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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

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The Literature Review

Burnard, Apelgren & Cabaroglu (2015)

Knowledge generated by teachers when engaged in reflexive practices allows them to improve their students' learning

work on the **EMPOWERMENT** of teachers

concept related to Freire's **conscientiation**, which involves **3 dimensions**:

(1) personal → self-confidence and consciousness of own capabilities

(2) relational → ability to negotiate the nature of a relationship and modify it

(3) collective → **capacity to collaborate to multiply the effectiveness of initiatives** (Rowlands 1997)

The Literature Review

Wenger, McDermott & Snyder (2002)

Initiatives for teachers' professional development should promote interaction to be effective.

Research shows that the **technical rationality paradigm** (Schön, 1983) or teacher training based on the transmission of knowledge constructed through educational research does not produce sustained improvements in educational practice.

Engeström (2001) and **Engeström & Sannino** (2010)
→ alternative → epistemology of practice emphasising the **knowledge inherent** to the practice

→ notions of **reflexion in teaching action** and **reflexion about teaching action**.

The Literature Review

THE PREFERRED CONTEXT FOR THIS PROCESS OF SHARED REFLEXION:

Dooly & Masats (2007) → COLLABORATIVE MODEL projects involving schools & universities (researchers + in-service teachers + pre-service teachers)

*Professional Development School*s carry out their **own research and innovation projects**, and also **integrate them in the development model for their student teachers**. (**Tsui et al**., 2009)
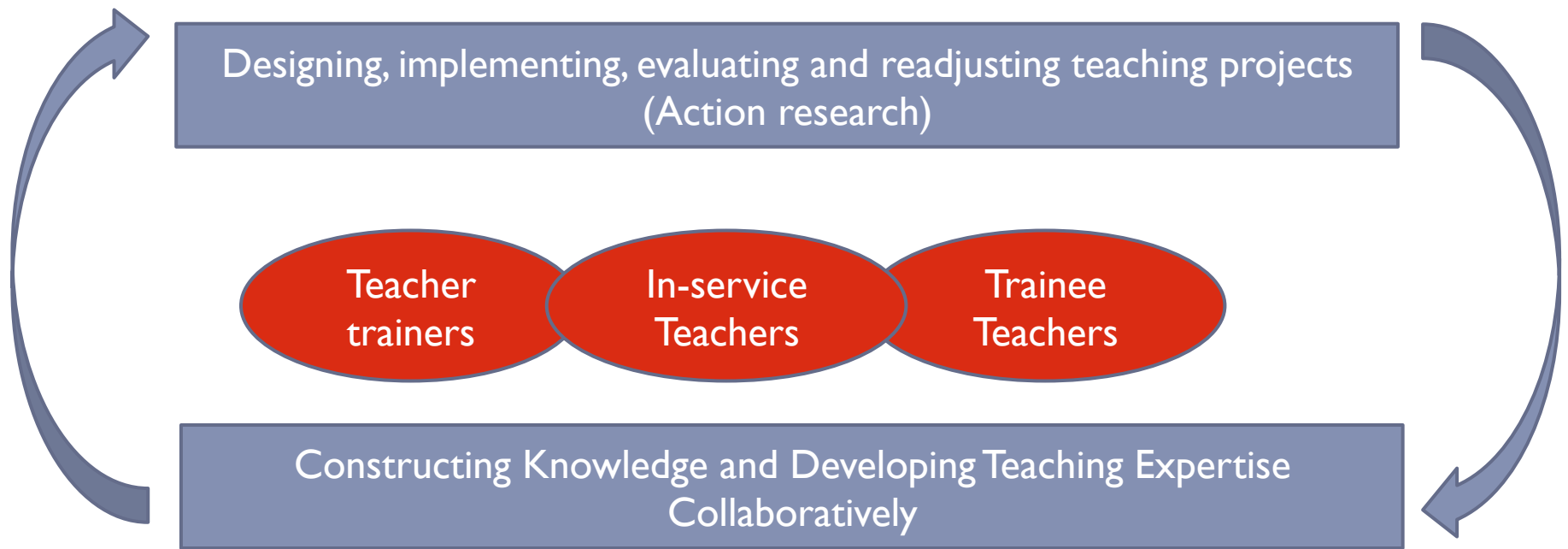
↩ | **INTERACCIONIST** paradigm |

⬇

Vygotsky, sociocultural theory → interaction and cognition are intimately linked through socially situated verbal activity.

