

SUGGESTOPAEDIA AND LANGUAGE LEARNING

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In an interesting talk given at the Georgetown University Round Table on Language and Linguistics in 1973, E.W. Stevick invited all those concerned with language teaching to devote their attention to what he referred to at that time as "the dimension of depth".<sup>1</sup> By this he means all the psychological dimensions of learning, which include the motivation of students and the behaviour of teachers, as well as the whole complex of interrelationships and interperceptions.

New departures in language teaching

Stevick concluded that valuable assistance could be given to language teaching by specialists in other fields: "In second-language acquisition, then, the principal partners are the student and the teacher. We may get valuable assistance from a number of outside professional services. For help with the deep, primary problems, we may turn to the specialist in psychological counseling."<sup>2</sup>

It is these very specialists in fields other than linguistics who have cast doubt on standard language-teaching methods, and who have in recent years suggested approaches which are both bold and original, the main purpose of which is to solve Stevick's "primary problems", rather than the "secondary problems".<sup>3</sup> The purpose of this article is not to establish a list of these psychologically oriented language teaching approaches, neither to make comparisons between them nor to appreciate the points they have in common. This would be the subject of another paper. This is only to give a short presentation of the probably most original and most complete developments in the language teaching field which have occurred in Bulgaria, and are now implemented in many countries: Suggestopaedia applied to language teaching. In this case it is not a linguistic but a physician and psychiatrist, Dr. Georgi Lozanov, who originated this new approach.

In his psychotherapy practice, Dr. Lozanov was able to establish, and to monitor by means of experiments, the role of certain factors involved in recoveries made by his patients or in considerable improvements in their health. Because these factors, which Dr. Lozanov refers to as "suggestive factors", are neither conscious (or slightly - conscious) nor rational, they have an influence on individual behaviour.

According to Lozanov, these factors, which are present in any act of psychotherapy, account for the success achieved.<sup>4</sup> Lozanov concluded from these findings that in the treatment of a patient, the therapeutic effect of the environment is not limited solely to the specific moments of treatment but is in fact more general as a result of the constantly changing relationship between the person and his environment.<sup>5</sup>

Consequently, it was necessary to undertake a special study of the interrelationship between the person and his environment, and that is precisely the object of suggestology or the science of suggestion.<sup>6</sup> The findings of suggestology may also be applied to fields other than psychotherapy: the arts, medicine, advertising, the training of athletes and so on.<sup>7</sup> However, as Dr. Lozanov's attention had been drawn especially to cases of suggestive hypermnesia which he encountered in psychotherapeutic treatment,<sup>8</sup> he decided to conduct experiments in this field of hypermemorization by using (in 1964) students in foreign language courses at the Department of Psychiatry of the Postgraduate Medical Institute in Sofia (ISUL).<sup>9</sup> The transition from psychiatry to education was complete, because since then Dr. Lozanov's research has been concerned primarily with revitalizing education and with the creation of a new science of education which he has called "suggestopaedia".<sup>10</sup> The field of language teaching was the first beneficiary of this research which soon spread to many other areas of education, from the primary level to adult education.<sup>11</sup>

A Starting point of suggestion: communication

It is clear then that the whole of Lozanov's system of language learning is oriented toward Stevick's "dimension of depth" and not primarily toward linguistic problems. This has led to the creation of a completely original system, which the Russian professor Velvosky describes as a "genuine psychohygienopaedic method".<sup>12</sup>

In the suggestopaedic system it is necessary to take into account the many and varied suggestive factors to whose influence we are continually and unconsciously subjected: those which have a negative influence must be eliminated and those which have a positive effect must be integrated into a coherent and complete system. It is at this point, moreover, that the desuggestion-suggestion dialectic comes into play and this aims to decondition, to desuggest the student while at the same time activating, stimulating all his intellectual and cerebral functions which are not normally used to their full extent.<sup>13</sup> Thus it is necessary to surmount the psychological barriers behind which individuals protect themselves and which stand in the way of the full realization of their whole potential.<sup>14</sup>



