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EXTRANJEROS MENCIÓN INGLÉS**

TITLE

Suggestopedia Activities as a Teaching Strategy to Develop Reading Comprehension in
Eighth-Year Students at Academia Militar San Diego – Ibarra

A Master Thesis Submitted in partial fulfillment of the requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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THESIS DIRECTOR CERTIFICATION

As director of the research work on the topic: “SUGGESTOPEDIA ACTIVITIES AS A TEACHING STRATEGY TO DEVELOP READING COMPREHENSION IN EIGHTH-YEAR STUDENTS AT ACADEMIA MILITAR SAN DIEGO – IBARRA” work which was carried out by Ariana Amaly Cisneros Castillo prior to obtaining the master’s degree at Master in Pedagogical of National and Foreign Languages: Mention in English Language, I attest that the mentioned work meets the requirement and sufficient merits to be publicly supported in court to be timely selected.

Ibarra, November 11, 2022

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The General Objective of this Thesis was: To demonstrate the effects of suggestopedia activities for the development of reading comprehension on students in the eighth year at Academia Militar San Diego Ibarra, from 2021 to 2022.

Among the Specific Objectives were: To figure out the theoretical foundation of the reading strategies which can be performed through suggestopedia activities, to examine the teachers' and students' perspectives on reading skills for determining the students' development and the strategies used by teachers, to create a teacher's guide based on suggestopedia activities as classroom exercises considering the learners' needs and preferences, to establish the recommendations and conclusions to enhance reading skills with students.

Marcia Lucia Mantilla Guerra

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DEDICATION

This Thesis is lovingly dedicated to my parents, Guido and Narcisa who have been my biggest support to pursuit my dreams and accomplish my projects, and to my caring boyfriend who has supported me with affection and patience. Their love has given me the drive to tackle difficult moments of pressure, also the strength to not failure, likewise, this present work is dedicated to my students, my inspiration and constant growth.

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RESUMEN

El presente estudio de investigación sobre actividades de comprensión lectora basado en el método de suggestopedia, se realizó por el bajo desempeño en la habilidad de lectura y poco entendimiento del vocabulario, también porque el inglés es una materia importante y fundamental en el campo académico y laboral. En Ecuador hay un bajo índice del hábito de lectura en la lengua materna es por eso que se plasma en el aprendizaje de un segundo idioma como es el inglés. El principal objetivo de la investigación fue crear actividades de suggestopedia como estrategias de enseñanza para mejorar la comprensión lectora en este idioma extranjero. Para lograr cumplir con los objetivos planteados se optó por aplicar una metodología mixta de investigación que radicó en el uso del método cualitativo para determinar cuáles son las estrategias de suggestopedia más apropiadas para mejorar la destreza del idioma inglés a través de la aplicación del instrumento de la entrevista al docente y posteriormente, se realizó una encuesta a los estudiantes de los octavo año de Educación General Básica de la “Academia Militar San Diego”, que constó de un cuestionario, el cual fue aplicado de forma presencial en las aulas. Uno de los resultados más importantes encontrados fue que los estudiantes anhelan un cambio en la enseñanza de inglés; el uso de nuevas estrategias, actividades y herramientas es necesario para avanzar con el proceso de enseñanza de este idioma global.

Palabras clave: suggestopedia, estrategias, comprensión lectora, habilidades.

ABSTRACT

The present research study on reading comprehension activities based on the method of suggestopedia, was made by low performance in reading ability and little understanding of vocabulary, Also because English is an important and fundamental subject in the academic and labor fields. In Ecuador there is a low rate of the habit of reading in the mother tongue is why it is reflected in the learning of a second language such as English. The main objective of the research was to create suggestible activities as teaching strategies to improve reading comprehension in this foreign language. In order to achieve the objectives set, it was decided to apply a mixed research methodology based on the use of the qualitative method to determine which are the most appropriate suggestopedia strategies to improve English language skills through the application of the instrument of the teacher interview and subsequently, Students in the eighth year of General Basic Education at the "Academia Militar San Diego" were surveyed, which consisted of a questionnaire, which was applied in the classroom. One of the most important results found was that students yearn for a change in the teaching of English; the use of new strategies, activities and tools is necessary to move forward with the process of teaching this global language.

Keywords: suggestopedia, strategies, reading comprehension, skills.

CHAPTER I

1. THE PROBLEM

1.1 Introduction

Naved (2022) indicates higher education is typically assumed to be conducted in English. English-speaking institutions make up several top universities around the globe. Due to fact, English is the most widely used language in scientific and international research. English is the language of globalization, there is a need to learn it due to its usage in several fields: technology, medicine, business, trade, engineering, science, and education, to name a few. In fact, in Ecuador, English is the official foreign language taught in public and private schools, high schools, and universities. As a result of this, university students have to pass different courses and acquire an appropriate level to graduate from any carrier.

However, teaching has low levels of effectiveness due to the application of traditional methods in the classrooms. In addition, learners take English classes from the second grade of school until the last year of high school; which means twelve years of study. But students do not achieve the level required by the curriculum and even learners have difficulties passing the subject at the end of the course. This fact is alarming and was evidenced by Education First English Proficiency Index Ranking by country and region in 2020. According to Comercio (2021) just above Mexico, Ecuador continues to have one of the lowest English proficiency rates in Latin America. According to EF EPI (English Proficiency Index) 2021 report, the grade is 440 out of 1000.

It means teachers urgently need to change methods and apply new strategies; students are learning slowly without good results and do not enjoy learning English in the classrooms. As a solution to this problem, the suggestopedia method is going to be used to face this difficulty, it will let to get better practice in English teaching because according to Katharina Rustipa (2012) “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” (p. 6). Applying this method will increase learners’ motivation because of the interactive and engaging activities and atmosphere.

The research focuses on a group of 8th-grade students of “Academia Militar San Diego” High School, learners are anxious to overcome the common problems of English learners, such as low or absent reading comprehension of the English language. For that reason, it is necessary to create a teacher’s guide based on suggestopedia activities as classroom exercises considering the learners' needs and preferences. It will help to enhance the reading skill of students’ panorama in classes and improve with innovative strategies applied in activities and exercises.

1.2 Problem description

According to the Education First English Proficiency Index Ranking by country and region (2020), Ecuador has one of the lowest levels of English proficiency in Latin America which is one of the most used world indexes to rate the level of English and was carried out in 2020. This global index shows that Ecuador has to make significant changes in English teaching as soon as possible to improve the quality of teaching. As a result, students consider English classes inefficient and even difficult to understand. In other words, educators are not enough qualified to provide lessons to the learners to develop all the language skills.

It is essential to indicate that it is important for students to develop skills and subskills to obtain a high proficiency in the English language. Speaking, reading, writing, and listening are fundamental skills to communicate in a foreign language, but these skills would not be possible to develop without first acquiring the language sub-skills such as reading comprehension. For that reason, reading skill is considered fundamental in the process to acquire English as a foreign language and should be improved and most importantly, teachers must apply strategies to motivate reading as a routine.

According to Curriculum 2022 of EGB and the Ministry of Education (2022), the main objective of the Reading curriculum is to create readers who are eager and capable of interacting independently with written texts to perform a variety of tasks, including information extraction, world exploration, and communication. Students should have developed this, but educators do not have the reading habit in most cases which becomes a threat. And it is discouraging because of how is going to be carried out in the lessons, learners need encouraging activities in which reading comprehension should be practiced and enhanced.

In the last years, there was an evolution, evidenced by the National book and reading plan “Jose de la Cuadra” presented by the government of Ecuador in the year 2018. The minister of culture and heritage Raul Perez Torres (2022) mentioned, for this reason, we must train teachers, cultural managers, readers, and leaders in their communities and social organizations in critical awareness. World and life rebels, may they put an end to mediocrity and mercantilism. The objective is clear and precise but there have not been significant changes in this regard and to add online teaching is not available for all students due to lacking Internet in rural areas.

Consequently, the principal concern is the necessity that students develop reading comprehension abilities through suggestopedia activities as a reading strategy. For this investigation, there will be collaborative work between teachers and students and creativity in the design of the guide. This issue has been evidenced during years of experience and by direct and indirect observation as a professional teacher in continuous training on how reading skill is being developed in the classrooms and the impacts on the process of learning English.

For instance, in Academia Militar San Diego, there is not even an equipped library or a laboratory to practice each student's computer. In addition, teachers use the book as the main resource to give the lessons, this is the second school year of work with Cambridge University Press; it has an online platform and some sources like videos, worksheets, and tests. Additionally, teachers use the grammar-translation method, total physical response, communicative method, and recently suggestopedia, this method is having good results with the learners. But reading skill is the less used due to the different aspects mentioned.

The access to information and data has been useful to realize the habits of reading in Ecuador and the last changes to improve education, especially in English teaching as a foreign language and the development of reading skills. Consequently, this research is being executed with the purpose to improve reading skills. The research will be carried out with students in the eighth year at Unidad Educativa Academia Militar San Diego in the city of Ibarra. The age is around 12 and 13 years old. In addition, the study will take place in the classrooms during the school year 2021-2022. The students use A2 English-level books from Cambridge University Press.

1.3 Research question

Considering all these issues, two questions will be answered in this investigation. What activities do teachers use to develop reading comprehension? How do suggestopedia strategies enhance the development of reading comprehension?

1.4 Justification

Since the education modality has changed due to the pandemic, from classrooms to virtual environments, our way of teaching needs evolutions and significant modifications. This research aims to develop reading skills for the enhancement of reading comprehension through the usage of suggestopedia as a teaching strategy whose pedagogical base is the application of activities and exercises as a dynamic way to introduce the practice of daily learning language through technological resources. To support this research, it is necessary to state theories and research works that establish suggestopedia and connectivism as strong methods to improve reading comprehension.

It strongly pretends to promote the development of reading skills and the use of English as a foreign language for educational advancement in the students and teachers of “Academia Militar San Diego” High school. It also boosts and applies the background knowledge based on the learning acquired. This research has enough bibliographic material and is intended to investigate relevant documentation of the regional environment, and to involve the community in the progress of the research that is of relevance and magnitude due to the fact of going through virtual learning in this epoch.

When conceptualizing this research work, it is observable that the educational sociocultural, and ecological impacts are going to contribute to the training of students in this technological era. It provides the surrounding educational communities the learning and teaching engaging activities that connect the process of reading skills with the use of technological tools for educational purposes. More relevant, it is to guide direct beneficiaries who are the teachers and the students in this new trend of learning. There are 56 students in the eighth grade of middle school and five teachers in the English area of “Academia Militar San Diego” High school located in Ibarra city.

On behalf of this research, it is worth mentioning a brief description of the relationship with Ecuador's National Development Plan 2021-2025. Its relevance begins with the condition of the current system of learning that students, teachers, parents, and authorities are facing due to the sanitary emergency. It is suitable to require a new perspective of teaching to apply a new method with different learning, teaching, and assessing strategies. As stipulated in the first axes of the National Development Plan (2022), it boosts connection and promotes technology adoption in the educational system. In that context, it is essential to emphasize the use of technological gadgets for learning in this new modality. In addition, access to the Internet is vital to carry out virtual learning, it must be high quality for all the students and even provide this service to rural communities for improving education.

As well as mentioned in objective two according to National Development Plan (2022) support a comprehensive education system and grows the orange economy. In this aspect, substantially, the investigation will allow applying and evaluating suitable strategies of suggestopedia to continue giving students the aid to accept learning as a new experience and journey. Since the participants are advanced users of the Internet, would value the

content of the English language for creating new knowledge in which creativity and cooperation will be applied. Furthermore, suggestopedia activities seek to integrate students with disabilities, from different nationalities and encourage them to take part actively in the classes.

1.5 Objectives

1.5.1 General objective

To demonstrate the effects of suggestopedia activities for the development of reading comprehension on students in the eighth year at Academia Militar San Diego Ibarra, from 2021 to 2022

1.5.2 Specific objectives

- To figure out the theoretical foundation of the reading strategies which can be performed through suggestopedia activities.
- To examine the teachers' and students' perspectives on reading skills for determining the students' development and the strategies used by teachers.
- To create a teacher's guide based on suggestopedia activities as classroom exercises considering the learners' needs and preferences.
- To establish the recommendations and conclusions to enhance reading skills with students.

CHAPTER II

REFERENTIAL FRAMEWORK

2. THEORETICAL FRAMEWORK

2.1 English teaching in Ecuador

The compulsory teaching of the English language in public and private educational establishments in Ecuador was established in 1992 through an agreement between the Ministry of Education and the British Council, a public cultural institution in the United Kingdom that disseminates knowledge of that language (UTPL, 2020).

It means English teaching in Ecuador is obligatory since 30 years ago for public and private institutions. For that reason, it is thinkable that educators should have experience with children, teenagers, and adults to develop the four language skills. But the reality is different, there is a lacking of trained teachers and continuous preparation for English teaching. Teachers in private and public schools have other professions not related to English teaching but they have a certain knowledge of the language. To add, there wasn't a year selected to start the English subject as a foreign language in schools. Hence, the ministry of education explains agreement 41014 which claims:

Ministry of Education (2014) from the 2016-2017 school year, in the Sierra cycle and, from the 2017-2018 school year, in the Costa cycle, the teaching of the English language will be compulsory from 2nd grade of General Basic Education to 3rd grade of Bacalaureate for all public institutions, private, fiscal and municipal.

