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ABSTRACT

A procedure for implementing a 24-day intensive language course that involves eight thematic lesson plans uses a 3-day cycle of instruction based on the Lozanov method. The classroom is organized to be as free as possible from typical classroom associations, using chairs in a semi-circle without tables or desks. The first 3 days are structured to avoid any stressful or outwardly embarrassing situations for the students, and are entirely oral, without any written text. For each of the eight lessons, the first day's task is getting acquainted. The first presentation of new material is followed by a break, during which the teacher assigns character names and new seating to the students, who never return to their own names. The remainder of the day is spent in holistic processing of the material. Speaking, when required, is done as a group and not individually. The primary goal of the second day is to reinforce and activize the first lesson's material, including detection of stresses picked up by students, articulatory exercises, lexical and grammatical reinforcement, and singing. The third day brings the highest student participation level, moving from the first day's holistic processing and the second day's mixed processing to the final day's highly analytic and cognitive processing. On this day, the theme characters are adapted to other situations outside the text, a departure from the Lozanov method. Use of the Lozanov method in the Soviet Union in the last 5 years has been highly successful. (MSE)

Beyond Lozanov:
Practical Applications of the Intensive Method in Foreign Language Teaching

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In 1971, following the first international conference of the Suggestology Research Center held in Sofia, Bulgaria, Georgij Lozanov outlined the method and results of a one-month course of foreign-language instruction which he had designed and conducted at the State University in Sofia. A synopsis of his results reads as follows:

> In a course of suggestopaedic instruction, lasting 24 days, with four one-hour lessons given each day, and no outside work or study of the material assigned, the following results are obtained as a standard:
>
> 1. assimilation of more than 90% of the 2000 lexical items included in the course;
> 2. of this lexicon, over 60% is used actively and fluently in everyday conversation with the remaining vocabulary active at the translation level;
> 3. the students speak within the framework of the whole essential grammar;
> 4. any text can be read with the aid of a dictionary;
> 5. the students can write, although some mistakes are made;
> 6. the students make some mistakes in speaking, but communication is not impeded;
> 7. pronunciation is satisfactory with rare phonemic mistakes;
> 8. students are eager to speak with native speakers of the language studied;
> 9. students are eager to pursue further study of the language.[1]

Based on such claims, Lozanov and his method became the central focus of discussions of language-teaching methodology, and much attention was drawn to the study and implementation of the Lozanov method in foreign-language classrooms everywhere. Indeed, the very notion that a foreign language could be mastered in the course of a few weeks rather than several years charged the 1971 Sofia conference and the publications which followed with a unique quality of sensationalism.

Professor Lozanov, a psychologist by training, actually became interested in the science of mind liberation and control in the 1960's while researching techniques of hypnosis and the religious yogis and gurus of Eastern cultures. Much scholarly attention -- particularly in the Eastern bloc countries -- was given at that time to the "book-people" who could recite by memory several-thousand-word passages from various religious texts after only one reading. Lozanov and several of his colleagues in other Eastern European

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[1] Lozanov, G. Suggestology and Outlines of Suggestopedy, Gordon and Breach, New York, 1978. pp. 321-322. This edition is a revised and updated translation of Lozanov's Sugestologija, Nauka i Iskustva, Sofia, Bulgaria, 1971.

countries and the Soviet Union believed that the application of certain mind liberation and suggestion techniques employed by some Eastern religions could be modified and adapted to a more universal application in teaching in general and to foreign-language teaching in specific. Thus, in 1966, he and other scientists and pedagogues formed the Suggestology Research Center in Sofia to research and experiment with just such possibilities. The Center asked for the cooperation and collaboration of other countries, appealing particularly to the West, where ongoing neurolinguistic research seemed to offer a valuable physiological link with the psychological tenets of suggestopaedia. Countries such as the United States, Canada, Sweden, and France participated in the exchange of data with the Eastern Bloc countries. The climax of this cooperation came in 1975 at the Los Angeles-Washington, D.C. conferences on suggestopaedic instruction at which major neurolinguistic findings in the United States gave much support to the methodological theories of Eastern Europe and much of this methodological material of the Eastern Bloc was made available to the West for the first time in translation.

