THE GOALS OF GROUP WORK
Anna Kozlovska (Sumy, Ukraine)

Like all learning activities, group work is more likely to go well if it is properly planned. Planning requires an understanding of the principle that lies behind successful group work.

Several factors work together to result in group work where everyone involved is interested, active, and thoughtful. If these factors agree with each other, then group work is likely to be successful. If they are not in agreement, group work is likely to be unsuccessful (Reid 2002). The five factors are (1) the learning goals of group work, (2) the task, (3) the way information is distributed, (4) the seating arrangement of the members of the group, and (5) the social relationships between the members of the group.

Before seeing how the factors work together let us look first at the learning goals of group work which are covered in this article.

The following description of the goals of group work focuses on the spoken use of language. There are several reasons for this focus. Firstly, group work is most commonly used to get learners talking to each other. Secondly, much research on group work in language learning has studied spoken activity, partly because this is the most easily observed and recorded. Thirdly, most teachers use speaking activities in unprincipled ways. One of the aims of this article is to suggest how such activities can be used and adapted to achieve goals in language-learning classes.

Group work provides an opportunity for learners to get exposure to language that they can understand (negotiate• comprehensible input) and which contains unknown items for them to learn. There has been considerable research on the possible sources of this input and the processes of negotiation (Long and Porter 1985), with the general recommendation that group work properly handled is one of the most valuable sources.

Group work gives learners exposure to a range of language items and language functions. This will often require teaching of the needed language items. Group work provides more opportunities for use of the new items compared to the opportunities in teacher-led classes. Group work may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing, and affective climate.

Group work allows learners to develop fluency in the use of language features that they have already learned. The arguments supporting group work for learning new items also apply to developing proficiency in the use of these items.

Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking

clarification, seeking conformation, checking comprehension, repetition, strategies to keep a conversation going, strategies to make up for a lack of language items or a lack of fluency in the use of such items, and strategies for managing long turns in speaking.

Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject the learners are studying. For example, a communicative task based on the water cycle may have as one of its goals the learning of the processes involved in the water cycle and the development of an awareness of how the water cycle affects our lives. In addition, the teacher may expect the learners to achieve one or more of the language-learning goals listed above.

Thus, group work can help learning in the following ways: negotiation of input, new language items, fluency, communication strategies, content.

References

1. Long, M., Porter P. (1985). 'Group work, inter-language talk, and second language acquisition'. TESOL Quarterly, 19, 2: 207-228.
2. Reid, J. (2002). 'Managing small group Learning'. http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true &_&ERICExtSearch_SearchValue_0=ED463560&ERICExtSearch_SearchType_0=no&accno=ED463560

BELIEVE-TYPE AND WANT-TYPE MATRIX VERBS AND THEIR COMPLEMENTS

Tetyana Kryvoruchko (Zhytomyr, Ukraine)

The contrast between the sentential complements of verbs like *want* and *believe* has been the subject of much debate. P. Rosenbaum distinguished them as being obligatory / optional undergoers of a 'pronoun replacement' transformation [2].

The *want* class are often called *emotive verbs*, or *subject Equi verbs*, or *subject control verbs*. This class includes desiratives like *want* and *wish* as well as *factive-emotives* such as *like, love, hate* and *fear*.

The believe class are sometimes called (*subject to object*) *raising verbs* or *Exceptional Case Marking* (ECM) verbs [3]. *Believe-type* verbs are the members of the verbal lexicon that share:

a) the syntactic characteristic of displaying the alternation between a finite clausal complement and an NP+to-infinitival clause complement (accusative and infinitive) (sentences (1) and (2) below);

b) the semantic characteristic that their (active) subjects say, think, perceive or show something to be the case of the subject of the complement (such a semantic characterization often does not hold in cases like (2b) where there is no active subject).

(1) *Jack believes that Ann is friendly.*

(2) a. *Jack believes Ann to be friendly.*

Kozlovska, A. The goals of group work / A. Kozlovska // Global English – Global Decisions. XVIII TESOL – Ukraine National Conference. April 12-13, 2013. Book of papers – Севастополь : Рибест, 2013. – C. 163- 164.

164