CALIFORNIA COMMUNITY COLLEGES
AND
COMPTON
COMMUNITY COLLEGE DISTRICT

#90-0004
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**PROJECT TITLE**

**SUGGESTOPEDIA Project**

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<th>PROJECT DIRECTOR</th>
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<td>Larry Jett, Chair Language Arts &amp; Devel Studies</td>
<td>Ida Frisby, Dean Academic Affairs (Acting)</td>
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**PROPOSAL DESCRIPTION**

This project is designed to test the efficacy of the suggestopedic method in reducing attrition and enhancing academic performance in the instructional areas of basic skills and ESL. Suggestopedia is an educational methodology and approach to learning which was developed by a Bulgarian physician, Dr. Georgi Lazanov. The basic tenet of suggestopedia is the belief that people use only a fraction of their brain capacity in learning. The project would introduce techniques and methods to improve learning at an accelerated rate.
Suggestopedia Project

Priorities Addressed
The Compton Community College Suggestopedia Project requests $27,000 in FII funds to test the efficacy of the suggestopedic method in reducing attrition and enhancing academic performance in the instructional areas of basic skills and ESL. The chief priority addressed by this project is the BOG Basic Agenda item on ESL and Basic Skills with focus on the need to develop a consistent and comprehensive ESL and precollegiate basic skills curriculum. Other AB1173 priorities addressed include the need to explore non-traditional forms of instruction, the need to improve teaching abilities, and the need to improve traditional instruction.

Problem Addressed
The problem addressed is the very high attrition rate and poor academic performance rates of ESL and basic skills student with the intent of this project being to determine whether suggestopedic instructional methodology will reduce attrition and improve performance.

Population Served
Approximately 150 basic skills and ESL students, enrolled in five course sections in the disciplines of reading, English, mathematics, and ESL. will be the population served and involved in this project.

Objectives & Activities
(1) To train faculty in suggestopedic methods (2) To have faculty develop suggestopedic curricular materials and lessons for use in five courses' sections which can be compared to five traditional courses in the same disciplines, with the anticipation that suggestopedic students are more likely to remain enrolled through term and perform better academically than others (3) To achieve an 85% retention rate and 90% academic performance rate of grade "C" or better in suggestopedic course sections.

Impact & Transferability
If project objectives are realized, this project will have institutional and state-wide impact as suggestopedic methods can be applied elsewhere to help address the pressing state-wide problems of attrition and poor performance among ESL and basic skills students.

Evaluation
A formative and summative evaluation will be conducted based on statistical data from grade reports, pre-tests and post-tests, and final class enrollment reports. Survey instruments will also be administered to faculty and students involved in suggestopedic classes, to assess the usefulness of the method and faculty/student receptiveness to it.

Dissemination (1) A research report document available to all parties; (2) Publication of findings in scholarly journals and educational papers (3) A series of news releases and feature articles; (4) Development of a documentary videotape; (5) Conference presentations of project findings.

Budget:
$27,000 requested in FII funds, matched by a District contribution of $18,600.
Suggestopedia Project

1. Specific Educational Program Being Addressed

Educational Program Which Project Addresses/Fund For Instructional Improvement Priorities

Compton College’s Suggestopedia Project focuses on community college basic skills and ESL programs and is designed to demonstrate the effectiveness or lack of effectiveness of the suggestopedic method, pioneered by Dr. Georgi Lozanov, in increasing the retention and academic performance of students, and in improving the students’ self-image and attitude towards learning in general.

Specific Fund for Instructional Improvement priorities which this proposal addresses are the Board of Governor’s Basic Agenda concern with ESL and Basic Skills and the following three criteria for projects as set forth in AB 1173: (1) non-traditional forms of instruction, (2) improving teaching abilities of faculty members, and (3) improvement of traditional instructional programs.

The Suggestopedia Project seeks, in keeping with BOG concerns, to both "develop a consistent and comprehensive curriculum for ESL" and to "establish a consistent and comprehensive precollegiate basic skills curriculum." This is to be done through the testing of the efficacy of the Suggestopedic method of instruction, which claims to be able--through a radical restructuring of course content and pedagogic methodology--to dramatically increase knowledge of a given subject in a short period of time. If successful, suggestopedic learning will need to be incorporated in course outlines, and courses currently envisioned as requiring a long period of time for instruction may well need to be combined to provide for the accelerated pace of learning claimed by this method.

The utilization of suggestopedia will also dramatically impact on current teaching techniques, as the method requires knowledge and utilization of relaxation therapy, rhythmic presentation, intonation variation, positive reinforcement, and psychological techniques. The importance of utilizing appropriate music as a learning device is also a part of the pedagogical methodology central to suggestopedia. Should the claims of this method be borne out by this project, the adaption of these techniques into both the courses under review and other courses in these
disciplines will be indicated. That these techniques will reflect improved teaching is axiomatic for they will be considered for inclusion only if they result in enhanced retention and academic performance. Thus, this project will result in both new non-traditional forms of instruction and improved teaching abilities.

