



ABSTRACT

This research has been done through an analytical and critical process, whose main objective is review the uses and steps used in Suggestopedia method to be applied in an EFL classroom. Suggestopedia approach is a set of techniques designed to help students relax and get ready for the class through the use of Suggestion which means to break the students' psychological barriers and fulfill them with positive attitudes. This approach uses different techniques of relaxation, environment set-up, peripheral learning, authority, presentation of the linguistic material, follow- up activities, error correction, homework and evaluation which are divided in three main stages presentation, concert and practice. In the same way, this works offers a practical guide about the better uses of Suggestopedia into our local setting as an important device in the teaching of a foreign language.

Key Words:

Suggestopedia, techniques, Suggestopedia in an EFL classroom, use and review of Suggestopedia, application of Suggestopedia.



CONTENTS

AUTORIZATION.....	5
AUTORSHIP.....	6
TO.....	7
ACKNOWLEDGEMENT.....	8
INTRODUCTION.....	9
CHAPTER I	
THE PROBLEM	
1.1 Topic.....	10
1.2 Description of the problem.....	10
1.3 Contextualization.....	10
1.4 Justification.....	11
1.5 Objectives.....	11
CHAPTER II	
THEORETICAL FRAMEWORK	
SUGGESTOPEDIA METHOD	
2.1 A Brief History.....	12
2.2 Theory of Language.....	13
2.3 Theory of Learning.....	13
2.4 Types and steps of teaching activities.....	14
2.5 Stages of a Suggestopedia lesson.....	16
REVIEWING THE TECHNIQUES AND THE CLASSROOM SET-UP	
2.6 Techniques used in environmental set-up.....	18
2.7 Peripheral Learning Technique.....	19
2.8 Authority-Building Techniques underlying the Teacher's and learners' roles.....	20
2.9 Techniques concerning presentation of the Linguistic material...	21
2.10 Techniques concerning the follow-up stages.....	24
2.11 Techniques concerning error correction.....	25
2.12 Techniques concerning homework.....	25
2.13 Evaluation techniques.....	25
2.14 Principles of Suggestopedia applied to language teaching.....	26
MOTIVATION	
2.15 Motivation.....	30
ROLES OF TEACHER AND THE STUDENTS IN SUGGESTOPEDIA	
2.16 Teacher's role.....	31
2.17 Learners 'roles.....	31
ADVANTAGES AND DISADVANTAGES OF THE METHOD	
2.18 Advantages of Suggestopedia.....	32
2.19 Disadvantages of Suggestopedia.....	34
CLASSROOM APLICATION	
2.20 Lesson Plan Template.....	37
2.21 The layout of a Suggestopedic lesson plan.....	40



CHAPTER III	
METHODOLOGY	
3.1 Basic methodology (type of method of research).....	54
3.2 Conclusions.....	57
REFERENCES	59



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA

“SUGGESTOPEDIA: USE AND REVIEW OF THE TECHNIQUE AND STEPS TO BE APPLIED IN AN EFL CLASSROOM.”

**TRABAJO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADA EN LA
ESPECIALIDAD DE LENGUA Y
LITERATURA INGLESA.**

AUTORA:

MA. BELÉN ALBÁN RODRÍGUEZ

TUTOR:

MSC. GUILLERMO PACHECO

Cuenca-Ecuador

2011



AUTORIZACIÓN

Al presentar esta monografía como uno de los requisitos previos para la obtención del título de Licenciada en Lengua y Literatura Inglesa, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesina un documento disponible para su lectura, según las normas de la universidad.

Ma. Belén Albán Rodríguez

Cuenca, noviembre de 2011.



AUTHORSHIP

The ideas, opinions, and comments specified in this document are the sole responsibility of its author, Ma. Belén Albán.

María Belén Albán Rodríguez

I.D: 0105629182



TO

This monograph goes to all the people who are part of my life. I would like to dedicate this work to my parents Santiago and María for their unconditional support and true love to help me reach my desired dream. I also dedicate it to my husband Fernando who has been the most patient and loving person of all and to my son Juan Esteban who is my biggest and daily inspiration. Thanks for all your love, support and faith on me. All my love to you.

Belén



ACKNOWLEDGEMENT

The growth of this monographic investigation has been possible thanks to the participation of Msc. Guillermo Pacheco, who has been always patient, respectful and helpful with me. Thanks for guiding me in the organization of my work all the time, and being always punctual in our work meetings. This monograph has taken so much effort and time to develop, and I recognize that the support I have received from you was really significant. I appreciate everything Guillermo; specially your advice, enthusiasm and friendship.

Belén



INTRODUCTION

Teachers should be creative in using different kinds of teaching methods. They have to choose an appropriate method to transfer knowledge because they will find different situations and different students in the class. It was the inspiration for the development of this monograph whose main objective is to promote the learning of English as a foreign language based on a set of techniques that Suggestopedia method gives.

This work includes a complete analysis of Suggestopedia, its steps and uses to be applied in an EFL classroom into a local setting. Also, the opinions about the advantages and the disadvantages of the method and the way how they can be used into our setting where there are not classes with ten to fifteen students, but thirty to fifty ones.

One of the reasons why I chose this topic was because according to my previous teaching experiences students generally do not believe that they could be successful in the learning of a language. This lack of motivation has made students not have confidence to speak in the target language because they do not want to make mistakes. Moreover, they find difficulties to recall the previous lesson, such as memorizing the new vocabulary. This situation has encouraged me to think about the challenges that teachers are oriented to take in order to prepare a meaningful way of teaching.

In addition, Suggestopedia is the only method of teaching a foreign language that desuggests the limitations that students have to help them to believe that they could be successful in learning, so it can foster students' motivation and interest in learning. In the same way, my expectation with the creation of this monograph is to provide an interesting way of teaching where the students activate their fullest potential through a relaxed environment in order to get the maximum apprehension of the taught linguistic material.



CHAPTER I

THE PROBLEM

1.1 Topic

Suggestopedia: Use and Review of the technique and steps to be applied in an EFL classroom.

1.2 Description of the problem

In the process of learning, students feel helpless when they want to participate in class and they see their effort going nowhere, either because of a negative experience or because of low self-esteem. Besides, they are afraid of being corrected, being teased by peers, or getting poor grades. As a result, tension and anxiety flow, keeping students from reaching their academic potential to the fullest. This is how I come to talk about Suggestopedia. An approach especially designed to help students relax and get ready for the class.

