

CONSORCIO ERASMUS+

E+ LAZOS: OTRA MIRADA HACIA LA ENSEÑANZA BILINGÜE

2017-1-ES01-KA101-037720

TRAINING COURSE: Ireland

PERIOD: 09/07/2017- 21/07/2017

PARTICIPANT TEACHER: Anne Claude Pouillieute

SENDING SCHOOL: IES Alonso de Orozco

RECEIVING SCHOOL/INSTITUTION: Trinity College – Dublin (Ireland)

TALKING TO PEOPLE

European ties? Lovely idea.

Erasmus +? An effective tool to make European (people) teachers aware of their differences and their similarities.

To be part of that? Here I am.

WHO I AM (Teacher professional data)

I am a Secondary teacher in a rural area. Currently I teach ALS (Ámbito Lingüístico y social) to PMAR groups and French at IES Alonso de Orozco (Oropesa. Toledo).

In the past, I lived in France and I taught Spanish at a Secondary School and French as a foreign language at Lille III University. Then I moved to Spain where I first taught English to young pupils (pre-school and primary) for eight years. Then I taught French and History and Geography in English within the Bilingual Education Project (British Council) at a Secondary School.

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THE COURSE I HAVE CHOSEN AND WHY

DUBLIN – TRINITY COLLEGE - 10-21 July 2017

Erasmus+ Course: **Talking to people: Inquiry-based & Cooperative Methodology.**

I chose “DIVERSITY” because I thought it is an increasing challenge teachers have to face .

I chose Ireland, and more particularly DUBLIN, because of the very good memories I had from my PALE formation eight years ago (Castilla la Mancha Program: 4 weeks in Dublin -1 week at International House and 3 weeks at St Mary's School, Baldoyle - School Internship programme - October 2008)

With that course, I wanted:

- to share points of view about teaching
- to experiment different ways of teaching
- to learn more about Irish culture
- to improve my fluency in English and other skills in a more "natural" way (real interactions)

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WHAT I HAVE LEARNT

I couldn't explain what I have learnt without talking about my teacher and my group.

1. My teacher:

Jessica Fahy was my teacher.

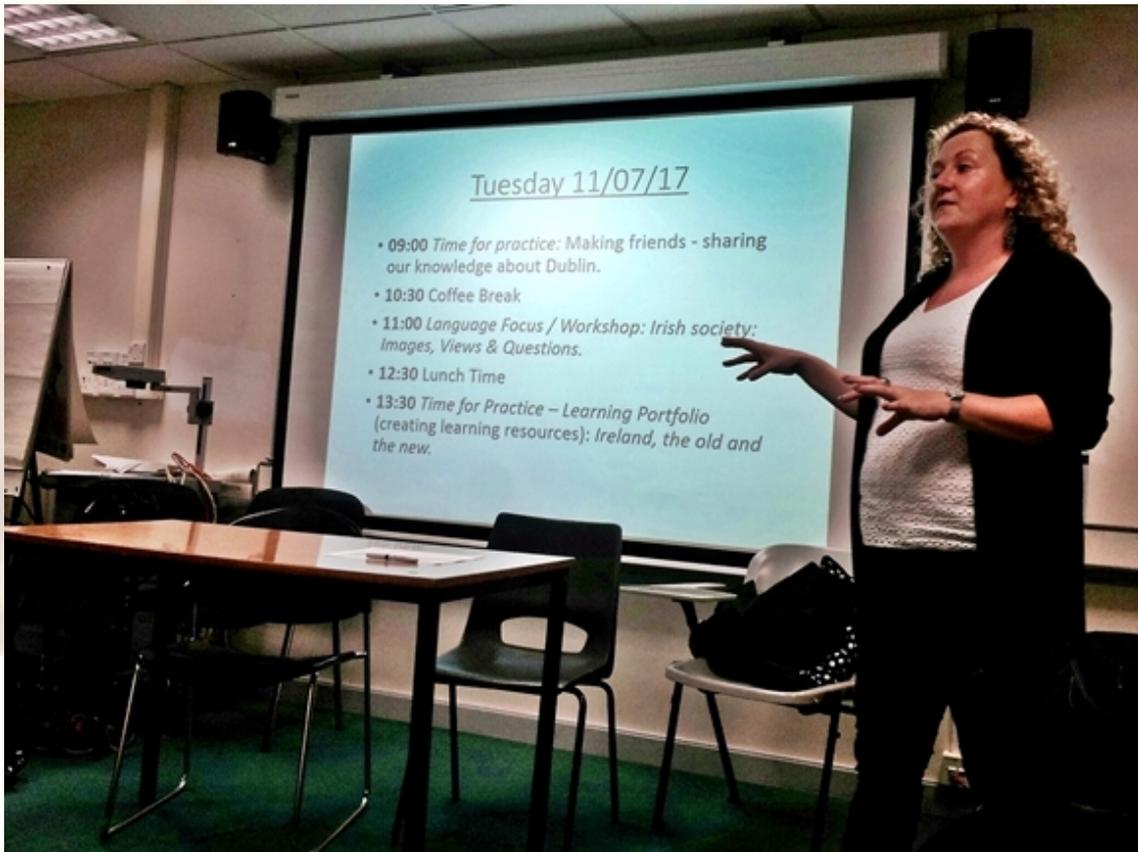
She studied art and literature.

