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A Dogme-based approach to conversation classes

Uma abordagem baseada em Dogme para aulas de conversação

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ABSTRACT

In the field of language learning, students often seek conversation classes to improve their speaking skills. However, such courses typically follow a pre-defined syllabus, offering little flexibility to address individual preferences and specific communication gaps. This study explores the characteristics of an alternative pedagogical approach, known as Dogme ELT, which advocates for personalized teaching based on students' preferences and emergent language needs (MEDDINGS; THORNBURY, 2009). This article presents a pedagogical proposal based on the implementation of this approach in a conversation course offered at the Federal University of Pará. Through a detailed examination of the planning process, three Dogme-based classes taught in this course will be analyze so as to highlight the most effective strategies for integrating students' preferences and addressing their language necessities within a communicative language teaching framework.

Keywords: Dogme ELT; conversation classes; emergent language;

RESUMO

Na área do ensino de línguas, é comum a procura por aulas de conversação para melhorar habilidades orais em inglês. No entanto, tais cursos normalmente seguem conteúdos pré-definidos, oferecendo pouca flexibilidade para abordar as preferências individuais e as lacunas de comunicação específicas dos alunos. Nesse sentido, o presente estudo explora as características de uma abordagem pedagógica alternativa, conhecida como Dogme ELT, que defende um ensino personalizado baseado nas preferências dos alunos e em suas necessidades linguísticas emergentes (MEDDINGS; THORNBURY, 2009). Este artigo apresenta uma proposta pedagógica baseada na implementação dessa abordagem em um curso de conversação oferecido pela Universidade Federal do Pará. A partir de um exame detalhado do processo de planejamento, três aulas baseadas em Dogme ministradas nesse curso serão analisadas de modo a ressaltar as estratégias mais efetivas para integrar as escolhas dos alunos com suas necessidades linguísticas dentro de uma abordagem comunicativa de ensino.

Palavras-chave: Dogme ELT; aulas de conversação; língua emergente.

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INTRODUCTION

For many students, the main goal of learning a foreign language is to be able to communicate fluently and confidently. However, even though most of them enroll in language courses or seek private teachers, not all of them feel they have achieved a reasonable level to establish communication with others. To address this problem, it is common to find students resorting to conversation classes with different purposes in mind, such as learning the language by talking or getting involved in real life situations. More proficient students also tend to benefit from such classes by maintaining their fluency and avoiding rustiness.

This emphasis on a more conversational approach highlights the need for a space separate from the regular classroom routines in which meaningful communication and interaction among students become the main purpose. While traditional conversation courses attempt at catering for those needs, many of them rely on a set of predefined topics embedded in the teaching of specific vocabulary and grammatical structures, which restricts the concept of conversation. In such circumstances, it is worth considering a different approach, one which could provide students with favorable conditions to practice the language by giving it a communicative purpose aligned with their needs and personal preferences.

To foster such an environment, the dialogical perspective of the Dogme approach seems to be the best fit. Dogme ELT, also known as Teaching Unplugged, was born out of the necessity for a hard student-centered approach where the needs of learners are at the forefront. It was first proposed by Scott Thornbury in the early 2000s to "liberate teachers from the burden of an over-reliance on the coursebook industry and create in-class authentic communication" (NGUYEN; HUNG, 2020, p. 174). It advocates for the return to the classroom of the bare minimum in which learning can take place out of what is relevant for students rather than what is normally dictated by a coursebook. In a Dogme lesson, interaction among all individuals in the class is essential, in that it provides the basis for a co-constructive and dialogical process through which learning can be facilitated by the topics that are relevant for learners.

Therefore, the main aim of this study is to propose a series of procedures in the format of a pedagogical proposal based on the underlying principles of the Dogme approach, which concerns a way of teaching that is conversation-driven, material-light

and focused on emergent language (MEDDINGS; THORNBURY, 2009, p. 21). In devising the steps for each class, the following perspectives were also considered.

CREATING A COMMUNITY OF PRACTICE

The concept of community of practice has been widely used across various fields of knowledge to characterize "groups of people who share a concern of a passion for something they do and learn how to do it better as they interact regularly" (WENGER-TRAYNER, 2015, p. 1). This definition aligns with the proposed approach, as the primary objective of the conversation classes is to foster a supportive and immersive environment for language practice. Wenger-Trayner (2015) emphasize that it is crucial for a community of practice to have three main characteristics: the domain, the community, and the practice.

The domain refers to a shared field of interest, which in the context of this proposal is represented by the students' aspiration to master the language at the spoken level. The community is also concerned with how members engage with one another and what kind of activities they undertake to achieve a shared goal. The lessons format will provide students with different opportunities for discussion and reflection. Each meeting will be a different opportunity for them to work towards enhancing their speaking confidence. Lastly, the community needs to have the practice, which enables the participants to "develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems" (WENGER-TRAYNER, 2015, p. 2). Such practice takes time and sustained interaction, which are expected to occur throughout the lessons as learners share their experiences, fostering moments of dialogue. Learners will use the language with a communicative purpose in mind and, in doing so, they will be able to notice what they can and cannot express, thus receiving assistance from both the teacher and their peers.

CREATING A STUDENT-CENTERED ENVIRONMENT

Despite being a material-light approach, Dogme does not condone the use of materials. However, it is important to consider that regardless of the resources available, they should "support the establishment of a local discourse community, and foster the

joint construction of knowledge, mainly through mediated talk." (MEDDINGS; THORNBURY, 2009, p. 14). In other words, instead of serving as the primary source of knowledge, classroom materials should support the interaction among students. Student-generated content is thus in accordance with this perspective, as it derives from authentic preferences and serves as a stimulus for classroom discourse.

