

Type One Activations in Suggestopedia: Scaffolding, Suggestion, and the Activation of Hidden Reserves

Christina Johnstone, Restad Gård Utbildning, Sweden

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Abstract

Type One Activations have become a central feature of contemporary Nordic suggestopedic practice, yet they have received little theoretical attention in the academic literature. This paper develops a theoretical framework for understanding Type One Activations by bringing together Lozanov's theory of Suggestopedia with sociocultural perspectives on scaffolding, mediation and the zone of proximal development. Rather than viewing Type One Activations as individual classroom activities, the paper argues that they are intentionally designed learning environments that support participation while engaging learners across both conscious and paraconscious levels of experience. The analysis examines how dual-plane communication, the activation of hidden reserves, distributed scaffolding and mediated participation interact within these learning environments. It further introduces the concept of families of Type One Activations as an analytical framework for describing recurring patterns of pedagogical design without reducing practice to fixed techniques. Examples drawn from contemporary Nordic suggestopedic practice illustrate how support may be distributed through resources such as the textbook, cards and the organisation of classroom space while preserving the same underlying pedagogical principles. The paper concludes that the educational significance of Type One Activations lies not in the activities themselves but in the relationships they establish within the learning environment. By shifting attention from classroom techniques to the intentional design of environments for supported participation, the proposed framework offers a theoretical language for analysing contemporary suggestopedic practice and contributes to broader discussions of scaffolding, mediation, participation and learning design.

Keywords: Suggestopedia, Type One Activations, scaffolding, mediated learning, learning environments

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Introduction

Although Suggestopedia has continued to develop through classroom practice since its original formulation by Georgi Lozanov, some of its most central pedagogical developments have received little theoretical attention. In the Nordic countries, one such development is the concept of Type One activations, a pedagogical distinction that has emerged from classroom practice rather than from Lozanov's own terminology. Despite their central role in organising participation and learning in contemporary suggestopedic classrooms, Type One activations remain largely under-theorised in the academic literature. This absence has limited theoretical understanding of how supported participation, suggestive learning environments and the activation of learners' hidden reserves interact within contemporary suggestopedic practice.

Their limited presence in theoretical discussion stands in marked contrast to their central role in contemporary suggestopedic practice. Rather than representing occasional classroom activities, Type One activations provide the principal pedagogical framework through which learners encounter, explore, and gradually appropriate new material (Johnstone, 2026, p. 123). As the primary form of supported participation within the suggestopedic learning cycle, they constitute a fundamental yet largely unexamined component of contemporary suggestopedic pedagogy.

This paper develops a theoretical account of Type One activations by situating them within the broader framework of Suggestology and Suggestopedia and by relating them to contemporary theories of scaffolding and mediated learning. It argues that Type One activations are not simply classroom activities but carefully designed pedagogical environments that operate simultaneously across conscious and paraconscious levels of experience. Through this dual operation, they support both the desuggestive and suggestive processes described by Lozanov, creating conditions in which learners can gradually access what he termed their hidden reserves.

To illustrate how this pedagogical logic is realised in practice, the paper also introduces the notion of families of Type One activations. These families do not represent fixed categories of activities but recurring patterns in pedagogical design. As an analytical framework, they make it possible to describe how common pedagogical principles are expressed through different forms while preserving the flexibility, creativity and responsiveness that characterise suggestopedic practice. The paper first develops the theoretical foundations of Type One activations before illustrating this framework through recurring families of pedagogical design.

Theoretical Framework

The theoretical framework developed in this paper brings together complementary perspectives from Suggestopedia and sociocultural theories of learning. It draws on Lozanov's theory of Suggestopedia, particularly his concepts of dual-plane communication and hidden reserves, together with Vygotsky's concept of the zone of proximal development and later work on scaffolding and mediation. Together, these perspectives provide a conceptual framework for understanding Type One activations as intentionally designed learning environments that support participation while creating conditions for learning beyond immediate conscious performance.

Suggestopedia and Dual-Plane Learning

The first perspective is Lozanov's understanding of Suggestopedia as a form of learning that operates across multiple levels of awareness. Central to this perspective is the concept of dual-plane communication, which proposes that classroom interaction unfolds simultaneously on two interconnected levels. On one level, learners engage consciously with language, structure and meaning. On the other, a continuous field of peripheral, emotional, aesthetic and symbolic influences shapes perception, memory and expectations beyond immediate awareness (Lozanov, 2009, p. 103). Understanding this dual operation is central to the present analysis, as it makes it possible to view Type One activations not simply as classroom activities but as intentionally designed learning environments that engage both planes simultaneously.

