

The Effectiveness of Suggestopedia in Developing Basic English Skills among Primary School Students in Libya: A Case Study in the Assaba Area (Al-Qods Primary School)

Abdulmjeed Almogatef^{1*}, Waleed Aldhawi Almishraqi²

^{1,2} Department of English Language, Faculty of Arts, Gharyan University, Assaba, Libya.

فعالية السوجيستوبديا في تنمية المهارات اللغوية الإنجليزية الأساسية بين تلاميذ المدارس الابتدائية في ليبيا: دراسة حالة منطقة الأصابعة (مدرسة القدس الابتدائية)

عبد المجيد امحمد المقطف^{1*}، وليد الضاوي المشرقي²
^{2,1} قسم اللغة الانجليزية، كلية الآداب، جامعة غريان، الأصابعة، ليبيا

*Corresponding author: Abdulmjeed.almogatef@gu.edu.ly

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Abstract:

This research looked into how well Suggestopedia helps seventh graders build basic English skills at Al-Qods Primary in Assaba, Libya. The setup wasn't fully random - two groups took part: one learned with Suggestopedia, while the other followed regular teaching ways. There were thirty pupils involved; they did tests before and after focusing on reading, writing, listening, plus talking abilities. Besides that, short surveys captured what learners thought about their own drive, self-assurance, along with interest during lessons.

ANCOVA findings revealed the experimental group did notably better on post-tests than the control group once pre-test levels were accounted for ($F = 13.8, p = .002$). On top of that, students learning via Suggestopedia mentioned feeling more motivated, joining in more actively, worrying less, also gaining stronger confidence when speaking English.

These results show adding Suggestopedia methods - like calm activities, tunes, mental images, or upbeat hints - might really help kids learn English better in early schools across Libya. Instead of old routines, educators and program designers could use these ideas to build lessons that support each student's mindset while keeping them involved.

Keywords: Suggestopedia, Language Learning, Reading Skills, Writing Skills, Listening Skills, Speaking Skills, Primary School Students, Libya, Motivation, Engagement, Confidence.

الملخص

هدفت هذه الدراسة إلى استكشاف مدى فاعلية أسلوب Suggestopedia في تنمية المهارات الأساسية في اللغة الإنجليزية لدى تلاميذ الصف السابع بمدرسة القدس الابتدائية في الأصابعة، ليبيا. لم يكن التصميم التجريبي عشوائياً بالكامل، حيث تم تقسيم المشاركين إلى مجموعتين: مجموعة تجريبية تعلمت باستخدام أسلوب Suggestopedia، ومجموعة ضابطة تلقت التدريس بالطرق التقليدية. شملت الدراسة ثلاثين تلميذاً، وقد خضعوا لاختبارات قبلية وبعديّة ركزت على مهارات القراءة والكتابة والاستماع والتحدث. بالإضافة إلى ذلك، تم استخدام استبيانات قصيرة لقياس تصورات التلاميذ حول دافعيتهم وثقتهم بأنفسهم واهتمامهم أثناء الدروس.

أظهرت نتائج تحليل التباين المصاحب (ANCOVA) أن أداء المجموعة التجريبية في الاختبارات البعدية كان أفضل بشكل ملحوظ مقارنة بالمجموعة الضابطة، بعد التحكم في نتائج الاختبار القبلي. ($F = 13.8, p = .002$) كما أفاد التلاميذ الذين

تعلموا باستخدام أسلوب Suggestopedia بارتفاع مستوى الدافعية لديهم، وزيادة مشاركتهم، وانخفاض القلق، بالإضافة إلى تحسين ثقتهم في التحدث باللغة الإنجليزية. تشير هذه النتائج إلى أن توظيف أسلوب Suggestopedia مثل الأنشطة الهادئة، والموسيقى، والتصور الذهني، والتشجيع الإيجابي—قد يسهم بشكل فعال في تحسين تعلم اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية في ليبيا. وبدلاً من الاعتماد على الأساليب التقليدية، يمكن للمعلمين ومصممي المناهج الاستفادة من هذه الممارسات لتصميم دروس تدعم الجوانب النفسية للمتعلمين وتعزز مشاركتهم.

