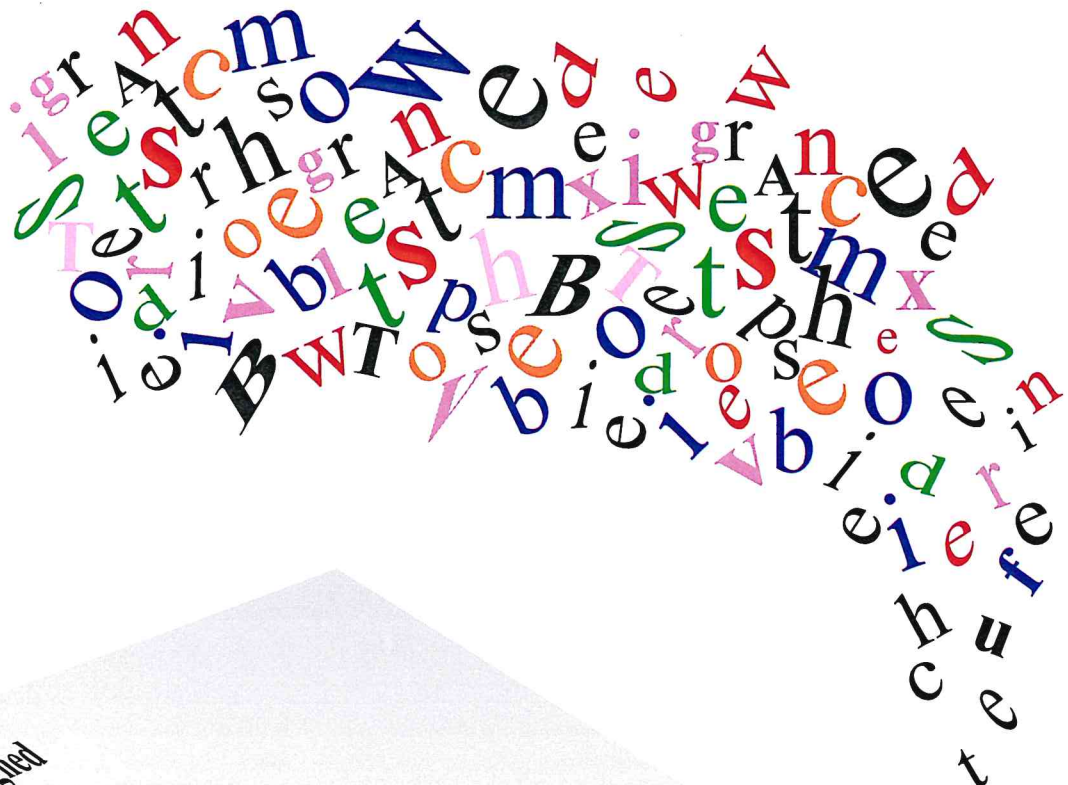


Text Design

by Tony Stockwell



Texts are designed
according to
scientific criteria.

The course content
is repeated three times.

The length of each line
is limited to a maximum
of twelve syllables.

Information
appears
three
times

3x

12 syllables

appears
three
times

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

TEXTS

Jean decides
to write a TEXT.

TEXT

Before she starts
she rings Tony
to ask about
the DIDACTICAL STRUCTURE.

DIDACTICAL STRUCTURE

After a short conversation
she invites Tony and Betty
to her home.

* * *

Tony

Texts are of major significance
in the cycle.

They are
the BASIS FOR the CONCERTS.
the POSTERS and
the ACTIVITIES.

BASIS FOR CONCERTS,
POSTERS and
ACTIVITIES

Can I use any text or
must they be
specially written?

Jean

Texts found
in conventional books

have a different format and
cannot satisfactorily be used
in concerts.

That's why

I prefer writing my own text.

Tony

Educational psychology
tells us
that complex messages
are received in waves and
cause disturbances or
even blocks.

Betty

Then our first criteria
must be to write
EASILY UNDERSTANDABLE texts.

EASILY UNDERSTANDABLE

Jean

We know
that DIALOGUES and stories
are EASIER TO FOLLOW.

