CHAPTER-IV

SUPER LEARNING TECHNIQUE OF LEARNING ENGLISH- THE INTERVENTION STRATEGY

4.1 Importance of English Language in the Present set up.

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SUPER LEARNING TECHNIQUE OF LEARNING ENGLISH – THE INTERVENTION STRATEGY

4.1. IMPORTANCE OF ENGLISH LANGUAGE IN THE PRESENT SET UP.

Man is regarded as the best creation of God. Man’s basic instinct is to express himself. We communicate to express ourselves and to respond to situations. Language is the main vehicle of communication and understanding. As Marjorie Boulton puts it: “Man is the only creature that uses words intentionally and habitually”. Man’s thought and language are interrelated. They affect and mould each other. According to Aristotle, words come logically and psychologically in a natural order of progression, which begins with the objects of the real world. Communication is a matter of both choice and response. The revolution in the field of information and technology has necessiated modern man to communicate in an international language. In the present scenario, English has acquired great importance. India having been a colony of Great Britain for nearly three centuries, has accepted English as a second language in the syllabus from the lowest level to the highest level.

During the pre-independence period English played a very vital role in Indian national and social life. It was the language of the administration, a compulsory subject at the school and college and a medium of instruction for some subject at the school and for all subjects at the university level. It opened the doors of employment and a person who did not know English was not considered educated in the true sense of the world. A knowledge of English was a must to climb the social ladder. Speaking English became a fashion, if not a craze.

Although English continued to be used in education and administration even after the attainment of our independence its status in India has suffered a decline. There has been a strong feeling that the local languages must be used progressively as the medium of instruction and in administration. Various Education Commissions appointed by the Government of India have recommended the progressive switch over to the mother tongue media. This does not mean throwing away English all of a sudden. It is sure that the status of English has suffered a decline. But the importance of English for Indian students can not be ignored. Although English is a vestige of foreign rule, it should not be wiped out. By ignoring this language no nation, western or eastern, will prosper. Therefore, there is perhaps in the present world no better means of such communication as English. The importance of English for Indian students should be realized. At present much emphasis is given to English language due to the following reasons:

1. English as an international language.
2. English as a window on the world.
3. English as a library language.
4. English as a link language.
5. English as a language of science and technology.
6. English as a language of culture and civilization.
7. English as a language of trade, commerce, industry and administration.
8. English as a rich and beautiful language.
9. English is a successful passport for employment.
10. English has a recreational importance.
11. English as a medium of instruction.
12. English as a language of unity of humanity.
13. Greatmen of the world are product of English language.
14. It is the language of UNO.
15. English is the key to the store house of knowledge.
16. English as an agency for the international understanding and world peace.
17. English become the language of the masses in India.
18. It has a great literature.
19. In our country it is used as a court language.
20. It is used as an associate official language.
21. It is used as a language of Higher Education.
22. It is necessary for medical science.
23. It is a medium for higher study in all levels like colleges and universities for science, technology, research and all other faculties.
24. It is helpful for communication & correspondence.
25. It is used for reading, writing, speaking and understanding. A knowledge of English will make a person citizen of the world.
26. It is a gate way of knowledge in the world.
27. The study of English offers opportunities for leadership.

4.2 AIMS AND OBJECTIVES OF TEACHING ENGLISH

Before we start teaching any subject we should first state our aims and objectives clearly. A teacher can’t hope to achieve anything without a preconceived aim. It shows him the right track. Teaching without a preconceived objective will be like the journey of a passenger who does not know where he wants to go. Therefore, we are required to fix up our ‘destination’ first. Similarly before proceeding of English teaching, a teacher should have fully acquainted with its aims and objectives.

AIMS:

Aim is a conscious purpose which one keeps in mind before doing any activity. For our general convenience we may divide the aims of teaching English under two important categories, such as general aims and specific aims.
(a) General Aims:

The general aims are common to all the lessons and achieved on long term basis at the end of schooling and help in the pursuit of higher studies. There are four general aims.

1. To enable the pupil to understand English when spoken.
2. To enable him to speak English.
3. To enable him to read English.
4. To enable him to write English.

