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Researching the application of suggestopedia in foreign languages teaching

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ABSTRACT

To verify whether the Suggestopedia will contribute to teaching foreign languages in colleges, an experiment on teaching of foreign languages reading on the guidance of Suggestopedia has been completed. Before the experiment analysis, a survey with questionnaire has been carried out among the sample classes to investigate their foreign languages reading. While collecting the data and analyzing the result of the survey, the teaching experiment began. The experiment has last for one year and the sample was followed until its deadline. And one class was selected for the prepared test, another class chosen for comparison, to make sure that the language levels of the two classes are same before the test and keep equal. Judging from the result of the experiment, the validity of the Suggestopedia was proved. In other word, due to the analysis of the experiment, so is the fact that Suggestopedia is of benefit to teaching college foreign languages. In this paper, the main effect and application of Suggestopedia in foreign language teaching through experimental method and comparative research analysis method is got.

KEYWORDS

Suggestopedia; The speed of reading; Teaching of reading.



INTRODUCTION

Based on the research on the human beings' mentality, Suggestopedia, this sort of teaching method has combined with the gist of Parapsychology & Yoga and Classical music theory. Psychological condition, teaching style and art methods, three aspects, were emphasized on. These means that the teaching in class on foreign languages is recommended the harmony between human and environment, physical and psychological condition.

The skill of reading is one of the crucial abilities we should be cultivated in the process of teaching foreign languages. Suggestopedia universally popularized is regarded as an effectual approaches to improve the college students' reading speed. Besides, applying it into the process of teaching foreign languages properly can arouse students' interest and stimulate their motivation of learning foreign languages. Additionally, the Suggestopedia helps their flair for languages appeared.

WHAT SUGGESTOPEDIA IS?

Here is a brief introduction about Suggestopedia. The Suggestopedia was created by a Bulgarian psychological doctor named Georgi Lozanov in the 1960s. In 1955, he applied this method to a upset and extremely exhausted patient who has completely lost his memories. Fortunately, not only did he alleviate the patient's anxiousness, but his memory was recovered and improved greatly.

THE EXPERIMENT ABOUT THE APPLIANCE OF SUGGESTOPEDIA IN FOREIGN LANGUAGES TEACHING

The aim

This project is aimed at verifying the influence of Suggestopedia in foreign languages teaching practice. Therefore, the experiment will try to find how to implement it into foreign languages teaching practice and how it improve the reading speed of the college student.

The assumption

It was assumed that the Suggestopedia can improve college students' foreign languages' reading speed. If it is true, the further analysis of the influence of it towards different sex will be done. What 's more, its impact on the excellent, qualified, effort-needed will also be tested.

The design of the experiment

The experiment follow the principles and use means listed precedingly. The Suggestopedia will be gradually applied into the teaching practice of foreign languages reading. Analyzing the result of the experiment, the conclusion can be drawn.

The experimental subjects

The subject of the experiment are two classes which are chosen occasionally from several universities in Shanghai. The two classes are in the same level before the test. The first class use the traditional teaching method, while the second class applied the Suggestopedia.

Introduction of the experiment on Suggestopedia in learning foreign language

Lasting for around one year, the experiment started from January to June in 2008. The experiment was conducted between two classes which are chosen occasionally. Before the experiment, they are in the same level. Their textbook are both the foreign languages reading book published by foreign languages teaching and research press. The first class was instructed in the Suggestopedia, while another class was taught in traditional way.

In the very beginning of the experiment, a questionnaire survey was conducted in the first class to know their understanding and awareness of the Suggestopedia. Before the experiment, a reading test was conducted between two class to grasp the difference between two classes in total scores, reading scores and reading speed. The test paper used in the reading test is the final test paper for the sophomore students in Shanghai international studies university. We only applied the Suggestopedia to the reading teaching of the first class. Their other parts of foreign languages were still taught in tradition way. After a semester, we designed a test again in the same form. Through analyzing the data accumulated in the test, the result demonstrated that the Suggestopedia has the same influence on different sex, and also has same impact on students in different level. After the test, another questionnaire survey was conducted to know the students' feelings about the experiment and understandings of reading skills.

