

Copyright  
by  
Ekaterina Valeryevna Zakharova  
2014

**The Report Committee for Ekaterina Valeryevna Zakharova  
Certifies that this is the approved version of the following report:**

**Soviet, Russian, and American Developments in Intensive Instruction:  
A Movement Towards Practical Application**

**APPROVED BY  
SUPERVISING COMMITTEE:**

**Supervisor:**

---

Thomas J. Garza

---

Mary Neuburger

**Soviet, Russian, and American Developments in Intensive Instruction:  
A Movement Towards Practical Application**

**by**

**Ekaterina Valeryevna Zakharova, Diplom**

**Report**

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

**Master of Arts**

**The University of Texas at Austin**

**August 2014**

## **Abstract**

### **Soviet, Russian, and American Developments in Intensive Instruction: A Movement Towards Practical Application**

Ekaterina Valeryevna Zakharova, M.A.

The University of Texas at Austin, 2014

Supervisor: Thomas J. Garza

Today, numerous universities around the world are struggling with ever growing financial limitations arising from the education market and governments that control educational funding. At the same time, despite increasingly limited finances, educators must offer the same high quality of instruction that they always have to ensure their students' success in the future while working with diminished resources and funds. Current pressure leads universities and foreign language educators to seek new ways to optimize education and learning. Intensive methods can be considered a part of a solution. The current paper will not focus on the effectiveness of intensive language programs, but rather on intensive language instruction and methodologies that have been developed and are in the process of continuous development as education changes. This paper will discuss intensive methods both in their theoretical framework and practical applications. As most of the methodologies used in intensive instruction were developed in the former Soviet Union and now in Russia, this paper will also focus on Soviet and Russian developments of teaching methodologies during the past century.

## Table of Contents

Introduction .....	1
Chapter 1: Literature Review .....	3
The Definition of Intensive Instruction.....	3
History of Intensive Method in Russia and The United States .....	5
Chapter 2: Intensive Instruction: Theoretical Underpinnings.....	15
Soviet and Russian Intensive Methods .....	16
Lozanov and Suggestopedia .....	16
Kitaygorodskaya Method.....	17
The Emotional-Semantic Method of Igor Shekhter .....	20
Milashevich Method .....	23
Chapter 3: Intensive Methods: Practical Applications.....	26
Suggestopedia .....	26
Kitaygorodskaya method .....	27
Emotional-Semantic Method .....	28
Course of Russian Speech Behavior .....	29
United States Intensive Methods .....	32
Chapter 4: Considerations for Further Research.....	34
Conclusion .....	36
Bibliography .....	37

## **Introduction**

Today, numerous universities around the world are struggling with ever growing financial limitations arising from the education market and governments that control educational funding. Due to this situation, it is not surprising that teaching methods are changing to meet these new fiscal demands. At the same time, despite increasingly limited finances, educators must offer the same high quality of instruction that they always have to ensure their students' success in the future while working with diminished resources and funds. For example, universities in the United States are cutting funding for courses or trying to justify courses based on arbitrary and often unrealistic guidelines. Programs and courses with a small number of students or majors may have their funding cut or seriously diminished. Some of the most widely cut and under-funded programs in the United States are foreign language programs, and the language programs that do exist must prove their worth by meeting certain goals and standards (Silber).

Along with the fiscal strains put on foreign language departments, there is also pressure from students, government agencies, and the global market to produce highly proficient language speakers out of college. And since foreign language education has moved to a more proficiency-based model in the past two decades, educators now more than ever must focus not only on foreign language requirements being expressed in hours and credits but also on the proficiency of students (Rhodes). This focus on proficiency is meant to assist students in becoming more competitive in their respective fields. It puts more emphasis on what students can actually do with the language than on reaching certain lexical or grammatical acquisition milestones.

As a result of the current crisis in foreign language education mentioned above, many foreign language educators see a need to change their teaching methods and also

how students access foreign language materials. The goal of foreign language educators is for their students to obtain the highest proficiency possible. Now, due to both external and internal pressures, some foreign language educators are looking towards intensive models of teaching in order to meet the demands of both administrators and students.

There are a few scholars who have in the past found no difference between intensive courses and traditional courses (Scott and Conrad). However, there are also a number of scholars who have outlined the positive effects of intensive foreign language programs on students (Scott and Conrad). Most of the studies were conducted during the 1980s and 1990s. Unfortunately, there have also been very few recent studies on the effectiveness intensive language programs.

In the beginning intensive courses are not cheap for departments, as they require highly trained instructors as well as teaching assistants and sometimes a coordinator to organize the entire language program. However, intensive courses may allow students to fulfill language requirements in a shorter time period and may in fact turn out to be a cheaper alternative for institutions in the long run.

The current paper will not focus on the effectiveness of intensive language programs, but rather on intensive language instruction and methodologies that have been developed and are in the process of continuous development as education changes. First, I will define intensive instruction as foreign language scholars define it. Then I will discuss intensive methods both in their theoretical framework and practical applications.

As most of the methodologies used in intensive instruction were developed in the former Soviet Union and now in Russia, I will focus much of this paper on Soviet and Russian developments of teaching methodologies during the past century. Finally, I will conclude with recommendations for further research.

## **Chapter 1: Literature Review**

Russian scholars have compiled much of what has been written on the intensive method. First, this chapter will define what intensive instruction is in regards to foreign language education. Then it will focus on the history and the theory behind the intensive method in Russia and the United States.

### **THE DEFINITION OF INTENSIVE INSTRUCTION**

The meaning of intensive teaching varies. Some sources refer to short courses as intensive and some look at the intensive method as a way to intensify the teaching process.

There are several ways to intensify the learning process: special organization of the learning process, concentration and distribution of language and speech materials, and specialized methods of learning.

Numerous authors note that intensive learning has several meanings (Scott and Conrad, 1991; Wlodkowski, 2003a). In literature there are several names for intensive instruction: accelerated, accelerative, and intensive.

First of all, all of these types of instruction generally refer to a concept of time where learning takes place in a shorter period of time than in a regular course. In his article "Intensive Teaching Formats: a Review", Davies (2006) mentions such intensive formats as: week-long mode, two or three week-long mode, weekend mode, weekend and evening mode, and evening classes. Schulz (1979) calls any course an intensive course that meets more than the conventional one period a day. As Schulz (1979) points out, there is not just one definition and the concept of intensive instruction does not imply one particular method, theory, set of materials, or facilities. Davies (2006) points out that



there is little information about faculty decision-making in regards to content and academic standards in the adaptation of such courses.

Second, intensive instruction utilizes specific methods in order to increase student results. Davies (2006) noticed that time spent in a course is not a perfect measure of a student's achievement. Instructors should focus on what students learned from the course, what they can do with the information presented, rather than the amount of hours spent in the classroom. In this case we have to look at intensive instruction as learning with the use of different methods that help to intensify the learning process. Itsenko (2013) noticed that intensification of the learning process is feasible if there is a need to speed up the pedagogical process and reach the results of this learning process while maintaining quality in a shorter period of time.

Many scholars point out that intensive classes are shorter; students can study a language for one year and get the same amount of credit as with studying a language non-intensively for two years, and that can appeal to students who do not have a lot of time (Scott and Conrad, 1991; Wlodkowski, 2003a). In this case, intensive instruction can be more effective than traditional semester-long course formats, as there is more motivation from the student to do well in the course. However, student results also depend on instruction and instructors themselves.

According to Schukin (2010), the intensive method is characterized by the activation of learning which is itself facilitated by special organization of the learning materials, concentration of learning and speaking materials, the usage of specific techniques to organize the learning process among students, and activation of the potential abilities of these students.

In short, intensive methods imply that instruction happens in a specific time frame with concentrated learning hours and ways to organize and optimize this time to activate hidden the abilities of a student.

## **HISTORY OF INTENSIVE METHOD IN RUSSIA AND THE UNITED STATES**

Georgi Lozanov, a Bulgarian educator, and Galina Kitaygorodskaya, a Russian educator, are the two major names in the development of the intensive method both in Russia as well as in the United States. Georgi Lozanov developed a method known as ‘Suggestopedia’. According to Lozanov, the intended purpose of Suggestopedia is to enhance learning by tapping into the power of suggestion, working not only on the conscious level of human mind but also on the subconscious level, the mind’s reserves (Bancroft, 1978). Galina Kitaygorodskaya took Lozanov’s Suggestopedia Method and modified it in her own intensive method. In this chapter I will discuss the history of the intensive method in Russian as well as in the United States. I will talk about the roots of the intensive method and focus on the reason why this method has become so popular in higher education in the United States.

