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TEACHING VOCABULARY IN TURKISH LANGUAGE FOR FOREIGNERS AT BEGINNER LEVEL USING SUGGESTOPEDIA

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ABSTRACT

Suggestopedia which is the combination of Suggestion and Pedia (education) was introduced by Georgi Lozanov in 1967 and became a popular language teaching method which convinces students through positive suggestions that the learning will take place in a relax environment therefore motivates them to learn enthusiastically. Suggestopedia aims to increase the speed and the amount of the learning through positive suggestions and holistic approach.

Although Suggestopedia was used mostly fort language learning, it has never been used in Turkish Language Teaching for foreigners. Applied and experimented in Bulgaria, Russia, Germany and Hungary and eventually it was introduced in US and Canada by 1970s. It was adopted in US and Canada in many public schools by 1980's.

This study aims to determine the effects of Suggestopedia on Vocabulary Teaching at beginner level on Turkish Language for Foreigners.

Keywords: Turkish language for Foreigners, Language learning skills, Language teaching theories, Vocabulary teaching, Suggestopedia

INTRODUCTION

Human beings have been interaction with each other since the beginning therefore they learn foreign languages. To find the most effective method to teach languages, different methods were applied in linguistics. Each method emphasized different aspect of languages. Some focused on grammar, some emphasized vocabulary. Generally, language learning approaches developed on 2 bases: one that is focusing on structure of the target language (grammar) and the other one that is focusing on practical use of the language.

Vocabulary has an important role in language learning and communication. People express their feelings using the vocabulary which was restored in their memories. This natural need motivates learners to learn more vocabulary to maintain life. Vocabulary is so powerful that sometimes using a single word cluster may give the whole meaning to the opponent.

The size of vocabulary leads to the development of communicative and productive skills of a learner. Student who do not know enough vocabulary generally fail to express their feelings and ideas among society. Based on the idea of vocabulary is important, in this study we will try to investigate vocabulary acquisition using suggestopedia method.

Foreign Language teaching is not only seen as a mean of communication but also a reality of humanity in terms of culture and integration. People involve in some activities regarding the learning other communities' languages since ancient times. In this respect, some language learning approaches such as Grammar-Translation Method, Direct Method, Audiolingual Method have evolved in human history. Throughout the history, these approaches were replaced by other methods which focus on students and their environments (Tosun, 2006). In this new era, focus was on individuals rather than the material in language learning. Silent Way, Total Physical Response and Suggestopedia were prominent among the language learning methods. The aim was to reach success in language learning by facilitating the abilities of the students in target language. (Richards, 2001) For an effective learning, the topic should be interesting to students and relevant to the student's level. Individual oriented language learning influenced English teaching all around

the world. Suggestopedia, Silent Way and Communicative approach must be considered in this respect (Brown H., 2007).

The affective aspect of language learning was emphasized among the modern interactive methods which aims to improve learning environment to reduce anxiety and fear of the students. Students' personality, personal features and personal expectations were put forward in this respect. Modern teaching approaches brought a new dimension to teacher student relationship by changing the role of the teacher from manager to leader of the classroom (Niyazi, 1998).

In this research, we shall focus on Suggestopedia founded by Georgi Lozanov in 1960's. suggestopedia and Lozanov's approach was proven by several researchers all around the world. Lozanov started early experiments in 1966 in Sofia, Bulgaria where he taught English, French and Italian language using Suggestopedia Method. In 1970's researchers around the world had interest in the topic and made several applied research on Suggestopedia in Europe and America.

In 1972 a committee from University of Toronto went to Sofia to experience suggestopedia in use. The response was so positive that the following year, Suggestopedic approach was adopted in certain high schools in Canada. In 1975, The Congress on Suggestopedia was held in Los Angeles and Lozanov was invited to share his findings with American researchers (Bancroft, 2005).

Suggestopedia method was approved by UNESCO as an alternative teaching method due to its effectiveness on language learning. Following this development, many institutions and language schools using Suggestopedic approach were founded. Researchers from Iowa State University founded Journal of Suggestive Accelerative Learning and Teaching (SALT) in 1976 (Bancroft, 2005).

