**Deanship of Scientific Research**

# The Effect of Implementing Suggestopedia on English Speaking Skills of Forth Graders and their Attitudes toward it at Mayar International Schools

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**Abstract**

The purpose of this study is to investigate the impact of implementing Suggestopedia method on English speaking skills of fourth graders and to explore their attitudes towards using it in teaching and learning at Mayar International Schools, Jordan. Participants of the study consisted of 40 students, who were grouped into a control group of (20) students and an experimental group of (20) students. Three research instruments were used to collect the data: a speaking test, a speaking checklist and an attitude questionnaire. The results of the study showed that there were statistically significant differences at (=0.05) between the mean scores of the experimental group who was were taught by Suggestopedia method and those of the control group who were taught by a conventional method on their achievement in a post-achievement speaking test, in favor of the experimental group. Moreover, the results of the study revealed that there were positive attitudes towards the implementation of Suggestopedia method in teaching and learning English speaking. Based on the results, the researchers recommend that teachers, educators, curricula planners and designers should incorporate the Suggestopedia method in teaching and learning speaking skills to fourth graders in Jordan.

**Keywords**: Suggestopedia , English language learning , speaking skills , attitudes.

## أثر تطبيق الطريقة الإيحائية في مهارات التحدّث في اللُّغة الإنجليزيّة و اتجاهات طلبه الصف الرابع في مدارس ميار الدوليّة نحو التعلّم بهذه الطريقة

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**ملخّص**

سعت هذه الدراسة إلى استقصاء أثر تطبيق الطريقة الإيحائية في مهارات التحدّث في اللّغة الإنجليزيّة واتجاهات طلبة الصف الرابع في مدارس ميار الدولية نحو التعلم بهذه الطريقة، وتكوّنت عينتها من 40 طالب في الصف الرابع الأساسي موزعين في شعبتين: المجموعة الضابطة وتكوّنت من (20) طالبًا جرى تدريسهم باستخدام الأسلوب التقليدي، والمجموعة التجريبية التي تكوّنت من (20) طالبًا جرى تدريسهم باستخدام الطريقة الإيحائية. واستمرت التجربة مدة 24 حصّة في الفصل الثاني من السنة الدراسية 2018. واستخدم مقياس التحدّث لقياس أربعه مهارات: المفردات، اللفظ، القواعد، التواصل اللفظي وغير اللفظي، وجرى استخدام مقياس الاتجاهات لقياس اتجاهات الطلبة نحو مهاره التحدث، ثم تحليل البيانات باستخدام المتوسطات الحسابية والانحرافات المعيارية وتحليل التباين لقياس الفروق الإحصائية في اتجاهات الطلبة نحو مهاره التحدث، وأظهرت نتائج الدراسة أن استخدام الطريقة الإيحائية قد حسّنت من مستوى الطلبة في المفردات والتواصل وزادت من عدد المشاركين فها أكثر من الطريقة التقليدية، كما أظهرت النتائج أيضا وجود أثر ذي دلاله إحصائية لاستخدام الطريقة الإيحائية في اتجاهات الطلبة نحو مهاره التحدّث. واستنادا إلى النتائج، يوصي الباحثون بتضمين الطريقة الإيحائية في تدريس مهاره التحدث باللغة الإنجليزية لطلبة الصف الرابع في الأردن، كما يوصون في المستقبل بإجراء دراسات مشابهه حول أثر استخدام الطريقة الإيحائية في التفاعل الشفهي باللّغة الإنجليزيّة في المراحل الدراسية الأخرى.

**الكلمات الدالة**: الطريقة الإيحائيّة، تعلّم اللّغة الإنجليزيّة، مهاره التحدّث، الاتجاهات.

## 1. Introduction

### a. Suggestopedia as a teaching method:

Richard & Rodgers (2014) explained that there are many approaches in teaching English as a foreign language that have emerged in the twentieth century. These approaches put more concentration on the functional as well as the communicative aspects of the language rather than the grammatical ones. Suggestopedia is a modern teaching method that is based on presenting a modern understanding of how our brains work and how we can have the privilege of increasing their efficiency to achieve long life learning. Moreover, suggestopedia as a method doesn't put much emphasis on teaching the structure of the language. Instead, it aims at exposing the language learners to some effective means of suggestive teaching by enhancing their sensory learning as well as their positive expectation of success through a wide range of methods such as dramatized texts, active participation, games and songs. In fact, suggestopedia method aims at giving the priority to students' psychological factors that were unintentionally or intentionally ignored by most traditional teaching methods

Rashtchi (2018) identifies the Suggestopedia as a method created by Georgi Lozanov, who is a Bulgarian doctor and psychotherapist, in 1966. This method of teaching, according to him, is a nonmanipulative and nonhypnotic process of learning that can provide language learners with a deeper knowledge. Depending on Lozanov research findings, he concludes that his method could accelerate any foreign language learning. In addition, he asserts that the suggestopedia method involves the study of suggestion, which is the science of tapping our reserve capabilities in the domain of our minds and bodies. In fact, Rashtchi (2018) claims that Apart from the several changes that the suggestopedia method has gone through due to Lozanov's continuous research, the different variations of this method may reflect deviations from what he intended.

