

The school of tomorrow



L'école de demain

An Erasmus+ School Exchange Project

A peer-to-peer language learning experiment based on creative language activities formed by French and Danish high school pupils and tested on local primary school children in both countries.

The aims of the project

Based on the values of traditional school exchange programmes and the thesis that peer teachers reinforce their own learning by instructing others the project involves foreign language pupils actively in the language learning process through innovative peer to peer language learning sessions created and prepared by transnational groups of upper secondary pupils aged 16 to 17 prior to the actual school exchange and tested on young pupils from local elementary schools during the stay.

Apart from improving their own secondary language skills as well as those of the young learners, this school exchange project strengthens the awareness of cultural differences and similarities as well as pros and cons of two sets of didactic methods and pedagogies and hopefully the best of the two cultures will be integrated in future teaching methods. Finally, the project emphasizes the role played by the educational institutions in Europe in preserving and developing the values of European cultural heritage through cross-cultural cooperation.

The methodology used in the project is based on flipped teacher/learner roles in the learning pyramid creating teaching activities while learning about languages, communication, and social skills at the same time, including debates, animated film productions, virtual guides and cross-national skype sessions.

By actively involving the learners in co-producing new language learning activities, their own motivation and language competences increase considerably and as an added value, they gain more knowledge of their own cultural capital as well as our European cultural heritage. The project aims at making the learners experience that traveling can broaden and enrich their minds.



The School of Tomorrow step by step

1. Six preliminary sessions prior to the school exchanges

Both partner schools carry out 6 x 1 hour workshop sessions with the participating pupils 10 to 12 weeks before the actual exchange trip. Every second session consists of a transnational Skype meeting workshop between the partner schools.

The main topic and content of the workshop sessions:

1. Introduction to the project – Being European (separate session)
2. Debating European values (Skype meeting)
3. Europe's cultural heritage and how to integrate Europe's cultural heritage in foreign language learning (separate session)
4. Foreign language learning and group presentations of film productions (Skype meeting)
5. The School of Tomorrow/L'École de Demain – use of RSA, the Learning pyramid, CLIL and World Café (separate session)
6. Transnational group testing of creative language learning ideas (Skype meeting)



2. Plan of the school exchanges

As part of the Erasmus+ project, both schools agree to reserve 2 ½ days of the exchange visits for the programme including a guided visit at the European House in both cities to ensure that the pupils learn about the efforts to enhance European cultural heritage.

The two groups of exchange pupils are to be given time to present, test and give peer-to-peer feedback on their creative language activities the day before they meet the primary school children, so that they may adjust their material according to the advice given to them by their fellow exchange pupils.

On the day of the main experiment, two hours should be reserved for the different activities to ensure that all the activities are carried out. Another 30 minutes is needed if feedback from the young language learners is part of the aim.

3. Examples of creative activities in English

- **Charades** – Pupils act out a phrase without speaking, while the other members of the team try to guess what the phrase is. The objective is for the team to guess the phrase as quickly as possible.
- **Vocabulary on time** – Pupils have to mention as many words as possible within different semantic fields as quickly as possible.
- **Pictomania** – A pair work game in which pupil A explains a picture in English to pupil B, who has to draw the picture as accurately as possible on time.
- **Missing words** – Pupils are given the lyrics of a pop song in English in which some words are missing. By listening to the song, they fill in the blanks.
- **Relay race** – two teams race against each other collecting as many words in English as possible on a set of pictures presented by the umpire.



3. Examples of creative activities in French

- **Jumbled sentences** – Two teams compete putting words in the right order to form a number of sentences.
- **Musical chairs with words** – Pupils walk around chairs listening to a French song. When a certain word shown on a board is heard, they must find a chair to sit in.
- **Fairy tales told in images** – Pupil A is given a set of images of a fairy tale that pupil B must guess based on the descriptions of pupil A.
- **Find five language mistakes** – in groups of four, pupils compete finding five language mistakes in a sentence as fast as possible.
- **Missing words** – Pupils are given the lyrics of a pop song in French in which some words are missing. By listening to the song, they fill in the blanks.

4. Evaluation of the project "The School of Tomorrow"

The pupils involved were committed and motivated from the start to the end because of the active role they played in the language teaching of younger learners from both France and Denmark. It was clear that the responsibility they felt for their language activities transcended into the learners who engaged vividly in the different language games. During the evaluation session at the end of one of the creative language learning experiences, one young French pupil reacted by saying that this had been the best day of his life. Another benefit from this project consists in the combination of explicit and implicit language learning situations that arise when young people must agree and communicate through their second language to obtain specific results. In many ways, this project is a perfect example of a successful CLIL language learning project.