

ISSN: 2450-8160

# Herald pedagogiki. Nauka i Praktyka

wydanie specjalne



Warszawa  
2021

## Editorial Team

---

**Editor-in-chief:** *Gontarenko N.*

---

### EDITORIAL COLLEGE:

---

**W. Okulicz-Kozaryn**, *dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland;*

**L. Nechaeva**, *PhD, PNPUI Institute K.D. Ushinskogo, Ukraine.*

**K. Fedorova**, *PhD in Political Science, International political scientist, Ukraine.*

**Aryslanbaeva Zoya**, *Ph.D. in Uzbek State Institute of Arts and Culture Associate Professor of "Social Sciences and Humanities."*

**Karimov Ismoil**, *Kokand State Pedagogical Institute*

**Nishanova Ozoda**, *National University of Uzbekistan named after Mirzo Ulugbek*

**Isamova Pakiza Shamsiyevna**, *candidate of pedagogical sciences, associate professor of Uzbek State World Languages University, Republic of Uzbekistan, Tashkent city.*

*(wydanie specjalne) Volume-2, № 3 May 2022*

## ARCHIVING

*Sciendo archives the contents of this journal in [ejournals.id](http://ejournals.id) - digital long-term preservation service of scholarly books, journals and collections.*

## PLAGIARISM POLICY

*The editorial board is participating in a growing community of **Similarity Check System's** users in order to ensure that the content published is original and trustworthy. Similarity Check is a medium that allows for comprehensive manuscripts screening, aimed to eliminate plagiarism and provide a high standard and quality peer-review process.*

## **About the Journal**

Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

HP publishes two issues per year, including Themed Issues. To propose a Special Themed Issue, please contact the Lead Editor Dr. Gontarenko N ([info@ejournals.id](mailto:info@ejournals.id)). All submissions deemed of sufficient quality by the Executive Editors are reviewed using a double-blind peer-review process. Scholars interested in serving as reviewers are encouraged to contact the Executive Editors with a list of areas in which they are qualified to review manuscripts.

**THE ADVANTAGES OF USING GROUP WORK IN TEACHING SPEAKING**

**Ayupova Khilolahon**  
**Ayupova Guloyim**  
Andizhan State University

*Abstract: This article deals with the arranging classroom activities in group work form. Group work in class today helps teachers to think about what they want them to accomplish, what goals you want them to achieve as they speak with their classmates and then group them accordingly.*

*Keywords. Classroom, arrange, activities, form of teaching, benefits, group work, goals, students, teaching, speaking, want, achieve, speaking, role.*

Group work has lots of advantages for students, so let's run through some of the big ones. It's communicative. Students have to talk to each other, and that means they're using those language skills which they've been working so hard to learn. It can be too time-consuming for one teacher to get around to talking to every student individually, especially in larger classrooms. This means that grouping students up is the best way to get everyone talking.

It's project-based. They have to accomplish something rather than just complete fabricated exercises, which is more like real-life language use.

It reduces teacher talk time. We all strive to talk less and get our students talking more in class. Group work is the perfect way to do this.

It develops camaraderie among your students. For some members of your class, their fellow students are the closest thing they have to a family during their time overseas. If they're foreign and living in the country for the foreseeable future, they'll need friends who understand them even more. Encouraging these relationships helps everyone and may be just what some of your students need to develop a lifelong friendship.

It appeals to different learning styles. Some people learn best on their own, but there are others who learn better when they're interacting with other people. Meeting this learning need is essential for the success of those students.

You have real language use on which to base assessments. You can give your students all the oral tests you like, but if you really want to see how they use language, listen to them while they work in a group. Their language will be more natural, less strained from test stress and a truer picture of what language they've acquired rather than what they've learned-because those can be two very different things.

Here are some go-to group activities almost every ESL teacher finds helpful to use in class. They're effective for getting students to talk to each other and putting their English skills to good use. They're the classics, if you will.

Discussions - Sharing opinions or past experiences is a go-to in just about every ESL classroom. It's simple and personal and gives students a chance to get to know each other

better.

Games/board games - Games in general get players talking, but there are plenty of language-based games that really target skills that ESL students need.

Completing a project (task-based learning) - Students work together to accomplish a task which is complex and multifaceted, and thus requires a great amount of communication.

