# ICFL International Conference on Future Learning 2020

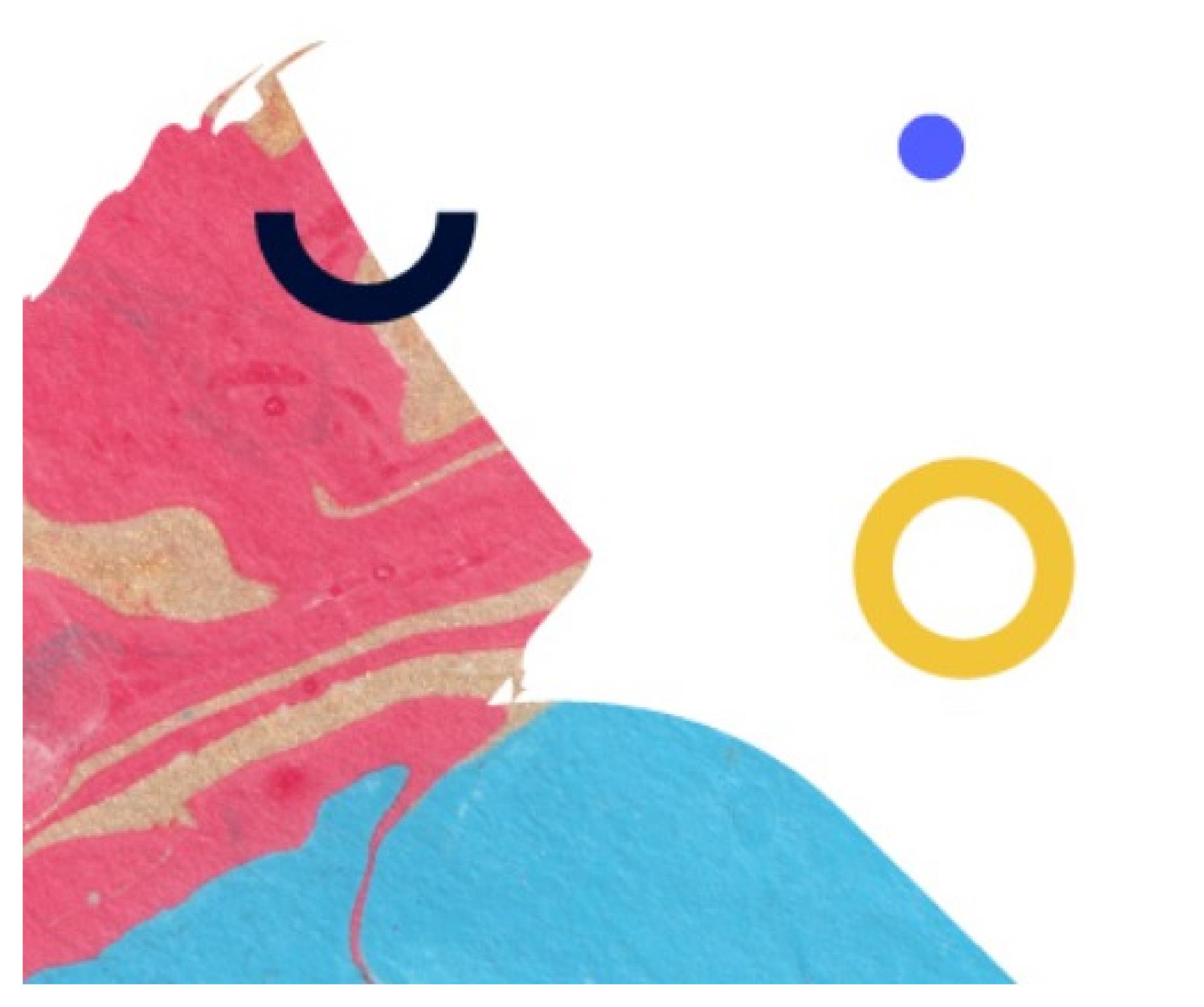
## CASUGOL

Teacher empowerment in the English classroom:

Complementary views around the participation in a collaborative project of innovation

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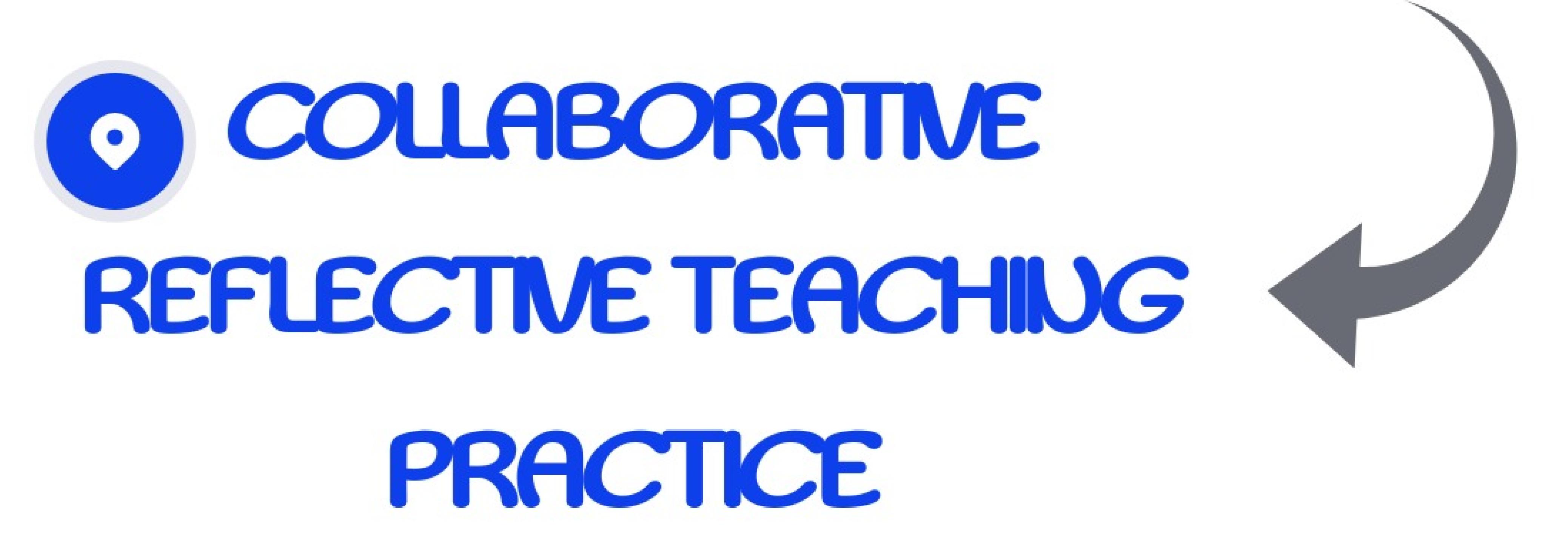




