

Desuggestopedia (-> desuggest limitations on learning)

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- **Main idea :**

- ➔ Help students eliminate the feeling that they cannot be successful and the negative associations they may have toward studying and thus help them to overcome the barriers to learning
- ➔ Stimulate mental reserves through integration of the fine arts
- ➔ Positive approach

- **Classroom / Setting:**

-bright and colorful – cheerful/ positive environment – relaxed atmosphere
-paintings
-grammar posters -> **peripheral learning** -> absorb facts effortlessly

- **Teacher:**

-teacher is the authority in the classroom
-student must trust and respect him/ her
-speaks confidently, gives students impression that learning target language is easy and enjoyable
-**positive suggestion**: tells them that they will be successful -> enhance students' self-confidence
-use pantomime to outline meaning

- **Students:**

-get **new identities** -> select target language names and choose new occupations
-students' feelings are in the center of this method -> students should feel relaxed and confident so that **they will not need to try hard to learn the language, but it will just come naturally and easily ... (p.79)**
-new identities should help them feel more secure and more open to learning

- **Material:**

-texts / lengthy dialogues (everyday life situations)
-two columns: target language and native language
-notes on vocabulary and grammar in boldface items in the dialogue
-rhythmic instruments (songs)
-use of **fine arts** is important in Desuggestopedia classes

- **Teaching learning process:**

- **Receptive phase:**

- Teacher presents dialogue during two concerts (classical music)

-1. concert: -teacher reads dialogue (dramatic reading), matching voice to the rhythm and pitch of the music (Mozart, Bach)
-students follow target language dialogue as the teacher reads it

-2. concert: -teacher reads dialogue in normal speed
-students just listen and relax

Homework: read text again before sleeping and in the morning after waking up

- **Active phase**

-students engage in various activities designed to help them gain facility with the new material (games, songs, role plays, etc.)

- **Activities (Creative Adaptions)**

-> to learn new material and use it spontaneously

-dramatizations

-role-plays

-games

-songs (with miming)

-dancing

-Question-and-answer exercises

- **Language focus**

- Vocabulary

-Speaking communicatively (dialogues)

-Grammar only minimally dealt with

-no formal tests -> this would threaten the relaxed atmosphere

-evaluation through students' class performance

-> **focus on communicative intent, no focus on linguistic form of linguistic message**

- **Role of native language**

- used in translation of dialogue to make the meaning clear

-teacher uses native language in class if necessary

- **Errors**

-Errors are corrected gently, using soft voice

- **Advantages 😊**

- relaxed atmosphere
- nice environment
- focus on communication
- learning in playful manner
- self-confidence of learners

- **Disadvantages ☹️**

- is grammar learnt when only being displayed on the wall -> written work?
- difficult with a large number of students
- preparation time – write texts (extra positive) – find music that goes with it - creativity
- absence of test

Bibliography:

Larsen-Freeman Diane and Anderson Marti, *Techniques & Principles in Language Teaching*, 3rd ed., Oxford: University Press, 2011.