



Stockwell Method

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 TWO

Jean

The cycle is composed of
an introduction,
active concert,
passive concert,
elaboration and
transfer phase.

Can we look at
the INTRODUCTION PHASE
in more detail?

INTRODUCTION PHASE

Tony

Educational psychology
tells us
that unless we utilise
memorisation techniques
such as MEMO TECHNIQUE or
ASSOCIATION OF IDEAS,
we are barely capable
of remembering more
than 10 words or concepts
when presented in a lecture.
We can of course
use techniques

MEMO TECHNIQUE or
ASSOCIATION OF IDEAS

that need little or
no training,
in order to place the information
into long-term memory.

GROUPING or NETWORKING TECHNIQUES
lend themselves readily.

GROUPING or
NETWORKING TECHNIQUES

Jean

STORIES or DIALOGUES
are EASIER TO FOLLOW and remember.

STORIES or DIALOGUES
EASIER TO FOLLOW

In the majority of lectures
the most important points
are presented
within the first 10 minutes.

The amount of material
learnt through a lecture
is limited.

Nevertheless,
lectures are valuable.

If we look at LEARNING MODELS
set up by
educational psychologists,
two points become evident:
the STRANGE/UNKNOWN FACTOR.
and the PARACONSCIOUS.

LEARNING MODELS

STRANGE/UNKNOWN FACTOR
PARACONSCIOUS

Betty

Healthy learners
have little difficulty

in overcoming their inhibitions
and developing CURIOSITY
when faced with
strange or unknown
information or situations.

CURIOSITY

Jean

The paraconscious
or METACOGNITION
bypasses the short-term memory.

METACOGNITION

Betty

A lot of information
is acquired subconsciously.

Tony

10-15 key ELEMENTS
can easily be presented
by using MIME or ASSOCIATIONS.

10-15 ELEMENTS

MIME or ASSOCIATIONS

Betty

One could present
a SHORT OVERVIEW
in the form of a story
in order to overcome
the strange/unknown factor.

SHORT OVERVIEW

Jean

Remember, "complex messages

are received in waves and
can cause disturbances
in the brain."

Knowing that a lot of information
 is gathered subconsciously
 justifies the preparation
 of PERIPHERAL STIMULI
 in the form of POSTERS.

PERIPHERAL STIMULI
 POSTERS

Jean

How would these posters
 be used?

Tony

As opposed to chalk boards,
 overhead projectors and
 flip-charts,
 which present information
 in a very short period,
 posters placed on the wall
 in front of the learners
 offer a PERMANENT SOURCE
 of information.
 The CONTENT within a poster
 is in CONTEXT
 and the picture should,
 whenever possible,
 be related.

PERMANENT SOURCE

CONTENT in
 CONTEXT

Betty

I imagine

that the LAYOUT and design

as well as colour psychology

are of importance.

The posters are OMNIPRESENT and

engrave themselves

into the long-term memory.

Your sensory perceptors

are constantly gathering information,

e.g. your eyes

will receive images

which are transmitted

to the brain

but are never

consciously perceived.

LAYOUT

OMNIPRESENT

Jean

Is there any evidence of this?

Betty

Look at that red dot

on the wall

and I'll prove it to you.

Tony

HYPERMNESIA is an ability

that we all possess

but seldom use.

HYPERMNESIA

Our subconscious
could carry out many tasks
if we only allowed it to.

Betty

Think about how
you would drive
if you drove consciously.

Jean

What does hypermnesia mean?

Tony

Our memory
is constantly gathering information
consciously and subconsciously.
This information
can be recalled later,
although sometimes delayed.

Jean

You mean,
you are trying
to remember someone's name,
that's on the tip of your tongue
but it only comes to you
the next morning,
when you are in the shower.

Tony

Exactly,
 you suddenly know something
 but you don't know
 where from. DEJA VU

Betty

Is that the kind of information
 accessed
 at a subconscious level?

Tony

Very often.
 In order to dispel mistrust
 or scepticism
in passive concerts,
 it is necessary
 to read the text consciously
 before the passive concert
 is conducted.
 That is why
 an ACTIVE CONCERT
 is IMPERATIVE.

ACTIVE CONCERT
 IMPERATIVE

Jean

Now I see the relevance
 of an active concert.
 I presume

that the active concert
presents the pronunciation
 in language subjects.

Betty

The learners are able
 to find out
 the meaning of new words
 by reading the translation.

Tony

ACTIVE CONCERTS are read
 to lively INSTRUMENTAL MUSIC.
 or they can be read
 by the students
 to the passive concert music.
 The MUSIC should be chosen
 to SUIT THE TEXT
 in addition to
 having an associative effect.
 Otherwise, neutral music
 can be used.
 The MUSIC ACCOMPANIES
 the reading of THE TEXT.

ACTIVE CONCERTS
 INSTRUMENTAL MUSIC

MUSIC
 SUITS THE TEXT

MUSIC ACCOMPANIES
 THE TEXT

Jean

Did you say
 that BAROQUE MUSIC

BAROQUE MUSIC

is preferred for

PASSIVE CONCERTS?

PASSIVE CONCERTS

Betty

Passive concerts

are read to music

which has 60-70 BEATS PER MINUTE

60-70 BEATS PER MINUTE

or double that.

Jean

Now I understand.

