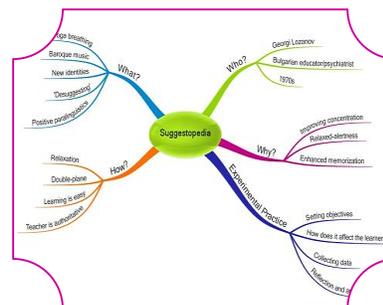## SUGGESTOPEDIA: A FRIENDLY APPROACH TO THE INCLUSIVE CLASSROOM

[1]M. Pradheeba , [2]B. William DharmaRaja and [3]S. R. Sundaravalli
[1]Research Scholar , Reg.No.18114011042029, Department of Education, Manonmaniam Sundaranar University, Tirunelveli.
[2]Professor and Head, Department of Education, Manonmaniam Sundaranar University, Tirunelveli.
[3]Assistant Professor , Department of Education, ManonmaniamSundaranar University,Tirunelveli.

ABSTRACT

Everything comes to us that belong to us if we create the capacity to receive it.
                                                                                Rabindranath Tagore

        In the present scenario, bringing joy to learning process is indeed essential for creating an active community of student, through which it's easier to improve learning process successfully and also achieve a much higher order of school satisfaction and societal happiness. Joyful learning is possible when it depends and related with pleasing life situation. It boosts up with the students level of confidence, creating interest, meaning, love, value, creativity, appreciation, fun etc. These are altogether developing the student's pursuit of excellence. But fostering excellence through equity and inclusion is important for the sustainable development in education.If the pupils with disabilities excluded separately from the main streem, it will make them more conscience about their disability and it leads them towards inferiority complex that will be a barrier towards their learning process and social integration. Inclusive education is the single most effective instrument for social and economic transformation. So inclusive education is necessary for the development of normal social adaptability, and keeping the disabled children away from discrimination against in regular schools, But in reality, many obstacles for the inclusive education from the side of the parents of the normal children who feels it as degraded and object to the system where their children are educated with the students of disabilities. Inclusive education requires ongoing support and collaboration of teachers and parents. In order for disabled children and normal children with different levels of cognitive ability and behavior to come together for learning and play, more preparation and supervision are required than the classroom only for normal children. In particular, in order for disabled children and normal children to harmonize naturally and promote social and emotional interactions, efficacy enhancement through a verity of intervention strategies and support are urgently needed.Suggestopedia, the suitable methods of "humanistic approaches" developed in 1970 by Bulgarian educator Lozanow. This paper focuses on how to deal with the relation between mental potential and learning effectively through suggestopedia, the pedagogic application;especially it is suitable method for development of teaching and learning process of inclusive classroom, in particular with teaching English as a second language. Even though the educational policy and practices are highly contrasted in different local contexts and it is in these struggle over value and purposes of education that hope lies.*

KEYWORDS: *Inclusive classroom, joyful learning, dyslexia, Suggestopedia.*

INTRODUCTION:

Suggestopedia is a teaching method which focuses on how to deal with the relationship between mental potential and teaching efficacy. The particular features and special theories implicated in this practice in language teaching area deeply. Suggestopedia is a more favourable method of teaching not only in the general classroom but also the inclusive classroom situation. In this technique of teaching that awakes or alerts the state of mind through some useful suggestions and unusual presentation styles to boost up learning. Suggestopedia and its application to the education of students with learning disabilities are highly admired. Suggestopedia enhances children with learning disability become aware of the fact or situation that

- ➢ they can learn
- ➢ For learning need not to be frustrating or need not be worrying or causing annoyance by excessive difficulty.
- ➢ They can be aided to develop their full potential.

Suggestopedia is based on the premise that many students do not learn effectively because of variety of psychological barriers. These include previous unsuccessful learning experiences, fear of failure, and feeling of inadequacy, tension and inferiority complex. As a result of such causes, they do not use full mental power that they have and the amount of capacity that they use is not more than five to ten percent of full capacity. In order to make better use of mental reserves, the limitations, there it needs to be desuggested. The aim of the method therefore is to promote positive emotions in the learners to stimulate the imaginations and to create optimum conditions for learning different techniques such as relaxations, visualization and the use of poetry, artwork, song etc. The more consecrates may think that it is a little far-fetch, but similar learner centered and multisensory techniques are already used in the treatment of dyslexia and management causes. Suggestopedia method of teaching is more friendly and suitable to the inclusive situation. It can be helpful to the slow learners too.

