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**Drilling as a Means of Differentiation and Individualisation in
English Lessons to Improve Students’ Grammar Knowledge in
Grade 6**

Diploma Paper

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Vingrinājumi kā diferenciācijas un individualizācijas veids angļu valodas stundās 6. klases skolēnu gramatikas zināšanu uzlabošanai

Diplomdarbs

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Abstract

This study explores the effectiveness of using drilling as a means of differentiation and individualisation in English language teaching to improve grammar knowledge among Grade 6 students. The research aims to examine whether drilling practice can enhance students' understanding of English grammar structures and enable students to apply those structures in their speaking and writing. The study employs a case study approach, using qualitative data collection methods such as the author's observations in lessons, an analysis of students' work and a questionnaire for students. Participants in the study are Grade 6 students from a primary school in a rural area in one of the regions of Latvia. The results suggest that drilling can be an effective strategy for improving grammar knowledge in English lessons in Grade 6. However, individual differences in students' learning styles, language proficiency and motivation should be considered in the implementation of drilling activities. The findings of the study can provide insights for language teachers and curriculum developers in designing effective grammar teaching strategies for diverse learners.

Keywords: drilling practice, differentiation, individualisation, English grammar, Grade 6 students.

Anotācija

Šajā pētījumā tiek pētīta vingrinājumu izmantošanas efektivitāte kā diferenciācijas un individualizācijas līdzeklis angļu valodas mācīšanā, lai uzlabotu gramatikas zināšanas sestās klases skolēnu vidū. Pētījuma mērķis ir noskaidrot, vai vingrinājumi var uzlabot skolēnu izpratni par angļu valodas gramatikas struktūrām un uzlabot skolēnu prasmi pielietot šīs struktūras, rakstot un runājot. Pētījumā tiek izmantota gadījuma izpētes pieeja, izmantojot kvalitatīvās datu vākšanas metodes, piemēram, autora novērojumus stundās, skolēnu darbu analīzi un anketu skolēniem. Pētījumā piedalās pamatskolas sestās klases skolēni no viena Latvijas reģiona. Rezultāti liecina, ka vingrinājumus var efektīvi pielietot gramatikas zināšanu uzlabošanai angļu valodas stundās sestajā klasē. Tomēr, īstenojot vingrinājumu aktivitātes, jāņem vērā skolēnu individuālās atšķirības viņu mācīšanās stilos, valodas prasmē un motivācijā. Pētījuma atklājumi var sniegt ieskatu valodu skolotājiem un mācību programmu izstrādātājiem, veidojot efektīvas gramatikas mācīšanas stratēģijas atšķirīgu zināšanu līmeņu skolēniem.

Atslēgas vārdi: vingrinājumi, diferenciācija, individualizācija, angļu valodas gramatika, sestās klases skolēni.

Table of Contents

Introduction	1
1. LEARNING ENGLISH GRAMMAR AND STUDENTS’ CHARACTERISTICS	4
1.1. Importance of learning English Grammar	4
1.2. Mixed Knowledge Level Students	5
1.3. Special Educational Needs	7
1.4. Age Characteristics of Grade 6 Students	8
2. DRILLING AS A MEANS OF DIFFERENTIATION AND INDIVIDUALISATION	10
2.1. Differentiation.....	10
2.2. Individualisation	11
2.3. Drilling Practice	11
3. CASE STUDY ON DRILLING AS A MEANS OF DIFFERENTIATION AND INDIVIDUALISATION TO IMPROVE STUDENTS’ GRAMMAR KNOWLEDGE IN GRADE 6	18
3.1. Background of the case study	18
3.2. Observations of the lessons	19
3.3. The test results	24
3.4. Questionnaire results – students’ responses to the questionnaire	25
Conclusion.....	31
Bibliography	33
Appendices	37
Appendix 1	37
Appendix 2	38
Appendix 3	40
Appendix 4	41
Appendix 5	43
Appendix 6	44

Appendix 7	45
Appendix 8	47
Appendix 9	48
Appendix 10	49
Appendix 11	51
Appendix 12	52
Appendix 13	53
Appendix 14	54
Appendix 15	56
Appendix 16	57
Appendix 17	59
Appendix 18	60
Appendix 19	61
Appendix 20	62
Appendix 21	63
Appendix 22	64
Appendix 23	65

Introduction

Grammar knowledge is an essential aspect of learning a language, and for students in Grade 6, it becomes even more critical to build a strong foundation of English grammar. Learning English grammar is important for multiple reasons. Firstly, it enables effective communication by establishing the structure and rules required for clear and concise language, whether in speaking or writing. Secondly, it enhances critical thinking and problem-solving skills. By providing a framework for language analysis and comprehension, grammar assists in understanding intricate texts, identifying errors and constructing logical arguments (Brophy, 1986).

However, every student has a different learning style, and it can be challenging for teachers to cater for each student's needs in a classroom setting. This is where drilling practice can be used as a means of differentiation and individualisation in English lessons to improve students' grammar knowledge. Drilling exercises can be tailored to meet the individual needs of students, allowing them to practise grammar skills at their own pace and level. The research outlined in the Diploma Paper aims to explore the effectiveness of drilling practice as a means of differentiation and individualisation in enhancing Grade 6 students' understanding and application of English grammar structures in speaking and writing. By addressing the following research objectives and questions, the author aims to contribute to the existing knowledge base regarding the impact of drilling practice as a differentiated and individualised approach to teaching English grammar. The findings of this research have the potential to inform teaching practices and support educators in effectively meeting the diverse needs of Grade 6 students in their language learning journey.

The aim of the reserach is to explore how the drilling practice as a means of differentiation and individualisation can improve students' understanding of English grammar structures and how it enables students to apply the grammar structures in their speaking and writing.

The author undertook the research at the primary school, which is located in the rural area in one of the regions of Latvia. The time frame of the research was from March 6th to April 20th. The author has been an English teacher at the school since September of last year.

The research sample is the students from the Grade 6, who are approximately at the age of 11-13. The Grade 6 class is small and only consists of seven students – that is a typical situation in rural schools of Latvia. Particularly, the drilling practice was designed for three

students (two students, who are with special educational needs and one student, who is at a low level of English).

The research method is a case study. The case study consists of the following stages:

1. *the author's observations in six lessons*; the observations provide concrete examples and evidence to support the theoretical concepts discussed in the Diploma Paper. They demonstrate how differentiation, individualisation and drilling practice were implemented in real classroom settings and their impact on student learning;

2. *an analysis of students' work*; by analysing students' work, an author can assess the effectiveness of teaching methods and instructional materials. It provides insights into how well students have understood and retained the taught content, and whether the learning objectives have been achieved;

3. *a questionnaire for students* to gather valuable feedback regarding their classroom experiences, instructional methods and learning environment.

The following objectives are set to achieve the aim of the Diploma Paper:

1) to study theoretical literature of the importance of learning English grammar and different characteristics of students;

2) to analyse theoretical literature of the advantages of the drilling practice's implementation in the English lessons as a means of differentiation and individualisation;

3) to design and implement a plan of a sequence of lessons where the drilling practice is used as means of differentiation and individualisation to improve students' grammar knowledge in Grade 6

4) to evaluate and analyse the data of the case study.

The research questions for the Diploma Paper are:

1. What is the importance of learning English grammar, and what are the characteristics of students in Grade 6 that make drilling practice advantageous in English lessons?

2. What strategies can be employed to ensure effective drilling practice in English lessons, leading to improved proficiency in English grammar?

3. How drilling as a means of differentiation and individualisation helps students in Grade 6 enhance understanding of English grammar and apply it in speaking and writing?

The Diploma Paper consists of three chapters.

Chapter 1 examines the importance of learning English grammar and describes characteristics of students in Grade 6 including the characteristics of mixed knowledge level students and the students with special educational needs.

Chapter 2 analyses the use of drilling practice as an advantage for differentiation and individualisation. It provides a comprehensive overview of differentiation, individualisation and drilling practice, highlighting their significance in promoting inclusive education and supporting students' diverse learning needs.

Chapter 3 describes the case study. In the beginning, it explains the background of the decision to focus on the drilling as a means of differentiation and individualisation in English lessons to improve students' grammar knowledge in Grade 6. Then Diploma Paper presents the case study, which includes the author's observations in six lessons, an analysis of students' work, and a questionnaire comprising reflection questions for Grade 6 students. These stages provide a comprehensive examination of the implementation of pedagogical strategies, the assessment of student learning and the collection of student feedback, contributing to a holistic understanding of the impact and effectiveness of the drilling practice explored in the study.

1. LEARNING ENGLISH GRAMMAR AND STUDENTS' CHARACTERISTICS

1.1. Importance of learning English Grammar

In recent years, a new competency-based learning approach has been implemented in Latvian schools. It requires that students have to learn - to use English as a language for communication purposes because if students cannot use the language in real-life situations, the language learning has not been an effective process. At the same time, to learn to make a conversation in English in a sufficient way, there is a need to learn basic grammar structures. The model programme contains a requirement that students, for example, in Grade 6 - can create a mind map, a list, paragraphs, can use supporting words, can briefly describe fictional or factual appointments and can talk about past accomplishments or personal experience. Based on the model programme of a study subject in English (as the first foreign language for the Grades 1 - 9), students in Grade 6 at the English lessons also should be able to speak and write about their current and past activities using Present Simple, Past Simple or Present Continuous, or Past Continuous tenses (Skola 2030, n. d.). So, grammar learning is still relevant and needed part of mastering English language. Overall, in the 21st century classroom, English language learning should be designed to prepare students for the current and future demands of the diverse, digitalised and globalised world. English teaching strategies and techniques should be acquired from the broad range of sources as English language is communicative, cultural, historical and one for learning interdisciplinary and transversal competencies (Chvala, 2020). Furthermore, London (2022) highlights that grammar teaching in any language educational programme is essential. The question is not whether it should be taught or not, but rather how it should be taught. One of the challenges that every language teacher deals with is developing the language competence among their learners so that they can use the language correctly and appropriately in a variety of social contexts.

Over the years, there have been disagreements about most suitable grammar teaching techniques. Generally, there is a need of balancing different ideas of English grammar teaching. Especially, in the classes that are compounded by disparities in student proficiency, creating difficult learning environment in the English classroom. There is not a technique which works for everyone (Fereydoonyzadeh & Gholami, 2016). Ellis (2006) states that the grammar taught should be one that emphasises not just form but also the meanings and uses of different

grammatical structures. The author is also of the opinion that teachers should endeavour to focus on those grammatical structures that are known to be problematic to learners rather than try to teach the whole grammar. As well as, a focus-on-forms, which include drilling practice approach, is valid as long as it also includes an opportunity for learners to practise behaviour in communicative tasks. For instance, Ellis (2006), Fereydoonyzadeh and Gholami (2016) and De Mello Carriel (2018) agree that well known grammar drilling exercises can be beneficial for language grammar learners as they provide focused, repetitive practice that can help learners to master specific language skills, particularly at the entry and primary level. Though, it is important to create meaningful drills and balance drilling exercises with other types of language learning activities, such as communicative activities that encourage students to use language in real-life contexts, to ensure a well-rounded language learning experience.

The author of the Diploma Paper also is of the opinion that learning English grammar is important and for several reasons. First and foremost, it helps learners to communicate effectively in English, grammar provides the structure and rules necessary for clear and concise communication, which is essential for both written and spoken language. In addition, to improving communication skills, learning English grammar can also enhance critical thinking and problem-solving abilities. Grammar provides a framework for analyzing language and understanding its nuances, which can help learners to better comprehend complex texts, identify errors and develop logical arguments (Brophy, 1986). Taking in consideration diverse and mixed knowledge levels of English among the students, the author of the Diploma Paper also agrees that grammar drilling practice can be used to differentiate and individualise learning process in English lessons. Especially, in this way, the learning process needs to be tailored for the low knowledge level students and for students with special educational needs, and it should be used in combination with other teaching strategies.

1.2. Mixed Knowledge Level Students

Mixed knowledge level students refer to a group of students who have varying levels of knowledge or skills in a particular subject. This can occur in any classroom, where some students may be more advanced or experienced than others. For a teacher or educator, it is important to recognise that students have different learning needs and to provide differentiated instruction that meets the needs of all learners. This can involve providing additional support or resources for

struggling students, while also challenging more advanced students with additional tasks or projects (Tomlinson, 2014).

According to Gaugere and Rektiņa (2021), Rektiņa (2021) and Tomlinson (2014), some strategies for supporting mixed knowledge level students include:

Pre-assessment: conducting a pre-assessment to determine the knowledge level of each student in a particular subject can help the teachers tailor their instruction to meet individual needs.

Grouping: grouping students by their knowledge level can allow for more targeted instruction and support. For example, a teacher might create small groups for students who need additional support or extension activities for students who need a greater challenge.

