UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN

TOPIC:

Peripheral Learning Strategies Based on Suggestopedia to Improve Junior Students' English Reading Skills at Víctor Manuel Guzmán High School during the Academic Period 2020-2021.

Degree work prior to obtaining the Bachelor's degree of Pedagogy of Foreign and National Languages-English.

Line of research: management, quality of education, pedagogical processes and languages.

Author: Terán Rosales David Francisco.

Director: MSc. Congo Maldonado Rubén Agapito.

Ibarra, 2022.

UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

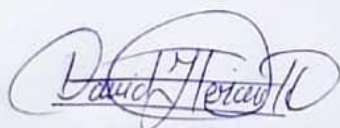| DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	100414793-8		
APELLIDOS YNOMBRES:	Terán Rosales David Francisco		
DIRECCIÓN:	Urcuquí- Barrio San Nicolas (calle Guzmán NS8-13)		
EMAIL:	dfteranr@utn.edu.ec		
TELÉFONO FIJO:	S/N	**TELF. MOVIL**	0959762058

DATOS DE LA OBRA	
TÍTULO:	Peripheral Learning Strategies Based on Suggestopedia to Improve Junior Students' English Reading Skills at Víctor Manuel Guzmán High School during the Academic Period 2020-2021.
AUTOR (ES):	Terán Rosales David Francisco
FECHA: AAAAMMDD	2022/03/10
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciado en Pedagogía del Idioma Inglés.
ASESOR /DIRECTOR:	MSc. Rubén Agapito Congo Maldonado.

CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 10 días, del mes de marzo 2022.

EL AUTOR:

Terán Rosales David Francisco
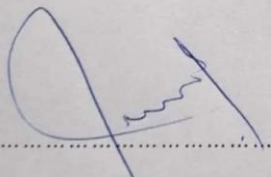
CERTIFICACIÓN DEL DIRECTOR

Ibarra, 09 de diciembre del 2021.

MSc. Rubén Congo Maldonado
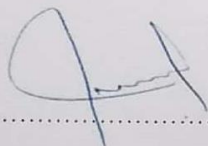
DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación "Peripheral Learning Strategies Based on Suggestopedia to Improve Junior Students' English Reading Skills at Víctor Manuel Guzmán High School during the Academic Period 2020-2021", el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f) ....

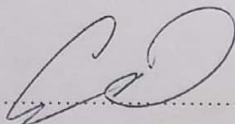MSc. Rubén Congo Maldonado

C.C.: 1001417235

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación *"Peripheral Learning Strategies Based on Suggestopedia to Improve Junior Students' English Reading Skills at Víctor Manuel Guzmán High School during the Academic Period 2020-2021"* elaborado por David Francisco Terán Rosales, previo a la obtención del título del licenciado en Pedagogía de los Idiomas, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

(f): ....
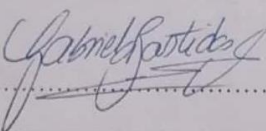
MSc. Rubén Congo Maldonado

C.C.: 1001417235

(f): ....

MSc. Christian Andrade

C.C.: 1714076120

(f): ....

MSc. Gabriela Bastidas

C.C.: 1002238499

DEDICATION

This research project is dedicated to my parents José and Beatriz who always supported me along my educational way. Additionally, I dedicated this research work to my sisters Gabriela and Andrea, who have always been with me throughout my studies. Besides, they have been my support during my life with their advice and unconditional love to be better. I will never forget all they have done.

ACKNOWLEDGEMENTS

I want to thank my English major teachers for their knowledge and unconditional dedication in this educational way. I also thank my advisor MSc. Rubén Congo for his guidance and support in this research project. Finally, thanks to my friends for their support and friendship through these years.

RESUMEN

Esta investigación fue llevada a cabo con los estudiantes de segundo de bachillerato especialidad secretariado de la Unidad Educativa Víctor Manuel Guzmán en la ciudad de Ibarra. El propósito principal de esta investigación es determinar el uso de estrategias de Aprendizaje Periférico basado en el método Sugestopedia seleccionando las estrategias metodológicas más apropiadas para ser implementadas en la destreza de lectura. Fueron aplicadas dos encuestas; una para los estudiantes en español y una para los docentes en el idioma inglés dichas encuestas aportaron a la recolección de información contribuyendo con los objetivos planteados. Por esta razón, el uso de estrategias de Aprendizaje Periférico será factible para los alumnos al seleccionar que tipo de materiales, recursos y herramientas son necesarios para su aprendizaje. Además, el uso de materiales visuales como carteles, imágenes, tarjetas didácticas y otros materiales son usados en el aprendizaje periférico dichos materiales serán creados o diseñados por los alumnos. De igual manera, se usará canciones clásicas en actividades de lectura; para crear un ambiente relajado, reducir el estrés, estimular la creatividad y generar un impacto positivo en los alumnos.

Finalmente, la guía contiene estrategias y actividades sugeridas por los encuestados. Además, la guía contiene estrategias de lectura sugeridas por los encuestados con actividades de aprendizaje periférico usados en la hora de la lectura de inglés; dichas estrategias serán usadas para crear un entorno confortable de aprendizaje en inglés.

Palabras claves: Estrategias de aprendizaje periférico, efecto Mozart, materiales visuales, lectura.

ABSTRACT

This research was carried out with junior students at Víctor Manuel Guzmán High School in Ibarra city. The main purpose of this research is to determine the use of peripheral learning strategies based on suggestopedia to select the most appropriate methodological strategies to be implemented on reading skills. In this research, two surveys were applied one to teachers in English to identify which learning strategies are applied in class, what kind of materials are used by them; one to students in Spanish to collect information about comprehension difficulties, reading strategies, the use of peripheral learning strategies and classical music in English reading time this information contributed to the previous objective. For this reason, the use of peripheral learning strategies will be feasible for learners by selecting which materials, resources, and tools are necessary for them. Additionally, the use of posters, flashcards, pictures, and other visual materials are used in the peripheral learning strategies and these materials will be created or designed by students. Besides, classical songs will be played to create a relaxed atmosphere and give a positive impact on learners such as reducing stress and stimulating their creativity.

Finally, the guide contains suggested reading strategies from surveys with Peripheral learning activities used in English reading time. Besides, these strategies will be used to create a comfortable learning environment using visual aids.

Keywords: Peripheral learning strategies, Mozart effect, visual materials, reading.

CONTENT INDEX

LIST OF TABLES

LIST OF ILLUSTRATIONS

INTRODUCTION

Nowadays, English is the most used language globally and our country is not an exception. There are several branches where English is the way to communicate with others such as business, health, news, and education. Education has been one of the problems in our country because it does not have the necessary resources and support from the government. The lack of investment in educational institutions such as infrastructure, teaching staff, or the shortage of technological equipment in the classrooms. The English language has been one of the most valuable tools because it is part of the curriculum in our country, but many times learning English has been seen more as an obligation and not as an activity that students can enjoy. On the other hand, suggestopedia is a method that helps with a special didactic art in the learning process. For this reason, "The artistic means is used both to create a pleasant atmosphere during the process of receiving, memorizing, and understanding the principal information given in the lesson and to enhance the suggestive set-up for reserves, attitude, motivation, and expectancy" (Sekta, 2011). For given the above, the use of peripheral resources in the classroom such as posters, flashcards, and pictures of different topics, will help the students in their learning as they will associate the information with visual aids.

Additionally, this research will incorporate soft music in reading time, as an example "Mozart's music, at first, made them listen and relax, then, with continuous exposure, made them energized and inspired to do things, it also made reviewing/ reading/ studying enjoyable" (Pelayo, 2019). For this reason, incorporating music during English reading time will create a relaxed state where learners can engage in a variety of activities and enjoy themselves at the same time.

Finally, the lack of interest of the students has led teachers to look for new learning strategies where it is not just about getting a grade but something meaningful and useful for their lives.

For these reasons, to contribute a didactic guide of peripheral strategies for junior students at Victor Manuel Guzmán was designed to improve their reading skills.

Problem background

English language learning has been an essential tool in education. Currently, Ecuador is one of the countries with the lowest English language proficiency. In addition, according to the Education first program "Ecuador is ranked in the position 19th in Latin America and 93rd out of 100 countries" (El Universo, 2020). According to this ranking, it is necessary to make changes in the curriculum and teachers' methodologies. Therefore, teachers should guide learning in a way that learners can develop their knowledge.

On the other hand, one primary problem for students is attention even more in another language. Also, learners tend to forget what they are doing or disrupt classes because they do not follow teachers' instructions in English classes; therefore, they lack control over them. In addition, different realities in education are immersed in different fields affecting the learners' performance, such as family problems, shortage of teachers in the institutions, and lack of resources. That is a fact, teachers need to adapt to all these problems, but they should be able to counteract all of them using their knowledge, methodologies, techniques, and different learning tools with their students.

Teachers must create a comfortable learning environment to develop creativity and autonomous learning. Also, innovation and adaptation are indispensable in learning; for this reason, teachers need to incorporate several visual and auditive resources.

Teachers have different questions to achieve their goals to improve English reading skills. Indeed, learners can improve with much practice; also, teachers provide instructions explaining how they should do it and offer them help with feedback giving some tips for these activities. Briefly, learners can improve their reading skills with the correct use of teachers' methodologies and strategies.

Teachers must select strategies to be applied in English reading time. Moreover, the relationship between students and teachers is essential to develop communication among them. For this reason, cooperative learning is used to develop a good working group in students supporting each other developing thoughts, generating ideas, committing, stimulating their creativity, and reinforcing their learning successfully.

To sum up, English strategies need to be applied at Víctor Manuel Guzmán to create a good learning way using strategies, methodologies, and tools to support English reading skills.

Justification

This research project is meaningful to English learners from Víctor Manuel Guzmán because English language books provided by the government are not enough to develop English skills such as listening, speaking, reading, and writing.

Nevertheless, teachers need to include extra resources such as materials, tools, and resources for English classes. Therefore, this project is focused on the development of the students' reading skills using peripheral learning strategies based on the suggestopedia method. In Ecuador, the English language is deficient therefore teachers must apply a wide range of methodological strategies.

Besides, students need motivation and innovation in learning way either in their content or methodologies applied by teachers. Therefore, this project will be useful for all teachers to apply these types of strategies in their students achieving meaningful Learning. In addition, the importance of a comfortable learning space is one of the goals of this research and how music can help in their learning that will remain as precedent for students' future generations. Finally, Peripheral learning strategies increase reading skills using visual materials in reading time. For this reason, this project is feasible because it will be implemented in the English class by teachers. It has been developed at Víctor Manuel Guzmán high school. This

research is not complicated because it was achievable with the support of this educational institution, teachers, and students.

Objectives

General Objective

To determine the Peripheral learning strategies to improve junior students' English reading skills at Víctor Manuel Guzmán High School.

Specific Objectives

- To analyze the Peripheral learning strategies to improve reading skills for junior students.

- To analyze the Suggestopedia method as a way to support Peripheral learning strategies.

- To propose appropriate activities to apply peripheral learning strategies to improve reading language skills.

Content

The present research has four chapters:

Chapter I emphasizes the theoretical basis to improve reading skills. It incorporates definitions, theories, knowledge, and findings that will be used to explain the phenomenon to be investigated. Also, this chapter incorporates definitions about peripheral learning strategies, Suggestopedia, and learning materials used in class.

Chapter II focuses on the type of methodologies and instruments used in this research; a general description of the population, the data analysis based on surveys and the research questions.

Chapter III focuses on the analysis and interpretation of results. It is also important to mention that the analysis was described according to the graphs to stand for the most relevant results.

Chapter IV stands for the proposal by designing a guide based on peripheral learning strategies to improve English reading skills. Besides, this guide contains reading activities with pictures including a set of songs to be used during reading time.

CHAPTER I

1. Theoretical Framework

1.1 English Teaching Environment

English teaching environment in learners is one of the most important aspects in Learning. For this reason, classrooms are the main places where teachers and students can interact and learn, surrounded by an English environment.

1.1.1 Classroom Space

The importance of school infrastructure and classroom space for learners have been ignored throughout time. Most teachers do not think about their classroom space as a suitable environment for teaching and learning.

According to Ulkire (2015) mentioned Learning Environment's work about: The Influence of school and classroom space on education states that:

> Teachers and students were able to communicate the school buildings and classrooms they desired. If we thought about better teaching and learning conditions in our schools and classrooms, we would realize that a focus on the constructed environment and its possibilities would support teaching and Learning. (Ulrike, 2015)

On the other hand, "A poor classroom structure causes a disruptive setting that influences learners' behavior in different ways that require an adequate organization of the classroom environment" (Ali, Masroor, & Khan, 2020). For this reason, a good environment is important to avoid disruptive students in the classroom through teachers' organization and students' behavior.

