***(De-) Suggestopedia*
*observation sheet***

|  |  |  |
| --- | --- | --- |
| **✓/ X** | **Expectations** | **Notes** |
| **✓** | music background |  |
| **✓** | intonation and rhythm |  |
| **✓** | using of teaching aids | audio, visual |
| **✓** | teacher-centred (the T is active and leads the lesson) |  |
| **✓** | stress-free environment |  |
| **✓** | the T tolerates, monitors and sometimes corrects the mistakes |  |
| **X** | the Ss monitor and correct their own mistakes or mistakes of their classmates |  |
| **✓** | new names and biography |  |
| **✓** | using of the native language | translation |
| **X** | using the target language (no translation) |  |
| **✓** | dialogues |  |
| **✓** | vocabulary-based learning |  |
| **X** | grammar-based learning |  |
| **✓** | the meaning of words is presented in linguistic and/or in cultural context |  |
| **✓** | reproducing chunks of texts |  |
| **✓** | using of gestures, mimics, **drama**, acting |  |
| **✓** | interaction T – Ss |  |
| **✓** | interaction Ss – T (answers, …) |  |
| **✓** | interaction S – S (pairs) |  |
| **✓** | repetition | in the tasks |
| **✓** | vocabulary pairs (antonyms, synonyms, …) |  |
| **✓** | reality-based tasks |  |

**List of keywords:**

* intonation and rhythm
* music (background)
* teacher-centred (authority)
* role-play, gestures and imitation
* positive attitude and stress-free environment
* error tolerance
* using visual teaching aids
* new names and biography
* vocabulary pairs
* dialogue
* unconscious learning

|  |  |
| --- | --- |
| **+** | **−** |
| pleasant and calm atmosphere | dialogue without vocabulary list |
| relaxing music background (concert pseudo-passiveness) | just text-based (prepared dialogues) |
| working with dialogue and rhythm |  |
| gestures + repetition |  |
| intonation of the T |  |
| using of objects and pictures (animals, …) |  |
| imitation |  |
| infantilization (role-play) |  |
| using the vocabulary in sentences |  |
| taking turns without pressure |  |
| rhythmic breathing |  |
|  |
| the T as a role model – authoritative |
| not much emphasis on grammar and rules |

**Notes from: *Approaches and Methods in Language Teachin*gby Richards, Rodgers**

* specific set of learning recommendations
* The Ss respond to nonrational and/or nonconscious influences
* using of objects in the classroom, music → rhythm
* the T has authoritative behaviour
* learning through drama
* yoga techniques – rhythmic breathing, altering states of consciousness and concentration
* centrality if music and musical rhythm to learning → therapy
	+ establishment and maintenance of personal relations
	+ increased self-esteem through self-satisfaction in musical performance
	+ use of rhythm to energize and bring order
* doesn’t articulate theory of language
* emphasis on memorization of vocabulary pairs → native language translation
* stressed lexical translation rather than contextualization
* directs to acts of communication
* emphasis on reading
* 6 principal theoretical components to operate with in desuggestion and suggestion
	+ authority
	+ infantilization (role-play → T-S = parent-child)
	+ double-planedness (direct instruction + environment)
	+ intonation
	+ rhythm
	+ concert pseudo-passiveness (= musical background for relaxed attitude)
* dialogue + vocabulary list, grammatical commentary + native L translation
	+ reading
	+ imitation, Q’s and answers, reading, vocabulary
	+ making new combinations and productions based on the dialogue + story-reading