

**Ministry of Higher Education and Scientific Research**

**Misan University**

**English Department**

**Evening Studies**



# **Suggestopedia Approach**

Graduation research submitted to  
the Council of the Misan University-English Department  
as an implementation of the requirements for obtaining a Bachelor's degree of  
English language

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**2025**

**1446**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ﴾

﴿who will teach you the Book and Wisdom, and teach  
you that of which you have no knowledge﴾

(البقرة , 151)

(صدق الله العلي العظيم)

## Dedication

**We dedicate this work to our beloved families, our friends, and  
everyone who supported us along our journey.**

## Acknowledgement

First and foremost, we thank Almighty God for His grace, which enabled us to complete this research. We also extend our sincere gratitude and appreciation to our supervisor and professor, Dr. Abdul Karim Lazem Bahir, for his continuous support and guidance. Finally, we express our heartfelt thanks to our families who supported our academic journey, and to our dear friends for their encouragement and kindness.

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# **Chapter One**

## **1.1. Introduction**

**Suggestopedia method is one of the method that can be used to help students learn vocabulary. According to Lozanov (2005), Suggestopedia is a teaching system that makes use of all the possibilities that suggestions can offer. Of course, systematic academic participation is not ignored but always according to the suggestion. In addition, he also argued that suggestion can be used successfully not only in medical practice but also in teaching. Lozanov as cited in Richards and Rodger (1986) explained suggestopedia as a science that systematically studies nonrational or unconscious influences. The effect of suggestopedia is used to optimize the learning process.**

**English has used many people in the world to communicate with other people from many countries. Because English is not native language, students feel difficult to learn English, especially in speaking. Sometimes, they do not interest and motivate in learning English. In these problems the teacher should find out the suitable method of teaching to solve the problems. Therefore, the writer wants to analyze an interesting method, it is suggestopedia. Suggestopedia is method that includes the “suggestive” atmosphere in which it takes place, baroque music, cheerful classroom, comfortable seating, and dramatic techniques used by the teacher in the presentation of material. All of these features are aimed at totally relaxing students, allowing them to open their minds to learning the language.**

**The original form of suggestopedia presented by Lozanov consisted of the use of extended dialogues, often several pages in length, 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 main focus of the**

reading, with the teacher's voice acting as a counterpoint to the music. Thus the "concert reading" could be seen as a kind of pleasurable event, with the learners free to focus on the music, the text or a combination of the two. The rhythm and intonation of the reading would be exaggerated in order to fit in with the rhythm of the music.

One of the most unique characteristics of the method was the use of soft classical music during the learning process. Lozanov believes it creates a level of relaxed concentration that facilitates the intake and retention of huge quantities of material. Another aspect that differs from other methods is the use of soft comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind). Using this method, Lozanov's foreign language classes have demonstrated rates of learning three times faster than those achieved in the best intensive programs in the United States. A number of authors have investigated various aspects of suggestopedia as applied to university-level foreign language learning. Bordon and Schuster have applied the principles of suggestion to Spanish instruction over one academic quarter and report that students learned up to three times faster than students taught by the conventional audiolingual method. Kurkov describes a preliminary experiment with a suggestopedic Russian class that learned twice as much as the control class in one semester.

## **1.2. What is Meant by Suggestopedia?**

Suggestopedia is a teaching method that was introduced by Georgi Lozanov in 1970. Lozanov (2005) states that suggestopedia is a teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process. Lozanov created this method in the hope that students would enjoy in learning, especially learning foreign language. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. Suggestopedia is based upon on how human

brain works and how individuals learn most effectively. The physical surroundings and the classroom atmosphere are most important and must be rich in sensory learning with art, colour, and music (Brown , 2001: 27).

According to Lozanov in Brown, people are able to learn much more than they give themselves recognition for. Drawing on perceptions from Soviet psychological research on extrasensory view and from yoga, Lozanov created suggestopedia is a method for learning that contributed absolutely on relaxed states of mind for greatest memory of material. Music is the most important to this method. Baroque music is created the kind of “relaxed concentration” that guided to “superlearning” with its 60 beats per minute and its specific rhythm. Suggestopedia links the Latin word "suggero" referring to "get under or suggest" and "paedy" related to pedagogy. Hence suggestopedia is an application of suggestology that utilize positive suggestions and other suggestopedic techniques in education (Ostrander & Schroeder 1970: 65).

