



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

LEARNING ENGLISH THROUGH SUGGESTOPEDIA: A TASK BASED STUDY IN ANNAMAYYA DISTRICT, ANDHRA PRADESH.

¹G.Sujatha, ²Dr.G.Chenna Reddy

¹Lecturer in English, Sri Gnanambika Degree College, Madanapalli, Andhra Pradesh, India-517325,

²Associate Professor of English, Mohan Babu University, Sree Saibath Nagar, Tirupati-517102,

Abstract: Language learning is an art and it requires an interest, passion and patience and also depends on physical surroundings and atmosphere around. So, students find it easy to learn; when, created the right environment and using the appropriate method of teaching the language. Teachers generally teach language using deductive method, inductive method, communicative method, natural method, direct method, grammar translation method, suggestopedia, etc. Among all, Suggestopedia is a difficult method for teachers to arrange all things; but it helps students to learn foreign language easily through positive suggestions at each stage. Therefore, students learn three times faster than the normal circumstances. This would be studied using the qualitative research methods for understanding the creation of environment for learning and support provided to students in learning foreign language by following the stages of suggestopedia. The data would be collected from students studying 9th grade in schools run by Government and Private Institutions situated in Madanapalle – a medium town in Annamayya District of Andhra Pradesh.

Index Terms - Learning English, Atmosphere, Suggestopedia, Positive Suggestions and Analysis.

I. INTRODUCTION

Suggestopedia is a combination of recommendation and instructional method utilized as a strategy for instructing English as a outside dialect. Writing uncovers that suggestopedia was to begin with created in 1970 by Bulgarian Therapist Georgi Lozanov and UNESCO certified Suggestopedia as dialect learning procedure for second-language speakers.

Suggestopedia is being received by state syllabus schools in educating English. The content of text-books is in bilingual i.e., English taken after by Telugu interpretation. The National Instruction Approach (NEP) 2020 emphasize the learner centric approaches; hence, instructors play a significant part in execution of NEP – 2020 by making learning environment and positive air and utilize visual, sound, much, dramatization, etc.; so that, understudies discover the classroom more intrigued.

II.OBJECTIVE:

The most commonly objective is to get it the degree of adaption of suggestopedia in teaching of English and capture the recognition of students in learning English through suggestopedia. The particular destinations are:

- To get it the endeavors being put by schools for Teaching English within the classroom.
- To capture the discernments of students in learning English as a remote dialect within the school premises.
- To highlight the opportunities for moving forward the instructing and learning English within the school premises.

Suggestopedia may be an instructing strategy which is based on a present day understanding of how the human brain works and how we learn most successfully. It was created by the Bulgarian specialist and psychotherapist Georgi Lozanov. The term “suggestopedia”, determined from recommendation and instructional method, is regularly utilized freely to allude to comparable quickened learning approaches. In any case, Lozanov saves the title entirely for his claim strategy, and he has his possess preparing and certification offices. Suggestopedia was initially connected primarily in remote dialect educating, and it is regularly claimed that it can educate dialect roughly three times as rapidly as routine strategies.

George based this strategy on a few disciplines such as yoga, classical music, parapsychology and autogenic treatment, which he said may increment the pace of learning 5 to 50 times the regular rate. Through preparing with uncommon methods, it is conceivable for understudies to create their super recollections and be able to memorize a bigger amount of language fabric in an awfully brief time. In fact, numerous specialists have conducted investigate on this suggestopedia, but still more dialect teacher's utilize the address strategy in educating language to their understudies. The address strategy is considered a straightforward strategy and there are not numerous rules, the instructor as it were should clarify the hypothesis and the understudies are sufficient to be great audience members. The address strategy really makes the interaction between instructor and understudy exceptionally small, that's why it is vital to create dialect instructing strategies for dialect learners.

Lozanov famous the similitude of entrancing and recommendation and concluded that there was a contrast between a state of trance and the method of recommendation which happens in all of the conditions of human presence. Supernatural Contemplation and daydream trips both utilize unwinding as does the suggestopedic handle. The scope of this research has been restricted to Suggestopedia and its application to the classroom in America but I apply the same to Annamayya District classroom in Andhra Pradesh.

This suggestopedia strategy can be a savior as well as an elective for individuals who think that dialect learning is troublesome, complicated, boring and uninteresting. From the comes about of investigate conducted on junior tall school understudies in one of the schools in Gunung Kidul, it was expressed that 50% of understudies thought that tuning in abilities were the foremost troublesome abilities in English compared to composing, perusing, and talking. Indeed in spite of the fact that by applying the suggestopedia strategy, learning English can be exhausted a way that's less demanding to understand. This is often since understudies are not coordinated to memorize lexicon and after that articulate them, but understudies are coordinated to communication activities.

