

CHARLES UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MASTER THESIS

**The use of Suggestopedia and its current forms in English language
teaching**

Bc. Eva Jansová

Supervisor: Mgr. Karel Žďárek, Ph.D.

Study programme: Secondary School Education 2017

Branch of study: N AJ – ZSV

2017

Declaration:

I hereby declare that this master's thesis titled "The use of Suggestopedia and its current forms in English language teaching" is my own work and that all the sources used when writing are included in the reference list.

.....

Prague, 30. 6. 2017

Acknowledgement:

I would hereby like to thank Mgr. Karel Žďárek, Ph.D. for his time, valuable advice and professional help. Furthermore, I would like to express immense gratitude to my family for their ceaseless support during my studies.

Abstract

This diploma thesis is concerned with the use of Suggestopedia and Superlearning in English language teaching. The theoretical part focuses on the historical and theoretical context of the methods, the description of their aims, processes and techniques. Furthermore, Communicative approach and its closely related methods are briefly explained, as they are also connected to Altissima language school where the research was done. The practical part deals with the analysis of two observed lessons where the principles of Suggestopedia and Superlearning were used. Moreover, the lectors' statements and learners' comments are scrutinized.

Key words:

Suggestopedia, Superlearning, Communicative Approach, method, approach, technique

Abstrakt

Tato diplomová práce se zabývá využitím Sugestopedie a Superlearningu ve výuce anglického jazyka. Teoretická část je zaměřena na historická a teoretická východiska metody, popis cílů, postupů a technik, které Sugestopedie a Superlearning využívají. Dále je zde stručně vysvětlen Komunikativní přístup a jeho příbuzné metody, jelikož jsou také spojeny s jazykovou školou Altissima, kde byl proveden výzkum. Praktická část je věnována rozboru dvou pozorovaných lekcí, kde byly použity principy Sugestopedie a Superlearningu. Dále jsou zde zkoumány výroky lektorů a komentáře studentů.

Klíčová slova

Sugestopedie, Superlearning, Komunikativní přístup, metoda, přístup, technika

Obsah

1. Introduction	7
2. Theoretical Part.....	9
2.1. Terminological development	9
2.2. The methods of 1970s.....	10
2.2.1. Community Language Learning.....	10
2.2.2. The Silent Way	12
2.2.3. Total Physical Response	12
2.2.4. The Natural Approach	13
2.3. Suggestopedia	14
2.3.1. Background of the method	14
2.3.2. Description of the method	17
2.4. Superlearning	23
2.4.1. The role of music	23
2.4.2. Suggestion	24
2.4.3. Learning blocks	24
2.4.4. Our brain.....	25
2.4.5. Superlearning diet.....	25
2.4.6. Learning language in one month	26
2.4.7. Positive experiences of people using Superlearning techniques	26
2.5. The Communicative Approach.....	27
2.5.1. Description of the approach.....	27
2.5.2. Closely related concepts to CLT	29
3. Practical Part.....	34
3.1. Aims of the research	34
3.2. Research design and methodology	34
3.3. Implementation of the research.....	35
3.3.1. Basic information about the language school Altissima	35
3.4. Description of the observed lessons.....	36
3.4.1. The first observed lesson	37
3.4.2. The second observed lesson	43
3.5. Comparison of the observed lessons with the theoretical assumptions	50
3.5.1. What did the Altissima classroom look like?	50
3.5.2. Did the observed lessons consist of the basic three parts?	51

3.5.3.	What language areas did the lessons emphasise?	51
3.5.4.	What was the role of the teacher?.....	52
3.5.5.	What materials were used?	52
3.5.6.	Answer number one.....	53
3.6.	The lectors from Altissima: interview	53
3.6.1.	Interview with Hana	53
3.6.2.	Questionnaire for Andrew Scott.....	55
3.6.3.	Questionnaire for Linda Kovářová.....	55
3.6.4.	The stand of the chosen lectors on Suggestopedia and Superlearning.....	56
3.7.	The learners' feedback.....	57
4.	Conclusion.....	59
5.	Appendix	61
5.1.	Attachment 1	61
5.2.	Attachment 2	62
5.3.	Attachment 3	63
5.4.	Attachment 4	64
5.5.	Attachment 5	65
5.6.	Attachment 6	66
5.7.	Attachment 7	67
5.8.	Attachment 8	68
5.9.	Attachment 9	69
5.10.	Attachment 10	70
5.11.	Attachment 11	71
5.12.	Attachment 12	72
5.13.	Attachment 13	73
5.14.	Attachment 14	78
5.15.	Attachment 15	79
6.	Works cited:.....	81

1. Introduction

The 1970s were very fruitful as for the development of several unusual methods. One of them was Suggestopedia, a method developed by Georgy Lozanov. Suggestopedia influenced a twenty first century approach known as Superlearning. I first heard about Superlearning at my first year of university when searching for a way to accelerate learning. It immediately captured my attention. The fact that positive attitude and stress-free environment facilitate learning had not been new to me. However, never before had I heard about the impact of Baroque music on studying and many other odd principles because of which the approach lodged in my mind. That it had been Suggestopedia which influenced Superlearning I discovered during my masters studies. My fascination of these methods led to them becoming the theme of this diploma thesis.

I was recommended the Prague language school Altissima where Suggestopedia and Superlearning are taught. The head of the school kindly gave me an opportunity to observe one of the lecturers while using these methods. As the first morning I spent there was truly remarkable, I asked for a chance to observe another lesson. Altissima teachers combine the Suggestopedia and Superlearning techniques with Communicative Approach, which is taught by native speakers. Nevertheless, I decided to base the research of this diploma thesis only on Suggestopedia and Superlearning.

The aim of the thesis is to ascertain whether or not the theory of Suggestopedia and Superlearning is really followed in Altissima and what stand is taken on these methods by three chosen lecturers and the observed group of students.

The thesis is divided into two parts: theoretical and practical. The theoretical part starts by clarifying what method, approach and technique are. Thereafter, brief information is given about the methods of the 1970s to show the reader that Suggestopedia was not the only unusual method of that period. It is followed by the historical background and by an overall description of Suggestopedia, where one can find the aims of the method, the basic steps of the lesson and the description of the specific classroom. What language the teachers and the learners use and what their roles are, is clarified afterwards. Suggestopedia and Superlearning lecturers work with rather distinctive materials which are also described in this part of the thesis. The following sub-chapter focuses on Superlearning where, apart from its main characteristics, one can find the experiences of

several people following this approach. Due to fact that Altissima courses comprise Communicative Approach as well, I found it important to include it in the thesis, even though this approach is not the focus of the research.

The practical part begins by stating the aims of the research and its design, and the description of the language school Altissima so the reader understands its principles. Thereafter, the two observed lessons are delineated. It is followed by the comparison with the theory which is done by answering several questions related to the theoretical assumptions of the methods. Furthermore, there were three lectors who were willing to answer some of my questions. The first one is the lector of the observed lesson with whom an interview is summarized. The other two lectors provided several answers to my questions which had been sent to them via e-mail. The last section of the thesis deals with analysis of the feedback from the students.

2. Theoretical Part

2.1. Terminological development

To begin with, we should clarify the terminology this diploma thesis operates with. As one of the key words is **a method**, let us briefly describe its historical development and comment on its relating terms.

1. Approach, method, technique

These three hierarchical elements were defined in 1963 by Edward Anthony. According to this American linguist, **an approach** was a set of assumptions which dealt with teaching and learning. **A method**, being based on an approach, was an overall plan for the way language was presented. The specific activities in the classroom that were in harmony with a method and an approach were defined as **techniques**. (Anthony, 63 - 67)

To give an example, what Anthony would describe as an approach was, for instance, when teacher affirmed the importance of feeling relaxed when learning. The method which would be consistent with the approach could be Suggestopedia. As far as techniques are concerned, sitting in comfortable chairs in a colourful classroom serves as a decent example.

2. Approach, design, procedure

Two decades later, these three elements were reformulated by Jack Richards (1982) and Theodore Rodgers (1986). Instead of an approach, method and technique, they started using the following terms: **approach**, **design** and **procedure** with **method** being their subordinate term. An approach was now defined as theories and beliefs about language learning. A design, which was further divided into syllabus, objectives, activities, the roles of the teacher, the roles of the learner, and material roles, was explained as something which specifies the relationship of the approach to the activities and materials used in the classroom. Procedures were understood as the techniques used in the classroom. (Brown, 14 – 15)

3. Current terminology

Today's language-teaching practice does not rely only on one specific method and therefore, the current terminology is slightly different:

- **Methodology**: the umbrella term which describes “how to teach”
- **Approach**: the beliefs about language learning and about language as such

- **Method:** the generalized specifications in the classroom with the aim to accomplish objectives
- **Syllabus/ curriculum:** design for a language program
- **Technique:** the classroom activities, exercises and tasks used for realizing the objectives

(Brown, 15- 16)

However, since Suggestopedia is a method developed in 1970s, together with other methods of that time it will be defined by means of Anthony's terminology.

2.2.The methods of 1970s

Since this diploma thesis focuses mainly on Suggestopedia, which will be described later in detail, we should also take a look at other significant products of the 1970s. At that time, research concerning second language teaching and learning grew and many innovative methods were devised. The main reason for this boom was that language studies started to be sought after by more and more students.

Due to the fact that the methods of 1970s differ in various aspects from the mainstream, they are often labelled as alternative. Mothejzická explains that such methods can be seen as a reaction to the classical ones, such as Grammar-Translation Method. The main attention is not paid to grammar or translation anymore and the focus went from the linguistic aspects to those of psychology, sociology, anthropology and philosophy. (Choděra, 55)

2.2.1. Community Language Learning

As the affective domain started to be of a great importance in the 1970s, there were several methods with the focus on anxiety-free environment in the classrooms. Community Language Learning was designed by Charles Curran and serves as an excellent example of the method of affective nature. Curran was fascinated by Counselling-Learning which is an educational model from Carl Rogers. According to Rogers, it is vital to feel supported by the other students and to have a good relationship with them, which then lessens one's anxiety level. The teacher behaves as a counsellor which results in an empathetic relationship between him and the learners. Curran's Community Language Learning is also based on trust and support within the group. There are periods during which the students have the opportunity to say how they liked the activities and how they made them feel.

During the course, the students are sitting in the circle with the teacher standing outside of it. When someone wants to speak, he or she first uses their native language and the utterance is then translated by the teacher to the second language. Thereafter, the student is asked to repeat that statement in English with the best accuracy possible. Gradually, the learners start to say certain English phrases without the need of translation. After some years, they are fluent and independent. The independence plays a big role in this educational model as it displayed the principle of counselling – client eventually becomes independent with the help of the counsellor. (Curran, 1972)

For better understanding of the resemblance of counselling and CLL, let us take a look at a table from Richard’s *Approaches and Methods in Language Teaching* describing the difference (Table 1):

<i>Psychological counselling (client - counsellor)</i>	<i>Community Language Learning (learner- knower)</i>
<i>1. Client and counsellor agree (contract) to counselling</i>	<i>1. Learner and knower agree to language learning</i>
<i>2. Client articulates his or her problem in language of affect</i>	<i>2. Learner presents to the knower (in L1) a message he or she wishes to deliver to another</i>
<i>3. Counsellor listens carefully</i>	<i>3. Knower listens and other learners overhear</i>
<i>4. Counsellor restates client message in language of cognition</i>	<i>4. Knower restates learner message in L2</i>
<i>5. Client evaluates the accuracy of counsellor’s message restatement</i>	<i>5. Listener repeats the L2 message form to its addressee</i>
<i>6. Client reflects on the interaction of the counselling session.</i>	<i>6. Learner replays (from tape or memory) and reflect upon the message exchanged during the language class.</i>

Table 1, Comparison of counselling and CLL (Richards, 144)

Although there are many affective advantages, this method is no longer exclusively used as it is very restrictive for today’s language programs. However, the idea of the

students sharing their feelings about the activities is still widely accepted. (Harmer, 2001, 88)

2.2.2. The Silent Way

This method, founded by Caleb Gattegno, is not as strictly affective as Community Language Learning. In many ways, it rests rather on cognitive arguments. Gattegno asserted that it is vital for the students to be independent and responsible. Therefore, they have to discover various principles by themselves without being told by the teacher who is most of the time silent. (Gattegno, 1963) Materials used in the classroom include **colourful rods of different lengths** which serve for teaching vocabulary and syntax, and **coloured wall charts** for, for instance, pronunciation or grammatical paradigms. The students work on all four skills through the course. (Harmer, 2001, 88 – 89)

Richards summarizes the principles of The Silent Way as it follows:

1. *Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.*
2. *Learning is facilitated by accompanying (mediating) physical objects.*
3. *Learning is facilitated by problem solving involving the material to be learned.*

(Richards, 99)

As for the teacher, although he does not speak, he is very active as he has to listen to the speech of the students or help them improve their production with the help of nonverbal gestures or the mentioned materials. The classes have feedback sessions where the students express their feelings. If the students feel anxious in any way, the teacher helps them to overcome those worries as it may interfere in their ability to learn. (D.L. Freeman, 65 – 66)

Even though one can benefit from trying to discover language facts by themselves as the teacher does not talk much, The Silent Way is criticized for being too harsh since more guidance is often needed by the students. (Brown, 29) Nonetheless, this method is still influential, mainly in pronunciation teaching. (Underhill 2005)

2.2.3. Total Physical Response

This method was developed by **James Asher** in 1977. Asher believed that the principles behind the way children acquire language should be used for second language acquisition. When learning their first language, children initially only listen and respond

physically. Then, when feeling ready, they start talking. In TPR classrooms, the learners also start by listening and acting. The teacher gives them several commands such as: *Close the door, Sit down, Open the window* etc. and the students respond only physically. When it comes to interrogatives, students are asked questions like: *Where is the blackboard? Who is Jane?* to which they answer by pointing at it. Due to the fact that they are not pushed to speak and can loosen up while moving around the classroom, the environment is stress-free and safe. (Brown, 30) When the students are able to correctly respond to the teacher's commands, they start speaking and give instructions to their classmates. (Harmer, 2001, 90)

“The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills.” (Richards, 91) The teachers of this method primarily want their students to be able to communicate intelligibly with a native speaker. Their goals must be, however, applicable for the action-based drills. The techniques which are used to meet those goals are, according to Brown (Brown, 30), effective only when it comes to beginners and its distinctiveness is lost with advanced learners. Nonetheless, Asher himself believes that TPR should be combined with other methods. (Richards, 97)

2.2.4. The Natural Approach

The Natural Approach was developed by **Tracy Terrell** (late 1970s) as an offshoot of **Stephan Krashen's** views on second language acquisition. Terrell and Krashen claim that it is vital for the students to be able to communicate in everyday situations. The course is divided into **three phases**. At the beginning of the course, there is **pre-production phase** which is a silent period during which the learners are asked, for instance, to physically respond to teacher's commands. The teacher should use understandable language and focus on developing students' listening skills. Eventually, the learners gain self-confidence to speak. At this point, they enter the **early-production phase**, during which they work with fixed patterns in conversations, answer to either/or questions or use simple phrases. The teacher should focus on meaning rather than form during the second phase. Once the students are able to produce longer sentences, they enter **speech-emergent phase**. They take part in role-plays, solve problems, give their opinions, and so on. The teacher is now asked to focus on accuracy and to correct their mistakes. (Richards, 137)

There are four areas into which Terrell and Krashen list the main goals of The Natural Approach:

1. **Oral basic personal communication skills:** e.g. listening to radio, TV, public announcement, other people's conversation etc.
2. **Written basic personal communication skills:** e.g. write and read notes to friends, personal letters, applications etc.
3. **Oral academic learning skills:** e.g. listening to a lecture, listening to a movie with academic content etc.
4. **Written academic learning skills:** e.g. taking notes, reading textbooks, literature, writing reports etc.

