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Title

The Use of Suggestopedia as an Innovative Method for Increasing the English Reading Comprehension of Secondary School Students

The Case of Second Year Students Scientific Stream at Al Amir Abd El kader Secondary School

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DEDICATION

FIRST OF ALL I DEDICATE THIS WORK TO MY FATHER BOUBEKEUR THE KINDEST PERSSON IN THE WORLD MY HERO, MY IDEAL AND FIRST LOVE.

TO MY GREAT MOTHER FATIMA ZOHRA WHO IS KNOWN FOR HER AFFECTION AND LOVE, THANK YOU FOR YOUR UNCONDITIONAL LOVE AND SUPPORT.

TO MY BROTHER AND SISTERS, ASMA, MAHDI AND SARA MY SOURCE OF HAPPINESS, THANK YOU FOR YOUR ETERNAL LOVE.

FINALLY TO MY LITTLE ANGELS, MY NIECES AND NEPHEWS, YOU ARE THE JOY OF OUR HOUSE.

RIMA SELAMI

DEDICATION

In loving memory of my mother, Yasmina the powerful and the gentle soul who raised me, supported me during my career and for her good reputation that she left after leaving this world, I wish mercy for her . You are always present in my memory and heart, my heaven, we all loved you but Allah loved you the most.
To my father Farouk, my hero, who encouraged and inspired me all the time. May God bless you, you are my everything.
To
My family members
My lovely sisters Chahra and Manel
My wonderful brothers Ahmed Ibrahim and Abd Rahmane
And to my whole family for their support.
To
My teachers
Thank you all, for teaching, helping and encouraging us to work hard.
Finally
To my twins
A special thank and love for my dearest little angels Ratil and Rasil who brought joy and happiness to our house.

BENSEDDIK Riane

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Abstract

This academic research aims at investigating the effectiveness of Suggestopedia method in teaching narrative reading text for secondary school students and the teacher's attitude towards applying this teaching method. The target population is the second year students and their EFL teachers at El Amir Abd-el-Kader secondary school, Touggourt during the academic year 2020/2021. To measure the used hypotheses in this research, some experimental design was chosen as well as teacher's questionnaire in order to collect more data about the impact of suggestopedia method on students' reading abilities. The students were exposed to pre-test, training sessions, and post-test. We opted for the pre and post tests with a group of 16 students. The questionnaire was administered to three (3) English teachers. The obtained results revealed the great influence of suggestopedia in increasing the English reading abilities of secondary school students in addition to the change of classroom atmosphere and students motivation. Despite previous critical studies on the method, suggestopedia has re-emerged as a popular method for second language teaching and learning in the world.

Key terms: Suggestopedia, reading, comprehension, classroom application.

List of Abbreviations

ESL: English as a Second Language

ALM: Audio Lingual Method

CLT: Communicative Language Teaching

EFL: English as Foreign Language

Q: Question

PDP: Personal Development Planning

ICT: Information and Communication Technology

S: Student

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Background of the Study

English is an international language that everyone seeks to learn for several purposes such as: to be a tourism guide, for teaching, for traveling abroad, etc. Thus English is extremely important for intermediate communication for people who want to interact with others from different countries.

As (Brown 2000) assumes the English learning process is the same as learning any other language; it depends mainly on mastering the four skills: listening, speaking, writing, and reading; in addition to the language structure, grammar, and vocabulary which complete one another.

Reading is one of the basic components to achieve mastery of the English language. A learner can only master reading by practice and knowing its techniques. It helps the learner to improve his writing skills since he is exposed to a large amount of vocabulary; moreover, it helps to enhance his speaking skills too (Marie Clay's 1991).

The problem that faces teachers is that most of the learners do not like reading but they prefer listening to music and watching videos and movies. To solve this problem researchers have invented several methods such as: Grammar translation method, Direct method, Communicative language teaching, Suggestopedia, etc.

Suggestopedia is one of the modern teaching methods that was developed by the Bulgarian educator and psychotherapist George Lozanov in 1970s throughout several schools. This method depends on relaxing learners to get better results; its main principle is music. Thus it can be beneficial in terms of improving the reading comprehension abilities.

Significance of the Study

Suggestopedia is an innovative method that promises interesting effective language learning results and by using this method one can teach language approximately more quickly than conversational methods (Lozanov). Hence the use of the suggestopedic technique can initiate the

current study, therefore, is expected to contribute to the body of the existing strategy. The results of the study may help better determine the role of the suggestopedia method in local curriculum and present empirical data regarding the perception of prospective language teachers who are highly encouraged to become autonomous practitioners of language. Therefore, the study, most importantly, may be beneficial in raising attention towards Suggestopedia pedagogy at the local level. Second, the results of the study are expected to be significant in identifying the level of familiarity of EFL practitioners in Algeria with the Suggestopedia pedagogy.

Objectives of the Study

This study is intended to find out whether the Suggestopedia method improves students' reading comprehension. The following are the objectives of the present study.

1. To introduce the application of the Suggestopedia method as an effective method for improving students' reading comprehension.
2. To find how the use of the Suggestopedia method can improve students' reading comprehension.

Statement of the Problem

From the observation of the students, we have noticed that the level of secondary school students of Al-Amir Abd Elkader in reading comprehension is to some extent weak compared to other skills. The particular reason for the circumstance is that they lack motivation and they do not have an idea about its importance. In this study, we have tested the use of the Suggestopedia method in improving the reading comprehension.

Research Questions

1. Does the use of the Suggestopedia enhance greater reading comprehension abilities in the ESL context?
2. How can the use of the Suggestopedia method improve students reading comprehension?
3. What is the teachers' evaluation of this method?

General Introduction

Research Hypothesis

The research hypotheses are designed as follows:

1. There is no significant difference between students reading comprehension who are taught by using the Suggestopedia method and those who are not.
2. There is a significant difference between students reading comprehension who are taught by using the Suggestopedia method and those who are not.

Methodology

This study was conducted at Al-Amir Abd Elkader secondary school.

1. The sample was selected randomly in the 2nd-year scientific stream class.
2. For the technique of data collection, we used a pre-test, treatment, and post-test. The materials used in the test were narrative texts.
3. The reading comprehension points such as the text's main idea, detailed information, vocabulary, and reference were examined and tested. We used one group pre-test and post-test design.
4. The tests consist of 10 multiple choice questions regarding narrative texts. The data analysis technique used was based on a statistical formula.

Structure of the Dissertation

This study includes a general introduction, four chapters, recommendations, and a general conclusion. The first chapter is devoted to the literature review and the previous studies on teaching methods and suggestopedia. The second chapter illustrates the reading skills and techniques. The third deals with the methodology of the study, it displays the research design, population and the sample, data collection procedures, and the treatment of the study. The last chapter contains the results, analysis, and interpretation.

Limitations of the Study

Since our case study was limited to only one group of second-year students, the results cannot be generalized to all students of the same level. Moreover, teachers were unaware of the existence of the suggestopedia method, thus their answers were a result of Googling the term only. Finally, the limited duration offered by the administration of the secondary school because of the little time devoted to English sessions per week which is only one teaching session "45 minute.

Definition of the Key Terms

Suggestopedia: Suggestopedia is one of the teaching methods developed by the Bulgarian psychologist based on the study of suggestology. The method has been used in different fields of studies but mostly in the field of foreign language learning (Lozanov, 1970:5).

Reading: reading is primarily a matter of developing appropriate, efficient comprehension strategies.

Comprehension: is the understanding of a written or spoken passage.

Classroom application: is the practice that the learners are exposed to in the classroom, for a better understanding and a successful learning process.

Chapter One: The Suggestopedia Method

Chapter One: The Suggestopedia Method

Suggestopedia
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The Suggestopedia Method

Researchers have developed quite a large number of language teaching methods to facilitate this process the more they can. According to Lozanov, people are capable of learning much more than they give themselves credit for, and suggestopedia with its comfortable setting can help a lot. That is why we will give a brief overview on language teaching methods, then we will define suggestopedia and its characteristics. After that we will mention the stages of suggestopedia highlighting its principles. Also we will point out its strengths and weaknesses and finally its role.

