



**Universitat Autònoma
de Barcelona**

Official Master's Degree in Teaching in Secondary Schools,

Vocational Training and Language Centres

Master's Dissertation

2020-2021

Collaborative group work:

**An educational approach for enhancing each and every
student's learning process**

Supervisor: Neus Lorenzo Galés

Adelaida Maurí i Torrens

Acknowledgements

I would like to begin by expressing my warmest thanks to my university mentor for the generous contribution, in time and expertise, offered during many sessions held throughout the academic year. This project would have been difficult to achieve without the expert advice and dedicated guidance offered by my master's tutor over the year. I would also like to express my gratitude to the Master's program and specifically to the educational staff who have contributed to broadening my knowledge throughout the Master's course. It has been a pleasure to attend their lectures. I would like to thank my school tutor for always being ready to offer her valuable teacher opinion and support during our learning experience throughout the Practicum. I would also like to mention my master's classmates who have always been ready to offer their encouragement and true fellowship during the whole Master's Degree. Finally, I would also like to express my special thanks to the continued encouragement coming from my family and my dearest longtime Irish friend, for their wholehearted support without whom this work could not have been accomplished.

Abstract

English

This master's dissertation presents collaborative learning as an educational approach that may enhance every student's learning process in an EFL classroom in obligatory secondary education (ESO). Most students are not aware that during their school years they acquire language skills that enable them to express themselves orally in a foreign language in a classroom activity. The aim of this paper is to promote collaborative group work activities as useful techniques for learning a foreign language, thus giving students the opportunity to engage in learning and reinforce oral participation while improving every student's language learning process. The activities proposed have been implemented in a 3rd year ESO students' classroom in a secondary school located in a working-class neighbourhood in Terrassa (Vallès Occidental). This research study has been built on direct observation, but it has also taken into account the 'reflection-on-action' model to enable us to observe how collaborative learning occurs with the aim to analyse the students' interaction throughout collaborative tasks performed in the classroom. The aim of this paper is to illustrate the value of collaborative learning activities as helpful ways of building the student as a competent EFL learner.

Key words: collaborative learning, student's learning process in an EFL classroom, group work activities, oral participation

Abstract

Català

En aquest Treball de Fi de Màster es presenta l'aprenentatge col·laboratiu com un recurs educatiu concebut per a contribuir a millorar l'aprenentatge de l'anglès com a llengua estrangera dels alumnes durant l'Educació Secundària Obligatòria (ESO). La majoria d'estudiants no són conscients que al llarg del seu aprenentatge escolar han adquirit una sèrie de competències en l'aprenentatge d'una segona llengua estrangera que els permeten expressar-se oralment, les quals, però, no tenen moltes oportunitats de posar-les en pràctica. L'objectiu d'aquest treball consisteix a fomentar les activitats en grup com a tècniques útils per a l'aprenentatge de la llengua estrangera, les quals permetin donar oportunitats actives d'aprenentatge i de reforç de la participació oral i alhora millorar el procés d'aprenentatge de cada alumne. Les activitats proposades en aquest treball s'han portat a terme en una classe de 3r curs d'Educació Secundària Obligatòria en una escola ubicada en un entorn social de classe treballadora de la ciutat de Terrassa (Vallès Occidental). Aquest treball s'ha realitzat en base al mètode d'observació directa, tot i que s'ha tingut en compte el model de 'reflexió-acció' per a observar com es porta a terme el treball col·laboratiu amb la finalitat d'analitzar la interacció dels estudiants a través de les tasques col·laboratives realitzades a classe. L'objectiu d'aquest treball ha estat valorar positivament la importància de les activitats col·laboratives per a contribuir a formar estudiants competents durant l'aprenentatge de la llengua anglesa.

Paraules clau: aprenentatge col·laboratiu, procés d'aprenentatge de l'anglès com a llengua estrangera (EFL), activitats en grup, participació oral.

Acknowledgements	ii
Abstract	iii
English	iii
Abstract	iv
Català	iv
1 Introduction	1
1.1 Identification of the Paper	1
1.2 Sociocultural and educational context	2
1.3 Detection of needs	4
1.4 Objectives and research questions	5
Research Questions	5
Research Objectives	5
2. Literature Review	7
2.1 Theoretical framework	7
2.2 State of the art	9
2.3 On-going innovation	10
3. Research Methodology and Method	13
3.1 Method, Strategies and Tools	13
3.2 Creating an Ethical Context: Authorization, Privacy, Transparency	14
4. Research Process	16
4.1 Initial observation	16

4.2 Information gathering: Video-recording	16
4.3 Analysing information: Observational grid	18
4.4 Interviews	18
5. Data analysis	20
5.1 Analysing Interviews	20
a. First Interview	20
b. Second Interview	21
5.2 Analysing video-recordings	22
a. First video-recording	22
b. Second video-recording	25
6. Synthesis of Results	27
7. Interpretation of the Data	30
8. Answering the Research Questions	33
9. Discussion	35
9.1 Coincidence and divergence with other studies	35
9.2 Challenges of this investigation	36
9.3 Prospective	37
10. Conclusions	39
11. References	42
12. Citations	47

13. Appendices	48
Appendix I: Authorization from the school to reproduce images or video-recordings.	48
Appendix II: Video-recording authorization and interview permission for students.	49
Appendix III: Transcripts	50
Appendix IV Jigsaw Reading Activity.	53
Appendix VI: Observational grid	55
Appendix VII Interview #1 about Collaborative Learning with students	56
Appendix VIII Interview #2 about Collaborative Learning with Students	60
Appendix IX Interview with Pedagogical Coordinator	65
Appendix X: Interview on collaborative learning with a UAB Master's Teacher	68

“Language is therefore not just a means by which individuals can formulate ideas and communicate them, it is also a means for people to think and learn together.”
Mercer (1995), quoted by Gibbons (2015:49)

1 Introduction

1.1 Identification of the Paper

This document is the final research report of the Official Master’s Degree in Teaching in Secondary Schools, Vocational Training and Language Centres at the Universitat Autònoma de Barcelona on the topic of “Collaborative group work: An educational approach for enhancing each and every student’s learning process”. This final research report is grounded in the knowledge learnt throughout the University Master’s Degree at the Universitat Autònoma de Barcelona during the school year 2020-2021, the observations made during the practicum at a secondary school in Terrassa in Vallès Occidental and the literature reviewed during the process of writing this document.

From the outset and then throughout this report, I would like to draw attention to the importance of collaborative group work in an EFL (English as a Foreign Language) classroom. One of my biggest concerns has always been to provide support to students, especially those who have difficulties for whatever the reason might be. I would like to observe the extent to which this educational approach may offer benefits to each and every student.

Collaborative group work may contribute to every students' personal development at a social and intellectual level and be considered a useful learning approach by dedicated teachers in schools. I studied this issue in a group of students in an EFL classroom in a Secondary School in Catalunya.

1.2 Sociocultural and educational context

As far as the sociocultural context is concerned, it is important to note that the high school where this research took place is located in Terrassa, in the district of Sant Pere Nord, one of the neighbourhoods in the north-west of the city which ranks third in Terrassa in terms of high population rates. Since the 1990's, the demographic of the city of Terrassa has changed considerably. A great number of families decided to move from Barcelona and other cities located in Barcelona's metropolitan area due to the high cost of housing in the area. This resulted in population growth in Terrassa, especially in the north and northeast part of the city, where there has been an ever growing population in the district. (Marcet, 2016). Data shows that Terrassa is a city with one of the highest segregation rates of students in primary and secondary schools in terms of socioeconomic or cultural factors (Canal Terrassa, 2020).

As far as the educational context is concerned, it is important to point out that this secondary high school stands for pedagogical innovation and is rooted in an educational approach called "natural learning" and the OECD principles (Dumont, Istance & Benavides, 2010). According to these principles, students are the centre of learning, the process of learning draws on principles of social learning and emotions are considered a key learning factor. The school believes it is important to create a friendly environment between students and teachers and takes into account individual differences, the students' effort and self-improvement. Students are assessed according to these principles at the end of their projects which last approximately 4 weeks.

Students at this secondary school work on projects in the areas of Science, Technology, Art and Maths (STEAM). The term STEAM was coined by Georgette Yakman, (Steam Education, 2015). Students also work on Values, Art, Linguistic and Social (VALS) projects which focus mainly on linguistic competence areas. Projects foster the students' dialogue and promote questioning and critical thinking.

Some of the STEAM projects that students have been working on during this academic year are "Tesla", "El poder de la llum" and "La taula periódica". "Landscapes", "El siglo de Oro" and "Short Plays" have been some of the students' VALS projects. During

the second semester, students have also been working on a Social Sciences and English project named #EuropeConnection, which has been the Master's Degree teaching unit implemented during the second practicum. Students also work on interdisciplinary projects such as "Elemental, estimat Watson" that get students working on scientific, technological and linguistic areas.

Project-based learning (PBL) was introduced by William H. Kilpatrick in 1918 and this specific way of learning offers students to develop knowledge, understanding, engagement, motivation, critical thinking skills, collaboration and communication (Larmer, Mergendoller & Boss, 2015:35-37).

Every project lasts for approximately 4 weeks and deals with different competences that are assessed at the end of the project. English is most often learnt through Content and Language Integrated Learning (CLIL). This term was defined by Marsh to refer to "situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsch, 1994).

The majority of students, on completing their ESO studies, will probably continue their studies via vocational training cycles. The pedagogical coordinator from the secondary school indicated that the percentage of students graduating from high school that will later go to university will probably not exceed 20%. (Magrané & Maurí, 2020)

The natural learning approach (Krashen & Terrell, 1983) is the educational approach used in this school, according to the School-based Education Project (PEC). This secondary school has mirrored itself on the High Tech High secondary school in Boston and Were di Drie, Valkenswaard, in Holland. These schools work through the principles of natural learning and learn through the pillars of knowledge, skills and personal qualities. Students work in small groups and learn by sharing information with their classmates and learn from their classmates as well (Were Di, 2021). Students work on meaningful, real-life assignments and are motivated to learn. Co-teaching, and more specifically complementary teaching or co-supporting learning are used as educational strategies. The Austin's butterfly model, which consists of improving the student's work from the beginning until the end of the task,

is used as a way to push students forward and let them build excellence throughout the tasks. (EL Education, 2021)

1.3 Detection of needs

Collaborative learning may provide teachers a new way of improving the students' second language learning as it offers more interaction and 'real' language practice. Language is there to be used to interact, negotiate, share opinions, ask information and so on (Gibbons, 2015:49). In other words, communication is essential when learning a foreign language. So, why not incorporate group work into the EFL classrooms? Let's get our students interacting in a foreign language.

Identifying how students engage in learning a foreign language has been a priority in this research study. It has also been interesting to learn what students think about collaborative learning. It has been an enriching opportunity to observe students working together, learning from each other, having fun while learning. Lastly, it has been a challenge to observe whether collaborative learning helps every student to have better opportunities for language development.

At this secondary school, collaborative learning plays an important role as far as learning is concerned. Students tend to work in collaborative groups in their 4-week projects. Individual tasks are performed at an intermediate or a final assessment task, once the student has enough knowledge on a specific issue.

It is important to mention that in this 3rd year ESO classroom, out of 55 students there are three students with learning disabilities, one student with special educational needs (specified as having an autism spectrum disorder and deficit hyperactivity disorder) and seven students with educational needs. The data gathered in this research study will be important to assess how effective collaborative learning at school is for every student in an EFL classroom, including those students with learning needs that to me are as important as the rest of students in the classroom.

1.4 Objectives and research questions

The decision to study collaborative group work learning in the classroom stemmed from an informal chat with Berta Soler Prats, a classmate from the Master's degree. Thanks to her contribution and my personal experience at the high school during the first Practicum, this research study was focused on collaborative group work as a way for enhancing every student's learning process. During the Practicum I was able to observe students learn and work together in order to solve the tasks in which they were actively engaged. This innovative way of learning "represents a significant shift away from the typical teacher-centered or lecture-centered milieu" (Laal & Laal, 2012:491). In fact, it is a completely different way students get engaged in their learning process compared to the way I learnt at their age. I felt deeply interested in exploring collaborative learning as an educational approach that might be highly motivational for students and an interesting learning resource to teachers.

Based on this introduction I would like to formulate the following research questions:

Research Questions

1. How does each and every student involve in their own learning process through collaborative group work learning?
2. How can collaborative group work learning contribute to enhancing the students' self-esteem?

Following these questions, the objectives of this research are the following:

Research Objectives

A - To identify, analyse and compare different students' engagement through collaborative group work learning.

B - To analyse whether collaborative group work learning contributes to improve the students' self-esteem.

As mentioned in the 2030 Agenda (United Nations, 2015), there is a need to transform our world and, as far as education is concerned, creating inclusive classrooms where students

learn together in collaboration and where every student is valued and respected would be fulfilling a priority goal.

I would also like to propose that collaborative learning as an educational approach should not be limited to some innovative schools but should be introduced in every school in Catalunya where it could be used by teachers as a means of creating more language learning opportunities for EFL learners.

2. Literature Review

2.1 Theoretical framework

In recent years there has been an important shift in educational theory towards collaborative learning. With this approach students are the ones that “teach each other by addressing misunderstandings and clarifying misconceptions” (Cornell University, 2021). During this time, experts in the field of education have offered their ideas in support of collaborative learning as a learning approach.

The principles of collaborative learning are grounded on the ideas proposed by Dewey (2009) who focussed on the importance of ‘doing’ and the social importance of learning and mentioned that:

There must be more actual material, more stuff, more appliances, and more opportunities for doing things, before the gap can be overcome. And where children are engaged in doing things and in discussing what arises in the course of their doing. (p.229).

Freyre (quoted by Coyle, Hood and Marsh, 2010) focused on the oral production and considered that: “Without dialogue there is no communication, and without communication there can be no true education.” (p.35). It is important, therefore, to consider students as true communicators with whom to build dialogue, share ideas and improve learning.

Moreover, the principles of collaborative learning are also grounded on Bloom’s ideas (Shabatura, 2020). Bloom’s hierarchy classifies the six levels of learning through which students can develop critical-thinking skills once they move from one level to another. The projects performed by students at the secondary school involve interaction among students and collaborative group work which involve Blooms’ levels of learning.

Vygotsky's ideas (quoted in Sarikas, 2020) have also become relevant to collaborative learning as he observed that: "children need to interact with others who are more intelligent than they currently are in order to learn". Despite the fact that students can do some of the tasks in the classroom by themselves, there are some tasks that students find difficult to accomplish. It is in Vygotsky's zone of proximal development that we realize the value of learning through communication and the achievement of knowledge. Collaborative group work learning might be offering the possibility to interact, negotiate meaning and achieve greater understanding.

From the 1990's onwards, the socio-cultural approaches to language learning began to emerge and it became crystal clear that education needed some important changes. Mercer (quoted by Gibbons, 2015) focused on the idea of language as a cultural tool and mentioned that: "Language is therefore not just a means by which individuals can formulate ideas and communicate them, it is also a means for people to think and learn together" (p.49). Mercer always offers inspirational readings, and this time highlights how important it is to get students engaged in learning through language and interaction.

Laal & Laal (2012) also mention that collaborative learning has become a 21st century educational approach. Austin & Welsch (quoted by Laal & Laal, 2012) also mentioned that: "The need in society to think and work together on issues of critical concern has increased (...) (p.491)". Furthermore, Laal & Laal (2012) also argued that "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material (p.491).

Furthermore, group work may contribute to enhancing the students' self-esteem and foster inclusion in the classroom among other positive contributions. As expressed by Wahyuningsih (2018):

Group work can increase self-esteem and learning achievement, enhance empathy and social skills, improve ethnic and social relations, facilitate inclusion, and increase liking for class and academic contents. In conclusion, the classroom interaction and students' self-esteem can be raised by group work (p.190).

A distinction between collaboration and cooperation should be mentioned in this research study. Panitz (1999) argues that while cooperation is “a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups” (p. 3); collaboration is “a philosophy of interaction (...) where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers” (p. 3). Furthermore, Panitz (1999) mentions that “Collaborative learning shifts the responsibility for learning away from the teacher as expert to the student” (p. 5) whereas cooperative learning “is closely controlled by the teacher” (p.5).

2.2 State of the art

Education nowadays is undergoing a transformation and new forms of education are emerging in a world that has been rapidly changing and where new challenges are urging education to adapt. As stated by the UNESCO (2015):

The educational landscape of today’s world is undergoing radical transformation with regard to methods, content and spaces of learning. This is true both for schooling and higher education. The increased availability of and access to diverse sources of knowledge are expanding opportunities for learning, which may be less structured and more innovative, affecting the classroom, pedagogy, teacher authority and learning processes (p.47).

The process of learning is also under evolution. As stated by the UNESCO (2015):

“Learning should not be merely an individual process. As a social experience, it requires learning with and through others – through discussion and debate with both peers and teachers” (p.48)

According to the previous citations, interaction among students and teacher-students’ interaction and viceversa should be considered at the core of learning. Based on the idea that learning has a social and natural nature, collaborative learning should be considered an important educational approach as it offers each and every student the possibility to involve themselves in discussion, to take an active role in their own education and develop critical thinking skills.

Research has also been made on education journals (such as *Éducation et Didactique*) in order to have knowledge of what are the latest ideas about collaborative learning. In Mercer (2015) the importance of group work is highlighted as “it can be really good for helping students learn (...) and it is a way to develop soft skills in communication, working in teams and so on”. Mercer also mentions group work as being priceless and of great importance as significant improvements can be achieved in the quality of the work performed by students.

Mercer (2016) also outlined the importance of providing, on one hand, ways in which students may express their ideas and, on the other, ways of understanding each other's opinions. Therefore, based on Mercer's ideas, teachers should give chances to students so that they may openly express, communicate with their classmates and exchange their own points of views in the classroom. As claimed by Mercer (2016):

The role of classroom talk for promoting the development of children's skills in reasoning collectively and reasoning alone thus needs to be recognized as extremely important and be better understood. For some children, classroom dialogue may offer crucial opportunities for learning that could transform their social destinies (p.14).

Mercer's words should be taken into consideration as it is true that on many occasions the school may offer students real chances to create and develop oral language skills that will help them to build knowledge, reasoning and oral skills that they will need in their lives. In fact, we are talking about offering students better opportunities which is our main priority, as teachers.