(Krashen, 66)

Brown lists the advantages and disadvantages of The Natural Approach, claiming that the pre-production phase is beneficial only for that period of time when growing accustomed to the second language, mainly because this way the learner's ego is not threatened. On the other hand, each student feels ready to speak at a different time and it is therefore difficult for the teacher to efficiently manage the students as a group. (Brown, 31 – 32)

2.3.Suggestopedia

Suggestopedia is a method which was developed by **Georgi Lozanov** who claimed that we probably use only about five to ten percent of our mental capacity. The reason why people learn at such a slow rate is, according to Lozanov, the presence of psychological barriers which we build owing to the fear of failure and inability to perform. He asserted that for the sake of accelerated learning these thoughts must be 'desuggested'. In other words, it is vital to eliminate the negative attitude towards learning and the fear of not being successful. Suggestopedia was designed to help learners overcome those barriers. (Larsen-Freeman, 73)

2.3.1. Background of the method

Georgi Lozanov, Bulgarian educator and psychiatrist, initially developed several methods that were beneficial for people with health issues, which he managed to do when alternative medicine was not yet well explored. To help people to acquire knowledge in an easier and quicker way, in 1970s he introduced Suggestopedia. It works with both

conscious and unconscious states of mind which is not very typical for traditional pedagogy. (Ostrander et al., 62)

Lozanov borrowed some techniques from yoga which inspired him by its focus on rhythmic breathing and states of concentration. He believed that breathing exercises are very important for one's development and therefore should be given attention. He also took a notion from Soviet psychology which stressed the importance of the learning environment. Furthermore, Lozanov believed that while learning, one must be relaxed and focused in the same time. There is also a kinship between Suggestopedia and therapy when it comes to the use of music. Music therapy, according to Gaston, helps to energize people and it also brings order. Music and its rhythm is one of the most conspicuous attributes of Suggestopedia. Just as in music therapy, it relaxes the students and also gives a pace and structure when presenting the linguistic material. Last but not least, there is certain likelihood between hypnoses and Suggestopedia. Nevertheless, unlike hypnoses, Suggestopedia helps us to load our memory with required memories (suggestion) and unload the memory banks of the memories which are unwanted (desuggestion). Suggestion and desuggestion operate through the following six principals (Richards, 143 – 147):

1. Authority:

In Lozanov's opinion, it is vital for the teacher to act as an authoritative source. He notes that so called "ritual placebo system", which is formed by scientific-sounding language and positive experimental data, is found appealing by most learners. Once the teacher is positive, self-confident, committed to the method and able to act and keep personal distance, it gives him/her an authoritative air.

2. Infantilization:

The relationship between the teacher and the student should resemble the one between a parent and a child. The learners should feel comfortable, spontaneous and self-confident while taking part in role playing, singing songs and playing games in the same way children do.

3. Double-planedness:

The learner does not learn only from direct instructions. He/she also learns from the environment of the classroom. The linguistic material is of the same importance as the decor, music or the teacher's personality.

4. Intonation:

With the help of tone variation, the teacher is able to avoid boredom and to dramatize and emotionalize the used material.

5. Rhythm:

Rhythm plays a crucial role in Suggestopedia. The right choice of music is the key to success. Lozanov recommends sixty beats a minute as he believes that in a series of these slow movements the mind is alert but the body relaxes. The best results have been given by Baroque instrumental music.

The rhythm of the presentation is also important. Suggestopedia uses eight second cycle – there is silence during the first four beats and the material is presented by the teacher during the second four beats. Our heartbeat is affected by musical rhythms and there is a variety of evidence showing that when having a slow heartbeat, our mind becomes more effective. According to the research by Ostrander et al. plants also react to music. They grow lush when being in a chamber with Baroque music and die when being in a chamber with rock music.

6. Concert pseudo-passiveness:

Concert pseudo passiveness is a state at which one feels relaxed because of the musical background. There is no anxiety and learners are able to concentrate. This state is, according to Lozanov, optimal for learning.

Lozanov's claims about the method were rather dramatic. He believed that memorization may be accelerated twenty five times when learning by Suggestopedia. Moreover, he asserted that it does not matter whether or not a learner studies abroad as Suggestopedia works equally for those who do not have a chance to do so. He also claimed that suggestology is useful in all sectors of public life. (Richards, 142)

Even though his statements about his method were daring, it is true that Suggestopedia started to be increasingly popular and it was spreading all over the world. One of the places where Suggestopedia was widely used was Soviet Union. Language was of great importance when one wanted to have a decent job. Owing to the fact that Suggestopedia was thought to be effective, politicians, athletes and others were using these techniques to learn the language as quickly as possible. It could be found in many newspapers that with Suggestopedia, it is possible to learn a foreign language in one month. This method was also very successful in eastern Germany. When having tried Suggestopedia on university students from Leipzig, it was published that “...*the students learnt 3182 lexical units and idioms in thirty days with the retention of more than ninety*

four percent. One doctor who was a part of the team stated noticeable improvement of the health condition of the university students. For presentation, baroque music was used for its calming and dramatizing moments.” (Translated from Ostrander, 226)

2.3.2. Description of the method

Aims of the method

The aim of Suggestopedia is to accelerate the process of learning by desuggesting students’ psychological barriers and activating the “paraconscious” part of their mind. Once the positive attitude is strengthened, the learners feel confident to communicate and they are motivated to continue with their studies. (Inktos.cz)

The teachers want the students to quickly gain advanced conversational proficiency. They are encouraged to have unprepared conversations without feeling stressed. Lozanov noted that “*The main aim of teaching is not memorization, but the understanding and creative solutions of problems.*” (Lozanov, 251) Nevertheless, due to the use of lists of vocabulary pairs, one sees memorization as a significant objective of the method.

Procedure of the method

There are ten units of study and the course is thirty days long. Each class is attended by the students six days a week and lasts four hours. At the beginning of the course, there is a test which checks the students’ level of the second language. Based on their results, the students are divided into two groups. (Richards, 148) In order to feel secure, the learners choose new names in a target language and they also select new occupations. (Jazyky.com)

There are three parts of the course (Richards, 151):

1. The teacher starts the lesson by putting the learners into a confident, positive and relaxed mood. Then, it is time for revision. The learners sit in the circle and discuss the previously learned material like in a seminar. The class focuses on vocabulary and grammar and the teacher asks certain questions to which he demands precise answers. The attention is also given to innovative language instructions and role playing.
2. The second part focuses on a new material. The learners work with handouts which contain long dialogs and their translation. The dialogs include bold-faced items

which mark the new vocabulary or grammar. Before the teacher reads the material, he points out these items. If the students have any questions, they are allowed to ask in their first language when they do not feel comfortable to discuss new material in the target language. The teacher does not force them to ask in the target language so as not to put too much pressure on the learners.

3. The third part consists of two phases:

a. The first phase is a **receptive phase** and it consists of two concerts (Larsen-Freeman, 80 – 82):

- i. The first concert is called an active concert during which the dialog is read by the teacher whose voice matches to the pitch and the rhythm of the music: *“He waits and listens to several passages in order to enter into the mood of the music and then begins to read or recite the new text, his voice modulated in harmony with the musical phrases.”* (Lozanov 1978, 272) The students are asked to follow the text and to check the translation while the teacher reads it aloud. The purpose of the active concert is to activate both hemispheres of the learners’ brains. Before the second concert begins, there should be a few minutes of silence.
- ii. The second concert which is called a passive concert starts with the teacher reading the material again only at a normal speed. Students just calmly listen to the teacher and they put the scripts away. Their homework is to go through the dialog again at home – ideally before bed and then the next morning as these are the times when the difference between the subconscious and the conscious is blurred.

b. The second phase is an **activation phase** which is further divided into a primary activation and a creative adaptation (Larsen-Freeman, 81 – 82):

- i. During the primary activation the learners read the dialog in the target language out loud. It is up to the teacher to decide whether the students read it cheerfully, sadly, angrily or in a different way.
- ii. During the creative adaptation the learners take part in various activities such as games, question-and-answer exercises, dramatizations, and songs. It is supposed to help the students to use the new material in a spontaneous way. It is important that the

activities change so as the students do not have a chance to focus on the linguistic side of the message.

In the middle of the course the teacher encourages the students to practise what they have learnt in restaurants, hotels, etc. The students are also asked to participate in a performance the last day of the course. They have to use the knowledge they gained from the material, however, they should not repeat memorized lines but speak naturally. (Richards, 148)

The classroom

Let us now take a look at the set-up of the classroom as it influences the way students feel and learn. The environment in which they learn must be positive, cheerful and colourful. The walls may be decorated not only with charts of grammar rules or lists of vocabulary but also by pictures from the country where the language is spoken.

Suggestopedia uses so called “peripheral learning” which is characterized by Larsen-Freeman as the technique “*which is based upon the idea that we perceive much more in our environment than that to which we consciously attend.*” (Larsen-Freeman, 84) In other words, when the teacher puts posters containing grammar or vocabulary in the target language on the walls of the classroom, learners will absorb the information without any effort. The classrooms are designed to be in harmony with the emotional and affective orientation of the right hemisphere. (Choděra, 60)

Language use

As it has been already mentioned, the students work with English dialogs and their translations. The translations are present in order to make the meaning clear. The teacher usually uses the native language at the beginning of the course and gradually switches to English. (Larsen-Freeman, 83) Lozanov noted that it is important to experience language in meaningful texts. It is also recommended to the students to occupy themselves with interesting recordings at home so as to hear the “music” of the foreign language. The recordings should be emotional and joyful. (Richards, 144)

As far as the areas of language are concerned, this method emphasises vocabulary. Teachers deal only minimally with grammar. The learners should focus on using the language rather than paying attention to the language forms. Both receptive and productive skills are stressed as the students practise all - reading, listening, speaking and writing. However, the biggest attention is paid to speaking. (Larsen-Freeman, 83)

Role of the teacher

The teacher is the **authority** which is vital for students' feelings of security and it also helps them when it comes to accepting information. However, even when behaving authoritatively, the teacher is responsible for a positive atmosphere in the classroom so as to encourage stress-free reception by the learner. As it is usual that every student has a certain psychological barrier in learning situations, the teachers' task is to recognize and 'desuggest' them. It would be desirable for the teachers to be trained in the fields of psychotherapy, acting or singing, as they all contribute to positive feelings. (Richards, 149 – 150)

As far as the student-teacher and student-student interaction is concerned, the teacher is the one who initiates the interaction from the very beginning of the course. At first the learners may respond nonverbally and later, once they feel confident, they answer in full sentences. When they are more familiar with the language, they start to initiate the interaction themselves. (Larsen-Freeman, 82)

According to Lozanov, the teacher of Suggestopedia should ideally meet the following points:

- *Show absolute confidence in the method.*
- *Display fastidious conduct in manners and dress.*
- *Organize properly and strictly observe the initial stages of the teaching process – this includes choice and play of music, as well as punctuality.*
- *Maintain a solemn attitude towards the session.*
- *Give tests and respond tactfully to poor papers (if any).*
- *Stress global rather than analytical attitudes towards material.*
- *Maintain a modest enthusiasm.*

(Lozanov 1978: 275 – 276)

Role of the learner

The crucial factor of Suggestopedia is the mental state of the students. Throughout the whole course, they should feel as relaxed as possible and let the language come easily and naturally. One of the ways to make the learners feel no tension is to give them new identities. Richards points out that it helps them “*detach themselves from their past learning experiences*” (Richards, 149). However, Ostrander et al. claim that many students find the new identities rather stressful as self-confidence is the key of positive thinking.

One's self-confidence is not going to increase if one has to identify with a different person. (Ostrander, 13)

It is recommended to have an equal number of men and women in the class, ideally twelve people in total. To encourage their participation and face-to-face communication, the learners sit in a circle. (Richards, 149)

Materials

There are two types of materials in the courses of Suggestopedia (Richards, 150):

1. Direct materials:

- a. Textbooks: The text in the textbook is divided into ten units. The content should be interesting and emotional enough to distract students from the language problems.
- b. Tape

2. Indirect materials:

- a. Fixture of the classroom: The classroom should be cheery with many posters on the walls. The reclining comfortable chairs should be in a circle so the students face one another.
- b. Music: As it has been mentioned, Lozanov's method is connected to music therapy. He was fascinated by the fact that in Ukraine, Russia and Bulgaria, the doctors played their patients certain music so as to help them recover quicker. It had a positive effect on patients' blood pressure and heart rate. When Lozanov visited these hospitals, he thought that the patients were sleeping. However, as he soon realized by talking to them, they were all awake but in a state of total relaxation. Fascinated by this fact, Lozanov started to study music. He realized that **Baroque music** had the biggest effect on learning. According to certain tests, music produced by string musical instruments was more efficient than wind musical instruments. Lozanov realized that music did not influence only learning and mental health but also physical problems such as allergies, headaches or backaches. (Ostrander et al., 90 - 92)

Evaluation

In order to maintain the positive atmosphere in the class, it is vital to correct learners' mistakes gently using a soft voice. They are evaluated with respect to their in-

class performance rather than being tested as test would be too stressful. (Larsen-Freeman, 83 – 84)

Conclusion

“Suggestopedia has probably received both the most enthusiastic and the most critical response of any of the so-called new methods.” (Richards, 152)

As for the positive responses, an article promoting Suggestopedia was published in an extensively read American *Parade* magazine. Therefore, the method probably constituted the biggest foreign language teaching promotion ever. (Richards, 152) Furthermore, Choděra and Ries mention that after watching several lessons, they appreciated the atmosphere and the environment. They also add: *“Suggestopedia is an exceptionally crucial contribution to the intensification of foreign language learning. Therefore ‘turning up one’s nose’ of some methodists at the method is utterly unjustified. After all, the worldwide success of the thoughts of G. Lozanov is a sufficient reminder”* (Translated from: Choděra, 65).