Bancroft (1995) clarifies that Lozanov theories about Suggestology concentrate on studying two fields: the scientific study of the suggestion process and Suggestopedia, which refers to the application of the suggestion process on the pedagogical field. Apparently, the Suggestology and the Suggestopedia concepts cannot properly be understood in isolation. In fact, these two terms share certain characteristics with yoga.  While Suggestology investigates the subsensory signals or the stimuli in our    physical or social environment that are being absorbed by our unconscious mind, the Suggestion process, especially the spoken suggestion, activates the reserve capacities of our minds or memories. Moreover, the Suggestopedia method can increase our memorization capacities.

Depending on the **UNESCO** report (1978), There are number of integrated principles that constitute the suggestopedia pedagogy: first, suggestion, which means the way teachers present a learning stimuli or a communicative suggestion so that students can communicate positive feelings towards the teacher, the learning material and the other learners. Teachers actually can create this positive and relaxed atmosphere by means of communication (e.g. mimics, music, the body language, voice and visual aids).

According to Xue (2005), Suggestopedia or desuggestopedia is an innovative teaching method that deals with both students 'metal abilities as well as their learning abilities. He believes that this innovative method is one of the most appropriate teaching methodologies in teaching English speaking skill for young learners. This method was used to teach school subjects that need memorization and relaxed state of mind like mathematics. It aims at improving students' achievement and help them to reach the highest level of their mental potential through its relaxing atmosphere and the use of music, art, painting, drawing, posters and singing.

Larsen & Anderson (2011) stated that suggestopedia teaching method is applied to make classrooms bright and joyful. It doesn't want to put on students too much pressure to learn a language.  Instead, it aims at helping students to be more relaxed and confident to increase positively their motivation and this can affect their learning speed and improve the quality of their learning. In fact, when students are given the chance to express their believes and thoughts, they will quickly build up their linguistic confidence and will be able to speak soon.

According to Zhiwei (2014), the common phenomenon existing in learning a foreign language and the anxiety it caused troubled lots of EFL teachers and students for a long period of time. To help language learners and teachers to overcome this' anxiety, lots of researcher put the suggestopedia method into practice. This process helped teachers to

overcome students' negative mood and anxiety. Teachers, who applied the suggestopedia method, may use lots of techniques in their EFL classrooms such as environment suggestion, language suggestion and students' self-suggestion. Rashtchi (2018) states some key features of the suggestopedia teaching method and they are:

**A)   The relaxed convenient environment:**

Which includes the arrangement of the classroom' seats, posters and other furniture. The learning environment should be comfortable and relaxing for the language learners. Moreover, teachers can arrange the seats in a semicircle position to help students to be more relaxed and have a better view of their teachers and colleagues to be able to express their minds.

**B) The use of art, drama and music:**

using baroque music that includes 60 various beats can create more relaxed state of mind for students to be capable of reaching their maximum retention of the learning material. this might improve students to understand and learn the target language effectively.

**C)Peripheral learning:**

With the existence of posters, teaching aids or any form of decoration in the classroom can help students to learn in an indirect way, along with the direct way from teachers. As a result of using the suggestopedia method students can learn consciously and unconsciously.

**D) Free error zone**

With the use of the suggestopedia method students' mistakes are welcomed not punished. Teachers, who teach with this teaching method, would focus on the learning outcomes not on specific structures and rules.

**E) Limited number of assignments:**

This method doesn't put so much pressure on students so that they can feel relaxed to take part effectively in learning experiences it intended to offer. So, there aren't lots of assignments and homework to do because most of the work is done inside the classroom.

**F) The teachers 'role:**

The teacher's role in this method is to maintain students' motivation. To do that, teachers should to be believers in this method and what it is willing to support the learning process with. Actually, Lozanov (1978) portrays teachers, who use the suggestopedia method, as orchestra conductors in that they must establish harmony in their relations and actions as well as among their class members. Teachers should act like they have meticulous and detailed plan to run their classes with. This method would enable teachers to keep the learning atmosphere on track to help their students to achieve intended the learning outcomes. Bancorft (1995) believes that this method aims at developing a close relationship between teachers and their students that is like the relationship between parents and their kids. Teachers can give students new names from a language they learn to be used in a role plays and learning situations that liberate students' imagination and help them to be more creative. Students can develop this new linguistic identity by taking part in the class songs, roleplays and games. They will be able to enhance the performance of their new linguistic identities each time they take part in the class activates. As a result, they would be more alert to learn from the mistakes they made and tend not to repeat them again.

