The Role of Happiness in Applying Suggestopedia and Fostering the Language Learning Process

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Abstract

The article is devoted to the process of learning a foreign language, replete with emotions, that has not been sufficiently studied in the domain of fostering language acquisition; specifically, learning the process through the prism of the concept of "happiness" in applying Suggestopedia. It also discusses the problem of humanistic approaches to the teaching of language and the entire learning process. Lastly, but certainly just as critically, it also provides perspectives over theories of happiness and the broaden-and-build theory of positive emotions, suggesting that certain positive emotions such as interest, joy, contentment, and awe have the capacity to broaden an individual's thought-action repertoires. Of significance to this theory is the role of suggestion as a communicative factor, which is expressed in the "offer" of the individual to make a choice from a wide range of opportunities and complex incentives. It looks at factors accelerating the harmonious development of personality, the disclosure of versatile reserve capacity memory, intellectual activity, and the creative abilities of the individual. Key highlights of this theory also include faith in the promise of success for everyone, benevolence as the basis of the relationship between teacher and pupils, as well as between the pupils themselves. Attention is given to the authority and creative role of the teacher, who provides education activities that are highly motivational and aimed at stimulating the individual student to strive not only to acquire the content of the lessons but to achieve academic excellence.

Keywords: *Suggestopedia, Happiness, Foreign Language, Language Teaching Approaches*

Introduction

Emotions are a fundamental part of an individual's life and culture. One's appearance and expressions are often determined by the excepted community norms one belongs to. Language and its usage highlight other aspects of the individual and shape possibilities ahead. Learning and using a foreign language is a choice that determines future paths and expands horizons. This review paper gives perspectives on different theories linked to language learning and human emotions and raises questions of the effectiveness of traditional, conventional methods by comparing them to an alternative method called Suggestopedia. It aims to highlight key points when it comes to the impact of happiness on the language learning process and draw conclusions that can be of practical

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value to students and teachers, as it states that happiness is a vital element in learning, especially when Suggestopedia is applied. It postulates whether alternative methods of language learning can indeed be more successful than conventional ones. At its end, it clarifies whether Suggestopedia can be the most efficient method if used independently or if it best contributes to linguistic education when combined with other methods.

Prior to highlighting the role of happiness in the Suggestopedia learning process and language learning theories, let us draw attention to the nature of human emotions overall. Human emotions cover complex interactions of subjective feelings and different physiological and behavioral responses, specifically triggered by certain stimuli, subjectively perceived as important or not by each individual. Three different approaches can be used to oversee changes in an individual`s emotional state: (1) subjective approach that assess subjective feelings and experiences; (2) facial expressions behavioral reading and investigation (Jack & Schyns, 2015), tone and vocal qualities expressions (Russell et al., 2003), non-verbal , gestural changes (Dael et al., 2012); and (3) objective approaches that include electrical and hemodynamic activities and physiological changes within the central nervous system (CNS) in addition to autonomic nervous system (ANS) responses such as heart rate, respiratory volume/rate, skin temperature, skin conductance, and blood volume pulse (Amin & Malik, 2013; Chai et.al., 2017).

When it comes to learning and a students' life, emotional experiences are ubiquitous in nature, very important, and perhaps even crucial in academic settings, for emotion modulates virtually every aspect of cognition and perceptions directly connected to it. Educational assessments, assignments and deadlines are associated with different emotional states that may trigger frustration, anxiety, and boredom. Subject matter preferences also influence emotions that one has and affect one's ability to learn and remember. Moreover, emotion's components- have been linked to heightened learning and memory in a positive or negative way (Panksepp, 2005; 2007; Pekrun, 1992).

