Gripes with Groups? Regroup!

Facilitated by Jayme Adelson-Goldstein
lightheartedlearning@gmail.com

Building Community

Managing Dynamics

Planning Tasks
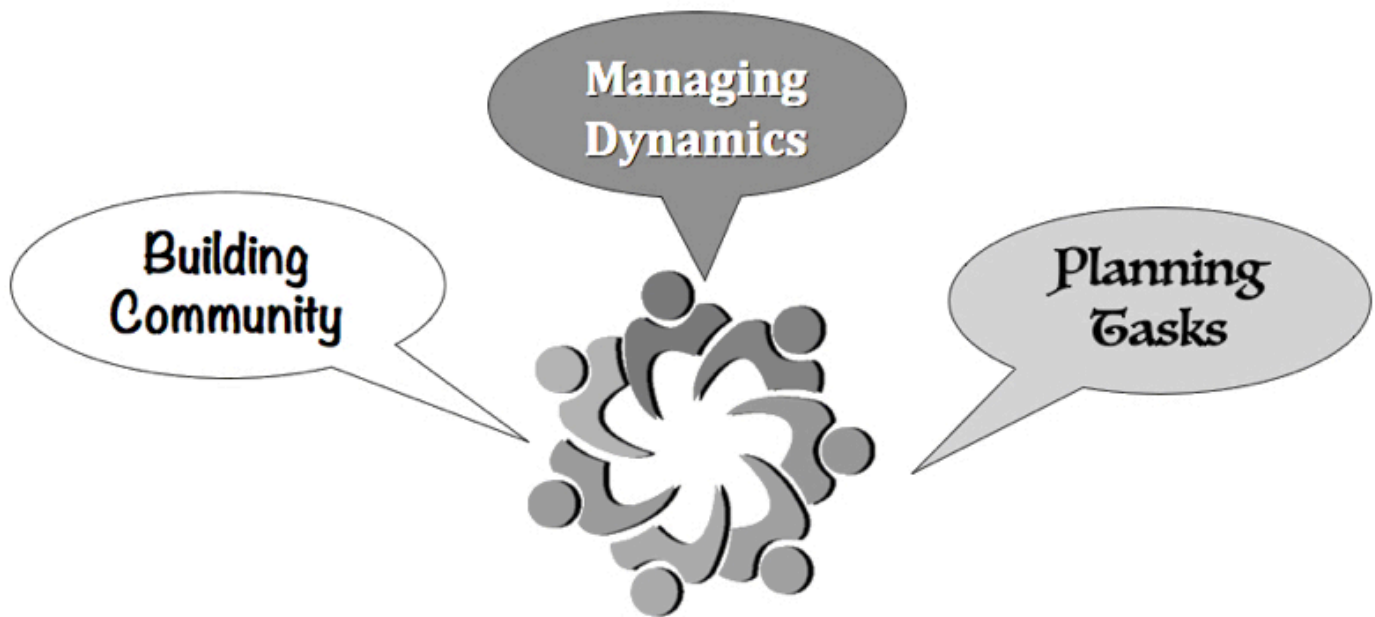
By the end of this session, you should be able to...

- *articulate the relationship between group work, learner autonomy, equity, and readiness,*

- *employ a variety of strategies to help learners (and you!) manage grouping and group dynamics; and*

- *use a repertoire of meaningful group tasks to plan English language instruction that meets learners' 21st century needs.*

GO TO: http://bit.ly/WYAE2018 for more resources.
Select the Gripes with Groups folder

WYOMING ADULT EDUCATION 2018 SUMMER INSITITUTE

Thanks for being here!

Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. As *Lighthearted Learning*, she provides technical assistance to various district, state and federal agencies and conducts teacher education projects. She is a frequent presenter at international, national and state conferences, the co-author of the *Oxford Picture Dictionary* and *Read and Reflect* and series director of *Step Forward*.

Contact: LightheartedLearning@gmail.com

Here's what we're after today:

DEUCES WILD CARDS

1	1	2	2
3	3	4	4
5	5	6	6
7	7	8	8
WILD	WILD	WILD	

How to prepare the materials for Deuces Wild.

a. Cut off the strip of wild cards at the bottom of the numbers sheet on page 1 and make 2 copies of the numbers sheet.
b. Cut the cards so that you have sets of 4 cards: 2 black, 2 white for each number.
c. Cut apart the 3 wild cards. (If you make copies of all the cards plus the wild cards, you will have enough for 37 students.)

