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FACULTY OF EDUCATION

Department of English Language and Literature

Experiential Learning Activities and Principles in Secondary School Teaching

Diploma 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 2012 _____

Bronislav Sobotka

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Introduction

The main aim of my diploma thesis 'Experiential Learning Activities and Principles in Secondary School Teaching' is to introduce and retrospectively evaluate the use of activities and principles of experiential learning, as defined in the theoretical part of the thesis, in secondary school English lessons. By introducing these principles and activities I hoped that the students will not only be able to successfully fulfil expected outcomes of English language knowledge, as specified in School Education Programme, but they will also experience the joy of studying, will enjoy the lessons and will be encouraged to work on improving their English.

For many years I have been actively involved in organizing various experiential learning courses and for many years I have been thinking about the possibility to apply the same principles to language teaching. As a result I wrote my bachelor thesis on the topic 'Intensive Experiential Language Course' where I concentrated on the use of experiential learning for English teaching during the three-days-long voluntary course with generally very positive results. Later on when I became an English teacher at a grammar school, trying to apply the same principles and activities also in the secondary school English teaching seemed to be a logical next step. By choosing this topic for my diploma thesis I hoped to acquire deeper knowledge and understanding of experiential learning and I also intended to prove that experiential learning can be a very beneficial part of secondary school language teaching for both the students and the teacher.

The theoretical part of the thesis is divided into three parts. In the first part I focus on defining the basic concepts and principles of experiential learning. In the second part I provide a condense look at the history and development of experimental learning. In the third part I concentrate on the role of experiential learning in classroom, with a special emphasis on language teaching, the role of teacher and compatibility of currently valid curricular documents with the principles of experiential learning.

The practical part of the thesis also consists of three parts. The first part is dedicated to description of the course and provides information about school, students and aims of the course. In the second part I concentrate on describing the overall strategies and principles

applied throughout the school year as well as on examples of individual activities used with the students and the evaluation of these activities. The last part deals with detailed feedback from students on the fulfilment of the aims set in chapter one, as well as with the general evaluation of the course.

THEORETICAL PART

1. Basic Concepts and Principles of Experiential Learning

1.1 Defining Experiential Learning

The aim of this chapter is to provide different views and definitions of 'experiential learning[1]'. The question 'What is experiential learning?' is difficult to answer, partly because experiential learning has been subject to many interpretations, with many writers developing their own theories, models or concepts over the years (Beard, "The Experiential Learning Toolkit" 14).

There are many different views and definitions of experiential learning. Beard ("Experiential Learning" 2) writes that "Experiential learning is the sense-making process of active engagement between the inner world of the person and the outer world of the environment." The same author also states that learning from experience is one of the most fundamental and natural means of learning available to everyone - it does not need to be expensive, nor does it require vast amounts of technological hardware and software to support the learning process (Beard, "Experiential Learning" 15).

Luckmann (qtd. in Martin "Outdoor and Experiential Learning" 11) defines experiential learning as "a process through which a learner constructs knowledge, skills, and value from direct experiences". The importance of direct experience and active engagement is also emphasized by Beard ("Experiential Learning" 2) who writes that "experiential learning undoubtedly involves the 'whole person', through thought, feelings, and physical activity".

Jirásek (13, translated by the author) states that for experiential learning is typical (and this distinguishes it from non-pedagogical activities using the phenomenon of experience) the placement of experience into broaden context. Jirásek (13, translated by the author) continues by explaining that the stress is put not only on the evocation of the experience, but mainly on the knowledge of purpose of evocating the experienced situations, processing of the experience and its transformation into practice (experience) that can be used later.

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[1] The established Czech equivalent is *zážitková pedagogika*.

Pelánek (21, translated by the author) also agrees that it is very difficult to define the exact borders of the term 'experiential learning', however, he adds that terminology is not so crucial after all – the most important feature of experiential learning according to Pelánek (21, translated by the author) is the orientation on skills and attitudes and two main principles: learning though direct experience and extending comfort zone[2] (see fig. 1.).

Fig. 1. Pedagogical movements and their orientation.
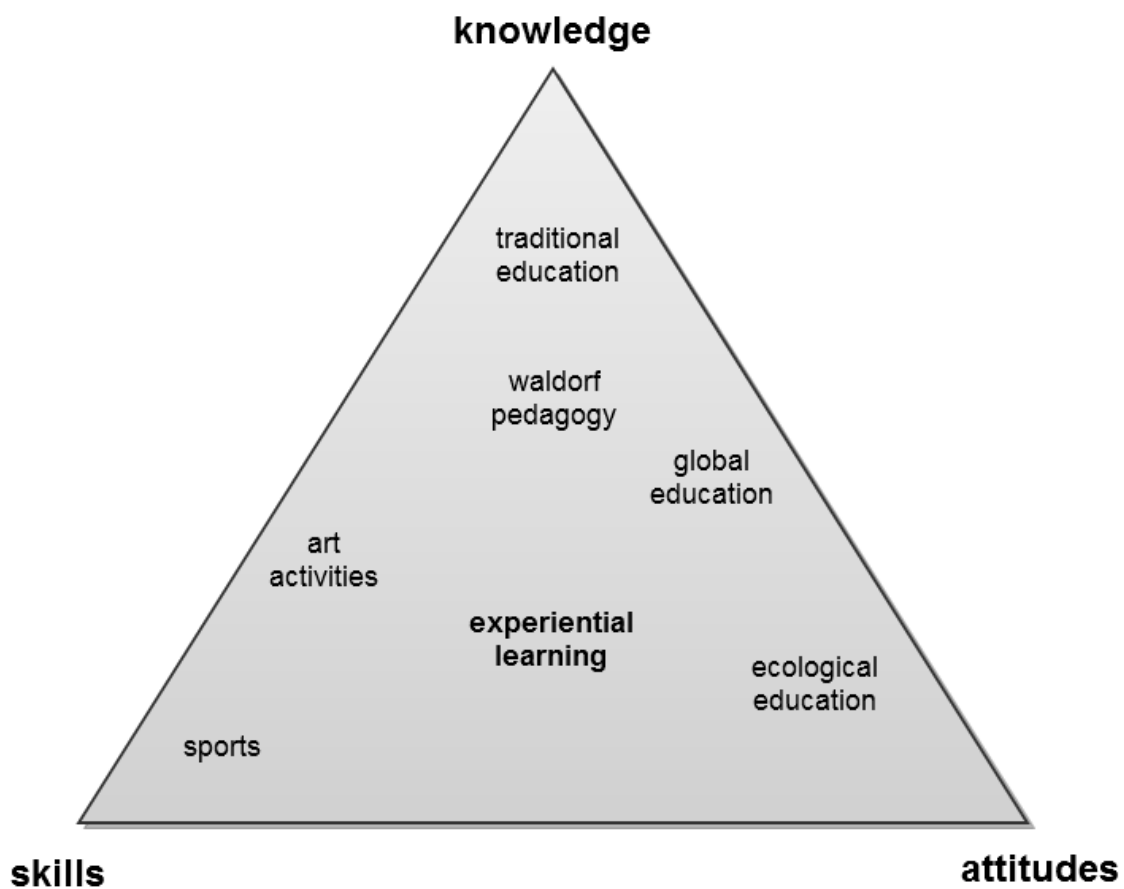
Source: Adapted from Pelánek ("Příručka instruktora zážitkových akcí" 19, translated by the author).

In *The Experiential Learning Toolkit* Beard (15) offers an interesting view on the richer experience that can and should be provided by experiential learning:

> This rich notion of an immersion in an experience can be explained through a simple zoological metaphor (the author initially trained as a zoologist). Giraffes are usually seen

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[2] The problematic of extending comfort zone will be dealt in detail in chapter 1.2.1

in zoos, but some people may have been fortunate enough to see them roaming in the wild. In both these settings, however, this large and remarkable animal is observed from a distance, either in a cage or roaming around free. Recently safari parks have created a very different experience, one that allows people to stroke and feed a giraffe from a car. The experience of stroking the giraffe gives a very real impression of its enormity. The smell of musky urine in its body scent can be quite overpowering. The gaze of the large black eyes, the dripping saliva from the long, sandpaper-like tongue as the giraffe nuzzles through the car window to take food from one's hand is a much richer experience than the traditional distance view. This is perhaps what experiential learning should be like – the richness engages us, and the experience takes centre stage as core material for learning. The learning shift is from distance to immersion, from transmission to transformation.

However problematic is the consensus on what is experiential learning, both the experiential theorists and educational practitioners seem to agree on what experiential learning is not – it is definitely not the mere memorizing of abstract theoretical knowledge, especially if taught by traditional formal methods of instructions such as lecturing and reading from books (Weil, "Making Sense of Experiential Learning" 27).

1.2 Basic Principles of Experiential Learning

Svozilová (24, translated by the author) defines as the most important principle of experiential learning, which is shared by all approaches to experiential learning, the use of real experience for education and training. The same opinion can be found also in Martin (9) who emphasizes that in experiential learning there are always present educational and developmental goals. On the other hand, it is important to note, that individual approaches differ in the way of inducing and processing the experience. Looking for the most suitable way is based mainly on the target group and on the pedagogical aims of the activity (Svozilová 24, translated by the author).

Bound (8 – 17) gives five propositions on which to base experiential learning:

1. Experience is the foundation of, and the stimulus for, learning.
2. Learners actively construct their experience.

3. Learning is a holistic process.

4. Learning is socially and culturally constructed.

5. Learning is influenced by the socio-emotional context in which it occurs.

It is interesting to compare these assumptions with the lists of main principles that should be observed in experiential learning according to Neuman (44, translated by the author):

- Experience should be structured in such a way that demands an active cooperation, decisiveness and acceptance of responsibility on the side of the learner.

- During the process of experiential learning should be the learner actively involved into this process. This can have the form of asking questions, looking for answers, experimenting, curiosity, ability to solve problems, taking responsibility, creativity and creating their own opinion.

- The learner should be drawn into the process intellectually, emotionally, socially, physically and mentally. This involvement contributes to authenticity and immediacy of the activity.

- The results this process should be personal experience that also creates a foundation for future experience and influence the learning process.

Both authors agree on the fact that one of the crucial factors, on which experiential learning is based, is the level of involvement – this view is also supported by Krivickas (43) who writes that passive involvement generally leads to a limited retention of knowledge by students and therefore the levels of effectiveness in learning are directly related to the participation of students. This can be clearly seen on the cone of learning (see fig. 2.) based on the research of Edgar Dale (Krivickas 43). From all that has been mentioned so far we can deduce that the goal of experiential learning is to involve students actively into the process of learning and by doing so enhance the amount of knowledge and skills acquired. In other words, we aim mainly at the bottom sections of the cone of learning.

Fig. 2. The cone of learning.

Level of Involvement — We Tend to Remember

Passive:
- Reading — 10 % of What We Read
- Hearing Words — 20 % of What We Hear
- Looking at pictures — 30 % of What We See
- Watching a movie
- Looking at on Exhibit — 50 % of What We See and Hear
- Watching a Demonstration
- Seeing it Done on Location

Active:
- Participating in a Discussion — 70 % of What We Say
- Giving a Talk
- Doing a Dramatic Presentation — 90 % of What We Say and Do
- Simulating the Real Experience
- Doing the Real Thing

Source: Dale (qtd. in Krivickas 44).

1.2.1 Comfort Zones

While defining the basic principles of experiential learning it is important to mention one essential term that forms one of the fundamental pillars of experiential learning theory – 'comfort zones'. The theory of extending comfort zones is based on the assumption that during the life people acquire certain information, knowledge, skills and experience (positive or negative) and by all this they build a zone of comfort around them (Hanuš 85, translated by the author). The comfort zone is safe, known, familiar, secure, comfortable and predictable (Martin 18). In other words, everything that is inside this zone is more or less familiar and people know how to behave and act in these situations (Hanuš 85, translated by the author).

Martin (19) provides a clear description of the individual parts of comfort zone:

- **The comfort zone:** It is unique, an abstract shape and continually changing for every person; it has different shapes and sizes depending on life stage. Different challenges push the edge for different people.
- **The learning zone:** Extending beyond the border (into the unknown and uncertainty), overcoming stress and anxiety, where one can deal with the situation and feel good about it, results in positive learning and the comfort zone being enlarged.
- **The border of comfort and learning:** Stepping too far beyond the border may result in failure and the comfort zone not being enlarged (in more serious cases the comfort zone can even shrink). Transfer is the most important issue related to the comfort zone. When a person successfully pushes the edge in one activity it can help to push the edge somewhere else as well.

Fig. 3. Extending comfort zones.
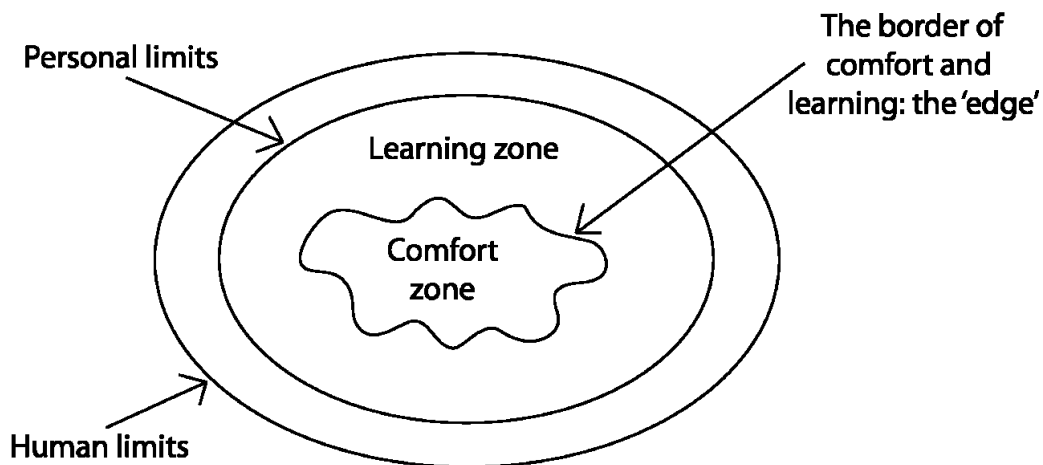
Source: Adapted from Martin (22).

Having defined the comfort zones and its individual parts, the next logical step is to describe how this theory is used in experiential learning. The aim is to extend the zone of comfort into the learning zone, in other words extend the knowledge and skills of each individual person. The extending of the zone is done by the means of stimulations and experience into which are people emerged – ideally the situation is slightly beyond the zone of comfort and therefore it is not boring but stimulating, but not too far beyond the zone of comfort, otherwise the zone might be even decreased as a result of negative experience of a failure (Hanuš 86, translated by the author).

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2. History and Development of Experiential Learning

2.1 The origins of Experimental Learning

Beard ("Experiential Learning" 31) writes that "The development of philosophical thought about the meaning of experience can be traced back to the Greeks, other philosophers such as John Lock and onwards to the present day." In other words, experiential learning has a long history, and story of this evolution can be revealed in many different ways and is open to many possible interpretations (Beard, "The Experiential Learning Toolkit" 14). The view offered in this thesis is therefore just one from many possible ones. This thesis focuses mainly on the experiential learning as it is generally understand nowadays in Anglo-Saxon countries.

In his ground-braking work *Experiential Learning Experience as the Source of Learning and Development* Kolb (5) states that "It is the work of John Dewey, without doubt the most influential educational theorist of the twentieth century that best articulates the guiding principles for programs of experiential learning." In *Experiential Learning: A Best Practice Handbook for Educators and Trainers* Beard (30) writes that "Dewey drew attention to the limitations of formal education and the fact that much of what we were supposed to learn in school was no longer accessible." Beard ("Experiential Learning" 30) also adds that "He considered that when learning occurred in isolation it was disconnected from the rest of the child's experience. Thus, because it was segregated and not linked through experience to the child's memory it became impossible to retrieve it."

Dewey was, of course, not the only person who realized the limited value of attempting to pour knowledge into the heads of young people without relating it to their experience (Beard, "Experiential Learning" 30). A very similar view was stated by Freire (72) in *Pedagogy of the Oppressed*:

> Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store. But

in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

There might be hold many possible views concerning the question who the most influential figures in the history of experiential learning were. Kolb (20) argues that the modern theory of experiential learning is based mainly on the intellectual origins of Dewey, Lewin and Piaget. The next part of the work examines the main ideas and theories of some of the 'founding fathers' of experiential learning and the continuous development of the theories of experiential learning.

2.2 Experiential Learning Cycles

The process and main principles of experiential learning are often illustrated by use of so called learning cycles. Hanuš ("Zážitkově pedagogické učení" 35, translated by the author) writes that it might be claimed that it was John Dewey who first came with the theory of Experiential Learning Cycle and who also emphasized the role of experience as a fundamental factor of learning.

The experience is further dealt with in consecutive steps - cycles (Hanuš, "Zážitkově pedagogické učení" 35, translated by the author). There have been described a great number of different experiential learning cycles and thus it is not possible to deal with all of them in this thesis. The work therefore concentrates on those experiential learning cycles that I believe to be the most fundamental and/or suitable for the purposes of the thesis. The cycles are arranged according to number of stages involved (which more or less correspond with the chronological order in which the cycles were introduced).

2.2.1 Dewey's Model of Learning

Dewey's model, which is relatively similar to Lewin's model (this model is described in detail in the following chapter), consists of the following three stages (Hanuš, "Zážitkově pedagogické učení" 38, translated by the author):

1. Observation – Observing of the environment after given impulse.
2. Knowledge – Consideration of knowledge and experience of what happened in similar situations in past.
3. Judgement – Judgement that combines current observations and previously gained knowledge.

Dewey's model was at the time of its publishing (1938) very progressive and brought a completely new approach to learning with its stress on continuing connection among experience, observation and activity (Hanuš, "Zážitkově pedagogické učení" 38, translated by the author).

Fig. 4. Dewey's model of experiential learning.
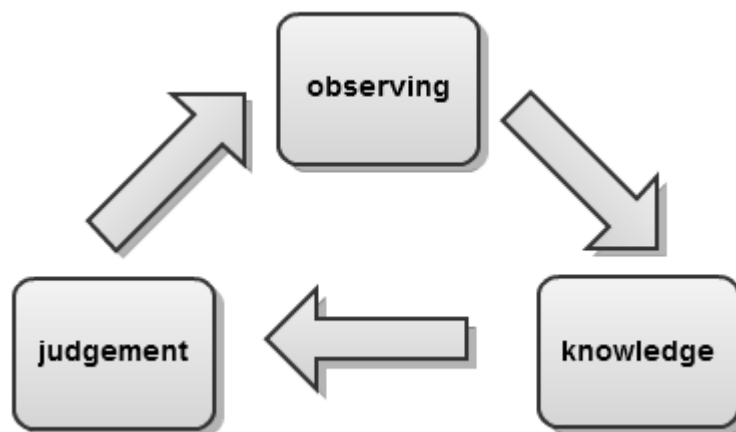
Source: adapted from Hanuš ("Zážitkově pedagogické učení" 36, translated by the author).

