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DOGME
THE ROLE OF THE TEACHER IN DOGME APPROACH

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DECLARATION

I hereby declare that I have written this Master thesis on the topic of The Role of the Teacher in Dogme Approach solely by myself.

Prague, 24th April 2013

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THANKS

I would like to express my thanks to Mgr. Karel Žďárek for his professional help with leading this work, enough free space and stimulating comments without which this work would not come into being. My thanks also go to the students that were the subject of my research for their time and cooperation.

ABSTRACT

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ABSTRACT: This text is primarily for teaching professionals or teachers in training who would like to explore Dogme as an alternative to traditional (coursebook-based) English instruction. This thesis researches and summarizes the principles of Dogme which are later projected through the various roles of the teacher. It contains my personal analysis and reflection of Dogme lessons I have conducted and offers practical tips for fellow professionals.

KEY WORDS: Dogme, Scott Thornbury, Luke Meddings, the role of the teacher

NÁZEV PRÁCE: Dogme – Role učitele ve výuce s prvky Dogme
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ABSTRAKT: Tato práce je primárně určena pro zkušené či začínající učitele, kteří by se rádi dozvěděli více o Dogme, jako alternativě k tradiční (na učebnici založené) výuce. Tato práce zkoumá a shrnuje principy Dogme, které jsou dále rozebrány z pohledu učitele a jeho rolí v učebním procesu. Praktická část obsahuje rozbor vlastní hodiny ve stylu dogme a poskytuje praktické návody pro pedagogii v oboru.

KLÍČOVÁ SLOVA: Dogme, Scott Thornbury, Luke Meddings, role učitele

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A. INTRODUCTION

The 21st century, we have arrived at so called post-method period, when the principle of eclecticism is of ever-growing importance. Many methodological books have been written on this topic and many more are yet to be written.

The aim of this work is to outline and document the Dogme approach with the main focus on the teacher who chooses to look for alternatives to coursebook-driven syllabus. Having been a teacher for the past ten years myself, I have arrived at a game-changing point and started questioning my teaching practice with regard to real and measurable benefits of my students. Luckily, at the same time, I had the opportunity to have been lectured by Mgr. Žďárek, of Charles University, Faculty of Education, who has directed my attention towards alternative approaches and Dogme in particular.

There are a large number of questions regarding the Dogme approach I wish to get an insight on and possibly answer in this thesis. The questions concern the Dogme approach as such as well as its variations, the role of the teacher and the suitability and the role of the student. The main questions are as follows: Who is Dogme (good) for? This simple question rises many other ones as it can be ask with the teacher as well as the student in mind. Concerning the teacher, one could ask what the limitations are regarding teacher training (Can somebody be taught the Dogme approach? Can I learn the Dogme approach? How do I know I do it well?). And with the view of professional reflection, more actual questions arise, such as: Is Dogme suitable for my students? How do I know they learn anything? Does their learning style comply with Dogme? These are just some of the questions I wish to explore in this thesis.

Based on what I have already learned about Dogme and the questions mentioned above, I am of the opinion that Dogme requires much higher demand on the teacher than other approaches. I wish to explore the extent of this demand and research the topic of Dogme with a particular emphasis on what the authors have to say about this issue. Also, I wish to perform a series of lessons with my students to get personal experience and insight into the subject matter.

A. INTRODUCTION

A.1 OUTLINE OF THE THESIS

At the beginning of the **theoretical part** I focus on the history and the background of Dogme, explore the current modifications and outline the critiques of this approach for further evaluation. In the next section I concentrate on the practical execution of Dogme in lessons. I believe I can use the in-depth knowledge of classroom instructions, psychology and education I have acquired in my second major course of studies, at the Faculty of Education, Pedagogy. Further, I plan to research the currently accepted roles of a teacher and compare them with the roles of teacher from the viewpoint of Dogme and its authors. Finally, I will look into the roles of the learner, as they are closely connected to the roles of the teacher in language instruction.

In the **practical part**, I describe a series of lessons I conducted with my students in the period from 2010 to 2012. The first lesson will be described in thorough detail; including evaluation of the lesson. For the purpose of evaluation I have created a standardized questionnaire with open questions for the students, observing teachers and I will also reflect on my teaching after each lesson. With the use of these questionnaires, I would like to go deeper under the surface and uncover at least some of the learners' personal feelings and concerns upon being a subject to Dogme approach. I wish to find out about their opinions, reservations, their view of the teacher, the method as such and possible benefits and problems they may encounter.

The other three lessons are described in brief, with the emphasis on practical examples and ideas for Dogme-style lessons, yet including evaluation and my personal comments and findings.

This thesis ends with a summary of the results, **conclusions** I have reached. I link it back to the findings on the roles of the teacher and provide an insight into the suitability for teachers. I hope to have gathered valuable data and information regarding the Dogme approach, which could be beneficial not only to future teachers, but also experienced teachers, who have no previous experience with this approach. Not only with these teachers in mind, I evaluate my practice and suggest possible applications of Dogme in the current, post-method period.

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B.1 POST-METHOD PERIOD

It seems that language teaching has arrived at a point where it is truly up to the teacher to know all the pros and cons of each method and chose the best of them all in order to comply with students needs and facilitate as much learning as possible. Hence, the nowadays teacher has to be not only expert in all methods, but also an expert in the eclectic ways of choosing what is best for the students.

Some language experts have taken this notion to its extreme, refusing all methods proper. ‘Kumaravadivelu radically says that all method teaching is dead. By method, he means methods such as the Audiolingual Method, Communicative Language Teaching, Direct Method, Grammar-Translation Method, Natural Approach, Situational Teaching, Silent Way, Suggestopedia, Task-Based Language Teaching, etc. His position is that no single method is better than others, a view that most practicing language teachers will agree with, since teachers know that no single method fits all learners and that good teaching is about making a connection with them’ (Wang 2009).

In his article called Beyond Methods, Kumaravadivelu suggests that the only way forward, is through post-method, a theory propounding three parameters: particularity, practicality and possibility (2003: 34).

Particularity – refers to the situational understanding in the context of teaching and learning that is ‘sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context’ (ibid: 34).

Practicality – the teacher is viewed as a reflecting professional and Kumaravadivelu believes that practical knowledge should inform theory and not the other way round.

Possibility – refers to social, cultural, political, economic, ideological and other factors that influence teaching and learning. These factors shape the learner and teacher’s perception of their identities and their sense of social transformation, determining what is possible or not possible. (Adapted from Wang 2009)

Akbari disagrees, claiming that the concept of ‘method’ has not been replaced by

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the concept of post-method but rather by an era of textbook-defined practice. What the majority of teachers teach and how they teach [...] are now determined by textbooks' (Akbari, 2008: 647).

Nunan also observes this fact and comments as follows: 'At the classroom level, materials often seem more prominent than any other element in the curriculum. They are, in fact, omnipresent in the language classroom and it is difficult to imagine a class without books, pictures, filmstrips, realia, games and so on. Even the more austere classroom will have some sort of materials' (Nunan 1988: 98).

Methods, however the term is defined, are not dead. Teachers seem to be aware of both the usefulness of methods and the need to go beyond them' (Bell 2007: 143).

B.2 THE DOGME APPROACH

B.2.1 THE BACKGROUND OF DOGME APPROACH

The term Dogme (for ELT: English as a Foreign Language from here on) was coined in 2000 by Scott Thornbury and was first used in his article of the same name. It was originally a counter reaction to material-driven language teaching. Thornbury claims to have been inspired by Dogme 95 film and manifesto of a Danish origin, which calls for minimalistic way of film making without the use of props and all added or artificial lighting or special effects used by the thriving Hollywood style film industry. Dogme 95 proclaimed no props nor side-scenes are to be used but the location has to be chosen in such a way that everything is to be found on the location of shooting. Also, no sound post production is to be made, all sounding has to be natural and present at the time of film making. Danish film-makers who took this approach in order to rediscover the story and the inner life of characters and in 1995, hence the name, signed 'a vow of chastity'.

Thornbury saw an analogy between the opulent special effect of the mainstream film industry and what was going on in classes: the 'over-reliance on materials and technological aids [which caused] the classroom interactions to be mediated almost entirely through 'imported' texts.' (Thornbury & Meddings 2009: 3). This led to him

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proposing similar ‘vow’ applied to the principles of teaching and practice in the language classroom.

In his seminal article, A dogma for ELT (English Language Teaching from here on) Thornbury states that: ‘Teaching should be done using only the resources that teachers and students bring to the classroom – i.e. themselves – and whatever happens to be in the classroom. If a particular piece of material is necessary for the lesson, a location must be chosen where that material is to be found (e.g. library, resource centre, bar, students’ club.)’ (2000).

Thornbury applied a policy calling on teachers to adopt ‘a “poor” pedagogy - a pedagogy unburdened by a surfeit of materials and technology, a pedagogy grounded instead in the local and relevant concerns of the people in the room’ (Thornbury, 2001).

The author took a rather radical stand which stirred up a discussion among linguists, teacher trainers and teachers themselves. He set up a web-based discussion group dedicated to Dogme for ELT and its practical use. During the past eleven years the approach has organically developed and evolved into various adaptations of the original idea.

B.2.2 THE SHAPING OF DOGME

Upon establishing Dogme, in A Dogma for EFL article, Thornbury set up an online discussion forum organized by the IATEFL Global Issues Special Interest Group. This forum made it possible for an open debate among specialists, professional public and the authors themselves. Some of the core ideas of Dogme were challenged and adapted and through this process the authors arrived at the characteristics of Dogme approach. According to Thornbury and Meddings (2009: 7-8), these principles include:

Interactivity between the teacher and the student and between the learners themselves is a direct route to learning.

Engagement of the learners into the learning context which is already there, i. e.: supplied by the people in the room.

Dialogue in learning, where knowledge is co-constructed as opposed to transmitted

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or handed down from the authority, be it a teacher or a coursebook to learner.

Scaffolding and support by the teacher which includes mediation and shaping by talking

Emergent language, given the right conditions, surfaces throughout the process. This language does not concern only lexical chunks or phrases but also a variety of grammar. Affordance of the emergent language to the learners includes directing attention to features of the emergent language. Prior to this, the teacher has to assure a classroom dynamic, which builds on dialogic and emergent pedagogy. Learner's voice is to be heard in the lesson by providing space and attention to learners' beliefs, knowledge, experiences and desires. (Adapted from Thornbury & Meddings 2009)

The above mentioned points clearly echo the underlying principles of humanistic approach in language teaching.

B.2.3 CURRENT VARIATIONS OF DOGME

The Dogme approach proper has been revised by the authors themselves and later on even fragmented to what in 2003 Luke Meddings proposed as different modes of Dogme. These serve as an insight into what Dogme might mean on a scale, from Dogme-light to Dogme-heavy:

Deep Dogme – teacher makes Dogme the basis of a whole lesson. As he/she explores language with the learners, rediscovering the 'subject' each time they should encounter it through their eyes. Rather than pre-plan, post-plan: teachers jointly record what has happened during the lesson. The syllabus becomes the map of a journey of discovery recollected in tranquility, rather than a blueprint for a forced march through English grammar.

Full Dogme - Dogme moments, Dogme lessons leading to the next stage: Dogme classroom - an open one, to which the learners bring in their own material because they know they can, and one where nobody knows precisely what will happen when they walk through the door. This requires considerable skill on the part of the teacher, to manage the interaction but to keep one eye on the language.

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Dream Dogme - Set up an open school. No levels. No coursebooks. No photocopier. No profits? Actually, the authors doubt it. Language schools, in Britain at least, are so indistinguishable that an original idea might pay off. Let learners organize themselves into classes based on their interests and sympathies, make sure the teachers are comfortable with talking with them, and with dealing with language that comes up - which is the language they need.

Punk Dogme – when the photocopier is not working, and teacher makes a creative use of anything live and local

Talk Dogme – refers to the time off from coursebook to talk about everyday life, note language, scaffold and have students write a summary

Deep Dogme – is the basis of a whole lesson, exploring language, rediscovering the subject, post-plan, recording what has happened during the lesson

(adapted from Meddings: 2003)

Having studied on this subject matter extensively, I believe that the above mentioned re-evaluation was partially a reaction to the discussion Thornbury had stirred among teaching professionals and teacher trainers and theoreticians as well. They have mostly pointed out the fact that many teachers happen to use at least ‘Punk Dogme’ approach either intentionally or unintentionally throughout their teaching practice. More on the critique of Dogme, which definitely helped to shape the Dogme approach and perpetuate the discussion even now, thirteen years later, can be found at the end of the Theoretical part of this thesis.

