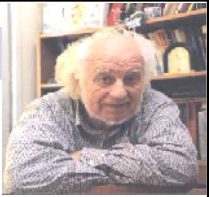


SUGGESTOPEDIA

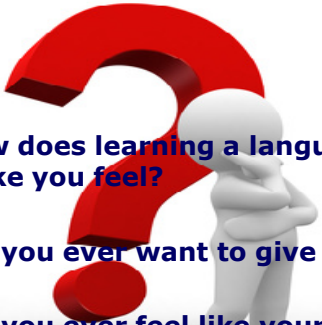


An interesting humanistic approach to language teaching.

History



- **Creator:**
Bulgarian psychologist:
Georgi Lozanov
- **Argument:**
Human brain can process a great deal under the right circumstances.
- Drew from Soviet psychological research and yoga
- **A most noticeable feature:** the centrality of music and musical rhythm to learning.
- "Learning is a matter of **attitude**, not **aptitude**."



- ⬇ **How does learning a language make you feel?**
- ⬇ **Did you ever want to give up?**
- ⬇ **Did you ever feel like your brain couldn't process the language?**

Suggestopedia (Superlearning):

- **Psychological barriers are the main causes of failure in language learning.**
- **These barriers should be removed**

Suggestopedia (Superlearning)



- **Psychological barriers:**
 - Fear of bad performance,
 - limited ability to learn, and
 - failure.
- **Relaxed mind = maximum**
- Our full mental powers are not revealed so they should be removed.
- It can teach languages approximately three times as quickly as conventional methods. (???)

Suggestology

- How to harness and redirect mental capacity for maximum learning.
- It is based on **Desuggestion** and **Suggestion**.
- To help Ss eliminate the feeling that they cannot be successful or the negative association they may have towards studying.
- To help Ss overcome the barriers to learning.

Principal theoretical components

1. **Authority:** People remember best and they are most influenced by information coming from an authoritative source.
2. **Infantalization:** Ss take the role of a child (games, songs, gymnastic exercises) which helps them regain the self-confidence, spontaneity and receptivity of the child.
3. **Double-Planedness:** Ss learns not only from the effect of direct instruction but from the environment in which the instruction takes place (the bright decor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher).

Principal theoretical components

4. Intonation, Rhythm, and Concert Pseudo-Passiveness

- Varying the **tone** and **rhythm** of presented material helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic material.
- The musical background helps to encourage a relaxed attitude which Lozanov refers to as concert pseudo-passiveness.

Principles

1. Learning is facilitated in comfort.
2. Peripheral learning is valued.
3. Students must respect and trust the teacher's authority.
4. The teacher "desuggests" the barriers: L2 learning is fun.
5. Students' imagination is activated (Suggestion).
6. Students' confidence is raised (Suggestion).
7. Choosing new names and biographies enhances feeling of security (suggestion).
8. Easy to handle dialogs come first.
9. Students' attention is off the form (structure) and on communication to use the language.
10. The lessons indirectly enhance positive suggestions.
11. Grammar and vocabulary are taught very superficially.

Principles

12. L1 and translation are used to transfer meaning; reduces as students advance.
13. Double planedness: Language message is the conscious level; music is the subconscious level. They go together. Decoration of the environment is so important.
14. Homework is done at night and in the morning.
15. Dramatization and fantasy reduce the barriers to learning.
16. The arts (music, drama) should be part of the process of learning as language and culture are complementary facets of communication.
17. Novelty is the motivation (learning activities are varied).
18. Infantalization is the key; a childlike attitude to learning helps a lot.
19. Errors are tolerated as communication of intended meaning is vital. teacher models and correct forms in later stages.

Characteristics

- ↻ **Zero beginners** are different from **false beginners**.
- ↻ Ss are required to **talk ex tempore** (not from memorized lines).
- ↻ Ss are immersed in the method and **forget their past** (new names).
- ↻ Words are taught in **word pairs**.
- ↻ The texts should be **emotionally** and **motivationally powerful**. They have literary value.
- ↻ **Musical background** leads to relaxed body and alert mind.
- ↻ **Evaluation:** in-class performance; not formal because of heightened anxiety.
- ↻ **Process:** comfortable, relaxing; students choose "new" identities; whole brain used-; feelings strongly acknowledged, positive reinforcement.
- ↻ **2 phases:** Receptive & Activation
- ↻ Classroom methodology, not that different; difference is **atmosphere** (music, comfy chairs).

