Standards-Based Strategy 4 Collaborative Groups

Recurring Question

How can I set the stage for students to

- use the target language with purpose
- learn cooperation and
- become responsible for their own learning?

Rationale

To succeed, students of today must learn to communicate and work well with others within the full range of social situations, especially within situations involving fluid social structures, human diversity and interdependence.

Kagan, Spencer (1989). Cooperative Learning. San Juan Capistrano, CA: Resources for Teachers (p.2:7).

Collaborative Groups

- allow students to develop responsibility for their learning.

- give students guided practice .

- teach students to work effectively with others.

- shift the role of the teacher from instructor to facilitator.

Collaborative Groups

What language functions do I need to teach my students so that they can work successfully in collaborative groups?

Collaborative Groups

Key functions

- Asking for information
- Requesting clarification
- Turn-taking
- Agreeing/disagreeing
- Encouraging
- Interrupting
- Checking for comprehension

Collaborative Groups

What management procedures do I need to make this work?

Procedures

Establish and practice procedures for

- using a "quiet signal."
- moving to groups
- handling materials
- asking for help or clarification
- using a timer to stick to a time limit

Collaborative Groups

Preliminary Team-Building Experiences

1. Inside/outside circles to focus on verbal interactions among several pairings of students

Collaborative Groups

Preliminary Team-Building Experiences

1. Four corners to allow students to develop tolerance toward other students' viewpoints

Collaborative Groups

Preliminary Team-Building Experiences

3.   Values line-up to allow students to express difference of opinion and to recognize opinions of others

Collaborative Groups

- Model the activity for the class.

- Divide students into groups to complete the assigned task.

- Assign a role to each student if appropriate. Suggested roles are recorder, time-keeper, task master and reporter.

Collaborative Groups

Various possible groupings
- Heterogeneous or homogeneous by ability
- Student interest
- Random selection

The nature of the task will determine how to group students.

Conclusion

- Working in collaborative groups gives students opportunities to use the target language in a safe environment with peer support and teacher guidance.

Final Reflections

- <u>When</u> should I use Collaborative Groups?

- <u>How</u> do I organize Collaborative Groups for success in my class?

- <u>Why</u> is the use of Collaborative Groups necessary in a performance-based classroom?

Resources

Spencer Kagan's Cooperative Learning Structures
by Jane Joritz-Nakagawa

http://www.jalt.org/pansig/PGL2/HTML/Nakagawa.htm