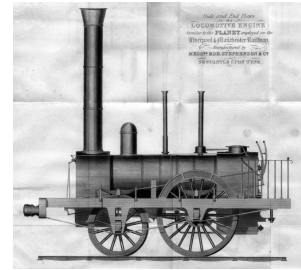




**Experimental Project on
Cooperative Learning techniques
Classe de 4^{ème}
Year 9**



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Foreword

I did the experimentation with a class of 30 pupils.

They have English 3 times a week.

I have the opportunity to divide the class in 2 groups of 15 pupils once every two weeks.

The classroom where I teach is about to be wifi connected, but was not at the time I did the following activities...

That's why I also mentioned what I could have possibly done with tablets in class.

Name of project n°3:

Part 1 « The Victorian time and inventions »

Pre-Task	Task	Teacher's help	Language focus	Techniques used in class
<i>Task 1 : introduction to the topic (19th century)</i>				
<ul style="list-style-type: none"> ➤ Each group was composed of about 3 pupils with different levels or skills. ➤ Each group was given a picture to describe as a written task first, then an oral task. 	<ul style="list-style-type: none"> ➤ They had to discuss and find the vocabulary they needed in the dictionary so as to <u>-write 4 or 5 lines on the picture.</u> <u>-do an oral presentation of the picture to the other groups.</u> ➤ The 5 pictures had a common point they had to find at the end of their presentation : "the 19th century". 	<ul style="list-style-type: none"> ➤ I provided help when necessary to the pupils who were struggling with looking for the correct words in the dictionary. -link-words and expressions (in the middle of, in the background...) -the vocabulary linked to the topic. 	<ul style="list-style-type: none"> ➤ They did their presentation but had some difficulties to do and organise their description, so we worked on : <u>-the technique of description</u> : how to do a description of paintings, drawings... -link-words and <u>expressions</u> (in the middle of, in the background...) -the vocabulary linked to <u>the topic.</u> 	<p style="text-align: center;"><i>“Round Robin Brainstorming” technique</i></p> <p style="text-align: center; color: purple;"><i>See worksheet 1</i></p>

Task 2 : Webquest on Queen Victoria (computer room)

<p>➤ Each group of 2 was given a worksheet on Queen Victoria. ➤ Each group was given an hour to find information on the Internet and complete her biography.</p>	<p>➤ They had to write the Queen's biography, using link-words</p>	<p>➤ I provided some <u>punctual help when necessary to the pupils who asked me.</u></p>	<p>➤ They did their presentation but had some difficulties with the <u>Past tense and the dates in English</u>, so we worked on that in a follow-up work.</p>	<p>➤ If my classroom had been connected at that time, I would have told students to write her biography on the tablet and display their production on the interactive board to the class, so as to be assessed by their own classmates...</p> <p>See worksheet 2</p>
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Task 3 : What do you know on Queen Victoria ?

<p>➤ I chose 2 pupils who mastered well English to coach their friends on the following activity : -The class was divided in 2 groups of 15. -Each group had to repeat 10 dates related to Queen Victoria's life (1853, January 22nd 1901...). -They were trained by the 2 pupils so as to do the challenge and win !</p>	<p>➤ Group challenge (30 pupils divided in 6 groups) The pupils have to say as many things as possible on Queen Victoria to get some points for their groups, using correct sentences in the past tense and pronounce the dates properly.</p> <p>VIDEO</p>	<p>➤ I sometimes interfered <u>as a third "referee" for the pre-task, helping the coach in their mission.</u></p>	<p>➤ We did a small revision on <u>'how to say the dates in English'</u> ➤ We worked on the <u>"ed" pronunciation (past tense)</u></p> <p>Use of the "Pronunciation game" Activity (Hancock) p.23 : "Stepping stones" I changed the rules a bit : the challenge consisted in putting the verbs in the past tense and then going from the bottom to the top following the same pronunciation of the "ed" all along (same rules) p.25 : "Chinese chequers"</p>	<p>"Group challenge" technique with coach</p> <p>➤ As a follow-up work, I had imagined to do a quizz on Queen Victoria, using the tablets. The pupils could have worked in pairs to answer the "Kahoot quizz" as best as they could !</p>
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Task 4 : Learn on Victorian inventions

<p>➤ <u>Each group of 4 was split in 2</u> so as to make pairs.</p> <p>➤ <u>Each pair of learners was given a grid</u> with 3 inventions on it to master (name of the object, inventor, date of invention) and 3 inventions they didn't know anything about.</p> <p>➤ <u>They had to train 2 or 3 minutes</u> in pairs before answering the questions from their 2 classmates in the group.</p>	<p>➤ <u>Back to the original group</u> : partners quizz or ask questions to each other so as to complete their grid.</p> <p>➤ <u>I gave numbers to the pupils</u> (from 1 to 6) and asked them to <u>present an invention in the grid</u>, so as to train them speaking in the past tense, using dates and the passive voice as well.</p>	<p>➤ <u>I sometimes interfered to help them with the questions</u></p>	<p>➤ They did their work but had some difficulties with asking questions, so we</p> <p>-worked on <u>questions at the active and passive voice.</u></p>	<p>“Partners” technique</p> <p>+</p> <p>“Numbered Heads” techniques</p> <p><i>See worksheet 3</i></p>
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Task 5 : Guessing game on Victorian inventions