Differentiated instruction: providing differentiated instruction can help meet the needs of all learners in the classroom. This might involve providing different levels of reading materials, offering varied assignment choices or providing additional resources or support.

Peer tutoring: encouraging students to work together and support each other can benefit all students in the class. Pairing more advanced students with those who are struggling can provide a collaborative learning environment that benefits both parties.

Ongoing assessment and feedback: regularly assessing students' progress and providing feedback can help ensure that students make progress and receive the support they need to succeed.

The author of the Diploma Paper agrees that, regarding the mixed knowledge level students, there are several considerations to keep in mind. Firstly, it is important to differentiate instruction based on students' individual needs and abilities. This means that some students may require more support or guidance than others when it comes to practice, for example, students with special educational needs. Secondly, it is important to make practice engaging and interactive, so that all students are motivated to participate and learn. Thirdly, it is important to balance different learning activities, such as group work, independent practice and project-based learning, to keep students engaged and motivated, while also allowing them to develop a range of different skills and competencies (Fereydoonyzadeh & Gholami, 2016). Overall, by differentiating instruction, making practice engaging and interactive, and balancing different types of learning activities, teachers can help all students to succeed and thrive.

1.3. Special Educational Needs

According to Heward (2003), special education is effective only when students with special educational needs acquire and subsequently use knowledge and skills they did not have prior to given instruction. It has been noted by Heward (2003), Swanson and Sachse-Lee (2000) that it is essential to practise fluency-building activities in the lessons and use drill practices when working with students with special educational needs. In general, special education instruction should be individualised, intensive and goal-directed. By taking a personalised approach and providing targeted support, particularly - drilling exercises can be an effective tool for helping students with special educational needs to improve their language skill proficiency.

When designing drilling exercises for students with special educational needs, it is important to consider the specific needs of each student and to tailor the exercises to meet their individual learning goals. Some strategies can be helpful when creating drilling exercises for students with educational needs. For example, incorporation of visual, auditory and kinesthetic elements into the drills to engage students with different learning styles, using visual aids such as pictures, diagrams and charts to help students understand and remember new vocabulary and grammar structures. Also, breaking down complex language skills into smaller, more manageable parts and provide step-by-step instructions to help students to understand and practise each part before moving on, providing immediate feedback to help students identify their strengths and areas for improvement. This can help motivate students and reinforce positive learning behaviors. It is important to use a variety of drill formats to keep students engaged and interested, such as flashcards, games and interactive online activities. In addition, students with educational needs may require more repetition to master new skills. It is essential to provide opportunities for students to practise the same drills multiple times in different contexts (Heward, 2003, Swanson & Sachse-Lee, 2000).

On the whole, special educational needs' students may require additional support when it comes to drilling practice. Some students with special educational needs may struggle with attention, memory or processing speed, which can make it difficult for them to learn and retain new information. Additionally, teachers can provide students with extra time or breaks during drilling practice to help them manage their attention and energy levels. They can also provide frequent feedback and praise to help build students' confidence and motivation (University of Illinois Springfield, 2022).

The author of the Diploma Paper agrees that it is important to keep in mind that drilling practice should not be the only method of instruction for the special educational needs' students. They may benefit from a variety of teaching methods, such as hands-on activities, group work or individualised instruction, depending on their age and unique needs.

1.4. Age Characteristics of Grade 6 Students

Grade 6 students are typically between 11-13 years old, and at this age, they are undergoing a number of physical, cognitive, social and emotional changes. According to Svence (1999) and Seedling (2018), here are some of the age characteristics of Grade 6 students:

Physical development: Grade 6 students are experiencing significant physical changes, including the onset of puberty. They may experience rapid growth spurts, changes in body composition and changes in motor skills.

Cognitive development: Grade 6 students are starting to think more abstractly and logically, and they are developing the ability to understand complex concepts and solve problems using critical thinking skills. They are also starting to develop their own personal identity and may become more introspective and reflective.

Social development: Grade 6 students are developing more complex social relationships and are beginning to place a greater emphasis on peer acceptance and fitting in with their social groups. They may also become more independent from their parents and caregivers.

Emotional development: Grade 6 students are experiencing a wide range of emotions and may struggle to regulate their emotions at times. They may become more self-aware and may experience greater levels of stress and anxiety.

In summary, Grade 6 students are known for their challenging behaviour because the opinion of friends is very important at this age, and there can be conflicts between adults' rules and friends' rules. Grade 6 students are stuck between being a child and being an adult. They are moody, restless and they often feel self-conscious and alienated. Also, loud behaviour may hide their lack of self confidence. Grade 6 students often challenge authority figures and test limits of acceptable behaviour, but at the same time, they want to know and feel that significant adults, including parents and teachers, love and accept them, students at Grade 6 need frequent affirmation. Overall, Grade 6 students are at a critical point in their development and require support from parents and teachers to navigate the challenges they face as they grow and mature. However, it is important to note that each student is unique, and individual differences in

learning, behaviour, and development should be taken into account. Teachers should aim to create a positive and supportive learning environment that caters to the individual needs and interests of each student (Svence, 1999; Seedling, 2018).

Furhermore, the author of the Diploma Paper highlights that when it comes to grammar instruction in English lessons for mixed knowledge level students and for the students with special educational needs in Grade 6, it is also crucial to acknowledge and address their individual characteristics. These students often require tailored approaches that consider their specific learning styles, strengths and challenges. By recognising and accommodating their unique needs, the teachers can ensure that these students receive targeted support to enhance their understanding and application of grammar concepts. One effective method of providing this support is through drilling activities. These activities involve repetitive practice and reinforcement of grammar rules and structures. By engaging in drilling exercises, students can gain familiarity with various grammatical concepts, improve their accuracy and build confidence in their language skills. What makes drilling particularly valuable for students with special educational needs is its structured and repetitive nature. It allows for focused practice, which can help reinforce learning and enhance retention. Additionally, drilling activities can be adapted to cater to different learning preferences, incorporating visual aids, hands-on materials or technology-based resources to accommodate diverse needs. This tailored approach not only fosters students' academic growth but also promotes their overall linguistic development, empowering them to become effective communicators (Heward, 2003, Swanson & Sachse-Lee 2000, Tomlinson, 2014).

2. DRILLING AS A MEANS OF DIFFERENTIATION AND INDIVIDUALISATION

2.1. Differentiation

According to the opinion of Eikeland and Ohna (2022), differentiation can be interpreted as a means of responding to student diversity in order to meet the vision of a school for all. In general, differentiation in education refers to the process of adapting instruction and learning experiences to meet the needs of individual students in a classroom. This approach recognises that students have different learning styles, abilities and interests, and aims to provide multiple ways for students to access content and demonstrate their understanding. Teachers who use differentiation in their classrooms typically adjust their instruction in several ways, such as:

Content: providing different materials or resources for students to learn the same concept, such as using videos, readings or hands-on activities.

Process: using various instructional strategies, such as small-group work, individual work or whole-group instruction, to accommodate different learning styles.

Product: allowing students to demonstrate their understanding of a concept through different forms of assessment, such as writing, speaking or creating.

Environment: creating a classroom environment that supports student learning, such as providing a quiet space for students who need it or offering flexible seating options (Tomlinson, 2014).

Differentiation can be beneficial for all students, as it helps ensure that each student is challenged at an appropriate level and can feel successful in their learning. However, it can be particularly helpful for students who may have different needs, such as students with special educational needs, second language learners or students who are more advanced in their knowledge and skill set (Eikeland & Ohna, 2022).

The author of the Diploma Paper is also of the opinion that it is important to remember that not all students learn in the same way or at the same pace. While one practice may be helpful for some students, it may not be the most effective or engaging approach for others. Teachers should consider a range of differentiation strategies to meet the diverse needs of their students, such as offering a choice in assignments, providing flexible grouping and using varied instructional materials and approaches. By combining different strategies, teachers can create a more inclusive and responsive learning environment that supports the progress of all students.

2.2. Individualisation

Višňakova (2010) and Nikolajeva (2012) acknowledge that individualisation in the learning process refers to the approach of tailoring the teaching and learning experience to the individual needs, interests and abilities of each student. It is an educational principal that recognises that students have unique learning styles and that a one-size-fits-all approach is not effective in promoting their academic success. Individualisation in the learning process can involve a variety of instructional strategies, including personalised learning plans, differentiated instruction and flexible grouping. Personalised learning plans involve the creation of individualised learning goals, objectives and strategies based on the student's strengths, weaknesses and learning style. Authors also agree that individualisation has many benefits, such as increased student engagement, improved academic performance and enhanced student motivation. It also fosters a sense of autonomy and self-efficacy in students by giving them more control over their learning experience. However, implementing individualisation in the learning process can be challenging for teachers, as it requires a deep understanding of the individual needs and learning styles of each student and the ability to differentiate instruction effectively.

The author of the Diploma Paper also agrees that even though, individualisation may be a challenging task for the teacher and involves time-consuming preparation, overall it is an effective and needed approach that enables adapt learning process to meet the unique needs, interests and abilities of each learner. The author also notes that in this Diploma Paper, drilling practice has been explored as a means of differentiation and individualisation for students who struggle with mastering foundational skills of the grammar in English. As, by providing repeated practice opportunities, students can develop fluency and automaticity in these skills, which can help them more effectively apply their knowledge in more complex tasks and activities.

2.3. Drilling Practice

McCaul (1973), Paulston and Bruder (1976), Wong and Patten (2003), Ellis (2006), Fereydoonyzadeh and Gholami (2016) and De Mello Carriel (2018) state that drilling in the learning process has been classified as mechanical drills or pattern practice, and traditionally - drilling means to practise activities that focus only on grammatical features without any need to attend to meaning. Due to complete control over the response, it is not required that learners understand what is being drilled. Repetition and substitution drills to some extent come under

this category. Compared to other methods in this approach students think about the form more than meaning. However, the learners should be intellectually and emotionally immersed in the activity as the main aim in the use of drills - is for the learners to be able to transfer the drill habits into conversation. In general, there are not a need for prerequisites for drill and practice. It is commonly used as a core set activity such as learning an alphabet. Prerequisites may exist if more advanced knowledge sets are to be practiced. There is not usually a guiding question in drill and practice exercises, perhaps adding to the opposition of its use in more advanced thinking skills. It is primarily a technique used in process and declarative knowledge building activities (Heward, 2003).

Besides, Paulston and Bruder (1976) have distinguished a theoretical classification of three types of drills. They are, as follows: mechanical drills, meaningful drills and communicative drills. Firstly, a mechanical drill has been defined as one in which there is complete control of the response and only one way of responding. Secondly, meaningful drills are also highly controlled and have one right or wrong answer. However, in the comparison with the mechanical drill, in the meaningful drill activity, the learner has to comprehend the question fully to be able to answer it. Therefore, the difference between mechanical and meaningful drills is distinguishable, but still the main point to use meaningful drills, is pattern practice (Paulston & Bruder, 1976). Finally, in the communicative drill activity, the learner not only has to comprehend the question, but also has to produce information that is not known prior the drill has commenced. As a result, in this type of drill, there is not right or wrong answer, just the answer is required to be made grammatically correct. In summary, Paulston and Bruder (1976) have classified drills as an approach or a method that initiates habit formation activities that are initially mechanical and then meaningful before allowing learners to use target language communicatively. Hence, this approach has been seen by the authors as broad-ranging because it consists of concepts that are behaviorist (habit formation) and cognitive (analysis of language). Heward (2003), Ellis (2006), Spada and Lightbrown (2008), De Mello Carriel (2018) and Abdulaziz (2019) are of the opinion that especially, meaningful drills - when accurately conducted, are effective teaching method and a tool for the learning to communicate in the target language. Particularly, Heward (2003) points out that it is an acknowledged fact that every educated person knows many things by memory, and drill and practice creates routine or fixed way, to respond automatically by memory alone without even thinking. Author also states that properly conducted drill and practice routines help students to develop fluency in the knowledge

and skills they already understand. Furthermore, drill and practice exercises are created to build students' fluency in a form of accuracy and speed. Learners who can demonstrate basic skills, for example, math facts and basic grammar rules fluently without having to pause and think about them - are then able to apply those skills to tackle larger and more complex tasks and problem solving. De Mello Carriel (2018) also argues that even if drills are repetitive and mechanical, adjusting them by making drill practices more relevant, communicative and even personal, drills become an opportunity to experiment in the learning process. Making drills more meaningful, language learners become more involved, motivated, comfortable, connected and challenged. Moreover, meaningful drills may cater for individual differences including learning styles, social background, previous knowledge and others. Meaningful and communicative drills promote exposure to different, unpredictable and useful learner input. Also, meaningful drills can cater for situations of real communication. Ellis (2006) confirms that grammar teaching should be one that emphasises not just on form but also on the meanings and uses of different grammatical structures. Sometimes learners drill without understanding but a teacher should make sure that in fact they do understand. Therefore, tasks should be based on the authentic language use and on asking students to do meaningful tasks using the target language. These tasks can include: creating a dialogue/conversation about visiting a doctor or a restaurant, filling out a form, requesting or inviting someone to a party and others (Ellis, 2003).

