**Enhancing Grammar Proficiency Through Collaborative Pair Work and Group Activities**

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A Master’s Thesis

Submitted to the Department of Germanic Philology and Foreign Language Teaching Methodology

Nizhyn Mykola Gogol State University

In Partial Fulfillment of the Requirements

For the Degree of Master of Secondary Education

December 2024

Supervised  by associate professor Yevhen Plotnikov

**Міністерство освіти і науки України**

**Ніжинський державний університет імені Миколи Гоголя**

**Факультет філології, історії та політико-юридичних наук**

**Кафедра германської філології та методики викладання іноземних мов**

ОПП «Середня освіта. Англійська  мова та зарубіжна література**»**

014.02 Середня освіта (Мова та зарубіжна література (англійська))

**КВАЛІФІКАЦІЙНА РОБОТА**

на здобуття освітнього ступеня магістр

**«Удосконалення знань граматики за допомогою спільної роботи в парах і групових занять»**

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Ніжин- 2024

**Abstract**

The research paper focuses on the study of pair and group interaction in the context of learning English. The traditional teaching approach focusing on grammar often reduces students’ motivation, making researchers and teachers look for alternative, more interactive approaches.

The main objective is to study the influence of pair and group work on students’ acquisition of English grammar and assess how such forms of teaching interaction can contribute to improving students’ knowledge.

The study involves seventeen lyceum students in the same English group, which allows taking into account their similar age and level of preparation and ensures the homogeneity of the sample. The study is conducted over ten weeks; during the first two weeks, the students complete traditional tasks individually; after two weeks, students complete tasks in pairs and two weeks in groups to compare the results and see the influence of different types of interaction on the results. I use three methods: observation, which I do during regular English lessons; questionnaires at the end of every two weeks, which allows finding out the opinions and impressions of the students; and testing, which is also done every two weeks and gives accurate and objective results.

The result shows that group and pair work significantly increases the motivation of students, which contributes to better acquisition of grammatical structures and the development of confidence in using the language. The results and conclusions can be useful for scientists and teachers in further studies of this issue and the integration of interactions into the learning process.

**Key words:** interaction, grammar, English, group work, pair work

**Аннотація**

Дослідницька робота присвячена вивченню парної та групової взаємодії в контексті вивчення англійської мови в школі. Традиційний підхід до навчання, що зосереджений на граматиці, часто знижує мотивацію учнів своїми завданнями, постійним зубрінням правил та виконанням однотипних вправ, що змушує науковців, дослідників і викладачів часто шукати альтернативні та більш інтерактивні підходи, що можна використати на уроках та підвищити мотивацію учнів.

Основною метою даної роботи є вивчення впливу роботи в парах та групової роботи на вивчення та засвоєння учнями граматики англійської мови та оцінка того, як такі форми навчальної взаємодії на уроках англійської мови можуть сприяти покращенню знань та збільшенню мотивації учнів.

Так як клас ділиться на дві групи, одна з яких вивчає поглиблено англійську мову, а інша – правознавство, а мені дісталась саме друга група, що є більш цікавим випадком, адже вивчення мови і їх класі відбувається традиційним шляхом, то у цьому дослідженні беруть участь сімнадцять учнів ліцеїстів, які входять до однієї групи, що вивчає англійську мову. Рівень даної групи значно нижче, ніж рівень другої групи так як вони є тими, хто вивчає правознавство поглиблено і їх уроки проходять рідше, ніж у першої групи. Але той факт, що вони знаходяться в одній групі, дозволяє врахувати те, що вони мають приблизно однаковий вік та також приблизно однаковій рівень підготовки. В даному випадку такі подібності можуть забезпечувати однорідність вибірки та результати є більш чесними та прозорими.

Дане дослідження проводиться мною протягом десяти тижнів та ділиться на декілька фаз. Першою фазою є спостереження, яке триває один тиждень, протягом якого я спостерігаю за класом, за їх роботою на уроках англійської мови, за взаємодією учнів між собою та планую свою роботу. Протягом перших двох тижнів фази активної роботи студенти виконують традиційні завдання, до яких звикли, індивідуально, після цього, протягом двох тижнів студенти виконують завдання в парах і останні два тижні вони працюють групах. Я впроваджую різні типи роботи задля того, щоб порівняти результати і побачити вплив різних типів взаємодії на результати.

Протягом усієї роботи, мною використано три методи: спостереження, яке проводиться на звичайних уроках англійської мови, на яких я присутня як гість та глядач; анкетування проводиться в кінці кожних двох тижнів задля того, щоб у мене була можливість дізнатися думки та враження учнів від різних типів взаємодії; тестування також проводиться кожних три тижні так як воно може дати реальні та об'єктивні результати.

Результат даної роботи показує, що групова та парна робота значно підвищує мотивацію учнів, а це сприяє кращому засвоєнню ними граматичних структур, що дозволяє розвинути впевненість у використанні мови. Учні стали більш активно взаємодіяти між собою та почувати себе більш впевненими під час говоріння. Кількість помилок стала знижуватися, на це вказує як і їх мовлення так і результати тестувань, проведених під час практики.

Щоб підсумувати, варто сказати, існує не так багато робіт з даної теми, що робить її досить цінним матеріалом для подальших досліджень. Отримані мною результати та висновки можуть бути корисними не лише для науковців та дослідників, а й для викладачів, які викладають і інші мови, у подальших дослідженнях даної проблематики та інтеграції взаємодії в навчальний процес.

**Ключові слова**: взаємодія, граматика, англійська мова, парна робота, групова робота

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# Introduction

Recently, the study of English has undergone many different changes. Teaching methods have begun to move from traditional and familiar to more interactive and communicative approaches, which are aimed at the comprehensive development of students' language skills. Currently, grammar is a fundamental aspect of learning English, since knowledge of grammar allows students to correctly express their thoughts, as well as understand the structure of the language being studied at a deeper level. National Council of Teachers of English says that students often associate learning grammar with cramming boring and incomprehensible rules and completing the same type of tasks from a textbook that has been used in all schools for decades. Therefore, there is a need to find more innovative and interesting approaches to learning the language.