First of all, it should be noted that very few studies have been conducted investigating how Lozanov’s method influenced Russian and American educators in their use of the intensive method. In just a few resources we find some reference to Lozanov’s method and its actual description (Bancroft, 1978). However, we find very little information as to how this method came into use in the Soviet Union or the United States.

The concept of Suggestopedia, the method for which Lozanov is famous, only appeared in 1966 in his article “Sugestologiyata - pat kam hipermneziya v uchebniya protses. Metodika na Sugestopediyata” and was considered a pedagogical concept

("Suggestopedija."). The main idea of Suggestopedia is to teach through suggestion in a positive and joyful way (Janakieva, 2009).

In 1966, Lozanov established the world's first State Research Institute of Suggestology in Sofia where he wanted to put his new system of teaching into practice. By 1971, Georgi Lozanov published his thesis and by 1981 he had created a teacher's handbook for Suggestopedia (Bancroft, 1978).

Although Lozanov developed Suggestopedia, he did not conceptualize the idea of intensive learning. By the 1970s, intensive learning already existed outside of Eastern Europe, and some intensive classes were being taught in the United States as well as in the Soviet Union. In the United States, intensive courses evolved from summer sessions, interim sessions, modular calendar systems, weekend colleges and government foreign language training programs (during World War II) (Conrad and Scott, 1991).

Summer sessions originated from teacher institutes, which appeared as early as 1839 in the United States. These institutes later became parts of programs at many colleges and universities. During the 1880s, mechanical and agricultural institutes also helped to popularize summer education by offering special courses. Interim sessions were designed by colleges and universities as an innovative alternative to allow students to concentrate exclusively and intensively on a single subject at a time. Originally these three- to four-week terms were introduced at Florida Presbyterian College (now Eckerd College) in 1961.

The other type of intensive learning is known as modular calendar systems. Some universities believed that concentrated study brought learning to a different level so they adopted interim-like sessions where students studied one subject each session. Some colleges claimed that these sessions increased a student's attention. The first college that integrated a modular-type calendar in their sessions was Hiram College in Ohio. The

Hiram Study Plan divided the academic year into four quarters of nine weeks each; students studied one intensive course each term along with a "running course" that continued throughout the entire year. However, in 1958 Hiram College turned back to a traditional calendar. Today, Colorado College in Colorado Springs, Colorado, continues to run on a modular system. The system consists of a single class taken during one of eight three-week blocks during the academic year.

A need for interpreters during World War II turned the attention of both the United States and Great Britain to concentrated language programs. And during this time, the armies of the United States and Great Britain developed Language Acquisition Programs. These programs were able to train interpreters to be used on bases and in the field within months.

Meanwhile, in the Soviet Union, military universities also prepared interpreters by putting the learners through extended hours of language practice (Luk'janova, 2002). As for other non-military universities, the first short-term courses for specialists in foreign language institutes were created (Vardenga, 2009). Also, from 1969 until the beginning of the 1990s there were UNESCO courses for teachers in Moscow State Pedagogical University ("Metod Lozanova-Metod suggestopedii- Metod Shekhtera."). After these 9-month courses, teachers were sent to work in Africa to practice what they had learned during their training programs.

As we can see, the success with concentrated language programs suggested that intensive study could be a powerful alternative to traditional learning formats. And after Lozanov introduced his new method, Suggestopedia, it was met with much interest by many scholars in the field of education.

At the end of 1960s, Georgi Lozanov and his colleagues visited the Maurice Thorez Moscow State Pedagogical Institute of Foreign Languages, now known as

Moscow State Linguistics University. Lozanov demonstrated how to use the system of psychological techniques - suggestion, attracting attention, and so forth - and how to teach any foreign language in a period of twenty-four days (Vardenga, 2009). Even though many in attendance did not view his presentation favorably, this concept attracted such pedagogues as Igor Shekhter and Galina Kitaygorodskaya to consider the idea of intensive education.

Shekhter worked at the Maurice Thorez Moscow State Pedagogical Institute of Foreign Languages. He was studying the problem of teaching languages in schools. He wrote an article in Pravda “Usilii mnogo, rezul’tatov malo” about the way languages were taught in the Soviet Union (Bezborodova, 1972). In 1970, using Soviet and foreign experiences in teaching and citing the achievements of various sciences (psychology, philosophy, and others), Shekhter began to develop a fundamentally new so-called "sense-emotive approach" of teaching languages ("Shkola Shekhtera - Inostrannyj kak rodnoj"). Shekhter believed that the basis of speech production is imitation. To ensure this he created what he called a “presentation”, during which students were given meaningful phrases that they should recite back to the teacher. During this process, the “presentation” is loaded into memory giving the brain material for speech production. At the same time, students do not have to consciously remember these phrases or learn them by heart. The learning process in Shekhter’s method happens on a subconscious level, a keystone of intensive methods and stemming from Lev Vygotsky’s theory on socio-cultural learning. According to Vygotsky’s theory, the learner takes an active role in their learning and does not depend solely on the educator. When learners take control of their learning, they are also more invested in the outcome (Vygotsky, 1987). Following Vygotsky’s theory, as the learner becomes more involved and engaged in the learning process, the educator becomes less involved.

The first stage in Shekhter's theory is the development of speaking skills. The second stage is the introduction of grammar to the learner. Shekhter thought that grammar rules are much easier to digest when they can be reinforced by already familiar examples. Thus, traditional grammar learning, according to Shekhter, is secondary to speech learning. Shekhter believed that human speech is not the amount of actual knowledge one has but rather a skill that one can learn and perfect. So instead of gaining knowledge about language (learning words and rules) students should focus primarily on the elaboration of this skill - the product of speech. Only then can students work on language development and correction ("Shkola Shekhtera - Inostrannyj kak rodnoj").

Galina Kitaygorodskaya's method for language learning is one of the most well-known and cited intensive methods. Kitaygorodskaya's method is based on the activation of students' reserved capabilities. Her idea was to master language as a means of intercultural communication, and she believed in organized learning communication. After meeting Lozanov in Moscow during the 1960s, Kitaygorodskaya studied Lozanov's method. She even went to Sofia for two months to study the new method in person. Kitaygorodskaya was not satisfied with Lozanov's method and started to develop her own variation of the intensive method based on the activation of students' reserved capabilities, which like Shekhter's and Lozanov's method, is based off of Vygotsky's theories (Vardenga, 2009).

The concept of "intensive training", as it is called by Kitaygorodskaya (1991), is defined as a dynamic activity in the interaction between the teacher and the training group (learners), which are trained together. The purpose of training is to master the language as a means of intercultural communication. Communication in the target language permeates the learning process, being both the purpose of the training, and the

condition of the primary means of achieving it. Therefore, intensive training is a special way to organize learning fellowship (Ostapenko, 1999).

The Soviet government was interested in studies such as Shekhter's and Kitaygorodskaya's research. As for Shekhter's research, the first experiments of his method showed promising results, and the Ministry of Higher and Secondary Special Education of the Russian Soviet Federative Socialist Republic created an experimental department at the Moscow Architectural Institute to study his method ("Shkola Shekhtera - Inostrannyj kak rodnoj"). In 1975 Kitaygorodskaya participated in a roundtable about learning foreign languages organized by the well-known Soviet psychologist A.V.Petrovskiy. After the roundtable she was invited to become the Chair of a department at Moscow State University. And in 1986 Mikhail Gorbachev issued an official document creating the Center for the Learning of Foreign Languages at Moscow State University. Kitaygorodskaya became the head of that center (Vardenga, 2009). The Kitaygorodskaya method became so popular in the late 1970s and early 1980s that in 1978, the Moscow Olympic Committee wanted to use Kitaygorodskaya's method to train interpreters for the upcoming 1980 Olympic games (Ekmekci, 1990).