Finally, should the Suggestopedia Project's findings indicate a significantly successful increase in retention and learning, the use of suggestopedic techniques in other, more traditional instructional programs of the College will also need to be considered. Some curricula that readily come to mind should such be the case would be those in foreign language instruction and the social sciences. Such a widespread application of suggestopedic techniques would therefore have a profound effect on improving traditional instructional programs.

The Board of Governors, in its Basic Agenda for 1989-90, clearly describes the student clienteles of the future which our institution already finds in significant and ever-growing numbers on our campus and for whom the Suggestopedia Project is aimed at and designed for:

Economic and demographic trends, together with the open admissions policy of California's community colleges....suggest that the colleges will enroll increasing numbers of high school graduates who have not acquired the skills necessary for collegiate work, young adults who dropped out of high school before acquiring such skills, and older adults who lack the basic skills they need to undertake college work that prepares them for jobs or for making other positive contributions to the community.

If we are serious about meeting the needs of these students, we must test alternative educational and instructional approaches. Suggestopedia is just such a methodology. If it is found not to be effective as a result of this project, we will shy away from using it in the future. If, on the other hand, it is found to be effective in reducing attrition and improving academic performance, we will have a new and valuable tool to use in our educational repertoire.

Description of Suggestopedia

Suggestopedia is an educational methodology and approach to learning which was developed by a Bulgarian physician, Dr. Georgei, Lozanov, and first applied in Eastern Europe during the mid-1960's and in the United States a decade later. The term "Suggestopedia," often interchanged with the terms "super learning" or "accelerated learning" in the United States, is a neologism formed from the Latin word "suggestio" and the Greek word "logia," and can best be translated as being the "science of suggestion.

The basic tenet of suggestopedia is the belief that people use only a fraction of their brain capacity in learning, and that a number of environmental, social, and psychological factors may constrain them from making more effective use of their ability. Among the negative factors stifling an individual's ability to learn are a tense environment and low expectations of the
learner. In addition, insecurity and lack of self-confidence on the part of the learner himself/herself are seen as serious barriers to learning which must be overcome.

The process to remove these barriers is known in suggestopedia as "desuggestion" and involves such things as the reconfiguration of the classroom to make it more comfortable, perhaps by placing comfortable chairs in the room rather than student desks; specific activities to relax students and remove their fears; and a consistent and steady affirmation provided to the learner by the teacher that stresses how easy the material at hand is to master and the ability of the student to learn all the required material. Desuggestion, it can be seen, is psychological in its approach and concerned with removing both attitudinal and environmental barriers to learning.

This process is supplemented in suggestopedia by several activities collectively referred to as "suggestion," derived from a study of mental yoga, music, physiology and autogenics. The aim of the suggestive process is to alter a person's state of consciousness so as to render him "set up" to learn. The specific activities involved in this process include: relaxation and breathing exercises, the use of rhythm in presenting information, the use of varied intonation, and the use of music to place the learner in a receptive state.

Lozanov's research indicated that an individual who is nervous, tense, and easily distracted cannot learn well. On the contrary, he discovered that when people are in a state of rest and distractions are removed, learning is both easy and enjoyable. Therefore, it is essential to have the student undergo a series of relaxation and breathing exercises designed to reduce his heartbeat down to approximately 60 beats per minute, the average heart rate for an individual at rest and a state closely akin to that of an individual in a meditative state.

Once the individual is so relaxed, Lozanov argued that information can be optimally provided in discrete bits of approximately eight seconds each; that is eight seconds of information, followed by eight seconds of silence. This pause, his research indicated, provided the learner's brain with a chance to briefly rest before seeking to register the next bit of data. This eight second presentation, eight second silence embodies the use of rhythm in the suggestopodetic method. To avoid monotony and the eventual inattention on the part of the learner to such rhythmically presented information it is essential that the teacher also vary his intonation from one presentation of data to the next. Lozanov therefore recommended three different intonations, normal tone (declarative), soft whispering, and a loud, commanding tone of voice. Finally, while this data is presented rhythmically and in varied intonations, learners are asked to breathe rhythmically and are exposed to soft background music whose rhythm parallels the sixty beats per minute of the human heart as discussed above.

The implementation of such a desuggestive-suggestive learning methodology is complex and demanding of the instructor. Data must be organized in optimal relaxed learning environment and according format and presented consistently in to strict principles. The instructor must also be acutely conscious of his/her nonverbal cues and must seek to create a positive, pleasant learning environment. Affirmation and feedback must constantly be provided to students to encourage their continued maximal learning.
Applications of Suggestopedia to Date

There should be little surprise that a complex instructional methodology such as that of suggestopedia has been met with great skepticism, first in Eastern Europe where it originated and elsewhere where it has been implemented.

In 1964 Dr. Lozanov first publicized his theory of suggestopedia by revealing the results of an experiment in Sofia, in which 1,000 French words or short phrases were taught in a single suggestopedic session, with successful average post-test scores (of memorization) between 90% and 100%. Soon thereafter, he claimed similar success in applying the method to the memorization of 1,200 Greek words in one day by a group of students.