1.3 Contextualization

According to my previous experience, I have realized that it is hard for students to focus on their English class. Therefore, learning becomes indifferent and not very memorable. As a result, students feel not motivated and disappointed. This situation can be overcome with the use of relaxation techniques. In other words, the use of soft music and a relaxing setting can help students be ready to learn. Through this research paper, I will analyze how Suggestopedia works to help students have a more meaningful and memorable learning experience.



1.4 Justification

The following monograph will show the Suggestopedia method as a new challenge for teachers in a foreign language classroom. The purpose of this method is to enhance learning by lowering the affective filter of learners and by prioritizing the state of relaxation that improves the concentration of the human mind with the purpose of reaching a maximum apprehension of the taught material.

I consider that my monograph would be a significant contribution to the University of Cuenca, especially to the English language and literature school because the students would be encouraged to break the psychological limitations and barriers. In this way, they can feel more secure, more spontaneous and less inhibited in order to use English in everyday communication.

1.5 Objectives

1.5.1 General Objective

- To review the technique and steps Suggestopedia encompasses.

1.5.2 Specific Objective

- To analyze in depth both the technique and steps Suggestopedia uses.
- To discuss advantages and disadvantages.
- To suggest better uses of Suggestopedia in our environment.



CHAPTER II

THEORETICAL FRAMEWORK

SUGGESTOPEDIA METHOD

2.1 A Brief History

Lozanov in his website Suggestology and Outlines of Suggestopedya states that the Suggestopedia method is a theory of teaching; it was invented by the Bulgarian Psychologist Dr. Georgi Lozanov. He developed the theory of teaching based on suggestion, which was created in 1979. This method deals with concentration and the states of relaxation of the human mind to reach a maximum apprehension of the taught material. This method uses the suggestion in alpha state – condition acquired when the mind emits an important frequency of brain waves, in conscious suggestion, and the last one through the hypnosis. In the 70's the theory and practice of Suggestopedia were analyzed by the UNESCO who concluded that it was effective. So, the suggestion is what highly increases the ability of remembering and integrating what students learn in their own personality.

Suggestopaedia - Dessuggestive Teaching Communicative Method on the Level of the Hidden Reserves of the Human Mind website indicates that Lozanov's method strongly depends on the trust that students develop towards it by simply believing that it works. By means of Suggestopedia, Lozanov offers a system of liberation; liberation from the preliminary negative concept regarding the difficulties in the process of learning". The method implements restrict intelligence, spontaneous acquisition of knowledge, skills and habits, by working not only on the conscious level of the human brain but also on the subconscious one, the mind's



reserves. Since it works in the brain which is said to have unlimited capacities, one can teach more than other methods can teach in the same amount of time.

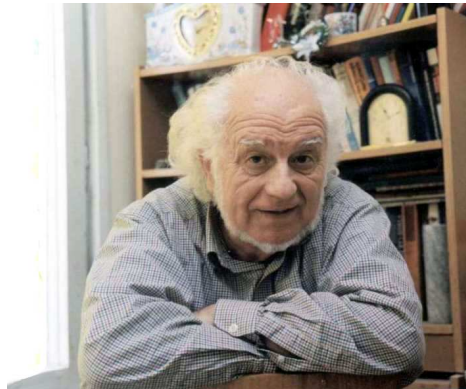


Fig. 1. “*Brain Friendly Trainer*” Lozanov, Georgi. Web.September 2011:21

2.2 Theory of Language

According to Richards and Rodgers, Lozanov thinks that the development of Suggestopedia does not consist in direct the student to learn vocabulary or acquire habits of speech, but to communicate. He does not focus on a theory of language or any particular language elements; instead, he remarks on the value of trying the language material in whole meaningful texts. He focuses on the language which is learned as well as on the material (140).

2.3 Theory of learning

Suggestopedia bases its core on Suggestion. Lozanov affirms that his method differs from hypnosis and any other kind of mind controller. This affirmation is because the method fails to produce a persistent set up to reserve through concentrative psycho-relaxation. These reserves are like human memory banks which contribute in the retention of the taught material. Also, this method targets to



eliminate the basic concepts students have; as a result, students will be able to deal with any assigned task. This method activates the right hemisphere of the human brain which helps to eliminate tiredness and results are augmented productivity (140).

Neurophysiological discoveries have shown that each hemisphere is specialized:

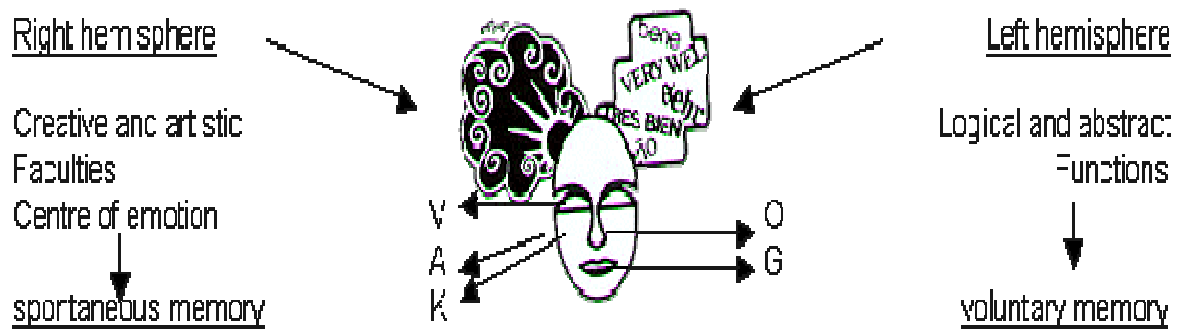


Fig.2. "Suggestopedia? A revolution in the art of teaching" Web. August 2011: 16.

Whereas teaching is traditionally applied to the left hemisphere, Suggestopedia also activates the right hemisphere, finding that this association eliminates intellectual fatigue and results in increased efficiency.

2.4 Types and steps of teaching activities

The most common activities that concern a Suggestopedia lesson are the listening ones. These activities are developed commonly in the pre-session stage;



also they encompass text and text vocabulary of every unit which is presented on the first day of the lesson.

First of all, students are asked just to look at the text and then discuss about a new text to be learned with the teacher. After that, during the second listening, students recline on comfortable chairs where they only have to get relaxed, while the teacher reads the text in a specific way. Finally, while the material is acted out by the teacher in a dramatic way, students follow it over a special music background (Richards and Rodgers 144).