It signifies that those students take English classes from the school's second grade; during this school year, children learn how to read and write in their mother tongue, in most cases in Spanish. They will receive English lessons for six years at school and six years more in high school. But the alarming fact is that students are not motivated enough to learn this important language to succeed in life. A piece of evidence in the year 2015, May, British Council examined policy, perceptions, and influencing factors on the English language in Ecuador in several educational institutions, professionals, members of government, public and private students, and professionals, and it was found that:

British Council (2022) demonstrates that students are most likely to learn English during secondary school (63%), undergraduate study (61%), or primary school (43%); most students report studying the language because it was mandatory in secondary school (52%), while 42 percent did so because they needed it for university.

This signals that students only study English because it is mandatory. Hence, the low performance in the lessons, the most common failures in high school are in the subject of Mathematics and English. Moreover, a percentage of students worry about English because they want to enter the police or armed forces; it is a requirement to finish university studies and pass the six levels of the English language. Also, it is deducible that students are not motivated to learn English to improve their level to have better job opportunities, the only incentive is graduating from university which is a compulsory requirement.

Furthermore, in the year 2020, the minister of Education, Monserrat Creamer (2020). stated that 70% of our teachers need real training and continuous training both in the English language and in the pedagogy of this language. It indicates teachers are not enough qualified

to give appropriate lessons to students. Moreover, English teachers need to master language skills to teach and enhance the learner's level. For that reason, educators should take continuous training to improve their academic level, only active preparation and compromise can polish English teaching in Ecuador. According to Curriculum 2022 of EGB and the Ministry of Education (2022), learners will be advanced to the Common European Framework of References' B1 level (CEFR). At this level, they will be able to interact in everyday situations in English, solve simple difficulties, and express basic needs in settings including travel, school, and the workplace.

It signifies students who finish the third year of the baccalaureate should have a B1 level which is appropriate but an ambitious goal to achieve in Ecuador. To reach this level, teachers should make changes urgently, and apply new strategies and techniques that confirm an efficient practice of English teaching. The four language skills should be developed equally and performed during the hour of class and outside with technological tools such as speakers, projectors, computers, and headphones in other words it is necessary a special laboratory for this subject. Therefore, the hours of classes must be every day, and increase the duration from one to two hours to carry out this huge project.

Ministry of Education (2022) asserts a B1 speaker can be anticipated to speak relatively fluently on common subjects, especially when discussing hobbies and everyday situations. Write short, cohesive sentences about known or interesting topics. Learners who achieve this level will have the facility to express their feelings, beliefs, facts, and thoughts. Also, they can narrate events or experiences, and explain any kind of incident. Being a real B1 speaker brings a lot of opportunities such as traveling abroad, starting studies at university, and even working according to the foreign country's visa and policy.

For instance, handle most situations that are likely to occur when traveling in an English-speaking region, including exchanging and verifying true information (language, s.f.). In other words, having contact with foreign speakers will allow learners to develop fluency and confidence in speaking skills. Also, they will face many situations where they should practice their abilities to solve real-life problems as soon as possible to avoid them. It will give training for further situations to be enough qualified and be considered for any job they apply for.

One of the most practiced skills in Ecuador is writing and as a result of the curriculum, one of the goals of a B1 speaker is to describe an incident or scenario for an intended purpose in a personal letter, email, or note that is sufficiently accurate and coherent to be followed most of the time (language, s.f.). One objective of being a B1 user is to write effectively and accurately to give the message. For that reason, educators should create activities in which students can straighten and improve this ability. Teachers must encourage students to write in a real-life context and provide useful material for positive outcomes.

Another important skill to be developed is reading and according to the Ministry of Education (s.f.) B1 speakers will be able to read straightforward texts on subjects of interest. Understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc. It means learners are going to take in insights from different readings such as articles, blogs, letters, novels, storytelling, and. As a result, they will increase their knowledge and enrich their cultural background. Promoting the reading habit is essential because it lets one develop critical thinking abilities and therefore have an opinion about the world.

In addition, in the case of students who finish basic education general; the tenth year of school, they will develop an A2 level according to the Common European Framework of References and it is evidenced in the curriculum for the school year 2021-2022:

It should be considered that although learners are expected to reach a certain level of English when graduating from General basic education media, in this case graduating from 7th EGB with an A2 level, a large amount of the language learned in these levels will be recycled in the first years of General basic education Superior (8th, 9th, 10th EGB) but within a different context and combined with a new language, more appropriate in this case for young teenagers (language, s.f.).

In other words, students from second grade until seventh grade will acquire an A2 level and in the school years of the eighth, ninth, and tenth year, there will be a reinforcement with new vocabulary and context. It will let to enhance English learning in all schools and foster all learners accomplish to the same level. To achieve all these levels, checking the learning outcomes before designing the lesson plan is recommended. Though, there are huge differences between the rural and urban schools due to hours of English received during the week and the qualification and training of teachers.

According to the English as a foreign language curriculum (s.f.), one of the aims of A2 users is to be able to read level-appropriate texts in English for pure enjoyment/entertainment and to access information. When students develop reading habits, they start to read more for pleasure, and therefore, they investigate and obtain more knowledge. Also, reading brings a cultural background that boosts the development of high-order thinking skills and helps to have a world vision. Furthermore, the English as a foreign language curriculum (s.f.) asserts if people speak clearly, and slowly and are willing to assist, they will be able to communicate in English in a straightforward manner utilizing

terms and short sentences in familiar circumstances to suit the needs of a concrete kind. It indicates, that they are going to speak in short conversations or dialogues applying grammar structures, specific vocabulary, and essential expressions to give meaning to the speech.

Writing brief descriptive and instructive writings to utilize as a tool of communication and written thought is another goal of this level of English as a foreign language curriculum (s.f.). Writing is crucial because it influences other abilities; learners should learn certain grammar structures to form sentences and therefore simple paragraphs. In addition, learning to express ideas in a written way will improve their English level and confidence in a second language. Writing should be complemented by reading, listening, and speaking to have optimum learning and most importantly put into practice all the knowledge.

2.2 Cognitive development of the population to be researched

The population of the research aged eleven and twelve years old. According to psychologist Jean Piaget, the learners are in the fourth stage of cognitive development, called the formal operational stage. In this period, teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning (Cherry, 2022). In other words, adolescents start to think beyond and question multiple realities of the world, they are constructing an informed opinion about mankind. Also, students commence to reflect more frequently and estimate several options to solve a problem.

As a result, Ken Ginsburg (2018) concludes during this stage, children being to doubt their parents' authority and the reason behind the creation of rules and social norms. Learners are eager to know more about how the world works and is governed; therefore, parents should be prepared for this. It is important for the guidance of teachers in this process, in this change students, are facing; from childhood to adolescence. Without support, they run the

risk to do not having formal thoughts that can affect adulthood. For that reason, educators play an important role in teaching, we have the responsibility to give them enough tools to develop critical thinking abilities to get success in life.

2.3 Importance of Language Skills in English

English is frequently utilized as a commercial language or a diplomatic language worldwide and is widely spoken and taught in more than 118 nations. Science, aviation, computing, diplomacy, and tourism all use it. Last but not least, is the language used in media, the internet, and worldwide communication (Etsglobal, 2022).

The English language is the most required in several fields because it is present and influences daily activities such as trade, tourism, social networks, the Internet, politics, and mainly education. Therefore, English learning language is fundamental in school, high school, and university. Teachers should develop the four language skills to students acquire an appropriate level for good performance as future professionals and even are in the obligation to give all the necessary tools to achieve this purpose. In other words, the four language skills play an important role in the process of learning a language due to their relation and impact on communication.

2.3.1 Listening skill

Listening comprehension is the first step to learning a language because when listening to a word, pronouncing and knowing the meaning, and then using it in a real context, learners acquire vocabulary and more understanding of the speech. Also, it is fundamental to develop listening comprehension because it lets interaction and through it, knowledge is gotten in classes, daily conversations, interviews, meetings, and more communicative scenarios that facilitate learners' performance. Moreover, developing

listening skills helps to improve verbal communication because students need to understand the speaker to reply to any comment and produce language to have a conversation.

For instance, Nu Nu Wah (2019) mentions in the paper called “Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies” the next: listening is a major skill that enables learners to use their other skills. If a learner can understand what they hear they won’t have problems speaking. After this research is done by the investigator, it can conclude that listening comprehension is the first ability that lets to develop communication between learners. Furthermore, listening is the key to understanding the message, the main ideas, and the speech in any situation given, this is the first step to learning any language.

2.3.2 Speaking skill

The purpose of any language is to speak on account that human beings are in permanent communication, and social interaction is part of life. In addition, Lai-Mei Leong and Seyedeh Masoumeh Ahmadi (2017) claim “speaking helps learners develop their vocabulary and grammar skills and then better their writing skills” (p. 35). In other words, learners think before conveying their thoughts and use sentence structures, vocabulary acquired, or even new. Moreover, speaking activities need to be carried out daily due to their influence on other abilities, it influences important subskills, and not only writing skills, but listening comprehension also plays a crucial role in oral proficiency.

2.3.3 Writing skill

Writing is a vital skill to acquire English language proficiency, it is a way of communication. Writing will let to foster the ability to explain better ideas to promote effective communication. As evidence, Kajal Sharna (2019) claims students who can write better analyze, evaluate, and reflect on what they read and think. It means that writing skill enhances high-order thinking skills because learners can convince, persuade, reject, and extol any text. Students acquire the facility to solve problems in real contexts, using critical thinking attributes; writing allows exploring and creating of written sources.

2.3.4 Reading skill

According to the English as a foreign language curriculum (s.f.), “the principal goal of the Reading curricular thread is to develop learners who are willing and able to interact autonomously with written texts to do a variety of tasks, such as extracting information, learning about the world around them, and communicating” (p. 20).

It signifies the intention is to acquire reading habits and through this, learners can become independent and go more advanced academically, culturally, socially, and intellectually. In addition, while students develop reading skills, at the same time, they enhance writing skills because they interact with new terminology and therefore, they increase their lexicon. Moreover, reading opens a wide variety of possibilities to acquire new knowledge and places. It expands creativity and imagination; it allows thinking beyond and building a strong opinion of the world. In addition, the English as a foreign language curriculum states:

“Literacy-rich environments also create access to a particular culture, the “print culture”, which perceives written language as a social practice. If we define literacy as more than just knowing how to and being able to read and write, but in addition consider it to be a language process as a means to self-expression and a better understanding of the world, then clearly, we can see that print culture signifies identifying with and belonging to a particular community with particular intentions” (p.20).

Edi Wahyono and Dewi Puspitasari (2016) state reading is very important for EFL learners in adding insights to their study. This statement is precise because reading brings the understanding of new words that can be applied to other skills such as writing, speaking, and even listening. Also, by reading English books, students will learn about their culture and they will have the opportunity to comprehend certain events, customs, and traditions, and most importantly they will enrich their minds. Reading is a window through which learners can see different scenarios and absorb new information, then in classes, they can share their experiences and point of view about it.

William Grabe (1991) asseverates reading skills also involve “automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis, and evaluation skills/strategies, metacognitive knowledge, and skills monitoring” (p. 379). The process of reading encompasses a lot of features and abilities that are completely necessary for achieving this cognitive process. If learners do not have developed those competencies, it will be difficult or inconceivable to carry out this essential activity. Furthermore, background knowledge learned through the years is useful at the moment to read any text.

Also, Maryam Tafaraji Yeganeha and Parvin Malekzadeh (2015) claim reading can be a key learning tool when someone is learning a foreign language and does not have access to native speakers or opportunities for vocal communication. It is a reality in Ecuador, students do not have access to practice with foreigners outside classrooms, they cannot reinforce their knowledge and therefore they cannot put into practice the theory learned in lessons such as grammar and vocabulary. Hence, reading becomes a strong chance to be in constant English learning, learners will improve other language skills if reading is practiced frequently.

2.3.4.1 Reading Comprehension

Sarah Rutzler (2020) states the capacity to read, comprehend, process, and recall what was just read is known as reading comprehension. It signifies that reading comprehension is crucial in school because if students do not develop this important process, there will be a high number of failures in schooling. To add, reading comprehension is part of daily communication due to its influence on understanding quotidian situations. Moreover, comprehension lets a better apprehension of the world, teachers should promote activities in which students can develop reading comprehension during the lessons because it helps to understand social, political, financial, and environmental events. In other words, reading encompasses a lot of advantages such as knowing a new culture, a new perspective of the world, and different lifestyles.

English as a foreign language curriculum (s.f.) students should investigate the wide range of options provided by a foreign language's print culture. Teachers are responsible for guiding students in discovering new material for practicing their reading skills. It is recommendable that teachers carry students to a library outside school if it does not have one in the institution but learners need to be in contact with print material for polishing it up.

Moreover, teachers can bring magazines, books, newspapers, and even advertisements for students to analyze and work on using this information. The idea is learners share about they have found in reading and made a reflection.

According to the Ministry of Education (s.f.) asserts learning within a literacy-rich environment strengthens and supports speaking, listening, reading, and writing in a variety of authentic ways, through both print and digital media It means reading fosters other language skills that are important in the process of schooling, and therefore in academic subjects such as science, math, and informatics. On one hand, students faced Covid 19 pandemic, they took and even a percentage of students continued taking online classes, they have access to digital resources which teachers can practice with their students. There is a variety of technological tools that can be applied during English lessons to develop and enhance reading skills.

However, the reading material should also meet students' needs and interests as this enhances and develops their motivation and increases their class participation (Haboush, 2010). Teachers are obligated to search for Internet tools, websites, applications, and games that engage students to take part in the class. But this material should be appropriately selected according to learners' English level, preferences, and current panorama living. It will be indispensable to motivate and encourage English learning as a foreign language. Students will realize the changes in this process and they will be more receptive to learning and give more ideas to improve English teaching.