The Bulgarian Ministry of Education immediately launched an investigation of Lozanov’s experiments and findings and, with a group of doctors and teachers as session dealing with the contents of a test group, used suggestopedia in book. The average memorization success rate of this group was an astounding 93.6%.

The Bulgarian government quickly responded by establishing an Institute of Suggestology (Nauchnoizledovatelskiya Institut po Suggestologiya) in Sofia, staffed by psychologists, educators, and scientists, to foster the application of this innovative teaching methodology and to further refine it. This work continues to this day.

The claims of suggestopedia soon emanating from the Institute were equally amazing. According to Bulgarian authorities, a group of students learned 1,000 words of vocabulary in a single day. Dr. Lozanov also stated in various scholarly articles that suggestopedia could be used to learn an entire language in one month’s time, with high retention a full year later. Bulgarian sources further reported that students graduated in three months’ time from the equivalent of a 2 to 3 year language course, complete with an in-depth knowledge of vocabulary and grammar rules.

Suggestopedia quickly spread around the world. In 1969, Pravda hailed outstanding results in language teaching with suggestopedia at the Moscow Foreign Languages Pedagogical Institute and Soviet translators preparing for the 1980 Olympic Games were also taught by suggestopedic methods. Suggestopedic experiments were implemented in the German Democratic Republic, and suggestology centers were established in Leipzig and East Berlin. Suggestopedic experiments were soon also implemented in such diverse centers of the world as Finland and the Republic of South Africa.

In 1969, Dr. Lozanov first came to the United States and discussed his findings and methodologies at a gathering sponsored by UNESCO and the Ford Foundation. By the mid-1970's remarkable claims about the "Lozanov method" in Europe increased American attention being paid to suggestopedia. Among these reports were findings by Canadian government observers that they saw classes in Bulgaria learning four hundred vocabulary words a day and a report by a Swedish delegation of educators in 1976 which confirmed that
they saw Bulgarian third grade students who were taught suggestopedically, performing mathematical operations normally taught at sixth grade.

In 1975 the first application of suggestopedia in the United States took place in an elementary school in DeKalb County, Georgia. Gains by students in a remedial reading class of retarded children and slow learners were remarkable. All ten students in the first pilot group increased their reading level by a year within a few weeks, while 80% of a second pilot group of twenty did so within twelve weeks.

That same year witnessed the first suggestopedic American class at the collegiate level in the form of a Spanish language class at Iowa State University. Findings at that time indicated an accelerated rate of learning of seven times the norm, with students learning the equivalent of a full year of Spanish in ten, four hour per day sessions.

So impressed by these results were the faculty of Iowa State that in 1976 they established the Society for Suggestive, Accelerative Learning and Training. This "SALT" program publishes a journal and newsletter about suggestopedic applications and also operates a teacher training program. In 1976 faculty at Iowa State monitored the achievement of 1,200 Iowa elementary and high school students who were taught suggestopedically in various schools. The clear conclusion arrived at was that the methodology seemed more effective with high schoolers but was more effective than traditional approaches with both groups.

Since then, there have been various, episodic applications of suggestopedia, particularly with adult learners or at the college level. Between 1975-78 Dr. Donald Vannan used suggestopedia in an elementary science methods class at Bloomsburg State College (Pennsylvania). He reported that while only 11% of students in a regularly taught 1975 class received a grade of A, the percentage of suggestopedically taught students earning that grade was 78% in 1976, 84.6% in 1977 and 82.9% in 1978. In 1981-82 suggestopedia was also used with a class of pre-literate adult Indochinese refugees in an ESL Class in Washington State. At the end of ten weeks students had completed with ease both the State's required full semester course and an expanded program outlined by the faculty at Griffin College. The rate of learning of the students in the class was cited as having increased five-fold, with students achieving in ninety hours of instruction what qualified ESL teachers had found could be achieved only with 540 hours of traditional classroom instruction.

In 1983, Professor Charles Semke reported to the Annual Meeting of the American Council on the Teaching of Foreign Languages and the American Association of Teachers of German that underprepared students who had taken a beginning German language suggestopedic course at Westmar College (Iowa) not only increased their English reading score by one full year but also remained enrolled in college in greater numbers than students in a control group who had taken a traditionally taught, required English language remedial course.

Also in that year Professor H. Thompson Fillmer reported on the success of suggestopedia at a Southern university in the teaching of a course entitled "Techniques of Teaching Vocabulary." Students were tested weekly on retention and at the end of the six week session. Mean scores on the weekly examinations indicated a gain of 36% for the group. The final test
revealed a mean score of 92.2. Moreover, all students responded positively to the Lozanov method.

In 1984 Professors Lynn D. Anderson and Gary Render detailed their findings on retention of learning when taught suggestopedically. They studied the learning retention of students in six sections of a course entitled "Foundations of Learning" at the University of Wyoming. Postulating that retention of data taught to these students would decline in accordance with Ebbinghaus’s "forgetting curve," they discovered that the retention rate of students one week after the conclusion of the semester remained at 67% as opposed to Ebbinghaus’s postulated retention level of 34%.