As portrayed by Lozanov himself, in his article entitled Suggestology and Suggestopedy which was distributed (Blair, 1982:146 159), and which is taken in quintessence in this book, the suggestopedia is based on three suspicions, to be specific:

- a) learning that includes the work of cognizant and intuitive human capacities,
- b) understudies are able to memorize speedier than with other strategies,
- c) the educating and learning handle can be hampered by a few variables, specifically;
- d) common standards and limitations of the winning imperatives in society,
- e) less agreeable and loose environment is truant or missing in dialect educating, and the quality of the quality or potential potential in understudies that the educator does not / are not utilized to.

As Lozanov pointed out in Bancroft, 2005:16-55, the reason of the Suggestopedia strategy was made to free students' minds from built up negative suspicions (Lozanov in Bancroft, 2005:16-55). The negative suspicion alluded to by Lozanov is the presumption that learning remote dialects, particularly English, could be a troublesome, boring and uninteresting thing. Hence Lozanov made this suggestopedia learning strategy. Agreeing to Bancroft in Tarigan (2009), there are 5 essential components within the suggestopedia strategy, specifically:

1.Specialist, specifically the existence of a kind of instructor whose capacities can be trusted to form understudies accepts and accept in themselves (self certainty).

2.Infantilization, where understudies appear like children who get specialist from the educator.

Bushman (1176: 26) clarifies that learning like children discharges understudies from the confines of more instinctive learning.

3.Dual communication, specifically verbal and non-verbal communication within the shape of support from the state of the room and identity of the teacher.

4.Rhythm: The lessons are gone with by rhythm, to make a comfortable internal air and invigorate the correct brain to be dynamic.

5. Pseudo-passive state, in this component the understudies are truly loose, but do not rest whereas tuning in to classical music.

III.THE SUGGESTOPEDIA LEARNING METHOD CAN BE APPLIED IN A NUMBER OF WAYS:

- a) Classroom Set-Up: When delivering material, teachers can employ role-playing to encourage students to be more engaged and participate in all class activities.
- b) The classroom should be well-organized, clean, and comfortable for students to learn in.
- c) The technique of peripheral learning is one that uses electronic media to facilitate learning. For instance, when teaching English, the instructor can show the class a video he has already produced.
- d) First Concert: Students in elementary school benefit greatly from learning strategies like these. because this method often resembles learning while having fun.
- e) The teacher uses the approach of positive suggestion, which involves suggesting to the students that learning languages is enjoyable and not tedious. Teachers who employ this method typically have a catchphrase that they say to their pupils every day in an effort to help them remember it and make learning a language enjoyable.
- f) The Second Performance
- g) Visualization: This method, which uses visual aids like pictures to teach language, focuses on vision.
- h) The initial activation
- i) Select a New Persona
- j) Activation of Secondary

IV.HOW TO TEACH USING THE SUGGESTOPEDIA METHOD?

- 1) When implementing this learning style, classrooms are set up differently from regular classes (using dim light). The seats that students occupy are arranged in a semicircle. On the wall or chalkboard are a number of posters pertaining to educational resources.
- 2) The instructor introduces themselves in the mother tongue (also known as the first language or first language; for instance, in South Kalimantan, the Banjar Language is used).
- 3) The instructor then persuades the pupils that learning will occur organically and they don't need to make an effort.
- 4) After playing some classical music, the instructor instructs the class to take a deep breath and relax.
- 5) In addition, the instructor encourages pupils to visualize the subject matter they are studying. Upon opening their eyes, they play a role.
- 6) The instructor then reads while playing music.
- 7) There is no homework assigned by the teacher.

V.RESEARCH METHODOLOGY

The exploratory nature of this kind of experimental study is to determine whether the independent variable influences the dependent variable. The dependent variable outcomes of two subject groups were compared in the study, with one group receiving the independent variable. Experimental research is manipulation-based study that seeks to ascertain how manipulation affects the observed behavior of an individual (Latipun, 2010: 8).

The group is subjected to manipulation through specific acts, and the results are then observed. The purpose of this experiment was to ascertain the impact of a therapy that the researcher purposefully administered. In this study, the Suggestopedia method was used to manipulate the learning activities. The effects were observed after the Suggestopedia was used to execute the learning method, and the assessment was done both before and after learning.

VI.AREA OF STUDY

This study set out to determine the efficacy of using the suggestopedia teaching approach in the classroom. Everything pertaining to suggestopedia will be covered in class, including technique and step-by-step instructions. For this reason, elementary school pupils participated in this study.

Suggestopedia receives a carefully structure approach, utilizing four fundamental stages as takes after:

1. **Presentation**: a preliminary organize in which understudies are made a difference to unwind and move into a positive outline of intellect, with the feeling that the learning is progressing to be simple and fun.
2. **First concert** – “*active concert*”: this includes the dynamic introduction of the fabric to be learnt. For illustration, in a outside dialect course there can be the emotional perusing of a chunk of content, went with by classical music.
3. **Second concert** – “*passive review*”: the students are presently welcomed to unwind and tune in to a few ornate music, with the content being examined exceptionally discreetly within the foundation. The music is

extraordinarily chosen to bring the understudies into the ideal mental state for the easy securing of the fabric.

4. **Practice:** the use of a variety of diverse games, puzzles, riddles, etc. to appraise and strengthen the learning.

