



Erasmus+

# Ireland - Cork

1st - 12th August 2022

Petra Jasanská

Cork(city) =  
Corcaigh(swamp)

- 125 000 inhabitants
- founded in the 6th century
- one of the largest natural harbours in the world



# the Cork city





# ACET - Active Centre of English Training



ACTIVE CENTRE *of*  
ENGLISH TRAINING





# 40 hour course 'ACET 21st century Skills / Practical Methodology & English Language Development for Teachers'

## 1 - 12 August, 2022

- Classroom management
- Lesson planning
- The communicative approach in teaching
- Language focus including grammar review
- Raising awareness of new methods of teaching
- Preparing and teaching a class
- Classroom observation
- Using classroom technologies and multi-media such as video games, blogs, podcasts, webquests
- Using games in class
- Developing fluency and using strategies to engage the students in speaking in class
- Familiarising with a wide range of resources
- Use of ICT in the classroom and other authentic materials
- Education in Ireland

# Kurz zahrnoval tato témata

- Vedení třídy
- Plánování výuky
- Komunikativní přístup ve výuce
- Důraz na styl včetně přehledu gramatiky
- Zvyšování povědomí o nových metodách výuky
- Příprava na hodiny a vyučování
- Pozorování v hodinách
- Využití technologií a multimédií ve třídě
- Využití her ve výuce
- Rozvíjení vyjadřovacích schopností a používání strategií potřebných k zapojení studentů do komunikačních aktivit
- Seznámení se širokou škálou zdrojů
- Využití ICT ve výuce a dalších výukových pomůcek
- Vzdělávací systém v Irsku

## Other facts and activities during my stay

- Much of the course was conducted on a workshop basis and is designed to maximise the teacher's participation through the class activities, classroom observation, peer teaching and sharing of experience
- There were 7 teachers/students in our course from the Czech rep., Hungary, Germany, Spain, Taiwan
- The school offered cultural trips in the local area which were included in the price of the course
- I explored the city and several interesting places in the area in my free time
- I lived with a host family who made me feel very welcome with their warm and friendly nature.



## A co jiného ještě dodat

- Velká část kurzu probíhala formou workshopu a je koncipována tak, aby se učitelé maximálně zapojili do výuky prostřednictvím aktivit ve třídě, pozorováním, vzájemného učení a sdílením svých vzájemných zkušeností.
- V kurzu nás bylo 7, zástupci z České rep., Maďarska, Německa, Španělska a Taiwanu.
- Škola nabízela kulturní výlety do okolí.
- Ve volném čase jsem poznávala okolí a město Cork.
- Bydlela jsem v rodině, kde jsem se cítila velmi příjemně. Získala jsem od nich mnoho tipů, co vidět a zkusit.



My colleagues and our trainers - Patrick and Kevin

## 8 Strategies for 21st-Century ELT Professionals

### 1: Value the Changing Perspectives on ELT

About 50 years ago, the ELT field started to see changes in our views of English language learning; this has become more evident over the last 20 years. ELT educators recognize that many learners know more than two languages and English is not their second language anymore. Code-switching was seen as language error, but now has been recognized as a valuable bilingual and translanguaging resource. An accent, instead of being viewed as deficiency, now reflects identity. Today, standardized assessments utilize different accents in their listening comprehension tests. The purpose of English learning has moved away from mimicking “inner circle” speakers as closely as possible to successful use of skills and strategies to be effective and competent communicators for a globalized workforce.

### 2: Embrace Changes in Goals of English Teaching and Learning

With the changing perspectives on ELT, the goals of ELT have also changed from focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students. Recent research and educational programs have focused more on the importance of developing English speakers as fully competent language users, critical thinkers, and constructive social change agents.

### 3: Integrate 21st-Century Teaching/Learning Approaches

In recent years, more schools have put the 7C skills, outlined by Trilling and Fadel (2009) in their book *21st Century Skills: Learning for Life in Our Times*, at the centre of learning. The seven Cs are:

- critical thinking and problem solving,
- creativity and innovation,
- collaboration, teamwork, and leadership,
- cross-cultural understanding,
- communication and media literacy,
- computing and ICT literacy, and
- career and learning self-reliance.

In addition to the seven 21st-century skills, the ELT field nowadays is also referred to as the Postmethods Era, where the focus of teaching is on eclecticism (Kumaravivelu, 2001, 2006; Brown, 2007; Larsen-Freeman, 2000; Mellow, 2002). Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions..

### 4. Expand the Dimension of Communicative Competence

Recent research publications illustrate the expanding framework of communicative competence. The implication here is that when teaching intercultural communicative competence, teachers need to teach both local and international cultures. The goal is to produce effective language users to use English as a global Lingua Franca, not just learners who mimic the “inner-circle” countries’ language and culture.

### 5: Teach and Learn in a 21st-Century Context

There are rapid changes in the skill set needed to compete in today’s workforce: technology; globalization; workplace; demographics; and personal competence, risk, and responsibility headline these changes. Individual performance is evaluated on leadership ability, working collaboratively with others, and problem-solving skills. In a globalized world, it is just as common to form a team of four people from four different continents as it is from four departments of an institution. Educators need to be aware of the changes to better prepare students with 21st-century skills to compete in the competitive globalized workforce.

