When Grammar Correction Fails: Ten Other Ideas

1. **Department Scoring Guide**
   - States curricular goals
   - Keeps teachers calibrated
   - Shows students areas to work on
   - Makes grading easier
   - Puts responsibility on students to learn how to strengthen categories/increase scores

2. **Student Generated “Cheat Sheet”**
   - Allowed at department exit exam
   - Optional, so responsibility is on student to create it
   - Teacher checks for accuracy throughout the semester
   - Helps student identify/categorize/work on repeat areas

3. **Highlight the Good/Highlight the Bad**
   - Use highlighter on good/bad sentences, your choice
   - Explain to students they must figure out what’s wrong in the area you highlight or don’t highlight
   - Helps peer reviewers to focus on areas that are/are not correct for troubleshooting
   - Helps students catch repeat errors
   - Shows students how well they are doing as more/less is colored by the end of the semester

4. **Group Grammar Error Discussions/Worksheets from Student Essays**
   - Shows students they all make categories of errors/aren’t alone
   - Helps facilitate group grammar discussion
   - Helps focus teacher time on categories of errors
   - Helps teacher show different ways of correction for single items
   - Allows teacher to hand out answers so student can check/discuss/compare grammar ideas

5. **Note Card Student Check-Ups**
   - Allows anonymous spot checks during the semester
   - Gives students freedom to ask questions without others knowing their weaknesses
   - Teacher shares questions with class
   - Students often see they are not alone in their questions; feel better
   - Teacher can address trouble areas
   - Puts responsibility on student to inform teacher of ongoing problems
   - Shows students teacher cares about input on regular basis
6. **Group Grammar Quizzes**
   - Reinforces that grammar isn’t just about how many questions are correct
   - Grammar is taking knowledge from quizzes and using it correctly in student–generated writing
   - Puts more emphasis on learning about grammar as a group
   - Allows teacher to move around the room to answer more questions/help groups
   - Lets students teach peers when they understand the grammar item
   - Lets students determine when to ask for help and when they can self-correct

7. **Grammar Self-Analysis: English/Other Languages**
   - Asks student to preview grammar text
   - Gets students to think about themselves as writers of English
   - Asks student to think about other languages they know and how those languages might be different from English
   - Asks student to diagnose areas of weakness
   - Gives teacher something to use during first essays as comparison point
   - Good tool for conferencing: teacher can compare teacher perceptions to student perceptions
   - Puts responsibility on student

8. **Dear Teacher Letter**
   - Written at the end of the semester
   - Reminds student about what we have studied
   - Asks student again to think about strengths/weaknesses
   - Reminds student to have a plan for the final
   - Lets teacher give some final feedback before the exam

9. **Group Sentence Completion Games**
   - Allows students to practice patterns in text
   - Allows students to be creative together
   - Allows students to check each other
   - Students select one best sentence from each group member
   - Class works together to review sentences and check grammar
   - Teacher can take the ‘troubled sentences’ and create worksheets, too!