2.2.2 Lewinian Experiential Learning Model

Kurt Lewin is a founder of American social psychology. During his work on group dynamics and group behaviour Lewin established a unique method of action research and laboratory training emphasizing strong connection between the theory and practice (Hanuš, "Zážitkově pedagogické učení" 38, translated by the author).

Lewinian experiential learning model bears significant resemblance to Dewey's model. However, it gives more emphasis on feedback (Hanuš, "Zážitkově pedagogické učení" 36, translated by the author). In Lewin's theory learning is conceived as a four-stage cycle, as shown in fig. 5. Kolb (21) explains that "Immediate concrete experience is the basis for observation and reflection - these observations are assimilated into a 'theory' from which new implications for action can be deduced - these implications or hypotheses then sever as guides in action to create new experiences."

Kolb (21) mentions an aspect of this learning model that is particularly noteworthy, "The emphasis is on here-an-now concrete experience to validate and test abstract concepts - immediate personal experience is the focal point for learning, giving life, texture, and subjective personal meaning to abstract concepts."

Fig. 5. The Lewinian experiential learning model.
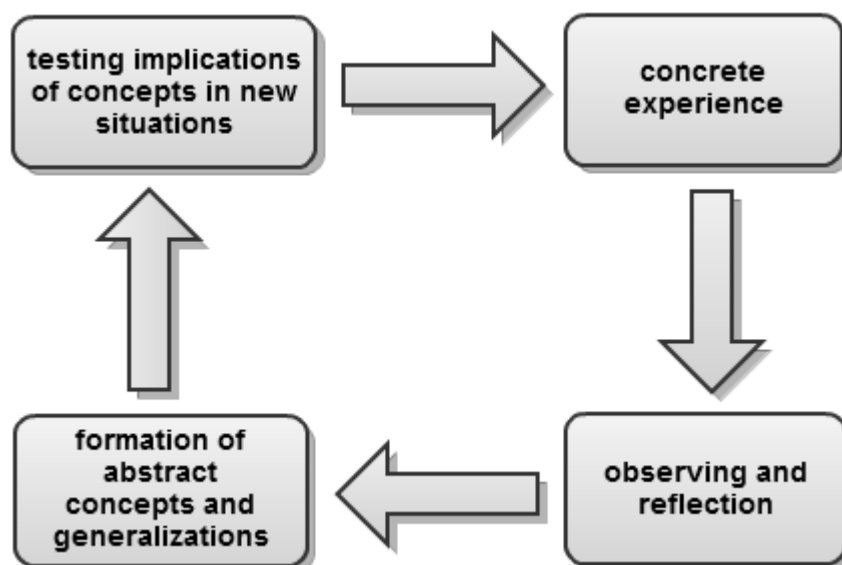
Source: Adapted from Kolb (21).

2.2.3 Kolb's Learning Cycle

Kolb's experiential learning theory (first published in 1984) states that experiential learning emphasizes the central role that experience plays in the learning process (Kolb 20). Kolb (20) also emphasises that "Experiential learning theory differs from rationalist and other cognitive theories of learning which tend to give primary emphasis to acquisition, manipulation, and recall of abstract symbols, and from behavioural learning theories that deny any role for consciousness and subjective experience in the learning process.

Kolb's learning cycle consists of four stages: experiencing/noticing, interpreting/reflecting, generalizing/judging and applying/testing (see fig. 6.). Dixon (41) describes the cycle in more detail:

The cycle begins when we each experience the world through our senses. Kolb calls this step 'concrete experience', to indicate that he does not mean the vicarious experience we have through books or plays, but a real world experience. Examples of concrete experience could be as varied as sitting though a boring meeting or suffering the distress of losing a job. Kolb suggests that to learn from our experience we must engage in a second step of consciously reflecting on what has occurred. This step he calls "reflective observation". We are able to reflect on much less than what occurred in the actual experience. Reflection is selective and it is influenced by our expectations and our existing meaning. The third step in learning cycle is making sense of what we have experienced. Kolb calls this step 'abstract conceptualization'. The final step in Kolb's model is active experimentation. At this step we test out the meaning that we have constructed by taking action in the world – which then leads to new experience. Kolb has shown that over the time we tend to get more proficient at some steps of this process than at others, and thus we develop a learning style preference.

Pelánek (21, translated by the author) writes that in practice the Kolb's cycle is often reduced into two stages: experience and reflection; reflection is later followed by another experience which should be positively influenced by the previous experience – therefore it should ideally be more a spiral than a cycle.

Fig. 6. Kolb's experiential learning cycle.
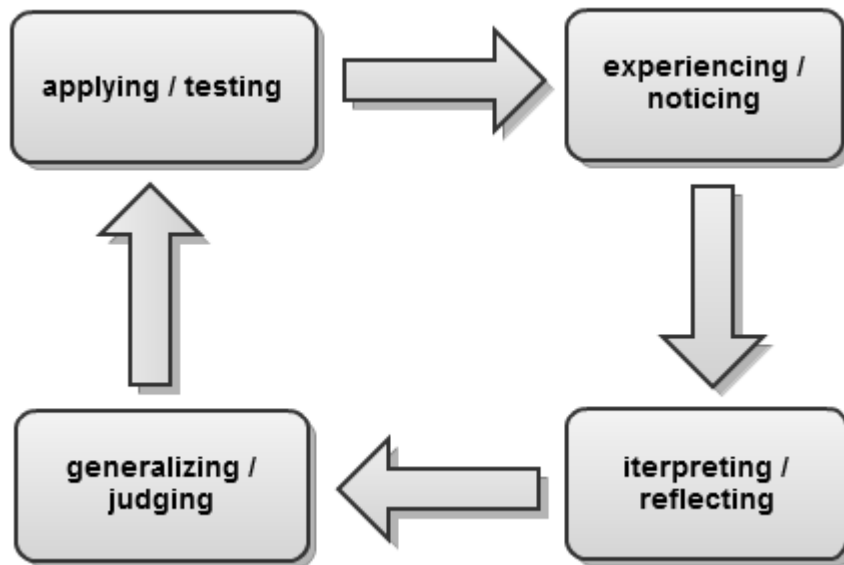
Source: Adapted from Beard ("Experiential Learning" 33).

2.2.4 Other Learning Cycles

Kolb's learning cycle can be regarded as a minimalistic interpretation of the complex operations of brain and therefore it is not surprising that this model is somewhat limited in describing the learning process (Beard, "Experiential Learning" 43). Beard ("The Experiential Learning Toolkit" 18) also adds that "Many authors also maintain that the fieldwork and experiential thinking behind this circular model are lacking, in terms of the lack of fieldwork with different people from a range of cultures, gender, ages, socio-economic and educational backgrounds. From learning and teaching perspective this cyclical model is regarded as simplistic, overly mechanistic and formulaic and limited in terms of its application to the design of teaching and learning."

Having said that, it is not surprising that over the time there have been introduced many other more complex learning cycles. This work introduces just two of them – one that connects the training cycle with the learning cycle and therefore emphasizes the linkage between trainers and learners (see fig. 7.). The last cycle described in this work is so called 'learning combination lock' which offers one of the most recent and complex look at the experiential learning cycle (see fig. 8.).

Beard ("The Experiential Learning Toolkit" 18) writes that, "The learning cycle and the training cycle when combined can create a figure of eight: they join at 'experience', a significant connectivity - this linked model suggests that the differential between trainers and learners is reducing, as they jointly choreograph the dance of learning: as co-learners, with knowledge as co-constructed, and with learners educating and training others in order to learn from their teachings." What then follows is that the classrooms will change, as form accommodates these new functions (Beard, "The Experiential Learning Toolkit" 18).

Fig. 7. Linking the training cycle with the learning cycle.
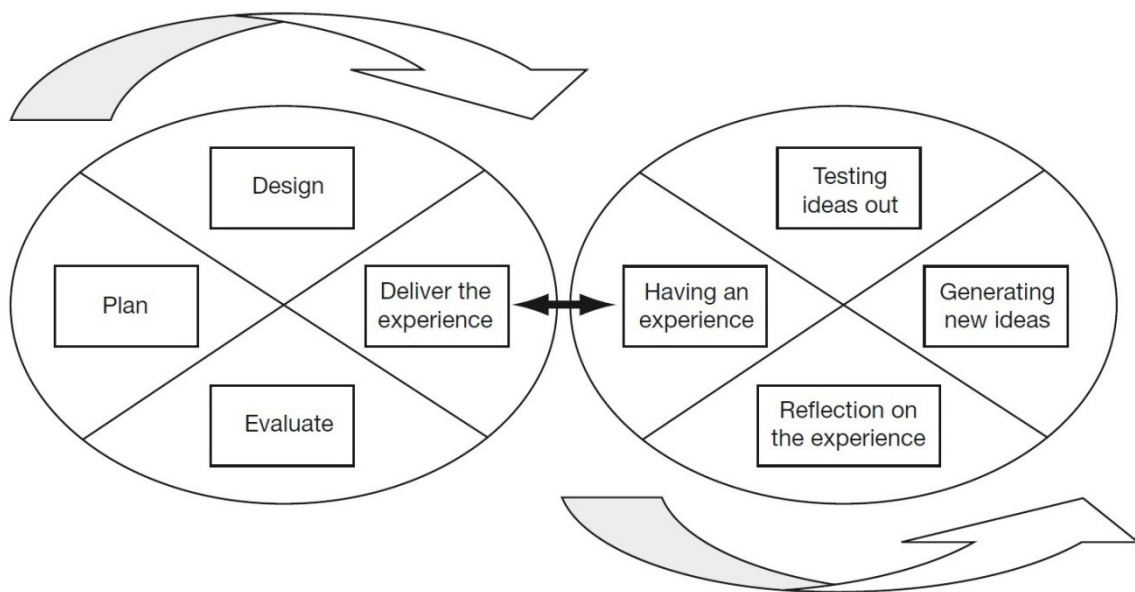
Source: Beard ("The Experiential Learning Toolkit" 19).

Beard ("Experiential Learning" 15) offers a complex diagram representing the process of learning – so called 'learning combination lock' (see fig. 8.), that is theoretically grounded in the concept of cognitive processing. Beard ("Experiential Learning" 15) writes that "For the first time ever to our knowledge, all the main ingredients of the learning equation have been brought together in the learning combination lock." Bear ("Experiential Learning" 15-16) also emphasizes that "in past only some of the elements have been discussed in the literature, and often in isolation, which therefore gives only a partial picture of the learning environment" and explains the principle of the learning combination lock in more detail:

The learning combination lock in its elementary sense is based on the notion that the person interacts with the external environment through the senses. It is presented as a visual metaphor of six tumblers that represents the complexity of the many possible experiential choices. Beginning on the left of the learning combination lock, the first tumbler is the where, the environment or place and space in which learning process takes place, providing the location, external stimuli and ambience for the experience. The next tumbler represents the what, the milieu of learning activities, e.g. a journey or a challenge. The next group of tumblers are concerned with the how. The third tumbler represents the senses through which we receive the various forms of stimuli. The fourth tumbler involves the emotions (heart) where we perceive, interpret and emotionally respond to the stimuli from the external environment; in other words we internalize the external learning experience. The fifth tumbler focuses on the scope and form of intelligence (mind). The final tumbler concerns the theories of learning and change.

Fig. 8. The learning combination lock.
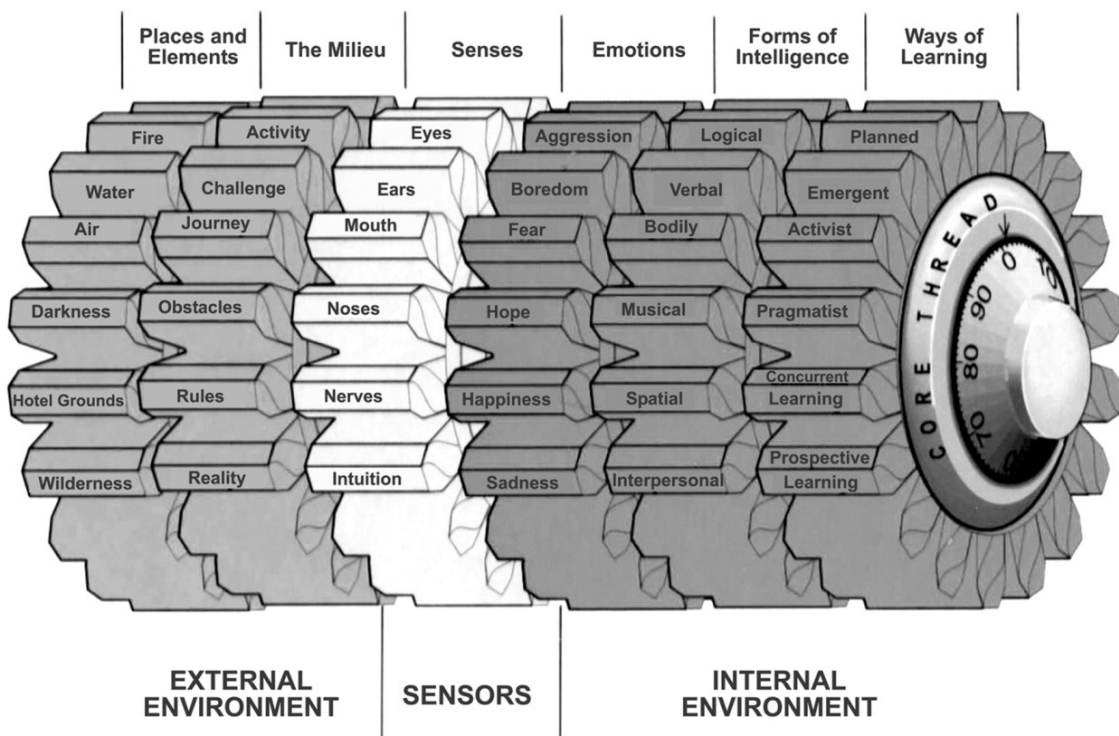
Source: Beard ("Experiential Learning" 4).

3. Experiential Learning in Classroom

The aim of this chapter is to analyse the use of experiential learning in the classroom, provide general theoretical background, focus on the role of teacher in experiential learning and on the specifics of using experiential learning for language teaching.

Beard (1) in *Experiential Learning* argues that "Traditional learning, with the teacher or trainer spouting facts and figures and with pupils or participants regurgitating the information without deeper involvement, is a very ineffective form of learning." Beard ("Experiential Learning" 1) further states that a much more effective and long-lasting form of learning is to involve the learner by creating a meaningful experience. Vyas (34) emphasizes that "Unlike the knowledge-transmission methods, this approach encourages interaction and the learners are provided with the opportunities, instead of mare facts, to explore new ideas and new knowledge for themselves and, consequently, they learn more effectively and enthusiastically."

Similar view is hold by Kolb ("Experiential Learning" 4) who writes that experiential learning provides the critical linkage that can be developed between the classroom and the 'real world' with experiential learning methods. Kolb ("Experiential Learning" 4) also stresses the important role of formal education in lifelong learning and the development of individuals to their full potential as citizens, family members, and human beings.

Bound (9) points out that although we commonly assume that teaching leads to learning, "it is the experiences which teaching helps create that prompt learning, not primarily the acts of the teacher". Bound (9) illustrates this by writing that "We have all had the experience of being exposed to countless hours of teaching which had no discernible effect on us, but from time to time we are engaged by something which the teacher says or does which touches our experience, has meaning for us and moves us on to further work." Therefore it might be argued that the primer role of a teacher is to create an event into which the learner can immerge and learn from. The importance of active immersion of students into an activity for the creation of memorable, rich and effective experience for and of learning is also emphasized by Beard ("The Experiential Learning Toolkit" 17).

3.1 Experiential Learning in Language Teaching

In previous chapter it was argued that experiential learning is an effective way of learning that offers significant advantages in comparison with traditional learning. The same seems to apply to the use the use of experiential learning in language teaching. Mishan (186) writes that "when children are learning a foreign or other language, they seem to learn, develop and acquire language best when they learn experientially". Mishan (186) further specifies that experiential learning in language teaching takes place when children do things and learn/find out about something by actually doing it.

Similar view can be found in Knutson (53) who states that, experiential learning as a philosophy is based on the ideals of active and reflective learning, building on previous learning experiences and requiring the personal involvement of the learner, and that in the field of second-language acquisition, the experiential approach encourages learners to develop the target language skills through the experience of working together on a specific task, rather than only examining discrete elements of the target language.

Although all that has been mentioned so far is valid for teaching via experiential learning in general – and therefore it equally applies to teaching of languages – there are some specific features concerning the use of experiential learning for language teaching and those are dealt with later in this chapter.

One of these specific features is mention by Knutson (59), who says that unlike the study of many other subjects, the study of English as a second language is undertaken primarily for the purpose of communication to a wider audience and therefore English language skills are gained specifically as a medium of communicating other types of knowledge, perhaps academic or business-related, or perhaps simply for social conversation.

Nunan ("Collaborative Language Learning and Teaching" 27) draws attention to the fact that "There is a tension between a conscious, explicit knowledge of the rules, and the use of language in communication without consciously reflecting on the rules; the former type of knowledge can be called declarative knowledge ('know-that'), while automatized skill performance involves what is called procedural knowledge ('know-how')." The traditional

learning sequence progressed from the presentation of the rules to practice and application, aiming at automatization, in other words, from declarative to procedural knowledge (Nunan "Collaborative Language…" 27). This position was later challenged by Krashen (qtd. in Nunan "Collaborative Language…" 27) who claimed that formal teaching of rules should be reduce to minimum, with a shift of emphasis away from conscious learning to unconscious acquisition.

However, this distinction between conscious and unconscious learning have been widely disputed as artificial, since learning is always more or less conscious process at the initial stage (Nunan "Collaborative Language…" 27). Brown (280) also points out that Krashen's 'zero option' (do not ever teach grammar) has been challenged in a number of empirical research studies. Second language learning clearly is a process in which varying degrees of learning and of acquisition can both be beneficial, depending upon the learner's own style and strategies (Brown 282).

Tudor (78) also comments on this topic by stating that whatever other factors make students different from one another, there is one thing that they have all students in common – the ability to speak at least one other language – their first language. Tudor (78) continues by acknowledging that it is reasonable to view children's acquisition of their first language as a special case, it is clear that people can and do learn languages without the type of support associated with a formal learning context. This naturalistic form of learning or 'picking up' of a language can take various forms, it should, however, be noted that it entails at least two important factors – the first is exposure to fairly substantial amount of input language, the second is the use of the language for communicative purposes (Tudor 79).

