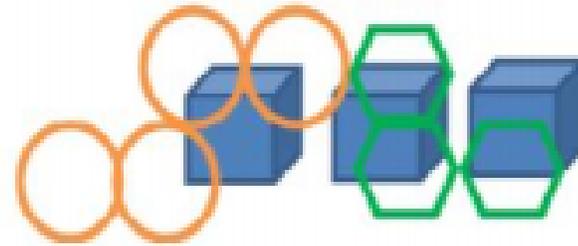
“Student Acceleration”

My Story

I learned more

- contextualized learning
- concurrent/IET learning

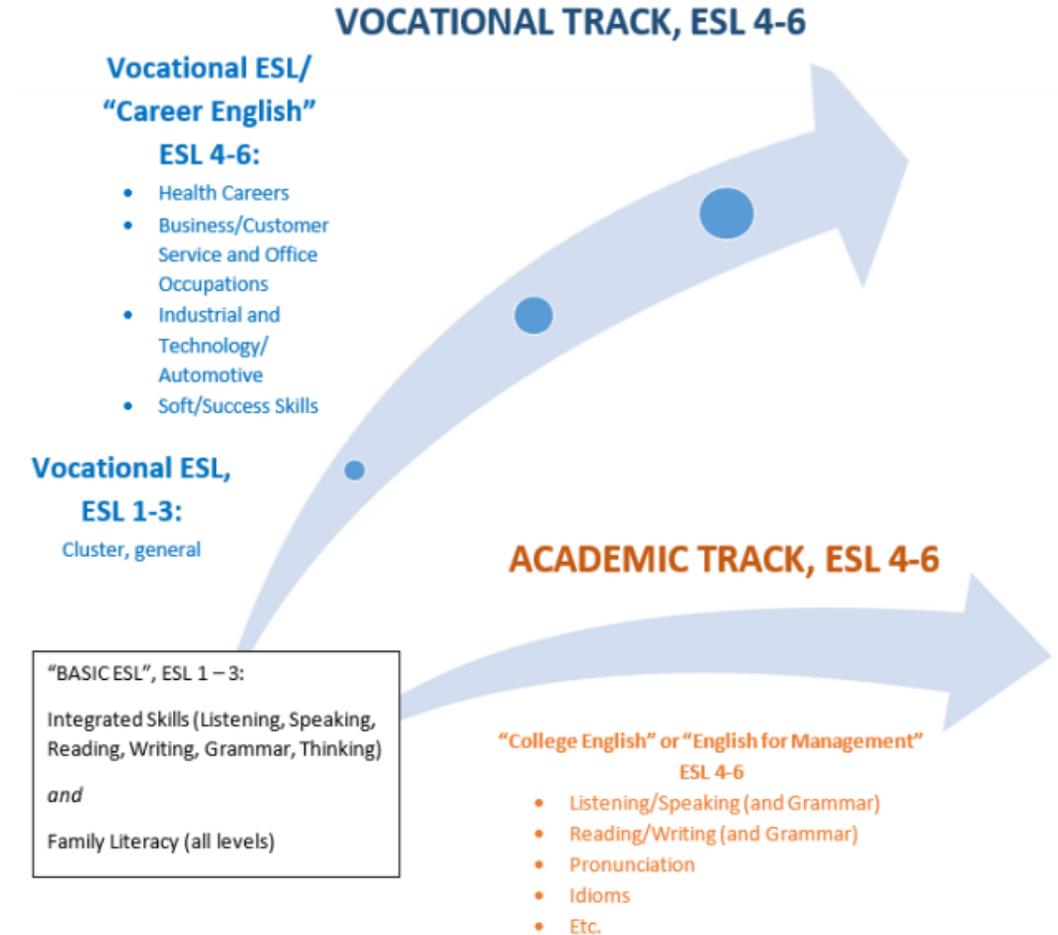
Modular Courses



My Story

LARAEC leaders said we needed to get students faster through ESL and into CTE

Contextualized Learning for All Students



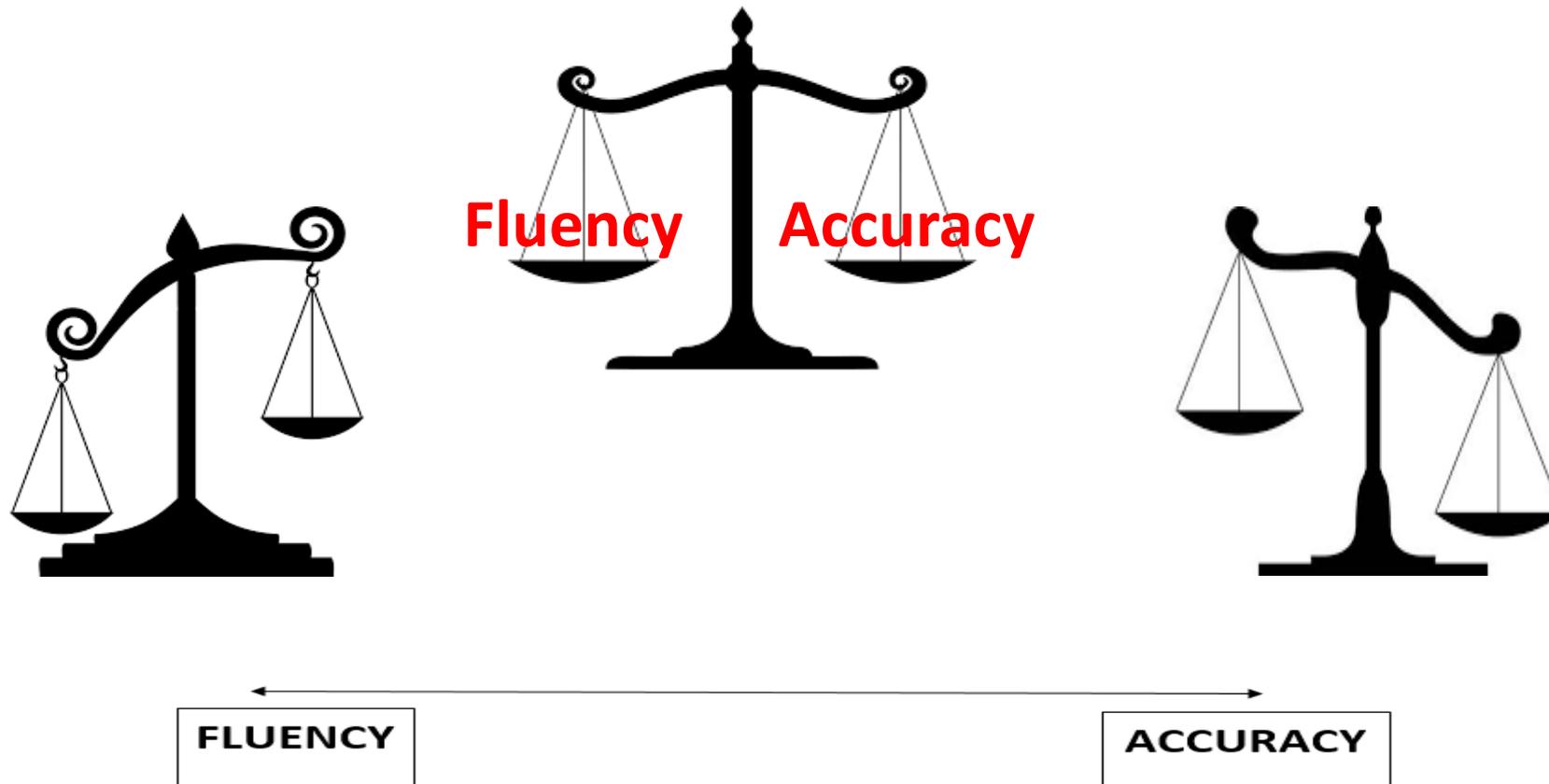


My Story... Paradigm Shift ?

I was conflicted



Grammar: What's the balance?



Your turn: Jigsaw Reading and Discussion

A

DACE ESL Beginning Low “Reading” Section of the Promotional Test (BLB)

Spring Term, 2017 (June)

Data Analysis of Top 4 missed items in the three subsections

SCHOOL	“Reading Section”			(Other Mult. Choice Section)
	Reading Comprehension 6 Questions (54-56, 64-66)	Appropriate Response 7 Questions (57-63)	Grammar 13 Questions (67-80)	Listening 14 Questions (3-16)
1.	0	0	4	
2.	0	1	3	
3.	0	0	4	
4.	1	1	2	
5.	0	1	3	
6.	--	--	--	4
7.	--	--	--	4
8.	0	0	4	
TOTAL	1	3	20	8

1. *What do you observe?*
2. *What might you infer?*
3. *What questions do you have?*

B

Case Study: Findings on research about grammar usage

You’ve just seen a fall 2017 report from Dr. Keith Folse

- Professor of TESOL at the University of Central Florida
- author of many books including *Keys to Teaching Grammar* (University of Michigan Press)
- noted international researcher and presenter on grammar

1. Two of Dr. Folse’s doctoral students’ research (2016) in investigating the usage of the 12 grammar tenses, modals, and imperatives in the English Language is complete.

Each doctoral student evaluated student compositions that received grades of “A” or “B” for papers written for respected professors of University of Central Florida freshman English and History courses. Each doctoral student was required to get 100,000 examples of verb tense usage.

What is your guess as to the answer to this question?

How many of the 12 verb tense categories, modals, and imperatives made up for over 90% of verbs used in the student papers?

2. Looking at the corpus of spoken English as represented in *Friends* TV show scripts, similar research was undertaken with similar results.

