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Intensive Experiential Language Course

Bachelor thesis

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Declaration

I declare that I worked independently on this thesis and used only the sources stated in bibliography.

Prohlášení

Prohlašuji, že jsem diplomovou práci zpracoval samostatně a použil jen prameny uvedené v seznamu literatury.

Brno, 17th April 2009

Bronislav Sobotka

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Introduction

The main aim of this work is to pilot and retrospectively evaluate a three-day long intensive experiential language course. The goal of the course was not only to help the participants improve their language knowledge and skills, but also to let them experience the joy of studying and the joy of their own success. In choosing to pilot this course, I hoped to acquire a more profound knowledge of the principles behind experiential learning, and by putting it into practice, gain valuable hands-on experience.

In the theoretical part of the thesis, I focus on the basic principles for the preparation and organization of intensive experiential courses. I also provide a condensed look at the Communicative Approach and at experiential learning, because I believe that they form a basic foundation on which the experiential language courses should be built.

In the practical part, I describe and evaluate a three-day course where these principles were applied. I aim to outline the whole programme of the course and each individual activity, so that they could later be used by anybody who would be interested in using them.

I tried to write the thesis in a way that would allow anybody who would like to organize an intensive experiential language course to understand the basic theoretical background, as well as learn easy to use steps for individual stages which one should follow when preparing such a course. In appendices I also provide a full account of the activities used during the course and all the relevant information about them, so that they could be used as they are or as a source of inspiration for newly designed activities.

Choosing this topic for my bachelor's thesis was, in a way, inevitable for me, since it provided an excellent opportunity to bring together two of my greatest passions, to be more specific, English and experiential learning. I have been actively involved in the preparation and organization of different experiential courses and summer camps for the last couple of years, and I would say that experiential learning has become a part of my lifestyle. Something similar can be probably also said about my relationship to English – I really love studying and teaching this beautiful language.

Out of my desire to connect these two areas of interest grew the idea to create an organization that would apply principles of experiential education to English language teaching. I therefore set up an organisation called English Experiential Education Centre. The course described and analyzed in this work was realised by the members of this organisation. I am grateful that I could prepare and run this course with such an amazing group of people, and I am also very happy that we agreed to continue with these kinds of courses. We all believe that this is not only a great way to help people with their language, but also to help them develop their personalities. The next event organized by English Experiential Education Centre will be our very first English summer camp, which we are currently preparing. I hope that Experiential Education Centre is at the start of a long and fruitful journey.

THEORETICAL PART

1. Communicative Approach

For the purpose of this work, the most suitable definition of the Communicative Approach is given by Littlewood in *The Communicative Approach in English as a Foreign Language Teaching* because it is short and clear, but still includes all the main characteristics of the Communicative Approach:

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

According to Larsen-Freeman (129), the most obvious characteristic of the Communicative Approach is that almost everything is done with a communicative intent. The same author continues by saying that, “Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks.”

1.1 The origins of the Communicative Approach

The origins of the Communicative Approach are many, as one teaching methodology tends to influence the next. It could be said that the Communicative Approach is the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language teaching (Littlewood, “The Communicative Approach...”).

A clear description of the situation from which the need for the Communicative Approach arose, is given by Larsen-Freeman (121):

In the 1970s educators began to question if they were going about meeting the goal in the right way. Some observed that students could produce sentences accurately in a

lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use the language (Widdowson 1978). It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971) – knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centred approach to a Communicative Approach (Widdowson 1990).

Littlewood (“The Communicative Approach...”) adds that it was not only teachers and linguists who were dissatisfied with the existing styles of foreign language teaching, but students also felt that they were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Rivers (qtd. in Revell 5) even says that some students after years of formal teaching are “foreign language cripples with all the necessary muscles and sinews, but unable to walk alone”.

All the reasons mentioned above logically caused an increased interest in the development of communicative-style teaching in the 1970s. Littlewood (“The Communicative Approach...”) continues by stating that, “In the intervening years, the Communicative Approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.”

One of the most influential personalities behind the communicative-style of teaching is probably Stephen Krashen. His acquisition-learning hypothesis is at the core of modern language acquisition theory which is one of the bases on which the course described in the practical part of this work was built.

According to Krashen, acquisition and learning are two separate processes. Krashen (“Second Language Acquisition and Second Language Learning.” 1) says that, “Language acquisition is very similar to the process children use in acquiring first and second languages.

It requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” Krashen (“Principles and Practice in Second Language Acquisition.” 6) also emphasises that, “Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.”

Language learning, on the other hand, is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules, and according to Krashen learning is much less effective than acquisition (Schütz).

Krashen (qtd. in Schütz) states that the best methods for achieving natural language acquisition are “those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.”

1.2 Main principles of the Communicative Approach

The main principles of the Communicative Approach are summarized in a concise and comprehensible way by Flick:

- **Goals:** Communication in social context. Appropriacy. Functional competence.
- **Role of the teacher:** Facilitator. Manager of learning activities. Promotes communication among learners.
- **Teaching process:** Learners learn to communicate by negotiating meaning in real context. Activities include information gap, choice, feedback.
- **Nature of interaction:** Teacher arranges tasks for communication. Learners' interaction.
- **Learners' feelings:** Learners are motivated to learn through usefulness of language functions.
- **View of language culture:** Language in social context, for communication.
- **Role of L1:** Generally not used.

- **Evaluation:** Communicative tests. Fluency and accuracy.
- **Treatment of errors:** No error correction unless errors interfere with communication.

These principles are in correspondence with the presumption, stated by Littlewood (“Communicative Language Teaching.” 4) that, “The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them, and selecting items which will communicate his message effectively.” The same author also adds that foreign language students need opportunities to develop these skills, by being exposed to situations where the emphasis is on using their available resources for communicating meaning as efficiently and economically as possible. Since these resources are limited, this may often mean sacrificing grammatical accuracy in favour of immediate communicative effectiveness (Littlewood, “Communicative Language Teaching.” 4).

One thing that changed dramatically with the introduction of the Communicative Approach was the role of the teacher in the class. As mentioned above, the teacher becomes a facilitator and manager of learning activities, rather than the central focus of the classroom. Littlewood (“The Communicative Approach...”) describes the role of the teacher and students in the Communicative Approach as follows: “The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.” He also writes that, “A classroom during a communicative activity is far from quiet.” This is caused by the fact, that the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman 130).

Littlewood in *Communicative Language Teaching* (19) writes that, “Especially in the more creative types of activity, unnecessary intervention on the teacher’s part may prevent the learners from becoming genuinely involved in the activity and thus hinder the development of their communicative skills.” However, this does not mean that the teacher should become a mere passive observer. Although the teacher’s function becomes less dominant than before, it

does not mean that his or her function is less important. It only means that teachers in communicative classrooms will find themselves talking less and listening more – becoming active facilitators of their students' learning (Larsen-Freeman 130).

2. Experiential learning

2.1 Definition of experiential learning

Beard (2) describes experiential learning¹ as, “the sense-making process of active engagement between the inner world of the person and the outer world of the environment”. A similar definition is also provided by Martin (11), who says that, “Experiential learning has been regarded as an active process involving the learner being placed in unfamiliar environments, outside their position of comfort and into a state of dissonance.” Martin (11) further specifies this by writing that, “This lack of harmony requires problem solving, inquiry and reflection.”

Another definition is provided by Luckmann (qtd. in Martin 11) who states that, “Experiential learning is a process through which a learner constructs knowledge, skills, and value from direct experiences.” Although these definitions differ slightly, they all suggest that one of the basic tenets of experiential learning is active engagement, which involves the whole person through thoughts, feelings, and physical activity (Beard 2).

Similarly, Boud (qtd. in Martin 12) lists the following assumptions on which to base experiential learning:

- Experience is the foundation of and stimulus for learning.
- Learners actively construct their own experience.
- Learning is a holistic process.
- Learning is socially and culturally constructed.
- Learning is influenced by the socio-emotional context in which it occurs.

¹ The established Czech equivalent is *zážitková pedagogika*.

2.2 Experiential learning and English teaching

„Tell me, and I will forget.

Show me, and I may remember.

Involve me, and I will understand.“

(Chinese proverb)

Having defined what is understood by experiential learning and having listed all the basic assumption on which experiential learning is based, the next logical step is to focus on experiential learning in connection with English teaching. Jirásek (14, translated by the author) writes that, “The aim of experiential learning is to acquire a certain lasting image of an experienced event whose results may be applied in different situations in the future.” Although Jirásek is speaking about experiential learning as such, the parallel between experiential learning and English teaching is quite natural, because “Learning from experience is one of the most fundamental and natural means of learning available to everyone.” (Kohonen 15).

Table 2.2. Retention, Method, and Learning styles.

Percent retained	Method	Learning style
10%	Reading	Passive
20%	Hearing words	Passive
30%	Looking at pictures	Passive
50%	Watching a movie	Passive
50%	Watching a demonstration	Passive
70%	Participating in discussion	Active
70%	Giving a talk	Active
90%	Doing a dramatic presentation	Active
90%	Simulating a real experience	Active
90%	Doing the real thing	Active

Source: Adapted from Dale (qtd. in Bender).

Dale (qtd. in Bender) demonstrated that students' ability to remember information is greatly enhanced when using active learning techniques that coordinate use of more senses – seeing, hearing and doing. As can be seen from the table 2.2., people are able to retain more of what they learn by being actively involved in the learning process (Dale qtd. in Bender). Bender comments on this table, saying that “While we may predominately favor one style of learning over another, we undoubtedly learn by the coordinated use of all senses.”

Taking into account these figures and the principles of experiential learning as defined in the previous chapter (some of the most important are the simulating a real experience and active involvement), we may argue, that teaching based on the principles of experiential learning is one of the most effective ways of English teaching. This opinion is also held by Diem, who provides us with an extensive list of advantages of experiential learning, for example:

- Increased use of multiple senses (sight, sound, etc.) can increase retention on what is learned.
- Multiple teaching/learning methods can be integrated to maximize creativity and flexibility.
- Process of “discovery” of knowledge and solutions builds self-esteem.
- Learning is more fun for members, teaching more fun for leaders.
- Other life skills can be learned, instead of merely subject matter content.

Another significant advantage of experiential learning is that it makes it possible to create a vast number of authentic situations of communicative need. The use of real-life situations that necessitate communication is also one of the most fundamental part of the Communicative Approach that is described in chapter one.

On the other hand, Diem mentions a few possible disadvantages of using experiential learning, one of them is that this decentralized approach can seem less orderly and therefore may be less comfortable to an authoritarian-style leader. As a main disadvantage Diem sees the fact, that, this method might take considerably more time for preparation. Nevertheless, he expresses a strong conviction that, “you will soon find the time spent is well worth the effort”.

3. Intensive experiential courses

3.1 Definition of the intensive experiential course

For the purposes of this work, the most appropriate definition of the term “intensive experiential course” is that used by Pelánek (11, translated by the author) who outlines a wide range of basic characteristics of intensive experiential courses and therefore provides us with a complex and comprehensive characterisation to work with; although he admits that all characteristics may not be valid in all cases:

- **Course.** The course takes place during a set time, without interruption. The length is usually from a few hours to three weeks.
- **Experiences.** An important part of the programme is experiences, adventure, and unusual activities. The experiences are discussed and worked with during the conducted reflections.
- **Instructors.** The course is prepared in advance by a team of instructors.
- **Participants.** Participants of the course are a clearly defined group of people. Rarely is the number of participants bigger than thirty and they create a cohesive group.
- **Surroundings.** The course usually takes place in attractive surroundings.
- **Programme.** Intensive activities during the course are organised by instructors, and the exact schedule is unknown so that the programme is surprising for the participants. The programme is carefully and systematically planned in order to fulfil set aims.
- **Diversity.** The varied programme provides different types of activities (e.g. physical exercise, art, education).
- **Atmosphere.** The course has a heady atmosphere. The participants are experiencing a mysterious, romantic atmosphere with an element of surprise.

Although Pelánek’s definition may seem too prescriptive, as it lists an extensive number of specific characteristics, from my personal experience (I have been attending and actively preparing different experiential courses for a few years now), I would argue that the majority of intensive experiential courses organised in the Czech Republic fulfil all the listed characteristics. Another, more succinct definition is provided by Martin (9) who says that these courses are “characteristically intense, fast-moving and full of unexpected experiences”.

3.2 Aims of intensive experiential courses

Pelánek (11, translated by the author) claims that the fundamental aim of intensive experiential courses is to spend time actively. Participants have to make certain efforts instead of just passively absorbing commercial entertainment. On the other hand, he admits that the aims of intensive experiential courses are more ambitious than just actively spent time. Pelánek (12, translated by the author) provides a list of general aims of these courses:

- New acquaintances, contacts, building of social groups, teambuilding.
- Development of social skills (communication, cooperation, leadership, toleration).
- Development of physical condition and imagination.
- Contact with nature, learning to know nature and the landscape.
- Personal growth, freeing participants from stereotypes, reflection on how others perceive me and where I am heading.
- Inspiration, new approach to life, motivation for changes.
- Entertainment, good quality time, memories.

Martin (8) has a similar point of view writing that, “The main goals of the educational and training courses are to develop an active attitude to life, to encourage acceptance of responsibility, to promote community involvement and to inspire personal growth.”

Apart from general aims which are mentioned above, each individual course has its own aims, declared before the event. These aims correspond with the theme and other characteristics of each particular course. They are discussed and agreed upon by a team of instructors before the event. The programme of the course is composed in order to fulfil these aims. Generally speaking, we may say that setting the aims of the event is one of the first and most important steps in the long-term process of preparing an intensive experiential course.

3.3 Dramaturgy and course design

Having already defined what is understood by the term “intensive experiential course”, what the defining aspects of these kinds of courses generally are and also what the general aims of experiential courses are, the next logical step is to look closely at the preparation of a course, and at the way in which intensive experiential courses should be designed. In other words, to examine the dramaturgy and the course design.

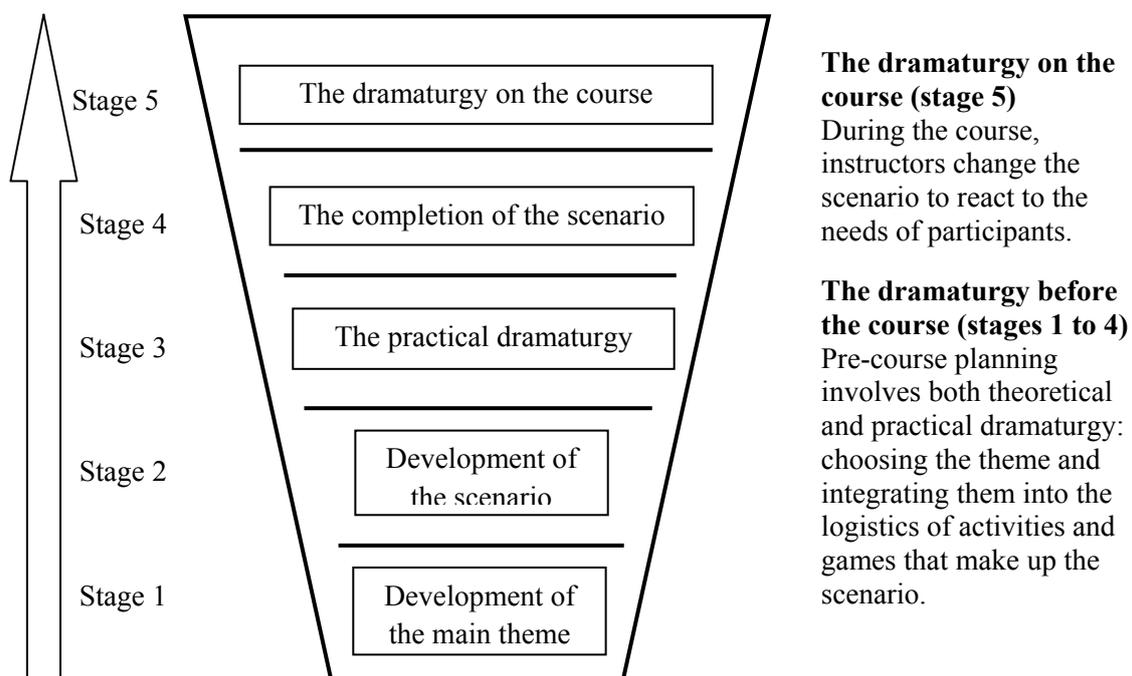
Holec (qtd. in Martin 16) says that dramaturgy is a method used to plan, select and order individual activities in order to maximise the final course effects. Paulusová (“Dramaturgie a dobrodružství.” 106, translated by the author) gives seven “magical” questions of dramaturgy:

- **What?** = content, theme that we want to concentrate on during the course, what we want to offer to the participants. Which programmes will be in the scenario of the course? Questions: Is the theme inspiring? Is the theme generally interesting? Is it possible to realise it? Are we able to find suitable, appropriate and interesting forms?
- **Why?** = meaning and purpose of chosen themes and particular programmes. Why do we want to deal with these themes? Why did we choose this specific programme?
- **How?** = form, question of finding the appropriate form. How should the chosen theme be interpreted? What is the best way to approach it? Will we create a new game? Shall we invite a guest?
- **Where?** = place where the course takes place. It is necessary to take into account the pragmatic aspects (size of the building or area, equipment) and “atmosphere-making” aspects – each place has its own “spirit” which may have a significant impact on the character of the course.
- **When?** = time when the action takes place. The atmosphere of summer is very different from the atmosphere of winter. We also should not forget the practical aspect of this issue (such as that in winter it is already dark at 5 o’clock – we have to adapt our scenario accordingly).
- **For whom?** = participants. What is the participants target group?
- **With whom?** = instructors team. Who am I going to prepare the course with? Are these people suitable for the given type of event? Is the level of their social skills and knowledge sufficient? Will the team be “compact”?

