

УДК: 37.091.3: 811.111
10.35254/bsu/2023.64.16

Turusbekova A.
Bishkek state university
named after of K. Karasaev

THE WAYS OF GROUPING STUDENTS IN TEACHING ENGLISH LANGUAGE

Abstract

This article deals with the ways of grouping students at the English classes and its importance in learning and teaching. Teachers and instructors have been using different techniques to facilitate the learners' communication and participation at the classes. Grouping students is one of the most popular activities that the teachers do. Working in groups make the students feel so comfortable, self-confident, to enhance their speaking skill, and improve the grammar and vocabulary knowledge in learning speaking activities. Through group work, students can develop social skills, build a sense of community, support and depend on each other for their learning experiences. Using group work as a pedagogical tool will empower all level students to participate and talk in the classroom. Therefore, within the classroom, teachers need to integrate English language learners as fully as possible and highlight the role of peers in language learning process.

Keywords: group works, interaction, participation, enhance, social skills, to communicate, a pedagogical tool, collaborative, self-confidence, interactive.

Турусбекова А.
К. Карасаев атындагы
Бишкек мамлекеттик университети

АНГЛИС ТИЛИН ОКУТУУДА СТУДЕНТТЕРДИ ТОПТОРГО БӨЛҮҮНҮН ЖОЛДОРУ

Кыскача мазмуну

Бул макалада англис тили сабактарында студенттердин топторго бөлүнүүнүн жолдору жана алардын окутуудагы мааниси каралат. Англис тили мугалимдери студенттерди сабакка катышуусун жана аны стимулдаштыруу үчүн ар кандай ыкмаларды колдонушат. Мугалимдердин эң кеңири таралган иш-аракеттеринин бири-студенттерди топторго бөлүүсү. Топтук иш-аракеттер студенттерге сүйлөө көндүмдөрүн өркүндөтүүгө жана сүйлөө иш-аракеттерин үйрөнүү процессинде грамматика жана лексика боюнча билимин өркүндөтүүгө ушунчалык ыңгайлуу, өздөрүн ишенимдүү сезүүгө мүмкүндүк берет. Топтук иштөө аркылуу студенттер социалдык көндүмдөрдү өрчүтө алышат, коомчулук менен бирге болууну үйрөнүшөт, бири-бирин колдошот жана окуу тажрыйбасына көз каранды болушат. Топтук ишти педагогикалык курал катары колдонуу бардык деңгээлдеги студенттерге сабакка катышууга жана сүйлөшүүгө мүмкүндүк берет. Ошондуктан, класста мугалимдер англис тилин үйрөнүүчүлөрдү мүмкүн болушунча интеграциялап, тил үйрөнүү процессинде тентуштарынын ролун баса белгилеши керек.

Түйүндүү сөздөр: топтук иштер, өз ара аракеттенүү, катышуу, баарлашуу, педагогикалык курал, биргелешкен, өзүнө ишенүү, баарлашуу, социалдык көндүмдөрдү өркүндөтүү, интерактивдүү.

*Турусбекова А.
Бишкекский государственный
университет им. К. Карасаева*

СПОСОБЫ ДЕЛЕНИЯ СТУДЕНТОВ НА ГРУППЫ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В этой статье рассматриваются способы деления на группы студентов на уроках английского языка и их значение в обучении. Учителя английского языка используют различные методы, чтобы стимулировать взаимодействие и участие учащихся в обучении. Одним из наиболее распространенных действий, которые делают учителя, является группирование учащихся. Групповые работы позволяют студентам чувствовать себя настолько комфортно, быть уверенным в себе, чтобы улучшить свои разговорные навыки и усовершенствовать знания грамматики и словарного запаса в процессе обучения разговорной речи. Благодаря групповой работе учащиеся могут развивать социальные навыки, формировать чувство общности, поддерживать друг друга и зависеть от своего учебного опыта. Использование групповой работы в качестве педагогического инструмента позволит учащимся всех уровней участвовать и разговаривать в классе. Поэтому в классе учителям необходимо максимально интегрировать изучающих английский язык и подчеркивать роль сверстников в процессе изучения языка.

Ключевые слова: групповая работа, взаимодействие, участие, повышение, социальные навыки, для общения, педагогический инструмент, сотрудничество, уверенность в себе, интерактивный.