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B.3 THREE UNDERLYING PRINCIPLES OF DOGME

The Dogme approach stands on three pillars that serve as basic principles for unplugged teaching. The lessons are to be ‘**conversation-driven, materials-light** and focused on **emergent language**’ (Thornbury & Meddings 2009: 8). The following section of this work is dedicated to exploring these three underlying principles in a greater detail as well as some comments on the roles of the teacher which stem from these principles.

B.3.1 CONVERSATION

Conversation is perceived as ‘the fundamental, universal and default form of language’ (Thornbury & Meddings 2009: 8) and therefore it should not be left as the last of the productive skills, but it should copy the real-life usage and take over most of the lesson. Furthermore, the discursive level of interaction should be exploited together with personalization of activities, as it brings about the language needed to exchange information and feelings.

Conversation proper can be also a powerful tool in peer-teaching and it has a significant effect on the group dynamics. Hence, the teacher is perceived as a conversation participant as well as a moderator, able to scaffold and provide conversation opportunities. Further, he/she is a sensitive observer, ready to develop and exploit any kind of conversation, including either intended or incidental one. As Thornbury and Meddings point out, ‘teaching is less about being a subject specialist than being a good communicator and a good motivator. Managing a discussion is a social, not linguistic skill’ (Thornbury & Meddings 2009: 84).

B.3.2 MATERIAL

Even though the attitude towards using coursebooks has changed slightly over the years, Dogme detaches itself from any kind of **material** that is prefabricated, adapted or in other way modified to be fed to students ‘irrespective of any perceived needs, relevance or utility’ (Thornbury & Meddings 2009: 12). I feel that these are valued criticisms of materials, yet, for the sake of language teaching in general, one could

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argue that these materials have been developed to aid the learning of students and practice of teachers.

Therefore, the materials (if any) for Dogme teaching, should be used ‘sparingly [and only the] activities that provide optimal exposure, attention, output and feedback, thereby maximizing the chance of language emergence’ (Thornbury 2002: 37). Thornbury also suggests, that ‘no recorded listening material should be introduced into the classroom: the sources of all ‘listening’ activities should be the students and teacher themselves. The only recorded material that is used should be that made in the classroom itself, e. g. recording students in pair or group work for later re-play and analysis’ (Thornbury & Meddings: 2003).

B.3.3 EMERGENT LANGUAGE

The idea of **emergent language** is common to Dogme as well as other humanistic approaches. Thornbury and Meddings claim that ‘given the right conditions – language emerges’ (2009: 21). In this sense a teacher has to be a provider of these conditions and needs to facilitate them. Furthermore, a teacher should be an experienced listener, sensitive to emerging language and quick in recording it on the spot.

B.4 WORK WITH EMERGENT LANGUAGE

Approaching learners’ mistakes and errors as learning opportunities is crucial in Dogme teaching. ‘The language that emerges must be worked upon [...] be scrutinized, manipulated, personalized and practiced’ (Thornbury & Meddings 2009: 20). Even though the authors do not enlarge on the techniques of doing this, I believe, this is the key, rather systematical part, which distinguishes the Dogme approach from what some opponents claim to have been practicing and not necessarily calling it Dogme.

Thornbury and Meddings advocate the following, ten essential strategies, yet they do not enlarge on it, failing to provide any suggestions whether to follow them as steps or haphazardly and by what means. The authors only point out that ‘these simple procedures are all that is required to ensure successful – end enjoyable – language learning’ (ibid.).

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- 1) **Reward** emergent language. Show that you value learners' output.
- 2) **Retrieve** it. Make it stand out from linguistic 'noise' either by noting or writing it on board.
- 3) **Repeat** it. Either yourself or have other repeat it, even drill it to make it stand out.
- 4) **Recast** it. Reformulate the learners' interlanguage productions into a more target-like form.
- 5) **Report** it. Have learners report what they said and heard in group work, it makes them pay attention to what is going on.
- 6) **Recycle** it. Encourage learners to use the emergent items in new contexts, either as their own personal examples or creating a dialogue with newly emerged expressions.
- 7) **Record** it. Make sure learners keep a written record of new items. It aids memory and gives importance to incidental language.
- 8) **Research** it. Help learners to find regularities and patterns in the emergent language, either by comparing with other items or asking learners to formulate explicit rules.
- 9) **Reference** it. Link emergent language to the 'external' syllabus objectives to satisfy the need of learners of formal syllabus.
- 10) **Review** it. At the end of the lesson, ask your learners to write five words they have learned, have them share what they learned and do the same at the beginning of the next lesson. (adapted from Meddings and Thornbury, 2003)

To find out more about these one has to consult a magazine, or online source to find out more on the actual classroom activities/practices. On his website (<http://www.thornburyscott.com/tu/MET1rawmaterials.htm>) Thornbury provides further practical examples on how to deal with **emergent language**. Even though these tips are highly practical, they lack any systematic description and are written in prose with many orality features, which makes them difficult to read and even more strenuous to follow.

Hence, I took the liberty and attempted to systematize these tips in order to make reading them manageable and following them as clear as possible. I also attempted to

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link them to the ten points on work with the emergent language mentioned above. I divided the subject matter into five parts as follows:

- 1) **Retrieval of Emergent Language – focus on form and correction/recast**
- 2) **Work with Emergent/Improved language – focus on form**
- 3) **Work with Emergent/Improved language – focus on content**
- 4) **Work with the target language in writing**
- 5) **Work with the emergent language in speaking**

I coined the term ‘**Improved language**’ which refers to the student-produced Emergent language that has been corrected by the students themselves to comply with the rules of prescriptive grammar and is hence the target language for students to work with. I use the term ‘**Recasted language**’ in case the language is suggested to be recasted by the teacher, i. e. students are not able to improve the language due to the lack of knowledge and hence it becomes the focus of the lesson supplied by the teacher. ‘**Target language**’ then refers to either recasted or improved language.

(In order to maintain a compressed form, I used the following abbreviations: T for Teacher, S for Student, Ss for students.)

Retrieval of Emergent Language – focus on form and correction/recast			
Emergent language	Focus on content	Focus on form (and recast)	Keeping note for later retrieval
S: ‘Next month I <i>plan go</i> to San Francisco <i>for</i> sightseeing.’	T: ‘Oh yeah, have you ever been before?’ (for retrieving content see below)	a) T elicits self-correction b) T elicits peer correction c) T clarifies (‘You what?’) d) T recasts (‘Oh, <i>you’re planning</i> to go to San Francisco <i>to do some</i> sightseeing?’)	a) T records the student (uses the transcription of the recording) b) T writes the sentence down for later use c) T writes the sentence on the board

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Work with Emergent/Improved language – focus on form: recycling, recording and repeating			
Research and improve language from Ss mistakes	Recycle the improved language	Record the improved language	Repeat the improved language
<p>a) T saves boarding until more errors of similar type have emerged</p> <p>b) Ss pair/group correct, ground in rules</p> <p>c) T elicits substitutions (I'm planning to go to ____ to ____ .</p> <p>c) Ss generate examples</p> <p>d) T drills if necessary</p> <p>e) if no more same type errors come up, work with varied errors in the same manner</p>	<p>a) Ss write new conversations, including the corrected sentences</p> <p>b) Ss practice and perform</p>	<p>a) Ss translate the corrected sentences into their L1, clean the board</p> <p>b) Ss translate the sentences back to English</p> <p>c) Ss test each other on the sentence corrections: How do you say [L1 version]?</p>	<p>a) T re-enact the conversation with the S who produced the mistake.</p> <p>b) T organises pairs of Ss to role play it</p>

Work with Emergent/Improved language – focus on content: Record, repeat, recast and recycle			
Starting point	Record and improve the language	Repeat and improve the language	Recast, recycle and report the improved language
<p>Content-focused conversation between the T and a S on his/her trip to San Francisco</p>	<p>a) Ss pairs/groups reconstruct the conversation in writing</p> <p>b) T monitors, corrects, collects errors for boarding and plenary discussion</p>	<p>a) T replays the conversation with the S, signal pause/rewind invite the class to improve it</p> <p>b) T keeps transcription on the board to use later</p>	<p>a) T extracts useful functional language from the reconstructed conversation and boards this</p> <p>b) Ss in pairs have (real) conversations starting 'What are your plans for next month?' and incorporate appropriate functional chunks</p> <p>c) Paris of Ss re-play conversation for other Ss (record)</p> <p>d) Ss write conversations for HW</p>

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Work with the target language in writing			
Recast and reference the target language	Recycle and review of the target language	Recycle the target language in a letter	Recycle the target language in an essay
a) T extracts relevant grammar points and encourage Ss to write their own 'Grammar reference' for the lesson, with examples (this can be done for the vocabulary as well)	a) Ss design a test based on the conversation (gap fill, jumbled sentences) b) Ss exchange the tests and mark	a) Ss reformulate the content of the conversation as a letter for a friend b) T leaves the room and have Ss work on a half of the board (leaving the other half for reformulation)	a) Ss write a summary of the lesson (in narrative form) for the absent student)

Work with the emergent language in speaking/role play			
Role play: T-lead	Role play: S-lead	Role play extension - creative	Role play extension - imaginative
a) T and S role play the original conversation as a TV interview b) T records it and work with the strengths and weaknesses	a) Ss interview T using the same questions/functional chunks b) Ss reconstruct the interview in writing	a) Ss prepare conversations of various stages of the trip (travel agent, customs, hotel, police station) b) record	a) Ss role play the conversation they will have after the trip ('How was your trip?')

I wish to conclude this part on Dogme approach by Thornbury's own words, in which he underlines what he feels is the most important in Dogme: 'capture text, whether sentences, bits of talk or whole conversations, and then put this captured text to work, improving it, rehearsing it, performing it, re-formulating it in another mode (speech to writing, writing to speech) or register (formal, public or informal, private). And there must be some focused attention on the language - but not just on the weaknesses, also on the strengths. And there must be some kind of summarizing activity, for the record. This is what is meant by a *reactive* focus on learner language' (Thornbury 2001).

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B.5 THE ROLE OF THE TEACHER

The ever changing role of the teacher has been currently discussed from a variety point of views, not only in the pedagogical field. This is mainly in connection with the changes the role of the teacher proper has undergone in the modern society. Traditionally, the teacher used to be perceived as the centre point of a lesson which everything revolves around. It used to be so, that the teacher had almost unlimited power given by either his (usually his, not hers) authority post or the knowledge he possessed. In this scenario, the students were mere objects of the teacher's instruction efforts. They were viewed as passive receivers of the knowledge that has been imposed on them. With the rise of humanism in teaching and psychology of the learner, this view was abandoned by most of the theorist and teaching professionals.

Moreover, Harden and Crosby argue that even the rhetoric of language teaching has changed. The change from using the traditionally sounding words such as 'teaching and teacher' it has become fashionable to talk about 'learning and learners' (Harden & Crosby 2000: 3).

From the 20th century onwards, we tend to view the teacher in more of a humanistic way, ascribing not only one, but various roles that comply with what the learners expect from them. The above mentioned authors summarize their findings of other authors (namely: Harden, 1997 and Cox & Ewan 1995) in a comprehensive study and arrive at the following six roles of the teacher which is one of the most researched in detail, in the context of medical academia.

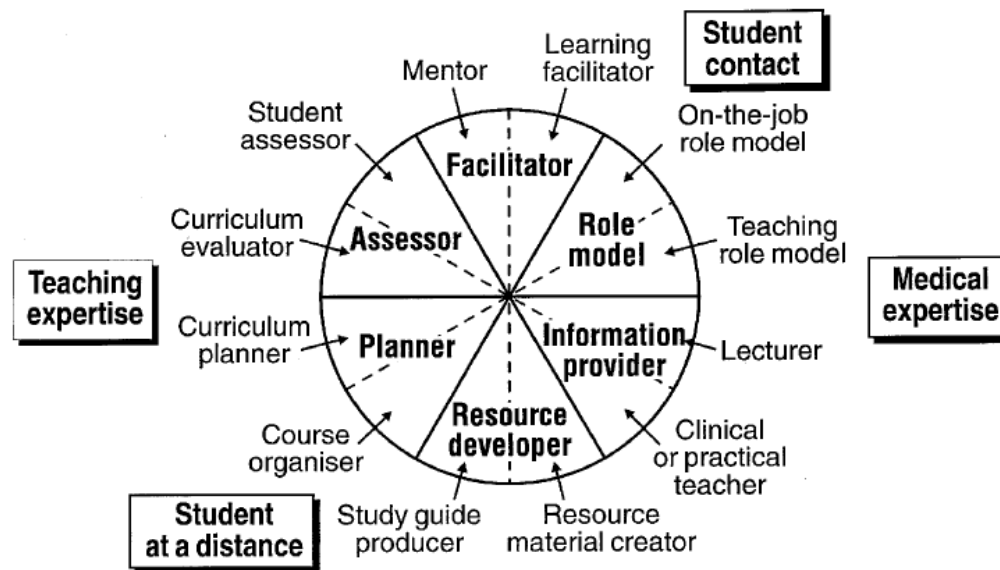
- 1) The teacher as information provider
- 2) The teacher as role model
- 3) The teacher as facilitator
- 4) The teacher as assessor
- 5) The teacher as planner
- 6) The teacher as resource developer.