Knutson (55) claims that experiential learning in the second language classroom builds on the principle that language-learning is facilitated when students are cooperatively involved in working on a project or task, that is challenging, communicative, and meaningful, and that provides opportunities for student's ownership and participation in their own language-learning, creates an environment conducive to sustaining motivation to learn the target language. Knutson (56) states that a project or task should include the phases of exposure, participation, internalization, and dissemination. Knutson (56–58) further describes individual phases in detail:

- **Exposure phase** – Beginning with a creatively presented exposure phase, students are initiated into the activity or project in a manner that will activate background schema, past experiences, and previous knowledge about the subject of the project.
- **Participation phase** – The participation phase of experiential learning is the actual activity or experience. Experiential learning uses a collaborative, holistic approach to language learning.
- **Internalization phase** – The internalization phase is accomplished through skilful questioning on the part of the teacher to help draw learners' attention to their own feelings and participation in the language-learning experience. This reflection on the experience seeks to involve the emotions and identity of the learner.
- **Dissemination phase** – The importance of the final phase of experiential methodology lies in linking the classroom learning with the real world outside the classroom.

Even though all the phases mentioned above are inseparable parts of the experiential learning process in language teaching, researchers and practitioners came to recognize the crucial importance of the last (dissemination) phase in order for language-learners to be able to transfer their classroom experiences into their day-to-day contexts. The dissemination phase, the conclusion of an experiential activity, provides the student with a clear link to his or her real needs and goals and can be highly beneficial and motivational (Knutson 58).

It is interesting to look at these phases in comparison with the view of Tudor (79–82) who argues that although the experiential vision of language teaching has evolved over the years in a variety of ways, most experiential approaches to learning languages still rest on five main principles that were developed in the earlier days of communicative movement:

1. **Message focus** – Rests on the belief that language activities should focus primarily on the processing and communication of messages and that message conveyance and communicative practice are effective means of stimulating the learning process and of helping learners develop their communication skills. (This principle clearly differs from an approach in which learning is structured primarily around the language code itself.)
2. **Holistic practice** – The emphasis is put on holistic practice that involves the simultaneous manipulation of a variety of communicative parameters and levels of

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linguistic information. The centre point of learning is the ideas which are to be conveyed or the task to be performed, and not the language elements by which this had to be achieved.

3. **The use of authentic materials** – The third principle is based on the usage of authentic materials – this has number of reasons, one of the most prominent is that many of the teaching materials are unrepresentative of real language, and therefore unlikely to provide learners with a meaningful model of language use.

4. **The use of communication strategies** – By focusing the students' attention on message content and engaging them in holistic practice, the students are confronted with unplanned or unpredictable language needs – as a result, students find themselves having to 'negotiate' messages within their existing knowledge of the language.

5. **The use of collaborative models of learning** – The emphasis given to message conveyance frequently leads to the use of learning activities which involve collaboration among learners and therefore creates conditions in which productive learning conditions are likely to arise.

The importance of the use of authentic language is also emphasized in Nunan ("Collaborative Language Learning and Teaching" 27) who writes that by the use of encouraging authentic language "The learner is brought in touch with real-life language use, involving some reason for reading a text or listening to somebody – the role of the speaker and listener may change rapidly, and the dialogues are not so 'tidy' as suggested by textbook dialogues."

Nunan ("Collaborative Language Learning and Teaching" 21) offers a different look at the problematic of experiential learning in language teaching by suggesting that there are three areas, which supplement each other, that should be primarily taken into consideration in experiential language learning:

1. Personal growth.
2. Learning process.
3. Learning task (knowledge, skills, etc.).

These areas can be seen as the three angles of a triangle that constitutes the notion of language learning as learner education. Experiential learning can be seen as the mode of

learning within the triangle, emphasizing the need to reconcile intuitive experience with various ways of conceptualizing it (see fig. 9.).

Fig. 9. Second language learning as learner education.
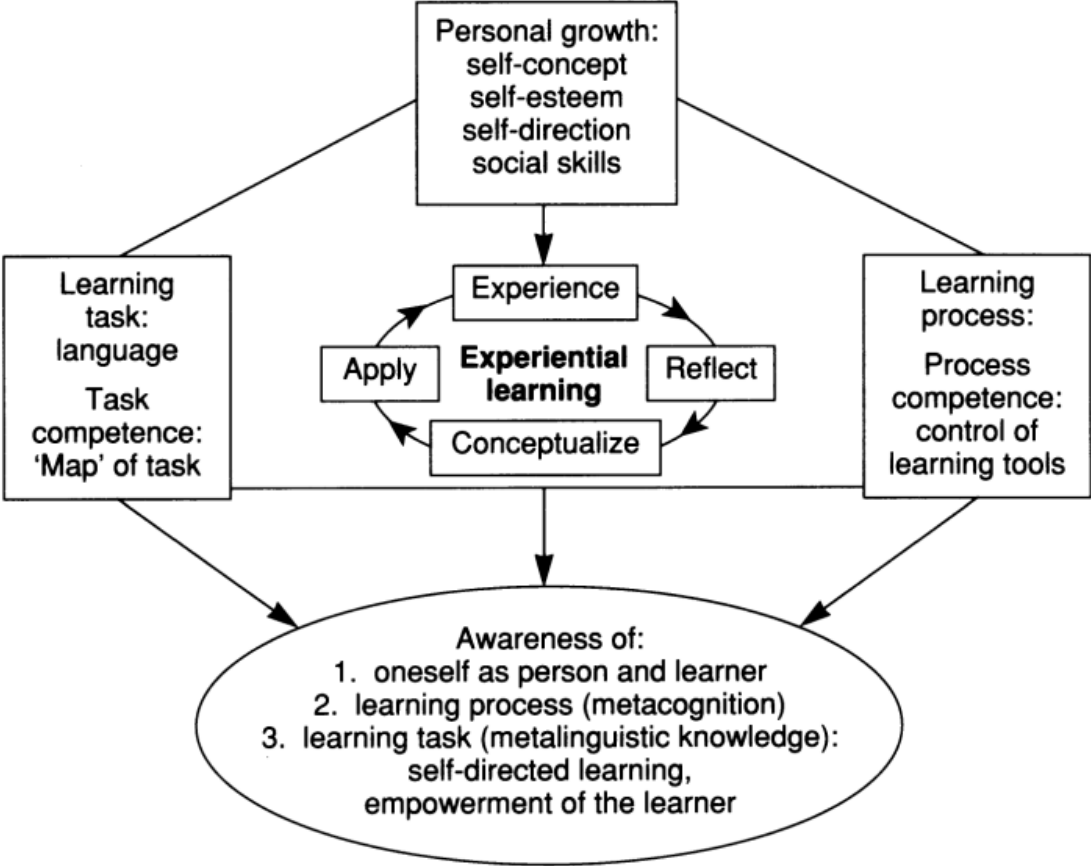
Source: Nunan ("Collaborative Language Learning and Teaching" 22).

As the figure suggests, developing the learner's awareness of all of these aspects of learning is seen as a way of empowering the learner to be a more competent person and learner (Nunan "Collaborative Language Learning and Teaching" 22).

From figure 9. can be also deduced that an important part of a successful language learning is learners' perceptions of themselves, their feelings and motivation. Nunan in *Collaborative Language Learning and Teaching* (22) claims that language learners need positive experiences of what they can do with their language communicatively – such feelings of success will increase their self-confidence and thus can be argued that competence

develops through confidence. Similarly, Knutson (63) says that "Through adapting experiential learning methods to current teaching situations, teachers can help learners to form positive identities of themselves as successful language learners and thus perhaps ease the often frustrating task of learning a new language."

3.1.1 Potential Pitfalls of Experiential Learning

Knutson (55) admits that "despite acknowledged benefits, experiential methods are still far from being universally accepted by educators themselves". There are several reasons for this claim and different authors emphasises different ones. Knutson (55) states the following possible pitfalls concerning the use of experiential learning in language teaching, "classroom time constraints, difficulties with assessment, and lack of training in how to meet course outcomes experientially".

Stern (qtd. in Knutson 60), on the other hand, states that one of main drawbacks is the potential for the task to be more linguistically demanding than the level the students can manage. Stern (qtd. in Knutson 60) adds that "Expecting students to function at a much higher level than their proficiency level will only induce frustration and a tendency to lapse into their mother tongue, as indeed can be occasionally observed during the running of a project." In other words, instead of extending the zone of comfort (concerning the use of language) this might lead to decreasing of the zone as a result of negative experience of a task too far beyond the comfort zone.

Another possible drawback of using experiential learning for language teaching is expressed by Parks (qtd. in Knutson 61) "When a student dislikes group work, it can be a major difficulty for teachers who are trying to incorporate any type of communicative approach in the classroom; students who have been in school systems that value individual work exclusively may suffer a type of 'culture shock' when exposed to the concept of teamwork and group work."

Knutson (61) argues that one of the thorniest issues that proponents of experiential philosophy face is the issue of assessment. This is further complicated by the fact that

students who study English often must pass some type of exam and thus preparing for these exams requires students to focus on their competence with various forms and functions of the language (Knutson 61).

Taking into consideration all the potential pitfalls of using experiential learning in language teaching as stated in this chapter, I still believe that the benefits of the experiential learning for the students' knowledge and mainly language skills are still significant and that with due consideration and proper steps, most of the potential drawbacks can be to the large extent eliminated.

One of the advantages of experiential learning, though not directly connected with language learning, is given by Knutson (60) who writes:

> Experiential learning not only provides students with plenty of communicative opportunities in the target language, but also allows students a forum to access a wide variety of new skills unrelated to the actual language-learning. These include the practical skills needed for the completion of the project (e.g. videotaping, making a poster, conducting an interview, using PowerPoint.), to cognitive and employability skills (critical reflection, self-evaluation, teamwork, and leadership). These skills are learnt and practiced throughout the project and can be of great benefit to the general education of the whole individual.

3.2 The Role of Teacher in Experiential Learning

Beard ("Experiential Learning" 108) writes that there are many methods available for teachers to use in order to help people to learn through experience and stresses that in experiential learning the fundamental 'method' is the provision of the experience. This has already been illustrated in Dale's cone of learning (see fig. 2.). Beard ("Experiential Learning" 108) argues that learners retain more information when 'doing' purposeful experience, as opposed to 'hearing' or just 'reading' about the experience. Taking into account these arguments, we might claim that the essential role of teacher in experiential learning is to enable students to emerge into experience and to learn from this experience.

The basic general principles teachers/facilitators of experiential learning should followed, as identified by The Association for Experiential Education, are listed by Luckmann (qtd. in Martin 12):

- The educator's primary roles includes setting the suitable experiences, posing problems, setting boundaries, supporting learners, ensuring physical and emotional safety and facilitating the learning process.
- The educator recognises and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgements and pre-conceptions on how they influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and success.

The same topic is also dealt with by Kohonen (qtd. in Nunan "Task-based Language Teaching" 12) who provides a list of precepts for using experiential learning in language teaching that derived from his work:

- Encourage the transformation of knowledge within the learners rather than the transmission of knowledge from the teacher to the learner.
- Encourage learners to participate actively in small, collaborative groups.
- Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- Emphasize process rather than product, learning how to learn, self-inquiry, social and communicative skills.
- Encourage self-directed rather than teacher-directed learning.
- Promote intrinsic rather than intrinsic motivation.

It should be stated that demands on teachers in experiential learning are considerably high. Hanuš (90, translated by the author) claims that the traditional training for teachers is not sufficient for this kind of education and that experiential learning approaches to teaching makes great demands on the teacher's knowledge and skills of management of the learning process and the class. Knutson (55) writes that "Experiential learning also requires teachers to take on a different role in the classroom than the traditional teacher-as-expert - in the classroom they become facilitators, guides, and helpers."

Although it is definitely true that the demands on teachers are high and that the principle of experiential learning are complex, Martin (23) offers two basic questions to lead the planning of every activity:

1. What do I want to achieve?
2. How do I want to achieve it?

3.3 Experiential Learning and Curricular Documents

The focus of this work is on the use of experiential learning activities and principles in secondary school teaching and therefore educational documents dealt with in this chapter are those concerning this area. More specifically, since I am a teacher at Gymnázium Elgartova Brno (a state grammar school with four years study programme), the documents in questions are *Framework Education Programme for Secondary General Education - Grammar Schools* (Rámcový vzdělávací program pro gymnaziální vzdělávání) and *School Education Programme of Gymnázium Elgartova Brno* (Školní vzdělávací program Gymnázium, Brno, Elgartova 3).

I believe that there is a clear link between the experiential learning and the concepts and objectives of foreign language teaching as stated in Framework Education Programme (FEP) and School Education Programme (SEP), since both experiential learning and the FEP and SEP concentrate mainly on the students ability to use language for different communicative purposes and on the holistic development of students and their key competencies , and do not concentrate so much on the theoretical knowledge of the system of the language as such.

3.3.1 Framework Education Programme

Framework Education Programme (FEP) - (Rámcový vzdělávací program) is a document that formulates the requirements for the education which are applicable in initial education as a whole and also defines the binding scope of education for its individual stages

– for preschool, elementary and secondary education ("Framework Education Programme" 5). This work focuses only on the *FEP for Secondary General Education* (*SGE*) – *Grammar Schools*

Although *FEP SGE* sets educational objectives that should be fulfilled, these objectives should be seen more as a general framework for the education at grammar schools than as a complete and detailed list of aims to be fulfilled. Individual School Education Programmes should be based on the basis of these objectives and key competencies. *FEP SGE* (8) aims at fulfilling the following goals:

- to provide the pupils with key competencies on the level which is required by the *FEP SGE*
- to provide the pupils with a wide knowledge base on the level described by the *FEP SGE*
- to prepare the pupils for lifelong learning, for their professional, civic as well as personal lives.

FEP SGE also specifies the levels of key competencies which should be attained by the pupils at the end of the studies. These key competencies are not only specified for each individual educational area but also for the education as a whole.

As far as foreign language teaching is concerned (which belongs into an educational area Language and Language communication), expected outcomes in the *FEP SGE* (16) are divided in three main areas:

- **Receptive language skills** (understanding the main point and ideas of an authentic discourse and text, distinguishing between individual speakers in a discourse, identifying different styles, attitudes and opinions, find and accumulate information on various topics, etc.)
- **Productive language skills** (formulating his/her opinion in such a way that he/she is understood, using correct grammar, reproducing freely and coherently authentic texts, creating texts and speeches on a wide range of topics, using broad general vocabulary, etc.)
- **Interactive language skills** (expressing and defending ideas, opinions and attitudes in written and oral form, reacting spontaneously, communicating fluently, begin,

carry on and end conversation with a native speaker, joining in active discussion on various topics, etc.)

3.3.2 School Education Programme

School Education Programme (SEP) – (Školní vzdělávací program) – sets the basis on which education is implemented in each individual school. The School Education Programme is created by individual schools according to the principles prescribed in the Framework Educational Programme.

The SEP defines key competencies and expected outcomes (what the pupils shall be able to do). The outcomes are specified for the end of each school year. The practical part of the thesis focuses on the implementation of the principles and activities of experiential learning in secondary language teaching – more specifically in the first year of the four-year study programme. Thus the key competencies and expected outcomes that are discussed in this thesis are based on the *SPE of Gymnázium Elgartova Brno*. The full version of the expected outcomes for the students of the first year as specified in the SPE can be found in appendices (see app 1).

SPE of Gymnázium Elgartova Brno (60 – 62, translated by the author) states that English lessons should aim at developing the following key competencies (based on the framework given by *FEP SGE*):

- **Learning competency** (evaluating development and improvement, using knowledge and learning strategies from other subjects, learning new vocabulary from context, etc.)
- **Problem-solving competency** (solving problems that require various skills, using their knowledge and skill in simulations of real life situations, using creativity and imagination in solving various problems, etc.)
- **Communication competency** (discussing various topics, using English for all purposes in the class, acquiring fluent and effective communication, using internet as a mean of communication, etc.)

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- **Social and personal competency** (adopting and justifying an opinion, building self-esteem, discussing current issues, evaluating behaviour of others, developing self-evaluation, etc.)
- **Civic competency** (familiarizing with culture of other countries, learning to respect other cultures, discussing current events in the Czech Republic, thinking about the connection between interests of an individual and the society, etc.)
- **Entrepreneurial competency** (evaluating aims of education and the progress, setting partial goals, realistically self-evaluating skills and abilities, assessing risk involve in different decisions, etc.)

Although these competencies are treated separately in the document, in reality they are interconnected and complement each other. It is interesting to compare these competencies with the propositions on which to base experiential learning given by Bound (8 – 17), as listed in chapter 1.2 (Basic Principles of Experiential Learning).

The key competencies stated in *SPE of Gymnázium Elgartova Brno* (60 – 62, translated by the author) and the proposition stated by Bound (8–17) both stress that learning is socially, culturally and emotionally constructed. They also both claim that learners should actively construct their learning experience and they both also agree on the fact that learning should be seen as a holistic process. The same view is also expressed by Martin (9) who stresses that experiential learning always concentrates not only on educational but also on developmental goals.

One of the crucial aims of experiential learning as defined by Krivickas (43) is active involvement of the students, since passive involvements generally lead to limited retention of the knowledge. The importance of active participation of students in various communication situations is also emphasized *FEP SGE* (12). The same principle of active involvement into complex communication situations and gradual development of communicative competences is also stressed in *SEP of Gymnázium Elgartova Brno* (33, translated by the author)

It can be therefore claimed that both *FEP SGE* and *SEP of Gymnázium Elgartova Brno* and experiential learning share the basic orientation on practical language skills and key competencies, and generally complement each other.

In deciding whether and how much to incorporate experiential techniques into the classroom, especially into a second language class that concludes in a standardized test or has to follow a certain educational documents, teachers need to remember that it is not a case of 'all or nothing' (Knutson 61). Stem (qtd. in Knutson 61) advocates what many educators already do: See the two philosophies as complementary and develop a curriculum that incorporates both approaches.

I am persuaded, as has been exemplified in this chapter, that School Education Programme and Framework Education Programme are truly compatible with the principles and activities of experiential learning (as described previously in this work) and I also genuinely believe that experiential learning can not only provide the critical linkage between the classroom and 'real world' as Kolb ("Experiential Learning" 4) claims, but also can help develop students' key competencies (as listed above) and therefore can play an important and beneficial part in secondary school English teaching.

PRACTICAL PART

1. Course description

1.1 School

Gymnázium Elgartova Brno is a state secondary school with a long tradition – the school was founded in year 1919. The school is situated in a quiet part of Brno called Husovice, about 3 kilometres from the city centre. Gymnázium Elgartova Brno is a generally oriented grammar school with four years study programme that prepares students mostly for studying at university ("Vítejte na Elgartce", translated by the author). The school is finished by school leaving exam – maturita – which is a compulsory prerequisite for entering a university. The capacity of the school is 360 students, who are divided into 12 classes. The school starts at eight o'clock and on average students have seven 45 minutes long lessons a day. Gymnázium Elgartova Brno is a partner school of Masaryk University.

