

Fostering Intercultural Communication through Co-operative Group Work

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- 1.** The value of co-operative group work in the multicultural, multilingual classroom

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2. Some effective ways of organizing group work

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3. Sociolinguistic skills for co-operative learning
4. Together We Learn (video)

The value of co-operative group work in the multicultural, multilingual classroom

Well-organized group work has positive effects on :

- Intercultural relationships in the class and beyond

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- Feelings about school, teachers, and self
- Academic achievement, especially for students of minority or marginalized backgrounds.

The value of co-operative group work in the multicultural, multilingual classroom

Well-organized group work has positive effects on :

- Intercultural relationships in the class and beyond
- Social development, in the class and beyond
- Feelings about school, teachers, and self
- Academic achievement, especially for students of minority or marginalized backgrounds.
- Language acquisition

Cooperative Learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

Muir, M. (2006): p. 1

Muir, M. (2006). Cooperative Learning Skills. The Principals' Partnership
<http://www.principalspartnership.com/library.html>

Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers ... meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual/bicultural knowledge to bridge to new knowledge across the curriculum.

Thomas and Collier, 2002: p. 335

Thomas, W.P., & Collier, V.P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Berkeley, CA: Center for Research on Education, Diversity and Excellence. http://crede.berkeley.edu/research/crede/research/llaa/1.1_final.html

**How does co-operative learning
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L2Ls can:

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- Practise using the language for authentic communication related to the curriculum

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- Ask for help, explanation, and translation from classmates in a small non-judgmental group setting

How does co-operative learning promote second language acquisition?

L2Ls can:

- Practise using the language for authentic communication related to the curriculum
- Ask for help, explanation, and translation from classmates in a small non-judgmental group setting
- Interact with native speakers and receive the kind of modelling and feedback that promote language acquisition



Checking homework

Feedback from peers:

Feedback from peers:

A yellow speech bubble with a black outline and a tail pointing downwards and to the left. It contains the text "You finish your housework?".

You finish your housework?

Feedback from peers:

You finish your
housework?

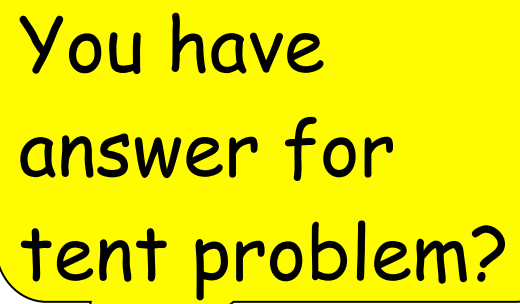
Huh? What housework?
Oh, you mean homework!
Housework is like
washing the dishes.
Homework is schoolwork
that you have to do at
home. Yeah, I finished
it. Did you?

Feedback from peers:

You finish your
housework?

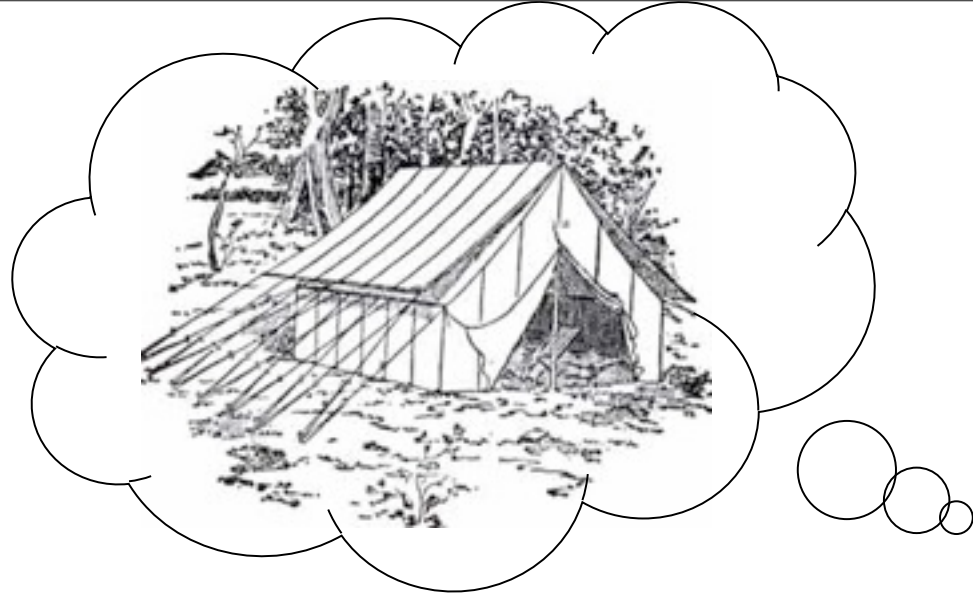
Yes, I finish
my homework
too.

Huh? What housework?
Oh, you mean homework!
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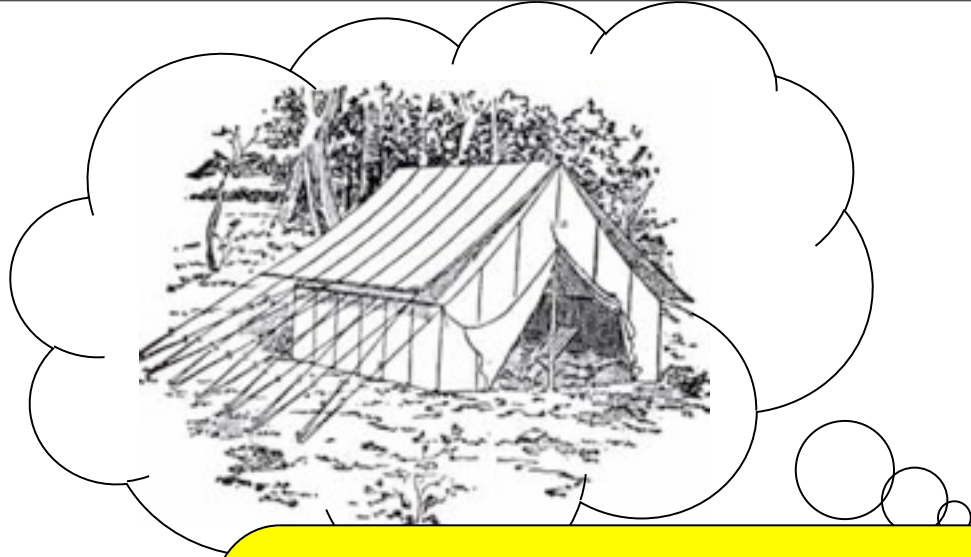
A yellow speech bubble with a black outline and a tail pointing downwards and to the left. It contains the text "You have answer for tent problem?".

You have
answer for
tent problem?

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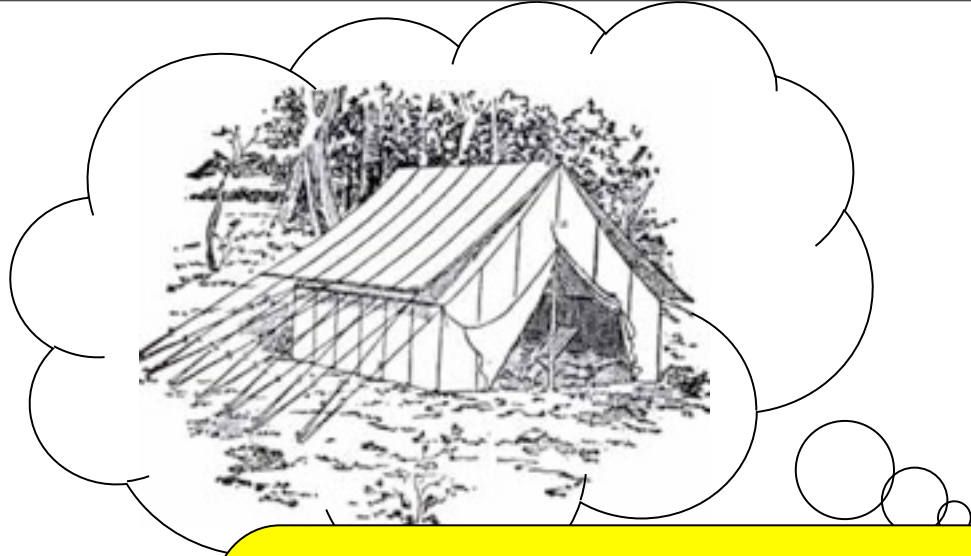


You have
answer for
tent problem?



Tent problem? Tent
problem? I don't know
what you're talking
about!

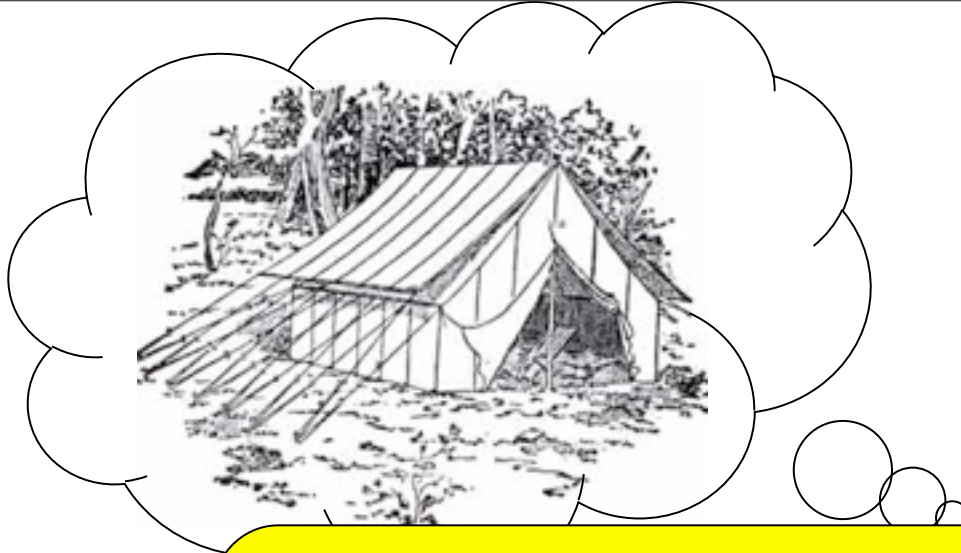
You have
answer for
tent problem?



Yes, this one,
number ten.

Tent problem? Tent
problem? I don't know
what you're talking
about!

You have
answer for
tent problem?

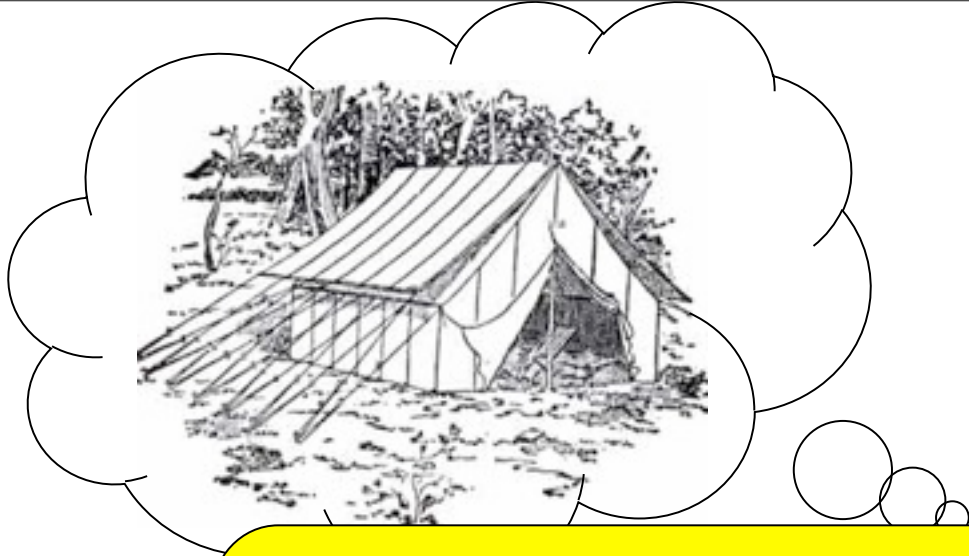


Yes, this one,
number ten.