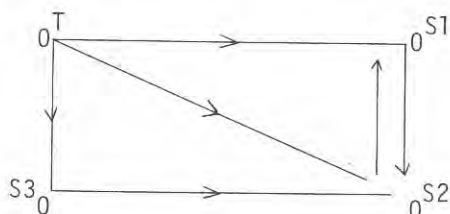
In language learning the beginning of a course is an especially delicate and highly important moment. It can play a large role in the future linguistic performance of the student: his ability to receive the message and the consequences this entails, encouragement to begin speaking, the facilitation of his understanding of what is said and so on.

"Any person, any adult who has to learn a language with which he is completely unfamiliar is in a rather peculiar psychological state: a state of fear, of apprehension in the face of the unknown -- the difficulties of the new language or uncertainty as to his own capacity for learning a language. This psychological state, which is more or less conscious, may manifest itself in any way from a certain internal tension to extreme distress which undoubtedly causes a psychological block that affects the student's ability to learn. The teacher's behaviour toward the student may also help to reinforce this depressive or negative state: having the student repeat the same thing several times, making negative comments, expressing dissatisfaction through gestures and facial expressions and so on. Only when the student is able to speak and communicate, will he be free of his fears and will he learn much more easily."<sup>15</sup> To return to the distinction made by Curran, it is necessary to progress from a "defensive" learning (or pre-learning) state to a "receptive" state. To use Lozanov's terminology, it is necessary to surmount the anti-suggestive barriers which prevent the student from receiving the message.

For the person learning a new language, the fact that he is very soon able to speak this language completely changes the negative view he may have of himself and the language to be learned,<sup>16</sup> an unconscious view resulting not only from negative influences in the environment (family, social, national and others) but also from previous learning experiences which may not always have inspired confidence or pleasure. On the second level,<sup>17</sup> the suggestive effect obtained in this way reassures the student and thus increases his receptive capacity. What is original in the Lozanov system of learning is the fact that it has probably gone much further than any other approach as a result of as complete an analysis as possible of the complex, unconscious factors involved and the attention it gives to the reserves<sup>18</sup> of the personality.

From the very first moments of the course the student finds himself in an almost genuine communication situation, within which he will be able to evolve and react because he is directly concerned. The twelve students who make up the group are involved in the first dialogue, the theme of which is "Getting acquainted". This theme corresponds to a real situation: one where twelve people who are going to be together for a certain period, who have come together for the same purpose and who from the outset need to find their place in the whole,<sup>19</sup> who, in other words, need to affirm their identity with

respect to the identity of the other. The teacher responds to this need at once by using the content of the dialogue itself (developed according to the principles of suggestopaedia and quite lengthy<sup>20</sup>), the focal point of which is the introduction of the students, which at the same time provides each of them with a new identity, one which is imaginary but valid for the course. This identity<sup>21</sup> is very complete; it includes a name, address, profession and other details. The teacher goes around the circle introducing each student to his neighbor or neighbors, and giving each one the relevant information. It should be emphasized that the procedure is reflexive, since the introduction is direct and the re-identification indirect:



The teacher plays a similar role to that played by a counsellor, but the process here is quite natural: it is that of a normal introduction of a stranger to an acquaintance, of one adult to another.

The teacher introduces student 2 to student 1: thus he speaks to 1 about 2; 3 is introduced to 2 and so on. This avoids the artificiality of a situation where each person is told: you are so-and-so, or something similar. Moreover, the identity of each student is immediately established in relation to the others. This has considerable repercussions on the second level and helps reduce the anxiety felt by beginners. This anxiety is also reduced by the fact that the student can soon speak, communicate with his neighbours, answer questions and is all the more interested in doing so, because at the same time he is unconsciously satisfying this need to be part of a group.

