



رقم المحاضرة

## SUGGESTOPEDIA

جامعة ساوية

كلية التربية

قسم اللغة الانكليزية

المرحلة الثالثة

اسم المحاضر م.د. نسرين نور الدين محمد

# Questions

1. What kind of environment which facilitates learning in Suggestopedia?
2. What is ‘peripheral learning’ in the Suggestopedia method?
3. What is the expected effect of trusting and respecting the teacher’s authority in Suggestopedia?
4. What do learners bring with them to the learning environment which the teacher should desuggest?
5. Learning is facilitated in a \_\_\_\_\_ environment.
6. In peripheral learning, a student can learn from what is present in the \_\_\_\_\_, even if attention is not directed to it.
7. If the students trust and respect the teacher’s \_\_\_\_\_, they will accept and retain information better.
8. The teacher should “\_\_\_\_\_” psychological barriers that learners bring with them to the learning situation.

## MAIN PRINCIPLES OF SUGGESTOPEDIA CONT.



5- **Songs** are useful for ‘freeing the speech muscles’ and evoking positive emotions.

6- The teacher should present and explain the grammar and vocabulary, but **not dwell** on them.

7- One way that **meaning** is made clear is through **native language translation**.

8- 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 process.

9- **Errors** are corrected **gently**, not in a direct, confrontational manner.

# Questions

1. What are songs useful for in Suggestopedia?
2. How does the teacher teach grammar in the Suggestopedia method?
3. What is the role of native language in Suggestopedia?
4. Why should fine arts be used in Suggestopedia?
5. \_\_\_\_\_ are useful for ‘freeing the speech muscles’ and evoking positive emotions.
6. Native language could be used in Suggestopedia to \_\_\_\_\_.
7. The fine arts enable suggestions to reach the \_\_\_\_\_.
8. In Suggestopedia, errors are corrected \_\_\_\_\_, not in a direct, \_\_\_\_\_ manner.

# KEY TECHNIQUES IN SUGGESTOPEDIA

I- **Classroom set-up:** The challenge of the teacher is to create a classroom environment which is **bright and cheerful**.

- This can be **accomplished**, for example by **decorating the walls** with scenes from a country where the target language is spoken.
- These conditions are not always possible(as positive an environment as possible)

Questions:

1. What are the key techniques in Suggestopedia?
2. A key technique in Suggestopedia is \_\_\_\_\_
3. One of the following is a key technique in Suggestopedia.
4. What kind of environment the teacher needs to create in Suggestopedia?
5. How can a teacher create a bright and cheerful environment?



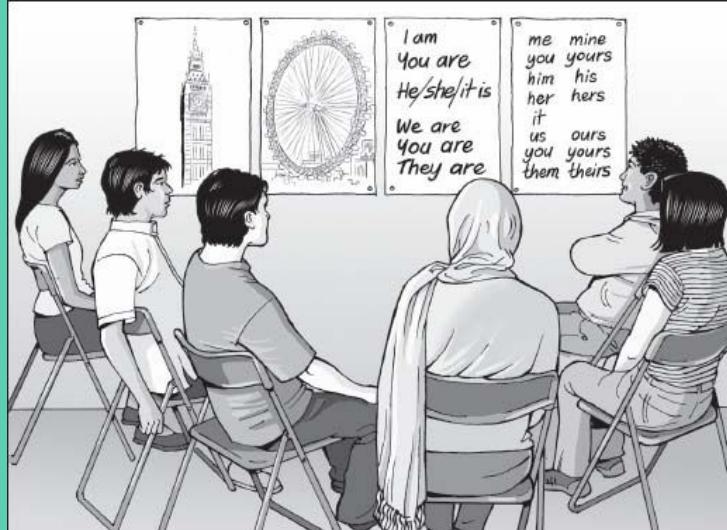
## KEY TECHNIQUES IN SUGGESTOPEDIA

**2- Peripheral learning:** The students learn English not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration featuring the target language and various grammatical pieces of information. They are changed from time to time.

By this, students can learn many things indirectly in the classroom or outside classroom.

The teacher may or may not call attention to the posters.

Students can produce simple sentences by using the posters or grammatical information on the wall.



# Questions

1. What is peripheral learning?
2. How is it encouraged in Suggestopedia?
3. The posters **and** decoration in the classroom are \_\_\_\_\_.
4. What is the goal of peripheral learning?
5. Is it obligatory for the teacher to draw the students' attention to the posters and decoration on the walls?
6. How can the students make use of the grammatical posters hung on the walls?
7. Students learn English not only from direct instruction but also from \_\_\_\_\_ .
8. The teacher in suggestopedia may or may not call \_\_\_\_\_ to the posters.
9. Using the technique of peripheral learning, students learn many things \_\_\_\_\_ .

## KEY TECHNIQUES IN SUGGESTOPEDIA



**3- Positive suggestion:** It is the teacher's responsibility to **orchestrate the suggestive factors** in a learning situation, by helping students break down the barriers to learning that they bring with them.

Teachers can do this through direct and indirect means.

**Direct suggestion** appeals to the students' **consciousness** by telling the students that they are going to be successful.

But **indirect suggestion** appeals to the students' **subconscious**, which is actually the more powerful of the two.

Ex: Using the dialogue “**Be self-confident**”.

# Questions

1. Whose responsibility is it to make positive suggestions in Suggestopedia?
2. Why do teachers use positive suggestion in Suggestopedia?
3. Direct suggestion appeals to the students' \_\_\_\_\_.
4. \_\_\_\_\_ appeals to the students' subconscious.
5. Teachers can make positive suggesting through \_\_\_\_\_ and \_\_\_\_\_ means.

## KEY TECHNIQUES IN SUGGESTOPEDIA



**4- Role play:** Students are asked to present temporarily that they are someone else (new names, occupations and new identities ) and to perform in the target language as if they were that person.

They are often asked to create their own lines relevant to the situation.

**5- First concert (active concert):** The **two concerts** are components of the **receptive phase** of the lesson.

The texts students work from are handouts containing lengthy dialogues (as many as 800 words) in the target language (+Translation +notes on vocabulary and grammar)

In the first concert, the teacher reads the dialogue in the target language. Music is played. After a few minutes, the teacher begins a slow, dramatic reading and synchronized in intonation with the music.

# Questions

1. How is role play performed in Suggestopedia?
2. What do learners create in role play in Suggestopedia?  
\_\_\_\_\_
3. What are the components of the receptive phase?
4. What happens in the first concert?
5. In the first concert, the teacher reads the dialogue in the  
\_\_\_\_\_ language accompanied by music.
6. In the first concert, the teacher reads the text in a slow,  
dramatic way and \_\_\_\_\_ in **intonation** with the music.