Furthermore, Fereydoonyzadeh and Gholami (2016) also in their research confirm that the findings regarding mechanical drills were consistent with Paulston and Bruder (1976) stating that grammar suffuses all language skills, and learning grammar of the target language has communicative purposes. Since mechanical drills just focus on the structure and form, and repetition and substitution are two extreme examples of this method, a type of rote learning, and meaning is not primary, but it has a root in behaviorism and learning a language is considered as a habit formation. Thus, drill and practice is a behaviorist aligned technique in which students are given the same materials repeatedly until mastery is achieved. In each repetition, students are given similar questions to answer or activities to perform, with a certain proportion of correct responses or actions moving the student to the next level of difficulty. Overall, this technique is still most used in learning Music, Mathematics, Languages and Biological Sciences, and it is not as common in adult education. Furthermore, several goals can be attributed to drill and practice exercises such as, drills can be used to build confidence as more answers are correctly provided. As well as they help to reinforce important materials - learners are provided with an opportunity

to practise critical skills and knowledge sets. During and after performing the activity, students will increase skill at performing the given task, increase speed at performing the given task and internalise the given information until it is automatic assumption (Heward, 2003, Ellis, 2006, De Mello Carriel, 2018, Abdulaziz, 2019). Before beginning a drill and practice exercise, the students must be informed and taught the underlying principles. Once the principle has been demonstrated or instructed, the students are given an activity, procedure or worksheet to complete. A set time limit is usually employed. Assessment should quickly follow performance with opportunities for additional reinforcement and skill building. Effective use of drill and practice will depend on linking the activity to the actual skill that the teacher plans to develop (De Mello Carriel, 2018, University of Illinois Springfield, 2022). Drill and practice activities can also be provided to students to do on their own time and at their own pace, with assessment provided after they have been completed. When appropriate, computer-based assessment can be used to provide immediate feedback without instructor overseeing the activity, such as in many mathematics and language drills. Kinesthetic drills should be used in a real life situation. Moreover, teachers should avoid criticisms of student ability, it may be that the prerequisites have not been met and the activity is not appropriate for the given student. Every time, when drill is practised, it should be finished. Studies have shown that children learn better individually rather than in pairs when performing drill and practice exercises. Accommodations may be needed for students with disabilities or other special needs. Understandably, some physical disabilities will prohibit some kinesthetic activities from being performed. Time may also become a factor for some students, such as those with dyslexia, in performing some tasks since speed is often part of the assessment in drill and practice exercises (University of Illinois Springfield, 2022). Furthermore, drill and practice exercises should be short term activities that are usually completed in under ten minutes. Also, there should be follow-up reinforcement at later times. Lesson evaluation and teacher reflection is important and may include questions to the students, such as - how did the students like the lesson? End of semester evaluations should ask about the usefulness and learning accomplished through such practice exercises. Student learning participation can be assessed in discussion sessions. In general, student work could be assessed by the number of correct responses or actions in a given time frame with process providing partial score towards the final grade (British Council, 2018, University of Illinois Springfield, 2022).

In addition, Heward (2003, p. 190, p. 191) addresses that ‘‘compare the attitudes and approaches to drill and practice by many academic teachers with the attitudes of educators who are held accountable for the competence of their students. The basketball coach or the music teacher needs no convincing regarding the value of drill and practice on fundamental skills. No one questions the basketball coach’s insistence that his players shoot hundred free throws every day or wonders why the piano teacher has her pupils play scales over and over. It is well understood that these skills are critical to future performance and that systematic practice is required to master them to the desired levels of automaticity and fluency. I would question the competence of the coach or music teacher who did not include drill and practice as a major component of his or her teaching’’. Further, in a major review of research on what teachers can do to influence student achievement, Brophy (1986, p. 1076) drew this conclusion on the relationship between drill and practice and creative performance. It states that ‘‘development of basic knowledge and skills to the necessary levels of automatic and errorless performance requires a great deal of drill and practice. . . . drill and practice activities should not be slighted as ‘‘low level’’, carried out properly, they appear to be just as essential to complex and creative intellectual performance as they are to the performance of a virtuoso violinist’’. Research has shown that when properly conducted, drill and practice is a consistently effective teaching method. For example, in a relatively recent meta-analysis of eighty five academic intervention studies with students with learning disabilities found that regardless of the practical or theoretical orientation of the study, the largest effect sizes were obtained by interventions that included systematic drill, repetition, practice and review (Swanson & Sachse-Lee, 2000). Research has also shown that repetition is important in the ‘‘wiring’’ of a person’s brain, that is the forming of connections or synapses between the brain cells. Without these connections, the brain cells are as useless as batteries standing in a row next to a flashlight. Only when the batteries and flashlight are connected, can they make a shining light. The thing that wires a child’s brain, say neuroscientists - or rewires it after physical trauma - is ‘‘repeated experience’’ (Nash, 1997). Without such repeated experience, key synapses do not form. Overall, if such connections, once formed, are used too seldom to be strengthened and reinforced, the brain, figuring they are dead weight, eventually pushes them away. In addition, DeKeyser (2007) also is opinion of that the development of automacity is produced when repetition is constant with associations between stimuli and the learner’s cognitive responses, and automacity practice requires that the same words and meanings are associated to produce long term memory.

In conclusion, the author of the Diploma Paper has gathered the main advantages of the drilling practice as a means of differentiation and individualisation in English language lessons in the Table 1.

Table 1. Advantages of the drilling practice

The table has been made by the author of the Diploma Paper adapting ideas expressed by McCaul (1973), Paulston and Bruder (1976), Brophy (1986), Swanson & Sachse-Lee (2000), Heward (2003), Ellis (2006), DeKeyser (2007), Spada and Lightbrown (2008), Fereydoonyzadeh and Gholami (2016), De Mello Carriel (2018), Abdulaziz (2019).

No	Feature of drills	Authors who mention it	Advantage of the drilling practice as a means of Differentiation and Individualisation in English language lessons
1.	Opportunity to practise.	McCaul (1973) Paulston and Bruder (1976) Swanson and Sachse-Lee (2000) Heward (2003) Ellis (2006) Fereydoonyzadeh and Gholami (2016) De Mello Carriel (2018) Abdulaziz (2019)	Improves mastery - drilling helps to improve mastery of a particular skill or task by providing students with repeated opportunities to practise and refine their abilities. This can help to build confidence and improve performance.
2.	Increases retention.	Paulston and Bruder (1976) Heward (2003) DeKeyser (2007) De Mello Carriel (2018) Abdulaziz (2019)	Through repetition, drilling can help to solidify knowledge in long-term memory, making it easier to recall information or perform a skill when needed.
3.	Help develop fluency – accuracy and speed (the routine and automatic connotations of rote).	Brophy (1986) Heward (2003) Spada and Lightbrown (2008) De Mello Carriel (2018) Abdulaziz (2019)	Students who can perform basic skills with fluency are then able to apply those skills as components of more complex tasks and problem solving. Overall, performing main skills in rote way – without having to stop and think about them – enables students to tackle and solve larger, more complex tasks.
4.	Automatisation of form.	McCaul (1973) Paulston and Bruder (1976)	Enhances speed and accuracy - drilling can help students to

		Brophy (1986) Heward (2003) Spada and Lightbrown (2008) Fereydoonyzadeh and Gholami (2016) De Mello Carriel (2018) Abdulaziz (2019)	improve their speed and accuracy in performing a task. By practising repeatedly, students can develop automaticity and perform tasks more efficiently.
5.	Builds confidence.	Paulston and Bruder (1976) Brophy (1986) Heward (2003) Swanson & Sachse-Lee (2000) De Mello Carriel (2018) Abdulaziz (2019)	Drilling can help students to feel more confident in their abilities, especially if they struggle with a particular skill or task. The repetitive practice can help to reduce anxiety and build self-assurance.
6.	Encourages motivation.	Brophy (1986) Heward (2003) De Mello Carriel (2018) Abdulaziz (2019)	Seeing progress and improvement through drilling can encourage students to continue to work hard and persist in their learning.

The Author of the Diploma Paper is also of the opinion that drilling practice may be an effective tool to learn basic elements of the grammar in English lessons. Especially, advantages of the drilling practice can be used in English language lessons for the students who have low level of English knowledge and for the students with special educational needs. On the whole, drilling practice may be used as a means of differentiation and individualisation to improve particular students grammar knowledge to enable them later to apply that knowledge in the context of the communication. As mentioned before in the review of theory, particularly those students may benefit to great extent of repetition and opportunity to practise because eventually they can develop a habit to perform given grammar tasks more confidently, accurately and faster, and then they may be able to apply those habit formations in the context of communication. In this Diploma Paper, an author will explore how drilling as a means of differentiation and individualisation helps students in Grade 6 enhance understanding of English grammar and apply it in speaking and writing. However, the author also addresses that the students' perception of the differentiation and individualisation depends highly on the teacher. It depends on the teacher's ability to observe and learn the nuances of the particular students and whole class's learning style to be able to implement drilling practice as a means of differentiation and individualisation in the learning process.

3. CASE STUDY ON DRILLING AS A MEANS OF DIFFERENTIATION AND INDIVIDUALISATION TO IMPROVE STUDENTS' GRAMMAR KNOWLEDGE IN GRADE 6

3.1. Background of the case study

The author undertook the research at the primary school, which is located in the rural area in one of the regions of Latvia. The time frame of the research was from March 6th to April 20th. The research sample is the students from the Grade 6, who are approximately at the age of 11-13. The Grade 6 class is small and only consists of seven students, this is a typical situation in rural schools of Latvia. Over the period of time, since the author has been teaching in this school, the author has observed that there is a low level of English knowledge among the students in this class. The author has observed that particularly three of the students have extremely low knowledge of English if compared with the expected level at this class group. Furthermore, the author did not need to run specific tests to test their prior level of knowledge because before the research commenced, the author had several months to observe the level of English of these students. For example, the author noticed that those students lack a knowledge of basic grammar in English and those students could not use the language in the communication, and they lacked the basic vocabulary of the language. To understand the underlying causes of this, the author discovered that two of these students are students with special educational needs and they have a special learning plan to achieve their learning goals in other subjects.

In addition, the author noticed that almost all of Grade 6 students have issues with the behaviour and motivation in the learning process. Clearly, as it has been stated previously in the review of theory of the Diploma Paper, the students at this age group usually are at a critical point in their development, their physical appearance starts to change, the relationships with their peers become the main focus point, and students at this age start to question authority and test the set boundaries (Svence, 1999; Seedling, 2018). Furthermore, the author of the Diploma Paper has observed that only one particular student has a good spoken English in Grade 6, however he lacks the knowledge of English grammar, but at the same time, this student grasps the grammar concepts rather quickly. By the observation of the author, actually, the majority of the students in the class have got deficient knowledge of English grammar. The author has noticed that the students in Grade 6 could not form basic sentences in a correct grammatical way. They did not

have a perception of the difference of the present and past tense in English, except for one student.

After learning to make sentences in the past tense with regular verbs almost all students in Grade 6 grasped the concept well, except the author noticed an issue of the low knowledge of the verb vocabulary (only one student in the class had a knowledge of the most common verbs in English). Also, to form given regular verbs in the past tense with an assistance of the teacher's prepared remainders on the board, were not so problematic, looking at the topic's test results. Adding the ending *-ed* to the verbs, to make sentences in the Simple Past tense, was a manageable task for the whole class and for the students with the low previous knowledge and for the students with the special educational needs with an assistance of the remainders, as well. However, as a next topic of learning was the Simple Past with irregular verbs, the author observed that except of the one student, the rest were struggling with the first given task about making sentences in the Simple Past, using irregular verbs, the task was from the English students' book that was allocated as a learning material from the school (see in Appendix 1).

The students apparently had not learnt this grammar concept previously, the reason could be the consequences of the Covid pandemic, a lack of English teacher for some time in a school and the individual background of each student. Then the author observed that particularly, as mentioned before, three students could not pick up this grammar structure. As a result, an author came to the resolution to use drilling as a means of differentiation and individualisation for these students to teach them a concept of the Simple Past tense with irregular verbs.

In all, the case study consists of the following stages:

1. the author's observations in six lessons;
2. an analysis of students' work;
3. a questionnaire for students.