Furthermore, this approach aligns with the concept of a process syllabus, which "grows organically out of the needs and interests of learners: there are no pre-selected goals or specifications of content" (MEDDINGS; THORNBURY, 2009, p. 18). The choice of topics, subjects, and even classroom procedures are part of an ongoing process of negotiation and evaluation based on learners' progress, as well as and the teacher's continuous consultations and observations.

The choice for a more student-oriented syllabus is highly based on the dialogic pedagogy work of Paulo Freire, which places learners as active agents in the learning process. It is this belief that underlies the conversation classes, where the teacher will not act as the one who is merely passing the knowledge to learners. Instead, in this context, "the teacher is no longer merely the one-who-teaches, but one who is himself taught in dialogue with students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow." (FREIRE, 2005, p. 80). As much as the students, the teacher is also part of the discussions, given that both are responsible for fostering a conducive learning environment.

CREATING A SPACE FOR EMERGENT LANGUAGE

The necessity for communication in class will inevitably highlight the need for specific language structures and functions. Students may encounter difficulties in expressing their ideas precisely or may even forget how to articulate themselves using the language they have previously learned. It is with this type of language, which emerges out of students' most immediate necessities, that the teacher will have to act upon.

This emphasis on naturally generated language aligns with one of the core principles of Dogme teaching, which considers that the "grammar syllabus (and also the lexical one, for that matter) should emerge, not as an attempt to anticipate the learners' communicative needs, but in response to them. That is, it is a syllabus that is both usage-driven and responsive." (MEDDINGS; THORNBURY, 2009, p. 20). Therefore, the

teacher should actively listen to students' contributions and make note of problematic points. This will allow the teacher to not only provide feedback during delayed correction moments, but also respond in real-time to students' production, showing interest in their contributions and guiding them towards effective communication.

RESEARCH METHOD

To investigate the best ways of implementing a Dogme-based approach, conversation classes were conducted as part of an English language course offered at the Federal University of Pará. In this way, it would be possible to observe how students from diverse backgrounds would adapt to the method. The students who enrolled in the classes did not go through any kind of pre-selection process, but they were made aware in the enrollment website that the classes would be suitable mostly for intermediate students.

The course was conducted in person on a weekly basis, with each class lasting about two hours and forty minutes. Prior to this course, all the nine (9) students had either taken or completed some sort of English language course. In this group, there were seven (7) males and two (2) females, with ages varying from 21 to 41. When asked to self-assess their language proficiency, three (3) students classified themselves as advanced, while six (6) identified as intermediate learners.

When questioned about their motivations for enrolling in the course, the majority of students emphasized the need to develop their fluency and expand their vocabulary. Some of them also mentioned their desire to maintain their connection with the language. Lastly, they identified specific aspects of the language they aimed to improve, such as pronunciation, grammar, and even social skills.

The following pedagogical proposals outline three lessons conducted throughout the course, each emphasizing different classroom procedures based on the underlying principles of the Dogme approach.

PEDAGOGICAL PROPOSALS

LESSON PLAN 1: HABITS

Level: Intermediate / Advanced.

Context: Conversation class.
Number of students: 9.
Topic: Discussing everyday habits and how they influence people's lives.
Skills: Speaking and Reading.
Duration: 2 hours.

Pre-Activity	**Aid: Slides** **Time: 20 minutes**	**Interaction pattern: T>S** **Skills: Speaking**
Step 1:	To activate previous knowledge and introduce the topic of the lesson, teacher (T) shows students (Ss) a slide (APPENDIX A) with a list of words and expressions and asks them what they have in common (they are all habits). Then, T asks Ss which of the habits shown they relate to, clarifying any questions Ss might have on meaning, form, or pronunciation.	
Step 2:	T shows the first question to be discussed in open class: "*Are habits important in your life? Why (not)?*". Ss give their contributions in turns. T might ask follow-up questions depending on their answers.	
While-Activity	**Aid: Slides and the text** **Time: 55 minutes**	**Interaction pattern: S>S** **Skills: Speaking and Reading**
Step 1:	T divides the Ss in small groups or pairs. Ss find out the most common habits among their peers. T asks Ss to take notes of their findings. T monitors Ss, helping them if necessary and taking notes of Ss' production. In open class, each of the Ss reports the collected information.	
Step 2:	T divides the Ss in three groups. T gives each group a paragraph taken from the text *Cues and Rewards: How to Make New Habits Last* (ANNEX A). T shows Ss a slide with three possible headlines for the paragraphs. In groups, Ss decide which headline matches their paragraph's content.	
Step 3:	Ss give an oral summary of their paragraphs to the class. Each group explains how habits are formed, how habits work and how to change a habit, respectively. T monitors the activity providing help if necessary, taking notes of Ss' production. Also, T encourages Ss to share their opinions on what they read, as well as how much they agree with the author.	
Post-Activity	**Aid: Slides and board.** **Time: 55 minutes**	**Interaction pattern: S>S / T>S** **Skills: Speaking**
Step 1:	Based on their reading and discussions, Ss discuss the following questions: "*How much of your habits are influenced by your family, friends and even your country?*" and "*What habits would*	

	you like to pass on to others?". T might give some time for Ss to think, as well as some time for them to share their thoughts with their partners before reporting to the big group. T monitors the activity, providing help if necessary, and taking notes of Ss' production.
Step 2:	T writes on the board all the notes taken throughout the lesson under the following headings: pronunciation, grammar and structure, and vocabulary. At this point, all mistakes are addressed and Ss are free to ask any questions they have regarding the language that was used. T also praises Ss for good language use and content.