Tent problem? Tent
problem? I don't know
what you're talking
about!

Oh, the tenth
problem... tenth,
number ten.

You have
answer for
tent problem?



Yes, this one,
number ten.

Tent problem? Tent
problem? I don't know
what you're talking
about!

Ten-th, ten-th,
yes, the tenth
problem.

Oh, the tenth
problem... tenth,
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The best results are achieved when teachers:

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- Hold students accountable for their own learning AND that of other group members

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- Hold students accountable for their own learning AND that of other group members
- Create relationships of interdependence
- Focus on the process of group work as well as the final product
- Balance the use of CL with individual work and whole class teacher-led lessons and activities
- Explain the value of CL to students and parents

Some useful CL strategies

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1. Peer tutoring

Some useful CL strategies

- 1. Peer tutoring**
- 2. Think-pair share**

Think-Pair-Share

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How many levels of government are there in this country?

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Think first, then turn to your partner to share your answers.

You can change your answer if you want.

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How many levels of government are there in this country?

Think first, then turn to your partner to share your answers. You can change your answer if you want.

Mohamed?

Think-Pair-Share

How many levels of government are there in this country?

Think first, then turn to your partner to share your answers. You can change your answer if you want.

Mohamed?

Yes, there are three levels of government.

Think-Pair-Share

How many levels of government are there in this country?

Think first, then turn to your partner to share your answers. You can change your answer if you want.

Mohamed?

Yes, there are three levels of government.

Now, another question: what are the three levels?

Think-Pair-Share

How many levels of government are there in this country?

Think first, then turn to your partner to share your answers. You can change your answer if you want.

Mohamed?

Yes, there are three levels of government.

Now, another question: what are the three levels?

I'll give you a clue: all three words end in -al.

Think-Pair-Share

How many levels of government are there in this country?

Think first, then turn to your partner to share your answers. You can change your answer if you want.

Mohamed?

Yes, there are three levels of government.

Now, another question: what are the three levels?

I'll give you a clue: all three words end in -al.

Think again, and confirm your answer with your partner.

Some useful CL strategies

- 1. Peer tutoring**
- 2. Think-pair share**
- 3. Group brainstorming**

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- 1. Peer tutoring**
- 2. Think-pair share**
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 - Choose a language other than English or French and write down on chart paper everything you know, or think you know, about this language. It does not matter if you are wrong!

Some useful CL strategies

- 1. Peer tutoring**
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 - Choose a language other than English or French and write down on chart paper everything you know, or think you know, about this language. It does not matter if you are wrong!
 - Write at least one question about this language.

Some useful CL strategies

1. Peer tutoring

2. Think-pair share

3. Group brainstorming

- Choose a language other than English or French and write down on chart paper everything you know, or think you know, about this language. It does not matter if you are wrong!
- Write at least one question about this language.
- Suggest when this strategy might be useful.

Group brainstorming

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Make a list of at least 3 responsibilities of each level of government.

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Ready? Group 4: Mei, tell me one responsibility of the federal government.

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Ready? Group 4: Mei, tell me one responsibility of the federal government.

Yes, the army [Points at picture of soldiers, ships, and planes] ...And the army and the air force. The federal government is responsible for the **armed forces**. Say it: **armed forces**. Very good. I will add this to our word list: **the armed forces**

Group brainstorming

Make a list of at least 3 responsibilities of each level of government.

Ready? Group 4: Mei, tell me one responsibility of the federal government.

Yes, the army [Points at picture of soldiers, ships, and planes] ...And the army and the air force. The federal government is responsible for the **armed forces**. Say it: **armed forces**. Very good. I will add this to our word list: **the armed forces**

Now, group 2: Salim, tell me another responsibility of the federal government.

Some useful CL strategies

- 1. Peer tutoring**
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- 4. Three-step interview**
- 5. Learning teams**

Learning Teams (group problem-solving)

Number the pages:

The product of two facing pages in a book is 2,550.

What is the number of each page?

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HINTS:



The product of two facing pages in a book is 2,550.
What is the number of each page?



HINTS:

1. First make sure everyone in the group knows the meaning of **product** in mathematics.

The product of two facing pages in a book is 2,550.
What is the number of each page?



HINTS:

1. First make sure everyone in the group knows the meaning of **product** in mathematics.
2. Talk about the way pages are usually numbered in books, using these words and phrases: **adjacent, consecutive/ consecutively, facing**, and **opposite; odd and even numbers; left-hand page, right-hand page**.

The product of two facing pages in a book is 2,550.
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HINTS:

1. First make sure everyone in the group knows the meaning of **product** in mathematics.
2. Talk about the way pages are usually numbered in books, using these words and phrases: **adjacent, consecutive/consecutively, facing**, and **opposite; odd and even numbers; left-hand page, right-hand page**.
3. Solve the problem using the concepts of **square root** and **product**.

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3. Solve the problem using the concepts of **square root** and **product**.

Remember: you are not done until each member of your group agrees on the answer and can explain to the class how you found it!

Complete these sentences:



The pages are numbered _____, from left to right.

The left-hand pages have _____ numbers while the facing pages have _____ numbers.

If the product of two consecutive numbers is 2,550, the numbers must be _____ and _____.

To solve the problem, we used the concept of _____ and the skill of _____, and then _____ the answer.

Complete these sentences:



The pages are numbered consecutively, from left to right.

The left-hand pages have _____ numbers while the facing pages have _____ numbers.

If the product of two consecutive numbers is 2,550, the numbers must be _____ and _____.

To solve the problem, we used the concept of _____ and the skill of _____, and then _____ the answer.

Complete these sentences:



The pages are numbered consecutively, from left to right.

The left-hand pages have even numbers while the facing pages have _____ numbers.

If the product of two consecutive numbers is 2,550, the numbers must be _____ and _____.

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Complete these sentences:



The pages are numbered consecutively, from left to right.

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If the product of two consecutive numbers is 2,550, the numbers must be _____ and _____.

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Complete these sentences:



The pages are numbered consecutively, from left to right.

The left-hand pages have even numbers while the facing pages have odd numbers.

If the product of two consecutive numbers is 2,550, the numbers must be 50 and 51.

To solve the problem, we used the concept of _____ and the skill of _____, and then _____ the answer.

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If the product of two consecutive numbers is 2,550, the numbers must be 50 and 51.

To solve the problem, we used the concept of square root and the skill of estimation, and then _____ the answer.

Complete these sentences:



The pages are numbered consecutively, from left to right.

The left-hand pages have even numbers while the facing pages have odd numbers.

If the product of two consecutive numbers is 2,550, the numbers must be 50 and 51.

To solve the problem, we used the concept of square root and the skill of estimation, and then checked the answer.



**The left-hand page
number is: _____**

**The right-hand
page number is:
_____**



The left-hand page
number is: 5?

The right-hand
page number is:



The left-hand page
number is: 5?

The right-hand
page number is:
5?

Important note: This book is in Arabic!

Before you start, make sure that everyone in the group knows the direction of Arabic print, and how pages are numbered in books that are in Arabic.



The left-hand page

number is: 5?

The right-hand

page number is:

5?

Important note: This book is in Arabic!

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The left-hand page

number is: _____

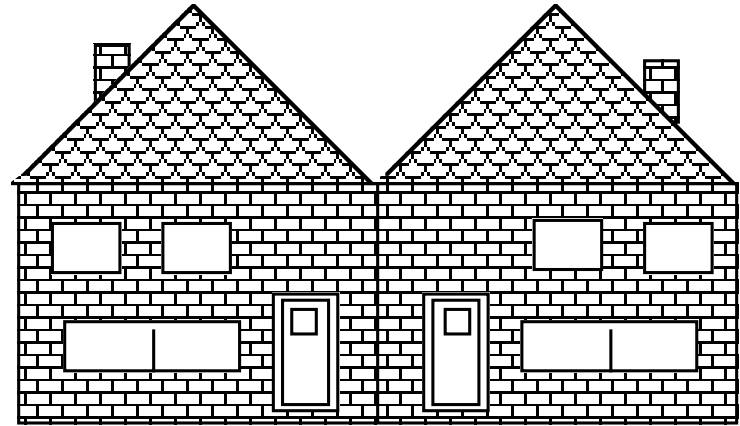
The right-hand

page number is:

Write this problem:

The product of these two house numbers is _____.

What are the two house numbers?



HINTS:

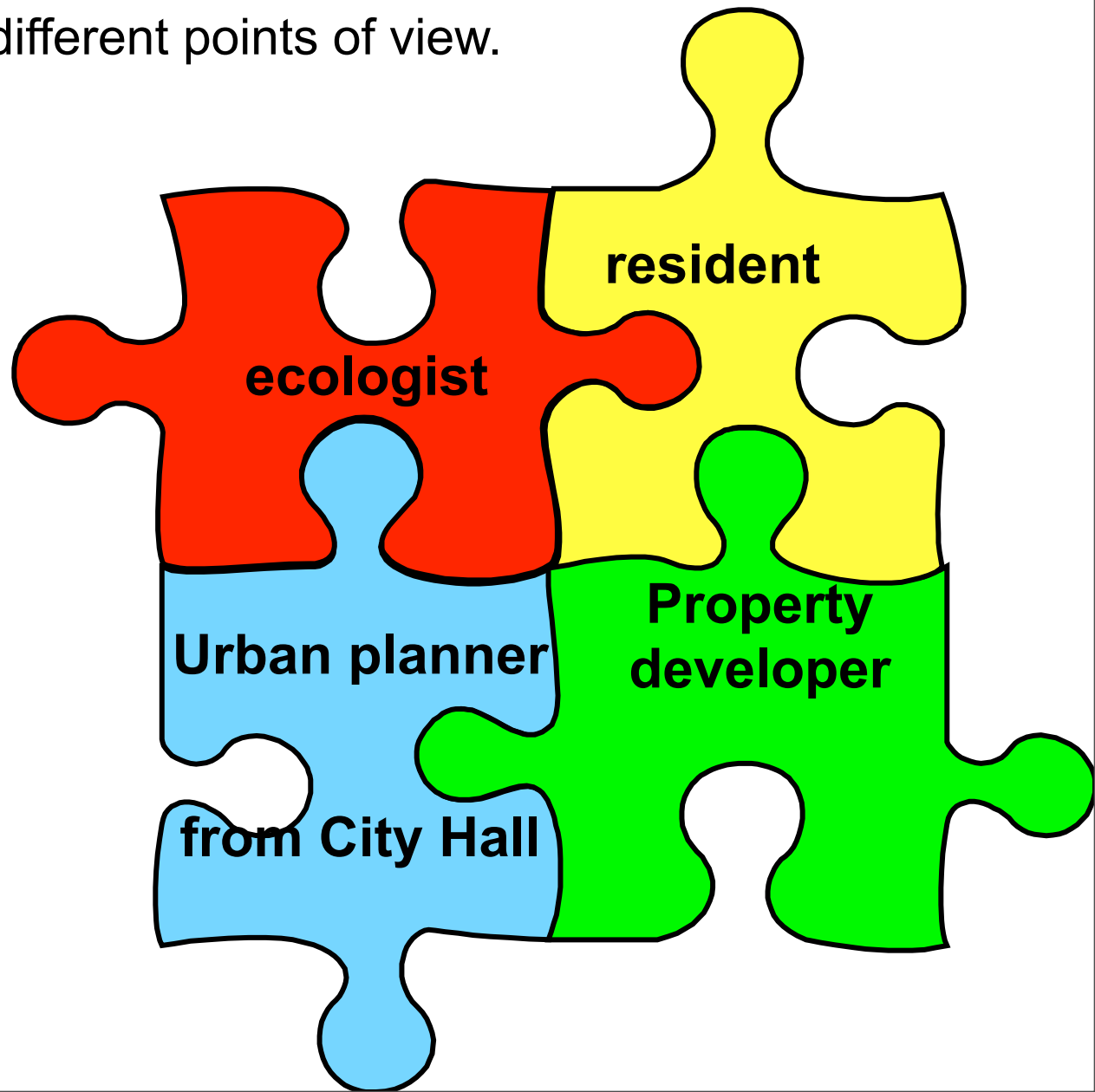
1. First make sure everyone knows the meaning of **product** in mathematics.
2. Discuss the usual way of numbering houses in Toronto, using these words and phrases