These aims correspond to the four general skills or abilities, viz. listening, speaking, reading and writing. Listening and reading are passive or receptive skills whereas speaking and writing are active or productive skills.

These aims may also be classified as those of ‘reception’ and ‘expression’ Reception involves understanding spoken and written English. Expression involves speaking and writing English.

As compared with the active command of a language, the passive command

(a) is far simpler to acquire;
(b) calls for considerably less expenditure of time and energy;
(c) is within the capacity of even the weakest pupils;
(d) allows for a greater range of vocabulary and language forms;

When the above mentioned language abilities are developed we can say that the pupil has learnt the language.

(b) Specific Aims:

Besides the general aims of teaching English, the teacher of English language should have a clear and definite aim for each lesson. The specific aims are specific to particular lessons. Thus the specific aims may vary from
lesson to lesson. These aims are so planned that they can be achieved at the end of a lesson.

So instead of general aims of teaching English, the teachers of English language should have clear and definite aims for each lesson. If the teacher does not know the specific aims and remain satisfied with general aims, he can’t make his lesson successful and effective. So before going to teach every lesson the teacher should decide the specific aims. It will help him to make his lesson clear and meaningful to the pupils.

The specific aims of teaching English are as follows:

1) To help for effective planning of the lesson.
2) To focus and simplify the preparation.
3) To help the teacher to develop the language abilities among the students.
4) To help the students to learn the pronunciation of words, grammatical uses in the sentence, different structures and other rules of English literature.
5) To give clarity for better understanding.
6) To give focus for concentration.
7) To give precision for more firmly established progress.

Besides the general and specific aims of teaching English there are certain linguistic, literary and cultural aims of teaching English.

(c) Linguistic Aim:

The study of every language has four important aspects, viz. the semantic aspect, the phonetic aspect, the graphic aspect, the phonetic-cum-graphic aspect.

The semantic aspect deals with the understanding of the meaning of the words and their relationship in a sentence. It is related to comprehension.

The phonetic aspect deals with the spelling and pronunciation. It is the sound aspect.

The graphic aspect, which is the writing aspect, deals with the written form of the language.

The phonetic-cum-graphic aspect means the reading aspect of the language.

So the teacher of English is to train the learning, speaking, writing and reading objective of the pupils. It is known as the linguistic aim of teaching English.

(d) Literary Aim:

- To enable the pupils to understand English as a literature.
- To understand the meaning when spoken.
- To speak the language fluently.
- To write the language correctly.
- To read the written form of English or to give pupils test for reading English.
• To help the pupils to appreciate beauty of expression, style and ideas.
• To develop interest in English.

(e) Cultural Aim:
• English language aims at introducing the foreign culture and civilization to us.
• Through this language we can share the wisdom of the west and also their intellectual and spiritual heritage.
• Through English our national consciousness aroused by the writings of eminent writers.
• Modern Indian literature has been greatly influenced by English literature.
• It helps for communication.

OBJECTIVES:
Each and every subject has its own aims and objectives. English as a subject has its own aims and objectives. Before we start teaching any subject, we should first state our objectives clearly. The objectives of teaching English are divided as general and specific.

(a) General Objectives:
The general objectives of teaching English are:-
❖ to develop the listening ability of the students,
❖ to develop the speaking ability of the students,
❖ to develop the reading ability of the students,
❖ to develop the writing ability of the students,

(b) Specific Objectives:
The specific objectives of teaching English is determined on the basis of class, age, group, type of lesson like prose, poetry, drama, non-detailed study, translation, etc. The most important one for the teacher is to express the objectives of the lesson in terms of behavioural changes or pupils behaviour. To attain the specific objectives the teacher has to concentrate on the teaching learning process. Some examples of writing of specific objectives in a prose lesson in terms of pupil behaviour can be mentioned as-

(a) The pupil understands and uses structures, words, phrases, idioms, etc. contained in the lesson.
(b) The pupil reads the passage with proper stress, style, intonation etc.
(c) He understands the ideas given in the passage and uses the ideas in writing sentences, answers, paragraphs, etc.
(d) The pupil applies the vocabulary items learned in the lesson while communicative ways in speaking and writing.
General Objectives of Teaching English at the Secondary Level:

- To develop both reception skill and expression skill.
- To help the pupils for proper pronunciation, growth of vocabulary, use of grammar and structures etc.
- To enable the students to understand spoken English.
- To enable the students to speak English intelligently.
- To enable them to read it with understanding.
- To enable them to write it comprehensively.
- To enable them to translate English into other language, and other language into English.
- To give the pupils a stock of information about the structure of the linguistic sound system, the process of building up words and the ways of building up sentence from words.

