

ACCELERATED LEARNING in Theory and Practice

by Tony Stockwell



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NOTE

Learning dialogues are an important part of each course as they contain all the information to be taught. In order to be successful, they must be accompanied by the other important elements of the course. These include posters containing key elements, learning activities for transfer and presentation, all of which are set out and explained in the teacher's manual which is created in the form of a Learnflow for each course.

The following elements are essential:

Text Dialogues

Learning Posters

Learning Activities

Selected Music

Detailed Lesson Plan

DIALOGUE ONE

At a faculty reunion

Tony Stockwell

meets two former colleagues,

Betty and Jean.

They haven't seen each other

since they finished

their studies.

Betty is now the principal

of a high school and

Jean, who had always wanted

to be a university professor,

was successful last year.

* * *

Jean

Hello Tony.

What are you doing these days?

Tony

At the moment

I am dedicating my time

to MODERN EDUCATIONAL METHODS.

MODERN EDUCATIONAL METHODS

Betty

Give me an example.

Tony

Well, ACCELERATED LEARNING,
which has its roots
in SUGGESTOPEDIA.

ACCELERATED LEARNING

SUGGESTOPEDIA

Betty

I've read something
about Suggestopedia.

Doesn't that evolve
from SUGGESTOLOGY?

SUGGESTOLOGY

Tony

As a matter of fact it does,
but Accelerated Learning
is the practical application
ADAPTED AND DEVELOPED
to meet our requirements.

ADAPTED AND DEVELOPED

Jean

I don't think
I have ever heard
anything about Suggestopedia.
Has it anything to do
with SUGGESTION?

SUGGESTION

Tony

The name is rather unusual,
but if you see "to suggest"
in the sense of "to PROPOSE,

PROPOSE

or "to recommend" then it is easier
to understand the relationship.

Jean

Then you mean suggestion
in a positive sense.

Betty

If I remember correctly
the method involves
a CYCLE.

CYCLE

Tony

There is an INTRODUCTION
which can be divided
into PRIMARY INTRODUCTION
at the beginning
of a new teaching unit
and the INTRODUCTION
prior to the CONCERT
when a new dialogue
is presented.

INTRODUCTION

PRIMARY INTRODUCTION

INTRODUCTION

to CONCERT

Betty

That's right.

There is an ACTIVE and
a PASSIVE CONCERT.

ACTIVE CONCERT

Jean

Does that mean you use MUSIC?

Tony

Of course.

When teaching a FOREIGN LANGUAGE,

active concerts

are READ by the TEACHER.

The STUDENTS are asked

to MOUTH THE WORDS,

READ the TRANSLATION

in their mother tongue

and, if they wish,

make notes.

FOREIGN LANGUAGE:

active concerts

READ by TEACHER

STUDENTS MOUTH WORDS,

READ TRANSLATION

Betty

In the PASSIVE CONCERT

that follows

the PARTICIPANTS

are asked to close their eyes

and RELAX,

while the teacher

reads the text again to music.

PASSIVE CONCERT

PARTICIPANTS RELAX

teacher reads again

Jean

Is the procedure the same

for all subjects?

Tony

In GENERAL CURRICULA subjects
the STUDENTS form small groups
and READ the ACTIVE CONCERT
to each other.

GENERAL CURRICULA:
STUDENTS
READ ACTIVE CONCERT

Passive concerts

for general curricula
and foreign languages
are conducted in the same way.

Betty

That's where
CLASSICAL MUSIC is used.

CLASSICAL MUSIC

Jean

You mean like operas or BAROQUE?

BAROQUE

Tony

Generally, baroque music is used.

Operas and operettas are
not particularly suited.

After the concerts

LEARNING ACTIVITIES

in the form of GAMES

are presented

in the ELABORATION

and TRANSFER PHASES.

LEARNING ACTIVITIES

GAMES

ELABORATION

and TRANSFER PHASES

Betty

Game-like learning activities
are nearly always used
in these two phases.

Jean

Accelerated Learning
really does produce
better results.

Tony

Acquisition and
transfer of knowledge
are easier,
allowing the students
to be more successful.

The general classroom ATMOSPHERE
conveys a JOY OF LEARNING.

Cheating is allowed
and encouraged.

ATMOSPHERE

JOY OF LEARNING

Betty

Of course,
cheating simply says
"I don't know,
but I want to know."

Tony

By speeding up
the acquisition of knowledge,
there is more time for
forming opinions,
discussion work and
gaining experience.

Jean

I would imagine
that the TRANSFER PHASE
in the cycle
fulfils that purpose.

TRANSFER PHASE

Tony

The activities
that are used here
are aimed at prompting initiative,
promoting opinions and
facilitating discussion.