In 1986, Jo Ann Fisher Bass, in a paper entitled "Effects of Suggestive Accelerative Learning and the Teaching Method and a Structural Analysis Method on Vocabulary Learning" reviewed the level of learning attained by a group of 58 college freshmen who were taught either suggestopedically or by the traditional structural method. Those taught suggestopedically were found to have significantly higher post-test and gain scores.

Finally, in 1988, Professor Robert McGinty reported on the successful implementation of a suggestopedic business course at Eastern Washington University. His findings clearly indicated that students not only learned more in a suggestopedic environment than in a traditional setting but that the students far preferred suggestopedic teaching methodology.

To be certain, suggestopedia continues to receive a skeptical reception in many educational quarters. Part of this skepticism is based on the Eastern European origin of the methodology and on the allegation that the pedagogy requires passivity on the part of students. However, the fact remains that suggestopedia has been utilized now for almost twenty-five years throughout the world and on various campuses nation-wide, and it can succeed only if a student has a positive attitude towards it. Clearly, suggestopedia is a teaching methodology that deserves further scrutiny, consideration, and testing.

In this light, it seems both proper and fitting to consider a comprehensive suggestopedic teaching project at the community college level to test the efficacy of the method, particularly with such groups as ESL and basic skills students. As indicated, the literature speaks of success in using suggestopedia with those learning English as a second language, with those requiring remedial assistance, and with those seeking to master vocabulary. The literature also speaks glowingly of a high level of student satisfaction with the methodology and of high retention. However, in a comprehensive literature review conducted by College staff, no studies at the community college level in general or with community college ESL or basic skills students in particular, could be found. That is why a testing of the method at an institution such as Compton Community College would seem both warranted and urgent. Ours is an institution whose students are predominantly minority and, in large part, enrolled in ESL or basic skills programs. To that end, we are a mirror of community colleges state-wide. If suggestopedia can be seen to succeed at the community college level, and with the student clienteles discussed, such success will demand further testing, application, and replication elsewhere.
2. Specific Problems Being Addressed

Problem Addressed By Project

Attrition and poor academic performance are problems found at every educational institution and in every discipline. However, nowhere are the proportions of attrition and poor academic performance as prevalent as they are in remedial basic skills and ESL programs. To some degree, external causes can be posited for these phenomena, especially when adults, such as those typically found in a community college setting, are considered. The need to work outside of school, family, problems and economic hardships directly related to their level of skills and their employability all have a bearing. Yet, it must also be recognized that part of the problem stems from poor student self-image and a perception on the part of students that progress is too slow, too unrewarding. Poor academic performance in the past, a feeling that they will never be able to learn enough to succeed, or exposure to a new, alien culture which overwhelms them, will often prove sufficient to discourage a student from continuing educational pursuits.

Suggestopedia, if proven successful, addresses these severe problems. The process of desuggestion focuses on breaking barriers to learning. Students are encouraged from the moment they enroll to believe that they can succeed. The traditional classroom routine which they have come to identify with frustration and failure is altered, both physically and psychologically. And the teacher is carefully trained to provide the student with positive stimuli rather than the negative stimuli of nonverbal gestures and words which convince the learner that his or her pursuit of knowledge is futile. Also, as suggestopedia is designed to produce rapid acquisition of knowledge in a short period of time, the student enrolled in a suggestopedic class not only gains confidence and reinforcement from the constant affirmations of post-tests but is able to recapture something lost since childhood, the feeling that learning is actually joyful and pleasurable.

Also, it must be conceded, albeit reluctantly, that it is quite possible that our traditional instructional methods in basic skills and ESL classes are not as effective as they might be. Traditional lecture formats, the dissemination of information in large, difficult to assimilate chunks, and inadequate periodic testing may also play a factor in both attrition and poor academic performance. Perhaps suggestopedia, with its belief that learning is hampered because the student is not in the maximal physical state for the acquisition of information, and because proper sequencing of data transmittal and intonation are absent, may well hold the key to improvement. To put the current unacceptable situation into clearer perspective, a few statistics on demographics, attrition, and poor academic performance in basic skills and ESL courses at Compton College are, perhaps, in order. These statistics are not, one must hasten to add, dramatically different from those found at other community colleges state-wide.
During Fall 1989, the number of students taking courses at Compton Community College dropped from 4,790 to 3,805 between the first census week and the end of the semester, a drop of 20.5%. Given the fact that the overwhelmingly majority of our students are found to read and perform mathematical functions at a level which requires comprehensive remediation, there is little doubt that most of those who left the institution were basic skills or ESL students.

A 1989 administration of the TASK II Test, designed to measure reading comprehension and writing skills, revealed that 65% of our students (excluding those enrolled in ESL courses) placed below eighth grade level. This figure is consistent with the results of former administrations of reading comprehension tests.