Language Teaching Methods

Stern (1983, p.9) states that language teaching can be defined as the activities which are intended to bring about language learning. He also consider that in language teaching we use such terms as "second language", "foreign language", "bilingualism", "language learning", and "language acquisition". Language teaching cannot be accomplished without following a specific teaching method, because a good language method would meet the conditions and needs of learners in the best possible ways (Stern 1983, p21). There are several teaching methods and these are some of them:

The Grammar-Translation Method

The grammar translation method first emergence was in the United States under the name of the Prussian method. (Kelly 1969 as cited in Richard and Rodgers 1986, p3) defined Grammar translation as "a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language". The greatest focus of this method is on writing and reading, additionally the words are taught from the dictionary to make learners memorize their translation and the biggest part of the session is devoted to translating sentences, moreover learners are expected to gain a high translation level.

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The Direct Method

According to Brown (2000, p.21), the basic idea of the direct method is that the second language acquisition should be like the first language acquisition, which happens by practicing a lot of oral interaction, casual use of language, and learning without translating to the mother tongue, in addition to little grammatical rules analysis. Richard and Rodgers (1986, p.9-10) point out briefly the principles of the direct method:

1. Classroom instruction was conducted exclusively in the target language.

2. Only everyday vocabulary and sentences were taught.

3. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes.

4. Grammar is taught inductively.

5. New teaching points were taught through modelling and practice.

6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

7. Both speech and listening comprehension were taught.

8. Correct pronunciation and grammar were emphasized.

The Audiolingual Method

The Audiolingual method is also called "The Army method" since it was established in the Second World War, the methodology of the Army method is like the direct method. Structural linguists of the 1940s and the 1950s were engaged in what they claimed was a scientific descriptive analysis of various languages; teaching methodologists sow a direct application of such analysis to teaching linguistic patterns (fries 1945 as cited in Brown,2000 p.23). The characteristics of ALM according to Prator and Celce-Murcia 1979 as cited in (Brown,2000 p.23) are:

1. New material is presented in dialogue form.

2. There is dependence on mimicry, memorization of set phrases over-learning.

3. Structures are sequenced by means of contrastive analysis and taught one at a time.

4. Structural patterns are taught using repetitive drills.

5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

6. Vocabulary is strictly limited and learned in context.

7. There is much use of tapes, language labs, and visual aids.

8. Great importance is attached to pronunciation.

9. Very little use of the mother tongue by teachers is permitted.

10. Successful responses are medially reinforced.

11. There is a great effort to get students to produce error-free utterances.

12. There is a tendency to manipulate language and disregarded content.

Communicative Language Teaching

The origins of CLT go back to the changes in the British language teaching tradition by the late 1960s, language was taught by practicing basic structures in meaningful situation-based activities (Richard and Rodgers,1986, p.64). Communicative language teaching has a variety of characteristics these are some of them according to Richard and Rodgers (1986, p.71):

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Chapter One: The Suggestopedia Method

Suggestopedia Method

Suggestopedia can be defined as one of the modern teaching methods developed by the Bulgarian educator and psychotherapist George Lozanov in the 1970s throughout several experiences during his carrier. Therefore, it is classified as one of the humanistic approaches which are based on the understanding of how students can get effective learning techniques with the aid of their teacher. The term suggestopedia is derived from suggestion and pedagogy. Lozanov states that suggestion makes students feel enjoyed in the teaching and learning process especially in learning a foreign language[1], and it is claimed that it can teach languages approximately three times as quickly as conventional methods. The purpose of this method is to make the students relaxed, confident, and comfortable in the classroom by using different materials to make students concentrate.

According to Strevick)1976, p.42(Suggestopedia is a specific set of learning recommendations derived from suggestology, which Lozanov describes as a" science... concerned with the systematic study of the non-rational and non-conscious influences" that human beings are constantly responding to. "Memorization in learning by the suggestopedic method seems to be accelerated 25 times over than in learning by conventional methods (lozanov,1978, p.27). And he also claimed that "There is no sector of public life where suggestology would not be useful") lozanov,1978, p.2).

Richard and Rodgers (1986, p.147) describe the Suggestopedia course as a thirty days-long process, which consists of ten units of study. The classes are organized six days per week, and four hours a day. The central focus of each unit is a dialogue of 1200 words, consists of a vocabulary list and grammatical commentary. Moreover, the unit is designed for around three days. First-day students study half a day, the second day full day, and the third day half a day.

Characteristics of Suggestopedia Method

According to Richards and Jack. C, there are five key features that are important in the teaching and learning process:

The Decoration. The teacher should be creative in the classroom decoration by using different styles and situations such as pictures, posters, colors, and accessories which take place in the course, those conditions must be prepared before the learners come in order to make them more

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[1] http://core.ac.uk

attracted and motivated during the learning process, at the same time students would be picking out words and symbols about the lesson.

The Furniture. One of the key concepts of suggestopedia is the equipment, it is represented in tables, chairs, desks, and the blackboard, which ultimate aim is to make students comfortable and relaxed in the course.

The Use of Music. The central element in suggestopedia is music. Ostrander and Schroeder (1979, p.65) state that "Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of "relaxed concentration" that led to "superlearning", so the teacher must use Baroque music with its specific rhythm to make students relaxed by listening to it and to create positive emotions for memorization for successful learning. Gaston (1968) assumes that music has three functions: to facilitates the establishment and maintenance of personal relations, to bring about increased self-esteem through increased self-satisfaction in musical performance, and to use the unique potential of rhythm to energize and bring order.

Arrangement of the Classroom. In the suggestopedia method, the classroom is not the same as the common classrooms, where we find the chairs arranged in a semicircle and faced to the board with dim light, because the organization of the tables and chairs has a big impact on the students' psychology, in order to make them pay more attention to the teacher.

The authoritative Behavior of the Teacher. Suggestopedia is a teacher-centered method. This means the teacher has a high level of control over the classroom and students' involvement, he is very firm but fair and he provides positive reinforcement to the learners.

The Stages of Suggestopedia

According to Lozanov (1978), there are four main stages in the suggestopedia method which are**:**

Presentation. is The preparatory stage in which the teacher has all the responsibility to tell his students good and positive compliments like, they are going to be successful in order to help them relax and believe in themselves that learning will be easy and fun. So that students get a positive set of mind to start the learning process.

Concert Sessions. Lozanov divided the concert sessions into two parts they are active session and passive session:

The Active Concert. It is also called the first concert, the teacher gives students the materials such as texts and dialogs and presents them. Then he starts reading the text and makes focuses on the keywords using a specific intonation which makes the teacher's voice harmonized with the music. The reading should be slow and clear while the students follow him and look for the translation of some words. After that, the teacher reads for the second time by following the rhythm of the music, but in this step, students listen only to the music with looking at their translation. The active session should not be more than 45-50 minutes.

The Passive Concert. This part is mostly known as the second concert, in this stage students create their own situation by the instructions of their teacher like close your eyes and listen to The Baroque music to make them create their imagination about the text and feel relax and smart because it increases alpha brain waves. Brown (2007, p.27) claimed that "during the soft playing of Baroque music, one can take in tremendous counties of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate".

Elaboration. In this stage, learners finish off with the reading part and start preparing with their teacher the necessary materials to make a film. This step is based on student's freedom and creativity with the help and encouragement of the teacher. The two previous stages are unified in the elaboration process by using songs, intonations, and jokes in order to facilitate the learning process.

The practice stage. It is the practical part which comes after the second concert. Students leave the classroom silently without having any homework about the lesson, they just have to review what they have read in the class, one before they go to sleep and the other one in the morning before they get up. In this stage, the teacher uses various activities focusing on communication such as puzzles, games, etc. In order to confirm that his learners memorized what they learned in the previous sessions.