Research Objectives   Globalization and technologic developments have made language learning popular all around the world. Today every individual wants to learn at least one foreign language to find a job or to study or to communicate with other cultures (Başkan, 2006). States implement foreign language programs beginning from early primary education to strengthen the

foundation of the students. Although these efforts, standardized language models were not enough to meet the expectations of the individuals (Davis, 2007). Research in language learning revealed that teaching languages in standard way will not bear expected results (Bass, 1985). Modern teaching methods emphasized on motivation, personal differences to make students successful. Suggestopedia in this respect aims to teach students through suggestions and motivation so that every individual can learn at her own pace (Larsen-Freeman, 2014).

In this research, we focus on Suggestopedia and its use in teaching Turkish for foreigners and its effects on vocabulary learning.

Research Questions

Finding the best methods and practices teaching Turkish as a foreign language is a contemporary topic of recent studies and researches. This paper will try to find an answer to the following questions:

1. To determine the effectiveness of Suggestopedia on motivation level of the students in reading, listening and speaking skills in the process of Teaching Turkish as a foreign language

2. To determine the effectiveness of Suggestopedia in vocabulary learning.

Importance of the Research

Teaching Turkish for foreigners is taught in Turkey at preparatory class at Universities. Reading comprehension, Listening, Writing and Speaking abilities were involved in the syllabus. The syllabus also aims to develop skills in note taking and presentation as well.

To develop these skills above, students must have both academic and technical vocabulary. Due to the grammar oriented teaching and its practicality in assessments, vocabulary teaching is underestimated in Turkish language teaching. Teaching vocabulary is seen a waste of time because of the fact that learning word clusters will lead a confusion among the learners.

This explains the reason why grammar is dominant in conventional teaching strategies. According to this idea, students must learn the basic rules and structures which will enable them to make use of the language patterns in early stage of learning (Elliot, 1978). In this respect, vocabulary learning is considered an indirect component to develop reading and listening skills rather than a definite skill in language acquisition.

Students have difficulty to express themselves in Turkish language although they learn lots of vocabulary. The reason to this problem is the absence of practical vocabulary. This situation leds teachers to frustration due to expectations. Students negative attitude towards the Turkish language courses also plays an important role on teacher's motivation.

Many language teaching methods were facilitated in Teaching Turkish as a foreign language. Suggestopedia was not used in these researches therefore this research will be the first in the area of teaching Turkish as a foreign language.

Research Hypothesis

It is hypothesized that using Suggestopedia method is more effective than conventional language teaching methods on vocabulary teaching.

Research Methods

Firstly, researcher did literature review and analysis of the related literature. Researcher has used the following methods in this research: Observation, comparison, experiment and the analysis of the collected data.

Practical Value

It was proved that Suggestopedia method was effective on retention of much vocabulary in a short time compared to other language teaching methods. These findings can be applied to other language skills. It is assumed that Suggestopedia may be useful on language learning in terms of time and practicality.

Literature Review

Bancroft (2005) "Suggestopedia and Language Acquisition: Variations on a Theme" mentions that Suggestopedia stems from Suggesto and Pedagogy from Latin. It is a language method introduced by Lozanov in 1960's and published in 1971 as a book. After the first publishing, it has got a big applause from researchers in Europe and America. In the first book application of the method was not mentioned therefore the author rectified this situation in the new edition of his book titled "Language Teacher's Suggestopedic Manual" in 1988 (Bancroft,2001).

In a dissertation titled "New approaches in foreign language teaching" modern methods and their effects on students and language learning in general was discussed. The paper focused on benefits to the student and his statue in learning process. Globalization resulted in more interaction between different cultures and eventually language learning strategies and approaches gained value among international community. In this thesis new language learning concepts and new approaches were discussed (Özdemir, 2006).

Brown (2007) asserts that primary goal of the teacher is to ease the learning process of the student. Aiming this method tries to desuggest and suggest positive side of learning to create stimuli among the learners. Teacher aims to make students realize their full potential in learning so that this potential can be used for learning. Method focuses on interaction in the class and group activities such as games and discussions. Teacher tries to isolate students from outside life conditions or prejudices which every student carries willingly or unwillingly to the class. If suggestopedia is taken as a machine, teacher is considered as an engine of this machine. Instructor has an important role in the class and he\she is the primary source of learning not only with his knowledge and authority but also with his attitude (Brown,2007).