"What is important in this pedagogical process is the stimuli on the second level which act unconsciously on the student: he very soon finds himself free of his internal tensions, for after a very brief contact with the language, he can talk, communicate with his neighbour: in other words, he is placed from the outset in that state of psychological relaxation necessary for effective learning."<sup>22</sup>

If we project Maslow's scale of needs, it will be seen that the result obtained corresponds to the student's need for esteem. In effect, the student's self-esteem increases because he is given an opportunity to realize very quickly that he can speak and communicate

in this new language, and at the same time and for the same reason to grow in the esteem of others.

The result of all these unconscious stimuli soon makes itself felt; a pleasant psychological climate is superimposed on the pleasant physical climate in the classroom so the adult student can feel at ease. He is the object of the teacher's personal attention and not an anonymous being in his eyes. Furthermore, he is introduced by the teacher to all the other members of the group in a pleasant way which also adds to the esteem in which he is held.<sup>23</sup> Then communication is begun.

- |             |   |
|-------------|---|
| Professor   | - This is Mr. Robert Martin.  |
|             | - Mr. Martin, I'd like you to meet Elizabeth Tompkins.                |
| R. Martin   | - How do you do, Miss Tompkins.                                       |
|             | - You aren't American, are you?                                       |
| E. Tompkins | - No, I'm not. I'm from Toronto. I live at 6 Ontario Street. And you? |
| R. Martin   | - I live in Dublin at 10 Station Drive. I'm a cultural attaché.       |
| E. Tompkins | - So you're an artist.  |
|             | Actor, singer, writer, sculptor?                                      |
| R. Martin   | - Yes, and what's your profession, Miss Tompkins?                     |
| E. Tompkins | - I work with film stars. I'm a film producer.                        |
| Professor   | - Mr. Martin, meet Miss Burns.  |
| R. Martin   | - I'm very pleased to meet you.                                       |
| Miss Burns  | - How do you do.  |
| R. Martin   | - Where do you live, Miss Burns?                                      |
| Miss Burns  | - I live in New Orleans at 2 Gentilly Boulevard.                      |
|             | I'm a pianist.  |

- Professor - Miss Burns, I'd like you to meet Miss Thurber.
- Miss Burns - Pleased to meet you.  
Where do you live?
- K. Thurber - I live in Hamilton.  
I live at 3 Perth Street.
- Miss Burns - Where do you work?
- K. Thurber - I don't work, I'm a student.  
I go to McMaster University.
- Professor - I'd like you to meet Mr. Howard Owens.
- H. Owens - How do you do.  
etc...etc...<sup>24</sup>

It will be seen at once that the starting point of a dialogue of this kind is not primarily linguistic. The elements presented do not follow a strict progression, carefully programmed in order of increasing difficulty or in any other way. It might be said that the situation is paramount, but it is a situation studied largely in relation to its implications on the second level, that is, in relation to the unconscious repercussions on the student of the actual linguistic content.

What the student perceives more or less consciously is that he can learn a new language and that he can use it. His fears are reduced and it is the learning process that concerns him, affects him,<sup>25</sup> interests him, entertains him and motivates him to speak. And that is the key point: the student is led to make effective use of the language he has learned in a normal communication strategy.

The challenge issued by Stevick is taken up: "It is good ... to say that the student should eventually have an opportunity to use in real communication the words and the structures that he has learned through memorization and drill. It is better to say that genuine interaction should form a part of each lesson from the very beginning; and to say that the message in a lesson is more important than the mechanics; and to urge that structures are only empty slots until they have been filled with meanings that are both direct and personal for students. But even when we say these things, we are still looking principally at the dictionary meanings of what is communicated, and



failing to specify the ways in which, or the levels at which, these meanings may have relevance or lack it. This, of course, lies in the dimension of depth."<sup>26</sup>

In an article which appeared in *Education and Culture*, D.A. Wilkins stresses the fact that the standard view of language teaching usually neglects one important fact, namely that "language is a feature of social life".<sup>27</sup> However, this fact is perceived, more or less consciously perhaps, by the students. This leads to a comparison between two language systems -- the system of the source language and the system of the target language. The unconscious awareness that the target language has no immediate linguistic function affects the student's receptivity and does not induce him to speak. But the reverse perception produces a positive result which one student expressed as follows when he was leaving the classroom after the first two days of his course: "At least we're taught something useful here." In a system of this kind communication is the starting point.<sup>28</sup>