It is interesting to compare Paulusová’s seven stages with Martin’s (21-24) list of the five stages of developing the dramaturgy:

1. Development of the main course theme.
2. Development of the scenario.
3. The practical dramaturgy (activity/game creation and selection).
4. The completion of the scenario.
5. The dramaturgy of the course.

Fig. 3.3. Five stages of developing dramaturgy.



Source: Adapted from Martin (22).

Although both of these approaches to the dramaturgy and its development share the same foundation, for the purposes of this work it is more useful to focus closely on the five stages defined by Martin (22) because he outlines practical, easy-to-follow steps for developing the dramaturgy of the course.

3.3.1 Development of the main course theme

Martin (22) writes that, “A main theme, which states what the course is about, represents dramaturgy at its most abstract level.” Experiential courses usually have one main theme and a few smaller sub-themes. *Intertouch 2006* (an international programme by Outward Bound Czech Republic) may be used as an example to illustrate this concept. The main theme of the course was “Time” and there was a different sub-theme for every day of the course (Pokorný 35-36, translated by the author):

- Time to move
- Time to settle
- Time to flow, to change
- Time is money
- Time is beautiful
- Time is precious
- Time is special
- Time is yours
- Time is over

Another example of the main theme is “Freedom and responsibility” and its sub-themes “Responsibility for your life” and “Responsibility of an individual towards society” given by Pelánek (66, translated by the author).

Martin (22) emphasises that, “A well-defined course theme can serve as a point from which everything spins out”, adding that, “similarly, it should be possible to link anything happening in the course to its main theme. Without a well-defined theme, there is the risk of dramaturgy without clear evolution (missing the glue of the theme) and the individual activities may lack an overall sense, however enjoyable and challenging they may be on their own.” (Martin 22). A similar point of view is expressed by Pelánek (66, translated by the author) writing that “The theme may connect the individual activities only loosely and does not have to be spoken about, but must run through the whole programme, and participants should be able to find it. If nobody realises the main theme, there is something wrong.” Palánek (66, translated by the author) also underlines the importance of the choice of the main theme so that it is interesting and appealing for the current group of participants.

3.3.2 Development of the scenario

Pelánek (73, translated by the author) provides us with a clear definition of “scenario” stating that, “Scenario is an outline of the course that includes information about all important activities scheduled for the course.” In addition to the names of the activities planned for the course, the scenario also includes information about the time when the activity is planned, the place where it should take place and who is responsible for the activity. Martin (23) provides a similar definition saying that, the scenario “indicates what activities are planned for each day of the course”.

The planning of the scenario usually begins with allocating time for the main activities of the course, for example the opening and closing of the course or a day-long activity (e.g. the preparation and performance of a play for a real audience).

At this stage of development, the scenario does not include logistics and as Martin (23) writes “Very often, instead of specific activities, only typology activities are placed into the scenario, for example a half day physical game, or an activity in which the participants meet their ‘shadow’.”

In *Outdoor and Experiential Learning* Martin (23) states, with some irony, two universal laws for creating a scenario:

1. It will change anyway.
2. The only certainty in life is change.

Martin (23) continues by saying that, “The scenario gets rewritten and changed continuously.” In light of what has been mentioned above, it may seem that there is actually no need for a detailed scenario. However, such an assumption would be greatly misleading. Martin (23) provides a good comparison between the scenario and a living organism where everything is connected. Therefore, if a change is made, it may affect the whole thing, which leads to other changes. Flexibility and adaptability are therefore very important. Martin (23) lists two vital questions to ask when planning a part of each day:

- What do I want to achieve? Get participants tired, calm them down, touch them emotionally, cheer them up, and so on?
- How do I want to achieve it? What sort of activity could be used to get participants to develop a particular atmosphere?

3.3.3 The practical dramaturgy (activity/game creation and selection)

The most complex and apposite description of the third of the five stages of developing dramaturgy is given by Martin (24):

The practical dramaturgy is the development of the different types of activities and games or the selection of existing activities to fulfil specific dramaturgy needs. The type of the activity, its position in the scenario and its impact on physical, emotional, intellectual and psychological levels has to correspond to the appropriate position of the scenario. One activity may have many different outcomes or framing depending on its place in the scenario. Therefore, developing the scenario involves a complex and holistic thinking, not forgetting the practical production planning; that is, the number of instructors, preparation time, materials, timing, people and energy levels.

While working on the practical dramaturgy, it is also important not to forget to think about other information that is not necessarily included in the scenario, such as time for preparation, how many instructors will be needed for the preparation of the activity and also during the activity, and the materials needed for realisation of the activity (Pelánek 74, translated by the author). Pelánek (74, translated by the author) additionally emphasises that while creating the scenario, it is important to include enough time for sleeping, eating, hygiene, and moving, and he also recommends adding more elaborate and detailed notes for more difficult activities.

3.3.4 The completion of the scenario

The completion of the scenario is the last of the five stages of developing dramaturgy that is realised before the course begins. This is the end of the preparation phase during which “all logistics, such as responsibilities, materials and rules for the games should be completed” (Martin 24). At this phase it is also important to check that the themes thread together through

all aspects of the scenario (Martin 24) and that the scenario links the games and activities with the themes.

Practical guidelines for this stage of developing dramaturgy are given by Krauter (49). He lists a few points that should be considered and checked at this phase (Krauter 49, translated by the author):

- Responsibility and competence (for each activity only one person, who is in charge of that activity, should be responsible).
- Changing of the instructors presenting individual activities (important for diversity for participants and for time to rest for the instructors).
- Time estimation (it is important to carefully estimate each individual activity, especially the activities that are presented for the first time).
- Plan for each day (it is advisable to go through the scenario day by day and check that everything is scheduled in a realistic way and that all there points mentioned above are balanced).

3.3.5 The dramaturgy on the course

The fifth stage of dramaturgy takes place during the course. This stage involves observing and reacting to participants' needs and therefore considerable facilitation skills are required (Martin 24). Martin also mentions the importance of being ready to adapt the planned schedule accordingly if practical issues such as weather or accidents require it.

The same ideas can also be found in Pelánek (75, translated by the author). He states that changes in the scenario are quite often made during the course itself. The same author also lists the main reasons for these changes (Pelánek 75, translated by the author):

- Weather.
- Incorrectly estimated duration of an activity.
- Unpredictable development of the group (physical or psychological).
- Unexpected good idea.
- Technical difficulties (e.g. missing material).
- Health problems of the instructors or participants.

- External factors (e.g. local youth throw a party in the place planned for the mysterious ritual).

Krauter (49, translated by the author) gives similar reasons for possible changes to the scenario and adds that “We should be ready to change the scenario of the course according to the current development of the event.” The same author warns that being obstinate and insisting on strictly following the originally planned scenario will lead inevitably to conflicts and will cause the failure of the whole course (Krauter 49, translated by the author).

PRACTICAL PART

1. Course description

1.1 Aims of the course

General aims of Halloween Inglise Weekend:

- Improve participants' fluency in English.
- Expand participants' English language knowledge and use, especially within a real life context.
- Help participants to win their personal fight against their language underestimation and shyness.
- Allow participants to experience the joy of studying.
- Let participants experience the joy of their own success.

By the end of the course our participants should:

- Have practised most of their English.
- Have learnt new vocabulary/grammar/functions (according to planned activities and the focus of the course).
- Have experienced various situations in the target language (real life!).
- Have enjoyed a balance of language and games.
- Have learnt about new (and revised old) tips for self-learners.
- Feel more comfortable and confident about using their English (both passively and actively).
- Feel encouraged and ready to continue with autonomous studying.
- Feel encouraged to seek new opportunities to practice their skills in the target language (reading, watching films, listening to songs etc.).
- Look forward to our next course.

1.2 Theme of the course

“Halloween” was chosen as the main theme of the course for a number of reasons. First of all, the team of instructors agreed that the topic should be appealing for the target group of participants. Secondly, the theme needed to be broad enough that many different activities could be used within the main theme. The next criterion was a connection with the target language culture. Finally, the instructors wanted a theme that would provide enough space for relief and fun. The “Halloween” theme fits all the mentioned criteria, and because the actual day of Halloween was just a few weeks before the course, the whole team of instructors felt that “Halloween” was a clear choice.

1.3 Length, location and promotion of the course

The course took place from 14th to 16th November 2008. All the participants arrived on Friday evening (the course started at 7pm), and they all left on Sunday around midday. The reason for holding the course at this weekend was based on the assumption that because the Monday after the course was free (17th November is a national holiday – Struggle for Freedom and Democracy Day), more people would be willing to attend the course. Since our participants were mostly university and secondary school students from all over the Czech Republic, the end of the course around midday Sunday provided them enough time to get to their homes and prepare for the next week at school.

The course was held in the town of Třebíč, which is situated in the Vysočina region of the Czech Republic. It lies between the cities of Brno and Jihlava. The population of the town is around 40.000 inhabitants. Accommodation was provided by the student club of the Catholic Grammar School of Třebíč, *Halahoj*, in a wooden house in the courtyard of the school. The house has three main rooms, each about the size of a standard classroom with a kitchen unit in one of them, an entrance hall, a store room and a toilet. In the school courtyard, there is also a playground. The school is situated very near to the town centre.

The promotion of the course started approximately two months before the event. The main media used for the promotion of the course was the internet. The advertisement (see

app. 1) was placed on the internet pages of Halahoj (www.halahoj.org) and English Experiential Education Centre (www.e3c.cz). Emails promoting the course were sent to friends of the instructors and the Halahoj database of contacts was also used. Another means of the promotion was through personal contacts. Individual members of the team contacted the people who they believed could be interested in taking part in the course. The team of instructors agreed that the desired number of participants was between 14 and 18 (main factors that were taken into consideration were the capacity of the accommodation, the number of rooms that could be used at the same time, the number of instructors and the atmosphere). Because a sufficient number of participants were enrolled a month before the start of the course, there was no need for any further promotion of the course.

1.4 Participants of the course

All the enrolled participants were asked to fill in and send back a pre-course questionnaire (see app. 3). Therefore the following information is based on answers from the participants.

The number of participant in the course was 17 (10 of them females and 7 males). The average age was 20 (the youngest participant was 14 and the oldest 32). 15 of the participants were from the Czech Republic, one from Slovakia and one from Taiwan (she is a Japanese teacher currently living in the Czech Republic). 10 of the participants were university students, 5 secondary school students, one a primary school student and one a teacher (of Japanese).

The average number of years for which the participants had been studying English before the course was 9 and a half (ranging from 4 to 15). Participants were also asked to estimate their level of English (for the suggested scale see app. 3), 11 of them considered themselves intermediate, 4 pre-intermediate, 3 false beginners, 2 upper-intermediate. Based on the experience of the course, it is probable that most of the participants tended to slightly underestimate their level of language competence. The average number of hours that the participants said they spent studying English per week was 4 (ranging from half an hour to 12 hours).

Only 5 students had taken a similar language course before (4 of them attended the previous *Inglíš Weekend* and one an English summer camp). When asked about their reasons for studying English, the most common answers were school, work, and travel. In the last part of the pre-course questionnaire the participants were asked to briefly state their reasons for attending. Although the stated reasons differed slightly, a vast majority of the answers (15 from 17) mentioned the improvement of speaking skills.

The author of this thesis would like to state that he had known most of the participants before the course (mainly from other courses that he had organised for *Halahoj*, such as summer camps and weekend experiential courses) and he believes that this had a significant effect on the atmosphere on the course. Due to the fact that the majority of the participants had experience similar kinds of courses (although most of them in Czech), they knew, to some extent, what to expect from the course and were used to experiential style courses. Also the fact that most of the participants were friends with some of the instructors probably led them to be more understanding of the problems that they encountered during the course, and helped to create positive and friendly atmosphere.

1.5 Organising team

The organising team consisted of four members. One of the members was responsible for cooking only. For some of the activities, external instructors were used (e.g. *Take care of yourself (real life arrival)*), but the majority of the course was run by the three main instructors. All three of them were students of English at the Faculty of Education of Masaryk University in Brno. All of them had previous experience with English teaching and organising language courses. The members of the team had known each other for about 2 and a half years before the course, and are all involved in English Experiential Education Centre, an organization which specializes in these kinds of activities, and tries to connect English and experiential learning (more information can be found at www.e3c.cz).

2. Programme of the course

2.1 Scenario

Halloween Inglíš Weekend	Friday November 14, 2008	Saturday November 15, 2008	Sunday November 16, 2008
Warm-up		Post it on me! <i>Broňa</i>	Touch it! <i>Broňa</i>
Breakfast			
Morning block		How smart are you? (outside) <i>Julie</i> Crossword game (outside) <i>Broňa</i> Morning university - Grammar and Vocabulary <i>Julie</i> - Pronunciation <i>Martin</i>	Speeches <i>Martin</i> Skeletons <i>Julie</i> Hot chair <i>Broňa</i> Certificates + Feedback <i>Broňa</i> Cleaning <i>Everybody</i>
Lunch			
Afternoon block	16:00 Departure (from Brno) 18:00 Instructors meeting in Třebíč 19:00 Official start Take care of yourself (real life arrival) (outside) <i>Broňa</i>	10000 Coffins <i>Broňa</i> NASA exercise <i>Broňa</i> Afternoon university - Grammar and Vocabulary <i>Julie</i> - Pronunciation <i>Martin</i>	Instructors meeting – feedback <i>Broňa</i>
Dinner	Part of the game		
Evening block	Take care of yourself (real life arrival) (outside) <i>Broňa</i> Icebreakers - International greetings - Take as much as you think you'll need - Who am I? <i>Broňa</i>	Halloween theatre – preparations <i>Julie and Martin</i> Halloween theatre – performance <i>Julie and Martin</i> Halloween party <i>Everybody :)</i> Simpsons Halloween movies <i>Broňa</i>	

2.2. Common template for individual activities

In this work, a consistent system is used for the presentation of individual activities. The meaning of individual items in the common template is explained below. Such a system is practical for creating the scenario, and it is also helpful for following all the steps of dramaturgy.

Name of the activity

Aim

Indicates the aim of the activity, what should be achieved by the activity (e.g. to learn more about each other).

Characteristics of the game

Short description: Short description of the activity, especially suitable for the first stages of developing the scenario.

Time for preparation: Time that is needed to prepare the activity. Note that preparation time does not include time related to the instructor's homework, i.e. preparing the various props, thinking about motivation, setting the atmosphere for the game, reading related books or seeing a movie on which the game is based.

Instructors for preparation: The number of instructors needed for the preparation of the activity.

Time for realisation: The activity description is based on this duration of the activity. Note that making the activity longer or shorter might change the emphasis and overall tone of the activity.

Instructors for realisation: The number indicates how many instructors run the activity.

Number of participants: The number of participants is mostly just an estimation of what works best. In most cases, the activity could be used with a different number of participants (if adapted accordingly).

Age of participants: The age of participants is mostly just an estimation of what works best. In most cases the activity could be used with a different age group (if adapted accordingly).

Place: The suggested location of the activity. In several of the activities, the environment cannot be changed, but mostly it is possible (with appropriate changes) to adapt the activity to another location.

Time of day: Recommended time for the activity. Any activity can be run at any time but sometimes with dramatically different outcomes.

Material: Suggested material for the activity, another creative ways to use different materials can be found.

Source: Whenever possible the author or at least the source from which the activity was taken is present. About half of the activities were invented by the instructors of this course.

Motivation

Indicates how the participants are motivated to take part in the activity. Note that this is only a suggestion and motivation can and should be adapted according to the specific themes and needs of different courses.

Procedure

This section describes the rules of the activity, instructors' roles, the technical overview of the activity and so on.

Notes

A space for important notes that should help the instructors run the activity smoothly. They often come from hands-on experience of instructors.

2.3 Individual activities

The aim of this chapter is to provide a list of all activities that were used during the course and their short descriptions. Further details and all other relevant information can be found in appendices. Activities are listed in the same order as they were introduced during the course.

