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МАТЕРІАЛИ VII ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ
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COOPERATIVE CLASSROOM MANAGEMENT IS THE KEY TO MINIMIZING THE CHAOS

It's common knowledge that it is much more productive for students to work in small groups in any class, but when it comes to teaching them a language, this necessity becomes evident. A lot of teachers do not want to use group work, as they fail to control the class. Small classes give students a bunch of opportunities to master the target language and get feedback from their peers and instructors, whereas large-classrooms challenge teachers providing a lot of complications concerning issues of management. This article is written to help teachers understand how the large class is run and teach learner autonomy. It considers some practical ways to introduce group work into large classrooms and supports cooperative learning. Using group work in a large classroom for many teachers seems to be a true ordeal: they should move from desk to desk trying to control what's going on. They practically don't what all the teams are discussing; The teacher is unable to control what language they are using; The noise prevents them from telling if one student is doing all the talking or if everyone has the opportunity to participate. In spite of the fact it is "healthy noise," it is loud, and as group members try to hear one another over the voices of the other groups, the volume with some intervals becomes deafening. In this situation with such noise the teacher has difficulty in letting students know when they should stop discussing in groups and come back to a whole-class discussion. Teachers get tired and distressed .Is there any way out? The only thing that might work is to give the students some responsibility for their own learning. For many teachers, this is the hardest part of cooperative learning—letting go of the reins in order to let the students have a say in how the class is run and teach learner autonomy.

So, what is the best way to handle the larger number of students? "Only through collaboration. There are a few techniques to organize large classrooms, and allow the learners to move fluidly from whole-class discussions to individual and group work without the usual time tensity, and chaos that occur when these instructional factors are not planned out in advance. Collaborative learning through group work gives the evidence that active participation in learning plays an extremely positive role in education, It's strange that lecture based classrooms are still popular. The act of using what we learn helps a great deal in our ability to retain information, students learn better and retain more from methods in which they are actively involved (teaching others, practicing doing, discussing) than when they are passive learners (listening to a lecture, reading, using audiovisual). Some teachers still believe that their role is to deposit information into the minds of their students—and they do not consider it important for students to discover knowledge on their own or think critically about what has been read. Often teachers feel that if they are not lecturing, they are not doing their job. They should be the center of attention.

Experience, though, reveals that we learn language by using it. It is not a good idea just to tell our students about the language and then send them to practice it on their own. Retaining the knowledge this way is far from being effective. There is no better place than the language classroom where collaborative learning and group work may bring the best results as students feel confident practicing the language and trying out new vocabulary and phrases. That's why teachers are to focus on the most efficient and effective use of classroom time, especially in large classrooms. Let's consider some practical ways to introduce group work into large classrooms and support cooperative learning.

The ideal group size is four students. If you intend the students to do pair work, they are already seated next to or across from a partner. In case groups contain more than four, it becomes harder for all students to hear and participate, and at the same time it becomes easier for a student to pull back from the group and let the others do most of the discussing. It is important to arrange the desks so that the teacher can move easily between groups and around the classroom to monitor groups while they are

discussing or working on projects. The most favorable position is to move the desks so that the students could face each other.

Collecting student information might also be helpful. Creating well-mixed heterogeneous groups contributes to effective learning. Teachers should place students with the same hometown, gender, likes/dislikes, etc. into different groups. To find out this information is easy from the students on the first day of class. Teachers may have students complete individual cards so they could rearrange groups by placing the cards on desk and dealing them out like a deck of cards. Students have the right to choose a study friend. Once they have chosen a partner they are assigned projects and get handouts to missing students. They do partner presentations in class, and each student has someone to prepare with.

The information collected on the cards is vital to forming heterogeneous groups and also helps the teacher make connections among students. Keeping track of groups helps students to have the chance to work with different classmates throughout the term, which makes it necessary to track who has worked together before. For this purpose cards should be marked so that to know who was in the previous group. This information allows arranging students into new groups.

When I took my first Coursera course on teaching based on projects I came across an article written by Gena Rhoades, who is an online faculty member at University of Southern California, and a teacher and mentor at Monash University. Dr. Rhoades works both internationally and in the U.S., helping teachers reach their full potential. I was highly impressed by her ideas and started to introduce them in my own practice .So I want to share this experience with everybody who is not lazy enough to read this information.

