For more ideas for photos, consult local newspapers, posters, billboards, brochures, photos, and magazines. On the Web, you may also find photo galleries, news sites, and image search engines such as the following to be useful sources of images:

- Flickr Photos: http://www.flickr.com/photos/
- Google Image Search: http://www.google.com
- Smithsonian Institution Photographic Services: http://photo2.si.edu

## Preview Vocabulary

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodate</td>
<td>To allow for; consider the educational or emotional needs of.</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>Collaborative Learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Cooperative Learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.</td>
</tr>
<tr>
<td>Deductive (reasoning)</td>
<td>Taking a known idea or theory and applying it to a situation.</td>
</tr>
<tr>
<td>Describe, Interpret, Evaluate process</td>
<td>A step-by-step interpretation process from interculturist Stella Ting-Toomey. It's a way to slow down the response and reaction to new ideas or experiences, and to view them with a more open mind.</td>
</tr>
<tr>
<td>Inductive (reasoning)</td>
<td>A type of type of reasoning which involves observing patterns and using those observations to form an idea or make generalizations.</td>
</tr>
<tr>
<td>Jigsaw activity</td>
<td>A group work activity in which different members of the group have different tasks related to the same topic. Students perform the tasks individually, then come back to the group to put the information or pieces together “jigsaw puzzle” style.</td>
</tr>
<tr>
<td>Praxis</td>
<td>A customary practice or conduct.</td>
</tr>
<tr>
<td>Rubric</td>
<td>A scoring guide or template for giving feedback on student work and performances.</td>
</tr>
<tr>
<td>Sockeye salmon</td>
<td>A large fish with reddish meat.</td>
</tr>
</tbody>
</table>

Now start the video. Listen to the introduction. Complete the guided observation and reflection tasks for each of the video segments. The next part of the manual is for trainees and is available on separate pages for ease of copying.
Module 4: Pairwork / Groupwork

Module Focus

The focus in this module is on pair and group work. Pair and group work incorporates principles and themes from the Cooperative Learning and Collaborative Learning theoretical frameworks. In the video, you will look at some real classroom examples of this. You can use Ting-Toomey’s Describe, Interpret, Evaluate process to analyze what is happening with pair and group work in these classes.

Video Segment #1, Pairs and Groups, Example A: Observation Guide
[Read before viewing.]

Observe the following class. Look for answers to the questions...
1. How is the class organized (chairs, tables, desks)?
2. How are the pairs and/or groups organized?
3. What kinds of interactions occur between the groups and teacher, and within the groups themselves?

Use the Describe, Interpret, Evaluate (steps 1 through 3) process to analyze the class events.

Reflection
[Read and answer after viewing.]

1. What were your results with the Describe, Interpret, Evaluate process? Was there anything about the class that surprised you or was new for you?
2. In what sequence did the activities occur, and why?
3. What kind of learning do you think took place among students during the small group work? During the contest (game)?
4. If you are working with a partner or group, in what ways were your results similar to other participants’ results? In what ways were they different? Did you make any revisions to any of your steps after comparing your results to theirs?

Video Segment #2, Pairs and Groups, Example B: Observation Guide
[Read before viewing.]

1. What is the role of the teacher? The students?
2. What kind of group management techniques do you notice?
3. What is the purpose of using group work in this case?

Reflection
[Read and answer after viewing.]

1. What kinds of direction did the students give each other? Did you notice any examples of student self-corrections?
2. What kinds of spontaneous communication took place between students?
3. What were some of the pros and cons of an all-class writing event like this one?

Module 04 Summary Discussion

1. This module showed examples from a class of younger learners and from a university-level class.
Which of the activities could work well for both age groups? What kinds of adjustments or adaptations might be necessary?

2. What role does assessment play in the classroom activities that you saw? How might the students’ performance affect the future lessons that the teacher plans for these classes?

3. The focus in the questions up to this point has mainly been on what you notice happening in the foreground of the scenes. Watch the classes again and notice what is happening in the background. What do you notice about the teacher? About other student groups? About the classroom itself?

Notes

Both classes in this module are also good examples of an integrated skills approach. See Module 03 for more details on Integrating Skills, and for examples of other classes that use pair and group work for comparison.

See Module 06 on Classroom Management for more scenes from this same thematic language lesson on sockeye salmon.

Now You Try It—An Action Plan

Step 1
You can read some of the articles on the topic of contextualizing language (see Module 4 Readings A through D plus the List of Additional Readings and Resources below). Using the video, you have seen a few examples and ideas from other teachers’ classes.

Now, think again about your own classes and how you could use some of the activities shown to:

• Encourage collaborative thinking and writing;
• Motivate students;
• Review lesson content (stories, characters, vocabulary) in an enjoyable way;
• Provide opportunities for authentic communication;
• Create an active, interesting classroom.

Talk about your ideas with your group.

Step 2
By yourself or with a peer, design a 15-minute segment of a lesson that includes the use of some of the techniques and activities you listed.

Step 3
Share your plan with your group. Explain what activities would come before and after your segment. Get your group members’ ideas and feedback.

Step 4
Rewrite your design. Try it with your class. Share your results with others, as applicable. If you are not teaching, ask the trainer or another experienced teacher for feedback.