

العدد الثاني والعشرون - 25 / يونيو (2017)

**HOLISM IN THE EFL CLASSROOM: The Impact of Implementing Suggestopedia Method in Enhancing Students' Performance in Speaking Skill in Libyan Secondary Schools: A Case Study of Al Wifak Secondary School- Kufrah**

**Ahmed Sanoussi Himeda Al Jawad**  
**M.A. English Language;**

(عضو هيئة تدريس - قسم اللغة الإنجليزية - كلية الآداب والعلوم الكفرة- جامعة بنغازي- ليبيا)



## العدد الثاني والعشرون - 25 / يونيو (2017)

### مستخلص الدراسة:

تهدف هذه الدراسة الى معرفة تأثير تطبيق طريقة Suggestopedia علي تعليم اللغة الانجليزية كلغة اجنبية في الفصول الدراسية في مرحلة التعليم الثانوي في المدارس الليبية. حاولت هذه الدراسة معرفة كيفية رفع كفاءة زيادة أداء الطالب في مهارات التحدث من خلال طريقة Suggestopedia.

من خلال الاطلاع علي الدراسات والبحوث السابقة ذات العلاقة بال Suggestopedia , وجد أن الباحثين في الماضي قدموا مزايا وفاعلية هذه الطريقة في تعليم اللغة الإنجليزية في جميع أنحاء العالم. لذلك تهدف هذه الدراسة الى تطبيق طريقة Suggestopedia من أجل تحسين أداء الطلبة في مهارات التحدث.

استنادا الى النتائج الفعالة للدراسات السابقة يتضح ان الوسائل والطرق التقليدية; مثل طرق قواعد الترجمة (Grammar Translation Method) وغيرها من الطرق التي اعتاد معلمين اللغة الانجليزية استخدامها في العملية التعليمية غير مجدية ولم تكن بالقوة والفاعلية المطلوبة في رفع كفاءة ومهارات التحدث لدى طلاب اللغة الانجليزية كلغة اجنبية، لذلك اتخذنا هذا التحدي للحصول على المزيد من النتائج الدالة على فاعلية الطريقة Suggestopedia.

تستدعي طبيعة المشكلة دراسة بحثية شبه تجريبية وتستهدف هذه الدراسة مدارس المرحلة الثانوية بمدينة الكفرة ، وقد تم اختيار مدرسة الوفاق لتطبيق هذه الدراسة , حيث تم اختيار 40 طالبا من طلاب الصف الثالث ثانوي كعينة للدراسة التجريبية و كما خضع 20 مدرسا كعينة للدراسة. بينما الاستبيانات التي أقيمت للمدرسين كانت أداة للدراسة. كما استخدم الباحث الاختبار التحصيلي والاستبيان كأدوات لجمع البيانات. أثبتت نتائج التحقيق ان أداء الطلاب باستخدام طريقة ال Suggestopedia هو أعلى من اداء أولئك الذين تعرضوا لاستخدام طرق التدريس التقليدية .

وقد استخدم الباحث الأساليب الإحصائية المناسبة في هذه الدراسة. في نهاية الدراسة، استنتج الباحث العديد من النتائج، كما ذكر عددا من التوصيات منها التالي:

- ينبغي على مصممي الخطط التعليمية اعتماد تطبيق طريقة Suggestopedia في محتويات المناهج الليبية
- ينبغي على الطلاب تقبل واستيعاب طريقة ال Suggestopedia في دراسة وتعليم اللغة الانجليزية.

## العدد الثاني والعشرون - 25 / يونيو (2017)

### Abstract:

This study was set out to investigate the impact of implementing Suggestopedia Method in EFL classroom in Libyan secondary schools. This study attempted to investigate how possible students' performance in speaking skill could be increased through Suggestopedia Method.

The review of related literature revealed that researchers have in the past advanced the advantages of Suggestopedia Method in teaching English language around the world. For that we thought about the use of the Suggestopedia Method in order to improve the students' performance in speaking skill. From the review of literature we conducted in the study area it was found out that the grammar translation and other teaching methods which EFL teachers used to teach speaking skill were not solid enough, so we took up the challenge to make more findings on the strength of introducing the Suggestopedia Method.

