Investigating the Advantages and Disadvantages of Using the Suggestopedia Method in English Teaching through a Systematic Literature Review

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Abstract

This study was conducted to examine the advantages and disadvantages of the Suggestopedia Method (SM) in English instruction, utilizing a systematic literature review. The study's sample consisted of 17 research articles identified through the purposeful sampling method. Google Scholar and Social Science Network search engines were used for data collection. Boolean expression and content analysis methods were employed for the analysis of the obtained data. The research revealed that the SM is a method that provides significant advantages to English instruction. It was observed that there is a meaningful difference in the advantageous aspect of the SM concerning its advantages and disadvantages in English instruction. Additionally, it was concluded that the SM supports foreign language acquisition as a whole. As a result of the systematic literature review, it was determined that according to some research findings the SM is directly related to the reduction of students' age and attitude. In this context, it can be suggested that the method can be used from the preschool level to higher education. In-service training can be organized to improve teachers' attitudes toward the SM. Furthermore, teachers from different disciplines can collaborate to assess the effectiveness of the method through collaborative studies.

Keywords: Suggestopedia, English Teaching, Suggestion, Advantages, Disadvantages

Introduction

Suggestopedia (The Method of Suggestion), is considered an effective language teaching method that emerged through innovative discoveries in the field of neuroscience and is based on modern pedagogical principles. The method was developed by Bulgarian psychotherapist Georgi Lozanov in 1970 and is derived from the Latin word "suggestion" and the Greek word "logia" (Bancroft, 1976). Lozanov and Gateva (1988) argued that language teaching could occur at a faster pace than normal with the Suggestopedia Method (SM). The SM, primarily used in language teaching, is claimed to enable learning three times faster than traditional methods (Aruselvi, 2017). Gold stated that the method was developed to facilitate learning, emphasizing the importance of students feeling comfortable and happy during the educational process. While providing students with a easier, enjoyable, stable, and healthier language learning opportunity (Lozanov, 2005), the SM conveys that language teaching is not as difficult as commonly believed (Kharismawati & Susanto, 2014).

When students feel that learning is easy and enjoyable, language instruction can reach its maximum potential (Sarifa, 2020). Mihăilă-Lică (2008) noted that students create psychological barriers to learning, preventing them from utilizing all their mental abilities. This situation is closely related to mental capacity. To enable students to use their latent capacities, limitations need to be removed (Nagengast & Trauwein, 2016). In this context, the SM is a technique that helps eliminate the feeling of inability to succeed and the negative associations formed towards learning (Ariani, 2014). Removing the psychological barriers students bring to the classroom is possible by using methods that activate the brain's higher cognitive functions associated with learning (Zeitlhofer et al., 2023). According to Lozanov (1992), if the right learning conditions are present, the human mind's capacity is limitless. Comfortable environment and high self-confidence are some of the necessary conditions to harness the brain's boundless capacity (Cox & Rock, 2012).

Lozanov (1978) argued that students face difficulties in learning a foreign language because they fear making mistakes. The fear of making mistakes can lead to changes in students' blood sugar and blood pressure (Mitra, 2008). Additionally, students may believe they have mental barriers that hinder their learning (Limone & Toto, 2022). This belief is defined as the affective filter in psychology. The affective filter, arising from the student's fear of learning, blocks the input (Du, 2009). The ultimate goal of the SM is to reduce the affective filter, motivate students to use their mental potential and accelerate the process of learning a foreign language (Ivanova & Severinova, 2021). Since students with optimal attitudes are assumed to have a low affective filter, low-effective filters should be encouraged, and students' anxiety levels should be reduced (Mehmood, 2018). Therefore, the affective filter hypothesis emphasizes not only providing understandable input but also creating teaching environments that encourage a low affective filter. In this regard, a good teaching method can provide input and help neutralize high anxiety levels (Bekleyen, 2004).