2.3.4.2 Critical thinking

According to Reynolds et al. (2013) critical thinking is the ability to examine thought processes and argumentation – both your and those of others. To be capable to question any kind of information gathered, will implement the knowledge, and therefore, students should

be open-minded to be in a disposition to listen to different perspectives and reasons. Also, being reasonable and tolerant to hearing, reading, and speaking about contrary opinions and assumptions. There is a lot of information on the Internet that can be supposed as accurate, but not all uploaded to websites are precise. For that reason, it is important to think beyond and make a reflection.

Linda M. Murawski (2014) expresses “critical thinkers tend to see the problem from many perspectives, consider many different investigative approaches, and produce many ideas before choosing a course of action” (p. 26). The goal of developing critical thinking skills is to give enough tools to learners for making appropriate decisions in life. Students in the future should be leaders and guides to others in different given situations. In real-life circumstances, the ability to solve problems is the main characteristic of daily events. In addition, constant learning will let to develop critical thinking, adult people cannot block old knowledge and theories, it is required regular reading.

Furthermore, Ibrahim Abu Shihab (2011) expresses that reading without thinking is not possible. Reading a text activates memory nodes, which represent previously-stored knowledge. Critical thinking requires previous knowledge that is acquired during years of learning at school by teachers and at home by parents. However, without reading habits, critical thinking abilities will be impossible to be developed because students need to investigate, discover and realize new points of view. Active exercises of reading should be incorporated to strengthen this fundamental skill to get success at schooling and in the future in a real-life context, in other words, a job.

Also, critical reading is a sophisticated game in which writers and readers interact (Shihab, 2011). In other words, enhancing critical thinking skills is required cooperative work in which writers and readers take part in supporting ideas and facts. Without reading material,

it will be inconceivable learners could have this dynamic process in education. However, not all information from authors can be flawless, students need to infer and even doubt for researching and arrive at a conclusion, the idea is they become active investigators through reading and boost to achieve high critical thinking competencies.

2.4 Teaching English based on different methodologies

2.4.1 Flipped Classroom

As stated by Maria Kampen (2021) students learn on their own time and use class time for problem-solving and practical learning. It means students have the facility to learn according to their rhythm and the teacher can give support in each step required. In other words, learners absorb knowledge in their particular way, and then they put into practice the different problems they face to resolve during the lessons. In addition, by applying this method, time is optimized because of instruction scaffolding given by the instructors, and even the application of theory to real-life problems. A practical example of the flipped classroom:

Students read an article about a specific scientific procedure at home, then come to class and do a hands-on experiment. They write up their findings and give a presentation about their results. While they work, you observe students work to spot learning gaps you can address in future lessons (Kampen, 2021).

In other terms, flipped classroom focus on learners' independence, it fosters autonomy and self-learning which is fundamental to foment independence and developing critical thinking. Moreover, it encourages reading and hands-on activities, therefore they can increase their creativity and imagination, and students will put into practice the acquired knowledge. Furthermore, students will have feedback from the professor and classmates and make a self-reflection on their work, the idea is to realize their weaknesses and strengths.

The most important learners will develop critical thinking abilities that will let them perform in future events.

2.4.2 Project-based learning

Project-based learning helps students develop critical thinking and interdisciplinary skills with real-world experience they will use for the rest of their life (Kampen, 2021). This method will allow learners to experiment in real situations and obtain new information and experiences which will give confidence in future events such as the workplace and even in certain circumstances of social life. The most efficient procedure to acquire new data is thinking about new alternatives to give solutions to the problems but how is it possible to reach this level? In the next example, there is evidence of the use of this method.

“PBL is an educational philosophy that calls upon students to take on a real-world question – such as how to best design a farm – and explore it over weeks. Teachers incorporate grade-level instruction into the project, which is designed to meet academic goals and standards, and students learn content and skills while working collaboratively, thinking critically, and often revising their work” (Scott, 2021).

Students need to be active participants in the class to obtain new knowledge and they should work cooperatively. Also, PBL gives the talent to be creative giving alternatives to different issues of reality in education, economy, politics, environment, and even corruption. It is a new tool to plan, organize, and make new projects that help improve people's lifestyles. Therefore, critical thinking abilities will be developed with the guidance and instruction given by educators in the classroom and outside. Think beyond is the goal, put into practice all acquired in theory during years in school and high school to the reality are the intentions of this method.

2.4.3 Communicative language teaching

Johana Kawasaki (2021) affirms through CLT students learn to ask for things, accept offers, explain information, and express their preferences and feelings in a variety of real-world scenarios. This method will bring benefits because learners are going to apply their knowledge in real-life situations. For that reason, instructors should prepare material according to the topic lesson, students will feel the activities have a purpose. Hence, motivation will be present in daily learning, students need to realize they are making progress and the most effective way is to give real-world tasks in which they can put into practice all information learned, it is essential the interaction.

Moumita Ghosh (2020) asserts CLT focuses on non-native speakers' ability to communicate effectively in English. This method does not emphasize the importance of grammar as other methods. It has as an objective the learner can be able to communicate, in other words, he can give utterances. Also, students can get feedback from themselves, they are going to take part in communicative activities in which they try or effectively transmit a message. Students must develop communicative competence instead of grammar; the teacher will provide enough content, and the role will be a facilitator or a guide.

2.5 Previous studies applied the suggestopedia method

Deny et al. (2016) found that the suggestopedia method can help pupils read more clearly. It means the suggestopedia method works effectively and it can be applied to students that are learning English as a foreign language. Moreover, suggestopedia has a lot of advantages due to the fast acceleration in the process of acquiring a second language which motivates learners because they realize their progress and improvements. Hence, educators should be updated and know about this method to implement in classes and reinforce reading

skills; design interactive and engaging activities that stimulate active participation inside and outside of the classroom.

Mary G. Alvior (2015) affirms by utilizing mental abilities and overcoming hurdles, suggestopedia aims to help students learn a foreign language at an accelerated rate for everyday conversation. The suggestopedia method seeks to motivate students who are learning a foreign language through the power of suggestion through stimulation, this method should be worked from the first day of classes and create a good environment, learners need to feel comfortable and motivated. For that reason, the teacher plays an important role because he has the power to encourage with strong motivation letting students learn the language easily without major inconveniences.

According to Lozanov, the best mental state for learning is one in which one is calm but concentrated. Suggestopedia makes use of music, a cozy and peaceful setting, and a teacher-student interaction that is similar to a parent-child relationship to induce this calm state in the learner and encourage positive suggestions (Bowen, 2006).

Dr. Lozanov, the creator of this approach called suggestopedia believes for giving a class, it is necessary to create a positive environment that foments a relaxed atmosphere where students can feel comfortable, even if they experiment with confidence like they were at home with their progenitors. Also, the music, the layout of furniture, the decoration of the classroom, and a strong relationship between teacher and student that provoke motivation are the fundamental ingredients to get a good lesson and begin this process of learning. Students will have a predisposition to the learning English language considering these aspects that influence noticeably in the pathway.

According to Evangelin Aruselvi (2017) “Students learn at different speeds and rates. One reason for their inefficiency in learning is that they set up psychological barriers to learning. They fear that they will be unable to perform, that they will be limited in their ability to learn, and so they fail. Students do not use the full mental powers that they have” (p. 25).

It is important to eliminate psychological barriers because these affect students in academic and personal performance. For example, if a student has anxiety or lacks self-confidence when he speaks a foreign language, he will make a lot of mistakes and hence will not be able to develop any ability. For that reason, educators need to create in the classes, a place where harmony, gentleness, and love should be shown and practiced by everyone. It was evidenced in a work of applied linguistics called *The Effects of Affective Factors in SLA and Pedagogical Implications* performed at Heze University, China.

Professor Hui Ni (2012) mentioned that excellent students usually have high motivation, self-confidence, and a low level of anxiety, and they receive and take in plenty of language input. It is a pity that there are still some students who learn a language with low motivation, little self-confidence, and a high level of anxiety, to which teachers should give correct guidance on their affective factors (p. 1512).

Thereby, the student will feel frustrated and incapable of learning a foreign language. For that reason, the student should feel relaxed and motivated in this process even making mistakes because he should comprehend that making mistakes is a necessary part of the learning process. For instance, music is a key to motivating students because using this, in the class creates an optimistic environment where the students feel identified and enjoy this process. As a result, they will have better performance during the activities prepared by the teacher. For instance, Malah Galti (2018) developed an investigation in Nigeria about the

effects of suggestopedia and he claimed the affective filter of the class may be quite low since learners view suggestopedia class as motivating and soothing, which will likely result in improved performance.

In addition, with underachievers who struggle in the typical educational context, suggestopedia could be used (Robinett, s.f.). In all classes, teachers have students who do not advance properly and present difficulties to understand fast and better some topics, learners lost concentration and even are disappointed. As a result, María Teresa Rivera and Paulina Verdesoto (2011) concluded after finishing arduous research “Suggestopedia Method is applicable in the classroom because it helps to maintain the student’s attention and makes them feel comfortable. All activities developed enhanced communication and motivation in the EFL classroom” (p.58).

On the other hand, to create suggestopedia activities, it is necessary to use technological tools and thus the use of connectivism will be employed. In other words, technology empowers teaching because students develop more interest and concern about learning. Therefore, it is indispensable to change the strategies due to pandemics, this school year continues the online classes at “Academy Militar San Diego”. For that reason, educational applications and websites will be helpful to carry out all the activities to develop reading skills. Furthermore, Duke et al. (2013) state “Connectivism is characterized as a reflection of our society that is changing rapidly. Society is more complex, connected socially, global, and mediated by increasing advancements in technology” (p. 7). It means educators must change and renovate teaching strategies for providing a worthy understanding of the subject.

George Siemens (2005) states Connectivism presents a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity. How people work and function is altered when new tools are utilized. The field of education has been slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era (p. 7).

2.5.1 Implementation of the suggestopedia method in Ecuador

According to the Ma. Belén Albán Rodríguez (2011) who researched suggestopedia: use and review of the technique and steps to be applied in an EFL classroom, concluded method “Suggestopedia works by reducing the students’ emotional states through the use of a relaxed atmosphere where there are no repetitive exercises, no homework, no tiredness, but a high level of motivation right to the end”. It means this method has success with students because it decreases psychological barriers that influence English learning performance. In addition, there are several activities that teachers eliminate from lesson plans because students are tired of the monotonous work carried out in lessons.

Rivera and Verdesoto claim (2011) “Suggestopedia is a method where the materials and the teacher play an important role in achieving the objective of the lesson. Without the materials, the method will not work” (p. 23). Educators must prepare all the material for students; it is indispensable that all the supplies and documents are in perfect condition to engage students to take part actively in lessons. The teacher is the facilitator and the authority, and the main role is to create a good environment that led to students feeling easy to learn. Moreover, teachers should encourage students to speak freely even with their mistakes because are part of English learning. In addition, the research was carried out in the

“Unidad Educativa Hermano Miguel” in Latacunga about the process of acquiring the English language and the investigators recommended:

The kind of materials and resources utilized to carry out the lesson will play a significant role in the student’s motivation, in part. The instructor ought to let students know that they expect to have fun while learning in class (Jácome, 2020).

It confirms previous investigations done by several authors, teachers should dedicate time to planning and designing activities for captivating students’ attention. It will create an atmosphere where students feel comfortable and will start to participate without fear of being judged or criticized. A learner with high motivation learns fast and encourages others to get involved in lessons. But to achieve this, it is required a long and arduous process that will need time and effort by the instructor and the learner. Once, students adapt to this methodology, it will be easy to continue applying the effective strategies based on suggestopedia.

2.6 Teaching Strategy

To help students to create the best plan to address the selected target group, teaching strategies identify the various learning techniques that are available (Armstrong, 2020). By applying appropriate, teaching strategies to students, teachers get good results and students can evidence progress in learning. For that reason, it is primordial to choose well the strategies, instructors should take into account several factors such as academic level, type of learner, age, cultural awareness, and so on. If teachers fail to select this, learners can acquire the new information slowly due to a lack of motivation and engagement.

Also, Steve Armstrong (2020) asserts a crucial foundation for the creation of an effective teaching plan is the assessment of students' learning capacities. The most effective way to verify if a strategy is working with students is assessment because teachers can check and analyze outcomes to improve teaching. Moreover, it is necessary to assess students to realize their progress in certain topics and language skills. In addition, when educators design lessons plan, they place objectives and learning outcomes that students have to achieve with all the material prepared, it is important that students feel engaged and comfortable with the different strategies employed in classes.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Description of the study area / Study group

The study area took place in “Academia Militar San Diego” located in Ibarra city, province of Imbabura. The English language is taught from Initial 1 to children from 3 years old to the senior year of high school. Students from initial to middle school take two hours (120 minutes) of online classes and high school take three hours of online classes (180 minutes) per week. There are five female teachers, each educator has different strategies to teach according to the group and preferences, and interactive and engaging strategies are used to catch students’ attention. In addition, the students in the eighth year of high school and the English area teachers are the study group. According to the Common European Framework, students work with Cambridge University books and online platforms to develop all their skills and have an A2 level.

3.2 Research Approach/ Type of Research

For this research, it was necessary to apply a mixed approach because it required study theories, processes, and analysis of the different viewpoints and works done in this area. In addition, as mentioned by Shorten and Smith “in order to obtain a more comprehensive understanding of their study terrain, researchers might use purposeful data integration to see events from many angles and using a variety of research lenses” (Shorten, 2017). This method will be helpful to gather, classify, analyze and understand all the information required to carry out this project.