As far as foreign languages are concerned, students can choose between English and German as their main language and among German (if their first language is English), English (if their first language is German), Russian and French. Each class in divided for language lessons into two halves, therefore there are on average 15 students in one language class. The lower number of students in each class brings considerable advantages for language learning.

During the first year students have four lessons a week of the main language (predominantly English), during the second, third and fourth year students have three lessons of the main language a week, plus the students can sign up for two lessons of conversation a week. In the case of English, currently two lessons are taught by a Czech teacher and one lesson by a native speaker (this does not apply to the students of the first year, who have only Czech teachers).

1.2 Students

For the purposes of this thesis were selected two groups of learners from the first grade of four years study programme; more specifically, classes 1B and 1C. In both classes are students who chose English as the main language. There are 16 students (4 boys and 12

girls) in 1B group and 12 students (3 boys and 9 girls) in 1C group. All students are between the ages 14 and 16.

The reason for choosing 1B and 1C classes is that the students of the first grade at Gymnázium Elgartova Brno have English classes four times a week (as was mentioned above) and because the teacher and the students from these classes see each other in all four lessons (in comparison with the students from second and third year, that meet with the teacher only twice a week).

All activities and principles described in this thesis were equally applied in both classes, therefore if there were no significant differences between the classes the information given in the thesis is valid for both groups. In cases where there were significant differences between these two classes, the information is given individually for each group.

The level of English of individual students varies from approximately A1 to B1 (according to Common European Framework of Reference for Languages). I believe (based on observation and discussion with the students) that the different levels are mainly caused by different length of studying English and by the different quality of the English language instruction at the primary schools.

Although the following information is inevitably subjective, I believe that it should be mentioned that most of the activities worked better and generally the atmosphere was better in class 1C than in 1B. I presume that this was caused by the fact that in class 1C was 12 students in comparison with 16 students in class 1B, as well as by the individual characteristics of the students.

1.3 Textbooks

The textbooks that are used in the classes that are dealt with in this work are *Maturita Solutions Pre-Intermediate: Student's Book* and *Maturita Solutions Pre-Intermediate: Workbook*. During the lessons the students use mainly Student's Book, whereas Workbook is usually used for homework, since it deals with the same linguistic and lexical topics and

therefore it provides valuable practise and revision for the students. Both books are published by Oxford University Press and focus not only on general English but the books are also designed to help students prepare for the school leaving exam - maturita.

During the first year of their studying students should go through the first five lessons in *Maturita Solutions Pre-Intermediate* (lessons six to ten are studied in the second year of studying). Each lesson is divided into seven sections (A − G). The sections deal with the following areas (for the detailed content of each section of each lesson see app. 4):

    A) Vocabulary and Listening
    B) Grammar
    C) Culture
    D) Grammar
    E) Reading
    F) Everyday English
    G) Writing

Although *Maturita Solutions Pre-Intermediate: Student's Book* and *Maturita Solutions Pre-Intermediate: Workbook* are the backbone of the lessons, various supplementary materials are also used during the lessons.

1.4 English lessons

This thesis focuses on English lessons taught in classes 1B and 1C (as described above) at Gymnázium Elgartova, Brno. The students of these classes have four 45 minutes long lessons of English a week. All the lessons are taught by the same teacher (the author of the thesis). According to *School Education Programme of Gymnázium Elgartova Brno*, during the 10 months of the first school year, five lessons of *Maturita Solutions Pre-Intermediate* (one to five) should be covered.

Unofficial common practice among English teachers at the school is to work with the textbook in most of the lessons with exceptional use of other materials or activities. Even though this approach might provide certain advantages for both students (clear structure and

enough practice) and teachers (short time for preparation), I strongly believe that students skills and knowledge can be developed more by using the principles and activities of experiential learning in combination with the textbooks. Based on this assumption, on average two of four lessons each week were dedicated to activities of experiential learning. In practice, it meant that on Mondays and Wednesday the students worked with the textbooks and on Tuesdays and Thursdays they did not bring the books into the lessons since the activities of experiential learning were used.

In all lessons the teacher tried to adhere to the overall strategies and principles of experiential learning (as described in theoretical part of the thesis and in chapter 2.1 of the practical part of the thesis). The activities used in the lessons 'without textbooks' were not chosen randomly, on the contrary, I tried to connect these activities with the topics and language features dealt with during the 'textbook lessons' whenever this was possible.

It should be stated that time needed for the preparation of lessons 'without textbooks' was significantly higher than for the preparation of 'textbook lessons'. This was caused not only by the fact that to prepare activities and games based on experiential learning principles is in general more time consuming than to prepare a lesson based on a textbook, but also due to the fact that I originally designed a considerable amount of the activities. On the other hand, if the same activities were to be used the following years with new students again, the time needed for preparation would be substantially lower.

1.5 Aims of the course

The aims of the course can be divided into two categories. The first category contains 'official' aims based on expected outcomes of English language knowledge (as specified in *School Education Programme of Gymnázium Elgartova Brno* for the students of the first year of the four-year study programme). These aims are divided into the following four areas ("School Education Programme of Gymnázium Elgartova Brno" 48-50, translated by the author):

- **Speaking** (describing things of daily life, expressing likes and dislikes, asking basic questions about various topics, giving directions and asking for help, briefly expressing opinion about various topics, formulating the main ides of a film, etc.)
- **Writing** (writing an article for a school magazine, writing a personal profile, creating a leaflet that is informing tourists about an interesting place, writing an informal thank you letter, etc.)
- **Reading** (understanding popular-educational style of text about various topics, distinguishing whether information in a sentence is general or not, understanding descriptions of various kinds, pointing out the main points in a popular-educational text about various topics, etc.)
- **Listening** (understanding descriptions of various kinds, finding the way according to instructions, understanding a summary of a film, pointing out main points a heard conversation, etc.)

For the full-length list of expected outcomes of English language knowledge as specified in *School Education Programme of Gymnázium Elgartova Brno* for the students of the first year of the four-year study programme see app 1.

Second category of aims consists of ten 'unofficial' aims that I formulated at the beginning of the school year. These aims do not concentrate solely on the measurable outcomes, skills or knowledge of the language but also on the students' attitude towards learning, their motivation, learning strategies, self-confidence and self-evaluation. The fulfilment of these aims was later evaluated by the students of both groups and can be found in chapter 3.1 (Agreement with statements – aims of the course).

At the end of the course students should feel that they:

1. have improved their fluency
2. are more prepared for real communication in real life
3. have boosted their self-confidence as far as the ability to communicate in English is concerned
4. have experienced the joy of studying
5. have experienced the feeling of being successful
6. have practised most of their English
7. have learnt new vocabulary

8. have reinforced their knowledge of grammar

9. are encouraged to continue working on improving their English

10. are looking forward to English lessons.

I would like to emphasize that although the 'official' and 'unofficial' aims are listed separately, they are in fact inseparable and mutually interconnected. The attitude towards language learning obviously influence students' motivation to learn which results in lower or higher level of knowledge and skills. Higher self-confidence in one's communication skills has positive effect on the ability to speak in the target language etc.

2. Practical activities and strategies

2.1 Overall strategies (applied throughout the school year)

The aim of this chapter is to provide a list and descriptions of the overall strategies applied throughout the school year in above described classes 1B and 1C. These strategies and principles, which are generally based on the principles of experiential learning as described in the theoretical part of the thesis, are neither intended to provide an exhausted list of all possible strategies, nor to analyse in detail the theoretical foundation of these strategies (those can be found in the theoretical part of the thesis). The focus of this chapter is on hands-on principles and strategies that I formulated and adhered to during the lessons that are analysed in this thesis.

- **All English policy** – students were encouraged to use English in all possible situations (with a few understandable exceptions – e.g. not feeling well), a parallel with swimming was used when justifying this policy to the students – you cannot learn swimming unless you really go into the water, talking about swimming, looking at swimming, reading books about swimming will not teach you how to swim.
- **First name terms** – the students were encouraged to use the teacher's first name (I used the students' first names, too – I believe that it is of a great importance for the students to feel that they are accepted and regarded as an individuality and that the teacher remembers their names). I am persuaded that it helped create more open and trusting relationships between me and the students. Nevertheless, this is not generally accepted as a suitable approach by the overwhelming majority of other teachers at the school, who fear that it might lead to the loss of authority.
- **There are no mistakes just steps to perfection** – throughout all lessons students were constantly reminded that to make mistakes is the only way to improve and that mistakes are a natural part of the learning process.
- **Active involvement of the students in the learning process** – students were given a great deal of autonomy and responsibility for their learning – e.g. they could choose the dates for the tests, they co-created the rules of the lessons, they could choose what some of the lessons would be concentrating on, they were often asked for feedback, the possible changes in the lesson were discuss with them…

- **Doing the real thing** – whenever possible the activities used in the lessons were based on real situations that the students were likely to experience in their lives (e.g. during travelling, living or working abroad). Many of the areas of studying were based on the students demands (the students were asked at the beginning of the school year what they would like to learn during that school year).

- **Holistic approach** – the teacher always tried to draw students into the learning process socially, emotionally, intellectually and mentally. I am convinced that motivation is an important part of the holistic approach – the motivation phase was an integral part of most of the activities used during the school year.

- **Reflection** – is seen as a crucial part of experiential learning and therefore it was often used during the lessons – students were frequently asked to reflect on their own behaviour during the activities, on their cooperation with each other, on their learning styles and strategies. Based on these reflections they were asked to formulate new plans or goals (so that they may be even more successful next time).

- **Positive and supportive atmosphere** – I paid great attention to creating a positive and supportive atmosphere in the lessons. I believe that it is an integral part of teacher's profession to smile and be in a good mood (however difficult it sometimes might be). I also concentrated on crating space for fun during the lessons and a great deal of attention was given to the effort to avoid boredom whenever possible.

- **Personal growth** – many of the activities and principles used throughout the school year were not merely focused on improving the knowledge of English and language skills as such; on the contrary, they were also focused on personal growth of the students and on extending their zone of comfort in all possible directions.

- **Respect** – I concentrated on creating atmosphere of mutual trust and respect in the class. As an important part of an effective learning environment was seen the students' self-esteem was not being threatened. Different opinions and ideas were valued not mocked.

- **Teacher as a learner among learners** – the role of teacher was not seen as an omnipotent guarantor of knowledge and truth, on the contrary, the teacher is more a guide or advisor, who sets boundaries, supports learners, facilitates the process of learning and encourages the transmission of knowledge and skills between the learners.

2.2. Common template for individual activities

The template used in this work is identical for all activities in order to create a clear and easy to follow structure that provides all important information. None of the information stated in the description of each individual activity is meant as unchangeable; on the contrary all the activities are open to modification according to individual needs and circumstances.

Due to the limited space available, it is not possible to present all experiential learning activities that were used during the whole school year in the English lessons. The activities listed in this section of the thesis were chosen to be a representative sample of the variety of uses that experiential learning can offer to English teaching.

Name of the activity

Linguistic aims

State the main linguistic aims of the activity. These aims specify intended language development of the students and the areas of the language skills that are practised.

Non-linguistic aims

State the main non-linguistic aims of the activity. There are varieties of aims that are not directly connected with the language as such. These aims can, nevertheless, help improve the students' language competence in indirect ways, by boosting their self-esteem, by extending their zone of comfort, by motivating them for studying outside the class, etc. Most of the activities develop a mixture of skills and abilities.

Characteristics of the activity

Short characteristic of the activity. The purpose of this section is to give a quick overview of the activity without need for detailed reading.

Time for preparation: Time needed for preparation of the activity prior the lesson.

Time for realisation: Time needed for realisation of the activity during the lesson. Note that the time stated here is time needed for activity as such – without any

preparation that might have been done previously – this time is stated in 'time for preparation'. The time allocated for the activity might and should vary according to circumstances and the judgement of the teacher (instructor). The change in duration can significantly change the emphasis of the activity.

Materials needed: Recommended material for the realisation of the activity.

Source: Whenever possible the original author or source of the activity, or inspiration for the activity, is acknowledged – though it should be admitted that it was not always possible to find the original source of some of the activities. I piloted and designed majority of the activities listed in the thesis.

Motivation

Motivation is an important part of the process of involving the students in the activity and motivating them. Although most of the activities listed in this work can be done without any motivation it is highly desirable not to omit this phase in order to draw students (participants) into the activity.

Procedure

This section describes the process of the activity, the stages of the activity, the role of the teacher etc. For most of the activities this is the 'core' section.

Methodological notes

In this section there are given hits and tips concerning methodological aspect of the activity.

Possible modifications

Many, if not all, of the activities listed in this work are open to modification depending on the aims of the teacher (instructor), target group, context, etc. In this section there are listed some of the possible modifications of the activity.

Personal experience from the class

The aim of this section is to provide personal experience and evaluation of the activity based on the introduction of the activity in the classes. This section contains not only general

accounts of the introduction of the activity, but also distinguishes between two classes in which the activity was introduced. The reason for this distinction is that the results of the same activity in these two classes often differed.

2.3 Individual activities

2.3.1 Press conference

Linguistic aims

- Practise asking questions and interaction in the target language.
- Practise listening skills.
- Introduce all English policy.

Non-linguistic aims

- Get to know the 'rules' and the teacher at the beginning of the school year in an engaging and entertaining way.
- Surprise the students and build up their expectation at the beginning of the school year.
- Set the "tone" of the English lessons that will be reinforced during the following lessons (i.e. first name terms, relaxed atmosphere, all English policy, active involvement of the students, etc.).

Characteristics of the activity

Simulation of a press conference, students are given questions to ask and teacher gradually answers them all.

Time for preparation: 20 minutes

Time for realisation: 30 minutes

Materials needed: For the teacher: card with a name and function (e.g. Broňa, your new English teacher), notes concerning intended answers, list of questions, and a glass of water.

For students: questions on slips of paper.

Source: adapted from *Fond her: 52 nejlepších her z akcí a kurzů*

Motivation

Students are welcomed at a press conference, the teacher behaves as he or she is a real star and should have smart clothes, name tag and a glass of water in front of him or her.

Procedure

After introducing himself or herself, the teacher gives at least one slip of paper with a question to each student – the questions deal with information that the students need to know at the beginning of a school year. Every slip of paper has a number – so everybody knows when they are supposed to ask – read their question. The teacher explains that students should ask him or her questions in order based on these numbers (i.e. the first person to ask is the person with question number 1). In this way the students are involved into the introductory lesson instead of mare listening to the teacher. The last question should be: "Can we ask anything else?" and the answer is, of course, "yes".

List of the possible questions (these I used in the very first lesson of a school year in classes 1B and 1C):

1. How are you?
2. Can we speak Czech?
3. Why are you here?
4. Can you tell us something about you?
5. What are we going to do here?
6. Can you tell us something about written tests?
7. Can you tell us something about oral testing?
8. What does "Green Card" mean?
9. Do we always have to do our homework?
10. Do we have to make notes or write something down in the lessons?

11. Do we really really have to speak only English all the time?

12. What shall I do if I have a problem (e.g. I don't understand)?

13. Can we contact you if we need something?

14. Can we influence our lessons and what we are going to do here?

15. Is there anything you didn't understand?

16. Can we ask anything else?

Methodological notes

The number of questions should be at least equal to the number of students, so that everybody is involved in the activity.

The questions suggested above are those that I used in the introductory lesson, the question should be change by each person who intends to use them according to the message and information that he or she wants to communicate to the students.

Personal experience from the class

The activity seemed to work well since the students were not just given all the information they needed but they were also actively involved in the process of information giving. The students could also see what kind of English lesson they could expect throughout the school year – the activity helped to build up the expectation about the future English lessons.

At the very beginning of the lesson, students in both classes looked slightly surprised and maybe even confused, not entirely sure what they were supposed to do when I invited them at a press conference and asked them to star asking questions. Nevertheless, after a few questions they understood what the system of the activity is and they looked more relaxed.

I feel that an important part of the success of the lessons was a relaxed atmosphere supported by smiling, jokes and funny pictures that I used. Although some students might have had a problem to understand everything due to low level of their English and might have appreciated the use of mother tongue, I used the means of repetition, pictures and gestures instead in order to introduce and support all English policy.

2.3.2 Speed dating

Linguistic aims

- Practice communicative skills and ability to reach an agreement in short time given.
- Improve fluency by overcoming the fear of making mistakes while speaking.
- Show students that practising English can be entertaining and enjoyable.

Non-linguistic aims

- Get to know each other better.
- Create a positive atmosphere.
- Think about relationship between boys and girls.

Characteristics of the activity

Students are sitting opposite each other, asking questions and discussing different topics concerning relationships.

Time for preparation: 5 minutes

Time for realisation: 20 minutes (depends on the number of students – the greater the number the longer the activity takes)

Materials needed: cushions or chairs

Source: designed (Bronislav Sobotka)

Motivation

Students are welcomed at a Speed dating session by a smart looking teacher and the basic principles and advantages of speed dating are explained:

Speed dating is a modern and extremely popular way of dating system that really works. In a short period of time you can meet many potential future partners and you have the opportunity to find out if you like each other.

Advantages of Speed dating:

- Only personal contact enables you to decide if you are attracted to a person or not. No web dating site can offer you this.
- We can guarantee you many meetings in a short time.
- You can save a lot of time and money that you would otherwise spend on blind dates.

Right now, YOU have the fantastic opportunity to try Speed dating for FREE! You may find the love of your life here today!

Procedure

Students are divided into two halves, one half consists of boys and the other of girls (if the number of the students of one sex is smaller, some of the students should represent the opposite sex in the game). Students are sitting opposite each other (either in two lines facing each other or in two circles facing each other). The teacher explains the task for each round and also states which line will be talking and how long will be talking (in some cases only one line can talk, in others it is a discussion). After the given time the teacher stops the students and students in one line (or one circle) move one seat to the right/left. New instructions and time is given and students start talking again. This is ideally repeated until each student is facing again the person he or she talked to at the beginning.

Examples of possible tasks:

1. Girls, you have just arrived at a Speed dating session – you will have a unique opportunity to meet a few really interesting boys – so you should prepare a few good questions that will help you find out the information about them that you want to know (e.g. Are you rich? Do you have a car? What are your hobbies? Do you think that I am beautiful? etc.). You have 30 seconds for your questions. Now!
2. Boys, the same situation. You have 30 seconds for your questions. Now! (This kind of task is good to repeat a few times.
3. Boys, the girl that you can see opposite to you is the girl of your dreams. Gorgeous. Three months you have been plucking up your courage to ask her for a date. Now is the moment. She is standing alone on a bus stop. Her bus is going exactly in one minute. Approach her and invite her for a date in such a way that she will not be able to refuse. You have one minute only. Go!