<p>➤ <u>4 pupils were given a worksheet on 4 inventions</u>, different from the ones seen previously. (I chose them according to their skills : they were the most efficient to understand the worksheet and answer their classmates' questions.)</p> <p>➤ <u>The rest of the class was divided in groups of 4</u> : they had to find and write questions they would ask before starting the activity.</p>	<p>➤ <u>Each member of the group went to see a ‘sage’ in the classroom and came back with some information they had to share with the 3 others.</u></p> <p>➤ The <u>main goal</u> of this game was to <u>identify the names of the 4 objects.</u></p> <p style="text-align: center;">VIDEO</p>	<p>➤ <u>We worked on the expressions of possibility</u> : “could”, “were able to”...</p> <p>➤ I gave the 4 texts on the 4 inventions to the class and they had to work in groups to do the following task : <u>underline all the verbs in the passive voice.</u></p>		<p>“Circle the sage” technique</p> <p>+</p> <p>“Numbered Heads” technique</p> <p><i>See worksheet 4</i></p> <p>This worksheet contained pieces of information on the invention : inventor, date of invention, what people could do with it and what it was made of.</p>
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Final Task 1

➤ Each pupil had to find an invention from the 19th or 20th century and write a small description of the object (4/5 sentences) to tell his/her classmates and make them guess what it was !

Final Task 2 (to be done in March)

➤ We do a game in class called "Question for a champion" :

-I divided the class in 7 groups of 4 + 1 group of 2

-Each group have to find 10 questions to ask, based on Queen Victoria and Victorian inventions : facts about Queen Victoria's life, dates, names of famous inventors, inventions...).

-They write them and ask them to the other groups as a challenge.

-I hope to do this challenge on Queen Victoria and victorian inventions, using the tablets. The pupils will invent a "Kahoot quizz" ...

End of the first part of the project

Name of project n° 3 :

Part 2 « Being a child in the 19th century"(not done yet)

DOCUMENTS

cooperative learning project

Worksheet 1



Worksheet 2



Queen Victoria

(18..... / 1.....)



↪ Play the detective and find more on Queen Victoria

↪ Go in the Internet and find information on the site :

<http://primaryhomeworkhelp.co.uk/victorians/victoria.htm>

1) Where and when was she born ?

2) When did she come to the throne ?

3) How old was she when she became Queen ?

4) How long did she reign ?

5) Who did she marry ?

6) When did she marry him ?







7) How many children did they have ?

8) Where did they live ?

9) What hobbies did she have ?

10) Where and when did she die ?

1) **A time of change and inventions**
 The Victorian period saw many major developments that made travel, communications and trade easier for many people.
 → What are these inventions? Who invented them? When were they invented?

object	inventor	date of invention
 1	The telephone Alexander G. Bell	1876
 2		
 3	The 1st photograph W. H. Fox Talbot	1839
 4	The 1st Steam Sir Rowland Hill	1825
 5		
 6		

2) **A time of change and inventions**
 The Victorian period saw many major developments that made travel, communications and trade easier for many people.
 → What are these inventions? Who invented them? When were they invented?

object	inventor	date of invention
 1		
 2		
 3		
 4	The petrol motorcar Karl Benz	1885
 5	The electric light bulb Thomas Edison	1879
 6	Steam locomotive R. Trevithick in the 1840s	

Worksheet 4

This is the first wireless radio.

It was invented at the end of the 19th century, in 1895, by Guglielmo Marconi.

With this new object, people could listen to music, to the news of the country. People were entertained at home : they could sing and dance within the family.

It was made of wood.



This is the first public flushing toilet.

It was invented around the middle of the 19th century, in 1852 by George Jennings

With this new object, people could stay at home to go to the loo. Before this invention, they had to use earth toilets outside, with no water.

It was made of ceramic, and water was used to empty the bowl when pushing a button.

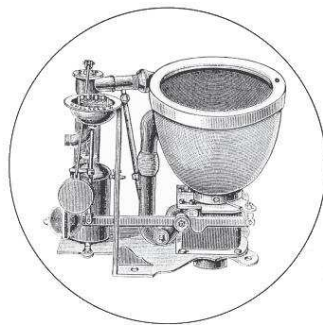
This is the first sewing machine.

It was invented in the middle of the 19th century, in 1846, by Elias Howe.

With this new object, woman could make clothes for their family with a machine and not by hand.

Howe tried to market his machine in England, but others copied his invention, such as Isaac M. Singer in the USA.

It was made of steel (acier) and wood (bois)



This is the first bicycle.

It was invented around the middle of the 19th century, in 1840, by Kirkpatrick Macmillan.

With this new object, people could go further to see their friend and their family. It is composed of 2 wheels, 2 pedals and handlebars (=guidon), a frame (= cadre) and a saddle.

Feedback and comments

From my point of view

The positive aspects in terms of motivation

- I chose some techniques rather than others because I mastered them more.
-the “circle the sage technique” is my favourite
- I found it natural to develop them in my project.
- I realized that my pupils were more active and motivated when going around the classroom and do the different tasks I planned for them.

The technical aspects

- Those techniques demand very organized and well-structured lesson plans.
- It's obviously easier to use those techniques with a small amount of pupils (15/20)
- Those techniques are very useful to develop oral skills and put differentiation into practice.
- You need to be dynamic and efficient with 30 or more pupils in the classroom, if you want to achieve the learning aims and get your learners enjoy the process.



One less positive aspect...

- Those activities are very noisy and confusing with too many pupils and I wonder if they really make the most of it...



From the pupils viewpoint

- I asked them as a feedback I asked them to tell me what they thought of the different activities they experimented. Here are their comments :

-They really liked working on phonetics and pronunciation : they felt that they really needed to work on that aspect of language.

-They are used to working in groups already, so they were not struggling to do the activities I asked them to do. They really enjoyed the “Circle the sage” technique as well.

-They loved the challenges we did in groups with coach training too. They like the idea of being taught by their mates...But they need to have the teacher's support as well !

Conclusion

- Here was a small part of what I experimented since I came back from Norway.
- I tried some of the techniques with my Year 7 too and it worked really well in class.