Differentiating Process through Cooperative Language Learning

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Participants discover the rationale for and principles of effective cooperative learning and ways that cooperative learning can help to scaffold language learning experiences. Six effective and flexible cooperative learning structures that can be adapted for many language teaching and learning goals are demonstrated: Think-Pair-Share, Numbered Heads Together, Round Robin/Roundtable, Peer Tutoring, Inside/Outside Circles and Carrousel Brainstorming. Handouts and web resources extend the learning.

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Cooperative Language Learning

Workshop Agenda

1. Introductions
2. Organizing the Classroom and Instruction
3. Effectiveness of Cooperative Language Learning
4. Principles of Cooperative Learning
5. Cooperative Learning Structures
    a. Think-Pair-Share
    b. Numbered Heads Together
    c. Round Robin/Roundtable
    d. Peer Tutoring
    e. Inside/Outside Circles
    f. Lineups
    g. Carrousel Brainstorming
6. Summary and Wrap-Up

1.   Introduction

How to make a name tent
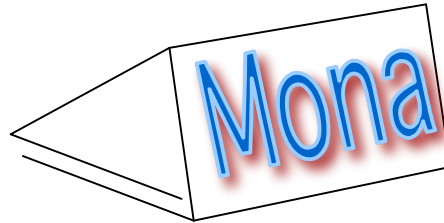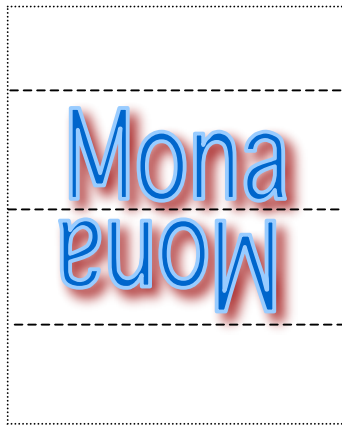
What is FLOW? (Mihaly Csikszentmihalyi)

Flow is when you are completely engaged – lost – in a task.

- Flow tends to occur when a person's skills are fully involved in overcoming a challenge that is just about manageable
- When goals are clear, feedback relevant, and challenges and skills are in balance, attention becomes ordered and fully invested.
- Because of the total demand on psychic energy, a person in flow is completely focused
- Flow often occurs in a social situation
- Flow is when the most effective learning takes place

2. Organizing Instruction

Scaffolding oral Language Input
- Face students when you speak
- Increase wait time and pause frequently
- Use visuals, props, drawings, gestures to increase context information
- Frequently incorporate learner actions
- Increase wait time when questioning
- Paraphrase when needed
- Explain terms and idioms when needed.
- Emphasize key ideas and vocabulary
- Frequently check comprehension.

The Lesson Cycle

Set
Goal

Assess

Describe/
Explain

Model

Apply

Practice
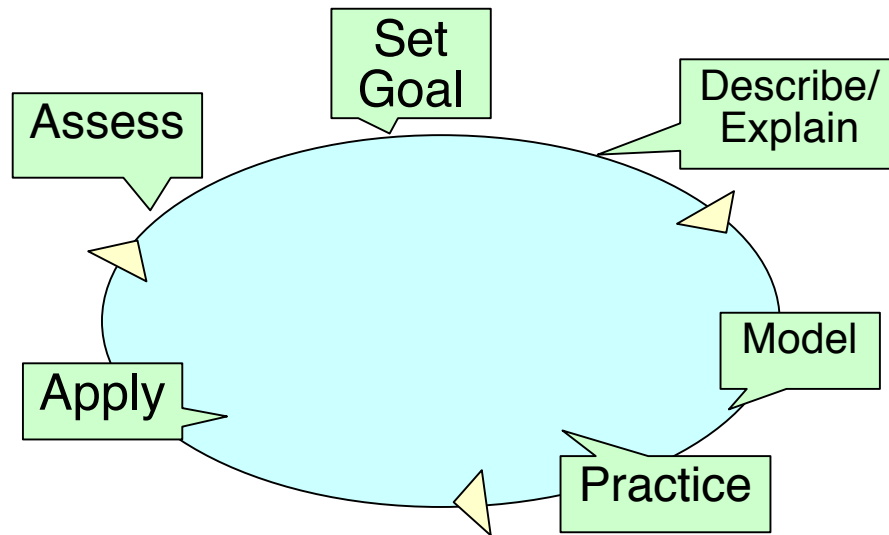
3. Why Cooperative learning?

