

Going Beyond Conventional Instruction: Using Desuggestopedia Method to Improve Yemeni Students' Ability to Understand Collocations

ABSTRACT

Desuggestopedia method takes into account not only students' intellectual structures, but also their feelings and need for knowledge. Therefore, the current study aims to investigate the impact of using Desuggestopedia method on Yemeni undergraduate students' ability to comprehend collocations. The researcher used a quasi-experimental design in order to meet the study's aim. The population of this study (43) consisted of all the fourth level students studying in the Department of English at the Faculty of Education, Tamar University during the second semester of the academic year (2024). Due to the small number of the population, the researcher decided to take all the students as the study sample. However, (10) students were chosen as a pilot study and (3) students did not participate because of their sickness. Therefore, the final number of the sample was (30) which was divided into two randomly chosen groups: an experimental group (15 students) that received instruction using Desuggestopedia method, and a control group (15 students) that received instruction using a conventional method. As an instrument for gathering data, the researcher developed an achievement test for collocations with a reliability coefficient (.88). The test was used as pre-post-test. Following data collection, statistical analysis was performed using the independent samples t-test, mean, and standard deviation. The results of the statistical analysis of the data showed that the mean scores of the experimental group (16.67) is greater than that of the control group (11.07) in the post-test. Moreover, the significance value of the observed scores (.000) is less than the predetermined alpha level (.05) set by the researcher. Therefore, it can be concluded that the application of Desuggestopedia has a positive effect as a teaching method on the Yemeni students' achievement in learning English collocations. Results of this study can be implemented by the teacher to deepen his students' understanding of other branches of linguistics.

Keywords: Consciousness and unconsciousness; fluency; Desuggestopedia techniques; collocations; peripheral education; dramatization.

1. INTRODUCTION

1.1 Collocations

Collocations have received significant attention in the field of learning languages and are widely acknowledged as a requirement for mastering English. Collocations have an important role in the process of learning English, whether as a second or foreign language, because they make communication easier and more successful. The word "collocation" comes from the Latin verb "collocare," which means, "to arrange" [1]. The first linguist to use the term "collocation" [5]. Firth developed and enhanced the most conventional method and

lexical collocations; he asserted that by identifying a word's co-occurring terms, its meaning can be ascertained and lexis can be distinguishable and independent from grammar [8]. Sun and Park [22] mentioned that collocation is a natural linguistic pattern in which words frequently occur together to form cohesive units. According to Balaky and Jabrael [8], the term collocation refers to the regular pairing of one word in a language with another specific word in a sentence.

In his study, Bui [11] grouped collocations into three broad types: strong, fixed, and weak. First, strong collocations involve words that are highly related to each other. For example, the word auburn only collocates with words related to hair. Second, fixed collocations are referred to as idioms. Take a photograph, for instance, in which the only word that combines with the picture to convey the same meaning is "snap." Third, words that can collocate with other words are known as weak collocations. For example, you can use the adjective "broad" with many words like "a broad hint," "a broad smile," "a broad avenue," "a broad forehead," and so on.

Boonraksa and Naisena [9] conducted a research on making collocational error level of Thai undergraduate learners at Northern Rajabhat University using a qualitative approach. To collect data, the researchers prepared a test for students. The results revealed that synonyms, a shortage of collocation knowledge, and language transfer from undergraduate students' first language to their second language were the main causes of the collocation errors made by the undergraduate students who study English as a foreign language in Thailand. Balaky and Jabrael [8] conducted an analytical descriptive research to investigate the importance of using collocation and its performance among EFL learners, revealing difficulties encountered by Kurdish EFL learners. Rather than teaching specific terms, they suggested that English teachers should focus more on the collocational competency and forms involved in both lexical and grammatical collocations.

On the other hand, the study of Badawi [7] aimed at identifying the problems with collocation knowledge and usage that Sudanese students faced when learning English as a foreign language. He discovered that a large number of pupils struggled to understand collocations and were unaware of when to use them. The study concluded that collocations can improve students' communicative skills and recommended proper care for their use in teaching English. Al-Shammari [5] looked at the value of teaching collocations in the growth of reading comprehension in Kuwaiti ESL/EFL students. With 67 students split into two groups—the experimental and the control—the study employed an experimental design. The findings showed that teaching collocations to Kuwaiti ESL/EFL students greatly increased their reading comprehension.