During that same time, in 1978, a group of experts from UNESCO recommended the Suggestopedia Method as a method to teach languages (Birova, 2013). Subsequently, in 1979 the book *Super-learning* by Ostander and Skrouder became a bestseller in the United States. In this book, methods of learning were offered in an accessible format using Baroque music - part of Lozanov's Suggestopedia (Vengar and Pou, 1997). After this book was released, many American teachers became interested in the Suggestopedia Method. Surprisingly, before Ostander and Skrouder's book was published, people in the United State considered the new intensive method simply as communist propaganda (Vengar and Pou, 1997).

According to the article, “Lozanov’s Method and its American Adaptations“ the reason is that Western scholars were having a difficult time interpreting Soviet research (Bancroft, 1978). Western scholars believed that Soviet scientists lacked concern for methodology or statistical treatment of data. This is a possible explanation for the reason why Kitaygorodskaya’s method (Russian suggestopedia) is still to this day unknown to many educators and scholars in the West.

Although American scholars did not know who Kitaygorodskaya was, many universities in the United States conducted research on Lozanov’s method, as he was known among scholars in the field of education. In the early 1970s American scientists conducted research on Suggestopedia after Ostrander-Schroeder published *Psychic Discoveries behind the Iron Curtain*, with one of the most successful studies taking place at Iowa State University (Bancroft, 1995; 1978). Iowa State University was home to Professor of Psychology, Donald Schuster, who became one of the main contributors to the American version of Suggestopedia (Bancroft, 1978). He was one of the authors who published several works on the subject of Suggestive-Accelerative Learning and Teaching (or SALT) during the 1970s.

In 1975 Dr. Donald Schuster and his colleague, Dr. Charles Gritton, formed the Society for Accelerative Learning and Teaching (SALT) at Iowa State University. SALT was an association of university personnel faculty and staff in psychological and educational research that worked together with professional teachers. Members were actively involved in introducing accelerated learning into school and college systems. SALT, now known as International Alliance for Learning (IAL), has members in over twenty countries and the organization holds an annual conference each year (Bancroft, 1995).



Schuster's first experiments involved trial and error. He did not know exactly which elements combined harmoniously to produce accelerated learning. His first experiments focused on relaxation, in comparison with Suggestopedia. Students were taught yoga-like relaxation, and then lessons were simply accompanied by classical background music using a normal textbook, different from Suggestopedia, which does not utilize an organized textbook. The first subject taught was Spanish, and it was a success, with learners gaining knowledge at an accelerated rate in comparison to students in a regular-paced classroom.

Dr. Peterson, a colleague of Schuster's at Iowa State University, used accelerated learning methods to instruct U.S. Navy recruits. Peterson divided one year's intake of recruits into two groups. One half of the group was taught with accelerated learning techniques, and the other half was taught with conventional methods. As with all such previous experiments, Peterson found that the accelerated learning group learned at least two to three times faster than the group that was taught using conventional methods. What makes Peterson's experiment different from previous studies was the fact that he also administered a questionnaire to the accelerated learning students to understand some of their attitudes towards the technique after the course was completed. Peterson noted the following: students were very motivated and absenteeism was very low, 92% of students liked the method, and 70% were very interested in the subject after the course (Rose, 1985).

The most spectacular case of accelerated learning in the United States reported was of a class who were introduced to French in one day. After one day of continuous instruction using accelerated learning, the students were given a test. The class averaged 97% on the vocabulary recall test. Over 900 words were introduced during the day. This was an important victory for the accelerated learning movement (Rose, 1985).

The University of Arizona has been using Suggestopedia to teach English and Spanish since 1991. Besides Iowa State University, both Atlanta and Texas Tech University have used or continue to use Suggestopedia to teach foreign languages. Although Suggestopedia was more widely published on in the United States, Kitaygorodskaya's intensive method has some documented success at the University of Texas at Austin (Garza, 2013).

At the University of Texas at Austin, the Arabic language program in the Department of Middle Eastern Studies was the first language to adopt an intensive method of teaching in the early 2000s and has had some success (Garza, 2013). The French language program and the Italian language program in the Department of French and Italian were the next to make a complete switch to an intensive method of teaching during the 2010-2011 academic year. Most recently, the Department of Slavic and Eurasian Studies at the University of Texas at Austin decided to make the switch to the intensive method for all of their lower-level Russian language classes starting in the 2013 fall semester. The switch to an intensive model was a move of practicality for the Department of Slavic and Eurasian Studies. Diminishing faculty numbers and budget cuts have made it more and more difficult to offer the number of sections of Russian language previously offered. Intensive Russian was piloted in 2010 to remedy budgetary issues as well as to improve the proficiency of students of Russian. The intensive model, in theory, allows the department to offer fewer classes while keeping enrollment numbers the same or even higher. The idea is that students go directly from Intensive into Third-year Russian and can complete a three-year sequence in just two years. The intensive method has documented success in Arabic. Currently, French and Italian faculty members are creating a method to assess their program. And the Russian language program has seen some success over the past three years in its intensive language courses.

During the 2010-2011 academic year, the Intensive Russian section had a 98% retention rate from first semester to second semester while traditional First-Year Russian saw only 40-50% retention rates during the same time (Garza, 2013). Students who completed the Intensive sequence scored at Intermediate Mid and Intermediate High, while students who had completed two traditional years of study received ratings of Novice High to Intermediate Mid (Garza, 2013). The Intensive Russian course continues to be taught at the University of Texas at Austin as does the traditional course, which allows for the collection of data for comparison purposes.

The subject of intensive teaching has also been a main topic at numerous teaching conferences, such as ACTFL, and language programs, such as the Critical Languages Program and the Flagship Program, are looking to adopt an intensive method in their language courses. With so many programs adding or moving to an intensive model, it is only a matter of time before there is enough data to compile a complete study on the effectiveness of the intensive method.

## **Chapter 2: Intensive Instruction: Theoretical Underpinnings**

Currently intensive courses are becoming very popular, and a lot of universities are beginning to offer such courses. In her article "Attributes of High-quality Intensive Courses", Scott (2003) points out that there is not much research to support the belief that intensive courses are better than traditional courses. She states that universities offer such classes because of tradition and the assumption that these courses are better (Scott, 2003). It is important to note that although the intensive method may seem like a new trend, there are programs and universities in the United States and Russia which have been using some type of intensive instruction for many decades. The intensive instruction discussed in this paper refers to the intensive model as it used today in the foreign language classroom.

Although there have been some studies conducted on intensive instruction, Seamon (2004) notes that there are some limitations to these studies and additional research is needed. He says that intensive courses may be effective instructional formats, but if one compares the long-term results of traditional and intensive courses, they are the same.

Many educators and scholars erroneously equate intensive methods with those of accelerated instruction. This is a common misconception that leads many students, administrators, and even teachers to misunderstand the intensive method and how it is utilized in a classroom. This section will discuss the theoretical basis of intensive instruction as well as layout what intensive instruction looks like in a classroom setting.

## SOVIET AND RUSSIAN INTENSIVE METHODS

### *Lozanov and Suggestopedia*

Georgi Lozanov was working on his doctorate at Kharkov University when he began to develop the Suggestopedia Method (Vengar and Pou, 1997). At first Lozanov was interested in how the human brain retained information rather than in creating a method for learning. During his research, Lozanov studied different methods of accelerating learners' abilities that existed in the Soviet Union such as hypnosis training, yoga, and the use of music in some Soviet hospitals for pain relief (Vengar and Pou, 1997). In 1959, Lozanov compiled his findings and presented the phenomenon of "super memory" to UNESCO (Voronina, 2006).

Super memory, also known as hyperthymesia, is a rare occurrence in human beings. People with a super memory are able to remember abnormally vast amount of information throughout their entire life. People with super memory have minds like a computer hard drive that retains everything: dates, names, license plate numbers, phone numbers from advertisements, and even what they eat on a daily basis. Lozanov was interested in how these people were able to process and retain such a massive amount of information. Lozanov saw "super memory" as his basis for the new method of teaching he would develop - Suggestopedia (Voronina, 2006). According to Lozanov, the intended purpose of Suggestopedia is to enhance learning by tapping into the power of suggestion, working not only on the conscious level of human mind but also on the subconscious level, the mind's reserves (Lozanov).