Solving a problem - From what to wear to class today to the cure for cancer, life is full of problems just waiting to be solved. While speaking English with natives, students will someday need to problem solve to understand what's being said and to figure out how to craft new sentences. They'll need to problem solve to get around in a foreign, English-speaking country. Students who work with partners often find unexpected solutions to everyday problems through conversation and idea sharing. This is more than just an ESL skill, this is a life skill you're teaching.

Sharing information (jigsaw, etc.) - Though the teacher often gives the information to the students in these types of activities, the students are still responsible for sharing their information with the other members of their group. Each person must then use all of the information to complete a task such as answer comprehension questions.

Role-plays/strategic interaction - Just about any real-life situation can be recreated as a role-play for the ESL classroom. They're practical and realistic ways for students to use language.

What I'd like to do in this article is to briefly examine the nature of rules within the classroom, and then to discuss different strategies for making them effective. As a note, I use the term 'rules,' but one might also use 'classroom policy' or other terms. Because the strategies can be applied to both isolated activities like a game or to long-term policies like no name-calling, I've decided to use one term for the sake of simplicity.

One way to look at rules is as a way of communication between the teacher and the class. In setting and enforcing rules, a teacher can convey expectations and values, while students communicate in turn through how they respond to the rules. The older and better able to communicate in English the students are, the more the rules can be negotiated among teacher and students. I've sometimes let the class decide what the punishment should be for a certain 'crime' by giving them a choice from three, generally silly punishments, such as doing a dance, so that the experience bonds the class in humor while highlighting the rule, rather than making the student who has misbehaved feel unjustly picked on and friendless.

Having rules is of little use, however, unless they are effective. Three things help ensure a rule's effectiveness: clarity, consistency, and commitment.

#### 1. Clarity

Students must understand what the rule is, that it is a rule (applicable to all and not just you being grouchy or having a grudge against the student, for example), and that there will be consequences if the rule is broken. Some concepts, such as cheating, may be difficult for younger children to understand, whereas others, like doing "original" work and not copying, may be culturally based. Sometimes a student may stop doing

something because you look angry and not because he/she understands that that behavior was unacceptable and why.

One year I had a student who kept hitting me out of a sense of play. I sternly told him not to do it several times, but the problem seemed to be that he couldn't understand that it hurt. "Do what I do," said a friend of mine. "Cry." I don't remember exactly if I cried, but I do remember that his advice reminded me to communicate in a way that is meaningful to the students at their age and level of development and in the context of a foreign language classroom.

Another problem was conveying the idea of "doing your own work," especially during craft activities such as making Halloween masks. I would bring an example of, say, a jack o'lantern mask, show various pictures of skeletons, ghosts, and witches, and encourage the students to make a mask based on their favorite creature. And then I'd end up with ten jack o'lantern masks.

"What you need to do is to show them that there can be more than one kind of mask," advised a colleague. "Why not take in two or three different sample masks?" That made me see the situation in a new light: it was not that my students were unable to be original, but that they didn't know they had permission to. I might think I was saying, "Let's make a mask like this jack o'lantern one," meaning any type of mask fashioned like the jack o'lantern one, but perhaps they were hearing, "Let's make a jack o'lantern mask."

#### 2. Consistency

Students are sensitive to injustice--or what they perceive as injustice--and to any wishy-washiness on the part of the local figure of authority, in this case, you the teacher. Strive to enforce rules consistently, not just where the most obvious or repeat offenders are concerned, and include yourself when appropriate. In one of my four-year-old classes, it was the rule that before going to the restroom to wash hands after a messy craft activity, one had to go to the teacher and say, "Wash hands, please." Because I also needed to clean up, I would say to myself, "Wash hands, please," and then turn and say, "Okay, go ahead." "Thank you." The students enjoyed the silly dramatics, and could appreciate that the concept that a rule is a rule for everybody.

For me, the challenge to consistency is expedience. Sometimes, no matter how good a rule may be, it's just a little inconvenient and one would prefer to overlook it, just this once. But it's those sacrifices to expedience, which may seem inconsequential to the teacher, which can convey to the student the sense that the rule is not important and that its enforcement is arbitrary.