DIALOGUES
EASIER TO FOLLOW

Tony

If I write a story,
I need to have
a concept of its content and
that's where
I begin my planning.

Jean

The didactical structure
demands that the CONTENT
and STORY LINE harmonise.

CONTENT
STORY LINE

Betty

Exactly.
Factual content
is more life-like
if presented in a story.

Jean

The text ought to be
in DIALOGUE FORM.
in order to achieve
OPTIMAL RESULTS.

DIALOGUE FORM
OPTIMAL RESULTS.

Tony

Narrative can be used
to gain variety.

Betty

Are there any useful techniques
which will simplify PLANNING?

PLANNING

Tony

You can use a MIND MAP
to plan your text.

METAPLAN TECHNIQUE
or LISTS
are alternative possibilities.

LISTS

Jean

I think,
I would like to see that
in practise.

Tony

Here is an example of each.
HEADINGS are written
on SHEETS of paper
under which
detailed information
in the form of key words
is gathered,
thus producing a list.

HEADINGS on
SHEETS

Betty

These lists
would need to be
logically structured
after completion.

Tony

If you decide to use
METAPLAN TECHNIQUE

METAPLAN TECHNIQUE

which allows
 a rough structuring,
 the KEY INFORMATION
 is written ON CARDS
 which can be
easily moved around
 before final allocation
 is determined.

KEY INFORMATION
 ON CARDS

Jean

In a MIND MAP,
 the TITLE of my text
 would be placed in the MIDDLE
 and the SUBDIVISIONS
 would be the BRANCHES.

MIND MAP
 TITLE MIDDLE
 SUBDIVISIONS
 BRANCHES

Tony

The factual content
 of the text
 represents the GLOBAL UNIT.
 This can be subdivided
 into DIRECTORIES.
 Each directory
 can be again split
 into SUB-DIRECTORIES.

GLOBAL UNIT
 DIRECTORIES
 SUB-DIRECTORIES

Betty

Once the global unit
has been determined,
the subdivisions
become finer and more detailed
down to the minutest detail.

Tony

The STORY

STORY

can be laid out

like a book.

The first subdivision

would be the chapters

or DIALOGUES

DIALOGUES

which can again be split

into SCENES and SITUATIONS.

SCENES and SITUATIONS

It is not our aim

to achieve literary greatness

except if we're writing

a course on literature.

We want to present facts and

create interest.

Betty

Suppose I wish to deal

with a subject such as biology.

Let us assume

that my global unit

is cytology.

Jean

The structure of the cell
would be one directory and
its functions another.

Betty

The description
of the individual parts
of the cell,
e.g. cytoplasts
or the endoplasmatic reticulum
would be a subdirectory
within the directory "structure".

Jean

How a cytoplast functions
would be a subdirectory
in the "function" directory.

Tony

Let's take an example
from mathematics.
Triangles are our global unit,
angles are a directory,
tangents, sinus and cosinus
are subdirectories.

Betty

The next stage
is to find a story line,

which suits the subject and
 provides opportunities
 to present
 its practical application.

Tony

It is important
 that the text
 is easy to read,
 especially when dealing with
 complex subjects.

Jean

During a period
 of FOUR SECONDS
 the average reader
 can comprehend the meaning
 of approx. 15-20 SYLLABLES
 and repeat them
 immediately afterwards.
 It would make sense
 to keep the LINES SHORT.

FOUR SECONDS

15-20 SYLLABLES

LINES SHORT

Tony

As a matter of fact
 the length of the lines
 is always less
 than 16 syllables.

Betty

That could result
in having sentences
that are half a page long.

Jean

Let us use
our knowledge of linguistics.
Understanding a sentence
requires splitting it up
into digestible pieces.
"Step by step the
Turks who did
not believe in
Christ but in their prophet
Mohammed captured
the coastal
countries of the Eastern
Mediterranean."
Breaking up
the sentence this way
makes it almost unintelligible.

Betty

A correct division

would be:

"Step by step

the Turks

who did not believe in Christ

but in their prophet Mohammed

captured the coastal countries

of the Eastern Mediterranean."

This provides

immediate understanding.

