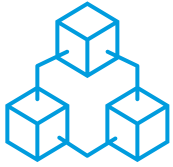


# Spotlight on Schools

Sharing good practice nationally



## Using peer teaching in Transition Year

In this project, Catherine McAullife presents her TY project in which her students deliver short MFL lessons to first-and second-year students and discusses the potential positive impacts on both student cohorts who take part.

### ‘Enseigner, c’est apprendre deux fois.’

[to teach is to learn twice]

Joseph Joubert (1754-1824)

### What is peer teaching?

Peer teaching is a method by which one student instructs another student in material on which the first is an expert and the second is a novice. Peer teaching is often seen to be mutually beneficial to both the ‘teacher’ and the ‘learner’. While the learner acquires new knowledge the ‘teacher’ is able to consolidate their own.

### What does the project entail?

Transition Year students undertake a peer teaching module as part of their MFL TY course. Over the course of 4-6 weeks, the senior students aged 16 or over work together in small groups preparing mini classes to teach to first- or second-year students.

On a pre-arranged date, the TY students visit the younger students and teach them during a single or double class. The ‘peer teaching’ class is located in the school library allowing the TY students space to set up their ‘teaching stall’. The young students are divided into groups of four or five and they will visit each ‘workstation’ for 10-minutes on rotation.

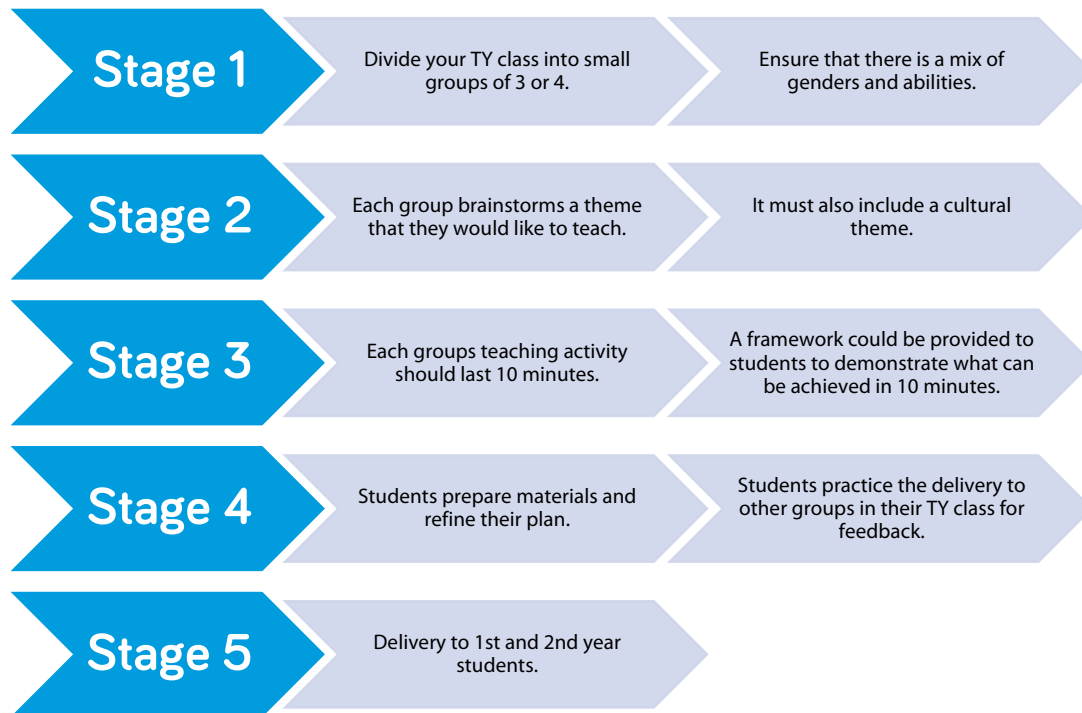
At the end of the lesson, the TY students award the younger students a certificate rewarding them for their efforts and participation.

### 知之不若行之

[Approx. trans. ‘True learning continues until it is put into action.’]

Xun Zi

## How is the project organised?



## What are the advantages of doing this kind of project?

This innovative project is guaranteed to engage not only your senior cycle students but also to provide a model to younger learners of what they will be able to do in 3-4 years.

Other advantages include:

- ✓ It allows senior students to deepen their learning by breaking down content to share.
- ✓ It helps senior students to reinforce their own learning by instructing others.
- ✓ It provides students to opportunities to practice their oral communication and interaction skills.
- ✓ It increases student motivation for learning from the perspective of both peers.
- ✓ It increases students' self-confidence as they suddenly realise that they know more language than they thought.
- ✓ It allows students to interact more freely and openly with their peers.
- ✓ It encourages cooperative classroom behaviour.
- ✓ It offers leadership opportunities for senior students and model for peers.

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