LESSON PLAN 2: MUSIC

Level: Intermediate / Advanced.
Context: Conversation class.
Number of students: 9.
Topic: Discussing students' opinions and personal preferences about music.
Skills: Speaking, Reading, Listening and Writing.
Duration: 2 hours and 30 minutes.

Pre-Activity	**Aid: Board, markers, worksheet.** **Time: 40 minutes**	**Int. Pattern: T>S / S>S** **Skills: Speaking**
Step 1:	To activate previous knowledge and introduce the topic of the lesson, teacher (T) writes the word "music" on the board and asks students (Ss) what other words they associate with it. At this moment, T can help Ss with vocabulary they might not know.	
Step 2:	T gives students Ss a piece of paper with a list of four questions to conduct a music survey (APPENDIX B). T explains that Ss need to ask different people about their musical preferences, write down the name of their partner and ask a follow-up question based on the person's answer. T gives some time for Ss to mingle, and then asks each student in open class what they found out about their peers.	
While-Activity	**Aid: Slides** **Time: 55 minutes**	**Interaction pattern: S>S** **Skills: Speaking**
Step 1:	T shows Ss slides (APPENDIX C) with the questions for group discussion. "*How important is music in your life? How much does it affect you?*", "*Which aspect of a song makes it popular for you, the lyrics, or the melody?*" and "*What do you think of when you listen to music?*". Instead of asking Ss to react	

	immediately to the questions, T asks Ss to follow a think-pair-share pattern. First, they must read the question and think about their answer, then pair up with a classmate to discuss it, and finally share their opinions in open class. T monitors the activity, providing help if necessary, taking notes of Ss' production.

Post-Activity	**Aid: Slides** **Time: 55 minutes**	**Interaction pattern: T>S / S>S** **Skills: Speaking, Reading, Listening**
Step 1:	In this final activity, Ss will read and listen to the lyrics of a song, discussing their impressions and opinions about it. Before the class, T asks Ss what their favorite songs are, selecting a few of the songs to be discussed in small groups. For this lesson, T selected the following songs which were suggested by Ss: *Stressed Out* by Twenty-One Pilots, *It's My Life* by Bon Jovi and *As It Was* by Harry Styles.	
Step 2:	T divides Ss into small groups and gives one printed set of lyrics for each of the aforementioned songs to each group (ANNEX B). Ss discuss their impressions and how they feel about the songs. T assists the groups with any questions they might have about vocabulary and meaning. T also takes notes of their production for delayed feedback.	
Step 3:	In turns, the groups share their discussions. T plays the videoclip or even the song itself before the discussion, so that everyone can have an idea of which song the group is going to talk about.	
Step 4:	T writes on the board all the notes taken throughout the lesson under the following headings: pronunciation, grammar and structure, and vocabulary. At this point, all mistakes are addressed and Ss are free to ask any questions they have regarding the language that was used. T also praises Ss for good language use and content.	

LESSON PLAN 3: MOVIES AND TV SHOWS

Level: Intermediate / Advanced.
Context: Conversation class.
Number of students: 9.
Topic: Discussing their personal preferences about movies and TV shows.
Skills: Speaking, Listening and Writing.
Duration: 2 hours and 30 minutes.

Pre-Activity	**Aid: Board, worksheet, markers** **Time: 55 minutes**	**Int. Pattern: T>S / S>S** **Skills: Speaking**
Step 1:	To introduce the topic of the lesson and raise interest, teacher (T) gives students (Ss) a piece of paper with a list of seven questions related to movies and TV shows (APPENDIX D). T explains that Ss need to find someone who answers the questions positively and then ask a follow-up question based on the person's answer. T gives a few minutes for Ss to read and think of possible questions.	
Step 2:	T gives some time for Ss to mingle. After that, T asks each student in open class what they found out about their classmates.	
While-Activity	**Aid: Slides** **Time: 45 minutes**	**Interaction pattern: S>S** **Skills: Speaking**
Step 1:	T shows Ss the slides (APPENDIX E) with the questions for group discussion. "*What makes a movie/TV show great?*", "*What does your favorite movie/TV show say about you?*" and "*If they made a movie about your life, what kind of movie would it be?*". T reacts to Ss' answers and asks any follow-up questions if necessary, taking notes of Ss production.	
Post-Activity	**Aid: Board and markers** **Time: 55 minutes**	**Interaction pattern: T>S / S>S** **Skills: Speaking and Listening**
Step 1:	T selects two short movies to show Ss. Each movie has a follow-up question for open class discussion. T monitors the activity, providing help if necessary, taking notes of Ss' production. For this particular lesson, the short movies chosen were: Allegro's "*ENGLISH*" (https://youtu.be/zO6AUFdgcgU) and "*When I Grow Up*" by Jasmin Lai (https://youtu.be/0H46xTcrCjw).	
Step 2:	T writes on the board all the notes taken throughout the lesson under the following headings: pronunciation, grammar and structure, and vocabulary. At this point, all mistakes are addressed and Ss are free to ask any questions they have regarding the language that was used. T also praises Ss for good language use and content.	