Note:
You can also make sets of ndex cards using 2 different color markers (one color for two cards in the set, the other color for the other two cards in the set. You can also use 2 colors of index cards, and write numbers in black.

Do the Math ☺

• If your group of students is divisible by 4, you will have an easy time distributing the sets.

   E.g., If you have 28 students, distribute sets of 1's, 2's.3's,4's, 5's, 6's, and 7's. 4 x 7 = 28

• If your group of students is not divisible by 4, divide by 4 and distribute the whole number of sets and then distribute the remainder as wild cards.

 E.g., for 31 students 28 diveded by 4 equals 7 with a remainder of 3. That means you would distribute sets of 1's, 2's.3's,4's, 5's, 6's, and 7's and **3** wild cards.

IN ADDITION:
Prepare 5 large sample cards that students can easily see from the back of the room: two black cards: one with a white #1, one with a white #2; two white cards: one with a black #1, one with a black # 2; and one wild card.
Or you can use the ppt demo on the Google Drive.

Conducting a Deuces Wild activity

1. Demonstrate the concepts of **same** and **different** by having students identify things in the room of the same color and of different colors. Next have them find two things that are the same but are different colors (e.g. a red sweater and a blue sweater), and then two things that are the same number but different items. (e.g. two red sweaters,

2. Next ask 5 volunteer students to come to the front of the room. Give them each one of these cards, black 1, white 1, black 2, white 2, wild card. Have them

Conducting a Deuces Wild activity (continued)

show their cards to the class. Tell the volunteers to find someone with the <u>different</u> number card and a <u>different</u> color. Once the 1's and 2's have paired, tell the wild card to choose any pair and stand with them. Have the students introduce themselves to each other. Next have the volunteers find someone with the <u>same</u> color but a <u>different</u> number Tell the wild card to wait until the pairs form, and then join a new pair. Have these students introduce themselves. Have the volunteers no match by different color, same number. Wild card joins and they introduce themselves. Thank the
volunteers and have them sit down.

3. Tell students that they will each get a card with a number or the word "WILD" on it. The card will be black or white. You will tell them who to find and have them ask and answer a question with their partner. Show students the chart. Tell them you will write the question on the chart, once they have their partners. Remind "Wild" Cards that they wait and then join any pair. Tell students if they can't find their partners to come to the front of the class and you will help them match up. Ask yes/no comprehension questions *Do you always look for a partner with the same color card? (no) Do you ask: What number do you have? (yes) Do you always ask and answer the same question? (no)*

Number	Color	Question
different	different	
different	same	
same	different	
same	same	

4. Distribute the cards, highlight the combination Ss need to make. Set a time limit for Ss to find their first partners. Write the first question on the chart, Sound the quiet signal and direct Ss attention to the chart's question. Set a time limit for the interaction and let Ss begin. Call time and highlight the next combination, continuing until students have worked with at least 3 other people.

NOTE: You may want to distribute cards so that at the end of the activity all the #1's are one level, all the #2's are a different level, or you may want to ensure that there is at least one higher-level learner in each group. Also, you may want to increase the amount of time learners spend with each other as the activity progresses. So that the first pair asks and answers the first question only, but the second pair asks and answers the old question and the new question. Obviously, with this scenario the time limits would have to change accordingly.

THINKING ABOUT GROUP WORK

WORK WITH YOUR TEAM

1. **Number off in your team. Listen for your roles.**

2. **Read the roles and jobs in the chart.**

Supervisor:	Read the instructions and questions aloud. Present the team results for one question.
Manager:	Help the team stay on task and on time.
Administrative Assistant:	Record your team's responses.
Quality Assurance Director:	Mark the presenter checklist for your team.
Logistics manager	Collect and distribute materials for your team.

3. Collect data.

• You have 4 minutes to survey your team using the questions in the chart.

• Respond to each question.

• The supervisor reads the questions and answers.

• The administrative assistant adds up and charts each set of responses.

Question			Responses		
1.	Do you prefer the word "group" or "team"?		Group		Team
2.	Have you been part of a group project recently?		Yes		No
3.	Do you know how to collaborate online?		Yes		No
4.	Are you more an interpersonal or intrapersonal learner?		Inter-		Intra-

Totals:

Q1-   **Q3-**

Q2-   **Q4-**

4. ANALYZE AND DISCUSS THE DATA

• **Administrative assistant: Read the results of the survey.**

• **Team: Work together to complete the sentences below.**

➢ According to a recent survey,_____out of_____ESL professionals prefer the term _____ to _____.

