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**Suggestopedia in Improving Students' Mastery of Vocabulary**

**The Case Study of First Year Pupils at Draa Mohammed Sadak Secondary  
School, Jijel**

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the Didactics of English

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## **General Introduction**

### **1. Statement of the Problem**

English as an international language is used by people throughout the world for different purposes such as communicating with other people from different countries and providing a means for exchanging knowledge. There are three major components of language, are sounds, grammar, and vocabulary. As a matter of fact, without the recognition of the words' meaning, it would be impossible to either produce or receive the language; it makes conversations with others impossible or quite difficult.

A long period of time grammar was viewed as the main task in foreign language teaching. Mastery of grammatical structures was the main goal in second language acquisition. The Grammar-Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were given a minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing decontextualized word lists. The minor importance related to lexical knowledge and context was visible in the little attention paid to it by second language researchers and teachers in the last decade.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). A leading linguist researcher Nation noted: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform."

Vocabulary is one of the most important language's aspects; it plays a big role in teaching/learning English. The students can improve their vocabulary by themselves through reading books, watching TV, chatting, watching films, videos and listening to music. But this can cause boredom to them, or the students may face some difficulties as memorizing these new words or to retrieve them. But learning vocabulary with others can be enjoyable and effective; the teachers are responsible to find the method that suits learners and solve their problems in vocabulary.

Recently, teachers are trying to find out an effective method to teach their learners new words, phrases, idiom, etc. However, in teaching/learning languages there are many methods and each method has its strengths and weaknesses, and there is no such a good or bad method but there is a suitable method for content and circumstances.

In the process of teaching and learning vocabulary, a lot of problems can be faced. So, teachers should choose the appropriate method to help students' master vocabulary. Since the 1960's, many new ideas and approaches to the study of vocabulary acquisition in a second language have emerged, among of them is Suggestopedia.

Suggestopedia is a teaching method that was introduced by Georgi Lozanov in the 1970's. Lozanov (2005) stated that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoyed in the teaching and learning process. Lozanov created this method with the hope that students would enjoy learning, especially learning foreign language.

One of the reasons why to choose this topic was because according to our experiences as students, we know that most of students generally do not believe that they could be successful in learning a new language. This lack of motivation and the limited words' stock that they have; made them confident to speak and write in the target language because of the fear of making mistakes and getting embarrassed. Moreover, they face problems and difficulties to recall the previous lessons, especially memorizing the new vocabulary.

Last year, as students we dealt with a presentation which was designed according to Suggestopedia. This situation has encouraged us to think about the challenges that teachers take in order to prepare a meaningful syllabus to teach.

For this reason; we are interested in this humanistic method and its way in teaching vocabulary, so this research is intended to test the improvement of Mastery of Vocabulary by the students after being treated by using Suggestopedia.

## **2. Aims of the Research**

The aim of this research is to find out the impact of using Suggestopedia in improving secondary school pupils' mastery of vocabulary, i.e., whether applying Suggestopedia in secondary school will help students to improve their vocabulary mastering or not; it also investigate the teachers' attitudes towards the features of Suggestopedia.

## **3. Research Questions**

Based on the previous explanations, the problem can be formulated as follows:

- What is the effect of Suggestopedia on the attainment of new vocabulary of secondary school learners?
- What are the teachers' attitudes towards the features of Suggestopedia in teaching vocabulary?

#### **4. Hypotheses of the Study**

This study attempts to test the following hypotheses:

**Hypothesis 01:** Suggestopedia helps the learners effectively to attain, retain and recall words and new vocabularies.

**Hypothesis 02:** Teacher will hold positive attitudes towards some features of Suggestopedia for teaching new vocabularies.

#### **5. Research Methodology**

An experimental design was chosen for this study because it is suitable to test the hypotheses. There are two variables: an independent variable, which is S and a dependent variable which is Mastery of Vocabulary.

The subjects of this research are going to be the first year students of secondary school Draa Mohamed Sadak. The population itself consists of 268 students.

##### **5.1 Participants**

As it is mentioned above, the population of the present study is the first grade students of secondary school Draa Mohamed Sadik, in the academic year 2017/2018. The population was 268 students in total, which are separated in 8 groups, aged between 15 and 19 years old. A sample of two groups was chosen out of 8 groups,

who are 16 students per each group, selected using random sampling and randomly assigned to the experimental and control groups.

## 5.2 Tools of Research

Concerning data collection, Achievement tests and questionnaire survey are used.

**Test:** a pretest and post-test is used to assess the learners before and after using Suggestopedia and compare between the result and see whether it is effective or not.

**Questionnaire Survey:** a questionnaire survey is used for teachers to see their attitudes towards the features of Suggestopedia whether, they accept to use some features of S during their lessons or not.

## 5.3 Data Analysis

In this research there are qualitative and quantitative data. The qualitative data is the data that comes from the questionnaire done by the researchers, and the quantitative data is the data that comes from the pretest and post-test. The latter ones will be analyzed through using the inferential statistics (t-test) and descriptive statistics for the questionnaire survey.

## 6. The Definition of Terms

**Vocabulary:** Vocabulary is the total number of words that are known in a particular language (Collins, 2001, p. 1774).

**Mastery:** is great knowledge about or understanding of a particular thing (Oxford Learners' Dictionary 7<sup>th</sup> Edition, 2005, p. 944).

**Suggestopedia:** Suggestopedia is a teaching method, which is developed by Lazanov (1977), a Bulgarian psychiatrist educator. It first started purely as a psychological experiment aimed at increasing memory capacities in the educational process. Suggestopedia is a specific set of learning recommendations derived from suggestology, the science of suggestion which is concerned “with the systematic study of the national and/or conscious influences that human beings are constantly responding to” (Stevick, 1976, p. 42).

## 7. Structure of the Study

The present research is basically divided into three main chapters; chapter one and two are devoted to the literature review and chapter three is concerned with the analysis of the collected data by pretest and post-test:

Chapter one is devoted to highlight vocabulary, vocabulary mastering, its definition, its types, its mastery, teaching and learning vocabulary.

The second chapter provides information about Suggestopedia, its definition, the characteristics of it, its techniques, its design, and suggestopedia in teaching and learning vocabulary.

The last chapter deals with methodology and data interpretation. This chapter includes the research setting, and research methodology such as population and sample, data collection methods, research instruments, data analysis, the result of the experimental research in improving students’ mastery of vocabulary through Suggestopedia, some recommendations and limitations of the study.



## Chapter One: An Overview of Vocabulary

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## **Introduction**

Vocabulary plays an important role in language learning. It is also an essential skill for learning to read, to speak, to write and to listen. Without sufficient vocabulary, people cannot effectively communicate and express their feelings both in spoken and written form. The greatest tool we can give students for succeeding is words and the skill of using them, not only in their education but more generally in their lives.

Our aim in this chapter is to shed light on vocabulary, this chapter exposes the definition of vocabulary and Mastery of vocabulary, the importance of vocabulary, types of vocabulary, aspects of vocabulary, steps of teaching and learning vocabulary and techniques used in teaching vocabulary.

### **1.1 Definition of Vocabulary**

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed many definitions about vocabulary:

The American Heritage Dictionary defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group”.

Cambridge Advanced Learner’s Dictionary (2008) defines vocabulary as “all the words a particular individual knows and uses, and all the words in a particular language or subject”.

Richards and Renandya (2002) assumed that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and wrote" (p. 255). Without an extensive vocabulary, learners rarely achieve their

goals and may be discouraged from using the language. They may lose a lot of opportunities to learn the language in a funny way; using some enjoyable learning strategies such as listening to the radio, watching movies, using language in different contexts, speaking in public and reading books.

Another definition of vocabulary states from Hatch and Brown (1995), they said that "vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use". Hatch and Brown (1995) also stated that "vocabulary is the only system involved of alphabetical order". (Hatch & Brown, 1995, p. 1)

Ur (1994) defined "vocabulary as the words we teach in the foreign language" (p. 60). In addition, Brown (2001) viewed "vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language" (p. 377). Richard in Schmitt (1997) also stated that "knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features" (p. 241).

According to Burns and Betty (1975) "vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different" (p. 295).

From the definitions above, vocabulary is the core components of language. It is the stock or the list of words that learners acquire and use to express their opinions, thoughts and feelings, also to communicate between each other appropriately.

## 1.2 Definition Mastery of Vocabulary

In order to understand the language, vocabulary is crucial to be mastered by learners. Students need to master vocabulary, so they can express their ideas and be able to understand other people's sayings.

According to Webster (2003) mastery refers to the authority of a master which means dominion. It also mastery denoted the upper hand in a contest or competition; superiority, ascendancy and possession or display of great skill or technique. In addition it may refer to the skill or knowledge that makes one master of a subject comment.

While Hornby (1995, p. 721) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1991).

Thus vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class or profession, i.e. the ability to understand and use the vocabulary.

## 1.3 Importance of Vocabulary

In learning English language for many years, vocabulary has been undervalued in the field of second/foreign language teaching and learning, but the last decades have seen a change of attitude towards it.

Laufer (1997) says that:

Vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition

process, native or non-native. What many language teachers might have intuitively known for a long time that a solid vocabulary is necessary in every stage of language learning is now being openly stated by some language researchers. (p. 147)

This shift is due to the emerge of various methods such as the Audio Lingual Method followed by the Communicative Approach, since then the findings of applied linguistics narrow down the syntax and gives more importance to the vocabulary. This revolution of vocabulary has created loads of publications on vocabulary aimed at supporting second and foreign language in teaching process.

According to Carter (1998) vocabulary was neglected in second and foreign language researches, because of syntax and phonology domination in this field. Moreover, vocabulary presentation seems to be a difficult task for syllabus designers because of its infinite nature, but now vocabulary is in the top of second and foreign language research. (Carter, 1998, p. 184)

Jordens and Lalleman (1996) believed that vocabulary is more important than grammar because people generally use vocabulary and ignore grammar particularly when getting a message across quickly, precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high. Moreover, the numbers of people who speak and write ungrammatical sentences are enormous, except if they are transferring complex messages precisely. It is clear that vocabulary has been recognized as a key area of language knowledge. (Jordens & Lalleman, 1996, p. 359)

Wilkins (1972) stated that

“If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”.

A view that meets Krashens' view (1993) who adopted the view that vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers and convey their messages appropriately. The learner can communicate through using only a word rather than a well structured sentence. Students take with them dictionaries while traveling not grammar books. Therefore, an ability to use grammatical structure does not have any potential for expressing meaning if words are not used. In order to become proficient in a foreign language, a learner has to learn and stock thousands of words before get started studying grammar rules, and language teachers should spend considerable time on teaching vocabulary in their classroom.

#### **1.4 Types of Vocabulary**

There are different classification for types of vocabulary according to some experts:

##### **1.4.1 In Terms of Semantics**

Milton (2009) classified vocabulary into Notional words and Functional words.

**Notional Words:** are nouns, pronouns, adjectives, numerals, verbs and adverbs; the name objects, actions, quality and so on.

**Functional Words:** are articles, prepositions, conjunctions, interjections, and so forth. (Milton, 2009, p. 227)

#### 1.4.2 In Terms of Methodology

Doff (1988) classified vocabulary into two terms they are:

**Active Vocabulary:** refers to items the learner can use appropriately in speaking or writing. So, it is the words which the students understand, recall, write with the correct spellings, pronounce them correctly, and use constructively in speaking and writing.

**Passive Vocabulary:** refers to a language items that the students may recognize and understand when they occur in the context of reading and listening, but which they cannot produce or use correctly in different context. Passive vocabulary or comprehension consists of the words comprehend by the people, when they read and listen.

(Doff, 1988, p. 147)

#### 1.4.3 In Terms of Communicative Language Teaching

Nation (1990) has divided vocabulary in the specific reference, such as:

**Receptive Vocabulary:** Haycraft (1978) defined receptive vocabulary as “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly” (cited in Hatch & Brown, 1995, p. 370). Receptive vocabulary refers to the language items which can be recognized and understood in the context of reading and listening materials (receptive skills).

**Productive Vocabulary:** Haycraft (1978) defined productive vocabulary as “words which the students understand, can pronounce correctly and use constructively



in speaking and writing” (cited in Hatch & Brown, 1995, p. 370). So, productive vocabulary refers to language items that the learner can recall and use appropriately in speech and writing (productive skills) (Gairns & Redman, 1986).

#### 1.4.4 In Terms of Skills

Cummins (1999, as cited in Herrel, 2004) stated that there are different types of vocabulary:

**Reading vocabulary:** This refers to all the words recognized by an individual when reading a text.

**Listening vocabulary:** It refers to all the words recognized by an individual when listening to speech.

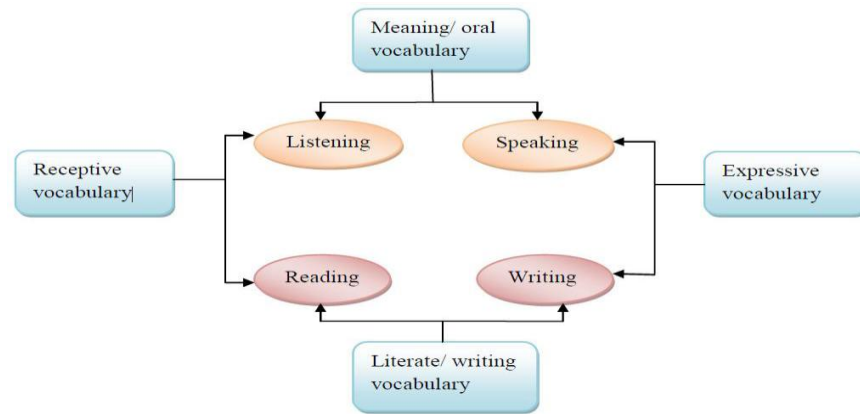
**Writing vocabulary:** This includes all the words employed by an individual in writing.

**Speaking vocabulary:** This refers to all the words used by an individual in speech.

To sum up, vocabulary constitutes in four categories which are divided into two units, speaking and writing vocabulary which named the productive, active or expressive vocabulary, in contrast, listening and reading vocabulary which known as the receptive or passive vocabulary.

#### 1.4.5 In Terms of Meaning and Literate

Pikulski & Templeton (2004), point out that vocabulary classified into two kinds, meaning and literate. Meaning or oral vocabulary refers to the collection of listening and speaking vocabulary while literate or function vocabulary refers relatively to the combination of reading and writing vocabularies.



**Figure 1. Vocabularies (Adopted from, Pikulski & Templeton, 2004, p. 2)**

### 1.5 Definition of Word

All languages obviously consist of words because any language emerges first as words. “We use words to think; the more words we know, the finer our understanding is about the world” (Stahl, 1999, p. 11). According to Clark (1993), words are the starting point and without them learners will not be able to express their thoughts about each other, places or things (Clark, 1993, p. 1). Moreover, McCarthy (1994) stated that it is not enough to know only the meaning of a word, but learners should also know three principals points which are:

1. What words are usually associated with?
2. Whether it has any particular grammatical characteristics.
3. How it is pronounced.

(McCarthy, 1994, p. 5)

### 1.6 What Does It Mean to Know a Word?

To know a word is a multifaceted matter. Knowing a word is it to recognize it in a text; is it to know the word’s pronunciation, spelling, meaning, grammatical function, collocations, etc.

EFL learners are not encountered by all the words in English, so when they face a new word maybe they:

- Never have seen the word.
- Have seen the word, but unable to remember the meaning.
- Recognize the word related to some context.
- Understand the word in the context.
- Know many meanings according to various contexts.

Many researchers have discussed what is mean to know a word. Nation (2001) is one of them. For him knowing a word implies knowing its form, meaning and use (Nation, 2001, p. 35). This is a very practical way of defining what knowing a word means but it is obviously a limited one.

Following Nation (2001) “words are not isolated units of language, but fit into many interlocking systems and levels, there are many things to know about any particular word and there are many degrees of knowing” (p. 23). A fairly complete model is to be found in Nation (1990, p. 3 (cited in Read, 2000, p. 26)) as it is shown in the following chart:

**Table 1**

*Nation’s (2001) Aspects of Word Knowledge*

Knowing a word		
		What does the word sound

<b>Form</b>	Spoken	like?
		How is the word pronounced?
	Written	What does the word look like?
		How is the word written and spelled?
	Word parts	What parts are recognizable in this word?
		What word parts are needed to express the meaning?
<b>Meaning</b>	Form and meaning	What meaning does this word form signal?
		What word form can be used to express this meaning?
	Concepts and referents	What is included in the concept?
		What items can the concept refer to?
	Associations	What other words does this make us think of?
		What other words could we use instead of this one?
<b>Use</b>	grammatical functions	In what pattern does the word occur?
		In what patterns must we use this word?
	Collocations	What words or types of words occur with this one?
		What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	Where, when, and how often would we expect to meet this word?
		Where, when, and how often can we use this word?

### 1.7 How Many Words Do a Student Need to Know?

According to Claiborne (1983), reported the size of English language in the popular press has a very wide range: from 400,000 to 600,000 words (Claiborne, 1983, p. 5). Thornbury (2002) argued that most second-language learners "will be lucky to have acquired 5,000 word families even after several years of study"(p. 20).

The learner needs to know the most important and the most frequent words in English. This core vocabulary would be about 2,000 words. After that the learner needs to develop the amount of this vocabulary and enlarge his stock of words.

To answer the previous question, i-e, how many words do the learner needs to know, Pace (2013) suggested that:

- 250 words constitute the essential core of a language, those without which you cannot construct any sentence.
- 750 words constitute those that are used every single day by every person who speaks the language.
- 2500 words constitute those that should enable you to express everything you could possibly want to say, albeit often by awkward circumlocutions.
- 5000 words constitute the active vocabulary of native speakers without higher education.
- 10,000 words constitute the active vocabulary of native speakers with higher education.
- 20,000 words constitute what you need to recognize passively in order to read, understand, and enjoy a work of literature such as a novel by a notable author.

## **1.8 Aspects of Vocabulary**

According to Ur (1996, p. 60-62), there are some aspects of vocabulary that should be mastered by students they are as follows:

### **1.8.1 Pronunciation and Spelling**

“Pronunciation is the way in which a particular person pronounces the words of a language” (Wehmeler, 2003, p. 1057). It has a great influence on vocabulary. So, the students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

### **1.8.2 Grammar**

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if a high priority is given to vocabulary, grammar will be thereby abandoning. (Cameron, 2001, p. 72). For example, when teaching a new verb the teacher may also give its past form. Whether it is regular or irregular (think, thought). Similarly, when teaching a noun; the teacher may wish to present its plural form, if irregular (mouse, mice) or draw student attention to the fact that it has no plural at all (advice, information). Teachers have to present the grammatical concepts of the words.