Fig.3. "*Deep thinking*" Web. October 2011: 27.



2.5 Stages of a Suggestopedia lesson

In Suggestopedia: A Wonder Approach to Learning Foreign Languages website Gabriela Lica says that a Suggestopedia lesson uses three main stages which are: Presentation, Concert and Practice.

Presentation

Presentation is the key of directing a Suggestopedia lesson effectively. The purpose during this stage is to help students to get relaxed and move their minds into an optimistic environment with the sense that everything they are about to acquire is going to be easy and enjoyable. During this stage, desuggestion-eliminates the psychological barriers of the human mind and suggestion occur at the same time.

Concert

First Concert

The first concert is the stage where the active presentation takes place. It also introduces the material that is going to be learnt by the students. The Suggestopedia lesson presented by Lozanov involves the use of dialogues supplemented by vocabulary lists and annotations of the grammatical points. These dialogues are commonly read aloud by the teacher with a musical background.



Fig.4. "TEFL Workshop". M, Sandy. Web. October 2011: 23.

Second Concert

In the second concert, the students are encouraged to relax and listen to some Baroque music which is the most suitable type of music according to Lozanov. The use of an appropriate environment is of vital importance for the learners because they will take their psychological barriers away, while the teacher reads the dialogue. When the dialogue is read with the musical accompaniment, the teacher uses it for more conventional language works. The music gives the students the chance to liberate their feelings from negative mental states, and help them to acquire the material faster. Finally, they elaborate and practice dialogues after completing the acquisition of the learned material.

Practice

The Practice of the Suggestopedia lesson consists of a variety of games, role-plays, puzzles, which are the specific activities to evaluate and consolidate the process of learning.



REVIEWING THE TECHNIQUES AND THE CLASSROOM SET-UP

According to Elif Kemalolu's website Suggestopedia practices with suggestion by making use of conventional techniques which can be gathered under the following designations:

2.6 Techniques used in environmental set-up

In the application of this technique, teacher's challenge is to create a classroom environment totally different from the traditional ones. In other words, the environment used in a Suggestopedia classroom does not look or feel like a normal schoolroom, so it is going to be as comfortable as possible. Pleasing, relaxing and stimulating arrangement is considered to be vital to learning. To prepare this type of environment, there are cushioned armchairs prepared in the form of a semicircle, dim lights, soft music, and walls decorated with scenes from a country where the target language is spoken. It means that students not only learn by using direct instructions but also indirect ones. This technique is important to encourage students to "peripheral leaning".

Also according to the belief that arts have a relaxing and aiding effect on human minds, it is recommendable to hang some works of fine arts on the walls such as classical paintings.



Fig.5. "Classroom decoration posters". Ash. Web. September 2011: 21.

2. 7 Peripheral learning technique

This technique is based on the idea that we take much more from our environment than in what we are really conscientious. It means that by putting posters containing some structural information in the target language on the classroom walls, students will absorb the essential details naturally. However, these posters might or might not call the students' attention, and they are changed from time to time according to what students are studying (Larsen - Freeman 84).



2.8 Authority-building techniques underlying the teacher's and the learners' roles.

According to Elif Kemalolu in the application of this technique the teacher's authoritative role leads to real learning by stimulating the sub-conscious of the learners. It focuses that information which comes from an authoritative source is likely to be remembered best. It is the teacher's responsibility to organize the suggestive influences in a learning situation; thereby, facilitating students to break with their psychological barriers to learning that students bring with them. So, there are two types of suggestion that teachers can apply with their students; direct and indirect means.

In one hand, the direct suggestion appeals to the students' consciousness in which teachers tell students they are going to be fruitful. On the other hand, indirect suggestion appeals to the students' subconscious. It is considered the more important of the two because it helps students relax and feel confident during the learning experience through the use of music and a comfortable physical environment.

In the same way, teacher should have absolute confidence in the method, be punctual, organized, be very careful about wearing smart clothes, reflect self-confidence, be interested by communicating with the learner through corporal language, facial expressions, kindness and friendliness.

Teachers' authority will determine the learner's role in the schoolroom. The learners will assume a childlike part, since the teacher assumes the students like a close relative. The learners have receptivity like children because they are involved



to participate in role-plays, songs, breathing exercises with the purpose of getting the maximum potential in making them feel spontaneous and self-confident.



Fig.6. *"The Teacher salary and career center"*. Web. September 2011: 21.

2.9 Techniques concerning presentation of the linguistic material.

2.9.1 The layout and content of the linguistic material.

The Linguistic material is presented to the students in form of long stories or dialogues in the target language. The reason is because Suggestopedic postulation is that if students get extensive but quite unchallenging dialogues, they will think that they are capable of managing the



language. Also, it will help students' self-confidence because an effective Suggestopedic text should not include affective barriers (Larsen – Freeman 85).

Likewise, the material is presented in a page divided in two; the target language on the right and its translation on the left. The design is done like that because as students read from left to right, it will focus their sight on the right side page. This material also contains a bilingual glossary and some grammar explanations related to the text.

When the teacher distributes the text to the students, s/he gives time to them to have a look to it partly in the target language, partly in the native language and partly through body language. After that, s/he brainstorms the text and gives a quick explanation to the grammar point. Finally, the presentation of the text is presented with a musical background.

This is an example of the layout of the linguistic material used in Suggestopedia lessons. The following dialogue is taken from English dialogues.com and the Spanish traduction is from the author.

Mother tongue	Target language
Brian: Hola, Victor. ¿Cómo estás?	Brian: Hi, Victor. How are you?
Victor: Oh, Estoy bien.	Victor: Oh, I'm fine.
Brian: Entonces, ¿ vas a ir a la clase de esta noche?	Brian: So, are you going to go to class tonight?
Victor: Talvez ...pero pienso que no.	Victor: Maybe ... but I don't think so.
Brian: ¿De verdad? ¿Cuál es el problema?	Brian: Really? What's the matter?
Victor: No lo sé. Me siento un poco triste.	Victor: I don't know. I'm just feeling a little sad.
Brian: escucha. Ven conmigo a clases, y después podemos salir a merendar.	Brian: Listen. Come with me to class, and after class we can go out for dinner.
Victor: Esa es una buena idea. Muchas gracias Brian, ya me estoy sintiendo mejor.	Victor: Now that's a good idea. Thanks a lot, Brian. I'm feeling better already.