➢ _____ of the members of our team have recently collaborated on a project.

> All
> Most
> Half
> Some
> Few
> None

➢ Based on our data _____ know how to collaborate online.

> *everyone*
> *not everyone*

➢ Our survey results showed that____% of our team members are _____ learners.

5. PREPARE TO PRESENT THE DATA

• **Make a pie chart with the results from ONE of the survey questions.(Use legal paper and markers.)**

• **Write your team members' names neatly around the chart.**

• **Take a cell phone photo with your team and your chart.**

• **Email your photo to Jayme at lightheartedlearning@gmail.com or text to 818-808-3990**

6. PRESENT YOUR PHOTO AND DATA TO THE CLASS.

- **Your supervisor will present the results from one question and your chart.**
  SCRIPT: This is a photo of our team members, _____, _____,
  _____ and _____. [Use your survey sentence.]
- **Help your supervisor rehearse.**
- **The quality assurance director completes the checklist below.**

CHECKLIST FOR PRESENTERS	✓	✗	Comments
a) Look at the audience.			
b) Say "Hello" and introduce yourself.			
c) Name your teammates.			
d) Show the chart.			
e) Read the survey results statement.			
f) Ask, "Are there any questions?"			

• **Listen to the presenters from other teams. Take notes.**

Presenter	Topic	Statistics
EXAMPLE Anh	☐ Group or Team ☐ Recent Collaboration ☐ Online collaboration ☐ Interpersonal or Intrapersonal	2 yes, 3 no
	☐ Group or Team ☐ Recent Collaboration ☐ Online collaboration ☐ Interpersonal or Intrapersonal	
	☐ Group or Team ☐ Recent Collaboration ☐ Online collaboration ☐ Interpersonal or Intrapersonal	

TEAM TASK PLANNING TOOL

1. What's the lesson topic? lesson objective(s)?

2. Select a task type that would help learners demonstrate the objectives and connects to the topic:

      ___ Research and make a poster (safety, travel, study habits, etc.).
      ___ Collect data about team members/classmates and make a graph.
      ___ Create an ad for a product or a job.
      ___ Develop a test.
      ___ Create the "perfect ____" (teacher, president, apartment, etc.).
      ___ Write and perform a role play addressing a problem scenario.
      ___ Other: _____

3. Identify the roles/jobs that are part of the task:

___ actor	___ IT support
___ director	___ admin. ass't.
___ facilitator/supervisor	___ researcher
___ illustrator/artist	___ presenter
___ editor/quality control	___ manager (time, resources)
___ monitor/observer	___ other: _____

4. Identify the shared resources:

5. Determine the language and supports for each step of the lesson:

▪ Prime learners. (Relate the task to learners' needs.)

▪ Prepare learners. (Preview and/or review essential information.)

▪ Have learners select roles and jobs.

▪ ID general steps and set time limits

▪ Check comprehension of the task

▪ Launch teams on the task.

▪ Provide support as needed. Observe teamwork for later feedback.

▪ Provide feedback on teams' task results and reports.

All about us

The Project: Make a poster with the names, countries of birth,
birthdays, and favorite colors of your group
Materials: poster or butcher paper, magazines or photos, markers, tape or glue, and scissors

Mexico
Hungary
China

Name: Eduardo
Birthday: July 21st
Favorite color: blue

Name: Helen
Birthday: March 22nd
Favorite color: purple

Name: Joy
Birthday: February 1st
Favorite color: green

1. Work with 3–5 students. Introduce yourself.

2. Choose your job.

> **Leader:** Help your group work together.
> **Timekeeper:** Watch the time.
> **Recorder:** Write the team's ideas.
> **Reporter:** Tell the class about the project.
> **Supplier:** Get the supplies.

3. Talk about the answers to these questions: What's your name? Where are you from?
What's your birthday? What's your favorite color?

> **Timekeeper:** Give the team 8 minutes.
> **Leader:** Ask each person the questions.
> **Recorder:** Write the answers for each team member.