Dr. Lozanov's Suggestopedia theory is something different and, in a way, revolutionary. It gives a very different perspective on language learning and its connection to an individual's emotional world and existence. The usage of Lozanov's Suggestopedia system for mastering a foreign language produced consistent positive results and led to the creation of societies and training canters based on Suggestopedia. But how does it work and what does it impact? Suggestopedia is a method not only impacts the capabilities of the intellect (for which the left hemisphere of the brain is responsible) but also the emotional sphere of the personality (the functions of the right

hemisphere). Activation is a process aimed at achieving the activity of the individual and maintaining this state. In its original meaning, the word "intensive" means tension, that is, activity per unit of time. In this case, the concept of "intensive learning" is interpreted as dynamism, activity in the interaction of the teacher and the study group as well as students with each other. It is this state of activity between the teacher and student that provides a high level of intensity (tension) to the educational process. This idea of learning is relevant since the problems of interaction between people are increasingly merging with the problems of teaching foreign languages. After all, the strategic goal of learning a foreign language today is, as with all language education, to master the language as a means of intercultural communication. The theory of communication convinces us that it is not enough to know the language, the language system, and the functioning rules of the language code. In order to communicate, one needs to know how to use the language in a specific context. The process of learning, using the activation method, is based on communication through a foreign language (in its oral and written forms), which is both the goal of learning, the main means, and the condition for achieving it. Therefore, intensive training can be defined as "specially organized learning communication, in the process of which there is an accelerated mastery of the subject and active personal development" (Kitaygorodskaya, 1986). Can Suggestopedia be used as a successful method on its own? Let's discuss this, along with its points and advantages once we review other more conventional theories from recent times.

Overview of Approaches to Language Teaching

All approaches have a variety of aspects that they are involved in and impact: cognitive, social, psychological, and functional. Starting our overview of the more conventional approaches, we shall focus first on some of the classical methods used in more recent times. Kim (2008) states that the grammar-translation method, developed during the 18th and 19th centuries in Germany, is a traditional and ancient teaching method used to teach Greek and Latin languages. Generally, classical languages were taught by reading and translating texts extracted from classical literature, which was very much like the grammar-translation method. In the grammar-translation approach, instruction is given in the students' native language (Celce-Murcia, 1991; Parker, 2019), but this cannot assure that students will be able to use the language for communication. The teacher in the context of this approach has the authority in the classroom and students usually follow automatically, while learning grammar rules deductively. (Zhou & Niu, 2015) Having said that,

the grammar-translation method is still popular in many parts of the world today, and although this method does underscore the importance of understanding the literary texts more than just speaking and listening in the target language, it ignores the personality differences and emotional element related to the process (Bekteshi & Xhaferi, 2020; Pontier et al., 2020). In addition to that, the grammar-translation method does not require great skill from teachers (Richards & Rodgers 1986). Vocabulary and grammar rules are typically taught in isolation from context. Therefore, the context is more often treated as the source for doing grammatical analysis exercises. Since structure analysis and vocabulary memorization are emphasized and are almost regarded as the language learning aim instead of its meanings. The latter results in problems later, especially when it comes to daily, modern, real-world communication, sharing a message within a specific context and understanding its potential recipient's interpretation and where it may also lead to in communication in specific (and even general) circumstances when used without enough understanding, essential when interacting and socializing with others (Ebersole & Kanahele-Mossman, 2020; Honegger, 2020). Critics of this method also state that this method does not allow the real educational objectives to be complete. It also does not do enough to address the ambiguity of language usage in different contexts and fails to ensure understanding of the required conformity to the language to achieve mastery (Bernardo-Hinesley, 2020; Keefer & Haj-Broussard, 2020). Language mastery necessitates that learning the linguistic forms and understanding their potential communicative functions and social meanings are treated as equally important. In other words, language learners should be competent enough to associate the linguistic forms with appropriate non-linguistic knowledge to account for the specific functional meaning intended by the speaker (Littlewood, 1981).

Direct Approach

It had been noticed that the grammar-translation approach did not produce the intended results, as it had its failures, resulting in the creation and appearance of new approaches. In the end, the objective of each approach when it comes to language teaching is to allow learners to use the language in efficient and successful ways. The Direct Approach does offer a little more advanced usage of the language in the process of its acquisition by using conversations, anecdotes, and illustrations as part of the learning process and a more conversational style. In that way, grammar was learned inductively and not directly (Celce-Murcia, 1991). As part of this approach to teaching

literature, texts are read for pleasure and not actually analyzed grammatically. This made the approach really open for critics who were more traditional in their views of acquiring language with understanding and memorizing basic rules about the language. The Direct Approach crossed the Atlantic in the beginning of the 20th century. Of course, the appearance and existence of each approach is connected to deeper social-historical happenings and evolving human realities and the emerging demands of the time, along with human needs, dictated by human movements and communication requirements that drive and create the need to acquire a new language (Başok & Sayer, 2020). Later but within the same broad period, another approach attempted to achieve language teaching and learning objectives: the Reading Approach.