Thus, EFL students' challenges with collocations can be classified into four broad types: using collocations in different contexts, semantic fields, influence of learners' native language, and collocational competence of learners. Learners of English as a foreign language are more likely to encounter isolated words than collocations during the process of learning English. Therefore, they frequently find it difficult to understand collocations in different contexts [1]. Moreover, semantic fields involve an increase in first language interference mistakes, while influence of learners' native language causes collocation errors. When students are unable to find suitable collocations, they tend to transfer the thought word-for-word from their mother tongue to the target language. Therefore, this may result in inaccurate collocations [8]. Language transfer from the mother tongue or native language can make learning more challenging, and lack of collocations impairs fluency [11]. Collocational competence of learners is another issue, as they typically lack accurate knowledge of English collocation, leading to irregular combinations rather than conservative collocations [7].

1.2 Desuggestopedia method

According to recent studies, Desuggestopedia strategies effectively make use of students' brain abilities when learning English. Desuggestopedia is recognized as a novel method to teaching foreign languages, designed to make the learning process more engaging and less stressful for students. Georgi Lozanov, a teacher from Bulgaria, was the original developer of Desuggestopedia method in the 1970s [26]. Through the use of particular strategies, learners discover that learning another language is not as hard as they had formerly believed [25].

Helping students overcome psychological obstacles, enabling them to trust their instructors, building confidence, and providing them with a good quality education in a relaxing learning atmosphere are the main objectives of Desuggestopedia method [3]. Additionally, Richards and Rodgers [19] claim that this method aims to produce advanced conversational proficiency through comprehension and creative problem solving rather than rote memorization.

In his study, Al-Moushaki [4] indicated that there are a number of key techniques that characterize Desuggestopedia method. These include choosing a new identity through creating a comprehensive biography about students' imaginary selves, preparing a welcoming classroom atmosphere, utilizing peripheral education through exposing students to posters and pictures, sending a good message to the students such as they are doing well, acting out role-plays as temporary characters with someone else, reading aloud, practicing various dialogues in front of the class based on facial expressions such as angry, sad, happy, etc., and participating in creative activities like singing, dancing, games and dramatization.

Therefore, it could be said that Desuggestopedia method is based on three essential principles that are closely connected to each other. "Happiness without Stress," the first principle, asserts that good feelings like joy, lightness, optimism, and self-assurance provoke thought. In order to improve students' positive feelings, self-confidence, and active engagement, this method seeks to establish a fun and pleasant learning environment [23]. The second principle, "Unity of Consciousness and Unconsciousness," highlights how memory and understanding work in harmony when both conscious and unconscious brains are active. Finally, the "Interaction Principle of Suggestive Means" emphasizes how critical it is for teachers and students to develop strong bonds and mutual respect. To boost students' confidence, teachers employ persuasive techniques that are applicable to everyday circumstances, highlighting their responsibility to offer advice [17].

This means that students will accept and retain information more readily if they respect and trust the authority of the teacher. It seems that, to reach the reservoirs of mind, love is a prerequisite. Love fosters calm, builds trust, and raises the teacher's stature in the eyes of the pupils. Teachers have to sustain student motivation, foster a positive learning environment, and support long-term memory retention. They should have a well-planned lesson, stress the value of a tidy classroom equipped with visual aids and posters, and concentrate on helping students feel at ease and confident [21]. Moreover, they should emotionally charge language materials to help students understand and give meaning to the material [18]. Students are urged to embrace a "pseudo-passive" mentality, boosting their sense of self-worth, spontaneity, and openness to new experiences [2].

In their study, Budiarto and Yuniar [10] examined the effectiveness of Desuggestopedia method on learners' ability to read descriptive texts. The researchers used a quasi-

experimental design and 57 students, divided into two groups: a control group and an experimental group. Data were gathered through a pre-post-test, and analysed using SPSS. The results showed a positive effect of Desuggestopedia method on students' reading achievement in descriptive texts. The study by Tay and Uran [26] examined the effect of Desuggestopedia method on students' ability to master vocabulary. The research involved classroom action research and used various instruments, including tests, observations, interviews, questionnaires, and documentation. Results of the study indicated that the application of Desuggestopedia method has a positive impact on the development of students' capacity to learn vocabulary, suggesting its use for further improvement.

