



Action-Clé 2 – coopération en matière d'innovation et d'échange de pratiques KA201 - Partenariats stratégiques de l'enseignement scolaire

Workshop (Rennes, 27th January 2021)

Implementing Lesson Study Units on Second Language (English) Courses: A Story of Success

Abstract

Cooperative Learning (Johnson and Johnson, 1999) has been demonstrated as a successful methodology to gain both knowledge on a specific content subject and improvement of specific skills, such as leadership, communication and positive accountability (Buchș, Filippou, Pulfrey, & Volpé, 2017; Pateșan, Balagiu, and Zechia, 2016; Raviv, Cohen, & Aflalo, 2019) Lesson Study, according to Fernández and Yoshida, 2012) is “not only a means of improving the skills and knowledge of teachers, but also a way to improve the knowledge base of the teaching profession” (p. 4). Then, through this specific methodology, teachers plan lessons together and observe them in actual classrooms to discuss their observation. This workshop aims at two complementary objectives. On the one hand, participants will experience a Lesson Study by taking part in one experiment specifically designed for teacher education students. On the other hand, an example of the design, implementation, observation and final analysis of a Lesson Study on English as a Second Language (ESL) at a Primary Education School in Spain (Córdoba) will be offered. Participants will finally discuss the final conclusions of this implementation that we consider ‘a story of success’, following the comments of the final recipients (pupils) of this implementation regarding inclusion, on which Lesson Study in particular and Cooperative Learning in general have proved social gains (Hogenkamp, 2019).

Structure

This workshop has been structured into the following well-defined sections:

- a. Introduction: M^a Elena Gómez.
- b. Initial participative activities: Cristina Muñoz.
- c. Collaborative design of the Lesson Study units: Cristina Huertas.
- d. Implementation: Cristina Díaz.
- e. Analysis from observation: Francisco J. Palacios.
- f. Conclusions: María José Salinas.



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Participants:



1. Coordinator: María-Elena Gómez-Parra

Dr. Gómez-Parra is the Director of the Research Group HUM-1006 (Research in Bilingual and Intercultural Education); she is a full member of ATINER, the President of IBIE (Ibero-American Bilingual and Intercultural Education) Network since its foundation, the Director of the *Erasmus Mundus Joint Master Degree (EMJMD)* entitled *Play, Education, Toys and Languages (PETaL)*, the IP of the Research Project 'LinguApp: LinguApp: asegurando el acceso al aprendizaje universal e inclusivo de segundas lenguas' (Ref. no. PRY208/17, funded by *Centro de Estudios Andaluces*, July 2017-July 2019), the IP of the Research Spanish National Project entitled 'Facing Bilinguals: Study of Bilingual Education Programmes' Results through Social Data Analysis' (2018-2021), the Director of the prestigious UIMP (Universidad Internacional Menéndez Pelayo) training courses for Spanish Primary Education Teachers entitled: 'Innovation within CLIL: Mindfulness, Design Thinking and ICT' (Cuenca, 10th-14th July 2017), as well as for Secondary Bilingual Teachers: 'Innovation in Bilingual Secondary Education' (Cuenca, 9th-13th July 2018). She is also a reviewer for a number of international journals on education, second languages and culture.

2. Presenters:



a. Cristina A. Huertas-Abril

Dr Cristina A. Huertas-Abril is an Associate Professor of the Department of English and German Studies of the University of Córdoba, Spain. Her research interests include English as a Foreign Language, Bilingual Education, Computer-Assisted Language Learning, and Teacher Training. She has participated in several national and international research and innovation projects. Dr Huertas-Abril teaches at Master's level at UCO, UCA and UIMP, among which the EMJMD 'Play, Education, Toys and Languages' (PETaL) can be highlighted. She is a member of the Research Group PAI-HUM 1006 ('Research in Bilingual and Intercultural Education') and co-founder of the Ibero-American Research Network on Bilingual and Intercultural Education (IBIE).



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b. Cristina Muñoz-Aranda

Cristina Muñoz-Aranda is a foreign language teacher in Primary Education, graduated from the University of Córdoba. She has been working as an English teacher in different schools in Spain for 24 years. A little less than half of her professional life has been spent in the Autonomous Community of Extremadura and the rest of the time in Andalusia, in the province of Cordoba.

Currently, she works at the Nelson Mandela Primary School in La Carlota, in the province of Cordoba, a bilingual Early Childhood and Primary School, where she is the bilingual coordinator. She is the IP of an Erasmus + KA101 Project aimed at improving the language and cultural skills of teachers. She is also a member of the Erasmus+ KA 201 DICO+ Project.

Moreover, she is an NLP Practitioner (Neuro Linguistic Programming) graduated from D'arte Human and Business School and is currently doing the Master-Trainer in NLP also developed by D'arte Human Business School.



c. Cristina Díaz-Martín

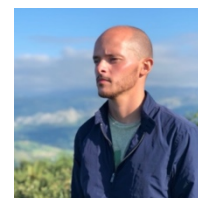
Cristina Díaz-Martín is a PhD student at the department of English and German philology of the University of Córdoba, Spain. She is a member of the research group "Investigación en Educación Bilingüe e Intercultural (HUM-1006)". She has experience in teaching CLIL and EFL at the University. Teacher training in CLIL, video technology, and the professional identity of bilingual teachers are the main focus of her research. These are some of her recent publications:

- Díaz-Martín, C. (2020). Diseño y validación de un instrumento de observación para docentes en formación en AICLE. In E. López-Meneses, D. Cobos-Sanchiz, I. Molina-García, A. Jaén-Martínez and A.H. Martín-Padilla (Eds.), *Claves para la innovación pedagógica ante los nuevos retos: respuestas en la vanguardia de la práctica educativa*. Octaedro.
- Díaz-Martín, C. (2019). *Languages and cultures: multilingual and multicultural education*. UCOpres.
- Díaz-Martín, C. & Gómez Parra, M. E. (2018). Reflecting on the use of video annotation tools within CLIL settings. In M. E. Gómez Parra, & R. Johnstone



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(Eds.), *Nuevas perspectivas en Educación Bilingüe. Investigación e Innovación*. (pp. 263-268). Editorial Universidad de Granada.



d. Francisco Javier Palacios-Hidalgo

He is a PhD student at the Department of English and German Philologies of the University of Córdoba. He has experience in TEFL in Primary, Secondary and Higher Education and develops his thesis on the results of Spanish bilingual programs. He is a member of the Ibero-American Network of Bilingual and Intercultural Education (IBIE) and in the Research Group HUM-1006 EBel. His research focuses on EFL, bilingual education, and educational technologies.



e. María José Salinas-Ranero

María José Salinas-Ranero is an English teacher, graduated from the University of Cordoba, Spain. She is studying for a Masters in Bilingual Education. She participates in international projects as DICO + (Action-Clé 2: coopération en matière d'innovation et d'échange de pratiques- KA201 - Partenariats stratégiques de l'enseignement scolaire) and TEACUP (Teachers, Culture, Pluri – KA203). She was a teacher and coordinator of the iPlay School of Music and Languages.

References

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- Hogenkamp, L. (2019). *Social inclusion among high-ability children: Measuring the social benefits of cooperative learning in heterogeneous groups* (Bachelor's thesis, University of Twente).
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- Raviv, A., Cohen, S., & Aflalo, E. (2019). How should students learn in the school science laboratory? The benefits of cooperative learning. *Research in Science Education*, 49(2), 331–345.