1.1.2 Pictures on the Walls

A good classroom environment influences students' learning and teachers create materials in the classroom to be used by learners. Also, it is a joint work where teachers provide activities and students work on that efficiently. In addition, the use of pictures on the walls is used as a tool by teachers.

According to Maley & Peachey (2015) mentioned Teaching English's work about Creativity in the English language classroom state that:

> If you use the same classroom for every lesson, then the walls become very important. You can build upon them a vast picture dictionary of words and phrases related to the events you have been creating with the students during your lessons. Of course, the pictures can be on paper, but they can also be drawn directly on the wall. (p. 19)

To reiterate, English class is part of everyday learning, teachers use several resources in the classroom. Therefore, reading with pictures supplies a better understanding to learners and they can take advantage by associating the information using pictures or drawings.

1.1.3 Building an Interesting Classroom Space

According to Ali et. al (2020) state that "Wise teachers allow each of their students to guide them to what the students find particularly enjoyable and worth learning. The result will be greater student interest, sense of competence, creativity, learning, and preference for challenges" (p. 320). For this reason, teachers are known as promoters of learning because they are the ones who motivate students to get out of their comfort zone, increasing their curiosity, competence, and autonomous learning.

In addition, Ulkire (2015) argues about Steele's functions; he states that "the physical environment can influence the way teachers and students feel, think and behave" (Ulrike,

2015, p. 553). For this reason, there are five Steel's functions used in the physical environment in which teachers influence them.

Steele's Functions

According to Ulrike (2015), there are five of Steele's functions such as security and shelter, pleasure, symbolic identification, task instrumentality, and social contact.

Table 1

Steele's Functions used in the physical environment

Steele's Functions	Description
Security and shelter	That is, the feeling that school and classrooms are safe and good, comfortable places to be.
Symbolic identification	This is the so-called personality of classrooms and schools when they are designed by teachers and students in a daily routine.
Task instrumentality	This function describes how the environment helps us carry out the tasks teachers want to accomplish.
Pleasure	Equally important is the fact that teachers and students find their classrooms attractive and pleasing.
Social contact	The arrangements of desks, for example, promote social contact or give space for individual work. So, teachers could plan clusters for student interaction. The way students are arranged can also affect the interaction between teachers and students.

Note. Taken from Ulkire, (2015). The Influence of School and Classroom Space on Education.

It is considered that Steele's functions are basic steps to create a learning environment where teachers and students feel comfortable and pleasing. Also, teachers must create a safe place where learners can work properly. Therefore, the English environment helps learners to be engaged in the classroom and they find their learning space more attractive. Moreover, methods and strategies are used by teachers focusing on interaction and the learning process. In addition, "In an environment, students involve in their activity, and they are involved in an active process. Therefore, the students learn knowledge permanently by keeping their learning alive on their own" (Coskun & Eker, 2018).

Learning environment dimensions

Learning environment increases learners' attention which is a positive role in students' success. For this reason, these aspects supply a peaceful and harmonious learning environment for learners. On the contrary, if the learning environment is not adequate, this will lead to low motivation and low performance in learners.

> The school environment cannot be ignored. Students learn English at school. That is not just from the teachers. Such as in class, in the classroom, and on campus, students can also learn English from these environments. These are excellent occasions or places for students to learn English in school. (Agarwal & Krishan, 2014)

Finally, learners need to be in an English environment where they can be immersed and learn at the same time. For this reason, teachers need to use tools and resources in their classrooms creating an interactive learning place.

According to Agarwal & Krishan (2014) mentioned that there are six dimensions of a learning environment:

Tabla 2

Six dimensions of a learning environment

Dimensions	Description

A focus on meaning.	Meaningful learning growth in performance and creating processes.
Learning and Growth	In this dimension, students grow their performance level.
Support for each person	Each person with their talents, what they like doing and what they do best, safe environment for taking risks, create alignments with values and interests of individuals.
Structure for each person.	Clear performance criteria, scope, schedule, challenge, and resources.
Collaboration that adds value	Supporting others, using effective practices such as assessment and compelling goals.
Energy	People use their energy in Learning.

Note. taken from Agarwal & Krishan, (2014). Learning Environment.

Given the above, these six dimensions are focused on the learning environment, so schools are the place where students develop their skills, habits, and how the role of the teacher contributes to learners' performance.

1.2   Teaching-Learning Material

"The teaching-learning materials provide a range of experiences to the learners. When they are used adequately, then they are used to motivate learners towards the acquisition of education" (Kapur, 2019). Teachers must provide different learning materials to students creating a wonderful experience in their learning.

According to Kumar (2017) states that

The teacher is the classroom driver who drives the class as per his/her pace and desire. S/he makes an environment in which all the students delve themselves into the ocean

of knowledge which happens due to usage of the materials and aids used by the teacher in the classroom. (Kumar, 2017)

For this reason, teachers are the classroom drivers who play a significant role in the learning process because they are a support for students in this learning way. For instance, the use of materials and tools provided by teachers to learners is fundamental to engage in whole-class doing several activities in an active learning process.

1.2.1 Teaching-Learning Material Objectives

The main aim as a teacher is to motivate students using different tools, resources, and materials in their learning. Likewise, "The primary objective of teaching-learning materials is to motivate students towards the acquisition of education. Teachers primarily use these to help and support the learners to achieve academic outcomes" (Kapur, 2019).

According to Kapur (2019) mentioned that there are the following objectives shown as follows:

Table 3

Teaching-Learning Material Objectives

Objectives	Description
Motivate Learners	The teachers make use of not only one but various forms of teaching-learning materials within the classroom setting.
Development of Knowledge and Skills among Teachers	Through the implementation of teaching-learning methods in an effective manner, the teachers can develop their knowledge and skills.

Help in Organizing Classroom Teaching	The teachers can generate awareness in terms of the implementation of lesson plans and concepts.
Making Learning Pleasurable	TLMs help in making learning fun and pleasurable within the classroom setting. Students take pleasure in getting to understand the novelty of new projects and learn new concepts through them.
Concept Formation	TLMs facilitate the formation and attainment of concepts among students. In some subjects, certain academic concepts are difficult to learn and understand. Thus, the students need to ensure that they can get an efficient understanding of TLMs to augment their understanding and generate the desired academic outcomes.

Note. Taken from Kapur, (2019). Development of Teaching-Learning Materials

To sum up, these are some aims that teachers need to cover in the classroom, such as motivation, classroom teaching, development of knowledge, concept formation, and making learning pleasurable. They play a substantial role in the learning process, and teachers must focus on them to achieve positive academic outcomes in students.

1.2.2 Students Motivation in Reading Time

Allred & Cena (2020) state that "high school students' literature experiences are with teacher-determined texts and exhibit low levels of student interest and motivation" (p. 27). Nowadays, reading activities in high schools have had a low academic performance due to learners having difficulties getting vocabulary, comprehension, decoding information, and other reading strategies.

According to Alhamdu (2016) mentioned that:

> Reading motivation try to understand why an individual chooses to do a reading activity or not to do it. It means, the concept of reading motivation emphasized mental readiness, willingness and refers to the beliefs and perceptions of an individual to engage in the reading activity. Therefore, reading motivation is assumed as a complex and multidimensional construct that can be influenced by internal and external factors. (p. 5)

Consequently, reading motivation promotes positive attitudes and feelings in reading. Learners should take advantage of increasing this skill. Also, internal and external factors that influence learning are the social, cultural, environment, teachers, and students. For this reason, all these factors are immersed in reading activities, and they can affect their learning. In addition, there are three aspects of interest mentioned by Alhamdu (2016), and these are:

a) **Individual (Personal) Interest. -** Individual interest is a predisposition of individual characteristics and is relatively stable. Individual interest involves knowledge, positive affect and value, and develops slowly over time, and is affected by repeated experiences of situational interest. Individual interest also refers to a specific topic, object, or activity, such as interest in reading, interest in sport, interest in a specific subject, and others. (Alhamdu, 2016)

b) **Situational Interest.-** Situational interest is an interest fostered by conditions or environmental factors. Most researchers were defined situational interest as an immediate affective response to certain conditions or stimuli in the learning environment that focuses one's attention on the task, which may or may not last over time. (Alhamdu, 2016)

c) **Interest as a Psychological State.-** Interest as a psychological state is an interplay between personal or individual interests and environmental conditions or situational interest. The process of interest as a psychological state includes increased attention, positive effect, concentration, and an increased willingness to learn. (Alhamdu, 2016)

1.3 Peripheral Learning

The use of Peripheral learning strategies in the classroom is the main purpose of this research. In an English classroom, teachers must supply several learning materials for each student to find the best learning way. The environment is necessary to be exposed to the English language.

According to Fatemipour (2013) mentioned Peripheral learning of English language work about: A comparison between ESL and EFL contexts provided for university students states that:

> Students can learn a lot of things that they see around them. In the environment of the class, a lot of language materials are presented in the form of posters, and students are not assigned to study them. The purpose is to provide students with peripheral Learning. (Fatemipour, 2013)

In recent years, the use of didactic material as posters has started to take the form of classroom activities, according to Coskun & Eker (2018) state that "An activity-based poster is a teaching approach that students use to prepare posters by using pictures and texts about

a specific topic in which they choose. Later, they present a poster for their friends and talk about them during the class" (p.586). For this reason, in some activities based on design posters, students can use graphics, pictures, and drawings with text. It will be used as a tool in the speaking part because these are interesting handmade works for them.

1.3.1 *What is a poster?*

Posters are tools which "are mounted pictures or photographs accompanied by textual cues or captions. The purpose of the posters is to encourage student participation and provide controlled practice in a given English structure or concept" (Reily, 2007, p. 25).

To illustrate, using posters in the classroom is a positive way of engaging the students in their learning process because these are made by themselves because "Posters are colorful, attractive learning tools that enrich the learning context" (Kondal & Prasad, 2019).

According to Kondal & Prasad (2019), there are some posters' features that you need to use:

1. Simplicity: the message should be understood easily and effectively.

2. Brevity: the minimum words should be presented effectively.

3. Appropriateness: the theme and subject matter should correspond.

4. Attractiveness: it should capture the attention of the audience.

5. Design and color: it should have an appropriate size, design, and color.

Posters features are used by students on a freeway where they can develop their creativity, imagination, and words for better understanding. According to Saputra, Padmadewi, & Artini (2019) mentioned that:

> Posters containing some language features and grammatical information about the target language on the classroom's walls will enable learners to absorb the necessary facts effortlessly. (p. 3)

Hence, English classrooms need a wide variety of tools and resources where students can stimulate themselves through attractive pictures, drawings with reading, or concepts about interesting topics. All these resources are provided by teachers with language features and grammatical information.

1.3.2 What is a flashcard?

According to Ngarofah & Sumarni (2019) state that "Flashcard is a media as cards consist of information, as words or numbers, on either or both sides, used in classroom instruction or special study".

Additionally, they have included the best methods to use for Learning and memorizing information. "People can use a flashcard to learn English or other subjects in class, such as vocabulary, mathematical equations, and main ideas"(Ngarofah & Sumarni, 2019, p. 778).

Hence, flashcards are one of the peripheral materials and they are sample pictures on a piece of paper. For this reason, these are used by teachers as a tool for learners to learn new vocabulary, main ideas, and new topics.

Nuryani & Fadloeli (2021) point out four steps to consider when using flashcards to teach English, as follows:

1) Preparing yourself, the teacher should understand the teaching materials that will be delivered to the students and have the skills to use the media flashcard.

2) Preparing the flashcards media, to ensure that the media is ready so that it does not need other media in the classroom.

3) Preparing place, this relates to the position of the teacher that students can see the flashcard from all directions.

4) Preparing the student, their seats are arranged properly so that they can pay attention to learning material delivered with a flashcard.

Therefore, the correct use of materials in class and which materials students need to improve their skills; also, if the flashcards are correctly made, or if learners used the correct information on them. The place where they will be found is useful and how students will work with these materials correctly.

1.4 Peripheral Learning Strategy

Peripheral learning is one of some strategies for English learning and this strategy supplies learning materials to encourage learners to improve their reading skills. Also, this strategy includes the use of visual aids in which learners absorb information according to their environment.