VII.Theory of Language:

Lozanov expect that the as it were major etymological issues within the dialect classroom are memorization and integration. In the event that the understudies keep in mind the words and designs of the dialect and coordinated them into their identities, they have obtained the dialect and the educator has done all that has to be done. The accentuation on memorization of lexicon sets a target dialect thing and its local interpretation recommends a view of language in which lexis is central and lexical interpretation instead of contextualization is focused.

Lozanov also emphasizes the significance of encountering dialect fabric in “whole significant texts” and notes that the suggestopedia course coordinates “the understudy not to lexicon memorization and securing propensities of discourse, but to acts of communication”. Lozanov alludes most frequently to the dialect to be learnt as “the material”.

To study in Annamayya District, I visited five colleges and asked the below questions. The questions are meant for the teachers who are teaching in various colleges at under graduation level.

Questionnaire for Teacher

- | | |
|---|---------|
| 1. Are you aware of suggestopedia method of teaching English? | Yes/ No |
| 2. Do you use suggestopedia approach in your daily teaching | Yes/ No |
| 3. Which are the four stages of suggestopedia approach | |
| a. Presentation stage | Yes/ No |
| b. Concert Session | Yes/ No |
| c. Elaboration Stage | Yes/ No |
| d. Practice Stage | Yes/ No |
| 4. Is the duration of English class is sufficient? | Yes/ No |
| 5. Do you have enough English classes in a week? | Yes/ No |
| 6. Do you have English class every day? | Yes/ No |
| 7. Do you deal with the text of English text book in the classroom? | Yes/ No |
| 8. Do you try to improve the speaking skills of students in the classroom as well in the school premises? | Yes/ No |
| 9. Do you improve the writing skills of students in the classroom? | Yes/ No |
| 10.Do you have a categorization mechanism based on performance of students in English subject? | Yes/ No |
| 11.Do you bridge the gap between the slow and advanced learners of English language? | Yes/ No |
| 12.Do you have remedial classes to students for improving the English language? | Yes/No |
| 13. Do you encourage students to perform better in English? | Yes/ No |

Having considered the answers provided by the teachers in various colleges, it is understood that 90% of teachers adapted said yes and adopted Suggestopedia. Only 10% partially said no, even though they adapted Suggestopedia. The Suggestopedia seems positive in case of adult students.

VIII.CONCLUSION

Teachers, who are the real practitioners, play a vital role in raising the quality standards. The effectiveness of the teacher and his or her capacity to manage different teaching and learning tactics are the primary factors that determine the eventual success of any classroom learning. The crucial connection between the material and the pupils is made by the teacher. A class teacher frequently encounters common circumstances that disturb their mental health and impede the seamless operation of school or college transactions.

Therefore, the behavior of the teacher, the performance of the students, or the classroom environment all has an impact on the overall classroom transaction. Regardless of the subject taught at the college level, every instructor encounters some issues during class interactions. It is crucial for any educator to understand the typical issues that arise in the classroom so that they can use creative solutions. Teachers must embrace innovative teaching approaches, methods, and strategies in order to stay up to date with the latest trends and technologies. This will help them achieve better outcomes.

IX.ACKNOWLEDGMENT

I am extremely appreciative of my friend and contemporar, Dr. P. Pradeep whose steadfast assistance helped a lot in getting this research published. He provided excellent technical and moral support in helping to construct this research article. For their support, I am also appreciative of my friends, family, and coworkers as well.

REFERENCES

- [1] B, C. (n.d.), Suggestopedia: Pendekatan Pengajaran Bahasa Kedua Yang Bersifat Humanistik,14. E, A. (2016).
- [2] Desuggestopedia in Language Learning, Excellence in Education Journal, 10.
- [3] E, A. (n.d.), The Effects of Suggestopedia in increasing foreign language achievement, 73.
- [4] K, R. (2011). Suggestopedia: How Does It Accelerate Language Learning, 7.
- [5] Kami, C. K. (2016, may), Metode Mengajar Suggestopedia. Retrieved February 17, 2021, from <https://sebuahcatatankecilkami.blogspot.com/2016/05/metode-mengajar-suggestopedia.html>
- [6] M, A. (2015), Measuring the effectiveness of Suggestopedia method in EFL writing class.
- [7] N, S., & P, M. (2019), Penerapan Metode Suggestopedia dalam Pengajaran Bahasa, El-ibtikar, 20.
- [8] R, D. (n.d.), The Effect of Suggestopedia Learning Method on Descriptions Writing Skills of Fourth Grade Elementary Pupils, 2016.
- [9] R, K. (2015), Penggunaan Metode Suggestopedia Dengan Musik Klasik Terhadap Minat Belajar Bahasa Inggris, Pedagogik Jurnal Pendidikan , 10.
- [10] Setiawati (2018), The influence of Collaborative Suggestopedia Method and Audio Visual Media towards Students' speaking ability, Proceedings of the Sixth International Conference on English Language and Teaching, 12.