3.2. Observations of the lessons

Grade 6 students were supposed to learn the Simple Past tense with irregular verbs, followed by the Present Continuous tense. For the Simple Past tense, drilling exercises were used to practise forming sentences with irregular verbs in their past form. In addition, students learned to construct sentences in the Present Continuous tense by adding the ending "-ing" to the verbs. Initially, the research was meant on the particular students who had almost non-existent base of English grammar knowledge, the author was prepared that some time would be allocated at the

end of the lessons to work with these students in a differentiated and individualised approach using drilling practice, but when the research lessons started, the author as a teacher observed that all of the students keenly wanted to participate in the tasks which at first were designed for the particular three students. So, the approach of the differentiation and individualisation changed its initial course from the allocated time at the end of the lessons to the more practice time for the particular students at the lessons while the rest of the students were doing other given activities and tasks. On some occasions, the differentiation and individualisation strategy was implemented to such an extent in the lesson that all students actively participated without realising the presence of this strategy. The author has noticed that the students' perception of the differentiation and individualisation depends highly on the teacher. It depends on the teacher's ability to observe and learn the nuances of the particular students' and whole class's learning style. As mentioned before, the class is small in an amount of students and in general, students in this class are close to each other, they know each other quite well. So, participating in activities together for them is a part of their developed behaviour. As a result, an author has chosen to differentiate and individualise the grammar drilling exercises by the drilling practice's intensity and the duration of time for three students (two students with special educational needs, the students - A and B and the one with a low level of English knowledge, the student - C).

Summary of the author's observations in the lessons:

Lesson 1 (all details of the lesson structure can be seen in Appendix 2).

The main observation and astonishment for the author in the first lesson of teaching Simple Past with irregular verbs, was the students' lack of vocabulary of the verbs. The teacher prepared six common verbs (regular and irregular) different for each student (see in Appendix 3), the initial plan was that students would write next to the verbs the past form of these verbs and, if they did not know the past form, they were allowed to use their phones to search on the internet the past forms of the given verbs. However, the majority of the students were struggling with the meanings of the verbs in Latvian, so the author added an instruction to translate (using digital platforms, such as Google translator) the given verbs in Latvian and write their translation also next to the given verbs. In this lesson all students were given an instruction to drill their verbs in the spoken form in turns – the base of the verb, its past form and its Latvian translation (go – went - iet). Then students had to write six sentences in the Simple Past form using their verbs and an adverb *yesterday*. At the end of the lesson, each student shared with the class their two

written sentences. Overall, the lesson went well and the simple drill practice was successful because all of the students were keenly participating in it.

Lesson 2 (all details of the lesson structure can be seen in Appendix 4).

The author decided that at the start of this lesson, students need a task through which, they will be able to see the difference between the present and the past time more accurately. So, the teacher used a game element in the lesson, the teacher used a well-known game, called Kim's game (see the elements of the game in Appendix 5) to show the students the difference between the present and the past. Within elements of the game, the students practised a drill with *there are* and *there were*. This lesson was attended only by four students including three students to whom drilling exercises had been created in particular. Also, all students at the lesson drilled common verbs (from the given crossword – see in Appendix 6), their present and past forms together with adverbs *usually* and *yesterday*. For example, usually – buy, yesterday – bought, usually – read, yesterday – read (the teacher addressed that in the past, a verb read in the written form stays the same, only in the spoken form it changes to 'red'), usually – eat, yesterday – ate and so on. More advanced student was undertaking a task – find someone who (see in Appendix 6). To summarise, a lesson was very successful because of the attendance of all three students to whom a drill practice was intended at the first place. All students were enthusiastic at doing the tasks, sometimes the behaviour issues arrived, but above all, the lesson was success.

Lesson 3 (all details of the lesson structure can be seen in Appendix 7).

For this lesson, the teacher prepared twelve common irregular verbs in the table, in the first column (see in Appendix 8). Those verbs were chosen on a base of the most common activities that people usually undertake during a day and a night-time. Also, on a board as a reminder, the teacher wrote an adverb – *usually* and the present tenses, such as 'I eat breakfast at 7.00 am', 'I go to school at 8.00 am' and also, and adverb – *yesterday* and the past tenses accordingly – 'I ate a pizza for dinner', 'I went to visit my grandmother'. So, this time a drill practice involved to drill those verbs in a manner - usually – go, yesterday – went, usually – eat, yesterday - ate, usually - see, yesterday – saw and so on. Also, the teacher instructed to write five sentences with those verbs in the present and past form and share with the rest of the class. This lesson was not attended by one student, the student A. The rest of the students were at the class. One student (the student B), to whom drill activities were particularly intended, was not behaving well at this lesson, he was not concentrating hard enough to be able to produce a qualitative work, also he was struggling with the meanings of the verbs, so the teacher went

through all the meanings of the verbs together with him (see his worksheet in Appendix 9). Meanwhile, other students were writing sentences in the present and past form, the teacher invited that particular student individually to drill translations, the present and past forms of the verbs in a table. In addition, the teacher encouraged the student to use the remainder of the board to form sentences with verbs in the present and past form. At the same time, other student (the student C) to whom the drill activities were intended in particular, besides, that he did not want to share his produced work with the class, did a good work. The teacher already has noticed his grammar improvement in the third lesson as an evidence is - his produced worksheet (see in Appendix 8). In summary, the opinion of the author is that this lesson was successful, even so that students had issues with their behaviour, the author in some students' work already could see improvements in their skills.

Lesson 4 (all details of the lesson structure can be seen in Appendix 10).

At this lesson, six students were participating (the missing student was the student A). At the start of the lesson, the teacher asked each student a question 'What did you do yesterday' (the reminder of adverbs - *usually* and *yesterday* and examples of the present and past sentences also were written on the board). Using reminder, all students could produce the answers. This lesson intentionally has been structured where the main focus was on the communication, using the Present Past tense with irregular verbs. Additionally, the table with the irregular verbs, was adjusted with the pronoun 'I' (see in Appendix 11). The drill activity involved to drill sentences in this manner - usually - I go, yesterday - I went, usually - I eat, yesterday - I ate, usually - I see, yesterday - I saw and so on. This time the teacher also added a new irregular verb get - got. Then the teacher asked to answer in the written form a question 'What did you do yesterday?', using all given irregular verbs and the Simple Past tense structure. Again, the student (the student C) to whom in a means of differentiation drilling activities were intended, produced a good work, he produced all irregular verbs' past forms in a correct manner (see his worksheet in Appendix 11). He was struggling a bit with the sentence formation, but also he was addressing that he was not feeling quite well that day. The other student (the student B) to whom the drilling activities were intended in particular, was not doing so well, he was still struggling with the formation of the irregular verbs' past forms and he could not write any sentences, however by the observation of the teacher, it was more based on the issues of the behaviour than on the ability to grasp the concept and to form and to write the sentences (see his work in Appendix 12). While other students were writing the sentences, the teacher individually with that student undertook a

drilling activity – the student drilled irregular verbs’ translations in Latvian and the verbs’ present and past forms. For the record (see in Appendix 13), the more advanced student’s work was great, the teacher has observed that this student has grasped the grammar concept really well. The rest of the lesson, the students were working in pairs, practising to answer the questions in the Simple Past form (see the given questions in Appendix 15). Overall, the task was successful as all students keenly participated in the activity (even students who did not feel well and students who had behaviour issues), they were using the written reminder from the board to make answers about each other. The teacher was really pleased because everyone made an effort to form answers in a correct manner.

Lesson 5 (all details of the lesson structure can be seen in Appendix 14).

This lesson also was intended to encourage the students to communicate and practise to use the Simple Past tense with irregular verbs in the conversation. The drill activity was undertaken by the whole class (only five students were attending the lesson, this time all students to whom particularly the drills were intended, participated at the lesson). Altogether twelve verbs were practised – to go, to eat, to see, to do, to read, to write, to sing, to take, to buy, to drive, to sleep, to make, using adverbs usually and yesterday. Usually – go, yesterday – went, usually – eat, yesterday - ate, usually - see, yesterday – saw and so on. Also, the teacher distributed several question strips to each student. Then each student had to answer the questions in a spoken form. Each student had different questions (see in Appendix 15). The students were jovial and they keenly participated in all activities of the lesson. The teacher was really surprised that the lesson went so well. The students especially enjoyed the task with dices, they enjoyed to roll the dices, and then it gave them an excitement to wait what numbers they will get. This was the last lesson of the learning the Simple Past tense with irregular verbs, using drilling practice. The next lesson was planned to be a test lesson, so the teacher reminded to the class to revise all given irregular verbs at home before the next test lesson. Particularly, the teacher gave instructions to revise to the students to whom drilling activities were intended as a means of differentiation and individualisation, the teacher also gave to those students - copies of all verbs used at the lessons’ drilling practice activities, for the purpose to drill them more at home before the test lesson.

Lesson 6 (all details of the lesson structure can be seen in Appendix 16).

The research was time constraint because of that reason, the author could not carry on with the drilling practice to differentiate and individualise the learning process when teaching the grammar structure of the Present Continuous tense within the research. However, after the

students had taken a test of the Simple Past with irregular verbs, the teacher within a time frame of the research still had one allocated lesson where the drilling practice as a means of differentiation and individualisation was used. In fact, that lesson was the most successful of all, the reason could be that the Present Continuous concept is easier to grasp for the most of the students who learn English as a foreign language, also the reason could be that the students by then already got used to the teaching approach by their teacher or it could be the fact that all students were at the lesson and some of them that day were willing to work well. An author at the lesson distributed different worksheets – different for the more advanced students (see in Appendix 18) and different for the students (see in Appendix 17) to whom in particular the drilling practice was addressed. Overall, the lesson went well and the aim of the lesson was achieved.

3.3. The test results

The analysis of the test (the test copy can be seen in Appendix 19) results are based on the work of three students (the student A, the student B and the student C) to whom the drilling practice was intended as a means of differentiation and individualisation to improve grammar knowledge in the English lessons. The rest of the students in the class, had great results in the test. All of those students picked up a grammar structure of the Simple Past with irregular verbs really well. Taking in consideration the previous low grammar knowledge in English of Grade 6, particularly of the students A, B and C, an author is of the opinion that these students did quite well at the test (see Appendix 20, Appendix 21, Appendix 22). Especially, the author was impressed by the result of the student B (see in Appendix 22) who struggled the most at the lessons. It seemed like the student was not grasping the grammar concepts through the drilling practice at the lessons, however the test result shows that on the whole, that particular student did well, he managed to write all given irregular verbs' past form in a correct way, except for the one, he wrote - I sleep – I slape. Also, he managed well to answer all written questions, in spite of that the written answers are short and with slight mistakes, it is certainly achievement for that student. As, already the author noticed in the lessons that the student had issues with the behaviour and not with the ability to grasp a concept. Also, noticeable improvement certainly is due to the fact, that the teacher took an individualised approach and undertook the drill activity individually at the lesson time with the student. In addition, the teacher gave the learning materials as homework for that student to prepare for the test. In the end, it is expected that

students with special educational needs can take a longer time to grasp new concepts not only in the language lessons, but also in other subjects.

Also, the author is impressed by the work of the student, who was missing from two lessons due to the illness (the student A). His test result as well shows noticeable improvement (see Appendix 20). Taking in consideration his previous low ability to use English grammar, this is also an improvement due to the drilling practice activities undertaken in the particular lessons. Clearly by any other standards, the work of the student A is far from the perfect, however the fact that the student A could comprehend the given questions and produce the correct answers to them, is a noticeable progress for this individual student. The teacher also sees this work as an achievement and a strong base for the future development.

As regards to the result of the student C (see Appendix 21), an author notices a good result, which is attributed to the drilling practice. The student C has written the past form of all irregular verbs in a correct manner. In fact, all three students have written really well the past forms of the given irregular verbs and that is definitely due to the drilling of those verbs at the lessons. The teacher has observed that these students lack the vocabulary to produce the answers to the given questions, but the main intention was that the students are able to make the Simple Past sentences with irregular verbs grammatically correct, and that aim is certainly achieved. For the future development, these particular students and all students at Grade 6 should carry on with the communication tasks to practise the Simple Past tense in the conversation. As the foundation of the grammatical structures is established, the students can continue to progress and use that base for a means to communicate in English.

3.4. Questionnaire results – students' responses to the questionnaire

When the lessons in which the drilling practice was used to improve grammar knowledge in Grade 6 concluded, the teacher asked the students to participate in the questionnaire on their experience while learning English grammar tenses – Simple Past with irregular verbs and Simple Continuous, using drilling practice. As it is seen in the Figure 1. six of all students are of the opinion that the drilling exercises were helpful for improving their skill to use the Simple Past and Simple Continuous tenses. The students' opinion correlates with their test results of the Simple Past theme. Respectively, it proves that drilling improves mastery of doing a task by providing students with repeated opportunities to practise and refine their abilities as stated in theory of the Diploma Paper by McCaul (1973), Paulston and Bruder (1976), Swanson and Sachse-Lee,

Heward (2003), Ellis (2006), Fereydoonyzadeh and Gholami (2016), De Mello Carriel (2018) and Abdulaziz (2019).