The contributions of the United States at this conference centered on the neurolinguistic works of such researchers as Eric Lenneberg and Stephen Krashen, who demonstrated the importance of cerebral lateralization in child and adult language acquisition. Briefly stated, this research centers around the physiological changes which take place in the brain between birth and puberty. The most important of these changes is lateralization, or division of the brain into two separate hemispheres which process information in two inherently different ways.

In children, various stimuli are processed and recorded equally well by both hemispheres of the brain, with some of the processing of first language occurring in a holistic, or natural, mode, and other information being processed analytically; however, because both right and left hemispheres of the brain process simultaneously, there is often no correlation between what *should* be analytically processed material--such as lexicon and syntax, and what *should* be processed holistically--such as phonetics and speech etiquette. Then, sometime between the ages of two and twelve years[2], a sharp

physiologically-based change occurs in the brain which allocates specific processing tasks to each hemisphere. By means of the corpus callosum, a nerve bundle between the right and left hemispheres of the brain, stimuli are processed either holistically in the right hemisphere or analytically in the left. Since the principal language-processing areas in an adult--Broca's and Wernicke's areas--are both located in the left hemisphere of the brain, the assumption was that adults must process language analytically and, therefore, an analytical approach to language learning must be the most effective. Dichotic listening tests of linguistic material bore out this hypothesis to a large degree. Simply stated, the dichotic listening test involves the simultaneous presentation of pairs of different linguistic units--such as phonemes, syllables, or words--to each ear. For example, the participant might hear a series of three monosyllabic words (such as "house," "blue," and "run") in his right ear, while simultaneously hearing three different monosyllabic words ("book," "wall," and "big," for instance) in his left ear. The participant is then asked for immediate recall of these items. When faced with simultaneously produced linguistic stimuli to both ears, the vast majority of adults recall the information presented to the right ear with much greater ease and accuracy[3]. The right ear is, of course, directly "connected" to the left hemisphere language-processing facilities. Stimuli presented to the left ear would, of course, also reach the left hemisphere language center, but only after being re-routed through the corpus callosum from the right to the left hemisphere. The overwhelming right-ear dominance of adult language learners posed a serious theoretical threat to the proponents of audio-lingual and audio-visual methods, which try to simulate closely a first-language acquisition environment for adult language learners, since dichotic listening tasks demonstrated a strong analytical dominance in the participants.

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[2]The arguments concerning the age at which cerebral lateralization occurs are many and varied. The central issue in these arguments centers on a notion of what Lenneberg calls a "critical period" for first-language acquisition, which establishes cerebral lateralization at puberty. While this point is well-argued, Krashen presents a counter case for much earlier completion of lateralization. For specifics of these arguments, see Lenneberg, Biological Foundations of Language, New York: Wiley, 1967, Krashen, "The Development of Cerebral Dominance and Language Learning: More New Evidence." Developmental Psycholinguistics, Washington, D.C.:Georgetown, 1975, p.182+, and F. Fromkin, et al., "The Development of Language in Genie: A Case of Language Acquisition Beyond the 'Critical Period,'" Brain and Language, 1974, v. 1, p. 83+.

[3]For an extensively researched and documented presentation of dichotic listening experiments and their results in terms of language learning, see F.W. Carroll, Cerebral Lateralization and Second Language Acquisition, PhD dissertation, University of New Mexico, 1978, University Microfilms, Ann Arbor.