Based on the roles mentioned above, the authors proposed twelve more detailed distinctions of roles of teachers in medical universities. That's the reason why Medical

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expertise and the distinction between Clinical and practical teacher are taken into account. Moreover, in order to provide for the needs of distance student, the role of a Study guide producer is mentioned in the following visual – Figure 1. However, in my view (apart from distance language learning courses, of course) these two roles do not necessarily comply with the roles of the teachers in ELT.

Figure 1: The Twelve Roles of the Teacher proposed by Harden & Crosby 2003: 6



The authors also make note of the fact that ‘while each of the twelve roles has been prescribed separately, in reality they are often interconnected and closely related one to another. Indeed a teacher may take on simultaneously several roles’ (Harden & Crosby 2000: 15).

B.5.1 THE ROLE OF THE TEACHER IN ENGLISH LANGUAGE TEACHING

The role (or various roles) of the teacher in ELT is a very specific one. One of the main reasons is the fact that the teacher is supposed to deal with the learner as an active participant in the process, which may differ from a university instruction mentioned above. That is why I researched this matter further, looking for teacher’s roles applied in ELT classroom specifically.

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B.5.2 'THE GOOD TEACHER'

Finally, Harden & Crosby propose the term ‘the good teacher’ as a teacher who helps the student to learn’ and he or she contributes to this in a number of ways. The teacher’s role goes well beyond information giving with the teacher having a range of key roles to play in the education process’ (2000: 4). This perception of teacher goes hand in hand with the two strategies proposed by Harden et al (1984) and is widely used in the context of language teaching: teacher centered and student-centered education.

Teacher-centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner.

Student-centered strategies, in contrast, see the focus as being on changes in students’ learning and on what students do to achieve this rather than on what the teacher does. (Harden & Crosby: 2000: 4)

Among authors who deal with roles of the teacher, such as Thornbury, Harmer and others, I chose to use the most practical approach I found in Watkins’s book on teacher training. He opens with an interesting fact about the teacher and the learner interaction. Turning back to the dichotomy of ‘teaching and learning’, it has to be taken into account that ‘there is not one to one relationship’ (Watkins: 13). In other words, the fact that the teacher teaches, does not necessarily mean that the learner is learning anything. In contrast to Harden & Crosby, Watkins proposes more tangible and practical examples of in-class action of what he means by the teacher’s roles, the question whether they work in praxis remains open.

Watkins claims that these roles ‘teachers adopt to **try** [emphasis added] to facilitate learning [which are to portrait] patterns emerging in all teaching, and quite clear patterns when we look at **language teaching** (ibid). Watkins also stresses the importance of understanding the following proposed roles by the teacher. Moreover, he claims that ‘analyzing these roles helps reflection on professional performance and therefore professional development’ (ibid).

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- | | |
|----------------------|-------------------|
| 1) Observer | 6) Language guide |
| 2) Provider of input | 7) Reflector |
| 3) Performer | 8) Prompter |
| 4) Expert resource | 9) Listener |
| 5) Controller | 10) Organizer |

OBSERVER

Teacher ensures that everybody is doing what is required of them. Teacher can also observe and watch for any sign of students who seem to particularly enjoy or dislike working with each other or the kind of activities they enjoy, when they have finished and engage the students accordingly.

PROVIDER OF INPUT

Teacher's job is also to ensure that learners work with suitable material. It needs to be varied, fit in with the interests of the students and be at an appropriate level. Even by speaking naturally in English during lessons, teachers provide valuable input for students.

PERFORMER

This term should not be confused with 'an entertainer'. The focus of the lesson should be more on the students than the teacher. However, there are elements of performance in some aspects of teaching. At certain times teacher needs to be able to address relative large group and to do so confidently. An effective use of voice and gestures, tuning in to the students mood and physical state are also vital. Without these basic performance skills, lessons may be unsuccessful, however well they have been prepared.

EXPERT RESOURCE

This basically means for the teacher to 'know the subject'. Apart from this, teachers must be able to explain it in a clear way that students can understand. It should be noted that the more akin experience with learning both the teacher and the students have, the easier it is for the teacher to explain. Hence, typically non-native speaker teachers can

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fulfill this role very well because they have had to learn the language by going through the same processes as their learners.

This role should be compared to, and not confused with, that of language guide, where the focus is on helping learners to work out rules for themselves.

CONTROLLER

Problems with discipline in adult classrooms are relatively rare but even so the teacher must be prepared to act occasionally to ensure that a suitable learning environment is maintained. Teachers should aim to be polite but firm, and ensure that students follow basic rules, such as respecting other people in the class, amongst other things listening to what people are saying.

LANGUAGE GUIDE

This role deals with how knowledge is conveyed to the students. Simply explaining language relies on a model of knowledge transfer: I know it – you don't – I'll tell you. However, there are problems with this model. Learners are not very involved in the process and this can lead to a fairly shallow understanding and lack of retention.

More powerful model may be when the teacher assumes the role of a language guide and helps students to construct their own system of knowledge, which can be deeper and more meaningful to them. Typically this is achieved by asking questions and prompting students to discover patterns and rules for themselves, so that they are thoroughly involved in the learning process.

REFLECTOR

All teachers, regardless of their experience, need to reflect on what they do, think of what went well and what did not in the lesson and what can be improved. Teachers should analyze their strengths and weaknesses and guide their future development. The most common include: observing and being observed by others, reflexive feedback on the lessons, reading books and articles about teaching, attending workshops, or simply chatting with colleagues in order to reflect on the teaching practice and continue to develop a teacher throughout all life.

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PROMPTER

Part of teacher's job is to encourage students to speak. Sometimes students need very little prompting but sometimes it can be harder. Amongst other reasons, reluctance to speak can stem from a lack of confidence or from cultural expectations regarding how lessons should be conducted. Teacher should break down difficult abstract topics to more concrete questions; the students can relate and respond to.

At times a different role of prompter may arise, when students struggle to come up with ideas how to continue. The teacher could step in and prompt by sensitively asking appropriate questions so that the flow of communication can continue.

LISTENER

As well as observing, by listening teachers can detect the individual strengths and weaknesses of a student and respond to them by giving appropriate feedback. New teachers can sometimes find it difficult to respond to what students say effectively. This is often because they are very concerned with what they will be doing next and their own performance.

ORGANIZER

A teacher needs to plan and carry out the 'mechanics' of the lesson: the timing, seating and working arrangements, the language of instruction and the amount of material and others. (adapted from Watkins 2005: 17-18)

B.5.3 THE ROLE OF THE LEARNER

We should keep in mind that what the student does is more important to learning than what the teacher does. And rather lightheartedly, the teacher should never work harder than the learner. Therefore, also the teaching techniques should be directed to facilitate student autonomy and independence.

Watkins goes on to point out the roles of learners explicitly, which he claims 'vary according to the learning styles each individual prefers, their previous learning experience, their own perceived needs and so on' (Watkins 2005: 15).

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Participant – by participating in the lesson students gain invaluable practice. They have an opportunity to try out the language in a non-threatening environment and may benefit from feedback from the teacher on their efforts. The direct exposure and practice in using language seem to be important elements in the learning process. However, teachers should be aware that some learners may prefer to remain relatively quiet and observe others or they may feel uncomfortable about joining in certain situations. Even a quiet student may learn very effectively observing the others, and so learners need the opportunity to participate, but not necessarily be forced to.

Discoverer – This student role is strongly linked to the teacher's role of **language guide**. By taking the opportunities to work out patterns and rules for themselves, learners can benefit in the ways described in that section.

Questioner – By asking questions learners can take responsibility for their own learning to some extent. They can set the agenda of what gets taught, rather than simply being the passive recipient of what the teacher presents. They can also tap into and benefit from the teacher's expertise.

Recorder of information – When we have to remember something important, most of us write it down. This means that we can refer back to the information. Learners need to record new words and phrases, new bits of grammar and so on, to help them remember what they learn. They can also make these records outside the classroom when they study independently. (Adapted from Watkins 2005: 18-19)

Watkins sums up claiming that 'the responsibility of fulfilling these [i. e. students'] roles is shared between the teacher and the student' (ibid: 15). However, he believes that the teacher should **help** [emphasis added] learners to fulfill their roles and as an example he offers four possible ways of helping to fulfill the role of a **participant** (ibid: 15). I took the liberty and linked them explicitly to the teacher's roles mentioned in the previous section of this chapter:

- 1) Invite students to respond (PROMPTER)
- 2) provide group and pair work (PROVIDER OF INPUT)
- 3) value contributions made by praising and responding appropriately (LISTENER)

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4) respect when students do/do not want to speak and reflect on why this may be the case (CONTROLLER, LISTENER, REFLECTOR)

B.5.4 TEACHER'S ROLE IN DOGME APPROACH

According to the authors of Dogme, the teacher should be aware of learners' needs and orient the lessons toward their requirements and interests with an accent on learner-suggested topics and texts (Thornbury & Meddings 2009: 21). I believe this suggestion is based on the humanistic approach which supports catering for the students' individual and affective needs. I feel that teachers tend not to value these needs as much as the linguistic ones, as the latter ones are much easier to address.

Moreover, the authors point out the ability to 'think on the spot, be ready for the unexpected, distribute the attention and value all contributions (ibid: 97). Consequently, in their article titled What Dogme feels like, Meddings and Thornbury stress the following: 'Rather than preparing lessons, and marching the learners down a route laid out in advance, the Dogme teacher is prepared for a lesson that is co-authored by the people in the room' Stripped of all the icing (materials and syllabus), the class can get down to basics – natural social interaction, or real communication. (Meddings & Thornbury, 2003).

Based on the research I have done, I dared summarize the Dogme authors' ideas into the three following points, interconnecting them with Watkins's roles of the teacher. To make this summary more comprehensible, I divided the roles into three subsections: the roles that are akin in Dogme and Watkins (section A), those roles that are fully or partially dismissed by the Dogme (section B), and finally, roles that are not only Dogme specific, but these roles differentiate the approach from the general roles mentioned by Watkins (section C). Moreover, as mentioned in chapter on Three Underlying Principles of Dogme of this thesis, the authors specifically mention the roles of teacher as a: CONVERSATION PARTICIPANT, MODERATOR, COMMUNICATOR AND MOTIVATOR (Thornbury & Meddings 2009: 84)

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SECTION A – Teacher’s roles accepted Dogme authors

- 1) Teacher is aware of learner’s needs = OBSERVER
- 2) Teacher distributes the attention = LISTENER
- 3) Teacher values (works with) all contributions = EXPERT RESOURCE

SECTION B – Teacher’s roles dismissed by Dogme authors

- 1) Teacher prepares the lessons fully, including the material = ORGANIZER
- 2) Teacher ‘feeds’ prepared language to the learners = INPUT PROVIDER
(the Dogme approach accepts that the language is co-authored by the learners)
- 3) Teacher conveys the knowledge to the student directly = LANGUAGE GUIDE

SECTION C – Teacher’s roles specific and crucial to Dogme

- 1) Teacher thinks on the spot and is ready for the unexpected = REACTIONER
- 2) Teacher facilitates and takes part in natural social interactions and real communication = INTERACTIONER
- 3) Teacher shifts his/her attitude towards teaching and is responsive to the action happening in the real time in the lesson = IN-ACTIONER

For the purpose of my thesis I rather boldly coined the three terms (reactioner, interactioner and in-actioner – derived from the prepositional phrase ‘in action’ not the adjective ‘inactive’). I am well aware of the fact, that these terms are not correct from the linguistic point of view; however, I feel that they portray the meaning I pursued to convey. I am going to use these terms for the remainder of the thesis to aid the comprehensibility.