Therefore, in the modern context of education, one of the more innovative approaches is often discussed, namely the introduction of interaction in the classroom between students. Often, scientists talk about group and pair work in English lessons, which are extremely important for students, because they help to create a comfortable environment, which contributes to increased motivation and stimulates active participation during the lesson. Such types of work develop communication skills and encourage students to use grammatical structures learned in the classroom in a more familiar environment, in practice. Also, these methods not only help students learn the material but also encourage them to exchange information with their classmates, correct each other's mistakes and learn from their classmates and vice versa.

In classrooms, it is extremely important to introduce pair and group work into teaching and reduce individual work, because these types of work allow students not only to understand grammatical structures, learn the rules that are important for composing grammatically correct sentences and texts during conversations, but also make the process more interesting, interactive and personally meaningful.

Speaking about the role of the teacher, he/she plays a key role in organizing and successfully conducting pair and group activities, especially when an important goal is to study grammar. In this case, the teacher not only transfers knowledge to his/her students but also acts as a facilitator who helps students overcome difficulties and creates sufficiently comfortable conditions for interaction. The teacher, in turn, sets the pace of study and also organizes pairs and groups in such a way that students can work fruitfully enough and achieve good results.

Also, the teacher creates tasks that not only help students understand grammatical structures but also apply them in a real-life context. Tasks for groups and pairs should be difficult enough to arouse interest and motivation in students to solve them and feel inner pride in themselves, but should not be so difficult and confusing that they can cause frustration and detachment. While students are doing the tasks, the teacher can observe them, correct them, help them with their work and motivate them which helps to ensure effective interaction between students.

Thus, the research work focuses on studying how pair and group work can contribute to deep learning of grammar and the development of skills for its use in real-life situations, as well as on the effectiveness of the methods used by the teacher to integrate these forms (pair and group work) into the learning process. The research topic may be useful for teachers and researchers in further research in this area.

# Literature review

In today's educational context, effective interaction in the classroom, such as group or pair work, can help students successfully improve their English language skills, which is quite important given that this language is one of the most widely spoken in the world. But in this case, it concerns English grammar, which is important to study and use in conversation. There are disputes that group and pair work during English lessons can only increase the level of social interaction in the classroom and the vocabulary of students, but it is worth considering that there are scientific works that prove the opposite.

Researcher Teng (2017) found that group work and pair work have great potential to enrich the learning process and improve students' language proficiency. Group work allows for the exchange of ideas and mutual learning, which is very effective in learning. This research also shows that in group work, students actively interact with each other, which helps them learn phrasal verbs better and use them in practical situations. Moreover, group dynamics can encourage weaker students to actively participate and help them progress faster. Therefore, if, according to this study, student interactions can help improve proficiency, then can it help in learning grammar as well? Let's look at other research papers on classroom interactions and grammar learning.

It is often found that such studies widely examine the effectiveness of cooperative learning (e.g. pair or group work) in teaching speaking (Al-Tamimi, 2014). Numerous studies emphasize its positive impact on attitudes towards cooperative learning and improving speaking skills because working in pairs or groups helps students communicate more and develop social skills, which are useful not only for life but also for learning any possible language. Researcher Levine confirmed this idea that, unlike traditional methods, cooperative learning promotes social interaction between students, which leads to improved language development. Social interaction in the classroom, as noted by Mackey (2007), is crucial to overall language proficiency. Moreover, it has been repeatedly confirmed that students who are actively involved and participate tend to outperform their less interactive peers in oral skills (Hadidi, 2015)

According to Chopel (2021), cooperative learning, as it is commonly understood, can involve small, diverse groups of students collaborating to achieve a common goal. In these groups, students encourage mutual help and praise and can take responsibility for their own and their peers' learning by helping them understand the material they are learning, correcting their mistakes, and checking for accuracy. Students also use social skills and evaluate the group's progress and what they have accomplished by working together. The key components include positive interdependence, equal participation, and individual responsibility. Given that we are innately inclined to cooperate in various areas of life, we can say that the use of cooperative learning groups in educational institutions is becoming a natural pedagogical approach that is quickly spreading and becoming commonplace in any existing educational institution.

A study by Khan (2017) compared both cooperative learning and traditional methods of teaching English to 7th-grade students. The entire class participated in the study. The researcher used the STAD model and as a result, highlighted that the experimental groups showed significantly higher post-test scores compared to the control groups. This suggests that cooperative learning has a positive effect on the achievement of English grammar at the elementary level for both genders, both boys and girls.

Recent studies by Nguyen et al. (2023) highlight the role of interactive methods in encouraging active interactions between learners during grammar learning (both group and pair work). Both group and pair work were found to create a dynamic learning environment and a suitable atmosphere in which learners can collaborate, discuss the meaning of the task and the task itself, and actively participate in tasks that are related to grammar. Such types of work contribute to a deeper understanding and retention of grammar concepts.

According to the results of the studies conducted by Zhang (2021), it was emphasized that various interactive approaches have a rather positive effect on learners' motivation. In addition, it is important to say that this also has a very good effect on self-efficacy in learning grammar. Scientists found that collaborative activities, such as discussing work or questions in pairs and group tasks to solve problems or those based on creating something new, instil in learners a sense of autonomy and confidence, which leads to increased motivation and persistence in completing grammar tasks.

Recent studies also highlight the importance of interactive methods in facilitating meaningful communication and language use. Opportunities to engage in a variety of authentic communicative tasks in group and paired settings can enable learners not only to learn grammar rules but also to develop the ability to apply them in real communicative contexts. Engaging in such tasks can enable learners to enhance their communicative competence.

Research by Adene and Umeano (2021) highlights the effectiveness of interactional approaches in promoting error correction and peer feedback mechanisms. Pair work activities, in particular, provide opportunities for learners to identify and rectify grammatical errors collaboratively, leading to improved accuracy and language proficiency over time.

Recent literature has highlighted the importance of pedagogical considerations and learners’ needs in the successful implementation of interactive methods. Factors such as task design, group dynamics, and learners’ language proficiency should be considered to optimize the effectiveness of group and pair work in grammar teaching. In addition, the importance of interaction during grammar learning has been highlighted by recent studies. At the same time, modern theories such as social cognitive approaches (Jones, 2020) have become popular, emphasizing the relationship between social and cognitive processes in language learning.