Nowadays she is Art Historian – tutor, lecturer, tour guide and researcher.



She works for a variety of institutions including the Adult Education department of University College Dublin, the National Gallery of Ireland and the Hugh Lane Gallery.

Because of her background and her personality, my course was really wonderful.



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2. My group:

We were 17 teachers from Finland (1), Greece (1), Hungary (1), Germany (2), Romania (3), Poland (3) and Spain (6); Reme and I from Castilla-la-Mancha.

We came from almost all levels: pre-school, primary and secondary school, special needs, language school, adults and vocational training (textiles).



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3. What I have learnt:

Irish cultural aspects:

- Gaelic games
- society / literature /art
- history / impact of the religion(s)
- music (traditional Irish music, music in Ireland: pub, Gamelan Nua, choir concert in Cathedral)

HOW:

- lectures
- workshops in class (changing the composition of the small groups)
- cultural visits (Hugh Lane Museum and Book of Kells)
- interviews (specially Peter Moran)
- listening music in our class, in pubs (recommendation from Peter Moran)
- dancing (in our class, at the Farewell evening)
- rehearsal at the National Concert Hall
- visits (National Museum of Ireland, botanic Gardens, Cemetery...)
- TALKING TO PEOPLE (At Trinity, in the street, at the concert...)

English Matters Erasmus+ Programme english@englishmatters.eu www.englishmatters.org			
Erasmus+			
TALKING TO PEOPLE Inquiry-based and Cooperative Learning Methodology Trinity College Dublin – 10 th to 21 st July, 2017			
TIMETABLE			
1 st week	MORNING 9:00-12:30 (30' break @ 10.30)	AFTERNOON 13:30-15:00	EVENING/EXTRA
Monday 10/07/17	09:15 Registration. 09:30 Introduction to Programme. 11:00 <i>The Russell McKay Memorial Lecture: Ireland – History & Culture.</i>	13:30: <i>Field Project: A Visual Trip through the Irish Heritage - A Photo walk (Contexts4Content)</i>	19:00 to 21:00 <i>Social & Cultural Activity: A Taste of European Food!</i> DCM Hall 8c Lower Abbey St
Tuesday 11/07/17	09:00 <i>Time for practice: Making friends - sharing our knowledge about Dublin.</i> 11:00 <i>Language Focus / Workshop: Irish society: Images, Views & Questions.</i>	13:30 <i>Time for Practice – Learning Portfolio (creating learning resources): Ireland, the old and the new.</i>	<i>Time for practice: Autonomous work on Learning Portfolio</i>
Wednesday 12/07/17	09:00 <i>Language Focus / Workshop: Hobbies & Leisure.</i> 11:00 <i>Time for Practice – Learning Portfolio (creating learning resources): Leisure Activities in Ireland and in Europe</i>	13:30 <i>Time for Practice – Learning Portfolio: Presentations: Ireland, the old and the new - Leisure Activities in Ireland and in Europe.</i>	Free
Thursday 13/07/17	09:00 <i>Language Focus / Workshop: Communication Then and Now.</i> 11:00 <i>Time for Practice – Learning Portfolio (creating learning resources): That was Then, This is Now.</i>	13:30 <i>Time for Practice – Learning Portfolio: Presentations: Then & Now.</i>	<i>Time for practice: Autonomous work on Learning Portfolio</i>
Friday 14/07/17	09:00 <i>Language Focus / Workshop: Irish & European Art.</i>	13:30 <i>Field Project: Irish & European Art: Hugh Lane Gallery (Contexts4Content).</i>	Free
Saturday 15/07/17	OPTIONAL Day Trip: Glendalough & Kilkenny. 08:00 <i>Departure from Trinity College Dublin – Nassau Street. Back in Dublin: 18:30 approx.</i>		
2 nd week	MORNING 9:00-12:30 (30' break @ 10.30)	AFTERNOON 13:30-15:00	EVENING/EXTRA
