







- Socieconomically underprivileged milieu
- Students with little expectations for successful professional careers and little or nonexistent spontaneous inherent engagement towards learning (English, in particular!)
- Low academic results (lowest results in English in transnational exams)



NEED FOR LEARNERS TO BE EXPOSED TO REAL AND MEANINGFUL COMMUNICATIVE SITUATIONS TO INCREASE ENGAGEMENT











# The research project (DATE)

## FOCUS ON A COHORT OF STUDENTS FROM 1st ESO TO 4th ESO (4 years)



### VOLUNTEER PRE-SERVICE TEACHERS

Develop professional skills



#### THE RESEARCH TEAM

Investigate how innovation can be enhanced in socioeconomically underpriviledged settings



Modify their teaching approach to help students learn English





TO CO-DESIGN, CO-IMPLEMENT AND CO-EVALUATE INNOVATIVE TEACHING PRACTICES TO REDUCE THE ACHIEVEMENT GAP BETWEEN AFFLUENT AND LOW-INCOME STUDENTS (Reardon, 2011)











OUR CULTURE, OUR SCHOOL

• TELECOLLABORATIVE ACTIVITIES

e Twinning

• A TWO-WAY EXCHANGE TRIP PROGRAMME TO GREECE

### OBJECTIVE: TO INCREASE

- ENGAGEMENT
- INTERACTIONAL COMPETENCE (HE&YOUNG, 1998) THROUGH PEER INTERACTION
- GLOBAL AWARENESS
- SELF-ESTEEM ON THEIR OWN CITY AND CULTURE













**DOING SOME RESEARCH ONLINE ABOUT GREECE to**find out basic information and interesting ∕ fun
facts on the country

PREPARING (recording and editing) A VIDEO IN GROUPS

- to be shown to the students in Greece
- to introduce themselves and to ask some questions to the kids in Greece about their school, their country and their culture in general











### PREVIOUS EXPERIENCES WITH THE

# use of the video

# THE KIDS WATCHED A RAP MADE BY SOME REFUGEES AND CREATED THEIR OWN!



SINGING FOR EQUALITY



HOPE YOU WILL LIKE MY CHRISTMAS VIDEO CARD

THEY LEARNT HOW TO USE CHROMA TO CREATE A VIDEO CHRISTMAS CARD THAT EXCHANGED WITH THE OTHER HIGH SCHOOL'S STUDENTS

5. Your verses will be part of your Christmas video card you will create using Chroma Key. You already know how to use it. Can you order these steps?

STEP NUMBER	INSTRUCTIONS ON HOW TO USE CHROMA KEY TO EDIT YOUR VIDEO
	Add an image or another video in the second row to combine them.
	Save the video in the iPad.
	Press the + symbol and create a new project.
	You can add different images and videos throughout the main video.

SESSION 3 (groups 1, 2, 3, 4 & 5)

SESSION 4 (groups 6, 7, 8, 9 & 10)

#### 6.- Now that you have your verses, you need to

Record your group reciting the poem in front of the green screen.

Select/ decide the images they will use as background for their verses.

Use Chroma Key to edit your clips.