On the other hand, Rodipah, Rohiyatussakinah, Nuraida and Oktaviana [20] tried to investigate the impact of Desuggestopedia method on students' narrative text writing and their interest in using it. The research involved classroom action research with a sample of XI MIA students at SMAN 1 Binuang. The results showed a positive effect of Desuggestopedia method on students' narrative text writing, suggesting its potential for improvement.

Hence, it can be said that despite extensive research on collocations and Desuggestopedia method, no one study has investigated the impact of utilizing Desuggestopedia as a teaching method on learners' collocation accomplishment. In addition, most of the Yemeni lecturers in the Department of English at the Faculty of Education still use traditional methods to teach collocations. Moreover, the researcher as an instructor observed that there was a clear weakness in the fourth level students' ability to understand collocations because of the traditional methods used in teaching them. Abu-Khaled [1] asserted that collocations are one of the most difficult domains for English language learners to master due to their arbitrary structures; there are no fundamental guidelines for learning them. English learners take a little longer to think of what to say, and when they speak, they tend to speak incoherently as they struggle to fit words together.

Based on the problems stated above, the researcher decided to investigate the effect of using Desuggestopedia method on collocation comprehension among Yemeni undergraduates. Consequently, this study is expected to enable fourth level students to have a proper understanding of collocation and may, therefore, help them reduce anxiety and tension by applying the techniques and principles of Desuggestopedia method in the process of teaching collocations. The researcher developed the following hypothesis in order to meet the study's purpose: There are no statistically significant differences between the control group, which was taught using a traditional method, and the experimental group, which was taught using Desuggestopedia method, in the mean scores of the achievement test of collocations at the level (.05). Therefore, this study attempted to answer the following question: "What is the effect of using Desuggestopedia method on Yemeni students' ability to understand collocations?"

2. METHODOLOGY

2.1 Study approach

The approach used in this study is quantitative. The researcher conducted this study utilizing a quasi-experimental design. He used the quasi-experimental design to compare an experimental group taught by using Desuggestopedia method with a control group that was taught by using a conventional teaching method. This study design was adopted from Ary, Jacobs, Sorensen and Razavieh [6] as shown in **Table 1**.

Table 1. Design of pre-test and post-test

Group	Pre-test	Treatment	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	O	Y ₂

Design keys: E= Experimental group; C = Control group; Y1 = Pre-test; Y2 = Post-test

2.2 Variables of the study

This study used "Desuggestopedia method" as an independent variable and "Yemeni students' ability to understand collocations" as the dependent variable.

2.3 Participants

In this study, the targeted population included all the fourth level students (43) enrolled in the English Department at the College of Education. The researcher selected them intentionally to apply this study because of the following reasons:

1. The researcher is one of their academic lecturers. Therefore, it was easy to control his students.
2. The appropriate educational environment is available in terms of comfortable chairs, good lighting, educational posters, and everything related to the application of Desuggestopedia method in a successful way.

Therefore, it was expected that such facilities would enable the researcher to apply Desuggestopedia method. Due to the small number of the 4th level students studying in the English Department, the researcher considered it best to take all of them as a sample. However, not all students participated in this study, because (10) students were chosen randomly as a pilot study and (3) students decided not to respond to the test because of their sickness. The final number of students who participated in responding to the test were (30) students. Afterwards, the researcher divided the sample into two groups according to their third level grades taken from the Control Unit at the Education College. The two groups were chosen at random to be a control group (15 students), and an experimental group (15 students).

2.4 Instrument

For achieving the aim of this study successfully, the researcher prepared a test for collocations. The test was utilized as a pre-test and a post-test to measure the impact of using Desuggestopedia method on collocation comprehension among Yemeni undergraduate students. In this study, the first draft of the test was given to a group of referees of English language specialists in Linguistics to check its validity. The referees were kindly asked to validate the content of the test and modify it according to the objective of the study. The notes of the referees, their modifications, and recommendations were taken into consideration, and the researcher followed all the essential modifications that might help him conduct his study successfully. After modifying the first draft of the test, according to the referees' opinions and suggestions, the test's final version was deemed valid by the referees.

Furthermore, the test's reliability was established by administering it to ten 4th level students. These students were selected at random from the study population and did not form part of the sample. Three weeks later, the test was administered to the same group to

confirm its reliability. The Pearson Correlation Formula was then used to calculate the test's reliability, and the result (.88) was acceptable according to the experts in statistics and so suitable for the objective of the current study.

2.5 Collection of test data

In this study, the necessary permission was obtained to conduct the experiment. After the pre- test session, the treatment was applied in the second semester of the academic year (2023-2024). The duration of collecting data lasted for nine weeks.