# . FRAMEWORK

#### TRANSFORMATION & INNOVATION OF LEARNING AT SCHOOLS

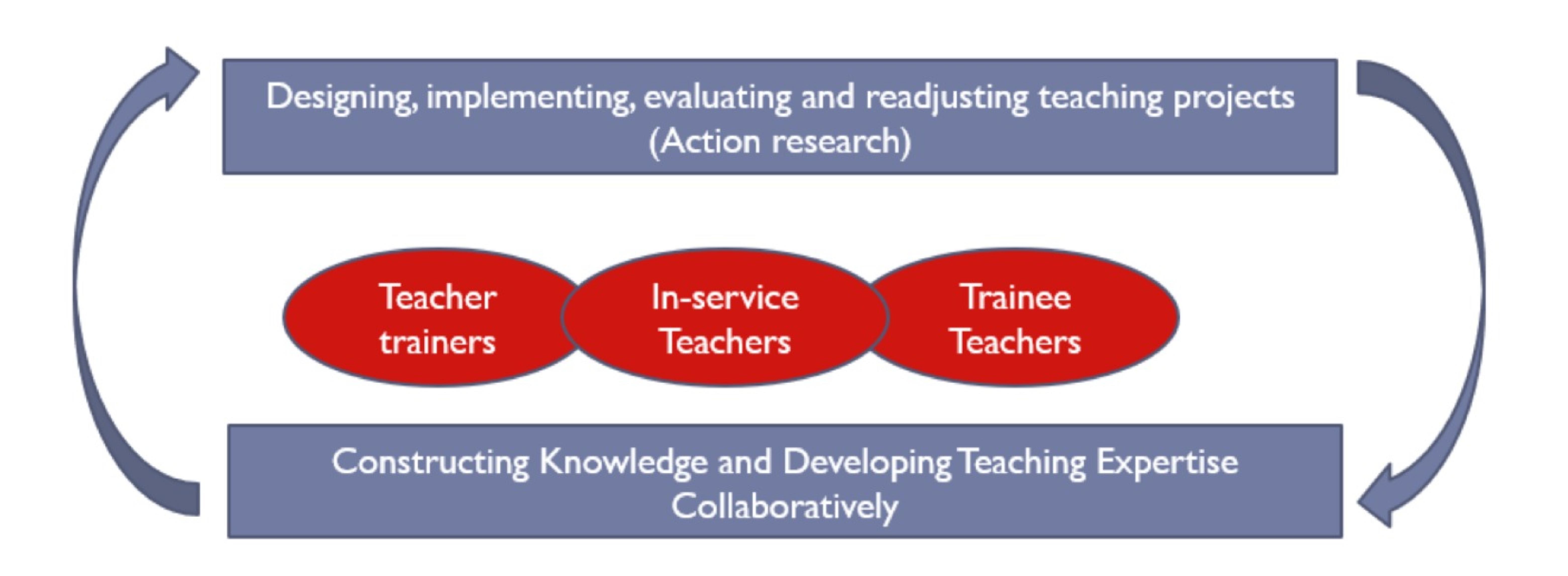
Engaging in reflexive practices allows teachers to improve their students' learning (Burnard, Apelgren & Cabaroglu, 2015)



Reflection about teaching action and reflection in teaching triggers innovation, especially when teachers WORK TOGETHER to create the necessary conditions to transform learning (Masats&Guerrero, 2018)

# . FRAMEWORK

Collaborative action research and innovation puts forward the collaborative model between schools and educational faculties proposed by Tsui (2009)



The collaborative action research model (Nussbaum, 2013)

## FRAMEWORK

# Working in colabor (Leiva&Speed,

2008)