Reading Approach

For historical context, around World War II era, the U.S. Army made it imperative for foreign learners to learn English, and they had to learn to write and read English very quickly and efficiently to meet operational support requirements. Focus was given mainly to reading, with some grammar explanation given, when it was determined that it was part of, and would best enhance, the reading skill (although foreign language requires all four linguistics skills: reading, listening, writing, and speaking, united into a receptive and productive skillset for mastery, so the shortfalls of this approach brought warranted criticism). Common practices here were related to learning useful vocabulary mainly for daily usage and adding new words and phrases when needed (Arslan & Tanis, 2018). Actual translation was seen as more of a classroom activity. Teachers using this approach were not expected to be native speakers.

Post-method Era Teaching Approaches

Attention to the methods of teaching foreign languages became especially close in the 20th century. Changes in the methodology of linguodidactics were caused by a change in the social demand for the nature of foreign language proficiency. It was during this century that there was a shift in interest from competence (skills) in reading and understanding written texts to the possession of an oral variety of foreign language speech, i.e., to communicative competence. Of course, this reorientation of linguodidactics did not occur immediately; as with any newly required adaptations in the ability to communicate in a foreign language, it did not immediately crystallize, since it was closely related to social, economic, political, technological, cultural, and other

transformations and changes in human society. As the requirements for the quality of foreign language proficiency changed, linguodidactics continuously tested new approaches and methods throughout the 20th century, trying to find the optimal method of teaching foreign languages (Pawlak, 2021; Stacy et al., 2020; Vural, 2019). Some of them at various times received wide recognition and popularity, and then gradually "faded away," being replaced by newer and more attractive ideas and theories. This fate befell, for example, the Direct Method as well as Audio-Lingual and Situational-Conditioned methods. Others, such as the Communicative Method, have been recognized and accepted almost universally and have achieved the status of a kind of "law" in language teaching. The Communicative approach assumes that the objective is to foster an individual's ability to communicate in and efficiently use a foreign language. Part of the learning that takes place in the context of this approach, when applied correctly, is to have the students interact in small group or one-on-one discussion sessions with each other, where each student has a portion of the information that the other(s) doesn't have. All skills are integrated and used from the beginning and the teacher mainly facilitates discussions, activities etc. The Audio-Lingual method, on the other hand, is more traditional as it focuses mainly on spoken language and only the target language can be used in the classroom. This method was widely used in the 1950s and 1960s. Interestingly, when this approach appeared, the meaning of language started being taught with regards of specific context. At the same time, alternative approaches to the main direction in the methodology of linguodidactics have always existed and found their own (though not numerous) supporters, and traditional approaches continued to face criticism, as some were not efficient for all learners. The palette of methods was especially diverse in the 1970s. Among them are the "Silent" method (Brown, 2008), according to which the teacher talks less in the classroom when teaching. It was also during the same time that the unique method of Suggestopedia was born.

Suggestopedia

So, what is Suggestopedia and why can it be much more efficient than other, earlier methods for many learners of a second language? Are there emotions involved and, if so, can they help foster the learning process? Suggestopedia is an original teaching method developed by the Bulgarian scholar Professor Georgi Lozanov, a physician, neurologist, psychiatrist, brain physiologist, and educator. The term was coined and published for the first time in Bulgarian in 1965 and in English

in 1967. Suggestopedia, acknowledged in the late 1970s by an international group of UNESCO experts, is a generally superior teaching method that can be used for many subjects and for many types of students.