Suggestopedia has been criticized as being based on pseudoscience. Many opponents question many aspects of the method, such as the non-conscious acquisition of language and bringing the learner into a childlike state during the learning process. The Suggestopedia Method has also been criticized as being teacher-controlled rather than

student-controlled. The Soviet pedagogue Galina Kitaygorodskaya trained with Lozanov in the late 1960s and early 1970s to learn the Suggestopedia Method. Kitaygorodskaya took Lozanov's method and modified it to fit the needs of the time in the Soviet Union. Her method is called the Intensive Method.

### ***Kitaygorodskaya Method***

According to Vardenga (2009), Galina Kitaygorodskaya developed her own variation of the intensive method of activating students' reserved capabilities, based off of Vygotsky's theories. According to Kitaygorodskaya, the activation of the mental capabilities of a person is primarily increased learning motivation and, as a result, accelerated development of all mental reserves. According to Kitaygorodskaya (1991), one of the conditions for successful learning is the transformation of a group into a team. Working in a team naturally motivates learners and helps them to overcome communication roadblocks and develop communicative intelligence.

In her book, Kitaygorodskaya (1991) allocates the following key principles and models of intensive teaching: the principle of student-centered communication; the principle of the game organization of the educational material and learning process; the principle of collective (group) interaction; the principle of concentration in the educational materials and training process; and the polyfunctionality principle of learning activities (exercises).

Gossett (2013) points out that Kitaygorodskaya's Intensive Method focuses on five key principles of educational communication which differ from Lozanov's Suggestopedia:

(1) Student-Centred Communication – The principle of student-centered communication is described as a student's ability to take part in real-life communication

that connects to a student's personality. Kitaygorodskaya (1991) points out that in order to reach this goal the group should consist of twelve people, and students should be placed in a semicircle. Also, learning materials should include words and phrases allowing students to express their personalities.

(2) Role-Playing in Teaching Materials and Procedure – The principle organization of the educational materials and learning process is explained as a role-play where a teacher organizes continuous communication through communicative exercises. According to Kitaygorodskaya, this idea belonged to Lozanov. The intensive course has a plot, and students play assigned roles. Interestingly enough, Kitaygorodskaya believes that students' personalities shape these roles and that students use the roles to express themselves.

(3) Collective Communication through Team Work – According to Kitaygorodskaya, teamwork is the most important aspect of the Intensive Method. Teamwork can take the form of individual group work (one learner plays the role of the teacher in the group), pair work, rotating pairs, groups of three, and larger groups. Kitaygorodskaya (1991) identifies three key benefits in the use of teamwork: (1) the learner gains knowledge and improves speaking abilities through participation in group discussions, (2) learners build personal connections with each other through interpersonal contact, and (3) as group communication is a key component of the Intensive Method, each learner is dependent on each other, and so each learner's progress is closely connected to the progress of their fellow learners. Here Kitaygorodskaya (1991) points to Vygotsky as her inspiration for this method.

(4) Concentrated Teaching Materials and Procedure - Kitaygorodskaya believes that the volume of educational material and its distribution is very important in training programs completed in a limited timeframe. She argues that the concentration of

educational materials activates students' mental cognitive processes. Kitaygorodskaya offers such a scheme to present materials: Synthesis 1-Analysis-Synthesis 2. During the first stage (Synthesis 1), students are introduced to a large volume of information. According to Kitaygorodskaya, large volumes of information (about 1000-1200 words and phrases) are concentrated during the first 7-10 classes (about 30-40 academic hours), and this information is vital for productive learning. It creates a base for further analytical work for students. During the second stage (Analysis), students get less information (about 150 words and phrases in each new text-polylogue). The third stage (Synthesis 2) involves a larger volume of lexical information without new grammar material. All exercises are communicative and are connected with the same context or scenario.

(5) Poly- or Multi-Functionality of the Exercises - The polyfunctionality principle of learning activities (exercises) also implies a communicative role of tasks. Reaching a communicative goal every task has only one function for students (communicative). At the same time, the same task has several functions for a teacher as it cultivates different skills that are in different developmental stages. Every exercise hones two to three skills at the same time as old information becomes the background for new information. She points out that every communicative task uses grammar, vocabulary, and phonetics that fulfill several aims at once (Kitaygorodskaya, 1991).

Although the Kitaygorodskaya Method is well known and some of the elements of this method are widely used, there are still some issues with the method as pointed out by scholars and educators (Kashina, 2006). Kitaygorodskaya focuses on personality and of creative potential of students. She also pays a lot of attention to the authority of a teacher and a teacher's ability to create a positive atmosphere. This idea has some flaws, as it requires special testing for students in order to reveal their abilities. Implementing such testing is nearly impossible in a university setting. This method requires competent



teachers who know how to organize their classroom and understand the teaching process (Kashina, 2006). Kitaygorodskaya claims that this method helps students conquer their fear of speaking. But the negative side of this method is that students' speech is full of grammar mistakes, and it is often hard to understand them (Kashina, 2006). And a practical minus of this method is that students at universities find it difficult to commit to five hours straight in a language classroom.

Students are required to learn a large number of lexical items and numerous grammatical constructions in a very short period of time, all while taking other courses and possibly working outside of school. As this method is primarily based on speaking, students often do not learn the differences between written and spoken forms of a language, as they do not have substantial practice in using grammatically correct forms (Voronina, 2006)

This method has progressive ideas about students' perception of their own abilities. It can be beneficial to use some of the elements of this method in a university classroom as the concept of "intensive training" is defined as a dynamic activity in the interaction between the teacher and the training group, which are trained together.

### ***The Emotional-Semantic Method of Igor Shekhter***

According to Igor Shekhter's website, his method uses modern views of psychology and sociology, looking in a different way at new phenomena such as memory, empathy, imagination, creativity, etc. This approach has led to the creation of a new method that corresponds to the natural phases in the development of human linguistic competence.

Shekhter's method focuses on human speech and states that human speech is not controlled with rules and models of grammatically structured sentences. The main

difference of this method is the assertion that speech is generated to express personal thoughts, not to reproduce and construct sentences based on samples. His goal was to involve students in the act of direct communication with each other to solve real-life problems caused by the dynamics of communication in a changing reality ("Shkola Shekhtera - Inostrannyj kak rodnoj. ").

Shekhter believes that people cannot predict what forms and what words they are going to use before the moment of speech. According to Shekhter, the basis of speech production is imitation. To ensure this he created what he called a “presentation”, during which students are given meaningful phrases that they should recite for the teacher. During this process, the “presentation” is loaded into memory giving the brain material for speech production. At the same time, students do not have to consciously remember these phrases or learn them by heart. The learning process in Shekhter’s method, just as in Kitaygorodskaya’s method, happens on a subconscious level. This is a keystone of intensive methods and stems from Vygotsky’s theory on socio-cultural learning.

Shekhter believes that using skits or role-playing games and communicating with each other, students do not have the psychological barrier that they would have in front of a teacher or an audience. The tasks are practical - you want to buy a ticket, take a taxi and get to the airport on time, get a hotel room, order a meal in a restaurant, buy souvenirs in a shop, etc. In order to achieve the desired result, students can use any words or phrases.

Shekhter insists that it is important for the learning process to know the individual needs of each learner – her personality and interests. For this purpose, students are asked to complete a questionnaire about their interests and aspirations for each topic ("Theater", "Sports", "Family", "Travelling"). For example:

Do you like sports? Which one, and why?

Name your favorite team.

Who is your favorite athlete? etc.

This information is used in communicative tasks. Shekhter points out that if someone is interested in swimming, it does not necessarily mean that she is interested in speaking about this in a foreign language. The learning process should become more personal and not formal as meaning, motive, and emotion are vital parts of real human speech (Shekhter, 1977).

According to Shekhter, during the classes the teacher's concern is not what to do with a foreign language in order for a person to communicate, but what to do with the person in order for them to master a foreign language. During the entire exercise time the teacher does not correct students. It is believed that grammar causes students to think too much about the structure and correctness and causes unnecessary fear and anxiety. Grammatical errors are corrected only in those cases where they change the meaning.

According to Shekhter's website this method does not provide separate training in grammar, vocabulary, phonetics, etc. as individual aspects of the language. There is no system of exercises, homework, or exams. Instead, in order to determine the dynamics of success of training he introduces a system of tests ("Shkola Shekhtera - Inostrannyj kak rodnoj.").

