

ENGAGING STUDENTS IN COLLABORATIVE ACTIVITIES

促进学生协作学习

Zhao Fang

Chengdu Foreign Languages School

CONTENTS

01

Motivation 动机

02

Collaborative learning 协作学习

03

Practices of collaborative learning 协作学习实践

01

MOTIVATION 动机

INTRINSIC MOTIVATION 内在动机

interest
satisfaction
enjoyment



SDT自决理论:
competence
autonomy
relatedness

praises
grades
rewards

punishment avoidance

EXTRINSIC MOTIVATION 外在动机

1

What is collaborative learning?

Collaborative learning involves students working in **pairs or small groups** to discuss and **find solutions to problems**.

2

Why is collaborative learning motivational?

- **group work**: connection; equal participation; accountability
- **learning by doing**: active; own decisions; choices
- **task-based**: integrated language skills; problem-solving skills

Relatedness
Autonomy
Competence

3

What strategies can be used?

Group
discussions

Shared
tasks

Competitive
games

Drama &
role play

Information
exchange

02

Collaborative
learning
approach
协作学习

03

In-class practices 课堂实践

Think-Pair-Share

Jigsaw

Mini-project

Think-Pair-Share 思考-讨论-分享

First, students respond to a text or answer questions alone. Then they exchange thoughts in pairs or in groups. Last, they share the collected thoughts with the rest of the class.

Think-pair-share Step 1: Pre-class activity (reading and thinking) 课前活动

Bali

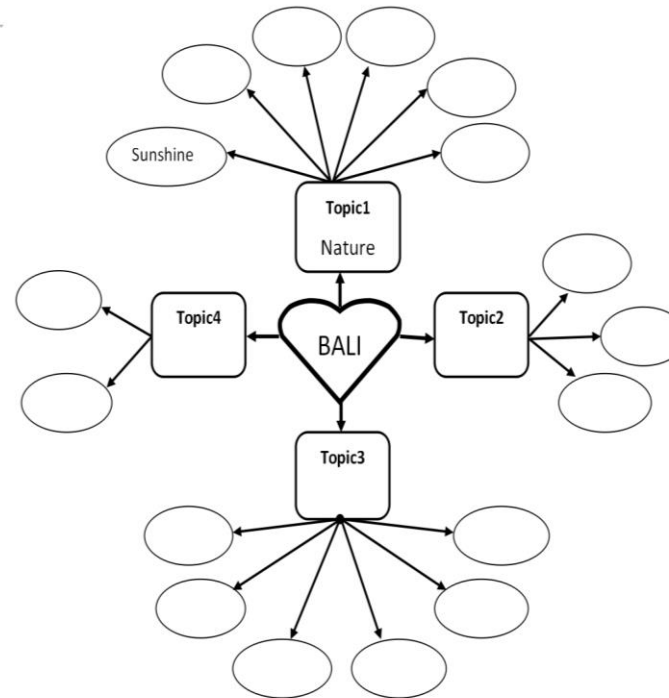
Bali is blessed with radiant sunshine, a fresh verdant landscape, beautiful sunsets and dazzling white beaches. Visitors from all over the world come to immerse themselves in the delights of the stunning mountain scenery and the clear blue lake and sea waters. In the vibrant coastal resorts are high-quality modern hotels and exciting nightlife to take you through till dawn, but behind the bright lights you will find a traditional way of life that has thrived for centuries. The spectacular temples, the colorful ritual dances, the shadow puppet plays, the vast range of handicrafts all show the strength and vitality of the local culture. The friendly and gentle Balinese will welcome you to share their island-and you will want to return again and again to this unique paradise on earth.

Instructional learning guide

Read the travel brochure and explore the genre of persuasive writing.

Part 1 Reading tasks (Focus on the content)

Find out the topics covered in the brochure and the details related to each topic.
Complete the mind map:



Your findings: Why does the writer choose to cover these topics and details?