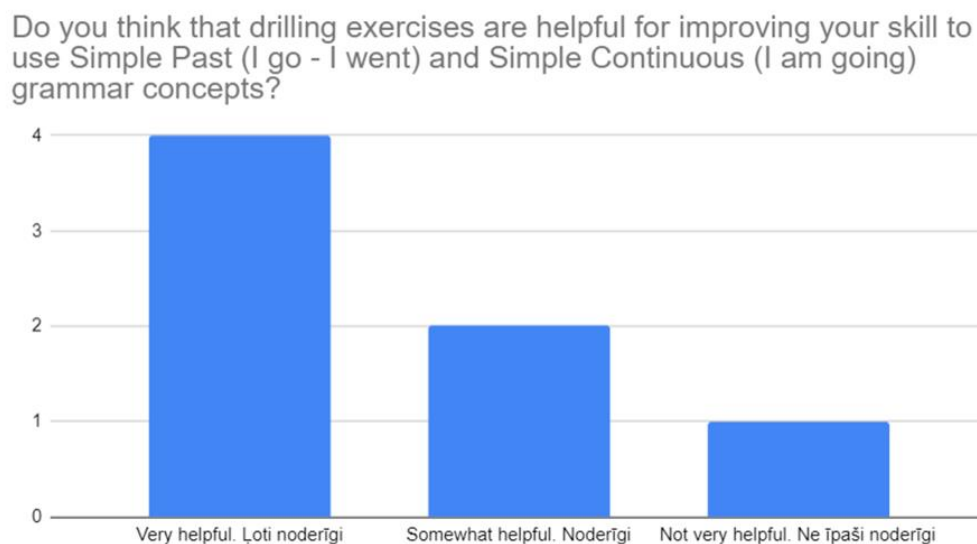


Figure 1. Showing students' answers about, how helpful in their opinion are drilling exercises for improving their skill to use the Simple Past and the Simple Continuous tenses.

Furthermore, in the questionnaire – there were questions (see in the Figure 2. and in the Figure 3.) regards to the students' confidence of their ability to use Simple Past and Simple Continuous grammar structures in a written and spoken forms, in both instances, the majority of the students stated that they are 'somewhat' confident. Taking in consideration the fact that students prior that - had not a perception of using those grammar structures properly, these answers are encouraging and in line with the statements in the theory in the Diploma Paper that the drilling can help students to feel more confident in their abilities, especially if they struggle with a particular skill or task. The repeated practice can help to reduce anxiety and build self-assurance (Paulston and Bruder, 1976, Brophy, 1986, Heward, 2003, Swanson & Sachse-Lee, 2000, De Mello Carriel, 2018 and Abdulaziz, 2019).

How confident do you feel about your ability to use Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures correctly in written form?

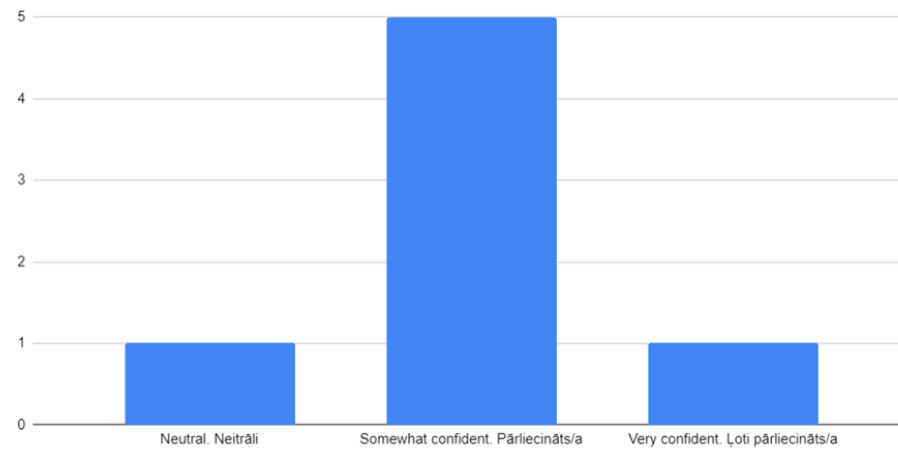


Figure 2. Showing students' answers about, how confident students feel about their ability to use the Simple Past and the Simple Continuous grammar structures correctly in a written form.

How confident do you feel about your ability to use Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures correctly in spoken communication?

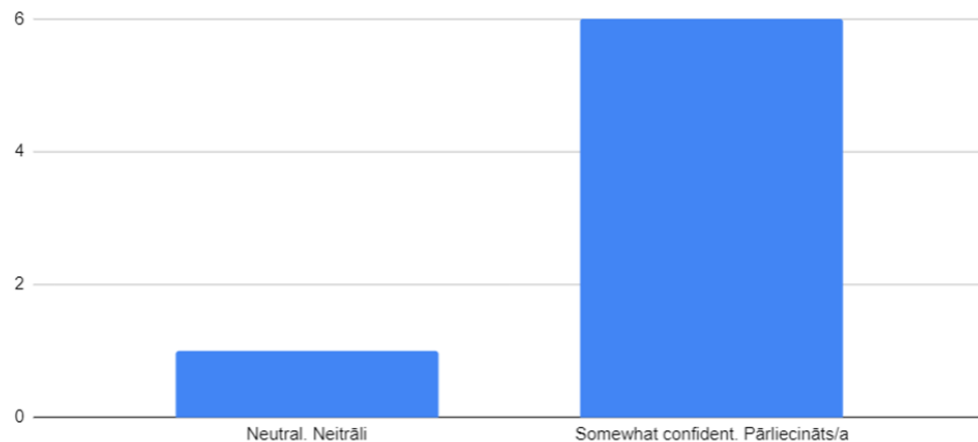


Figure 3. Showing students' answers about, how confident students feel about their ability to use the Simple Past and the Simple Continuous grammar structures correctly in spoken communication.

Also, as stated before in Chapter 2, by Ellis (2006) that the teacher should make sure that students do understand what are they practising at the drilling activities, so that the drills are not meaningless. Additionally, as stated before in the theory of the Diploma Paper, the teacher needs to act with a creative and flexible approach, focusing on the student, adapting to the individual needs of each student, perceiving each student as a unique and capable personality. So, the students' answers that are seen in the Figure 4. in this particular occasion confirms that the teacher assisted well the students at the learning process and subsequently at the drilling practice.

As the students mainly chose an answer to the question ‘Do you think that you received enough guidance and support from your English teacher to understand and use Simple Past (I go - I went) and Simple Continuous (I am going) effectively?’ – yes, usually and yes, always. It confirms also an opinion of the author of the Diploma Paper that the students’ perception of the differentiation and individualisation depends highly on the teacher. It depends on the teacher’s ability to observe and learn the nuances of the particular students’ and whole class’s learning style to be able to implement drilling practice as a means of differentiation and individualisation in the learning process.

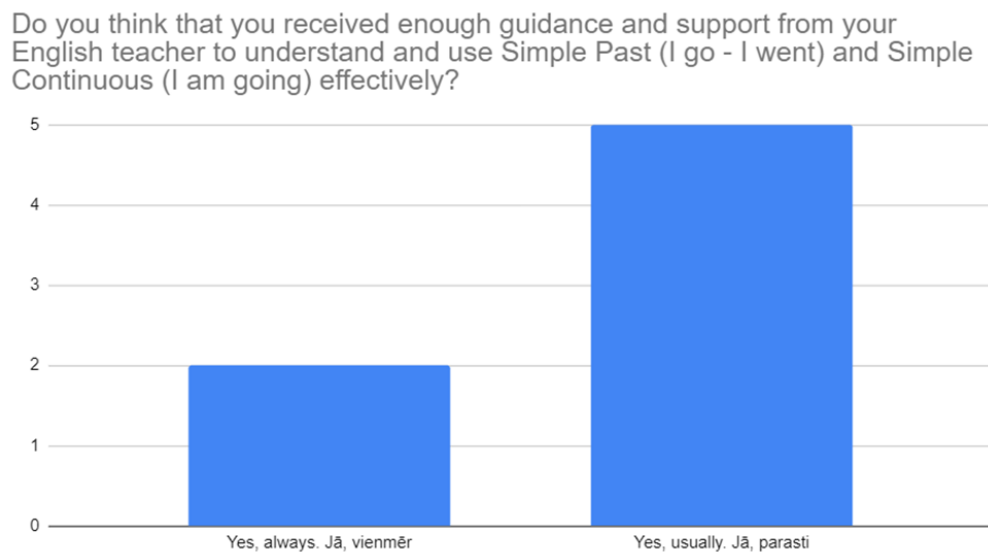


Figure 4. Showing students’ answers about their opinion of their teacher if she provided enough guidance and support in the learning process.

In the next Figure 5, there are seen more mixed answers to the question ‘Did you enjoy learning Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures, using drilling practices?’. The students’ answers - sometimes and - rarely confirm the theory of the drilling practice that it can be tiring and too repetitive. In this instance, two of the students on rare occasions or sometimes did not find enjoyment of learning the grammar structures, as in every lesson there were also drilling activities, it means that they not always enjoyed those as well. However, as stated above, at this occasion, it is an opinion only of two students. An author of the Diploma Paper has suggestion that it is possible to transform the drilling practice more appealing by diversifying the process by adding more audio and video materials, also some on-line activities (in this case, the teacher by her observation, did not attend to use on-line activities

as the Grade 6 students usually have issues with their phones, they tend to forget them at home or their phones' batteries are low or they have issues with the internet access on their phones).

Did you enjoy learning Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures, using drilling practices?

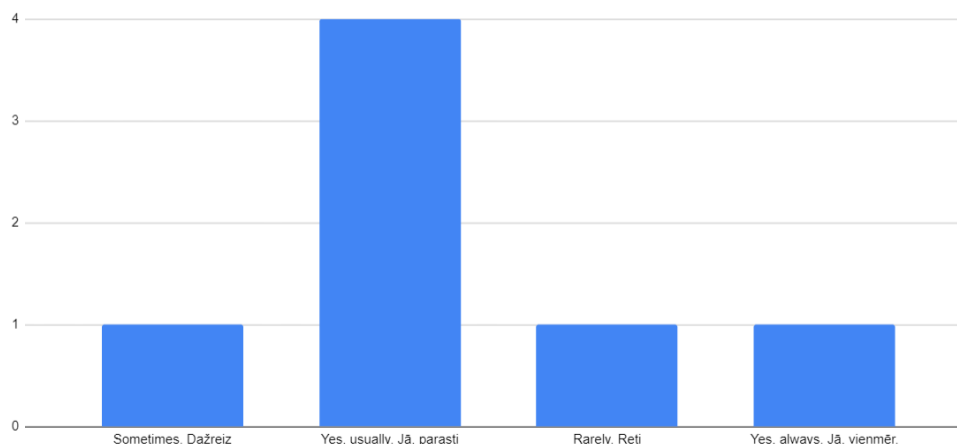


Figure 5. Showing students' answers to the question 'Did you enjoy learning Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures, using drilling practices?'

At the questionnaire, the last question was an open question about students' opinion what else would have helped them to learn the grammar tenses of the Simple Present and the Simple Continuous more effectively? The answers are relevant, the majority of the students state that they have to improve their memory and English, so it means that they are aware of the fact that they have to improve their skills in English lessons. In this instance, certainly the drilling practice by the nature of the rotation, repetition and automatization helped students to improve their memory and in general, English skills, more precisely in this occasion - the grammar knowledge. One student gave an answer that he or she has to learn and listen more, another student stated that there is a need to write less and speak more, which is a good suggestion because English language is a tool for the communication, and it is an aim of the learning English, to enable the students to use it for the communication purposes. Also, other student has stated that there is a need that (presumably) the teacher has to explain better. It is a good learning curve for the teacher, the teacher has to reflect on this answer and act upon it in the next lessons in a discreet manner. Furthermore, the answer by the one student was that he or she acknowledges that he or she has to do more homework at home.

What else do you think would have helped you to learn the grammar tenses of Simple Present (I go - I went) and Present Continuous (I am going) more effectively?

Kā Jums šķiet, kas vēl Jums būtu palīdzējis, lai Jūs spētu efektīvāk apgūt Vienkāršās tagadnes (I go - I went) un Ilgstošās tagadnes (I am going) gramatikas laikus?

7 responses

The image shows a list of seven student responses to the question. Each response is contained within a light blue rectangular box. The responses are:

- uzlabot atmiņu un angļu valodu
- Mācīties un klausīties.
- Man vajadzētu uzlabot atmiņu un angļu valodas zināšanas.
- Biku mazāk rakstīt un vairāk runāt par šo tēmu.
- Man vaig uzlabot angļu valodu un runāšanu un rakstīšanu
- Paskaidrot labāk
- pildīt mājas darbus vairāk

Figure 6. Showing students' answers to the open question – in their opinion what else would have helped them to learn the grammar tenses of the Simple Present and the Simple Continuous more effectively?

