



GROUP WORK STRATEGIES IN EFL CLASSES

Ortikova Ibodatxon

4th year student of English faculty 2, UzSWLU

Xaydarova Go'zalxon

Teacher of English faculty 2, UzSWLU

Abstract

This thesis investigates the effectiveness of different group work methodologies in English as a Foreign Language (EFL) class. The study examines how distinctive group work approaches affect dialect learning results and understudy engagement in EFL classrooms. Information was collected through classroom observations, student surveys, and teacher interviews, and analyzed to identify key factors influencing the success of group work in EFL settings. The discoveries suggest that certain group work techniques, such as task-based learning and cooperative learning, have a positive effect on language acquisition and student motivation.

Key words: group-work, classroom, EFL, task based, learning.

Introduction

In later a long time, there has been a developing interest in the use of group work as an academic approach in EFL classrooms. This interest stems from the belief that collaborative learning can enhance language learning results by giving students opportunities to interact with their peers and engage in important communication. In any case, the effectiveness of group work in EFL settings is contingent on the execution of appropriate methodologies that advance dynamic cooperation and effective communication among students. This study aims to examine the impact of different group work strategies on language learning results and student engagement in EFL classes.

Literature review

The scholarly discourse on group work in EFL education elucidates several factors that can influence the efficacy of collaborative activities. These encompass the nature of the assigned tasks, the composition of the groups, and the pedagogical intervention of the instructor in managing group dynamics. Task-based learning, for instance, underscores the implementation of authentic language tasks that necessitate concerted effort to accomplish a communal goal, thereby fostering language acquisition through authentic communication (Kadwa & Alshenqeeti, 2020). Conversely, cooperative learning endeavors to instill a sense of positive interdependence among group members, engendering a culture of mutual aid and collective responsibility.

Methodology



The current research utilized a mixed-methods framework, integrating qualitative and quantitative methodologies to yield a thorough comprehension of the influence of group work strategies in EFL classes (Negou и др., 2023). This approach involved the execution of classroom observations aimed at scrutinizing the application of group work activities and evaluating student involvement and enthusiasm. Furthermore, surveys were distributed among students to elicit their perceptions of their experiences with group work, while interviews were conducted with educators to glean their insights into the efficacy of various group work approaches. This multifaceted methodological approach not only allows for a comprehensive analysis of the impact of group work strategies but also facilitates a nuanced understanding of the dynamics and outcomes associated with these strategies in the context of EFL education (Benkorichi, б. д.).

Results

The results of the investigation suggest that both task-based learning and cooperative learning emerge as efficacious methodologies for fostering language acquisition and enhancing student engagement within EFL learning environments (Jacobs, б. д.). According to the feedback obtained from students, these pedagogical approaches offered them valuable opportunities to apply their language competencies in authentic and purposeful scenarios, while also facilitating collaborative interactions with their peers. Furthermore, educators highlighted the favorable influence of these strategies on student motivation levels and language proficiency levels (Liu, 2018).

Task-based learning, characterized by its emphasis on real-world language tasks that necessitate collaboration and problem-solving, was found to be particularly effective in providing students with practical language practice, enabling them to engage in meaningful communication while working towards common objectives. This approach was noted for its ability to create an immersive language learning environment that mirrors real-life language use, thereby enhancing the relevance and applicability of language skills learned in the classroom.

Discussion

The outcomes of this investigation provide empirical backing to the notion that thoughtfully crafted group work initiatives can significantly augment language learning achievements in EFL settings (Pabro-Maquidato, 2021). The findings underscore the efficacy of both task-based learning and cooperative learning in fostering robust student involvement and authentic interaction. Nevertheless, the study also brings to light certain hurdles linked to the execution of group work, including the necessity for meticulous task structuring and adept management of group dynamics. These discoveries hold profound implications for EFL pedagogy, emphasizing the imperative of recognizing the pivotal role played by group work in advancing language acquisition within EFL instructional contexts (Partridge & Eamoraphan, 2015). By acknowledging these complexities and leveraging the strengths of group work strategies,



educators can optimize language learning experiences for students, thereby enriching the overall quality of EFL education.

Conclusion

To sum up, the present study offers valuable perspectives on the efficacy of employing group work methodologies in EFL instructional environments. The results indicate that both task-based learning and cooperative learning hold promise for bolstering language learning achievements and fostering active participation among students in EFL settings. Nonetheless, there remains a need for additional research to delve into the nuanced effects of these strategies across varied educational contexts and with diverse student cohorts. In essence, this study enriches the expanding corpus of literature on collaborative learning within the realm of EFL education, presenting practical insights that can inform EFL educators' pedagogical approaches. By shedding light on the benefits and challenges associated with integrating group work into EFL instruction, this study paves the way for informed decision-making and the continued enhancement of language learning practices in EFL classrooms.

LIST OF REFERENCES

1. Aziz, M. A., Hoerniasih, N., & Rahmawati, M. (2021). The Implementation Of Cooperative Learning Type Think-Pair Share In Overcoming Student's Anxiety In Speaking English At English Language Foundation. *Jurnal Pendidikan Tambusai*, 5(2), 3764–3770.
2. Benkorichi, C. (б. д.). *Harmer, J.2007.The Practice of English Language Teaching*. Извлечено 21 январь 2024 г., от https://www.academia.edu/19053666/Harmer_J_2007_The_Practice_of_English_Language_Teaching
3. Jacobs, G. (б. д.). *Cooperative learning: Theory, principles, and techniques*. Извлечено 21 январь 2024 г., от https://www.academia.edu/3380901/Cooperative_learning_Theory_principles_and_techniques
4. Kadwa, M. S., & Alshenqeeti, H. (2020). The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation*, 3(11), 55–67. <https://doi.org/10.32996/ijllt.2020.3.11.5>
5. Liu, M. (2018). Interactive effects of English speaking anxiety and strategy use on oral English test performance of high- and low-proficient Chinese university EFL learners. *Cogent Education*, 5. <https://doi.org/10.1080/2331186X.2018.1562410>
6. Negou, E., Fonkem, M. N., Abenwi, J. S., & Ibrahima. (2023). Qualitative Research Methodology in Social Sciences. *International Journal of Scientific Research and Management (IJSRM)*, 11(09), Article 09. <https://doi.org/10.18535/ijrm/v11i09.sh01>



7. Pabro-Maquidato, I. M. (2021). The Experience of English Speaking Anxiety and Coping Strategies: A Transcendental Phenomenological Study. *International Journal of TESOL & Education*, 1(2), Article 2.
8. Partridge, B. J., & Eamoraphan, S. (2015). A COMPARATIVE STUDY ON STUDENTS' FOREIGN LANGUAGE CLASSROOM ANXIETY THROUGH COOPERATIVE LEARNING ON GRADE 10 STUDENTS AT SAINT JOSEPH BANGNA SCHOOL, THAILAND. *Scholar: Human Sciences*, 7(1), Article 1. <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/1008>