4. Make the poster.

> **Supplier:** Get the supplies from your teacher.
> **Team:** Make the poster.
> • Draw a picture or glue a photo of each team member.
> • Draw or glue a picture of where they are from.
> • Label the country.
> • Write their birthday and favorite color.
> **Recorder:** Write the name of each team member and his or her information.

5. Show your project to the class.

> **Reporter:** Tell the class about each group member.
> *This is Joy. Joy is from China. Her birthday is February 1st. Her favorite color is green.*

KEEP GOING!

Who has the same favorite color? Are two or more birthdays in the same month?

     Unit 2 Team Project   **33**

Communication and Cooperation Barriers

"TYPES"

- The Dominator
- The Silent One
- The Total Translator
- The Buy Out

- The Daydreamer
- The Speed Spectrum
- The Social Director
- The Traveler

Dealing with "Personalities" and Other Barriers to Communication

Encourage "Dominators" to become leaders.
- Teach them language to elicit participation from team members.
- Have them record the group's thoughts, echoing what they hear.
- Have them circulate and note the groups' progress, using a checklist to indicate use of target structures.

Help "Translators" use the 1st language appropriately in class.
- Create a consultation corner for *brief* L1 conversations.
- Demonstrate how few hours a day they have the chance to practice English. (Pie Chart)
- Assign "translators" the role of ELM (English Language Monitor) in the group.

When possible let the "Buy Outs" work independently and/or…
- Assign them the observer roles in the groups and ask for their reflections at the end of the activity.
- Assign them the researcher roles in the group.
- Help connect the group work to their real lives.

Help the "Pals" and the "Territorial Types" let go of some of their issues.
- Build class community from Day 1.
- Use perimeter activities to allow learners to meet and talk away from their desks.
- Use activities that create random heterogeneous groups.

Help groups manage their time.
- Assign timekeepers.
- Have a "next step" for groups that finish early.
- Check in at various stages of the task to see if the time limits need adjusting.
- Help slower groups prioritize which elements of the task to complete.

Focus the report back from groups.
- Have groups determine 1-2 items to share with the class.
- Put up a list of expected results and having groups add anything not on the list.
- Let group with least number of items report back first.
- Use tear sheets and have students take bird walks.

Group Discussion Tool

Topic or Question:	
Group Member	**Role**
	Supervisor
	Manager
	Administrative Assistant
	Researcher
	Other:

What does each person think?

What kind of conclusions did your group reach based on the discussion?
(We all think… We agree that… We agree to disagree, some of us feel…)

What other questions did you come up with?

COOPERATIVE SKILL SETS
• Which of these skills do you teach explicitly in your classroom?

GROUP COHESION SKILLS

- Encouraging
- Using First Names
- Praising
- Using Humor Appropriately
- Showing Appreciation
- Offering Assistance

GROUP MANAGEMENT SKILLS

- Turn-taking
- Working with Time Limits
- Role Responsibility
- Noise Control
- Facilitating Participation
- Consensus Building
  (Checking for agreement)

COMMUNICATION SKILLS

- Active Listening
- Requesting Help
- Clarifying
- Asking for Clarification
- Paraphrasing
- Summarizing
- Requesting Information

DO-SAY CHARTS

When you want to encourage someone…
When you don't understand what you hear…
When someone isn't participating…
When it's time for someone else's turn …
When the group is getting too noisy …
When you want offer help…
When you want someone to help you…
When you want to help someone understand you …

WHEN _____

YOU CAN DO THIS..	YOU CAN SAY THIS

PLANNING A ROUNDROBIN/ROUNDTABLE

1. **What is the theme of your lesson?**

2. **What is your lesson objective?**

3. **How will the roundtable/roundrobin move learners toward the objective? Will it…**

   Preview the lesson content with a brainstorm?

   Review content pertinent to the lesson with a brainstorm?

   Have learners take turns responding to a discussion question?

   Have learners take turns writing a text (script, story, description, etc.)?

   Have learners recall points from the lesson (concepts, vocabulary, examples of the grammar point)?

   Other:

4. **Will you have learners**
   speak only   speak and write

5. **How many learners to a team?**

3	5	more than 6
4	6	

Note that learners can do a similar activity but it is called a RallyRobin or RallyWrite.