Specific Objectives of Teaching English at the Secondary Level (Class – IX and X):

The NCERT has recommended some specific objectives of teaching English for secondary level. At secondary level comprehension of written and spoken English is highlighted as English will eventually be used as a vehicle for the acquisition of information. The objectives are:

1. The student develops the ability to understand English spoken at normal conversation speed. It includes:
   - understanding the meaning of words, phrases and sentences in connected speech introduced at the secondary stage.
   - understanding questions, comments, descriptions and following directions given orally.
   - following the sequence of ideas expressed or events narrated, grasping the substance and central ideas of what is spoken.

Content specification: Conversation, dialogue, narrations, stories, passages read aloud, etc.

2. The Student develops the ability to speak English intelligibly. It includes:
   - speaking English intelligibly using correct educated “Indian English” speech sounds, word stress, sentence stress and intonation patterns.
   - using appropriate vocabulary and structures to convey meaning while making statements, asking questions, instructions etc.
   - putting ideas in a proper sequence.
   - evoking required responses in his listeners.

Content specifications: The student exchanges conventional greetings, asks and answers questions, reports events, makes requests, gives direction, narrates stories etc. and participates in language games. These will be controlled by the prescribed range of vocabulary and structures and by the experience to which the learner has been exposed.
3. The student develops the ability to read English with ease and comprehension. It includes:

- grasping the meaning of words, phrases and sentences from the context.
- following the sequence of ideas, facts etc.
- locating significant details.
- acquiring a reasonable speed in reading silently with comprehension.
- interpreting ideas, events, actions, etc. and identifies relationships between ideas, events, facts, etc.
- acquiring the ability to use a suitable dictionary.
- drawing inferences based on his experience and ability.
- comprehending materials falling outside the text.

**Content specification**: Further training in silent reading of prescribed texts and other materials written to similar specifications; use of dictionary.

4. The student develops the ability to write English correctly. It includes:

- acquiring correct writing habits, writing legibly and neatly using correct punctuation mark a capital letters.
- spelling words correctly.
- using appropriate vocabulary and structural items as specified in the syllabus.
- expressing himself clearly and preventing ideas and experiences coherently.
- organizing ideas into paragraphs.
- displaying imagination in writing semi-controlled composition like stories, events, process of making tea, playing cricket, etc.

**Content specification**: Drills and exercises in grammatical patterns, dictation of short passages, writing pieces of semi-controlled composition like narrating and completing stories, reporting speech, writing letters, personal informational invitations, applications, replying to advertisements for jobs, etc.

5. The student develops the ability to enjoy simple poems. It includes:

- reading poems with proper rhythm and intonation.
- enjoying reading poems aloud.
- grasping the theme of the poem.
- memorising interested lines.

**Content specification**: Reading short and simple poems (about 10 to 15 poems not exceeding 250 lines. The thematic content of the poems should preferably be relevant to the environment of the students.

6. The student develops interest in library reading and listening. It includes:

- reading widely own simplified and adopted materials and children's magazines.
- listening to radio broadcasts, watching television programmes and films in English.
Content specification: Newspapers, children’s magazines, simplified books, different audio visual media, etc.

Every teacher should know the general and specific objectives of teaching English before going to the class. A child can learn his own mother tongue or national language without the help of anybody else. But he can’t learn the foreign language easily. So, the teacher of English has to be more clear in his objectives of teaching English.

