THE POWER OF SUGGESTOPEDIA: ENHANCING EFL LEARNING

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Abstract
This article investigates the effectiveness of the Suggestopedia method among EFL language learners. This teaching approach combines Suggestopedia's calming methods, like relaxation and mental imagery, with interactive digital resources to foster a dynamic learning experience.

Keywords: Suggestopedia, EFL learning, reading comprehension, teaching approaches, methodology.

Introduction

When it comes to learning English, "EFL" stands for "English as a Foreign Language." EFL is the study of English in a nation where it is not the official or native tongue. It refers to studying English in a setting where the language is not spoken. Utilizing Suggestopedia's methods with EFL students, Georgi Lozanov, a Bulgarian psychiatrist, created the teaching methodology Suggestopedia, which speeds up learning by fusing visualization and relaxation techniques (Lozanov, 2005). The approach creates an engaging learning environment by fusing captivating digital tools with Suggestopedia's visualization and relaxation approaches. Focus groups are a useful tool for understanding student engagement and satisfaction because they allow researchers to collect qualitative input from students about their experiences and perspectives (Krueger & Casey, 2015).

The blending of suggestopedia's methodology with digital learning materials offers a promising approach to enhancing students' reading and writing abilities. Incorporating a range of multimedia presentations, online writing platforms, and collaborative editing tools with suggestopedia techniques enables educators to create a stimulating learning environment that fosters engagement and creativity (Ansaldi, 2022).

Literature Review

Like Community Language Learning and the Silent Way Method, Suggestopedia is an innovative method that promises great effective language learning results, by using this method one can teach languages approximately three to five times as quickly as conventional methods (Lozanov). Hence the use of learning techniques based on suggestopedia can initiate higher success and greater productivity in the language learning process by emphasizing both mental and physical relaxation and making learning a joyful experience. An experienced professional language teacher always adopts an eclectic approach that selects from all techniques and applies the most appropriate strategies based on the learner's specific objectives, learning styles

and contexts. Therefore, the purpose of the present study is to assess the effectiveness of Suggestopedia on reading comprehension abilities in EFL classrooms.

According to Salomão (2023), the utilization of experimental and control groups enables researchers to conduct a meticulous assessment of the influence of particular pedagogical approaches. This methodological approach allows educators to ascertain the efficacy of innovative teaching strategies, such as the combination of suggestopedia and digital resources. By fostering a relaxed atmosphere and promoting student engagement, educators can establish an environment that is conducive to effective language learning and encourages students to take risks in their language use. The establishment of a favorable learning environment is of paramount importance for the advancement of students' linguistic abilities and their overall academic achievement.

Methodology

I conducted quantitative research to improve the learning processes of EFL students, increase their participation in the class, and improve the psychological environment among students. This study employed a quantitative research design to investigate and enhance key aspects of the EFL learning experience, specifically targeting improvements in student learning processes, classroom participation rates, and the overall psychological climate. The study employed a cohort of seventh-grade students, for whom a battery of pre-tests from 4 skills was administered. These pre-test results were subsequently reviewed to establish a baseline measure of the dependent variables. Post-baseline data collection, the experimental group received a one-week intervention employing Suggestopedic pedagogical techniques. To mitigate learner anxiety and enhance receptivity to the instructional material, the intervention protocol included the strategic deployment of micro-breaks and the integration of lesson-specific gamified activities. Following the initial week of Suggestopedic intervention, a statistically significant improvement in students' reading comprehension and listening proficiency was observed. This enhancement was substantiated by the data derived from post-intervention assessments conducted in the subsequent week. Furthermore, the students demonstrated a notable reduction in test anxiety, attributed to the incorporation of psychological stabilization techniques inherent in the Suggestopedia methodology, leading to a more composed approach to assessment tasks.
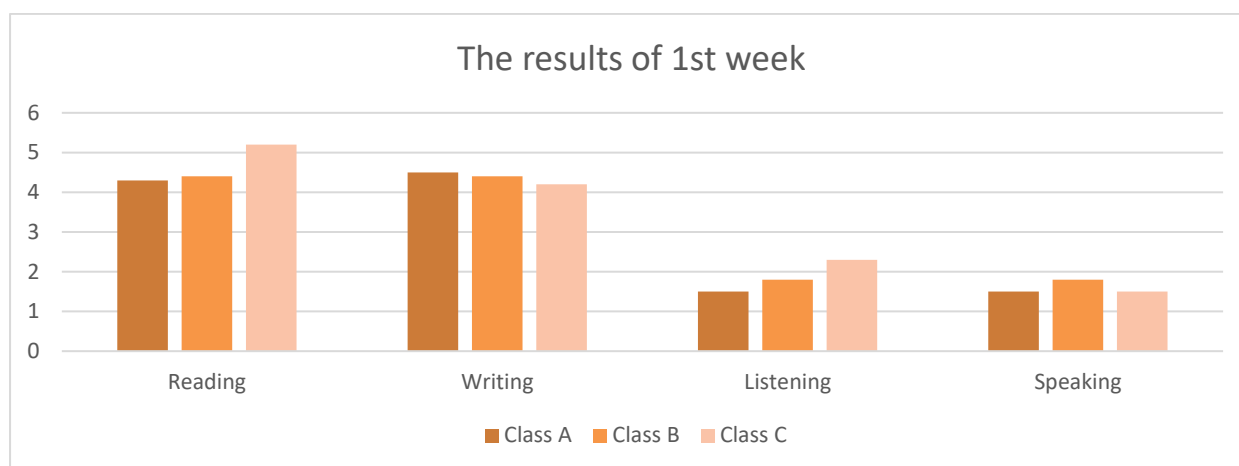
Results

