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The Lozanov method

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THE LOZANOV METHOD/ACCELERATED LEARNING AND TOTAL IMMERSION
IN ADULT SECOND LANGUAGE LEARNING:
TEACHERS' REFLECTIONS ON THE EFFECTIVENESS
OF NON-TRADITIONAL METHODS

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This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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Introduction

In many foreign language classrooms in high schools

and colleges, language learning is taking place. What may

not be happening is language acquisition. Brown (1991)

describes some components of the traditional language

classroom.

> We memorize, study rules of grammar, translate from
> one language to the other, and do just about
> everything except subconsciously acquire it. We tend
> to learn a lot about the language at the expense of
> learning to use it. And one way to fail at learning a
> foreign language is not to use it for genuine
> communication. (p. 31)

From the literature, it becomes apparent that much of

what happens in the academic second language classroom is

language learning at the expense of language acquisition.

Krashen (1992) states:

Language <u>acquisition</u> is a subconscious process; while
it is happening, we are not aware it is happening. In
addition, once we have acquired something, we are not
usually aware we possess any new knowledge; the knowledge
is subconsciously stored in our brains. (p. 1)

Brown (1991) defines language acquisition in

different terms by stating the following: "It is achieved

by persons who have been immersed in the foreign language

environment and forced to communicate for survival" (p.

31). Brown continues to point out the difference between

learning and acquisition by stating, "At that point they tend to focus on the purpose of language and not to think as much about the linguistic forms…" (p. 31).

James (1999) found traditional methods of teaching are still common in some second language classrooms. While conducting a focus group experiment in students' attitudes regarding their language class instruction, students had a dim view of their instruction. One student's reactions from a college Spanish 102 class at a junior college expressed this about the instructor:

> He teaches by a pretty traditional method, I think.
> At least from my experience it is traditional. You
> follow along through a textbook and you go through
> it that way and it follows a pattern. If there are
> new methods with association, being able to talk
> more, or other things, I think those might improve
> the class. …if he could learn to do such things and
> was interested in communicating with the students,
> not only the teacher could try these new methods to
> help the students learn, but then the students also
> would be involved and learn the language through
> different methods. (p. 25)

Other student opinions are reflective of similar negative experiences. As another student stated in the James (1999) experiment:

> The motivation goes down when you don't have the
> stimulus to do interaction. When you are put on the
> spot and put down because you don't know the answer,
> it is difficult to be interested. It is hard when
> he asks people to come up with the answer and they
> come up with the wrong one. You get frowned on when
> you don't know it. Well, I mean if we are not
> learning it, of course we don't know it. (p. 19)

Using the comments of Krashen (1992), Brown (1991), and James (1999) as a foundation and after a thorough literature review, a general plan can be diagramed for how a "traditional" second language classroom is structured as opposed to how "non-traditional" second language instructional methods should be.

The first assumption would be that language learning and language acquisition would work simultaneously with either "traditional" methods or "non-traditional" methods. That is to say that vocabulary, grammar, and syntax are learned (language learning) and are able to be spontaneously used by the student because this information has become part of their cognitive process (language acquisition) as defined by Krashen (1992). The perceptions of the "traditional" method are that the student is given lists to memorize, many meaningless worksheets to complete, and the concentrated study of grammar rules. Due to the limited time in the classroom, the student is likely to become bored with the repetition, fail to remember the lessons long term, and become frustrated.

In contrast, the "non-traditional" methods such as the Lozanov (1988) method of teaching second languages, treats the learning process in a playful manner, with concentrated instruction. Games and drama maintain the students'

interest in learning; therefore, they acquire the language and the language components as well as learning it. Figure 1 showing a synopsis of these concepts is provided on page 5.

Purpose of the Study

In this dissertation, teachers who use non-traditional methods of language instruction, specifically Lozanov/Accelerated Learning and Total Immersion were asked to reflect on specific components of their teaching within their realm of teaching adults a second language. Although there are a number of non-traditional methods from which to choose, these two teaching methods were chosen due to the ability to find a group of each, in one setting. Other types of non-traditional teaching methods were not as accessible with a group of teachers within a setting. The intentions of this study were to give a voice to the teachers who teach using non-traditional methods, and explore their training for being proficient in using this method of teaching, and their perception of the effectiveness of the respective method for the adult learner. It discusses what parameters teachers define for themselves and their students to acknowledge that they have been successful educators and learners. The study examined the attributes of the teacher and program as well as their

Language Learning ⟷ **Language Acquisition**

Expectations of Traditional Methods

Expectations of Non-Traditional Methods

- Rote memorization
- Study grammatical rules
- Paper exercises
- Repetition
- Boredom
- Failure to remember long term
- Frustration
- Limited time in the classroom
- Teacher is not always a native speaker
- Limited cultural awareness

- Learning as a child learns, naturally
- Much time is spent in communicating
- Learn at an accelerated rate
- Concentrated instruction
- Immersion in the culture of the language
- Games and drama maintain student interest
- Learn grammar intuitively
- Teacher is usually a native speaker

Figure 1

perception of what makes a student successful. As Schmidt-Rinehart (1997) states "The teacher should create classroom activities in which students are encouraged to express their own meaning and participate in active communications themselves" (p. 201). From this insight, the researcher discusses why these methodologies are indeed unique, but are not commonly used in every language classroom.

The researcher was a participant in each program, to determine the validity of the assertions associated with non-traditional second language learning. With the participant perspective, a well-rounded assessment was made as to whether these methods are indeed viable from a student's perspective.

Statement of the Problem

Some teachers are using non-traditional approaches such as the Lozanov/Accelerative Learning and the Total Immersion methods to teach languages to adults. However, there is no research available to elucidate from the teachers' point of view how effective these methods are in practice. To know how well they are working, it was important to hear what those who are administering the

lessons had to share from their point of view as well as their observations from the adult students.

In settings such as these, where adult students are not striving to compete for a grade, how does a teacher in this situation quantify success in an older student? This study attempted to answer by what criteria a teacher measures student learning for adults. How do they determine when it is necessary to repeat and when it is time to move forward? As well, do they have a specific curriculum to adhere to or are they able to be flexible in their teaching? As a participant observer, the researcher was also to critique the effectiveness of each program from a student's point of view.

Due to the uniqueness of these methodologies, it was important to determine from the teachers' point of view what qualities they believe teachers need professionally to be effective transmitters of second language. Are there skills or different knowledge foundations for these teachers from other second language teachers?

What does a teacher in a non-traditional approach derive from the methodology to maintain the motivation to continue to teach in this environment? In the absence of literature to support and advance their work, do teachers need to develop other tools in order to maintain their

desire to continue teaching in these milieus? At the same time, how does the methodology as conveyed by the teacher, aid the adult student in maintaining their motivation?

Many students learn differently. As adults who may have had previous negative experiences with language learning, how is a teacher able to accommodate all of the students in a classroom? What if any, are the tools inherent in the methodology that give the teacher the support needed to address this issue? The differences in learning styles are discussed in the literature review.

Background and Need for the Study

"No mute tribe has ever been discovered, and there is no record that a region has served as a 'cradle' of language from which it spread to previously languageless groups." (Pinker, 1994, p. 26)

> Communication in some form is instinctual of every living species. Some species use chemical reactions to communicate while others use sounds or body movements. Human beings, the highest order of animal, use language; the vocalization of sounds with meaning ascribed to these sounds. This form of communication sets us apart from other animals. For those who are hearing impaired, sign language serves as a primary means of communication.

Jean Aitchison writes in the foreword to The Atlas of Languages,

> Any human can potentially learn any language…
> Language, we now realize, is an intrinsic part of
> being human, and is biologically programmed into the
> species. This powerful communication system emerged
> around 100,000 years ago, probably in the east of
> Africa, according to current majority opinion.
> (Comrie, Matthews, & Polinsky, 1996, p.7)

Language gives us a social ability and as Pinker (1994)
states "... a medium that could express abstract concepts,
invisible entities, and complex trains of reasoning" (p.
26). This ability enables human beings to communicate
about what has happened in the past, present, and future.
In addition, it allows for thoughts and concepts to be
expressed regarding what can be seen before us as well as
what we can imagine. It is an instinct to learn the mother
language that those around us are speaking (Pinker, 1994,
p. 26).

There are approximately 6,000 languages spoken in the
world today. Many of these languages do not have a written
form. They are oral only. According to the <u>Atlas of
Languages</u>, (Comrie, Matthews, & Polinsky, 1996) linguists
have ascribed the language of the world to 15 "super
families" of languages, based on distinct similarities
within grouping (p. 20). Each super family has its own
branches and sub-branches just as any genealogical tree has
offshoots.

The World Almanac and Book of Facts 1999, which lists
the principal languages of the world in terms of total
native speakers, ranks Mandarin as first with 874 million
native speakers. Hindi with 366 million is second. The
third is Spanish with 358 million, and English as fourth
with a total of 341 million. The total number of English
speakers, both native and non-native, ranks English as
number two in the world with 508 million. Mandarin
maintains its number one rank with 1,052 million total
speakers and Spanish is number four with a total number of
speakers at 417 million. Hindi ranks in third place with a
total number of 487 million native and non-native speakers
(p. 700).

In a country the size of the United States this
information brings to light the problems that are inherent
with immigrants who come here to settle from almost every
nation of the world. "Prejudice, xenophobia, and
discrimination are most visible in the way languages other
than English are valued in the United States. Language
marks personal differences" (Ochoa, 1995, p. 245). The
1990 United States Census web page, the latest government
demographic information available, lists 13.8 % of the
total population of people over the age of 18 years old did
not speak English at home of which 5,978,086 households

were labeled as linguistically isolated. A linguistically

isolated household is defined as one where there is no one

over the age of 14 years of age or older who speaks English

at least very well. Of the 50 top isolated households,

Spanish was ranked number one. In addition, Spanish ranked

number two as the most often spoken language in the United

States (U.S. Bureau of the Census, No. CPHL-133,1990).

> During the phase of the closed society, the
> people are *submerged* in reality. As that
> society breaks open, they *emerge*. No longer
> *mere spectators*, they uncross their arms,
> renounce expectancy, and demand
> intervention. No longer satisfied to watch,
> they want to participate. This
> participation disturbs the privileged elite,
> who band together in self defense. (Freire,
> 1973, pp. 13-14)

To create an analogy based on Freire's observation,

language is like the cocooning of a human being's mind,

held captive in warmth and security but never realizing the

full potential of the chrysalis that emerges, until one

starts the process of second language acquisition. It is

only then that one realizes new worlds are flung open to

them. In another focus group experiment conducted by James

(1999a) a second language student participant stated,

> I have always felt a little awkward around other
> people who spoke a different language than ours. I
> didn't feel like you could bridge the gap with those
> that don't speak English and feel a little more unity
> of people of that nationality. (p. 17)

Theoretical Framework

Many believe that it is not as easy to learn a second language as adults. As Asher (1982) states "Americans seem to be convinced that they cannot learn foreign languages" (p. 52). There are a number of intellectual barriers that interfere with the learning process. The literature describes these as affective filters (Krashen, 1992). Some second language learners had an unsuccessful attempt at learning a second language in high school or college and use this as a deterrent to trying again. Others have expressed a fear of failure as a reason for not attempting to learn a second language.

Adults are more reluctant to make mistakes and fear looking foolish. A number of adults feel they are not able to "hear" the sounds necessary to learn a second language. For many, there is a fear that their memory is not sufficient to memorize enormous amounts of information. The thought of memorizing verb tenses and repeating the same vocabulary for weeks dissuades many from undertaking the challenge. As a result, the barrier for many to try again is the extraordinary effort and time involved in learning a second language.

In regard to the Affective Filter Hypothesis, Krashen (1992) writes that those who feel inferior, feel like they

will never be part of the group of second language

speakers. Those who are thwarted by anxiety in learning

will have successfully blocked the part of the brain that

allows for language acquisition (p. 6). However, Krashen

(1992) states "The research strongly supports the view that

both children and adults can subconsciously acquire

languages" (p.1).

The question then is how to teach adults a second

language while at the same time reducing their affective

filtering system. The broad issue encompasses the training

of the teacher to not only recognize the components of the

affective filtering, but also to help the student

circumvent their own filtering system.

Brown (1991) offers clear explanation of the affective

filter in stating

> ...one of the greatest blocks to adult second-language
> success is fear: fear of failing, fear of making a
> fool of yourself in front of others, fear of falling
> flat on your face. Because of these fears, our
> inhibitions intensify and we raise our defenses in
> order to protect our fragile egos. Adults are very
> good at figuring out how to avoid risking
> embarrassment. (p.33)

The current methodology for teaching second languages

has placed greater emphasis on communication and less on

grammar; therefore, second language teachers need to

maintain their own fluency competence in both the oral and

written language. For those who do not teach in an area

that will provide them with practice and professional growth opportunities, they risk losing their own competence with the language.

There are now five focus areas for the language classroom, which target communication, cultures, connections, comparisons, and communities (Schmidt-Rinehart, 1997.

The total immersion method, for the purposes of this work refers to a learning experience where the adult is surrounded by the target language by attending classes and living in the country where the language is spoken.

There is however, little professional writing regarding the total immersion method for teaching a second language in an immersion environment outside of Canada and Australia. After completing a comprehensive literature search, the articles found are related to the immersion experience in Canada and Australia with few exceptions, however these are not for adult students. Canada being a bilingual country provides bilingual education in French and English. Classes are generally taught in both languages with the student reducing the number of classes in the native language over time.

This type of research is generally not relevant to the immersion experience of the adult who travels abroad in

order to learn another language. The schools abroad have students from around the world. It is not feasible to provide instruction in the target language and only one other language. It seems reasonable that being totally immersed in a language and culture, and with in depth study, the student has a greater opportunity to acquire the language rather than just learning it.

However, when the student returns home, they are no longer surrounded by the target language. The one Canadian article included in the literature review exemplifies this point. In addition to this lack of material, there is no evidence of a comprehensive model to teaching the immersion method of language learning. In contrast, a search for total immersion schools on the World Wide Web demonstrates that this type of school does exist the world over. There is a discussion of the limited amount of literature available in professional journals in the literature review. It seems that this is an open area for research since so little exists.

Research on the Lozanov/Accelerative Learning method is not readily available either. The early research had to be translated from Bulgarian, Lozanov's native language. He wrote only two books and both are out of print. Lozanov trained teachers and other professionals in his method,

which was originally, called Suggestopedia and

Suggestology. This name is still commonly used in Europe.

Lozanov was kept in internal exile in Bulgaria and his

methods were not far reaching outside of Europe. His

methodology then became more of an anomaly than a valid or

valued method of instruction, in the United States.

The methodology of this type of instruction will be

described in depth in the literature review; however, the

premise is to teach students with playfulness. By using

games, toys, and adopted identities students are in a

relaxed atmosphere and learn at a rapid rate. Recently

Lozanov had recanted his earlier research and is now

touring the United States with updated information

regarding his latest research. In so doing, he states that

some of the components of the original method were not as

effective as he once thought. Since the end of the Cold

War, Dr. Lozanov established an institute in Vienna,

Austria. He reformulated his own theories and developed

new methodologies based on his years of research within

Bulgaria and the Soviet Union. He has stated in a letter

sent to all members of the International Alliance for

Learning (IAL) that he refused to be associated by name or

teaching theory with any organization, school, or person

who claims to use his methodology if he or one of his

certified trainers has not directly trained the teachers. During the 1999 year, it was Lozanov's intent to offer such training around the United States. A special section in the literature review includes information disseminated that one of these training sessions.

Research Questions

1. How do non-traditional language teachers perceive their professionalism within the uniqueness of their setting?

2. What is the non-traditional language teachers' perception of how effective their methodology is and why do they think this is true?

3. How does a non-traditional language teacher quantify success in the adult student?

4. How do they utilize the methodology to maintain their own interest and in turn the interest of adult students?

5. How does a teacher in this setting accommodate for different learning styles of the students?

6. What other lessons can be learned from teachers in these settings?

All questions will also include a student participant perspective for each program, to determine if the methods achieve the goals they have established?

Significance of the Study

As has been stated above, the literature does not reflect research with teachers of non-traditional methodologies of any subject. There is a void in the knowledge of how this type of teacher envelops the methodology to stimulate her or his own professionalism. This void extends to the teachers' perception of the adult students' acknowledgement of being successful. This particular study was with language teachers, making it unique. This study will add to the literature and has opened a new avenue of research to be explored. The role of the teacher in the non-traditional setting is an expansive area that needs to be explored in research. This study is just the beginning.

The researcher was able to identify the best of both methods from the teachers' point of view, from what is unique in their perspective setting. As a student participant, the researcher identified the effectiveness of each program in accomplishing the goals they set out to achieve.

With these results, a foundation can be established for these methods with which to continue the research. As the research continues, it is a final goal is to incorporate this information into a single methodology that

may be used for the training of future language teachers,

in both traditional and non-traditional settings.

CHAPTER II

Review of the Literature

Introduction

This literature review includes six principal sections with the most current studies related to second language learning for adults. The first section will review literature regarding the relationships between memory and learning a second language. A section that discusses the literature for teachers to be researchers within their own classroom settings follows this. The third section covers the work by experts regarding learning a second language while facing anxiety and other barriers adults are confronted with. Section four is an overview of different learning styles and how different researchers identify and classify the differences. Section five discusses the Lozanov/Accelerative Learning methodology, one of two methodologies for which this study is based. The sixth section is limited to the insignificant amount of research in the literature on the Total Immersion method for adult language learning. One article is included relating the total immersion experience for Spanish language teachers. After an overview of the current and significant literature to this study, the complete review of each study will be discussed.

Memory is one of the foundations of learning. Without memory, humans are incapable of learning. For the adult learner, the fear of the inability to memorize vocabulary and grammar in a second language is often an obstacle to trying. Whether learning in a traditional second language classroom or a non-traditional setting, the adult learner will have to rely on her or his memory to learn the language.

In reviewing this literature, an overview is presented of some of the current research associated with memory and language learning. This section will cover research that have been conducted with oral and written practice in relation to the memorization of second languages. Other work included will relate to the research on working memory.

SECTION ONE: Research with Memory in Relation to Second Language Learning

Thomas and Dieter (1987) investigated the orthographic or phonological associations of foreign words in memory. They were interested in learning if oral practice, along with written exercises, would facilitate the learning of novel vocabulary in a second language.

Their sample included sixty Native English speaking psychology students. Students received partial college

credit for their participation. None had studied French before this experiment. The sixty subjects were randomly assigned to one of four experimental groups in a 2 X 2 design. The four groups were assigned to two writing practice vs. no writing practice and two oral practice vs. no oral practice. Group one was to copy and repeat aloud the French vocabulary; group two copied the words, but did not have any oral rehearsal. Group 3 repeated the words orally and did not write them and the fourth group did not write the words or rehearse them orally.

They chose 40 French nouns that had English equivalents, which were considered highly concrete and able to produce meaningful imagery. Subjects were videotaped for all trials. During the learning phase, the subject viewed the word pair as it appeared on a screen for 10 seconds. During this time, the French word was repeated twice. The subjects viewed the entire list of forty words three times in different random orders. English and French written and oral recall was measured after about 2 minutes had lapsed after the third trial. English words were presented on the screen for a duration time of 15 seconds and the subject was instructed to write the French equivalent while pronouncing the word into a tape recorder.

The subjects in the writing practice group were instructed to write the French word twice, on a practice sheet each time it was presented. Therefore, they wrote each French word six times. Those that were in the oral group were instructed to repeat the French word orally twice each time it was presented. None of the subjects were encouraged or discouraged from using any other techniques for learning the vocabulary, but all were asked to try their best to learn the vocabulary. Subjects in the non-oral practice group were asked to abstain from any oral practice and the fourth group was not given any access to paper or pencils for writing practice.

The researchers used a system for scoring developed by Pressley, Levin, Hall, Miller, and Berry (1980). The written words were scored in one of three ways: a. completely correct (W), b. correct, but with the addition, deletion or replacement of one letter (W-1), and c. incorrect. The oral tests were judged to be correct pronunciation or incorrect if there was a flagrant error in pronunciation. For fairness, two raters judged the oral tests. Reliability was established by calculating the agreement of all items for which an oral response was attempted. The rate established was 87%.

The conclusion from the statistics is that oral rehearsal did not have any significant effect on the oral learning of foreign vocabulary. Writing the vocabulary however was significantly beneficial by what the researchers believed produced orthographic codes and increased recall in this mode.

The study included three experiments each testing a new hypothesis developed from the information of the last experiment. They felt that the effects of an orthographic code for foreign words would be reduced when familiar English words are used. The researchers concluded that no effects reached significance. Writing practice influenced English - French recall in experiment one, but did not effect the French - English recall of experiment two.

The design for the third experiment further supported this new information. The researchers wanted to differentiate between response and associative learning. Free recall of the French words and recall from fragments of French words was used to test response integration. A matching test was used to determine the associative learning. Response learning was tested using free recall and fragment completion. Oral practice was not included in this experiment as its sole purpose was to test the writing practice effect.

The conclusion of the researchers is that the results are consistent with the hypothesis that response learning is further enhanced more so than associative learning by the use of copying words during study. Writing practice did not have an effect on the matching scores since the mean score for the control group was slightly higher than the experimental group. Therefore, they believe that by writing the words, a student allocates cognitive attention to the structure of the word and establishes a memory code for the orthographic structure. This in turn assists in recall of the word.

Ellis and Sinclair (1996) wrote one of the more recent works, and that is why it was chosen for this review. The authors give an excellent review of past research and information collected thus far in the field. They summarize for the reader the following:

- Native grammatical competency is based on the span of the phonological short-term memory.

- Individuals, who may have a short-term memory deficit, will have difficulty with syntax in their native language as well as a foreign one.

- The greater the number of chunks in a syntactic marker, the more difficult it is to retain.

- The short-term capabilities of children determine their success in learning a second language.

This experiment set out to test six constructs. Subjects who have encouragement to rehearse foreign language utterances will perform better than those who are in a silent control or those who are prevented from language rehearsal. Those that are encouraged to rehearse will first have a higher rate of comprehension and the ability to translate. Secondly, they will have increased knowledge of the metalinguistic content of grammar. Third, they will acquire the words and phrases of the foreign language better. Fourth, they will have better pronunciation. Fifth, they will have greater grammatical fluency in their productive speech. Lastly, the experiment hoped to find the underlying reasons for these effects.

The recruited subjects were the undergraduate population from the University of Wales, Bangor. This experiment consisted of 87 non-Welsh speaking subjects (n = 87). The gender breakdown was 57 women and 30 men with ages ranging from 18 to 40 years old. The mean for age was 21 years old. They were paid for their participation and were randomly assigned to one of three groups.

The experiment lasted for about two hours and consisted of two parts. Part 1 was a learning phase and

part two was a testing phase. Subjects were placed at a
Macintosh computer with Hypercard. Their task was to learn
English translations of Welsh utterances recorded by a
native Welsh speaker. The list included five pairs of
words (10 single words) that started with the letters c, d,
p, m, and t. The words were used in 10 phrases using "ble
mae _____" meaning "where is" and again with the construct
"ei _____o" meaning "his _____". This second phrase
follows a grammatical rule in Welsh to soften the phoneme
of some nouns.

During the learning phase, each trial consisted of the
computer playing a pre-recorded utterance after which the
subject had to type in the translation in English. If the
answer was not correct, the correct translation appeared on
the screen. The subject then had as long as they wished to
study the translation and they could then move on at their
own pace. The learning phase consisted of thirty
utterances randomly provided for four trials total.

The design of the three groups was so that one group,
the repetition group (RG) was instructed to repeat all
utterances audibly as they heard them. The instruction for
the silent group (SG) was not to make any sound at all.

The third group, the articulatory suppression (AS)
group had instructions to count one to five in a whisper on

a continuous basis while going through the learning trial.
A member of the research team was in the room with each
group to monitor compliance with the instructions. A
between subjects' factor was also included across the three
groups. Half of them received an out of context lesson in
the rule of soft mutation letters in the Welsh language.
There was no consistency between the groups in this regard,
so the authors stated they would not discuss it further.

An assessment of three aspects of language learning
surrounded the learning trial of this experiment. They
included a *well-formedness* test, the *rule test* phase, and
the *speech production* phase. The design of the *well-formedness* test was to acquire fast judgements of
grammatical correctness. Subjects had five sample trials
in English available, which they were to type Y if it was a
grammatically correct statement and N if it was not. They
then listened to a randomly ordered trial of 40 Welsh
stimuli, which they were to determine as correct or
incorrect as quickly as possible. Accuracy was computer
monitored, as was latency in the responses. Included were
both constructs of mutated and non-mutated letters. The
rule test contained five trials, once on each noun.

Subjects were required to type in the non-mutated
sound of a Welsh noun after hearing a phrasal construct and

the initial sound of a Welsh noun. This was to test the subject's awareness of metalinguistic rules regarding the mutations. The last test, the speech production test was designed to test the subject's ability to produce orally, strings of previously heard Welsh words. All groups had access to the English version of the stimuli from which they produced the Welsh version. This was the first occasion for any of the groups to produce Welsh translations. It was also the first time for the silent and suppression groups to speak Welsh. All responses were recorded. Scoring of the responses for accuracy contained the following areas: syntax, morphology, rule structure, and pronunciation.

The authors concede that using a computer for instruction and testing, is not the natural setting of a classroom. They state the reason for the use of the computer was the convenience of the computer's ability to record time, errors and number of trials for each subject.

The results were presented in a very brief manner with little statistical information included. For the learning phase, the researchers concluded that the AS group was significantly inferior to the RS group, but the SG group was only slightly behind the RG group. Mutating constructs (15.9%, SD 11.6) were not learned as well as the non-

mutating constructs (38.5%, SD 17.3) or the words

themselves (42.1%, SD 17.7). The RS group did

significantly better than the other two groups.

Performance on the *Well-formedness* test was significantly

better for each group than a 50% chance level. There was

no significant difference based on the condition of the

groups. The *Rule* test is reported as having a significant

difference between the three groups with the RS group

performing the best with the SG and AS group following in

that order. *Speech Production* was found to be

significantly higher in the RS group, but there was no

significant difference between the other two groups.

In their conclusion, the authors state that

phonological short-term memory rehearsal provides a number

of benefits to the learning of a second language.

Generally, they believe they found evidence to support the

constructs that were initially discussed. The one issue

they do believe is inconclusive by this experiment is

whether the rehearsal relates to input or output. The RS

group had the advantage of hearing the computer as well as

their own voices, thus hearing everything twice. They

assert that their conclusion regarding phonological short-

term memory is based on the work of Melton (1963). Ellis

and Sinclair (1996) describe this theory by stating "short-

term memory and long-term memory are mediated by a single

type of storage mechanism" (p.243). In such a continuum,

frequency of repetition appears to be the important

independent variable, "chunking" seems to be the important

intervening variable, and the slope of the retention curve

is the important dependent variable" (Melton, 1963, Ellis

& Sinclair, 1996, pp. 243-244).

Ellis and Beaton (1993) studied different methods of

instruction specific to language learning and memory. The

purpose of their study is to test the effectiveness of

using a two-stage approach to remembering second language

vocabulary. The article reviewed the work by Atkinson and

Raugh (1975) where their research shows a significantly

high success rate using a mnemonics method to teach Russian

vocabulary to Americans. This method consisted of giving

subjects a Russian word and its English translation. Then

the subject was given another English word that sounded

like the Russian word. The example given was the Russian

word "linkor" which means battleship. The keyword to

associate the Russian word was Lincoln. Linkor and Lincoln

have similar sounds. The experimental group had a

significantly larger vocabulary than the control group and

maintained this knowledge up to six weeks after

instruction. Ellis and Beaton also refer to other researchers who confirm the effectiveness of this method.

The concern and the reason for their study are due to the work done by Pressley et al. (1992). This work shows that the majority of research has been done on receptive vocabulary (foreign to native) and little with productive (native to foreign) vocabulary. This is to say that vocabulary learning such as that done in the Atkinson and Raugh (1975) study did not address productive language learning. The purpose of this study was to investigate the effectiveness of keyword imagery mediation and repetition for both receptive and productive learning.

The methodology used was an experimental method. The population consisted of 13 men and 34 women (N = 47) who were undergraduate psychology students. The mean age of the students was 24.2 with a SD of 6.2 years. None of the students had previously studied German, the language chosen for the experiment.

The independent variables included the following: condition (subjects using their own strategy, repetition, noun keyword or verb keyword); cycle (first, second or third trial of words); part of speech (noun/verb); and direction of the translation (German to English or English to German). Dependent variables included: total correct

responses (the response was completely correct) and overlap score (number of letters commonly chosen).

To avoid any experimenter influence, the entire experiment was done using a Macintosh computer programmed in Hypercard. There was one instruction pamphlet in addition.

In the initial session, the students were tested to identify their knowledge of other second languages. They self rated their abilities in four areas: "speaking", "understanding", "reading", and "writing". The continuum of choices was "below elementary", "elementary", "working knowledge" and "advanced". Each subject received a score for NLANG (the total number of languages they knew) and FORLANG (the sum of their mean score over the four measures for each of the foreign languages they knew beyond their native tongue). The mean score for NLANG was 1.75 (SD .85) and the FORLANG mean was .87 (SD 1.50). In order to equalize the experimental groups, the subjects were then tested with a modified sub-test based on the Modern Language Aptitude Test (MLAT). They were tested using Paired-Associative Learning of Kurdish vocabulary. They had two minutes to learn 24 words of Kurdish. The results of this initial testing was a mean score of 13.94 (SD 4.74) with the score possibilities being zero to 24.

Students were then randomly assigned to one of four experimental groups. All of the groups received the same amount of German vocabulary instruction. One of the groups was instructed to use their own strategy for learning the vocabulary. A second group was instructed to repeat aloud each pair of word (one English, one German) continually until the next pair appeared on the screen. Groups 3 and 4 had the advantage of the computer assisting them further. They were given a German word along with the directions to imagine a specific scene in which the sound of the German word was linked to the English word. Additional instructions advised them to study the German word, but they would find the process of imagery helpful in their ability to recall the word. The difference between group three and group 4 was one was a noun keyword group and the other was a verb keyword group. All groups were given the instruction to learn the German vocabulary as best they could.

Subjects were randomly assigned to group by the computer resulting in 10 subjects each being assigned to the "own strategy" and the "repetition" groups. Eight were assigned to the noun keyword and 19 to the verb keyword groups. The discrepancy in numbers was due to a bug in the researchers program that divided the subjects.

In the first learning session, the subjects were given 12 practice words that were chosen at random by the computer. The process included an English word in a box in the left-hand corner of the screen. At the same time, there was the German translation in a box in the right hand corner. The German word was spoken at the same time it was presented. German vocabulary words were recorded, using a native speaking German woman's voice, then digitized. For the noun and verb keyword groups, an imagery mediation sentence was presented under the two stimuli words. The German word was spoken again after seven seconds passed and the trial ended after 10 seconds. The screen cleared for 1 second, before the next trial started.

The sequence of the practice session consisted of 12 trials of learning, then testing of the 12 trials, German to English, and 12 testing trials of English to German. This cycle repeated for three successive presentations of 12 word pairs. The entire session was completed in an hour.

One month after the first session, the subjects completed a second experimental session of German language learning following the procedures of Session 1. The exception was that they were asked to respond to one of the following statements by typing in only one letter.

a. I used a keyword and I can recall the IMAGE
connecting the English and German Words.

b. I used a keyword and I can recall the SENTENCE
connecting the English and German Words.

c. I learned this word because it SOUNDS LIKE a
word I know in another foreign language.

d. I learned this word by PARROT-FASHION
repetition.

e. I learned this word because the German and
English forms are SIMILAR.

f. I used some method other than the ones listed
above.

g. I don't know why I remembered this word/I just
knew it.

h. I didn't remember this word!

(Ellis & Beaton, 1993).

Ellis and Beaton reported the groups were well matched
through the computers random allocation. There was not a
significant difference statistically between the groups.
They do report some variation for which they had to use
covariates to maintain proper statistical analysis.

The mean scores for the entire experiment are reported
as:

Conditions: own strategy: 0.61, repetition: 0.68, noun keyword: 0.62 and verb keyword: 0.55. They found there was a within group variation that proved to be insignificant when analyzed by subject.

Direction of Translation: German to English (mean 0.68) has a higher percentage of correct responses than the opposite direction English to German (mean 0.53).

Cycles: In the first three blocks of instruction there was significant improvements in the learning, however, this dropped when repeated one month later. The researchers found that by the fifth cycle, the level of retention increased again. The means for the five cycles of the experiment were 0.48, .071, 0.81, 0.27, and .076. This proved to be significant both by subjects and by words.

Part of Speech: The correct recall of nouns was a mean of 0.68 and verbs 0.53.

The researchers felt each component showed significance within the scope of each area.

In their discussion, Ellis and Beaton conclude that receptive translation is easier to learn than productive translation. They suggest reasons for this phenomenon, as the subject needs to learn new articulation methods for pronouncing uncommon sounds. For some, the lexical system may be so removed from the native language, the subject

does not have a associative process to make the connection. The points they make about parts of speech were particularly interesting. Ellis and Beaton (1993) identify nouns as having "richer semantic representation." They feel that the experiment confirms what the literature has stated already. Keyword association is superior to "own strategy" for second language learning, however, it is more effective with receptive learning, but repetition promotes productive learning.

Horiba (1996) investigates the mechanism which allows the encoding process for causal relationships and what effect it may have on comprehension and text memory, in second language acquisition. The researcher felt this was an important study since no one had researched this particular piece before. For a full understanding of this study, it is important to note that the article uses the word "elaboration" in its general usage. It is not to be confused with a linguistic term. The two research questions posed are: a. How is the relationship defined between encoding, comprehension, and the memorization of sentences that have been causally related? b. How does the degree of relatedness affect the ability to remember the sentences? A comparison was done for encoding under two circumstances: study and elaboration. Study includes

memorizing second language vocabulary and sentences. This technique includes a paired-associate task. An associative link between two sentences is supposed to improve memory of the sentences. In the elaboration task, the first and second sentences are bridged by an elaborative construct that will add many avenues to recall the sentences.

Experiment 1 was designed to find what effect encoding had on the recall for causally related sentences. Participants were students at the University of Massachusetts, Amherst and were enrolled in an intermediate Japanese language course. Twenty-one students participated; nine were women and 12 were men. Their ages ranged from 19 to 30 years old.

The basis of the materials used were sentences developed by Myers et al (1987). Sets of sentence pairs included four antecedent (first) sentences and one consequence (second) sentence. The four antecedent sentences were paired with a consequence sentence, with moderate causal relationships to create 20 sets of sentences. These sentences were translated into Japanese. These sentence sets were then divided into two groups, group set A, and group set B. In addition, there were five fillers and two practice items included in each group. All sets were equal in relatedness.

The study was conducted during regular class time. Students first read the sentence sets in a study condition in order to differentiate this condition without the possible influence of using elaboration techniques. Each student was provided with a booklet instructing him or her to read each pair of sentences as a unit and rehearse each pair three times. There was no time limit given for their studying within the confines of the class period. Studying the sentences in pairs was part of the instructions. They were also told that they would be given a short test in English, based on what they had just studied. The test consisted of the second sentence given as a cue and the student has to remember the elements of the first sentence. They were tested on the filler questions only at this time. They were tested again without warning, 24 hours later, again using a cued recall test. The purpose is to test text memory and the relationship of one sentence to the other.

