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SUGGESTOPEDIA

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Suggestopedia

*Learning is a matter of attitude, not
"aptitude"*



Bulgarian doctor
and
psychotherapist

Georgi Lozanov

BACKGROUND

The originator of this method, Georgi Lozanov, believed that language learning can occur at a .much faster rate than ordinarily transpires

SUGGESTOPEDIA

It is an approach to education whose primary objective is to tap the extraordinary reserve capacities we all possess but rarely if ever use

THE PRINCIPLES

What are the goals of teachers who use .1

?Desuggestopedia

What is the role of the teacher? What is the role of the .2

?students

What are some characteristics of the teaching/Learning .3

?process

?What is the nature of student-teacher interaction .4

- ?How are the feelings of the students dealt with .5**
- ?How is language viewed? How is culture viewed .6**
- What areas of language are emphasized? What .7**
- ?Language skills are emphasized**
- ?What is the role of the students' native language .8**
- ?How is evaluation accomplished .9**
- ?How does the teacher respond to student errors ,10**

What are the goals of teachers who use ?Desuggestopedia

Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation and using techniques to activate the "paraconscious" part of the mind, just below the fully-conscious mind

What is the role of the teacher? What is the role of the students

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect him/her. If they trust the teacher, they can be more spontaneous and less inhibited

What are some characteristics of the ?teaching/Learning process

A Desuggestopedic course is conducted in a classroom which is bright and cheerful. Posters displaying grammatical information about the target language are hung around the room in order to take advantage of students' peripheral learning. The posters are changed every week to .create a sense of novelty in the environment

Students select target language names and choose new occupations. During the course they create whole biographies to go along with their .new identities

The texts in handouts contain lengthy dialogs in the target language and next to a translation in native language. There are also some notes on .vocabulary and grammar

What is the nature of student-teacher ?interaction

The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practiced. Later the students have more control of the target language and can respond more appropriately and even initiate .interaction themselves

?How are the feelings of the students dealt with

If students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily. The psychological barriers that students bring with them should be desuggested. Indirect positive suggestions are made to enhance students' self- confidence and to convince them that .success is obtainable

How is language viewed? How is culture . viewed

Language is the first of two planes in the two-plane process of communication. In the second plane are .the factors which influence the linguistic message

The culture which students learn concerns the everyday life of people who speak the language. The use of fine arts is also important in Desuggestopedic .classes

What areas of language are emphasized? What ?Language skills are emphasized

.Vocabulary is emphasized

Speaking communicatively is emphasized. Students
.also read in the target language and write

?What is the role of the students' native language

Native-language translation is used to make the meaning of the dialog clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher .uses the native language less and less

?How is evaluation accomplished

Evaluation is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for .accelerated learning

How does the teacher respond to student errors

Errors are corrected gently, with the teacher
.using a soft voice

THE TECHNIQUES AND THE CLASSROOM SET-UP

Classroom set-up	.1
Peripheral learning	.2
Positive suggestion	.3
Choose a new identity	.4

	Role play	.5
	First concert (active concert)	.6
	Second concert (passive concert)	.7
	Primary activation	.8
	Creative adaptation	.9

IN PRACTICE

**The lesson of desuggestopedia consisted
of three phases**

Deciphering .1

Concert session (Active and Passive) .2

Elaboration .3

Then it has developed into four phases

Introduction .1

Concert session .2

Elaboration .3

Production .4

Memorization in learning by the “
suggestopedic method seems to be
accelerated **25** times over that in learning by
”conventional methods
.(Lozanov 1978: 27)