2.3 On-going innovation

New educational trends have emerged in the Catalan educational system (Xarxa Telemàtica de Catalunya, n.d.):

“La societat evoluciona i cada vegada més hem de preparar els nostres alumnes per donar respostes innovadores en una societat canviant i en evolució constant. Si l'objectiu és afavorir que l'aprenentatge escolar sigui útil per a formar ciutadans i ciutadanes crítics, amb opinió pròpia, autònoms i que siguin capaços de resoldre els

nous reptes en cooperació amb els altres, el model que presenta els aprenentatges de manera fragmentada per disciplines s'ha de revisar i s'ha de tendir cap a enfocaments globalitzats.”

The Department of Education of the Generalitat de Catalunya, specifically Decree 187/2015 ordering the ESO Curriculum, also cares for changes in education where it specifies in Article 2 that one of its aims is to ensure that all students, on the one hand, develop the necessary skills to work, either individually or in group, with autonomy and critical thinking and, on the other, are able to cope with the challenges in their everyday life (Decret 187, 2015).

In the same spirit, cultural entities such as Fundació Jaume Bofill (Fundació Bofill, 2021) promote discussion of innovative ideas around education issues so as to raise awareness of the latest ideas, aiming at change and social transformation in education.

Educational frameworks such as The Universal Design for Learning (Lewis, 2018), also known as UDL, works as well for innovation. UDL proposes that it is essential that all players within the learning school community work collaboratively as part of a global school plan. In fact, changes in education will only be possible if every level of the educational system works towards the same direction. At a school level, UDL initiatives will enable an activity to be customized so as to help a struggling student to complete a task which is too difficult to carry out on his own. By doing so, SDG4 will be ensured, allowing inclusive and equitable quality education as well as promoting learning opportunities for all students.

By caring for every student's needs and giving equal opportunities to students to succeed, UDL makes the learning experience unique. This innovative way of approaching learning has been designed to work for the benefit of all students, creating inclusiveness. It is interesting to link these ideas to the collaborative learning approach that focuses on the valuable contributions of every student. Both the UDL principles and the collaborative learning approach are aimed at making the most of students' learning.

The UN 2030 Agenda across its 17 sustainable development goals also promotes further engagement with innovative ideas so as to change people's lives. It also cares about

the children's well-being and the importance of protecting children across the 44 child-related indicators integrated into the 17 development goals (Population Matters, 2021).

In educational settings, new educational trends are coming into being. More often students are involved in Project Based Learning (PBL) as a strategy that can enhance the student's learning process. Larmer, Mergendoller and Boss (2015) mention that: "Students are not only learning important content knowledge; they're also gaining skills such as critical thinking, problem solving, collaboration, and self-management. And they're fully engaged in their education" (p.21).

This particular way of learning involves communication, collaboration among students and engagement to solve real-world problems which eventually can have an unprecedented effect on the students' learning process.

Last, but not least important, this educational trend will eventually contribute to enhancing the students' self-esteem which is one of this research study's key objectives to prove. Feng (2015) mentions that students, specially those who have been labelled as low-performing students, when involved in PBL "can build up their confidence again and revamp their own views of themselves in relation to others."

Therefore, group work learning which is gaining ground, especially in secondary education, might offer a new array of opportunities for enhancing the students' personal wellbeing and academic achievements. Wahyuningsih (2018) also mentions that:

"(...) group work improves students' confidence. They are more confidence to present the results of the discussion, and perform the game or role play. Then, the implementation of group work improves the students' vocabulary. They are more competent in using English to express their ideas (p.199).

3. Research Methodology and Method

3.1 Method, Strategies and Tools

This research study has been built on the empirical research methodology. It is based on direct observation and the results will be analyzed quantitatively and qualitatively. In this research study, work has been done in the field but theoretical approaches have also been included in the research. This research study aims to identify, analyse and compare, on the one hand, the students' engagement through collaborative group work and, on the other, if group work learning might contribute to enhancing the students' self-esteem.

This research study has taken into account the reflection-on-action model theorized by Donald Schön (Escobar, 2020). Reflection-on-Action allows, as explained by Escobar (2020), “thinking back and exploring how and why one acted in some particular way. This effort will result, (...) in the development of a theory of practice which will become useful in future teaching situations” (p. 20). This model will enable us to reflect and analyse how collaborative learning occurs once we gather information from the students during some of the activities performed in class.

We have decided to focus on a classroom-based Action-Research with the aim to reflect and analyse the students' interaction and their deeper levels of communication throughout a collaborative task performed in the classroom. As proposed by Nugent, Malik and Hollingsworth (2012:6), Action-Research “(...) involves self-reflective research by the teacher researcher, who turns the lens on his or her own classroom, school, or practices”.

The main objective of this research study was to observe the students' interaction during the first and second Practicum as well as take a close look at the students' opinions obtained by means of interviews and short recordings with the aim to analyse and present the data gathered using the mentioned research methods. The measurement tools that have been used are:

- classroom observation: during the first and second practicum, the information that was considered important to my research study and other data that caught my attention as far as the teaching and learning approaches were concerned, was written in my personal journal. There, there is a day-by-day account of the different activities planned and personal comments on how students accomplished the tasks, whether the students enjoyed the activity, whether the task was too demanding, whether group work learning is considered effective for every student, ways on how to deliver a coherent and organised lesson to the students and so on.

- interviews: On the one hand, the students and my school mentor were interviewed. It was interesting to me to give an account of what the students and the teacher's opinion was concerning collaborative learning. On the other hand, a teacher from the UAB Master's degree was also interviewed in order to contrast views with a teacher from outside the high school environment.

- short recordings during classroom activities: It was interesting to understand what the students' interaction was during a group-work task. Two video-recordings have been analysed in this research study. The students' utterances were used to analyse the students' interaction during two different activities performed in the classroom.

3.2 Creating an Ethical Context: Authorization, Privacy, Transparency

The research has been carried out on the following ethical procedures:

Interviews and video recordings have been carried out in order to take a closer look at the activities performed by the students. First and foremost, I asked for specific written authorization from the school to reproduce images or include short video-recordings of the students during the activities performed in class (See Appendix I). I also asked for permission to reproduce images or video-recordings from the students themselves (See Appendix II). I also informed my school tutor about the title of my research, how data would be collected and how data would be used until the end of the research study.

It was also important to guarantee the students' anonymity throughout the research study. Instead of quoting their names in the research study, numbers were used to refer to each student. All the students who took part in the research study were willing to participate,

but if any of them, at any point, would have expressed disagreement to participate either in the interview or in the video-recordings, a different student would be proposed.

At the end of the research study, it is my intention to share the results obtained with the school, my school tutor and the students who integrated various research groups so as to guarantee full transparency.

4. Research Process

This study focuses on collaborative learning in some of the tasks performed by students in the classroom, takes a close look on how students organise themselves and interact and especially tries to determine whether collaborative learning can benefit each and every student in the classroom.

4.1 Initial observation

During the first practicum, observation and note-taking was made for several weeks in order to have an idea of the students' interaction. Observation was aimed to detect how students engaged and interacted with one another during the tasks and determine how collaborative learning would enhance their learning process. It was interesting to observe how students with different academic levels interacted within the group and it was interesting as well to observe inclusivity in the classroom. In this particular instance, what was observed was the challenge of how less advanced students could benefit from interacting with more advanced students and in what ways they made their voices heard.

Later on, in the second practicum, I decided to focus on doing small group interviews with students to get to know their personal views on working in groups and share their valuable opinions about collaborative learning. Students did not feel uncomfortable sharing their ideas in front of the camera and were interested in explaining their thoughts about collaborative learning during the interviews.

4.2 Information gathering: Video-recording

Some of the activities carried out by students were video-recorded so as to observe and understand the way students organise and carry out the classroom tasks. I focussed my initial research on how the students' collaborative tasks were performed using short video-recordings of these activities instead of recording the students' interactions in the classroom.

The recordings were carried out in an immediately adjacent room to prevent noise related problems. Students' oral contributions will provide authentic meaning to the data that will be analysed further on.

The aim of video recording was to detect the specific students' utterances. The students' interactions during the tasks proposed were later classified so as to be able to offer an analysis of oral interaction in an EFL classroom. Language inputs such as whether students ask for help, whether they build collaborative talks or whether they agree or disagree on the ideas proposed during the activities were considered.

The first video-recorded activity was approximately 6 minutes long and was planned to observe the students' interaction when they were asked to organise themselves to complete a Jigsaw Reading. As Pauline Gibbons (2015:58) suggests, this activity is one of the ways to have students learning to become "experts" in a piece of information they are each given and then be able to share it with other students who, in turn, have also become experts on their own text. The final task of a Jigsaw can consist of elaborating a piece of writing that includes all the different information that they shared together as a group. Apart from the Jigsaw activity it is worth knowing that there are many other collaborative learning techniques that could be used to enhance participation in the EFL classroom such as the ones proposed by Kapur (2020): "(...) think/write, pair and share, round table, jigsaw and concept mapping" (p. 7). When students are working in collaborative learning they are involved in an active and constructive process of learning (Kapur 2020:4).

In this research study, I decided to focus on the Jigsaw learning technique that was organised during the second practicum and pay attention to the students' interaction during the dialogue process which has been transcribed to analyse the students' way of interacting and learning (See Appendix III). Students had to be responsible for their team learning and work together to complete the mentioned task respecting everyone's abilities. This Jigsaw Reading activity was created (See Appendix IV) similarly to the Jigsaw reading activity performed during their Virtual Exchange project. However, this time the Jigsaw reading was a bit shorter because of time limitations as it was performed during a one-hour class.

The second video-recorded activity was planned to observe the students' interaction on how to build correct questions. This video recording offered evidence of the students' way of working together when they were asked to make a list of questions that later on would be sent to their European email pen-pals as part of their virtual exchange project. Despite the fact that this activity is not a collaborative learning activity *per se*, it helps create an idea of how students interact. In fact, students are performing an intermediate task that will enable them to gather 'real' and genuine information from their mail pals and that will be used to elaborate their final group activity which is an oral presentation about their mail pals' country. A picture of the students negotiating and building up sentences to be sent to their European mail pals is provided (See Appendix V).

4.3 Analysing information: Observational grid

The observational grid (see Appendix VI) was particularly helpful as it was used to organise the information observed during the second video-recording. Each of the students' utterances was observed individually and classified in order to be assessed and determine whether students engaged in learning through collaborative tasks. The observational grid will contribute to identifying which students were engaged in learning and analyze and compare the results obtained.

This grid enables evaluation of data using a quantitative method of research and so, together with qualitative data, an integrated perspective. Quantitative and a qualitative approach will be combined so as to get a broad explanation to our research questions. Davis and Leppo (2010) argue that : "Quantitative or "hard data" alone often tells an incomplete or partial story. When enhanced with qualitative or "soft data", an explanation might emerge, because background information or reasons why the hard data turned out as it did can be explained" (Davis et al., p.68).

4.4 Interviews

In order not to rely on a single source of data, qualitative data was also used as a collection technique. It was interesting to incorporate two interviews to two groups of students to better

understand the students' perceptions on collaborative learning. These interviews were recorded and later on a basic transcription was included (See Appendix VII and VIII) in this research study. It is worth mentioning that students were delighted to collaborate and their opinions will be truly taken into account.

A written interview was also designed with the aim to collect information on collaborative learning. My school mentor, who holds the position of being the pedagogical coordinator of this high school, kindly offered to share her views about collaborative learning. My school mentor offered interesting points of view about this educational approach. Among these, how students achieve knowledge, whether collaborative learning helps create a working atmosphere and create positive relationships among students and whether collaborative learning supports all students in the classroom to perform the projects they are involved in (See Appendix IX). The information gathered will be useful to be compared with the data obtained from the students' group interviews about the same subject.

Finally, a valuable contribution was made by one of my UAB teachers from the Master's Degree who agreed to be interviewed about collaborative learning and offered many meaningful and innovative ideas (See Appendix X).

5. Data analysis

5.1 Analysing Interviews

Firstly, I would like to focus attention on the students' opinions about collaborative learning as far as their own learning process is concerned. Based on this I will then focus this research on what students think of collaborative learning and self-esteem, identify their ideas and later on analyze the information gathered. Data will be analysed from interviews carried out on two different groups of students in their 3rd year of ESO (See Appendix VII and VIII).

The students' opinion about collaborative learning was very important in relation to being aware of how comfortable the students feel when they work in groups, what they value most and what they feel as weaknesses.

a. First Interview

During the first interview with a group of 3rd year ESO students (See Appendix VII), when they were asked their opinion on how they involve themselves in learning through collaborative learning at high school, Student 1 mentioned that when a project includes tasks that they find difficult to perform, she prefers to work collaboratively because it is a way of receiving reinforcement and support from others (Line 04). This student mentioned that thanks to collaborative learning the tasks can be performed in a better way (Line 05). Furthermore, this student considers that collaborative learning may be a good working strategy as help can be given to other students when performing the tasks. (Line 08). Despite these perceived advantages, the same student mentions that sometimes she enjoys working individually, especially if she is very good at a specific subject (Line 05-06). Student 1 also agrees on the fact that when working collaboratively normally a good work atmosphere is only achieved when teachers organise the working groups; otherwise, students are more prone to talk among themselves (Line 26-28) and this obviously affects the learning pace. When asked about how they organise themselves before starting, the same student mentions that the tasks are assigned depending on the students' abilities (Line 70-71).

According to Student 2, collaborative learning also offers learning advantages such as receiving more help from classmates, being able to ask classmates, valuing classmates'

opinions, being able to better develop one's ideas throughout the task and eventually achieving higher grades (Line 09-11). Furthermore, Student 2 mentions that offering help to the rest of the group, if needed, can also be done (Line 10). Student 2 adds that it is better to work collaboratively (Line 11). Student 2 also mentions that working in groups creates a good working atmosphere (Line 20) and considers it the best way to perform their tasks (Line 24), although students sometimes get easily sidetracked (Line 23). When asked about how they organise themselves within the group, Student 2 mentions that it depends on each student's abilities (Line 74-76). This student goes on to explain that in the group there is normally a student who is excellent at researching, another student who might be good at writing, others who might take charge of revising and correcting and so on. They all share responsibilities and share the workload. However, Student 2 also explains that sometimes things are not that easy to organise (Line 79). Students 1 and 3 also agree on this (Line 80). However, Student 2 clearly prefers to work in collaborative groups (Line 108).

Student 3 agrees with most of their classmates' opinions but clearly mentions that it is difficult sometimes to be in a group where there are students disinterested in working (Line 12-13). In such cases, this student feels overwhelmed as it is impossible for one student to take responsibility for all the group work (Line 13).

According to Student 1, collaborative learning allows them to share more ideas within the group and these group ideas are generally better (Line 41). Student 3 also agrees (Line 42) and adds that ideas arising when working in groups to solve a task, are different ideas. Student 2 points out that when classmates take part in the tasks or assist the group, then it is a rewarding experience (Line 44). This student feels that working with classmates is much better than working by oneself. According to Student 2, thanks to group work learning, when weaker students are included in groups that are focused and hardworking, apart from the fact they have the support of the school carer, these students feel much more interested in working (Line 136-137) and their grades also start improving.

b. Second Interview

In the second interview of a different group of 3rd year ESO students (See Appendix VIII), Student 2 has contradictory ideas about collaborative learning (Line 12). This student mentions that working in groups, especially when groups are created by teachers, does not work well (Line 13-14). This student explains that some classmates do not work at all and

they do not make any contribution to the group (Line 17). Student 2 prefers when they are allowed to organise their own groups (Line 19). Being in a “good” team, this student mentions that all members offer valuable contributions (Lines 19-22), which is clearly a much better scenario for this student. Students 3 and 4 agree on this point. Student 2 agrees on the fact that it is essential to create groups with students who are interested to work hard (Line 39-40). Sometimes, it is advisable not to be with friends, otherwise there will not be a good working dynamic (Line 41-42).

Student 2 also agrees with the fact that ideas from the rest of the group are really important for every student because suggestions from classmates help improve everyone’s knowledge (Line 52).

Student 1 thinks that there are two kinds of students: those who have difficulties in working but are interested in playing their part and students who do not want to work at all (Line 61-62). This student mentions that he once was a student who had little interest in learning (Line 62) but now this student values group work, values their classmates’ opinions and enjoy sharing views because as a group they all can learn from others (Line 64-72).

Student 2 thinks that it is important to have a leader in the group in order to decide the tasks to perform (Line 92-93). However, the same student thinks that although when working individually the credit of individual work is to oneself, working collaboratively is a faster way to finish the tasks and the learning experience is the same at the end (Line 144-146). Moreover, this student values the support given by members of the group and thinks that it is very relieving to count on peers and have their support (Line 161-163).

5.2 Analysing video-recordings

Apart from the interviews carried out to the 3rd. year ESO students, two activities were also video recorded.

a. First video-recording

A group of four students were video-recorded to observe them working together completing the Jigsaw Reading activity. Although the goal was to create a piece of writing per group, for this research we have only focused on the initial stage when students familiarize themselves with the text until they become experts and are able to provide the main ideas from their own

text. Students were divided in groups and each student was assigned a different number. They were given a text about a famous pop singer and after reading it carefully, they took notes of the main ideas and vocabulary, trying to remember as much as possible. Then, each student joined other classmates that had been given the same number and they discussed the main ideas until they were ‘experts’. Finally, students regrouped with their initial groups and explained their section to their classmates, without the text. Students had just a few ideas on hand and a language toolbox to help them speak. A basic transcription of the students’ interactions during the activity has been given (See Appendix III).

Groups were made up of 4 students. Heterogeneous groupings were configured so as to promote learning between advanced students and students with low learning skills. According to the school’s internal documents, out of these four students, three of them had achieved good grades during the academic year. Just one of the students had low results. In the last quarter, this specific student had 4NA (Fail) and 5AS (Low Pass) and a ‘low-profile’ commitment when performing the tasks to be done in the classroom.

During the Jigsaw Reading activity, the language used by students was classified in the following table, partially based on Figure 3-5 from Gibbons (2015:76).

PURPOSE	EXAMPLE
Agreeing	That’s true!
Using introductory language expressions	The main thing of the text is...
Acknowledging a contribution from a peer	Oh! It’s very nice!
Making reasoning explicit	Jackson was named ‘The Gloved One’ <u>because</u> he always wears gloves.
Including others in the discussion	What do you think, xx ?
Offering a translation to help a classmate	¿Algo que no sabías de M.Jackson? ¿Te sabías alguna canción?
Posing a question	What did you write? What do you think?
Summing up	<u>And finally</u> , M.Jackson died in June 2009 in LA, California.