2.5.1 Administration of the pre-test

According to Creswell [12], a pre-test is an experiment in which a participant's attributes or characteristics are evaluated before receiving a treatment. In this study, the control group and the experimental group received a pre-test during the first week of the experiment. The purpose of the pre-test was to determine the students' baseline score in collocation and their basic aptitude or competence.

2.5.2 Administration of the treatment

In this study, the control group received instruction using a conventional teaching method (without treatment), while the experimental group received instruction using Desuggestopedia method (treatment) for seven weeks. Actually, there was just one lecture every week. First, the researcher welcomed his students. The researcher then summarized the lesson for his students. Then he flicked on a large screen to play some slow, classical music. This implies that the students ought to unwind and visualize themselves at home. The researcher then began to play Concert I, a quiet, introspective piece of music. He played out and read the passage he has chosen for the lecture carefully. The researcher then read the passage again at his usual pace. Students were given copies of the passage by the researcher, who then instructed them to stand, read it aloud, and, play out its meaning. He informed them that if they acted out the words, it would make them stick in their minds.

Subsequently, the researcher presented a diagram containing a list of collocations arranged in two columns: the first column comprised collocations, while the second had their meanings in Arabic. He read the first couple, asking the students to pay attention. Subsequently, he requested that they identified the differences between the collocations before reading each one aloud, list by list. After that, the researcher requested that the students complete the reading passage in pairs. As much as they could while sitting in their chairs, one student acted out the collocations while the other read the text aloud.

After that, researcher requested a volunteer to use the collocations in action. As the class read the collocation out to her, the student stepped in front of the group and pantomimed the action. The student who volunteered was praised and this was seen as a small piece of theatre. The researcher then went on saying that the following task would include dictating sentences that contained collocations that were rearranged from the original paragraph. After listening, the students wrote the sentences. Lastly, the researcher requested that before turning into their assignments, the students should compare their written work to the original paragraph and read it aloud once at home before going to bed.

The big difference between the experimental group and the control group is that during the seven weeks of the experiment, the diversity of Desuggestopedia techniques such as dramatization, visualization of scenes, translation into Arabic, listening to music, and choosing a new identity used for the experimental group provided students with opportunities and activities to communicate, speak, understand collocations, and interact through the

target language and the mother tongue. As a result, they became more confident and more willing to learn collocations than the control group's students who were taught by using a conventional method that does not include any innovative techniques used in the process of learning collocations. The control group's students, who were taught by using a conventional method, were treated as passive receivers. The conventional method resembles the teacher as a sacred source of knowledge who should talk while students only listen and try to absorb and benefit from what they hear.

2.5.3 Administration of the post-test

A post-test is an experiment in which a participant's attribute or characteristic is evaluated following a treatment. In order to determine whether the experiment had an impact on the participants [12]. In this study, a post-test was administered to the experimental and control groups during the last week. The researcher gathered the post-test data from the control and experimental groups.

2.6 Data analysis

For analysing data, the researcher used descriptive statistics and inferential statistics to calculate all of data he got with SPSS 20. Dealing with the descriptive statistics, the researcher focused on the mean and standard deviation scores. With respect to the inferential statistics, the researcher used independent t-test to analyse the collected data.

3. RESULTS AND DISCUSSION

The question of the study inquired the following: "What is the effect of using Desuggestopedia method on Yemeni students' ability to understand collocations?" To answer the question of the study, the researcher tested the following null hypothesis: There are no statistically significant differences between the control group, which was taught using a traditional method, and the experimental group, which was taught using Desuggestopedia method, in the mean scores of the achievement test of collocations at the level (.05). To test the hypothesis, the researcher computed the mean and standard deviation of the experimental group and the control group. Furthermore, independent samples t-test was used to measure the significance of differences.

3.1 Pre-test results

Table 2 reveals that the experimental group's pre-test mean score was 2.93 (SD = 1.28), while that of the control group was 2.80 (SD = .99). These results suggest that the mean scores obtained in the pre-test of the fourth level students in experimental and control groups were almost similar. This means that the pre-test results of the two groups did not reveal any statistically significant differences between them. That is to say, fourth level students had the same background in terms of collocations. In addition, Table 2 shows that the significance value of the observed scores (.703) is more than the predetermined alpha level (.05) set by the researcher. Therefore, the researcher accepted the null hypothesis, which says, "There are not statistically significant differences at the level (.05) in the mean marks of the achievement test of collocations between the experimental group taught by using Desuggestopedia method and the control group taught by using a traditional method."