One week later, they were given the set of sentences using the elaboration method. They had no forewarning of this happening. They were again given a booklet with the other set of ten sentences, five fillers, and two practice sentences. One pair of sentences was typed on each page with a line dividing the two sentences and sufficient space

between them to write another sentence. Their instructions were to write a sentence in English between the typed sentence pair that would create a three-sentence story. They were allowed to complete this task at their own pace and all were done in 30 minutes. A cued recall test was administered twenty-four hours later, without warning. They were then given a test in which they had to translate the test sentences given the prior day, into English. This was to test for comprehension of the sentences used in the study.

For scoring purposes, the sentences were broken into idea units from which the researcher created a template. Two scorers completed the scoring, agreement between them was 91% for translation scores, and 95% for recall scores. The difference was resolved by having one scorer reexamine the data. Their statistics gave evidence that the sentences were comprehensible by the translation scores: M = 0.80 and the SD = 0.12. There was no difference between the group A set and group B set.

Calculations were done for each student and each item based on cued recall scores. The results show the elaboration condition had a higher recall than the study condition.

The conclusion reached by the researcher was that the elaboration method assisted students to have better recall of a second language, rather than studying just to memorize the vocabulary.

A second experiment was done using sentences with three levels of causal relatedness, high, moderate, and minimal. The population was a group of 22 students enrolled in an intermediate Japanese language course at the University of Massachusetts, Amherst.

High, moderate and minimal causally related sentences were selected from Myers, Shinjo, and Duffy (1987), using three antecedent (first) sentences and one (second) consequence sentence. The sentences were translated into Japanese as in the first experiment. Some of the sentences needed to have minor changes due to the translation and a norming test was conducted and resulted in two sentence pairs that were changed from moderate level of causal relatedness to minimal level.

Using 20 sets consisting of three levels of sentence pairs, 6 material sets were created. Each set contained 10 pairs of sentences, five fillers, and two practice test items. Each set included three or four items from each level of relatedness.

The experiment was conducted just as experiment one, with a couple of minor exceptions. In the study condition, the students were told to practice the sentences in their mind four times vs. three times in experiment one. The reasoning was that prior research demonstrated that sentences with minimal relatedness take longer to read. In addition, sentences with minimal or high relatedness make it more difficult to create an elaborative link. The second change was with translation. The students translated 20 pairs of sentences they had read during the encoding conditions. This was to test for comprehension of what they were reading. All students completed the study condition task in 38 minutes, the elaboration condition in 30 minutes and each recall test was completed within 12 minutes.

Data were scored as in experiment one with the agreement scores being 96% for translation and 94% for recall. Again, one scorer reviewed the data a second time to resolve the differences. Translation scores of M = 0.87 and a SD = 0.08 show that these test questions were comprehensible. There was no statistical difference between the material sets.

The second experiment showed that the elaboration condition was more significant than the study condition as

shown in experiment one. In addition, it also indicates that the elaboration condition is more efficient for the minimally related sentences than for the moderate or highly related ones. This perplexed the researcher, as past research does not support this. Moderate relatedness sentence pairs have been the most effective for memory recall in other studies. Therefore, the researcher concludes that there may be a minimal relationship since it takes greater cognitive processing time to create a linking sentence. Due to the lack of relatedness, one needs to be more creative to form a bridge between the pair of sentences. The time involved may have aided in retrieval from memory. The article addresses that it is difficult to insert a linking sentence between a pair of sentences that already have high relatedness. With moderately related sentences, it is not difficult to create an intermediary sentence; therefore, the processing time is shortened.

Another factor raised in the conclusion was that students who study a second language are already prepared to memorize the material in some way. It is stated in the conclusion, but not in the method section that the experiment 2 group had a longer encoding time than experiment group 1. Therefore, they may have had more time to create concrete representations in their memory.

SECTION TWO: The Teacher as the Researcher

It is a truism to say that, while learners can learn without teachers, teachers cannot teach without learners. It is equally evident that teachers cannot teach effectively without understanding how learners learn. Wing (1993).

D. M. Johnson (1995), describes a variety of research techniques available to the classroom teacher in the second language classroom. She addresses the increase of action research where the teacher is also the researcher. Johnson reminds the reader that for too long, teachers needed to extract the findings of research and apply them to their own style in the classroom. "This mechanical, consumer model of applying research has been replaced by different notions of what it means to 'apply' research as well as by different conceptions of teachers' roles in conducting research" (p. 3). She cautions that teachers who have administration pushing them into this role, could trivialize the work, thus making it meaningless. For those that pursue it out of sincere interest will benefit from the empowerment of the work as well as be contributors to the practice domain.

Johnson (1995) considers six different methodologies: discourse analysis, ethnographic studies, correlational studies, case studies, survey, and experiments. The author states that there are many other methodologies available, but these are the ones she considers the most important. For each methodology, she provides a positive and a negative reason for using it. In addition, she contributes to each with examples of how the methodology has been used by other researchers. For the scope of this work, the focal point will be on the methodologies. There will be a review of her comments and recommendations regarding each.

Due to the variety of both qualitative and quantitative methods that Johnson reviews, it is a manageable start for any teacher embarking on action research. In addition, Johnson encourages the use of quantitative methods along with qualitative methods for the discovery of the interrelationships that take place within a classroom. Johnson makes an important point regarding categories. She proclaims a need for a fuller description of the student participants rather than beginner, intermediate, and advanced. She advocates the inclusion of the personality traits, cultural experiences, and learning styles as an abundant source of information necessary to the research.

In the section on correlational approaches, the author states that these approaches have been have been used extensively for language testing and the study of aptitude, anxiety, and strategies in language learning. With the advancements of computers, researchers are now capable of investigating a large number of factors using statistical procedures.

The negative to using this type of method, according to the author, is that some variables lose their richness when they need translation into a number for statistical analysis. Examples of these include cultural background of the student, the behaviors of the teacher, and attitudes. For other variables that are so narrow in their scope, the effectiveness of what is being measured, is lost. Johnson (1995) gives the example of using the grammatical analysis of verbs for determining proficiency of second language writing (p. 5). She states that this rules out a number of significant factors are also related to writing proficiency. The researchers issue a precaution to review carefully the validity of information prior to using it for correlational studies. To balance this, Johnson suggests the use of interviews or observations to enhance validity. She states that this research tool can show relationships

that may not otherwise be apparent through other methods of research.

Case studies are the tool of choice for studying individuals and their learning styles as well as teachers' teaching styles, or a classroom of learners. Johnson (1995) states "Yet in my opinion, case studies will become increasingly important in classroom oriented research on language learning and teaching as researchers seek more adequate socio-cultural and contextual explanation of learning and teaching processes and outcomes" (p. 7).

Johnson (1995) explains that case study methodology needs to be refined based on what research questions are to be addressed. As well, it needs to have the flexibility to address unexpected issues that may arise as the study proceeds. Johnson also points out that criteria for case studies are not as well established as those for other forms of research. However, she offers suggestions for creating validity for the tool as valid research by including the following:

1. A case study that allows for reassessment as it progresses

2. Collect data through a variety of means

3. Collect adequate data over a sufficient amount of time and include all-important aspects of the context

4. Describe how the data are valid

5. Write a good description of the data analysis procedure

6. Describe how typical and applicable the data are

Johnson indicates that a good analysis will identify meaningful issues that arose within the context, show a pattern, and the interrelation of these issues. From this, the researcher needs to explain how the interrelationships affected the phenomena and propose new perspectives based on what has been learned.

Johnson advocates the use of case study research in the language classroom and asserts that it is useful in a variety of situations. Her view is that case studies allow us to view teaching and learning within a setting in a more global perspective. The final advantage is that they are of interest to teachers, which makes them effective tools. If teachers find them readable, they are accessing research information that they not otherwise seek out to read.

With regard to survey research, Johnson explains the constructs of surveys such as population and samples. She advises that this is a useful tool for assessing information regarding work conditions for teachers, methods of teaching materials used in the classroom, and other issues of classroom practice.

Johnson claims that the benefit of surveys by stating that they are widely encompassing; however, they are dependent on well-constructed survey tools, adequate samples for the research questions, and sufficient response rates.

The concession the researcher has to make is the lack of depth of responses. In regard to this, she states that she believes the survey research in the field: a.) has questionable validity, b.) the reasoning for how sampling was done is not sufficiently explained, c.) poor response levels, d.) which in turn creates a bias, and e.) there is not a complimentary use of quantitative data collection in addition (Johnson, 1995, p. 10).

To address and rectify these concerns, Johnson offers these suggestions:

1. Pilot testing should be done with a survey tool prior to the formal research.

2. Questions should be modified based on the result of this testing.

3. All steps of the research should be included in the final written research, including the pilot testing, the revisions made, and the procedures used to verify that participants had a clear understanding of the language and information used.

4. The population needs to be clearly defined. The
   researcher should state why that population was chosen
   and how the samples of participants relate to the
   population as a whole.

Johnson believes that there has been undue
generalizations based on results reported. She identifies
the low response rates as a significant problem. She
adheres to the standard of performing non-response bias
evaluations on any response rate that fails to be at least
90 percent. The alternative is to select a smaller sample
for the benefit of a higher response rate. Both issues
need addressing in the final report.

Johnson's final suggestion for survey research is to
incorporate quantitative research along side of the
qualitative part to add depth and breadth. She states that
these combined methods have already been used, and she
feels this is a positive trend. It is her belief that this
type of research is more readable, produces more insights,
and therefore will be more useful.

Ethnographic research is the least developed by
Johnson. For the most part, she avoided adding her voice
to this section. The bulk of this research tool is
dependent on examples with Johnson offering little.

Johnson (1995) does clarify the area of ethnographic

research as she identifies it by stating,

> Here I will use the term *ethnography* as well as the
> term *ethnographically oriented research,* a somewhat
> broader term than ethnography, to refer to work that
> involves the holistic study of social and cultural
> phenomena-including communication-in context, and the
> cultural interpretation of behavior. (p. 11)

Johnson continues to explain that this type of

research requires an extensive amount of time for

observation, not just sporadic visits to a classroom. She

asserts that there is a lack of ethnographic research among

older learners as all of the examples she shares are with

children. She is able to provide a few examples of

settings where this research would be most useful such as

second language classrooms in a variety of countries,

language institutes, and culturally diverse second language

classes. It is Johnson's intimation that ethnographic

study is closely associated with linguistics and

psychology, but fewer L2 and FL researchers have the

background to do the research as of yet. One important

observation is that L2 and FL journals are primarily

quantitative research based. Therefore, there is not an

appropriate forum for the qualitative material to be shared

with the community.

Experimental research is widely known, used, and

accepted. Johnson states that this is the dominant method

of researchers. Due to the nature of the cause and effect relationships that are tested, most of the research occurs in a lab setting. The negative side is that few experiments have taken place in a classroom.

Johnson (1995) provides her views of the positive and negative of the experimental method simultaneously. At the beginning of her review, she states that "The major advantages of experiments derive from their carefully planned design and procedures" (p. 14). With a focus on a few variables, the researcher is able to study a measurement in depth. However, within the same paragraph, she negates the design by saying "Constructs may be measures with procedures or instruments that lack adequate levels of validity or reliability or that operationalize the construct in a very narrow way" (p. 14). She continues to negate the objectivity of the design based on biases, narrow constructs, and methods of interpretation.

She finds it interesting that the questions that researchers use in experimental research correlate to the questions that teachers want answers provided. Johnson then explains that there is little generalizability to a larger population since the context, setting, cultural settings, and other conditions are different. She asserts that researchers need to provide an explanation as to why

different results are achieved by different teaching practices. She contends that journal editors need to take some responsibility in this by prompting the researcher to write in more detail, the particulars of the experiment and the sample. She continues to advocate for the researcher to include the students' thoughts about the experiment. Her rationale is that the reader will have a wider scope of information from which to extract that, which is meaningful to his or her own practice.

The last methodology discussed is discourse analysis. Johnson (1995) cites examples of the uses of discourse analysis. "It provides information about what language learners need to learn, such as rhetorical structure and style, teacher-student interaction, student-student interaction, the pragmatics of discourse, scripts for school, politeness strategies, coherence conventions, and cohesive devices" (p. 15).

Johnson identifies two basic types of discourse analysis methods. One she refers to as starting from the bottom to work upward. She describes this as a linguistic approach, which investigates the form and function of a particular structure. The second approach is from the top down. This is an approach used mainly for ethnographic and socio-linguistic arenas and is preferred for discourse

analysis in the classroom. This type of discourse analysis uses a communicative event within the situation in which it has occurred. For teachers, it can shed light on how language is tied to culture as well as provide a global view of phenomena with more validity in interpretation.

Johnson continues with the advantages of discourse analysis by suggesting that video and audio recordings as well as written texts can be reviewed as many times as needed in order for the researcher to extrapolate the information. This provides an opportunity in addition for the teacher as well as the student to view or listen to the material for themselves.

The negative aspects of discourse analysis again are not as much with the methodology as with the researcher. Johnson (1995) explains one issue she has with this method.

> An important problem in discourse-analysis work is that researchers often present interesting examples of learner discourse to illustrate a phenomenon, but too often fail to give readers any indication of how frequent, how representative, and how variable such phenomena are. (p. 17)

Johnson concludes the article with a short overview of her discussions of the various methodologies and her arguments regarding each of them in generalized terms. This chapter was not meant to be and is not a guide for the classroom teacher to start doing action research, however, it may create some interest for teachers start being

researchers. With that in mind, they will have to investigate action research techniques in the classroom further.

Richards and Lockhart (1996) offer many proactive methods for a teacher to monitor her/his success in the classroom. This book initially addresses the teacher as a researcher. The authors provide the tools that a language teacher needs to be an active researcher in their own classroom, which empowers them to grow professionally. The procedures discussed include journaling, lesson reports, surveys, and questionnaires, recordings with audio and video equipment, observation, and action research. All techniques form the foundation of the volume and are referenced throughout the book.

Journaling is suggested as a way for teachers to reflect on what issues were important. It is important that they note the particular time, questions, or problems that have arisen; feelings concerning the curriculum; the role of the learner; what techniques were particularly successful; and other observations. Writing a journal, they suggest is also a valuable tool for providing understanding of the teaching process, thus making it an instrument leading to breakthroughs in style and effectiveness.

Lesson reports are the reality of a lesson plan. After the lesson is over, the teacher records as accurately as possible what happened during that lesson. How much time did each activity involve, which activity was a success and which were least effective, as well as other questions in a structured inventory.

The teacher can use surveys and questionnaires to investigate multiple dimensions of the students in the classroom. Information is gathered regarding their opinions of the effectiveness of different activities and exercises. As well, a teacher is able to gather information regarding affective aspects such as attitudes, motivation, and other important information quickly.

Audio and video recording has the major advantage that it is possible to replay them as many times as needed to gather information. The authors balanced this mode by pointing out the negative aspects. A school may not have access to such equipment. Videos might only include a small segment of the class. Having the equipment there might be disruptive or distracting to the students and reviewing them can be time consuming.

Observation is a common occurrence for a student teacher, but for the seasoned classroom teacher it may be associated with being evaluated. The authors suggest that

to create a positive atmosphere, the observer should be gathering information only. There is much to be learned from another teacher's style.

The last approach Richards and Lockhart (1996) describe may be a new concept to many teachers. "Action research typically involves small-scale investigative projects in the teacher's own classroom, and consists of a number of phases which often recur in cycles: Planning, Action, Observation, and Reflection" (p. 12). This technique is to assist the teacher in comprehending what is happening in the language classroom and allows an opportunity to create change, based on that information.

Reflective teaching is especially important. The teacher examines her or his belief system about their role in the classroom. Richards and Lockhart explain objectively that a teacher's belief system evolves over time. This evolution occurs from many experiences. Some of these include the way they learned a second language themselves, experiences they have had, personality, and their educational training.

The authors ask the questions that will give teachers the fodder to examine a teacher's own belief system about English. How do they view English? Do they view it as a language of commerce, colonialism, or literature? The

authors regard teachers' views as reflective of their teaching style. What opinion a teacher has regarding learning is very important to the language classroom. Their ideas regarding learning need to be in focus with the students' notion of learning, in order for both to be effective. Both bring some experiences regarding learning into the classroom. The complement to this is an exploration of the teachers' tenets of how to teach another language. They continue with beliefs concerning the program and the curriculum.

Richards and Lockhart (1996) have created an opportunity for reflective thought where a teacher can determine if their beliefs are still valid or need further exploration, by providing discussion questions. They do not imply that there is a correct or incorrect way of addressing any of the issues. They provide the questions for discussion for the teacher to arrive at her or his own conclusions. As additional tools, they have included three appendices in the chapter for further guidance. The shortcomings of the appendices it that there is no follow-up for analyzing the results of the exercise. The positive aspect of this is that it leaves it open-ended for the teacher to formulate his or her own conclusions without being influenced by a controlled model.

Since teaching is a bi-directional activity, the third chapter is essential. It is a concentration on the leaner. The beliefs of the teacher are not always reflected in the belief system that the learner has when they enter the classroom. Richards and Lockhart (1996) expound on this in the following statement:

> Learners' belief systems covers a wide range of issues and can influence learner's; motivation to learn, their expectations about language learning their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor. (p. 52)

A sub-component of this is the opinions that a student may have regarding the four language skills that are necessary for learning another language. These are speaking, writing, listening, and reading. A teacher may have a different point of view as to what is of primary importance to focus on in a language lesson. When these mismatches occur, a student may not fully benefit from a lesson, because they are not as interested. When students enter a classroom, they have expectations of how a teacher should teach. This can be detrimental if a student is learning in a different culture or from a teacher who was trained in a different culture.

The authors explain that students come to the classroom with expectations regarding how they are going to

learn a language. They believe that students already know what methods will work for them and which were unsuccessful in other learning situations. Due to this, they may be resistant to some of the teachers' methodologies. In reverse, the teacher may try to discourage the student from using some learning techniques if it is in their belief system as non-productive.

Beyond instruction, but no less important is the feeling the student has regarding their own ability to learn a language. This will be a determining factor in how they maximize the learning opportunities, associated with this are the students' goals. As Richards and Lockhart (1996) inform the reader "Since learner beliefs are influenced by the social context of foreign language learning, there are often cultural differences between the belief systems of learners from different cultural backgrounds" (p. 56).

There is a brief review of cognitive learning styles included. The four styles accentuated are concrete, analytical, communicative, and authority-oriented. The concrete learner has the qualities as one who needs and wants visual stimulation. This learner does not like rote work. This is the student who likes challenges, needs a constant change in activity, and needs to be kept active.

Cognitive learners like to be entertained and appreciate physical involvement in the learning process. Analytical learners are more logical and like to learn at an individual rate. They want to be aware of the systematic approach of the learning. This type of learner takes a somber approach to learning, working hard at succeeding, but is susceptible to not succeeding at all. For the communicative learners, they learn best in social situations. They need and appreciate direction and guidance in how they are progressing. They benefit greatly from group activities and discussions in the classroom. Finally, the authority-oriented learners need the structure of a traditional classroom, where lessons receive instruction serially. This type of learner likes the dominance of the teacher role and feels comfortable in the passive role of the student.

A short review of learning strategies is discussed. They are memory strategies, which include linking vocabulary to memory pegs, using sounds, visuals and review. Cognitive strategies include speaking and listening to identify ideas and creating structure in input and output. Compensation strategies contain the ability to use body language and other clues to gather meaning. Metacognitive strategies include associating knowledge with

what is already known as well as making goals for future

learning. The affective strategies as presented encompass

the lowering of the affective filter. This in accomplished

through music, laughter, self-praise, and sharing ones'

feelings regarding the experience with someone else.

Lastly, social strategies include questioning points when

there is not a clear understanding, interacting with native

speakers and learning about others' cultural experiences.

When the authors discuss interactive decision-making,

they are too brief to be of assistance. Interactive

decision-making is when a teacher continually assesses and

re-assesses the successfulness of a lesson strategy or

technique. The following paragraph is an optimally concise

example of the Richards and Lockhart (1996) philosophy

regarding this issue as the authors purport,

> The ability to make appropriate interactive decisions
> is clearly an essential teaching skill, since
> interactive decisions enable teachers to assess
> students' response to teaching and to modify their
> instruction in order to provide optimal support for
> learning. A teacher whose teaching is guided solely
> by a lesson plan and who ignores the interactional
> dynamics of the teaching-learning process is hence
> less likely to be able to respond to students' needs.
> (p. 84)

It is suggested that a teacher may be defined by the

administration for which they work and have little freedom

for self-definition. In other circumstances, a teacher may

emulate the methodology in which she or he prescribes. As

Richards and Lockhart (1996) state "Implicit in every methodology are particular assumptions about the role of the teacher and how the students should learn" (p. 101).

The structuring of a language lesson is the topic of another chapter. It is composed of four elements – openings, sequencing, pacing, and closure. As the name implies, the opening is significant in that the teacher sets the stage for the lessons learning. It is usually the first five minutes of the lesson and consists of a review of the previous lesson. Depending on how the instructor develops her or his technique for the opening element will determine how involved the students are for the rest of the lesson. Sequencing is the decision the instructor has to make about how to proceed with a lesson. All lessons have components and activities for reinforcement of the material to be learned. Sequencing is the order the teacher decides to present each of the sub-components. Pacing is the amount of time allowed for each section or activity of the lesson. As the teacher is instructing, she or he needs to be aware of what is working and what is of lesser importance at any given time. Pacing is making sure that sufficient time is appropriated to the activities or parts of the lesson that students are responding to. Closure is as important as the opening. This is the last opportunity

the teacher has for concluding a lesson for the day. An effective closure will reinforce what has been learned in that lesson and prepare the student for further learning.

The next section is an examination of the activities used in the second language classroom. The section has more discussion and follow-up activities than substance in the types of activities themselves. The first one discussed is the presentation activity in which a new learning item is introduced. Practice activities include those that review prior learning. Memorization activities include those that assist a student to assimilate information in preparation for the next level of learning. The activity for comprehension is where the student demonstrates and understanding of the material either through verbal or written means. Incorporating what they have learned into a creative product is the application activity. Teaching the learner to look for particular clues in their reading or listening, such as prefixes or suffixes, is called strategy applications. Affective activities are those which maintain a learner's motivation level, interest in the subject, and confidence. When teachers correct written papers or verbal practice to correct mistakes, these are part of the feedback activities. Finally, there are the assessment activities,

which is the way a teacher evaluates what a student has learned in the class and which goals have been achieved.

This book is a valued source for all language teachers, from the student teacher to the veteran instructor. It is easily adaptable to the single teacher, but teaching partners or a group of teachers would receive multiple rewards from the comments their receive from their peers when using the exercises included. Each chapter includes a well-written and researched component of the language classroom. Furthermore, the authors have included comprehensive discussion questions for self-reflection or for use between colleagues. Follow-up activities are included as well as samples and appendices, which allow for immediate implementation. All appendices are within each chapter, making them readily accessible. However, some chapters do contain more activity for further discussion and follow-up exercise than substance about the topic at hand. The appendices can cause confusion. There is no direction as to what to do with the information once is it gathered.

SECTION THREE: Second Language Learning

Stephen D. Krashen is recognized as a linguist and authority in the area of language acquisition.

Fundamentals of Language Education serves as a brief
introduction to language acquisition theory as well as
progression of literacy, and cognitive expansion involved
with the learning of a second or foreign language. In a
short synopsis of five hypotheses Krashen (1992) starts
with the Acquisition-Learning Hypothesis. This hypothesis
maintains that there are two sub-components, which are not
dependent on each other. Sub-component 1 is the
acquisition of language, which takes places subconsciously.
Learning is taking place without the learner being aware
that it is happening. The new information learned is
stored away in the brain. Krashen states that the research
shows that this is possible for both children and adults.
The second sub-component is language learning. This
process happens when we are fully aware of it happening.
For example, a student that is in a language classroom
knowingly learning new vocabulary, this is language
learning. When mistakes happen, error correction aids in
the process of learning further; however, there are
limitations.

According to the Natural Order Hypothesis, we obtain
components of a language in an order that is predictable.
Some rules of grammar are acquired before others. In both
the first and second language, Krashen explains the

progressive marker -ing, is usually learned early on in the process. However, the third person singular -s may or may not be learned at all. Krashen (1992) maintains that according to this hypothesis, no teaching method will assist a learner in attaining this piece of the language structure until they are ready to learn it (p. 2).

When we are aware of the fact that we are learning, we have a monitor to edit the input and output. This constitutes the Monitor Hypothesis. The monitor is limited in its usefulness. Language needs attainment through acquisition, not learning. With the monitor, one has the ability to edit oneself for error correction. Krashen relies on the work by Hulstijin and Hulstijin (1982) in saying "Some research shows that when we focus on form while speaking, we produce less information, and we slow down" (p.3).

How language acquisition happens is the question that the Input Hypothesis tries to explain. Language is acquired when communication happens. When communication happens, it is referred to as comprehensible input. When spoken words are understood and when written words have meaning, language development is in the acquisition phase. Krashen maintains that as more comprehensible input is available, more language acquisition takes place. It is

his belief that traditional methods of using drills, memorizing, and teaching grammar rules have not been as successful as an immersion in the language itself. It is also evident that formal instruction does not need to take place for language acquisition to take place. Finally, because of all of the rules of grammar and syntax in all languages, it is hardly likely that a learner will have learned them all in a conscious manner.

The last hypothesis reviewed is the Affective Filter Hypothesis. The affective filter is the mechanism that hampers input from reaching the area of the brain where language acquisition takes place. The affective filter and its ability to prevent acquisition from taking place is dependent on learners' self-esteem, anxiety, or other emotional factors.

Krashen discusses the Reading Hypothesis, which relates to the elaboration of knowledge. The components of the Reading Hypothesis are similar to those of the Input Hypothesis. Reading promotes vocabulary development and comprehension. In addition, those that read more do better on vocabulary and reading comprehension tests. Reading does not require someone to be available for instruction. Krashen states that past research shows a trend that readers have limited opportunity to learn new words through

a one time exposure, but with enough reading, this can still be a significant gain in the amount of vocabulary acquired.

Krashen purports that cognitive development is not a conscious process. The new information that is acquired with cognitive development is stored in our long-term memory. This happens while other processes are in effect. While using critical thinking skills trying to solve particular problems that engage the learner, cognitive development happens as a by-product unconsciously. To illustrate his point, Krashen gives an easily associative example. In using the local shopping mall, he states that the shopper does not receive a map of the locale of the parking lot, each store, the public telephones, and restrooms with which to study before hand (Krashen, 1992, p. 14). None of the answers to these locations are determined from study, but rather from problem solving. The connection to language learning is that those who learn a language well usually do so by solving problems.

Krashen (1992) points out that studies show reading is in direct relationship to cognitive development. He states that prior research has strongly suggested that children that read more did better on tests and had a higher degree of success as an adult has. The critical factor is what to

read. Reading related to the current problem to be solved is the key of importance. "When we read selectively to solve a problem, we remember what we read. When we read material that is irrelevant, we don't remember it" (p. 16).

Writing is another important feature in problem solving and cognitive development. Writing allows one to clarify our own thinking as well as communicate ideas. By seeing one's thoughts on paper, they become more clear and objective. This gives the writer the ability to expand beyond the initial thoughts. Thus, we are able to create additional productive thoughts to arrive at higher level thinking. Revision is an essential component of this form of development. By creating draft after draft, more thoughts are stimulated and the final project is better developed.

Discussion is the third and last tenet of Krashen's discourse on problem solving and cognitive development. He maintains that when students work together in a target language they will often arrive at conclusions that will escape them individually. In addition, when one student does not understand a teacher's output, another student may be able to make it comprehensible. By doing this, students need to synthesize their thoughts which in turn creates a

cognitive elaboration creating greater understanding of the material for themselves.

Krashen not only presents theories about language acquisition; he provides suggestions for implementation. He is a strong advocate of reading. It is his belief that an abundance of reading material should be made available to the second language learner. He purports that most learners will not have access to such materials at home. Therefore, it is the responsibility of the school to make sure that there are supplies of books available in the classroom as well as in the school library. To encourage the reading of the material, the student should have enough time to peruse the selections.

Free reading can be extended one step further. After students read a book, they can then write a review of the book that may be available as a reference in either the classroom or the school library. Concluding this area of concern, Krashen (1992) states "We read for interest and pleasure and engage in problem-solving, and language acquisition and intellectual development occur as a result" (p. 24).

Krashen addresses applications and for the beginner student, he favors the intensive aural input provided by Terrell's Natural Approach (Krashen & Terrell, 1983b).

Krashen (1992) explains the "Natural Approach classes are organized thematically, around topics and activities that students in a particular class will find interesting and comprehensible" (p. 26).

The key to this is customization for each class. Grammar is not an overt part of the teaching. Conceivably, the learner will obtain the needed components from the aural input as they involve themselves in the activities. The themes allow teachers the freedom to expose students to grammatical input in the form of pictures, vocal tone, and mime as part of the whole lesson. Additionally, games are an important factor to engage the students' interest. Magic tricks, card games, and other simple activities are encouraged in this approach. As the student is engaged in an activity, the comprehensible input of grammar will come naturally.

In this method, there is not an expectation for students to produce verbally at the onset. When they do speak, they are able to do so with words and phrases rather than complete sentences. The teacher does not correct their errors.

Later into the learning process, grammar is included for satisfying student curiosity and for supplementing anything that may have been missed with the acquisition.

Krashen states that research shows those students learning with this method rank on par with traditional methods on grammar tests. As well, they outperform the traditional language learner on communication tests.

In spite of the fact that Krashen has personal involvement in the Natural Approach, he is objective enough to recognize that this method is only successful for conversational language learning. Although this method is successful for the beginning student, it limits the student from an intense study of the language. Such a student will not be able to conduct business, read works of at a higher level, or engage in advanced studies.

Again, suggestions put forth for this advancement include reading once more. He suggests that students read within subject area that they are studying in the target language. His belief is that students will also learn to write well as a benefit as they will have absorbed the information necessary from their readings. Another suggestion is the Sheltered Subject Matter Teaching or SSMT (Krashen, 1992, p. 31), in which the student takes academic subjects in the target language.

For the intermediate language learner, Krashen again recommends games be played. However, for this level, the games require more interactions with other students, a

higher level of problem solving, and the use of reading and writing. It seems that role-playing games are especially successful. He suggests some commercially marketed games that were popular at the time of this writing. As students work together for a common goal, cognitive development occurs. He does note that students who hear each other's errors in speech are likely to replicate them. To correct this, native speakers should be part of the play to include authentic speech.

In another of his books, Foreign Language the Easy Way, Krashen (1997) reframes the meaning of language acquisition, by stating "Current language acquisition theory claims that we acquire language in only one way, when we understand messages, that is, when we obtain 'comprehensible input' (p.3). The author believes that the definition of language acquisition needs to be extended to include receiving information that has not yet been encountered, but which the learner is developmentally ready to acquire. Krashen maintains that comprehensible input or "CI" is true language acquisition, a subconscious learning.

Krashen relates that prior research validates the theory of the affective filter of the student needing to be lowered while the self-confidence needs to remain high. With this stated, Krashen asserts that conscious language

learning has limits to its usefulness. When a student knows the rules of a language, she or he is bound by the use of the rules, which become an editor. He supports the subconscious acquisition of vocabulary prior to the heavy conscious learning of grammar and rules of usage. Krashen believes that grammar will be part of the learning process, even if not overtly taught in the classroom. He also believes that error correction has its limitations. Reflecting on past research, he states that error correction has a minimal effect in language acquisition on the subconscious level, and only effects the conscious learning.

Krashen (1997) advocates an orientation to language acquisition theory prior to the student proceeding with their study of a second language. The purpose of an orientation is to make the student aware of the pedagogy involved in the program and to assure them that they will have the tools for continued study on their own. Krashen focuses on the Natural Approach (Krashen and Terrell, 1983) for language teaching where the student has an immersion in aural input during the class session.

At the beginning levels, they may choose to respond to questions in their native language or with simple words or phrases from the target language. Speech in the target

language develops on its own and error correction is absent. Lessons reflect student interest and are not directed or guided by lessons in grammar. The teacher needs to have the flexibility and creativity to understand the interests of the students. According to Krashen, students using this method of instruction have a higher rate of continuing to a higher level of language instruction then those that did not.

Krashen describes two adjunct tools for students that are relatively simple to create as well as inexpensive to produce. The first is a collection of cassette tapes made by native speakers on a variety of topics. These tapes are available to the students to borrow and listen to at their leisure. As they choose topics of personal interest, they will have comprehensible input as well as hearing the voice of various native speakers. The second tool is to have intermediate students write booklets of original stories or re-told stories in the target language. These booklets are written without the use of a dictionary. Beginner students have access to these booklets for their continued study. The dictionary is not utilized in the writing of the booklets, because the theory is that if an intermediate student is not familiar with the vocabulary, neither will beginners.

Ten percent of all advanced level classrooms in North America, as reported by Krashen (1997) are non-native speakers or students who do not have daily access to the target language. One proposed solution for this is two-fold. The first includes sheltered subject matter teaching. These are classes offered in regular subjects, but solely in the target language. These classes may be offered to intermediate students of the target language only. "When advanced students or native speakers attend sheltered classed, they make life difficult for intermediate, by pulling the input level too high" (Krashen, 1997, p. 21).

The author believes that the logical subject to start with is a literature class, so that the student can acquire the target language as well as learn about the culture. He advocates the use of comic books, magazines, newspapers, and novels all in the target language. The second component is a continuation of the first. Krashen advocates free reading time with the student selecting their choice of material to read. Krashen explains that studies that have been done after these programs were completed showed high student enthusiasm as well as a high achievement in acquiring the target language. From the literature class, students move on to math, history, or

other subject classes taught in the target language. Krashen states that not only do the students learn just as much in the specific class, but they are also getting a wealth of academic vocabulary.

Krashen maintains that language classes should not set out to create experts in the language, but intermediates. Those that successfully reach the intermediate level will have the tools to continue study on their own and advance according to their desires. Krashen distinguishes between the second language learner and the foreign language learner and raises four concerns. a.) Students in a foreign language learning environment do not have access to the language outside of the classroom; b.) most foreign language teachers are not native speakers and therefore are not perfect role models. c.) students do not have a group to join, in which to motivate them further in learning the target language and accent, and d.) time in the classroom is limited.

In addressing the first concern, the author states that the solution is free reading. The student should be encouraged to read whatever interests them in the target language. The belief is that conversational language is abundant in written material. In addition, it is suggested that they have many opportunities to view television,

listen to radio, and other forms of aural practice to continue their listening skills, in the absence of native speakers. The teacher should be up-to-date on what is available and make as many of these resources available as possible. Krashen (1997) does not believe there should be tests or quizzes on this material as it may detract from the pleasure of doing the activity. The students will complete the task for the pleasure of doing it, if the material pertains to their interest.

