

HOW TO TEACH ENGLISH EASILY IN SMALL GROUPS

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Abstract:

The increasing popularity of learning foreign languages, particularly English, in the modern world may lead to a demand for sophisticated teachers. In language learning process teachers and their methods have an important role. However, in some cases it is more practical to teach English as a foreign language in a student-lead methods, such teaching in small groups. Thus, this study aims to explore some convenient methods in small-group teaching and their effects to learning process.

Key words: teaching English, small-group teaching, methods of teaching, English as a foreign language, effects

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Teachers are usually seen as a person who knows everything about specific field or subject. Especially, in teaching foreign language such as English, as it could be a completely new process to students. However, involving students more in practice and making them work together by providing discussions, researching is, nowadays, considered more efficient way to get better results. One of some practical strategies to make teaching English easier and more successful is teaching in small groups.

Small-group instruction is arguably the best way for students to absorb, think about, and integrate information from other sources, such as lectures or textbooks. It is typically the greatest technique for students to deal with challenging concepts that, once understood, alter their perspectives on a subject [7,1]. Small groups are common in reading, but they are also useful throughout the curriculum. A small group has a smaller student-teacher ratio, allowing students to give remarks more frequently than in large-group scenarios. Teachers might use this time to test their students' comprehension, provide relevant remarks, take anecdotal notes, and establish relationships with them. English students benefit greatly from small group education with their teachers and peers.

I used to believe that I couldn't begin small-group work until I had gotten to know my students better. Now I understand that there is no better method to get to know pupils than to interact with them. Small-group interactions enable careful observation of students' learning tendencies, strengths, and academic gaps [2,1]. By incorporating following strategies, teaching English in small groups becomes a more dynamic and enriching experience, fostering language acquisition and creating a positive learning atmosphere:

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Crossover groups: The class is divided into two or more smaller groups, with certain students moving between groups at suitable moments. E.g. Students start part A of a task in groups of four; once completed, two students from one group trade places with two people from another group to form a new group of four. The assignment then advances to Part B.

Buzz group: Post a subject or topic on the board and encourage each student to write down any ideas or replies they have. Then, ask them to discuss their opinions with a coworker for a few minutes. Allow them time to deliberate before repeating the question and asking for their suggestions.

Brainstorming, also known as ideas storming, involves writing a phrase, a word, or a question on the board. Encourage pupils to express their thoughts and ideas on the board or flipchart without comment. Do not stop to evaluate any of the proposals; instead, create a list of remarks. When all suggestions and time have been exhausted, organize and critique the list together. The goal is to keep idea generation separate from editing and verifying.

Presentations: individual students or groups of students present on a topic established by the instructor or on a self-generated topic.

Debates: The teacher or the students can set up a debate between two opposing positions. Time is allocated before or during the class to prepare arguments and then the debate is 'chaired' by the teacher.

Jigsawing a topic – Produce two sets of cards giving two sets of alternative variables or situations. The students would be given one card from each set to generate a unique set of circumstances. E.g. one set of cards could include the names of different historic figures and the second set a number of political issues – the students have to discuss or present on the connections between the person and the issue.

Snowballing: individuals, then pairs, then fours etc to generate wider views on a topic progressively. You effectively grow the size of the working group and draw in an increasing range of views.

Mini projects: individuals or groups work on a particular small project and report to the whole group

Resource based tasks: Provide the students with a range of resources (could be articles, quotations, x-rays, tables of data, test results, photographs, printouts etc.). Ask them to solve a problem or address a question using the provided resources.

Role play involves pupils assuming certain roles and acting out the views or behaviors connected with those roles. This could include gaining new perspectives or practicing specific skills and methods. For example, interrogating a witness or taking a patient history.

Simulations: The teacher gives the pupils a series of briefs that provide information and background for the simulation. Students frequently work in small groups to fill various roles in the simulation. For example, in a European Union policy negotiation, groups represent various European countries' positions.

Fishbowl: The remainders of the pupils view a subgroup of students (in the fishbowl). The students in the bowl are asked to present a case, debate, or role-play a scenario. The observing students are then asked to provide input, summarize the discussion, or reverse roles.

To summarize, effectively teaching English in small groups necessitates a careful combination of interactive activities, tailored learning methodologies, and technology. Educators can increase the learning experience for students by

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building a collaborative and culturally integrated atmosphere, providing timely feedback, and remaining flexible in their teaching approaches. With structured lesson plans, diverse learning resources, and promotion of peer participation, studying English in small groups becomes not only easier but also more gratifying for both students and teachers. Embracing these tactics allows educators to confidently negotiate the difficulties of language education, resulting in a vibrant and supportive learning environment where language fluency thrives.

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