2.9.2 Presentation of the material in harmony with classical music.

According to Elif Kemaloglu's website during the presentation of the text, the harmonious teacher and the classical music play two important features of the Suggestopedic class. Baroque music is the most appropriate to play in the method for its relieving effects. Teacher allows the students to get into the temperament of the music and then starts reading the text by varying his/ her intonation according to the rhythm. In other words, teacher's voice seems like one more of the instruments in the orchestra. This methodology is called the *active concert*.

Gabriela Lica says that in the same way, when the active concert finishes, the passive concert starts. It is directed with another classical music and slower than the former one. The second time the text is read, teacher reads it according to his/her tones with the real meaning of the phrases. At this time, the students just listen to the text in a relaxed way. They sit back and do yoga breathing which has been taught to them in the beginning of the course. For example:

Students breathe rhythmically and deeply for relaxation and more effective concentration. Students close their eyes and visualize the content. This is another internalization technique of Suggestopedia called *visualization*. Lozanov believes it optimizes learning and calls this stage *pseudo-passiveness* (Larsen – Freeman 84).



2.10 Techniques concerning follow-up stages

According to Larsen – Freeman after the presentation of the text there are two follow up stages directing students activation. In the first stage, students reread the dialogue aloud in a dramatic way. It helps them by activating their emotions as individuals and in groups. Students can be provided with customs in order to make a role play more representative. Dramatization takes place in this stage and its significance is because it is attached to arts which are important artistic techniques that should be used to simplify learning.

At the second stage, students have the opportunity to get involved in a variety of activities such as songs, conversations, creating and acting role-plays. These activities are related to the presented material into a communicative meaning, not on form. At these stages, the activities are frequently worked by pairs or groups (85).



Fig. 7. "Tsunami stories". Rossignoli, Elisa. Web. October 2011: 24.



2.11 Techniques concerning error correction.

Elif Kemalglu says that in the technique concerned to error correction, errors are allowed as the importance is on the meaning not on the form. Also, these errors are not corrected immediately and teacher uses a soft voice to follow the activities.

The technique of giving students new identities is an interesting methodology to correct errors warmly. This technique is practiced at the beginning of the Suggestopedic lesson. The reason is that by assuming new personalities in the target language, students do not feel embarrassed by thinking that these are not their own errors. This procedure represents a break with their previous learning experiences which have not been successful.

2.12 Techniques concerning homework.

According to Larsen and Freeman the only homework given to the students is to reread the presented material once before they go to sleep at night and once just after they get up in the morning. Both periods are strongly suggested due to the fact that they are considered the best stages to optimal learning (79).

2.13 Evaluation techniques.

The evaluation of the students' act is focused on the foundation of their involvement in the class. Tests or quizzes are avoided for the fear that it might break the relaxing state of the classroom atmosphere, which is considered essential for accelerated learning. Also, the method believes that it intimidates



students and thus it keeps them from reaching to the fullest their self-esteem (Larsen and Freeman 83).

2.14 Principles of Suggestopedia applied to language teaching

Let see how the principles of Suggestopedia are applied to language teaching. This lesson takes place in Egypt where English is taught by this method. There are sixteen students in the class. They are beginners. The class meets for two hours, three mornings a week.

The following chart is a wide and complete description of the principles used in a Suggestopedic lesson. In the same way, I believe that was necessary to reinforce this monograph by taking it from the class taught by Dan Dugas and Lynn Dhority (Larsen – Freeman 77).

Observations	Principles
The classroom is unusual: The students are seated in cushioned armchairs, the lighting is dim, soft music is playing.	Learning is facilitated in a relaxed, comfortable environment.
Among the posters hanging around the room are several containing grammatical information.	A student can learn from what is presented in the environment, even if his attention is not directed to it ("Peripheral Learning")
The teacher speaks reassuringly.	If the students trusts and respects the teacher's authority, s/ he will accept and retain information better.
The teacher tells them that learning	The teacher should recognize that



the target language will be easy and enjoyable.	learners bring certain psychological barriers with them to the learning situation. She should attempt to “dissuade” these.
The teacher invites the students to take a mental trip with her.	Activating the learners’ imagination will aid learning.
The teacher suggests that the students feel themselves replying fluently in English to the questions posed to them	The teacher attempts to increase her students’ confidence that they will be successful learners. The more confident students feel, the better they will learn.
The students choose new names and identities.	Assuming a new identity enhances students’ feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.
The students greet each other and inquire about each other’s occupations.	The dialog that the students learn contains language they can use immediately.
The students use the new English sentences as if they were at a party.	When their attention is off the form of the language, and on the process of communicating, students will learn best.
The teacher distributes a lengthy handout to the class. The title of the dialog is “To What To Is To Be Able To”	The teacher should integrate indirect positive suggestion (“there is no limit to what you can do”) into the learning situation.
The teacher briefly mentions a few	The teacher should present and



points about English grammar and vocabulary.	explain the grammar and vocabulary, but not dwell on them.
In the left column is the dialog in the target language. In the right column is the mother tongue translation.	One way that meaning is made clear is through mother tongue translation.
The teacher reads the dialog with a musical accompaniment. She matches her voice to the volume and intonation of the music.	Communication takes place on “two planes”: on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.
The teacher reads the script a second time as the students close their eyes and listen. This is done to different music.	A pseudo-passive state, such as the state one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.
For homework, the students are to read the dialog at night and in the morning.	At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, optimal learning can occur.
The teacher gives the students hats to wear for the different characters in the dialog. The students take turns	Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to



reading portions of the dialog.	learning.
The teacher instructs the students to pretend they are auditioning for a play.	The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching.
The teacher leads the class in various activities involving the dialog, for example, question-and-answer, repetition, and translation.	The teacher should help the students “activate” the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.
She teaches the students a children’s song.	Music and movement reinforce the linguistic material. It is desirable that students achieve a state of “infantilization” – having a childlike attitude – so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.
The teacher and students play a question-and-answer game with a ball.	In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
The student makes an error by saying, “How you do?” The teacher ignores the error at the time, but later uses the	Errors are to be tolerated, the emphasis being on content, not form. The teacher should use the form a



correct question structure herself.	little later so the students will hear it used correctly.
-------------------------------------	---

Chart 1. *Techniques and Principles in Language Teaching*. 1985: 77. Print.