The Literary Review

▸ **Mondada & Pekarek** (2004) and **Nussbaum**, **Escobar** & **Unamuno** (2006) Competences, including professional competences, are situated, context-sensitive, and thus adaptable.

Designing, implementing, evaluating and readjusting teaching projects (Action research)

Teacher trainers

In-service Teachers

Trainee Teachers

Constructing Knowledge and Developing Teaching Expertise Collaboratively

Source: Nussbaum (2013)

The Study

NEED TO REVISE AND UPDATE **DIDACTIC APPROACHES** TO FOREIGN LANGUAGE TEACHING

I.

Improving the development of students' **communicative skills in English**, in a socioeconomically underprivileged setting, will contribute significantly to **more socially just education** in Catalonia

II.

Young people's improvement in English will result in **more equitable employment opportunities** in the future (Council of Europe, 2015)

2014-2015 basic competences test results for students in the 4th grade of secondary school:

Students in schools considered to be of high complexity = average of 5.7 / 10

Students in schools considered to be of low complexity = average of 8 / 10

The Study

OBJECTIVE

Do research about how, through **collaborative work** involving university researchers, school teachers and student teachers, **the innovation proposal becomes viable** and **teachers become transformative agents of classroom practices**, which would need to lead to **better results** on the students' basic competences tests.

RESEARCH QUESTIONS

How are teachers' professional knowledge and competences constructed through reflexive practice in collaborative contexts involving teaching and research teams?

Which procedures favour cooperation to improve teaching quality? What challenges need to be faced?

The Study

1.

- We will collect **oral data** during focus group sessions with teachers / student-teachers to debate the implementation of the innovation proposals, and during interviews with students. respond to the research questions:
- We will take field notes during the lessons.

2.

- Oral data will be analysed based on the theoretical and methodological apparatus that **Conversation Analysis** offers.
- Field notes will complement oral data.

The Study

joint work on the design and implementation of **innovative interdisciplinary projects** that use **technologies** for learning foreign languages

Qualitative study based on the theoretical and methodological premises of Conversation Analysis

Emic analyses aim to observe, describe and understand phenomena emerging in interaction.

methodology facilitating the **collection and analysis of naturally emerging data** in work sessions dedicated to the design, evaluation and execution of interdisciplinary projects

Emic studies can not start out from previously formulated hypotheses, rather these must be constructed based on observation of what interactional participants do and interpret what they do

The Findings

Special Needs Class

Researcher:	y las clases eran diferentes/
Fran:	sí\
Researcher:	por qué/ xxx
Fran:	porque no hacíamos lo mismo\ hacíamos_ un cuadernito y ya está\
Researcher:	mhm\ te gustan las clases de aquí/
Fran:	sí\
Researcher:	por qué/
Fran:	porque son divertidas y: aprendo más que: en primaria\
Researcher:	mhm\ qué has aprendido\ de inglés/
Fran:	pues lo de reciclar_ lo de: las- eh- lo del árbol_
Researcher:	mhm\
Fran:	m: a hacer proyectos mejor_ porque no s- porque me salían tan bien_ y no sé\ muchas cosas\
Researcher:	i què t'agradaria aprendre/
Fran:	de inglés/
Researcher:	sí\ en català\ contesta en català\
Fran:	parlar millor\
Researcher:	parlar millor\ i: com pots aprendre a parlar millor/
Fran:	eh: como se dice\ espera\ eh: practicant\

Researcher:	and the classes were different/
Fran:	yes\
Researcher:	why/ xxx
Fran:	because we did not do the same\ we did_ a workbook and that was it\
Researcher:	mm\ do you like the classes here/
Fran:	yes\
Researcher:	why/
Fran:	because they are fun and: I learn more than: in primary\
Researcher:	mm\ what have you learnt\ of English/
Fran:	well that about recycling_ that about: those- eh- that about the tree_
Researcher:	mm\
Fran:	m: to do projects better_ because they did not- I did not do good ones_ and don't know\ many things\
Researcher:	and what would you like to learn/
Fran:	of English/
Researcher:	yes\ in Catalan\ answer in Catalan\
Fran:	speak better\
Researcher:	speak better\ and: how can you learn to speak better
Fran:	eh: how do you say it\ wait\ eh: practising\

The Findings

Advanced Class (i)

Researcher: ok\ e:m:_ (.) are the classes here in the high school very different from the classes in primary/

Izan: yes\ of course\ in primary the level was_ very very easy with basical wo:rds_ and very easy_ and now in the high school is a little bi:t_ nxt more hard_ we nxt we work the things more funny like the ipads_ with- with_ our mobile phones_ a:nd_ I think that is a good site_ becau:se_ e:m:_ English site to learn it's more good\