4. Girls, the date was fantastic. Well, maybe even better than you had hoped for. You are not ever sure how you ended up in his place. Passionate night. Nice but unclear memories. Two months later. It is for sure. Yep. You are pregnant. Yes, it happened that night. No. He has no idea. Finally you have plucked up your courage and you are about to tell him. You have exactly one minute to explain the situation and to persuade him to marry you (you know what is right, don't you?).

5. Happy ending. Marriage arranged. The last thing is missing. Yes. You have to choose the right names for your twins – one for your little boy one for your little girl. You have exactly 45 seconds. Now!

6. Dear young married couple is time for one of the most important decisions of your lives. Yes, you are right. It is time to divide the housework. You have exactly one minute to decide who will be doing what in your new house. By the way, no, you cannot hire a maid… Time is running, now!

7. You know, life is hard sometimes and all fairy tales have their ends. Yes, you are guessing right again – it is time for divorce. All is settled just one little thing is missing – to divide your possessions. You have a house, a car, two children, one dog, cottage and one million in a bank. You have exactly one minute to do so. Now!

Methodological notes

It is suitable to ask students a few questions between individual rounds. For example, if they are going to the date, or what names they have agreed on or who will do what in their house. If the teacher finds it appropriate some questions can be answered by all students.

Although the time suggested for each round might seem too short, it is very important for keeping the right pace of the activity and it creates the right atmosphere.

Possible modifications

If the activity is introduced at the stage where the students do not know each other well yet (probably at the beginning of the school year), they might be asked to find out the name of the other persons and three facts that they have in common and later in circle each student introduces one other student by saying his or her name and three things that they have in common.

Personal experience from the class

After a little bit slow beginning where the students were shy to talk and maybe also a little nervous and afraid not to look stupid or to make a mistake, they really got into the activity and seemed to really enjoy it (I tried to build up atmosphere by motivating and encouraging students). Although the activity was originally planned for 20 minutes the students in both classes asked for continuing so in the end it took more than 30 minutes in both classes.

I was positively surprised that many students who were normally not very keen on speaking in pairs enjoyed the activity and actively took part in it. I believe that this is due to the higher motivation for participating actively in the discussion, the fact that all the students talked at the same time very close to each other so that nobody could hear clearly what was each individual student saying (except for their partners), as well as the fact, that the instruction for discussion were clear and the time was short.

As a relative disadvantage or a drawback can be seen a very limited possibility for the teacher to monitor the use of English. During the activity two of the students in 1B did not want to communicate in English at the beginning and therefore four students from 16 were not really involved in the activity. After being asked by the teacher to at least try to communicate and after the pressure from their peers they started to participate more in the discussion.

2.3.3 One world

Linguistic aims

- Practise writing short messages.
- Reinforce good spelling.
- Learn to express once belief or credo in a few words.

Non-linguistic aims

- Think about what message I would like to send to the world.
- Think about what is really important in our lives.
- Create something that the students can be proud of.
- Show the creative possibilities of a camcorder and social medial.

Characteristics of the activity

An activity inspired by the phenomenon of interactive media, students send a message to the world by writing their messages on their hands, making a video and uploading the video on YouTube.

Time for preparation: 15 minutes

Time for realisation: 45 minutes

Materials needed: camcorder, tripod, felt-tips, laptop, internet connection or downloaded video *We're all in this together* by MadV

Source: designed (Bronislav Sobotka)

Motivation

The students are told about the video called One world and its history:

On the 16th November a user of YouTube called MadV upload a video showing a hand on which was written "One World" and the following text: "This is an invitation, to make a stand, to make a statement, to make a difference. Join in. Be part of something. Post your response now." (MadV). Thousands of people posted their responses with the same style – i.e. the message written on their hands. You now have the chance to be one of them and to send your own message to the world, to make a stand, to be part of something special.

After this, the video *We're all in this together* that was created from many different responses to the original video is played and students are asked to think about the message they would like to send.

Procedure

After seeing the video and having enough time to consider what message they want to communicate, students are given felt-tips and have time to write their messages on their hands. They can do it on their own or they can ask a fried to help them, or they can even cooperate on creating one message. Once some of the students are ready, they can choose the place and they can show the message to the camcorder and it is recorded. After all the

students have recorded their messages teacher, or one of the students, edit all the videos into one that is uploaded on YouTube so all the students as well as their friends can watch it.

Methodological notes

It is advisable to do the motivation a certain time before the realization of the activity as such, in order to give the students time to think about their message.

It is important to explain to the students that they should show their hands to the camcorder slowly, keep it long enough and close enough so that people can read it.

It is also good to emphasise that the teacher is more than happy to help students with the spelling or any other questions concerning language, because the students definitely do not want to be seen with a typo on their hands…

If the recording is done with the students under 18, it is advisable to ask their parents for an official agreement prior the recording – for example of an agreement with the recording see app. 3.

Possible modifications

Students might prefer to take pictures with their messages instead of using video or take pictures as well as record the video.

Personal experience from the class

At the beginning of the activity the students looked surprised at what they were asked to do and were not sure what to write and how to behave in front of the camcorder and encouragement and language help on my part was necessary. Some of the students felt nervous about being recorded and did not want to participate in it. Although I emphasised that nobody is forced to stand in front of the camcorder, I asked them to do it and explained that it was a class project and that they were an important part of the class. With the help and encouragement from their schoolmates all students in both classes in the end decided to be recorded.

Although I reminded the students constantly to speak English, most of the students used during the activity predominantly their mother tongue while discussing what message they should write on their hands and what the best way to show the hands on the camcorder would be. This was especially the case when I was recording the students and therefore could not monitor the use of English of the students who were not being recorded. I assume that the main reason for using the mother tongue was the high level of excitement, as well as the time pressure and lack of control.

After the final video was made, students seemed to be really proud of the project and shared it on social networks with their friends. On YouTube almost 300 people watched the final video. The video can be found on the following address:

http://www.youtube.com/watch?v=IBtPBiTHGKw&context=C32eb356ADOEgsToPDskKpr XA4NoNjFgKltI7fqr3v

2.3.4 Priorities on the board

Linguistic aims
- Practise speaking.
- Practise giving and justifying opinions.
- Developing the ability to argue once point.

Non-linguistic aims
- Create a positive atmosphere and have fun.
- Developing cooperation and ability to agree.
- Draw attention to things that are important for the students.

Characteristics of the activity
Short discussion game, students have to agree on words which should be deleted from the board and which words should stay.

Time for preparation: 5 minutes

Time for realisation: 20 minutes

Materials needed: felt-tips and flip chart or whiteboard

Source: designed (Bronislav Sobotka)

Motivation

Students are asked what they like, what they feel is important for them. The teacher writes the things students say on the whiteboard. To engage students into the activity the teacher should try to elicit the words from the students in a funny and entertaining way. If students do not come up with enough words the teacher can add some words of his or her own (ideally some 'spicy' words, e.g. beer, sex, English, school etc.). After writing about 15 words on the board the teacher looks at the class and says something like "Hm… That's interesting. All these things are important for you, aren't they? But you know… Life is hard. You cannot have everything. Sometimes the life is a question of priorities. Let's see what your priorities are!"

Procedure

The teacher explains to the students that they have to agree on which word should be deleted, and ask one of the students what word he or she would like to delete. If he or she does not know the teacher asks somebody else. Once a student names a word to be deleted, the teacher asks him or her why this particular word should be deleted. After the explanation teacher asks the rest of the students if they agree that this particular word should be deleted and then asks them to vote – if more than 50 per cent of the students agree, the word is deleted from the board. If not, the teacher asks students what other words he or she should delete. The activity continues in the same way until there are only last three words on the board. Then the teacher should draw attention to the words on the board and discuss with the students why they think these things are so important for them and if they think that they reflect them as a class (group of people).

Methodological notes

Student usually do not want to delete any of the words, therefore it is important that the teacher explains that they have to delete most of them and however hard it is, they have to agree on it. This might be difficult but for a skilful teacher it should be possible to lead a class

discussion in such a way that they agree on the last three or four words in about 15 or 20 minutes.

It is vital for the teacher to never judge the students' opinions. On the other hand, the teacher should support the students and motivate them to freely express their opinions and generally lead the discussion in a friendly and lively manner.

Possible modifications

It is possible to specify the group of the words that are to be written on the board if the aim is to draw the attention to a specific topic, e.g. jobs, personal characteristics, school subjects, etc.

Personal experience from the class

It proved to be very difficult to make the class to agree on what to delete. Students refused to vote for almost all the words written on the board, and they argued that all these things are important for them. In one moment in class 1C I decided to say that if they did not agree on what words to delete in the time given, all words will be deleted and therefore nothing would stay for them. Although this is not a very suitable approach, it worked for this specific class and in the end they managed to agree.

In class 1C the activity was introduced during the last 20 minutes of the lesson which proved to be a bad decision on my part since the end of the activity had to be rushed because of the lack of time. After this experience in class 1B the activity was done at the beginning of the lesson and therefore it did not cause a significant problem that the activity took about five minutes longer than it had been originally planned.

Even though the students seemed to enjoyed the activity and their immediate reaction was positive, I see as a significant drawback of the activity the fact that students talking time was relative low and therefore it might be beneficial for the students to introduce at the beginning of the activity a step that would involve a discussion in pairs or small groups in order to increase students' talking time.

2.3.5 School reunion after 15 years

Linguistic aims

- Practise speaking in front of other people (and the video camera).
- Work on ability to describe one's life in a short and clear way.
- Practise tenses (past, present perfect, present).

Non-linguistic aims

- Try to imagine being 15 years older and the life that one will be leading at that time.
- Think about one's aims and ambitions.
- Boost the team spirit in the class

Characteristics of the activity

Simulation of a school reunion after 15 years, each person speaks about his or her life and how he or she is doing. All speeches are recorded and the group really meet after 15 years and they watch the video and compare the recording with reality.

Time for preparation: 15 minutes

Time for realisation: 45 minutes

Materials needed: felt-tips and flip chart or whiteboard, camcorder, tripod, costumes (the clothes that the person expects to be wearing 15 years later), glasses, chairs, tables

Source: adapted from *Hry do kapsy IX: Sociální, motorické a kreativní hry*

Motivation

A few days before the actual activity, students are invited to the school reunion after 15 years. If they look surprised and protest that they are still at school, the teacher explains that they are actually 15 year older, that time sometimes passes really quickly… Their task is to prepare a short speech for the reunion in which they will sum up their lives. They should mention their names (well, they might look pretty different after 15 years), their jobs, their family situation,

their life experience, where they live, what their hobbies are, how they are feeling, etc. They should also dress in an appropriate way for the school reunion after 15 years (they should wear the kind of clothes they expect to be wearing after 15 year, and maybe even make themselves look older).

Procedure

The students sit around the table; everybody has a glass in front of him or her with a drink. They are welcomed by the teacher at a school reunion after 15 years. When a student is ready to make a speech in which he or she summarises his or her life, he or she gives signal to the teacher with the camcorder, stands up and tells other about his or her life. During the course of the meeting all students are recorded.

Methodological notes

It is useful to write the topics that students might want to mention on the board so that they can look at it if they feel lost.

The teacher should record the video, too – it is just fair to do the same as the students are asked to do.

In the time of Facebook it might be a good idea to create an event and invite the students to it – so that they can see that the reunion is really going to take place.

The copy of the recording should be safely stored in more than one place so it really is possible to watch it after 15 years and the teacher should be ready to meet with the students after 15 years, which might prove difficult especially if the activity is done in more classes or every year with a different class.

If the recording is done with the students under 18, it is advisable to ask their parents for an official agreement prior the recording – for example of an agreement with the recording see app. 3.

Possible modifications

The activity can be done also without the camcorder, especially if the people participating in the activity do not belong to 'the same group' and therefore arranging the meeting might be difficult.

Personal experience from the class

In class 1B some of the students did not prepare properly and consequently they insisted on extra time for preparation – while they were preparing their speeches other students had already started recording which did not create the intended atmosphere of a reunion. Based on this experienced in the second class (1C) I emphasised to the students to be prepared really properly and by this step the problem mentioned above was successfully eliminated.

In both classes it proved to be very difficult to make the first student start his or her speech and it took a relatively long time and persuasion. I am not entirely sure how to avoid this problem. It might be a good idea to ask one of the students before the lessons if he or she would be so kind and help the teacher and the whole class by starting.

Some of the students in both classes expressed their disbeliefs that the school reunion would really take place after 15 years. After I reassured them, the students in both classes expressed their excitement about the meeting and generally about the activity itself.

It was interesting to compare what kind of future different students foresaw for themselves. Most of the students in both classes envisioned themselves as successful professionals with a loving family, many of them using English in their jobs, some of them even living in English speaking countries. On the other hand, some students saw themselves as not so successful and not so happy and as more or less lost in their lives. I assume that it will be a fascinating experience to compare the students dream with the reality after 15 years. I am really looking forward to it.

2.3.6 What does it mean to be really alive?

Linguistic aims

- Practise writing short messages.
- Reinforce good spelling.
- Learn to formulate 'deep' message in a few words or sentences.

Non-linguistic aims

- Think about the question "What does it means to be really alive?"
- Ponder about what the priorities of our lives are and should be.
- Cooperate on creation of something that the students can be proud of.

Characteristics of the activity

The activity in which students have to answer the question "What does it mean to be really alive?" for themselves and then record their messages on video and send the message to the world via YouTube.

Time for preparation: 15 minutes

Time for realisation: 45 minutes

Materials needed: camcorder, tripod, felt-tips, papers, laptop with internet access or downloaded video of Ben Breedlove *This is my story*

Source: designed (Bronislav Sobotka)

Motivation

The teacher writes the question "What does it mean to be really alive"? on the board. And invites the students to watch a video on YouTube recorded by Ben Breedlove called *This is my story*. In the video Ben is telling the story of his life, his experience with living with a serious heart conditions and his experience from the moment when his heart stopped working for a few minutes. Ben is not speaking in the video but he is using papers with written sentences that he is showing to the video camera. After watching the teacher tells the students that Ben recorded this video a few days before Christmas in 2011 and that on the Christmas

day of that year while playing with his younger brother he died. His parents only found out about the video after his dead. His mom said that she was really proud of him. He really lived before he died. But what does it mean to be really alive? We are here today to try to answer this question.

Procedure

After the motivation students are asked to contemplate in silence the above mention question while listening to a song by Kid Cudi – Ben's favourite musician. When the song stops the students are asked to take prepared papers and write their own message answering the question "What does mean to be really alive?" They can use just one paper, but more suitable is probably to use more papers (as seen in the original video) and change them in front of the video camera. Once they are ready they inform the teacher who records their messages. After all messages are recorded, they are put together in an editing programme and uploaded on YouTube so that not only the students and their friends by all the people could watch it and react on it if they wish to do so.

Methodological notes

It is important to remind students to use big enough letters and keep the notes in front of the camcorder long enough for people to read it.

It is also good to emphasise that the teacher is more than happy to help students with the spelling or any other questions concerning language, because the students definitely do not want to be seen with a typo in the video…

If the recording is done with the students under 18, it is advisable to ask their parents for an official agreement prior the recording – for example of an agreement with the recording see app. 3.

Possible modifications

With more advanced class, the students can speak to the camcorder instead of using the papers with sentences.

Personal experience from the class

Most of the students in both classes had problems with reading Ben's message on his video since he was changing the papers quite quickly; consequently I had to help the students with understanding the story.

I was very positively surprised how seriously most of the students in both classes took the task and really thought about the question. The students were also quite moved by Ben's story; they asked a lot of question about him and probably thought about being in his shoes (since Ben was about their age when he died).

Unfortunately, during the preparation of the messages students tended to use mother tongue more than English, although when I asked them to switch into English the students did as asked. Nevertheless, during the recording of the messages most of the students did not speak English with their peers because I was not able to remind them not to use their mother tongue and students were too keen to discuss the activity with each other. Exactly the same problem occurred during the activity One world (as mentioned above), I am not entirely sure how (and if) this problem might be eliminated.

Even though the use of the mother tongue was a significant drawback of both mentioned activities that included recording of a video, I believe that the benefits in non-linguistic area outweighed the disadvantages. The students in both classes seemed to be really full of pride about the videos they had made, shared them with their friends on social networks together with positive comments about the lessons. I also felt that the rapport with students in both classes improved in the lessons following the the video projects (although it must be emphasises that this can be regarded as nothing more than a personal subjective observation).

The video, which have already been watched by almost 400 people, can be found on the following address:

http://www.youtube.com/watch?v=zkOD0dqFIew&context=C34bb883ADOEgsToPDskLNrp
F-ew3oB-vM7JtClqOE

2.3.7 Remote control for boys/girls

Linguistic aims
- Practise writing and speaking.
- Practise imperatives.
- Practise discussion in groups.
- Learn new vocabulary.

Non-linguistic aims
- Think about what girls want from boys and vice versa.
- Look at the differences and similarities between boys and girls in a funny way.
- Learn to share ideas about relationships in groups of students of the same sex.
- Create a relaxed atmosphere, have fun.

Characteristics of the activity

The activity in which groups of boys and group of girls create a remote control for boys/girls with functions they would like to be able to control.

Time for preparation: 10 minutes

Time for realisation: 30 minutes

Materials needed: papers with the shape of remote control with buttons (see app. 4), felt tips, music for playing in background, remote control

Source: designed (Bronislav Sobotka)

Motivation

The teacher shows the students a remote control and asks them what it is. When they say that it is a remote control, the teacher asks what we use it for. After the students name a few electronic devises, the teacher asks them to imagine that they could have such a remote control that would enable them to control the members of the opposite sex and gives a few examples how to use it.

Boys, imagine just one click of a button and your girl would bring you beer, another click and she would be mad to watch football with you, one more click and she would bring her sexy sister – wouldn't it be fantastic?

Girls, just imagine, one press of the button and he would stop plying Play Station and start talking to you about his feelings, one more click and he would bring you beautiful flower and a bar of your favourite chocolate…

Now you will have the unique opportunity to create a magic remote control for boys/girls! It is completely up to you what functions you will include.

Procedure

After the motivation students are divided into several groups. In one group should be around five students and the group should not be mixed (i.e. boys and girls should not be in the same group). Each group is given a paper with the shape of a remote control with buttons (see app. 4). Some of the buttons are completely empty, some are predesigned (e.g. plus and minus buttons). The task of the groups is to discuss what they would like to be able to control on boys/girls and create the corresponding functions on the remote control.

When all groups have finished their remote controls the students sit in a circle and one by one introduce their remote controls, explain what functions they decided to use and why. The next step of the activity should be a discussion in which students can ask each other questions concerning their remote controls and functions. The students are also told that they have an opportunity to ask the members of the other sex questions they would like to know and the volunteer from that group should answer.