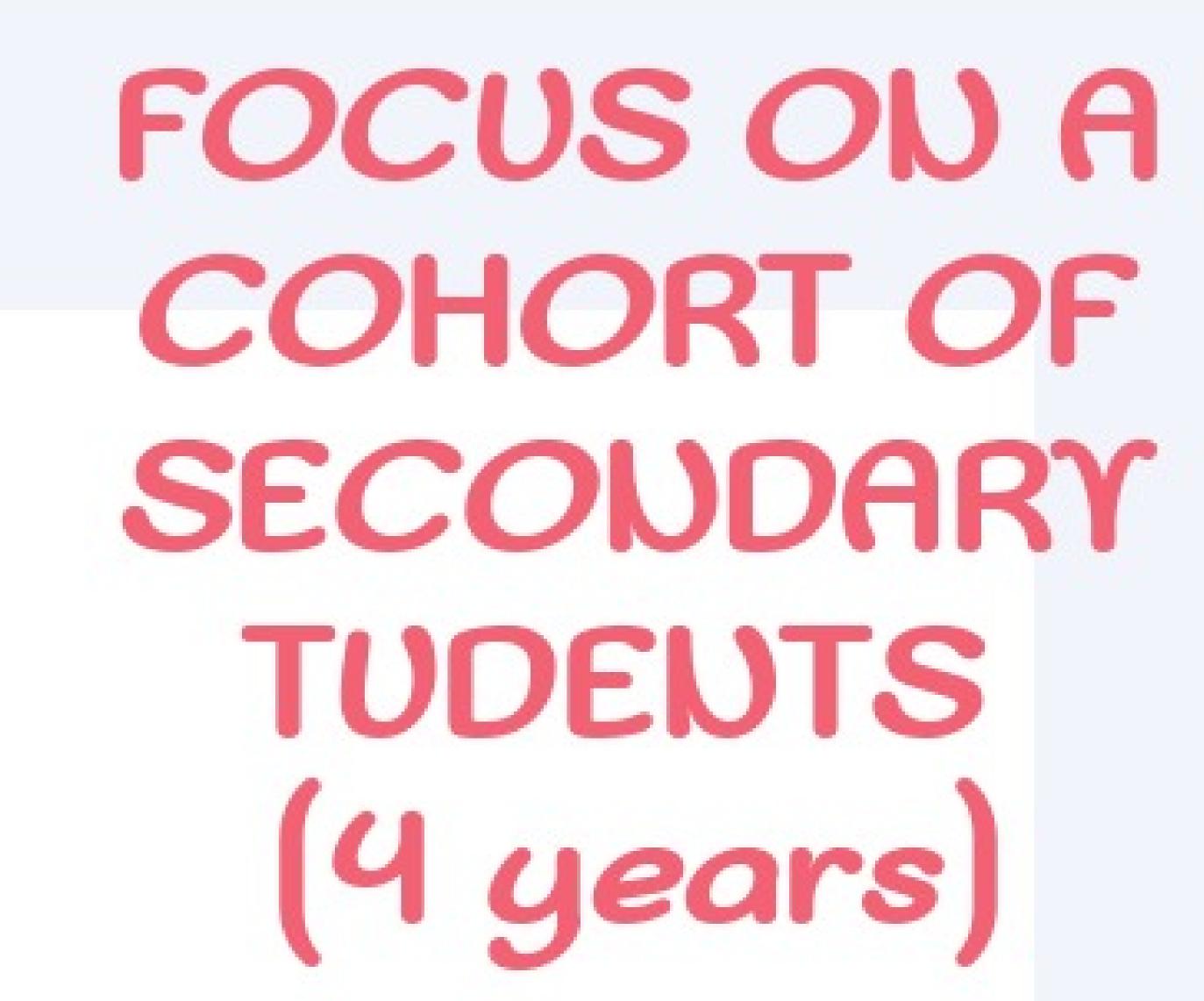
To avoid assymetrical positions between researchers (regarded as experts?) and teachers (regarded as non-experts?)

Getting teachers and researchers to work together, from symmetrical positions, to promote change at schools both in:

- DESIGNING, IMPLEMENTING, ASSESSING PROJECT-BASED LEARNING proposals
- DOING RESEARCH ON THAT INNOVATION embarking on "other actions such as co-collecting, and co-interpreting data obtained during the processes of planning, implementing and evaluating change; and when co-authoring texts to disseminate the results of their intervention" (Masats & Guerrero, 2018)

# THE INNOVATION PROGRAM







- Students with little expectations for successful professional careers and little or non-existent spontaneous inherent engagement towards learning (English, in particular)
- Low academic results (lowest in English in transnational exams)

NEED FOR LEARNERS TO BE EXPOSED TO REAL AND MEANINGFUL COMMUNICATIVE SITUATIONS TO INCREASE ENGAGEMENT

-TO DEVELOP INNOVATIVE TEACHING PRACTICES IN 'COLABOR'

TO REDUCE THE ACHIEVEMENT GAP in educational outcomes that research has proved it exist between affluent and low-income students (Reardon, 2011)



