

# The implementation and evaluation of suggestopedic/SALT language teaching in South Africa since 1984<sup>1</sup>

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*The article is extracted from a comprehensive report to the HSRC by Prof D.H. van der Vyver, the author, and Dr H.L. Botha, the co-author. It gives an overview of the development of suggestopedic/SALT language teaching in South Africa. First the theoretical framework, objectives and methodology of the approach are given followed by reports on SALT conferences. Various projects are described, especially the launching of a pilot project to upgrade English in education for blacks in KwaZulu by the Interuniversity Committee for Language Teaching. How this led to the establishment of the UPTTRAIL Trust and the engagement of the Institute for Language Teaching at the University of Stellenbosch, in co-operation with the HSRC, to work out a research design for the pilot project is explained. The subsequent research and the seminars and training sessions offered by UPTTRAIL are described as well as the incorporation of thinking skills into the UPTTRAIL package. Various courses are reported on and the mission of UPTTRAIL is clarified.*

*Hierdie artikel is 'n uittreksel uit 'n omvattende verslag aan die RGN deur prof. D.H. van der Vyver, die outeur, en dr. H.L. Botha, die mede-outeur. Dit gee 'n oorsig van die ontwikkeling van suggestopediese/SALT taalonderrig in Suid-Afrika. Eerstens word die teoretiese raamwerk, doelwitte en metodologie van die benadering gegee. Daarna volg verslae oor SALT-konferensies. Verskeie projekte word beskryf, veral die lansering van 'n loodsprojek deur die Interuniversitêre Komitee vir Taalonderrig om Engels in onderwys vir swart kinders in KwaZulu op te gradeer. Daar word verduidelik hoe dit gelei het tot die stigting van die UPTTRAIL Trust en die verbintenis van die Instituut vir Taalonderrig van die Universiteit van Stellenbosch in samewerking met die RGN, om 'n navorsingsontwerp uit te werk. Die daaropvolgende navorsing, seminare en opleidingsessies deur UPTTRAIL word beskryf, asook die opname van denkvaardighede in die UPTTRAIL-pakket. Daar word verslag gedoen van verskeie kursusse en die uiteindelijke doelwit van UPTTRAIL word verduidelik.*

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## Theoretical framework

For a definition and discussion of the terminology used in this report, the reader's attention is drawn to Botha H. Ludolph, 1986. It might, however, be helpful to have the definition of a few central terms as part of the report:

Suggestology forms the basis of Suggestopedia/SALT. Lozanov, the originator of the method, explained (in Blair, 1982 : 146) it as follows: "Suggestology is the comprehensive science of suggestion in all its aspects ... It deals mainly with the possibilities of suggestion to tap man's reserve capacities in the spheres of both mind and body. Consequently it is the science of the accelerated harmonious development and self-control of man and his manifold talents."

Lozanov referred to *Suggestopedia* as *Suggestopedya* in the translated version of his book (1978a) and defined it as follows: "Suggestopedya is suggestology applied in the process of instruction" (Lozanov, 1978a: vi). Based on Suggestology, a system (Suggestopedia) evolved where, inter alia, suggestion is used to optimize learning and education as a whole.

SALT (System for Accelerated Learning and Teaching) is the American version of Lozanov's Suggestopedia. Various aspects were added, e.g. from Asher's Total Physical Response, Cattegno's Silent Way, and from the work of academics working in the area of Neurolinguistic Programming. The Americans also put more emphasis on physical and mental relaxation and on visualization than Lozanov did.

Stagnation and any suggestion that the final solution to educational problems has been found, would of course not only be foolish, but would be contrary to the nature of academic activity and to the objectives of a research institute for language teaching. By using the terms *suggestopedic/SALT* and *Suggestopedia/SALT*, the author and co-author therefore wish to identify themselves (at least with present insights) with Suggestopedia's premises and principles, but simultaneously they want to express solidarity with the connotation carried by the word *SALT* in the sense that they (the author and co-author) are continuously searching for any means by which the quality of teaching and learning can be improved and the outcome accelerated.

In the few instances where only the term Suggestopedia is used, it refers to the original Lozanov model.

The question may be asked: What does a suggestopedic/SALT class look like? How is it different from a traditional class?

Such a class embraces the best of traditional instruction, especially now that communicative language teaching has become established in schools and has become part of the South African language teaching scene. Suggestopedic/SALT classes are organized not only around linguistic structures but much more around the communicative needs of the learners. The process of language learning is one of communicating. For a class with one teacher and many pupils, communication must take place from learner to learner as well as teacher to learner, so group work is common. Instruction is more activity-based than lecture-based. These practices are in line with recent theoretical developments in Applied Linguistics which give the pupil rich language input for acquisition.

Suggestopedia/SALT harmonizes with these current trends and in addition provides a framework for greater use of human potential. It is this affective aspect which in the end

seems to bring about greater personal involvement of the learners in the process. The method includes a pupil text at the appropriate level of difficulty and interest, with characters engaged in life's journey. The teacher introduces the story using classical and baroque music to help pupils remember language in context. Especially at the beginning of a class, pupils are invited to relax, to think positively, and to see themselves as successful language learners. The classroom climate engenders interest in life rather than fear: a climate which is designed to support human life and growth. Even the room itself reflects ideally this orientation: with attractive language posters, comfortable furniture, indirect lighting, and even plants and flowers. The intention is to create the best conditions possible for learning.

The reader will find detailed descriptions of Suggestopedia/SALT in Lozanov, 1978a; Dhority, 1984; van der Vyver, 1985b; Botha, 1985; Botha, 1986; Schuster and Gritton, 1986; Botha, 1987 and Lozanov and Gateva 1988.

## **Background and adjusted focus of research**

In 1984 the author received a grant of R6 000,00 from the Human Sciences Research Council. The money was needed for a project which aimed at conducting a meta-analysis of reports on suggestopedic language teaching projects, for which experimental and control groups had been used. The motivation for the application was to establish the weight of scientific support for the claims in the literature published on suggestopedic/SALT projects and claims by teachers with regard to positive effects of this method.

A totally unforeseen development at the beginning of 1984 (a contract for a language course between the University of Stellenbosch and South African Airways) affected the motivation for the research project. The avenues for the introduction of experiments with suggestopedic/SALT programmes opened up to such an extent, that very soon neither inclination nor time was left for a meta-analysis. All available resources were needed for planning, implementing and evaluating new projects.

The Human Sciences Research Council was consequently approached with a view to changing the title and substance of the project for which the ad hoc grant had been received in 1984. Permission to this effect was granted as well as to submit a report at the end of June 1989 with the title: *Implementation and evaluation of suggestopedic language teaching in South Africa since 1984*. The rationale behind the request was to utilize the grant money to **assist the author with the implementation and evaluation of suggestopedic/SALT programmes, as well as to assist the author with producing the report.**

The clear implication of these considerations was that the report would deal only with activities, programmes and projects initiated by the author or with those closely connected with the Institute for Language Teaching, University of Stellenbosch (INTUS), the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust. Attempting to deal with any other South African project in the area of language teaching which in some way might have something to do with Suggestopedia, or Suggestopedia/SALT, would therefore detract from a primary objective, viz to give a coherent description of a specific, unique process that has been unfolding since 1975. That INTUS, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust have established themselves as the leaders in South Africa with regard to research, development, training and evaluation in the area of

suggestopedic/SALT language teaching and learning is beyond doubt.

In terms of the money that has gone into suggestopedic/SALT programmes initiated by the author and his colleagues since 1984, the grant by the Human Sciences Research Council might appear to be negligible (the budget for one pilot project alone amounted to more than 2 million Rand). It must, however, be emphasized that it was the R6 000,00 grant that provided to a large extent the impetus which launched the growing number of activities and projects that ensued immediately after January 1984.

The grant money was utilized by the author to acquire articles, reports and books, to classify information and to meet expenses with regard to meetings with key figures abroad. The literature study, as well as the meetings and consultations with academics, contributed in no small way to gaining valuable new insights, identifying and planning new projects and research designs, and obtaining international co-operation and support. The grant certainly also paved the way to contracts (projects) which provided further funds for more research and the development of a meaningful programme. The value of the grant is, therefore, not underestimated but, in fact, is gratefully acknowledged.

The reader will notice that a small change was made to the approved title for this project: the word SALT was added in most cases where reference is made to the adjective suggestopedic or the noun Suggestopedia. It is explained under the heading THEORETICAL FRAMEWORK and it will become clear in the following pages that the meaning of a single word, suggestopedic or Suggestopedia, cannot give a true reflection of a method that, as a matter of principle for academics, was adapted and still is being adapted and enriched in various ways.

