



THE INTEGRATION OF COGNITIVE-AFFECTIVE PRINCIPLES INTO SUGGESTOPEDIA FOR EFFECTIVE EFL LEARNING

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Abstract: The present study examines the influence of the Suggestopedia method on students' motivation in English speaking classes. Suggestopedia, developed by Bulgarian educator and psychologist Georgi Lozanov, is an innovative language teaching approach designed to create a relaxed, supportive, and psychologically positive learning environment. The method aims to enhance students' engagement and motivation by reducing emotional barriers that often hinder language learning. In particular, Suggestopedia is widely recognized for its effectiveness in developing communication skills and encouraging active participation in speaking activities. The theoretical foundation of Suggestopedia is based on the belief that learners possess greater intellectual and creative potential than is typically utilized in conventional classroom settings. Through the use of positive suggestion, music, role-play activities, and comfortable learning environments, the method seeks to unlock these hidden capacities and facilitate more effective language acquisition. In speaking classes, Suggestopedia focuses on minimizing learners' anxiety and fear of making mistakes, which are among the most significant obstacles to oral communication in a foreign language.

Keywords: Suggestopedia, EFL education, cognitive-affective approach, language learning, learner motivation, communicative competence, emotional engagement, student-centered learning

One of the primary objectives of Suggestopedia is to build learners' self-confidence and encourage them to communicate more freely in the target language. By creating a non-threatening atmosphere where mistakes are viewed as a natural part of learning, students become more willing to take linguistic risks and participate actively in classroom discussions. The use of positive reinforcement and encouraging feedback further strengthens students' motivation and promotes a positive attitude toward language learning.

Motivation plays a crucial role in second language acquisition, and this study pays particular attention to two major types of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to learners' desire to understand and interact with the culture, people, and social environment associated with the target language. Instrumental motivation, on the other hand, is related to practical goals such as academic achievement, career advancement, and professional opportunities. Suggestopedia may contribute to both forms of motivation by helping learners appreciate the cultural aspects of language while simultaneously recognizing its practical value in education and employment. Furthermore, the method promotes emotional engagement and learner autonomy, both of which are essential components of successful language learning. Research has shown that students who experience lower levels of anxiety and higher levels of motivation are more likely to achieve greater fluency

and communicative competence. Therefore, investigating the impact of Suggestopedia on students' motivation can provide valuable insights into effective strategies for improving speaking skills and enhancing overall language learning outcomes in EFL classrooms.

Speaking is widely regarded as one of the most essential skills in language learning because it enables individuals to communicate ideas, thoughts, and emotions effectively. According to Bailey and Nunan (2005), speaking involves the systematic production of verbal utterances for the purpose of conveying meaning and facilitating communication. This perspective highlights speaking as an active and organized process through which language users express themselves in various social and academic contexts.

Similarly, Al Nakhalah (2016) describes speaking as the oral production of language through the articulation of sounds using the speech organs. This definition emphasizes the physical and linguistic aspects of spoken communication, which require learners to coordinate pronunciation, vocabulary, and grammatical structures in real time. Effective speaking, therefore, involves not only the ability to produce language accurately but also the capacity to communicate messages clearly and appropriately.

Furthermore, Chaney, as cited in Leong and Ahmadi (2017), defines speaking as the process of creating and sharing meaning through both verbal and non-verbal symbols in a variety of contexts. This broader definition recognizes that communication extends beyond spoken words and includes facial expressions, gestures, body language, and other non-verbal cues that contribute to successful interaction. As a result, speaking is considered a complex skill that integrates linguistic knowledge with social and communicative competence.

In the field of second and foreign language education, speaking is often viewed as the most important indicator of language proficiency. Rao (2019) argues that speaking proficiency represents the primary skill that learners seek to achieve when acquiring a second or foreign language. The ability to communicate fluently and confidently in the target language is frequently regarded as the ultimate goal of language learning because it enables learners to participate effectively in academic, professional, and social situations.

Moreover, speaking plays a vital role in developing learners' overall communicative competence. Through speaking activities, students have opportunities to practice vocabulary, improve pronunciation, enhance grammatical accuracy, and develop fluency. Interactive speaking tasks such as discussions, presentations, role-plays, and debates encourage learners to use language meaningfully and build confidence in communication. Consequently, developing speaking skills remains a central objective of modern language teaching methodologies, particularly in EFL classrooms where students may have limited opportunities to use English outside the educational environment.