On the other hand, this study was exploratory because qualitative and quantitative sources were designed as a route to follow; students were surveyed about reading strategies and the English teacher of the course was interviewed about the development and progress of reading skills. It is important to mention because of the pandemic, education was online for six months of this school year. Furthermore, the researcher will formulate open-ended questions to understand the problem and individual responses will help to compare and contrast quantitative data collection.

3.3 Procedures

For this study research was used two research instruments to collect information about the second specific objective of the investigation. The resources gave a panorama about reading strategies used in classes, the reading progress, and if the activities are motivating for students.

3.3.1 Surveys

For this research tool, there were some closed-ended questions, and the measuring will be based on the Likert Scale. Therefore, the elements for the questionnaire were designed to find out information about the use of reading strategies to develop reading comprehension for students and how those activities help learners to motivate and improve their reading skills. It was applied to students; 38 men and 18 girls. There were nine questions made to gather information if the participants were satisfied with English learning.

3.3.2 Interviews

The interview was designed for the English teacher about reading strategies for the purpose to get data and above all details about the activities and the effectiveness in the development of reading skills with the students. There were 9 open-ended questions about the main topic. The interview was carried out in the institution and was recorded in audio to listen to and analyze the answer of the teacher.

3.4 Bioethical considerations

The researcher applied an essential value; the originality of the project to solve one of the most pertinent problems of English Learning. The main goal was to discover which reading activities the students feel more comfortable with and motivated. In addition, opinions, works, and studies of participants and researchers will be respected to avoid plagiarism. For that reason, the American Association of Psychological (APA) system will be employed to show respect to the different authors cited. Furthermore, it was required to ask permission from the authorities of the institution, in this case, Academia Militar San Diego “ACMIL” to perform the interviews and surveys properly, those will be precise and anonymous to keep confidentiality.

CHAPTER IV

4. RESULTS AND DISCUSSION

The present research had the collaboration of students and an English teacher at Academia Militar San Diego “ACMIL”. The data collection was gathered from fifty-six students through an interview and their English teacher through a survey. It is important to mention it was applied the mixed approach was to get and interpret information with ethics. In addition, each instrument designed was aligned with the variables of the investigation.

4.1 Interview

The interview was applied to the English teacher of the course selected for the investigation who answered six questions about the two variables of the research. The development of this instrument was a face-to-face meeting and was carried out in the conference room of the institution with all the privacy required to get a harmonious environment. The interview was designed to give concrete answers.

The first question was about which methodological strategies you apply to develop reading comprehension. The English teacher mentioned skimming, scanning, intensive reading, the use of a dictionary, avoiding translations from English to Spanish, and finally giving definitions to unknown words. It is important to mention, that depending on the reading task required by the text or their teacher, students should be aware of which reading style is most appropriate (McDonald, 2012). For that reason, it is necessary to have a wide variety of techniques to motivate learners in this process.

The second question was about what kind of activities you use to assess reading comprehension. The teacher said she uses different types of questions to assess this skill such as true or false, relation with images, identifying the main idea, the association of pictures with sentences, and even completing with keywords. Hence, it is vital to implement new techniques and activities, as stated by professor Meena Singhal (2020) the best way to test students' reading skills, according to contemporary reading theories, is to have teachers interact with and observe them while they read real texts for authentic reasons. This will allow teachers to understand how their pupils build meaning.

The third question was about which activities you consider ineffective in developing reading comprehension. The teacher expressed that when reading does not have a purpose, the activity does not work and even creates confusion among the students because they frequently ask why are reading this and they do not understand the ideas of the text. According to Nelson-Danley (2021) teachers must choose teaching methods that are more successful and advantageous to their students. Think about reviewing your reading habits and applying tried-and-true techniques. In other words, the application of new strategies should be analyzed and studied scrupulously by the educator to have enriching outcomes.

The fourth question was focused to describe the importance to apply new strategies that facilitate reading comprehension performance. The instructor mentioned there is huge importance in the variety of strategies because they have a big impact on the teaching, students understand fast and most importantly they are motivated. As a result, student achievement and engagement are both obvious with teachers employ a variety of tactics to assist the teaching and learning process (Starke, 2019). In addition, the interviewee expressed that if teachers do not apply strategies, students do not understand the reading.

The fifth question was aimed to know if the teacher has ever heard about the suggestopedia strategies for developing reading skills. It is essential to emphasize people can learn three times as quickly with the suggestopedia teaching method than they would normally be able to (Gold, 2019). Hence, the importance of employing new and innovative methods that are suitable for learners in this epoch of change is constant. The teacher conveyed that she heard the suggestopedia method when she was at university but she does not remember about it.

The sixth question was targeted to know if the teacher would like to have a guide to developing reading comprehension based on the suggestopedia method. She mentioned that it would be a useful tool to develop reading skills because students can have a variety of activities and therefore, they can be more engaged in the lesson and as a result, they can feel more motivated and participate in the classroom. According to Gold (2019) a suggestopedia instructor fosters a climate when anything repulsive is forbidden and the students receive a lot of encouragement through the use of suggestions. It means teachers should create a positive environment in the classrooms.

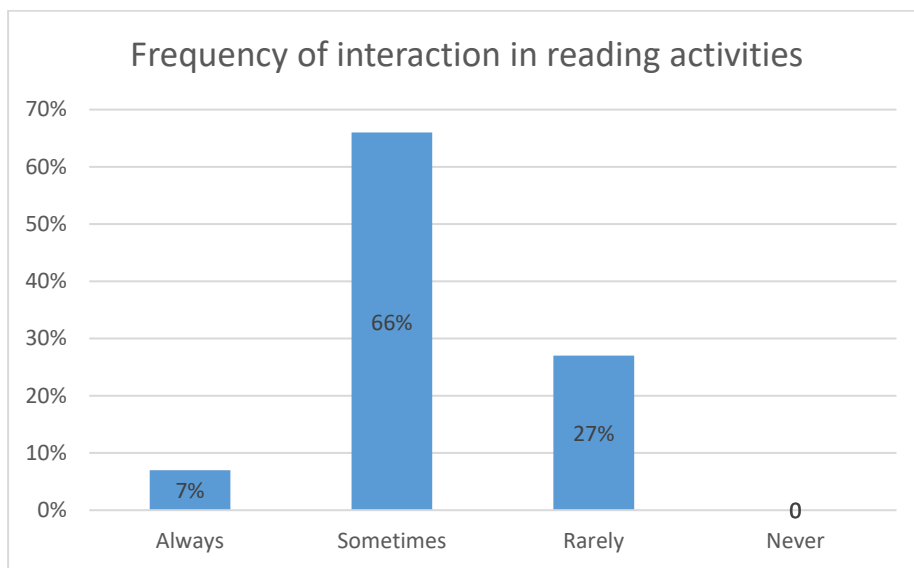
4.2 Survey

After the analysis of the teacher's interview, a survey was applied to the students in the eighth year at Academia Militar San Diego (ACMIL), which had eight close questions regarding reading strategies used to develop reading comprehension in the English language. The tool was carried out with the students in the classrooms and the results are shown below with the corresponding graphic and interpretation.

According to question one, 27% of students answered that they rarely participate in the reading activities performed in the English lessons but 66% declared that they sometimes take part in the activities and 7% declared that they always contribute to the class. It means that a considerable part of the group is interested or show commitment to the development of reading skill but there is a significant percentage that is not enough motivated or encouraged to join in the learning. In the words of English teacher, Carla Oviedo (2022) “It might be because in some cases the time for applying such activities is not being well conducted or students lose interest (p. 51).

Figure 1

Frequency of interaction in reading activities



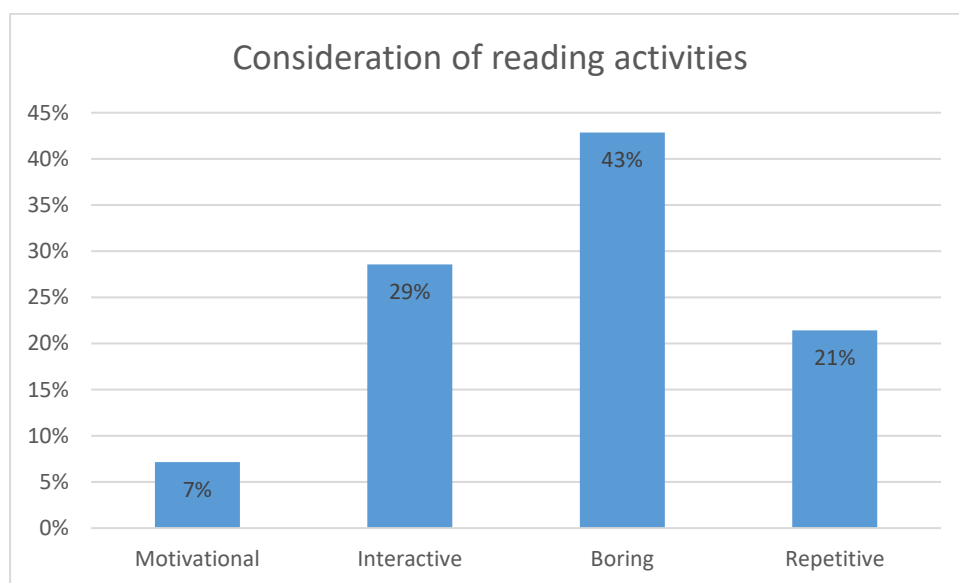
Source: The author

There were five items shown in question number two in which students had to consider how the reading activities were developed in English classes. 43% of students described boring the reading activities, which signifies they are not enough involved in class and therefore they do not take part actively. Stacy Hurst concluded (2022) it may be caused by teachers who talk too much and are less likely to engage their students during lessons in

the classrooms. While 29% deemed them interactive, in other words, this group of students has stimulation to carry out the activities. In addition, 21% of learners contemplate them repetitively. It is important to have a variety of tools to achieve goals. Finally, 7% classified them as motivational, which is a few quantities that demonstrate satisfaction with the kind of reading activities employed in lessons.

Figure 2

Consideration of reading activities



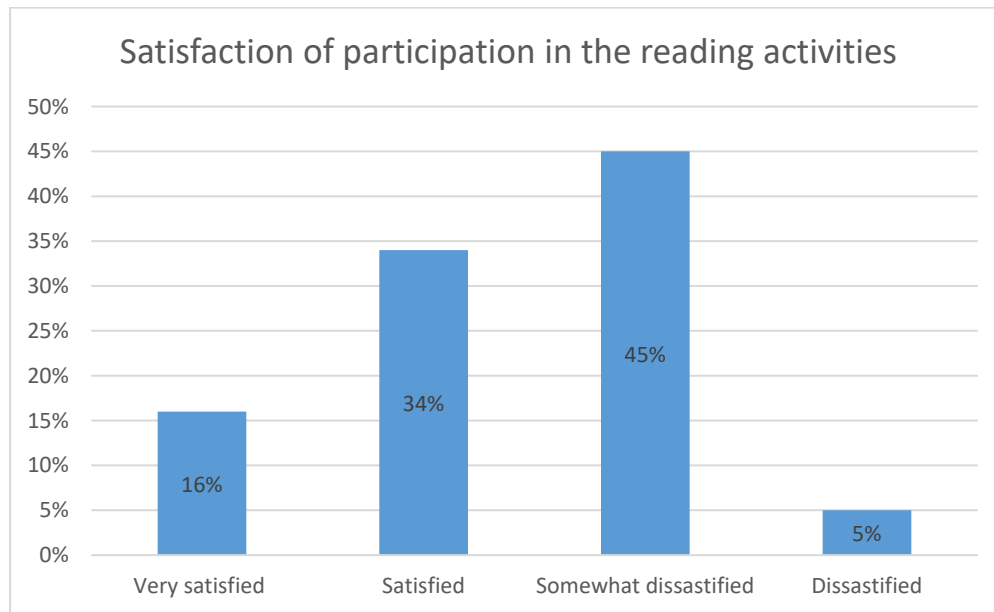
Source: The author

Concerning question three, 45% of students answered that they feel somewhat dissatisfied with their participation during reading activities, which can be due to a lack of active participation and even understanding of reading texts. Even 5% claimed that they are dissatisfied, which means they do not perform well or do not find the purpose of those activities. As a result, Nina Parrish (2020) asseverated pupils who struggle with understanding frequently have difficulties with vocabulary and comprehend less what they hear, it would be helpful to teach the meanings of new words using multimodal techniques like graphic organizers, visuals, and mnemonics. But 34%, a significant percentage stated satisfaction regarding them, which indicates they enjoy developing this skill and as a result,

they take part actively. And 16% of learners are very satisfied with their participation, which shows engagement and motivation.

Figure 3

Satisfaction with participation in the reading activities

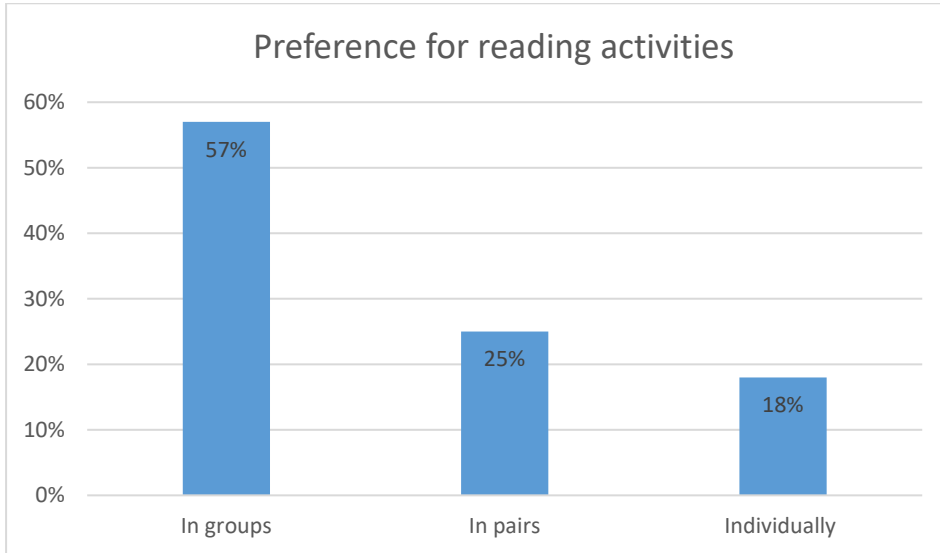


Source: The author

About question four, 57% of students answered they prefer to carry out the reading activities in groups, which gives to understanding they want to work cooperatively to help each other and achieve a mutual goal. In fact, according to Jeff Knutson (2018) students can improve their social, emotional, and interpersonal skills through collaboration. In addition, 25% of learners stated they would rather develop them in pairs, which means they enjoy sharing opinions, ideas, and knowledge to do any activity in class. In other words, the interaction makes the lessons more impactful and productive. Finally, 18% declared their preference to perform individually, which demonstrates pupils can fulfill any purpose alone.