Cramér (2011) verifies that this teaching method claims that it can make learning process not only on the conscious level of our minds, but also on the subconscious level. To successfully achieve the unconscious language learning, the suggestopedia method insists on the importance of having a well-prepared learning environment that is decorated with posters and visual aids. Likewise, Tørud (2005) claims that Lozanov puts so much emphasis on how students should feel confident, comfortable, and relaxed in their classroom. That's why he concentrated on the importance of creating   an atmosphere that can offer students a spontaneous acquisition experience. Moreover, Cramér (2011) talked about the importance of the mental and the physical relaxation to obtain good results. She also agrees that teaching should also concentrate on the subconscious level of the students' brains which is where they had their long-term memory is. But if teachers focused on building only the conscious level, just the short-term memory will be activated. Thus, less information will be gained and acquired.

Moreover, Richards and Rodgers {2014) state that the classroom should be presented in a way that is pleasant and

joyful because students don't only learn from the direct formal teaching from their teachers but also from the class comfortable context. This can be achieved if teachers' pay attention to the shape of the classroom chairs, the musical background and their own 'personalities. They clarified that these elements are as important as the quality of the learning material. In fact, they asserted that the tone and the rhythm that teachers use while reading the learning material are important to avoid boredom as well as distraction. Teachers should emotionalize the linguistic materials to give them meaning and to help students in their comprehension. Likewise, Stevick (1982) claimed that teachers should be trained to read dialogues in a special way. He stated that the precise way of using the appropriate voice tone, the intonation and the reading rhythm can help students' comprehension.

Dhority (1991) explained that one of the most important contributions of Lozano is his use of music. He uses it as suggestopedic device. Clearly, Lozanov talked about certain kinds of music that were ideal for creating a mentally relaxed state of mind and could improve students' cognitive process. Music can activate the right hemisphere and the left hemisphere of our brains. Thus, activating the whole learning experience. Racle (1978) claims that Suggestopedia seems to be the only pedagogical approach that uses music as an integral part of the language teaching and learning process. Moreover, Caskey (1980) and Schuster& Gritton(1986) shared similar views concerning the important impact of the music and the  rhythm element of Lozanov's method on students ' language learning.

**b) English speaking skill**

Holandyah (2016) points out that speaking usually refer for our abilities to memorize a dialogue or to repeat after teachers or even to respond to a drill. Yet, these options don't reflect our speaking abilities. Certainly, using guided conversational techniques for the interaction between peers may provide us with great results if we are able to keep the conversation going spontaneously.

Brown (2006) states that there are certain levels related to speaking assessment tests and they are as follows: imitative, responsive, interactive and extensive. He also verifies the four pillars for achieving speaking proficiency and they are as follows:

A) **Speakers 'knowledge in vocabulary**: they should have sufficient knowledge in using appropriate vocabulary to match a certain social context.

B) **Grammar**: students should be able to use grammatically correct sentences to deliver their messages accurately

C) **Comprehension**: students should understand what other speakers wish to share no matter how complicated structures they use.

D) **Pronunciation**: students should pronounce words correctly to make sure that their speech makes sense to other listeners.

E) **Fluency:** students should speak with fluency whether they answer a question, or they make statements.

Khameis (2006) clarifies that most EFL teachers think that teaching speaking can be really challenging. First, because they don't find the enough time to teach it in their busy schedules. Second, the curricula themselves. English curricula can be part of this issue because for some of them, speaking activities are not exciting and they don't discuss authentic situations related to students 'everyday life. As a result, students don't develop this speaking skills probably.  For Hosni (2014), speaking exercises should help students to develop their oral production by maximizing their individual experiences in using the target language but is a lack in these communicative oral activities in EFL textbooks. He also claimed that speaking is the only skill that is given less teaching emphasis because teachers are busy teaching other skills such as: reading and writing.

Furthermore, Hosni (2014) recommends teachers to consider using teaching methodologies that can help students to feel free to speak their minds without being afraid of making mistakes so that the focus should be on the meaning rather than the accuracy of the form.

Similarly, Fabio (2014) asserts that teachers should provide students with a relaxing environment that would enable students to interact with their colleagues and speak their minds freely in a meaningful context. In fact, this can be achieved if their teachers colour their classes with a comfortable atmosphere that combines a variety of games, drama activities,

songs, visual aids and relaxing music.

Biemiller, (2003) points out that learning new Vocabulary can help students to improve their speaking abilities, this can be mastered by reading books, watching TV, or even chatting among class peers. Actually, he believes that Mastering enough vocabularies leads to the capability of speaking and writing a foreign language. However, Children with low vocabularies need to learn more words than their capable peers. if they were to catch up with their friends in five or six years, they need to accustom themselves to learn from three to four root words per a day.

### 1.2 Previous related Studies

Schuster and Gritton (1986) explained that the first study used the Suggestopedia method in the United States was conducted by Marina Kurkov in 1971. She used it in teaching Russian language at Cleveland State University. Results revealed that there was a statistical significance difference between the experimental and control group in terms of their achievement and the quantity of the learning material covered. Results were in favor of the experimental group.

