The views of teachers, trainees and secondary students on the challenge of organising learning around technology-enhanced cross disciplinary projects in the English classroom: A case study

Dolors Masats & Andy Morodo

Young people need to be effective communicators, critical thinkers, imaginative creators and empathic collaborators to have access to good job opportunities. Innovative educational proposals addressed to secondary students are needed to ensure teaching practices create the necessary conditions to help learners acquire these significant 21st century skills. Yet, innovation is only possible through initiatives that empower in-service teachers and turn them into true active agents of change, related to development of transformative educational projects.

This paper presents a case study in which a secondary English teacher forms a collaborative team with two researchers to create and develop cross-disciplinary technology-enhanced language learning projects. By collecting and analysing natural data from the discussions emerging during team sessions devoted to the evaluation of the ongoing innovation, we can reflect upon the challenges of promoting change in the classrooms. Interviews to secondary students and trainee teachers participating in the projects and focus groups with other teachers at school serve to understand the impact of the proposal. We expect that the results will contribute to the development of a model of teacher education based on team work to reflect upon own practices, as a tool to acquire professional skills and guarantee students’ learning success.

**Keywords:** Innovation, secondary education, teacher empowerment, 21st century skills Technology-Enhanced Project-Based Language Learning.

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