

TITLE

Please write the title of your Good Practice

TITEL

Bitte schreiben Sie den Titel Ihres Workshop-Beitrags ("good practice")

Project - "A new chance"
A course in English that changes people

NAME of INSTITUTION**NAME der INSTITUTION**

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NAME and CONTACT DETAILS**KONTAKT**

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SUMMARY

Please describe briefly the overall goal and objectives of your example of good practice.

ZUSAMMENFASSUNG

Bitte beschreiben Sie kurz die Intention und die Ziele Ihres Beispiels von "good practice".

The method of Relaxa offers the possibility to study the language we need within a short time, with an optimum of efforts. It is based on the natural human ability that had helped us to learn our own mother language - imitate original patterns.

TARGET GROUP

Please indicate age, gender, nationality, the average number of students in your courses, level of their language proficiency according to the Levels of Language Competence according to CEF .

ZIELGRUPPE

Bitte geben Sie Alter, Geschlecht, Nationalität, durchschnittliche Anzahl der Studierenden in Ihren Kursen und deren Sprachniveau in Bezug auf den Europäischen Referenzrahmen an.

<u>AGE</u>	<u>GENDER</u>	<u>NATIONALITY</u>	<u>EDUCATION</u>	<u>LEVEL OF LANGUAGE</u>
Up to 20 -14	Men -22	Bulgarian- 30	Primary - 6	<u>PROFICIENCY</u>
21-30 -20	Women-29	Turkish - 9	Secondary -29	Didn't study English -20
31-45 -11		Roma -10	Higher -16	Studied <than 1 year -9
over 46 - 6		Besarabian-1		Studied >than 1 year-16
		Russian -1		Studied >than 2 years-6

LANGUAGE

Which language do you use as a medium of instruction for your target group?

SPRACHE

Welche Sprache ist die Unterrichtssprache für Ihre Zielgruppe?

Bulgarian

ACTIVITIES

Please describe briefly the activities (e.g. who is doing what and when, timetable etc.)

DURCHFÜHRUNG

Bitte geben Sie kurz den tatsächlichen Ablauf / Aktivitäten / Umsetzungsschritte Ihres Beispiels von "good practice" an. (Z.B. wer macht was wann, Zeitablauf etc.?)

The first level of the course offers 100 lessons (45 min.) The sessions are 6 lessons per day. Every session has 7 activities:

- 1) „Bath“ - listening to the dialogues according to the timetable. Every sentence was recorded in Bulgarian and English. The recording was made from actors speaking in their mother tongue
- 2) Phonetic exercises- repeating after the speakers, imitating the pronunciation, intonation and stress. The students look at a screen on the wall where the sentences are search-lighted. To feel the proper rhythm of the language the students use batons.
- 3) Reading
- 4) Translation
- 5) Writing - dictation, copying
- 6) Grammar explanations and grammar exercises
- 7) Revision - Listening comprehension,
Reading comprehension
Grammar tests
Songs
Speaking

METHODOLOGY

Please give a description of the methods you use. Indicate the tools/instruments including visual aids, questionnaires, handouts, teacher-developed materials etc.

METHODIK

Bitte beschreiben Sie Ihre Unterrichtsmethoden. Geben Sie die verwendeten Unterrichtsmaterialien wie Folien, Fragebögen, Arbeitspapiere und andere Unterlagen an.

The text material is presented with special software. The students listen and repeat sentences pronounced from English actors. They understand everything because every sentence has a translation read from Bulgarian actors.

During the phonetic exercises they use batons (the connecting of speech and movement; the displaying of emphasis and intonation).

The atmosphere is relaxed (comfortable seats, view to the screen, space, mineral water)

Refreshing activities: songs, gymnastic etc.

EXAMPLES

Please list up to 3 examples of the material you have developed and bring them along for display at the workshop.

ANSCHAUUNGSMATERIAL

Bitte nennen Sie maximal drei Beispiele für Materialien, die Sie entwickelt haben und die Sie zum Workshop mitbringen.

1. Textbook
2. Practice book with grammar exercises
3. Tests book
4. DVD video film - Project „New chance“

OUTCOMES

Please describe the results of your good practice

ARBEITSERGEBNISSE

Bitte beschreiben Sie die Ergebnisse Ihrer "good practice"

Students who went to an examination - 31

Level A1 - 22, A2 - 9, Average result from the examination - 80%

CONSTRAINTS

Please describe the difficulties (if any) in the implementation phase.

"STOLPERSTEINE"

Bitte beschreiben Sie eventuelle Schwierigkeiten in der Durchführung.

Dependence on technical equipment and electricity

If possible, please specify how your good practice relates to the aims of CHAGAL (please see Appendix 2)

Bitte beschreiben Sie, sofern möglich, inwieweit Ihre Beispiele von "good practice" mit den Zielen von CHAGAL korrespondieren (Siehe Anhang 2).

The positive result from the Project „New chance“ proved that people from different level of education, nationality, religion, gender could acquire basic knowledge of a foreign language within a short time or improve their language skills and reach their potential to meet the needs in a multilingual and multicultural Europe.

NEW CHANCE FOR WORK AND STUDY

Mrs. Vanushka Koleva - Bulgaria

A legend tells about a building – the Turks began to build a mosque in a Bulgarian village. They erected it in the place of an old Christian church. They worked hard but each night everything they had built during the day collapsed. The builders tried everything with no result at all. Then they asked the local men of wisdom for advice and were told to add a cross to the crescent at the top of the mosque, so that both religions protected the building. So they did. And the mosque still stands firmly in the center of the town of Suvorovo near the city of Varna, Bulgaria.