6. **How will you follow up the roundrobin/roundtable?**

   For lists, have teams…   For texts, have teams

   organize their lists? (ranking, categorizing, etc.)   edit and present their texts

   select items from the list to present?   perform their texts

   use the list as the basis of another task?   other:

   other:

SAMPLE PROMPTS

Using a picture- Say and/or write:
- *the objects, actions and/or people you see in the picture*
- *sentences to describe what you see*
- *questions to ask about the picture*

To Preview or Review a lexical set- Say and/or write:
- *clothing words that you know.*
- *foods that taste good.*
- *things you can find in an electronics store.*

***To Preview or Review social language- Say and/or write:***
- *ways to apologize.*
- *compliments you know.*
- *different ways to greet someone*

To build class or team community- Say and/or write:
- *Things you know about your teammates.*
- *Things you learned in class that day/week.*
- *Questions you want to ask the teacher.*

It's an emergency!

1. Work with 3 classmates.

2. Label what you see in the picture.

3. Check your spelling in a dictionary.
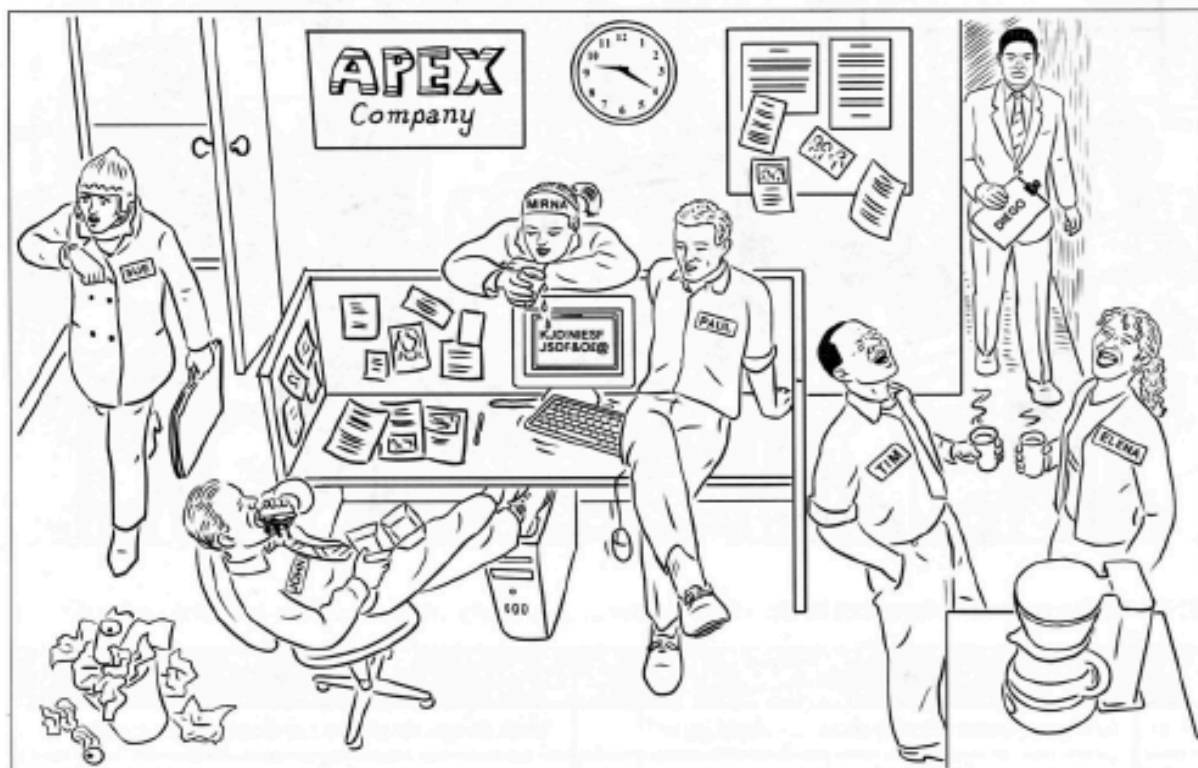

EXAM ROOM 1

broken leg
