

School	Lycée Mme De Stael, St Julien en Genevois, France
Class	1 ^{ère} S (equivalent to Norway's 10 th grade) 18 students
Teacher	Yannick Troccaz
Topic	Speeches (the 3 components of a speech: speaker, message, audience)
Objectives	Recap the 3 components of King George VI's declaration of war speech (1939)
Activity:	Cooperative learning (adaptation of different activities :“partners”, “jigsaw” and “Numbered heads”)

PARTNERS

The purpose of this technique is to provide enough support for the learners in the process of finding information or mastering certain language or culture material. It consists of several steps.

1. Grouping: Class is divided into teams of 4. Two members of each team are given an assignment to master to be able to teach/share with the other two group members (e.g. based on some reading or listening material or independent research, two students are asked to find arguments for a certain course of action and the other two students are expected to find arguments against).
2. The group splits into two pairs. Pairs of learners (Partners) work on their topic and can consult with other partners working on the same material (the Partners working on the arguments 'for' can work with other learners trying to find arguments for a specific course of action).
3. Back to the original groups: When the new material has been mastered, the original teams of 4 go back together, with each set of partners teaching the other set (in this case, presenting and supporting their arguments).

Partners quiz and tutor teammates. The team reviews how well they have learned and taught and how they might improve the process.

JIGSAW

Small groups are set up (3-5 learners). Each group member is assigned some material to master and then to teach to the other group members.

NUMBERED HEADS

A team of four is established. Each member is given a number: 1, 2, 3 or 4. The teacher asks a question.

Groups work together on the answer so that each group member can answer the question. The teacher calls out a number (two for example), and each Number two is asked to give the answer.

Before working on King George VI's speech, my students had been working on Elizabeth I's speech at Tilbury (1588). They will then work on two more speeches: Martin Luther King's "I have a dream" (1936) and a speech given by Lady Gaga in 2011 in Rome.

The final task for this chapter is to write a speech and deliver it in front of the class.

Part 1. The students watch an extract from the movie "The King's speech" in which King George VI announces to his people that Britain is going to war.

Part 2: the students form 6 groups of 3 (2 groups working on the speaker, 2 on the audience and 2 on the message)

The objective is to highlight the elements in the text referring to their part before summarising the information.

Part 3. When everybody is ready, the 2 groups that have worked on the same topic get together and share their information. The idea is to make sure that, within each group, every pupil later shares the same information with his/her classmates.

Part 4. New groups are formed (3) Each group is made of 2 experts on the speaker, 2 on the message and 2 on the audience.

In order to facilitate the formation of the new groups, each student is given an “expert badge”.

(Note that parts 3 and 4 took part on two different days. On the second day, 2 students were missing)

Students were continuously asked to speak in English when working in groups. In order to encourage the use of the target language and make sure every student within the group was working, a “bonus – malus” system was organised: each group obtains points regularly given or have them taken away (same amount of points for each member of the group to encourage cooperation and team spirit)

For this part, each student will be awarded 3 marks (1 for part 1, 1 for part 2 and 1 for part 3) These 3 marks will then be transformed into a bonus or malus (maximum + or – 3 points) to this term’s class participation mark.

As follow-up work, the students were asked to prepare a 45 second speech beginning with “In this grave hour” that they will have to deliver in front of the class. The other students will have to find who the speaker is, what the message is about and to whom the speech was addressed.

The following remarks are based on my experience as well as on the feedback given by the students at the end of the activity.

PROS	CONS
<p>Cooperative learning is a great source of motivation. I’m convinced that students work harder when working in groups. They find learning is more fun.</p> <p>Cooperative learning helps give students a sense of responsibility and solidarity: they are part of a team and must work not only for themselves but also for their team. My opinion is that they find that responsibility enables them to work harder. A lot of my students said they were more effective when working in groups as opposed to individually.</p> <p>Some students have a better idea of the objectives of the activity; they find it more concrete having to report to their classmates rather than having to work individually knowing they won’t necessarily have to share their findings.</p> <p>Working in groups helps students who have</p>	<p>Cooperative learning is more time-consuming than teaching in a more traditional way. It can also generate more noise.</p> <p>Although my students were particularly well-behaved (the fact that a camera was recording them must have helped: !) they didn’t speak English 100% of the time (as we can see near the end of the video)</p> <p>After each group had finished, I had to make sure that what the students had written in their copybooks was correct. Although I tried to correct as many language mistakes as I could when the students were working together, I found there were quite a lot of mistakes left (language and content)</p> <p>Some of my students mentioned that they felt uncomfortable by the fact that there was no immediate “validation” by the teacher.</p> <p>One thing I would change in the future is to ask each group to write a text before they go and</p>

<p>difficulties or who are shy: they will feel more comfortable talking to their classmates or asking for help in a smaller group as opposed to the whole class.</p> <p>They also feel that they can take more risks and that they are not scared of making mistakes.</p> <p>A lot of my students said they enjoyed sharing their ideas. It enables them to check if they had missed some information or, on the contrary, if their ideas were confirmed by the others.</p>	<p>talk to the other groups so that I can proofread their texts as they're writing them.</p>
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To conclude, I would say that, although cooperative learning is more time-consuming, it is more effective. It also helps create a different dynamics in the classroom; not centred on the teacher but on the students themselves. I am convinced they become more autonomous, more confident and find a greater motivation to work and progress; they “really work”, as one of my students wrote!

Yannick Troccaz

Le billet du comité de relecture présidé par Silvana Turchino Diksa, IA-IPR

Points forts :

- Le travail collaboratif dans lequel le partage de l'information est nécessaire pour avancer dans la tâche représente une motivation certaine pour les élèves.

Perspectives pédagogiques possibles :

- Possibilité de contextualiser la tâche d'écriture du discours de 45 secondes commençant par 'In this grave hour'. Le professeur pourrait par exemple demander aux élèves d'endosser le rôle d'un président qui s'exprimerait après une attaque perpétrée contre le pays ou le rôle d'un vice-président qui s'adresse au peuple à la suite du décès prématuré de leur président.