> Students can absorb information effortlessly when it is perceived as a part of the environment, rather than the material 'to be attended'. It is claimed that putting posters containing some language features and grammatical information about the target language on the classroom walls will enable learners to absorb the necessary facts effortlessly. (Gezer & Şen, 2012)

It is important to mention that students are like a sponge because they absorb all the information provided by the teacher. For this reason, they need to be exposed to the English environment with visual aids, pictures, grammar structure, and linguistic features in the classroom.

1.4.1 Peripheral and Intentional Learning

Incidental Learning

"Research on incidental learning has shown that learners can incrementally develop their linguistic abilities through constant exposure to comprehensible input" (Natsuki, 2020).

> Peripheral or incidental Learning is learning one thing while intending to learn another which is an effective way of learning vocabulary from realia and context,

while intentional Learning means spending a lot of time memorizing words and phrases with their meanings, pronunciations, and spellings. (Seyed, 2014)

Hence, students can absorb incidental information that they perceive in the environment much more than memorizing. For this reason, learners absorb information effortlessly from posters because they have some language features and grammatical information.

Intentional Learning

According to Ahmed (2017) states that "intentional learning is described as the having the intention to learn the material and to commit it to one's memory". In English learning is necessary to apply both intentional and accidental learning. Because learners need to be engaged in an English environment, also they need to study grammatical rules, vocabulary, and the meaning of new words.

1.5 Suggestopedia Method

Suggestopedia is a method of language teaching developed by Georgi Lozanov, the Bulgarian psychologist and educator in 1970. "Lozanov believes that in the learning process the students use an unconscious mind by giving a positive suggestion to make the students relax and concentrate" (Deny, Bahri, & Fajrina, 2016, p. 131).

Suggestopedia is an interesting method which used mostly to learn through their learning styles which are visual, auditory, or kinesthetic style. Those who are visual learn through seeing and they need to see the teacher's body language and they can learn the best through verbal lectures, discussions, talking things through, and listening to what others have to say. (Shikare, 2017, p. 178)

1.5.1 Characteristic of Suggestopedia

Richards and Rodgers (1999) suggested four characteristics:

1. Decoration: it involves the teacher's creativity to decorate the classroom with different situations while the teaching and learning process is going on to attract the

students' attention during the process, by putting the wall picture or poster related to the teaching materials.

2. Furniture: it is used to help students having feeling comfortable to reach so it is vital to arrange tables, chairs, lamps, whiteboards, and many other interesting things in the classroom.

3. Classroom arrangement: students can arrange their chairs in the classroom in order to find a way in which they do not get easily bored and their classes become more interesting.

4. The use of music: it can help students to relax by listening to some Baroque music as a therapy in the suggestopedia method. Classical music aids in the creation of a positive emotional response to the program of memorization in the learning process and brings students into the optimum mental state for effortless acquisition of material. (Lembaga, 2021, p. 487)

Consequently, these characteristics are essential to be used in the classroom because teachers can direct their aims to be used with their students correctly. Therefore, teachers should use new strategies in the learning process, whether incorporating music, decoration, or arrangement in the English classroom to make it more interesting for learners.

1.5.2   Features of Suggestopedia Method

Shikare (2017) states that "Suggestopedia is one of the methods that can be used by the teacher. It is a method that suggests the limitations that students have to help them to believe that they could be successful in learning".

Shikare (2017) mentions that there are some key features of Suggestopedia:

Table 4

Key features of Suggestopedia

Features	Description

Comfortable or cozy environment	In the suggestopedia method, the classroom arrangement is more convenient and comfortable for the students. The chairs or benches are arranged semicircle & faced the board in order to make the students more relaxed & can pay more attention.
The use of music	Use of Baroque music during the learning process. Baroque music with its 60 beats per minute & its specific rhythm. It automatically creates the kind of relaxed state of mind for maximum retention of material.
Peripheral Learning	The students learn English not only from direct instruction but also from indirect instruction. It encouraged the students through the presence of learning material. Posters, teaching aids, decorations featuring the target language with grammatical information changed every day.
Free errors	In the teaching-learning process, students who make mistakes are welcomed, for example in pronouncing the word, writing the spelling, etc. The emphasis is on the context, not on the structure. The main focus is on vocabulary and grammar through an enjoyable environment.

Limited home assignment	Students reread the given material in the classroom. So, they are relaxed at the home. No burden of homework is there for the students.
Integration of music, drama & art	Both the intonation and rhythm are coordinated with a musical background. The musical background helps to induce a relaxed & cozy attitude.

Note. Taken from Shikare, (2017). Suggestopedia Method of teaching of English.

It is important to mention that the use of peripheral strategies and the use of music during the learning process has a positive impact on learners. Both strategies incorporate a good learning environment reducing anxiety and providing students with resources to support the learning process. In the same way, classroom management should be as convenient as possible because students should be concentrated on their activities and schools would supply freedom where learners are not afraid to make mistakes in grammar, pronunciation, writing, and others. They need positive feedback to be able to take part in class without fear. According to Colliander & Fejes (2021) mentioned that:

> There were many pictures on the classroom walls: paintings, photos, and flashcards depicting objects, animals, people, and logos. Most of these included a written word, phrase, or sentence, and there were a few flashcards with text only. In line with the Suggestopedia model and socio-cultural approach, the teachers intended these pictures to stimulate the learners' senses, but many of these items were also taken down and interacted with in different exercises to mediate Learning. (Colliander & Fejes, 2021)

Given the above, the use of Peripheral learning strategies in the classroom incorporating phrases or texts is striking for learners. Teachers will use some activities to stimulate students

through the visual sense. Moreover, these materials will have a positive impact on learners. Finally, the socio-cultural approach contributes significantly to students becoming more critical and creative.

1.6 Reading skills through Suggestopedia Method

1.6.1 Reading skills

"Reading is a cognitive activity which is essential for adequate functioning and to gain information in today's communities. Reading skill is an instrument to facilitate the communicative fluency in each of other language skills" (Abbasi, 2021).

According to Ratih (2018) mentioned that:

> EFL students did not have good reading habits though they formally learned English at school. It can be caused by less motivation given by teachers, or parents at home. Reading habit is a repeated form of reading practice which means the activity needs to be done regularly. (p. 255)

Currently, learners do not have good reading habits and that is one of some problems in reading time. Another is the lack of motivation because they do not have a good basis. For this reason, reading habits need to be taught from an early age by parents and teachers. Both are part of this English learning process because they must oversee that.

1.6.2 Reading Strategies

Learners use different reading strategies according to the various kinds of texts that exist; for instance: Skimming, Scanning, Making predictions, and Questioning. They are the most used by learners to boost comprehension, clarity, and confidence in reading time.

1.6.2.1. Skimming strategy

The use of skimming strategy to improve English reading skills has been to get specific information of reading. At the same way, according to Fauzi (2018) states that:

skimming is the skill of getting a general idea of a text. It means that we need only a short time to read the text. It is because the general idea of the text usually is located at certain lines or certain sentences of the text. In other words, we only need to read certain parts or lines of the text quickly. p. 80)

1.6.2.2. Scanning Strategy

This strategy is used by learners in the classroom in some reading activities to find specific information. In addition, "scanning is the process of searching for a particular piece of relevant information in a text. The purpose of scanning is to extract specific information without reading the entire text" (Azmi, Yusra, & Arifuddin, 2020). Skimming and scanning strategies are the most used by students to carry out different reading activities in class. For instance, skimming refers to looking only for the main ideas and scanning looks for a piece of information. Therefore, these reading strategies help learners to find information easily and quickly.

1.6.2.3. Making predictions

"Making predictions is a strategy in which readers use information from picture, title, to make predictions about the story. The title of a text can operate memories of texts, allowing them to guess the content of a new text" (Banditvilai, 2020). Therefore, predicting is an important reading strategy in which learners use the information from a text such as titles, pictures, and descriptions. For this reason, they make predictions about what is going to happen next.

1.6.2.4. Questioning

Banditvilai (2020) states that:

Questioning helps students check their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct

meaning, enhance understanding, find answers, solve problems, find information, and

discover new information. (p. 46)

Given the above, this strategy is used in reading comprehension to engage learners in reading time. Therefore, they need to be involved to ask themselves questions throughout the reading. Learners need to focus on the most relevant information in a text to answer correctly.

1.7   Suggestopedia Method to Improve Reading Skills

Suggestopedia promotes several strategies including art and music in teaching languages. The use of music during the learning process is essential to create a comfortable environment. For this reason, learners with less stress in the classroom will help to be more focused on reading activities.

According to Deswarni & Setiawati (2018) state that:

One of the main aims of this method is to make the classroom environment cozy for

the learners. Hence it includes comfortable chairs, dim lighting, and a special kind of

music. To increase the stage of relaxation among students' calm music (especially

baroque one) is played as the background to the lesson. Lozanov believed that this

certain type of music helps to relax and to achieve better results in remembering

target language together with new words and phrases. (p. 98)

For this reason, the Suggestopedia method incorporates soft music to create a comfortable environment for learners. Moreover, the main purpose is to generate a relaxing state to get better results in their learning. Likewise, the use of soft music will reduce the stress state creating a comfortable environment to learn.

1.7.1   Music

Music is an important part of people's lives because it is a way of expressing feelings and emotions. In addition, "Music as a therapy has been done since the 18th century. In America

music was used as therapy during World War I which was initially used in hospitals to treat trauma for veterans" (Alfiah, Meiza, & Hidayat, 2019).

Gojmerac (2018) mentions "music is a powerful tool for improving special-temporal reasoning. That is cognitive ability to observe in detail pictures and to recognize, compare and establish relations between patterns and details of some subject" (p. 180).

Music is an art that expresses your feelings through rhythm, tones, and sounds. It is essential in people's lives to express or show to others their emotions and feelings. Also, music is found everywhere in the world helping people in their lives, therefore it engages their mind not to think about problems and also to enjoy and relax.

1.7.2   Soft Music or Mozart Effect

Yuspitasari, Rahmawati, & Dalimunthe (2020), "Mozart music that is soft and balanced between beat, rhythm, and harmony can modify brain waves" (p. 54).

According to Yuspitasari et al. (2020), they mentioned that:

> Mozart songs are part of classical music that can stimulate the brain, especially the right hemisphere, to enhance one's thinking creativity. Many studies use Mozart's classical music as a medium to increase intelligence, reduce anxiety, improve concentration, improve memory, and develop creativity. (p. 53)

In addition, "Music influences teachers and students, because music can organize moods, change the mental state of students, and support the learning environment" (Yuspitasari, Rahmawati, & Dalimunthe, 2020). Some studies have shown that music produces positive effects on the human brain and body. Also, it helps in your state mood, reducing anxiety, improving concentration, memory and intelligence.

1.7.3   Baroque Music Reduce Anxiety in Learners

"The pieces belong to the Baroque period since their melodies and harmonies are considered more beneficial to improve relaxation and concentration" (Medina, Posadas, & Ortega,

2019). For this reason, the use of Baroque music in the classroom is beneficial because it increases students' concentration and reduces anxiety.

According to Bokiev, Bokiev, Aralas, Ismail, & Othman (2018) mentioned that "music and songs can play a facilitative role. It is likely that learners will feel lower levels of anxiety and inhibition if songs are used in teaching new concepts and vocabulary". Therefore, baroque music plays a significant role in learners' concentration reducing anxiety and creating a positive atmosphere of learning.

1.8   The Use of Music and Peripheral Learning Strategy in the Learning Process

Incorporating both strategies in the classroom will increase some aspects such as motivation, participation, engage. On the other hand, using soft music reduce stress in learners. "While listening to music can help learners feel relaxed and become creative. Furthermore, the use of music in the classroom can help teachers as well and make language teaching less stressful" (Bokiev, Bokiev, Lilliati, Aralas, & Othman, 2018). For this reason, the use of Peripheral materials in the classroom will improve reading skills in learners. For instance, the use of peripheral materials with relevant topics for learners. Also, teachers incorporate soft music in reading time. Finally, both strategies are used on reading creating a comfortable learning place where learners feel confident and can enjoy what they are doing.

CHAPTER II

2. METHODOLOGY

2.1 Type of Research

2.1.1 Mixed

This research project was done at Víctor Manuel Guzmán high school has mixed method-strategies to collect data and information. According to Azorin, Tari, Gamero, Moliner, & Ortega (2018) state that "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches". This research project was developed to a mixed approach with definitions and examples were based on the quantitative and qualitative methods. It helped me to carry out the application of peripheral strategies and suggestopedia focused on the reading skills of junior students at Víctor Manuel Guzmán high school.

2.1.2 Qualitative

"Qualitative research is not concerned with numerical representativity, but with the deepening of understanding a given problem. In qualitative research, the researcher is both the subject and the object of his research" (Queirós, Faria, & Almeida, 2017). This research directed me to implement strategies based on Peripheral learning to improve reading skills in junior students.