## **Objectives and methodology**

### **Objectives**

The objectives of the report were

- 1 to put on record the history of the implementation and evaluation of Suggestopedia/SALT in South Africa since 1984, and
- 2 to formulate recommendations.

As will become evident in the following pages, some of the most important projects are at the moment under way and the final results and evaluations are still awaited. It would, therefore, certainly be premature to evaluate the many activities, programmes and projects described in the report. It is impossible at this stage to predict the implications of, e.g. the bridging courses for first year students (vide p 42 f), the thinking skills courses (vide p 43 f) and the UPTTRAIL pilot project (vide p 33 ff) for teaching, training and learning for this country and perhaps even for Southern Africa.

## Methodology

A clear distinction needs to be made between the methodology needed for the implementation and evaluation of Suggestopedia/SALT on the one hand, and for preparing the report on the other hand:

In the case of the implementation and evaluation of suggestopedic/SALT activities, programmes and projects, special and consistent attention has been given to

- \* keeping in mind the needs as identified and objectives as formulated by INTUS, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust
- \* obtaining as much information as possible by means of literature searches and literature study. Information and advice were also received by means of correspondence and during numerous interviews with specialists in the area of Suggestopedia/SALT as well as in the area of research methodology.

The following considerations were of paramount importance:

- \* It would obviously be impossible to represent and discuss in detail everything that has happened with regard to Suggestopedia/SALT since 1984. Limited funds, time and space were additional constraints to consider. In view, therefore, of selection for and emphasis of activities, programmes and projects to be reported on, the following criteria were decided on:
  - which activities, programmes and projects formed the most important milestones in view of the objectives as formulated by INTUS, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust?
  - did the activity, programme or project contribute directly or indirectly in a significant way to the corpus of scientific evidence?
- \* Since the author, and to a lesser extent the co-author, have been so intensively involved in and part of the implementation and evaluation of all the activities, programmes and projects described and discussed in the following pages, they are fully aware of the fact that complete objectivity in recording and discussing the history of the implementation and evaluation will be extremely difficult, if not impossible.

When one considers in addition that the process described in this report is still in progress **and** that the author and the co-author are very much involved, objectivity becomes even more difficult to achieve. At this stage it is doubtful whether future historians will attach the same

significance to the activities, programmes and projects as the autor and co-author do now.

Considering all constraints, the authors came to the conclusion that a comprehensive representation and discussion of criticism, resistance and obstacles in the way of implementing and evaluating Suggestopedia/SALT will have to wait for a future version of a similar report.

## **The needs and first actions**

When the University of Stellenbosch founded its Institute for Language Teaching in 1975, the primary motivation was the widely felt need for more effective language teaching in South Africa. The mission of the Institute was therefore defined as the furthering “of language teaching over a wide terrain” (formulated in its constitution).

When the Institute had to define its primary focal points, it became clear that improvement in the quality of language teaching and learning in education for blacks would have to appear very high on the priority list. This explains why as early as 1975 and immediately after 16 June 1976 meetings took place with and proposals were submitted to the Regional Director (in Cape Town), the Director-General and the Deputy-Minister of the Department of Education and Training.

During 1976 the Institute started to collect information on Lozanov’s Suggestopedia. First presentations and seminars in Stellenbosch on this topic, led by the author, started in 1977. Analyses and evaluations of the theory by a psychologist (Prof A.T. Möller of the Department of Psychology) and an educational psychologist (Dr J.J. du Preez of the Faculty of Education) of the University of Stellenbosch, encouraged the author and co-author to obtain more information and to take the opportunity to experiment with the method.

In 1979 the author initiated a meeting that took place at the University of the North under the Chairmanship of the late Prof William Kgware, then Rector and Vice-Chancellor of that University. During this founding meeting which led to the establishment of the Interuniversity Committee for Language Teaching [of which the author has been the Chairman ever since and in which, at this stage (1989), six universities for predominantly black students are represented], it was unanimously agreed that, should the group want to undertake significant work to improve language teaching for blacks,

- \* a united endeavour would be essential
- \* the vicious circle with regard to inadequate language proficiency in education for blacks should be breached at primary school level
- \* thorough research into the needs and deficiencies with regard to English as a means of instruction in primary education for blacks should be undertaken (needs analysis)
- \* innovative approaches to language teaching, by means of which more could be taught and learnt more effectively in a shorter period, should be seriously investigated.

After careful consideration by the Interuniversity Committee, the needs analysis referred to above was undertaken by INTUS in KwaZulu schools in 1981 and 1982 in close co-operation with the KwaZulu Department of Education and Culture. This project, funded mainly by the Human Sciences Research Council, led to a detailed report that was released for publication by the President of that research institution (vide Odendaal, 1985). That report contained clear guidelines with regard to the contents of a syllabus for more effective training or in-service training of primary school teachers in KwaZulu.

Following a further major decision by the Interuniversity Committee, a fact-finding mission (consisting of the author and Prof H.J. van Eetveldt, Vice-Chairman of the Interuniversity Committee for Language Teaching), visited the United States of America and Canada in 1982 with a view to submitting a report on the feasibility of Suggestopedia/SALT as a possible method for more effective language teaching and learning in education for blacks. Discussions with lecturers, teachers and students, attendance of classroom instruction and study of reports convinced members of the mission that the method seemed to

- \* create a very positive atmosphere in the classroom
- \* improve the self-image of learners
- \* motivate teachers and learners, and
- \* lead to spontaneous and accelerated use of the language learned, although

the members of the mission judged that more evidence from research was needed to support the claim that Suggestopedia/SALT was more effective in the learning/acquisition of a foreign language than more conventional communicative approaches to language teaching and learning. Therefore they concluded in their report of 1983 that Suggestopedia/SALT merited experimentation in South African circumstances as soon as possible.

During 1983 the author, the Vice-Chairman of the Interuniversity Committee for Language Teaching, Prof H.J. van Eetveldt and Prof H.R. Kussler, Head of the German Department, University of Stellenbosch, attended the Eighth International Conference of the American-based Society for Accelerative Learning and Teaching (SALT) in Ames, Iowa. After the conference they participated in a workshop on Suggestopedia/SALT presented by Prof L. Dhority of the University of Massachusetts, in Boston. This experience which put the three participants at the receiving end of the instruction, reinforced the impressions of 1982 and further motivated them to look for opportunities that would allow experimentation with the method in South Africa.

## **Developments from 1984 to 1987**

A contract between South African Airways and the University of Stellenbosch made it possible to invite Dr C. Schmid, Director of the LIND Institute in San Francisco and former President of SALT, to Stellenbosch to present a workshop/training session of three weeks in January 1984 with 14 staff members and colleagues associated with INTUS. Immediately

afterwards several activities and projects started in which Suggestopedia/SALT played an important role (vide list on p 48 ff).

### **Suggestopaedia for second language acquisition**

Under the supervision of the author, the co-author started work on a dissertation (with the above title) in 1984. This doctoral study aimed at

- \* providing a comprehensive overview of relevant literature which incorporated a description and analysis of Suggestopedia/SALT
- \* scrutinizing Suggestopedia/SALT in terms of the second language acquisition theory of S. Krashen
- \* researching empirically the effect of Suggestopedia/SALT on Afrikaans second language instruction, and
- \* reporting in detail on the investigation and its outcome.

### **German for SAA**

In terms of the contract referred to above, a beginners' course in German for South African Airways cabin crew members on international flights was developed during 1984. The aim of this course was to enable the participants to communicate in typical situations they were confronted with on aircraft. The classroom component (there was also one for computer-based and language laboratory exercises) of this course, which was based on the functional-notional approach to syllabus-design, was field-tested in 1985.

A measuring instrument had been designed that would test the understanding and speaking skills of the crew members in simulated situations. After the test results had become available, it was regarded as the best language course that had ever been presented for or by South African Airways. All the participants in the course passed with an average of 78%. The outcome of this project encouraged the author, co-author and other staff members and associates of the Institute to initiate further experiments.

### **Ninth International SALT Conference**

When the Ninth International SALT Conference took place in Houston, Texas, in 1984, the author, co-author and three other colleagues from the University of Stellenbosch participated. Encouraging interest was shown by prominent members of the international SALT community in the endeavours of the South Africans, and valuable insights with regard to the implementation of suggestopedic/SALT programmes in South Africa were obtained, specifically related to the research design of the co-author's dissertation. Four articles, based on the presentations of the group from South Africa, were subsequently published in the SALT



journal. Prof S. Gassner-Roberts of the University of Adelaide in Australia agreed to act as external examiner for the co-author's dissertation and to visit South Africa for that purpose.