The data appears to suggest that students used a variety of functions of language when they produced the text orally, that otherwise would not have been used if students had not

become experts on their own text and worked collaboratively. The available evidence seems to suggest that when students are engaged in collaborative learning activities, the amount of language produced, through the medium of English, is much greater than if the student were to work by himself in the classroom. Having the support of different English texts, students can learn vocabulary and language structures more easily and when it is time to share ideas, students also come up with well-structured sentences that would be much more difficult to produce by themselves. Collaborative group work allows students to formulate ideas and communicate effectively with their classmates. Collaborative activities such as the Jigsaw reading allow students to “achieve more than they each could have done individually” (Gibbons, 2015, p.49) and students have more opportunities to interact with peers. Gibbons (2015) also mentions that students: “(...) tend to have more turns, and in the absence of the teacher have more responsibility for clarifying their own meanings: it is the learners themselves who are doing the language-learning work” (p.50). A closer look at data indicates that when a student proposed an idea, their classmates continued adding information to that idea. They built on the individual sections and helped one another. Sometimes students also asked their classmates to join in the conversation. For instance, if Student 1 proposed some ideas he then indirectly asked ‘Do you know he was the eighth child? On this specific occasion, Student 2 joined in the conversation by saying: “Yes, he had 6 brothers and 3 sisters!”. Therefore, there is growing support for the claim that collaborative learning activities such as the Jigsaw reading contribute to creating an environment where language is enhanced and peer scaffolding is fostered.

Collaborative learning activities allow students to exchange information, ask questions or communicate ideas that, even if they are repeated, help them acquire knowledge and ensure the student’s confidence in using the language structures to be learned. Moreover, small work groups allow students to open themselves up to their peers and be less shy than they would be with bigger audiences.

This activity also promoted inclusiveness in the classroom. There is clear evidence that students are interested in their classmates’ wellbeing and differences are accepted. The Jigsaw students’ group cared for the less advanced Student 4 and tried to bring this student into the conversation. Student 1 asked Student 4: “What do you think, xx [student’s name]? ” or “Do you have anything to say about...?”. Sometimes students even translated the meaning of a sentence for Student 4 to let the weaker student know what they were talking about.

Data suggests that collaborative learning enhances inclusiveness. Although Student 4 did not express herself in English, this student formulated sentences in Spanish about the subject discussed in the classroom. As mentioned by Gibbons (2015), group work “provides opportunities for student output and peer scaffolding, and increases students’ confidence” (p. 76). However, would there be a way of giving extra support to or include new learning strategies for these students that were lagging behind? Video recording allowed us to observe that there was almost no direct participation of low-profile students in the activities proposed and they were not directly involved in any of the conversations.

b. Second video-recording

A group of 4 students was video-recorded in order to observe students working together in order to achieve a common goal. A picture of the students working together and interacting is provided (See Appendix V).

As part of their final English and Social Sciences project, students were told to create an oral presentation about their European mail pals’ country. Students needed to enrich their presentations with real information. This information e.g. if their mail pals’ high school was near their home or if the European mail pals lived in a village or in a big city was information not found on the internet or in books. Students had to interact with them to be able to find out and include it in their final product. An observational grid (See Appendix VI) was designed in order to observe the students’ interactions and value every students’ contributions to the group. In order to do so, students had to be responsible for their team learning and had to take advantage of the contributions of each member of the group in order to reach a shared learning goal. We are aware that this activity is not as explicitly demanding as the Jigsaw reading, but it also requires students to collaborate, organize and participate in group work.

The data gathered indicates that students used English to communicate during most of the task. Students took an active part in the activity and formulated questions together. Three out of four students interacted throughout the activity. Just one student did not participate at all, even when this student was invited to give his opinion either in English or in Spanish. This low profile student has been offered IEP support because he has trouble

keeping up with the lessons. According to the school's internal documents, this 3rd. ESO student had 6 AS (low pass) out of 9 subjects in the last quarter.

The data gathered shows that students 1, 2 and 3 were active, involved and interested in receiving feedback from the group and prompted one another "What do you think about asking...?" or "What else can we ask...?". Student 1 also encouraged the rest of his classmates when a good question came up and said "That's a good question!". Student 2 also encouraged the other members of the group, formulating sentences such as "That's ok!". Student 1 tried several times to get new information and asked "Maybe we can ask about (...)".

It was an activity that engaged students in learning how to build questions and this was achieved during an intermediate learning task. Sometimes students do not have opportunities to refresh their knowledge on basic grammar structures they should know such as how to build correct questions but, on this occasion, students as a group worked on the structure of questions and later on were able to produce good questions.

6. Synthesis of Results

The information gathered through the interviews held with a group of 3rd. year ESO students (See Appendix VII and VIII) indicate that students give importance to collaborative learning when it comes to achieving knowledge. Among other reasons, students prioritize the oral contributions of classmates. The opinion of the UAB teacher (See Appendix IX, Line 313-316) seems to suggest that interaction plays a key role: “(...) la clau és la interacció. Per això és tan important en totes les classes que hi hagi aquesta interacció entre ells, entre el docent i, clar, evidentment, en el nostre terreny que és l’aprenentatge de l’anglès, doncs encara molt més”.

Data also shows students’ have awareness of the many advantages of collaborative learning but students agree that individual tasks are important. Nevertheless, collaborative learning appears to be their ideal working framework at high school.

The results from both interviews reveal that all the students interviewed, that is to say, 7 out of 7, prefer collaborative learning over any other educational approach. Students’ awareness of the advantages of collaborative learning is crystal clear. According to Student 2, in interview II, collaborative learning is an educational approach that allows students to learn twice as much. This student compares collaborative learning to how other students learn in other high schools and considers that memorizing content and then simply writing it down without engaging with it is not a good way to learn as the subject studied is easily forgotten. However, 5 out of 7 students suggest that sometimes, depending on how groups are organised, group activities are really difficult to perform as some people do not contribute.

The data yielded by this study provides strong evidence that collaborative learning has been widely accepted as a learning approach at this high school. Taking a closer look at the data, one student not only valued collaborative learning positively within high school but also suggested that working collaboratively would contribute to developing abilities once they finish secondary schooling. Collaborative learning is thought to help students work autonomously, being able to perform tasks by themselves without depending on any one person.

On the basis of the evidence currently available, it seems fair to suggest that most of the students interviewed understand the many advantages that collaborative learning offers

throughout their learning process and know what is expected from them. The UAB teacher also agrees on this last point: “Si un dels objectius és que volem que si volem que els nens siguin competents treballant de forma col.laborativa, per exemple, penso que no ha de pertànyer únicament a una àrea o al que sigui no? sino que sigui transversal al centre, que formi part de la filosofia del centre... perquè clar llavors acaba formant part de la teva manera de treballar” (See Appendix X, Lines 73-77) .

According to interviewees, having feedback from peers, learning to develop ideas thanks to other members in the group, sharing points of views, learning to value the ideas of others, bringing new ideas to the group and so on are worthwhile ideas that need to be considered and valued. We have seen that students have learned how to work collaboratively. However, as the UAB teacher mentions the results do not come so easily and either the school and teacher have to work in the same direction: “el que jo vaig aprendre que el projecte d’escola és molt important i que el profe hi cregui. Jo tenia companys que no hi creien en el treball col.laboratiu. Deien: els poses en grup i no fan res. No! Sí que ho fan! Però és que tu també has de fer. No és els poso i ja està. Torno a dir eh? La feina del docent és molt important en aquest guiar, acompanyar, molt important” (Lines 127-131).

According to students, collaborative learning helps create a good working atmosphere and being in a group with advanced students promotes hard work and improvement.

The data generated during the first video recording reported that 3 out of 4 students were generating interest and opportunities for classmates to join in the conversation. Sentences such as “Did you know that...” prompted students to be interested in the facts proposed in the text. The different purposes of language (agreeing, acknowledging a contribution, making reasoning explicit, asking questions, etcetera) indicate that students were on the right path of learning a language. The language used by some students could help students model the language and feel more comfortable in their outputs. Data appears to suggest that students cared for less advanced students because there is strong evidence that they tried to involve Student 4 in the conversation, although without success.

The data gathered in the second video recording suggests that the students have a good relationship and have a good working atmosphere. Generally speaking, students got down to work straight away and students gave instructions on how to begin the activity and they all typed the proposals they were working on. In general, the group worked

autonomously and the learning objectives were achieved. Having the students engaged requires the teacher being involved in what they are doing. We observed that at the secondary centre teachers had worked a lot on this issue. The UAB teacher also agrees on this fact: “el que fèiem era sobretot, jo li dono molta importància, és durant tot el procés de treball, és estar nosaltres treballant amb ells. Què vull dir, treballant amb ells? No vull dir fer-los la feina però aquest acompanyament, passar per les taules, seure amb ells, mirar què és el que fan, fer-los preguntes per veure si s’estan enterant de, saps? agafar aquest rol que jo us deia de ‘*Busy bee*’ d’estar sempre per allà, ‘bzzz’ (so brunzit abella) i que vegin que... i nosaltres el que feiem era controlar si treballaven, no treballaven, si estaven despistats, si només treballava un, i a la vegada ajudar-los també tant en el contingut com amb la llengua” (See Appendix X, Lines 170-177). Along the same lines, the pedagogical coordinator at the high school mentions that a lot of effort has been deployed to get the students engaged in working and many strategies have been tried: “Provem diferents maneres de treballar per trobar la millor manera. Després de veure molts tipus d’agrupament, hem observat que un dels millors és de 3, perquè és el que permet que tothom digui la seva i que ningú “s’escaquegi” (See Appendix IX, P8).

The data gathered from the video recording also appears to suggest that although collaborative learning favoured inclusivity because all students in the group included all classmates and tried to get everyone involved, Student 4 did not participate in the oral activities at all. The data generated suggested that this student was part of the group, his classmates were interested in his participation and all did their best to make him feel part of the group. The UAB teacher also gave her opinion about how important it is for students to help one another: “i llavors amb nens que tenien necessitats educatives especials sí, sí i tant que n’havíem tingut. Sí que els anava bé el fet que, o sigui, uns dels objectius de les competències que vols treballar és que s’ajudin entre ells, que aprenguin a ajudar-se entre ells (Lines 220-223).

Finally, students respected their classmates’ opinions. When Student 2 mentioned “I do not know if it is a good idea” and openly suggested she did not quite agree with a proposal and the group respected her opinion.

7. Interpretation of the Data

Data interpretation will enable us to understand the meaning of all the information gathered throughout this research study. Qualitative data arising from the students' and teachers' interviews and quantitative data from the observation grid will enable us to interpret collaborative learning as an innovative educational approach that promotes learning and inclusiveness.

The data generated seems to suggest that students are well aware about the advantages and disadvantages of collaborative learning. Taking into account all aspects, students prefer collaborative group work more than any other working learning approach. Not only do the students have this perception, but the teachers do as well.

When students were performing either the Jigsaw Reading during the Virtual Exchange project and the Jigsaw Reading about the famous singer, we became aware of the fact that students became involved in learning. Students understood the concepts of each of the texts, interacted with classmates and met the task objectives. The Jigsaw Reading from the Virtual Exchange project integrated the social sciences curriculum.

During the interviews held with students we were able to hear their thoughts and feelings about group work and collaborative learning. There was ample support for the claim that students in general value collaborative learning as a useful way of learning. They expressed having more ideas together, sharing different points of view and enjoying better contributions when they were learning as a group. On this basis we can say that students took their ideas even further thanks to collaborative learning.

Through collaborative learning, students also learned to listen to their classmates, negotiated meanings during the interthinking process, respected others' points of view, chose the best ideas, reached conclusions, carried out the activities together to reach a common goal and students would not have been prepared to do so if they had not previously learned these social skills with their teacher. It seems fair to suggest that students' awareness on how collaborative learning works was successful.

Teachers were aware of the importance of collaborative learning as it helped students improve on a social level and at the same time contributed to class management. However, evidence from Interview I seems to suggest that it is often the case that some students, depending on how groups are structured, tend not to contribute and leave the tasks to be performed by other students.

This academic year, for the sake of learning to work as autonomous students, students were given more freedom to manage tasks within the group when compared with previous years. The 3rd Year ESO students, as mentioned by their teacher (See Appendix IX, Question 4), were not assigned working roles this year.

The available evidence from the interviews seems to suggest that students have acquired a sense of responsibility. They are aware that the social and working skills learned at school will help them to work autonomously in the years to come. Some students are aware that next year they will be about to finish secondary school and so they realise they have to take advantage of the educational opportunities available at school

Moreover, some students have developed ethical awareness. They expressed their opinion about helping less advanced students and mentioned having a sense of well-being when a helping attitude was active within the group. Students are also aware of how important social skills are. They have noticed that classmates who lack social abilities have trouble working in groups. The majority of students are conscious that values count a lot, not only at school but also in life. Therefore, data indicates that students think about the future as they want to become responsible and committed citizens. On these grounds, we can argue that the school has devoted time and effort on building ethical values for their students.

The data generated from the videos appears to suggest that the less advantaged students have difficulties in engaging in oral activities. Despite the fact that these students receive professional guidance from a carer at school and weekly personalised monitoring is provided by their school's tutor, some students do not get involved in all the oral ESL tasks. In other tasks, thanks to group work learning, these students perform the activities proposed. I think it would be advisable that these students receive more in-class support to have better learning opportunities. In my opinion, some of the students I have been giving classroom support would improve considerably if they could count more often on a person to help them

strengthen their knowledge and skills where they have a gap in knowledge when using a second language as that is a difficult barrier to overcome.

8. Answering the Research Questions

This research study has tried to explore how students engage in their own learning process through collaborative learning. Bearing in mind all the information gathered during the Practicum, I would like to say that students are clearly engaged in learning because they exchange information within their group, enrich themselves with the ideas from other members of the group and ask questions to classmates. Even if tasks are sometimes challenging, students manage to complete the tasks successfully and this is clear evidence that collaborative learning works. Students have learned over the years how to organise themselves as a group and know the ‘rules’ of collaborative learning.

On the basis of the evidence currently available, it seems fair to suggest that working collaboratively enhances the students’ learning process. The data generated in this study shows that students have taken advantage of working with the support of classmates. In addition it shows that students learn to develop critical thinking skills, students learn to find solutions to the problems they have when they develop a task and also that the opinions of other students contribute to broadening their knowledge. Students learn to organise themselves depending on their abilities and students have better ideas to exchange and this improves the quality of their work.

Furthermore, students help weak students to build their knowledge. Collaborative learning offers the opportunity to include low-profile students in the tasks or projects that otherwise they would not have been able to complete by themselves. However, in the oral EFL activities, weaker students have trouble communicating their ideas to classmates and unfortunately remain behind. Apart from the fact that some of them may be shy students, most of them have knowledge gaps that become barriers when they interact with classmates.

The data arising from this research study suggests that students are enthusiastic about being able to work in collaborative groups and would not like to be working differently. Also, students feel happy having the opportunity to study at this high school. Could we ask for more? I think this is one of the most important goals to achieve in education. A ‘happy’

student means that they will stay engaged and motivated in the learning tasks organised throughout the academic year.

The data gathered in this research study suggests that students also value having the support of teachers during their projects. In order to achieve learning, students always have their expert teachers to help them throughout the task. There is mutual trust between teachers and students and in my opinion, this also encourages learning. Students count on teachers to lead them through the process of learning.

As far as assessing whether collaborative group work learning contributes to enhancing the students' self-esteem, the data appears to suggest that students feel the support of their classmates. Every student develops the capacity to understand things from a different point of view and they rely on each other to perform the tasks therefore, weaker students can count on their classmates and relationships are strengthened. Being able to carry out projects right through from the initial stages until the final one allows weaker students to be proud of themselves and this contributes to building their self-esteem.

I completely agree with my school mentor (See Appendix IX) that although some of the groups are thought to be weaker than others, when students achieve the final task they feel really proud of themselves and their self-esteem and abilities are reinforced. It is interesting to note as well the idea mentioned by my school mentor, concerning self-esteem and collaborative learning: “(...) També passa que de vegades hi ha alumnes ‘fluixos’ més bons que els altres en alguns àmbits: digital, artístic, etc. i el treball en grup ha fet que els altres alumnes més ‘bons’ reconeguïn aquestes habilitats perquè han aconseguit fer millorar la feina del grup.” (See Appendix IX, Question 3). This view is in line with the UAB teacher's opinion (See Appendix X, Line 228-233) : (...) era un nen que socialment tenia molt reptes (...). Però, en canvi, en aquest grup, (...) no ho haguéssim dit mai que això passaria, però van quallar molt bé, vam descobrir que aquest nen tenia moltes habilitats artístiques.”

9. Discussion

9.1 Coincidence and divergence with other studies

Laal & Laal (2012) premised on the assumption that teacher-centered approaches from the past are now to be combined with new educational trends. Austin & Welch, (2000:26-38) cited in Laal & Laal (2012:491) also considered that “The need in society to think and work together on issues of critical concern has increased (...)”. Leonard & Leonard, (2001:383-99) cited also in Laal & Laal (2012:491) underlined as well that a shift should be aimed “(...) from individual efforts to group work, from independence to community”.

Laal & Laal (2012:494) mentioned that collaborative learning “(...) highlights individual group members’ abilities and contributions”. Collaborative learning is also based “upon consensus” (p.495) by all members of the group. MacGregor (1990) quoted by Laal & Laal, (2012:492) also thinks that “Collaborative teaching and learning is a teaching approach that involves groups of students working to solve a problem, complete a task or create a product”.

Along the same lines, Kapur’s opinions regarding collaborative learning are also interesting. Kapur (2020) mentions that: “Collaborative learning is an educational approach of making use of the knowledge, skills and abilities by the group members that are required to carry out a particular task or activity” (p. 2). Kapur (2020) also mentions that:

(...) the students need to work in coordination and integration with each other, provide support and assistance to each other, make use various kinds of skills and abilities, provide solutions to academic problems, assign responsibilities to the students in accordance to their knowledge, competencies and abilities and ensure that the implement the traits of morality, ethics, honesty and truthfulness (p. 2).

Laal & Laal’s (2012) and Kapur’s (2020) ideas on collaborative learning have been identified in many of the activities proposed during the Virtual Exchange project implemented in the 3rd year ESO classroom from the secondary school in Terrassa.

Dewey's (2009) ideas concerning collaborative learning eliciting the need of 'doing' and the social importance of learning were also observed during the Practicum. This research study has contributed to show that students in the secondary school were working on a common objective and worked together to create a final product. Interaction was needed in the process of 'doing' and students organized their tasks, reached agreements, solved problems and so on.