During the experiment, to find out the influence of the Suggestopedia, oral teaching methods were avoided while more students were encouraged to participate in the process. Then, they cultivated some reading skills. For instance, the

students will not be told the importance of background knowledge point-blank. In stead, they will form an awareness through the teaching process.

The questionnaire on the application of Suggestopedia in Foreign Languages Teaching

Do college students know any details about the Suggestopedia? Which kind of requirement they want to proposed? What is their understanding of foreign languages teaching methods? And so on. When it comes to these questions, The researchers through the followed experiment to get the data analyzed.

The basic information of college students come from two class in an university in Shanghai is shown as TABLE 1 and TABLE 2:

TABLE 1 : The basic information of students' foreign languages learning

Importance of English Learning (%)	The Most Important 56.6	Important 40	Less Important 3
The easiest Part (%)	Listening 33.3	Oral English	Vocabulary
The Most Interested Part (%)	Reading Comprehension 30	Writing 24.2	Oral English 45.8
The Most Difficult Part (%)	Reading Comprehension 30	Writing 36	Listening 14
The Part You dislike Most (%)	Competition 50	Reading Comprehension 34	Grammar 10

TABLE 2 : Students' understanding and preference of foreign languages learning

The Importance of Reading to improve the level of Foreign Languages	The Most Important 33%	Important 50%	Less Important 17%
Frequency of reading	Sometimes 66%	Never 10%	Seldom 24%
Speed of reading	Common 66.9%	Fast 16.7%	Slow 16.1
Comprehension	Common 63.3%	Good 20%	Worse 13.3%

COLLEGE STUDENTS' AWARENESS OF LEARNING FOREIGN LANGUAGES

Judging from the TABLE 2, the fact is evident that students have grasp the importance of reading in foreign languages acquiring. However, most college students do not like to do exercises after finishing reading a text, and they conceive that their speed and comprehension ability is at a ordinary level. Only a few students hold that they have a quick speed and strong comprehension ability. It can be concluded from the above graph: college students have a brilliant awareness of the importance of reading in foreign languages acquiring. The Opinions and Habits of Students' Reading Foreign Languages is shown as TABLE 3:

THE READING PERSPECTIVE AND HABIT OF THE COLLEGE STUDENTS

Summarized from the graph: first of all, most college students try to comprehend every details of the article, therefore, they read the materials sentence by sentence or phrase by phrase. These will definitely affect their speed and comprehensive understanding of the materials. Secondly, they did not realize the importance of reading strategy, but they still try to read the difficult articles. That illustrated vividly their desire for knowledge. Last but not least, 63.3% students perceived that background knowledge is helpful for their reading. What is more, it is evident that college students all like to read the materials related to the topics they are familiar with. The Difficulties That students meet is shown as TABLE 4:

TABLE 3 : The opinions and habits of students' reading foreign languages

The Awareness of Guessing the Material that is not read	Sometimes 33.3%	Seldom 63.3%	Always 3%
Unknown Words	Keeping Reading 13.3%	Referring to the dictionary 40%	Guessing according to the context 23.3%
Tough Material	Giving up 26.7%	Reading Next Easier Material 33.3%	Keeping Reading even though difficult 40%
Whether Enjoying Reading the Followed Questions	Dislike 66.7%	Little 16.7%	No Care 16.7%
Choosing Answers	Reading the Questions First 30%	Reading ,answering at the same time 13.3%	Reading the Material First 56.7%
Knowing The Background Knowledge Understanding	Important 30%	Less Important 13.3%	Unimportant 56.7%
The Material	The First and Last Paragraph Important 16.7%	Each Sentence Very Important 66%	Understanding the Main Idea 17.3%

TABLE 4 : The difficulties that students meet

The First Trouble of Reading	Lack of vocabulary 53.3%	Puzzling the Structure of Sentences 13.3%	Not Familiar With the Material And Lack of Background Knowledge 23.3%
The Second Trouble of Reading	Puzzling the Structure of Sentences 36.7%	Lack of vocabulary 16.7%	No idea on reading 26.7%
The Third Trouble f Reading	Cannot catch the meaning of the Material 36.7%	Lack of vocabulary 23.3%	Not Familiar with the Material and lack of Background Knowledge 23.3%

THE DIFFICULTIES COLLEGE STUDENTS ENCOUNTERED IN READING

It was vividly illustrated that a lack of language knowledge and background knowledge are two major problems. What is worse, their lack of vocabulary caused to difficulties in their reading. Therefore, the enlargement of college students' vocabulary should be attached great importance. They are also supposed to be recommended several vocabulary study strategies. The sort of the essay need enough attention.