Function of Music

- Gaston (1968) claimed that music
 - (1) can facilitate the establishment and maintenance of personal relations;
 - (2) bring about increased self-esteem through increased self-satisfaction in musical performance; and
 - (3) use the unique potential of rhythm to energize and bring order.
- He uses music to relax learners, to structure, to pace and to punctuate the presentation of linguistic materials.
- Varying the tone and rhythm of presented material helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic material.
- The musical background helps to induce a relaxed attitude which Lozanov refers to as concert pseudo-passiveness.

The music

- Should have "largo" tempo (approx. 60 beats/min).
- Should have regular patterns.
- Voices (even choirs) and instruments should not stand out against the orchestra.
- Ideally, the orchestra must have a neutral colour (the same instruments be played throughout the work) that is why the best choice is string orchestras.
- The total effect is further increased by suggestion, especially using the concert session as a placebo.

Advantages

- Learning environment
- Thinking highly of students' feeling
- Can arouse students' interests and potential to memorize
- The emphasis of interaction
- The treatments to students' mistakes
- Promoted belief in the power of the human brain
- There is a purpose behind deliberately induced states of relaxation
- Teachers have experimented with music

Criticisms

- Lack of flexibility
- Lack of trust to teachers
- Over-emphasized of language use
- Absence of tests
- Different characteristics between students
- Focus on memorization
- Data on effectiveness, weird
- Marketing for method not research-based
- Unfeasible
- Teachers need to be skilled in singing, acting and psychotherapeutic techniques.
- Not much authentic material (potentially).

Approach

Theory of language

- The only major linguistic problems in the language classroom are memorization and integration (Lozanov).
- If Ss remember the words and patterns of the language and integrate them into their personalities, Ss have acquired the language and T has done all that needs to be done.
- The emphasis on memorization of vocabulary pairs - a TL item and its L1 translation - suggests a view of language in which lexis is central and lexical translation rather than contextualization is stressed.
- Experiencing language material in "whole meaningful texts" is important.
- ① **Vocabulary pairs**
- ② **Lexical translation**
- ③ **Vocabulary and the grammar of the language rules organizing vocabulary**

Theory of learning

- Suggestion is at the heart of Suggestopedia.
- It is different from hypnosis and other forms of mind control because they lack a "desuggestive-suggestive sense" and "fail to create a constant set up to reserves through concentrative psycho-relaxation".



Design



Objectives

- The objectives of Suggestopedia are **to deliver advanced conversational proficiency quickly.**
- Through the use of background music and softly-spoken information, students will absorb information at a much higher rate than is otherwise possible.
- Students will experience the sensation of controlled relaxation.
- Attentiveness is manipulated to optimise learning and recall.



Learning objectives

- Left and right brain integration will be enhanced through the power of **suggestion, music, relaxation, deep breathing, metaphors and guided imagery.**
- **Self-image** will be improved.
- Ss will have a **positive attitude** towards learning.
- Suggestopedia aims to deliver advanced conversational proficiency quickly. T places a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal of the suggestopedic method.
- To memorize large amounts of target language vocabulary.
- To be able to understand TL at the appropriate level through T's presentation of the language material (gestures and intonation).




Language objectives

- To be able to translate TL vocabulary into L1.
- To be able to gain meaning in the written form of TL.
- To be able to communicate confidently in TL at the designated level.
- **To be able to apply TL in useful, 'real-life' settings.**



Syllabus

- A Suggestopedia course
 - lasts 30 days, 5 weeks, 6 days a week, 4 hours a day.
 - has 10 units, 3 days each unit.
- App. 1,200-word dialogue in each unit with a vocabulary list and grammatical commentary.
- The dialogues are graded by vocabulary and grammar.
- Ss are given a new name in TL and a new biography in the new culture with which they are to operate for the duration of the course.
- Written tests are also given throughout the course, and the performance are reviewed on the final day of the course.
- ❖ **Day1- half of a day:** T discusses the general content of the unit dialogue.
- ❖ **Day2- full day ,day3- half a day:** Imitation, question and answer, reading, and so on, of the dialogue and of working with the 150 new vocabulary items presented in the unit.
- ❖ To make new combinations and productions based on the dialogues.