Beitinger, Mandl & Renkl (1993) examined  extent to which the suggestopedic instruction can avoid the deficits in the traditional method also the extent to which it can improve students 'positive cognitive, motivational, emotional, and social aspects. Participants of the study were 14 Germans who take English course 1 for beginners. The study results revealed that, with regard to the English learners 'cognitive abilities, students' capabilities for communication and listening comprehension were improved. Moreover, the learners 'motivational variables including: "intrinsic motivation", "perceived competence and "sense of control", had positive scores at the beginning of the study then they continue to increase during the course. In addition, students clarify that the learning climate during the English course 1 for beginners that applied the suggestopedia method was well- established and free from anxiety. The cooperation they receive from the instructor as well as within their groups was perceived as supportive. Based on these results the researchers recommend teachers to include the suggestopedic instruction in their teaching because it has a promising future to provide students with some supplementary tools of further education.

Nufus (2014) in his research aimed at using Suggestopedia to motivate the seventh-grade students' speaking at Karang Baru Kabupaten Aceh Tamiang In his qualitative research, the researcher used two instruments for data collection: observation and questionnaire. Subjects of study were students from V-H class at SMPN 1 Karang Baru. The researcher used a mixed approach that includes a mixture of both quantitative and qualitative Data. Obtained quantitative data were analyzed by using SPSS package. The result shows that the students were highly motivated when they were taught by the suggestopedia method. They show positive attitudes toward the different suggestopedia techniques that their teacher used including: first concert peripheral learning, choose a new identity, role play, second concert, positive suggestion and creative adaption. Moreover, the researcher recommends that the teachers have to vary their teaching techniques to maintain students 'motivation inside English speaking classes.

Arniati (2017) in his study intended to find out whether the suggestopedia method can develop students' speaking abilities. the participants of his study were the second-year students at SMA Tomakaka Mamuju college in academic year 2014/2015. to obtain the needed data, the researcher used a pre-experimental method. Results revealed that the suggestopedia method can develop students' speaking abilities.

Merlin& Merlin (2017) in their study investigates the effects of using Suggestopedia method with word wall pictures to increase the vocabulary mastery students of SMPLB at Negeri school in academic year 2016/ 2017. The researchers used various fun learning activities that aims at decreasing the students' boredom during their learning. they also used Word wall pictures to provide the students with extra illustrations. They applied a mixed approach in their research design to include both: quantitative and qualitative. The population of the study are students with learning disabilities of SMPLB in Negeri school in the academic year 2016/2017. The sample consists  5 students.  Based on the quantitative analysis, the result revealed that student had positive attitude toward the suggestopedia method. their achievement in English vocabulary had improved as well.

Deswarni & Setiawati (2018). In their study aimed at investigating the impact of Collaborative Suggestopedia Method

and Audio-Visual Media on Students' Speaking Abilities at English Department of STAI Hubbulwathan Duri. They used a correlational research design. The sample of the study includes 13 students. they used a speaking test to collect the needed data. The research findings revealed that the collaborative suggestopedia method and the audio-visual media had a strong contribution to students' speaking abilities.

Pertiwi (2018) investigates the effectiveness of using the suggestopedia method for teaching speaking to the seventh-grade students at Negeri 2 Gedangan school. The researcher used a quasi-experimental. The subjects of this research were students of 7 E class.  Students were pre-tested before they were given the treatment. The application of the suggestopedia method in teaching speaking lasted for 6 weeks then students were post tested. The obtained the data were analyzed using the SPSS package. The T-test scores revealed that there is an effect of suggestopedia method on students' achievements in English speaking. the value of eta-squared was 0,94 teaching speaking by using the suggestopedia method could positively affect students' speaking abilities.

Fitriani's study (2018) aimed at investigating whether the use of suggestopedia on the ninth grader has any significant effect on their reading skill. the researcher used a quasi-experimental with a quantitative approach for data analysis. the experimental group' students were taught by the suggestopedia method while the control group were taught by using the conventional method.to obtain the needed data, both groups were pre and post- tested. The total mean score for the experimental group' post-tests was 90,5 and it was higher than the total mean score for the control group' post-tests which was 83,89.These statistical calculations indicated that there is significant differences in the mean scores of the ninth graders' achievements in reading skill that are attributed to the use of  suggestopedia method.

As presented in the reviewed literature related to the impact of implementing suggestopedia on the student's language learning skills, this method proved its capability to make EFL classrooms colorful, joyful and fun. Through its use of games, songs and any other exciting activities in their teaching, the suggestopedia method helps young EFL learners to have a positive attitude toward learning English as well as to build their linguistic ego. Furthermore, most of the reviewed studies focused on the significant impact that the suggestopedia can create in learning language skills and subskills and the relaxing learning atmosphere it provides the learners with. Unlike the previous studies, the current study aimed at investigating the extent to which the Suggestopedia teaching method can improve the fourth graders' English speaking at al Mayar International Schools in Amman and exploring their attitudes toward the use of the suggestopedia method in teaching English speaking skill from  three affective domains: their beliefs, feelings and preferences of learning English speaking skill.