INCLUSIVE CLASSROOM AND SUGGESTOPEDIA METHOD

An inclusive class room is a general education class room in which students with and without disabilities learns together. It is essentially the opposite of special education classroom, where students with disabilities learning with only other students with disabilities. Inclusion secures opportunities to learn alongside their non-disabled peers in general education classroom. UNESCO (2017), rules a guide for ensuring inclusion andequity in educational system. Inclusive pedagogy is focused on including all students together and build a class room community where every child is valued (e-learning.tki.org.nz>teaching.)

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. "Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that the pedagogical strategies, we employ in the classroom reflect an understanding of social identity and development, so that we can anticipate the tensions that might occur in the classroom and be proactive about them" (Ambrose *et. al*., 2010).

Children with dyslexia, the reading disability find difficulties for existing in the present day classroom situation. Most particularly suggestopedia method enhances the students of learning disabilities like dyslexia and can improve their language learning through the features of suggestopedia as yoga relaxation, imagery, background music etc. These all work as psychotherapy. There is more number of students that is one in 10 students affected by these reading difficulty problems. Dyslexia is a type of specific learning disabilities. It is a neuron developmental disorder that affects the brains ability to receiveprocess, store and respond to information (Peterson@pennington.2012). The severity varies with each individual (Pennington, 2012).

_____
Journal for all Subjects : www.lbp.world

2

_____

Children with dyslexia have problems in recognizing alphabets, reading accurately and fluently as well as spelling despite adequate instruction, normal intelligence and intact sensory abilities (Shaywits, 2003).

THE NATURE OF THE DISABILITY

The most common definition for dyslexia used today comes from The Research Group on Developmental Dyslexia of the World Federation of Neurology. Their definition, written in 1996, states that dyslexia is, "a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity. It depends on fundamental cognitive disabilities, which are frequently constitutional in origin" (Ott, 1997). In the same year as the above mentioned definition was published, the British Dyslexia Association released the following definition of dyslexia. It includes many of the main ideas mentioned in the earlier definition but has more specifically detailed the difficulties dyslexics may have. For the purposes of this study, dyslexia will be defined as: complex neurological condition which is constitutional in origin. The symptoms may affect many areas of learning and function, and may be described as a specific difficulty in reading, spelling and written language. One or more of these areas may be affected. Numeracy, notational skills, motor function and organizational skills may also be involved. However, it is particularly related to mastering written language, although oral language may be affected to some degree. (Ott,1997).

As discussed earlier, dyslexia is a language processing disability, that is to say those who have dyslexia have a weakness in one or more areas of language such as decoding, encoding, phonological awareness, word retrieval and syntax. To be successful within a FL it, "requires the use of precisely those language skills in which dyslexics are weak in their first language" (Arries 1999). Dr. Kenneth Dinklage, researcher within the field of learning disabilities and second language learning, believes that dyslexics, due to their disability can only, "make stumbling attempts at gaining proficiency with a second language" (Ott, 1997). This being much due to the language processing problems they had within their first or native language. Professor Peter Skehan and Dr. Bernard Spolsky, along with studies by Dinklage, have found that there is a connection between foreign language difficulties and difficulties within ones native language. "Skehan believes that second or foreign language learning is the equivalent for the first language learning faculty and children who develop faster in their first language also score higher on foreign language aptitude tests" (Nijakowska, 20100). It can then be said that those children who develop slower within their first language, as found with dyslexic students, will have problems when learning a foreign language.   Other studies within the field of foreign language learning and learning disabilities have shown that if one has language problems in their native language, these problems will be carried over to the foreign language leading to an inability to learn a new language fully. This phenomenon is called the Linguistic Coding Differences Hypothesis (LCDH) by Sparks and Ganschow. LCDH has also shown that poor phonological awareness or phonological-orthographic processing, the ability to see the connection between how letters sound and how they are written, is often times the reason behind a dyslexic's inability to learn a foreign language. According to the hypothesis, even subtle language processing difficulties will, "resurface when learning a foreign language". This can explain why even students who have "overcome" (Schneider 2009), their dyslexia through the use of learning strategies may have to re-learn these skills as they embark on learning a foreign language.

NECESSITY FOR PROWESS OF READING

Reading skills are like building blocks. To learn to read well, children need the block of knowing the sounds of letters and the blocks of knowing the meaning of words (vocabulary) and group of words. To build the foundation of reading, children need effective reading instruction. For children, with language based learning disabilities, learning to read is especially difficult because they have harder time with sounds ofletters and words than peers. These, slowly grow as the inferiority complex in them through which the children fails to cope up with non-disabled students; most importantly it affects the academic achievements of the students.