Caskey (1976) made an experiment in Texas University using Suggestopedia and he made the following conclusions: Suggestopedia had no positive effect on attendance however according to student's evaluation revealed that students were ready to take language classes using Suggestopedia method. Analysis of the test results showed that the mean of the experimental group did better than the control group. Caskey stated that suggestopedia and its use in language learning had a positive effect on students.

In another experiment, again by Caskey (1976) eight remedial students in English lesson were involved. In this experiment, suggestopedia method helped the students to reduce the level of anxiety and fear. Additionally, it is reported that retention level and material covered during the course doubled. Applied researches on Suggestopedia especially at Secondary and Colleges paved a way for the success. Gritton and Bordon (1976) made a research about the application of Suggestopedia in government schools of America. They chose an experimental group at Wilson

Junior High School at Iowa State and two other government school as control group. According to the results, experimental group scores found higher than the control group. Schuster and Bordon (1978) made a research at Iowa State University in 1976. They have used Suggestopedia in teaching Spanish. Experimental group learned according to the suggestopedia method however control group was given conventional instruction. At the end of the experiment it is found that both of the groups had similar results in terms of test results. Again, Schuster and Pansegrau (1977) worked on teaching English vocabulary using Suggetopedia method. Results showed that students who had instruction with music did higher than the control group who had no musical instruction.

CHAPTER 1

In the first chapter, the researcher focused on the scientific foundation of suggestopedia. After explanation of suggestion and suggestopedia essentials, chapter analyzes the elements which make suggestions to be perceived or denied. It is indicated that suggestions can be found in everywhere in life therefore positive make use of them will lead us success.

In the second part music was explained as a primary component of Suggestopedia. Music's role in historically has been reviewed and explained. In the following pages music-suggestions, music-psychology, music-motivation relations relationship deeply analyzed.

In the following section, the researcher focused on suggestopedia and its effects in language teaching namely Turkish Language teaching. Suggestopedia and its innovative approach

was detailed. Here some of the components of Suggestopedia such as music, the authority of the teacher, rhythm, intonation, infantilazation.

Lastly the chapter focuses on brain-suggestion relationship and the brain models. Brain models and baroque music relationship has been explained in terms of alpha, beta and teta brain waves.

In this chapter Suggestopedia and its methods has been laid on scientific foundation therefore the method's rationality has been proved. The hypothesis of the dissertation was marked in the following statement:

Given the right input (music, multi-sensory materials, classroom, intonation, teacher and surrounding), students can learn many vocabularies in a short time.

In this chapter, research focuses on word, word types, the level of knowing a word and learning. Since the topic is vocabulary teaching, this chapter elaborates on vocabulary and its learning process.

In the second part, researcher mentions learning and memory phenomenon which is an important element regarding the acquisition process. Memory and language learning methodologies play a major role in vocabulary learning.

After memory was explained, researcher analyzes the learning and word memory and learning process. The procedures and the process of forgetting has been explained in respect to learning vocabulary.

In this chapter, learning, meaning, memory and forgetting have been explained in details. Researcher has emphasized that learning vocabulary is more than a simple process but rather more complicated scientific approach.

Here the historical background of the language learning namely vocabulary learning strategies. The paper discusses the similarities and the differences between the language learning methods. It was argued how Suggestopedia was using the previous language teaching techniques. Researcher firstly mentions about the evolution of language teaching and emphasizes the basic element as communication.

In the literature review, Larsen-Freeman (2014) focuses on the evolution of vocabulary teaching in regards to language learning strategies. In the analysis, it is indicated that vocabulary learning has evolved from reading comprehension to listening comprehension and lastly to communication. Grammar translation has evolved in to speaking oriented approach respectively. It is aimed to provide the differences and similarities of the suggestopedia method.

Lastly, researcher mentioned about the experimental research results to establish the success of Suggestopedia and vocabulary teaching strategies. Vocabulary acquisition, word power, learning, memory and forgetting topics have been mentioned.

