TEEP™

TEST OF ENGLISH FOR EDUCATIONAL PURPOSES

Practice Test 1

SOURCE BOOKLET

Questions relating to the following text are in the Task Booklet

CHILDREN TEACHING CHILDREN

Cooperative learning activities which are often practised in the British education system.

Introduction

In the modern classroom, the way children work with each other is often called 'peer cooperation'. Damon and Phelps (1987) identified three main types of peer-based instruction, which are outlined in this article. The same study identifies two forms of interaction between children which occurs during this peer cooperation. Firstly, there is 'equality' which identifies the children involved as
5   having a similar age and level of cognitive development and a similar level of knowledge or skill in the problem or task to be solved. Secondly, they refer to 'mutuality' which relates to the extent to which children are 'connected' or 'in tune' with each other when working on the same problem or task.

Section One: _____

At its most basic level the first form of peer cooperation involves children teaching other children
10   usually on a one-to-one basis (Ehly and Larsen, 1980). The term 'peer' is often used to describe both cross-age and same-age tutoring relationships. Many research studies and tutoring programmes use 'tutors' who are slightly if not significantly older than their 'tutees'. Secondly, whatever the relative ages of the tutor and tutee may be, there is a necessary and inevitable unevenness in the knowledge or skill between them, at least as far as the tutoring task is concerned (Ehly and Larsen, 1980). The
15   tutor is the 'expert', the tutee is the 'novice' and the relationship between them, therefore, is one which demands that the expert instructs, guides and manages the efforts of the other in mastering the task, or understanding the problem. This asymmetrical relationship is advocated by Vygotsky (1978) as the basis of cognitive growth. The more capable or knowledgeable children push the less capable or knowledgeable to their fullest intellectual potentiality.

Section Two: _____

20   The second approach refers to children of roughly equal abilities actively exchanging ideas about a problem rather than having one child passively learning from the other (Damon, 1984). Collaborative learning experiences are ones in which participants discover solutions and create knowledge together through discovery learning i.e. sharing, discussing and challenging their own partial and/or incomplete understanding of a problem. This form of learning implies a relatively
25   equal relationship between the children in an atmosphere of mutual respect and trust and where there is no authority relation between them. Underlying this form of peer-based learning is Piaget's theory of cognitive growth (Piaget, 1928, 1932, 1950, 1970) with its emphasis upon peer interaction as providing children with uniquely constructive feedback on which real cognitive development depends. The essence of this view, which has been considerably elaborated by Doise and his co-
30   workers (1976), is that children are introduced to new perspectives on problems by engaging in conversation with their peers, having their own ideas challenged, and are therefore forced to become less self-centred in order to take account of these new perspectives. When children disagree with one another, and when they have to come to terms with other opinions, they experience both social and cognitive conflicts which act as the means by which a clearer understanding of the
35   problem emerges.

Section Three: _____

The third approach, which involves learning in small groups, is also based upon an essentially symmetrical relationship between the interacting children within a classroom. It can be seen as an extension or development of peer collaboration rather than as a distinctly different technique. Ashman and Elkins (1990) define it as involving "… the organization of the classroom activities

40　and structure so that cooperation is necessary to attain mutually attractive objectives." Students typically work on learning activities in small groups (perhaps four or five in a group) and receive rewards or recognition based upon their group's performance. Such learning is relatively structured and the children take specified and complementary roles in working towards a solution to the task they are given. So, in practice, each student is required to find a unique piece of information which

45　then has to be added to the information provided by the other group members.

This is not always the case: in some such learning methods all students work together to accomplish a common product. Another common ingredient of these learning methods is their use of group reward structures, whereby students are rewarded on the basis of a single group product or on the basis of the sum of the individual learning performances within the group (which can lead to some

50　intra-group competition). Rewards may take the form of praise, extra grades, certificates, earning privileges or other forms of public recognition. Generally speaking, rewards are dependent on the performance of the group as a whole, not on the performance of individual members.

Section Four: _____

This final approach is an extension or development of peer collaboration and at times the distinction between them is somewhat blurred. Slavin (1987, p.31) has indicated, for example, that the simplest

55　form of cooperative learning methods is one in which students "sit together to discuss or help one another with classroom texts." Similarly he has suggested that group rewards are an optional element of cooperative learning. Since the peer collaboration idea that we have described imposes neither a role nor a reward structure on its group members, then it could be taken as a basic condition for cooperative learning and be placed at the bottom end of a continuum which is

60　characterized by increasing degrees of task, role and reward structure.

> **The last part of section four has been removed. It forms Question 13 of the reading test in the Task Booklet.**

Original source:
Foot, H.C., Morgan, M.J. and Shute, R.H. (eds.) 1990. *Children helping children.* **Chichester: Wiley**