On the other hand, Lozanov’s method was criticized for its experimental data and terminological jargon because of which certain people called this method a pseudo-science. (Richards, 152) Moreover, Ostrander et al. point out that it was proven by modern psychology that one has the best results when working under mild stress which does not really correspond with the principles of Suggestopedia. They are aware of the fact that it is vital to feel certain joy from acquired knowledge. However, they raise the question whether or not one really learns when feeling perfect. (Ostrander, 12-13)

Suggestopedia is oftentimes introduced as a placebo-system and it is recommended for the teacher to know which placebos are effective for the students at the time – whether it is yoga, biofeedback, hypnosis, experimental science or other placebo-systems. Lozanov claims that placebos do cure and teach if the teacher and the learner give the placebo-systems the power to do so. (Richards, 152)

To sum up, Lozanov believes that our memory has no limits. We are all capable of having a ‘super memory’ as it lives within us. He claims that we must clear our minds from all the limiting factors and our memory will blossom. (Ostrander et al., 92)

2.4. Superlearning

Let us now take a look at one of the attitudes of the twenty first century towards learning and teaching - Superlearning. This approach is very closely connected to Suggestopedia as most of its ideas are based on the techniques introduced by Lozanov in the seventies. Superlearning works with the findings of neurology, psychology and oriental wisdom. It aims to create positive attitude towards learning and to strengthen our mind as stress has the power to limit our abilities. J. Gnitecki defined Superlearning as “*an anti-stressful way of studying English which enables us to achieve better results in learning.*” (Translated from Maňák and Švec, 193)

The fundamental idea of Superlearning was known in ancient Greece. Socrates, Plato and their followers were well aware of the secret of knowledge – the importance of joy when studying. To feel happiness when acquiring knowledge, one must learn how to relax. (Ostrander, 32 - 40) One of the Superlearning techniques that leads to total relaxation is known as Alpha state. It is a state because of which our body does not needlessly consume too much energy. One experiences this state when falling asleep and when waking up. It was discovered that we learn more effectively when being in the Alpha state than when we are widely awake. (Mužik, 2011, 181 – 182)

The pleasant feelings one gains by following the theory of Superlearning can be utilised in everything we do. To be able to enter our unconsciousness and to improve our memory, there are several steps we have to follow. It is vital to realize what kinds of barriers we have while learning so we can work on their elimination. Also, it is important to truly believe that Superlearning is something which can really help us. Last but not least, the right choice of music plays a huge role. (Ostrander, 17)

2.4.1. The role of music

It has been proven that slow phases of baroque music have a positive impact on our learning processes. Knowledge acquisition, concentration and the ability of logical thinking is increased when listening to this kind of music. Physiological researches have shown that our body is able to function more effectively due to the slow baroque music because it is relaxed and the excess energy is used by our brains. However, when using baroque music in the classroom, it should not be too loud to prevent the learners from hearing the teacher clearly. (Tepperwein, 143)

The fact that this kind of music has a positive effect has been demonstrated by the neurophysiologist Maya Pines who tests the impact of baroque music on animals. When they listen to this kind of music, their learning abilities are doubled. Furthermore, several American hospitals assert that music limits pain. In St. Agnes hospital in Baltimore, classical music is played to the patients in critical condition. According to their cardiologist, half an hour of this kind of music works as ten milligrams of Valium. In one of the hospitals of Cleveland, the patients listen to classical music before and after having their surgery because of which there has been a significant decrease of sedatives. (Ostrander, 86 - 100)

Ostrander et al. (122) sum up the benefits of Superlearning music as follows:

- Our memory is expanded
- Our body relaxed
- Our mind is awake
- It gives our brain the needed energy and balance
- We react quicker and more accurately
- It revitalizes our psychosomatic system

2.4.2. Suggestion

One of the fundamental ideas behind Superlearning is suggestion. Suggestion can be characterized as an unconscious realization of certain thoughts. It cannot be changed by our will directly. (Baudouin, 336) Nevertheless, our way of thinking is something that can be altered. We can turn our usual negative statements into positive ones. For instance, instead of saying '*I cannot do it*' we can say '*It will take some time but I can do it*'. According to Ostrander et al. we should always make such positive statements in the present tense so as to live in the moment. They add that "*Suggestion then changes the unpleasant unconsciousness into your friend.*" (Translated from Ostrander, 137)

2.4.3. Learning blocks

According to Lozanov, there are three psychological blocks which make it difficult for us to learn: emotional, logical and etc. Emotional blocks are toxic statements that we hear from the people around us. These blocks often make us feel useless and nervous. To eliminate them, we should fill our minds with positive thoughts through suggestion. As far as the logical blocks are concerned, if we think that we cannot get better, we most certainly will not. Therefore, we must set realistic goals and believe in our abilities. As for ethical

blocks, they are created by us believing that everything in accordance with the social system is right a normal. We all have these blocks and we all are able not to give them the power to control us. However, it takes time, work and patience. (Stark, 26)

2.4.4. Our brain

The traditional learning techniques mostly support the mental processes which employ the left hemisphere such as verbal or logical operations. Superlearning also supports these processes; however, the right hemisphere also plays an important role. Therefore, intuitive and imaginative activities employing the right side of our brain must be included. Doctor Jerre Levy who studies the functions of the brain discovered that one's attention notably decreases if only one hemisphere is employed. Superlearning aims to connect our two hemispheres on a higher level than usual. Thus, it is vital to employ complex, challenging and exciting activities. (Stark, 30)

2.4.5. Superlearning diet

About eighty percent of the fact that our body and mind is connected and functions as a whole was discovered after Superlearning was used. To take care of our physical health when we want to study effectively is therefore a necessary part. The right choice of diet may improve our memory and intelligence and it also lowers stress. It has been proven by Doctor Richard Wurtman that our intelligence quotient and memory is connected to the way we eat. When eating healthy, our brain produces more transmitters which are needed for information transfer. His study has shown that there are certain substances which influence our mental abilities (Ostrander, 194 – 196):

- **Lecithin:** a substance which can be found, for example, in fish, wheat or lean meat. If we eat any of the mentioned food ninety minutes before an exam, we have a chance it will help us remember the needed information better as certain tests have shown. This substance may also increase our intelligence by twenty five percent.
- **L-phenylalanine:** the amino acid which can be found in milk or eggs. It produces catecholamine – substance which influences optimism, ambitions or motivation. It is a widely used antidepressive drug.
- **Norepinephrine:** the crucial substance for the brain function which is needed for stress reduction, memory and concentration.

2.4.6. Learning language in one month

It is believed that when using Superlearning techniques, one is able to learn a language in one month. To achieve this result, one needs to know how to reach the Superlearning state. According to Ostrander et al. we should (Ostrander, 226):

- Loosen up and calm our mind
- Forget about worries
- Experience the most successful time of our life again and think of that moment while we study
- Use relaxing breathing techniques to occupy both hemispheres as the level of oxygen increases in the brain

Superlearning courses also recommend engaging as many senses as possible. One can for instance use different colours when highlighting study materials or to spray them with different scents. To include kinetic memory, it is advised to put the materials on the ground and walk on them. Also, it is helpful to connect what one needs to learn with a certain rhythm or tones of their favourite songs.

Nowadays, people are exposed to constant stress owing to difficult family situations, social media or high expectations. As the usual classroom in schools often does not evoke the best feelings in learner, Superlearning teachers believe that the classes should be as stress-free as possible as such environment lowers anxiety and leads to accelerated learning. The learners should sit in a semi-circle because gives them the feeling of togetherness but freedom in the same time. (Stark, 27 – 28)

2.4.7. Positive experiences of people using Superlearning techniques

It is claimed that not only Superlearning saves money and time but it can also changes one's perception of life. Christian Drapeau who works as a neurologist in Montreal affirms: *"Superlearning became a starting point for highly beneficial changes in my life and at heart. The fact that I'm able to learn and perceive more, is subsidiary."* (Translated from Ostrander, 22) As he has always been fascinated by the way human's brain works, he bought a book titled *Superlearning* when he was fifteen years old. Not only did it help him to learn quicker but it has also changed his social life. He used to be a very shy child always afraid to speak in front of other people. After learning the relaxation techniques of Superlearning, he is now an excellent speaker often invited to speak at conferences or several interviews. At the age of twenty seven, he was done with medical

school with excellent results, he wrote two books and composed music. While doing research, Drapeau still has time to study philosophy and religions. He is not alone to claim that Superlearning is effective. The Canadian writer Robin Salter is also a fan of this approach stating that it caused a radical change of her life. Another person who is fond of this modern approach is the principal of German school Gail Heidenhain who proclaims that since they have started using these techniques, it has been life changing not only for the students but also for the teachers. The school shares this opinion with many Siemens' employees working in Munich who tested whether or not it is enough to learn foreign language for one month, using Superlearning techniques. Every day after work, they all took a four-hour long Superlearning class. After seventy hours of studying, they were given a test which is normally taken after two hundred and thirty hours and all of them passed but two. This research shows that they were able to learn the language to a certain level three times quicker. (Ostrander, 22 – 225)

2.5. The Communicative Approach

Even though the language school where the data were collected follows mainly Suggestopedia and Superlearning techniques, the learners also spend some time of the course with native speakers. Such classes aim to improve their communication abilities and so the Communicative approach is engaged. Contemporary language teaching follows this approach and Suggestopedia has several similarities with it. They are both partly based on humanistic theories of learning. To clarify its principles and techniques, let us now take a closer look at this approach.

2.5.1. Description of the approach

Even though the methods which came into existence in the 1970s were not recognized as standard methods, the world did not really need a new one. What we needed was a new approach with numerous effective techniques and activities. Such approach, which is now generally accepted, widely used and respected, is called Communicative Language Teaching, known mainly for its real-world stimulation and authenticity with the focus to prepare the learners for the real world outside of the classroom. The language school where the data for this diploma thesis were collected does not use only Suggestopedia and Superlearning techniques.

“The Communicative approach – or Communicative Language Teaching (CLT) – is the name which was given to a set of beliefs which included not only a re-examination of

what aspects of language to teach, but also a shift in emphasis in how to teach.” (Harmer, 2001, 84) As for the “what to teach” point, what is stressed in CLT is the knowledge of language functions (such as suggesting, inviting, agreeing or disagreeing etc.). As far as the “how to teach” aspect is concerned, the teacher’s goal is to make sure that the students are often exposed to language in use as it develops their skills and knowledge. It is done by activities such as realistic communication, simulation and role-playing. It is important that learners have a purpose and desire for communicating. (Harmer, 2001, 84 – 85)

Let us give a more detailed description of CLT provided by Brown (Brown, 43) who divided the main characteristics into six crucial points. To complete the characteristics, several points made by Finochciaro and Brumfit were inserted (91 – 93):

1. All components of communicative competence are included in the classroom goals.
2. Students are engaged in functional, authentic and pragmatic language use. There are special techniques designed for this purpose.
3. Both accuracy and fluency are practiced. Fluency is usually emphasised as the students need to be meaningfully engaged. There are many situations that students have to deal with in the classroom without any preparation. However, their speech should be clear and unambiguous. The teachers judge accuracy only in context.
4. Activities and tasks are designed to prepare the learners for real communication outside the classroom and it is practiced from the very beginning. They are encouraged to interact with native-speakers in person or in writing.
5. Students focus on their own styles of learning and they develop autonomous learning strategies.
6. The teacher behaves as a guide and a facilitator. Not much attention is paid to the presentation of grammatical rules.

Scrivener believes that even though most teachers claim CLT is what they use while teaching, the method is very often misunderstood. Therefore, he further distinguishes between “Strong CLT” and “Weak CLT” (Scrivener, 38 – 39):

- In “Strong CLT” version, the roles of teaching and the usage of traditional textbook exercises are limited since communication itself serves as the tool for learning.

- In “Weak CLT” version, the lessons are focused on speaking and listening; however, many exercises and activities together with explicit teaching are involved.

Although CLT plays a valuable role in today’s language teaching, there are also a few problematic features. Harmer points out that many non-native teachers may feel under pressure as the language in the classroom is oftentimes uncontrolled. These teachers are sometimes not able to react to certain situations as naturally as native teachers are. Most of them would feel more comfortable using their mother tongue from time to time. Due to the fact that accuracy-based activities do not occur as frequently, it is claimed that the students often make grammar mistakes. (Harmer, 2001, 86) Brown reacts to the latter saying that teachers should not overdo some CLT features. There are numerous controlled activities that can be very helpful and therefore not totally excluded. (Brown, 46)

2.5.2. Closely related concepts to CLT

There are several concepts which are allied to communicative language teaching. They are all very popular nowadays as one can see by looking at most of the current textbooks. These concepts are to be discussed in the following sub-chapters.

Task-based learning

Task-based learning developed from CLT and was popularised by N. Prabhu when he was working with schools in India. The students should, according to Prabhu, be presented a problem or a task that they have to solve, instead of worrying about a language structure. (Harmer, 2001, 86) The tasks should always reflect real-life situations and needs. (Scrivener, 39)

Littlewood questioned whether the term ‘task’ is appropriate as he scrutinized the understanding of various authors of the term. He starts with those who do not connect ‘task’ to communicative purpose at all such as Williams and Burden who explain this term as “*any activity that learners engage in to further the process of learning a language*” (Williams and Burden, 168). Littlewood then moves on to another category of authors like Stern where the connection between ‘task’ and communication is closer. The authors who do not understand a task as anything else but an activity which involves communication are for instance Willis or Ellis. Ellis gives the activities in which the learners do not have communicative purpose the name ‘exercise’. (Littlewood, 320 – 321)

Let us now look closely at the method itself. Jane Willis describes Task-based learning as a method consisting of three basic parts (Figure 1):

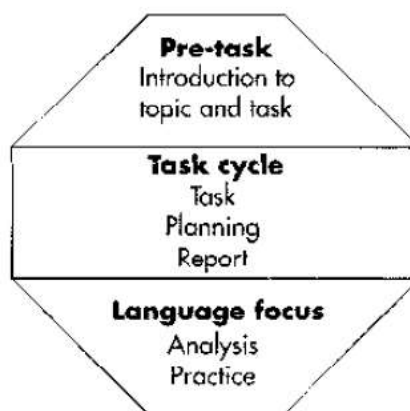


Figure 1: TBL Framework from Willis (Willis, 52)

At the beginning of a lesson, there is a pre-task where the students are, for instance, played a recording where a certain task is completed. Useful phrases and words may be written on the board. This part is followed by the task cycle during which the learners are divided into pairs and perform a similar task they have listed to using the phrases written on the board. The teacher only monitors during this part. During the last stage the class focuses on the language. The pairs share how their activity went with one another and the teacher may point out some problematic parts which can also be followed by a practice focusing on specific language features.

As it is with all the other methods and approaches, Task-based learning has its critics. Many linguists are of the opinion that TBL is not suitable for younger learners as the tasks are too difficult for beginners to interpret. Also, Seedhouse points out that as the tasks which the learners have to solve are very specific, they may have difficulties to take part in discussions or social interactions in general. (Seedhouse, 155)

Cooperative and Collaborative Learning

A cooperative classroom is the classroom where learners work as a team to achieve their goals. Due to the fact that there is no competition between the students, the anxiety level is lowered and many pleasant relationships are created. Also, by cooperating, the learners feel safer and such classes promote their motivation. (Oxford, 445)

A collaborative learning is often misinterpreted as being a synonym of cooperative learning. However, in collaborative classes, the learners work with those who are more

capable or more experienced. These people do not have to be only teachers but also some advanced peers who are able to guide and assist the students. (Oxford, 444)

Learner-centred instruction

Learner-centred instruction may be understood as a set of specific techniques which focus on the goals and needs of the learner and by which his/her self-worth is enhanced. The learner has many opportunities to be innovative and creative. He/she is given a power to decide on the syllabus with the teacher (Scrivener, 39). Some teachers often tend to avoid giving the learners the “power” as they are not proficient enough to be able to negotiate with the teachers. However, according to Brown *“such restraint is not necessary because, even in beginning level classes, teachers can offer students certain choices. All of these efforts help to give students a sense of “ownership” of their language and thereby add to their intrinsic motivation”* (Brown, 47).

