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**APLIKOVANÁ SKOLASTIKA A JEJÍ UŽITÍ NA
JAZYKOVÉ ŠKOLE LITE PLZEŇ:**

ANALÝZA INTERAKCE

Daniel Hron

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**APPLIED SCHOLASTIC AND ITS USE IN LITE
ENGLISH SCHOOL PILSEN:
INTERACTION ANALYSIS**

Daniel Hron

Plzeň 2012

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Daniel Hron

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ABSTRACT

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The aim of my undergraduate thesis is to deal with the teaching method of LITE English schools. The theoretical part introduces linguistic background for grammar and language teaching in the terms of notional/functional opposed to structural approach and identifies alternative education movements akin to Applied Scholastics. L. Ron Hubbard the founder of the idea is introduced and his ideas compared to mainstream science. Practical part deals with the actual functionality of LITE teaching environment experienced as an observer and consequently proved in an experimental session. Interaction analysis of one experienced LITE lesson is also included. Questionnaires given to former students and LITE headmaster are attached as well as other additional research materials.

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INTRODUCTION

This thesis focuses on the topic of alternative approaches apparent in Czech environment and deals with differences between classical academic school education and the alternative movements. The theoretical part progresses from the general ideas of sentence patterns and constitution of a functional grammar to communication triangle and to individual parts of communication.

In further chapters I give account on integrating and separating perspective in the classroom and demonstrate the main ideas of Applied Scholastics. Since this educational system is based on a religious philosophy I analyze also the main peculiarities of this teaching. Excerpts from *Key to Efficient Education* include main educators where Applied Scholastics took inspiration in.

The particular aim of the research is on teaching of adults because they represent the significant part of LITE schools. I focused on several issues and dichotomies in the classroom, namely the difference between *learning* and *acquisition*. Silence period in the EFL classrooms i

Reading Hubbard's methodology derived from Dianetics science was the key to recognition and understanding LITE classrooms. Having used the Basic Study Manual and Study Skills for Life I was prepared to observe and describe phenomena of LITE environment. The teaching format differs from anything that could be seen in normal classrooms – including double sessions, deskless setting, extensive use of pair work, infant games like Simon Says etc.

This thesis is equipped with multiple Appendices. I provide the reader with clues of structure of LITE syllable and with language material included in elementary courses. The frequency of individual activities is free to be observed. To illustrate the idea and quest of LITE schools I publish full translated version of questionnaire given to LITE headmaster about peculiarity of this school and about influence it has on wide public.

I have chosen this topic because of my experience with adult and post-secondary teaching and because of my personal interest in new religious movements and their philosophic system and education they provide. In future I plan to make use of my findings in further research of alternative methods in language teaching. My next step in my academic career is to research the superlearning and sugestopedia approaches in Pilsen Spell studio and Audiolingualism in Nepustil's method Brno.

1.Linguistic Background

Before we can step to language use in communication and in classroom situations we should outline what the language functions are.

1.1 Functions of Language

The functions of speech utterances of natural language have been thoroughly studied by members of the Prague Linguistic Circle. An impulse for such studies was given by an eminent Austrian psychologist Karl Bühler whose findings were issued in a significant monograph called *Sprachtheorie* (1934). In this book he outlined his theory of trilateral function of speech utterances. According to him, apart from the pure communicative or referential function "Darstellungsfunktion" informing about the objective content of the extralingual reality, there exist also the "Kundgabefunktion" and "Appelfunktion" that are denoted in English as function of expression and conative/appeal function.

The aim of the first is to characterize an individual speaker and his unique speech features, like personal pace and rhythm of speech, his predilections toward particular words or phrases, sentence structures etc. As noted in Vachek, the aim of the second is to "appeal to the listener, to influence him in some way, often even to urge some positive action (...) or to prevent him from undertaking such actions." (1966: 35). It is no matter of surprise that the two major functions coexist and cannot be separated. And in commands, which are likely to occur in classroom environment, the objective function will be often predominant as the "listener receiving the command must get a reasonably clear idea of what he is requested to do or not to do." (Vachek, p.36).

Last discussed function of the language is the "function of the structure of functions". A simple lexical item like e.g. "our costume" can denote a single extralingual reality but also a complex system of notions rooted in national mentality of the speaker, including habits, tradition, emotional ties etc. As Vachek states, this could be achieved only by the means of national tongue (in fact, the language of thinking) and any foreign language would interfere. (p. 38) The items of foreign language are rated and processed according to "criterion of sheer conformity to a uniform pattern, derived from the native elements of the given language system." This theory corresponds with later ideas of Applied Scholastics about "mass" and role of mental images in communication (see Practical part,.

Czech linguists contributed to the knowledge base during the first half of 20th century. They created a wide theoretical base for individual linguistic disciplines (phonics, morphonology, aesthetic function, orthography) but it was Noam Chomsky who made a serious attempt to analyze individual syntactic items and the issues when constituting a *functional grammar*.

1.2 Theory of Language and Grammar

Basic intention of any teaching approach is summarizing the basic items of language and summarizing them together to what could be called a plan or syllabus. In other words, it aims on constituting language grammar in a presentable way. First of all, a teaching-purposed grammar has to fulfill one condition: it has to be finite and function as an automaton for producing meaningful sentences.

Noam Chomsky in his *Syntactic Structures* demonstrates an ideal or hypothetical grammar which could produce only two final utterances. 1) The man comes 2) The men come. This grammar could be enriched with a closed loop (quality: old) creating nonfinite sum of sentences like: “The old man comes.” “The old old man comes...” Speaker can be described as an automaton proceeding from left to right and using similar parts of speech and changing the word order in order to produce utterances.

Chomsky finds this mathematical system of language very efficient: “We can count the non-finiteness connected with each stage of the chain and define the message as the average uncertainty matched to the chance of occurrence in according stages.” (1966: 21) However, with the aid of common sense we quickly discover that real language is not a finite system. That is why a more complex theory was developed.

The process of creating a meaningful and grammatical utterance can be broken down to using phrases. Great areas of English not possible to be described by terminal chains can be analyzed in the terms of phrasal structure which examines a sum of chains instead. The interconnectedness of the chains leads us to setting the term Grammar rule as piece of learned stuff. However, sentence patterns are always used on the basis of acquired vocabulary.

1.3 Basic Vocabulary for the Classroom

Basic issue behind any teaching approach and language school is composing a syllable of language material to be instructed. This is more than true in elementary and survival English courses that focus more or less on the core language. We could call this simplified language Basic English – its’ developer was Charles K. Ogden, and it was

released in 1930 with the book: *Basic English: A General Introduction with Rules and Grammar*. Ogden was the man behind the Orthological Institute to develop the tools for teaching Basic English. His most famous associate, I.A. Richards, led the effort in the Orient, which uses his techniques to this day. One could be surprised how limited a vocabulary can make communication possible. Ogden states that: “with two thousand words you can be considered almost normal”, and you need approximately:

- 500 to survive.
- 1000 to live.
- 2000 to thrive.

To make the issue clear, *Basic English* is represented by the core vocabulary items devoid of a) compositions and derivations b) definitions of the words c) metalanguage (language about the language) d) stylistically marked words and synonyms of core vocabulary. So

“If one were to take the 25,000 word Oxford Pocket English Dictionary and take away the redundancies of our rich language and eliminate the words that can be made by putting together simpler words, we find that 90% of the concepts in that dictionary can be achieved with 850 words.” (Ogden, 2012).

What comes next and makes the communication fluent and rich are these parts of speech:

*150 qualifiers – size, color, shape, texture, speed, etc.

*100 other words for actions, directions, time, and otherwise make the language work.

*Verbs, only 16 words for actions plus a selection of 20 directions – what we call verbs and prepositions.

To illustrate the composition of Basic English corpus for education, students are getting acquainted with basic concepts instead of complex or marked words. Classroom use of Basic EN would use *be get on a ship* instead of *embark* etc. Consult AP 04, p.62.

2. Methods and Approaches in Classroom

Elementary dichotomy when doing any research is the difference between approach (access to applied linguistics and language theory) and method (procedures and routines in classes derived from these sciences.) Let us see modern communicative approaches apparent in current schools and in LITE.

2.1 Natural and Communicative Approach

Modern classes are built upon multiple techniques and integrated techniques combined to what could be perceived as Communicative Approaches. Any course which attempts to improve students' ability in EFL should use such techniques. As stated in Richards, it depends on the extent of communication-based activities in the class.

“There is, in a sense, a strong version of the CA and a weak version. ... The strong version... advances the claim that a language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.”
(2001: 155)

According to this idea, a stronger version of communicative approach would mean “using English to learn it” instead of learning to use the linguistic system. This corresponds with similar idea discovered in modern Natural approach, a system derived from modern CA Approaches, which goes far beyond this: the language should not be learned as a system of rules but *acquired* (or adopted).

In Krashen and Terrell (1983), acquisition is regarded the natural way of language development similar to those of children. The term denotes the unconscious processes involving the natural path to language proficiency using it as a means of survival, work and talking with others (compared to language for class purposes only). On the other hand, *learning* and school-only use of language as a set of conscious rules develops and represents barriers to real communication. Authoritative and formal teaching is necessary to enforce learning but it impedes the real growth and does not lead to acquisition.

There are many clues proving that LITE method includes both *acquisition* and *learning* (see Practical part, p.19).

2.2 Alternative Approaches in Language Teaching in Czech Environment

Language learning and teaching (here: elementary language and grammar) can be more effective, more focused and adapted to individual needs in following approaches. There are many “offspring” language schools in Czech showing traces both in foreign as well as domestic language methods. What they have in common is antipathy to monotonous “cramming” or rote learning and on the other hand, they gratefully make use

of modern psycholinguistic findings. In most cases they maximize the role of natural sources within the client and do provide the student not only with sole linguistic background but also with theory of learning, theory of stress reduction etc.

Natural communication is the basic goal and tool in many of these. Students get used to English environment and use EN as a tool of thinking and creation. Teachers work with the s.c. "Eureka-effect" and conduct the lessons inductively (bottom-up, students are left to derive the rules from used language). Opposed to pure Communicative Approach users there are also proponents of Grammar-translation method enriched with the elements of behavioral drills resulting in establishing a speech reflex (Audiolingual methods). The individual alternative schools come out of one or more of these approaches. Some are quite recent and unrevealed and some are built upon methods older than a century (Direct method).

Last but not least, alternative methods put a great demand on working teachers as they often are expected to abandon traditional ways of learning and have to undergo special training courses. It often happens that the alternatives are not compatible with traditional school system national framework. I provide the reader with major alternative schools and methods used in Czech Republic.

Nepustil's Method

A sovereign Czech method developed by Moravian psychologist Vladimír Nepustil. Its first step is a penetration to the English grammatical system using charts and chorus drills; this should be managed as soon as possible. A transfer to student's subconscious location with follows. The third phase is reading which deepens the linguistic experience. According to Nepustil, the whole system resembles language development of a child but is much easier by adults because they possess logical thinking. Nepustil's language schools are seated in Brno and published NM Coursebooks for wide public.

Direct Method

Direct method was one of the first modern methods in the early years of 20th century. Similarly to Applied Scholastic or Montessori schools it is built on "unscientific but enlightened" basis. Modern versions of DM are taught in an international network of schools. DM courses feature quickened learning process through pre-set questions given by

lecturer; it also works with the term "sentence pattern" and it is focused on communicative skills (speaking 89% of the lesson). It is basically a teacher-centered method. Pilsen AQAP School is one of the DM licensed institutes.

Sugestopedia and Superlearning

The elementary point is seen in hidden reserves in human memory. The more senses are participating on the learning the quicker the language acquisition. Hereby sugestopediasts utilize art, music, stories and many other multi-sense materials. Theorists of this method state that one can be taught 300-500 new words in one lesson compared to 100 items in classical intense courses. This is due to stress-free learning environment which increases the natural knowledge income. Creative skills as well as study abilities are boosted.

Act and Speak

Barbora Dočkalová is the Czech promoter of this approach. Her lessons consist of learning by preparing and rehearsing for a chosen theatre play. The theatre pieces are chosen according to accessibility, dynamicity, short rhymed lines. Short scenarios are used for setting the grammar rules. In other words, this is an approach known for centuries, playful and affecting the entire personality. A real theatre performance comes at the end. Elements of A n' P are free to be used in any intermediate course.

These approaches mean nothing new under the Sun as they comprise data and techniques known for centuries. However, little academic interest has been paid to Applied Scholastic and its school institutes that also belong to the alternative. In fact, BASIC (primary extra-school help) was analyzed in Lucie Řádová's diploma thesis "Efficiency of BASIC centers". Inspired by her thesis, I have focused on a single LITE English School. Before we see the unique teaching methods and environment we should be comfortable with the philosophical system behind Applied Scholastics.

3. L. Ron Hubbard and Applied Scholastics

Mr. L. Ron Hubbard would never himself a pedagogue in today's sense of a profession. He was rather a pioneer of education for the modern world's needs and at the same time a Greek-style sophist and educator. He is most often ascribed to the term of

scientology which word is not his product. This term has been derived by Comenius' works, combining *scientia* (knowledge, skill) and *logia* (study) thus meaning the learning how to acquire knowledge. (Persson, p. 31)

Similarly to other founders of philosophical systems, Hubbard in his Dianetics



(Science of self-development and communication) developed an amazingly complex terminology which is sometimes incomprehensible for the non-initiated. I provide readers with terms relevant to ESL teaching and communication, having excerpted Hubbard's Technical Dictionary (Tech-Dic).

3.1 Applied Scholastics: Terminology

Applied Scholastic is a science focused on integration of communication into human education. The communication is subject to Triangle theory: ARC triangle similar to the Ogden – Richards' features three corners: affinity (affection towards the target of communication; empathy), reality (the extra-lingual reality), and communication as the most important one as well as an edge that can be improved most easily. We can see that this theory embodies emotions into a language theory and that one part is of higher significance. Hubbard's ARCU theory introduces Understanding as final result of the successful communication exchange.

Communication is the very base stone of Dianetics and Applied Scholastics sciences and transcends the sole lexical meaning of the word. Basically, simple communication formula is just the interchange of ideas across space limited by following conditions: Just Cause, Distance, Effect and Intention, Attention, Duplication, Understanding. These are pretty similar to individual functions of language as perceived by Czech linguists.

Having mentioned the Attention and Affinity as precursors of Communication, Hubbard developed his own scale mapping the "air" between its participants. The level of affinity is expressed on the 40 (max.) to 0.00 scale. Full version of the scale is to be found in Appendices.