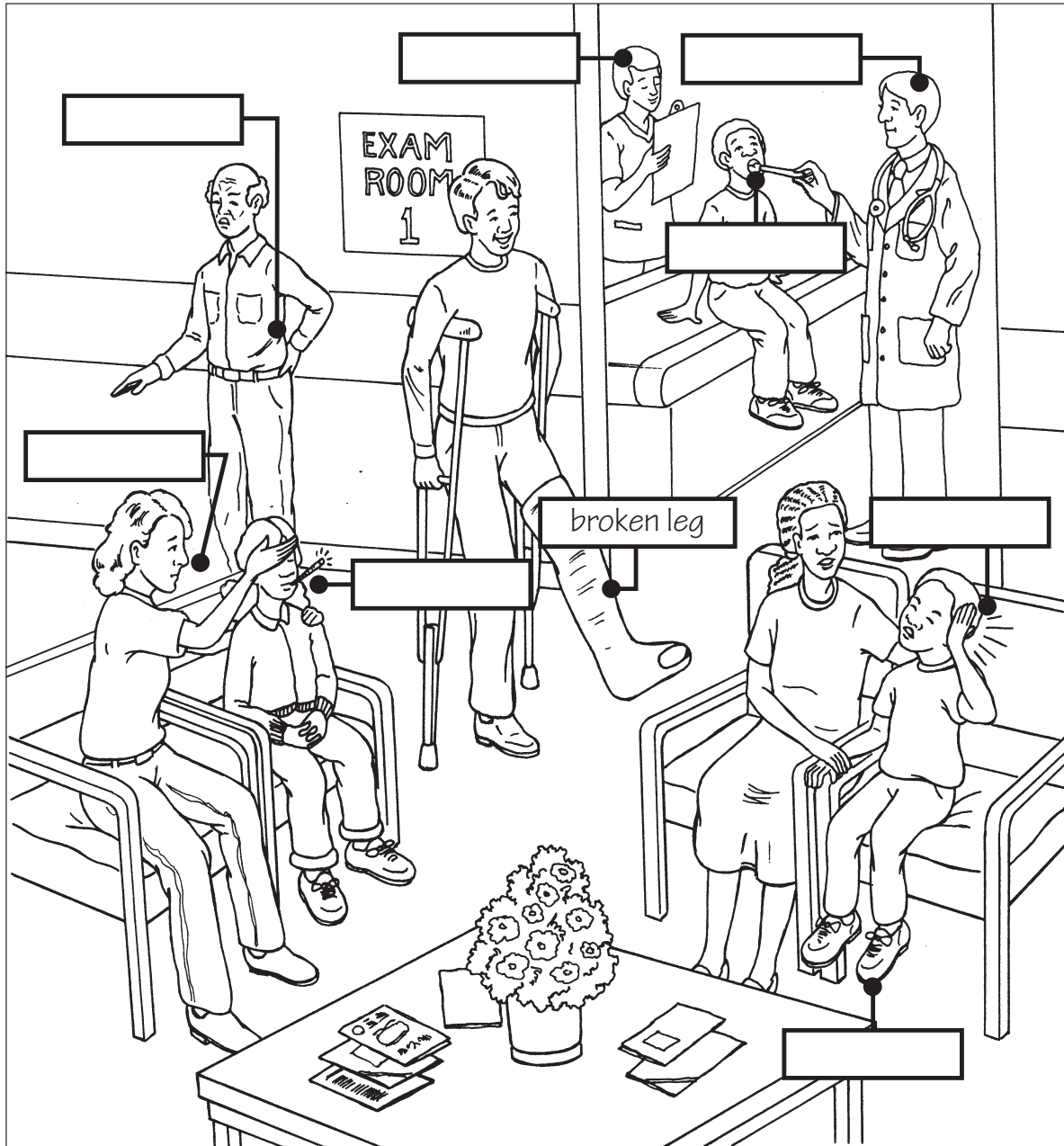
KEEP GOING!

Talk about the parts of the body. How many different parts can you name?

An Awful Office

1. Work with 3 classmates.

2. Look at the picture. Read the first sentence.

3. Take turns writing 1 sentence about the picture. Write as many as you can.

4. Check your spelling in a dictionary.

There are a lot of problems in the Apex Company office.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

KEEP GOING!

Choose a Reporter. Have the Reporter read your 3 most interesting sentences to the class.

CREATE A PMI CHART

QUESTION:

What's good, not-so-good, or just plain interesting about _____

1. **Read the question.**

2. **State your ideas. Take turns.**

3. **Take notes on the worksheet.**

4. **Copy the chart onto the poster paper.**

   Write the team's ideas neatly on the paper.

5. **Post your chart on the wall.**

+	**-**	**?!😲**

Take a Gallery walk:

1. **Walk to a different chart in the room.**

2. **Read the ideas on the chart.**

3. **Give feedback on the chart.**
   - Put a check (✓) next to any idea you have on your chart.
   - Put a star (★) next to any idea you wish you had on your chart.
   - Put a question mark (?) next to any idea you want the team to explain.