Lozanov (1992) identifies three main types of suggestion: psychological, didactic, and artistic. The psychological suggestion is defined as the teacher's ability to maintain an appropriate suggestive atmosphere in the classroom (Arulselvi, 2017). The teacher should utilize emotional stimuli and environmental perceptions to engage numerous variables in the processes of perception and thinking in the classroom (Tas, 2016). Didactic suggestion is related to the structural design and integration of lesson elements (Helms-Lorenz et al., 2012). Lesson materials should be made meaningful, and language skills should be presented to students not modularly but holistically and at a higher cognitive level (Thawarom et al., 2022). Artistic activities, such as musical, visual, and drama, are fundamental elements that create a conducive atmosphere for student participation, relaxation, and learning (Avazmatova, 2022).

The SM is an adaptation of the suggestion method to language pedagogy (Talley, 2016). It is used to eliminate negative emotions, reinforce positive emotional states and, release all mental power (Arulselvi, 2017). SM emphasizes students' emotional states in foreign language learning & places the power of emotion at center of its methodology (Shao et al., 2019). Although the method, also known as 'Super Learning' or 'Suggestion Accelerated Learning' in the western world (Schmidt et al., 2023), was developed for use in foreign language teaching, it can also be used to teach the subject area content of any discipline. In this context, the research aims to evaluate the advantages and disadvantages of the SM for English teaching based on the information presented in the literature review.

Purpose of the Study

In the current discourse where various foreign language teaching methods and their advantages and disadvantages are debated, the scarcity of studies investigating the use of the Suggestopedia Method in English language instruction has led to the emergence of the present research. The current study can pave the way for future research and provide researchers with insights into the advantages and disadvantages of the SM. The research aims to examine various variables related to the advantages of the SM in English language instruction. In this regard, the following research questions have been individually addressed and attempted to be answered:

1. What are the research trends regarding the use of the Suggestopedia Method in foreign language instruction in the last three years?
2. What are the advantages and disadvantages of implementing the Suggestopedia Method for English language classes?
3. What recommendations can be made for those planning to use the Suggestopedia Method in English classes in the future?
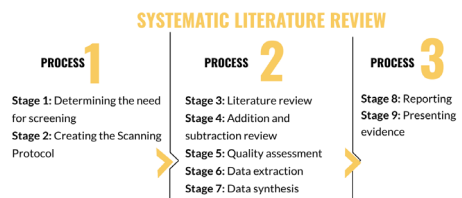
Research Model

The research model in this study aims to examine the advantages and disadvantages of the Suggestopedia Method in English language instruction, the Systematic Literature Review (SLR) method has been employed. According to Yıldız (2022), SLR defines a method of science that presents in detail how the research process unfolds. The primary purpose of SLR is to determine the research process of a study focusing on the SM. In this context, SLR aims to specify specific criteria such as defining the research question, creating a search protocol, planning the research process, selecting studies, extracting data, and synthesizing data (Kraus et al., 2020). One prominent feature of SLR is its approach which collects findings from numerous studies related to the subject of the research, conducts a critical evaluation, synthesizes the findings, and presents them systematically (Pati & Lorusso, 2017). This approach is crucial to ensure the scientific and methodological accuracy of the research. SLR generally consists of three main processes and nine stages (Fonseca et al., 2003). Among these processes are determining the research question, creating the search protocol, critically reviewing the literature, selecting studies, and stage of data extraction and synthesis. Each stage has been meticulously implemented to ensure the integrity of the research and enhance the reliability of the obtained findings. In terms of these features, SLR led to the emergence of a systematic and disciplined research process.

Figure 1 Process and Stages of Systematic Literature Review

Population and Sample

The sample of the study consisted of research articles published in English that focused on the use of the Suggestopedia Method in English language instruction from 2020 to 2023. The purposive sampling method was employed in selecting the sample for the research. Google Scholar and Social Science Research Network (SSRN) search engines were utilized to search for research articles on the SM from January 2020 to December 2023. The last search was conducted on December 12, 2023. The search parameter was set to include research articles written in English. All obtained research articles were systematically documented for suitability in the research. Conference papers, books, meta-analysis studies, and articles published in languages other than English were excluded during the screening process.