Bloom's Taxonomy (2013), created in 1956 and used when describing learning processes could also be observed through the different tasks performed by students. In particular, when creating their final project which was creating a group oral presentation about the country of their mail pals, students shared the basic concepts already known from other occasions, understood and explained the different ideas, applied the new information in that particular situation, analysed and drew connections among ideas, evaluated the information and created a new product, designing it, building the different parts and were able to present it in front of the class. These results could be observed during the activities performed by students and demonstrate that there is a lot to consider when designing classroom activities.

Collaborative learning is built upon Mercer's ideas on language interaction and language interthinking process. Mercer (2001) mentioned that: "(...) the usual concepts of language employed in psychology do not adequately recognise its most distinctive and important function, which is as a tool for thinking collectively" (p. 648). It is through interthinking that students build knowledge together and develop learning.

9.2 Challenges of this investigation

The research proposal presented in this paper has been designed to evaluate the importance of collaborative learning as a way to promote shared ideas, negotiate information and enhance the students' interest in learning in ESL secondary education classrooms but this research study has been limited in many ways.

First of all, research has been limited by time. This research study has been carried out in a 9-week observation period. It would have certainly been more rewarding to extend the period of observation so as to take a closer look at the students' interactions. In addition,

this study research has not been focused in depth on the students with special needs. I am sure that a closer look should have given valuable information.

This research study has had to face other limitations because of Covid-19. The use of face masks at school has caused both teachers and students to be unable to read each other's lips which has impacted communication. In addition, Covid-19 has brought some other changes at school: the classroom's distribution has also been reconfigured into two different groups and a distancing protocol among students' groups.

Apart from these in person restrictions, other limitations arise from not being able to take a closer look at how collaborative learning contributes to enhancing the students' self-esteem. The topic of self-esteem arises in the interviews held with students, school mentor and UAB teacher, but unfortunately it was not possible to thoroughly assess the impact of collaborative learning on the students' self-esteem.

Research validity should also be taken into account as the research method used might not offer full information about to what extent collaborative learning should be improved.

Bearing in mind all of these limits and limitations I persevered with the data gathering with the aim of answering the research questions posed by this research study.

In the event that it had been impossible to have face to face lessons linked to the Covid-19 limitations, this research study would have been refocused to the analysis of qualitative data such as in-depth interviews and questionnaires completed by the students.

9.3 Prospective

Education should take into account the social and emotional skills that are so unique to human beings. In the future, education should consider even more inclusiveness and design ways of improving the learning experience in a world which is diverse, so as to prevent students from leaving school prematurely and at the same time help students feel that learning at school, during the stages of education, is the path that will provide them better opportunities for their future.

Education in the future should also bear in mind the digital competence in the teaching and learning practice as a way of enhancing students' motivation and their results. Education in the future should embrace diversity and value and respect contributions of individuals whatever their gender, origin, religion and education.

Education should provide ways of offering equal learning opportunities to every student and take educational decisions based on evidence programmes that allow social and academic progress for every student.

Primary and secondary schools should be in contact with researchers and university academics so as to better detect what methods work and what other aspects in education may be improved.

In education, designs should be implemented to adapt the curriculum so that students are motivated in their learning by projects connected to the real world.

Education should also invest in educators and offer teacher training programmes that allow improvement in their teaching practice. It would also be important to take into consideration the evidence pedagogical programmes that contribute to improvement in education.

Covid-19 has changed the world scenario and has brought drawbacks for every single citizen on the planet. Nevertheless, we have gained other significant achievements such as raising citizenship awareness on how important it is to establish links with family, friends, classmates, teachers, the school and our community and the role that digital tools can play here also.

10. Conclusions

This research study has been focused on collaborative learning as an educational approach that may enhance every student's learning process in an EFL classroom. With this Master's Dissertation, it is my intention to bring to light the fact that a well-designed group work activity may translate into more interaction among students and more chances for language learning. There is agreement with Mercer (1995:4) on the fact that "the most creative thinking takes place when people are talking together". Schools, therefore, should give more opportunities to students to perform conversational activities. By doing so, communication would be enhanced, the student's motivation for learning would be greater, active participation would be promoted and critical thinking fostered. Furthermore, group work activities are also a means of enhancing inclusivity in the classroom and building self-esteem in students as they realise that they can perform the activities just like the rest of students.

Group work activities in an EFL classroom would be useful to have more oral interaction. When performing a group work activity, every student would be engaged not only in learning but also oral interaction would be enhanced. Taking the Jigsaw Reading as an example, we were able to see that students took more turns and were highly motivated. Students also used a variety of expressions, asked questions, included other students in the activity, agreed or discussed some points, and so on. It was great to see them speaking in English! Why not include these sort of group work activities more often in the teaching programme?

My intention is to empower all students to express themselves in English as I am sure that guided oral activities through collaborative learning in the EFL classroom are a great choice to engage students in oral practice and learning. Group work activities in the EFL classroom offer the possibility to students to speak in English. If students have some kind of written support (as in the Jigsaw Reading activity) in which they can rely, students would be able to have more interaction in English with classmates, speak about their text, feel more confident and eventually improve their language skills a lot.

Generally speaking, collaborative learning, as an educational approach, works not only in favour of the most successful students but also encourages those students having an

individualized education plan as they feel a meaningful part of the group and have opportunities to get involved in the group activities, even if sometimes they speak in Catalan or Spanish. I am convinced that, little by little, if these activities were included in the monthly English programme, there would be better opportunities for students to improve and learn a foreign language.

It goes without saying that during the Practicum I was prepared to adapt the activities in order to meet the students' needs. I also took into account inclusiveness in the classroom and offered support to less advantaged students. However, due to the fact that it was a real challenge to include these students in the oral activities, I consider that offering more specific school-support to IEP students when learning a foreign language would be translated into better personal and academic achievement and would benefit the whole classroom.

In this research study, I relied on the support of the students when they were doing their activities in class. They were motivated and highly interested in interacting with their classmates. During the interviews, they also offered their viewpoints on collaborative learning, in addition to the valuable opinions of both my in-school mentor and UAB teacher. Using this process of triangulation of data has enabled me to validate the information gathered and have truthful and objective information.

Finally, I would like to mention that the secondary school where my Practicum took place pursues innovative learning strategies from modern pedagogy compared to other schools that still rely on traditional educational models and is committed to innovative educational approaches (such as coteaching, learning by doing, collaborative learning) in order to engage students in learning as well as support their emotional needs.

I would like to express my gratitude to the school's principals, teachers, tutor and students that have contributed to broadening my horizons and improving myself as a future teacher.

I would also like to express my gratitude to the UAB Master's Degree for the knowledge shared during all the academic year and provide development opportunities for us to become qualified and committed teachers.

11. References

Canal Terrassa. (2020). *Terrassa encapçala la llista de municipis catalans amb una segregació escolar molt alta*. Retrieved from

<https://terrassadigital.cat/terrassa-encapcala-la-llista-de-municipis-catalans-amb-una-segregacio-escolar-molt-alta/>

Cornell University, Centre for Teaching Innovation (2021). *Collaborative Learning*. Retrieved from

<https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>

Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL: Content and Language Integrated Language*. Cambridge, United Kingdom: Cambridge University Press.

Davis, D. & Leppo, M. (2010). Qualitative plus Quantitative Data: A Mixed Methods Research Design. In R.P. Pelton (Ed.), *Making Classroom Inquiry Work. Techniques for Effective Action Research*. (pp. 67-81). Plymouth, U.K.: Rowman & Littlefield Education.

Decret 187/2015, de 25 d'agost de 2015, d'ordenació dels ensenyaments de l'educació de secundària obligatòria", Diari Oficial de la Generalitat de Catalunya, núm. 6945 (2015), p. 1-305. Retrieved from <https://portaldogc.gencat.cat/utisEADOP/PDF/6945/1441278.pdf>

Dewey, J. (2009). *Democracy and Education: An introduction to the philosophy of education*. Retrieved from <https://www.fulltextarchive.com/pdfs/Democracy-and-Education.pdf>

EL Education. (2021). *Models of excellence. Austin's Butterfly*. Retrieved from <https://modelsofexcellence.ededucation.org/resources/austins-butterfly>

Escobar, C., Evnitskaya, N., Moore, E., & Patiño, A. (2011:18). *AICLE, CLIL-EMILE: Educació Plurilingüe. Experiencias, Research & Politiques*. Bellaterra, España: UAB Servei de Publicacions.

Escobar, C. (2020). *Empowering Approaches to Teacher Education in L2-Medium Instruction. Study Guide Module 7*. MEd in Teacher Development for Foreign Language Education and Content and Language Integrated Learning (CLIL). Universitat Autònoma de Barcelona. (Revised Edition)

Feng, S. (2015) *The Benefits of Project Based Learning and Independent Study for Low Self-Efficacy*. Retrieved from
<https://www.methodschoools.org/blog/the-benefits-of-project-based-learning-and-independent-study-for-low-self-efficacy>

Xarxa Telemàtica Educativa de Catalunya, Gencat. (n.d.). *Treball per projectes*. Retrieved from
<http://xtec.gencat.cat/ca/curriculum/xarxacb/treball-projectes/>

Gibbons, P. (2015). *Scaffolding language, scaffolding learning*. Second Edition. Portsmouth, NH. United States: Heinemann.

Dumont, H. Istance, D. & Benavides. F. (2010). *The nature of learning. Using Research to Inspire Practice*. OECD Publications. Retrieved from <http://www.oecd.org/education/ceri/50300814.pdf>

Fundació Bofill. (2021). *Educació per canviar-ho tot*. Retrieved from <https://fundaciobofill.cat/>

Kapur, R. (2020). *Collaborative Learning: A Fundamental Educational Approach to Teaching and Learning*. Retrieved from
https://www.researchgate.net/publication/345919145_Collaborative_Learning_A_Fundamental_Educational_Approach_to_Teaching_and_Learning

- Krashen, S.D., Terrell, T.D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press Ltd.
- Laal, M., & Laal, M. (2012). Collaborative learning: what is it? *Procedia - Social and Behavioral Sciences*, 31, 491–495. <https://doi.org/10.1016/j.sbspro.2011.12.092>
- Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based Learning. A Proven Approach to Rigorous Classroom Instruction. Retrieved from https://books.google.es/books?hl=ca&lr=&id=10XwCQAAQBAJ&oi=fnd&pg=PP1&dq=project+based+learning+authors&ots=ME3aj8t4DI&sig=D67Wzowf8i_kmy0FFolZ4hr-xrs#v=onepage&q&f=false
- Lewis, S. (2018). Universal Design for Learning: A Support for Changing Teacher Practice. *BU Journal of Graduate Studies in Education*, 10(1), 40–43. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1230286.pdf>
- Marcet, X. (15 desembre 2016). *Terrassa: Evitar l'efecte banlieue*. Retrieved from <http://www.diarideterrassa.es/opinion/2016/12/10/terrassa-evitar-lefecte-banlieue/44549.html>
- Magrané, N., Maurí, A. (2020). Anàlisi d'un centre de secundària (Treball del Mòdul Comú, Part I, Appendix 2). Not published.
- Marsh, D. (1994). *Bilingual Education & Content and Language Integrated Learning*. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.
- Mercer, N. (1995) *The Guided construction of knowledge : Talk Amongst Teachers and Learners*. Clevedon, UK:Multilingual Matters, Ltd.
- Mercer, N. (2001). *Why I study... interthinking*. Retrieved from https://thepsychologist.s3.eu-west-2.amazonaws.com/articles/pdfs/mercerc.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIA3JJOMCSR35UA6UU%2F20210514%2Feu-west-2%2Fs3%2Faws4_request&X-Amz-Date=20210514T184518Z&X-Amz-SignedHeaders=Host&X-Amz-Expires=10&X-Amz-Signature=7266b9228c129ac7628cbc7ad9cf9a14392fe3c117dc863002c352cc889060b5

- Mercer, N. (2015, february 6th). *Talk may be cheap but group work is priceless* [Video]. Retrieved from <https://www.youtube.com/watch?v=uC3AfFkLyi4>
- Mercer, N. (2016). Education and the social brain: linking language, thinking, teaching and learning. *Éducation et Didactique*, 10-2. Retrieved from <https://journals.openedition.org/educationdidactique/2523>
- Nugent, G., Malik, S., and Hollingsworth, S. (2012). *A Practical Guide to Action Research for Literacy Educators*. Retrieved from <https://www.literacyworldwide.org/docs/default-source/resource-documents/a-practical-guide-to-action-research-for-literacy-educators.pdf?sfvrsn=4>
- Panitz (1999). *Collaborative versus Cooperative Learning - A Comparison of the Two Concepts*. U.S. Department of Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED448443.pdf>
- Population Matters. (2021). *Population and the Sustainable Development Goals*. Retrieved from https://populationmatters.org/sdgs?gclid=CjwKCAjw1uiEBhBzEiwAO9B_HbaaVgZ_hBTC0UEehQw2C9JIZ4394eEkXhk-ak28Fcnu1uNUIhFkXJBoCSuwQAvD_BwE
- Sarikas, C. (2020). *Vygotsky Scaffolding: What It Is and How to Use It*. Retrieved from <https://blog.prepscholar.com/vygotsky-scaffolding-zone-of-proximal-development>
- Shabatura, J. (2020). *Bloom Taxonomy. Using Bloom's Taxonomy*. Retrieved from <https://cqm.us/bloom/>
- Steam Education. (2015). About Steam Education. *About functional literacy for all*. Retrieved from <https://steamedu.com/about-us/>
- UNESCO. (2015). *Rethinking education: towards a global common good?*. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000232555>
- United Nations. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development*. Retrieved from <https://sdgs.un.org/2030agenda>

Were Di. (2021). *Learning naturally (Were Di Drie)*. Retrieved from

<https://weredi.nl/onderwijs/natuurlijk-leren-were-di-drie>

Wahyuningsih, S. (2018) *Group work to improve classroom interaction and students' self-esteem of STAIN GPA*. Retrieved from

https://www.researchgate.net/publication/331403627_GROUP_WORK_TO_IMPROVE_CLASSROOM_INTERACTION_AND_STUDENTS%27_SELF-ESTEEM_OF_STAIN_GPA

12.Citations

Austin, J.E. (2000). Principles for Partnership. *Journal of Leader to Leader*, 18, 44-50.

Leonard, P.E., & Leonard, L.J. (2001). The collaborative prescription: Remedy or reverie? *International Journal of Leadership in Education*, 4(4); pp.383-99

MacGregor, J.T. (1990). Collaborative learning: Shared inquiry as a process of reform. In Svinicki, M.D. (Ed.), *The changing face of college teaching*, New Directions for Teaching and Learning No.42. San Francisco, USA, Jossey-Bass Publishing.

Welsch, M. (1998). Collaboration: Staying on the bandwagon. *Journal of Teacher Education*, 49(1), pp. 26-38.

13. Appendices

Appendix I: Authorization from the school to reproduce images or video-recordings.


FACULTAT DE CIÈNCIES DE L'EDUCACIÓ. PRÀCTICUM

SOL·LICITUD DE PERMÍS PER A L'ENREGISTRAMENT D'IMATGES I LA CAPTACIÓ DE FOTOGRAFIES AL CENTRE DE PRÀCTIQUES

Jo, Adelaida Mauri Torrens alumne/a del pràcticum.....
del Grau d'Educació/Màster de Secundària de Formació de Professors
de la Facultat de Ciències de l'Educació de la UAB, amb D.N.I. o Passaport número
391771805

SOL·LICITO PERMÍS per a la captació de fotografies i l'enregistrament d'imatges
en el centre de pràctiques (nom del centre i població):
Institut Jaume Cabre, Terrassa

Situacions que demano poder enregistrar i/o fotografiar:
Fotografies o petits enregistraments de la meua actuació com a docent sempre evitant que hi apareguin tercers persones que no hi vulguin aparèixer.

Finalitat de l'enregistrament i les fotografies:
Anàlisi de la meua actuació docent per a la realització de treballs acadèmics en el marc del màster

Assumint els següents compromisos:
 Respectar el dret a la imatge de l'alumnat que no vulgui ser enregistrar.
☒ Les imatges fotografiades i/o enregistrades seran per a ús exclusivament educatiu i de recerca relacionat amb les pràctiques que realitzo.

- ☒ Respectar el dret del centre a què no s'utilitzin fora del seu àmbit els enregistraments realitzats, si el centre ho demana.
- ☒ No difondre les fotografies ni els enregistraments per cap mitjà electrònic o digital o de cap mena (DVD, CD, memòria USB, Internet, etc.). La seva utilització es limitarà estrictament al marc de les pràctiques i de les activitats formatives derivades, sota la supervisió de la Facultat.
- ☒ Lliurar una còpia de l'enregistrament per al centre, si aquest n'estigués interessat.
- ☒ Lliurar una còpia del treball final de pràctiques al centre, si aquest n'estigués interessat.
- ☒ L'alumne/a podrà cedir les imatges al centre per al seu ús en l'àmbit de comunicació del propi centre. En aquest cas, el centre sempre farà constar l'autoria de les imatges i del treball realitzat, així com la seva vinculació al Pràcticum del Grau / Màster Secundària corresponent, de la Facultat de Ciències de l'Educació de la UAB.

☒¹

Data:  Signatura Nom de l'estudiant: <u>Adelaida Mauri</u> DNI/Passaport: <u>391771805</u>	Autorització del centre:  Signatura i segell. Persona que autoritza: <u>Isabel Torrens</u> Data: <u>13.05.21</u>
---	--

13 MAIG 2021

¹ Afegir altres compromisos suggerits pel centre, si escaigués.

Appendix II: Video-recording authorization and interview permission for students.

Consentiment informat per als alumnes:

L'objectiu d'aquesta entrevista és conèixer la teva opinió sobre el treball col.laboratiu en les activitats educatives que es porten a terme en aquest institut. La participació en aquesta entrevista és totalment voluntària. Cap resposta es considera correcta o incorrecta. És important que donis la teva opinió amb sinceritat.

L'entrevista té caràcter anònim. En cap cas ha de constar el nom de l'alumne. L'entrevista serà enregistrada per poder-ne realitzar una transcripció i una posterior anàlisi.

Les teves respostes s'utilitzaran en el treball final del Màster de Formació de Professorat de la Universitat Autònoma de Barcelona (Especialitat Anglès). Les dades recollides durant la video-gravació i la gravació en si mateixa s'eliminaran un cop aquest curs finalitzi.

Has de contestar amb sinceritat i si tens cap dubte sempre pots fer les preguntes que creguis oportunes.

Molt agraïda per la teva col.laboració.

Appendix III: Transcripts

Transcription of the first video-recorded activity with students who were working on a Jigsaw Reading about a famous pop singer. The texts were about Michael Jackson's life, his job as a musician and dancer and pop music.