After the Conference the author and the co-author had the opportunity of meeting with Dr G. Doman and the late Prof R. Dart, Directors of the Institutes for the Achievement of Human Potential in Philadelphia, as well as Prof R. Blair, Department of Linguistics at Brigham Young University in Provo, Utah. These discussions supported assumptions about unutilized learning capacities.

### **Annual conference of the South African Association for Language Teaching**

The author presented a keynote address, while the co-author and two other colleagues read papers at the annual conference of the South African Association for Language Teaching in 1985.

These papers were published in the Association's Journal.

### **Afrikaans for college students**

In 1985 the experimental work for the co-author's dissertation was done at the Cape Town College of Education. A calculated group design was used in the study to accommodate the real needs of the students at the College. After a pre-test of the proficiency in Afrikaans of all the first year students, the fourteen weakest were selected for a suggestopedic/SALT remedial course in Afrikaans. The results were compared with several control groups (vide Botha, 1986).

These results can be summarized as follows: the experimental group showed a higher average percentage increase in the tests than all the control groups, and in important aspects the experimental group showed a significantly higher average improvement over control groups. In other words, from a quantitative point of view it could be argued that the suggestopedic/SALT course made a substantial contribution towards the experimental group's improvement in Afrikaans and attitude towards Afrikaans.

In the experimental subjects' responses to the questionnaire that they completed after the suggestopedic/SALT course, it seemed that the course had most significant effects on them. These effects appeared to be even more significant when the responses of the experimental group questionnaire were compared with the responses of the control group to the questionnaire. Not only were weak experimental group students within reach of passing their first year Afrikaans, but they seemed to have been transformed as far as motivation, attitude, self-esteem, view of learning and outlook on teaching in general, were concerned. After attending a social gathering of the group at the end of the course, the Rector of the college, Mr J.L. Stonier, former President of the South African Teachers' Council, wrote to the co-author:

Watching the fourteen weakest students in the whole college chatting happily in Afrikaans for four hours left me stunned. It was the closest thing to a miracle that I had ever seen, and irrespective of what your statistical analyses may or may not reveal, I witnessed a new-found

poise, confidence and fluency in the students' use of their second language which convinced me that a deep and meaningful change had taken place in everyone of them. And that after only 43 hours!

The fact that the average failing rate of 7,4 per cent in first year Afrikaans over the previous five years decreased to 1,1 per cent and that all the experimental group students passed their Afrikaans at the end of that year, can probably be regarded as a most significant improvement.

### **English for college students**

In 1986 Dr M.S. Odendaal launched a project on behalf of INTUS at the Denneoord College for Continued Training and the Paarl College of Education. The experimental group (Afrikaans-speaking students) at Denneoord was taught English for 33 hours by means of Suggestopedia/SALT while the control group was taught by means of traditional methods. The results with regard to the improvement in their language proficiency were comparable with those achieved at the Cape Town College of Education. In addition, analyses revealed that there was a statistically significant increase in the verbal IQ of the students in the experimental group in comparison to those in the control group (vide Odendaal, 1987). The author, co-author and colleagues were encouraged because the analyses seemed to indicate that there were good grounds for their hypothesis that suggestopedic/SALT language teaching would, in addition to other benefits, lead to an increase in the IQ of the participants.

### **Remedial English literature for college students**

Under the auspices of INTUS Miss J. Wilson carried out a project at the Cape Town College of Education in 1986 under the title: *Research in a suggestopedic remedial English literature course* (report submitted for publication in *Per Linguam*). The purpose of this study was to determine whether the English First Language literary abilities of weak second year college students (referred to as the remedial group) could be improved by using Suggestopedia/SALT as a method of teaching.

The average pre-test results of the remedial group were 18,6% below those of the rest of the second year group (referred to as the normative group). The remedial group achieved an average of 52,2% and the normative group 70,8% for the pre-test. It was hypothesized that the suggestopedic/SALT course would improve the remedial group's post-test results so that they would be more comparable to that of the normative group. This hypothesis was confirmed because the remedial group improved to an average of 65,7% which was only 6,6% below the average of the post-test results of the normative group and at the end of the academic year all the remedial group students passed their literature examinations as well as their second college year.

Attitudes towards literature were also measured by using an opinionnaire based on the Likert method. On the pre-test the remedial group registered an average score of 32,1% for

positive attitude towards literature in comparison to the 34,5% of the normative group. After the treatment the remedial group achieved an average of 57,9% for positive attitude towards literature in comparison to the post-test average of 32,6% of the normative group. This post-test difference of 25,3% in attitude towards literature between the two groups is important and statistically significant.

Qualitative evidence further describes major gains on the part of the students. Suggestopedia/SALT seems a viable method to apply for remedial English literature students at a College of Education. The students seemed to have benefited greatly from the course and the following haiku, written by one of the students, captures the quintessence of what Suggestopedia/SALT meant to this student:

The day was misty.  
The sun was hidden from sight...  
Thank God for the wind.

### **Wider introduction of Suggestopedia through the SABC**

Four television scripts on Suggestopedia were written by the author in 1985. After being filmed by Sonneblom Films, under the directorship of Mr J.M. Nel, the series was telecast by the SABC in 1985, and again in 1986. These programmes led to numerous telephone calls, letters and discussions which showed a growing interest in Suggestopedia/SALT and in the activities of the Institute for Language Teaching. In fact, it became impossible to satisfy all the requests from lecturers and teachers who wanted to be trained to use the method in the classroom.

During the same year, the Institute produced 26 scripts for a series aimed at teaching English on the intermediate level to black TV viewers. This course was supposed to consist of two parts: the television or the input-part and a booklet with illustrations, explanations and exercises for the activation part. Although the second part, which obviously was considered to be a vital part of the package, had been produced and was ready in the Institute, there were so many delays in the negotiations between the SABC, the publisher and the Institute that the TV-part was telecast and done without agreement on the publication of the written material. Unfortunately it needs to be reported that even now, in June 1989, no agreement or published materials exist. The course therefore is still incomplete and the project must regrettably be regarded as only partially successful.

A presentation by the author at an SABC conference on educational programmes in 1985 was subsequently published by the corporation in 1986 in its journal, *RTV 1986 - Informal Educational Broadcasting in Perspective*, under the title "Die onderrig van Engels aan Swart TV-kykers deur middel van die suggestopediese benadering."

### **Tenth International SALT Conference**

A similar presentation by the author followed on the occasion of the Tenth International SALT Conference in 1985 in Washington DC.

## Eleventh International SALT Conference

The Eleventh International SALT Conference in April 1986 was attended by the author and Mr J.M. Nel who directed the four-part series on Suggestopedia, referred to above. There were specifically two presentations that drew the attention of the two South Africans: one by Dr L.A. Machado, the former Venezuelan Minister of State for the Development of Human Intelligence (the first such cabinet Minister to be appointed in the world), and the other one by his assistant, Mrs B. Capdevielle.

The first presentation attempted answers to questions like: Is there any scientific evidence to support the claim that every normal human being (man or woman, white or black) has an enormous unutilized capacity or potential? Can the level of cognition/intelligence, or of thinking skills, be raised by means of systematic teaching programmes?

The second presentation (which consisted of several parts) focused on the history and the content of the programmes (with special emphasis on the Odyssey Curriculum) that had been launched in Venezuela under the leadership of Dr Machado.

The attendance of these sessions and subsequent discussions with the two Venezuelans (against the background of already existing convictions and assumptions that suggestopedic/SALT teaching resulted in breaking down learning barriers or blockages, releasing human potential and improving intelligence) led to the idea that suggestopedic/SALT language teaching programmes could be, and indeed should be, further enriched by the systematic inclusion (implicitly and explicitly) of components from programmes aimed at the improvement of those thinking skills or strategies identified for the Venezuelan programme, Project Intelligence. If it were the objective of the language teacher to enable learners to communicate intelligently (which of course it should be), then surely something could be learned from the work done by leading cognitive psychologists, at least as far as it is not already reflected in the work of applied linguists, more specifically of psycholinguists.

