

Once the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited.

**4. What are some characteristics of the teaching/learning process?**

- (a) The course is conducted in a classroom that is bright and cheerful.
- (b) Posters displaying grammatical information about the target language are hung around the room. The posters are changed every few weeks.
- (c) Students select target language names and choose new occupations.
- (d) They create whole biographies to go along with their new identities.
- (e) Students have handouts containing lengthy dialogues.
- (f) Next to the dialogue is a translation in the students' native language.
- (g) There are also some notes on vocabulary and grammar.
- (h) The students follow the target language dialogue as the teacher reads it

out loud.

**5. What is the nature of student–teacher interaction? What is the nature of student–student interaction?**

The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practiced. Later, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

**6. How are the feelings of the students dealt with?**

When students are relaxed and confident, they will not need to try hard to learn the language. It is considered important in this method that the psychological barriers that students bring with them be desuggested.

**7. How is culture viewed?**

The culture which students learn concerns the everyday life of people who speak the language. The use of the fine arts is also important in Desuggestopedia classes.

### **8. What areas of language are emphasized?**

**Vocabulary** is emphasized. Claims about the success of the method often focus on the large number of words that can be acquired. **Grammar** is dealt with explicitly but minimally.

### **9. What language skills are**

Speaking communicatively is emphasized. Students also read in the target language (for example, dialogues) and write in it (for example, imaginative compositions).

### **10. What is the role of the students' native language?**

Native language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less.

### **11. How is evaluation accomplished?**

Evaluation usually is conducted on students' normal in-class performance and not through formal tests.

### **12. How does the teacher respond to student errors?**

Errors are corrected gently, with the teacher using a soft voice.

## ***The Techniques of Desuggestopedia***

### **1. Classroom Set-up**

The challenge for the teacher is to create a classroom environment that is bright and cheerful. The teacher should try to provide as positive an environment as possible.

### **2. Peripheral Learning**

This technique is based upon the idea that we perceive much more in our environment than we consciously notice. It is claimed that, by putting posters