

# A RESEARCH IN GRAMMAR REVISION WITH CALL

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No matter what we intend to do with language, we use grammar. The purpose in teaching grammar is to make sure that learners can communicate according to their level. Ensurance of this purpose can be obtained just through continuous revising of taught structures. But redundancy may appear and determine students to get bored if they keep revising grammatical structures in the same way, as in testing, so having a programme that is to check the item intended can become a useful tool for teachers.

Grammar lessons are an important part of our English classes as a student cannot acquire language without learning grammar rules. Grammatical content can be correctly given to the students if we respect the following stages:

1. *Pre - presentation* - the stage when the teacher determines what the students already know, adapts the textbook so as to offer the best examples, chooses the activities to be done, prepares his lesson plan;
2. *Presentation* - the teacher introduces the grammatical items and explains it with patterns;
3. *Practice* - the student has to apply the learnt structure and to practice its use.
4. *Production* - the learnt structures are used in certain learning contexts as to check good understanding.

There are various activities that can be done during a grammar session, as we cannot say that we only have grammar lesson since they are done together with those of learning vocabulary or practising reading, listening, writing or speaking skills and they can all be practised using computer softwares:

- fill in:

Bookmark Grammar reference Listen Hint Submit Retr

### FREQUENT PROBLEMS WITH PREPOSITIONS

Drag each preposition and drop it into the correct gap.

1 You can't use that machine - it's   order.

2 It's madness in there - nobody is  control of the situation.

3 Our search  gold was completely unsuccessful.

4 I'll pay you good money  return  your help.

5 He had no idea what to say  answer  the question.

6 I hate that film - I think it's a load  rubbish.

7 They set sail  England and arrived in America four weeks later.

8 Everything is  control - there's nothing to worry about.

9 They had no chance when they came  attack  the missiles.

(Fill in activity, content provided by MacMillan and SIVCO România in AeL system)

➤ matching

Bookmark Grammar reference Listen Hint Submit Retr

### QUESTION WORDS


Drag each answer and drop it under the correct question word.

1 What?

2 Who?

3 Whose?

4 How?



(Matching activity, content provided by MacMillan and SIVCO România in AeL system)

➤ rephrasing

**POSSESSIVES**  
How do we normally say these things in English? Key the correct possessive form next to each expression number.

Expression 1

Expression 2

Expression 3

Expression 4

Expression 5

Expression 6

Expression 7

Expression 8

Expression 9

Expression 10

Expression 11

2 the mother of Nick

(Rephrase activity, content provided by MacMillan and SIVCO România in AeL system)

➤ multiple choice

**USING THE PASSIVE**  
Click on the correct form of the verb in each drop-down menu.

1 Their new house  yet.

2 The robbers  as soon as they left the bank.

3 Sue told us h   two weeks earlier than expected.

4 If there is too much snow, the match  .

5 By the time we got there, the rain .

6 When  about the new rules?

7 Most of the passengers  easily to the shore.

(Multiple choice activity, content provided by MacMillan and SIVCO România in AeL system)

➤ completion

NEGATIVE FORMS OF PRESENT TENSES  
Key the negative form of the verbs in brackets in each gap.

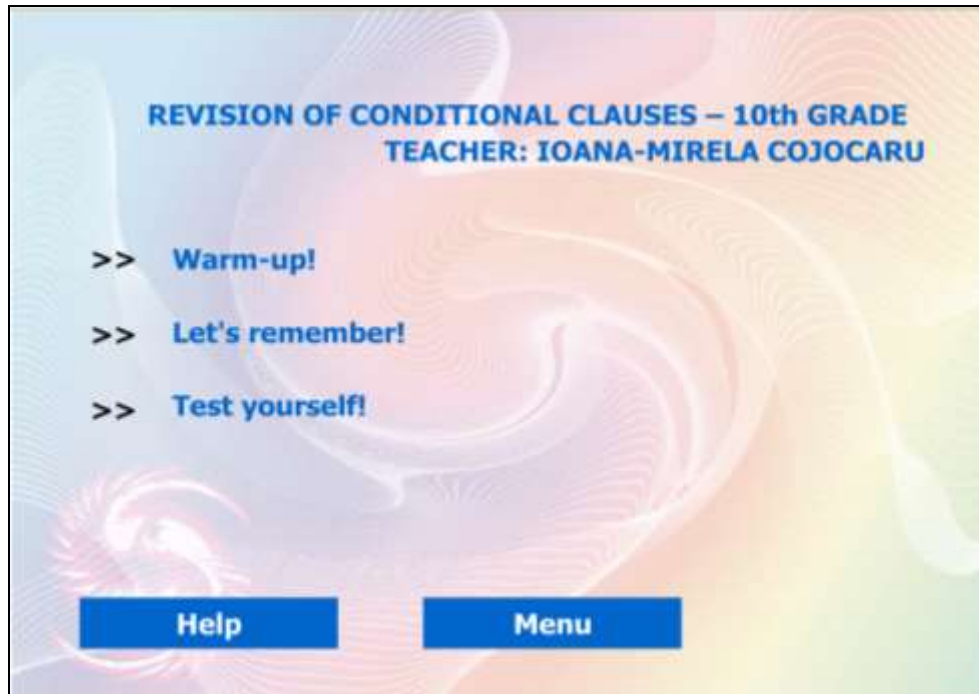
- 1 Naomi and Bill  (watch) television at the moment.
- 2 Peter  (like) chocolate cake.
- 3 Carol  (drive) a red sports car.
- 4 I  (use) this pencil at the moment.
- 5 The children  (have) lunch in the kitchen today.
- 6 The sun  (set) in the east.
- 7 I  (get up) early on Saturdays.
- 8 Kate  (write) a novel.
- 9 Sue  (live) in London.
- 10 We  (wait) for you.