I wish to conclude on a quote by the authors of Dogme, which is very inspirational, yet difficult to ground in any theory whatsoever: ‘teaching Dogme [...] is an attitude shift, a state of mind, a different way of being a teacher’ (Thornbury & Meddings 2009: 21).

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B.5.5 CRITIQUE OF DOGME APPROACH

One of the main critiques of Dogme challenges the fact, that it is not grounded in any theory, it is not systematical, let alone teachable as a concept to teacher trainees. To mention a specific example, Thornbury and Meddings advocate the ten essential strategies, mentioned in the chapter on Work with Emergent Language of this thesis, yet they do not enlarge on them, failing to provide any suggestions whether to follow them as steps or haphazardly and by what means. The authors only point out that ‘these simple procedures are all that is required to ensure successful – end enjoyable – language learning’ (Thornbury & Meddings 2009: 20).

And even the authors challenge some of the proposition in their book claiming that ‘Dogme approach can sound high risk, involving snap decisions and an intuitive feel for both accuracy and appropriacy – the kinds of skills often associated with (experienced) native-speakers teachers’ (ibid: 84).

There has been an ongoing discussion between the authors themselves and Jeremy Harmer, a renowned linguist and teacher trainer, who on his personal website (<http://jeremyharmer.wordpress.com>), challenges Scott Thornbury’s postulates mainly in the following points:

- a) Dogme is a lazy option and an excuse to go teaching without a plan
- b) Dogme can end up as a pointless small talk, arduous to some and boring to others
- c) the research is based on what educators feel (there is no sound exploration of what the students feel)
- d) Dogme (thanks to its practicality) approach inside a language classroom is artificial and dull, and the students do not learn anything. They perceive it as a break from the ordinary and an easy practice
- e) in classrooms where people with different backgrounds meet, a pure conversation lacks direction and makes the learners feel lost rather than contribute to effective language learning
- f) Not all students’ brains process what they are doing in the same way. Some of them take time to process things, and that time might be then, not now! Dialogue – and the relentless pressure on students to speak RIGHT NOW when the teacher asks them

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to (a basic pillar of communicative methodology) – disadvantages some students enormously. (adapted from Harmer: 2010)

Scott Thornbury reacts to his critique of Dogme in the following way: ‘You’re quite right, Jeremy: Dogme is not for everyone. It’s just one among many options available – and, what’s more, it is easily accommodated into a communicative approach (under the guise of ‘Dogme moments’). It is also cheap, and relatively easy (despite what people might think – but everyone has taught a Dogme lesson at some point in their career, if only by accident), so it may be attractive in contexts where teachers feel under-resourced. It was never offered as a ‘method’ – just sound pedagogical sense, and many, many teachers have made good use of it (and told me so). I still stand by the original point – that we needed, and still need, an alternative to the hegemony of the coursebooks and their grammar mc nuggets. Dogme may not be the best alternative... but I’ve yet to hear of a better one! (Harmer 2010)

Harmer points out valid reservations toward Dogme rooted in traditional methodology. In addition to this, I am of the opinion that these reservations seem to have shaped the current legacy of Dogme as we know it through constructive criticism, which was acted upon by the authors. To give a concrete example, the variations of Dogme seem to be the reaction to the critique of Dogme approach by renowned linguists and teacher trainers, such as Jeremy Harmer himself, as well as the professional public.

Moreover, the ongoing dialogue between the proponents and opponents of Dogme has been going on for thirteen years and has become a tradition in annual events and conferences such as IATEFL (International Association of Teachers of English as a Foreign Language) or the International House DOS (Director of Studies) conference up to the point that other linguists, methodologists and experts in this field have started to approach this matter rather light-heartedly.

To conclude, I agree with Thornbury in the sense that if Dogme approach in whatever form will make at least one teacher stop and think about their teaching practices (such as it has made me), it is a valuable reason for perpetuating this kind of

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alternative. As sometimes it takes a justified extreme to open one's eyes in life and teaching routine nonetheless.

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C.1 MOTIVES FOR ACTION RESEARCH IN DOGME

I have always been interested in ‘alternative ways’ of teaching as well as motivating and activating students through the means of complete involvement and submerging into the language learning process. I believe it is the teacher’s duty to create an environment in which learning happens naturally and students almost do not feel that they are learning. This, of course, does not mean not getting any input from the teacher, quite the opposite. It is the feeling of an absolute immersion into the subject matter, where one is driven by their own curiosity and the need for learning that one forgets about the time that has passed and even about their own tiredness. On top of that, the progress is measurable and significant.

From my experience, the above mentioned mental process of learning is extremely difficult to arrive at, especially for teachers in their initial training. This process requires an in depth understanding of different learning styles and preferences in students as well as the means of intrinsic and extrinsic motivation and the ability of using all aspects mentioned above to enhance the learning process.

Luckily for me, there have been many occasions in my life where I first-handedly experienced the process of being submerged into learning either independently or through the process of my schooling myself and I made it my goal to recreate this experience for my students.

I have been collecting ideas for this work for more than four years now. I have always been creating my own materials which involved very minimalistic preparation and material (usually only a pen and a paper or some authentic objects) even prior to having learned about Dogme approach.

For the purpose of my thesis, I have dedicated a large amount of time to studying publications, multimedia material resources and other teachers’ experience on this subject of Dogme approach. Consequently, planning and experimenting with Dogme light lessons on almost a daily basis thus generating the ideas for the following research. I believe the process of action research in Dogme will be beneficial not only for my further work, but for other teachers either in their initial or in-service training, or

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possibly educators and professional public, who is interested in the development of alternatives to current teaching approaches.

C.2 ACTION RESEARCH IN DOGME

Based on my research into the topic of Dogme, I wish to employ the action research in my classroom and look closely at using Dogme approach with an accent on monolingual classes of adults. These groups are specific in the way that are used to and throughout their studies also conditioned to using coursebooks with topical grammar and vocabulary as well as being mostly taught by means of frontal instruction, in a teacher-authoritative manner.

Action research is ‘a means by which teachers can experiment with and reflect on their own teaching and in doing so resolve problems and develop a deeper understanding and knowledge of their students’ needs and their teaching practice. For many this is a way that teachers can explore and develop themselves independently, though many practitioners of action research believe that this is a process best done collaboratively within a community. Very often this community is your fellow teachers and the students in your class’ (Peachey, 2008)

I used three main methods of collecting data: an in-lesson peer observation by a fellow teacher, a structured interview with the class after the lesson has been conducted, and a non-standardized individual questionnaire, which was to monitor the feelings and attitudes of the students upon being instructed in a Dogme-style lesson. Finally, I have been consistently keeping a teacher’s journal in order to note down and reflect on the lessons with the lapse of time.

C.3 METHODS OF ACTION RESEARCH IN DOGME

C.3.1 IN-LESSON PEER OBSERVATION

I have used the method of standardized observation. This observation was conducted within the class by my colleague, Bc. Nikola Tůmová, and focused on my and students’ behavior and the language generated in the lesson. In order to find out as much as possible, and to inform my action research, I asked Nikola specific questions with the possibility to add her own comments.

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C.3.2 POST-LESSON GROUP INTERVIEW AND QUESTIONNAIRE

The method of a **group interview**, which preceded the questionnaire was designed to help the students understand my motives for conducting this action research and to give me an immediate feedback in the form of their imminent attitudinal reaction on the class taught. The students' spontaneous reactions allowed me to get an insight into the motivation of answers of questions regarding the attitude towards Dogme approach.

The **questionnaire** was designed specially to meet the linguistic needs of pre-intermediate students. I have decided to use a dichotomy of questions, something the students should have no problem understanding (would like/wouldn't like, more/less) with the possibility of adding any comments of their own.

C.4 ACTION RESEARCH AIMS

To make my action research specific and measurable, I have set up the four following aims:

1) Aim: see whether I am able to react responsively and equally to all students and work with the emergent language on the spot

Action plan:

- record the whole lesson using a voice recorder for further analysis of an overall teacher/student centeredness of the lesson
- ask the peer observer to judge my performance critically
 - observation point 3 and 4 (**Appendix 2**)
- ask students to comment on my performance in the questionnaire
 - question 3 (**Appendix 4**)
- keep a teaching journal to comment on my feelings prior and after each Dogme lesson

2) Aim: find out whether students feel more relaxed due to the absence of restrictions on conversation or more stressed by the lack of solid (written) input to follow prior to the conversation and consequently, whether the students enjoyed the lesson and would like to work in similar way more often

Action plan:

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conduct an informal, yet prepared oral post-lesson feedback session with the students
(**Appendix 3**)

ask students to fill in a questionnaire with relevant questions

- questions 1, 2, 4 and 5 (**Appendix 4**)

ask the peer observer to notice any instances of students feeling uncomfortable/comfortable during the lesson

- observation points 1 (**Appendix 2**)

3) Aim: find out whether the Dogme approach helps students produce more natural language.

Action plan:

observe the students closely in order to notice any discrepancies from their normal language performance

ask for feedback from the peer observer on the language students produce

- observation point 2 (**Appendix 2**)

4) Aim: judge whether students take the advantage of learners' autonomy in the sense of deciding on what kind of vocabulary they (will) need in order to express their ideas (i. e.: decide on the language focus of the lesson) as students are not used to this

Action plan:

make a list of possible vocabulary that may come up based on the visual input (mostly nouns) (**Appendix 5**)

record the whole lesson using a voice recorder to find out how many words the students asked for and whether more pieces of vocabulary came up during the lesson that students had not predicted

analyze the emergent vocabulary in terms of level appropriacy

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The outcome of these three methods is summarized in the following sections of this work. As this action research became a part my ongoing professional development, I extended this action research into experiential learning circle, where the conclusions I have arrived at were considered when planning the following lessons. Schematically, this process can be seen as first planning the action, then acting (conduction the lesson), observing it, reflecting on the experience and consequently planning consecutive lessons informed by the reflection. This process can be perpetual (even never-ending) and/or repeated as many times as the teacher chooses.

C.4.1 PLANNING OF ACTION RESEARCH IN DOGME

I designed these Dogme-style lessons as it suits my teaching preferences which tend to be reactive to eminent situation in the classroom. I also concentrated on the teacher's role in the Dogme approach, as Dogme is not only an approach in the means of new teaching techniques 'it is an attitude shift, a state o mind, a different way of being a teacher' (Thornbury & Meddings 2009: 21).

Hence, the teacher takes on a variety of different roles than the usual ones advocated by Watkins (2005: 17) and discussed at length in the chapter on the Role of the Teacher in ELT of this thesis, as I am of the opinion, that it prefers some and backgrounds others and unless these roles do not come naturally to the teacher, he/she must be well aware of them. 'Dogme is not for everyone' as claimed by Scott Thornbury (in Harmer: 2010).

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C.4.2 SUITABILITY TO A MONOLINGUAL GROUP OF ADULTS

The reason of me conducting the action research lesson with a group of adults of a general English course is that I believed it will suit my students, who are very talkative and even though it is occasionally challenging to direct their conversation, they feel happy for the outcome of the lesson. Also, I have noticed that when intrigued by a conversation developed in the classroom, they tend to carry on the discussion in their L1 (first language, Czech, from here on) after the lesson. Based on my research into the topic of Dogme, I state the advantages and disadvantages of using Dogme with an accent on monolingual classes of adults that are used and throughout their studies also conditioned to using coursebooks with topical grammar and vocabulary.

I feel using Dogme in the context of a monolingual class of talkative students will aid their interaction. I have observed that this particular group sometimes feels an urge to share their ideas and feelings, but as students think it does not fit neither the topic nor do they have the language necessary, they incline to express themselves quickly in their L1 (as if in parentheses), for which they immediately apologize. Hence, in the action research lesson, I will encourage the students to use the language they have to try to express themselves in English and ask me for any language they need.

C.5 ACTION RESEARCH LESSON 1 – CHRISTMAS LESSON

Based on the research I have done, I have conducted a Dogme-style lesson, somewhere between Talk Dogme and Deep Dogme according to Meddings' scalar division discussed in the Theoretical part of this thesis, the chapter on Current Variations of Dogme.

I had a clear idea of what authentic materials (Christmas cards) I was going to bring into the classroom and I have asked my students to bring some of their own. Also, I was ready to take advantage of a topical (pre-Christmas) lesson in order to stimulate the students and generate language to describe planning. My aim was also to explore ways of using no materials for meaningful practice of my students in order to weaken my ties to the coursebook and materials in general.