Some useful CL strategies

- 1. Peer tutoring**
- 2. Think-pair-share**
- 3. Group brainstorming**
- 4. Three-step interview**
- 5. Learning teams**
- 6. Jigsaw groups**

Jigsaw groups

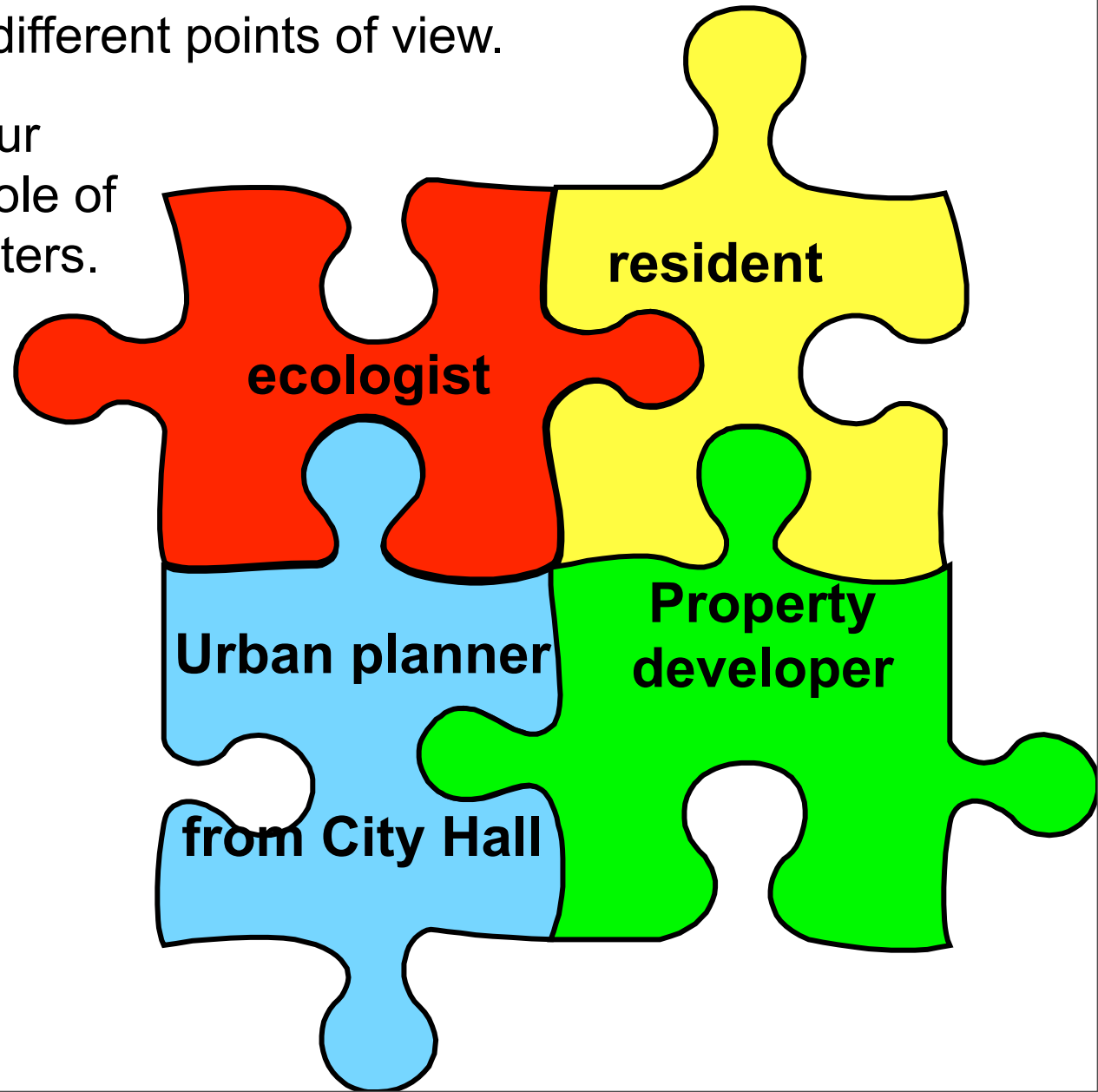
What should we do with the Toronto waterfront?
These four people have different points of view.



Jigsaw groups

What should we do with the Toronto waterfront?
These four people have different points of view.

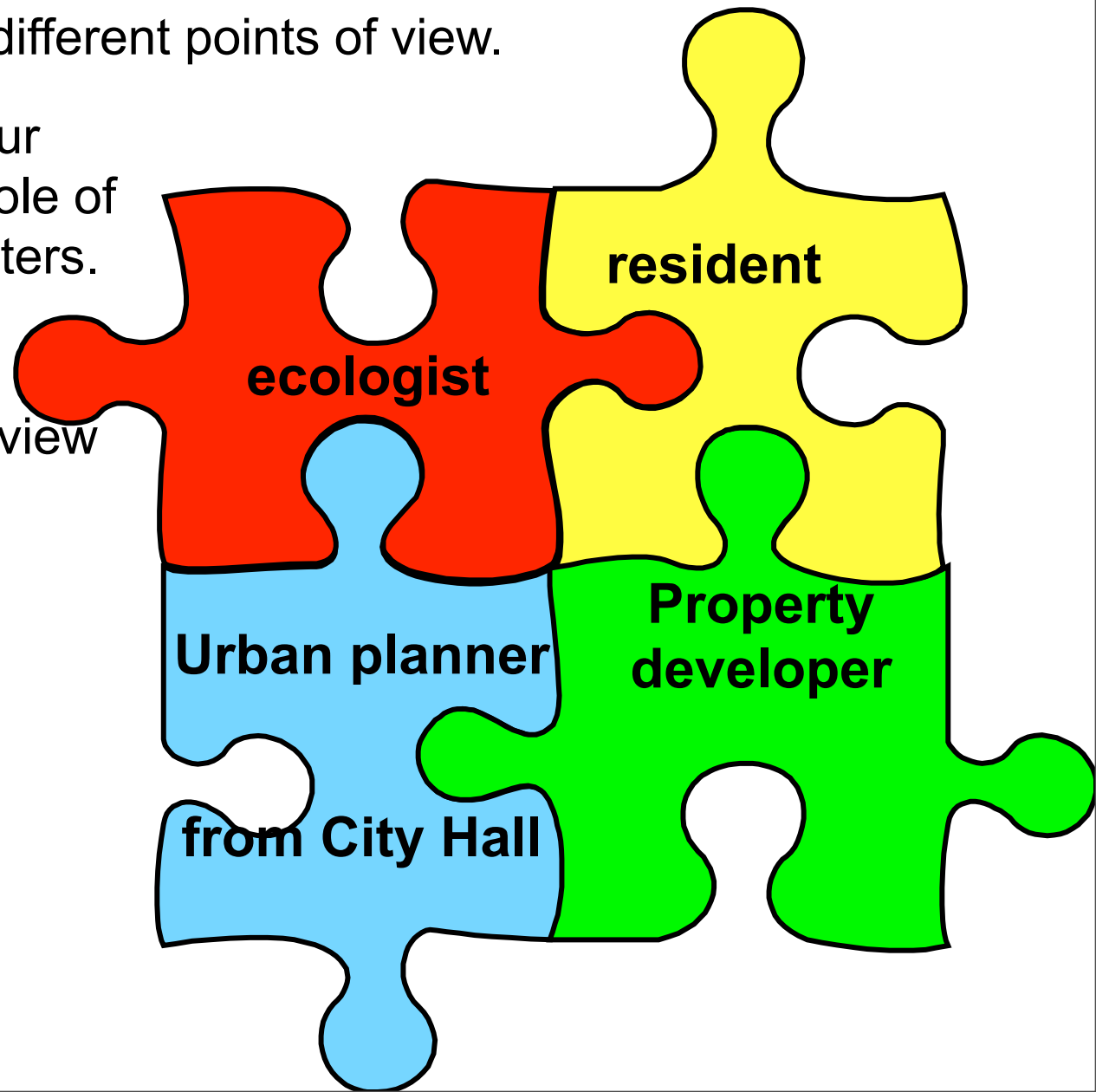
- Each member of your group will play the role of one of these characters.