For non-native speakers, the author states that teachers should be strong advocates of reading in the second language. They should discourage students from frequently using a dictionary to look up unknown vocabulary. He states that studies show that students will pick up the vocabulary and learn more efficiently as they read for meaning. The same is true with aural communication. A student should not try to understand every single word, but rather the context of what is being said. The teacher has a responsibility to provide a variety of aural input in the classroom.

Regarding the club, Krashen states that a student will emulate the teacher's accent until the age of 10 to 11 years old. Then they will look for new role models to copy. At this time, they will start to emulate the group

of students with whom they bond. It is suggested that they find another group of native speakers with which to associate, in order to refine their accent.

The final concern is the amount of time in the classroom. Most classes meet for several times a week or daily for shorter periods. Krashen strongly recommends the comprehensible input method as being the most efficient.

This small book was rich in researched information as well as practical advice for teachers of a second language. Krashen writes in terms that the average educator would find readable and useful. It is an excellent introduction to Krashen's work.

MacIntyre and Gardner (1994) state that in the past, research regarding second language learning and anxiety have been based on a broad spectrum of accomplishments such as grades. With this study, they based the research on a three-stage model of learning: Input, Processing, and Output, developed by Tobias (1986). Using nine learning skills, they isolated and measured the success of each of the three stages of language learning. At the same time, they developed a new scale to measure anxiety during each of the stages.

The premise for this study is prior research that shows multiple variables that affect the ability to learn a

second language with anxiety being one of the primary issues. The authors define anxiety as "…the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284). The goal for this research was to isolate the specific stages in which anxiety impedes with second language learning.

Anxiety, for the purposes of this study is identified as the time the person involved is distracted from the task at hand, learning a second language due to the person having undue concern about other's opinions, fear of failure, or self-criticism. With this division of attention, the student is not able to concentrate fully on the subject matter before them. Citing past research, the authors explain that when students are aware of this interruption caused by anxiety, they sometimes try to compensate by studying harder. Unfortunately, their achievement is not success as for the relaxed student.

The input stage is the period when a learner is initially exposed to new stimulus. "At this stage, external stimuli are encountered and internal representations are made; attention, concentration, and encoding occur" (MacIntyre & Gardner, 1994, p. 286). The researchers assert that if anxiety interferes with the

learning process at this stage, it will have a negative impact on the second two stages. Unless lost information can be retrieved at this stage, there will not be the foundation needed upon which to build later. Anxiety may be produced during this stage as a result of someone speaking too rapidly or complex written material.

Cognitive operations comprise the second stage, the Processing stage. These operations include the ability to organize, store, and assimilate the new material. If there was an interruption in learning in the first stage, processing time will take longer. Indications in a second language context are comprehending a message or the ability to learn new vocabulary.

Output is dependent on the first two stages, as there is a dependency on earlier learned material and the ability to retrieve it. Interference at this stage is evident for those students who "freeze" on a test. They may know the material, but are not able to produce during a period of demonstration of their learning.

This study was a correlational design in which language anxiety was considered a stable individual difference. The researchers developed anxiety scales for each of the three stages of Tobias' model.

The participants were recruited from a monolingual English speaking university in Canada. The students were first year French language students. The volunteers consisted of 73 women and 24 men. All students had English as their first language. Each participant earned $15.00 for his or her efforts at the completion of the experiment.

The researchers developed three scales for the measure of language anxiety, one each for Input Anxiety, Processing Anxiety, and Output Anxiety. Each of the scales included three positive and three negatively worded items. To determine the validity of these newly designed scales, they also used the French Class Anxiety Scale which consists of 8 items to determine the degree of nervousness a student feels during a French class (Gardner, 1985). A second scale used for validity was the French Use Anxiety Scale (MacIntyre & Gardner, 1988) an 8 item scale used to determine the anxiety felt by a student using the language outside of the classroom. Lastly, they administered a shortened form, 8 items, of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz and Cope, 1986). This is to assess the anxiety felt by students in the classroom. The final grade for the course determined actual achievement. Ninety-four of the ninety-seven

participants signed consents for this information to be released to the researchers.

Performance measures were additionally utilized to provide scores for each of the three stages. Input performance was defined as simple repetition or needing little recognition. The three measures included for this level are:

Word Span - Strings of words four to nine words each flashed on a computer screen at the rate of one word a second. Students had to recall the string and were assessed on their correct identification and order of recalled words.

Digit Span - Listening to a tape recorder, students listened to twenty-four strings, half-English and half French, of random digits at the rate of one digit per second. Each string consisted of four to nine digits each. The task for the student was to write down the string in the correct sequence. French and English strings are corrected separately when scored.

T- Scope - Using the mouse on a computer, the students watched as 96 number words flashed on the computer screen. Half of the number words were in English and half in French. They were to identify with the mouse which was an

English word and which was a French one. Correct identifications and time were used to determine the score.

Processing included the time a student spent studying or in completing a test. Three tasks used to determine scores in this stage included:

French Achievement - Students completed a 100 item, multiple choice French grammar test in a 25 minute time span.

Paragraph Translation – Using the computer, students translated a moderately difficult poem from French to English. They were given one line at a time, but were given the ability to move backward to edit at any time. The time allotment was 5 minutes. A bilingual independent person completed scoring.

Paired Associates Learning – Sixteen noun pairs were presented on the computer. Each student was allowed to study each noun pair for as long as they wished, but time score was kept. After each pair was presented three times, the students were tested on their recall by providing the French noun when given the English translation. Time and accuracy were used to determine the scoring. Students were re-tested using the same process and noun pairs. Scoring was the same for the second test, however, the timing

scores were used for the Processing stage, while the accuracy score was used for the Output stage.

The Output stage being the student's ability to produce in French, the score from the noun pairs provided data for this stage. Additionally, the researchers included the following:

Thing Category - Students were provided with a category and instructed to write down as many things as they could within that category, both in French and in English. Each category consisted of one minute's time. The scoring included the number of words produced in each language.

Cloze Test - Again using a computer, the students were presented a paragraph with every fifth word missing. There were 25 blanks, in which the students needed to fill in with a correct word in a 5-minute period. A bilingual, independent person provided scoring.

Self-Description - Having one minute, the students were instructed to describe themselves in English. Then they were instructed to describe themselves in French in one minute of time again. Responses were recorded on a cassette and were scored based on accent, depth of their description, fluency, and sentence structure.

Testing was conducted in two stages. All participants completed the measures of language anxiety and the French Achievement Test in small groups. They were then scheduled for individual sessions for the remaining testing. Each session was about one hour long.

The results were reported using tables that point out the significant negative correlation between the course grade and the scores of the Input, Processing, and Output anxiety scales. The belief is that the higher than expected correlations were due to a short period between testing and final exams, which were 1 to 4 weeks. They also believe students may have had on-going anxiety through out the course and as a result reinforced their doing poorly on the exam.

In discussing the general results, it was categorized by the stage of the tasks. The Word Span task revealed a negative correlation to input anxiety. "Anxious students seem to experience difficulty holding discrete verbal items in short term memory" (MacIntyre & Gardner, 1994, p. 296). The Digit Span test was considered inconclusive by the researchers, as it was contradictory to the results of the Word Span test. They believe this is due to its shortened length. The last measure, the T-Scope, shows recognition is slower in anxious students. The time it takes to

recognize simple terms is affected and it was believed that this would be more apparent with structures that are more complex.

Scoring for the Paragraph Translation task showed that anxious students were not able to produce as well as those that were relaxed. Therefore, there was a significant negative correlation with Processing anxiety. It was judged from this that students would prefer an error rather than guess at an answer.

The Paired Associates task was a combined task for the Processing and the Output stages. Significant positive correlations with processing anxiety were reported in three of the four measures. One theory put forth based on this information, was that students who are more anxious took more time to study for the first test. However, these resulted in a negative correlation between the scores on the first test and the Output anxiety. Students may have studied more, but still had lower scores than the relaxed students. Subsequent tests still did not show a strong correlation between the Processing or Output anxiety. Cumulatively, they concur that anxious students can achieve as well if given the time needed to complete the task.

Finally, the Output stage measures showed significant negative correlations between the Output stage and Output

anxiety in all three measures. In the Thing Category Test, the negative correlation is attributed to the fact that anxiety inhibits retrieval of language from memory. The Cloze Test had a significantly higher negative correlation than did the Thing Category Test. It is believed that due to the increased difficulty of the Cloze Test, it raised the anxiety of the students to a higher level. The Self-Descriptions again showed a significantly high correlation with Output anxiety. This is attributed to students not having the vocabulary to describe themselves in the second language, but having increased anxiety knowing there was a time limitation. In addition, if they had been presented with the vocabulary, their recall may be impaired due to anxiety or anxiety may have interrupted the input at an earlier stage. Thus the vocabulary is unavailable to them at this time.

From this study, the researchers conclude that all three stages of language learning need to be taken into consideration. Past research has focused primarily on Output only. They state that this study reiterates what past research has shown, in that global assessments such as performance tests and grades have a negative association with anxiety; however, they do not offer any suggestions for creating a change.

H. Douglas Brown (1991) writes in the preface of his book <u>Breaking the Language Barrier</u>,

> For several decades now, foreign languages have been taught in public schools and universities in the United States with the ostensible goal of producing learners who can actually communicate in the foreign language, that is, who can speak the language with some facility and also understand the language. Of those who have engaged in this classroom struggle for language mastery, only a few have been able to claim that the classroom really led to communicative fluency in language. What went wrong? Why didn't we learn to communicate? (p. xi)

This book written for the adult student answers those questions, but more importantly provides a number of suggestions for the student who has had failed attempts in the past. The goal of the book is to give the adult student evaluation tools for future success in other programs. He also suggests that teachers of second languages will gain insight into her/his teaching methods as well.

Brown's initial assertion is that Americans lack the motivation to learn another language. English is so widely spoken around the world. The facts he quotes are dated, but interesting nevertheless. Brown (1991) states that the President's Commission on Foreign Language and International Studies reached the following conclusions:

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- Half of the students in high school who took a second
  language continued for a second year. The number
  enrolling in a third year is less then 4 percent.

- In 1974, there were one-half million less high school
  students enrolled in a second language than in 1968.

- In 1979, only 8 percent of United States colleges
  required a second language for entrance.

- In 1974, there was a decrease of fifty-four percent of
  college students enrolling in second language courses.

- At the elementary level, less than 1 percent of all
  students were receiving instruction in a second language.
  (pp. 2-3)

Although these statistics are dated, they shed some
light on the state of affairs in the American school system
regarding language education. As a result of these
conclusions of this commission, it is stated that some
colleges have increased their requirements for languages
once again. This commission does not exist in the current
administration, so recent statistics are unavailable.

Brown suggests that we can learn from the speech
pattern of babies. From the start, babies learn sounds.
With these sounds, they learn how to contort her/his mouth,
tongue, cheeks, and throat to form these sounds. From
this, words evolve, as they get older. Brown states that

the high school graduate has a vocabulary of 100,000 to 200,000 words: words that were absorbed throughout the life of the student. The student did not consciously study and memorize this entire vocabulary. Grammar is acquired by children naturally through listening to others speak. They learn to speak within context. For example, when asked a question, the child knows how to respond with an appropriate answer based on the question.

To substantiate this information, Brown relates the work of Noam Chomsky who posited the foundation of what he termed the "language acquisition device" or LAD. This is the genetic ability for a child to distinguish sounds, which eventually produce language through imitation. Brown states "The implications of the bioprogramming theory are that all children experience a 'critical period' for language acquisition between birth and puberty. During this time children must pass through certain developmental stages in order for linguistic development to progress" (p. 12).

With this foundation, Brown examines what adults can learn from children by providing four parameters. The first is not to focus one's accent. Training the muscles in the throat, tongue, lips, and cheeks produces speech. Children are more adept at making these changes in the

mouth formations needed to be accent free. For an adult, this is more difficult to master, so it is best to accept your accent if it is not impeding your communication.

Secondly, focus on the goals and not the path to get there. Children learn in a playful and mindless manner. Most adults are introspective which causes undue analyzing of her/ his progress. Adults tend to learn a great deal about the mechanics of a language without ever learning to communicate in the language. There is little practice to use the language. The strong suggestion that Brown asserts here is that the adult should take the learning process a piece at a time so as not to be overwhelmed with the totality of the task ahead.

Letting go of inhibitions is the third principle that Brown discusses. He points out that the adult is so fearful of failure, of appearing foolish, or of making a mistake that he or she just does not try at all. Brown believes that we need to learn to recognize the humor in our mistakes and laugh at ourselves as we make them. Adults need to relax and understand that mistakes are part of the learning process.

The last interference adults have with language learning is that they allow her or his native language to interfere with the second language. When grammar rules are

different from one language to another, this impedes the learner's progress.

Brown believes that what adult learners do is learn the mechanics of the language first, try communicating, and finally use the communication in social situations. However, he states that this is a convoluted method. In his point of view, Brown believes the student should make the social contacts first using verbal and nonverbal means, then focus on the vocabulary to convey thoughts and feelings. Learning the grammatical structure should the final component of language learning.

Brown addresses the power of the brain in some unique ways for a book related to language learning. By using an analogy with behaviorism, the author discusses rewards, punishments, and emitting responses. Rewards come when words stated bring a desired response such as "Mas café, por favor." Punishment happens in the students' psyche when an error is made, but Brown suggests that this is part of the process of learning, create mental rewards for the successes. Emitted responses are those that are personal and spontaneous. Breaking away from scripted speech will give the learner more satisfaction and more acquisition of the language.

According to Brown (1991), studies show that we store information in our brain by "…fitting them into existing structures" (p. 42). Because of this, he states that learning by a rote method is the antithesis of meaningful learning. With so much new information being taken in when learning a new language, much of it can become rote if not applied in the proper context and used in a meaningful manner. Language learning classes that rely on drilling over and over again, do not allow the students to have the significant experience needed to acquire the language. What happens in a rote experience is that the student is only able to parrot the words or dialogue learned in the classroom. This precludes expressive language in the language studied.

Another interesting concept that Brown discusses is what he terms "Defensive Learning" (p. 44). He asks the reader to remember the competition that exists between students to get the best grade. The author's claim is this is a primary reason for the failure of college and university language classes to produce speakers. Many students enroll in the classes to fulfill a requirement, then compete for good grades. Brown feels the right reason for taking language classes is for the enriched social bonding, communication, understanding, and cooperation

among people. Students need to enter the language classroom with a positive attitude and reward themselves with each small victory they achieve.

Brown devotes a number of pages to strategies for the language students' success. One part of the book that has not appeared in any of the other literature was a section to self determine the type of learner a student may be. The author provides very different puzzles to challenge the reader. He then explains that how a student may approach the solution to each puzzle will point to the student's learning style. Later in the text, Brown provides the reader with five different tests to assist in further discovery of one's learning style.

With an improved sense of a person's learning style, the reader will find the section reviewing different methodologies most useful. In his review, Brown is very frank in his praises as well as his criticisms of the different methods. Brown guides the reader through the methodologies from a historical perspective as he references Francois Gouin in 1878. The reviews are brief, but they do expose the potential learner to the knowledge that the method exists. The reader then has the opportunity to continue to investigate the methods that may be available in her or his geographical area.

Brown does expose his bias with some of the reviews. When discussing the home study methods, he states that these will not help a student produce anything meaningful. Another disadvantage is the student is not exposed to another speaker of the target language, so only parroting is accomplished. The author takes a dim view of the Suggestopedia method. Brown feels that beyond the drama and music, it is still a basic course that offers no advantages.

It is interesting to note Brown's bias against Suggestopedia since much of his own work incorporates the philosophy of the Suggestopedic methodology. Brown points the music and drama makes Suggestopedic different from other learning techniques, however otherwise this is a basic course. Brown's own suggestions for the adult learner are closely akin to the Lozanov method. Both works suggest playfulness and learning from the childhood experience.

Brown and Lozanov suggest the learner lose their self-consciousness and shed the introspective behaviors. Lozanov provides many tools to do this with the assumed persona the student adopts. Brown specifically states that adults are fearful of appearing foolish. The games and

activities of the Lozanov method invite all of the students to be equal in appearing childlike and silly.

The second assertion of Brown is that adults learn too much of the mechanics of a language and not communication. Lozanov also incorporates the grammar seamlessly into the lesson without primary focus. Students learn it by speaking, not by memorizing structural rules.

Lozanov found that adults learn best by using memory associations. By associating the word with the colors or pictures on a poster, the student would have a long-term memory association in which to retrieve vocabulary. Brown referred to the brain adding vocabulary into existing constructs. Both agree that the rote memorization of vocabulary is the antithesis of learning.

The last point is that Brown attacks what he describes as "Defensive Learning" (p. 44), the competition for grades or to fulfill a requirement. He encourages the use of social bonding and communication among students in the classroom to enrich the experience of learning. Lozanov's methods use these tenets as a foundation for the student learning process.

Brown's book covers a variety of methodologies for the adult learner, but each succinctly, not giving justice to any. It is hoped that the enlightened student will make an

educated decision, not on brown's critique, but on her/his own learning needs.

SECTION FOUR: Learning Styles

Given (1996) states that prior research into learning styles shows that students when taught through their dominant learning style have the following benefits: a) there is a statistically significant improvement in their approach toward learning, b) there is improved toleration for cognitive shifting, c) achievement in academics is improved with a statistical significance, d) students are better behaved, and e) there is a higher rate of homework assignments being completed.

Given states that research in brain functioning has accentuated the interest in learning styles, causing a shift in the rigid teaching that once occurred in classrooms to the more flexible environment of learning. Learning using a playful, experiential, nurturing, and less tense environment will allow students to accelerate their academic achievement. The by-product of this acceleration will be the momentum of the students' desire to continue wanting to learn.

To define learning style, Given (1996) quotes Keefe (1982) "...traits that serve as relatively stable indicators

of how learners perceive, interact with, and respond to the learning environment" (p. 44). Given states "…they tend to fall into one or more of the following five categories: a) personality and emotional models, b) psychological, cognitive and information processing models, c) social models, d) physical models, and e) environmental and instructional models" (p. 13). Given provides a comprehensive overview of the different models for each of the categories and states that some may overlap categories.

Included in the first group, Given (1996) identifies Carl Jung, the psychologist who created four bipolar groups using emotional and psychological traits and named them: extroversion/introversion, sensation/intuition, thinking/feeling, and judging/perceiving (p. 13). As a result, the mother and daughter team of Myers and Briggs (1996) developed a personality inventory based on Jung's work making it a practical tool for identifying personality types.

A divergent theory was developed by Kolb (1984), according to Given (1996). Kolb created a similar instrument, but used the works of Dewey, Piaget, and Lewin for the foundations of determining learning style. His model included diverger, assimilator, converger, and accomodator. The vertical axis was formed using the

continuum of concrete and abstract concepts and how they
are understood. The horizontal axis is the continuum of
active experimentation on one end and reflective
observation at the other end. The crossing of these two
axes determined which of the four learning styles a student
fit.

Gregorc (1982) was also a creator of a bidimensional
model. Given (1996) states that his model was a
combination of Jung's work and phenomenology. His
groupings called "mind channels' concrete sequential,
abstract sequential, abstract random, and concrete random
learning styles" (p. 15).

Another model to evolve from the work of Jung,
according to Given (1996) is the model developed by
Dellinger(1989). Dellinger created a model of identifying
learning styles by using five geometric shapes - a circle,
square, squiggle, triangle, and rectangle. This model is
one of the most playful as the student identifies which
shape they feel most the most fondness, thus identifying
their learning style attributes through Dellinger's
descriptions associated with each shape.

Another approach reviewed by Given (1996) is that of
Dunn and Dunn (1992; 1993) whose work was involved in the
emotional states that are attributed to students' learning.

Their work centered on student motivation, preserving in

learning a task, and the dependability of their completion

of a task.

> The Dunns focused on the source of motivation as
> coming from internal desires, authority figures or
> peers. Persistence, they concluded, involves a
> preference for keeping with a task until it is
> completed versus taking frequent breaks and having
> many activities started before finishing one. Under
> emotionality, the Dunns also included an individual's
> need for specific, well-defined task structure versus
> a preference for broad explanations with freedom to
> add one's own structure. (p. 15)

Given identifies consistent preferences for how a

student completes their work is the sociological approach

to learning style. These preferences may include working

alone, in small groups, with an authority figure, or a

combination. Grasha (1972) developed a model for social

preference based on the student's personality. The

components included: independent, dependent, collaborative,

competitive, participant, and avoidant. (Given, p. 16)

Another way to identify learning styles is through the

senses. Students are identified as an auditory, tactile,

kinesthetic, or visual learner. Given (1996) justifies

these styles on both a physical domain since they are

biological and a mental domain as they are key factors for

transmitting the information to the brain. Given explains

that Barbe and Swassing (1979) used the physical modalities

to develop a standardized measure to determine which was

the dominant in an individual. This test uses a number of

plastic shapes that were used in various activities.

Grinder and Bandler (Grinder, 1991) use a person's eye

movements, language usage and the patter of speech, body

language, and reactions to past experiences to determine

learning modality. Given states that many researchers have

excluded the spectrum of physical modalities from their

work. The exception is the work of Dun and Dunn (1992;

1993) who found evidence that chronobiological rhythms are

significant determinants of cognitive functioning during

various times of the day. Given (1996) validates this

point by stating,

> From a meta-analysis of 36 experimental studies
> conducted between 1980 and 1990 using the Dunn and
> Dunn model, greatest achievement gains were realized
> when teachers modified the instruction according to
> the physiological elements than when any other style
> responsive instruction was implemented. (p. 20)

Based on this study, Given states that this

information supports the work of Lozanov in using active

concerts, using peripheral visual fields for accessing

information, and the use of auditory, visual and

kinesthetic experiences for the entire learning session.

For the environmental and instructional approaches,

Given (1996) again points to the work of Dunn and Dunn

(1993). They found that students learn best when their

environment is appealing to their personal preferences.

These factors include bright or dim lighting, formal or casual furniture settings, and a warm or cool classroom.

In contrast, according to Givens (1996) McCarthy (1987) created the 4MAT System using the work of Kolb (1983) and research on the functions of the brain hemispheres. McCarthy (1987) created a curriculum with quadrants associated with left and right brain functioning. Givens states that

> McCarthy advocates designing lessons according to the eight step sequence that includes: a) creating an experience – right mode, b) reflecting, analyzing experience – left mode, c) integrating reflective analysis into concepts – right mode, d) developing concepts, skill – left mode, e) practicing defined 'givens' – left mode, f) practicing and adding something of oneself – right mode, g) analyzing application for relevance, usefulness – left mode, and h) doing it and applying to new, more complex experience – right mode. (pp. 22 -23)

Given (1996) also addresses the work of Gardner (1995) and his theory of eight intelligences stating these should not be confused with learning styles. She states that learning styles have a consistent pattern throughout contexts. Given informs the reader that Gardner (1985) made the same distinction and that students should be accommodated according to their learning style as well as the task.

The next section is a summary of the different learning styles and then Given (1996) explains the

overlapping of the different learning styles. This explanation is in provided using systems theory. Systems theory states that all parts are connected, therefore, when one component is acted upon, it creates some change for all other parts (p. 27). For the most part, Given uses biological systems for her analogies. This is followed by the overlapping theories of learning styles and personality.

Concrete classroom applications are discussed in one section. Given (1996) states that there is a controversy over whether or not the 4MAT System should be used in the classroom. Given does not identify a source for where this information was found. She does identify a Dunn and Dunn (1993) report that claims students only needed 45 seconds to organize their classroom at the beginning and end of the period in order to make redesign their learning area. The modifications made by the students were to add clip on, high intensity lamps for those who needed brighter lighting, remove bulbs in certain areas for those that preferred subtle lighting, instrumental, classical music in one area for those that needed sound, and ear plugs for those that need less auditory stimulation.

Once the modifications are made, the teacher introduces the lesson by using an analogy, metaphor, a

story, or a humorous event. Given (1996) refers to the research by Dunn and Dunn (1992) by stating "Recounting episodic events addresses the global learners' need for emotional and personal relevance, because stories make issues and problems concrete, visual, and relevant" (p. 106). When the story or metaphor is followed by the instructions needed to complete the assignment or project, the analytic learner is having his or her needs met. When this explanation is kept to a minimum, the teacher will still have the attention of the global learner.

Given (1996) did not reference any statistics in her summaries of prior research. The section on psychological approaches to learning styles was severely underdeveloped. It is uncertain as to whether Given felt there was a plethora of information already in the literature and chose not to delve deeper or if it was considered an area of lesser importance. Given, however, did provide a substantial amount of information about the different theorists in the area of learning styles for the reader to further investigate.

SECTION FIVE: The Lozanov/Accelerative Learning Method

Georgi Lozanov's name appears linked to Suggestopedia and Suggestology in many books on language acquisition,

language learning, teaching a second language, and all of
the related areas of language acquisition. There is little
included in any of the works that quote Dr. Lozanov
himself. It is not because Dr. Lozanov did not produce
articles and empirical studies regarding his methodology.
What he wrote was in Bulgarian.

The two books that he did write were translated from
Bulgarian to English. Both are currently out of print and
are rare finds. However, due to Dr. Lozanov's continued
research and refinement of his methodology they are now
outdated. The researcher gratefully acknowledges the
Lozanov trainer who made her personal copy available for
use in this review, to provide the foundation of the
methodology. Accelerated learning applies the information
known about the hemispheric differences in the brain. The
left hemisphere is the section that processes logical and
sequential order, being the literary side. The right
hemisphere synthesizes and responds to artistic approaches.
Suggestopedia exploits this knowledge by incorporating
relaxation, music, and suggestion through guided imagery.

Georgi Lozanov and Evalina Gateva (1981) his co-
researcher wrote the text, The Foreign Language Teacher's
Suggestopedic Manual. The method described is the
foundation of the Lozanov Method that sparked the field of

accelerative learning. As a teaching manual, part of the

text is a Suggestopedic lesson in Spanish, Russian, and

Italian. The sole purpose of this text was to be a manual

for those who were trained at the Suggestopedic Institute.

This text was not intended to be used by the untrained

masses of language teachers to use without authorized

training. The goal for the review is to provide a general

idea of the methodology as it was in its infancy.

Lozanov and Gateva provide the rationale for the

methodology they developed in the preface by stating,

> Since its establishment as a separate scientific
> discipline, suggestology has been linked to the
> problems of 'paraconsciousness'- in constant
> connection with the factors of consciousness-that
> should allow us to tap man's reserve capacities for
> practical purposes. In such a way suggestopedy
> (suggestology in pedagogy) was created and developed
> in both theoretical and practical aspects as one of
> the branches of suggestology. (p. 2)

The authors explain that the experimenting started in

1964 to 1966 with two professors of French and one of

English. During this time the researchers and the three

professors used existing textbooks, but regrouped the

vocabulary to facilitate memorization. By the end of 1967,

they had enrolled twenty other teachers into the program.

This provided them with information essential to the

development of the program. Lozanov and Gateva (1981) state

> Working with part-time lecturers, however, made it
> difficult to qualify them in the problems of

suggestology and to tap their reserve capacities in the process of teaching and learning. Most lecturers displayed a formal approach toward the methodology, lacked the necessary psychological loading, and in in many instances, completely misunderstood the problem of reserve capacities. (p. 3)

If the teacher does not understand the methodology, the student is certainly not going to be successful. The researchers were as careful with selecting their students as they were for the teachers. Each student had to fill out an extensive form. After filling out the form, the student was then interviewed and tested in two stages in the target language. Admission was granted for second language study, if the student was believed to be appropriate for the methodology. Enrollment was limited to twelve students and a ratio of 1:1 men and women was maintained. Postponement of a class would occur until the proper ratio had been reached.

The students had a number of instructions to abide by. First they had to understand that this was a methodology in progress and the institute could change the program at will any time during the course.

They received instructions in the necessary techniques to be successful in the program. Students were informed that they were to relax and have an anxiety free experience to learn. While the first "active concert" session was being read by the teacher, students were to read the book

in the target language with the translation in the native tongue to the side of it. During the second concert, the passive concert, the students were to listen without looking at the book. Students were able to listen to the music playing in the background or the teacher's voice. At this point, students are led into a playful situation, directed by the teacher. Student mistakes are corrected in gentle and non-threatening ways so that the student does not become defensive in her or his learning.

The arrangement of the classroom and its atmosphere are as important as the teachers' ability to use the methodology. On display in the classroom are fresh flowers at all times. A comfortable temperature level in the classroom is maintained during each season. The room is expected to be of soft colors that are pleasing to look at. Artistic posters cover the walls, each with important grammatical lessons in the target language. These are changed often depending on the lesson's focus at the time. Maps of the countries where the target language is spoken are displayed as well as souvenirs and photographs related to the target language. The entire setting is to produce a sense of wonder and excitement for the students as they enter the classroom. From the beginning, the teacher only speaks in the target language.

The components of the program consist of:

1. The Introduction

2. The Active Concert Session

3. Pseudopassive Concert Session

4. Elaboration

From the first day of class, the introduction, the teacher is lively in their presentation. At all times, the teacher is expected to present with a sense of ease, but dynamic nature. When the teacher introduces her- or himself, they use a short song that contains important grammar forms of the target language to introduce her- or himself. They assume a stage name that is associated with the target language. The teacher also enters upon an assumed identity about herself or himself, including occupation, nationality and birthplace. All of these components are associated with the target language. For example, a Spanish teacher may use the name Angelica and state that she is from Peru, but was born in Chile. Currently, she is a tour director to the historic sites of Peru. All of this information is a persona that the teacher develops for the purpose of the class. Much of it is acted out as well with toys, hats, and other props that may be appropriate for the occasion.

In addition, during the first class, each student is presented with the song the teacher sang to make her or his introduction. This song is one prescribed to introduce the verb 'to be'. The students in turn use this song to develop their own persona, which also include a new name, occupation, and country of origin related to the target language. The manual also suggests that during this introductory period, the appropriate artistic posters with grammar points are decorating the walls, so that the students see them with their peripheral vision.

The purpose of this prelude is for the student to have an emotional experience of surprise, awe, and novelty, yet feel emotionally satisfied with the logic and organization of the first encounter. It is of utmost importance that the teacher and student have a sense of confidence in each other from the start through the end of the course. The teachers' goal is to reach the reserve capacities of each student so that she or he may become a self-educator. Lozanov and Gateva (1981) state "The aim is to achieve maximum acceleration of the students' psychological processes without bringing about a state of strain" (p. 28).

During the Active Concert Session, prescribed music is used. Generally, the chosen pieces are from the Baroque

Period due to the emotional depth and richness of melody with harmony. The teacher maintains a serious state and waits for the introduction of the piece to play. After taking a perceivable breath, the teacher then reads the text to the students while using her or his voice as another instrument in the orchestra playing. While this is happening, the students are following the text in the target language with a parallel interpretation in the native language. The teacher has a great deal of responsibility during the concerts to harmonize with the music as well as maintain the tempo, emotion, and volume as well as enunciating distinctly.

During the reading, the teacher is expected to lift her or his eyes to make eye contact with the students to maintain a continual connection. New words or important grammatical points are read with a differing intonation to alert the student of their importance. The purpose of the music is to assist the student in memorization of the work presented. As the music ends, so does the reading. An active concert does not generally continue longer than 40 to 50 minutes.

During the Pseudopassive Concert Session, the music is less emotional, but contains intellectual intensity. The teacher reads the text in a voice that simulates an actual

dialogue that may take place. There is some variation in tone depending on the character speaking. During the passive concert, the music is for background restfulness. Both concerts are essential foundation pieces of the methodology to assist in the learning process. At the end of this concert, the lesson ends for the day.

Elaboration starts the first lesson after the concert session in which the student has been exposed to 800 words and simple points of grammar. Elaboration of this newly introduced vocabulary takes place through games. Suggestions for appropriate games include drawing the four seasons and discussing what happens in each, a story is made up based on a given word, or solving riddles. Lozanov provides twenty-seven different games to assist a teacher in planning. Students are also involved in singing songs that have a didactic purpose. These songs relate to the first conjugation of basic verbs.

The students are then invited to review all of the verbs fully conjugated allowing the student to recognize the system of the language. By using these words in their conjugated form in a light, artistic and playful method, the student is not dulled with memorizing lists. As a group, certain students taking on a character role from the story act it out while the rest of the group follows the

dialogue. Students are free to use props to dramatize their part. The teacher does not overtly correct mispronunciations by the students. The teacher is to correct a student as if they were casually repeating, so the student never has a feeling of self-consciousness. Lozanov believes that in adult learning, fantasy, imagination, and artistic thinking stimulate the ability to memorize the information.

Lozanov influences the quality control of the creation of the textbook for each language course by presenting fifteen strict guidelines.

1. Each text has to include eight hundred vocabulary words and the basic grammar in the first lesson. The purpose is to give the student a full range of words and grammar models from which to express her or himself. As the lessons continue, the number of new words and grammar decreases enabling the student to memorize them easier.

2. The different parts of sentences appear on separate lines, so they are easily interchangeable. This provides the student with many models of the language to use.

3. Generic graphics are included that pertain to the text for visual connections. The text is not specifically

illustrated relating to the story to avoid conditioning the student to a narrow framework.

1. The songs used in the text contain the same vocabulary and grammar in the lesson.

5. On the first day of class, the student receives a translation in their native tongue of the whole textbook. The second day this translation is taken away to facilitate the learning of the new language.

6. Underlined words indicate vocabulary that appears with great frequency. Lessons 1 through 5 contain the underlined words, then it stops.

7. The student receives an outline of the lesson at the end of each lesson. This outline reviews all of the vocabulary and grammar covered in that lesson.

8. Summary material has to be of an artistic and didactic nature. This is to assist the student in independently creating direct and indirect speech.

9. Dialogues and monologues are included to role model natural speech in common situations.

10. Character parts within the text are sometimes left half-expressed to simulate situations in real life conversations.

11. All quotations of great people taken from the target language have a direct relationship to the lesson.

Pictures and their captions also have a common component with the lesson.

12. Quotations, pictures of great art, and original poetry are included in each lesson to give the student the motivation to understand the culture as well as learn the language.

13. After the fifth lesson, there are no longer underlined words. From the sixth lesson on, there is a reduction in new vocabulary. Elaborations are directed toward translation and are less active.

14. The ninth and last lesson consists of two letters from one character to another with a response. This concludes the play that continued through out the lessons, ending the suggestopedic cycle.

15. All of the grammar covered is presented in a synthesized form. The introduction of grammar occurs after a concert session while the brain is able to accept information at a conscious and para-conscious level.

Lozanov is a perfectionist and does not tolerate any alterations to his prescribed teachings. As such he only allows language teachers to be trained by himself or one of his "authorized trainers". Currently, there are only four "authorized trainers" in the world. Due to this

maintenance of authority, others have taken his ideas and techniques in modified forms and created other methodologies.

The second book reviewed includes techniques purported by Lozanov, although he is not credited. This work written by a language teacher is intended to be a guide to the adult language learner who needs inspiration to move beyond the basics of learning a second language.