Principles of Suggestopedia Method

The Suggestopedia method has six important key elements that facilitate the teaching and learning process. According to Bancroft (1972) as cited in Richards and Rodgers (1986, p.145) the six techniques are:

Chapter One: The Suggestopedia Method

Authority. Learners memorize and can remember easily the information when it comes to them from an authoritative source. Because the information and memory are increased when it is provided by the teacher who uses authoritative prescriptions and proscriptions with his students.

Infantilization. It is basically referred to as a parent-child-like relationship between the teacher and the students, which aims to help in improving their relationship, as a result, it facilitates learning. Bancroft (1972, p.90) states that "the older student regain the self-confidence, spontaneity, and receptivity of the child".

Double-Plandness. Learners learn not only from the presented material but also from the decoration, the classroom environment, the music, and the classroom setup. The teacher's personality is also taken into consideration because of his instructional behavior.

Intonation. An important feature in Suggestopedia is the variety of tones used by the teacher in order to get rid of boredom from the repetition of reading the same text. According to Bancroft (1972, p.19), the dramatic reading helps learners visualize the context and memorization.

Rhythm. Both intonation and rhythm are used with the musical background while the presentation of the linguistic material for the purpose of increasing a relaxed attitude, emotionalize and give meaning to the text thus the learner can memorize it easily.

Concert Pseudo-Passiveness.

Music is central in this method. Since it releases anxiety and tension, it increases the power of concentration. The type of music is critical to the learning process, because..." the key was to find the right kind of music for just the right kind of effect ...", and "the idea that music can affect your body and mind certainly isn't new…" the music used in Suggestopedia is extremely important, it is specific with a sonic pattern for a specific purpose. (Ostrander and Schroeder,1979, p.73-4).

The Strengths and Weaknesses of Suggestopedia Method

The Strengths.

 - A comfortable classroom environment builds a positive frame of mind for the students.

- The possibility of using the mother-tongue or the native language in the class helps students in solving target language problems.

- The soft Baroque music makes students more relax and believe that the learning will be easy and fun.

- The positive suggestion makes students confident and believe in their abilities.

- The use of the Suggestopedia method increases oral proficiency and lowers classroom anxiety.

The Weaknesses.

- Suggestopedia is expensive because the teacher has the responsibility to change the decoration of the classroom every week.

- The use of Baroque music may affect negatively the students' concentration.

- The lack of comfortable necessary equipment like; chairs and tables…etc.

- Little focus is on grammar.

- Students must follow and trust the teacher step by step or they will get difficulties in learning.

The Role of Suggestopedia

Teacher's Role.

- The main role of the teacher is that he/she creates the right comfortable environment for the students which helps them to find it easy to learn (knight,2001p.154).

- The teacher must correct his/her students very carefully and intelligently to do not discourage them.

- Teachers should be specially trained in some disciplines such as acting which helps them in explaining the meaning of new words in different situations by acting and using intonations (Bancroft,1978p.169).

Learner's role.

- Learners should accept that they are in a "childlike" situation where they have to follow the teacher as their parents (knight,2001p.154).

- Students have the right to be a volunteer in acting during the session.

- Learners should not negotiate the material presented, but they must be passive learners.

Chapter One: The Suggestopedia Method

Since suggestopedia deals with the human brain the teaching and learning process is not an easy task, and as with all the processes that exist in the world teaching languages also needs to be done according to some rules, which researchers call methods. In this chapter, we described briefly some of the language teaching methods: The grammar-Translation method, the direct method, the Audio-lingual method, and the communicative language teaching method. Moreover, we have defined suggestopedia and stated its characteristics which are: decoration, furniture, the use of music, the classroom arrangement, and the authoritative attitude of the teacher. We also listed the suggestopedia stages: presentation, concert sessions which are divided into active and passive, elaboration and practice stage. We enumerated its principles as authority, infantilization, double-plandness, intonation, rhythm, and concert pseudo-passiveness. Finally, we determined the strengths and weaknesses of suggestopedia and its role according to the teacher and the learner.

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Chapter Two: Reading Skills and Techniques

Reading Skills and Techniques

Reading is the first important skill to be learned by EFL learners because it influences the mastery of the other ones by the huge amount of vocabulary that they are exposed to. The power of reading is illustrated in this saying of Brown (2000, p.298) "The written words surrounds us routinely. Simultaneously it confuses us and enlightens us, it depresses us and amuses us, it sickens us and heals us". From this perspective we demonstrate the understanding of reading and its techniques, also we pointed out its difficulties and how it could be taught by the suggestopedia method. We finished this section with its importance.

Reading Skills

In learning languages, mastering the four skills can be considered extremely challenging. As (Brown 2000) assumes, for more than six decades now, the research and practice in English language teaching have identified the four skills "listening, speaking, reading and writing" as of paramount importance. Since they are used in our daily communication, a student should learn all of them without separating or neglecting either of them. These four skills are often divided into two types. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students have to produce language themselves (Harmer, 2007 p.265).

Definition of Reading

Reading is one of the main elements of acquiring a language owing to its role in consolidating the other skills. According to Harmer (2007 p.99), reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Moreover, Olsan and Diller (1982 p.42) define reading comprehension as a term used to identify those skills needed to understand and apply information contained in written material. This definition is supported by Harris and Sipay (1980 p.179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that enables people to acquire and exhibit information gained as a consequence of reading printed language. There's even a sense that views reading as a process of giving meaning to visual

symbols (Oka 1983 p.11). Additionally, Day and Bamford (1998 p.11) state, that reading is a construction of meaning from a printed or written message. It means that the construction of meaning involves the reader connecting information from the written message with previous knowledge to reach meaning and understanding. While the definition of Marie Clay's (1991 p.6) is different, she states that:

I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message.

Techniques of Reading

Reading plays an important role in all fields of studies since people can get a large amount of information and knowledge from it (Carrel and Eisterhold, 1983). Reading as a concept is not enough to get the knowledge we need unless it is supported with the right techniques, and there is a variety of techniques as mentioned below:

Skimming

Skimming is a process of reading in which the reader focuses on reading only the main ideas of the passage by scrolling his eyes over it to get an impression about the content of the reading selection.

This technique is taught to help students to identify the main idea of a text. It is used to make the reader collect the most important information in the passage not to understand it word by word.

Skimming is used in different situations:

.Pre-reading situation: skimming is used to get a more accurate picture of the text to be read later.

.Reviewing situation: skimming is used to review a text that has been already read.

.Reading situation: It is most often used for quickly reading materials that, for any number of reasons, do not need more detailed attention.

Scanning

In scanning the reader searches for a specific word or information in a text such as a figure, place, name, or a date among others. Brown (2000, p.308) explains, that the purpose of scanning is to extract specific information without reading the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

Identifying the Purpose of Reading

Sometimes students find themselves reading a passage without knowing why they are reading it, so they face difficulties in understanding it. As Brown (2000) shows that efficient reading depends on clearly identifying the purpose of reading something. By doing so, the reader knows what he is looking for and can get rid of potentially distracting information.

Semantic Mapping

A reader can be easily confused when he reads a passage that is full of ideas, this technique helps to group and manage them, it can be done individually, but they make for productive group work technique Brown (2000 p.308).

Figure 1.