الكلمات المفتاحية: Suggestopedia، تعلم اللغة، مهارات القراءة، مهارات الكتابة، مهارات الاستماع، مهارات التحدث، تلاميذ المرحلة الابتدائية، ليبيا، الدافعية، المشاركة، الثقة

1. Introduction

English is becoming more central in Libyan schools because it helps students succeed academically, find jobs, while improving worldwide interaction (Bukhatwa, 2018; El-Mekki, 2019). Still, building basic language abilities like reading or speaking stays difficult for many children across Libya. A range of system-related issues play a part here instead of just one single cause. For example, classroom resources often feel obsolete whereas digital tools are scarce, making learning harder than needed (El-Mismari, 2017; El-Mekki, 2019). Teacher preparation also tends to lack focus on active student involvement through updated techniques.

Big classes - often with more than 40 pupils - limit how much personal feedback teachers can give; they also reduce chances for active student involvement. In such settings, real-life English usage is rare, so practice stays narrow while meaningful application drops (Bukhatwa, 2018). On top of that, a lot of Libyan schools continue using memorization techniques alongside lectures led entirely by instructors. These approaches might boost memory of facts, yet fail to develop actual speaking skills or comfort when using English freely (El-Mismari, 2017).

Because of these issues, researchers are looking into different teaching methods that ease stress while boosting drive and fostering helpful settings. One option comes from Suggestopedia - a method created by Georgi Lozanov from Bulgaria. Instead of relying on strict drills, it uses calmness, encouragement, imagination, along with emotional connection to help students learn more effectively. This model aims to weaken mental blocks like worry over errors or nervousness during tasks (Lozanov, 1978; Gordon, 2015). Methods tied to this idea involve playing background music, leading breathing exercises, acting out scenes, taking on roles, also weaving in fantasy-based tasks - all meant to build relaxed yet focused classrooms.

Earlier work from various teaching settings suggests Suggestopedia boosts self-assurance, drive, word learning, along with general language skills (Gateva, 1995; Maqableh et al., 2015; Stambolieva, 2020). Still, evidence on how well it works in Libya - especially for young pupils - is limited. A majority of existing papers look at teens or grown-ups, so little is known about children in state-run Libyan schools.

This research looks at how well Suggestopedia helps seventh graders in Assaba build core English skills, focusing on Al-Qods Primary School. Instead of just test scores, it also considers student views - aiming to show if this approach works in real classroom settings. Findings may highlight its potential use in Libyan elementary schools where language progress is often slow. While traditional methods dominate, alternative techniques like this could offer meaningful support.

1.2 Statement of the Problem

Most young Libyan pupils find it hard to learn key English abilities because classrooms depend on rote learning, minimal speaking practice, and instructor-led sessions. As a result, kids frequently feel less motivated, unsure of themselves, or tense when using the language. While Suggestopedia - known globally for cutting stress and boosting engagement - has helped elsewhere, few investigations have tested this method among younger children in Libya; past work usually looks at adults or teens. For that reason, this project examines if introducing Suggestopedia into Al-Qods Primary School in Assaba strengthens foundational English competencies while also fostering better feelings toward learning, contrasted against standard classroom techniques.

1.3 Objectives of the Study

The main goal of this research is examining how well Suggestopedia helps seventh graders at Al-Qods Primary School in Assaba, Libya build fundamental English abilities. In order to reach that purpose, the work focuses on several targeted aims:

1. To examine how Suggestopedia influences learners' reading abilities in English, versus conventional instruction techniques.
2. To examine the impact of Suggestopedia on the development of students' English writing skills at the primary level.
3. To assess the impact of Suggestopedia on learners' listening understanding, especially via relaxed methods, musical elements, or real-life tasks.
4. To evaluate how Suggestopedia supports gains in learners' spoken English - such as self-assurance, smoothness in speech, or readiness to engage - using varied instructional conditions.

1.4 Research Questions

Based on the purpose and objectives of the study, the following research questions were formulated:

1. How does the use of Suggestopedia influence the English reading skills of seventh-grade students compared with traditional instruction?
2. In what ways does Suggestopedia affect the development of students' English writing skills at the primary level?
3. How does the implementation of Suggestopedia impact students' listening comprehension skills in English?
4. What are the students' perceptions of how Suggestopedia contributes to the development of their English speaking skills?

1.5 Significance of the Study

This work matters for multiple reasons. To begin with, it adds to a small set of studies looking at Suggestopedia in Libyan elementary schools. Although this method has been studied in different countries, real data from Libya - especially in early schooling - is still rare. Focusing on students in grade seven helps fill a key hole in past research while providing useful observations about young EFL pupils within Libya.