### **1.8.3 Meaning**

The meaning of words is primarily what is referred to in the real world, its denotation. A less obvious component of the meaning of an item it is connotations, the association, or positive or negative feeling it evokes, which may not be indicated in a dictionary definition.

A more subtle aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not. Nation and

Cameron (2001, p. 85) argued ways to explain the meaning of new words in the classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board and picture from story books.

It can be concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery.

### 1.9 Sources of Vocabulary

Vocabulary is the most important element in teaching learning process; therefore learners must improve their vocabulary. To improve vocabulary, they must know where the vocabulary comes from, so that the student will find it easy to learn English.

According to Harmer (2001), there are some sources to learn vocabulary in teaching learning process, which are:

**Words List:** is a way of organizing vocabulary for learning. It does not matter a great deal if they are put together randomly. Students can learn vocabulary wherever they are, because it is easy to bring.

**Vocabulary Book:** It is also integrated into skills work. There are many vocabularies and tasks in vocabulary book that can be an exercise for the students.

**The Teacher:** has the great influence in improving the student's vocabulary. He is a potential fruitful source of vocabulary input. Not only in terms of an accidental learning, but also as a means of introducing vocabulary through the teacher talk. He must make students feel enjoyed in learning vocabulary. So they will be easier remembering what they have learnt.

**Learner:** each student can improve his/her vocabulary by discussion and sharing ideas with other students, so that they learn new words and find it an easy task to communicate with others and understanding what they have read or heard.

**Short Texts:** Short texts for vocabulary improvement purposes, whether spoken or written, have several advantages compared to learning words from lists.

Language teachers should be more interested in how to teach vocabulary, how to present it and how the learners can improve their vocabulary.

(Harmer, 2001, p. 56)

## **1.10 Steps of Learning Vocabulary**

Learning vocabulary is not a simple procedure. The duty of learning vocabulary is to see the distinction between knowing a word and using it. Learning vocabulary should focus on remembering words and using them easily in the right contexts.

Language teachers must be more interested in developing new ways to help learners acquiring new vocabulary. Consequently, learners should be provided with a large range of vocabulary which enables them to discuss any topic. This can be done through five steps that seem essential for learners in their vocabulary learning. These five steps are suggested by Brown and Payne (Cited in Hatch. E, Brown. C, 1995, p. 267).

### **1.10.1 Encountering New Words**

The first main step for vocabulary learning is encountering new words; which means finding sources. The learners' duty is to look for new vocabularies through



reading books, magazines, journals, stories, or through listening to the radio, music and watching television. Learners desire to acquire words which satisfy their needs, so learners' needs play an important role in acquiring new words. In addition to learners' needs, interests and motivation lead learners to focus on learning some words rather than others.

### **1.10.2 Getting the Word Form**

The second essential step for vocabulary learning is getting a clear image of the word form-spelling, pronunciation or both. Getting the form of a word is considered very important, especially, when learners are asked to define words.

### **1.10.3 Getting the Word Meaning**

The third main step for vocabulary learning is getting the word meaning. It is based on some strategies such as asking a native speaker or the teacher about the meaning of the word, relating new words with already made pictures in mind. Another way of getting definition is dictionaries, which are considered as the main source of a word definition (meaning). Finally, one very popular way of learning word meaning is through contextualization or putting words in situations. The learner then will guess the meaning of new words easily.

### **1.10.4 Consolidating word form and meaning in memory**

The fourth necessary step is to emphasize the consolidation of form and meaning in memory. Learning through the appropriate context helps learners to acquire the new words meaning and form at the same time.

### **1.10.5 Using the Word**

The final step in learning vocabulary is using the words. If the learners' aim from knowing a word is not receptive but productive, word use is essential to test the learners' knowledge of collocations, syntactic restriction and register appropriateness.

Conclusively, the learners need all these five steps in order to enrich their vocabulary and get full knowledge of the words they want to learn.

## **1.11 Teaching Vocabulary**

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. It is the teachers' task to find or choose a better technique that is suitable to students' condition. Teaching vocabulary is considered as a crucial step in the process of teaching foreign language. Sökmen (1997) listed some key principles of teaching vocabulary:

- a. Build a large sight of vocabulary.
- b. Integrate new words with old one.
- c. Provide a number of encounters with a word
- d. Promote deep level of processing.
- e. Facilitate imaging.
- f. Make new word "real" by connecting them to the student's word in some way.
- g. Use various techniques
- h. Encourage independent learning strategies.

Teachers need to meet almost all the principles in order to get effective results.

Nation & Newton (in Coady. J, Huckin, 1997, p. 239) proposed that during the design of a vocabulary course, the teachers must take into consideration not only the situation in which the course occurs but also the selection of vocabulary to be taught. They also have to consider how it should be sequenced and how it should be presented.

### **1.12.1 Selection**

Most researches have provided lists of the most frequent and widely used words of language; especially for the early stages of learning a language (they estimated 2000 words and grouped by West (1953) in his book *General Service List of English Words*). In addition, they took as a second variable of vocabulary selection the range of words used in spoken language. However, frequency and range are not the only two factors; there are other factors such as combination (the ability to combine with other words), definition (the ability to help define other words) and substitution (the ability to replace word by another one) of words.

The most appropriate learning strategy here is the “selective attention”, means the teacher should bring the learners’ attention to the target word, and he should ensure that he notices it. The teacher can do this through underlining, bold-facing and circling.

(Cited in Coady. J, Huckin. T, 1997, p. 239)

### **1.12.2 Sequencing**

The second step of teaching vocabulary is sequencing. In general, there are two main sequences on which teaching vocabulary is based on. The first one is levels of vocabulary; the second one is grouping and ordering of words. The table below is adapted from Nation (1990) shows the division of levels of vocabulary.

**Table 2***Levels of Acquiring Vocabulary (In Coady. J, Huckin. T, 1997, p. 239)*

<b>Levels</b>	<b>Number of Words</b>	<b>Text Coverage %</b>
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
<b>Total</b>	<b>128.000</b>	<b>100</b>

Frequency words are the most important and useful words in English. It is impossible to use English normally without them. These words consume considerable time and attention from the teachers and learners, and when the learner acquires these words, he moves to the next level which is academic vocabulary. it lists include 800 headwords that are frequent in a wide range of academic texts.. However, technical vocabulary has a very narrow range. It is used with a specific domain. That is, every domain has its terminologies. The low frequency words, which represented 2% this percentage transferred to an approximately number 123 words.

Grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than learning items that are near synonyms or opposites. For example, learners mixed the forms and meanings of words such as “hot” with the word “cold” if they have been taught at the same time. After the lesson, learners cannot be sure if “hot” means “hot” or “cold”. Ordering is very important in teaching a foreign language. Different items should not be taught separately. In other words, there must be a kind of combination between these words for the sake of producing meaningful sentences.

### **1.12.3 Presentation**

After selecting and sequencing the items to be taught, the next step to be dealt with in presentation, teacher and learners can use vocabulary lists because it makes the process of teaching/ learning easier. High frequency vocabulary is taught through vocabulary exercise or individual learning because this type of vocabulary includes few numbers of frequent words. However, low-frequency words are many in number. There are words that do not deserve the teachers' attention, because it can be guessed from the context. As Kelly (1990) pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch & Brown, 1995, p. 240).

## **1.13 Strategies for Teaching Vocabulary**

Vocabulary is generally taught through several strategies and techniques, which are adopted to deal successfully with unfamiliar words. This includes unplanned and planned vocabulary teaching.

### **1.13.1 Planned Vocabulary**

Seal (1991, p. 298) defined it as “when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided beforehand will be taught during the course of the lesson”. Hatch and Brown (1995) referred to this technique as “intentional vocabulary instruction” (p. 415). That is, the strategies of teaching vocabulary are intended, prepared, and well planned by the instructor.

### **1.13.2 Unplanned Vocabulary Teaching**

Seal (1991) defined this term as the “teaching of problem vocabulary that comes up without warning in the course of a lesson”. P (298) That is, unplanned strategies refer to when words may be learnt incidentally and accidentally in class when learners ask specific meanings of a word. Seal suggests three stages in the unplanned vocabulary

teaching, which are conveying meanings by giving synonyms or using mimes. Then, checking the meaning, in this stage, the teacher checks the meaning to ensure that students understand what has been conveyed. Finally, the stage of consolidation, the meaning can be consolidated by practicing them in different contexts (cited in Shen, 2003).

## **1.14 Techniques in Teaching Vocabulary**

There are numerous techniques concerned with vocabulary presentation. Moreover, teachers have to employ a variety of techniques for new vocabulary presentation and revision, in the purpose to be remembered by learners.

Gairns and Redman (1986, p. 73) suggested the most common way in presenting and conveying the meaning of the new vocabulary items which are:

### **1.14.1 Visual techniques**

Visual techniques are related to the visual memory, which is considered especially helpful with vocabulary remembrance. They include flashcards, photographs, black board drawing, wall charts, realia, mime and gestures. These techniques are used to convey meaning. They help students associate presented material meaningfully and integrate it into their system of language values.

The use of concrete objects and materials simplifies the task of the teacher and makes it easier for the learners to identify and understand these words.

### **1.14.2 Verbal explanation**

This technique is useful for teaching abstract and illustrative situations. It is one of the most common used techniques where the teacher has to explain words through different devices like using synonymy, opposites, scales, definition, and categories.

Another well-planned and restricted device is the use of translation. In fact, it is the most appraised among learners but there should be a restriction to avoid depending on a word-to-word equivalence.

### **1.14.3 Use of dictionaries**

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual etc. Teachers use this technique to check the guessing of the learners and provide them with the chance to search and develop their capacities to deal with their personal investigations later on. Moreover, teachers argue that the use of a dictionary can add interest and motivation for the learners being able to confirm their guessing ability and will broaden their vocabulary stock. Thus, the dictionary is very useful for learners since it gives them definitions and examples about the word they want to explain not only in given activities but in further uses.

### **Conclusion**

Learning numerous words is an essential step for learning a second language/foreign language. In the past, vocabulary was given a little importance in the different teaching programs; it was believed that learners should master first the different grammatical rules. This view no longer exists nowadays. Vocabulary has been given a great importance and considered as a crucial element for mastering a second or foreign language. Because of that many methods have emerged and emphasized teaching vocabulary, among of them is Suggestopedia.

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## **Introduction**

Since a long time ago, a wide range of methods for the purpose of teaching a foreign language has been developed by specialists in the domain of teaching and learning foreign languages. Each method has its different techniques and procedures in teaching English as second or foreign language. The shortcomings of one method gave the birth to another method. In English teaching there is no good or bad method, but there is the appropriate and adequate one. So teachers must adopt the right method to achieve the objectives of English teaching, and facilitate the learning process.

S is one of those methods that consider the physical surroundings and the atmosphere of the classroom very important for ensuring that the students are comfortable, confident and relaxed; the affective filter is lowered, which enhance learning. This chapter details this method by giving its definition, its historical background and the techniques used among this method, but before that some terminological definitions will be provided also an overview about some methods that precede S.

### **2.1 Terminological Development**

To start with, some terms used in this research should be defined. As one of the keywords is a method, let us briefly give its definition.

#### **2.1.1 Approach, Method and Technique**

These three hierarchical elements were defined in 1963 by Anthony. According to this American linguist, an approach was defined a set of assumptions which dealt with teaching and learning. A method, being based on an approach, was an overall plan for the way language was presented. The specific activities in the classroom that were in

harmony with a method and an approach were defined as techniques. (Anthony, 1963, p. 63 - 67)

To give an example, what Anthony would describe as an approach was, for instance, when the teacher affirmed the importance of feeling relaxed when learning. The method which would be consistent with the approach could be Suggestopedia. As far as techniques are concerned, sitting in comfortable chairs in a colorful classroom serves as a decent example.

### 2.1.2 Current Terminology

Today's language-teaching practice does not rely only on one specific method and therefore, the current terminology is slightly different:

**Methodology:** the umbrella term which describes, "how to teach?"

**Approach:** refers to the beliefs and theories about language, language learning and teaching that underlie a method.

**Method:** the generalized specifications in the classroom with the aim to accomplish objectives.

**Syllabus/ curriculum:** design for a language program.

**Technique:** the classroom activities, exercises and tasks used for realizing the objectives.

(Brown, 2001, p.15- 16)

## 2.2 An Overview of Language Teaching Methods and Approaches

According to Richards & Rodgers (2007) during the 20th century, the field of language teaching ideologies was characterized by many changes and innovations. In the history of language teaching approaches and methods, there was a move away from

methods that focus on writing and reading to methods that stronger concentrate on the speaking and listening skills, and from the focus on grammar to vocabulary. (Richards & Rodgers, 2007, p. 1-3)

Actually the first teaching methodology for acquiring a foreign language was the one applied for learning Latin. Due to the fact that Latin was the language of education 500 years ago, its study was immensely important for educated learners. The detailed study of grammar, as for example studying conjugations and declensions, doing translations and writing simple sentences was seen as central in the teaching methodology at the time. (Richards & Rodgers, 2007, p. 3-4)

From the 1980s to the 1940s Grammar Translation Method dominated European and foreign language teaching. In Grammar Translation Method, the learning occurs through memorization and drilling exercises. When students want to use it in real life conversation, it is found that they are not able to speak in the target language. So learning became purposeless to a great extent. In the mid and late nineteenth century, opposition to the Grammar-Translation Method gradually developed in several European countries. (Richards & Rodgers, 2007, p. 3-4)

The Direct Method (DM) developed against the grammar translation method by Sauveur (1869), a Frenchman who opened a language school in Boston. It (further on referred to as the DM) is also known as Reform Method, Natural Method, Phonetic Method and Anti-grammatical Method. The basic premise of the Direct Method was that one should attempt to learn a second language in much the same way as children learn their first language. DM emphasised oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules. (Richards & Rodgers, 2007, p. 12).

Audio-Lingual method was developed during the Second World War in the United States as a real scientific method called the Army Specialized Training Program when there was a need to teach people the language quickly and effectively. This method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach, its name came from Latin roots for hearing and speaking. Nunan's opinion is that the Audio-Lingual Method (further on referred to as the ALM) "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles." (Nunan, 2000, p. 229)

After that another method named Total Physical Response (TPR) was developed by Ashore in the USA starting from 1960s. This method attempts to teach language through physical (motor) activity. The Total Physical Response (further on referred to as the TPR) is based on Ashore's idea that the more active the learning the more effective it is. He tried to recreate the conditions in foreign language classrooms and the children received their initial input in the form of instructions in the imperative which required them to make physical responses. His statement was supported by a modern scientist named Nunan(2000) who notes that in this technique, "the target vocabulary items are 'paired' with relevant physical actions". (Nunan, 2000, p.p. 134-135)

In 1972, Gattegno introduced another method called The Silent Way. He believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been thought. It is based on the promise that teacher should be silent as much as possible in the classroom, but the learner should be encouraged to produce as much language as possible. (Richards & Rodgers, 1998) The silent way is when the teacher is silent for most of the time, and he

just gives some examples of new sentences than the students will try to produce one.

After that Suggestopedia was emerged. (Harmer, 2001)

## **2.3 Suggestopedia**

### **2.3.1 Definition of the S**

Suggestopedia, also called Dessuggestopedia, is a teaching method developed by Bulgarian doctor and psychiatrist Dr George Lozanov in 1970s. The name of the method derives from the word 'suggestion' which means to propose, inspire, encourage, and the word 'pedagogy' which is defined in Cambridge learner's dictionary as "the study of the methods and activities of teaching".

Diane Larsen-Freeman also writes that:

"Desuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful of the negative association they may have towards studying and, thus, to help them overcome the barriers to learning" (Larsen-Freeman, 2000, p. 73).

Nunan followed Lozanov's beliefs and said that:

There is a hidden potential of the mind which gets students to learn in a state of deep relaxation bordering on hypnosis. This hypnotic state is brought about through yogic techniques of relaxation, rhythmic breathing, and listening to reading by the teacher which is synchronized to music. The use of music is supposed to activate the left hemisphere of the brain, which, in consequence is designed to facilitate 'holistic' learning.

(Nunan, 2000, p. 239)

### **2.3.2 Aims of the Method**

Lozanov (1978) noted that “The main aim of teaching is not memorization, but the understanding and creative solutions of problems.” (p. 251) Nevertheless, due to the use of lists of vocabulary pairs, one sees memorization as a significant objective of the method. Another aim of S is to accelerate the process of learning by desuggesting students’ psychological barriers and activating the para-conscious part of their minds. Once the positive attitude is strengthened, the learners feel confident to communicate and they are motivated to continue with their studies.

## **2.4 History and Theory of Suggestopedia**

Lozanov, a Bulgarian educator and psychiatrist, initially developed several methods that were beneficial for people with health issues, which he managed to do when alternative medicine was not yet well explored. To help people to acquire knowledge in an easier and quicker way, in 1970s he introduced S. It works with both conscious and unconscious states of mind which is not very typical for traditional pedagogy. (Ostrander, Schroeder & Ostrander, 1979, p. 62)

Lozanov borrowed some techniques from yoga which inspired him by its focus on rhythmic breathing and states of concentration. He believed that breathing exercises are very important for one’s development and therefore should be given attention. He also took a notion from Soviet psychology which stressed the importance of the learning environment. Furthermore, Lozanov believed that while learning, one must be relaxed and focused in the same time. There is also a kinship between Suggestopedia and therapy when it comes to the use of music. Music therapy, according to Gaston, helps to energize people and it brings order. Music and its rhythm is one of the most conspicuous attributes of S. Just as in music therapy, it relaxes the students and also

gives a pace and structure when presenting the linguistic material. Last but not least, there is certain likelihood between hypnoses and Suggestopedia. Nevertheless, unlike hypnoses, Suggestopedia helps us to load our memory with required memories (suggestion) and unload the memory banks of the memories which are unwanted (desuggestion). (Richards & Rodgers, 2007, pp. 142-143)

#### **2.4.1 Theory of Language**

According to Richards and Rodgers (2007), Lozanov thought that the development of S does not direct the student to learn vocabulary or acquire habits of speech, but to communicate. He did not focus on a theory of language or any particular language elements; instead, he remarked the value of trying the language material in a whole meaningful text. He focused on the language which is learnt as well as on the material (Richards & Rodgers, 2007, p. 140)

#### **2.4.2 Theory of learning**

According to Richards and Rodgers (2007), S bases its core on Suggestion. Lozanov affirmed that his method differs from hypnosis and any other kind of mind controller. This affirmation is because the method fails to produce a persistent set up to reserve through concentrative psycho-relaxation. These reserves are like human memory banks which contribute in the retention of the taught material. This method also targets to eliminate the basic concepts students have; as a result, students will be able to deal with any assigned task. This method activates the right hemisphere of the human brain which helps to eliminate tiredness and results are augmented productivity. (Richards & Rodgers, 2007, p. 140)

### **2.5 The Principles of Suggestopedia**

S operates through the following six principals (Richards, 2007, p. 143 – 147):



### **2.5.1 Authority**

In Lozanov's opinion, it is vital for the teacher to act as an authoritative source. He noted that so called "ritual placebo system", which is formed by scientific-sounding language and positive experimental data, is found appealing by most learners. Once the teacher is positive, self-confident, committed to the method and able to act and keep personal distance, it gives him/her an authoritative air.