The second plane is expressed through elements such as intonation, rhythm, gesture, spatial organisation and aesthetic framing. Rather than functioning as separate techniques, these elements work together to create a suggestive learning environment that shapes learners' expectations, reduces tension and strengthens learners' sense of possibility. Suggestion therefore operates not as an isolated method but as an ongoing process embedded in the total learning environment. From this perspective, learning is influenced not only by what is consciously taught but also by how the educational environment is experienced as a whole.

Within this framework, learning is understood as both conscious and paraconscious. Learners actively process certain aspects of the material while simultaneously absorbing a broader range of linguistic, emotional and contextual input through peripheral perception (Lozanov, 2005, pp. 50–52). Rather than depending solely on deliberate attention, learning emerges through the continuous interaction of these two planes, allowing patterns, meanings and associations to accumulate over time. This understanding illuminates the dual-plane design of Type One activations, which engage learners simultaneously through conscious participation and the wider suggestive field of the learning environment.

Hidden Reserves and the Desuggestive Process

A second key concept in Lozanov's theory is that of hidden reserves, referring to latent capacities for learning, memory, creativity and personal development that remain only partially realised within conventional educational settings (Lozanov, 2005, p. 62). According to Lozanov, these capacities are not absent but constrained by socially and psychologically constructed limitations, including negative expectations, previous educational experiences and restricted beliefs about one's own ability to learn. The educational challenge is therefore not to create new capacities but to establish conditions in which existing potential can gradually emerge.

Suggestopedia seeks to establish these conditions through the complementary processes of desuggestion and suggestion. The desuggestive process reduces tension, self-doubt and limiting beliefs that constrain learners' participation, while the suggestive process cultivates trust, confidence and a sense of possibility. Together, these processes create an educational environment in which learners are more willing to participate, take risks and gradually express capacities that might otherwise remain dormant. From this perspective, the activation of hidden reserves is not the result of a single method or technique but of the cumulative influence of the learning environment as a whole (Lozanov, 2005, pp. 40–41).

As mentioned above, these processes are mediated through the learning environment as a whole. Language, tone of voice, rhythm, gesture, visual design, spatial organisation and social interaction all contribute to shaping how learners perceive both the learning task and their own capacity to engage with it. Learning thus becomes a process of gradual unfolding, in which existing potential is brought into expression through participation in a carefully designed educational environment. This perspective helps explain the pedagogical logic of Type One activations, whose effectiveness lies not in individual activities but in the orchestration of conditions that support learners' confidence, participation and development.

Scaffolding, Mediation and the Zone of Proximal Development

Sociocultural theories of learning provide a complementary perspective, particularly through the concepts of scaffolding, mediation and the zone of proximal development. These concepts offer a contemporary theoretical lens for understanding how support is organised within Type One activations. Scaffolding, introduced by Wood et al. (1976), refers to the structured assistance that enables learners to accomplish tasks beyond their current level of independent competence. As learners develop greater confidence and competence, this support is gradually reduced, allowing responsibility to shift towards independent participation.

From a sociocultural perspective, scaffolding can be further understood through Lev Vygotsky's concept of the zone of proximal development (ZPD). The ZPD describes the distance between what learners can accomplish independently and what they can achieve with guidance, collaboration or appropriate support (Vygotsky, 1978). Learning is understood to occur within this space as learners participate in activities that extend beyond their current level of independent performance. Rather than waiting until competence has fully developed, support enables learners to participate successfully while new knowledge and skills are still emerging.

The support provided through scaffolding is realised through processes of mediation. At a macro level, mediation is embedded in the design of tasks, materials and sequences of activity. At a micro level, it emerges through interaction, as teachers and learners jointly construct understanding through guidance, feedback, modelling and shared attention. Learning is also mediated through cultural artefacts, including language, texts, visual supports and physical objects, as well as through the organisation of the learning environment, all of which shape how learners perceive, interpret and engage with new experiences (Hammond & Gibbons, 2005).