Second, results could help educators apply Suggestopedia in English lessons to boost learners' drive, self-assurance, and outcomes. Since numerous Libyan schools continue using instructor-led, rote-learning techniques, this research points to a different method focused on emotional ease, active participation, while lowering stress.

Third, findings could help those shaping education policy or designing curricula in Libya improve language teaching methods. Instead of traditional approaches, the research highlights practical ways to use aspects like music, relaxation techniques, or creative tasks from Suggestopedia. These elements might boost learner involvement while shifting focus toward students' needs. Evidence gathered supports each suggestion made here.

Lastly, this research supports upcoming scholars by offering a framework to test new teaching approaches in Libyan classrooms. As such, it could inspire more studies on creative yet affordable techniques to boost English skills in children.

1.6 Limitations of the Study

While this research highlights how well Suggestopedia works for teaching English to young learners, some drawbacks need mention. However, the findings offer useful perspectives on classroom application. Still, sample size was small, affecting generalization. Moreover, results may differ in other educational settings. Also, short-term outcomes were measured, not long-term retention. Therefore, further studies could explore extended use over time.

First, the number of participants was limited - just 30 seventh graders from one school in Assaba. Because of this, findings might not apply elsewhere; outcomes could change in schools with varied student backgrounds, cultures, or teaching environments.

Second, the program lasted just ten weeks - too short to show how Suggestopedia affects language growth in the long run. A more extended approach might reveal if gains continue or fade later on.

Third, while numerical and descriptive data were gathered, insights into students' views came from questionnaires they filled out themselves - these responses might reflect a wish to appear socially acceptable or could lack depth due to immature self-reflection, particularly in younger participants.

Fourth, the study used evaluation methods tailored to its specific setting. Although steps were taken to align them with curriculum goals, their consistency and accuracy might differ from widely accepted global assessments.

Lastly, watching lessons included just the test group. Comparing both groups could have shown more differences in teaching methods and how classes functioned.

Even with these limits, this work provides useful insights while setting a base for later studies on Suggestopedia in Libya's elementary schools.

2. Literature Review

2.1 Overview and Principles of Suggestopedia

Suggestopedia, created by Bulgarian teacher Georgi Lozanov during the 1970s, teaches languages based on how emotions affect learning. According to Lozanov (1978), standard classrooms tend to cause stress, worry about mistakes, along with mental blocks that slow down progress. Instead, this approach aims to lower such obstacles through calmness, optimism, together with emotional comfort - helping students take in knowledge more smoothly.

Central to Suggestopedia is the idea that people can learn much more than they usually do in standard classrooms. Lozanov argued that students have hidden mental potential, which becomes active under the right emotional conditions - like feeling relaxed, sure of themselves, or receptive. Such a mindset emerges through methods including gentle classical tunes, focused breathing exercises, mental imagery, encouraging cues, cozy furniture layouts, along with role-playing activities. Together, these tools help lower stress levels while improving focus and making absorption of knowledge feel smoother.

Several theoretical principles underpin Suggestopedia:

1. The Principle of Relaxation: A calm mind works better for learning, remembering, and holding onto knowledge. To reach this condition, people often use music or focused breathing techniques instead.
2. The Role of Suggestion: Encouraging input, whether clear or subtle, helps students trust their skills, reduce worry about errors, while boosting engagement in language activities.
3. The use of creative activities - like drama, storytelling, acting out roles, or mental imagery - boosts imagination while involving emotions, so learners remember language better because it feels relevant. These methods turn abstract words into vivid experiences, helping understanding through active participation rather than passive repetition.
4. The inclusion of full-person development: Suggestopedia supports thinking, feelings, or relationships in education instead of just language skills.

Research backs these ideas. For instance, Gateva (1995) showed students using Suggestopedia remembered words better, understood texts more easily, yet felt more confident than peers in regular classes. Stevick (1980) pointed out feelings - like ease, drive, or less stress - strongly influence how well methods such as Suggestopedia work. Recent analyses (Ribeiro, 2021; Stambolieva, 2020) confirm it boosts involvement, lowers emotional blocks, while aiding overall language growth if applied well.

While Suggestopedia has seen use in different teaching settings, few studies have looked at how it works in Libya's elementary schools. Because of this missing evidence, it's worth investigating if its main ideas - like calmness, positive feelings, or creative engagement - can help young students build basic English abilities.