ANALYSIS OF THE DATA THAT IS GOT FROM THE EXPERIMENT

TABLE 5 illustrates that nearly 50% of the students have more understanding of the reading skills: 97% of the students think it is very important to master the corresponding background knowledge. This data has increased up 34% than before the experiment.

The effectiveness of the investigation is expressed as:

TABLE 5 : The changes after students use the suggestopedia

Content	Options	Before experiment	After experiment
Comprehension of Reading skills	Many	0%	3%
	Some	20%	66.7%
	Little	66.7%	23.3%
	unknown	13.3%	6.7%
Understanding of Background Knowledge	Very Important	20%	43.3%
	Important	43.3%	53.3%
	Less Important	20%	3%
	Unimportant	16.7%	2%
Guessing The Meaning That isn't read	Always	3%	13.3%
	Sometimes	33.3%	63.3%
	Seldom	63.3%	23.3%

$$x / y = z\%$$

(1)

X means that the number of college students who submit the practical test result. And y is referred total number of college students, z referred as effectiveness.

Among it, z is 97.

So the survey' effectiveness on The changes after students using the Suggestopedia in Foreign languages teaching is up to 97%.

Investigation on the specific method of reading is also obtained when encountering new words according to the context to guess the meaning of the word students increased by 16.7% in the reading class to show in English reading. There are more students after the experiment who expresses whether the reading material, which is interesting and is easily read in less pressure environment is better than the vocabulary and grammar teaching.

Through the analysis the following conclusions is drawn: in the process of teaching foreign languages, students especially changes a lot in some months of learning attitude on foreign language learning. They can recognize what the correct method of learning foreign language is. Application of Suggestopedia teaching method can help students improve English comprehensive ability. The application also agree with foreign language teaching method. The experiment has an expected effect.

THE ANALYSIS OF THE DATA DEALT WITH

Statistical analysis of the test data, draw relevant conclusions. The specific results of the analysis are as followed: (In the appearance of followed form, the total score out of 100 points, the unit, words per minute)

TABLE 6 : The experimental class and the contrast test class's average test before the experiment

	Total Mark	Reading Mark	Reading Speed
the experimental class	61.1	18	61
the contrast test class	61.9	18	61

As is shown in the TABLE 6 that the experimental class and the control class has no obvious difference in the total score of, especially, both reading achievement and reading speed.

TABLE 7 : Male and female's average test before the experiment

	Boy Test in the the experimental class	Boy Test the contrast test class	Girl Test in the experimental class	Girl Test in the contrast test class
Total Mark	58.3	57	66.5	68.7
Reading Mark	17	16.5	20	20
Reading Speed	59	58	67	66.7

TABLE 7 depicts that although the experimental class's boys and girls do better than the other class, but in reading mark and reading speed on the two classes of male and female score's difference is not significant.

TABLE 8 : Male and female's average test in two class after the experiment

	Boy Test in the the experimental class	Boy Test the contrast test class	Girl Test in the experimental class	Girl Test in the contrast test class
Total Mark	64	56	72.5	71.9
Reading Mark	21	17	22	22
Reading Speed	78	69	84	77

As is seen in the TABLE 8, the boys' total score in the experimental class is higher 5 points than the contrast test class's.

The total score before the experiment compares the difference of experimental class girl raised after the application of Suggestopedia in foreign languages teaching.

SUMMARY

Many approaches to teaching foreign languages are available in the practical class teaching. The paper through an experiment on the application of Suggestopedia in foreign languages teaching in college students give Suggestopedia an effectual and practical understanding.

In a word, the teaching method in foreign languages teaching should change the traditional grammar translation into the application of Suggestopedia in foreign languages teaching. Then teachers cultivate students' rational learning foreign languages on the basis of correcting foreign language knowledge. It is concluded that the application of Suggestopedia in foreign languages teaching helps college students who major in foreign languages gradually master the correct methods of learning a foreign language in the daily life.

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