### **2.5.2 Infantilization**

The relationship between the teacher and the student should resemble the one between a parent and his child. The learners should feel comfortable, spontaneous and self-confident while taking part in role-playing, singing songs and playing games in the same way children do.

### **2.5.3 Double-planedness**

Learners do not learn only from direct instructions. They also learn from the environment of the classroom. The linguistic material is of the same importance as the decor, music or the teacher's personality.

### **2.5.4 Intonation**

With the help of tone variation, the teacher is able to avoid boredom and to dramatize and emotionalize the used material.

### **2.5.5 Rhythm**

It plays a crucial role in S. The right choice of music is the key to success. Lozanov recommended sixty beats a minute as he believed that in a series of these slow movements the mind is alert but the body relaxes. The best results have been given by Baroque instrumental music.

### **2.5.6 Concert Pseudo-Passiveness**

Concert pseudo passiveness is a state at which one feels relaxed because of the musical background. There is no anxiety and learners are able to concentrate. This state is, according to Lozanov, optimal for learning.

## **2.6 Key Features of Suggestopedia**

According to Lozanov (1978), S focuses on 3 key features in language learning which are a comfortable environment, use of music which is mostly baroque type of the 17th century, and peripheral learning provided by posters or extra materials provided during the process of learning.

### **2.6.1 Comfortable Environment**

Comfortable environment implies a unique order of the class in which the chairs and the desks are arranged mostly in semicircle and the light in the classroom is dim to make the students' mind more relaxed. The walls are covered with posters related to the topic as well. The environment in S plays an important role since it helps to concentrate well. (Lozanov & Gateva, 1988, p. 113)

### **2.6.2 Music**

The role of music (baroque type as indicated by Lozanov) in S is important since it helps to create a state of peaceful mind with its 60 beats per minute and specific rhythm as well. The reason why 60 beats per minute music was chosen was the similarity between the heart pulse of a human being and the beats of the music. According to Lozanov (1978) and his related researches, the baroque type music of the 17th century complies with the multi-rhythmical feature which accelerates the learning process.

### **2.6.3 Peripheral Learning through Decoration and Posters**

In S, students not only learn through educational materials but also learn from environmental details such as grammar rules and language posters related to the target language. The posters and other informative designs are means of peripheral learning in S.

Besides, Lozanov's approach promises the students stress free language learning. Learners are not pressurized by lots of homework. Also in S, errors are not important since the teachers focus on the content not the structure. The mistakes during the learning process are tolerated. Homework or assignments are limited to revision of the learnt topic before sleep and in the morning before the language classes.

Another aspect of S is art, drama and music integration to learning process. S makes use of these assets as much as possible in order to provide students with a multidimensional atmosphere which facilitates most of the senses.

(Larsen-Freeman, 1986, p. 75-76)

## **2.7 Procedures of the Method**

Lozanov (2005) stated that there are four stages in Suggestopedia, they are:

### **2.7.1 Presentation Stage**

A preparatory stage in which the teacher tries to help students relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. The teacher starts the lesson by putting the learners into a confident, positive and relaxed mood. Then, it is time for revision.

### **2.7.2 Concert Stage**

This concert session, Lozanov is divided into two parts: active session and passive session.

The first concert (active concert) involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students will be actively following the teacher's reading. Here the teacher uses some classical music and he or she reads the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony in them.

In this session, the students get the translation and are informed that, while the teacher is reading, they should be looking at the text, the translation and only listening to the music (do not to try to memorize). The teacher's behavior is solemn, as it should be when the concert is about to begin.

In the second concert (passive concert), the students are now invited to relax, close their book, 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. It can be said that by listening to baroque music, students can feel relaxed and it can make them Sarter because it increases alpha brain waves (Brown, 2007, p. 27).

### **2.7.3 Elaboration Stage**

The elaboration process should focus on the freedom and the creativity of the students, who are encouraged even more than previously. All the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, play, etc. The teacher continues to keep the students on the borders of their linguistic knowledge, as well as facilitating spontaneous laughter and songs. The

teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult parts of the lesson.

#### **2.7.4 Practice Stage**

The last stage, also called the production stage, is characterized by being short. The aim of this stage is to sum up what has been learnt, by means of a brief, unknown text. The learners are simply asked to read and understand, there is no kind of interrogation. It is just to read and enjoy one's understanding, for example.

### **2.8 Role of the Teacher**

The teacher is the authority which is vital for students' feelings of security and he/she also helps them when it comes to accepting information. However, even when behaving authoritatively, the teacher is responsible for a positive atmosphere in the classroom in order to encourage stress-free reception by the learner. As it is usual that every student has a certain psychological barrier in learning situations, the teachers' task is to recognize and 'desuggest' them. It would be desirable for the teachers to be trained in the fields of psychotherapy, acting or singing, as they all contribute to positive feelings. (Richards, 2007, pp. 149– 150)

As far as the student-teacher and student-student interaction is concerned, the teacher is the one who initiates the interaction from the very beginning of the course. At first the learners may respond nonverbally and later, once they feel confident, they answer in full sentences. When they are more familiar with the language, they start to initiate the interaction themselves. (Larsen-Freeman, 2000, p. 82)

According to Lozanov, the teacher who follow Suggestopedia should ideally meet the following points:

- Show absolute confidence in the method.

- Display fastidious conduct in manners and dress.
- Organize properly and strictly observe the initial stages of the teaching process –this includes choice and play of music, as well as punctuality.
- Maintain a solemn attitude towards the session.
- Give tests and respond tactfully to poor papers (if any).
- Stress global rather than analytical attitudes towards material.
- Maintain a modest enthusiasm.

(Lozanov, 1978, p. 275- 276)

## **2.9 Role of the Learner**

The crucial factor of S is the mental state of the students. Throughout the whole course, they should feel as relaxed as possible and let the language come easily and naturally. One of the ways to make the learners feel no tension is to give them new identities.

Richards and Rodgers (2007) pointed out that it helps them “detach themselves from their past learning experiences” (p. 149). So, once the students trust the teacher they are in a childlike role where they follow the teacher as a parent. They are not encouraged to be critical, but only absorb what is presented to them. In this way, the students feel secure; they can be more spontaneous and less inhibited. (Richards & Rodgers, 2007, p. 144)

## **2.10 Materials**

There are two types of materials in the courses of S (Richards & Rodgers, 2007, p. 150):

### 2.10.1 Direct Materials

- Textbooks and tape

### 2.10.2 Indirect Materials

- **Fixture of the Classroom:** The classroom should be elated with many posters on the walls. The reclining comfortable chairs should be in a circle so the students face one another.

- **Music:** As it has been mentioned, Lozanov's method is connected to music therapy. He was fascinated by the fact that in Ukraine, Russia and Bulgaria, the doctors played their patients certain music so as to help them recover quicker. It had a positive effect on patients' blood pressure and heart rate. When Lozanov visited these hospitals, he thought that the patients were sleeping. However, as he soon realized by talking to them, they were all awake but in a state of total relaxation. Fascinated by this fact, Lozanov started to study music. He realized that Baroque music had the biggest effect on learning. According to certain tests, music produced by string musical instruments was more efficient than wind musical instruments. Lozanov realized that music did not influence only learning and mental health but also physical problems such as allergies, headaches or backaches. (Ostrander et al, 1979, p. 90 - 92)

## 2.11 Evaluation

In order to maintain the positive atmosphere in the class, it is vital to correct learners' mistakes gently using a soft voice. They are evaluated with respect to their performance in class rather than being tested as tests would be too stressful.

(Larsen-Freeman, 1986, p. 83 – 84)

## **2.12 Advantages and Disadvantages of S**

### **2.12.1 Advantages**

As a particular method, S offers some benefit for its use in the foreign language classroom. There are some benefits in utilizing suggestopedia:

#### **1. A Comprehensible Input Based on Dessuggestion and Suggestion**

##### **Principle**

By using this teaching method, learners can lower their affective filter. In addition, Suggestopedia classes are held in ordinary rooms with comfortable chairs, a practice that may also help them be relaxed. Teachers can do numerous other things to lower the affective filter.

#### **2. Authority Concept**

Students are most influenced by information coming from an authoritative source, teachers.

#### **3. Double-planedness Theory**

It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. The learners can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

#### **4. Peripheral Learning**

Suggestopedia encourages the students to apply language more independently, take more personal responsibility for their own learning and get more confidence. Peripheral information can also help and encourage students to be more experimental, look and search for the information in other sources rather than the teachers.

(Dixie, 2013)



### **2.12.2 Disadvantages**

It is not fair to analyze only from the benefit aspects. Suggestopedia also has limitations since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students' motivation, financial limitation, number of students, etc.

The main disadvantages of suggestopedia are as follows:

#### **1. Environment Limitation**

Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class (Adamson, 1997).

#### **2. The Use of Hypnosis**

Some people say that suggestopedia uses a hypnosis, so it has bad deep effects for human beings. Lozanov strongly denied that.

#### **3. Infantilization Learning**

Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like a child.

(Dixie, 2013)

Also, Lozanov's method was criticized for its experimental data and terminological jargon because of which certain people called this method a pseudoscience. (Richards & Rodgers, 2007, p. 152)

### **2.13 Suggestopedia in Teaching and Learning Vocabulary**

S is a very important method in the process of teaching and learning vocabulary, its importance is due to the techniques and procedures used by this method. S is based

on lowering the affective filters, by ensuring that the students are comfortable, confident and relaxed. It considers the physical surroundings and atmosphere of the classroom very important elements to achieve the teaching goals. Learners learn new lexis from the dialogue read by teacher and from the posters and songs (peripheral learning).

Lozanov's claims about the method were rather dramatic. He believed that memorization may be accelerated twenty-five times when learning by Suggestopedia. Moreover, he asserted that it does not matter whether or not a learner studies abroad as Suggestopedia works equally for those who do not have a chance to do so. He also claimed that suggestology is useful in all sectors of public life. (Richards & Rodgers, 2007, p. 142) In Germany, Suggestopedia have been tried on university students from Leipzig, it was published that "...the students learnt 3182 lexical units and idioms in thirty days with the retention of more than ninety-four percent. One doctor who was a part of the team stated noticeable improvement of the health condition of the university students. For presentation, baroque music was used for its calming and dramatizing moments." (Translated from Ostrander, p. 226)

Lozanov believed that memory has no limits. All people are capable of having a 'super memory' as it lives within them. He claimed that one must clear his minds from all the limiting factors and his memory will blossom. (Ostrander et al., 1979, p. 92) So students are able to memorize a huge number of words.

## **Conclusion**

In order to teach vocabulary in an effective and successful way the teachers must carefully choose the appropriate method. One of the methods that emphasis learning, understanding and memorizing new lexis in a short time, a comfortable and relaxed way is Suggestopedia. This method also emphasizes 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).

It is based on the context of a” suggestive- desuggestive ritual placebo system”, this system might be yoga, hypnosis, biofeedback, or experimental science. The goal of this system is to help students get relaxed and learn effectively. Lozanov maintained that this system does both cure and teach patients or pupils and credit them with the power to do so. (Richards & Rodgers, 2007, p. 153) It is also based on dramatization of the dialogues in the course-books, for instance, it may help the students enjoy the learning process. Suggestopedia suggests that there should be pleased memories in the learning environment for effective language acquisition.

In conclusion, Suggestopedia is a method where the materials and teachers play an important role in achieving the objectives of the lesson. Without the materials, the method will not work. All the activities developed with the Suggestopedia are grammatically and lexically relevant to the presented material.

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## **Introduction**

This chapter is assigned to explain the practical part of dissertation in hand. It consists of two sections; the first section presents a full description of research methodology adopted to conduct this piece of work. Additionally, it gives information about the target population, the sample, the tools used for collection data (Pretest, Post-test and questionnaire survey) and the description of the lessons that we used in teaching vocabulary using S. The second section is concerned with the analysis and discussions of data obtained from two different tools that were used (the analysis of data were manually) at the end some pedagogical recommendations are stated.

### **3.1 Section One: Research Methodology**

This section comprises the method of research, population, research tools used in collecting data along with their description, the lessons descriptions during the treatment period and also the limitations we encountered when conducting this study.

#### **3.1.1 Research Method**

This piece of work is intended to test whether the use of S enhances the pupils' vocabulary in the Secondary school or not. This study is both quantitative and qualitative in nature in the sense that counting and measuring of numerical data is done in this study. Therefore, the process of gathering data will be based on -experimental design. The procedure of this experimental work went through three main stages: the first step is the pretest, in which all the participants of both groups are tested through a written test to evaluate their current level in vocabulary. After the pretest, the researchers taught five lessons to the experimental groups using S, while the control group taught by their teacher using the usual method. The final step was the post-test, in which the participants was tested in much in the same as in the pretest; giving the same

activities but differ in content. The content of pretest and post-test was chosen from the school book “At the Crossroad”.

A questionnaire survey was also used to collect data about whether the teachers would use features of S to teach vocabulary or not.

### **3.1.2 Setting**

The current study was conducted through action research following the experimental design to prove the existence of a relation between the two variables. This study took place at Secondary School Draa Mohammed Sadik, Jijel over a period of about four weeks with an average of two lessons per week for experimental group (Sunday from 9 to10AM and Thursday from 15to16 AM). The experimental had also another two hours but they studied with their teacher (Sunday from 8 to9 AM and Tuesday from 14 to 15 PM). The control group had four hours per week (Sunday from 15 to16Pm, Wednesday from 9 to 10 AM and Thursday from 8 to10AM). The period lasted from Mars04th, 2018 until 12 April12th, 2018. The experimental lessons then make total of (06) lessons, plus the pretest and post-test.

### **3.1.3 Population and Sample**

#### **3.1.3.1 Population**

Polit (2001, p. 233) defines population as “the entire aggregation of cases that meet a specified set of criteria”. As stated previously, the population used in this research study consisted of the first grade students of Secondary school Draa Mohamed Sadik, in the academic year 2017/2018. The population was 268 students in total, which are separated in 8 groups. The teachers of secondary schools are also a part of population.

### 3.1.3.2 Sample

Polit(2001, p. 234) states that:

Sampling involves selecting a group of people, events, and behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects... selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible the entire population. This decision has a major impact on the meaning and generalisability of findings”.

A sample of two groups was chosen out of 8 groups (from which we randomly selected 1/4 of the students which means the 2 groups). The groups chosen were the groups of literature and philosophy. The control group contains 21 students (9 male learners and 12 female learners). On the other hand the experimental group contains 25 students (12 male learners and 13 female learners). The participants belong to the same age group that is from 15 to19.

Three teachers of Draa Mohamed Sadik, three from Kaoula Tounes, four from Tarkhouch Ahmed and three teachers from 8 Mai 1945 were a part of our sample (in general 13 teachers); they were required to react to some statements to see whether they can use the features of S in teaching and improving students' Mastery of Vocabulary.

### 3.1.4 Description of the Tools

#### 3.1.4.1 Tests

Tests were carried out in order to measure the students' vocabulary mastering. The first one was a pretest and the second was a post-test.

- **Pretest:** the pretest was taken in the first meeting with the students for both groups, the students were asked to answer five exercises about vocabulary.

In the first exercise the students were asked to choose the right word from the box and fill the space with the right answer. Yet the second exercise was about requiring from students to complete the sentences with a suitable word from the same family. In the third one the students were requested to match the words with their definition. The fourth one was about choosing the correct answer, in this exercise we have four pairs of sentences, in each pair we have the same two words and the students should choose the appropriate one according to the content. In the last exercise the students were asked to circle the best answer, the exercise was consisted of 8 sentences and for each sentence they had three or four choices, and the students had chose the correct one. The content of the exercises was taken from their book generally (see appendix A).

The pretest took place on the fourth of Mars. There were 7 absences in the experimental group and 3 in the control group.

• **Post-test:** the post-test was taken after the treatment period with the experimental group at the last session. Both groups dealt with the post-test. The latter has the same structure of the pretest; they differ only in the content. The content here is taken also from the textbook and the focus was on the Unit number four entitled on YORIKA (see appendix B).

The pretest took place on Mars15th. There were 5 absences in the experimental group and 5 in the control group.

#### **3.1.4.2 Questionnaire Survey**

The questionnaire was submitted to the teachers, it was used to see whether the teachers can use the features of S in teaching vocabulary or not. The questionnaire survey includes thirteen statements which are derived from the characteristics of S. The teachers are required to react to the statement by



ticking (✓) in their choice, if they strongly disagree, disagree, not sure, agree or strongly agree to the statement. (See appendix C).

### 3.1.5 Description of the Lessons

During the treatments period; the experimental group was taught through using Suggestopedia, so the lessons were designed according to it. The researchers applied the method in the classroom; during the most of the lessons there were absences, the number of students that attended the lessons was between 15 and 19.

- a. **The 1st Lesson:** the lesson took place on March 11th, 2018 and lasted for one hour.

N <sup>o</sup>	Stages	Explanations
01	<b>Presentation</b>	<p>The students were setting in pairs; the researcher opened the lesson by greeting the students:</p> <p><b><u>R:</u></b> Good morning everyone</p> <p><b><u>Ss:</u></b> Good morning Miss</p> <p><b><u>R:</u></b> How are you doing today?</p> <p><b><u>S:</u></b> Fine, well, very well (varied).</p> <p>The researcher tried to encourage them to relax and asked them to sit in comfortable way while listening to classical music. Try to take a deep breath, OK! Take a breath through in your noses and out with your mouth.</p> <p>After that we gave them the text, in both Arabic and English. Then the researcher informed students to clear their minds and follow along while she reads in the target language, referring to the mother tongue for</p>

		comprehension when necessary. The text was about the invention of the washing machine (see appendix D).
<b>02</b>	<b>Concert</b>	<p>The classical music has played for a couple of minutes and the students are relaxed. The researcher began reading the text in a slowly rhythm and walking around the class. After that the music has been changed to the baroque music and she allowed the students to listen to the music for a couple of minutes before she started reading the text for a second time but this time in a normal rhythm. Then she asked a student to read the text sentence by sentence and the others repeat after him/her. Later on the researcher showed to the students some pictures that summarized the history of washing machine and asked some questions.(see appendix D)</p>
<b>03</b>	<b>Practice</b>	<p>The researcher played a game with students, which is a guessing game. She presented to them some pictures and the students tried to guess their names (see appendix D).</p> <p>The researcher also gave the student a table and asked them to complete it from the text that they had, then they are required to use the information noted in the table to make it in a form of paragraph. (See appendix D).</p> <p>After the end of the lesson, the researcher informed the students that they have to read the texts before sleeping and</p>

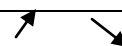
		after getting up.
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b. **The 2nd Lesson:** the lesson took place on April 1st, 2018 and it lasted for two hours.

