

A MODERN METHOD OF TEACHING – A CHALLENGE FOR STUDENTS

Eudochia NICOLAEV, senior lecturer

Rezumat

Acest articol vă aduce la cunoștință cum metoda jigsaw-ului poate fi adaptată la evaluarea lecturii individuale, la nivel diferit de cunoștințe ale studenților. De asemenea, articolul aduce la cunoștință opinii, concluzii de experiment, descrieri bazate pe practica reală de la universitatea dată.

Modern methods tend to ease the teacher's work in class and responsibility for the results in learning and form a critical and thinking approach to students' learning process. Being aware of the fact that practising means learning, we, teachers have to lead students to the necessity of self responsibility and activity at any stage of learning. Students have gradually to change from passive learning toward active learning.

Jigsaw grouping is one type of cooperative learning comprising instructional methods in which instructors divide students into small groups and they then work together to help one another learn academic content [4].

The way I use this method in any type of activity is sometimes differently from the original type, taking into consideration that every method should be adapted to students and not vice-versa. This is my favourite one as every student has to work hard and none can sit and wait for the ready made result, more than that, students depend on each other and become very responsible. First I tried this method in the English practical course about 5 years ago and it worked very well, except with the students who really lack knowledge, as you know one needs to have some base in order to work with the language. I use it in evaluating home individual reading to make it more interesting and motivated.

After the first time I used it, some students were really pleased as they learnt three times more than in pair work, for example.

It goes like that; every student reads a short story, chapters from the individual reading book, about 10 pages (each one chooses a book to read according to his ability and interests) and one day per week we dedicate to reporting about what the students have read. At this class we make groups of three students, where each has to teach his own story to the two other students and learn the other ones in order to report to other group who will have to do the same thing in their own group. While teaching the story they have to clarify things, details, ask questions, express opinions, so that in the end when they retell should be able to answer every possible question. In such away students have to work and develop fluency as to retell somebody's story is not as is easy as that, students are beginners and are only in the second course. At the end they can retell three stories and enjoy six ones. Along with that they learn more vocabulary, too. I give them 30 minutes all in all then they have to report to all the others. Each student gets 2-3 marks it depends on how many students there are in the group.

Jigsaw technique has been proven to be effective in the development of critical thinking process of the students and in the learning process of the theoretical courses [1].

In the English lexicology classes it works a bit differently, as it is a theoretical one. At the beginning we form home groups of students (3-5) 12345, 12345, 12345, where they will teach afterwards. Here every student gets the task and does some individual preparation, sees what she/he does not understand, prepares the questions to be discussed in the expert group. A limit of time is given for this, then they form groups of experts, 1111, 2222, 3333, 4444, where they discuss thoroughly the task, think together the best way of teaching the other students including mind maps, plans, diagrams, etc. and rehearse the presentations. The time is limited too and depends on the complexity of the task. After expert-group discussion, each member goes back to his/her Jigsaw team and presents the assigned part to the group. The rest of the members propose questions for clarification. So every student takes turns and presents his/her task. In case some group is having trouble the teacher gives a hand to the group.

At the end every student is graded by the peers according to how well he/she understood the task. The teacher asks students to make a review of what they have learnt [3].

- It avoids the situation where one or two team members may do all the work while others do nothing

- Everyone gets the status of a teacher
- Every student feels important member of the group
- Everyone evaluates and is evaluated according to the results [2].

In conclusion, it should be pointed out that Jigsaw learning method represents a challenge for students, who have to undertake a guided search for information, assimilate it and organise it for the classmates. The need to cooperate with classmates and peer learning increases flexibility and student involvement in the learning process [4].

Bibliography

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