40.0 Serenity of Beingness (beingness: Hubbard's neologism for existence)

20.0 Knowing about the Action

8.0 Look Exhilaration

6.0 Positive Emotion

2.8 Contented

1.9 Minus Emotion

1.3 Resentment

0.1 Decease/ dying

0.0 Failure

It is necessary for the LITE (as well as any other) teacher to keep the tone of his students in the upper parts of the scale; a minus emotion would mean a serious barrier for the ARC communication because of low affinity level.

The result quality of communication is described as Art (with a slightly shifted meaning). Duplication (creating of an image of the received message) and Understanding are desired goals of communication exchange. Every speaker has his own idiosyncrasy, or “originality” that is the foe of duplication; and technique (art of speech) should never rise above the level of workability. The opposite could cause unfamiliarity with speaker’s lines and build barriers to understanding and study. However, Hubbard states that “perfection cannot be attained to the expense of communication” which is a key axiom of Applied Scholastics, as said in Tech-Dic (1984). Communication and ability of speaking appears to be superior to the actual being grammatical of their lines.

3.2 Theory of Learning and Study Barriers

L. Ron Hubbard in his works copes with human motivation to study. His teachings and religiously philosophical system of *Scientology* and practical procedures of human self-development called *Dianetics* were the base stones for modern derived science about Human education, the Applied Scholastic.

I was provided with two elementary handbooks, *The Study Skills For Life* and *Basic Study Manual* which are used and revised in LITE and primary BASIC centers. It was very useful by establishing the elementary points for our observation in lessons. These books provide a trainee with summary of psycholinguistics, methodology and theory of academic learning.

Academic success in broadest sense of the word can be achieved by study in its initial sense – eagerness or craving for new information you can use. The word “use” is really important here – the study should be a never ending process of acquiring information and applying them in real life. However, some students see study only as a way to pass their tests which is not a

good reason to learn. Hubbard emphasizes that only someone studying a matter so it can be practiced in life would have a worthwhile reason for studies (2004:19).

Unfortunately, there are certain barriers and erratic blocks that stand in the way of the educational process or slow it down. These are called the Barriers to Study. They make the students believe they are stupid and try whether the stuff they are learning makes any sense. In total there are three such barriers. Hubbard states that if students or educators are aware of these, the ability of study can be significantly increased (1997: 20-24).

In the process of learning, the learning stuff is composed of the sum of terminology, vocabulary, grammar rules, phrases and sentences. Every theoretical teaching should be accompanied by practical use of the learned stuff, the more physical the better. Hubbard's term "mass" than signifies the matter and energy of the thing we learn about; in agricultural studies, for instance, this would be a real acres of field and harvesters, in language teaching the mass would be represented by contact with native speaker in real-life situations or at least a conducted communicative activity which serves rather as a *promise* of the mass.

3.2.1 Absence of a Mass

In Hubbard's Dianetics and his Study Tech books, the issues the teachers and students deal with possibly originate from the Absence of The Mass which also is the first study barrier. If the students are taught of something, e.g. a subject without having the actual thing demonstrated, it can be very difficult for them to get grip of the stuff. Namely, if the mass of a subject of the education (particularly, in this brochure, the actual tractor) is absent, "the student can feel squashed, they can be made feel bent, sort of spinny or dizzy, sort of dead, bored or even angry." (Hubbard 20) It is understandable because the sole words on a page or someone lecturing about tractors cannot substitute for the presence of real machine in the classroom. A good deal of attention is paid to this in LITE schools as every language item is analyzed from all possible points of view (spelling, pronunciation, case, countability...) and then used thoroughly. So one of the basic conditions of successful LITE lesson is the presence of mass available for everybody and represented by mixture of

3.2.2 Gradient is too steep

Every teacher designs his/her own idea about the *pace* of education depending on his/her students' skills, cooperation within class and cooperation with the teacher. The total of newly analyzed and incoming *mass* in the course of time according to Hubbard's Study Tech is called a *gradient*. This easy or student-friendly gradient resembles the flight of stairs from ground level to the upper floors of a building; on the other hand, climbing the outside wall to such a remote spot

would be an example of too steep a gradient. The best way of teaching than should use the step-by-step approach which was favored by Comenius.

A really friendly but fluent gradient is one of the base stones observed in LITE lessons. Equal attention is paid to everybody's progress, and as gradient is being linked mainly to doingness or actions, students gradually get used to the pace and to partnership with other course participants. In fact this means that the entry level of student knowledge should devoid of great differences.

In SSFL handbook the problem is described on a female mechanical engineering student who has to fix a complicated type of engine without having experience with the basic one. The person than ascribes all her difficulties to the new type of engine and the bad feelings (reeling, anger) then pass away is she is told to revise the first engine type and she discovers she missed some basic information. So the remedy for too steep a gradient is simply to cut back the curve of the gradient. Teacher has to find out what was not understood before his student got confused.

This barrier is easy to spot when students are working on learning to do something, namely to speak, which is actually the main content and aim of LITE lessons.

The syllabus of ordinary lessons is subject to this gradient idea as there are 3 intensive lessons a week each lasting for 180 minutes and being adjacent to other as the courses take part on Mondays, Wednesdays and Fridays so there is little time to procrastinate between portions of work or to even forget the learned stuff. The moderate gradient is more thoroughly described in the Interaction Analysis.

3.2.3 Misunderstood Words

The misunderstood-word part is regarded the most significant barrier in student's way. Hubbard shortly explains that the prefix -mis means simply not or wrongly so the issue involves both not understood and misunderstood words, no matter whether long like *alphabetical* or short like *busk*. This problem appears most frequently in technical subjects and in reading pieces of foreign literature as well as analyzing highly theoretical works featuring a level of language unnatural to the reader.

Again, as the reader passes over an unknown or incomprehensible word, certain negative reactions can occur. These differ from these formerly described in the two first barriers of study. Hubbard presents these unpleasant symptoms: The student can feel blank (showing incomprehension or no reactions, lacking incident or result, also being empty) or washed out (in the sense of pale and tired) and a sort of nervous upset feeling can follow after that. It is to say that these symptoms can be observed on all levels of students of any age.

A misunderstood lexical unit (word, phrase) can even cause the person to stop understanding everything located after; as a result, the student might want to give up studying a subject or whole branch of subjects. Leaving the class or the course in this way is called a “blow”. The first two barriers to study simply produce some negative physical reactions but must not necessarily lead to the students leaving but the misunderstood word or words can cause that. The instructor or expert help is what the student needs then. Hubbard's Study Guide shows illustrations with a student who has problems with art and wants to leave the course but a friendly classmate gives him a dictionary and lets him find what “art” really means (see basic terminology).

The confusion or inability to understand the taught stuff or to learn follows after the particular word that was read and NOT defined and understood. This can happen quickly in a larger class in classic schools where equal attention to every pupil could not be paid on all times. LITE classes done in circle setting LITE ensure this will not happen. The steady level of understanding and progression is frequently checked by All-class response (“Is that clear to all?”), as well as regular testing which goes hand in hand with little time gaps between lessons. The basic rules as shown in LITE Codex are enforced and demanded otherwise the student is recommended to leave the recent class, swap it for lower level or take individual lessons or detention. Fortunately, this does not happen frequently thanks to proper class management based on Dianetics.

3.2.4 How to Treat Misunderstood Words

This is the area the 3rd chapter of Hubbard's Study Manual deals with. For a typical slow student Hubbard advises following steps useful for instance by foreign literature reading: 1) one should have a dictionary nearby so that any unknown or incomprehensible word can be cleared. The dictionary should not feature hard-to-understand words in its definitions. Such a book matching the needs of Applied Scholastics was found in *Webster's Dictionary*. It exists in several versions to fit the demands of different age and goal groups, amongst them are: *Webster's Third New International Dictionary* (book No.1), *Webster's New World Student's Dictionary* and children-purposed *Webster's New World Children's Dictionary*. 2) After the definition is found and read, the troubled student is expected to make up sentences using the problematic word/phrase until he gets a clear idea about its meaning. It is recommended to create 10 or more sentences in order to fix the lexical meaning in several situations.

Hubbard provides us with this example: A male student reads following sentence: “The leg of his pants was torn.” As we see, the word “leg” denoting a moving part of a body can have transferred or figurative meanings. Student uses Webster's dictionary which tells us that, in this case, it is: “The part of your clothes that covers a leg.” Subsequently, he starts thinking to devise his own sentences with use. “The ink spilled all over the leg of her pants. He tore his leg on the

fence. She used some red cloth to patch up the leg of her pants.” This procedure is being strictly kept in LITE schools.

I provide the reader with significant points stated in Hubbard’s Study Skills for Life (p.69):

- Each individual meaning should be cleared and used in sentences showing the lexical opposition and delimitation of the terms.
- If necessary, the next step should be putting some light to the words etymology which might help getting a basic understanding of the word.
- If the student encounters a phrase or idiom, he should find it as a whole lexical item.

Hubbard’s example: Shake a leg = to dance, or to hurry. Common grandpa, you still can shake a leg!

- If there is any available information about the words usage, student should get his time to understand it. Next useful things are also learning about the presence of words of one kin, e.g. synonyms.

This procedure of steps should apply any time the (not only linguistic) material becomes hard to grasp.

3.3 Hubbard’s Theory of Acquisition

According to Hubbard’s Basic Study Manual, the procedure of adding a new item into one’s vocabulary follows this pattern: 1) alphabet and pronunciation (students mostly write their own way of pronunciation, a literary one, no use of IPA chart)
 2) Determination of the Parts of speech, definition, note on occasional idiomatic or phrasal use.
 3) Derivation and inflection, synonyms
 4) The actual use in pair activities.
 5) Self-correction or peer-initiated correction. 6) Adding the item to the wordlist in student journals (not obligatory).

No matter which school subject the drill is used in, the drilled student should feel good about his own language improvement and should instantly start having realizations as he is further drilled. Hubbard recommends that” the drill should be taught on a gradient and should be ended with positive success and good mood.” (p. 223) As a benefit, this

procedure leads to acquiring the skills of critical thinking and judgment and the end result by any of the student is being able of rapid and accurate learning data.

We will now observe an example of a coached sentence pattern shown in Hubbard's Basic Study Manual, pages 224 – 235.

Duplication drill

Student A (coach): Do cat's eat bats?

Student B: D-do cats beat ats?

A: Do cats eat bats?

B: Do cats eat bats?

A: Give me an example of that.

B: (Makes examples of the sentence).

A: How do you feel about that?

This is simple but well usable in language teaching. The examined student cannot repeat the sentence properly, probably due a misunderstood word or quick sequencing. The first step is to make him understand the sentence and repeat it properly. Secondly, the examined student should use vocabulary items in real life sentences. The last stage is asking for evaluation and if the answer is positive the couple should move to new line or to new sentence pattern.

Anti-misunderstood word drill

A: Coach: Pass me a ham sandwich

B: Pass me a ham sandwich.

A: Okay, give me an example of that.

B: I can't think of any.

A: Let's go to the first step. Pass me a sandwich.

B: Pass me a sandwich.

A: Can you give an example?

B: I still can't.

A: Are there any words you didn't understand?

B: I don't understand ham.

A: Okay, let's look up ham.

A: Give an example how “ham” is used. And then give me an example how it isn't.

We observe several stages of fixing a vocabulary problem: the student can repeat the utterance but is unable of comprehending it as there was one misunderstood word. Coach enforces the examined to look it up in a dictionary. His partner than should use the new word in multiple sentences and explain where it is not used. Similar technology was used in Experimental lesson (see Experiment Output).

4. PRACTICAL PART: METHODOLOGY

According to our observations made in LITE classrooms and to charts obtained here, we can outline following regularities in the system of this private education institute in means of approach, method and procedures and supply these with examples from our own observation. Furthermore, I have dealt with syllable structure, language composition of the two first elementary courses and analyzed the interaction in a chosen course.

According to golden rule that a education has to become an usual part of one's life, and with respect to human memory and capabilities as well as with the rather time consuming inductive education, LITE founders projected a syllabus composed of long non-standard *blocks*. In fact, there are no 45minute lessons with acoustic signals as this would not serve the alternative approach. As participants of these lessons, we would rather observe paired double sessions (2x 90 min) with a longer break between. The normal school schedule consists of 2 or 3 these double sessions a week. The teaching format is divided into levels B1-B4 (elementary and pre-intermediate) and Int1-Int4 (intermediate and competent users). The duration of one single course is about 5-7 weeks.

For the purposes of our research and for production of computable results, we had to select a Basic Time Unit, which is the smallest unit of time measuring class changes and which lasts approximately 5 minutes. It has been used in analyzing the structure of observed lessons. I have used following techniques in mapping the LITE method:

- 1) OBSERVATION, notes with time line and activities, own experience as a LITE guest
- 2) SCHEDULE CHARTS, activities and summaries
- 3) TALLY SHEETS, occurrence and duration
- 4) RECORDING: dictaphone, only minor use (owing to frequent inaudibility and noise)

- 5) NOTES, description of phenomena and skills used in lessons
- 6) ANALYSIS – research of former LITE educational papers, agreement with observed lessons
- 7) EXPERIMENT – conducting an informal lesson using Applied Scholastics know-how in LITE format, see observation report, provide evaluation by lesson participants.

4.1 Input Hypotheses

For the purpose of my thesis, I introduce following hypothesis in order to prove LITE functionality. The range of input varies from theoretical comparison and class observations to an experimental lesson.

a) LITE Class environment to a great extent resembles real society

LITE classes feature all-class involvement, fair-play, no sabotages, humanistic approach with regard to individual progress, high personal involvement both on the teacher's and the student's side (See Interaction Analysis).

B) Conversation takes up to 80% of the classes (official statement of LITE office)

-> Conversation and learning from others can replace the textbook (using human potential instead of the potential of the textbooks). Yes and no, see the charts. Pair work with coached sentences takes about 50-60% of the lessons. "Conversation" or Speaking is a significant but not the only content of the lessons. However, students are lead to use the language for speaking from the very beginning.

It also depends on what we understand under the term: "conversation". The preliminary courses include guided and prescribed monologues where dialogues would not work so we can mark these activities as "quasi-conversation". Intermediate users are allowed to take part in guided dialogues and have teachers who are "native speakers".

C) LITE is compatible with state schools and university system

Rather. The LITE certificate can in no way substitute for a GCSE or school leaving certificate or international exam such as TOEFL or FCE although it can be useful in a partner company (Business Success etc.).

The teaching style is alternative and students could have problems coping once again with "separated" methods based on textbooks and designed for academic purposes.