Brandle and Niedermuller's (1994) article, Intensive Language Courses for Adults: the Suggestopedic Method, requires attention because it specifically addresses adults learning a second language using theory derived from Dr. Georgi Lozanov's teachings and within the setting of a continuing education program. Both authors are professors at the Institute of Modern Language, University of Queensland, Australia. This article explains the intensive program method used in some continuing education programs. Some adults need to acquire language skills rapidly for professional reasons while others are interested in experiencing a new style of learning. Working adults who have a limited time to devote to study, are especially attracted to these short term, intensive classes.

The authors address an essential factor in this phenomenon. They remind the reader that in this setting,

there is a mixture of students that include those who are currently in other academic settings as well as those who may be years beyond academia. To complicate the situation, in the beginning levels there is an additional factor. There are students who have had a history of defeated attempts at language learning, perhaps due to poor instruction. Some students have little confidence in their ability to learn a second language. Still there is a third group who feel their skills need polishing. These individuals are sometimes erroneously identified as having superior language learning qualities.

The article substantiates that there is no standard method of teaching a language in an intensive format. In a suggestopedic approach, the teacher ideally, is a native speaker or one who has extensive training in the target language taught. Suggestopedia is not widely practiced in Australia due to the lack of teachers with training in the methodology. This may be because as Brandle and Niedermuller (1994) state "There is little research data available on the specific methodological tenets affecting intensive language programs, using suggestopedia or any other method. In most instances there are only isolated accounts of individual courses already held" (p. 143).

In advocating for language learning, the argument is that language learning is no longer considered solely an intellectual pursuit. It is meaningful need in all societies. People still need language skills to perform many tasks that are yet unavailable from machinery. In this vein, the pedagogy of suggestopedia is a viable alternative to learning these skills. The additional benefits for the student is that they gain confidence in their ability through a communal experience, they have reduced stress and they experience less obstacles to oral usage of the language. Due to the nature of the approach, the class size is kept to a maximum of 16 students.

Brandle and Niedermuller (1994) state that suggestopedia has evolved over the last twenty years, creating four significant sub-methodologies: Superlearning, accelerated learning, Suggestive-Accelerative Learning Techniques (SALT), and psychopaedie (psychopaedie is the European equivalent of Suggestopedia). Suggestopedia, the original methodology developed by Dr. Georgi Lozanov, was the result of more than twenty years of investigation in educational research. The primary question that propelled his work was what made some people faster learners than those that were average. "Supermemory specialists, scientists, mathematicians, mystics and seers,

philosophers, musicians, to name a few, took part in his experiments" (Brandle & Niedermuller, 1994, p. 143). In 1978 an UNESCO commission observed and evaluated his research in Sophia, Bulgaria.

Brandle and Niedermuller (1994) state Lozanov believes that people have capacities to learn that are stymied by years of conditioning. He calls this the socio-suggestive norms. Due to this, limitations are placed on what is real or possible to learn. As Brindle and Niedermuller (1994) explain "Lozanov distinguishes three learning barriers: the moral-ethical barrier (e.g. learning shouldn't be easy), the rational-logical barrier (e.g. learning was always hard for me) and the intuitive-emotional barrier (e.g. I hate maths)" (p. 144). (writer's note: maths is plural in text)

These stem from the belief that people continually receive negative messages regarding learning, from early in life onward. When these messages become internalized, they become personal mantras that need to be fulfilled. An example of this theory provided by the authors is that for many years athletes believed that the four-minute mile was unbreakable. However, when someone who did not have this belief system broke it, others realized their erroneous thinking.

According to the article, scientists believe humans only use 4-10% of our brain capability. The authors provide a simplified explanation of brain physiology. Importantly, it is pointed out that the brain is the only organ that expands its functioning with use. Accelerated learning applies the information known about the hemispheric differences in the brain. The left hemisphere is the section that processes logical and sequential order, being the literary side. The right hemisphere synthesizes and responds to artistic approaches. Suggestopedia considers this information and in addition applies relaxation, music, and suggestion.

Through the years, Dr. Lozanov had modified his initial methodology. One modification was the use of complete pieces of classical music, rather than the largo movements of Baroque he initially advocated. The changes in tempo throughout a piece increase a student's activation level. With this in mind, Lozanov also deleted the use of relaxation techniques that he originally suggested. Lozanov has made progressive changes to his methodology as of this writing. Changes in the methodology include: a decoding of the material to be covered in that session; two concerts with the teacher reading the material; one is an active concert with romantic classical music playing; the

other; a passive concert with baroque pieces playing; and continual review of the material as well as practice sessions.

Superlearning, one of the four outgrowths of the suggestopedia movement is more often the method of choice for self-study programs that are commercially available on audiocassette. Ostrander and Schroeder (1979) made this approach popular in their book Superlearning. Included in this approach is the synchronization of breathing with the teachers reading of the passive concert. Suggestopedia included this technique in the beginning, but Lozanov dropped it from later revisions. He felt that it was too distracting and stressful for the student to be aware of their breathing and listen to the teacher. As well, Rose (1985) popularized another method derived from suggestopedia and wrote the book Accelerated Learning. Both of these programs omit the group dynamics, the ability to share communication with others and importantly, the teacher.

Suggestive-Accelerative Learning Techniques (SALT) and Schuster and Gritton (1986) developed for the American version of Suggestopedia. They maintained the use of relaxation and mental concentration exercises. The theory is that the Western mind has too many distractions and

needs these exercises to assist in focusing on the task at hand.

At the Institute of Modern Languages at the University of Queensland, they have adopted the SALT (Suggestive-Accelerative Learning Techniques) method for their instruction. Brandle and Niedermuller (1994) provide an analogy for the reader in the following comment. "As in gardening where we first prepare the soil, then we sow the seed and last we reap the harvest, there are three basic phases to the accelerative learning technique: preliminary preparations, presentation of the material and practice of the material" (p. 146).

In the first phase, physical relaxation takes place. The body is relaxed while the mind calms and relaxes, but remains alert in preparation for the lesson to be taught. For the presentation phase, the teacher reads the text while playing a romantic classic piece. This is the active concert. The teacher through specialized training reads the text vocalizing along with the music to become one voice with it, while the students follow along silently. The passive concert follows with the teacher again reading the material, but this time using Baroque music. She or he does this two times with the students listening only and not referring to the book. At the end of the second

reading of the passive concert, the students are again presented with more mind calming suggestions. This is to allow the material to be absorbed in the mind without distractions. In the final phase, learned material matures in an active way. There is a sense of playfulness. There is a definite mood set by the teacher to have a positive atmosphere and vivacity replaces negativity both verbally and non-verbally.

Palmer (1990) provides some insight as to the development of this Suggestology in the United States, in the article Education's Ecstasy Explosion: The Joyful Experience of Super-Accelerative Learning and Teaching provides. He was the past president of the International Society of Accelerated Learning and Teaching (ALT). Although his article is not research based, it is informative regarding the methods of accelerative learning as it is used in the United States.

Accelerated learning and teaching uses the whole brain approach. Dr. Georgi Lozanov developed this method in his native Sophia, Bulgaria. Dr. Donald Schuster of Iowa State University introduced the method to the United States educators. Dr. Schuster was the founder and first president of the Suggestive-Accelerative Learning Techniques (SALT).

Accelerated learning enables a person to learn at a more rapid rate, while at the same time creating a full mastery of the materials. To accomplish this, it requires all of the teachers involved to have consistency in their preparation for using the method. They must also have consistency in their presentation and learn how to engage the student regardless of learning style.

Some of the foundation guidelines for the method are the three positives: positive speaking, positive expectations and positive responses. Palmer states that this is difficult for a number of teachers, who seem to find many negatives to complain about, but through practice, this can be resolved. Positive "self-talk" is the hallmark of the methodology. Positive suggestion produces positive possibilities.

In discussing the brain involvement, Palmer (1990) states that

> The first principle is that the *affective state of the brain* makes a difference. The brain chemistry of a positive, parasympathetic autonomic nervous-system state is quite different from that of fear and anger sympathetic branch. In a state of security, competence, confidence, joy, delight, and exploration, the bran hums with efficiency and absorbs massive amounts of information almost effortlessly. (p. 48)

The second principle referred to is expanded context. The teacher initially explains the details of the day's lessons. Presentations take place using a global approach

to what has been previously learned. All of the material relates to the larger holistic learning objective. Games allow students to focus on competing and take away the anxiety of learning. The third principle is attention cycles. In order for the teacher to maintain the momentum of the student's attention, the class is interspersed with pre-planned mind activating games. Finally, the fourth principle is to engage the whole brain by stimulating both the right and left hemispheres. Palmer (1990) explains "One hemisphere tends to learn everything in a detailed, sequential way, while the other hemisphere learns instantly, globally, and tonally, and sees in three dimensions and color" (p. 48). This is a major concept of the accelerative learning process; however, when all four principles are combined in the teaching process, accelerative learning becomes a holistic approach.

The teacher captivates the students attention, provides input into the brain and through repetition helps the students to acquire and retain the information. There is a two-day cycle lesson plan in the accelerative learning teaching method. Accelerative learning stimulates the translocation from the short-term memory to the long-term memory. This is accomplished by review of previously learned material, recall of the material, and then use of

engaging games in order to apply the material learned. Due to the nature of the positive experience, the teacher and the student learn positive dispositions for the material.

In order to contrast the positive qualities of the accelerative learning method, Palmer (1990) discusses from his viewpoint, the "...typical negative classroom conditions..." (p. 48). He believes that it is the experience of most students to receive conditioning to accept the negative atmosphere of the school setting. This in turn makes a student respond in a defensive manner, which will in turn block learning. From the student's perspective, any non-successful event, ill treatment or unease whether imaginary or in reality, will block the student from being a successful learner. In addition, Palmer (1990) believes that teachers add to the negative conditioning with statements that begin with negative commands. "The direction, 'Now don't forget your homework,' for example, is actually a suggestion to 'forget your homework now,' because the literal mind focuses on 'forgetting homework' and drops out the don't" (p. 49). Palmer continues with other ways in which the American student is faced with negativity and lack of joy in the school system.

The goal of accelerative learning is to recondition

students' thinking about education, regardless of the age of the student. The teacher is the model of positive thinking and acting. A teacher's actions are as important as the words she or he uses. Through the uplifting spirit that the teacher demonstrates, the students then become energized and engaged. This in turn reenergizes the teacher.

Room preparation is an important feature of this methodology. Students sit in chairs in a semi-circle, so that eye contact is possible. On display are works of art and flowers in the room to create an elevated mood. The room is free of clutter and is well organized. Walls are decorated with large colorful posters that contain the entire lesson, that the teachers created themselves. The posters include a variety of lettering such as shaded and three-dimensional. Mnemonic devices are included on each poster. Other posters with positive affirmations are placed on the walls or hung from the ceiling. As the students enter an accelerative learning classroom, soft, relaxing classical music is playing.

There are three phases in the accelerative learning classroom. The first phase is the preparatory phase. When students experience reconditioning in preparation to learn quickly and with ease. The set up of the classroom

facilitates this objective. Included in this phase are a few minutes of some physical activity directed at loosening the muscles for body relaxation. According to Palmer (1990), the teacher addresses the class with positive statements such as "Today, you'll be interested to know the next segment of our course and how it expands your knowledge and insights of everything we've covered so far" (pp. 49-50).

Phase 2 is titled the material presentation phase. Interestingly, Palmer relates that everything in this phase is approached like it was a second language. Decoding takes place as soon as the teacher dramatically distributes the materials to the sounds of emotional classic music. All information presented during this phase is related to prior teaching. Students are not questioned during this period, but positive directives may be used. An example would be "Tell your neighbor what you had for breakfast this morning."

A dramatic flair is a major component for the instructor. As well, any device or prop that may engage students are utilized, regardless of the age of the students. Puppets and other toys are common props in an accelerated learning classroom.

Tonal quality is a big factor for the teacher also.

The teacher must learn to modulate her or his voice in order to captivate the subdominant language section of the brain. Students whether their learning style is kinesthetic, visual, or auditory will find them accommodated in an accelerated learning classroom. Other instructional tools include the use of metaphors, analogies, songs, poems, and skits. Students stand and move throughout the lesson to encourage kinesthetic learning and to maintain engagement.

Palmer explains that the brain records constantly. However, when the brain is distracted by threats, it is not able to function at full capacity. He states that the repetition allows the synapses to fire more freely with each review. Students are given the suggestion to review material prior to going to sleep, however not to study the material.

The last phase is called the activation and elaboration phase. It is during this phase that students demonstrate what they have learned by using the information in a game, a skit or other self-correcting, non-graded ways. When a correction needs to be made, the teacher makes a generic correction, never identifying the person who erred. This becomes a teaching point for the class as

a whole. It avoids causing embarrassment for individual students.

Palmer states that research has been done in accelerated learning for over fifteen years at the time of this article. He addresses two meta-analyses completed in this area by educational researchers. He does not provide the statistical findings, but states that one showed highly significant success in the teaching of second languages. The other was with special needs students. Palmer did not provide a definition of special needs. However, he states the results showed an increase in learning from two to four times by those students in regular classes.

This article is comprehensive in the explanation of the methodology. This overview will give the reader a sampling of the methodology from the perspective of an educator who is currently using it.

Du-Babcock (1986) focused her doctoral dissertation on the use of the Suggestopedic method for teaching English to adult refugees. Du-Babcock (1986) states "Suggestopedia is a new approach and has just been introduced in the United States in the last decade. There is still a lack of research evidence to support the effectiveness of this innovative approach" (p. 15).

Research information is derived from various studies in Du-Babcock's (1986)-literature review. However, statistical information was lacking when this dissertation was written as it is today. Du-Babcock addresses this problem by stating "Although American research on examining the effectiveness of the Suggestopedic approach has been limited, growing numbers of researchers are adding experimental information, especially at the elementary and secondary levels" (p.28). Although Du-Babcock relates a number of qualitative studies that were conducted using the Suggestopedic method, there is no statistical information provided to substantiate the claims either positively or negatively.

One study she reviewed was done by Lozanov (1978) at the Suggestology Research Institute is where a group learning French were able to memorize 165 new words. The group averaged a score of 96.5 percent when tested for memorization (p. 21). Du-Babcock (1986) does not discuss the research methodology used to arrive at this conclusion.

An experimental study completed at Cleveland State University by Kurkov (1971) with a Russian language class involves a control group and an experimental group. The measurements used were the Modern Language Association (MLA) Cooperative Foreign Language Test and a standard

course test. The experimental group which was instructed using the Suggestopedia approach was able to encompass twice as much material as the control group and their ability to retain what they learned was superior also.

Bushman (1976) conducted a study where 41 graduate students were learning Finnish. There were three instructional treatments, which included the full Suggestopedia approach, a modified Suggestopedia approach, and a traditional approach. Vocabulary, grammar, pronunciation, and communication were assessed. Du-Babcock (1986) states that the results show that both Suggestopedia approaches showed a significantly higher performance than the traditional method, but does not relate what the statistical difference is. She continues to state that there was no significant difference between the two Suggestopedic groups.

In reviewing another study at Iowa State University, Du-Babcock (1986) discusses the work of Borden and Schuster (1976). She states that the researchers examined 32 college students who received instruction in Spanish by the Suggestopedic method. A teacher made testing tool determined their end of semester proficiency. The conclusion being that the students without prior knowledge of Spanish and those with a prior knowledge was

insignificant; both groups performed at 82 percent correct on the post-test. Du-Babcock relates the researchers stated that the students made a significant gain from the pre-test to the post-test.

Du-Babcock (1986) created a research design to further offer evaluative data concerning the effectiveness or lack thereof for the Suggestopedic method. Research questions addressed in the study included:

1. Will adult immigrant learners have a significant difference in their achievement on the Structure Test, English Language (STEL) exam when instructed in Suggestopedia or a non-Suggestopedic approach?

2. Will a significant difference be found between two groups of immigrant learners using the STEL, when both are instructed in the Suggestopedic approach.

3. Will there be a significant difference in job related vocabulary between the two groups instructed in the Suggestopedic group using the Vocabulary Inventory Test (VIT)?

Du-Babcock's (1986) study was intended to evaluate the effectiveness of the Suggestopedic method to teach English to women at the Refugee Women's Program. The students had four native languages among their group. Two Suggestopedic groups were established labeled A and B. Group A consisted

of 20 students, while Group B started with 18, but only 14

completed the program. Du-Babcock (1986) states that

random assignment was not possible. There were significant

differences in the years of education these women received

in their native country. The women ranged in their study

of ESL from 0 to 3.1+ years. Their ages were within 18 to

45 years old, however, the majority were in the 18 to 25

range. The control group from the Community College Center

was matched to the Suggestopedic groups for age, language,

and socioeconomic backgrounds.

Du-Bacock, although experienced in teaching, was not

formally trained in Suggestopedia, but was one of the

teachers for the Suggestopedic groups. The second teacher

was a trained Suggestopedic instructor having studied at

the Lozanov Research Institute.

The STEL was administered to each student in the

Suggestopedic group before instruction started. Du-Babcock

states that only Group B was given the VIT, because the

test was under revision at that time. To control for

teaching variables with the Suggestopedic method, one

instructor taught Group A and a different instructor taught

Group B. These two groups received one and half-hours of

English instruction, five days for eight weeks. Du-

Babcock's control group included students who attended the

San Francisco Community College Centers. They received

English instruction, two hours a day, five days a week for

a total of eighteen weeks.

The results that Du-Babcock sets forth is that the two

Suggestopedic groups received a significantly higher

achievement score on the STEL after completing an 8 week

course of instruction as compared to the control group with

an 18 week program. When the two Suggestopedic groups were

compared, the mean score for Group B was 10 points higher

than that for Group A. Group A was 8 points lower than

Group B on the pre-test score. Since on group did not

receive the VIT, comparisons were not able to be made in

those scores. Not all of the students started with the

same proficiency in English when they started.

Since there is a lack of quantitative research in the

Suggestopedic method in the United States, it is

commendable that Du-Babcock (1986) undertook such a study.

It must be pointed out that Du-Babcock had degrees and

experience in teaching English as a Second Language, she

was not properly trained in the Lozanov Suggestopedic

methodology. She states she was trained in the

Suggestopedic and accelerative methodology at the Refugee

Women's Program and the Learning in New Dimension (LIND)

Institute of San Francisco (p. 44). Neither of these

training centers were recognized as authentic Lozanov

trainings according to the letter by Dr. Georgi Lozanov

(Appendix A). As such, she may have used accelerative

techniques, but these should not be confused with the

Lozanov method called Suggestopedia and Suggestology.

Dr. Lozanov further refined his methodology and

planned to present his findings in key cities within the

United States in 1999 along with his Master Trainer, Alison

Miller. Due to poor health, Dr. Lozanov had to return

unexpectedly to Austria. Ms. Miller continued the seminars

scheduled and the following notes were a result of the

seminar held in Denver, Colorado in July, 1999.

The Absolute laws of the Lozanov Method are:

- All classes must start and end on time.

- The teacher must demonstrate and never translate.

- Begin each session with a song and end each session with
  a song

- Each session section must not be longer than ninety
  minutes long.

Songs are used to connect the memory. A song before

each break is a connection for the next session. Lozanov

believes these are powerful emotional connectors that may

even be a cathartic experience for some people. This may

release other emotions for them. When this happens, the

teacher is supposed to address it, but without being obvious, move on with a change of focus that has a connection.

Teacher designed signs are warm, computer designed signs are professional, but not warm. Also considered warm are toys and other props that the teacher has collected and brought to the classroom.

In Austria, they put irregular verbs on hand cut "clouds." For irregular verbs such as see, saw, and seen the teacher should use energy of her or his voice from the end of the song to connect the lesson. The use of suspense, drama, and voice helps to maintain students' interest and their capacity to remember what they have heard.

Lozanov had required that students sit in chairs in a circle around the teacher, however, for the past ten years, this has been replaced by the use of tables.

Original Method: The teacher would direct the student in decoding or deciphering at beginning of the lesson.

New Method: As stated by Ms. Miller (1999) "The teacher needs to be like the ocean, calm like the depths of the ocean, enthusiastic on top, but calm inside." The teacher is fun and stimulating, but at the same time deep and sensitive to the students' emotional state.

Original Method: The teacher acted with prestige and authority. The teacher was an authority figure. It was felt that the student learned better from a parental figure.

New Method: The teacher should come in like an old friend who is coming back from a long trip.

Dr. Lozanov believes NLP, hypnosis and suggestion are too influential. Therefore all words associated with relaxation, suggestion or any other altered state of mind have been dropped.

Nine to ten lessons are covered in one hundred hours. The first lesson should include all of the grammar. The first chapter should have in bold type all of the grammar points as well as 800-1000 lexical items. The focus is on the Present tense. After the first introductory hour, the students pick a new identity: name, occupation and country of origin from the target language country.

Original Method: The introduction was a monologue only presented by the teacher.

New Method: The introduction includes the students as well. Then the first concert begins for one hour. The teacher will cover 20 pages of text giving a global overview while the music is playing. The teacher will blend her/his voice with the music becoming another instrument in the concert.

Active concert music may be the Turkish Concert in A by
Mozart.

Now for the Passive Concert, classical work by
Comenuis, Johann Amos, Pestalozzi, and Johann Heinrich may
be used. Students' leave their eyes open so that they are
free to look at the paintings or other items in the room.
Classical music for harmony and non-ethnic artwork creates
the Golden Mean. As Ms. Miller stated "The students do not
'look up', but rather the subject matter of the painting is
uplifting and is a scene from nature, usually mountains."
At the end of the passive concert, the students go home.

At the next session, the students read the whole
context. The teacher reads the dialogue with the students
repeating it. Then after a page, the teacher reads quietly
while the students read loudly, then it is repeated in a
game like manner. Alternatively, the teacher reads fast or
slow and the students read the opposite. Then after two
pages of this the role-play begins for the balance of the
lesson, the chapter. The teacher goes back to the
beginning of the chapter and elaborates all of the words in
bold print. What is new is to cover the whole chapter
rather than break into scenes. The students sing a song
and then take a short break. Chapter 2 covers the present
tense and the past tense. Each chapter gets progressively

shorter then the last. The underlying psychology is that "I don't need as much time as I did in the past."

Teachers are expected to exercise by yawning five times and swallow hard with each time to train the soft palate. This is to assist them in maintaining their vocal quality. The voice of teacher blends with the music.

The students must have enough time to read the translation as the teacher is reading in the target language.

New Method: Pauses can last up to 2 minutes. Ms. Miller further explained in a personal correspondence that

> The new pauses are not pauses in themselves, but rather the teacher stops reading the chapter to allow the students to listen to one or two minutes of the classical music and then return to reading the lesson to the music (February 2, 2000).

New Method: Intonation changes and is no longer authoritative at times.

New Method: Students are told to stand and repeat within the concert ½ to one page at a time. They sit in between times to listen to the teacher. The concert should last for one to 2 hours. Students are asked to leave the room at break times for 5 minutes or more. During the break, the teacher displays paintings and other pictures of uplifting subjects. This can include a rainbow, the sun shining through the trees or a sky filled with clouds.

Elaboration takes place the next day of instruction. It continues for nine to ten hours. It is provided in three parts: role playing of the whole chapter, game playing, and referring back to the context of text for help with verb conjugations or other student needs.

New Method: Reserve capacity – Communicative pedagogy has unlimited capacity.

The three guiding principles of the revised methodology are:

1. Joy, Lack of distress and concentrative psycho-relaxation. Lozanov has a theory of multiple personalities and the best personality for learning has to be dominant. The student needs to come to the realization that we have this ability within ourselves. When they develop the ability to learn through the loving and trusting nature of the teacher, they will find joy in how much they have learned. De-stressing is accomplished through games, role-playing, body movements, and marching.

2. Uniting the consciousness and para-consciousness by using all of one's peripheral senses. While focusing on one thing, we can see, hear, and feel the impact of other stimuli.

Conscious - This includes everything that is out of the conscious senses at any time but could come into conscious awareness at any time.

Para-consciousness includes the colors in the room, attitude of the teacher, environment, and words on the wall.

3. What was a termed a suggestive link is now identified as a communicative link. Stimulating memory capacity reserves through acting and wearing costumes stimulates the limbic system, which in turn stimulates the ability for more memory reserves. Long term memory is linked to the limbic system. The richness of the art is used to tap untapped reserves of the brain. Linear learning one chunk at a time does not work. Global learning is best. Build a pyramid of base knowledge that is passive. Through the top will be activation and at some point the whole base of the pyramid will be activated. The reserve capacity will be stimulated from the beginning of the class through the one-hundredth hour of the course. Level 1 is 100 hours. Dr. Lozanov feels that the eclectic approach is dangerous and that the theory has to be acceptable to everyone.

SECTION SIX: The Immersion Method

Harley (1994) reviews studies that were done in Canada regarding the use French as a second language following immersion education. Canada is a dual language country and from the 1960s, English speaking students in Canada have had the option of attending schools with using a French immersion program. This paper studies the progress of those students that have graduated from such schools and investigates how they are applying their second language skills post high school.

Harley (1994) clearly states that these types of schools are proliferating due to the financial incentives from the Canadian government. The political reasoning is to encourage a greater understanding across cultures between the English Canadians and the French Canadians. In addition, many parents feel that the second language will be an asset in their children's future career pursuits.

In explaining the structure of the program, she explains that these programs begin at kindergarten and continue through the high school years. Students start out in classes in which French is the target language for either the total time or the majority of the time, for the first year or two of the programs. As a student progresses in grade levels, the English instruction increases, and the

French instruction decreases. By the time the student is in high school, the student will have three classes in French, one of which is a language arts class.

Harley reports statistics from the Ontario Institute of Studies in Education that show over 90% of immersion students have pursued post-secondary education. Harley summarizes findings done by other researchers in order to contrast this information with what is known about second language retention and the maintenance of French as a second language in Canada. Harley addresses two studies as her source of statistical information. The first is a survey by Doug Hart, Sharon Lapkin, and Merrill Swain (Hart, Lapkin, and Swain, 1989; Hart & Lapkin, 1990) at the Ontario Institute for Studies in Education (p. 231). The researchers conducted a survey with senior immersion students in two cities in Canada. The total samples were not fully explained and size was omitted. The researchers then did a follow-up survey one-year later with sub-samples of the original population. Again, Harley does not provide the statistical information to inform the reader. The second source was a survey conducted by Mari Wesche and associates in Ottawa, (MacFarlane & Wesche, 1992; Wesche, 1988; Wesche, 1993; Wesche, Morrison, Pawley & Ready, 1990, p. 231). These researchers surveyed immersion school

graduates during their third year of university, then a sub-group was surveyed once again two years following that. No sample sizes are provided for this research. Harley notes that the students surveyed were only those who stayed in an immersion program through their high school program.

Harley's (1994) first question is how many of these students were interested in maintaining their French to continue study in the university. From her first research source she states that 75% of the graduating seniors wanted to continue their studies in the French language. In the year following, the follow-up survey showed that an average of 50 % of the sub-group sampled stated that they took fewer courses in French than they had originally intended. The norm was one course in French literature or French language. Reasons given were that the course students were most interested in were not available or did not fit into their schedules when other courses were a priority.

Harley informs the reader that the University of Ottawa is a bilingual school. The records from the second research source reported that immersion graduates that attended this university took twice as many classes in French then those who enrolled in English-speaking universities. Those that attended the University of Ottawa

took classes designed for native French speakers. However, the average course load of French classes was still insignificant at less than 25% of a normal course load. Reasons provided by the students surveyed were that they were afraid of lower marks, classes did not fit their schedules, or classes did not fit within their majors.

For language maintenance, the first study reported that students were using the same amount of French outside of the classroom that they used when still in high school. Of this sub-sample, 72% of the group stated that they watched a French program on television within the last month of the survey. A conversation with a native French speaker, in the last month was reported by 49% of the participants. In written form, only 17% noted that they had read a French newspaper or had written a letter in French.

The conclusions that evolved from the surveys were very interesting in that the students felt confident in their comprehension of hearing French spoken to them as well as their ability to read French. There is a marked decrease in their confidence level in speaking and writing the language. As one student stated,

> I found that the vocabulary learnt in high school did not include a lot of the necessary everyday terms. While I can formally analyze a novel or poetry in French, I have difficulties discussing apartment

hunting, or groceries or gossiping in French (Harley, 1994, p. 237).

Another student offered that students should be supported in using their French outside of the classroom more than they are. Students from both studies agreed that the immersion programs need to offer opportunities for students to have regular contact with native speakers. Suggestions offered were field trips, more accentuation on the French culture within Canada, as well as the French media.

In testing the students to determine how well they maintained their language skills over a period, the students in the three-year follow-up study were tested. After three years, they had very little decline in any of their skills. However, self-perception revealed something different. Of the students tested, 50% reported that they felt their language skills were worse than they were three years earlier. Of the remaining students, 22% thought it was the same and 28% of the students thought they had gotten better.

Harley (1994) suggests that research does bear out the fact that language skills do decline with lack of use, particularly speaking. However, if a student has a high level of proficiency at the end of an immersion or other intensive language program, her/his abilities are likely to

diminish less over time. Harley states "This apparent discrepancy between comprehension and production skills is what has lead researchers to talk in terms of language 'attrition' rather than outright 'loss' of language skills" (p. 240).

The article concludes by offering suggestions for those who may want to maintain their language skills based on respondents' comments in surveys.

1. Choose activities in the French language that are enjoyable.

2. Plan a strategy for having occasions to use the language.

3. Combine the French language with day to day activities. Watch a television program in French.

4. Read a newspaper or listen to tapes.

5. When the opportunity is there, immerse oneself in the language through travel.

Lastly, Harley (1994) brings to light an important point that is endemic in language learning: the fear of speaking the language for fear of making mistakes. She writes

> While several subjects mentioned their embarrassment in speaking, usually because of the errors they made, there was general recognition that it is necessary to overcome this awkwardness and plunge in. They point to the importance of exercising affective self-management strategies to cope with any feelings of

inadequacy in speaking one's second language. Having
fun while keeping up one's French was one way of
creating a positive climate for language retention.
(p. 242)

The disappointing part of this article was that the
author did not include any statistical information
regarding the studies she chose to discuss. The
percentages were meaningless without knowledge of the total
sample and sub-samples for each. Aside from that, she
makes some important points about maintaining language
after years of study. It would seem that Canada must have
been investing a great deal of money for the immersion
schools. It seems ironic that the investment in immersion
education seems to be lost by lack of opportunities in the
universities. It seems there would be more classes in
French or other instructional measures to assist these
students in successfully maintaining their language
studies.

Schmidt-Rinehart (1997) states that second language
teachers are unique in their needs for professional growth.
In addition to a pedagogical foundation for teaching, the
second language teacher has to have an advanced knowledge
base in both linguistic and intercultural topics. The
professional organizations for foreign language teachers
jointly published the *Standards for Foreign Language
Learning: Preparing for the 21st Century* (ACTFL, AATF, AATG, ϶,

and AATSP, 1996). The standards set are for teachers to prepare students to use the language in significant ways in order to communicate with other speakers of the language (p. 11).

Schmidt-Rinehart (1997) states many second language teachers welcomed the change of focus from teaching grammar to communication in the classroom. "The new standards urge that teachers create learning environments for students that will foster achievement in the five goal areas of communication, cultures, connections, comparisons, and communities" (p. 202). Unfortunately, many are not professionally prepared to meet these standards. Reasons for this include the isolation of some language teachers from the target language, school in-services are not targeting language teachers, and due to family and finances, extended opportunities for study abroad is not an option for many. Due to this, the teacher loses her/his own language skills and therefore becomes less effective as a teacher.

Schmidt-Rinehart states that the usual trip abroad for the second language teacher is with a group of students. The teacher has limited access to the local people to develop deep and meaningful conversations in which to increase their knowledge base. As a remedy for this

situation, Ashland University in Ashland, Ohio developed a

program specifically for Spanish teachers, which includes

an immersion experience at the Cuauthnahuac Escuela

Cuernavaca Institiuto Colectivo de Lengua y Cultura in

Cuernavaca, Mexico. The purpose of this program and others

similar to it is to allow the teacher an opportunity to be

an active learner without the chaperone responsibilities.

Programs include pedagogical content as well as full

immersion into the language and culture. The 1994 program

included teachers with zero to seven years of Spanish

teaching experience. The teachers taught in schools that

had enrollments ranging from 300 to 1,200 students and all

schools had three or fewer Spanish teachers. The teachers

prior traveling experience ranged from never visiting a

Spanish speaking country to one teacher who had lived in

Spain for five years.

There were three primary goals of the program: provide

a short-term experience for Spanish teachers, using

authentic materials to enrich the context of the classroom

environment, and to refine the language skills of the

teachers. The course was two weeks in duration to

accommodate teachers with families. Teachers lived with a

local family who spoke only Spanish with them. The

families were encouraged to include the teacher/student in

their regular activities. Courses and other excursions were entirely in Spanish. Each day, the teachers had a 90-minute course in learning how to use authentic materials for teaching Spanish and include them in their lesson plans. This course was conducted in cooperation with Ashland University.

Class sessions included instructor presentations; working in pairs, sample materials that could later be used in their own classroom, class presentations and the discussion of assigned reading. Each pair of students was responsible for the complete preparation of one instructional unit, which had to include a number of components.

An evaluation was done at the end of the program to assess the effectiveness of the program in its entirety, the instructional units, and language development. The responses to the third portion are of most interest. Prior to starting the program, the teachers were asked to self-evaluate their own language proficiency. Some stated that their grammar was finely tuned and others admitted that they needed work on basic and complex grammar. At the end of the two-week session, the teachers were tested on 20 grammar concepts. The test results gave evidence that some teachers improved their understanding of Spanish grammar.

Other teachers either did not have any improvement or backslide in their ability.

Schmidt-Rinehart did not include any statistical data in this article, which was a weakness. However, this article does serve a purpose in showing that a professional language teacher in a mainstream school is not always professionally prepared linguistically to conduct a language class. Language teachers need continual in-depth language opportunities in which to maintain and increase their skills and on-going training in the pedagogical advancements in language teaching. The researcher as a participant observer will evaluate the teachers involved in this dissertation by their use of authentic materials.

Summary

As the literature review shows, much has been written in regard to second language learning. The majority of this work focuses on the approaches of learning vocabulary by memorizing long lists or words and studying grammar in a systematic manner all in a traditional school environment.

What the literature is deficient in are articles related to teaching adults a second language outside of the traditional classroom setting. In qualifying the term adults, it is referring to those who are no longer

attending school for an academic goal, but at the same time would like to learn another language. It seems that the lack of literature is directly related to the lack of acceptable alternatives in the United States for studying languages. When alternative methods arise, they are not given the opportunity to establish credibility by having researchers investigate their effectiveness.

At the same time, teachers are not given the opportunity to have a voice. Nothing has been found in the literature that gives a forum for teachers to reflect on their work in the non-traditional language classroom. This is a forgotten minority that has been silenced by being ignored.

CHAPTER III

Methodology

Research Design

This study used the qualitative tools of Focus Groups and Participant Observation. After reviewing many methodologies, focus groups were determined to be the most appropriate to allow for a rich descriptive qualitative investigation with the additional enriched perspective of participant observation.