Part 2 Reflection tasks (Focus on the language)

- Study the adjectives.
Which adjectives are used to describe the following things?
(1) _____ sunshine (2) _____ landscape
(3) _____ white beaches (4) _____ mountain scenery
(5) _____ lake and sea water (6) _____ temples
Your findings: Which adjectives contribute to persuasion? How do they affect your thinking, mood, or feelings? Explain with examples.
- Study the verbs and verb phrases.
Which verbs or verb phrases does the writer use instead of the following ones?
(1) Bali has...
(2) Visitors come to enjoy...
(3) The traditional way of life has existed...
Your findings: Which verbs or verb phrases contribute to persuasion? How do they affect your thinking, mood, or feelings? Explain with examples.
- Study the nouns and noun phrases.
Which phrases does the writer use instead of the following ones?
(1) A fresh verdant countryside
(2) Immerse themselves in the pleasures
(3) This unique pleasant place on earth
Your findings: Which nouns or noun phrases contribute to persuasion? How do they affect your thinking, mood, or feelings? Explain with examples.
- Can you find any other features in this brochure that contribute to persuasion?
- Do you have other ideas to make the writing more persuasive? Give examples.

Think-pair-share Step 2: In-class activity (pairing and sharing) 课中活动

Pair work: Why are these expressions persuasive?

Adjectives	Verbs	Nouns
radiant	has VS. is blessed with...	countryside VS. landscape
verdant		
dazzling	enjoy VS. immerse	pleasure VS. delights
stunning		
spectacular	has existed VS. has thrived...	pleasant place VS. paradise
clear blue		

Your findings:

Group discussion:

Do you have other ideas to make the writing more persuasive?

Group production : Rewrite the article and make it persuasive



Rio de Janeiro

Rio de Janeiro has 56 miles of beaches and has high temperatures for most of the year. People come to Rio to sail and swim in the sea, and to walk in the hills and mountains that overlook the city. It is known for its shopping, its international restaurants and its nightlife. Carnival time is in February but you can visit the local "samba" schools at any time of the year. Tourists are welcome in Brazil, where the people are friendly.

Student A Climate & Nature

Student B Modern facilities

Student C Local culture

Student D People

Jigsaw reading 拼图阅读

Two separate stories

If you have two stories that share a theme, prepare comprehension questions for each story. Give one half of the class (Group A) one story, and the other half (Group B) the other. The students read their article, answer the questions and check understanding. Students then pair up with someone from the other group and tell them about their story, and listen to the other one.

One story split in two

Some stories can be clearly divided in two. Follow the same procedure as above, but giving each group only one half of the story. When the students are recounting their half of the article, make sure that the student with the opening half goes first.

Jigsaw reading Step1 Prepare reading materials (A,B,C,D)

准备阅读材料

A1 Mid-ages

Handout for Group A

The Middle Ages (5th to the 15th century AD)

During the Middle Ages, the main aim of painters was to represent religious themes. Religion was one of the biggest factors during the Middle Ages, which was reflected in much of the painting conducted at that time. A conventional artist of this period was not interested in showing nature and people as they really were. A typical picture at this time was full of religious symbols, which created a feeling of respect and love for God.

There was a transition in the style of paintings through the Middle Ages. The beginning part of the Middle Ages saw extremely subtle colors being used, and the art itself was a more muted style. The later part saw a more dramatic use of colors. But it was evident that ideas were changing in the 13th century when painters like Giotto di Bondone began to paint religious scenes in a more realistic way.

Task 1 – Read the passage and then fill in the chart.

Period	Time
Characteristics	
Representative Painters	

B1 Renaissance

Handout for Group B

The Renaissance (15th to 16th century)

During the Renaissance, new ideas and values gradually replaced those held in the Middle Ages. People began to concentrate less on religious themes and adopt a more humanistic attitude to life. At the same time painters tried to paint people and nature as they really were. They paid famous artists to paint pictures of themselves, their houses and possessions as well as their activities and achievements. So they could decorate their superb palaces and great houses.