In addition, the Fall 1989 administration of an institutionally developed mathematics placement test revealed that 56% of all students tested required basic skills mathematics remediation.

Fall 1989 demographic figures also revealed that 26.2% of all students at the College were designated as being of "immigrant" status, with the vast majority of these students naturally enrolled in various ESL courses.

Further demographic analysis reveals that no less than 39% of all students enrolled have--for a variety of reasons--never graduated from high school. This includes 14% of our African-American students (who comprise 54% of our total student enrollment) and 21% of our Hispanic students (who comprise 39% of our total student enrollment).

Compton Community College can clearly be seen as an institution where basic skills and ESL instruction must be central to our mission.

An analysis of retention and academic performance in the various remedial courses reveals the following:

**READING/ENGLISH**

The College has three remedial courses in an "English 9" series designed to teach reading and writing skills. In Spring 1989, these courses enrolled 273 students. 87 of these students dropped out during the term, an attrition rate of 32%. In addition, of those remaining enrolled through the term, 25, or 13%, were unable to receive a passing grade of "C" or better. Graduates of English 9 courses or students with higher placement test scores then enroll in three English courses known as English 10, 12, and 20. English 10 deals with writing and reading skills, English 12 with grammar, writing, and reading skills, and English 20 with spelling and vocabulary. In Spring 1989, these three courses enrolled 634 students. 167 of these students dropped out during the term, an attrition rate of 26%. In addition, of those
remaining enrolled through term, 195, or 42%, were unable to receive a passing grade of "C" or better.

Progress through the above-mentioned remedial courses culminates in the taking of a "mastery exam" after matriculation through English 12. This is the last basic skills English course required of students, and students who pass this exam are qualified to take transfer level classes. Those who fail are required to repeat English 12. Scores from the Fall 1989 administration of the English Mastery Examination reveal a passing rate of only 38%. More than sixty percent of all students taking the exam failed!

Mathematics

The Mathematics Department has three remedial arithmetic courses which deal with such basic processes as addition, subtraction, multiplication, decimals, and fractions. During Spring 1989, these courses enrolled 389 students. 89 of these students dropped out during term, an attrition rate of 23%. In addition, of those remaining enrolled through term, 108, or 36%, were unable to receive a Passing grade of "C" or better.

English as a Second Language

The ESL Program at Compton Community College has a series of seven courses collectively referred to as the "English 50's." They enroll those students with minimal language proficiency in English to those who are just below the level at which they can take English remedial courses. During Spring 1989, these courses enrolled 1,457 students. 398 of these students dropped out during the term, an attrition rate of 27%. In addition, of those remaining enrolled through term, 197, or 18.6%, were unable to receive a passing grade of "C" or better.

Clearly, such figures on attrition and lack of academic performance indicate that a new instructional approach such as that of suggestopedia is worth testing. If the application of this method proves successful, it might well have a tangible effect on improving what are clearly unacceptable drop out and academic performance rates.
3. Population To Be Served

Population To Be Served By Project

The population to be served by this project are basic skills and ESL students at Compton Community College enrolled in remedial reading, English, and mathematics courses, and those enrolled in English as a Second Language courses. Specifically, this project envisions a pilot project to test the efficacy of suggestopedia by utilizing it in a minimum of five class sections during the 1990-91 academic year, with such sections enrolling a minimum of 150 students (approximately 30 students per section). One section of reading, two sections of English, one section of mathematics, and one section of ESL will be utilized for this purpose. As indicated, students are placed in these courses on the basis of scores on various placement tests. (In ESL instructors have utilized individual interviews). Specific courses designated for this suggestopedic testing in this project are the following:

- **ENGLISH 9 Reading Workshop, Beginning**
  
  **Course Description:**
  
  This course is designed to provide intensive training for the native-born student with severe reading problems and the ESL student ready to move into English classes. Students (are) exposed to varied techniques and language experiences to enhance recognition and spelling of unknown words.

- **ENGLISH 10 Communications: Writing And Reading Skills**
  
  **Course Description:**
  
  This basic course in language arts places emphasis on developmental writing skills and on reading material of increasingly varied and complex types. Introduction of readings geared to student interest is important aspect of this course.

- **ENGLISH 20 English Spelling And Vocabulary**
  
  **Course Description:**
  
  In this class students acquire knowledge of word meaning, synonyms, definitions, connotations, and usage. They gain experience in dictionary drill, in spelling of commonly misspelled words, and in understanding meaning in written and spoken contexts.

- **Mathematics 1A Refresher Arithmetics**
  
  **Course Description:**
  
  This course is designed to review the basic skills of addition, subtraction, multiplication, and division of whole numbers.
Course Description:
This course provides survival skills in the English language for those students who are not able to enroll in a comprehensive study of the English language. Students will learn the vocabulary and speech patterns needed to function in vital situations such as at work, the marketplace, government agencies, etc.
4. Objectives

Objectives Of The Project

Thee major objectives of the project are as follows:

(1) To recruit at least eight members of the Compton Community College faculty to undergo training in the suggestopedic method of instruction.
   Timeline: July 1990
   Personnel: Director

(2) To train these faculty members and a designated Project Director in the suggestopedic method of instruction.
   Timeline: August 1990
   Personnel: Suggestopedia Trainer, Faculty, Director.
   Budget: $11,000.