According to Vaughn, Schumm, and Sinagub (1996)

> Focus groups are a research paradigm that has been borrowed from the business world for use in psychological and educational research. Participants are involved in a project where their thoughts and opinions are sought after and respected. Through focus groups, there is the opportunity to get a clear understanding of what participants think, as the researcher is present to probe a response further. Focus groups allow for a rich dialogue for participants to hear others' thoughts and view that in turn expand the scope of their own thinking. (pp. 15-18)

Krathwohl (1998) addresses the benefits of the researcher participating in the research stating:

> Although the fact of observation is obvious, that the researcher is acting as a participant at some level reduces the obtrusiveness. At the same time, it instructs the researcher as to what it is like to be in the situation. This role allows the researcher access to the important places and people while remaining in "character". (pp. 251-252)

While participating in a group interview, focus groups participants were encouraged to speak freely in a casual setting while being guided by a facilitator. In this case the facilitator was the researcher. They had the opportunity to become active originators of a knowledge base elicited from their joint experiences through retrospection.

As Bloch (1992) explains the quality of group interaction "ideas occur and coalesce in a way that is different from what happens during an individual interview or in responding to a written questionnaire" (p. 347). The possibility of the depth of information gained from the participants is evidenced by the statement from Morgan (1988) that "focus groups are useful when it comes to investigating what participants think, but they excel at uncovering why participants think as they do" (p. 25).

Participants were asked to reflect on their own experiences of teaching a second language. The focus group sessions were audio taped and transcribed by the researcher. The tapes are being kept in a file used for confidential information in the researcher's possession for a period of one year. After one year, the tapes will be destroyed.

The researcher was a student at the Houston school prior to deciding on a dissertation topic. The researcher has had an interest in the work of Dr. Lozanov for many years and this was an opportunity to experience the method first hand. As a result of this reflective experience, the formation of a research topic for this dissertation was developed, however, the administrator was not contacted until after full approval was given to do so.

The researcher was then a student within the classroom of both of the programs in a dual role. The purpose for this was for the researcher to continue the study of a second language while at the same time having direct experience with each methodology as a researcher. In addressing the issue of participant observation, Rubin and Rubin (1995) state "Language is not simply a foreign tongue, like French or Italian, but the special cultural vocabulary that allows the researcher to frame meaningful questions" (p.171).

Research Setting

Two schools were chosen for specific reasons. Each school uses a non-traditional method of teaching a second language to adults. One school uses the accelerated learning technique and the other is a total immersion

school with a local family homestay included. Each school was found to have a sufficient number of teachers from which to secure adequate participants for this study. Since this study was self-funded by the researcher, cost of transportation, lodging, and tuition was a consideration.

The Accelerative Learning method is not a commonly used teaching method in the United States. Programs were identified through the International Alliance for Learning, the professional organization that promotes the Lozanov/Accelerative Learning teaching method and other derivative methodologies in brain based learning. There are only two programs with more than two teachers. One program is in Minneapolis, Minnesota and the other is located in Houston, Texas. Both are loosely associated with Universities, but not academically. Both programs are within the parameters of the "Adult Continuing Education Program" and are not official schools of the university. The classrooms are in a separate building on the university campus and are used for a multitude of continuing education classes, many which are not related to language instruction.

The Houston program offers each level of classes in a variety of time formats, but the one most convenient to this researcher was on a two-weekend schedule consisting of

two Friday evenings, two Saturdays and two Sundays. Each

level is supposed to include thirty-two hours of

instruction.

Total Immersion schools are abundant throughout the

world. Costa Rica was chosen due to its stable government

and political environment. According to Baker (1996), the

country of Costa Rica disbanded their military defenses in

1949, choosing political neutrality. Several schools were

considered using the following criteria: the cost of

instruction, the availability of a homestay with a local

family, the number of teachers who spoke English well

enough to be participants for the research, and the

location of the school.

The school chosen was located in San Jose', the capital

of Costa Rica. The school is a converted house with many

smaller rooms added to the back and an annex building next

door. Each classroom is small and can only accommodate

three to six people comfortably, thus making class size

necessarily small. The school provides three to six hours

of instruction a day, Monday through Friday, depending on a

student's need. Students come to this school for as short

a period of one day of instruction to as long as they

desire. They offer a very flexible time schedule. Also

available at the school is an optional conversation hour

once a week after regular classes, for all levels of students. There is a cooking class taught in Spanish once a week, and a homestay with a local family is encouraged. Cultural activities throughout the country can be arranged through the school, but are not provided as a course of instruction.

The most important aspect of this school for this research was that the school administration and the teachers had a desire to participate.

The schools used were:

1. An accelerative learning program in Houston, Texas.

2. A Spanish language school in San Jose', Costa Rica.

The Participants

The research was conducted using two focus groups, one group consisted of teachers from the Lozanov/Accelerative Learning and one with teachers from the Total Immersion method. The focus group in Houston consisted of eight teachers: seven women and one man. The group in Costa Rica had seven teachers: three women and four men. All teachers are currently teaching using the methodology with which they are identified.

A letter was sent to each of the school administrators, briefly describing the research and

inviting their teachers to be participants in the focus group. Both administrators were informed that the researcher would also be enrolled as a student for the purpose of participant observation. The researcher explained in the letter that for the privacy of the teachers and their comfort, this would be a strictly confidential focus group and therefore the researcher would not be sharing data with administration. For privacy reasons, both administrators took it upon themselves to determine teacher interest. They did not wish to release teacher names or other personal contact information. When the administrator from each program determined that they could gather a minimum of six interested participants, a date was set for the research. A letter of confirmation was sent to each administrator at that time. Again, for privacy reasons, no contact was made directly with the teachers beforehand. The researcher registered as a student in each program after the participants volunteered to be participants.

The researcher did not have any information about the participants before the day and time of the focus group, with the exceptions of the researcher/participant's teacher in each program. The administrators from each program shared with the teachers that the researcher was also

enrolling as a student. Regardless, they agreed to be participants in the focus group having this knowledge.

Data Collection

Houston

The focus group took place in a classroom of the school. The focus group was immediately following a full Saturday, teaching weekend. All but three of the participants were teaching that day. These three teachers came specifically for the focus group. The classroom walls were covered with large flip chart sheets of paper covered with work performed from students in that day's Spanish class session. Posters of countries in South America were also on the walls as well as signs with verb endings and other Spanish vocabulary words. One table was covered with plastic fruits and vegetables each labeled in Spanish. Spread across another table was a bright colored rug from Mexico, which was accompanied by an assortment of hats, bottles, and cans with Spanish words written on them.

In advance, the researcher rearranged the tables to form a large circle, in order to accommodate all of the participants and the researcher. The researcher purchased two cassette recorders, one micro-cassette and one standard portable each with an extension microphone specifically for

this research. All equipment was tested before the focus group started and they worked well.

At the start of the focus group, the researcher gave a brief overview of the research by stating that this was a collection of data with which to give teachers a voice in their non-traditional work. All participants were asked to sign a consent form preceding the focus group. A copy of the consent was given to each of them for their personal reference.

Within the consent form that each teacher participant signed, was a confidentiality paragraph. They were informed at the time that the focus group was going to be audio-taped and they were presented with the option of choosing not to continue their participation at that time. All participants chose the option of using pseudonyms and the transcript excerpts included in this study will reflect this. They were informed that the contents of the focus group sessions would not then or will not in the future be reported to their respective school officials in any form. An Interview Guide was used for stimulating the dialogue and is located on page 169.

As soon as the focus group began, the researcher noticed the micro-cassette stopped working. The batteries were changed, but the recorder still did not work. Feeling

that the regular cassette would be sufficient, the focus group continued.

About an hour into the focus group session, unexpectedly, the administrator walked into the room and sat down in the back. The researcher took special notice of the reaction of the teachers since the researcher had reiterated the confidential nature of their participation at the onset of the group. To the credit of the administrator, there was no visible reaction to her entrance or her presence in the back of the room. The initial concerns of the researcher diminished as the teachers maintained a natural relaxed pose and seemed to speak freely and without restriction.

The researcher encountered a problem with the standard cassette recorder and the external microphone that was not apparent until the end of the session. The external microphone was so efficient that it recorded the sound of the air conditioner in the room. This lent a buzzing noise that almost obliterated the voices of the teachers. It was necessary for the researcher to bring the cassettes to a sound studio to have the sounds separated, so the teachers could be heard and understood in order to transcribe the tapes.

Costa Rica

In Costa Rica, the focus group took place on a
Thursday, in the late afternoon, after all of the
participants finished teaching their respective classes.
This group also took place in a classroom within the
school. The table and chairs were already formed in a
circle. In this classroom, which was typical of all of the
classrooms at this school, the walls were bare. There were
no decorations, visual aids, or cultural artifacts to
remind the student that this was an educational setting.
The only evidence of a school environment was the
whiteboard on the wall. Before the focus group was to
begin, the researcher set up the cassette recorders, tested
them and they both worked well.

At the start of the focus group, the researcher gave a
brief overview of the research by stating this was a
collection of data with which to give teachers a voice in
their non-traditional work. All participants were asked to
sign a consent form before the focus group started. Each
teacher was given a copy of the consent for his or her own
files.

Within the consent form that each teacher participant
signed, was a confidentiality paragraph. They were
informed at the time that the focus group was going to be

audio-taped and they were presented with the option of choosing not to continue participating at that time.

All participants chose the option of using pseudonyms and the transcript excerpts included in this study will reflect this. They were informed that the contents of the focus group sessions would not then or will not in the future be reported to their respective school officials in any form. The following Interview Guide was used for stimulating the dialogue.

Interview Guide for the Focus Groups

1. From your point of view, what personal and professional qualities are needed for a teacher using your method of instruction?

2. How are you made aware of new developments in teaching methods, if at all?

3. From your experience, why do you feel this methodology is effective for adult learners?

4. How do you define a successful adult student? How do you measure the success of a student? What common qualities do you find in a successful adult student?

5. What feedback do you receive from your adult students to acknowledge that successful learning has taken place?

6. What techniques do you use to motivate your adult
   students?

7. What techniques do you use to maintain your own
   interest in teaching in this setting?

8. What techniques do you use or have used that you
   found least or most effective in working with adult
   students?

9. If you could do anything you wanted to make this program
   more effective for student learning, what would you do?

Questions one and two were meant to start establishing
a repartee with the teachers, but also to assist them in
recognizing what is significant to their professionalism.
As well they had the opportunity to reflect on what it is
about them as non-traditional teachers that is unique.

Question number three is a direct question that asked
the participants if they felt their methodology is
effective for the adult learner.

How does a non-traditional language teacher quantify
success? Questions four and five attempted to reveal what
it is about the teacher that makes the learning happen
without directly asking the question. When confronted with
the thoughts of a successful student as opposed to a lesser
achieving student, the teacher had an opportunity for

reflection. They were able to reflect on what is it that they do to assist that student in being successful.

Question five specifically addressed this issue. What do students tell you? This question allowed the teacher to bring these memories to consciousness and share it within the group.

Maintaining student interest is a precursor for successful learning. Questions six and seven focused the teachers' attention on their ability to maintain their own interest in teaching, which without, few students are going to be motivated and successful.

The last two questions, eight and nine, were to draw out from the teachers, how they address different learning styles without asking directly. The purpose of this was to allow them to share their understanding of learning styles in regard to their own methodologies.

As an outgrowth of this research, it is hoped that the teachers will recognize the need for action research. If they can identify this in a group experience it is hoped that one of two results will occur. The first is that other teachers will give feedback and clarify for better teaching methods. Secondly, the others may concur that something needs to be modified or deleted entirely. If

this happens, they are beginning to learn to become researchers within their own system.

During the course of time at each school, the researcher was a student participant in each program. The researcher tried to act and respond in a natural manner and not expose the researcher role without substantial reason to do so. Observations were made and noted concerning how the goal of the method of teaching succeeds from the student's point of view.

Data Analysis

Taped interviews were transcribed verbatim and analyzed for emerging themes. Themes were identified when two or more teachers agreed on a concept, idea, or opinion expressed. Themes generally related directly to the questions during the dialogue, however, other ideas were generated as well. The researcher's participant observations are used to substantiate or negate what the methodology or the teachers suggest is the goal of their program. The overall issue of the participant observation was the question; do these programs aid an adult learner in acquiring a second language faster and with less anxiety than with a traditional method?

From this study, the most important of the researcher's hopes is that the participants had an opportunity to expand their own thinking after hearing their colleagues. As a result of this research the researcher did gain the anticipated insight into the effectiveness of the methodology from a student's perspective. The researcher is more aware of the differences and complications of language learning and language acquisition.

CHAPTER IV

FINDINGS AND INTERPRETATION

Introduction

In this chapter, the participants are presented in a brief overview. Then samples of the transcripts from the focus group interviews are discussed in association with each of the six research questions.

1. How do non-traditional language teachers perceive their professionalism within the uniqueness of their setting?

2. What is the non-traditional language teachers' perception of how effective their methodology is and why do they think this is true?

3. How does a non-traditional language teacher quantify success in the adult student?

4. How do they utilize the methodology to maintain their own interest and in turn the interest of adult students?

5. How does a teacher in this setting accommodate for different learning styles of the students?

6. What other lessons can be learned from teachers in these settings?

The data collected from the Lozanov/Accelerative Learning teachers will be first, followed by data pertaining to the participant observation. This consists of

the researcher's own participant observation findings related to the research question and the teachers' comments. Then the data from the Total Immersion Teachers will be presented again followed by the participant observation of the researcher. It is not the intention of this research to compare the two methodologies since they are not comparable; however, many similarities in responses did arise between the two groups. In order to provide clarity for the reader, the findings for both groups of teachers are presented after each research question.

As reflected in the literature review, empirical research pertaining to these two methodologies was scarce or non-existent. Generalized research related to adult second language acquisition will be used to support the teachers' comments as appropriate, in Chapter V.

For ease of identification, the groups will be identified simply as the Lozanov/Accelerative Learning teachers, and the Total Immersion teachers.

Names and Protection of the Participants

At the onset of this study, the researcher assured the participants anonymity if they so chose. The teachers from the Houston program stated they would use the names, which they use for teaching. Like the students, the teachers

also assume a different name and identity. Their names as included in the transcript quotes are pseudonyms that are used for the program, and therefore they will not be personally identified. The Costa Rica teachers requested that their real names not be identified in this study. They assigned themselves pseudonyms.

Profiles of the Participants

Lozanov/Accelerative Learning Teachers

Each of the eight teachers in the Houston program is a full-time teacher elsewhere and she or he only teaches for this program on a part-time basis. All of them except one are native speakers of the language they teach. The teachers have from one to fourteen years' experience with this program. The program was developed twenty years ago. The original trainer for the teachers in this program is a student of Dr. Lozanov, who never completed the training to be a certified trainer. She still continues to offer the training in Houston once to twice a year, depending on demand.

Teachers for this program receive their training in the methodology from the training program offered through the University of Houston Continuing Education Department. The training consists of two weeks of classes for a total

of eighty hours, which is offered through the continuing

education program. There is a fee for this class, but

those who successfully complete this training, may be added

to the part-time faculty list to teach as needed, if they

are bilingual teachers. The trainer for this program is

the founder of this program at this school. She is a

teacher who has studied with Dr. Lozanov, but has not

received his credential as a "Certified Lozanov Trainer."

She is currently finishing her doctorate elsewhere and is

only available when offering these trainings. It should be

noted that a few of the teachers did not know who Dr.

Lozanov was or the origins of the methodology.

The focus group consisted of one teacher who teaches

Chinese, one who teaches Russian, and one who is the French

teacher. In addition, five teachers taught Spanish. Only

one of the teachers was a man and he teaches Spanish. One

of the Spanish teachers, a woman, was from Peru and all of

the other Spanish teachers were from different parts of

Mexico. The chart that follows shows each of the

participants, the language they teach, and the number of

years that they have taught with this program.

Participant Profile

Pseudonym	Country of origin	Years at this school
Ling	China	3
Natasha	Russian	5
Yvette	United States, teaches French	5
Juanita	Mexico	12
Clara	Mexico	7
Marquerite	Mexico	9
Juan	Mexico	1
Marisol	Peru	6

Juanita, a Spanish teacher is considered a Master Teacher with this program. She has taught for the school for twelve years and monitors the progress of the new teachers. She is one of the few that teaches all twelve levels of Spanish for the program. For the last year, she had been working solely in curriculum development, but decided that she preferred being in the classroom. She returned to the classroom just prior to this research.

The French teacher, Yvette, was the only non-native speaker, however, she has an earned Ph.D. in French Literature and travels to France extensively. She shared after the group that she is now teaching in a university in Maryland due to her husband's employment transfer. Because she believes in the effectiveness of this methodology, she flies to Houston for the weekends she is needed to teach.

Total Immersion Teachers

The teachers in this program are more homogenous since they are all natives of Costa Rica and all are teachers of Spanish. All of the teachers have their Costa Rican equivalent of a Bachelors degree. It was explained to this researcher that in Costa Rica, all college students study a prescribed outline of courses that are mandated. Much of the focus in an undergraduate education is in Literature or Philosophy. There is little time in the schedule for specialization or a "major." The time to specialize is when the student continues with graduate school. The University of Costa Rica initiated a Masters Program just two years ago in Teaching Spanish as a Second Language. One of the women teachers, Flora, is pursuing that degree. One of the men teachers, Jose' has his Masters degree in Linguistics and Antonio is currently working on his Masters degree in Linguistics.

The focus group consisted of three women and four men. All of the teachers, but two, have been teaching at this school from four to seven years. The exceptions were a woman teacher who has been there for two years and one-man teacher who started one year ago.

Participant Profile

Pseudonym	Years teaching at this school	Education beyond the Bachelors
Claudia	7 years	
Flora	6 years	Currently working on a Masters degree in teaching Spanish as a Second Language
Patricia	2 years	
Jose'	5 years	Has a Masters degree in Linguistics
Antonio	5 years	Currently working on a Masters degree in Linguistics
Pablo	4 years	
Juan	1 year	

All of the teachers speak English with varying degrees of fluency, but well enough to be participants in this study. The authenticity of their words has been left intact, even when the grammar was not perfect. Each teacher speaks at least two languages with the majority speaking at least three languages. After English, German and Italian are the most common additional languages studied by the teachers at this school.

The Researcher Participant

The researcher had limited and unfortunate experiences in language studies in the past. This comprised of one year each of French and Latin in high school plus one semester each of French and Esperanto as an undergraduate

in college. The traditional nature of instruction, which consisted of memorizing long lists of vocabulary, verb conjugations and grammar rules, left the researcher feeling inadequate and inferior in the area of language ability.

As a result, it has been a goal to find an alternative way to learn languages in a successful manner. When the Lozanov/Accelerative Learning method was discovered, it was necessary to put forth effort in investigating this technique due to the high success rates reported in popular literature. The researcher found the program in Houston and flew back and forth to Texas for levels one through five for a total of ten weekends over a year's time to experience this method by learning Spanish.

After attending and completing five levels, and seeing the success of the Lozanov/Accelerative Learning method, the researcher decided to focus on this area of language learning for a dissertation topic. It seemed that the teachers' perceptions of the Lozanov/Accelerative Learning method would enhance the literature since nothing had been written from the teachers' point of view. In addition, the researcher decided to incorporate the views of a group of teachers from another non-traditional teaching approach who teach in a Total Immersion setting at a selected school in Costa Rica. While there, the researcher was a student for

three weeks. During this time, the researcher lived with a

local family. The Lozanov/Accelerative learning program

level six was disregarded as a result to the three weeks

spent in Costa Rica studying. The researcher returned to

Houston for two more weekends to complete level seven

Spanish and to conduct the research focus group,

specifically for this research.

Findings and Interpretation

Research Question One: How does a non-traditional language teacher perceive their professionalism within the uniqueness of their setting?

Lozanov/Accelerative Learning Teachers

Initially, the first responses equated personality

with professionalism. Having a love for working with

people was a common theme. This was associated with a love

for oneself. This self-appreciation seems to grow over

time and is nurtured by teaching in this program. The

teachers believe that as they become self-actualized, they

are able to envelop their students in the subject with more

vitality. These teachers are very animated with their

facial expressions and gestures as they explained their

opinions. For some, they believe that they are naturally

demonstrative people and this assists them to be dramatic in their classroom teaching. Marisol shares this point of view.

> Unless you love people and really like your students, you will never be successful. First, it is very important that you like yourself. I will give you an example. The more I am myself, the better a teacher I can be. I am a very emotional person, with quite a temper (she laughs). I like being vivacious and sensitive as well. I am acting very naturally. I do whatever I want, whatever I enjoy. The more I enjoy myself the more my students enjoy themselves. This can be very exhausting at times.

The more experienced teachers expressed how their professionalism is combined with background knowledge as well as their teaching persona, the character role each teacher creates for the classroom. Professionalism is characterized by the knowledge of the language beyond the ability to speak it. They have knowledge of the languages' structural roots. This is complemented by their ability to strongly identify with the cultural heritages that shape the language as it grows with modern terms.

The persona adopted gives the teachers an opportunity to expand their reality to bring enhancement to the lessons and the students' experience. They are free to exaggerate their life to bring knowledge and amusement to the classroom. Juanita explains how this assumed identify gives her the ability to guide her students' learning.

One of the most important things is to have a very
secure and saturated background knowledge of the
subject, not only the language, but the background of
the language. You really need to know your subject.
You also have to be able to display your emotional
self and who you are. By the end of the day, the
students are exhausted. They are so overwhelmed.
They have been laughing, having fun. At the same
time, you have explored all of their abilities to the
group. I think you yourself are also exhausted. You
have to develop the illusion that this is a game, but
at the same time, they are learning and exploring
their creative abilities. At some level, they
understand that this is serious and very arduous. All
of the suggestions in the environment are important,
but the teacher is the most important element of the
classes. You suggest that you are Juanita. I am able
to develop the character of Juanita. I start liking
Juanita more then my real person. Juanita doesn't
have the problems that I have. Juanita only has fun.
But if I realize it is just fantasy and it is fun and
I keep that fantasy, then my students start to enjoy
their new identity.

Participant Observation in the Accelerated Learning Program

The Lozanov method advocates the assuming of a new

identity for the students and this was explained from the

first introductory lesson. As the teachers explained taking

a new identity, gives the students autonomy to create a

character to embellish the learning experience for the

student. However, it was not clear that the teachers do the

same. Every story the teacher shares with the class about

her or his daily life, is a created one from the identity

they too have assumed. One teacher told her class of this

enormous breakfast she ate every day. The students were

quite amazed that she could consume so much. It was not until much later that the students found that all of the teachers say the same thing at that level as a teaching tool.

The teachers need to have a broad range of positive professional as well as personality traits. Not only do they need to be educated in the language that they teach, and the cultures from which the target language is spoken, but also they need the skills of an actress or actor.

One additional difference in this type of program is that the teacher has to be flexible beyond a traditional setting. Since all of the students are adults with varying degrees of interest and reason for taking the class, the teacher needs to be able to accommodate all of the students' needs.

The students are not graded or assessed by the teacher; however, the students complete an assessment performance at the end of every level. Therefore, the teachers have the additional responsibility of being marketers for the program. The program relies on their skills and talents and student satisfaction in order to propagate.

All teachers need stamina, however in this program the teacher is required to maintain a high level of energy for

lengthy periods of time. The teacher is the one that paces the energy level for the students. When the teacher is seemingly light, energetic, fun, and friendly, the students feel the same and the time passes quickly. Sustaining this type of energy can be grueling for these teachers that teach elsewhere during the week. The weekend courses consist of Friday evening for three hours, Saturday for eight hours, with an hour for lunch and Sunday for seven hours with an hour for lunch, for two consecutive weekends. The teachers in this program show evidence through their teaching that they are truly involved in their profession. They greet each new class of students like they were old friends who have been reunited once again.

From the experience of having been a student in this program previous to undertaking the research, one observation was apparent. The number of students in a class seems to have an effect on the energy level of the teacher as well as the class. In the first level, there were fourteen students, the maximum for this program. For the second level, there were twelve students. In levels three through seven, however, the number of students ranged from three to four. The energy level of each teacher, a different one for each level, was elevated, though the teacher did not seem as much so with the lesser number of

students. The assumption made was that there was a greater restriction on the activities that could be successfully accomplished with a smaller number of students. The last level teacher verified that this presumption held merit for her.

Instructional hours are also reduced for smaller numbers of students. Each level is advertised for thirty-two hours of classroom time based on eight to fourteen students. However, when the classes are as small as three or four students the hours are reduced. Some levels were reduced to twenty-eight or as little as twenty-four hours. The rationale is that there is a greater teacher-student ratio. The researcher was told that one class would have been cancelled altogether if it had not been for the fact that the administrator knew the researcher was flying in from California and could not be contacted in sufficient time. After the research was completed, the researcher returned for the eighth level, but it was cancelled after the researcher arrived at the school for the first class session.

Each teacher is responsible for creating her or his own materials other than the script and audio tapes for the classes that she or he teaches. All of this material is hand-made and not computer generated. Each class is filled

with authentic materials from the target countries. The

walls are covered with posters from the country or

counties. There are traditional clothes, crafts, and any

other prop the teacher can find. From the wide variety of

the visual selection, it becomes obvious that these

teachers enjoy what they are doing, but at the same time

have a sincere interest in being the guide for the

students' journey into learning a new language.

The training in the methodology is apparent, as all of

the teachers maintained a fairly consistent pattern for the

creation of lesson posters, the visuals used, rhythm of the

instruction, and the sequence of the different levels. The

sequence of the levels of instruction is listed in Appendix

B.

Total Immersion Teachers

One of the six-year veteran teachers at this school,

spoke very freely and honestly about the lack of training

the Costa Rican teacher receives in the University for

providing Spanish lessons to the non-native speaker. The

teachers had looks of frustration in responding to this

area of questioning. Their demeanor suggested the

professionalism aspect was going to be a sensitive area for

these teachers. Jose' feels that there is more to teaching

in this program than the ability to speak Spanish; however,

the university does not 'adequately prepare graduates for

this task. From the teachers' responses it is suggested

that the structured higher education in Costa Rica is a

possible reason why there was sensitivity regarding this

topic. Jose' explains his view of professionalism in this

manner.

> Professional qualities include an appropriate
> background. To speak a language is not enough for
> teaching. I think the ideal situation is a teacher
> that has the ability to give the student the
> structural sense. In Costa Rica, the universities
> offer the career of Philosophy and Literature. That
> is what I studied. Those kinds of study do not
> exactly prepare you for this kind of job. What you
> need is to study the history and grammar of your own
> language, as well as the literature of your own
> language. In this case, I studied Classic Philosophy.
> In this case, the University does not adequately
> prepare the Spanish teacher to teach foreign speakers.
> My degree made me able to teach Spanish for Spanish
> speakers. There is no other capacity for a teacher to
> combine the personal qualities with professional
> preparation. When teachers are trained at the
> university, they are trained to teach native speakers.
> Often they forget they are dealing with foreign
> speakers. The style and the content of the class has
> to be different. You need to repeat more times. You
> need to be patient and be able to realize that you
> need to be different than your training. You have to
> be friendly. It is difficult to learn something from
> someone you do not like. They have to feel
> comfortable with you.

The other teachers did not initially address the

professional aspect, but focused mainly on the personal

aspects needed to teach in this environment. It was

suspected by their nodding in agreement that they felt the

topic was covered sufficiently by Jose'. This researcher did not feel it was appropriate to probe further after Jose's comments, as it may have caused some discomfort for the teachers.

Some of the newest teachers at the school, responded to the issue of professionalism by approaching it from the personal qualities needed of a teacher. For these teachers, personality attributes are synonymous with qualities that are associated with professionalism. Juan identifies open mindedness as a desirable trait due to the diversity of the school.

> I think you need to be open minded to the new students who come in for them to get used to us. I have been working here a short time and but it seems to me that there are different people that come in. Since there are so many different people, they have different attitudes and different ways of perceiving culture. They come from different cultures and therefore as a teacher, I think we need that open-minded attitude.

Pablo reinforced what Juan stated by adding insight regarding the patience needed with entry level students.

> You have to be very patient, especially with a beginner. You have to speak clearly and say it over and over again. It is very important at that level.

The more seasoned teachers with this school have experience that perhaps gives them a different insight about the professionalism of the teachers within the structure of a non-traditional school. Claudia discussed

the need to be flexible in understanding that each student

comes to the school with a different need and goal.

> I think you need to know what they want from this
> course. You cannot use the same methodology with all
> of the students. Once you know what they want, you
> can create a program and adapt that program to what
> they want.

Claudia recognized the fact that not all students have

the same agenda when they enroll for the program.

Therefore, it is not possible to have an established

curriculum that will fit all of the students' needs. The

researcher felt this was an important issue to probe

further. It was suggested that the teacher had to be

flexible personally and create a program on demand,

depending on who the current students were at any given

time. Addressing the personal need to be flexible gave the

teachers an opportunity to further clarify this as an issue

of professionalism. Antonio added this comment.

> It is very important for me to be tolerant, because in
> a conversation class you will have many opinions about
> many topics. Sometimes you will not be wanting to
> agree with them, but you have to be tolerant. You
> have to keep in mind that what you are discussing in
> not the opinions, but the ability to express your
> opinion in another language. Another thing that is
> really important for me is; for example, you don't
> have to assume that your students are going to
> understand everything. They speak other languages and
> you don't have to assume that all of them are going to
> understand English for example. That would be a
> problem for the Japanese students. You have to keep
> in mind that you have to try to understand the
> problems that are related to each culture, each
> language and each native language.

At the time, Antonio did not seem to connect that trying to understand the differences and cultural backgrounds of a number of students is a part of professionalism that teachers need to be cognizant. This developed into other responses from the teachers that further advanced the discussion regarding professional attributes. Interestingly, the teachers themselves never labeled any of these qualities as professionalism. Flora shared her thoughts.

> I think you have to consider many points. For example, you need to consider the type of people you are teaching and their final purpose. That is what determines what we should expect of them. You have to be open-minded and try many ways to teach. You need to break away from the traditional method, because it is important to consider the social context and teach within that situation. I think that is the best way to do it.

When asked, the discussion was led to the area regarding new developments in the field. The teachers responded with experiences that ranged from the simple to more professionally involved. Pablo finds it necessary for his professional development to stay abreast of new information in the field by reading the literature or taking classes that may advance his knowledge base.

> For me they are really important. When I know there is new information in magazines or teaching courses, I like to take them.

Flora, who has had more experience with teaching

during her undergraduate training, has made a choice to

pursue this career option. She is in the Masters program

at the University of Costa Rica for teaching Spanish as a

Second Language.

> I started teaching first at the University as part of
> my training, then I decided to study Teaching Spanish
> as a Second Language. I love teaching and that is why
> I continue at the University, because I love it.

Antonio is also continuing his education,

but in a related field. Linguistics added a different

perspective by stating he tries to stay abreast through his

studies. Nevertheless, he states that even if he were not

continuing his education, he would read the literature in

the field, because it interests him to do so. Antonio

makes an interesting point that theory is many times

difficult to put into practice in the classroom. He feels

that much of the research is theoretical, but the practical

application is often missing from the literature. This

creates some confusion and frustration for a teacher who is

not familiar with interpreting theory into an application

process. Antonio explains his own frustration in this way.

> For me, it is a little different. I am doing my
> Masters in Linguists, so I am very interested in first
> and second language acquisition. I read for my
> thesis, but I would read anyway, because I am
> interested in that topic. I also try to apply some of
> the aspects, but you know I have read a lot of
> material. Much of it is very technical and
> theoretical, but you can not see how to apply this
> method. They just discuss who says what and this

could be good. It is not something that you are sure
of how you could apply it, because they don't know how
to do it.

Participant Observation in the Total Immersion Program

Although, this was not anticipated, the researcher was
assigned to one instructor for the entire three-week period
of study. For all but four days of the three-weeks, the
researcher was also the only student in the class. There
were opportunities to speak with the other teachers outside
of the class during breaks and after school.

As the teachers stated in the focus group, most of
them have not been trained as teachers, though all have a
college degree. This was the case of the researchers'
instructor. He did not have any pedagogical training.
There was evidence in the lack of a consistent pedagogy
throughout the school. Each instructor decides what the
student(s) in her or his class wants or needs and they
decide on the curriculum at that time. Employment is based
on the college degree and the personality characteristics
that are attributable to a good educator: patience, a need
for flexibility, intuitive nature, and a sincere caring to
work with people.

Speaking with the instructors at break times and after
class, it is apparent that they all enjoy learning from

their students as well as teaching them. The only training
that the school provides is a couple of days of observation
with two or three of the longer employed teachers, one of
whom was the researchers' instructor.

Since none of these teachers received training in
cultural differences prior to coming to teach in this
school, they had to learn on their own. Students attend
from a number of different countries. Due to this, one
teacher told this researcher confidentially that the
teacher's salaries are based on the number of languages
they can speak. The teachers that are multilingual are
paid a higher rate since they would be in demand at other
schools.

Research Question Two: What is the non-traditional language teachers' perception of how effective their methodology is and why do they think this is true?

Lozanov/Accelerative Learning Teachers

The teachers in this program were especially excited
to share their thoughts about the effectiveness of their
program. The teachers readily expressed their enthusiasm
about the students' experience upon entering the class for
the first time. They related that for those students who

may have had a poor experience in the past with language

learning, they find that they are less stressed from the

beginning. Clara shared her perspective.

> The first time they come into class, when we first get
> started, they are not going to be terrified of the
> experience like they might have been in other classes
> for foreign language. We actually get quite a few
> students who have had bad experiences before. They
> feel like they have never been able to learn another
> language. They hear about this program and they know
> that this program actually works. When they come in,
> we make them feel at home right away, relaxed. I
> think that is one of the first requirements.

Yvette targeted one underlying factor for the lack of

stress by the students. Yvette stated that students learn

about their own learning process. This adds to their

successes. Once they are able to recognize this, they can

be successful; their confidence levels increase, which

starts the cycle of, increased successes. Yvette has had

these experiences in her classroom.

> Because of the way we present things to them, things
> that they did not understand before suddenly become
> clear and they start to see especially the students
> that I have had in several different levels. They now
> have an idea of how they learn things and they can
> actually take that knowledge to other areas of the
> their life now. We have had students who were never
> really successful, never successful in school before
> and they have said that they might not want to go in
> learning these other things, because of their prior
> lack of success. They come here and say "My goodness,
> I am really smart. I learned all of that and I did
> it, because we did it this way." They can apply that
> to other parts of their lives.

Yvette is addressing metacognitive learning without

labeling it as such. When a student learns how she or he learns and can transfer that information to other areas of study, this gives them a very powerful tool. With this understanding, the student can incorporate their learning style into all other learning to increase their success.

Natasha addressed the students' past unsuccessful attempts at language learning by distinguishing it from language acquisition. Although, they may have studied the language in the past, they did not acquire the language, therefore, they do not remember what they learned. Natasha was in the process of developing a specific Russian language course that had space terminology as its core curriculum for a program requested by NASA.