However, while many neurolinguists were quick to agree with the advocation of a more cognitive structurally-based language course, colleagues of Lozanov viewed the neurolinguistic data as striking evidence in support of the suggestopaedic methodology. His supporters contended that first language acquisition proceeds so effectively and efficiently because both hemispheres work in tandem, without the competition which occurs after cerebral lateralization. Rather than develop a methodology which caters to the analytic mode--even if that should prove to be more effective and efficient than directing language information to the holistic mode--wouldn't the *most* effective methodology incorporate the processing of *both* hemispheres simultaneously? That is, the holistic mode of the brain could somehow be actively engaged during the highly analytic process of language learning for adults. On this note, the American-based conference on the suggestopaedic method ended in 1975, leaving Western methodologists in particular optimistic and eager to experiment with the Lozanov method in their classrooms. But, ironically, it was in 1975, that both the Soviet Union and Bulgaria, who had been extensively testing the Lozanov method in foreign language classes for the last five years, began finding unilateral fault with the method and began disbanding suggestopaedic programs nearly as quickly as they were created in 1971. While Americans were only beginning to read the newly-translated literature of the past five years, the Eastern European scholars were already critically reevaluating the Lozanov method. The problems with the method began to be detected in a systematic and, in retrospect, quite predictable order. In his own synthesis of the results of the first suggestopaedia classes in 1971, Lozanov himself alluded to the mistakes made in both written and spoken language. It later became apparent that the vast majority of these mistakes were grammatically-based and very difficult to correct within the framework of the Lozanov method which shuns direct and pragmatic grammatical explanations. Also, and perhaps more serious, the rate of language loss for students who did not continue language study closely paralleled the accelerated acquisition rate. While a student who had had one year of systematic instruction in a foreign language might retain a quarter of the material after a year, the Lozanov pupil would retain little or no material. Again, lack of any solid grammatical base seemed to be responsible for this serious shortcoming of the suggestopaedic method.

Fortunately, while many pedagogues simply shunned the method as a failure and disregarded it completely as a viable language-learning approach, several methodologists

at Moscow State University saw the neuro- and psycholinguistic bases in the method--particularly in the realm of developing oral skills--and felt it needed serious reworking, but certainly not abandonment. Galina Kitajgorodskaja, a foreign-language specialist at Moscow State University, began researching and developing a method which would incorporate both the positive psychological qualities and intensive nature of the Lozanov method and the structural grammatical information of cognitive code methods. She and her Soviet and East European colleagues dubbed this compromise method the "Intensive Method" (*intensivnyj metod*) and began working on teaching materials for a university-level French class at Moscow State University.

These materials have been in use in Moscow and other Soviet bloc countries for the last five years, and the results have been quite promising, if not excellent, even in comparison to Lozanov's own impressive results in 1971. This Intensive Method maintains and reinforces three essential tenets of Lozanov's earlier suggestopaedic method: 1) the methods of stimulation and motivization of the material, 2) the use of ritual, and 3) the organization of a micro-climate within the group. Each of these three factors, of course, incorporates even more specific parallels with the Lozanov method, which are discussed below. The most radical departures from the Lozanov method which are essential to the Intensive Method are: 1) an assumed basic familiarity with the foreign language from the point of view of grammar, a course of preparation which might resemble a university-level reading course, and 2) grammatical/syntactic reinforcements throughout the course. The primary goals of the current Intensive Method, as the title suggests, are to teach active conversational skills in the foreign language within the realm of selected thematics and to quickly and effectively develop the learner's broader skills of speaking and listening.

Currently, the Intensive French course is in active use at the University in Moscow, an intensive Russian course for foreigners[4] was prepared in 1980 for use at the Pushkin Institute for the Study of Russian in Moscow, and an intensive English course is currently being designed, also for use at the university level. Unfortunately these English-language materials are still being prepared and tested and will not be available in printed form

[4]This particular set constitutes the most complete package of Intensive Method materials currently available in the West. Published by Russian Language Publishers in Moscow, Spoken Russian: An Intensive Course (by T.K. Kirsh, N.G. Krylova, and L.V. Melnikova) comprises texts and recordings for the student, film and audio supplements to the lessons, and a detailed teacher's guide to the lessons and the method.

until 1985.

