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**THE TECHNIQUES OF ACCELERATED ENGLISH LANGUAGE
LEARNING IN EFL CLASSROOM**

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ABSTRACT

The current research is about applying the techniques of Accelerated Learning (hereinafter AL) in an Estonian classroom, where English is learnt as a foreign language. Colin Rose (2003: 1), the founder of AL method, defines it as a brain-based learning method, which teaches how to achieve a pleasantly relaxed, yet receptive state of mind for learning. According to Rose (2001: para. 2), the AL method is an innovative and successful method; besides that, he claims it to be a unique way of learning. Therefore it is set out to specify the effectiveness and the uniqueness of the techniques in a learning process.

Firstly, a quantitative research was conducted in order to test the awareness of the AL techniques among the students who study English as a foreign language in the 9th grade of Pärnu Co-educational Gymnasium. Secondly, a test group of 11 students was introduced the techniques and Colin Rose's MASTER plan of AL. A qualitative research was carried out among the test group in order to provide answers to the set research questions: 1) How effective are the techniques of AL for the 9th graders in an EFL classroom, and 2) What are the implications of using the techniques of AL (on the example of the 9th grade of Pärnu Co-educational Gymnasium)?

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INTRODUCTION

The current research is about applying the techniques of accelerated learning in an Estonian classroom, where English is learnt as a foreign language. The main reason for choosing the thesis is because the Estonian National Curriculum for Basic Schools (ENC) subsection 4.3.4., highlights the importance of learning competence – firstly, ability to organize the learning environment and produce the information necessary for learning; secondly, to plan studies and follow the plan; then, to use the outcome of the learning, including learning skills and strategies, in different contexts and for solving problems; finally, to analyze one’s knowledge and skills, strengths and weaknesses and on that basis, the need for further learning. Therefore, the idea of using the techniques of AL appears to be one of the best practices for an educator and a learner.

In the introduction, I will give the definition and an overview of the Accelerated Learning methodology then I will explain my research objectives which include the description of a test group among who the research was carried out and finally I will introduce the research methodology.

An Overview of the Accelerated Learning Method

The Oxford US English dictionary provides two definitions for accelerated learning:

- 1) An intensive method of study which enables the material to be learnt in a relatively short time.
- 2) A programme of learning which allows academically able children to progress through school more rapidly than others.

Colin Rose, the founder of Accelerated Learning method, (2003: 1) defines Accelerated Learning (hereinafter referred as AL) as a brain-based learning method, which

teaches how to achieve a pleasantly relaxed, yet receptive state of mind for fostering learning, and presents information in new ways that actively involve both the left and right cerebral hemispheres of the human brain. Furthermore, Rose (1997: 14) adds that the first priority is to teach children learning and thinking skills, claiming that those are the core skills for the 21st century (1997: 375). However, a Framework for the 21st Century which is a national organization that promotes readiness for 21st century for every student, highlights that it is not just learning to learn and improving thinking skills that matter, it is also stated that “a focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future“. (P21: para. 1)

In Estonia, Helle-Mall Kadajas (2005: 5) also emphasizes the necessity for paying attention to the learning process and has conducted a research on the topic *Learning to Learn and Learning to Teach: Components and Possibilities*, claiming that more attention is paid to the content of learning (what to acquire) rather than to the form of learning (how to learn).

According to Colin Rose (2003: para. 5), AL helps to present information in new ways. Rose’s MASTER plan includes six stages: motivation, information acquisition, searching out the meaning, triggering the memory, exhibiting the knowledge and reflection, i.e. self-evaluation. Those stages come with suggested techniques, which are called the AL techniques, hence the topic of the present thesis.

In the AL materials, the notions of ‘learning technique’ and ‘learning strategy’ are used interchangeably and respective definitions are not offered, probably since the concepts are common knowledge. Hans Heinrich Stern (1992: 261 via TESL Journal 2000), explains learning strategies as follows: "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve

certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques”.

According to the author of *Vocabulary Learning Strategies and Foreign Language Acquisition* (2008: 47) Višnja Pavičić -Takač, the researchers have currently abandoned the dichotomy between strategies and tactics/techniques and use the term individual learning strategy to refer to the kind of behaviour Stern calls techniques. Therefore, ‘technique’ and ‘strategy’ are used as synonyms in this thesis.

A significant process between people who are labelled as ‘poor learners’ and those who are labelled as ‘efficient learners’ is simply that the latter have worked out some effective strategies for learning. If these strategies were made explicit (which they rarely are), most people could become perfectly competent learners. And when their teachers and trainers also understand how to present new material in a brain-compatible manner, the results can be startlingly successful. (Rose et al 1997: 51)

In other words, when students who consider learning challenging are explained the techniques and strategies of AL, so that they understand and are able to apply them when learning, can become successful learners and do better at school. At this point it is interesting to look into the phenomenon of AL method advocated by Rose (1997: 51), the use of ‘effective strategies’ and presenting material in a ‘brain compatible’ manner, means that using the six-step MASTER plan of AL is the only solution and being ‘a compatible learner’ is therefore having an ability to use the suggested strategies. The idea of becoming ‘*a perfectly competent learner*’ is something that a teacher would like their students to be. Furthermore, Rose (1995: 27) claims that all people have the capacity to be excellent at studying and the main reasons for failing are the lack of self-confidence, lack of organized approach to learning, and knowing how to learn using preferred learning styles or a full range of intelligences. However, could the method be something so fascinating that would help to solve all the problems in the classroom?

Since 1983, when Colin Rose founded AL Systems Ltd. and became popular by advertising a new way of learning, the system gained many followers and the number of publications grew rapidly. Therefore, there is an abundance of literature, materials and

different teaching techniques concerning the AL method. For example, Dave Meier's, who is the author of AL handbook (2000) and the founder of the centre of AL, website promotes:

A.L. unlocks much of our potential for learning that has been left largely untapped by most conventional learning methods. It does this by actively involving the whole person, using physical activity, creativity, music, images, colour, and other methods designed to get people deeply involved in their own learning. (Meier: para. 4)

Most of the websites concerning AL learning provide similar information, leaving an impression that AL is something very exciting and innovative. Furthermore, there is often an extensive list of different useful products available for purchase also advertised on the websites such as, Brian Tracy International¹, which leaves an impression of a remarkable discovery and if buying the product one can change his/her entire life. Therefore, everything concerning the AL theory might make people cautious.

Research Objectives and Methodology

The first general aim of the research paper is to shed light upon the effectiveness of the AL techniques of learning English and to test whether they are suitable for Estonian students. In order to do that, I carried out a research among the 9th graders of Pärnu Co-educational Gymnasium. Firstly, a quantitative research was used to get an overview of the awareness and use of the AL techniques among the students. The questionnaires were given to 51 students.

Secondly, a qualitative research was conducted among 11 students, who were introduced AL techniques and AL methodology during the third school term. After that, the students were asked to provide feedback in order to discover whether they had recognized the difference and considered AL techniques necessary in the learning process.

¹ See for example: <http://www.briantracy.com/catalog/product.aspx?pid=21>

According to Rose, the AL method is an innovative and successful method; besides that, it is a unique way of learning (Rose, 2001: para. 2). Therefore, the secondary aims of the current paper can be given in the form of following questions:

- 1) How effective are the techniques of AL for the 9th graders in an EFL classroom (on the example of the 9th grade of Pärnu Co-educational Gymnasium)?
- 2) What are the implications of using the techniques of AL (on the example of the 9th grade of Pärnu Co-educational Gymnasium)?

1. ACCELERATED LEARNING METHOD FOR LEARNING ENGLISH

1.1. The history of Accelerated Learning Method

Brin Best, the author of the book *Accelerated Learning Pocketbook* (2011), an education consultant in school improvement and classroom innovation in the United Kingdom, highlights the fact that there is often confusion over what AL is. On his webpage about school and teaching improvement Best claims that the key definitions of AL are often misunderstood and therefore he offers his own explanations, making a distinction between accelerated learning and acceleration:

Accelerated learning – learning which proceeds at a faster rate, and with deeper understanding, than that normally expected using conventional teaching methods. In the last few years techniques and approaches have been developed, taking into account recent knowledge of how the brain works, that allow children to learn more effectively. Accelerated learning also includes the promotion of a positive learning environment, and ensures learners are in an appropriate physiological and psychological state to learn. The terms *whole-brain learning* and *brain-based learning* are usually synonymous with accelerated learning.

Acceleration – the process whereby more able children's education is fast-tracked by placing them in a higher year group, or entering them early for examinations. It is being recommended by the government as a way of personalising education for the most able. (Best, para 3-4)

According to Karoliine Aun (MA thesis 2011: 47), acceleration is rarely used in Estonia, although 3-4 % of the teachers who responded pointed out that their schools offer students an option to listen to higher level courses as there is a compaction of curriculum or students' language class level that corresponds to students actual language level in spite of the school level.

Best (2011: 118) gives a brief overview of the method of Accelerated Learning, highlighting the years 1950 to 1980, when research by psychologists into memory and learning had begun. A Bulgarian medical doctor, hypnotist, and psychology professor Dr Georgy Lazanov, applied the results from these studies to a method for language learning called Suggestopedia.

Above all, according to William E. Bull (1999: para. 8), the essence of the method called suggestopedia is to learn in a low-stress environment. Material is presented in a melodic and artistic way by activating the right "creative side" of the brain. Background classical or baroque chamber music breathing exercises leading into the "alpha state", which should be effective for consolidating information that is already understood. In other words, as Jeremy Harmer (2007: 68) explains it: suggestopedia is concerned with the physical environment in which the learning takes place. Students need to be comfortable and relaxed so that their affective filter: "The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges". (Krashen 1982: para. 2) "Traumatic topics are avoided and at one stage of a three-part procedure, the teacher reads a previously studied dialogue to the accompaniment of music". (Harmer 2007: 68)

According to Best (2011: 118 – 119), the first book on the subject *Accelerated learning* was published by Colin Rose in 1985. Next was Howard Gardner's book *Frames of Mind: the theory of multiple intelligences*, 1993. After that, in 1996, Alisthar Smith's book *Accelerated Learning in the Classroom* was published being the first book on the subject aimed at the teachers in the UK. The work was built on the principles of Colin Rose's and other books. 1990s it was started to integrate the AL method in schools in the UK. Therefore, a secondary school in England, Cramlington Community High School in Northumberland, managed to embed AL into every classroom. "The school has 1600 students aged 13-18 years. From 1997 the transformation of teaching and learning has been driven by the use of the AL Cycle as a tool for planning lessons and schemes of work" (2013: para. 1).

According to Best (2011: 119), from 2001 to 2011 AL became embedded into many schools and more widely accepted as an integral part of effective teaching and

learning. Therefore, the method should be still popular and practical to conduct in Estonian classroom either.

No research on using AL has been carried out in Estonia so far. Still, due to the fact that AL is about using learning strategies – learning how to learn, becoming aware of finding out one’s strengths and weaknesses, so that one could become a more successful learner, which includes the theories of learning styles (thereinafter referred to as LS) and multiple intelligences (hereinafter referred to as MI) – it involves a much bigger area of research. However, several studies have been conducted in Estonia on using learning strategies: Aune Rohtla (MA thesis, 2008), Anni-Ly Karileet (BA project, 2012); using multiple intelligences (hereinafter referred to as MI): Riina Vähi (BA project, 2006), Agne Jõerand (MA thesis, 2009); using individualization methods: Karoliine Aun (MA thesis, 2012).

1.2. The Techniques of Accelerated Learning

Colin Rose suggests in his book *Accelerated Learning for the 21st (1997) century* to follow the ‘structure’ of AL method. According to Rose (1997: 153 – 154), when people enjoy learning, they learn better. He suggests several ideas on how to make learning successful and enjoyable, such as creating a low-stress environment, ensuring that the subject is relevant, consciously involving all the senses as well as left-brain and right-brain thinking; using as many intelligences as are relevant in order to make personal sense of study materials, as well as challenging the brain and consolidating what is learned. That is called a six-step plan and is easily remembered through the use of an acronym MASTER - a mnemonic created by noted AL trainer Jayne Nicholl, author of *Open Sesame* (publishing year not found). The acronym corresponding to the plan is explained as follows:

M Stands for Motivating One's Mind

Colin Rose (1995: 29) points out that the first step for being able to learn well is to have a relaxed, confident and motivated 'state of mind', which includes having a positive attitude towards learning; encouraging students to believe in themselves; teaching them to set clear goals, so that they would have a clear vision of the outcome; and being able to relax and calm themselves whenever they need to. In order to be in that kind of 'state of mind', Colin Rose even suggests recalling the moments and memories of being successful, and seeing oneself succeeding and achieving the next goals. In addition, Rose claims that using positive affirmation is also highly essential, as that helps learners to believe in themselves. In Estonia, Kadajas (2005: 10 – 11) refers to the authors such as Lindgren and Suter: learning motivation is influenced by numerous aspects. Development of learning motivation depends on the student, the teacher, the learning environment, teaching aids, etc. A critical role is also played by students' expectations to self-efficiency or how a student assesses his/her chances at successful task solving. Self-efficiency means certainty that the set goals are achievable. Furthermore, Kadajas (2005: 10) claims that contemporary education highlights the necessity of inner motivation: the learner has the need and interest to learn purposefully. Goals that one wishes to achieve in life become clearer. They create a positive attitude towards learning and studies. A well-motivated learner can mobilise himself/herself and study even when facing difficulties.

Students need to see the personal benefit from one's investment in time and energy into the specific learning process. It is suggested to ask oneself: "What is in it for me?" (Rose 2007: 155). Motivation is also highly appraised by PhD Raymond J. Wlodkowski, psychologist, independent scholar and national consultant in adult education:

Motivation is an essential part of learning. When people are not motivated to do what they are required to do, their behaviour is often accompanied by boredom, frustration, distraction, and hostility. Being motivated means being purposeful. We use attention, concentration, imagination,

effort, and passion to pursue such goals as learning a subject. Motivation is why people do what they do- a compelling mystery that has provoked human beings for thousands of years. (Wodkowski, 2010: 15)

In other words, it can be concluded that if students are interested in studying and they regard the current subject valuable, they are presumably more successful in studying and have better results.