# THE RESEARCH

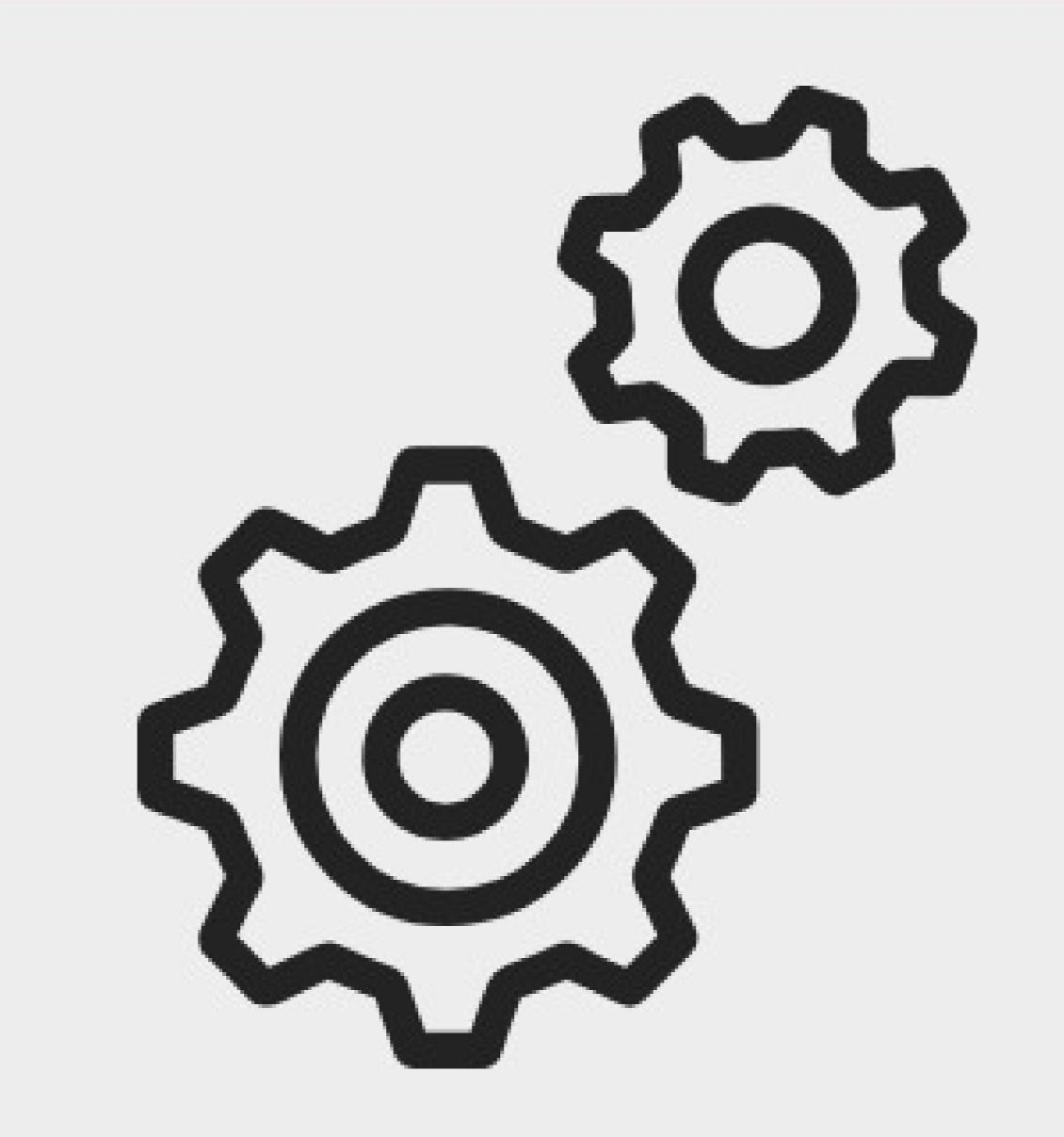
STAKEHOLDERS

Volunteer pre-service teachers

Develop professional competences

The school community

Adoption of the PROJECT-BASED LEARNING approach involving TECHNOLOGY



Research

Participating & Investigating the implementation of innovative proposals in socioeconomically underprivileged setting

## METHODOLOGY

SOCIOCULTURAL THEORY (Vigotsky)

SOCIO-INTERACTIONIST PERSPECTIVE



- the adoption of the PROJECT-BASED LEARNING APPROACH
- the process of conducting research and innovation IN COLABOR
- EMIC analysis to observe, describe and undestand phenomena emerging in interaction
- Hypothesis must be constructed based on observation of what participants do and interpret what they do

CONVERSATIONAL ANALYSIS is the theoretical and methodological apparatus used to analyse oral data



### IN-SERVICE TEACHERS reflecting on the impact of working with more teachers in the DESIGN and IMPLEMENTATION of classroom proposals

Researcher 2: i quins\_quins són els beneficis que hi hagi | Researcher 2: and what are the benefits of this team: that

aquest equip/ em: que hi hagin els profes/ que hi hagi gent pues\_algú que vingui de la universitat/ i\_ els voluntaris\ tots junts treballant\ eh: l'impacte quin és/ el benefici\

quin és/ creieu/

Teacher 2: bueno\_doncs\_que: les activitats que tu tens

planejades com a profe\ potser ells li donen

una altra volta\ o: o: t'ajuden a

o: aporten de noves\ no/ també/ fins i tot/ Teacher 4:

Teacher 1:

Researcher 2: és una altra visió\ no/

sí\ i també\ et permeten doncs\ monitoritzar Teacher 2:

> molt millor activitats en grups\ fins i tot permetent-te tenir el luxe de assignar: un responsable a cada grup\ si tens quatre grups a l'aula\ doncs mira\ un adult per grup\ o sigui: et dona molta\_més\_ llibertat per

gestionar activitats d'aula

there are teachers/ that there are people who come from the university/ volunteers\ all al them working together\ eh: the impact/ benefit\

which is the benefit/ do you think/

well then that: the activities Teacher 2: you

planned as a teacher\ maybe they give them

another turn\ or: or: they help you to

they even provide new ones\ right/ also/ Teacher 4:

Teacher 1: yes/

Researcher 2: it is another vision\ right/

yes\ and also\ it allows you to monitor much Teacher 2:

> better some activities in groups\ even\_ allowing you the luxury of assigning: one responsible person to every group\ if you have four groups in the classroom\ then well\ you can have one adult per group\ which is: it gives you a lot more freedom to manage

classroom activities

Extract from a conversation with an in-service teacher that has been involved in the program for 2 years