2.1.3 Quantitative

According to Goertzen (2017) states that "quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically" (p.12). This quantitative research guided me to design a guide with peripheral and suggestopedia activities according to junior students' preferences to improve English reading skills. Also,

it helps to corroborate truthful information based on the surveys applied with statistical data in measurable questions.

2.2   Research Techniques and Instruments

2.2.1   Survey

For the qualitative and quantitative instruments of this research project, two surveys were used to gather information and data about the most relevant questions. Both surveys were applied to some participants at Víctor Manuel Guzmán high school. In addition, "Survey research is defined as the collection of information from a sample of individuals through their responses to questions" (Ponto, 2015). For this reason, the survey is a tool to collect qualitative and quantitative data that allows researchers to apply with high effectiveness. The primary purpose was to collect information for developing a solution based on teachers' and students' answers.

The teachers' survey was divided into five questions based on peripheral learning strategies in the English language with three multiple-choice questions that allowed to find which are the most common strategies used in class. Likewise, two open questions with teachers' answers were a fundamental part of this research.

In the case of students' survey was divided into eight questions in Spanish, where four yes/no and four multiple-choice based on Peripheral learning activities, suggestopedia method, and reading strategies. Both surveys were applied online, one for teachers and one for students to collect information about tools, activities, and strategies used in the classroom. Research Questions

The following question was planted to carry out this research project:

1. What are the most relevant peripheral strategies that should be used to improve English reading skills in junior students at Víctor Manuel Guzmán high school?

2. What kind of music can help students in reading time?

3. How music and peripheral learning strategies can improve English reading skills in Junior students?

2.3 Participants

This current research involves teachers and students from Víctor Manuel Guzmán. The number of office communication junior students was thirty-one; twenty-five of them answered the survey. Five boys and twenty-six girls formed the population of students from 15 to 18 years. In addition, this survey was applied online but, six students did not have internet access for this reason they were not considered in this population and some of them were from La Esperanza. The number of teachers was eight, there are two men and six women. English teachers have B2 level also, the experience years are from 8 to 25 teaching English as a foreign language. Five out of eight participants answered the survey, the reasons are unknown.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF THE RESULTS

In this chapter, the objective is to describe the results obtained from the teachers' survey carried out to the English department at Victor Manuel Guzmán High. Five out of eight participants answered the survey, and the reasons are unknown. The information gathered through the survey provides essential information about the current strategies and activities used by the English teachers during their classes.

Teachers' survey

1. Which of these learning strategies do you think are the most useful?

Figure 1.

Learning strategies
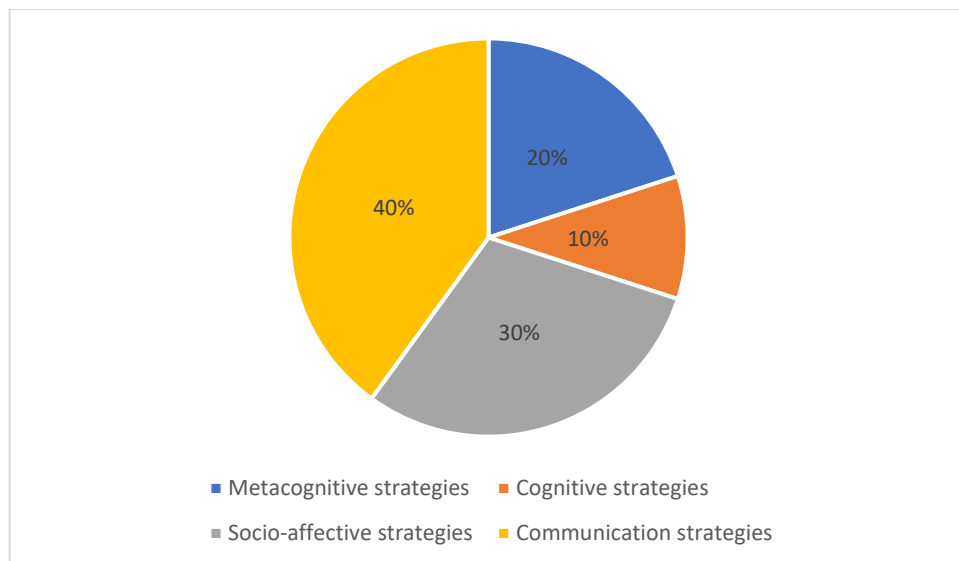
Note. Taken from: Google forms results from July, (2021).

Analysis:

The pie chart shows the results of a survey carried out to figure out what teaching strategies are more useful. Teachers share their current approaches by choosing among the following learning strategies: Metacognitive, Socio-affective, Cognitive, and Communication

strategies. From the pie chart, most participants use Communication with 40% and 30% of Socio-affective strategies in class. On the other hand, Metacognitive with 20% and Cognitive strategies are the least used in classes since they are only 10% of the group. In conclusion, Communication and Socio-affective strategies are the most useful in teaching way and Metacognitive and Cognitive strategies are the least used among this group of teachers.

2. Which of the following peripheral learning materials do you apply to develop your students' reading skills?

Figure 2.

Peripheral Learning Materials
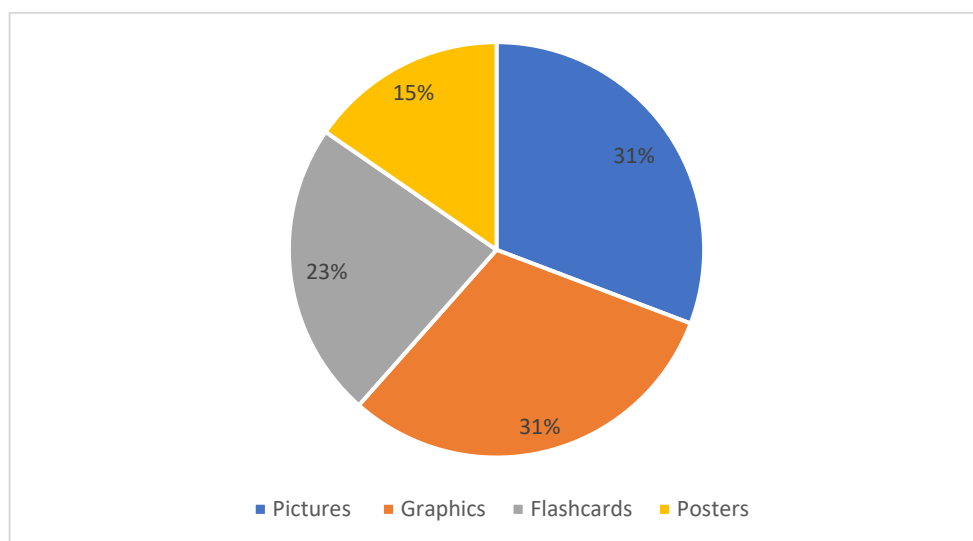
Note. Taken from: Google forms results from July, (2021).

Analysis:

This pie chart shows different peripheral learning materials used by the teachers at Victor Manuel Guzmán High School to develop reading skills in students. These peripheral learning materials are pictures, graphics, flashcards, and posters. The most voted: 31% pictures and 31% graphics. This shows that both, pictures and graphics are the most used material in class to develop reading skills. In contrast, flashcards with 23% and posters with 15% are the

least learning materials used by the teachers in the classroom. The evidence shows that teachers are aware of the variety of peripheral learning materials available to develop reading skills, however, most of them use the easiest ones to use.

3. **How often in a week do you consider students need to practice reading skills?**

Figure 3.

Practice Reading skills
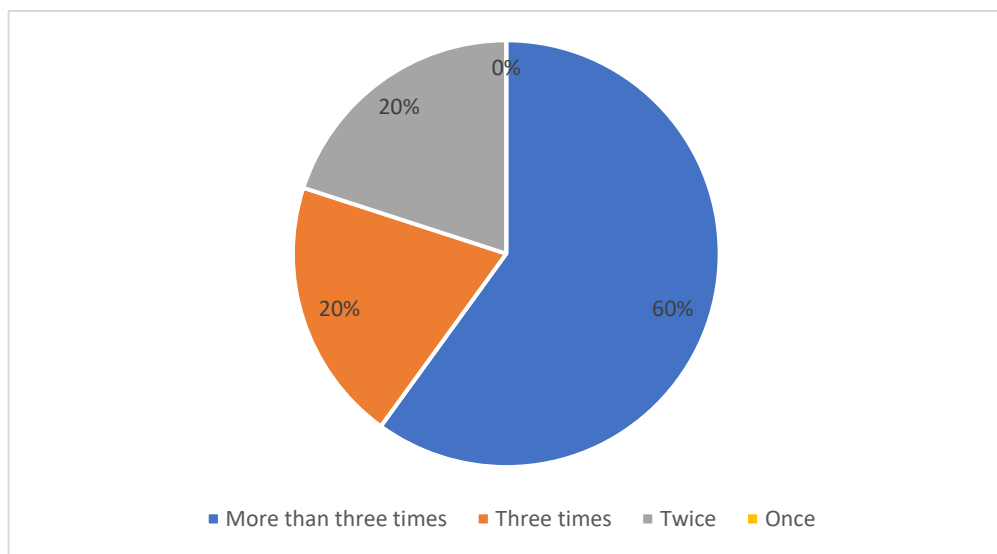
Note. Taken from: Google forms results from July, (2021).

Analysis:

The pie chart gives information about the opinion of the amount of reading practice students should have to improve their reading skills. 60 % of teachers at Victor Manuel Guzmán High School consider that students should be exposed to English texts more than three times a week. In contrast, 20% of teachers consider that students should be exposed to English texts three times a week, another 20% of teachers consider that students should be exposed to English texts two times a week while once with 0% of the total. As can be seen, all teachers agree on the students' exposure to English texts more than once a week to improve reading skills.

4. What is the most frequent problem you have identified while teaching reading?

According to the results, the most frequent problem identified by the teachers at Victor Manuel Guzmán High School when teaching reading is that students have a limited vocabulary in English. Teachers consider that it happens because there are no reading habits, not even in the students' mother tongue (Spanish). Another problem that teachers found is the lack of motivation, nervousness, and boredom when reading in English. In conclusion, motivation can lead to improving students' reading habits in both Spanish and English reading habits. For this reason, it is important for students to feel engaged in the learning process and enjoy reading time.

5. What type of materials would you recommend to develop students reading skills?

Regarding this question, the majority of the teachers consider that age and level are important to choose the right material. The texts to be used should be readings oriented to students' interests. The most common formats could be articles, short stories, short tales, books, or using websites with comprehension questions. In conclusion, there are several activities in which students could develop reading skills using their knowledge.

Students' survey

In this section, the objective is to analyze and describe the results obtained from the students' survey carried out at Victor Manuel Guzmán High school. The survey was answered by 25 out of 31 participants.

1. **Do you consider that you have any kind of difficulty to understand texts in English?**

Figure 4.

Comprehension difficulties when reading in English
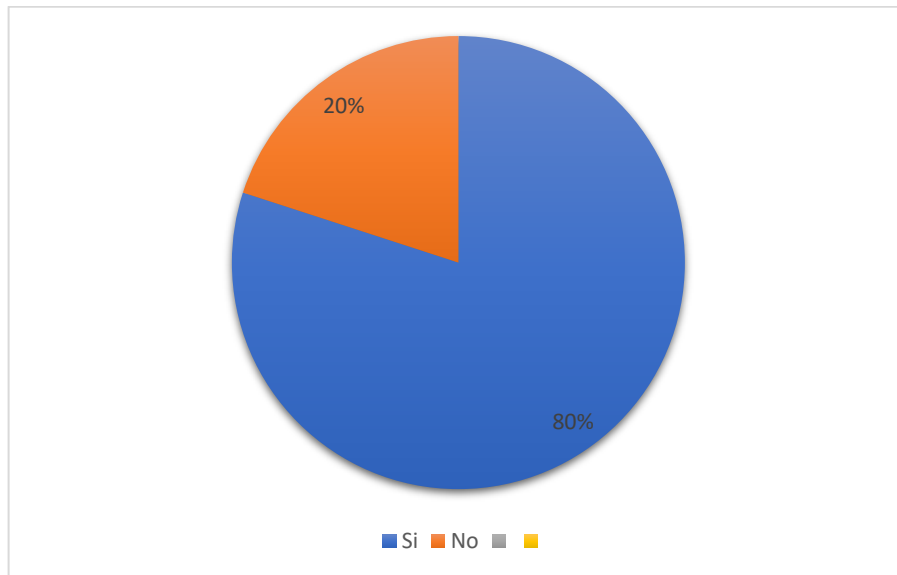
Note. Taken from Google forms results from July, (2021).