Methodological notes

The teacher should monitor the progress in all groups and help them with vocabulary if needed. He or she should also observe how much time the individual groups need to finish and motivate the slower ones so that all the groups finish in approximately the same time.

It is sometimes necessary to remind the students that they should discuss everything in English, since the topic often leads into lively discussions in which some students tend to switch into their mother language.

Possible modifications

It is possible to choose different categories to be controlled by the remote control, for example parents and children, or teachers and students – the choice depends on the topic that the teacher wishes to introduce.

Personal experience from the class

The first part of the activity (creating the remote controls in groups of the same sex) worked well in both classes (1B and 1C). The students seemed to be keen on sharing their ideas about the members of the opposite sex and generally enjoyed the creation of the remote controls.

However, the second part of the activity differed significantly in both classes. In 1C there were only 10 students who all appreciated the opportunity to discuss the topic and to see what the members of the opposite sex wished them to do; long and lively discussion followed the introductions of the remote controls. On the other hand, in 1B were all 16 students and they did not want to participate in the discussion and they did not even appreciate the other groups remote controls. I believe that there were two main reasons for this discrepancy between the groups reaction to the activity; firstly it was the lower number of students in class 1C, secondly the fact that in class 1B was a different social climate caused by a few students who seemed to resist to talk openly and share ideas with other students and made this ostentatiously visible.

One of the drawbacks of the activity was the fact that most of the groups consisting of boys decided to use the remote control predominantly for sexual pleasures…

2.3.8 English learning yes-no discussion

Linguistic aims
- Practise speaking.
- Think about the different ways of learning English.
- Discuss the possibilities and opportunities for learning English.
- Motivate students into learning English in an effective way.

Non-linguistic aims

- Share experience and ideas with others.
- Learn to respect the rules of the discussion and to accept the other's opinions.
- Receive feedback from students about English lessons.

Characteristics of the activity

A discussion activity in which the students answer a number of questions concerning learning English, but they can only answer YES or NO.

Time for preparation: 10 minutes

Time for realisation: 45 minutes

Materials needed: a card with words YES and NO for each student, list of questions for the teacher

Source: adapted from *Zlatý fond her III*

Procedure

Students sit in a circle so they can see each other. The teacher reads questions that can be answered YES or NO. After hearing each question students have about 30 seconds to think about their answer and then they have to answer. The answering is done by placing a card saying YES or NO in front of them. Each question is must be answered either YES or NO. After each question the students can ask each other specifying questions if they want to. The teacher can also ask some of the students question concerning their answers.

List of the possible questions:

1. Are you ready?
2. Are you feeling comfortable?
3. Do you like English?
4. Do you think that you have to live for some time in an English speaking country to speak English really well?
5. Do you believe you can learn to speak English really well?

6. Are you happy when you learn something new in English?

7. Do you think that English will be important in your future life?

8. Do you read books in English?

9. Do you watch films or serials in English?

10. Do you think that English is difficult?

11. Do you think you would be able to communicate in an English speaking country?

12. Do you think you can learn English if you speak Czech in the lessons?

13. Would you go into our English lessons if you did not have to?

14. Would you change anything about our English lessons?

15. Would you like to be an English teacher?

16. Are you happy with your English?

17. Do you think that your English is improving?

18. Would you like to ask any questions?

19. Would you answer any of the questions differently now?

Methodological notes

The teacher should lead the discussion firmly and do not let more than one person talk at the same time. The activity is not a discussion in the classical sense of the word – students should be silent while answering the question YES or NO and later talk only to ask a question or to answer the specific question. Nobody else should talk.

It is advisable to start from easy questions so that the students can get into the activity.

It might be a good idea to ask students to close their eyes when showing their cards and then ask them to open them at the same time and see what others have. Sometimes some of the students are easily influenced by the answers of others.

Possible modifications

It is possible to ask all sorts of questions – it depends on the topic the teacher wants to discuss with the students. The questions might be concerning the problems in the class or their beliefs or anything else.

Personal experience from the class

I was very positively surprised that students in both classes were interested in the discussion, listened to each other, asked question and managed to stay focused until the end of the lesson.

In class 1B some of the students answered YES to the question number 14 (Would you change anything about our English lessons?). When I asked them what they would like to specifically change, they expressed their desire to spend more time revising grammar. The students stated that they liked the activities based on experiential learning a lot, but they said that they would also like to have good marks from English test and that they felt they needed more help in this area. Following this discussion, I asked them if they would like to do a little bit of grammar revision at the beginning of most of the lessons and the majority of the students answered YES. I therefore consequently agreed with the class to do so. Later the same possibility was suggested also to class 1C and they also agreed.

I feel that this activity was really beneficial for both the teacher and the students. I gained better understanding about students learning styles, priorities and opinions and the students had the opportunity to share their ideas and learn about different possibilities of improving their English.

I found especially interesting the discussion that follows after questions 12. (Do you think you can learn English if you speak Czech in the lessons?) and 13. (Would you go into our English lessons if you did not have to?). Absolute majority of the students in both classes agreed on the fact that to be able to learn English well, it is crucial to speak English during the lessons, but they also explained that it is sometimes very difficult for them and that the urge to express their ideas is too high to bear. During the following discussion some of the students promised to at least try to limit the use of Czech during the lessons. As far as coming to the classes even if it was not compulsory is concerned, majority of the students in both classes (in fact all but one student in 1B and one in 1C) stated that they would still attend the classes because they liked them and they realized that English would be important in their future lives.

3. Feedback from students

The aim of this chapter is to provide and analyse data from a questionnaire that student in both groups (1B and 1C) were asked to fill in. The questionnaire, which was anonymous, consisted of three parts (see app. 5) that will be looked at in detail in the following three sub-chapters. The results are shown separately for each class (1B and 1C) and then total average is given.

The questionnaire was answered by 10 (from 12) students in group 1C and 12 (from 16) students in group 1B (the rest of the students was absent). The questionnaire was filled in by both groups on 8th March 2012 (after approximately six months of using the methods and activities based on the principles of experiential learning). The complete results with the points given in each category by each individual student can been found in Appendix 6.

3.1 Agreement with statements – aims of the course

In the first part of the questionnaire, which consisted of 10 statements (see app. 5a), the students were asked to show the extent of their agreement or disagreement with the statements by choosing the answer on the scale from 1 to 5 (1 = definitely disagree, 2 = mostly disagree, 3 = neither agree nor disagree, 4 = mostly agree, 5 = definitely agree). Students were also encouraged to comment on their evaluation (i.e. explain the reason for their rating).

The statement used in this part of the questionnaire are based on the ten 'unofficial' aims of the course as stated in chapter 1.5 (Aims of the course) of the thesis and therefore might be interpreted as an indicator of how successfully these aims were fulfilled.

Table 3.1. Agreement with statements.

Statements		Average in 1C	Average in 1B	Total average
1.	Lessons and activities based on the principles of experiential learning have helped me improve my fluency.	3,90	3,58	3,73
2.	Thanks to lessons and activities based on the principles of experiential learning I feel more prepared for real communication in real life.	4,60	4,00	4,27
3.	Lessons and activities based on the principles of experiential learning have boosted my self-confidence as far as my ability to communicate in English is concerned.	4,00	3,42	3,68
4.	During the lessons and activities based on the principle of experiential learning I am experiencing the joy of studying.	4,80	3,83	4,27
5.	During the lessons and activities based on the principle of experiential learning I am experiencing the feeling of being successful.	4,00	3,67	3,82
6.	During the lessons and activities based on the principle of experiential learning I have practised most of my English.	3,95	3,92	3,93
7.	During the lessons and activities based on the principle of experiential learning I have learnt new vocabulary.	3,90	4,17	4,05
8.	During the lessons and activities based on the principle of experiential learning I have reinforced grammar.	3,40	3,25	3,32
9.	I feel encouraged to continue working on improving my English.	4,60	3,50	4,00
10.	I am looking forward to English lessons.	4,78	4,33	4,52

In the table 3.1 can be seen that in nine of ten categories students from group 1C expressed stronger agreement with the given statements than students from 1B. One of the reasons for this difference is that two students in group 1B gave lower marks than the rest of

the group – if median[3] value instead of average value is used then both groups results are almost identical (see app. 6a). Another reason might be that, as was mentioned in chapter 1.2 (Students), the atmosphere and social climate is generally better in group 1C (due to lower number of student and the different personalities of the students).

On average the students from both classes expressed the strongest agreement with the statement 10. (I am looking forward to English lessons.). In their comments students usually emphasized that the lessons are not stressful and they have fun during them. This could be illustrated by quoting the answer given by one of the students "Yes! The lessons are without stress and we still learn a lot. I love the games we play. I even play them at home with my friends!" I consider this to be a very encouraging message since I believe that positive attitude and motivation towards studying is a crucial part of a successful learning.

Students in both groups also agreed that they feel more prepared for real life communication in English (statement 2.). "Yes! It is about real communication with people not boring textbook exercises; filling in gaps will not help me much in real life." (One of the students' comment on this statement). Students also expressed their opinion, that they had experienced the joy of studying (statement 4.), and that they had learnt new vocabulary (statement 7.), as well as that they had practised most of their English (statement 6.).

Students agreed least with the statement number 8. (During the lessons and activities based on the principle of experiential learning I have reinforced grammar.). Some of the student also commented on this point stating that they felt that they had improved and reinforced their grammar more during the lessons based on the textbook and that during the activities based on experiential learning they were so focused on the message they wanted to communicate that they did not think about grammar at all.

Although the average agreement differs between individual classes and questions, none of the numbers in any of the classes is lower the three, which means that students in both classes agreed (to different extent) with all ten statements; in other words, it might be said that according to the students rating all ten 'unofficial' aims were fulfilled.

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[3] describes the value which is the middle one in a set of values arranged in order of size (Cambridge Dictionaries Online).

3.2 Evaluation of the lessons

In the second part of the questionnaire students were asked to evaluate five different aspects of English lessons (see app. 5b) by choosing the answer on the scale from 1 to 5 (1 = Poor, 2 = Fair, 3 = Good, 4 = Very good, 5 = Excellent). Students were also encouraged to add any other comments (e.g. explain the reason for their evaluation). All five aspects focus on overall quality of the lessons, teacher and atmosphere and therefore might be interpreted as students' general evaluation of the quality of the lessons.

Table 3.2. Evaluation of the lessons.

Categories		Average in 1C	Average in 1B	Total average
1.	Overall quality of the lessons	4,45	4,29	4,36
2.	Overall quality of the teacher	4,90	4,64	4,76
3.	Ability of the teacher to activate me	4,70	4,42	4,55
4.	My satisfaction with English lessons	4,40	4,08	4,23
5.	Overall atmosphere in the class during English lessons	4,60	3,83	4,18

Many students expressed the idea that in their opinions the categories 1. (Overall quality of the lessons) and 2. (Overall quality of the teacher) are interconnected – "It depends mainly on the teacher and we have the best one." (One of the students' comment on this category). Another student put it similarly "At primary school we were just sitting and looking into our books all the time and I did not get anything from the lessons – the lessons of English with Broňa are the best I have ever had, I still remember how amazed I was at the beginning from this form of English learning."

In their comments concerning the rating of the ability of the teacher to activate them (category 3.), students most often mentioned as the key factor 'fun' - "It's fun to study with our teacher, we play super games and have fun." (One of the students' comment on this category). Students in both groups also expressed their overall satisfaction with English lessons, although some of them mentioned that they would like to concentrate more on

grammar – "I am happy with our lessons but I would like to do a bit more grammar." (One of the students' comment on this category).

The biggest difference between classes 1B and 1C was in category 5. (Overall atmosphere in the class during English lessons), which is the fact that has been already mentioned a few times in the thesis. While most of the students from group 1C wrote similar comments as is the following one, "atmosphere is relaxed and everybody is in a good mood" (one of the students' comment on this category), some of the students from 1B group expressed similar ideas to the following comment "The idea is great but some students do not follow the rules…" (One of the students' comment on this category).

As can been seen in the table 3.2 (Evaluation of the lesson), students in both classes gave relatively high numbers in all categories. I see as a very positive fact that total average of rating in all five categories was between four (very good) and five (excellent). The average mark was (as in part one of the questionnaire) higher in all five categories in group 1C than in group 1B, possible reasons for this difference have been already discussed in the previous sub-chapter.

3.3 Open questions – students' view of the lessons

The aim of this chapter is to look in detail at the last (third) part of the questionnaire, which consisted of nine open questions, in which the student were asked to comment on various aspects of the English lessons. The chapter also provides one or more examples of the students' answers for each question in order to illustrate students' opinions in their own words and style.

Student were encouraged do write openly and were given sufficient amount of time for their answers. I corrected some of the answer so that they are grammatically correct and also if the students did not know how to say something in English, they used a Czech word – I translated these words into English afterwards. Since the questionnaires were anonymous, it is not possible to refer exactly to the students who were the authors of individual comments. Due to limited space not all interesting answers and comments made by the students were

possible to mention here, nevertheless they are listed in Appendix 6c (Students' feedback questionnaire – Selection of answers – Part 3).

1. Which three things do you like most about the lessons and activities based on experiential learning?

Although students' answers varied to a certain extent, they tended to mentioned most often the fact that lessons were not boring but on the contrary interesting and 'fun'. The students also often mentioned all English policy, practical orientation, opportunity for speaking and positive attitude of the teacher.

"These are not the boring lessons during which you are sitting, holding your head with your hand and counting the minutes to the end. I enjoy the lessons and this is the most important." (One of the students' answer).

"It is interesting, understandable for everybody (I do not think about it as about learning more like about fun)." (One of the students' answer).

2. Which three things would you change about our lessons?

In this question overwhelming majority of students expressed their wish to concentrate more on grammar. Some of the students also wrote that they would like to do more revision and some mentioned the problem with the use of Czech language during the lessons – "We should not speak Czech at all, but it is our fault; Broňa is constantly reminding us not to do it." (One of the students' answer).

"I would personally concentrate more on grammar, because I have the feeling that when we talk we just put words together, happily ignoring all grammar rules." (One of the students' answer).

3. What activities, principles and approaches do you think helped you most improve your English?

Almost all students in their answers put the greatest emphasis on one factor – speaking. The students stressed that they felt that the most useful for them had been all sorts of communicative activities during which they had to make themselves understood and the fact that they had to speak only English all the time.

"That Broňa is forcing us to speak English all the time, so I simply have to express myself and this gives me courage and I feel more confident next time." (One of the students' answer).

4. How specifically did these things help you?

As in the previous question, absolute majority of the students mentioned speaking and the fact that they felt more self-confident and prepared as far as speaking is concerned. Some of the students also stated that they had learnt many new words and phrases.

"I am not afraid to talk (even if it is not correct)." (One of the students' answer).

"I am able to create a whole sentence which used to be a big problem for me." (One of the students' answer).

5. Are there any areas of English that have not been covered appropriately in the lessons?

About half of the students answered that they did not think there were areas of English that had not been covered appropriately. Second half most often stated that they would like to give more attention to grammar, especially to tenses, as well as to revision.

"I would involve more grammar." (One of the students' answer).

"I would devote a part of the lesson to the revision." (One of the students' answer).

6. How would you describe the main differences between 'standard' English lessons and the lessons based on the principles of experiential learning?

As can be illustrated on four examples of students' answers stated below, according to students' opinion there are significant differences between what they see as a 'standard' lesson and the lessons they had experienced during the lessons based on the principles and activities of experiential learning. The most often mentioned difference was that they saw the lessons based on principles of experiential learning as more engaging, entertaining and motivating.

"In normal lessons teachers are writing on the board and we are writing it down without thinking and without paying the slightest attention to the teachers. In our English lessons we are trying to do something because we are motivated to do so." (One of the students' answer).

"Standard lessons are extremely boring, there are no games to practise what we have learnt, we are always tested so we are always stressed and therefore we do not look forward to them. Our lessons with Broňa are interesting, we learn many new words, we look forward to the next lesson, nobody tells us off, the teacher is open to our opinions and friendly." (One of the students' answer).

"Standard lessons (for example at basic school) were very boring. I was not looking forward to them, I was afraid that the teacher was going to test me again or to scold me for not knowing something. In lessons with Broňa I am looking forward to them, I am not afraid to be told off for not knowing something. I would even say that oral testing is interesting and I am not afraid of it anymore (like I am in other subjects)." (One of the students' answer).

"Not only my approach to English has changed a lot (I like it now many times more than before) but my English has also improved because English is now my most favourite subject and I am happy that I could have experienced experiential learning." (One of the students' answer).

7. How would you define (according to your opinion) the main principles that the lessons were based on?

It is interesting to compare the main principles and aims as I defined them in this work with the principles as observed and understood by the students themselves. The students mostly mentioned as the key principles 'fun', positive attitude of the teacher, building a good attitude towards English, learning by playing and motivation. I see as a very positive and encouraging the fact that the principles stated by the students are to the significant extent identical with the ones defined in this thesis (and therefore it can be said that the students themselves were able to identify the principles as intended).

"No shouting, always smiling, learning by playing, making it interesting for us, motivating us." (One of the students' answer).

"Make students interested and help them enjoy the lessons and at the same time learn them something and motivate them into learning something new." (One of the students' answer).

8. What do you consider to be the main advantage of the lessons based on the principles of experiential learning?

Students listed a wide range of advantages in their answers to this question – from improved speaking, through the fact that they enjoyed the lessons and had bigger self-confidence, to good relationship with the teacher (see app. 6c).

"That we are looking forward to the lessons, that we are not stressed. I personally always wake up after boring lessons. I feel that I am improving without realising it during playing communicative games." (One of the students' answer).

"That we are all enjoying the lessons and are at the same time getting ready for real life when we can use English." (One of the students' answer).

9. What do you consider to be the main disadvantage of the lessons based on the principles of experiential learning?

Most of the students who stated a disadvantage (some of the students expressed the opinion that they were not any) mentioned the lack of grammar and the wish to concentrate more on this area. The same opinion was expressed by a significant number of students not just as the answer to this question but also in some of the previous questions and parts of the questionnaire.

"I do not want to spend too much time with grammar but I feel that more grammar would be good. I mean speaking is very important but grammar is important as well." (One of the students' answer).

"I sincerely believe that there are not any." (One of the students' answer).

3.4 Outcome of the feedback

After going through the answers, rating and comments that the students expressed in the questionnaires the next logical step was to inform the students about the results of the feedback and to agree on changes that should be done in the future. I believe that there are two important benefits in implementing some of the changes that students had suggested.

Firstly, the students can see that their voice is heard, that they are respected partners in communication and that they are therefore co-responsible for their learning. Secondly, students' motivation for studying and active involvement in the lessons is likely to be higher if the changes they suggested are implemented.

Resulting from the discussion in both groups the following changes were implemented:

- During the lessons with textbook will be more attention given to grammar, its explanation and practice.
- During the lessons without textbook will be occasionally introduced games and activities concerning grammar practise.
- More time will be devoted to revision, especially prior the tests.

