

THEME: PAIRING IN ENGLISH SECOND LANGUAGE CLASSES**Saodat Khamrokulova**

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We all know that English lessons are basically divided into two groups. Of course, teaching and learning in a small group is quite affective and easy. Pupils have been learning grammar and vocabulary in mainstream programs. However, we can consider how well they have accepted these themes from their participation and understanding every classroom activity. Therefore, I'm interested in having students work together.

The problem that concerns me is how to pair my students. From my experience, students usually sit next to classmates they like and then work with those partners all the time. This can be positive for the students because working together for a long time helps them understand each other and often cooperate better. However, the downsides are the lack of interaction with other students and limited opportunities to share information with and learn from others. As the teacher, I need to find ways to make sure my students work with more partners.

Peer allocation should ensure that the students will not work with the same peers over and over again and that each member in the class will have a partner. Today's session I suggest short communicative activities for peer allocation that I have used, with the aim to make students orally interact with others. I begin by sharing strategies for 5th, 6th, 7th grades - ways to help learners find partners while also reviewing vocabulary:

I give students cards with one word on each card and ask them to find partners who have a synonym of the word they are holding. For example, a student with a card saying *mom* will match up with the student who has the card saying *mother*. Other pairs of words that I have used are *dad-father*, *sad-unhappy*, *great-wonderful*, *hi-hello*, *glad-happy*, *start-begin*, *little-small*, and *fall-autumn*.

2. I use cards of antonyms; students must find partners holding cards that have words with opposite meanings. For example, a student having a *tall* card will look for a partner who has the *short* card. Other examples I have used are *wet-dry*, *good-bad*, *light-dark*, *thin-fat*, *fast-slow*, *old-new*, *night-day*, *active-passive*, *sweet-bitter*, *big-small*, *go-come*, and *lazy-hardworking*.

3. I make use of cards with words of the same family. For example, a student holding the card marked *beauty* needs to find a partner with the card saying *beautiful*. Using this technique, students learn or review vocabulary and reinforce their knowledge of word families. Other examples are *care-careful*, *wise-wisdom*, *long-length*, *strong-strength*, *able-ability*, *believe-unbelievable*, *free-freedom*, *bake-bakery*, *decide-decision*, and *study-student*.

Another matching strategy is to use symbols or pictures and words. If a student has a card showing the picture of a book, he or she needs to find a partner who has the card with the word *book*. Many words are possible, of course, including *car*, *doll*, *school*, *pen*, *hat*, *shoes*, *gloves*, *tie*, *skirt*, *hospital*, and *restaurant*.

Meanwhile, for classes of more-advanced, I suggest the use of cards at the sentence level:

Prepare pairs of cards in which one card in the pair has a question, and the other card has an answer to that question. The age and ability of the students should also be taken into account when formulating question. Ask students to find partners who have the answers for their question cards—or questions for their answer cards. Here some example questions and possible answers.

Question	Possible Answers
How do you spell the teacher's name?	M A R G A R E T
How long does it take to ride a bike from here to the city center?	1 hour
What is the first thing that we do at school on Monday?	Sing the national anthem
What lesson do we have after this?	Mathematics
How can you get to school every day?	by bus
What month come after August?	September
What do many people eat for breakfast?	Bread, eggs or sausages
Where do sharks live?	the ocean
When does the first lesson begin?	At half past eight
How many moons does Earth have?	One

6. I make use of complex sentences with two clauses. Each card contains one clause, and the students will need to find the missing clause that forms a meaningful complete sentence. For example, "if it rains" would match "we should not go out." After a lesson on conditional sentences, I used this activity to help students review. Other examples with "if" clauses include the following:

- "if I have any questions" and "I will ask you"
- "if you stay up late tonight" and "you might be late for school tomorrow"
- "if I have a secret" and "I won't tell anyone"
- "if you don't eat breakfast" and "you'll be hungry all morning"
- "if you want to do something well" and "you have to keep practicing"

This technique can also be used to review other grammatical structures:

- "because it was raining" and "I stayed inside"
- "before you eat" and "you should wash your hands"
- "when I feel happy" and "I always smile"

Of course, other sentences and other structures are possible.

7. I use definitions and descriptions also. One group holds cards with words, and a second group gets cards of definitions or descriptions. For example, "an action that you can do in a pool" can match "swimming." Other examples are possible:

- "you can buy cakes at this place" and "a bakery"
- "you need a racket to play this sport" and "tennis"
- "you can do this in the kitchen" and "cook"

All of the methods discussed above were about pairing pupils. Our last method is about dividing the class into small groups. In this case, we put some core words on the desks. There should be four or five words, it depends on many groups we want. And we distribute to students the words in which the cores involved. After reading the words they find their places.

Here are some more examples:

- DOOR doorbell, doorman, doorstep
- HEAD headline, headcount, headlight, headset, headhunter
- BACK backpack, backseat, backfire
- TIME timeline, timetable, timesaver
- LIGHT lighthouse, lightbulb, lightweight
- NIGHT nightlife, nightclub, nighttime, nightmare
- SUN sunburn, sunset, sunshine, sunrise
- WATER waterfall, waterbed, waterproof, waterfront, watercolor
- LIFE lifeboat, lifetime, lifeguard
- PAPER paperback, paperwork, paperweight, paperboy/girl.

Yuko Watanabe, Merrill Swain (2007) Effects of proficiency differences and patterns of pair interaction on

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