The nature of the problem called for a joined quasi-experimental and survey research study. From the population of secondary schools in Kufrah, AL Wifak School was chosen as target population. 40 students of third classes comprised the sample for the experimental study and 20 teachers for the survey study. The researcher made achievement test and the questionnaire were the instrument used to collect data. The findings made proved that, the mean performance of students exposed to Suggestopedia Method is higher than that of those exposed to traditional teaching Method.

The researcher applied the suitable statistical methods in the research. At the end of the study, the researcher comes out with many results and stated a number of recommendations as follows:

- Libyan Educational policy-makers should consider the applicability of the Suggestopedia in the Libyan context.
- Libyan learners should welcome studying and learning English language through Suggestopedia.

## العدد الثاني والعشرون - 25 / يونيو (2017)

### Introduction :

Suggestopedia is one of the most modern techniques which are followed by most developed countries. It is a method which can help English teachers to create a suitable atmosphere for teaching task. Actually, Suggestopedia guarantees a lot of things to both teachers and students such as positive thinking, quick understanding, using imagination, using a modern ways as visual aids audiovisual aids in addition the relaxing feeling which play an important role in a students' psychology Suggestopedia is not as the other methods, it has an amazing collection of technique which appear in one delicious dish.

Learning a new language demands an appropriate efforts and unique style to follow. English language as a foreign language is a good example for that, to get English language in non-native environment makes the task so hard. Teachers should use different methods to teach a language in order to achieve the greatest goals. It is suppose that, these methods have to help in creating a mused mood to be sure that the knowledge, an information, and culture are conveying efficiently. In fact, most students have some factors which work as a block in their journeys to acquire a language such as an anxiety, shyness, frightfulness, and discredit.

### The Problem of the Study:

The common teaching methods that are adopted by many teachers are traditional ones which focus on teaching a set of grammatical rules. This kind of teaching method emphasizes the reading and writing rather than speaking. Teachers try to impart the knowledge of language to learners and learners at the same time earnestly drink in everything that is different from their mother tongue.

To rectify the current situation, a shift from structural methods to the Suggestopedia is critically needed. The latter has been accepted by many practitioners worldwide as a promising method for enhancing students in EFL classroom for a better communicative competence.

In line with the previous discussion, the problem addressed by the present study will be confined to introduce the impact of Suggestopedia method in enhancing students' performance in speaking skill of secondary students in Kufrah, Libya. In this study the writer wants to investigate the following problem: "is there any significant difference in speaking ability between the students who are taught by using Suggestopedia method and those are not"?

### Questions of the Study:

The main questions of this study are:

1. Can the use of Suggestopedia Method influence teachers' way in delivering speaking lessons?
2. Does the Suggestopedia Method help teachers to make EFL classes more interesting and interactive?
3. Can the Suggestopedia Method be a good motivational method for EFL students and teachers?
4. Has the Suggestopedia Method any specific advantages over the grammar translation method in improving students' performance in speaking skill?

### Hypotheses of the Study:

- Null Hypothesis (Ho)

The main performance of students taught using the Suggestopedia Method is not significantly higher than that of those taught without it.

## العدد الثاني والعشرون - 25 / يونيو (2017)

- Alternative Hypothesis (Ha)

The main performance of students taught using the Suggestopedia Method is significantly higher than that of those taught without it.

### Objective of the study:

The main objectives of this study are the following:

1. To encourage English learners to use Suggestopedia Method to communicate among themselves and their socio-cultural environment,
2. To increase the speed at which Libyans study English as well as improve their performance at exams,
3. To help teachers and students stay in contact with each other's world and needs by adapting traditional teaching/learning methods to teach Suggestopedia,

### Limitations of the Study:

The study has three limitations:-

1. Subject Limitation: The study will deal with and discuss the impact of implementing Suggestopedia Method in EFL classroom in Libyan secondary schools.
2. Limitation of place: The study was applied and carried out in Libyan secondary schools – Kufrah secondary schools.
3. Limitation of time: The researcher selected the academic years (from 2014 to 2015) as a reasonable time to apply this study.

### The Importance of the Study:

This study is important as it investigates the improvement of the students speaking skill by using Suggestopedia Method. It provides EFL teachers with a specific language teaching procedures which they can use in their classrooms to enhance learners' oral performance, and to encourage students to maximize their capability by using English orally.

### Literature Review

- Definition of Suggestopedia Method

In the late 70s, a Bulgarian psychologist by the name of Georgi Lozanof introduced the contention that student naturally set up psychological barriers to learning based on fears that they will be unable to perform and are limited in term of their ability to learn. Lozanof believed that learners may have been using only 5 to 10 percent of their mental capacity and that the brain could process and retain much more material if common/ typical techniques closely associated By Suggestopedia. The listing here is in summary form only.