The original form of Suggestopedia presented by Lozanov consisted of the use of extended dialogues, usually in the form of several pages, accompanied by vocabulary lists and observations on grammatical points. Typically, these dialogues would be read aloud to the students to the accompaniment of music. The most formal of these readings, known as the "concert reading," would typically employ a memorable piece of classical music such as a Beethoven symphony. This would not be in the form of background music but would be the focus of the reading, with the teacher's voice acting as a counterpoint to the music. In the light of that the "concert reading" could be seen as a kind of event, with the learners free to focus on the music, the text, or a combination of the two. After the readings of these long dialogues to the accompaniment of music, the teacher would then make use of the dialogues for more conventional language work. The theory states that large chunks of the dialogues can be acquired by students during the readings due to the relaxed and receptive state of the learners and to the positive suggestion ambience created by the music. It is understandable that the idea of a teacher reading dialogue aloud, with exaggerated rhythm and intonation, to the accompaniment of Beethoven or Mozart may be perceived with skepticism by many people, but it nonetheless proved to be successful when implemented in a correctly tailored instructional program. This is not to say, that certain elements of the approach cannot be taken and incorporated into the more efficient approach to language teaching widely in evidence today. Attention to environmental factors such as décor, lighting, and furniture is surely important as well. In any modern creative linguistic instruction, the dialogues, too, will have their uses and positive effect. Most importantly, creating conditions in which learners' cognitive abilities are fostered and enhanced can only have a positive effect on motivation.

Suggestopedia is an effective comprehensible input-based method with a combination of "desuggestion" and "suggestion" to achieve "super learning." Suggestion is at the core of Suggestopedia. The main objective of Suggestopedia is to motivate more of the students' mental potential to learn, which can be achieved by "suggestion." Lozanov distinguishes his theory of suggestion from the "narrow clinical concept of hypnosis as a kind of static, sheeplike, altered state of consciousness" (Lozanov, 1978). Desuggestion includes unloading memory banks, reserves, of unwanted or blocking memories. Suggestion on the other hand then means loading the memory

banks with desired and facilitating memories. The combination of "desuggestion" and "suggestion" aims to lower the "Affective Filter" and engage students towards accelerating learning where they can use the target language for communication to achieve "super learning," the final goal of Suggestopedia. Standards should be set up for the training, certification, and maintaining the standards of Suggestopedic training so its effect can be prolonged. Suggestopedic training of teachers of various competences should be started as soon as possible. An International Association of Suggestology and Suggestopedia affiliated with UNESCO should be set up based on the late Dr. Lozanov's educational theories, teaching methods, and writings, as the foundational principles that the above recommended International Association of Suggestology and Suggestopedia utilize for the initial training of educators and research programs.

Today, a critical factor that affects the duration of college courses and programs is the escalating cost of education and the methods of teaching. Universities and colleges are striving to increase enrolment and decrease their expenditures whenever possible, hence the search for more cost-effective instructional approaches. Shorter, accelerated programs can be one of the solutions. Students are looking for ways to complete their education at a minimal cost and in minimal time. Raising the efficiency of education at all levels has become a critical goal because society needs more qualified specialists with advanced college degrees prepared in a short time. Accelerated Learning (AL), as one of the perspective approaches, has been effectively integrated in many educational institutions; however, the rate of this progress is disproportionate to the challenge. AL and other new, alternative methods and techniques may be a response to the currently growing demand for better education within a shorter time frame. Suggestopedia might be a good answer to that as well. Prior to linking Suggestopedia and Happiness, key Happiness theories in psychology are provided below.

Happiness Theories in Psychology

Defining happiness in psychology can be done in few different ways. To begin with, happiness is an umbrella term for several theories of well-being. These theories cover intrinsically rewarding and valued experiences, positive beliefs about oneself and the world, or positive psychological functioning within the inner and outer world. Secondly, happiness has been often considered a basic emotion by most theorists within the psychology of emotions. Psychological theories of

happiness built upon philosophical concepts such as hedonia, eudaimonia, and meaning-in-life as well as philosophical traditions of utilitarianism or moral philosophy (Tatarkiewicz, 1976).

Many authors use happiness as a psychological term within the well-being literature (Czapiński & Peeters, 1991; Diener, 2000; Kahneman, 1999), However, the occurrence of the term happiness has been increasing in the psychological literature, especially following the emergence of positive psychology (Seligman et al., 2005). Happiness is a term, defined depending on the context and professional setting where it is used. (Psychologists, social workers, teachers). Happiness theories can be sorted into hedonic, emphasizing immediate subjective experience (Kahneman, 1999) and eudemonic, with an emphasis on the way to personal excellence (Waterman et al., 2010). Certain theories provide extensive lists of substantial components of happiness that are relatively independent of each other (Ryff, 2013), whereas others propose specific working mechanisms in which the listed components of happiness interact (Czapiński & Peeters, 1991; Dale & Halgren, 2001; Kim-Prieto et al., 2005). There are several theories of happiness that attempt to identify the basic psychological elements that happiness consists of; these are briefly outlined below.