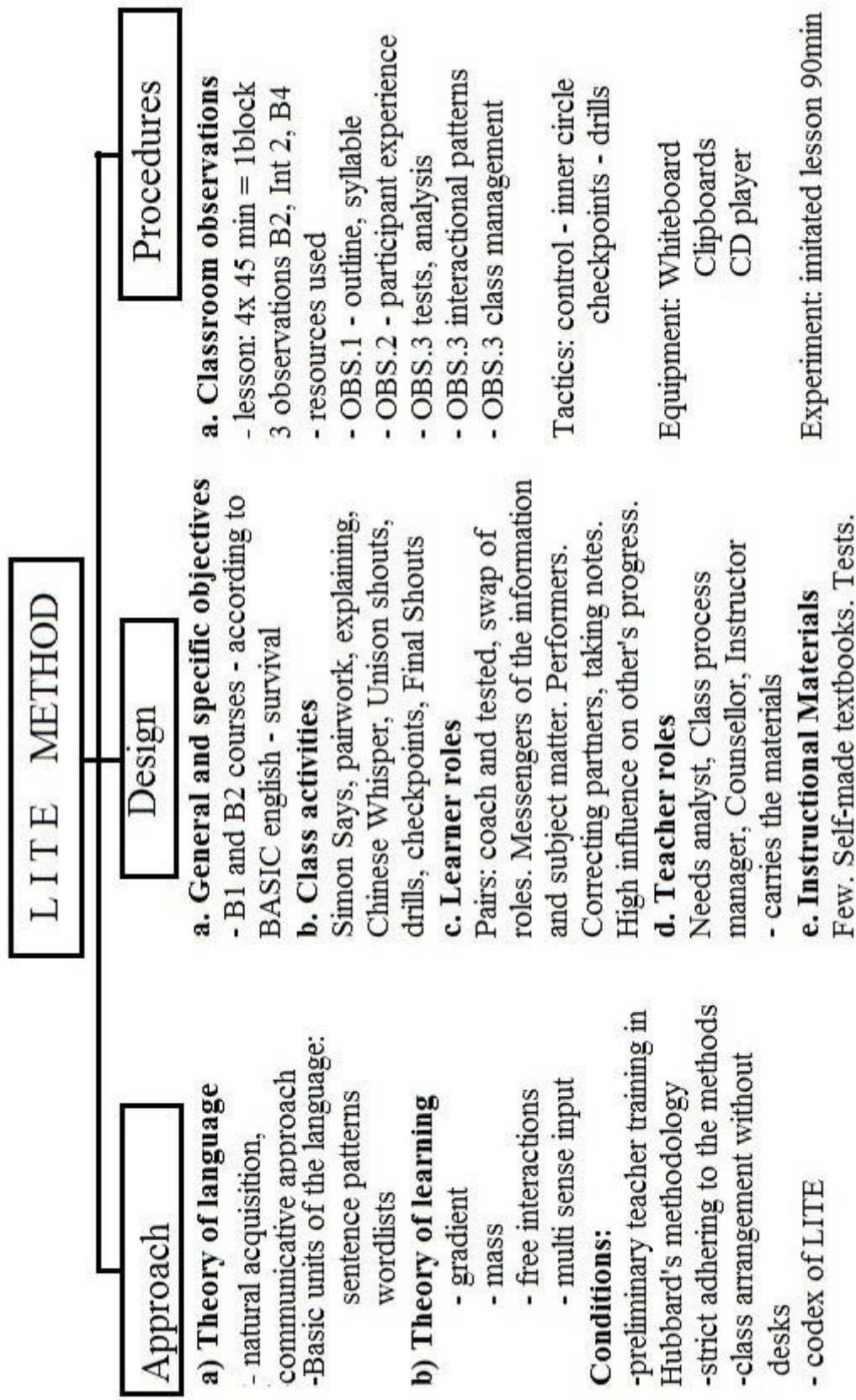
D) Applied Scholastics is portable and functional in classes (experiment).

Yes and no. You can't fully implement the LITE format and throw away the chairs and textbooks that correspond with the national framework, but certain useful elements of A.S. can be used by anybody.

Applied Scholastics data and procedures are comparatively well usable on any occasion (e.g. face-to-face individual lessons and consultations).

The system appears to function only if most conditions are kept, namely Preliminary training, Class arrangement, Codex, Placement tests, Teacher training.

An experiment was conducted to prove the functionality. See the Conclusion of Research on p.50. An additional analysis is to be found there.



10 5. OUTLINE OF LITE METHOD

5.1 LITE Approach and Recent Communicative Approaches

I will list following points where LITE Approach corresponds with Communication in Functional-notional approaches as listed in Finocciaro and Brumfit (1983). Since LITE appears to be a communicative approach with certain features of both separated (grammar-based) and inductive methods as well as alternative and community teaching, relevant chapters of the thesis should be consulted. Minor notes are paid to main points of agreement with these teaching approaches below.

COMMUNICATIVE APPROACHES

LITE APPROACH - features in observed courses

Meaning is paramount.

High focus on the meaning and communicating a message.

Dialogues center on communicative functions and are not normally memorized.

In preliminary stages, utterances are learned on the level of lexical units, as seen in educational papers, and are drilled.

Autonomous user courses (int.) use dialogues freely. However, monologues seem to be the favored form when regarding pair work.

Contextualization is a basic premise.

Words and patterns are always acquired in a context – topic of a unit. Consult educational papers.

Effective communication is sought.

Effective communication is sought for the price of lesser grammar accuracy.

Drilling may occur but it is not central.

In class teaching, drills serve to ensure direct class – teacher connection. The use is minor.

Comprehensible pronunciation is sought.

Pronunciation is even simplified, no IPA charts used, it should serve the purpose of effective communication. No attempts to imitate native-like pronunciation.

Any device that could help understanding of the

Sentence patterns are taught in a way very

<p>grammar is used (Czech or English explanations included).</p>	<p>similar to the lexical approach. There is always a smaller number of sentence patterns than the vocabulary that should be used.</p>
<p>Attempts to communicate are encouraged from the very beginning.</p>	<p>Teacher explains primarily in Czech – L1 and than in L2 and is not afraid of mixing both.</p> <p>The same works for LITE format where monologue with a coach (listener) with prescribed lexical items will substitute for dialogues where possibly many more mistakes could occur.</p>
<p>Reading and writing can start from the 1st lesson.</p>	<p>Reading is suppressed and of low importance in general preliminary courses. Writing is embodied in home assignments which always revise and reuse all the items from previous Unit. See Acquisition Process and LITE vehicles.</p>
<p>The target linguistic system will be learned best through the process of struggling to speak. The mild version of Communicative Approach is "learning English to speak it."</p>	<p>Definitely the same. Guided monologues in couples are applied after any new items are presented. Students learn in the way of "speaking English to learn it."</p>
<p>Communicative competence is the desired goal (i.e., the ability to use linguistic system effectively and appropriately).</p>	<p>Communicative competence and fluency is sought. Appropriateness and eloquence is tested in Fluency drills. Although secondary in the lessons, linguistic competence is monitored through the homework and random tests in every unit and Progress tests when going to adjacent course. Progress tests are oral and written.</p>
<p>Sequencing (Hubbard: gradient) is determined by any consideration of the content, function or meaning to maintain interest.</p>	<p>Sequence of units is subsidiary to Hubbard's methodology and the Concept of Gradient. Courses are strictly conducted according to a plan.</p>

	Presenting sentence patterns is subject to their linguistic complexity, wordlists go from necessary and survival words to more complex and abstract ones according to the importance of topics and usability in life (see B1 and B2 educ. papers).
Teachers help learners in any way motivating to work with the language.	Oral help is preferred and frequent. There is reasonably a plenty of time in the units where difficulties could be dealt with. However, students are likely to be discouraged from crossing their Gradient and look too much to future learning.
The teacher cannot know exactly what language the students will use.	All in contrary. Prescribed sentence patterns and wordlists are presented prior to conversation and pair work that will make use of them. As a result, teacher is always aware of which language items are used by a practicing couple at a moment or time unit. The matter of monitoring is <i>how</i> these are used.
Language is created by the individual, often through trial and error.	Trial and error method is the crucial method. It is not feasible to prevent errors at all times but the learned core should be "healthy" and used flawlessly.
Intrinsic motivation will spring from an interest what is being communicated in the language.	Intrinsic motivation originates from the variability of language, from the partnership and from the class arrangement and plan.

5.2 Theory of language

The basic axiom of LITE method, with close relation to Communicative Approaches in modern world, would be "speak English in order to learn it." We can see that the core of the method is belief that students can, if guided and controlled, start using

language from the real start. Rather than top linguistic competence and native-speaker-like pronunciation the actual communicative competence is sought.

The humanistic background behind LITE provides considerable attention to development of each student, including shifts of attention, field of interest, knowledge in actual performance, assertiveness and last but not least his personal mistakes he will commit. In the course of ones studies, a student will acquire following 7 skills depending on the functions of the language in real life. (Halliday 1970: 11-17)

1. Instrumental function: using language to get things
2. Regulatory function: using language to control the behavior of others
3. Functions of interaction: using language to establish interaction with others
4. Personal function: using language to express personal feelings and messages
5. Heuristic function: using language to learn, research and discover
6. Imaginative function: using language to create a new reality or world of imagination
7. Representational function: using language to communicate information

According to this, a LITE student not only discover a linguistic system of the language included in the courses but also a communicative competence mixed with social skills that in total result in higher goal: effective communication skill used in all presented functions.

When we attempt to describe the LITE environment we should also pay close attention to thoughts of the Applied Scholastics founder. Although not an academically acknowledged educator and linguist L. Ron Hubbard developed a system of his own, namely the "Dianetics" which is the philosophy and procedure system behind Scientology. His theory of philosophical being, learning and language is based almost solely on communication.

Ron Hubbard, the founder of Dianetics, describes the quality of communication as "Art" giving new notion to an old word. He recommends avoiding pitfalls like being too original because too much originality will cross the struggle of communicating an idea; the ability of perceiving and recommunicating a datum or idea is the skill of "duplication". Mismanaged originality is a foe of duplication, at least at preliminary stages where students are not autonomous users of language. As language as such is an arbitrary and

complex system it has to be broken down to smaller computable/duplicable units workable in developing the knowledge and effective communication. These language items are presented in LITE courses as "sentence patterns" and "wordlists".

5.2.1 Theory of Language: Lexical and Syntactical Items

The elementary idea behind Applied Scholastics language schools is a system of relations within students' knowledge similar to ties in a chemical compound. The language elements available to compose an utterance are mainly of syntactic substance (sentence patterns learned by duplication of the examples of Sentence patterns) which are used as culture medium for the consequent use of lexical units (presented in wordlists).

The very process of learning is necessarily based on systematically adopting and acquiring new knowledge. Each lesson is likely to be composed of new items, applying the new ones, revising the older stuff and applying it likewise. The adapted and revised items are likely to remain for a certain time in the "active vocabulary" presented as white and black dots in the sketch above. In the passive (= not using the English language) the Syntactic and Lexical Items are spread freely.

When a need appears, it takes a certain shape: it is primarily the notion or idea of sentence structure according to the needs of sentence building (question /answer/ type of sentence) and used as a reflex. The axis of Sentence use and Lexical use will confront any usable remembered language items and apply them in building up the sentence. It is likely to happen that the items nearby the axis of use will be used. We see that a limited number of sentence patterns and reasonable vocabulary number can serve in creating interminable variety of real sentences.

For the purpose of language acquisition in LITE classes, I summarized Sentence patterns and Wordlists into Course Syllables. They are free to be found in the Appendices. A question emerges about what is a sentence pattern and what not, and which parts of linguistic system are taught as vocabulary. In the preliminary courses we could see that for instance the Conjugation of the verb is taught as a wordlist! The answer for this possibly lies in this basic difference: wordlists are *isolated* parts of vocabulary/language whereas Sentence patterns represent a selection of *real* sentences composed for educational needs. They widely use the material presented in Wordlists. Following chart shows typical examples of stuff included in B1 and B2 courses.

SENTENCE PATTERNS	WORDLISTS
Greetings, reactions and prescribed dialogues.	Nouns, Adjectives and Numerals conveying a topic
Declarative, interrogative sentences etc.	Verbs conjugation and tenses
Idioms (chorus shouts)	LITE "Small words" = particles, modal verbs etc.

We add a remark that LITE teachers put no stress on the students in the means of linguistics; the terminology and theory content is kept to a minimum and substituted with practical use instead.

Here is a typical wordlist as seen and taught in B2 course. It always features a translation and amateur phonetics transcript (as IPA would not serve preliminary students.)

Word list – kitchen (kuchyně)

oven	(trouba) [avn]
pan	(pánev) [phen]
sink	(dřez)
electric kettle	(varná konvice) [ilektrik ketl]
the dishes	(nádobí)[d dišis]
cutting board	(prkýnko)
cookbook	(kuchařka)
knife (knives)	(nůž - nože) [najv] [najvs]
stove / cooker	(vaříč) (AE / BE) [stouf / kůkr]
microwave	(mikrovlná trouba) [majkrovejf]
kitchen cupboard	(kredenc) [kičn kabrd]
Poznámka: (u).....	(značka nepočítateľného podstatného jména)

Wordlists are always equipped with Sentence Patterns to be applied to. Here is a Typical B2 sentence pattern. It resembles a building set and features prescribed patterns with recommended verbs to be used and a sample conversation as well. Sentence patterns are presented in blocks that correspond with wordlists. Czech translation and reflection is

Sentence pattern

Do you _____ (a/an) _____ **in your kitchen?**(_____ ve své kuchyni?)

Yes, I _____ (a/an) _____ **in my kitchen**(Ano, já _____ ve své kuchyni)

No, I don't _____ (a/an) _____ **in my kitchen**(Ne, já ne _____ ve své kuchyni.)

Možno použít například slovesa : have - mít, need - potřebovat, use – používat

Příklad:

Do you need an oven in your kitchen?.....(Potřebuješ troubu ve své kuchyni?)

Yes, I need an oven in my kitchen.....(Ano, já potřebuji troubu ve své kuchyni.)

No, I don't need an oven in my kitchen.....(Ne, já nepotřebuji troubu ve své kuchyni.)

provided in every case.

According to our research done in B1 and B2 education papers, course B1 is composed of 435 sentence patterns items in 43 blocks and of 781 words in 45 wordlists. Adjacent B2 course gets a student acquainted with 283 sentence pattern items in 43 blocks and 521 words in 36 wordlists (compare Ogden's Basic English with 850 words to survive). The number of blocks and included items tightly telegraphs with the sequencing (lesson structure according to increasing difficulty) and with the Applied Scholastics theory of learning.

5.3 Theory of Learning

Any L. Ron Hubbard derived sciences will use the motto "learn by doing" instead of "doing by learning". In addition, the learning processes in these sciences require modifying the learned stuff to learner's level of knowledge, adhering to a few principles noted in Person, p. 18-19.

a) Presentation in the simplest way possible, terminology adapted to students needs.

So there are no "tenses, voice and ordinal numbers" but a compilation of examples of Sentence Pattern Blocks and Wordlists with examples, exceptions and frequent peculiarities provided.