Semantic Mapping
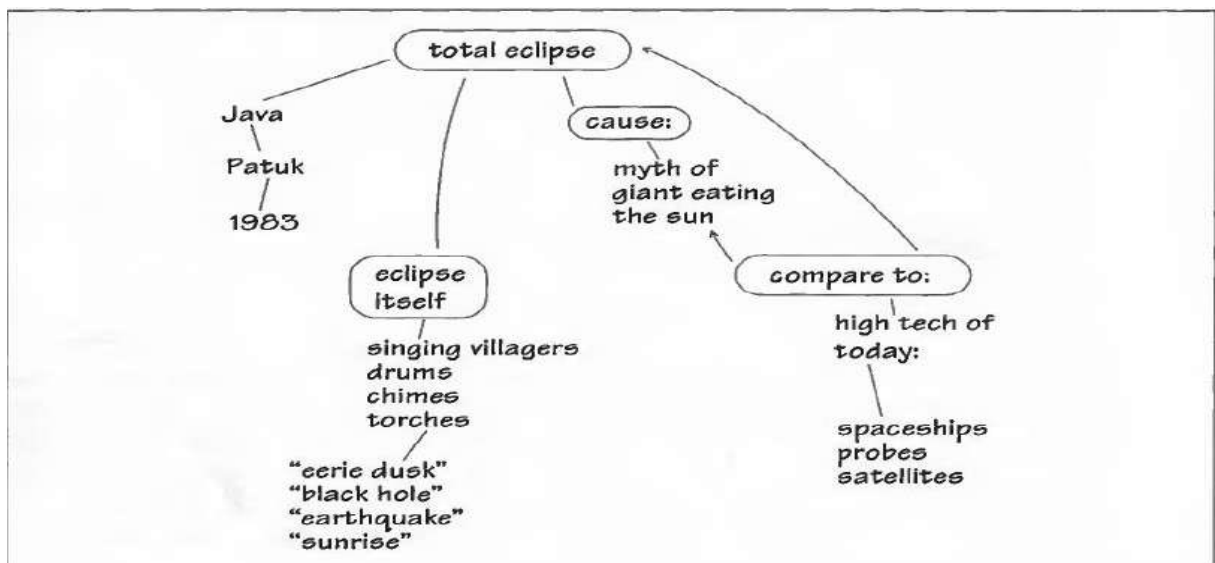
Chapter Two: Reading Skills and Techniques

This is an example from Brown (2000, p309) of semantic mapping of an article by Rick Gore called "Between Fire and Ice: The Planets", an article about a total solar eclipse as seen through the eyes of villagers in Patuk, Java. (Brown. Cohen, & O'Day 1991: 50_51).

Silent Reading

According to Douglas Brown (2000 p.307/308), this technique can be used just with intermediate to advanced levels, because beginners are still struggling with the control of limited vocabulary and grammatical patterns. While intermediate-to-advanced levels need to be efficient readers. Silent reading has some rules:

. Readers are not obliged to read every single word to themselves.

. Readers can try to grasp more than one word at a time, better if phrases.

. Readers can skip over a word and try to understand it from the context.

Vocabulary Analysis

According to Brown (2000 p.310), this method of guessing meaning is to analyze words in terms of what they know about them. There are several techniques to do that:

1. Prefixes (co, inter, un) may give clues.
2. Suffixes (tion, ment, tive) may indicate which part of speech it is.
3. From familiar roots, we can extract its meaning.
4. Grammatical contexts may signal information.
5. Semantic context gives clues.

Reading Problems

The most apparent exhibited by students with reading issues are poor word recognition and week deciphering skills, as cited in Westwood (2004 p.100). This weakness prevents them from reading fluently and from focusing on meaning. Since their poor fluency, students will have

confidence and motivation problems, as a result, they will start avoiding reading. According to Westwood, there are many factors that cause those problems:

School Environment Factors

It is known that the more time a child spends in a specific domain the more he becomes successful and effective on it (Allington, 2001; Wang, Haerter & Walberg, 1993 as cited in Westwood 2004 p.100). This factor is related to the teachers' classroom management skills too since a teacher cannot manage his classroom and his teaching time a student cannot take sufficient time to read and get his "literacy hour" Westwood (2004 p.100). In school, the student can be provided with poor quality of literacy or inappropriate instructions. Some students can learn quickly with the little opportunities, resources, and some basic teaching provided, while others need more individual support to help them overcome problems when they arise (Block, 2003).

Home Environment Factors

Generally, good readers had much support, encouragement, and feedback from their parents during their childhood (Braunger & Lewis, 1998; Graham Harris, 2000a). Whereas parents who have low educational level themselves cannot be an ideal to their children when it comes to reading. Working parents too face the same problem because of the lack of time to assist their children (Westwood 2004 p.101). Still, this should not be generalized to all families, as (Compton-Lily, 2003) conform, that many parents who have a low educational level, or who have weak material incomes do a great job in supporting their children's development. Moreover, noise and distraction at home can prevent from reading such as houses with a large number of children and where TV is playing most of the time Westwood (2004 p.101).

Westwood (2004) also underlines that the peer group pressure, especially students of secondary school level they get easily influenced by their friends who discredit reading.

The Learner Cognitive Factors

Learners, in general, do not have the same cognitive abilities. Some of them have a lack of intelligence as Peter Westwood (2004 p.102) states that:

Slow-learning children and those with mild intellectual disability will encounter some difficulty in learning reading. Reading involves, in part, the building of a sight vocabulary and the learning and application of a fairly complex system of symbols (26 letters used in specific combination to represent 44 spoken language sounds in spoken language). This type of learning requires

adequate cognitive ability. Nevertheless, Vellution, Scanlon, and Lyon (2000, p.236) suggest that "…all things considered, one need little more than average or low-average intelligence in order to learn to read". It must also be noted that many students with intellectual disabilities, if sufficiently motivated, do learn to read at least to a beginning standard (Sheehy, 2002). Additionally, they can have poor language skills, (Graham & Harris, 2000a) say that productive and receptive skills are often weaker in students with reading difficulties. Vellutino, Scalon and

Lyon (2000) also acknowledges that reading depends on developed aural and oral skills as cited in Westwood (2004 p.102).

Teaching Reading Comprehension with Suggestopedia

As we have all experienced in our educational life reading comprehension lessons can be boring, as a result of many factors such as the classroom climate, the ordinary way of presenting texts, etc. In language teaching and learning the teacher must choose the appropriate method in order to transmit the right material to the student. When using suggestopedia things can be different, according to Lozanov (1982 p.32), suggestopedia is a method that helps students to eliminate psychological barriers to learning. The learning environment is relaxed and soft. From the concept of suggestopedia, the classroom atmosphere will be helpful and exciting for both learners and teachers, moreover, the calm music will make students relaxed and ready to get information and start imagining the situation of the text, additionally, the new shape of the classroom in each session will change the routine that made them feel bored.

Importance of Reading

There is no doubt that reading influences our lives from several aspects especially our communication skills. Reading improves our lives by:

Exercising the Mind

One of the benefits of reading is that it engages the diversity of components of your brain. When you read, you examine your comprehension abilities and your analytical competencies, it

fires up your creativity and stimulates the memory centers of your brain. It enables you to remember information in addition to stabilizing your emotions[2].

Improving Communication Skills

Reading and writing work together, which means that a person who does not read cannot be a good writer, because when he reads he get inspired by new ideas and ways of writing. Another role is that it helps to enhance language and sharpens the sentence structure, consequently, it improves the speaking skill.

Mental Stimulation

Studies have shown that reading can stop or slow the progress of Alzheimer's because it keeps the mind active, and just like other parts of the body, the mind needs exercises too, so reading is the perfect exercise to keep it active and fresh[3].

Knowledge

The more a person reads the more his mind and his vision of life explores and changes, books have numerous data that we never thought about it, when the mind gets exposed to them he gets out from the image of the perfect optimistic world he is seeing and he starts dealing with facts.

Despite its importance, reading does not attract the attention it deserves from learners, and it is considered an old-fashioned skill. While, if it was given sufficient interest and time, reading could give a lot to EFL learners. In this chapter, we have defined reading based on some experts' findings. We also presented some of its important techniques: skimming, scanning, identifying the purpose of reading, mind mapping, silent reading, and finally vocabulary analysis. Then we illustrated the common reading difficulties such as school environment factors, home environment factors, and learner's cognitive factors. Additionally, we explained how suggestopedia could be beneficial in teaching reading comprehension. Finally, we discussed the importance of reading in exercising the mind, improving communication skills, stimulating mentally the learners.