A research paper written by Lasito and Storch (2013) showed how interactions between students (pair work and group work) differ and how much language they can produce during a lesson. The results were quite unexpected: students who worked in groups used their native language more often, while pairs produced more L2. This study shows us that students who work in pairs are more motivated to work and speak English during a lesson than those students who work in groups. Those students who work in groups can often get distracted from their main task and use their native language, which is often unacceptable in an English lesson, except for those moments when students do not know a word in English and can ask the teacher again. However, we all need to take into account the fact that students with higher levels of knowledge can help students with lower levels, working with them both in pairs and in groups, correcting their mistakes or helping with sentence construction.

Speaking about the influence of interaction during enhancing grammar skills, the research paper by researchers Odekhova, Nevskaya, and Perlova (2022) showed us that there is no statistically significant difference between pair and group work during grammar study. The scientists say that although they did not find a difference, future studies can confirm or refute this. Since the study shows us that there is almost no difference between group work and a group in pairs, they believe that in order to obtain other results, it is necessary to change pairs and groups of students, dividing them according to different criteria: for example, students can be divided by their level of knowledge, their own preferences, their level of interest, and it is also worth checking all possible models of interaction, up to dividing students by gender.

In the research by Shcherbina (2019) various forms of work designed to motivate students were described. It was found that the group format, which in the work of previous scientists did not differ from pair work, was more motivating than pair work. It was easier for the teacher to create a happier / friendlier environment in the classroom, namely working in a group form. Indeed, this is true. Students learn the material much better when they interact with more people, namely when working in groups. You see that their level of interest increases, and therefore their level of knowledge also increases noticeably.

A study by Manoj (2011) aimed to evaluate the effectiveness of these two methods in an English classroom. Data was collected from both primary and secondary sources, and test items were used for pre- and post-assessments. Students were selected using simple random sampling and divided into experimental and control groups. The experimental group received instruction through pair work, while the control group received individual work. Both groups were then assessed using the same test items to see which was more effective. The analysis showed that the experimental group, which was taught through pair work, significantly outperformed the control group, which was taught individually, on all test items.

There is an ongoing debate about how much pair and group work should be used in English classes. Some studies by Kim (2008) support the importance of individual attention and collaboration in pair work. Other researchers say that working in groups can enhance learning by allowing students to learn and complete tasks with the help of group members (Fink, 2023) But there is one problem. Working in groups can lead to unequal distribution of obligations and contributions. Unfortunately, there is currently a lack of research that compares the results from different language settings on how interaction (pair and group work) helps learn grammar. Most studies consider English as a second language only, and interactions in the classroom as those that develop only the level of speaking, raise the level of vocabulary knowledge and increase the level of social interaction. The lack of such studies on interaction with a focus on learning grammar leaves a gap in the knowledge of how interaction affects learning grammar in other languages. The aim of this paper is to try to fill this gap by conducting a cross-linguistic analysis that gives an idea of whether the grammar learning strategies based on different types of interaction, and in this case pair and group work, are the same or different.

Having reviewed a number of scientific papers written by different scientists from different countries, which is quite interesting and useful, because in this way we can study the issue from different angles, we can trace how work in pairs and group work improves students' perception of the material presented in the lesson. And the question arises whether interaction (group work, work in pairs) helps in learning grammatical patterns, and if so, how, and whether interaction in lessons helps to actively use the learned grammar in practice.

Despite the fact that the potential of pair and group work and their impact on grammar learning is quite high, many aspects remain unexplored. Therefore, the main research questions will be: How does pair and group work affect students' understanding and acquisition of grammatical structures in English lessons?

# Methodology and Procedure

This study uses a mixed methodology approach that includes three different methods: questionnaire, achievement testing (pre/post test design) and observation, to comprehensively examine the effectiveness of interaction in learning grammar through pair and group work during English lessons.

According to Taherdoost (2022) and Holmes (2023) questionnaire is a valuable research tool that can help collect quantitative data from different types of groups, in our case a large and diverse group of participants. If the questions are designed correctly, a questionnaire can be aimed at obtaining specific information that is related to the objectives of the study. A questionnaire can provide an effective means of collecting data, allowing comparisons and statistical analysis (Bhat, 2023). A questionnaire can include items related to participants’ perceptions of the effectiveness of interaction, preferences for pair or group work, and even their general expressions of the learning experience. The researcher can gain insight into the participants’ attitudes, opinions, beliefs, and experiences related to learning grammar through interaction.

Testing is a means of assessing the participants’ grammar proficiency and measuring the impact of interaction methods on language learning (Berwick, 2019). This method usually involves tests or assessments that are designed to evaluate the participants’ knowledge and skills. These assessments or tests may include multiple-choice questions, fill-in-the-blank exercises, or even written assignments. They can help assess different aspects of grammar comprehension. When the researcher compares the results of the pre-test and the post-test, he/she may find improvements in grammar proficiency as a result of participating in different activities in groups or pairs. Or, on the contrary, he/she may not see any changes in the results. Testing provides quantitative data that, when paired with qualitative data, provides a comprehensive understanding of the effectiveness of interaction in learning grammar.

Observation offers a qualitative means of capturing the dynamics of interaction in a classroom setting (Tunnel, 2024). Through systematic observation, the researcher can document the engagement, collaboration, and communication of participants during pair and group work. The teacher can also observe students’ activities during lessons, their preferences, and their reactions to certain tasks. This method involves close observation of interactions between students, noting patterns of behavior, communication styles, and levels of participation. Observations can be conducted in real time during classroom activities, which is better or through video recordings for later analysis. By immersing the researcher in the learning environment, he or she gains first-hand information about the effectiveness of interaction methods, identifying strengths and areas for improvement. Observation complements quantitative data collected through questionnaires and testing, providing rich, contextualized information about the learning process.