## 2. Statement of the Problem

According to Harmer (2007) students are reluctant to speak most of the time either because they are shy to express themselves in front of other people or because the way that teachers teach the speaking skill. In Jordan, where English language is taught as a foreign language and students have a little exposure to English with a limited contact with native speakers, learners struggle in learning speaking skill. For lots of EFL teacher, developing students' communicative abilities as well as speaking skills is a challenging task.

When teachers use uninteresting and inappropriate methodologies in teaching English speaking skill, it affects Students' motivation and linguistic confidence. learners in the traditional classrooms are often exposed to negative and distractive factors that prevent the learners from developing their full potential. They may avoid using the target language in their speech because they lack the appropriate knowledge of English grammar, vocabulary and functional aspects of the language. Moreover, they would struggle to recall previous lessons and won't be able to memorize the new vocabularies. Based on the researchers 'observation that they developed over the past years as an EFL teachers, students' achievements and performance in English speaking skill still less than expected. Most of them lack the motivation in learning speaking skill because they feel uncomfortable to speak or because their teachers 'teaching methods still conventional and unmotivating.  Since speaking is the direct system of communication, it is undeniable that speaking skill is vital for asking and delivering information. Using the appropriate method in teaching English speaking can accelerate students 'gains in English speaking skill.

Because of the problems and challenges presented above, the researchers decided to apply the suggestopedia method in teaching English speaking skill for the fourth-grade students to find out the impact it will cause. Furthermore, the researcher

aimed at exploring their attitudes towards the application of this methodology.

More specifically the study addresses the following questions

1. Are there any statistically significant differences ($\alpha$ =0.05) in the mean scores of the fourth graders' achievement in the English-speaking skill that can be attributed to the teaching method used (Suggestopedia vs. conventional)?
2. What are the fourth graders' attitudes towards teaching and learning by using the Suggestopedia method?

**3. Significance of the Study**

1. The significance of the study originates from its potential contribution to enabling students to develop super memories and to learn English speaking skill without any conscious effort as well as without dealing with a huge amount of learning material with such ease and relaxing atmosphere.
2. The significance of the study emerges from its use of an innovative teaching method called suggestopedia. This teaching method seem to improve the out puts of both processes teaching and learning. The use of this method can achieve higher success and greater productivity in learning a foreign language One target of suggestopedia is enable students to have conversations on an advanced proficiency level. Students by this method can learn faster than they do with the conventional methods because it put huge emphasis on the physical and mental characteristics with more relaxing contexts.
3. The findings of the study might be useful for EFL teachers, to use this innovative method in teaching and learning English speaking skill. The results of this study also might be useful for curricula planners and designers so that they can use this method in teaching speaking skill when they plan English curricula and design their contents.

**4. Limitation of the study**

The study is limited to the following:

1- The study is limited to the sample that was purposefully selected. The sample included two sections of fourth grade students at Mayar International schools taught by the same teacher during the academic year 2017-2018. Therefore, the generalization of the study results will be limited to the sample which is drawn in this study.

2- The study was conducted over a period of 24 sessions.

3- The study only investigated the impact of using suggestopedia method on students' achievement in speaking skill and their attitudes toward it.

4- The study was limited to the instruments (the speaking achievement test, the speaking checklist and students 'attitude questionnaire) that were used for the data collection. so, the validity of the obtained results is dependent on the reliability and the validity of the two research instruments.

**5. Method and Procedures:**

**1.5 Participants**

The subjects of the study consist of two sections of the fourth-grade students enrolled at Mayar International Schools in the academic year 2017-2-18. The participants in the current study were distributed over two sections: one section was assigned randomly to be the experimental group (20students) and they were taught English speaking by using the suggestopedia method, while the other section was randomly assigned to be the control group (20 students) and it was taught English speaking by using the conventional method. In fact, both sections were chosen purposefully because both sections were taught by the same teacher that is the researcher and most of the students in these two sections have a similar level in relation to their achievements in English speaking.

**2.5The study design:**

To obtain the needed data, the researcher applied a quasi-experimental design. The researcher divides the two fourth graders' sections into two groups: experimental and control. Both groups were pretested using English speaking achievement test. Then, the experimental group was taught by the suggestopedia method while the control group was taught by the conventional method. After 6 weeks of the application of the treatment, students in both sections were post tested using the same English-speaking

achievement test that was used in the pretest interval. An attitude questionnaire was administered for the experimental group only to explore their attitudes toward the use of the suggestopedia method in learning English speaking skill.

### 3.5 Variables of the study:

There was one independent variable and two dependent variables. The independent variable was the teaching method. In this study, the teaching method has two levels of representations: the suggestopedia method and the conventional method. The two dependent variables were: students' achievement in English speaking achievement test and students 'attitudes toward using the suggestopedia method in teaching and learning English speaking measured by students' attitude questionnaire.