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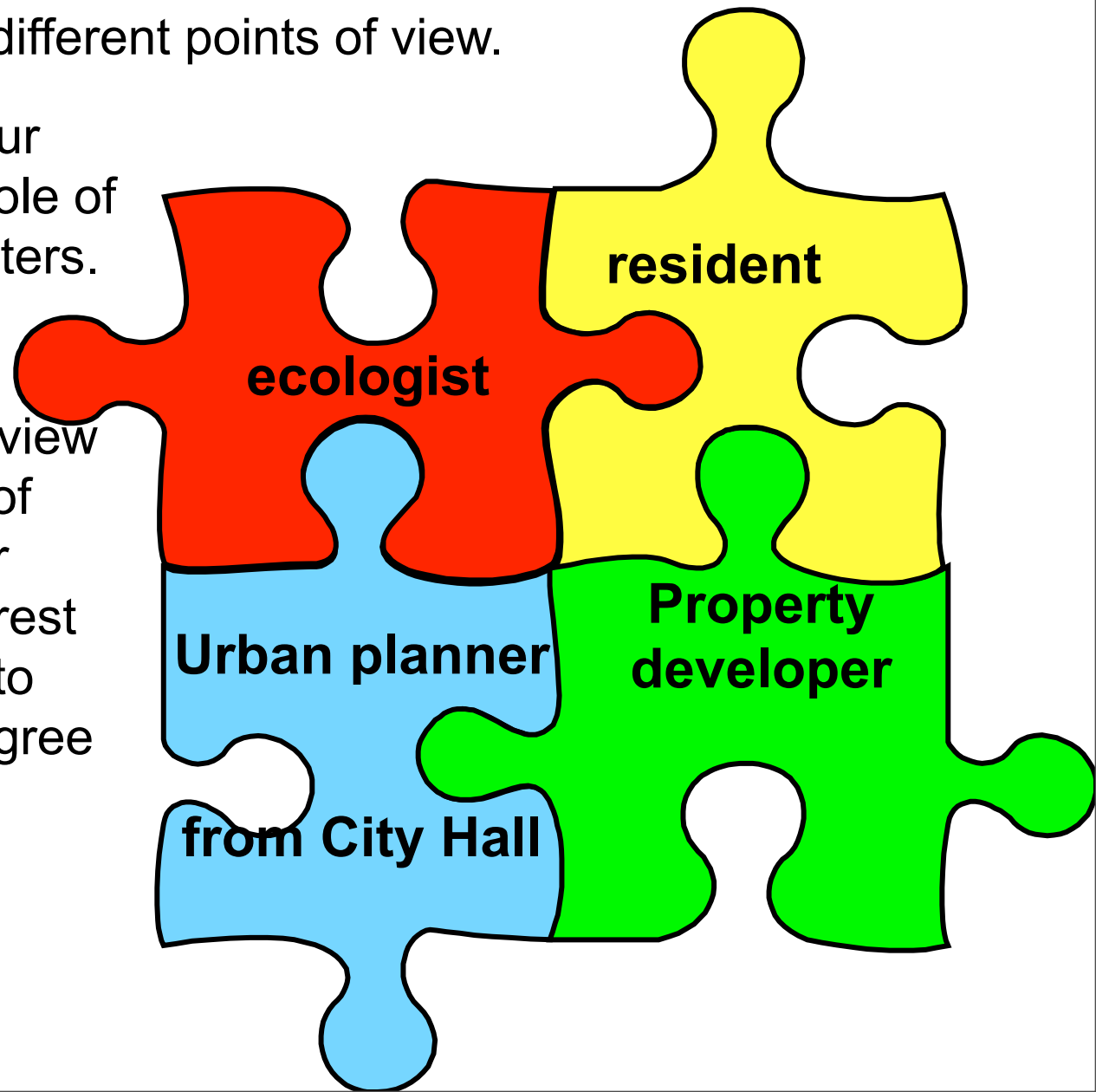
- Each member of your group will play the role of one of these characters.
- You will read a text that explains your character's point of view



Jigsaw groups

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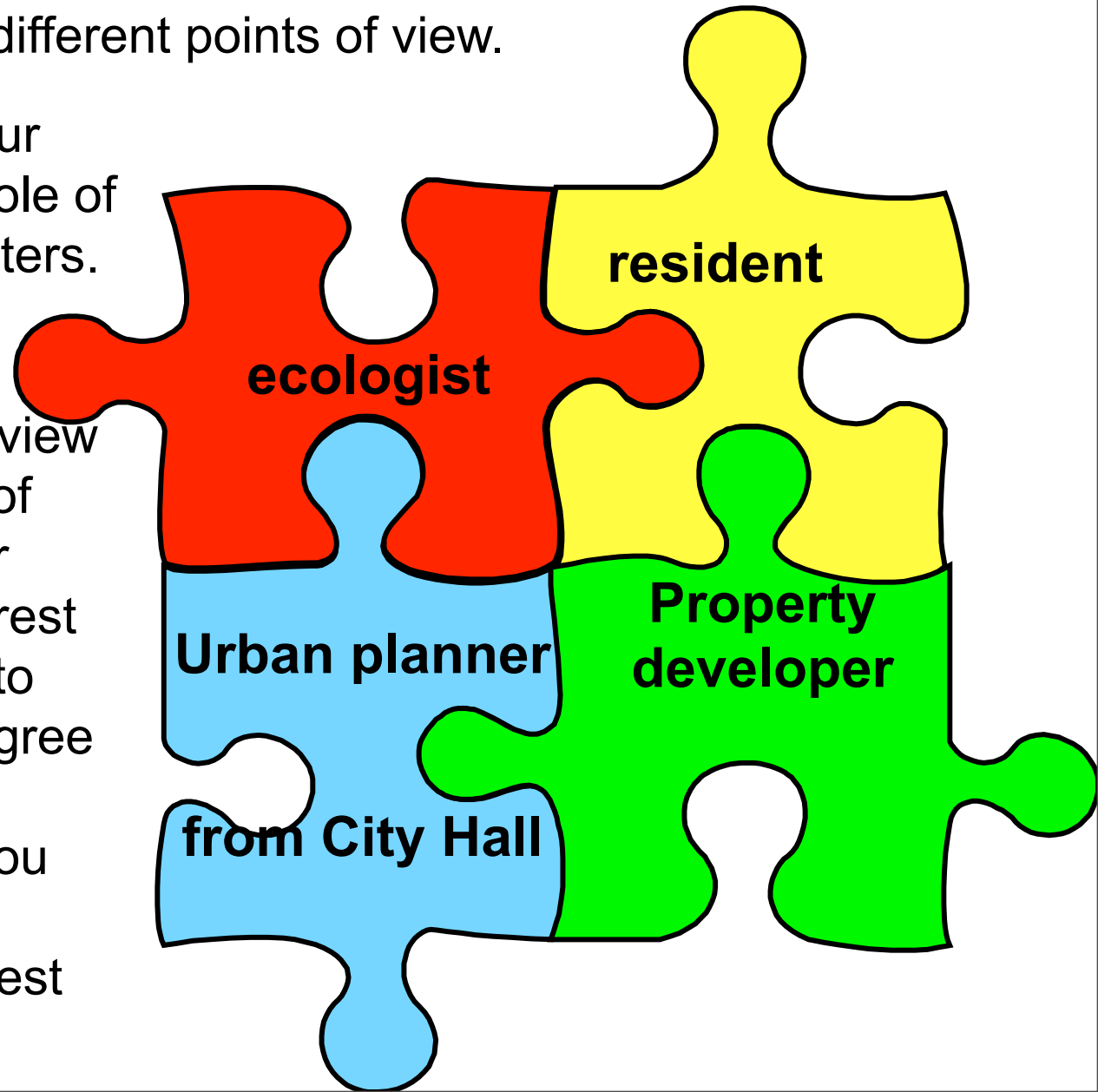
- Each member of your group will play the role of one of these characters.
- You will read a text that explains your character's point of view
- Then, in role, each of you will explain your point of view to the rest of the group, trying to persuade them to agree with you.



Jigsaw groups

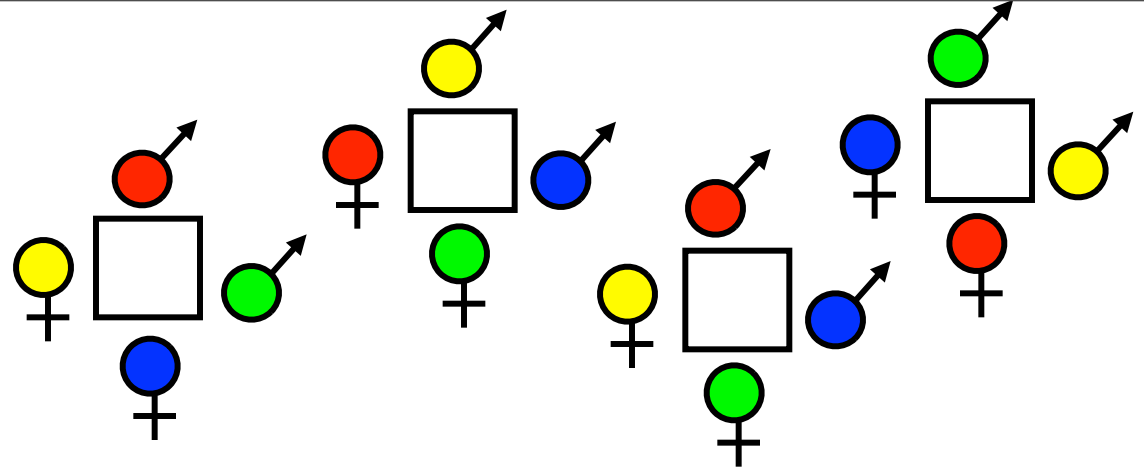
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- You will read a text that explains your character's point of view
- Then, in role, each of you will explain your point of view to the rest of the group, trying to persuade them to agree with you.
- Then, as a group, you will try to reach agreement on the best solution.



