



## THE TOWN FUNCTIONING AS 'SCHOOL' (TEACHER-GUIDED FIELDWORK FOR L2 LEARNERS)

TOPIC: PÉCS

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### 1. Lesson content – Introduction of the topic; Topic and method relation:

Six lessons are devoted to a project on how the place we live in can function as school, in other words, what opportunities and facilities are available for the L2 learners (henceforth: Ls) to confirm or expand both the factual and the language knowledge they have acquired in the course of their general and L2 studies. The project - amongst others - provides the students opportunity to strengthen their confidence in terms of using L2, also the awareness of the many ways they can choose from in order to achieve the above goal under real-life circumstances. These lessons are meant to enhance the ability of informal learning, the capability of self-improvement. They also contribute to confirm Ls' social competences and maintaining their motivation.

In the first lesson the teacher's responsibility is to prepare Ls for the tasks they have to fulfill during their project. They clarify both the goal and the possible ways of execution and achievement. They discuss the tasks, form smaller groups (of about 4-6), agree on the means of presentation and evaluation. The project is to be done in the form of fieldwork.

The actual fieldwork takes up further 4 lessons, during which Ls execute their tasks. They take photos, make notes and - if possible- recordings.

In the third stage of their project at home they arrange their findings, which have to be presented in the following lesson. Ls are also expected to reflect on the task as well as on their own performance.

### 2. Competences to improve:

#### Personal competences

Self-esteem, confidence, self-control, motivation, innovation, conscientiousness, reliability, adaptability to L2 environment

#### Social competences

Cooperativeness, communication, appreciation of others, team-building, raising cultural awareness

#### Cognitive competences

Evocation, critical thinking, categorization, analytical and applicational skills, evaluation (of others and their own performance)





### 3. Target group:

Secondary/primary school students, young adults. Ages 12 and above.

### 4. Preliminaries:

- Minimum pre-intermediate level of English, preferably intermediate, upper-intermediate or advanced. (B1, B2, C1)
- Clarification of the required task and T's guide on how it should be carried out.

### 5. Teaching materials and equipment:

Cameras or mobile phones with camera function, paper and pens to take notes, DVD or multimedia player with a Video Display Unit (a TV-set, a monitor or a projector), a board, task sheets.

### 6. Comments and remarks:


L2 learners are expected to activate both their L2 and general knowledge so as to do fieldwork on the facilities their hometown can provide in terms of L2 learning, other than the ones provided by their school. Under real life conditions (walking along the streets of the city centre in small groups), they have to collect brochures, take photos of signs, notices and boards, address tourists or foreign students and initiate short conversations with them in the target language. Ls have to be well prepared for the task, even equipped with cameras to ensure the necessary quality of the photos they are going to present to the class. They also have to be warned about appropriate behaviour when initiating a conversation or asking for brochures.


### 7. Lesson plan:


#### Pre-Tasks

##### Task 1

Warming-up task:

 Phase 1: What other places can you think of as a possible place for language learning or practice besides schools? (Students in groups collect different places where they can learn or practice foreign languages and T listens to them in class work. The cooperative structure used here: RoundRobin)

 Phase 2: In our case, think of Pécs and choose the ones that are available here. (Still in group work Ls choose the places and facilities Pécs can offer them in terms of foreign language learning then T listens to their suggestions. The cooperative structure used here: RoundRobin)

 Phase 3: T explains that the group is going to do some kind of fieldwork in the city centre of the town. He/she sets the time, the meeting place and the way Ls will have to present their





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findings. They agree on the tasks, which are distributed to students on handouts.  
Classroom: preparing the fieldwork task



Before setting out

## Tasks



### Task 2

Find and take photos of board signs, guide-posts or message boards that have English captions, labels or notices on them. When presenting them in class you should also explain where exactly you found them, to whom, in what ways they are useful. Here is an example of those that the students managed to photograph. See further photos in the attachment.



Tourist information – directions



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A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése  
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

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### Task 3

Find and take photos of places of entertainment such as cafes, pubs, restaurants. When presenting them in class you should also explain where exactly you found them, which ones you would recommend to tourists and why. Here is an example of those that the students managed to photograph. See further photos in the attachment.



A famous pub in Király Street



### Task 4

Find and take photos of shops, boutiques. When presenting them in class you should also explain where exactly they are located, what articles are sold there and which ones you would recommend to tourists. Here is an example of those that the students managed to photograph. See further photos in the attachment.



In front of a shop



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### Task 5

Find and take photos of places that serve both entertainment and/or educational purposes. When presenting them in class you should also explain where exactly they are located, in what ways they are places of entertainment and education. Here is an example of those that the students managed to photograph. See further photos in the attachment.