Tony

The length of the lines

correspond to the rhythm

of our language.

Even a weak reader,

unable to split sentences correctly,

can easily comprehend

the meaning.

Jean

After reading texts

presented in this manner

for some time,

an intuitive learning process

will take place.

Betty

It is important

that the text

ADDRESSES THE INTELLECT

of the target group.

ADDRESSES THE INTELLECT

Tony

Jean,

when you are reading a text

for information,

what do you do?

Jean

I used to use

a highlighter,

but now I underline the key words

with a pencil,

in addition to making notes

in the margin.

Tony

If the key information

is already **BLOCKED,**

UNDERLINED,

or in **BOLD PRINT**

you would not need your pencil.

BLOCKED

UNDERLINED

BOLD PRINT

Jean

Except for making notes
in the margin.

Texts which contain
the same information,
presented in various ways
foster speedy understanding
and accelerate
the learning process.

Betty

Now we have guidelines
for the didactical structuring
of texts:

KEY INFORMATION
is presented THREE TIMES
in various contexts.

Writing the text
in dialogue form
facilitates natural repetition,
as this is incorporated
into the normal flow
of the conversation.

Tony

Further, key words
are presented
in BLOCK CAPITALS.

KEY INFORMATION
THREE TIMES

BLOCK CAPITALS

The second time they appear
they are UNDERLINED and
thereafter in SMALL CASE.

then UNDERLINED
finally SMALL CASE

Jean

There's a lot to be said
for repeating key elements
three times
in the learning process.

Tony

Words which are
in block capitals
or underlined,
can be CARRIED OVER
to THE RIGHT HAND SIDE
of the page.

upper case

CARRIED OVER
TO RIGHT SIDE

We are accustomed to reading
from left to right
which would mean
that our eyes
automatically glance
at the right hand side,
creating a type of
peripheral learning.

Betty

In FOREIGN LANGUAGES
the TRANSLATION

FOREIGN LANGUAGES
TRANSLATION

into the mother tongue

of the learner is written

on the RIGHT HAND SIDE.

ON RIGHT HAND SIDE

Capitalisation and underlining

are still used

in the same way.

Jean

The SYSTEM

SYSTEM

for emphasising

the key words,

should be EASY TO RECOGNISE.

EASY TO RECOGNISE

That is the main criteria.

Tony

CAREFUL PLANNING

CAREFUL PLANNING

ensures the LOGICAL STRUCTURE

LOGICAL STRUCTURE

of the text.

Accelerated Learning

is a holistic method,

which prescribes a global overview

of the content

that is later dealt with in depth.

Betty

Jean has always praised

the use of dialogues.

Jean

Dialogues are livelier.

They allow

repetition of vocabulary.

By avoiding

the use of questions,

beginning with

interrogative pronouns,

the content is more life-like.

Key words are repeated

in an interesting manner.

Tony

Psychology has taught us

that "not" is

difficult to comprehend.

If I tell a small child:

"Don't drop it" or

"Don't move,"

the contrary is often observed.

They are not misbehaving.

It simply shows

that the child

has not ascertained

the meaning of "not".

Jean

So, for example
 if someone says
 "Don't think of a train,"
 I have to think of it first
 and then think it away.

Betty

Negative statements and
 negative associations
 should be avoided.
 This helps create a conducive
 learning atmosphere.
 If you adhere
 to this rule strictly,
 the text would appear
 somewhat stilted and unreal.

Tony

Our goal is
 to be AS REALISTIC AS POSSIBLE
 and still remain POSITIVE.

AS REALISTIC AS POSSIBLE
 POSITIVE

Jean

With a little bit of fantasy
 negative statements
 can be transformed
 into positive ones and
 the meaning is preserved.

"Don't drop it", would become:

"Hold it tightly".

Tony

Groups and antonyms

are easier to learn

than isolated words or phrases.

Consequently,

INFORMATION should be

presented in CONTEXT

or in GROUPS.

INFORMATION

CONTEXT or

GROUPS

Betty

Generally, lists are dull and boring,

but as keywords on posters

they are extremely useful.

Tony

Posters reflect

the content of the text.