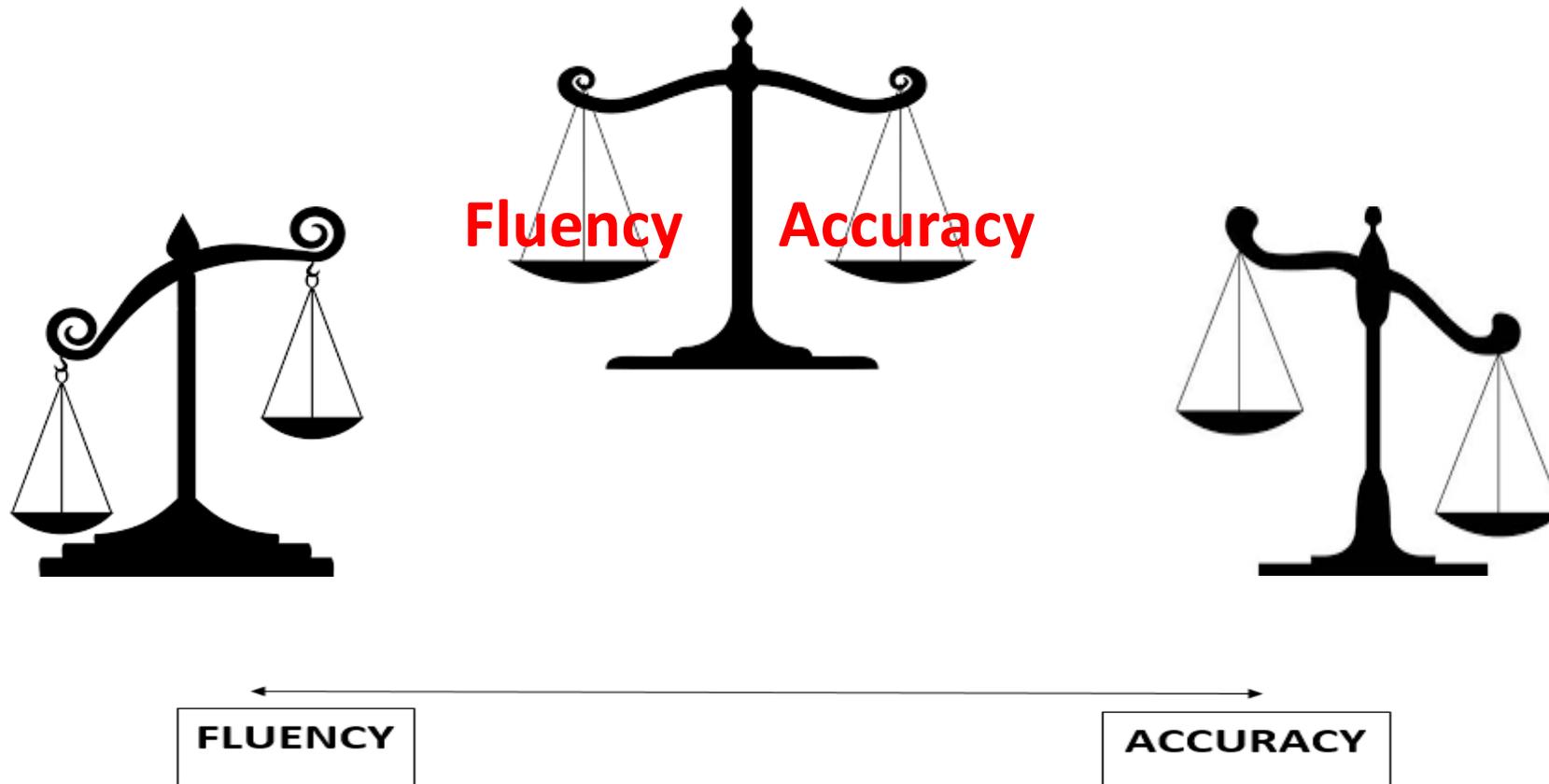
What might be the implications of these findings for ESL grammar curriculum, instruction and assessment?

What
do
you
see?

Bushra Qahtani, THESIS Univ of Central Florida 2017		Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016	
simple past	44%	simple present	50%
simple present	39%	simple past	29%
modals	9%	modals	10%
----- 92% -----		----- 89% -----	
past perfect	2%	present perfect	5%
past modals	2%*	simple future	2%
		present progressive	2%

Results of research of grammar usage form corpus of freshman history and English compositions, 2016-17, University of Central Florida

Grammar: What's the balance?



Grammar: A piece of the pie

Grammar

Reading

Conversation

Tasks/Projects

Writing

Discourse

Assessment

Employability Skills



Implications for learning and teaching

- More student goal-centered
- More balanced
- More strategic
- More skillfully

Thank you!

- I'm a disruptor not because I want to “throw out” grammar but because I want to bring attention to a grammar-heavy status quo that might not be serving our students and find a more balanced approach
- Where are you?