One of the most important discoveries during this period was how to draw things in perspective. This technique was first used by Masaccio in 1428. When people first saw his paintings, they were convinced that they were looking through a hole in a wall at a real scene. If the rules of perspective had not been discovered, no one would have been able to paint such realistic pictures. By coincidence, oil paints were also developed at this time, which made the colors used in paintings look richer and deeper. Without the new paints and the new technique, we would not be able to see the many great masterpieces for which this period is famous.

Task 1 – Read the passage and then fill in the chart.

Period	Time
Characteristics	
Representative Painters	

C1 Impressionism

Handout for Group C

Impressionism (late 19th to early 20th century)

In the late 19th century, Europe changed a great deal, from a mostly agricultural society to a mostly industrial one. Many people moved from the countryside to the new cities. There were many new inventions and social changes. Naturally, these changes also led to new painting styles. Among the painters who broke away from the traditional style of painting were the Impressionists, who lived and worked in Paris.

The Impressionists were the first painters to work outdoors. They were eager to show how light and shadow fell on objects at different times of day. However, because natural light changes so quickly, the Impressionists had to paint quickly. Their paintings were not as detailed as those of earlier painters. At first, many people disliked this style of painting and became very angry about it. They said that the painters were careless and their paintings were ridiculous.

Task 1 – Read the passage and then fill in the chart.

Period	Time
Characteristics	
Representative Painters	

D1 Modern

Handouts for Group D

Modern Art (20th century to today)

At the time they were created, the Impressionist paintings were controversial, but today they are accepted as the beginning of what we call “modern art”. This is because the Impressionists encouraged artists to look at their environment in new ways. There are scores of modern art styles, but without the Impressionists, many of these painting styles might not exist. On the one hand, some modern art is abstract; that is, the painter does not attempt to paint objects as we see them with our eyes, but instead concentrates on certain qualities of the object, using color, line and shape to represent them. On the other hand, some paintings of modern art are so realistic that they look like photographs. These styles are so different. Who can predict what painting styles there will be in the future?

Task 1 – Read the passage and then fill in the chart.

Period	Time
Characteristics	
Representative Painters	

分组并分配阅读任务

Group A

Mid-ages
(A1/A2/A3/A4)

Group B

Renaissance
(B1/B2/B3/B4)

GroupC

Impressionism
(C1/C2/C3/C4)

GroupD

Modern
(D1/D2/D3/D4)

Jigsaw reading Step3 Regroup students to exchange information

Group1(A1,B1,C1,D1) Group2(A2,B2,C2,D2) Group3(A3,B3,C3,D3) Group4(A4,B4,C4,D4)....

重组学生交换信息

Task 2 – Exchange your answers with students from group B, C and D.

Group B

Period		Time	
Characteristics			
Representative Painters			

Group C

Period		Time	
Characteristics			
Representative Painters			

Group D

Period		Time	
Characteristics			
Representative Painters			

Task3- Identify : Time? Style?



Mini-project 项目型学习

Project work is work which focuses on completing a task. Project work normally involves a lot of resources, time, people and materials and learners practise a range of skills and language systems.

Example:

A group of teenage learners work on a project to develop a series of posters on how to protect the environment.



Assignments

Group1	Biosphere2 vs. Biosphere1
Group2	Ridicule
Group3	Legacy
Group4	Current missions
Group5	Other space missions
Group6	Eco-crisis
Group7	Action and thinking