**Classroom set-up**, Emphasis is placed on creating a physical environment that does not "Feel" like a normal classroom, and makes the student feel as relaxed and comfortable as possible.

**Peripheral learning**, Students can absorb information "Effortlessly" when it is perceived as part of the environment, rather than the material "to be attended to"

**Positive Suggestion**, Teacher appeal to student consciousness and subconscious in order to better orchestrate the "Suggestive" factor involved in the learning situation.

### العدد الثاني والعشرون - 25 / يونيو (2017)

**Visualization**, Students are asked to close their eyes and visualize scenes and events, to help them relax, facilitate positive suggestion and encourage creativity from the students

**Choose a new identity**, Students a select a target language name and/or occupation that place them inside” the language they are learning.

**Role play**, Students pretend temporally that they are someone else perform a role using the target language,

**First concert**, Teacher does a slow, dramatic reading of the dialogue synchronized in with classical.

**Second concert**, Students put aside their scripts and the teacher reads at normal speed according to the content, not the accompanying pre-classical or baroque music- this typically ends the class for the day.

**Primary activation**, Students “playfully” reread the target language out loud, as individuals or in group

**Secondary activity**, Students are engage at various activities, designed to help other students learn the material and use it more spontaneously – activities includes singing, dancing, dramatization and games – “communicative intent” and not “form” being the focus.

#### **Key Elements of Suggestopedia**

According to Stevic (1980: 112) and Jack C. Richards and Theodore S. Rodgers (1986), some of the key elements of Suggestopedia include:

- A rich sensory learning environment is needed because the students might feel better when the teacher include several pictures, statues and even flowers in the classroom setting.
- A positive expectation of success
- The use of a varied range of strategies: dramatized texts, music, active participation in songs and games, etc.
- The suggested background music should be adopted according to the theme of the lesson taught.
- The use of supplementary texts for making language learning interesting and meaningful is by.
- The themes, environment, objects, and stories focused in the textbook may take learners to an imaginary world.
- Instead of relying upon the child imagination totally, suggestions can be provided by way of images, music etc.
- The use of music to get students sit back and relax and to enhance the power of mind.
- The teacher plays a central role and s/he is the source of all information.

#### **1. Technique and Method of Teaching English**

“Method is an overall plan for systematic presentation of language based upon a selected approach”. (Brown 1994:48)

In this research the research conductor wants to describe the Suggestopedia method as the way of teaching speaking. Suggestopedia is an English learning method created by an educator from Bulgaria named Georgi Lozanov. Lozanov believes that the things that surround us can be a suggestion in the learning process, both positive and negative

## العدد الثاني والعشرون - 25 / يونيو (2017)

suggestion. "The purpose of Suggestopedia method is to free the mind of Students from the negative assumptions that have been established". (Lozanov, 1978:252)

"Technique are the specific activities manifested in the classroom that are consisted with a method and therefore in harmony with an approach as well". (Brown, 1994:48). There are three techniques that we can used in this method:

### a. Presentation

The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and funny.

### b. Active concern

This involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.

### c. Passive Concern

The students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material.

### d. Practice

The use of a range of games, puzzles, etc. to review and consolidate the learning.

## 2. Speaking Definition and Functions

"Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information."(Florez, 1999:1). The speaking involved the speaker and listener. The speaker produces utterances that are meaningful and contain information. The function of speaking according to Jones (1996:14) and (Burns, 1998:102) there are:

### a. Talk as interaction

The aim is to establish a comfortable zone of interaction with others.

### b. Talk as Transaction

Making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

### c. Talk as Performance

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

## Advantages and Disadvantages of Suggestopedia and Its Applicability to Teaching

Suggestopedia emphasizes on the affective side of the human brain. The humanistic philosophy behind it is that "if students are relaxed and confident, they will not need to try hard to learn the language as learning the language will just come easily and naturally" (Larsen and Freeman: 1985). Also Suggestopedia totally ignores mechanical activities in internalizing grammar rules or vocabulary items. Creating a relaxing atmosphere seems to be difficult, especially in crowded classrooms, since crowds lead to noise and possibly chaos. Also, there may be financial limitations about setting the physical environment and using the

## العدد الثاني والعشرون - 25 / يونيو (2017)

technical equipment. Even if perfectly-decorated classes are established, there is also the risk of vandalism, especially in crowded state schools.