They are a type of flow chart.

They engrave themselves quickly

into the memory,

but still remain keywords

whose background and meaning

will be found in the text

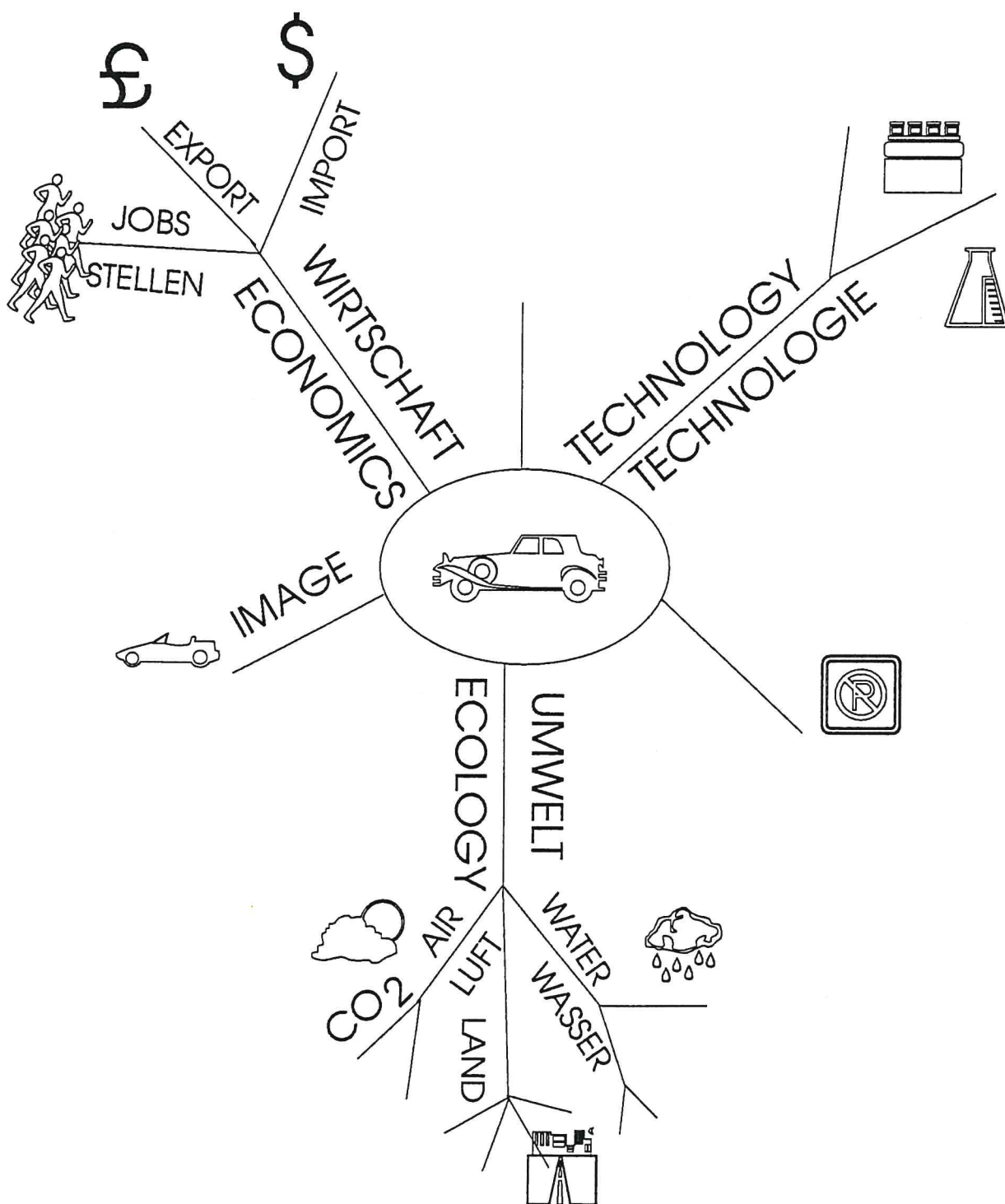
and conveyed in the activities.

