
Better Together

Promoting Collaboration and Co-operation

Edmund Dudley
Latvia, October 2017



In this session

- The benefits of pair-work and small-group work
- Activities for creating a motivating and inclusive environment

In this session

-
- **The benefits of pair-work and small-group work**
 - Activities for creating a motivating and inclusive environment

Pair work and group work

What are the benefits?

- Less anxiety for learners
- More involvement
- Greater activation of language
- Chances for consolidation and practice

Pair work and group work

Any drawbacks?

- Off-task behaviour
- Noise level
- Students use L1

Pair work and group work

Tackling the drawbacks

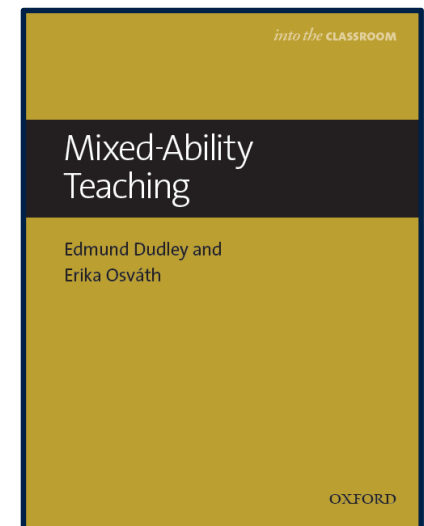
- Off-task behaviour
 - Clear instructions and outcomes
- Noise level
 - Careful staging and signposting
- Students use L1
 - Report back in L2

Collaboration

What do we mean?



- Working towards a common goal
- Constructing knowledge together
- Combining different skills
- Individual contributions and shared outcomes

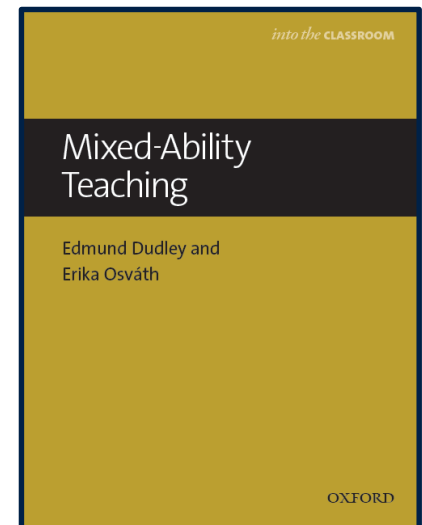


Co-operation

What do we mean?

- Getting help from others
- Thinking about learning in a new way
- Mutual improvement rather than competition

