Chapter 1: Dogme

The teacher (T) starts the lesson by interacting with the students (Ss)

1. T can choose to talk about a relevant topic, ask a question, show an object to Ss, or allow an ongoing discussion / topic to continue between Ss

2a. Ss have something interesting to share

2b. Ss respond but do not elaborate. T provides further input, e.g. a story, a photo, a drawing, etc.

3a. T encourages Ss to ask questions and converse

3b. T encourages Ss to think about a question relating to the topic: “What’s the most... you have ever done?”

3c. T carries out a dictation activity relating to the topic

4a. A theme emerges from the discussion. T and / or Ss brainstorm related language.

4b. T carries out language focus as and when necessary to scaffold discussion: vocabulary, forms, collocation, etc.

4c. T allows discussion to continue without interruption. T takes notes for delayed correction which is carried out at the end of the discussion.

4d. Ss brainstorm notes / prepare something to say then exchange ideas with other Ss

5. T responds to Ss questions related (directly or indirectly) to the language focus / topic

6. T sets a task to give Ss the opportunity to use language which has emerged

7. T and Ss negotiate / T decides on the formal of the task

8. Ss carry out task - T helps as needed

9. T rounds off lesson / T and Ss reflect on what happened and what was learnt

10. T and Ss discuss where to go next - T invites Ss to bring ideas / objects / photos, etc. to the next lesson

T notes down questions that cannot be answered (to be covered next lesson)
Chapter 2: Lexical chunking

Pre-class preparation 1: T decides on a task to work towards and finds a corresponding text.

Pre-class preparation 2: T finds and highlights lexical chunks in the text. T classifies them according to their structure (to be used later in the lesson). T prepares comprehension questions that encourage noticing of chunks for step 4.

1. T explains lesson aims: learn what chunks of language are and why they are important, practice identifying and expanding on chunks, and use some chunks identified in a text.

2. T tells Ss they will be using chunks of language from the text in an activity later in the lesson.

3. T gives Ss the written text or plays the spoken text. Ss read or listen.

4. T asks loaded comprehension questions: Ss answer and T boards Ss' correct responses, being sure to include at least one word from the chunk the question refers to.

5. T shows a slide with boards the full chunks that answer the questions. T points out that these words are commonly used together and that this is what is meant by a chunk. Ss locate the chunks in their texts.

6. T reads the full text to Ss, leaving key words out of the target chunks. The other Ss say the chunks out loud when the teacher pauses at each gap.

7. T guides Ss in analysing the chunks' structure and completing slot fillers based on structures identified.

8. T asks Ss to write a text similar to the model text or carry out a written task that uses 10-15 chunks identified in the previous activities.

9. Once they have finished writing, Ss copy the chunks used on a separate piece of paper in the order in which they are used in the Ss' text.

10. Ss retell their story to each other, only using their chunk list as a stimulus to help them remember their story.

11. Ss rewrite their chunk list, keeping only 1-2 key words from each chunk.

12. Ss tell their stories again, using only the key word list as stimulus, but trying to use the full chunks.

13. Ss write chunks they have learned in their notebooks.
Chapter 3: Corpora

PRE-CLASS PREPARATION 1: T selects one common written error within the group, e.g. make vs. do collocations, word order issues, i.e. placement of adverb, phrasal verb misuse, vocabulary appropriateness, etc.

PRE-CLASS PREPARATION 2: T uses corpus to retrieve and analyse concordance lines for the error selected - noting patterns of use / exceptions / unusual results / frequency of collocations, etc.

PRE-CLASS PREPARATION 3: T makes a task for the error chosen (see preparation 1) using concordance lines, e.g. a gap fill task by removing the error placed in KWIC position, or a sentence completion activity by removing everything before / after KWIC for Ss to complete.

1. T opens lesson by explaining aims: Learn new words and language patterns, learn how to use a new online tool, and learn how to analyse and edit your own writing using the online tool.

2. T provides both paper and online resources (dictionaries, smartphones, internet search engines, etc.) and instructs Ss to find definitions of: corpus, corpora and concordancer.

3. T confirms definitions and groups Ss.

4. T gives Ss a small how-to session: submitting simple one-word searches, selecting and using the KWIC option, analysing data, displaying and analysing tagged data, etc.

5. T allows Ss to insert random words into the corpus and discuss results.

6. T gives Ss a task (see preparation 3) to focus on one common error within the group.

7. When Ss have completed the activity, Ss use the concordance lines from the task to answer the following: 1. How do we use ______? 2. What grammar comes before and after ______? 3. Where (which situation / context) does this typically appear? 4. Who (a character in a book / a scientist / a journalist, etc.) is this typically used by? 5. Is this used for the same reader / intended audience all the time?

8. Groups of Ss present their findings to the class, demonstrating patterns of use.

9. T gives Ss a corpus quiz: 1. Which word from today has had the most hits? 2. How many hits does your favourite English word have? 3. Which is more popular: ______ or ______? 4. Does T have more hits than any other search today?

10. T concludes the lesson by eliciting and discussing the following: 1. How is corpus data useful for you? 2. How can you analyse and edit your own writing using a corpus and corpus data?