### 6: Apply Macro Strategies to Enhance Assessment

Many schools have implemented standards-based assessment programs, which measure success based on student learning (achievement of standards) rather than on compliance with rules. Darling-Hammond, Hightower, Husbands, LaFors, and Young (2002) advocated that the reform of assessment of student learning needs “top-down support for bottom-up reform.” Once this happens, educators will be empowered to apply macro strategies to enhance assessment. The assessment tools should be designed to engage students in active learning and demonstrate their skills in real-world performance-based projects.

### 7: Be Ready for Rapid Development and Integration of Information Technology in ELT

Rapid developments in technology and the use of cell phones and multimedia devices have opened endless possibilities for English teachers to access information. The Internet, YouTube, Web 2.0, and e-books have helped teachers prepare lessons and classroom activities. With ready-made materials with the stroke of a key it is possible to bring real life into the classroom. Appropriate integration of technology in the classroom encourages students to use language in different ways and brings real-world issues into the classroom. Learners from different parts of the world can get connected and exchange ideas. Many students may know more than their teachers about how to use technology, and yet they need proper guidance from the teachers on how to select, analyze, and utilize the right information to achieve their learning goals.

### 8: Embrace Changing Roles and Increasing Responsibilities of Teachers

In the 21st-century classroom, teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment in which students can develop the skills they will need for the 21st-century workforce. Many teachers integrate content-based, project-based approaches, and changes in classrooms such as coteaching, team-teaching, and collaboration with other teachers have shown advantages. These innovative approaches are providing educators with excellent resources and opportunities. Teachers need to embrace new ideas to effectively teach in our ever-changing societies. This also prepares teachers to be reflective practitioners and constructive social agents in the world of globalizing the English language (Sun, 2014). It’s more important than ever that teachers receive real institutional support with funding and time to attend professional development activities.

<http://blog.tesol.org/9-strategies-for-21st-century-elt-professionals/>



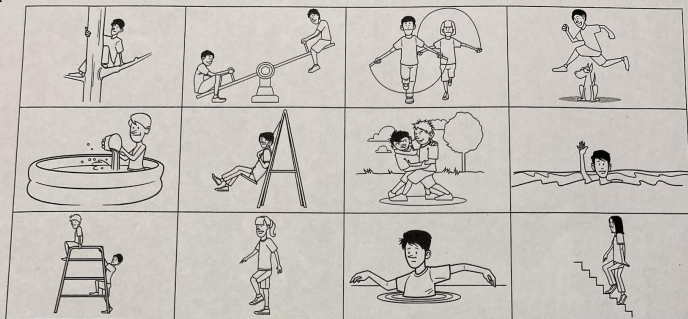
### School & Education | Idioms & Expressions

Take a look at the questions below and see if you know what the idioms, phrasal verbs, and expressions mean. If you don't know, can you guess?

1. Would you describe yourself as a **bookworm**? Do you know any bookworms?
2. When you were at school or college were you a **copycat**? Or did you have friends who were copycats?
3. Do you remember the biggest **swots**, and **teacher's pets**, in your classes? If you don't, maybe it was you!
4. What kinds of things did you used to have to **learn off by heart** at school?
5. How many times in your academic life have you had to **hit the books** hard?
6. Who would you say is the **eager beaver** in this class?
7. Have you faced any problems recently that caused you to have to **get your thinking cap on**?
8. Can you think of a time when you took joy in **teaching someone a lesson**?
9. Did you always work hard or were you ever told off for **slacking off**?
10. Have you ever been told that you need to **pull your socks up**?

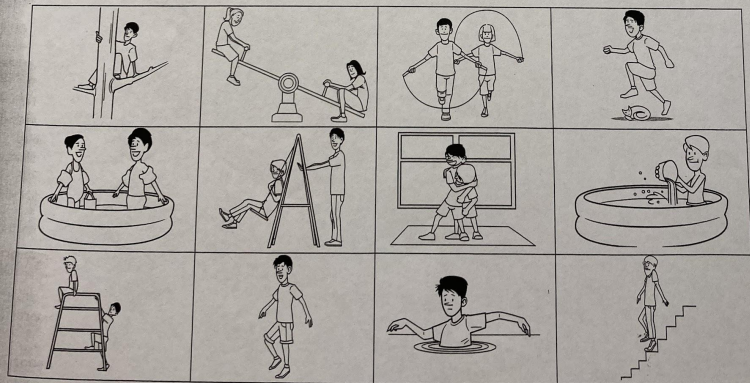
# DO YOU SEE WHAT I SEE?

A



Verbs to use: bound, clamber, climb, heave, hop, jump, leap, march, paddle, skip, slide, stride, stroll, swing, tiptoe, wade, wander, wrestle

B



Verbs to use: bound, clamber, climb, heave, hop, jump, leap, march, paddle, skip, slide, stride, stroll, swing, tiptoe, wade, wander, wrestle





Cork City Gaol



University College Cork





Bellycotton - the southern coast





The Rings of Kerry- the western area







Blarney Castle





Midleton - Jameson Distillery  
A trip organised by the school







Must try while here