These perspectives bring Suggestopedia and sociocultural theory into dialogue. They provide a conceptual understanding of Type One activations as a form of pedagogical design in which suggestion, mediation and scaffolded participation interact to create conditions for learning beyond immediate independent performance. Rather than viewing support primarily as assistance provided by the teacher, they highlight how participation is distributed across the design of the learning environment itself. Within this framework, Type One activations can be understood as carefully designed learning environments situated within the learner's zone of proximal development. Through mediating resources embedded within pedagogical design, they enable learners to participate meaningfully before independent performance is expected. As participation becomes increasingly confident and autonomous, these supports gradually prepare learners for more independent forms of activation.

Type One Activations as Dual-Plane Pedagogical Design

Type One activations may appear as engaging or playful classroom activities. This surface impression captures an aspect of their form, yet it does not fully explain their pedagogical function. Drawing on the theoretical perspectives presented above, Type One activations can instead be understood as carefully orchestrated learning environments in which dual-plane communication, the activation of hidden reserves and scaffolded participation are intentionally integrated. Their significance therefore lies not in the individual activity itself but in the pedagogical design that supports participation, confidence and the gradual development of independent performance.

On the conscious plane, Type One activations provide learners with clarity, structure and continuous support for participation. Instructions are explicit, goals are transparent and tasks are carefully scaffolded so that learners can engage confidently within a shared framework. The level of challenge is intentionally calibrated to lie within the learner's zone of proximal development, allowing learners to experience success while new knowledge and skills are still emerging. Language, visual supports and other mediating resources remain available throughout the activity, enabling learners to focus on communication and meaning rather than on overcoming unnecessary barriers to participation.

At the same time, Type One activations operate on the paraconscious plane. They immerse learners in a richer field of linguistic, emotional and aesthetic input than is immediately required for successful task completion, thereby engaging peripheral perception. Vocabulary, grammatical patterns and communicative structures recur with purposeful variation, allowing recognition, familiarity and internalisation to develop without continuous explicit analysis. Tone of voice, rhythm, aesthetic framing and elements of play contribute to a suggestive learning environment that nurtures confidence, reduces tension and maintains continuity with the earlier phases of the suggestopedic cycle. Rather than functioning as background decoration, these elements constitute an integral part of the pedagogical design through which learning extends beyond immediate conscious attention.

The interaction of these two planes enables previously encountered material to be brought into active use. Content encountered during earlier phases of the suggestopedic cycle can re-emerge naturally through participation in carefully structured activities. Learning therefore unfolds gradually and without unnecessary pressure, as supported participation allows confidence, familiarity and competence to develop together. Rather than separating input from use, Type One activations create a continuous process in which participation becomes the bridge from understanding to independent performance.

Type One Activations as the Organising Principle of Suggestopedic Learning

Within the suggestopedic learning cycle, Type One activations constitute the organising principle through which learning is structured during the activation phase. Lozanov referred to this phase as elaboration, emphasising the gradual development of knowledge through active engagement (Lozanov, 2005, pp. 96–98). Contemporary Nordic suggestopedic practice has extended this understanding by distinguishing between supported and less supported forms of activation. From this perspective, Type One activations represent the supported form of elaboration, creating the pedagogical conditions through which learners progressively move from supported participation towards independent performance.

Families of Type One Activations

Type One activations take many forms, yet they are not random. Across contemporary suggestopedic practice, recurring patterns emerge in the ways participation, support and meaning are organised within the learning environment. It is therefore useful to speak of families of Type One activations. These families do not represent fixed categories or separate techniques but recurring forms of pedagogical design through which the same underlying principles are expressed in different ways.

The families presented below illustrate different ways in which pedagogical support can be embedded within the learning environment. In the examples that follow, support is distributed through language (the textbook), materials (cards) and space (the room), while the underlying pedagogical logic of scaffolded participation and suggestive design remains constant. They demonstrate how Type One activations create learning environments in which participation precedes independent performance.

Although the families differ in their outward form, they share a common pedagogical logic. Type One activations are designed so that all learners can participate successfully. They invite imagination and creativity, remain anchored in a shared text, dialogue or story world and sustain continuous communication throughout the activity. Together, these characteristics create conditions in which participation remains both accessible and meaningful while suggestion operates through repetition, variation, rhythm, aesthetics and social interaction.

Within contemporary Nordic suggestopedic practice, six broad families can be identified: those based on the textbook or a written dialogue, the room, the body, cards, objects and artefacts and game boards (Johnstone, 2026, p. 126). The present paper focuses on three of these families: the textbook, cards and the room itself as pedagogical resources. These examples illustrate how different pedagogical resources distribute support in complementary ways while preserving the same underlying principles of scaffolded participation, dual-plane learning and continuous communication.