So the part of speech "Can" is taught as Small word instead of a Modal Auxiliary Verb (see B1 syllable). New sentence patterns do not "express syntactic functions" but are used in a typical context instead etc..

b) Every step in the subject should be presented in the simplest form with little or no derived material. This is kept in LITE classes – patterns are displayed on the Whiteboard, drilled and then used in Pair interaction. There are no additional written materials that would feature something that was not covered in the classes.

c) Education free of Study Barriers

Study Barriers are erratic blocks outlined in Theoretical part of my thesis. We will shortly discuss the presence and avoiding them in LITE classes.

ci) Absence of the Mass.

Language as such lives only in the moment of communication (sending and receiving messages). LITE teaching system relies on the students as providers of the "Mass" and communication. If any words and notions could not be imagined, they are substituted by a drawing, picture or sketch.

cii) Proper sequencing (Gradient)

Gradient (the increasing demands on students) is kept on a advised level with the use of syllables which prescribe what each course will learn. There should not be any bold differences of the skill amongst the students as they undergo personal placement test of grammar and oral skills. On the other hand, no extra phenomena and tasks for gifted individuals are provided as this would clash with the idea of Gradient as a Group progress, too.

ciii) Misunderstood Words

It is hard to imagine that there would be any misunderstood or miscomprehended words in Beginner/preliminary classes where L1 (Czech) is used for interaction on the Student-Teacher level.

Again, wordlists provide individuals with the recommended and required vocabulary.

Misunderstood words are advised to be handled with the use of dictionaries but this would slow down the class progress and set apart any individual from a process common for the whole class.

However, students can always consult their partners and the teacher in any period of the class, if necessary.

d) The progress of acquisition.

Adapting and applying language items are long-term processes. Compared to other language schools or any self-education style, this process is i) highly intensive because of 12 hours of education a week ii) highly controlled and guided, as seen in Acquisition scheme.

All of the points except the ultimate are fully provided by and fully controlled in LITE institute. An individual lexical/syntactical item is used multiple times after being presented and drilled: first there is a 10 to 40 min period of spoken pair activities. Pair work blocks tend to appear more than 2-3 times in a lesson, every item from previous lessons has to be practiced at home by writing sentences of interest; last but not least: checkpoints will motivate the student not to practice and not to fail as the teacher will check the knowledge. Continuing experience is reached by taking next courses (each takes 5 weeks) and by extra school meetings in LITE club.

The individual stages are further analyzed in proper Class activities in chapter 2.0 Design.

5.4 *Conditions*

In order for the before mentioned education features to work there are strict rules and conditions to be kept.

5.4.1 *LITE format*

LITE format consists of courses (5 weeks) composed of Units (17 in a course) and Lessons (3 in a week). One individual lesson, named a block, takes 195 min (=4 x classical 45 min lessons).

Classrooms have to be arranged according to OBS.3 outline which means no desks, circle of chairs and free space for an assessing and patrolling teacher.

5.4.2 Preliminary Teacher Training

According to LITE officials, any teacher wanting to conduct the lessons and work for LITE has to fill in a Performia (Hubbard's personal management company) test; if accepted he will attend a 3 weeks LITE Academy course. Apart from communicative English he will take courses in Effective Communication, Class Management and LITE Procedures and Study Technology Course. This makes him an expert in the field of LITE schools.

1.4.3 Strict Adhering to the Rules, Format and Study Technology

LITE teachers are ordered to keep all the rules and learned Study Tech methods in order to establish maximum efficiency and best reachable results of their students. According to LITE officials, any procedures or approaches other than LITE's (including university pedagogical education) are considered *undesirable and disruptive* (sic!).

1.4.4 Adherence to LITE codex

To spell what is desirable and undesirable, there are Codexes on LITE bulletinboards to be read. Please consult Appendices, Codexes (LITE teacher and LITE student).

We can state that points stated by LITE resemble Hippocrat's oath and are shared in common sense all over the world; however what makes them efficient is that they are spelled and strictly enforced on the workplace.

6. DESIGN

6.1 General objectives

General objectives of any LITE general English courses (B1 to B4 elementary courses in particular) could be described as following:

- a. provide students with necessary vocabulary for survival (about 1300 pieces of vocabulary) in most common situations and make sure they will be able to apply it in reality.

- b. infix the students with elementary ethics behind learning, namely the Hubbard's knowledge – responsibility – control triad which will positively affect their attitude to study.
- c. apart from the crude knowledge, teach the students how to communicate effectively and how to handle interactions within a LITE class, according to ARC triangle of Hubbard's Study Technology
- d. enable students to practise English in a life-continuing experience

6.2 Language material in B1 and B2 courses

We have researched former materials produced and typed by former students, namely the B1 and B2 courses of year 2007. Wanting to map the overall students' knowledge gained in B2 courses (second elementary level) and already known because of former B1 attendance we have focused on quantity of planned in-class activities, namely of Sentence patterns (excerpted English in use), Wordlists (new vocabulary, including verb conjugation) and additional designed activities like Drills (phonology, fluency), Checkpoints (tests translation, knowledge, use of items, fluency, reaction time), Conversation patterns (prescribed dialogues) and Small words (a really strange category for short words like "as", "can" that should belong to different parts of speech) and last but not least the Shouts (idioms in use).

The major part of syllables appears to be composed of Sentence patterns and Wordlists. We can observe a 4:6 ratio of patterns versus vocabulary pieces which fully corresponds with Ogden's idea that there are about 850 English words necessary to survive and that actual grammar and syntax is inferior to the user's vocabulary (being more of a linguistic than a real-life substance). Furthermore, it seems that also the sentence patterns are taught in a /lexical vocabulary style, or more precisely, in a way of natural acquisition like that of a child's who also adapts only what it needs for life regardless to any grammar rules and theory. We tried to compute the actual number of new stuff presented to students regarding the Final Educational Papers so some Sentence patterns are likely be taught twice, revised or slightly modified whereas the Wordlists number consists truly of new unique items. However, a conjugation of any verb is likely to be scattered to 6 word items (I am, You are etc.) and singular and plural forms of a noun is also taught as 2 items.

Again, each of the presented courses lasts for 5 or more weeks featuring 17 Units in 3 x 195min lessons a week and should comprise similar sum of English knowledge as seen in the charts. (Although not being the true methodology materials of LITE, we attach excerpts from precise Final Educational Papers by one of the former students in 2008, see Appendices).

Results: B1 course includes 435 Sentence patterns in 43 blocks, 781 words in 45 word lists

B2 course includes 283 Sentence patterns in 46 blocks, 521 words in 36 word lists

6.3 Class procedures

In this subchapter we will take a closer look on what are the basic vehicles and techniques that a typical LITE lesson is driven by. First we will take a closer look on activities that regularly occur on every (or almost) every LITE lesson in a week.

6.3.1 Class activities as regular parts of time schedule

6.3.1.1 Simon Says

Simon says (in Czech context: "Kuba říká") is an example of a simplest physical and social game designed primarily for children. However, it is universally useful as a warming-up activity and as such, it takes place at the beginning of *every* LITE lesson. It tightly corresponds with Applied Scholastics idea about the classroom as a humanity workshop (or playground) and it is also an easy way how to develop personal confidence and team spirit as the tasks are easy to be executed. Despite being intended as a primary school children Simon is applied much older age group (15+). As such, Simon Says presents a usual encouraging start for the LITE learners.

The game's rules are quite simple: one person, particularly the teacher, is Simon at the moment and gives orders in short time intervals. The audience, or class participants, pursues these commands in given time limit about 3-10 seconds long. However, only commands preceded by line sounding "Simon says" are valid and have to be executed. Implicated from this, orders without this signal have to be regarded invalid and the individual who has executed them despite the rules is facing slight derision and receives a warning or the individual may be eliminated (expelled) from the game).

Typical set of Simon Says lasts approximately 5 minutes (which is also more or less the basic time unit in LITE schools). It usually takes place only once, prior to the first part of educational block, with possible exceptions. No more than 20 orders are pursued and the gradient (complexity) of the command's structure is quickly increasing. Some typical phrases could be: "Touch two noses in 2 seconds!" or "Bounce your bottom to your partner! "Give any Johnny in the room a high-five!" Of course, it is regarded cheating to give orders that are impossible to do but this sometimes serves the funny and playful air of LITE classrooms. The imagination of the teacher also plays a great part if regarding the capability of producing meaningful commands.

Simon Says game features several distinct functions in the class. The most important one is setting up a sort of friendly, relaxed atmosphere where everybody is paying close attention to what Simon says but nobody will be punished seriously if failed to follow the command. As lots of physical contact (touching, pulling, bouncing) are involved, students throw away the coyness and build flawless relationships without having "outsiders" or "stars" in a class. What should not be underestimated, is also the function of "time bumper" preserving the period of focused language teaching for a time bit later so the latecomers (if any break the strict Codex) will not lose too much of it. The last but not least is the demand of quick gripping the meaning of a short sentence and reacting immediately, this point being much of real life use.

Last remark – in my observations, the Simon Says activity tasks are likely to be based on a random choice of the tasks by the instructor and as such not linked to the content of the following class and, being a mere relaxation or warming up activity, there is no ambition to do so. As result, the initial as well as final class activities differ from the rest of the syllable.

6.3.1.2 Language Acquisition (Wordlists and Sentence Patterns)

The LITE wordlists are, together with sentence patterns the actual base stones of setting or establishing the mass of taught stuff. A wordlist includes the emphasized vocabulary for a particular lesson; it is easy to be used in sentence patterns introduced before pair work blocks. The lists of new vocabulary are usually assigned to be studied home (homework: practice everything new!) so some class time can be spared. In fact, the actual procedure of primary vocabulary acquisition in LITE lessons is set of pronunciation/lexical/morphology drills done mostly in class unison mentioned before.

On the other hand, there are comparably fewer sentence patterns items included (approximately with the 4:6 ratio to wordlists.) Sentence patterns are presented as grammar and syntactical examples to build upon and to use the vocabulary upon. In fact, the proficiency at these comes only with the quantity of use and should come intuitively as there is no grammar theory to accompany them. The presence of grammar and vocabulary blocks in lessons is more or less balanced (1:1)

As advertised on LITE webpage, there is actually no textbook used. LITE teachers use their own methodology plans that include all the patterns, vocabulary and games for a lesson/unit/for entire course. The prescribed stuff is accommodated following the class needs so the courses tend to evolve. Unlike in any of the textbook using courses, students are creators of their own textbooks. Also every single home assignment consists only of practice of the patterns and wordlists featured in the preceding lesson so a student revises in a creative manner. As a result, both the teacher and the students share a unique and unrepeatabe experience. And it really is language “acquisition” instead of “learning”.

6.3.1.3 Unison "Chorus" Activities

In LITE teaching format it is more then elsewhere important to sometimes establish a direct link between teacher and students that are expected rather to learn autonomously most of the time. This is of more significance than it may seem to be; the unison shouts are the only moments when teacher enforces the attention of students and also one the vehicles of language acquisition done through activity when all students act and shout as one. This helps to keep balance of the acquisition/expression ratio; what is taught is shouted and used simultaneously afterwards. This type of shout serves basically as the first real contact with the newly taught language items using the phonology – lexicology – morphology triad.. Each linguistic dimension necessary for the acquisition is presented and shouted in unison/chorus. This procedure establishes a sense of unanimity of the class procedure which is comparable to the role of Simon Says and contributes to the students being energized /activated and as result to their steady attention.

Unison drills and activities also serve as a kind of quality and satisfaction control or, in Hubbard's terminology, the "checkout". The most frequent question implying unison response is simply "Is it clear?" "Yes". The all-class response is often enforced by the teacher wanting to know that the class is ready for abandoning the previous activity and to become open for a new one.

6.3.1.4. Pair work as the Basic Activity, Turn-taking

Considering LITE lessons as inductive and student-centered we should examine the activity that represents major part of the time plan and the key pattern of the interaction. It is work in couples. After having finished the acquisition triads, any set of words or given sentence patterns is practiced in this format at the minimum length of 4 Basic Time Units (=20min).

The basic speech pattern in preliminary courses is composed of guided monologues where one student takes the role of the coach/listener and the other is speaking his task from A-Z creating and uttering prescribed number of functional sentences around every given word/sentence pattern. Once the desired number of sentences is reached, students swap their roles and the former coach now presents his ideas and sentences to new coach. Approximately after 1 BTU, teacher announces a pair swap, old couples are dissolved and new partners found. The procedure is being repeated in similar manner until the time is up and pair work is finished with the final acoustic signal "Ding – dong!" shouted by the teacher.

Although appearing to be quite monothematic, pair work is conducive to various skills that a LITE student should develop. Periods of making up and producing sentences are alternated with periods of close listening to partner's talk which also involve discovering what else can be produced and how the language use varies. Although not implied, corrections of mistakes within one couple and further inquiries into meaning of a particular sentence occur, teacher patrols and try to correct mistakes and consult possible issues whenever he goes around a particular couple.

One of the primary advances can be seen in the customization of the language: as every speaker has to use prescribed items he can focus on sentences which he himself with use or make up instead of being subject to prefabricated sentences from textbooks. This contributes to the growth of motivation since every speaker is likely to use sentences he would say or would like to say rather than sentences *that are possible* to be said.

Pair work activities represent the solid oral part of practice. They can appear approximately 4 times in a 195min block, each part taking 20 or more minutes (4 BTU).

6.1.3.5 Games as Reactivizers

Games – apart from Simon Says – are not a scheduled part of LITE education but depend on the choice of LITE teachers. However, it is regarded necessary to compensate the demanding and long periods of pair work with an activity much freer than these. Still, link to the lesson topic and objectives should be maintained and involvement of all class members at once is required.

Two observed Games were typical for LITE Approach as communicating a message or discovering information via question/answer scheme were the main aims of these. "Chinese Whisper", a children game based on forwarding a whispered sentence from the first member of a line to the last without breaking its exact form, was observed in the last quarter of OBS 3 taken in B4 course. Three competing lines composed of 14 students were sufficient in establishing a competitive atmosphere; fair-play was ensured by continual swaps of members after each turn.

"Find someone who" is also based on competition – class members follow a list of questions and attempt to have it fulfilled in a given period of time. The first person achieves that will be awarded with a treat (class of adults – sic!) and the game will be closed.

Many more activities are portable to LITE Communicative Environment but they have one thing in common: they are focused on the reality rather than the language itself which alternates the acquisition procedures (drills, pair work) and helps maintaining a motivating atmosphere. Whether they contribute to the topic of the class or not is out of question.