The encounters with Dr Machado and Mrs Capdevielle once more supported the conviction of the Institute for Language Teaching and the Interuniversity Committee for Language Teaching that the language teacher had an important role to play in addressing issues of the utmost importance that were really at the heart of some of the most serious problems in education in South Africa. What was brought back from the SALT Conference in Florida was the hope and a growing conviction that significantly more could be done to

- \* wipe out the backlog in education for blacks
- \* free people from learning barriers
- \* free people (black and white) from conditioned beliefs and prejudices.

In August 1986 the discussions with the Venezuelans were continued during a conference by a prestigious private school in Norfolk, Virginia. This conference was attended by the author, Mr J.M. Nel and Prof H.J. van Eetveldt. After the conference the author and Mr Nel attended a full-day workshop led by Dr E. de Bono. Further ideas were gained for proposals for more effective in-service training of black teachers in South Africa - proposals which

were to be submitted to the Interuniversity Committee for Language Teaching.

### Meeting of the Interuniversity Committee for Language Teaching

When the Interuniversity Committee for Language Teaching met during the second semester of 1986, it could take stock of what had been done since its foundation in 1979 with regard to its primary objectives (vide p 26). With all the research (literature study and on-site) that had been done into the needs and deficiencies with regard to English as a medium of instruction and, with all the research (including literature study) and experiments with regard to suggestopedic/SALT language teaching, locally as well as abroad, that was on record, and with new insights gained with regard to the improvement of thinking skills and the enhancement of language proficiency, the Committee had now clearly reached the stage where something meaningful and imaginative could be undertaken with a view to improving the quality of teaching and learning in the schools for blacks.

The time was ripe for a decision to launch a pilot project in schools of the Department of Education and Training and in schools of the KwaZulu Department of Education and Culture. The main aim of this pilot project would be to find sufficient scientific support (soft and hard data) to convince the black community, decision-makers in education departments and in the private sector as well as decision-makers in institutions in South Africa and abroad who are interested in seeing an improvement in conditions in education for blacks, that it is possible to effect a significant (and cost-effective) improvement in the quality of teaching and learning by means of a relatively short in-service training programme for black primary school teachers, a training programme that would focus on the **improvement of English language proficiency, thinking proficiency and teaching skills**. The Committee judged that if **language proficiency, thinking proficiency as well as teaching methods** could be significantly improved, the entire gamut of problems in education for blacks could ipso facto be influenced in a positive way. Should this happen, the whole system could be influenced positively, not merely certain aspects of it.

In other words, the aim of the pilot project would be to gather sufficient scientific support to demonstrate that the quality of education can be improved and learning outcomes accelerated by using **a new and unique package of proven and successful components**. The success gained locally and overseas with Suggestopedia/SALT as well as with Project Intelligence of Venezuela and with the programmes of Dr E. de Bono cannot be refuted. The Committee believed that **an integrated strategy of these components would deliver even better results than the sum total of its parts**. The Committee also believed that, once positive results of the pilot project were demonstrated to education departments, the private sector and institutions, locally and abroad, favourable decisions regarding the escalation of similar in-service programmes could be expected.

It was then decided that the Chairman and the Vice-Chairman of the Committee, assisted by Mr J.M. Nel, who at that stage became a member, would, on behalf of the Interuniversity Committee, establish an educational trust. This trust would be responsible for launching, financing, supervising and evaluating the pilot project.

The following guidelines were considered to be of primary importance:

- \* Deliberate attempts should be made to ascertain the acceptance of the programme within the black community.
- \* Preparation of materials and strategies in view of the in-service training course should be a co-operative venture between blacks and whites.
- \* The focus for the pilot project should be as sharp as possible.
- \* The environment for the pilot project should be as safe as possible (in order to avoid disruptions that could jeopardize the research results).
- \* The initiative should always be seen as one taken by the Interuniversity Committee and by educationists and representatives of the private sector in the envisaged trust.
- \* Although good relations with the Departments of Education and Training and Education and Culture were essential, government control, and even financial support, of the pilot project should be avoided at all costs.
- \* The Interuniversity Committee should have strong representation in the envisaged trust.
- \* The pilot project should have a sound research design.
- \* The pilot project should be evaluated by an independent panel of reputable academics.
- \* Cognizance should be taken of the content and results of other relevant or important projects aimed at improving conditions in primary and secondary education, specifically for blacks in Southern Africa.
- \* Reports with findings and recommendations should be submitted to decision-making institutions.

### **Establishment of the UPTTRAIL Trust**

In February 1987 a meeting took place at Old Mutual Headquarters in Pinelands, attended by prominent educationists and representatives of the private sector. The group decided to establish the UPTTRAIL Trust. (The acronym stands for Upgrading of Teaching, Training and Learning.) The proposals with important guidelines as submitted by the Interuniversity

Committee for Language Teaching were accepted and action started immediately with a view to

- \* obtaining formal registration of the Trust and recognition from relevant institutions, including the Receiver of Revenue and the Director of Fundraising
- \* appointing staff members on a temporary basis to lead the activities of the Trust
- \* appointing agents for conducting research, development, in-service training and evaluation on behalf of the Trust
- \* getting the best possible research design
- \* continuing discussions and negotiations with the relevant education departments
- \* raising the necessary funds for the pilot project
- \* expanding representation of educationists and institutions in the private sector in the UPTTRAIL Board of Trustees.

The author was appointed as Chairman, Prof H.J. van Eetveldt as Vice-chairman and Prof A. Vilakazi as member of the executive committee responsible for actions on behalf of the Board of Trustees.

The Institute for Language Teaching at the University of Stellenbosch was engaged by the Trust to

- \* work out a satisfactory research design for the pilot project in co-operation with senior staff members of the Human Sciences Research Council (viz the Head of the Centre for Research Methodology and two Vice-Presidents)
- \* conduct the research and development with regard to the materials, content and strategies needed for the pilot project
- \* do the in-service training of a statistically representative number of black primary school teachers
- \* assume responsibility for follow-up visits to the experimental schools
- \* submit a detailed report in view of the final evaluation of the pilot project.

The Head of the Centre for Research Methodology at the Human Sciences Research Council,

Dr J. Mouton, assisted by a team of HSRC staff members, was recruited to

- \* assume responsibility for the pre- and post-testing of the teachers and pupils
- \* monitor the in-service training of the teachers in both the experimental and control groups
- \* monitor the effect of the in-service training in the schools, and
- \* submit a report on the tasks outlined above in view of the evaluation by an independent panel of specialists.

### **Significant events during 1988**

A few events since January 1988 (when the pilot project started officially) had a significant influence on further developments with regard to the UPTTRAIL pilot project and other suggestopedic/SALT projects and clearly showed that the programme of INTUS, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust was gaining momentum and was enjoying increasing support and acceptance.

#### **Pilot project in KwaZulu**

In accordance with the guideline that the focus for the UPTTRAIL pilot project should be as sharp as possible, it was decided to conduct the experiment in the schools of the KwaZulu Department of Education and Culture only. This decision meant inter alia that the experimental design would be less complicated and control over the pilot project more manageable.

#### **Visit by international consultant**

Primarily for the benefit of the UPTTRAIL pilot project a team of specialists from abroad visited the UPTTRAIL Trust and the Institute for Language Teaching during January and February 1988 and conducted a series of workshops:

Miss K. Olson from IBM in Georgia (formerly from the Utah State Office of Education) introduced the model which was used by the State Office to teach pupils in the Utah schools Spanish, using Suggestopedia/SALT, television and computer-assisted instruction. Miss Olson had been the initiator of this innovative project. She elaborated on the results of the pilot project, the difficulties that arose in the course of the pilot project and on lessons learnt during developing instructional materials (including peripherals). She pointed out that pupils in the experimental schools had learnt almost as much Spanish after one year as pupils in the control schools after two years of conventional instruction. Moreover, pupils of teachers who themselves could not speak Spanish at all, did just as well as those who sat with teachers who were native speakers of Spanish and who were well qualified to teach Spanish as a foreign language.



Prof J.D. Hand, Assistant Dean of the Medical School, University of Illinois and President of the American based Society for Accelerative Learning and Teaching (SALT), supplied detailed information on international research into brain functioning and advised the group of researchers on the implications of this research for instructional design (vide Hand, 1984a, 1984b, 1986a, 1986b). He also conducted a workshop on individual learning styles or cognitive style mapping, discussed the significance and relevance of available instruments with which such learning styles could be determined and, with the group, identified suitable didactic strategies to be used in instructional settings where these learning styles had to be dealt with.

