

**Post-pandemic recovery:
Effective Student Collaboration through lesson study**

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The way how newly entered students saw each other during the academic year 2020-2021

The screenshot displays a Microsoft Teams meeting interface. The main area shows a 3x3 grid of student avatars, each represented by a colored circle with initials. The avatars are arranged as follows:

- Top row: GM (blue circle), MG (pink circle), DS (orange circle)
- Middle row: RB (yellow circle), MZ (light blue circle), PS (orange circle)
- Bottom row: MS (purple circle), DS (light blue circle), AU (purple circle)

Below the grid is a control bar with icons for video, audio, screen sharing, and a hand icon. A red circle highlights the hand icon, with a red arrow pointing to it from above. The control bar also shows a timer at 01:24:44 and the name of the current speaker, Arkadiusz.

On the right side, there is a sidebar titled "Osoby" (People) showing a list of participants. The list includes:

- Marek Nadstawny (Organizator)
- Arkadiusz [redacted] (Spoza organizacji)
- Maciej [redacted] (Spoza organizacji)
- Grzegorz [redacted] (Spoza organizacji)
- Jakub [redacted] (Spoza organizacji)
- Michał [redacted] (Spoza organizacji)
- Micha [redacted] (Spoza organizacji)
- Paweł [redacted] (Spoza organizacji)
- Rafał [redacted] (Spoza organizacji)
- Damian [redacted] (Spoza organizacji)
- Dariusz [redacted] (Spoza organizacji)

The sidebar also includes a search bar "Wyszukaj lub wpisz polecenie" and a "Zaproś kogoś" button.

Problem Statement - 2021-2022

- Students' reluctance to collaborate;
- Lack of self-confidence;
- Interpersonal issues;
- Low communicative skills.



Aim of the Lesson study

Identify effective teaching instruments for facilitating students' collaboration in class.

Research questions:

- To what extent have online lessons affected students' collaboration skills?
- What are the possible consequences of deteriorated collaboration skills?
- How can the issues be addressed?

Literature review

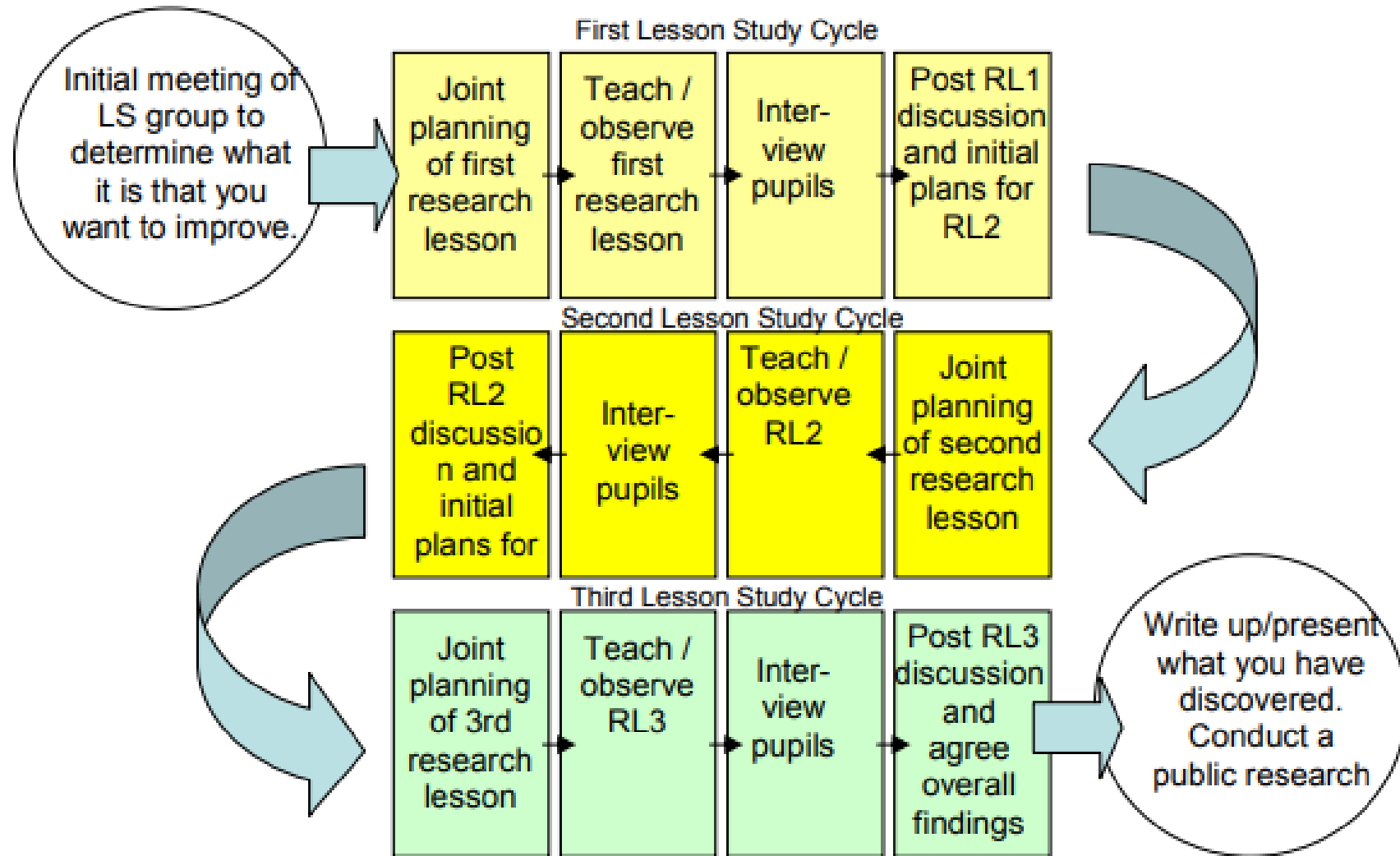
- Pair work enables silent students in class to be enrolled in the discussion,
- Introverted students who are hesitant to talk in front of the class get a chance to express their viewpoints.
- Engaging audible conversation takes place mainly during face-to-face interaction between students. (Achmad, Yusuf 2014).
- Except improving language skills by correcting grammar mistakes or helping to choose appropriate word during the conversation, learners develop social skills like politeness, turn-taking, respect to each other, attentive listening, etc. (Phipps, 1999).

Methodology

- The cycle in the lesson study consisted of stages: joint planning, teaching and observing the lesson, interviewing students and post discussion (Dudley, 2011).
- Research participants: 8th grade students;
- Student Interviews;



Fig 1 The Lesson Study process



Research findings

Findings:

Group division techniques should be chosen according to the purpose and type of task and learning objectives. In other words, pair work activities are more effective if students' language level, personality traits are considered:

Activity type/purpose

Task achievement



Reflection



Lead-in/brainstorming activity

Group division

Level (language abilities)

Random choice

Personality traits

Differentiation ensures effective pair work, as every pair/student has specific task to complete.

References

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