The Textbook as the Primary Mediating Resource

Type One activations built around the textbook transform written language into shared experience. Sentences, dialogues and scenes become starting points for interaction rather than objects of isolated analysis. Vocabulary, grammatical patterns and communicative expressions remain embedded in the narrative or thematic context, allowing learners to encounter language as meaningful communication rather than as disconnected linguistic elements. The textbook therefore functions as a mediating resource, creating coherence, continuity and rich opportunities for scaffolded participation.

The long choral reading illustrates this pedagogical logic particularly clearly. Conducted on the second day, it builds upon the active and passive concert sessions by enabling learners to bring the text into their own voices for the first time in a highly supportive environment. The teacher reads each line and the group responds together in chorus, allowing every learner to participate successfully without the demands of independent production (Johnstone, 2026, p. 128). At the same time, rhythm, intonation, phrasing and expression become embodied through collective reading, while learners' familiarity with the linguistic patterns of the text continues to develop through both conscious participation and peripheral perception. Rather than serving merely as

repetition, the long choral reading establishes a shared linguistic foundation upon which subsequent Type One activations build.

Short choral readings perform a complementary function throughout the learning cycle. They frequently open or conclude later activations, reconnecting learners with the text and continually renewing the relationship between the global whole and the particular activity. Together, these forms of textbook-based activation demonstrate how a single mediating resource can support participation across both conscious and paraconscious planes while maintaining coherence throughout the learning process.

Cards as Distributed Scaffolding

Cards represent one of the most versatile mediating resources within Type One activations. They may be used independently or combined with other families, but their pedagogical significance lies in their ability to distribute support directly within the learning environment. Rather than relying solely on teacher guidance, well-designed cards embed linguistic, visual and conceptual support in the cards themselves, allowing learners to participate confidently while maintaining the flow of communication.

This makes the card family a particularly clear illustration of Type One activations as designed learning environments. A well-designed card never presents learners with an empty communicative space. Instead, it provides language, images, prompts, dialogue frames or other mediating resources that make successful participation immediately accessible. At the same time, additional vocabulary, grammatical patterns, symbols or visual details may be encountered through repeated exposure without being explicitly required for the task. In this way, the card simultaneously supports conscious participation and peripheral learning, illustrating the dual-plane organisation of suggestopedic pedagogy.

Cards also sustain continuous interaction. They circulate between learners, change hands, invite questions and generate repeated exchanges in which communication remains central while the scaffolding recedes into the background. Because much of the support is embedded in the material, learners can participate actively without the pressure of unsupported language production.

A domino-based activation illustrates this principle particularly clearly. Learners work with illustrated cards representing dishes or other elements drawn from the shared dialogue. Following the familiar logic of domino matching, each placement naturally gives rise to a short communicative exchange supported by simple dialogue frames. The structure remains predictable, while each interaction introduces new combinations of vocabulary, images and meanings (Johnstone, 2026, p. 143).

Within this format, repetition emerges naturally rather than mechanically. Learners encounter the same language through multiple speakers, contexts and combinations, allowing familiarity and confidence to develop gradually. Visual cues, narrative references and structured language frames work together to support both comprehension and expression, while the familiar game format reduces unnecessary cognitive demands and allows attention to remain focused on communication.

The card family therefore illustrates how support can be distributed throughout the learning environment rather than residing solely with the teacher. Scaffolding remains continuously

available while interaction stays dynamic, enabling learners to recognise patterns, participate successfully and gradually develop independence within an environment in which support is ever-present but rarely intrusive.

The Room as Spatial Scaffolding

A third family of Type One activations distributes support through the organisation of physical space. In these activations, the classroom is not simply the setting in which learning takes place but an active component of the pedagogical design. Posters, visual displays, objects, furniture, movement pathways and the symbolic organisation of space all contribute to the learning environment. Rather than functioning as decoration, these elements function as mediating resources that support participation across both conscious and paraconscious planes.

The room supports learning in complementary ways. First, it provides a stable field of visual, linguistic and symbolic resources that learners encounter repeatedly, often through peripheral perception. Posters, maps, illustrations and the overall aesthetic organisation of the room contribute to orientation, familiarity and recall while helping establish the suggestive atmosphere characteristic of Suggestopedia. Second, the room functions as a form of spatial scaffolding in which movement through the environment becomes part of how language and meaning are organised, experienced and remembered.