CHAPTER 2

Research Method

Quantitative research focuses on relationship between the incidents and phenomenon's. Qualitative research on the other side uses human experience and approach against certain incidents. Qualitative approach makes research on a research problem. Qualitative methods focus on a research question. In this research qualitative and quantitative methods were used. Additionally, posttest was prepared to assess the participants' performance.

Sample and Universe

The universe of the study consists of all students learning Turkish at University preparatory classes in Turkey. 26 students at Fatih University Turkish Language Center is the sample of the study. The sample consists of 18 different countries with different cultures and language groups.

Limitations

The experiment was conducted in Fatih University; Turkish Language Center is the first limitation. Although there were other institutions teaching Turkish as a foreign language only Fatih University allowed the researcher to conduct the experiment. Another limitation was the number of the students. The Center has allocated 26 students and 2 homorganic class placed by the administration according to the placement test. These classes had diverse cultural and language background from 18 countries Although the researcher demanded 25 hours, the administration limited to the experiment with 15 class hours. As a result of 15 hours' limitation, researcher did not focus on writing skills.

Another limitation was the number of the vocabulary taught during the experiment. According to European Language Portfolio, it is advised to teach 800 words minimum at Beginner (A2) level in 200 hours. Milton (2006) gives the number of basic vocabulary at beginner level as follows: English 1500 words, French 1000 and for Greek 850 words. Since there was no authentic research regarding the number of basic Turkish vocabulary at beginner level, researcher based on 2 resources while choosing the vocabulary lists. The first vocabulary list including 1120 words, was published by Princeton University, Turkish Language teaching department. Second list was prepared by the researcher using Lale Turkish Learning Set (Akçay, 2011).

The topics were chosen according to the syllabus of the Language Center therefore the researcher had to teach these topics respectively. The topics were limited to Animals, Clothes, Food and Professions due to 15 hours of teaching.

The selection of the target vocabulary was done in the following way:

Students were given a list of vocabulary to be mentioned in the target topics. Students have eliminated the known words. Researchers combined and analyzed the results and prepared a target vocabulary list which contains 206 words.

Following an evaluation of the other Turkish Language books for beginners, it was found that Lale Turkish Book for beginners and Sevgi Dili Turkish book for beginners were having the most suitable materials regarding Suggestopedia.

Students enrolled in this experiment were considered to know English at beginner level is another limitation for the researcher. Therefore, there is no clear evidence that students understand the english meaning of the vocabulary lists with translations given before the experiment.

Data Collection and Analysis

Data collection was done using post-tests administered under supervision of experienced instructors. The retention of the vocabulary was assessed using the tests. This pace is the most important element of the study.

Microsoft Office programs like Excel and SPSS program were used in data analysis. Collected data were transferred into computers and analyzed using indepent t-test was administered. Output of the t-test results was discussed accordingly.

Research Design

Suggestopedia and its effect on vocabulary learning was assessed using the post-tests. Students were selected randomly using Cluster Sampling method so that it will reflect the general characteristics of the universe. Intact-class research design was adopted in selection process. Hatch and Farhady (1982) states: This research design used mostly in classroom based studies. Placement of the students in language classes randomly is almost impossible therefore the participants are selected according to pre-arranged criteria such as entrance or placement test. To maintain the homogeneity of the classroom, gender and student distribution were emphasized by researchers. Assuming that students were placed in the classes equally in terms of gender, age and other criteria makes both of the groups homogeneous. In this study 2 groups of students chosen randomly by Fatih University Turkish Language Center were given. The first group was taught according to Suggestopedia method and the second group was taught classical approach where teacher student interaction is minimized. Classical teaching method facilitates textbooks and teacher and does not consider personal differences compared to Suggestopedia method.