# IN-SERVICE TEACHERS reflecting on the impact of working IN COLABOR

Teacher 2:	pero bueno l'ajudant sí que va: va venir\ sí que ens va ens va ajudar molt en aquest sentit\ no només a nivell de: gestió d'aula sino de:\ poder preparar materials\ de: pensar-los conjuntament\		but well\ the teacher assistant did come\ she helped us a lot in that sense\ not just at the level of classroom management but also with: \ the preparation of materials\ by: being able to plan them together\
Researcher 2:	i tant\	Researcher 2:	of course\
Teacher 2:	i bueno/ la teacher 1_ i_ jo pensàvem coses\ materials i tal\ i ella també hi era\ molts cops i: ens donava un cop de mà\ així que en aquest sentit ens ha ens ha: anat bé\ i bueno\ l'any següent has estat tu\ aquest any has estat tu\ researcher 2\ fent aquesta figura\		well, teacher 1_and_I thought of some ideas\ materials and so on\ and she was there plenty of times and: she gave us a hand, so in this sense it has been good:\ and well\ in the following year there has been you\ researcher 2\ who has been adopting this role \
		Researcher 2:	you can say whatever you want\ eh/ (laughs)
Teacher 2:	pots dir el que vulguis_ eh/ (riu)  No_i_bé\ o sigui: lo bo de tenir una figura amb continuïtat\ és que és una referència que he tingut jo\ i els alumnes també\ no/		No_and_good\ I mean: the good thing about having a person with continuity \ is that it is a reference I have had myself\ and the students too\ right/
Researcher 2:	Mm\	Researcher 2:	Mmh\
Teacher 2:	el mateix\ com l'ajudant\ gestió d'aula però també preparació de materials\ ajut\ tot això\ o sigui que en aquest sentit per a mi\ com a profe\ ha estat una ajuda\ sí_sí\ indubtablement\		the same\ like with the teacher assistant\ classroom management but also preparation of materials\ help\ all this\ so:\ in that sense\ for me\ as a teacher\ it has been a help\ yes\ yes\ undoubtedly \

Extract from a conversation with an in-service teacher that has been involved in the program for 2 years

#### PRELIMINARY RESULTS

### MEMBERS OF THE COMMUNITY reflecting on the impact of the programme and PBL

Principal:

porta d'entrada de: nem a treballar d'una altra manera\ eh sobretot a llengües\ una cosa que sempre: eh: bueno que encara no havíem intentat fer res diguem com per proje:tes\ amb grups cooperatius\ es feia molt poquet\ llavores sí que va començar a: primer\_d'ESO amb molt força i es va donar molt d'impuls i pels alumnes va ser com bueno\ es possible\ o sigui va ser veure que sí es podia treballar diferent \ suposo que els altre professors de llengua també ens vem animar\ va tenir aquest efecte de: de: bueno\ de impuls i de:

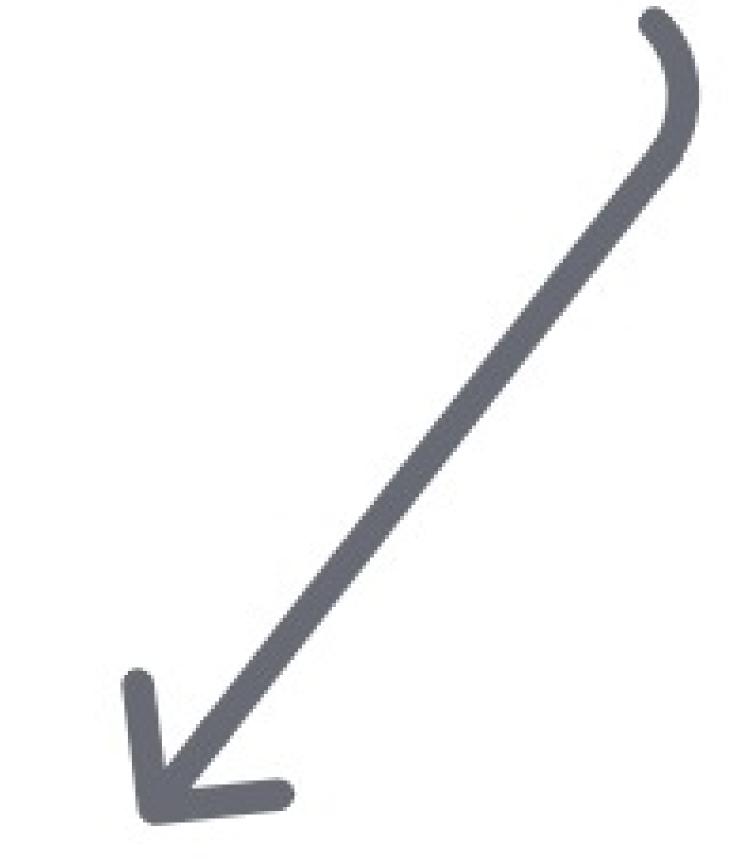
Researcher 2: com de contagi\

Principal: sí de contagi\

O\_sigui \_el programa let's\_go va ser com la | Principal: I mean \_the let's\_go programme was like the gateway of: we are going to work in a different way\ eh\_ especially in languages\ one thing we had always: eh: well we hadn't yet tried to do anything like let's say like with projects\ with cooperative groups\ we did it very little\ then it did start at: 1st of ESO first with a lot of impulse and it was given a lot of impetus and for the students it was like\ well\ it is possible\ l mean it was like seeing that\ yes it was possible to work differently. I suppose the other language teachers were encouraged, and it had the effect of: well\ impulse and:

Researcher 2: like a contagious effect\

Principal: yes contagious \



Extract from a conversation between the school principal and one of the researchers

#### PRELIMINARY RESULTS

MEMBERS OF THE COMMUNITY (teachers not involved in the program) reflecting on the impact of the programme and PBL