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# THE PROJECT: THIS IS US

### THIS IS US!

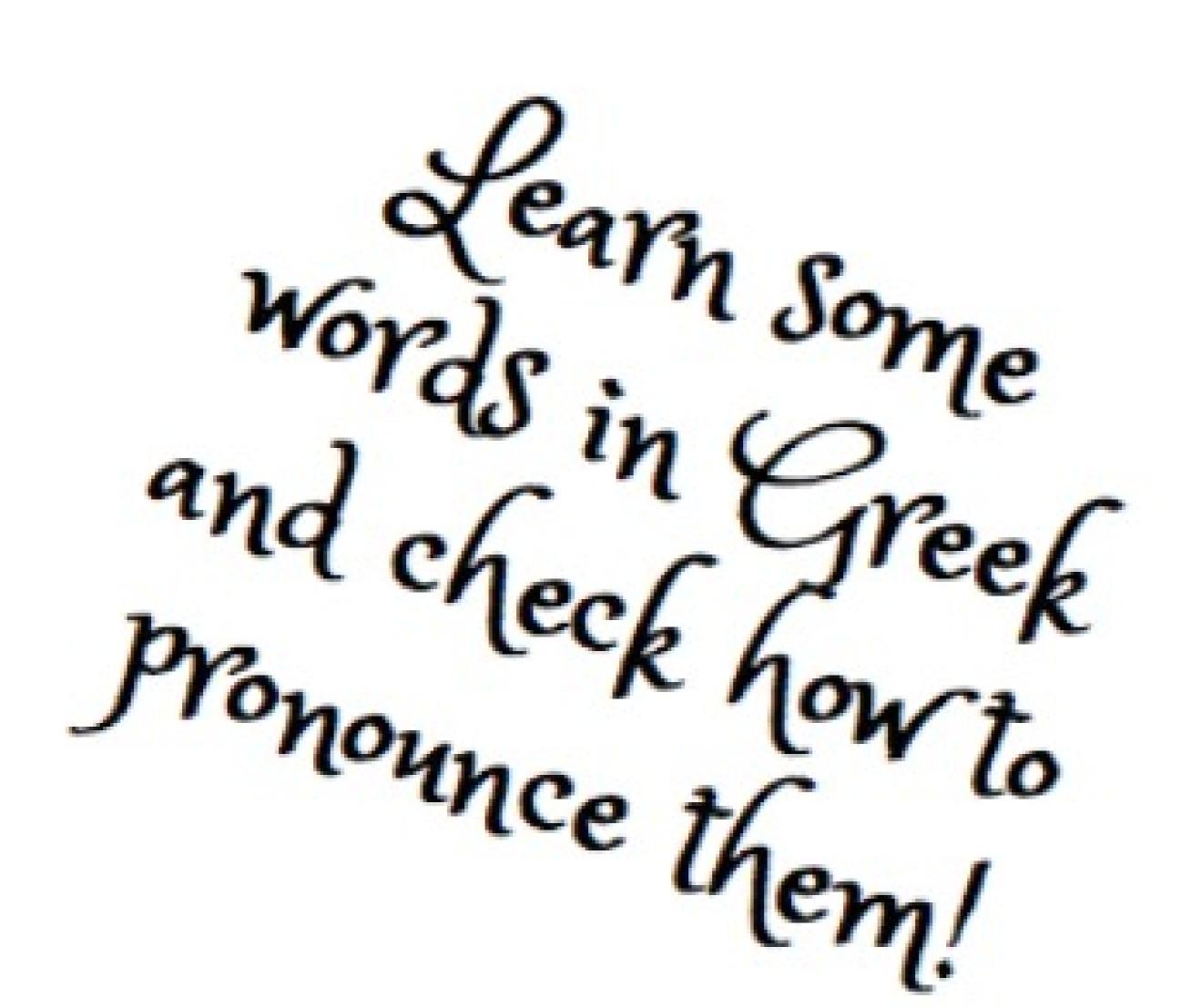
YOU WILL BE CONTACTING SOME STUDENTS IN CHRYSOUPOLI (GREECE) AND WILL HAVE TO PREPARE A VIDEO TO INTRODUCE YOURSELF AND FIND OUT ABOUT THEM.

### TASK 1: Learning about Greece

Before starting to work on your video, you should learn a little about Greece and about Chrysopouli.

Complete the following information about Greece:

POPULATION	inhabitants
KM2	
CAPITAL CITY	
LANGUAGE(S)	
TYPICAL FOOD	
TYPICAL MUSIC	
MOST POPULAR TRADITIONS	
FUN FACTS	
SOME USEFUL WORDS OR PHE	RASES





VIDEO NOT AVAILABLE:
IN-CLASS PREPARATION OF THE VIDEO
TASK WHERE STUDENTS LEARN TO
PRONOUNCE SOME WORDS IN GREEK WITH
GOOGLE TRANSLATE



- ENGAGEMENT
- PLURILINGUALISM
- CULTURAL AWARENESS

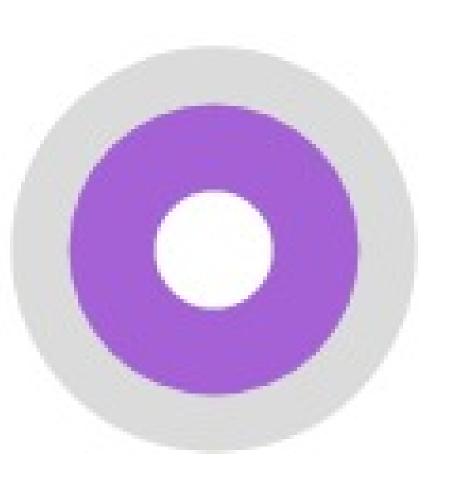












### TASK 2: Recording a video to introduce yourselves

You will have to record a video for the students in Chrysoupolis (Greece).