2.15 Motivation

The importance of motivation is without any doubt a crucial affective methodology in a second language acquisition theory. According to Jane Arnold, Hilgard and Atkinson thinks that motivation energizes behavior and gives it direction (13). The process of motivation involves the learners' reasons for trying to get a second language, but just what creates motivation is the complexity of the material.

In the same way, Suggestopedia applies four methodologies for creating motivation:

- First, it is based more on psychology than on linguistics.
- Second, it considers emotional aspects of learning and language as vital.
- Third, it concerns with treating the learner as a whole person, and with whole- person participation in the learning process.
- Fourth, it focuses the importance of a learning atmosphere which reduces anxiety and improves personal confidence (Burden and Williams 37).



ROLES OF TEACHER AND THE STUDENTS IN SUGGESTOPEDIA

2.16 Teacher's role

In the practice of a Suggestopedic lesson, the teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect him/her. The students will retain information better from someone they trust in, as they will be more receptive to his/her “dissuggesting” their limitations and suggesting how easy it will be for them to succeed (Richards and Rodgers 1985).

Lozanov lists some behavior characteristics that teachers should have:

- Teacher should show complete sureness in the method.
- S/he should wear appropriated clothes and act in a careful way.
- S/he should be organized, follow properly all the stages during the teaching process including music and punctuality.
- S/he should keep a firm approach on the way to the session.
- S/he should act carefully towards the students' poor papers.
- S/he should focus more on the meaning context rather than on the material.
- S/he should maintain modest interest in the class.



2.17 Learners' roles

Once the students trust the teacher, they are in a childlike role where they follow the teacher as a parent. They are not encouraged to be critical, but only absorb what is presented to them. In this way, the students feel secure; they can be more spontaneous and less inhibited (Richards and Rodgers 144).

ADVANTAGES AND DISADVANTAGES OF THE METHOD

2.18 Advantages of Suggestopedia

Apriana and Islamiyah's website say that the advantages that Suggestopedia method offers to the learning of a foreign language are:

- A comprehensible input based on desuggestion and suggestion principle

By using this Suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter (Apriana and Islamiyah).

In my opinion, this advantage clearly shows the first difference of Suggestopedia from the rest of methods. It means to have a clear contribution based on the main principles which are desuggestion and suggestion. In other words, while desuggestion breaks the students' barriers and limitations, suggestion encourages the students' self-esteem.



Likewise, Suggestopedia works by reducing the students' emotional states through the use of a relaxed atmosphere where there is no repetitive exercises, no homework, no tiredness, but a high level of motivation right to the end.

- Authority concept

“The second main advantage of Suggestopedia is that the students remember best and are most influenced by information coming from an authoritative source, teachers” (Apriana and Islamiyah).

In my opinion, the authority that assumes teacher in the application of Suggestopedia is a great advantage because s/he has the chance to direct the class in the most convenient way. It not only helps the students' acquisition of knowledge, but s/he can manipulate the material, the environment, the music or the activities to his/ her preference.

- Double-planeness theory

“It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place” (Apriana and Islamiyah).

I think that this advantage encourages the students to feel all the time instructed either by the teacher or by the environment. It creates a state of believe that they are not working alone in the construction of their knowledge. Instead, they think that someone is there, supporting them, working as a guide and as a partner.



- Peripheral learning

Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence. Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input. For example, the students can make some sentences using the grammatical structure placed on the classroom's wall, describe a particular place in an English speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident (Apriana and Islamiyah).

According to my previous experience as a teacher, I have noticed that students really learn from what they see. Peripheral Learning refers to all the visual aids the teacher presents to support the material as charts, pictures, translations, posters, arts, and so on. I think that all English rooms should contain any of the latter resources because it will help students to get engaged in the subject.

2.19 Disadvantages of Suggestopedia

Suggestopedia also has limitations about the Educational system of countries where the method is applied. These restrictions have to do with the curriculum, number of students, students' motivation and financial limitation. So, the main disadvantages of the method according to Apriana and Islamiyah are:

- Environment limitation

‘Most schools in developed countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the



number of students in the class. There should be 12 students in the class” (Apriana and Islamiyah).

As a comment, Ecuadorian classrooms have a large number of students especially public schools. This is an inconvenient in the application of Suggestopedia; however, I think it depends on the creativity of the teacher and how s/he is able to take challenges. I consider this is a disadvantage for numerous schoolrooms but not for particular institutions which have a much more personalized system.

- The use of hypnosis

“Some people say that Suggestopedia uses hypnosis, so it has bad deep effects for human beings. Lozanov strongly denied it” (Apriana and Islamiyah).

In my opinion, I do not believe that Suggestopedia works through the use of hypnosis. Instead, it works through the activation on the right hemisphere of the human brain. Suggestion does not mean to be in a subconscious state, it means to eliminate all negative aspects from our personalities in order to reach our fullest potential. So, students could break their limitations and inhibitions and act in their true progresses.

- Infantilization learning

“A Suggestopedia class is conditioned to be a child-like situation. There are some students who do not like to be treated like kids but as grown-up ones” (Apriana and Islamiyah).

I think that a teacher should know his/her students and treat them as expected. The child- like situation that Suggestopedia uses is only a way to provide self-



confidence between teacher and the students. The students believe in their teacher as a parent and it makes them feel secure and act more spontaneously in the class. So, this disadvantage can turn into an important advantage in the teaching- learning process of Suggestopedia.



CLASSROOM APPLICATION

2.20 Lesson Plan Template

The following lesson plan template has been taken from one of the material resources into Action Research Module directed by Elizabeth Rodas; however, it has been adapted by the author to show a Suggestopedia lesson. It is presented to a class of upper beginners. The main objective of the lesson is to talk about daily routines and describe partners' routines.

Teacher: María Belén Albán R.

Lesson topic: "Daily Routines"

Level: upper beginners

Overall objective: To talk about daily routines and describe partner's routines.