These limitations do not mean that Suggestopedia should totally be ignored in the ELT environment. Dramatization of the dialogues in the course-books, for instance, may help the students enjoy the learning process. Suggestopedia suggests that there should be pleasing memories in the learning environment for effective language acquisition.

In conclusion, Suggestopedia is a method where the materials and the teacher play an important role in achieving the objective of the lesson. Without the materials, the method will not work. All the activities developed with the Suggestopedia method are grammatically and lexically relevant to the presented material. These activities do not take us the student's attention, since the focus is on the communicative meaning.

### Methodology

#### Method of the Study:

The study adopts descriptive analytical approach to analyze the collected data. The hypothesis was tested using the F test and the data collected analysed using the ANOVA and percentages.

#### Variables of the study:

The study consists of two variables: (1) an independent variable, which is the implementation of the Suggestopedia; and (2) a dependent variable, which is the students' speaking performance.

#### Population of Study:

The population of study is from English students who studies English Language at Al Wifak secondary school in the Region of Kufrah for the academic year 2014/2015.

#### Sample of Study:

The research conductor chose a random sample from the population of study composed of (40) students of third classes comprised the sample for the experimental study and (20) teachers for the survey study.

#### Tools of Data Collect:

##### 1-Test:

The study involved a pre-test and a post-test, which covered all the EFL skills. The experimenter designed the tests according to: (a) Suggestopedia Method; (b) the related literature, particularly procedures of similar studies; and (c) the textbook series English for Libya, Third Year Secondary.

##### 2-Questionnaires:

Questionnaires were used to collect data from the EFL teachers.

#### Data Analysis and Discussion:

Discussion of the Outputs and Testing Procedure



Table 1: Summary Table of Comparison of Difference between Groups Means (Post-test)

Descriptive									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Alpha Level	
						Lower Bound	Upper Bound		
Final Posttest Score	Teaching Method	1	40	12.075	1.68	110.17	11.53	12.61	.05
		2	20	11.95	5.37	548.54	9.44	14.45	.05
		3	20	12.85	3.97	75.45	11.05	14.64	.05
		Total	80						
ANOVA									
		Sum of Squares	df	Mean Square	F	Significance.			
Final Posttest Score	Between Groups	24.893	2	12.44	3.767				
	Within Groups	254.275	77	3.30					
	Total	279.168	79						

العدد الثاني والعشرون - 25 / يونيو (2017)

**Testing Hypothesis Procedure**

Re-statement of Research Hypotheses

$H_0: \mu_1 = \mu_2 = \mu_3$

$H_a$ : They are not all equal.

In above null hypothesis  $H_0$  we imply Grammar Translation Method used on group A and B, and Suggestopedia Method used with group C are not significantly different in effecting a higher speaking skill in students as measured by the average score of the students in the posttest. The alternative way in stating this idea could be the both approaches are equally effective in enhancing the students' performance in speaking skill. The alternative hypothesis  $H_a$  on the other hand implies that the average score is significantly different. This indicates that the differences among them are a result of how effective the treatment – Suggestopedia Method was implemented.

**Level of Significance**

the level of significance for this study was read at alpha = .05

The test statistic and sampling distribution.

**Table 2: Sampling Scores Distribution**

A	15 15 15 14 14 14 14 13 13 13 13 13 13 12 12 12 12 12 12 12 12
B	15 15 15 14 14 13 13 13 12 12 12 12 11 11 11 11 10 10 9 9 8
C	17 16 15 15 14 14 14 13 13 13 13 13 12 12 12 11 11 10 10 9

$$\bar{X}_A = 12075 \quad \bar{X}_B = 11.95 \quad \bar{X}_C = 1285 \quad \bar{X}_T = 1223$$

**Two estimates of variance.**

To have the estimates of variance we use the following formula. Each "X" stands for a sample mean while M represents the mean of the sample means. Recall we are dealing with "a" means and  $N = a$ . M then designates the mean of the sample means,

$$s^2 = \frac{\sum (X - M)^2}{N - 1}$$

$$SSR = C \sum_{i=1}^r (x_i - x_T)^2$$

$$SSR = S_1 = \frac{SSR}{r-1}$$

$$S_e = \frac{ssE}{k(n-1)}$$

$$ssE = \sum_{i=1}^r \sum_{j=1}^c \left( y_{ij} - y_i - y_j + y \right)^2$$

العدد الثاني والعشرون - 25 / يونيو (2017)