01 Student 1: xx (name of his classmate), what did you write?
02 Student 2: Well, (...) the main thing of the text is Michael Jackson's life ... and he was
03 born in (some students clap hands and talk loudly) in 19 (...) (teacher tells the class not
04 to talk: 'Silence') in 1958?
05 Student 1: Yes!
06 Student 2: and in Indiana
07 Student 1: Oh! Very nice. And you xx (name of student 3)?
08 Student 3: Eh (...) in 1964, Michael Jackson join in the group and the group's name
09 ehh was changed the Jacksons five
10 Student 2: Mmm, (...) but wasn't it (...) he is (...) isn't it he... isn't it too young to done
11 the group
12 Student 1: That's true!
13 Student 2: He was only six years old (...) he was only six years old and (...) did you
14 know that his father (...) ehhe (...) played the guitar and his mother the (...) played the
15 piano?
16 Student 1: And did you know he was the eighth (...) the eighth children to dance?
17 Student 2: xxx (message difficult to understand) he had, (repeats) he had 6 brothers? 18
and 3 sisters!...
19 Student 1: Yes, 'agrait' (meaning 'alright'). It's amazing!
20 Student 3: Yes. (Lo hago yo, en plan...). He was the eighth of the children in the
21 Jacksons family.
22 Student 1: and he was afro-american (...) was born in afro-american family.
23 Student 2: (This student looks directly and asks the student that has not participated
24 yet) What do you think? What do you think, xxx (student's name)? (...) Do you have to
25 say something about (...) Jackson?
26 (Teacher joins the conversation so as to give time to Student 4 to say her opinion.)
27 Teacher: Something that surprised you, may be? or Something that you did not know...
28 Student 2: Sí... algo que no sabías de Michael Jackson, de la vida de Michael Jackson
29 (...) (other student's group talking loudly)
30 Student 4: que no sabía que tenía tantos hermanos
31 Student 2: you didn't know that he has that much brothers and sisters
32 Student 1: That's weird!
33 Student 2: That's weird, yes! That's a big, big, big family!
34 (Teacher and students laugh)
35 Student 1: And xx (This student names his classmate), did you know he xxx (message
36 unclear) into a group and the group changed his name to the Jacksons five.
37 Student 2: And (...) what, what was the xxx (words unclear) of the group?
38 Student 1: Uff, (...) ehhe, I don't know it's not 'writted' here. (...)
39 Student 2: Oh. (...)
40 (Teacher joins the conversation).
41 Teacher: Are you sure? It is not written?

42 Student 1: Ah, no! (...) the Jacksons brothers.
 43 (Teacher confirms it is The Jacksons Brothers, the first group they had together).
 44 Student 3: And Michael changed for the Jacksons Five.
 45 (Silence for a while).
 46 Teacher: And... Did you know anything about himself when he began singing alone?
 47 or was he always singing with his brothers?
 48 Student 2: He was singing with his brothers but (...) in one time (laughs) mmm... 'una
 49 vez se cansó'
 50 Student 1: He tired (...)
 51 Student 2: He got tired and start singing alone and the was the Thriller in 1982
 52 Teacher: OK.
 53 Student 1: When he become a solo performer, Jackson won 3 american music awards
 54 Teacher: awards! ... (asks Student 4 who has not participated). Did you know (...) (A
 55 big sound is heard in the classroom) Did you know about that? (Some students are
 56 speaking loudly in other groups). Did you know that Michael Jackson won different
 57 awards? 'molts premis'.
 58 Student 4: (This student doesn't seem to understand what we are talking about).
 59 Student 2: si sabías que Michael Jackson ganó tantos premios...
 60 Student 4: No, no lo sabia (...)
 61 Teacher: And do you know any of his songs?
 62 Student 2: si te sabías alguna canción
 63 Student 4: Sí.
 64 Teacher: Yeah? Which one?
 65 Student 4: Ehh, por ejemplo, (...) es que no me acuerdo como se llama.
 66 Student 3: La de 'thriller'
 67 Student 4: Eso.
 68 Teacher: The Thriller. Do you know the song?
 69 Student 2: I didn't.
 70 Teacher: OK.
 71 Student 2: I never hear that.
 72 Teacher: Any other information that you would like to share?
 73 Student 1 and 3: (Both students raise hands)
 74 Student 2: He made his first tv appearance in 1969? He was pretty young (...)
 75 He was (...) eleven years old, that was too young to be on tv.
 76 Teacher: yes, that's weird! I'll check the information and I'll tell you.
 77 Student 2: Ok
 78 Student 1: He was nicknamed 'The Gloved One'.
 79 Teacher: Oh, why?
 80 Student 3: Also 'Wacko Jacko'.
 81 Teacher: Who knows that?
 82 Student 1: Me. (Students smile)
 83 Student 2: Michael Jackson was named 'The Gloved One' because he always wear
 84 mmmm (...) a white gloves in tv and (...) when (...)
 85 Student 1: you (...) (student says a word difficult to understand) guantes
 86 Student 2: Yes. White gloves.
 87 Student : And the 'King of Pop' because Michael Jackson is the King of Pop.
 88 Teacher: The King of Pop. Because he is really famous, (...) was.
 89 Student 2: For me it was.
 90 Teacher: Because now there are many other musicians and singers that are also

91 important.

92 Student 2: Yes.

93 Student 3: Me too, xx (name of student 2).

94 Student 2: And finally, Michael Jackson died in June in 2009 in L.A., California.

95 Teacher: Ok, then. Thank you.

Appendix IV Jigsaw Reading Activity.

MICHAEL JACKSON'S LIFE

Michael Jackson was born on August 29, in 1958 in Gary, Indiana.

He was the 8th of ten children in the Jackson family, a working-class African-American family. Michael grew up with three sisters and six brothers. Some of his **siblings** had a band called The Jackson's Brothers. Michael **joined** the group and the group's name was changed to The Jackson's Five.

After winning a talent's show they toured through the United States. The Jackson Five made their first T.V. appearance in 1969 and a year later a one of their songs reached number one on the US Billboard.

Some years later, Michael Jackson became a solo performer. In 1980, Jackson won three American Music Awards for his solo work. His biggest-selling album of all time was "Thriller" in 1982.

He was nicknamed: The Gloved One, Wacko Jacko and the King of Pop.

Michael Jackson died on June 25, 2009 in Los Angeles, California.

Siblings: (formal word) to refer to brothers and sisters

To join: enter, participate in, take part in.

To tour: travel performing in different places.

MUSICIAN AND DANCER

Jackson had no formal music training and could not read or write music **notation**. He played the guitar, keyboard and drums, but was not **proficient** in them. When composing, he recorded ideas imitating instruments vocally.

Jackson sang from childhood, and over time his voice changed from boy soprano to high tenor. He was known for his **vocal range**.

Jackson danced from a young age and he incorporated dance in his performances and music videos.

The *Moon walk* was one of the most famous Jackson's dance moves. His other moves included the "robot", the "crotch grab" and the "anti-gravity" **lean** of the Smooth criminal video.

Jackson also explored pop, soul, blues, funk, rock disco.

notation: a set of written music symbols

proficient: show ability or skill at something.

vocal range: variety of tones

lean: to move your body in a given direction.

POP MUSIC

'Pop' is the short word for popular music. Pop music began during the 1950s in the United States and the U.K.

Pop has a good rhythm, a **catchy** melody and songs are easy to remember and sing along to. They usually have a **chorus** that's repeated several times. Most pop songs are a few minutes long and the lyrics are usually about love.

The Beatles influenced pop music but today the most famous pop artists in America have been Miley Cyrus, Mariah Carey, Britney Spears, Lady Gaga and so on.

Michael Jackson was without a doubt one of the best pop singers of all times. Jackson's ability lies in his voice as he had the perfect **pitch**.

He is known as a great **entertainer** and known around the world as the "King of Pop."

catchy: easy to remember

chorus: part of a song that is repeated

pitch: degree of highness or lowness.

entertainer: a performer whose job is to amuse audiences

Appendix V: Photo of Activity in progress

Picture of 3rd year ESO students during a video-recorded activity. Students were working together when they were asked to make a list of questions that later on would be included in an email sent to their real European mail pals as part of their virtual exchange project.



Appendix VI: Observational grid

Observational grid based on Bentley's categories, partially taken from Escobar, C., Evnitskaya, N., Moore, E., and Patiño, A. (2011:18)

Context: Catalan 15 year-old students in a secondary school. The activity was integrated in the students' Social sciences and English project.

Language used Students	L1 S1	L2 S1	L1 S2	L2 S2	L1 S3	L2 S3	L1 S4	L2 S4
Basic words			♦					
Deeper Meaning								
Ordinary Questions		♦♦♦♦♦♦♦♦	♦	♦ ♦		♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦		
In-depth Questions								
Asking a partner		♦						
Reading Aloud								
Un-voices Pauses		♦♦		♦♦		♦♦♦		♦♦♦♦♦♦♦♦
Discourse Markers								
Tag Questions								
Helping each other								
Asking help		♦	♦					
Agreeing		♦ ♦ ♦		♦ ♦ ♦ ♦ ♦ ♦				
Disagreeing				♦				
Uncertain		♦ ♦	♦	♦ ♦				
Collaborative talks		♦ ♦ ♦ ♦	♦					

L1 means that Spanish was the language used during the classroom activity.

L2 means that English was the language used during the classroom activity.

Appendix VII Interview #1 about Collaborative Learning with students

Interview about collaborative learning to a group of students of 3rd year Eso at a high school in a working class neighbourhood in Terrassa. (Interview I)

01 **Entrevistador:** Quina opinió teniu sobre treballar col.laborativament en els vostres
02 projectes comuns que feu a l'escola?

03 **Alumne 1:** La meua opinió és que en els treballs de grup, en els projectes que no
04 se'm donen tan bé, m'agrada més treballar amb grup perquè tinc més reforç per fer
05 les activitats i fer-les millor; però en els (projectes) que se'm donen millor m'agrada
06 més treballar individualment perquè així puc treballar més jo sola i ... no sé... però
07 també m'agrada treballar en grup perquè així puc desenvolupar les meves coses i
08 ajudar als demés perquè puguin fer la seva feina.

09 **Alumne 2:** Opino el mateix, o sigui, quan treballem en grup és com que tens més
10 ajuda i clar, pots ajudar, i no sé ... puc preguntar més, puc desenvolupar més les
11 meves idees i així treure la nota més alta i... no sé, és millor.

12 **Alumne 3:** Jo opino el mateix però és que hi ha vegades que em toca amb persones
13 que no fan res i doncs... et deixen tot a tu. I doncs, en plan, no pots fer tot tu...
14 però...

15 **Entrevistador:** Clar... per això ja s'entén que hi ha avantatges i desavantatges però
16 era justament per saber una mica què penseu.

17 Us volia preguntar si el fet de treballar així, en grup, genera un ambient de treball
18 per portar a terme les tasques que us encarreguin de fer en les diferents
19 assignatures.

20 **Alumne 2:** Sí, sí, jo crec que sí, i a més,...

21 **Entrevistador:** No us distraïeu fent treball en equip?

22 **Alumne 2:** Hi ha vegades que sí.(Riuen) Però és normal, sí. Som persones, hi ha grups
23 de quatre, de cinc... i és normal que se'ns en vagi una mica el cap, però bé, a mi
24 m'agrada més.

25 **Entrevistador:** Molt bé.

26 **Alumne 1:** I en els grups que fan els profes, normalment no parles tant, perquè clar
27 ells escullen els grups que volen i ho fan així una mica XXXXX però quan ho fas tu
28 amb els teus amics, doncs sí que parles una mica més però no sé...

29 **Entrevistador:** També esteu per la feina...

30 **Alumne 3:** Jo si vaig amb els meus amics, doncs és com molt més fàcil de que
31 es rigui, no sé, en plan...em sé explicar millor

32 **Alumne 2:** A mi m'agrada treballar en grup perquè a part de que faig la feina
33 i tal, m'ho passo bé, o sigui, és graciós treballar en grup. Surten idees molt
34 gracioses, i és com que estàs treballant però a la vegada t'estàs...

35 **Alumne 3:** (interromp) Sí...

36 **Alumne 2:** no sé, t'ho passes bé.

37 **Entrevistador:** Ah, doncs, això és interessant... veus? Està molt bé.

38 L'altra cosa que us volia preguntar és si..., que una mica ja m'ho heu dit però, si el
39 treball col.laboratiu creieu que afavoreix, doncs, que hi hagi un intercanvi d'idees
40 perquè pugui ajudar a tirar endavant les feines que esteu fent...

41 **Alumne 1:** Surten moltes més idees i més bones...

42 **Alumne 3:** ... i diferents...

43 **Entrevistador:** I més bones, eh?!

44 **Alumne 2:** I et compensa el teu company, com actua, no sé, és millor... a mi

45 m'agrada més.

46 **Entrevistador:** I, llavors, també us volia preguntar, si el fet de treballar en grup, si a

47 vosaltres us genera més confiança, o sigui, en el fet d'estar amb un grup de persones

48 treballant juntes i això també em reforça a mi també puc estar més segura que les

49 idees que van sortint són bones.

50 **Alumnes 3:** són bones

51 **Entrevistador:** i a més, que et fan sentir bé perquè veus estàs anant pel bon camí.

52 **Alumne 1:** I a més, a vegades hi ha grups que a vegades a tu no et surt alguna idea i

53 al teu company sí, i és millor.

54 **Alumne 2:** Ho pots compartir...

55 **Alumne 3:** Sí

56 **Alumne 2:** I també quan sortim a fer presentacions... si vas sol és com buah!

57 **Alumne 3:** Jo no vull anar sola.

58 **Alumne 2:**... és super difícil però si vas en grup saps que hi ha més gent en el teu

59 lloc...

60 **Alumne 1:**... i que t'ajuda.

61 **Entrevistador:** O sigui, que et genera també confiança?

62 **Alumne 2:** Sí, sí...

63 **Entrevistador:** Et reforça una mica la teva seguretat...

64 **Alumne 2:** Sí

65 **Entrevistador:** El fet de treballar en grup genera que hi hagi molt més coneixements

66 comuns? Això també ho hem dit no?

67 **Alumne 2:** Hi ha noves idees, ho compartim tot.

68 **Entrevistador:** Com prioritzeu qui s'encarrega de fer què o tots treballeu pel mateix?

69 **Alumne 1:** És... depèn... o sigui... a qui li surt millor fa una cosa... a qui se li dóna

70 millor doncs... més o menys els grups ho fem així. I cadascun fa una cosa que se li

71 dóna més bé i com que ja porten tres anys què se'ns dóna bé i això.

72 **Alumne 2:** Sí.

73 **Entrevistador:** Molt bé.

74 **Alumne 2:** O sigui, quan hi ha una nena que es diu (xxx) que busca molt bé la

75 informació... jo que sé, a mi... això no se'm dóna bé. Ella buscava, nosaltres

76 redactavem, l'altre corregia alguna cosa... llavors ens repartim una mica la feina.

77 **Entrevistador:** Molt bé. Així esteu super organitzats!

78 **Alumne 3:** Sí

79 **Alumne 2:** Si, hi ha vegades que sí, però d'altres vegades que no.

80 **Alumne 1 i 3:** Ja!!

81 **Entrevistador:** Però sou com petits experts cadascú amb les seves coses i deixeu la

82 feina feta. Molt bé. És fàcil que us coordineu les feines que heu de fer entre tots?

83 **Alumne 2 i 3:** Sí

84 **Entrevistador:**... potser pel fet aquest... que ja us coneixeu tots? I també apreneu de

85 les opinions dels altres? O saber escoltar el que diuen els altres? I valorar l'opinió dels

86 altres?

87 **Alumnes 1:** Sí

88 **Alumne 2:** I a vegades, et sorprèn, en plan...

89 **Alumne 3:** Sí, sí!

90 **Alumne 2:** hi ha persones que tu no pensaves que podien donar aquestes idees i te

91 les diuen i tu... en plan.. Buah! y te las dicen bien... entonces... es mejor.

92 **Alumne 3:** (no s'entén bé)

93 **Entrevistador:** Molt bé. També us volia preguntar si el fet de treballar de forma

94 col.laborativa fa que tingueu millors resultats de notes. Creieu que això contribueix

95 que tingueu millors resultats en els vostres projectes?

96 **Alumne 3:** Si, perquè ens ajudem entre tots i doncs tenim més idees i més bones com

97 hem dit abans, i doncs això millora la nota.

98 **Alumne 1:** I quan no et surt una cosa que tens malament, un company segur que la té

99 bé i et pot ajudar...

100 **Entrevistador:** I abans de venir a l'institut, havieu treballat en grup?

101 **Alumne 2:** No, molt poc. Fèiem un ...

102 **Alumne 1:** projecte...

103 **Alumne 2:** al final del trimestre.

104 **Entrevistador:** I us vau acostumar ràpid a treballar així?

105 **Alumne 1,2,3:** Sí

106 **Entrevistador:** Preferiu fer-ho així (de forma col.laborativa) que no com ho feieu

107 abans?

108 **Alumne 2:** ¡Muchísimo más!

109 **Alumne 3:** Si

110 **Alumne 2:** Es mucho mejor. Te ayuda como persona también, en plan, yo me siento

111 muy bien con ayudar al compañero.

112 **Entrevistador:** Creieu que quan sortiu i acabeu l'institut, a les feines també es

113 treballarà així?

114 **Alumne 2:** Sí, o sigui, ens farà d'ajuda...perquè hi ha gent que no sap treballar en

115 grup i després en el treball li costa molt i pateix i tal... entonces, aquí ya lo

116 tenemos más...

117 **Alumne 1:** I els profes quan ens posen amb gent que no parlen molt, és per això,

118 perquè quan siguem grans hem d'aprendre a treballar...

119 **Alumne 1,2,3:** (S'enriolen)

120 **Entrevista:** Els professors també, a veure, també fan treball col.laboratiu com a

121 docents perquè quan esteu fent un treball de Steam, també hi ha professor de Vals

122 i tots també s'ajuden.

123 **Alumne 2:** I per preparar els projectes, ho han de preparar tots en grup.

124 **Entrevistador:** Com a valors que t'aporta el fet de treballar en grup...per exemple,

125 jo havia apuntat... la solidaritat, la cooperació, la empatia o el respecte cap als

126 altres companys.. o si pots millorar també la teva propia autoestima... creieu que

127 alguna cosa d'aquestes és també més important?