	Time	Group	Activities	Materials Resources	Specific Objective
Prepare (Review/ Build interest)	5 mn	Whole class	<ul style="list-style-type: none">Begin the class with video allowing pupils to listen to the new language the teacher is going to present later on.Draw students' attention to the elements of which the video is made up, and mime the routines.	Video about daily routines with a song "Wake up"	Introduce the topic of "routines" by watching the video and matching with the pictures
	5 mn	Whole	<ul style="list-style-type: none">Present the vocabulary using pictures, and	Chart pictures series of daily routines.	



		class	encouraging choral and individual repetition.		on the board.
Present (Elicit; lead students to discover)	10 mn 10 mn	Whole class	<ul style="list-style-type: none"> Teacher tells SS that she is going to read the dialogue and give a copy for the students to read. She asks her pupils to listen and read the dialogue carefully for the first time and try to predict the topic. The teacher gives another opportunity to hear the dialogue, but at this time she asks SS put down their sheets, and close their eyes. Teacher turns to the students and asks them to read their lines very dramatically as if they were performing for a role in a play. 	CD player Song "The Grand Canyon Suites" Hand outs with the dialogue. Mime, many voices, gestures.	SS will listen, read and perform the actions using many voices and gestures.
Practice (Controlled: Meaningful language use)	5 mn	Pair work	<ul style="list-style-type: none"> Teacher activates SS' pre-knowledge and writes at the top of each picture the time schedule: e.g. "I wake up at 6:30", "I eat breakfast at 7:30", etc. Give a clear model asking pupils to answer individually "At what time do they do their chores" 	A clock with movable hands	Student will practice the chores using daily schedule orally.



			<ul style="list-style-type: none"> Distribute SS “line up strip” routine pictures for students to place numbers next to the pictures. SS line up in order from waking up to sleep. 	Pictures with the daily routines	
Perform (Performance based assessment)	5 mn	Pair works	<ul style="list-style-type: none"> Students use their “line up strip” pictures to tell their daily routines to their partners with the corresponding schedule. Students will respond and notice to other peoples’ activities using what they have learned participating in a “memory word game”. 	Students strips daily routines.	Students will practice the use of the present simple with the 3 rd person.
		Group work	<ul style="list-style-type: none"> Students work in groups. The first player says, “I wake up at 6:30”. The second player repeats the information in the third person. “Anita wakes up at 6:30”, and adds his/her own information. The third player repeats the information given by the first two, and adds his/her personal information. If one of the players forgets any of the information, the game has to start again. 	Memory review game	Teacher will observe in listening and speaking if the SS have mastered the use of the target language.



2.21 The layout of a Suggestopedic lesson plan

The following lesson plan has been designed by the author based on a common Ecuadorian setting, *Daily Routines*. The dialogue or linguistic material created for this class has Ecuadorian names. This lesson has been designed so it can be adapted to any other approach or method. The activities, grammar charts, dialogues, translations and ideas have been developed by the author in order to suggest the application of Suggestopedia in our local setting.

Lesson topic: "Daily Routines"

Language level: Upper beginners

Overall objectives: To talk about daily routines and describe partner's routines.

2.21.1 Stage 1. Prepare "Review Build interest"

- Teacher greets and welcomes the students.
- Teacher organizes the classroom in a semicircle.
- Teacher begins the class with a video, which introduces the language students are going to learn.
- <http://www.youtube.com/watch?v=jCEOd0t46g8&feature=related> (Wake Up 0001)
- Note: If the school does not provide a video room to watch the video, the teacher can use a CD player to put on a song with the same lyrics.

"Wake Up" Lyrics

Here we go!



I wake up

I wake up

I wash my face

I wash my face

This is what I do when I wake up in the morning.

This is what I do, when I wake up.

I brush my teeth

I brush my teeth

I comb my hair

I comb my hair

I eat breakfast

I eat breakfast

I go to school

I go to school

I wake up

I wash my face



I brush my teeth

I comb my hair

I eat breakfast

I go to school.

- Teacher draws students' attention to the elements of which the video is made up, and mime the routines.
- Teacher presents the vocabulary through a picture series of daily routines.
- Teacher encourages choral and individual repetition using the chart pictures.



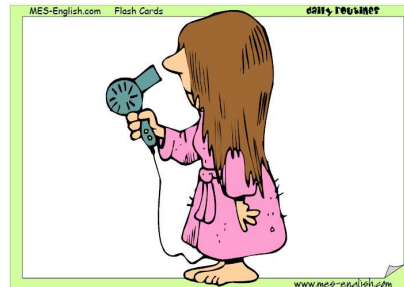
wake up



wash your face



take a shower



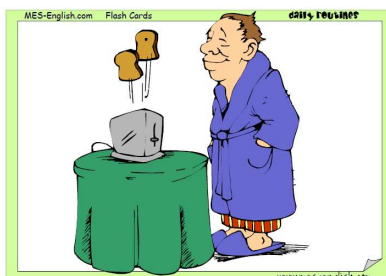
dry your hair



brush your hair



brush your teeth



eat breakfast



get dressed



go to school



go home



eat dinner



go to bed

eat lunch



do the dishes

clean the house



read the paper

Figs: "Free Printable For Teachers". mes-english.com. Web. October 2011: 26.

**GRAMMAR STRUCTURE CHART**

Personal Pronouns	Verb = Simple Present	Poss. Adj.	Object	Time Schedule
I	wake up			at 6 o'clock.
You	Comb	your	hair	at 6:30 am.
He	Brushes	his	teeth	at 7 o'clock.
She	Eats		breakfast	at 7:30 am.
We	Go		to school	at 8 o'clock.
You	Have		lunch	at 1:30 pm.
They	Go		to bed	at 8:30 pm.

**CUADRO DE ESTRUCTURA GRAMATICAL**

Pronombres Personales	Verbo= Presente	Adjetivo Posesivo	Objeto	Horario
Yo (me)	despierto			a las 6:00 en punto
Tú	cepillas	Tu	cabello	a las 6:30 am
Él	cepilla	Sus	dientes	a las 7:00 en punto.
Ella	desayuna			a las 7:30 am.
Nosotros	vamos		a la escuela	a las 8:00 en punto.
Ustedes	almuerzan			a la 1:30 pm.
Ellos	van		a la cama	a las 8:30 pm.

I think that the learning of a language should happen in an inductive way, however, the presentation of grammatical structures is one of the principles used in Suggestopedia.

2.21.2 Stage 2. Present “Elicit; Lead students to discover”

- Teacher uses the Suggestopedia Method.
- Teacher invites SS to take a mental adventure with him/her, and tells them that learning the language will be easy and enjoyable.
- Teacher suggests that the students feel themselves replying fluently in English and they won't need to try to learn. It will just come naturally.