Referring to Shekhter's research, we can see how this method has progressed since 1989 (Shekhter, 1989). In his 1989 variant there are three periods: every period lasts one month and is comprised of three hours of study per day for a total of seventy-five working days. After the first twenty-five days (first period), there is a break of two to three months. After the second period of the same duration - and then another break - there is a third period. After completing the third period there is a two-week course offered once per year, the so-called propaedeutic course, to prevent the student from losing the abilities learned in the class. At the first stage of training, there is no grammar

or vocabulary, phonetics or other aspects of language, word formation, phraseology, etc. Accordingly, there is no system of exercises to consolidate the knowledge, nor is there any homework (I. Shekhter, 1989).

### ***Milashevich Method***

An intensive course of logical English grammar is a unique method that was designed by Russian psychologist V. Milashevich. This method is based on Galperin's theory of the gradual formation of knowledge and skills. Milashevich believed that phrasing and developing skills can accelerate the pace of language learning. Some scholars call this method a controlled transition from the native language to master the grammar of a foreign language (Voronina, 2006).

Also, this method is based on the psychological principle of "one difficulty" and suggests introducing the structure of the English sentence at the beginning. This makes understanding of English grammar automatic.

In her article, Bronzova says that more than 50 percent of the total amount of information in a text is grammatical information (Bronzova, 2013). Knowing grammar, students can properly build statements and thus see the difference between native and foreign languages. She says that while people read, they do not focus on rules and the theory of language. Because of this, teachers following this method are recommended not to teach grammar but to teach students how to use it in practice using special algorithms. According to Milashevich's method, grammar should be learned without the tedious memorization of rules and even without a perfect knowledge of vocabulary.

In Milashevich's method the learning model includes four blocks:

1<sup>st</sup> block - the assimilation of function words that generates passive vocabulary, making the process of understanding the educational text easier and more dynamic.

2<sup>nd</sup> block – the assimilation of tenses and other forms of verbs in the English language in comparison with the Russian verb system, which forms an integrated view of verbs in English.

3<sup>rd</sup> block – the assimilation of syntactic structures, which forms the ability to find a logical subject, predicate, complement, etc.

4<sup>th</sup> block - working with educational texts, which applies the acquired knowledge and skills in working with texts (Voronina, 2006).

According to scholars, this method eliminates the main difficulties in the process of learning a language - the inability to freely use grammar. This method teaches students to see the logical structure of an English sentence and allows them to master grammatical structure of the English language in a very short period of time (up to 24-30 hours). And this knowledge is enough to quickly and competently translate professionally oriented texts of any complexity (Voronina, 2006). This method helps to organize previous knowledge for experienced students and introduce a clear structure for new students.

As there is not much research done about this method, the experience of Damian Byrne who spent three months working for the European Union's TEMPUS project at Udmurt State University in Russia and saw this method in practice is rather significant. As Damian Byrne points out there is no empirical evidence or qualitative research that students can reach certain proficiency after a given amount of hours (Byrne, 2002). That explains why Western scholars find it hard to believe such research. In addition, after being in a classroom he noticed that usage of the interlanguage that is used in this method makes it complicated for some students to grasp. Also, this slows down the process of learning. Another disadvantage of this method is that students focus on learning grammar, and this can discourage unmotivated learners. Damian Byrne witnessed a part of the Milashevich method (the verb system) that was modified by scholars from Udmurt

State University. He claims that the system or formula that is used is not always correct. Another issue is that students do not learn vocabulary until a certain point, and that slows down the learning process. The author points out that this method does not work with all tenses and verbs in English, either. He agrees that this method can be beneficial for beginners and lower-intermediate level students for developing their reading skills but cannot be used with higher-level students.

Numerous Russian scholars have also written about Milashevich's method. Bronzova compares this system with the periodic table developed by Mendeleev (Bronzova, 2013). She believes that this method can help beginners to understand the structure of the English language and avoid a lot of mistakes later. She agrees that this method lacks speaking practice, but it was not created to develop speaking skills. Instead, this method was created to help with reading and translating.

## Chapter 3: Intensive Methods: Practical Applications

Pedagogues such as Lozanov, Kitaygorodskaya, Shekhter, and Milashevich laid the groundwork for intensive methods of teaching in the field of foreign language education. Today, the methods they developed are still used in foreign language instruction. This chapter will discuss what intensive instruction looks like in a classroom setting based on both Russian and American methods.

### *Suggestopedia*

Teachers trained in the Suggestopedia Method use various techniques such as the use of art and music to create an atmosphere and physical surroundings where students feel comfortable and confident. A typical lesson utilizing the Suggestopedia Method consists of three main phases: deciphering, concert session, and elaboration.

*Deciphering* is when the teacher introduces the grammar and the lexis of content to be learned during a specific session.

*Concert session* contains two parts: an active and a passive session. In the active session, the teacher reads a text at a normal speed as the students follow along. In the passive session, music is played in the background as students relax and once again listen to the teacher reading the same text.

*Elaboration* is the part of the lesson where the students practice what they have learned by enacting dramas, singing songs, or playing games.

After numerous years of experiments, Lozanov expanded the method into four main phases: introduction, concert session, elaboration, and production.

*Introduction* is when the teacher introduces the material in “a playful manner” instead of analyzing grammar and the lexis in a directive manner.

*Concert session* contains two parts: an active and passive session. In the active session, the teacher reads a text at a normal speed as the students follow along. In the passive session, music is played in the background as students relax and once again listen to the teacher reading the same text.

*Elaboration* is the part of the lesson where the students practice what they have learned by singing songs or playing games. The teacher acts as a consultant during this part of the lesson.

*Production* is the part of the lesson where the students spontaneously speak and interact in the target language without interruption or correction.

### ***Kitaygorodskaya method***

The private learning and teaching center in Moscow, Skola Kitaygorodskaya, offers courses for such languages as English, French, German, Spanish, Italian, and Russian taught using the method developed at MGU by Kitaygorodskaya. All of the languages, except for English and Russian, start from the basic level and reach low intermediate. In most cases, students meet three times a week for five academic hours ("Kurs anglijskogo jazyka dlja nachinajuschih"). After two months, the students reach a level of low intermediate and learn about 1300-1500 words of active vocabulary and 2000-2500 of passive vocabulary.

As for the organization of learning materials and classes, every level is called a cycle and includes four to ten microcycles (80-150 academic hours) depending on the language and level. Each microcycle repeats a model of this method (Synthesis1-Analysis-Synthesis2): introduction (2-4 hours); training (8-12 hours); practice (2-4 hours). Each microcycle in the textbook consists of the following learning materials:

- a learning text (polylogue)



- cultural comments
- supplementary texts such as samples of written and spoken language
- stories
- songs

Correspondingly, the following materials are included in the relevant parts of microcycles in a workbook:

- lexico-grammatical reference section
- tables
- exercises

Even in 2014 Kitaygorodskaya and her students continue to teach using this method and also hold training sessions for teachers from all over the world. Many of Kitaygorodskaya's students have taken the method abroad and modified the Kitaygorodskaya method to keep up with both modern technology and student needs in the twenty-first century.

### ***Emotional-Semantic Method***

In a new adaptation of Shekhter's Emotional-Semantic Method, found on his website, the course consists of three cycles. Each cycle consists of ninety-two academic hours per month – four academic hours per day, five days a week (Monday to Friday, and one Saturday) without homework and exams. There are also breaks of one to three months between cycles. A compulsory oral test is conducted so that the learner can start training at any of the three cycles.

The first stage in Shekhter's theory is the development of speaking skills. The second stage is introducing grammar. Shekhter thought that rules are much easier to digest when they can be reinforced by already familiar examples. Thus, traditional

grammar learning, according to Shekhter, is secondary to speech production. Shekhter believes that human speech is not the amount of actual knowledge but rather a skill. So instead of gaining knowledge about language (learning words and rules) students should focus primarily on the elaboration of this skill - the product of speech – and then on its development and correction ("Shkola Shekhtera - Inostrannyj kak rodnoj. ").

Shekhter presents teaching materials in the following way: the presentation of the material at the level of sense, actualization, improvisation, variation of events (etude - in contrast to role-playing game), and much more. His textbook includes texts, flashcards with tasks, movies and video clips. Information about this method can be found on the school website and in some articles. However, according to Schukin, the methodology of this method is not very well researched (A. Schukin, 2010). According to student reviews (<http://www.efl.ru/faq/shekhter/>) this method helped them to overcome a fear of speaking, but at the same time, there are some disadvantages to this method. The students' speech is full of mistakes, and it is very hard to understand them.