A modern project gathers more than 50 people from all the ethnic societies of the Suvorovo municipality in the last days of the summer, 2004. “A New Chance for Work and Study” is a co-initiative of the mayor of the municipality and the Relaxa Language Center. Bulgarian, Roma, Turkish and Bess Arabian people studied English. The structure of the course corresponds to the ethnic structure of the population of the municipality – 23% of the population are with Roma mother tongue, (from which 15% are Christians, 8% are Muslims), 17% with Turkish mother tongue, 60% - with Bulgarian.

The project is an attempt to overcome the acute social problems associated with smaller municipalities that generally have a high rate of unemployment (30-40%). One obstacle is that these people lack the necessary language competence to become a commodity in larger labor markets, domestic or abroad. English, which a command level is required by some employers, is the most desired foreign language and is not covered effectively by the system of state education.

The mayor – Atanaska Petkova:

“Suvorovo is a small municipality in the region of Varna. The population consists of Bulgarians, Turks, Roma and the English language education has always been a problem here. The gathering of 60 people of various ethnic origins, various educational background and of various ages helped us carry out this experiment. This problem is not just ours. It is a common problem for small municipalities with a multiethnic population, remote from large cities where most English teachers reside. We hope that it will be possible to create a program with the help of RELAXA all throughout Bulgaria. The participants were very enthusiastic and with this project we gave hope, self-confidence and assurance that they can be equal to the people living in big cities.”

The lessons which were held at the cultural community center in the town of Suvorovo, were taught through RELAXA’s method. This was the first time that such an experiment on the scale was performed in Bulgaria.

What is the approach towards this challenge?

The Manager of Relaxa – Pavlin Panayotov

“ The English language education here in Suvorovo was in compliance with the principles set by the Common European Framework – a positive approach using evaluations by the teacher and taking into consideration the specific needs for the students. The purpose was that every participant sat for an exam and received a European Language Certificate. This document is valid for life. It is issued in Germany and certifies the language competence of the student; in the context of working in a multilingual environment within Europe as well as Bulgaria.”

The Relaxa method differs greatly from traditional techniques:

- in the order of mastering the various phases of language learning
- in the process
- in all the details
- in the basics
- and in its results

How different skills are trained:

Comprehension of speech and listening is formed first of all by:

- listening
- seeing
- reading the lessons
- and foreign language immersion

Articulation:

- it starts developing in the mean time by imitating pronunciation patterns during the tasks of the so-called speech progression.

Skills of expression and production of speech:

They are a later result of development. Its main instrument is:

- sentence transformation
- or guided speech

Reading and writing skills are also formed automatically in this integral method. Students can see what they listen at the same time on the digital material.

Learning and applying grammatical rules and lexical constructions:

- Learning of the rules and constructions by heart is replaced by intuitive acquiring and the illustrative approach (presenting new grammar and new words in context) which facilitates the process.

The Teacher – Maria Stefanova:

“The aim of this course was not limited only to teach English. Our purpose was to train the communicative skills so that they can react confidently and spontaneously in a real and dynamic situation. My part in the past three weeks was a very pleasant one. I was a friend, a mediator, a demonstrator and an assistant to the students needs. I helped them evaluate and perfect themselves. In this way our relations and contacts were very pleasant and natural. I also became aware that limitations of ages, ethnic origins and backgrounds do not determine the progress or the final outcome. What really determines the progress is the inborn ability to learn a language; to apply the grammatical rules without the necessity to study them deliberately.”

The course finished with an informal meeting. The participants had the possibility:

- to talk to an English native speakers. For the students this is the first possibility to practice what they have learned in a real communicative situation.

Native speaker - Joan Loyd

“This is the first time I have visited a course in a place which is remote from the city of Varna. To me, it is very interesting because there is a wide mix of people coming from different places. People speak English very well after only 100 hours of English lessons. To me it was a fun.”

- to sit an exam for TELC

43% of the participants sat the A1 level exam: 77% succeeded over 60%,
14% - from 41 to 60%
and 9% - under 30%.

18% of the participants sat the A2 level exam: 9 people passed both components of the exam
2 people have not passed the written exam

1 – have not passed the oral part of the exam.

For the students this course left a lasting memory and encouraged them to look towards wider horizons.

Student 1

“I am working on the problems of the Roma people: to be more specific, the children who do not attend school regularly. During the course everything was just great! The teachers and their way of teaching were very good. With their help and the things they taught us, everyone who wanted was able to learn to speak English. Everything was very pleasant – we sang, we talked and even had the chance to speak to English people. We saw that we can practice what we had learned and we can communicate with native speakers.”

Student 2

“In 2003, I graduated from the Varna Free University with a degree in management. Now I work for the municipality of Suvorovo under the program, “From Social Benefits Towards Employment”, but I do not really find my work satisfying. I want to find another job which conforms to the specialty I received. The course during the last month was excellent and very useful for me. I learned a lot of new things and it helped me to communicate with other people. But I think that people should continue to improve their knowledge of English, because once is never enough.”

The results from this social and educational experiment proved that the method is highly suitable for teaching groups with varied participants, including elderly people and people from the ethnical minorities. Bulgarians, Roma, Turks and Bess Arabians – the program “A New Chance for Work and Study” gathered them under the same roof. At the end of the course students stated that they have better self esteem, a brighter outlook towards the future of their families and more confidence in themselves. They are sure that they have done something significant, that they now have skills which everyone will need after the EU integration.