DISCUSSION

COURSE FORMAT

From the very first meeting, the teacher familiarized the students with the structure of the course, calling their attention to the key distinctions between the course and a conventional language course. It was explained that most of the classes would revolve

around topics of their interest and that their language needs would be addressed throughout the lessons. To understand students' personal preferences and backgrounds for the planning of subsequent classes, the teacher prepared an online needs analysis form on *Google Forms* so that students could write down their demands.

Each class was structured around a specific topic. Therefore, depending on the particularities of the subject, different types of resources were used in the lessons, such as songs, videos, texts, and photos. Slides were used in all classes to showcase both the resources as well as the discussion prompts.

Students underwent two formal oral assessments, both midway and upon course completion, to ensure they were able to discuss the subjects covered in class. Additionally, assessment was a requirement of the institution for students to obtain a certificate of participation. Prior to the oral tests, the entire group chose four preferred topics from those discussed in class. The oral assessments were conducted on an individual basis, requiring each student to answer four questions from each chosen topic. Grading was based on three factors: pronunciation, discourse management, and the use of appropriate vocabulary and grammar. In subsequent classes, students received individualized feedback from the teacher, who not only praised their performance but also highlighted areas for improvement, considering their overall participation both in the test and in the classroom.

LESSON FORMAT

It was of paramount importance to provide students with different opportunities to talk to each other. Thus, each class incorporated a variety of interaction patterns. Typically, questions were presented for open class discussion, where students actively participated in a debate format. Small group discussions were also encouraged, followed by students sharing their thoughts in open class. There were also moments when students engaged in one-on-one conversations, exchanging information, and sharing their finds about other classmates. The speaking activities were carefully designed to simulate as much as possible the different types of conversation that people might have in real life. The teacher also participated in some interactions, helping only when students needed assistance with language usage or expressing their ideas more effectively.

While the interactions took place, the teacher monitored students' performance by taking notes of their production for delayed feedback. The correction stage, referred to as

"language feedback," was usually given at the end of the class or before breaktime, depending on the activity and the pace of the lesson. During this stage, the teacher wrote on the board the mistakes heard, addressing mainly pronunciation, grammar, and vocabulary use. Suggestions for improvement and comments on content and performance were also provided.

The primary objective of the lessons was to give students the opportunity to talk as much as possible, utilizing their linguistic repertoire while navigating through different topics. Consequently, carefully planning of relevant questions and prompts was essential to foster discussion and push students beyond their linguistic comfort zone.

In his study on the type of talk that normally takes place in the language classroom, Philip Chappell (2014) analyses the interaction patterns in a series of Dogme lessons. The author underlines the importance of effective language teaching activities which "stimulates students to create a vast range of meanings through spoken and written texts by exploring, sharing, and enquiring about things that matter to them in their lifeworlds." (CHAPPELL, 2014, p. 6). While the stimuli for those types of activities may derive from different types of classroom talk, Chappell highlights the value of those which are based upon an inquiry dialogue perspective. According to the author, this type of dialogue

> encourages wondering about new and alternative viewpoints and meanings, playing with possibilities and building on one another's contributions in order to develop knowledge and mutual understanding. The main purpose of inquiry dialogue is to engage others in one's attempt to understand an issue. It is therefore different to other more prosaic forms of spoken exchanges involving information. (CHAPPEL, 2018, p. 99-100)

This perspective aligns with the Dogme's idea that conversation scaffolds learning, in that "classroom talk that replicates the interactional features of natural conversation is likely to be more effective than traditional classroom talk" (MEDDINGS; THORNBURY, 2009, p. 10). Therefore, well-crafted questions served as a guiding framework for every chosen topic. In the planning process, it was crucial to ensure that students would not merely answer questions that could potentially lead to close-ended answers. Instead, the questions should make students reflect upon their own experiences, thus making them not only contribute, but also listen and react to their peers' opinions, akin to real-life conversations.

Each lesson plan included in this study incorporated different elements of the Dogme approach, with a special emphasis on creating opportunities for language development within the class and the syllabus, thus creating the right conditions for their language learning to emerge (MEDDINGS; THORNBURY, 2009, p. 16).

In Lesson Plan 1, teacher activated students' previous knowledge before engaging them in more personal and thoughtful discussions about habits. In Lesson Plan 2 and 3, students started from their own experiences, given that they not only interacted with each other by sharing their personal preferences in music, but also found common interests regarding movies and TV shows.

Central to the overall structure of the classes, the questions for discussion were carefully thought and required students to provide elaborate answers rather than simple responses. For instance, the questions in Lesson Plan 1 prompted students not only to consider their own habits, but also ponder on how much of their own way of behaving is affected by those who are part of their social circle. In Lesson Plan 2, students discussed the importance of music in their lives, making them think about both their personal relationship with music and the characteristics that make songs interesting for them. Lesson Plan 3 included more subjective questions, prompting students to consider why certain TV shows and movies appeal to them and the extent to which they reflect their personality. Such questions required a level of self-awareness and even critical thinking that simpler questions such as "*Do you like listening to music?*", "*What do you do every day?*" and "*What's your favorite food?*" would not inspire. Well-planned questions are therefore essential in Dogme-based lessons as they serve as catalysts for more elaborated forms of discourse. Throughout the lessons, these questions provided students with the opportunity to gain self-insight, allowing them to step out of their linguistic comfort zone.

