

Miért éppen Belfast?

Az Európai Unió megújult Erasmus + programja lehetőséget biztosít arra, hogy immár az intézmények európai fejlesztési tervüknek és képzési igényeiknek megfelelő pályázatokat nyújtsanak be a nemzeti ügynökségekhez, s biztosítsák dolgozóik külföldi tapasztalatszerzését például különböző nyelvi- és módszertani tanfolyamokon. A közoktatásbeli 52 sikeres pályázó egyike, a Fejér Megyei Eötvös József Szakképző Iskola és Kollégium projektjének eredményeképpen az iskola angoltanáraként közel kéthetes tanfolyamon vehettem részt az észak-írországi Belfast városában.

A kurzus Olaszországból, Magyarországról, Német-és Franciaországból érkezett középiskolai tanár résztvevői elsősorban a szóbeliség, a szókinccsfejlesztés, valamint az olvasott szövegértés és a sokak által mumusnak tartott nyelvtanítás terén kaptak trénerüktől, Jenny Watterstől használható ötleteket, módszertani praktikákat.

Azóta az iskolában szerzett tapasztalatok azt mutatják, hogy a diákok körében a legnépszerűbbé a kint tanult játékos feladatok váltak: a *Stop the Bus*, a *Back to Board*, az *Auction Game*, a *Find Someone Who....* (ezek közül három angol nyelvű leírása megtalálható a cikk alatt).

A kurzusszervező ISP belfasti tanfolyamának célja volt még, hogy betekintést nyújtson Észak-Írország kultúrájába és újkori, kifejezetten a legújabbkori történelmébe; minderről felkért helyi előadók és idegenvezetők gondoskodtak, de kétségkívül a két hét legszemélyesebb, legfelkavaróbb történelemleckéje a Békevonalaknál tett *Fekete Taxi Túra* volt – melyet minden, a városba látogatónak csak ajánlani tudok. A 2 hetes program emellett gazdag volt fakultatív szórakozási lehetőségekben is, így délutánonként-estétként, vm. hétfégen ellátogattunk a történelmi városrész legnépszerűbb pubjaiba, a Titanic Múzeumba, a St. George piacra, Bangor kikötővárosába, a Carrick-a-Rede-i kötélhídhoz és az ország első számú turistalátványosságához, az Óriások útja bazaltoszlopaihoz.



A németországi Bochum *Alice-Salomon-Berufskolleg* két tanárával együtt az a szerencse ért, hogy nemcsak elméletben, hanem gyakorlatban is beleláthattunk az integrált oktatás speciális észak-ír világába: még az első héten hárman ellátogattunk a carrickfergusi *Ulidia Integrated College*-ba, ahol a legmelegebb fogadtatásban volt részünk. Mindannyiunkra mély benyomást tett a dolgozók kedvessége és szervezettsége, a tanulók nyílt és vidám személyisége, önállóságuk, a merőben más, de mélyen emberséges megközelítés, amit ott láthattunk. A végzős évfolyam, az ún. *Sixth form* prefektusai és diákjai olyan szeretettel láttak minket vendégül, hogy reméljük, ezt a szívélyes vendéglátást februárban Bochumban, márciusban pedig Seregélyesen viszonzhatjuk. Így az Erasmus +-mobilitások egy célkitűzése is megvalósulhat, a nemzetközi kapcsolatok építése, egy jövőbeli ír-német-magyar stratégiai partnerségben. Már csak egy jó projekttema hiányzik – s a három iskola jövő tavasszal pályázhat Erasmus + támogatásra a megvalósításhoz, de természetesen a külföldi képzések iránt érdeklődő pedagógusok és intézményük is pályázhat, ahogy a seregélyesi iskola is tette ez év márciusában: bővebb információ a Tempus Közalapítvány honlapján olvasható, s több ingyenes szemináriumon is kaphatnak segítséget a jelentkezők.

Kovács Tünde

a Fejér Megyei Eötvös József Szakképző Iskola és Kollégium angoltanára

Tekintse meg a fotókat a *Miért éppen Belfast?* nyilvános facebook-csoport képgalériájában:<https://www.facebook.com/groups/709518579126090/photos/>

Játékok leírása/ Description of activities

Stop the Bus Game:

Exercise:

Originally this game seemed something very similar to Hungarian 'Ország-Város': where students had to think of one item to go into each category beginning with the set letter. When they finished, they had to shout „Stop the bus”.

This is a nice ESL variation involving some kinaesthetic learning. First the teacher has to put the students into teams of four or five, and then ask them to stand in two different lines facing the board.

Practically teachers can devise any vocabulary activity; it works with grammar as well. We used it as a matching exercise: with pairs as **pitch - black, stone – broke**.

But it is even easier if the teacher works with definitions and idioms; definitions would be written on the board by the teacher one after the other, but beforehand the teacher would have to write the idioms (matching with the definitions) on small slips of paper and place the slips on a chair in front of each team /line.

The first person in the line has to find out which idiom goes best with the definition written on the board, and pass the slip of paper to the person standing behind him/her. If the person agrees with the solution, he/ she has to pass the piece of paper to the person standing behind him, and so on, until it reaches the last person in the line. If someone does not agree, he/she gives it back to the person from whom the slip of paper came from, but most importantly, the team has to come to a consensus.

The last person in the line shouts „Stop the Bus” when he/she feels he/she has the correct answer on the slip of paper he receives, but only when it is the real answer, anyone can pass it back if it is not right.