Interactive Learning

Interactive communication is a huge trend in second language teaching. Not only does it show how one student speaks but it also says a lot about the other learner’s listening ability. It is typical for interactive classes to engage the learners in a pair work or in a group work. To achieve meaningful communication, the contexts are always related to reality outside of the classroom. Writing is also often emphasised in these courses but the learners must write to real audiences. The more interaction the students are exposed to, the more enhanced their abilities to communicate are. (Brown, 48)

Personal methodology

In most cases, teachers do not use techniques that are designed only for a single method, unless they work for a school which specializes on one. According to Scrivener, teachers usually do not follow any method designed by somebody else but they prefer to use their personal methodology. This methodology mirrors their teaching experience - what they believe works the best in the classroom and what is appropriate for different learners. This process of creating one’s methodology is called principled eclecticism. (Scrivener, 40)

Brown states that one’s personal methodology is a dynamic process - it changes as one grows as a teacher. It is believed that the best teachers are not afraid to try new activities or to risk from time to time. Doing so gives them new insight. For those who are not much experienced in the field of teaching, Brown offers a list of questions which can help them

to describe their personal methodology. If one is able to choose an answer to all of the following questions, Brown claims it may be a starting point of their personal approach. (Brown, 40 – 41):

1. Language classes should focus on
 - a. meaning
 - b. grammar
2. Students learn best by using plenty of
 - a. analysis
 - b. intuition
3. It is better for a student to
 - a. think directly in the L2
 - b. use translation from LI
4. Language learners need
 - a. immediate rewards
 - b. long-term rewards
5. With new language learners, teachers need to be
 - a. tough and demanding
 - b. gentle and empathetic
6. A teacher's feedback to the student should be given
 - a. frequently
 - b. infrequently, so Ss will develop autonomy
7. A communicative class should give special attention to
 - a. accuracy
 - b. fluency

Figure 2: List of Choices from Brown (Brown, 41)

One should be aware that many methods are typical for the western countries and may not be used or understood by certain people. For instance, we are used to teachers who act as our guides rather than as an authoritative source of knowledge. Teachers expect the students to be active in their classes or they sometimes ask the learners different questions about their personal lives. All of the mentioned factors may be considered strange or uncomfortable for students from different cultures. When British and American teachers work in different countries, their students are sometimes described as those who do not really say much. In most cases, it is not because of the students' lack of creativity or knowledge, but due to the culture they grow up in. It is very important to respect the fact that certain activities may be uncomfortable for such learners. The teachers do not have to avoid such activities, but instead of making immediate changes, they can initiate a gradual change. (Harmer, 2001, 93 – 96)

Even though most teachers do not follow a single method and it is sometimes very difficult to decide which approach is the most appropriate, Harmer believes that we can draw certain conclusions (Harmer, 2001, 96):

- Students need to be constantly exposed to language
- Comprehensible input and opportunity to consciousness-raising is very important
- Task-based teaching and CLT are very beneficial for students but as these two approaches are not sufficient alone, other techniques need to be added to a language programme.
- It is crucial to lower anxiety level
- When culturally suitable, students should discover certain things themselves since it leads to better retention
- Lexis and grammar are both equally important and it is important to show the learners both the lexical and grammatical behaviour of words
- It is important to be aware of the fact that methodology may differ culturally in many aspects

Even today, in post-method era, where eclecticism is practised, several techniques and principles can be taken from Suggestopedia and integrated effectively into language teaching style of a specific teacher and a specific group of students as one can see in the following practical part.

3. Practical Part

This part of the thesis is divided into six subchapters. In the first one, the aim of the research is stated. In the second subchapter, the design of the research is clarified. The realization of the research and the philosophy of the language school Altissima, because of which the research could be executed, are described in the third subchapter. The fourth one focuses on the description of the observed lessons, and is followed by the comparison of the observed lessons to the theoretical assumptions. The next subchapter is based on a semi-structured interview with the teacher of the observed classes and on a questionnaire answered by two other lecturers from Altissima. The last subchapter is concerned with the analysis of the feedback from the learners.

3.1. Aims of the research

The aim of the practical part is to find out the answers to the following questions:

1. Was the theory of Suggestopedia and Superlearning followed in the observed lessons?
 - a. What did the Altissima classroom look like?
 - b. Did the observed lessons consist of the basic three parts?
 - c. What language areas did the lessons emphasise?
 - d. What was the role of the teacher?
 - e. What materials were used?
2. What stand do the three chosen lecturers take on Suggestopedia and Superlearning?
3. What was the attitude of the observed learners to Suggestopedia and Superlearning?

3.2. Research design and methodology

To accomplish the aim of the thesis, a qualitative research was carried out in the form of a case study. The goal of the case study was to demonstrate the realization of Suggestopedia and Superlearning in a particular language school. The data were collected by observation of two lessons, a semi-structured interview with the lecturer of the two observed lessons, questionnaires filled by other two lecturers from the language school, and by feedback from the observed students. Furthermore, the materials and didactic aids were analysed.

3.3.Implementation of the research

The name of the school where the case study was realized is Altissima. After contacting the school via e-mail, I was given an opportunity to observe two of their lessons. When the first lesson was over, the teacher agreed to be interviewed. After the second lesson, which was also the very last day of the course, I was allowed to photograph the collected feedback from the learners and some of the materials the teacher worked with. Thereafter, I sent a questionnaire to two other lecturers from Altissima - a native speaker with whom the observed learners spent their afternoon classes, and to one of the former employees of the language school. Let us now take a closer look at Altissima.

3.3.1. Basic information about the language school Altissima

Altissima is a language school with specializes on accelerated language learning using the techniques of Suggestopedia and Superlearning. The school has over a 20 years long tradition and is based in Prague. As one can ascertain on their website, the following principles are emphasised:

- **The learning takes place in a relaxed environment:** The more relaxed we are, the more we learn. Our fear and nervousness are minimized in stress-free surroundings. Relaxation takes place so as to include both brain hemispheres and connect the short-term memory with the long-term memory. The learning process is accelerated.
- **Both active and passive learning phases are used:** During the active phases, the learners communicate and practise the language. They are encouraged to be as active as possible. After a while, these phases are replaced by passive ones, during which the learners receive information in the state of total concentration and relaxation.
- **The learners are taught language in a natural context:** The grammar and vocabulary are included in the natural dialogues of the textbooks. Therefore, the language is obtained in a playful and easy way and the learners know how to use it in practice.
- **The ability to communicate is emphasised:** To be able to communicate, it is crucial for the learners to be exposed to authentic pronunciation, intonation and stress patterns. To stimulate a real environment, the students very often listen to

recordings of native speakers. Also, they are encouraged to speak as much as possible.

Altissima specializes on three languages: English, German and Russian. One can choose from numerous types of courses. In one course, there are between three to nine people with the same level of the language they wish to be taught. As for the lectors, the ones from the Czech Republic are trained to teach according to Superlearning and Suggestopedia techniques. Native speakers, however, focus on the development of communicative skills. The time the learners spend with the native speakers depends on their level (Altissima.cz):

The level of English	Czech lector	Native speaker
Beginner	90 – 95 %	5 – 10 %
Elementary	80 – 90 %	10 – 20 %
Pre-intermediate	70 – 80 %	20 – 30 %
Pre-intermediate/ Intermediate	50 – 70 %	30 – 50 %
Intermediate	30 – 50 %	50 – 70 %
Upper-intermediate	30 – 35 %	65 – 70 %

3.4. Description of the observed lessons

The lessons that I was given a chance to observe were part of a one-week course for students at pre-intermediate level. The classes lasted from Monday to Friday and each day they were divided into two blocks. The morning lessons started at 9 am and ended at 1 pm. The techniques used during the morning classes were those of Suggestopedia and Superlearning. They were followed by a lunch break which lasted until 2:15 pm. After the lunch break, the afternoon classes were held until 5:30 pm. They were taught by a native speaker who used Communicative approach.

The course was attended by six adults: two men and four women, all being probably in their forties. It was a group of educated and friendly people who had not known one another outside the course. Despite having different personalities, they seemed to get along well. The students all fitted well into this group as far as the level of their English is concerned.

3.4.1. The first observed lesson

The first lesson I was allowed to watch was a Tuesday morning class which means it was the second day of the course. I was seated on one of the comfortable chairs by the doors and asked whether I wanted to join them in the activities. To be able to take notes, I refused and only observed. For clear arrangement, the data are written in a table consisting of the timing and the description of the activity. The intervals in which the timing was noted differ as the activities were not of the same length.

Time	Activity
9:00	While the students drink coffee sitting in their chairs, the teacher starts the lesson by asking them how they are. After a friendly small chat, she explains the first activity. In English, she informs the learners that they are going to repeat what they did yesterday – <i>be going to</i> . She gives them instructions but the students do not understand. Therefore, she decides to show them by an example. She holds a paper with numerous questions, next to each there is an empty box. The first question is: ‘ <i>How many people are going to go home after the class? Find out.</i> ’ She asks each student the question and writes 6 to the empty box (since everyone answered they were going to go home after class). The students, now understanding the instructions, are all given the same piece of paper (attachment 1). They walk around the classroom asking the questions and marking down the answers. The teacher monitors.
9:15	The students are asked to sit in the circle around the stools in the middle of the classroom to present the results. One by one they do so. The first student makes two mistakes in a sentence. The teacher reacts, saying: “ <i>Almost perfect</i> ” in a friendly voice. She switches to Czech and explains the mistakes. She then writes the correct forms on the board and asks everyone to repeat it.
9:20	The teacher reminds the students that yesterday they learnt about <i>be going to</i> and <i>present progressive</i> and today they are going to learn about another future form, namely <i>will</i> . The students are then asked to look at one of the posters where <i>will</i> is explained. She asks the learners whether they know what the difference between these three future forms is. One student knows and answers in Czech. The teacher also switches to Czech and writes on the board while explaining. Afterwards, using English again, she tells the students that they do not have to write it down as they have it in their grammar books.

9:25	<p>Students still sit around the stools in the middle of the classroom. The teacher writes ‘<i>Learn to swim</i>’ on the board asking the students to make a future form using <i>will</i>. One of the students answers: “<i>I will learn to swim.</i>” The teacher smiles, nods her head and asks the learners how they would make a negative sentence. After another student answers correctly, she explains the learners the difference between <i>I want</i> and <i>I won’t</i> writing the two phrases on the board. The students look surprised and all of them write it down. There are fifteen cards with phrases on the stool (attachment 2). She takes one, reading it aloud: “<i>Live in more than two foreign countries.</i>” Then, she asks one of the learners: “<i>Do you think you will live in more than two foreign countries?</i>” The learner’s response is: “<i>No.</i>” The teacher adds: “<i>No, I won’t. Or yes I will, ok?</i>” The students understand and start asking the questions in the circle. When they make mistakes, the teacher corrects them immediately but in a friendly way. After a while they are stopped by the teacher who tells them in Czech that when they are not sure about the answer, there are four phrases they can use, and writes them on the board: ‘<i>I hope so</i>’, ‘<i>I hope not</i>’, ‘<i>I think so</i>’, ‘<i>I don’t think so</i>’. She asks the students to start speaking again using the phrases and giving reasons. One student asks how to say <i>triplets</i>. The teacher does not know but she admits it with a smile and finds it in a dictionary.</p> <p>The students seem to be having fun. Even though they make mistakes from time to time, they are not stressed about it at all.</p>
9:40	<p>The teacher introduces the next activity which is called <i>Fortune Teller</i> (attachment 3). She gives each student a piece of paper with a picture of a fortune teller in the middle around which there are six topics – <i>love, home, money, travel, family, and job/study</i>. The teacher asks the learners: “<i>What would you like to know about...home...for example?</i>” One student says: “<i>Will I have a big house?</i>” The teacher responds: “<i>Yes, very good!</i>” Together, they think of an example question for all the topics (in English). Thereafter, she divides the students into pairs where one is a story teller and the other one wants to know something about the future and has to ask at least four questions about every topic. The learners start the activity. They laugh a lot and they are not afraid to use their imagination in the answers. The atmosphere is very pleasant. The teacher monitors and corrects only mistakes</p>

	connected to the future forms. Other mistakes are not paid attention to (for instance: “ <i>Will I have much children?</i> ” “ <i>Will I find a money?</i> ”)
10:05	The activity is stopped and the students are invited to share what the future teller told them with the others. Each of them says a few sentences, none of which contains a mistake connected to future forms. The atmosphere remains relaxed.
10:10	The teacher writes ‘ <i>shall</i> ’ on the board and asks the students whether they have heard this verb before. One of the students reacts: “ <i>Yes, but I don’t remember.</i> ” The others nod their heads agreeing. Thereafter, the teacher explains in Czech when <i>shall</i> is used.
10:15	After explaining the rules, each learner is given a card with two sentences (for instance: ‘ <i>I am really stressed.</i> ’ and ‘ <i>I have a terrible headache.</i> ’). The task is to ask the others for advice using <i>shall</i> . The whole class works together in a circle. Some of the students make mistakes such as: “ <i>You shall would visit a doctor.</i> ” The teacher corrects the mistakes immediately in a soft voice and writes the correct version on the board. The students who are being corrected do not seem to be embarrassed at all. They only make comments such as: “ <i>Oh, that’s right!</i> ” etc.
10:20	The teacher asks the students whether they would like to take a break. They all agree that it is not necessary. Thus, the teacher informs the students that they are going to talk about modal verbs now, asking them if they know what they are. Two women say some of the modal verbs out loud and the teacher praises them. Then, everyone is given a piece of paper with all the modal verbs and their translations. She goes quickly through the list and asks the students to move to the middle of the classroom making a circle again. She puts a paper with <i>can</i> written on it on the stool and says: “ <i>What can you do at work?</i> ” One student answers: “ <i>I can wear jeans.</i> ” Then, she puts <i>must</i> on the stool and points at that same student. He understands and makes a question: “ <i>What must you do at work?</i> ” This way they practice all the modal verbs making quite a lot of mistakes in forming the questions. The teacher only corrects the mistake and asks the one who made it to repeat it after her.
10:30	The teacher introduces an activity focused on modal verbs. She tells the students to work in pairs and gives the instructions in English: “ <i>You won a lot</i>

	<p><i>of money so you decided to quit your job. You have to teach the person who is going to work instead of you everything about the job using modal verbs. For example: 'You have to come to work at 8 o'clock. You mustn't smoke.' and so on.</i>" When forming declarative sentences, most of the students make only minor mistakes. The teacher does not hear them all as she monitors one pair after another.</p>
10:40	<p>The teacher goes through some of the mistakes the students made during the previous activity (prepositions, time expressions, go x come, etc.) She explains everything in English, again in a very kind way.</p>
10:45	<p>Break during which the students and the teacher have a friendly conversation with one another. Some people eat snacks and some go out for a cigarette. The atmosphere is still very nice.</p>
11:00	<p>After the break, the teacher invites the students to sit in the middle of the classroom again. She puts cards on the stool, informing the others that they are going to learn vocabulary needed for the third lesson in the textbook that they are about to do. In English, she says: <i>"Look at the cards and take the words you know and you are able to explain to the others."</i> Everyone excitedly rushes to take some cards except one woman. After being asked why she did not take any words, she answers that the other learners were quicker and the words that are left she does not know. The teacher reacts that next time she needs to be quicker, and they both smile. The students explain the words to the others making some minor mistakes but knowing the meaning of the words they took. The teacher then clarifies what the words that were left mean. Thereafter, she reads all the new vocabulary aloud and the students all repeat after her.</p>
11:15	<p>Everybody returns to their comfortable chairs and the teacher says: <i>"In this lesson, Chris and Trisha are discussing their honeymoon. Sit back, relax and listen to their conversation."</i> She plays the recording (the couple speaks in American accent) and the students seem focused. After the listening, the teacher gives instructions: <i>"Let's see how well you understand. Pick some information that you remember and ask the others a question to see whether they remember as well."</i> (She comes to me and whispers, that normally, she would play the recording twice and that she is the one asking the questions</p>