Researcher: ok\ and is it different from_ learning English in: a school/ outside/ you said you go to a language academy/

Izan: yes\ e:m:_ comparating_ the high school with the English academy_ the high school is very easy\ because_ in the:: English academy_ nxt our teachers_ nxt the: level it's_ mo:re hard\

The Findings

Advanced Class (ii)

Researcher: the teachers of here_ have a good e: level of English\ but_ with the level of of the other partners they_ can't_ e- do_ th- things mo:re hard because_ e the: the: students than we know English_ very good_ and there are a very: small group\ in my class\

Researcher: ok\ have you learned something this year/ in the English class/

Izan: yes\ I: I learned_ present perfect\ here\

Researcher: aha\ good\ and something else/

Izan: yes\ for example:_ more things of the: refugees_ e:_

Researcher: with the refugees\ yes\

Izan: yes\ with the refugees\ e: e: and with the recycle too\

Researcher: what would you like to learned/ that you have not learned\

Izan: oh\ it's a really good question\

Researcher: thank you\ (laughs)

Izan: (laughs) e: I don't know\ I think that_ it was a good for example_ to learning list bu:t_ what you speak in English/ em:_ the thing that_ the teacher's thing but_ only in English {I don't know this/ (changes tone of voice)} in Spanish is_ blablabla\ no\ you have to speak English\ and If you don't know you have to search it in the dictionary\ I think it's e- very very hard_ but you know English better\

The Findings

(12:11)

Researcher: però:_ però clar\ també ha de ser difícil no/ m: tens més mans_ però tam- també: gestionar això ha de se:r complicat [no/]

Teacher 1: bueno\ a:l- començament va se:r complicat\ de cara als nens\ perquè acostumes a tenir més gent a l'aula:_ i: aviam\ i era_ y éste quién es/ y éste quién és/ no/ però una vegada ja saben els noms\ ja els coneixen\ saben que realme:nt_ hi han- no hi ha hagut cap problema\ de fet ara_ hem tingut un parell d'incorporacions noves_ i només han dit_ com se diu/ i ja està\ i ha quedat així no/ excepte la Juna_ i: jo crec que en general_ ells tenen la sensació_ i també: els hi he fet veure_ que tenen_ una oportunitat que no han tingut a la vida\ l'han d'aprofitar\ i jo crec que sí que ho fan\

(12.57)

(12:11)

R: but:_ but of course\ it has to be more difficult right/ m: you have more hands_ but al also: managaging this must be: complex [right/]

T: well\ a:t- the beginning it wa:s complex\ for the kids\ because you have more people in the classroom_ and: well\ and it was_ and who's this/ and who's that/ no/ but once they learnt their names\ they know them\ they really know_ there is- there's been no problem\ in fact now_ we have had two new assisstants_ and they have only said_ what's her name/ and that's it\ and that was all right/ except for Juna_ and: I belive that in general_ they have the perception_ and I have also: made them see_ they have_an opportunity unique in their life\ and must take profit from it\ and I feel they are doing it\

(12.57)

The Findings

Teacher 2: no sé\ jo també:_ ho valoro molt_ sobretot això\ la oportunitat de:_ que se'ns va donar de poguer introdui:r_ nove:s metodologies i:_ i treballan:t_ d'una altra manera que també s'estava:_ els alumnes també {d'alguna manera (riu)} m'ho demanaven_ que veus que no:_

Researcher: però tu per exemple_ que has estat com una mica a fora_ perquè com que hem decidit començar a 1r_

Teacher 2: sí\

Researcher: i tu estàs a 4t_ no/ com has viscut això de:_ d'estar a dintre com fora/ (riu)

Teacher 2: e:h_ pues això\ estic dintre però estic fora\ (riuen) bueno\ n:o\ bé bé\ perquè vull dir_ el recolzament que he tingut de vosaltre:s i: en concret de tu:_ es- vamos\ vull dir ha sigut_ encara que fos a la cantina:_ parlant de: no sé què:_ vull dir_ l: l'assessorament i: la formació_ abans no sé amb qui ho comentava_ n'hi ha hagut una de formal_ però també n'hi ha una d'informal\ perquè:_ m: parlem molt i_ intercanviem moltes coses\ vull di:r_ sí\ n: no he estat a 1r de la ESO però_ bueno_ he pogut aplicar coses a: 4t\ sí:\ sí sí\ que sí que sí que m'ha servit\ i moltíssim\ a més la disposició que heu tingut vosaltres és que:_