Analysis:

The pie chart gives information about students' understanding difficulties in English. Most of them have understanding difficulties when they read texts in English. On the other hand, only 20% of the students do not have difficulties in reading English texts. As can be seen, more than 75% of the group have comprehension difficulties when reading in English; and only a small minority does not have any difficulty.

2. **How much time a week do you use to read texts in English?**

Figure 5.

Autonomous time used to read texts in English
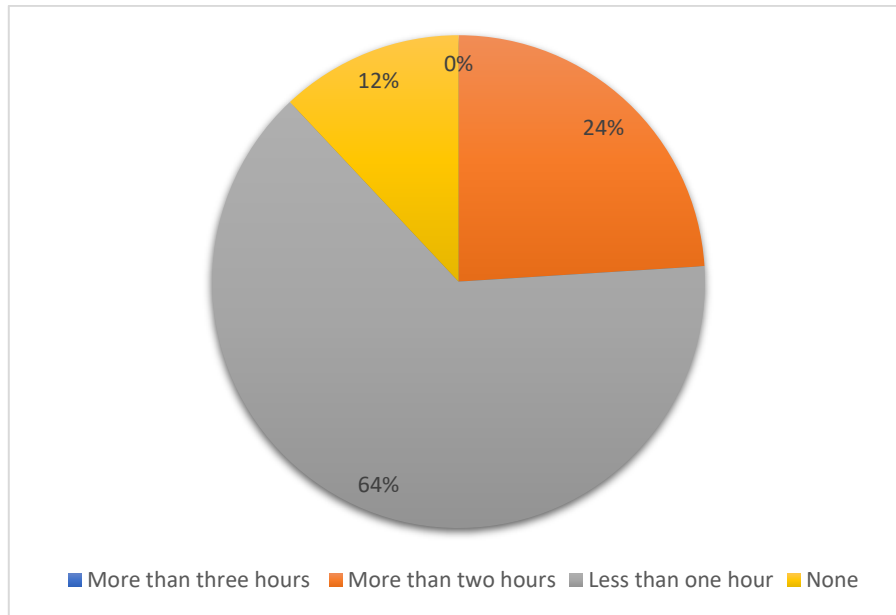
Analysis:

According to the pie chart, students' autonomous time spent on reading skills weekly is limited. More than half of the students (64%) prefer to read for less than one hour per week. In the same way, 24% of students report reading texts in English more than two hours a week, and 12% of the students admits not spending any autonomous time in reading while more than three hours with 0% students do not have autonomous time to read English texts at all. To sum up, more than 80% of the total surveyed students spend some autonomous reading time in English weekly.

3. **According to you, within the following range, how much English comprehension do you have?**

Figure 6.

English proficiency perception
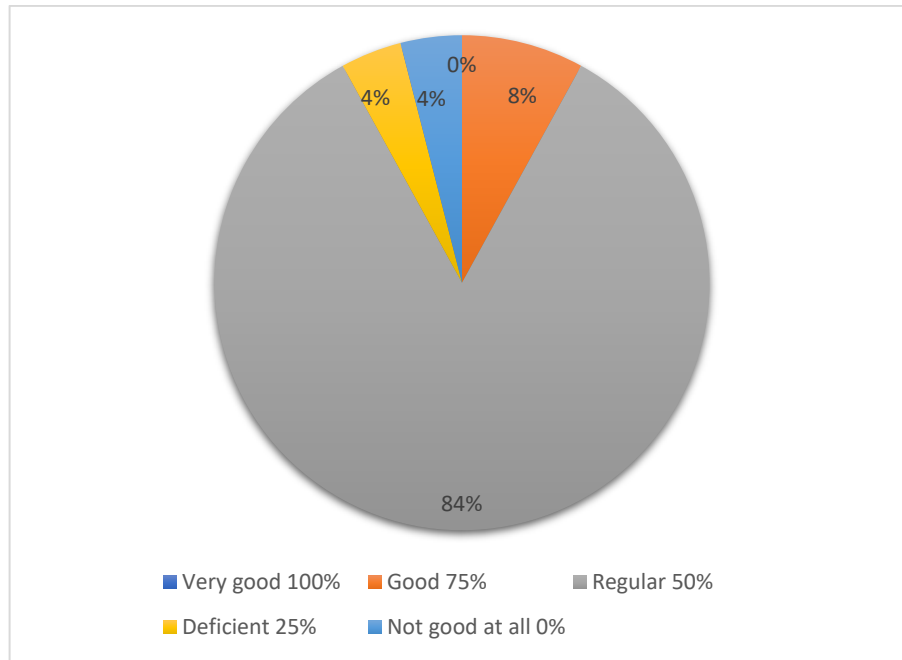
Analysis:

According to the pie chart about students' proficiency perception in English reading skills, most of them show a regular proficiency with 84% of the total. On the other hand, good with 8% also there are two similarities in this ranking these are poor with 4% and deficient with 4% while very good with 0%. As can be seen, there is a low percentage of English language proficiency in students. This suggests that students do not have excellent proficiency in English reading skills.

4. **What type of strategies of readings do you use when reading in English? You may mark more than one option.**

Figure 7.

Reading comprehension strategies
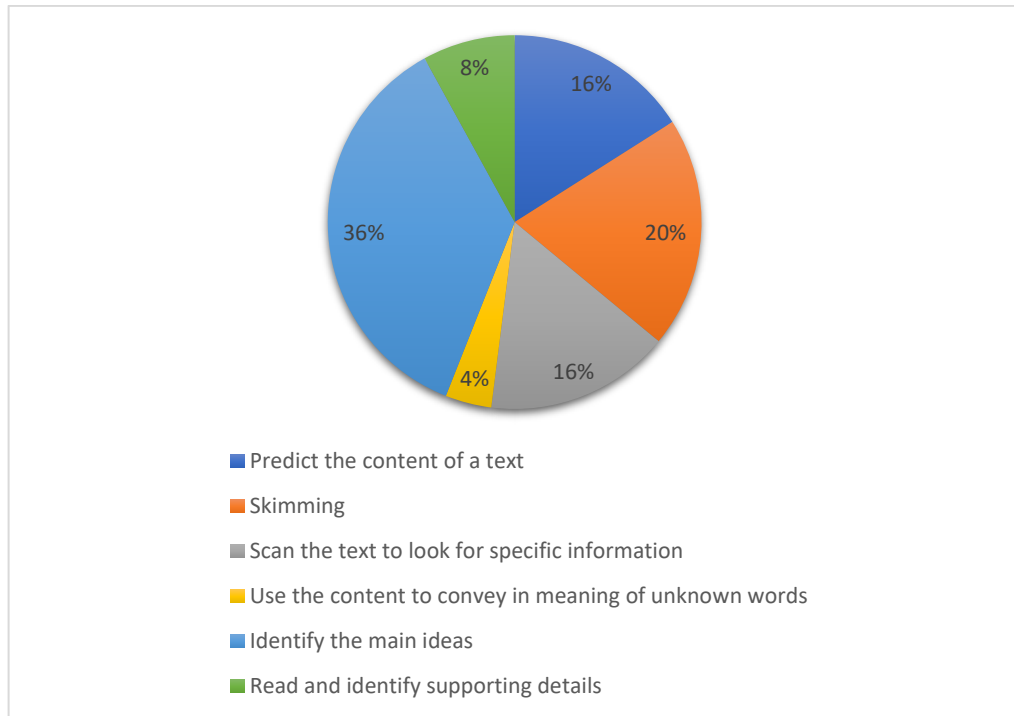
Analysis:

The pie chart gives information about what type of learning strategies students use when reading in English. Most students (36%) identify the main ideas as a reading strategy. More than a quarter of the total of students (20%) use skimming as a strategy, 16% of the students use prediction to guess the content of the text, 16% of students use scanning as a learning strategy. Furthermore, the least used learning strategies when reading a text in English are the following: 8% of students use read in detail and identify supporting details, and 4% of students use the content to convey the meaning of unknown words. In conclusion, the majority of students use to identify the main ideas as learning strategies. Even so, all students use different reading strategies.

5. **Do you know about peripheral learning strategy? Yes/No**

Figure 8.

Peripherical learning strategy knowledge in students
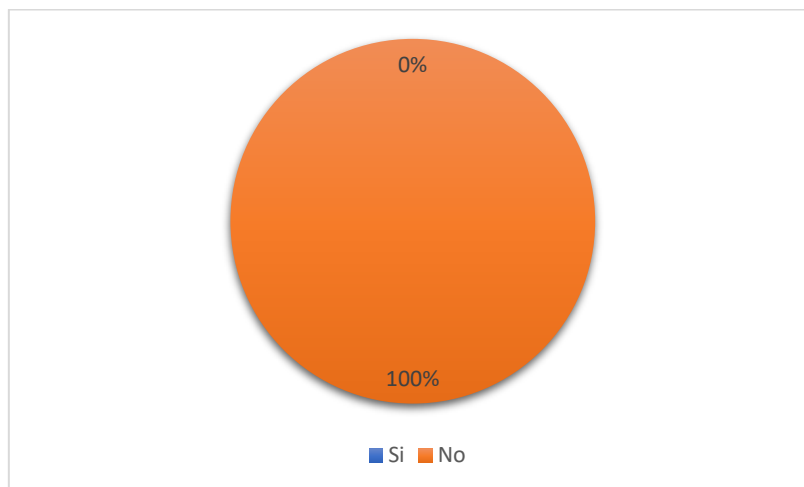
Note. Taken from Google forms results from July, (2021).

Analysis:

The pie chart gives information about the Peripheral learning strategy knowledge in students, that as seen in the pie chart, 100% of the students do not know anything about it.

6. Do you know about the use of classical music or the Mozart effect in the acquisition of a second language?

Figure 9.

Use of classical music or Mozart effect
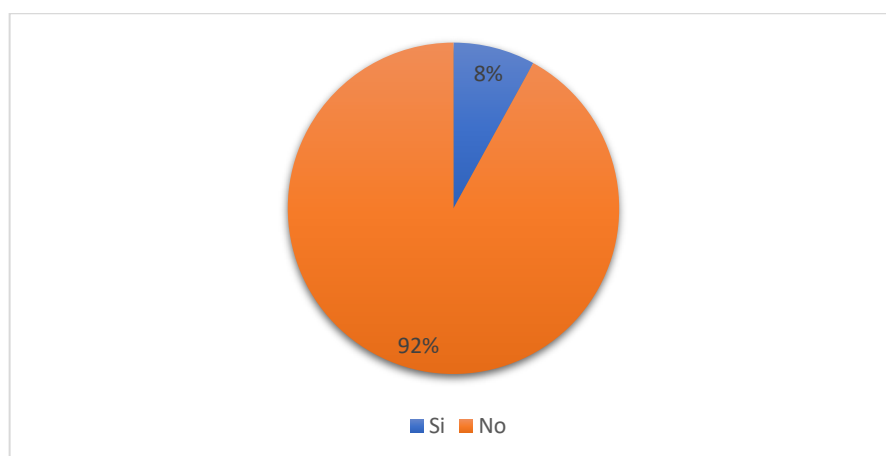
Note. Taken from Google forms results from July, (2021).

Analysis:

According to the pie chart about the use of classical music or the Mozart effect in students' reading learning process, it shows that most of them do not know about it. Only 8% of all students reported knowing about it. To conclude, students do not know about the use of music in the learning process.

7. **According to Rogers and Richards: "The use of soft music makes the learning process easier within a comfortable classroom environment". If relaxing music and reading activities were used at the same time, do you think your reading comprehension would improve?**

Figure 10.

Use of music when developing reading activities
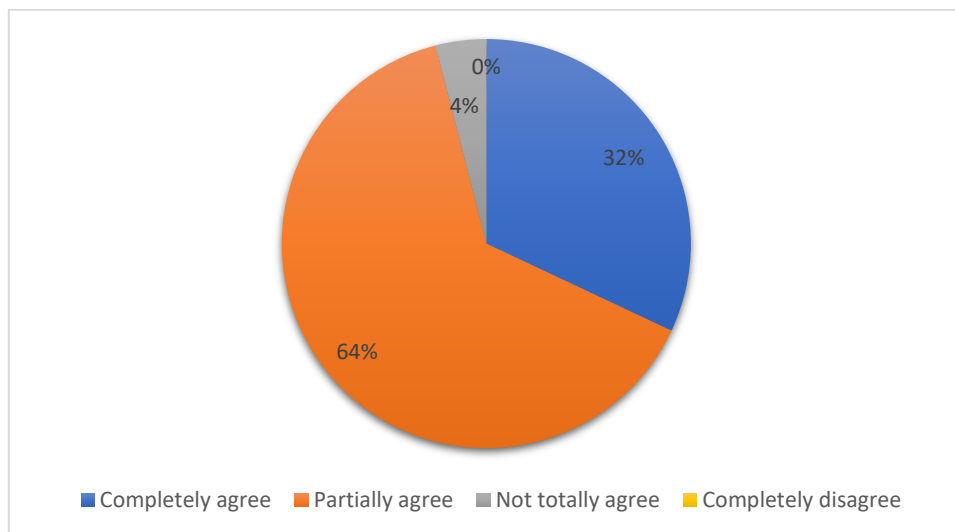
Note. Taken from: Google forms results from July, (2021).