A Stands for Acquiring Information

Secondly, the techniques for the next step of acquiring new information are: getting a 'big picture'; sketching out what one already knows; making a plan; involving a LS model theory. According to Rose (1995: 45), even if some people have strong learning preferences, 'multi-sensory' learning provides the best chance for successful, long-lasting learning for the majority, since people appear to have a separate memory for seeing, hearing and doing, the deliberate combination of all the senses helps to learn more efficiently. Also Nina Parrish Master of Education, (2010: para. 1) claims that many students seem to operate best with a combination of learning preferences. Those include learning through observation, e.g. using visual abilities when studying; auditory, which is learning through hearing, e.g. listening to audiotapes, lectures, debates, discussions, verbal instructions; and kinaesthetic, that is learning through physical activities and through direct involvement, like 'hands-on' activities, moving, touching, and experiencing. The main idea of the LS model is that one remembers the material better, when something is seen, heard and done. There are several tests for discovering one's preferred learning style, so that to help learners discover how they can remember the material best. However, the tests can be used in order to add a fun activity to lessons or introduce the idea of learning preferences so that students could get an idea of how to make learning more effective for them, but following the theory in order to keep in mind all the students would be illogical, irrational and not to mention impractical.

“A reliable and valid instrument which measures LS and approaches could be used as a tool to encourage self-development, not only by diagnosing how people learn, but by showing them how to *enhance* their learning” (Coffield et. al. 2004: 132).

Sternberg, a major figure in cognitive psychology, distinguishes style and ability.

An ability ‘refers to how well someone can do something’. A style ‘refers to how someone likes to do something’. A style therefore is ‘a preferred way of using the abilities one has’. ‘We do not have a style, but rather a *profile* of styles. (Coffield et al 2004: 110)

Therefore it is suggested to use various styles so that students would be able to remember new information more effectively.

In order to get the so called ‘big picture’, Colin Rose recommends glancing through or ‘scan reading’ the materials or textbooks; looking at the context page; finding out the objectives for the year, semester, week or lesson; trying to look ahead for what is coming next. After looking at the whole material, it is recommended to jot down the things or topics one knows or has heard before. According to Rose, that helps to build confidence and define what is new and not known yet. After that a plan should be made, which meet the objectives step by step.

Ideas for involving all the senses include using a highlight pen, reading a passage dramatically, summarizing learnt material out loud, walking around when reading or listening, making notes on post-it notes, visualizing and drawing learning-maps.

With reference to Rose (1997: 231), learning maps are a dynamic way to capture significant points of information. Because information is presented on one page, it is easy to visualize and remember it. When practicing drawing and using learning maps, one develops the ability to read and listen to the essential ideas and cut out irrelevant material. Rose (1995: 50) advocates that using learning maps is useful for making concise reports and understanding the meaning of the subject. Rose (1997: 231) also claims that the reason

for usefulness of learning maps is that the information is displayed the same way as a human brain functions that is in many directions simultaneously.

The textbook *I Love English 7* (2010: 41), which is also used in the current research has a similar task for introducing the idea on how to construct learning maps. Although using learning maps is a technique which makes learning material easier to learn or memorize and has been used in my practice, it is difficult to comment on the fact that it is claimed to be the best way to display ideas. However, it might be easier to make sense of the topic when using the techniques that involve all the senses. For example, using sticky notes, so that when writing on them, saying out loud what is being written and finally seeing one's own writing, involves all the three senses.

S Stands for Searching Out the Meaning

Committing information to permanent memory requires searching out the implications and significance – the full meaning – by thoroughly exploring the subject material. There is a big difference between *knowing* about something and truly *understanding* it (Rose 1997: 157 – 158).

Colin Rose (1995: 68) claims that when one deliberately uses a range of intelligences, he/she exercises the brain, because like muscles, the brain power literally does grow with use. That is the reason why intelligence is not fixed. The learner is an important influence on his/her own brain. Therefore, according to the Rose (1995: 53), the best any teacher can do is to provide an atmosphere and materials that encourage the learner to want to explore and learn and overcome difficulties.

According to Mark K. Smith, a Ph.D in the philosophy of education,

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called personal intelligences. (Smith 2002; 2008: para. 16)

The theory of seven intelligences by Howard Gardner is included in the third step. Each type of intelligence represents a different way to explore the subject. The theory highlights 3 significant ideas: intelligence is not fixed – a person can excel in one situation and appear to be highly intelligent, and yet may be at a complete loss in a different situation; intelligence is simply a set of abilities and skills – one can develop and improve one's intelligence by learning to use his/her abilities to the full; people can develop and improve their intelligence – the more tools of the learning trade one possesses, the more flexible and competent learner he/she will be. Turning mere facts into personal meaning is the central element in learning.

Distinction between fact finding and 'meaning making' is what distinguishes shallow learning from deep learning. That is where the eight intelligences come into play. Each is a resource upon which one can draw as one explores and interprets the facts of the subject. (Rose 1997: 159)

According to the theory, if a learner consciously uses a full range of intelligences it leads to balanced learning, which not only suits one's current strengths, but also enables to develop and grow the learner as a person. Using a full range of intelligences will also prompt to think in new ways and the result is that one will become more creative.

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. (Smith 2008: para. 17)

Techniques of linguistic intelligence: the main idea is to put new information in one's own words. Brainstorming and summarizing are the most useful strategies for learners who consider themselves in a group of people who have a linguistic intelligence as one of the highest ones. Describing new material out loud, forming questions one wants an answer to, then finding answers and repeating them aloud is one of the highlighted techniques by Colin Rose.

Logical-mathematical intelligence consists of the capacity to analyse problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking. (Smith 2008: para. 18)

Techniques of mathematical-logical intelligence: listing the key points that are being learnt in a logical, numbered sequence. A systematic approach is given to explore a topic a systematic approach is given. It is useful to answer the questions: firstly, what assumptions are being made; secondly, what is the evidence for this; thirdly, what kind of examples or illustrations can a learner make in order to personalize it; next, what opinions or conclusions can a learner draw about the learning material, and finally, what are the unique points? In order to remember the questions, a strategy about using mnemonics is used: those are the vowels of the alphabet – A.E.I.O.U. – which are the first letters of the key words, and stand for assumptions, evidence, illustrations, opinions and uniqueness. Furthermore, a flow chart or diagram is used to express what is being learnt in a step-by-step manner.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence. (Smith 2008: para. 19)

Musical exploration is needed, like some of the most memorable advertising messages are presented in jingles, and one remembers those even years later. Active involvement in music is a central important element in raising confidence, enjoyment and actual grade standards at schools. Learning and singing songs in a foreign language is an effective and pleasant way to expand vocabulary. It is recommended to choose and play appropriate background music while thinking about the material which one wants to remember. Colin Rose (1995: 66) claims that music stimulates the emotional centre of the brain and due to the reason that emotions are strongly linked to a long-term memory, playing some background music – especially quiet classical music – has proved to be a very effective strategy for many people.

Bodily-kinaesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. (Smith 2008: para. 20)

Physical movement helps many people to get involved in what they are learning – the students, who are not able to concentrate on the topic and are easily distracted due to the reason that they have to sit still, are likely to have bodily/physical intelligence. Therefore, the techniques which work best for them include: firstly, acting out something that is being learnt, then role-plays, and finally, writing that involves physical, visual and even sound elements. The last technique is effective because of the reason that one can also use inner voice while writing. Colin Rose (1995: 66) suggests making up flash cards of the main ideas and sorting them out in a logical order, so that it is easier to memorize new material, especially when one carries these cards with him/her or pins the cards on a notice board and looks at them from time to time.

According to Smith (2008: para. 21), **Visual-Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas. Therefore, the techniques for the learners who have visual/spatial intelligence are similar to the ones explained in the LS theory for the students who remember best by seeing. The techniques include creating learning maps and/or coloured posters or using symbols instead of words.

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives. (Smith 2008: para. 23)

Learners, who are believed to have intra-personal intelligence, are recommended to explore every subject on a personal level. To do so, it is suggested to ask or read about a background of a learning material: what could have been in the author's mind? What did he/she do differently from anyone else before him/her? What new technique did she evolve? It is said that the secret of creating interest in a subject is to look for something that has personal significance for the learner. Students are said to become interested when they can answer questions such as firstly, why this matters to them, secondly, how they can use this idea, and finally, what significance they can find for themselves. It is also advised

to ask the teacher's or trainer's opinions on what intrigues him/her. According to Colin Rose (1995: 66), it is necessary to make connections or draw conclusions on how the new information relates to the past experience by comparing what is new to what is familiar. Every subject can be made to have personal interest in it, and that is also the secret of motivation.

Inter-personal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence. (Smith 2008: para. 22)

Exploring inter-personal intelligence includes having discussions, especially about one's personal opinions about the subject and ideas and then it is good to get into a discussion by asking about opinions on which somebody disagrees. Pair work and group discussions are the best choices to practice or learn in the classroom, but it is a teacher's job to be able to organize it well, so that it would have an impact on learners and so that it would not turn into chatting about daily activities. Colin Rose believes that the best technique is to teach others what one is learning or comparing notes with someone else about the same topic. According to Edward J. Wood 2004, also cherish the idea of teaching others as a part of a learning process. "Peer teaching, which encourages students to digest information so that they can present it to the group with some degree of authority". (Wood 2004:10) He supports his ideas on the basis of the learning pyramid, which originates from the National Training Laboratories (NTL) for Applied Behavioural Science, according to which 90% of the material is learnt best when teaching others and when used the learnt information immediately.

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value. (Smith 2002; 2008: para. 38)

Rose (1997: 296) suggests exploring the subject by considering the following questions: first, what the environmental implications of the current assignment are; secondly, whether it has any implication for conservation of resources; then whether it helps or hinder social

fairness; after that, whether a current topic helps to understand the mind of individuals or social behaviour; next, whether it exploits or harms anyone or anything else and finally, whether it guides to any action or social purpose. Rose adds that most questions are irrelevant at a first look, but when they do become relevant, the subject can be considered worthwhile.

To sum up, the AL techniques which are invented on the basis of the theory of MI sometimes appear to be practical. However, some ideas seem to be absolutely irrelevant, impractical and impossible to include in the classroom activities. For example, it is complicated to understand on how to motivate students to use the techniques which are recommended for people who are claimed to have a natural intelligence.

T Stands for Triggering Memory

Colin Rose (1995: 67) claims that 70 percent of what one learns could be forgotten in 24 hours if one does not make any special effort to remember it. Therefore it is suggested not to just read something, but to repeat it out loud, find a way to associate it with a physical movement if possible. It is also recommended to have frequent breaks in every 20 minutes as it is said to keep one's recall level much higher.

Very often there is a large amount to memorize in a subject. It is necessary to make sure that the subject matter is locked into one's long-term memory. It is suggested to consciously apply all the previous steps, whereafter one will have truly learned the subject. It is also necessary to 'lock it down' so that one can recall it on demand. There are numerous memory techniques which include the use of association, categorization, storytelling, acronyms and flash cards, learning maps, music and reviewing (quotation Rose 1997: 159 –160).

A very popular technique for memorizing things or ideas is adding an odd, bizarre or comical context. These things are easy to picture, so they are memorable. Therefore, it is

smart to associate a new idea with a funny or unusual mental image. Secondly, one remembers information better if it is 'organized'. Thirdly, due to the reason that a visual memory is usually very strong, thinking of a 'mental picture' of what is being learnt is of great help. Reviewing and making associations are other key factors for memorizing facts. A study has been carried out, which proved that when learning new vocabulary, students who formed sentences that contained the words, remembered these 2.5 times better than the ones who just read the words and the ones who made a vivid mental picture where the words interacted with each other, e.g. dove and car – the dove just missed a speeding car, learnt three times better.

Chris Evans, researcher and consultant psychiatrist in psychotherapy, believes that the most important function of sleep is to allow the brain to consider the new things that had been learnt during the day. They are then filed and consolidated into the memory system. According to this theory, the sleeping brain is like an offline computer. No new information comes in during sleep. Instead, the time is taken up with making sense of what has been already experienced or learnt. The implication of this theory is that the ideal pattern would be: learning, reviewing the material briefly before sleep, then sleeping and finally briefly reviewing the previous day's learning again (Rose 1995: 72).

When something is forgotten, people tend to concentrate on what it is that is forgotten. Instead of trying just to recall it, it is suggested to use the power of association, such as retracing in one's mind what lead up to and what followed the forgotten event, name, fact or article, which helps to recall it more likely. If a person wants to store a material in a long-term memory, Colin Rose provides an example of an effective review plan: first to learn the material, and review it after an hour, day, week, month, and finally after six months. Each review is said to take only a few minutes. Rose (1995: 75), claims

that studies have shown that instead of forgetting 70 percent after 24 hours, one is able to remember 80 percent after six months.

Mnemonics or acronyms are words made up from the first letters of what is needed to remember. Finding creative symbols for inventing mnemonics is part of the learning process. It is possible to reduce this type of memory aid into a single word or a sentence.

E Stands for Exhibiting the Knowledge

After working through the previous stages one needs to be able to demonstrate what he/she has learnt. The fifth step includes testing, practicing and using the learnt knowledge. Colin Rose (1995: 83) suggests first testing oneself by using flash cards; creating a logical, numbered list; and repeating it out loud in one's own words. Any errors are said to be helpful feedback of the progress if one learns from it. Mental rehearsal and role-play are activities for practicing the learnt material. It is recommended to get into the habit of looking at the work before handing it in and first trying to evaluate the work by asking questions such as what grade it is worth for, whether it is up to the learner's best standards and after getting the work back, what could have been done to get the expected results. Finally, Colin Rose (1995: 85) advises practicing the learnt material or skill, claiming that one has succeeded when he/she is able to use what has been learnt independently away from the situation where it was first learnt. An idea, used within 24 hours of seeing or hearing about it, is much more likely to be used permanently, so one should use the learnt skills straightaway in order to remember them well and be attentive when looking at the different settings and circumstances in which other people use the same skills or knowledge. Another useful recommendation is to find and have a 'study buddy', somebody who is also trying to understand and use the same skill, subject or material. Cooperative learning allows the partners to compare their approaches and learn from each other.