(3) To develop suggestopedic curricular materials and to revise lesson plans and syllabi accordingly.
   Timeline: August-September 1990
   Resources: Posters, classroom, teaching and media supplies
   Personnel: Faculty
   Budget: $10,000

(4) To test-pilot the suggestopedic method in two college courses, with a suggestopedic course section and a traditional section course section taught by the same instructor. Courses selected for Fall implementation will be English 9 (Reading Workshop and Mathematics 1A (Refresher Arithmetic)
   Timeline: September 1990-February 1991
   Personnel: Faculty, Director
   Budget: $5,000 (costs to be borne by the District)

(5) To evaluate the effectiveness of the suggestopedic method by means of the following:
   (a) a comparison of attrition rates between parallel sections, with the expectation that 85% of students enrolled in the suggestopedic sessions shall remain enrolled through term.
   (b) a comparison of student academic performance between parallel sections, with the expectation that 90% of students enrolled in the suggestopedic sessions shall receive a grade of "C" or better.
   (c) a survey of instructors utilizing the method to assess its usefulness.
(d) a survey of students in suggestopedic sections to assess usefulness and receptivity.

Timeline: February 1991
Personnel: Institutional Research Officer, Clerical help.
Budget: $2,000 (cost to be borne by the District).

6. To test-pilot the suggestopedic method in three college courses, with a suggestopedic course section and a traditional course section taught by the same instructor. Courses selected for Spring implementation will be English 20 (spelling and vocabulary), English 10 (Reading and Writing), and ESL 53 (survival skills for Spanish speakers).

Personnel: Faculty, Director.
Budget: $7,500 (costs to be borne by the District).

7. To evaluate the effectiveness of the suggestopedic method by means of the following:
   (a) a comparison of attrition rates between parallel sections, with the expectation that 85% of students enrolled in the suggestopedic sessions shall remain enrolled through term.

   (b) a comparison of student academic performance between parallel sections, with the expectation that 90% of students enrolled in the suggestopedic sections shall receive a grade of "C" or better.

   © a survey of instructors utilizing the method to assess its usefulness

   (d) a survey of students in suggestopedic sections to assess usefulness and receptivity.

Timeline: June 1991
Personnel: Institutional Research Officer, Clerical Help
Budget: $2,000 (cost to be borne by the District).

8. To evaluate the effectiveness of the Suggestopedia Project and to prepare a Research Report for publication in professional journals. Personnel: Project Director

Timeline: June 1991
Personnel: Institutional Research Officer, Public Information Officer, Project Director, Clerical Support
Budget: $2,600 $2,100 in prorated staff time costs to be borne by the District and $500 (FII) for reprography and postage.
9. To complete a videotape documentary of the project for dissemination purposes.
   
   Timeline: September 1990-June 1991
   
   Personnel: Project Director, Telecommunications students.
   Resources: Videotapes, lighting supplies, etc.
   
   Budget: $1,500.
5. Workplan Narrative

PROJECT ACTIVITIES:

The Project Director of the Suggestopedia Project will be Professor Larry Jett, Division Chairperson of Language Arts and Developmental Studies. Professor Jett has been a member of the College faculty since 1967 and has taught basic skills courses for a great deal of that time. Recipient of a Master’s Degree in English from West Virginia University, Professor Jett, as Division Chairperson, oversees both the basic skills English and reading programs. Professor Jett will undergo suggestopedic training along with the other faculty members from whom five will be selected to implement the methodology in their courses. He will also be charged with monitoring the pilot classes during both the Fall and Spring semesters, with coordinating the work of telecommunications students filming these classes in action, and with narrating and editing a videotape documentary outlining the project and its findings. This videotape will play a key role in dissemination. The Project Director will also help to finalize the project’s Research Report and will make presentations on the project at appropriate conferences and educational venues. The Project Director will be paid a flat stipend for his work on this project of $4,000, Two thousand dollars will be payable at the end of the Fall semester and $2,000 at the end of the project period.

At least eight faculty members will undergo suggestopedic training, and a minimum of five of these, it is anticipated, will be willing to (1) develop curricular materials and revise course components to incorporate the suggestopedic method and (2) utilize the method in at least one course section during the academic year.

Recruitment of faculty members who will undergo the training will take place in July 1990 by means of memos and Divisional faculty meetings. It will be undertaken by the Project Director.

Suggestopedic training will take place in August, 1990 and will be conducted in a five day intensive workshop format. Each session will be eight hours in length for a total of 40 hours of training. The trainer for these sessions will be Stephanie Merrit, founder of Merritt Learning Systems in San Diego, California.