Analysis:

This pie chart shows that 64% of students think that the use of soft music while developing reading activities would increase their reading comprehension and general performance. In addition, 32% of students partially agree with the previous statement and 4% of students do not agree with that. On the contrary, 0% of students completely disagree. In conclusion, most

students agree on the use of this type of learning in the classroom to help them improve their reading skills.

8. Would you like to improve your reading skills in English through the use of posters and didactic materials available in the class?

Figure 11.

Use of didactic materials in class

Analysis:

According to the pie chart about Peripheral learning material in classes, the majority of students 96% would like to use didactic materials available in the classroom. On the other hand, 4% of the students prefer not to use this learning strategy. As shown, most of the students would like to use this type of didactic material in their classes whereas only a small minority prefers not to.

CHAPTER IV

4.   PROPOSAL DESIGN

4.1   Proposal Name

A Peripheral learning strategies guide based on suggestopedia to improve reading skills in junior students.

4.2   General objective

To improve the reading skills of students through peripheral learning activities based on suggestopedia.

4.2.1   Specific objectives

- To apply peripheral activities and visual aids in the classroom.

- To engage the students with reading about relevant topics according to their interests.

4.2.2   Justification and importance

This guide provides some peripheral learning strategies for English junior students at Víctor Manuel Guzmán high school. This guide has been developed to help students on how they learn with creative activities settled during English classes. Likewise, students need to be in a good learning environment to work with these materials such as posters, flashcards, pictures used in the classroom, and soft music in English reading time. For this reason, the elaboration of didactic materials for students is essential in learning because it is necessary to get the students more engaged with the class.

4.3 Proposal development

Figure 12.

Main Cover

INDEX

Figure 13.

Reading in General

Reading as much is posible

Try to read in English as possible. A little bit every day or two helps a lot. Go back and re-read texts a second time and a third time. This helps to familiarize you with the use of English in real sentencs and expressions.   (CAMBRIDGE

Keep on Reading

It's natural to stop in a text at a word or expression we don't understand and freeze. Unfamiliar words can disrupt the flow of reading and understanding. Don't stop! When you arrive at an unfamiliar word then skip it and keep reading. When you get to the end of the passage, read it a secod time using the same technique. (CAMBRIDGE

Read for fun

"Reading is at its most enjoyable when the follow is uninterrupted, when you get absorbed in a good story or an interesting article, when time flies by. It's no different when you read in another language" (CAMBRIDGE   ENGLISH

Reading improves everything

Lots of research has been carried out on reading in a foreign language and it clearly shows that reading practice doesn't just improve reading. It also helps you to get better at English in writing, speaking and listening as you become more familiar with words and how words are used in context. (CAMBRIDGE

Figure 14.

Tips to improve your reading skills

Figure 15.

Unit 1, Music

Unit 1

Activity 1: Jumbled words

"An effective team definitely can implement development within the school organization. The combination of a variety of skills, experience, and judgment allows the team gets better results than a bunch of individuals" (Don & Raman, 2019, p. 16).

Objective: Teamwork in class

Time: 40 min

Instructions:

-Teacher divides the class into 6 groups.

-Each group gets 6 pictures with jumbled words then they need to look at the pictures and order the name correctly.

-Teacher checks the words if everything is right, he supplies the reading part in which students read all information and put the correct name on each square.

Figure 16.

Jumbled words sources

GEGARE

Source: www.google.com

CROK

Source: www.google.com

Z A Z J

Source: www.google.com

N A T L I

Source: www.google.com

H P O P H I

Source: www.google.com

C I E L N O E C R T

Source: www.google.com

Activity 2: Music genres

Group's members: _____

_____

Instruction:

- Students read the information below and write the correct genre name in front of each description.

Figure 17. *Activity to practice reading about music genres*
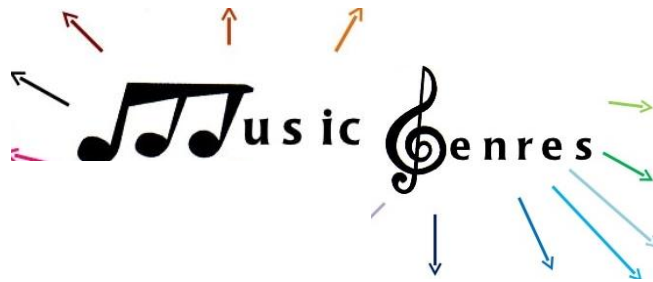
Genres	Introduction
_____	Arising from the evolution of the electric guitar and distorted amplification, it is now home to hundreds of sub-genres. Popularised in both the UK and the United States by bands playing a 4/4 rhythm and singing verse-chorus songs, it has become part of music history.
_____	Originating in Jamaica in the 1960s and taking the world by storm through the work of Bob Marley, it is a fusion of traditional Jamaican folk music with jazz and R&B.
_____	It was originally from the USA. It has a strong rhythm and notes are often syncopated (come between beats). The melody can be improvised and uses a wide range of different scales. Charlie Parker and Miles Davis are famous artists on that.
_____	It refers to Latin America and the influence of the whole of South America on several styles. This genre of music has Spanish and African roots but was popularized in

	the United States in the 20th century by Hispanic and Latino immigrants.
_____	Now an extremely broad musical category, it evolved out of a cultural explosion in the United States. Features vinyl records mixed on turntables and incorporating the rap genre along with heavy basslines and samples. It has now become extremely significant in terms of music's cultural influence in modern times.
_____	It's the fastest-growing music type across the world and rose in popularity with DJs like David Guetta, Calvin Harris, and Tiesto leading the way. It's closely linked to House music and came about as disco declined.

Note. Taken from Hayes, (2019).

Evaluation

- Listen to the teacher's instructions.
- Choose a genre of music and look for pictures of that.
- Create a timeline using pictures and specific information on that.
- Once you have finished this activity, you are going to present it by explaining the information and pictures used.

Self-evaluation

	Very well	Ok	A little
Can I follow the teacher's instructions?	⬭	⬭	⬭
Did I ask for help when I needed?	⬭	⬭	⬭
Can I work in a group?	⬭	⬭	⬭
Did I understand today's lesson?	⬭	⬭	⬭

Figure 18.

Unit 2, Culture

Unit 2

Activity 1: Be creative

Creativity – "the ability to produce original and unusual ideas, or to make something new or imaginative" (Cvetkova, 2018).

Objective: Use students' creativity to design posters.

Time: 30 minutes

Material required: cardboard, pencil, scissor, markers, old magazines, and glue.

Instructions:

1. Work in pairs.
2. Choose a topic related to *culture* from Ecuador (*music, clothes, customs, beliefs*)
3. Students draw about what they choose.
4. The teacher asks students: What does the drawing represent?
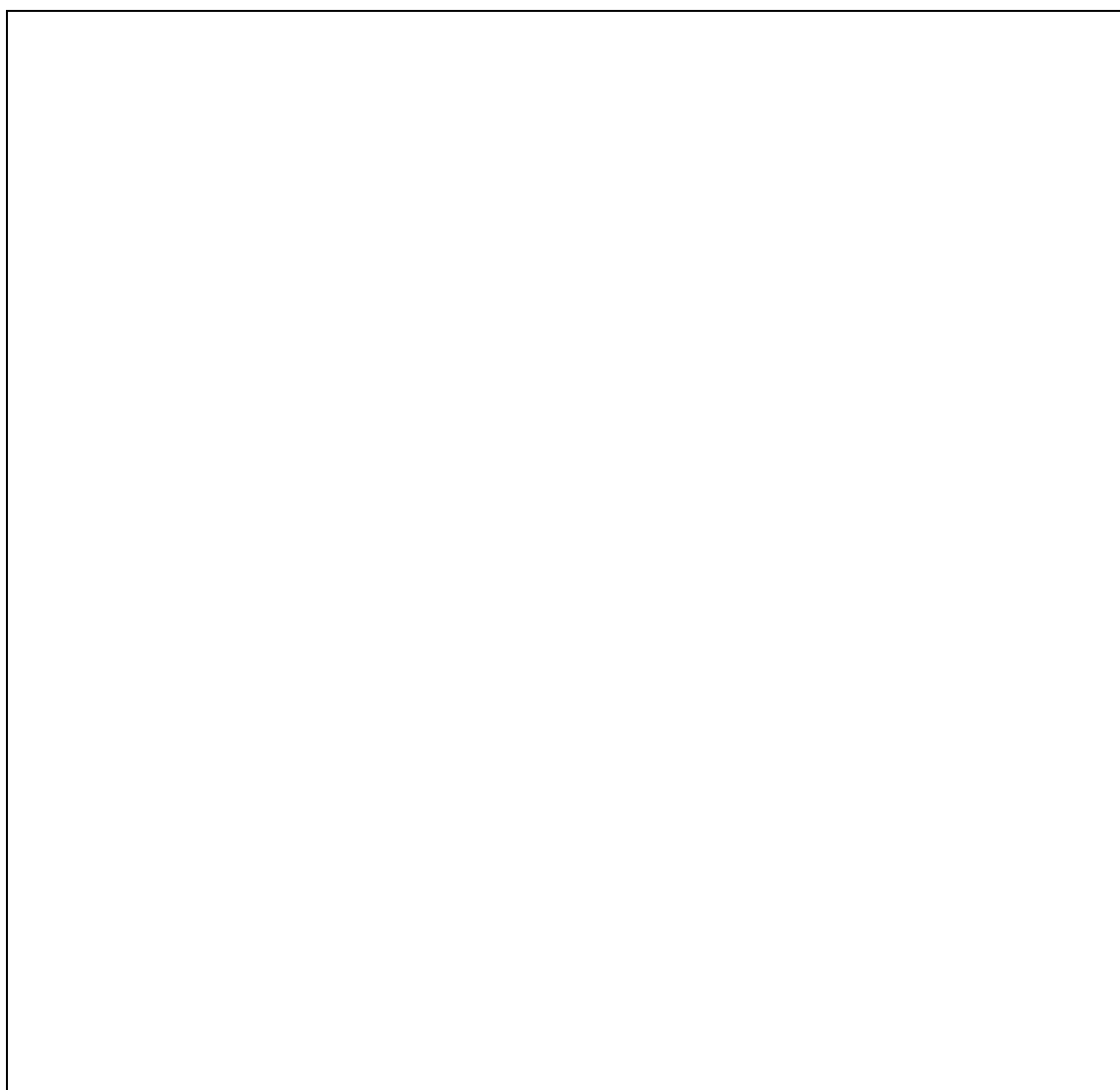
Activity 2: Brainstorm ideas

Objective: Generate ideas and develop students' critical thinking.
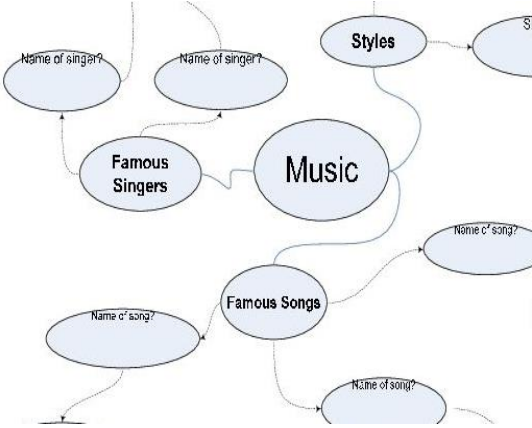
Time: 30 min

Instructions:

- Students choose a reading about music or culture.

-First, they make a list with information about what they choose "_____", students use main ideas, adjectives, and short sentences on that.

-Second, they brainstorm ideas about music or culture according to the reading.

-Third, students make a discussion about these topics.

Figure 19.