128 **Alumne 2:** La cooperació i l'empatia...perquè quan una persona no ho sap i està

129 patint molt... tu pots ajudar-la perquè no sé... ho veus allí patint... i sí.... i cooperació

130 clar, si no cooperem en equip i tot no funciona i els profes ja s'adonen de les notes i

131 tot.... entonces...

132 **Entrevistador:** I ho veieu, per exemple, quan esteu ajudant a algun company que

133 necessita ajuda, si el fet d'ajudar-lo també al llarg del curs que va agafant més

134 seguretat i més autoestima?

135 **Alumne 2:** Sí, hi ha un grup, hi ha persones amb les que sempre hi ha la xxxx

136 (vetlladora) per exemple amb ells i quan els posen amb un grup que hi ha persones

137 que treballen se li nota molt o sigui...

138 **Alumne 3:** Sí

139 **Alumne 2:** ... la seva nota comença a millorar...té més ganes de fer coses...

140 depèn de cada persona però normalment sí...

141 **Entrevistador:** L'ajuda a fer millor les coses...

142 **Alumne 1, 2:** Sí

143 **Entrevistador:** I així de desavantatges que diguessis... uff! això no m'agrada gens de

144 treballar en grup...

145 **Alumne 1:** Que hi ha vegades que quan els profes escullen el grup ... que et posen

146 amb gent que a vegades no treballen molt i has de "tirar tu del carro"... i se

147 endarrereix la feina i vas una mica malament.

148 **Entrevistador:** Necessites potser posar més de la teva part i tirar endavant t

149 tu mateixa però els altres... si tu fas això els altres també van fent...

150 **Alumne 2:** Sí a vegades

151 **Entrevistador:** Hi ha gent que també s'arrepentja suposo...

152 **Alumne 2:** Hi ha una mica d'estrès... depèn de quin grup però... sí, sí...

153 **Entrevistador:** I us deixen triar bastant els grups?

154 **Alumne 3:** Mmmm.. Més o menys... és com la meitat, meitat.

155 **Alumne 2:** Sí

156 **Alumne 3:** És com un projecte sí i un altre no.

157 **Alumne 2:** Sí.

158 **Entrevistador:** Ah, d'acord...

159 **Alumne 2:** El de l'Escac el vam triar nosaltres i el següent que ha sigut aquest, els

160 profes... i així el següent... crec que nosaltres

161 **Alumne 3:** Suposo...

162 **Alumne 2:** I després els profes. O sigui...

163 **Entrevistador:** Vale. I van alternant i si veuen... suposo que també funciona doncs

164 per ells doncs és com una manera de provar que podeu treballar així...

165 **Alumne 1:** Hi ha vegades que connectes amb persones que tu deies...

166 **Alumnes 1,2,3:** (s'enriolen)

167 **Entrevistador:** que no haguessin pensat mai que poguessis treballar...

168 **Alumne 1:** Mai pensaria que em portaria bé amb aquella persona o conèixer-la...

169 **Entrevistador:** Doncs... ja està... no sé si em voleu dir alguna cosa... que digueu...

170 mira, això no m'ho has dit i ...

171 **Alumne 2:** És més còmode treballar en grup, a part els profes ens ajuden molt,

172 tenim molt suport dels profes... no sé... és millor... jo m'imagino en un altre institut i

173 és que... aquí no sé... estoy muy feliz cuando vengo...

174 **Alumnes 1,2 3:** (Riuen)

175 **Alumne 1:** Yo también...

176 **Alumne 2:** Es como ... me lo paso muy bien... no sé es diferente

177 **Entrevistador:** ai, que bé!

178 **Alumne 2:** Hay un ambiente muy agradable.

179 **Entrevistador:** Doncs, res,... moltes gràcies...

180 **Alumnes 1,2,3:** (Riuen totes)

181 **Entrevistador:** Sou molt maques, jo també em sento molt bé aquí amb vosaltres i

182 res... que em servirà de molta ajuda per fer el treball que haig de fer junt amb

183 altres coses.

Appendix VIII Interview #2 about Collaborative Learning with Students

Interview about collaborative learning to a group of students of 3rd year Eso at a high school in a working class neighbourhood in Terrassa. (Interview II)

01 **Entrevistador:** Primer de tot, us volia pregunta quina és la vostra opinió de treballar
02 de forma col.laborativa per fer els projectes comuns que feu a l'institut. Podeu
03 intervenir en l'ordre que vulgueu i com us he dit abans no hi ha cap resposta bona ni
04 dolenta. Només és per saber les vostres opinions en aquest cas sobre què en penseu
05 sobre treballar de forma col.laborativa en l'institut. Feu molts treballs de forma
06 col.laborativa... de tot el projecte, moltes tasques les feu en grup de forma col.labo-
07 rativa. Penseu que això és una bona idea, si us agrada...

08 **Alumne 1:** Trabajar en grupo está bien, siempre y cuando te toque a gente a quien
09 le guste trabajar. Porque si te toca con gente a quien no le gusta trabajar y lo haces
10 tú solo, pues te cuesta todo.

11 **Entrevistador:** Vale...

12 **Alumne 2:** Jo es que tinc idees contradictòries perquè prefereixo treballar jo sola
13 (...) i els grups, quan fan ells (els professors) el grups, normalment la feina no surt
14 bé.

15 **Entrevistador:** Quan dius 'ells' vols dir els professors?

16 **Alumne 2:** Sí, perquè o sea barregen a gent que li costa més amb gent que treballa
17 més i... no és que estigui tot malament, és que no fa cap esforç per aportar al grup.
18 Però, si ens deixen a nosaltres organitzar el grup, la feina... jo... a mi... m'és més
19 agradable perquè tots col.laborem...

20 **Entrevistador:** Vale.

21 **Alumne 2:** i això, a part, de que si et toca un grup que treballa i et poden ajudar...
22 entonces... és millor.

23 **Entrevistador:** Val. Molt bé.

24 **Alumne 3:** Jo penso igual que X (es refereix a l'alumne 2).

25 **Alumne 4:** Jo igual.

26 (Tots s'enriolen).

27 **Entrevistador:** Bé, és clar, és que moltes coses. vull dir..., les penseu de manera
28 comuna, la qüestió és que digueu la vostra opinió quan us sembli bé.

29 L'altre pregunta que tinc és si el fet de treballar així, de forma col.laborativa,
30 genera ambient de treball... si dieu, no, no... és que quan faig els treballs de grup
31 jo em distrec, o no? O al revés, m'ajuda perquè sé de les opinions dels altres i em va
32 bé. O sigui, quan diuen "treball en grup, feina col.laborativa" vosaltres us sentiu que
33 això genera ambient de treball per poder desenvolupar les feines?

34 **Alumne 1:** Yo creo que sí, porque en mi caso cuando estoy haciendo trabajo
35 individual estoy callado, si todo el mundo hace lo mismo que yo, todo va a estar
36 callado pero si cuando tengo que trabajar, me quedo sin auriculares y hablamos. Si
37 todo el mundo hace lo mismo también hay ambiente trabajador.

38 **Alumne 2:** És el mateix que abans... depèn de les persones, perquè... es crea ambient
39 de treball, amb els meus grups, quan jo els escullo sí... perquè jo em poso amb gent

40 treballadora i hem de ser capaços de posar-nos amb la gent que sabem que treballem
41 bé. No amb els nostre amics. Si ens posem amb els nostre amics, no hi ha ambient de
42 treball. Tots estem tota l'estona rient, etc. Però si et poses amb algú que tu saps que
43 treballes bé, sí.

44 **Entrevistador:** Val, molt bé. Suposo que... penseu tots igual?

45 **Alumnes 1, 2, 3 i 4:** Síííí... (Tots junts)

46 **Entrevistador:** L'altre pregunta que tinc.. és si el fet de treballar de forma
47 col.laborativa fa que hi hagi un intercanvi d'idees important, per poder fer... per
48 poder aconseguir l'objectiu que teniu marcat... si heu de fer una tasca determinada
49 el fet de treballar en equip us ajuda que les idees que les idees de tots aporten en el
50 vostre treball?

51 **Alumne 2:** Jo sóc molt tossuda, però sí és veritat que quan acabes el projecte...
52 t'adones que t'aporten, les idees dels 'demés' t'aporten

53 **Entrevistador:** ... I t'ajuden a fer...

54 **Alumne 2:** ... a millorar.

55 **Entrevistador:** Val, us volia preguntar si el fet de treballar de forma així... en grup o
56 de forma col.laborativa... trobeu que això per exemple, per les persones potser que
57 els costa una mica més... els dóna confiança? per poder fer les feines... al veure què
58 és el que han de fer perquè els altres ho veuen en els companys... si això també els
59 ajuda també a tenir una mica més de confiança o de seguretat en sí mateixos a l'hora
60 de tirar endavant un projecte...

61 **Alumne 1:** Hi ha dos tipus de gent... Els que els costa però volen treballar i els que els
62 costa però no els importa. Jo.. antes... no importaba nada però ahora creo que bien
63 ahora estoy mejor.

64 **Entrevistador:** Clar, ara t'importa el fet de treballar bé i si alguna cosa... vull dir...
65 et costa... t'ajuda poder estar així (treballant) en equip)?

66 **Alumne 1:** Sí

67 Potser t'enriqueixes amb els comentaris de les altres persones del grup? Sí?

66 **Alumne 1:** (Assisteix)

67 **Entrevistador:** Val. Mmmm. L'altre pregunta va lligada amb això,... el fet de
68 treballar de forma col.laborativa genera també, gràcies a aquest intercanvi d'idees,
69 coneixement en comú... perquè el què no sap un ho sap un altre o què en penseu
70 d'això?

71 **Alumne 1:** Mmmm sí ... la mayoría de casos en una activitat de grupo tu puedes saber
72 una pregunta y otro saber otra pregunta...

73 **Entrevistador:** Clar...

74 **Alumne 1:** y bueno yo lo que encuentro normal (...) con mis grupos ... es dividirnos
75 la feina

76 **Alumne 2:** Sí

77 **Entrevistador:** Ah! Molt bé! En funció de què?

78 **Alumne 1:** En función de ... a ver... en el proyecto pasado, que me había tocado un
79 grupo no muy bueno... yo lo que hacia es dividir actividades... hacíamos (...) la mitad
80 ... yo hago la mitad... no se qué y luego revisamos todos juntos

81 **Alumne 2:** Jo dividia les preguntes... les primeres soles ser més fàcils o sigui que
82 van entre les persones que els hi costaven més i les altres per la gent que treballa,
83 xxxxx (no s'entén bé)

84 **Entrevistador:** I qui decideix què fa cadascú?

85 **Alumne 1,2 3,4:** tots intervenen...

86 **Alumne 3:** juntos

87 **Alumne 1:** más o menos

88 **Alumne 2:** Jo...

89 **Alumne 3:** El que ve, en teoría, es el más listo del club

90 **Entrevistador:** El que veu el què s'ha de fer, potser?

91 **Alumne 2:** Jo, jo... normalment sóc la que mana allí però perquè el meu caràcter

92 és així i no sé, crec que a la vida sempre hi ha una persona que és la que ha hagut de

93 fer això

94 **Entrevistador:** Clar... no és dolent això...

95 **Alumne 2:** en un treball sempre hi ha el teu cap que et diu què has de fer... el meu

96 el meu caràcter és de líder i jo sento que he de portar-lo... i perquè no confio...

97 **Entrevistador:** I distribueixes la feina? Bueno... està bé... la qüestió és que d'aquesta

98 manera la feina es pot fer... com que hi ha una persona...

99 **Alumne 2:** A mi em funciona bé.

100 **Entrevistador:** A tu et funciona bé? Perfecte, doncs molt bé.

101 I creus que... creieu que a l'hora de treballar així, de forma col·laborativa hi ha més

102 productivitat? Trebal·leu més així? Quan teniu les feines dividides? Creieu que

103 avanceu més quan trebal·leu així?

104 **Alumnes 1, 3 i 4:** Si (tots junts)

105 **Alumne 2:** Una tasca de cinc pàgines per exemple per fer-les tu sol pots tardar dos

106 dies... en canvi si et reparteixes la feina en dues hores està feta.

107 **Entrevistador:** Imagina't!

108 **Alumne 3:** I si por ejemplo ya has repartido la faena y las preguntas por ejemplo y

109 veo que uno no se ha terminado, intento meterle presión para que se acabe en este

110 momento.

111 **Entrevistador:** Vale, vale. Això és com (vosaltres) trebal·leu en grup no? I una mica

112 ara l'altre pregunta era com, de quina manera prioritzeu quines tasques s'han de

113 fer... que potser ho hem comentat ara no? que deieu que, això que un... per

114 exemple, tu xxx deies, mira doncs jo ja distribueixo les feines més o menys perquè

115 tothom sàpiga el què ha de fer... no? Ho feu d'aquesta manera...

116 I és fàcil coordinar les feines quan les feu entre tots? o hi ha algun punt en què..

117 xxx això em costa ara i a partir d'aquest punt, o és fàcil sempre de principi a final?

118 o al principi és més fàcil i després ens costa acabar? o ... no sé...

119 **Alumne 2:** Normalment al principi és molt més fàcil... després com ja ve el producte

120 final i demés és més complicat. Però sempre l'acabem fent, sí. És com que ja ens

121 hem acostumat

122 **Entrevistador:** I ja trebal·leu així. I l'altre pregunta que tinc és si ... apreneu

123 vosaltres... trobeu que s'aprèn d'aquesta manera de treballar amb les altres persones

amb les que feu el grup?

124 **Alumne 1:** Sí, porque a parte de trabajar normal, también podemos aprender de los

125 otros y así como que aprendemos el doble y es mejor...

126 **Alumne 2:** Jo crec que puc aprendre el mateix o més que a altres instituts perquè a

127 més ens ensenyen potser més valors i jo tinc amics meus que no són d'aquesta

128 classe i estan estudiant... i no trobo que memoritzar el context i posar lletres en una

129 fulla sigui la millor manera d'aprendre. perquè després s'oblida i etcètera. I no sé

130 que hem de prioritzar la nostra salut mental, hem de tenir les nostres estones per

131 sortir... per fer extraescolars, per... i a més aprendre.

132 **Entrevistador:** quan deies que us ensenyen valors a aquí, a què et refereixes?

133 **Alumne 2:** Hem insistit molt en el tema del feminisme, del bullying, d'ajudar a les

persones que els costa més, etc.

134 **Entrevistador:** Treballeu molt tots aquests temes?

135 **Alumne 2:** D'integrar tot el món,...

136 **Entrevistador:** Clar...

137 **Alumne 2:** Del racisme, de molts temes.

138 **Entrevistador:** Molt bé. I llavors, què tenia més per aquí... mmm... sí, bueno,

139 aquesta pregunta era per preguntar si el treball col.laboratiu us ajuda a que un cop

140 heu obtingut el vostre treball ja el teniu fet, ja esteu com més contents d'haver-lo

141 aconseguit gràcies al fet d'haver-ho pogut fer en equip o... És més agraït treballar

142 així, en equip, quan feu una tasca o us sentiu més implicats i contents quan heu

143 acabat que no quan ho feu de manera individual?

144 **Alumne 2:** Jo em sento més treballadora quan ho faig jo sola perquè el mèrit és per

145 mi, perquè jo treballo amb la meva feina... però... per mi és molt més còmode fer-ho

146 en grup perquè acabo abans i aprenc el mateix.

147 **Entrevistador:** Vale. Molt bé. Llavors, a veure... o sigui alguns dels valor que s'obte-

148 nen per treballar així de forma col.laborativa o en grup són la solidaritat, la

149 cooperació, l'empatia i el respecte de les opinions dels altres, o la millora de

150 l'autoestima perquè hi ha nens potser que sols no ho podrien fer i veuen l'exemple

151 o veuen com s'ha de fer i això els ajuda a potser una altra vegada a estar més

152 segurs o més a gust amb les activitats que fan. Vosaltres quins valors, o hi ha algun

153 valor que destacarieu per sobre d'algun altre quan es treballa així en grup?

154 Alguna cosa que diguis, mira això realment crec que és important o a mi m'agrada

155 (Tots riuen)

156 **Alumne 1:** Una pregunta absurda, però, què és un valor?

157 **Entrevistador:** O sigui, de quina manera, o què aprecies o a què dones importància

158 quan treballes així, en grup?

159 **Alumne 1:** Dono importància a l'opinió dels altres...

160 **Entrevistador:** Això, veus, això és un valor, donar importància als ...

161 **Alumne 2:** Jo el que jo destacaria és que jo em sento,... ¿cómo se diría apoyada?

162 **Entrevistador:** Recolzada?

163 **Alumne 2:** Recolzada, perquè si hi ha alguna cosa que no la sé, però el meu

164 company sí la fa o una pregunta se m'ha oblidat tinc el suport que aquella persona

165 ho ha fet...

166 **Entrevistador:** Vale...

167 **Alumne 2:** ...i que no ho he de portar jo tot a sobre. Això amb els grups que jo faig

168 i que jo ... (inintel.ligible) perquè quan hi hagi gent que no treballa he de portar jo

169 sempre ... i estirar del car? del carro?

170 **Entrevistador:** Sí, sí, estirar del carro, tirar del carro... sí, sí, a vale. I vosaltres

171 creieu que es treballa així, quan sortiu de l'institut? Creieu que es treballa així?

172 en moltes empreses?

173 **Alumne 2:** Majoritàriament crec que sí, però xxxx (no s'entén) ser educada crec que

174 sí, crec que és el mètode de treball que s'utilitza ... xxxx (no s'entén).

175 **Entrevistador:** I la última cosa, creieu que a l'hora de treballar en grup... creieu que

176 vosaltres apreneu més respecte que si les classes per exemple fossin les classes

177 tradicionals d'abans en les que el professor parlava i parlava i donava la materia o

178 feia alguns exercicis per fer i ja està. I en canvi, d'aquesta manera el professor

179 realment us presenta el projecte, us diu una mica les activitats que heu de fer però

180 us deixa treballar pel vostre compte... No teniu el professor tant directament a

181 sobre vostre... i vosaltres...

182 **Alumne 1:** És millor tenir-lo a sobre nostre perquè tenim més ajuda, més atenció a

183 part de que és divertit l'institut, jo vinc content.

184 **Entrevistador:** Això és molt important.

185 **Alumne 2:** Jo crec que quan ens deixen ser autònoms és molt millor perquè quan
186 surtis d'aquí i vagis a Batxillerat o a cicles o on sigui no tindràs el professor a sobre
187 teu i treballant d'aquesta manera ja t'hauràs acostumat i seràs molt més autònom
188 i no dependràs de ningú, ja sabràs fer la teva feina, i com fer-la a partir dels teus
189 horaris...