By "making the most out of minimal means", as well as "orienting lessons to the learners' needs and interests" (MEDDINGS; THORNBURY, 2009, p. 21), the material-lightness aspect of the Dogme approach was also highly evident across the lessons. Instead of relying on pre-defined coursebook texts and audios, students interacted with varied authentic medias, exposing them to real language use and prompts that fostered communication. In Lesson Plan 1, students discussed and summarized a text orally. In Lesson Plan 2, students actively listened to and discussed the overall meaning of some of their favorite songs. In Lesson Plan 3, students watched short films and discussed what

they had seen. Different abilities, such as listening and reading were at play, with every stimulus serving as a prompt for the development of speaking skills.

From the beginning to the end of each lesson, the classroom dynamics were conducive to interactive communication. The individuals in the room, along with their linguistic backgrounds, were the main protagonists. Therefore, emergent language played a central role in all lessons, as learning could occur through students' mistakes and gaps in communication. During the language feedback moments, every error was seen as an opportuning for improvement, with the teacher drawing students' attention to possible solutions and alternative language patterns, while also offering praise for effective language use.

FINAL CONSIDERATIONS

The main aim of this study was to develop a pedagogical proposal for student-centered conversation classes using a Dogme-based approach, with most of the learning occurring out of the interaction that arose from the topics selected by the students. The focus was to provide them with various opportunities for learning in an environment where they felt comfortable expressing themselves, speaking freely, and learning from their mistakes, thus fostering a community of practice in which together they could work towards their main goal: improving their speaking skills in English.

In our final meetings, the students indeed reported feeling less anxious and warmly welcomed throughout the whole course, emphasizing the significance of such an environment for their speaking confidence and even regular attendance. Students also felt more comfortable with receiving non-threatening feedback at the end or between classes. They all benefited from this experience by refining their vocabulary and improving their oral skills. Most students also praised how thoroughly elaborated the questions were, which prompted genuine reflection rather than mere yes/no responses or simplistic answers. Lasty, the types of activities performed in the classroom allowed them to experiment with a variety of interactional patterns, such as group discussions, debates, pair work, and even class presentations.

In conclusion, given the tridimensional aspect of the approach as conversation-driven, material-light and focused on emergent language, it can be inferred that Dogme is one of the most suitable approaches for conversation classes, as it provides students with a less mechanical and constrained syllabus by considering the topics that are relevant

for them. Students have the opportunity to construct knowledge based on their experiences and interactions with others, within an environment where learning does not occur in insolation, but rather in a social context that acknowledges their individualities and facilitates learning from their mistakes in order to bridge their communicative gaps.

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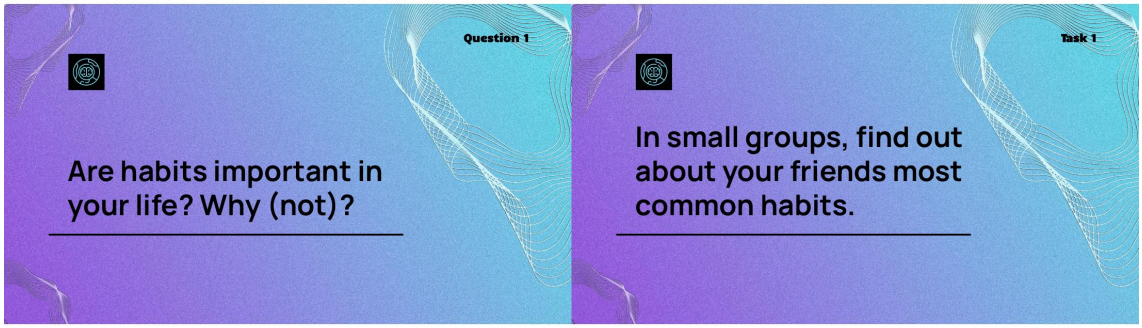
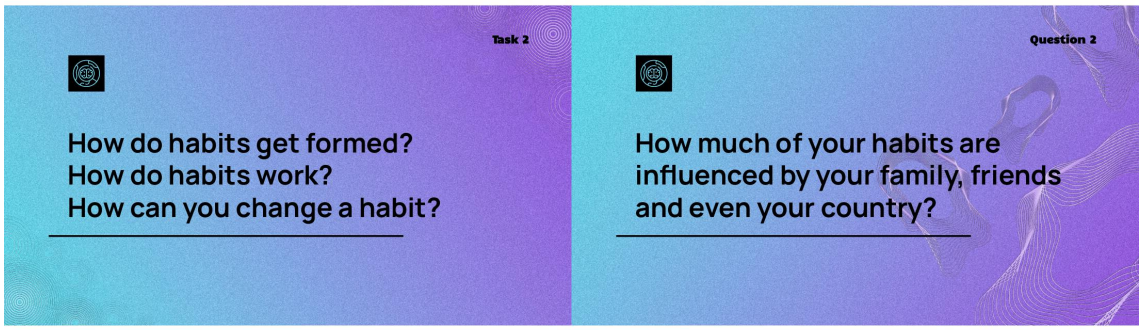
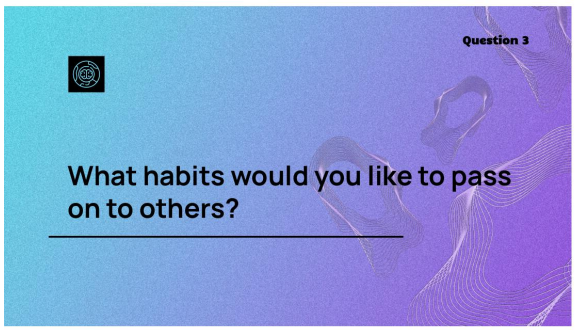
APPENDIX A – LESSON PLAN 1 - SLIDES







APPENDIX B – MUSIC SURVEY QUESTIONS

QUESTION	MY PARTNER'S NAME	FOLLOW-UP QUESTION
Do you like listening to music?		
What's your favorite kind of music?		
Who's your favorite singer or group?		
What is one of your favorite songs?		