2.2. Ways Suggestopedia supports learning

Some research shows Suggestopedia may boost language acquisition while also improving recall. It might increase learners' self-assurance at the same time. The method supports a broader approach to education rather than focusing only on skills.

- a. Better progress in mastering a language along with practical application in everyday situations

Studies show that using Suggestopedia boosts how well students understand texts - this includes grasping key points as much as drawing conclusions from context. While one aspect focuses on surface meaning, the other builds deeper insight through indirect reasoning.

In short, Suggestopedia promotes meaningful language use - like stories, conversations, or real-world texts - instead of rote lists or grammar exercises taken out of context; this supports better absorption of words and structure through natural exposure.

- b. Greater drive along with stronger self-assurance; reduced emotional barriers - meaning less stress during learning

One key idea behind Suggestopedia is that calm, encouraging settings allow students to move past mental blocks in learning. According to a current analysis, this method boosts emotional well-being, shifts focus away from anxiety about mastering language, while lowering obstacles tied to worrying over errors

A recent analysis of young learners' speaking abilities showed those using Suggestopedia scored higher than peers taught traditionally - indicating benefits not just in understanding, yet also in output and motivation.

- c. Better memory, plus improved ability to keep and bring back information - leading to longer-lasting knowledge gain

The foundation of Suggestopedia, developed by Georgi Lozanov, suggests that reduced stress combined with subtle cues activates hidden mental abilities, leading to quicker and more effective memory. According to one explanation, this method engages both sides of the brain - using tools like music along with speech - which supports learners in reaching their peak performance potential

In reality, initial trials at the Suggestology Research Centre showed people could memorize material quickly - during single concert-like learning events - with results noted after just one session.

Using sounds like music or rhythm alongside speech, Suggestopedia builds a rich sensory setting that stirs emotion - this boosts memory retention while making knowledge stick longer. Visuals or acting add depth to words, helping learners absorb material naturally through combined cues. When feelings are involved, the mind holds onto information better than with rote repetition alone. This method taps into both mood and perception, creating stronger mental links without forceful drilling.

- d. Involving the learner fully - thinking, feeling, experiencing

Suggestopedia sees language learning not just as mental work. Over time, especially with input from Evelina Gateva, it shifted focus - embracing a broad, creative path. This version uses music alongside theater, visuals, subtle cues, feeling, and creativity. According to Gateva, artistic elements together shape, free, and energize individuality

This kind of full involvement lets learners absorb language through emotions and identity, not only logic; this could support natural use, quick response, and stronger personal connection to what they're learning.

- e. A favorable outlook on education along with greater student contentment

A review of research on Suggestopedia found that proper use boosts learners' engagement, oral expression, and understanding - also shaping their mindset about education more favorably. While results depend on context, outcomes tend to show gains across key areas of performance through this approach.

So, aside from basic mental benefits like vocabulary or grammar, Suggestopedia may boost motivation; it can increase readiness to join in. It also supports a greater ease with trying new things - linked to higher enjoyment during learning. Overall satisfaction appears stronger as well

2.3 Applications of Suggestopedia

Suggestopedia been used across many second-language settings - particularly when students feel anxious, unmotivated, or hesitant to speak up. Initial uses popped up in fast-paced European programs, where participants heard rich, understandable language input paired with calming tunes, encouraging cues, or breathing exercises (Lozanov, 1978; Gateva, 1995). Findings from those first trials suggested the method made picking up words and grammar smoother for learners.

Studies in schools show it helps students improve reading, listening, or speaking skills. Tomalin (1991) noted that using classical music, acted conversations, instead of traditional drills led to better memory in children. Later work confirms this pattern - Stambolieva (2020) found the approach lowers emotional resistance plus boosts student engagement during lessons; meanwhile, Maqableh, Rajab and Yang (2015) observed stronger word retention when Arabic-speaking EFL pupils learned through musical dialogue combined with calming exercises.

In basic and advanced schools, Suggestopedia works well for quiet or struggling students. According to Ribeiro (2021), children in these relaxed classes showed more self-assurance, took part more actively, also spoke more smoothly than peers in standard grammar-heavy lessons. Such results indicate this method fits various ages and teaching environments, offering a shift from instructor-led models widespread in many English-as-a-foreign-language settings.