10. **Error/Correction Worksheets**
    - Used after each essay
    - Invites students to review teacher comments
    - Invites students to think about categories of errors
    - Invites students to write the incorrect grammar and then correct it
    - Invites students to see how their writing is progressing during the semester
<table>
<thead>
<tr>
<th>CONTENT AND ORGANIZATION</th>
<th>GRAMMAR AND VOCABULARY</th>
<th>MECHANICS</th>
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</thead>
<tbody>
<tr>
<td>Ready for college-level.</td>
<td>Ready for college-level writing courses.</td>
<td>_Ready for college-level writing.</td>
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<tr>
<td><em>ideas are creative and complex and show audience awareness</em></td>
<td><em>wide variety of sentences/native-like structures</em></td>
<td><em>very few sp or punct. errors</em></td>
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<td><em>substantial introduction and conclusion</em></td>
<td><em>can use the passive successfully</em></td>
<td><em>few spelling errors</em></td>
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<td><em>can organize in more advanced styles (ie counterarg.</em>)</td>
<td><em>few errors with conditionals</em></td>
<td><em>few punctuation errors</em></td>
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<td><em>very sophisticated/native-like word choice</em></td>
<td><em>very few other</em></td>
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<td><em>very few word form errors</em></td>
<td>mechanical errors</td>
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<td><em>connectors mastered</em></td>
<td><em>some knowledge of advanced rules</em></td>
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<td></td>
<td><em>avoids comma splice, run-ons, fragments, and word-order errors</em></td>
<td><em>very neat, readable handwriting</em></td>
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<td></td>
<td><em>most modals used correctly</em></td>
<td><em>some spelling errors</em></td>
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<td></td>
<td><em>most articles and prepositions used correctly</em></td>
<td><em>some punctuation errors</em></td>
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<td></td>
<td><em>few problems w/ tense choice, tense form, SV agreement</em></td>
<td><em>follows the basic rules of spelling &amp; punctuation</em></td>
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<td><em>word choice is effective and varied</em></td>
<td><em>few errors in paragraph form</em></td>
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<td></td>
<td><em>occasional word form, count/non-count, sing/plural, pronoun errors</em></td>
<td><em>some capitalization or handwriting errors</em></td>
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<td></td>
<td><em>demonstrates awareness of rules for compound and complex sentences</em></td>
<td><em>many spelling errors</em></td>
</tr>
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<td></td>
<td><em>some problems w/ tense choice, tense form, SV agreement, modals, articles, prepositions</em></td>
<td><em>some punctuation errors</em></td>
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<td><em>negatives/questions mastered in simple/progressive tense</em></td>
<td><em>follows some of the basic rules of spelling and punctuation</em></td>
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<td><em>few commas splice, run on, fragment, and word-order errors</em></td>
<td><em>some paragraph form errors</em></td>
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<td></td>
<td><em>many modals used correctly</em></td>
<td><em>many capitalization and handwriting errors</em></td>
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<td><em>most connectors used correctly</em></td>
<td><em>serious errors in writing.</em></td>
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<td></td>
<td><em>most articles and prepositions used correctly</em></td>
<td><em>serious spelling errors, inconsistent</em></td>
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<td><em>few problems w/ tense choice, tense form, SV agreement</em></td>
<td><em>serious punctuation errors</em></td>
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<td><em>word choice somewhat sophisticated; most forms correct</em></td>
<td><em>serious paragraph form errors</em></td>
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<td><em>demonstrates awareness of rules for passives and other complex verb forms</em></td>
<td><em>serious capitalization errors</em></td>
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<td><em>most connectors used correctly</em></td>
<td><em>serious handwriting errors</em></td>
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<td><em>negatives/questions mastered in simple/progressive tense</em></td>
<td><em>may follow some basic rules</em></td>
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<td><em>few commas splice, run on, fragment, and word-order errors</em></td>
<td><em>some knowledge of advanced rules</em></td>
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<td><em>some punctuation errors</em></td>
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<td><em>negatives/questions</em></td>
<td><em>follows some of the basic rules of spelling and punctuation</em></td>
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<td><em>missing subjects/verbs or contains repeated subjects</em></td>
<td><em>some paragraph form errors</em></td>
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<td></td>
<td><em>some problems w/ connectors, comma splices, run-ons, fragments</em></td>
<td><em>many capitalization and handwriting errors</em></td>
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<td></td>
<td><em>word-order</em></td>
<td><em>serious errors in writing.</em></td>
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<tr>
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<td><em>some problems with word forms, count/noncount nouns, sing/plural forms, pronouns</em></td>
<td><em>serious spelling errors, inconsistent</em></td>
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<td></td>
<td><em>limited vocabulary</em></td>
<td><em>serious punctuation errors</em></td>
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<tr>
<td></td>
<td><em>most simple sentences formed correctly</em></td>
<td><em>serious paragraph form errors</em></td>
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<tr>
<td></td>
<td><em>most simple and progressive verbs used correctly</em></td>
<td><em>serious capitalization errors</em></td>
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<td><em>many problems with negatives/questions</em></td>
<td><em>serious handwriting errors</em></td>
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<td><em>serious punctuation errors</em></td>
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<td><em>serious paragraph form errors</em></td>
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<tr>
<td></td>
<td><em>limited vocabulary sometimes inhibits clear communication</em></td>
<td><em>serious capitalization errors</em></td>
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<tr>
<td></td>
<td><em>some sentences follow basic sentence construction rules</em></td>
<td><em>serious handwriting errors</em></td>
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<td><em>many simple and progressive verbs used correctly</em></td>
<td><em>may follow some basic rules</em></td>
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<tr>
<td></td>
<td><em>serious problems with SV agreement, modals, tenses, articles, prepositions</em></td>
<td><em>some knowledge of advanced rules</em></td>
</tr>
<tr>
<td></td>
<td><em>serious problems with word choice/forms or sing/plural errors</em></td>
<td><em>very neat, readable handwriting</em></td>
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</tbody>
</table>

When Grammar Correction Fails: Ten Other Ideas
Ellen Lewin
These look really good, but there is something unusual about each one. Can you figure out why I gave them to you to ponder?