6.3.1.6 Checkpoints – written and oral tests

Every education system needs a system of progress evaluation a control over student's knowledge. The check point where gained knowledge is controlled before further progress is called "checkout" in Hubbard's methodology; we will adhere to the term "checkpoint".

a) Minor checks are done every time a student controls his partner's performance. Teacher patrolling around in the inner circle of the class will listen to individual performances and correct the performers if necessary. It also learners themselves who could correct their partner but this does not happen quite often since the learners are on the same level.

b) Major oral checkouts can take part after any longer block of sentence patterns or pair work and it will be targeted on individuals whilst the class is listening to that. Teacher can examine any practiced item; he will demand a translation and use in a sentence. Evaluation and motivating the target student according to the equation: Correct answer = 1 use of the item, incorrect: input, correction and 3 correct uses of the item.

c) Major Written Checkpoints take part quite often, e.g. once a week. Written tests resemble sentences and utterances spotted in pair works but are likely to be more structured, include multiple words and show more advanced use of the language than the exchanges taken between partners.

d) Progress tests are means of checking student's aptitude in use of previously taught stuff on both written and spoken level. If succeeded, student can continue and take a follow-up course. In case of failure, student is recommended an individual coaching with teacher.

Checkpoints represent another frequent activity taking place amidst areas of pair works. The desired level (gradient) is quite mild but everybody can make a mistake. In all cases and activities, students are encouraged to call the teacher if willing to be given a hint. Testing and assessment is done in a friendly and motivating air.

6.3.1.7 Final shouts

A final unison shout is really a smooth way how to teach students some basic idioms and also a final activity to be looked forward to after a demanding double session. It is mostly done in breezy and relaxed manner. The instructor writes a short and easily memorable phrase on the whiteboard and expects the active students to discover its meaning first. As this is usually an idiom whose message can be implicit and literally translation would not work, it takes a bit of language gift to find out. After the meaning is revealed, teacher spells the phrase himself and the class practices this as a Unison Activity with his assistance right after. Finally, the particular idiom is shouted aloud without the guidance and voice part of the instructor. The Shout/Goodbye is a minor but unique activity that contributes to the familiar air of LITE lessons. Similarly to Simon Says, it is likely to be out of context of the previous lesson.

6.3.2 Class setting, Informality

LITE Classrooms differ a lot from typical ESL classrooms. The most typical peculiarity is the absence of writing desks so typical for grammar-based classes where

frequent note taking is necessary. This is caused by having multiple "deskless" activities in the time schedule: pair work and games do not require any desk whereas by Simon Says desks would mean a major obstruction.

Students are much likely to sit in a circle or semicircle which allows a direct view of the teacher but also a peripheral view of all classmates. After a pair work is announced, chairs are easily adjusted so partners can see in each other's face. If there are any desks (OBS No.2) they aren't used during any of the "deskless" activities. In all situations where note taking is advisable or in case of a written test a clipboard is provided as a substitute of the desk.

6.3.2.1 Variety of Interaction

Variety is the key word for LITE experience if regarding pair work as the most significant vehicle of the lesson. The pains and gains of the student depend strongly on his classmates' performance but also on the number of encounters he makes in the lesson. This is true due to that each of one's classmates is a unique speaker with unique habits, accent and fluency and with unique speech limits and imagination/creativity level. Although all students in the class are expected to be users of English as a second language and to be on the same level this fact helps to imitate a varied language environment. Provided that there are enough people in a class, of course.

We can corroborate this with following equation. Once a pair work period is commenced each student has got equal chance of being chosen as a partner for communication. The equation is computed using combination of 14 in order to make groups of 2 people allowing repetition.

$$C(14,2) = \frac{14!}{2! (14-2)!} = 91$$

As we can see, 14 participants allow 91 unique combinations which is quite a considerable figure to be reached. On the other hand, a small class consisting only of 5 students allows only 10 unique combinations which probably will be reached in one lesson and, furthermore, in a class of 4 there will be little variety as there are only 2 options to make a couple from. Bigger figure of classmates most probably leads to better gains and smaller strain on the participants but also involves a slightly more stress for the teacher who has to

keep order and be watchful for occurring mistakes. Smaller class does not lose its functions but is likely to lack the variety and vitality and this puts bigger demands on the students attention and reduces the positive motivation. On the other hand, teacher has free hands to catch almost any mistake because there will be only two couples in action.

To sum up, the number of students in a course is a significant factor affecting the entire experience of LITE clients/students and this experience differed in observed courses B2, B4 and Int2 as is to be seen in Interaction Charts.

6.3.2.2 Informality and Operational Disquiet

One of the most significant features of Applied Scholastics influenced class contrasted to classical one is the continual work taken in a significantly informal or familiar atmosphere. This phenomenon is completely in agreement with the concept of the idea of Workshop of Humanity (Comenius) or "Household instead of Classroom" slogan by Pestalozzi, as Singule stated in his book *American Pragmatic Pedagogy* (1990). Truly, to an observer, the classroom resembles an informal meeting of friends instead of a silent class peering at the teacher on the platform. The continuous and desired/desirable talking during pair work is accompanied, of course, by a certain level of noise. John Dewey introduces this phenomenon as "operational disquiet" but we could see it rather as a café-like level of half voiced speech (undertone) caused by the split between the regard for privacy of other classmates and the actual need for audibility of the pair work utterances. Naturally, teacher should be properly trained in proper listening in the class rush as this was quite difficult for the observer as the students tend to lower the even voice to a whisper sometimes.

The informality is further enhanced by the absence of desks and of fixed place for an individual to sit; the courses of about 10 participants take place in spacey classrooms that allow multiple configurations of the seats. However, the informality is kept in desired limits by the consistent presence of the teacher who circulates in the inner circle amidst the seats (or between the students) and listens to individual speaker's performance. Interaction analysis Chapter 7 should be consulted.

6.3.2 Participation and Roles

As seen in any teaching formats inspired by Communicative Approach, it are the learners who are responsible for proper learning of the desired stuff. LITE format gives a

strict time plan for everybody to speak and listen but still allows to communicate quite freely even in the most basic courses. In summary, learners are responsible for their progression and for progression of their partners and teacher's responsibility lies in presenting the stuff and in equal and fair distribution of the knowledge amongst his ordinands. However, these matters are more complex and need a further analysis.

6.3.2.1 Teacher Roles

According to our observations and interview with LITE headmaster, any LITE teacher functions primarily as a Class Manager. This is due to several issues: a) personal attitude to a student monitoring his progress in a personal file of tests, notes and home assignments. LITE teacher is responsible for best learning conditions accessible and should give assistance to students who are deprived of any chance of development, even though this could involve negative encouragement for bringing homework, being absent from classes or even disobedience in lessons. b) LITE teacher composes the lessons from given methodology papers added with his own activities compatible with LITE format and is responsible for an efficient Learning/Relaxation ration and for steady level of students interest. c) LITE teacher offers paid personal face-to-face consultations for slower or inept students or students with learning difficulties; this service is similar in methodology to BASIC study centers. Being a class process manager is composed of combination of didactics skills, effective communication skills and proper management activities. They are to be seen in LITE codex papers.

As a class manager, LITE teacher has the power of starting and finishing any class activity. Any of these activities needs some input and here comes the teacher's role of an instructor. The preferred form of displaying language items is Whiteboard. Teacher uses it during the preliminary Acquisition processes and using given examples, instructs the class to use it likewise in pair work.

Another role emerging from the class management is the role of Time Keeper. LITE format, peculiar in its lessons 195 min long, would be inefficient and lengthy without proper time management. The Acquisition Progress is thoroughly dependent on proper paying enough attention and time to Drills, Pairwork, Revision and Relaxation Activities and this process should be fair, efficient and accurate. Having analyzed the Observations, we assessed a BTU – Basic Time Unit (5min) in order to settle the duration of activities.

For instance, Simon Says is likely to take 1 BTU, pair work can have 2-4 BTU with corresponding number of Swaps, individual Homework assigning can take 1 BTU, the written Checkpoints can last for 2-3 BTU. To sum up, no activity will take longer than 5 BTU as this would lead to loss of interest, and a teacher should have a developed sharp sense of time flow in order to be an efficient manager.

Teacher uses the aid of various techniques to keep the time in limits. Probably the most obvious one is the Acoustic Signal: "Ding-dong!" shouted as the final line after a period of pair work. The turn-taking in pair work is encouraged by a command: "Change your partners!" - "Is it clear?" is a final question requiring chorus class response.

Last role observed in LITE and derived from management is the role of social worker. Teacher always helps by overcoming individual study barriers by both Negative and Positive Encouragement. His task is to wipe out interpersonal differences that could lead to worsened learning conditions by the use of Effective Communication, Relaxation Activities and equal attitude to all his students. An in-class consultation of any problem can take part any time. Nevertheless, teacher does not solve the problem immediately but encourages a possible problem solving from student's side.

Debatable is the role of linguistic authority. Czech LITE teachers can execute their work only if they had a longer experience abroad in EN speaking countries and if they have accurate Czech language level as this should ensure the quality of communication. Correctness and accuracy of speech should follow but thus is not the main aim of LITE approach, at least not on the students' side. As a result, the role of linguist is inferior to the of class manager and communication impetus-giver. Correct and accurate answers are demanded only during Checkpoints and in Home assignments. To ensure a certain level of language authority, autonomous learners (Int 2- Int 4 levels) are provided with native speakers or international citizens whilst Czech teachers will conduct preliminary and beginner courses.

Regarding all these roles, a LITE teacher should be a personality with sufficient level of sociability, with real experience abroad and ability of efficient communication, according to ARC triangle of Hubbard's. The roles of Class Process Manager and Time Keeper are the most significant, secondary roles are perceived in being a linguistics authority, language consultant and corrector.

6.3.2.2 *Student roles*

LITE class, like any other school using Applied Scholastics, is primarily a learner-centered environment. As such, learners carry certain duties complemented with rights and benefits. LITE openly defines the duties of learners on his bulletin boards in Student Codex:

-> (Student) has got a clear goal and participates actively on achievement of this goal and helps his/her partner with making the biggest progress possible

-> always comes to lesson with a dictionary, working materials and finished homework

-> makes all home assignments and understands that this is important for his progress

-> is aware of being a part of a learning group and he/she must not disturb the lesson by neither by late arrivals nor being absent. The required attendance is 75% of the course

The before mentioned points contribute to the concept of a responsible and autonomous learner who has to contribute to the higher principles, namely his development being shared as progress of his classmates. As an individual, a LITE student will be integrated in following functions:

a) receiver of stuff. Input sentence patterns and wordlist are lively when accepted and used by a student. If anything has to be taught it has to be perceived before. Students submit the offered stuff to their critical thinking and consciously build a grammar system. They can make notes on wordlists and sentence patterns.

b) Communicates the stuff. Received stuff and utterances undergo the process of translation and duplication in students head and are selected for further use in pair work and in real life. Simply, what is heard will be most likely applied. The roles of receiver and communicator are in a 1:1 ratio as students regularly swap the roles of coach and speaker.

c) Provider of the "mass". Although most of the abstract concepts can be broken down to sketches and concrete things can be touched, the syllable composed of 750 words could not allow collecting and touching every physical object. So it are the communicative students who create a "promise" of the mass and motivate English learning about it. As absence of the mass, is recognized an obstruction to study, students help to create an environment free of study barriers. This is also valid against misunderstood words and last but not least, any time Variability comes into effect.

- ci) Person who sets the "gradient". Gradient in the classroom sense is the combination of demanded progress and possible progress. It is strictly recommended that participants of a course demonstrate the same level of active language use regardless to their sociability, mental abilities etc. A basic LITE rule set forbids classes where major differences between learners would appear. However, the side effect is that there no better learners to learn from and the input for progress resides *entirely in teacher's hands*.

6.3.3 Materials in the Classroom

The situation is easy to be described here; LITE does not use the help of any official textbook. LITE Teachers are instructed in the Methodology and Course Content so; they become a sort of living textbooks of their kind. Having analyzed the Time Schedules, we see that during designed courses students have many chances to take notes, they will combine these with home assignments and presented wordlists and a personal English journal comes into being at the end. Before taking the Progress Tests, students are sent Final Educational Papers according to their level. These papers are mapping the previous course with majority of the stuff (Sentence Patterns and Wordlists).

If we had to speak about the major means of display, it would be the whiteboard. Each part of the lesson plan is presented on the WB before being practiced. This is true even by home assignments and written tests. As there are no desks and not every student is an owner of a hard-back journal, solid clipboards are available for anybody to write notes or tests on. The combination of WB and CB is regarded self-sufficient and motivating.

However, I can state that any communicative classroom, a textbook-free one especially, would deserve additional materials. They are mostly seen as helpful items that level or increase quality of the classroom, nevertheless, LITE format has minor use for this stuff.

In observed 3 courses, additional papers served following purposes:

- a) Activation Tasks or tasks that served for "tuning" the class atmosphere or as period for restoration of the attention. There was a list of questions in Int 2 for "Find someone who..." and two song transcriptions for filling gaps in the lyrics in B2 and B4 courses.
- b) Test of Translation.

c) Extra Activity. In B4, a pair that finished its task (description of their kitchen) was given another set of pictures to find differences and practise more.

In conclusion, the primary material is represented by the teacher as carrier of the mass of information, secondarily it can be seen in the living communication in Pairwork and Group Works, and tertiary sources are included in additional materials and journals or educational papers that serve for mere revision.

7. INTERACTION ANALYSIS

The primary aim of our research was to outline the Approach and Design of LITE format. Previous chapters provide the reader with detailed information about Class phenomena; B1 and B2 syllables have been analyzed to illustrate the composition of structural items. What remained unrevealed was the actual Interaction with respect to time schedules and interaction patterns.

7.1 OBS 3 – Report

We provide the reader with thorough article transcribed from OBS 3 with particular focus on Human interaction and how this corresponds with hypothetical LITE procedures.

According to LITE intense education syllabus, the lesson starts at 5 pm and ends at 8:15 pm.

The number of participants: 14 (7 males, 7 females), adults.

Space setting: Circle.

Possible issues: cold in the room (period of frost in Pilsen, 2012), missing materials from last lesson

16:50 Class discussion of home assignments (informal)

17:00 Introduction. Teacher comments on what is new, she remarks that a pupil (Ondra) has a new haircut and asks whether the students feel at least a bit warm. She asks the group members how they are.

Technology: Re-developing confidence and fluent Student – teacher relationship and removal of any strain.

17:01 Simon says. A basic warm-up (verbatim, in this case). Teacher gives instructions to the group but they must be preceded by phrase: "Simon says" otherwise the action is invalid.

Some of the commands are: "Pull the chairs to the wall." "Sit on 2 chairs in 2 seconds." "Give high-five to your friend." Situation: student Ondra is lying on the ground. "Get up and make breakfast for Ondra!" Students gradually give him hand and say: "It's a breakfast from me to you."

Technology: This activity helps to establish easy atmosphere by introducing funny physical contact between students. Some basic vocabulary is fixed and immediate reactions reinforced.