Teaching methods and techniques have changed significantly over the years and these changes allow students to play a more active role in their learning. At the present time teaching English language through interactive and communicative ways has become one of the most important focuses in this progress. Interactive and communicative ways of teaching English language include many speaking activities where the students can work with each other listening, communicating, interacting and collaborating. According to Olcay Sert, collaboration increases motivation and learning because it provides for experiential problem solving. [4, p. 219] The goal of learning a foreign language is to speak freely in the target language and communicate with other people. And group works can give the learners a great opportunity to socialize, collaborate and communicate with their counterparts. One of the main benefits of providing group works in the classroom is that the students have the oppor-

tunity for peer interpretation and sharing their ideas and experiences.

Cohen describes group work as “students working together in a group small enough so that everyone can participate on a task that has been clearly assigned.” [1, p. 1]

Students can not only interact with each using target language, at the same time they can accomplish some goals and learn how to solve language issues together.

Also, Cohen highlights that: “Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. It is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency.” [2, p. 6]

The teachers can arrange different groups with any amount of the learners to check the students’ comprehension of the given themes or materials. The students can have a great opportunity to exploit what they are learning and to interact with each other. Also, the

teacher can decide what types of group works to use at the English classes.

Types of Group Work

1) Pair work. Pair work is a way of improving students' participation and language use in pair by using enormous number of activities to improve students' ability. [3, p. 27]. First form of group work is pair work where there are only two participants. When working in pairs, students have more opportunities to practice speaking and using the language they are learning. This is because they are able to take turns speaking and listening, rather than having to wait for their turn in a larger group setting.

Pair work can also increase students' motivation to learn, as they may feel more comfortable practicing with a peer than in front of the whole class. Additionally, working with a partner can help to create a sense of accountability, as students are more likely to put in effort when they are working with someone else. Pair work can also help students to develop their communication skills, as they must work together to complete the task at hand. This can include skills like active listening, giving and receiving feedback, and negotiating meaning.

2) Team work. Teamwork can be a valuable tool in learning English. It provides a supportive environment for language practice, promotes collaboration and communication, and exposes individuals to diverse perspectives and experiences.

3) Collaborative group work. Group work is as a classroom practice where students work in teams to construct knowledge and accomplish tasks through collaborative interaction. [5, pp. 20 - 26.]

Group work, or collaborative group work, is a teaching and learning strategy that can be used for all students with different levels and can take various forms in the classroom. Using group work as a pedagogical tool can be useful in different ways. It can be used to organize activities or tasks in the class where an assignment is given by the teachers and

the learners are expected to work as a group to solve the group task. Through group work, students can develop social skills, build a sense of community, support and depend on each other for their learning experiences. In collaborative group work, every group member is involved in working on a given task to produce an outcome that they all agree upon. This allows all types of learners, including English language learners, the opportunity to be in an environment where they can work together to discuss their ideas, share and listen to their peers' thinking process. There can be more than two groups.[6,c. 1. 183-186]

Steps in implementing group work

First of all, teacher should decide what form of grouping to use for his/her students: working in pairs, working in groups, teams or students mingle. Then the teacher explains and gives a clear instruction how to fulfill the task. The students start working and collaborating in their groups. This process must be monitored by the teacher. And the last stage is the assessment of the groups, if they work in one group all students should be marked. When the students are divided into groups, they want to win other groups, that is why the final phase is the most significant to the students.

Advantages of grouping

Grouping is a powerful way to engage and involve all students in managing the tasks and solving the problems. Every student can add his/her own contribution to the work. The teachers encourage everyone to participate and contribute equally and make sure that all group members feel comfortable and included.

Group works is an effective way of communicating and practicing language. The students can practice their speaking and listening skills in a reliable environment and they are able to work collaboratively with their peers sharing their own ideas and opinions.

Group work can enhance motivation and interest among the learners. When your students work together and can see progress

they are making, they are more likely to get interested and motivated.

When your students work in groups, they can have a friendly atmosphere and a supportive environment. This can help to improve their confidence and reduce anxiety when speaking in front of others. Most students have a fear while they speak in public.

Grouping is an efficient way to mingle students with different levels and learning styles. There are high- and low-level students who can help each other to strengthen their learning. They can learn from each other sharing their comprehension and knowledge on a certain topic.

The ways of grouping

Grouping is an important aspect of teaching language as it provides several benefits for both the learners and the teacher.

Firstly, grouping allows for a more interactive and engaging classroom environment. Learners can work collaboratively with their peers, which promotes communication and socialization. This helps to foster a positive and supportive learning community, which can improve incentive and motivation for learning.

Secondly, grouping allows the teacher to customize instruction to the needs and abilities of individual learners. They can also modify their teaching style and pace to suit the learning styles and preferences of the group.

Thirdly, grouping enables learners to practice and apply their language skills in a more authentic and meaningful way. Through group discussions, debates, and projects, learners can develop their communication skills and increase their confidence in using the language in real-life situations. Finally, grouping can promote learner autonomy and self-directed learning. This can help them to develop leadership skills and take ownership of their learning.