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[2] Harappa.education/harappa-diaries/impotance-of-reading.
[3] Uopeople.edu/blog/why-its-important-to-read/.

Chapter Three: Design and Methodology

Chapter Three: Design and Methodology

Chapter Three: Design and Methodology

Population and sample

    The population

    The sample

The research instruments

    Test Design

        Aim of the test

        Description of the test

        Test instruments

        Test administration

Treatment of the study

    Objectives of the treatment

    Hypotheses of the treatment

    Duration of the treatment

    Description of the treatment

        The first session

        The second session

            The first game "word puzzle"

            The second game "communication"

            The third game "memory"

        Motivational instructions

The teachers' questionnaire

    The aim of the teachers' questionnaire

    Administration of the teachers' questionnaire

Conclusion

Design and Methodology

We conducted this study to investigate the effect of the use of the Suggestopedia method in developing secondary school students reading comprehension abilities. This chapter will present a clear description of the practical process of the study, which is concerned with the description of the population and the sample, the research instruments, the research design, aim ,and administration and we conclude with the treatment of the study, in addition to the teachers' questionnaire**.**

Population and Sample

The Population

The population of our research is the students of El Amir Abd el Kader secondary school Touggourt, in addition to three teachers, who teach there. They were questioned to collect data about the effectiveness of the use of the Suggestopedia method in developing English reading comprehension of secondary school students and also about the teachers' views about their students' level.

The Sample

The sample of the current study is the teachers and students of the second year at El Amir Abd El Kadar secondary school during the academic year 2020/2021. The sample consists of one group from a class out of six groups of the second-year classes. The sample is randomly selected to represent the whole population during the English reading sessions. The group consists of 16 students divided into 7 girls and 9 boys aged between 16 and 18 years old. The reason behind choosing the second-year students of secondary school as a sample for the study is that in this stage students face many difficulties in reading because of the program and the content of the units changes completely in terms of topics and vocabulary. Second, the syllabus contains various and interesting reading activities. Moreover, the students were very excited to discover the content and the application of the Suggestopedia method. Also, the teachers were excited to see the results of this method on their students.

Chapter Three: Design and Methodology

The Research Instruments

    To answer the research questions, we used pre-experimental research design, two main instruments were selected including pre-test, post-test, and the teachers' questionnaire.

Test Design

    To measure the students' level and difficulties in reading and comprehending a narrative text, we have designed a similar form of pre/post-reading tests. Each test consisted of a narrative text with 10 multiple-choice questions.

    Aim of the test. The pre-test aims to discover the students' level and their reading comprehension before using the Suggestopedia method. Whereas, the post-test aimed at checking the effectiveness of using Suggestopedia in increasing the English reading comprehension of secondary school students.

    Description of the Test. First, the students of English second year began with a pre-test which consisted of a narrative text with 10 multiple choice questions about reading comprehension and vocabulary. Before they start answering we gave them some motivational expressions and positive vibes about the test and themselves. Second, after they finish answering the test, we collected the papers and gave them sweets.

    Test Instruments. The students were given written and oral instructions before they began to avoid misunderstanding. They were asked to answer the questions taking into account the time.

    Test Administration. The test was done at El Amir Abd el Kadar secondary school Touggourt with second-year students. The pre-test was on March 28th, 2021, and the post-test on April the 1st, 2021. The duration of the tests was 45 minutes for each.

Treatment of the Study

Objectives of the Treatment

This treatment's objectives are:

- Improving the reading comprehension of the students of the second year of secondary school "scientific stream" using the suggestopedia method.

Chapter Three: Design and Methodology

- Motivating the students of the second year of secondary school "scientific stream" to read with more useful techniques such as multiple readings, skimming, scanning, relaxing during reading, reading to understand not to answer questions.

Hypotheses of the Treatment

The treatment consists of the following hypotheses:

- Suggestopedia is a useful method in improving the reading comprehension of second-year students of secondary school "scientific stream".

- The classroom setting is highly motivational for the reading comprehension process.

Duration of the Treatment

The treatment started on March, 28th, 2021 and ended on April the 1st, 2021. We conducted our experiment two days per week, for forty-five minutes a day.

Description of the Treatment

The treatment was divided into two sessions:

The First Session. We started the session by welcoming the students and giving them compliments such as: "you are smart" "the session will be funny" "be relaxed" to raise their motivation and self-confidence. After that, we asked them to listen and try to understand and memorize some words, and we started reading the text slowly and acting it out with background music, then we read the text with a normal speed without acting it in addition to different background music. In a final reading, we gave the students copies of the text and asked them to read and act the text out with as. At the end of the session, we started asking some questions about the text and the students answered them.

After this session the students left the classroom without any home works, they were asked just to reread the text one before sleeping and the other in the morning.

The Second Session. The second session consisted mainly of games. First, we asked one of the students to reread to make them remember. Then we started the games:

The First Game "Word Puzzle". From the treatment text, we chose some sentences. We wrote them down on some sheets of paper, each word in a paper, and we asked them to reorder the words to get a correct useful sentence. This game aims to make the students pay more attention to the parts of sentences and increase their concentration while reading.

The Second Game "Communication". This game's goal is to make students use the words they have learned in sentences to do not forget them. On a small plate we put different words, each student should take a random paper and make a simple sentence that includes the word on it.

The Third Game "Memory". On the blackboard, we wrote some of the keywords of our text and we gave them their meanings, we asked them to try to memorize the words. The game is about some chairs in a shape of a circle, students are asked to walk around them and sit whenever they hear one of the words we gave to them, if one of them sit when he hears a wrong word "out of the list" he will be excluded from the game. The game continues until just one of the students remains, and he is the winner.

Motivational Instructions

During the treatment, there were some motivational instructions such as classroom decoration with balloons, garland and pictures, background music, computer, handouts, chocolates, and sweets. These instructions were done in order to facilitate the difficulties they face in learning and increase their motivation.

Teachers' Questionnaire

In this study, we adopted the questionnaire method where we administrated it to teachers from different high schools for later analysis after using the suggestopedia method with the students. The importance of this questionnaire is that it helps in discovering the teacher's thoughts about the applied methods of teaching and their opinions about the suggestopedia method. Additionally, it is easy to administer and analyze.

The Aim of the Teachers' Questionnaire. This questionnaire's aim is to collect more information about teacher's techniques in teaching reading and their attitude towards using the suggestopedia method on second-year students of secondary school in teaching reading. Also, it is conducted in order to answer one of the research questions.

Administration and Description of Teachers' Questionnaire. The questionnaire was administrated to five teachers of the second year at Al-Amir-Abd-Elkader secondary school Touggourt during the academic year 2020/2021. It was administrated on April 27th, 2021 in order to take it back one day later. The questionnaire was divided into two parts, the first part consisted of personal information and the second one consisted of their experiences and points of view about teaching methods in general and suggestopedia in specific.

Chapter Three: Design and Methodology

This chapter describes our research population and sample, in addition to the method of collecting data. Moreover, it includes the applied treatments' description and its motivational instructions. It concludes with the teachers' questionnaire and its aim, administration, and description.

Chapter Four: Results, Analysis and Discussion

Chapter Three: Result, Analysis and Discussion

The results of the pre and post tests

    Results of the pre-test

       The interpretation of the pre-test results

    Results of the post-test

       The interpretation of the post-test results

  Analysis and discussion

  The students' tests

     Discussion

  Analysis of the teachers' questionnaire

     Discussion

Conclusion

Chapter Four: Results, Analysis and Discussion

Results, Analysis and Discussion

This chapter presents the results, discussion, and the personal insights that the researchers have gathered through the process of conducting the investigation of the study on the use of suggestopedia as an innovative method for increasing the English reading comprehension abilities of secondary school students to complete this study properly, it is necessary to analyze the data collected in order to test the hypotheses and answer the research questions. As already indicated in the preceding chapter, data is interpreted in a descriptive form. This chapter comprises the analysis, presentation, and interpretation of the findings resulting from this study. It illustrates the results of the pre-test and post-test and the teachers' questionnaire.