Unfortunately, this museum is closed



### Task 6

Find and take photos of official places. When presenting them in class explain what official matters you can arrange there. (What mistake(s) can you identify on the board?) Here is an example of those that the students managed to photograph. See further photos in the attachment.



An office



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### Task 7

Find and take photos of places where you can take English language courses. Here is an example of those that the students managed to photograph. See further photos in the attachment.



A language school



### Task 8

Find and take photos of travel agencies. When presenting them in class tell us what languages the employees speak. Ask them for brochures in English. Here is an example of those that the students managed to photograph. See further photos in the attachment.



A travel agency



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### Task 9

Find and take photos of news stands. When presenting them in class you should also explain where exactly they are located, which of the newspapers or magazines give tourist information about Hungary or Pécs. Here is an example of those that the students managed to photograph. See further photos in the attachment.

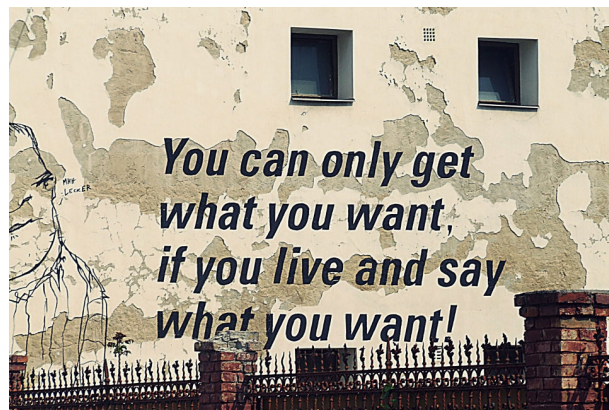


Newspapers, magazines



### Task 10

Find and take photos of any strange or funny notice. When presenting them in class you should also explain where exactly they are located and what it is that makes them strange or funny. Here is an example of those that the students managed to photograph. See further photos in the attachment.



Wisdom on a wall



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### Task 11

Initiate a short conversation with foreign students or tourists. Ask them to let you take photos of them. When presenting them in class you should also explain where exactly you met them, what they said about themselves. Here is an example of those that the students managed to photograph. See further photos in the attachment.



With some Dutch tourists



### Task 12

Find any facility outside school where you can do research work. When presenting it in class you should also explain where exactly it is located, what research work you did there. Here are examples of those that the students managed to photograph. See further photos in the attachment.



In front of Tudásközpont







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Inside the American Corner



Zsolnay Központ - plans



### Task 13

Groups take it in turns to present their photos to the class. Each member of the presenting group has to introduce some photos and speak about them. See the Power Point presentation in the attachment.



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#### Task 14

Groups take it in turns to present the photos that cannot be covered by any of the categories they have had to consider while taking their photos. See further photos in the attachment.



## Post-Tasks



#### Task 15

What do you think of the fieldwork task? Did you enjoy it? Which parts of the task do you find the most useful? (Ls reflect on the task and how well they managed to accomplish it. First they are given a minute to think the questions over, then in groups they exchange information. Technique used here: RoundRobin), finally they share ideas in class work.



#### Task 16

Project: Plan the route of a sightseeing tour for a group of foreign students visiting your school. Which places in your town would you like to show them? What kind of in and out-of-school programs could you invite them to?



#### Task 17

Arrange your findings to present them in the form of a Power Point presentation. Share the task with peers. Agree on the part(s) you will be responsible for.

## 8. Visuals:



There is a detailed show of the class-work and many of the activities on photos.





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### 9. Evaluation and assessment:

Besides activating their whole arsenal of L2, learners develop a wide range of personal, social and cognitive competences. The fieldwork with its authentic/semi authentic audio-visual input and the activities learners are involved in either during the lessons or out of class, contribute to the development of their L2 language skills, and to the maintenance of their motivation. They are also invited to create and compile their own materials that render the application of critical thinking as well as creativity. Reflecting on the task and their own performance enhances the advance of personal and social competences such as self-esteem, cooperativeness and cultural awareness.

### 10. Related works:

1. Fried-Booth, D. L. 2002. *Project Work* (New Edition). Oxford: Oxford University Press
2. Wicks, M. 2000. *Imaginative Projects: A Resource Book of Project Work for Young Learners*. Cambridge: Cambridge University Press
3. Gallacher, L. *Project Work with Teenagers*. [www.humanb.org](http://www.humanb.org)
4. Haines, S. 1989. *Projects for the EFL classroom*. London: Nelson



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