### ***Course of Russian Speech Behavior***

The Russian Speech Behavior Method was developed in the Moscow Pushkin Institute for developing speaking skills of foreign teachers of the Russian Language. This method solves the problem of improving language skills for teaching the Russian language. Education begins with the introduction of a practical course on Russian verbal behavior, conducted on the basis of intensive techniques of Suggestopedia and Relaxopedia within two to three weeks.

The objectives of the course are the rapid development of auditory skills and speaking skills on conversational and professional (linguistics, methodology, literature) topics. Trainees of FPK possess the skills of Russian speech, but as a rule, they have

developed reading and writing skills better than speaking and listening skills. Most of the students first came to the Soviet Union and, of course, when confronted with those elements of the language, experienced a sense of confusion and helplessness.

Studying the Russian language in a classroom environment, the trainees are not always oriented to a natural setting, do not perceive the non-verbal code systems, and are not able to select dates for a given situation speech formula.

Typically, the age composition of trainees FPC is very diverse, from graduate students to teachers with twenty years of experience. Due to this, the level of trainees is different, making it difficult for general lectures and seminars. Given these starting points, the department conducts an intensive course (60-90 hours) of Russian oral speech emulating a situation as close as possible to that of real-life trainees in Russia.

The course begins with the installation lecture, in which the goals and objectives, methods of work, and the scientific basis of the course are explained to the trainees. Such a lecture first psychologically prepares the audience to help them build a trusting relationship with their teachers.

Further classroom work follows this sequence: two hours of practical training - thirty minute break - two hours of classes. In the afternoon, extracurricular classes are held in the language laboratory or video class for one hour. The course ends with questions and a methodical discussion where trainees discuss the results of what they learned that day.

The intensive course includes the following topics: introductions, the city, transportation, shopping, the dining room, education (classroom training), dormitory life, leisure, sports and health, travel, extracurricular activities, and newscasts. Each topic contains a set of situations with verbal communication, social roles, speech etiquette

formulas, individual speech genres, oral monologue texts, and lexical and grammatical aspects.

A dialogue in an intensive course, from the Pushkin Institute's perspective, is fundamentally different from dialogues in a textbook. It must include conflict and a plot. For example, a common educational dialogue is "in the store" with a narrow "shopping" theme (buying, paying, etc.).

All of these micro-situations will be imbued with a single plot (a trip to the store and a purchase) or a single crosscutting action (to find a store and buy what you need). The dialogue is not closed with just one topic and gives a lot of options for language production in the given situation.

The focus of the lesson is active group learning. At the heart of speaking should be a motive or a goal for action. The task of the teacher is to create a friendly atmosphere of trust, switching attention to "playing the roles of others". Instructors drive the course and are not just a referee or an examiner. The instructor is a friend, ready to prompt the desired form or word for a listener. Between the trainee and the instructor there is a symmetrical relationship as two individuals interested in each other as interlocutors.

This course is focused on students with high-intermediate or advanced levels. Their textbook *Znakomit'sya legko, rastavat'sya trudno* targets the high-intermediate and advanced students (Annushkin and Akishina, 2004). The class consists of six to twelve people. Before classes start, students go through testing where their level can be determined and some information is collected in order to compose social and psychological cards about them.

## **UNITED STATES INTENSIVE METHODS**

The intensive method used by many language programs in the United States borrows heavily from the Soviet and Russian methods. Garza (2013) points out that the intensive courses of today resemble those of the 1980s Soviet courses at Kitaygorodskaya's school. By combining the use of modern technology and the structure of Soviet models, as well as the physiological basis used by Soviet pedagogues, modern intensive courses are the next step in the evolution of intensive learning (Garza, 2013). Similar to Soviet models, the American method utilizes numerous authentic materials, group activities in the classroom, and provides students with measurable proficiency-based goals (Garza, 2013). However, unlike the Soviet intensive models, the American intensive model utilizes technology to assign students a large amount of out-of-class homework and projects that can be done individually or in groups (Garza, 2013).

Like the other intensive models mentioned above, the instructor is of vital importance in the model used at The University of Texas at Austin. The instructor moderates the course and acts as a bridge to the target culture for the students. During class time, the instructor is constantly moving between exercises and promoting language production from all of the students through dialogues and contextualized exercises. The goal of the model used in the Department of Slavic and Eurasian Studies, just like Kitaygorodskaya's method, is to maximize language production during class time.

Outside of class, students are expected to spend a minimum of two hours for each in-class hour practicing Russian. This includes homework assignments that contain reading, writing, and listening tasks. Teaching assistants and assistant instructors hold office hours and conduct speaking practice sessions outside of class as well to give the students every opportunity possible to practice their Russian. Students are also encouraged to utilize online materials. The purpose of the homework, speaking sessions,

and online materials is to extend the classroom and give the students every possible opportunity to have contact with Russian. Another way this is done is through the use of portfolios in the Intensive Russian class.

Portfolios are just one of the assessments used in the Intensive Russian course at the University of Texas at Austin. Students are assigned a number of tasks through Blackboard® and are required to compile a paper-based portfolio of tasks completed and submitted at various times throughout the semester. The tasks are developed by the instructor in an effort to assess all four domains (reading, writing, listening, and speaking). The tasks align with the curriculum and are an extension of what the students are doing in class on homework assignments and in-class exams.

The use of modern technology and the Internet takes Kitaygorodskaya's method into the twenty-first century and makes the intensive method accessible to a larger number of educators around the world.

## **Chapter 4: Considerations for Further Research**

Although there have been some studies conducted on intensive instruction, Seamon (2004) notes that there are some limitations to these studies and additional research is needed. Scott and Conrad (1992) have made similar claims from their study of published case studies of intensive programs where they had a difficult time proving the effectiveness of intensive methods. A major issue with the study of intensive methods is the lack of programs that have historically used the method (Scott and Conrad, 1992). However, in recent years there have been a number of programs that have either partly or entirely switched over to an intensive method in their foreign language program. This means that there are numerous opportunities for research on the effectiveness of intensive courses.

There are some departments, the Department of Slavic and Eurasian Studies at the University of Texas at Austin included, that teach both intensive and traditional sections of languages. Comparing proficiency ratings of students who have had two semesters of intensive Russian with those who have had four semesters in a traditional Russian language classroom would be beneficial for both the students and foreign language faculty.

As Rose (1985) points out, one of the major critiques of the intensive method is that many feel like students in an intensive course spend less time on material and do not retain as much information. Using the same category of students as the previous study, students who have had two semesters of intensive Russian and those who have had four semesters in a traditional Russian language classroom, one could compare the amount of information retained by each student.

One of Lozanov's and Kitaygorodskaya's major focus is the motivation of the student in the learning process. However, since there is not much research on the intensive method then there is very little research on student motivation in the intensive learning process. Motivation can be measured by creating a questionnaire for the students to complete at various stages in the learning process. The results could be compared with proficiency scores to measure whether motivation really has an effect on the acquisition of a second language in the intensive method.

The ideas listed here are considerations to help fill the gap in research on the intensive method, as outlined in this paper. In order to perform these studies, there must be a steady flow of students into intensive language programs.



## **Conclusion**

Intensive methods have a long and well-researched history in Russia and other countries of the former Soviet Union. As many Soviet scholars bought into and expanded upon the ideas of Lev Vygotsky, intensive methods were developed to optimize human acquisition of knowledge in a number of subjects. Currently many schools and universities utilize the methods developed by Galina Kitaygorodskaya to teach foreign language courses. Galina Kitaygorodskaya and her students continue to train teachers from all over the world in the Kitaygorodskaya Method. Although there are many institutions around the world that actively use Kitaygorodskaya's method, very few institutions in the United States use such intensive methods to teach foreign languages.

However, in the United States, foreign language education is currently and constantly under immense pressure and this pressure leads universities to seek new ways to optimize education and learning. Intensive methods could be considered part of a solution to such issues due to the fact that intensive methods optimize the time in and out of class to activate hidden abilities of students and increase the amount a student can learn in a specified amount of time. By using intensive methods, educators can target their approach and make the right instructional decisions to compact massive amounts of information into digestible and learnable packets. The combination of methods and presentation of information can allow a student to master the same information in shorter time periods. If more universities adopted this method and actively worked to train teachers in this method, the field of foreign language education could revolutionize the teaching world. By combining psychological principles, teaching methodology, and technology educators can maximize a student's learning potential.