To conclude: Grade 6 students' answers of the questionnaire show that overall, the drilling practice was helpful to improve their grammar skills, the students are confident about their ability to use learned grammar structures – the Simple Past with irregular verbs and the Simple Continuous tenses in the written and in the spoken forms. Two of the students addressed that they sometimes or rarely enjoyed the lessons, when they learned the Simple Past and the Simple Continuous grammar structures. To improve this claim, the drilling practice can be and has to be diversified by adding audio and video aids and on-line activities. Furthermore, the open question's answers gave a good insight of the students' opinions about the learning English grammar, a majority of the students stated they have to improve English skills, so it means, they acknowledge the importance of the learning English.

Conclusion

In conclusion, the findings of this Diploma Paper suggest that drilling can be an effective means of differentiation and individualisation in English lessons to improve students' grammar knowledge in Grade 6. The study has shown that drilling can be used to help students achieve mastery in grammar by providing repeated exposure to grammar structures and allowing for individualised practice. Furthermore, the study highlights the importance of an ability of the teacher in the effective use of drilling as a teaching tool. Teachers need to be aware of the different types of drilling techniques and how they can be used to differentiate instruction and cater for individual student needs. Moreover, drilling can also promote learner autonomy and self-confidence by providing opportunities for students to practise and apply their grammar knowledge independently. By gradually increasing the complexity and difficulty of the drills, teachers can help students to build their grammar proficiency and achieve greater mastery of the language. However, it is important to note that drilling should be used in conjunction with other teaching methods and activities to ensure a well-rounded and holistic approach to language learning.

Particularly, a case study of the Diploma Paper focused on the use of drilling as a means of differentiation and individualisation in English lessons to improve students' grammar knowledge in Grade 6. The study included the author's observations in six key lessons, an analysis of students' work and a questionnaire for students. Through these components, valuable insights were gained into the effectiveness of drilling as a teaching strategy and its impact on students' grammar proficiency. The author's observations in the case study yielded six important lessons. These lessons highlighted the benefits of incorporating drilling activities into English lessons, such as promoting active engagement, providing repetitive practice, enhancing memorisation, improving accuracy, boosting confidence and increasing students' overall understanding of grammar concepts. These observations shed light on the potential of drilling as an effective instructional technique for enhancing students' grammar knowledge and skills. Furthermore, the analysis of students' work played a crucial role in evaluating the impact of drilling on their grammar proficiency. By closely examining their test results, the author gained insights into the students' progress, strength and areas for improvement. The analysis revealed positive outcomes, indicating that drilling activities had a noticeable impact on the students' grammar knowledge and application. It demonstrated that regular and targeted practice through drilling contributed to their mastery of grammar rules and structures. Additionally, the

questionnaire administered to the students provided a valuable opportunity for them to share their experiences and perceptions regarding the use of drilling in English lessons. The feedback collected through the questionnaire provided valuable insights into students' engagement, motivation and preferences for drilling activities. It indicated that students found drilling to be beneficial in consolidating their grammar understanding, improving their accuracy and enhancing their overall confidence in using the English language. Overall, this case study highlighted the effectiveness of drilling as a means of differentiation and individualisation in English lessons to improve students' grammar knowledge in Grade 6. The observations, analysis of students' work and questionnaire responses all pointed towards the positive impact of drilling on students' grammar proficiency. These findings emphasise the importance of incorporating drilling activities into English lessons as a targeted strategy for promoting students' understanding, accuracy and confidence in using grammar rules and structures. By considering the insights gained from this study, educators can effectively utilise drilling techniques to cater for the diverse needs of students, differentiate instruction and foster individualised learning experiences. Implementing drilling activities as part of English lessons can enhance students' grammar knowledge, ultimately contributing to their overall language development and proficiency.

Overall, the results of the Diploma Paper provide an evidence-based support for the use of this teaching strategy and underscores the need for further research in this area. This Diploma Paper highlights the potential of drilling as a means of differentiation and individualisation in English language teaching and provides insights and recommendations for teachers who seek to incorporate this technique in their classrooms. Further research is needed to explore the effectiveness of drilling in different contexts and with diverse groups of learners, as well as to identify the optimal frequency, duration and intensity of drilling activities. Finally, it is recommended that future research explores the long-term effects of drilling on student motivation and language proficiency. While this study has provided evidence for the effectiveness of drilling in improving grammar knowledge in the short term, it is important to investigate whether these gains are sustained over time and whether drilling has any negative effects on student motivation or language learning.

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Appendices

Appendix 1


Tasks for practising the Simple Past in the student's book

Language space 2B

7 Complete the diary entry with the past simple form of the verbs in brackets.

A disastrous camping holiday

Last summer Rob and Olivia ¹ went (go) camping with their parents. They ² (take) a big tent and lots of food. Mum ³ (drive) and Dad ⁴ (read) the map. Olivia and Rob ⁵ (watch) DVDs. But Dad ⁶ (make) mistakes so the journey took a long time. The weather changed. At the camp site they ⁷ (put) up their tent in the rain. They ⁸ (eat) cold food because Dad ⁹ (forget) the cooker. It was a terrible night. In the morning Olivia ¹⁰ (wake up) and ¹¹ (listen) to the rain. She ¹² (get washed) but the water was cold! What a holiday! The rain ¹³ (stop). Rob and his dad ¹⁴ (swim) in the sea but the water was cold. Mum ¹⁵ (forget) her swimming costume. And Dad ¹⁶ (lose) his glasses. Then Mum and Dad ¹⁷ (put) the tent in the car and ¹⁸ (take) them all to a hotel. They ¹⁹ (sleep) in nice beds, they ²⁰ (eat) great food and they ²¹ (read) books by the pool!



8 Complete the sentences for you.


1 Last year I	5 Yesterday afternoon my best friend
2 Last week my class	6 Yesterday evening my mum
3 Last night my	7 One month ago
4 Yesterday morning	8 One hour ago

Communication

09 Complete the conversation with the words in the box. Then listen and check.

have platform single help what please here

Cashier Good morning. How can I ¹ you?
Daniel Can I ² a ticket to Manchester, ³?
Cashier Would you like a ⁴ or a return?
Daniel A return, please.
Cashier That's £5.50, please.
Daniel ⁵ you are.
Cashier Thank you.
Daniel ⁶ time's the next train?
Cashier Let me see. The next train for Manchester leaves at one o'clock.
Daniel What ⁷ does it leave from?
Cashier It leaves from platform 9.



Travel Unit 2 17

Latvijas Universitāte, Pedagoģijas, psiholoģijas un mākslas fakultāte, Skolotāju izglītības nodaļa
2. līmeņa profesionālās augstākās izglītības studiju programma "Skolotājs"
(programmas kods 46141)

Lesson Plan 1

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	06.03.2023.
Class:	Grade 6
Number of Students:	7
Subject:	English
Aims:	First of all, to enable students to recognise the difference between Simple Present and Simple Past tenses. Secondly, to enable students to recognise the difference between regular and irregular verbs when making sentences in the Simple Past tense. Consequently, enable students to make sentences in the Simple Past tense using irregular verbs in the spoken and written forms.
Anticipated learning outcomes:	By the end of the lesson, students will be able to recognise the difference between Simple Present and Simple Past, also they will be able to recognise the difference between regular and irregular verbs in the Simple Past context. Also, students will be able to make sentences using Simple Past tense and write and tell about what they did yesterday.

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
5 min	To enable students to recognise the difference between Simple Present and Simple Past tenses.	A teacher has prepared a set of six verbs (some of them are regular and some of them are irregular verbs) in the Simple Present form for each student (each student has different verbs). The teacher asks students to make past form of these verbs. Further, students come to the conclusion that the lesson's achievable aim is to learn about Simple Past tense. In addition, the teacher observes that more than half of students struggle with the given task, because some of them do not know the translation of some verbs in the language of their origin and they can not make past forms of the irregular verbs.	The teacher has prepared and distributed a set of six verbs for each student.
10 min	To understand the meanings of the given verbs and make their	The teacher instructs students to use translation and research tools on their phones, to find the meanings and past forms of the given verbs.	Each student using their phone's digital

	past forms.		tools looks for the asked information.
10 min	To recognise the difference between regular and irregular verbs. Also, to practise the meanings and simple and past form of the given verbs.	Simple drill technique is used (as a repetition helps to embed new knowledge); the teacher asks each student to repeat verbs' Latvian translation and simple and past form in English. In the class, discussion develops about the difference between regular and irregular verbs. As, students in the previous lessons learned, how to make Simple Past sentences using regular verb form, students recognise the difference between verbs with -ed ending (regular verbs) in the past form and verbs that changes in the past form (irregular verbs).	The teacher instructs, how to do a <u>drill activity</u> . The teacher asks students to tell the difference between given verbs' past forms.
10 min	To practise - to write and speak sentences in the Simple Past form.	The teacher asks each student to write six sentences in the Simple Past form, using given verbs and using an adverb – Yesterday.	Students write six sentences in the Simple Past form.
5 min	Reflection.	The teacher asks each student to tell two of their written sentences with irregular verbs in the Simple Past form.	Each student tells their two written sentences.

Appendix 4

Latvijas Universitāte, Pedagoģijas, psiholoģijas un mākslas fakultāte, Skolotāju izglītības nodaļa
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Lesson Plan 2

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	09.03.2023.
Class:	Grade 6
Number of Students:	4
Subject:	English
Aims:	To practise - making irregular verbs' past form and making sentences in the Simple Past form.
Anticipated learning outcomes:	By the end of the lesson, students will be able to make some irregular verbs' past form and create Simple Past sentences with irregular verbs.

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
8 min	To practise irregular verbs' past tense in the spoken form. To recognise a verb (irregular) changing from a present form to the past form.	A teacher has written on the board: There are.....NOW. There were.....few minutes ago. The teacher is using a game that is known as a Kim's game; the teacher puts under a blanket some objects such as a book, an orange, a Lego brick, keys, a glue stick, a pen, a pencil, a piggy bank, a clock, a toy - Mrs Strawberry, a toy - Mr Orange, scissors, twelve objects altogether. The blanket has been taken away, and the teacher, using a drill technique, asks each student to tell, what they see, starting with a phrase, there are..... Then, when all students had their turns, the teacher covers objects and asks each student to tell all objects, what they can remember, using the phrase, there were. Each student has an opportunity to practise a drill of there are.....now and there were....few minutes ago.	The teacher gives out instructions on, how to navigate the task and a <u>drilling practice</u> .

15 min	To practise past form of the irregular verbs in the written form.	The teacher gives out to the students, crosswords - the present form of the verbs are given, and students have to write in the crossword the past form of the irregular verbs. Irregular verbs given are as follows: buy, read, eat, understand, say, make, drive, come, take, do, sell, drink, twelve irregular verbs altogether. If necessary, students can use their phones to find meanings and the past form of the irregular verbs. More advanced students, in this instance, one student can carry on with another task - find someone who , for example, got up before seven am today, went to bed after midnight last night etc. As, this particular student is only advanced student at the class, the teacher gives him instruction to answer questions based on his previous knowledge about his friends or family members, or about himself.	The teacher distributes worksheets containing a crossword and a task – find someone who.
7 min	To practise to write sentences in the Simple Past form, using irregular verbs.	The teacher asks students to write five sentences in the Simple Past form, using irregular verbs from the crossword or, if they know some other irregular verbs, they can use them.	The teacher asks students to write the sentences, to make it more clearly for students, the teacher advices to use an adverb – yesterday in the end of each sentence.
10 min	Reflection.	The teacher asks each student to share two of their written sentences with the rest of the class. Also, the teacher asks all students to say all verbs from the crossword in the present and past form, using adverbs – usually and yesterday. Usually - buy, yesterday - bought, usually - read, yesterday - read and so on.	The teacher asks to share the sentences and invites all students to <u>drill irregular verbs</u> present and past forms from the crossword.

Elements of a game in the drilling practice, Kim's game



Simple Past Crossword and a task – Find someone who

Simple Past Crossword

Across:

- 2. buy *bought*
- 4. read *read*
- 5. eat *ate*
- 7. understand *understood*
- 11. say *said*
- 12. make *made*

Down:

- 1. drive *drove*
- 3. come *came*
- 6. take *took*
- 8. do *did*
- 9. sell *sold*
- 10. drink *drank*

Find someone who:

	name	extra information
watched a movie last night	<i>Fanni</i>	<i>eated food and watched movie</i>
Didn't have breakfast this morning	<i>Edgar</i>	<i>I was lazy so I didn't want to eat</i>
was born in another country	<i>idk</i>	<i>idk</i>
got up before 7am today	<i>me</i>	<i>always wake up in the morning to go to school</i>
made a phone call yesterday	<i>Fanni</i>	<i>playing video</i>
went to bed after midnight last night	<i>Edgar</i>	<i>didn't want to go to bed</i>
played a sport for their school	<i>Edgar</i>	<i>I love sport when I go to play for 24</i>
<i>don't want to go to the sport</i>	<i>Fanni</i>	<i>hey so say it that why he doesn't want</i>
<i>don't want to go to the school</i>	<i>Edgar</i>	<i>hey pretending to be sick so he doesn't want to go to the school</i>

Example

Did you watch a movie last night?
- Yes, I did

What movie did you watch?
- I watched Interstellar. I liked it a lot.