Mini-project - Learning by doing

Step1 Planning 计划

groups
assignments

Step2 Preparing 准备

who: responsibilities
what: content; form
how: strategies; procedures

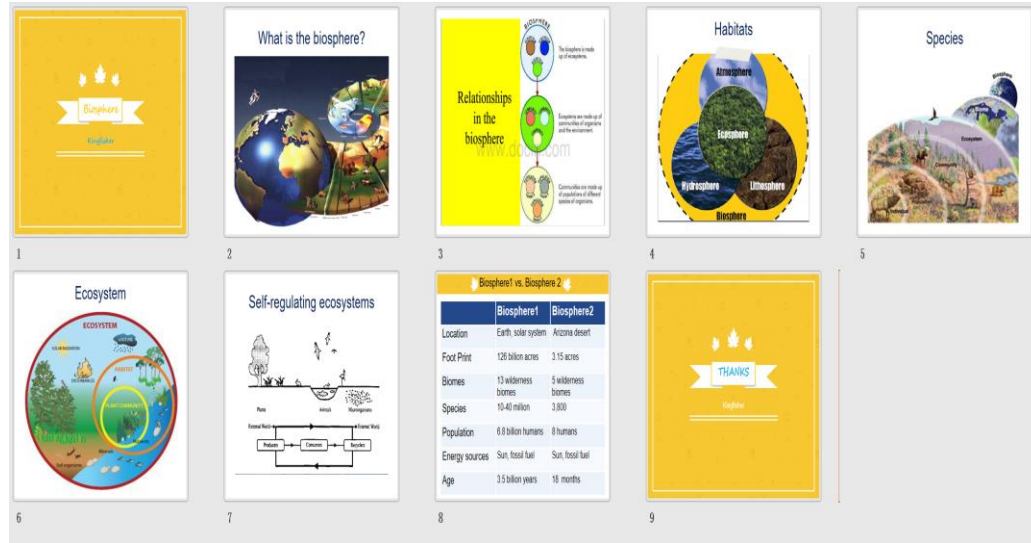
Step3 Producing 制作

time & place

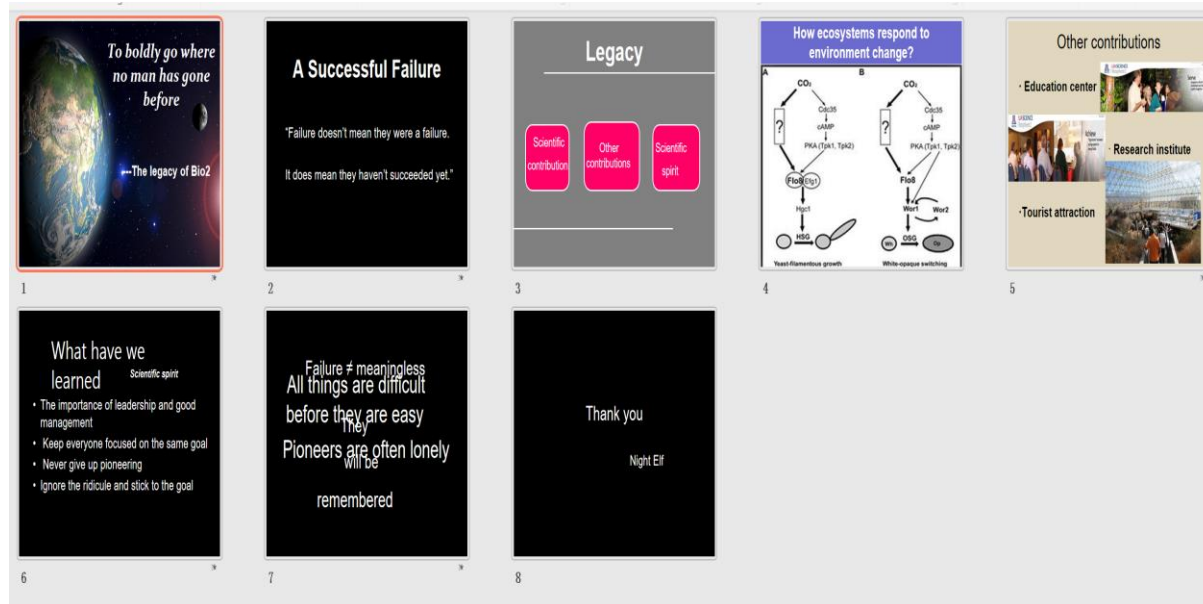
Step4 Presenting 展示

time & place

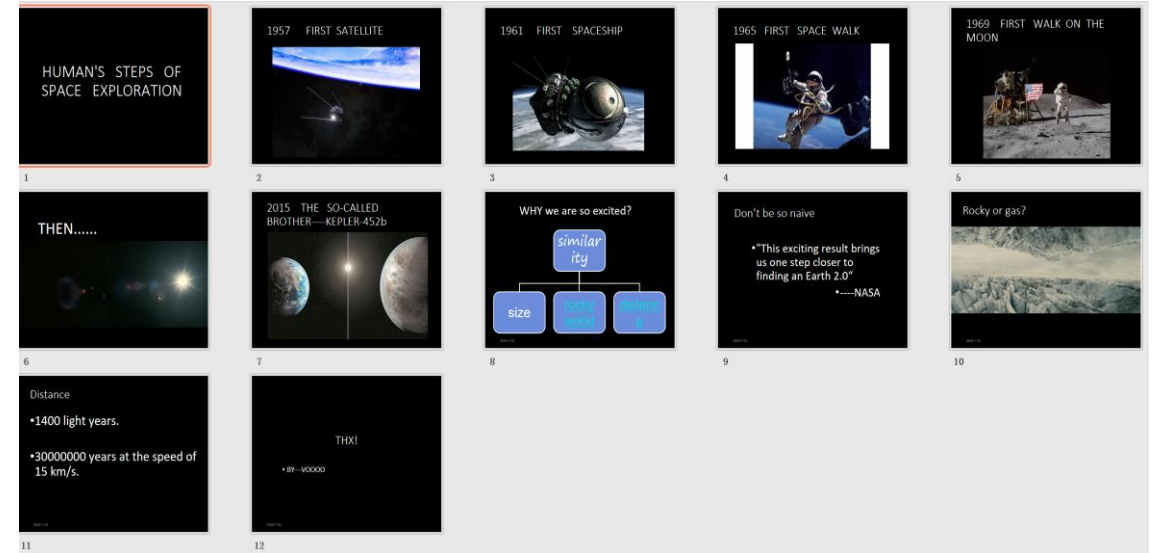