Figure 4

Preference for reading activities

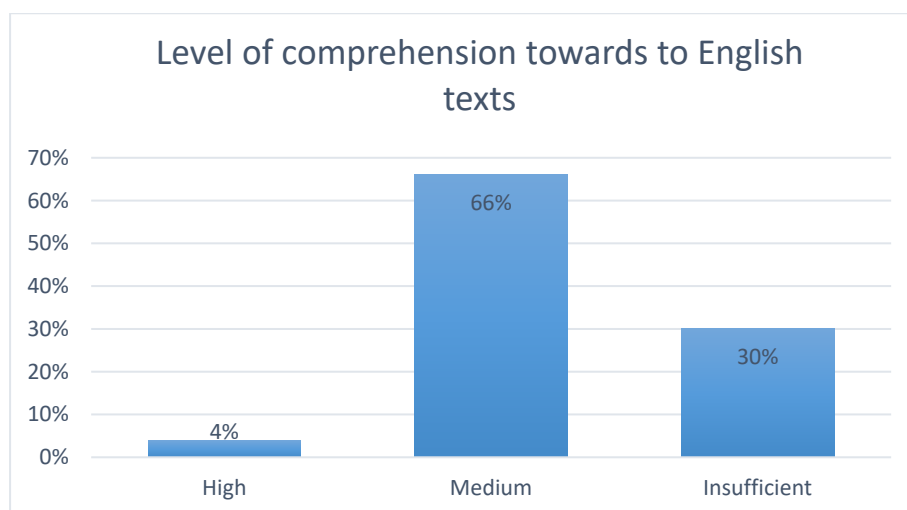


Source: The author

For question five, 66% of students considered as medium their level of comprehension of English texts, which reflects a certain understanding of readings and engagement with this important skill. While 30% estimated an insufficient level of comprehension of English texts which indicates learners do not comprehend the texts due to a lack of vocabulary or misunderstanding of words. As Simona Johnes (2022) claims reading is important, and as pupils get older, the materials they will be required to understand will only become more difficult. Finally, only 4% contemplated as high their level, which proves they take in all the details of each paragraph and are even motivated to the learning of English as a foreign language.

Figure 5

Level of comprehension of English texts

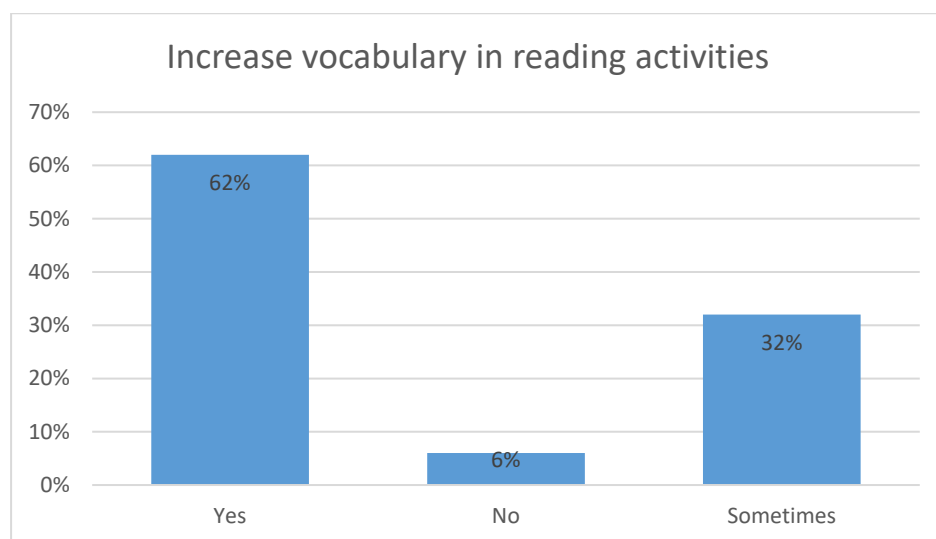


Source: The author

To question six, 62 % of students declared that there is an increase in vocabulary with the employment of reading activities during English lessons, which denotes the strategies applied to develop reading skills are effective. Accordingly, strategic readers consider the meaning of words in the context of sentences, seeking words that are framed by other words (Demetros, 2018). Though 32% of learners expressed that the vocabulary sometimes increases with the use of reading activities, which manifest those activities should be analyzed and hence modified to reach better results. Finally, 6% deemed that there is not an increase in vocabulary which can even reflect carelessness or lack of motivation in the English language.

Figure 6

Increase vocabulary in reading activities

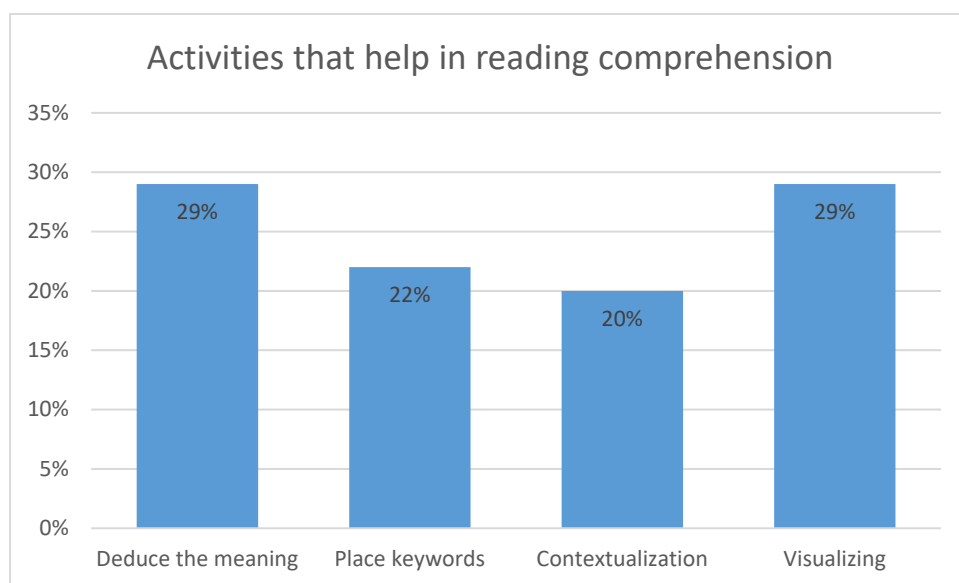


Source: The author

About question seven, 29% of students answered that deducing the meaning of words helps them to comprehend better the readings designed to develop reading skills. Also, 29% stated that visualizing is a technique that employs in reading comprehension to understand the texts, in the words of Judie Haynes (2014) students who can visualize make the connection between the words on a page and the images in their heads. In addition, 22% manifested that the place keyword was useful to take in new terms and information. Finally, 20% declared contextualization as beneficial to grasping new vocabulary. All the activities mentioned are valuable for the researcher in the design of the proposal and will be considered for an effective result.

Figure 7

Activities that help in reading comprehension



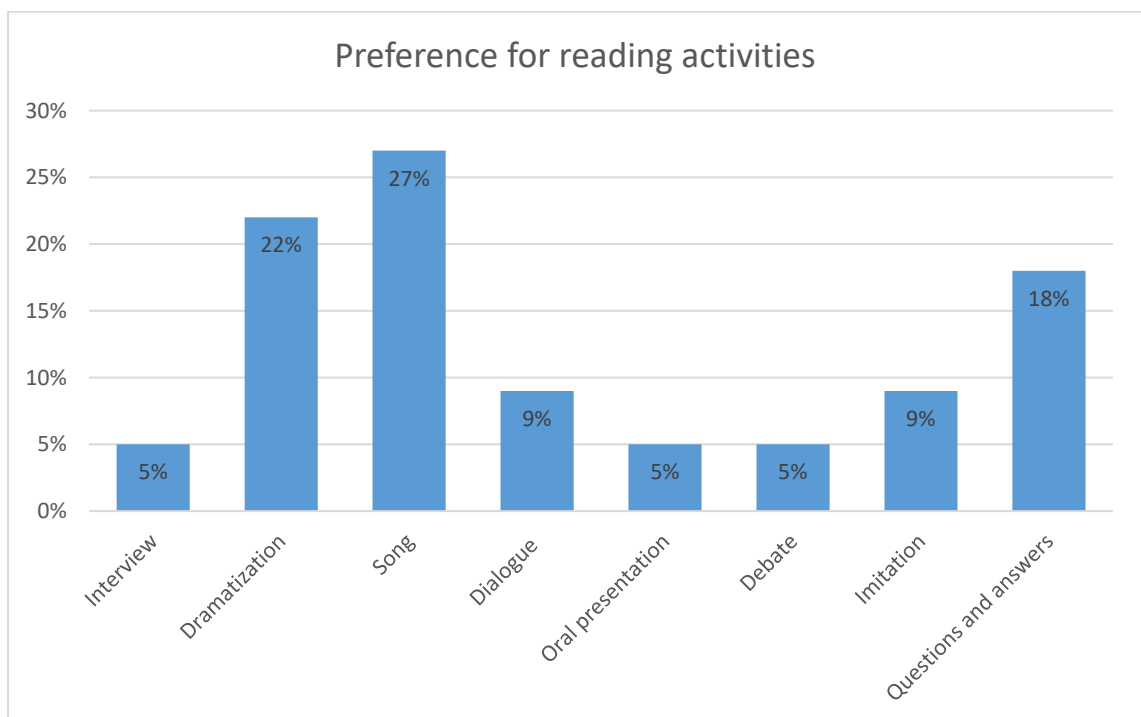
Source: The author

In question eight, there were eight components shown, which students should select reading activities would like to develop in English lessons. According to the answers, the song was the most chosen with 27%, which reflects there are musical learners and therefore this result suggests the creation of a reading activity with the incorporation of a song as a text. Moreover, dramatization with 22% was the second preferred to enhance this skill, which indicates learners are eager to interact; it was mentioned in the analysis of question number four. In addition, questions and answers were the third option more selected to carry out as reading activities, which evidence and proves the desire to socialize and collaborate in academic works.

On one hand, the dialogue with 9% demonstrated little interest in this tool, it can be cataloged as boring. Likewise, imitation with 9% showed a low attraction towards this activity. Finally, there were three activities with 5% the interview, oral presentation, and debate which reveals that there is not enough interest in it. It can be due to prior experiences provoking a negative impact on learning and even creating a psychological barrier. In conclusion, as Sean Kivi (2021) states the one perfect approach to make sure pupils comprehend what they are reading does not exist. It is preferable to use a range of various approaches instead.

Figure 8

Preference for reading activities



Source: The author

4.3 Discussion of results.

The interview and the survey results showed the effects of two years of taking online classes through those tools that were applied face-to-face in the institution with students after attending lessons for three months in the classrooms. The finding evidenced that reading skill

is developed with students as part of English teaching as a foreign language but those activities need modification and changes due to a low impact and effectiveness in the process of learning. In addition, the implementation of new strategies is necessary due to the new era, learners need interaction and support as well as the incorporation of music.

Moreover, it is essential teachers currently take training to improve their teaching with new methods that are suitable to this epoch, students require to work cooperatively because they are at an age that needs to socialize. Also, the application of different reading activities that engage students is vital due to the high impact that can have during the lessons, a motivated student learns faster and can help classmates to boost their academic tasks. Therefore, the creation of a guide based on the suggestopedia method would be a useful tool to strengthen and enhance the reading ability that is primordial in this path of acquisition of the language. According to research carried out at Medan State University located in Indonesia named “The Effect of Suggestopedia Method on Students’ Achievement in Vocabulary, it was concluded by Purba (2022) the suggestopedia method significantly affects students’ achievement in vocabulary (p. 192).

CHAPTER V

5. ACADEMIC PROPOSAL

5.1 Title

Learning to read funny through suggestopedia activities

5.2 Rationale

The reading skill is seen as a tedious activity especially when learners do not have reading habits developed in their mother tongue. It is opportune to mention students took online classes for two years due to the pandemic and they attended the classrooms only for four months before the school year finished. For that reason, it is necessary to create a guide with reading activities that motivate students and show interest in this important skill. In addition, there are new tools for teachers that should be implemented in English teaching and even technological applications to employ in classrooms and outside of the home.

On the other hand, educators are in an obligation to innovate and be in constant training to afford effective English learning. Also, the production of material attracts pupils to interact with it and more if they are part of the content, therefore, it is vital to use vocabulary that is employed in daily life, known places by them, and even admirable people such as sportsmen, sportswoman, singers, politicians and even actors, actress. The purpose of the guide is to help teachers in the process of English teaching as a foreign language. Also, this tool is adaptable to any classroom, English level, and content.