The study was conducted for ten weeks in the Nizhyn Lyceum of the Nizhyn Council in the tenth grade. It included several stages such as: independent work of students, questionnaires, testing, as well as work in pairs and groups. The class consists of thirty students who are divided into groups to study English. In this group, in which I conducted the study, there are eighteen students, 12 girls and 6 boys, who study English grammar as part of the school curriculum. One of the students studies an individual form of learning, so she did not take part in this research. The diversity of genders in the class allowed me to observe the dynamics of interactions in both same-sex and mixed pairs and groups. This added additional aspects to my study in assessing the effectiveness of pair and group work.

*Stages of Research*

*Preparatory stage:*

This stage includes activities that are designed to select the topic and familiarize the researcher with the topic he/she will be working on throughout the entire period, as well as preparing him/her for the research. Here the researcher searches for relevant literature that he/she can use during all stages of his/her work, then studies previous studies by other researchers that have been conducted on the topic, if any, and finds any gaps and limitations of previous researchers. The researcher will then formulate research questions and hypotheses to guide the study, choose the research design identify the participants: their level, preferences, needs, and age, and choose the methods of data collection.

In my case, I began to write the paper in September last year. I quickly decided on the topic because although there is enough research work on this topic, it is still relevant and requires detailed study. Moreover, it may be interesting for further research. I selected literature that I considered the most interesting for studying and for writing my paper. When I got acquainted with the topic, it was time to get acquainted with the class.

During the lessons, I observed their work and made notes for myself about the level of their motivation and their interactions with each other in order to further understand what groups or pairs I can create and what consequences this may have. While observing the students, I also consulted with the teacher about which textbook I should take in order to prepare the exercises, and we came to a unanimous decision - that I should create or search for these exercises myself.

*Practical stage:*

At this stage, the researcher collects and analyzes all the data using the methods he/she defined in the preparatory stage. The researcher may administer tests or questionnaires to the students or conduct interviews with the teachers. The data collected may help the researcher answer the research questions and test the hypotheses. At this stage, the researcher must ensure that the participating students and teachers are informed and agree to participate so that there are no problems at the final stage. if they want to keep their test results anonymous.

In the first week, the students wrote a test that was required by the school curriculum. I created it myself, based on the grammar that the students studied and the vocabulary that was relevant (Appendix D). I saved the results of this test to compare them with those that I will receive at the end of the entire practice.

During the first two weeks, the students worked independently, as they did all the time. They completed the tasks I prepared without consulting a partner, and in general, paired discussions were taboo. After two weeks, the students received a test task and a questionnaire that asked about their impressions and opinions about the work.

In the following two weeks, I asked the students to work in pairs. The grammar tasks that I selected for them had discussion components, so the students began to talk more and communicate with their classmates, discussing certain tasks. In addition, I tried to mix pairs; for example, two boys could work in one pair and a boy and a girl in the second. After these two experimental weeks, I again suggested that they write a test and take a questionnaire in order to see changes in the results and their answers.

For the last two weeks, the students worked in small groups of three or four. The exercises not only had tasks that required discussion or expressing their opinions but also creating and playing roles, showing the result of their joint work in front of the class. Again, I tried to mix the groups and divide them groups in such a way as to check the difference between the work of a single-gender group and a group in which there are both genders. Again, at the end of the last two weeks, the students had a test checking their knowledge, which they completed independently and a questionnaire in which they could share their own opinions about working in groups.

*Synthesis stage:*

The synthesis stage allows for interpreting the data collected during the practical stage and drawing conclusions based on the results. In this stage, the researcher should analyze the data, then identify patterns and relationships and use statistical methods to test the hypotheses. The researcher should also reflect on the research questions and hypotheses developed during the preparatory stage, the data collected during the practical stage, and the results. After that, the researcher will write conclusions and make recommendations for future research in this area.

In this stage, I compared all the test results that I obtained during the practical six weeks and made some valuable conclusions about the different variations/forms of students' learning, described them in tables and graphs, and also found the most effective one.

Adhering to the methodological structure based on the multi-method approach, this study aims to offer valuable information about the effectiveness of interaction in learning grammar through pair work and group work. Through systematic data collection and rigorous analysis, this study aims to enrich our understanding of teaching practices in ESL education, paving the way for improved language acquisition strategies and improved learning outcomes.

# Results

In this chapter, all possible changes in the level of students' performance and motivation were studied when working with different formats of teaching English grammar, such as individual, pair and group work. Below there is a detailed analysis of all stages of work which I have conducted in school and also the description of the impact of these stages, which is considered on the basis of grades, motivation level and confidence of students.

During the first test that I conducted, it was found that not all students had a good enough command of English grammar. Of the 17 students who took part in this test (Appendix D), only three wrote the test for 11 points, two received 10 points, 6 students received average marks of 6-8. Two students received 5 points and the rest received 4 points, which is quite low for the level presented in the school curriculum (Figure 1).

Figure 1

*Distribution of students’ scores on the pre-test.*

The result also showed that the average level of academic performance in the class is a grade of 6.9 points, which in percentage terms is 58%, which means slightly above average. Before the study began, I did not conduct a survey, which could also help in comparing the results.

During the first two weeks, the students worked individually. They had no opportunity to communicate with each other and discuss the tasks that I had given them. In addition, these tasks were mainly focused on writing, which limited the opportunity for discussion. The test (Appendix E) results at the end of the first two weeks showed that the grades had hardly changed, and some even got worse. Three students wrote the test for 11 points, two got 9 points, four got 7 points, six students got 6 points and the rest got 4 points (Figure 2). It was clear that the students did not particularly like working in this format, since they often could not understand the tasks, could not help each other and were often unsure of their answers.

Figure 2.

*Students’ scores for the grammar test after two weeks of individual work.*

The questionnaire (Appendix A) showed that not everyone was happy with this format of work. Out of 17 students, 13 students, or 77% expressed their dissatisfaction and indicated that they felt insecure during the work and did not want to answer the questions that I asked during the lessons, that is, they confirmed that their motivation level was dropping. While 4 students or 23% said that they liked working alone, as they did not feel stressed and could work at their own pace (Figure 3).

Figure 3.

*Level of students’ satisfaction with individual work format.*

If we talk about the results of the first two weeks, it is important to say that the average grade of students increased and became 7.1, which in percentage terms would be 60%.