(Multiple choice activity, content provided by MacMillan and SIVECO România in AeL system)

All the above examples show how grammar can be practiced, but also revised using CALL.

The previous school year, 2010-2011, I was given the opportunity to attend a course, organized by SIVECO Romania in partnership with the Ministry of Education, having as purpose the making and applying of computer software for classroom teaching and learning. The course, called *The Teacher - Creator of Educational Software*, was available for 38 teachers from Bacau, teaching various subjects, such as English, French, Informatics, Geography, Mathematics, Technology and so on. There followed several theoretical classes with appropriate practice so as, in the end, the teacher attending it to be able to create an educational software, accompanied by a manual.

Even though the course was interesting, but hard to understand at times, due to a lot of technical information, the greatest challenge, for me, was to choose the topic for the programme. In the end, I have chosen revising grammar, more exactly *If Clauses*, at the 10<sup>th</sup> grade. It is a final revision lesson. After repeating and thoroughly studying all three if clauses types for 5 hours, now they are to have a short theoretical revision and then take a 35 minutes test. The manual offers teacher's objectives for the lesson as well as lesson stages, time and type of items to be used.



The **warm-up** moment is a mime game – students are divided into 3 groups, each with a representative who must mime a given image to his group so as to help them draw it (3 min.). Then the shift to the topic of the lesson is done through the presentation of another picture of a baby (1 min), thinking in if clauses.



The next stage is **checking homework (3 min)** – students had to finish some sentences using If Clauses:

*If I were a flower, I ...*

*If I were an animal, I ...*

*If I were an object, I ...*

*If I were an insect, I ...*

*If I were a book, I ...*

**Revision of theoretical aspects** of if clauses (4 min) and **repetition of certain structures** (4 min) are the following stages:

**Conditional Sentences in English**

There are three types of the if-clauses.

type	condition
I	condition possible to fulfill
II	condition in theory possible to fulfill
III	condition not possible to fulfill (too late)

**Form**

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive or Imperative)

Buttons: Help, Menu

**Form**

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive or Imperative)
If I study, I will pass the exams. If you see John tonight, tell him to e-mail me. If Ben gets up early, he can catch the bus.		
II	Simple Past Were (for TO BE)	Would/Could/Should + infinitive

Buttons: Help, Menu

**Replacing If**

If can be replaced by words or expressions with a similar meaning.

The most common are:

- as long as
- assuming (that)
- on condition (that)
- on the assumption (that)
- provided (that)
- supposing (that)
- unless
- with the condition (that)

Help Menu

The test itself (35 min) has 25 multiple choice filling items with 1 single correct answer. Students have to choose the best answer to fill in the blanks. They cannot go back once they have chosen an answer.