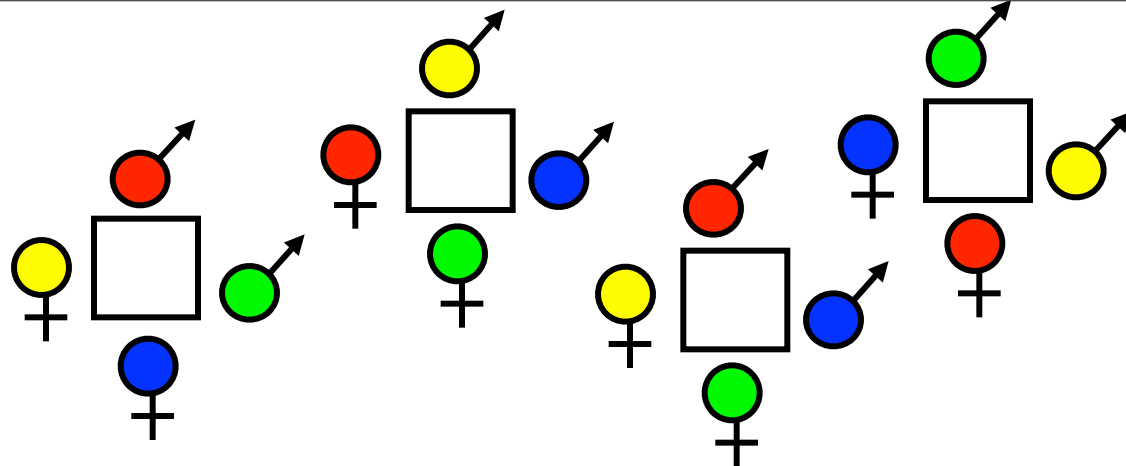
Step 1: heterogeneous base groups

- Introductions and ice-breaking activities
- Preparation: context, vocabulary



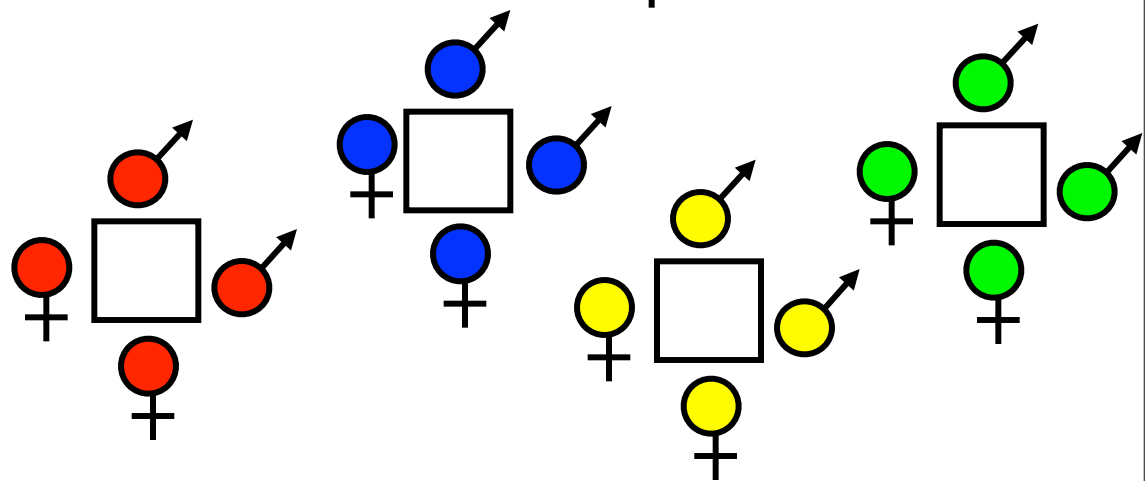
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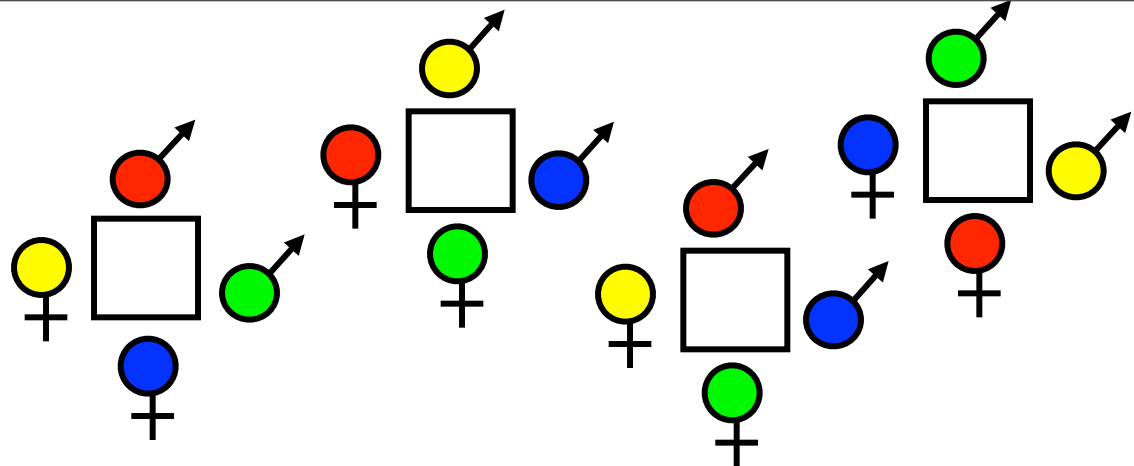
Step 2: expert groups

- Read the text to get the main idea.
- Discuss the text in detail
- Prepare and rehearse a short presentation in role



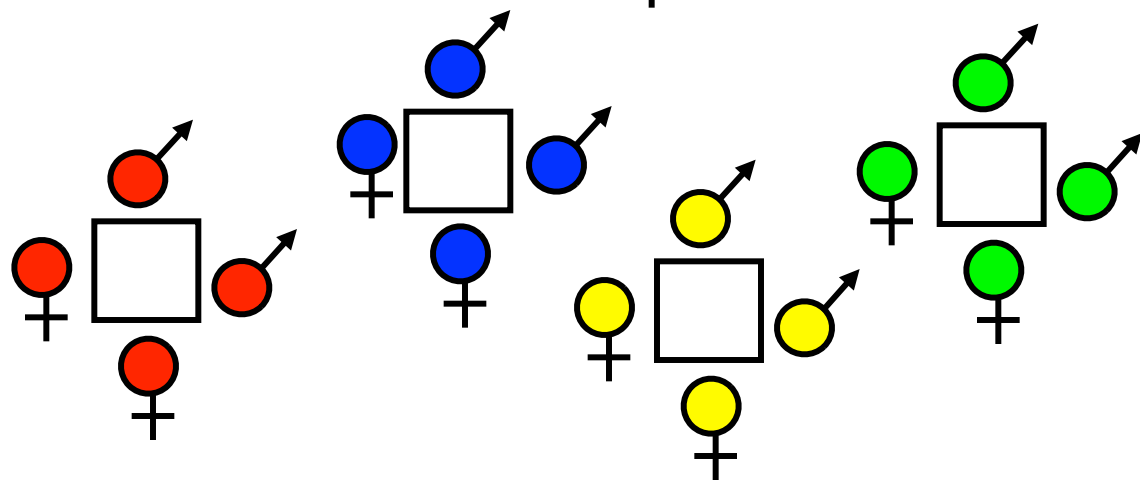
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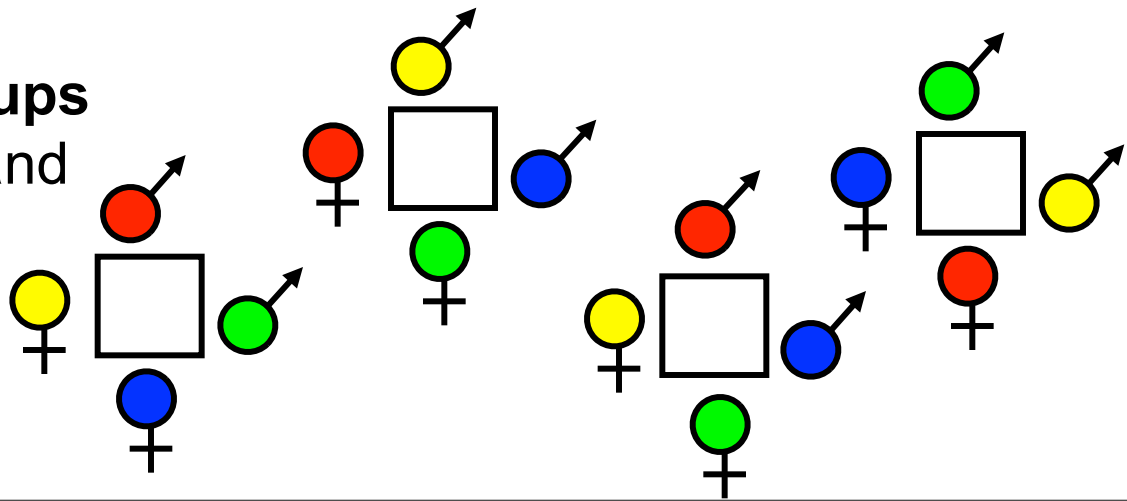
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Step 3: return to base groups

- Presenting information and arguments, in role
- Synthesis & evaluation
- Recommendations



Some useful CL strategies

1. Peer tutoring
2. Think-pair-share
3. Group brainstorming
4. Three-step interview
5. Learning teams
6. Jigsaw groups

Which of these strategies have you used?

Which of these strategies have you used today?

Group project

Natural Resources of Canada



Fishing

- Where **is** Canada's fishing industry **located**?
- What kinds of fish **are caught**?
- How **are** different kinds of fish **caught**?
- What happens afterwards?
- What environmental problems **are associated** with the fishing industry?

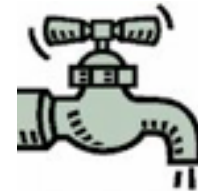


Other options:

Oil



Water



Hydroelectric
pp power



Mines



Forests



Which of these strategies have we used today?

Which have you used in your own teaching?

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6. Jigsaw groups
7. Co-operative projects

Co-operative learning, student interaction, and language acquisition

Co-operative learning, student interaction, and language acquisition

- Authentic two-way interaction is essential for language learning.

Co-operative learning, student interaction, and language acquisition

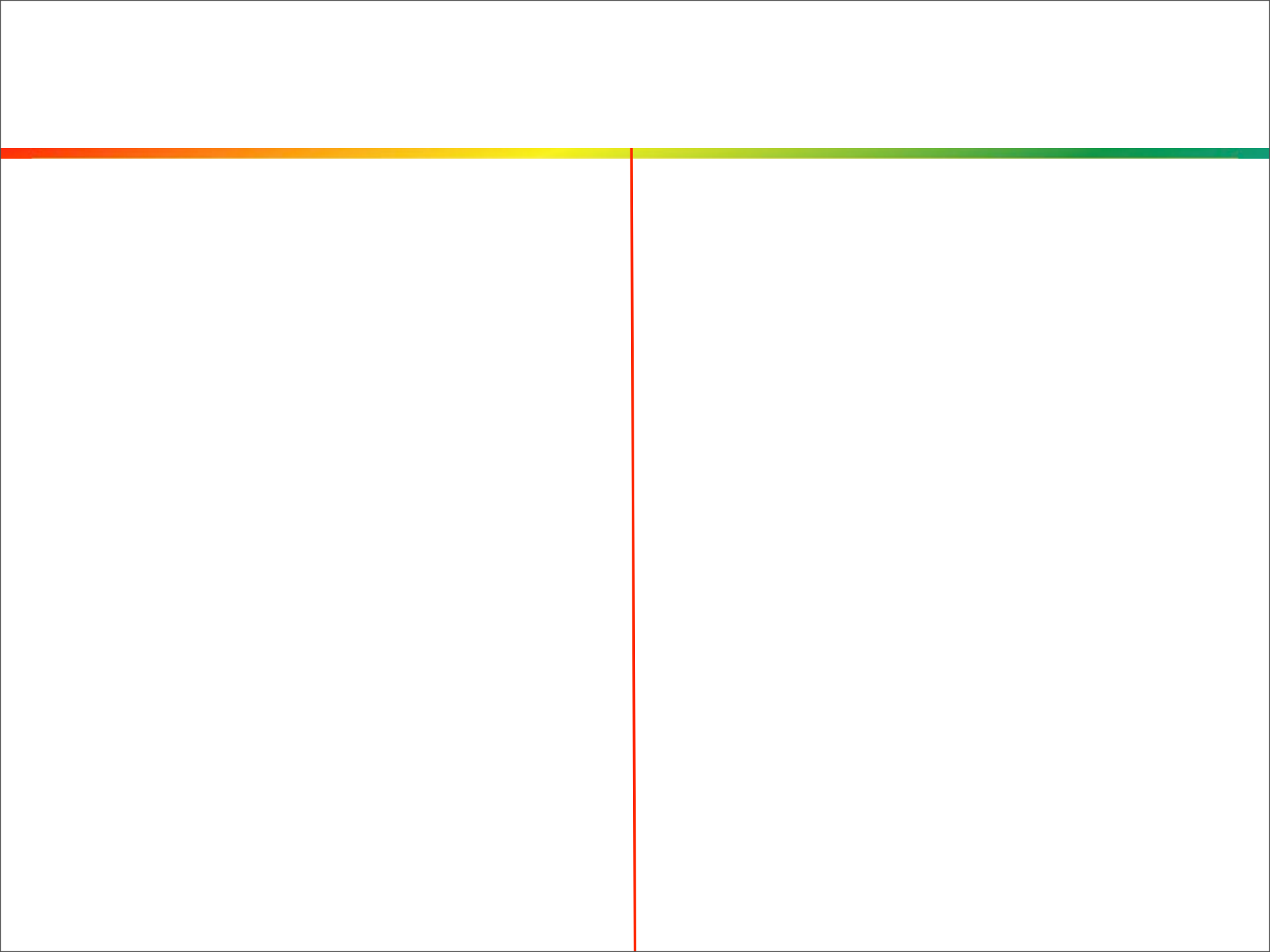
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- Authentic two-way interaction is essential for language learning.
- Group and pair work dramatically increase the amount of interaction for each L2L.
- Native speakers/helpers also clarify their own understanding and refine their language skills.