Before recording the video, you need to prepare a script, thinking carefully what to say in your video and how to say it, according to the following sections:

# THE PROJECT: THIS IS US

## some ideas for the sections of the video START CREATING!

#### Introduce yourselves

Talk about yourselves.

Choose the most important information you would like to share.

02

#### Ask them about Greece

Why you would like to meet the students from Chrysoupolis (Greece) What you would like to know about the area where they live and about Greece in general.

03

### Ask them what you would like to know

Ask anything you would like to find out about them (about their culture, their lifestyle,...).

Don't forget to write the question properly, using the correct auxiliaries when needed.

### What kind of things could I ask them? These are some examples:

What time do you start and finish school?

What do you do (at the weekends/in the evenings/...)?

Po you like playing (videogames/board games/...)?

Po you practice any sport?

Where is your (school/village/...)? Is it near the beach?

Are you interested (in football/music/...)?

ONCE YOU HAVE CHECKED
YOU HAVE FOLLOWED ALL THE INSTRUCTIONS AND REVISED YOUR TEXT, YOU CAN START
RECORDING YOUR VIDEO!

GENERAL GUIDELINES

- Make groups of 3 or 4
- -The video should last no longer than 2 minutes.
- Everyone should speak!
- Use your creative skills!
- Think carefully about:
- what you are going to say and how (you can prepare an outline, but please do not read!)
- · where and how you are going to record the video