In the following section of this chapter detailed information on the action research

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lesson is to be found. It includes comments on the classroom background with details on the course within which the lesson was conducted, and the particulars of the students who took part in the action research, i. e. the information from which the rationale and the way the lesson was performed was derived.

Further, the lesson aims and correspondent language analysis and reasoned assumptions about the lesson, including the anticipated problems and suggested solutions. The section closes with a commentary on the particulars and rationale informing this particular lesson.

As the above mentioned details serve as the basis for the actual **lesson plan** (which is to be found in **Appendix 1**), I have deliberately distinguished it from the rest of the Practical part by the means of a different layout.

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C.5.1 CLASSROOM BACKGROUND – LESSON 1 – CHRISTMAS LESSON

Name of teacher	Name of observer
Daniela Kulíková	Nikola Tůmová
Level of learners	Type of lesson
Pre-intermediate (A2+)	Dogme-style lesson
Number of learners	Date, time, length of lesson
7 (4 present)	13 th December 2011, 7:40 pm, 50 + 10min of feedback

Learner Profile

The group and the course:

This is a general English course, pre-intermediate level, of students of mixed level and abilities. Even though this group consists of people of different age and interest, I find them rather talkative and willing to share their ideas.

The individual learners:

Eva – is probably the most talkative, are focused and motivated.

Pavel, Markéta, Bára and Kristýna – tend to speak only when the topic of the conversation is relevant and interesting to them

Petr and Mirek – are probably the weakest students regarding their spoken performance, moreover they feel uncomfortable speaking in front of the class.

Lesson aims

Main aims: By the end of the lesson, students will be able to talk about their plans for the upcoming Christmas holidays, or any adjoining topic they wish to explore.

They will be provided with vocabulary and will have been made aware of the corresponding grammar points according to the principles of Dogme

Personal aims: I will follow Thornbury's ideas on conducting the retrieval part of the lesson, reacting to emergent language as naturally and appropriately as possible

Language Analysis

Vocabulary

Nouns – Students will probably first direct their attention to nouns that they are not familiar with. (these will include: candle, wreath, holly, baby Jesus, and others) full list in **Appendix 3**

Verbs – Students will also need verbs to express themselves naturally a list of these, based on the visual input is to be found in **Appendix 5**

Grammar

Students are expected to produce a variety of language describing their future plans. I expect them to use mostly ‘going to’ as this is part of the input stage.

Moreover, they are likely to produce other expressions of future plans, such as ‘present continuous’, ‘would like to’, ‘want to’, ‘must/have to’ and ‘will’, which is due to the nature of the pre-planning considered incorrect

Planned future: ‘going to’ and ‘present continuous’

Modals and semi modals: ‘would like to’ and ‘must/have to’

Unplanned future: ‘will’

Links with preceding and subsequent lessons

This lesson has no particular links to preceding lessons, yet I expect the language to be recycled in the following lessons as the Christmas approach and also next year when commenting on students Christmas holidays. Regarding the fit into the course syllabus, I am going to post-evaluate the lesson and the students conduct regarding the necessity of reviewing the grammar (planning) for the fulfillment of the course.

Assumptions

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I assume that students are familiar with basic vocabulary on the topic of Christmas as well as the use of present continuous, going to and other structures to express their future plans and intentions. Also, I believe the students have already made their plans regarding the holidays or they will draw on the traditions in their families and will be willing to share these with the others. Yet, combining their plans, appropriate grammar and vocabulary might prove to be a problem, especially for weaker students.

Anticipated problems and suggested solutions

Linguistic

Students may not be attentive enough to the use of 'going to' in the Stage 4 of the lesson.

◆ I will ask them to underline the verb in their sentences and compare it with another group.

Students will probably use a variety of language to express the future plans.

◆ I will monitor these and keep record on the board for language analysis regarding the use and appropriacy.

In the freer practice, students may produce incorrect sentences (using will) if this happens to be the case,

◆ I will point to the board, where a record of the structures will be kept (in a part designated for future reference)

Students may find it difficult to remember a large number of vocabulary from the language input stage.

◆ I will try to group the vocabulary logically and ask students to copy them down and use them as they feel is necessary.

Procedural

Students may hesitate and not know which pieces of vocabulary to ask about in Stage 2 of the lesson.

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◆ I will provide students with give students enough time, and encourage them to work in pairs to pinpoint the necessary vocabulary.

Some students (Pavel, Eva) may talk more than others, not allowing the opportunity for the others to speak

◆ I will try not to direct the conversation, but use body posture and language (face the other students) and non-verbally encourage them to participate

Affective

Eva may feel reluctant speaking about her holidays, as she confided in me that her husband is currently undergoing a life-threatening operation and her idea of holidays is rather dim.

◆ I will try to meet her before the lesson starts and assure her that all activities are voluntary she can join/not join the discussion as she pleases.

Materials/resources to be used

- my own Christmas cards
- students' Christmas cards

Commentary on the approach and action research

I have decided to take and advantage of the season and link Dogme-style lesson with the upcoming Christmas holidays. Moreover, I am following Thornbury's idea on Using the coursebook in a Dogme way in order not to disrupt the syllabus not long before the planned testing in the language school.

Also, I am not going to introduce the approach fully, prior to the lesson. In stage 1 of the lesson, I am only going to inform students on the possible unusual way of conducting the lesson and the importance of speaking English as much as possible. The approach will be fully unveiled to the students at the end of the lesson, prior to the oral reactive feedback.

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I decided to use my personal pieces of material (Christmas cards) as the hands-on realia rather than pictures as the cards may naturally stimulate some incidental language. Also, this should provide some language input since students may find it hard to ask for Christmas-related vocabulary from the top of their heads.

In stage 3 of the lesson I am going to put in practice Thornbury's idea of Teacher's Anecdote. I believe it will rise students' interest and possibly make students ask me questions and thus develop a discussion on the topic.

The class Survey (also Thornbury's idea) will not be unknown to the students, since in the coursebook we normally use (New English File pre-intermediate) happen to incorporate various examples of a class survey. Yet, these are always limited in the scope of grammar or vocabulary. It will be interesting to see how students deal with this task and whether they find it more stimulating idea-wise.

Finally, in my lesson plan I have also included possible stages which may arise (these are written in brackets). If it happens so, that an interesting conversation develops in these moments, I will diverge from the original plan and cater for the emergent language following the practical tips mentioned in my research on the Dogme approach.

C.6 ACTION RESEARCH FINDINGS

1) My first and most important aim was to find out whether I am able to react responsively and equally to all students as well as handle the emergent language in the lesson adequately and to the students' benefit. (In other words: to what level I fulfill the roles of reactioner, interactioner and in-actioner.) Based on the analysis of the recording, I feel the lesson could have been even more student-centered, for example, I could have spent greater part of the lesson working with the vocabulary and could have put more of Thornbury's ideas on working with the emergent language into practice.

Even though I personally felt quite stressed about the timing, deciding and reacting on the spot, the observer judged my performance as natural and relaxed, creating positive atmosphere in which the students could explore their potential. The students felt I behaved differently in that they had to work more independently and they viewed the lesson as relaxing.

2) I aimed to find out whether students feel more relaxed as a result of the absence of restrictions on conversation and whether they would like to be taught in this way more often. My findings from the post-lesson feedback session with the students suggest that students did not feel particularly stressed or worried by the lack of written input prior to the conversation and they enjoyed the utility of the language they produced. They all expressed that the style of the lesson was to their liking and they would like to have similar lessons in the future. These answers were even supported by my observer, who stated that the students seemed to have been relaxed and interested throughout the lesson and in no way frustrated or under pressure.

3) The third aim was concerned with the fact whether the Dogme approach makes students produce more natural language than in our usual lessons. Based on my and my peer-observer findings, we both believe that the students spoke mostly in English, and they sounded quite natural. In the production part of the lesson they (except one student) produced short, yet accurate sentences and were able to communicate about their holiday plans at the end of the lesson. I have also noticed that their language was more fluent (i. e. lacking the 'thinking' pauses between words that are usually present when following a speaking task in a coursebook.)

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4) My aim was to judge whether the students take advantage of learners' autonomy and decide on the language focus of the lesson. Based on my own observation and the peer observation conducted in the lesson, it was clear that the students took advantage of the opportunity of asking for various pieces of vocabulary based on their interest. Also, there were only a couple of pieces of vocabulary I had not predicted them to ask about. Upon the analysis of the recording I wish to state that there were only two pieces of vocabulary (related to Christmas traditions in their L1 community) that had not been covered by the initial vocabulary input.

Regarding the level appropriacy, 13 words that students knew (A1-A2 level) appeared, 9 words of their level (A2+) and 11 pieces of vocabulary I believe were above their level (B1-2 level). This was mostly due to the nature of the topic, but overall, I believe that students did not ask for the obviously easy vocabulary nor were interested in language of minor usage. I summarized the pieces of vocabulary used in the lesson (**Appendix 5**) and marked (in bold) those which were actually used actively in the lesson. As evidence, I have also included the documented boardwork which I have done in the lesson (**Appendix 5a**).

C.7 REFLECTION ON THE KEY MOMENTS OF THE LESSON

Based on the my teaching journal and the audio recording of the Lesson 1 – Christmas lesson, I hereby describe, reflect and analyze various key moments that happened in the lesson and were in some way significant for my view of either my students, my teaching per se, or the Dogme approach. The audio recording is enclosed as a part of this thesis. However, this thorough analysis will not be repeated with other lessons conducted due to the lack of space in this thesis.

C.7.1 VOCABULARY FOCUS AND FINE-TUNING

Talk on over the Christmas/Pour Feliciter self-made cards the students brought to the lesson:

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Pavel: Jak by se řeklo: ‘pookřát’?

Daniela (me): Uhhhh, like to get lively /livli/ lively /laivly/?

Pavel: Já jsem to překládal do němčiny, ale je to hrozný. Ale ta čeština je nádherná.

- I hesitated for about a second however, I still was not sure about the translation I have provided for the student.

- It seems from Pavel’s reaction that he was not really interested in the word ‘pookřát’ per se, but as turn-taking strategy so he could express his following thought (or accomplishment for that matter).

Reflection: looking back at the lesson I could have extended this lead-in part of the lesson to already have created space for some emergent language, for example, the class could have asked him about the translation, or I could have encouraged the students who were listening to translate into English what Pavel has said in Czech.

- the rationale for proceeding further in the lesson was that I wanted my peer observer to experience and comment on all stages of the lesson that I had prepared.

Future action: I will try to be more in sync with my students directing the lesson and will let them take me where they want.

When I distributed my authentic material (personal Christmas cards I have received from the USA and Belgium. To my surprise, the writing in the cards has sparked such intrinsic interest in the students, that they have spontaneously started reading it and translating it aloud into Czech to check their understanding, without any instruction from my side as evident below:

Pavel: Věřte na zázraky ... v této ... season?

Daniela (me): Season, it means Christmas season.

Pavel: Aha...

- I judged the word ‘season’ as worth pointing out, due to the authenticity and student’s interest and wrote this word on the board for the students for future reference.

Reflection and future action: once again, the lesson could have been directed according to the students’ interest into the realms of language they themselves would

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find interesting, however, I have decided to proceed with the next activity at this point. Once again the rationale being to keep up with my lesson plan. However, I made a mental note for the future not to make such a detailed plan, as it makes me stress about the timing.

Mirek (looking at a picture of a Eyore, the donkey) to Kristýna: What is it?

Kristýna (quizzically): ‘Goat?’

Pavel (stepped in in Czech): To nemůže být koza, to má krátký nohy...

Kristýna (to me): What is it? Pig or goat?

Daniela: It’s a small horse, it goes /iii-aaah/.

Kristýna: Nooo, to neni horse, what is it? Goat? Nebo já nevím

Daniela (me): What is it?

(I wrote it on the board)

Kristýna: Donkey!

(obviously, she was familiar with the word)

Reflection: it was interesting to observe how Kristýna was not satisfied until she got the right answer. This made me think of the necessity of fine-tuning and yet another teacher’s role important in Dogme.

- students proceeded asking about certain vocabulary they felt they needed, they said the word in Czech (their native language) and waited either for the partner or me to supply the English equivalent and I proceeded to write the words on the board.

- it was interesting to see what the individual preferences were. Some students focused on understanding the written text, hence asking me to provide the Czech equivalent, some, on the other hand turned their attention to the pictures. They were definitely asserting their learner autonomy at this point.

Petr: A [co je] faith?

Daniela (me): It is what you believe in... ummm... jako ‘víra’.