Table 1 Addition and Subtraction Criteria

Insertion Criteria	Subtraction Criterion
It must be a full-text research paper in the English language conducted between 2020-2023 The research topic should be the use of the Suggestopedia Method in English language teaching.	1. The research article did not use the Suggestopedia Method in English language teaching. 2. The subject of the article used the Suggestopedia Method as an offshoot. 3. Publication has been cancelled in SSRN and Google Scholar. 4. The publication is not in English.

Table 1's inclusion and exclusion criteria for SLR are in line with the objectives of the current study. In the initial screening using Boolean expression, a total of 305 items were retrieved from the two databases. When exclusion criteria were applied to these items, 45 research articles remained, and

screening was conducted based on these articles. The abstracts of the 45 research articles were re-evaluated according to the research subject and titles. Subsequently, three expert psychologists and two teachers working in the public sector assessed whether the research articles were suitable for the study. During this process, psychologists and teachers selected articles that focused on the SM for English classes. Six of the selected articles were excluded because they adopted methods and techniques other than the SM, ten articles were not the main focus of the research, and twelve articles were excluded because their publications on SSRN and Google Scholar were discontinued. The review process is interpretive, and the purposes of the articles used in the research were interpreted and determined (Lune & Berg, 2017). Inter-rater reliability is calculated by examining the consistency of scores given by the same individual (Bilgen & Doğan, 2017). Inter-rate reliability is generally evaluated using Cronbach's Alpha coefficient in most studies (Jonsson & Svingby, 2007). When the final coding results of the three psychologists and two teachers in the public sector were compared, Crobanch's Alpha (α 0,70) coefficient was found to be at a reasonable level.

Data Collection Process

The literature review began by focusing on research articles that adopted the Suggestopedia Method in English teaching (Kowalczyk & Truluck, 2013). Searches were conducted on Google Scholar and the Social Science Research Network (SSRN) databases to identify relevant studies on the SM. The main reason for using Google Scholar and SSRN databases is that both are indispensable for social science research. Additionally, Google Scholar is considered the easiest way to find relevant studies in the scientific research world (Miller, 2019). The data obtained from the literature review were aligned with a checklist created by the researcher for examination and analysis. The studies were included in the identification, screening, eligibility inclusion, and exclusion stages. During the screening process, the researchers conducted searches using keywords such as "Suggestopedia", "lesson plan", "Suggestopedia Teaching", "Suggestopedia English Classroom", "EFL Suggestopedia Course", and "English

Suggestopedia Course" with the advanced search option. As shown in Table 2, Boolean expressions were used in both databases. Boolean expression is a variable type in logic, mathematics, and computer science that can have a true or false value (Karacay, 2017).

Table 2 Boolean Expression

Database	Research String (Boolean Expression)
Google Scholar	Keywords=("Suggestopedia" or "Suggestopedia Method" or "Suggestopedia Lesson Plan" or "EFL Suggestopedia Teaching" or "Suggestopedia in English Learning") and ("English with Suggestopedia Method" or "Teaching Foreign Language with Suggestopedia")
Social Science Research Network	Research Title=("Implementation of Suggestopedia" or "Suggestopedia of Teaching Vocabulary" or "Re-emergence of Suggestopedia EFL" or "Usage of Suggestopedia for Lesson Plan" or "Foreign Language Teaching and Suggestopedia")

The researchers identified the countries where the studies were conducted, the samples of the studies, the designs of the studies, the fundamental reasons for using the SM in English language teaching, and the research methods for the researchers classified the advantages and disadvantages of the SM based on the findings obtained from the searches. A total of 17 articles were summarized using the flow stage shown in Figure 1, which required a review according to the identified processes of SLT. For the evaluation of the methodological framework of the studies related to the third research question, the content analysis method was employed (Creswell, 2014). Using the bottom-up coding technique, the researchers subjectively presented the data obtained from the examined research articles (Zhao et al., 2022).

Findings and Interpretations

Trends in the Investigation of the Suggestopedia Method in English Teaching in the Last Three Years: Researchers examined the distribution of countries where the studies were

conducted, the composition of participants, the research methods used, and the distribution among subcategories of English learning skills. Information regarding each category is explained in detail in the following sections.