2.3.1 Day 1: Friday 14 November

Name of the activity	Take care of yourself (real life arrival)
Short description	Simulation of arrival into an English speaking country and all the basic steps that people usually have to go through when they want to study or work abroad. Teams go through different stations and fulfil given tasks.
Full description	see app. 6
Name of the activity	International greetings
Short description	An activity during which participants greet each other according to instructions (which are based on traditional greetings from different countries).
Full description	see app. 8
Name of the activity	Take as much as you think you'll need
Short description	Icebreaker game, participants talk about themselves.
Full description	see app. 9
Name of the activity	Who am I?
Short description	Icebreaker game, participants are trying to find out what famous name is stuck on their backs by asking others, answers can only be 'yes' or 'no'.
Full description	see app. 10

2.3.2 Day 2: Saturday 15 November

Name of the activity	Post it on me!
Short description	Participants are looking for post-it notes with names of different parts of the human body written on them, and must stick them on the right place on one member of their group.
Full description	see app. 11
Name of the activity	How smart are you?
Short description	A multiple-intelligence test as a group-making activity.
Full description	see app. 12
Name of the activity	Crossword game
Short description	Team game, each team has the same task – find out what is the answer to the crossword (they are given a blank crossword). The clues are placed in a given area, and participants have to remember them and fill in the answers only in a set area.
Full description	see app. 14
Name of the activity	University (Grammar, Vocabulary)
Short description	A group seminar with different stages where self-learning techniques are explained, tried and assessed.
Full description	see app. 16
Name of the activity	University (Taming difficult sounds)
Short description	Practice of pronunciation - difficult sounds.
Full description	see app. 18

Name of the activity	10000 Coffins
Short description	Creative activity, participants' task is to come up with suggestions of how to sell 10000 empty coffins (after the dead have left their graves).
Full description	see app. 20
Name of the activity	NASA Exercise: Survival on the Moon
Short description	Participants have to rank the equipment according to its importance for survival on the Moon.
Full description	see app. 21
Name of the activity	Halloween theatre
Short description	Participants prepare and perform a theatre production based on given words, topics and genres.
Full description	see app. 23
Name of the activity	Simpsons Halloween movies
Short description	Watching Simpsons Halloween movies.
Full description	see app. 24

2.3.3 Day 3: Sunday 16 November

Name of the activity	Touch it!
Short description	Short warm-up game, participants try to touch given parts of the human body (not their own).
Full description	see app. 25
Name of the activity	Speeches
Short description	Participants give public speeches according to a drawn topic.
Full description	see app. 26
Name of the activity	Skeletons
Short description	Creating a personalized skeleton figure.
Full description	see app. 27
Name of the activity	Hot Chair
Short description	An activity during which participants say nice, positive and supportive things to each other in turns.
Full description	see app. 29
Name of the activity	Certificates + Feedback
Short description	Handing out the certificates and the collective course feedback.
Full description	see app. 30

3. Feedback

Before the end of the course (around Sunday midday), all the participants were asked to fill in course feedback questionnaires consisting of four parts (see app. 4a). The results of these four parts will be discussed in detail in the following sub-chapters.

3.1 Participants' feedback

3.1.1 Fulfilment of the general aims of Halloween Inqliš Weekend

The first part of the course feedback questionnaire deals with the five general aims of the course, which were set by the team of instructors during the first stage of the course preparation. Participants were asked to indicate the extent of their agreement or disagreement with the given statements by choosing the answer that reflected their current view, using the scale given (1 = definitely disagree, 2 = mostly disagree, 3 = neither agree or disagree, 4 = mostly agree, 5 = definitely agree).

Table 3.1. Fulfilment of the general aims of Halloween Inqliš Weekend.

I experienced the joy of studying	4,35
This course improved my fluency in English	4,18
I experienced the joy of my own success	3,65
This course expanded my English language knowledge and use especially within a real life context	3,59
This course let me win my personal fight against my language underestimation and shyness	3,35

As can be seen in the table above, participants mostly agreed with the statement saying that the course improved their fluency in English, which was seen by the team of instructors as a very important indicator of success, since almost all participants (15 of 17) stated in the pre-course questionnaire (see app. 3) that they would especially like to improve their speaking skills. Probably the main reasons behind participants' feelings that the course improved their

fluency was the all English policy. In other words, that they had to speak English all the time. To emphasise the difference between a “normal” Czech environment and an English one, participants were asked to go through a tunnel from a Czech to English speaking environment (see app. 31). Another reason was probably the fact that almost all the activities were task oriented, i.e. participants had to speak English in order to fulfil given tasks in individual activities, often under the time pressure. During the whole course the instructors did not have to ask participants not to use Czech even once. The combination of all these factors enabled participants to be completely immersed in an English only environment for the whole weekend and therefore consequently improve their fluency.

The lowest average agreement expressed by the participants was with the statement “This course let me win my personal fight against my language underestimation and shyness”. One reason for these results could be the fact that something as deeply rooted as language underestimation could not possibly be eliminated during a three-day course. From this perspective, a slightly affirmative result can be considered positive. Indirect evidence of the language underestimation of the participants can also be seen if we compare the average number of years for which participants had been studying English before the course (9 and a half) with the level of English estimated by themselves (15 from 17 rated their level of English as intermediate or below).

The highest average agreement participants expressed was with the statement “I experienced the joy of studying”. The main reason for setting this particular aim was to show the participants that studying does not have to be boring, on the contrary that it can be an enjoyable experience and therefore motivate and encourage them to continue with studying English on their own. An essential condition for fulfilling this goal was to create as positive and supportive an environment as possible. Judging by the extent of the participants’ agreement, this condition was fulfilled.

Participants expressed their general agreement with all of the statements (i.e. the average number was always higher than three). Since these agreements are identical to the five general aims of the course (as set before the event), it could be said that the course managed to fulfil its general aims.

3.1.2 Fulfilment of the “By the end of the course our participants should” statements

Besides the general aims, mentioned in the previous sub-chapter, the team of instructors also agreed on a list of nine more specific objectives. There were all put together under the section labelled “By the end of the course our participants should”. The same scale (1 to 5) of agreement or disagreement was used as in part one.

Table 3.2. Fulfilment of the “By the end of the course our participants should” statements.

I look forward to the next course	4,53
I have learnt about new (and revised old) tips for self-learners	4,47
I feel encouraged to seek new opportunities to practice my skills in the target language (reading, watching films, listening to songs etc.)	4,29
I have enjoyed the balance of language and games	4,18
I feel encouraged and ready to continue with autonomous studying	4,06
I have practised most of my English	4,06
I feel more comfortable and confident about using my English (both passively and actively)	3,94
I have experienced various situations in the target language	3,94
I have learnt new vocabulary, grammar and functions	3,41

Participants expressed the fullest agreement with the statement “I look forward to the next course“, which was understood as a very encouraging message by the team of instructors. The lowest level of agreement was expressed with the statement “I have learnt new vocabulary, grammar and functions“. This was probably due to the fact that the level of knowledge in these areas of English was very different for the individual participants, and therefore it was very difficult to find the appropriate level for these areas.

The team of instructors perceived very positively the fact that the participant mostly agreed that eight from nine of the above mentioned statements were fulfilled. They were

especially satisfied with the fulfilment of the aims concerning the future development of the participants (i.e. that they felt encouraged to seek new opportunities to practice their skills in the target language and felt encouraged and ready to continue with autonomous study).

3.1.3 General course evaluation

In part three of the course feedback questionnaire, the participants were asked to evaluate six different aspect of the course on a scale from 1 to 5 (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent).

Table 3.3. General course evaluation.

Overall quality of the instructors	4,94
Overall atmosphere	4,88
Instructors' ability to stimulate participants interest	4,88
Overall quality of the course	4,76
Overall quality of the food	4,47
Overall quality of the accommodation	4,24

“Oh my God! I dislike people who give 5 for everything, but I am really deeply satisfied with this course...” (One of the participants in the note written down below her rating.)

On the one hand, the fact that all the average figures were between “very good” and “excellent” was (quite understandably) very warmly welcomed by the team of instructors. On the other hand, it should be mentioned, that there is probably a connection between these very positive results and the facts mentioned in chapter 1.4 “Participants of the course” (e.g. the personal connection between most of the participants and some of the instructors). All the instructors agreed that although they were very pleased by these figures, they realise that the same course with different participants would probably be assessed differently (e.g. participants not used to similar kinds of events or participants paying for the work of the instructors).

The last (fourth) part of the questionnaire consists of seven open questions. The participants were encouraged to write openly and were provided with a sufficient amount of time. Below is an analysis of their responses.

1. Which three things do you like most?

“Martin’s pronunciation, Broňa’s enthusiasm, Julia’s positive shine and Verunka’s marvelous food.” (one of the participant’s answer to this question)

Although the answers to this open question differ quite significantly, the most common answers were: pronunciation practise, theatre performances, speaking English all the time, instructors, crossword game and atmosphere.

2. Which three things would you change?

Except for the answers “nothing” or “I don’t know” (approximately one third of the replies) and things that cannot be possibly changed (e.g. the weather) the most common responses were those suggesting more time for sleeping and error correction. By error correction the participants meant the fact that they would like to be corrected by the instructors when they make a mistake. This issue will be discussed in detail in the chapter dealing with the instructors’ evaluation of the course.

3. Which aspect of the learning experience did you feel helped you the most? In other words, which specific activity or activities do you believe were most helpful in developing your English language skills?

“...and most importantly the fact that I had to use English at all time, telling people things, expressing myself – it really helped me think in English.” (one of the participant’s answer to this question).

The previous sentence could be considered a typical example of the most common answer to this question. Almost all participants mentioned that what really helped was the necessity to express their needs, their feelings and their opinions in English.

Beside the answer described above, the participants mentioned a wide range of different activities. The most commonly mentioned activities were the pronunciation activity and the theater preparation and performances.

4. What in particular did you find helpful about this aspect of the learning experience? Please be specific in explaining how and why you believe these specific activities helped you the most?

Since the activities mentioned in question number three were different for every particular participant, their explanations of why those specific activities were helpful were connected to the choice of activities in the previous questions. Therefore, only explanations connected to three most commonly mentioned activities (speaking English all the time, the pronunciation activity and the theatre) will be discussed here.

The participants' explanation of why they consider the fact that they had to speak English all the time to be so strongly positive, could be illustrated by quoting the answer given by one of the participants "I had to speak with the others and so expressed myself, it helped me very much, because I practised my vocabulary and I'm now more confident in speaking."

The following explanation of why the pronunciation was for one of the participants the most helpful could be seen as a sample of the answers given by those who stated that the pronunciation was the most useful activity for them. "Nobody before explained me, how to pronounce individual sounds, nobody ever told me the rules. For me, it was just a feeling how this particular word should be pronounced. It helped me the most, because I am a bit used to talking in front of other people, to promote my ideas or goods (this is the only thing they teach us at school)."

The following quotation from one of the participants explains how and why the theatre performance and preparation were considered helpful: "While preparing our performance we really had to express our ideas, opinions and think about how to say something. This is probably the reason why these words are still in my mind."

5. List the issues or topics that you think should have been covered in this course, but were not.

Fourteen of the seventeen participants answered this question by writing that there was nothing that they feel should have been covered and was not. Three participants wrote that they would appreciate more grammar. After discussing this issue, all instructors agreed on the fact that because of the very different levels of English of the individual participants (from false beginners to upper-intermediates) this demand is almost impossible to satisfy during the three-day experiential course in its current form.

6. Do you have any experience with similar kind of events (do not have to be focused on language)? If so, please specify.

All the participants stated that they had some kind of experience with similar kinds of events, mostly with the weekend courses and summer camps organised by Halahoj. About half of them were also actively involved in the preparation of these courses and camps. Four of the participants had also attended the previous *Ingliš Weekend*, and one of the participants had participated in an English summer camp.

7. Add any additional comments or suggestions here:

Almost all the participants wrote in the last question some sort of supportive and encouraging words. As a sample, here are some of the comments given by the participants:

“I really thank all the instructors for this wonderful weekend full of games and English language. I’m really looking forward for another!”

“Thanks a lot for this great event. I am really grateful for it. You know Broňa that I’m not a type which lies in feedback and I’m usually very critical. I can say, I was really surprised when I checked my questionnaire again and saw a lot of 5 and 4. But that’s like I feel it. For example today I spent almost half hour at work by chatting with my Swedish colleague, just because you show me that if I want, I can say everything I want in English. It was very useful for me, I really enjoyed it and I can say, although I wasn’t there full time, it was one of the best actions for me it past, let say, 3 or 4 years. Thanks a lot again.”

“This is a great idea. People are shy and afraid of speaking. And this is the best event to learn it and try it.”

3.2 Instructors’ feedback

3.2.1 Oral feedback

When the course was officially closed and participants set off for home, all three members of the team had an immediate feedback session, during which the whole course was discussed. Every member of the team was asked in turn to comment on the course and express his or her personal opinion about the course. The general feeling about the course was definitely positive. All the instructors expressed their gratitude for participating in the course and their strong belief that the course was beneficial for the participants as well as for the instructors.

After the general feedback, a discussion about an issue raised by some of the participants, concerning error correction was held. During the oral feedback some of the participants had expressed their desire to be corrected by the instructors when they make a mistake. It seemed that the vast majority of the participants had the same opinion. Taking into account the participants’ will on one hand and the principles of the Communicative Approach on the other, the instructors agreed on the following: Next time the participants will be asked at the beginning of the course if they want to be corrected by the instructors. If they vote for this, they will be corrected, but only at times when this will not negatively affect a currently running programme (e.g. during free time or eating).

Being thoroughly tired after the course, the instructors agreed that they would send their evaluations to each other via email later. The outcome of written feedback is presented in the following chapter.

3.2.2 Written feedback

As was mentioned in the previous chapter, during the discussion after the course, the instructors agreed to send to each other written feedback on the course. The following system was used: Everybody was asked to present things that he or she would like to change and things that he or she thinks were positive and therefore worth keeping for future events.

All the instructors expressed their desire to improve the organisation and logistics of the course; more specifically to test all the technical equipment (e.g. the laptop and the projector) in advance and make sure that everybody knows how to use it. They also agreed that preparation before the course should be improved, in other words, that literally everything that can be prepared before the course should be prepared before the course. All the materials printed, all instructions given, all things arranged. There was also general agreement that extra activities should be prepared, that can be used in case of unexpected hold-ups (e.g. technical difficulties).

Two of the instructors stated that participants should have the chance to relax but also they should know when and for how long. These two instructors would also prefer to have a firmly fixed schedule that would enable participants to organise their time accordingly. These suggestions are in exact opposition to what the author of this thesis expressed in his feedback. He, on the other hand, wrote that the pace was appropriate for an intensive experiential course. Applying these two suggestions would be, from his point of view, in direct contradiction to the basic characteristics of an intensive experiential course as is provided for example by Pelánek (11, translated by the author) who states that, “the exact schedule is unknown so that the programme is surprising for the participants” or by Martin (9) who says that these courses are “characteristically intense, fast-moving and full of unexpected experiences”.

As far as the positive aspects of the course are concerned, all the instructors appreciated the good teamwork and the division of work and responsibility for individual activities and thus saving precious time and energy. The instructors also highly valued the ability of the team to react quickly to unpredictable problems and make on-the-spot decisions.

All the instructors highly appreciated the overall atmosphere of the course, particularly that everybody seemed to be smiling and relaxed, even in situations where they were not able to express themselves due to a lack of language competence. The instructors particularly highlighted the fact that all the participants stayed in the target language all the time. They also expressed their belief, that this relaxed and supportive atmosphere was one of the major factors contributing to smooth running of the course, and helped participants to communicate without excessive fear of mistakes or embarrassment.

Conclusion

The main aim of this work was to pilot a three-day long intensive experiential language course based on the principles of the Communicative Approach and experiential learning, as defined in the theoretical part of this thesis. The work aimed to bring together these two separate branches of theory and retrospectively evaluate the effectiveness of this combination.

My personal goal was to gain experience and confidence in this field, and to prove that we as a group of instructors are able to fulfil the set goals successfully, and to help our participants not only improve their language knowledge, but also to let them experience the joy of studying and the joy of their own success.

The theoretical part of this thesis is focused on the basic background for the preparation and organisation of the course, and provides essential guidelines for the individual stages of the preparation of an intensive experiential course, which I firmly believe should be followed while preparing such a course.

The practical part of this work provides a complete description of a three-day intensive experiential language course called “Halloween Inглиš Weekend”, including the scenario, descriptions of all the activities that were used during the course and feedback from the participants. Information included in this part of the thesis and in the appendices should be sufficient for anybody who intends to organize a whole course, as well as for a person who would like to use only some of the activities from the course.

The course was designed and organized according to the basic principles of experiential learning, in other words, it followed dramaturgy stages and principles used for preparing and running non-language experiential courses, as described in chapter three. A strict all English policy was applied throughout the whole course and only a few activities were focussed on language as such.

Taking into account participants’ evaluation and instructors’ feedback, the general outcome of the course was positive. The participants rated the general quality of the course

and the overall atmosphere as excellent, and they also expressed their feeling, that the course improved their language skills and fluency.

Based on the positive outcome of the course as mentioned above, and also on the fact that all language aims set before the course were fulfilled, it can be said, that an intensive experiential course run in English and based on the principles of experiential learning in connection with language-focussed activities and designed according to the Communicative Approach proved itself to be an effective way of teaching and learning English.

The course definitely was not without flaws and there is still a long list of things that should be improved, besides logistics and preparation of the technical equipment, next time we should also spend more time during the planning phase considering all the theoretical principles that form the background of experiential learning. I am afraid we tended to make a great deal of our decisions more intuitively than based on the profound knowledge of the subject. Nevertheless, according to the feedback from the participants, oral and written feedback from other members of our instructors' team and my personal feelings, I would argue that we proved ourselves capable of organizing a successful intensive language course based on the principles of the Communicative Approach and experiential learning.

Because we did not have to adjust the scenario during the course in any way and because the participants rated the general quality of the course and the overall atmosphere as excellent, I would say that the course was designed adequately and therefore the framework of the course can be kept as it is as a model for other courses.