Pavel: *In* God?

Daniela (me): Yes.

Pavel: ‘You believe in God.’

Daniela (me): Yes. You believe *in* God. If you believe, you have faith.

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- other vocabulary the students demanded were for instance the difference between God and Lord (fine tuning)

Pavel: And can I say my God or my Lord?

- or vocabulary I would have never associated with Christmas, yet it proved interesting to the students

Mirek: It is for me interesting how to say... street lamp?

Daniela (me): Lamp post.

Kristýna: Poštovní lampa (smiling)

- in the above mentioned examples the students came up with questions regarding vocabulary I had never imagined they might ask. I am pleased to report that to all these queries I was able to provide immediate response. Even though I had resorted to using Czech with the difficult and abstract words that would have taken far too long to explain.

- moreover, from the students' questionnaires it was shown that they perceived the initial work on vocabulary beneficial, and it is my assumption that they would probably never ask in our 'normal' coursebook-centered lesson.

C.7.2 AN UNEXPECTED SITUATION

Even though I had made a thorough analysis of the possible problems that may arise prior to the lesson, I had not thought of the boarding of the language demanded by the process. As I am used to, I responded to the students' queries and wrote the individual words on the board. Naturally, the rest of the class became interested in the writing that has accumulated on the board, I felt that I had to discourage them from paying attention to the vocabulary and writing it down, as it would distract them from focusing the language I was waiting for to emerge.

Daniela (me): 'Sorry, you don't have to look here (at the board) yet. Please look at your pictures now ... Don't worry, we will do the vocabulary in a minute...'

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Future action: it might be a good idea to write the vocabulary the individual students need on small cards and give it to them only, without disturbing the class. In the work-on-emergent-language stage of the lesson then have students write them all on the board for further reference and recasting.

C.7.3 THINKING ON THE SPOT

- as to the distribution of my attention, it was rather difficult even in such a small class (4 students). However, took special care to have generated two pieces of vocabulary from each student. Even though it was still up to me to decide which vocabulary should be useful in their future studies and needs.

- upon the original vocabulary generating activity, I felt that the students need to practice the language before proceeding any further, however, I had not had that planned in my lesson plan. On the spot I thought of a matching activity. I decided to do that activity with the emerged vocabulary in English and their Czech equivalents, straight on board. This was also due to the fact that I did not have time to think of the paraphrases as I needed to listen for more emergent and student-demanded language.

- similarly, as some of the vocabulary came from the need of other students, and was therefore new for the rest of the class, and to actually discourage the students from paying attention to the Czech equivalents and their direct translation. Instantly, I thought of another activity, in which the students were supposed to show the target language on the Christmas cards, even though this might have seemed not challenging enough, it later proved beneficial as it served as a fine-tuning activity (e. g. the difference between 'a ribbon' and 'a bow') and students could match the visual with the concept (not the translation), I also drew some pictures and used gestures for this purpose.

- to my surprise, I also reflexively did some pronunciation drill, which I do not normally do (and should), but I felt it was necessary to make the students feel confident if I wanted them to use the vocabulary later on.

C.7.4 GRAMMAR FOCUS

- even though I had prepared my story to be read to the students in quite simple English, I was really amazed how much details they remembered. However, according

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to Thornbury's idea it would be probably better to use language akin to what a native speaker would normally produce. I deliberately refrained from this, as I did not want to put off the students and with Krashen's theory (student's level +1) in mind, I wanted them to direct their attention to the grammar in a way that is still understandable.

Reflection: I believe that the choice of a personalized story (My planned Christmas in the USA) were a good choice as it was unusual enough to raise students' interest and to motivate them positively towards wanting to complete the piece they just heard in writing.

Not only did they produce a target-language-rich piece of writing at the end, that was understandable for them and it was possible to use it for future reference, each pair also put a nice personal touch to my original story. For example, the first pair has changed 'my boyfriend's mother to 'her mother-in-law' for the sake of fun, which amused us all, the second pair of students added a sentence, that 'opening gifts is a very important moment'. The notion that they took the liberty of making the written output 'their own', I find very important.

- upon this initial target language introduction I succumbed to more traditional form of instruction in order to clarify the meaning and use of 'going to'. My rationale being that they are used to this kind of instruction and some students need the step by step process. Therefore the grammar focus of from positive sentences to questions and finally negatives.

- when I felt all the grammar is more or less in place, I proceeded to improving the language that emerged during the activity of rewriting and reporting my story. The whole class worked to improve the language written on the board for further reference.

C.7.5 ON-THE-SPOT CORRECTION (GRAMMAR AND VOCABULARY)

- from the recording is now clear that I need not have insisted on the students writing down the questions for semi-controlled exercise (asking each other about their holiday plans), however, I was not sure about the weaker students and I wanted to avoid them making mistakes as: '*Are you going buy a fish?' which may get fossilized.

Reflection and future action: I could use a pair drill or group drill exercises made up on the spot to drill-in the correct form.

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- I believe the free practice was a success as the students produced very natural language using the vocabulary and the grammar from the lesson. At this part of the lesson I tried to stay quiet and not to interrupt their conversation and I stepped in only when a troubling grammar or vocabulary point emerged and I felt I needed correcting, however, there were minor problems, not impairing the actual understanding. Also I believe these mistakes were caused by the students focusing on the content and getting beyond the framework of grammar for planning and vocabulary for Christmas.

Kristýna: What are you going to give your children?

Petr: Because my daughter is small, *I'm going buy toys.

Daniela (me): Going?

Petr: Going to buy toys.

Mirek: I'm going to buy, I must I have to buy two fish.

Pavel: *Two fishes /fishs/.

Mirek: *Two fishes.

Daniela (me): Two fish. (finger demonstration) One fish, two fish.

Pavel (checking understanding): One fish, two fish, more fish?

Daiela (me): yes

Mirek: Je to divný, vid'?

Mirek: *What do you cooking?

Pavel (confused by Mirek's grammar): What are you *doing* cook?

Pavel (to me): *What are you doing cook?

Daniela (me): What are you...? (giving enough thinking time)

Pavel and Mirek: To cook.

Daniela (me): umhm, ještě? What are you....?

Pavel: Going to cook.

Daniela (me): What are you going to cook. Yes.

Pavel: I'm going to cook not turkey but geese.

Daniela (me): Goose.

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Reflection and future action: In the future I could record their conversation using a voice recorder and have the whole class correct it.

- it was interesting to see how the students naturally help each other, I changed the seating to introduce different patterns in the classroom interaction, and giving them the opportunity to recycle the language, i. e. asking the same questions, but of different people.

Finally, it was clear from the student's answers that they have grasped the grammar and the vocabulary, only Mirek had some trouble towards the end, as he started translating the tense 'Going to' as 'Nejsem jdoucí'. However, as I had predicted, in his case this was mainly caused by the lack of English instruction on the whole. At this point I summarized the grammar for him in Czech.

From the following homework (describe your own Christmas holiday plans) it was obvious that all the students have understood the grammar and vocabulary and were able to use them in writing.

C.7.6 REFLECTION WITH THE CLASS

Even though Petr is rather a quiet person in the lessons he is very contemplative and took active part in reflecting on the lesson.

To my regret I have to inform that the first part of the reflexive feedback was badly executed from my side. This was mainly due to limited time toward the end of the lesson and also my instruction. I needed the students to understand the purpose of my questions, and wanted them to express themselves in detail, however I felt that they may not express themselves fully due to the lack of appropriate language.

Another trouble was, that the students and me are used to communicating with exclusively in English (even out of the classroom time, except for clarifying). To my surprise I had great difficulty, speaking Czech to them. I knew it was not necessary to keep the reflection part in English, but I surprised myself not being able to do it. Here is an example:

Daniela (me): Do you think the lesson today was different than normal?

Class: Yes.

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Daniela: How was it different?

Petr: We have a...

Daniela (me): Klidne česky můžete...

Petr: No, víc jsme povídali.

Daniela (me): Was it better? Or not so good?

Pavel: I think it is better.

Mirek: It's for me also very good.

...

Daniela (me): Jestě bych se chtěla zeptat, jestli to bylo náročnější, že jste neměli podklady, že vlastně všechno vznikalo tady na místě. Že jste neměli k dispozici knížku, kde by to bylo hezky napsané...

Petr: Já myslím, že to bylo ne náročnější, ale daleko užitečnější

Pavel: Užitečnější, určitě

Daniela (me): A vnímali jste, že by bylo náročnější, že se nebylo čeho chytit?

Pavel: Ani ne.

Petr: To ani nebylo náročnější.

C.8 CONCLUSION OF THE ACTION RESEARCH IN LESSON 1

The data collected seem to suggest that the students found the lesson more practical (talked about useful things), more communicative in the view of STT (student talking time) and more enjoyable (as they became personally involved). I believe they had enough practice and showed much more interest in learning new pieces of vocabulary than I had expected. My original assumption that they are going to find the lesson more demanding due to the lack of material was not confirmed. They all showed positive attitude towards the approach; however, this might have been caused by its novelty and also by the choice of an interesting and at this time a relevant – Christmas topic. From their answers, it was hard to decode, whether they perceived my person (as a Dogme teacher) differently, because it was hard to differentiate between their feelings toward me and to the Dogme approach. I feel the lesson was highly demanding for me as a Dogme teacher. This also meant that my timing was not accurate as the vocabulary input stage took twice as long as I had planned. And even though my peer observer judged my performance as relaxed, I have to admit I was quite stressed out during the lesson. This was not caused by the necessity of reactive teaching (as I am used to it),

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but more to the constant evaluation of what to focus on for the utmost benefit of my students. I hope I will be able to accept this attribute of Dogme approach and become more relaxed and less controlling in the future.

C.9 OTHER LESSONS CONDUCTED

As I mentioned above, I tend to include Dogme moments in most of my lessons. I feel this works well also with individual students or micro groups, as these are not limited by rigid syllabi (as General English courses usually are) and there is more space for working on and systematically improving the students' language. However, some Dogme-style lessons work well with a class of minimum of four students, as they can learn from each other and benefit from the classroom dynamics.

The following lessons are based on Thornbury's and Medding's ideas and I have conducted during the course of the past two years (2010 – 2012) and have been keeping notes of in my teaching journal. Based on these notes I have constantly been reevaluating and adapting the template lessons in various different contexts and with different topics up to a point that those mentioned here have become my favorite to use. This is mostly due to the fact that they are highly adaptable to suit almost any level of English.

The lessons described in the following section were not observed nor recorded, however at the end of each lesson I took the time to ask about students' feelings (using the post-lesson group feedback questions, which can be found in **Appendix 3**) in order to find out whether students in different environments (company course, micro group, general course) have different feelings towards Dogme. The total number of students included in this experiential learning cycles was 25.

In the following section of this chapter I describe three lessons. They differ in the teaching context and consequently the classroom background, the level and the topic as well as the target language of each lesson they can be summarized as follows:

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Lesson number/page in this thesis	Type of course/lesson	Level	Activity used	Topic of the lesson	Target language
LESSON 2 pg. 49	Company course	A2+	Silent communication	My unbelievable weekend	Past tense, vocabulary to describe a trip
LESSON 3 pg. 52	Micro group	B1-B2	New Year's resolution circle	NY's resolution problem solving	Plans and language for advice
LESSON 4 Pg. 54	Company course	B1	Extreme Dogme	Up to the students	Up to the students

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C.10 LESSON 2 – SILENT COMMUNICATION

Level of learners	Type of lesson
Pre-intermediate (A2+) adults	Company course, general English
Number of learners	Date, time, length of lesson
5	15 th May 2010, 50min
Topic of the lessons	Target language
My unbelievable weekend: Past tense in questions and affirmative sentences	Question formation, auxiliary verb 'did', vocabulary to describe a trip

The **idea** for this activity comes from Scot Thornbury's teacher training video lesson, where he works with a group of trainees and demonstrates how this activity can be used.

The **aim** of this activity is to practice the past simple tense in questions and consequently the irregular verbs in context of past experience (a trip). It presupposes at least some basic knowledge of question formation in past simple tense.

Activity: The teacher introduces the activity, creating interest in the students stating that he/she did something interesting at the weekend/last month/when on holiday. The teacher encourages students to think of questions to find out more, and when they are ready, the teacher distributes blank A4 papers in pairs. Students cooperate and write questions for the teacher to answer also in writing (they hand the paper to the teacher). Teacher answers only grammatically correct sentences one by one (and returns the paper to the students). An example of this activity can be found in (**Appendix 6**).