Analysis of variance (ANOVA):

Table 3: Analysis of variance (ANOVA )

Source of variation (sov)	Sum of squares ( ss )	Degrees of freedom ( df )	Mean squares (m-ss)	Computed ( f )
Between groups	SSR=24.893	K-1=2	$S_1^2 = 12.44$	3.767
Within groups (errors )	SSE=254.275	K(n-1)=77	$S_e^2 = 3.30$	
SST	279.168	79	$f_{table} = 3.07$	

F value computed/observed ( $F_{ov}$ ) =  $f_{table} = 3.07$

Critical F value ( $F_{cv}$ ) = 1.23 [  $CR_{0.05} = 1.23$  ]

Alpha = 0.05

Now using scheff's test

Table 4: For the Groups

	A (12.075)	B (11.95)	C (12.85)
A (12.075)	-	-	-
B (11.95)	-	-	-
C (12.85)	*	*	-

**Decision rule**

Reject  $H_o$  (Hypothesis) and retain  $H_a$  , they are not all equal

**Study Conclusions:**

From above table, the group C performed best.

Discussion of the Hypothesis which states that:

Null Hypothesis ( $H_o$ )

The mean performance of students taught using the Suggestopedia Method is not significantly higher than that of those taught using the Grammar Translation Method.

Alternative Hypothesis ( $H_a$ )

### العدد الثاني والعشرون - 25 / يونيو (2017)

The mean performance of students taught using the Suggestopedia Method is significantly higher than that of those taught using the Grammar Translation Method.

#### Research Question 1

*Can the Suggestopedia help the students to develop their speaking skill?*

The data addressing this question was collected in part through the researcher-made achievement test. In the post-test treatment the students were taught first using the Suggestopedia Method teacher was to enable cooperative learning; communication and discussion with the students. The Method ratings are indicated in the tables that follow the respective questions that were asked.

**Table 5: Teacher-Student Activity in Cooperative Learning, Communicative Learning and Discussion for Group 1**

Activity	Cooperative learning		Communication		discussion		Total
	Move to each group	Direct work	Take questions	Ask question	Debate	Clarification	
4 – 6	5	5	5	5	5	5	
<b>Total</b>	5	5	5	5	5	5	30/30

**Table 6: Teacher-Student Activity in Cooperative Learning, Communicative Learning and Discussion for Group 2**

Activity	Cooperative learning		Communication		discussion		Total
	Move to each group	Direct work	Take questions	Ask question	Debate	Clarification	
4 – 6	5	3	4	5	3	5	
<b>Total</b>	5	3	4	5	3	5	25/30

العدد الثاني والعشرون - 25 / يونيو (2017)

**Table 7: Teacher-Student Activity in Cooperative Learning, Communicative Learning and Discussion for Group 3**

Activity	Cooperative learning		Communication		discussion		Total
	Move to each group	Direct work	Take questions	Ask question	Debate	Clarification	
Teacher /student Frequency Contacts							
4 – 6	5	4	4	5	3	5	
Total	5	4	4	5	3	5	25/30

**Table 8: Teacher-Student Activity in Cooperative Learning, Communicative Learning and Discussion for Group 4**

Activity	Cooperative learning		Communication		discussion		Total
	Move to each group	Direct work	Take questions	Ask question	Debate	Clarification	
Teacher /student Frequency Contacts							
4 – 6	5	4	4	4	3	5	
Total	5	4	4	4	3	5	25/30

**Table 9: Teacher-Student Activity in Cooperative Learning, Communicative Learning and Discussion for Group 5**

Activity	Cooperative learning		Communication		discussion		Total
	Move to each group	Direct work	Take questions	Ask question	Debate	Clarification	
Teacher /student Frequency Contacts							
4 – 6	5	5	5	4	4	5	
Total	5	5	5	4	4	5	28/30

From above tables in regards to teacher motivation in using the Suggestopedia in teaching speaking skill, I (the lead researcher) made a full accessible contact with the students. In all I made 30 contacts. This shows that Suggestopedia Method works well with the EFL teacher.