R Stands for Reflecting the Learning Process

According to the theory of AL by Colin Rose, the final step is about reflecting and analyzing the learning process itself. In order to do so, the learner should think about what lessons could be drawn for the next time and what techniques and ideas worked best. In Estonia, the term 'self-image of learning' is used (Kadajas 2005: 18). "Self-image of learning is a learner's conception of himself/herself as a learner. He/she analyses his/her learning process and finds out its strengths and weaknesses" (Kadajas 2005: 18). Gradually students evolve an approach to learning that is most suitable to their own unique brains, therefore, according to Colin Rose (1997: 161), they are claimed to become self-managed, competent learners. The same idea was used by Linnakylä, the author of the book *Miten opitaan tekstistä* in 1988, but the term *self-directed learner* was used (Kadajas 2005: 18). Colin Rose (1995: 89) claims that after reaching the point, where one has actually used what has been learnt in real situations then a period of quiet reflection is essential. Furthermore, stating that if one builds up a habit of thinking through how things have gone, one will truly be in control of his/her own life. By asking two simple questions such as what went well and what could have gone better is said to be the essence of self-assessment. That is the part to analyze whether one has met the objectives which were stated in the first step. Harmer (2007: 140) advocates that students frequently have a very clear idea of how well they are doing or have done, and if students are helped to develop this awareness, learning may be greatly enhanced. "Developing learning skills, including the skill to set learning objectives and analyse one's learning results with the help for, for example, the European language portfolio or learning portfolio, is also essential" (Subsection 2, paragraph 1.2 of the Estonian National Curriculum for Basic Schools regarding the subject area of foreign languages). Kadajas (2005: 31) advocates that one of the best aids for determining one's own individual LS and assessing and enhancing one's

learning is a learning diary. A learning diary enables the student to put down not only what is being studied, but also why and how it is done. Realising and putting down the activities supports the student's self-assessment; helps him or her to reflect on what he has done; helps to acquire the learning material better; and gives the teacher an overview of the learner's progress and learning motivation. Therefore, using European Language Portfolios appears the best practice.

2. USING THE TECHNIQUES OF ACCELERATED LEARNING IN PÄRNU COEDUCATIONAL GYMNASIUM

The objective of this Master's thesis was to study the practical outcomes of AL in an actual classroom situation. I set out to specify the effectiveness of AL and explore the implications of using the techniques of AL on the example of the 9th grade from Pärnu Co-educational Gymnasium. That included 51 students, 23 boys and 28 girls. 45 students filled in the questionnaires, which was approximately 88% of the 9th graders from Pärnu Co-educational Gymnasium. That involved 21 boys and 23 girls. Although the numbers of boys and girls are mentioned, the research results did not discover any remarkable differences between the answers of the boys and girls. A quantitative research was used in pre-testing process, due to the reasons that "...by definition, measurement must be objective, quantitative and statistically valid". (Anderson 2006: para. 2) Therefore, as the study concerns numbers and written answers, and since the questionnaire was compiled keeping in mind the research questions it can be considered as objective and valid. (See the example of the questionnaire in Appendix 1).

Due to the reason that the aim was to get an idea of the students' awareness of the techniques or using them before knowing anything about the AL method, the students were asked to define a learning technique as well as to point out the techniques which they had used and found useful as well. What is more, as Rose (1997: 137) advocates that motivation is a key to learning and students will automatically increase their motivation when using a specific technique that is sharing one's goals, as specified in the first step of MASTER plan (1997: 203), it was asked about the students' willingness to learn English and the reason for it.

Secondly, the AL techniques and lesson plans on the basis of AL methodology were introduced to the test group of 11 students, 7 boys and 4 girls. Only one language

group was involved in the survey since other English language teachers of the 9th graders were not interested in changing their class format nor lesson plans.

Finally, a qualitative research was carried out so as to learn the outcome of AL practice. With reference to the article by Anderson (2006: para. 4), qualitative research is much more subjective than quantitative research and uses very different methods of collecting information, mainly individual, in-depth interviews and focus groups. In addition, (Anderson 2006: para. 5) a researcher probes and explores responses to identify and define people's perceptions, opinions and feelings about the topic or idea being discussed, and to determine the degree of agreement that exists in the group. The present qualitative research was conducted in a test group after the third school term when the students had learnt and practiced using the AL techniques. The students were given a questionnaire in order to compare the results before and after the testing period. Firstly, I asked about their willingness to study English and the reasons for it, secondly their subjective opinion about the effectiveness of AL techniques, and thirdly I also added some open-ended questions, so that the students could write about their ideas.

Pre-test Results of the 9th Graders of Pärnu Co-educational Gymnasium

The analysis of students' responses for the first questionnaire which was about probing the 9th graders' motivation for learning English and using the techniques of AL, demonstrated that the students' interest in studying the English language can be shallow. Furthermore, the responses indicate that without being aware of the fact, they are actively practicing several language learning techniques that are also used in AL.

The first chart demonstrates the results for the question: "Do you like English language classes and why?" Despite the fact that the answers for the question might not reveal the actual willingness or interest in learning the English language in my opinion, it gives an overall idea of the students' attitude towards learning the subject.

First, five students or 11% of the respondents (1 girl and 4 boys, out of 51 students) wrote that they disliked the English language and its classes. One of them considered the language and the learning boring, one of the students disliked the teacher without commenting on whether he liked the English language itself, and others did not provide any additional information for explaining the matter. Due to the fact, that too little information was provided, which may result from the statement-type question, it is difficult to draw parallels with motivation.

Only 1 girl pointed out that she liked the English language due to a variety of reasons, but found the classes boring. Therefore, she might be highly motivated, but is more intelligent than the majority of the class and therefore finds the lessons not challenging enough.

Secondly, the students who claimed to like English language classes, provided 6 main reasons for it: easiness, considering the lessons interesting, regarding the subject necessary, having a particular goal for it, appreciating the teacher and having fun.

The following chart demonstrates the percentage of the students, who claimed to like the English language classes. That includes 39 students (or 86% of the respondents).

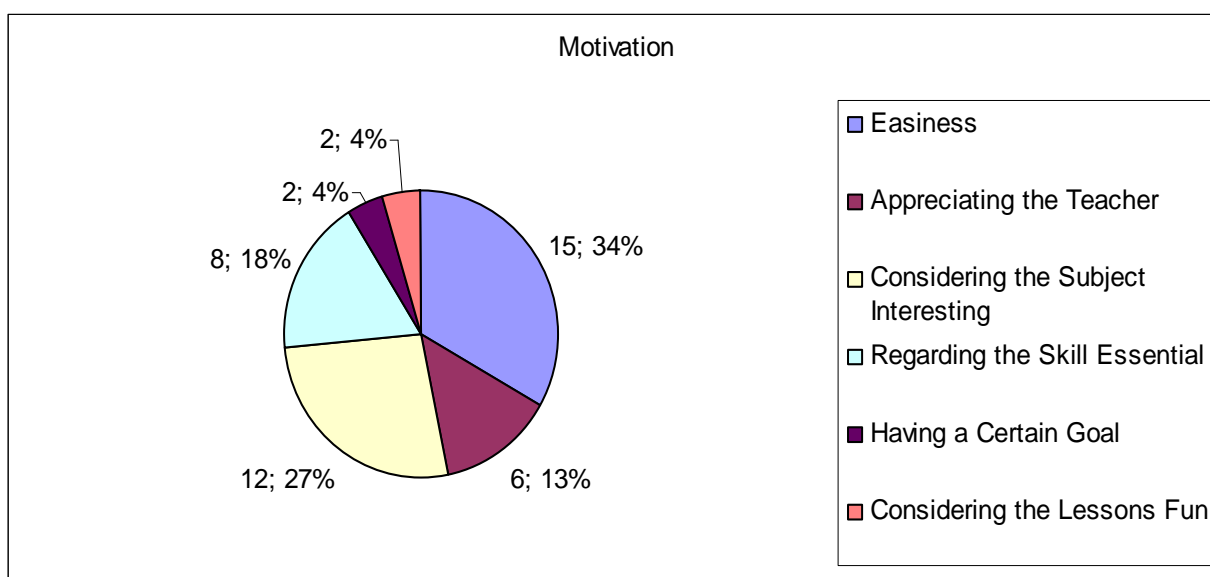


Figure 1. Motivation.

Figure 1 demonstrates the categories which were formed on the basis of the students' responses. Firstly, the majority of the students (15 or 34% of students) explained their willingness to study English on the grounds of being one of the easiest subjects. Secondly, the interest in the topic was highlighted by 12 or 27% of the respondents. It is difficult to analyze the explanation 'interesting' if no additional comments are provided, because it might refer to having a positive attitude towards the language learning and its classes but there can also be other reasons. Thirdly, considering the English language as an essential skill was mentioned by 8 or 18% of the students among the 9th graders in Pärnu Co-educational Gymnasium and after that, 6 or 13% of the students pointed out the fact of having a good teacher being the reason for considering the English language as a likeable subject. Finally, 2 students (4%) wrote that they had a certain goal and the same number of respondents considered the English language as simply a fun subject. Although most of the responses left an impression of having a positive attitude towards English language classes, only 4% of the students mentioned having a certain goal for learning. Therefore, it is difficult to comment on whether they have the motivated 'state of mind'.

Secondly, in order to shed light upon the awareness and the use of the techniques that are also used in AL, the following charts demonstrate the students' responses. The 9th graders from Pärnu Co-educational Gymnasium were asked to tick the learning techniques that they had used and/or were aware of and double tick (vv) the techniques that had helped you learn better. Due to the fact that the majority of the students either just ticked the techniques once or only double ticked, shows that the question was unclearly stated. Since only 18 respondents seemed to have understood the task, it is difficult to conclude whether the 25 students, who only double ticked the answers, considered the techniques known and also useful or they had just misunderstood the task. Two students ticked the techniques only once. Therefore, I shall only discuss the results on the basis of awareness

of the techniques. For it was not possible to adjust all the 38 techniques in one chart, instead 4 charts were used to demonstrate the results. The results are ordered, starting from the most frequently applied techniques by the 9th graders who had responded to the questionnaires.

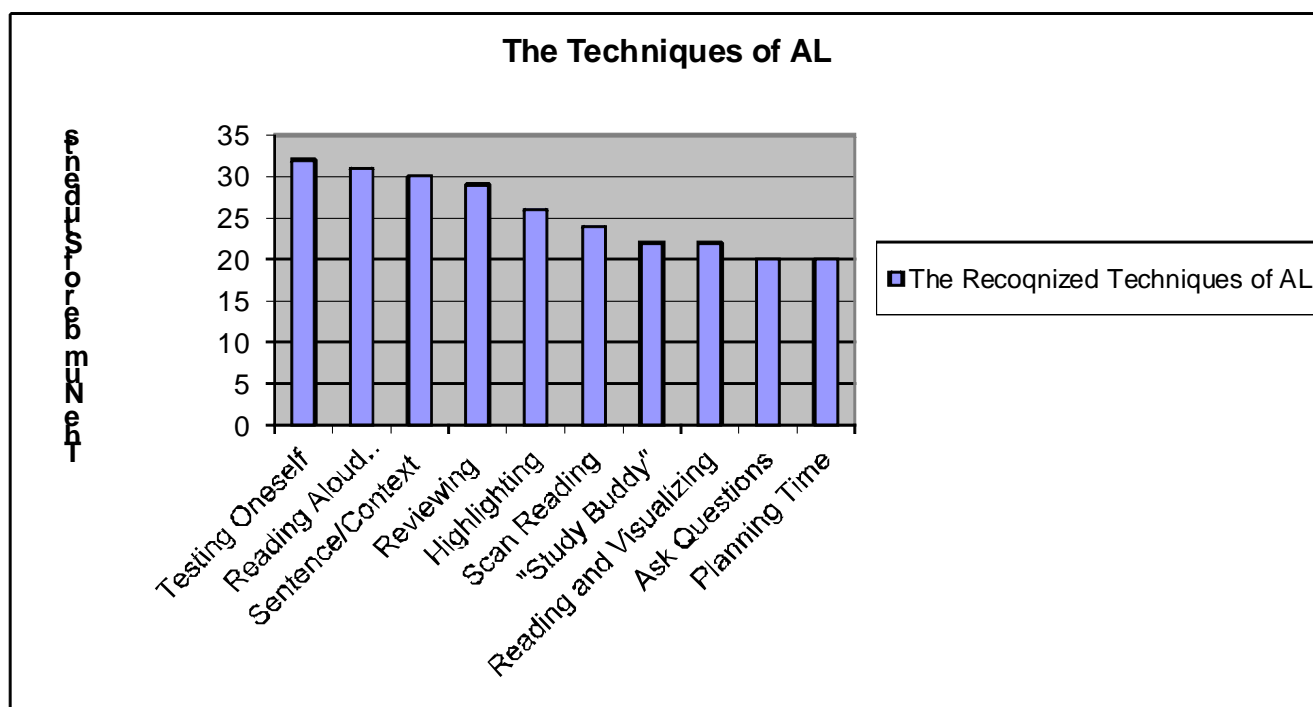


Figure 2. The Techniques of AL.

Figure 2 shows the most used AL techniques that concord with AL in Pärnu Co-educational Gymnasium among the 9th graders before the AL method was introduced. 32 out of 45 respondents pointed out that testing oneself was the technique they used the most and considered to be the most effective. 31 respondents pointed out reading aloud dramatically. Using new words in a sentence or in context is definitely a known technique, since it is often used in English language classrooms. The previous technique is not original to the AL method, but was given as an example due to the reason that according to Colin Rose (1995: 72), an even more effective technique is to use new words in a humorous context. 29 students marked reviewing material before and after sleep. That

technique is discussed separately from the technique called reviewing cycle that includes revising material for a long time. The reason for it could be due to claiming to be created by Colin Rose himself. Highlighting or underlining new words, phrases, ideas etc. was pointed out by 26 respondents and scan reading by 24 students among the 9th graders of Pärnu Co-educational Gymnasium. 22 students recognized the technique of learning with someone else, a friend of theirs, also called a 'study buddy'. The same number of students pointed out reading and visualizing. 19 students consider asking questions and planning time to be common techniques. That result raises the question of reliability due to the poor result. Taking under consideration that asking questions is often practiced in classrooms, it should have been pointed out by more students.