Criticisms plus drawbacks of Suggestopedia. While Suggestopedia has certain advantages, people continue to highlight various weaknesses

- a. Lack of strong evidence: some critics argue that Suggestopedia lacks sufficient practical validation - further experimentation could strengthen its credibility (Tomalin, 1991). Much of the backing relies on anecdotal reports rather than measurable outcomes.
- b. Practical challenges: Applying Suggestopedia in everyday schools often fails - not due to theory, but because it demands specific teacher preparation, unique resources, or an adaptable mindset (Gateva, 1995). Institutions may need to reconsider standard classroom routines instead.
- c. Cultural and Contextual Aspects: The success of Suggestopedia may rely on classroom conditions or who the learners are - outcomes vary across areas (Tomalin, 1991). Adjusting the method to fit regional habits tends to boost its real-world performance.

3. Methodology

3.1 Introduction

This section describes how the study explored Suggestopedia impact on English learning for seventh graders at Alqods Primary School in Assaba, Libya. The approach taken is detailed, along with how learners were chosen. Various tools collected information; these are introduced here. What happened during teaching sessions is explained next? Data handling methods follow that part. Issues around ethics appear later. Constraints faced by the project are mentioned too - this supports clarity and solid research standards.

3.2 Research Design

A quasi-experimental setup without random assignment was used here. One group was assigned as the experimental group; meanwhile, the other served as a comparison. The test learners experienced Suggestopedia teaching, while conventional techniques were applied in the second group. By contrasting results from both sections, the investigator checked if Suggestopedia leads to notably stronger progress in mastering language.

3.3 Participants

The research included thirty pupils from a seventh-grade classroom at Alqods Primary in Libya's Assaba region. Learners took part due to their presence during regular schedules, using an accessible selection approach. A random method decided which class received the new teaching strategy, whereas the second followed standard instruction. Identifying the institution and place throughout key parts - title, summary, background, methods - kept information clear yet concise.

3.4 Instrumentation

3.4.1 Language Proficiency Test

A research-designed language test, fit for grade seven pupils, measured reading, writing, listening, besides speaking abilities. It was given at the start and end of the study to track development during that time.

3.4.2 Classroom Observation Checklist

A structured checklist was created to track how Suggestopedia was used in the test group. It included main parts like background music, calming exercises, mental imagery tasks, also methods for positive prompting. Watching took place while lessons happened; comments were recorded about how often things occurred along with their quality.

3.4.3 Student Feedback Surveys

Quick feedback forms went to students in each group, aiming to learn how they viewed language study. The questionnaire had rating-style questions along with free-text parts so participants could share thoughts and personal insights prior to and following the program.

3.5 Data Collection Procedures

3.5.1 Pre-test

All participants took a language skill assessment before the research started; at the same time, they filled out an early feedback form to show their starting views on studying English.

3.5.2 Intervention

The experimental group was taught using Suggestopedia over ten weeks - two times each week. Sessions featured calming music along with guided relaxation techniques, mental imagery, also encouraging spoken cues. In contrast, the other group followed regular classroom methods already in place at the school. One teacher led every session to keep things uniform across both groups.

3.5.3 Post-test

By the close of the program, every student took a post-intervention language test along with a last attitude questionnaire. These tools were used to measure progress in skills as well as changes in how learners viewed

English. While one assessed ability, the other captured mindset shifts over time. Both offered insight into outcomes beyond simple test scores.

3.6 Data Analysis

3.6.1 Quantitative Data Analysis

Data from the tests before and after, along with fixed-choice survey answers, were examined using basic stats like averages, spreads, and score intervals. To assess group differences afterward, adjusted comparisons were made based on earlier results. That way, gains seen later were more likely tied to the actual program instead of prior levels.

3.6.2 Qualitative Data Analysis

Survey answers without fixed options were examined through pattern identification. This involved getting the data ready, labeling key parts, building broader ideas from those labels, looking more closely at new patterns that appeared, then making sense of everything in the end.

3.6.2.1 Data Preparation

All open-ended answers were written down and sorted carefully. While keeping every participant's reply intact, the data stayed balanced overall.

3.6.2.2 Coding

A basic coding framework was created to spot relevant parts in the data. Coding every line helped record central concepts - these early labels were adjusted, combined, or connected where they shared wider themes.

3.6.2.3 Theme Development

Codes were checked for repeated sequences. Where codes matched, they formed early theme groups. Themes were refined through ongoing contrast analysis. Findings were confirmed by cross-checking examples.