Points are allocated to the fastest team (if the answer is correct).

In the next round, students have the same task, but now the players change places, the first goes to the end of line, and now the second person in the line steps ahead, and passes the correct slip of paper back to the end of the line.

Teachers can have as many rounds as they wish, but it is advisable to prepare more (an extra of 3-4) slips of paper than the number of rounds in order to keep the competitive nature of the game, nobody is interested if the exercise becomes too easy with 2 slips of paper left.

Preparation Time:

Almost none, besides writing and cutting the sheets of paper with the idioms on it.

Setting:

I wouldn't suggest working with too many teams, or large teams, and one would definitely need some space to have to form the lines.

Teacher-Student Time:

Besides setting the task, the teacher does no talking, students are involved, although this is not a fluency exercise, they have to use different skills – thinking, cooperating, reading, arguing for and against.

Anticipated Problems:

Some shy students may not want to stand in front of the others to take the risk of being first, maybe then they could be asked to be gamekeepers and decide who is first, and allocate points, or help the teacher write the idioms on board.

Advantages- Disadvantages:

Ideal for competitive students, involves a lot of subskills – has a high level of adaptability, to almost all levels and language areas. I can't see many disadvantages besides over-excitement, and high levels of adrenaline, still lingering long after the class has finished. ☺

Back to the Board Game

Originally, this game seemed to me something very similar to the activity game almost every teacher uses in Hungarian classrooms, and which can become quite boring, but here I liked the idea of the kinaesthetic learning and moving around, and that students are given the choice if they mime or define a word. It works great for all levels and ages.

First of all, teachers have to divide students into two or three groups. One volunteer from each group sits in a chair or stands with their backs to the board, facing the group. Teachers write a word on the board so that the volunteer can't see the word, and their group must give hints to their volunteer (either by definition or miming) so that their volunteer guesses the word first. The first one to guess the word gets a point for their team. Now they take turns, and someone else should volunteer to be '*back to the board*'.

It is important that in their definitions, students mustn't use the taboo word (the stem of the word in question), or sound-alike words.

Preparation Time:

Almost none, besides preparing a set of words.

Setting:

You would definitely need some space for the teams to be able to see the board from the same distance, but still be able to form the groups around the chairs.

Teacher-Student Time:

Besides setting the task, the teacher does absolutely no talking, students are involved, this is a great fluency exercise, ideal for revising vocabulary, and they have to use both receptive and productive skills.

Anticipated Problems:

Some shy students may not want to stand in front of the others to take the risk of volunteering, maybe they could help the teacher write the words on board, but if they see that some students are good at finding out words, while others are good at producing the language, they will get more confident and want to take part next time.

Advantages- Disadvantages:

Ideal for competitive students, involves a lot of subskills – and it has a high level of adaptability, to almost all levels and language areas. I can't see many disadvantages besides over-excitement, and high levels of adrenaline, still lingering long after the class has finished. ☺

Grammar Auction Game

This game is ideal for revising vocabulary or grammar knowledge, but presently I am using it to refreshen reading comprehension check in my pre-intermediate / intermediate classes. Practically teachers can use it with any level of groups, as it has a high adaptability level. You need almost no equipment, besides a board and a set of sentences; however, skillfull teachers could use paper banknotes to make the game more exciting.

First of all, the teacher has to put the students into at least two teams of four or five, and then writes 10 - grammatically correct or incorrect – sentences on the board. Team members discuss the sentences, and they have to come to a consensus, they should be unanimous about their decisions if the sentence is right or wrong. Then the teacher asks the groups to say their decision aloud, but they also place a bet if the sentence is right or wrong, so they have to take risks.

Every team has a set beginner credit of for example 100 pounds, teachers can decide on the minimum sum of bets each time they play this game, but some teams prefer to go '*all in*' once they become confident enough or when they start to feel the hang of it, and if they win, teachers add the bet to their credit so for the following rounds they have more credit. Of course, in the end, the team with the most money wins. Some teams may lose all their money during the game, so they have to ask for loan from other team(s) and negotiate the terms, which usually makes the game funnier and more exciting for the players.

It is important that teams should take turns in betting to make this a fair game, as some students tend to see that besides the language element the game is also about observing the other

groups' reactions and bets, so with always team number one placing the bet first, the other team could easily win by following them and just raising the bid.

Teachers should always tell the correct solution after the bets are placed for the sentences in order to be able to do the 'maths' (and preferably also take notes on the board), and go on; but I would advise to elaborately explain the language points after the game is over.

Preparation Time:

Almost none, besides preparing a set of ten sentences. I would suggest using more and more difficult sentences in the end to make the game more exciting.

Setting:

I wouldn't suggest working with too many teams, as gamekeepers or teachers might get confused with the sums, and teachers would definitely need a board, but nothing else really.

Teacher-Student Time:

Students are involved, even beginner pupils can take part if they know numbers and the notions of 'right' or 'wrong', 'true' and 'false', but more advanced students have to use more complex and different skills – thinking, reading, grammar, arguing for and against.

Anticipated Problems:

Some shy or lazy students may want to lean back, maybe then they could be asked to be gamekeepers and allocate points, do the maths, help the teacher.

Advantages- Disadvantages:

I can't see many disadvantages, success is almost always guaranteed – it is enjoyable, exciting, it develops language skills, in this case error correction, or even it makes pupils argue in the target language, competitive students tend to have the most fun.