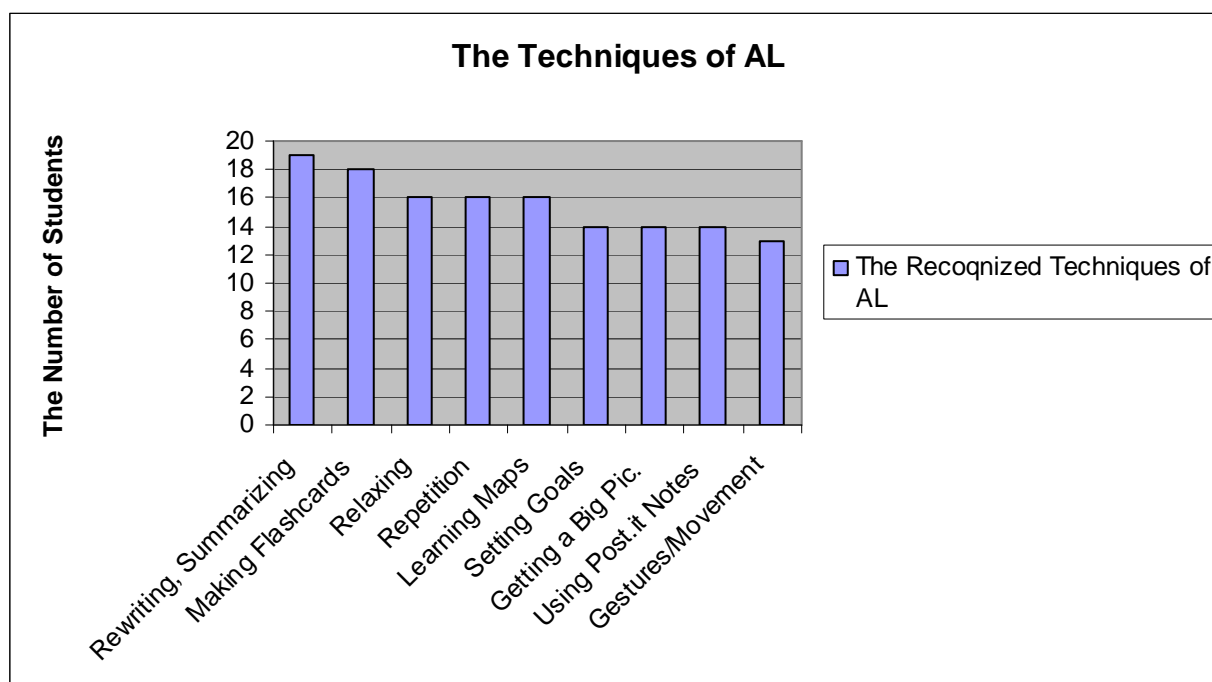


Figure 3. The Techniques of AL.

Figure 3 shows that rewriting and summarizing is a known technique to 19 students among the 9th graders of Pärnu Co-educational Gymnasium. 18 respondents have marked making flashcards, i.e. writing on small pieces of paper. 16 students have recognized relaxing,

repetition and making learning maps as common techniques. Setting goals, getting a big picture of a unit and using post it notes was highlighted by only 14 students. In my opinion, there had to be some misunderstanding due to the reason that setting goals was marked by such a small number of students. Moving around and using gestures when learning can be noticed as known techniques for 13 respondents out of 45.

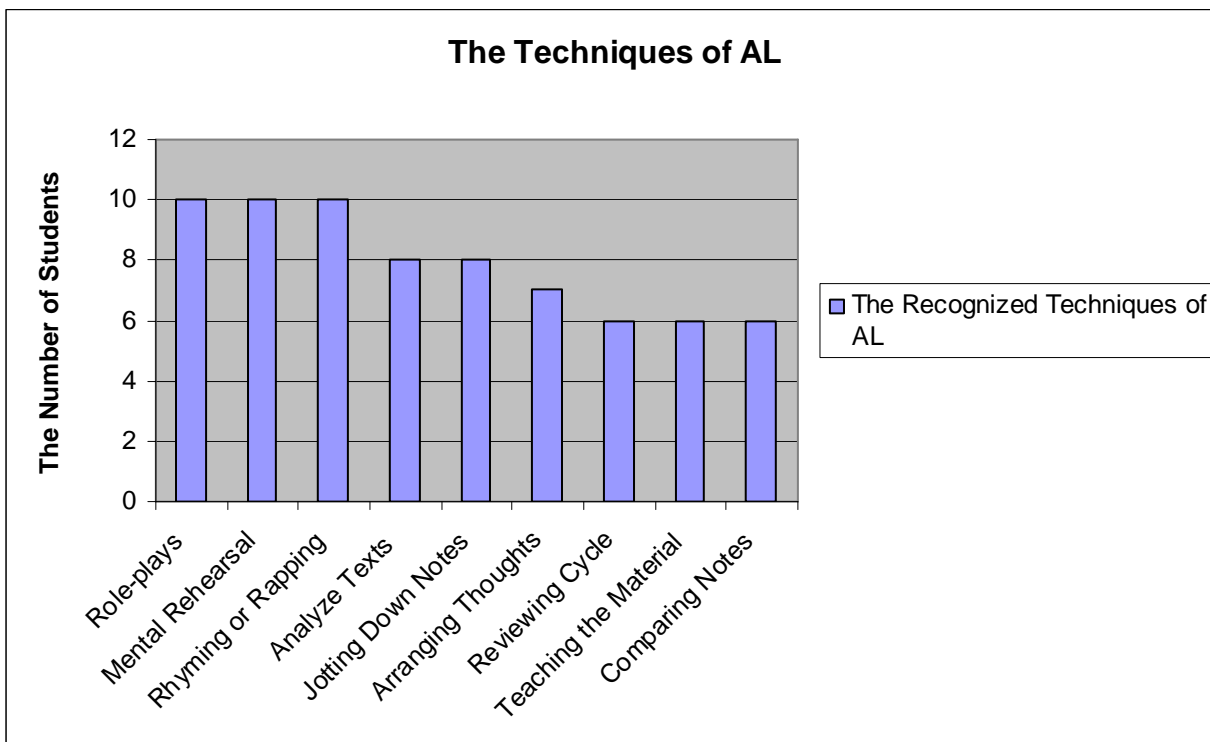


Figure 4. The Techniques of AL.

Figure 4 demonstrates the awareness of the techniques such as role-plays and mental rehearsal, which is using one's imagination to see his/herself actually using what he/she has learned and finally rhyming or rapping by 10 respondents among the 9th graders of Pärnu Co-educational Gymnasium. In my view, there had to be some misunderstanding once more, as role-plays are definitely not unknown techniques. There must have been confusion between the ideas of considering role-play as either a technique or simply an activity. Analysing a text and making notes of what is already known before learning a new topic were ticked by 8 students. Despite the fact that students were asked about

‘jotting down the notes that are already known before learning a new topic’, they seemed to be careless when reading the statement, because the phrase ‘jotting down notes’ can be easily confused with the meaning of writing down notes (when learning). 7 students noted arranging thoughts as known techniques, while review cycle, teaching a new topic to other students and comparing notes were marked by only 6 students. In my opinion, there had to be some misunderstanding once again, since, for example, comparing notes and explaining new material to friends should be more popular or at least known techniques among students. Even more, the outcome of 6 students highlighting the review cycle, which is an original AL technique, and 29 respondents pointing out reviewing before and after sleep, is somewhat surprising.

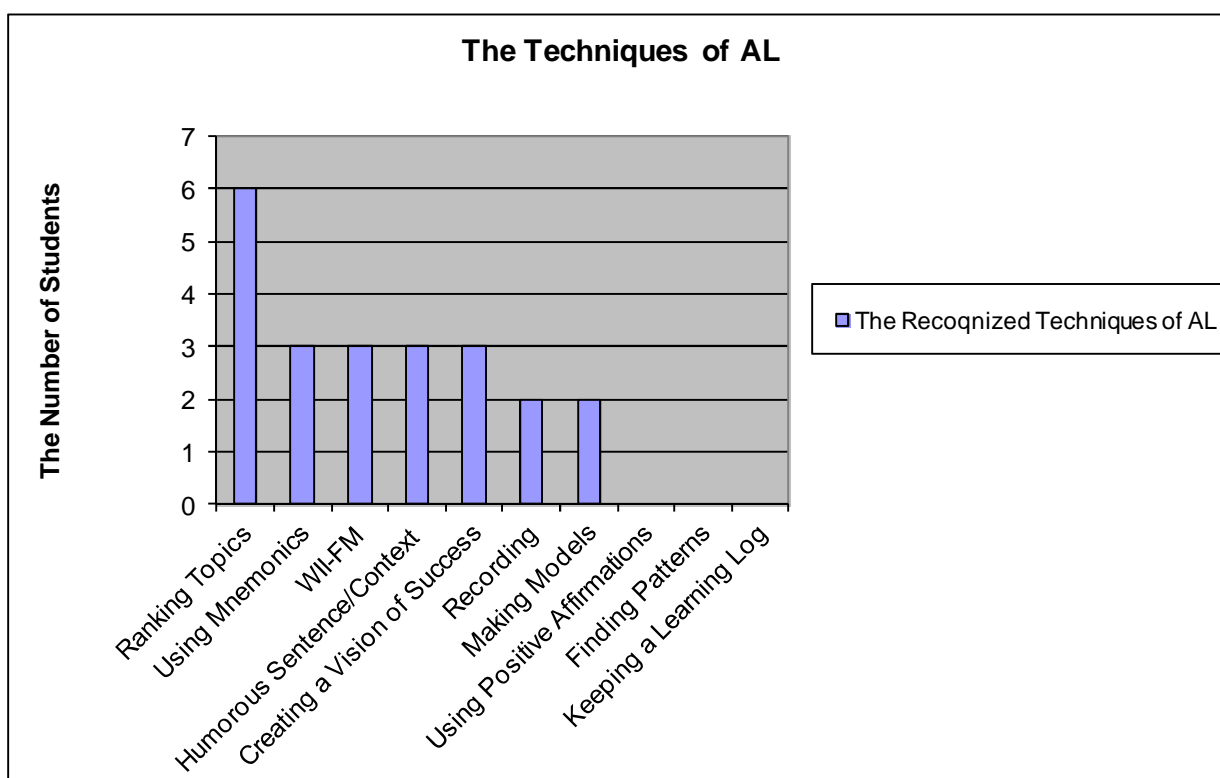


Figure 5. The Techniques of AL.

Figure 5 demonstrates the techniques, which are rarely recognised by the 9th graders of Pärnu Co-educational Gymnasium. Ranking topics was marked by 6 students. Using

mnemonics, thinking about what is personally gained from a topic, using new words in a humorous context, and creating a vision of success were recognised by only 3 students out of 45. Considering the fact that 30 students out of 45 recognized a technique of using new words in a context and 3 students out of 45, ticked using new words in a humorous context, is somewhat surprising. There were four techniques that were not recognised by any of the 45 respondents. Those include making models, positive affirmation, finding patterns and keeping a learning log. To my mind, the last technique was misinterpreted, since most of the 9th graders should be familiar with the use of European Language Portfolio, which can be considered as a learning log as well.

Finally, considering the above-mentioned results, it can be claimed that the students of Pärnu-coeducational Gymnasium are aware of the techniques which are used in the AL method. However, due to the reason that the pre-testing did not produce any practical or valuable outcome besides giving an overview of the known techniques, which are also claimed to be the AL techniques, and because the results were often illogical, I shall concentrate my work on the process of using Colin Rose's MASTER plan with its techniques in my classroom and the analysis of the implications of using the method.

Lesson Plans

I devised the lesson plans, concentrating on Colin Rose's MASTER plan and the suggested techniques. The teaching materials included the textbook and workbook of *I Love English 7*. The testing was carried out during the third school term, from January 29th to March 15th, and textbook units 11-16 were used in the learning process. Before beginning with the MASTER plan lessons, I introduced the overall plan for the whole term to the students, and explained the AL method, including the MASTER plan and the AL techniques. While introducing the outline for conducting the MASTER plan, I also gave an overview of the principles of LS, defined the concept of being visual, auditory or

kinaesthetic learner, and reminded the students of the 7 types of intelligences, which were explained in the 6th unit of *I Love English 7* textbook. I also referred to the AL official website of AL, which includes a test for identifying the strongest types of intelligences. The results of the tests were discussed briefly, owing to the fact that AL lesson plans should include various activities for all types of intelligences and the purpose of the present thesis includes only the overall plan and its techniques only.

According to Lilyana Skopinskaya, (1996: 8) a language classroom lessons include four stages: review, presentation, practice and production. I have used a similar procedure since the beginning of my teaching practice. Therefore, when comparing a previously mentioned format to AL lesson plans, which were compiled by using a six-step MASTER plan, I discovered that instead of four stages, it consists of six stages, which includes several techniques. For this reason, it was complicated to adapt it for 45-minute lessons. Apart from this, the descriptions of AL techniques were more comfortable to adjust to longer periods. Therefore, I prepared the plans using the AL method and its techniques per unit at a time. The lesson plans are presented in Appendix 2.

Firstly, the AL theory, where the first stage is called ‘motivation’ as well as ‘stage of mind’, claims that it should include encouragement, setting clear goals and relaxing environment. Even more, the suggested techniques in this stage include scan reading and making notes of what is already known. However, the techniques of starting my lessons with a positive attitude; trying to create a positive environment by showing interest in my students’ well-being and by asking questions about their day; or starting a lesson by telling a joke etc. have already been parts of my lessons since the beginning of my career. The example of my lesson plans show that I tended to use similar pattern for every unit. Therefore, it turned out to be a routine that every unit began with scan reading and analyzing what was there to come and whether there was anything interesting as well. That

was the stage which the students in the test group seemed to like the most. Discussing the set goals and objectives for the lesson and unit has always been part of my lessons either. Therefore, that remained unchanged part of a routine for the students and the teacher. Finally, the review of the previous lesson, which is linked to the new lesson and the AL technique of ‘jotting down already known information’, can also be considered as finding connections with the learnt material. Due to the reason that making notes of familiar information alone would have taken too much time, I focused on discussing the objectives and outcomes with the students, letting them scan read the unit, i.e. look ahead and discuss the information and connect to the topic with previous knowledge.