Mrs B. Capdevielle of Project Intelligence in Venezuela, assisted by Miss R. Poitevien, led an intensive workshop of two and a half weeks in which the participants were introduced to the rationale behind, and a selected number of instruments from, de Bono's CoRT Programme, to the philosophy and parts of R Feuerstein's Instrumental Enrichment Programme and to the philosophy and selected components of the Odyssey Curriculum that is used in the Venezuelan schools. UPTTRAIL executive staff members and researchers were assisted in reaching decisions on which instruments (and in which sequence) to include in the UPTTRAIL courses and other suggestopedic/SALT courses. In addition, the strategies through which more than 100 000 teachers in Venezuela were trained to teach the thinking skills programmes in the schools were explained and discussed.

The visitors also took part in two seminars on innovative teaching, viz at ESKOM College and at Gold Fields Training Services. Although at that stage there was already co-operation between the Institute for Language Teaching on the one hand and ESKOM and Gold Fields Training Services on the other hand, these two companies then became more interested in utilizing some of the other components in the UPTTRAIL materials for their own training and more specifically in the notion of in-house programmes for the development of thinking skills.

### **Thirteenth International SALT Conference**

In April 1988 a film team as well as eleven academics from the UPTTRAIL Trust, Project Intelligence in Venezuela, the Interuniversity Committee for Language Teaching, INTUS and the Department of External Affairs (with which the Institute has a contractual agreement) attended the Thirteenth International SALT Conference in Phoenix, Arizona.

In his keynote address, Prof A.J. Thembela, Vice-Chairman of the UPTTRAIL Board of Trustees, focused attention on the history, problems and needs of education for blacks, as well as on the research programmes that led to the UPTTRAIL pilot project. The author and Mrs B. Capdevielle of Venezuela supplied information on the content and the nature of the UPTTRAIL pilot project and highlighted its social, political and educational implications. It was made clear that what was happening in South Africa with regard to the UPTTRAIL pilot project, was to a large extent due to the insights (and even inspiration) gained and support obtained during previous SALT conferences. The presentations were indeed a true reflection of the Society's ideal with regard to networking and a holistic approach to educating the individual.

Subsequently an invitation was extended by the President of the South American Society

for Accelerative Learning and Teaching to the author and Mrs Capdevielle to give a presentation on the UPTTRAIL pilot project and the significance of thinking skills at their next international conference in Brazil.

### **Workshop on CoRT**

After the conference, the group of academics referred to above assembled in Washington DC, where they took part in a workshop presented to them by Dr E. de Bono, author of the CoRT programme. For three days they listened to and discussed De Bono's expositions with regard to research on the implementation of the CoRT programme, his ideas on the development of thinking, and specifically his suggestions against the background of his own wide experience on how the lessons in CoRT could be taught by means of Suggestopedia/SALT (vide De Bono, 1986).

### **Institute for Suggestopedia in Liechtenstein**

Subsequent to this workshop, the Institute for Suggestopedia in Vaduz, Liechtenstein, was visited where an agreement with a view to co-operation between representatives of that Institute, the Vaduz-based European Foundation, senior representatives of the Government Department of Education in Liechtenstein, Project Intelligence in Venezuela and the UPTTRAIL Trust was reached.

### **International co-operation demonstrated and UPTTRAIL pilot project announced**

The co-operation referred to in the previous paragraph was demonstrated soon after the meeting in Liechtenstein in a seminar that took place at the University of Zululand in September 1988. During this seminar the UPTTRAIL pilot project was officially made known in South Africa and components of it were highlighted in presentations by Mr A. Stockwell, Director of the Institute for Suggestopedia in Liechtenstein, by the author, and Mrs B. Capdevielle from Venezuela, as well as by Mr F. Mazibuko (an UPTTRAIL Trustee). Dr P. Ritter, President of the European Foundation and a leading financier of Liechtenstein, extended an invitation to ten teachers from KwaZulu to visit Liechtenstein for 5 to 7 weeks and be trained by the Institute for Suggestopedia to use their model of the method in the classroom.

The visit of the international team was concluded with the appearance on national television by Mrs Capdevielle, during which she highlighted aspects of Project Intelligence and explained the reasons for representing that project in South Africa.

### **Seminars on productivity**

In the course of 1988 during two seminars on the improvement of productivity (one organized by Gold Fields near Johannesburg and the other one by ISCOR in Pretoria), the author gave presentations on the development of thinking skills and the significance thereof for companies and corporations in view of the improvement of human relations and productivity.

## **Language School in the Department of Foreign Affairs**

Following a recommendation by the author, the South African Department of Foreign Affairs (DFA) decided at the end of 1986 to establish its own Language School. In terms of a contractual agreement between the Department and the University of Stellenbosch, this took place in close co-operation with the University's Institute for Language Teaching.

The rationale behind the decision was to cater for the language needs of diplomats sent abroad. Suitable and qualified language teachers and a Head for the Language School were appointed. In consultation with the researchers at INTUS the physical facilities were planned and developed and today the Language School has probably some of the most ideal language teaching venues in South Africa.

In various training courses the Head of the Language School, two French, two German, one Spanish and one Portuguese instructor were trained in the use of Suggestopedia/SALT. The Head of the Language School also attended the workshops, presented by the international team in Stellenbosch at the beginning of 1988, as well as the workshop, led by Dr E. de Bono in the capital of the USA.

Under the guidance of INTUS, courses in various languages like French, German, Spanish and Portuguese (and also for different levels, e.g. for beginners and advanced students) were developed and offered to the target group at the DFA. Nineteen courses in the various languages have been offered at the Language School during the period 1987-1989. The results of these courses are encouraging indeed and the DFA - both the instructors and their students at the Language School - have responded positively to the method and the courses as a whole.

At present the Language School is in full operation and a new contract has been signed with the University of Stellenbosch in terms of which special attention is being given to the integration of computer-assisted packages as supplementary materials into the suggestopedic/SALT language courses of the DFA.

In the project report submitted at the beginning of 1989 (especially after completion of the 1987-1988 programme) the following conclusions were arrived at:

- \* The Language School offers much better opportunities and facilities in comparison to what they had previously and the language needs of the staff at the DFA are addressed with effective language teaching tailored to their needs.
- \* Those DFA staff who attended courses progressed satisfactorily and most of the students have a high regard for the work done by the Language School. The method used at the Language School (Suggestopedia/SALT) elicits many positive reactions and many students state clearly how much they enjoy the courses. They enjoy the method to such an extent that they have resisted any attempts to make them attend language courses offered by means of more traditional communicative approaches to language teaching. The facilities apparently contribute

significantly to the enjoyment and consequent positive reactions to the courses.

- \* The Head of the Language School and the instructors are convinced that Suggestopedia/SALT is at present the most suitable method for the needs of the target population at the DFA.
- \* Although carefully controlled experimental research has proved to be very difficult at an institution like the Language School (inter alia because everyone wanted to be part of the suggestopedic/SALT courses leaving no participants for control groups), the results thus far seem to confirm the assumption that the method meets many of the pragmatic demands of a department where proficiency in the target languages is of the utmost importance.
- \* The feedback obtained from DFA staff members who have gone to countries where the target languages are spoken could be regarded as valuable. This feedback has been predominantly positive and these officials report that the language courses prepared them for the countries they have been sent to.
- \* A number of individuals, groups of teachers and academics have visited the Language School of the DFA because it represents an excellent model of suggestopedic/SALT teaching in South Africa.

### **Gold Fields Training Services and Suggestopedia/SALT**

Since 1986 (when the first contract with the University of Stellenbosch was signed) Gold Fields Training Services has had an on-going interest in suggestopedic/SALT language teaching as offered by INTUS. Judging from the company's, the instructors' and the learners' responses, as well as from preliminary findings from analyses of research data, there may be good reason to conclude that the blending of materials and method applied to the mining set-up has led to more efficient, more effective, and far more enjoyable training experiences. Indications are that this method has a certain universality. Through co-operative research efforts, it has been found to be applicable across racial groups and across levels of education, from those with a low standard of school-leaving to those in management.

The senior instructor at Gold Fields Training Services, responsible for teaching by means of Suggestopedia/SALT and responsible for partial training of other instructors, attended the workshops that took place in Stellenbosch at the beginning of 1988, especially with a view to being trained in developing cognitive potential, and the integration of components for the more effective and more systematic development of thinking skills within the suggestopedic/SALT programmes. This instructor, with on-going support from INTUS, has trained the other trainers so that all can now use the entire method.