Activity to practice reading

Brainstorm ideas about …	Reading
Example 1	Music has an important role in human life because everyone likes to listen to music. A person who listens to music with joy in his life knows the importance of music in the real world, if a person is interested in music, that person is always happy in his life, and is stress-free in every problem. Listening to music brings peace and joy to the brain, listening to music inspires a person to do something better in life. (Anonymous)
	Culture is a term that refers to a large and diverse set of mostly intangible aspects of social life. According to sociologists, culture consists of the values, beliefs,

Example 2

systems of language, communication, and practices that people share and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society. Culture is distinct from social structure and economic aspects of society, but it is connected to them both continuously informing them and being informed by them. (Cole, 2019)

Note. Activity elaborated by the author.

Evaluation

-Teacher explains the next instructions:

- Students need to bring their material to work in class (*prints about hybrid culture, old magazines, pictures, scissors, glue).*
- Students will have to create a collage about hybrid culture.
- Once students finish this activity, they are going to present it.

Self-evaluation

What did I do in class?

_____

Why did I do it?

_____

What did I learn today?

_____

Do I understand what is hybrid culture?

_____

Figure 20.

Unit 3, Legends and Myths
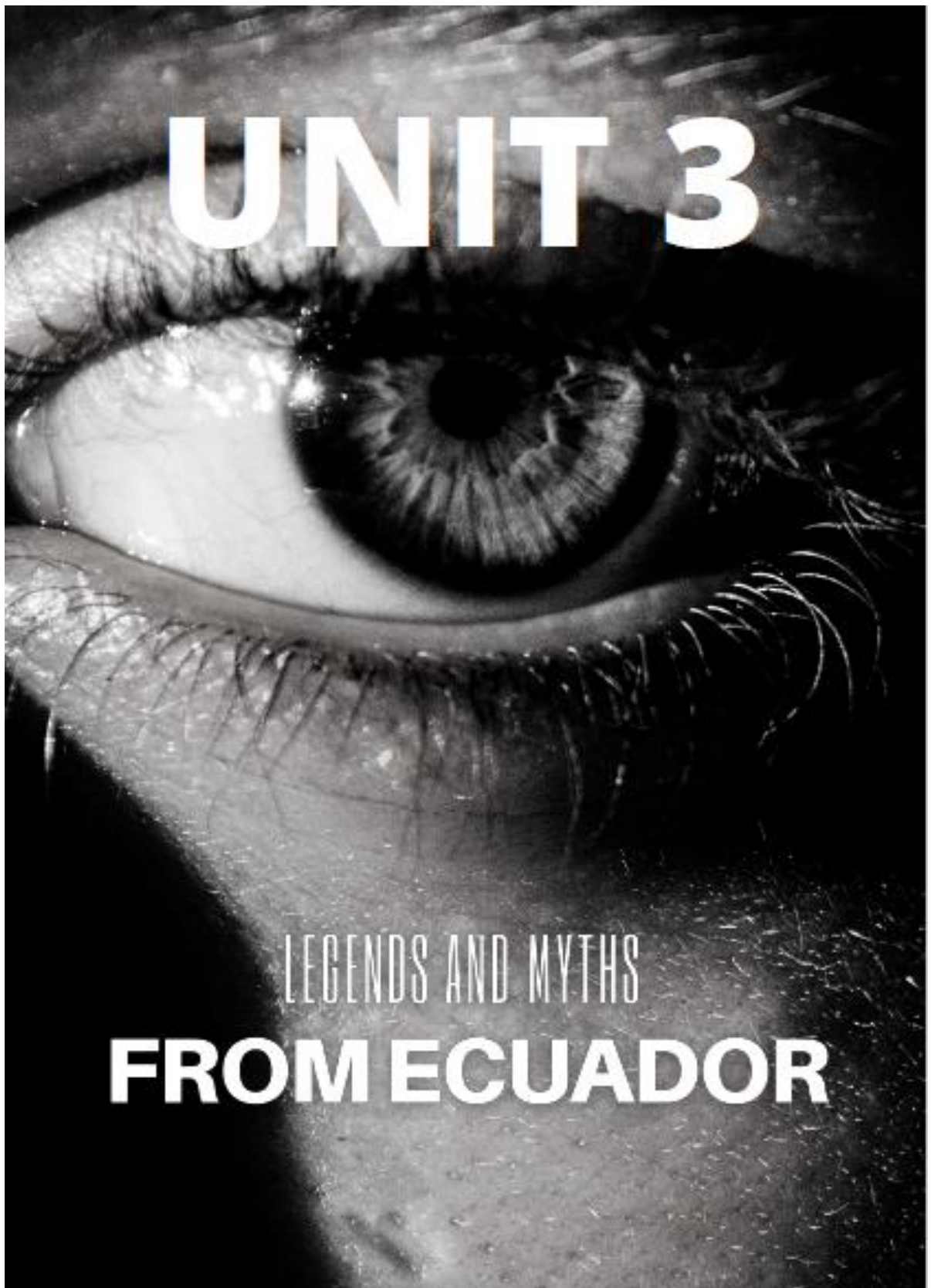
Unit 3

Activity 1: KWL-chart

The KWL (Know, Want, Learn) strategy (Ogle 1986) provides a structure for activating and building prior knowledge, establishing a purpose for reading, and for summarizing what was learned (Service).

Objective: Students reading comprehension.

Time: 30 minutes.

Instructions:

1. Work in pairs
2. Students read the passage about Lake of Blood.
3. Students work on the KWL-chart activity.

Students' name: _____

Course: _____   **Date:** _____

Figure 21.

KWL-chart

Lake of Blood

What I know	What I want to learn	What I learned

Note. KWL Activity. Elaborated by the author.

Activity 2: Lake of Blood

Objective: Know about the legend of Yahuarcocha.

Time: 20 min

Instructions:

- Read the passage about Yahuarcocha Lagoon.
- Answer the following questions.

LAKE OF BLOOD: THE DARK HISTORY OF LAGUNA YAHUARCOCHA, ECUADOR

Author: Bryan Hill

Laguna Yahuarcocha, meaning *blood lake* in the Kichwa language, is a sacred lake of Ecuador. Looking across the still water in the picturesque region of Ibarra, it is hard to imagine that it was once the scene of a bloody massacre, a consequence of indigenous resistance against Inca domination.

The name Yahuarcocha ('Yahuar' – blood, 'Cocha' – lake) has its origins in Kichwa, which is part of the Quechuan language spoken primarily in the Andes region of South America.

The battle of Yahuarcocha

The bloody Battle of Yahuarcocha took place in 1487. The Cayambe had realized that their forces were not sufficient to face the Inca on an open battlefield. Huayna Capac ordered his men to lay siege on the fortress and to bombard it continuously. The Cayambe put up fierce resistance and forced the Inca to retreat due to a high number of fatalities. Huayna Capac gathered a huge army to definitively subdue the 'rebels'. The Inca eventually succeeded in driving the Cayambe out of their strongholds and onto the shores of the lake.

A massacre at Yahuarcocha lake

When Huayna-Capac finally conquered the tribes, historical documents record that he massacred all of the Caranqui males who were 12 years or older and had their bodies dumped into Yahuarcocha, which turned red with blood. Cobo writes that *"the Inca ordered his men to cut the enemies' throats without pity as they caught them and to throw the bodies into the lake."*

Current archaeological studies in the area have found ceramic fragments and parts of bones belonging to teenagers and adults. These bones show overwhelming impacts that suggest body to body fights, however, the total number of deaths here remains largely undetermined. Estimates range anywhere between 20,000 to 50,000 indigenous people having been murdered by the Incas.

Note. Taken from Hill, (2017). Reading activity.

- **Answer the following questions about Yahuarcocha's lagoon.**

What is the meaning of Yahuarcocha?

_____

Why is Yahuarcocha known as the lake of blood?

_____

_____

When was the Yahuarcocha's bloody battle?

_____

_____

What forces did fight in this bloody battle?

_____

_____

What did Huayna-Capac do with his enemies?

_____

_____

How many indigenous people were murdered by the Incas?

_____

_____

Activity 3: Crossword about legends and myths from Ecuador

Objective: Learn about the legends and myths of our country.

Time: 15-20 min.

Instructions:

- Use the following pictures to make the crossword.
- Each picture has its numbering.
- You need to identify the name of each one on the crossword.

Complete the crossword with the name of some legends and myths from Ecuador.

- TIN-TIN
- THE BEAUTIFUL AURORA
- CANTUÑA
- ALMEIDA PRIEST
- THE VEILED LADY
- THE CATEDRAL'S ROOSTER
- THE WITCHES
- HUACAY-SIQUI

Figure 22.

Crossword activity
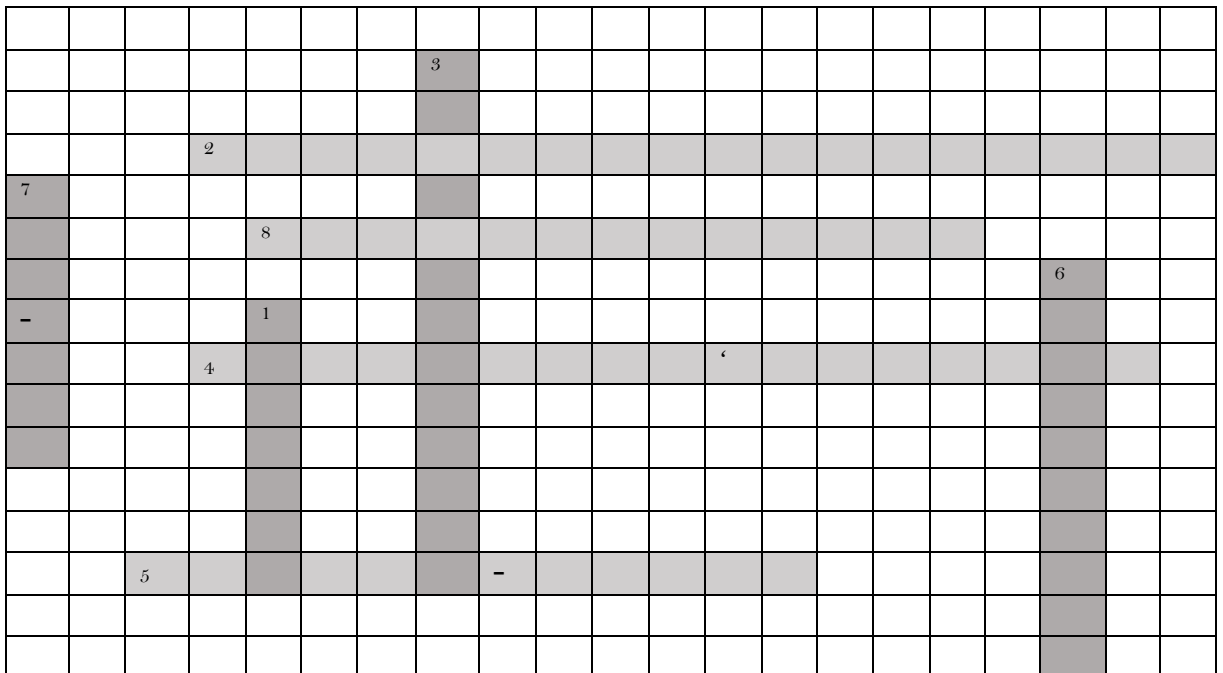
Note. Activity elaborated by the author.

Figure 23.

Pictures about myths and legends from Ecuador.