العدد الثاني والعشرون - 25 / يونيو (2017)

**Discussion of the Research Question 05 which states that:**

*Can the Suggestopedia Method be a good motivational approach for EFL students?*

Research question number 5 was (tested) addressed using students questionnaire. Questions 1, 3, 4 were the instrument items that we used to answer this question. Below table shows the presentation of data collected

**Table 10: Likeness for studying speaking by first discussing subject**

Very much		Much		Very little		Little		Not at all	
No	%	No	%	No	%	No	%	No	%
13	100	4	100	1	100	0	100	2	100
13	100	4	100	1	100	0	100	2	100

**Table 11: Likeness for using Suggestopedia to write text then dialoging**

Very much		Much		Very little		Little		Not at all	
No	%	No	%	No	%	No	%	No	%
17	100	2	100	1	100	0	100	0	100
17	100	2	100	1	100	0	100	0	100

**Discussion of the Research Question 02 which states that:**

*Can the Suggestopedia Method help students to develop their speaking skill?*

Questionnaire Question 2 How can you rate the extent to which the Suggestopedia Method has helped you improve your speaking skill?

**Table 12: The rated extend to which Suggestopedia Method helped the students to improve their speaking skill.**

Very much		Much		Very little		Little		Not at all	
No	%	No	%	No	%	No	%	No	%
12	100	2	100	3	100	2	100	1	100
12	100	2	100	3	100	2	100	1	100

**Discussion of the Research Question 05 which states that:**

*Can the Suggestopedia Method be a good motivational for EFL students / teachers?*

**Table 13: Students' desired learning strategy**

Chalk & talk		Silent W/R		Suggestopedia		Your own way	
No	%	No	%	No	%	No	%
0	100	2	100	13	100	5	100
0	100	2	100	13	100	5	100

**Table 14: Students' request to improve EFL Learning**

Provision of Suggestopedia		Provision of Internet		No response	
No	%	No	%	No	%
15	100	5	100	0	100
15	100	5	100	0	100

## العدد الثاني والعشرون - 25 / يونيو (2017)

### The Results of the study:

The study comes out with the following results:

- The general findings showed that Suggestopedia as a method in teaching speaking skill in Libyan secondary can be successfully used.
- The experimental group obtained somewhat higher scores in the post-test than in the pre-test, making the difference between the pre-test and post-test scores statistically significant;
- The difference between the pre-test and the post-test for the control group was not statistically significant; and
- The experimental students were more differentiated than the control students, as shown by a statistically significant difference between the mean scores of both groups in the post-test in favour of the experimental students.
- The use of Suggestopedia method in teaching speaking skill can influence both students and the teacher.
- The students enjoy teaching and learning activities given by the teacher because the setting of the classroom made them feel comfortable.
- The suggested use of music and dramatized texts help them concentrate and students will experience sensation of controlled relaxation.
- The results also directly indicate that the use of Suggestopedia removes most of the psychological barriers of learners and instil in them the qualities of achievement motivation, interest towards the classroom processes, and for active participation for better teaching learning.

### Recommendations:

According to the above mentioned results, the researcher recommends the following:

1. Libyan Educational policy-makers should consider the applicability of the Suggestopedia in the Libyan context.
2. Libyan learners should welcome studying and learning English language through Suggestopedia.
3. Libyan learners should have in-depth training programmes on dealing with Suggestopedia.
4. Libyan teachers should realize the positive effects of Suggestopedia on themselves and their students.
5. Libyan teachers should organize, as well as attend, training courses on Suggestopedia both at national as well as international level.

### Conclusion:

This study was to find out how Suggestopedia Method could be used to increase students' performance in speaking skill. Besides this academic aim, the desire was also to find out how the Suggestopedia Method could work as a good motivational tool for both students and teachers in Libyan EFL secondary schools. The target was to fill the gap left in EFL curriculum design. This concept was suggested as a base not only for academic, but societal harmonization and progress. In the study, an attempt was made to achieve these aims.



### العدد الثاني والعشرون - 25 / يونيو (2017)

While gaining a deeper interpretation of the teaching Suggestopedia method in teaching EFL it was also found that it made students to increase their academic output as compared to the GTM (Grammar Translation Method). Having worked with students, the study advocated for increase in the use of Suggestopedia Method in teaching speaking skill in Libyan secondary schools.



