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Enhancing Vocabulary through the Suggestopedia Method

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Mrs.R.Thanga Rashma[1]
Research Scholar
Department Of English,Vels Institute of Science and Technology & Advanced
Studies (VISTAS),Pallavaram,Chennai-117
thangarashma@gmail.com
Dr.P.Santhosh[2]
Research Supervisor,Department Of English,Vels Institute of Science and
Technology & Advanced Studies (VISTAS),Pallavaram,Chennai-117
santhosh.sl@velsuniv.ac.in

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Abstract:
The purpose of this study is to look into how Suggestopedia can help students improve their listening skills in English. The study design for this investigation was quasi-experimental. The selected groups were subjected to pretests and post-tests. The study's population consisted of 268 senior secondary school pupils in level two (SS II) from the 2024-2025 academic session. The study was limited to two schools due to time constraints and the nature of the research. Participants were divided into experimental and control groups. The purposive sampling technique was used to select a sample of 80 pupils from the two schools. The acquired data was analyzed using the Statistical Package for Social Sciences (SPSS). An independent t-test was employed to compare the differences between the groups. The study's findings demonstrated that using the suggestopedia method increased student's English-language listening skills. The results showed that pupils taught using the suggestopedia method outperformed those taught using conventional methods. As a result, it is proposed that language pedagogy be introduced into the curriculum of teacher training institutions and universities so that student-teachers can benefit from the most recent approaches to teaching the English language.

Introduction

It is undeniable that English language instruction and learning have gained widespread acceptability and respect across the globe. This is due to the fact that English is a language that is spoken as a first, second, or foreign language in many different nations. In practically every nation, it is taught in schools. English is now the universal language of communication, learning, working, business, and research (Mohammed, 1995).

The practice of teaching Latin and Greek in England and throughout Europe in the early centuries served as the model for teaching foreign languages in the past (Tamura, 2006). Language instruction then started to gain traction as a field and a career, reaching its zenith in the 20th century. The development of the idea of "methods" and "approach" in language instruction was a key component of this phenomenon. Teachers and applied linguists throughout the 20th century were preoccupied with finding better ways to teach languages (Howatt & Widdowson, 2004). While approaches offer language teaching ideas that can be understood and applied in a multitude of ways in the classroom, methods are thought of as fixed teaching systems with predetermined strategies and practices (Richards & Rodgers, 2001).

Furthermore, it should be acknowledged that other approaches and methods, like the communicative approach and the natural method, have been created since the 1950s. The required transition from general purpose learning to specific needs learning was subsequently made possible by this. English for Specific Purposes (ESP) was born as a result. English for Academic Purposes (EAP) and Occupational Purposes (EOP), Science and Technology (EST), and other areas quickly followed the growth in demand for ESP (Howatt & Widdowson, 2004). Earl W. Stevick wrote books and papers between 1976 and 1990 that appeared to revive "humanistic methods" in language instruction (Paling, 2013). This appears to have sparked the development of techniques like suggestopedia.

Georgi Lozanov developed the teaching strategy known as Suggestopedia in the 1970s. According to Lozanov (2005), suggestopedia is a teaching strategy that uses the pedagogical power of "suggestion" to assist students in letting go of unpleasant emotions. Here, a recommendation is made regarding a method to help pupils feel at ease during the teaching and learning process. It is sometimes asserted that Suggestopedia can teach languages roughly three times faster than traditional methods, and it was first primarily used in foreign language instruction (Kharismawati & Susanto, 2014). Suggestopedia can be an excellent tool for teaching reading (Faidatum, 2012), teaching speaking to young learners (Nopiyanti, 2012), and teaching second languages to young learners (Priyatmojo, 2009).

According to reports from the relevant examination authorities, including WAEC, NECO, and NABTEB, the current status of student's English language

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proficiency in Nigeria is extremely concerning. The results that have been disclosed thus far have shown a severe mass failure. The percentage of candidates who received English language credits has been quite high, notwithstanding variations in the rise and fall of the marginal gaps from year to year. No matter how good the marks are in other disciplines, a mass failure in English renders them automatically invalid (Adekola, Shoaga, & Lawal, 2015). This is due to the fact that passing an English proficiency exam is a requirement for admission to universities and other post-secondary educational establishments. Many people, including parents, teachers, educators, and researchers, are very concerned about this trend, so the researcher wanted to find out if using the Suggestopedia method would help students improve their listening and speaking skills in English.

1. Problem Statement:

What is the reason behind student's widespread failure and lack of proficiency in English? This is a common question brought on by the current English language trend in Nigeria. Many researchers, including Andrade (2006), have been able to identify a number of factors that could be held accountable for the declining trend in English language proficiency among students in Nigerian schools.

These include:
- lack of qualified and dedicated teachers
- the ancient method of teaching
- lack of interest and zeal on the part of the students
- anxiety and hostility towards English language learning among students

Furthermore, a wide variety of teaching strategies are employed in the instruction of English, and there appear to be problems with the approaches that language instructors frequently employ in both public and private schools. Since the majority of schools use conventional or traditional methods that have been in use for centuries, they are not very appropriate. The majority of these approaches are neither humanistic nor student-centered. The current trend of teaching and learning English in schools appears to have been spawned by the persistent use of such methods and the teacher's subsequent attitudes against them. Thus, this trend has created a void, which is seen as a serious issue in and of itself, necessitating the use of new techniques to enhance student's language proficiency, including speaking and listening skills, as well as their fluency and competency level. This study tends to address the following questions mostly because of this:
- What is the effect of suggestopedia on students' listening skills?
- Is there any difference in the performance of students by gender when taught using Suggestopedia?