4.3 LEARNING ENGLISH: PROBLEMS AND PROSPECTS

A well-designed curriculum and setting of comprehensive instructional objectives would of no use if the methods used will not expose students in perusing them. Method forms the most important link in the total teaching learning chain (Kochhar, 1984). “Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers” (Secondary Education Commission, 1956). In this connection, recognizing the best method of teaching English from among several methods needs profound experience, sharp intelligence and strong attitude of a good English teacher. He/She should identify the best method through recognizing its various characteristics such as capacity to arouse large range of interest in the mind of students; to inculcate proper values, attitudes and interests among students; to make learning of English interesting, purposeful, real and concrete; to stimulate desire of further learning among students and overall to fulfill all the aims and objectives of English subject. It needs saturated psycho-pedagogical skills to select a most profitable method out of several methods of teaching English. Therefore, it is imperative that an effective English teacher needs to be well conversant with all methods so that he will use the best suitable one considering the ability, age, class and attitude of students and the nature of the topic.

But, the review of the research studies revealed that teaching English in our state is in an embarrassing situation. At present, many of our school lack adequate audio-visual aids and qualified English teachers. Besides these, our teachers those are transacting English syllabus are less-qualified, ill-equipped and lack the required attitude and aptitude of a English teacher. Incorporation of this foreign language in our school curriculum, dull and uninteresting mode of presentation of curricular tasks, use of wrong methods of teaching and learning and defective text books have reduced English to a subject of cramming. Such condition, now-a-days, is becoming the causal factor of lowering student’s standard in English in colleges and universities of India and Odisha. Even after a PG degree or a professional degree, students of the rural and semi-urban areas find it difficult to communicate in English. This finally results in their inability to settle in a good job on par with their educational degrees. The high school and college system has changed quite a bit in recent years and now communicative language learning is a part of the syllabus. The living linguistic Noam Chomsky says that the human mind is structured in such a way that it has the ability to receive the structure of any number of languages.
But still students from rural and semi-urban areas find it difficult to learn and converse in English. Amidst all, problems, relating method of teaching and learning English sounds much, as a good method can present the defective syllabus in right form. But it needs the expertise of the subject teacher.

Once the learners come out of their unconscious incompetence, they start learning. The conscious competence makes them realize that they have a lot to learn. Consciousness and competence help them in their path of success. The competency ladder is not a difficult one to climb. With care and precision anyone can climb the ladder. Only by conceptualizing one’s own competency one can communicate in reality. Unconscious competency can be turned into intellectual reality transforming one’s dream into fruitful action.

As Wallace says “as English language teachers, our best response to the global future of English is not resistance to the language which provides us with a living, not even an apologetic defence, but rethinking what kind of English best serves the needs of its users in the 21st Century” (Local literacies and global literacy 2002, P.101).

Under such circumstances, Super Learning Technique (SLT) has emerged as a panacea to such didactogenic syndrome (Lozanov, 1971). It tries to make learning of English amusing, stress-free and pleasurable. It shows the tricks of accumulating the learning tasks with less labour and without tension. Super Learning, through its various techniques changes the chemistry of learner’s consciousness, increases personal charisma, strengthens will, clears mind, clams nervousness, increases mental function and concentration and makes learning pleasurable. The details of the SLT for learning English is given below.

4.4. SUPER LEARNING TECHNIQUE OF LEARNING ENGLISH-THE INTERVENTION STRATEGY

Super Learning Technique never believes in teaching which is the process of loading pupils mind with some information without considering the ability, attitude, interest and capacity of the learner. As a result, education is becoming uninteresting for the child. Further English as a subject stands dead for the students and demotivates them towards learning. That is why, SLT does not believe on such passive teaching, rather it creates the physical, mental and non-physical atmosphere to facilitate learning. It energizes the learner with abundant self-concept and creates a strong mental set of learning with joy. It tries to put English before the learners as an interesting and pleasurable subject so that learners will be free from the prevailing phobia of learning English. SLT also accepts every pupil as the store house of all possibilities and tries to draw out those capacities to fullest extent.

SLT refers to the relaxed body-mind state and strong belief in one’s power that leads to super learning and super achievement. First time it was attempted by Dr. Georgi Lozanov, a Bulgarian doctor and psychiatrist. The Super Learning Technique which was developed by Lozanov to accelerate the memory capacity of the mind, speeds up learning ten or more times. This
accelerated learning conserves human energy to help students learn effectively without stress and tension.