Researcher obtained the permission from the administration and made the experiment in November 2015. Since the instructor in experiment must have knowledge of suggestopedia method (Bass, 1985), the experiment was conducted by researcher himself (Bass, 1985). The course book

which is used at the Language Center was Lale Turkish Language Teaching Set. Researcher adapted his course materials depending on the syllabus of the book. Besides, Sevgi Dili Turkish Set books, Hitit Turkish Set and Istanbul Turkish Set were used to determine the list of vocabulary during the experiment. Researcher facilitated activities and visuals from the mentioned resources throughout teaching experiment. According to the syllabus of the Language Center, 4 topics and related vocabulary were chosen for experiment. These are Food and Beverages, Animals, Clothes and Professions. Total of 162 vocabularies was selected related to the topic. Experiment was conducted in an ordinary classroom with a U shape sitting plan with reclining chairs, comfortable desks, projector and a sound system for music. In control group, only the course book and related activities are done. Teacher-student interaction was minimized. Groups were not told that they participate in an experiment so that we get natural class atmosphere. Instructor teaching both experimental and the control group was having 14 years of teaching experience in teaching Turkish as a foreign language. To determine the learning and the retention level, researcher administered a posttest after each topic he taught. Total 15 hours of instruction was done in both of the groups. The tests administered to both of the groups were in similar format. The tests were in 4 different formats. These are 1. Picture-word matching (Test 1) 2. Fill in the blank questions (Test 2) 3. Word Hunting game (Test 3) 4. Multiple choice questions related to vocabulary (Test 4)

Participants

Twenty-six students who were studying at Fatih University Turkish Language Center took part in this study. Classes were distributed equally so that each class had 13 students. Classes and the students were selected randomly according to the placement test done by the Language Center at the beginning of the semester. Age distribution of the participant was between 17 to 35. The participants were mostly students who came to Turkey for postgraduate degrees. Participants came from 18 different countries which is given in table 4.1. To strengthen the reliability of the study, participants were chosen from a wide range of cultural and linguistic background.

Material Preparation

Class materials were prepared according to the course syllabus of the language center. The course book consists of 8 chapters in A1 level. Students are required to finish A1 and A2 levels in one semester. Researcher chose 4 chapters from the book and prepared the list of vocabulary using

other resources. Special teaching materials and music were prepared for the experiment by the researcher. Course materials were prepared according to essentials of Suggestopedia Method which includes posters, games, puzzles, slides, flash cards, reading passages, animations, songs and other visual materials.

Researcher have prepared the music and the lyrics of four different songs which was parallel to the topic. Hitit Turkish Book 1 (2002), Lale Turkish Book 1 (2010), Sevgi Dili Turkish Book 1 and 2 (2010), Istanbul Turkish Book 1 (2013) were used to determine the target vocabulary.

After the selection of the target vocabulary, teaching materials were prepared. During the research, only vocabulary learning and retention was assessed. Speaking, Writing, Reading and Listening skills were ignored by the researcher. In the first lesson, students in the experimental group were summoned about the basics of suggestopedia and its importance. Students were instructed to revise the learnt vocabulary before sleep and after wake up in the morning. Course materials were distributed to the experiment group at the beginning of the lesson with their English equivalents. The vocabulary lists are provided below with tables.

Test Preparation and Determination of Test Content

Test content was based on materials and vocabulary lists selected from Lale Turkish book, Hitit Turkish book, Istanbul Turkish book and Sevgi Dili Turkish book. Since the target was to determine vocabulary retention and learning levels, grammar and speaking questions were not used in the tests.

Tests in this study involves four different formats

1. Students are given pictures and written words for each picture. Students were instructed to match the written form of the word with the picture

2. Students were asked to fill the blanks for a given picture of a word.

3. Students are told to find the target words from a puzzle.

4. Students are asked 20 multiple choice questions related to the vocabulary of the topic.

Control Treatment

Teaching vocabulary in control group was done on the basis of course book. Students in the control group were not told that they participate in an experiment. The instruction was done by the researcher in this group as well. According to the standard lesson method of the course book, teacher gave the list of vocabulary and told the students to look up the dictionary for unknown words. After that teacher read the reading part once and told one of the students to read the passage loudly then he asked reading and comprehension questions. Activities are done together with the students and at the end of the course, students are given related homework. In the control group vocabulary teaching was not the main target. Instructor conducted the class according to the course book. Lastly the tests were administered to the control group.

Data Analysis Tools

To determine the significance of the collected data, test results of the groups were analyzed using Independent Sample t-test. Result of the t-test, values of p value (probability) and t (significance value) were shown in table.

T-Test

T test is an analysis method to determine whether the results belong to the groups are statistically significant or not (Büyüköztürk, 2002). Generally, it is used to compare randomly selected two groups' results. There are three types of t-tests used.