17:06 Check of last homework. Teacher is able to evaluate everybody in about 2min.

Fault: Teacher forgets the last corrected translation sheet so the students get it at the end of the session.

17:08 Arrangements. Teacher writes questions/tasks on the board.

The task has two parts – a warm-up and a tell-me-more activity.

"What did you do at this weekend?"

"What do you usually do at the weekend? "

"What do you think of this winter? Do you like it?"

Technology: this is excellent for establishing the "mass" in a natural way – students are interested in their partners activities during a free period of time.

17:13 Conversation. Students quickly make random pairs. They are encouraged to start asking and to correct mistakes. They are in the standing position.

Technology: we observe the role of teacher as impetus-giver requiring all-class involvement. Important understanding points are confirmed by unison class response (e.g. "Is it clear?" -"YES!")

Language: Regarding the class level, the L1 (Czech) is mainly used as instruction language to establish easiness and quick response. All evaluations and comments are also held in L1.

Observation: teacher circles around the class in the inner circle space. This is being done during all pair activities so the attention is kept and potential mistakes can be corrected.

17:20 Ding dong. Teacher gives signal to switch the partners. New pairs make new unique conversation.

Technology: social, cognitive and communicative competence. Students cannot choose their favorites but are expected to cope with any partner. They also develop adaptability when learning to understand the unique way each partner speaks. They also have many opportunities to evaluate and correct their partner.

17:25 Ding dong. Students are told to find their initial seats. Couples are dissolved.

Revision – wordlist. Students translate from L1 to L2.

Tested words: fridge, dishwasher, sink, cupboard, freezer, oven, sink, plate, cutlery, dishes, kettle, throw the rubbish away.

Technology: keeping attention. Quick sequences when one random student is told to translate the word and the other to spell it.

Technology: adequate sequencing of vocabulary items testing – thoroughness.

The process of adapting the words goes naturally from spelling and lexical meaning over phonology, pronunciation to morphology and categories like countability.

17:37 Review of words. Drills with increasing speed.

Technology: Unison in 70% cases. This helps to create the unanimity and fight the possible antagonism (knower/loser) and unhealthy competition. When everybody responds there are no losers or victors.

17:40 Another drill – plurals. The unison fails here.

Technology: here the lack of mass as "cutlery" is uncountable and "dishes" is plural tantum; both is hard to grasp.

17:43 Conversation – vocabulary in use.

Typical LITE pair activity. Sitting in pairs vis-a-vis students are told to make 5 meaningful sentences using each word from the list.

Technology: social competence. About 90% of the pairs sit in a relaxed manner and speak face-to-face as in real life conversations. They achieve discreetness. Unfortunately, they speak in a café-like manner, wanting to keep their privacy, so the individual utterances were impossible to record.

Creativity. Students are expected to make real sentences and have fun at once. They also share the same level of knowledge (!) so it is easy for them to correct their partners if they make a mistake.

Moral. Students who indulge in informal off-topic conversation are discouraged to do so (Teacher using L1.)

Teachers competences: real sharp sense of hearing. Observing and circling around the class paying equal attention to each couple.

17:53 Ding dong. Partners swap.

Motivators in speech: the familiarity and relationships between students (they see each other 3 times a week). Fantasy, imagination – students look forward to what they will hear from their partners. Equal attention paid to hearing and listening. To a certain level, the dialogues simulate everyday situations.

Variety: the individual mixture of partner, of his current skill, voice quality, vocabulary and sense of humour create vast variety of language material with certainty of gradual progression.

Teacher as advisor: Teacher is often asked to help.

St: Jak je "nepůjdeme"?

T: To umíte. (she does not give an immediate answer – inductive teaching)

St: We will no go?

T: To ne. (explains)

St: We won't go.

18:07 Ding dong. Partners swap.

Technology: Teacher keeps the attention of students by more frequent partner switches and patrolling around. However, certain loss of attention is inevitable. Some students revise their vocabulary books. More than 90% are adequately attentive.

18:13 Ding dong. Partners swap.

Note: Observer was accosted by a male student to join the conversation (Rec.11) but the teacher did not permit this which was understandable as there were enough couples to work.

Setting: a bit messy set of chairs and couples (picture), nevertheless no problem for fluent work.

18:23 Final ding dong. End of conversation block No.1. Consolidation of seats.

18:24 Instructions for vocabulary in use No.2.

Teacher demonstrates: A: "Where is Your freezer?" - B: "It is next to the dishwasher."

Creativity: Students are expected to draw a plan of partner's kitchen as well.

18:25 Pair activity. A to B questions, drawing the kitchen and then in reversed order.

Technology: social competence. Students know new things about each other and plan visits to the kitchens. Reuse of multiple units known from before, namely the prepositions and vocabulary.

18:30 Ding dong. End of pair activity, return to initial seats.

New - Written checkpoint.

Motivation – this takes part at the end of the first 90min half. All the preceding activities served as a warm-up before this as students expressed wish to do so in order to be well prepared for the test.

Teacher encourages: "Je to lehký, tak to chci brzky." = "It's a piece of cake so I want it pretty soon."

The test wording (L1 to L2 translation was the task.):

1. Její zrcadlo bylo v lednu v tamtom obchodě u jeho továrny.
2. Narozeniny její babičky jsou 31.března.
3. Na tabuli jsou pes, 2 kočky a její příjmení. Proč?
4. Stoupni si před třídu a mluv anglicky.

18:45 Closing the class, Teacher tells the short plan for lesson's second half.

Break. 15 min. Students are not allowed to eat in the class (codex.)

Some of the students use this break to finish the test.

19:00 Simon says No. 2 (literally a warm-up because of low temperature)

Teacher: "Touch 10 ears in 7 seconds!"

"Touch a clever man and pull his ears!"

"Touch a clever woman and pull her nose!"

"Touch a big belly button with your nose."

"Touch a slim belly button with your nose."

19:05 Finishing the Kitchen drawing.

19:07 Two students have finished already so they got 2 new pictures with kitchens to compare.

19:12 Ding dong

Class arrangement for a new activity – Chinese Whisper Competition.

First team communicating the message from start to end member wins a point.

Making lines of 3 or 4 people (PICTURE).

Observer again asked for participation – teacher denied it

19:17 First message "Is there a dirty big dog in the fridge?"

The first members of a line collect the message and whisper it backwards.

Technology: English phonetics with focus on clarity. The messages are of considerable length and complex enough to be a challenge.

Competence: social skills, healthy competition of the teams.

Skills: duplication and reproduction of the message.

19:21 Swap of team members (between individual ranks)

2nd message: "His sheep's belly button will eat dinner at 8 pm."

Mood: messages are silly and difficult and this creates funny and thrilling atmosphere.

19:30 Switch of members, communicating the 3rd message, Teacher suggests an easier one.

Student Šimon interrupts: "My nechcem lehký! Jde o to, aby to byla fair-play."

3rd message: "The ceiling is wonderful!"

19:33 Another members swap

4th message: "Does her teacher have any cutlery in the cupboard?"

19:39 Last swap

Teacher: "This will be an hard-and-easy one.

5th message: "Will her boyfriend buy a new kettle to her mum?"

Team 3 wins with 3 points.

Technology: Motivating sequencing by alternating easy and difficult utterances.

Demonstrating the necessity of both team compactness and individual performance – if the message is broken, the sense is changed and no points are gained.

Social competence: only if all members tell the message correctly the sense is unbroken.

Fair play and team spirit are desirable.

19:45 Ding dong. Return to seats.

Grammar. Teacher gives instructions: "Pište si to jako wordlist." T provides students with translation.

Whiteboard: Pronouns in subjective function (I, you, she, he, it, we, they)

Pronouns in objective function (me, you, her, him, it, us, them)

Teacher gives examples: It is for you.

She loves him.

Do you know them?

He comes with us.

Did you speak about it?

NOTE: In the case of "to me" as objective function, teacher commits mistake in proper Czech spelling (mi\mě instead of correct "mně"), keeps the mistake on the WB and refuses to discuss this.

19:55 Drills of linking the pronoun forms together – unison activity.

Technology: mild sequencing through the slowly increasing speed of drilling.

20:00 Pair activity.

Students are told to create 4 sentences on each pronoun form.

20:10 Ding dong. Announcing the Homework. Translation and making 1 sentence to each phrase.

Phrases: s ním, o nás, bez nás, pro vás, bez tebe, o mě, pro něj, před ní, za námi, vedle nich,

o něm, mezi ním a tebou, nad tebou, pod nimi.

Revision – wordlist "Kitchen" (as seen in Lite method, Wordlists).

Note: The dictation of Homework 1 is interrupted three times in a row, teacher handles the situation with humor.

20:14 The Team Shout - unison activity

A typical LITE activity marking the end of a double session.

Teacher writes the idiomatic phrase "Step on it!" on the WB and waits who finds the Czech meaning “dupni na to, přidej!”.

The shout is then shouted 2 times in unison.

In preceding Interaction Analysis I presented readers with thorough analysis of an observed lesson. I commented on the L1 and L2 use, on the functional Teacher-students interaction and on possible issues. All these findings were asserted in planning an experimental session with adult students.

7.2 Experimental Lesson

Following lesson has been planned and conducted as a prove of functionality of Applied Scholastics, LITE format and Communicative Approach in LITE version. Control group consisted of former participants of Pilsen Toastmaster Club (international course of public speaking). There was an extra participant in the position of an observer who made photographs, recorded the session and assessed the performance of the class according to official pedagogical theorems.

Following points were kept in agreement with LITE:

- a) small group of learners (4 persons)
- b) extensive use of Pairwork - projected for 60-70% of the time

c) other procedures identical with LITE method (Simon Says, Checkpoints), Student-centered approach, Gender Balance – 2 males, 2 females, Deskless class arrangement, Evaluation by students

d) The lesson plan was tailored according to the weakest member of the group and with respect to the general English speaking aptitude of the group. See Experiment Input.

However, due to unique and experimental nature of the lesson, some conditions could not be matched: a) Unity of place and time: right in the middle, the class had to be moved to smaller classroom; students were allowed to leave the class which slightly affected the time plan.

b) A teacher was an active participant of the class. Author of the experiment take part as an participant because of low number of students. Lacking the LITE training, author wanted to be a lively member of the group rather than just manager and assessor. Students were corrected during their performance in pair work.

c) Lesson plan was composed from of author's own materials instead of using prefabricate LITE educational papers protected by copyright law.

d) English (L2) is used throughout the lesson as the communicative means although in case of problems Czech is used readily. LITE officials prefer L1 as the command language.

OUTPUT and RATING (See CD, experiment input and output, photographs and video):

All participants answered that the lesson was "entertaining" and "helpful".

All would also like to continue in such education if possible (1 had had previous LITE experience).

They regarded the learner-centered education positive.

Double plan and class organization are conducive to positive learning experience.

Students appreciated Simon Says (regarded it a good activizer).

It was obvious that extended pair work enabled better cooperation in the means of grammar practice, translation and correction.

The class plan is lesser focused and there should be enough time to give everybody his part of expression (2 double sessions would work better).

Even in a small class, the concentration was not always top-notch.

Students demonstrated certain discomfort with missing desks (using clipboards) and with the activity of others so the lesson was not utterly barrier-free.

8. Conclusion of the Research

The aim of this thesis was to give account on LITE English schools in Czech Republic, to research the interaction patterns in Preliminary Courses and the functionality of the method.

In theoretical part, I introduced individual scientific elements linked to Applied Scholastics and LITE. This part incorporates 20th century linguistic movements plus short description of mainstream and alternative language teaching methods and their use in specific language schools.

In the practical part, I dealt with the issues of LITE only. LITE is an alternative education environment but also a company with protected copyright so the conclusions are based solely on my observations and notes.

I learned much about the procedures going on in LITE as I had a practical experience as class participant. I discovered the key formula of LITE – to break the grammar down to simplest examples and do multiple practise in pairwork. This is an approach that would bring benefits if integrated into the state school system.

I was surprised when I read the philosophical background about communication and found out that affinity/affection takes part in altered version of communication triangle.

The Dianetics and LITE provide their clients with further possibilities than just sole language education. There is opportunity to apply for Communication Course, to attend lectures on Effective Study and attain focused literature. I was provided with BSM – Basic Study Manual, a book purposed for wide public and BASIC instructors.

The outcome of conducted experiment was that involved students would welcome a significant change in language lessons. However, they appreciate the environment and social interaction more than the method itself. The textbook-free approach is always student-friendly but causes perceptible incompatibility with the official school system. A realistic conclusion is that no method would be absolutely satisfactory for everybody but most of the methods - including LITE - are worth trying or investigating. Any experienced method also contributes to one's personal portfolio of teaching techniques.

The field which remains blank is the hypothetical long-term effect of the method and the essence of LITE testing. I suggest these points for further research. A continuing study could also focus on the training and skills of LITE teachers if compared to classical

school system and incorporate their views and experience. The efficiency of LITE compared to other alternative schools should be analyzed as well.

Writing of the thesis represented a great deal of personal development for me as I had to internalize and externalize the experience gained in researching this alternative approach. I become more interested in other alternative teaching methods and incorporated these to my teaching.

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SHRNUTÍ

V této bakalářské práci si kladu za cíl představit metodu výuky na anglických jazykových školách LITE. Úvod teoretické části tvoří lingvistické pozadí jazykové výuky a srovnání strukturální a funkčně/pojmové metody a popsána jsou rovněž alternativní pedagogická hnutí praktivovaná v České republice. Představen je zakladatel myšlenky L. Ron Hubbard a jeho filozofický systém zvaný Aplikovaná skolastika. Praktická část práce se zabývá reálnou funkčností LITE výukového prostředí zkoumanou v roli pozorovatele a vyzkoušenou poté v experimentální hodině. Součástí experimentu byla i interakční analýza. Připojeny jsou dotazníky adresované řediteli LITE Plzeň a účastníkům experimentu jakož i doplňující vzorky z výzkumu.

APPENDIX

Following Observation Charts represent a summary of notes taken during three observed lessons in Winter 2011/2012. The original time schedules are to be consulted on CD.

AP 01, 7th Nov 2011, STRUCTURE ANALYSIS. Bigger class, grammar-based.

Taken as the first contact with LITE lessons, processed according to Tally Sheets. (Nunan, 78). Should be consulted with concordant observation chart 1.

