DESUGGESTOPEDIA

INTRODUCTION

• DESUGGESTOPEDIA IS ILLUSTRATIVE OF THAT WHICH CELCE MURCIA (1991) CALLS AN AFFECTIVE HUMANISTIC APPROACH - AN APPROACH IN WHICH THERE IS RESPECT FOR STUDENTS’ FEELINGS.

• DESUGGESTOPEDIA WAS DEVELOPED BY THE BULGARIAN PSYCHOLOGIST AND EDUCATOR GEORGI LOZANOV IN THE YEAR 1979.

• GEORGI LOZANOV SHARED THE SAME VIEW WITH SILENT WAY’S CALEB GATTEGNO- LANGUAGE LEARNING CAN OCCUR AT A FASTER RATE THAN ORDINARILY TRANSPIRES.
INTRODUCTION(CONT’D)

• This method was formerly known as Suggestopedia but it is now known as Desuggestopedia to reflect the importance placed on desuggesting limitations on learning.

• Evelyn Gateva, a colleague of Lozanov made an important contribution to Desuggestopedia—the integration of the fine arts in teaching.
APPROACH

• THIS APPROACH WAS BASED ON THE POWER OF SUGGESTION IN LEARNING, THE NOTION BEING THAT POSITIVE SUGGESTION WOULD MAKE THE LEARNER MORE RECEPTIVE AND IN TURN STIMULATE LEARNING.

• THE ORIGINAL FORM OF DESUGGESTOPEDIA WAS PRESENTED BY LOZANOV CONSISTED OF THE USE OF EXTENDED DIALOGUES; OFTEN SEVERAL PAGES IN LENGTH, ACCOMPANIED BY VOCABULARY LIST AND OBSERVATIONS ON GRAMMATICAL POINTS.

• TYPICALLY THESE DIALOGUES SHOULD BE READ ALOUD TO STUDENTS WITH THE ACCOMPANIMENT OF MUSIC
• Desuggestopedia makes use of the native language and the target language of the student

• One of the principles of desuggestopedia is that, students can learn from what is present in the environment, even if their attention is not directed to it. (Peripheral learning)
DESIGN

• OBJECTIVES
  
  ➢ LONG TERM
  - THE PRIME OBJECTIVE OF DESUGGESTOPEDIA IS TO TAP INTO MORE OF STUDENTS’ MENTAL POTENTIAL TO LEARN IN ORDER TO ACCELERATE THE PROCESS BY WHICH THEY LEARN TO UNDERSTAND AND USE THE TARGET LANGUAGE FOR COMMUNICATION
  
  ➢ SHORT TERM
  - TO LEARN THE VOCABULARY AND GRAMMAR OF THE TARGET LANGUAGE
  - TO LEARN HOW TO READ AND WRITE IN THE TARGET LANGUAGE
CHOICE OF CONTENT

- VOCABULARY ITEMS
- READING
- GRAMMAR
- WRITING
TECHNIQUES

• CLASSROOM SET UP:
  ✓ BRIGHT LIGHTS, MUSIC, POSTERS ON THE WALLS,

• POSITIVE SUGGESTION
  ✓ DIRECT SUGGESTION APPEALS TO THE STUDENTS’ CONSCIOUSNESS: A TEACHER TELLS STUDENTS THEY ARE GOING TO BE SUCCESSFUL TO CREATE SELF-CONFIDENCE
  ✓ INDIRECT SUGGESTION APPEALS TO THE STUDENTS’ SUBCONSCIOUS AND IS ACTUALLY THE MORE POWERFUL OF THE TWO

• PERIPHERAL LEARNING
  ✓ POSTERS CONTAINING GRAMMATICAL INFORMATION ABOUT THE TARGET LANGUAGE ON THE CLASSROOM WALLS
• CHOOSE A NEW IDENTITY
  ✓ STUDENTS CHOOSE A LANGUAGE NAME AND A NEW OCCUPATION AND ARE LATER ASKED TO DEVELOP A WHOLE BIOGRAPHY ABOUT THEIR FICTIONAL SELVES

• FIRST CONCERT (ACTIVE CONCERT)
  ✓ MUSIC IS PLAYED. THE TEACHER BEGINS A SLOW, DRAMATIC READING, SYNCHRONIZED INTONATION WITH THE MUSIC WHICH IS CLASSICAL.

• SECOND CONCERT (PASSIVE CONCERT)
  ✓ STUDENTS PUT THEIR SCRIPTS ASIDE. THEY LISTEN AS THE TEACHER READS THE DIALOGUE AT A NORMAL RATE OF SPEED WITH MUSICAL ACCOMPANIMENT WHICH IS PRE-CLASSICAL AND BAROQUE AFTER WHICH THE CLASS ENDS FOR THE DAY
PROCEDURE

TYPES OF ACTIVITIES

• LEARNING ACTIVITIES
  ✓ ROLE PLAY
  ✓ GAMES
  ✓ SONGS
  ✓ QUESTION-AND-ANSWER EXERCISES
  ✓ DIALOGUES

• TEACHING ACTIVITIES
  ✓ TEACHER ASKS STUDENTS TO PICK TARGET LANGUAGE NAMES AND SELECT NEW OCCUPATIONS AND LATER ASKS THEM TO DEVELOP A WHOLE BIOGRAPHY ABOUT THEIR FICTIONAL SELVES
PROCEDURE (CONT’D)

- THE TEACHER READS A DIALOGUE DURING TWO CONCERTS WHICH COMPRIZE THE FIRST MAJOR PHASE (THE RECEPITIVE PHASE) AND THE SECOND PHASE (THE PASSIVE CONCERT)
TYPES OF ROLES

• ROLES OF THE TEACHER
  ➢ THE TEACHER IS THE AUTHORITY IN THE CLASSROOM.

• ROLES OF THE STUDENTS
  ➢ FOR THIS METHOD TO BE SUCCESSFUL, THE STUDENTS MUST TRUST AND RESPECT HER. ONCE THE STUDENTS TRUST THE TEACHER, THEY CAN FEEL MORE SECURE THEREBY BEING MORE SPONTANEOUS AND LESS INHIBITED.
INSTRUCTION MATERIALS

• The texts students work from are handouts containing lengthy dialogues (as many as 800 words) in the target language.
CONCLUSION

Teachers will find different situations and different types of students in learning. Therefore, teachers should be creative and smart in choosing and using different types of methods in teaching different skills of language. Teachers can use Desuggestopedia as a teaching method which has some benefits on one side and some weaknesses on the other side.
GROUP 5
ELSIE AND MERCEDES

• THANK YOU VERY MUCH FOR YOUR ATTENTION
• QUESTIONS?