The students worked in pairs for the next two weeks, which they said increased their motivation and improved their learning process, as they found it more interesting to do the assignments. Leaving all this aside and looking only at the test (Appendix F) results, I can say that this one was more successful than the previous one. 4 students got 11 points, 3 students wrote the test for 9 points, 3 students wrote the test for 8 points, 1 student for 7 points, 4 students wrote for 6 points and 1 for 5 points (Figure 4). At this stage, none of the students got 4 points, although before that, at least one had this grade. At this stage, their average score increased to 7.7, which in percentage would be 64%

Figure 4.

*Students’ scores for the grammar test after two weeks of pair work.*

The questionnaire (Appendix B) showed that more people are satisfied with this work format, namely 9, which in percentage will be 53%, which is almost half of all students in the class. 8 students or 47% were dissatisfied (Figure 5). According to them, working in pairs has become more comfortable, but they do not always like to work with certain people with whom they do not communicate or are not on the best terms.

Figure 5.

*Level of students’ satisfaction with pair work format.*

In the last two weeks of my practice, the students worked in groups. They completed various grammar tasks, discussing each question together, in groups of three or four people. I can say that the results of the test (Appendix G) after introducing group work pleased me. 4 people got a mark of 11, two got 10 points, two got 9 points, four got 8 points, three got 6 points, one got 7 points and one got 4 points. Although 4 points returned again, the overall result of the whole group increased to 8.4, which in percentage will be 70% (Figure 6).

Figure 6.

*Students’ scores for the grammar test after two weeks of group work.*

As the questionnaire (Appendix C) showed, more students were satisfied with this type of work. 12 students or 71% indicated that they liked this form of work more, as they could easily communicate with each other, discuss assignments and find solutions to difficult problems together. 2 students or 12% said that they did not like this format as much as pair work, as they felt detached in the group of their classmates and did not participate much in group discussions. And the remaining 3 students or 17% did not appreciate this type of work (Figure 7).

Figure 7.

*Level of students’ satisfaction with group work format.*

The study found that moving from individual to paired and then to group work improved student performance and motivation.

Table 1.

*Average class grades after each stage.*

|  |  |  |
| --- | --- | --- |
| **Stage** | **Average grade** | **Percentage** |
| The results of the first test | 6.9 | 58% |
| Individual work | 7.1 | 60% |
| Pair work | 7.7 | 64% |
| Group work | 8.4 | 70% |

As shown in Table 1, the average score increased at each stage from 60% for individual work to 64% for paired work and to 70% for group work. These results indicate that students learn better when they have the opportunity to interact with others.

Suppose we analyze the changes in academic performance more deeply. In that case, I can say that at the stage of individual work, the average level of students' academic performance was 60%, which indicates that when independently completing grammar tasks, students experienced difficulties and felt detached. Working in pairs showed an increase of up to 64%, which is not particularly high. However, considering how much time we had to conduct this experiment, the result is positive and indicates that cooperation positively affects students' academic performance. Working in pairs probably allowed students to discuss the material more, increased the level of understanding of grammar structures, and reduced the number of mistakes.

Group work increased the average score to 70%, the highest among all stages. This format allowed the students to learn new material based on the collective exchange of knowledge and experience. Thanks to this exchange, each participant was able to strengthen their skills. Group work was very effective in influencing the boys, who, according to observations, showed more activity and initiative in a group than when working individually.

The questionnaire at each stage also showed the level of motivation or satisfaction with all stages of work. If, at the first stage, students were engaged in individual work, they were not satisfied with this stage, then in pair work, the results rose more than twice and showed that 53% of the students were satisfied. At the last stage, their satisfaction with the stage also increased and was already 71%. It can be said that the involvement of students in the educational process directly depends on the format of their studies (Figure 8).

Figure 8.

*Comparison of students’ satisfaction with each stage.*

# Discussion

In this study, I conducted a detailed analysis of the impact of interaction (pair and group work) on learning English grammatical structures by seventeen tenth-grade students, including six boys and eleven girls. The main objective of this section is to interpret the results obtained at each stage of my work to identify the dynamics of changes in the level of knowledge, motivation and, of course, confidence of the students.

The first two weeks, the students worked individually, doing all the exercises prepared by me. These exercises were most often aimed at reinforcing grammatical structures. Having received the results of the first test, I saw that the average level of performance in grammar was lower than initially expected. Students coped with test tasks only by 60 percent, indicating that they had difficulties studying and assimilating the material when working independently.

Speaking about the results of the questionnaire, they showed that most students had some difficulties during independent work, since the limitation in discussing the tasks did not allow them to apply the learned rules in a real-life context, which led to a decrease in the level of understanding and confidence in the correctness of their answers. Students indicated that they often did not feel confident that they were answering correctly, and their level of motivation dropped. These disappointing results were more often related to those who often asked the teacher for help, were afraid to answer and doubted the answers. In addition, I noticed that the boys' self-esteem and confidence became lower after the first two weeks, which prompted me to think that interactions during the lesson are more important for female students than male students.

At the next stage, which lasted two weeks, students worked on assignments in pairs. This form turned out to be many times more successful than individual work. The results showed that students' academic performance increased to 64 percent. This increase in academic performance can be explained by the fact that when students worked independently, they did not have the opportunity to discuss assignments, consult and help each other, which is why the level became lower. Still, here students had the opportunity to discuss the material, help each other and check each other's answers, contributing to a deeper assimilation of grammar rules.

Speaking about the data obtained after the survey, it can be said that students noted that working in pairs, in addition to its effectiveness, became more interesting than individual work. They indicated that their confidence in completing assignments became much higher since they had the opportunity to discuss assignments, compare answers with each other, and correct each other and themselves. Also, the number of requests to the teacher for help decreased during pair work. This suggests that students become more independent and self-sufficient when working in pairs.

Both girls and boys responded positively to pair work. Boys reported that working with a partner made the work less stressful and increased their self-esteem. It can be said that pair work can be helpful in reducing anxiety and create a comfortable atmosphere during the lesson.