Ms. Merritt holds an M.S. in Education and has more than twenty years of teaching experience. She has served as Academic Coordinator at the Lozanov Learning Institute in San Diego and has taught both Spanish and accelerated learning techniques at the University of San Diego. She has also served as a consultant for a suggestopedic instructional program at a magnet school in the San Diego City School District and is the author of a work on accelerated learning entitled Successful. Non-stressful Learning.

Ms. Merritt’s workshops will outline suggestopedic theory and will focus on the following areas, among others: (1) how to choose music that will result in greater absorption and retention of information in long-term memory; (2) how to be aware of and integrate non-verbal behavior
and voice intonation with the conscious verbal message, (3) how to organize material into holistic units of study; (4) how to use innovative educational techniques to accelerate learning; and (5) how to create a therapeutic class milieu where students will feel free to express their own creativity and break ingrained barriers to learning. Ms. Merritt will be paid $5,000 for this one week stay at Compton Community College and will agree to be available during the project year to advise the Project Director on an as-needed basis as implementation problems arise.

Faculty members who undergo this intensive suggestopedic training will receive a stipend of $750 each for their participation: i.e., $150 per day, for a total cost of $6,000 for the group of eight.

Five faculty members will be selected from among the eight who have undergone training, based on their own evaluation of the effectiveness and usefulness of the training and on their belief that suggestopedia has validity which should be tested in the classroom. These five faculty members will spend the remainder of the summer revising their course outlines and syllabi so as to incorporate the suggestopedic method; in finding suitable music for suggestopedic learning; and in developing suggestopedic lesson plans and taping information in designated data bits with the proper intonations. Each faculty member so selected will receive a stipend of $1,000 and all curriculum development work will be monitored by the Project Director. In addition, $5,000 will be utilized to purchase instructional and visualization supplies (e.g., wall charts, flip-charts, posters, etc.) and media supplies for recording and playing back instructional material. Cost for this curriculum revision and the preparation of instructional materials will be $10,000.

The first suggestopedic and parallel traditional courses will be implemented during the Fall semester of 1990. These will be English 9 and Mathematics IA. The designated instructors will teach one class section with suggestopedic techniques, the other in the traditional manner. Suggestopedic students will be tested weekly for retention of knowledge, with constant feedback. The basic course objectives and course content will not vary, simply the manner of presentation and the classroom environment. As these will be regular College classes, which will earn ADA, there will be charge to the project. Salaries of faculty members will be fully borne by the District ($5,000).

During the Fall semester, the Project Director will make weekly (or more frequent) visits to both the suggestopedic and control classrooms to make certain that a rigorous separation of methodologies is adhered to. Some suggestopedic sessions will also be videotaped by Telecommunications students for the documentary being developed during the project year.

The Institutional Research Officer and his staff will do an analysis/evaluation at the end of the semester by using grade distribution and final grade reports. He will also develop and administer a survey instrument to instructors using the suggestopedic method in order to assess their perception of the effectiveness of the methodology. Students will also receive a survey instrument developed and administered by the Office of Institutional Research to assess their perceptions of suggestopedia's usefulness. Findings will be made available to
the Project Director; revisions in techniques for those courses to be taught in Spring will be made at this time as decided upon by the Project Director in consultation with the project trainer. The cost of Research Office professional and clerical staff for the completion of this objective will be approximately $2,000, the cost of which will be borne by the District.

In February 1991, the Project Director, will meet with those instructors implementing Spring suggestopodic and parallel courses. Information gained from the mid-year evaluation reports will be discussed and disseminated.

During the Spring semester, suggestopodic and parallel traditional courses will be implemented in English 10, English 53, and English 20. The designated instructors will teach one class session with suggestopodic techniques, the other in the traditional manner. Suggestopodic students will be tested weekly for retention of knowledge, with constant feedback. The basic course objectives and course content will not vary, simply the manner of presentation and the classroom environment. As these will be regular classes, which will earn ADA, there will be no charge to the project. Salaries of faculty members will be fully borne by the District. ($7,500).

Throughout the Spring semester, the Project Director will continue to make weekly (or more frequent) visits to both the suggestopodic and control classrooms to make certain that rigorous separation of methodologies is adhered to. Some suggestopodic sessions will also be videotaped by Telecommunications students for the documentary being developed.

In June, the Institutional Research Officer, will do an analysis/evaluation of the project's second semester by using grade distribution and final grade reports. He will also administer survey instruments to instructors and students in the suggestopodic classes to assess their views on the usefulness of suggestopedia. The cost in time of Research professional and clerical staff for the completion of this objective will be approximately $2,000, the cost of which will be borne by the District.

As the project period comes to a close (June 1991), the Project Director will work closely with the Institutional Research Officer and the Public Information Officer to complete a comprehensive final evaluation and a Research Report which can be submitted to scholarly journals for publication and dissemination purposes. The Project Director will also work closely with Telecommunications students to edit, narrate, and structure a video documentary detailing this project. A central part of the documentary will be a summary of findings and recommendations. The effectuation of these objectives will not involve any additional costs to the Fund, save for $2,000 for reprography of reports, postage for dissemination purposes, and the utilization of videotapes and lighting supplies used in connection with the development of the project documentary. The time and resources of the Offices of Institutional Research and Public Information, costed at approximately $2,100 will be borne by the District.