In addition according to Freeman, suggestopedia describe, the application of the suggestion of the pedagogy study, has been developing to help students’ eliminate the feeling that they could not be succesful and overcome the barriers of learning. Also, it perhaps uses only five to ten percent of our mental ability. Richards and Rodgers also say that suggestopedia has suggestion is at the heart of it. To many, suggestion cause visions of the penetrating stare, swinging cat’s eye, and monotonically repeated injunctions of the hypnotist. Based on that explanation, in suggestopedia method, the students get a relaxed and pleasant but directed state as the optimum state for learning process. The teacher makes the relaxed state by using rhythmic music, positive suggestion or using some pictures and or colorful poster as the instruments. The purposes of this method are to make students enjoy and comfortable throughout learning process takes place with the positive suggestion to build effectiveness in learning (Richards, 1986: 144).

### **1.3. Key Elements of Suggestopedia**

**The suggestopedia method has six key features that are important in the teaching and learning process using this method. According to Nosrati et. Al. (2013) the six key features of suggestopedia are:**

- 1. Comfortable environment**
- 2. The use of music**
- 3. Peripheral Learning**
- 4. Free Errors 5. Homework is limited**
- 5. Music, drama and art are integrated in the learning process (Kharismawati, 2014: 3).**

**The suggestion here is about the activities that can make students feel that learning is easy and fun. It is also believed that it can teach three times as quickly as a conventional method. This method has four stages, they are presentation stage, concert session (active concert and passive concert), elaboration, and practice stage (performance of the students). Lozanov (2005: 327) stated that there are four stages in suggestopedia method, those are:**

#### **a. Presentation Stage**

**The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. In this stage, to make the students relax, teacher arranges the students' seats in a comfortable way. At the teacher's very first contact with the students, he or she introduces a spirit of easiness and delicacy into his or her attitude towards the group as a whole and towards each student as an individual. Instead of continuously playing in front of the students as if on a stage and before taking the decision to gradually involve them in the communication, the teacher now stimulates the students to join immediately and willingly in a common**

game project. The game project frees them from the boredom, demotivation, and fear of learning (ibid).

#### **b. Concert Sessions**

In this concert session, Lozanov divided it into two parts. Those are active session and passive session. The first concert (active concert) involves the active presentation of the material to be learnt. For example, the teacher will read the text being studied and the students actively following the teacher's reading. Here the teacher uses some classical music and he or she reads the text in the harmony with the musical phrases. The musical compositions for the active session are emotional, with a wealth of melody and harmony in them. In this session, the students get the translation and are informed that, while the teacher is reading, they are looking at the text and the translation and only listen to the music – not to try to memorize. The teacher's behavior is solemn, as it should be when the concert is about to begin. In reading, the teacher's voice should be harmonized with the nuances of the musical phrase. The diction should be pure and distinct, every word clear-cut and phonetically well molded. The voice should be well taken up in the resonance box. The reading should be slow, and rhythmical, the breathing regular. The active session normally should not last more than 45-50 minutes. In the second concert (passive concert), the students are now invited to relax, close their book, and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. Brown (2007) stated that "during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate". It can be said that by listening to baroque music, students can feel relaxed and it can make them smarter because it increases alpha brain waves (Brown, 2007: 27).