_____

_____

The students acquired with psychological barriers like fear of failure, feeling of inadequacy, tension, and so on. To make the students come out from all such mental reserves or blocks, Desuggestopediaworkson. Thus, the aim of the suggestopedia method is to promote positive emotions to the learner; to simulate the imagination and create the optimum condition for learning run through relaxation, visualization and the use of poetry, artwork and back ground music etc. Jonathan F. Arries, from the Department of Modern Languages and Literatures College of William and Mary Williamsburg, outlines in his article "Learning Disabilities and Foreign Languages: A Curriculum Approach to the Design of Inclusive Courses" some commonly known theories and methods used when working with dyslexic students. The theories are many and just which one is the most successful is difficult to say. Some believe that dyslexic students work best by combining language studies with physical movement, music or art as seen in the Suggestopedia approach or the Total Physical Response (TPR) approach by Dr. James J. Asher. Others feel that by using a "whole language" approach with dyslexic students, they are not given the needed instruction explaining the phonetics and grammar of the FL. A. Mabbott, professor within second language acquisition, felt it was imperative to not focus so much attention on the grammar of a language but to instead use a, "communicative approach" (Arries, 1999), where the dyslexic student was asked to practice for speakingmorethan writing or reading. This theory is based on Krashen and Terrell's earlier studies on language acquisition where it is believed that, "an ambitious grammar based syllabus may actually impede acquisition" (Aries 1999). Acquisition in this case being distinct from learning since it is based more on the subconscious acquiring of language than the conscious process of learning grammatical rules.

PRINCIPLES OF SUGGESTOPEDIA

Being one of the humanistic approaches, Suggestopedia is a specific learning method derived from, which Lozanov describes as a "...science...concerned with the systematic study of the non-rational and/or no conscious influences" that human beings are constantly responding to (Stevick, 1976). Concerning the effect of Suggestopedia, Lozanov declares that memorisation in learning through Suggestopedia would be accelerated by up to 25 times over that in conventional learning methods. In Lozanov's view, the reason for pupil's inefficiency is due to some psychological barriers of learning such as the fear of being unable to perform, the feeling of in adequacy, or stress should be removed, or it would be the reason for the student's failure, as a result of the fact that the students do not use the full mental power that they have and the amount of capacity that they are using is not more than five to ten percent of their full capacity. In order to make better use of our mental reserves, the limitations are needed to be "desuggested" (Lasen, 1986).

According to Krashen, in second language acquisition, the only way to acquire is to provide comprehensible input. However, "language acquirers may have a mental block that prevents input from reaching the Language Acquisition Device. An important part of language teaching involves lowering or weakening this block, termed the" (Krashen, 1989s). In this sense, Suggestopedia is just such a teaching method that intends to lower Affective Filter to help learners obtain comprehensible input. Psychologically speaking, Suggestopedia relates a range of theories that intend to describe how attentiveness is manipulated to optimise learning and recall. Within different mental states from sleeping state to anxious state of mind, Lozanov believes that most learning takes place in a relaxed but focused state. This state might be called aware-alert state, and it is claimed that this will lead to "super learning" (Brown 1994). Lozanov acknowledges ties in tradition to yoga and Soviet psychology. From raja-yoga, Lozanov has borrowed and modified techniques for altering stages of consciousness and concentration, and the use of rhythmic breathing. From Soviet psychology, he has taken the notion that all students can be taught a given subject matter at the same level of skill (Richards & Rogers, 1998).

How does suggest opedia classroom differ more from the traditional classroom?

As a particular teaching method, Suggestopedia provides some valuable insights in teaching practice, which are also the advantages of it:

_____

➤ Suggestopedia classes take place in an informal setting with the students sitting in easy chairs around their teacher.

➤ On the walls of the classroom are travel posters, and list of vocabulary items or grammatical structures.

➤ It intended to promote positive feeling towards the students and to encourageperipheral or (unconscious) learning.

➤ For the new students one of the first activities will be assume a new identity for the duration of the course. The intension here is for students to forget their own persona (and the negative emotions which may accompany it)and become someone else. This may make them feel less in habited.

➤ Students are then introduced to a lengthy dialogue which is presented in both written and spoken form. Studentstypically follow the dialogue in the target language with the translation, while learning to their teacher. She/ he modules his /her voice according to the rhythm and pitch of the back ground music. This first reading flowed by the second concert, where it listens again to the eyes closed and the classical music played again in the background. Students are encouraged to become positive and relaxed. Later in the evening and early next day, learner will re-read the dialogue to themselves in preparation for the follow-up activities. These take the form of dramatic reading, role play and reputation work. Students are encouraged to use the new language creatively by games and songs.