	<p>afterwards. This time, however, she decided to do it this way.) One by one they ask a simple question and there is always someone who knows the answer. They have difficulties forming the questions and say: “<i>Where he was?</i>” “<i>Where they will go?</i>” They are always corrected by the teacher without an explanation. Then, the students are asked to open their books, page five and six (attachment 4 and 5), to listen again and to highlight all the phrases they do not understand.</p> <p>The English version of the text is on one page and the Czech version of the text is on the page next to it. The textbook resembles a comic book as the dialogues are written under big colourful pictures.</p> <p>After the second listening, three students ask about a word or a phrase they are unfamiliar with. After everything is explained, they listen to it one last time.</p>
11:27	<p>The teacher tells the students to read the dialogue out loud in pairs. The students do so and they seem to enjoy it as most of them try to play with the intonation.</p>
11:30	<p>When the students finish the reading, the teacher goes through their pronunciation, pointing out the difference between <i>V</i> and <i>W</i> and demonstrates it on few example words. The learners seem very interested and they all try to bite their lip while pronouncing <i>V</i> and round their mouth when saying <i>W</i>. The teacher continues with a question: “<i>What tense was hidden in the text?</i>” One of the women answers that she does not know the name but she has heard it before (speaking in Czech.) The others agree with a smile and add that it was a long time ago (also speaking in Czech). The teacher writes the rules and typical words for the tense on the board and she compares it with past simple. At first, she speaks Czech and after explaining the crucial parts she switches back to English. The students listen and nod their heads and some of them take notes.</p>
11:40	<p>The teacher asks the learners to sit around the stool in the middle of the classroom again and says: “<i>Take a card and finish it in present perfect.</i>” One by one they take a card (<i>‘you, make, lunch’</i>) and form a sentence in the present perfect tense (<i>‘you have made lunch’</i>). The learners are concentrated and a few of them make mistakes in the past participle. This time, they are not corrected by the teacher but they are told to look at the poster with irregular verbs and</p>

	correct themselves.
11:45	<p>The students are divided into two teams. Both teams get a small pile of words and they are asked to build a sentence from the words as quickly as possible. The team who finishes first, wins. There are six more sentences to build after the first one. The learners are very competitive and they are having fun. Their sentences are always formed correctly.</p>
11:55	<p>The learners go back to their chairs. The teacher explains the next activity in English: <i>“We are going to play a game called ‘Never Have I Ever’. I will say a sentence, such as: ‘I have never been to the USA.’ If you have been to the USA, you get a point. If you have not, nothing happens.”</i> She then repeats it quickly again in Czech and they start playing. During the first round, it takes them much longer to form a sentence than during the following rounds. After they all play without difficulties, the teacher tells them to stand up.</p>
12:10	<p>The teacher puts five stools in the circle and she explains that they are going to play a moving game. She tells everyone to take a seat and stands in the middle of the circle, saying: <i>“I have never studied English. And now, everyone who has ever studied English has to stand up a sit somewhere else. The person who does not have a seat has to go here and say the next sentence.”</i> She gives the instructions in Czech again as some of the students seem unsure. Once they start playing, the room is filled with laughter it seems that everyone is having a great time. If the person in the middle makes a mistake, it is because of the wrong form of the verb. After looking at the poster with the list of irregular verbs, they correct themselves and the game continues (the students are allowed to move after the sentence is finished).</p>
12:20	<p>The teacher stops the moving game, adding that it was fun. She informs the students that they are going to do the last activity before lunch break. Everyone is handed a piece of paper (attachment 6): <i>“You are going to work in pairs. One person will ask the other person a few questions and then you will switch.”</i></p> <p>(There are ten boxes. Each box consists of three unfinished questions. For example: Box 1: a) <i>../ go / skiing?</i> b) <i>Where / go?</i> c) <i>/ have a good time?</i>)</p> <p>She asks one student to start and try the activity with her. The student says: <i>“Have you ever gone skiing?”</i> The teacher answers: <i>“Yes, I have.”</i> The</p>

	<p>student goes on: <i>“When have you gone?”</i> The teacher corrects him in Czech and explains that once the activity is finished, the tense has to be past simple. Another student asks (in Czech): <i>“Oh, so the first questing in the box is always in present perfect and the other two questions are in past simple?”</i> The teacher laughs and confirms it, emphasising that the point is to understand why. She explains it once again in Czech and the students who do not seem confused anymore start to speak. Most of the learners do not make mistakes in the tenses but there are some who have difficulties forming a question in a correct word order. The teacher monitors.</p>
12:45	<p>The activity is stopped and the students are told to return to their chairs. The teacher tells the others that there is going to be a short relaxation before lunch. She turns on a very relaxing and slow music. Everybody sits comfortably in their chairs with their eyes closed and their legs on the leg stool, including the teacher. To get everyone into a relaxed stage, the teacher tells the students to concentrate on their breathing and their chest moving up and down. After a few minutes, she continues very slowly in a soft voice (in Czech): <i>“Imagine that you are going down the steps, which are very colourful, to the beach. You start feeling the worm sand on your feet and it feels really nice. You decide to lie down under a palm tree. You are half way asleep and you think about everything that we’ve learned today.”</i> The teacher then repeats all the tenses they practised today adding two example sentences to each grammatical feature. She does so in calm, relaxing way. Thereafter, she slowly reads the dialogue from the textbook – first in English and then in Czech.</p> <p>One of the students falls asleep and starts snoring, which makes the others laugh. After a little while, everyone is calm again and the teacher continues by slowly waking the students up. Everyone looks relaxed and sleepy.</p>

3.4.2. The second observed lesson

The second lesson that I observed was a Friday morning class – the last morning class of the course. The learners looked noticeably more tired than on Tuesday but they were all in a good mood. The data that I collected are presented bellow in the same form as the previous lesson – the timing and the description of the activity:

Time	Activity
------	----------

9:00	<p>The students sit in their chairs having breakfast. One of them asks the teacher (in English): “<i>When I write e-mail...mmm...formal e-mail...I don’t know...how to be formal...</i>” The teacher goes to the board and writes a few tips on it (‘<i>Dear Sir/Madam</i>’, ‘<i>Yours sincerely</i>’, ‘<i>Yours Faithfully</i>’, ‘<i>would</i>’, ‘<i>could</i>’ etc.) and explains everything in English. She also comments on contracted forms and mentions that longer sentences are usually used. Everything is explained without rushing in a friendly way. The students take notes.</p>
9:15	<p>The teacher tells the group that they are going to start the lesson by repeating the vocabulary from the day before. Everybody is handed a piece of paper ‘<i>Fashion and style</i>’ containing two exercises (attachment 7). In the first exercise, there is a picture of a girl and a boy (all pieces of their clothes are numbered) with vocabulary concerning clothes under the picture. The task is to write the correct word next to its number in the picture. In the second exercise, there are several adjectives concerning fashion (such as ‘<i>beautiful</i>’, ‘<i>elegant</i>’, ‘<i>trendy</i>’ etc.) where the students are supposed to make sentences using these adjectives. The teacher gives them instructions in English. Everybody understands and starts working.</p> <p>There is a Baroque music playing in the background.</p> <p>When everyone is ready, they check it together. The learners are curious and ask how to say <i>flip-flops</i>, <i>bra</i>, <i>underwear</i> etc. The teacher knows all the vocabulary and writes it on the board for them.</p>
9:30	<p>The students are divided into two groups of three. The teacher says: “<i>You are going to describe somebody from this room - what they wear, ok? And you have to use the adjectives from the second exercise we just did.</i>” Some of the learners seem confused. Thus, the teacher gives the instructions again, this time in Czech. The activity starts – one person from the group describes somebody and the other two guess. Everyone seems to enjoy the activity. Some students make jokes about not knowing what kind of underwear the person they describe is wearing. The teacher walks around the class and monitors.</p>
9:35	<p>The teacher divides the students in pairs and gives everyone a piece of paper. Then, she says: “<i>Draw a person wearing as many pieces of clothes as possible.</i>” Once the students are done, she continues: “<i>You have to describe your drawing to your partner and your partner has to draw while you are</i></p>

	<p><i>describing. Do you understand?"</i> The students nod their heads, smiling. The ones describing use present continuous and make only minor mistakes (articles etc.). The ones drawing laugh and sometimes ask a question or two.</p> <p>There is still Baroque music playing in the background.</p>
9:50	<p>The students are asked to sit and make a circle in the middle of the classroom. There is a stool placed in the centre of the circle where the teacher puts cards with English phrases. She informs the students that they are going to learn some useful sentences that they may need when making a call (such as: '<i>Can you say it again?</i>', '<i>Can I take a message?</i>', '<i>Can I leave a message?</i>' etc.) She invites them to take the phrases they are able to translate. Everyone takes some cards so there is no left to be translated by the teacher. One by one they translate the sentences they chose. Nobody makes a mistake.</p>
9:55	<p>The teacher takes the English phrases from the students and replaces them with the same sentences in Czech. The task is to take as many phrases as they can translate to English. All the cards are taken but as the task is more demanding this time, the students make a few mistakes (such as: "<i>Can you again say it?</i>" etc.) The learners are immediately corrected by the teacher who does so in a friendly way. After the translations, she takes all the English cards, reads them one by one asking the students to repeat after her.</p>
10:00	<p>The teacher explains the next activity where the phrases can be practised: "<i>You are going to work in pairs. One of you is a secretary and the other one is a caller who needs to speak with Mr. Brown. Mr. Brown is not there now so you need to leave a message.</i>" She gives everyone a piece of paper with the structure of the dialogue that they should follow (attachment 8). Then, she gives the ones representing the caller another piece of paper. There are four boxes and in each box there is a different name, number and the message they wish to leave (attachment 9). The students understand the instructions and start to speak.</p> <p>For example:</p> <p>Secretary: "<i>Hi, this is Suzan Parker.</i>"</p> <p>Caller: "<i>Hi, this is Richard Wielding. Can I speak to Mr. Brunner?</i>"</p> <p>Secretary: "<i>I'm afraid he is not here. Can I take a message?</i>"</p> <p>Caller: "<i>Please, tell him that I will be 10 minutes late for the meeting.</i>"</p>

	<p>Secretary: <i>“Ok, I’ll tell him. Can you spell your name?”</i></p> <p>Caller: <i>“W-I-E-L-D-I-N-G.”</i></p> <p>Secretary: <i>“What’s your telephone number?”</i></p> <p>Caller: <i>“343 889 012. Thank you!”</i></p> <p>Secretary: <i>“Thanks!”</i></p> <p>After ten minutes, they switch the roles, and the teacher gives the students who now represent the caller a piece of paper where the content of the boxes is a little different (attachment 10).</p> <p>Since everything they need to say is written down, they do not make almost any mistakes. The most problematic is when they are asked to spell the name.</p> <p>They all have a good time and play their role with enthusiasm. The teacher walks around and monitors. There is still Baroque music playing in the background.</p>
10:20	<p>The students sit in the circle again. The teacher explains the next activity: <i>“We are going to do Unit 10 today. I put the new vocabulary on the stool. Take the phrases you think you know and translate them to Czech.”</i> The learners translate the cards they took (for instance: <i>‘at the latest’</i>, <i>‘to sign a contract’</i>, <i>‘an employee’</i> etc.) There are three phrases that need to be translated by the teacher since nobody took them. Once they get to the phrases <i>‘I’m tired of’</i> and <i>‘I don’t mind’</i>, all of them are asked to finish the sentence (the teacher first gives them an example). Then, she reads all the phrases out loud and the learners repeat after her.</p>
10:33	<p>The students are asked to go back to their chairs, sit comfortably and listen to a recording. The teacher plays it twice with only a short pause in between. After the second listening, she waits for about half a minute and then she asks a few questions such as: <i>“Why does Tom want to go home?”</i> The learners help one another to put the answers together.</p>
10:40	<p>Once they answer all the questions with a little help from the teacher, they are told to open their books, listen again and underline the problematic phrases.</p> <p>This unit is arranged the same way as the one they did on Tuesday. The English version is on the left page and the Czech translation is on the right one. There are big pictures and the dialogue is written under them as in a comic book.</p>
10:45	<p>The teacher can see that the learners look tired so she gives them a 15 minutes</p>

	break. Most of them just sit in their chairs talking and having a snack.
11:00	After the break, the teacher orders the students to open their books as it is time for grammar. She informs them in Czech that they are going to learn about two grammatical structures today: <i>to + infinitive</i> and <i>gerund</i> . She adds not to take these structures as a grammar but more as a vocabulary that they have to learn by heart. She starts explaining by writing ‘ <i>I can</i> ’ on the board, asking the students to finish the sentence. One student says: “ <i>I can speak English.</i> ” The teacher smiles and nods, and writes ‘ <i>I want</i> ’, ‘ <i>I have</i> ’ and ‘ <i>I need</i> ’ on the board asking the students to finish it again. The learners know the correct forms and the teacher emphasises that sometimes you put <i>to</i> after the verb and sometimes you do not as it is in case of the modal verb <i>can</i> . She switches between Czech and English when speaking.
11:05	Then she writes phrases such as: ‘ <i>I can’t stand</i> ’, ‘ <i>Keep</i> ’, ‘ <i>I don’t mind</i> ’ etc. on the board and tells the students that after these phrases they need to use <i>verb + ing</i> which is called <i>gerund</i> . The whole time she speaks in Czech. After that, she asks the learners to finish the phrases on the board.
11:10	The same activity is done only with <i>to + inf</i> . One of the students says in Czech: “ <i>Wait, so do we have to learn ALL of these phrases to be able to know where to put gerund and where to place to + infinitive?</i> ” Everyone laughs and the teacher smiles, answering: “ <i>Yes, this is exactly what you have to do.</i> ”
11:15	The students make a circle around the stool again. The teacher puts two big cards on the stool, one saying <i>GERUND</i> and the other <i>INF + TO</i> . She also puts there many little cards with different phrases and asks the learners to match each little card with the right grammatical structure. At first it seems that the students are very tired and not really happy about this activity. However, eventually, they start matching the phrases, asking some additional questions about the grammar. Towards the end, it seems that they are happy they have learned something new. Some students make comments such as: “ <i>Oh, I see!</i> ”, “ <i>Well, that actually sounds natural!</i> ” etc.
11:25	The teacher tells the students that since they seem very tired, it is time to play a game. She explains in English: “ <i>Stand up, please. One of you will have this stuffed animal in their hands. I will play some music. While the music’s playing, you will throw the stuffed animal to one another. Once the music stops, the</i>

	<p><i>person holding the stuffed animal comes to the middle of a circle and picks one of these cards (pointing at phrases from the previous exercise) and has to finish it and use either infinitive + to or gerund. Do you understand?"</i> Everybody nods but one student. The teacher explains it again in Czech.</p> <p>90% of the sentences they make are correct. If somebody makes a mistake, the teacher first gives that person a chance to correct themselves. If he/she makes a mistake again, she corrects it herself.</p> <p>The learners seem to be full of energy again, laughing and having a fun.</p>
11:30	<p>The students return to their chairs. They are handed a piece of paper (attachment 11) full of different phrases such as: '<i>are good at</i>', '<i>look forward to</i>' etc. At the top, there is an unfinished sentence: '<i>Is there anything you...</i>' and the learners are asked to work in pairs and finish the sentence using the given phrases. After two minutes, they switch. Everyone looks fresh again.</p>
11:45	<p>Everyone shares two sentences about the person they worked with.</p>
11:50	<p>The teacher divides the students into two groups of three. She gives each group three minutes to write as many phrases as possible that connect with infinitive and gerund. The students are very competitive and everybody tries their best. When the time is up, the teacher checks their answers and says who the winner is.</p>
11:55	<p>The learners are told to make a circle around the stool as there is one more unit to cover. They are asked to take the words they know from the pile of cards with the vocabulary from Unit 11. This time there are quite a few words left for the teacher to translate.</p>
12:00	<p>When the translating is done, the teacher explains (in Czech) that if we want to talk about something from the past that we do not do anymore, we use <i>used to</i>. Everyone forms a sentence using <i>used to</i> about their childhood. Their sentences are correct and although one can see they are tired again, they make a lot of jokes.</p>
12:02	<p>The teacher is about to play the dialogue from Unit 11 so the students return to their chairs. The listening is played only once.</p>
12:07	<p>After the listening, the students' task is to ask the others a question about the dialogue. The first person makes a mistake: "<i>What Chris used to do?</i>" The teacher goes to the board and she explains how to form a question and a</p>

	negative sentence (she does in a very kind way). The student corrects himself and the others continue.
12:10	The teacher tells the students to open their books, listen again and underline problematic phrases. Once it is done, she goes through the phrases that two students underlined and explains them in English. Then, she plays it once more telling the students to listen and look at the Czech translation on the next page.
12:15	<p>After the third listening, the teacher gives everyone a worksheet (attachment 12) saying: <i>“It’s time to play a game! As you can see there are several phrases. Your task is to walk around the classroom and find someone who did these activities. And don’t forget to ask them whether they still do them, ok?”</i></p> <p>The worksheet has three boxes on the top (<i>‘Find someone who...; Name(s); Does he/she still do this?’</i>) On the left side, there are activities such as: <i>‘...used to play a musical instrument; ...used to be good at sports’; ...etc.</i></p> <p>The students play the game and the teacher monitors. She makes several corrections (in English). Everyone seems to be having a good time.</p>
12:25	There is a class feedback during which everyone picks a person and shares a sentence using <i>used to</i> about them.
12:30	The students are asked to pick a partner and think of three questions using <i>used to</i> . The teacher gives an example: <i>“Did you use to play with cars?”</i> She adds that if their partner’s answer is <i>‘yes, I did’</i> , they should find out more details. After about two minutes, they switch roles. The teacher walks around the classroom and monitors. There is no feedback after this activity.
12:40	The teacher asks the students whether they want to play a revision game or do a relaxation activity before lunch. The learners all agree that they would prefer to revise. The teacher agrees and explains the rules (in English): <i>“One of you will sit here with his back to the board. Another person will choose a word from this pile and write it on the board. The rest of you will try to explain the word to the person who is sitting here. Do you understand?”</i> One of the students asks (in English): <i>“Yes. But do we have to...explain...words in English?”</i> The rest of the students laugh and the teacher smiles saying: <i>“Well, what do you think?”</i> Then, she tells the student who was asking to sit on the stool and be the first one guessing. They remember the vocabulary really well. There are only two students who understand the description but cannot think of the English word.