Secondly, the AL theory calls the second stage ‘acquiring information’, which should be about introducing a new topic in a way that students could get an idea of the whole idea which is called a ‘big picture’, then making a plan, that is setting the predicted dates for coming tasks. Those were discussed in the classroom with the teacher. Finally, the types of exercises in the unit were discussed and analysed in order to recognize whether they might be useful for visual, auditory, kinaesthetic or all of the preferred LS.

The next stage is called ‘searching out the meaning’. In that stage, Howard Gardner’s theory was being used. Personally, I believe that using the theory of MI and the suggested techniques keeping in mind, so that mathematical-logical, linguistic, visual-spatial, bodily-physical, inter-personal, intra-personal, naturalistic, and musical intelligences would be involved, helped to make my lessons more interesting, especially due to applying a variety of activities. Therefore, it can be considered as a tool for being more creative when planning lessons. However, the techniques meant for natural intelligence were left out due to being out of context and difficulty in involving it into the practice. When conducting the lesson plans, acronyms for the types of intelligences were used. L stands for linguistic intelligence, Ma for mathematical intelligence, V/S stands for

visual-spatial type of intelligence, Interp and intrap for interpersonal and intrapersonal intelligences, K/P for physical, kinaesthetic and Mu for musical intelligence. Unfortunately, there were units where I failed to use all types of intelligences but it was focused on using a variety of techniques and that the majority of the types of intelligences would have been used.

The fourth step is called 'triggering the memory' or 'memorizing the key facts'. In that stage I concentrated on introducing the techniques for using at home in order to memorize the material better. In the classroom, I often used an activity of using learnt vocabulary in a humorous context, which was often made up by the students.

Next, the fifth stage called 'exhibiting the knowledge'. In that stage I considered suggesting the students to look at the work before handing it in very useful. To my mind, when recommending students to try to evaluate the work by asking questions, such as "what grade is it worth; is it up to my best standards", allows them to accept and analyze the teacher's feedback. The students of the test group stopped negotiating over the marks, e.g. whether it is really a "3" or "4 minus" etc.

Finally, the sixth stage in the AL theory is reflection, which is about reflecting and analyzing the learning process itself. Therefore, at the end of the units I asked students to talk about the techniques which helped them learn better or what they would have done differently. There were always students, who seemed to be more interested in the subject and tried to analyse their learning more than the others. For some reason the boys in the test group appeared to be more critical in discussing the learning process. Due to the fact that the majority of the group consisted of boys, and I was not very consistent in asking them to analyze their learning, the stage was soon left out from the lessons. Nonetheless, the last stage turned out to be more about analysing the learnt material than the process itself.

The lesson plans, which were used during the testing period of the AL theory, are presented in Appendix 2.

Despite the fact that I had no practical example of how a MASTER plan lesson should look like, I did not face any insurmountable obstacles. However, there were several impediments concerning lesson planning, because the steps did not fit into 45-minute lesson plans. Considering the AL techniques and the whole process including all stages, it seemed to me that the only logical idea was to adjust the plan to each unit. Secondly, it is difficult to comment on whether the students did actually benefit from the second stage, where the LS theory was involved. Since the students used a very practical textbook with a variety of exercises provided, and it seemed to me that the exercises were created in a way as to involve all senses. Therefore, I did not create extra activities, except for visual materials for remembering information, e.g. powerpoint presentations. Even more, the idea of using various handicraft activities in order to reinforce kinaesthetic memory was out of question, because I move from class to class and sometimes need to give lessons in the classroom meant for teaching mathematics, so I could not hang up any posters or cards etc. Thirdly, students did not seem to find the final 'reflection' stage of the learning process beneficial, arguing that there was no sense in going over the same topic when they believed to have understood the topic.

Test Group Results

Test group, which consisted of 11 students (7 boys and 4 girls), were involved in a quantitative research. They were introduced to the AL techniques and they practiced using them during the third school term. The students were given a questionnaire in order to compare the results before and after the testing period (See Appendix 3).

The following chart demonstrates the attitude towards the English language and its classes before and after the testing period. In the pre-test questionnaires, all of the students

of the test group mentioned the fact that they liked the English language and the classes. There appeared to be no changes in this regard in the feedback questionnaire. It can be an unreliable result, because the level of objectivity is very low, since I was the one who carried out the research with my students and the students might have not dared to claim the opposite.

The following chart is about the reasons given to justify the attitude towards the English language and its classes. The number of reasons given per the number of times mentioned.

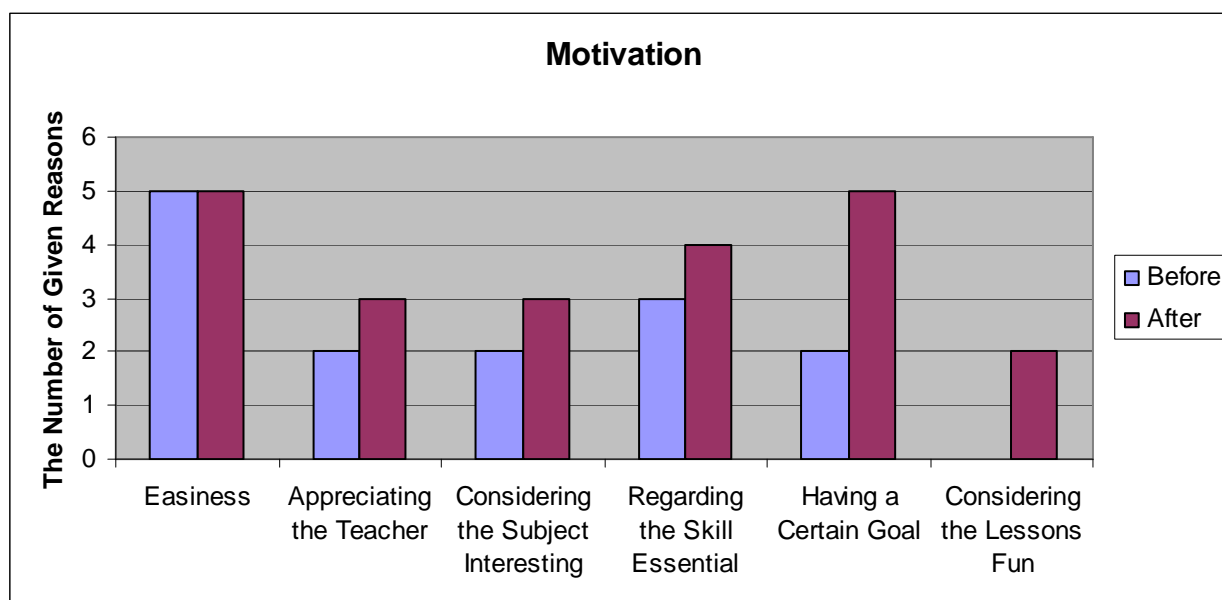


Figure 6. Motivation.

According to Rose (1997: 203), when using a specific technique that involves sharing one's goals, students' motivation will automatically increase. The students did use the technique and discussed their goals and necessity for learning English. Therefore, it can be assumed that the increase presented in the Chart, which totals 3 more times of pointing out the technique shows the awareness of the subject matter. In addition, the fact that the lessons were regarded as being fun, might be caused by adding more activities to the

lessons. There are little positive changes in other three categories as well, and the idea of finding the language and its lessons easy did not change.

Secondly, although the students were asked about both, the awareness of the AL techniques and their usefulness in the pre-testing section, and I only focused on the awareness of the techniques for reasons explained earlier in this section. In the feedback questionnaire I decided to ask the techniques on the basis of usefulness only, because it seemed to be obvious that the students would know the techniques after having been introduced to them throughout the whole school term.

After the testing period, the target group was asked to write about the techniques they liked to use and considered effective. A questionnaire with open-ended questions was used.

The following charts represent the outcome of the subjective opinions of the effectiveness of the AL techniques. The results of the test group are demonstrated in four charts, due to the number of the analyzed techniques.

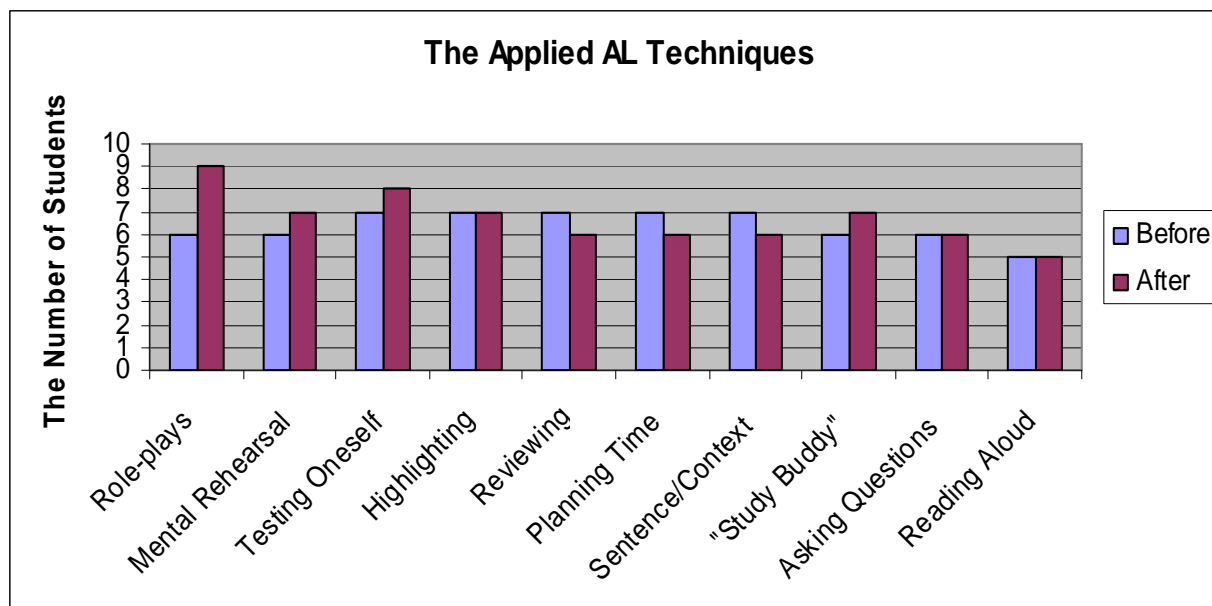


Figure 7. The Applied AL Techniques.

Figure 7 demonstrates that there have been small changes in considering the effectiveness of AL techniques. The most noticeable shift occurred in using role-plays. The result was expected, since the activity was used rather often during the testing period. The chart shows a small increase in testing oneself: it was practiced by 7 students before and 8 after the testing period. It was pointed out that mental rehearsal and learning with a partner were considered useful techniques by 6 students before the testing period and 9 afterwards. For unknown reasons, there has been a decrease in reviewing, planning time and using words in context. Decrease in the last technique could be explained by an increase in using words in a humorous context. The use of the techniques of asking questions and reading aloud do not demonstrate any changes. I expected to see some change in the technique called ‘asking questions’ because the previous results showed ignorance of the term and could have been misunderstood. However, after explaining the idea, the results remained the same. Therefore, only six students out of 11 consider the technique useful.

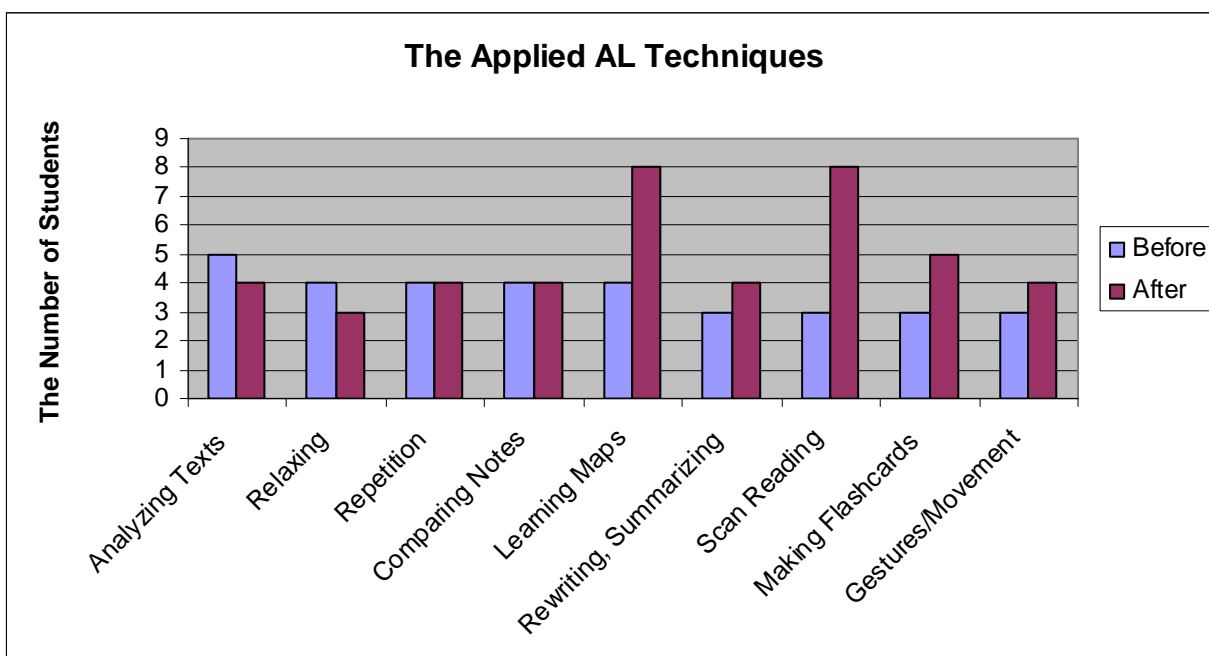


Figure 8. The Applied Techniques of AL.