Distribution According to Countries: Studies on the effects of the Suggestopedia Method on English teaching have been conducted in Indonesia (n=9), Vietnam (n=1), Turkey (n=1), Iraq (n=1), India (n=1), Jordan (n=1), Ecuador (n=1), Nigeria (n=1), and Costa Rica (n=1).
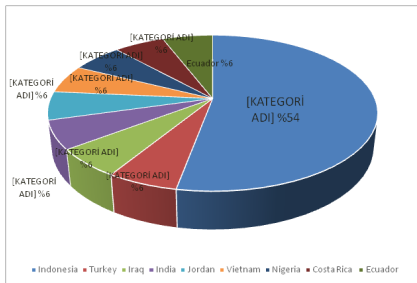

Figure 2 Distribution According to Countries

Distribution According to Sample: Regarding the samples participating in the studies examined in the current research, it is observed that the teaching levels are primary education (n=7), secondary education (n=7), high school (n=2), and undergraduate (n=1) according to the level of education.
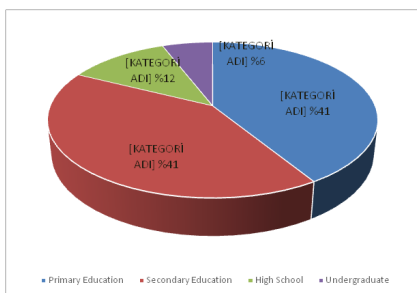

Figure 3 Distribution According to Sample

Distribution According to the Research Methods: The distribution based on the research methods used in the studies shows that the most commonly employed research methods are qualitative research (n=3), quasi-experimental research (n=5), experimental research (n=4), action research (n=2), literature review (n=1), and mixed design research (n=2).
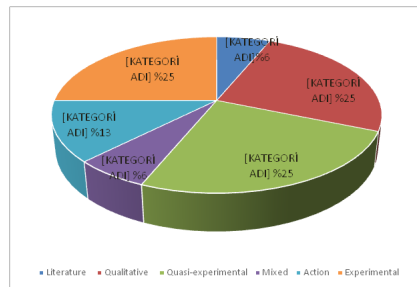

Figure 4 Distributions According to Research

Distribution According to the Development of Target Language Skills: In 17 research articles, the impact of the Suggestopedia Method on the development of language skills was investigated, with a focus on speaking (n=5), vocabulary learning (n=4), writing (n=2), reading (n=4), and listening (n=2) skills were investigated.
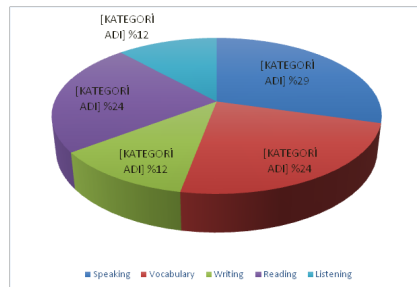

Figure 5 Distribution According to Language Skills

Advantages and Disadvantages of Encountered Application of the Suggestopedia Method in English Lessons: The researchers also examined the advantages and disadvantages of applying the Suggestopedia Method to English lessons. While there are advantages to English teaching based on the SM, the teaching process may not always progress smoothly. Out of the studies included in the research, 13 reported that the SM is advantageous for English teaching, while 4 reported that it is disadvantageous.

Table 2 Research List Reporting the Advantages of the Suggestopedia Method in English Teaching

Advantages	Sample Articles
Speaking ability, successful discussion processes, improving verbal performance	Syarifuddin et al., 2022; Astutik, 2020

Improving English language skills, motivation for language learning, positive interaction, fun learning, use of technology and media	Deswarni et al., 2023
Student engagement, self-confidence, imagination, repetition, rapid progress	Sarah and Tay, 2022
Learning techniques, peaceful learning, full learning, positive suggestions, positive learning atmosphere	Rodifah et al., 2023
Alternative methods to language teaching, increasing student interest, activating the brain	Safitri and Novita, 2020
Reading comprehension, increasing academic success	Chandra et al., 2020; Lisnava and Suyadi, 2020
Affective domain development, prevention of fear and anxiety	Ali, 2020
Courage development, basic knowledge transfer	Suyadi, 2020
Encouraging the desire to learn, tutor-assisted learning, fast and accurate learning, applicable knowledge	Alhamad and al-Jaf, 2022
Teaching vocabulary	Bakhomova and Ergashev, 2022; Tajariana and Musfirah, 2022

