



## Inclusion starts with linguistic integration

Languages must not be seen only as mere means of communication, tools that simply have to be acquired (for example to allow the migrant to find accommodation or a job). On the contrary, they are important for the construction of cultural, individual and group identities. As indicators of assumed, predicted, claimed, or simply tolerated identities, languages play a role in creating social and cultural differences, as do religious beliefs or dress. In this way, the learning and use of a new language - the language of the host society - or the use of other languages that the migrant already knows but which are unknown to the resident population, is not only a practical matter, but it can also trigger processes involving the redefinition of identities.

For migrants, the problems are immediate and have implications related to the way they approach the dominant language, knowledge of which can be seen as a form of enrichment of one's identity, but can also be perceived as something that makes them vulnerable. Learning L2 can cause suffering and frustration (related for example to the inability to express oneself), or it can possibly compromise existing identity. Migrants may rightly fear that the language to be learned will take away their former languages (including their mother tongue) and consequently lead to the loss of a "sense of belonging". To solve this problem, there are some learning methodologies like Suggestopedia.

## SUGGESTOPEDIA

Suggestopedia derives from the Latin "suggerire" which means "suggest", "propose", "offer", and is a teaching method developed by the Bulgarian scientist Georgi Lozanov, in the 1970s. The method is a combination of psychology and pedagogy, proposing a teaching / learning system based on some principles such as: mental relaxation and concentration without stress, spontaneity, use of art, confidence in the intellectual abilities of students, love (for learning, for nature, for teaching, for students, in a sense of respect, etc.). Currently, Suggestopedia is mainly used in the teaching of foreign languages, but in the last years the system has also been used in Bulgaria for adult literacy.

### Partner

- YES ( Italy, Lead Partner)
- ARISTOTELIO PANEPISTIMIO THESSALONIKIS (Greece)
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## The JSTE and the Suggestopedia



The last JSTE of the LWRMI project, coordinated by the Bulgarian partners and carried out online, saw the partners confront each other on this methodology, useful for offering the migrant the opportunity to use his global receptive potential of the whole range between the conscious and the subconscious, making use, opening and, sometimes, rediscovering, resources that are present but not employed. The main factors of the suggestopedic method are multisensory learning, (from the visual, auditory, kinesthetic, olfactory and gustatory point of view), the factors of the various barriers that prevent learning, favoring the learner's resources, the structure of the positive environment and atmosphere, congruence in two-dimensional language. Music also plays a very important role in this methodology, because it accompanies the various learning phases very effectively.



LET'S WORK  
FOR A REAL  
MIGRANTS  
INCLUSION

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*Let's work for a real migrant inclusion*  
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On-line materials




### Contents of JSTE:

- The story of suggestopedia and accelerative learning developments;
- Suggestopedia and language teaching; the other methods of learning;
- Practical applications and suggestopedic cycle;
- Suggestopedia: practical applications and implementation in working with disadvantaged groups (migrants and refugees).
- Homework to be done: prepare a presentation;
- presentation from participants - results of the training;
- Evaluation of presentations.
- Implementation of learning results.

**WebSite:** [www.migrantinclusion.eu](http://www.migrantinclusion.eu).

**Facebook:** <https://www.facebook.com/Lets-work-for-a-real-migrants-inclusion-304869633653912>

**Podcasts:** <https://soundcloud.com/search?q=LWRMI>