1. One sample t-test which is used to compare sample mean of a known population mean or another value

2. Independent sample t-test: It is used to compare two different means belong to different groups

3. Paired samples t-test is used to compare two means of repeated measures for the same participants scores

In t-test, probability of getting a positive or negative value is called "p value" P value (statistical probability) generally considered 0.05. According this assumption, t-test is used to determine the probability of getting 95% results of the analysis. We shall mention about Paired t-test and independent sample t-test in this section.

Paired T-Test

It is technique to determine the difference between the results of the same population. It as normally used in studies which has pre and post-tests. In this study.

Independent T-Test

It is used to determine the results of different groups statistically. In this study we used independent t-test to compare control and experimental group means.

Significance Level

Significance level is explained according to probability value. If the p value is higher than 0.05 the result can be considered statistically significant. In our study, p value was higher than 0.05 in all post-tests.

CHAPTER 3

Results of the experiment were transferred to Microsoft Excel program the test results were converted to percentage. Results were analyzed using independent t-test in SPSS program. Tests and the results were transferred to tables and the findings were discussed. Participants demographic features also mentioned in this section. Participants came from 18 different countries as shown in table 1.

Table 1. Participants and Countries

Country	f	(%)
Afghanistan	1	3.8
Iraq	1	3.8
Kazakhstan	1	3,8
Kosovo	1	3.8
Zambia	7	26.9
Niger	3	11.5
Russia	1	3.8
Albania	1	3.8
Morocco	1	3.8
South Africa	1	3.8
Syria	1	3.8
Turkmenistan	1	3.8
China	1	3.8
Yemen	1	3.8
Mali	1	3.8
Indonesia	1	3.8
Mongolia	1	3.8
Yemen	1	3.8
Total	26	100.0

The participants came from 18 different countries which has different cultural and linguistic background. This fact is important to reflect the population. It is also an evidence for practicality of suggestopedia worldwide.

Table 2. Age Distribution of Participants

Age	f	(%)
18-25	11	42.3
25-35	10	38.5
35-45	5	19.2
Total	26	100.0

Table 3. Gender Distribution of the Participants

Gender	f	%
Male	10	38.5
Female	16	61.5
Total	26	100.0

Vocabulary Test Results for Clothes

Control and Experimental group test results are given in table 4. The mean for experimental group is 95 % and control group 71.53% respectively.

Table 4.   Vocabulary Test for Clothes

Group	Number	Mean	Standard Deviation	T	df	P
Experiment	13	95	7.07	5.20	24	0.000
Control	13	71.53	14.63	5.20	17.31	0.000

As seen in table, mean for both groups are different. This difference was analyzed using ttest. Depending on t-test results there is a significant difference between the group means (t0.05: 14.63=5.205, p=0.000). It shows that experimental group was more successful than the control group in vocabulary for clothes test. These findings share similarity with Türköz (2010). In this study, Turkoz investigated the effect of Suggestopedia in English vocabulary teaching and she found that students who learnt vocabulary using suggestopedia were more successful than the control group who received normal instruction.

Vocabulary Test Results for Food

The mean grades for both of the groups are given in table 5 (t0.05: 24= 4.074, p=0.0010). In the lights of the findings, Suggestopedia method proved that it was effective on teaching vocabulary in Turkish for foreigners.

Table 5 Vocabulary Test for Food

Group	Number	Mean		Standard Deviation	T	df
Experiment	13	94.30	6.30	4.07	24	0.01
Control	13	71.38	19.28	4.07	14	0.01

Test results showed that suggestopedia and music was effective on teaching vocabulary. Stearns (2015) also noted that he had similar results in the experiment. In this study, vocabulary teaching with music and classical method of vocabulary teaching was compared. According to the test results, students learning with music became more successful in the post tests than control group.

Vocabulary Test Results for Animals

Means for experimental and control group are given in table 6. Results show that there is significant difference between two groups.

Table 6. Vocabulary Test for Animals

Group	Number	Mean	Standard Deviation	T	df	P
Experiment	13	93.38	9.63	6.72	24	0.000
Control	13	61.76	13.95	6.72	21.314	0.000

As seen in Table 6. group means are different from each other. Experiment group mean is 93.38% and control group mean is 61.76 % respectively. Results of the t-test analysis showed that experimental group means are statistically significant (t0.05: 24= 8.799, p=0.000). Depending on these findings it can be concluded that suggestopedia method was effective in vocabulary teaching.