## Bibliography

Akishina, L. "Intensivnyj kurs russkogo rechevogo povedenija." *Russkij jazyk za rubezhom* 4, no. 72 (1981):66-68.

<http://www.russianedu.ru/ae3f58a127f6c1f12c4942432d1f246a/93bd1b053bbe0903ab8ee314cf727300/magazineclause.pdf> (accessed June 5, 2014).

Annushkin, Vladimir Ivanovich, and Alla Aleksandrovna Akishina. *Znakomit'sya legko, rasstavat'sya trudno*. 2e izd., ispr. i dop. ed. Moskva: Flinta :, 2004.

Bancroft, W. Jane. "From Research and Relaxation to Combination and Creativity: American Versions of Suggestopedia., 1995." ERIC.

<http://eric.ed.gov/?id=ED379919> (accessed June 5, 2014).

Bancroft, W. Jane. "The Lozanov Method and its American Adaptations." *The Modern Language Journal* 62, no. 4 (1978): 167-175.

Benseler, David P., and Renate A. Schulz. "Methodological Trends in College Foreign Language Instruction." *The Modern Language Journal* 64, no. 1 (1980): 88.

<http://dx.doi.org/10.2307/324758> (accessed June 5, 2014).

Bezborodova, A.. "Kogda tesno jeksperimentu." *Pravda* (Moscow), September 24, 1972. <http://www.shekhter.ru/?id=paper1> (accessed June 5, 2014).

Birova, Ilka Lyubenova. "Game as a Main Strategy in Language Education." *American Journal of Educational Research* 1, no. 1 (2013): 6-10.  
<http://dx.doi.org/10.12691/education-1-1-2> (accessed June 5, 2014).

Briggs, Je. "Intensificirovannoe obuchenie russkomu jazyku: rezul'taty trehletnego opyta." *Russkij jazyk za rubezhom* 4 (1981).  
<http://www.russianedu.ru/magazine/archive/viewnumber/1981/4.html> (accessed June 5, 2014).

Bronzova, L. "Ispol'zovanie Metoda V. Milashevicha Pri Obuchenii Perevodu S Anglijskogo Jazyka.." *Izvestija Tul'skogo Gosudarstvennogo Universiteta. Gumanitarnye Nauki* 2 (2013): 313-320. <http://cyberleninka.ru/article/n/ispolzovanie-metoda-v-milashevicha-pri-obuchenii-perevodu-s-anglijskogo-yazyka> (accessed June 5, 2014).

Byrne, Damian. "The Verb System Used in the Milashevich Method." *Journal of Language and Linguistics* 1, no. 1 (2002).  
[http://webpace.buckingham.ac.uk/kbernhardt/journal/1\\_1/byrne1\\_1.html](http://webpace.buckingham.ac.uk/kbernhardt/journal/1_1/byrne1_1.html) (accessed June 5, 2014).

Davies, Martin W. "Intensive teaching formats: A review." *Issues in Educational Research* 16 (2006). <http://www.iier.org.au/iier16/davies.html> (accessed June 5, 2014).

Dipamo, B., and R. F. S. Job. "A methodological review of studies of SALT (Suggestive-accelerative learning and teaching) techniques." *Australian Journal of Educational Technology* 7, no. 2 (1991): 127-143.  
<http://www.ascilite.org.au/ajet/ajet7/dipamo.html> (accessed June 5, 2014).

Ekmekci, Turgut , and Özden Ekmekci. "Simulations and games in the foreign language classroom." *Ç.Ü. Eğitim Fakültesi Dergisi* 3 (1990): 28-39.  
[http://ekmekci.com/?page\\_id=120](http://ekmekci.com/?page_id=120) (accessed June 5, 2014).

Felix, Uschi. *Accelerative learning: wonder method or pseudo-scientific gobbledeygook?*. Melbourne: CAE Publications, 2006.  
[http://greymatter.net.au/greymatter/pdf/book/AL\\_book\\_uschi.pdf](http://greymatter.net.au/greymatter/pdf/book/AL_book_uschi.pdf) (accessed June 5, 2014).

Garza, Thomas J. "Beyond Lozanov: Practical Applications of the Intensive Method in Foreign Language Teaching.." *Eric* (1984). <http://eric.ed.gov/?id=ED245561> (accessed June 5, 2014).

Garza, Thomas J. "Keeping It Real: Intensive Instructions and the Future of Russian Language and Culture in U.S. Universities." *Russian Language Journal* 63 (2013): 7-24.

Gossett, N. (2013). "Bridging the gap: self-assessment, e-portfolios, and formative assessment in the foreign language classroom". (Doctoral dissertation).

Icenko, I. "Pedagogicheskie Uslovija Intensifikacii Processa Obuchenija Inostrannym Jazykam V Nachal'noj Shkole." *Vestnik Tomskogo Gosudarstvennogo Pedagogicheskogo Universiteta* 7, no. 135 (2013): 202-206.  
<http://cyberleninka.ru/article/n/pedagogicheskie-usloviya-intensifikatsii-protsesta-obucheniya-inostrannym-yazykam-v-nachalnoy-shkole> (accessed June 5, 2014).

Imel, Susan. "Accelerated Learning in Adult Education and Training and Development." *Eric* 33 (2002). <http://eric.ed.gov/?id=ED462551> (accessed June 5, 2014).

Janakieva, Elka. "Funkcii Iskusctva V Suggestopedichsko-Desuggestivnoj Konceptii Uchebnogo Processa." *Set' tvorcheskih uchitelej. Setevoe metodicheskoe ob"edinenie psihologov obrazovanija*. <http://www.it-n.ru/attachment.aspx?id=60126> (accessed June 5, 2014).

Jarmolinec, L, N Scheglova, and N Agafonova. "Sposoby Realizacii Interaktivnyh Form Obuchenija v Praktike Prepodavaniya Inostrannogo Jazyka." *Istoricheskaja i social'no-obrazovatel'naja mysl'* 3 (2012): 223-225.  
<http://cyberleninka.ru/article/n/sposoby-realizatsii-interaktivnyh-form-obucheniya-v-praktike-prepodavaniya-inostrannogo-yazyka> (accessed June 5, 2014).

Kagan, O, and A Akishina . *Uchimsja uchit': Dlja prepodavatelja russkogo jazyka kak inostrannogo*. Moscow: Russkij jazyk, 2002.

Kalmakov, O. "Malen'koe chudo ili kak ja poznamilsja s V. V. Milashevichem i ego metodikoj.." *M&K*. <http://makschool.com/articles/> (accessed June 5, 2014).

Kashina, E. *Tradicii i innovacii v metodike prepodavanija inostrannogo jazyka*. Samara: Univers-grupp, 2006.

Kitajgorodskaja, G. *Intensivnoe obuchenie inostrannym jazykam: teorija i praktika*. Moscow: Russkij jazyk, 1992.

Kitajgorodskaja, G.. *Intensivnoe obuchenie inostrannym jazykam: teorija i praktika*. Moscow: Vysshaja shkola; Nauchno-obrazovatel'nyj centr "Shkola Kitajgorodskoj", 2009.

Koval'chuk, M. *Diskussija kak sredstvo obuchenija inojazychnomu obscheniju*. Moscow: Vysshaja shkola; Nauchno-obrazovatel'nyj centr "Shkola Kitajgorodskoj", 2008.

"Kurs anglijskogo jazyka dlja nachinajuschih." Shkola Kitajgorodskoj.  
<http://kitajgorodskaya.ru/education-programs/english/more-haste-less-speed.html>  
(accessed June 5, 2014).

Lee, Nicolette, and Briony Horsfall. "Accelerated Learning: a Study of Faculty and Student Experiences." *Innovative Higher Education* 35.3 (2010): 191-202.

Lobacheva, L. "Jemocional'no-smyslovoj metod Shekhtera v osvoenii inostrannogo jazyka dlja delovogo i povsednevnogo obschenija." *Voprosy Lingvistiki I Lingvodidaktiki Inostrannogo Jazyka Delovogo i Professional'nogo Obschenija* (2006): 44-49. [www.nop-dipo.ru/files/konfer4.doc](http://www.nop-dipo.ru/files/konfer4.doc) (accessed June 5, 2014).