Co-operative learning, student interaction, and language acquisition

- Authentic two-way interaction is essential for language learning.
- Group and pair work dramatically increase the amount of interaction for each L2L.
- Native speakers/helpers also clarify their own understanding and refine their language skills.
- We can focus attention on specific kinds of collaborative skills, and on the language required.



What can we say or do when we need to.....

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**Have a turn in the
conversation?**

What can we say or do when we need to.....

Have a turn in the conversation?

- Lean forward, make eye contact

What can we say or do when we need to.....

Have a turn in the conversation?

- Lean forward, make eye contact
- *I have an idea/a suggestion/a question/a comment...*

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- *I have an idea/a suggestion/a question/a comment...*
- *I'd like to talk about/ask/suggest...*

What can we say or do when we need to.....

Have a turn in the conversation?

- Lean forward, make eye contact
- *I have an idea/a suggestion/a question/a comment...*
- *I'd like to talk about/ask/suggest...*
- *Just a minute, it's my turn now*

What can we say or do when we need to.....

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- *Do you want to add anything, Maria?*
- *Dmitri, do you have any ideas?*
- *Have we heard from everybody?*
- *Does anyone disagree?*

What can we do or say when...



What can we do or say when...

- ◆ We don't agree?

What can we do or say when...

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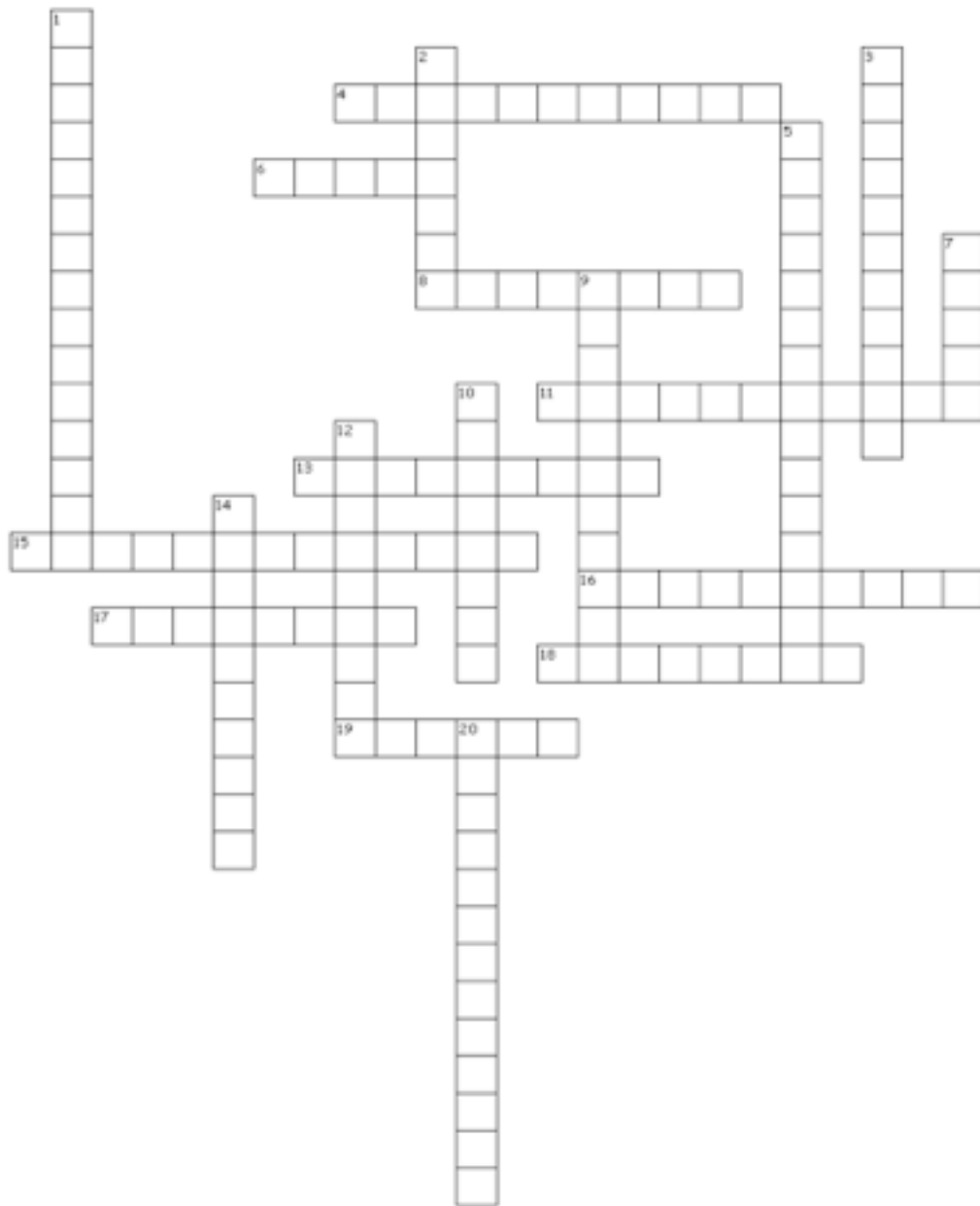
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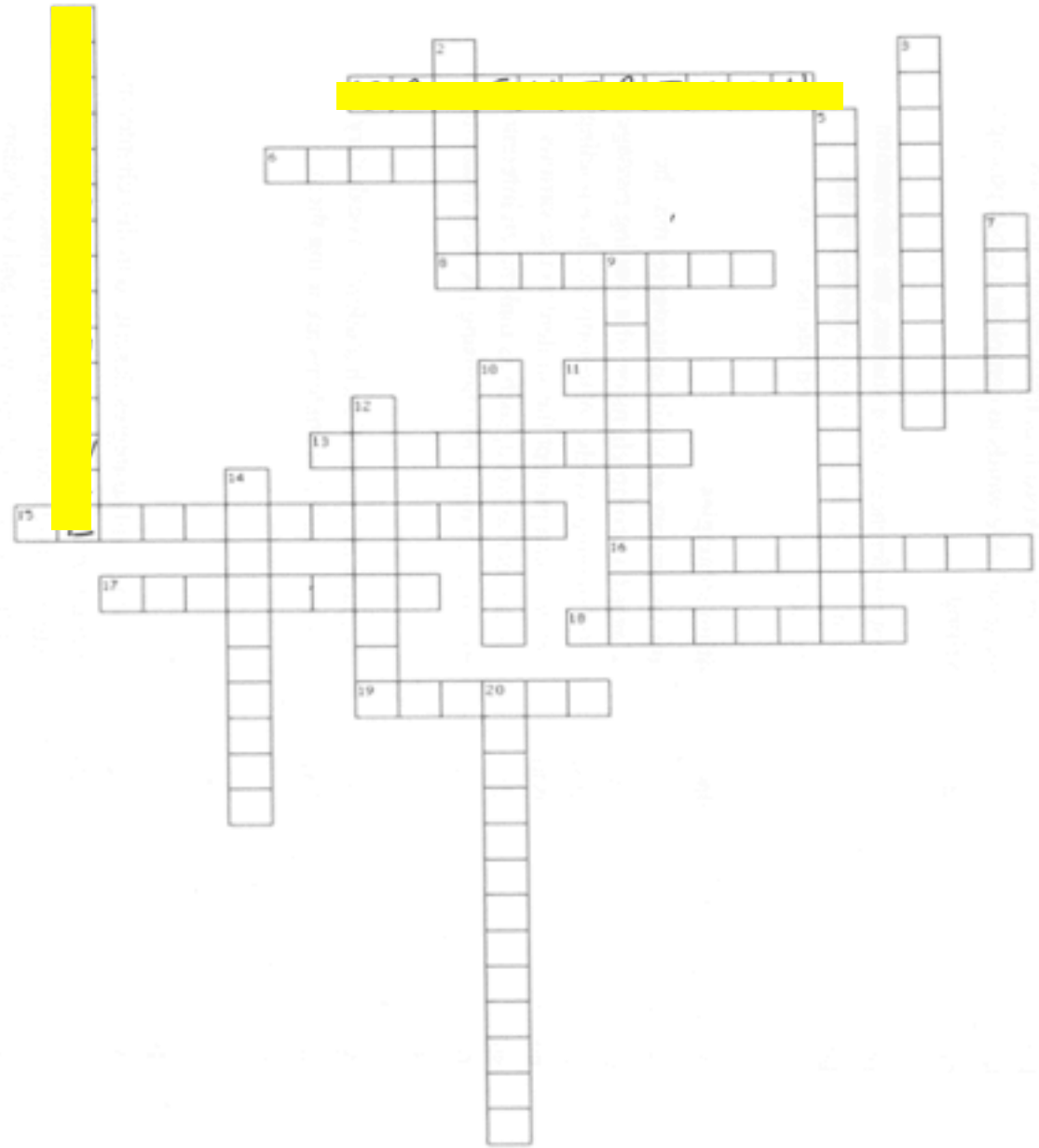
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Highlight any expressions that might be a bit too strong, or hurtful, or vulgar for classroom use!