Teacher 2: I don't know\ I also:_ appreciate it a lot_ specially this\ the opportunity of:_ we were given of introducing_ new methodologies and:_ and working_ differently which was also:_ students were also {somehow (laughs)} asking me that_ I was aware it was not_

Researcher: but you for example_ has been left out a little bit_ because we decided to start with year 1_

Teacher 2: yes\

Researcher: and you are in year 4_ right/ how did you live this:_ being in and out/ (laughs)

Teacher 2: e:h_ well that's it\ I am in but I am out\ (laughs) well\ n:o\ well well\ because I mean_ the suport I got from you all and: specially from you:_ is- wow\ I mean it's been_ even that it was in the canteen:_ talking about: don't know what:_ I mean_ the advice and: the training_ I can't remember who I was saying this earlier_ there's been formal training_ but also informal\ because:_ m: we talk a lot and_ exchange many things\ I mean:_ yes\ I have n: not been in year 1 but_ well_ I have been able to apply things in year 4\ yes:\ yes yes\ sure yes yes they were useful for me\ very much so\ and then your eagerness was wow:_

The Findings

All stakeholders value team work but...
- Difficulty in planning together. Often just the teachers with the help of the Student-teachers; sometimes the student-teachers with the help of researchers.
- Difficulty in assigning clear goals to all adults present in class.

Teachers and students appreciate the task of student-teachers but..
- Difficulty in involving the student-teachers attending classes once a week.

Secondary students value learning through projects and using ICT tools but...
- Difficulty in getting students to collaborate when working in groups.
- Difficulty in getting students use iPads effectively (too much google translating when creating texts).

Discussion

RQ1: How are teachers' professional knowledge and competences constructed through reflexive practice in collaborative contexts involving teaching and research teams?

changes in classroom practices of teaching teams not involved in the project

researchers

school teachers

student teachers

Plan, do and learn together

to "**do being language teachers**"

to develop **teachers' digital competences** through participation in the project
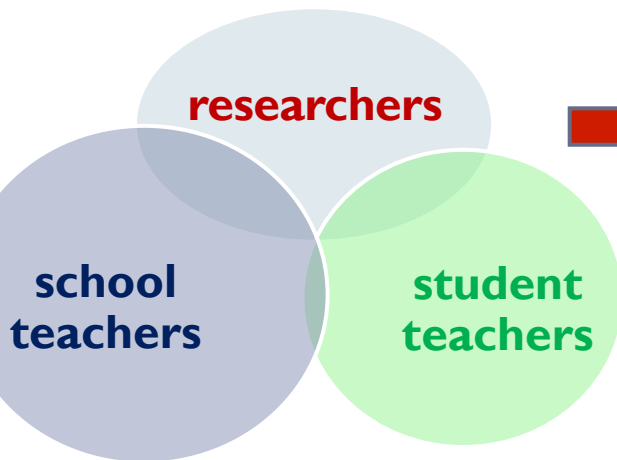
Discussion

RQ2a: Which procedures favour cooperation to improve teaching quality?

Real significant innovation in teaching English is only possible through initiatives that **empower teaching teams** in schools so that they become **true agents of transformation and improvement**

change

in **classroom educational practices**

in **initial teacher training programmes**

Discussion

RQ2b: What challenges need to be faced?

Changes in the teachers' timetables at schools: innovation is not possible if school policies do not allow time for planning in teams

Changes teacher / students ratios: the proposal is successful because there are 2-4 adults in the classroom

Changes in teaching dynamics: teachers still have little experience in co-teaching.

Changes in managing ICT projects: students are not used to the methodology and need training on how to collaborate and use ICT tools effectively

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Implications and Suggestions For Future Research

Responsible Research and Innovation (RRI)

1.	Classroom research has to set out from the design of **innovation proposals designed and implemented together** by teaching and research teams.
2.	Researchers should be committed to the educational community as research ought to **bring to classrooms new educational practices to solve didactic challenges.**
3.	Innovation in teacher development is the responsibility of professionals in Education faculties, but cannot be achieved without **professionals from the secondary schools** where **student teachers are developed**.

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Implications and Suggestions For Future Research

Suggestions

Based on findings for RQ2

| 1. | Investigate on how research can have an impact on school policies (teachers' tasks / ratios, etc.). |

| 2. | Need to conduct more research studies on co-teaching experiences **to solve didactic challenges.** |

| 3. | Research on the use of ICT should be more focussed on describing good examples of classroom management and less centred on the efficiency of the tools. |

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