Building upon the initial week's progress, the second week of the intervention implemented an enriched curriculum, characterized by increased depth and complexity. Notwithstanding the augmented cognitive demands, student engagement and intrinsic motivation continued to demonstrate a positive trajectory. The instructional focus during this phase centered on the enhancement of listening and speaking competencies. To optimize the affective domain and facilitate learning, ambient soft classical music was incorporated. The intervention resulted in a statistically significant positive effect on 95% of the student population. The summative

assessment, conducted at the end of the intervention, revealed a consistent and positive trajectory in students' acquisition of knowledge across the four foundational language skills.
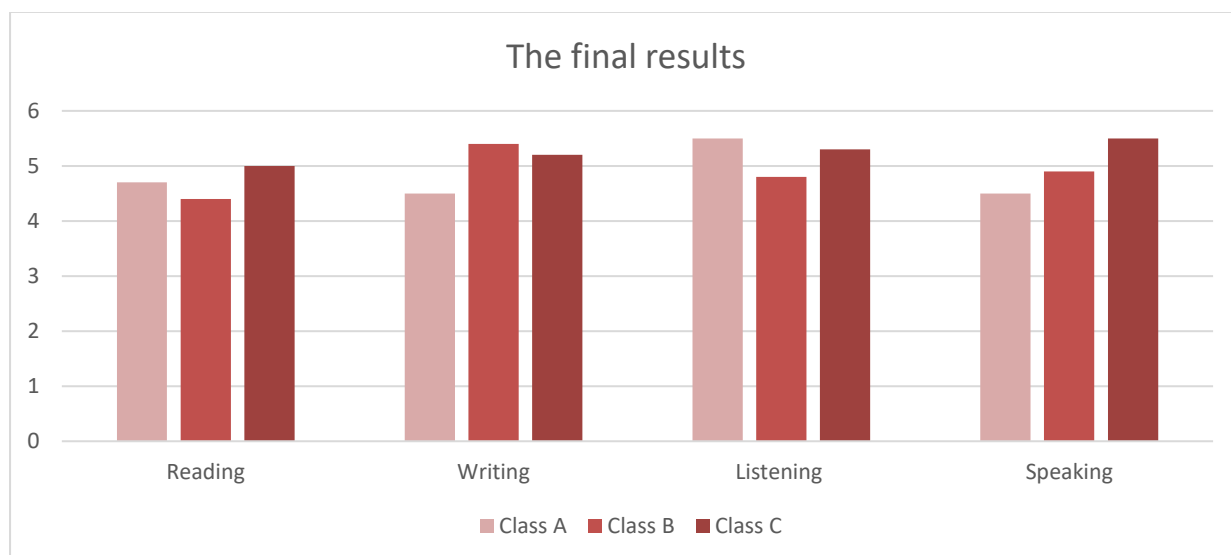
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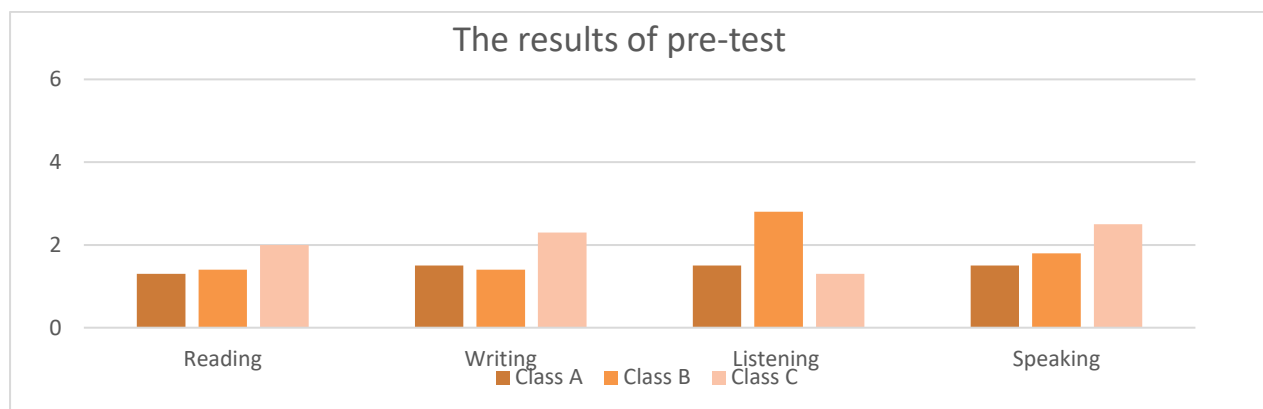
The results of 1st week

The final results

Discussion

The present study provides empirical evidence that the application of the Suggestopedia method in English language teaching, particularly in reading and writing instruction, significantly enhanced students' mastery of all four core language skills: reading, writing, speaking, and listening. The results of this research are pertinent to educational methodologists and researchers seeking to advance innovative and context-specific teaching strategies for reading and writing. The demonstrated enhancement in language skills underscores the critical role of appropriate teaching methodologies in improving overall English language proficiency. Recognizing the inherent difficulties in teaching reading and writing, coupled with their foundational importance for effective communication, the Suggestopedia method was specifically designed to address these challenges. The research underscores the imperative of integrating modern pedagogical approaches into English language education. This article endeavors to emphasize the relevance of teaching methodologies focused on reading and writing, while showcasing Suggestopedia as an innovative method that cultivates a favorable educational atmosphere. The study prioritizes the development of students' cognitive and linguistic abilities, including critical thinking, reading, writing, listening, speaking, and language skills, thereby equipping them to meet the evolving demands of the contemporary world.

Conclusion

The purpose of this study was to determine whether the suggestopedia method could help students in full EFL classes significantly improve their four basic skills. Positive changes were noted in students throughout the study period, and future research will examine the impact of this method on other students.

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