	They do not seem to be worried about it at all as the atmosphere is really friendly.
12:55	The teacher thanks the students for their last activity together, gives them a piece of paper and asks them for a short feedback (she talks in English): <i>“I would like to know what you liked, didn’t like and...you know...just in general...what do you think about the course.”</i> When the students are done writing, they all thank the teacher for the course and they have a friendly chat for a while.

3.5. Comparison of the observed lessons with the theoretical assumptions

In this subchapter, the collected data from the observed lessons will be compared with the theoretical assumptions discussed in the theoretical part. The reason for the comparison is to find the answer to the first question of the thesis: **Was the theory of Suggestopedia and Superlearning followed in the observed lessons?** Due to the question being too wide, it is divided into five sub-questions.

3.5.1. What did the Altissima classroom look like?

The Altissima classroom was very colourful. The walls were painted green and white, having numerous posters on. All the posters were written in huge letters having different colours. Some of the posters showed grammar rules, some included vocabulary and many were motivational. The lectors change them in accordance with the students’ level. There was also a picture of a brain divided into two hemispheres both containing the descriptions of their functions. There were no pictures of the English speaking countries. As for the furniture, there were eight comfortable chairs in a semi-circle, each having a leg stool in front of it. There were also a few stools in the middle of the classroom which served as a table when vocabulary was practised. Behind every chair there was a set of headphones hanging on the wall. The desk of the teacher was placed in the corner with a big recorder on it. The window was opened so the air was fresh.

As one can see, as far as the classroom is concerned, Altissima follows the theoretical assumptions as it truly resembles the stress-free environment discussed in the theoretical part. It is a very unusual and cheerful place for learning.

3.5.2. Did the observed lessons consist of the basic three parts?

The first part of the lesson, as has been explained, is supposed to be focused on revision. Before the students start to revise, the teacher has to make sure everyone is in a relaxed mood. Both of the lessons which I observed started precisely in this way. The teacher started her class by having a friendly chat with the students who were sitting in their comfortable chairs, eating breakfast and drinking coffee. Thereafter, the information from the previous lesson was revised, as described in the thorough description of the lessons.

The second part of the lessons also followed the theory according to which the students should focus on new material. At the beginning of the second phase, the teacher pre-taught new words and phrases which were then practised through various activities.

The third part was slightly different. As it has been explicated in the theoretical part, when the learners first listen to the dialogue (first concert), it should be read by the teacher in the rhythm of the music. As for the Altissima classes, the only time the teacher did read the dialogue out loud was during the first lesson as a part of the relaxation activity. However, it is true that she did so in a slow phase and a soft voice in order to put both of the learners' hemispheres into a harmonious and focused state. The other parts were in accordance with the theory: the learners listened to the text first with the book (as in the active concert) and then without the book (as in the passive concert). Also, they read the dialogues out loud in pairs (primary activation) and practised the new grammar and vocabulary afterwards (secondary activation).

3.5.3. What language areas did the lessons emphasise?

We have imparted that Suggestopedia focuses mainly on vocabulary. Grammar is not paid too much attention to. When grammar is taught, the learners should not focus on the form, but on the language use as such. As for the first Altissima lesson which was observed, most time was spent on grammar and only minimal focus was on vocabulary. During the Friday lesson, however, the amount of time spent on vocabulary was noticeably bigger when compared to the Tuesday lesson, but grammar was still paid great attention to. Nonetheless, the activities were perfectly designed for the learners not to focus on form. Most of the time, especially when being engaged in the games, it seemed that the students did not focus on the form, but on the activity itself.

3.5.4. What was the role of the teacher?

Even though the teacher was authoritative in giving orders and being confident, she made sure the learners felt relaxed and safe. When the students made errors, she corrected them in a soft and friendly way. When she sensed that somebody did not understand her instructions or explanations, she switched from English to Czech immediately. She informed me that the very first day, the learners had been given the opportunity to introduce themselves by a different name, age and profession. The group that I observed had chosen not to do so. They all respected and trusted the teacher.

Nevertheless, as it is asserted in the theoretical part, the teachers should use their mother tongue at the beginning of the course and gradually move to the second language. The lector in Altissima, however, was using Czech quite frequently at the very last day of the course. On the other hand, she most probably did not want to make the learners feel stressed. It was obvious that they were very tired that day. Speaking English the whole time could make them frustrated, which is the opposite of what Suggestopedia and Superlearning aim for.

3.5.5. What materials were used?

The students worked with various types of materials some of which could serve as an excellent example of the theory:

- **The textbook** they used consisted of long dialogues written under colourful pictures. The left pages were written in English and the right pages were their Czech translations.
- The teacher used a **tape** where each dialogue was recorded by native speakers. She always played it several times when starting a new unit.
- The classroom was filled with colourful **posters** with grammar and vocabulary the students could always look at when needed. There were also many **motivational posters** which are used in Superlearning to change the negative way of thinking of the students into the positive celebration.
- There was a **Baroque music** playing in the background. During the first observed lesson, the learners probably did not even notice the music as it was really quiet. However, on Friday, it was noticeably louder.
- The teacher also used many **handouts** for pair work, group work and games.

- The vocabulary was practiced by using little **vocabulary cards** made by the teacher.

3.5.6. Answer number one

As one can derive not only from the answers to the five sub-questions but also from the thorough description of the two morning classes, the answer to the first question is: **Yes, the theory of Suggestopedia and Superlearning was followed in the observed lessons.** Even though there were small differences in certain areas when compared to the classical Suggestopedia lessons, the Superlearning style of teaching was unquestionable.

3.6. The lectors from Altissima: interview

This sub-chapter consists of four parts. In the first part, the interview with the lector of the two observed classes, Hana Gago Fraile, is described. In the second part, I summarize the open-ended answers to the questionnaire filled by Andrew Scott, the native speaker with whom the learners spent their afternoon lessons. The third part is concerned with the encapsulation of the questionnaire answers provided by a former lector Linda Kovářová. In the last part, all the gained information from the lectors is summed up and evaluated.

3.6.1. Interview with Hana

The semi-structured interview was carried out in the Altissima classroom in January the 11th, 2017, right after the first observed lesson. The answers were provided by Hana Gago Fraile whom I observed while teaching. The open-ended questions had been prepared beforehand and slightly changed during the interview. The whole conversation was recorded. It was transcribed and, as it was in the Czech language, translated into English (attachment 13). Only minor changes were made in order to maintain the authenticity. Let us now summarize the information she provided.

Hana studied English and German at the Faculty of Education at Charles University. As a student she had several part-time jobs where she experienced teaching. When she finished her master's program, she wanted to teach at a gymnasium. Even though her interview had been successful and Hana had been given hopes from the school, they changed their mind for an unknown reason. Therefore, she started to look for another job online and found an advertisement from the language school Altissima. It caught her attention as one of her former classmates had given a lecture about Superlearning at school. Hana had found Superlearning rather strange back then. However, she decided to give it a try and attended the interview.

At first, Hana observed a lesson led by Linda Kovářová, a former Altissima lector by whom one of the questionnaires was answered. Hana confesses that she did not remember much about Superlearning and that she was not technically equipped at that time. When she was observing, she was not sure what techniques were from Superlearning. Nonetheless, she loved the positive environment and the fact that the lesson was entertaining. She found it very effective and so she started to be very enthusiastic about the method.

When she got the job in Altissima, she had to attend a whole course as a student. Thereafter, she was given a booklet with a very detailed description of Superlearning lessons. When I asked her to tell me how such a lesson looks like, I was given a detailed description. The lesson starts with a revision. Then, the new vocabulary needed for a listening is practised. After several activities where the learners work with the new words, they are played a recording. With the second listening, they follow a Czech translation of the played dialogue which is written in their textbooks. If there are beginners, the lector reads the text one more time and the students are ordered to repeat it after her. It is followed by the learners reading the dialogues by themselves, trying to remember them. Thereafter, several exercises connected to the text, from the most controlled to the less controlled ones, are done. The text always contains hidden vocabulary and grammar. Hana tries to follow this procedure. Nevertheless, she adapts the lesson to the needs of the learners and says that it is important to teach the class, not the lesson plan.

Hana has been teaching in Altissima for three years and a half. She still believes that the methods the language school follows are effective. What she is fond of is the atmosphere, the structure of the lessons, the fact that there are only small groups of people and that communication is emphasised. However, there are several aspects she is uncertain about, such as Baroque music engagement or Alpha waves listening. She adds that that it may be caused by the fact she has not studied these techniques in detail. There are students who ask her to turn the music down as it distracts them. Some learners do not even notice the music and others take the courses because there are such techniques.

When compared to her own teaching experience in different language schools, she believes that the students learn quicker in Altissima. She explains that what takes about two years somewhere else, they can learn in a week in Altissima. Hana believes that the learners do not remember everything from the course, but they leave with more passive knowledge than in other courses.

There are not many activities focused on writing or reading. Hana clarifies that it is because people are usually tired of writing e-mails or reading articles and they just want to speak. She adds that some students even complain that there is not enough speaking. Hana finds the length of the lessons brutal but she adds that the activities are very diverse and so the class is over before the learners know it.

When being asked about the feedback she gets from her students, she says it is mostly positive. Sometimes the learners complain about the fact there are too many drill activities or about minor matters which are not connected to the methods themselves, such as the coffee not being tasty enough, the classroom not being as clean as they wish or the chairs not being as comfortable as they like.

3.6.2. Questionnaire for Andrew Scott

Andrew Scott is a native speaker who taught the observed group during their afternoon lessons. The questionnaire was sent to him by an e-mail in March the 27th, 2017 and his answers were received in April the 4th, 2017 (attachment 14)

Andrew is a 52 years old Canadian who has been teaching on and off from 1995. After having sent Altissima his CV, he was contacted by the language school and started working for them. It was not his only choice as he applied for a job in other places as well. Andrew had not known what Suggestopedia was before he started teaching in Altissima and when being asked whether or not he finds the Superlearning techniques effective, he says that he has no idea as he does not use them. He took the TEFL course where he was taught the basics about how to structure a lesson. He uses Communicative approach when teaching and if he was a student, he would prefer CLT as well. During his lessons, Andrew relies on his energy and inspiration. He adds that if he is uninspired, the quality is reduced, but otherwise it works really well. When possible, he designs a group activity or a game to provide the context for new vocabulary. The feedback he gets is mostly positive.

3.6.3. Questionnaire for Linda Kovářová

Linda Kovářová is a former teacher from Altissima and as had been mentioned, she is the one whom Hana Gago Fraile had observed before she started teaching herself. Linda was sent a questionnaire by an e-mail in April the 12th and the very same day her answers were received (attachment 15).

Linda studied social and cultural anthropology and history, and currently works in regional development projects. She started her job in Altissima, which she found online, with two years of teaching experience. She had not known what Suggestopedia was at that time. Linda believes that the methods Altissima uses are effective but also very demanding for the teacher. She followed the principles when she was teaching there but after some time she changed them a bit. If she was a student, she would also like to learn English using Superlearning techniques. In her opinion, when compared to other courses, the learners remember the learned material longer, it is easier for them to communicate, and they are better in active use. Also, the students are more actively involved, they are having fun when learning and they are able to keep attention longer. On the other hand, she states that the preparations are very time consuming for the teachers and that there are higher requirements as far as their attention and imagination are concerned. She adds that the feedback from learners was always positive.

3.6.4. The stand of the chosen lectors on Suggestopedia and Superlearning

Let us now take a look at the second question of the thesis in which we ask **what stand the three chosen lectors take on Suggestopedia and Superlearning.**

It is apparent from Hana's answers that she adopted a positive stance on Suggestopedia and Superlearning. Although she had thought that Superlearning methods were rather "weird" and it was not her first intention to teach in accordance with these two methods, after having watched Linda's lesson, she found them effective. In her opinion, the learning process is really accelerated in their language school. She thinks that she does not think the learners remember everything, but their passive knowledge is deeper than in different courses. As for the teaching techniques, she follows the theoretical assumptions with only minor changes when necessary. She is fond of the complexity of the lesson and appreciates the fact that they focus mainly on communication. Nevertheless, she is not sure whether or not she agrees with the idea of alpha waves and the presence of classical music in the class. These two principles are a huge part of Suggestopedia and Superlearning philosophy. However, she does not explicitly mention she does not agree with them.

As far as Andrew's attitude towards the Suggestopedia and Superlearning principles is concerned, it seems that he is actually not really interested in them. He had not heard about them before he started working for Altissima, neither had he been trained to

use them. As a native speaker, his job in Altissima is to improve the learners' spoken English which he does using techniques of CLT.

In spite of Linda not having known about Suggestopedia before she started teaching in Altissima, she has rather positive feelings about Superlearning techniques. Even though she finds it demanding for a teacher to prepare for such lessons, her list of advantages is notably longer.

3.7. The learners' feedback

Let us now scrutinize how the observed group felt about the Suggestopedia and Superlearning techniques from the feedback which the learners provided. As it has been mentioned, they were asked to write it at the end of the Friday morning class, in January the 20th, 2017. As it was written in their mother tongue, I translated them to English.

Learner A:

The course was nice. I don't have any reservations. Hanka can very easily explain certain grammatical features, which I had never understood before.

Andrew + Lennie – also great

I will recommend it everywhere I go.

1. Learner B:

It was OK.

2. Learner C:

- Very good method of English language teaching
- Very good lectors
- Pleasant environment
- I will definitely recommend it to other people who want to learn English or get better at it

3. Learner D:

- Plus: Pleasant atmosphere, adequate tempo, positive attitude of the lector Hanka. I have only affirmative feelings about the whole course, we have learnt a lot and we are motivated to continue learning English.
- Minus: It would be nice if the price of the study materials wasn't this high. It could be included in the price of the course.

4. Learner E:

- Plus: Good atmosphere in the course

- Plus: Interesting method and materials
- Plus: Good communication of the lecturers – Hanka, Andrew and Lennie
- Minus: I would appreciate the possibility of e-learning
- Minus: One-week course requires every evening preparations, at least for me, and sometimes I fall behind
- Looking forward to the course 2+

5. Learner F:

I was satisfied with the method. The whole day was doable because of the diversity of the lesson. As for me, the place could be cleaned more often (painted). For long-term sitting, the chairs are not very comfortable.