As the organization of a micro-climate in the group using the Intensive Method is essential to its success, the classroom itself, class structure, and inherent organization of the first three days of class are of utmost importance. To begin with, the classroom itself must facilitate the functioning of the Intensive Method along the lines of suggestopaedia. The atmosphere of the classroom does, by its nature, remain somewhat official, but should be as free as possible from any typically "classroom" associations. For example, since the goals of the Intensive Method involve primarily the development of oral and listening skills, desks or tables in the classroom are superfluous since writing is not an active component of the class. The chairs for both students and instructor should be full and comfortable as participants in the program may have to sit for relatively long periods. They are arranged in a semi-circle with the instructor seated front and center, although at least half of his/her time will be spent moving about the room. Next to the instructor's chair is a control panel from which taped exercises, music, visual aid materials and room lighting can be easily and unobtrusively controlled. The addition of non-essential furniture items such as rugs, pictures, and ornamental items is recommended to further emphasize the non-standard classroom setting.

Once the classroom has been prepared, the organization of the first lesson begins. The key first three days provide the psychological and structural basis on which the remainder of the course is built--namely, the complete avoidance of any stressful or outwardly embarrassing situations for the students during the course of instruction. Therefore, the first three days of class are entirely oral, without any written texts for the students. This procedure is designed to accustom the student to the unique operation of the Intensive Method to build quickly and effectively solid oral skills in the foreign language without sacrificing essential grammatical reinforcements. The entire twenty-four day course is built on a three-day lesson plan cycle.

First Day of Class

As with any methodology, the first day of class is instrumental in establishing the tone and, to an enormous extent, determining the success of the course as a whole. Student/teacher relationships are established, group dynamics are formulated, and in general the class settles into a regime early on the first day. However, as in the Lozanov method,

the Intensive Method demands that even more attention be paid to the first day of class, as the atmosphere established on Day One is crucial to the ultimate effectiveness of the psychological bases of the various material presentations and exercises. This requires extremely careful preparation on the part of the teacher, who must even promote a healthy outward appearance that reflects his positive attitude (if not actual allegiance) to these lessons and the method.[5] Everything about the teacher must reflect this positivism, from the clothes he wears to the tone of voice with which he first addresses the class. Each intensive class consists of eleven students and one instructor. Before the first class session, each student takes a brief short-answer test to determine his basic level in the foreign language; based on this evaluation, students are grouped according to proficiency. The students then meet with their instructor to discuss the format and goals of the course. In many ways the *absence* of a typical classroom setting or learning situation may be more of a shock than its presence; therefore, some explanation of the methodology is necessary to facilitate a positive class mood on the first day.

Each of the eight lessons of an Intensive course is thematic, lasting for three days. The theme of the first lesson is "Getting Acquainted." From the first meeting on the first day the instructor primarily uses the foreign language in the classroom, depending upon the language level of the students. All translation into the native language is provided in parallel format by means of recorded lessons or in the form of written texts which the students receive after the initial three-day cycle. The instructor begins the first presentation of the new material with simple imperative commands: "Listen," "Listen and repeat," etc. He then turns on audio equipment which has been set up in advance, and plays a recording of the first text. The students then simply listen to the text and a simultaneous literal translation without any visual referent such as a printed text or--at this first meeting--video source. (Visual support is added in later lessons as discussed below.) This reading and translation lasts approximately thirty minutes. During this time the instructor studies the students carefully in order to assign character roles which will become the students' alter-egos for the duration of the Intensive course. Although, of course, it is not essential to match physical characteristics closely, a general

[5]For effective implementation of the suggestopaedic techniques which are at the basis of the Intensive Method, this point must not be taken lightly. For a more detailed discussion of instructor's prestige, see pg. 334 of Lozanov (1978).

correspondence of age and sex of the students to those of the characters in the texts is beneficial. At the end of the first presentation of the material, the instructor announces a five-minute break during which the instructor tags the students' chairs with character names. When the students return to the classroom, the instructor seats the students in the new order, and begins the ritual of addressing them by their character names and never again by their real names.