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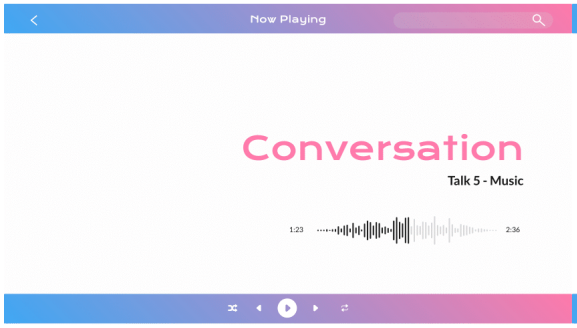
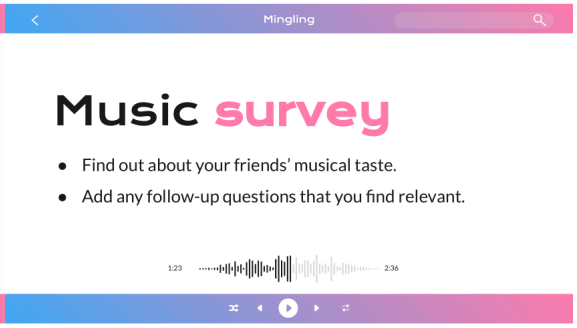
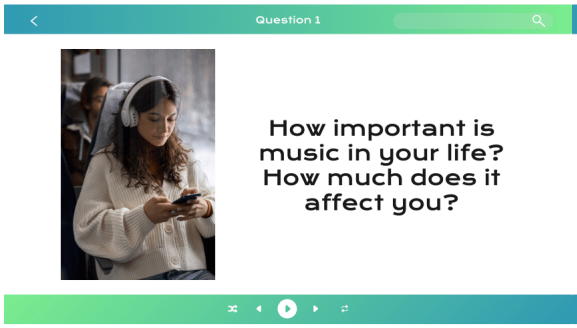
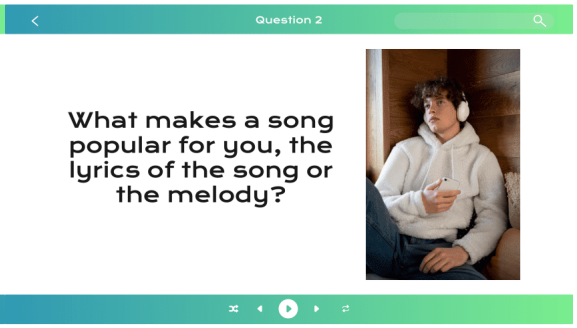
Do you like listening to music?		
What's your favorite kind of music?		
Who's your favorite singer or group?		
What is one of your favorite songs?		

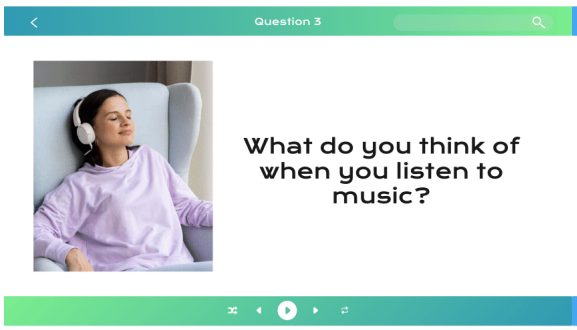
APPENDIX C – LESSON PLAN 2 - SLIDES

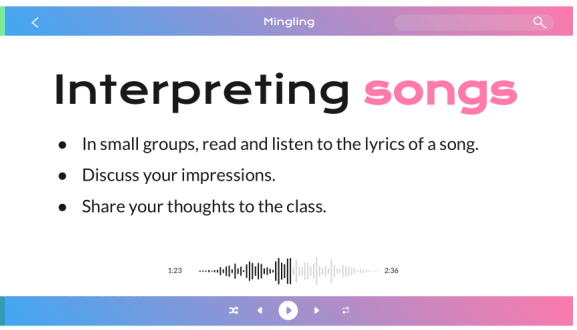












APPENDIX D – FIND SOMEONE WHO - MOVIES/TV SHOWS

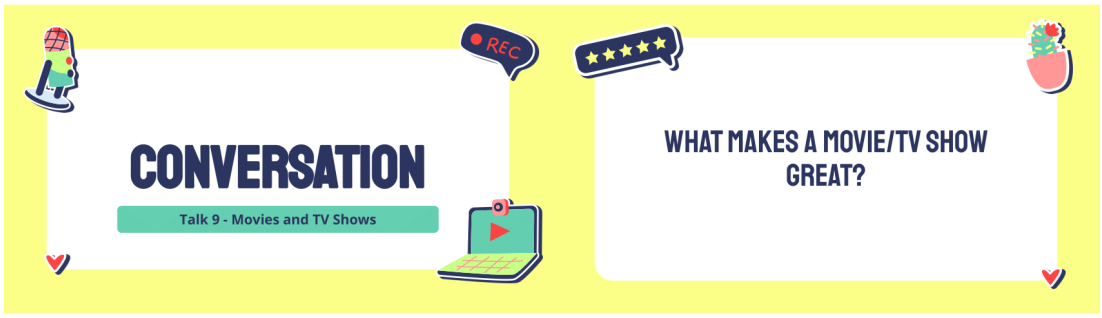
Find someone who	Name	More information
…has seen the same movie more than once.		
…likes watching reality shows.		
…prefers watching movies at the cinema.		
…thinks romantic comedies are predictable.		
…can recommend a good fantasy movie.		
…has cried while watching a movie or TV show.		
…has binge-watched a TV series.		