Follow-up: After the paper is filled with questions and answers, students in pairs summarize and write a journal entry/letter for the absent student based on the information provided. A sample of a letter is in **Appendix 7**. Further, they can either exchange the letters, or read them out loud for the others to compare their findings.

Adaptation: Alternatively, teacher answers all questions (even the incorrect ones) but collects them for improving and recasting later on in the lesson and focuses on the content.

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Adaptation 2: With higher level class, the provider of the content can also be a student with an interesting experience and enough vocabulary to describe it. Teacher then monitors the exchange of sentences and helps if necessary. In this case, the emergent language can also be retrieved from the letters themselves.

Evaluation: The utmost benefit of this activity is that it can be used with all students, no matter what the level of their English happens to be. It can also be used diagnostically to find out the student's conduct of questions in the past simple tense. If students struggle, the teacher can scaffold by providing a sample structure on the board. Another advantage is that teacher simply provides the correct target language in his/her answers which students proceed to recycle in the form of a letter. This activity is engaging especially when the students are encouraged to ask whatever questions they like.

My comments: The lead-in (motivational) part of this activity is vitally important. The curiosity will stimulate the imagination and students will come up with original questions, beyond the obvious: 'What did you do? Where did you go? What did you see?' to more real-life ones 'Did you get drunk at the party? What time did you get home?' However, this calls for a well established relationship between the teacher and the students and also rather open-minded group. Once all these attributes are in place, the lesson can take on a whole new level of communication and interaction.

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C.11 LESSON 3 – NEW YEAR’S RESOLUTION CIRCLE

Level of learners	Type of lesson
Intermediate (B1-B2) adults	General English
Number of learners	Date, time, length of lesson
7	3 rd January 2012, 45min
Topic of the lessons	Target language
New Year’s resolution	Language to express wish (I’d like to...) Functional language for giving advice (You should...; It might be a good idea to...)

This activity is based on my original **idea** that stemmed from the need of revision of modals and functional language after long Christmas holidays. It was stimulated by the rationale that having or at least thinking of a New Year’s resolution is quite a common habit connected with the beginning of the New Year and students should therefore be personally and emotionally involved, speaking from their hands-on experience.

The **aim** of this activity is to practice the modals for wishes and functional language for giving advice in a polite manner (with possible variations in formality) on the background of sharing experience with New Year’s resolution.

Activity: Teacher leads in to the activity stimulating discussion about New Year’s resolution. This can be either done communicatively, or with the use of visuals (funny jokes/caricatures/cartoons about the New Year’s resolutions – for such examples please see **Appendix 9**. This should stimulate enough ideas of either real or made up resolutions for each student.

The students are to think of at least three different personalized New Year’s resolutions (hopefully apart from the obvious: ‘I’d like to/I will study English more’ and write them on a piece of paper with enough space beneath.

Then, the students pass the paper to the person on their right so that each student has someone else’s New Year’s resolution. They think of what small particular steps the person should take in order to reach their goals (‘You should study five minutes every day’) write it down beneath the resolutions and pass the paper to a person on their

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right. Such a paper can be found in **Appendix 9**. Once the papers have completed the full circle, students can reflect on which of the suggestions and advice they could actually use in the real life. As a next step, the teacher invites students to work on the language and improve it.

Follow-up: Students can replay the resolution in a role play (one student is a goal setting expert (mentor) and one is a trainee to practice the functional language in speaking with the focus on correct pronunciation.

Adaptation: With a larger group, it is possible to spark curiosity in the following way. Instead of passing the paper to the student on the right, students can wad their papers into balls and hand it to the teacher who redistributes them, or throw them in the middle of the room for other students to pick up. They can then guess whose paper they have and give their suggestion in speaking to be audio recorded straight away for further analysis.

Adaptation 2: Upon receiving someone else's paper with the resolutions, students can read them all aloud and choose one to work on together. In this case the advice can be written on the board and improved in the class together.

Evaluation: This activity works well with contemplative students, and it is also nice to stop and reflect at the beginning of the new calendar year. It is relatively easy to conduct, since the vocabulary is not difficult and focus can be directed towards the functional language used. It presupposes a well established group where students are not afraid to share their views.

My comments: In my experience, it does not pay to start asking students 'Have you made a New Year's resolution this year?' at the beginning of the lesson and without the motivating lead-in, as their answers will most likely be negative, or if they have made a resolution which is rather personal, they may be reluctant towards sharing them. It is more beneficial for the course and development of the lesson, that students feel safe in inventing even unrealistic resolutions (such as: I'd like to start learning to play the drums, I'm going to give up smoking this year).

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Also, I like to have a little psychological insight in my lesson. If it suits my students, I digress in the lesson, including a short break: (after all students have written their resolutions) we talk about goal setting and motivation which hopefully may lead to their personal reflection on their learning habits.

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C.12 LESSON 4 – EXTREME DOGME

Level of learners	Type of lesson
Intermediate (B1) adults	Company course, general English
Number of learners	Date, time, length of lesson
6	17 th October 2012, 40min
Topic of the lessons	Target language
What students would like to learn	Will arise from the lesson

In the extreme form of Dogme, the authors propose that the decision on the content of the lesson is to arise from the students only. Hence, in such a lesson the teacher enters the classroom with: ‘What would you like to learn today?’ and is ready for anything. I must admit that when I first had tried this approach in a company course where a group of adult professionals, who are not particularly communicative and sheepishly accept whatever the teacher prepares for them, I failed miserably.

At the second attempt on extreme Dogme, upon my initial question: ‘What would you like to improve today? What can I help you with?’ to my surprise one of the students suggested ‘prepositions’ and the others concurred. I tried to think on my feet and had them converse on various topics, waiting for any emergent language including preposition that is worth working on. I managed to retrieve some emergent language, but I also noticed that the students cleverly avoid the prepositions they are not sure about. At the end I turned to a copy of prepositional bingo I had available and ready for a different class.

Reflection and Future action: Even though my first two attempts have not turned out as well I would have liked, I am determined to keep trying to

At this point I have to admit that I (like many others, including the critics of Dogme) have heard a voice at the back of my head saying: ‘This is bad and lazy teaching’ when I first uttered the sentence: ‘**What would you like to learn today?**’ My doubts stemmed from the assumption that hearing this, the students must have thought: ‘She is not prepared. Is she calling herself a professional? She is just going to waste our time today.’

C. PRACTICAL PART

However, looking at it after a lapse of time, I believe this simple sentence clearly suggests the shift from ‘me-teaching’ to ‘we-exploring the language and learning’. Moreover, I feel that this utterance hands over the proverbial reins to the students to take me on a way towards not only learning what is important to them, but also what they are likely to learn better through their personal involvement. This leads me to think that I have made the full circle as one of my central motives for research in Dogme, was to find out how to create the environment, that would ignite the natural, intrinsic motivation, and create the feeling of absolute immersion into the language. Whether the students do feel the same way can be valuable action point for my further action research.

D. CONCLUSION

The aim of this thesis was to outline and document the Dogme approach with the main focus on the teachers and their roles. I focused on providing the theoretical background to Dogme as an alternative to a traditional (coursebook-driven) instruction. Even though the Dogme approach as such is not theoretically grounded per se, and it evolves organically through the means of ongoing reaction to criticism, I hope to have managed to collect what I believe is the core of the approach. I worked with the only book published by the authors and number of articles, internet discussions and sources.

Also, I focused on the various roles of the teacher as perceived by the theoreticians in the field of education, and I have confronted these roles with what the Dogme authors feel are the roles crucial to conduction a sound Dogme lesson. I was looking for answers to the question: ‘Who is Dogme (good) for?’ and I have arrived at a conclusion that it is primarily for experienced teachers; however, I do not feel the necessity of them being native speakers of English.

I have performed a number of lessons from Dogme-light to Dogme-heavy. And I am of the opinion that the approach is highly demanding on the teacher. It is clear that the demand does not stem from the preparation for the lessons, more from being able to react on the spot to the situation in class.

Regarding the student, and from my personal action research, I think Dogme works best with open-minded class. I believe that for the right outcome of Dogme class, the students must be tuned in to the approach or at least flexible enough in order to take part of the responsibility for the language emerging in the class. On the other hand, there are some limitations with students, who are not used to taking the advantage of learners’ autonomy.

D. CONCLUSION

D.1 APPLICATION OF DOGME IN THE POST-METHOD PERIOD

Supported by many professionals in ELT, I am of the opinion that it has become obvious that there is a need for alternative to a coursebook-driven language instruction. Yet, it still remains up to the teacher how far they are going to venture in their search for other teaching methods and approaches to match their students' needs. It is a common notion that a teacher should teach the content, not the material, yet as we all have been instructed in this way, it is hard to change our habits.

I believe Dogme is a valid alternative to the 'mainstream' way of teaching and therefore even the teachers in their initial training should have the opportunity to be introduced to it. Concerning this, I am of the opinion that it is not entirely possible to 'teach' the Dogme approach. This is mainly due to the fact that as the authors claim, being a Dogme teacher is 'an attitude shift, a state of mind, a different way of being a teacher' (Thornbury & Meddings 2009: 21) and this is extremely difficult to achieve. In my view, the best way to pass on the Dogme approach to teacher trainees is either by the means of having them experience the approach first-handedly (through action research) or at least watch video recordings of Dogme lessons. Nonetheless, I believe the instruction in Dogme approach should become a part of academical training and it is up to the teacher whether they make use of it in their teaching practice.

As for me, I am definitely going to continue in my personal research and pass this knowledge and my findings onto my fellow colleagues and possibly go on to instruct the future generation of teachers.

E. SUMMARY

DOGME – THE ROLE OF A TEACHER IN DOGME APPROACH

BC. DANIELA KULÍKOVÁ, DIS

The aim of this thesis was to outline and document the Dogme approach with the main focus on the teacher in this way of instruction. In the theoretical part, the history, current variations and critique of Dogme can be found. Further, it deals with the various roles of the teacher in the traditional and more specifically in the Dogme classroom. It attempts to summarize the differences between those two. Hence, it theoretically prepares teachers, who wish to employ this approach.

In the practical part of this thesis, my personal experience with Dogme is described through the means of action research. I critically evaluate my attempts in teaching Dogme-style lessons and analyze my personal findings in the process. The practical part of this thesis offers useful tips on how to start including Dogme in everyday classroom instruction.

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<p>4) Retrieval 10min</p> <p>FB (10min)</p> <p>(20:10/20:20)</p>	<p>- to practice the language in writing - to focus on language</p> <p>(- to peer correct Ss output)</p>	<p>- T asks students to summarize the story in groups/pairs - T asks Ss to write the summary down as accurately and correctly as possible</p> <p>- T asks students to retell the story for the whole class (- T exchanges the summaries between groups and asks for any language corrections) - T monitors for difficulties and writes repeated mistakes on the board for everybody to correct - T practices the relevant language points - T asks Ss to write down the language focus for further reference</p>	<p>GW/P W</p> <p>OC PW</p>
<p>5) Survey 5min</p> <p>FB 10min</p> <p>(20:25/20:35)</p>	<p>- to personalize the language</p> <p>- to practice asking questions</p>	<p>- T asks students to create a class survey to find out who is going to do what during Christmas (three questions) - T monitors and makes a record of problematic areas for further reference</p> <p>- Ss mingle and ask each other about their holiday plans</p> <p>- Ss report their finding to the class - T monitors and confronts problematic areas from before, noting down any recurring issues</p> <p>(- Ss can provide a written summary of their findings for the ‘absent student’)</p> <p>(possible student generated discussion on Christmas traditions)</p>	<p>PW</p> <p>Ss-Ss</p> <p>OC</p> <p>PW</p> <p>OC</p>
<p>6) oral reflexive feedback on the lesson 5min</p> <p>Questionnaire –written feedback 5min</p>	<p>- to provide let Ss express their feelings and comment on the approach</p>	<p>- T asks general questions regarding Ss comfort, feelings and overall reactions on the approach used in the lesson (Appendix 2)</p> <p>- Students are asked to fill in a short questionnaire where they can comment on their attitude towards the approach (Appendix 3)</p>	<p>T-ss</p> <p>Ind</p>

G.2 APPENDIX NO. 2 – OBSERVATION TASK FOR LESSON 1

Observation – Dogme-style lesson	
Teacher	Observer
Daniela Kulíková	Nikola Tůmová
Level of learners	Type of lesson
Pre-intermediate (A2+)	Dogme-style lesson
Number of learners	Date, time, length of lesson
	13 th December 2012, 7:40pm, 50 + 10min

Dear Nikola,

Thank you for observing my Dogme-style lesson, please comment on the points bellow and feel free to include any other relevant comments.