What I appreciated most about this intensive experiential language course is not only the fulfilment of our goals or the experience that our team of instructors and I personally gained, but also the fact that we managed to create a very positive and supportive atmosphere of studying and living in English without even realizing it. I did not have to ask any of the participants not to use Czech even once during the course. I felt that we were all an English only speaking crew in the same boat on our voyage to better English. Even now, if I meet some of the participants from the course, they naturally speak English with me, which is something that really makes me proud.

In conclusion, after my experience with piloting the course, I would recommend using this or similar intensive experiential language courses based on the principles of the Communicative Approach and experiential learning for language teaching. The course proved itself to be not only an effective and enjoyable way of acquiring the language and improving participants fluency, but also allowed participants to experience joy of studying, the joy of their own success and encouraged them to continue with autonomous studying.

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Appendix 1: Invitation (advertisement)



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HALAH  **J**

 **ENGLISH EXPERIENTIAL
EDUCATION CENTRE**

Halloween Inglise Weakend

14.-16.11.2008

Can you translate this sentence?
Do you like or do you want to like English?
Are you brave enough to face vampires, ghosts, skeletons and witches?
Yes? So, you are the boy / girl for our action!
O what jde? O zážitkovo-action-angličtino-real-mluvo-listening weekend.

Jde o action zaměřenou na real angličtinu, na tu which se hodí on the road and v reálu more než at school. Nebudeme study přesnou hranici between předpřítomným a předminulým tense, but zkusíme se domluvit, zasmát se and play v language krásném popular celosvětovém a so Anglickém. Podmínky účasti or neúčasti: Je necessary mít English alespoň na úrovni přeložení anglické part této invitation. Next podmínkou is přistoupit na podmínku, that v bigger části programu zapomeneš, že you speak česky – jinak by to all nemělo sense. The last podmínkou is smile and trpělivost with ostatními and sami with sebou (by the way typická English vlastnost :))

Přihlášky and dotazy are vice než welcome na BBsobotka@gmail.com
na meeting se těší Julie, Martin, Verunka, Broňa & ... (surprise)

Date: 14. – 16. 11. 2008
Place: Třebíč, little wood house (domeček) in areál Katolického Gymnázia
Start: 14. 11. 2008 19:00 (exactly), Price: 350 Kč
Homework: will be sent soon via mail
List-to-take: Halloween costume, clothes for outside and inside, smile :)

More information on www.e3c.cz

Appendix 2: Information for participants + homework

Halloween Inglise Weekend

14.-16.11.2008 start:7 p.m. Domeček



Our dearest scariest friends,
we are sending you your homework ;)

Soooo, please don't forget to pack following:

- a bottle of ketchup
- proper Halloween costume (important)
- special Halloween food
(based mainly on your imagination)
- clothes for outside and inside
- your (scary) smile :-)
- 350 Kč ;)

Looking forward to seeing you guys!



 **ENGLISH EXPERIENTIAL
EDUCATION CENTRE**

www.e3c.cz

Appendix 3: Participant Pre-course Questionnaire

Personal Information

Name (Forename, Surname):

Age:

Address:

Nationality:

Learning experience

Type of school you attend (or attended):

Number of school years there:

The highest level of completed education:

I have been studying English for (how long):

I think that my level of English is (elementary – beginner – false beginner – pre-intermediate – intermediate – upper-intermediate – advanced - proficient):

On average, I spend studying English (number of hours per week):

I have visited/lived in a foreign country where I had to speak English (where and how long):

My reasons for studying English:

I have taken similar course or courses before (if so, please specify):

Briefly explain your reasons for participating in the course and detail what you hope to get from the course (these can be personal things you want to achieve or specific skills you hope will be covered):

Thank you for your time, I look forward to welcoming you on the course!

Appendix 4: Course feedback questionnaire

Appendix 4a: Course feedback questionnaire – blank

Name:

Part 1

For each statement below, show the extent of your agreement or disagreement by choosing the answer which reflects your current views, using the scale given. Please feel free to add any comment.

Agreement with statement

1 = definitely disagree

2 = mostly disagree

3 = neither agree or disagree

4 = mostly agree

5 = definitely agree

1. This course improved my fluency in English

1 2 3 4 5

2. This course expanded my English language knowledge and use especially within a real life context

1 2 3 4 5

3. This course let me win my personal fight against my language underestimation and shyness

1 2 3 4 5

4. I experienced the joy of studying

1 2 3 4 5

5. I experienced the joy of my own success

1 2 3 4 5

Part 2

During the course

1. I have practised most of my English

1 2 3 4 5

2. I have learnt new vocabulary, grammar and functions

1 2 3 4 5

3. I have experienced various situations in the target language

1 2 3 4 5

4. I have enjoyed the balance of language and games

1 2 3 4 5

5. I have learnt about new (and revise the old) tips for self-learners

1 2 3 4 5

After the course

6. I feel more comfortable and confident about using my English (both passively and actively)

1 2 3 4 5

7. I feel encouraged and ready to continue with autonomous studying

1 2 3 4 5

8. I feel encouraged to seek new opportunities to practice my skills in the target language (reading, watching films, listening to songs etc.)

1 2 3 4 5

9. I look forward to the next course :-)

1 2 3 4 5

Part 3

Please answer on a scale from 1 to 5. Please feel free to add any comment.

1 = Poor

2 = Fair

3 = Good

4 = Very good

5 = Excellent

1. Overall quality of the course

1 2 3 4 5

2. Overall quality of the instructors

1 2 3 4 5

3. Instructors' ability to stimulate participants interest

1 2 3 4 5

4. Overall quality of the accommodation

1 2 3 4 5

5. Overall quality of the food

1 2 3 4 5

6. Overall atmosphere

1 2 3 4 5

Part 4

1. Which three things do you like most?
2. Which three things would you change?
3. Which aspect of the learning experience did you feel helped you the most? In other words, which specific activity or activities do you believe were most helpful in developing your English language skills?
4. What in particular did you find helpful about this aspect of the learning experience? Please be specific in explaining how and why you believe these specific activities helped you the most?
5. List the issues or topics that you think should have been covered in this course, but were not.
6. Do you have any experience with similar kind of events (do not have to be focused on language)? If so, please specify.
7. Add any additional comments or suggestions here:

Thank you for taking the time to complete this questionnaire.

Appendix 4b: Course feedback questionnaire – results of the part 1

PART 1	AVERAGE (on scale 1 - 5) 1 = definitely disagree 2 = mostly disagree 3 = neither agree or disagree 4 = mostly agree 5 = definitely agree	PERCENTAGE
This course improved my fluency in English	4,18	83,53
This course expanded my English language knowledge and use especially within a real life context	3,59	71,76
This course let me win my personal fight against my language underestimation and shyness	3,35	67,06
I experienced the joy of studying	4,35	87,06
I experienced the joy of my own success	3,65	72,94

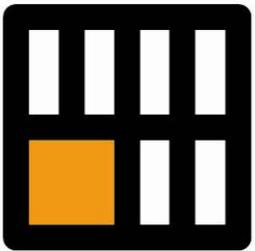
Appendix 4c: Course feedback questionnaire – results of the part 2

PART 2	AVERAGE (on scale 1 - 5) 1 = definitely disagree 2 = mostly disagree 3 = neither agree or disagree 4 = mostly agree 5 = definitely agree	PERCENTAGE
I have practised most of my English	4,06	81,18
I learnt new vocabulary, grammar and functions	3,41	68,24
I have experienced various situations in the target language	3,94	78,82
I have enjoyed the balance of language and games	4,18	83,53
I have learnt about new (and revise the old) tips for self-learners	4,47	89,41
I feel more comfortable and confident about using my English (both passively and actively)	3,94	78,82
I feel encouraged and ready to continue with autonomous studying	4,06	81,18
I feel encouraged to seek new opportunities to practice my skills in the target language (reading, watching films, listening to songs etc.)	4,29	85,88
I look forward to the next courses	4,53	90,59

Appendix 4d: Course feedback questionnaire – results of the part 3

PART 3	AVERAGE (on scale 1 - 5) 1 = Poor 2 = Fair 3 = Good 4 = Very good 5 = Excellent	PERCENTAGE
Overall quality of the course	4,76	95,29
Overall quality of the instructors	4,94	98,82
Instructor's ability to stimulate participants interest	4,88	97,65
Overall quality of the accommodation	4,24	84,71
Overall quality of the food	4,47	89,41
Overall atmosphere	4,88	97,65

Appendix 5: Certificate of completion



**ENGLISH EXPERIENTIAL
EDUCATION CENTRE**

Certificate of Completion

This certifies that

Has successfully completed

INTERMEDIATE EXPERIENCE LEARNING COURSE

November 14-16, 2008 in Drebic

Congratulation on working hard to improve your English skills

English Experiential Education Centre (www.e3c.cz)

_____ Date

Appendix 6: Take care of yourself (real life arrival) – description

Aim

To simulate a real arrival into an English speaking country and to allow participants to go through most of the basic stages they are likely to experience in reality (e.g. accommodation, bank, looking for a job...) and in this way prepare them for that possibility. And also help them realise that they are able to take care of themselves if they decide to go abroad.

Characteristic of the activity

Short description: simulation of arrival into an English speaking country and all the basic steps that people usually have to go through when they want to study or work abroad; teams go through different stations and fulfil given tasks

Time for preparation: 2 hours

Instructors for preparation: 1

Time for realisation: 2 – 3 hours

Instructors for realisation: 8

Number of participants: 8 – 40

Age of participants: 15+

Place: preferably a town or a city

Time of day: any

Material: maps of the town, fabric tunnel, forms, costumes, food, mobile phone, game money, advertisements for jobs,

Source: designed by the team of Halloween Inglise Weekend

Motivation

Participants are welcomed and provided with basic information about the course as such (all English policy, end of the course, difference in pronunciation between course and course. There is also time for questions (at this point they can be either in Czech or in English). Then

instructors show them the “magic tunnel” – tunnel into an English speaking environment. One of the instructors demonstrates how the tunnel works by going through it and speaking Czech on one side and English on the other. Then everybody goes through the “magic tunnel” and is warmly welcomed on the other side. When all participants are on the English side of the tunnel, they are sent with their bags into the building. They probably expect a “normal start” with unpacking their bags and the first warm-up activities in the building. Instead, when they enter the building they meet two clerks in suits and see a big sign which reads, “Information Point”.

Procedure

After the welcome, general information, possible questions and going through the tunnel participants go into the building where they meet two clerks and see a big sign reading, “Information point”. There they are divided into four teams and each team receives a game form (see app. 7c) and a map (see app. 7b) with the indicated station where they should go first. Each of the clerks explains everything to one team. When the team is ready to leave, the clerk writes down the time and wishes them good luck. Then they call the second teams and do the same. Each clerk gives maps with a different first station (different pub) – this is done in order to avoid a possible situation in which two teams would arrive at the same station at the same time. The person in the pub (another instructor) gives the participants the location of all the other stations. The order in which they visit them is up to them, but they have to visit them all. When they manage to go through all the stations and fulfil all the tasks, they go back to the restaurant and hand in the game form (which proves that they have fulfilled all tasks). The clerk notes down the time of their arrival. Then they go to the restaurant (placed in the building where they started – the place where the course is situated) and can have tea and chat with others. When all the teams are back the results are announced and it is stressed that everybody is a winner because all the teams managed to go through all the stations successfully and so now they can study or work abroad with no fear.

Appendix 7: Take care of yourself (real life arrival) – supplementary materials

Appendix 7a: Banknotes



Appendix 7b: Map of the town



Information Point

TAKE CARE OF YOURSELF	
PLACE	SIGNITURE
Information point	
Pub	
Bank	
Tearoom	
Hostel	
Employment Agency	
Restaurant	

Appendix 7d: Interviewer form (Employment agency)

Your task is to ask five people a few basic questions (according to the form with questions). You can use English only. You are not allowed to ask any of the participants or instructors.

What is your name? (first name is enough)	
What is your favourite word in English?	
Do you like vampires?	
What is your favourite alcohol?	
Who is the prettiest of all?	

What is your name? (first name is enough)	
What is your favourite word in English?	
Do you like vampires?	
What is your favourite alcohol?	
Who is the prettiest of all?	

Appendix 7e: Guest registration card – The Tearoom hostel

<p style="text-align: center;"><i>Guest Registration Card</i> <i>The Tearoom Hostel</i></p>			
<i>First name</i>			
<i>Family name</i>			
<i>Status</i>			
<i>Nationality</i>			
<i>Country</i>			
<i>Passport number</i>			
<i>Home address</i>	<i>City</i> _____ <i>Post code</i> _____		
<i>Contact number</i>			
<i>Date of arrival</i>		<i>Date of departure</i>	
<i>Method of paying</i>	Cash <input type="checkbox"/> Credit card <input type="checkbox"/> Check <input type="checkbox"/> Other <input type="checkbox"/>		
<i>Room number</i>		<i>Signature</i>	
<i>In</i>		<i>Date</i>	

Appendix 7f: Description of the stations:

Information point

This is the very first station. Each group starts here, and they are provided with all the basic information about their tasks. They also receive a map of the town (see app.7b) where their next station (Pub) is indicated and the game form (see app. 7c) with the list of all stations (the person in charge of each station signs their form if they succeed in the given task). They can also come back to this point any time they feel they are lost or are in need of help.

Pub

This station is located in a real pub. An instructor is sitting there and if persuaded by any means (the means will depend on imagination of the participants), he or she gives them the locations of all other stations and all other information they may need.

There are two pub stations, close to each other but in different pubs (the reason for this was given above), but the procedure is exactly the same.

Bank

Participants have to fill in a quite complicated form. After they manage to fill it in properly, they have to go through a short interview with a bank clerk and then a bank account is opened for them.

Tearoom

In the Tearoom their task is to order and drink real English tea with milk and talk with the waiter about the weather for at least five minutes. It is best if the waiter is “real”.

Hostel

To book in, they have to fill in a simple form (see app. 7e) and pay. They are also supposed to bring their bags with them (Hostel is the room where they will actually sleep).

Employment Agency

Participants go through a basic interview and afterwards are offered a few different jobs; they can see what the salary is and what you have to do in order to earn the money.

List of jobs available:

- **Interviewer** – your task is to ask five people a few basic questions (according to the form with questions (see app. 7d)). You can use English only. You are not allowed to ask any other participants or instructors.
- **Kitchen staff** – your task is to help with the preparation of food or do the washing (depends on what is currently needed).
- **Call operator** – your task is to call one of the customers and make an interview with him or her concerning his or her shopping habits. Given phone numbers are numbers of instructors or their friends who know about the game.
- **Office helper** – your task will be specified by the person at the meeting point (probably something like cutting paper)

Restaurant

They can choose any kind of meal which is available, depending on the amount of money they have (see app. 7a). But everybody has to buy and eat something. They can earn money if they visit the Employment Agency and manage to fulfil a task (job) given there. Restaurant is the last station; the teams that come sooner wait there for others, hot tea and some sweets are provided for free.

Appendix 8: International greetings

Aim

To bring the group together and break down barriers through a fun and participative game.

Characteristic of the activity

Short description: an activity during which participants greet each other according to instructions (which are based on traditional greetings from different countries)

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: 20 minutes

Instructors for realisation: 1

Number of participants: 8 – 35

Age of participants: 7+

Place: inside or outside

Time of day: any

Material: music for different nationalities, CD player or any other source of music, list of different greetings

Source: Hry do kapsy I (Hermochová, Neuman)

Procedure

The instructor introduces a greeting connected with one country and plays music typical for that particular country. Then he or she asks participant to mingle around and greet each other accordingly. After some time the instructor stops the music, explain new style of greeting, plays appropriate music and asks them again to greet each other accordingly, and so on.

Possible greetings:

- Australian: rise one hand and say “hey”
- Czech: shake your right hands and say “Jak se máš?” (with American accent)
- Texan: shake your right hands and tap your partner on the shoulder with your left hand and say “Howdy partner”
- Russian: hug your partner twice (so called “double Chruščov”) and say “Zdrastvuj”
- Italian: hug your partner and indicate kiss on both cheeks and say “Ciao”
- French: three indicated kisses – right, left, right and say “Salut”
- Chinese: place your crossed hands on your chest and bow deeply to each other
- Japanese: deep bow to each other
- Native American: put your thumb, index finger and middle finger on your heart and bow slightly
- Eskimo: touch with your nose (move from right to left)

Greetings typical for some sports

- Riders on the horses: touch your hat
- Volleyball players: clap hand with your partner during the leap
- Footballers: celebrate a very important goal your team has just scored
- Judo: kneel on your heels, place your hands in front of you on the floor and bow so deep that you touch the floor with your forehead.

Appendix 9: Take as much as you think you'll need

Aim

To learn more about each other in a fun and light-hearted way and to become more comfortable in telling other group members facts about themselves.

Characteristic of the activity

Short description: icebreaker game, participants talk about themselves

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: depending on the size of a group, this activity could take 10 – 30 minutes

Instructors for realisation: 1

Number of participants: 6 – 30

Age of participants: 10+

Place: inside

Time of day: any

Material: choose one from: M&Ms, peanuts, a roll of toilet paper, Skittles, Smarties, or anything else with lots of pieces

Source: <http://www.citizen.org.uk/education/resources/Chapter%202.pdf>

Procedure

The facilitator passes the bowl of M&Ms, roll of toilet paper or whatever is being used around the whole group, instructing them to, "Take as much as you think you'll need." No further instructions are given until the bowl has gone round the whole group and is returned to the facilitator.