Table 3 Research List Reporting the Disadvantages of the Suggestopedia Method in English Teaching

Disadvantages	Sample Articles
Inadequate listening development, unrealistic method, ineffective in primary education, method dependent on age and learning method	Rosado, 2023
Challenging experience, higher and lower cognitive states, teacher preparation	Majali et al., 2020

Inadequacy of materials, lack of adequate support from school administrations	Piedra, 2022
The importance of the teacher's role, the dependence on the student's language learning skills, the difficulty of adapting to a new model of language teaching	Venkanna and Glory, 2020

Discussion and Conclusion

In the study, 17 articles obtained through advanced data screening from Google Scholar and SSRN databases and were examined in terms of the fundamental language development areas, research methods, sample distributions, countries where the research was conducted, advantages and disadvantages of the Suggestopedia Method in English teaching. All countries where the research was conducted are developing countries (Bakırtaş & Kandemir, 2010). This situation can be associated with the value given to foreign language education (Byram, 1988). Moreover, since foreign language education covers a challenging process, effective foreign language teaching methods have begun to be adopted, especially to save time and effort (Şahin & Aykaç, 2019). Therefore, conducting further research on the SM could contribute to developing a valuable perspective on the issue of foreign language teaching.

In recent years, it has been observed that research examining the SM tends to prefer samples from primary and secondary education levels. This trend is associated with the thesis that foreign language teaching should start at an early age (Nikolov & Djigonović, 2006; Muñoz & Singleton, 2011). In the literature, focus on students at the primary education level is emphasized as important for acquiring basic language skills and developing a positive attitude toward language learning (Goos, 2013). This situation provides researchers with the opportunity to reach a broader audience and evaluate various language learning strategies. In this context, as emphasized by Nikolov and Djinović (2006), "early language learning can positively influence the language acquisition process."

Motivation is widely supported as a critical factor in foreign language teaching by extensive literature (Gardner, 1972; Csizér & Dörnyei, 2005; Deci & Ryan, 1985). Students' motivation for language learning can influence their success in the learning process. In this context, Darici (2022) suggests that activities integrated into the SM can have a positive impact on the foreign language learning motivation of primary and secondary school students (Faramarzi et al., 2013). Darici's findings indicate that these activities encourage students' active participation in the learning process and positively influence their language learning experiences (Darici, 2022). In this regard, it can be said that research focusing on primary and secondary school students contributes to identifying effective strategies in foreign language teaching and gaining a deeper understanding of students' language learning processes.

The methods and techniques used in research articles integrating the SM into English classes vary. Researchers have commonly preferred experimental, quasi-experimental, and qualitative research methods in studies related to this topic. Aydogdu et al. (2017) emphasized this diversity, stating that experimental research methods aim to increase the impact of results by expanding sample groups.

The importance of quasi-experimental research has been increasing, especially in measuring the effects of the SM in English classes. Kemiksiz (2022) states that quasi-experimental studies examine the impact of a model, method, or technique on dependent variables, emphasizing that such studies are preferred methods in the field of language teaching. In this context, the commonly used pre-test and post-test methods in research are frequently employed techniques to evaluate the effects of the SM on student achievement. This technique aims to assess the effectiveness of the method by measuring students' initial knowledge levels and comparing the results obtained after the implementation of the method.

The SM generally resorts to intensive and short-term lessons to accelerate the learning process. This aims to enable students to acquire more information in a shorter period (Schlick-Renner & Truscott, 1994). The SM may encourage students to interact continuously with the subject not only in the classroom but also outside the classroom (Shakirova & Valeeva, 2016). However, the importance of the classroom environment in the SM is undeniable (Dinçay, 2010). The classroom environment should relax students, reduce their stress, provide a positive learning atmosphere, and help students learn quickly and effectively (Brownlee, 1982). Thus, students can engage in interactions, participate in group activities, and achieve a classroom quality where they can contribute at an advanced level.