The results

Results of Pre-Test

Table 1.

The Results of the Pre-Test

Students	Comprehension Score	Vocabulary Score	Total Score
S1	10	2	12
S2	4	4	8
S3	8	2	10
S4	8	0	8
S5	12	0	12
S6	4	2	6
S7	10	0	10
S8	8	4	12
S9	8	6	14
S10	8	2	10
S11	14	4	18
S12	12	2	14

S13	12	4	16
S14	12	2	14
S15	10	2	12
S16	14	4	18

Results of Post-Test

Table 2.

The Results of Post-Test

Students	Comprehension Score	Vocabulary Score	Total Score
S1	6	4	10
S2	12	2	14
S3	12	4	16
S4	14	2	16
S5	12	2	14
S6	8	4	12
S7	8	2	10
S8	12	4	16
S9	12	6	18
S10	12	2	14
S11	14	6	20
S12	14	2	16
S13	12	4	16
S14	14	4	18
S15	14	2	16
S16	14	6	20

The Interpretation of the Results

The Interpretation of the Pre-Test Results. The results of the pre-test show that there is a significant difference between the students' level. The higher score was (18) while the lower one was (06). The student's scores can be divided into three categories. The first one contains 6 students, they scored between (06) and (10) out of (20). The second category consists of 7 students who scored above the average, and the last one contains 2 students that scored above (15) out of (20).

After conducting the pre-test, the researcher had sessions of reading using the suggestopedia method. The sessions of reading with the application of the suggestopedia method were full of motivation and interactions. After the session, the researcher conducted a post-test in order to investigate the improvement of the students' level in reading comprehension.

The Interpretation of the Post-Test Results. As the table above shows, there is a big difference between the pre and the post tests scores. The lowest score increased from (08) to (10) and the highest one from (18) to (20) as a full mark. Additionally, the students who scored below the average in the pre-test improved their score to the average and more. Moreover, most of the students increased their scores, only two students stayed at the same score and one student decreased his score.

Comparison between the Results

Comparison between the results is presented in the following figure:

Figure 2.

The Comparison between the Pre-Test and the Post-Test Results.
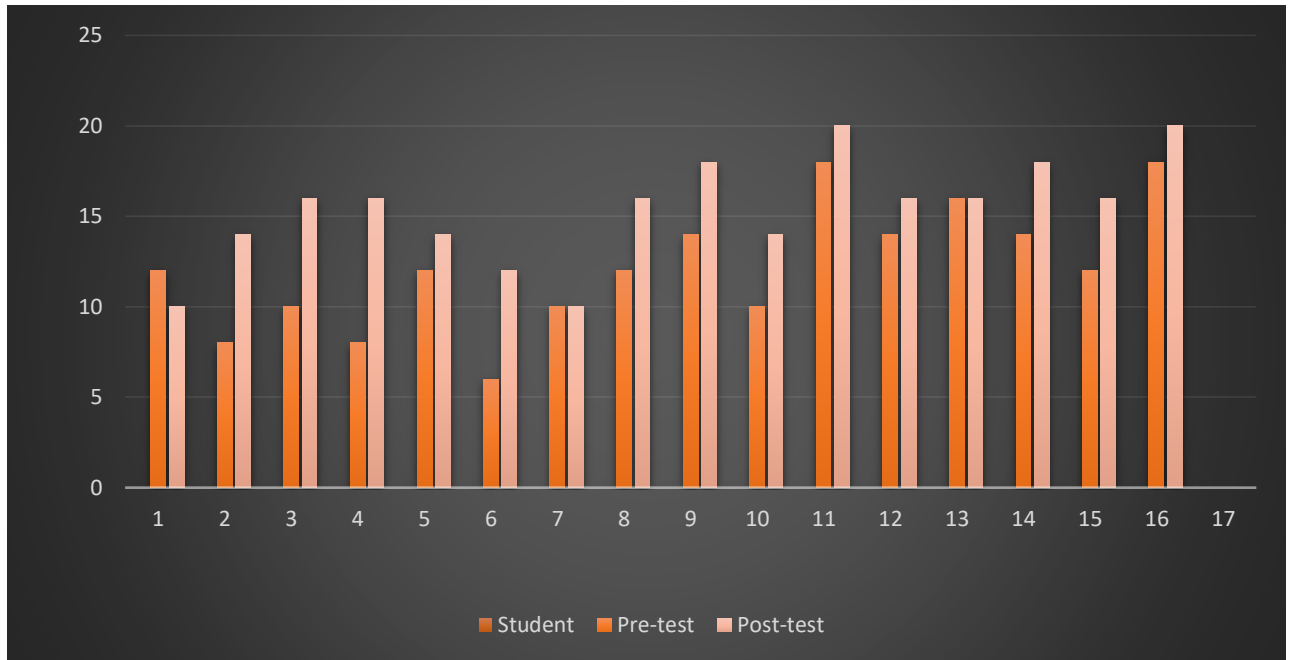
Analysis and Discussion

Analysis

Analysis of the students' tests. After conducting the pre-test, the treatment, and the post-test on the sample, the researcher gets the following mean scores:

Table 1

The Mean of the Pre-Test and the Post-Test Scores

Tests		Comprehension	Vocabulary	Total
Pre-test	Σ	154	40	194
	X	9.62	2.5	12.12
Post-test	Σ	190	56	246
	X	11.87	3.5	15.37

From the table mentioned above, we see that there is a great difference between the students' results, where the total score of the pre-test is (194) while the total score of the post-test is (246), with a difference of (52) score between them.

The table also shows that the comprehension mean is (9.62) and vocabulary mean is (2.5) in the pre-test i.e. the total mean of scores is (12.12), whereas, in the post-test, we see that the mean comprehension score is (11.87) and the mean of the vocabulary score is (3.5) i.e. the total mean of the post-test is (15.37). These results show that there is an increase of (3.25) in the mean, which is represented in the following graph:

Figure 3.

The Comparison between the Pre-Test and the Post-Test Mean Score.

The results also indicate that there is an increase in the level of comprehension and vocabulary when comparing the mean of each in the pre-test and the post-test. The figure below shows the improvement of the comprehension and the vocabulary score in each test:

Figure 4.

The Comparison between the Pre-Test and the Post-Test Mean Score of Comprehension and Vocabulary**.**
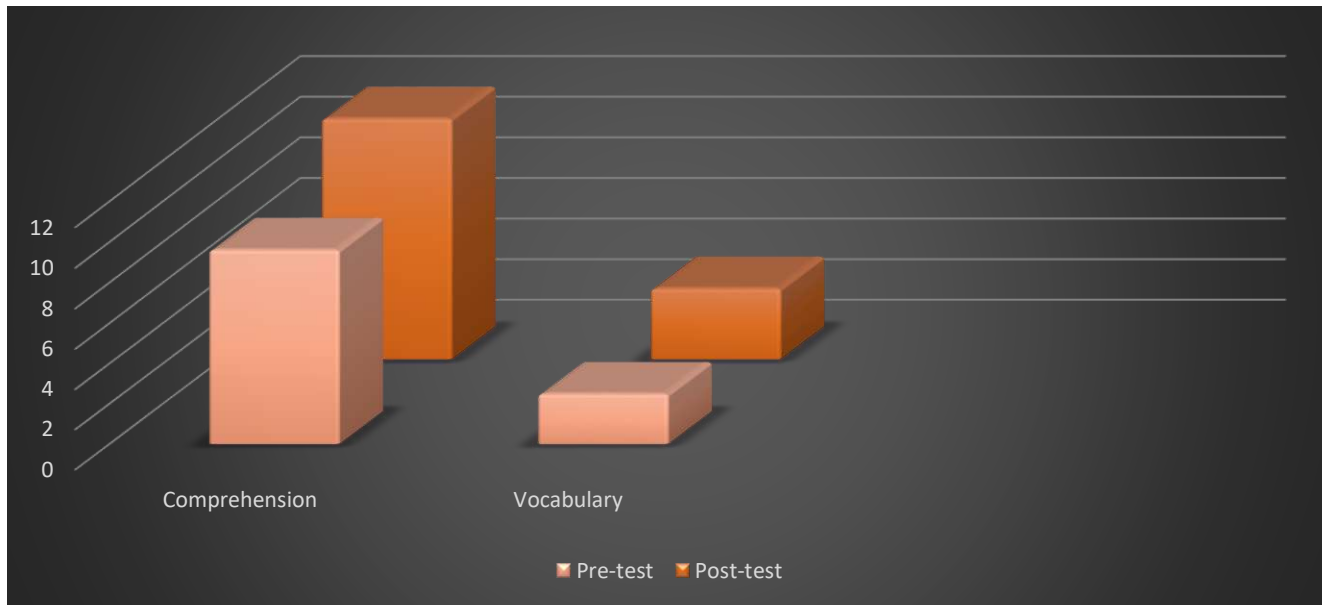
Analysis of the Teachers' Questionnaire. Three teachers of English in Al-Amir-Abd-Elkader secondary school were asked to answer some questions to figure out the teachers' point of view about the used method.