The activity *Four Corners of Time* illustrates this principle particularly clearly. Different areas of the room are associated with different tense forms, and learners move physically in response to spoken sentences. Grammar is therefore experienced not only as verbal explanation but also as spatial organisation. Learners listen, move, formulate responses and recognise recurring patterns within an environment where the room itself continually supports participation (Johnstone, 2026, p. 135). The physical environment thus becomes a mediating resource through which abstract grammatical relationships are transformed into shared experience.

This family also demonstrates that support extends beyond linguistic scaffolding. The arrangement of space, the aesthetic qualities of the room and the emotional atmosphere all influence how learners experience participation. A welcoming and meaningful environment encourages confidence, exploration and interaction while contributing to the suggestive field through which learning extends beyond immediate conscious attention. In this way, the room itself becomes an integral part of the pedagogical design that characterises Type One activations.

Families as an Analytical Framework

Understanding Type One activations in terms of families makes it possible to describe their underlying coherence without reducing them to a collection of prescribed techniques. The families reveal recurring ways in which pedagogical support can be embedded within the learning environment while leaving considerable scope for creativity, responsiveness and adaptation. Individual activations frequently combine characteristics from several families. A card-based activation may incorporate movement, while a textbook-based activation may make use of artefacts, with spatial organisation supporting both. The boundaries between families therefore remain intentionally permeable, reflecting the dynamic nature of suggestopedic practice.

What remains constant is not the outward form of the activation but the pedagogical logic that underpins it. Whether support is distributed through language, materials or space, the purpose remains the same: to create conditions in which learners can participate successfully within a carefully designed learning environment. The families therefore illustrate not different methods of teaching but different ways of organising scaffolded participation across conscious and paraconscious planes of learning.

Viewed in this way, the concept of families provides more than a descriptive classification of classroom practice. It offers an analytical framework for understanding how contemporary Suggestopedia organises learning through intentionally designed environments. Rather than focusing on the activities themselves, the framework makes visible the pedagogical principles through which participation, communication, confidence and gradual independence are systematically supported.

Design Principles of Type One Activations

The families described above illustrate how Type One activations are realised through different pedagogical resources. Despite this variation, a small number of recurring design principles can be identified. These principles are not intended as prescriptive rules but as analytical descriptions of the pedagogical conditions that enable supported participation within contemporary suggestopedic practice.

The first principle is the design of success. Type One activations are structured so that every learner can participate meaningfully from the outset. Rather than requiring independent production beyond current competence, support is continuously distributed throughout the learning environment through language, materials, interaction and teacher guidance. Participation therefore becomes possible before independence is expected, reflecting the pedagogical logic of scaffolding and the zone of proximal development.

The second principle is the cultivation of imagination. Type One activations invite learners into meaningful contexts where language and content are experienced through narrative, roles, movement, symbolic play and aesthetic framing. Imagination is therefore not an optional addition to learning but a condition that encourages exploration, emotional engagement and the construction of meaning.

A third principle is the anchoring of learning within a shared whole. Language and content are continually connected to a common text, dialogue or thematic world, allowing individual words, structures and experiences to retain their meaning within a broader context. This reflects Lozanov's principle of Global–Partial–Global, in which understanding develops through a continuous movement between the whole and its constituent parts (Lozanov 2009, pp. 59–60).

The fourth principle is the continuity of communication. Learners are invited to speak, listen, respond and interact from the very beginning of the learning process. Communication is supported rather than postponed, creating a shared social environment in which confidence, familiarity and linguistic competence develop together through participation.

Taken together, these design principles demonstrate that support is intentionally distributed across language, materials, space, interaction, and aesthetic experience, allowing participation to precede independent performance. Through this pedagogical design, learning unfolds simultaneously across conscious and paraconscious planes, enabling confidence,

communication, and understanding to develop as mutually reinforcing aspects of the same process.

Discussion

The analysis presented in this paper suggests that Type One activations are best understood not as a collection of classroom activities but as a theoretical framework for understanding how contemporary Suggestopedia organises learning through intentionally designed environments. Viewing Type One activations in this way shifts attention from the visible forms of classroom practice to the pedagogical logic that underpins them. The central question is therefore no longer what activities are used, but how learning environments are designed to support participation, communication and the gradual development of independent performance.