Table 2. Independent samples t-test results of the pre-test

Group	N	Pre-test Mean	Standard Deviation	Sig.(2-tailed)
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Experimental	15	2.93	1.28	.703
Control	15	2.80	.99	

3.2 Post-test results

Table 3 highlights that the mean score of the experimental group in the post-test (16.67) with a standard deviation (2.22) was greater than that of the control group (11.07) with a standard deviation (3.05). The difference between these two post-test mean scores was significant in favor of the experimental group. This indicated that there was a significant improvement in the experimental group students' performance in relation to collocations in the post-test as compared with that of the control group students in the same post-test.

In addition, Table 3 reveals that the significance value of the observed scores (.000) is less than the predetermined alpha level (.05) set by the researcher. Thus, the null hypothesis was rejected, confirming significant differences between groups.

Table 3. Independent samples t-test results of the post-test

Group	N	Post-test Mean	Standard Deviation	Sig.(2-tailed)
Experimental	15	16.67	2.22	.000
Control	15	11.07	3.05	

It seems possible that these results are due to the supportive classroom setup, including comfortable seating and visual aids, likely contributed to learning outcomes. As a result, students may absorb collocations from their surroundings even if they are not paying attention to them. Furthermore, the teaching and learning process of collocations in Desuggestopedia method might adhere to the law of harmony. This means when teaching and studying a lot of collocations in a short amount of time, harmony is crucial. It is admitted that the enhancement of learning collocations occurs when the teaching process skillfully strikes the right balance in terms of intonations, rhythms, emotional stimulation, and so on. In addition, there are several possible explanations for this result such as the interesting activities that attract fourth level students' attention, for example, visualization of scenes, dramatization, translation into Arabic, choosing a new identity, which increases students' sense of security and liberates them from inhibitions.

Compared to the outcomes of traditional approaches, the experimental group students are able to understand collocations faster and better due to the emotional relationship between the teacher and his students. The supportive teacher-student dynamic fostered a positive learning environment. Also, the teacher's indirect way when correcting his students' errors in the process of learning collocations, and the harmony of the subconscious side (song, drama, and music) and the conscious side (learning attendance) may have a great effect on students' confidence and help them to memorize more and more collocations in an interesting way without effort. Those techniques might enhance the students' confidence, trust, and calmness, and eliminate their psychological obstacles such as fright and concern within the time of learning collocations.

Generally, no previous study has investigated the impact of using Desuggestopedia method on the development of Yemeni EFL students' collocation mastery. Despite this, a lot of studies investigated the importance of learning collocations in foreign languages especially English. The results of this study were generally in line with those of researchers such as [9], [8], [5], [7], and [1]. Their studies asserted that students face real difficulties in understanding collocations and there must be solutions that help students understand collocations because of their importance in learning English.

With respect to using Desuggestopedia as a teaching method, these results are in harmony with those of researchers such as [10], [13], [14], [15], [16], [20], [24], [25], and [26]. The findings of the current study are in agreement with the findings of those researchers who reported that Desuggestopedia method had a big impact on the development of undergraduates' English proficiency.

In short, there was a considerable good effect of Desuggestopedia method on the improvement of EFL undergraduates in learning collocations. As shown in Table 3, the students' results in the experimental group increased after applying Desuggestopedia method on them. Accordingly, their performance in learning collocations was improved.

4. CONCLUSION

The primary purpose of the study was to highlight how using Desuggestopedia as a teaching method might help undergraduate students become more proficient at understanding collocations. From the study that has been conducted, it is possible to conclude that there were statistically significant differences in the mean marks of the achievement test of collocations between the experimental group taught by using Desuggestopedia method and the control group taught by using a traditional method. This means that Desuggestopedia method had a positive effect on the development of undergraduate learners' proficiency in learning collocations. The present study might provide additional evidence with respect to Desuggestopedia method as one of the most effective teaching methods in teaching collocations.

Despite the study's successful demonstration of Desuggestopedia method's beneficial impact on the development of Yemeni EFL students' collocation mastery, it should be borne in mind that the study has some limitations due to the limited sample size and the financial difficulties in the process of creating a pleasant learning environment in the classroom that includes comfortable seats, bright decor, whiteboard, posters, and pictures.