The last two weeks of my practice at the lyceum were devoted to working in small groups (approximately 3-4 people). This type of work allowed students to interact more deeply with each other and develop team skills, which are sometimes so lacking in the classroom environment. The results of the tests conducted during the last lesson after two weeks of group work showed that academic performance in the context of studying grammar increased to 70 percent. This indicates that group work contributed to the fact that the material studied by students was more effectively assimilated during group work than during individual and paired work. This type of work allowed students to more deeply analyze the tasks and answer them with the help of several people.

The students said that group work allowed them to feel the support of the group and also allowed them to learn from each other's mistakes, thereby increasing motivation. Many students said that they were able to understand better and remember the grammar rules since, in the process of working on the next task, they repeatedly explained them to their classmates and also spoke them out loud, which helped them to improve their understanding. I can also say that the dynamics of group work became more active, especially among the boys, who had previously shown themselves less active than during group work. They became more motivated and took the initiative in completing tasks.

During group work, both genders, boys and girls, showed a high level of involvement and activity. However, if we talk about their work, then boys, which is not so typical for them, paid more attention to explaining the rules to each other, and girls tried to quickly solve the tasks. Which showed that boys understood the material more deeply than girls.

After all stages were completed, the students took another final test, which gave me the opportunity to objectively evaluate the impact of different forms of work on the level of grammar acquisition. It was found that the scores on the final test showed significant improvements when compared with the initial results of individual work. At the end, the overall performance of the students increased by 16 percent, where which confirms that pair and group work are effective for learning grammar.

A comparative analysis revealed that the student's performance significantly improved at the stages when pair and group work was introduced, compared to individual work. It is also worth noting that the level of motivation, which I recorded in the students' questionnaires, also increased. Students' preferences shifted towards collective forms of work, as the students said that they would like to continue working in pairs and groups, because the learning process becomes more interesting.

*Gender differences*

This class was not the most typical, I would say that it was quite specific. Usually, I have seen classes where girls worked better, tried to answer and always wrote tests with high results. In this class, the best students are boys, so the results here are not what I expected.

The analysis of the results revealed some gender differences in the perception of different forms of work by girls and boys. Firstly, girls showed confidence at the stage of individual work. They liked to work alone, they did not experience doubts and fear, while boys, on the contrary, showed a higher level of motivation and satisfaction at the stages of group and pair work. This may indicate that interaction with classmates can help boys reduce anxiety and increase confidence, which will improve their results.

When changing pairs, when students of different genders worked in one pair or group, the level of motivation and academic performance of the girls increased noticeably, while when they worked in groups of the same gender, the girls spent most of their time talking to each other, so the level of knowledge remained at the same level.

Thus, it was found that pair and group work can have a positive effect on the study and assimilation of English grammar, as well as increase the motivation and confidence of students. In addition, such forms allow students not only to study the material faster, but also to consolidate their knowledge during interaction with classmates and discussion of tasks with them, which helps to improve overall learning outcomes. The results obtained indicate that academic performance increases with the use of pair and group work. Such types of work can be used by teachers as effective tools in teaching grammar.

Speaking about the influence of the learning format on the assimilation of the material and the comfort of learning, it can be said that pair and group work turned out to be the most effective in improving academic performance and creating a comfortable atmosphere during English lessons. This can be explained by several factors:

1. Students had the opportunity to discuss the material, as well as interact with their classmates. When interacting, students could explain incomprehensible material to each other, discuss grammar rules, which contributed to improving their understanding of grammar.

2. By supporting each other, students reduced anxiety in the classroom. Working together, they felt much more confident and less susceptible to anxiety, which also helped in assimilating important grammar material.

3. Students were actively involved in the process. Group work motivated students to take an active part throughout the lesson, discuss assignments, look for different solutions to situations and even create something of their own. This helped strengthen their skills, and also allowed them to achieve a higher level of academic performance.

These findings are consistent with previous studies that have shown that small group interactions can help students learn better. For example, studies have shown that teamwork can help students reduce stress and enable them to successfully complete a variety of challenging tasks. This is consistent with the findings of this study, which also demonstrates the positive impact of group and pair work on students’ motivation and academic performance.

However, I disagree with researchers Odekhova, Nevskaya, Perlova, and Shcherbina (2019), who stated in their studies that there is no difference between pair and group work because the results showed the opposite. The findings of this study have refuted their theory and proven that there is a noticeable difference between these types of work.

Based on the results of this study, several directions for future work can be suggested that will allow for a more detailed study of the impact of different forms of collective work (group and pair) on students' performance and motivation during the study of English grammar. These recommendations can help both researchers and teachers who are interested in using interaction to improve learning outcomes and create a favorable environment.

The first thing I will mention is increasing the sample. One of the limitations of my study is the small sample of 17 students, which may have affected the overall results. I would recommend conducting similar studies with a larger sample of students (possibly from different educational institutions) so that the results are more accurate.

The second recommendation would be a long-term follow-up. In this study, the effects of pair and group work were actively studied over a period of six weeks, but to better understand the impact of group work on student achievement and motivation, studies with a longer follow-up period should be conducted. This can help understand whether the knowledge and motivation gained are maintained over time and whether this method has a long-term effect.

It is also worth examining the impact of different types of interactions on different age groups, as they may differ. It is important to examine how effective these methods are with younger and older students, and how motivation and engagement may vary depending on the biological age and psychological maturity of the students.

It is also worth considering the individual characteristics of students. Not all students may perceive information in the same way during pair and group work. Future research could take into account factors such as confidence level, temperament, and academic achievement level, which could help to further explore individual preferences and characteristics of students’ perception of the material. This could help to develop differentiated approaches to group and pair work based on their individual needs.

Overall, the results confirm that collaborative forms of work such as pair and group work can significantly improve the students’ academic performance and motivation in learning English grammar. Although the study was limited in time, its findings and recommendations can be useful for researchers and teachers. In addition, continued research in this area will help expand knowledge and help develop even more effective teaching methods.

# Conclusion

The main objective of this study was to examine the impact of pair and group work on the acquisition and understanding of English grammatical constructions by students. The analysis showed that pair and group interactions have a fairly positive impact on grammar learning, contributing not only to the improvement of students' knowledge, but also to the growth of students' confidence and motivation.