OXFORD
UNIVERSITY PRESS



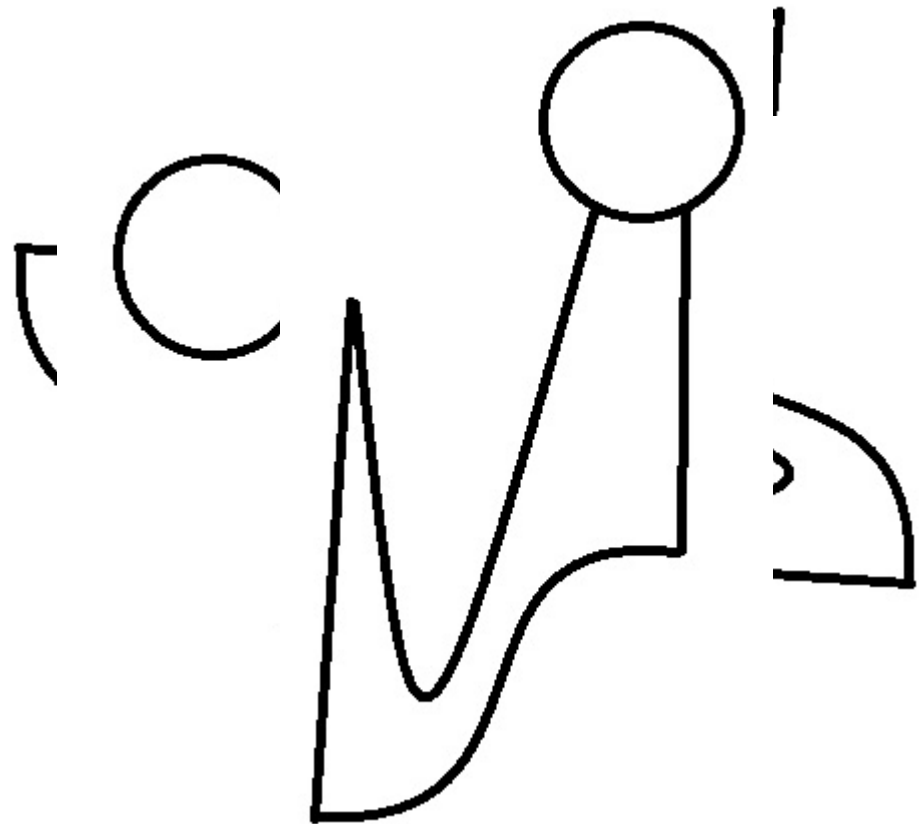
In this session

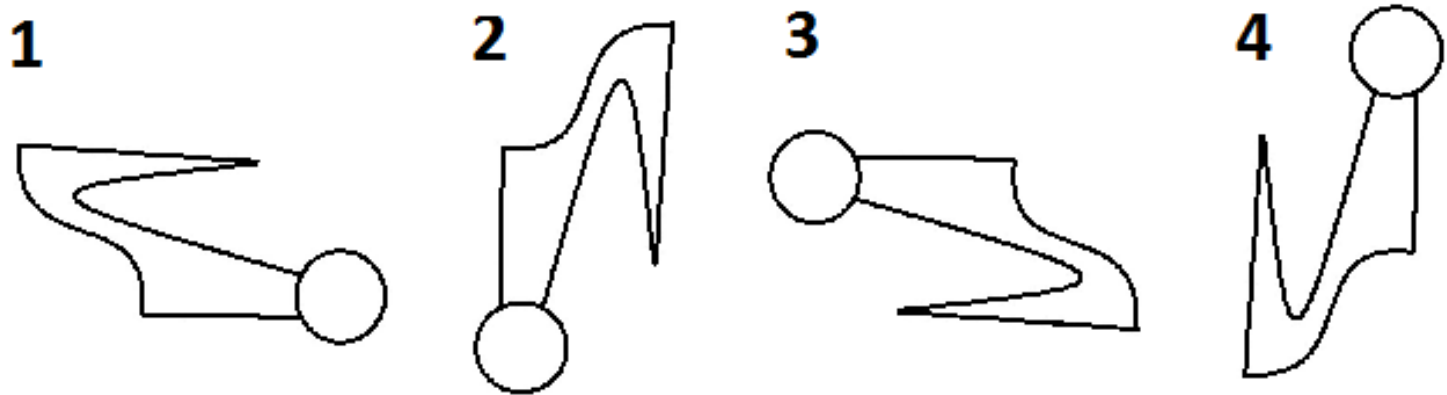
-
- The benefits of pair-work and small-group work
 - **Activities for creating a motivating and inclusive environment**

Inventive descriptions

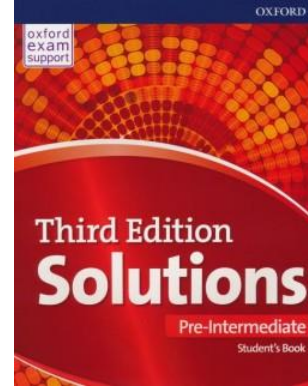
Abstract shapes

- Work in pairs/groups.
- Draw an abstract shape
- What does it look like?
(Use your imagination)
- Rotate the paper 90°
- Repeat





- Look at all the shapes
- Remember what you said
- Create a story that connects all four



How do you feel when ...

- 1 you have an exam in ten minutes?
- 2 your exam finishes?
- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party?
- 6 you can't sleep?

How to give students confidence

Task with options

How do you feel when ...

- 1 you have an exam in ten minutes?
- 2 your exam finishes?
- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party?
- 6 you can't sleep?

Do you want to **speak**, **pass**, or **nominate**?

Speak → I'll give an answer

Pass → Not now. Maybe later.

Nominate → My partner has a good answer

Speak, pass, nominate

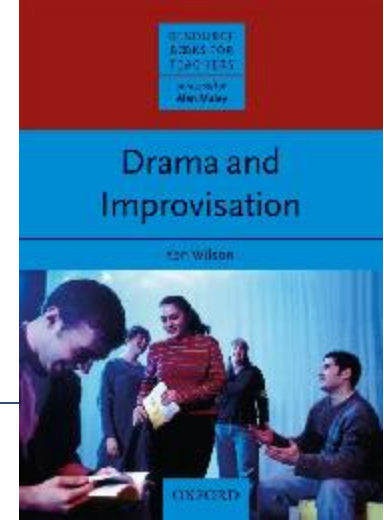
Some observations

- The majority of students choose to speak
- Students who pass have a sense of relief...
- ...which often leads to renewed confidence
- Nominated students can pass!
- Students appreciate being given options