Learning & teaching activities

- **Imitation, question and answer, and role play.**
- Familiar activities to language teachers.
- Activities more original to Suggestopedia: **listening activities**, concern the text and text vocabulary of each unit, typically part of the 'pre-session phase', takes place on the first day of a new unit.
- Ss first look at and discuss a new text with T. In the second reading, Ss relax comfortably in reclining chairs and listen to T read the text in a certain way.

Techniques

Relaxing classroom set-up	Peripheral learning (posters)	Positive suggestion (music)
Visualization	New identity	Role-play

Roles of learners

(Relaxer, True-Believer)

- Follow instructions easily.
- Ss volunteer for a suggestopedic course, but having volunteered, they are expected to be committed to the class and its activities.
- Ss are expected to tolerate and in fact encourage their own 'infantilization'.
- Groups of learners are ideally socially homogeneous, 12 in number, and divided equally between men and women.
- Ss sit in a circle, which encourages face-to-face exchange and activity participation.

Teachers

- **Roles:** As authority figure, be confident and embodies trust, respect, easily persuasive, auto-hypnotist, afford cheerful atmosphere
- **Goals:**
 - Accelerate process of learning everyday language
 - Reduce psychological barriers
 - Create situations in which Ss are most suggestible; then present linguistic material in a way most likely to encourage positive reception and retention by Ss.
- **Expected behaviour:**
 - 1) Show absolute confidence in the method.
 - 2) Display fastidious conduct in manners and dress.
 - 3) Organize properly and strictly observe the initial stages of the teaching process (choice and play of music and punctuality).
 - 4) Maintain a serious attitude towards the session.
 - 5) Give tests and respond tactfully to poor papers (if any).
 - 6) Stress global rather than analytical attitudes towards material.
 - 7) Maintain a modest enthusiasm.

Roles of materials

1. **Direct support:** Texts and tapes (Text book: emotional force, literary quality, and interesting characters).
2. **Indirect support:** Classroom decoration and music (Environment: the appearance of the classroom, the furniture, and the music).

Procedure

Extend

- Divide the course into three parts:
 - reading explain (oral review section),
 - listening oral reading (introducing new materials),
 - listening and speaking with music (the séance or concert session).
- Having conversations
 - in relaxed atmosphere and
 - with background music.
- Less assignments, put emphasis on oral reading, and correcting students' mistake is not involved.

Four Stages of De-Suggestopedia

1. **Presentation:** A preparatory stage to help Ss relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.
2. **First Concert – “Active Concert”:** Involves the active presentation of the material to be learnt (e.g.: dramatic reading of a piece of text, accompanied by classical music).
3. **Second Concert – “Passive Review”:** Ss relax and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material.
4. **Practices:** The use of a range of games, puzzles, etc. to review and consolidate the learning.

Why suggestion Learning Hypothesis

- I will learn because I was accepted.
- I am now a native speaker, I can speak and understand the language.
- I learned the text during the concert session, I know the language.
- The material is getting easier, I must be learning.
- I have successfully graduated from a language course, I can use the language.
- The teacher uses both verbal and non-verbal ways to communicate the learning hypothesis: (X) I am doing this, so (Y) I am learning the language; (X) I did, so (Y) I can use the language. This is a necessary and continuous part of suggestopedic teaching.

Why Desuggestion

- Negative suggestions:
 - Oh, it is too late for me.
 - I am too old.
 - How can I remember that amount? Nobody can!
- They inhibit human potential from the social-suggestive norm.
- Ts can free Ss' natural potential by replacing existing.
- The name of this method changed to emphasize the importance on desuggesting limitations on learning.