N°	Stages	Explanations
01	<b>Presentation</b>	<p>The students were setting in pairs; the researcher opened the lesson by greeting the students:</p> <p><b><u>R:</u></b> Good morning everyone?</p> <p><b><u>Ss:</u></b> Good morning Miss</p> <p><b><u>R:</u></b> How are you doing today?</p> <p><b><u>S:</u></b> Fine, well, very well (varied).</p> <p><b><u>R:</u></b> How did you pass your holiday?</p> <p><b><u>Ss:</u></b> The answers varied.</p> <p>The researcher asked the students if they read and revised what they learnt last session. The answers varied some of them said yes and the other said no.</p> <p>Before the lesson started the she tried to encourage them to relax and asked them to sit in comfortable way while listening to classical music. Try to take a deep breath, OK! Take a breath through in your nose and out with your mouth.</p> <p>After that the researcher gave them the text, in both Arabic and English. Then she informed students to clear their minds and follow along while she reads in the target language, referring to the mother tongue for</p>

		comprehension when necessary. The text was about the Mastery of the Red Truck (see appendix E).
<b>02</b>	<b>Concert</b>	<p>The classical music has played for a couple of minutes and the students are relaxed. The teacher began reading the text in a slowly rhythm and walking around the class. After that the music has been changed to the baroque music and the researcher allowed the students to listen to the music for a couple of minutes before started reading the text for a second time but this time in a normal rhythm. Then she asked a student to read the text sentence by sentence and the others repeat after him/her. Later on the researcher explained the difficult words in the text and asked them to decide if the statements are true or false according to the text. (See appendix E).</p> <p>Afterwards she introduced a grammar lesson inductively which is the if conditional: type 01, 02.</p> <p>(By giving examples first and asking them some question then letting the students try to get the rules).She started by a general conversation asking the students: what are your plans for today/tonight/this weekend etc. she started to talk about her own plans to introduce the topic using the first conditional.</p> <p>The researcher wrote on the board examples of the situations in which the grammatical structures can be used. She emphasized the grammar and the flexibility of</p>

		<p>it. The First clause can be written first or vice versa, she used the question if you have lots of money what would you do), (See appendix E).</p> <p>Subsequently, The researcher asked the student how many types of question we have in English, some students said that they do not know how many. Some of them said three , the others four, but there was a girl who said there are two types of questions( the wh questions and yes or no questions), the researcher thanks her for her correct answer, and explained what meant by the two types of questions, then she required them to give her some examples. Most of the students volunteer to give the answer. After writing four answers on the blackboard he gave the chance to all the students to read the examples (see appendix E).Most of them read it in a normal way without using the intonation, and then the researcher explained what is the intonation (the ups and downs when you are speaking or asking questions) and how to read the question in the appropriate way.</p>
03	Practice	<p>The researcher gave the student some words to find their synonyms and antonyms, in addition to a table to complete (See appendix E).</p> <p>She gave them also a grammatical exercise (see appendix E).</p> <p>The researcher wrote on the blackboard a set of questions and asked them to mark the intonation at the end of the</p>



		<p>questions below with an arrow ( or ), then read these questions in the appropriate way. (See appendix E).</p> <p>After the end of the lesson, she informed the students that they have to read the texts before sleeping and after getting up.</p>
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c. **The 3rd Lesson:** the lesson took place on April5th, 2018 and lasted for 1 hour.

N°	Stages	Explanations
01	<b>Presentation</b>	<p>the students were setting in pairs; the researcher opened the lesson by greeting the students:</p> <p><b><u>R:</u></b> Good morning everyone?</p> <p><b><u>Ss:</u></b> Good morning Miss</p> <p><b><u>R:</u></b> How are you doing today?</p> <p><b><u>S:</u></b> Fine, well, very well (varied).</p> <p>The researcher tried to encourage them to relax and asked them to sit in comfortable way while listening to classical music. Try to take a deep breath, OK! Take a breath through in your noses and out with your mouth.</p> <p>She asked the students if they read and revised what they learnt last session. The answers varied some of them said yes and the other said no.</p> <p>After that we gave them the text, in both Arabic and</p>

		<p>English. Then the researcher informed the students to clear their minds and follow along while the researcher reads in the target language, referring to the mother tongue for comprehension when necessary. The text was a reply to an article that talks about can we live without technology (see appendix F).</p>
<b>02</b>	<b>Concert</b>	<p>The classical music has played for a couple of minutes and the students are relaxed. She began reading the text in a slowly rhythm and walking around the class. After that the music has been changed to the baroque music and the researcher allowed the students to listen to the music for a couple of minutes before started reading the text for a second time but this time in a normal rhythm. Then she asked a student to read the text sentence by sentence and the others to repeat after him/her. (See appendix F).</p> <p>The researcher established a conversation between the students, whether they can live without technology or not and each one of them gave his/her opinion.</p>
<b>03</b>	<b>Practice</b>	<p>The researcher gave a cross game to students and asked them to try to solve it. (See appendix F).</p> <p>After the end of the lesson, the researcher informed the students that they have to read the texts before sleeping and after getting up.</p>

d. **The 4th lesson:** the lesson took place on April 8th, 2018 and lasted for 1 hour.

N°	Stages	Explanations
01	Presentation	<p>the students were setting in pairs; the researcher opened the lesson by greeting the students:</p> <p><b><u>R:</u></b> Good morning everyone</p> <p><b><u>Ss:</u></b> Good morning Miss</p> <p><b><u>R:</u></b> How are you doing today?</p> <p><b><u>S:</u></b> Fine, well, very well (varied).</p> <p>The researcher tried to encourage them to relax and asked them to sit in comfortable way while listening to classical music. Try to take a deep breath, OK! Take a breath through in your noses and out with your mouth.</p> <p>She asked the students if they read and revised what they learnt last session. The answers varied some of them said yes and the other said no.</p> <p>After that we gave them the text, in both Arabic and English. Then the researcher informed students to clear their minds and follow along while she read in the target language, referring to the mother tongue for comprehension when necessary. The text was about biography of some inventors (See appendix G).</p>
		<p>The classical music has played for a couple of minutes and the students are relaxed. The researcher began</p>



02	<b>Concert</b>	<p>reading the text in a slowly rhythm and walking around the class. After that the music has been changed to the baroque music and the researcher allowed the students to listen to the music for a couple of minutes before started reading the text for a second time but this time in a normal rhythm. Then the researcher asked some students to read the text. Later on the researcher explained the difficult words in the text and asked some questions. (See appendix G).</p> <p>The researcher explained and differentiated between the three verbs: discover, invent and formulate. (See appendix G).</p> <p>She introduced a grammatical part inductively; the lesson was about the articles (a, an, the). The researcher gave them this example: last night, I had a sandwich for dinner, the sandwich was too spicy. Then she asked them what they had for dinner? And wrote a set of examples on the blackboard, after that the researcher gave them the rules of using the articles. (See appendix G).</p>
03	<b>Practice</b>	<p>The researcher gave a table to students and required them to complete it, and also a Sall exercise about articles. (See appendix G)</p> <p>After the end of the lesson, the researcher informed the students that they have to read the texts before sleeping and after getting up.</p>

e. **The 5th lesson:** the lesson took place on April 12th, 2018 and lasted for 1 hour.

N°	Stages	Explanations
01	<b>Presentation</b>	<p>The students were setting in pairs; the researcher opened the lesson by greeting the students:</p> <p><b><u>R:</u></b> Good morning everyone</p> <p><b><u>Ss:</u></b> Good morning Miss</p> <p><b><u>R:</u></b> How are you doing today?</p> <p><b><u>S:</u></b> Fine, well, very well (varied).</p> <p>The researcher tried to encourage them to relax and asked them to sit in comfortable way while listening to classical music. Try to take a deep breath, OK! Take a breath through in your nose and out with your mouth.</p> <p>After that we gave them the text, in both Arabic and English. Then she informed students to clear their minds and follow along while she reads in the target language, referring to the mother tongue for comprehension when necessary. The text was about the development of telecommunication (see appendix H).</p>
02	<b>Concert</b>	<p>The classical music has played for a couple of minutes and the students are relaxed. The researcher began reading the text in a slowly rhythm and walking around the class. After that the music has been changed to the baroque music and the researcher allowed the students to</p>

		<p>listen to the music for a couple of minutes before she started reading the text for a second time but this time in a normal rhythm. Then she asked a student to read the text sentence by sentence and the others repeat after him/her. Later on she explained the difficult words in the text and asked some questions.(see appendix H)</p>
<b>03</b>	<b>Practice</b>	<p>The researcher played a game with students, which is a guessing game. He presented to them some pictures and the students tried to guess their names (see appendix H).</p> <p>She also gave the student a table and asked them to complete it from the text that they had, (See appendix H).</p> <p>After the end of the lesson, the researcher informed the students that they have to read the texts before sleeping and after getting up.</p>

### 3.2 Data Analysis and Interpretation

#### 3.2.1 Test Analysis

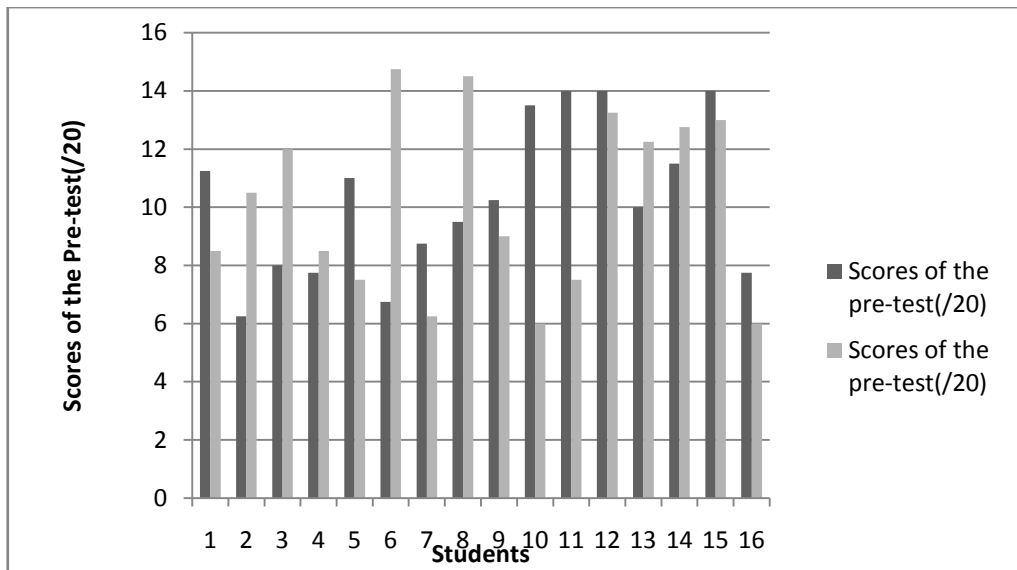
##### 3.2.1.1 Results and Means of the Control and Experimental Groups' Pretest

The table below represents the scores obtained by the students in the pretest in the control and experimental groups.

**Table 3**

*Results and Means of the Control and Experimental Groups' Pretest*

<b>Control Group</b>	<b>Scores of the pretest(/20)</b>	<b>Experimental Group</b>	<b>Scores of the pretest(/20)</b>
1	11.25	1	8.5
2	6.25	2	10.5
3	8	3	12
4	7.75	4	8.5
5	11	5	7.5
6	6.75	6	14.75
7	8.75	7	6.25
8	9.5	8	14.5
9	10.25	9	9
10	13.5	10	6
11	14	11	7.5
12	14	12	13.25
13	10	13	12.25
14	11.5	14	12.75
15	14	15	13
16	7.75	16	6
<b>Mean</b>	$\bar{x}_1=10.26$	<b>Mean</b>	$\bar{x}_2=10.14$



**Figure 2.** Scores of the Control and experimental groups' Pretest

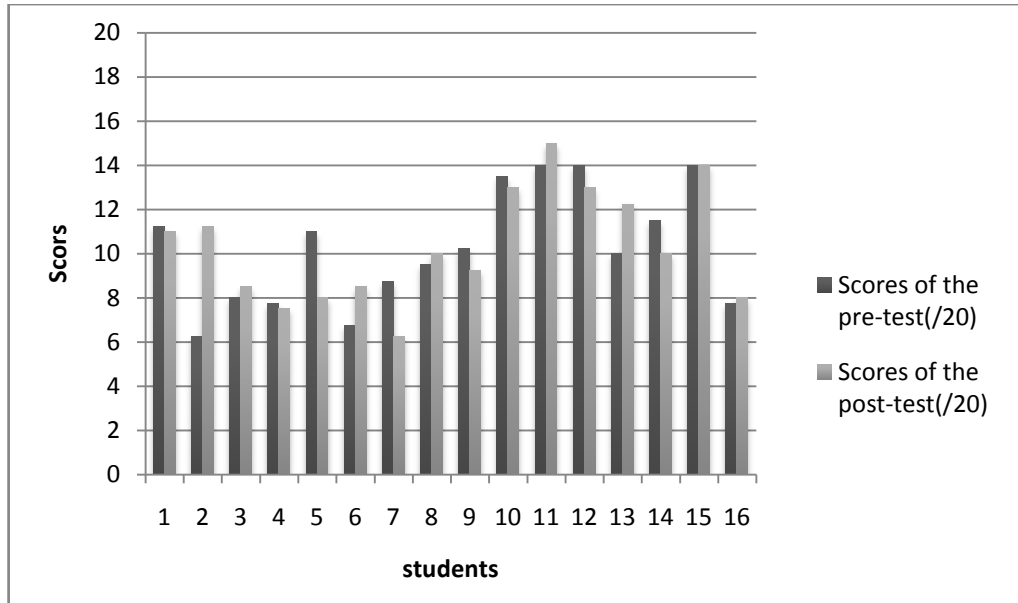
From the table and the figure above, which represent the pretest scores for both groups, we can notice that the performance of students is nearly the same. The scores varied from one student to another in both groups. Some students had a good mark while others had a bad one. Moreover, while the control group acquired a mean of  $\bar{x}_1 = 10.26$ , the experimental group obtained a mean of  $\bar{x}_2 = 10.14$ . The means of the two groups, before receiving any treatment, show that their stock of vocabulary is roughly the same; the two groups are similar.

### 3.2.1.2 Control Group's Results in the Pretest and Post-test

The table below represents the results obtained by the students in the pretest and post-test in the control group. The aim from this classification is to find out the difference between the students marks in the pretest and post-test

**Table 4***Results and Means of the Control Group's Pretest Vs Post-test*

<b>Control Group</b>	<b>Scores of the pretest(/20)</b>	<b>Scores of the post-test(/20)</b>	<b>Difference (d)</b>
<b>1</b>	11.25	11	-0.25
<b>2</b>	6.25	11.25	+4
<b>3</b>	8	8.5	+0.5
<b>4</b>	7.75	7.5	-0.25
<b>5</b>	11	8	-3
<b>6</b>	6.75	8.5	+2.5
<b>7</b>	8.75	6.25	-2.5
<b>8</b>	9.5	10	+0.5
<b>9</b>	10.25	9.25	-1
<b>10</b>	13.5	13	-0.5
<b>11</b>	14	15	1
<b>12</b>	14	13	-1
<b>13</b>	10	12.25	+2.25
<b>14</b>	11.5	10	-1.5
<b>15</b>	14	14	0
<b>16</b>	7.75	8	+0.25
<b><math>\sum x^2</math></b>	<b>164.16</b>	<b>165.44</b>	<b>1</b>
<b>Mean</b>	<b><math>\bar{x}_1=10.26</math></b>	<b><math>\bar{x}_2=10.34</math></b>	<b><math>\bar{d}_1= +0.06</math></b>



**Figure 3.** Scores of the control group's Pretest Vs Post-test

From the Figure 3 above, it is noticeable that there is no considerable difference in the scores between the pretest and the post-test that the students got. The figure also shows that seven students obtained a high score than that of the pretest. Moreover, the means are almost the same; the mean in the pretest is ( $\bar{x}_1 = 10.26$ ) while in the post-test the mean is ( $\bar{x}_2 = 10.34$ ). A calculation of the mean's difference ( $\bar{d}_1 = +0.06$ ) assured that students did not make any remarkable improvement.