In a study conducted by Astutik et al. (2019), findings were obtained indicating that the SM enhances students' speaking abilities. The SM focuses on reducing students' stress levels. Decreasing stress can assist students in improving their foreign language speaking skills because stress can negatively impact communication skills. Additionally, since music, drama, and other emotional stimuli are fundamental elements of the SM, it can facilitate the establishment of emotional connections in language learning processes and make language use more effective. The SM also provides students with learning opportunities based on visual and auditory stimuli. These opportunities can help students better understand and remember vocabulary and language structures (Galti, 2017).

The SM enriches language learning with dramatic elements (Heah, 1984). Providing students with the opportunity to play different roles encourages them to use their imagination. This situation can help them imagine how language is used in real life. The SM offers students the opportunity to learn language through creative stories and scenarios. Imagination can promote creative thinking in the learning process, making language learning more effective and enjoyable. Thus, in language teaching, students are encouraged to keep their imaginations alive and deepen language learning. Students participating in drama activities can immerse themselves more deeply in the language by portraying different characters (Suprapto et al., 2020). Drama and imagination give students the chance to experience different social roles. In this way, students have the opportunity to experience various social roles. Drama and imagination provide a unique learning experience to understand how language is used not only through grammar rules but also within emotional and social contexts.

The SM also has positive effects on increasing self-confidence in language learning. Positive thoughts and beliefs can enhance students' confidence in their abilities. Affirmations support self-confidence by conveying a "can-do" message to students (Özkan, & Özdemir, 2023). A comfortable classroom environment for students can assist in interactive group learning. Communication within the group, interacting with others, and exchanging ideas contribute to the increase in self-confidence. However, every individual is different, and the development of self-confidence is influenced by many factors (MacDonald, 2012). Therefore, teachers should assess students' levels of self-confidence and help them focus on the areas they want to improve (Merlin & Larekeng, 2018).

One of the fundamental principles of the SM is to maximize students' potential energy and learning capacity. In this context, the aim is to keep the students' minds constantly active. However, the concept of active brain is not a specific scientific term, rather, it is a generally used term to understand how the learning process is affected. The emotional comfort provided by the SM positively influences brain activity and can help students have more willingness to learn. Music and dramatic elements make learning more enjoyable and effective (Gardstrom & Sorel, 2016). Visual, auditory, and emotional stimuli assist students in processing and understanding information through different emotional channels. The rapid and rhythmic presentation of information keeps the brain lively and actively engaged (Deswarni & Setiawati, 2018).

Despite having many advantages, the SM also has disadvantages. In the reviewed literature, it is mentioned that the SM may not provide sufficient language development, is a method dependent on age and learning style, requires a challenging experience, lacks sufficient support from school administrations, necessitates teacher preparation, emphasizes the importance of the teacher's role, is closely related to students' language learning abilities, and students may face difficulties in adapting to such a new method (Sclick-Renner & Truscott, 1994; Zaidi et al., 2018).

In the SM, determining the students' language levels is crucial. Adapting the learning experience to the student's specific needs and abilities can be a significant starting point. Participation in drama activities allows teachers to assess speaking skills, including fluency, vocabulary usage, and grammatical accuracy. This way, teachers have the opportunity to observe students' ability to express their ideas effectively (Waluyo et al., 2018). Engaging in activities such as letter writing or creative writing exercises in language teaching provides essential feedback on students' writing skills (Dwimarta et al., 2016). Performing comprehension activities like text reading or listening to audio recordings is useful for teachers to assess students' comprehension levels (Fauzi et al., 2023). Additionally, traditional assessment methods can be employed in the evaluation process. Assessments such as grammar exams, vocabulary tests, or language proficiency exams offer a comprehensive overview of student's language skills (Venkanna, 2015).

Students adapting to the new language teaching method, suggestopedia, is often a common disadvantage. However, it should be noted that student adaptation is not solely dependent on the method used. Factors such as teacher attitudes, classroom management strategies, and student motivation also play a significant role in determining students' levels of adaptation (Brost & Brandley, 2006). Firstly, because the SM differs from traditional language teaching methods, students may need to change the teaching structure and learning process they are accustomed to. Additionally, the intensive use of visual and auditory stimuli in the SM can be overly stimulating for some students, causing distractions. Therefore, teachers need to receive appropriate training and gain experience to effectively implement this new method. To ensure students adapt to and succeed in this new method, providing continuous motivation and creating a supportive learning environment is crucial.