Super Learning Technique (SLT) has two phases of activities. But before starting those activities some preliminary preparations are necessary. Those preparations include the following steps.

(a) **Building the Conducive Environment**

Environment building includes creation of awareness among the school personnel including teachers, students, principals, administrators and parents. Such measure should intend to make the experimental situation or learning condition favourable and pleasurable.

(b) **Selection of Subject and Topic**

After building favourable learning condition for the experiment, the researcher has to select the subject / subjects that is to be transacted through super learning technique. Each topic that is to be taught should be scrutinized thoroughly, because the method of super learning is quite different from the conventional methods of teaching.

(c) **Setting up Instructional Objectives**

Topic-wise instructional objectives should be formulated before the starting of Super Learning session. While stating the objectives, the teacher should look at their importance and achievability within the topic. It is not that all the objectives will be found in each topic or all the objectives those are there in the topic seem equally important. Therefore, setting of objective needs rational scrutiny.

(d) **Development of Super Learning Frames**

Each topic should be divided into sub-themes. Each sub-theme should be transformed into Super Learning Frame, so that the objective of the specific theme will be achieved strategically. Acquisition of one theme leads to learning of subsequent theme. Development of such Super Learning Frame should include the following items:

1. Statement of instructional objectives,
2. Synchronized presentation of learning themes without and with music, (with help of maximum possible audio visual aids)
3. Memorization of themes with music,
4. Feedback presentation,
5. Evaluation and Feedback Review

(e) **Time allotment for different items of Super Learning Frame**

Within the super learning frame, activity of the first step needs no time of the class or learning session, as it needs to be preplanned much more before the commencement of the learning session. But the subsequent four steps are very much important as the learning matter is acquired during such practices. So, for intelligent and successful attainment of learning objectives within a period needs, scientific distribution of time of the period for different activities
of the super learning frame. A detail time-distribution is given in Table 4.1 in the description of the super learning lesson.

(f) The Super Learning Lesson

Many researchers have used Lozanov’s super learning process in original form when they tried to practise the guided super learning activities in very informal way (Tomatis, 1988; Prichard, 1983 and 1990). Some other have used the techniques in some altered form looking at the suitability of the situation (Seki, 1988; Curtis, 1989; Pillai, 1990; Ostrander and Schroeder, 1994). But using super learning technique outside the time frame of a period (class time) put question mark on its utilization in conventional classrooms and also in teaching a subject in conventional class time (period).

In the conventional Indian schools, all subjects are learned by the students through specific classes, duration of which is generally 45 minutes. Therefore, here, the researcher has tried to carry out all the techniques and activities within a class-time, duration of which is 45 minutes. There is no need of changing the subject period as per the researcher’s feasibility. To avoid all sorts of personal biasness, the researcher needs to stick to the pre-planned routine or time table of an institution, if he wants to check the effectiveness of super learning technique on students’ academic performance and other allied variables through teaching learning a specific subject through SLT.

With due consideration of the above facts, the researcher has allotted the entire 45 minutes of a class-time among the super learning activities in Table 4.1. Figure 4.1 and Figure 4.2 represent the System Approach of Super Learning and Cycle of Super Learning Lesson for more clear understanding of this technique.

Table – 4.1

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Activities to be conducted</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Mind calming session</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Simple Relaxation</td>
<td>4 minutes</td>
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<tr>
<td></td>
<td>2 Visualization with music and creating Affirmation</td>
<td>6 minutes</td>
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<tr>
<td></td>
<td>3 Breathing Exercise</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B.</td>
<td>Presentation of Super Learning Frame/Memory Session</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>1 Introduction of Topic</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>2 Loud reading by Teacher as well as Silent reading by students</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>3 Explanation of New and Difficult Concepts and their situational uses</td>
<td>7 minutes</td>
</tr>
<tr>
<td></td>
<td>4 Relational discussion on themes of content.</td>
<td>4 minutes</td>
</tr>
<tr>
<td></td>
<td>5 Memorization of themes with music.</td>
<td>3 minutes</td>
</tr>
<tr>
<td></td>
<td>6 Comprehension Questions</td>
<td>6 minutes</td>
</tr>
<tr>
<td></td>
<td>7 Evaluation and Feedback</td>
<td>4 minutes</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45 minutes</strong></td>
</tr>
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System Approach of Super Learning