- In each lesson will be a devoted section during which strict all English policy will be implemented. Both groups will start at five minutes. If somebody uses a Czech word during these five minutes, the time is restarted and counting starts again. If five minutes is managed, the next lesson the time is going to be longer (e.g. seven or ten minutes). If the students manage to speak only English for 45 minutes (the whole lesson) before the end of the year the teacher will buy them a big cake as a treat.

- Approximately once a month will be held a lesson during which will be discussed students' view of the lessons, the progress they have done and suggestions for changes.

Conclusion

The main aim of this work was to introduce and retrospectively evaluate the use of activities and principles of experiential learning in secondary school English teaching. The thesis focused on the question whether experiential learning can be a salutary part of secondary school language teaching and on the benefits and drawbacks of this inclusion.

The theoretical part of the work concentrated on introducing the reader into the field of experiential learning by defining its basic concepts and principles and by providing a concise look at its history and development. This part also focused on the use of experiential learning in the classroom, especially in the language teaching and on the role of teacher in experiential learning. Potential pitfalls of experiential learning and its compatibility with current educational documents were also discussed.

The practical part of the thesis contained the description of the course and its aims, overall strategies and principles applied during the lessons, as well as eight examples of individual activities and their evaluation. The last chapter focused on analysing the results of a detailed feedback questionnaire, which were the students in two classes at Gymnázium Elgartova Brno given after six month during which were the principles and activities of experiential learning implemented. The questionnaire consisted of three parts in which the students were asked to evaluate various aspects of the lessons.

In the first part of the questionnaire the students were asked to show the extent of their agreement with the fulfilment of ten 'unofficial' aims of the lessons, as described in the chapter 1.5 (Aims of the course) in the practical part of the thesis. Although the extent of agreement differed among the individual statements, students in both classes agreed that all ten aims were successfully fulfilled. More specifically, students agreed that the introduction of activities and principles of experiential learning helped them not only learn new vocabulary, feel more prepared for communication in real life and practise most of their English, but they also expressed that during the lessons they experienced the joy of studying and that they look forward to English lessons and feel encouraged to continue on improving their English.

In the second part of the questionnaire the students were asked to evaluate overall aspects of English lessons by choosing the answer on the scale from poor to excellent. Total average of the rating in all categories was between very good and excellent. Students highly evaluated the overall quality of the lessons, ability of the teacher to activate them, their satisfaction with the lessons and the atmosphere in the class.

The final part of the questionnaire consisted of open questions in which the students were asked to comment on various aspects of English lessons. The comments were generally very positive and students especially appreciated positive and supportive atmosphere during the lessons, space for fun and also the fact that mistakes are seen as an integral part of the learning process or even as necessary steps to perfection. On the other hand, one of the main problems mentioned by the students in their feedback was the lack of grammar exercises.

Based on the students' feedback and on my personal observations, the implementation of the activities and principles of experiential learning into secondary school language teaching proved itself to be a very successful step. Moreover, I believe that these principles and activities are absolutely compatible with the currently valid curricular documents. Nevertheless, there are also potential drawbacks, besides the students' opinion concerning the lack of grammar practice, also the preparation for the lessons can be quite time-consuming for the teacher.

Even though I and the students both agree that the outcome of the implementation of experiential learning and activities into the secondary school English lessons was generally very positive, several limitations need to be acknowledged. Although the findings suggest that the use of activities and principles of experiential learning in secondary school English teaching can have very positive effects, it is difficult to separate role of the teacher and his personality on the positive results of the feedback. Another limitation lies in the fact that the work analysed only two classes taught by only one teacher. Broader research would be needed in order to determine whether the inclusion of experiential learning into secondary school language teaching would really have as positive effects as this work suggests.

My ambitious goal while working on the thesis was to write the work in such a way that it would not only fulfil all requirements laid for a good academic paper, but at the same time would also be a 'user friendly' work that would provide a general theoretical

background, easy to follow steps and inspiration for other teachers who might be considering to embark with their students on a demanding but very rewarding journey of experiential learning. It is my personal believe that this is a journey worth taking.

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Appendices

Appendix 1: School Education Programme of Gymnázium Elgartova Brno

Appendix 2: Agreement with the publishing of an audio-visual material of a student

Appendix 3: Remote control

    Appendix 3a: Remote control - template

    Appendix 3b: Remote control - examples

Appendix 4: Content of the Maturita Solution Pre-Intermediate Student's Book

Appendix 5: Students' feedback questionnaire - blank

    Appendix 5a: Students' feedback questionnaire – Part 1 – Agreement with statements

    Appendix 5b: Students' feedback questionnaire – Part 2 – Evaluation of the lessons

    Appendix 5c: Students' feedback questionnaire – Part 3 – Open questions

Appendix 6: Students' feedback questionnaire – Results

    Appendix 6a: Students' feedback questionnaire – Results – Part 1

    Appendix 6b: Students' feedback questionnaire – Results – Part 2

    Appendix 6c: Students' feedback questionnaire – Selection of answers – Part 3

Appendix 7: Photos

    Appendix: 7a: Group photos – 1B

    Appendix: 7b: Group photos – 1C

    Appendix: 7c: Speed dating

    Appendix: 7d: One world

    Appendix: 7e: School reunion after 15 years

    Appendix: 7f: What does it mean to be really alive?

Appendix: 7g: Remote control for boys/girls

Appendix: 7h: English learning yes-no discussion

Appendix 1: School Education Programme of Gymnázium Elgartova Brno

Expected outcomes of English language knowledge as specified in *School Education Programme of Gymnázium Elgartova Brno* (48-50, translated by the author) for the students of the first year of the four-year study programme.

Speaking: the pupil shall be able to

- describe a character and appearance of a person
- express his likes and dislikes
- fill in a form about his attitude to sports
- provide a list of main sports
- ask for details from a heard text about history of a race
- describe briefly a sport event
- with help from teacher formulate questions for an interview with a sportsman
- with visual help describe environment of a city or countryside
- give the direction and ask for the way
- describe an ideal city or countryside
- list advantages and disadvantages of living in the country or city
- briefly express his opinion on a seen film
- compare and contrast two films
- state reason for not being able to do something or go somewhere
- formulate the main ideas of a film
- name shops he or she likes or dislikes
- ask a friend how long has something been happening
- find specific information in a general text about important buildings
- describe an important building

Writing: the pupil shall be able to

- write an article for a school magazine about a famous sportsperson
- write a personal profile for an internet chat room
- create a leaflet that is informing tourists about an interesting place

- create a summary of a film that he or she liked
- write informal thank you letter

Reading: the pupil shall be able to

- understand popular-educational style of text about free time of young people in Great Britain
- understand popular-educational style of text about fashion, fashion trends and clothing style of young people
- understand a report concerning a sport game
- understand a text about history of a sport event
- understand a conversation of young people about their activity in recent time
- distinguish whether information in a sentence is general or not
- understand a description of a city or countryside
- understand a description of a touristic interested place in a leaflet
- understand a short bibliography of an actor/actress
- point out the main points in a popular-educational text about history of a film and its main characters
- understand and point out the main points of a CV of a famous person
- point out main ideas from a popular-educational text about occasions during which people in Great Britain give each other presents

Listening: the pupil shall be able to

- understand a description of a person with a visual aid
- understand a conversation of young people about their leisure time
- understand a read message from a sport match
- understand a description of a city and countryside
- find the way according to instructions
- understand what kind of movie is talked about
- understand a summary of a film
- name kinds of shops (with visual help)
- find out what kind of shop are the speakers in (based on their conversation)

- understand information from a trip
- point out main points a heard conversation

Appendix 2: Agreement with the publishing of an audio-visual material of a student

Souhlasím, aby pedagogičtí pracovníci Gymnázia Elgartova (Gymnázium, Brno, Elgartova 3)

pořizovali a dále využívali audiovizuální záznamy mého syna/dcery

……..………………………………………………….……… narozené(ho)

………………………....., a to zejména následujícím způsobem:

a) k publikaci na školních stránkách (www.gymelg.cz)

b) k publikaci na veřejně přístupných stránkách (např. www.youtube.com)

c) k publikaci na sociálních sítích (napr. www.facebook.com)

Podpis zákonného zástupce……………………………. Datum……………………..

Appendix 3: Remote control
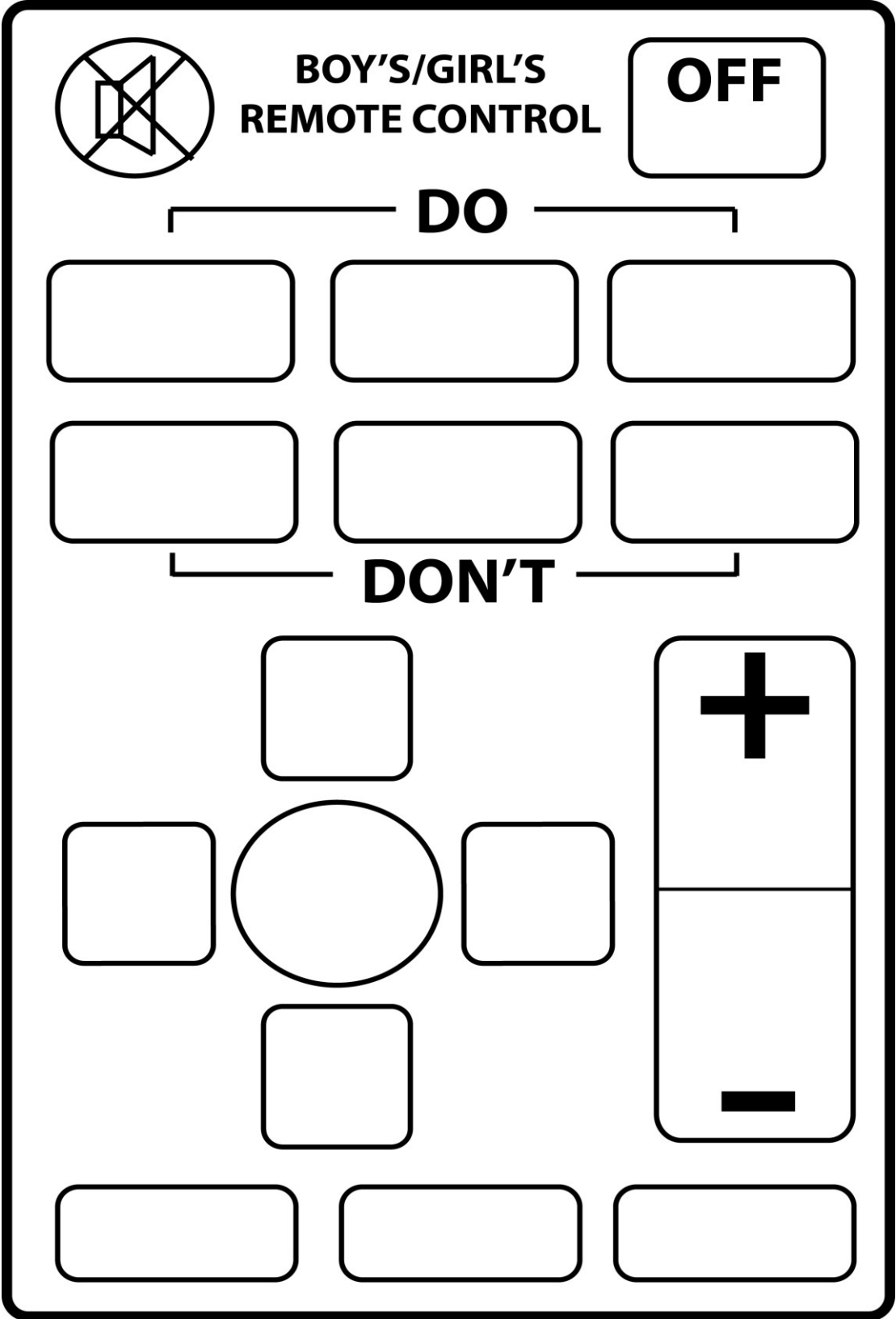
Appendix 3a: Remote control – template

BOY'S/GIRL'S REMOTE CONTROL

OFF

DO

DON'T

+

–

Appendix 4: Content of the Maturita Solution Pre-Intermediate Student's Book

September and October: Unit 1 – The real you

A) **Vocabulary and Listening**

Personalities

Personal adjectives (*generous, lazy, patient,* etc.)

Negative prefixes (un- , im-, etc.)

Listening: Describing people's personalities

B) **Grammar**

Present simple and continuous

Verbs not used in continuous tenses

C) **Culture**

Free time

Reading: Teenagers leisure time in the UK

Listening: Teenagers and their free time

Pronunciation: intonation in questions

D) **Grammar**

Verb + infinitive or –ing form

E) **Reading**

Appearance

Reading: Do goodies wear hoodies?

Listening: Song – Sk8er Boi

F) **Everyday English**

Expressing likes and dislikes

Vocabulary: Hobbies and interests (*chatting online, taking photos,* etc.)

G) Writing

A personal profile

Modifying adverbs (*a little, not at all, quite, really,* etc.)

Unit 2 – Winning and loosing

A) Vocabulary and Listening

A question of sport

Sports (*athletics, gymnastics, weightlifting,* etc.)

Play/go/do + sports

Collocations: sports and games (*win a race, score a goal,* etc.)

Listening: Sport commentaries

B) Grammar

Past simple

Pronunciation: -ed endings

C) Culture

Reading: The Boat Race

Listening: The history of the Oxford- Cambridge Boat Race

D) Grammar

Past simple and past continuous

E) Reading

Surf's up

Surfing superstar!

F) Everyday English

Talking about the past

Vocabulary: Free- time activities (*chat with friends, go away for the weekend,* etc.)

G) Writing

A magazine article

Unit 3 – Town and country

A) Vocabulary and Listening

Landscape

Rural and urban landscapes (*footpath, hedge, roadwork, traffic jam,* etc.)

Prepositions of movement (across, through, etc.)

Compound nouns (*homework, weekend,* etc.)

Listening: Following directions

B) Grammar

Some, any, much, many, a lot of, a few

C) Culture

Reading: North Wales

Listening: Life in rural Wales

D) Grammar

Articles

Pronunciation: vowel sounds and *the*

E) Reading

Are you lonesome tonight?

Monowi. Population: 1

Adjectives to describe places (*clean, noisy, safe,* etc.)

F) Everyday English

Preposition of places (*behind, on the corner of,* etc.)

Fillers (*let me see, um,* etc.)

Listening: Following directions

G) Writing

Vocabulary: Adjectives to describe places (*vast, ancient, fascinating,* etc.)

Unit 4 – In the spotlight

A) Vocabulary and Listening

At the cinema

Types of film (*action film, musical, western,* etc.)

Adjectives to describe films (*gripping, violent,* etc.)

-ed and –ing adjectives (*annoyed/annoying, disappointed/disappointing,* etc.)

Listening: Excerpts from films

B) Grammar

Comparatives and superlatives

C) Culture

Licensed to kill

Reading: James Bond: a British spy

Listening: Nobody does it better

D) Grammar

(Not) as … as, too, enough

Pronunciation: weak forms

E) Reading

Crossing cultures

Milos Forman: Against the odds

F) Everyday English

Buying tickets

Check understanding (*Pardon? Sorry, did you say…?*)

G) Writing

A film review

Words and phrases for expressing contrast (*however, nevertheless,* etc.)

Unit 5 – Gifts

A) Vocabulary and Listening

At the shops

Shops (*jeweller's, newsagent's,* etc.)

Verbs: shopping and money (*borrow, owe, spend,* etc.)

Listening: Conversations in shops

B) Grammar

Present perfect

Been and gone

For and since

How long…?

C) Culture

Giving and receiving

Reading: Gift-giving in Britain

Vocabulary: Special occasions (*Christmas, Mother's Day, weddings,* etc.)

D) Grammar

Present perfect and past simple

Have you ever…?

E) Reading

Monumental gifts

Buildings given as presents

Vocabulary: Buildings (cathedral, skyscraper, stadium, etc.)

F) Everyday English

Buying clothes

Vocabulary: In a shop (*changing room, to fit,* etc.)

Listening: Shopping for clothes

G) Writing

An informal letter

Appendix 5: Students' feedback questionnaire – blank

Appendix 5a: Students' feedback questionnaire – Part 1 – Agreement with statements – aims of the course

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.

1 = definitely disagree

2 = mostly disagree

3 = neither agree nor disagree

4 = mostly agree

5 = definitely agree

1. Lessons and activities based on the principles of experiential learning have helped me improve my fluency.

   1   2   3   4   5

2. Thanks to lessons and activities based on the principles of experiential learning I feel more prepared for real communication in real life.

   1   2   3   4   5

3. Lessons and activities based on the principles of experiential learning have boosted my self-confidence as far as my ability to communicate in English is concerned.

   1   2   3   4   5

4. During the lessons and activities based on the principle of experiential learning I am experiencing the joy of studying.

1   2   3   4   5

5. During the lessons and activities based on the principle of experiential learning I am experiencing the feeling of being successful.
   1   2   3   4   5

6. During the lessons and activities based on the principle of experiential learning I have practised most of my English.
   1   2   3   4   5

7. During the lessons and activities based on the principle of experiential learning I have learnt new vocabulary.
   1   2   3   4   5

8. During the lessons and activities based on the principle of experiential learning I have reinforced grammar.
   1   2   3   4   5

9. I feel encouraged to continue working on improving my English.
   1   2   3   4   5

10. I am looking forward to English lessons.
    1   2   3   4   5

Appendix 5b: Students' feedback questionnaire – Part 2 – Evaluation of the lessons

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 lessons.

   1   2   3   4   5

2. Overall quality of the teacher.

   1   2   3   4   5

3. Ability of the teacher to activate me.

   1   2   3   4   5

4. My satisfaction with English lessons.

   1   2   3   4   5

5. Overall atmosphere in the class during English lessons.

   1   2   3   4   5

Appendix 5c: Students' feedback questionnaire – Part 3 – Open questions

1. Which three things do you like most about the lessons and activities based on experiential learning?

2. Which three things would you change about our lessons?

3. What activities, principles and approaches do you think helped you most improve your English?

4. How specifically did these things help you?

5. Are there any areas of English that have not been covered appropriately in the lessons?

6. How would you describe the main differences between "standard" English lessons and the lessons based on the principles of experiential learning?

7. How would you define (according to your opinion) the main principles that the lessons were based on?

8. What do you consider to be the main advantage of the lessons based on the principles of experiential learning?

9. What do you consider to be the main disadvantage of the lessons based on the principles of experiential learning?

Thank you for taking the time to complete this questionnaire.

Appendix 6: Students' questionnaire – Results

Appendix 6a: Students' feedback questionnaire – Results – Part 1

Statement 1: Lessons and activities based on the principles of experiential learning have helped me improve my fluency.