As one can see from the feedback, the attitude of the learners to the course is mostly positive. We cannot really derive much from the feedback of students A and B. We know that they liked the course; however, the method was not mentioned in any way. Learner C was fond of the method, and appreciated the friendly environment. Positive attitude of the teacher was liked by learner D who felt motivated to continue studying after the course. According to learner E, the method and materials are “interesting”. Judging from the fact that he wants to take another course, he most probably meant it in a positive way. However, he also wrote how demanding it was to study every day after the lessons. Even though the course was very intensive, learner F appreciated the fact that there were many different activities which made the day not to seem so long. Even though the feedback is very short and the students do not really share many details concerning the techniques, it can be said that their stance towards the course was positive.

4. Conclusion

This diploma thesis primarily aimed to discover whether or not the principles of Suggestopedia and Superlearning are put into effect in Altissima, the Prague language school which declares to specialize on these methods. Thus, information about the realization of the alternative and rather marginal methods was provided. The research was divided into three parts. The first part was the observation and the subsequent analysis of the lessons I had been given the opportunity to watch, followed by its comparison with the theory. The second part was a semi-structured interview with the lector of those lessons, Hana Gago Fraile, and questionnaires answered by one of the native speakers from Altissima, Andrew Scott, and one of the former employees of this language school, Linda Kovářová. In this part, I wanted to find out what stance the lectors adopted on the methods and if they follow their techniques. Whether or not the learners found the Superlearning course helpful was answered in the last part.

In the first part of the research it was discovered that the observed lessons did follow the theoretical assumptions. For the purpose of finding out the latter, several questions, focused on the basic principles of Suggestopedia and Superlearning, were asked. In spite of minor differences between the theory and the practice, the lector's teaching techniques were in accordance with the theory. Her role as a Superlearning teacher was certainly fulfilled and the textbooks the class worked with were very similar to the Suggestopedia materials described in the theoretical part of the thesis. The classroom could also serve as an excellent example of the Suggestopedia stress-free and colourful environment.

The attitude to Suggestopedia and Superlearning is best seen in the answers of the lector Hana Gago Fraile as they are a part of a face-to-face interview. With making a few minor differences, she uses Superlearning techniques while teaching and she finds them effective. As we have seen in the interview, she has a few uncertainties about the method as far as the music is concerned. Hana admits that it is possible she had not studied this area enough to make conclusions about it. The answers from Andrew and Linda are very brief since they are a part of a questionnaires sent via e-mail. Andrew's role in Altissima is to improve students' communication abilities. However, despite working in the language school which specializes on Suggestopedia and Superlearning, he does not take any stance towards these methods since they are not what he uses when teaching. Linda, in spite of not having known about Suggestopedia before she started working in Altissima, claims

that even though the method is very demanding for the teachers, she finds it as an effective way of learning English.

As for the learners' feedback, everyone from the observed group was satisfied with the course. The praise was aimed at the positive attitude of the lector, pleasant environment, interesting materials, and the lesson being diverse. As far as reservations are concerned, the difficulty of studying in the evening after a whole-day course was mentioned by one of the learners. Although the feedback is not very complex, conclusion about the learners being fond of the method can be drawn.

Due to my experience in Altissima, the way I perceive Suggestopedia and Superlearning notably changed. In spite of all the fascinating facts I had known about the methods, I always found them rather strange. I believe it was caused by the limited knowledge I had, remembering only the unusual principles such as the use of Baroque music. Whether or not the latter really works, is too complex for me to judge. Nonetheless, based on the studied literature and all the collected data, I am now convinced of the claim that when we are relaxed in a stress-free environment, the learning process is accelerated. It was really surprising for me how much knowledge the students gained in one week. One does not feel like being at school when taking a Suggestopedia and Superlearning course. It seems more like spending time with one's family in a comfortable living room, reading comic books in a different language (without frustration since there is a translation), playing fun games and simultaneously learning something new. I have never experienced a language course where time went by so quickly. On the other hand, I think it is impossible to remember everything you learn there, as it seems like there is just too much information for our brain to process. Also, in my opinion, it would be appropriate to work with the music in accordance with the theory as it is one of the crucial parts of Suggestopedia and Superlearning. Nonetheless, I do not claim that other lectors from Altissima do not do so since I observed only one of the teachers. It would be very interesting to meet some of the observed students and to find out whether or not they continue to practice the Superlearning techniques, and how much from what they had learnt they still remember. Be that as it may, I believe it would be beneficial for everyone who has contempt for these methods to experience such course. For me, Suggestopedia and Superlearning are the proof that learning does not always have to be stressful, but it can also be fun.

5. Appendix

5.1.Attachment 1

7
C Communicative **What are you going to do?** New English File Teacher's Book Elementary
Photocopiable © Oxford University Press 2004

How many people are going to go home after class? **Find out.**

How many people are going to watch television tonight? **Find out.**

How many people are going to go to the gym this week? **Find out.**

How many people are going to go shopping tomorrow? **Find out.**

How many people are going to cook tonight? **Find out.**

How many people are going to go to the cinema this weekend? **Find out.**

How many people are going to go to another country next year? **Find out.**

How many people are going to go out tonight? **Find out.**

How many people are going to study English tonight? **Find out.**

How many people are going to use the Internet this evening? **Find out.**

How many people are going to have a drink after class? **Find out.**

How many people are going to ...

How many people are going to ...

How many people are going to ...

How many people are going to ...

How many people are going to ...

5.2.Attachment 2

8.1 GRAMMAR FILE

can it happen?

Grammar cards

live in more than two foreign countries 8.1	get a salary increase in the next six months 8.1	move to a different house or flat in the next year 8.1
have more than three children 8.1	have a holiday in Australia or New Zealand in the future 8.1	marry more than once 8.1
live to be 100 8.1	learn to fly a plane 8.1	start your own business 8.1
appear in a TV programme 8.1	have more free time and longer holidays in future 8.1	study or work in an English-speaking country 8.1
become rich one day 8.1	do more sport next year 8.1	travel a lot for work 8.1

Instructions

Work in groups.

- 1 Put the cards face down in a pile.
- 2 In turn, pick up a card. Ask two people in your group about the topic.
Ask *Do you think you'll ... (start your own business one day)?*
- 3 Answer questions that other students ask you, and give your reasons.

Answer *Yes, I think so*

Maybe. I'm not sure

No, I don't think so

I hope so

I hope not

because ...

5.3.Attachment 3

Instructions p125

© Cambridge University Press 2005

The Cambridge Production

151

5A The crystal ball will for predictions might, will be able to

love

home

money

travel

family

job/study

CLASS ACTIVITIES
PHOTOCOPIABLE

5.4.Attachment 4 (Altissima.cz)

UNIT 3

DIAN & HER
WOMAN
THEIR
HONEYMOON



WRITTEN BY ROMANA EVRILLOVA ILLUSTRATED BY JAROSLAV BELYKH

5.5.Attachment 5 (Altissima.cz)



5.6.Attachment 6

12B Life experiences Present Perfect and Past Simple

Have you ever ...	Name	Extra Information
1 a) ... / go / skiing? b) Where / go? c) / have a good time?		
2 a) ... / work / or / study / in another country? b) Which country / be / it? c) What / do there?		
3 a) ... / meet / someone famous? b) Who / meet? c) What / say to him or her?		
4 a) ... / go / to an important football match? b) Which teams / see? c) / enjoy it?		
5 a) ... / lose / your mobile phone? b) How / lose it? c) / find it?		
6 a) ... / want / to be in a band? b) What kind of music / want to play? c) Which instrument / play?		
7 a) ... / go / to the cinema in another country? b) Which country / be / it? c) Which film / see?		
8 a) ... / work / in a shop? b) What / do there? c) How old / be / you?		
9 a) ... / write / a diary? b) How old / be / you when you / start / it? c) / write it every day?		
10 a) ... / walk / more than 20 km in one day? b) Why / walk so far? c) What / do the next day?		

Instructions p136

© Cambridge University Press 2005

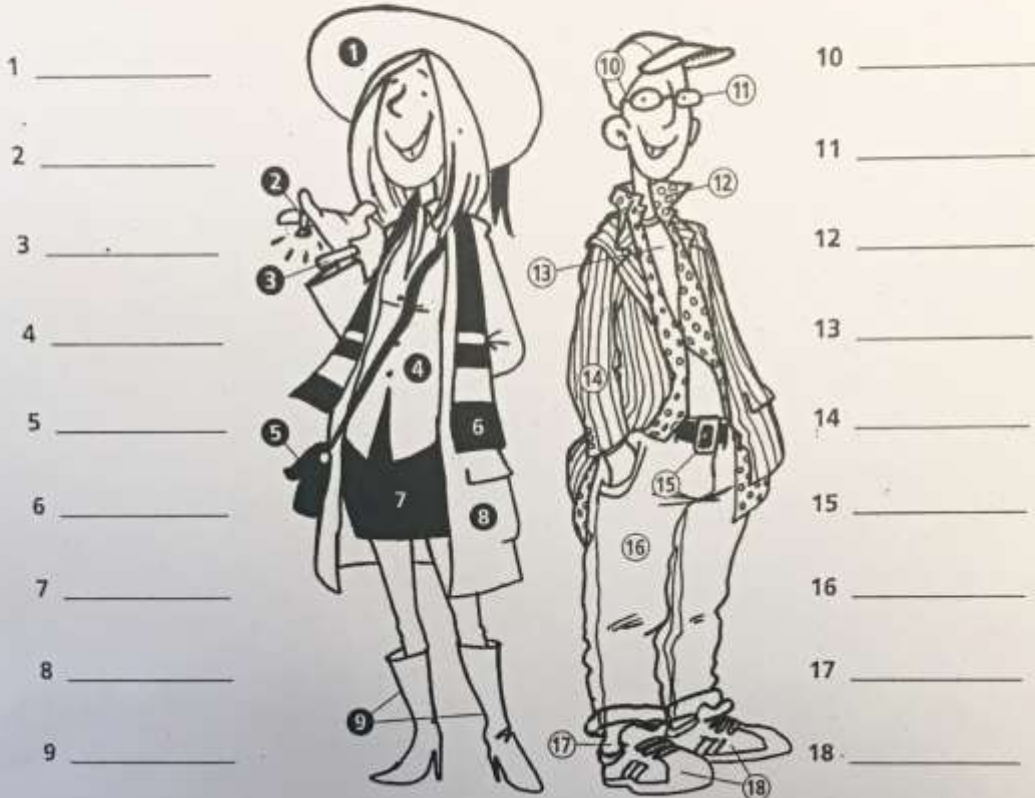
Elementary Photocopiable

101

5.7.Attachment 7

11A Fashion and style

1 Use the words in the boxes to label the two pictures below.



blouse bag bracelet skirt
scarf boots hat coat ring

belt socks jacket glasses vest
jeans trainers shirt cap

2 Write at least five sentences to describe a classmate's clothes. Use the words from exercise 1, the adjectives in the box below and the present continuous.

beautiful dark short long elegant trendy casual formal lovely light

Ana is wearing a beautiful long skirt.

5.8. Attachment 8

Caller - calls

Hi, this is X.

Can I speak to?

Can I leave a message?

Please tell him/her.. (that I am sick.)

Thank you!

② secretary - picks up

Hi, this is X.

I'm afraid he/she is not here.

Can I take a message?

ok, I'll tell him/her.

Can you spell your name?

What's your telephone number?

Thanks!

5.9.Attachment 9

Name: Henry Mc Donald * (A)
Number: 721 834 652
Message: I am sick. I won't work today.

Name: Neil Clarkson
Number: 335 789 911
Message: My flight has changed. I will arrive at 10pm.

Name: Janet Grant
Number: 093 040 556
Message: Please, tell Mr. Lewinsky to call me back ASAP!

Name: Michael Hampton
Number: 012 367 589
Message: I have the presentation ready.

Hi, this is
Can I leave a message?
Please, tell ... that ...
Thank you, bye!

5.10. Attachment 10

Name: Richard WIELDING

Number: 343 889 012

Message: I will be 10 mins late for the meeting.

Name: Nigel Smith

Number: 297 523 712

Message: The business trip is planned for Friday 13th

Name: Leslie Lampton

Number: 738 290 722

Message: I need the boss to call me ASAP.

Name: Juliet Willkins

Number: 521 502 979

Message: The presentation needs to be changed.

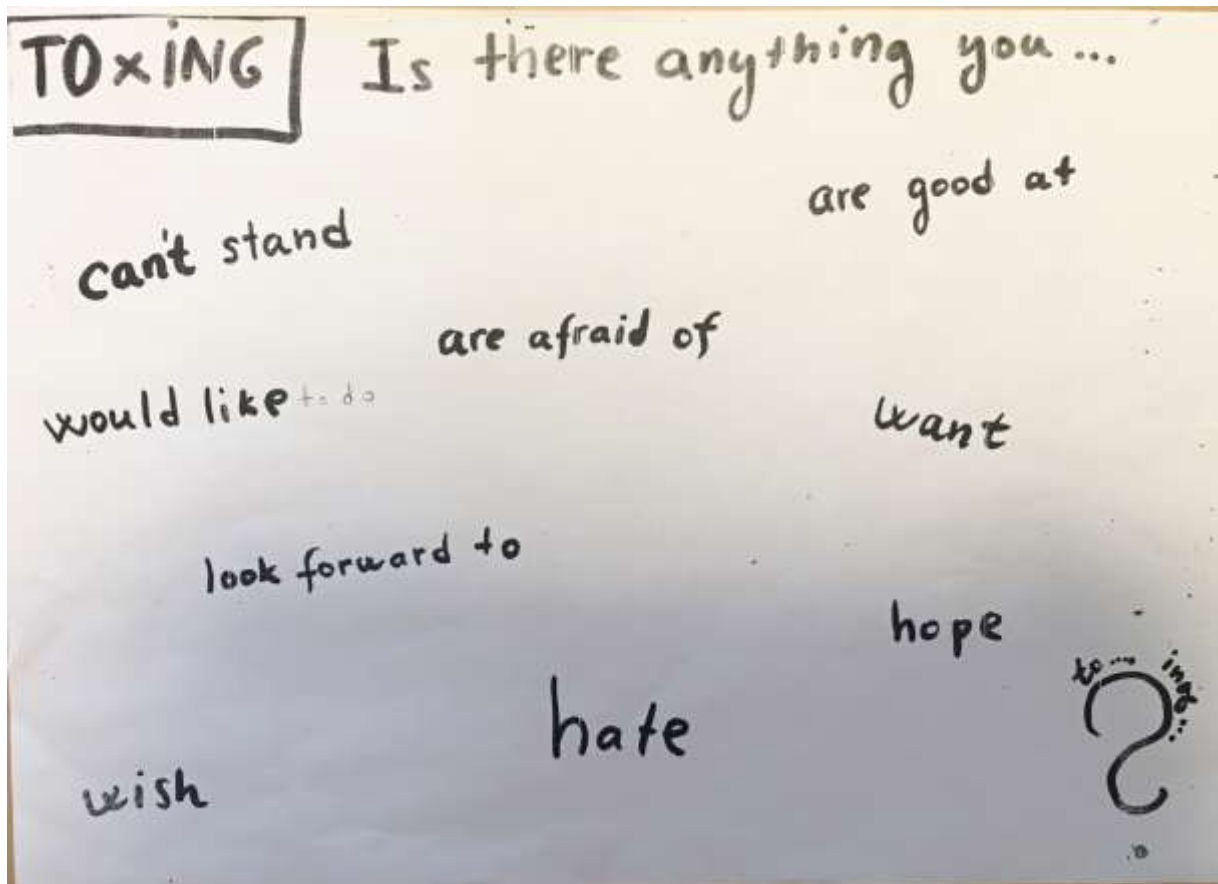
Hi, this is

Can I leave a message?

Please, tell ... that ...

Thank you, bye!