4. **Go to a new chart. Give feedback.**

5. **Continue until time is called.**

6. **Go back to your chart. Read the feedback your classmates put on your chart.**

7. **Explain any ideas with question marks next to them.**

A Digest of Current and Classic Thinking on "Group Work"

Modern cooperative learning began in the mid- 1960s (D. W. Johnson & R. Johnson, 1999a). Its use, however, was resisted by advocates of social Darwinism (who believed that students must be taught to survive in a "dog-eat-dog" world) and individualism (who believed in the myth of the "rugged individualist"). Despite the resistance, cooperative learning is now an accepted, and often the preferred, instructional procedures at all levels of education. Cooperative learning is being used in postsecondary education in every part of the world. It is difficult to find a text on instructional methods, a journal on teaching, or instructional guidelines that do not discuss cooperative learning. Materials on cooperative learning have been translated into dozens of languages. Cooperative learning is one of the success stories of both psychology and education. One of the most distinctive characteristics of cooperative learning, and perhaps the reason for its success, is the close relationship between theory, research, and practice.

-David W. Johnson. *The State of Cooperative Learning in Postsecondary and Professional Settings*. Educational Psychology Review, v19 n1 p15-29. March 2007

Research examining how to improve learner motivation suggests that social factors (e.g., group dynamics, learning environment, and a partner's motivation) affect a learner's attitude, effort, classroom behavior, and achievement (Dornyei, 2002b). Therefore, teachers should create an environment that is conducive to learning by encouraging group cohesion in the classroom. Pair and group work activities can provide learners with opportunities to share information and build a sense of community (Florez & Burt, 2001).

-Miriam Burt, *Issues in Improving Immigrant Workers' English Language Skills*. Center for Applied Linguistics ESL Digests. December 2003. http://www.cal.org/caela/esl%5Fresources/digests/Workplaceissues.html

Rationale for using groups in ESL Instruction

Learners' active involvement in their own learning has been shown to increase their ability to comprehend and retain new information, regardless of the content. (Johnson, 2002, Slavin, 1996) Research has also shown that learners appear more satisfied with classes where active learning strategies such as cooperative learning, collaborative learning and study teams are employed. (Beckman, 1990) Group work in ESL is far from a new phenomenon. Even in the most teacher-centered classes of the 1970's, learners often worked in pairs or groups to practice set dialogs or substitution drills. In the 1980's and 90's, as cooperative learning began appearing in K-12 settings, it became apparent that teams of learners working with structured tasks, assigned roles and shared resources could learn group management skills, cooperative skills, and communication skills in addition to the lesson content. (Kagan, 1994) In higher-ed settings, study teams and collaborative groups showed that learners could work together to learn complex content and complete projects associated with that content.

Learners working together use the target language to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented. (Moss & Van Duzer, 1998) When learners collaborate on a project (creating a class contact list, making a model community, producing a school calendar) key communication skill development occurs across levels of language proficiency. The group members working on the project bring their individual strengths and learning styles with them, which in turn serve as a resource for the group. The essential skills that arise from learners working together are the same skills that employers have identified as critical to the workplace (U.S. Department of Labor, 1991). They also fall within the skills needed for language learners to succeed in their roles as citizens and community members, parents and family members (EFF/NCLE, 1994)

Definitions

The concepts of cooperative learning and collaborative learning are often merged, but Roschelle and Teasley's distinctions continue to be quoted in the literature: Cooperative learning can be defined as a division of labor among the members of the group achieved through assigned roles and tasks. The group members' cooperation in sharing the results of their labors (positive interdependence) helps them achieve their common goal of resolving the problem or completing the task. Collaborative learning can be defined as group members' mutual and synchronous engagement in a coordinated effort to resolve the problem or complete the task. (Roschelle & Teasley 1995). ESL pedagogy has adopted cooperative teams, collaborative teams, and study teams as part of its task repertoire for the guided practice, communicative

practice, and application stages of the lesson. Some teachers in higher-level classes use cooperative structures such as jigsaw and collaborative tasks such as problem solving as the basis of their lesson presentation. (McMullin, 1992)