An extensive study was run in 1988 from July to December comparing experimental and

control groups in the teaching of English as a second language to black team leaders. Results are being scored and analyzed. Preliminary indications, however, are that there is a high degree of success in the improvement of cognitive ability as well as in English, with special emphasis on the development of oral English skills. In fact, the more traditional methods of teaching used for control purposes came to be experienced as dull and boring after the teachers had used the new method. Learners indicated a new-found appreciation for music, relaxation, and thinking tools as enriching dimensions in their lives.

### **Zulu for ESKOM**

Under the supervision of the Institute for Language Teaching, a beginners' course in Zulu for ten managers of ESKOM was offered in 1988. This course of 80 contact hours (in comparison with between 1000 and 2000 hours of instruction in the second language in schools from sub B to standard ten) was spread over 15 weeks. At the end of the course the author was invited to attend the regular monthly meeting (of one and a half hours) of the ten managers. This meeting, in which the effects of the course, the benefits for different parts of the company and further actions with regard to suggestopedic/SALT language teaching programmes were discussed, was conducted in Zulu only (with a translator present for the benefit of the author and other guests). Two managers maintained that after only 80 hours they were, in some respects, better capable of expressing themselves in the new language than they had been after all these years of instruction in English at school.

### **Thinking skills and managers**

On 30 - 31 August 1988 the UPTTRAIL Trust was responsible for a demonstration/workshop (presenters were the author, the co-author, Mrs B. Capdevielle of Venezuela and Dr J.J. Botha, Deputy Director: Educational Technology, Institute for Language Teaching) for a group of more than 30 people (mostly managers in the private sector) on thinking skills and how they could be improved. In questionnaires at the end of the one and a half day session they almost unanimously expressed their eagerness to learn more about the subject and to apply those instruments that they had already learned in their work situation.

In summary (with reference to all the developments during 1988) it would probably be fair to say that these events determined to a large extent the fact:

- \* that an agreement was reached between ESKOM and the UPTTRAIL Trust in terms of which an introductory course, aimed at improving English language proficiency and thinking skills, would be offered in a group of black first year (university) engineering students in January 1989, and
- \* that an agreement was reached between Gold Fields Services, ESKOM and ISCOR on the one hand, and the UPTTRAIL Trust on the other hand in terms of which four courses would be offered to groups of shift bosses, team leaders, miners and managers (totalling about 80 participants) in June 1989.

To conclude this section on important events during 1988, it should be pointed out that UPTTRAIL staff members visited the British Council (London), the Centre for Information on Language Teaching (London), the Foreign Service Institute (Washington DC), the Center for Applied Linguistics (Washington DC), the Institute for Psychosynthesis (London) as well as the Institutes for the Achievement of Human Potential (Philadelphia), the Center for Cognitive Development at Yale University and the University of Delaware (Dr R.A. Di Pietro). A discussion also took place with Prof D.N. Perkins of Harvard University who is a leading specialist in the area of cognitive development and with Mr B. Carroll, leading international expert on communicative language testing. The purpose of these visits was to take cognizance of possible related projects in Africa or other parts of the world and also to get advice on specific strategies, measuring instruments, etc, to be used in the UPTTRAIL pilot project.

## **Significant events during 1989**

### **Introductory course for prospective engineering students**

In January 1989 the suggestopedic/SALT method was used for the intensive course for black first year students (predominantly prospective engineers) at ESKOM College. The students were given carefully structured opportunities to improve their use of English for academic purposes, with some attention to all the language skills of listening, speaking, reading and writing, as well as the pragmatics of appropriate language use in a university setting as well as in a business setting. This latter emphasis was requested by ESKOM, who selected most of the students, provided their bursaries and wanted to employ them during vacation periods as a way of ensuring their success as competent professionals.

The method utilizes various thinking tools as a way to develop language, in this case the language needed for scientific thinking as well as for academic success. Language activities were developed for relevant problem-solving, decision-making and creative thinking, as well as opportunities for cognitive development in the seeking, selection, retention and evaluation of appropriate information.

Responding to student needs, course developers selected about 20 thinking tools identified by de Bono (1986) and the Project Intelligence team (vide Adams, 1986). These included tools for breadth, organization, creativity and interaction. The tools called PNI (examining Positive-Negative-Interesting aspects of a situation) and OPV (Other Person's View), for example, would seem to strengthen certain language functions along with vocabulary and grammar.

The method included communication skills needed for working in groups. Inherent in the language content and process of the course was an affective theme designed to affirm self-confidence as a learner, to promote self-assertion, and to encourage acceptance of responsibility for one's self, seeing self as a victor.

The evaluation of the course by students, course monitors, university instructors and ESKOM officials was highly positive, reporting increased self-confidence, motivation and communicative ability of the students. Standardized test results indicated significant im-

provement in language skills and mental alertness (cognition).

The students were deeply and positively responsive to the course. Their journals were filled with words such as *good, beneficial, enjoyable, worthwhile, tremendous, important*. They were most enthusiastic about the special method in the classroom. They felt that their English improved considerably and certainly their confidence in speaking up in English. They identified with Siphso, the main character in the text, as well as with the supporting characters and they studied the text on their own because they found it interesting and relevant. They learned quickly and spontaneously to value the relaxation exercises as a means of self-regulation and to their own surprise they could not get enough of Baroque music. They loved learning to think better and wished they had learned to think like this many years earlier. From one student:

We are taught to use our minds and think logically. Nothing from elsewhere but only from our minds.

The ESKOM regional manager had this to say:

What I originally envisaged was a course which would enable our black students who have an inferior education to have a fair start... Three weeks is a very short period to wipe out the shortcomings of several years. However, I have no doubt that the course was a tremendous success. The students underwent a metamorphosis in... three weeks, thanks mainly to your endeavours. I observed this myself in discussions with the students before and after the course and it was also evident from feedback which I received. Certainly, we shall have to wait and see whether it will make a difference in their performance but what we can say already is that they were much better prepared than most first year students.

### **Thinking skills courses for Gold Fields, ESKOM and ISCOR**

Mrs B. Capdevielle of Project Intelligence in Venezuela was brought to South Africa as the main presenter of four courses in thinking skills for Gold Fields, ESKOM and ISCOR. Prior to her visit, the content and strategies for the presentations had been discussed in detail with Prof D.N. Perkins of Harvard University (Prof Perkins is Co-Director of probably the biggest project in the world for cognitive development). The author and co-author, as well as Mrs A. Ferreira, Chief Instructor at Gold Fields Training Services, acted as co-presenters at these courses with Mrs B. Capdevielle. The didactic method used was Suggestopedia/SALT and the content was called Mental Management and Operacy.

The aims of these courses were the development of thinking and communicative ability, and more important the improvement of attitudes and interpersonal relationships by means of teaching the thinking tools. The results of these courses are still being processed, but from the questionnaires and post-course feedback sessions it is clear that the impact was powerful and that new worlds opened for these workers and managers. The knowledge that better

thinking is not only possible, but can be practised and constantly improved by utilizing the thinking tools made an indelible impression on members of the target groups. It is quite evident from the questionnaires that they are convinced they can work much better, more intelligently, more creatively, more productively and have better relationships with all people they have contact with (also their immediate family).

Scientific measuring instruments were used to specify any changes that occurred during the courses. These data must still be processed and the results will be published soon.

The didactic/psychological techniques used in these courses impressed the participants and many remarks were made during the feedback sessions on how much they enjoyed the relaxation, imaging, the music, group activities, etc. Judging from these questionnaires it could be assumed that Suggestopedia/SALT also serves as an appropriate vehicle for the teaching of thinking skills, which is language-related, but not pure language teaching.

### **Further introductory courses**

Seen against the background of what had happened up until the end of 1988 and specifically during and after the introductory course (referred to on p 42 f), the Trust was requested by ESKOM, the Yvonne Parfitt Bursary Trust and Gold Fields Training Services to offer at least five introductory courses for predominantly black first year university students during 1990.

### **Status of the UPTTRAIL pilot project**

In January 1989, the in-service training of the teachers in the sample took place. For three weeks the experimental group of thirty-six teachers received instruction in the UPTTRAIL package at the University of Zululand, and the eleven control teachers attended an English course at the Umlazi in-service Centre.

The course for the experimental group consisted of three components:

- \* a suggestopedic/SALT English course to improve the teachers' proficiency in English
- \* a thinking skills component which was presented in two ways:
  - embedded in the English course and thus also presented via Suggestopedia/SALT
  - taught explicitly in an hour-long session every day
- \* a didactic component to train the teachers in the suggestopedic/SALT method of teaching.