190 **Entrevistador:** Clar... Tu també ho penses tot això?

191 Alumne 3: Sí

192 **Entrevistador:** Molt bé. Doncs ja està, ho deixem aquí.

Appendix IX Interview with Pedagogical Coordinator

Interview about collaborative learning with the Pedagogical Coordinator at a high school located in a working-class neighbourhood in Terrassa.

ENTREVISTA SOBRE EL TREBALL COL.LABORATIU amb la Coordinadora Pedagògica del Centre d'Educació Secundària ubicat a Terrassa.

Seria molt interessant poder comptar amb el teu punt de vista respecte a la metodologia de treball de l'Institut. Hem observat que una part considerable de les tasques que els alumnes porten a terme durant els projectes a l'Institut són en grup, de forma col.laborativa.

P1. Creus que aquesta estratègia metodològica de treball a l'aula permet que els alumnes aprenguin millor respecte a fer els treballs de forma individual?

Sí. El fet d'haver de treballar col·laborativament implica aprendre a escoltar diferents punts de vista, posar-se d'acord, treballar en equip, etc. Els alumnes amb més dificultats aprenen dels seus companys que tiben d'ells. I els alumnes amb més capacitats, aprenen ensenyant (que és la millor manera de consolidar aprenentatges).

P2. Quins són els factors que creus importants perquè els alumnes s'impliquin en el seu procés d'aprenentatge?

Crec que és important que els alumnes vegin que les tasques que fan són rellevants i que el producte final és real, significatiu. A més, és important que els alumnes puguin triar el producte final d'un projecte, adonar-se que estan aprenent i avançant (amb les nostres reflexions i *feedback*) i que ho poden fer a través de l'aprenentatge en grups de treball col.laboratius, que el que fan és un repte però que el poden aconseguir i que se sentin respectats i escoltats.

P3. Cada alumne se sent realment responsable del treball a fer i que la suma de tots ajuda al grup?

Aquesta és la idea i l'objectiu. Per això és molt important l'agrupament. Per experiència, crec que els grups que funcionen millor són els heterogenis però amb una forquilla no massa àmplia. Vull dir, no el millor amb el més flux, sinó amb grups on la diferència no sigui tan gran. Així tots han de treballar i senten que poden aportar al grup.

P4. El treball en grup estableix relacions socials positives? En cas afirmatiu què has pogut observar? Has pogut observar si l'autoestima dels alumnes amb més dificultats en surt reforçada del treball en grup?

Sí. Els alumnes aprenen molt a treballar en equip i a mida que passen els anys, tenen menys conflictes a l'hora de treballar amb qualsevol persona. He pogut observar que l'autoestima

dels alumnes amb més dificultats surt reforçada quan han pogut tirar endavant un projecte amb grups que a priori semblaven molt fluixos (com he comentat a la pregunta anterior). També passa que de vegades hi ha alumnes “fluixos” més bons que els altres en alguns àmbits: digital, artístic, etc. i el treball en grup ha fet que els altres alumnes més “bons” reconeguin aquestes habilitats perquè han aconseguit fer millorar la feina del grup.

P5. Els alumnes es distribueixen els rols que cadascun d’ells ha de fer, s’organitzen sempre igual o no, en funció de l’activitat?

En funció de l’activitat. A 1r i 2n d’ESO s’assignen rols (coordinador, moderador, secretari, portaveu, responsable de material), però a partir de 3r ja no els assignem els rols. Cada vegada està més clar qui és capaç de liderar un grup, qui controla que es faci tot, etc. però s’organitzen ells.

P6. Es crea un clima de treball d’aula adequat?

Ho intentem, però depèn del grup i l’hora. A tercer tenim problemes per aconseguir el clima de treball adequat sobretot a última hora. En canvi, amb els grups de 1r i 2n no hem tingut problema.

P7. Has observat si els alumnes aprenen a desenvolupar habilitats socials? (Escotar, intervenir, treballar a partir d’unes normes).

Sí, però s’ha de treballar molt. Hem de fer activitats d’escolta activa per ensenyar-los a escoltar i a intervenir quan toca. Però en general, sí que desenvolupen habilitats socials. Això ho observem molt clarament quan fem les coavaluacions abans de les presentacions finals.

P8. S’ha treballat en algun moment la millor manera de treballar en grup per treure’n el màxim partit?

Provem diferents maneres de treballar per trobar la millor manera. Després de veure molts tipus d’agrupament, hem observat que un dels millors és de 3, perquè és el que permet que tothom digui la seva i que ningú “s’escaquegi”.

P9. Se’ls dirigeix als alumnes tot i que aprenguin de forma autònoma?

Sí. Tenen una planificació que han de seguir i es va marcant el ritme. Però els projectes de 1r i 2n estan molt més pautats. A partir de 3r volem que s’organitzin i planifiquin molt més el seu temps.

P10. Has pogut observar si aprenen els uns dels altres o tan sols es divideixen les tasques i treballen individualment?

La temptació és dividir-se les tasques i treballar individualment. Aquí està el repte. Però també observem que quan algú no enten alguna cosa que explica un professor, ho acaba entenent molt millor si li ho explica un company, i aquest company consolida molt més els seus coneixements si demostra que els sap explicar.

P11. A vegades no tots els integrants del grup tenen el mateix compromís de treball, de quina manera d'avalua la feina de cadascú?

Depèn del projecte. Fem coavaluacions, xerrades de grup, i de vegades, donem una nota de grup que se l'han de repartir i justificar. Per exemple, si un grup es mereix un AN (3), els donem 3 punts multiplicat pels membres del grup, per exemple 3 punts x 4 membres = 12 punts. Aquests 12 punts se'ls han de repartir i potser algú acaba amb 4 punts (AE) i algú altra amb 1 punt (NA), i tot això ho han de discutir, parlar directament, i justificar-ho al professorat.

P12. Com es pot ajudar als alumnes amb certes necessitats educatives a integrar-se millor en les activitats de grup? Es el treball col·laboratiu una bona manera perquè ells aprenguin millor? Poden seguir les activitats programades?

En general, segueixen les activitats programades, però de vegades els demanem una mica menys, demanem un producte final diferent, els avaluem diferent o potser no demanem que arribin al final. Quan fem grups heterogenis però sense massa diferències, és més fàcil marcar aquests objectius finals diferents sense canviar les tasques.

P13. És el treball col·laboratiu la opció de treball de futur a les escoles? Altres centres a Europa treballen d'aquesta manera oi?

Cada vegada hi ha més centres a Europa i als EUA que treballen així i jo crec que sí que és la opció de treball de futur. Els alumnes aprenen socialitzant-se, expressant-se, compartint les feines, les idees i els punts de vista diferents, amb un sol objectiu final de grup. De fet, els docents del centre també trebalem així, no només amb codocència sinó també creant projectes, etc. Penso que és una de les habilitats més importants que poden aprendre per al seu futur.

P14. Per últim, et volia preguntar la teva opinió sobre si creus que les dificultats d'aprenentatge que tenen alguns alumnes poden ser menors si durant el període d'educació a nivell primària s'hagués donat un reforç a nivell individual i familiar (tenint en compte les dificultats que molts d'ells viuen a casa). Potser per reduir les desigualtats, s'ha d'intervenir més durant l'educació infantil. Sembla que a vegades tota la feina s'ha de fer quan els nens ja són més grans... i no és realment així oi? Què en penses?

Potser has sentit a parlar de Jane Waldfogel, catedràtica de Treball Social i Polítiques Públiques, Universitat de Columbia ha publicat el llibre *Too many children left behind* (Massa nens que es queden enrere). Per reduir les desigualtats educatives, J. Waldfogel creu que s'ha d'intervenir més d'hora, en l'educació infantil.

No he sentit a parlar de la Jane Waldfogel, però la buscaré. Estic d'acord que s'ha d'intervenir quan abans millor. Per reduir les desigualtats, també hem de reduir la segregació social, reduir les ràtios als centres educatius, tenir més docents de suport, etc i sempre intentar que tothom arribi al seu màxim.

Appendix X: Interview on collaborative learning with a UAB Master's Teacher

001 **Entrevistador:** L'objectiu del treball de fi de màster és avaluar la importància del
002 treball col.laboratiu i com aquest pot contribuir en el procés d'aprenentatge de
003 l'alumne. Abans de començar l'entrevista et volia comentar alguns aspectes de
004 confidencialitat de l'estudi i, primer de tot, només preguntar-te si acceptes de manera
005 voluntària participar donant la teva opinió en aquest estudi.

006 **Professor UAB:** Sí, sí, totalment.

007 Entrevistador: En segon lloc, et volia comentar tota la informació que em comentis
008 només serà utilitzada i transcrita per fer aquest estudi una vegada finalitzat no serà
009 utilitzat per cap altre fi.

010 **Professor UAB:** Molt bé.

011 **Entrevistador:** Llavors, si tens alguna pregunta abans de començar, m'ho dius i ja
012 està.

013 **Professor UAB:** No, no. Tot correcte. Podem començar.

014 **Entrevistador:** Doncs, a l'institut he observat que moltes de les tasques que fan els 015
alumnes a l'escola en els seus projectes els fan de forma col.laborativa. Et volia
016 demanar la teva opinió d'alguns d'aquests temes sempre relacionats amb el treball
017 col.laboratiu.

018 La primera pregunta és: Creus que aquest mètode de treball a l'aula permet que els
019 alumnes aprenguin millor respecte a fer els treballs respecte a fer-los de forma
020 individual? És a dir, quan els alumnes fan els treballs de forma col.laborativa els
021 aporta més beneficis que treballar de forma individual?

022 **Professor UAB:** A veure jo de la manera que he treballat durant tota la meua
023 experiència que he tingut com a docent jo he anat alternant i no m'he casat de forma
024 treballat col.laborativa o treballar només de forma cooperativa o individual sinó que
025 penso que el món, és a dir, a la seva vida es trobaran tipus de tot... ja que pots tenir
026 una feina que hakis de treballar sol però jo no només la feina sinó la gent normal el 027
tractar, el no sé tractar amb una reunió de veïns... saps què vull dir? i llavors penso 028 que
és important que treballem diferents tipus el treball individual, el treball
029 col.laboratiu. Jo no penso que un exclouï l'altre sinó que es complementen i que
030 penso que els hem d'ensenyar a treballar de diferents maneres

031 **Entrevistador:** Entesos.

032 **Professor UAB:** Saps què vull dir o sigui no només tot individual no només tot
033 col.laboratiu no tot cooperatiu sinó que siguin capaços i que els puguem donar
034 aquesta flexibilitat.

035 **Entrevistador:** Exacte. Sempre està bé que aprenguin a fer les dues coses oi?

036 **Professor UAB:** Sí, sí... Jo des del meu punt de vista sí. No només treballar d'una
037 sola manera perquè penso que tampoc és la realitat.

038 **Entrevistador:** No, no, aquí a l'institut també treballen els seus projectes i algunes
039 tasques les fan de forma col.laborativa però també tenen certes feines que les fan de
040 manera individual.

041 **Professor UAB:** I... penso que també els hem de donar l'oportunitat de poder
 042 treballar amb un mateix de poder treballar amb els altres perquè és important que un
 043 es conegui a si mateix per poder així treballar millor amb els altres i treballar amb els
 044 altres també per conèixer també doncs com et flexibilitzes, com ajudes, com et sents,
 045 trobar estratègies... Per tant, jo penso que la diversitat... que els hauriem de donar
 046 oportunitats de tot.

047 **Entrevistador:** De totes maneres, la manera que tenen els alumnes quan treballen
 048 de forma col.laborativa també té punts importants per ells a l'hora d'aprendre...

049 **Professor UAB:** Sí, exacte. El treballar de forma col.laborativa té unes
 050 característiques, el treballar de forma individual en té unes altres i el treball
 051 cooperatiu en té unes altres i hi ha característiques que també les comparteixen.

052 **Entrevistador:** Et volia preguntar també, quan els alumnes treballen de forma
 053 col.laborativa en grup, quines condicions creus que s'haurien de donar perquè cada 054
 alumne se senti responsable del treball que fa i que la suma de tots ajuda al treball
 055 final?

056 **Professor UAB:** Jo crec que aquí, per la meua experiència, la clau està en què els

057 alumnes entenguin què és treballar de forma col.laborativa i què s'espera d'ells.

058 Perquè moltes vegades, és... poso els nens en grup, els dono una tasca i que l'hagin
 059 de completar però no acaben d'entendre quin és el seu rol, què és el que han de fer.

060 Per tant, jo penso que és important treballar aquesta part. I que no és una cosa
 061 automàtica, eh? No és allò de dir faig un treball col.laboratiu o cooperatiu i els nens
 062 de seguida ... 'bueno', és que a vegades ni els profes mateixos saben com fer-ho o 063
 ells mateixos no saben treballar de manera col.laborativa o cooperativa... llavors
 064 penso que és molt important aquest entrenament, bueno, no sabria com dir-ho,
 065 aquest escalfament. Que sapiguem tots de què estem parlant quan de treball
 066 col.laboratiu, què s'espera tant de nosaltres com a docents com dels alumnes, dels
 067 alumnes entre ells, perquè moltes vegades el que fan és navegar no saben ni el què
 068 estan fent, i crec...

069 **Entrevistador:** I val la pena, potser, des de la perspectiva del docent, treballar el que
 070 deies, aquests aspectes i assignar a cada nen realment... les funcions que cadascú
 071 ha de fer o què han de fer conjuntament.

072 **Professor UAB:** I treballar-ho de forma transversal. És a dir que formi part del
 073 projecte d'escola. Saps? Si un dels objectius és que volem que els nens siguin
 074 competents treballant de forma col.laborativa, per exemple, penso que no ha de
 075 pertànyer únicament a una àrea o al que sigui no? sino que sigui transversal al
 076 centre, que formi part de la filosofia del centre... perquè clar llavors acaba formant 077
 part de la teua manera de treballar. Sino són com 'bolets', i aquests 'bolets' són una 078
 mica perillosos.

079 **Entrevistador:** Sí, molt bé. Volia saber la teua opinió sobre si el treball en grup fa que
 080 els alumnes tinguin unes relacions socials més positives entre ells. Ho has pogut
 081 observar tu que treballant, col.laborant en grup en les tasques doncs això els generi

082 una relació més bona entre ells o no?

083 **Professor UAB:** Bueno, jo t'he de dir que he vist de tot. He vist alumnes que ... és
084 que depèn del grup. Hi ha grups que estan molt cohesionats i llavors treballin amb qui
085 treballin... hi ha una cohesió feta però a vegades hi ha incompetències, però ja són
086 personals eh? El que passa que llavors penso que és important treballar-ho amb ells.
087 Jo per exemple recordo a un grup de 4rt. d'ESO 1 que quan fèiem els treballs de
088 música amb xxx hi havia una part que era de treballs en grup i hi havia un alumne
089 que li costava, era molt bona eh? Era una noia excel.lent però a l'hora de treballar en
090 grup li costava molt

091 perquè ella estava acostumada a fer les coses a la seva manera i com deia ella.

092 Llavors durant els dos anys que vam estar treballant amb ella va anar molt bé perquè
093 va començar ... ells diuen... els nens deien “esto es una * (paraulota)” perquè aquest
094 no treballa, perquè aquest no sé què... i el que fèiem nosaltres era acompanyar en
095 aquest procés. Aquesta nena va acabar a 4t d'ESO... perquè sempre els dèiem
096 treballar en grup no és fàcil... Tots som diferents tots tenim maneres de fer
097 diferents... però és que és la vida! Ens hem d'intentar com a mínim respectar els uns
098 als altres, no vol dir que te n'hagis d'anar de festa amb el que tens al costat, però sí
099 que és el teu company en aquest cas de la classe, un altre dia pot ser el de feina i
100 almenys us heu de respectar. I aquest treball el van fer, i al final aquesta nena va
101 acabar 4rt. d'ESO i ens va donar les gràcies perquè ella havia entès que no podia
102 esperar que els altres fessin igual que ella sino que era ajudar-se mútuament. Llavors
103 depèn de quina informació porti cada nen com a persona eh? Però jo també recordo
104 casos d'alumnes que socialment no tenien ‘bon rotllo’ entre ells i era molt complicat
105 fer-los treballar conjuntament eh? A més a més en l'època de l'adolescència, que
106 s'ajunta tot, allò és una bomba!

107 **Entrevistador:** Sí,sí, és difícil.

108 **Professor UAB:** Per tant, penso que sí que és difícil, però hi ha un treball al darrere
109 eh? I sempre has d'estar a l'aguait.

110 **Entrevistador:** Sí, tens tota la raó.... et volia preguntar també si has pogut observar
111 que quan es treballa de forma col.laborativa es crea un clima de treball a l'aula que
112 sigui adequat? A vegades,... és potser el que m'explicaves, oi? si els alumnes
113 aprenen a desenvolupar aquestes habilitats socials com escoltar, intervenir, treballar,
114 a partir d'unes certes normes establertes. A vegades el què ens hem trobat a l'institut
115 és que costa molt que hi hagi un clima de treball... o sigui, que estiguin realment
116 treballant.

117 **Professor UAB:** Nosaltres per exemple, quan vam començar els projectes de música
118 que ho feien a 3r i 4rt d'ESO recordo el primer any que vam implementar el projecte
119 que ens vam tornar bojos perquè clar les classes... els nens no estaven habituats, a
120 més era tot en anglès, saps? que per alguns d'ells era... implicava un repte molt més
121 gran. Però, ja, a part d'això, el fet d'haver de treballar en grup va costar molt al
122 principi. Jo recordo que el primer grup que vam tenir, suavem els dos, eh? Els dos
123 suavem a classe. I fins que aquest nens no van arribar a 4rt d'ESO no es van
124 habituar al que volia treballar en grup, què s'esperava d'ells, si, també t'he de dir una

125 cosa... la filosofia de l'escola on jo treballava a primària sí que estava implementat
126 però a secundària no estava implementat i no hi havia aquesta manera de treballar. I
127 llavors, els nens es trobaven... per això et deia que el que jo vaig aprendre que el
128 projecte d'escola és molt important i que el profe hi cregui. Jo tenia companys que no
129 hi creien en el treball col.laboratiu. Deien: els poses en grup i no fan res. No! sí que
130 ho fan! Però és que tu també has de fer. No és els poso i ja està. Torno a dir eh? La
131 feina del docent és molt important en aquest guiar, acompanyar, molt important.
132 Llavors, nosaltres ens trobavem amb el repte que arribaven a 3r.d'ESO començavem
132 amb els projectes i tot i, al principi, va ser molt dur.