She recommends putting an "A" at the top of four cards for the first group, a "B" at the top of the four cards for the second group, and so on. In case the instructor wants to switch groups after some time, he sees which students have worked together before. Eventually, when the term comes to its end, the top of the cards look like this: C/E/A/A/C. What does it mean? The idea lies in the fact that letters themselves are of no importance. But they identify how it lines up with the groups. Thus a student with

E/C/C/A/A at the top of her/his card, is not likely to join a group with Student (B/E/B/D/A) because they worked together the second time when groups were switched (they were both in group E). If the class is smaller, students may have to work together more than once, but here the teacher makes sure that they have not worked with at least two students in the group.

Another strategy proposed is rainbow learning. What does it imply? Assigning a specific person to be the speaker for a group is commonly supported by a great number of teachers. However, it is more circumspect to rotate speakers to guarantee that all students participate and contribute to the class. One way to organize this is known as "Numbered Heads Together" (Kagan and Kagan 2009). In cooperative technique, you may assign a color to each person in the group. It might be a number, but from the point of view of psychologists, having a number "1" student in each group may bring the feeling that this student is a kind of superior, even though for these purposes it is just a number. To organize the colors, which match a rainbow, one student in each group is RED, another is ORANGE, another is YELLOW, and the fourth is GREEN. When you organize groups with a new class, it is recommended making sure that RED is in the front left seat, ORANGE in the back left, YELLOW in the back right, and GREEN in the front right seat. This tactics works best when the instructor works with lower-level students who might be confused by instructions. When the teacher asks all the GREENS to stand up, not all the students in that position do it. They are either do not understand the instructions or are afraid to speak, and so do not want to stand up. But once they realize that everyone in the class will be speaking and that making mistakes is part of the process, they readily stand up and answer the questions they are asked. The use of colors works well with students who are unwilling to demonstrate their initiative to speak and need encouragement. It also works well when there are students who like to dominate the group because they get their turn to speak, but they also realize that they need to let the other "colors" have a chance. The instructor has to explain the importance of participation to these dominant students and encourage working with their reluctant classmates. It helps them have more confidence, everyone in their group is learning and improving.

If it comes to a group of three people it's reasonable to select one person to be two colors or assign two students to share a color so that they could take turns being the spokesperson for the group when it is their color's turn. Another advantage of this labeling is that you do not have to learn students' names at the beginning of the term before you have had a chance to memorize names. Moreover, color designations make it much easier for you to get full participation from all students. When you break a large class into small groups it is much easier to memorize four names at a time than it is to keep in memory20 or 25!

While using cooperative learning it is necessary to emphasize the importance of setting expectations, because if you intend to have an effective group work, you should clarify and set clear expectations of how students are to act in groups. Naturally it takes time to discuss expectations with them and decide together on consequences if an expectation fails to be followed, Students must know what happens if they are too loud or if some members of the group don't participate.

To boost expectations each student is given a role to help monitor the class, as well as to encourage responsibility and leadership. These roles can be attached to student colors and are easily rotated. RED: Topic monitor. This student has the role of keeping the group on topic. YELLOW: Language monitor .This person is in charge of reminding the group members to practice their English. Instructors should teach their students these two very useful phrases "How do you say _____ in English?" and "What does _____ mean?" By using these questions, even lower-level students when they use them can reach the target language effectively and build confidence. GREEN: Participation monitor. This student's responsibility is to make sure everyone participates and no one dominates the discussion. This balance among group members is particularly important when the students are in mixed group, where half of the students are confident in their speaking and the other half are not. This job becomes easier to supervise after all dominant speakers are aware of benefits they acquire after listening to other people's opinions and giving everyone a chance to practice. In order to prevent students from getting bored with their roles, great instructors may add other roles as needed. These additional roles can be assigned quickly and efficiently as

students already associate themselves with certain colors. For instance in the next activity you may want YELLOW to be the writer and ORANGE is the timer, RED can be in charge to collect everyone's papers, check that everyone on their team has remembered to write their names, and bring the papers to the front.

In addition to discussing expectations establishing consequences should also be talked over. Every student need to be informed what happens if one of the monitors in a group is not doing his or her job. It's up to students to decide what the consequences will be.

So, organizing classes using the techniques discussed in this article, teachers can effectively work with their students and they can learn from one another easily. Methods described here are especially actual for larger classes. As soon as students get accustomed to using group work and get to know each other better, they are able to get on task more quickly and stay engaged for longer periods of time. In fact they acquire responsibility for their own learning.

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