**MATTER OF GROUPING IN AN EFL CLASSROOM**

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*“Human species has evolved on the basis of group learning. Learning from others is the most instinctive and natural of all the learning contexts that we experience” (Race, 2007)*

The features of group work in the classroom have been indicated for a long time and very clearly. First of all, this is a special arrangement of the educative process, when the responsible one for the final outcome is not only a student, but several students at once. For the teacher, this process is difficult because planning the lesson considers the specifics of each class. Currently there is a search for forms and methods that can create conditions for the development of communicative skills and teamwork skills as well, in other words, the development of social competence and the ability to learn independently. So, the great potential for the implementation has such a form of arrangement of the educational process as the cooperative group work. Working in a group makes it possible to communicate with other members of the group, formulate one's position, coordinate actions, which can contribute to the development of cooperation, interpersonal competence, and a communicative culture.

There is a rich tradition of group activities in education. This approach of teaching is one of the effective ways of implementing learning activities in the classroom. Surely, it’s possible to study individually, using appropriate methods and educative facilities. However, the student closes on his/her success and failures only. It’s impossible to be interested in how his/her peers manage. Nevertheless, learning in a different way makes sense; it’s convenient to have a peer who’s next to you, for instance, who you can ask if something is not clear or discuss everything that is interesting. If the success of the whole group depends on the success of one, then each student takes responsibility for the success of all group members. All the members work together, discuss, come out with new ideas, change certain things. Also, roles are changed within the group every time a new task is assigned.

**GROUP WORK ACTIVITIES**

In order to have successful foreign language classes, grouping and helping students to overcome obstacles in learning the selection and planning the strategy of cooperative working matter. Choosing one of the activities that would be involving and interesting will take some time. There is the list of activities that might be found engaging:

**1. ICEBREAKERS:** If you want significant student participation during your course, spend time at the beginning of the term helping students to get to know and develop trust in one another.

**2.** **WHAT’S MY PROBLEM?** Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student’s back. Students in the teams must mingle and ask for advice from other teammates to solve their problem.

**3. THROW THE BALL & DO THE COMMAND:** Students stay in a semi-circle and the teacher throws the ball to each participant by turn, gives the command and the task of a student to do the command with the comment in Present Continuous Tense. Example is given below:

T: Come here!

S1: I’m coming

T: Look at your friend

S2: I am looking at my friend.

**4. RHYMES:** Students sit face to and back to the board with pictures **Word – Rhyme.** For example, cat – hat**,** knife – wife**,** mice – rice, etc.

**5. HOT SEAT:** The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat - that person can't see the word.

There are various types of group work that form all types of language activities. The teacher has the opportunity to choose the type of grouping in accordance the skills that need to be formed. There are also age-specific features of using the group approach, which should also be considered while choosing the type of group work. Group work creates a positive atmosphere in the class. Some students will not feel vulnerable to public speaking.

In most cases, students consider the group form of work as the effective one, since they feel personally responsible for the results of the entire group, not only receiving information from the teacher, but becoming researchers themselves, analyzing date and reaching appropriate conclusion.

**Refernces**

1. Ph. Race, 2006, London: Routledge, Extracts from Chapter 4 of “The Lecturer’s Toolkit: 3rd edition”;

2. Kagan, S. (1994). Cooperative Learning. U.S: Resources for Teachers, Inc.;

3. Brown, D. (2001). Teaching by Principles: an interactive approach to language pedagogy. New York: Addison Wesley Longman, Inc.