The second presentation of the material and the creation of the micro-climate in the group. The instructor takes over as the active component in the group and allows the students to participate passively, encouraging holistic processing of various linguistic elements in the presentation. The instructor introduces himself in the foreign language using the same dialogue formulas from the initial recorded presentation of the material. He then stands next to the first student in the semi-circle and addresses him individually, establishing direct eye-contact and asks him what his name is. If the student begins to answer, the leader quickly gestures for silence. He then stands behind the student's chair and answers for the student, in a voice slightly different from his own, again using material from the earlier recorded text. The instructor then faces the student and asks for further biographical information from the text: "And where do you work?" He once more moves behind the student's chair and answers for the student. In this way, the instructor works through the entire text, playing the roles of all eleven students while maintaining slight characterization variations and different gestures for each. Like the first presentation of this material, the second takes about thirty minutes. It is important that the students understand to whom each statement is directed during this second presentation of the text material.

In each lesson a thematically-related song is incorporated into the text material. Since the students will tend to be especially shy or reserved on the first day, it is important that the instructor really perform on the first day when the time for the text song arrives, even if that means a well-intentioned solo performance. Following the song, the instructor then finishes with the phrase "Well, now we know each other." A ten minute break follows, during which the instructor places cards with the name, address, age, and profession of each student on his chair, which he will then wear throughout the course of instruction. At the end of the break the instructor performs a fast-paced listen-and-repeat reiteration of key phrases in the text materials; during the theme topic

of personal introductions, each student is presented to the entire class and the class repeats together these introductions. Significantly, this is actually the first time the students have had to speak, and it is as a group, not individually, again reinforcing the absence of stressful situations in the classroom. The object is to immerse the students in the oral mode slowly so that listening and speaking in the foreign language begins to come naturally.

Physical activity is essential to fight off the fatigue which naturally accompanies four hours of class time. Therefore, dance and/or calisthenics is a regular part of every daily lesson. On the first day, dancing follows the ten-minute repetition drill. The leader dances along, becoming an extension of the group--a member rather than an outsider. This activity lasts about five minutes and is followed by the final singing of the lesson song. This time, however, the song is performed with specific gestures by the instructor which act to reinforce certain stressed or enunciated syllables, or particular intonational contours. Once the gestures have been established for any given song, they should be repeated identically with each performance of that song in future lessons.

The first day continues with an intonational reading of the text. This activity is an extremely important component of the holistic processing of the material and can be performed in two ways. In the first method, a whispered translation in the native language precedes the recitation of each phrase from the text to be intoned. Such a technique is especially helpful for lower level groups which are only minimally prepared for immersion work in the foreign language. For example, "[whisper] Hello, my name is Lisa. My last name is Choate. I am the group leader." Then, the same material is repeated in the foreign language three times, once at a whisper, once normally, and once at a near shout. The second method is conducted in the same manner, only without the whispered translation. In any case the students are asked to repeat silently the last phrase uttered by the instructor during the pause between intoned phrases. The intonational reading lasts thirty minutes and is followed by a ten minute break. After the break the final series of exercises or "cool-down" begins. These are yoga-style relaxing/liberating exercises rather than physically exerting ones and are designed to relieve any tension or fatigue so that the students will be completely receptive for the final phase of the first day which emphasizes the suggestive quotient of this method.

The final activity is the concert session. After the relaxing exercises, the students are instructed to sit in their chairs as comfortably as possible, to let themselves feel relaxed and unrestricted. The teacher sits as well and the concert session begins. Classical music that is slow and relaxing is suggested for these sessions.[6] After about ten minutes to relax, the instructor lowers the volume and begins to read the text lesson in the foreign language while the concert continues. Here, as in the intonational reading, a whisper translation may be used. The reading in the foreign language should correspond in tonality and emotional pitch to the music so that they do not detract from each other. The psychological basis here, of course, is to merge the holistic processing of the music with the analytic processing of the lexicon and syntax of the sentences of the text in an inobtrusive and, hopefully, natural way. After the last reading of the text, the classical music fades out, and brighter livelier music (perhaps baroque) replaces the more relaxing classical music. The volume increases, the lights in the classroom come up, and the class is dismissed without any homework assigned.