Researcher 1: i tu estàs a 4t\_ no/ com has viscut això de:\_

d'estar a dintre com fora/ (riu)

Teacher 3: e:h\_ pues això\ estic dintre però estic fora\ | Teacher 3:

tingut vosaltres és que:\_\_

(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\

moltíssim\ a més la disposició que heu

Researcher 1: and you are in year 4\_ right/ how did you

live this:\_ being in and out/ (laughs)

Teacher 3: 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:\_

Extract from a conversation between one teacher not involved in the programme and one of the researchers

# FINDINGS

# VOLUNTEER PRE-SERVICE TEACHERS reflecting on their TRAINING EXPERIENCE + THEIR ROLE

**VOLUNTEER 1:** I liked very much the idea of the meeting, I mean discussing our problems and answering our questions. I think that the meeting was really constructive and I'm happy that our point of view was important for the trainers and that they treated us as people who know how the methodology works in practice in classroom. I think that this this dialog is very important because it is not enough to create a good theory. It must be adjusted to the possibilities and needs of the group we are working with. I'm sure that in our future meetings we will achieve it in cooperation with the trainers.

**VOLUNTEER 2:** I have discovered a different reality and group characteristics that clearly enrich me in both perspectives. It is essential for a future teacher to experience different educational backgrounds and situations.

VOLUNTEER 3: Personally, Let's Go has been a great learning experience for my future teaching career. I had the opportunity to apply everything I had learned about working on skills and projects and at the same time I learned a lot about teaching English. As for the program, I think that the main benefit it has brought to the young people who have participated has been a new vision towards English, understood and experienced from a competence approach, and giving the idea of usefulness and use of the language. In addition, having more people to resort to in the classroom apart from teachers also gives English a more global and motivating appeal. As for the school community, Let's Go has also been important since, as a result of the

PBL implementation, the high schools have seen the need to make a change in their teaching methodology.

VOLUNTEER 4: Kids are curious about foreign volunteers and are willing to communicate with us:)

VOLUNTEER 5: I know that the situation in this school is a bit hard and at first I feel a bit disoriented because il never work in an area like that. But, I saw that every day it was improving and now I feel that I am part of them.

TRAINING EXPERIENCE

ROLE OF
THE
VOLUNTEER
IN THE
CLASS/
PROGRAM

EXTRACTS FROM THE SURVEYS & INTERVIEWS WITH PRE-SERVICE TEACHERS (VOLUNTEERS)

### VOLUNTEER PRE-SERVICE TEACHERS reflecting on their TRAINING (+PERSONAL) EXPERIENCE + THEIR ROLE

r'emporto d'aquesta experiencia? tot que és una experiència docent ctualitzada (.) perquè jo vinc d'una a que tot el que fèiem era hipotètic(...) a programació hipotética sobre aquest (.) què faries si tinguessis un alumne est tipo/ (.) [....] Llavors amb aquesta encia he pogut veure (.) he pogut posar ctica coneixements de la uni (.) o alguns he pogut posat en pràctica però els he contrarrestar(...) M'enduc formes de d'aula (.) encara que no moltes

What do I get from this experience/ Basically that is a contextualized teaching experience (.) because I come from a degree where everything we have done is hypothetical (...) make a hypothetical programming about this topic (.) What would you do if you had a student of this type/ (.) [...] Then with this experience I have been able to see (.) I have been able to put in practice knowledge acquired at the university (.) or maybe I wasn't able to practice some of them but I have been able to contrast them (...) I take from it different ways of class (.) although not many

experiencia brutal (.) Me he dado cuenta | amazing experience (.) I realised how de la importancia de tratar a las personas según sus necesidades (.) todas | to their needs (.) everyone is different las personas son diferentes y no hay que and we do not have to treat them all in tratarlas todas de la misma manera (.)

important it is to treat people according the same way (.)

Dando apoyo en clases de inglés (.) En general me ha gustado mucho sentir que | general I have liked feeling that I could podía ayudar a otras personas (.) a otros help other people (.) other students (.) to estudiantes (.) a aprender algo que a lo mejor ellos no lo veían como algo guay (.) por así decirlo

Giving support in the English classes (.) In learn something that they might not see like something cool (.) so as to say

EXTRACTS FROM THE SURVEYS & INTERVIEWS WITH PRE-SERVICE TEACHERS (VOLUNTEERS)

# STUDENTS on their 3rd year in the program.... On the LET'S GO program + PBL

Researcher 2: What have you learnt in the English classes this year?

Student 1: This year? Wow, we learnt a lot of things.

Researcher 2: mhm\

Student 1: We speak about feminism, we speak about the situation of our village, we make collaboration with other

subjects, like for example Physical Education with one part, we made made a lot things, we search about influencers that we like and we made a work j... searching if their content was sexist or not, ah..b-

...what's about the comments we made a lot of projects

Researcher 2: Do you like projects then?

Student 1: Yes I prefer projects tha::n. than normal education I think you learn more (.) in English yes (.) in other

subjects I don't know because I didn't do it but with English I can say that I learn more by projects than

not from grammar (.) it's a reality (.) it's a fact

Researcher 2: [...] mhm\ (.) do you think you learn to speak more if you are doing projects o::r?