One important implication concerns the concept of scaffolding. Within much educational research, scaffolding is primarily understood as support provided through interaction between teacher and learner. The present analysis suggests a broader perspective. In Type One activations, support is distributed throughout the learning environment itself. Language, materials, spatial organisation, movement, aesthetic framing and patterns of social interaction all function as mediating resources that make participation possible. Scaffolding therefore becomes not only an interactional process but also a characteristic of pedagogical design.

A second implication concerns the relationship between participation and learning. Rather than treating communication as a goal that follows the acquisition of knowledge, Type One activations position communication at the centre of the learning process itself. Learners are invited to participate from the outset within environments where support is continuously available. Participation therefore becomes one of the mechanisms through which language, confidence and understanding develop, rather than simply an outcome of prior learning.

The analysis also contributes to a broader understanding of Suggestopedia itself. The concept of families demonstrates that the same pedagogical principles can be realised through different forms of classroom design. Whether support is distributed through language, materials or space, the underlying pedagogical logic remains consistent. The families therefore function not as a classification of activities but as an analytical framework for understanding how contemporary suggestopedic practice organises supported participation while preserving flexibility, creativity and responsiveness to learners.

At the same time, the analysis highlights an important pedagogical consideration. When Type One activations are separated from the broader suggestive environment in which they are embedded, they risk being reduced to isolated techniques. Activities may retain their visible structure while losing the coherence that emerges from the interaction of aesthetic design, mediated participation, social communication and dual-plane learning. Their educational significance therefore lies not in the activities themselves but in the relationships they establish within the learning environment as a whole.

The present study has focused primarily on developing a theoretical account of Type One activations by bringing together perspectives from Suggestopedia and sociocultural theories of learning. As a conceptual paper, it does not examine empirical classroom data. The proposed framework should therefore be regarded as a basis for further investigation rather than as an empirically validated model. Future research may explore how these design principles are

realised across different suggestopedic traditions and examine their relationship to participation, confidence and language development in classroom practice.

Taken together, the analysis suggests that the effectiveness of Type One activations lies not in particular classroom techniques but in the intentional design of learning environments that enable supported participation across conscious and paraconscious planes of learning. In this sense, Type One activations provide more than a description of contemporary suggestopedic practice. They offer a theoretical language through which the pedagogical logic of contemporary suggestopedic practice can be analysed, discussed and further developed.

Conclusion

This paper has sought to articulate the pedagogical logic of Type One activations and to position them within the theoretical framework of Suggestology and Suggestopedia. While widely recognised in Nordic suggestopedic practice, Type One activations have remained largely implicit in academic literature. By bringing together perspectives from Suggestopedia and sociocultural theories of learning, the paper has proposed a theoretical framework through which these activations can be understood as intentionally designed learning environments for supported participation.

The analysis has shown that Type One activations are characterised not by particular classroom activities, but by the way pedagogical support is organised. Through distributed scaffolding, shared contexts, aesthetic design and continuous communication, they create conditions in which learners are able to participate meaningfully from the outset while gradually enabling independent performance. In this way, learning develops through participation within a coherent learning environment rather than through the isolated performance of individual tasks.

The identification of recurring pedagogical families and underlying design principles has provided a language for describing how contemporary suggestopedic practice maintains coherence while remaining flexible and responsive to different learners and contexts. Rather than prescribing specific techniques, this framework makes it possible to analyse how language, materials, space, interaction and aesthetic experience work together to support learning across conscious and paraconscious planes.

More broadly, the paper suggests that the significance of Type One activations extends beyond Suggestopedia itself. By focusing attention on the intentional design of learning environments rather than on individual teaching techniques, the proposed framework contributes to wider discussions of scaffolding, participation, mediation and learning design. In this sense, Type One activations offer not only a way of understanding contemporary suggestopedic practice but also a conceptual perspective through which the relationship between support, participation and learning may be further explored.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that generative AI and AI-assisted writing technologies (including ChatGPT and Grammarly) were used to support language editing, proofreading and the improvement of clarity and readability. The author critically reviewed, revised and approved all AI-assisted suggestions and takes full responsibility for the final content of the manuscript.

The ideas, theoretical framework, pedagogical concepts, analyses, interpretations and conclusions presented in this paper are the author's own.

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Contact email: christina.johnstone13@gmail.com