I’m going to Paris so that I will buy luggage.

I studied hard despite the fact that my score was low. (unexpected result? Or expected?)

He went to bed late so that he couldn’t get up early. What if we say: He went to bed so late that he couldn’t get up early?

He was reading a book so that he couldn’t listen to me.
1. In addition to cars going faster than buses, cars are more comfortable because you may enjoy listening to any music you want. **In addition to cars going faster than buses, cars are more comfortable because you can enjoy listening to any music you want.**

2. For about a month taking a bus and up to present, I’ve saved a lot of gas bills and parking fees compared last August, I’ve payed approximately $250, and for the month of September my total fees for the whole month for a bus is about $80. **After a month of taking the bus and up to the present, I’ve saved a lot of gas and parking fees compared to last August. I’ve paid approximately $250 in the past, and for the month of September my total fees are only about $80.**

3. In a busy life style people have to have a schedule time, that’s why it is important to have a plan for everyday in our life. **With a busy lifestyle, people have to have a schedule. That’s why it is important to have a plan for every day in our lives.**

4. In fact using car is more than easier to use public transportation, for example when people have jobs that way is much easier to ride a car instead of riding public transportation. **In fact, using a car is easier than public transportation. For example, when people have jobs, it is much easier to use a car instead of riding public transportation.**

5. Finally another difference is the family members live in a home see each other at least once a day. **Finally, another difference is that family members who live in a home CAN see each other at least once a day.**

6. My sister likes to eat every kind of food, she knows how to cook or make them. **My sister likes to eat every kind of food; she knows how to cook or make them, too.** I add ‘too’ at the end to connect
ESOL 0041  Name _______________________

Grammar Self-Study

Directions: Go through your returned essay(s). Make a list of common grammar errors you make. Write down what category the error type is, the incorrect sentence/fragment and a correction. Two examples are given below. Find as many as you can. This work will help you become more independent in finding/correcting grammar problems in your writing and it will help you pass this class!

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>EXAMPLE/FIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitive</td>
<td></td>
</tr>
<tr>
<td>I wanted to eat</td>
<td>SHOULD BE:</td>
</tr>
<tr>
<td>the food.</td>
<td>I wanted <strong>to eat</strong> the food.</td>
</tr>
<tr>
<td></td>
<td>I already have the ‘past tense’ marker with ‘wanted’ and with infinitives I don’t change the verb at all after the word ‘to.’ I must check every sentence for ‘to’ + verb when I write so that I can fix these problems.</td>
</tr>
<tr>
<td>Comma Splice</td>
<td></td>
</tr>
<tr>
<td>I ran home, then</td>
<td>SHOULD BE:</td>
</tr>
<tr>
<td>I ate dinner.</td>
<td>I ran home. <strong>Then</strong> I ate dinner. OR: I ran home; then I ate dinner. OR: I ran home <strong>and</strong> I ate dinner.</td>
</tr>
<tr>
<td></td>
<td>Commas cannot be used in place of periods between two independent sentences (independent clauses). I have to check all of my sentences carefully for commas and check and see if the commas should actually be periods or if I should use a coordinating conjunction, for ex.</td>
</tr>
</tbody>
</table>
WHY ARE THESE SENTENCES ILLOGICAL? Can you find a page reference in Azar to help you figure it out? They look okay, but they don’t make sense to a native English speaker. WHY? You be the doctor and figure it out! Work together with others.