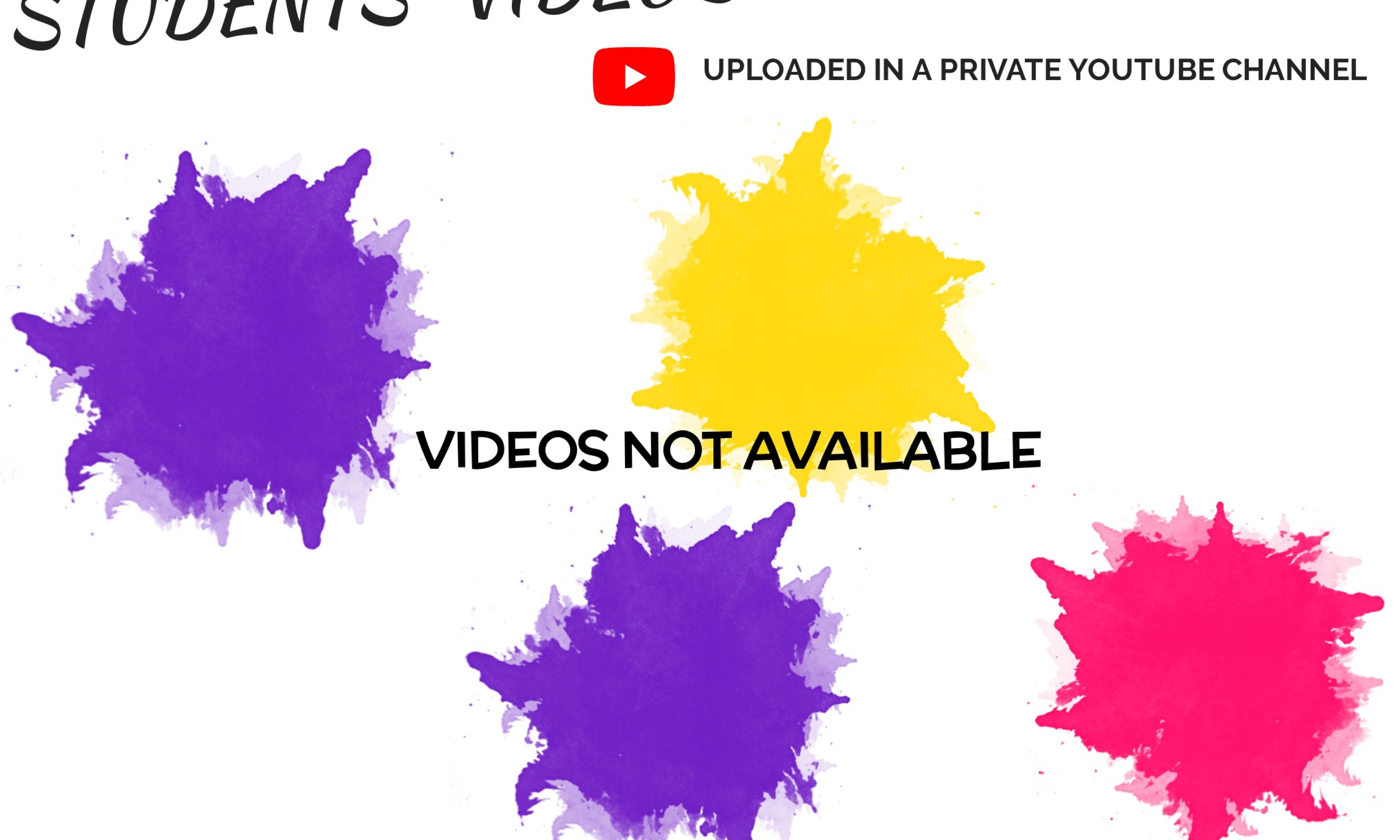








# STUDENTS' VIDEOS



# VIRTUAL EXCHANGES

VIRTUAL MEETINGS in <u>small groups</u> are arranged for students to meet & answer each other's questions





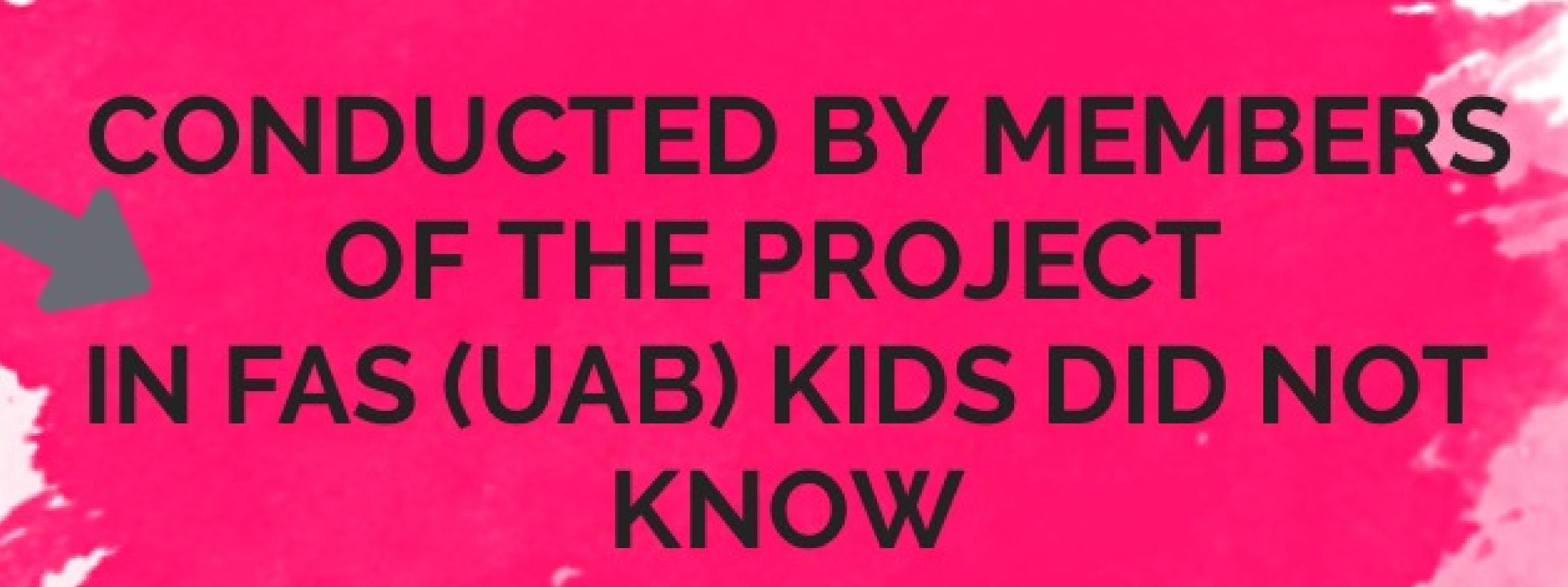






ONLY a small group of 10 students travel to Greece

BUT all students
are eligible to take part in the
SELECTION PROCESS
(simulating a real recruitment
process to enhance 21st
century skills)















### The SELECTION PROCESS consists of different stages:

- Everyone interested in travelling fills in a questionnaire (Google forms) on their motivation to travel, times they have been abroad and a few questions to assess their use of English.
- The 25 shortlisted candidates are interviewed by members of the project kids did not know.
- 12/10 students are selected.