The student's need to communicate is satisfied immediately to a degree which corresponds to his capabilities and to the time he devotes to learning. The unconscious expectation of any language student is clearly to be able to use this language quickly, for the many reasons mentioned above. The sooner this aim is achieved and the more self-confident the student becomes, the more comfortable he feels in the learning situation in which he finds himself (teacher, method, colleagues and so on), the better are the results. "Teaching is an art based on a science. The best teachers are those who fully comprehend the great mass of personal and social factors operating within the classroom, then, by sensitive observations and exacting methods, construct learning experiences which will be congruent with the moving in the same direction as their pupil's expectation".<sup>29</sup>

#### Some other suggestive factors

Of course, what happens at the beginning of a course may be considered a microsystem within which the student evolves and reacts according to his personal parameters. A course constitutes a more extensive system<sup>30</sup> within which this evolution of the student continues. The structures of the course must therefore be conceived in the same way throughout:

"The suggestopaedic manual, far from being simply a didactic tool dealing with certain lexico-grammatical material, constitutes one factor in a considerable suggestive complex, a means of achieving a suggestive atmosphere in the teaching process. The results of the course depend to a certain extent on its content, character, structure and presentation."<sup>31</sup>

This is not new itself<sup>32</sup> but what makes a suggestopaedic manual singularly different from an ordinary manual is indisputably the attention given to the suggestive aspect. "The manual creates the conditions necessary for an interesting and emotionally rich pedagogical process to take place, and also for a suggestive atmosphere to be established in the classes."<sup>33</sup> "The situations presented are typical, real, contain a message and are close to the experience of the students, which makes their learning activity much easier."<sup>34</sup> The example given above of the start of the course is a good illustration of this claim by the Bulgarian professor. Of course, the whole of the course must conform of this model. It is important to note that, in this light, the situational context of the course has a particular meaning: it is not so much a question of presenting the linguistic elements in a situation as is done in the standard methods, but rather one of recreating in the classroom a situational context which the student can live and in which he can express himself.

"When an adult takes up the study of a foreign language, he comes to the task with a full set of concepts. He is a full-fledged member of human society. What he seeks is the skill needed to manipulate an unfamiliar pattern of phonemes to express the concepts he already possesses."<sup>35</sup>

At this point we might come back to the expression suggested by T Slama-Cazacu, "contextual dynamics".<sup>36</sup> "The phenomenon of communication as it develops, the alternating exchange of replies, the gradual construction of the sentence, changes which occur because of changes in the situation or the state of the partners"<sup>37</sup> serve as a basis for learning. This heightens the student's interest in learning the language, that is, in using it in a context which is very close to real life. As in real life, however, this still leaves room for make-believe and fantasy. This makes it much easier for the student to overcome his difficulties and begin to speak. The student speaks and, by speaking, learns. As it develops, the course is a constant invitation, an encouragement to speak, without constraints, without tension, without undue effort.<sup>38</sup>

It goes without saying that although the theme of the lessons presented to the students is of paramount importance in the suggestopaedic learning process,<sup>39</sup> it constitutes only one suggestive factor among many. However, this factor parallels the others; in a structured teaching system the principles of suggestopaedia are applied simultaneously and not consecutively.<sup>40</sup> This factor must therefore be considered one of the elements of a global suggestopaedic approach.<sup>41</sup>

The system of correcting students used by the teacher will, for example, play a major role and also make it easier for the student to begin speaking. In the article from which we have already quoted,



Stevick presents one of the facets of this problem: "Again on the subject of corrections, when we are conscious of the depth dimension we immediately become aware of the nonverbal aspects of teaching behaviour. Two teachers, both doing immediate correction may have opposite effects on the student's morale just because of a difference in their tones of voice. One can reject a wrong response and in so doing either reject or accept the person who made the response."<sup>42</sup>

What is at issue here is the effect of these procedures, methods and techniques of correction on the second level. It is extremely important that we take into account the messages which, on an unconscious level, accompany the act of correcting someone. If the student is constantly and directly corrected as soon as he speaks, he will conclude that this language is difficult to learn or that he is not able to learn it. This will merely serve to make the learning process more difficult and will not encourage him to speak at all. Hence the need to establish in suggestopaedic learning a correction process which will take into account the second-level effects, which will, moreover, vary according to the individual.