17:00 – 20:15 (195 min)	B4 – (LITE pre-intermediate)	13 participants (6 M, 7 F)	
Teacher	Dominika, LITE Head Teacher	Extra – observer	
Specific class activity/ phenomena observed	Occurance (block of stuff)	BTU x 5min (not isolated)	Notes
Games, physical motion, shouts	I I I	III I	
Homework (assignment, check)	I I I	I I I	
Discipline (behavior regulation)	I I I I	I	
Intro of new grammar, explanation	III III	III III III II	
Pairwork (conversation, couching)	I I	III III III	
Taking notes, stud. Writing	I I I	?	filling gaps - lyrics
Phonics – pronunciation drill	I	0	Only 1min
Lexicology – wordlists, meaning	I	I I	
Listening (use of recording)	I	I I	
Unison fluency drills	III I I	?	
Revision of a block, checkouts	I	I	
Class organisation – seats, org.	III II	I	
Break (15min pause)	I	I I I	

Note: Lesson's length is 195 min but there is sum of 275 obs. min as some actions are simultanous.

MATERIALS, DISPLAY	Occurance - blocks	Time (in BTU x5min)	Use
Printed only	I I	III I I I	Game; filling gaps
Whiteboard	III I I I	III III III I I	Displays patterns, voc.
St. journals + clipboard	III III	Depends on dilligency	Making notes
Classmates (group+pairs)	I I I	III III III I I I	Learn from one's peers
DISCIPLINE (class management)		Occurance	Notes
Positive encouragement- motivation, evaluation		III I I I	
Negative – discouragement, neg. evaluation		III	
Humor (joke, funny comment)		III I	
Disturbance in class (undesired)		I	SMS signal; eating in the class
Competition (find someone who)		I	Who has all the answers first
Complete class involvement - unison drills, shouts		III I I	
SPOKEN LANGUAGE	Occurance (recordings)	BTU x 5min	Notes
L1 (Czech)	12	Non measurable	Only noted lg.use
L2 (English)	17	III III III I I + ?	Pair and group work
L1 -> L2 (CZ to EN)	5	Non measurable	
L2 -> L1 (EN to CZ)	10	Non measurable	
L1 and L2 (mixed utterance)	4	Non measurable	

Note: Students are required to use L2 in pairwork, all other class use of L1 or L2 is random. The communication language for most student-teacher lines still remains the L1.

CLASS ARRANGEMENT	Occurance - blocks/topics/turns	Time – BTU x 5min
Seats - individuals	III I I	III III III III III I I
Seats - pairwork	I I	III III I I I

Group work (gr.=more than 2)	I	III
Partner swaps in pairwork	III III I I I	< 5 min

Note: This seems to be an explanation – based lesson but still with considerable time spent by doing pairwork. The class is rather large (as typical for elementary courses in LITE B level) and the main activity was practising grammar patterns rather than vocabulary.

AP 02, 7th Nov 2011, STRUCTURE ANALYSIS. Smaller class, speaking based.

Taken as an active participant, processed according to Tally Sheets. (Nunan, 78). Should be consulted with concordant observation chart 2. Intermediate classes are not the main focus of this thesis.

17:00 – 20:15 (195 min)	Int2 – (LITE : intermediate)	6 participants (3 M, 3 F)	
Teacher	Martina	Extra – observer as 7 th student	
Specific class activity/ phenomena observed	Occurance (blocks of stuff)	BTU x 5min (not isolated)	Notes
Simon Says	I	I	
Homework (assignment, check)	I I	I I	
Discipline (behavior regulation)	0	0	Small and calm class
Intro of new grammar, explanation	III	III III	
Pairwork (conversation, coaching)	III I	17	Monologues only
Taking notes, stud. writing	III	?	
Lexicology – wordlists, meaning	I	I I	
Unison acquisition drills	III I	III	Wordlists acq.
Revision	I	I	

Checkpoints, test	I I I	I I I	
Class organisation – seats, org.	III I I	I	
Break (15min pause)	I	I I I	

Lesson's length is 195 min but there is sum of 275 observed min as some actions are simultaneous.

MATERIALS, DISPLAY	Occurance - blocks	Time (in BTU x5min)	Use
Printed only	0	0	
Whiteboard	III I	III III I I I	Displays patterns, voc.
St. journals + clipboard	III III	Depends on dilligency	Making notes, wr. test
Classmates (group+pairs)	III I	III III III III III I	Learn from one's peers
LANGUAGE USE	Occurance (recorded)	BTU x 5min	Notes
L1 (Czech)	11	Non measurable	Only noted lg.use
L2 (English)	5	III III III III I	Pair and group work
L1 -> L2 (CZ to EN)	3		Test, checkpoints
L2 -> L1 (EN to CZ)	0	Non measurable	
L1 and L2 (mixed utterance)	1	Non measurable	Discussion

Note: Students are required to use L2 in pairwork, all other in-class use of L1 or L2 is random. Shy attempts to communicate in L2 are made.

CLASS ARRANGEMENT	Occurance - blocks/topics/turns	Time – BTU x 5min
Seats – individuals	III I I	III III III III III I I
Seats – pairwork	I I	III III I I I
Group work (gr.=more than 2)	I	I
Partner swaps in pairwork	III III I I	< 5 min

AP 03, 12th Feb 2012, STRUCTURE ANALYSIS. Bigger class, speaking and game based.

Taken as an observer, processed according to Tally Sheets. (Nunan, 78). Reference: to be consulted with Notes, Observation No.3.

17:00 – 20:15 (195 min)	B2 – (LITE : elementary)	14 participants (7 M, 7 F)	
Teacher	Dominika, Head Teacher	Extra – observer as 15 ^h student	
Specific class activity/ phenomena observed	Occurance (blocks of stuff)	BTU x 5min (not isolated)	Notes
Simon Says	I I	I I	Twice! It was cold.
Homework (assignment, check)	I I I	I I	
Discipline (behavior regulation)	0	0	Big and active class
Intro of new grammar, explanation	I I	I I	
Pairwork (conversation, couching)	III I	III III III I I I	
Students writing	I I I	I I I	Written test.
Lexicology – wordlists, meaning	I	I I	
Revision	I	I	
Checkpoints, test	I I I	I I I	Random oral checks.
Unison revision	I	I	
Class organisation – rearrang.	III I	I	Simon, Ch.whisper
Break (15min pause)	I	I I I	
Chinese Whisper – Competition	I	III I I	
Final Shout	I	< 5 min	

MATERIALS, DISPLAY	Occurance - blocks	Time (in BTU x5min)	Use
Printed only	0	0	
Whiteboard	III I	III III I I I	Displays patterns, voc.
St. journals + clipboard	III III	Depends on dilligency	Making notes, wr. test
Classmates (group+pairs)	III I	III III III III III I	Learn from one's peers
LANGUAGE USE	Occurance (recorded)	BTU x 5min	Notes
L1 (Czech)	I I I	Non measurable	Random
L2 (English)	III I	III III III III I	Pair and group work
L1 -> L2 (CZ to EN)	I	I I I	Test, checkpoints
L2 -> L1 (EN to CZ)	0	Not notified any.	
L1 and L2 (mixed utterance)	I I I	Non measurable	Discussion, Instruction

Note: Students are required to use L2 in pairwork and group work, all other class use of L1 or L2 is random. Chinese whisper is held entirely in L2.

CLASS ARRANGEMENT	Occurance - blocks/topics/turns	Time – BTU x 5min
Standing - individuals	I I	I I
Seats – individuals	III I I I	III III I I I
Seats – pair work	III I	III III I I I
Seats - group work	I	III I I
Partner swaps in pairwork	III III I I	< 5 min
Team members swap in Chinese Whisper	III	< 5min

AP 04

Here is a summary of language material that B1 and B2 courses were composed of. It was not possible to publish original “Educational“ Papers.

B1 SYLLABLE, LITE Plzeň, Educational Papers, From 22.11.2007 to 12.01.2008				
Occurance in blocks / Quantity of items (examples, vocabulary pieces). Chronological order.				
Sentence patterns, number of samples		Wordlists, listed vocabulary items		Other
Greetings (3)	Use of verbs (16)	Body parts (17)	Materials (12)	Drills (9)
Giving questions (4)	Go every day (9)	Class language (17)	Food (25)	Small words (10) Dialogue samples, tell me more (21)
This is... (18)	She likes to be (4)	Classrooms (25)	Wishes (8)	
To be (14)	Revision – verbs (29)	Questions vocab. (4)	Places (32)	
Who are we (10)	Who is he (4)	Articles (2)	Go – verb (8)*	
Are you...? (9)	How old is/are (03)	Plurals (13)	To be – metalg. (20)	
Are these...?(8)	Do – past, neg. (13)	Alphabet (31)	Who – people (5)	
His job is (11)	Verbs want, use (8)	Plurals (13)	Daily routines (40)	
Names and jobs (8)	Prep. "at" (3)	Personal pron. (8)	Verbs – past (20)	
Possessives (5)	Location prepositions (18)	Family (32)	Verbs III (20)	
What colour (5)	Did you...? (3)	Human ADJ. (24)	Verbs IV (19)	
To be - negatives (20)	Did you have a...? (6)	Numbers (41)	Irregular verbs - eat (18)	
A pair of (4)	Where is...? (5)	Jobs (25)	Irregular verbs II (26)	
Colour identif. (8)	Do you use? (6)	Possessive pronouns (8)	Christmas (18)	

What time is it (12)	What day is it today? (6)	Names (8)	Irregular verbs III (18)
To drink and to have (20)	What time do you...? (8)	Colours (19)	Adverbs – final position (7)
Do you like...? (18)	Must – aux. verb (3)	Clothes (20)	Prepositions (12)
Made of (3)	To be – tenses (14)	Time (12)	Toiletries (19)
Countability (4)	Can – questions (16)	Drinks (18)	Days, periods (12)
Do you want...? (6)	Do – examples (12)	Activities - verbs (15)	Daily plan (24)
Want to (6)		Activities II (12)	Must – verb (8)
Like, want to (12)		Breakfast (26)	Can- conjug. (8)
			To be – future (8)
TOTAL: 435 samples in 43 grammar blocks		TOTAL: 781 items in 45 wordlists	

AP 05 – B2 course

B2 Syllable, LITE Plzeň, Educational Papers, 15.01.-23.02.2008, 17 units.

PATTERNS (topics and examples)		WORDLISTS (topics and items)		Other/blocks
To meet You (3)	Your activities (3)	ADJ qual. (18)	Furniture (17)	Revision (12)
To be- future (9)	Wh- words (10)	Qualities (16)	Snack (14)	Small words (8)
Verbs with to (12)	Better than who (4)	Irregular v. (10)	Gerunds (8)	
Adverbs time (5)	Better than what (3)	Irreg. v. (10)	Not ing.end.(07)	
Did You when (5)	Superlatives- being the best (4)	Adv. - time (6)	New verbs, present, past (8)	Idioms (17)

Future questions (9)	Do you ... anybody? (3)	When – time (22)	Song – I'm with you (18)	Fluency drill (6)
Do you have ... in bathroom? (5)	Do you need anything? (12)	Future tense – use (16)	Regular and irreg. verbs (20)	
Months before, after (4)	Is anything ... there? (6)	Bathroom (20)	Money and currency (14)	Vocabulary checkout (4)
What's your favorite...? (2)	What did you ...? (10)	Months (12)	Price and costs (14)	Conversation samples (25)
Did you ...in month...? (9)	Present progressive (10)	Seasons (05)	Countries and nations (45)	
Can you ...?(9)	P.p. - questions (16)	Pronouns (16)	Small words (7)	Homework (17)
Do you have a...in your kitchen? (3)	Progressive questions (16)	Verbs – senses (12)	Verbs (22)	Puzzle game (1)
It's a pity that I must and can't (4)	Did you...? Will You ...? (6)	Can do (6)		
Simon says (5)	What are you doing? (5)	Kitchen (19)		Find someone who (1)
Please do/don't (7)	Have to (8)	Motion (16)		Song listening (1)
The... is on (4)	Do I have to? (6)	Bedroom (16)		
What's the 1 st day? (4)	How much is ...? (2)	1 st , 2 nd ... (11)		
Do...any/some (3)	May I...? (6)	100-1Mil. (10)		
How are you? (2)	Past progressive (8)	Know (2)		
Do you have any...? (3)	What were ...? (12)	Weather (23)		
Things, location (4)	Where are You from?	New verbs (15)		

Is there any...? (8)	What were You doing? (2)	New adjectives (11)		
In, on – use (5)	Whose is this?	Comparison (10)		
What's your favorite... II (4)	Some, any (10)	Superlatives (11)		
TOTAL: 283 examples in 46 blocks		521 lexical items in 36 blocks		

AP 06 – Plan of Experimental Lesson

0 - 5 min Simon Says: (*pay attention to proper sequencing*)

Commands: Touch a person You think is the most clever student!

Stand on the chairs! Jump from the chairs!

Bump your back to the most funny person!

Pull the chairs to the/off the wall!

Shake hands with person You like!

Touch 4 student books in 5 seconds!

Cough and sneeze!

Say and show: Bless You!

TOPIC: Friends and Acquaintances

5 – 25 min a WARM – UP – Pairwork and Monologues

Choose 2 questions. Speak for at least 2 minutes. 1st St speaks 2nd listens / role swap (2min)/ pair swap (after 5min)

5 minutes – ding dong (done 5times). Students are given following minisheets

→ Are You a person who has many friends or only a few friends? Why?

→ Do you **trust** Your friends? What is the difference between a close friend and a normal friend?

→ When is a friendship important for You? How would you feel without friends? Do you keep in contact with old friends?

→ Do You have **online friends**? What can you do with them? Where do they live? Do You spend too much time on the computer chatting with them?

WORDLIST 1 – ACQUISITION drilling: spelling – reading – translation – morph. (use) 30- 40 min . 18 items.

1)pen friend – dopisovací přítel. *I write emails with my pen friend. I send letters to my penfriend.*

bossom friend – blízký přítel. *I have many friends but only Lucius is my bossom friend.*

Best friend – nejlepší přítel. *Your best friend loves You even though he knows you.*

Acquittance- známý *Mr. Janeček is my acquaintance. I know him personally.*

Enemy/foe - nepřítel *Enemy is somebody who hates You and You hate him!*

2)meeting people – potkávání se. *Meeting people is my hobby.*

make friends *Do You want to make friends?*

get acquainted. *Getting acquainted is not so hard – just talk and smile.*

Know personally *I know Petra personally- she's a zumba dancer.*

3)Like – mít rád (nevadit někomu) – *to be liked* - být oblíben

love – milovat – *to be loved* – být milován

attract somebody: někoho přitahovat *- to be attracted to(být přitahován k někomu)*

Make love – milovat se (fyzicky), *make love to/make love with*

4) spend time with somebody – trávit čas s... *Pat is the person I spend time with.*

Write to, email to, text somebody – někomu psát *I text my girlfriend.*

keep in touch with – být v kontaktu *It is important to keep in touch.*

meet regularly – často se potkávat. *Meet somebody quite often*

to have something in common – mít něco společného *We have language in common.*

40-60 min PAIRWORK NO 1 ----- practise learned wordlist , partner swaps after 5min (4 times) :

DING DONG – End of Activity (60 min)

SENTENCE PATTERN SET – make three sentences to each. Than swap roles. (80 min)

Use all the people You know: boss, friends, lover, brother, children, colleagues, students...