Starting with the person to their left, the facilitator then asks each participant to tell the rest of the group one thing about themselves for each M&M or piece of toilet paper they have taken. When the first person has finished, the next has a turn and so on.

Appendix 10: Who am I?

Aim

To develop communication skills and have fun.

Characteristic of the activity

Short description: icebreaker game, participants are trying to find out what famous name is stuck on their backs by asking others, answers can only be 'yes' or 'no'

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: approximately 15 – 20 minutes, depending on the size of a group

Instructors for realisation: 1

Number of participants: 5 – 30

Age of participants: 10+

Place: inside or outside

Time of day: any (if night, a good source of light is necessary)

Material: prepared nametags (paper and sellotape/card and pins/post-it notes)

Source: <http://www.citizen.org.uk/education/resources/Chapter%202.pdf>

Procedure

Ahead of the session, the facilitator prepares nametags with the names of famous people, living and dead, written on them.

The facilitator pins or sticks a nametag on each participant's back and instructs them to find out their identity by asking other people questions to which only 'yes' or 'no' may be answered, e.g. 'Am I living?', 'Am I a film star?', 'Am I male?'. They should be allowed to wander around the room freely.

List of possible names:

Winston Churchill, Princess Diana, David Beckham, Barack Obama, Sylvester Stallone, Arnold Schwarzenegger, George Bush, Michael Jackson, Madonna, Michael Jordan, William Shakespeare, Prince Charles, John Lennon, Elton John, J. K. Rowling, Henry VIII, Charlie Chaplin, Brad Pitt, Angelina Jolie, Robin Hood, Charles Darwin, King Arthur, Jack the Ripper, Freddie Mercury, Pamela Anderson, Marilyn Monroe, Bruce Willis

Notes

This activity can be used to lead into a specific subject, e.g. identifying local or national political figures, their roles etc.

Appendix 11: Post in on me!

Aim

To practise vocabulary connected with the human body and to warm up.

Characteristic of the activity

Short description: participants are looking for post-it notes with names of different parts of the human body written on them, and must stick them on the right place on one member of their group

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: 15 minutes,

Instructors for realisation: 1

Number of participants: 9 – 30

Age of participants: 8+

Place: preferably outside

Time of day: any (but visibility must be good)

Material: prepared post-it notes with parts of the body written on them

Source: designed (Bronislav Sobotka)

Procedure

Post-it notes with different parts of the human body written on them are stuck in different places in a given area (not too big). Participants are divided into teams (preferably teams of four). One member of each team is not allowed to move and has to stay in one spot. The other members are trying to find as many post-it notes with correct names of the body parts as possible (there are also some with nonsense words) and stick them on the member of their team who is not allowed to move. Time limit is announced at the beginning and then every minute until the end (recommended time is about seven minutes). After the time is over, each

team presents their post-it notes and for every one which is posted correctly receives one point. If they use a nonsense word or stick an existing word on a wrong part of the body, they lose one point.

Possible words:

cheek, breast, elbow, forehead, nose, ear, chin, toe, knuckle, knee, hip, foot, rib, index finger, bum, belly, hand, hairs

Possible incorrect words:

beak, breest, hairs, noze, ier, teo, nuckle, hyp, fut, ryb, bam, bell

Appendix 12: How smart are you? – description

Aim

To find out more about one's stronger learning styles/intelligences.

To make a group consisting of the widest range of different intelligences in order to have a better chance in succeeding in given tasks and more balanced competition.

Characteristic of the activity

Short description: a multiple-intelligence test as a group-making activity

Time for preparation: 20 minutes

Instructors for preparation: 1 – 3

Time for realisation: 30 – 45 minutes

Instructors for realisation: 1 – 3

Number of participants: 10 – 40

Age of participants: 15+

Place: inside or outside

Time of day: daytime

Material: Multiple intelligence test sheets (see app. 13c) (one for each participant), answer table (see app. 13d) (one for each participant), slips with explanations (see app. 13a), what profession would I excel sheet (see app. 13b) and slips with learning tips and strategies (see app. 13e)

Source: designed (Julie Pokorná)

Procedure

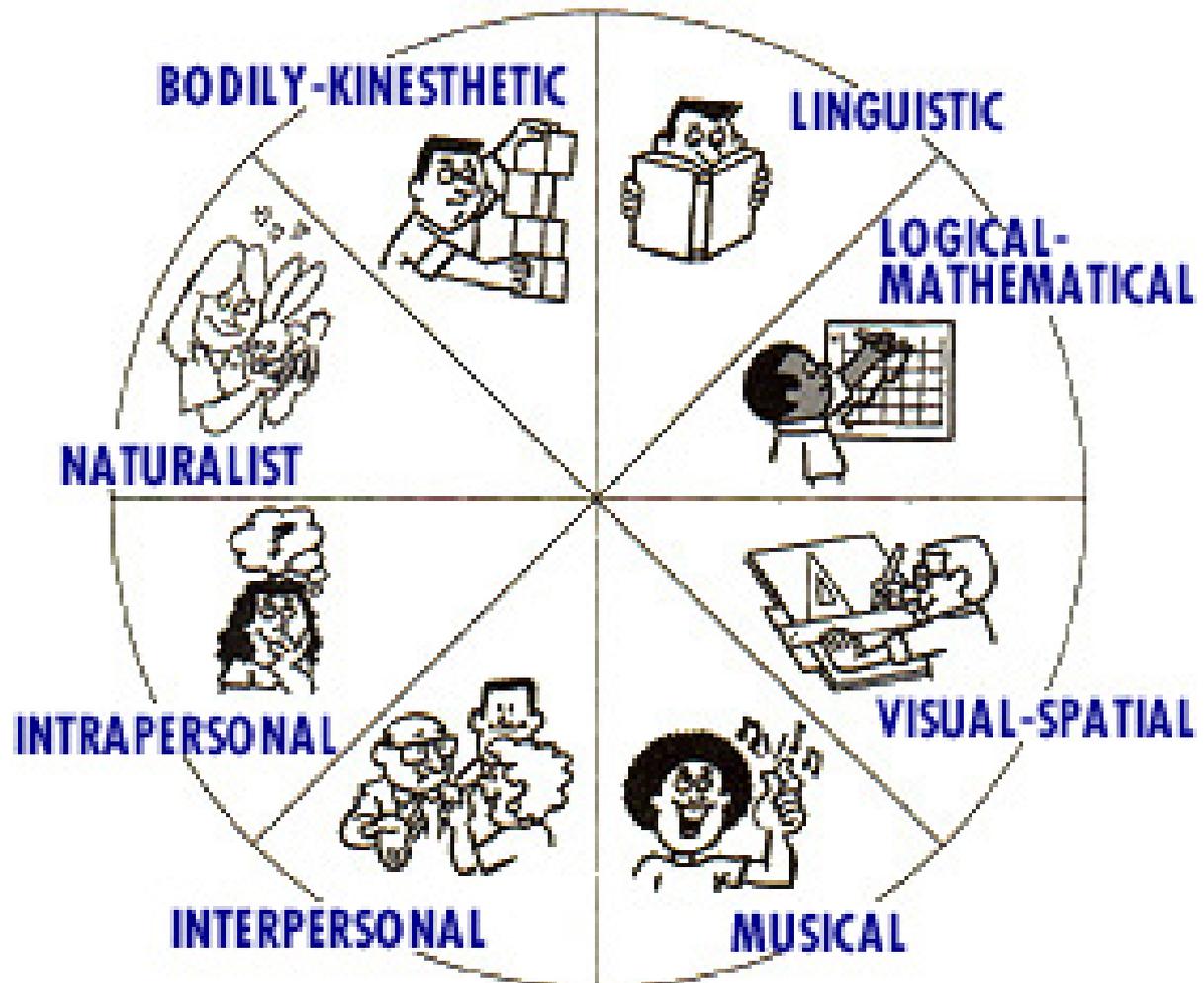
The instructor(s) hang the statements around the room/outside and ask participants to walk around with the charts and read them. They fill in the number of statement they agree with and thus create a graph. The instructor(s) are around to help with vocabulary.

There is also a rough time limit about 20 minutes for reading and writing. Towards the end of the time limit, the instructor(s) begin to give slips with explanations to those who finished earlier and assist them. When all are finished, ask them to get in groups according to their prevailing intelligence type, and read the explanation that belongs to their type. After that, the participants brainstorm ideas on learning tips for each type and get slips with the info.

Appendix 13: How smart are you? – supplementary materials

Appendix 13a: Multiple intelligences – explanations

Click on any image below to find out more!



Appendix 13b: What profession would I excel?

Verbal-Linguistic Intelligence

Professions: Authors, journalists, poets, orators and comedians.

Famous examples: Charles Dickens, Abraham Lincoln, Sir Winston Churchill.



Visual-Spatial Intelligence

Professions: Architects, sculptors, painter, sailors, photographers, artists, designers and strategic planners.

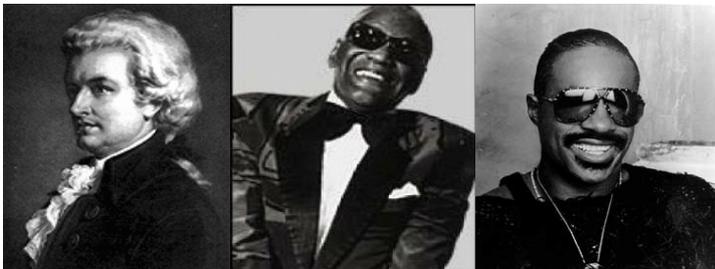
Famous examples: Picasso, Frank Lloyd Wright.



Musical-Rhythmic Intelligence

Professions: Musicians, composers, singers, musical performers, and recording engineers.

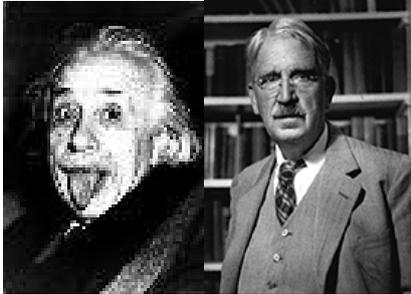
Famous examples: Mozart, Ray Charles, Stevie Wonder.



Logical-Mathematical Intelligence

Professions: Engineers, scientists, economists, accountants, detectives, doctors, judges and lawyers.

Famous examples: Albert Einstein, John Dewey.



Bodily-Kinesthetic Intelligence

Professions: Athletes, dancers, actors, mechanics, plumbers, construction workers, and personal trainers.

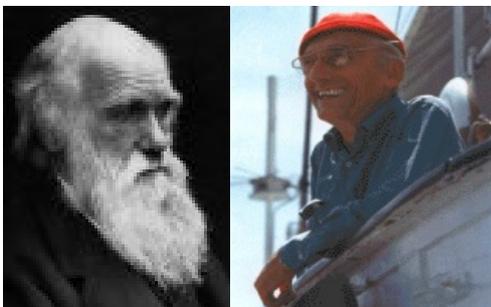
Famous examples: Charlie Chaplin, Michael Jordan.



Naturalist Intelligence

Professions: Farmers, botanists, conservationists, biologists, environmentalists, and veterinarian.

Famous examples: Charles Darwin, Jacques Cousteau.



Appendix 13c: Test of multiple intelligences

Test yourself—How are you smart?

Linguistic

1. You enjoy word play. Making puns, tongue-twisters, limericks.
2. You read everything—books, magazines, newspapers, even product labels.
3. You can easily express yourself either orally or in writing, i.e. you're a good story-teller or writer.
4. You use frequent allusions to things you've read or heard in your conversation.
5. You like to do crosswords, play Scrabble or have a go at other word puzzles.
6. People sometimes have to ask you to explain a word you've used.
7. In school you preferred subjects such as English, history and social studies.
8. You can express your opinions and hold them in verbal arguments or debates.
9. You like to talk through problems, explain solutions, ask questions.
10. You can easily absorb information from the radio or audio cassettes.

Total:

Logical-Mathematical

1. You enjoy working with numbers and can do mental calculations.
2. You're interested in new scientific advances.
3. You can easily balance your account; do the household budget.
4. You like to put together a detailed plan for vacations or business trips.
5. You enjoy brain teasers or other puzzles that require logical thinking.
6. You usually find the logical mistakes in things people say and do.
7. Math and science were among your favorite subjects in school.
8. You can find specific examples to support a general point of view.
9. You take a systematic, step-by-step approach to problem-solving.
10. You need to categorize, group or quantify things to properly appreciate them.

Total:

Visual-Spatial

1. You like the arts.
2. You like making a visual record of events with a camera or camcorder.
3. You find yourself drawing when taking notes or thinking through something.
4. You have no problem reading maps and navigating.
5. You enjoy visual games such as jigsaw puzzles and mazes.
6. You're quite good at taking things apart and putting them back together.
7. In school you liked lessons in art and preferred geometry to algebra.
8. You often make your point by making a diagram or drawing.
9. You can visualize how things look from a different perspective.
10. You prefer reading material that is heavily illustrated.

Total:

Bodily-Kinesthetic

1. You take part in a sport or regularly perform some kind of physical exercise.
2. You're quite good at 'do-it-yourself.'
3. You like to think about problems while doing a physical pursuit such as walking or running.
4. You don't mind getting up on the dance floor.
5. You like the most thrilling rides at the fun fair.
6. You need to physically hold something to fully understand it.
7. The most enjoyable classes in school were PE and any handicrafts lessons.
8. You use hand gestures or other kinds of body language to express yourself.
9. You like rough and tumble play with children.
10. You need to approach a new learning experience 'hands on' rather than reading a manual or watching a video.

Total:

Musical

1. You can play a musical instrument.
2. You can manage to sing on key.
3. Usually, you can remember a tune after hearing it just a couple of times.
4. You often listen to music at home and in your car.
5. You find yourself tapping in time to music.
6. You can identify different musical instruments.
7. Theme music or commercial jingles often pop into your head.
8. You can't imagine life without music.
9. You often whistle or hum a tune.
10. You like a musical background when you're working.

Total:

Interpersonal

1. You enjoy working with other people as part of a group or committee.
2. You enjoy being a mentor to someone else.
3. People tend to come to you for advice.
4. You prefer team sports—such as basketball, softball, soccer, football—to individual sports such as swimming and running.
5. You like games involving other people—bridge, Monopoly, Trivial Pursuit.
6. You're a social butterfly. You would much prefer to be at a party rather than home alone watching television.
7. You have several very close personal friends.
8. You communicate well with people and can help resolve disputes.
9. You have no hesitation in taking the lead; showing other people how to get things done.
10. You talk about problems with others rather than trying to resolve them by yourself.

Total:

Intrapersonal

1. You keep a personal diary or log to record your internal thoughts.
2. You often spend 'quiet time' reflecting on the important issues in your life.
3. You have set your own goals—you know where you're going.
4. You are an independent thinker—you know your own mind, and you make up your own mind.
5. You have a private hobby or interest which you don't really share with anyone else.
6. You like to go fishing by yourself or take a solitary trip. You're happy with your own company.
7. Your idea of a good vacation is an isolated hilltop cabin, not a five-star resort and lots of people.
8. You have a realistic idea of your own strengths and weaknesses.
9. You have been to self-improvement workshops or some kind of counseling to learn more about yourself.
10. You work for yourself—or have seriously contemplated 'doing your own thing.'

Total:

Naturalist

1. You keep or like pets.
2. You can recognize and name many different types of trees, flowers and plants.
3. You have an interest in and good knowledge of how the body works—where the main internal organs are, for example, and you keep informed about health issues.
4. You are conscious of animal tracks, bird nests and wildlife while on a walk and can 'read' weather signs.
5. You could see yourself as a farmer or maybe you like to fish.
6. You are a keen gardener.
7. You have an understanding of, and interest in, the main global environmental issues.
8. You keep reasonably informed about developments in astronomy, the origins of the universe and the evolution of life.
9. You are interested in social issues, psychology and human motivations.
10. You think that protecting the environment and achieving sustainable growth are two of the biggest issues of our times.

Total:

Appendix 13d: Participants' chart for multiple intelligences

100								
90								
80								
70								
60								
50								
40								
30								
20								
10								
0								
	Visual-Spatial	Bodily-Kinesthetic	Musical	Naturalist	Intra-personal	Inter-personal	Logical-Mathematical	Linguistic

Appendix 13e: Multiple Intelligences – Learning tips

VERBAL/LINGUISTIC - You think in words and use language to express and understand complex meaning. You are sensitive to the meaning of words as well as the order of words, their sounds, rhythms, and inflections. You learn best by verbalizing and hearing words. Use crosswords, word scrambles, word snakes, read books and magazines, play Scrabble, use word cards with explanation.

LOGICAL/MATHEMATICAL - You are a problem solver, critical and abstract thinker. You learn best through measuring, categorizing, analyzing, or quantifying in some way. Draw graphs, count letters, syllables, words. Don't just learn grammar by heart-analyze grammar! Write vocabulary in logical categories .

VISUAL/SPATIAL - You have the capacity to think in visual images (pictures). You learn best through seeing and observing. You are creative. Draw new vocabulary, draw timelines and diagrams for grammar, use Stick-It notes so you can SEE the words. Imagine how they look, use visualization in your head. Read books with pictures, comics, magazines. Write a story and illustrate it.