> They may have learned some of this in the past, but it did not stick. Here they speak from the first day. We make them read the text, of course, it is translated, but it doesn't matter. They feel good that they can reproduce the sounds that are in another language that they barely know. I think this is good. In a minimum period of time, they get a lot of vocabulary, depending on their interest, but we also teach them what is more useful for them…

Participant Observation in the Accelerated Learning Program

One of the key elements for this researcher in this program's success is the adoption of the alter ego. The researcher was able to become Pablo, a writer of children's literature who was from Chile. As Pablo, the only details

of the researcher's life that were shared with the teacher

or the fellow students were based on this character. This

allowed the researcher to forget the obstacles of the past

in trying to learn a second language and start fresh. When

Pablo could not remember a word or said something

incorrectly, it was Pablo making the mistake and the

researcher's ego was never deflated.

All of the walls were covered with the lessons at all

times. The posters from the prior lesson were hanging on

the left-hand side of the room. The lesson of the day was

on the front wall and the lesson for then next day was

displayed on the right wall. This incorporated a

neurolinguistic programming technique to keep all of the

information within the peripheral vision at all times.

Initially, all of the verbs are presented in the

present tense. The materials are color-coded. All

infinitive verbs that end in -ar are in one color, while

the -er and -ir verbs, each have their own color. Each

card has a large colorful picture to associate with the

verb. For example, the verb _enviar_, "to send" had a

picture of an envelope with wings that looked as if it were

speeding through the air. _Enviar_ being an -ar verb would

be on yellow cards. Consistently, all -ar verbs would be

on yellow cards. The color-coding and the pictures on the cards reinforced the learning without rote memorization.

Although in the Lozanov teachings, specific pieces of classical music are of utmost importance, the teachers did not address music as an important learning tool within this program. To signal a break period, most of the teachers will play music in the target language, but not the recommended music for accelerated learning. The music continues until the lesson is about to begin again.

Some of the teachers still use the Active and Passive concerts, but this piece is inconsistent. Depending on how rushed for time, the teachers are at the end of a day, they will do all, a part or none of the concerts. Some of the teacher asked the class if it was important enough for them to stay overtime in order to fit it in. When they do the entire concert, the students' first listen to the teacher read the day's script, then are invited to relax on the floor. The teacher guides the class in a relaxation with music playing. As the students become relaxed, the teacher once again reads the day's script in tune to the music. The student is not given any instruction to study the lesson.

Lozanov claims the music is still of great importance and has to be included. He would have some music used before and after each break. He has modified his thinking

on the student relaxation and now has them in full control of their awareness.

Total Immersion Teachers

For the teachers in this program, there is a greater placement of responsibility on the students' willingness to learn and study outside of class. The teachers seem to agree that they present the opportunity to learn, but it is the individual motives of the student to do with it what they will. Flora is of this belief.

> I think that the student must use the second language all of the time, if they want one hundred percent success.

Others added concrete examples to Flora's statement as to how the student is responsible for their own success or lack thereof. Their ideas revert to the traditional model of teaching by suggesting that a student needs to study as part of the process of learning the language. Claudia advocates for student to take shared responsibility.

> I think that in a total immersion experience they need to study. They have to talk in the language that they are learning that same day. They cannot say "I will study the next day or the next week." They are involved in real situations. The process can be faster and more effective than if they are learning language in their own country.

Pablo expanded on these comments by including the
subliminal cultural component. This is the unspoken
language that accompanies the words of any language.

> Being in this system, they can learn all aspects of
> learning language such as gestures, diversity of
> greetings, what they can or cannot do or what is not
> usual to do with the language. They can learn not
> only the system and the grammar and the structure, but
> how to use it with some extra information that is not
> required in the language context.

Translation is a concern for some of these
participants. Beginning students who are English speakers,
sometimes use the knowledge that many of the teachers speak
English. This can be used as a crutch where the student
may anticipate more translation then the teacher feels is
acceptable for the learning process. The teachers stated
their concern that the students look to the teacher to
translate the words, concepts, or grammar rules into
English if they do not understand. Pablo shared his
concerns.

> Students are practicing when they finish classes, but
> the idea would be to create an atmosphere so that they
> could feel that in this class, it is only Spanish. At
> times, if they are beginners, they can ask a question
> in English, but it has to be preceded by a question
> like "Can I speak in English?" or "Can I ask a
> question in English?" They need to understand there
> has to be an atmosphere to create this system.

What they did not address is the problem with a class,
which consists of students with more than one native
language. That makes it more difficult, inequitable, or

impossible to translate for everyone. Claudia pointed out

another concern with translating.

> I also think that translating is, sometimes it is
> necessary, but not all of the time. If they translate
> every word, and then idiomatic expression comes in,
> they might get very confused.

It needs to be noted that translation is not an issue

for most of the other native language students in the

school. For the Japanese or Chinese students, as an

example, this would be a moot point, as none of the

teachers speak Japanese or Chinese. These students have to

struggle with learning the vocabulary, the concept, or the

grammar without the assistance of translation. This school

has a large enrollment of Japanese students year round,

according to the teachers.

Participant Observation in the Total Immersion Program

The researcher attended class for five hours a day,

five days a week for three weeks. Most of this time was

spent one on one with a teacher. Most days were spent

discussing grammar sheets that the teacher had photocopied

from existing texts or other workbooks the school had on

hand for this purpose. Much of the time was spent on

grammar rules and vocabulary was touched upon as the need

arose. For two days, we covered the different ways the

words para and por are used.

Each night there were worksheets to be completed for the next day's class. More than once the researcher had to remind the teacher that the grammar or the concept had not been introduced and therefore the worksheets were merely guessed at. The teacher's response was that they were preparation for the next day's lesson. Due to this, a number of mistakes were made. Each mistake was bluntly pointed out as an error without explanation as to why until the researcher questioned it. This left the researcher feeling frustrated and inadequate. It seemed that there was little to no preparation on the instructor's part for the lessons other than to photocopy pages each morning. For most of the lesson, the teacher would sit next to the researcher and only stand when necessary to write on the whiteboard to exemplify a point that he was trying to make.

In fairness to the instructor, he did tell this researcher a number of times that since this researcher was the only student "You are the boss. You tell me what you want from me". The researcher purposefully did not direct the teacher or the curriculum so that a fair critique could be made of the instruction without undue influence.

This same instructor volunteered his time for a "Conversation Hour" that was open to all students of the school. This was offered twice weekly. When there were

many students attending, the instructor was more lively and engaging.

One of the advantages of this type of program is that the student is immersed in the culture. The researcher had time to visit museums and had the opportunity for other cultural events. In addition, there are everyday activities that enrich the experience such as taking a bus to the homestay, going shopping, or just exploring the city.

The homestay was a rich and rewarding part of this program. The researcher was fortunate to be placed with a single mother who had two grown daughters living at home and a married daughter that lived out of the house. They were all warm and accepting of the researcher's presence. Due to the structure of the family, each was busy with their own activities until dinnertime which was served around 7:30 p.m. At that time, all of us would gather at the table and discuss many topics all in Spanish. This would continue for a couple of hours before they would retire. The mother was available every morning to prepare breakfast of traditional Costa Rican foods, spend time conversing and then the researcher left for school.

Research Question Three: How does a non-traditional language teacher quantify success in the adult student?

Lozanov/Accelerative Learning Teachers

The teachers related to this question from the internalized needs of the student for succeeding in the program. They infer in their comments that due to the high interest level of the student, success is a personal value and not one that the school needs to address. Each student has her/his own need for being in the class, either personal or professional. Marguerite addressed student motivation this way.

> Ninety percent of our students come to us because they have a motivation or desire to learn on their own accord because of the love of the language, just because they want to learn Japanese, for example. For some there is something that has occurred with their job, they are going to have to travel to another country. They are going to have to deal with people from another country. Sometimes we have people who marrying someone from another country and they are going to have to go there and meet their perspective in-laws. That is a good motivation and they are going to have that opportunity. That is another thing to mention, though, we don't have many students that come into our program without much motivation. There is a reason why they are here. Therefore, they are going to have the opportunity to use the language.

The teachers develop their own subjective measures of success. They explained this by stating that the feedback they receive from the students assures them that the students feel they were successful. When the students

enjoy coming to the classes and want to share the

fulfillment with their friends, this is a sign for the

teachers to feel they have been successful. One teacher

expressed this in the following way. Juan uses this type

of feedback as a guide as his comment exemplifies.

> When the students express to you at the end of a
> class, this is so good. I want to tell my friends.
> That means a lot. That means it is different. They
> have tried other things and now they are so happy.
> They enjoy the class.

Some of the teachers judge the success of their

students in a more intuitive manner. For Yvette, her

students requested that the school offer more class levels

in French so they could continue their studies. When a

teacher has developed their own following of dedicated

students, this is an obvious sign of success for the

teacher as well as for her/his students. Yvette gave a

testimony to this.

> They receive in a minimum time the maximum fun,
> pleasure, and knowledge. Their commitment to the
> class is special. They are relaxed and there is a
> caring for each other. They have a good time and want
> to do it again. Evidence of this is that this program
> only offered three levels of French. The students
> collectively requested that we offer more. The entire
> group continued through two more levels after they
> were added. I define that as success.

Participant Observation in the Accelerated Learning Program

For this researcher, success was measured by the

ability to immediately speak, albeit limited, in Spanish.

There was instant gratification in being able to communicate a thought or feeling in a second language as well as to understand someone else when they spoke. The teachers as were amazed that this researcher would travel such a distance to partake of the program. Due to the cost of the program, plus transportation, lodging, and meals, this researcher had to felt an ever increasing sense of accomplishment in order to continue returning. During these classes, the researcher felt that language acquisition as well as language learning was taking place.

Each level brought challenges not only academically, but socially. The students were different from one level to the next. The students' reasons for being there was also varied. During one class of three students, one of the students refused to turn off her cell phone or pager during class, as she owned a business. This continually disrupted the class. Although, the teacher spoke with her privately, she refused to cooperate. The teacher explained to the researcher and the other student that she was administratively helpless to do anything more assertive.

The teachers do not have the authority to suggest to a student that they should not continue to the next level. As in the case cited above, this student would never have been allowed to progress beyond the first level in a more

traditional setting. Since this program is part of the continuing education department, there are no restrictions as to what class a student may register for.

Total Immersion Teachers

The responses from the teachers exhibited their great interest in this area. It appeared that they appreciated someone giving them permission to brag about their successes. Since this school does not administer tests or provide grades, there are no quantitative or objective ways to judge success. Success has to be measured through other means. One approach that seems to be important to these teachers is when the students share their ability to communicate outside of the school setting. Because the students are communicating outside of a controlled environment, her or his ability is not limited to the vocabulary of the lesson they may have studied that day. Flora explains it in this way.

> They tell us they have been successful in speaking outside of school with other people. There they are speaking out of context and have learned enough to be able to do that. We see that every day. When we see them talking to other people and doing well, it makes us know they have been successful.

Some of the teachers enjoy staying in touch with some of her or his students, so she or he receives feedback about experiences that occur beyond the time students

are attending the school. For these teachers there is a
constant source of feedback and assurance that they have
planted the seed of learning in their students. Juan shared
his experiences.

> Not only that, but since their stay in Costa Rica is
> limited, when they go home, they continue the process,
> by buying books in Spanish, talking to people in
> Spanish, and doing other things like that. They are
> motivated to continue the learning process.

A few of the participant teachers are very comfortable
with English. However, as some of Antonio's comments show,
when transcribed literally, his excitement in relating his
experience, his English falters.

> Their experiences. The student who can express the
> best, they can tell you many about the many
> experiences that they have outside the class. They
> make mistakes, but they are laughing at themselves
> because of those mistakes. The student that cannot
> speak the language very well are just not interested
> in speaking with other people. They don't have the
> experiences to tell you about, because they have not
> the experiences the others had. I think that you can
> see that because of the experiences, you can say these
> students have had a lot of practice.

Participant Observation in the Total Immersion Program

Although the researcher learned an ample amount of
grammar, there was not language acquisition happening.
What was learned were rules and regulations for grammar
structures, but not the ability to cognitively accommodate

them into what was already learned prior to attending this school.

From speaking with the students who were attending at the same time, the students who felt they had learned the most were students who were total beginners, multilingual already, or had studied Spanish for years in high school or college prior to enrolling in this program.

Research Question Four: How do they utilize the methodology to maintain their own interest and in turn the interest of adult students?

Lozanov/Accelerative Learning Teachers

The teachers in this school embrace their work with obvious enthusiasm. As the questions relating to their maintaining their interest in teaching in this setting were being approached, all of the teachers brightened in their affect. They all sat up taller and each was anxious to share their personal reasons and in turn those, which motivate their students.

The teachers agreed that the two-week training was the basic foundation of their success in the methodology. In addition to teaching them the basics, it inspires them to find her or his own creativity in the creation of the

materials needed to teach. The teachers are responsible for their own class materials, which until now have not been computer generated or bought. This continues the training in a subliminal way, as the teachers have to plan how these materials will be used in the most effective manner. Yvette addressed the significance of the teachers' training.

> The two weeks of training are very important. The teacher must be understanding of the methodology and be comfortable with it. After the two weeks of training, it starts you to thinking about teaching in a different way. After the training is over you start preparing the material. You create all of your own materials along with the lesson plans. All of that is your training too. Your first class you learn about yourself. It is the best. You learn and you want to create more and get better. It never ends.

Juanita, the Master Teacher, has the opportunity to observe the other teachers and act as a mentor. However, in the course of observation, she also learns from the others. When she finds one teacher using some new or creative technique, she is able to initiate a sharing among all of the teachers.

> Each time I observe a teacher, I say Look, so creative, the addition, the variation to that activity. Why I did not see that before? The learning never ends. For me, I get to observe the new teachers, so I get to see many new things.

The teachers were willing to admit they have a positive compulsion for collecting authentic materials that can be used in the classroom. The teachers shared amusing

personal experiences pertaining to their devotion to the

methodology and to the need for authenticity. To

accomplish this authenticity, they do not seem to overlook

an opportunity to collect materials. This sharing

reinforced the fact that the teachers continue to inspire

each other. Ling shared a humorous story involving her

need to collect authentic materials.

> My husband and I were on vacation in Beijing, China.
> We were in the lobby of our hotel and I saw brochures
> for various tours and the hotel itself. A light bulb
> went off in my head and I started grabbing the
> brochures. The people at the hotel looked at me as if
> I was crazy. "Why is she taking some many of those
> brochures?" I could hear them thinking this. They
> did not know I lived in the United States now and they
> had no idea why I would have wanted so many of these
> things. I wanted them for my classes. This was a
> great authentic tool to use in the classroom. But it
> is so true, once you collect one thing, you think
> about something else you need to have. Then you see
> something else. It is just so interesting that we all
> feel the same way. Sometimes we will be talking and
> one teacher will say something and another will say
> "Yes, I could do that too. I just need to modify it
> for my class in this way." There are materials that
> we collect everywhere, hotels, stores, everywhere. It
> just goes on and on.

The teachers seem to agree that one major component of

student interest and continued interest is the assuming of

a new identity. When a student is able to acquire a new

name, occupation and geographical location identified with

the culture, it gives them a freedom to explore without

inhibitions. There is a feeling of oneness with their

learning. They no longer need to protect their own ego and

are able to play at acquiring a new language. Some

students really develop a true taste for numerous aspects

of the culture. Natasha discussed the importance of the

cultural influence.

> When they think in their new language, they themselves
> are creating. When they take a new identity, they are
> not following the traditional rules. In their new
> identity, they can expand their thinking in the
> Russian culture. This is so important. They start to
> think like a Russian. All of a sudden, they start to
> like Vodka. (she laughs) Because why? Because this
> is the adjective of Russian culture. It helps them to
> feel Russian. By taking these names and these
> occupations, it helps them overcome the barrier. They
> are not a stranger, an intruder to a new world. They
> feel like they belong to a world that is theirs.

The teachers' comments encapsulate the intertwining of

the motivation of the teacher and that of her or his

students. The teacher creates the atmosphere for the

student to have fun while learning. All of the teachers

identify fun as the common bond for motivating themselves

as well as their students. When the students become

involved through the festivity of the activity, the energy

level remains elevated for the students and the teacher. A

dynamic process occurs as Ling explains it.

> When I introduce a game, they get so excited and the
> energy really changes. They get so elementary in
> their behavior and you can tell they are really
> enjoying themselves. If they don't enjoy themselves
> there is no reason for them to be here. But you do
> notice the difference when you get to level five. The
> work gets more serious and the students' reactions
> change accordingly. It has to be fun, though.
> Everyone wants it to be fun filled. When you have

fun, the time goes quickly. At the end of the day, no one wants to leave. That is the ability of the teacher, I mean as a teacher, you have to have the ability to do that. The teacher can make or break the class, not the whole class, but a significant role in the direction of the class.

Participant Observation in the Accelerated Learning Program

Motivating adults in this setting is a difficult task. Some of the students are enrolled because they have a desire to learn the language, but others are enrolled due to new job requirements or needs. Those that felt like they were forced to be in the class had some initial resistance to "losing" two weekends from their personal schedules. In the early levels, those that at first stated that they would not partake of some of the activities found themselves just as involved as everyone else. For most, the childlike atmosphere of the playfulness of the program made learning fun and the time did pass quickly.

The variety of games, activities and props introduced vocabulary through sight, hearing, and the tactile senses. All learning styles are accommodated through this methodology. As well, during one level, there was a student in a wheel chair who was able to participate in almost all of the activities.

It was not until the upper levels where the number of students decreased that the researcher felt there was

something different. With a limited number of students,
having three men in level seven did seem less like fun and
more like work. For all the efforts of the teacher, having
three men in a class was challenging.

One of the men started in the program at level four
and one was just starting at level seven. The latter did
not know about the alter ego and found it difficult to
assume one. Both men were less interested in the
activities and wanted to have all of the material in a
lecture form. They objected to the games and participated
only after great coaxing by the teacher. They related to
the researcher their frustrations about having to play in
order to learn while on breaks. An explanation of the
pedagogy did not dissuade them from feeling antagonistic
toward the process. This was an impediment to the
researcher receiving the full instruction possible from
this class.

The teachers do not need to be teaching in this
program as they all teach elsewhere. They teach for this
school, because they believe in the method. Yvette, the
French teacher told this researcher that she started
teaching here, but then her husband was transferred to
Maryland. She found a position at the University of
Maryland, but continues to fly to Houston to teach in this

program. When questioned if she uses this method in her

university classes, she said she uses a modified version.

She related that she had one student who failed a test

because he refused to participate in a song she taught

introducing a different verb sense. When she spoke to him

privately, she shared with him that all of the other

students, who did learn the song, passed the test. He told

her there was no way he could force himself to do those

childlike things even if it meant that he had to take

French over again. Yvette said that just by using this

method some weekends in Houston, it keeps her motivated in

her teaching in Maryland.

Total Immersion Teachers

These teachers intertwined the students' motivation

with their own into one component, as well. The responses

were lengthy and involved. The transition from their

continued interests to the students' was interesting to

note. The teachers spoke with a great sense of purpose.

Some of the teachers shared that their method is to create

a friendship with the students. The underlying principle

was that the student would be more relaxed if she or he

felt like they were in a less formal setting. For these

teachers, it gave them a sense of assisting a friend to

accomplish something special. Juan clarifies this

perspective with this comment.

> Personally, I try with the students to develop a friendship with them so that you do not necessarily feel you are going to be in that relation of teacher-student that you would be in a university. In a sense, I want to feel that I am helping a friend to learn a language. I want them to feel that at any given time they can discuss whatever they want. With that in mind, it is like going to discuss with a friend different things and in that sense, it keeps me motivated.

Sometimes a teacher creates the atmosphere for his or

her students to have a non-traditional relationship with

her or him. This allows the student the freedom to develop

a comfort level that contributes to their increased

interest in learning. Pablo expounded on what Juan had

said.

> I think it is important what Juan said, because in this context you can tell when the student feels more comfortable. You can tell what method he or she liked the most and you can use it most of the time with them.

Other teachers discussed the need for creativity in

their teaching to maintain their own motivation. By

creating changes, the teachers felt that they would

maintain an interest in the material and this would be

transmitted to the students. When the teacher taps into

their own creative process, it renews her or his own

interest in presenting the material in new ways. The

advantage for their students is that the creative

techniques will keep them inspired to learn. Patricia's
comment reflects this.

> You have to be creative. If you are not, you
> will easily get bored with your students. You need to
> create your own method and practice to keep yourself
> fresh.

For other teachers, life Flora, change needs to occur
daily in order to keep themselves involved and interested.

> I think you need to change every day, your techniques.
> If you don't you will get bored and so will your
> students. I agree with Juan and Patricia, you need to
> change the situation every day.

Motivation is renewed through the act of helping
others be successful and in attaining their goals according
to some of the teachers. A few of the participant teachers
equated the fulfillment of their emotional needs as a means
to maintain their motivation. Jose' was one of those
teachers.

> Any job that you have to deal with people is a hard
> job. There is emotional gratification. Doing
> something for somebody is nice; you feel you are doing
> something important. Gratification is motivation for
> me.

A transition to student motivation occurred at this
point. They recognized the need to maintain the initial
motivation of the student. Students enter the program at
various levels and for differing duration periods.
Adapting motivational behavior to a number of different

students from different cultural backgrounds is quite a

challenge, but according to Flora, it is necessary.

> I guess each day you need to bring something different
> to the classroom. At the beginning, the students
> start out motivated, but to maintain it, you need to
> bring something different to the classroom. Then they
> are motivated to produce.

Antonio hesitated to address this topic, but finally

shared his thoughts with this comment.

> What I am going to say maybe really obvious, but what
> is most important for me is to know or to guess what
> topics your students are interested in. Maybe I am
> not interested in talking about football or whatever,
> but it they really like that then let's talk about
> that. They will talk about what they are interested
> in and will want to talk about what they want to talk
> about. It may be obvious, but they may not want to
> speak about what you want to speak about all of the
> time. If you get their interests in general or
> specific topics, they will want to talk about it.

Confidence and the feeling of freedom to speak

honestly in class is an important issue. The authoritarian

role is abolished, thus allowing the student to have some

control in what they learn. Pablo enjoys the student

feedback as he explains with this remark.

> Also, when they feel the confidence to tell you that
> "Yes, that was interesting for me, but now can we
> change the subject?" If they have no confidence, it
> is difficult. If they feel free in the class and they
> have the confidence to tell you that they want to
> change the subject, it is better. They add to their
> own motivation in this way.

Sometimes this is an issue of frustration for the

teachers. They do not feel that there is always clear

communication between themselves and their students. This

puts the burden on the teacher to try to guess what the

students' unexpressed needs may be. Jose' shared his

frustration with a personal experience that he recently

encountered.

> Nobody can guess, but many students think that the
> teacher must guess. Many students don't say what they
> like or do not like. They do not tell the teacher, so
> the motivation is tough, but one of the techniques is
> to guess what the student wants or finds interesting.
> Foreign language teachers for adult students must
> learn to read between the lines. One day, my students
> were tired after lunch. It was a hard subject in the
> afternoon. I knew my students were tired. At five
> minutes to three, I said we would call it quits for
> the day. One student made a face like she was
> disappointed she was losing that five minutes. I
> asked her if she had any other questions or if she
> wanted to continue for the next five minutes. She
> said no, but I know she did not like the idea that I
> finished the class early. I offered to continue with
> her alone, but she still said she did not want to. To
> keep the motivation in students is pretty hard,
> because you must read between lines. You need to
> continually guess what they like and don't like. I
> have to have constant attention about what they may be
> feeling. I have to watch their faces, their movements
> and guess what they may be thinking. Maybe they feel
> it is not nice to say directly to the teacher "do that
> and don't do that," I as a teacher I really would
> appreciate knowing what they want.

The student referred to by Jose' is an American woman

who was leaving the school after attending one week, to

provide a year internship in nursing in underdeveloped

parts of Costa Rica.

The researcher addressed this as a part of traditional

schooling for many cultures, based on the literature

review. Generally, students are not able to define what
their wants are, but have to work within the parameters of
the classroom. For the adult student who has been
conditioned in a traditional school, creating change is not
something that they may be aware of. This prompted a
spontaneous question, which was not part of the original
question guide. The researcher asked:

> How do you create the atmosphere for them to feel
> comfortable to say that they do indeed want to change
> the subject?

The teachers shared that they try to create a level of
comfort for the students from the first day of classes.
Some do this by giving the charge to the students that they
should bring questions to the classroom, even if they are
personal questions for the teacher. Pablo responded in
this manner.

> For me it has to be from the first day of class. I
> ask them to bring questions for me every day. I want
> them to feel, let's say the obligation to bring
> questions to the teacher. I tell them, "Remember you
> have to bring me questions, personal questions or
> whatever." That way they feel more confident with the
> teacher.

This prompted the researcher to clarify the fact that
these teachers were making themselves more vulnerable than
a traditional teacher would in a similar situation. In
this manner, they are allowing themselves to be on an equal

level with their students. Pablo continued to address the

researcher's comments with this response.

> Many times with beginning level students, teachers ask
> "How old are you?" or "What is your name?" and the
> student just answers. However, many times they do not
> ask the teacher in return "How old are you? They
> don't feel this confidence. So little by little if
> they feel they can do that, it will be a successful
> class.

Some of the teachers are more direct. They

forthrightly tell the students, especially for solo

students or very small groups, that they have the benefit

of determining much of what they study. For the readers'

benefit, this comment was directed at the researcher

personally, as the researcher was the sole student in this

teacher's class for three weeks. This is the way that Jose'

handles the situation.

> For example, one week ago, I repeated to you (the
> researcher) that you are the boss, because you were
> the only student. If you don't like a subject, just
> tell me. You never did. Once I said to you, if we
> have other students, I will decide the subjects. But
> when you were the only student, you should have the
> confidence to say to me, if you want something
> different. Every time I only have one student, every
> time I repeat that they are the bosses. If you want
> to skip this subject, if you want to spend more time
> on this, it is their choice. When there are other
> students, it is harder. It is necessary to repeat to
> the single student that they are the boss.

Again this precipitated an unplanned response from the

researcher, who stated:

> I do not think the average student from the United
> States would take the initiative to tell a teacher

they wanted to change something. Perhaps a very
assertive student would, but the majority would not, I
don't think. I believe it is because of our training
to be passive in the classroom. I was fortunate that
you gave me permission to do that, but more timid
students would not hear the permission given,
especially students from other cultures.

Jose' responded to this statement by addressing the

responsibility of both the teacher and the administration

of the school.

You say something very important because one thing is
the way that the teacher deals with this. The other
thing is the way the school deals with this
administratively. It is up to the teacher to be
conscientious and tell the student this, but if the
school has no written policy, then there is no
direction.

The other teachers shook their heads in agreement.

When Jose' finished, no one else had any additional

comments. It was interesting for the researcher to note

that even in a non-traditional school in another country

these administrative policy problems exist.

Participant Observation in the Total Immersion Program

One of the teachers raised the issue in the focus

group that theoretical articles on teaching methods do not

give enough information on application. This researcher

can empathize with this, however, for all of the comments

the teachers espoused about creating change using different

techniques, there was little evidence of it. Creativity

was not apparent to this researcher within the school.
There is little decoration on the walls except a few
posters showing the flora and fauna of the country. There
are no signs or symbols that show that this is a place to
learn. There is no evidence that the teachers are involved
in the learning process through their participation in
personalizing the walls for their students. The teachers
readily revert to the traditional need for the student to
study. Again, the rote memorization is still considered a
reasonable method of instruction for teachers who have not
had any pedagogical training.

Aside from having personal conversations with the
students during or after the class, the teachers were never
observed contributing to the educational process. This
researcher suggested simple, inexpensive ideas for visual
aids such as cutting up pictures from magazines or creating
posters for vocabulary development. The games, posters and
activities from the Houston program were described to the
teachers during breaks and during informal after class
discussions. The responses from the teachers lacked
enthusiasm or interest in any further suggestions or
assistance.

Although the teacher did give the researcher
permission to guide the class instruction, the lack of

preparation and the materials would be similar. As well, the direction of learning should be a working relationship between the teacher and the student, not one or the other taking full responsibility. However, the teacher should be the guide in the process.

Being casual with the students and requiring them to bring questions to the class is a warm way of breeding comfort. However, it is limiting the student to warm comfortable conversation without challenging them to stretch their comfort zone. This is a difficult situation in this type of school, since some students come to vacation in a beautiful country while others are there to really study.

Research Question Five: How does a teacher in this setting accommodate for different learning styles of the students?

Lozanov/Accelerative Learning Teachers

Accommodating for different learning styles was addressed by the flexibility of the program. By the nature of the methodology, the different learning styles are automatically incorporated. However, there is still a need for the teacher to be flexible in their style of presenting the text. She or he has to give the student a freedom so

that each student will be able to accommodate his or her

own needs for learning. Juanita, elucidated from her

experience.

> Because of their different interests, they will have
> different questions about vocabulary and grammar. The
> teacher has to be prepared to answer these questions
> or any types of questions. This is not a traditional
> system where there is a structure for what questions
> are allowed. The student is free to ask any question.
> They have total freedom in this regard. The text is
> just a pretext, but the class can take a life of its
> own.

Other teachers had more specific comments to embellish

Juanita's comment. It was pointed out that not every

student is required to perform every task, if they are not

comfortable. For those who are uncomfortable due to the

technique of a particular presentation may decline to

participate in that task. It is seldom that this happens

since the students become so involved in the flow, that

they forge into everything equally. Yvette identified the

role of the teacher in being aware of the students' comfort

zones.

> We need to be very caring and sensitive to the
> student's needs. We have such a variety of students.
> The lessons are very well planned, but not everybody
> enjoys everything. You may identify a student that
> does not particularly like to participate in
> everything. That is fine, we have a number of
> different learning styles here. We like to sing, but
> if someone doesn't like to sing, well that is fine.
> That is why we have several activities that attend to
> different teaching and learning styles.
> Everybody will be provided with an activity that they
> like. Everyone is different.

There is a success factor built into the program so that every student has a chance at achieving her or his goals regardless of his or her learning style. As Clara puts it:

> Because of the various activities, games, and songs, it gives every student the opportunity to excel in some area.

Participant Observation in the Accelerated Learning Program

There is never a time during these classes when students sit behind a desk and listen to the teacher lecture. One of the first activities after the initial introduction of verbs was to have the students play musical chairs. The person left without a seat when the music stopped had to translate the verb given by the teacher. This incorporates the auditory with kinesthetic movement.

Some lessons have the students working in small groups drawing their perfect island on poster paper and labeling all the items in Spanish. When everyone is finished they explain their drawing to the class and all of the drawing become part of the wall art. Student will stand in a circle and throw a foam ball to each other as they count in tens to one thousand.

Other times, the teacher will read the script while the students follow the text in their handouts, with the

appropriate music softly playing in the background. At the

conclusion of this, the students don hats and other

assorted props to act out the scene reading through the

script once again.

The number of activities seems limitless. There is a

constant variety of auditory, visual, and kinesthetic

stimulation. Regardless of a student's learning style,

there is some learning action to accommodate their learning

needs.

Total Immersion Teachers

Because this is a non-traditional school in the sense

that there are no exams or grades, it lacks a curriculum.

The teachers addressed learning styles in terms of what

typical activities they provide such as writing, speaking,

and learning vocabulary. There did not seem to be an

understanding of the concept of learning style in a broader

sense. The initial discussion revolved around the

materials that are used in the school and Claudia started

the discussion.

> There are some books where for exercises they have a
> sentence. They read this sentence and then they
> produce other sentences by following the pattern. I
> think that that is really boring. Sometimes they have
> vocabulary that they don't want to learn. As soon as
> they finish this exercise, they forget the vocabulary.
> Sometimes they get confused even when they practice

the sentence ten to fifteen times. They get confused.
I don't think this is a good way. I think it is
better if they produce on their own.

Writing too much of the time is a concern for Pablo.

He feels that this takes away from conversational time,

which is also necessary.

Also, on one day you write a lot. Writing is good and
it is a useful tool. But sometimes if all we do is
write most of the time like we do in high school, they
are not going to learn how to talk.

Again, the issues of learning styles were not

addressed. The researcher did not feel it was appropriate

to probe deeper into the issue of learning styles. To do

so would have required an explanation of the concept and it

was felt that to do so might cause some of the teachers to

feel a sense of inadequacy.

Participant Observation in the Total Immersion Program

Again, the researcher has to identify that where the

teachers lack a pedagogical foundation, there will also be

a lack of understanding regarding learning styles. These

teachers seem to be using their own educational experiences

as a foundation for their teaching style. The only

diversified activity is a hands on cooking class that is

taught after school one day a week. For those so inclined

there are dance lessons in Costa Rican dance offered three

times a week after the regular classes. However, during

the class time, there is a lack of variety in the

presentation of material. One instructor did take her

beginning Spanish class to the local market to learn the

names of vegetables, but this was the only innovative

action that took place according to the other students this

researcher communicated with. Even though the country is

all around them, any activities outside of the school are

considered extracurricular and at the students' discretion

to partake or not.

Research Question Six: What other lessons can be learned from teachers in these settings?

Lozanov/Accelerative Learning Teachers

The teachers had serious concerns about the materials

that were being used for their classes. It was not the

format that was the issue, but the aging of the material.

Since cultures are not stagnant, the material needs to be

updated to keep pace with the changes in the world. Each

student receives a binder when she or he starts his or her

first level. Each level has a handout of text in the

format of a play, for that level. It is to be kept in

their binder. For classes that consist of two weekends,

the students receive one handout each weekend, so that they

do not go beyond the class pace. The play is on-going from

one level to the next. Each levels handout material ends

in a cliffhanger, which is meant to interest the student in

continuing on to the next level to follow the action. If a

student completes five levels, they have a completed book

and the story concludes. Level six starts a new story

line. Natasha discussed her concern with the materials.

> The Russian text is out dated. The story still
> relates to the KGB, which ended in 1991. (Interrupted
> with comment that all of the stories need updating.)
> I realize that, but it is not connected with reality.
> I would not drop the text, the reading part; I would
> just update these textbooks. It still talks about the
> USSR.

Clara expounded on what Natasha stated by adding her

perception of the materials.

> Yes, the books are outdated, but it is more important
> the information that the student gets in the
> classroom. I know the Spanish books are being
> rewritten now. The books, I don't know about all of
> them, but they were written by teachers many years ago
> and they have not been revised.

Since there are many different languages involved in

this program, one administrator or teacher cannot take the

responsibility for rewriting the class lessons. The

printed materials are considered an adjunct to the

classroom experience, not the main focus of the class.

In addition to the text materials, the students also

receive cassette tapes with the script from the first two

levels. The cassettes are recorded using native speakers of the target language, however, the quality of the tapes are inferior at best. The student is supposed to listen to the days lesson one time before bedtime for reinforcement, but the due to the mediocre auditory quality, it is sometimes a chore to accomplish this. Marisol had some concerns about the tapes that accompany the text.

> The quality of the tapes is also very poor. They are supposed to follow the text, but they have long pauses where you can not hear anything. The book is old fashioned, but having it in the form of a play, I think is a good idea. It keeps them interested. They can not wait to see what happens in the next scene.

The administrator, Althea, who had joined the group as it was in progress, was present for this part of the discussion. To her credit, her presence did not inhibit the teachers from sharing their views about the dated material, but she did add her perspective to the discussion.