Managing the Cooperative or Collaborative Task
In order for a cooperative structure or group task to be successful, teachers must have tools to teach language and content along with group management and cooperative skills as students are learning all of these simultaneously. Explicit instruction using Do/Say Charts (Kagan, 1992) or classic ESL instructional structures such as dialogs and drills, may help increase learners awareness and use of the sociolinguistic skills necessary inside and outside the classroom. (Fern, Anstrom, Wilcox, 1994)

Common concerns expressed by instructors leery of group work include:
- first language interference in group interactions will invalidate the language practice,
- stronger or more vocal learners will dominate the group,
- intrapersonal learners will be unwilling to participate,
- learners will not be able to decode the task within their groups,
- the noise level will interfere with language practice, and
- chaos will ensue.
(John Wheeler (1994) in *Overcoming Difficulties in Pair and Group Work* on http://exchanges.state.gov/forum/vols/vol32/no3/p48.htm)

For a cooperative group task to be successful it should include:
- Clearly perceived positive interdependence
- Considerable promotive (face-to-face) interaction
- Clearly perceived individual accountability and personal responsibility to achieve the group's goals
- Frequent use of the relevant interpersonal and small-group skills
- Frequent and regular processing of the group's current functioning to improve the group's future effectiveness
(R. Johnson, D. Johnson, 1994)

For group work to be perceived as meaningful by learners, consider these four maxims when planning instruction:
1. Make group work organic.
2. Teach people how to work in a group.
3. Make membership in a group permanent.
4. Make the group's work real
(H. Roskelly, 2003)

Reflection questions

1. Where and when have you experienced cooperative and/or collaborative groups? How did you respond to working in those groups?

2. Have your experiences had an effect on your use of group work in ESL instruction? Explain.

3. What is your perception of your learners' feelings about working in groups?

4. Do you see a need to refine the use of groups in your classes? Why or why not?

Select Bibliography on Group Dynamics and Instruction using Small Groups

Auerbach, E. (1992). *Making Meaning, Making Change*. Washington, D.C.: Center for Applied Linguistics.

Bassano, S. (2003). Helping ESL Students Remember To Speak English during Group Work. *TESOL Journal*. Vol. 12. pp 35-36 (available through http://www.tesol.org)

Bassano, S. and Christison, M.A. (1995). Community Spirit: A Practical Guide to Collaborative Language Learning. Burlingame, CA: ALTA ESL.

Beckman, M. (1990). Collaborative Learning: Preparation for the Workplace and Democracy. College Teaching. 38(4), 128-133.

Catapano, J. (n.d.). *30 Ways to Arrange Students for Group Work*. Retrieved from http://www.teachhub.com/30-ways-arrange-students-group-work

Forsyth, D.R. (2013). *Group Dynamics*, 6th Edition. Boston, MA: Cengage Learning.

Johnson, D. W., & Johnson, F. P. (2017*). Joining together: Group theory and group skills* (12th ed.). New York, New York: Pearson.

Kagan, S. (2009). *Kagan Cooperative Learning.* San Clemente, CA: Kagan Publishing.

McMullin, M. (1993). *Teacher Training Through Video: Cooperative Learning ESL Techniques*. Reading: Addison Wesley.

Moss, D. and Van Duzer, C. (2000) "Project-Based Learning for Adult English Language Learners." ERIC Digest. National Clearinghouse for ESL Literacy Education Washington. ED427556

Parrish, B. (in press). *Teaching Adult ESL 2nd ed*. New York, NY: Cambridge University Press

Resources for Team Tasks, Projects, and Group Work

Adelson-Goldstein, J. series director*. (2017) Step Forward Multilevel Activity Books Introductory Level – Level 4. Teacher Resource Center.* New York: Oxford University Press

Bitterlin, G., et al. (2018) *Add-Ventures.* New York: Cambridge University Press

Weiss, R. et al. (2016). *Classic Classroom Activities- OPD Teacher Resource Center.* New York: Oxford University Press. -*Roundtable labels, Expressing Opinions, Picture Card Games*

http://www.wilderdom.com/games/   *Native speaker team-building activities, adaptable to ESL classes*

https://www.susangaer.com/projects *CALL project-based learning developed by Susan Gaer*

http://www.calpro-online.org/VirtualWorkroom/default.asp - *Materials for ML group work along with podcasts on working with groups*

http://thinksimplenow.com/happiness/dealing-with-difficult-people/   *A fun article to use as the basis of class readings or just to bolster yourself on "one of those days."*