Monday 17/07/17	09:00 <i>Time for practice: Inquiry-based Learning Projects (IBLp) – Planning & Interviews.</i>	13:30 <i>Time for practice: Inquiry-based Learning Projects (IBLp) – Work in progress.</i>	<i>Time for practice: Autonomous work on Learning Portfolio</i>
Tuesday 18/07/17	09:00 <i>Language Focus / Workshop: Irish Literature.</i>	13:30 <i>Workshop: Understanding the Book of Kells (Preparation for the visit).</i> 14:00 <i>Field Project: The Book of Kells (Contexts4Content)</i>	Free
Wednesday 19/07/17	09:00 <i>Language Focus / Workshop: Irish Music.</i> 11:00 <i>Time for Practice – Learning Portfolio (creating learning resources): Irish Literature & Music.</i>	13:30 <i>Time for Practice – Learning Portfolio Presentations: Irish Literature & Music.</i>	<i>Time for practice: Autonomous work on Learning Portfolio</i>
Thursday 20/07/17	09:00 <i>Language Focus / Workshop: Film & Drama.</i>	13:30 <i>Time for practice: Inquiry-based Learning Projects (IBLp) – Final tasks.</i> 14:30 <i>Reporting back to the tutor.</i>	19:30-21:30 <i>Social & Cultural Activity: Farewell Evening</i>
Friday 21/07/17	<i>Professional Development: 09:00 Discussing dissemination strategies 10:00-12:00 Presenting our PORTFOLIO Evaluation</i>	Free / Departure	
Áras an Phiarsaigh – Trinity College Dublin			

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4. New ideas for my practice:

During that course, we shared our practice and we analysed our teacher's practice.

In this report, I am only going to develop five ideas:

a. it is difficult to discover new or "marvellous" activities

b. using videos as a good tool

I have heard about Gaelic games. The presentation and Jess's explanations, learning through short videos, were very interesting (information and approach).

As a student, I appreciate learning using videos. It was a way to experiment the sensation I hope my students may have when I use videos in my lessons.

c. how to begin on Monday morning

The second week, on Monday morning, I came to the class and I asked my colleagues about their weekend but we didn't have enough time to speak. When Jess began the class, she asked everybody about the weekend. It was a light way to start on Monday morning.

It is normally difficult to begin the class on Monday morning because my students don't stop chatting. They come from different villages and they want to share their weekend with their classmates.

I think asking my students about the weekend is a very good idea to begin a class on Monday morning during the first five minutes.

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d. past and future activity

The first day, after lunch we visited some places in Dublin. Then Jess divided us into small groups and we had 45 minutes to take three pictures (one to illustrate the past, one for the present and one for the future) and then the next day we had to present our pictures and explain our choice.

I think it is easy to organize with my group and the results could be very positive: to make agreements, to find out different aspects of real life (History, economy, art, medias), to organize ideas, to organize a speech.....

e. real interview

Our teacher selected four people. She divided the class in four groups. We had to prepare an interview. Then we had to make the interview and then we had to report that interview to the rest of the class. In my case, I was totally lucky because my group had to interview Peter Moran, Irish musician and composer.

I believe it is an activity I can apply in my class. My students would have to find out about the guest, to prepare very specific questions and a guideline. And they would have to summarize the interview.