Second Day of Class

The primary goal of the second day of class is to reinforce and activize the material of the first lesson. The first step to this end is yet another reading of the text, but on an extremely emotional level--even for a simple text such as getting acquainted--using many gestures and changes in voice tone. The instructor should now check to see how well he did in assigning roles to the students. Any dissatisfaction or unhappiness can be detected during this reading session. A last minute change of roles is still possible at this time. The reading of the text is followed by two or three minutes of dancing accompanied by the simultaneous repetition of a few key phrases from the text repeated in chorus during the dance.

Following the dance, the leader hands out small pocket mirrors to the students. This phase in the Intensive language training is an articulatory exercise and the small mirrors are essential equipment. Since phonetic and pronunciation training is inherent

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[6]Lozanov and fellow-researcher E. Gateva conducted extensive research in selecting pieces of music which are especially well-suited for the concert phase of suggestopaedic foreign-language instruction. See Lozanov (1978), pp. 270-271 for a detailed list of recommendations.

in the Intensive Method, the articulatory exercise provides two benefits: 1) better facilitation of pronunciation by imitation of new foreign sounds, and 2) the universal release from embarrassment which often accompanies phonetic exercises, since everyone--including the instructor--performs the exercises together. Specific exercises include extending the tongue as far out and down as possible, exaggerated lip rounding followed by exaggerated smiling, etc.

The articulatory exercises prepare the students for the next phase of work: oral production of the text. This phase of training is an extremely demanding and sometimes exhausting form of work for both students and leader and must be closely monitored by the instructor so as not to exhaust all participants too early in the session. This will be the first time the students actually speak individually, following a listen-and-repeat pattern. The instructor must vary his presentation dramatically, from group to individual repetition, from whispered to half-yelled tone of voice, from individual words to entire phrases, from emotionless utterances to highly charged intonational contours. Depending upon the text, this exercise will last from forty-five to ninety minutes. The students much be watched carefully; on the slightest sign of fatigue, a dance or exercise session should be started. In any case a series of physical calisthenics should follow the oral presentation session.

After a short break, lexical and grammatical reinforcement of the text material begins. Here, the students will still rely on the fixed phrases from the text, but they will be asked to respond to out-of-context stimuli which will demand particular textual information. This form of work, which is unique to the Intensive Method of suggestopaedic learning, can take many forms. For example:

1) A check of grammatical forms using visual aids; i.e. a picture of one of the text characters is shown and text-related questions based on that character are asked.

2) A check on content of the text in the form of questions and answers. The instructor must remember to avoid stressful situations, so as soon as there is a sign that a student does not know how to respond, the instructor should answer and have the student repeat.

3) Micro-dialogues or micro-situations from the text.

4) Games based on micro-situations from the text.

After the lexical and grammatical reinforcement, a song session finishes the day. The second day ends with an optional assignment to listen to a recording of the text at home.

Third Day of Class

The third day brings the full cycle of the first lesson to a close. On each third day, the student participation is at its highest level, again demonstrating the move from purely holistic processing of the material as on the first day, to a mix on the second day, and finally to highly analytic and cognitive on the third day. During this class session, the students are asked to activize through usage the lexicon, syntax, phonetics, and semantic ranges which they have been studying through the text. This is accomplished through a variety of exercises. First, the students are asked actually to perform the text themselves in their own roles, addressing one another as actual persons, completing the interaction which earlier had been achieved only in dialogues. Immediately afterwards, the leader then instigates smaller question and answer dialogue situations with each student, reinforcing both the students' characters and the text material. These activities are in preparation for the most important part of the third day regime, which is an area in which the Lozanov method fell short: adaptation of the theme replicas *outside* the framework of the text. The students are asked to "play" with their characters, putting them in different situations of meeting and greeting one another--in accordance with the theme of the first lesson. But in addition, they are to develop and reinforce their grammatical knowledge of the language by changing the tense, person, place, etc. in the otherwise familiar textual situations. The main role of the instructor here is to provide appropriate correction, which should take the form of restatement of the misused form correctly, or the asking of a question which includes the correct form in its own structure. In either case, the student should repeat the form correctly. Breaks should be taken during this period as necessary. Following this intensive work by the students, the instructor once again becomes more actively involved, this time in the form of devil's advocate, throwing small wrenches into the very set patterns of the dialogues which the students have mastered. For example, he may change names, confuse addresses, mistake identities, etc. This exercise checks the students' comprehension and forces them to master completely the text by correcting false information. A series of calisthenics, dance and song concludes the third day and completes a lesson.