1) ***My teacher is a person I can have fun with / trust to /I learn English with.***

Pen friend is a person who I _____ to. (who I write to, trust)

Bossom friend is a person who I _____. (can trust, trust, like to meet)

Best friend is a person who I _____(can say everything, will never forget)

My mother is a person who I _____ to.

My lover/wife is a person I _____ and who _____ with.

My _____ is a person I _____.

2) ***Things we share. Things we have in common.*** FLUENCY DRILLS- *chorus activity*

We have many things we share: love to men, sports, collecting stamps, playing guitar, art

Love to animals is what we have in common

Faith is what we have in common

Playing guitar is what we have in common.

PAIRWORK II (60-70 min, 2 swaps, each pair 2 and 2 minutes):

Who is Your best friend? My best friend is _____

Tell me more about things You can do together. About things You share.

I've known my _____ best friend for ___ years. His name was _____

We have things/hobbies like _____ in common.

My best friend is a person who _____ .

CHECKPOINT – WORDLIST 70-80 Test of vocabulary knowledge and use.

A) if answered correctly, make one use of the word with sentence patterns taught beforehand.

B) if failed, student is corrected and has to make use of the item in 3 random sentences.

Translation and comment : 80-90 min

Sayings: I think / don't think it's true because... Dog or book is best man's friend. Friends have faults. There always is sun after a storm. To be depressed is to be lonely; to have a friend is to be happy. If I died and had 5 real friends I lived a happy life.

FINAL SHOUT: ***I don't have guts for that!*** (tak na to fakt nemám žaludek, náтуру!) 90+.

EVALUATION : Questionnaires are handed out. Some are received personally, some via mail.

AP 07 – Observer's notes on experimental session

EXPERIMENT OUTPUT - OBSERVER'S SHEET

(Taken on March 11th 2012)

This is a translated transcription of notes taken by an invited observer who was a student of Pedagogical faculty and a specialist in Primary Education who had been acquainted with LITE method beforehand. The notes comment on changes in opposition to lesson plan (Experiment input) and on class phenomena.

- 1) 00:00 Simon Says: Time 3 min, failed. Improvised tasks.
- 2) 05:00 Pairwork. Communication according to the plan. 2 min too short to let one participant express. Time limit exceeded. Couples are not given enough time.
- 3) 9:00 min. Ding dong. Partner swap. Teacher participates in class activity (not in concord with LITE method). Conversation conditions accomplished.

Too long an activity. Ding Dong.

- 4) 16:00 Longer pauses between activities. Whiteboard should be prepared beforehand. Good cooperation. Presentation of a wordlist.
- 5) 19:00 Vocabulary. Explanation, translation L2 to L1.

10 min delay after the plan.

Drills. Repetition. _If one fails, drills is done again.

Clapping out the rhythm?

- 6) 29:00

Pairwork around the vocabulary. 3 sentences on each word. Students cooperate and correct each other in the couples although they do not have previous experience with such type of learning. It could be tuned (differences in students' communicative skills -> make extra tasks.)

- 7) 45:00 Issue – interruption because of technical reasons.

Second wordlist, explanation, translation.

Chorus reading of the phrases.

Mystification of the students – stereotype broken.

- 8) 50:00 Pairwork.

Students able of creating new sentences.

Study barrier: gradient of the students, not the same working tempo.

Want of extra activities for quicker students.

- 9) Period of silence. WC issues. (in LITE, students are not allowed to skip lesson time!)
- 10) 60:00 Chorus revising of vocab. Maybe a longer time would be needed.
- 11) 69:00 Pairwork. 5 sentences around each word.

The more passive student should start the speech otherwise he will not get to the point.

Nodding heads does not always mean the task is clear.

Instead of "Is it clear?" there should be: "Would You repeat the task I gave You?"

Teacher should never play the role of a student. All in contrary, he should stroll among the students and motivate, keep the time and correct occurring mistakes (functions and class management).

- 8) 80:00 Checkpoint. Oral testing cons. of translation three words L1>L2 and use in utterance. a) well answered: create one sentence b)failed: create 3 sentences.

OUTPUT (translation, EN in use)

Subject 1: OK/OK, OK/OK, OK, BAD

Subject 2: OK/OK, OK/BAD, BAD/BAD

Subject 3: OK/OK, OK/OK, OK/OK

- 9) 90:00 Shout: Don't have guts for that. Students are happy, how come?

ISSUES: Study barriers (monotonousness), more tuning activites, clarity of Teachers expressions

People were only very roughly on the same level (gradient). There should be an ice breaker.

AP 08 Translated Interview with LITE headmaster, Pilsen

Please take notice that some questions remain unanswered and consider Headmaster's view of University Education.

What had lead You to founding a LITE school in Pilsen?

"I got acquainted with the operating and results of LITE in Prague and notified that such services would certainly be welcomed by Pilsen public. Since English literacy of Pilsen inhabitants in 2001 was reasonably low we decided to take some measures and founded LITE Pilsen."

Are you content with the activity and results of LITE up to now? Does LITE cooperate with similar language schools on an international level (the latter question remains unanswered)?

“I am rather content. However, everything could be better. We still endeavour to improve the quality of the service using personal testing, selecting and training the right personnel and with the help of new and frequently complementary services to education. We put much effort to adress the wider public within our reach.”

What was Your previous training in the field and what is your language level? Do these help You by the work of headmaster?

„Besides approx. 12 years of having lead my own cmpany I have been educated and instructed in using specific company managing methods. I have worked for several years as a consultant and educator in international company Business Success Ltd. where I participated in instructing company managers and helped them with applying theoretical knowledge right in their organizations.“ (remarkable, not even touching the field of language).

What is the basic difference between LITE and other state/private language schools?

„It dare stating that LITE is the only school that w i l l teach you English. Of course, other schools might be capable of that but it is a matter of chance and of the choice of the lecturer. LITE features clearly defined standards and methods that ALWAYS lead to results if mantained. Our methodology is based on so called Study Technology. This study techniques clearly define principles a successful study and teaching is based upon and teachers are carefully trained in. Only because of that it is no matter of luck whether our students will be taught well and whether they obtain a skillful lecturer.

Valuable education with good results is a STANDARD here!

Furthermore, the LITE education is highly intensive. Students of standard courses spend 12 hours a week in our school (3 x 4 hours). It is a demanding but provably the most effective way of education. Our aim is to make students reach the desired level of English in use in the shortest time possible. “

Course Scheduling System:

“LITE courses are scheduled to 10 stages. We never allow any compromise when placing students to a fitting level as this would sharply reduce the education quality and results of the entire course. Individual stages create a chain which allows the studens to study programmes (joined stages) and significantly boost their progress. Morning, noon and evening courses are available so the students can switch the schedules in their study frame in order to accommodate their study to their occupation. The courses are planned in one year's advance so students can plan their study forward enough.“

Each LITE lecturer is carefully selected and after admission trained in following three fields:

- 1) Communication Skills – assertiveness, handling situation with efficient communication*
- 2) Study Technology – recognition and handling study barriers in education*
- 3) LITE Teaching Methodology – precise procedures of conducting individual English lessons*

These acquired skills and know-how of the lecturers contribute to good results of students along with friendly, informal and working atmosphere.

How would You characterize LITE in one sentence?

“A school that teaches you speaking English quickly and effectively.”

Which literature or courses would You recommend for people interested in how

Applied Scholastics works?

Book/course – Study Skills for Life

Book/course – Basic Study Manual

Brochure – Jak se učít a studovat

Brochure – „Applied Scholastics“, Key to Efficient Education

Kurz – Communication Course

www.appliedscholastics.org

How does LITE spread it's principles amongst public?

“Twice a year, we arrange Open days accompanied with lectures on LITE teaching approaches. Twice a week, we organize sample lessons where every client can have a hands-on experience of our lessons. Apart from these action we continually promote our school and inform every interested person during personal meetings in our institute.”

Who is LITE education designed for?

“Before all, LITE aims on people having real motivation to learn English and who are willing to do something for themselves. There is no other restriction.”

How are LITE students motivated to further language study?

„LITE participants are encouraged to visit our library and borrow CD-accompanied books written in various levels of English. This helps to broaden students vocabulary and to “digest“ the brand new knowledge. Secondly, within the sphere of LITE CLUB we organize various student meetings with exclusive use of English. Students who want to improve their language skill abroad are recommended to apply for study on Greenfields School in UK. It is a great school with outstanding results and approach based also on Study Technology.”

How does LITE take care of dynamic relationships within classes?

„Relationships within the class lie in teachers competences. If the course is maintained as prescribed and the set rules kept no problems amongst people occur. Casual problems are solved by the lecturer, in case of a fail by a head teacher and by the headmaster as the final instance. But this does not happen usually, the relationships are mostly marvellous and students meet outside of the course even a long time after its finishing.“

What is the added value for students?

“They will learn the art of language self-study, they adapt basic principles of education, find out how to learn vocabulary etc. In addition, they also improve their communication skills, the taciturn individuals will get into speaking and are no more afraid of communication with others, they also learn how to handle the "goal achievement". They also find out how to cope with things positively. Last but not least, they learn how to finish their goals.

Is LITE capable of preparing its students for international exams?

“It is within our capability to prepare adepts for KET, PET and FCE.“

Is LITE education responsible for producing people who will devote their career to work with language?

“Yes, it is. We have inspired love to English to many students so they wanted to use it in their professional career. However, we do not provide them with specific education for that.“

Is LITE certificate valid as an international exam and valuable by Czech employers?

“It is not. Nevertheless, we see that the LITE certificate is acknowledged by some Pilsen companies.“

Please, characterize a typical LITE teacher:

“Productive, likes people, thinking positively, responsible, ethical.“

Required skills, training in the field, previous stay abroad...?

“Proficiency in English plus testing and LITE training.“

During the admission has to undergo testing by Performia Personal Company.

Training:

- 1) communication skills: assertivity, handling situation with the use of well communication*
- 2) Study Technology: recognizing Study Barriers and trouble that students may encounter*
- 3) LITE teaching methods: exact processes for conducting individual lessons*

If we spoke about LITE educators, is the university pedagogical training regarded an advantage?

"No, it is not. We have an experience that they do not bring much knowledge or many useful skills. All in contrary, they contaminate our methods with learned approaches which causes confusion and worse results."

Do LITE lecturers publish some kind of expert literature or conduct lectures in the field?

"I am not aware of any of these."

How do LITE teachers differ from teachers trained in state school system?

"They are more focused on achievement which is understanding the learned stuff.

They are aware of results of their work.

They are practically and aimingly trained in handling specific situations.

They really can help by solving study problems of the students so these than can continue without miscomprehending or failing anything.

They do not punish for mistakes but they help to solve them."

Would You say the content of their work is very different?"

"It is rather in the way they work."

Is the stress level caused by work lower than in other language schools?

"Yes, it definitely is because they know what and when to do. Our teachers are trained professionals who know their way - which eliminates stress. The personal of the school creates good working conditions for their work."

Which related organizations work in Czech Republic?

"Other LITE schools, BASIC Study Centers, BASIC Elementary School in Brno, Business Success, Hubbard College of Administration Prague.

Which of these are to be found in Pilsen? Who are they designed for?

"BASIC Pilsen – help for children having problems in school or for adults with study disorders (dyslexy, dysgraphia..). Business Success – education for managers".

Is the technology of Applied Scholastics freely accessible to the public? How?

"Books are available to order. Courses are available to be taken in AS Academy (sometimes organized in LITE) and in Dianetics Center Pilsen."

Own words, notes, comments...

"I think the questionnaire was exhaustive. I will be glad when Study Tech, also with the help of Your work, will reach more people."

Can we use the reactions of the students shown on LITE website?

"Of course, every finishing student writes a reaction (Success Story) which is archived and free to use for the thesis."

AP 09 : Success Stories

"I learned English many times at school and in other courses; teachers were sometimes fine sometimes less but I never experienced such enthusiasm and mainly the ability to carry the students away to the work. I have heard about LITE from my friends that were pretty enthusiastic about it but I contributed their zeal to the pleasure of beginners who made great progress. I was kind of stuck on my way and could not proceed but the LITE course pushed me a great bit forward. I was lucky to have 3 perfect teachers in a row and to share the class with super classmates who did not sabotage the work and did not play truant. I will only recommend this school and I hope this was not my last course. I also acquired motivation to learn at home, to read English books and to watch movies without Czech dabing which I would not do before."

"I could rate the LITE courses as one of the best. There are no workbooks and textbooks necessary, what you need is just your brain (and good mood). The teachers definitely can raise the positive attitude to language learning and will inspire you. The lessons are full of energy. I finally managed to comprehend grammar taught so intricately elsewhere. What is important is that I keep it in my head (at least just for a while) and not in my journal. One doesn't have fear to ask any question and nobody will laugh at you."

AP 10 Hubbard's Tone Scale

This scale is used to measure the level of affinity by auditing (Dianetics face-to-face consulting), language teaching and effective communication in general. It was borrowed from Technical Dictionary of Dianetics Science, see Reference.

*The Tone Scale**, Tech-Dic p. 484		UNEXPRESSED RESENTMENT	
SERENITY OF BEINGNESS		1.15	
40.0		COVERT HOSTILITY	1.1
KNOW POSTULATES	30.0	ANXIETY	1.02
NOT KNOW GAMES	22.0	FEAR	1.0
KNOW ABOUT ACTION	20.0	DESPAIR	.98
LOOK EXHILARATION	8.0	TERROR	.96
PLUS EMOTION AESTHETIC		NUMB	.94
6.0		SYMPATHY	.9
ENTHUSIASM	4.0	PROPITIATION - (~HIGHER TONED -	
CHEERFULNESS	3.5	SELECTIVELY GIVES~~)	.8
STRONG INTEREST	3.3	GRIEF	.5
CONSERVATISM	3.0	MAKING AMENDS -	
MILD INTEREST	2.9	(~PROPITIATION	
CONTENTED	2.8	- CAN'T W/H ANYTHING~~)	
DISINTERESTED	2.6	.375	
BOREDOM	2.5	UNDESERVING	.3
MONOTONY	2.4	SELF-ABASEMENT	.2
ANTAGONISM	2.0	VICTIM	.1
MINUS EMOTION HOSTILITY		HOPELESS	.07
1.9		APATHY	.05
PAIN	1.8	USELESS	.03
ANGER	1.5	DYING	.01
HATE	1.4	BODY DEATH	0.0
RESENTMENT	1.3	FAILURE	0.0
NO SYMPATHY	1.2		