If students are from the outset constantly asked to correct their pronunciation, to rectify their errors, if they have to repeat the same sentence several times, they will find themselves discredited in the eyes of others.<sup>43</sup> More or less consciously they will refrain from speaking as their frustration grows. This will affect their learning experience by reinforcing their impression that a language can be learned only slowly and with difficulty, that it is possible to communicate in another language only at the end of a long and painful process.<sup>44</sup>

What suggestopaedic learning attempts to bring about is precisely the opposite: to show students that they can communicate in a new language immediately, without spending a lot of time or doing a lot of tiresome exercises, and that what lies ahead is within their capabilities.

#### A Gestalt pedagogy

The suggestopaedic teaching of language represents a global approach which tries to take into account the conscious and unconscious factors in the learning process. The examples given show only some<sup>45</sup> of the aspects of this consideration of the dimension of depth mentioned above. It is certain that all the facets involved are more complex than those we have just mentioned and it is also certain that more complete and even more satisfactory solutions may be found as a result of future research. Similarly, it would be pointless to see in this merely a recipe for improving education. What is essential is to broaden the framework within which languages are learned so as to take into account as far as possible all the dimensions and all the potential of the human being.

## NOTES

1. E.W. Stevick, "Before Linguistics and Beneath Method" in Language and International Studies, Georgetown University Round Table on Languages and Linguistics, 1973, p. 99.
2. ibid, p. 104.
3. ibid, p. 104: "In dealing with some of our secondary problems, such as selection, graduation and sequencing of materials..."
4. "The results obtained . . . confirm our idea of a therapeutic mechanism common to most psychotherapeutic methods." G. Lozanov, Suggestologiya, Sofia, 1971, p. 71. Our references are based on the Bulgarian book. There are some differences between the Bulgarian book and the recently published English translation and adaptation: Suggestology and Outlines of Suggestopedia, Gordon and Breach, 1978.
5. ibid, p. 71.
6. ibid, p. 56. The second chapter of this work is entitled "Man and Environment" (Litchost i Sreda).
7. ibid, pp. 9-10.
8. ibid, pp. 19-20.
9. ibid, pp. 20-21 and Sevremenna Meditzina, 1955, 9, pp. 69-76.
10. ibid, p. 7: ". . . suggestopaedia, a new science (e nova nauka) . . .", p. 8.
11. Cf. G. Lozanov, "Suggestopaedia in Primary Schools", Suggestology and Suggestopaedia, Vol. 1, 1975, 2, pp. 1-14.
12. I.S. Velvovsky, "The Bulgarian Suggestopaedic Method as a Psychohygienopaedic Method. A Contribution to the Psychohygiene of Mental Work in Pedagogy", in Problemi na Sugestologiyata, Sofia, 1973, p. 99.
13. See G. Lozanov, op cit, p. 14-18 and so on and the proceedings of the Symposium organized by UNESCO and IBRO (International Brain Research Organization) in Paris in 1968. See particularly the Final Report pp. 6-7: "The impact of Brain Research on Education", and the report on the proceedings published by Sciences et Avenir, 1968, No. 225, pp. 373-378 under the title "Du cerveau à la pensée"



by J. Evora, from which the following is taken: "One of the major consequences of the new state of mind could be a revolution in teaching methods, because it appears that we are making poor use of our brains. What we consider to be the limits of this organ are in fact merely those of our education more generally of our training." p. 378.