-*Subjective Well-Being Theory*- This theory argues that a happy individual experiences an abundance of positive feelings and few negative feelings, a balance that serves as the basis for the evaluation of life as very satisfactory (Diener, 2000).

- *Objective Happiness Theory* This theory argues that broad cognitive evaluations of well-being ("Am I a happy person?") are often biased; thus, only the intensity of immediate experience (in terms of good vs. bad) is a valid measure of well-being (Kahneman, 1999).

- *Psychological Well-Being Theory.* This theory states that a happy individual is characterized by several positive psychological characteristics including autonomy, environmental mastery, or personal growth (Ryff, 2013).

-*Eudemonic Well-Being Theory.* This theory projects that a happy individual is seriously engaged in self-awareness, self-expression, and developing the best he is capable of being. All positive emotions are additional consequences or a product of these pursuits (Waterman et al., 2010).

-*Well-Being Theory* (formally the Authentic Happiness Theory). The happiness theories proposed by Seligman et al. (2005) have distinguished components that constitute the full life: pleasure and positive emotions, engagement, or flow, and meaning.

-Onion Theory of Happiness. The Onion Theory of Happiness (Czapiński & Peeters, 1991) is described with a three-layer structure, with the will to live as its core, the mid-layer of general subjective well-being, and the outer layer of current effective experiences and satisfaction with specific life domains that reflects objective life events and circumstances.

After reviewing these happiness-related theories, one clearly sees the connection between happiness and self-awareness, happiness and life engagement, and accelerated self-development. Therefore, creating a positive atmosphere is very important for the learner, as cognitive processes are enhanced when someone is happy.

The Broaden-and-Build Theory of Positive Emotions

The Broaden-and-Build theory describes the function and the form of positive emotions that include love, contentment, and happiness. A key proposition is that these positive emotions broaden an individual's momentary thought-action repertoire and the chain in between them: joy sparks the urge to play, interest leads to desire to explore, contentment invites the urge to integrate, and love sparks a recurring cycle of each of these urges within safe, close relationships. The mindsets arising from these positive emotions that are broadened contrasted with the narrowed mindsets that are surrounded by variety of negative emotions (i.e., attack or related flee actions). The next second key proposition concerns the consequences of these broadened mindsets: By broadening an individual's momentary thought-action repertoire—whether through play, self-awareness, or other activities—positive emotions promote discovery of novel and creative actions, social bonds, which in turn build that individual's personal resources ranging from physical and intellectual resources to social and psychological resources (Panksepp, 2005; 2007). Importantly, these resources serve as reserves that can be drawn on later to improve the odds of successful coping and survival (Fredrickson, 2004).

This outline is only intended as a brief overview to provide context, background information, and create a general understanding of the subject matter to facilitate the discussion regarding the Suggestopedia method and happiness, which is the focus of this article. The latest empirical evidence supporting the same theory and its broad-based implications that the theory holds for optimizing health and well-being is beyond the intended scope and purpose of this paper. That said, it might appear that positive emotions are important to the science of well-being simply

because positive emotions are markers of optimal well-being. Different moments in people's lives are characterized by level of experiences of positive emotions—joy, love, contentment, interest, etc.—these are moments in which they are not plagued by negative emotions such as anxiety, sadness, and anger. The overall balance of peoples' negative to positive emotions has been shown to contribute to their subjective well-being (Diener et al., 2010). In this sense, positive emotions signal optimal functioning, but this is far from their whole story. It is not clear that positive emotions also produce optimal functioning, not just within the present, pleasant moment but over the long-term as well. People should understand the power of placing positive emotions in themselves and those around them to achieve psychological growth and improve mental and physical well-being over time. Such experience is undoubtedly linked to learning, as learning takes place faster in a positive emotional context.