2. How teachers could apply the outcomes in the class and in their schools.

The problem is not to find out new wonderful activities. The problem is how to apply those ideas in the class. Sometimes it is almost impossible because of the number of students per class. In most of cases we have to adapt the new idea.

The previous paragraph develops how to apply some outcomes.

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MY PERSONAL REFLECTIONS

Dominations

Our teacher Jess explained to us some aspects of Irish History. That led me to those considerations:

- using visual support is a good starting point for a class
- like Spain under Franco's dictatorship, Ireland suffered two dominations. Firstly it was the British domination and more recently the Catholic Church domination, with the consequences for women (article 44 of the Irish Constitution).

Students and teacher: a subtle combination

During the sessions we had to work in groups to prepare different activities. It was a way to make me aware of two important points for my practice as a teacher.

- when you work in group (a group of teachers with experience), it is very difficult to find a middle point to sum up all the ideas or points of view from the different members of the group. So the same for my students. I thought it could be easier for them to work in groups, but I realized it could be the opposite. So it is a point I have to considerate when I organize groups.
- listening to the different groups was very enriching: I could reinforce myself in the idea of what type of teacher I don't want to be. That is to say: "avoid long explanations and don't be THE protagonist". For me, the teacher shouldn't be a star, but in fact, a guide.

Are teachers artists?

Jess's presentation about Irish and European Art led me to those considerations:

- cubist artists present the different perceptions of the reality in a same picture. Teachers try to present different approaches of the same contents (pictures, explanations, audios....)
- Brancusi intended to simplify the representation of the reality. He was interested in the essence. The same for us, teachers: we try to select the main idea and to simplify it for our class.

Apparently, it is a contradiction: regarding all the aspects and the essence at the same time. But I think it is the balance we have to find when we teach.

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CONCLUSION

During those two weeks, we participated in workshops and worked in groups of different teachers. At the end, we made a short presentation.

We had to write a reflection journal for the organization "English matters": it has also been a way to stop and to meditate. In the future, as part of my personal learning, I would try to:



- stop from time to time and settle down.
- help my students to stop and consider their learning process.
- For me, the negative aspect was the Spanish organization before the course:
- I had to book my flight before having the official ok because day after day prices were higher and higher due to the holiday period.
- Moreover, I don't understand why I have to pay in advance more than 2,500 euros. It is an aspect I have to consider for future Erasmus activities.
- Fortunately, the positive aspects are the personal contacts (European teachers, Irish people...) I established. Those personal relationships and a great social network could lead to professional cooperation in near future.

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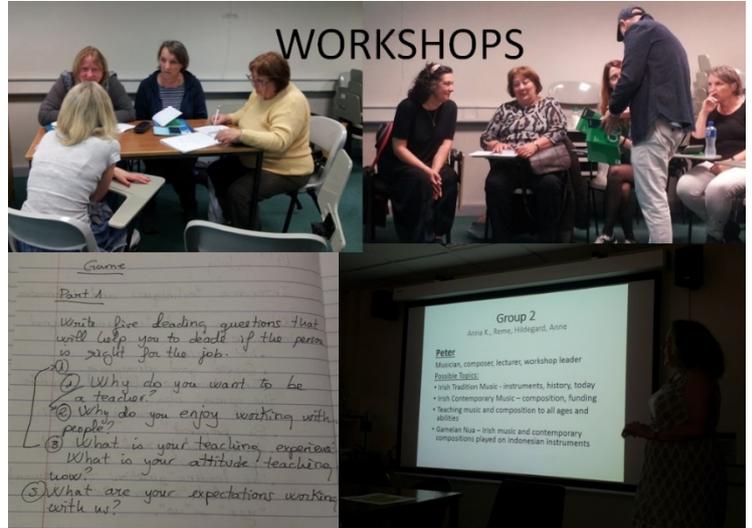