133 **Entrevistador:** I quan parles de guiar als alumnes perquè puguin treballar de forma
134 col.laborativa, llavors, per part del docent, quin tipus d'estratègies o de ...

135 **Professor UAB:** Doncs, mira et posaré un exemple, que era un 4rt. d'ESO o un 1r.
136 de Batxillerat, imagina't, ara no recordo si aquells nens estaven a 4rt. d'ESO o primer
137 de Batxillerat, però bueno és igual, jo els tenia a 3r., 4rt, i primer i segon de
138 Batxillerat... quatre anys i un dia van fer un *Jigsaw Reading* i si tu no has assolit el
139 text estàs perdent els altres... Va ser un desastre! I aquests nens venien ja de... ara
140 no t'ho podria confirmar però crec que era a primer de batxillerat. Per tant, aquests
141 nens ja venien d'haver treballat amb nosaltres a tercer i quart d'ESO, t'ho dic perquè
142 a vegades ja ho dones per automàtic i llavors al cap d'un temps surt un fracàs. I
143 aquell dia va sortir fatal.No recordo què és el que va passar però sé que no van
144 acabar d'assimilar bé el que havíem de fer i llavors quan es van posar en grups no
145 van... clar, llavors què fas? El que em deies, estratègies? Doncs una opció era tirem
146 endavant i que surti com surti, però clar, no s'han enterat de res, i el que vam decidir
147 fer era parar la classe i vam acabar fent tota la classe de reflexió de què consistia
148 l'activitat, què s'esperava d'ells, que reflexionessin perquè no havia funcionat, clar...
149 tot això vist depèn dels ulls de cada persona, pot ser, vas perdre una classe. No, no
150 la vaig perdre des del meu punt de vista perquè jo això el dia següent hi vam tornar, i
151 com que havien reflexionat, i havien entès a on sabien equivocant, llavors va sortir bé.
152 Per tant, aquest acompanyament, és vital.

153 **Entrevistador:** Sí, el docent ha de posar de la seva part i donar unes pautes molt
154 marcades suposo del què esperes perquè tot funcioni.

155 **Professor UAB:** Exacte. Però el docent ha de saber exactament el què està fent i
156 què vol que els nens aconseguixin perquè sino els nens es perden.

157 **Entrevistador:** A vegades també ens hem trobat que dins el grup, el que
158 comentàvem abans, hi ha nens que sempre treballen més que d'altres o que tenen
159 un compromís de treball més important i és clar com avalués la feina que fa cada
160 nen,no?Sempre n'hi ha que s'arrepengen i uns que tiren endavant amb tota la feina ?

161 **Professor UAB:** Totalment, totalment... Mira, això, nosaltres amb el que fèiem de
162 música ens va arribar a passar de tot eh? I això ens va passar a uns projectes que
163 feiem i resulta que al final el que van aconseguir, no sé si us ho vaig explicar això un
164 dia a classe, però al final el que vam acabar fent va ser, nosaltres compartiem amb
165 ells a principi els criteris d'avaluació, de dir en aquest projecte quin són els objectius,
166 vale, aquests objectius, com us avaluarem? Es tindrà en compte això, això, i ho

167 compartiem amb ells. I llavors, si hi havia alguna cosa que a vegades ells ens feien
168 un suggeriment o que en el moment que ho parlaven sortia alguna idea ho canviàvem
169 però teníem clar quin era l'objectiu i ells tenien clar cap a on caminàvem junts i com
170 serien avaluats. Vale, i llavors el que feiem era sobretot jo li dono molta importància
171 és durant tot el procés de treball, és estar nosaltres treballant amb ells. Què vull dir, 172
treballant amb ells? No vull dir fer-los la feina però aquest acompanyament, passar
173 per les taules, seure amb ells, mirar què és el que fan, fer-los preguntes per veure si
174 s'estan enterant de, saps? agafar aquest rol que jo us deia de '*Busy bee*' d'estar
175 sempre per allà, 'bzzz' i que vegin que... i nosaltres el que feiem era controlar si
176 treballaven, no treballaven, si estaven despistats, si només treballava un, i a la
177 vegada ajudar-los també tant en el contingut com amb la llengua, no? Però això ho
178 vam aprendre, i els posaven la nota nosaltres, ells feien una autoavaluació i després
179 teniem en compte la seva autoavaluació i la nostra. Però ens vam adonar, però això
180 m'imagino, és que ara tinc molts grups al cap, però m'imagino que ens devia passar
181 en algun grup perquè quan tens la crisi és quan comences a pensar no? que ens
182 devia passar amb algun grup que no va funcionar, sempre en tens algun que tira
183 més, i al final el que van acabar fent és de bojos, el que et diré ara eh? Ens va
184 funcionar molt però això a la vida normal no pot ser, o sigui és que no hi ha temps. El
185 que feiem era, el mateix que t'he dit, compartir objectius i criteris i després nosaltres
186 teniem una graella que avaluàvem però després feiem una trobada amb cada grup i
187 compartiem oralment el que nosaltres creiem que es mereixia el grup i llavors el que
188 ells creien que es mereixien, i llavors, individualment!

189 **Entrevistador:** Buf!

190 **Professor UAB:** i així d'aquesta manera ho parlàvem amb ells, els podiem donar
191 arguments i sobretot que ells reflexionessin. I, clar, què passava? Que allà davant
192 del grup acabava sortint, saps allò "és que tu no has fet res"

193 **Entrevistador:** Clar, tothom es sincerava una mica.

194 **Professor UAB:** I, això ens va anar molt bé, perquè així d'aquesta manera, clar, tu el
195 que vols realment, o sigui, jo el tema de les notes perquè ens fan posar numèric però
196 jo odio això de posar notes numèriques. Jo prefereixo poder fer un feedback qualitatiu
197 i de dir mira, això ha anat bé, això ho has de millorar, i tal, i que la persona reflexioni
198 per després poder-ho fer millor. i això és el que varem fer, però ja et dic que va ser de
199 bojos eh! Quedàvem amb els nens a les cinc de la tarda, quan s'acabava la classe,
200 quedàvem amb nosaltres fèiem la reunió de grup amb cada grup i llavors feiem tot
201 aquest intercanvi, va ser de bojos. Va funcionar sí, i vam veure que funcionava
202 perquè a vegades quan tu els dones la nota veuen un 6, un 5, llavors ells ho
203 comparen entre ells, no? Estem al mateix grup però l'altre té un 8, com pot ser? Això,
204 vam dir, ells han d'entendre perquè és. Clar, la manera és fer tot aquest treball de
205 reflexió conjunta però és que és impossible.

206 **Entrevistador:** És molt exigent.

207 **Professor UAB:** És molt exigent. Ara, va funcionar.

208 **Entrevistador:** A l'institut tenim alguns alumnes que tenen necessitats educatives i
209 llavors, al treballar en grup possiblement els ajuda a tirar endavant les feines i també

210 a anar millorant i aprenent dels companys. Ho has pogut veure això que, vaja, que la
211 manera de treballar en grup els ajudi als que potser van una mica més endarrerits o
212 que tenen alguna necessitat que això els sigui positiu?

213 **Professor UAB:** Sí, sí, nosaltres quan feiem els grups sempre teniem en compte
214 que fossin diversos, i alternavem, a vegades els feien ells i a vegades els feiem
215 nosaltres.

216 **Entrevistador:** A l'institut també ho fan així.

217 **Professor UAB:** Més que res per donar-los l'oportunitat que ells puguin triar amb qui
218 volen treballar i també que a vegades també puguin veure que amb aquell que són
219 tan amics, tan amics, tan amics a l'hora de treballar són un desastre junts. Sí, sí que 220
també se n'adonin ells i llavors amb nens que tenien necessitats educatives especials 221
sí, sí i tant que n'haviem tingut. Sí que els anava bé el fet que, o sigui, uns dels
222 objectius de les competències que vols treballar és que s'ajudin entre ells, que
223 aprenguin a ajudar-se entre ells i ja et dic amb nosaltres va costar molt perquè eren
224 nens molt individualistes al principi, els costava molt, tots en general. Però sí que ho
225 feien, ara recordo, te'n recordes el Pantocràtor que us vaig ensenyar?

226 **Entrevistador:** Sí, i tant!

227 **Professor UAB:** Doncs quan vam fer el Pantocràtor hi havia un nen que tenia
228 Asperger i el vam posar en un grup a treballar. Clar, era un nen que ja socialment ell
229 tenia molts reptes i llavors a la classe per exemple en el grup que estava
230 pràcticament ni es parlaven, perquè ells tenen el seu grupet, pràcticament ni es
231 parlaven. Però, en canvi, en aquest grup, mira no sé, no ho haguéssim dit mai que
232 això passaria, però van com quallar molt bé, i vam descobrir que aquest nen tenia
233 moltes habilitats artístiques.

234 **Entrevistador:** Ah! molt bé, Sí, em sembla que això ens ho vares comentar, sí.

235 **Professor UAB:** Sí perquè sempre ensenyo el dibuix aquell del Pantocràtor i va ser
236 el nen que va acabar agafant el rol de líder al grup perquè a l'hora de dibuixar el
237 Pantocràtor i tot el que havien de fer... llavors, mira aquest és un dels exemples que
238 ens va passar. D'un nen amb necessitats educatives especials que va acabar agafant
239 el rol de líder dins un grup en el qual tampoc no tenien massa relació i llavors el tema
240 autoestima, a aquest nen li va pujar l'autoestima, uh!! una barbaritat perquè clar, tots
241 només deien: Oh! és que ell ho fa molt bé, ells ens ha ajudat, ens ha guiat, i llavors
242 clar per ell va ser: "M'estan mirant a la classe". Ara sí que també recordo grups que
242 els vam haver de guiar molt que amb nens que tenien més problemàtica clar els
243 donaven activitats com "Tu pinta" "Tu, no sé què" saps? I llavors aquí, torno a dir, és
244 la feina nostra. És feina nostra d'anar supervisant i anar-los acompanyant... escolta,
245 perquè ell, per exemple, no sé, no redacti tan bé com tu, segons la seva visió eh?

246 **Entrevistador:** Per no encasellar-los no?

247 **Professor UAB:** Ah, exacte! Ell també pot fer altres coses, però sí tenien molt
248 aquesta idea de les etiquetes no? Tu saps anglès, tu saps mates, tu... saps? i llavors
249 és trencar... vam suar ja que vam haver de trencar molts esquemes.

250 **Entrevistador:** És així mateix. També m'has comentat algunes de les activitats no?
251 per exemple el Jigsaw Reading, que poden treballar d'aquesta manera, amb el

252 Tangram també ens ho havies dit a classe...

253 **Professor UAB:** Amb el Tangram també ho vam fer...

254 **Entrevistador:** N'hi ha moltíssimes d'activitats per treballar justament...

255 **Professor UAB:** Veus amb el Tangram, ara que me'n fas enrecordar, el tangram va
 256 ser una activitat que recordo que la vam fer a la biblioteca i teniem tot el grup a l'aula.
 257 I, veus? era un grup que recordo que hi havia nens de tot, nens que tenien més
 258 dificultat i menys, i es van ajudar molt. Ostres! és que jo no tinc la recepta màgica,
 259 perquè depèn del grup. I depèn de la singularitat personal de cadascú.

260 **Entrevistador:** No pots tenir una recepta que sempre vagi bé.

261 **Professor UAB:** Però només a secundària, jo recordo la meua experiència a primària
 262 m'ha passat el mateix. I ara que estic amb adults, em passa el mateix. Hi ha adults
 263 que entre ells, no compenetren i han de treballar molt. Es que és igual, per mi no
 264 forma part d'una etapa sino que és de l'adn humà, clar! I gent que, a mí no m'ha
 265 passat però jo tinc companys que treballen a l'EOI que diuen: "Jo amb aquest no
 266 treballo eh?" I se'ls hi planten. Saps què vull dir? Que forma part d'aquesta
 267 singularitat.

268 **Entrevistador:** Sí, sí. És un aspecte que s'ha de treballar.

269 **Professor UAB:** Per aixó, sí, sí, s'ha de treballar.

270 **Entrevistador:** Saps si a escoles de nivell europeu o d'altres països, als EE.UU.
 271 tenen aquesta manera de treballar a l'aula de forma col.laborativa (tot i que es
 272 combini amb el treball individual)? Perquè anys enrere es feia molt la docència de
 273 professor als alumnes i ara és tot molt més, s'està imposant cada vegada més la
 274 docencia perquè tothom pugui col.laborar i aprendre tots de tots.

275 **Professor UAB:** Exacte, sí jo crec que aquí cada vegada s'ha anat implementant
 276 més una altra cosa és la qualitat, la qualitat de com es treballi. Però que cada vegada
 277 hi ha més escoles, instituts que ho fan sí, sí. Jo, per exemple, a mi m'agrada molt el
 278 treball que fan al EE.UU., com treballen el treball en grup, tenen moltes estratègies.
 279 El món anglosaxó això ho ha treballat moltíssim, sí.

280 **Entrevistador:** Anirà venint cap aquí, tot el que són maneres de gestionar el treball a
 281 la classe...

282 **Professor UAB:** Però jo el que sí que puc dir-te, pel que jo conec eh?, el que he
 283 llegit, el que he vist, el que he pogut tastar, és que quan funciona bé és quan hi ha
 284 una consciència del què s'està fent tant per part del docent com per part dels
 285 alumnes.

286 **Entrevistador:** D'acord.

287 **Professor UAB:** I això és el que falta aquí. Parlo en general. No puc dir a totes les
 288 escoles, a tots els centres, em refereixo tant a primària com a secundària. Però
 289 penso que hi ha d'haver una consciència de saber i una reflexió. Has de saber què
 290 estàs fent. I per què ho estàs fent. I ells també han de saber per què els ho fas fer. I
 291 un vegada ells estan habituats, funciona. Però han de saber treballar-hi. No surt per
 292 art de màgia.

293 **Entrevistador:** I, la última pregunta que tinc és que durant el Màster hem anat llegint
 294 moltes opinions dels experts i amb tu doncs amb la Pauline Gibbons, amb el llibre

295 que ens ha encantat i amb les aportacions que ens has fet de Mercer igual, que
 296 sempre parlen del llenguatge com un mitjà per pensar i per aprendre junts oi?

297 **Entrevistador:** Totalment, i això és la clau. Són persones que han estudiat molt que
 298 és una manera per aprendre de quan s'utilitza el llenguatge per

299 **Professor UAB:** Exacte, per mí la paraula clau és la interacció, que comporta la
 300 llengua. Els uns amb els altres, o tu amb els alumnes, però és aquesta interacció el
 301 què et fa pensar en tema, que et fa parlar de si una oració és correcte o no és
 302 correcte, i per què és correcte, jo que sé, lo que sigui eh? Un problema de
 303 matemàtiques, no? de dir, per què està mal resolt, i poder-ho argumentar. Llavors, és
 304 el que diu, la idea aquesta de donar veu al teu pensament a través del llenguatge.

305 Quan un alumne et diu, "Es que lo entiendo pero no sé explicarlo". Llavors és això, tu
 306 ho has entès, ho tens aquí dintre, però ho has de saber explicar. Ho has de saber
 307 posar en paraules i poder-ho explicar a un altre. I això és totes aquestes tasques que
 308 fem que promouen la interacció és el que fan. Per exemple, què fa un Jigsaw
 309 Reading? Jo tinc un text que tu no en tens ni idea, i jo aquest text l'he d'entendre, per
 310 poder-lo explicar a tu, clar, jo si només el memoritzo i te'l vomito, no m'he enterat de
 311 res. I si tu em fas una pregunta jo ja estic perduda. Però si l'he entès, l'he digerit i te
 312 l'he pogut explicar a tu, tu em fas preguntes, tots dos, estem construint aquest
 313 coneixement. Per tant, jo crec que sí, la clau és la interacció. Per això és tan
 314 important en totes les classes que hi hagi aquesta interacció entre ells, entre el
 315 docent i, clar, evidentment, en el nostre terreny que és l'aprenentatge de l'anglès,
 316 doncs encara molt més. Imagina't en aules a on els nens no senten a parlar en
 317 anglès, els nens no parlen en anglès, llavors tot el que reben clar, és tot receptiu. No
 318 produeixen res. I sabent que el contacte amb la llengua, l'exposició i llavors aquest
 319 *output* que és la producció és el que fa que s'internalitzi. M'explico? Però això és una
 320 batalla que costa molt perquè tothom té les seves idees de com s'aprèn una llengua.
 321 També tenim una tradició al nostre país d'ensenyar les llengües de certa manera i
 322 segons com xoques, amb la motxilla que porten els alumnes a sobre.

323 **Entrevistador:** Si pots treballar en grups petits que hi pugui haver aquest intercanvi i
 324 interacció

325 **Professor UAB:** I a partir d'aquesta interacció és que brolla tot. En el moment en què
 326 vols dir tal cosa, no? a vegades la gent que té aquesta obsessió de que encara no
 327 poden parlar perquè encara no han fet el tercer condicional, no és que no poden
 328 parlar de l'experiència del passat perquè encara no han fet el passat, Però, és que
 329 quan s'ha de fer el passat? Encara no ho he entès quan s'ha de fer el passat, no? El
 330 que volem és posar-los en grup, els donem una tasca i allà es comencen a activar
 331 mecanismes i a partir d'allà...

332 **Entrevistador:** Ja va sortint tot, i ho van aprenent sobre la marxa. Quan si es
 333 necessita es fa.

334 **Professor UAB:** I llavors ja fas la reflexió que vulguis fer. Però és aquesta necessitat
 335 vull dir, penso això i ho vull compartir amb tu, no? És aquesta idea, la interacció és
 336 molt important.

337 **Entrevistador:** Doncs, bé, és tot això bàsicament el que volia parlar amb tu. Segur 338

que m'anirà molt bé per contrastar la informació amb la tutora de l'institut i amb el que 339 pensen també els alumnes.

340 **Professor UAB:** Això és molt interessant, nosaltres això és algo que fèiem. De fer 341 una sessió de feedback amb ells i dir-los : com ha anat? què ha funcionat? què no ha 342 funcionat?

343 **Entrevistador:** En treus moltes coses positives no? I aprens molt.

344 **Professor UAB:** Què ens suggeriu que canviem.

345 **Entrevistador:** Si saps el que ells volen, també treballaran més a gust.

346 **Professor:** Perquè se senten partícips, de dir el que fem importa.

347 **Entrevistador:** Sí. Molt agraïda d'haver comptat amb la teva opinió durant aquesta 348 llarga entrevista. Em serà de molta utilitat comptar amb la teva opinió.