1) Students seem to be (relaxed, frustrated, quiet, puzzled) relaxed, interested
 Comments (in what situation, why)
students are enjoying the lesson; they don't look stressed or frustrated at all. It seems they're having good time. They aren't under pressure.

2) Students seem to generate (natural, level appropriate) language _____
 Comments
They use level appropriate language, I think. The nice thing is that they are able to correct themselves. They speak mostly English (they use Czech only when they really don't know the word) and each other

3) Daniela's performance is natural and relaxed
 Comments
She's able to create very positive and friendly atmosphere. She's nice and helpful. It seems that all students like her. She's also very vital and she gives her energy to the students. She nicely personalised the usage of grammar (going to).

4) Daniela reacted to all students (equally, unequally, responsively) equally
 Comments
When somebody makes a mistake she kindly corrects him. Students don't have to be afraid of making a mistake. She doesn't make differences between her students. She listens to all of them and makes all the things (possible problem) clear.

5) Please comment on any other relevant points (students' behavior, interaction patterns, apparent interest, boredom, my reactions to students' enquiries, hesitations).
The lesson is more about S-S interaction than just about T-S interaction. Students work in pairs and also all together (when discussing the topic). Daniela behaves as a part of the group who helps to the other. She's the teacher, advisor, tutor and supervisor; all in one person.

G.3 APPENDIX NO. 3 – INFORMAL FEEDBACK QUESTIONS

After the lesson, I am going to conduct an informal oral feedback session with the students in order to evaluate their attitudes and feelings after the lesson. I may resort to asking these questions in their L1 as they do not have enough vocabulary to express their feelings in English.

Did you notice anything different today?

What did we use? What we did not use?

Did you like this way of learning?

What did you like the most/the least?

Did you find the lesson difficult to follow? Boring? Unusual?

Would you like to share how you feel?

G.4 APPENDIX NO. 4- LEARNER FEEDBACK QUESTIONNAIRE

Dear student,

Thank you for participating in my lesson, please fill in this questionnaire as your opinions and feelings are important to me. Please feel free to express your negative feelings as well.

1) I feel I spoke more/less than usual
This is probably because _____ 1

2) I feel I spoke with more/less ease
This is probably because _____ UZITECNE'

3) I think Daniela's performance was very similar/different from usual
This is probably because _____ VICE PRO ZIJOT - NEBUDEME UCITELE'

4) I liked/didn't like the lesson and would/wouldn't like to have similar lesson in the future, because _____

5) Please feel free to comment on your feelings from the lesson, what resonates with you, your overall impressions
_____ HODINA BYLA VUOLNENA S MNOHA PRAKTICKYMI A UZITECNYMI VYKAZY

1) I feel I spoke more/less than usual
This is probably because _____ nice jarkom,

2) I feel I spoke with more/less ease
This is probably because _____

3) I think Daniela's performance was very similar/different from usual
This is probably because _____ jako nikdy předtím

4) I liked/didn't like the lesson and would/wouldn't like to have similar lesson in the future, because _____

5) Please feel free to comment on your feelings from the lesson, what resonates with you, your overall impressions
_____ - započítání slovních úloh

1) I feel I spoke more/less than usual
This is probably because _____ more

2) I feel I spoke with more/less ease
This is probably because _____ mluvili jsme potřebné věci

3) I think Daniela's performance was very similar/different from usual
This is probably because _____ více samostatného tvoření uč

4) I liked/didn't like the lesson and would/wouldn't like to have similar lesson in the future, because _____ vyžaduje více samostatného projevu

5) Please feel free to comment on your feelings from the lesson, what resonates with you, your overall impressions
_____ příjemné podání o vánočních, což je téma, které se může vždy hodit

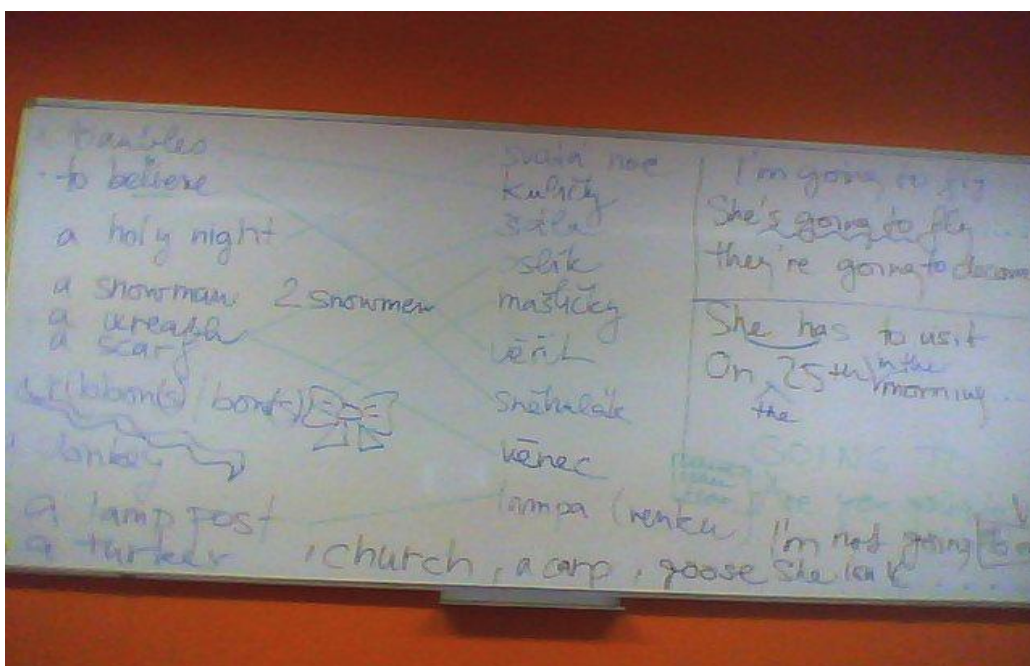
G. APPENDICES

G.5 APPENDIX NO. 5– LIST OF EXPECTED AND PRODUCED VOCAB

Vocabulary students will (probably) know		New vocabulary students may want to learn		Not depicted on visuals
EXPECTED	UNEXPECTED	EXPECTED	UNEXPECTED	
Christmas	dog	ribbon	donkey	cookies
tree	Holy night	bow	season	candy (canes)
snow	cap	snowflake	blessing	skating
bird	tiger	carols	lamp post	skiing
toys	horse	holly	goose	mistletoe
children	pig	scarf	dumplings	(pine)cones
house		sleigh	church	(jingle)bell
snowman		wreath	believe	candle
family		bauble		stocking
friends		garlands		Nativity scene
present, gift		electric lights		angel
love		Christmas card		wrapping
star		joy		reindeer
hat		happiness		dinner
		Christmas time		carp
		decorate		pudding
		warmth		potato salad
		faith		church
				Father Christmas
				Santa Claus
				Baby Jesus
				gingerbread
				ivy
				turkey

(The pieces of vocabulary which were used actively in the lesson are marked in bold)

5b BOARDWORK FROM LESSON 1



G.6 APPENDIX NO. 6 – SILENT COMMUNICATION EXERCISE

Where did you travel?
When?

I travelled to Ceske Budejovice.

Why did you go to CB?

I went to a conference.

What was the weather like?

It was beautiful! It was sunny all weekend.
Did you go there alone?

No, I didn't.
Who ~~is~~ travelled with you?

Who ~~did~~ ^{you} travel with?
Who did you travel with?

I travelled with my boss and my colleague.

What about was the conference?

It was about language teaching in the Czech Rep.
How did you travel to CB?

I went with my boss ~~and~~ by his car.

We know, you ^{gave} ~~presented~~ presentation, what ^{was the} subject of this presentation?

I attended a presentation of my colleagues.

It was about standards of language schools.

Did you stay in a Hotel? Yes, I did.

15/11/01 What did you do after conference in your free time?

I went to^a Christmas market and I

bought a ring.

For Whom did you buy the ring?

I bought the ring for myself :) because I

What time did you go to the bed? broke my
old one.

I went to bed at 3am :)

Hello,

our teacher spent all weekends²⁰⁰ in the mountains.

She visited ~~to~~ a hall on Friday. She ~~at~~ slept all Saturday, because
she was ~~the~~ ^{TUES} tired. Next day - on ~~to~~ Sunday, she went skiing with
her friend. During weekend Daniela ^{ate} had many home-made "klobasas"

and drank apple juice and rum. She finished at noon on Sunday.

She
and ^a come back by bus to Prague.

Best regards Kateřina and Jiří

G.7 APPENDIX NO. 7- A LETTER FOR THE MISSING STUDENT

Dear Friends,

I have a short news about Daniela.

D spent 2 weeks in the USA during the X-mas. She was with her boyfriend in ~~the~~ Kentucky.

The American people celebrate X-mas 25th evening, 25th as X-mas day and 26th. The main day is 27th, they got and give presents morning. About at 15 hours they're a big dinner with tradition of Turkey.

If one of the X-mas day falls on the weekend, Americans have extra free day after X-mas.

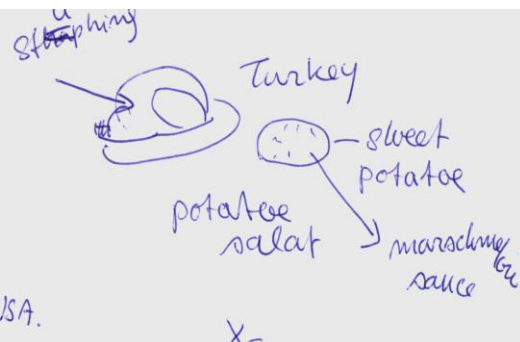
They like decorations of their houses, rooms. We can see a lot of lights, reindeers, Santa

Dear everybody!

I would like to tell you about Daniela's holidays in USA during X-mas. She ~~was~~ ^{as} there 2 weeks, from 21th of December to 4th of January.

She experienced the traditional X-mas in USA. She stayed in her boyfriend's parents house. She shows us some photos. One photo is a house decorated with lights.

On the Christmas Day she and her boyfriend had a traditional American dish for a dinner - a turkey with ~~stuffing~~ ^{stuffing}, sweet potatoes with marshmallows ^{stuffing} and ~~potato~~ ^{creak} potato salad.



Dear — |

I would like to tell you about Danielle's
travel to Istanbul, which she had
describe to us.

She traveled to Istanbul to reunite
with her colleagues from another
countries (Spain, Poland, Turkey, etc.)
she talked about environment there
she stayed there for 9 days.

she was accommodate in dormitory.

They were doing some sight seeing too. They were traveling by ^{minibus}

In the days, they had free time.

They visited for example Sultan's
palace, spice market, grand bazaar etc.

Unfortunately, it was raining all
the time.

She bought there some spices and
jewelry for a gifts.

I wish I will visit Istanbul too, in a future.

G.8 APPENDIX NO. 8- CARTOONS FOR LEAD-IN



G.9 APPENDIX NO. 9 – NEW YEAR'S RESOLUTIONS AND SOLUTIONS

NEW YEAR'S RESOLUTION

I would like to do more sport activities.

↳ ~~Just~~ ~~in~~ my opinion, you should go to the fitness center and buy ~~permanents~~ for you.

YOU SHOULD ~~WALKING~~ EVERY DAY.

you should ⁺ find some love ~~any~~ friends and do sport with them.

You should use steps not ^{the} lift.

I'd like to exercise more and visit foreign countries (at least 3) in 2011.

You should spend less time with relaxing.

You have to find nice and rich boyfriend.

And also you must do your exams first time!

You could try going there by bike, it ~~would~~ might be a perfect solution for both.

May I offer my bike? :)

A NEW YEAR'S RESOLUTION

I'd like to spend more time doing exercise.

I'd like to see my friends (I haven't seen for a long time) again.

• You should make exercise for example on every Monday.
• You can together of on trip. (on weekend)

- ① You should buy the aboret Card to the Fitness hall.
You have to buy (or not) Will undo with game Fitness to make exercise at home.
- ② You have to organise some party and invited all your friends you wanted to see.
If we canceled our English lesson, you would have time to invited your friends

I'd like to spend more time exercising.

Daniela

I think

You ought to forget to study every day and change it to spending an evening ⁽⁶⁵⁾ with exercising

You shouldn't waste time by watching those useless things and save ~~time~~ 10 minutes every evening for doing exercises.

You could be a better student