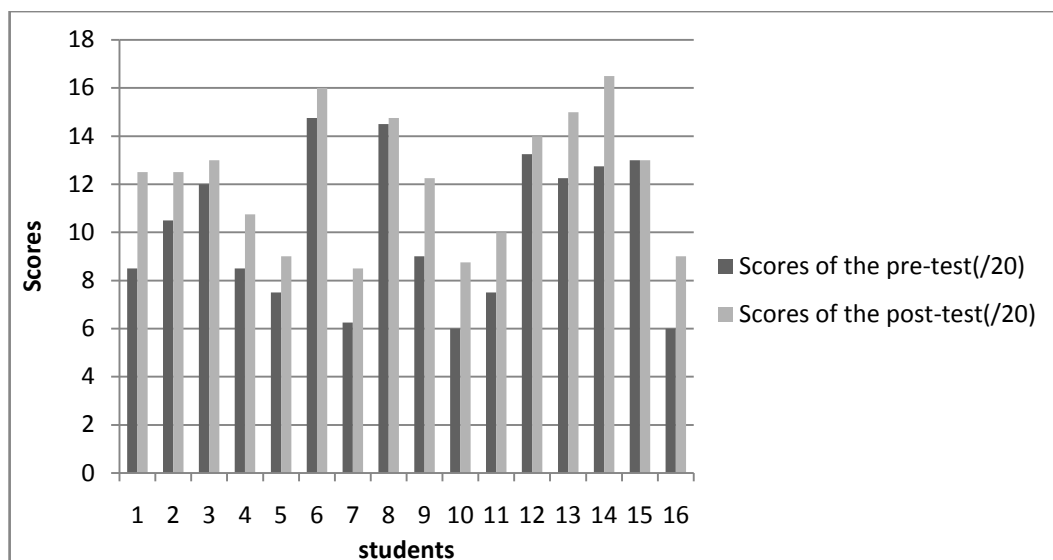
### 3.2.1.3 Experimental Group Results in the Pretest and Post-test

The table below represents the scores obtained by the students in the pretest and post-test in the experimental group. The aim from this classification is to find out the difference between the students marks in the pretest and post-test

**Table 5***Results and Means of the Experimental Group's Pretest Vs Post-test*

<b>Experimental Group</b>	<b>Scores of the pretest(/20)</b>	<b>Scores of the post-test(/20)</b>	<b>Difference (d)</b>
1	8.5	12.5	+4
2	10.5	12.5	+2
3	12	13	+1
4	8.5	10.75	+2.25
5	7.5	9	+1.5
6	14.75	16	+2
7	6.25	8.5	+2.25
8	14.5	14.75	+0.25
9	9	12.25	+3.25
10	6	8.75	+2.75
11	7.5	10	+2.5
12	13.25	14	+0.75
13	12.25	15	+2.75
14	12.75	16.5	+3.75
15	13	13	0
16	6	9	+3
$\sum x^2$	<b>162.25</b>	<b>195.5</b>	<b>33.6</b>
<b>Mean</b>	$\bar{x}_2 = 10.14$	$\bar{x}_2 = 12.21$	$d_2 = 2.1$





**Figure 4.** Results of the experimental group's Pretest Vs Post-test

Figure 4 permits us to see that all the students of the group improved their scores in the post-test, except one who got the same mark and this means that their vocabulary has been improved. Moving to the means, the mean of the pretest is ( $\bar{x}_1 = 10.14$ ) and in the post test is ( $\bar{x}_2 = 12.21$ ), this appoints that there is a significant rise from the pretest to the post-test. The mean difference ( $\bar{d}_2 = 2.1$ ) makes it clear that students of this group made a considerable improvement. Comparing the post-test scores of the two groups, it is obvious that the experimental group achieved a high rate of scores.

#### 3.2.1.4 The Paired Samples t test

The paired samples t test also called the dependent t test is used to compare two sets of data which come from the same subjects. It can be used, for example, to measure a sample's performance before and after a treatment. The aim of the dependent test is to show that the difference between pre and post-test intervention scores is not due to chance but the result of the treatment.

To obtain the paired t test value, the following procedure is followed:

- Calculate the difference between the two tests for each subject.

- Calculate the mean difference  $\bar{d}$ .
- Calculate the standard deviation ( $S_D$ ) of the differences,  $S_D = \sqrt{\frac{\sum d^2}{N} - \bar{d}^2}$
- Use the obtained standard deviation to calculate the standard error of the mean difference,  $SE(\bar{d}) = \frac{S_D}{\sqrt{N}}$
- Calculate the t statistic given by  $T = \frac{\bar{d}}{SE(\bar{d})}$ . This statistic follows a t- Distribution of **n-1** degrees of freedom.
- Use tables of the t-distribution to compare the value for **t** to the distribution (critical value).
- Compare the **t value** to the tabulated value at **0, 05** level of significance. If it exceeds it, this means that the hypothesis is confirmed (**P>0**).

- **Calculation of the Paired t test**

- **Calculating the Mean Difference**

$$\bar{d} = \frac{\sum d}{N}$$

$$\bar{d} = \frac{33.6}{16}$$

$$\bar{d} = 2.1$$

- **Calculating the Standard Deviation of the Difference**

$$S_D = \sqrt{\frac{\sum d^2}{N} - \bar{d}^2}$$

$$S_D = \sqrt{\frac{82.05}{16} - 4.41}$$

$$S_D = 0.71$$

- **Calculating the Standard Error of the Mean Difference**

$$SE(d^-) = \frac{S_D}{\sqrt{N}}$$

$$SE(d^-) = \frac{0.71}{\sqrt{16}}$$

$$SE(d^-) = 0.17$$

- **The t value**

$$t_{n-1} = \frac{d^-}{SE(d^-)}$$

$$t_{16-1} = \frac{2.1}{0.17}$$

$$t_{15} = 12.3$$

To decide whether the experimental group's improvement was due to the treatment the students received, the calculated t value must be compared to the tabulated t value (See appendix I). Consulting a t table at 15 degrees of freedom, it has been found that the t value (**12.3**) exceeds the tabulated t value (**1.75**) at a **0.05** level of significance which leads us to accept the study' hypothesis. This expresses that if the teacher uses S the student will master new vocabularies. The paired t test indicates that the difference between the pretest and post-test means is statistically significant. Thus, the progression of the treatment group is not due to chance but to Suggestopedia. As a matter of fact, Many students who got low marks in the pretest seemed to improve their vocabulary level in the post-test.

### **3.2.1.5 Control and Experimental Groups' Scores in the Post-test**

Pointing to tables 4 and 5 above (see pp.75-77), it becomes clear that the experimental group with a mean of ( $\bar{x}_2 = 12.21$ ) outperformed the control group which scored a mean ( $\bar{x}_1 = 10.34$ ). The tables also show that most of the students in the experimental groups got a better marks in the post-test comparing to the pretest, while the control group some students level had been improved. This means that the group

which received the S.M as a teaching method improved its stock of words more than the group which did not. In fact, students of the control group showed a sort of improvement from the pretest ( $\bar{x}_1 = 10.26$ ) to the post-test ( $\bar{x}_1 = 10.34$ ), but that improvement was not significant. So, it can be said that teaching using S surely enhanced the experimental group's Mastery of Vocabulary. However, we cannot accept or reject the study's hypothesis by just considering the difference between the two means. It is thus critical to conduct the independent t-test since this latter gives more validity to the data drawn from the comparison of the two means.

### 3.2.1.6 The Independent-Samples t-test

The independent t-test also called the two-sample t-test or the Student's t-test is used to compare the means that come from two different samples or groups. Thus, it can be carried out to see if the means' difference between two samples is statistically significant. To calculate the t value, it is important to clarify the different steps one goes through. The formula of this test is as follows:

$$t_{N_1+N_2-2} = \frac{(\bar{x}_1 - \bar{x}_2)\sqrt{(N_1 + N_2 - 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1 + N_2)}}$$

Where:

$\bar{x}_1$ : Mean of group 1

$\bar{x}_2$ : Mean of group 2

$N_1$ : Number of subjects in sample 1

$N_2$ : Number of subjects in sample 2

$S_1$ : Variance of sample 1

$S_2$ : Variance of sample 2

To confirm the hypothesis, which states that the use of S helps students to enhance their vocabulary mastering, the calculated t value must be equal to or more than the tabulated t value (critical value).

- **Calculation of the Independent t test**

**The Post-Test Scores:**

**1. Control Group:**

$$\sum x_1 = 165.44$$

$$\bar{x}_1 = \frac{\sum x_1}{N_1} = \frac{165.44}{16}$$

$$\bar{x}_1 = 10.34$$

**2. Experimental Group**

$$\sum x_2 = 195.36$$

$$\bar{x}_2 = \frac{\sum x_2}{N_2} = \frac{195.36}{16}$$

$$\bar{x}_2 = 12.21$$

- **Calculating the Variance (Standard Deviation)**

Prior to the application of the variance equation, it is firstly important to compute the square of the individual score of each participant to get the squared sum ( $\sum x^2$ ) of the two groups.

Table 6

*Control and Experimental Groups' Post-test Squared Scores*

Students	Control Group's Scores	Squared scores $\sum x_1^2$	Experimental Group's Scores	Squared scores $\sum x_2^2$
1	11	121	12.5	156.25
2	11.25	126.56	12.5	156.25
3	8.5	72.25	13	169
4	7.5	56.25	10.75	115.5
5	8	64	9	81
6	8.5	72.25	16	256
7	6.25	39.06	8.5	72.25
8	10	100	14.75	217.5
9	9.25	85.56	12.25	150.06
10	13	169	8.75	76.5
11	15	225	10	100
12	13	169	14	196
13	12.25	150.06	15	225
14	10	100	16.5	272.25
15	14	196	13	169
16	8	64	9	81
$\sum$	$\sum x_1 = 165.44$	$\sum x_1^2 = 1810$	$\sum x_2 = 184$	$\sum x_2^2 = 2493.56$

- **The Sample Variance of the Control Group**

$$S_1^2 = \frac{\sum x_1^2}{N_1} - \bar{x}_1^2$$

$$S_1^2 = \frac{1810}{16} - (10.34^2)$$

$$S_1^2 = 6.2$$

- **The Sample Variance of the Experimental Group**

$$S_2^2 = \frac{\sum x_2^2}{N_2} - \bar{x}_2^2$$

$$S_2^2 = \frac{2493.56}{16} - (12.21^2)$$

$$S_2^2 = 6.76$$

- **Computation of the t-test**

$$t_{30} = \frac{(10.34 - 12.21)\sqrt{(30)(16)(16)}}{\sqrt{(16 \times 6.2 + 16 \times 6.76)(32)}}$$

$$t_{30} = -2.01$$

When conducting a Student's t-test, the negative (-) sign of the t value is not considered since this latter is positive when the first mean is larger than the second mean, and negative when it is less than the second mean. This is why, statisticians use the absolute value instead of the signed when reporting the t test value.

It should be restated that the level of significance adopted in this study is  $\alpha = 0.05$  since it is the most widely used in social research. To evaluate the obtained t value, it is necessary to use the t distribution table. The degree of freedom (**df**) and the alpha level must also be known. To obtain the degree of freedom, the following formula must be used ( $df = N_1 + N_2 - 2$ ). Thus, the degree of freedom in the present study is ( $16+16-2= 30$ ). At 30 degrees of freedom and 0, 05 level of significance, the tabulated t value which corresponds to a one-tailed test is 1, 69. Obviously, the observed t value is greater than the tabulated value t (2, 01>1, 69) which suggests that the results are statistically significant.

Since the observed statistic is greater than the critical value, the study's hypothesis is confirmed. This means that there is only 5% possibility that the observed mean difference ( $12.21 < 10$ ) occurred by chance, in other words, 95% of certainty the relationship between the dependent variable (students' vocabulary mastering) and the independent variable (S) did not happen by chance. Thus, this result reconfirmed the paired test result and further stressed positively the hypothesis.

### 3.2.1.7 Calculate the Change Percentage

Percent change is one means of demonstrating program impact or conveying the magnitude of a change. It shows the difference between the after vs. before values. Percentage change can be positive or negative.

#### How do you Calculate Percentage Change?

$((\text{after value} - \text{before value}) / \text{before value}) * 100 = \% \text{ change.}$

- Simply subtract the before value from the after value; then divide the result by the before value. Multiply the result by 100. Add a % sign and that is your percentage change.

- **The Percentage Change for the Control Group**

$$((10.34 - 10.26) / 10.26) * 100 = 0.77\%$$

- **The Percentage Change for the Experimental Group**

$$((12.21 - 10.14) / 10.14) * 100 = 20.41\%$$

From the result above we notice that in the control group made an increase of **(0.77%)** from the pretest's result to the post-test's result, whereas the experimental group made a rise of **(20.41%)** from the pretest's result to the post-test's result.



$$20.41\% - 0.77\% = 19.64\%$$

From the equation's result above, it is obvious that there is a huge difference between the improvement percentage of the control and experimental groups. This difference is due to the use of S.

### 3.2.1.8 Summary of the findings

The statistical findings of this study can be summed up as follows:

- In the pretest, both the control group and experimental group performed similarly, the results were comparable. This is illustrated by the means each group scored; ( $x_1 = 10.26$ ) for the control and ( $x_2 = 10.14$ ) for the experimental group.
- Even though students of the control group showed a kind of improvement in the post-test, but it was not significant. Six students made a slight development from the pretest to the post-test. Nine students performed well in the pretest got low scores in the post-test. One student obtained the same score in both tests. This reveals that these students did not witness any remarkable improvement due to the absence of the treatment.
- Looking to the results of the experimental group in the pretest and post-test, we notice a significant improvement in their vocabulary mastering. Almost all the students in this group improved their vocabulary mastery with considerable differences between the pretest and the post-test. The results gained from the group's means were confirmed by the paired t test which confirmed the study's hypothesis.
- A comparison between the two groups allowed us to see that the control and experimental groups performed differently in the post-test. While the control

group got a mean of ( $\bar{x}_1 = 10.34$ ), the experimental got a post average of ( $\bar{x}_2 = 12.21$ ). The Student's t-test which was used to compare the post-test results of the control and experimental groups reinforced the results obtained from the two groups' means and confirmed that the difference between them is statistically considerable. So, asserting the findings of the paired t-test.

### **3.2.1.9 Discussion of the Experiment's Results**

- **Pretest Discussion**

The scores obtained in the pretest by the students in the control group do not differ much from the ones obtained by the students in the experimental group. They are quite similar.

- **Post-test Discussion**

The post-test analysis shows that the scores between the groups are various. The students in the control group did not gain better scores as the ones obtained by the students in the experimental group. They got advantage from the S.

- **General Test Discussion**

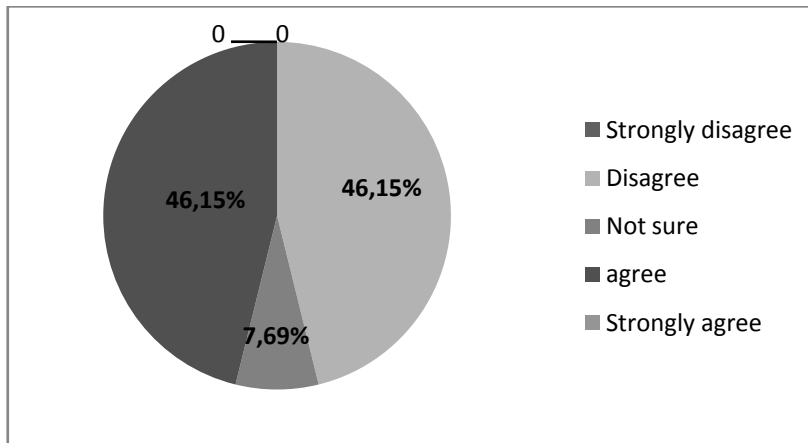
After making a contrast between the results obtained by both groups in the pretest and the ones got in the post-test, i.e., before and after the treatment phase, we can say that the treatment done using Suggestopedia had positive effectiveness on the students' Mastery of Vocabulary.

### **3.2.2 The Analysis of Questionnaire Survey**

The aim behind the analysis of the questionnaire survey is to check whether the teachers have positive behaviors towards the features of S. Their responses would be of a great help to see whether the teachers can use it in teaching vocabulary or not and if they want to use eclectic S in the process of teaching.

**Table 7***The Use of Literary Text (Long Dialogues) to Teach New Lexis (Vocabulary)*

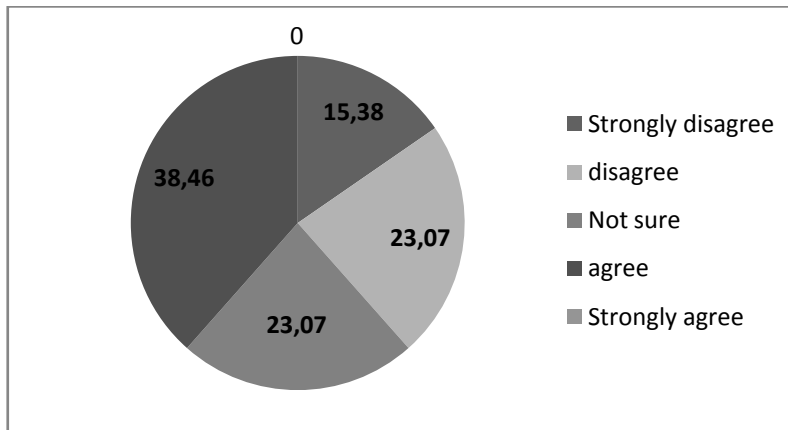
Teachers	strongly disagree	Disagree	Not sure	agree	Strongly agree	Total
F	0	6	1	6	0	13
%	0	46.15	7.69	46.15	0	100

**Figure 5.** The Use of Long Dialogues in Teaching Vocabulary

Concerning the use of long dialogues in teaching vocabulary, the same number of teachers ( six teachers) (**46.15%**) agree and disagree of using them, and one teacher (**7.69%**) is not sure about using the long dialogues in teaching vocabulary.

**Table 8***The Use of the Literary Texts' Translation to Understand and Remember the New Lexis.*

Teachers	strongly disagree	disagree	Not sure	Agree	Strongly agree	Total
F	2	3	3	5	0	13
%	15.38	23.07	23.07	38.46	0	100



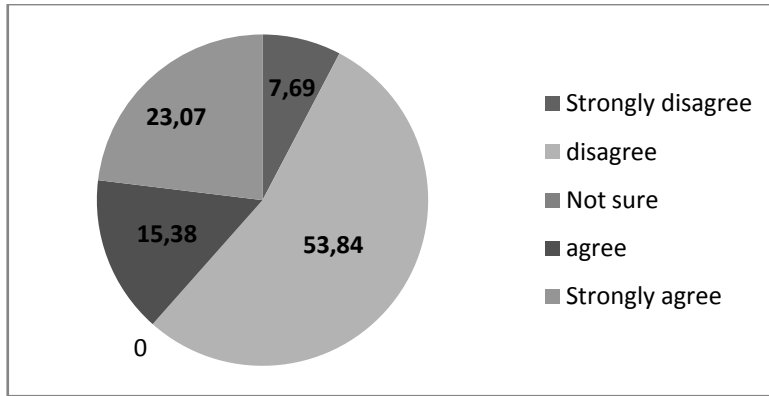
**Figure 6.** The Use of Translation of Literary Texts

The majority of teacher (**38.46%**) agree to use the translation of text in order to help students remember and understand new words, while 2 teachers (**15.38%**) are strongly disagree of using the translation, (**23.07%**) means 3 teachers are disagree and the same number of teachers are not sure about it.