Figure 8 shows the tremendous change in estimating the validity of the techniques such as learning maps and scan reading. Considering the numbers before, there are five students more who favour scan reading and four students who value the use of learning maps more than before the testing period. Two respondents claimed to favour making flashcards and one considered movement and using gestures as to be more effective techniques as previously. In other words, learning maps and scan reading are considered effective by 9 out of 11 students, which is an outstanding result. However, the techniques of repeating and comparing notes have remained the same. Finally, the chart demonstrates that there has been a decrease in relaxing and analyzing the text. Even so, I expected to see a more noticeable change in analyzing the text, because the students were introduced the idea of analyzing the text using the acronym AEIOU technique, which I assumed to have some feedback from the students.

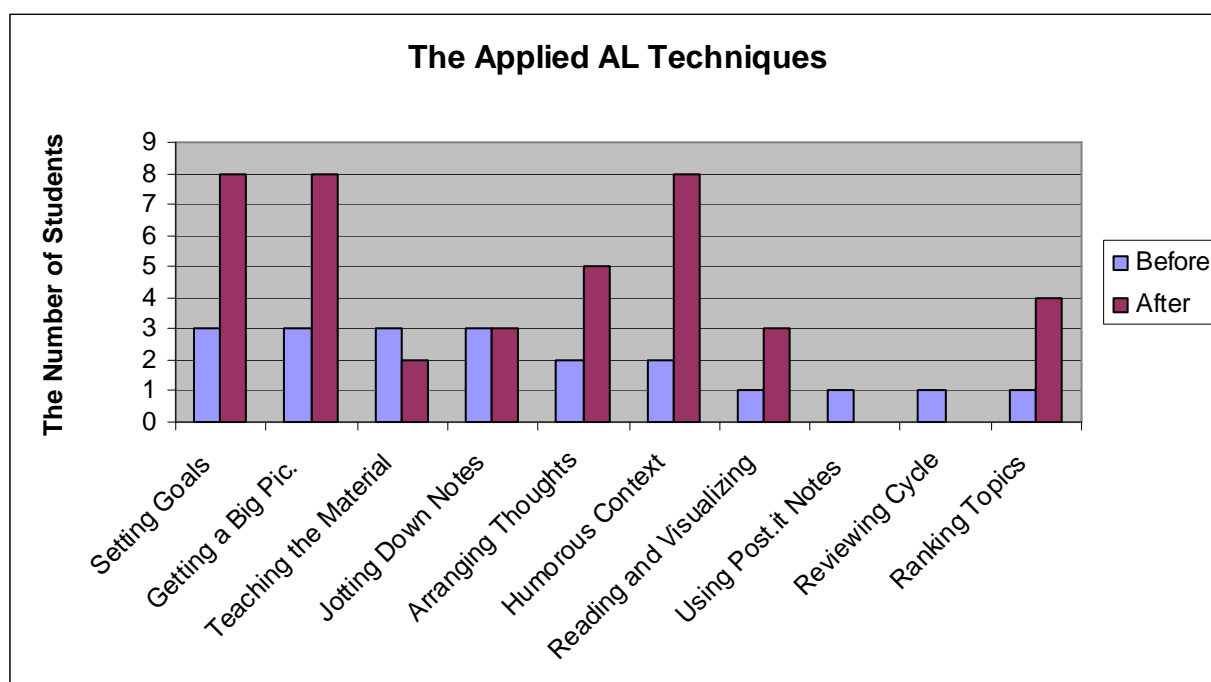


Figure 9. The Applied Techniques of AL.

Figure 9 demonstrates that after teaching the students the necessity of setting goals, getting a big picture of a unit and using words in a humorous context, has also changed their

attitude towards the effectiveness of the techniques. 8 students out of 11 value the previously mentioned techniques, which is a outstanding remark considering the fact that no more than only 3 students believed them to be useful before. Ranking topics is also valued by 3 students more than previously. Furthermore, there has been a distinctive change in valuing the making of flashcards, arranging thoughts, and reading and visualizing. Despite the fact that jotting down the notes about already known information was actually not used during the lessons, it has still remained the same. Finally, the idea of teaching someone else, which is one of the highlighted techniques in the AL theory, demonstrates a decrease in valuing it by the test group and none of the 11 students considered sticky notes useful either. Review cycle shows a negative result, as before testing period at least one of the students had marked it as an effective technique but after the third school term none of the 11 students valued it for unknown reasons.

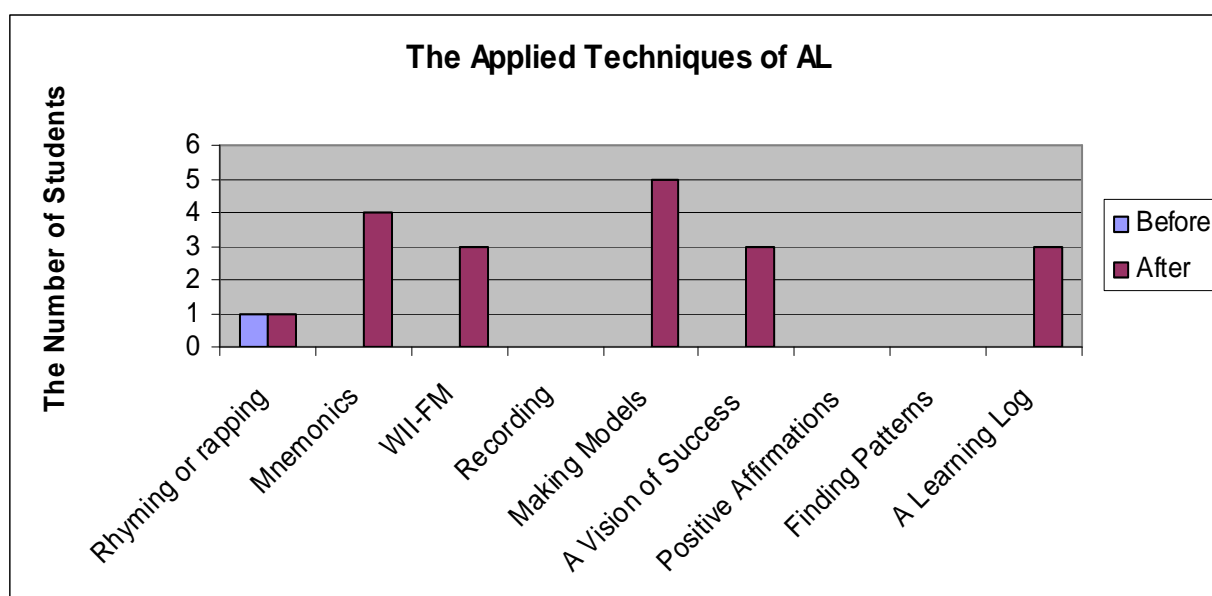


Figure 10. The Applied Techniques of AL.

Figure 10 shows major changes in considering, using mnemonics, WII-FM, making models, a vision of success and keeping a learning log compared to the previous results. 5

of 11 students tend to make models, 4 students value the use of mnemonics and 3 students highlight the techniques called WII-FM, a vision of success, and keeping a learning log, which are all noticeable results due to the fact that none of the 11 students considered the techniques effective before. Rhyming and rapping remained the same, which was highlighted by the same students before and after the testing period.

In conclusion, as it can clearly be seen that there have been changes of attitude towards the techniques of AL and it might be caused by the increase of awareness of the method and its techniques. Therefore, the pre-testing results might show that the 9th graders in Pärnu Co-educational Gymnasium are actually not aware of the AL techniques because they recognize the techniques given as they think they are, but it is difficult to comment on really being aware of the techniques. I am inclined to think that all the techniques are highly subjective and deeper understanding might change the attitude towards the techniques but it is still difficult to conclude whether the use of the techniques make learning more effective than before.

After the testing period, the students were also asked to give feedback on the lessons, whether they tended to think about their learning process and the used techniques more than before and whether they used the techniques outside the classroom as well. Although they were asked to give explanations, most of the students tended to give rather short answers, therefore I divided the students' answers into three categories: yes, no or sometimes. Five students out of 11 considered the techniques being useful and fun, four respondents expressed negative attitude and two students neutral. In order to clarify the results, I personally asked the students of the test group to comment on their answers. Five students (4 girls and 1 boy), claimed to value the techniques due to the explanations which were provided before using the MASTER plan in the classroom, saying that they have begun thinking about the learning process more than before. The two students who gave

neutral answers that means sometimes favouring the techniques of AL and sometimes not, explained that everything depends on the particular lesson and activity whether it makes the lesson fun or not. Finally, the ones who considered the techniques of AL as having no impact justified their answers by saying that they expected to see some results, preferably positive in their studying process and marks but in their opinion everything remained the same.

The analysis of the above results demonstrates that there have been some changes in the learning strategies due to the use of the AL techniques. Therefore, it can be caused by the positive impact by the use of the AL technique but it might also show that the students are now aware of the techniques and conscious of the learning process. Nevertheless, the ones who expected some major change in their learning process also as promised in website advertisements of AL, had to be disappointed because students still need to work hard for getting good results. Furthermore, as the most of the techniques were used in my classroom already before and the pre-testing results demonstrated that the techniques are already in use in other classrooms as well.

CONCLUSION

In conclusion, the current research was about analysing whether the techniques of accelerated English language were suitable for Estonian students who learn English as a foreign language. The first section was about providing an overview of the AL methodology and its techniques. The second section provided the outcome of the research which was conducted among the 9th graders in Pärnu Co-educational Gymnasium.

The general aim of the research paper was to set out to specify:

1) Rose's (2001: para. 2) claim that AL is an innovative and successful method and besides that a unique way of learning. Therefore, a quantitative research was used in order to discover whether the method can be claimed to be unique and innovative. The questionnaires were given to the 9th graders of Pärnu Co-educational Gymnasium (51 students). 45 students responded to the questionnaires (21 boys and 23 girls). The students were given a list of techniques that are used in the AL method. 35 out of 38 techniques were recognized and also practiced. Testing oneself, reading aloud dramatically, reviewing before and after sleep, were the three of the best known and used techniques and the three techniques which were not recognized at all, were using positive affirmation, finding patterns and keeping a learning log.

Some of the outcomes were surprising or illogical, for example, the technique called 'asking questions' was ticked by only 20 students out of 45. Therefore, the results cannot be regarded as reliable. However, due to the fact that most of the techniques were ticked as known and practiced before, it can be claimed that using the techniques of AL is neither innovative nor unique. Still, the idea of using the techniques in a certain sequence, that is using the MASTER plan, can be regarded as a unique way of learning. In other words, although the learning techniques might already be in use in everyday learning

practice, they can be considered as innovative and unique way of learning English if they are accompanied with the MASTER plan.

2) The secondary aims of the current paper were to discover the effectiveness of the AL techniques for the 9th graders in an EFL classroom and to discuss the implications of using the techniques of AL on the example of the 9th graders of Pärnu Co-educational Gymnasium.

First of all, the lesson plans were made on the basis of the MASTER plan. Due to practical considerations, only one of the English language groups of the 9th graders of Pärnu Co-educational Gymnasium was introduced the techniques of AL during the third school term. The test group consisted of 11 students (7 boys and 4 girls). After the third school term, the test group was asked to give feedback for the lessons and they were also provided with a questionnaire. The questionnaire, involving the same 38 techniques, which were presented to the test group previously, were asked to tick on the basis of subjective opinions of the usefulness. Moreover, motivation was measured by asking whether the students liked English language classes and also to give reasons to support their claim. According to Rose (1997: 137) it is possible to increase motivation, which is a key to learning, by using a specific technique called 'sharing one's goals', as specified in the first step of MASTER plan (1997: 203). It was discussed separately, due to the reason that motivation is also highlighted as the first and one of the most important thing to be able to learn anything. Therefore, the results before and after the testing period were compared. The results demonstrated that the categories for explaining their willingness to study the English language remained the same as before: considering the subject and classes easy, interesting, necessary, fun, having a clear goal or favouring the teacher. The chart demonstrated an increase in most of the categories except for considering the subject easy, which remained unchanged. There was a noticeable increase in the category of having a

goal or purpose for learning English, which was highlighted three times more than before the testing period. Therefore, the outcome shows that the technique of discussing and sharing goals might make students think about the matter and increase their motivation.

Secondly, the techniques on the basis of usefulness were discussed. 32 techniques out of 38 were considered to be effective. In addition to that, the outcome demonstrated that 20 out of the 32 effective AL techniques underwent noticeable increase of valuing the techniques. 7 AL techniques out of 32 were valued as effective as before the testing period and the same number (7) of AL techniques were seen as not so effective.

The impediments during the testing period included the matter of devising lesson plans for the units not for lessons due to the fact that the MASTER plan and its techniques were impossible to adjust for the 45-minute lesson plans: secondly students' attitude towards the sixth stage 'reflecting their learning process' was too critical and they were not willing to see the purpose of it. Therefore, the stage was soon left out from the lessons. Finally, involving LS in the learning process remained modest, because the textbook exercises were sufficient for providing activities for visual, auditory and kinaesthetic memory and because of not having a classroom where to hang up posters, cards etc. Even more, the techniques for naturalistic intelligence were impractical in the current lessons and were left out. However, a variety of activities were used so that all the senses and other different types of intelligences were involved in the learning process.

Finally, students were also asked to give feedback and although the students were concrete and short with their answers by showing their positive, negative or neutral attitude towards the MASTER plan and the AL techniques, the results demonstrated that many of the students, 5 out of 11 (4 girls and 1 boy) considered the AL techniques being effective: 2 students were neutral by pointing out that they sometimes do consider the techniques being useful, and 4 respondents did not consider the techniques effective. The students of

the test group did not notice any remarkable improvements in their school work and neither did the teacher. However, the overall outcome was positive, because the lessons were filled with a variety of activities. Taking everything into account, using the techniques of AL in the classroom, show considerable practical implications.