For example, one of my rules is that when students don't know, they must say in English, "I don't know," or ask, "What is it?" Often students might forget and blurt it out in Japanese, or during a moment of

#### 4. Ways to Group Your Students

You've got your pockets full of group ideas that work in class. But believe it or not, how you group your students might be more important than the actual activities you do. In fact, it might be the most important aspect to achieving successful group work in



your English class.

A good activity is a good start. An engaging activity with the right student groups can really put your lesson over the top.

But what's the secret to grouping students the right way?

It all depends on your goal for the activity. Here are some ways you can put your students together and why you might choose to group them each particular way.

#### 1. Group by varying skill level

While a more advanced student will likely speak more like their lower level student partner, too, they aren't losing out on the deal. We learn more when we teach. And when you group advanced students with lower level students, they'll learn by teaching the other members of their group even if they don't realize what's happening. If you have a mixed level class, don't despair. Your students can learn as much from each other as they do from you when they're in these types of groups.

#### 2. Group by the same skill level

While students can learn a lot by working with classmates at different language skill levels, that isn't always the way you want to partner up your students. Sometimes mixed level groups can be dominated by advanced speakers and beginning students can get lost in the mix.

Not so when your groups are selected for their similar language proficiency.

In a group of all beginners, someone will have to speak up, and that means your lower level students will be talking more in class. In your group of all advanced students, everyone may want to drive the conversation. That means the members of that group will have to work on their discourse skills like taking turns speaking and using active listening. If you have students who dominate the conversation in class, this might be the right type of group for you.

#### 3. Group by the same first language

Have you ever heard that grouping students with others who speak the same first language is taboo? Forget about it. Your students will actually be able to help each other in very unique ways when they're grouped with others that speak the same first language.

More advanced students understand the specific language struggles faced by beginning students and can help them through struggles that they themselves have already overcome. Your advanced students can also explain using their native language which is a great advantage when you've tried everything to communicate to your students and they still aren't getting what you're trying to say.

Grouping by the same first language is also an advantage when you're discussing some sensitive topics, those that might hit a cultural hot button. While not every speaker of a language comes from the same culture, many do, and if you're afraid of cultural flare-ups because of a certain topic, try grouping your students this way to minimize the drama that might otherwise come up.

#### 4. Group by different first languages

Have I convinced you that grouping by the same native language is a good thing? Well, stop it. At least sometimes. Because mixed L1 groups are useful to students in other ways. When all the members of a group speak different first languages, they'll all be forced to speak English in order to work together.

This is particularly useful if you have students that just won't speak in English because they always have the chance to speak their first language. A mixed L1 group also gives your students the chance to experience different accents in English and as a result improve their listening skills. Culture can also come into play in these groups. By talking with people from different areas of the world, your students can develop a better appreciation for each other and their home cultures. It's a great way to learn about people around the globe along with their traditions.

We all know that group work is essential in the ESL class, but we might not think enough about how we group our students.

The best activity in the wrong group might be adequate, but with the right group it can be outstanding.

When you group your students in class today, think about what you want them to accomplish, what goals you want them to achieve as they speak with their classmates and then group them accordingly. You might find that outstanding is easier to achieve than you realized.



**References:**

- 1.Ахмедова Л.Т., Нормуратова В.И. Teaching English Practicum / Практикум по методике преподавания английского языка - Т.: 2011.
- 2.Jalolov J.J. Chet til o`qitish metodikasi - Т. : 2012 .
- 3.Хошимов Ў., Ёкубов И. Я. Инглиз тили ўқитиш методикаси - Т.: 2003.
- 4.Brown, G. Listening to Spoken English. London, 1992 - 25-49pp.
- 5.Cohen, L & Manim, L. Research methods in Education. London, 1998 - 13
- 6.Dunkel, P. A. Listening in the native and second language. 2001 - 115
- 7.Farell, C. Listening comprehension in the ESL classroom. NY, 2007-116
- 8.Flowerdew, J. and Miller, L. Student perceptions, problems and strategies in second language lecture comprehension, Boston, 1996 - 60-80pp.
- 9.Herron, C. and Seay, I. The effect of authentic aural texts on student listening comprehension in the foreign language classroom. NY, 2003, 487pp.
- 10.Jack C. R. Teaching listening and speaking from theory to practice, 2008