Table 9

*The Use of the Bilingual Lists to Teach New Vocabulary*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
<b>F</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>13</b>
<b>%</b>	<b>7.69</b>	<b>53.84</b>	<b>0</b>	<b>15.38</b>	<b>23.07</b>	<b>100</b>



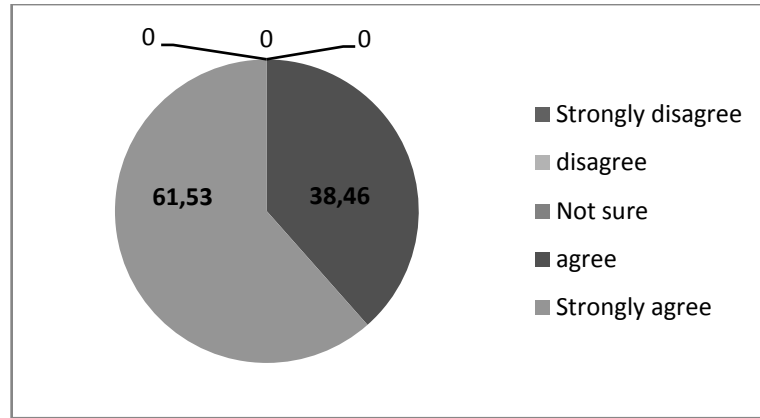
**Figure 7.** The Use of the Bilingual Lists to Teach New Vocabulary

When the teachers are investigate about the use of the bilingual lists to teach new vocabulary, (53.84%) of them disagree, (7.69%) strongly disagree, while (23.07%) strongly agree and (15.38%) agree.

Table 10

*The Use of Pictures, Posters and Other Relies to Connect Between Words and Associated Objects*

Teachers	strongly disagree	disagree	Not sure	Agree	Strongly agree	Total
<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>13</b>
<b>%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38.46</b>	<b>61.53</b>	<b>100</b>



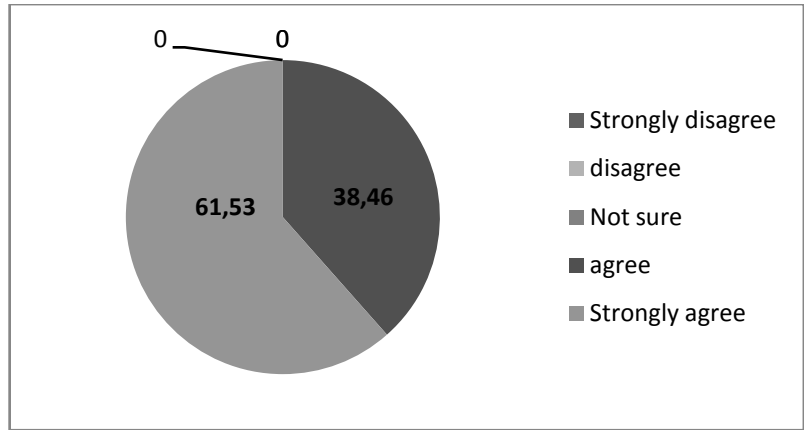
**Figure 8.** The Use of Pictures, Posters and Other Relies to Connect Between Words and Associated Objects.

Most of the teachers (**61.53%**) do strongly agree to use the pictures, posters and other relies to make a connection between words and their concepts, and the rest of them (**38.46%**) agree about using them.

Table 11

*The Employment of Role Plays to Encourage Students-Students Communication.*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>8</b>	<b>13</b>
<b>%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38.46</b>	<b>61.53</b>	<b>100</b>



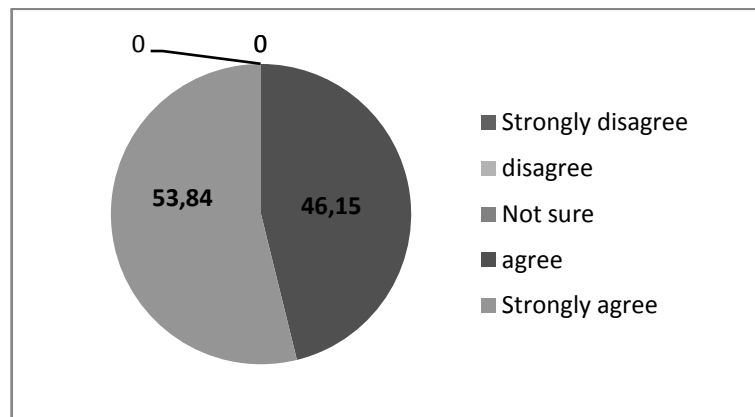
**Figure 9: The Employment of Role Plays to Encourage Students-Students Communication**

Five teachers (38.46%) agree of using role plays to encourage students-students communication, while eight teachers (61.53%) strongly agree.

Table 12

*Indirect Correction of Errors is Useful*

Teachers	strongly disagree	disagree	Not sure	Agree	Strongly agree	Total
<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>13</b>
<b>%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46.15</b>	<b>53.84</b>	<b>100</b>



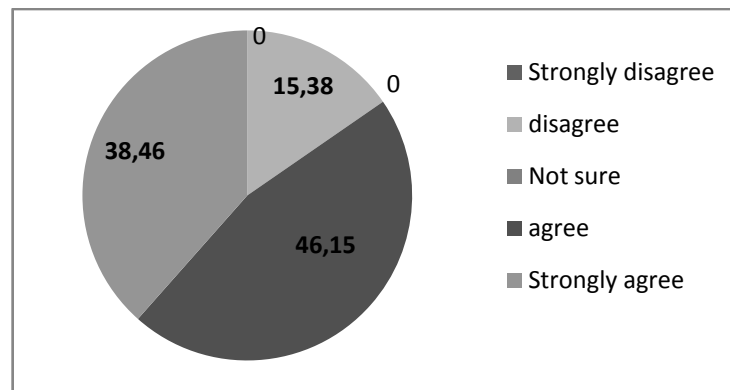
**Figure 10: Indirect Correction of Errors is Useful.**

Most of the teachers (**53.84%**) strongly agree that the indirect correction of errors is beneficial more than the direct correction, and (**46.15%**) agree about this statement.

Table 13

*Encourage Students to Repeat and Read the Dialogues in an Appropriate Way and With Fewer Mistakes*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
<b>F</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>13</b>
<b>%</b>	<b>0</b>	<b>15.38</b>	<b>0</b>	<b>46.15</b>	<b>38.46</b>	<b>100</b>



**Figure 11: The Encouragement of Repeating and Reading the Dialogues**

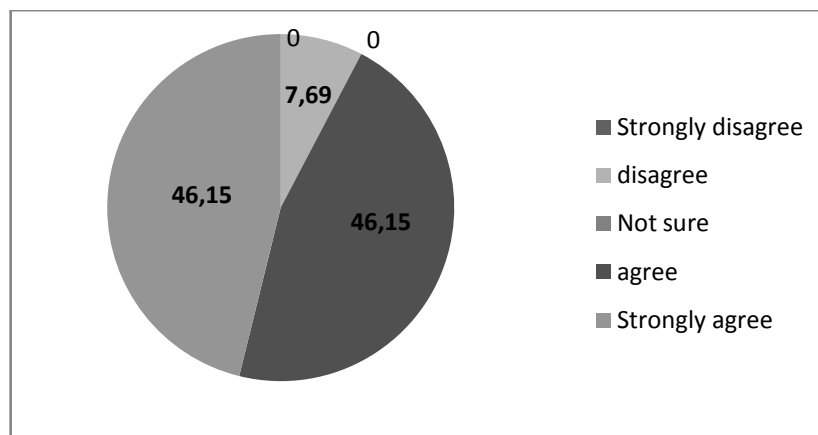
Teachers in this statement have different point of view, (**15.38%**) of the teachers disagree about encouraging the students to read and repeat the dialogues in a good performance, while (**46.15%**) of the teachers agree and (**38.46%**) of them strongly agree.



Table 14

*The Music Can be used to Help Students Get Relaxed*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	0	1	0	6	6	13
%	0	7.69	0	46.15	46.15	100

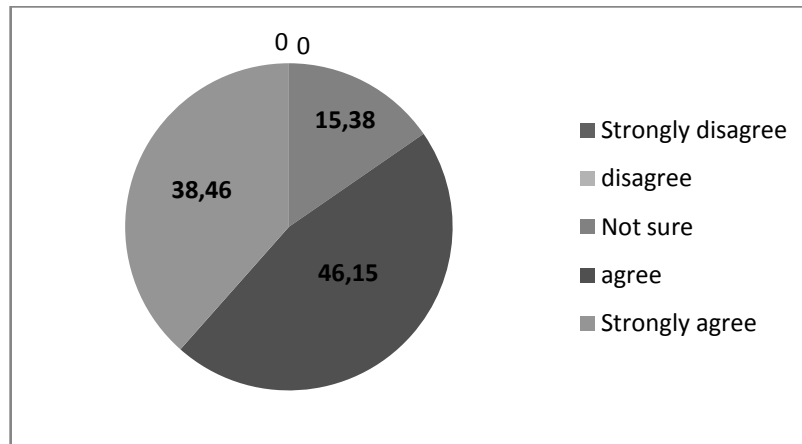
*Figure 12: The Use of Music*

The same numbers of the teachers (46.15%) strongly agree and agree about using the music to help students get relaxed, while one (7.69%) disagree.

Table 15

*The Arrangement of the Classroom Affects the Students Learning*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	0	0	2	6	5	13
%	0	0	15.38	46.15	38.46	100



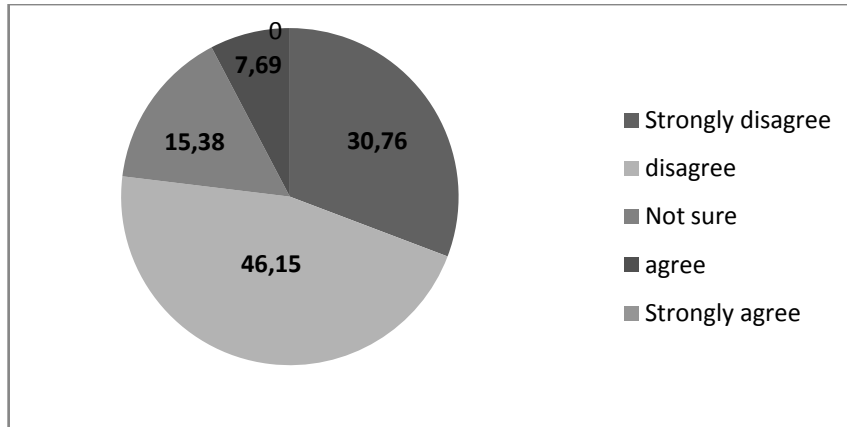
**Figure 13 : The Arrangement of the Classroom**

Eight teachers (**15.38%**) said that they are not sure if the arrangement of the classroom affects the students learning, while (**46.15%**) agree about this statement and (**38.46%**) strongly agree.

Table 16

*Setting Home Work for the Students is not Emphasized*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	4	6	2	1	0	13
%	30.76	46.15	15.38	7.69	0	100



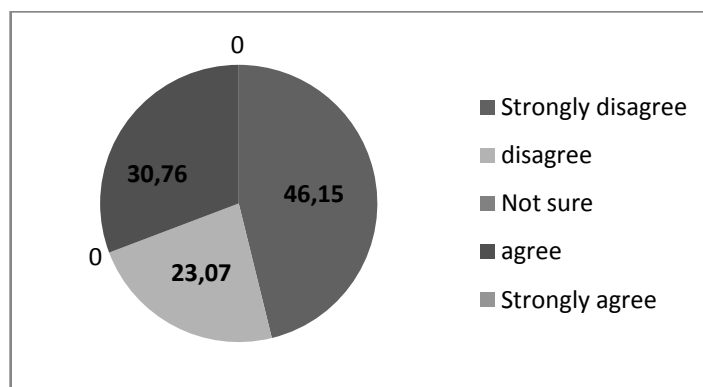
**Figure 14 : Setting Home Work for the Students is Not Emphasized**

The reaction to this statement varied, most of the teacher (46.15%) disagrees about the non-emphasized home-work, (30.76%) also strongly disagree, while two teachers (15.38%) are not sure about that and one teacher (7.69%) agrees.

Table 17

*Teacher Plays the Central Role in the Classroom (Authorative)*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	6	3	0	4	0	13
%	46.15	23.07	0	30.76	0	100



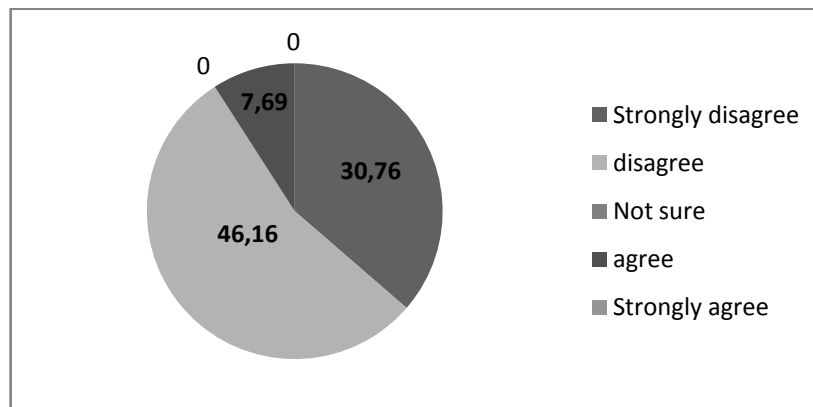
**Figure 15: The Teacher is the Authoritative**

Most of the teachers (**46.15%**) strongly disagree that the teacher plays the central role in the classroom, (**23.07%**) disagree, while the rest of them (**30.76%**) agree.

Table 18

*The Teacher is the Source of Knowledge (All the Information is Introduced by the Teacher)*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	4	6	0	1	1	12
%	30.76	46.15	0	7.69	0	100



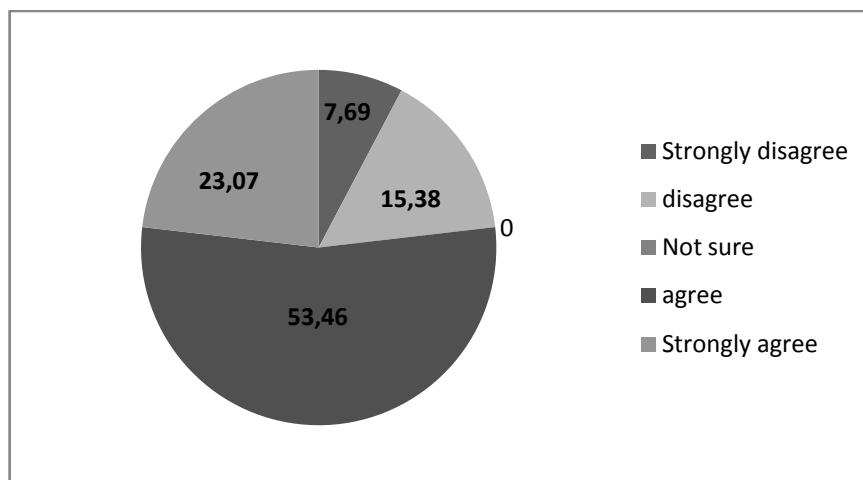
**Figure 16 : The Teacher is the Source of Knowledge**

One teacher (**7.69%**) said that the teacher is the source of knowledge, while (**30.76%**) strongly disagree and the others (**46.15%**) disagree. (There is a teacher who said "it's a fact, not an objective or preference")

Table 19

*The Grammar is Introduced Inductively Rather Than Deductively (Not Explained Directly)*

Teachers	strongly disagree	disagree	Not sure	agree	Strongly agree	Total
F	1	2	0	7	3	13
%	7.69	15.38	0	53.46	23.07	100



**Figure 17: The Grammar is Introduced Inductively**

Most of teachers (**53.46%**) agree that grammar should be introduced inductively rather than deductively and (**23.07%**) do strongly agree, while (**15.38%**) disagree and one of the teachers (**7.69%**) does strongly disagree.

- **General Discussion of the Questionnaire Survey**

From the analysis of the teachers' questionnaire survey, we have noticed that nine statements out of thirteen (69.2%) teachers agree or strongly agree about the statements, in other words they have positive attitudes toward this features. Moreover, the result shows that the majority of the teachers can use this features in teaching vocabulary.

### 3.3 Limitations of the study

This study was conducted under the following limitations:

#### **Academic limitation**

- The study was limited to teaching the English language vocabulary to the textbook titled (At the CrossRoads) every vocabulary lesson in Unit04 (EUREKA) through using Suggestopedia.

#### **Time and place limitations**

- The study was limited only to two groups first year in secondary school pupils of Draa Mohammed Sadak in Jijel (the larger your sample, the more your data are valid).
- It was implemented in the third semester for one month (2017– 2018) and two hours per week, but S need to be applied in one month and five to six hours per day.

### 3.4 Recommendations for Further Research

- It is better to apply S in different schools and enlarge the sample (the number of participants), so the study will be more valuable.
- It is preferable to extend the duration of the study in order to apply S as it should be.
- An observation Checklist can be used of the teaching steps on mastery of vocabulary through S, and an interview with students can also be used.

## **Conclusion**

Throughout this present research study, two research instruments were used which are tests and questionnaire Survey. These tools helped to test the effectiveness of S in learning new vocabularies and the teacher attitudes towards the features of S. From what has been discussed through the -experiment's results, it is confirmed that S helped the experimental group students to ameliorate their stock of vocabulary and enlarge it. In addition the teachers showed positive attitudes towards some features of S.

## General Conclusion

Vocabulary is the basic component in learning any language, the knowledge of words is needed to construct sentences, communicate with others and understand them. Without vocabulary neither speech nor writing can exist. That is to say, any language learner especially beginners need as much as possible of vocabulary in order to be able to achieve the mastery of the target language. This study chooses a specific method named Suggestopedia and applied it in secondary school then saw how this method affects the students' vocabulary improvement.

The current study was carried out to test the hypothesis that S helps the learners effectively to attain, retain and recall words and new vocabularies. This research was divided into two main parts the theoretical part and the practical part. The theoretical part is composed of two chapters. Through the first chapter, we presented an overview of Vocabulary, it started with the different definitions from various experts in the field, then exposes the definition of Vocabulary mastering, the importance of vocabulary, types of vocabulary, aspects of vocabulary, steps of teaching and learning vocabulary and techniques used in teaching vocabulary.

The second chapter introduces S; its definition, its historical background and techniques used among this method, its advantages and disadvantages, the role of the teacher and the learners in this method and teaching vocabulary through S.

The third chapter is devoted to the methodology design and analysis. The participants who took part in the study are two groups of first year pupils at secondary school Draa Mohammed Sadak. One group represented the control group and the other the experimental group. In the first session both groups had the pretest, then the period of treatment began, the experimental group was taught using S, after that the post-test



took place for both groups. The results obtained were analyzed using t-test. Also, a questionnaire survey was distributed for the teachers to see their attitudes towards S's features.