To sum up, AL is a method that is advertised as an effective, successful and a unique way of learning. Although the majority of the techniques were already in use and practiced in the English language classes in Pärnu Co-educational Gymnasium, the students were not really thinking about their learning process until they were introduced the method and the necessity of using its techniques. However, despite the fact that the students did become more aware of their learning process, it did not show any major changes in the classroom nor the test results. The change, which had been promised in AL advertisements, did not come. However, the techniques of AL can improve students' learning skills and make learning process more interesting. In addition, the techniques of AL can also be one of the best practices for an educator and a learner due to the reason that it helps to organize the learning environment, produce the information necessary for learning; plan studies and follow the plan; after that, use the outcome of the learning, including learning skills and strategies in different contexts and for solving problems; and finally analyze one's knowledge and skills, strengths and weaknesses and on that basis, the need for further learning, as stated in Estonian National Curriculum for Basic School (ENC) subsection 4.3.4.

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APPENDIX 1 – Questionnaire 1

I am an MA student of Anglistics at the University of Tartu and I would be happy if you could fill in the following questionnaire to be used in my MA Thesis. Your responses are used in order to find out three aspects of learning English: motivation, knowing and using learning strategies and techniques, and the connection between using learning strategies, self-esteem and test results when learning English.

Your name is asked in order to be possible to compare your placement test and self-assessment results to the answers of the following questionnaire, but your name will not be mentioned in the MA thesis.

Class_____

Gender_____

Age_____

Questionnaire

1. Do you like going to school? Why?

2. What is your favourite subject? Why?

3. Do you like the English language and/or English language classes? Why?

4. How would you define a learning strategy and a learning technique?

5. How good are you at English language? Circle the right answer:

a) I'm excellent b) very good c) average d) not so good e) bad

6. What is your level of English according to the European Language Portfolio?

Listening _____

Speaking and talking to someone _____

Reading _____

Writing _____

7. What has helped you learn the English language best? (School, talking to foreigners/tourists, Internet, TV (films, series), other)

8. Tick (v) the answers.

		like	Dislike
1.	Speaking activities: role plays, dialogues, discussions etc. in English		
2.	Writing activities: writing letters, stories, essays etc. in English		
3.	Listening activities: completing exercises according to the audio material in English		
4.	Reading activities: for example finding important information from the text.		
5.	Grammar activities: writing exercises about tenses, prepositions, articles etc.; filling in the gaps, learning the rules etc.		
6.	Vocabulary activities; explaining and learning new words, phrases, idioms etc.		

9. How much time does it take for you to learn and do your home assignments?

Tick the right answer:

- less than an hour a week
 1-2 hours a week
 3 and more hours a week
 less and an hour every day
 1-2 hours every day
 2 and more hours every day.

10. Circle the right answer: do you find memorizing material (including vocabulary, poems, retelling etc.):

- a) Easy;
 b) Depends on the level of the difficulty, but mostly easy;
 c) Difficult;
 d) Extremely difficult.

11. Tick the learning techniques that you have used and/or are aware of and double tick the techniques which of them have helped you learn better.

1. Set goals on a topic		20. Learn with a partner (study buddy) (In order to be learn, understand, memorize a material better)	
2. Get a big picture of a unit.		21. Role-plays.	
3. Plan your time.		22. Keep a learning log or journal.	
4. Relax when learning.		23. Analyze a text, make up questions.	
5. Use positive affirmations		24. Ask questions.	
6. WII-FM (“What is in it for me”)		25. Rank main topics; list main points in a logical order.	
7. Create a vision of success		26. Record your own words or material which you need to remember and listen to it later in order to	

		memorize it.	
8. Read aloud (sometimes dramatically when learning)		27. Scan read	
9. Draw, make learning maps		28. Make models/diagrams/charts in order to make sense of the topic	
10. Use post-it notes		29. Rhyme or rap when learning a poem or new words	
11. 5. Highlight or underline new words, phrases, ideas etc		30. Jot down what you already know before learning a new topic	
12. Write on small papers/make flashcards		31. Use mnemonics/acronyms	
13. Arranging thoughts (small papers)		32. Review cycle (1hour, 1 day, 1 week, 1 month)	
14. Reading and visualizing e.g. a poem, new words etc. (in order to learn it by heart)		33. Review before and after sleep	
15. Use new words in a sentence/context.		34. Try to find patterns in a text	
16. Use new words in a funny/humorous sentence/context.		35. Move when learning	
17. Rewriting a text using your own thoughts/ words (summarized a story)		36. Repetition: words, phrases etc.	
18. Teach a learnt topic to someone.		37. Mental rehearsal.	
19. Compare notes.		38. Test yourself	

12. How do you learn new vocabulary, poems, retelling and other tasks, that are involved with memorizing? How do you remember the vocabulary best? Are there any special techniques you use for remembering the material best?

13. How do you learn grammar topics? What helps you to understand grammar best or do you trust your “gut feeling” most of all?

14. How do learn reading?

15. How do you learn speaking? (For example: do you try to speak English with native speakers/tourists or with your friends, do you watch a lot of films in English and try to pay attention to the pronunciation and vocabulary etc.)

16. How do you learn listening? Do you remember any tips for doing listening tasks? Give examples.

APPENDIX 2 – Lesson Plans

Unit 11 Films

Objectives:

After Unit 11, students will be able to:
 speak about films using the acquired vocabulary;
 recognise important information
 analyse, criticise different film genres;
 express their opinion on different film genres;
 know the new vocabulary and be able to use it in context;
 know the difference between 'every' and 'all' and translate and use the word 'kōik' in context.

1 State of Mind

Discussing the objectives for the unit; making a plan for a unit, jotting down the ideas which are known and analysing the easiest and most difficult

2. Acquiring the information

Getting a big picture of the unit (scan reading the unit). What is familiar about the topic and which information seems challenging?

VAK - analysing the tasks and topics with students and discussing what type of a learner may benefit from them most and also adding extra tasks which are meant for all the senses (VAP).

3. Searching out the meaning

The idea is to explore the unit through all the seven intelligences.
 (Activities after first-reading)

L. + Mu.

Analysing given vocabulary by finding and writing explanations in English. Background music is played while writing the task (study music CD).

Ma. –Analysing the film reviews: are there any similarities between them? Why were those examples used in that text book? Whether the learners have seen any of the films and add any illustrations examples, opinions about the films?

V/S. + Interp. + B/K.

The whole page is colourful and full of illustrations, so it should be easily remembered to the students who have visual memory, but the task will be to make a poster in pairs by using the same example but writing reviews about films one has seen, using as much new vocabulary as possible. Youtube.com: watching some examples of the film previews. Finally perform a role-play, discussing the films. A poster is seen to the classroom but the students are not allowed to look at it. They can use their own key words on flashcards when talking about the films.

Intrap. answer the questions: Why does this text, knowledge matter to me? How can I use those ideas? What significance can I find in this for me?

4. Triggering the memory (Group discussions)

First analysing memorisation techniques then what should be remembered.

Extra page about memorisation is given to students (Rose 2005); discussing how to learn vocabulary.

Spelling: chunk, visualise, write, hear; flashcards for the most difficult words.

5. Exhibiting the knowledge

Test yourself using notes, flashcards.

Crossword –wb ex

Translation sentences

Vocabulary test and summary test (before handing in the paper to the teacher, students evaluate their tests themselves by adding few comments.

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6 Reflection

What kind of strategies, ideas etc helped you to remember the text and new expressions best? Share your opinions. What would you do differently next time?

To consider VAP and MI theory, is it justified in your opinion? How?

Unit 12 Music

Objectives:

After Unit 12, the students will be able to:

speak about music and concerts (favourite/least favourite) to which students have been;

analyse, criticise different genres of music;

express their opinion about different genres of music; analysing and retelling the text 'A Young Pianist'; know the new vocabulary and be able to use it in the context; learn and use punctuation rules.

Talk about a favourite band (ex 8) and explaining their opinion using new vocabulary.

1 State of Mind

Discussing the objectives for the unit; making a plan for a unit in order to set deadlines.

2. Acquiring the information

The big picture (scan reading the unit). What is familiar about the topic and which information seems challenging?

VAP - analysing the tasks and topics with students and discussing what type of a learner may benefit from them most and also adding extra tasks which are meant for all the senses (VAP).

3. Searching out the meaning

The idea is to explore the unit through all the seven intelligences.

L. + Mu.

analysing the given vocabulary and genres of music.

Ma.+V./S.+P./K.+L. –critically analysing the text (AEIOU). Watching youtube videos (an interview) about Jan Lisiecki. *Jan Jan Lisiecki - CTV Interview - Age 13*
http://www.youtube.com/watch?v=wwHCi_5YGWE; *Jan Lisiecki - The Reluctant Prodigy: 2/2*
<http://www.youtube.com/watch?v=6LC5bki5RYM&list=RD02POW-nMaKAp4>

After watching the videos, students make a learning map about the text in order to use it for retelling the text.

L.+Intrap.

Talking about one's favourite band.

Interp. making up dialogues. (ex 9)

Punctuation rules:

Students are asked to jot down the rules they already know and then make a conspect about the rules (learning map or drawing models or making flashcards – students can choose which task they prefer) and later they can use the rules when writing exercises in the textbook and workbook.

4. Triggering the memory (Group discussions)

Making up rhymes and poems using new words. (Students write down 15 new words and expressions which seem to be most difficult for them and use them in the rhyme)

- some students failed to figure out a proper rhyme but most of the students managed to put together a nice and humorous rhymes.

5. Exhibiting the knowledge

Test yourself using notes, flashcards.

Crossword –wb. ex.

Translation sentences.

Vocabulary test and summary test (before handing in the paper to the teacher, students evaluate their tests themselves by adding few comments.

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6 Reflection

What kind of strategies, ideas etc helped you to remember the text and new expressions best? Share your opinions. What would you do differently next time?

To consider VAP and MI theory, is it justified in your opinion? How?

Unit 13

Objectives:

After the Unit 13, the students will be able to:

analyse the article about *The hairdresser who lives in the Tower of London* ;

talk about museums in Estonia; express their opinion about the text using new vocabulary;

know the new vocabulary and be able to use it in the context;

be able to use modal words in a context; describe a picture (extra materials included); learn and use conditional sentences (types 1-2) in a context.

1 State of Mind

Discussing the objectives for the unit; making a plan for a unit.

2. Acquiring the information

The big pic (scan reading), What do you know already? What seems new and want to know?

VAP - analysing the tasks and topics with students and discussing what type of a learner may benefit from them most and also adding extra tasks which are meant for all the senses (VAP).

3. Searching out the meaning

The idea is to explore the unit through all the seven intelligences.

Ma+Mu –Analysing the text (AEIOU) with background music.

L+V/S+ Interp.

Discussing new vocabulary; making up sentences with 15 new expressions, which seem to be most difficult. Retelling the text using the key words, which students have written by themselves. Also paying attention to the construction of the reported speech.

Intrap+interp students are asked to make up sentences about themselves (using type 2 conditionals) and later making up a short dialogue in pairs using conditionals (types 1 and 2).

Students describe pictures and answer some extra questions.

4. Triggering the memory (Group discussions)

First analysing memorisation techniques then what should be remembered.

Extra page about memorisation; discussing how to learn vocabulary.

Spelling: chunk, visualise, write, hear; flashcards for the most difficult words.

5. Exhibiting the knowledge

Test yourself using notes, flashcards.

Crossword –wb ex

Translation sentences

Vocabulary test and summary test

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6 Reflection

What kind of strategies, ideas etc helped you to remember the text and new expressions best? Share your opinions. What would you do differently next time?

To consider VAP and MI theory, is it justified in your opinion? How?

Unit 14**Objectives:**

After Unit 14, students will be able to:

Discuss travel tips; learn new vocabulary and use it in a context; recognise important information;

Learn about conditional sentences (type3); revise active and passive voice.

1. State of Mind

Discussing the objectives for the unit; making a plan for a unit, jotting down the ideas which are known and analysing the easiest and most difficult

2. Acquiring the information

The big pic (scan reading the unit). What do you know already? What seems new and what do you want to find out?

VAP - analysing the tasks and topics with students and discussing what type of a learner may benefit from them most and also adding extra tasks which are meant for all the senses (VAP).

3. Searching out the meaning

The idea is to explore the unit through all the seven intelligences.

(Activities after first-reading)

L – The students form questions about the provided text.

Ma. –Analysing the film reviews: are there any similarities between them? Why were those examples used in that text book? Whether the learners have seen any of the films and

add any illustrations examples, opinions about the films? Watching a film review of one of the provided examples in the textbook.

Interp

Discussing the travel tips in groups (ex 6).

L+Intrap writing about a trip (Wb p 85 ex 10); speaking about one's travelling experience and which travel tips were useful.

Interp Speaking about one's trip to a partner and after that the partner tries to retell the heard story about partner's travel experience.

P/K A Role-play (ex 6) one of the partners asks questions and the other one answers.

4. Triggering the memory

Writing new expressions on small papers (Estonian meaning on one side and English version on the other side).

Spelling: chunk, visualise, write, hear; flashcards for the most difficult words.

5. Exhibiting the knowledge

Test yourself using notes, flashcards.

Translation sentences

Vocabulary test and summary test

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6. Reflection

What kind of strategies, ideas etc helped you to remember the text and new expressions best? Share your opinions. What would you do differently next time?

To consider VAP and MI theory, is it justified in your opinion? How?

Unit 15

Objectives

After unit 15 students will be able to:

Describe a photograph and express their opinion;

Analyze and predict a story;

Do a reading task which involves true, false, no information statements;

Talk and discuss about the text "An Extraordinary Talent" using variety of words and expressions presented in the unit.

Students will practice and revise grammar and vocabulary which concern units 11-15.

1. State of Mind

Discussing the objectives for the unit; making a plan for a unit.

2. Acquiring the information

The big picture (scan reading the unit), what is already known and what seems new and interesting?

VAP - analysing the tasks and topics with students and discussing what type of a learner may benefit from them most and also adding extra tasks which are meant for all the senses (VAP).

3. Searching out the meaning

The idea is to explore the unit through all the seven intelligences.

L –Students discuss and try to predict the story. Txb p 95-97.

M –Analyzing true, false, no information statements.

Interp+ V/S - <http://www.stephenwiltshire.co.uk/> watching and analyzing the pictures;
<http://www.youtube.com/watch?v=a8YXZTlwTAU> watching a video.

L+Intrap - talking about talents which the students would like to have a give reasons for their opinions.

Mu – When writing about Estonian art, music, or film festival (wb p 96), students choose their favourite music to be played in the classroom.

