

“We can do it together”

“The peer learning in groups in Greek Language ”

Teacher: Eleni Georgiou

We decided to apply the peer learning method to several classes concerning language (Ancient and Modern Greek) and literature. During those two years pupils were placed in *organized groups* or *pairs* (after identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills) and *worked together* in several ways. Classes, which usually consist of 27 pupils, were subdivided into smaller groups of 4–5 pupils to consider issues surrounding a topic.

For example during *lessons of Modern Greek language* pupils had to deal with topics such as puberty, dialogue, illiteracy, mode etc. They worked in *heterogeneous sub-groups*. At the next meeting the sub-group, or a group representative, presented the sub-group’s findings to the whole class, who observed, offered comments and evaluated the presentation or

While *reading a text in pairs* the higher level student always went first to demonstrate what to look for in the text. The lower level student then went next with the same set of reading material. The pairs practiced reading a single paragraph, and then they worked to identify the main points. They had to look for the most important piece of information that was present in this one paragraph.

At the end of a unit of instruction, pupils had to answer short questions and justify their answers. After working on the questions individually, pupils compared their answers with each other’s. A whole-class discussion subsequently examined the array of answers and the reasons for their validity. As a result all pupils were encouraged to give and receive feedback and evaluate each others' answers, learning from one another or

During lessons *of Ancient Greek language* (especially grammar lessons) pupils were encouraged to correct each others’ mistakes, via on-the-spot error correction, or by

boarding errors and getting pupils to discuss corrections in pairs (where one pupil led another) before feeding back to the class or

The project was also applied in *pair writing*. The «tutor» helped the «tutee» extending story ideas, creating longer stories, proofreading /editing, check meaning, punctuation, spelling etc.

This experience was useful not only for pupils who received help but for pupils who helped their classmates, as well. They had the opportunity to clarify what they already know in their own minds. It is much more useful for the student to reinforce their own understanding of language by explaining to the others, rather than only listening to the teacher repeating something for them.

The main benefits of the programme were:

- Students received more time for individualized learning.
- Direct interaction between students promoted active learning.
- Students felt more comfortable and open with each other.
- Improvement in self-esteem.