A FINAL THEATRE closes
a foreign language course,
enabling the students to show
what they have learnt.

FINAL THEATRE

Jean

I would like to spend more time
discussing this subject with you.
Could we meet some other time?

Betty

I'd like to,
if it's okay with Tony...

* * *

At their next meeting
Jean arrives
ten minutes early.
She wants to be well prepared.
She has already
gathered some information
in addition to preparing
a list of questions.

Jean

In the meantime
I've looked at the TERMINOLOGY
and I was pleased to discover
that there is
a lot more to this method
than just a cycle.

TERMINOLOGY

Tony

Accelerated Learning
is a framework,
a foundation
on which we can build.

The method must be adapted
to suit my personality.

Before starting to prepare materials,
as you would
for any learning situation,
it is necessary to look at
how we learn.

Betty

Then we ought
to address ourselves to
LEARNING THEORY.

LEARNING THEORY

Jean

From a practical point of view.

Tony

Let's differentiate between
TAXONOMIC and LOCALE LEARNING.

Betty

As far as I know
taxonomic learning
is ROTE LEARNING,
learning by heart.

TAXONOMIC LEARNING
ROTE LEARNING

Jean

Locale learning
is of a more GLOBAL nature.

LOCALE LEARNING
GLOBAL

Intuitive understanding
plays an important role.

Contrary to taxonomic learning,
where a relatively small number
of brain cells are involved,
locale learning requires
the activity of brain locales.

Tony

To quote Prof. Stevens
"MEMORY IS CODED
BY FREQUENCY AND AMPLITUDE."

MEMORY IS CODED
BY FREQUENCY AND AMPLITUDE

Betty

In other words
the NUMBER OF TIMES
you do something,
or the size of the IMPACT
of an experience
determines what you'll learn.

NUMBER OF TIMES
IMPACT

Jean

We have to prepare our materials
in a way which will induce
the greatest impact possible.
Alternatively,
we need constant repetition
in order to ensure
that the information

will be stored
in the long term memory.

Tony

If we take BOTH FACTORS
into consideration
when preparing our lessons,
then they will be
automatically REFLECTED
in the learning ACTIVITIES.

Everyone learns differently,
at different times and
in different situations.

There is only
a limited number of input channels
at our disposal.

BOTH FACTORS

REFLECTED IN
ACTIVITIES

Betty

There are
different TYPES OF LEARNERS
but each person can change
depending on what, where and when
they are learning.

TYPES OF LEARNERS

Jean

We could define
the types of learners.

I am definitely
a reader and writer.

Betty

But that's nothing new.

Pestalozzi said:

"Listen, feel and do"

Jean

An old Chinese proverb says:

"Tell me

and I have heard,

show me

and I will remember,

let me do something

and I have knowledge."

Tony

Those are fundamentals of NLP.

NLP

Jean

NLP?

Tony

NEURO-LINGUISTIC PROGRAMMING

is based on the Ericksonian approach

to psychology.

Catering

for the different types of learners

is of fundamental importance

in the cycle.

NEURO-LINGUISTIC

PROGRAMMING

I like everything in writing.

Betty

That's easy to see
because of your documents
and the fact that you have written
all your questions down.
I am more of a practitioner.
If I have done something,
then I know I can do it again.
But at the onset
I like to see things.

Tony

I have the advantage
of being able to listen...
... and the disadvantage
of liking to talk too much.

Jean

That means we have learners
who are:

DOCUMENTERS
(readers and writers),
KINESTHETIC,
VISUAL,
AUDITIVE or
VERBAL.

DOCUMENTER

KINESTHETIC
VISUAL
AUDITIVE and
VERBAL

Jean

In the documentation

I have gathered

there is some terminology

that requires defining.

It refers to

the behaviour of the teacher and

that of the learner.

These terms originate from

Dr. Georgi Lozanov,

a Bulgarian psychologist and

founder of suggestology.

Tony

They can easily be divided

into two groups:

Our behaviour as learners and

our behaviour as teachers.

The SOCIAL SUGGESTIVE NORM says

SOCIAL SUGGESTIVE NORM

that if our peers

tell us something long enough

we will eventually believe it.

Jean

ANTI SUGGESTIVE BARRIER

ANTI SUGGESTIVE BARRIER

must mean

that we develop barriers

during the learning process

which block our openness
to new things.

Betty

I have heard of INFANTILISATION
and PSEUDOPASSIVITY.

INFANTILISATION
PSEUDOPASSIVITY

Infantilisation is
childlike but not childish.
But pseudopassivity...