The beginning of the fourth day signals the beginning of a new lesson, theme, and text. In the case of the initial lesson only, the fourth day also signals the distribution to the students for the first time of any kind of written text. On the first fourth day, the text to themes one and two are given out, with a new text issued each fourth day thereafter. The texts are in the form of small newspapers or booklets designed in a fashion which complements the entire intensive method. The text is bilingual with dual-columned translations and is supplemented with visual aids such as maps, photos, and short scenarios from the text. In addition, there are short grammar sections which are incorporated as part of the text, and not as separate assignments, as well as phonetic information presented in a mnemonic fashion, paralleling the work with songs and gestures. Beginning with week two, the texts are used together with the recorded materials whenever the student wishes to work outside of class on the text. They are not used during the various textual presentations in class. The three day cycle will repeat itself eight times in twenty-four days covering eight themes, situations, and texts.

Currently, the results over the last five years of using the Intensive French and three years of using Intensive Russian courses in the Soviet Union have been extremely encouraging. Students enter the course with a minimal knowledge of the target language grammar and leave the one-month intensive course able to converse quite freely in the language and with listening comprehension at a level which allows them to take regular courses given in that language at the university level. As with suggestopaedia, the enthusiasm and desire to continue studying the language are prevalent and there is a deep genuine desire to keep in contact with the other persons in the study group. The inclusion of grammatical and phonetic materials, and language training outside the scope of the textual dialogues seems to have intercepted the problem of the Lozanov method in terms of short-term retention of the foreign language material.

All in all, the Intensive Method seems to incorporate effective and efficient practical applications of Lozanov's suggestopaedic principles. Problems, of course, still exist. First, and most significant, is the incredibly high demand--physically, emotionally, and intellectually--on the teacher of the Intensive Method. The teachers themselves must be extensively trained before they are ready to conduct class on their own. In addition to having step-by-step lesson plans for each class, they must be ready at any time to alter the course at any one part during any one class--all the while remaining within the

scope of the psychological and methodological tenets of the Intensive Method. For this reason, courses using the Intensive Method have been supplied with copiously detailed teachers' guides which meticulously outline every detail of the three-day cycles. Second, another problem--particularly in the Soviet Union--involves the technical base needed to run the program smoothly. Special classrooms, furnishings, stereo and video equipment, lighting, all with remote control are essential--and costly.

But for American foreign language teachers larger philosophical questions remain to be answered: Is the Intensive Method suitable for American classrooms, or more accurately, for American students? Would such a method be regarded only as a kind of mind-control with no place within the educational system? For the Soviets, the method is acceptable, since teaching methods and moral/ethical concerns for students rarely overlap. Here in the United States, however, a point of contention with early educational experiments using suggestopaedia involved precisely this question. Many proponents of the Lozanov method were also proponents of positive mind control and group dynamics movements which were popular throughout the 1970's. Suggestopaedic societies were organized during this time in the U.S. which together with other organizations touted the benefits of "super-learning" and the attainment of one's maximum learning potential. As a result, hastily established and poorly staffed and managed programs frequently mis-used or mis-represented the Lozanov method both in theoretical and practical frameworks.

The unfortunate possibility of similar misuse of the Intensive Method in the West certainly exists; still, in the on-going search for improved ways of language learning and teaching, it would be more unfortunate still to ignore the potential for application of the Intensive Method in our classrooms. In essence, any method which is producing viable results deserves our attention and consideration. The Intensive Method certainly fills this qualification.