SUGGESTOPEDIA: TOTAL PHYSICAL RESPONSE (TPR METHOD)

Memorization is easily possible in this method. It is. It is a good tool for building vocabulary. It can facilitate students with meaning in real context. It does not require a great deal of preparation, so it helps the students immediately understand the target language. TPR works well in the inclusiveclassroom of mixed ability and tends to help the learners and achieve fluency faster in learning language. It benefits the struggling students andcreates positive thinking. Arm chairs or easy chairs to be provided for the student are comfortable seating. Comfortable light for everything is bright and colorful; a poster, music etc., and also the teachers speaks confidently; the teacher leads the class in various activities involving he dialogue for example, question and answer, repletion and formulations. The teacher should integrate indirect positive suggestion.

CONCLUSION

Suggestopedia is a pedagogical learning system that combines knowledge of medicine, psychology and pedagogy. Suggestopedia is a system for efficient learning that stimulates simultaneously intellectual activity emotions and physical activity emotions and physical conditions of the person in a positive and spontaneous way, without stress, strain or fatigue, through mental relaxation and by using art. The law of harmony in the universe, which every suggestopedia process must be subjected to harmony, is a major in teaching and learning this isagreat tutorial for short period of time. The relationship between parts and the whole are in the golden proportion in the suggestopedia communication process. Learning ability is improved when process of learning cleverly finds the right balance between rhythms, intonationsand emotional stimuli etc. Classical art and aesthetics are used in suggestopedia as particularly effective mediators of non-manipulative communicative suggestion; the reason lies in their ability to limit countless non-specific stimuli that nature the abundance of peripheral perceptions, imperceptible to consciousness. Thus suggestopedia paved the way for joyful learning atmosphere for the inclusive classroom and as being helpful for dyslexic ,the reading disabled students friendly for acquiring a maximized input, and be used for students support must be consist of simple and positive that all learning process is joyful and pleasurable.

REFERENCES

Arries, J.F. (1999). Learning Disabilities and Foreign Languages: A Curriculum Approach to the Design of Inclusive Courses. Modern Language Journal, v83 n1 p98-110. Virginia: Department of Modern Languages and Literatures.

_____
Journal for all Subjects : www.lbp.world

5

_____

Alexander, L. (1982). Some preliminary experiments with SALT techniques: music and exercise, paired-words and narrative word-types and meaning checks. *Journal of the Society for Accelerated Learning & Teaching*, *7*(1), 41-47.

Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010).*How learning works: Seven research-based principles for smart teaching.* San Francisco, CA: Jossey Bass.

Bancroft, W. J. (1976). Suggestology and suggestopedia: the theory of the Lozanov Method. *Journal of Suggestive-Accelerative Learning & Teaching*, *1*(3), 187-216.

Mel Gill.Suggestology: The Love of Learning: A Biography of Dr. GeorgiLozanov (2013)

http://suggestlogy .org

http://dr.lozanov.con/bg/dg 1.htm

Krashen, S. D. (1987). *Principles and practice in second language acquisition.* UK: Prentice-Hall International English Language Teaching.

Krashen, S. D., &Terrel, T. (1983). *The Natural approach: Language acquisition in the classroom.* Oxford: Pergamon.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching.* Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nd. ed.).* Oxford: Oxford University Press.

Lozanov, G. (1978). *Suggestology and suggetopedy.*Retrieved Jan. 25, 2006 from http://lozanov.hit.bg/

Nijakowska, J. (2010). Dyslexia in the foreign language classroom: Second Language Acquisition article: dyslexia and foreign language learning. Multilingual Matters. Available online:

http://books.google.com/booksid=XP4AisbhYeoC&pg=PR10&dq=Dyslexia+in+the+foreign+langu age+classroom:+Second+Language+Acquisition+article:+dyslexia+and+foreign+language+learning&h l=en&ei=ormlTv7pMqj54QS8v7nQBA&sa=X&oi=book_result&ct=result&resnum=1&ved=0 CC0Q6AEwAA#v=onepage&q&f=falsebooks.google.com (15.10.2011)

Ott, Philomena. (1997). How to Detect and Manage Dyslexia – A Reference and Resource Manual. Portsmouth: Oxford Blantyre

.Racle, G. (1976). The key principles of suggestopedia. *Journal of Suggestive-Accelerative Learning & Teaching*, 1(3), 149-160.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd.. ed.). Cambridge: Cambridge University Press.

Schneider, E. (2009). Dyslexia and foreign language learning.The Routledge Companion to Dyslexia. NY: Routledge.

*"Suggestopedia."Principles and methodology.*Retrieved Jan. 30, 2006 from http://www.englishraven.com/method_suggest.

Snowling, M.J. (2006). Language skills and learning to read: the dyslexia spectrum. The Practitioner`s Handbook: Dyslexia Speech and Language 2nd Edition. West Sussex: Whurr Publishers

_____