Now, in contrast to the oppositive, negative or unpleasant emotions, which carry direct and immediate adaptive benefits in situations that threaten survival, positive emotions are beneficial in other ways, and they lead to specific actions. Specifically, broadened mindsets carry indirect and long-term adaptive benefits because broadening builds enduring personal resources. Taking a play as an example and its different forms that becomes more evident (Dolhinow, 1987).

Role of Emotions in the Learning Process

Emotions have huge impact on human`s cognitive processes and all their aspects, including perception, attention, learning, memory, reasoning, and problem-solving. Emotion has a strong impact on attention, particularly over attention`s selectivity and motivating certain behavior afterwards (Panksepp, 2005; 2007). This attentional and action-oriented control is directly linked to the learning process, as intrinsically limited attentional capacities are always better focused on relevant and important for the individual information. Emotion also facilitates encoding and helps in the retrieval of information process efficiently. Emotion`s impact on memory and learning might be very subjective, as studies have reported that emotion may impair or enhance learning and long-term memory (LTM) retention depending on a range of factors (Simons & Spiers, 2003). We have also summarized the current state of knowledge on the impact of emotion on memory and mapping implications for educational settings.

Discussion

In the field of psychology, integral components of affect are emotions, feelings, and moods (Forgas, 2001). In most of the literature sources, feelings and emotions are perceived as very close in meaning (Scherer, 2005). The close interrelationship between feelings and emotions makes it very difficult to differentiate the two concepts. Foreign language learners are predisposed to experience a range of emotions and feelings during this complex process due to internal and external factors. We should always focus our attention on feelings and emotions originated during foreign language learning instruction since emotional reactions are part of an experience in interpersonal communication and relationships that are developed between teachers and students as part of the process. Educators are often expected to understand and consider students` emotions and create a positive learning environment. Human emotions can be influenced by many external factors as well, that are part of the learning process or surrounding it. Music on its own, can have a great impact on one's mood (Sachs et al., 2015). Research (Fox et. al., 2015) even states relationship between sad music and pleasant mood. Students often experience diverse emotions during learning activities, and this can cause different affective reactions for different individuals. Some situations might be perceived as difficult or bring anxiety. As an example, if students perceive that a task is difficult but also experience feelings of joy, relief, or pride while doing it, they tend to adjust their perceptions and become willing to try new activities in the future. Thus, the emotions that are part of this evaluation process provide students with the motivational energy to direct their actions and shape their thinking. This process of assessment and appraisal is a critical part of any learning process as its impact its continuity or ending. Emotional status overall affects the cognitive abilities. (Eysenck, et.al, 2007).

Thus, motivation is powerfully influenced by different learners' personalities and by differing personal experiences, cognitive abilities, and individuals` social context. The latter impacts emotions and feelings arousal and its expressions seen in interpersonal interactions. All this complex interaction of numerous student and situational characteristics determines a foreign language learners' motivation. (Lopez, 2011) Considering that language learning process is a socially constructed process, the diversity of emotions experienced is a crucial aspect impacting the motivational behavior of foreign language learners. According to different research findings in the field of general education and in foreign language acquisition, the learning environment plays

powerful influence on students' emotional arousal and, consequently, on the effort exercised in classroom activities (Meyer & Turner, 2006; Yan & Horwitz, 2008).

The success of a learning and teaching process depends on the cooperation between teacher and learner. It also happens in the second language learning and teaching process. We will examine this from the aspect of (and with focus on) the teacher's role in this interaction and what methods they bring with them when they come to the class. For this discussion, we will use the Cooperative Language Learning (CLL) and Suggestopedia methods as examples. Although CLL and Suggestopedia have similarities, they also have differences in terms of Approach, Design, and Procedure. There are some differences between CLL and Suggestopedia methods. First, CLL and Suggestopedia are different in terms of approach. The CLL approach is based on an alternative theory of language and how this method correlates with an alternative theory of language, is referred to as Language as Social Process (Hymes, 1972). In this social process, the student may assume roles of an advisor, assistant, or supporter in dealing with a problem. It can be called a counselling process. Also, the theory of language education based on the CLL method is designed to reduce the learner's insecurity, feeling of threat, or anxiety; this reduction in anxiety should be facilitated by how the counsellor or teacher structures the education program. In contrast, according to the Suggestopedia method, the theory of language is to emphasizes the memorization of vocabulary. In addition, the theory of learning based on the Suggestopedia method is a suggestion. It means Suggestopedia involves loading the memory banks with desired and facilitated memories. Second, CLL and Suggestopedia are different in terms of design. In CLL methodology, the objectives are not defined in the literature of CLL. The assumption is that the teacher can successfully transfer the knowledge through the method. Also, the CLL method has a conventional language syllabus. The syllabus develops due to the interaction between the learner's demonstrated communicative intentions and the counsellor's reformulation of these into suitable L2 utterances. On the other hand, the objective of the Suggestopedia method is in delivering advanced conventional proficiency quickly. The students are drilled to understand and give solutions, which are graded by lexis and grammar. Third, CLL and Suggestopedia are different in terms of procedure. Procedures relate to specific classroom techniques. In the CLL method, one class consists of 6-12 students who sit in a circle, and the teacher stands outside the circle. A student pronounces a message in L1 in the class, and the teacher whispers the message in L2. The message is repeated by the student loudly while the other students listen to that message, and it is