Statement 2: Thanks to lessons and activities based on the principles of experiential learning I feel more prepared for real communication in real life.

Statement 3: Lessons and activities based on the principles of experiential learning have boosted my self-confidence as far as my ability to communicate in English is concerned.

Statement 4: During the lessons and activities based on the principle of experiential learning I am experiencing the joy of studying.

Statement 5: During the lessons and activities based on the principle of experiential learning I am experiencing the feeling of being successful.

Statement 6: During the lessons and activities based on the principle of experiential learning I have practised most of my English.

Statement 7: During the lessons and activities based on the principle of experiential learning I have learnt new vocabulary.

Statement 8: During the lessons and activities based on the principle of experiential learning I have reinforced grammar.

Statement 9: I feel encouraged to continue working on improving my English.

Statement 10: I am looking forward to English lessons.

Part 1	1.C										Average	Median
Statement 1.	5	5	3	3	4	4	4	3	5	3	3.90	4.00
Statement 2.	5	5	4	4	5	5	5	4	4	5	4.60	5.00
Statement 3.	5	1	3	5	4	4	5	3	5	5	4.00	4.50
Statement 4.	4	5	4	5	5	5	5	5	5	5	4.80	5.00
Statement 5.	4	5	2	4	3	5	4	4	4	5	4.00	4.00
Statement 6.	4	4	3.5	3	3	4	4	4	5	5	3.95	4.00
Statement 7.	3	5	3	5	4	4	4	5	5	1	3.90	4.00
Statement 8.	4	5	2	2	3	4	3	2	4	5	3.40	3.50
Statement 9.	5	4	5	5	5	4	4	4	5	5	4.60	5.00
Statement 10.	5	5	5	5	4	5	4	5	5		4.78	5.00

Part 1	1.B												Average	Median
Statement 1.	4	3	4	4	4	4	4	4	4	3	4	1	3.58	4.00
Statement 2.	5	5	4	5	3	3	5	4	5	2	5	2	4.00	4.50
Statement 3.	5	3	4	4	3	4	4	5	2	2	4	1	3.42	4.00
Statement 4.	5	4	3	5	4	4	3	5	4	3	5	1	3.83	4.00
Statement 5.	4	4	4	4	5	5	3	5	3	1	5	1	3.67	4.00
Statement 6.	5	3	5	2	5	3	4	4	4	4	5	3	3.92	4.00
Statement 7.	5	3	5	5	5	5	4	5	4	2	4	3	4.17	4.50
Statement 8.	5	2	3	4	4	2	4	3	1	3	4	4	3.25	3.50
Statement 9.	5	4	2	5	5	3	4	4	2	2	5	1	3.50	4.00
Statement 10.	5	5	4	5	5	4	5	5	5	3	5	1	4.33	5.00

Part 1	Total Average	Total Median
Statement 1.	3.73	4.00
Statement 2.	4.27	5.00
Statement 3.	3.68	4.00
Statement 4.	4.27	5.00
Statement 5.	3.82	4.00
Statement 6.	3.93	4.00
Statement 7.	4.05	4.00
Statement 8.	3.32	3.50
Statement 9.	4.00	4.00
Statement 10.	4.52	5.00

Appendix 6b: Students' feedback questionnaire – Results – Part 2

Statement 1: Overall quality of the lessons.

Statement 2: Overall quality of the teacher.

Statement 3: Ability of the teacher to activate me.

Statement 4: My satisfaction with English lessons.

Statement 5: Overall atmosphere in the class during English lessons.

Part 2	1.C										Average	Median
Statement 1.	4	5	3.5	4	4	5	5	4	5	5	4.45	4.50
Statement 2.	5	5	5	5	4	5	5	5	5	5	4.90	5.00
Statement 3.	5	5	5	4	4	5	4	5	5	5	4.70	5.00
Statement 4.	4	5	3	4	4	5	4	5	5	5	4.40	4.50
Statement 5.	5	4	5	4	5	4	5	4	5	5	4.60	5.00

Part 2	1.B												Average	Median
Statement 1.	5	5	4	5	5	4	4	4.5	4	3	4	4	4.29	4.00
Statement 2.	5	5	5		5	4	5	5	5	2	5	5	4.64	5.00
Statement 3.	5	5	4	5	5	4	5	4	4	2	5	5	4.42	5.00
Statement 4.	5	5	4	5	5	3	4	5	3	2	4	4	4.08	4.00
Statement 5.	4	4	4	3	4	4	4	3	5	3	5	3	3.83	4.00

Part 2	Total Average	Total Median
Statement 1.	4.36	4.00
Statement 2.	4.76	5.00
Statement 3.	4.55	5.00
Statement 4.	4.23	4.00
Statement 5.	4.18	4.00

Appendix 6c: Students' feedback questionnaire – Selection of answers – Part 3

1. **Which three things do you like most about the lessons and activities based on experiential learning?**

These are not the boring lessons during which you are sitting, holding your head with your hand and counting the minutes to the end. I enjoy the lessons and this is the most important. I like most the feeling of fun from the lessons.

I like that we communicate in English among each other in the class and we are having fun and learning at the same time and we learn especially the words and phrases that are used in real life.

That I am forced to speak English, that I talk more and that we are practising a practical part of the language and that it is more entertaining than standard lessons.

Studying English by playing games, an optimistic and smiling teacher, the effort to use English all the time.

Fun, we learn to speak with others, we learn the language without starring into a book.

Entertaining lessons, excellent attitude of the teacher toward the students, use of English in direct conversation.

Broňa has never bad mood, we do not have to sit all the time, we do not have to fill in gaps in textbooks all the time.

I learn a lot, my self-confident is growing, it is fun.

We are learning with the use of fun, it is not 'dry' filling in gaps, I feel motivated to study in the similar way at home.

That our teacher is creative and we do many different things, for example making videos.

Original activities, obliging and fair attitude towards ALL students.

It is interesting, understandable for everybody (I do not think about it as about learning more like about fun),

2. Which three things would you change about our lessons?

I would personally concentrate more on grammar, because I have the feeling that when we talk we just put words together without happily ignoring all grammar rules.

I would practise grammar more.

Maybe I would do a bit more revision of the things we study.

We should not speak Czech at all, but it is our fault; Broňa is constantly reminding us not to do it.

Pupils who speak Czech!

Revise grammar, less homework, work with workbook also at school not only at home.

We should concentrate more on practising the things that are in the tests, less homework.

3. What activities, principles and approaches do you think helped you most improve your English?

The type of activities when I have to speak in a time limit, because it makes me think and talk quickly.

All sorts of conversation games, especially in pairs.

Trying to put together sentences while speaking.

When we have to explain or describe something to somebody else.

That Broňa is forcing us to speak English all the time, so I simply have to express myself and this gives me courage and I feel more confident next time.

The best thing is that we must speak only (mostly) English in our lessons.

The best activity for me was when I was role-playing a character at a party and I have to communicate with my partners – it was a real life situation and I have manage – and this is something that helps me a lot – situations in which I am forced to speak.

Activities based on real-life situations.

4. How specifically did these things help you?

I do not think about unnecessary complex stuff, I just speak – and I do not have so big problem to speak with somebody.

I am able to create a whole sentence which used to be a big problem for me.

We learn a lot of new words. Learning by playing is a great way of learning English.

When we talk I can see the improvement because I can now remember a lot of words.

I am not afraid to talk (even if it is not correct).

I know more words and I have wider vocabulary.

When Broňa is speaking English with us I understand and feel motivated to study English.

That I have to speak while using the words I know (from my own head).

I am less afraid to speak, because I have been doing it in the lessons all the time.

5. Are there any areas of English that have not been covered appropriately in the lessons?

I would involve more grammar.

I would like to study tenses because they are still not clear to me.

No, and I think that we are also learning or reinforcing grammar by the means of games.

I would devote a part of the lesson to the revision.

I think I know more words but I think I have not improved my grammar.

We could revise grammar more (past tenses for example).

I need more vocabulary and grammar.

Listening.

6. How would you describe the main differences between 'standard' English lessons and the lessons based on the principles of experiential learning?

The difference is enormous. With Broňa is fun. We do not cram vocabulary, but we learn them naturally.

'Normal' lessons (for example at basic school) were very boring. I was not looking forward to them, I was afraid if the teacher was going to test me again or to scold me for not knowing something. In lessons with Broňa I am looking forward to them, I am not afraid to be told off for not knowing something. I would even say that oral testing is interesting and I am not afraid of it anymore (like I am in other subjects).

The lessons with Broňa are more engaging, more entertaining, more interesting so I feel more motivated for studying English.

Most of the 'normal' lessons are boring and not engaging, nevertheless important, but with Broňa it is different, we learn a lot of things by engaging way of playing games.

In 'normal' lessons we always worked just with textbooks, with Broňa we learnt to learn English in a funny way.

Not only my approach to English has changed a lot (I like it now many times more than before) but my English has also improved because English is now my most favourite subject and I am happy that I could have experienced experiential learning.

They are much more interesting and entertaining, in other lessons I am bored and I am interested in English because of this style of learning.

In 'normal' lesson I am used to just sit and learn… Here it is fun and I am always looking forward to our lessons. It is not boring and I learn many things.

'Normal' lessons are more boring and students do not have so positive attitude towards English and towards the teacher, we are not stressed, in 'normal' lessons students are usually not motivated to learn English, they take it as a duty.

At primary school our lessons were boring and our teacher talked mostly in Czech.
'Normal' lessons are extremely boring, there are no games to practise what we have learnt, we are always tested so we are always stressed and therefore we do not look forward to them. Our lessons with Broňa are interesting, we learn many new words, we look forward next lesson, nobody tells us off, the teacher is open to our opinions and friendly.

Boredom x Fun.

In 'normal' lessons teachers are writing on the board and we are writing it down without thinking and without paying the slightest attention to the teachers. In our English lessons we are trying to do something because we are motivated to do so.

In 'normal' lessons I am suffering, with Broňa is fun and we are still studying.

Well, every teacher is different and they have different styles. At primary school we had a teacher who gave us every lesson 8 sentences and said "Translate it!" So we did. So the difference is really big for me. But I think that the most important thing is the feeling from the lessons.

In 'normal' lessons I am just simply copying things from the board to my notebook or I am filling gaps or writing something down without thinking about it. In lessons of experiential learning I am forced to think about what I am saying.

7. How would you define (according to your opinion) the main principles that the lessons were based on?

Fun!

That it is entertaining!

The main thing is to help students have good attitude towards English.

They are based on fun.

Make students interested and help them enjoy the lessons and at the same time learn them something and motivate them into learning something new.

To show to the students that learning can be enjoyable and effective at the same time.

Entertaining form of learning, games, motivation.

Broňa is friendly, always in a good mood, and this is reflected in the lessons. He tries to build good relationship between him and students. He connects things from the textbook with games and other interesting forms of learning to make English appealing for us.

Learning by playing, nice and friendly relationship with students, making studying a nice experience.

I think it is the teacher's personality. He is funny, optimistic and friendly to students.

Games during which only English is used, Broňa speaks only English, fantastic relationship between the teacher and the students.

No shouting, always smiling, learning by playing, making it interesting for us, motivating us.

I think that we are given the chance to co-decide about the content of our lessons and that we have the opportunity to think about what we do and that we should not only learn something but also learn that we can enjoy studying.

8. What do you consider to be the main advantage of the lessons based on the principles of experiential learning?

When I say something wrong the teacher corrects me but he is still in a good mood.

We learn to speak more and we like it.

That we are all enjoying the lessons and are at the same time getting ready for real life situations when we can use English.
I think that the main advantage is our teacher Broňa. Usually it is the teacher who disguises you the subject and with Broňa it is exactly the opposite.

Greater communication between the teacher and the students.

I learn to speak more fluently (which I can be very useful for example in a foreign country).

I will have great memories of English lessons.

I have better approach to English and I even start thinking in English

That we enjoy the lessons and that it is not monotonous and I believe that it makes us really better, at least I feel definitely more self-confident as far as English is concerned.

That we are looking forward to the lessons, that we are not stressed. I personally always wake up after boring lessons. I feel that I am improving without realising it during playing communicative games.

I think we enjoy our English lessons more and we experience a lot of fun.

Fun!

That we do not use textbook. All textbooks and all the units are always the same…

9. What do you consider to be the main disadvantage of the lessons based on the principles of experiential learning?

Sometimes we talk more in Czech than in English, but this is our fault.

I do not see any disadvantages because if we need to learn a specific thing we use the textbook, but we also practise many things by playing games.

We do not work much on improving our grammar.

I do not know as much grammar as I would have known if we had had 'normal' lessons.

I sincerely believe that there are not any.

Less grammar.

I do not want to spend too much time with grammar but I feel that more grammar would be good. I mean speaking is very important but grammar is important as well.

I honestly can't see any disadvantages.

I know it is a long time from now but I think we should do more grammar and reading to be prepared for maturita.

Appendix 7: Photos

Appendix 7a: Group photos – 1B

Appendix 7b: Group photos – 1C

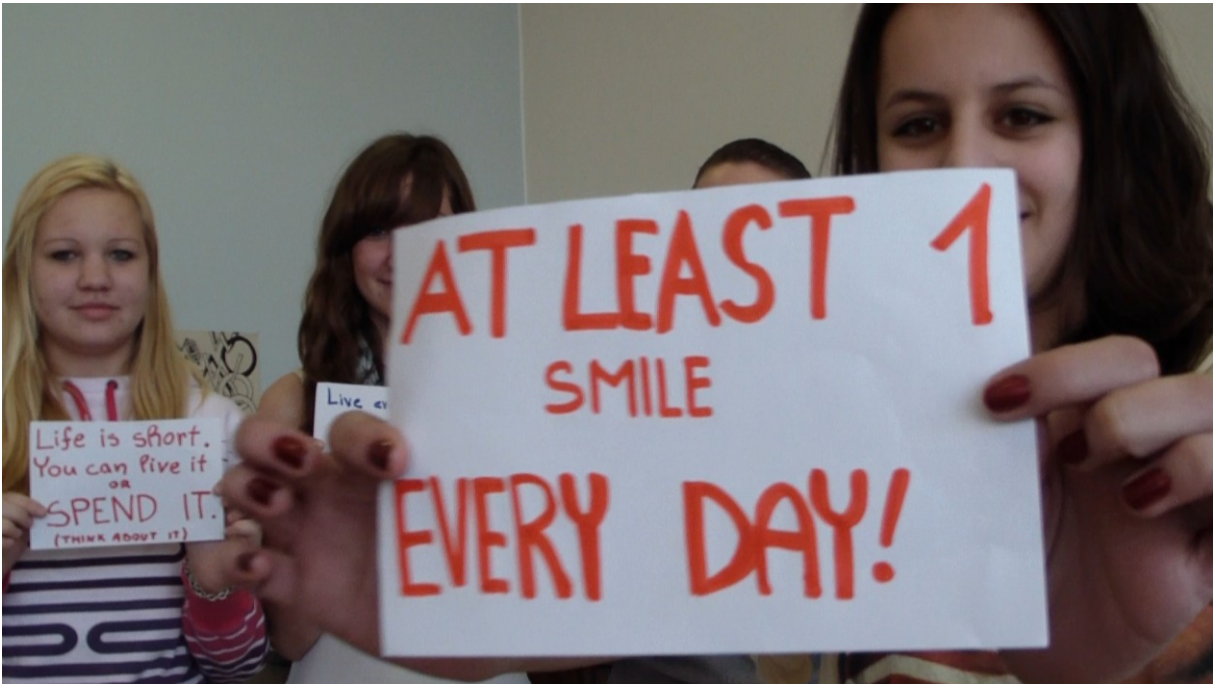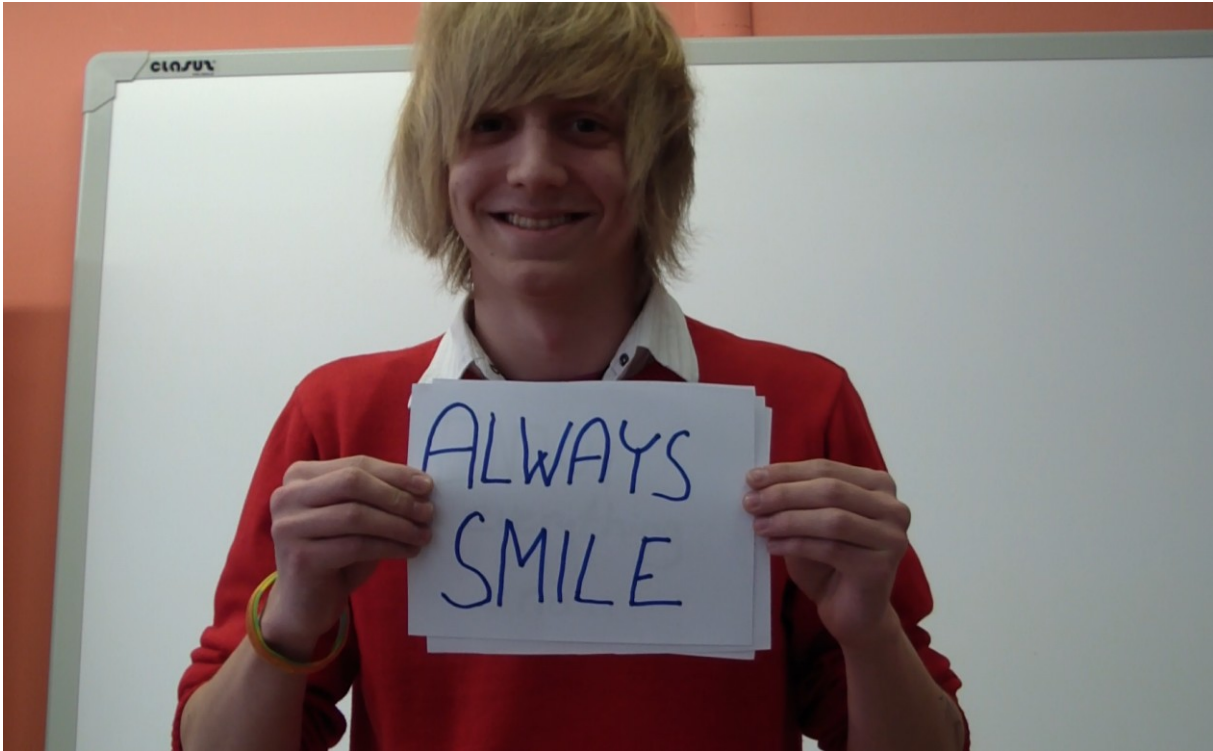**Appendix: 7c: Speed dating**

Appendix: 7d: One world

Appendix: 7e: School reunion after 15 years

Appendix: 7f: What does it mean to be really alive?

Appendix: 7g: Remote control for boys/girls

Appendix: 7h: English learning yes-no discussion