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td>Phase I: Relaxation</td>
<td>Release stress</td>
</tr>
<tr>
<td>Facilitator of learning</td>
<td>- Visualization</td>
<td>Brings Mind-body relaxation</td>
</tr>
<tr>
<td></td>
<td>- Affirmation</td>
<td>Develops</td>
</tr>
<tr>
<td></td>
<td>- Breathing Exercise</td>
<td>❖ Hemispheric Function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Intelligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Creative Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Problem Solving</td>
</tr>
<tr>
<td>Innovative Learning Aids</td>
<td>Phase II: Learning the condensed matter or super learning frame.</td>
<td></td>
</tr>
<tr>
<td>Condenced Topic/Subject matter</td>
<td>- Memorising with music</td>
<td>❖ Achievement</td>
</tr>
<tr>
<td>Supportive Learning Environment</td>
<td></td>
<td>❖ Imagination</td>
</tr>
<tr>
<td>Interest, Attitude and motivation of teacher, learner and others.</td>
<td>❖ Feedback presentation</td>
<td>❖ Memory</td>
</tr>
<tr>
<td></td>
<td>❖ Evaluation and Feedback Review</td>
<td>❖ Critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❖ Intelligence and many other</td>
</tr>
</tbody>
</table>

Figure 4.1
System Approach of Super Learning
Cycle of Super Learning Lesson

Building Environment

- Setting objectives of the Topic
- Preparing learners Mind-set
- Undertaking Mind-calming Activity

Evaluation and Feedback Review

- Feedback Presentation
- Remembering/Memorizing with music

Presentation of Condensed Topic or Super Learning Frame

Figure – 4.2 Cycle of Super Learning Lesson

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4.5 BRIEF DESCRIPTION OF ACTIVITIES OF A SUPER LEARNING LESSON

In the introduction chapter, a vivid discussion is made relating instructional strategies of super learning technique. But, while one has to incorporate all the activities within a period of 45 minutes time duration, it is obvious that an intelligent and creative consideration has to be made for the selection of nature and extent of super learning activities. All these are to be done in consideration to the time, resource, level of students and instructional objectives expected to be achieved.

Simple Relaxation is to be practised inside the class for four minutes. The objective of this exercise is to relax the body. Simple physical exercises should be selected which are to be performed by students by sitting and standing inside the class. In each bench, maximum two to three students should sit. Neck rolling, stretching hands and legs, squeezing and opening fingers of hands and legs, tilting the upper part of the body from waist to right and left keeping palms in the waist, leaning forward and backward should be included in relaxation activities. If all these activities will be practised in closed eyes with a feeling of each organ and nervous system that is involved in each exercise, that will exert maximum impact in making body tense-free within less time span. Then the students should be trained to sensitize each organ of the body such as toes, legs, upper legs, lower back, abdomen, upper torso, shoulders, chest, arms, face and head through feeling the flow of a warm wave. Such feeling should be practised from bottom-up and up-bottom principle for at least twice. In continuation to this activity learner should be informed to switch over visualization-affirmation exercises. But, from the starting to few days these physical relaxation should be guided one. Teacher has to perform all the activities with, clear utterance and students are to follow in open eyes. When the relaxation wave progresses from one part to another, that should also be uttered, so that, students at primary stage, would feel the wave in their respective body-organs. When students will be found mastered over the process, they can be allowed to practise in closed eyes only by listening to teacher's guided utterance. With comfortable breathing, catch the tension of particulars body point by the relaxation wave and let that tension flow out of the point with relaxation wave. If the super learning class follows sports period or recreation, it is clear that students have done some activities and their body is in relaxed state. So, there is no need of undertaking relaxation activity again. That time may be adjusted in visualization and breathing exercises. Relaxation may be achieved by meditation. Relaxation not only relieves the body of tension but also sets up a communication link with the sub-conscious mind.