Findings of Farnsworth (1996) supports our study as well. Farnsworth studied the effects of suggestopedia on brain damaged patient's education. Result showed that the method was effective.

Vocabulary Test Results for Profession

Vocabulary for Professions Test, Vocabulary related to professions was instructed and the results of the test showed that experimental group did higher than the control group students. Means are 87.69 % and 63.15 % consecutively.

Table 7. Vocabulary Test for Professions

Group	Number	Mean	Standard Deviation	t	df	P
Experiment	13	75.38	11.09	2.37	24	.026
Control	13	64.61	11.98	2.37	23.85	.026

Analysis of the means showed that P value for both groups are less than 0.05(t0.05: 24= 2.37, p=0.02). Therefore, it was concluded that Suggestopedia method was successful on teaching vocabulary for professions. Kleinman (2006) studied on effects of tango music on motivation. He found that tango music and other cultural resources help students to get motivated in their classes. He also argues that Suggestopedia improves the retention level of the knowledge.

CONCLUSION

This experiment conducted in class environment with small alterations such as music, posters and reclining chairs. We aimed to investigate the effectiveness of Suggestopedia on vocabulary teaching in normal class environment. Analysis of the findings suggest that the method was effective even in normal class environment. Research findings are statistically positive.

Learning a language mostly regarded as a long cumbersome process by learners. Foreign language is related to working hard, time consuming and patience are the terms when considering foreign language learning. Individuals who got language education for years are not able to make

any sentences even in basic level. At this point, the duty of the language teachers is to break the monotony of language learning by breaking the barriers in the learners'

Depending on the findings of our research, Suggestopedia and whole brain learning approach should be taught to candidate teachers at university level.

Language teachers can create joyfull learning environment by implementing Suggestopedia elements in their language classes.

Hart (2002) summarizes trend in conventional language learning as follows:

In conventional language learning classrooms, teachers give the language material in a linear mode regardless of students' emotions or feelings. Homeworks, test results show that there is little learning in this type of language learning. Due to the low success and retention rate, teachers feel inadequate and quilty feel desperate.

Depending on the findings and the points mentioned above, Suggestopedia was found effective in teaching languages. Suggestopedia's whole brain learning approach provide an enjoyable learning atmosphere.

Research on Suggestopedia and the findings prove that this method is different from other teaching methodologies in terms of music and positive suggestions

Suggestions

Suggestopedia mostly deals with how you teach rather than what to teach. Teachers should focus on class materials and how they present these materials to the students. Teachers nonverbal messages like posture, body language and mimics are important for subconscious learning. Success and retention. Considering syllabus and material design of Teaching Turkish for foreigners, suggestopedia method and its essential elements should be considered.

Suggestopedia factors are interaction with each other because of this reason, singing, games, drama activities and music are considered as suggestopedia. However, Suggestopedia uses drama, music and interactive games etc. as means to reach the target of the language learning.

Turkish Language as a foreign language syllabus must be redesigned considering the elements of suggestopedia. Implementing these factors will benefit students with multi-sensory learning environment.

Designing multi-sensory class materials will make all the students involve in learning process. Since multi-sensory teaching addresses multiple intelligence of the students.

Restoring trust among the educators and the students will make learning effective.

Teaching vocabulary using music will make lesson more enjoyable and it will help students to remember well.

During the teaching session, teacher must know how to use his voice and intonation according to the topic. Gestures and mimics are also important elements for a teacher's success in language learning. Teachers can be given seminars on how to use their voice effectively.

Suggestopedia method and its features are not well known by the society so seminars and conferences can be held to inform teachers and students about the method.

Suggestopedia and its effectiveness on listening, reading, writing skills can be studied

Suggestopedia and motivation relationship should be investigated

Suggestopedia and its effectiveness on different age groups can be studied.

Retention and Suggestopedia relationship can be investigated to determine the influence of the method on memory.

Teachers' role in the class and its relationship with suggestopedia should be investigated.

List of Publications

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