5.3 Develop

LEARNING FUNNY
READING
THROUGH
SUGGESTOPEDIA
ACTIVITIES



BY ARIANA CISNEROS
2022



ROLE OF THE LEARNER



STUDENTS RELAX

ACTIVE PARTICIPANTS

STUDENTS' COOPERATION

STUDENTS SPONTANEOUSLY SPEAK AND INTERACT IN THE TARGET LANGUAGE WITHOUT INTERRUPTION OR CORRECTION.

LEARNERS ARE FRIENDLY WITH EACH OTHER.

SOCIAL INTERACTION AND AUTHENTIC COMMUNICATION.





ROLE OF THE TEACHER

THE TEACHER IS IMPORTANT IN THE CLASSROOM.

THE TEACHER IS THE AUTHORITY.

THE TEACHER'S MAIN ROLE IS TO SEE THAT HE/SHE CREATES THE RIGHT ENVIRONMENT FOR STUDENTS IN WHICH THEY FIND IT EASY TO LEARN.

THE TEACHER MUST ENCOURAGE STUDENTS TO SPEAK EVEN WITH THEIR MISTAKES.

ERROR CORRECTION IS DELAYED, THE TEACHERS ENABLE STUDENTS TO WORK ON FLUENCY .

SONG



Features

Lesson topic: Simple Present

Age: 12-13 years old

Grouping: Pairs



Features

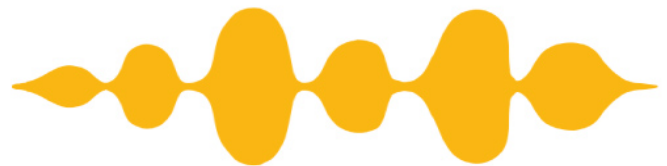
Objective: Give an oral presentation

Reading strategy: Song

Materials: Text

Suggestopedia principle

Classical art and aesthetics. It implies the use of music as a tool to relax and give confidence to students (Walter, 2014).



Procedure

The students will listen to the song twice. The teacher will give the song with a glossary, and the students will read it. Then, they have to answer the questions and share the information in pairs. Finally, they will prepare an oral presentation for the next class.

Glossary

- Feel
- Waste
- Bring
- Warn





Pharrell Williams HAPPY



It might seem crazy what I am 'bout to say
Sunshine, she's here, you can take a break I'm
a hot air balloon that could go to space With
the air like I don't care, baby by the way Huh
(Because I'm happy) Clap along
if you feel like a room without a roof (Because I'm happy)
Clap along if you feel like happiness is the truth (Because
I'm happy) Clap along if you know what happiness is to
you (Because I'm happy) Clap along if you feel like that's
what you wanna do Here come bad news talking this and
that (Yeah) Well give me all you got, don't hold back
(Yeah) Well I should probably warn you I'll be just fine)



(Yeah) No offense to you don't waste your time
Here's why Clap along if you feel like a room
without a roof (Because I'm happy)
Clap along if you feel like happiness is the truth
(Because I'm happy) Clap along if you know what
happiness is to you (Because I'm happy)
Clap along if you feel like that's what you wanna do
Uh, bring me down Can't nothing, bring me down My
level's too high to bring me down Can't nothing, bring
me down, I said Bring me down, can't nothing Bring
me down My level's too high to bring me down Can't
nothing, bring me down, I said
Clap along if you feel like a room without a roof
(Because I'm happy) Clap along if you feel like
happiness is the truth (Because I'm happy) Clap along
if you know what happiness is to you (Because I'm
happy) Clap along if you feel like that's what you
wanna do Clap along if you feel like a room without a
roof (Because I'm happy)
Clap along if you feel like happiness is the truth
(Because I'm happy) Clap along if you know what
happiness is to you (Because I'm happy)
Clap along if you feel like that's what you wanna do
Uh, bring me down (Happy, happy, happy, happy)
Can't nothing (Happy, happy, happy, happy)
Bring me down, my level's too high
To bring me down (Happy, happy, happy, happy)
Can't nothing (Happy, happy, happy, happy)
Bring me down, I said Clap along if you feel like a room
without a roof (Because I'm happy)
Clap along if you feel like happiness is the truth
(Because I'm happy) Clap along if you know what
happiness is to you (ayy, ayy, ayy)
(Because I'm happy) Clap along if you feel like that's
what you wanna do Clap along if you feel like a room
without a roof (Because I'm happy)
Clap along if you feel like happiness is the truth (Because
I'm happy) Clap along if you know what happiness is to
you (hey) (Because I'm happy) Clap along if you feel like
that's what you wanna do Come on



Source: https://www.youtube.com/watch?v=ZbZSe6N_BXs

WORKSHEET



1. Why does he feel happy?

.....
.....



2. Does he have everything?

.....
.....

3. Does he feel powerful?

.....
.....

4. Is he loved?

.....
.....

5. What do you understand by the quote
“feel like a room without a roof”?

.....
.....

6. What do you understand by the quote
“happiness is the truth”?

.....
.....

7. Personal question: When do you feel
happy? Why?

.....
.....



Rubric

Criteria	Excellent	Good	Fair	Need improvements
Performance	The student holds the attention and can transmit all the ideas in an effective way that is understood.	The student holds the attention and can transmit most of the ideas in an effective way that is understood.	The student tries to hold the attention and can transmit a few ideas in an effective way that is understood.	The student can't hold attention and can't transmit ideas. Speaks in low volume
Effort Enthusiasm	The student shows strong effort and enthusiasm to do well in the activity	The student shows effort and enthusiasm to do well in the activity	The student shows minimal effort and enthusiasm to do well in the activity	The student shows a lack of effort and enthusiasm to do well in the activity
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ROLEPLAY

Lesson topic: Simple Present

Age: 12-13 years old Grouping: Groups of four students



Objective: Dramatize a festival in a country
Reading strategy: Roleplay
Materials: Text

Suggestopedia principle Freedom. Suggestopedia facilitates personal expression. It allows students to choose the activity in which they will participate (Walter, 2014).



Procedure: The teacher will give a reading of a festivity to each group of students. For example, Rio de Janeiro Carnival to a group, La Tomatina to another group, Holi India to another group, Pingxi Lantern Festival to another group, and so on.



Each group must represent and create a scene or more to show how is carried out the festival using specific vocabulary and colloquial expressions from the book.



Then, the group must ask questions about the festival and their classmates give their opinions about the festival giving reasons and arguments if they would like to participate in the festivals presented.



Rio de Janeiro Carnival, Brazil

The Carnival in Rio de Janeiro is the biggest carnival in the world, dating back to 1723. With more than 2 million people on the streets every single day.



This carnival parade offers a real spectacle. Held just before Lent starts; the festival officially lasts from Friday night until Wednesday morning.



But many Brazilians continue celebrating for a few days more.

A typical parade includes happy revelers, colorful floats, as well as performances by samba schools – groups of local people dancing.

The most famous dance is, of course, samba, a traditional Brazilian dance influenced by African traditions.



Each year, the Queen of the Carnival and up to two princesses are pronounced publicly.



La Tomatina, Spain

The biggest tomato fight you will ever see happens every year on the last Wednesday of August in Bunol near Valencia, Spain.



Since 1945, La Tomatina participants have traditionally been throwing tomatoes at each other purely for entertainment purposes.



History suggests that the event started by accident – by youngsters attending the Gigantes y Cabezudos festival with enormous figures with big heads.

They grabbed some tomatoes from a nearby stall and threw them at one of the giant figures who accidentally fell.



Holi, India

One of the oldest Indian festivals Holi is celebrated as a symbol of good over evil, the arrival of spring, and the end of winter.



Also known as the Festival of Colors, this event lasts for a night and a day, starting in the evening of a Full Moon Day, normally in February or March.



Holi celebrations begin with a performance of religious rituals in front of a big bonfire, hoping that the prayers will destroy the internal evil.

In the morning, people smear each other with colors, using powder, water guns, and water-filled balloons.



Holi has become so popular that it is also celebrated in other Southeast Asian countries.

Pingxi Lantern Festival, Taiwan

Having started in 1990, this is a relatively young festival, celebrated on the fifteenth day of the first month of the lunar calendar, at the very end of the Chinese New Year.



Inspired by traditional folklore, this ceremony lasts the whole night, when thousands of sky lanterns light over the Pingxi District in Taiwan.

The lanterns are released to ward off the evil and let people know the town is safe. The main lanterns are always over ten meters tall and they normally reflect Chinese zodiac signs.



Each of them has its theme music, which makes the whole performance even more magical.

In addition to the main lanterns, there are also hundreds of smaller ones, usually carried by children.



These lanterns portray images of historical figures or a specific theme.

Rubric

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QUESTIONS AND ANSWERS

SUGGESTOPEDIA PRINCIPLE: FREEDOM. IN THIS RESPECT, SUGGESTOPEDIA FACILITATES PERSONAL EXPRESSION. IT ALLOWS STUDENTS TO CHOOSE THE ACTIVITY WHICH THEY ARE GOING TO TAKE PART (Walter, 2014).

Features

Lesson topic: First Conditional
Age: 12-13 years old
Grouping: In groups of four students
Objective: Share personal experiences related to the topic
Reading strategy: Questions and answers
Materials: Reading



Procedure

Procedure: The teacher will give the text and the students will read it. Then, they have a worksheet where answer the questions in groups.



Procedure

Listen to each member of the group and take into account the opinion of each one. Finally, each group will tell an opinion about bullying and how to stop it.



READING BULLY

Kay got another message as she was leaving for school. unknown number: You're so ugly. She put her phone in her pocket and walked to the bus stop. There were messages every day now. Who was it? Why were they doing it? The phone beeped. candybear76: freak! Now even her friends weren't talking to her. Becky was the only one who was still friendly. She was Kay's oldest friend. The phone beeped again. It was a comment on her Facebook photo.



Princesspusheen: No one wants to look at you. Loser! Kay felt really upset. She was trying to delete the messages and block the users. But more messages came from different names. Becky thought it was a hacker. Kay contacted the sites telling them what was happening but they didn't answer. Becky was waiting at the bus stop. 'Hi, Kay, are you all right?' 'No. There were more messages this morning. Do you think I should go to the police?' 'Maybe,' said Becky. 'But I don't think they can help.'



I think he's using anon.com. Hackers use that website to hide their identity so the police can't find them. Anyway, I think I know who it is ...' Just then the bus came and they got on. There were lots of kids from school on the bus. Kay thought they were all looking at her. Julie McGann was talking quietly to her friend. They both started laughing. Kay and Becky sat down. 'Who is it?' asked Kay. 'Shh! He's sitting at the back. Don't look!' Kay looked around.



READING BULLY

Ollie Jones was on the back seat, looking at his phone. 'But why?' asked Kay. 'You finished with him, didn't you?' said Becky. 'What? We weren't going out,' said Kay. 'And I don't even like him.' 'Yeah, well I heard he liked you.' That day at school was really bad. When she didn't have classes with Becky no one sat next to her or talked to her. There were more messages.
anookins2014: What happened to your face?
pixiestar: You make me sick.
bellatricks17: Everyone hates you!



By lunchtime, Kay was really upset. Mrs. Gibson her music teacher saw her crying and Kay told her everything. She offered to go to the police with Kay. She said they were better at finding cyberbullies now. The bell rang. It was time for class.

Kay had ICT next. Her class was in the computer room, but the teacher wasn't there yet. Becky was in a different group for ICT. Everyone went quiet when Kay came in. There was only one computer left. She moved the mouse and saw the website.



It was called hatekay.com. There were photos of Kay but they were changed to make them look horrible. There was one of Kay that looked like a zombie. There was a message at the top of the page:

Like this page, if you hate Kay Granger.
There were more than 100 likes. Her phone beeped.
unknown number: I'm watching you.
Kay ran from the room and didn't stop until she got home.



READING BULLY

She didn't go back to school that week. She didn't switch on her computer or mobile phone. On Monday, Mrs. Gibson called. The police thought they knew who the bully was. Kay decided to go and tell Becky. Becky was in her bedroom working on her computer. They started to talk, but then Becky's mum opened the door.



She looked worried. 'Becky, can you come downstairs?' Kay stood up too. 'Could you wait here please, Kay?' Kay waited, but Becky didn't come back. Then the computer started beeping. It was a message. Kay looked at the screen. She couldn't believe what she saw. There were photos of Ollie Jones. Some of them had kisses around them.



There was one of Becky and Ollie together. There was a message at the bottom of the screen. Kay clicked on it and a website opened up. It was anon.com. It was Becky's home page. Just then the door opened. It was Becky's mum. She was very upset. There was someone standing behind her. 'Kay, this policewoman wants to talk to you.'



READING WORKSHEET

Worksheet

Name: Date:

Objective: Analyze the effects of bullying

1. What will you do if you are Kay (At the beginning of the story, when she is bullied)?

.....
.....
.....



2. Do you consider Becky a good friend?

.....
.....
.....

3. What will do Becky's mom?

.....
.....
.....



4. How will Kay react?

.....
.....
.....
.....

5. When do you consider someone makes a bully?

.....
.....
.....
.....



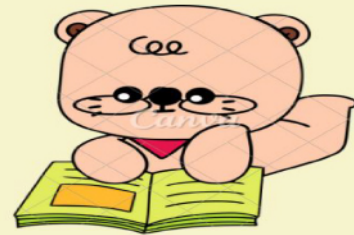
Rubric

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Drama technique: Hot seating

Features

Age: 12-13 years old
Grouping: In pairs
Objective: Share personal experiences related to the topic
Reading strategy: Drama technique -
Hot seating
Materials: Reading



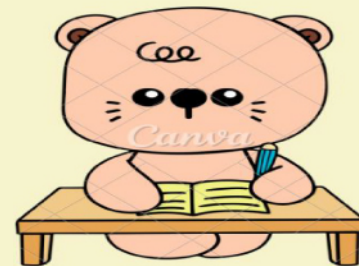
Suggestopedia principle

The golden proportion. It is important to learn in an environment without fatigue, pressure, and tiredness (Walter, 2014).