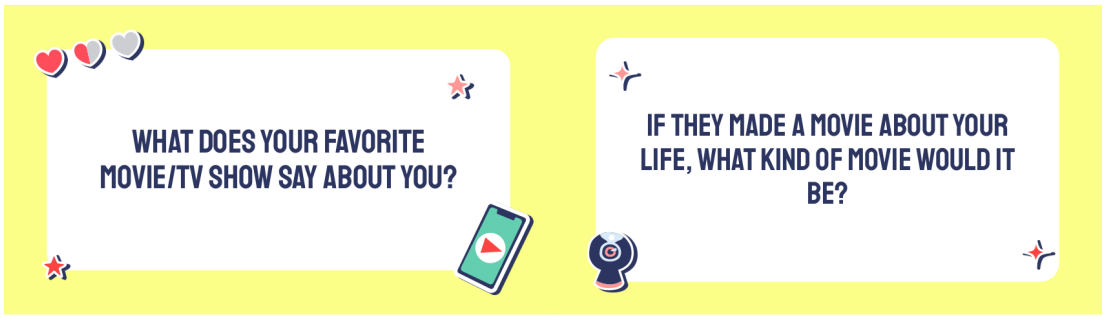
Find someone who	Name	More information
…has seen the same movie more than once.		
…likes watching reality shows.		
…prefers watching movies at the cinema.		
…thinks romantic comedies are predictable.		
…can recommend a good fantasy movie.		
…has cried while watching a movie or TV show.		
…has binge-watched a TV series.		

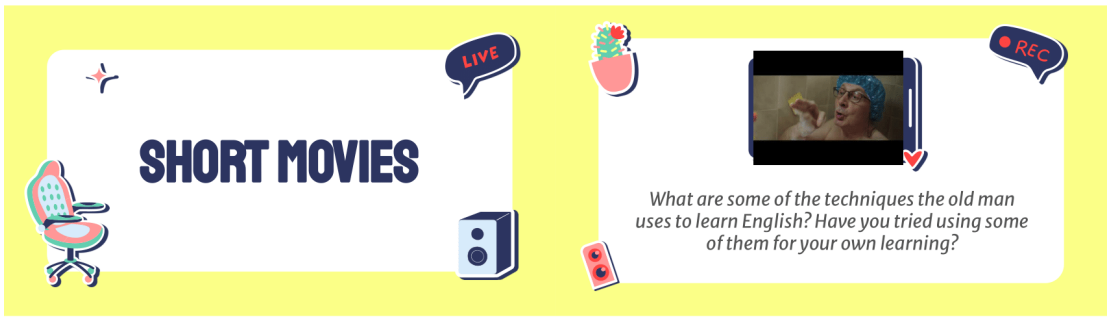
Find someone who	Name	More information
…has seen the same movie more than once.		
…likes watching reality shows.		
…prefers watching movies at the cinema.		
…thinks romantic comedies are predictable.		
…can recommend a good fantasy movie.		
…has cried while watching a movie or TV show.		
…has binge-watched a TV series.		

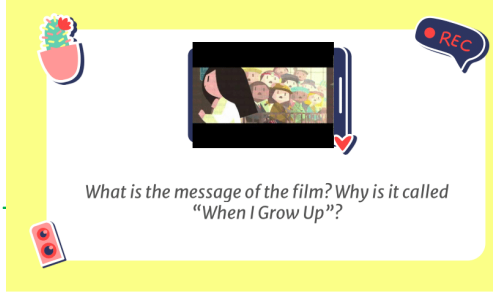
Find someone who	Name	More information
…has seen the same movie more than once.		
…likes watching reality shows.		
…prefers watching movies at the cinema.		
…thinks romantic comedies are predictable.		
…can recommend a good fantasy movie.		
…has cried while watching a movie or TV show.		
…has binge-watched a TV series.		

APPENDIX E – LESSON PLAN 3 - SLIDES









ANNEX A – CUES AND REWARDS TEXT

Cues and Rewards: How to Make New Habits Last

How Habits Get Formed

When we first engage in a new task, our brains are working hard—processing tons of new information as we find our way. But, as soon as we understand how a task works, the behavior starts becoming automatic and the mental activity required to do the task decreases dramatically.

Think about how much brainpower and concentration you had to use the first time you parallel parked or even the first time you tied your shoelaces. Then compare that to the amount of mental effort you exert doing those activities now.

Duhigg writes, "This process—in which the brain converts a sequence of actions into an automatic routine—is known as "chunking," and it's at the root of how habits form. There are dozens—if not hundreds—of behavioral chunks that we rely on every day."