1. Even though I understand grammar, I have to use it correctly.
2. Since I called Mary, I don’t talk to her at all.
3. After having eaten my dinner, I go to school.
4. Now that I had my first conference, I was very nervous.
5. Since I left my country, I never spoke with my friends.
6. Unless it rains soon, I don’t need to water the garden.
7. Since arriving in Minnesota, I started to learn English.
8. The next time you join our team, we would do much better.
9. Just as I was finishing my homework, I will finish my essay.
10. Whenever you are available to all me.
11. Unless it rains soon, we won’t leave.
12. Even if I drive too fast, I didn’t reach on time.
13. Unless it rains soon, I will not go anywhere.
14. Even if I get sick, I will not come to school.
15. Since I was a child, I always want to came to USA.
16. Unless it rains soon, I won’t drive.
17. While I was resting, there is a bird died in front of me.
18. Unless it rains soon, then I won’t go out.
19. Now that I had my first conference, I was shaking my legs.
20. If it is cold, everybody stayed home.
21. Since I get home, he is bothering me.
22. Unless it rains soon, my flowers will died.
23. The next time you came to my home, call me first.
24. Tired of waiting to park in the ramp, takes very long time.
25. Since I have arrived in Minnesota, I’ve got a charming people.
26. Tired of waiting to park in the ramp, when he saw her.
Fill out this outline. Then use it to write me a “Dear Ellen” letter that is due at the end of class today. You can type it or write it by hand. The purpose is to help you think about the work you have done this semester, what you have learned, what you need to remember for the final, and what still gives you trouble/needs attention as you continue your journey through school as a writer in English.

1. What have I learned?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. What still gives me trouble?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

3. What do I need to remember when I write?
   a. 
   b. 
   c. 
   d. 
   e. 
   f.
Purpose: Each student is an individual and each student has specific challenges to work on in improving written English. This sheet will help identify areas of weakness and can be used to put an improvement plan into action.

Directions: Please look through the ESOL 0041 syllabus for topics we will cover in class this semester. In addition, please look over the table of contents in your textbook, Understanding and Using English Grammar, 3rd Edition by Azar. Think about your own writing. What are your strengths? What are your weaknesses?

I want you to choose three areas of weakness. When you list each one, I also want you to tell me WHY you have this weakness. For example, is it because of a connection with another language you know? Is it because of a lack of practice? Are there other reasons? When you list the reason, I also want you to tell me a plan for action that can strengthen this area of weakness. If we have time for conferences, we will discuss this worksheet. If we don't conference (especially in the summer, when time is so short!), your analysis will still be a guide for both you and the instructor to measure progress during the semester and accuracy in diagnosing the areas that need strengthening in your writing.

Here is an example of how I want you to fill out this sheet.

**EXAMPLE:**

**Writing Problem:** I have trouble with verb tenses. I write them wrong all the time.

_Why do you have this problem?_ My native language doesn't have verb tense changes; that might be a reason why I have trouble with past tense in English. For example, I can write, "I go to the store yesterday," and this is correct in my native language. However, in English, I know that I must write, "I went to the store yesterday." OR, "Yesterday, I went to the store."

_Plan of Action:_ I will pay particular attention to the units on verb tenses and stop every time I write a verb in my first few papers to ask myself, "Is this verb in the right tense?" in order to try and double-check my work.

**ANOTHER EXAMPLE:**

**Writing Problem:** I put –s endings on adjectives.

_Why do I do this?_ In my native language (Spanish) I can write, ‘ojos azules’ which means ‘blue eyes’ but I put the –s on the color blue, too. So when I write in English I might write ‘the girls have prettys dresses’ by accident.

_Plan of Action:_ I really have to look at all the nouns in my essays and see if I use adjectives. Then I have to check the adjectives and make sure I didn’t add that extra ‘s’ on the end. If I did, I need to erase it and remember that adjectives don’t add the –s in English.

Now, YOU write to me about three areas of weakness in your English writing and tell me
WHY you think you have these weaknesses. Last, WHAT will you do to try and overcome these weaknesses? I will compare your analysis to what I see in your writing. I will evaluate whether or not I agree with your analysis. Please don't write, "I have no problems with my writing." If that is true, then you don't need to be in this class!

WRITING PROBLEM NUMBER ONE: __________________________________________

WHY DO YOU HAVE THIS PROBLEM? ________________________________

_____________________________________________________________________

PLAN OF ACTION TO CORRECT THIS PROBLEM:

_____________________________________________________________________

_____________________________________________________________________

WRITING PROBLEM NUMBER TWO: ________________________________

WHY DO YOU HAVE THIS PROBLEM? ________________________________

_____________________________________________________________________

PLAN OF ACTION TO CORRECT THIS PROBLEM:

_____________________________________________________________________

_____________________________________________________________________

WRITING PROBLEM NUMBER THREE: ________________________________

WHY DO YOU HAVE THIS PROBLEM? ________________________________

_____________________________________________________________________

PLAN OF ACTION TO CORRECT THIS PROBLEM:

_____________________________________________________________________

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