Visualization and Affirmation should be practised together for six minutes for making the mind calm and for developing self-concept. The objective of visualization is to eradicate worry and distractions. Soon after the relaxation exercise over, sitting in comfortable position, the students are to take easy and deep breathing. Alongwith, they are to imagine in closed eyes. The matter of imagination should be joyous, positive, exhilarating, imagery,
pleasurable and power giving. Such creative imagination should be accompanied by a background music. With such music the teacher should describe a pleasant situation which will energize them and when the students will be found to have acquired full mental tranquility and pointed concentration, at that time along with that background music the teacher has to give some short, positive, optimistic and invigorating affirmations rhythmically. Affirmations are positive statements such as “I am intelligent”, “I am creative”, “I learn easily”, “I remember perfectly”. It is a process of self encouragement. In order to learn effectively, one should believe in one’s capacity to learn. The main purpose of affirmation is to remove years of negative thought patterns which might have blocked effective learning in the past. Such affirmation should always be in present tense, positive, short and simple. It should not accept any doubt or hesitation.

**Breathing Exercise,** which was there from starting of relaxation, is to be practised here very carefully and with rhythm. Breathing exercise is done to attain rhythmic breath control in order to synchronize the body-mind processes. Breath is the link between body and mind. Research studies have shown that breathing rhythmically strengthens will, clears the mind, claims nervousness, increases vitality, and pleasure and improves mental functions and concentrations (Lang 1980). Sitting comfortably in relaxed position, here, the student has to centre his mind on to a point. The point should be designed before the students on a cardboard in the line of “prosperity Tree”. Here, the researcher had used the point shown in Figure 4.3. Two cardboards bearing this point were hanged before the students of two rows and they were asked to take breathing exercise with concentrating on this point. The rhythmic breathing at this point should proceed sequentially in four phases—inhale, hold, exhale and pause. Time of inhale, hold, exhale and pause should gradually increase as per the capacity of the learner. It can go from the count of two up to the count of eight or even more. This activity will sharpen the mind and put the learner in ready situation for learning with a relaxed mind body state.

![Figure 4.3 : Point for Breathing Concentration](image-url)
Presentation of Super Learning Frame or Memory Session is the second step of Super Learning Technique, where learning takes place. Here, first the teacher will introduce the topic intelligently to the students within three minutes. After introducing the lesson the teacher will ask the students to open their books where the concerned topic is written. Then she will declare that all students should read silently while she reads the topic loudly. Here, both the activities will go on simultaneously. Hence, the teacher will not read the topic quickly. She will read the topic slowly and with due care to pronunciation, punctuation and intonation, so that all students can read silently while listening to her and can comprehend the subject matter easily. For student’s better silent reading, the teacher should read the topic with minimum speed and proper care. This activity will be continued for three minutes. Then students should be instructed to recognize the new and difficult concepts. The teacher will explain the new and difficult concepts to students with the help of possible audio visual aids and will give their situational uses. It will be continued for seven minutes. Then relational discussion on themes of content will be continued for four minutes. After description on the topic the students will be asked to read the topic silently with rhythmic pace of the super learning music and memorise the themes. This activity will be continued for three minutes. Then some comprehension questions on the taught topic will be asked to the students and answers will be collected. In case no correct answer is available from the students, the teacher will give the correct answer. This question-answer session will be continued for six minutes. At the end of the period, the students will be asked to write the answer of some questions in a separate answer sheet within four minutes. The collected answer sheets will be scrutinized later on and the students’ achievement will be judged. On the performance of students they will be provided proper guidance and feedback thereof. A sample of Super Learning Frame is given in Table 4.1, which explains the synchronized presentation of learning activities.

As stated by Ostrander and Schroeder (1997), it is not that a learning theme presented once through super learning technique will be hundred percent effective in memorizing all the matters. For initial time, it needs some repetition. When students will be conversant to the techniques, the effectiveness of the process will be increased in manifold. Therefore, it is the responsibility of the researcher, learners, teachers and others concerned to SLT to have patience and incessant endeavour to get the success.

A model of Super Learning Lesson is given in Appendix-G.