- Academic achievement

- Negotiation of meaning

- Active participation & flow

- Equalized teacher attention

- High-level thinking

- Procedural language

- Group skills for life

4. Cooperative Learning Essentials

1. Positive interdependence.
2. Team formation and team building.
3. Both individual and group accountability.
4. Teaching of cooperative social skills
5. Providing cooperative learning structures

5.Promoting Interaction through Think-Pair-Share and Variations

Elbow Buddies

Children sitting next to each other in the classroom can conveniently talk to "the person sitting next to your elbow." These brief interactions provide multiple opportunities to practice language, check comprehension and provide time for processing new information.

Think - Pair – Share

Pose a question or a topic to the class. Ask students to think about the answer to this question or their reactions to the topic. Wait for 5-7 seconds or longer while students "think." Next, ask each student to turn to a Buddy (pair) and talk about their answers or reactions. Finally, after several minutes of sharing, ask students to share their responses with the entire class.

Stand and Deliver

This interactional routine is the same as Think – Pair – Share except that students stand while pairing up with Buddies. The brief opportunity to stand allows students some freedom of movement after sitting for long periods and provides more opportunities for Buddy pairing.

Learning (Clock) Buddies

Learning Buddies provides opportunities for students to summarize learning content during class for brief 2-3 minute pairings. The key to Learning Buddies is that students already know in advance who their Buddies are. Students sign up with eleven other students for Clock Buddy partners (see the Clock Buddy sample). Other variations include Map Buddies (Japan, China, USA, etc.), Shape Buddies (circle, square, triangle, rectangle), Color Buddies, Number Buddies, etc. Students do not buddy up with the children sitting near them and so this activity requires standing and movement – another opportunity for helping students remain mentally alert throughout the lesson.

Stir the Class

Pose a topic (animals of Africa, family members, types of foods, etc.). Ask students to write at least three examples of the topic on a sheet of paper. Next, ask students to move around the room asking other students for further examples. Each student must create a list of examples.

Numbered Heads together

This versatile can be used effectively for both memory-level and higher-order thinking activities. Instead of answering questions, learners can brainstorm ideas, solve a problem, draw a diagram, invent a product, etc. Have students in groups of about four number off from 1 to 4. (If groups have 5, two students take turns as one number; if groups have 3, one student has two numbers). The teacher (or a student, after students have learned the strategy well) asks a question about the reading and gives a time limit. Students take a few minutes to "put their heads together" to find and agree on an answer. (This may include looking up the page

citation in the text.) Teacher calls a number to designate which student will answer for the team. Students with that number give their groups' answers (verbally, on paper, or on the board). Teacher gives feedback as appropriate: teams may receive points for correct answers, creative answers, correct spelling, etc.

Round Robin/Roundtable

This activity is useful for brainstorming, writing, and reviewing concepts and vocabulary learned. Oral version: divide the students into groups of 3 or 4. Write the topic on the board (e.g. "Religions of the World"). The first student names a religion. The next student names another religion but he/she cannot repeat something already said. Students continue to add responses until the teacher calls time (3 to 5 minutes).   The teacher asks one student from each group to name as many answers as he/she can remember. Students are asked not to repeat an answer already stated by another group. The teacher charts each group's answers on the board or chart paper.   In Roundtable (the written version), students pass around a sheet of paper and each students adds his/her contributions. Alternatively, place papers with questions on desks and have groups of students rotate from station to station answering the questions/prompts. Create a class list as above.

Peer Tutoring

Research has demonstrated that peer tutoring is an effective way to promote language learning (Labbo & Teale, 1990; Samway, Whang & Pippitt, 1995). Peers help one another by providing comprehensible input and purpose for conversations. Identify students who need help in specific academic areas. Identify students with strengths in these areas to be peer tutors. Give the tutors training in how to ask questions to support thinking; how to break learning tasks into smaller, more manageable sections; how to determine when first language support is helpful; and how to support vocabulary development. Match the students, considering such factors as gender, home language, and personality. When possible and appropriate, match tutors and tutees by language background so that the pair can use both languages to negotiate meaning. Structure times for pairs to work together to use the strategies they have learned. Monitor their work together and meet with them to celebrate success, address problems, and answer questions. If teams work well together, have them continue as partners. Consider changing partners as needed for better matches or for different skills and purposes.

Inside-Outside Circles

In this variation of peer tutoring, students teach or review language they are studying. Each student prepares to teach one vocabulary or grammar or other language item to others. They have an index card with a question/term on one side and the answer/meaning/ explanation on the other. Then half the class forms a circle facing out. The other half forms an outside circle, each student facing someone on the inside. They each teach one another their items, then at a signal from the teacher, the students swap cards and the outside group rotates one person to the right. Then the next pair teaches one another their items. Continue until each student has learned many items. Vary rotation to add interest, e.g., "This time the inside group moves three people to their left."