BODILY/KINESTHETIC -You have an acute sense of body position in space and timing. You learn best by acting things out or with hands-on experiences. Try studying when you are walking. Chew a chewing gum☺ Put Stick-It note around your house and walk/run around to learn them. Take breaks. Work standing.

MUSICAL/RHYTHMIC - You have a capacity to use rhythm, tone, and pitch. You learn best when things are put to music. You probably express your feelings through music. Try listening to quiet music in the background when you study –you will remember the words with the music 😊 Read aloud. Record people/lectures and listen to them. Create jingles to help you memorize things. Dictate or ask someone to dictate to you. Remember words that sound the same.

INTRAPERSONAL - You have the capacity to be reflective. You know yourself and your inner feelings. You have the ability to be intuitive. You learn best by working alone. Find a quiet place to study.

INTERPERSONAL - You have the ability to interact with others. You are a team player, good at helping with conflicts, and a socializer. You learn best through group activities. Find people to study with. Start a learning circle. Help someone else and you will also learn it!

NATURALIST - You are interested in the natural world including plants, animals, and scientific studies. You are able to recognize and classify individuals, species and ecological relationships. You interact effectively with living creatures and recognize patterns of life and natural forces. Learn outside, look at things and write down their names. Study with your window open, to hear nature (not now 😊). Have flowers in your room or a fish tank. It is good when you hear water when you study.

Appendix 14: Crossword game – description

Aim

To practise vocabulary, have fun, team cooperation and strategy.

Characteristic of the activity

Short description: team game, each team has the same task – find out what is the answer to the crossword (they are given a blank crossword); the clues are placed in a given area, and participants have to remember them and fill in the answers only in a set area

Time for preparation: 20 minutes

Instructors for preparation: 1

Time for realisation: 60 minutes

Instructors for realisation: 1

Number of participants: 9 – 50

Age of participants: 12+

Place: outside

Time of day: daytime

Material: blank crossword forms, clues, complete crossword for instructor (see app. 15b)

Source: designed (Bronislav Sobotka)

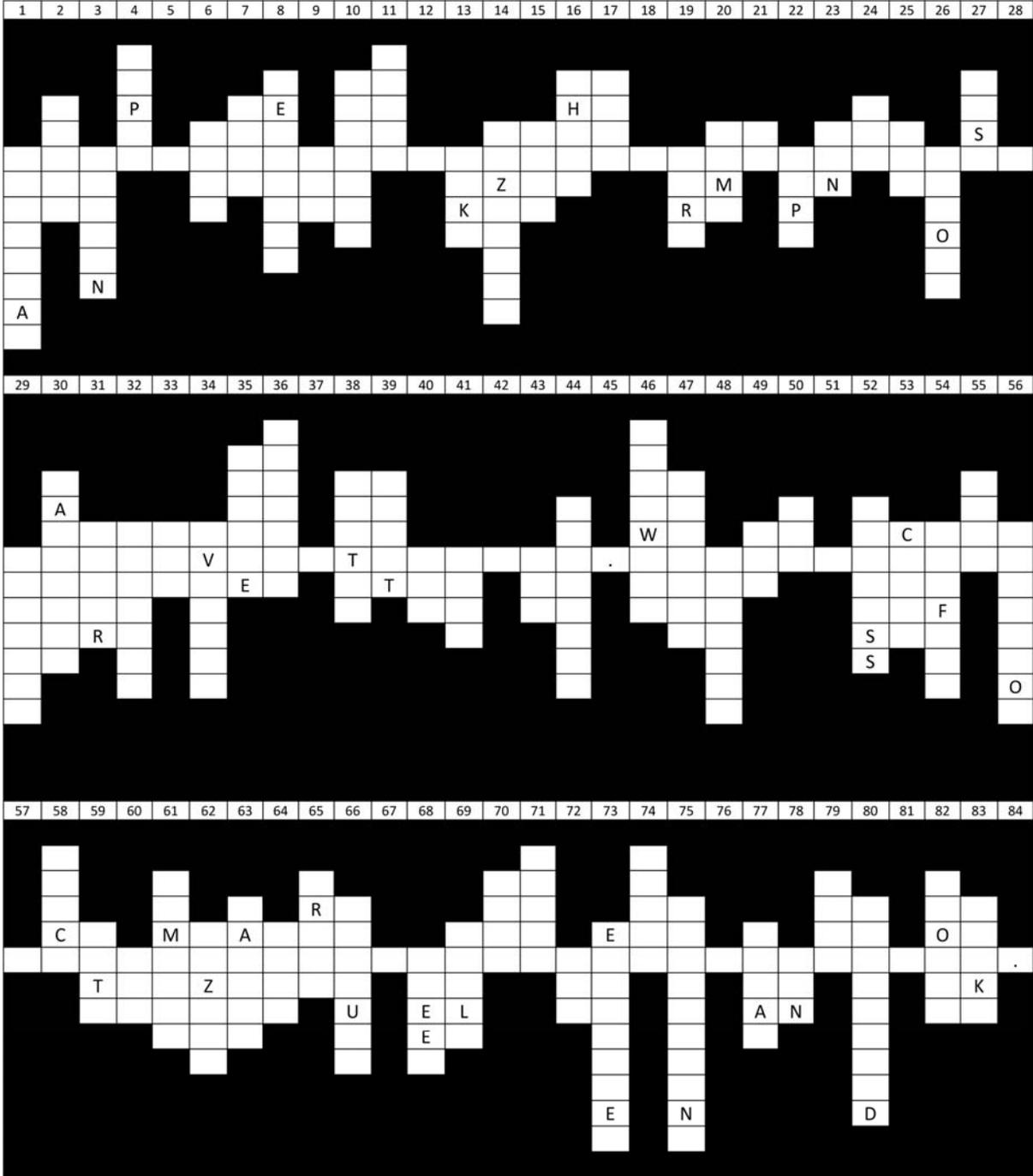
Procedure

Numbered clues (see app. 15c) for a crossword are randomly placed in the given area. Participants are divided into groups (one group should have approximately four members and all the groups should have about the same level of English). Each group receives their own blank crossword (see app. 15a). Each line has a number which corresponds with the number of a clue. After some time for planning a strategy, the game starts. The blank crossword must stay in the given area around the start and nobody is allowed to take the clues (they can only

read them, and run back). The winner is the team that has the first correct answer (the phrase or sentence). They do not have to have all the clues, the only thing that matters is the answer.

Appendix 15: Crossword game – supplementary materials

Appendix 15a: blank crossword form



Appendix 15c: Clues

1. Flying hero in funny costume with big S on it
2. The author of this game and very clever and charming boy
3. He used to be an American guy and he's "only" a Czech guy with perfect English
4. Fruit and also a very famous American company
- 5.
6. If you want to drink beer, you first have to ... it (opposite of close)
7. Broňa's most favourite liquid and Czech well know exportable product
8. A girl who decided to die and Broňa's big love
9. A thing which is designed for writing
10. Country that gave the name to the language in which is written this clue
11. Charming lady, recently got married, her surname is "Humble" in English
- 12.
13. If something is very easy, we can say "It's a piece of"
14. Noun expressing the opposite of hard work, adjective is "lazy"
15. In Czech the translation is the same as for "Happiness", we often wish "Good" or you can say when something bad happens that "It was bad" "
16. The spirit of a dead person, sometimes represented as a pale, almost transparent image of that person, which some people believe appears to people who are alive
17. Red or white, can warm you from inside, you should smell it before drinking
- 18.
19. A person who is admired for having done something very brave or having achieved something great
20. A device for giving light, especially one that has a covering or is contained within something, we can have electric/oil/gas/street/table/bedside
21. If you want to see the Sun at noon you have to move your head
22. A short narrow tube with a small container at one end, used for smoking especially tobacco
23. The offence of breaking, or the breaking of, a religious or moral law, we say "to commit/confess a"
24. The most perfect of all living creatures whose rib was used to create his lower quality companion
25. Series of repeated movements doing in order to reach very nice feeling, formally invented to assure our reproduction ;)

26. A special place where special kind of people is paid to make other people (usually younger than they are) to do something what they usually do not want to, like memorise many things by heart or write tests ;)
27. Opposite of "order", "system" or "cleanness"
- 28.
29. Generally speaking the most favourite part of the week, when we usually don't have to work or go to the school
30. Room invented to help us stay clean and nice smelling, water is essential for proper use of that room
31. Adjective which is used to say that you do not want to do something ever again
32. Green island where is always raining
33. You drink this stuff at five o'clock in England
34. Part of the day when we can eat dinner and watch news or go to the pub
35. Kind of drink which is usually served hot and which consumption is usually higher during exam period
36. If you take a pen and draw something on the paper, you can call your work "....."
- 37.
38. Special picture which is painted on your skin and it's quite difficult to get rid of
39. Next (and violent) step of an argument, doing this activity you are usually trying to hit your enemy as often and hard as you can
40. The first woman on the Earth created from her husband and who messed it up with an apple
41. A unit of time in which we usually have one Christmas, one Eastern and a few hundred days and weeks
- 42.
43. The biggest boss ever whose son we killed about 2000 years ago
44. The most popular sport on Earth, you run after a ball trying to persuade it to go the place where the other team doesn't want it
45. .
46. A secret word which allows us to log in or enter
47. A "thing" everybody is complaining about, whether is hot or cold, dry or raining still there is somebody unhappy about it, you can talk about it if you don't know what else to say
48. The most favourite part of the year, we don't have to go to school, but sometimes we have to lay on the beach and wait for the Sun to burn our skin
49. A thing designed to give you pleasure, basically it can be pleasure of resting or pleasure of creating small copies of yourself (usually you need somebody else to do that...)

50. If you are lazy to walk or you need a place to be alone during your date you can use this vehicle
- 51.
52. The achieving of desired results, if you put “un” before it you’ve got exactly the opposite, in this word you can find letter “s” three times
53. The reason why something, especially something bad, happens
54. A large animal of the cattle family, with long curved horns, stupid white men almost killed them all, usually just for fun, Dominik Hašek used to play for the team from the town that has exactly the same name
55. The person who is in charge of an organization and who tells others what to do and pays them money for doing so,
56. A special kind of book which some believe is here to torture young people (we usually call them students) other believe that it a good for studying
- 57.
58. A woman who is believed to have magical powers and who uses them to harm or help other people, she usually travel on a broomstick
59. Michal is always (opposite of “early”)
60. A place where you go to improve your mood and weaken your stability, I guess Broňa was there yesterday ;)
61. The kind of vegetable which is closely connected with Halloween
62. A man who is believed to have magical powers and who uses them to harm or help other people
63. An old fashion source of light not suitable for windy weather, made of wax
64. An adjective expressing that a person should not be moving any more, if is moving we call him or her “zombie”
65. This “thing” is the greenest in Ireland and could be also used for having picnic on
66. A set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment, this evening we are going to wear Halloween
- 67.
68. A circular object connected at the centre to a bar, which is used for making vehicles or parts of machines move, some people call it the biggest invention ever
69. A very large sea mammal that breathes air through a hole at the top of its head
70. If you say over, it means that the just ended, we’ve even got Olympics
71. A special kind of public transport which is said never be on time in the Czech rep.
72. This word sounds exactly the same like “and” but one letter is different

73. An adjective that describes a plant, bush, or tree which has leaves for the whole year, in other words is always green, also used when talking about songs that have been popular for a long time
74. The tool used for cutting vegetable or making holes into people's bodies (depends on what you prefer ;))
75. One quote says that football attracts two kinds of men, those who don't haves and those who have wives, this person could be very nice and supporting, can warm your day but also cost you quite lot of money and nerves... ;)
- 76.
77. A thick, flat piece of food or fish, especially from dead animals, you can have it raw or well-done
78. A wife of a cock, often kept for its egg
79. I somewhere read that if you upgrade your girlfriend (by special king of ring) you get
80. "Chlapec" and "přítel" in one word
- 81.
82. has an answer for any question, the most famous search engine
83. A verb, this activity is not healthy and quite difficult to do underwater, you usually need fire and something like cigarettes to do so

Appendix 16: University (Grammar, Vocabulary) – description

Aim

To learn about and try out several useful learning techniques for self-learning, esp. for vocabulary and grammar. To assess these techniques in a group and think of other possible uses.

Characteristic of the activity

Short description: a group seminar with different stages where self-learning techniques are explained, tried and assessed

Time for preparation: 30 minutes

Instructors for preparation: 1

Time for realisation: 60 – 70 minutes

Instructors for realisation: 1

Number of participants: 3 – 18 (12 is optimal)

Age of participants: 15+

Place: room with chairs and tables

Time of day: daytime

Material: one poster with an intro slogan (“When you study a language at school, is it important to study at home, too?”) and grades 1-10, facts about self-learning (internet, books,..), one poster with “HOW?”, flashcards with Halloween monsters, worksheet with pictures and adjectives, stick-it notes (for each student), one picture of brain hemispheres, text for reading, handout for gap filling (for each student), cards with target language, cuisenaire rods, slips of paper (for each student), evaluation sheet for the methods (for each student)

Source: designed (Julie Pokorná)

Procedure

Instructor begins by putting the slogan (see app. 17a) on the ground asking the participants to stand on the grades according to their opinion. Then they discuss the meaning, personal views and possible methods. The instructor facilitates the discussion with questions and at the end he asks “How can we help our learning at home/outside school?” He or she shows the poster with “HOW?” to support his or her words.

The instructor commences by describing four methods that will be discussed: picture cards, stick-it notes, brain-friendly learning and cuisenaire rods. And also mentions that a discussion and evaluation will follow.

For the first method, the instructor shows monster flashcards (see app. 17c and 17d) and elicits names. Then he or she elicits some adjectives describing the monsters. After that, participants get an empty flashcard to create their own monster. There is a worksheet with more adjectives somewhere in the room so the students have to move to get more. They share their monsters and thus revise vocabulary.

Next, participants are asked to look around the room and recognize objects. They get some stick-it notes and put them on things they know. Together with the instructor they guess the names of the rest. (The instructor mixes the already stuck notes for the other group)

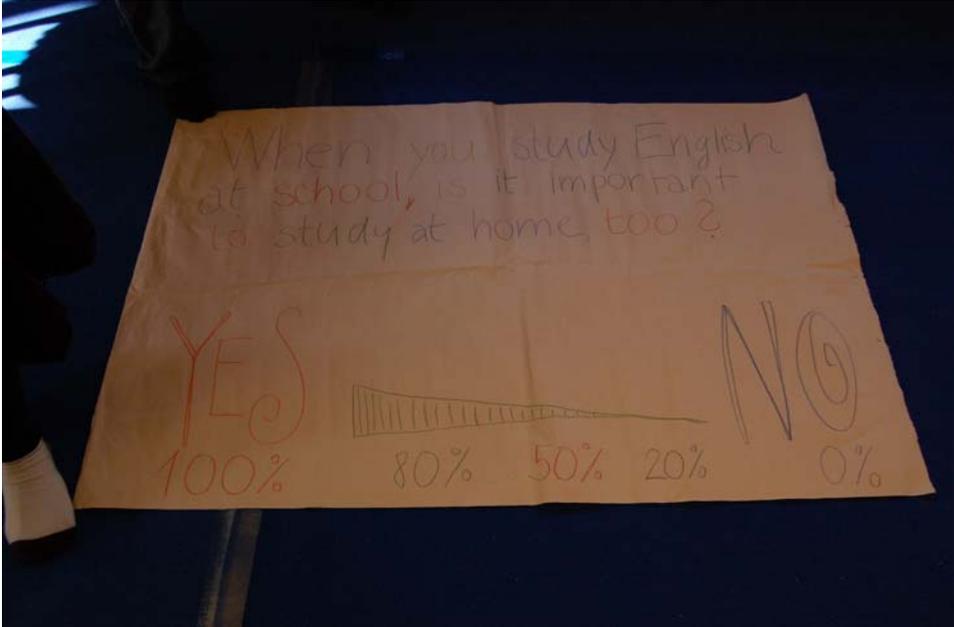
The instructor explains what a brain-friendly method is by using a picture of hemispheres (see app. 17b). Then he asks participants to listen to a text (read/CD) with music playing in the background. Participants get the tapescript with gaps (see app. 17e) to fill in pairs and can check with neighbours. After that, the instructor reads the text (see app. 17f) again pausing for participants to shout out correct missing words. The instructor then asks the whole group to work together on putting cards with target expressions in the order they appeared in the text. Participants are allowed to look at the text only after they have finished. If time permits, the cards can be used to create free/topic sentences in groups or pairs.

The instructor shows the cuisenaire rods and explains their various uses. The first one is to practice stress. The instructor uses two rods to demonstrate stressed and unstressed syllables and then asks participants to show stress in given words. The next step is demonstrating verb-noun collocations and verb-preposition + noun which were practiced previously. Further the instructor explains word classes and then plays a game (Which Who Did What Where? - paper slips) with participants using the rods as word class substitutes.

The last part is to revise what the participants have learnt - the instructor asks them to remember the methods and activities done and then elicits which intelligence type they are suitable for. They are given a sheet (see app. 17g) with grades for each method and should mark how usable it is for them. In the end the instructor checks what new vocabulary/grammar structures or function they have remembered from the session.