Blocking activities

Write down the following:

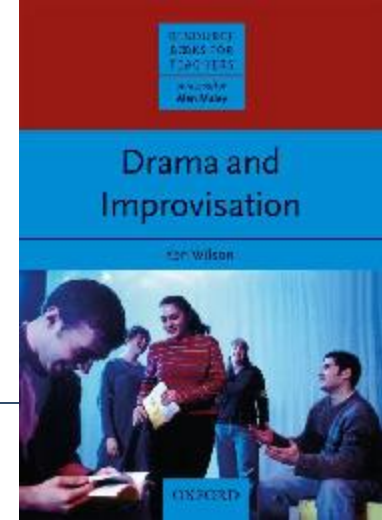
- A personal wish or desire beginning ***I'd like to...***
- An invitation or suggestion beginning ***How about...?***
- A yes/no question



Blocking activities

Work in pairs. Respond using the given phrase.
Improvise a mini-dialogue

- A personal wish or desire beginning *I'd like to...*
 - **I'm afraid you can't.**
- An invitation or suggestion beginning *How about...?*
 - **I'm afraid I can't.**
- A yes/no question
 - **Yes, but...**



Blocking activities

The benefits

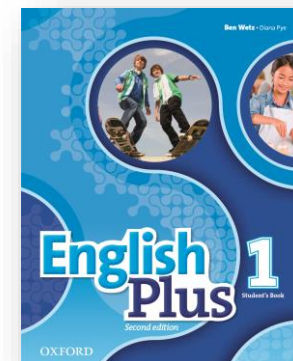
- Controlled practice
- Repetition with variety
- Room for imagination
- Awareness-raising potential:
 - Students say ***Why? / Why not?***
 - Teach them less direct responses:
 - e.g. ***Are you sure about that?***
Oh, that's a pity.
I see. Any chance you're free tomorrow?

Look at the picture for
10 seconds.
Memorise the items!



BANANAS!

OXFORD
UNIVERSITY PRESS



Did anyone notice the unusual word here? →

How many items can you remember?

OXFORD
UNIVERSITY PRESS

Work in pairs

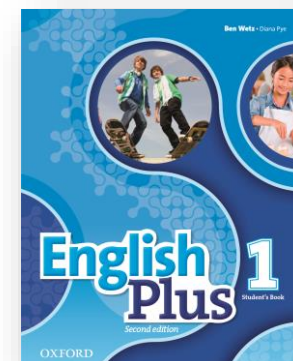
- Students write down what they remember in Eng/L1
- Provide time for them to translate L1 → Eng
- Check:
 - Start with whoever had the fewest
 - Others listen and check off what's been said
 - Continue until all the items have been said

Look at the picture for
10 seconds.
Memorise the items!



BANANAS!

OXFORD
UNIVERSITY PRESS



Compromise

Valuing uncertainty

- Where do you think this is?
 - How sure are you (1-5)?
- 1: We have no idea. Let's say...
- 2: Our guess is that it's...
- 3: It looks a bit like... / It might be...
- 4: We're pretty sure it's...
- 5: That's definitely...



Montreal





Predict the answers:

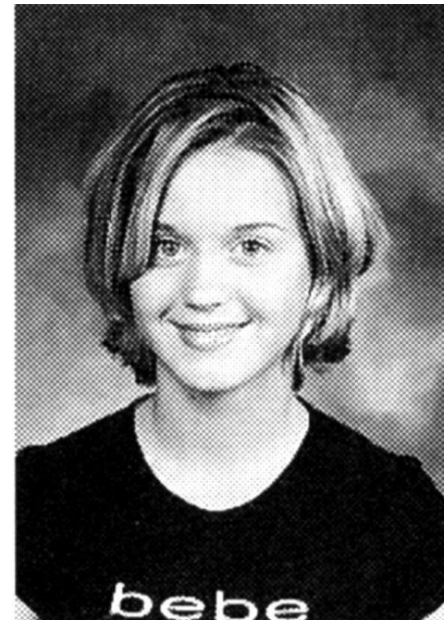
1. There is a lot of _____ in Montreal in the winter.
2. There are _____ between important buildings in the city.
3. _____ people use the system every day.



Use a scale of 1-5

Can you identify the famous person?