The Std 3 suggestopedic/SALT text which contained the English contents and the thinking skills that were to be taught was provided as well as the lesson plans which directed them step by step in presenting the lessons.

The teachers in the experimental group's response to the UPTTRAIL package was from the start highly positive; all who attended the in-service training stayed until the last minute,



except one who was hospitalized. The enthusiasm with which they attended the classes for long hours was maintained up to the end. There was similar enthusiasm for the method and materials that they were to use.

The researchers visited half of the teachers after three months. Their main impressions were as follows:

- 1 The teachers were still enthusiastic about the method and the materials - even those who were extremely isolated and had little contact with the other teachers in the experiment and those who were teaching under the most adverse conditions.
- 2 With the exception of one teacher, all the teachers were using the method and the materials. More recent information indicated that the one exception had started and was catching up.
- 3 Some of them followed the lesson plans meticulously and taught well. Others used the method less correctly, were slower than required, but the quality of their teaching was still better than expected.
- 4 There was an observable swing away from rote-learning and parrotting in the classrooms and far more language input was provided in the classroom.
- 5 There was improvement in the teaching milieu in all the classes in spite of poor conditions. All the pupils had colourful materials, which lit up the drab classrooms, and there were stimuli on the walls.
- 6 For many of the teachers the method seemed to bring about a liberation from traditional hide-bound and mostly authoritarian ways of teaching and the discovery of new and happy relationships with the pupils.

These impressions were endorsed by the inspectors.

### **Mission of UPTTRAIL**

It is significant that the UPTTRAIL Board of Trustees sees its role no longer only as the initiator and supervisor of the pilot project, but as the vehicle for a strong movement aimed at creating a healthier, wealthier society, by enabling the individual to become a more intelligent (and less manipulated, less prejudiced, freer) communicator and a more responsible participant for a just, democratic society. This movement can be brought about by means of significant improvements in the quality of teacher training, teaching and learning, especially as far as primary and secondary education for blacks is concerned, and ultimately

for every single individual in the country.

In accordance with this definition of its mission, the activities of the Trust have expanded to make provision at this stage for

- \* large scale implementation of the UPTTRAIL programmes in black schools
- \* demonstrations on the teaching of language and thinking skills
- \* courses for training managers and other company decision-makers in thinking skills
- \* courses in language and thinking skills for black first year students
- \* courses in language and thinking skills for black small business men.

### **Miscellaneous activities and programmes**

Apart from the activities and projects highlighted earlier in this article, it can be pointed out that numerous activities, programmes and projects (the author and co-author may not even be aware of all of them) are taking place as a result of training courses and presentations that have been offered by INTUS or the Trust. These activities or projects that are independently conducted (not under the auspices of INTUS or the Trust) are taking place in several colleges of education in the Cape Province, in schools of the Cape Education Department, in several academic departments of the University of Stellenbosch, in several private schools, in the Department of Foreign Affairs and in several top companies in the country. One example may suffice here: Literacy courses for ESKOM. (According to a senior manager their suggestopedic/SALT literacy courses have a significantly higher success rate than the conventional courses that preceded them.)

Publications of merit on suggestopedic/SALT language teaching have regularly appeared in **Per Linguam**. Since 1985 nine articles on Suggestopedia/SALT by South Africans, and eight by academics from other countries have been published in this journal, which, as a result of peer-group recommendations, was recently approved by the Department of National Education for subsidy purposes. It is noteworthy to mention that this is the first South African journal for language teaching or learning or for Applied Linguistics that has been recognized in this way.

It would not be incorrect to say that the HSRC grant, made available to the author in 1983, assisted the Editor and the Editorial Committee of **Per Linguam** in no small way to reach the standard that was required to get the journal recognized. That money, for example, made possible interviews with two respected authors who are now also members of the Editorial Advisory Board, viz Prof J. Bancroft of the University of Toronto and Prof R. Blair of Brigham Young University, Provo, Utah.

## Summary and conclusions

With so many activities and projects unfinished and/or growing and so many new ones emerging, any attempt at writing the history of suggestopedic/SALT language teaching and learning must of necessity remain unfinished and any attempt at evaluating the real significance of all these events for teaching, training and learning in South Africa will be premature.

In spite of resistance, criticism, problematic research designs, less successful projects and obstacles resulting from the fact that so much of the work is not done in laboratories where things can be more easily controlled, but rather in real-life places: in the workplace, in schools, in colleges, in education departments - in spite of all these factors, the authors are of the opinion that there was meaningful growth with regard to research, development and evaluation; that valuable insights have been gained from interviews, correspondence and literature study; that an increasing amount of soft and hard data has added to the corpus of scientific knowledge; that research designs and evaluation procedures have been improved; that support and co-operation from academics with international reputation have been obtained; that growing interest, support for and involvement in suggestopedic/SALT language teaching programmes in South Africa have been generated. Last but not least: that a growing number of articles have been published. Some of these publications certainly contributed to the fact that **Per Linguam** was recognized for subsidy purposes by the Department of National Education.

All the research done at INTUS, quantitative as well as qualitative, seems to indicate that Suggestopedia/SALT is a viable teaching method which produces encouraging results.

Probably the most outstanding characteristic of Suggestopedia/SALT is the effect on the affective domain of the learner and the teacher. In all the projects carried out under the auspices of INTUS and the UPTTRAIL Trust, both teachers and students reported on the pleasantness of the method. Students enjoy the relaxed and almost playful atmosphere devoid of fear or excessive stress and anxiety. Most students report on language gains they experienced, but also the growth they experienced personally because the learning situation not only made it possible, but actually enhanced it.

In summary it can be said that in this report the author and the co-author have endeavoured to outline the history of the implementation and evaluation of suggestopedic/SALT language teaching in South Africa since 1984. Attention has been focused on a variety of activities, programmes and projects that resulted from initiatives taken by the Institute for Language Teaching, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust. As explained on p 25 the author and co-author were forced by constraints of time and space to make a selection and to narrow down the focus. The following list allows the reader a quick overview of the selected items as well as a few more (marked by \*) which are also regarded as important:

### 1984

- 1 German course for SAA

- 2 Suggestopedic/SALT training by Dr Schmid
- 3 Demonstration sessions to selected people by Dr Schmid\*
- 4 Work on co-author's doctoral dissertation started
- 5 Author received R6 000,00 grant from HSRC
- 6 Attendance at International SALT Conference
- 7 Paper read by author at International SALT Conference
- 8 Paper read by co-author at International SALT Conference
- 9 Paper read by colleague of Department of African Languages, University of Stellenbosch, at International SALT Conference
- 10 Paper read by colleagues of Department of German, University of Stellenbosch, at International SALT Conference
- 11 Suggestopedic/SALT course of Prof L. Dhority attended by two colleagues\*
- 12 Dr G. Doman and Prof R. Dart visited
- 13 Meeting with Prof S. Gassner-Roberts
- 14 Meeting with Prof D. Schuster\*
- 15 Meeting with Prof R. Blair
- 16 Beginners' course in Department of German, University of Stellenbosch\*
- 17 Beginners' course (Xhosa) in the Department of African Languages, University of Stellenbosch\*
- 18 Department of Orthopedagogics, University of Stellenbosch, incorporating suggestopedic/SALT techniques in their work\*
- 19 Pilot course in English for black primary school teachers\*

## **1985**

- 1 German course for SAA continued

- 2 Beginners' course in Department of German, University of Stellenbosch, continued\*
- 3 Department of Orthopedagogics, University of Stellenbosch, continued activities re suggestopedic/SALT techniques\*
- 4 Co/author continued the work on doctoral dissertation
- 5 Afrikaans course for college students
- 6 Suggestopedic/SALT training of college lecturers\*
- 7 Four part television series on Suggestopedia
- 8 English course for TV viewers
- 9 First edition of **Per Linguam** published\*
- 10 Special Issue of **Per Linguam** published: Needs analysis of higher primary teachers in KwaZulu
- 11 Constraints analysis done in colleges of education in KwaZulu\*
- 12 Paper read by author at SAALT Conference
- 13 Paper read by co-author at SAALT Conference
- 14 Paper read by two colleagues at SAALT Conference
- 15 Paper by author published in *Journal for Language Teaching*
- 16 Paper by co-author published in *Journal for Language Teaching*
- 17 Paper by two colleagues published in *Journal for Language Teaching*
- 18 Article of author published in **Per Linguam** as editorial
- 19 Paper read by author at SABC Conference
- 20 Paper read by author at International SALT Conference
- 21 Author's paper read at 1984 SALT Conference, published in *Journal of Society for Accelerative Learning and Teaching*