The text should be a friend

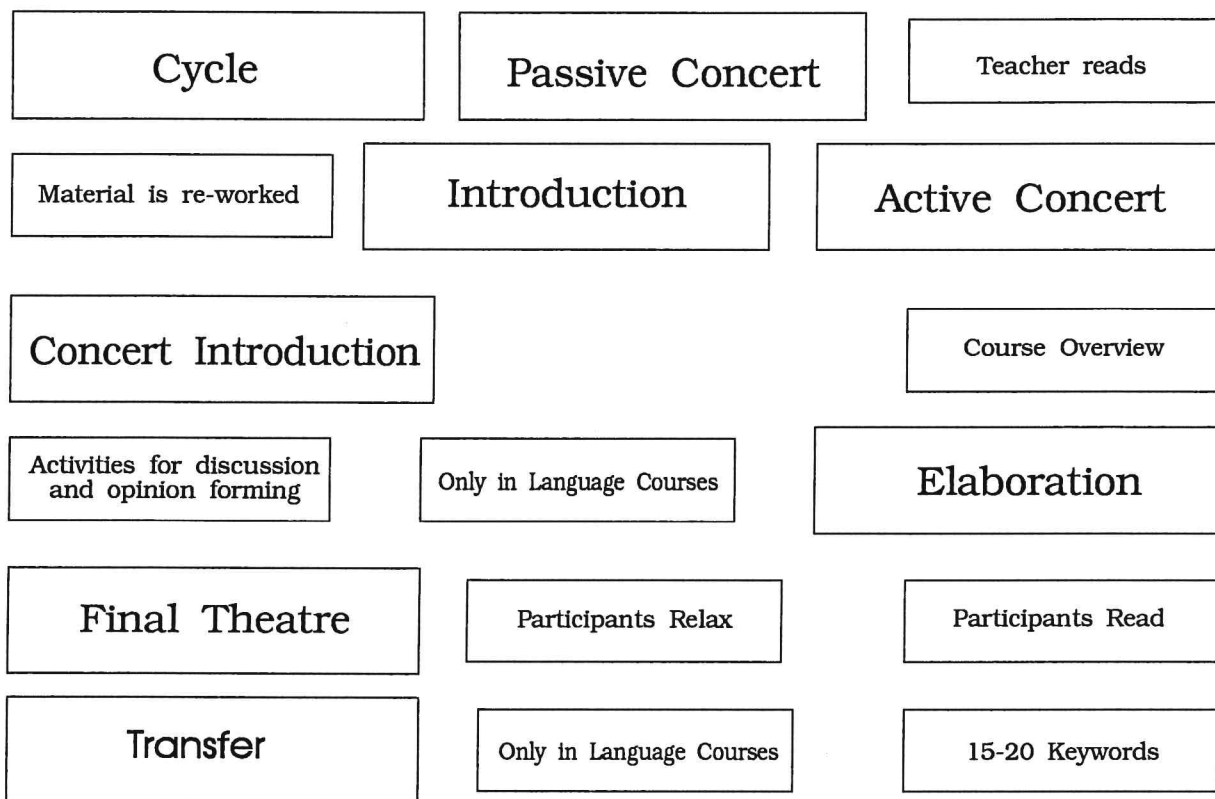
and an ever present source

of information.