- Teacher puts on a record “Liquid Silk” and invites SS to become aware of their breathing “in, out, in , out” for a few minutes.
- Teacher slowly brings SS awareness back to the classroom, it sounds, it smells, and when they are ready s/he says, “Open your eyes!”, “Welcome to English!”.
- Teacher presents the vocabulary using pictures, and gives clear oral model pointing to the use of the 3rd. person singular.
- Teacher tells students that s/he is going to read a dialogue in English and that they should follow along as s/he reads.
- Grammar and new vocabulary that the dialogue illustrates are highlighted.
- Teacher gives the situation of the dialogue: for example: “A journalist who needs information about family’s routines, is visiting the Cabrera’s family to obtain some answers for a survey” and calls SS’ attention to some vocabulary and grammar rules.
- Teacher gives SS time to see the dialogue and says “Just enjoy”.

**“One day in the Cabrera’s family”****Un día en la familia Cabrera**

Mother tongue	Target language
Entrevistador: Gracias por tomarse un tiempo libre para contestarme unas pocas preguntas sobre su rutina diaria!	Interviewer: Thank you for taking some time off from your busy schedule to answer a few questions about your family routines!
Entrevistador: ¿Cómo empieza un día cualquiera in su vida?	Interviewer: How do you start a regular day in your life?
Sr. Cabrera: Bueno. En casa por la mañana, me levanto temprano a las 7:00 en punto. La primera cosa que hago es tomar una ducha, desayunar y lavarme los dientes. Luego me voy al trabajo.	Mr. Cabrera: Sure, I wake up early at 7:00 o'clock in the morning. Then I have breakfast, and I go to work.
Entrevistador: ¿Qué hace después del trabajo?	Interviewer: What do you do after work?
Sr. Cabrera: Bien. Después del trabajo yo solamente voy a la casa, almuerzo, leo los periódicos y me voy a la cama.	Mr. Cabrera: After work I go home, take a shower, and go to bed.
Entrevistador: y ¿Qué pasa con usted Sra. Cabrera?	Interviewer: How about you Mrs. Cabrera?
Sra. Cabrera: Bien, yo me levanto temprano en la mañana. Primero, tomo una ducha, me visto, y seco mi cabello antes de preparar el desayuno para mi familia.	Mrs. Cabrera: Well, I wake up early in the morning. First, I take a shower, get dressed, and dry my hair, before preparing breakfast for my family.
Entrevistador: y ¿Qué hace en la tarde?	Interviewer: What do you do in the afternoon?
Sra. Cabrera: Ooooh, yo tengo muchas cosas que hacer en la tarde.	Mrs. Cabrera: Ooooh, I have a lot of things to do in the afternoon. I clean the house, make dinner, and do the dishes.
	Interviewer: That's very interesting. What do you do in the evening Miguel?
	Miguel: In the evening, I go home and



Yo limpio la casa, preparo la cena y lavo los platos. have dinner and after that I go to bed.

Entrevistador: Es muy interesante. Y ¿Qué haces en la noche Miguel?

Interviewer: Do you go out at night?

Miguel: Not always, I like going out on weekends.

Miguel: En la noche, voy a casa y ceno después de ello voy a la cama.

Interviewer: Thanks a lot. It was a pleasure to meet you!

Entrevistador: ¿Sales en la noche?

Miguel: Likewise.

Miguel: No siempre, me gusta salir los fines de semana.

Entrevistador: Muchas gracias. ¡Fue un placer estar con ustedes!

Miguel: De la misma manera.

- Teacher puts some music “The Grand Canyon Suite” after a couple of minutes, in a quiet voice she begins to read the text. Intonation rises and falls with the music.
- Teacher explains that she will read the dialogue again, but at this time she asks SS put down their sheets, and close their eyes.
- Teacher reads the dialogue in a normal rate. She has changed the music to “Kitaro Gaia”.
- Role Play: Teacher turns to the SS and tells them that now they need new identities and divide the class in groups, giving each group a name according to the dialogue characters.
- Teacher tells SS that they must pretend they are auditioning for a role in a Broadway play, and they all want very much to win the role. So, they must read their lines very dramatically!
- Students who play the role of the interviewer are asked to read a portion of the dialogue in a tender way.



- Students who play Mr. Cabrera's role, are asked to read the dialogue in an angry way.
- Students who play Mrs. Cabrera's role, are asked to read the dialogue in a sad way.
- And, students who play Miguel's role, are asked to read the dialogue in a boring way.
- Finally, the teacher asks SS to give him/her the English translations of the Spanish sentences and viceversa.
- Teacher asks SS to repeat an English line after her, and addresses a question from the dialogue to an individual student.
- Teacher recommends SS to read the dialogue once more before going to bed, and before getting up in the morning in order to apprehend the information given the day before.



2.21.3 Stage 3: Practice “Controlled: Meaningful language use”

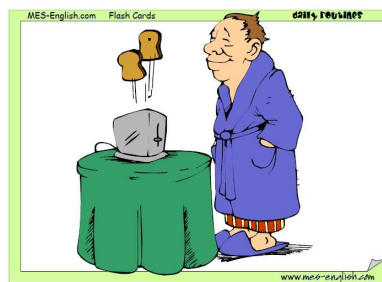
- Teacher activates students’ pre-knowledge and writes on the top of each picture the time schedule: “I wake up at 6:30”, “I eat breakfast at 7:30” etc.

I wake up at 6:30

I eat breakfast at 7:30

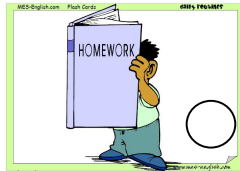


wake up



eat breakfast

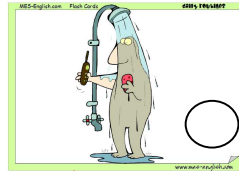
- Teacher gives a clear model asking students to answer individually “At what time they do their chores”
- Teacher distributes “line up strip” routine pictures for students to place numbers next to the pictures. Students line up in order from waking up to sleep.



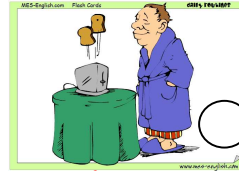
do homework



wake up



take a shower



eat breakfast



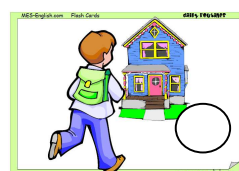
brush your teeth



get dressed



go to bed



go home



go to school



eat dinner



eat lunch



study

- Students will work in pairs asking each other about daily schedule.