### **c. Elaboration**

**Elaboration of the material taught has actually begun at the first meeting of the teacher and the students. The first word the teacher says already open up a dialogue. For example, the teacher reminds the students in between that he or she and they are going together to prepare the material necessary for the film they plan to make. This is the systematic elaboration. The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously, all the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, the play, etc., the teacher continues to keep the students on the border of their linguistic knowledge. As well as facilitating spontaneous laughter and songs, the teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult parts of the lesson (ibid).**

### **d. Practice Stage**

**The practice stage is given the day after the second concert. Lozanov stated in Brown (2007) stated that after the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teacher will not do something stressful for students practice. The teacher uses a range of games, puzzles, etc. to review and consolidate the learning (Brown, 2007: 28).**

## **1.4. The Theory of Language**

**Language is a means of communication. It is a means of conveying our thoughts ,ideas, feelings, and emotions to other people. Jack C. Richards and Richard Schmidt define the language : "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g.**

morphemes, words, sentences, utterances. In common usage it can also refer to non-human systems of communication such as the “language” of bees, the “language” of dolphins (Trask, 1999:92).

To open discussion about language, first of all, it seems necessary to mention that as far as language is concerned, Saussure's theory of the sign is one of the main theories which had an effective and significant role in this domain. Saussure's theory of the sign has a thoughtful and reflective manipulate on both linguistic and the rise of semiotic approach. In this respect, Saussure (1974) believes that language is a system of signs. For him, a sign consists of a signifier (the sound- image or the written shape) and a signified (a concept), in the manner that, they both are inseparably linked with each other (ibid). In other words, the sound-image cannot be separated from the concept, that is to say, these two never part with each other (ibid). He further likens language and thought to a sheet of paper; He believes that thought is the front part of paper and sound the back part. It is impossible to cut any of the two parts without cutting the other. In the sense that, in language the sounds and thought are inseparable (ibid).

On the other hand, the indivisibility and undividedness of the signifier and the signified, for instance, for a speaker of English the sound-image dog belongs with the concept and perception dog and not with the concept cow, generates the misapprehension and false impression of the lucidity and clearness of language. In other words, as Hjelmslev (1963:5) maintains, “It is the nature of language to be overlooked”.

Generally speaking, language is introduced by Crystal (1971, 1992) as “the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression”. Similarly, Emmitt and Pollock (1997) believe that language is a system of arbitrary signs which is accepted by a group and society of users. It is taken delivery of a specific purpose in relation to the communal world of clients. Chase (1969) declares that the purpose of language use is to communicate with others, to think, and to shape one's standpoint and outlook on life. Indeed, language figures human thoughts (ibid). Saussure (1956, 1972, 1974, 1983) defines language as the system of differences. In this sense, he believes in the difference of meaning of a sound-image or written shape in different languages. “If words stood

for pre-existing concepts, they would all have exact equivalents in meaning from one language to the next; but this is not true”. That is to say, the concept of a sound-image or symbol in different languages is different (Altmann, 2025: 25).

## **1.5 The Theory of Learning**

Learning theories provide the theoretical framework to understand how people learn. We want to know how people acquire new knowledge, develop skills, modify attitudes and values, and learn new behaviors. We know that learning is a dynamic, lifelong process that is unique to each individual. In the context of health education, knowing about learning theories is a way to understand how people learn. Theory-based teaching is an effective way to organize your thinking and conceptualize what you want to convey to clients and team members. Clients experiencing health problems may need to learn new ways to maintain their health or deal with illness or disability. This is the time when clients are motivated to learn about their changing Health status. Team members may also need to learn about new illnesses and new procedures. This need for continuing education falls under the nurse’s purview as an educator. There are various definitions of learning. Common to most definitions is the notion that a change occurs in the learner’s behavior, attitudes, or skills. The behavioural change is both observable and relatively permanent. Broadly speaking, learning theories fall into two camps: behaviorism and cognitivism. Behaviorism focuses on tangible, observable behaviors, such as learning to give an injection, changing dietary practices, and safely bathing an infant. Cognitivism focuses on the thought processes as humans learn; for example, seeing a relationship between food intake and blood glucose levels, using memory tricks to recall health instructions, and gaining insight into one’s own behavior. Because there are many learning theories within these two camps and different ways to group them, for purposes of this discussion we will look at two theories of behaviorism (stimulus–response and operant conditioning), two theories of cognitivism (gestalt and information

processing), and social cognitive theory. Learning theory describes how students receive, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained (Olson & Hergenhahn, 2013:11).