Question 1 and Question 2.

Q1: According to your experience, how would you describe the reading comprehension level of the second-year students of secondary school in the class?

Q2: By the end of the school year how many years in total will you have been teaching the students in this class?

The teachers agreed that the level of the second-year students of secondary school in class is below average for most of them only one teacher said that the reading comprehension level of the students varies greatly. Two of our teachers taught the classes of the second year for two years and the third one taught them for only one year.

Question 3 and Question 4.

Q3: How often do you have reading instructions and/or do reading activities with the students?

Q4: What methods do you currently use in your classroom to teach reading to your students?

The first teacher stated that he has reading instructions every week using silent reading, skimming, finding out the main idea, and picking out the keywords as a method to teach reading. While the two other teachers said that they do reading activities twice per unit using Pre, during, and Post-reading as a reading method.

Question 5.

Q5: What method would you like to try in your class to assist with teaching reading to your students?

The teachers gave us various answers to this question. The first one wants to try to work with the information and communication technology (ICT) method using pictures that help reading the passage. While the second one choose to use visual aids and vocabulary games, and the last one wishes to use individual loud reading method.

Question 6.

Q6: Do you think that the suggestopedia method is effective in teaching reading? Clarify.

The three teachers agreed that suggestopedia is effective in teaching reading because they believe that the students are enabled to take part during the session such as acting out the text with the teacher. One of its principals is the use of the mother tongue in "deciphering" which helps students to understand. Finally, the classroom environment is also a reason that makes this method effective.

Question 7 and Question 8.

Q7: What do you think about the advantages of using this method? Please indicate only three major advantages.

Q8: What do you think about the disadvantages of using this method? Please indicate only three major disadvantages.

According to the first teacher

The three advantages of the suggestopedia method are:

- Presenting new vocabulary to students.

- The use of different tones while reading by the teacher.

- The use of the mother tongue.

The three disadvantages of suggestopedia are:

- Learning grammar before reading a passage

- The students will always wait for the teacher to use their mother tongue so, they will not be able to think in English.

- It is time-consuming.

The second teacher stressed out:

The three advantages of suggestopedia are:

- The teacher uses the first language with his students.

- Using songs and drama encourages students to use what they have learned.

The three disadvantages of suggestopedia are:

- Students seem too dependent on the teacher since he/she is the sole provider of vocabulary.

- The use of the mother tongue gives less chance for the students to learn new lexis effectively.

The third teacher said:

The three advantages of suggestopedia are:

- Students are quietly involved in the lesson.

- The teacher is free from being a spoon feeder.

- Saving time for each of them.

The disadvantages of suggestopedia are:

- Not effective with large groups.

- More supportive materials are needed.

- There is less focus on grammar.

Chapter Four: Results, Analysis and Discussion

Discussion

Discussion of the Students' Pre-Test and Post-Test Results

The analysis of the mean score between the pre and post-tests confirms that the treatment sessions improved the students' achievement, therefore the used method is effective to this class. The application of the suggestopedia method helped the students to enhance their reading comprehension abilities, in addition to their communication performances.

Discussion of the Teachers' Questionnaire Answers

From the teachers' answers, we understand that most students have a weak level of reading comprehension, because of the lack of reading activities performed in the classroom. Only two activities per unit.

The analysis of the teachers' questionnaire shows that the methods used with the second generation are silent reading, skimming, finding out the main idea, and picking out the keywords to facilitate the reading comprehension activity. These techniques are used by the teacher every week. Other methods are also used such as Pre_ During and Post-reading, and Personal Development Planning (PDP) which is a strategy to support individuals with their educational, career, and professional development and it is an iterative cycle of planning, doing, recording, reviewing and evaluating.

The teachers suggested some methods to apply in the future. First, the use of visual aids such as overhead projectors, PowerPoint presentations, maps, and pictures in addition to vocabulary like Pictionary, Taboo Words, and Letter Scramble. Second, the integration of the Information and Communication Technology (ICT) method which involves the use of educational networking, web-based learning, mobile learning, and classroom equipment. Finally, the application of individual loud reading strategy aiming to a better understanding because it gives the chance to every student to participate.

When it comes to the teachers' point of view about the effectiveness of the suggestopedia method, they stated that, since it uses the students' mother tongue, they can easily understand the meanings of words and store them easily in their memories. Moreover, it allows them to be active participants in the lesson, which is necessary for the students in order not to feel bored during the session. In addition to the motivational setting of the classroom that also helps them to

understand more because of the pictures of the vocabulary used "as a translation". All the mentioned clarifications show that the suggestopedia method can be extremely useful in teaching reading.

Finally, the teachers are aware of the advantages and the disadvantages of the suggestopedia method and they mentioned the following common advantages: introducing vocabulary for students, the use of different tones, the use of the mother tongue, the teacher is free from being a spoon feeder, students are quietly involved and the use of songs and drama. On the other hand, the disadvantages are: it is too consuming, not effective with large group classes, motivational equipment are needed and less focus on drama.

Conclusion

The final chapter presents the analysis and discussion of the pre-test, treatment, and post-test results and the teachers' questionnaire to confirm the research hypothesis that there is a significant difference between students reading comprehension who are taught by using the Suggestopedia method and those who are not. According to the results of the students' pre-post-test applied on second-year students "scientific stream" in Al-Amir Abd Elkader secondary school, suggestopedia is a successful method in increasing the English reading comprehension of the secondary school students.

After conducting the present study, we recommend the following:

First, the teachers need to adopt the suggestopedia method in teaching reading to improve the comprehension of secondary school students.

Second, since the suggestopedia method application is costly, motivational materials should be provided in schools.

Third, teachers should give more focus on enhancing the reading skills of secondary school students, because the students show less interest in it.

Fourth, teachers should be more aware of the language teaching methods to get the best results in teaching the English language.

Fifth, the course designers of the syllabus should consider the effects of the motivational instructions when dividing the units of the program, and enrich it with it to get rid of the same pattern.

Last but not least, we suggest that teachers focus more on teaching the reading techniques, and understanding the text ideas, rather than focusing on grammar and other criteria. Additionally, the reading skill should be integrated separately to encourage students to read more, and thus their reading comprehension will be improved. Moreover, teachers should intensify classroom interaction patterns like individual loud reading and peer work, in addition, teachers can encourage peer assessment or self-assessment when it comes to reading comprehension questions.

General Conclusion

The main objective of the current study is to investigate the effectiveness of the Suggestopedia method on teaching reading, especially narrative texts. In this respect, we have conducted our study with 2nd-year students of EL AMIR ABD EL KADER secondary school. We have used an experimental design; pre-test, treatment, and post-test to test our hypotheses.