#### LET'S PREPARE THE TRIP!

- Organising fund-raising activities for their trip to Greece
- One-week trip to the high school sharing both academic and personal experiences with their peer Greek students.
- The prospect of welcoming some students in our high school







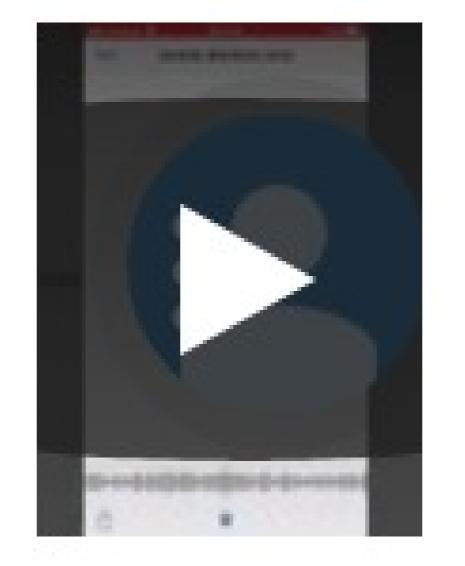












EXPERIENCING THE NEED TO USE ENGLISH AND TO DEPLOY ALL THE RESOURCES AVAILABLE











## SPONTANEOUS PEERINTERACTIONS

All the previous activities generated teacher-mediated formal peer interactions, but also some unexpected informal chats among peers



A WHATSAPP GROUP TO ORGANISE FUND-RAISING ACTIVITIES (TEACHER-MEDIATED)

INSTAGRAM DIRECT CONNECTIONS & CHATS (NOT-MEDIATED BY TEACHER)

ONE-TO-ONE & GROUP CHATS (through DM & stories)

NOT ONLY the students travelling but all the other students engaged in this type of communication (BEFORE, DURING & AFTER the trip)











### SOME SAMPLES OF CONVERSATION WERE PROVIDED IN THE PRESENTATION



## THE TEACHER STARTS THE INTERACTION

IN ENGLISH AND
ALTHOUGH SOMEONE
SUGGESTS USING
SPANISH INSTEAD,
MOST STUDENTS
INSIST ON THE USE OF
ENGLISH





# VERY INFORMAL SPONTANEOUS INTERACTION

WHERE GREEK STUDENTS
INSIST ON THE USE OF
ENGLISH TO MAKE SURE
THE COMMUNICATION
FLOWS AND TO INCLUDE
ALL PARTICIPANTS





## THINKING BACK...

• KIDS HAVE...

- SEEN A REAL CONTEXT TO USE THEIR ENGLISH
- GOT INVOLVED IN A MEANINGFUL ACTIVITY
- USED AND DEVELOPED THEIR ALREADY ACQUIRED DIGITAL SKILLS
- THEIR CLASS PROJECT ENGAGED THEM TO USE ENGLISH OUTSIDE THE CLASS













## THINKING BACK...

- KIDS HAVE...
  - DEVELOPED 21st CENTURY SKILLS

IN & OUTSIDE THE Going through a The Four Cs of 21st Century Skills CLASSROOM s recruitment process CONTACT WITH Critical Thinker Solving problems THEIR GREEK PEERS Communicator Preparation of Understanding and communicating ideas virtual meetings Collaborator Design of the fund-Working with others INTRODUCTORY Creator raising campaign VIDEO Producing high quality work Develop language awereness No real collaborative tasks among partners • Embrace culture



## THINKING BACK...

## Challenges

- FINDING SUSTAINABLE FINANCIAL RESOURCES
- PROVIDING TIME FOR TEACHERS TO ORGANISE THE COLLABORATIVE ACTIVITIES AND MOBILITY PROGRAMS

## Prospects

 THIS TELECOLLABORATION PROJECT HAS BEEN A SEED FOR EMPOWERING TEACHERS AND THE SCHOOL TO START / APPLY FOR AN ERASMUS + (WITH WELL-KNOWN PARTNERS AND MORE EXPERIENCE)













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