**TEST CONDITIONAL CLAUSES**

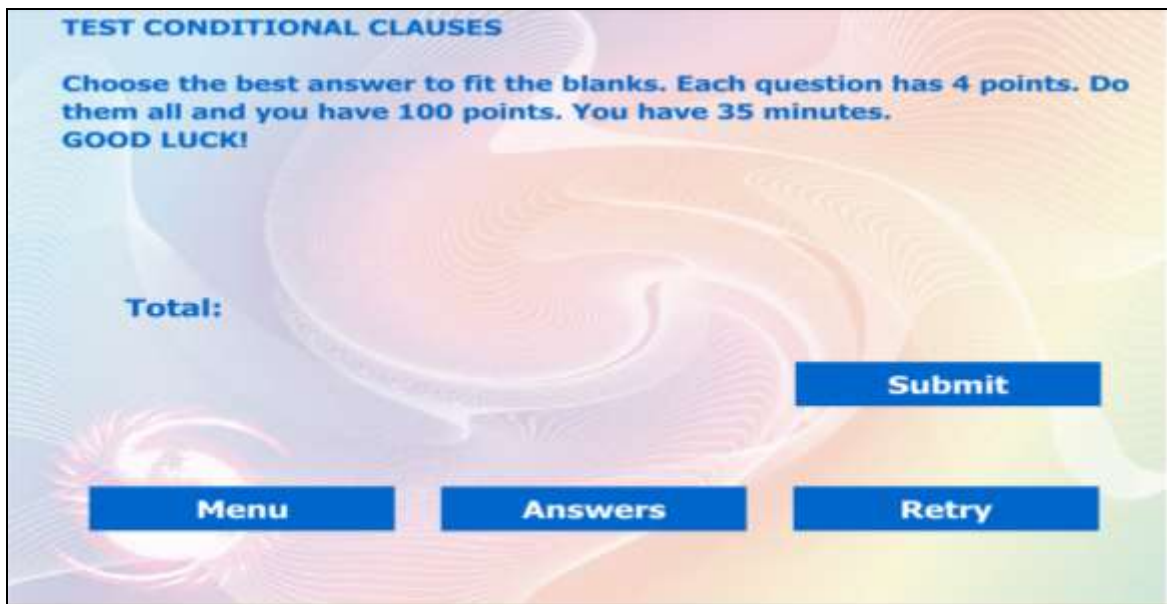
**Choose the best answer to fit the blanks. Each question has 4 points. Do them all and you have 100 points. You have 35 minutes. GOOD LUCK!**

**1. If I had known you were coming, I ... to wait for you.**

- would have gone**
- would go**
- should go**
- would have going**

Next

At the end of the test, the student has the possibility to submit answers given or to retry doing it, if time allows it.

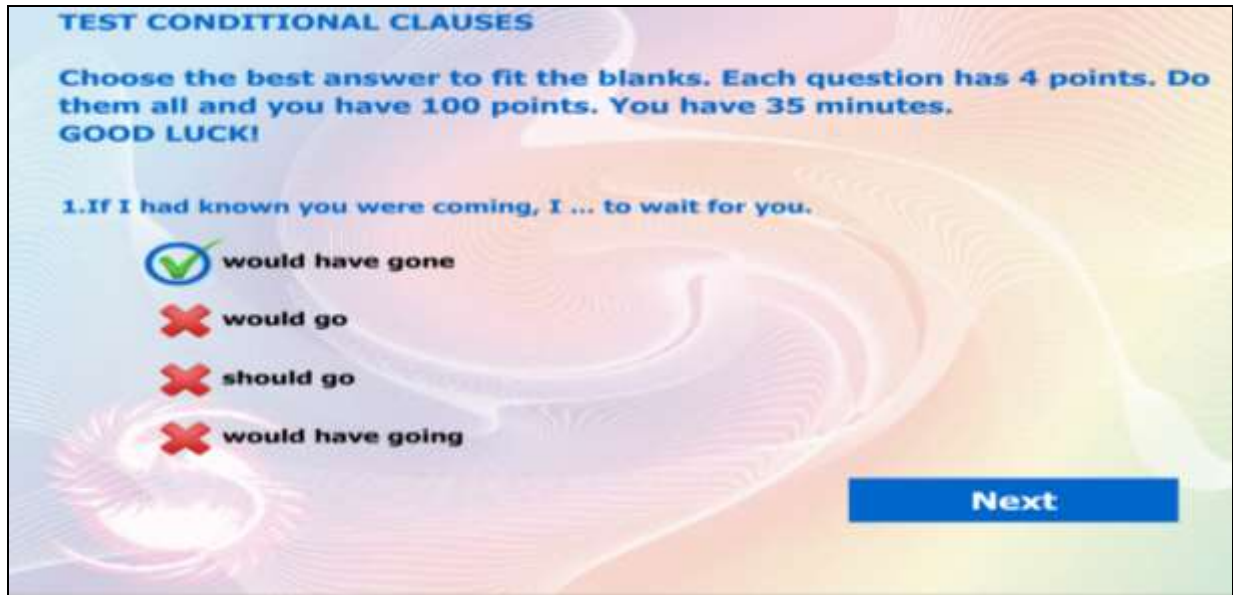


When submitting his/her answers, the student is immediately given the mark



with the opportunity to see the correct answers for the sentences he/she has mistaken:





Even though the software appears to be simple with an easy approach interface, I can say from my own experience that it is very hard to do such programmes and a lot of technological background has to be involved together with the language skills requested for realizing it and the accompanying manual<sup>5</sup>.

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<sup>5</sup> Appendix - Manual for using *Revision of Conditional Clauses* software.