Interactive word puzzle: a review activity

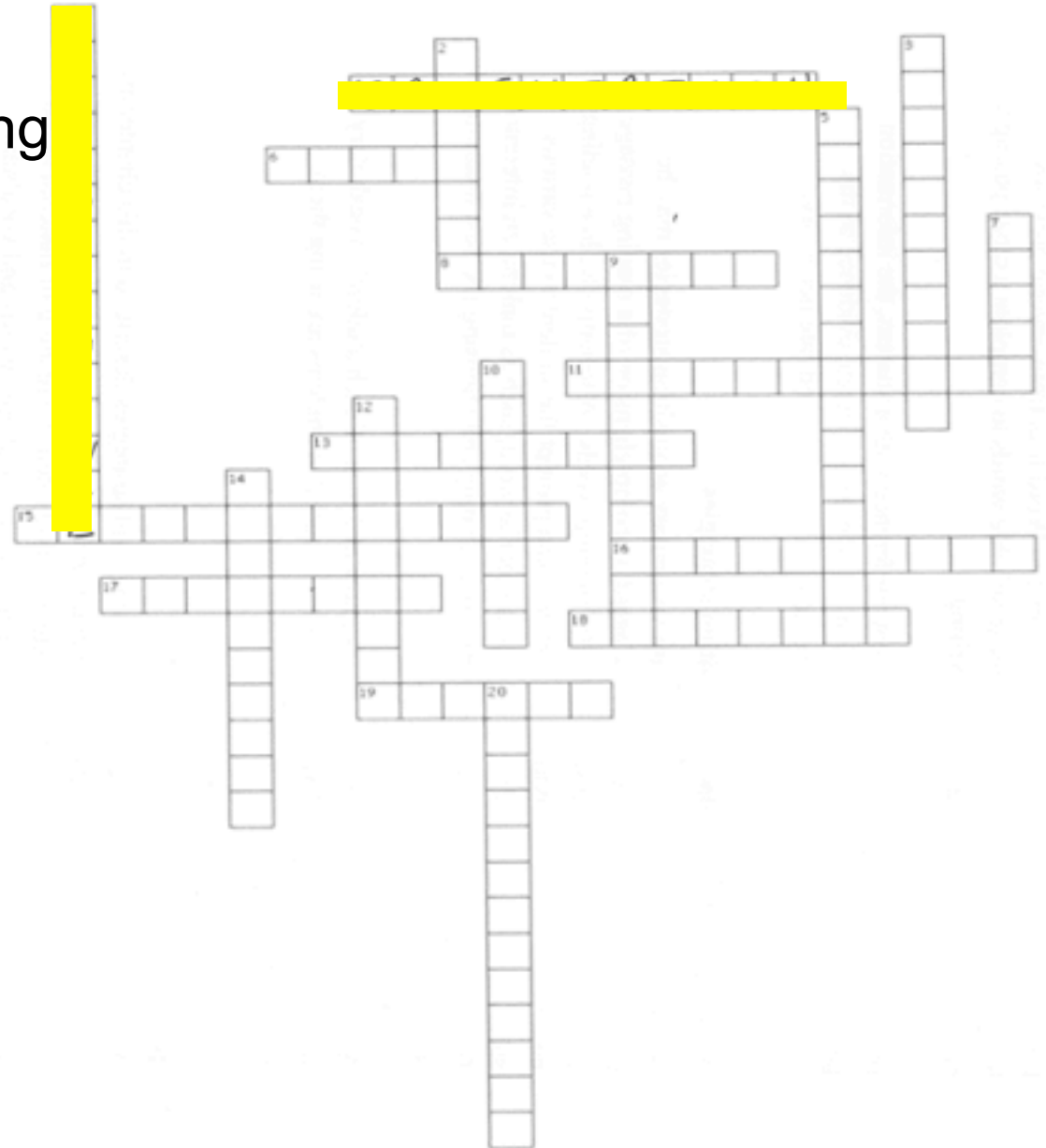
You all have the same
crossword grid— but
nobody has all the clues.





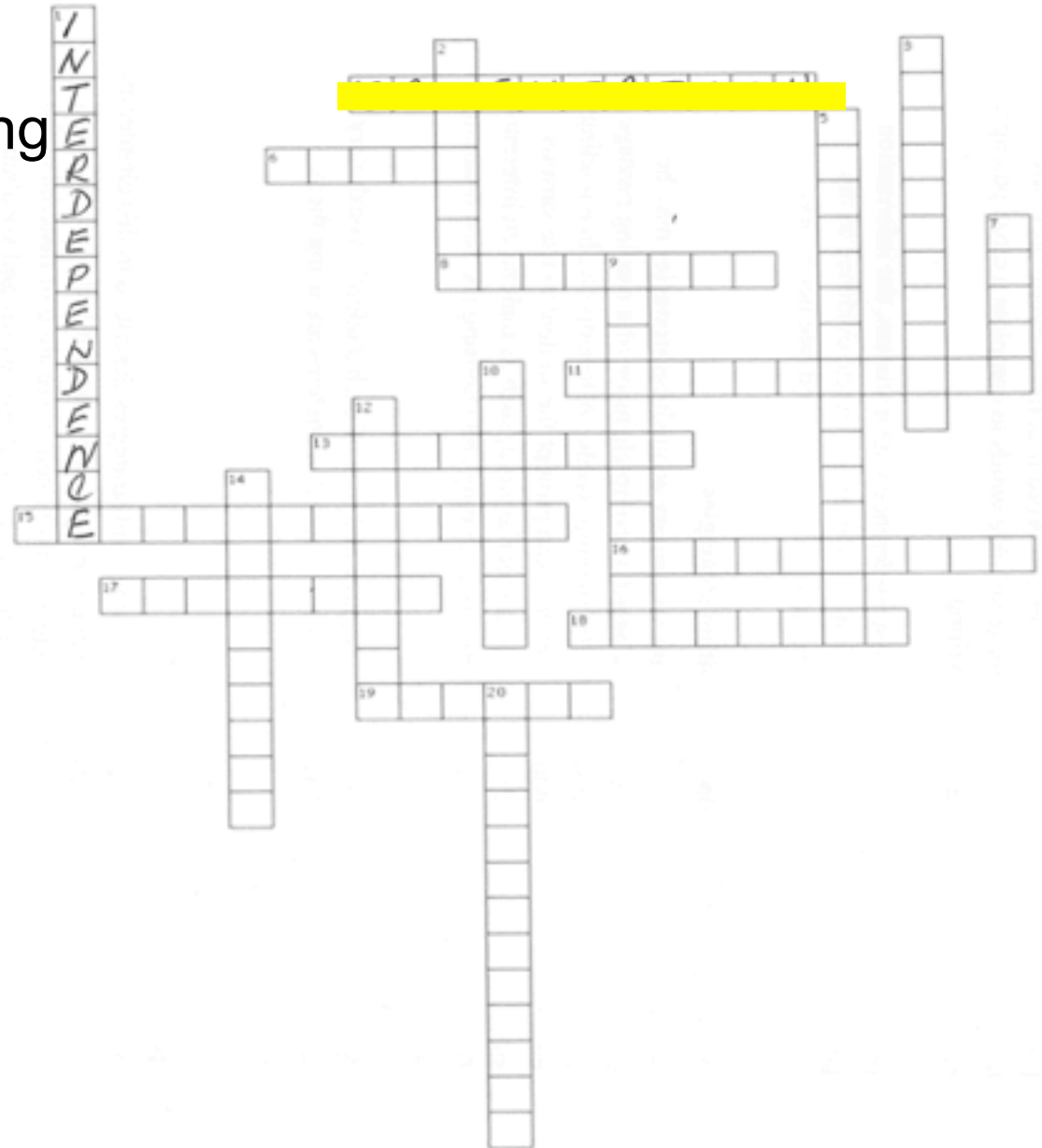
Down

1. Jigsaw is useful for creating _____ among students.



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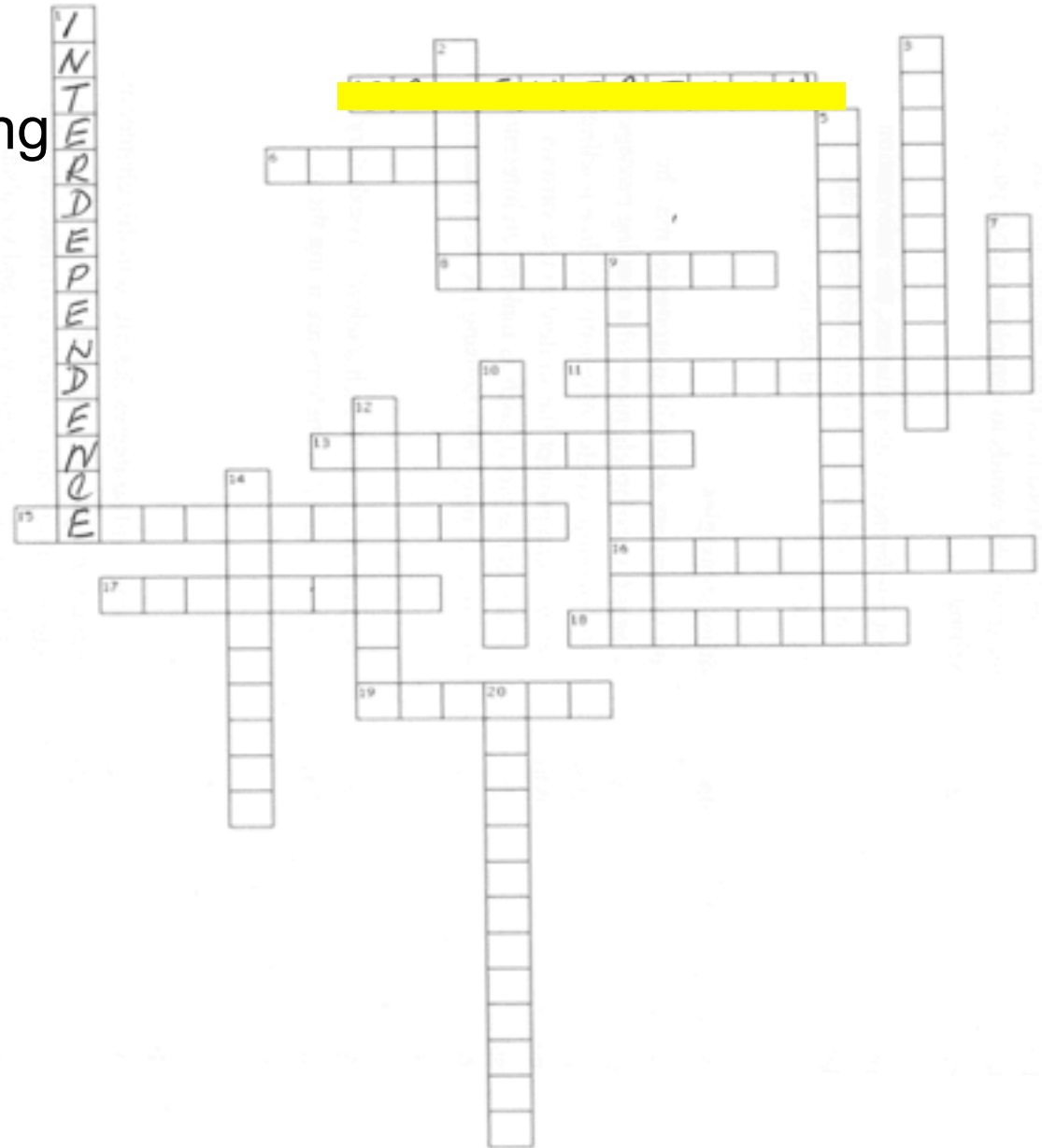