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PHOTOS



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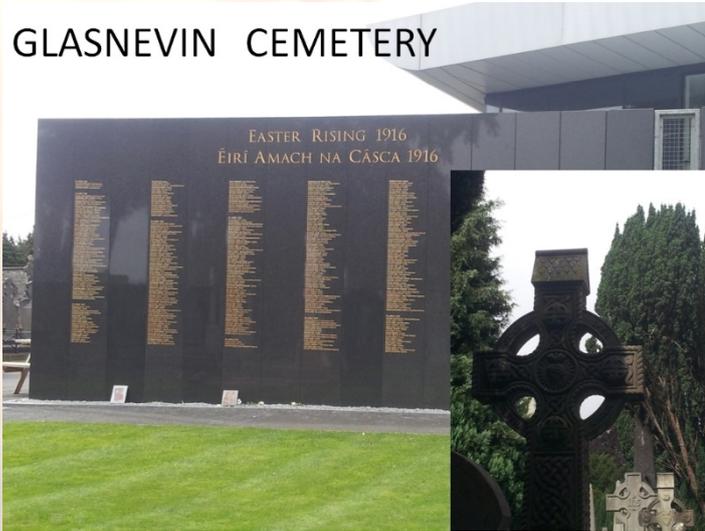


HAVING A REST



WALKING AROUND THE CITY

GLASNEVIN CEMETERY



WEEK END

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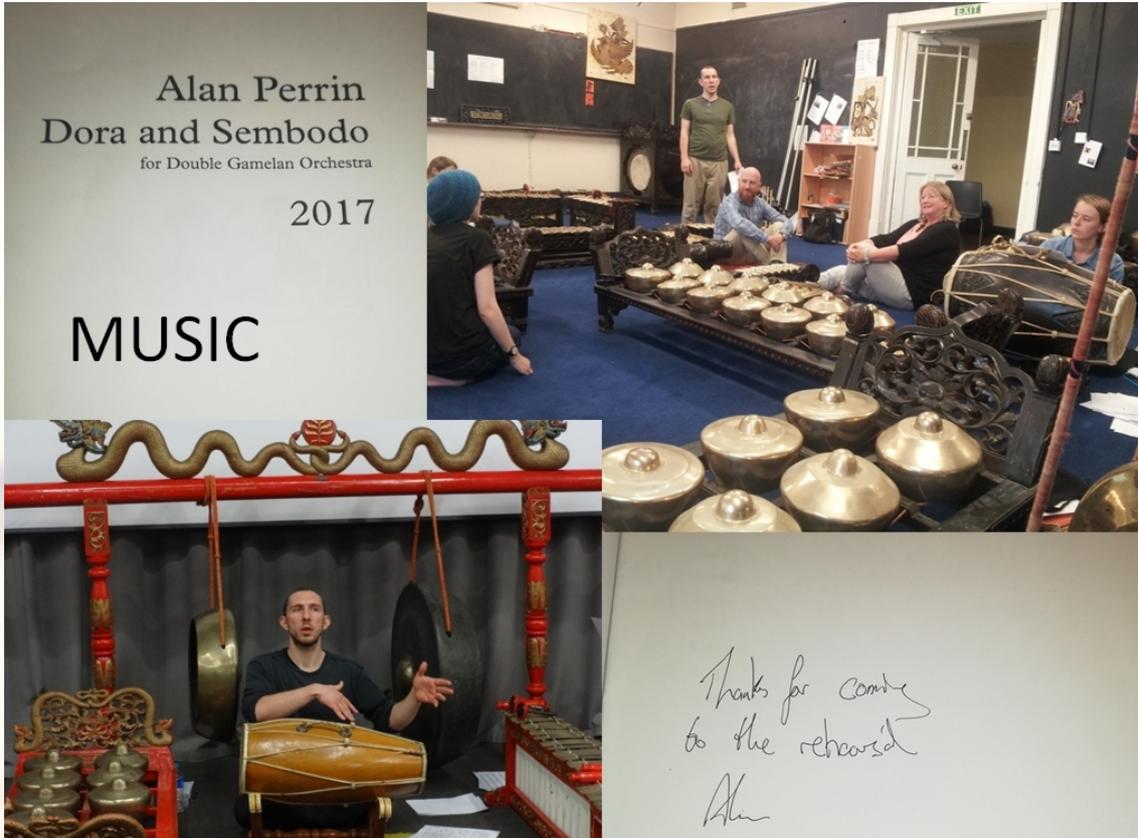
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