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Lesson Plan 3

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	20.03.2023.
Class:	Grade 6
Number of Students:	6
Subject:	English
Aims:	To learn - to write and use irregular verbs' past form and make sentences in the Simple Past tense.
Anticipated learning outcomes:	By the end of the lesson, students will be able to recall irregular verbs' past form and make sentences in the Simple Past tense. Also, students will be able to use the Simple Past tense in the communication, for example, they will be able to answer questions such as – What did you see outside?

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
5 min	To enable students to recognise the difference between Simple Present and Simple Past tenses.	A teacher has divided a board into two parts. On the first part, the teacher has written an adverb <u>usually</u> , under usually – sentences – I eat breakfast at 7.00 am. I go to school at 8.00 am. On the other part, the teacher has written an adverb <u>yesterday</u> , under yesterday – sentences – I ate a pizza for dinner. I went to visit my grandmother. The teacher asks the students to tell the difference between sentences that are written on both sides. The teacher asks each student to produce an answer to the question – What did you do yesterday?	The teacher has written sentences on the board and asks students to tell the difference between them. Then, the teacher asks each student a question.

10 min	To recall irregular verbs' past form.	The teacher distributes to the class - worksheets that contains a table of irregular verbs – go, eat, see, do, read, write, sing, take, buy, drive, sleep, make , twelve verbs altogether. Students have been asked to write the past form of the each verb. After, students have written the past form of the irregular verbs, the teacher invites students to do a drilling practice: repeat each verb in the present form then in the past form, using adverbs usually and yesterday. Usually – go, yesterday – went, usually – eat, yesterday – ate, usually – see, yesterday – saw and so on.	The teacher gives out worksheets. After that, the teacher instructs students to <u>drill verbs</u> .
10 min	To practise form sentences from the Simple Present form to the Simple Past form.	The teacher asks students to write five sentences in the Simple Present form and re-write the same sentences in the Simple Past form, using irregular verbs from the given table.	The teacher asks students to write sentences.
8 min	To practise answer questions in the spoken form, using Simple Past tense.	The teacher invites the students to go outside and walk around the school. When the teacher and students are back, the teacher asks each student – "What did you see or do outside?"	The teacher and students walk around the school (the school is quite small and in a rural area). After that, students answer the question.
7 min	Reflection.	The teacher asks students to drill all verbs from the given worksheets – usually – go, yesterday – went, usually – eat, yesterday – went and so on. Before everyone goes, the teacher asks each student to produce the answer to the question – "When we walked around the school, what did you see outside?"	Each student participates in a <u>drill activity</u> and after that answer the question.

Verbs for the drilling practice

Work of the student C

GO	went.
EAT	Ate.
SEE	Saw
DO	did. Did.
READ	Read.
WRITE	Wrote.
SING	Sang
TAKE	took
BUY	Bought.
DRIVE	Drove.
SLEEP	slept.
MAKE	Made. Made. Made.

I go to school at 7:45.
 I got breakfast at 7:20.
 I do my homework to home.
 I read to book my house.
 I take where my house.

I ate We ate pizza for dinner.
 I went to visit my grandmother.
 I went to school my home 7:45.
 I brought to my school place.
 I slept to at 1:00 am.

Work of the student B

iet	GO	went
iet	EAT	ate
skot/ies	SEE	saw
dont/d	DO	did
lasit	READ	read
rasit/it	WRITE	wrote
dziolot	SING	sang
reit/rara	TAKE	took
rintit	BUY	bought
hrawit	DRIVE	drove
gulet	SLEEP	asleep
taitit	MAKE	made

I eat breakfast at

7.00 am

I go to school at 9.00 am

I sleep at 2.00

I

Appendix 10

Latvijas Universitāte, Pedagoģijas, psiholoģijas un mākslas fakultāte, Skolotāju izglītības nodaļa
2. līmeņa profesionālās augstākās izglītības studiju programma "Skolotājs"
(programmas kods 46141)

Lesson Plan 4

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	23.03.2023.
Class:	Grade 6
Number of Students:	6
Subject:	English
Aims:	To learn - to write and use irregular verbs' past form and make sentences in the Simple Past tense.
Anticipated learning outcomes:	By the end of the lesson, students will be able to recall irregular verbs' past form and make sentences in the Simple Past tense. Also, students will be able to use the Simple Past tense in the communication, for example, they will be able to answer questions such as - What did you do yesterday?

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
5 min	To recall, how to make sentences in the Simple Past form.	At the start of the lesson, the teacher has divided a board into two parts. On the first part, the teacher has written an adverb usually , under usually – sentences – I eat breakfast at 7.00 am. I go to school at 8.00 am. On the other part, the teacher has written an adverb yesterday , under yesterday – sentences – I ate a pizza for dinner. I went to visit my grandmother. Also, the teacher asks each student: What did you do yesterday? Using a toy - Baby Carrot, each student answers the question and passes the toy to the next person. The teacher asks each student to produce an answer to the question – What did you do yesterday?	The teacher has written a reminder of the sentence structures on the board and she encourages students to use them to make right sentences in the Simple Past tense.

8 min	To practise write sentences with irregular verbs in the Simple Past form.	The teacher distributes to the class worksheets that contain a table of short sentences – I go. I eat. I see. I do. I read. I write. I sing. I take. I buy. I drive. I sleep. I make. Twelve sentences altogether. Students have been asked to write the past form of the each sentence. After, students have written the past form of the sentences, the teacher invites students to do a drilling practice: repeat each sentence in the present form then in the past form, using adverbs usually and yesterday. Usually - I go, yesterday - I went, usually - I eat, yesterday - I ate, usually - I see, yesterday - I saw and so on.	Students fill worksheets and after that participate in <u>the drill practice</u> .
12 min	To practise further to produce sentences in the Simple Past tense.	The teacher asks each student to give an answer in the written form to the question "What did you do yesterday?", using all irregular verbs from the given table in the past form.	The teacher asks students to write answers.
10 min	To practise using the Simple Past in the communication.	The teacher instructs students to group in pairs and ask each other questions - What did you do last weekend? What did you eat for dinner last night? Where did you go yesterday? Did you see a movie last week? What? How many hours did you sleep last night?	Students are divided in pairs and answer questions from the given worksheet.
5 min	Reflection.	Before everyone goes, the teacher asks each student to produce an answer to the question: What did your classmate do last weekend?	Students answer the question.

Verbs with the pronoun 'I' for the drilling practice

Work of the student C

Usually	Yesterday
I GO	I went
I EAT	I ate
I SEE	I saw
I DO	I did
I READ	I read
I WRITE	I wrote
I SING	I sang
I TAKE	I took I took
I BUY	I bought
I DRIVE	I drove
I SLEEP	I slept

I get

I slept
I got.

1) I went to school
2) I ate pizza
3) I saw tree
4) I did homework
5) I read a book
6) I wrote to book
I sang a song
I took phone. I took phone
I bought map
I drove friend.
I slept yesterday.
I got money.
I go to friend drove 13.

Work of the student B

Didstins

	(PARASTI)	(VAKAR)
	Usually	Yesterday
<i>ist</i>	I GO	i went
<i>est</i>	I EAT	i ate I ate
<i>reket</i>	I SEE	i saw i saw
<i>damit</i>	I DO	i did
<i>lohit</i>	I READ	i read
<i>marhit</i>	I WRITE	wrote
<i>dsidat</i>	I SING	i song
<i>remt</i>	I TAKE	i took
<i>rikt</i>	I BUY	bought bought
<i>darwet</i>	I DRIVE	drive drive drive
<i>gilet</i>	I SLEEP	i slept
<i>darhit</i>	get	- got
<i>igut</i>		

Usually	Yesterday
I GO	I Went
I EAT	I ate
I SEE	I saw
I DO	I did
I READ	I READ
I WRITE	I wrote
I SING	I sang
I TAKE	I took
I BUY	I bought
I DRIVE	I drove
I SLEEP	I slept

I get

I got

What did you do yesterday?

- 1) I went to park yesterday.
- 2) I ate in burger king yesterday.
- 3) I saw you in ~~in~~ shop yesterday.
- 4) I did my homework yesterday.
- 5) I read book yesterday.
- 6) I wrote my sms to my friend yesterday.
- 7) I sang song yesterday.
- 8) I took my cat yesterday.
- 9) I bought water yesterday.
- 10) I drove to school yesterday.
- 11) I slept yesterday.
- 12) I got candy yesterday.

Lesson Plan 5

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	13.04.2023.
Class:	Grade 6
Number of Students:	5
Subject:	English
Aims:	To learn - to write and use irregular verbs' past form and make sentences in the Simple Past tense.
Anticipated learning outcomes:	By the end of the lesson, students will be able to recall irregular verbs' past form and make sentences in the Simple Past tense. Also, students will be able to use the Simple Past tense in the communication, for example, they will be able to answer questions such as – What did you eat for dinner last night?

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
12 min	To recall, how to make irregular verbs' past form and sentences in the Simple Past tense.	The teacher gives out cards of the irregular verbs to each student and instructs students to match each given verb's Simple Present form with its Simple Past form. Further, when students have matched all verbs, the teacher invites the students to drill all given verbs, from the Simple Present form to the Simple Past form (simple form's verbs are numbered). Altogether twelve verbs are practised - go, eat, see, do, read, write, sing, take, buy, drive, sleep, make , using adverbs usually and yesterday. Usually – go, yesterday – went, usually – eat, yesterday - ate, usually - see, yesterday – saw and so on.	The teacher has distributed two sets of twelve irregular verbs for each student. <u>Drilling practice is used.</u>
13 min	To practise, to make sentences in the Simple past form, using irregular verbs.	The teacher gives students two dices, each student has several opportunities to roll dices, the number rolled goes with the number of the previously given verbs' number.	Students roll dices and make sentences in the Simple Past form.

		After each time - the dices have been rolled, each student has to make a sentence in the Simple Past form, using rolled number to choose a verb from the given cards.	
10 min	To practise, using - in communication Simple Past tense with irregular verbs.	The teacher distributes several question strips to each student. Then each student has to answer the questions in a spoken form. Each student has different questions, for example, the given questions may be – What did you do last weekend? What did you eat for dinner last night? Where did you go yesterday? Did you see a movie last week? What? How many hours did you sleep last night? – and others in the Simple Past form.	The teacher asks students to answer the questions from the given strips.
5 min	Reflection.	Before everyone goes, the teacher asks each student to tell two sentences in the Simple Past tense, using irregular verbs.	Each student tells their sentences.

Questions in the Simple Past tense

16 Question Strips

PAST SIMPLE



• What did you do yesterday?
• What time did you go to bed last night?
• What time did you get up this morning?
• What did you have for breakfast this morning?
• What time did you arrive in class today? Were you late?
• Did you do any exercise last week? If 'yes', what kind?
• Did you watch TV yesterday? If 'yes', what did you watch?
• Did you do homework yesterday? If 'yes', what kind?
• How much money did you spend yesterday? What did you buy?
• Did you read a book or magazine last week? If 'no', why not?
• Did you eat at a restaurant last week? If 'yes', what did you eat?
• Did you get a haircut last month? If 'yes', where did you get it?
• Were you happy yesterday? If 'yes', why? If 'no', why not?
• Were you busy yesterday? If 'yes', why? If 'no' why not?
• Were you tired this morning? Why? / Why not?
• Were you bored last weekend? Why? / Why not?

1. What did you do yesterday?

2. What time did you go to bed last night?

3. What time did you get up this morning?

4. What did you have for breakfast this morning?

5. What time did you arrive in class today?

6. What did you watch on TV yesterday?

7. How much money did you spend yesterday?

8. Did you go on-line this morning?

Appendix 16

Latvijas Universitāte, Pedagoģijas, psiholoģijas un mākslas fakultāte, Skolotāju izglītības nodaļa
2. līmeņa profesionālās augstākās izglītības studiju programma "Skolotājs"
(programmas kods 46141)

Lesson Plan 6

Practice Teacher:	Maruta Korpa
Mentor:	Evija Latkovska
Date:	20.04.2023.
Class:	Grade 6
Number of Students:	7
Subject:	English
Aims:	To learn - how to make sentences in the Present Continuous tense and use them to communicate and tell what actions happen at the moment or right now.
Anticipated learning outcomes:	By the end of the lesson students will be able to make sentences in the Present Continuous tense, and they will be able to tell, what are you/they or is she/he/it doing at the moment.