Procedure

The teacher will give the text and the students will read it. Then, they will choose the main character to represent in front of the class,



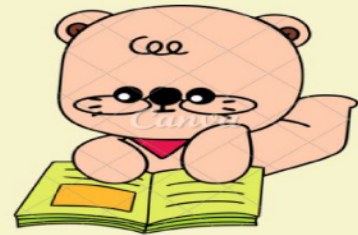
Procedure

They will narrate their character sitting on a chair using vocabulary and grammar structures indicated. It is important to use body language. The rest of the class will hear and make questions related to the narration at the end (Farmer, 2011).



The Boy with the Black Hand

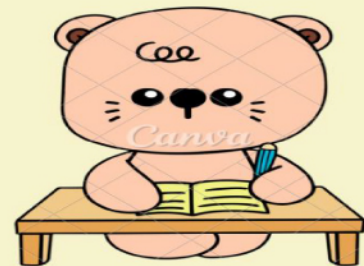
This story about a boy called Toribio is an Ecuadorian legend. He was born with a condition. Toribio did not have a right hand. The family was devastated and his parents decided to offer their prayers to Virgen del Soto. This church was famous for granting graces to devoted people.



His parents asked for a miracle: to grant the grace of giving their son, a right hand. As Toribio grew up, he was a happy kid. He never felt sad or timid because he did not have his right hand. He was one of the kids who received lots of love and care in the neighborhood.



He also showed love and cared for people in need, he lived surrounded by poor people. Every time a person showed up at his house asking for food or money, Toribio tried his best to help them. One day, an old lady with a little boy knocked on the door and begged for food.

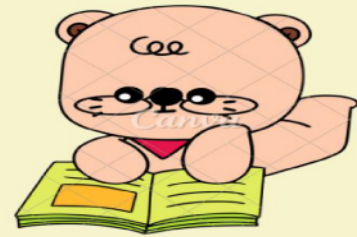


As Toribio had a big heart, he fed the visitors and also filled a basket with fruit for them to have something extra to eat at home. The old lady was grateful and the little boy felt very happy. In return, the old lady told Toribio: "Thank you for being so kind. I will pray for you. You know? I think tomorrow you will receive a surprise".



The Boy with the Black Hand

The next day, Toribio's parents were woken by an unusual sound. They heard Toribio screaming and his parents did not know what was happening! Their son was shouting, laughing, and jumping on the bed. They ran to Toribio's bedroom and they could see their son was really excited.

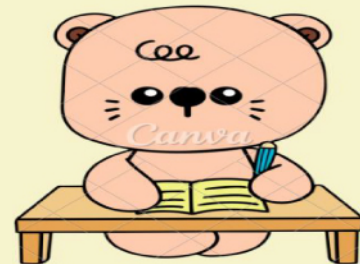


He cried out:

"Mom, Dad... Look! I have a right hand, A RIGHT HAND!"
When Toribio showed them his new hand they were silent for a few seconds and looked at each other with surprise. No one said a word, his parents could not believe their eyes.



Toribio did have a new hand, but this hand was different. It was completely black. After the shock, the parents realized it was a gift from heaven. They prayed and thanked God for the miracle. They knew this miracle was a grace from the Virgen del Soto who they were devoted to.

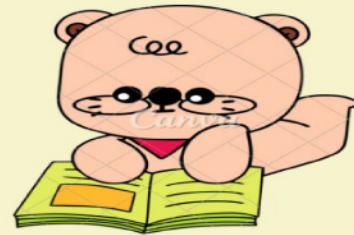


Toribio was so happy. He did not care about the color of his brand-new hand. He could do everything he wanted to do, just like the kids who played with him. Now he could grab and play with both hands. He could climb trees and help at home.



The Boy with the Black Hand

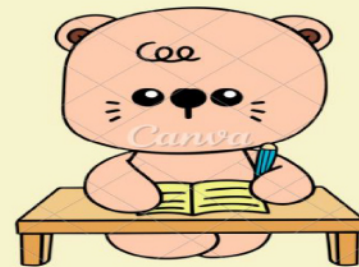
Toribio continued his life being a generous teenager and a courageous adult. He never forgot what the lady said and the gift he received. Some people say that Toribio also fought against some pirates who arrived to Guayaquil.



He was a brave citizen and he had a large family. From time-to-time people used to ask him about the color of this hand, he only replied “this was a gift from the Virgen del Soto”.



The legend also says that after Toribio's death, they had to exhume his body due to a Municipal decision. People who were present that day observed that inside the coffin there was bone ash and a black hand.



The mystery of the Black Hand has never been revealed. Why do you think the Black Hand was not converted into ashes?



Rubric

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ACTION CLIP

FEATURES

Lesson topic: Present Continuous

Age: 12-13 years old

Grouping: Individual

Objective: Share short personal facts about the changes in the weather.

Reading strategy: Action clip

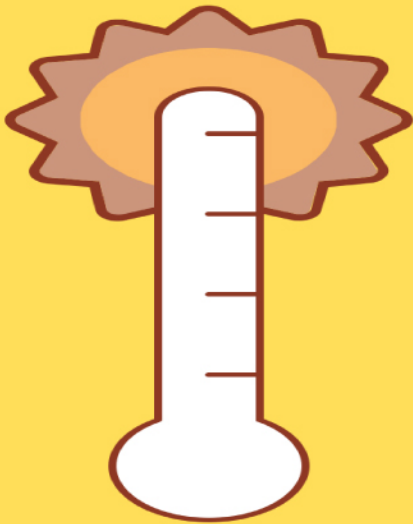
Materials: Reading



SUGGESTOPEDIA PRINCIPLE

The golden proportion. It is important to learn in an environment without fatigue, pressure, and tiredness (Walter, 2014).

PROCEDURE: The teacher will give the text and the students will read it. After reading, each learner will tell the experience for 10 seconds at a maximum.



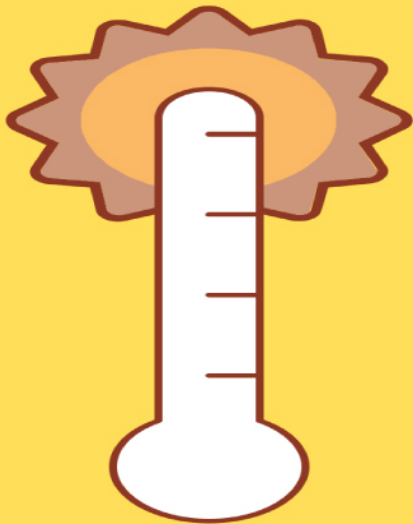
PROCEDURE

The student will start to speak after the facilitator says action and he/she will stop when hears two claps and continue with the next classmate. They should sit on a chair in a semicircle. For example: In my town, it is raining more and it is colder now than before. Also, when it is a sunny day, it is too much hot, it is terrible (Farmer, 2011).



What is happening to our weather?

What is 'extreme' weather? Why are people talking about it these days? 'Extreme' weather is very unusual rain, heat, storms, etc. For example, in 2010, 33 centimeters of rain fell in two days in Nashville, USA. According to weather experts, that was a 'once in 1000 years' event.



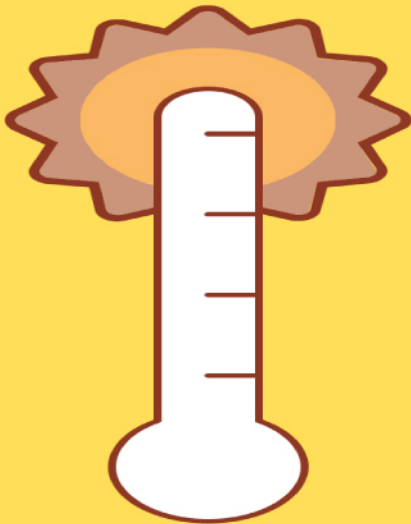
But these days, extreme weather events are more frequent. Also in 2010, 28 centimeters of rain fell on Rio de Janeiro in 24 hours, and there was record rainfall in Pakistan. The effects of this kind of rain are dramatic. In Rio de Janeiro, landslides followed the rain. Hundreds of people died. In Pakistan, it caused floods that affected 20 million people.

The opposite situation is a drought when no rain falls. Australia, Russia, and East Africa have suffered major droughts in the last ten years. Another example of extreme weather is a heat wave, such as in the summer of 2003. In Europe, 35,000 people died from heat-related problems. So, what is happening? Are these extreme events part of a natural cycle?



What is happening to our weather?

Are they happening because human activity affects the Earth's climate? The answer, Peter Miller says, is: probably a mixture of both of these things. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous cycles are called El Niño and La Niña. They start in the Pacific Ocean, but they affect weather all around the world



On the other hand, the Earth's oceans are changing: their temperatures are increasing. And this is a result of human activity. The greenhouse gases we produce mean the atmosphere warms up. Warmer oceans produce more water vapor – think about what happens when you heat a pan of water in your kitchen.

Information from satellites tells us that there is four percent more water vapor in the atmosphere than 25 years ago. This warm, wet air turns into rain, storms, hurricanes, and typhoons.

Michael Oppenheimer, a climate scientist, says that we need to accept reality. Our weather is changing, and we must act to save lives and money.



Rubric

Criteria	Excellent	Good	Fair	Need improvements
Performance	The student holds the attention and can transmit all the ideas in an effective way that is understood.	The student holds the attention and can transmit most of the ideas in an effective way that is understood.	The student tries to hold the attention and can transmit a few ideas in an effective way that is understood.	The student can't hold attention and can't transmit the ideas. Speaks in low volume
Effort Enthusiasm	The student shows strong effort and enthusiasm to do well in the activity	The student shows effort and enthusiasm to do well in the activity	The student shows minimal effort and enthusiasm to do well in the activity	The student shows a lack of effort and enthusiasm to do well in the activity
Body language	The student uses body language and maintains eye contact with the audience.	The student uses regular body language and maintains regular eye contact with the audience.	The student uses minimal body language and maintains minimal eye contact with the audience.	The student doesn't use body language and doesn't maintain eye contact with the audience.

GAME: CONSCIENCE ALLEY

Lesson topic: Simple Past

Age: 12-13 years old

Grouping: Groups of seven

Objective: Share personal opinions about decisions and dilemmas.

Reading strategy: Game - Conscience Alley

SUGGESTOPEDIA PRINCIPLE

Love. Students will feel love when they are learning and they will transmit it to their classmates during the lessons (Walter, 2014).

Materials: Text



PROCEDURE



The teacher will give the text and the students will read it. After reading, each group will choose a leader to walk with because the rest of the students will form two lines facing each other.

PROCEDURE

The leader will walk between the lines and hear the personal opinion about the correct final for the story.



PROCEDURE



One row will present a good final and the other a bad final and they will speak while the leader is crossing between the lines.

PROCEDURE

In the end, the leader will choose the final for the story (Farmer, 2011).



THE PANECILLO HILL

The myth about the Panecillo Hill took place in Quito, the capital of Ecuador, many years ago. The people who live in the city tell the story every time someone asks about it. A long time ago, there was a poor woman who lived in Quito.



She did not have money or a job, she only had a cow, and that cow was her whole life. The cow produced milk and the old woman used to sell it to have money to buy food to eat.

She used to take the cow to the Panecillo Hill to eat grass as there was nowhere else to take it to eat as she did not have money to buy food for the animal. One day, she took the cow to the Hill as she always did. It was a sunny but windy day.



She was so tired that she went to sit under a tree and a few minutes later, she fell fast asleep. After an hour she woke up and immediately looked for her cow, but she could not find her cow. She started to call out to the animal, but nothing happened.

The hours passed, but she did not find her cow. She was afraid and could not stop crying, she started to walk down the other side of the hill. While the poor woman was walking, she saw a beautiful Palace, it was large and beautiful, very clean with big doors.



As the doors were open, she entered the Palace and she heard some noises inside and the poor woman thought it was her cow, but instead of finding her cow, she met a Princess who was sitting on a big beautiful throne.

THE PANECILLO HILL

The Princess saw the woman and with a smile, she asked: "Why did you come to visit me?" The poor woman answered.



"I did not come to visit you my beautiful Princess, and I am embarrassed to be seen dressed in these dirty old clothes.

I am looking for my cow because I lost it a few hours ago, I could not find it and that animal means everything to me."



While she was telling her story, she could not stop crying. After the Princess listened to tale, she gave the poor woman corn and a block of gold, trying to calm the woman

She said to her "do not cry, I am sure when you return to your house, your cow will be there waiting for you." The poor woman was so happy about the gifts and the Princess' words, that she stopped crying and began to smile.



She left the Palace and when she was close to her house, she saw the cow and ran to it and hugged it, the poor woman found the cow.

Rubric

Criteria	Excellent	Good	Fair	Need improvements
Performance	The student holds the attention and can transmit all the ideas in an effective way that is understood.	The student holds the attention and can transmit most of the ideas in an effective way that is understood.	The student tries to hold the attention and can transmit a few ideas in an effective way that is understood.	The student can't hold attention and can't transmit the ideas. Speaks in low volume
Effort Enthusiasm	The student shows strong effort and enthusiasm to do well in the activity	The student shows effort and enthusiasm to do well in the activity	The student shows minimal effort and enthusiasm to do well in the activity	The student shows a lack of effort and enthusiasm to do well in the activity
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STORYTELLING



FEATURES



Lesson topic: Simple Present

Age: 12-13 years old

Grouping: In pairs

Objective: Express a personal opinion about the belief in Cantuña legend.