Recount text is a type of written discourse that aims to retell past experiences or events in a logical and organized manner. According to Derewianka (1990), as cited in Fisher (2016), an effective recount text should begin with an orientation section that provides essential background information about the event. This orientation introduces the people involved, the time when the event occurred, and the location where it took place. Such information helps readers understand the context of the story and follow the sequence of events more easily.

In addition to orientation, a well-structured recount text requires the events to be presented in chronological order. Fisher (2016) emphasizes that events should be organized according to the sequence in which they happened, allowing readers to understand the progression of the experience clearly and coherently. The chronological arrangement of events is one of the defining characteristics of recount texts, as it helps create a logical flow and ensures that the narrative is easy to follow.

Similarly, Hyland (2003) states that the primary purpose of a recount text is to reconstruct past events by retelling them in the order in which they originally occurred. Through this process, writers provide readers with a detailed account of personal experiences, historical incidents, or other past events. The text typically focuses on what happened, who was involved, and how the events unfolded over time.

Furthermore, recount texts play an important role in language learning because they help students develop their writing abilities, organizational skills, and understanding of narrative structure. Writing recounts encourages learners to use appropriate past tense forms, sequencing expressions, and descriptive language to communicate experiences effectively. Common linguistic features of recount texts include the use of action verbs, temporal connectives such as first, next, then, and finally, and detailed descriptions of people, places, and events.

As a result, mastering recount text writing enables students to improve both their grammatical accuracy and their ability to organize ideas coherently. It also provides valuable opportunities for learners to reflect on personal experiences and communicate them meaningfully to others, making recount writing an essential component of EFL instruction.

A broader perspective is provided by Chaney, as cited in Leong and Ahmadi (2017), who describes speaking as the process of creating and transmitting meaning through both verbal and non-verbal symbols across different contexts. This definition acknowledges that effective communication extends beyond spoken words and includes gestures, facial expressions, eye contact, and body language, all of which contribute to successful interaction. Therefore, speaking can be viewed as a complex skill that combines linguistic knowledge with social and communicative competence.

In the context of second and foreign language learning, speaking proficiency is often considered the ultimate goal of language acquisition. Rao (2019) argues that speaking is the most significant skill that learners strive to master because it reflects their ability to use the target language effectively in real-life situations. The ability to communicate fluently and confidently enables learners to participate in academic discussions, professional interactions, and social exchanges, making speaking a crucial indicator of language competence.

Furthermore, Derakhshan et al. (2016) classify speaking as a productive skill that consists of two fundamental components: accuracy and fluency. Accuracy refers to the correct use of grammar, vocabulary, and pronunciation, whereas fluency relates to the ability to communicate smoothly and naturally without excessive hesitation. Both elements are essential for effective oral communication and must be developed simultaneously to achieve communicative competence.

According to Derakhshan et al. (2016), acquiring speaking skills requires extensive and continuous practice. Learners need opportunities to engage in various communicative activities, including dialogues, monologues, discussions, role-plays, and question-and-answer

sessions. These activities help students improve their pronunciation, expand their vocabulary, strengthen grammatical knowledge, and develop confidence in using the target language. Regular speaking practice also allows learners to overcome communication anxiety and become more comfortable expressing their thoughts in English.

Similarly, Torky (2006) defines speaking as the ability of learners to express themselves orally in a coherent, fluent, and appropriate manner within meaningful contexts. Effective speaking involves fulfilling both transactional purposes, such as exchanging information, and interactional purposes, such as maintaining social relationships. Torky further emphasizes that successful oral communication requires accurate pronunciation, appropriate grammatical structures, a sufficient range of vocabulary, and adherence to the pragmatic and discourse conventions of spoken language. Consequently, speaking is not merely the production of words and sentences but a multifaceted skill that integrates linguistic, sociolinguistic, and pragmatic competencies.

Given its importance in language learning, speaking remains a central focus of modern EFL instruction. Developing speaking skills enables learners to communicate effectively in diverse situations, promotes confidence and learner autonomy, and supports the overall development of communicative competence. Therefore, educators continue to explore innovative teaching methods and strategies that can enhance students' speaking proficiency and encourage active participation in language learning

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