Down

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Across

4. Parents and students need this right at the beginning and on an ongoing basis

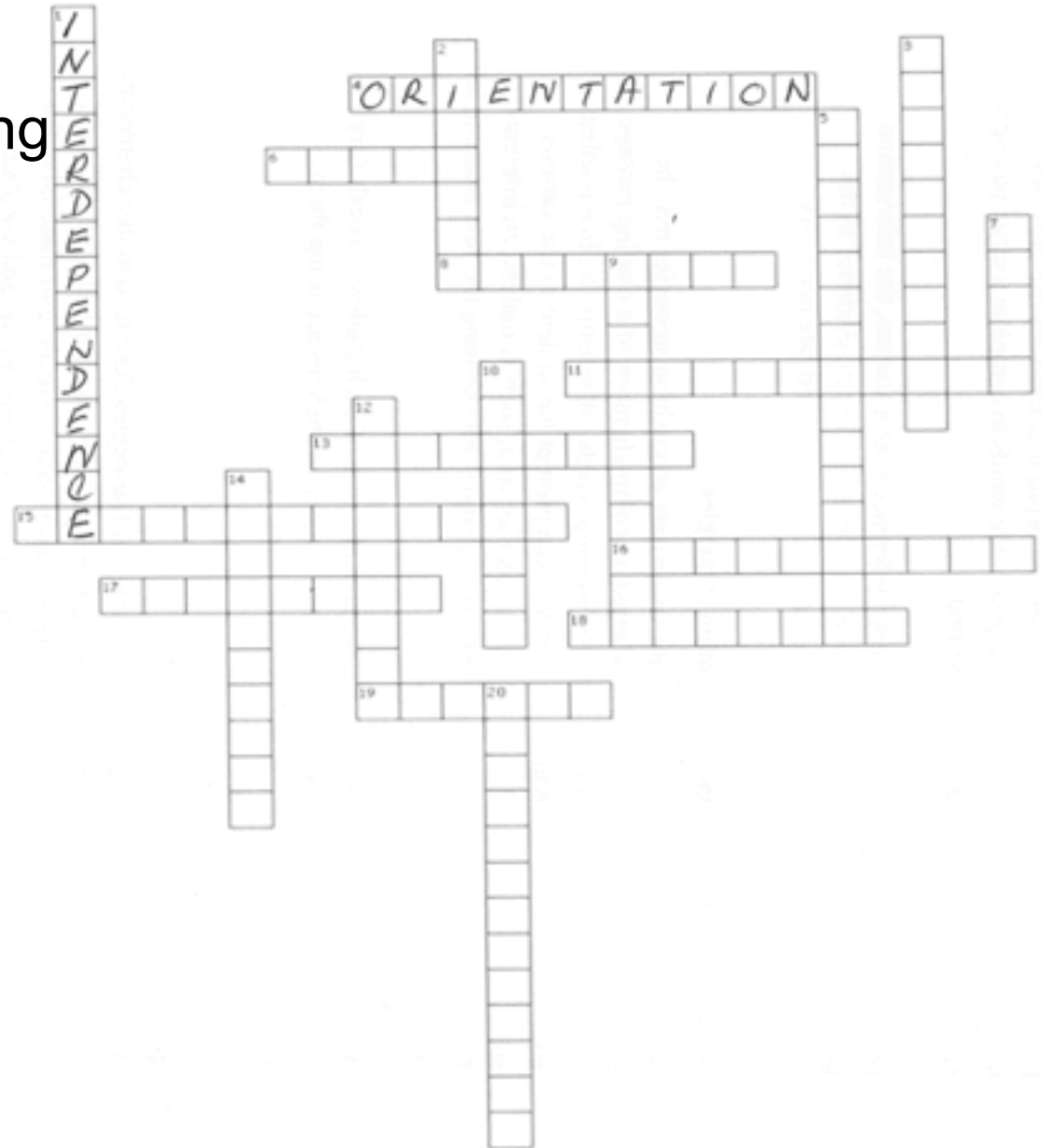


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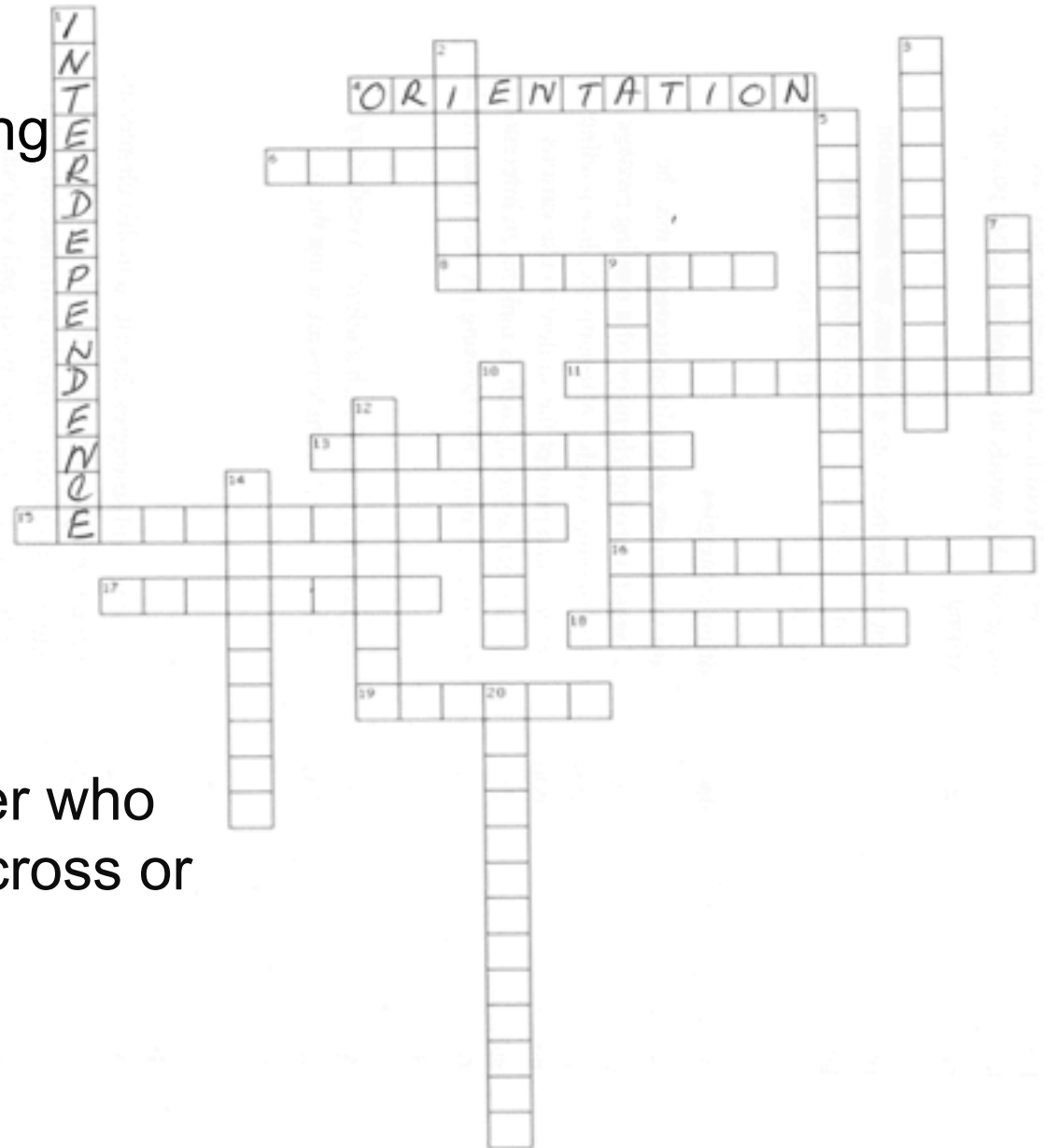


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- Now work with a partner who has the same clues (Across or Down).



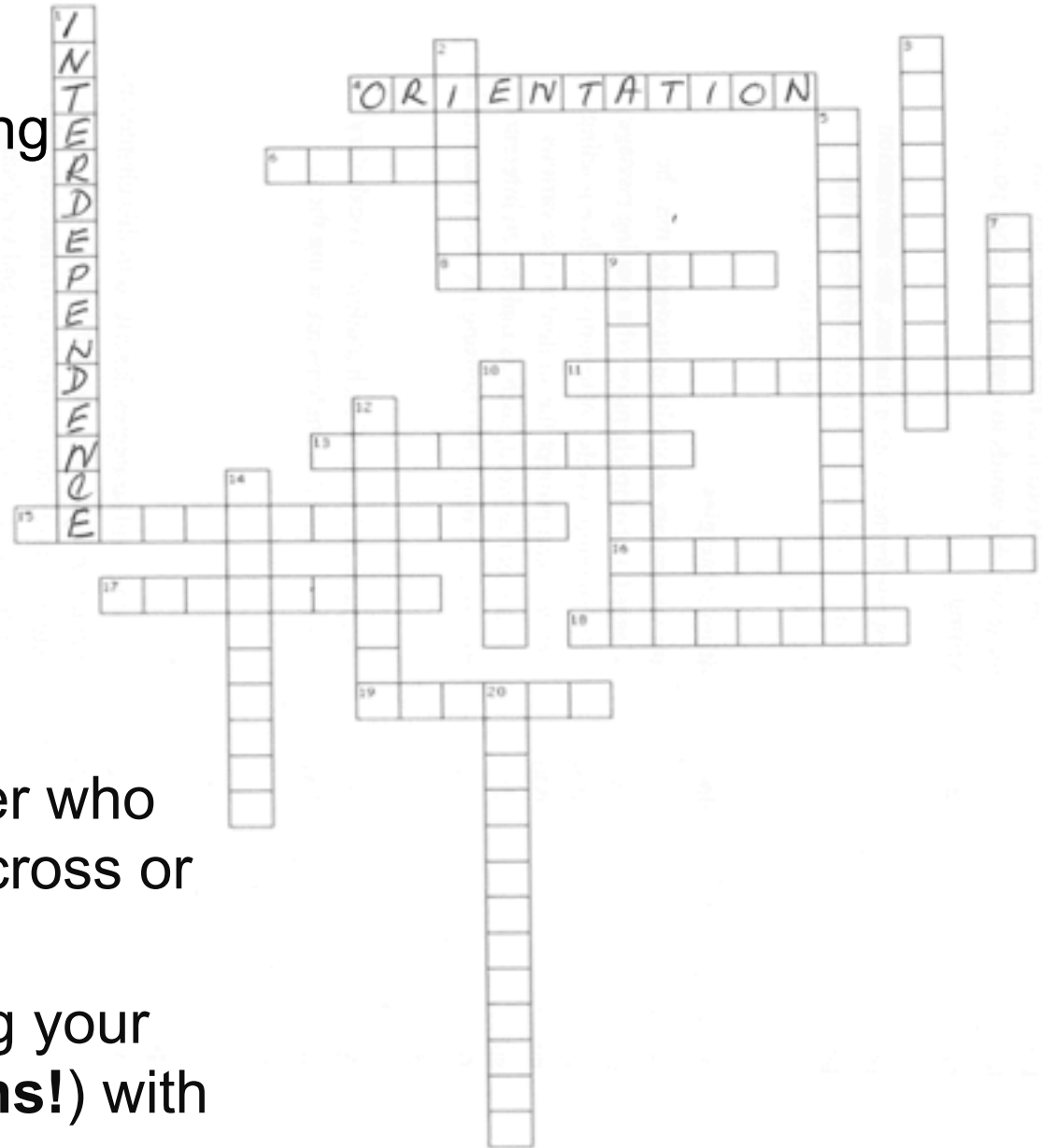
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Across

4. Parents and students need this right at the beginning and on an ongoing basis

- Now work with a partner who has the same clues (Across or Down).
- Then take turns sharing your clues (**not the solutions!**) with the other pair.



1 INTERDEPENDENCE
2 ORIENTATION
3 INTERACT
4 SHARE
5 EXCHANGE
6 HOMOGENEOUS
7 NORM
8 MODELLING
9 HETEROGENEOUS
10 BICULTURAL
11 IDENTITY
12 RESOURCE
13 ENRICH
14 DATATION
15 INTERCULTURAL