4. Triggering the memory

Writing new expressions on small papers (Estonian meaning on one side and English version on the other side).

Spelling: chunk, visualise, write, hear; flashcards for the most difficult words.

5. Exhibiting the knowledge

Test yourself using notes, flashcards.

Translation sentences

Vocabulary test and summary test

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6 Reflection

Discussion

Unit 16

Objectives:

After Unit 16 students will be able to:

Learn about English speaking countries; learn about Canada (symbols, geography, sport, free time activities); learn the rules of future tenses and be able to use them in a sentence.

Speaking about Tallinn.

1 State of Mind

Discussing the objectives for the unit; making a plan for a unit, jotting down the ideas which are known and analysing the easiest and most difficult

2 Acquiring the information

Powerpoint presentation.

English-speaking countries; Canada

S.Vimberg

Introduction

- English-Speaking countries
- English is the first language in 36 countries including the USA, the UK, Canada, Australia, Ireland, South Africa and New Zealand.

Varieties of English

- Each area of English-speaking world has developed its own special characteristics.
- e.g. Australian English: beaut (beautiful); G'day (Hello); barbie (barbecue).
- British and American people nearly always understand each other, but, in some countries, the language has been altered so much that it is difficult for an English speaker to understand it.

British vs American

- Some words differ: e.g lift - elevator, flat - apartment, pub - bar
- Spelling: theatre - theater, neighbour - neighbor; dialogue - dialog
- Stress and pronunciation: address - address
- Grammar Americans can use either the past simple or the present perfect for actions in a period up to the present.
'I have just eaten' or 'I just ate'

Canadian English

- Canadian English spelling is a mixture of American, British, and unique Canadianisms. Canadian vocabulary is similar to American English, but with key differences and local variations.
- There are no grammatical features that are distinctly Canadian.

Distinctive Canadian vocabulary

- 1. anglophone
- 2. francophone
- 3. allophone
- 4. duplex
- 5. Skidoo
- 6. Chinook
- 7. Stanfields
- 8. C.C
- 9. Chimo
- 10. Click
- 11. Washroom
- 12. housecoat

- Anglophone - Someone who speaks English as a first language.
- Francophone - Someone who speaks French as a first language
- Allophone - A resident of Quebec who speaks a first language other than English or French
- Duplex - a semi-detached house
- Skidoo - A brand name now used generically to refer to any snowmobile. Can also be used as a verb

- Chinook - A chinook is a warm, dry, gusty wind that blows down the eastern slopes of the Canadian Rockies, across the foothills and the Western prairies.
The term chinook comes from an Indian word meaning "snow eater."
- Stanfields - men's underwear, especially gradpa's style
- C.C - a brand of whisky, Canadian Club

- Chimo - a greeting from the Inuktitut language of northern Canada, also used in some parts of Southern Ontario and Western Canada. Hello, goodbye.
- Click - slang for kilometre.
- Washroom - a restroom or a bathroom in American English
- Housecoat - a bathrobe

Canada

- The name 'Canada' was given to the country in 1535. It comes from the word *kananta* which literally means *village; community*
- There are 2 official languages in Canada. (59,3%; 23,2%)
- Area: 9,984,670 sq km
- Population: 33,487,208
- Form of government: parliamentary democracy and constitutional monarchy
- Head of state: Queen Elizabeth II

- Political division: Canada is a federation composed of 10 provinces and 3 territories.
- Capital: Ottawa
- Longest river: MacKenzie, 4240 km
- Highest mountain: Mount Logan, 5,959m
- Largest lake: Great Bear Lake, 31, 328 sq km

- The west of the country is dominated by the Rocky Mountains, where the evergreen forests are home to a wide variety of wildlife.
- bears, wolves, beavers, deer, mountain lions, raccoons, otters.
- Trout and salmon
- Central Canada is covered by vast plains, known as Prairies. Used for growing wheat and grazing cattle.
- Bison, antelope

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- Bison, antelope

People and languages

- Today, the Inuit people make up less than 4% of the population.
- About 50% of Canadian people are descendants of British and French immigrants who settled in the country in the 16th century.
- A wave of immigration in the late 19th and early 20th cent. Brought people from many other European nations such as Germany and Italy.

- Most of the French-speaking Canadians live in the west of the country, in the province of Quebec. Montreal, located in Southern Quebec, is the second largest French-speaking city in the world.



Symbols

- Flag
- National anthem
- "O'Canada"
- Royal anthem
- "God Save the Queen"

- Maple tree
- Maples contribute valuable wood products, sustain the maple sugar industry and help to beautify the landscape.
- Maple leaf; Maple syrup
- Beaver



References

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<http://www.translationdirectory.com/article1051.htm>
- Ruutemets Kristel. 2009. *English Speaking Countries. Canada*, (worksheets).
- Cleary, Maria. 2008. *World Around: An Intercultural Journey through English-Speaking Countries*.
Published: Helbling Languages.

3. Searching out the meaning

L – Students make up sentences about Canada. They are recommended to use some Canadian words as well (if possible).

M –Analysing the film reviews: are there any similarities between them? Why were those examples used in that text book? Whether the learners have seen any of the films and add any illustrations examples, opinions about the films?

Interp+ P/K Pairwork: preparing a presentation about Tallinn, our capital city and comparing Tallinn to Ottawa.

Discussing the travel tips in groups (ex 6).

L+Intrap First writing about a trip (Wb p 85 ex 10); speaking about one's travelling experience and which travel tips were useful and would have been (if they weren't used).

V/SP Powerpoint Presentation.

4. Triggering the memory (Group discussions)

Mind map about Canada and English speaking countries.

5. Exhibiting the knowledge

Teaching others (pair work). Students try to explain/teach their deskmates or partners about what they had learned about Canada. Learning maps can be used.

Vocabulary test and summary test

Feedback: after getting back the tests from a teacher, students are asked to answer the questions: what went well and what could have become better?

6 Reflection

What kind of strategies, ideas etc helped you to remember the text and new expressions best?

APPENDIX 3 – Questionnaire 2

Class _____

Gender _____

Age _____

Questionnaire

1. Do you like the English language and/or English language classes? Why?

2. How would you define a learning strategy and a learning technique?

3. How good are you at English language? Circle the right answer:

- a) I'm excellent b) very good c) average d) not so good e) bad

4. What is your level of English according to the European Language Portfolio?

Listening _____

Speaking and talking to someone _____

Reading _____

Writing _____

5. Tick (v) the answers.

		like	Dislike
1.	Speaking activities: role plays, dialogues, discussions etc. in English		
2.	Writing activities: writing letters, stories, essays etc. in English		
3.	Listening activities: completing exercises according to the audio material in English		
4.	Reading activities: for example finding important information from the text.		
5.	Grammar activities: writing exercises about tenses, prepositions, articles etc.; filling in the gaps, learning the rules etc.		
6.	Vocabulary activities; explaining and learning new words, phrases, idioms etc.		

6. How much time does it take for you to learn and do your home assignments?

Tick the right answer:

_____ less than an hour a week

_____ 1-2 hours a week

_____ 3 and more hours a week

_____ less and an hour every day

_____ 1-2 hours every day
 _____ 2 and more hours every day.

7. Circle the right answer: do you find memorizing material (including vocabulary, poems, retelling etc.):

- e) Easy;
- f) Depends on the level of the difficulty, but mostly easy;
- g) Difficult;
- h) Extremely difficult.

8. Tick the learning techniques (v) which have helped you learn better.

1. Set goals on a topic/ get a big picture of a unit		20. Learn with a partner (study buddy) (In order to be learn, understand, memorize a material better)	
2. Get a big picture of a unit.		21. Role-plays.	
3. Plan your time.		22. Keep a learning log or journal.	
4. Relax when learning.		23. Analyze a text, make up questions.	
5. Use positive affirmations		24. Ask questions.	
6. WII-FM (“What is in it for me”)		25. Rank main topics; list main points in a logical order.	
7. Create a vision of success		26. Record your own words or material which you need to remember and listen to it later in order to memorize it.	
8. Read aloud (sometimes dramatically when learning)		27. Scan read	
9. Draw, make learning maps		28. Make models/diagrams/charts in order to make sense of the topic	
10. Use post-it notes		29. Rhyme or rap when learning a poem or new words	
11. Highlight or underline new words, phrases, ideas etc		30. Jot down what you already know before learning a new topic	
12. Write on small papers/make flashcards		31. Use mnemonics/acronyms	
13. Arranging thoughts (small papers)		32. Review cycle (1hour, 1 day, 1 week, 1 month)	
14. Reading and visualizing e.g. a poem, new words etc. (in order to learn it by heart)		33. Review before and after sleep	
15. Use new words in a sentence/context.		34. Try to find patterns in a text	
16. Use new words in a funny/humorous sentence/context.		35. Move when learning	

17. Rewriting a text using your own thoughts/ words (summarized a story)		36. Repetition: words, phrases etc.	
18. Teach a learnt topic to someone.		37. Mental rehearsal.	
19. Compare notes.		38. Test yourself	

9. Name the learning techniques you like the most and how they have helped you to learn English. Give examples.

10. What learning techniques would you recommend to students who find English difficult?

11. Name the learning techniques which you'd like to use more often?

12. What do you think, could learning techniques help to improve learning skills or/and ability to learn English easier?

13. Do you think more about the learning process than before the term?

RESÜMEE

TARTU ÜLIKOOL
INGLISE FILOLOOGIA OSAKOND

Nimi: Siiri Vimberg

Töö pealkiri (inglise ja eesti keeles):

The Techniques of Accelerated Learning English in EFL Classroom
“Kiirendatud inglise keele kui võõrkeele õppimismeetodi tehnikad”

Töö liik: magistritöö

Aasta: 2013

Lehekülgede arv: 53 (koos lisadega 68)

Märksõnad: kiirendatud õppemeetod, õpimeetodid, õpimeetodid, multiintelligentsus.

Käesoleva magistritöö eesmärgiks oli uurida kiirendatud õppemeetodi tehnikate kasutamist Eesti koolis. Täpsemalt, vaadelda kuivõrd tõhusad ja ainulaadsed need õpimeetodid on, ning seejärel viia läbi uurimus Pärnu Ühisgümnaasiumis põhikooli lõpuklasside põhjal.

Antud uurimistöö läbiviimiseks püstitati järgnevad küsimused:

- 1) Kui tõhusaks osutuvad kiirendatud õppemeetodi tehnikad 9. klassides, kus õpitakse inglise keelt võõrkeelena (Pärnu Ühisgümnaasiumi näitel)?
- 2) Mis järeldusi saab kiirendatud õppemeetodi tehnikate kasutamisest teha (Pärnu Ühisgümnaasiumi 9. klasside näitel)?

Kiirendatud õppemeetod on loodud Colin Rose poolt 1983. aastal ja seejärel saavutanud nii populaarsust kui ka pälvinud kriitikat. Kiirendatud õppemeetodit ja selle tehnikaid kasutatakse väidetavalt kogu maailmas. Inglismaal on Northumberland Highschool, mis kasutab kiirendatud õppemeetodit aastast 1997.

Kiirendatud õppemeetod on nimetatud sõnaga *accelerated* ehk kiirendatud, kuna meetodi looja Colin Rose väidab, et kasutades kuut astet nimega *MASTER plan*, koos

kiirendatud õppemeetodi õpитеhnikatega, suudab õppija tõhusamalt ja loomulikumalt uut materjali omandada ning seeläbi muutub õppimine ka kiiremaks.

Selleks, et saavutada töös püstitatud eesmäärke, kasutasin ma nii kvantitatiivset kui ka kvalitatiivset uurimusmeetodit. Esiialgu viisin läbi küsitluse kõigi 9. klassi õpilaste hulgas ja seejärel valisin praktilistel kaalustlustel välja ühe grupi, kus kasutasin kolmanda veerandi jooksul kiirendatud õppemeetodit ja selle tehnaikaid inglise keele tundides. Seejärel küsitlesin uuritavat sihtgruppi, et teada saada nende arvamust antud õppemeetodist.

Kvantitatiivne uurimus ei andnud piisavalt adekvaatseid tulemusi, kuna õpilased ei andnud küsimustele adekvaatseid vastuseid. Õpilased ei tundnud küsitluse põhjal ära ka õppetehnaikaid, mis olid juba varem igapäevaselt kasutusel ja eesti koolis tavapärased.

Personaalselt, iga õpilasega eraldi läbi viidud järelküsitluses selgus, et 11st küsitletust 5 pooldas antud õpитеhnikate ja meetodi kasutamist, kaks õpilast jäid neutraalseks ega osanud hoiakut võtta ja neli õpilast vastasid, et antud õpитеhnikate kasutamine ei muuda nende arvates midagi.

Läbiviidud järelküsitlusest selgus, et enamike õpilaste arvates kiirendatud õppemeetodi tehnikate kasutamine ei muutnud õpitulemusi oluliselt. Viie õpilase arvamuse kohaselt õpitulemused paranesid. Õpetaja seisukohalt ei andnud kiirendatud õppemeetodi kasutamine olulist tulemust ja õpitulemused klassis tervikuna ei muutunud kuid aitasid muuta tunni mitmekesisemaks ja õpilastele huvitamaks.

Kokkuvõttes, kiirendatud õppemeetodi tehikad võivad tõhustada inglise keele õppimist Eesti koolis, aga kuna tegemist on õpитеhnikatega, mis osaliselt kattuvad Eestis juba kasutuselolevate õpитеhnikatega on õpilastele paljud juba teada ja tuntud. Küll aga kui arvestada, et antud uurimistöös keskenduti õpитеhnikate kasutamisele *MASTER plan* kontekstis, siis uuritavate subjektiivse arvamuse kohaselt antud meetodi kasutamine

tõhustas inglise keele omandamist. Võib järeldada, et kiirendatud õppemeetodi tõhusus seisneb asjaolus, et juba teada tuntud õpitehnikaid kasutatakse kogumis, järjekindlalt ja meetoodiliselt ning luuakse aktiivse õppimise foon. Samu tulemusi võib saavutada ka Eestis juba kasutuses olevate õpitehnikatega kui neid kasutada süsteemselt ja järjekindlalt.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

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(*lõputöö pealkiri*)

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