Behaviorists look at learning as an aspect of conditioning and advocate a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behaviour is too narrow, and study the learner rather than their environment—and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies largely on what they already know and understand, and the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses on the often-necessary change required in a learner's preconceptions and world view. Geographical learning theory focuses on the ways that contexts and environments shape the learning process. Outside the realm of educational psychology, techniques to directly observe the functioning of the brain during the learning process, such as event-related potential and functional magnetic resonance imaging, are used in educational neuroscience. The theory of multiple intelligences, where learning is seen as the interaction between dozens of different functional areas in the brain each with their own individual strengths and weaknesses in any particular human learner, has also been proposed, but empirical research has found the theory to be unsupported by evidence (Willingham, 2015:266-271).

## **Chapter Two**

### **2.1. Design of Suggestopedia**

**Design in Suggestopedia consists of objective, syllabus, learning activities, roles of learners, teachers, and materials. The functions of each design are different. Those will be explained below:**

#### **2.1.1 Objectives**

**According to Richards & Rodgers (2012), the Suggestopedia advances objective is to of deliver conversational proficiency quickly. It based its learning claim on student mastery of prodigious lists of vocabulary pair, and, indeed, suggests to the students that it is appropriate that they set such goals for themselves. The main objective of teaching is not memorization, but the aim is to understand and creates a creative solution of problems.**

#### **2.1.2. The Syllabus**

**It is criteria for the selection and organization of linguistic and or subject- matter content. The syllabus is made to guide in teaching learning process.**

#### **2.1.3. Learning Activities**

**Based on Stevick in Richards & Rodgers (2012) the types of activities that are more original to Suggestopedia are the speaking activities, which concern the text and text vocabulary of each unit. In this**

activity, first, the students read and discuss a new narrative text with the teacher. Second, the students relax comfortably in reclining chairs and listen to the teacher that read the text in a certain way. Third, the material is acted out by the instructor in a dramatic manner over a background of the special musical form described previously. During this phase students learn back in their chairs and breathe deeply and regularly as instructed by the teacher. learning is a personal act of individual to make full use of his potential. It is a process of self actualization to its maximum level. The basic characteristics of selfactualizing people are: they have tolerance for ambiguity, acceptance of self and others, and peak experiences that lead to personal transformation through new insights. The success of the learning process demands that that the instructional activities must be based on learners' perceived needs. Without the fulfillment of the basic needs such as food, security, self respect, self esteem and intellectual curiosity, learning will not take place. It is recognized that there are various levels of perceived needs that ranging from felt needs or wants where the highest internal control is possible or externally mandated requirements where little internal control is possible. The human beings are not machines and cannot function in ignoring the basic needs of the individual (Brockett & Roger 1994: 94).

the role of learner-learner interaction is of paramount importance as it paves away for learners to improve their language skills in general and speaking skills in particular and, classroom interaction provided by teachers can be lucrative for improving speaking skills. In addition, learner-learner interaction can contribute to language development by the provision of interactive target language activities in the classroom that makes language learners use the language they are learning. In this sense, learning a second or a foreign language can be facilitated when language learners are actively involved in interactive communications. If language learners, however, do not practise the language they are studying, they will not be able to be fluent speakers, and therefore, this will affect their future career (Tuan & Nhu, 2010:29-48).

### **2.1.4. Role of the Teacher**

**The teacher is the authority which is vital for students' feelings of security and it also helps them when it comes to accepting information. However, even when behaving authoritatively, the teacher is responsible for a positive atmosphere in the classroom so as to encourage stress-free reception by the learner. As it is usual that every student has a certain psychological barrier in learning situations, the teachers' task is to recognize and 'desuggest' them. It would be desirable for the teachers to be trained in the fields of psychotherapy, acting or singing, as they all contribute to positive feelings. As far as the student-teacher and student-student interaction is concerned, the teacher is the one who initiates the interaction from the very beginning of the course. At first the learners may respond nonverbally and later, once they feel confident, they answer in full sentences. When they are more familiar with the language, they start to initiate the interaction themselves (Richards, 2014: 149 – 150).**

