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Third stage

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Chapter six

Desuggestopedia – Summary (from Techniques and Principles in Language Teaching)

Overview

Desuggestopedia, developed by Dr. Georgi Lozanov, is a language teaching method designed to remove psychological barriers to learning and unlock students' full mental potential. It emphasizes relaxation, positive suggestion, and whole-person learning through music, art, and imagination.

Objectives

1. Accelerate language learning through relaxation and suggestion.
2. Remove psychological barriers such as fear and self-doubt.
3. Encourage whole-person learning—engaging emotion, intellect, and imagination.
4. Make learning enjoyable and effortless.
5. Improve memory and retention through rhythm and music.

Teacher's Role

The teacher serves as a trusted authority and guide. Their calm, confident, and artistic demeanor instills confidence in learners. They use direct and indirect suggestions to promote positive beliefs about learning, integrating music, art, and drama into lessons.

Students' Role

Students participate cooperatively, adopting new identities to lower inhibitions and engage playfully. They are encouraged to relax, trust the teacher, and allow subconscious learning to occur.

Key Principles

1. Desuggestion/Suggestion – Removing negative beliefs and replacing them with positive ones.
2. Authority – The teacher's credibility inspires confidence.
3. Intonation, Rhythm, and Music – Used to promote relaxation and retention.
4. Peripheral Learning – Posters and visuals aid subconscious learning.
5. Positive Environment – Aesthetic and cheerful surroundings reduce anxiety.
6. New Identities – Learners adopt personas to enhance creativity.
7. Playfulness – Games, drama, and humor facilitate natural learning.

Lesson Phases

1. Receptive Phase (Concert Session): Introduction of new material through dramatic reading with classical music accompaniment. Students listen and read along, focusing on comprehension and subconscious absorption.
2. Active Phase (Creative Adaptation): Students engage in dramatization, singing, games, and conversation using new language creatively and fluently.

Use of Native Language

The mother tongue is used for translation and explanation, serving as a bridge to comprehension rather than a hindrance.

Cultural and Artistic Elements

Art, music, and literature are integrated to stimulate creativity and emotional engagement, enhancing retention and appreciation of culture.

Techniques and Their Purposes

Technique	Purpose
Concert Reading (with Music)	Create relaxation and rhythm for comprehension and recall.

Adopting New Identities	Reduce inhibitions and promote playful learning.
Peripheral Learning	Encourage subconscious absorption of language.
Positive Suggestion	Boost confidence and motivation.
Role-Play and Dramatization	Develop creativity and fluency.
Singing and Music	Support rhythm, memory, and enjoyment.
Comfortable Environment	Maintain a relaxed, anxiety-free atmosphere.

Evaluation and Error Correction

Errors are corrected subtly and gently. Evaluation is non-threatening and focuses on fluency, confidence, and participation rather than accuracy.

Strengths

- Builds learner confidence and reduces anxiety.
- Encourages whole-person involvement.
- Makes learning enjoyable and memorable.
- Promotes rapid vocabulary acquisition.
- Integrates culture, art, and music for richer learning experiences.

Limitations

- Seen as too theatrical or teacher-centered by some.
- Requires specific training and classroom setup.
- New identity activities may feel artificial.
- Limited empirical support for its accelerated learning claims.

Conclusion

Desuggestopedia emphasizes joyful, relaxed, and creative learning. By combining music, art, and positive suggestion, it seeks to remove psychological barriers and unlock learners' hidden capacities for natural, confident language acquisition.