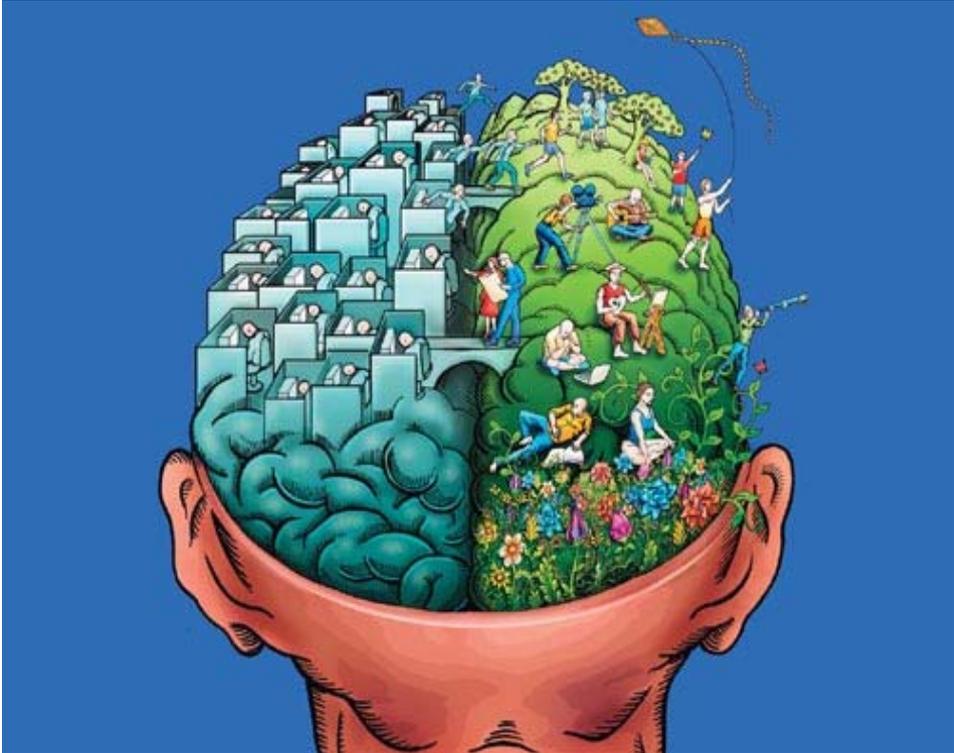
Appendix 17: University (Grammar, Vocabulary) – description

Appendix 17a: Poster with an intro slogan



("When you study at school, is it important to study at home, too?")

Appendix 17b: Picture of brain hemispheres



Appendix 17c: Flashcards with Halloween monsters 1

	 <p>Frankenstein</p>		 <p>slime</p>
	 <p>alien</p>		 <p>scarecrow</p>
	 <p>troll</p>		 <p>wizard</p>
	 <p>scary old man</p>		 <p>pumpkin</p>

Appendix 17d: Flashcards with Halloween monsters 2

	 <p>fish-monster</p>		 <p>crazy</p>
			
			
			

Appendix 17e: Handout for gap filling

Handout – fill the gaps while you listen to the story again.

_____ there was a young man who was _____ chocolate. He ate it _____ in the morning, _____ and dinner - it seemed that he was never _____ eating it. Chocolate with cornflakes, chocolate _____, chocolate and beer - he even boasted _____ chocolate and steak. He was _____ a beautiful woman whom he had met when he was _____ flu. She was a nurse, _____ all the patients in the area and very _____ her job. In fact the only problem these two had was his _____ chocolate. One day the young wife _____ a plan to make her husband _____ chocolate forever. She _____ her best friend and asked her to _____ her in playing a trick on her husband. She was _____ the fact that her friend _____ rats and she asked if she could borrow some of her rat poison. Her friend was a little _____ the request but _____ it and gave her the poison. The young wife hurried home and started work in the kitchen, very _____ herself. An hour later she _____ the kitchen proudly carrying a large chocolate cake and the empty tin of rat poison. "Darling - I've made a lovely chocolate cake for you!" she called fondly. Down the stairs the greedy husband ran and in short time he had _____, right _____ the last crumb.

He was _____ hospital after only two weeks. He never _____ his wife _____ poisoning him, but he was always slightly _____ her. Needless to say, he never again touched chocolate.

Appendix 17f: Text for reading

Once upon a time there was a young man who was addicted to chocolate. He ate it for breakfast in the morning, at lunch and dinner - it seemed that he was never tired of eating it. Chocolate with cornflakes, chocolate on toast, chocolate and beer - he even boasted of eating chocolate and steak. He was married to a beautiful woman whom he had met when he was recovering from flu. She was a nurse, responsible for all the patients in the area and very content with her job. In fact the only problem these two had was his dependence on chocolate. One day the young wife decided on a plan to make her husband allergic to chocolate forever. She confided in her best friend and asked her to cooperate with her in playing a trick on her husband. She was aware of the fact that her friend suffered from rats and she asked if she could borrow some of her rat poison. Her friend was a little surprised at the request but agreed to it and gave her the poison. The young wife hurried home and started work in the kitchen, very satisfied with herself. An hour later she emerged from the kitchen proudly carrying a large chocolate cake and the empty tin of rat poison. "Darling - I've made a lovely chocolate cake for you!" she called fondly. Down the stairs the greedy husband ran and in short time he had polished it off, right down to the last crumb.

He was released from hospital after only two weeks. He never accused his wife of poisoning him, but he was always slightly suspicious of her. Needless to say, he never again touched chocolate.

Appendix 17g: Evaluation sheet for the methods

EVALUATION FORM

Picture cards

Stick It notes

Brain-friendly Learning

Cuisenaire Rods

Notes:

Appendix 18: University (Taming difficult sounds) – description

Aim

To practise difficult sounds. The emphasis is on the sounds which characteristically cause trouble for Czech speakers.

Characteristics of the activity

Short description: practice of pronunciation - difficult sounds

Time for preparation: 20 minutes

Instructors for preparation: 1

Time for realisation: 45 – 60 minutes

Instructors for realisation: 1 – 2

Number of participants: 4 – 12

Age of participants: 15+

Place: a bigger room with good acoustics

Time of day: any

Material: IPA chart, video 1, teacher's sheet 1, handout 1, video 2, handout 2, handout 3, video 3, teacher's sheet 2, video 4, poster 1 (see app. 19f), poster 2 (see app. 19g), poster 3 (see app. 19h)

Source: <http://jobs.languagelink.ru/images/tefl/letters4.gif>
BBC Learning English – pronunciation section

Procedure

The instructor sits everybody in the room comfortably and checks that he or she can be understood. It is advisable to divide the participants into pairs at this stage to save time (a so-called pair formation activity can be used). Video 1 is played to the participants followed by a discussion. Video 1 contains the major reasons for practising pronunciation; the ensuing discussion should be motivational and open. The participants should mention the sounds they

find difficult with the instructor writing these on the board. The typical problematic sounds are then revealed and compared with the ones on the board. The pairs are instructed to read handout 1 (see app. 19b) to each other. Handout 1 contains words which sound alike. They read these to each other, writing down what they hear. Their results are compared to the handout. A series of videos is played complemented by examples (e.g. contrastive pairs – v/ery w/ell), driven practice and drills. The sounds are practised with the whole group, in pairs, individually and with the help of the instructor. The participants are given additional handouts (see app. 19c) with texts to read to their partners. A third handout (focuses on a particular sound) (see app. 19d) containing a series of words is used to conclude the first part of the lecture. An additional exercise to test the participants' ability to differentiate between individual sounds may be used (see app. 19e).

The second part of the lecture works with the IPA chart (see app. 19a). The symbols representing the practised sounds are introduced, basics of transcription are explained, reading of transcribed words is practised. The whole lecture is concluded by a phoneme recognition game.

Appendix 19: University (Taming difficult sounds) – supplementary materials

Appendix 19a: IPA Chart

READ ɪ	SIT ɪ	BOOK ʊ	TOO uː	HERE ɪə	DAY eɪ		
MEN e	AMERICA ə	WORD ɜː	SOFT ɔː	TOUR ʊə	BOY ɔɪ	GO əʊ	
CAT æ	BUT ʌ	PART ɑː	NOT ɒ	WEAR eə	MY aɪ	HOW aʊ	
PIG p	BED b	TIME t	DO d	CHURCH tʃ	JUDGE dʒ	KING k	GO g
FIVE f	VERY v	THINK θ	THE ð	SIX s	ZOO z	SHORT ʃ	CASUAL ʒ
MILK m	NO n	SING ŋ	HELLO h	LIVE l	READ r	WINDOW w	YES j

Appendix 19b: Handout 1

HANDOUT 1

PRONUNCIATION PRACTICE

STUDENT A

1. READ THESE WORDS TO YOUR PARTNER (DO NOT SHOW THEM YET!)

THINK	SWEAT
SHEEP	HARD
BAD	CLOCK
THING	HEART
BOOK	SWEET
SHIP	BOOT
BED	

STUDENT B

1. READ THESE WORDS TO YOUR PARTNER (DO NOT SHOW THEM YET!)

WORD	VERB
LOOK	RINK
FOOD	THIN
RING	SING
DRIVE	SINK
FOOT	

Appendix 19c: Handout 2

HANDOUT 2

CONTRASTIVE PAIRS

1. Practise these words with your partner. Take turns.



One	/wʌn/
When	/wen/
Quick	/kwɪk/
Queen	/kwɪ:n/
Wine	/waɪn/
Wild	/waɪld/
Quit	/kwɪt/

2. Read the following pairs to your partner. Then Swap roles

Wet	and	vet
Worse	and	verse
While	and	vile
West	and	vest
Window	and	viper
White	and	vice
Words	and	verbs

3. Read the following sentences to your partner. Swap roles.

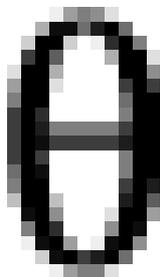
“You did it very well Vince. Whad did I do well?”

“Very well, yeah!”

“The white video looks good.” “When did you see Victor Williams?”

HANDOUT 3

A VOICELESS CONSONANT



SPACE FOR NOTES:

1. Practise these words on your own

*(When you are ready, practise them with your partner)

Thin	/θɪn/	NOT!!	/sɪn/
Throw	/θrəʊ/	NOT!!	/srəʊ/
Thumb	/θʌm/		
Author	/ɔːθə/		
Healthy	/'helθi/	NOT!!	/'hel.si/
Birth	/'bɜːθ/	NOT!!	/'bɜːz/
Path	/'pɑːθ/		

Appendix 19e: Teacher's sheet 2

TEACHER'S SHEET 2

PRONUNCIATION PRACTICE

(MAKE SURE THE SS CAN'T SEE THAT YOU HAVE THESE WORDS WRITTEN ON THE BOARD)

1. Read these to the SS, read slowly, pronounce carefully and clearly.

2. If necessary read again, check with the SS

1. THIN
2. WILD
3. THINK
4. SHIP
5. VET
6. THING
7. FOOD
8. WINE
9. FOOT
10. WET
11. BIRTH
12. HEART

Sound symbols

ə



about /ə'baʊt/

common /'kɒmən/

standard /'stændəd/

butter /'bʌtə/

Sound symbols

W



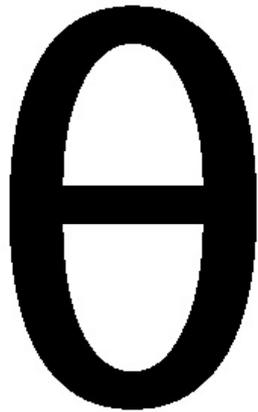
wet /wet/

wone /wʌn/

when /wen/

queen /kwɪːn/

Sound symbols



thing /θɪŋ/

author /'ɔːθə/

path /pɑːθ/

Appendix 20: 10000 Coffins

Aim

To practise creativity and the ability to look at problems from another point of view.

Characteristic of the activity

Short description: creative activity, participants' task is to come up with suggestions of how to sell 10000 empty coffins (after the dead have left their graves)

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: 45 minutes

Instructors for realisation: 8

Number of participants: 6 – 30

Age of participants: 10+

Place: inside

Time of day: any

Material: papers, felt-tips, flip chart, possibly some sweets for winners

Source: inspired by the game "Pračky" (Miller 36-37)

Motivation

TV News announcing that the dead left their graves on Halloween. (The reporter could be eaten by them...)

Procedure

1. Divide the participants into teams (from three to six people).
2. Announce that each team is given 10000 empty coffins (because the dead have left them and so do not need them any more).
3. Their task is to come up with an idea how to sell these coffins and prepare an advertisement (TV ad, presentation, radio ad...).
4. They have 20 minutes to prepare.
5. Each team presents their advertisement.
6. All teams vote on which advertisement was the best and was most likely to actually sell the coffins. They cannot vote for their own group.
7. Announce the winner (they may receive some sweets as a prize)
8. You may end the game at this point or a short discussion may follow. Possible question for discussion:
 - How did you agree on the best strategy? How did you chose it?
 - How did you decide what the main advantages of your “product” were?
 - What (if any) lessons did you learn from this activity?

Notes

You may change the thing which the participants should try to sell according to your needs.

Appendix 21: NASA Exercise: Survival on the Moon – description

Aim

To practise imagination and conversational skills.

Characteristic of the activity

Short description: participants have to rank the equipment according to its importance for survival on the Moon

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: 35 minutes

Instructors for realisation: 1

Number of participants: 6 – 30

Age of participants: 13+

Place: inside

Time of day: any

Material: ranking form (one for each pair), motivation, answers with explanations

Source: <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>

Motivation

You are a member of a space crew originally scheduled to meet with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the planned point. During reentry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.

Procedure

After reading the motivation, instructor divides the participant into pairs. Each pair is given a list of the 15 items left intact and undamaged after landing (see app. 22a). Their task is to rank order them in terms of their importance for their crew in allowing them to reach the meeting point. They should place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important. After the given time (about ten minutes) is over, the instructor explains the system of scoring (For each item, mark the number of points that your score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.). Then he or she reads them the list of items in the order that was developed by NASA experts (see app. 22b) and also reads the reasons for their choices (see Answers to the survival on the Moon exercise).

Appendix 22: NASA Exercise: Survival on the Moon – supplementary materials

Appendix 22a: Ranking form

Your Ranking / NASA Ranking - TEAM _____

_____ Box of matches _____

_____ Food concentrate _____

_____ 50 feet of nylon rope _____

_____ Parachute silk _____

_____ Portable heating unit _____

_____ Two .45 caliber pistols _____

_____ One case of dehydrated milk _____

_____ Two 100 lb. tanks of oxygen _____

_____ Stellar map _____

_____ Self-inflating life raft _____

_____ Magnetic compass _____

_____ 5 gallons of water _____

_____ Signal flares _____

_____ First aid kit, including injection needle _____

_____ Solar-powered FM receiver-transmitter _____

TOTAL _____

Appendix 22b: Answers with explanations

Answers to the Survival on the Moon Exercise

Item	NASA Ranking	NASA's Reasoning
Box of matches	15	Virtually worthless -- there's no oxygen on the moon to sustain combustion
Food concentrate	4	Efficient means of supplying energy requirements
50 feet of nylon rope	6	Useful in scaling cliffs and tying injured together
Parachute silk	8	Protection from the sun's rays
Portable heating unit	13	Not needed unless on the dark side
Two .45 calibre pistols	11	Possible means of self-propulsion
One case of dehydrated milk	12	Bulkier duplication of food concentrate
Two 100 lb. tanks of oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's -- each tank would weigh only about 17 lbs. on the moon)
Stellar map	3	Primary means of navigation - star patterns appear essentially identical on the moon as on Earth
Self-inflating life raft	9	CO ₂ bottle in military raft may be used for propulsion
Magnetic compass	14	The magnetic field on the moon is not polarized, so it's worthless for navigation
5 gallons of water	2	Needed for replacement of tremendous liquid loss on the light side
Signal flares	10	Use as distress signal when the mother ship is sighted
First aid kit, including	7	Needles connected to vials of

injection needle		vitamins, medicines, etc. will fit special aperture in NASA space suit
Solar-powered FM receiver-transmitter	5	For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges)

Scoring:

For each item, mark the number of points that your score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0 - 25 excellent

26 - 32 good

33 - 45 average

46 - 55 fair

56 - 70 poor -- suggests use of Earth-bound logic

71 - 112 very poor – you're one of the casualties of the space program!

Appendix 23: Halloween theatre

Aim

To break inhibition, have fun, encourage creativity and team co-operation.

Characteristic of the activity

Short description: participants prepare and perform a theatre production based on given words, topics and genres

Time for preparation: 30 minutes

Instructors for preparation: 1

Time for realisation: 2 – 3 hours

Instructors for realisation: 1

Number of participants: 12 – 40

Age of participants: 10+

Place: inside

Time of day: preferably evening

Material: costumes, different props, slips of paper with topics and props (for drawing lots), spotlights (if possible)

Source: designed by the team of Halloween Inglise Weekend

Procedure

Participants are divided into groups (one group should have about six members). They are told that their task is to prepare a theatre performance. Then they draw one slip of paper from six different bowls (i.e. each team has six slips of paper). Each bowl (or a hat or anything suitable for slips of paper to be drawn from) contains slips of paper determining what has to be included in the performance (e.g. the genre, a creature that has to occur in the performance). After the draw each group goes to a different place to prepare their

performance. Each group is joined by one of the instructors (according to the draw from the last bowl). When the time given for preparation is over, each group puts on their performance.