We can surely say that the most teachers use the technique A, B, C when the students should name the alphabet letters according

to the numbers of the group or just numbers 1, 2, 3 as well. Another the common way of grouping is by asking the learners to form in fours and fives. If the teachers can vary their ways of grouping it will raise students' interests in participating in different activities. There are some suggestions of techniques in order to implement grouping students at the English classes, which can bring a little bit of diversity in the classroom. Sometimes the teachers can vary or make up their own ways of grouping according to their creativity. These techniques are:

1. Group names. You should write the names of noun classes and give to the students. Explain that one noun class can be in one group, e.g. animal, food, profession, flower, furniture etc.

2. Pictures and photos. It is a puzzle game. We take two different pics or photos, then cut into several pieces with different shapes to have one picture again. The numbers of pieces of picture should be the same numbers in the groups. Every person takes one piece to find his/her group, who can match all pieces in one picture, they are in group.

3. Rainbow. This activity works for dividing into up to seven groups. First of all, decide your students' number and prepare the same number of colours of rainbow. Then all colourful papers are distributed to the students, if they have the same colours, they are in one group.

4. Playing cards. A deck playing cards can be a great tool for creating truly random groups quickly and effectively. We can arrange a deck of cards to have the same number of cards as students. Deal out the cards and group based on the number we need. If you have sixteen students and you want to divide into four groups, you should take four ones, four twos, four threes and four fours.

5. Using idioms or phraseological units. This grouping can be used when the topic on idioms and phraseological units was conducted. If your students are aware of this theme, it can be effective and interesting. If you want

to divide you class into 3 or 4 groups, choose the idioms with 3 or four words in it. Take one idiom and cut into pieces according to number of your students.

1. The idiom can be cut into 3 pieces:

Pull	someone's	leg
Pull	yourself	together
Take	a rain	check

2. The idiom is cut into 4 pieces:

Don't	beat	a dead	horse
Let	sleeping	dog	lie
The pot	calling	the kettle	black

6. According to the parts of speech. Write different parts of speech in a piece of paper, if you want to divide class into 3 groups, you can take noun, verb, adjective and adverb. Then distribute them to the students, For example:

1. nouns-computer, investment, performance, communication, creativity;
2. verbs-justify, perceive, concentrate, embarrass, fancy;
3. adjective-blushing, determined, enthusiastic, innocent, stormy;

7. Using collocations. If the students are learning the collocations, it is better to use them in division your students for pairs. Cut one collocation into two parts and give them to your students. They should find the right

collocation putting these words together. For example: bright colour, clear understanding, new technology, medical care and so on.

8. Using synonyms or antonyms. Take synonyms or antonyms in order to divide your students into pairs. It is also a great way for revision of synonyms or antonyms. Examples: synonyms: rude-impolite, hug-embrace, leave-abandon, enormous – immense, talk-conversation; antonyms: always – never, poverty – wealth, lend -borrow, increase – decrease, optimist-pessimist.

9. Student choice. Teacher assigns two captains of the team and they should create their own team choosing other groupmates naming one by one.

10. According to characters in stories or novels. Make a list of male and female characters from stories or novels. Hand out to the students and who has male characters should be in one group, who has female characters can be in another group.

Summing up, group work plays a great role in communicative language learning, increasing student involvement in learning process. Group work gives students more chance to interact and use the target language more freely. Group work is a class-management strategy and if presentation, process, ending and feedback all are well organized then it can give positive results.

Literature

1. Cohen E. G. Designing Groupwork. Strategies for the Hetrogenous Classroom. 2nd ed. / E. G. Cohen/ - New York: Teachers Collage, Columbia University, 1994 - p.1
2. Cohen E. G. Designing Groupwork / E. G. Cohen, 1994. - p.6
3. Harmer J. The Practice of Teaching Language / Harmer J. - Cambridge University: Longman, 2011. - p.27
4. Olcay Sert. Comparative Analysis of Pairwork and Individual Assignments in two ELT Classes / S. Olcay // Journal of Language and Learning, No.2. -Vol.3. - P.219.
5. Rance-Roney J. A. Reconceptualizing Interactional Groups: Grouping Schemes for maximizing language learning / J. A. Rance-Roney // English Teaching Forum, 2010. - 48(1). - p. 20-26.
6. Вальваков Р. В. Основные тенденции использования метода проектов при обучении иностранным языкам на современном этапе / Р. В. Вальваков // Вестник БГУ, 2016. - №1 (35). - С.183-186.