How Habits Work

Habits consist of a simple, but extremely powerful, three-step loop. Here's Duhigg:

> *First, there is a **cue**, a trigger that tells your brain to go into automatic mode and which habit to use. Then there is the **routine**, which can be physical or mental or emotional. Finally, there is a **reward**, which helps your brain figure out if this particular loop is worth remembering for the future. Over time, this loop… becomes more and more automatic. The cue and reward become intertwined until a powerful sense of anticipation and craving emerges.*

How to Change a Habit

The first rule of habit-changing is that you have to play by the rules. That is, there's no escaping the three-step loop (e.g. cue, routine, reward) because it's hard-wired into our brains.

If you want to get rid of a bad habit, you have to find out how to implement a healthier routine to yield the same reward. Let's say you like to go out with your coworkers at the end of a long day and have a few drinks. In this situation, there are actually two rewards: (1) the socializing that inevitably occurs, and (2) the relaxing effects of the alcohol on your nervous system.

Both of those rewards are valid and necessary. If you remove drinking from your life, but replace it with nothing else, you'll likely be unhappy. The trick is to keep the cue (e.g. tired after a long day) and the rewards (e.g. social time, relaxation) while changing the routine (e.g. drinking).

An alternative routine could be to convince a co-worker or friend to start exercising with you after work—running, yoga, rock climbing, or whatever works for you. Then you have a healthy routine (exercise) that replaces the negative routine (drinking) while yielding the same rewards (social time, relaxation).

In short, if you want to get rid of a bad habit, you have to find out how to implement a healthier routine to yield the same reward.

Retrieved from: https://www.americanexpress.com/en-us/business/trends-and-insights/articles/cues-and-rewards-how-to-make-new-habits-last/

ANNEX B – LYRICS OF THE SELECTED SONGS

Stressed Out – twenty one pilots

[Verse 1]
I wish I found some better sounds no one's ever heard
I wish I had a better voice that sang some better words
I wish I found some chords in an order that is new
I wish I didn't have to rhyme every time I sang
I was told, when I get older, all my fears would shrink
But now I'm insecure, and I care what people think

[Pre-Chorus]
My name's Blurryface and I care what you think
My name's Blurryface and I care what you think

[Chorus]
Wish we could turn back time to the good old days
When our momma sang us to sleep, but now we're stressed out
(Oh) Wish we could turn back time (Oh) to the good old days (Oh)
When our momma sang us to sleep, but now we're stressed out
We're stressed out

[Verse 2]
Sometimes a certain smell will take me back to when I was young
How come I'm never able to identify where it's comin' from?
I'd make a candle out of it, if I ever found it
Try to sell it, never sell out of it, I'd probably only sell one
It'd be to my brother, 'cause we have the same nose
Same clothes, homegrown, a stone's throw from a creek we used to roam
But it would remind us of when nothing really mattered
Out of student loans and treehouse homes, we all would take the latter

[Pre-Chorus]

[Chorus]

[Bridge]
We used to play pretend, give each other different names
We would build a rocket ship an' then we'd fly it far away
Used to dream of outer space, but now they're laughin' at our face
Sayin', "Wake up, you need to make money!," yeah
We used to play pretend, give each other different names
We would build a rocket ship an' then we'd fly it far away
Used to dream of outer space, but now they're laughin' at our face
Sayin', "Wake up, you need to make money!," yeah

[Chorus]

[Outro]
We used to play pretend, used to play pretend, money
We used to play pretend, wake up, you need the money
Used to play pretend, used to play pretend, money
We used to play pretend, wake up, you need the money
Used to play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
Used to dream of outer space, but now they're laughin' at our face
Sayin', "Wake up, you need to make money!," yeah

It's My Life – Bon Jovi

[Verse 1]
This ain't a song for the broken-hearted (woah oh, woah oh, oh)
No silent prayer for the faith-departed
I ain't gonna be just a face in the crowd
You're gonna hear my voice when I shout it out loud

[Chorus]
It's my life, it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life) My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
It's my life

[Verse 2]
This is for the ones who stood their ground
For Tommy and Gina who never backed down
Tomorrow's getting harder make no mistake
Luck ain't even lucky, got to make your own breaks

[Chorus]
It's my life, it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life) My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
'Cause it's my life

[Bridge]
Better stand tall when they're calling you out
Don't bend, don't break, baby, don't back down

[Chorus]
It's my life, it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life) My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
It's my life

And it's now or never
I ain't gonna live forever
I just want to live while I'm alive
(It's my life) My heart is like an open highway
Like Frankie said, "I did it my way"
I just wanna live while I'm alive
It's my life

As It Was – Harry Styles

[Intro]
Come on, Harry, we wanna say goodnight to you

[Verse 1]
Holdin' me back
Gravity's holdin' me back
I want you to hold out the palm of your hand
Why don't we leave it at that?
Nothin' to say
When everything gets in the way
Seems you cannot be replaced
And I'm the one who will stay, oh-oh-oh

[Chorus]
In this world, it's just us
You know it's not the same as it was
In this world, it's just us
You know it's not the same as it was
As it was, as it was
You know it's not the same

[Verse 2]
Answer the phone
"Harry, you're no good alone
Why are you sitting at home on the floor?
What kind of pills are you on?"
Ringin' the bell
And nobody's coming to help
Your daddy lives by himself
He just wants to know that you're well, oh-oh-oh

[Chorus]
In this world, it's just us
You know it's not the same as it was
In this world, it's just us
You know it's not the same as it was
As it was, as it was
You know it's not the same

[Bridge]
Go home, get ahead, light-speed internet
I don't wanna talk about the way that it was
Leave America, two kids follow her
I don't wanna talk about who's doin' it first

[Outro]
(Hey)
As it was
You know it's not the same as it was
As it was, as it was