العدد الثاني والعشرون - 25 / يونيو (2017)

**References:**

- Adamson, Charles. 1997. Suggestopedia as NLP. Asian EFL Journal. Retrieved online from <http://www.jalt-publications.org/ltt/files/97/feb/suggest.html>
- Apriana, A. &Islamiyah, M. (2011). A Teaching Method: Suggestopedia. Retrieved online from <http://novaekasari09.wordpress.com/2011/06/12/a-teaching-method-suggestopedia/>
- Baudouin, C. (1921), Suggestion and Autosuggestion. NY: Dodd, Mead and Company. Digital ebookdownloaded from Scribd <http://www.scribd.com/doc/209018605/Suggestion-and-Autosuggestion-Coue>
- Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Prentice-Hall, Inc.
- Carter, J. (1984). Relaxation handwriting improvement program with learning disabled and emotionally disturbed children. *Journal of the Society of Accelerative Learning and Teaching*. 9. 221-240.
- Cowan, N. Day, L., Saults, J., Keller, T., Johnson, T. & Flores,.L. (1992).The role of verbal output time in the effects of word length on immediate memory.*Journal of Memory and Language*. 31, 229-232. [http://dx.doi.org/10.1016/0749-596X\(92\)90002-F](http://dx.doi.org/10.1016/0749-596X(92)90002-F)
- Dhority, L. 1984. Acquisition through creative teaching -ACT, translated into German by GunhildHinkelman, PsychologischeLemsystemeVerlagsgesellschaft, Bremen 1986.
- Hansler, D. (1985). Studies on the effectiveness of the cognition enhancement technique for teaching thinking skills. (Eric Document Reproduction Service No. ED 266 432)
- Holt, J. (1983). How children learn. Delacorte Press/Seymour Lawrence.
- Johnson, P.L. 1982. The effect of group relaxation exercises on second- and sixth grade children's spelling scores, *Journal of accelerative learning and teaching*, 7(3), 239-253.
- Larsen, D. and Anderson, M. (2011) *Techniques & Principles in Language Teaching*. Oxford: Oxford University Press. pp. 71-82
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*.Oxford University Press.
- Larsen-Freeman, Diane (2000). *Techniques and Principles in Language Teaching. Teaching Techniques in English as a Second Language (2nd ed.)*. Oxford. Oxford University Press.
- Lozanov, G. (1978). *Suggestology and Outlines on Suggestopedy*. New York:Gordon and Breach.
- Lozanov, G. (2009) Dear friend.Lozanov.org [online]. Available from: <http://www.lozanov.org/> [Accessed 16 August 2014]
- Lozanov, G. and Gateva, E. (1988) *The Foreign Language Teacher's suggestopedicManul*. New York: Gordon and Breach Science Publishers.
- Moon, C.E. 1986. A meta-analysis of suggestopedia, suggestology, suggestive-accelerative learning and teaching (SAL 1), and superlearning, paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA., April 1986), Eric Document No. 271503.

**العدد الثاني والعشرون - 25 / يونيو (2017)**

- Moskovitz, Gertrude. 1978. *Caring and Sharing in the Language Classroom*. Rowley, MA: Newbury House Publishers, Inc.
- Nieves, N. (2012). Effects of Suggestopedia Method on Attitudes and language achievement in English among 9th grade Puerto Rican students. *La Revista Educacion*, 26 (2), 125-177.
- Pizzini, E., & Shephardson, D. (1992). A comparison of the classroom dynamics of a problem-solving and traditional laboratory model of instruction using path analysis. *Journal of Research in Science Teaching*. 22, 243-256. <http://dx.doi.org/10.1002/tea.3660290305>
- Racle, G. (1979). *Outlines of Suggestopedia Applied to Teaching of Foreign Languages*. ERIC Document: ERIC Number: ED184306.
- Richard, J. C. and Schmidt, R. W. (2010) *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Routledge. p. 572
- Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. & Rodgers, T. (2009). *Approaches and methods in Language teaching*. Cambridge University Press.
- Richards, J. C. and Rodgers, T. S. (2014) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Schiffler, L. (1992) *Suggestopedic Methods and Applications*. Eng ed. London: Routledge.
- Schuster, D. H. 1976. "A preliminary evaluation of the suggestive accelerative Lozanov Method in teaching beginning Spanish". *Journal of SALT*. 1 (1), 41-47. ERIC No. ED 180 234.
- Schuster, D., & Gritton, C. (1986). *Suggestive Accelerative Learning Techniques*. New York: Gordon and Breach.