> There is a problem with the texts. They have become outdated. They have been photocopied too much. They were originally produced at a time when they were not put on a computer diskette and so you can not just print out new copies. The tapes are generally not that great quality. Unfortunately, it takes money to produce good tapes and we can get really good results from what is done in the classroom that it can kind of offset some of the inadequacies that we have with some of these other materials. We are in the process of developing some new materials to put in place of the materials that we have now, but money keeps us from moving as fast as we would like.

Participant Observation in the Accelerated Learning Program

For this researcher, the handout was new and a refreshing concept so it did not seem that the story line was outdated in any way. Some of the lay out of the grammar in the hand out was out of context with the lesson in the classroom. There were also some typographical errors that had not been changed over the years of use. The teachers were aware of these problems and stated that they would be corrected when the script was transferred to computer. The tapes however were of very poor quality and difficult to listen to.

This researcher found one common trait among these teachers that was most admirable. They all remained warm and caring regardless of what challenges they faced with the students in their classroom. Some of the teachers had to deal with some difficult personalities, but they did not make any student feel demoralized, dejected, or different under any circumstances. Regardless of what they may have been feeling, nothing but graciousness was ever presented to the class.

Total Immersion Teachers

The participants were honest and open in sharing their concerns. Some of the teachers had concerns regarding administrative procedures. One of the shortcomings raised is how students are assigned to classes when they arrive at the school. One teacher takes the student to a classroom where they are shown pictures of people in various activities. They are asked to describe who the people are and what activities they are performing. The teacher will then ask a few questions. This "placement test" is under ten minutes long. From this information, the student is assigned to a class in progress if there is one deemed to be on the same level. If there is not a similar group already established, the student will be with a teacher one to one until other students of similar ability are enrolled. Classes are in constant flux due to the ability and progress of students. Those students, who are reportedly falling behind or advancing more rapidly, may be moved from their class from one day to the next. This is not always a duty that the teachers enjoy, especially when a student needs to be changed to a slower group, as Jose' points out.

> One of my criticisms of this school is the way they
> determine the level of a student. It is a five-minute
> conversation with one student and one teacher. In

that time, they determine whether a student is Beginner, Intermediate or Advanced and if the level is 1, 2, or 3 within that group. Five minutes of conversation is all there is, there is no writing test. In that manner, we must be traditionalists. We must have a test with listening, speaking, and writing to determine the level of students, not to talk for five minutes. Every week, as a teacher, I give a report to the office about the subjects and the progress of the students. What is the purpose of the report? The report is to see if the groups of students need to be changed. They look at the reports from the other groups and say "Oh, maybe John, Rick and Margaret could work very well in a group." Then they change it. Do you (the researcher) remember yesterday, the student Greg was in our class? He did not have to write anything down. He did everything automatically. When we were finished, I said to him that maybe he should move to a higher group. I told him he was welcome to stay with us, but if he felt he was being held back, he could move. It is easy to suggest to a student that they advance, but it is not easy to suggest they go backward. In my opinion, it is not good for the teacher to make the suggestions. The office could decide it. Being a non-traditional school, there is no test; there is no examination. At times, I feel alleviated when a student says to me, "Jose', I like your class, but I feel I need to be in a lower class." I feel relieved that it was their suggestion. For a teacher, that is a hard job.

Some other aspects of the traditional system would benefit this school in the teacher's opinions as they referred to being "traditionalists" for the purpose of student placement.

One teacher in particular was quite proud of his sense of humor and felt this was an effective technique for his teaching style. Humor can be a complicated tool in a situation such as this and needs to be used judiciously. Many of the students did not understand the humor of many

jokes. Due to the cultural differences, the teachers did
relate some cultures were less interested in humor within
the classroom. Some students felt that that was a time to
learn and the use of humor only distracted from the
learning or wasted their time. Jose' enjoyed using humor and
found thought it was a useful tool in the classroom.

> If you observe my jokes, it is always after a pause, a
> difficult exercise. I say "I remember something, let
> me tell you…" So you forget the hard exercise, the
> hard subject. It is a way to rest. As possible as I
> can, I try to tell a joke in Spanish. This is not
> possible with the Japanese students. The Japanese
> students do not tolerate an interruption in the
> exercise. You can see with any language there are
> exercises that become harder than the teacher imagined
> it would be. The teacher may say "Today is the 4th of
> March". It is part of the way to deal with people. I
> can't say to one student, "You look tired after
> working on that exercise, take five-minutes break."
> No, but I can tell a joke. I can ask something about
> the student's life. I continue in Spanish, but no
> break. I talk about the humor, but with the Japanese,
> they do not tolerate the humor. For them, it is
> memorize and practice. For other people that
> technique does not work. I have had other students
> that just want to communicate, to talk and this works
> well, but not for the Japanese. What I learned from
> this is that no technique works with everyone. There
> is no one formula that is universal in motivating all
> students. There is no one way to motivate students.
> There is no one way to identify successful students.
> There is no one way to create successful students,
> because it depends on each one. Every student you
> have will be different. I explain this to the younger
> teachers, because they say "Jose', this works perfectly
> with Paul, but now it is not working with Mary." They
> are too different people. It may not work the same
> with both of them.

Jose' did have a tendency of telling jokes that were
racist, sexist or inappropriate for other reasons. This

created a lot of dialogue between he and the researcher regarding appropriate humor. However, this researcher felt a need to protect his comment regarding humor with Japanese students. This was commonly expressed amongst the teachers and Japanese students in public areas of the school during breaks. Many of the Japanese students explained that in their schools, they are trained to memorize and work hard throughout the day. The teachers at this school, especially the new ones, were trying to understand the cultural differences that they were presented with in order to accommodate all students in their classrooms.

It seems that teachers, regardless of their setting, have needs for better materials. These teachers had some definite ideas regarding the need for changes within the school. The school is privately owned and was bought by two of the previous administrators a year ago. The current owners of the school are two sisters. They were employees of the school for six years prior to purchasing it. However, being a small private school, the funding for new materials and visual aids are limited. As Juan states, there is a grave need for better tools to enhance the classroom.

> Basically more resources. We do have limited
> resources, though the school works very hard in
> creating new practices, visual aids. You would always
> like to have unlimited possibilities, like travel,

computer based classes sometimes or more films in our collection or a larger variety of visual aids. But as I said, it is very difficult and the company works very hard at achieving those things, but it is a fictitious dream.

For the written portion of the class experience, the teachers rely on Spanish text books, workbooks from the public school and other readily available material that is simple to photocopy and use in the classroom. None of the materials either written or audio-visual is produced in the school. All of the tools used are those which have been borrowed from another source and recycled through these classes. The researcher probed the teachers to find out how they would create a change in this area? Pablo felt that the school needed more materials for the auditory exercises for all the stages of learning. He believes that the available written material is sufficient.

> There is a lot of material for the written portion, but we are not taking into account the listening area, labs and all of this. There are many times there is only the teacher and the student, but we are not working with the listening portion. Changes would be with new resources like create new kinds of exercises, like listening exercises, for all of the levels. It is easy to get material for the advanced levels, but not for beginners, at least not in the listening area.

This prompted the teachers to start thinking in creative ways to uncover solutions to the school's lack of materials by either utilizing their natural resources or creating their own materials from inexpensive sources. As

Jose' pointed out in the following comment, some students

may have an advanced knowledge of the Spanish language, but

are still deficient in their communication due to listening

deficits.

> I think one thing is to have native Costa Ricans come
> during the breaks to speak with the students. There
> are many Costa Ricans who are learning German or
> French. I think the homestay is a good idea. Most
> homestay families only speak Spanish, but the students
> need more materials that are individual. This school
> does not have the time to collect it. Say you are on
> the advanced level, well for example, the guy from
> Arkansas. He speaks Spanish well. There was the
> plane crash in Arkansas and he was watching the news
> on the television. He did not understand a word. The
> pronunciation on the television news is a little
> different from the normal pronunciation. Maybe for us
> to be more effective is for us to record television
> news programs, even cooking programs and have more
> listening material. We need more video material for
> listening and more integration with locals for
> language differences.

The researcher needed to probe further with this

concern. Why aren't some of these things happening now?

What was keeping the school or the teachers from improving

the quality of education they were providing by

implementing these ideas? The teachers continued to offer

solutions, but they could not commit to why these ideas

have not been implemented at this point in time. The

general response is a lack of time; however, the school has

a television and a video recorder in the lounge.

Television shows could be taped during the day without

disturbing the classes or inflicting overtime on a teacher.

Jose' gave an example of what a student shared with him about another language school. Jose' offered his own solution to the problem.

> I think one of the problems is, one of my students told me he was studying Spanish in New York. At the same school, they were teaching English to Spanish speakers. During the break, they would all get together and speak in the language they were studying. I think that the reason that they don't do it here is because this is a very small house. The material for the video or radio, they don't do here because they are very busy. Honestly, mainly the material here, we produce it here in the house. We do it after school. I would like to say to my boss, next week, I will not teach. I will be recording television news and preparing VHS cassettes. I hope to do this, but we are very busy.

The researcher needs to note that although Jose' stated all of the material is being produced in the school, the researcher observed it all being photocopied from existing texts and booklets. The teachers did not seem to confront the issue regarding the poor materials until this focus group. As a group, it seemed that the inadequacy and frustrations of the classroom materials surfaced and had to be addressed as a group. This gave them as whole, the confirmation that they all had similar feelings. Patricia voiced her frustration with the lack of change.

> Teachers, we are doing our best, but that is a weak part of this school. The teachers, we must find time to change this. I have been here since January, 1996 and I don't feel that materials have progressed as fast as I would desire. That any of the teachers would desire. One of the problems here is that we have students who will study for two weeks and never

return. We need to adapt to our special needs.
Students come and go continually.

It seems that one of the frustrations and

disappointments for a small privately owned school which

has students from the world over, is wasting money in

learning resources that at first seem appropriate, but soon

becomes worthless. The school made a major purchase of

teaching videos, however, they did not realize that they

were Spanish/English videos. This became a culturally

sensitive issue for students who were not native English

speakers. To the credit of the school administrators, they

absorbed their losses and decided that the videos would not

be used at all. For the sake of fairness and equity, they

are not even used with native English speakers, as Flora

pointed out.

The school bought a continuous story in video. We

paid a great deal of money for it, but we are not using it.

Why? Because after we bought the complete story in video,

all of the levels, the support materials, etceteras, we

discovered it was translated in English. The first time we

used it, the Japanese, German, and French students felt

uncomfortable. Imagine you are going to Italy to study

Italian and the classes are translated to German. There

was a feeling that we did not respect their language. I

think to do the best work here, we must work harder on the
material.

Participant Observation in the Total Immersion Program

Even non-traditional schools need some structure.
This school needs the administration to set the guidelines
for that structure, but the teachers need be a vital part
of that process. The school needs an effective way of
testing students for admission, then place them
accordingly. It seems that the school tries to accommodate
every students need whether they want to study there for
one day or for six months. In the process, the entire
student body at any given time is being cheated of a
quality education.

This researcher believes that each of these teachers
has the ability, professionally and personally to be
dynamic as classroom teachers within this school. However,
one aspect that was not clear is the concept of
professionalism. Some of the teachers would give of their
time after classes to offer extras like the "Conversation
Hour" without being compensated. Other teachers left as
soon as their class was finished. It seems that what is
missing is the professional need to be a contributing force
of the sake of those you choose to teach.

There are many opportunities for the teachers to be activists for change in the very areas that they blamed on administration. They could certainly start creating some of their own materials, for instance. Having interacted with the only two administrators and having watched the interactions of the teachers with the administrators, there is not threat of voicing an opinion. This would be especially true if the teacher was part of the solution.

It seems apparent to the researcher that this group of teachers needs to investigate action research and learn to be researchers in their own classrooms. From three weeks of observing, studying and speaking with the other students, it seems there would be many enlightening and hopefully inspiring thoughts and opinions expressed by the students to promote the teachers in creating change in their own classrooms.

One advantage and possible detriment to schools such as this one is that they have the world to market to. Unsatisfied students may return once hoping something has changed, but they will not return. Being they market to the world, it does not necessarily give them a motivationally forceful incentive to create change in any rapid manner.

Summary

It seems that teachers in non-traditional environments have more professional challenges than do those in a traditional setting. For the teachers in Houston, they need to be actresses and actors creating a character as they teach. They create many of their own materials for the classroom. This process can be lengthy, as new materials are needed for each additional level of class they decided to teach. Because the classrooms are not dedicated to the language program, the teachers need to create all of their materials and store them on their own. There is no storage provided by the school.

The Costa Rican teachers have the challenge of having the students in their classroom change from one day to the next. Even more challenging is that their students' country of origin also changes as often, which presents them with cultural differences that they need to accommodate on a frequent basis. They do not have the formal training to understand these differences and need to learn them on the job.

Some of the teachers in Costa Rica were extremely verbal and had lengthy responses within the dialogue, while the Houston teachers were more succinct. For the Houston

teachers, there was no difference before or after the administrator entered the room. There is a greater commitment from the Costa Rican teachers to be personal with their students, while the Houston teachers use a persona that masks who they really are. At breaks and after classes, the Costa Rican teachers socialize with the students. The Houston teachers may have lunch with their students, but during breaks, students are encouraged to leave the classroom. It seems to this researcher that this may have filtered what the Houston teachers had to say or how much they wanted to share. Although, the teachers did thank the researcher for bringing them together. As Juanita stated, they had never had an opportunity to hear each others thoughts and opinions on these topics before. Perhaps since the administrator was present for this comment, the occasion will occur more often in the future.

There were multiple benefits anticipated and successfully met from this research. More experienced teachers offered rich oral examples of teaching excellence from which the younger teachers benefited. In turn, the younger teachers had new insights in which the more experienced teachers profited from hearing. The shared reflections from the participants within each group allowed for each methodology to be an arena for synergistic

inspiration for innovative, creative ideas in which to improve the course of teaching for all concerned.

As a composite experience, new ideas might be generated and developed by these teachers, which will enrich their teaching second language experiences. Vaughn, Schumm, and Sinagub state:

> After participating in a focus group interview, individuals often feel a higher level of commitment and motivation because the focus group served as a sign that the "powers that be cared about the participants and were interested in their experiences, thoughts, and feelings."
> (p. 71)

The researcher hopes the teachers will be interested in becoming researchers within their own classrooms, as a result of this study.

For the researcher personally and professionally, it was possible to experience the difference between language learning and language acquisition. In Houston, the researcher felt that language acquisition occurred. What was learned there has become a part of the researcher's knowledge foundation. However, what was studied in Costa Rica was learned and then much of it was later forgotten. With further study, this information may be retrieved, but at this time, it is not readily available for retrieval when needed.

Six generative themes emerged from the research, six

from the Lozanov/Accelerated Learning teachers and five

from the Total Immersion teachers. Since the two methods

are not comparable, it is not surprising that differences

were found between them; however, some commonalities also

were evident. A chart on page 248 will provide an overview

of the six themes and each is stated with an example from

the teaching method. If a theme is not evident within a

method, it is noted as such.

GENERATIVE THEMES	
GENERATIVE THEME DIFFERENCES	
Lozanov/Accelerated Learning Method	Total Immersion Method
Theme 1: Perceived characteristics of an effective teacher	
This group of teachers received specific training in the method. They identify personality qualities as important components of their success in combination with the pedagogy of the method.	These teachers are not trained in pedagogy and rely solely on personality characteristics to identify their effectiveness.
Theme 2: The teacher maintains the rhythm of learning	
The teachers feel that they are responsible to maintain the rhythm of the class and the motivation of their students.	Teachers expect the students to direct the rhythm of the class based on the students' self-perceived needs.

Theme 3: Student learning styles	
The teachers were aware of the various learning styles and the ability of this program to accommodate everyone due to the variety of activities.	This group of teachers did not address this as an issue.

Theme 4: Teaching cultural authenticity with the language	
The teachers provided cultural artifacts and segments of culture were included in the lessons.	These teachers felt that the student was surrounded by the culture; therefore, there was no need to include it in the lessons.

GENERATIVE THEME COMMONALITIES

Theme 5: Determining student success	
Teachers depend of student feedback and their interest in continuing study of the language.	Teachers depend on student feedback and their feedback regarding successful communication in the community.

Theme 6: The Teachers recognizing the need for change	
The teachers spoke of outdated materials that were no longer culturally authentic. Budget constraints prevent faster material development.	The lack of materials due to the budget constraints of the school was also an issue for this program. Also, some of the teachers had issues with the administrative practices.

CHAPTER V

SUMMARY, GENERATIVE THEMES,

CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter begins with a summary of the study, followed by the generative themes and conclusions. Recommendations for improving the educational process for teaching second languages to adults using non-traditional methods and recommendations for further research will conclude the chapter.

Summary

The intent of this study was to give a voice to the teachers who teach adults a second language using non-traditional methods, and explore their training for being proficient in using this method of teaching, and their perception of the effectiveness of their respective method for the adult student. The researcher as a participant observer included reflections from the perspective of a student in each modality: the Lozanov/Accelerated Learning method in Houston, Texas and the Total Immersion method in San Jose', Costa Rica.

The eight participant teachers from Houston all were trained in their methodology. They attribute their

characteristic personality traits as the basis for their success. Without the ability to adopt a fictitious role, they would not be as engaging in the classroom as the teaching technique demands. This is in contrast to the seven teachers in Costa Rica who also believe that certain personality traits are the key to success. They do not have the professional training to support their pedagogy in the classroom.

The study examined the attributes of the teachers and the programs as well as their perception of what makes a student successful. Both groups of teachers use subjective appearances to define for themselves and their students whether or not successful learning has taken place. Both groups of teachers rely on the feedback of the student and the evaluations turned in at the end of the program. The evaluations from both programs are subjective tools that the students complete. Neither uses an objective instrument to determine how much the student progressed during the period of study.

In view of Krashen's Affective Filter Hypothesis, when students' Affective Filter is lowered, the rate of language acquisition is increased. The Houston teachers who use numerous techniques to lower the Affective Filter of their students incorporate Krashen's theory, unlike the Costa

Rican teachers. The assumption of a new persona, games, songs, drawing, and storytelling bring the adult learner back to a childlike existence when learning was a play activity. For the students in Costa Rica, the lessons are presented and explained with little visual stimulation, no physical vivacity, and poorly organized written materials. There is no attempt at lowering the Affective Filter and many times, due to the lack of stimulation, there is an aggrandizement of the Affective Filter.

Generative Themes

The following are themes generated from the dialogues of the participant teachers and the participant observation of the researcher. Themes emerged when two or more teachers shared the same perception or feelings concerning a topic. The two methodologies were not meant to be comparative; however, both groups of teachers were represented in each generative theme.

Perceived Characteristics of an Effective Teacher

Lozanov/Accelerative Learning Teachers:

All of the participants agreed that they needed to have confidence in their own abilities to be adaptable. This flexibility was initially necessary when they were

first trained in Accelerated Learning, the method that they
use in this program. As Yvette, the University professor
and French teacher in this program stated "After the two
weeks of training, it starts you to thinking about teaching
in a different way". Using games, plays, props, acting,
and other non-lecturing techniques to teach can seem to be
trivial on the surface, but yet it is a powerful tool.

Lozanov and Gateva (1988) stated they started only
training full-time language teachers since others could not
grasp the full psychological foundation of the theory.
However, Lozanov and Gateva found that even then they faced
barriers with the teachers. "Many teachers proved unable
to understand the reserve capacities, the global nature of
the approach, or the nature of concentrated psycho-
relaxation…It sacrificed substance for showmanship" (p. 3).

Being a person that enjoyed working with people seems
like an obvious trait for a teacher, but self-confidence
has to be a part of this as another trait that arose from
the teachers. Marisol said "Unless you like people and
really like your students, you will never be successful.
First, it is important that you like yourself". Another
teacher emphasized this point by discussing how this
teaching assisted her in getting to know herself better.

The teachers seem to agree that the theatrics of their character is a cathartic experience for them personally.

Total Immersion Teachers:

In Costa Rica, the teachers are trained for teaching Spanish to native speakers. This ill prepares the person who needs to teach foreign students. Jose' explained that due to this, the teacher needs to be much more patient and friendly. The need for repetition is increased since the students are not native speakers. So for this reason, some of the key issues for this group of teachers were flexibility, patience, and friendliness. Pablo reiterated the patience needed by explaining that beginners needed the repetition.

They need to remain amiable to many situations and circumstances. In their school, there is a constant change from one day to the next with students arriving and leaving and students being moved from one classroom to another. The teachers here may not see the same students from one day to the next.

Juan believes that open mindedness is another important trait. His remarks suggest that the student needs time to adapt to the culture with which they are surrounded and that the teachers need to understand the

culture from which the student comes. Juan shared it in this manner: "They come from different cultures and therefore as a teacher, I think we need that open-minded attitude". The teacher is always a student in their classroom.

The Teacher Maintains the Rhythm of Learning

Lozanov/Accelerative Learning Teachers:

For many adults, to act childlike and playful would not be considered a mature way to behave. Although the students in this program are given a preview of the playful nature of the classes in a preview program, it is still a challenge for some students. It is the sincerity of the teacher, which allows the student to overcome these barriers and enjoy him or herself. Juanita synthesized the thoughts of the other teachers when she shared her perception of the teacher's role.

> You have to develop the illusion that this is a game…
> At some level, they understand that this is serious
> and arduous. All of the suggestions in the
> environment are important, but the teacher is the most
> important element of the classes.

Ling emphasized in the focus group that the reason the students were there in the first place was to have fun while learning. When the students were having fun, her experience has been that the students did not want to leave

at the end of class. Ling believes "The teacher can make

or break the class, not the whole class, but a significant

role in the direction of the class".

As the researcher stated earlier, this was true for

this researcher's reflective experience. As the number of

students decreased from one level to the next the teacher's

energy level sometimes was not as invigorating. The

students dynamism was a reflection of this.

Total Immersion Teachers:

The teachers spoke at length about adapting the course

of study to the students' needs. Claudia spoke about the

creation of a program based on what the student wanted.

Others suggested the need to be creative and flexible in

the presentation of materials. Antonio wants his students

to feel comfortable enough to take the initiative to change

a subject of conversation.

Jose' expects all of his students to be active

participants in their class work. He believes that they

should make their needs and wants known to the teacher. If

this is not an open two-way communication, the teacher is

left to guess what it is the student needs. From the

researcher's point of view, this is unrealistic in that the

student has no knowledge of what the teacher is able to provide within the scope of the school's limitations.

Pablo infers that being in the culture, the student can also learn the "gestures, diversity of greetings, what they can and cannot do or what is not usual to do with the language." In this situation, the surroundings are the teachers. Brown, Collins, and Duguid (1989) verify Pablo's beliefs. "Given the chance to observe and practice in situ the behavior of members of a culture, people pick up relevant jargon, imitate behavior, and gradually start to act in accordance with its norms" (p. 34). This is a reasonable goal for students who have an extended stay in the country, but for the short-term student, it is not a realistic objective.

Students' Learning Style

Lozanov/Accelerative Learning Teachers:

Many adult students have some sense as to how they learn best, though they may not be able to label it. The teacher then needs to be cognizant of different learning styles and adapt their teaching accordingly. These factors are already built into the accelerated learning methods of teaching. The Lozanov/Accelerative Learning technique for teaching incorporates stimulation for all of the senses,

thus accommodating all learning styles, therefore making all students feel successful.

Yvette disclosed in the focus group that students who may have been unsuccessful in the past are now finding they can achieve by being a part of this methodology. She stated "They now have an idea of how they learn things and they can actually take that knowledge to other areas of their life now." To further validate this, Natasha added that students may have learned this material in the past, but could not recall what they learned later on. Their experience and the testimony of students show that the material is retained for lengthy periods of time due to the whole brain activation involved.

Yvette addressed the issue of learning styles by voicing that all students have different likes and dislikes. When an activity is presented that a student feels uncomfortable with, she or he is permitted to be a non-participant without criticism. There are so many different activities in the program, that all students will find something of enjoyment. As a result of this, Yvette adds (p. 196) that the student will become aware of how they learn and have the ability to transfer this information to other areas of study. This researcher found that given the freedom of choosing to participate or not,

was freeing. As a result, the researcher attempted what would have been uncomfortable activities under other circumstances. This had the payoff of enjoying it all.

Another important aspect of individual learning styles is the ability to ask questions freely. As Juanita stated, students have different interests, which prompt different questions. The program is not so heavily structured that there are restrictions on what may or may not be asked.

The teachers shared the common philosophy that success is a given in this program. Clara made it clear by stating "Because of the various activities, games, and songs, it gives every student the opportunity to excel in some area." Brown (1978) reinforces what these teachers believe.

> A great deal of academic learning, though not everyday learning, is active, strategic, self-conscious, self-motivated, and purposeful. Effective learners operate best when they have insight into their own strengths and weaknesses and access to their own repertoires of strategies for learning. (p. 79)

Total Immersion Teachers:

This was not an emerging generative theme for this program. Brown's comment above is in direct opposition to the way the teachers in Costa Rica the students in their classrooms. None of the teachers directly addressed the different learning styles of their students. Though some of the teachers presented the image that they were giving

control to the student(s) in their classroom, without the variety of activity or materials, there is still limited access to accommodate different learning styles.

Determining Student Success

Lozanov/Accelerative Learning Teachers

What criteria these teachers used to determine a student's success were by subjective means. Since there are no exams or other criteria for performance evaluation, the teachers used observation as their guide.

For Yvette, her students requesting the program add additional levels of French classes for their continued study measures success. Juan defines success for a student when they tell him that they enjoyed the class and will encourage their friends to enroll. Other teachers define it as their students being able to communicate on an elementary level after their first course.

Commercially, both the teachers and the school define success by the length of time they have been providing classes using this method. The teachers stated that the number of private classes that they provide for the corporations in the greater Houston area is a sign of the students' success. After all, if the students were not

successful, the companies would not continue sponsoring the programs.

Total Immersion Teachers

Again, this program does not provide grades or student evaluations with which they might define success. Just as the Houston teachers, one of the measures they use is student feedback. Flora stated that when students share with her the conversations the student had outside of class, she could judge that learning has taken place. She explains that since these conversations are of context from the schoolwork, the student has successfully learned enough to communicate with others.

Juan, one of the teachers who likes to maintain contact with former students qualified his measure of success in a different manner. He said that when the students went home and purchased books in Spanish to retain and progress in their studies, that was a sign of success for him.

Other teachers feel that success is when the student tries to speak the language regardless of how well they do. Antonio commented that even when a student is struggling to speak, but they are at least attempting, they are successful. His thought is that these are the students who

have overcome their self-consciousness and are willing to

make mistakes in order to learn.

Teaching Cultural Authenticity with the Language

Lozanov/Accelerative Learning Teachers

Brown, Collins & Duguid (1989) discuss the cognitive

need to learn within context in order for the student to

obtain the implicit meanings that can only be learned

through experiences. As they state,

> Activity, concept and culture are interdependent. No
> one can be totally understood with other two.
> Learning must involve all three. Teaching methods
> often try to impart abstracted concepts as fixed,
> well-defined, independent entities that can be
> explored in prototypical examples and textbook
> exercises. But such exemplification cannot provide
> the important insights into either the culture or the
> authentic activities of members of that culture that
> learners need. (p. 33)

This is especially important in learning a language. The

culture is an interdependent component of the language

experience.

This is not an area that was addressed in any depth

with the teachers; however, Natasha discussed it and the

other teachers agreed to the need for its existence.

Natasha pointed out in the dialogue that her students

enclose themselves so deeply in their Russian persona that

they develop a taste for Vodka. Other teachers shared

their desire to create the same atmosphere for their

students also. However, in a classroom in Houston, this is
not always possible. The one concession that the teachers
do have access to is the wide variety of restaurants. Some
of the teachers will suggest to students that they go as a
group to a restaurant of the same or similar ethnicity to
deepen their cultural experience.

The majority of teachers in this program are native
speakers, which lends some authenticity to the study of the
language. As such, they are able to provide their students
with some insight into the culture in which they were
raised. The French teacher who was part of this study was
not a native of a French speaking country, but is a Doctor
of French Literature and has spent a great deal of time in
France.

The text materials are based on the culture or
cultures where the languages are spoken. For instance, the
Spanish program's text followed the main characters' antics
through Mexico, Spain, Peru, Venezuela, Columbia, and then
back to Mexico. Progressively through the written
material, the character would travel from one country to
another on a mission. In each country, he or she would
discover the cultural differences of that country, even
though the connecting language was Spanish. In some of the
segments there was also a discussion of the indigenous

peoples of the country and how their customs differ from the mass populace.

Culture is also transmitted through the authentic artifacts that the teachers use to decorate their classrooms. Many of the teachers also use the popular music from their target country before, during, and after breaks to enhance the mood of the students' adopted persona.

Total Immersion Teachers

During the dialogue in the Costa Rican school, the teachers felt that the issue of learning the culture was inherent in the program. They felt that the culture surrounded the student if the student were interested in witnessing it. As Pablo expressed, the student has the opportunity to learn the "...gestures, diversity of greetings, what they can or can not do or what is not usual to do with the language".

For some of the teachers, there was a sense of frustration that some of the students enjoyed spending their evenings in discos where North American music was being played, specifically music from the United States. These teachers did not understand why the students did not partake of the culture to a greater extent, such as the

museums, shopping in the local mercados, the Salsa clubs or other activities that were more common for the locals.

Two features that the school did provide were cultural in nature. Once a week, there was a cooking class in Spanish where students learned to cook a typical Costa Rican dish. At the end of the lesson, the food was shared with all of the participant cooks. The other cultural experience was a dance class that was included in the tuition of the school. Three times a week, a teacher would offer lessons in Salsa and other common dances that students would encounter in the clubs.

For the majority of students, their living with a Costa Rican family is meant to be a cultural immersion experience. This is true in some cases. The majority of the families that take in students do so for the extra income. Due to this, they generally have an active life revolving around their primary employment and their family. The teachers agree that the families are supposed to devote much of their free time to the students in their home, but this is not always possible for family members.

The Teachers Recognizing the Need for Change

Lozanov/Accelerative Learning Teachers

The text booklets that are used for each class was the main focused need for change. The teachers state that they are outdated in their representations of the countries they discuss. The Russian text was the prime example as it still refers to the U.S.S.R. and the KGB, according to Natasha. In conjunction with the text, the audiocassettes, which are the scripts of the text booklets, are of very poor quality. As Marisol added in regard to the tapes, "They are supposed to follow the text, but they have long pauses where you can not hear anything".

Clara remembered that the texts were written by teachers years ago, but that the Spanish texts are now being rewritten. Althea, the administrator joined in the discussion with the fact that the original texts were never put on computer disk. Over the years, they had been photocopied too much and therefore are of poor quality. She continued to say that higher quality cassettes are expensive and the cost can not be justified at this time. Althea displayed a look of frustration when adding that the development of new materials incurred costs. Due to this, the process is slower than anyone would hope it would be.

Due to the originality of the program, there are no published texts, to their knowledge that they could purchase. This creates limitations due to the languages

involved. It takes a Russian language teacher to rewrite

the Russian text, as well as an Arabic language teacher to

write the Arabic text. This is true for all of the

language classes offered. The primary concern for the

school is the cost involved is paying for the services of

these teachers to rewrite the texts when they are not

generating revenues by teaching.

No other concerns were expressed. The teachers want

the play format to continue in the rewrites since they

believe this is an effective way to present the material.

They did concede to technology by having their signs and

posters put on computer for ease of generating them in the

future.

Total Immersion Teachers

Jose' expressed a definite sense of discomfort with the

way the school did the initial placement assessment of

students. He did not feel that a five-minute oral

interview was fair to the student or the teacher with whom

the student was to be placed. Jose' said it was an awkward

situation for the teacher to have to tell a student that

perhaps the class to which they were placed is too

advanced. On the other hand, he did not have a problem

with suggesting to a student that they need to be in a more advanced class.

In a related issue, Jose' also had concerns about the weekly reports that teachers filled out documenting the progress of their students. Based on these reports to the administration, the students may be regrouped with other students who are on similar levels of instruction. The responsibility of explaining these changes to the students is that of the teachers. Other teachers concurred with Jose' that this puts them in an unpleasant situation, because some students receive the information as a personal affront.

From Juan's perspective what the school needs are more resources. When he shared what he fantasizes about, it includes computers, traveling with the students, films, and more visual aids. Other teachers joined in with the need for better written materials, new activities for developing listening skills, and written materials for the advanced students.

All of the participants were in agreement that the school administrators were doing the best that they could with obtaining new equipment considering the finances of the school, but none were satisfied with what resources they had to work with at the current time. Jose' has

suggestions for the administration such as his video taping

television shows to be used in the classroom or having

native speakers come at break time to interact with the

students, but he never seems to find the opportunity to

broach the subject.

Conclusions

The Lozanov/Accelerative Learning Method

From the teachers' perceptions and this researcher's

experience, the Lozanov/Accelerative learning method seems

to be very effective in assisting the adult learner in the

acquisition of a new language. The activities, colorful

visual aids, and articles of authenticity in combination

with the assuming of a new name, culture, and occupation,

satisfy all of the learning styles of any student

participant. The impression would be that the initial two-

week training provides these teachers with effective

foundation knowledge tools that they need to be successful

in the classroom. However, there does not appear to be any

on-going training or other approach to provide these

teachers with an opportunity to learn the advances within

the methodology of Dr. Lozanov or other accelerated

learning derivatives. The International Alliance for

Learning holds annual conferences; however attending these

or other training is primarily the teachers' personal responsibility.

According to the teachers, they believe that due to the expense of the initial two-week training and the intensive amount of time spent creating the materials, it is not a program that attracts male teachers. The Houston program only has two men teaching in the program, one teaches Spanish and one teaches French.

The Houston teachers maintain their enthusiasm for teaching, through their belief that the method works. This in turn motivates their students to learn. This researcher was impressed with the excitement and sincere positive emotions each teacher demonstrated while dialoguing during the focus group session. They are continually finding articles of authenticity for the cultural awareness of the students' learning experience. Brown (1994) substantiates the teachers' role. "I argue that an essential role for teachers is to guide the discovery process toward forms of disciplined inquiry that would not be reached without expert guidance, to push for the upper bounds" (p. 9).

Although they do share ideas with each other at facility meetings, the administrator shared with this researcher that the teachers are not reimbursed for

attending and therefore attendance is not always what she would like it to be.

The courses offered and the frequency of the courses in Houston are market driven. As a result, this program is also able to offer a large variety of languages: Spanish, French, Russian, German, Chinese, Japanese, Portuguese, Arabic, and English as a Second language, based on consumer interest. In Houston, the program caters to the surrounding commercial/industrial needs and they design their language courses accordingly. Due to this commercial need in the area, many companies cover the cost of the program for their employees. The cost of the first level of classes averages about $370.00, plus a materials charge of $27.00. Some languages are higher. If a student continues in a second class within a year's time, there is a discount of about $40.00 depending on the language. Then the third and all other classes are discounted by $20.00. The students critique the teacher and the class, but the teacher is not supposed to critique the student unless specifically asked to do so by the student.

For students who are taking the classes for their own personal enrichment, this can become too much of a luxury to continue too far into the advanced levels. Having an employer pay the fees can have a positive or negative

effect on the individual student's motivation to maximize the course. This researcher spoke with students who felt a need to take advantage of the fee being paid by working diligently in the course, while others did not feel intensely invested since they did not have to contribute financially. Without a quantitative method of evaluation, there is no recourse for the employer to judge the value of their investment.