That corresponds

to the HEARTBEAT

of a mother-to-be

and we have all experienced

its comforting effect

over a period of nine months.

Tony

That is how

the ALPHA STATE is induced.

ALPHA STATE

Music which is played

at 60-70 beats per minute

is more likely to create

the BETA STATE

BETA STATE

in the MUSIC LOCALE

in MUSIC LOCALE

and ALPHA STATE

ALPHA STATE

in the LANGUAGE LOCALE.

in LANGUAGE LOCALE

Jean

Is contemporary music
equally acceptable?

Tony

If it fulfils
the same requirements.

Jean

I imagine
that there are other points
which should be taken
into consideration
when conducting concerts.
But let us progress
to the ELABORATION PHASE.

ELABORATION PHASE

Tony

In addition to concert music,
other uses of music
are found in the cycle.

Music creates atmosphere
necessary

MUSIC FOR ATMOSPHERE

for some learning activities.

EDUCATIONAL SONGS

EDUCATIONAL SONGS

enable us to present

a process or

complicated formula

in a pleasant way
and ALLOW REPETITION.

ALLOW REPETITION

Songs e.g. can be repeated
a number of times.

The text of the songs
mirror the content
of the material to be learnt.

This material
is presented in the manual
and on the posters.

Some songs are TPR SONGS.

TPR SONGS

Betty

TPR?

Tony

TOTAL PHYSICAL RESPONSE.

TPR is a teaching method
developed by James Asher.

The learning process
is accompanied by movements,
which facilitate easy learning.

TPR songs are movement songs.

Jean

Game-like LEARNING ACTIVITIES
are used
in the ELABORATION and
TRANSFER PHASE.

LEARNING ACTIVITIES
for
ELABORATION and
TRANSFER phase

It would be advantageous
to have some sort of
CATALOGUE OF ACTIVITIES.

CATALOGUE OF ACTIVITIES

Betty

How would you set up
your catalogue?

Jean

We need to distinguish between
PHYSICALLY ACTIVE AND
PASSIVE ACTIVITIES.
When setting up a catalogue
we could differentiate between
COGNITIVE and AFFECTIVE learning.

PHYSICALLY ACTIVE AND
PASSIVE ACTIVITIES

COGNITIVE and AFFECTIVE

Tony

Cognitive learning
is through cognition,
affective learning
through emotion.

Betty

As this is a HOLISTIC METHOD,
we require both.

Tony

If we adopt
this type of catalogue,

then physical activities
 can be coupled with
 cognitive and/or affective tasks.

There are no hard rules
 as to how the catalogue
 should be established.

It is important
 when drawing up
 our lesson plans,
 that there is variety and balance.

Planning game-like activities
 requires ORCHESTRATION.

ORCHESTRATION

Jean

Activities which are similar,
 should not be used
 in succession.

Betty

Activities preceding
 a passive concert
 should prepare
 for the concert to follow
 and be
 of a less strenuous nature.

Tony

Here is a list
 of some learning activities.

Jean

CONCERT TEXTS

must fulfil certain requirements.

CONCERT TEXTS

Betty

Jean said

that dialogues and stories

are easier to remember

than straight lectures.

That must have some validity

for our texts.

Tony

Of course.

The text is

a constant source of information,

which is always at hand.

Betty

The text dictates

the content of the posters

as well as

the learning activities

in the elaboration phase.

We are presenters,

not examiners.

We encourage curiosity,

the desire to find out

and even cheating.

Tony

In an examination
that would be
completely different.

In order

to increase efficiency,

RELATED INFORMATION

is presented at the same time

using PRACTICAL EXAMPLES.

PLANNING TEXTS

can be done with the aid

of metaplan technique,

LISTS which require grouping

or MIND MAPS.

RELATED INFORMATION

PRACTICAL EXAMPLES

PLANNING TEXTS

metaplan technique

LISTS

MIND MAPS

Betty

PLANNING THE CLASSROOM

is of utmost importance.

The posters are hung

on a neutral background

in front of the learners.

In addition

a stereo or

a CD player is essential.

PLANNING THE CLASSROOM

Tony

The CLASSROOM should

be a PLEASANT PLACE to be.

CLASSROOM

PLEASANT PLACE

The walls
should be painted preferably
in a neutral colour.

FITTED CARPETS

are almost a necessity

and the CHAIRS,

if possible relaxation chairs,

should be placed

in a SEMI-CIRCLE.

FITTED CARPETS

BEST CHAIRS

SEMI-CIRCLE

Jean

What do you do
if all this equipment
is not available?

Tony

You strive towards it
and improvise.

It is our INTENTION

to increase the learners'

SELF IMAGE and

to address their intellect.

This is an important criteria

when choosing the story,

the learning activities,

the music and the posters.

This is also why

we always use

INDIRECT CORRECTION.

INTENTION

SELF IMAGE

INDIRECT CORRECTION

Jean

Indirect correction

is more effective as it
saves causing embarrassment
thereby PRESERVING SELF IMAGE.

PRESERVING SELF IMAGE

Tony

This change of attitude
can be acquired quickly.
Mistakes are either rephrased
diplomatically
or corrected at a later date.
It is important
not to keep saying "no".
I mean
to keep saying "YES".

Jean

Right, what's next?
What can I do
to further my knowledge?

Tony

We will have to take
a closer look
at preparing texts, activities,
music and posters.

Betty

That's fine with me.