Reading strategy: Storytelling

Materials: Text

SUGGESTOPEDIA



Love. Students will feel love when they are learning and they will transmit it to their classmates during lessons (Walter,2014).

Procedure: The teacher will start telling the story using visual aids such as photos (church, characters) and objects like unreal money.

PROCEDURE

In addition, the educator should use body language, and clear and adequate vocabulary for students to catch their attention. It is important to mention the use of customs in the classroom as a tool to tell the story.

The learners can wear customs and help the teacher during the storytelling and as a result, pupils will be more engaged with the activity. Finally, in pairs, they will answer some questions about storytelling.



CANTUÑA LEGEND



A long time ago, in the capital of Ecuador, Quito, there was an indigenous man well-known for his job as a stonemason named Cantuña. The Franciscan Religious Fathers who lived in the country, looked to him to ask if it was possible for him to build them a Catholic Church in the city. The wily man Cantuña agreed to build the church and he promised the Franciscans to complete the construction in just six months.

After a few days, the indigenous Cantuña went to look for the Franciscans and told them that there was a condition to his building the church, and it was that at the end of the construction, they would give him a large amount of money and the Franciscans agreed with that. However, the Franciscans thought that it was difficult to build a church in only six months although he would be working with other masons, and in that way, the church would not be completed in the agreed time.

Time was running quickly and they were soon in the fourth month but the church was not even 50% completed. Cantuña began to worry about that and convinced his friends to work morning and night to finish, but they did not find the solution.

After the fifth month of working day and night, the church was about 60% built and Cantuña began to feel frustrated and disappointed because the church would not be finished, and he would not be paid by the Franciscans.



CANTUÑA LEGEND



Cantuña could not sleep well, he was angry and constantly shouted at his friends to work harder. The time to finish the church was almost over, without any solution. On the eve of the night before the agreed day to finish the construction of the church, Cantuña heard a voice calling him, "Cantuña why are you frustrated? Cantuña I can help you if you want. I am here to help you. I know what is happening, I am going to help you to build the church, but in exchange, you must give me your soul."

Cantuña was very afraid and did not really think about how dangerous it would be to have an agreement with Lucifer, but anyways, he said yes to the proposal between him and Lucifer. Cantuña had just one condition that all the stones had to be used in the construction. The devil accepted that condition because he thought it was simple to do. The Devil's people immediately started working to complete the church and before midnight the church was finished and Lucifer smiled at Cantuña.

Then something strange happened, Cantuña spoke out loudly to Lucifer, "Just a moment! The agreement between us has not been completed, I told you that all the stones had to be used but you did not use them all", and Cantuña removed a stone from his pocket and showed to Lucifer.

Lucifer was furious because he wanted Cantuña's soul and he said "I will be waiting for your soul, I have a lot of time to wait for you." Cantuña was happy because the church was finished within the time agreed upon and the devil did not take his soul. If you go to Quito – Ecuador, you can see a small hole in one of the church walls where any type of stone can be placed into.

WORKSHEET



CANTUÑA LEGEND

Name: Date:

Objective: Express personal opinions

Do you believe in the story?

.....
.....
.....

Do you consider Cantuña a good person? Why?

.....
.....
.....

Is Lucifer a bad person? Why?

.....
.....
.....

What do you do in desperate situations?

.....
.....
.....



Rubric

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INTERVIEW



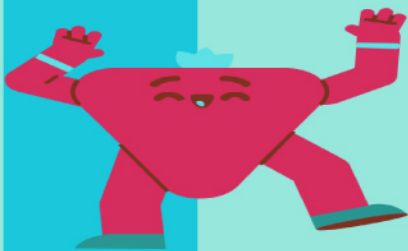
FEATURES

Lesson topic: Simple Present
Age: 12-13 years old
Grouping: In pairs



FEATURES

Objective: Formulate questions for the famous chosen.
Reading strategy: Interview
Materials: Text



SUGGESTOPEDIA PRINCIPLE

An unusual event. The teacher must have the conviction that something extraordinary and different from the social norm is taking place. Each session must be started in the excitement of an unusual event taking place (Walter, 2014).



PROCEDURE

The students will read the text. Then, they will use it as an example to create their own interview about a famous person such as a singer, actor, activist, a sport person, a politician, an educator, an entrepreneur and so on.



Procedure

The next class, they will present the interview with a costume personifying the famous chosen.

Interview with Henry Smiles



He's the most popular member of one of the most popular bands in the world.

We met Two Direction's Henry Smiles to find out why he has so many female fans.



Let's get the basic questions out of the way first, Henry. How old are you and where are you from?

I was born in 1996 and I'm from Harrogate in the north of England. Now I live in London.



What are your likes and dislikes? Well, I love music, of course, and sleeping and eating. And my dislikes? I don't like it when I'm late for things.

What are your favorite films? Spider-Man 2 and X-Men were pretty cool.



Is there anything that you'd like to be able to do?

I wish I could play the drums and the piano.

You are famous for your great hair. Would you cut it or shave it off?

Maybe I'd shave it off for charity, if I could raise a lot of money for doing it.



Do you like social networking? Well, I don't go on Facebook very much, but I do use Twitter a lot. It's a good way to keep in touch with our fans.

Interview with Henry Smiles

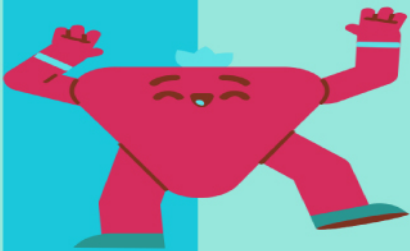


Now the more interesting questions!
Have you got a girlfriend, Henry?
No, not at the moment. I'm single!



What kind of girls do you like?

I like girls with a good sense of humor who doesn't take life too seriously. I also like being able to call someone in the middle of the night for a chat if I need to.



Do you prefer blondes or brunettes?
Oh, I like both! If we can have a laugh and we get on well, I don't care what color hair they have.

Are you romantic when you're in a relationship?
I reckon I am. I'd do anything for love!



Whom did you have your first kiss?

My first kiss? Hmm, I can't remember very clearly, but I think it was with a girl at school when I was about thirteen.



Tell us a secret, Henry.
I still get nervous before a concert and have to drink herbal tea! Even today, after having done hundreds of concerts, my hands sweat and my heart beats fast just before going on stage.

Rubric

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CHAPTER VI

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The present investigation was carried out with literal sources to support the fundamentals of suggestopedia; some Ecuadorian professors contributed their educational experiences and important strategies and techniques based on the method chosen. In addition, recognized authors were taken into account as guides in the design of the proposal to strengthen the result of the research and give a plus that captivates teachers during the process of English teaching.

The strategies selected for the guide were developed according to the learner's necessity and preference; it was evidenced in the survey. It is vital to mention the lack of interest in reading activities elaborated by the English teacher. In addition, students do not feel enthusiastic about their participation and performance in the reading activities; they have difficulties understanding the text.

The group study was wide, and there were two parallels, which means the information got was more opportune because it gave enough data to analyze and examine. The suggestopedia guide was planned to focus on the results of the survey and interviews applied to students and the English teacher. The type of activity, text and even layout of the work were chosen to pay attention exclusively to the student's needs.

Moreover, teachers will have a manual to enhance and foster reading skills during the lessons, also how to incorporate cooperative work in the classroom. It is remarkable to see how the reading activities are linked with writing, speaking, and even listening skills like a puzzle. Every piece such as grammatical structure or pronunciation has an essential role to be considered in the strategies created.

6.2 Recommendations

Teachers should give more importance to reading skills to motivate and enhance reading comprehension, to avoid students who consider them difficult and even feel uncomfortable with their performance. The guide was designed according to the learner's preference because the suggestopedia method contemplates taking into account the student's interest and opinion to create a good atmosphere.

In addition, the reading activities are developed to work cooperatively and boost group work during the lessons in the classrooms, the aim is to have more interaction and better relationships during English learning. All the activities have a purpose, students will develop critical thinking and most importantly how to solve a problem in real-life situations that they can face at school like bullying or cyberbullying. It is fundamental to express their opinions and thoughts, and give them the opportunity and confidence to speak through the different activities created for enhancing reading skills.

Teachers should apply the suggestopedia method from the first moment to begin the lesson, show love, respect, and interest, and wish students to learn easily and fast. Learners will feel the energy and stimuli, they will know that learning English can be fun and motivating, and they will engage and be more fascinated in the class. They need to be listened to and corrected softly without being hurt.

The use of a guide based on the suggestopedia method is highly recommendable because it has eight activities with topic, objective, procedure, text (reading) and even some activities have a worksheet done. The educator should plan effectively to carry out the activity chosen to finish on time during the time scheduled. Also, there are tips for the teacher and the student that will be helpful during this process.

Appendices

Appendix A “Academia Militar San Diego” Educative Institution Authorization



RED EDUCATIVA DIOCESANA

UNIDAD EDUCATIVA “ACADEMIA MILITAR SAN DIEGO”

Dirección: Avenida el Retorno

Teléfono : 062-510-626



Of-001-sec
Septiembre 22, de 2021
Asunto: autorización

Licenciada
Ariana Cisneros
MAESTRANTE UTN
Presente.-

De mi consideración:

Reciba un atento y cordial saludo de la Unidad Educativa Academia Militar “San Diego” junto con el deseo de éxitos en sus funciones.

En referencia al Of. s/n del 21 de septiembre el 2021 en el que solicita la aprobación para realizar el trabajo de grado de investigación denominado **“Suggestopedia activities as a teaching strategy to develop Reading comprehension on eighth year students at Academia Militar San Diego”**, manifiesto lo siguiente:

- Su petición es acogida favorablemente para que realice el trabajo antes mencionado.
- Se brindará todas las facilidades necesarias para que el trabajo de Investigación cumpla su objetivo.
- Solicitar se remita una copia con el resultado de la investigación una vez culminada

Es todo cuanto puedo informar para los asuntos legales pertinentes.

Atentamente,

Padre Roberto Estrada Erazo
RECTOR ACMIL “SAN DIEGO”

Lourdes C/sec



Appendix B Teacher's interview



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

The following interview has the purpose to gather pretty important information about the suggestopedia methodology used in the EFL classroom, to determine the most suitable strategies to enhance reading comprehension. The information you provide is very valuable to carry out this activity, therefore I ask you to be as sincere as possible.

Interview

1. What are the methodological strategies you apply to develop reading comprehension?

Response: I use several such as skimming, scanning, intensive reading, the use of a dictionary, avoiding translations from English to Spanish, and finally giving definitions to unknown words.

2. What kind of activities do you use to assess reading comprehension?

Response: I use different types of questions to assess this skill such as true or false, relation with images, identifying the main idea, the association of pictures with sentences, and even completing keywords

3. Which activities do you consider ineffective in developing reading comprehension?
Why?

Response: I consider when reading does not have a purpose, the activity does not work and even creates confusion among the students because they frequently ask why are reading this and they do not understand the ideas of the text.

4. Do you consider the importance to apply new strategies that facilitate reading comprehension performance? Why?

Response: There is huge importance in the variety of strategies because they have a big impact on teaching, students understand fast and most importantly they are motivated.

5. Have you ever heard about the suggestopedia strategies for developing reading skills?

Response: I heard the suggestopedia method when I was at university but I do not remember exactly how was implemented this methodology in class with students.

6. Would you like to have a guide to developing reading comprehension based on the suggestopedia method?

It would be a useful tool to develop reading skills because students can have a variety of activities and therefore, they can be more engaged in the lesson and as a result, they can feel more motivated and participate in the classroom.

Appendix C Students' survey



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Encuesta dirigida a estudiantes del octavo año de la Academia Militar San Diego “ACMIL”

La presente investigación tiene como finalidad obtener información sobre el uso del método de sugestopedia en las clases de inglés como Lengua extranjera, para determinar las actividades más apropiadas para el desarrollo de comprensión lectora del idioma. La presente encuesta es de carácter anónimo y reservado, es libre de contestar con sinceridad.

Por favor marque un visto a la respuesta que usted considera respecto a las actividades de la comprensión lectora en las clases de inglés.

1. ¿Qué tanto disfruta leer textos en inglés?

Mucho	Poco	Nada

2. ¿Qué tan frecuente interactúa en las diferentes actividades de lectura?

Siempre	A veces	Casi nunca	Nunca

3. ¿Cómo considera usted, las actividades de lectura desarrolladas en las clases de inglés?

Motivantes	Interactivas	Aburridas	Repetitivas

4. ¿Se siente satisfecho con su participación en las actividades de lectura?

Muy satisfecho	Satisfecho	Poco satisfecho	Nada satisfecho

5. ¿De qué manera le gusta a usted desarrollar las actividades de lectura?

Grupal	En parejas	Individualmente

6. ¿Cómo considera usted su nivel de comprensión con respecto a textos en inglés?

Alto	Mediano	Insuficiente

7. ¿Considera que las actividades de lectura incrementan el vocabulario?

Sí	No	A veces

8. De las siguientes actividades ¿Cuáles actividades ayudan en la comprensión de la lectura?

Deducir el significado	
Ubicar palabras claves	
Contextualización	
Visualización	

9. Seleccione las actividades de lectura que más le gustaría desarrollar en las clases de inglés

Entrevista	
Dramatización	
Canción	
Diálogo	
Exposición oral	
Debate	
Imitación	
Preguntas y respuestas	

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