Therefore, these findings are not generalizable beyond the study sample. Future research will have to further find out how Desuggestopedia method affects the teaching of other branches of linguistics such as Morphology, Phonology, Syntax, and Semantics using larger samples and students from different levels. The results of this study may hopefully enrich the linguistic literature, especially in the field of linguistics and teaching methods.

Most of the new theories have paid great attention on learning as a whole person process and Desuggestopedia method is one of the best methods that takes into account the cognitive and affective aspects of language acquisition. This means that students are influenced not only by their intellectual structures, but also by their feelings, bodily responses, innate defenses, and need for knowledge [17].

The findings of this study have a number of important implications for future practice. An important implication is to serve as a guideline for EFL undergraduates in general and fourth level students in specific to be familiar with the techniques of Desuggestopedia method that may help them overcome the difficulties of learning languages. Another implication is to help people involved in the field of curricula and English teaching methods for example researchers, scholars, and syllabus designers.

This research was concerned with Desuggestopedia method; however, the results should be applicable to language acquisition and be a scientific response to the aspirations and objectives of the Higher Education in the Republic of Yemen seeking to apply the modern teaching methods used in advanced educational systems.

Based on the major results of this study, some recommendations are offered as follows: Desuggestopedia method should be used to enhance students' linguistic knowledge in learning collocations, fine arts such as music and drama should be used in order to stimulate students' imagination and help them understand collocations, collocations should be included in instruction and practice because they are very important to help learners' speak English very well and get them closer to the native tongue.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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APPENDIX:

Appendix (A) The final form of the instrument

Thamar University
Faculty of Education
Time: (One hour)

Level: Fourth Level
Department of English

Student's name:.....

An Achievement Test of Collocations for Fourth Level

Students

(Pre-Post-Test)

Read each item carefully and then choose (A, B, C, or D) to complete the following statements. $\frac{1}{2} \times 20 = 10$ marks

1.	Collocations can be defined as the habitual co-occurrences of words with certain other words of language. A. another B. different C. irrelevant D. the same
2.	The word ' handsome ' can co-occur with the word ' ' . A. man B. flower C. view D. house
3.	Avoid going on the beach at midday when the sun is A. strict B. strongest C. nice D. powerful
4.	The word ' pretty ' can co-occur with the word ' ' . A. man B. woman C. child D. (B+C)
5.	The wind was through the trees. A. speaking B. shouting C. whistling D. crying
6.	The word ' handsome ' cannot co-occur with the word ' ' . A. village B. house C. present D. (A+B)
7.	When you go to university, you will a lot of new friends. A. do B. produce C. make D. (A+B+C)
8.	The word ' arid ' can co-occur with the word ' ' . A. weather B. climate C. soil D. (A+B)
9.	The baby is next week. A. ready B. due C. got D. (A+B)
10.	The word ' affluent ' can co-occur with the word ' ' . A. family B. climate C. man D. country
11.	Jane her pride and admitted that she was wrong. A. swallowed B. ate C. drink D. got
12.	The word ' gain ' can co-occur with the word ' ' . A. power B. victory C. prestige D. (A+B+C)
13.	I am glad that our children are such friends, aren't you?

	A. special	B. close	C. near	D. (A+B)
14.	The word ' gain ' cannot co-occur with the words '.....'.			
	A. one's ambitions	B. victory	C. one's goal	D. (A+C)
15.	We must keep in when the course ends.			
	A. contact	B. relation	C. touch	D. (A+C)
16.	The word ' generate ' can co-occur with the word '.....'.			
	A. electricity	B. food	C. heat	D. (A+C)
17.	The doctor's very busy but he will try to time for you.			
	A. make	B. do	C. produce	D. (A+C)
18.	The word ' generate ' can co-occur with the word '.....'.			
	A. film	B. food	C. electricity	D. milk
19.	The nurse walked over to the bed.			
	A. nicely	B. swiftly	C. briskly	D. (B+C)
20.	The president strode across the room.			
	A. angrily	B. confidently	C. purposefully	D. (A+B+C)

Appendix (B) Answer key of the achievement test of collocations

1.	D
2.	A
3.	B
4.	D
5.	C
6.	D
7.	C
8.	C
9.	B
10.	A
11.	A
12.	D
13.	D
14.	D
15.	D
16.	D
17.	A
18.	C
19.	D
20.	D

Appendix (C) Documentation