5.11. Attachment 11



5.12. Attachment 12

Find someone who ...	Name(s)	Does he / she still do this?
... used to play a musical instrument		
... used to be good at sport		
... used to fight a lot		
... used to be late all the time		
... used to live close to the school		
... used to be very good at singing		
... used to be good at mathematics		
... used to go out with one of the teacher's children		

PHOTOCOPIABLE © Addison Wesley Longman Limited 1998 121

5.13. Attachment 13

Me: *“Could you please briefly introduce yourself?”*

Hana: *“My name is Hana Gago Fraile – I’m freshly married to a Spanish man. As far as my profession is concerned, I studied English and German at the Faculty of Education at Charles University and I’ve been teaching for about...nine years, maybe. I had some part-time jobs when I was a student and now I’ve been teaching here full-time for three and half years.”*

Me: *“How did you find the job in Altissima?”*

Hana: *“I originally wanted to teach at a gymnasium. I went to an interview and I gave a sample lesson there. Firstly they told me that I’d get the job, but then, at the eleventh hour, they informed me that I wouldn’t. So I went online and I was searching for an advertisement for English lectors. The first one I found was from this language school. It really caught my attention when I read that they teach Superlearning methods. One girl – my colleague from the Faculty of Education – had given a lecture about Superlearning at school. I’d found it really crazy and somehow a little...weird. But it stuck with me so I thought –mm, maybe I could go there and take a look. I observed a class and I really liked it. Linda Kovářová was teaching here at the time. And I was enthusiastic about the method so I applied for a job and I got it. So, it was nice.”*

Me: *“Since you were enthusiastic about it, I assume you fell in with the techniques which...”*

Hana: *“Well, I actually...mm...didn’t really know much about Superlearning so I didn’t come here technically equipped. I liked the way it was done. I fell in with the way Linda Kovářová led it. I liked that a lot. The fact that it was Superlearning or what aspects of it were from Superlearning I didn’t really know, but...”*

Me: *“So we can say that you liked the attitude of teachers towards students, the atmosphere...”*

Hana: *“I loved it.”*

Me: *“...and you didn’t really think about whether or not it is effective when you first came, did you?”*

Hana: *“I liked it BECAUSE I thought it was effective.”*

Me: *“I see...”*

Hana: *“Well, if they spoke Czech, the atmosphere would also be great. But it was just nice, quick, they weren’t bored and the atmosphere was really friendly. And that’s why I liked it.”*

Me: *“Were you told at the beginning how to structure the lesson and how should such lesson look like?”*

Hana: *“Yes, I was given training. I attended the lessons for a week as a student and then they gave me a booklet in which there was a detailed description of every minute, basically.”*

Me: *“Could you please tell us what such a lesson should look like?”*

Hana: *“Mm...well... (laughter)...I will try...”*

Me: *“Briefly...”*

Hana: *“The lesson should start with a revision – with some quick warm-up activity, some short exercise – five, ten minutes. Then, there’s preparation for the listening – it means that the new vocabulary is practised on big colourful cards – about eight in number. The students play with them in various ways. At first there’s a listening without the text and then it’s followed by a listening with the Czech text. Afterwards, there’s another listening activity - I read it and they repeat it after me – if they’re beginners. Then they read it by themselves and try to remember it. After, they can...for instance close the book and try to recall the text. After that, we do exercises connected to the text. Within the text, there is – you probably noticed – hidden grammar and vocabulary. So, we do exercises from the most controlled ones to the less controlled ones.”*

Me: *“Do you follow it?”*

Hana: *“I try to. However – you probably heard the saying ‘Don’t teach the lesson plan, teach the class’. So sometimes, there’s a problem that somebody asks you something. Or that you suddenly realize that they totally missed the point of what you’ve done. Sometimes, they get stuck or I see that the group just doesn’t like to parrot after me. Most of the time, I adapt the activities to the needs of the lesson or we do some things we didn’t have enough time for. Or we do other things if we have more time.”*

Me: *“You said you have been working here for slightly over three years. Do you still think that your methods and techniques are effective?”*

Hana: *“I’d say that I agree with ninety percent but with the rest...I don’t know. I think that the structure of the lessons is superb – small groups of people, friendly atmosphere, the fact that we play and talk a lot and also that we’re active and that there’re many types of activities. What I’m not sure about is whether the listening to alpha waves before bed and after one wakes up is effective or not...or...whether it’s helpful that there’s a classical music - playing in the background - or not. I don’t know...I would probably need to research it in detail. I think that a lot of people like it.”*

Me: *“Did the students have any comments...?”*

Hana: *“Yes, they did. Most of the people either don’t notice it or they come here because of the Superlearning itself – so it attracts their attention. However, sometimes they tell me: “The music in the background really distracts me” and so on. So honestly, I don’t know...I can’t tell. In any case, I think it works. Ninety percent works.”*

Me: *“Do you think that the students learn quicker than at a different course?”*

Hana: *“I’ve taught only here plus I had my own lessons so I can’t really tell. I can compare it to my own experience when I was learning English though. Then I would say that they learn quicker for hundred percent. Because here it takes us a week to do something which may take about 2 years somewhere else, I think.”*

Me: *„And do you think that they have the capacity to remember everything?”*

Hana: *“I think that definitely not everything. And I even tell them that it is normal when they’re somehow depressed and tell me: ‘Aaa, I don’t remember this and that’. I’d say that some people remember eighty percent, some forty percent. But passively they leave with more. When they listen to the text and study by themselves at home, it helps them extremely. At least I hope so – that’s what I think. The feedback affirms that.”*

Me: *“I noticed that you practise mainly speaking and listening...”*

Hana: *“Yes.”*

Me: *“...and do you practise reading and writing at all?”*

Hana: *“We read the textbook. It is, of course, true that we don’t do it as often as speaking, but I believe that people are tired of writing e-mails or reading articles. They want to speak. Even here people sometimes tell me that they thought they’d talk more. So I think that it’s the reaction on what people want. And I think that one can – and one mostly does*

– write when they are alone. People that write e-mails at work come here and... they want to speak.”

Me: “*Sure. I actually noticed that you practise spelling. You have done it today – spelling names and...*”

Hana: “*Well, that was a repetition. We’ve practised that about three times already. It’s a lot about repetition here. And it’s true that there isn’t really room for writing. It’s not even structured for writing –the classroom, I mean.*”

Me: “*And the last question – what feedback do you get?*”

Hana: “*I’d say that most of it is very positive. When people complain about something, it’s usually the classroom equipment or they for instance don’t like the coffee or...*”

Me: (laughter)

Hana: ...*(laughter)...* “*they don’t like the way it’s cleaned here or they find the chairs uncomfortable. Sometimes people complain about the lesson being too long – that it’d be better if we were done at 2pm or so. It depends. Sometimes they complain – which is problematic – that the students’ division into groups is not handled well. They apply by themselves. When they want to study at the level three but they fit into the level two, I can tell them. I’ve already moved some people when it was dismal but...well; it’s basically up to them. And what else do they complain about? When there is a bigger group – nine, ten people, they often complain that I didn’t have the time to monitor all of them. Even though I try, one person can’t really monitor nine people. Sometimes, they complain that they’d like to talk more. It bothers them that it’s a lot about drill here. But that’s probably it.*”

Me: “*You say that they complain about the fact that the day is too long. What do you as a lector think? It is said that one can concentrate about twenty minutes. And I noticed that here you take breaks after two hours or so...most of the time...*”

Hana: “*Well, an hour and forty five minutes. It should be an hour and forty five minutes → fifteen minutes → an hour and forty five minutes → fifteen minutes relaxation. And yeah, it is brutal, I think. It’s a lot but we try to switch the activities so they don’t really look that tired.*”

Me: “*Well, I thought the lesson went really fast. And I wasn’t even involved in the activities...*”

Hana: *“It is supposed to be really quick...before they know it, it’s a lunch time. There shouldn’t be any moments when they’d look at their watch and yawn. Of course, sometimes, there’s a group with some kind of energy – and sometimes, the people are very positive - as today’s group – energetic. Sometimes, there’s a group where the people tell me on Monday: ‘I can’t anymore’ ...So then I tell them: ‘We will take a break. Do you want five minutes?’ and they say yes. So I give them an extra break.”*

Me: *“Ok, that’s it. Thank you very much.”*

Hana: *“You’re welcome.”*

5.14. Attachment 14

1) Can you please briefly introduce yourself?

I'm 52, Canadian, divorced, teaching off and on since 1995.

2) How did you find the job in Altissima?

I was contacted after mass-mailing my CV.

3) Did you know about Suggestopedia before you started working there?

No.

4) Do you find the methods of Superlearning effective?

I've no idea, since I don't use the technique.

5) Could you try to think of some advantages and disadvantages of the techniques you use?

I rely on inspiration and energy, when it works, it's often brilliant. Unfortunately, if I'm tired or feeling uninspired, the quality of my efforts is reduced.

6) Were you told how to structure the lesson? Do you follow it?

I was taught the basic theory of structuring lessons while taking the TEFL course, generally, I adhere to this.

7) If you were a student, would you like to learn English this way?

My method is communicative, if I can possibly organise a game or group activity to serve as a context for the structure/s or vocabulary I'm targeting, I do. I would personally prefer to learn this way.

8) What feedback do you get?

All group intensives are given an opportunity to provide feedback, mine is generally positive.

5.15. Attachment 15

1) Can you please briefly introduce yourself?

My name is Linda. I am 32. I come from Prague. I studied social and cultural anthropology and history. I work in regional development projects.

2) How did you find the job in Altissima?

As a university student via internet advertisement. By that time I had 2 years of teaching experience.

3) Did you know about Suggestopedia before you started working there?

No.

4) Do you find the methods of Superlearning effective?

I find it as one of effective tools in teaching foreign language but also very demanding for the teacher.

5) Could you try to think of some advantages and disadvantages of the techniques you used?

Advantages:

- Students remember the learned stuff longer
- Talk easier
- Better at active use
- More fun for students
- More active involvement from their part
- Able to keep attention longer time, also the whole day

Disadvantages:

- Time consuming
- Demanding – higher requirements on preparation, teacher's attention and ability of improvisation.

6) Were you told how to structure the lesson? Did you follow it?

Yes. Yes. But during time I changed it a bit.

7) If you were a student, would you like to learn English this way?

Yes.

8) What feedback did you get?

Very positive. Always.

6. Works cited:

- ANTHONY, Edward M. 1963. "Approach, method and technique." *English Language Teaching* 17: 63-67.
- BAUDOIN, CH. Suggestion and Autosuggestion. 1st ed. New York : Dodd, Mead and Company, 1922.
- BROWN, H. Douglas. *Teaching by principles: an interactive approach to language pedagogy*. 2nd ed. White Plains, NY: Longman, c2001. ISBN 0130282839.
- CURRAN, Charles A. 1972. *Counselling-Learning: A Whole Person Model for Education*. New York: Grune and Stratton.
- CHODĚRA, Radomír. *Výuka cizích jazyků na prahu nového století*. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.
- ELLIS, Rod. *SLA research and language teaching*. 2. impr. Oxford: Oxford Univ. Press, 1997. ISBN 0194372154.
- ELLIS, Rod. *The study of second language acquisition*. 2nd ed. Oxford: Oxford University Press, 2008. ISBN 9780194422574.
- ELLIS, R. *Task-based research and language pedagogy*. 2000, 193 - 220.
- FINOCCHIARO, Mary Bonomo a Christopher BRUMFIT. *The functional-notional approach: from theory to practice*. Oxford: Oxford University Press, 1983. ISBN 0-19-434106-2.
- GATTEGNO, Caleb. 1972. *Teaching Foreign Languages in Schools: The Silent Way*. Second Edition. New York: Educational Solutions.
- HARMER, Jeremy. *How to teach English*. New ed., 2nd impression. Harlow: Pearson, 2007. How to. ISBN 9781405853095.
- HARMER, Jeremy. *The practice of English language teaching*. 3rd ed. Harlow: Longman, 2001. ISBN 0582403855.
- KRASHEN, Stephen D. a Tracy D. TERRELL. *The natural approach: language acquisition in the classroom*. San Francisco: Alemany Press, 1983.
- LARSEN-FREEMAN, Diane. *Techniques and principles in language teaching*. 2. ed. Oxford [u.a.]: Oxford Univ. Press, 2000. ISBN 0194355748
- LITTLEWOOD, William. "The task-based approach: Some questions and suggestions." *ELT journal* 58.4 (2004): 319-326.

- LOZANOV, Georgi. *Suggestology and outlines of suggestopedy*. Rev. and updated ed. Philadelphia, Pa.: Gordon and Breach Science Publishers, 1978. *Psychic studies*, v. 2.
- NUNAN, David. *Language teaching methodology: a textbook for teacher*. Harlow: Longman, Pearson Education, 2000. Teacher education & development. ISBN 0-13-521469-6
- MAŇÁK, J., ŠVEC, J. *Výukové metody*. Brno : Paido, 2003. ISBN 80-7315-039-5
- MUŽÍK, J. *Řízení vzdělávacího procesu*. 3. vyd. Praha : Wolters Kluwer, 2011. ISBN 978-807357-581-6
- OSTRANDER, Sheila, Nancy OSTRANDER a Lynn SCHROEDER. *Superlearning 2000: tvořivé učení 21. století*. Praha: Knižní klub, 2000. ISBN 80-242-0193-3
- OXFORD, Rebecca. Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *Modern Language Journal*. 1997, 81, 444 - 45. RICHARDS, Jack C. a Theodore S. RODGERS. *Approaches and methods in language teaching: a description and analysis*. New York: Cambridge University Press, 1986. ISBN 0521312558
- PINES, Maya. *The brain changers: scientists and the new mind control*. [1st ed.]. New York: Harcourt Brace Jovanovich, 1973. ISBN 978-0151137008.
- SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. 2nd edition. Oxford: Macmillan, 2005. Macmillan books for teachers. ISBN 1-4050-1399-0.
- SEEDHOUSE, P. Task based interaction. *ELT Journal* 53/3. 1999.
- STARK, Wolfgang H. *Superlearning: Nový způsob výuky jazyků : Jak úspěšně učit podle osvědčené, prakticky ověřené metody*. Praha: Svoboda, 1994. ISBN 80-205-0404-4.
- STERN, H. *Issues and Options in Language Teaching*. Oxford University Press, 1992.
- TEPPERWEIN, K. *Ako sa ľahko učiť – spôsoby a metódy rýchleho a efektívneho učenia sa*. Bratislava : Eko-konzult, 2004. ISBN 80-8079-027-2
- THORNBURY, Scott. *How to teach grammar*. 3. impr. Harlow: Longman, 2001. ISBN 9780582339323.

- THORNBURY, Scott. *How to teach Vocabulary*. 3. impression. London: Longman, 2000. ISBN 9780582429666.
- UNDERHILL, Adrian (2005). *Sound Foundations*. London: Macmillan. ISBN 978-1405064101.
- WILLIS, Jane. *A Framework for Task-based Learning*. 1996. ISBN 978-0-9572718-0-7.
- WILLIAMS, Marion a Robert L. BURDEN. *Psychology for language teachers: a social constructivist approach*. Cambridge: Cambridge University Press, 1997. ISBN 0521498805.

Online sources:

- *ALTISSIMA: Intenzivní Jazykové Kurzy* [online]. Praha [cit. 2017-06-29]. Dostupné z: <http://www.altissima.cz/>
- BOWEN, Tim. *Teaching approaches: What is suggestopedia?* [online]. 2011 [cit. 2017-02-28]. Dostupné z: <http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-what-is-suggestopedia/146499.article>
- *INKTOS: Jazykové kurzy a výuka* [online]. Brno [cit. 2017-06-30]. Dostupné z: <http://www.intkos.cz/jazykove-kurzy-vyuka/>
- *Jazyky.studium.práce: Netradiční metody výuky cizích jazyků* [online]. [cit. 2017-06-30]. Dostupné z: <http://www.jazyky.com/co-je-suggestopedie/>