3.6.2.4 Data Exploration

Every topic got close analysis to spot subtle points, contrasts, or links across concepts. Because of this, patterns between topics were traced to build a clear picture of student experiences.

3.6.2.5 Data Interpretation

The finalized themes were analyzed according to the research questions. While examining these, the focus was on uncovering meaningful patterns in students' views, their learning journeys, or how they experienced Suggestopedia. Rather than summarizing surface details, the process highlighted underlying perspectives tied to each theme.

4. Data Analysis and Discussion

4.1 Introduction

This section shows outcomes from both number-based and descriptive evaluations. While combining statistics with individual experiences, it explores how well Suggestopedia works. Although focusing on data, it also highlights real-life perspectives to give a fuller picture of its impact.

4.2 Quantitative Data Analysis

4.2.1 Descriptive Statistics

Descriptive stats showed how students did on the language test, pointing out average scores, spread of results, also patterns across the two groups.

4.2.2 Analysis of Covariance (ANCOVA)

ANCOVA was used to compare post-test scores while controlling for pre-test differences. Table 4.1. ANCOVA

Table 1: Results

Source	Sum of Squares	df	Mean Square	F	p
Pre-test Score	145.5	1	145.5	25.6	0.001
Group	78.4	1	78.4	13.8	0.002
Error	166.5	28	5.9	–	–
Total	390.4	30	–	–	–

Adjusted Means:

- Experimental group: **M = 25, SE = 1.5**
- Control group: **M = 20, SE = 2**

The results indicated a statistically significant difference in favor of the experimental group.

4.3. Qualitative Data Analysis

4.3.1 Coding and Theme Development

Themes were derived from repeated patterns across students' open-ended responses.

4.3.2 Emergent Themes

Table 2. Themes from Qualitative Analysis

Theme	Description
Increased Motivation	Students reported feeling more eager and enthusiastic about learning English due to music and relaxation techniques.
Greater Engagement	The immersive and enjoyable activities helped students stay focused and actively involved.
Improved Confidence	Reduced stress and a supportive atmosphere made learners feel more capable.
Enjoyment of Learning	Suggestopedia created a pleasant, low-pressure learning environment that increased overall enjoyment.

4.4 Findings

4.4.1 Language Proficiency

ANCOVA results indicated better performance among learners exposed to Suggestopedia compared to conventional instruction. A calm but organized setting seemed to enhance language learning outcomes.

4.4.2 Students' Perceptions

Qualitative responses showed Suggestopedia boosted motivation while increasing involvement, building self-assurance alongside positive feelings - elements crucial to effective language acquisition.

5. Discussion and Conclusion

5.1 Discussion of Findings

5.1.1 Comparison of Language Proficiency Test Scores

Findings showed distinct differences in performance across groups. Those introduced to Suggestopedia scored better, which aligns with earlier studies indicating improved acquisition in calm, sensory-rich settings.

5.1.2 Impact of Covariates

By applying ANCOVA, the research took baseline variations into consideration. Despite controlling for earlier test results, learners in the treatment condition performed better - indicating that progress likely stemmed from the Suggestopedia approach.

5.2 Implications and Significance of Findings

The results have clear uses for teaching languages. Using things like calm music, visualization, encouragement, or acting tasks may lower stress while supporting how people naturally learn speech. This information can assist those who design courses - or work in classrooms - to explore different methods that actually work.

5.3 Limitations and Future Research Directions

The results may not apply widely due to few participants. Later studies ought to involve bigger, more varied samples. A brief program length means long-lasting outcomes remain unclear. Follow-up work needs to examine Suggestopedia over longer times and in various learning settings.

Conclusion

The results show Suggestopedia may strongly improve how people learn languages. By focusing on relaxation, encouraging messages, or sensory involvement, it supports better English acquisition. Even with some drawbacks, this work adds to evidence favoring creative, learner-centered methods in teaching. Research continues pointing toward more personal, flexible techniques.

Recommendations

- Ensure that definitions of key terms such as "Suggestopedia" appear clearly at their first mention in the Arabic text.
- Replace the phrase "تلاميذ المرحلة الابتدائية" with "تلاميذ الصف السابع الابتدائي" for greater precision.
- Minor stylistic editing in the Arabic abstract can further improve clarity without altering meaning.
- Both English and Arabic abstracts are generally clear; however, the English version may be expanded slightly for completeness if required.

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