The data analysis and interpretation of the two tests has found that at the time the control group recorded in post-test a mean that is a bit above the one in the pre-test (from  $\bar{x}_1 = 10.26$  to  $\bar{x}_1 = 10.34$ ), the experimental group got a significant rise in the mean (from  $\bar{x}_2 = 10.14$  to  $\bar{x}_2 = 12.21$ ). The result of the mean difference between the pretest and the post-test of the experimental group shows that the performance of the post-test is higher than that of the pretest. This result indicates that the S significantly improves vocabulary learning which confirms the first hypothesis. Furthermore, the results obtained from the questionnaire survey proved the second hypothesis that said the teachers had positive attitudes towards S's features.

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## Appendices

### Appendix A: The Pretest

**F.name:**

**L.name:**

**Question1:** Fill in the spaces with the right words from the box:

abbreviation, fatal, earthquake, saddening, layer, open-minded

1. Thousands of people were left homeless by the.....
2. Wassila is always willing to accept new ideas and opinions. She is an .....person.
3. The story was so..... that my little sister burst into tears.
4. It was a ..... accident .Both drivers were killed.
5. In the dictionary 'sth' is the ..... for something.
6. Amazon is an important.....

**Question2:** Complete the sentences with a suitable word from the same word family

1. We need to find a ..... to the problem as soon as possible. (solve)
2. The company is trying hard to improve customer ..... (satisfy)
3. The index at the back of the book is in .....order. (alphabet)
4. The police were unable to .....that she had committed the crime. (proof)
5. Thanks to the large .....from her grandmother Paula was able to buy a villa in the south of France. (inherit)

**Question3:** Match the words on the left to the definitions on the right:

1. Flood
2. Tabloids
3. RaciS
4. Subjective
5. Objective
6. Invent

- a. Based on or influenced by personal feelings, tastes, or opinions.
- b. Opinion or judgment that not influenced by personal feelings or opinions in considering and representing facts.
- c. Create or design (something that has not existed before); be the originator.
- d. Inundation caused by overflowing of water.
- e. Newspapers that tell sensational stories.
- f. Prejudice, discrimination, or antagoniS directed against someone of a different race based on the belief that one's own race is superior.

**Question4:** Choose the correct answer:

- 1).
  - a. Some people now say that Columbus didn't **discover** / **invent** America.
  - b. The mobile phone was **discovered** / **invented** in the 1950s, I think.
- 2).
  - a. Some fantastic new electronic devices are **in** / **on** the way – see our new brochure for details.
  - b. All those wires are getting **in** / **on** the way – can you tidy them up, please?
- 3).
  - a. We are experiencing some **technical** / **technological** problems at the moment – the programme will continue in a moment.

b. **Technical / Technological** development has improved the lives of people all over the world.

4). a. **In the future / In future**, call me when you're going to be late.

b. Are humans likely to live on the moon **in future / in the future**?

**Question5:** Circle the best answer:

1. He wants to get a better ..... and earn more money.  
a) employ      b) job      c) work      d) employment
2. You ..... fly to Dover – there isn't an airport  
a) may      b) can      c) may not      d) cannot
3. We haven't had ..... news from our agent.  
a) some      b) any      c) no      d) none
4. Your ..... is extremely important to me – I don't want to lose it.  
a) friend      b) friendly      c) friendship
5. You shouldn't talk about people behind their .....  
a) backs      b) faces      c) bodies      d) heads
6. She's a(n) ..... friend and would never betray me.  
a) honest      b) loyal      c) ambitious      d) impressive
7. Did she ..... the computer before she went to bed?  
a) close      b) turn down      c) switch off      d) turn out
8. Can I use your mobile phone to ..... a call?  
a) do      b) take      c) make      d) have

**Appendix B: The Post-test****F.name:****L.name:****Question1:** Fill in the spaces with the right words from the box:

Whereas, drums, ancestor, primitive, washboard, orbit
---

1. My ..... settled in this country thousands of years ago.
2. Centuries ago, men used ..... to send and receive messages
3. .... man lived in caves and hunted wild animals.
4. In the past, women used..... to remove the dirt from the clothes.
5. In Geneva, most people speak French, ..... in Zurich they mainly speak German.
6. The planets turn in an .....

**Question2:** Complete the sentences with a suitable word from the same word family

1. The telephone allowed ..... between the countries. (communicate)
2. Louis Pasteur made ..... on rabies with species rabbits. (experiment)
3. Louis Pasteur ..... the vaccine against rabies. (discover)
4. Josephine Cochran, a house wife, is the ..... of the dishwasher.(invent)
5. Graham Bell's invention ..... the problem of communication. (solve)

**Question3:** Match the words on the left to the definitions on the right:

1. Discover	a. a board made of ridged wood or a sheet of corrugated zinc, used when washing clothes as a surface against which to scrub them.
2. Formulate	b. Be the first to find or observe (a place, substance, or scientific phenomenon)
3. develop	c. Create or design (something that has not existed before); be the originator.
4. washboard	d. to improve the existing resources.
5. Orbit	e. Express (an idea) in a concise or systematic way.
6. Invent	f. the regularly repeated elliptical course of a celestial object or spacecraft about a star or planet.

**Question4:** Choose the correct answer:

- 1).
  - a. Alexander Fleming **discovers** / **invents** penicillin.
  - b. The vacuum cleaner was **discovered** / **invent** in the 1899s by John Thurman, I think.
- 2).
  - a. We really wanted to go to that concert; **however** / **but**, we could not afford the tickets.
  - b. The students were tired after the test, **however** / **but** were happy with their results.
- 3).
  - a. The wealth created by **technological/technical** advance will grow as fast as technology grows.

b. He does not have the **technological /technical** knowledge required to deal with any serious computer problems.

4). a. **The/A/An** refrigerator was expensive, so not many people could buy one.

b. I talked to **a/an/the** man on the phone. I guess you are the man.

**Question5:** Circle the best answer:

1. .... You use this to write on a computer. It has letters or characters on.

- a) keyboard      b) screen      c) mouse      d) email

2. Have you ..... been to New York?

- a) just      b) yet      c) ever      d) already

3. *That artist is very creative ..... her limited resources*

- a) however      b) and      c) despite      d) but

4. If he ..... until 11, we'll leave without him.

- a) didn't come      b) is not coming      c) does not come

5. It was a terrible day, .....seemed to go right

- a) something      b) nothing      c) everything

6. That's the button \_ you hit when the alarm goes off .

- a) which      b) that      c) what

7. Someone ..... me that there was a fire in my building.

- a) told      b) spoke      c) said

8. She ..... very disappointed if nobody visits her in the hospital.

- a) is      b) will be      c) would be

### Appendix C: The Questionnaire Survey

Dear teachers,

This questionnaire is a data collection tool in order to prepare a Master Dissertation about Suggestopedia in Improving Students' Mastery of Vocabulary.

Your contribution will be of great help to make the research work achieve its objectives.

You are required to react to the statements by ticking (√) your choices in the corresponding boxes. Thank you very much.

N°	The statement	strongly disagree	disagree	Not sure	agree	Strongly agree
01	The use of literary text(long dialogues) to teach new lexis(vocabulary)					
02	The use the translation of literary texts to understand and remember the new lexis.					
03	The use bilingual lists to teach new vocabulary.					
04	The use pictures, posters and other relies to connect between words and associated objects.					
05	The employment of role play to encourage students-students communication.					
06	Indirect correction of errors is used.					
07	Encourage students to repeat and read the dialogues in appropriate way and with fewer mistakes.					
08	The music can be used to help students get relaxed.					

09	The arrangement of the classroom affects the students learning.					
10	Setting home work for the students is not emphasized.					
11	Teacher plays the central role in the classroom (authorative).					
12	The teacher is the source of knowledge( all the information is introduced by me)					
13	The grammar is introduced inductively rather than deductively (not explained directly).					



## Appendix D: Lesson 01

With the dawn of technology, there are many labour saving devices were discovered and each of them in one way or the other has continued to improve the living standard of the human race. Every aspect of our lives has been affected positively or negatively. One of such contribution is the invention of a washing machine.

Before, ancient peoples cleaned their clothes by hand in rivers or country stream. Sometimes they used washboard on which they moved the clothes up and down, and sometimes a Sall rock to beat the clothes. This is how they kept clean. However, there were 3 main drawbacks to this way in cleaning clothes; firstly it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly did not last very long because the stones, brushes and washboards damaged them.

In 1851, a man named James King invented a washing machine powered by hand. Yet, this was still hard work, even it did not take as long as before to clean the clothes with the manual machine. Thus, in 1909, a company in the USA produced the first electric washing machine.

The use of a washing machine is a convenient way of washing clothes. It not only saves time but also saves body energy. It is a stress free way to do laundry. With the electric washers it is easier to do more loads of clothes at a time, and with the free time other house chores can be done, and today this device is so useful that almost home has one.

مع فجر التكنولوجيا ، تم اكتشاف العديد من أجهزة توفير العمالة واستمر كل منها بطريقة أو أخرى في تحسين المستوى المعيشي للجنس البشري. لقد تأثر كل جانب من جوانب حياتنا بشكل إيجابي أو سلبي. واحدة من هذه المساهمات هي اختراع الغسالة.

قبل ذلك، قامت الشعوب القديمة بتنظيف ثيابها باليد في الأنهار أو في مجرى البلد. في بعض الأحيان يستخدمون اللوح الذي حركوا عليه الملابس صعوداً وهبوطاً، وأحياناً صخرة صغيرة للضرب على الملابس. هكذا حافظوا على نظافتهم. ومع ذلك، كان هناك 3 عيوب رئيسية لهذه الطريقة في تنظيف الملابس. أولاً استغرق الأمر وقتاً طويلاً لتنظيف الملابس. ثانياً، لقد كان عملاً صعباً للغاية. وثالثاً لم يدم طويلاً لأن الحجارة والفرش وألواح غسل الملابس تلحق بها أضراراً.

في عام 1851، اخترع رجل يدعى جيمس كينغ غسالة تعمل بالطاقة باليدوية. ومع ذلك، لا يزال هذا العمل شاقاً، حتى لو لم يستغرق الأمر طويلاً قبل تنظيف الملابس يدوياً. وهكذا، في عام 1909، أنتجت شركة في الولايات المتحدة الأمريكية أول غسالة كهربائية.

يعتبر استخدام الغسالة وسيلة ملائمة لغسل الملابس. إنها لا توفر الوقت فحسب، بل توفر أيضاً طاقة الجسم. إنها طريقة خالية من التوتر للقيام بالغسيل. مع الغسالات الكهربائية، من السهل القيام بمزيد من القيام بالأعمال المنزلية الأخرى و غسل الملابس في وقت واحد، واليوم أصبح هذا الجهاز مفيداً جداً لدرجة أن كل منزل يحتوي على جهاز واحد.

## History of washing machine

From the early days



Cleaning clothes on hard rocks or scrubbing them in rivers or lakes.

On 20th Apr, 17



Scrub board  
board was invented



washing maching

## History of washing machine

In 1908



The Thor machine with electricity was invented by Alva J. Fisher

By early 1950s



Washing machines with spin dry feature were produced. In 1951, the 1<sup>st</sup> automatic ones appeared

In 1958



The first microchip-controlled automatic washing machine was produced

### Questions :

What the women used to remove the dirt from clothes, in the past?

Where the women went to do so?

Who invented the washing machine?

What do you think about this invention? It is convenient or not?

See the following pictures and try to give their names?



Read the text alone and silently and then try to fill in blanks in the boxes below with notes:

	A	B
1	Introduction	Importance of home labour saving devices
2	problem	.....
3	Original solution	.../ .../ washboard/....
4	Problems with solution	But.....
5	Invention (who/what/when..)	James king/washing machine/1851
6	problems	However....
7	Innovation/ new invention	1908/...../.....
8	conclusion	Almost every home.....

**Appendix E: Lesson 02****Mystery of the Red Truck**

By Sally Nicholls, a local reporter

It has been confirmed that late on the night of the sixth of July, a large red truck ran into the bakery on Maryland Street. After an initial investigation by police, it is now clear that the truck had no driver at all. The locals are asking a simple question: “Where

was the driver?” If the police want to solve this mystery, they will need the CCTV footage from the street.

One of the locals said: “We’re all quite worried about a truck with no driver. This truck has never been seen in the neighborhood before. If we’d seen that truck before, we’d have solved this mystery by now.” Many locals share the same concerns.

They want to know what’s happening in their town. A witness at the crime scene told police: “There was a loud noise coming from the truck while it was going towards the building and its speed.... it was unbelievable. If it had been going slower, I would’ve had a chance to see the driver. But all I saw was the truck speeding into the bakery as fast as it could. ”

The police have already spoken with eleven other residents, but no one knows any further details about the incident. Superintendent Amanda Slippers remarked: “This is a tough case. The truck licence plate belongs to this town, but nobody has seen it here.

According to the town records, the owner of the truck moved away from here years ago. No one knows where to. If we can locate the owner, we’ll probably solve this mystery.” If a truck moves, then it has a driver. Well, maybe we should change this basic assumption on account of this mysterious red truck.

Decide if the statements are true or false according to the text:

1. The locals knew that the red truck had an old driver. \_\_\_\_\_
2. The police have investigated all the people in the town. \_\_\_\_\_
3. The CCTV footage of the street will help the police. \_\_\_\_\_
4. The locals haven’t seen the truck in the town before. \_\_\_\_\_
5. The truck ran into the building very slowly. \_\_\_\_\_

سر الشاحنة الحمراء

بقلم سالي نيكولز ، مراسلة محلية

وقد تأكد أنه في وقت متأخر من السادس من يوليو ، اصطدمت شاحنة حمراء كبيرة بالمخبز في شارع ميريلاند. بعد إجراء تحقيق أولي من قبل الشرطة، أصبح من الواضح أن الشاحنة لم يكن لديها سائق على الإطلاق.

يتساءل السكان المحليون سؤال بسيط: "أين كان السائق؟" إذا أرادت الشرطة حل هذا اللغز ، فسوف يحتاجون إلى لقطات تلفزيونية من الشارع.

صرح أحد السكان المحليين: "نحن جميعًا قلقون بشأن الشاحنة التي لا سائق لها. هته الشاحنة لم تشاهد من قبل في الحي. إذا كنا قد رأينا تلك الشاحنة من قبل، فقد يمكننا حل هذا اللغز الآن." ويشارك العديد من السكان المحليين نفس المخاوف حيث يريدون معرفة ما يحدث في بلدتهم.

وقال شاهد في مسرح الجريمة للشرطة: "كانت هناك ضوضاء صاخبة قادمة من الشاحنة بينما كانت تسير نحو المبنى و بسرعة فائقة... كان شيئاً لا يصدق. ولوسارت ببطء أكثر ، لأتحت لي فرصة لرؤية السائق. لكن كل ما رأيته هو أن الشاحنة كانت تسير بسرعة نحو المخبز.

وقد تحدثت الشرطة بالفعل مع أحد عشر ساكنًا آخر، لكن لا أحد يعرف أي تفاصيل أخرى حول الحادث. لاحظت المشرفة أماندا سلبيرز: "هذه حالة صعبة. فلوحة ترخيص الشاحنة تنتمي إلى هته المدينة، ولكن لم يرها أحد هنا من قبل.

ووفقا لسجلات المدينة، فصاحب الشاحنة انتقل بعيدا من هنا منذ سنوات. ولا أحد يعرف إلى أين. فإذا تمكنا من تحديد مكان المالك ، فربما سنحل هذا اللغز. "إذا تحركت شاحنة ، فلا بدّ من وجود سائق. حسنا ، ربما يجب علينا تغيير هذا الافتراض الأساسي بسبب هذه الشاحنة الحمراء الغامضة

**The grammar lesson:****Examples:****Types01:**

If the weather is sunny, we will go to the forest.

If you don't eat fruit, you will be unhealthy.

If she does exercises, she will be thin.

If we don't hurry, we will miss the bus. You'll help me if I help you.

I'll buy a new dress, if I have enough money.

**Type02:**

If I had money (if clause), I would give you(main clause). ( but I don't have money)

If she knew the answer, she would win the prize. ( but she doesn't know the answer)

If I didn't Soke, I would be healty. ( but I Soke so I am not healty)

**The rules:**

type	If clause(condition)	Main clause(result)
Type01	If+ present	Will + stem
Type02	If+ simple past	Would + stem

**Examples:**

1. Can you help me in doing my home work?
2. Who are you?
3. How many sisters do you have?
4. Did you go to the party?





**Activity03:** listen to these questions and mark the intonation at the end of the questions

below with an arrow ( or ) ↘ ↗

1. Can you tell me who invented the first washing machine?
2. Who are you calling?
3. Did you go to the show?
4. Do you happen to know who invented the first washing machine?

**Appendix F: Lesson 03**

To the editor,

June 17th,2008

In the June 5<sup>th</sup> edition, you published an opinion article about technology entitled “can we live without....?” . I am sorry to say that I don't agree with some of the points in the article.

I think we cannot really live without technology for three reasons. First of all, we have invented technology out of necessity. Imagine life with no machines. Sew your own clothes! Wash your own clothes by hand! go everywhere on foot! Indeed, life can be very hard without technology. The second reason why I cannot imagine life without technology is the following. It has become part of our lives. In addition, every generation should live according to its time. We cannot stop technological innovations because we don't want to live the hard times of our ancestors. However though we cannot live without technology we must make sure that we have full control over it.

Yours faithfully

Sith Hamilon

إلى المحرر ، 17 يونيو 2008

في طبعة 5 يونيو ، نشرت مقال رأي حول التكنولوجيا بعنوان "هل يمكننا العيش بدون...؟". يؤسفني أن أقول إنني لا أوافق على بعض النقاط الواردة في المقالة

أعتقد أننا لا نستطيع العيش بدون التكنولوجيا لثلاثة أسباب. أولاً ، اخترعنا التكنولوجيا بدافع الضرورة. تخيل الحياة بدون آلات. خيط ملابسك الخاصة! اغسل ملابسك الخاصة باليد! الذهاب إلى كل مكان سيراً على الأقدام! في الواقع ، يمكن أن تكون الحياة صعبة للغاية بدون التكنولوجيا. السبب الثاني الذي يجعلني لا أستطيع تخيل الحياة بدون التكنولوجيا هو ما يلي. لقد أصبحت جزءاً من حياتنا. بالإضافة إلى ذلك ، يجب أن يعيش كل جيل وفقاً لوقته. لا يمكننا وقف الابتكارات التكنولوجية لأننا لا نريد أن نعيش الأوقات الصعبة لأسلافنا. على الرغم من أننا لا نستطيع العيش بدون تكنولوجيا ، يجب أن نتأكد من أن لدينا السيطرة الكاملة عليها.

المخلص لك

سميث هاميلون



# TECHNICAL THINGS



Fill in the crossword and find the hidden words.