Student 1: Doing projects because you have to communicate (.) the the teacher says (.) always try to do it in English

at least if you have some mistakes doesn't care (.) try to do it in English and you will improve (.) it's a

process (..) in the life you never stop learning

Researcher 2: [...] your learning style? When do you feel you learn? Do you sometimes feel you are learning? Doing a

specific activity

Student 1: I learn when I learn making funny (.) when I learn learning things that it was a mistery for me (.) learning

things that I know that I will use it in my real life (.) because (.) for example when they teach me the religion that I am not religious of the catholic religion [...] and I have to memorise all the standards of the catholic religion all the story of the religion in France and in the UK I don't like (.) I memorise I don't learn that for example if we make a project in English about the state of our village I learn and I am more

(.) but for example if we make a project in English about the state of our village I learn and I am more conscienciate that I have to throw the things in the bin not in the floor (.) you learn more things like this

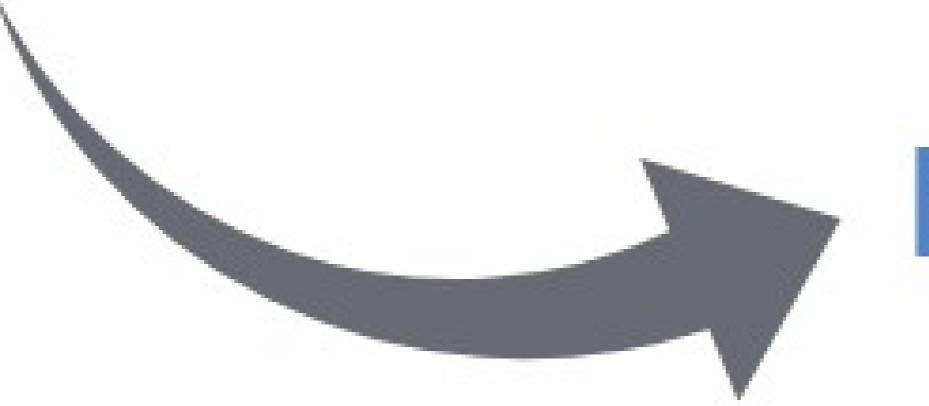
INTERVIEWS WITH STUDENTS INVOLVED IN THE PROGRAMME (YEAR 3)

# CONCLUSIONS

In educational research, hierarchical top-bottom practices to gain knowledge and promote change in the classrooms should be disregarded in benefit of innovation because they generate situations in which teachers become sceptical with regards to the researchers' intentions (Unamuno, 2004).

### COLABOR

created the required conditions to TRANSFORM TEACHING PRACTICE as both teachers and researchers are working together with a SHARED GOAL



#### PROVE THE IMPACT ON THE COMPETENCE IN ENGLISH

- through PROJECT-BASED LEARNING
- to provide meaningful experiences for learners and the need for real use of the language



- 🛾 💿 Model of teacher education based on team work as a tool to acquire professional skills and guarantee students' learning success (Masats&Guerrero, 2018)
  - SELF-CONFIDENCE
  - EQUAL LEARNING OPPORTUNITIES FOR ALL

## CONCLUSIONS

The sole presence of a mixed team at the school triggers changes in the teaching practices of other teachers not directly involved in the project

#### SUCCESSFUL TRANSFORMATION CAN ONLY BE ACHIEVED WHEN...

- teachers and researchers work together in the processes of designing, implementing and evaluating classroom projects
  - BUT when staff does not have permanent position that is a challenge
- team members have time to meet and work together
  - BUT some time and spaces need to be provided for planning in teams
- the number of adults in the classroom increase
  - BUT this situation is unique
  - BUT both teachers and researchers need training in co-teaching
- an innovative teacher training model is implemented for future teachers
  - BUT innovation should always be part of classroom educational practices in initial teacher training programmes