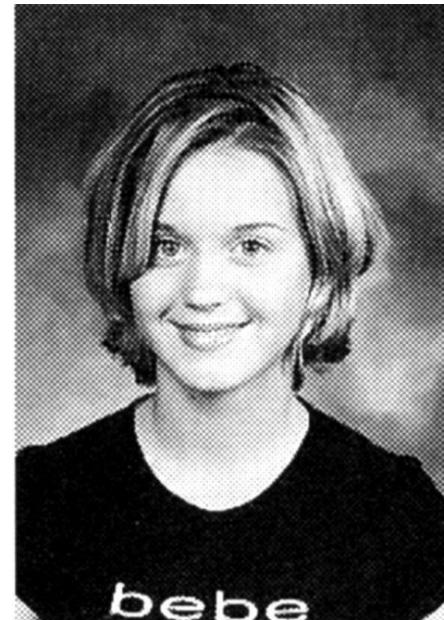
1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Use a scale of 1-5

Can you identify the famous person?

1. I have no idea, but I'll say...
2. I don't know, but it could be...
3. I think it might be...
4. I'm pretty certain it's...
5. I'm 100% sure it's...



Katy Perry

A team activity

- Planning stage
 - think, write, then speak
- Project stage
 - incorporate non-language skills
- Presentation stage
 - develop feedback and interpersonal skills

A team activity

Think, write, then speak

Your task is to decide which **animal** is the best name for your group

- Work in a group of four
 1.) on your own:
 - think about your preference
 - write down your choice of animal and some reasons
 - 2.) With your group:
 - share ideas
 - choose an animal for the group

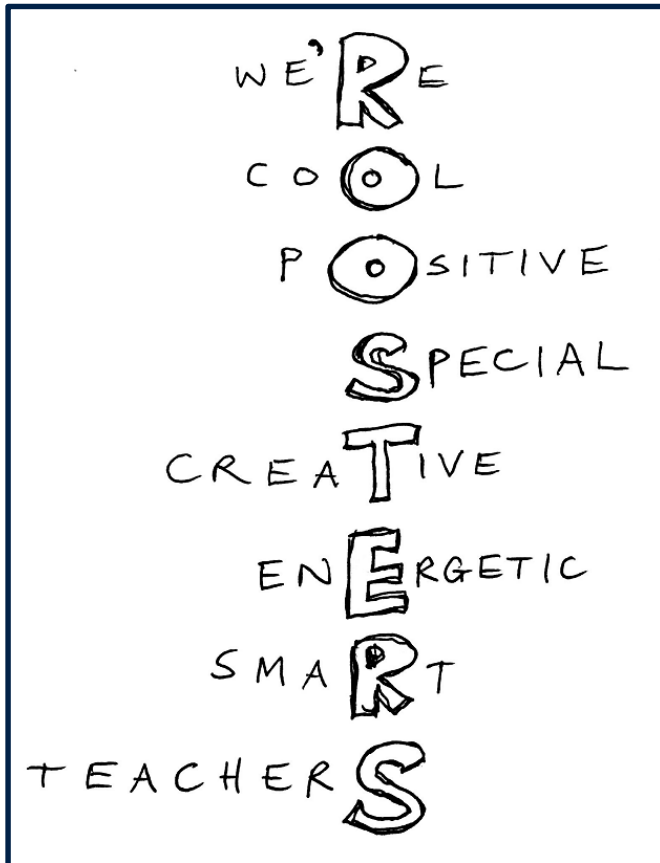


OXFORD
UNIVERSITY PRESS

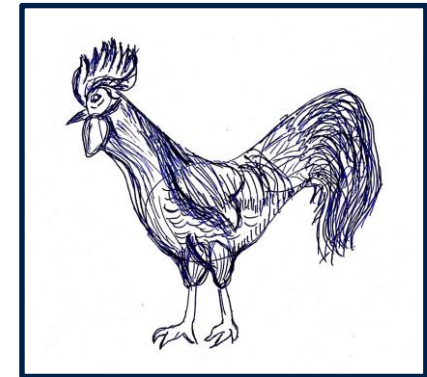


A team activity

Incorporate non-language skills



- Make an acrostic for your group
- Draw a group picture



A team activity

Develop feedback and interpersonal skills

- Share your acrostic and picture with another group
- Take it in turns to speak
- Listen attentively to others
- Ask questions
- Give positive feedback

I really like the way you...

My favourite part is...

Who did the picture? It's great!

Mini-interviews from grammar questions

Check answers → ask follow-up Qs

6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Better Together

Promoting Collaboration and Co-operation

Edmund Dudley

Latvia, October 2017

legyened.edublogs.org



edtothemund

Thank you!

Please complete the online feedback form

OXFORD
UNIVERSITY PRESS