The results of this study confirmed that various collective forms of work such as pair and group work can contribute to a better understanding of the grammar material proposed by the teacher and the school program. Working in pairs often allows students to support each other, help with difficult topics, correct each other and deepen their understanding of a particular topic through active discussion and explanations. Group work, in turn, creates favorable conditions for active interaction between students, knowledge sharing and joint solution of complex problems, which can ultimately improve academic performance and the quality of the material learned.

The results obtained at the end of the study also showed that collective forms of interaction contribute to the growth of confidence and motivation of students. Overcoming difficulties together with a partner or in a group of three or four people, students can feel more confident and not be afraid to answer questions. This really has a positive effect on their approach to learning grammar. Successful results indicate the importance of using these methods in the learning process, especially when working with difficult aspects of grammar material.

Additionally, the study found that gender aspects can also play an important role in the perception and effectiveness of pair and group work. During the experiment, boys showed higher motivation and involvement during pair and group work, which was quite an interesting discovery for me. Girls, in turn, demonstrated better results in individual work. These data indicate that it is worth considering gender differences in approaches to teaching in order to ensure maximum effectiveness, as well as comfort for all students, regardless of gender. It is also worth mentioning that the selection of partners and formats of group work can take into account all these features, which will help to create a more flexible and student-oriented learning environment.

In addition, I can say that the use of pair and group work in English lessons when studying grammar helps to develop communication skills, which is very necessary for successful learning of English and using grammar patterns in real life situations. Students, working in pairs and groups, get the opportunity to develop interpersonal skills, which helps not only in academic life, but also in future social and professional life. This skill of working in a team also enhances the sense of belonging to a group, a sense of responsibility and the ability to quickly socialize and get used to a new environment and surroundings. In addition, all this together can help to create a positive and supportive learning environment.

Finally, the results obtained in the course of this study can serve as a basis for the development of new methods and curricula that can be oriented towards the effective acquisition of various grammatical constructions in a collective format (in a group and in pairs). The experience that I gained in the course of this study confirms the value of active interaction and involvement of students in the learning process, and also emphasizes that pair and group work methods can significantly enrich traditional approaches to teaching. The using of such methods can significantly improve learning outcomes and make the process of learning English more productive. All in all, in the nearest future, such researches may expand our knowledge of the influence of social and psychological factors on foreign language acquisition, which will open up new possibilities for creating more effective educational programs.

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# Appendices

**Appendix A**

*Questionnaire to determine the level of satisfaction with individual work.*

|  |
| --- |
| Дайте відповіді на запитання. Будь ласка, відповідайте чесно. Ці запитання не будуть впливати на вашу оцінку. |
| 1. Як ви ставитеся до індивідуальної роботи?   Негативно ставлюсь Ставлюся позитивно Мені байдуже |
| 1. Чи є у вас проблеми під час виконання індивідуальних завдань?   Так, це завжди проблематично Ні, ніколи не маю проблем Інколи |
| 1. Наскільки добре індивідуальна робота впливає розуміння матеріалу?   Дуже добре впливає Я майже нічого не розумію Не можу відповісти |
| 1. Чи бачите ви в цьому типі роботи переваги?   Так, дуже багато переваг Ні, це нудно Не можу відповісти |
| 1. Чи відчуваєте ви підвищення стресу під час індивідуальної роботи?   Ні, я відчуваю себе добре Так, почуваю себе пригніченим Важко відповісти |
| 1. Ви відчуваєте себе вмотивованим, працюючи самостійно?   Так, мені хочеться працювати більше Зовсім ні Важко відповісти |

**Appendix B**

*Questionnaire to determine the level of satisfaction with pair work.*

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| --- |
| Дайте відповіді на запитання. Будь ласка, відповідайте чесно. Ці запитання не будуть впливати на вашу оцінку. |
| 1. Як би ви оцінили роботу у парі?   Негативно Позитивно Мені байдуже |
| 1. Чи подобається вам працювати з партнером?   Ні, це завжди проблематично Звичайно, це цікаво Інколи |
| 1. Чи були у вас конфлікти чи непорозуміння під час роботи у парі?   Були і дуже часто Ні, я не конфліктна людина Не можу відповісти |
| 1. Чи впливає робота у парі ваше навчання?   Так, я розумію матеріал краще Ні, це мені заважає Не можу відповісти |
| 1. Чи відчуваєте ви підвищення стресу під час парної роботи?   Ні, я відчуваю себе добре Так, почуваю себе пригніченим Важко відповісти |
| 1. Ви відчуваєте себе вмотивованим, працюючи в парах?   Так, мені хочеться працювати більше Зовсім ні Важко відповісти |

***Appendix C***

*Questionnaire to determine the level of satisfaction with group work.*

|  |
| --- |
| Дайте відповіді на запитання. Будь ласка, відповідайте чесно. Ці запитання не будуть впливати на вашу оцінку. |
| 1. Як ваше ставлення до роботи у групах?   Негативно ставлюся Позитивно ставлюся Мені байдуже |
| 1. Чи подобається вам працювати в групах?   Ні, це завжди проблематично Звичайно, це цікаво Інколи |
| 1. Чи були у вас складності при груповому співробітництві?   Були і дуже часто Ні, знайшли спільну мову Не можу відповісти |
| 1. Чи вплинула групова робота на вашу активність та участь у навчальному процесі?   Так, я став(ла) активніше працювати Ні, навпаки Не можу відповісти |
| 1. Чи відчуваєте ви підвищення стресу під час групової роботи?   Ні, я відчуваю себе добре Так, почуваю себе пригніченим Важко відповісти |
| 1. Ви відчуваєте себе вмотивованим, працюючи в групах?   Так, мені хочеться працювати більше Зовсім ні Важко відповісти |