Carrousel Brainstorming; Carrousel Reports

This is an efficient way to do either brainstorming or oral reports. Students all have a chance to present and discuss their work and discuss it with teacher and peers in

a short amount of time.   Arrange chart paper or notebook paper in four (or more) parts of the room. On the charts, write a series of questions to preview/review content that learners read and study. Form groups of about four students (one group per chart). Assign each group a chart. Give each group a different colored marker. Groups review their question and discuss their answers. Then one person writes the group's response.   After 5-10 minutes (or time needed), each group rotates to the next station. Students review question and the answers other groups have given. They put a check by each answer they agree with, comment on answers they don't agree with, and add their own new answers. Finally, groups share the information on their last chart with the rest of the class.

Line-Ups

This activity provides for authentic use of language learned, repeated practice of structures being studied, along with opportunities to move around and interact. Have learners line up in order along some continuum, e.g., day and month of their birth, alphabetical or numerical order, etc. Teach the language they will need to determine the order, e.g., what month and day were you born? What number do you have? (In this case, students can interact but cannot show the number or words they have been given.

Paired Verbal Fluency

Students are grouped into pairs (A and B). The teacher asks a question requiring students to explain their understanding of a concept. Student A speaks about this question for 45 seconds. During this time, student B must remain silent. Next, it is student B's turn to speak for 45 seconds and A is silent. During the next round, student A and B speak for 30 seconds each. During the final round, each student speaks for 15 seconds.

__Set Up:__	**Students pair**		
	IDENTIFY who is 1 and 2 in each pair		
	Announce topic		
__Round 1:__	*1 remembers*	**2 listens**	**45 seconds**
	SWITCH		
	2 remembers more ideas	*1 listens*	45 seconds
	## Switch		
__Round 2:__	*1 remembers more ideas*	**2 listens**	**30 seconds**
	SWITCH		
	2 remembers more ideas	*1 listens*	30 seconds
	## Switch		
__Round 3:__	*1 remembers more ideas*	**2 listens**	20 seconds
	SWITCH		
	2 remembers more ideas	*1 listens*	20 seconds

__Process or write:__

♦ **Ideas shared that you are not sure about or want to clarify**

♦ **Question(s) you now have about the topic**

Three Step Interview

Pair students (A and B). Pose a question or a topic to the students. Step 1: Student A talks about the topic or attempts to answer the question while student B listens and remembers. Step 2: Student B talks about the topic or attempts to answer the question while student A listens and remembers. Step 3: Student A/B pairs with another A/B pair. Student A talks about student B's answer and student

B talks about student A's answer. The pair listens while another pair shares their information in a similar way.

Learning (Thinking) Logs

Many students need reflection time in order to organize the new information into a meaningful message. Learning Logs can be used during and at the end of class to help students reflect upon a teacher's question, to summarize the lesson, and to self-check for comprehension. Each student will need a notebook in which to write. Pose a question to the class and ask students to summarize their thinking in writing for several minutes.

Know-Want to Know-Learned (KWL)

Divide a large sheet of chart paper into three columns labeled "I Know", "I Want to Know", "I Learned." The teacher introduces the subject to be studied and ask students to contribute their ideas about what they know relative to the topic. The second column gives students the opportunity to ask questions about the new topic. The last column is completed as a summary at the end of the unit. The chart becomes a "road map" for the unit study. Students need to find information to verify their information and they need to find answers to their questions.

Structures for Summarizing

A-B-C SUMMARY

Summarize the lesson/workshop with a sentence beginning with each letter of the alphabet.

A   Activating prior knowledge increases achievement gains.
B   Buddy pairs increase interaction concerning the lesson content.
C   Context increase comprehension for ELL learners.
D   Dipsticking is comprehension checking.

3-2-1 SUMMARY

3   important concepts I learned today
2   ideas I will try in my class
1   word or phrase that describes the workshop

SORT TASKS

Sort the list of terms into three columns:

I Know It   I Think I Know It   I Haven't a Clue

EXIT TICKET

An exit ticket is a question or a request for a statement given in the last few minutes of class that allows the teacher to assess whether the students have achieved the lesson's objective.

> *****Your exit ticket for today:**
> Write on a sticky note one strategy from this workshop that you plan to try next week.

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