2.21.4 Stage 4: Perform

- Students use their “line up strip” pictures to tell their daily routine to their partners with the corresponding schedule.
- Students will respond and notice to other people’s activities using what they have learned participating in a “memory word game”.
- Students work in group. The first player says, “I wake up at 6:30”. The second player repeats the information in the third person “Anita wakes up at 6:30, and adds his/her own information” The third player repeats the information given by the first two, and adds his/her personal information. If one of the players forgets any of the information, the game has to start again.



CHAPTER III

METHODOLOGY

3.1 Basic methodology (type of method of research)

This monograph has been designed to provide teachers a deep analysis on the uses and steps of Suggestopedia method. It provides a complete lesson plan created specially to be applied into our educational system. It integrates speaking and listening skills through the topic of daily routines presented to upper beginners of high school. The lesson plan designed for this monograph is divided in four stages which are the following:

1. Stage: Prepare “Review Build interest”
2. Stage: Present “Elicit; Lead students to discover”
3. Stage. Practice “Controlled: Meaningful language use”
4. Stage: Perform

Into the first stage, the specific objective is to introduce the topic “daily routines” by watching a video and matching it with some pictures on the board. The activities to develop the class are to begin the class with a video allowing pupils to listen to the new language the teacher is going to present later on. Then, to draw students’ attention to the elements of which the video is made up, and mime the routines. Finally, to present the vocabulary using pictures, and encouraging choral and individual repetition.



For the second stage, the purpose is that the students listen, to read and perform the actions using many voices and gestures. The activities proposed for this stage are to tell students that teacher is going to read the dialogue and hand out a copy to be read. Also, teacher asks his/her pupils to listen and read the dialogue carefully for the first time and try to predict the topic. After that, s/he gives another opportunity to hear the dialogue, but at this time s/he asks students to put down their sheets, and close their eyes. Lastly, teacher turns to the students and asks them to read their lines very dramatically as if they were performing for a role in a play.

One of the most important aspects in this stage is the singular presentation of the linguistic material. The particularity in the layout of these dialogues or stories is so important in the learning of the students because it implicates to be read from left to right. In the left side is the transcription into the mother tongue and in the right one is the foreign language. It is designed in this way in order to focus student's attention in the right place to be learned. Also, another methodology in the material is to present only interesting and enjoyable readings to motivate students to acquire the language in their own personalities.

For the third stage, the specific objective is that students practice the chores using daily schedule orally. The activities that teacher uses are: to activate students' pre-knowledge and writes at the top of each picture the time schedule: e.g. "I wake up at 6:30", "I eat breakfast at 7:30", etc. Then, to give a clear model asking pupils to answer individually "At what time do they do their chores". Consequently, to distribute students "line up strip" routine pictures for students to place numbers next to the pictures. They line up in order from waking up to sleep.



In the fourth stage, students will practice the use of the present simple with the 3rd person. And the teacher will observe in listening and speaking if the students have mastered the use of the target language. The activities required here are.: Students use their “line up strip” pictures to tell their daily routines to their partners with the corresponding schedule. After that, students will respond and notice to other peoples’ activities using what they have learned participating in a “memory word game”. Also, Students work in groups. The first player says, “I wake up at 6:30”. The second player repeats the information in the third person. “Anita wakes up at 6:30”, and adds his/her own information. The third player repeats the information given by the first two, and adds his/her personal information. If one of the players forgets any of the information, the game has to start again.



3.2 Conclusions

For the development of this monograph I chose Suggestopedia method because I think that the learning process can occur at a much faster rate than what ordinarily happens if the lesson is conducted in an unusual classroom in which the teacher attempts to increase her students' confidence by telling them that learning can be fun and enjoyable, and asking students to sit in comfortable cushions, dimming the lights, having suitable music. All of these components would contribute to a relaxing environment, as well as reinforce the linguistic material. In this atmosphere, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Thus, learners can be more spontaneous, less inhibited, and can retain information better.

In order to fulfill the teaching process of Suggestopedia, I would like to recommend making some adjustments in the application of it. For example:

- Give clear models before asking students to start with the relaxation. In this way, the students will increase their self-confidence.
- Give the situation of the linguistic material before they start reading it. In this way, the students will engage more into the dialogue.
- Give more time to the students to finish the reading before putting them on the second concert.
- Explain what you are going to do. For example explain that you are going to read the dialogue with a musical accompaniment, matching your voice to the rhythm and pitch of the music. In this way, the whole brain, both the left and the right hemispheres of the students becomes activated.



- Give a clear model of the dialogue, and praise them instead of just changing roles without any comments. In this way, the class would feel free to act out their dialogues more spontaneously.
- Move around the class checking understanding, maintaining eye contact, and paying attention to all students.
- Use interesting topics as “going places”. In this way, the teacher would activate more students’ fantasy by inviting them to take a “mental trip” along with her, so that they can be more open to follow the teacher’s instructions, and be more engaged in the activities designed to help them gain facility with the new material.



REFERENCES

- Apriana, A. & M. Islamiyah. *A Teaching Method: Suggestopedia*. "Education Study Program" Sriwijaya: n.d. Web. 5 Oct. 2011.
- Arnold, Jane. *Affect in Language Learning*. New York: Cambridge University Press, 1999. Print.
- Burden R. L. & M. Williams. *Psychology for Language Teachers/ A social constructivist approach*. New York: Cambridge University Press, 1997. Print.
- Kemaloglu, Elif. *Suggestopedia – A review*. 2005. Web. 18 Sep. 2011.
- Larsen – Freeman, D. *Techniques and Principles in Language Teaching*. New York: Oxford, 1985. Print.
- Lica, Gabriela Mihaila. *Suggestopedia: A Wonder Approach to Learning Foreign Languages*. "Assian EFL Journal: English Language Teaching and Research Article", 2008. Web.24 Jul. 2011.
- Lozanov, Georgi. *Suggestology and Outlines of Suggestopedy*. New York: Gordon & Breach, 1978. Web. 23 Jun. 2011.



Lozanov, Georgi. *Suggestopaedia - Desuggestive Teaching Communicative Method on the Level of the Hidden Reserves of the Human Mind*. New York, n.d. Web. 16 Jul. 2011.

Richards J.C. & T.S. Rodgers. *Enfoques y métodos en la enseñanza de idiomas*. New York: Cambridge University Press, 1998. Print.