- 22 Co-author's paper read at 1984 SALT Conference, published in *Journal of Society for Accelerative Learning and Teaching*
- 23 Colleagues' papers read at 1984 SALT Conference, published in *Journal of Society for Accelerative Learning and Teaching*
- 24 Demonstration on Suggestopedia/SALT given at Broederstroom\*

## 1986

- 1 German course for SAA continued
- 2 Beginners' course in Department of German, University of Stellenbosch continued\*
- 3 Department of Orthopedagogics, University of Stellenbosch, continued activities re suggestopaedic/SALT techniques\*
- 4 Co-author completed doctoral dissertation and graduated
- 5 Afrikaans course for college students continued
- 6 Suggestopedic/SALT training of college lecturers\*
- 7 Suggestopedia/SALT for teaching of Shakespeare to college students\*
- 8 Suggestopedia/SALT for teaching of literary concepts to college students
- 9 Suggestopedia/SALT for teaching English as a second language to college students
- 10 Development of Afrikaans syllabus and recommendations in view of training and in-service training of teachers in Transkei\*
- 11 Afrikaans course for TV viewers\*
- 12 Afrikaans course for members of the House of Delegates\*
- 13 Xhosa course for adults\*
- 14 Language School for the Department of Foreign Affairs
- 15 Attendance of the International SALT Conference

- 16 Meetings with Dr L.A. Machado and Mrs B. Capdevielle
- 17 Meetings in USA with senior representatives of Government departments and major bank\*
- 18 Attendance at Norfolk Conference
- 19 Further meetings with Dr L.A. Machado and Mrs B. Capdevielle
- 20 Strategic meeting of Interuniversity Committee for Language Teaching, leading to founding of UPTTRAIL Trust
- 21 Preparations for founding of UPTTRAIL Trust started
- 22 Author's paper read at SABC Conference, published in RTV 1986
- 23 A demonstration of the use of Suggestopedia/SALT given at Cape Town College of Education\*
- 24 Visit of Dr E. de Bono

## **1987**

- 1 German for SAA continued
- 2 Beginners' course in Department of German, University of Stellenbosch, continued\*
- 3 Department of Orthopedagogics, University of Stellenbosch, continued activities re suggestopedic/SALT techniques\*
- 4 Afrikaans course for college students continued
- 5 In-service training in Suggestopedia/SALT to college lecturers in January\*
- 6 Five suggestopedic/SALT courses introduced at Cape Town College of Education
- 7 Suggestopedia/SALT used in Language School, Department of External Affairs
- 8 Afrikaans course for Members of the House of Delegates continued\*
- 9 Afrikaans for Transkei continued\*

- 10 Using Suggestopedia/SALT for teaching of literary concepts to college students continued
- 11 Afrikaans course at Denneoord College for Continued Education\*
- 12 Paper read by author at Taalfonds Conference\*
- 13 UPTTRAIL preparations
- 14 Project with Gold Fields
- 15 Foundation of UPTTRAIL Trust
- 16 Negotiations resulting from foundation of UPTTRAIL Trust
- 17 Paper read by co-author at NESLATT Conference\*
- 18 Contract with representatives of Project Intelligence and other consultants\*
- 19 Fundraising for UPTTRAIL
- 20 Demonstration of Suggestopedia/SALT at Springfield College of Education\*
- 21 Demonstration of Suggestopedia/SALT at University of the Western Cape\*
- 22 In-service training of lecturers, researchers and teachers in December

## **1988**

- 1 Official start of UPTTRAIL pilot project
- 2 Refinement of research design for UPTTRAIL pilot project
- 3 Workshops with team of international consultants in January
- 4 Seminar at ESKOM with international consultants
- 5 Seminar at Gold Fields Training Services with international consultants
- 6 German course for SAA continued



- 7 Beginners' course in Department of German, University of Stellenbosch, continued\*
- 8 Department of Orthopedagogics, University of Stellenbosch, continued activities re suggestopaedic/SALT techniques\*
- 9 Special Issue of **Per Linguam** published on Afrikaans for Transkei\*
- 10 Project with Gold Fields continued
- 11 Project with Department of Foreign Affairs continued
- 12 Ten suggestopedic/SALT college courses\*
- 13 Thinking skills demonstration at Broederstroom
- 14 Zulu course for ESKOM
- 15 Afrikaans course for Members of House of Delegates\*
- 16 Work done on UPTTRAIL video
- 17 Meeting with circuit inspectors in KwaZulu
- 18 Meetings with principals and teachers in KwaZulu
- 19 Seminar on productivity at ISCOR
- 20 Seminar on productivity at Gold Fields Training Services
- 21 Attendance of Thirteenth International SALT Conference
- 22 Paper (keynote address) read by Prof A. Thembela at SALT Conference
- 23 Paper read by project leader of UPTTRAIL Trust at SALT Conference
- 24 Paper read by co-author at SALT Conference
- 25 Paper read by author and Mrs B. Capdevielle at SALT Conference
- 26 Attendance of de Bono seminar in Washington DC
- 27 Visit to Institute for Suggestopedia in Liechtenstein

- 28 Seminar at University of Zululand
- 29 Invitation to ten KwaZulu teachers
- 30 Mrs Capdevielle appeared on SATV1
- 31 Meeting with Prof R. Sternberg, Yale University\*
- 32 Meeting with senior representatives of Foreign Service Institute, Washington DC
- 33 Meeting with senior representatives of Center for Applied Linguistics, Washington DC
- 34 Meeting with Mr B. Carroll, Newbury, UK
- 35 Meeting with Prof D.N. Perkins, Harvard University
- 36 Meetings with South African ambassadors\*
- 37 Author's paper, presented at Taalfonds Conference published in Taalfonds journal *Afrikaans: Horisonne en ideale*\*
- 38 New contract regarding thinking skills courses with Gold Fields Training Services\*
- 39 Development of materials and selection of strategies for UPTTRAIL pilot project

## **1989**

- 1 German course for SAA continued
- 2 Beginners' course in Department of German, University of Stellenbosch, continued\*
- 3 Department of Orthopedagogics, University of Stellenbosch, continued activities re suggestopedic/SALT techniques\*
- 4 Afrikaans course for college students continued
- 5 Recognition of **Per Linguam** by Department of National Education for subsidy purposes

- 6 Ten suggestopedic/SALT college courses continued\*
- 7 Grove project in co-operation with Cape Educational Department\*
- 8 Growth in Language School, Department of Foreign Affairs
- 9 New contract with Department of Foreign Affairs
- 10 Suggestopedic/SALT courses in Gold Fields Training Services: continuation and growth
- 11 UPTTRAIL video completed
- 12 Literacy courses for ESKOM
- 13 New contract with Gold Fields Training Services
- 14 Bridging course (English and thinking skills) for black first year university students
- 15 Thinking skills course for Gold Fields shift bosses
- 16 Thinking skills course for Gold Fields team leaders
- 17 Thinking skills course for Gold Fields mine workers
- 18 Thinking skills course for Gold Fields, ESKOM and ISCOR managers
- 19 UPTTRAIL fundraising
- 20 Report on Suggestopedic/SALT Literature course submitted for publication in **Per Linguam**
- 21 Article by Prof A. Thembela (SALT-paper) published in **Per Linguam**
- 22 Article by author and Mrs B. Capdevielle (SALT-paper) published in **Per Linguam**
- 23 Xhosa course for businessmen (envisaged)\*
- 24 Afrikaans course for English speaking businessmen\*
- 25 Thinking skills project for a rural community (envisaged)\*

- 26 Television series on thinking skills\*
- 27 In-service teacher training in KwaZulu for UPTTRAIL pilot project
- 28 In-service training course scheduled for September\*
- 29 In-service training course scheduled for November\*
- 30 Contract with one institution for four bridging courses (envisaged)
- 31 Contract with one other institution for bridging course (envisaged)
- 32 Contracts with four other institutions for four bridging courses (envisaged)\*
- 33 Ten year plan for UPTTRAIL
- 34 Contracts for thinking skills courses (envisaged: 5 courses are expected)\*
- 35 Paper read by two colleagues at SAALT Conference\*

## Recommendations

The author and co-author would like to end this article by recommending that

- \* a systematic programme for further basic research as well as for applied research, development and evaluation and support should be carefully planned and implemented by the Institute for Language Teaching, the Interuniversity Committee for Language Teaching and the UPTTRAIL Trust
- \* attention should be given to criticism, resistance and how it has been dealt with.

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