See also the conclusions of M. Huddleston of the Barra Foundation in Philadelphia: "By changing the student's way of seeing, by breaking out of the limited habit of seeing, the student was using greater reserves of his brain. The same thing happens when you learn to speed read. You change the eyes' habit of seeing one word at a time. You instead learn to see whole phrases at once and then whole pages at once." in Problemi, p. 343 and also G. O. M. Leith, "Age, Personality and Learning Aptitudes", Impact, XVIII, 3, 1968, p. 172.

14. See the chapter devoted to antisuggestive barriers (Antisuggestivni barieri) in Lozanov, op cit, pp. 190ff.
15. G. Racle, "Suggestopaedic Language Teaching and the Communication Situation" in ATESOL, Second Language Acquisition and Maintenance, World Views, Dublin, 1977.
16. Cf. Stevick, art cit, p. 1.
17. For further details on this question see for example: G. Lozanov, "Foundations of Suggestology" in Problemi na Sugestologiyata, Sofia, 1973, p. 83 and G. Racle, "Introduction to Suggestopaedia", in A Teaching Experience with the Suggestopaedic Method, Ottawa, 1975, pp. 213 ff.
18. G. Lozanov, ibid, p. 74. G. Racle, "The key principles of Suggestopaedia" Journal of Suggestive and Accelerative Learning and Teaching, 1976, 1 (3).
19. See A. H. Maslow, Motivation and Personality, New York, 1954, and M. S. Knowles, The Modern Practice of Adult Education, New York, 1974, p. 83.
20. See G. Racle, "Introduction to Suggestopaedia", P. 220.
21. The interest of this identity has been shown elsewhere: G. Racle, "Suggestopaedic Language Teaching and the Communication Situation", cited in note 15.
22. G. Racle, ibid.



23. Cf. G. Racle, "The Linguistic Approach in the Suggestopaedic Teaching of Languages", in A Teaching Experience . . . , pp. 263ff.
24. Extracts from the first English lesson in the first Canadian course.
25. We could enlarge on the importance of affective and emotional elements in the language learning process, but for now we shall merely give one interesting quotation from Sosic-Martinovic Maja: "When teaching Italian to French-speaking Belgian students, we concluded after a while that they made better progress in understanding the lesson and that we obtained better pronunciation when we used affective sentences and situation . . ." "Utilisation de l'image dans la correction phonétique, Bulletin de l'ATAV, No. 7, 1972, p. 61.
26. E. Stevick, art cit, p. 103. We could quote from many other authors who say more or less the same thing. For example: "One basic problem confronting the methodologist today is that of how to bring the student from the fixed use of memorized material (dialogues, sentence patterns, idioms) to the free manipulation of learned materials in creative acts of communication." R. Titone, "Some factors underlying second-language learning", English Language Teaching, XXVII, 2, 1973, p. 116 or "The conclusion for the classroom teacher should be simple: it would make sense to structure the situation so that the student learns through meaningful communication with his peers in a situation he enjoys. As we say in Swedish, it is simple enough to say "tulip-rose", but another matter to grow one." Christina Bratt Paulston and Howard R. Selekman, "Interaction in the Foreign Classroom, or How to Grow a Tulip-Rose", Foreign Language Annals, Vol. 5 No. 3, 1976, p. 248.
27. D. A. Wilkins, "Learning a Language is Learning to Communicate", Education and Culture, No. 28, 1975, p. 15.
28. "Since we know that the majority of adults learn a foreign language for specialized and limited purposes, would it not be possible, in designing a global system of language learning, to take the communicative intention of the learners as the starting-point instead of as the end-point as is usually the case?" ibid, p. 18.
29. J. Frymier, The Nature of Educational Method, Columbus, 1965, p. 215.
30. Cf. A. Szentgyörgyvári, "Technemes in Suggestive Pedagogy", in A Teaching Experience . . . , pp. 247-250.