Students' products



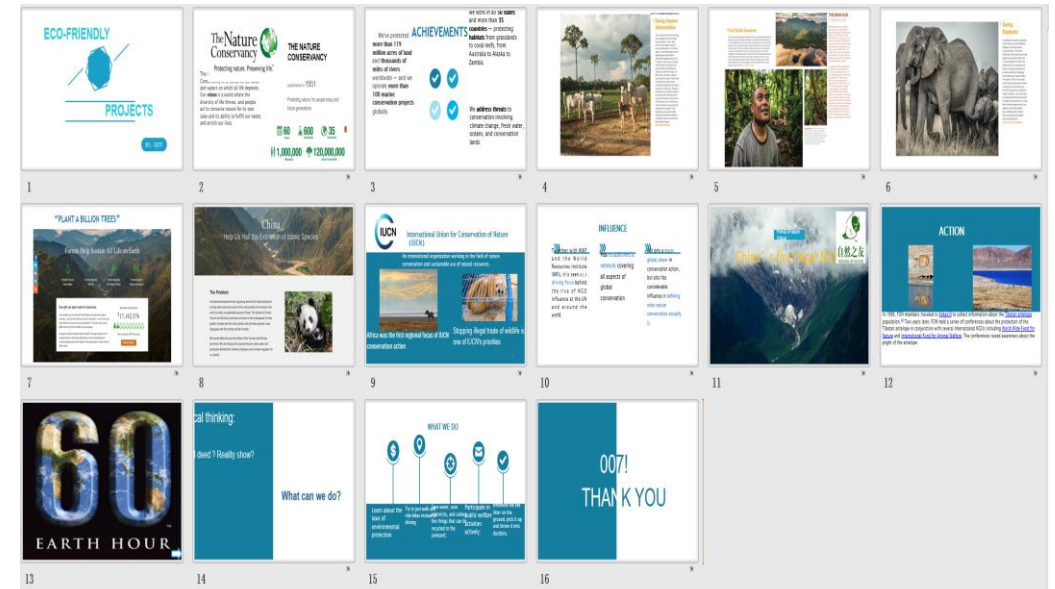
cross-curricular



critical thinking



relevance to life and the world



caring people and the world



**THANK
YOU**

Question and Answer

Now, let's take some questions from the Q and A.



You can also use the chat box to leave your comments and questions!