Findings from research suggest that the SM may not be a realistic method for English language instruction. The SM can limit opportunities for practical application in the language learning process, making it challenging to enhance real-life language skills. Additionally, each student has a different learning style, indicating that the SM may not be suitable for everyone. Consequently, the

realism assessment of suggestopedia as a language teaching method can vary depending on various factors such as student profiles, teacher experience, and materials used. In this regard, teachers using the SM should take into account the needs and learning styles of their students (Majali et al., 2020; Kusuma, 2022).

Some researchers have claimed that the effectiveness of the suggestopedia method depends on the age and learning methods of the students. The implementation of this method can be adaptedto students of different age groups, and there are findings indicating successful outcomes (Bancroft, 1976). In this context, there may be some differences based on age, but it is possible to tailor this method to the needs and learning styles of students in different age groups. In conclusion, there are different views on the applicability of the SM based on age. Although this method is primarily designed for adult learners, some sources have shown its applicability to learners of all age groups. However, further research is needed to determine its effectiveness for children (Esnaashari et al., 2023).

Insufficient materials for the implementation of the SM can lead to some negative outcomes. Students' motivation may decline, and the learning process can be affected. Materials should be selected to capture students' interest and support the lesson (Tomlinson, 2008). When necessary, materials can be developed by the teacher. Additionally, material insufficiency can hinder students' active participation and diminish the effectiveness of the learning process (Talley, 2016). Therefore, having an adequate variety of materials is crucial for the effective implementation of the SM.

The role of the teacher is crucial in the effective implementation of the SM. At the core of the method is the teacher's responsibility to create a relaxed atmosphere in the classroom and ensure that students can easily engage in the language learning process (Larsen-Freeman, 1986). Teachers can develop their materials to support students and provide interesting content (Ramirez, 1986). Among the teacher's responsibilities are increasing student motivation, making them feel comfortable in the classroom, and effectively using teaching materials. Additionally, the teacher may need support from the

school administration to use the method effectively. The teacher should make efforts to create the right environment and approach the method with full belief.

In conclusion, the research findings can guide researchers and teachers in the effective implementation of the SM in English classes. The results demonstrate that the SM enhances language skills, particularly speaking, writing, comprehension, and listening skills. These skills are crucial among the critical skills in foreign language teaching in the 21st century (Gouiller, 2007). In addition to providing students with the opportunity to learn English quickly, the SM has the potential to increase their self-confidence and enhance their imagination. With these features, the SM stands out as a method that can go beyond supporting students in the language learning process and can applied in different disciplines.

Recommendations

Educators who will use the Suggestopedia Method in English classes can be provided with the following recommendations:

- Since the SM enhances the four essential elements of language, using it more in preschool and primary education levels can positively contribute to early language development.
- The classroom should be organized according to the goals of the SM, with more emphasis on encouraging suggestive verbal and non-verbal stimuli in the class environment.
- Teachers employing the SM should incorporate activities that enhance student motivation in English classes.
- As stress levels is a significant issue in language teaching, practices that reduce students' stress levels should be implemented at the beginning of language teaching processes.
- Since the SM is a new method for language teaching, caution may be required to help students adapt to the method.
- Due to the methodology presented by the SM being more focused on the suggestion, practices related to speaking, listening, writing, and understanding may be beneficial.
- Although some studies have suggested that the

effectiveness of the SM is age and attitude-dependent, the majority of the literature in the field has provided findings indicating that this method can be applied at any teaching level regardless of age.

- Research studies focusing on the advantages and disadvantages of the SM in English teaching may benefit more from adopting mixed-method research designs rather than experimental and quasi-experimental research methods.
- To effectively implement the SM as a language teaching method in English classes, it is recommended that teachers receive training on the subject.
- Encouraging university-supported research to better understand the advantages and disadvantages of the SM in foreign language teaching can be beneficial.

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