**According to Lozanov, the teacher of Suggestopedia should ideally meet the following points:**

- \_Show absolute confidence in the method.**
  - \_Display fastidious conduct in manners and dress.**
  - \_Organize properly and strictly observe the initial stages of the teaching process \_ this includes choice and play of music, as well as punctuality**
  - \_Maintain a solemn attitude towards the session.**
  - \_Give tests and respond tactfully to poor papers (if any).**
  - \_Stress global rather than analytical attitudes towards material.**
- Maintain a modest enthusiasm (Lozanov 1978: 275-276).**

### **2.1.5. Role of the Learner**

**The crucial factor of Suggestopedia is the mental state of the students. Throughout the whole course, they should feel as relaxed as possible and let the language come easily and naturally. One of the ways to make the learners feel no tension is to give them new identities. Richards points out that it helps them “detach themselves from their past learning experiences”. However, Ostrander et al. claim that many students find the new identities rather stressful as self-confidence is the key of positive thinking (Richards, 2014: 149).**

**One’s self-confidence is not going to increase if one has to identify with a different person. (Ostrander, 13) It is recommended to have an equal number of men and women in the class, ideally twelve people in total. To encourage their participation and face-to-face communication, the learners sit in a circle. (Richards, 2014: 149).**

### **2.1.6. Materials**

**There are two types of materials in the courses of Suggestopedia (Richards, 2014:**

**150):**

#### **1. Direct materials:**

**a. Textbooks: The text in the textbook is divided into ten units. The content should**

**be interesting and emotional enough to distract students from the language problems.**

**b. Tape**

## **2. Indirect materials:**

- a. **Fixture of the classroom:** The classroom should be cheery with many posters on the walls. The reclining comfortable chairs should be in a circle so the students face one another.
- b. **Music:** As it has been mentioned, Lozanov's method is connected to music therapy. He was fascinated by the fact that in Ukraine, Russia and Bulgaria, the doctors played their patients certain music so as to help them recover quicker. It had a positive effect on patients' blood pressure and heart rate. When Lozanov visited these hospitals, he thought that the patients were sleeping. However, as he soon realized by talking to them, they were all awake but in a state of total relaxation. Fascinated by this fact, Lozanov started to study music. He realized that Baroque music had the biggest effect on learning. According to certain tests, music produced by string musical instruments was more efficient than wind musical instruments. Lozanov realized that music did not influence only learning and mental health but also physical problems such as allergies, headaches or backaches (Ostrander, 2000: 90 - 92)

## **Chapter Three**

### **3. Principles of Suggestopedia**

**The principles of Suggestopedia are unique and revolve around creating a relaxed, yet stimulating educational atmosphere. Here are some of the core concepts:**

- Comfortable Environment: A welcoming and stress-free setting is crucial to enhance the receptivity of the students.**
- Use of Art and Music: Integrating art and classical music serves to create a calming background that encourages concentration.**
- Positive Suggestion: Positive affirmations are used to boost students' confidence in their learning abilities.**
- Authority of the Teacher: The teacher plays the role of a facilitator and guide, possessing comprehensive knowledge and delivering information engagingly.**

**Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov. Objective: The intended purpose of Suggestopedia was to enhance learning by tapping into the power of suggestion. Lozanov claims in that "suggestopedia is a system for liberation"; liberation from the "preliminary negative concept regarding the difficulties in the process of learning" that is established throughout their life in the society (Darici , 2022: 67).**

## CONCLUSION

**Suggestopedia is a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, interested and positive. The method is developed because of the argument that students naturally face psychological barriers to learning. The psychological barriers here refer to a variety of internal distractions (worry, anxiety, fatigue, boredom, fear, etc.). Suggestopedia uses four main stages as follows: presentation, active concert, passive concert, and practice. The design of suggestopedic instruction has positive cognitive, motivational, emotional, and social effects on the learners. The goal of Suggestopedia is to accelerate the process of language learning. The relationship between the teacher and the students in suggestopedic instruction is like parents and children. The teaching-learning process is "learner-centered". The teacher initiates interactions with the whole group of students and with individuals from the beginning of the course. Later, the students initiate interaction themselves. One of the fundamental principles**

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