## ACKNOWLEDGMENTS

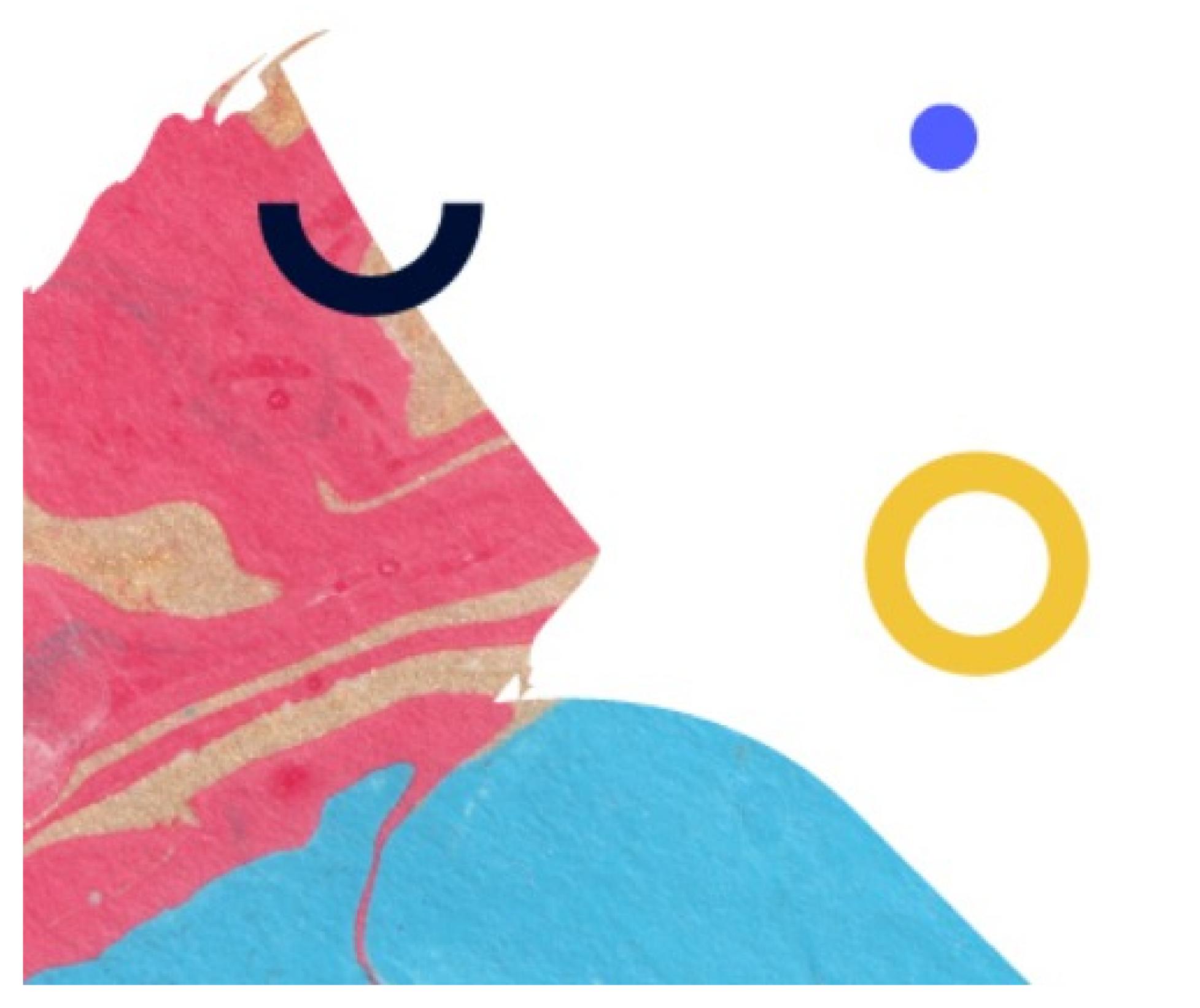














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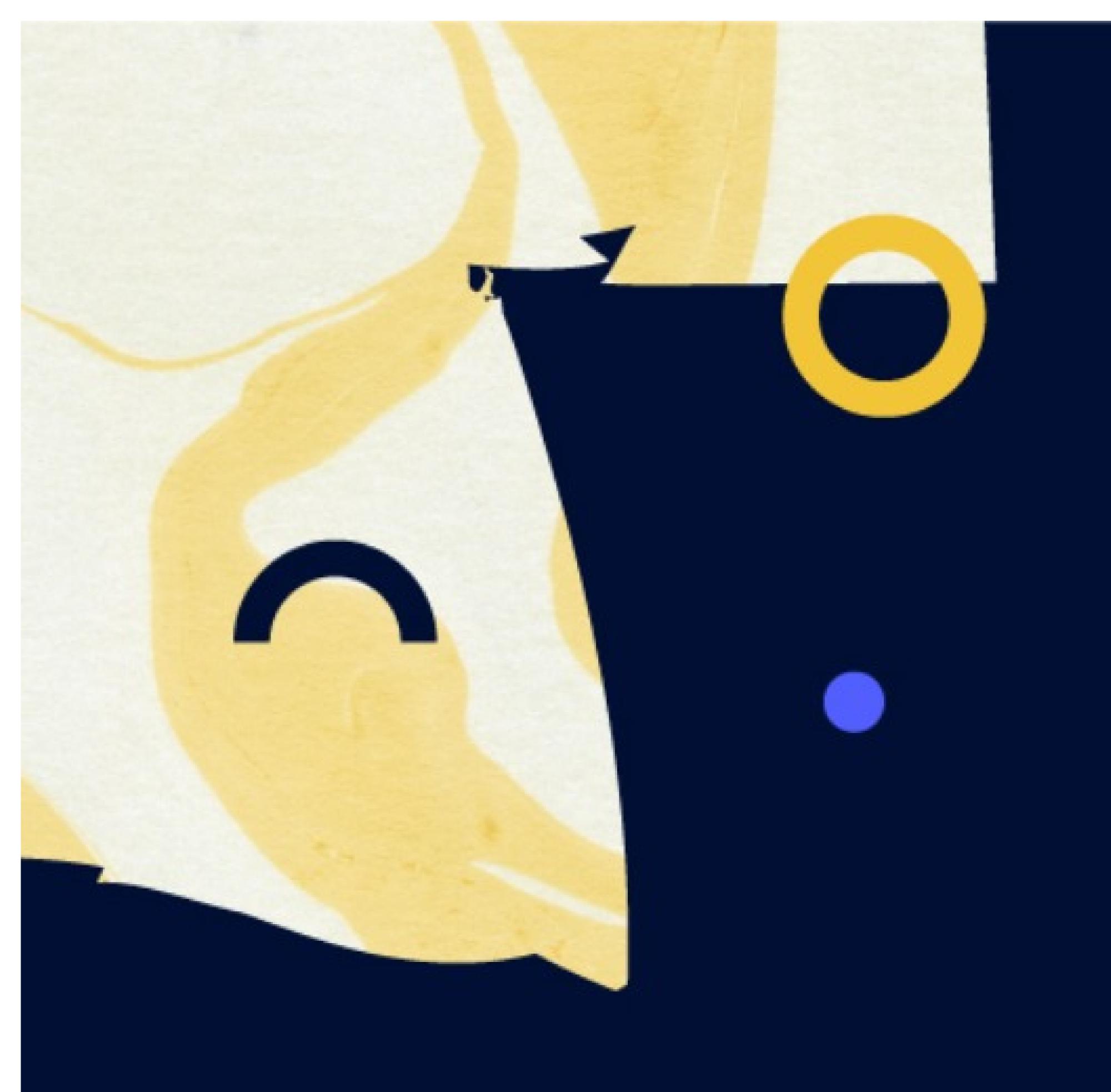
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# Thank you!

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