### 4.5. Research instruments

To achieve the purpose of this study, the researcher developed three research instruments: English speaking achievement test and an attitudes questionnaire. The first data collection instrument was an English-speaking achievement test. It was used to assess the students' speaking skills before and after applying the Suggestopedia method. The test was developed by the researcher based on the content analysis of the fourth grade English curriculum and the general and specific outcomes. The second data collection instrument was a checklist that measures students' performance in each of the English-speaking achievement test. The speaking checklist consisted of four criteria of the speaking skills: vocabulary, grammar, pronunciation, and communication. Each criterion included five indicators and they were   given 5 points for each. The third data collection instrument was   an attitude questionnaire. It was applied by the researcher in order to measure students' feelings and preferences towards using the suggestopedia method in learning English speaking skill. the questionnaire consisted of  three  major domains and they were distributed as follows : 5 items for the students beliefs in relation to the use of suggestopedia method in learning English speaking , 5 items for the learner's feeling in relation to the use of suggestopedia method in learning English speaking  and 5 items about the students' preferences in relation to the use of suggestopedia method in learning English speaking.

### 5.5 Validity of the research Instruments

To establish the content validity for the English-speaking achievement test, the speaking checklist and the Students 'attitude questionnaire, the researcher consulted a jury of twelve research experts in TEFL and ELT. These experts were University professors, experienced PHD, contrastive linguists, supervisors and experienced master's degree EFL teachers. They were asked to validate consistency, accuracy, comprehensiveness of the instruments' items.

In relation to the students 'speaking checklist, their remarks were about reducing the number of items in each domain and deleting items that don't assess the students' speaking skill.  The final version of the Speaking Rubric consisted of 4 domains that represent the major four speaking subskills including (pronunciation, communication, grammar and vocabulary) For the students' attitude questionnaire, the experts' main suggestions included: deleing items that measure the same thing, reducing the numbers of items in each domain and simplifying the language used in the questionnaire to match the level of the fourth-grade students. The original Attitude Scale consisted of 40 items that measures the   following domains: students' preferences, beliefs, and feelings. All their comments and suggestions were taken care of in writing the final version of the attitude questionnaire which consisted of 15 items distributed into three domains: students' beliefs domain, students' feelings domain and students 'preferences domain.

### 6.5 Reliability of the research instruments:

To ensure the intra-reliability, the researcher and another cooperative English teacher discussed the speaking test questions and the speaking checklist and agreed on how to use them. After that, they conducted the speaking test for each student. During the test, each rater used a separate speaking check list. To ensure that the teacher and the researcher had an accurate assessment for each student, all the pre and post speaking tests were video recorded. The inter-coder reliability, the percentage of consensus between the two ratings were (.84%) which was considered acceptable to collect and analyze the data of the study. All speaking tests for all groups were videotaped.

**6. Findings and discussion:**

**1.6 Results Related to the First Question**

1.    1- Are there any statistically significant differences (α =0.05) in the mean scores of the fourth graders' achievement in the English-speaking skill that can be attributed to the teaching method used (Suggestopedia vs. conventional)?

To answer this question, the mean scores and standard deviations were calculated on the pre and post speaking achievement test 's dimensions. Table 1 presents the students' mean scores and standard deviations of the pre and post on the pre and post speaking achievement test 's dimensions due to teaching method used (Suggestopedia vs. conventional).

**Table 1: The means and standard deviations of the pre and post's speaking achievement test 's dimensions due to teaching method used (Suggestopedia vs. conventional)**

| dimension | Group | N | Pre-test | | Post test | |
|---|---|---|---|---|---|---|
| | | | Mean | Std. Deviation | Mean | Std. Deviation |
| **vocabulary** | experimental | 20 | 3.20 | .801 | 4.25 | .414 |
| | Control | 20 | 3.35 | .829 | 3.48 | .617 |
| | Total | 40 | 3.28 | .808 | 3.86 | .650 |
| **Pronunciation** | experimental | 20 | 3.70 | .441 | 4.48 | .444 |
| | Control | 20 | 3.13 | .759 | 3.30 | .637 |
| | Total | 40 | 3.41 | .678 | 3.89 | .805 |
| **Grammar** | experimental | 20 | 3.25 | .698 | 4.10 | .476 |
| | Control | 20 | 3.28 | .734 | 3.48 | .550 |
| | Total | 40 | 3.26 | .707 | 3.79 | .598 |
| **communication** | experimental | 20 | 3.20 | .715 | 4.15 | .587 |
| | Control | 20 | 3.03 | .734 | 3.18 | .568 |
| | Total | 40 | 3.11 | .720 | 3.66 | .754 |

Table 1 reveals that there are differences in the students' mean scores in the four dimensions of the post speaking achievement test 's four dimensions (vocabulary, Pronunciation, Grammar, and communication) due to the teaching method used (Suggestopedia vs. conventional).Thereby, in order to test whether these differences were statistically significant or not, one Way Multiple Analysis of Covariance (MANCOVA) test was applied. The results are presented in Table2:

**Table 2: One Way MANCOVA multiple analysis for the speaking skills speaking achievement test 's dimensions according to the teaching method**

| Source | Levels | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| **Pre-Vocabulary** (Covariance) | vocabulary | .560 | 1 | .560 | 8.474 | .006 | .200 |
| | Pronunciation | .006 | 1 | .006 | .048 | .828 | .001 |
| | Grammar | .127 | 1 | .127 | 1.301 | .262 | .037 |
| | communication | .004 | 1 | .004 | .034 | .854 | .001 |
| **Pre-Pronunciation** (Covariance) | vocabulary | .500 | 1 | .500 | 7.566 | .009 | .182 |
| | Pronunciation | 1.712 | 1 | 1.712 | 13.947 | .001 | .291 |
| | Grammar | .036 | 1 | .036 | .371 | .547 | .011 |
| | communication | .388 | 1 | .388 | 3.693 | .063 | .098 |
| **Pre-Grammar** (Covariance) | vocabulary | .072 | 1 | .072 | 1.092 | .303 | .031 |
| | Pronunciation | .002 | 1 | .002 | .012 | .913 | .000 |
| | Grammar | .746 | 1 | .746 | 7.667 | .009 | .184 |
| | communication | .063 | 1 | .063 | .597 | .445 | .017 |
| **Pre-** | vocabulary | .055 | 1 | .055 | .838 | .366 | .024 |

| Source | Levels | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| communication (Covariance) | Pronunciation | .184 | 1 | .184 | 1.496 | .230 | .042 |
| | Grammar | .998 | 1 | .998 | 10.263 | .003 | .232 |
| | communication | 1.350 | 1 | 1.350 | 12.843 | .001 | .274 |
| Group | vocabulary | 2.506 | 1 | 2.506 | 37.907 | .000* | .527 |
| | Pronunciation | 4.426 | 1 | 4.426 | 36.057 | .000* | .515 |
| | Grammar | 1.567 | 1 | 1.567 | 16.111 | .000* | .322 |
| | communication | 3.494 | 1 | 3.494 | 33.232 | .000* | .494 |
| Error | vocabulary | 2.248 | 34 | .066 | | | |
| | Pronunciation | 4.174 | 34 | .123 | | | |
| | Grammar | 3.307 | 34 | .097 | | | |
| | communication | 3.574 | 34 | .105 | | | |
| Total | vocabulary | 16.494 | 39 | | | | |
| | Pronunciation | 25.244 | 39 | | | | |
| | Grammar | 13.944 | 39 | | | | |
| | communication | 22.194 | 39 | | | | |

* Statistically significance at ($\alpha = 0.05$).

Table 2 shows that there are statistically significant differences in the students' mean scores in the four dimensions of speaking achievement post-test (vocabulary, Pronunciation, Grammar, and communication) due to the teaching methods. The (F) value for vocabulary reached (37.907). Similarly, the (F) value for Pronunciation was (36.057). While it was for Grammar (16.111). Moreover, it was for communication (33.232). This indicated that all the F valves for the four dimensions were statistically significant at ($\alpha = 0.05$). Therefore, there were statistically significant differences between scores of the experimental and control group in the four dimensions of speaking post-test measure due to the teaching methods (Suggestopedia vs. conventional).,

Furthermore, to know the effect size, Eta square was obtained, and Table 2 shows that the effect size of total degree reached (0.803), which means that (80.3%) of the variance in the total degree scores of the speaking measure was attributed to the Suggestopedia teaching method.

To reveal in favor of which these differences were, the adjusted mean and standard deviations were calculated. Table 3 presents these results.

**Table 3 Adjusted mean scores and standard errors of students 'scores in the speaking test due to the teaching methods**

| test | Group | Mean | Std. Error |
|---|---|---|---|
| speaking | Experimental | 29.452 | .256 |
| | Control | 23.979 | .266 |

Table 3 outlines the adjusted mean scores of speaking total degree was in favour of the experimental group, which means that the experimental group performance was better than the performance of the control group in the speaking test for the total degree.

Chiefly, based on the results of the current study and the statistical analyses obtained, the single most striking conclusion is that implementing the Suggestopedia method was more effective in improving the experimental group's speaking skills compared to the conventional one. It seems that "Suggestopedia" method helped the experimental group's students to acquire more vocabulary items necessary for communicating ideas. In fact, the results of the study revealed that the effect size of vocabulary reached (0.527), which means that (52.7%) of the variance in the vocabulary scores of the speaking test was attributed to the Suggestopedia teaching method. These findings are consistent with Deporter (2008) who claims that the  human brain could process great quantities of material if given the right condition for learning in a state of relaxation Also, these findings were in line with  Xue (2005) pointed out that Suggestopedia is an effective with developing these three areas for English learners

because it focuses on the relationship between students' mental potential and learning abilities. In addition, he concluded that this method is very appropriate in developing these three areas for young language learners.