Stage, timing	Objectives	Activities, instructions	Teaching aids Teaching/learning organisation form
5 min	To show, how the Present Continuous sentences are made.	A teacher has prepared a formula of the Present Continuous tense on the board. I am sing + ing. You, They, We are singing. He, She, It is singing. Phrases at the moment and right now also are written on the board.	The teacher has written clues on the board of how to make the Present Continuous sentences.
3 min	Students have a practice to answer a question using the Present Continuous tense.	The teacher asks each student to answer a question: "What are you doing at the moment?", using the Present Continuous form.	Each student answers a question. For example – I am sitting. I am looking.
10 min	Further practice to use the Present Continuous tense communicatively.	The teacher on the projector screen shows twenty five pictures where different actions/activities are seen. Each student tells what is happening in the picture using the Present Continuous tense.	The teacher asks each student to tell what is happening in the

			picture or what a person or people are doing in the picture.
20 min	To practise - to write verbs and sentences in the Present Continuous form.	<p>Four students in the first task answer questions in the written form using the Present Continuous tense. In the second task, students make sentences in the negative form using Present Continuous tense.</p> <p>The rest of the students – three students fill different worksheets, with different tasks. In the first task, students are asked to write verbs in the Present Continuous form, in the second task, students have to match a verb with its right form in the Present Continuous tense.</p> <p>When these three students have done their work, the teacher asks each of them to drill written verbs - from the Simple Present form to the Present Continuous Form. Ten verbs have been drilled - do, go, eat, jump, fly, run, drink, write, read and cry.</p>	<p>The teacher distributes worksheets and asks students to fill them.</p> <p>Three students do drilling practice.</p>
3 min	Reflection.	The teacher asks each student answer the question using the Present Continuous tense. Imagine that it is a Saturday evening. What are you doing?	Each student produces the answer to the question.

Present Continuous tense's worksheets for the drilling practice

Work of the student C

	1	2	3
reading	reading	reading	reading
writing	writing	writing	writing
running	running	running	running
walking	walking	walking	walking
eating	eating	eating	eating
drinking	drinking	drinking	drinking
singing	singing	singing	singing
dancing	dancing	dancing	dancing
jumping	jumping	jumping	jumping
flying	flying	flying	flying
studying	studying	studying	studying
doing	doing	doing	doing

Present Continuous Verbs

Connect the present tense verb to the present continuous form.

1. do	•	• eating
2. go	•	• running
3. eat	•	• drinking
4. jump	•	• doing
5. fly	•	• crying
6. run	•	• writing
7. drink	•	• reading
8. write	•	• going
9. read	•	• flying
10. cry	•	• jumping

Present Continuous tense's worksheets for more advanced students

Read the sentence and imagine it is **now**. Answer the question using the present continuous tense.

1. It's Saturday Evening. What are you doing?
I sleeping
2. It's Monday morning and you are at school. What are you doing?
I'm going to studying.
3. It's 2am in the morning on Wednesday. What are you doing?
I sleeping.
4. It's lunch time and you are in a restaurant. What are you doing?
I eating the burger.
5. School has just finished for the day. What are you doing?
I'm driving to home in bus.
6. It's summer time and you are at the beach. What are you doing?
I going swimming.
7. You are in the park and it is raining. What are you doing?
I going to home.
8. It's 3 PM and you are at home. What are you doing?
I sleeping or booring serial.

Present Continuous Tense (Negative)

Change these sentences into the **negative** form.

Positive	Negative
I am listening to music.	I am not listening to music.
She is watching a movie.	She is not watching a movie.
I am speaking English.	I am not speaking English.
He is jumping on the bed.	He not jumping on the bed.
They are running fast.	They are running fast.
I am studying English at school.	I am not studying English at school.
He is singing a song.	He not sining a song.
We are playing computer games.	We are playing games.
I am drinking juice.	I am not drinning juice.
The students are sleeping.	The students not sleeping.
She is eating a sandwich.	She not eating a sandwich.
I am walking to school.	I am not walking to school.
He is talking on the phone.	He is not talking on the phone.
We are dancing well.	We are not dancing well.

Test blank

Usually.	Yesterday.
I get	I got
I go	
I eat	
I see	
I do	
I read	
I write	
I sing	
I take	
I buy	
I drive	
I sleep	
I make	

1. Make correct verb form.

What time did you get up this morning?

What did you do last weekend?

What did you eat for dinner last night?

Did you buy anything yesterday? What?

2. Answer to the questions.

Where did you go yesterday?

Did you make any new friends last weekend or last year? How?

Did you read last night? What?

Did you see a movie last week? What?

How many hours did you sleep last night?

How many messages did you write yesterday?

What did you do yesterday?

3. Write 3 to 5 sentences.

Filled test sheets

Filled test sheet of the student A

Usually.	Yesterday.
I get	I got
I go	i went
I eat	i ate
I see	i saw
I do	i did
I read	i read
I write	i wrote
I sing	i sang
I take	i took
I buy	i bought
I drive	i drove
I sleep	i slept
I make	i made

1. Make correct verb form.

Where did you go yesterday?
~~i got~~ i went to Felgson

Did you make any new friends last weekend or last year? How?
 By 1 friend i yes

Did you read last night? What?
 i read video games.

Did you see a movie last week? What?
 i saw naratorun 1-2-3-4

How many hours did you sleep last night?
 i slept 4h 30min.

How many messages did you write yesterday?
 i wrote 10 messengers.

2. Answer to the questions.

What time did you get up this morning?
 i woke up at 7:24 AM

What did you do last weekend?
 i slept and played computer to Dolex

What did you eat for dinner last night?
 i ate 4 potatoes

Did you buy anything yesterday? What?
 1. fruit 2. micro chip 3. ? 4. ? 5. ?

3. Write 3 to 5 sentences.

What did you do yesterday?

- 1) i slept
- 2) i ate
- 3) i played video game
- 4) i talked to 4-5 people.
- 5) i saw to you to see

Filled test sheet of the student C

Usually.	Yesterday.	
I get	I got	
I go	I went.	✓
I eat	I ate	✓
I see	I saw	✓
I do	I did.	✓
I read	I read.	✓
I write	I wrote	✓
I sing	I sang	✓
I take	I took	✓
I buy	I bought	✓
I drive	I drove	✓
I sleep	I slept	✓
I make	I made	✓

1. Make correct verb form.

Where did you go yesterday?
 We went to friend.

Did you make any new friends last weekend or last year? How?
~~Yes~~ No I did not

Did you read last night? What?
 No I did not

Did you see a movie last week? What?
 No I did not.

How many hours did you sleep last night?
 I slept 9 hours.

How many messages did you write yesterday?
 I wrote 30 messages.

2. Answer to the questions.

What time did you get up this morning?
 I get up at 7:20 clock.

What did you do last weekend?
 I go to play & draw photo.

What did you eat for dinner last night?
 I ate rice for last night.

Did you buy anything yesterday? What?
 No

3. Write 3 to 5 sentences.

What did you do yesterday?
 I went to friend.
 I ate rice.
 I read book
 I bought map.
 I draw:

Filled test sheet of the student B

Usually.	Yesterday.
I get	I got
I go	i went
I eat	i ate
I see	i saw
I do	i did
I read	i read
I write	wrote
I sing	i sang
I take	took
I buy	i bought
I drive	i drove
I sleep	i slept
I make	i made

1. Make correct verb form.

Where did you go yesterday?
 I went out side.

Did you make any new friends last weekend or last year? How?
 I no did not.

Did you read last night? What?
 I no did not.

Did you see a movie last week? What?
 I saw hony matter.

How many hours did you sleep last night?
 I slept 6:00 hours.

How many messages did you write yesterday?
 I wrote 50 messages.

2. Answer to the questions.

What time did you get up this morning?
 I got up 6:30.

What did you do last weekend?
 I played balacran go.

What did you eat for dinner last night?
 I ate cake.

Did you buy anything yesterday? What?
 I no did not.

3. Write 3 to 5 sentences.

What did you do yesterday?
 I played balacran go.
 I ate cake.
 I wrote 50 messages.

A questionnaire for students

Learning English Grammar tenses - Simple Past (with Irregular Verbs) and Simple Continuous, using drilling practice.

This survey is anonymous, and the responses will only be used in an aggregated form.

Šī aptauja ir anonīma, un atbildes tiks izmantotas tikai apkopotā veidā.

Reflection questions for sixth-grade students about learning English grammar tenses - Simple Past (with irregular verbs) and Present Continuous, using drilling exercises.

Refleksijas jautājumi sestās klases skolēniem par angļu valodas gramatikas laiku apguvi – Vienkāršo pagātni (ar neregulārajiem darbības vārdiem) un Ilgstošo tagadni, izmantojot drillu vingrinājumus.

Do you think that drilling exercises are helpful for improving your skill to use Simple Past (I go - I went) and Simple Continuous (I am going) grammar concepts?

Kā Jūs domājat, vai drillu vingrinājumi ir noderīgi Jūsu prasmju uzlabošanai, lietot Vienkāršās pagātnes (I go - I went) un Ilgstošās tagadnes (I am going) gramatikas laikus?

- Very helpful. Ļoti noderīgi
- Somewhat helpful. Noderīgi
- Neutral. Neitrāli
- Not very helpful. Ne īpaši noderīgi
- Not at all helpful. Nemaz nav noderīgi

How confident do you feel about your ability to use Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures correctly in written form?

Cik pārliecināts/a Jūs jūtaties par savām spējām rakstiskā formā pareizi izmantot Vienkāršās pagātnes (I go - I went) un Ilgstošās tagadnes (I am going) gramatikas laikus?

- Very confident. Ļoti pārliecināts/a
- Somewhat confident. Pārliecināts/a
- Neutral. Neitrāli
- Not very confident. Ne īpaši pārliecināts/a
- Not at all confident. Nemaz neesmu pārliecināts/a

How confident do you feel about your ability to use Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures correctly in spoken communication?

Cik pārliecināts Jūs jūtaties par savu spēju, runājot, pareizi izmantot Vienkāršās pagātnes (I go - I went) un Ilgstošās tagānes (I am going) gramatikas laikus?

- Very confident. Ļoti pārliecināts/a
- Somewhat confident. Pārliecināts/a
- Neutral. Neitrāli
- Not very confident . Ne īpaši pārliecināts/a
- Not at all confident. Nemaz neesmu pārliecināts/a

Do you think that learning Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures is important for improving your overall English language skills?

Kā Jūs domājat, vai Vienkāršās pagātnes (I go - I went) un Ilgstošās tagādes (I am going) gramatikas laiku apguve ir svarīga, lai uzlabotu Jūsu vispārējās angļu valodas zināšanas?

- Yes, extremely important. Jā, ļoti svarīga
- Yes, somewhat important. Jā, svarīga
- Neutral. Neitrāli
- No, not very important. Mazliet svarīga
- No, not at all important. Nav svarīga

Do you think that the worksheets and given tasks, were helpful for learning Simple Past (I go - I went) and Simple Continuous (I am going)?

Vai, Jūsaprāt, darba lapas un dotie uzdevumi bija noderīgi Vienkāršās pagātnes (I go - I went) un Ilgstošās tagādes apguvei (I am going)?

- Yes, always. Jā, vienmēr
- Yes, usually. Jā, parasti
- Sometimes. Dažreiz
- Rarely. Reti
- Never. Nekad



Do you think that you received enough guidance and support from your English teacher to understand and use Simple Past (I go - I went) and Simple Continuous (I am going) effectively?

Kā Jūs domājat, vai saņēāt pietiekami daudz norādījumu un atbalstu no savas angļu valodas skolotājas, lai izprastu un prasmīgi pielietotu Vienkāršās pagātnes (I go - I went) un Ilgstošās tagadnes (I am going) laiku uzbūvi?

- Yes, always. Jā, vienmēr
- Yes, usually. Jā, parasti
- Sometimes. Dažreiz
- Rarely. Reti
- Never. Nekad



Did you enjoy learning Simple Past (I go - I went) and Simple Continuous (I am going) grammar structures, using drilling practices?

Vai jums patika apgūt Vienkāršās pagātnes (I go - I went) un Ilgstošās tagadnes (I am going) gramatikas laikus, izmantojot drillu vingrinājumus?

- Yes, always. Jā, vienmēr.
- Yes, usually. Jā, parasti
- Sometimes. Dažreiz
- Rarely. Reti
- Never. Nekad

What else do you think would have helped you to learn the grammar tenses of Simple Present (I go - I went) and Present Continuous (I am going) more effectively?

Kā Jums šķiet, kas vēl Jums būtu palīdzējis, lai Jūs spētu efektīvāk apgūt Vienkāršās tagadnes (I go - I went) un Ilgstošās tagadnes (I am going) gramatikas laikus?

Long-answer text