1																	



3																	
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4																	
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5																	
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6																	
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7																	
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8																	
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9																	
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10																	
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11																	
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12																	
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?																	
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## Appendix G: Lesson04

## Louis Pasteur

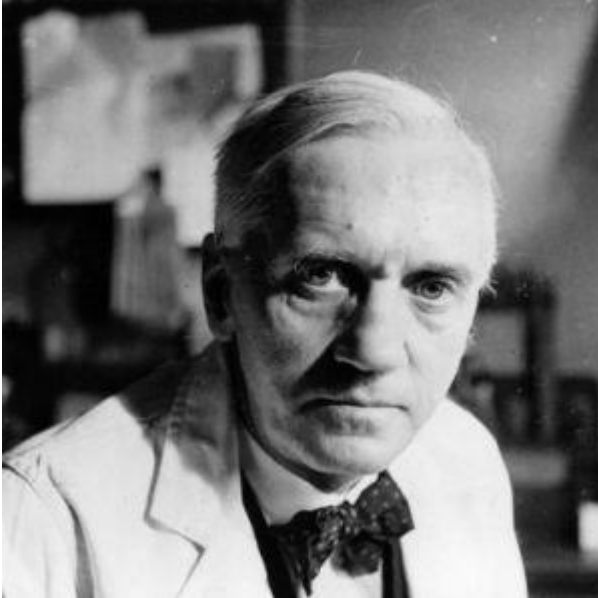


Born on December 27, 1822, in Dole, France, Louis Pasteur discovered that microbes were responsible for souring alcohol and came up with the process of pasteurization, where bacteria is destroyed by heating beverages and then allowing them to cool. His work in germ theory also led him and his team to create vaccinations for anthrax and rabies.

لويس باستور

اكتشف لويس باستور ، المولود في 27 ديسمبر 1822 ، في دول بفرنسا ، أن الميكروبات كانت مسؤولة عن تحميص الكحول وتوصل إلى عملية البسترة ، حيث يتم تدمير البكتيريا عن طريق تسخين المشروبات ثم السماح لها بالتبريد. كما قاد عمله في نظرية الجراثيم هو وفريقه إلى إنتاج لقاحات لمرض الجمره الخبيثة وداء الكلب.

## Alexander Fleming

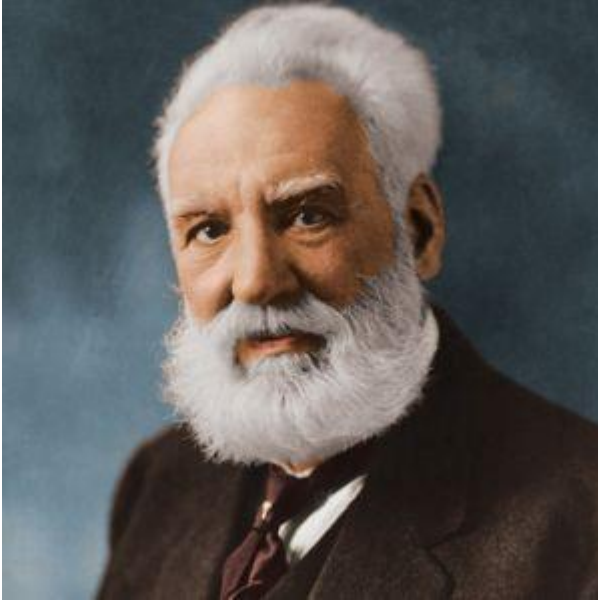


Alexander Fleming was born in Ayrshire, Scotland, on August 6, 1881, and studied medicine, serving as a physician during World War I. Through research and experimentation, Fleming discovered a bacteria-destroying mold which he would call penicillin in 1928, paving the way for the use of antibiotics in modern healthcare. He was awarded the Nobel Prize in 1945 and died on March 11, 1955.

ألكسندر فليمنج

ولد ألكسندر فليمنج في أيرشاير ، اسكتلندا ، في 6 أغسطس 1881 ، ودرس الطب ، وعمل كطبيب خلال الحرب العالمية الأولى. ، في عام 1928 ، ومن خلال البحث والتجريب اكتشف فليمنج قالبًا مدمرًا للبكتيريا كان يسميه البنسلين. مما مهد طريقة لاستخدام المضادات الحيوية في الرعاية الصحية الحديثة. حصل على جائزة نوبل في عام 1945. وتوفي في 11 مارس 1955.

### Alexander Graham Bell

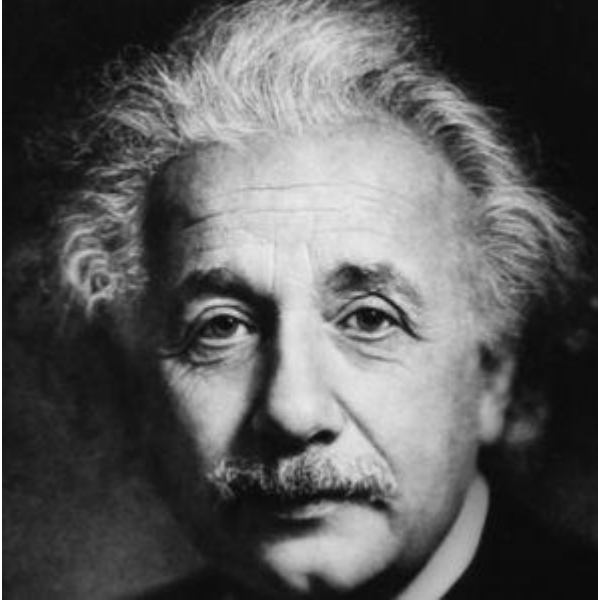


Alexander Graham Bell (March 3, 1847 to August 2, 1922) was a Scottish-born scientist and inventor best known for inventing the first working telephone in 1876 and founding the Bell Telephone Company in 1877. Bell's education was largely received through numerous experiments in sound and the furthering of his father's work on Visible Speech for the deaf. Bell worked with Thomas Watson on the design and patent of the first practical telephone. In all, Bell held 18 patents in his name alone and 12 that he shared

with collaborators.

### ألكسندر جراهام بيل

كان ألكسندر غراهام بيل (من 3 مارس 1847 وحتى 2 أغسطس 1922) عالماً اسكتلندياً ومبتكراً اشتهر باختراعه أول هاتف يعمل في عام 1876 وتأسيس شركة بيل للهواتف في عام 1877. تم تلقي تعليم بيل من خلال العديد من التجارب في الصوت وتعزيز عمل والده على الكلام المرئي للصم. عمل بيل مع توماس واتسون في تصميم وبراءة أول هاتف عملي. إجمالاً ، حصل بيل على 18 براءة اختراع باسمه و 12 براءة لمشاركته مع المتعاونين.

**Albert Einstein**

Albert Einstein (March 14, 1879 to April 18, 1955) was a German mathematician and physicist who developed the special and general theories of relativity. In 1921, he won the Nobel Prize for physics for his explanation of the photoelectric effect. In the following decade, he immigrated to the U.S. after being targeted by the Nazis. His work also had a major impact on the development of atomic energy. In his later years, Einstein focused on unified field theory. With his passion for inquiry, Einstein is generally considered the most

influential physicist of the 20th century.

### ألبرت أينشتاين

كان ألبرت أينشتاين (14 مارس 1879 إلى 18 أبريل 1955) عالماً رياضياً وفيزيائياً ألمانياً قام بتطوير النظريات الخاصة والعامّة للنسبية. في عام 1921 ، فاز بجائزة نوبل للفيزياء لتفسيره للتأثير الكهروضوئي. في العقد التالي ، هاجر إلى الولايات المتحدة بعد أن استهدفهم النازيون. كان لعمله أيضاً تأثير كبير على تطوير الطاقة الذرية. في سنواته الأخيرة ، ركز أينشتاين على نظرية الحقل الموحد. مع شغفه بالتحقيق ، يعتبر أينشتاين عمومًا الفيزيائي الأكثر تأثيراً في القرن العشرين .

**Questions:**

1. Can you tell me who invented/ formulated/ discovered.....?
2. Have you got any idea who/ where/when .....?
3. Do you know the difference between invent/ formulate/ discover?
4. Complete the following table:

<b>Verbs</b>	<b>adjectives</b>	<b>adverbs</b>	<b>Nouns</b>
<b>To discover</b>	-----	-----	-----
-----	<b>formulated</b>	-----	-----
-----	-----	-----	<b>Invention</b>
<b>To communicate</b>	-----	-----	-----

**The grammar lesson:**

1. Rabies is **a** very dangerous disease.
2. He is as blind as **a** bat.
3. Before he became **an** explorer, Armstrong was **a** pilot.
4. **The** earth goes round **the** sun.

**Rule:**

Basically, **articles** are either definite or indefinite. They combine to a noun to indicate the type of reference being made by the noun.

- The **definite** article is **the**.

The **indefinite** article is **a / an**.

The article **a / an** is used when we don't specify the things or people we are talking about

The indefinite article **a** is used before a consonant sound.

The indefinite article **an** is used before a vowel sound.

The definite article **the**:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

We use **the** when we refer to something which is unique.

We use **the** when we refer to a type of machine, an invention...

We do not use **the** when we make a general reference.

We cannot use **a** before uncountable and abstract nouns.

**Activity01: Complete the following sentences using the right article**

1. Napoleon ..... great was born in Corsica.
2. ....best coffee comes from ..... ..Mocha ..... town in ..... Arabia.
3. .... Alps are ..... longest mountain in Europe.
4. .... Aegean sea is usually rough.
5. He fell and was taken to ..... hospital.
6. We must help ..... poor.
7. This is made in ..... United Kingdom.
8. .... Americans like whisky but ..... Germans prefer beer.



**Appendix H: Lesson05**

From the time of primitive man, humans have wanted to communicate through the space. Centuries ago, men used drums to send and receive messages. In Ghana, for example, this means of communication is called 'talking drums'.

However, communication through drums and other means was not satisfactory over very long distance. Long-distance voice communication became possible only in 1876 when Alexander Graham Bell invented the telephone. Twenty-three years later, Italian inventor Guglielmo Marconi used Heinrich Hertz's discoveries about electromagnetic waves to invent another means of telecommunication. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in 1833.

There was still a problem with long-distance voice communication via microwave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In 1945, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the Earth in exactly 24 hours.

Today, it is possible to communicate internationally by satellites. The latest satellites can carry over 100,000 simultaneous conversations. By the year 2050, electronic information technology will have transformed world business, schools and family life.

من وقت الإنسان البدائي، أراد البشر التواصل عبر الفضاء. منذ سنوات مضت، استخدم الرجال الطبول لإرسال الرسائل وتلقيها. في غانا، على سبيل المثال، هذه الوسائل للاتصال تسمى الطبول الحديث.

ومع ذلك، فإن الاتصال عبر الطبول والوسائل الأخرى لم يكن مرضياً للمساقل الطويلة جداً. أصبحت الاتصالات الصوتية بعيدة المدى ممكنة فقط في عام 1876 عندما اخترع ألكسندر جراهام بيل الهاتف.

بعد ثلاثة وعشرين عاماً، استخدم المخترع الإيطالي جوجليمو ماركوني اكتشافات هاينريش هيرت حول الموجات "ويرلس" الكهرومغناطيسية لاختراع وسيلة أخرى من الاتصالات و يدعى التلغراف و كان السابق للإذاعة.

سمح التلغراف بالاتصال بين إنجلترا وفرنسا في عام 1833.

كانت لا تزال هناك مشكلة في الاتصال الصوتي لمسافات طويلة عبر إرسال الموجات الصغرى. تتبع عمليات النقل خطاً مستقيماً من البرج إلى البرج. لذلك كان النظام غير عملي على البحر. في عام 1945، اقترح كاتب الخيال العلمي آرثر سي كلارك حلاً. واقترح نظاماً لسواتل الاتصالات في مدار 900,35 كيلومتر فوق خط الاستواء. تدور الأقمار الصناعية حول الأرض في 24 ساعة بالضبط.

اليوم، من الممكن التواصل دولياً عن طريق الأقمار الصناعية. أحدث الأقمار الصناعية يمكن أن تحمل أكثر من 100.000 محادثة في وقت واحد. بحلول عام 2050، ستراهم تكنولوجيا المعلومات الإلكترونية في تحويل عالم الأعمال والمدارس والحياة الأسرية.

**Question :**

1. What invention was the ancestor of the radio?
2. What was the problem with the long distance voice communication?
3. What was the solution to the problem?
4. Complete the following table:

<b>Name of item</b>	<b>Date/ Time period</b>
	Ancient time
	1876
	1890s
	Mid+ twentieth century



**Appendix I: The t Value Table**

$\alpha$ (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216
19	1.7291	2.0930	2.5395	2.8609	3.1737	3.5794	3.8834
20	1.7247	2.0860	2.5280	2.8454	3.1534	3.5518	3.8495
21	1.7207	2.0796	2.5176	2.8314	3.1352	3.5272	3.8193
22	1.7172	2.0739	2.5083	2.8188	3.1188	3.5050	3.7921
23	1.7139	2.0686	2.4998	2.8073	3.1040	3.4850	3.7676
24	1.7109	2.0639	2.4922	2.7970	3.0905	3.4668	3.7454
25	1.7081	2.0596	2.4851	2.7874	3.0782	3.4502	3.7251
26	1.7056	2.0555	2.4786	2.7787	3.0669	3.4350	3.7067
27	1.7033	2.0518	2.4727	2.7707	3.0565	3.4211	3.6896
28	1.7011	2.0484	2.4671	2.7633	3.0469	3.4082	3.6739
29	1.6991	2.0452	2.4620	2.7564	3.0380	3.3962	3.6594
30	1.6973	2.0423	2.4572	2.7500	3.0298	3.3852	3.6459
31	1.6955	2.0395	2.4528	2.7440	3.0221	3.3749	3.6334
32	1.6939	2.0369	2.4487	2.7385	3.0150	3.3653	3.6218
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563	3.6109
34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479	3.6008
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.3400	3.5912
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326	3.5822
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256	3.5737
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.3190	3.5657
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128	3.5581
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069	3.5510

**Note:** Retrieved from <https://www.easycalculation.com/statistics/t-distribution-critical-value-table.php>

## RESUME

Notre étude a pour but de tester l'effet de la méthode d'enseignement « Suggestopedia » portant sur la maîtrise du vocabulaire pour les élèves du secondaire ; vue l'importance de ce développement du langage qui aide les élèves à mieux comprendre et à exprimer leurs propres idées. Cette recherche est basée sur l'hypothèse selon laquelle la méthode Suggestopedia aide effectivement les élèves du secondaire à retenir et à mémoriser les mots et le nouveau vocabulaire. Afin de confirmer cette hypothèse, une étude expérimentale a été réalisée avec les élèves de la première année secondaire au cours du troisième trimestre de l'année académique 2017/2018. Notre échantillon est composé de 32 élèves choisis aléatoirement et assignés à deux groupes dont l'un est expérimental et l'autre est témoin, chaque groupe est constitué de 16 élèves. Initialement, les deux groupes ont passé un pré-test de cinq exercices. Par la suite, les élèves du groupe expérimental ont appris à utiliser MS. Les leçons à enseigner ont été choisies à partir du manuel. A la fin de la période de traitement, l'ensemble des participants ont passé le post-test. De plus, nous avons exploité une enquête à base d'un questionnaire pour répondre à la deuxième question de cette étude, dont le but est de connaître les attitudes des enseignants vis-à-vis des caractéristiques du MS. Les résultats du post-test montrent une amélioration significative du groupe expérimental en comparaison avec le groupe témoin (mémorisation et rappel des mots). En outre, les enseignants montrent un accord positif sur plusieurs caractéristiques de MS.

*Les mots clés* : la Méthode Suggestopedia, vocabulaire, vocabulaire de maîtrise.

## ملخص

تهدف هذه الدراسة إلى معرفة مدى تأثير الطريقة الإيحائية في التعليم "سجاستوبيديا" على عملية اكتساب، وإتقان تلاميذ الطور الثانوي لمفردات جديدة في اللغة الانجليزية كونها لغة أجنبية . إذ أن عامل اكتساب مفردات جديدة عند الطلبة يعتبر مكوناً أساسياً في عملية تعلم وتعلم اللغة الإنجليزية، فبدون رصيد كافٍ من المفردات لن يتمكن التلاميذ من فهم الآخرين أو التعبير عن آرائهم. وقد بُنيت الدراسة على فرضية مفادها أن تطبيق الطريقة الإيحائية في تعليم اللغة الانجليزية "سجاستوبيديا"، يساعد تلاميذ الطور الثانوي في تذكر واسترجاع الكلمات، والمفردات الجديدة بطريقة فعالة. ولتأكيد صحة هذه الفرضية تم إجراء دراسة تجريبية على تلاميذ السنة الأولى على مستوى ثانوية دراعة محمد الصديق بجيجل، خلال الفصل الثالث من العام الدراسي 2018/2017. إذ تكونت عينة الدراسة من 32 طالباً تم اختيارهم عشوائياً، وقد قُسمت العينة إلى مجموعتين هما المجموعة التجريبية، والمجموعة المراقبة، وقد ضُمَّت كلٌّ منهما 16 طالباً. حيث خضع تلاميذ المجموعتان في بداية الدراسة لامتحان كتابي، حيث طُلب منهم الإجابة على خمسة تمارين، ليتم بعد ذلك تدريس المجموعة التجريبية باستخدام الطريقة الإيحائية في التعليم "سجاستوبيديا"، بعد أن تم اختيار الدروس من الكتاب المدرسي للوحدة الرابعة، في حين قامت الأساتذة بتدريس المجموعة الأخرى اعتماداً على طريقتها المعتادة. ليتم بعد انتهاء الفترة التجريبية إخضاع المجموعتين مرة أخرى لامتحان كتابي آخر. إضافة إلى ذلك، تم استخدام أسلوب الاستبيان بهدف الإجابة على الجزء الثاني من الإشكالية المطروحة في هذه الدراسة، بهدف استنتاج موقف الأساتذة من مميزات الطريقة الإيحائية "سجاستوبيديا" في تعليم اللغة الانجليزية. وقد أظهرت النتائج أن أداء المجموعة التجريبية كان أفضل مقارنة بأداء المجموعة المراقبة في مرحلة ما بعد الاختبار (التذكر واسترجاع الكلمات). كما أوضحت أيضاً أن الأساتذة أظهروا موقفاً إيجابياً تجاه بعض مميزات هذه الطريقة في تعليم اللغة الانجليزية.

الكلمات المفتاحية: "سجاستوبيديا"، المفردات، إتقان المفردات.