Luk'janova, I. "Igor' Shekhter: Jazyk nado ne stroit', a vyraschivat." *Inostranec*, May 22, 2002. <http://www.shekhter.ru/?id=paper15> (accessed June 5, 2014).

Macintyre, Peter D., Susan C. Baker, Richard Clément, and Leslie A. Donovan. "Talking in Order to Learn: Willingness to Communicate and Intensive Language Programs." *Canadian Modern Language Review/ La Revue canadienne des langues vivantes* 59, no. 4 (2003): 589-608. <http://dx.doi.org/10.3138/cmlr.59.4.589> (accessed June 5, 2014).

Meier, Dave. *The Accelerated Learning Handbook: A Creative Guide to Designing and Delivering Faster, More Effective Training Programs*. New York: McGraw-Hill, 2000. Print.

"Metod Lozanova-Metod suggestopedii- Metod Shekhtera." Mezhhregional'nyj Institut Razvitija. [http://mir-silva.ucoz.ru/publ/metod\\_lozanova\\_metod\\_suggestopedii/1-1-0-146](http://mir-silva.ucoz.ru/publ/metod_lozanova_metod_suggestopedii/1-1-0-146) (accessed June 5, 2014).

Morozova, I. "Psihologicheskie Faktory Intensifikacii Uchebno-Poznavatel'noj Dejatel'nosti Lichnosti." *Integracija obrazovanija* 3 (2003): 139-145. <http://cyberleninka.ru/article/n/psihologicheskie-factory-intensifikatsii-uchebno-poznavatelnoj-deyatelnosti-lichnosti> (accessed June 5, 2014).

Nieves, Naomi V. "Effects Of The Suggestopedia Method On Attitudes And Language Achievement In English Among Ninth Grade Puerto Rican Students." *Educación* 125-177. [http://cai.sg.inter.edu/reveduc\\$/prdocs/V58A12.pdf](http://cai.sg.inter.edu/reveduc$/prdocs/V58A12.pdf) (accessed June 5, 2014).

Ostapenko, A. "Koncentrirovannoe Obuchenie: Modeli Obrazovatel'noj Tehnologii." *Zavuch* 4 (1999): 84-101. [http://ost101.narod.ru/1999\\_zavutsh\\_KO.pdf](http://ost101.narod.ru/1999_zavutsh_KO.pdf) (accessed June 5, 2014).

Poch, I. "K voprosu o tipologii intensivnyh kursov russkogo jazyka dlja vzroslyh." *Russkij jazyk za rubezhom* 4 (1981): 57-58.  
<http://www.russianedu.ru/88a839f2f6f1427879fc33ee4acf4f66/367595f09794c298d542dcf70cf6f60a/magazineclause.pdf> (accessed June 5, 2014).

Rose, Colin. "Accelerated Learning." *Accelerated Learning By Colin Rose*.  
<http://www.andras-nagy.com/AcceleratedLearning/00.htm> (accessed June 5, 2014).

Schulz, Renate A. . "Intensive Language Instruction: How and Where It Works." *ADFL Bulletin* 11, no. 2 (1979): 37-41.  
[https://www.mla.org/login&xurl=adefl\\_bulletin\\_d\\_adfl\\_11\\_2\\_37](https://www.mla.org/login&xurl=adefl_bulletin_d_adfl_11_2_37) (accessed June 5, 2014).

Scott, Patricia A. "Attributes of high-quality intensive courses." *New Directions for Adult and Continuing Education* 2003, no. 97 (2003): 29-38.  
<http://dx.doi.org/10.1002/ace.86> (accessed June 5, 2014).



Scott, Patricia A., and Conrad F. Clifton. "A Critique of Intensive Courses and an Agenda for Research." *The Modern Language Journal* Mar-4 (1991): 84.  
<http://eric.ed.gov/?id=ED337087> (accessed June 5, 2014).

Seamon, Marc. "Short- and Long-Term Differences in Instructional Effectiveness Between Intensive and Semester-Length Courses." *Teachers College Record* 106, no. 4 (2004): 635-650. <http://dx.doi.org/10.1111/j.1467-9620.2004.00360.x> (accessed June 5, 2014).

Shekhter, I. "Jemocional'no-smyslovoe obuchenie chuzhomu jazyku." *Lingva. Avtorskaja shkola Shekhtera*, 1989. <http://www.shekhter.ru/?id=article5> (accessed June 5, 2014).

Shekhter, I. "Rol' smysloobrazovatel'nyh processov pri recheporozhdenii." *Voprosy filosofii. Avtorskaja shkola Shekhtera*, 1977. Web.  
<http://www.shekhter.ru/?id=article4> (accessed June 5, 2014).

Schukin, A. *Sovremennye intensivnye metody i tehnologii obuchenija inostrannym jazykam*. Moscow: Filomatis, 2010.

Shimbo, Kuninori. "The effects of music, relaxation and suggestion on tertiary students' affect and achievement in learning Japanese as a foreign language." *Australian Rreview of Applied Linguistics* 31, no. 2 (2008): 16.1-16.22.  
<http://www.nla.gov.au/openpublish/index.php/aral/article/viewFile/1987/2367> (accessed June 5, 2014).

"Shkola Shekhtera - Inostrannyj kak rodnoj." Avtorskaja shkola Shekhtera.  
<http://www.shekhter.ru/?id=articles> (accessed June 5, 2014).

"Sugestopedija." Fondacija "Profesor Doktor Georgi Lozanov i profesor doktor Evelina Gateva". <http://suggestology.org/suggestopedia> (accessed June 5, 2014).

Vardenga, M. "Kak vnedrjalas' tehnologija intensivnogo obuchenija inostrannym jazykam." In *Govorjaschaja kniga*. SPb: Azbuka-klassika, 2009. 171-173.  
[http://www.treko.ru/show\\_article\\_2055](http://www.treko.ru/show_article_2055) (accessed June 5, 2014).

Vasil'chenko, T. "Debaty Kak Odin Iz Jetapov Metoda Aktivizacii Rezervnyh Vozmozhnostej Lichnosti Obuchaemogo." *Filologicheskie nauki. Voprosy teorii i praktiki* 1, no. 2 (2010): 71-73. <http://www.gramota.net/materials/2/2010/1-2/> (accessed June 5, 2014).

Vengar, Vin, and Richard Pou. "Otkrytie Lozanova." In *Neuzheli ja genij?*. SPb: Piter, 1997. [http://royallib.ru/read/vengar\\_v/neugeli\\_ya\\_geniy.html#756134](http://royallib.ru/read/vengar_v/neugeli_ya_geniy.html#756134). (accessed June 5, 2014).

Vjen'gan, L. "Pedagogicheskie Metody I Tehnologii Intensivnogo Obuchenija Inostrannym Jazykam." *Izvestija Rossijskogo Gosudarstvennogo Pedagogicheskogo Universiteta Im. A.I. Gercena* 116 (2009): 175-180.  
<http://cyberleninka.ru/article/n/pedagogicheskie-metody-i-tehnologii-intensivnogo-obucheniya-inostrannym-yazykam> (accessed June 5, 2014).

Voronina, A.Z. "K Voprosu Ob Intensifikacii Obuchenija Inostrannym Jazykam." *Voprosy Lingvistiki i Lingvodidaktiki Inostrannogo Jazyka Delovogo i Professional'nogo Obschenija*. RUDN, (2006). [www.nop-dipo.ru/files/konfer4.doc](http://www.nop-dipo.ru/files/konfer4.doc) (accessed June 5, 2014).

Vygotsky, L. S. "Thinking and Speech. The Collected Works of L. S. Vygotsky, Vol. 1." New York: Plenum, 1987.

Wlodkowski, R. J. (2003a). Accelerated learning in colleges and universities. *New Directions for Adult and Continuing Education*, 97(Spring), 5-15.

Zharkova, T. "Chto takoe intensivnyj kurs russkogo rechevogo povedenija?." In *Zhivaja metodika (dlja prepodavatelja russkogo jazyka kak inostrannogo)*. Moscow: Russkij jazyk. Kursy, 2005. 33-63.