The fact that the suggestopedia aims at establishing a comfortable zone of interaction between teacher and students and among students themselves would allow students to build up their linguistic confidence to speak English freely and without fear. Furthermore, students had more chances to practice their speaking skills and to know more about the variation of vocabularies as well as to speak accurately and appropriately to match a certain social context.

Moreover, the results of the study showed that there was a significant difference in students' pronunciation and grammar skills. The effect size of Pronunciation reached (0.515), which means that (51.5%) of the variance in the Pronunciation scores of the speaking test was attributed to the Suggestopedia teaching method .Furthermore, The effect size of Grammar reached (0.322), which means that (32.2%) of the variance in the Grammar scores of the speaking test was attributed to the Suggestopedia teaching method .These results indicated that there was a significant improvement on both the pronunciation and grammar skills of the experimental group.

In relation to the communication domain, the results of the study revealed that there was a significant difference in students' communication skills. The effect size of communication reached (0.494), which means that (49.4%) of the variance in the communication scores of the speaking test was attributed to the Suggestopedia teaching method. This indicated that Suggestopedia method has improved the students' ability to recognize and produce authentic and appropriate language that matches certain social contexts. This result is also consistent with Lozanov (1978) who stated that suggestion, according to the suggestopedia method, is a constant communicative factor. This preconscious mental activity can create conditions for tapping the functional reserve capacities in our brains, this means that suggestion always operates at a subconscious level and it is an important factor in all communicative interchange, but it can also be tapped to help students achieve their full learning potential.

**2.6 Results Related to the second Question**

**2-What are the fourth graders' attitudes towards speaking in English using the Suggestopedia method?**

To answer this question, means and standard deviations were calculated for the fourth graders' attitude questionnaire's dimensions towards using Suggestopedia method for teaching speaking skills in English. The results are presented in the following table.

**Table 4: Means and Std. Deviation of the attitudes dimensions towards speaking in English the Suggestopedia method in descending order**

| No. | rank | dimensions | Mean | Std. Deviation | Levels |
|---|---|---|---|---|---|
| 3 | 1 | My preferences about learning speaking in English | 3.95 | .214 | High |
| 1 | 2 | My beliefs about learning speaking in English | 3.94 | .276 | High |
| 2 | 3 | My feeling about learning speaking in English | 3.57 | .208 | moderate |
| | | Mean score of attitudes | 3.82 | .140 | High |

Table (4) indicated that the average mean for the degree of attitudes towards using Suggestopedia method for teaching speaking skills in English was (3.82), and as a high level. The average means for dimensions ranged between (3.57) and (3.95), and with high and moderate level. The dimension "*My preferences about learning speaking in English*" came in the first order with an average mean of (3.95) and a high level. Come next the dimension "*My beliefs about learning speaking in English"* with an average mean of (3.94) and a high level. Finally, the dimension "*My beliefs about learning speaking in English "*came last, with the least average mean of (3.75) and as a moderate level.

Results related to this question revealed that there is a positive attitude toward the use of the suggestopedia method in teaching English speaking skill in all the three domains (i.e. beliefs, feelings and preferences).

One possible explanation of such a positive impact of the Suggestopedia method on the students' attitudes towards learning English speaking is that when students are relaxed, their h effective filter will be at a low level so they will tend to absorb and receive the second language input more effectively. this result is consistent with Krashen (1981) claims about the affective filter hypothesis. Obviously, It

seems that Suggestopedia method has created a supportive, enjoyable and non-threatening learning context which may help students to increase their confidence, independence, and linguistic confidence especially for those who used to be shy to speak in class. The fact that suggestopedia method portray teachers as orchestra conductors means that the teacher's role in reflecting students' self-confidence and enthusiasm when he/she is communicating with the students using a variety of facial expressions, body language, voice intonations and sensitivity.

### 7. Conclusion:

Using the Suggestopedia method to teach English speaking skill for young learners using Suggestopedia can be a very interesting but also a challenging experience. Suggestopedic teachers should take into consideration students' conscious and subconscious state of mind along with verbal and non-verbal stimuli to enhance the effectiveness of EFL learning classes. The suggestopedia method as a teaching style can be challenging because it depends on teachers' preparations of the appropriate music, roleplays, activities, songs and games. Consequently, teachers who tend to use this method should be well-trained and punctual.

The Suggestopedia method enriches us with some valuable insights into the power of cognition and creates techniques that make students feel comfortable, relaxed and suggestible to the material being learned. Suggestopedia helps the students to feel relax and ready to share their ideas especially, during speaking activities.

### 8. Recommendations

Based on the results of this study, the researchers recommend that:

1.  The Ministry of Education should train teachers of English to master the application of the Suggestopedia method inside English speaking classes, especially for young learners' classes.
2.  Teachers should plan well for their suggestopic classes by paying extra attention to the music, roleplays and games they wanted to use.
3.  Other researchers conduct further studies on the impact of Suggestopedia on different grade levels and other skills.

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