This research consists of a general introduction, four chapters, recommendations, and a general conclusion. The first chapter is devoted to the review of the literature and the previous studies of teaching methods, and Suggestopedia. We reviewed the basic concepts of language teaching methods including the Suggestopedia method covering its definition, characteristics, stages, principles, strengths, and weaknesses, and role. The second chapter covered reviewing reading skills and techniques starting with the reading skill moving to the reading definition, its techniques, difficulties, importance, teaching reading comprehension with Suggestopedia, and its importance. The third chapter sheds light on the methodology, population, and instruments of this study. It describes the research design starting with the population, the data collection, the treatment procedures in which we implemented the Suggestopedia method in teaching and learning reading including language games, performance, and motivational instructions. In addition to the teachers' questionnaire. The last chapter reveals the results, analysis, and discussion of the data collected.

The findings showed that the majority of the students have a significant improvement in reading skills, and this is due to the effectiveness of the Implementation of the Suggestopedia method in the training sessions. Also, the students revealed a higher development in terms of performance, motivation, and memorization, which reflects a big physical and psychological change of the proposed method. The teachers' questionnaire results showed a high awareness of the teachers about the use of the Suggestopedia method; they spotlight its advantages and disadvantages. Suggestopedia created a funny and positive environment, creativity, motivation, and inspiration in the classes because of its principles. Furthermore, this method increases the students' difficulties in reading. Finally, the results obtained from the instruments used in the practical part led to prove our hypotheses which imply the positive influence of the Suggestopedia method in teaching reading narrative text.

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Appendices

Appendix A

Pre-test and Post-test

Read the following text carefully than choose the right answer.

It's only me

After he husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, for in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and us she had made her costume the night before, she was inpatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs Richards went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs Richards was entering the dining-room, there was a knock on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying "It's only me", but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he fled, slamming the door behind him.

Questions

1. How was Mrs Richards dressed?

   - As a vampire

   - As a ghost

   - As a thief

   - As a lawyer

2. Mrs Richards was in …… when someone knocked at the door:

- The party

- The corridor

- The dining-room

3. Whom did she think it was?

- Her husband

- The neighbor

- The backer

4. Mrs Richards was hiding under:

- The table

- The chair

- Stairs

5. Mrs Richards heard:

- Heavy foot steps

- Fast foot steps

- Nothing

6. Who suddenly opened the store room door?

- Carpenter

- Electrician

- Painter

7. Was the man frightened?

- Yes

- No

8. We wear fancy dress in:

- Formal party

- Masquerade

9. "It's only me" express:

- Explanation

- Apologizing

- Order

10. The text is:

- Descriptive

- Argumentative

- Narrative

Appendix B

Treatment Text And Activities

Thirteen Equals One

Our vicar is always raising money for one cause or another, but he has never managed to get enough money to have the church clock repaired. The big clock which used to strike the hours day and night was damaged during the war and has been silent ever since.

One night, however, our vicar woke up with a start: the clock was striking the hours! Looking at his watch, he saw that it was one o'clock, but the bell struckthirteen times before it stopped. Armed with a torch, the vicar went up into the clock tower to see what was going in. In the torchlight, he caught sight of a figure whom he immediately recognized as Bill Wilkins, our local grocer.

'Whatever are you doing up here Bill?' asked the vicar in surprise.

'I'm trying to repair the bell,' answered Bill. 'I've been coming up here night after night for weeks now. You see, I was hoping to give you a surprise.'

'You certainly did give me a surprise!' said the vicar. 'You've probably woken up everyone in the village as well. Still, I'm glad the bell is working again.'

'That's the trouble, vicar,' answered Bill. 'It's working all right, but I'm afraid that at one o'clock it will strike thirteen ties and there's nothing I can do about it.'

'We'll get used to that Bill,' said the vicar. 'Thirteen is not as good as one, but it's better than nothing. Now let's go downstairs and have a cup of tea.'

Questions:

1. What woke the vicar up?

2. What was the time?

3. How many times did the clock strike?

4. Where did the vicar go?

5. What did he take with him?

6. Whom did he see in the clock tower?

7. What did Bill Wilkins say he was trying to do?

8. Had Bill Wilkins succeeded in repairing the clock or not?

9. Was the vicar pleased or angry?

10. What did he offer the grocer?

Classroom decoration

We used the following pictures to decorate the classroom, in addition to colored balloons and sweets and chocolate:

List of Words:

Vicar: كاهن

Church:كنيسة

Clock: ساعة

Damaged:مخربة

Repair: تصليح

Grocer: بقال

Torch: مصباح يدوي

Trouble: مشكلة

Equals: يساوي

Appendix C

Teachers Questionnaire:

Please read each question of this questionnaire carefully and answer as accurately as you can. For this questionnaire, you will need to give short and brief answers.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

1. According to your experience, how would you describe the reading comprehension level of the second year students of secondary school in the class?

a. Most are above average.   **b.** Most are average.

c. Most are below average.   **d.** Reading comprehension level varies greatly.

2. By the end of the school year how many years in total will you have been teaching the students in this class?

a. One year or less.   **b.** Two years.

c. Three years.

3. How often do you have reading instruction and/or do reading activities with the students?

4. What methods do you currently use in your classroom to teach reading to your students?

5. What method would you like to try in your class to assist with teaching reading to your students?

6. Do you think that suggestopedia method is effective in teaching reading? Clarify.

7. What do you think about the advantages of using this method? Please indicate only three major advantages.

8. What do you think about the disadvantages of using this method? Please indicate only three major disadvantages.

Résumé

Cette recherche académique vise à étudier l'efficacité de la méthode suggestopédia dans l'enseignement de la lecture de textes narratifs aux élèves du secondaire et l'attitude de l'enseignant face à l'application de cette méthode d'enseignement. La population cible est les élèves de deuxième année et leurs professeurs d'anglais du lycée El Amir Abd-el-Kader de Touggourt au cours de l'année académique 2020/2021. Pour mesurer les hypothèses utilisées dans cette recherche, un modèle expérimental a été choisi ainsi que le questionnaire de l'enseignant afin de recueillir plus de données sur l'impact de la méthode suggestopédia sur les capacités de lecture des élèves. Les étudiants ont été exposés à des pré-tests, des sessions de formation et des posttests. Le pré et post tests ont été sélectionnés au hasard avec un groupe de 16 étudiants. Le questionnaire a été réalisé avec 3 professeurs d'anglais. Les résultats obtenus ont révélé la grande influence de la suggestopédie dans l'augmentation des capacités de lecture en anglais des élèves du secondaire en plus du changement d'atmosphère de la classe et de la motivation des élèves.

Termes clés: suggestopédie, compréhension, la lecture, application en classe.

ملخص

يهدف هذا البحث الأكاديمي الى التحقق من الطريقة "الايحائية" في تدريس النص السردي لتلاميذ المدارس الثانوية، بالإضافة الى موقف الأساتذة اتجاه هذه الطريقة. العينة المستهدفة هي تلاميذ السنة الثانية وأساتذة اللغة الانجليزية في ثانوية الأمير عبد القادر، تقرت خلال العام الدراسي 2021/2020. لقياس الفرضيات المستخدمة في هذا البحث. تم اختيار تطبيق التصميم التجريبي وكذلك استبيان للأساتذة من أجل المزيد من البيانات حول تأثير الطريقة "الإيحائية " على قدرات القراءة لدى التلاميذ. تعرض التلاميذ لاختبار قبلي، تدريب واختبار بعدي. تم اختيار الاختبارين القبلي والبعدي بشكل عشوائي مع مجموعة تتكون من 16 تلميذا. تم اجراء الاستبيان مع 3 أساتذة للغة الإنجليزية، أظهرت النتائج التي تم الحصول عليها ان لطريقة "الايحاء" تأثير كبير في زيادة قدرات القراءة باللغة الانجليزية لدى تلاميذ المرحلة الثانوية، بالإضافة الى تغير جو القسم وتحفيز الطلاب.

الكلمات المفتاحية: الإيحاء، فهم النص، تطبيقات القسم ، القراءة.