2. Objectives of the Study

The objectives of the study are to examine:
- The effect of the suggestopedia method on students' listening skills.

● The effect of the suggestopedia method on students' listening skills in the English language by gender.

3. Hypotheses of the Study

The null hypotheses below were tested

H_{01}: The use of the suggestopedia method does not influence students' listening skills in the English language.

H_{02}: There is no significant difference in the performance of male and female students in listening skill when suggestopedia is applied.

4. Methodology and Tools for the Study:

The study used a quasi-experimental approach to investigate how the suggestopedia method affected the English language listening skills of the students. 268 SS II students (ages 16–17) from the two chosen schools made up the study's population. Participants were divided into two groups: the experimental group and the control group. There were both males and females in each group. In each school chosen to take part in the study, 80 pupils were divided into 20 experimental and 20 control groups using the purposive sampling technique. The experimental and control groups were given pretests and post-tests as part of this study to gauge the impact of the suggestopedia method and how it differed from other common or traditional approaches like Grammar Translation, Audiovisual, etc. Both the experimental and control groups took the pretest to gauge their listening proficiency. The experimental group was given an English language test on the topic of "The Journey through Path-holed Road" using the suggestopedia technique, whereas the control group was given the same topic using the traditional method. In order to gauge how Suggestopedia affected the student's competency, a post-test was eventually given to both groups. For eight (8) weeks in a row, the field activities (pretest, treatment, and post-test) were conducted. The independent t-test was used to analyze the gathered data.

5. Results and Discussion

Pretest and post-test data were gathered for equivalent groups of 40 experimental and 40 control groups in the two chosen schools, and SPSS, a statistical software for social sciences, was used to analyze the data. To ascertain whether there were any statistically significant differences between the two groups' performance on the pretest and post-test, the mean and standard deviation were used to compare the two groups' differences. The experimental and control group's mean scores on the pretest and post-test were displayed in Table 1. The control group's pretest mean score was M=23.00, SD=9.375, while the experimental group's was M=24.30, SD=9.381. The findings indicated that there was no discernible variation in the student's listening skills prior to the application of the treatment at the level of (P= > 0.5). It is believed that this difference is not statistically significant. As a result, neither group's listening skills could be considered superior to the other; rather, their performances were roughly comparable.

However, following the treatment, the student's listening skills performance changed considerably. Consequently, the experimental group's post-test mean score was (M=66.65, SD=6.221). The control group's mean score, however, was (M=30.90, SD=7.146). According to the study's findings, there was a notable difference in the kids' listening skills and performances following the implementation of the treatment. The P-value with two tails was less than 0.0001. This difference is regarded as very statistically significant by standard standards.

As a result, using the suggestopedia method in English classes helps students become better listeners. Consequently, the null hypothesis was disproved at the P=>0.001 statistically significant level.

	Experimental and Control Group	N	Df	Mean	Std. Deviation	T
Pretest	Experimental Group	40	78	24.30	9.381	0.6199
	Control Group	40		23.00	9.375	
Post-test	Experimental Group	40	78	66.65	6.222	0.001
	Control Group	40		30.90	7.146	

Table 1. Pretest and Post-test Results of Experimental and Control Group on Listening Ability

	Performance by Gender	N	Df	Mean	Std. Deviation	t-value
Pretest: listening skill	Male	40	78	23.30	9.762	0.3332
	Female	40		24.00	9.013	
Post-test: listening skill	Male	40	78	46.90	17.701	0.8731
	Female	40		50.65	20.607	

Table 2. Pretest and Post-test Results of Students in Listening Skill by Gender

The participant's performance is compared by gender in Table 2. The findings indicated that, prior to the implementation of the treatment, there was no discernible difference in the listening skills of the pupils by gender. Males scored on the pretest on average (M=23.30, SD=9.762), whereas females scored on average

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(M=24.00, SD=9.013). The findings showed that, at the two-tailed P-value (P=>0.7), there was no statistically significant difference between the listening skills of males and females in the pretest results.

In terms of listening skills, the male group's mean score on the post-test was (M=46.90, SD=17.701), whereas the female group's was (M=50.65, SD=20.607). P= >0.38, the two-tailed P-value, indicates that this difference is not statistically significant. Consequently, at the significant P-value (0.05), the null hypothesis was maintained.

Conclusion
Based on the study's findings, it is determined that using suggestopedia to teach English enhances students' listening skills and is advantageous for language learners and teachers. The findings of this investigation demonstrated that this was scientifically established. The findings showed that using the suggestopedia method improves students' English language listening abilities. This is due to the fact that the suggestopedia approach uses melodic sounds, artistic galleries, and ideas to assist learners in getting rid of any tension, emotion, or fear that could be bothering them.

Implications of the Results of This Study
The results of this study show that using suggestopedia improves student's competence issues, particularly in listening. They tend to learn more quickly and easily if school impressions are eliminated.

Suggestion
Based on the study's findings, it was suggested that language pedagogy be included in the curricula of universities and teacher training programs so that student instructors can get knowledge of the most recent approaches to teaching English.

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