**Appendix D**

*Pre-test on topic “Quantifiers” to determine an entry level of students.*

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| **Activity 1: Fill in the blanks (choose one of the words: much, more, a lot of, a little, little, a few, few)**   1. There isn't \_\_\_ milk left in the refrigerator. We need to buy some. 2. She has \_\_\_ books on that topic, but she wants to read \_\_\_. 3. We have \_\_\_ time before the meeting starts, so let's review the notes. 4. I have \_\_\_ friends who can help me with this project. 5. They spent \_\_\_ money on their holiday this year. 6. There’s \_\_\_ food for everyone at the party, so don’t worry. 7. I think I’ll be finished soon; there’s only \_\_\_ work left to do. 8. She didn’t drink \_\_\_ water today and felt very tired. 9. Could you give me \_\_\_ advice on my assignment? 10. The library has \_\_\_ resources, but they’re very useful. |
| **Activity 2: Choose the correct answer**   1. **I don't have \_\_\_ time, but I'll help you as much as I can.**   a) few  b) little  c) a little  d) much  **2. She read \_\_\_ books this month than last month.**  a) much  b) more  c) a few  d) few  **3. I'm glad to see you have \_\_\_ energy today than yesterday.**  a) a lot of  b) a little  c) more  d) little  **He didn't make \_\_\_ mistakes on the test, so he passed easily.**  a) few  b) little  c) a few  d) much  **There was \_\_\_ traffic today, so I got here quickly.**  a) few  b) little  c) a lot of  d) more |
| **Activity 3: Translate the phrases choosing the right word (much, more, a lot of, a little, little, a few, few)**   1. Нам потрібно трохи овочей, щоб приготовувати вечерю. 2. У нього було багато часу, щоб закінчити проєкт. 3. Я бачу, що тут небагато відвідувачів. Це через дощ. 4. Ми купили декілька книжок для нашої домашньої бібліотеки. 5. Після тренування вона випила трохи води.\_\_\_ |

**Appendix E**

*Test on topic “Conjunctions” to identify the level of proficiency in English grammar after the implementation of individual work.*

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| **Activity 1: Fill the gaps using due to, owing to, so, because**   1. The flight was delayed \_\_\_ bad weather conditions. 2. She studied hard \_\_\_ she could pass the exam. 3. \_\_\_ the heavy traffic, we arrived late to the meeting. 4. The event was cancelled \_\_\_ the storm warning. 5. He didn’t come to the party \_\_\_ he was feeling unwell. |
| **Activity 2: Fill the gaps using before, for, since, till, until, by**   1. She has been working here \_\_\_ five years. 2. Let’s finish this report \_\_\_ Friday, so we have time to review it. 3. He waited \_\_\_ she returned from her trip. 4. I need to complete my homework \_\_\_ going to bed. 5. They haven’t seen each other \_\_\_ last summer. |
| **Activity 3: Choose the correct answer**  **1. We stayed in the office \_\_\_ 7 p.m.**  a) for  b) by  c) until  d) since  **2. The game was postponed \_\_\_ the rain.**  a) owing to  b) for  c) until  d) because  **3. The concert will end \_\_\_ midnight.**  a) since  b) until  c) by  d) due to  **4. She left the party early \_\_\_ she had to catch a train.**  a) so  b) due to  c) because  d) until  **5. We’ve been friends \_\_\_ childhood.**  a) since  b) by  c) for  d) till |

**Appendix F**

*Test to identify the level of proficiency in English grammar after the implementation of pair work.*

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| **Activity 1: Fill in the blanks, using the correct form**   1. I gave \_\_\_ (the keys / she) so she could lock up. 2. Could you pass \_\_\_ (the / I / salt), please? 3. They sent \_\_\_ (an invitation / we) to their wedding. 4. She showed \_\_\_ (he / the new book) she just bought. 5. I'll tell \_\_\_ (a story / they) about my trip to France. |
| Activity 2: Choose the correct answer   1. Could you bring \_\_\_?   a) me a glass of water  b) a glass of water me  c) me a water of glass   1. He promised to lend \_\_\_.   a) some money her  b) her some money  c) money of some her   1. She offered \_\_\_ when I was moving to a new apartment.   a) to her help me  b) me her help  c) her help me   1. Can you send \_\_\_ as soon as possible?   a) the documents of him  b) him the documents  c) his documents to him   1. They brought \_\_\_ (us / good news) about the project.   a) us good news  b) good news us  c) good news of us |
| **Activity 3: Translate the sentences using indirect objects correctly**   1. Я пояснив йому проблему. 2. Будь ласка, передай мені ручку. 3. Вона показала їм фотографії з вечірки. 4. Він розповів їй історію про своє дитинство. 5. Ми дали їм наші квитки. |

**Appendix G**

*Test to identify the level of proficiency in English grammar after the implementation of group work.*

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| **Activity 1: Choose the correct option (use(d) to or would)**   1. When I was a child, I \_\_\_ go fishing with my grandfather every weekend.    1. used to    2. would 2. She \_\_\_ live in that small village before she moved to the city.    1. would    2. used to 3. They \_\_\_ have a cat, but now they have a dog instead.    1. used to    2. would 4. My father \_\_\_ always read us a story before bed.    1. used to    2. would 5. We \_\_\_ go to the seaside every summer when I was little.    1. used to    2. would |
| **Activity 2: Fill the gaps**  1. My grandma \_\_\_ (cook) the best apple pies when we visited her.  2. They \_\_\_ (play) outside until it got dark in the summertime.  3. He \_\_\_ (not like) vegetables, but now he eats them every day.  4. We \_\_\_ (have) a big garden where we grew vegetables and flowers.  5. Our family \_\_\_ (go) camping every summer when we were kids. |
| **Activity 3: Translate the sentences in English using use(d) to/would + infinitive for past routines and habit**  1. Раніше ми часто каталися на велосипедах у парку.  2. Моя сестра завжди приносила мені цукерки, коли я був маленьким.  3. Вони зазвичай готували вечерю разом у неділю.  4. Раніше я не любив каву, але тепер я п'ю її кожен день.  5. Ми часто відвідували бабусю на вихідних. |
| **Activity 4: Choose the correct answer option and explain the choice (explain why the chosen option is suitable)**  1. They \_\_\_ (usedto / would) walk to school every day before they bought a car.  2. My dad \_\_\_ (used to / would) fix our bikes every weekend in the summer.  3. She \_\_\_ (used to / would) write letters to her friends before she had a phone.  4. I \_\_\_ (would / used to) be very shy, but now I'm more outgoing.  5. He \_\_\_ (used to / would) sing in a choir when he was in school. |