Tony

Infantilisation is the condition
of question asking,
of curiosity
which every child possesses.
If you are outwardly
calm and relaxed,
but inwardly
highly concentrated
e.g. at a concert or play,
then you are experiencing
effortless learning and
that is the state
of pseudopassivity.
Children experience it
on a regular basis
when playing.

Jean

We all have
untapped abilities
which are often brought to light
by chance.

Some abilities
are awoken early,
some are never discovered.

They all lie
in THE RESERVE POTENTIAL
OF ABILITIES.

If these physical and
mental abilities
can be discovered,
then we are nearer
to reaching our full potential.

Success and failure
can be learnt and
they determine our expectations.

THE RESERVE POTENTIAL
OF ABILITIES

Tony

Success breeds success.

If you are successful
at something,
then you expect success
every time.

Failure is experienced
in the same way.

This type of expectation
works like a PLACEBO.
If we can create success
in the learning process,
the resulting placebo
will allow success
to be repeated
in similar learning situations.

PLACEBO

Betty

These are the elements
which determine learning.
But what instruments do we have
in order to fully develop
these abilities.

Tony

All of us
have barriers and inhibitions
which have been built up
during the course
of our lives and
which influence
our learning ability.
These can be termed
EMOTIONAL BARRIERS;
LOGICAL BARRIERS and
ETHICAL-MORAL BARRIERS.

EMOTIONAL BARRIERS
LOGICAL BARRIERS and
ETHICAL-MORAL BARRIERS

Jean

The emotional barrier says:

"I like it, I don't like it."

If it is enjoyable,

it is easy to accept.

The logical barrier tells us,

if something is logical,

it is believable.

If it is illogical,

it has a lower level of acceptance.

Betty

Then the ethic-moral barrier

must be our conscience.

If we can HARMONISE

HARMONISE

with these barriers,

then what we present

will be easily accepted.

Betty

This can be influenced

by the behaviour of the teacher.

I imagine that

if a teacher

has a certain AUTHORITY,

AUTHORITY

then the students

will be more successful.

Tony

Whereby the word authority
in this case means RESPECT.

RESPECT

Authority is conveyed
through BODY LANGUAGE
as well as the SPOKEN WORD.

BODY LANGUAGE

SPOKEN WORD

Intonation plays an important role.

Meaningful communication

takes place on two levels:

VERBAL and PHYSICAL.

VERBAL and PHYSICAL

VERBAL COMMUNICATION

VERBAL COMMUNICATION =

is complemented by

emphasis, rhythm, syntax

emphasis, rhythm and syntax.

PHYSICAL COMMUNICATION

PHYSICAL COMMUNICATION =

is body language

body language

which accompanies the statement

through gestures.

mime and movement.

If they are in harmony,

then the statement

is readily believed.

If the body language

contradicts the statement,

the opposite is achieved and

the statement will appear dubious.

Betty

Are there any other instruments

which can be applied

in order to create
 a relaxed atmosphere
 and accelerate
 the learning process?

Tony

Remember cheating is allowed.

So, POSTERS make

POSTERS

a considerable contribution.

But before we talk about them,

let us consider what we do

in our free time,

as the activities involved

are conducted

without any reservations

having strong associative effects

on the learning process.

Jean

You mean hobbies and pastimes?

Betty

For example

MUSIC, SINGING, ACTING...

MUSIC, SINGING, ACTING

Jean

...DRAWING, SPORTS and

DRAWING, SPORTS

SOCIAL GAMES.

SOCIAL GAMES

Can they be incorporated
into the learning process?

Tony

That's the point.
If classical music,
plays, sketches,
singing, social games,
and physical activities,
are introduced
into our lessons,
then they have
strong associative effects,
as they are equated
to free time activities.

Jean

Does that mean doing away
with lectures and exercises?

Tony

Not at all!
They play a secondary role
and are replaced
by the game-like activities.

Betty

"Coding is determined
by frequency and amplitude."

Jean

Variety is the spice of life.

Tony

We can almost guarantee
 learning success,
 if we have variety
 in our materials and lessons,
 take social attitudes
 into consideration and
 allow the games
 (learning activities)
 to reflect the needs
 of the various
types of learners.

Betty

A positive secondary EFFECT
 is the influence
 on SOCIAL BEHAVIOUR
 and GROUP DYNAMICS.
 Competition is restricted
 to the playing of games and
 has no social significance.
 Working with and for each other
 grows in meaning,
 thus creating
 a relaxed atmosphere
 whilst breaking down barriers.

positive EFFECT

SOCIAL BEHAVIOUR

GROUP DYNAMICS

Jean

I'd like to know more

about CONTENT AND STRUCTURE

of the introduction,

concert, elaboration and

transfer phases.

CONTENT and STRUCTURE

Tony

Then let's deal with that

the next time we meet.