If the reader were to refer back to page 5, the diagram introduced a model of how traditional and non-traditional teaching techniques were perceived. This model does seem to fill the expectations of language learning and language acquisition for the Lozanov/Accelerative learning method. Therefore, the model is now revised for this method as presented on page 272. Language learning and language acquisition do seem to be taking place simultaneously by providing the student with playful ways to maintain their interest in language learning.

If this program is so successful, why then is this method not as widespread as it would seem that it should be? There are several possible answers to this question. First, Dr. Lozanov was prevented from providing further training outside of Bulgaria during the Communist regime.

**The
Lozanov/Accelerative
Learning
Non-Traditional Method**

**Language
Learning**

**Language
Acquisition**

- Learning as a child learns, naturally
- Much time is spent in communicating
- Learn at an accelerated rate
- Concentrated instruction
- Immersion in the culture of the language
- Games and drama maintain student interest
- Learn grammar intuitively
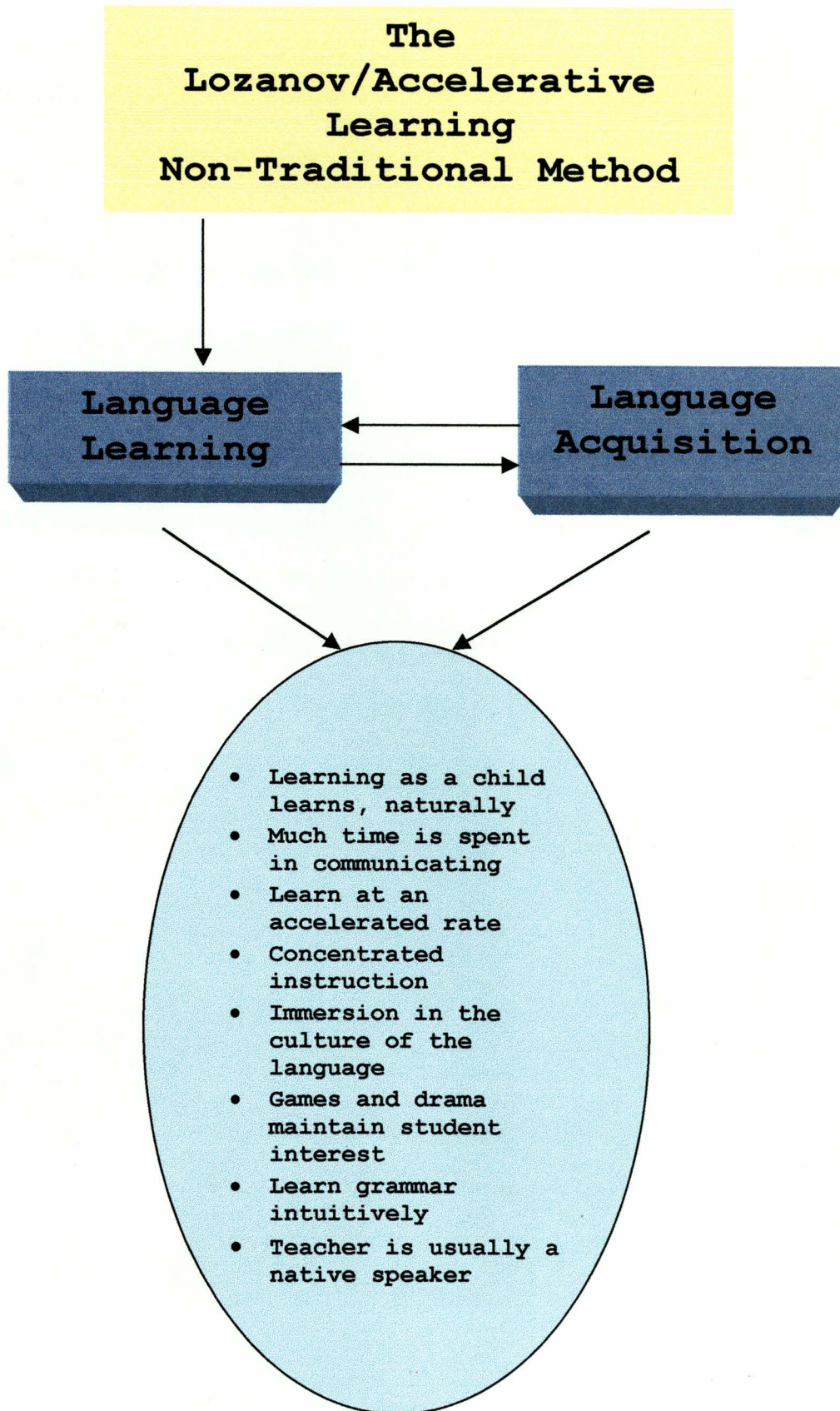- Teacher is usually a native speaker

Figure 2

Alterations to his original method became commonplace, but neither he or his students were able to continue his work as he had intended due to his wanting full control over the teachings.

Another reason may lie in the cost of the initial training by Dr. Lozanov or one of his Certified Master Trainers. Alison Miller is one of four Certified Lozanov Master Trainers who Dr. Lozanov refers to in his open letter to the International Alliance for Learning (Appendix A). At this level of certification, she and the three other Master Trainers, are authorized by Dr. Lozanov to train and certify teachers to teach using his methodology. The trainers live in Washington State, San Diego, California, Japan, and Italy. The only person who has the authority to train and certify trainers is Dr. Lozanov himself.

In an electronic mail correspondence with Alison Miller (1999, July), she provided an overview of the training sequences involved as well as the fees leading to the certification of a Lozanov Certified Trainer.

Training for Second Language Teachers of Adults Using the Lozanov Method

Requirements for Certification: Individual or Small Group Training (limited to four participants)

Suggestopedia/Desuggestopedia requires a firm knowledge of theory and a creative and flexible use in practice. Learn how to highly motivate your students, how to promote their memory, their well-being, and their creativity. You will learn how to help free students from learning inhibitions and tap the unused possibilities of their brain/mind.

Level A:
- Participation as a student in a two-week beginning language course, basic theory and links to the practice with Dr. Lozanov. Cost $5,000.

Level B:
- Teaching Beginning English or another second language for two weeks under Dr. Lozanov and Alison Miller's guidance. Additional lectures and discussions. Cost $7,500.

Level C:
- Teaching Advanced English or second language for two weeks under Dr. Lozanov and Alison Miller's guidance Theory for teaching second level courses. Cost $3,500.

Following the completion of Level C, the teacher will be certified to teach with the method. Certified teachers will receive life-long consultations free of charge from Dr. Lozanov, Alison Miller, or any other certified trainer.

For those who wish to continue to become a certified trainer, there is one more phase that needs to be accomplished.

Final Phase:
* Teach a course in your own community for a minimum of two weeks and host Dr. Lozanov. Dr. Lozanov will observe and guide you through the process before giving trainer certification. Cost $15,000. Plus Dr. Lozanov's travel and living expenses during the course.

Even with many offspring methods that have their initial roots in Dr. Lozanov's teachings, there is little to no empirical evidence that this method is successful. Chances are that few school systems or private adult schools are going to invest the money in this type of training due to this, but this is unfortunate.

Total Immersion Method

This school and the teachers who are there are pleasant and accommodating to their students. The lack of teacher education and professionalism is apparent in a number of areas creating an absence of pedagogical goals. There are no levels or gradations for student groups other than beginner, intermediate, and advanced. Within these categories there is no criteria for combining students into groups. When there is no curriculum for what material

needs to be covered within each level, it is possible for two different beginning groups to be learning entirely different material.

The materials used are arbitrary, based on the teacher's judgement chosen from the collection the school has available. When a group of students work their way through the workbook pages presented they move on with new workbook pages. There is no system in place to ensure the student has learned the material before continuing with new material. Many of the workbook pages encountered by this researcher were the fill-in-the-blank types of sheets, which required rote repetition without a true understanding of the concept or vocabulary required for successful completion.

> According to Brown, Collins, and Duguid (1989)
>
> Miller and Gildea (1987) note that by listening, talking, and reading, the average 17-year-old has learned vocabulary at a rate of 5,000 words per year (13 per day) for over 16 years. By contrast, learning words from abstract definitions, and sentences taken out of context of normal use, the way vocabulary has often been taught, is slow and generally unsuccessful. There is barely enough classroom time to teach more than 100 to 200 words per year. Moveover, much of what is taught turns out to be almost useless in practice. (p. 32)

Although this researcher agrees that it is a hardship for these teachers to have students arrive and depart each day, there is still a responsibility to provide a quality

education for those who are making a time commitment.

Curriculum planning and the marketing of the school should

be centered on those who intend to accept this undertaking.

According to Brown (1991),

> In your foreign language learning experience, you are
> likely to favor the left side of your brain, which
> results in overanalyzing and focusing too much on
> details instead of backing off and allowing your
> intuition, spontaneity, and synthesizing capacities to
> take over. Your efforts would be better directed at
> 'getting into your right mind." (p. 62)

Yet there is an absence of spontaneity in the

classroom and an abundance of analysis, especially with

grammar. This researcher spent two days working on

worksheets that required the correct usage of por or para,

in sentences. Opportunities for reducing the affective

filter did not exist. This researcher and other students,

who shared their feelings, believe that the barrier to

learning was the inability to relax while learning.

Some of the teachers had concerns about their students

enjoying the nightlife more than they should be, while

other teachers accompanied their students to the clubs and

discos. Only one of the teachers, Flora, brought her

students to the local mercado for a lesson in the names of

fruits and vegetables first hand. Although museums and

other cultural institutions were within walking distance of

the school, none of the teachers conducted a field trip for

the class. If a student was to be exposed to the cultural surroundings of the city of San Jose' or the country as a whole, it happened independently of the school.

Having been a teacher in both elementary schools and a college, this researcher has spent many hours before and after school preparing lessons for the students. It was interesting to notice that none of the teachers spent any time at the school once their class was finished. The only exception was the teacher who volunteered to host the "conversation hour' once a week and the dance instructor.

Prior to the focus group, none of the teachers had given any thought to taping television shows from the school television and video recorder. There was never any evidence through observation or conversation with other students that any of the teachers brought in any magazines, books, or other materials to be used as teaching aid or audio-visuals for instruction.

Sharing success student stories in learning the language was a common occurrence for the teachers. They would often share accounts of former students who were particularly successful in their studies at the school. Through listening to these stories during a three-week period, there seemed to be a pattern as to which students were the most successful.

For the most part, these were students from European countries, who were already bilingual at a minimum. As the researcher began to probe the teachers who shared these stories, many of the students were indeed multilingual at the beginning of their studies in this school. It was a rare time that any of the teachers could recall a monolingual student who was able to achieve any level of being successfully bilingual by the time they left the school.

The homestay was a pleasant experience for many of the students; however, one student was placed in a home where the husband and wife were contemplating divorce and were physically abusive to each other. As soon as the student reported this to the school, she was removed and placed with another family. The school sets guidelines for the homestay families that are hosting students. Families are obligated to provide breakfast and an evening meal on a daily basis. This is supposed to include indigenous fruits and vegetables as well as typical Costa Rican meals to give the student a cultural experience. Laundry services for the student are provided. Homestays are meant to be an extension of the students' educational experience. Only Spanish is supposed to be spoken in the home. Family members are considered adjunct teachers who will help the

student with her or his studies as the need arises. Some host families do not have the formal education themselves to be of assistance to the student.

The family is encouraged to treat the student as part of the family by including her or him in family gatherings, errands, and trips away from home. Depending on the families' motives for housing a student, their comfort levels with the student, and their time availability, this does or does not happen. Some families take in students for financial survival. The school does not maintain any monitoring system other than family or student complaints about the other.

In summary, the figure on page 281 will model how this program differs from the expectations presented in the figure on page 5. Language learning is available through a total immersion environment, but the affective filter is not always lowered; therefore, it does not necessarily contribute to language acquisition.
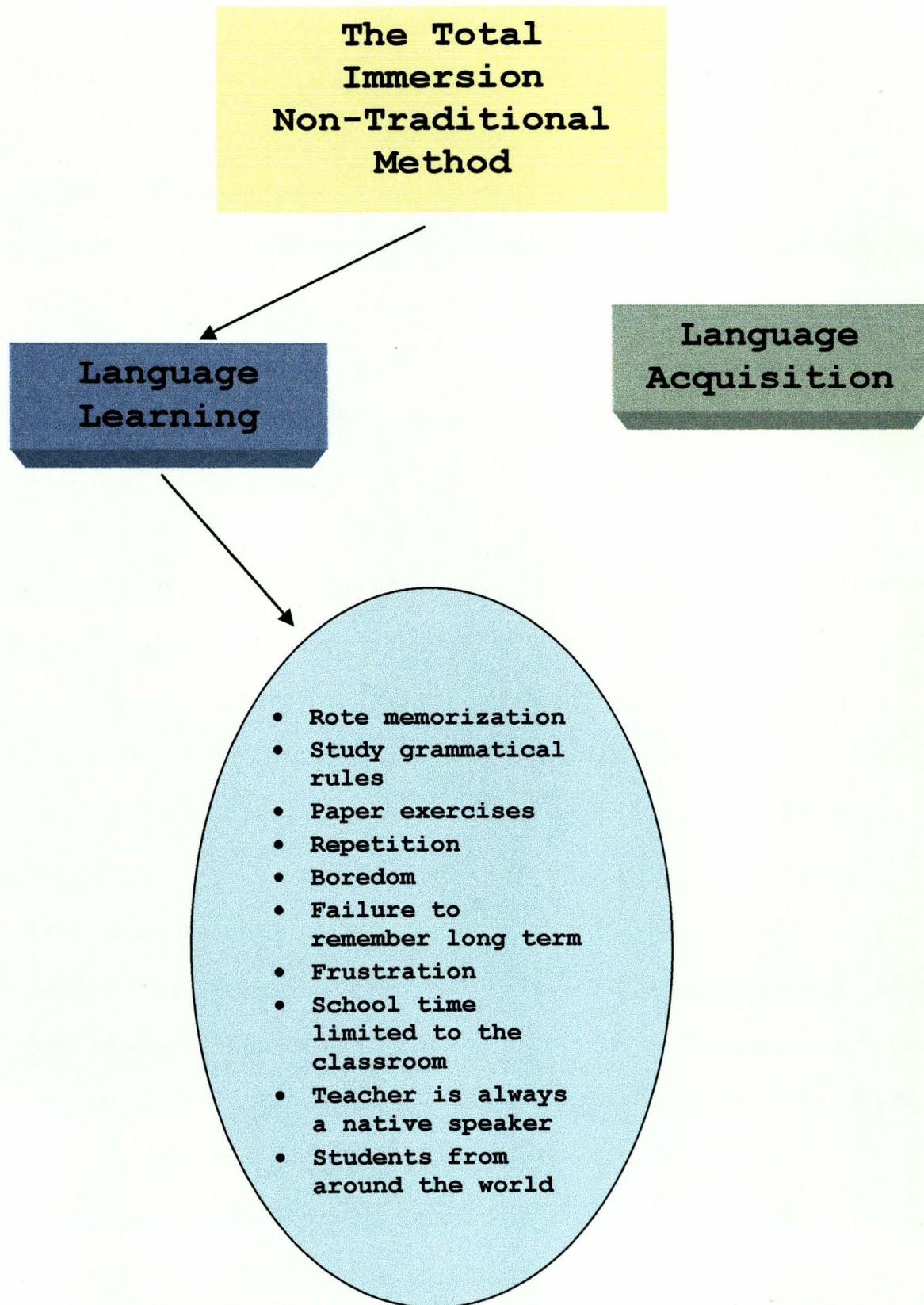
The Total Immersion Non-Traditional Method

Language Learning

Language Acquisition

- Rote memorization
- Study grammatical rules
- Paper exercises
- Repetition
- Boredom
- Failure to remember long term
- Frustration
- School time limited to the classroom
- Teacher is always a native speaker
- Students from around the world

Figure 3

Recommendations for Improving the

Educational Process in These Programs

Lozanov/Accelerative Learning Program

Having fun and playing games is a great way to learn. For the adult who has had a stressful day or week at work, this certainly makes learning seem like relaxation. What then could be improved in this program? The researcher has some suggestions for consideration.

Some of the students who have prior language training were allowed to enter the program at advanced levels.

Because of this, they were not as familiar with the concepts of the method as those who attended an introductory class were. Therefore, all students should have to attend an introductory class prior to enrolling into any level. During this preparative class, they will become familiar with the variety of activities involved and how they are used to teach. They will also become aware of the persona assumed by the students and the teacher. These issues will not become a problem for them when they initially enter into an advanced level with students who started from the beginning. Some of the men students especially, had a difficult time with the methodological

activities and the characterizations that were expected of them.

In that light, it seems it would be beneficial for this program to cultivate more men teachers. Just from casual observation of the student population on any given weekend of class, it seemed the school had more women in the advanced classes, regardless of the language being taught. If there were more men teachers to role model that this is an acceptable way to learn, they may attract and retain more men students. It might also appear more attractive to corporate programs if there were a mix of women and men teachers available.

Because of the time involved in the training, in addition to having to pay for it, the school could offer an exchange agreement with any interested teacher to receive the training in lieu of a commitment to teaching for the program for a length of time. The teachers should however continue to develop their own materials and not rely on a computer to generate much of what they use in the classroom. The original work of the teachers creates a sense of caring and warmth and was a component of the original Lozanov method.

The frequency of the courses needs to be adjusted. Although many levels are offered each semester, the

selection of time options for each level is limited. Students, who may have taken Levels One and Two in September and October weekends, sometimes have to wait until January or February to continue with Level Three. This lapse creates a hardship in the learning process, which is further complicated as one progresses into the higher levels. The chance of classes being cancelled becomes more frequent due to low enrollments.

Low enrollments create another issue and that is the reduced number of hours for each level. A complete level of instruction of classes is supposed to be thirty-two hours. Class hours are reduced depending on the enrollment to as little as twenty-five hours. The school should make the commitment to the enrollees that the hours would remain the same especially since the fees remain unchanged.

Teachers should be given the responsibility based on their professional judgement to give a critique to students at the end of each level. Students who are not as focused and on par with the rest of the group, should be gently discouraged from continuing further until they are able to continue without holding the others behind.

A teacher's time is valuable; therefore, the administration should compensate teachers for their participation in faculty meetings. As such, faculty

meetings should be mandated and give the teachers an opportunity to further their skills in this teaching method by having presentations of the latest techniques and advancements of the field of brain based learning.

Total Immersion Program

This type of school has a distinct advantage for the adult who wants to learn another language. Being in a target country, surrounded by the culture at every turn can be a definite benefit. There are, however, some suggestions that this researcher believes would make this school exemplary in its field.

First, the school needs to realize that they cannot be all things to all people. Students should be screened prior to enrolling as to their time commitment and their goals while at the school. Only students who have a serious intent to learn, should be admitted. Students who plan on less than one week of instruction should be turned away for the sake of the other students. It is distracting for serious students to have their classmates come and go on a daily basis. At the same time, it seems that this may dilute the teachers' commitment to giving their all to their students.

Teachers need to know how to teach. The teachers already have the ability and personality to be successful, but they lack the training. In this school, Flora, who is earning her Masters degree in Teaching Spanish as a Second Language or another experienced teacher, could train the teachers in pedagogical foundations for adult students. For an adult to stay busy with workbook pages for hours is meaningless and derogatory. To be in a city with so many learning opportunities within a short walk and not take advantage of them is a waste of cultural and language learning.

In conjunction with this, the teachers need to learn that one element of professionalism is preparing materials for the students. The school has obligations to provide some tools, but each teacher should be an expert in their own classroom by creating original meaningful instruments for their students' instructional needs. Each teacher should be assigned to a classroom. By having ownership of this room, the teacher should take pride in his or her space. The walls should be covered with bright and attractive posters or pictures that can be accessed for the lesson of the day. The classrooms should be a warm and inviting place to study. As part of this, the teachers

should include some of the history and culture of the country.

The teachers need to learn how to be action researchers in their own classroom. Just asking a student what they want to learn is not enough. The teachers would be wise to take turns providing focus groups with participants from the entire school. This would afford them the opportunity to hear what the students are thinking and feeling about the instruction that they are receiving in a non-threatening manner. Then the teacher focus group leader can present this information to the teachers at a facility meeting for discussion, review, and planning for improvement. As an on-going function, it would allow the teachers and the administration to keep abreast of the needs of their students so that they may remain on the cutting edge of excellence.

Each week, all new students could be given a cultural briefing on the culture that surrounds them. One of the main attractions for a total immersion experience is to explore another country. The cultural briefing might include the available cultural activities that the students may avail themselves for their free time study and learning. The briefing would include the museums, theater, special events depending on the time of the year and the

hours of operation, so that the student can plan it within their school schedule or include it in the course of the program. Day-to-day highlighted events should be included for a student to investigate, but who may not otherwise know about them.

Perhaps one teacher could be the leader for cultural outings that are arranged at the end of the day or end of the week and are available to any student who wishes to participate. The function of this teacher would also include bringing together students who may not be extraverted enough to form friendships with other students. Regardless of their level of knowledge of the language, it would be necessary for all of them to speak the target language since they are from different countries. Students can learn successfully from other students, but may not always feel confident in initiating an activity with other students.

Immersion schools that provide host family housing, need to have an on-going monitoring system with the host families. The purpose would be to establish goals that all families are aware of and to maintain those goals through out their hosted students' course of study. The school needs to make sure that the host homes are clean, safe, and that the family is providing the necessities that they

contract to afford. Although this school has exiting

students fill out a questionnaire regarding their homestay,

someone from the school should be making visits to the

homes to make sure the student accommodations are within

quality standards established by the school and within the

cultural boundaries of the country. When the student is

leaving, it is too late to correct an uncomfortable

situation.

Recommendations for Improving

Second Language Instruction for Adults Overall

This researcher feels that only radical reforms in the

second language classroom are going to make adult learners

more effective learners who have acquired a second

language. The theory of the Lozanov method impressed this

researcher before ever experiencing it. Since having that

opportunity, it is the researcher's belief that there is

much value to the foundation of the method. The expense of

training in the Lozanov Method from the master is

prohibitive for many. This does not suggest that there are

no other viable options from which techniques may be

solicited. Adults do seem to acquire language easier in a

relaxed, playful setting. If this can be in a total

immersion experience all the better. It takes creativity

and work for the teachers to create a stimulating learning environment, but that is what teaching is. By adding games, props, and less dependency on the text as an end all, the teacher can increase language learning and acquisition.

A restructuring needs to take place, not only in the methodologies used, but in the time commitment allotted to a second language class. It is unlikely that many students are going to be successful second language learners in a fifty minute session a couple of times a week. By the time the student starts to envelop the language, the class is over. Through the rest of the day and until the student returns to the language class, chances are the student has not had time to exercise her or his language skills.

This researcher proposes that classroom instruction for second language learners be a partial immersion method where the student is immersed in the target language for a minimum of four hours a day, five days a week, for the first year. In the second year, it could decrease to three hours a week, five days a week. At the same time, the student should have the opportunity to select other classes in the target language to supplement their language learning and to gain necessary vocabulary in particular areas of study. Although, this would be a major change in

the current educational setting, if we as a nation are going to become serious about second language learning, we need to critically look at the educational system in language learning that has failed so many. It is only through this type of immersion that they will be able to make the language part of them and have total acquisition.

Students should have a variety of instructors throughout so that they may experience different accents and styles of speech, but all consistently in an atmosphere where the affective filter is reduced. These concepts are especially necessary for those who are majoring in a language. In addition, these students should be required as a national standard of language teachers to study one year in a country that speaks the target language in order to assist them in their communicative fluency as well as learning the culture. Language and culture are not mutually exclusive of each other. Each need to be incorporated and intertwined into the language classroom.

For other adult students who have a desire to learn a second language, there also needs to be an intensive classroom opportunity to submerge themselves into the language. When the instruction is in a non-traditional method, the learning becomes relaxed and pleasurable, while the student becomes confident and successful. This

researcher advocates for increased programs on a national
level such as the one in Houston. When a student of any
age is given the opportunity to discover their own learning
process, it not only assists them in learning a second
language, but also adds to their confidence and self-esteem
in all areas of their life.

Recommendations for Further Research

Future research may include replicating this study
with different teachers in the Houston program to see if
there are similar responses. As well it would be
interesting to do the same research with the teachers of
the other Lozanov/Accelerative Learning language program
and compare their responses with the teachers of the
Houston Program. Due to the vast number of Total Immersion
schools, there is a vast population from which to draw to
replicate this research, after which an accreditation
organization may be established for total immersion
programs, so that future students have a better
understanding of what each school provides.

The researcher was surprised to find that the
perceptions of the teachers were sometimes not remotely in
alignment to what the researcher was experiencing as a
student. This was especially true in Costa Rica.

Therefore, the researcher would recommend that a focus group be conducted with students' perceptions of the teaching methodology. Then conduct a focus group from the teachers' perspective. This would then be followed by a second focus group with the teachers using the feedback from the students to guide the dialogue.

Another alternative for research could use the same or similar populations of this study, however using participatory research instead of focus groups. This would determine if the teachers have different attitudes when interviewed individually. Differences could be attributed to the teachers having more confidentiality and willingness to share thoughts they would not in a group setting or the lack of synergistic brainstorming with other participants' comments to trigger their own.

This last quote from Bialystok and Hakuta (1994) is a fitting end and to bring the reader full circle to the beginning again.

> Learning a second language is not simply a technical feat: it is an expansion of perspective. We live in a world community that speaks more than five thousand distinct languages. We cannot hope to understand ourselves and our own place in this world without understanding the enormous impact of linguistic and cultural diversity on the human social condition. Recognizing the implications of learning a second language and understanding something of the process of its acquisition propel us toward this goal. (p. 10)

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APPENDIX A

DESUGGESTOLOGY AND SUGGESTOPEDAGOGY

Austria - 1101 Vienna, P.O. Box 132,   Tel/fax: ++ 43 1 615 50 69

OPEN LETTER TO THE MEMBERS OF I.A.L.

Dr. G. Lozanov   January 3, 1999

Dear Members of I.A.L.,

I have been told that many of you think I am dead, but that's an exaggeration! I am alive and developing my work. I understand that since the time your association was first established as S.A.L.T., my work has been associated with your organization. Therefore, I have the responsibility to inform you about two important matters: 1) Since the 1970's there has been a big misunderstanding about Suggestopedia. 2) And although it is acceptable to apply the original form of Suggestopedia, when it is well understood by the teacher, the latest development of Suggestopedia has great advantages, having put our work completely outside the area of suggestion. I would also like to inform you about the existence of the International Association for Desuggestology and Suggestopedagogy, which I registered for a second time in Vienna, Austria, in 1998. I am the president of the association, and our members consist of the teachers and trainers who have been personally trained and certified by me. These teachers represent many different European countries, Japan, and Australia, as well as the USA.

As you may know, I developed the science of Suggestology and with Dr. Gateva created Suggestopedic teaching methods. We launched our work in the United States in 1979, through training courses in Washington D.C., San

Diego and San Francisco, but unfortunately, when returning to the U.S. in January of 1980, we were detained in Bulgaria at the airport and were prevented from returning to San Diego. The Bulgarian government placed us under house arrest, and we were not allowed to travel for ten years so that we would not share more of our theory and practice with the western world. We weren't permitted to meet foreigners, to have correspondence with them or even to publish.

During this ten-year period, a lot of variants of what was understood to be Suggestopedia were developed outside of Bulgaria. Some of the adaptations took different names but kept the basic structure that was printed in *The Foreign Language Teacher's Suggestopedic Manual,* republished in the U.S. in 1988, unbeknownst to the Bulgarian government. In many cases, these variants (such as some accelerative learning methods, superlearning, and others) were represented as Suggestopedia, and my name was used in association with them. In reality, these variants are far from our scientifically proven work. At the time, I unfortunately could not challenge this misrepresentation of our work nor protect the purity of our methods. But contrary to twenty years ago, I am now in a position to defend this science for the benefit of the people who teach and learn with the Suggestopedic system.

I realize that those of you using these variants did the best that you could without my availability, but there are serious implications for improper use, and I feel it is necessary to clarify those implications. Please understand that I cannot ask you to stop what you are doing. Of course, you are free to develop whatever teaching methods you wish to use, but if you are not certified by me or by our certified trainers, please don't mention my name or use my terms as an endorsement of your methods.

As a physician, specialist in psychiatry, neurology

and brain research, I am obliged to tell you that most of the development of the work has gone in a very wrong way. For example, I am against the application of hypnosis and have been very clear from the beginning about my position on it. In our manual, we did not include the use of techniques like guided relaxation, guided imagery, guided breathing exercises, etc. Guided approaches, which are traditional methods of inducing the hypnotic state, are a form of conditioning, which subordinates the will and limits the freedom and creativity of the students, automating their thinking and behavior. It is the opposite with Suggestopedia, as the freedom of the personality has always been basic to the development of our work.

I would also like you to know that hypnosis done by non-specialists can lead to many different psychosomatic diseases, which arise either immediately or with delay, appearing even years later. I have often spoken about the dangerous side of hypnosis, but many of you have never heard me speak, and others might not have believed me. If you would like, you can check other sources, as there are many well known American authors who have published these dangers usually known only by specialists in hypnotherapy. For example, you can look into Volumes 1 & 2 of *The Practice of Hypnotism* by André M. Weitzenhoffer, one of the best known clinicians and researchers of hypnosis in the U.S. When receiving results in learning, we must always be certain that the methods we use do not have any possible negative effects on the personality of the student.

Over the past several years, Dr. Gateva and I had been developing **Desuggestopedia**, which changed even our basic theory and practice. After Dr. Gateva's death, I continued to develop Desuggestopedia, **or the Re-Ca-Co Method** (Reserves Capacity Communicative Method) and finally am calm that nothing in this latest method can even remotely remind one of suggestive influences.

Please understand that Suggestology/Desuggestology is a science, not a technique. It cannot be partially learned and then used effectively. Full training is required for correct application in the classroom. To avoid receiving misleading information, you can ask teachers to show you their certificate of completion of the training course for teachers with my signature. I have already retrained the teachers and trainers belonging to our association and just recently trained and certified two US teachers and one teacher from Australia. I am organizing many basic seminars, as well as full training courses for certifying more foreign language teachers here in the U.S. One of our certified trainers, Alison Miller, who is also a member of your board, is involved in the training of foreign language teachers, while our other U.S. trainers are developing different areas of Suggestopedia. In a few months, when finishing our training schedule, we will publish the names and addresses of all the trainers.

Our association is now organizing a net of training centers and collaboration with eminent U.S. scientists as well as people working within the US educational system. In this way, the method is already assured to be applied correctly, even after I pass away.

My new book entitled *Lectures on the Transition from Suggestopedia to Desuggestopedia* (Re-Ca-Co Methods) will be available within the next six months. It will teach the theory and practice behind Desuggestopedia as a new way of communicating with students on the border of their knowledge and possibilities.

If you are interested in information about individual or group training courses or about my new book, you can contact me in Vienna, at our association's central office, the address of which is on this letterhead, or you can contact Alison Miller at the Pacific Language Center, Inc., P.O. Box 1282, Anacortes, WA, 98221, (360) 299-9389, e-mail

indigo @ fidalgo.net or visit WWW.fidalgo.net/—indigo. I am
looking forward to meeting or hearing from any of you who
are interested in my work.

All the Best,

Dr. G. Lozanov

APPENDIX B

Sequence of Spanish Lessons

Lozanov/Accelerative Learning, Houston, Texas

Level I

- Greetings

- Alphabet

- Vocabulary: colors, numbers, drinks, family, question word, time, adjectives, days, months, places, and seasons

- Present tense: regular verbs

- Irregular verbs: Ir, ser, estar, gustar, saber, conocer, tener, prever

- Present progressive

Level II

- Present tense of stem changing verbs

- Vocabulary: fruits, vegetables, clothing, food

- Commands

- Reflexive verbs

- Tener que (have to) and acabar de (has just)

Level III

- Preterit: Regular and irregular verbs

- Deber (must)

- Vocabulary: languages, stores and products, prepositions of place, the house, and furniture

- Future tense - regular and irregular verbs

Level IV

- Imperfect tense - regular and irregular verbs

- Direct object

- Indirect object

- Present perfect tense - regular and irregular verbs

- Vocabulary: Materials, parts of the car

Level V

- Review of tenses covered in all previous levels

- Vocabulary of parts of the letter, nationalities, and personal data

- Passive voice

- Conditional

Level VI

- Imperfect subjunctive

- If clause- si + imperfect subjunctive + conditional

- Idiomatic expressive

- Direct and indirect objects

- Comparisons

- Weather terminology

Level VII

- Present subjunctive

- Idiomatic expressions

- Affective verbs

- Business terminology

Level VIII

- Past perfect

- Uses of por and para

- Past perfect subjunctive and the if clause

- Perfect conditional and the "if'" clause

- Elements of nature

Level IX

- Affective verbs and subjunctive tenses

- Present perfect subjunctive

- Perfect future

- Tools

- Uses of pero and sino

Levels X, XI, and XII

Review, vocabulary development, and conversation

THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

THE LOZANOV METHOD/ACCELERATED LEARNING AND TOTAL
IMMERSION

IN ADULT SECOND LANGUAGE LEARNING: TEACHERS' REFLECTIONS
ON THE

EFFECTIVENESS OF NON-TRADITIONAL METHODS

Some teachers are using non-traditional approaches

such as the Lozanov/Accelerative Learning and the Total

Immersion methods to teach languages to adults. However,

there is no research available to elucidate from the

teachers' point of view how effective these methods are

in practice. To know how well they are working, it was

important to hear what those who are administering the

lessons had to share from their point of view as well as

their observations from the adult students.

This study used the qualitative tools of Focus

Groups and Participant Observation. After reviewing

many methodologies, focus groups were determined to be

the most appropriate to allow for a rich descriptive

qualitative investigation with the additional enriched

perspective of participant observation. Two schools were chosen for specific reasons. Each school uses a non-traditional method of teaching a second language to adults. One school uses the accelerated learning technique and the other is a total immersion school with a local family home stay included. Each school was found to have a sufficient number of teachers from which to secure adequate participants for this study.

Six generative themes emerged from the research, with the Lozanov/Accelerated Learning teachers and five from the Total Immersion teachers. Since the two methods are not comparable, it is not surprising that differences were found between them; however, some commonalities also were evident.

From the teachers' perceptions and this researcher's experience, the Lozanov/Accelerative learning method seems to be very effective in assisting the adult learner in the learning and acquisition of a new language. The activities, colorful visual aids, and articles of authenticity in combination with the assuming of a new name, culture, and occupation, satisfy all of the learning styles of any student participant.

In contrast, the Total Immersion School and the teachers who are there are pleasant and accommodating to their students. The lack of teacher education and professionalism is apparent in a number of areas creating an absence of pedagogical goals. As a result, language learning takes place; however, there is an absence of language acquisition.

Ryan James, Author

Dr. Alma Flor Ada
Chairperson, Dissertation
Committee