The implementation of the activities and objectives detailed above will require $27,000 in funds from the Fund for Instructional Improvement, to be matched by a District contribution of $18,600, not including such expenses as facilities utilization, utilities, and indirect expenses.
6. Expected Outcomes

Project Impact And Transferability

From its inception, this project should be viewed as one with great potential applicability to and replicability at other community colleges in California. The clientele or target group in the courses discussed in this proposal are basic skills and ESL students with ability levels which are remarkably similar statewide. If suggestopedic techniques are proven to be a significant boon to greater retention and academic performance, there will be a great demand for their application at other similar institutions.

Making such transferability possible will be two dissemination packages developed during the project year. One will be a comprehensive final evaluation and Research Report and the other will be a project documentary videotape.

As for the project's impact at Compton Community College, it will--if suggestopedia is seen to justify its claims--surely be maintained in the course piloted as part of this project. Staff Development funds will also be made available to other instructors who seek to develop curricular materials that incorporate suggestopedic methods in other disciplines. The first impact of suggestopedia is thus, likely to be in the remedial programs, with institutionalization and adaptation eventually throughout the curriculum. To the degree that the College can successfully build upon the success of this project, it may also be possible to obtain external funds from foundations or corporate sources to speed this process along.
7. Evaluation Plan

Evaluation Plan

The evaluation of this project will be both formative and summative in nature, and will be based on both statistical data and attitudinal survey instruments.

The Institutional Research Office, as indicated, will conduct an evaluation of the project at the conclusion of each semester, and will—in addition—complete a comprehensive evaluation of the project as-a-whole at the end of the project year.

Statistical data used for evaluative purposes will be pre-test and post-test scores of students in the suggestopedic and control classes. Grade distribution reports will provide data on academic performance, and final instructor reports will give objective data on over-all retention of students.

Attitudinal evaluations of the effectiveness of the suggestopedic method will be arrived at through two survey instruments, one given to instructors involved in the project and the other given to students exposed to suggestopedic instruction. Instructors will be asked to evaluate the usefulness of suggestopedic techniques, their over-all view of the methodology, and their future intentions to use or cease to use it. Recommendations for future suggestopedic course implementations will also be solicited. Students will be asked to assess the effectiveness of the method, their response to it, and whether they would try to use similar techniques in other learning situations.

Findings will be compiled, statistically analyzed, and summarized in three written documents: a mid-year evaluation report, a second-semester evaluation report and a final evaluation and Research Report.

The evaluation process will be effectuated by the College's Office of Institutional Research, in consultation with the Project Director, with all costs borne by the District.
8. Dissemination Plan

Dissemination Plan

A comprehensive program for the dissemination of project results is envisioned by Compton College, including the following:

- The development of a Research Report which will be submitted to academic and scholarly journals nation-wide. Interest in publishing such a Report has already been expressed by the editors of the Journal of Super-Accelerated Learning and Training at Iowa State University at Ames. Other journals/newspapers targeted for publication of the report in complete or summary form include:
  - Community College Reports
  - The Chronicle of Higher Education
  - Black Issues in Higher Education
  - Community. Technical and Junior College Journal
  - Innovative Abstracts

This report will also be made available free of charge to all interested parties.

- The publication of a series of news releases from the College's Office of Public Information, highlighting suggestopedia and project success.

All such news releases will prominently mention the key role of FII. The following local newspapers will be targeted for publication purposes, and feature stories will be solicited as possible:
  - The Los Angeles Times (Southeast Edition)
  - The Long Beach Press-Telegram
  - The Compton Bulletin (local weekly)
  - The Wave (local weekly)
  - The Los Angeles Sentinel (Regional African-American newspaper)
  - La Opinion (Regional Hispanic newspaper in Spanish)

- The development of a documentary videotape highlighting the project and its findings and implications. This videotape will be made available to all interested institutions and individuals at nominal or no cost. The Project Director will also be available to discuss this videotape at any FII showcase event or at any other forum organized by an individual college or district. The videotape documentary will further receive at least four airings on the College's local cable television station, Channel KCCC-Channel 27; thus reaching the general District population of over 250,000 people.
• The Project Director will make conference presentations discussing the Suggestopedia Project and its findings. Already, great interest in such a presentation has been communicated to College staff by organizers of the 1991 Super-Accelerated Learning and Training Conference. Several other possible conference venues for such presentations include:
  • Conference of the National Council of Teachers of English
  • CATESOL Annual Conference
  • Annual Conference of the Western Reading Association
  • National Association for Equal Opportunity in Higher Education Annual Conference
  • AACJC Annual Meeting

Naturally, the College will also happily provide FII staff with any materials, reports, videotapes or other items needed for inclusion in an FII Newsletter or FII Project Directory. The College will also provide release time for personnel to make a presentation at any FII showcase event.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]