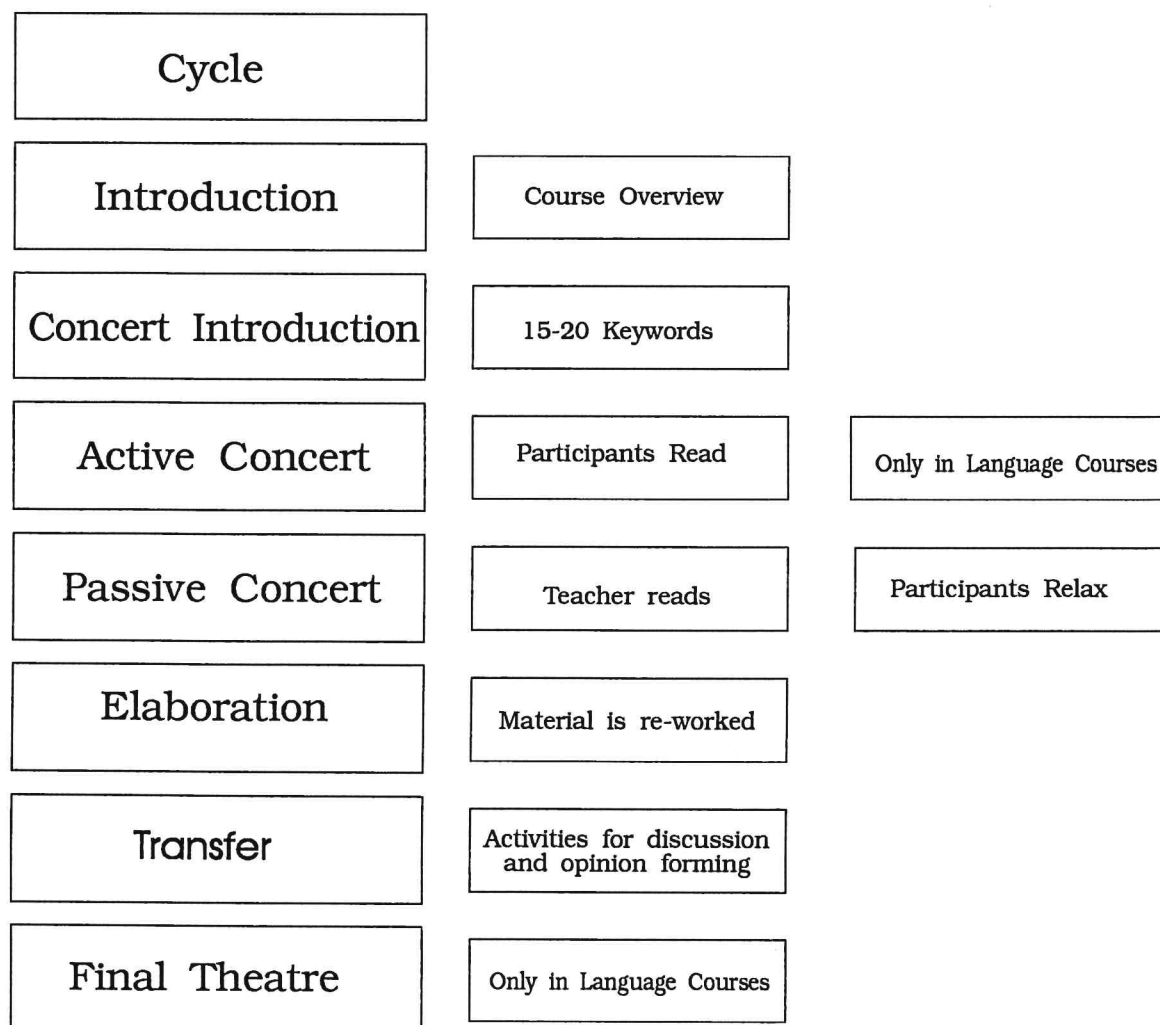
MINDMAPPING



Metaplan



Structured



List System

Music

Concert Readings
Aktive / Passive
Voice, Baroque
Head, Mask, Throat
& Chest
60-70 Beats per min.
Pauses Intonation
Songs
Music for Activities

Poster

Function
Omnipresent
Size
Colours
Central Position
Edge of Wall
Pens Logical
Key Words
10 Information Units

Terminology

Accelerated
Learning
Cycle
Introduction
Active Concerts
Passive Concerts
Posters
Activities
Elaboration
Transfer
Pseudopassivity
Reserve Potential
Infantilisation

Dialogue 1		
<i>Characters</i> <i>Meeting</i> <i>Position / Profession</i> <i>Conversation</i>	<i>Overview</i> <i>Accelerated Learning</i> <i>Cycle</i>	<i>Cycle</i> <i>Introduction</i> <i>Concert Introduction</i> <i>Active Concert</i> <i>Passive Concert</i>
Dialogue 2		
	<i>Terminology</i>	<i>Infantilisation</i>