Slips for drawing lots:

1. Creatures (e.g. vampire, ghost, witch)
2. Event (e.g. wedding, murder, birthday)
3. Setting (e.g. public toilet, old castle, cave)
4. Adjective (e.g. bloody, stinky, little)
5. Genre (e.g. comedy, horror, romance)
6. Substance (you have to use) (e.g. ketchup, milk, bread)
7. Instructors (names)

Appendix 24: Simpsons Halloween movies

Aim

To create a Halloween atmosphere, relax and have fun

Characteristic of the activity

Short description: watching Simpsons Halloween movies

Time for preparation: 10 minutes

Instructors for preparation: 1

Time for realisation: depends on how many movies are played

Instructors for realisation: 1

Number of participants: 1 – 100

Age of participants: 8+

Place: inside

Time of day: preferably evening

Material: pc, data projector, projecting screen, speakers

Source: designed by the team of Halloween Inĝliŝ Weekend

Procedure

The instructor prepares Halloween Simpsons movies for projection and plays them for the participants.

Notes

The instructor can ask the participants to vote for which movie they would like to watch. It is recommended to play the movies in English and with English subtitles.

Appendix 25: Touch it!

Aim

To practise vocabulary connected with the human body and to warm up.

Characteristic of the activity

Short description: short warm-up game, participants try to touch given parts of the human body (not their own)

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: 7 minutes

Instructors for realisation: 1

Number of participants: 8 – 40

Age of participants: 6+

Place: inside or outside

Time of day: any

Material: list of parts of the body

Source: designed (Bronislav Sobotka)

Procedure

The instructor shouts one part of the human body (e.g. left ear) and the participants' task is to touch the given part of the body as soon as possible, but they cannot touch themselves. Other rules are that one person can be touched by only one participant and two participants cannot touch each other (so the minimum number of the people that can fulfil the task is three). When everybody in the group is touching the right place on somebody else's body, instructor shouts a new part of the body (e.g. right ankle). The number of given words should not be too high because the game would lose its dynamism.

Notes

The activity can follow sometime after the game called “Post it on my!” and practise the same vocabulary (parts of the human body) as the “Post it on my!” game.

It is advisable to play the game in the place without any sharp or dangerous objects, because the participants tend to run and even fight to be the first one touching somebody else’s part of the body.

Appendix 26: Speeches

Aim

To break inhibition, encourage creativity and practise public speaking

Characteristic of the activity

Short description: participants give public speeches according to a drawn topic

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: depends on the number of participants; about 3 minutes for one speaker

Instructors for realisation: 1

Number of participants: 8 – 40

Age of participants: 12+

Place: inside or outside

Time of day: any

Material: list of topics for speeches

Source: Martin Adam (<http://moodlinka.ped.muni.cz/mod/resource/view.php?id=48886>)

Procedure

One volunteer (preferably) goes in front of the others and draws a topic for his or her speech. After about one minute for preparation, he or she gives a speech based on the chosen topic. Then another volunteer draws a new topic, gives a speech and so on until every participant has the chance to give a speech.

Topics for speeches:

- 1) a pre-election political speech in the Parliament / PM's resignation on TV
- 2) obituary (over a coffin of a friend / a famous person)
- 3) a sermon in the Church (on love to neighbours)
- 4) a comedian's one man show (skit)
- 5) academic lecture at the university (on philosophy)
- 6) the Queen's address on New Year's Eve
- 7) a pop star's address to his / her fans
- 8) a commercial presentation (miraculous vacuum cleaner...)
- 9) an army officer to his troops before a battle
- 10) a "funny guy" talking of his /her embarrassing story
- 11) reciting a piece of poetry / monologue from Shakespeare
- 12) a psychiatrist to his / her therapy circle
- 13) Neil Armstrong after coming back to Earth from the Moon (TV interview)
- 14) a class teacher in front of her first grader on the first day of school
- 15) the Academy Award (Oscar) winner to the audience

Notes

The instructor can ask the participants to give the one who has just finished his or her speech feedback, tell him or her what they liked or did not like about his or her speech. The instructor can also add his or her comments, encourage and praise the speakers.

Appendix 27: Skeletons – description

Aim

To practice body parts vocabulary and past time activities in English in a hands-on activity. To employ one's sense of creativity and imagination while working with a template. To enjoy working in a group in an individual pace and sharing with others.

Characteristic of the activity

Short description: creating a personalized skeleton figure

Time for preparation: 10 minutes (when cutting out in advance)

Instructors for preparation: 1 – 3

Time for realisation: 30 – 45 minutes

Instructors for realisation: 1 – 3

Number of participants: 1 – 100

Age of participants: 5+

Place: inside or outside at a table

Time of day: any

Material: copies of skeletons (1 for each participant), scissors, glue, coloured papers (1 for each participant), (extra decoration, e.g. glitters, stamps...)

Source: <http://www.britishcouncil.org/kids-print-make-a-skeleton.pdf>

Motivation

The instructor displays a finished decorated skeleton in movement.

Procedure

(The instructor prepares copies of skeletons (see app. 28) and either cuts them out in advance or leaves it up to the participants.)

The participants are asked to think about their favourite English name and favourite past time activity (e.g. watching TV, playing football...). They choose one coloured paper as a background for their skeleton and they think about how to glue their skeleton so it is clear what activity it is showing. They can use various markers and decorations to make a very personalized piece of work, but they cannot write the name of the activity on the paper. When they finish with glue and markers, they have to write their chosen name at the top, above their skeleton. It is good to set a time limit so people know when the results will be displayed.

When finished completely, people stand holding their skeleton and one by one put it above their head and let the others guess. All creations are then displayed.

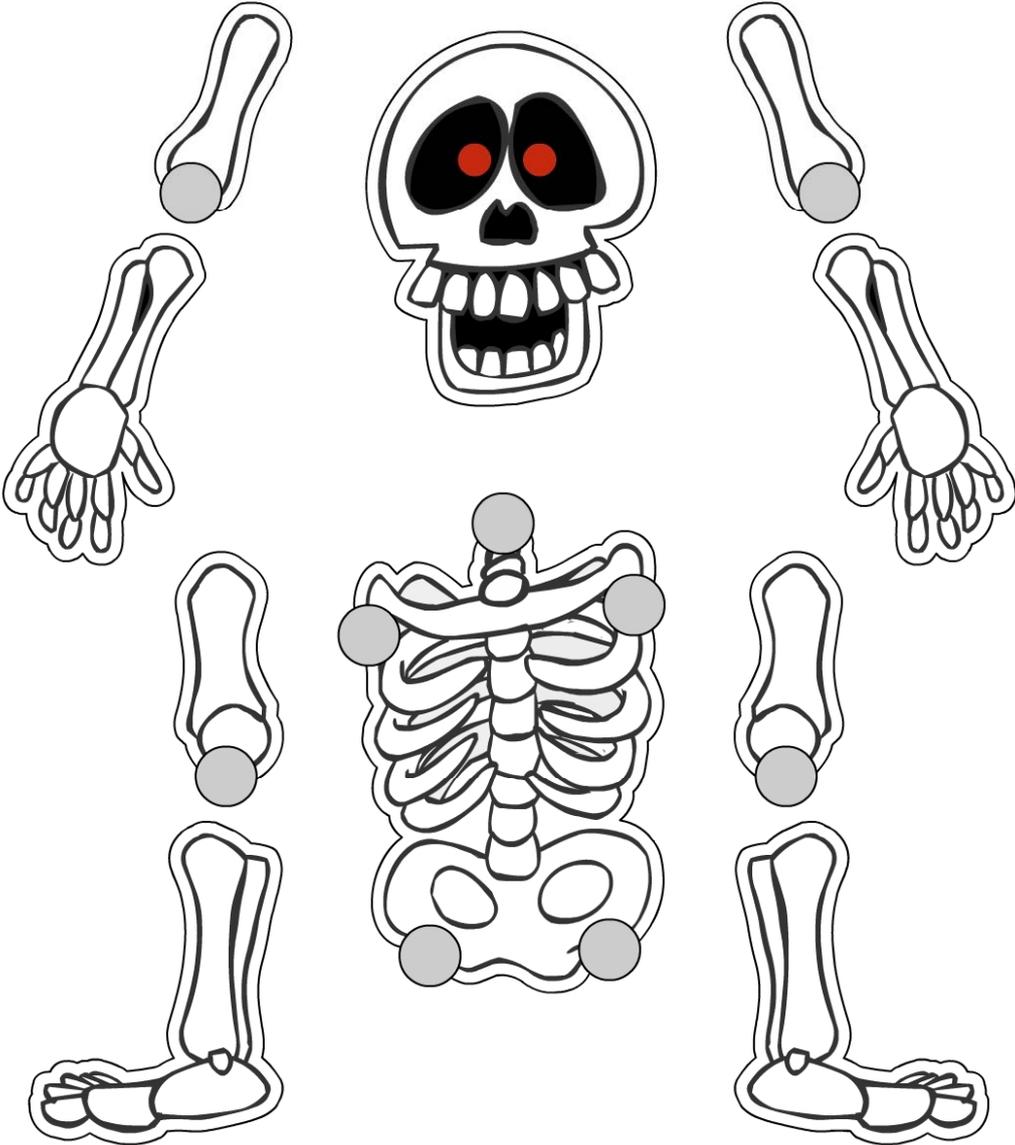
Notes

The instructors make sure no one writes the activity ON the paper. They can write it from the other side so people can check if they guessed correctly.

Appendix 28: Skeletons – supplementary materials



Cut out the parts of the skeleton. Stick the parts on card to make them stronger. Make a hole in each piece of card. Use paper fasteners to put the skeleton together.



<http://www.britishcouncil.org/learnenglish>

Appendix 29: Hot Chair

Aim

To “spread” positive energy, to “charge soul batteries”, to experience the joy of praising and being praised.

Characteristic of the activity

Short description: an activity during which participants say nice, positive and supportive things to each other in turns

Time for preparation: 5 minutes

Instructors for preparation: 1

Time for realisation: depends on the number of participants; about 10 minutes for one participant

Instructors for realisation: 1

Number of participants: 6 – 15 (if the number is bigger than 15 it is advisable to separate participants into two groups, otherwise the activity will take too long.)

Age of participants: 8+

Place: inside, calm and comfortable environment (if the weather is nice then it could be also outside)

Time of day: any

Material: some cookies or chocolate bars (one for each participant)

Source: Hry do kapsy I (Hermochová, Neuman)

Procedure

Everybody sits in a circle on the floor, and one person (preferably a volunteer) sits in the middle of the circle. He or she starts the game by looking into somebody’s eyes. The “chosen” person then tells the person in the middle of the circle something nice about him or

her, something positive, that the speaker considers good (or even fantastic) about the person in the middle of the circle. When the speaker finishes his or her “praising”, the person in the middle of the circle (“on the hot chair”) moves a bit and looks at the neighbour of the previous speaker. Then it is his or her time to speak and so on and so on until everyone says something nice and supportive to the person in the middle. Then the person in the middle can say something too (thanks, expresses his or her feelings). After that the person leaves the centre of the circle and somebody else goes inside (again preferably a volunteer). The game continues like that until everybody has his or her chance to be in the hot chair.

During the feedback, the instructor may concentrate on what was more difficult – to say something nice or to be there listening to all those nice things? And if it is so great to say something nice and if it is also so good to hear it, why do not we do it much more often?

Notes

It is not allowed to say anything negative during this activity; the person leading the game should stop anybody who starts criticizing or tries to say something not positive.

Participants should be encouraged to say something to everybody, even if they do not know the person very well, they can still say at least something like “I like your beautiful smile”.

It may be a good idea to show an example of what participants may say by saying something nice as the first person talking. So they have a “pattern” to follow.

Appendix 30: Certificates + Feedback

Aim

To reward the participants with certificates. To receive feedback from the participants.

Characteristic of the activity

Short description: handing out the certificates and the collective course feedback

Time for preparation: 5 minutes (if the certificated are already prepared)

Instructors for preparation: 1

Time for realisation: 30 – 45 minutes

Instructors for realisation: 1 (but preferably all the instructors should be present)

Number of participants: 1 – 100

Age of participants: 8+

Place: inside

Time of day: any

Material: certificates

Source: designed by the team of Halloween Inglise Weekend

Procedure

The instructors call the participants names one by one, give everybody the certificate of completion (see app. 5), shake his or her hand, congratulate them on the good work he or she did during the course.

The instructor introduces “talking stone” (any object that is sent around the circle of participants and instructors to signal who has the right to speak) and passes it to the person next to him or her, and asks everybody for general feedback on the course. It is also emphasised that only the person holding the stone is allowed to speak. When one person finishes his or her feedback, he or she passes the “talking stone” to his or her neighbour.

When the “talking stone” is returned to the instructor who sent it at the beginning, the instructor thanks everybody for their feedback.

At this time the instructors can also sum up the course as such, thanks participants, explain the next plan (cleaning, leaving the building), inform them about their future plans etc. The participants also should have the chance to ask any question they want to.

Notes

If the instructors also want to have written feedback, the participants can be asked to fill it in before this last activity, or they can be asked to send it via email.

Appendix 31: Photos

Going through the magic tunnel into English speaking environment



International greetings (Volleyball players)



Take as much as you think you'll need



Post it on me!



Shrek's breakfast



Crossword game - start



Crossword game – reading the clues



Crossword game – filling the words in



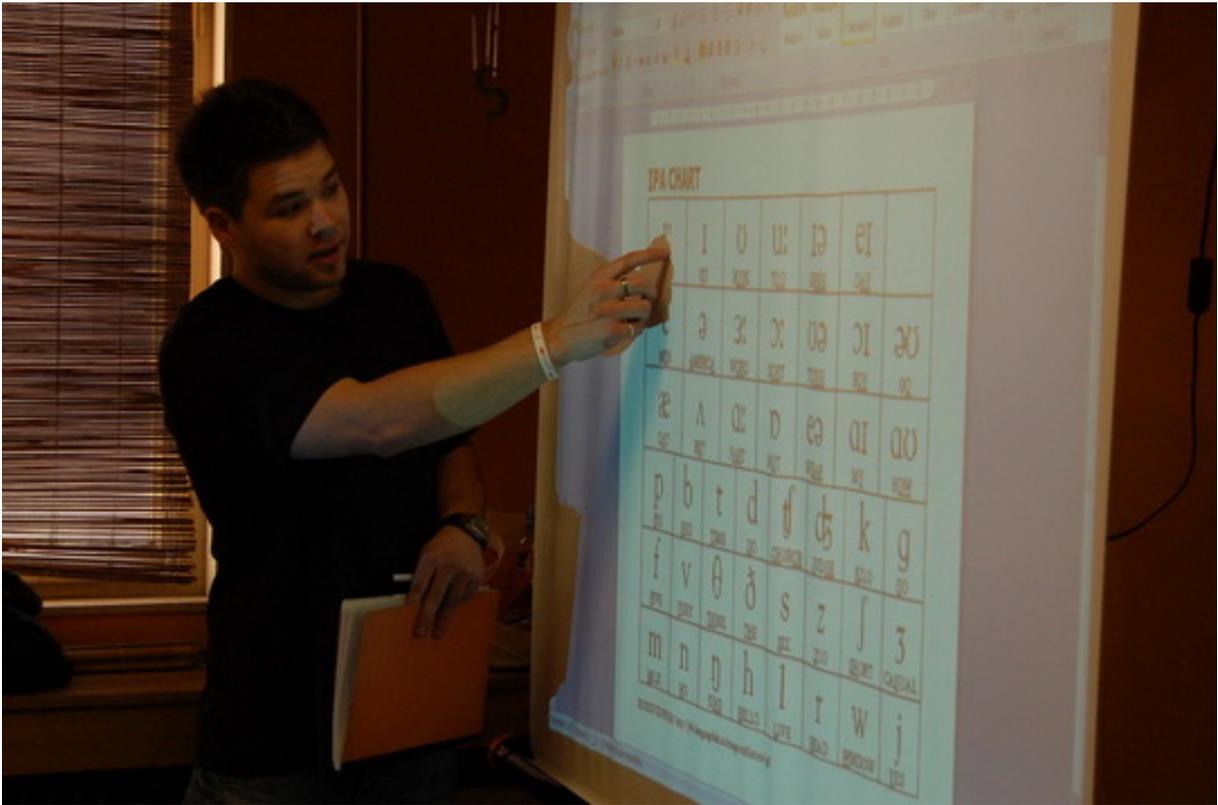
Crossword game – the winners



Crossword game – reflection



University (Taming difficult sounds - pronunciation activity) – IPA chart



University (Taming difficult sounds - pronunciation activity) – practice



University (Taming difficult sounds - pronunciation activity) – W or V



University (Grammar, Vocabulary) – Halloween creatures vocabulary



University (Grammar, Vocabulary) – sentence patterns



10000 Coffins – advertising – group 1



10000 Coffins – advertising – group 2



10000 Coffins – advertising – group 3



10000 Coffins – advertising – audience



NASA exercise



Halloween theatre – preparation



Halloween theatre – performances – group 1



Halloween theatre – performances – group 2



Halloween theatre – performances – group 3



Halloween party – preparation



Halloween party



Halloween party



Waking up – Sunday morning



Speeches



Skeletons



The team of instructors (Martin, Julie, Broňa)



The author of this thesis with his two big loves (Jennis and Verunka)