recorded and played at the end of the class. However, the procedure of the Suggestopedia method is different. This method uses music in the class. The teacher reads the text along with music, and the students act as listeners. Although CLL and Suggestopedia have some differences, they are the same in terms of skill focus. Both CLL and Suggestopedia focus on speaking, reading, and listening skills. It does not state that these methods are lacking in writing skills. For example, when a student acts as a speaker, the other students act as listeners. When the teacher reads some material, the students will be the listeners. Although CLL and Suggestopedia have similarities and differences, these methods can be combined when a teacher applies them in a complementary way in the class. Suggestopedia can be used on its own, especially when a positive emotional atmosphere is fostered and created, but it can be used very successfully as an edition to other methods as well. As the literature review indicates, positive emotions play a tremendous role in learning. Suggestopedia is one of the new, modern methods and comes with its own unique circumstances, requirements, and demands. The need for a better way to deliver language education is self-evident. The latter has given rise to such a method as Suggestopedia itself, which shows in its own way the lack of success and decay of the more traditional, conventional methods, which may leave unfulfilled the needs of a variety of diverse audiences. Learners deserve inclusion and the creation of a positive educational atmosphere that will better serve and involve them, with consideration given to the individual's specific cognitive acquisition abilities and grasping speed. The use of the Suggestopedia as an additional method in the classroom can certainly improve learning and deliver success.

Conclusion

This paper suggests that Suggestopedia can be used as a successful method solely on its own but can be just as effective and perhaps more so when combined with other methods. This is because when teaching in a foreign language, it is very easy to confuse students, and overuse of the same method will easily make students bored and inattentive in learning. However, combining Suggestopedia with other methods such as the Grammar-Translation or Content-Based Instruction Methods will be more effective and helpful. Research suggests that all learning experiences, regardless of the processes and methods themselves, as indicated by this review paper, will be much more efficient if conducted in a positive atmosphere in which learners experience joy, happiness, and positive emotions as part of the learning process. In teaching for real-world

applications, using only one method or approach to teach is rare, even impossible. Although Suggestopedia does not necessarily contribute to theoretical approaches and methods in language teaching, and sceptics have questioned the feasibility and effectiveness of its methodologies from the day of its existence, the positive impact and enlightenment in Suggestopedia teaching practices cannot be denied.

Language learning is a process surrounded with negative and positive emotions, so constant monitoring of students' emotions as part of the process is necessary for language teachers to enable their students to understand themselves and their emotional world more so that fosters their learning process in a supportive way. Attitude towards creating a positive classroom atmosphere where students feel secure and willing to take the risks fosters   foreign language learning is very important. Teachers can develop strategies to make the learning environment a supportive one in which students feel confident and are welcome to participate. Establishing respectful and positive human relations, and productive classroom environment is important for teachers to be able to enforce effective strategies that will lead to the establishment and maintenance of positive interpersonal relations in any instructional context.

The learning process and the learning of language is more challenging than ever as our attention spans shorten. In these times, when the learner is using a variety of supporting media tools, the role of alternative methods is important, especially when combined with traditional methods in a positive atmosphere. Suggestopedia's proven, unique, and impactful methods add value to the learning process and should be widely used as both an alternative option and as an additional solution to improve the effectiveness of language learning educational programs.

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