31. A. Novakib, "Nekotorjje Xarakternjie ossobennosti sugestopedicheskogo unchebnika po inostrannomu iazjiku", in Problemi, p. 92.
32. "The success or failure of a language course often depends on the choice of a suitable textbook." J. Howard and O. Negro, Teaching Adults to Speak a Foreign Language, University of London Press, 1969, p. 12. In most cases, however, a textbook is not considered "good" for its "suggestive" value.
33. A. Novakov, art cit, p. 293.
34. ibid, p. 292.
35. M. A. Prado, "Teaching Foreign Language to Adults", Improving College and University Teaching, Winter 1971, p. 41.
36. T. Slama-Cazacu, "La méthode psycho-linguistique et quelques-unes de ses applications" Revue Roumaine de Linguistique, X, 1965, p. 313. T. Slama-Cazacu actually applies the term "contextual dynamics" to psycholinguistics, but mutatis mutandis what she says is perfectly valid in our case. "Psycholinguistics studies language in real situations, that is to say, during the activity and at the same time in the units which constitute expression; the method which we are advocating is consequently a contextual dynamic method." We may also compare it with this other quotation from the same author: "We also advocate in the use of these methods a complex of procedures which we call briefly the contextual dynamic method". This method involves the dynamic study of phenomena as they develop and the need in studying communication to bear in mind the context (as a general surrounding but also as a concrete situation in which the partners find themselves, as discursive, sequential units where each component of the verbal impression is to be found)". T. Slama-Cazacu, "La Linguistique appliquée et quelques problèmes psycholinguistiques de l'enseignement des langues", Cahiers de Linguistique Théorique et Appliquée, 75, 1970-2, p. 225. See also T. Slama-Cazacu, "Linguistique appliquée et méthodologie des langues vivantes", Contact 17, July 1971, pp. 17-25.
37. T. Slama-Cazacu, Revue Roumaine de Linguistique, p. 313.
38. "It must be recognized that the conditions existing in the classroom are hardly stimulating and that they prevent the creation of a natural situation." F. Van Passel, L'Enseignement des langues aux adultes, Paris-Brussels, 1970, p. 115. This is far from the experience of Claude Bonnafont, described in "J'ai tenté d'apprendre l'anglais en quatre semaines", Psychologie, No. 197, pp. 43-47 from which the following quotation is taken: "The work week is over.

I feel discouraged, depressed. I feel as though I am struggling in the dark in quicksand or flying in endless circles over a busy airport in a thick fog."

39. "There are in a sense two axes on which the teacher and the students develop: the teacher pursues linguistic goals, while the student's interest is in the theme." G. Racle, "Un cours avancé de Français", Revue de Phonétique Appliquée, 1972, No. 23, p. 54. What I wrote then is still valid for suggestopaedia.
40. "The principles and the means of suggestopaedia are inseparably linked. They should not alternate but should be realized simultaneously in every moment of the process of instruction." G. Lozanov, "The Nature and History of the Suggestopaedic System of Teaching Foreign Languages and its Experimental Prospects", Suggestology and Suggestopaedia, Vol. 1, 1975, p. 9.
41. Global, because all the factors must act simultaneously and because it takes into account the unity (conscious and unconscious) of the person.
42. E. Stevick, art cit, p. 103.
43. "Too much insistence on correct pronunciation may be embarrassing to some students, who may feel awkward when having to repeat the same work or sound over and over again in front of the class," J. Harvard and O. Negro, op cit, p. 16.
44. The article by Don M. Ricks, "To teach writing you must teach success" is revealing from this point of view. "When the professor's turn came, he said that effective report writing could be learned. But by the time he had finished explaining how, he had created the impression that only a recluse bachelor with a heart ailment could ever become a good report writer. The professor's program required an extraordinary amount of time and effort, the reading of several dull-sounding books, and the dedication to persevere even though no substantial results could be expected for at least two years." Canadian Training Methods, October 1975, p. 16 D. Ricks himself adopts a positively suggestive position.
45. To obtain a more comprehensive idea of the factors involved in a suggestopaedic learning process, it would be necessary to go into detail on the role of the teacher, the structure and content of the programs, the physical environment, the role of the arts, and so on.