

Got Grammar? An Easy Way to Review Grammar and Syntax

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Financial Disclaimer

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Financial and Non-financial benefit–None

Agenda

- ❖ **Review the definition of grammar**
- ❖ **What ASHA says about grammar**
- ❖ **Developmental aspects of grammar**
- ❖ **Research**
- ❖ **Grammar detailing**

**Who remembers when they learned
grammar?**

TERMS

Grammar-considers the elements of language, such as, nouns, verbs, and pronouns. It encompasses:

- ❖ ***Syntax***-a collection of rules related to sentence organization and word order.
- ❖ ***Morphology***-the aspect of grammar that involves the use of affixes to change a word's meaning (walk + er = walker).
(Crystal, 2005; Owens, 2012)

GRAMMAR PERSPECTIVES

- ❖ **Prescriptive Grammar (Asselin, 2002)**
 - fixed standard of grammar rules
- ❖ **Descriptive Grammar (Crystal, 2005)**
 - grammar knowledge based on cultural aspects of the situation
- ❖ **Intuitive Grammar (McLaughlin, 2006)**
 - unconscious knowledge developed at an early age

GRAMMAR KNOWLEDGE AND SPEECH-LANGUAGE PATHOLOGY

**American Speech-Language Hearing Association
(ASHA, 2001, 2002) asserts that:**

- ❖ knowledge of grammatical structures, grammar usage, and sentence development are essential to function effectively in the field.**
- ❖ grammar knowledge is required for assessment of language skills and intervention planning to meet an individual's needs.**

THE ROLE OF GRAMMAR KNOWLEDGE

- ❖ Application of grammar knowledge is important for the evaluation of oral and written grammar development.**
- ❖ Speech-language intervention related to language needs is conducted across the lifespan.**

ASSESSMENT-Oral & Written

Formal assessments-are standardized tests which require limited grammar knowledge to analyze.

- ❖ Clinical Evaluation of Language Fundamentals-5 (CELF-5)
- ❖ Clinical Evaluation of Language Fundamentals Preschool-2 (CELF-Preschool-2)
- ❖ Preschool Language Scale-5 (PLS-5)
- ❖ Oral and Written Language Scales-II (OWLS-II)

ASSESSMENT-Oral & Written

- ❖ **Informal assessments**-are language sample analyses which require spontaneous, in-depth application of grammar knowledge to determine if the grammar skill is developmentally and/or accurately used.
- ❖ **Spontaneous writing sample assessments**-require the ability to support accurate grammatical use and/or to correct inaccuracies while providing an oral or written model.

OTHER APPLICATIONS OF GRAMMAR KNOWLEDGE

- ❖ **Cultural and dialectic differences**
- ❖ **Hearing impairment**
- ❖ **Augmentative and Alternative Communication**
- ❖ **Written language**
- ❖ **Miscue analysis**
- ❖ **Research review**
- ❖ **Rehabilitation of speaking, reading, and writing skills post-neurological impairment**

Developmental aspects of Grammar (Brown, 1973, Owens, 2012)

27-30 months

- present progressive verbs (-ing) no gerunds*
- plurals (add [s] or [es]-no irregular plurals)*
- location preposition 'in' (no adverbs)*

31-34 months

- possessives (add ['s] or [']- no pronouns)*
- location prepositions 'on' (no adverbs)*

41-46 months

-articles (the, a, an)

-regular past tense verbs (add -ed)

-irregular past tense verbs (variety of forms)

-regular 3rd person present tense verbs (add + s)

-contractible copula verbs (“be” verbs-is, am, are, will)

47+ months

-contractible auxiliary verbs (“be” verbs-am, is, are, will)

-uncontractible auxiliary verbs (was, were, and other situations)

-uncontractible copula verbs (was, were, and other situations)

-irregular 3rd person present tense verbs (does, goes, has)

Development of sentence types

Scarborough (1990) and Nippold (2007)

12-22 months

Simple = **subject + verb + (direct object)**

31-32 months

Compound = **subject + verb + (direct object)**
+ **coordinating conjunction + subject + verb + (direct object)**
(+modifiers as needed)

37 months and on with increased use of embedding

Complex = **subject + verb + (direct object) +**
subordinate conjunction or relative pronoun + subject + verb
+ (direct object) (+modifiers as needed)



CONCERN

- ❖ **Is the grammar knowledge of SLPs, teachers, and literacy professionals adequate for spontaneous assessment and intervention planning for individuals with oral language, reading, and writing needs?**



My Research

A Grammar Test was designed, piloted and administered to evaluate grammar knowledge.

The questions were based on the developmental information discussed earlier.

Grammar Test-consisted of :

- fill-in and
 - multiple choice questions
- related to identifying:
- grammar structures and
 - types of sentences.

DESIGN AND PROCEDURES

Participants-102

First semester graduate students in a Communication Sciences and Disorders program (CSD)-33

CSD graduate students in their last semester-30

Practicing SLPs-39

Descriptive Statistics for Grammar Test Scores

Group	n	Mean	SD	Range (55)	Mean percentage
First semester student	33	36.94	8.43	24-52	67
Last semester student	30	39.27	5.19	30-50	71
SLP	39	40.36	6.41	26-52	73
Overall	102	38.93	6.91	24-52	

Percentages of Responses at graduate “passing” grade of B (80%) on Grammar Test

Grammar Test

1st semester students 18%

Last semester students 20%

SLPs 30%

Grammar Detailing

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With this method, parts of speech are identified as well as how the individual words are used. The label for the **part of speech** will be placed **above the word** and its **use** will be put **below the word**.

Part of speech



Word



Use in the sentence

Benefits of the grammar detail display are:

- ❖ an opportunity to review one's grammar knowledge in a logical and easy to visualize format.
- ❖ a graphic display that helps the reviewer determine the accuracy of the information. Omitted or incorrectly used structures are visually noted.

PARTS OF SPEECH

The following parts of speech will be analyzed and their use in sentences will be reviewed:

**NOUNS
PRONOUNS
VERBS
ARTICLES
ADJECTIVES
ADVERBS**

**PREPOSITIONS
CONJUNCTIONS
INFINITIVES
GERUNDS
PARTICIPLES**

Grammar review and practice

Let's refer to the supplemental handout to review parts of speech and how they are used in a sentence.

[GRAMMAR DETAILING PACKET-FINAL- ASHA CONVENTION.pdf](#)

SUMMARY

Grammar Detailing is:

- ❖ an original design that I have used successfully in the instruction of undergraduate and graduate students preparing for careers in the field of speech-language pathology.
- ❖ a visual method of identifying parts of speech and how those structures are used in a sentence.
- ❖ an opportunity to review one's grammar knowledge in a logical and easy to visualize format.

I hope that you found this approach helpful to reviewing grammar.

The references appear on the last page of the Supplemental handout.

Questions????

**Thank You!!
Happy detailing!!!**