Across   **Down**
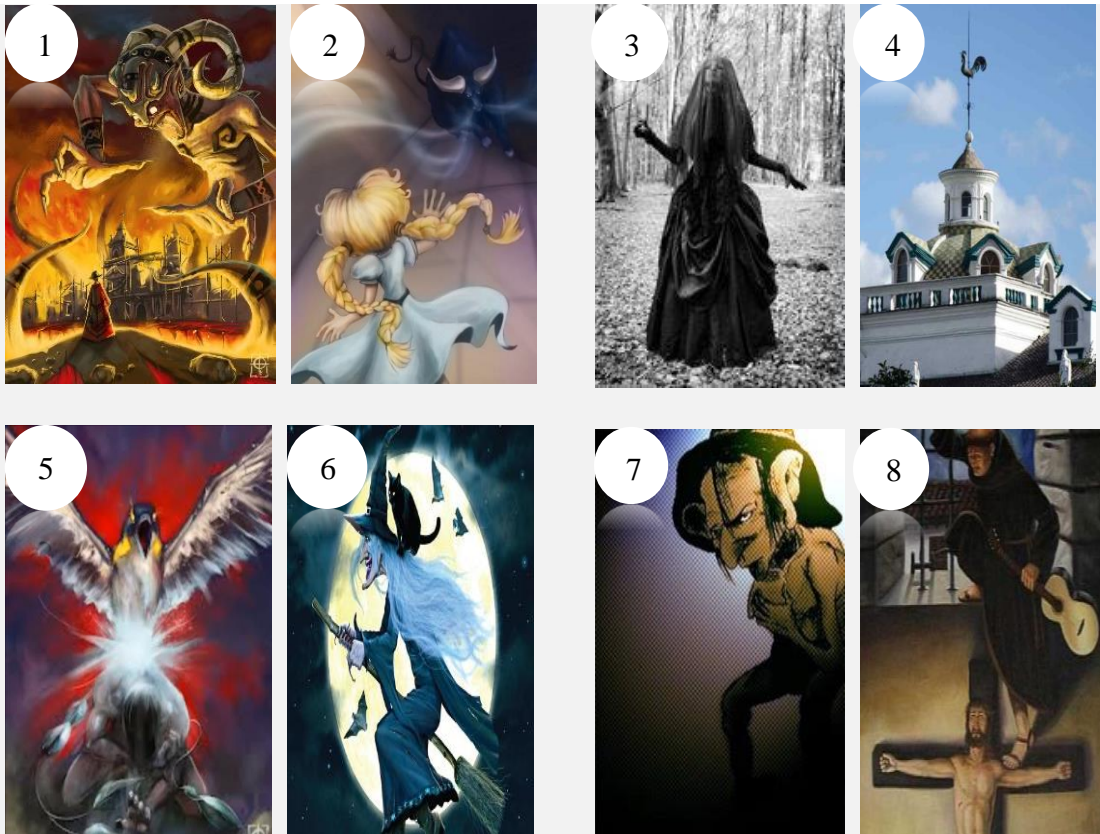
Source: www.google.com

Evaluation

-Students will create a mythical story and draw the character.

-Everyone will present their homework to their classmates.

Note: If you are not creative you will search for information about the legends or myths from Ecuador.

Self-evaluation

What is something I learned today …………………………………………………………

What is something I already know…………………………………………………………..

Why is important to know about myths and legends from Ecuador?
……………………………......………………………………………………………….......
……………………………......………………………………………………………….......

Figure 24.

Unit 4, Strengths and Weaknesses

Unit 4

Activity 1: Inspirational person.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader" (John Quincy Adams)

Objective: Understand and retain information.

Time: 20 min.

Instruction:

Read the information and answer with your own words about Nick Vujicic.

Reading activity

Nick Vujicic was born with tetra-amelia syndrome, a rare disorder characterized by the absence of all four limbs. His videos on YouTube have inspired millions and millions of people with his message to love life and live without limits. He was tormented to such an extent that at the age of 10 he attempted suicide. After years of feeling alone and worthless, he had an epiphany one day while reading an article.

He read about a disabled man who refused to let physical limitations dictate his life. At that moment, Nick says, he realized he could take control of his life. Instead of looking at everything he lacked, he decided to look at everything he could have. Now a famous author and international speaker, Nick inspires the world every day to live a life without limits. His message is brilliantly sobering and electric. (POWTOON, s.f.)

How does Nick Vujicic inspire other people?

_____

_____

_____

Nothing is imposible

for believers

Anonymous

Activity 2: My strengths and weaknesses

Objective: Determine what are your strengths and weaknesses

Time: 30 min

Instructions:

1. Students write 2 strengths and 2 weaknesses about themselves.
2. The teacher picks up the sheets and distributes them randomly.
3. Each student needs to read the weaknesses partner and he/she is going to give them two pieces of advice.
4. Each student reads what advice recommends to her/his partner.

1. Match the following words correctly.

1. Strength   a. guidance or recommendations offered concerning prudent future action

2. Advice   b. The Atmosphere of disagreement and level of disinterest.

3. Weakness   c. Perseverance, happiness, and optimistic approach.

2. Students think about: What are their strengths and weaknesses?

Figure 25.

Strengths and weaknesses activity

Strengths	Weaknesses
1.-	1.-
2.-	2.-
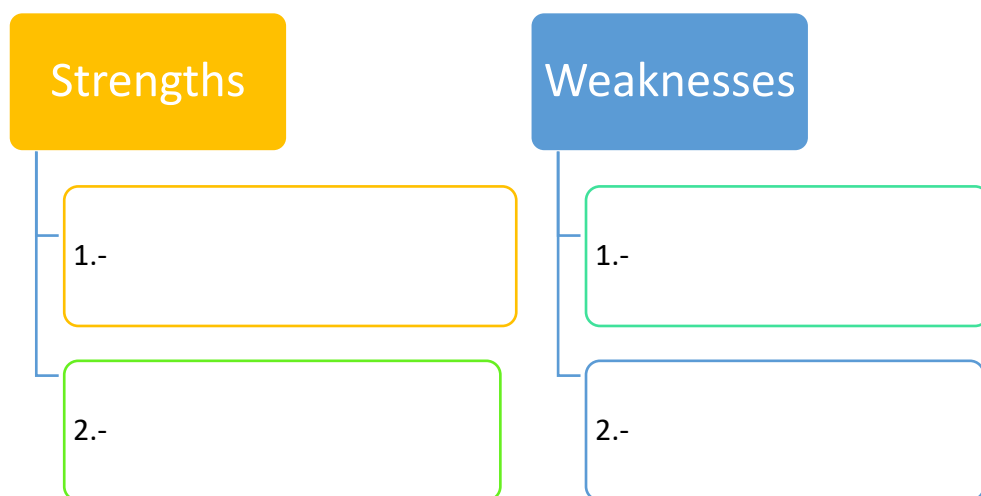
Note. Activity Elaborated by the author.

Students' weaknesses advice

➕ _____

_____

➕ _____

_____

Evaluation

1. Read the following situations and choose one of them.
2. You can give them 5 solutions or 5 consequences to these people.
3. This activity will be presented to your classmates.

➡ **Loyalty** — Jeff's best friend is getting into some pretty risky behaviors, including dangerous drugs. What can Jeff do to help his friend?

➡ **Cliques & Bullying** — Julia's best friend has turned against her and is now organizing the other girls to bully and isolate her. What can Julia do?

➡ **Corey Was Drunk (Drinking & Driving)** — Corey is drunk and stuck at a party thirty miles from home with nobody sober to drive him. He's not happy about any of his options. What should he do?

➡ **Everyone's Doing It (Plagiarism)** — A stressed-out honor student has plagiarized a term paper and been turned over to the school's honor council. She is pleading with the council not to report her violation to the Ivy League university she is applying to. What should the council do?

Do's	Don'ts
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Ethical & Moral Dilemmas for Classroom Discussion: THE DAILY DILEMMA ARCHIVE. Retrieved from https://www.goodcharacter.com/the-daily-dilemma/

Self-evaluation

What did I learn from it? _____

What were my expectations about it? _____

What did I learn about myself? _____

Mozart effect song list

This kind of music is used in two sections, the first concert is used on an active learning process and the second concert is used on a passive learning process.

First Concert

It happens at the beginning of the lesson. This part involves the active work of learners.

These are some selected examples for an active concert:

1HourClassics. (January 04th, 2020). *Chopin - Nocturne in C Sharp Minor (No. 20) | 1 Hour* [Video file]. Retrieved from: https://www.youtube.com/watch?v=7zIvzsHiiIg

ClassiqueBaroque. (February 13th, 2013). *J.C. Bach / Henri Casadesus Viola Concerto in C minor* [Video file]. Retrieved from: https://www.youtube.com/watch?v=PG_zvtibU2Q

Orchestra. (November 28th, 2017). *BEETHOVEN Concerto for Violin and Orchestra - Hilary Hahn, violin; Leonard Slatkin, conductor* [Video file]. Retrieved from: https://www.youtube.com/watch?v=0Cg_0jepxow

Mozart-Tema. (February 21st, 2015). *Serenade #13 In G, K 525, "Eine Kleine Nachtmusik" - 1. Allegro* [Video file]. Retrieved from: https://www.youtube.com/watch?v=nr2Xf9RH1tc&list=OLAK5uy_laabMUBd5IOlv_EsB -FUfG8ZZAaXxIraQ&index=6

Second Concert

It is a section in which the students are invited to relax and listen to some Baroque music. This part involves passive activities.

There are some examples for a passive concert:

Krystian Zimerman-Tema. (July 29th, 2018). *Beethoven: Piano Concerto No. 5 in E-Flat Major, Op. 73 "Emperor" - 2. Adagio un poco mosso (Live)* [Video file]. Retrieved from: https://www.youtube.com/watch?v=pnyG4oOJ4mU&list=OLAK5uy_nAoqepBwWORo3 d1a_bWZZ9YalH1Y-nmvY&index=2

Grammophon-DG. (October 06th, 2011). *Hélène Grimaud – Mozart: Piano Concerto No. 23: II. Adagio* [Video file]. Retrieved from: https://www.youtube.com/watch?v=j8e0fBlvEMQ&list=OLAK5uy_laabMUBd5IOlv_EsB -FUfG8ZZAaXxIraQ

Tema W. A. (October 28th, 2019). *II. Andante* [Video file]. Retrieved from: https://www.youtube.com/watch?v=AmUW2xQlZuI&list=OLAK5uy_laabMUBd5IOlv_E sB-FUfG8ZZAaXxIraQ&index=7

Mihályová. /April 01st, 2014) *Water Music: Suite No. 1 in F Major, HWV 348: III. Allegro - IV. Andante* [Video file]. Retrieved from: https://www.youtube.com/watch?v=ZB2nHjydpTM&list=OLAK5uy_lMLj3oHfmusn9- T19iizNqae8mdQiYTEE&index=3

4.4   Impacts

4.4.1   Linguistic Impact

Table 5

Linguistic impact indicators

Impacts level Indicators	-3	-2	-1	0	1	2	3
a. Identifying the main idea of an L2 text about music genres.							x
b. Generate a brainstorm about culture.						x	
c. Gathering information of L2 activities about legends and myths.							x
d. Identifying the main idea about Nick Vijicic.							x
e. Using new L2 vocabulary and pictures about music, culture, myths, and legends.							x
Total						**2**	**12**

Author: David Terán   ∑   14

$$\text{Academic impact level: } \frac{14}{5} = 2,8/3$$

Academic impact level: Medium positive impact

Analysis

Almost all the indicators reach the highest level of impact, and just one indicator shows a medium positive impact.

a.   Regarding identifying the main idea of an L2 text about music genres, it will be possible to get a high level of impact. It contains adequate vocabulary for learners to understand the content and some visual aids. However, learners will need more time to understand the information.

80

b. According to a medium positive impact in generating a brainstorm about the culture that is used to get main information on reading part; learners give their personal views or ideas.

c. A high positive impact is visible in gathering information of L2 activities about legends and myths. In addition, it contains a KWL-chart activity, this tool will help learners to confirm what they know about a topic. Also, it has a set of myths and legends names from Ecuador. Finally, learners will create a mythical story and draw the character.

d. According to the learners' survey, it will be necessary to implement a topic that includes interesting and reflective activities. For this reason, Nick Vijicic reading is used to understand the main idea of that. In addition, there are some activities in which learners need to recognize problems and solve them.

e. Finally, a high positive impact is evident regarding using new L2 vocabulary about, music, culture, myths, and legends. Learners can create a mental picture with the content since pictures are helpful tools for decoding information.

4.4.2 Academic Impact

Table 6

Academic impact indicators

Impacts level / Indicators	-3	-2	-1	0	1	2	3
a. Gathering specific information of readings in L2							x
b. Incorporating drawings and pictures to learn new words.							x
c. Changing the learners' perspective regarding reading activities.							x
d. Developing reading comprehension skills.							x
e. Improving interaction and critical thinking.							x
Total							**15**

Author: David Terán   ∑ 15

Academic impact level: $\dfrac{14}{5}$ = 3/3

Academic impact level: High positive impact

Analysis

It is possible to evidence that all the indicators reached a high positive impact.

a. About gathering specific information of readings in L2; learners will identify the principal information required for the activity.

b. Regarding incorporating drawings and pictures to learn new words; learners will learn much better through visual aids because that is a different form of explanation, and it provides learners with information that they have not understood.

c. Changing the learners' perspective regarding reading activities reflects a high positive impact. Learners could be more creative through different reading activities with new topics; using tools, resources, and learning strategies they will be more interested in.

d. In terms of developing reading comprehension skills; learners will be able to find out specific information, understand a text, and expand their vocabulary.

e. Finally, concerning improving interaction and critical thinking; learners will improve interaction in the group by sharing ideas. In addition, learners gather new vocabulary throughout the meaning to associate information. Therefore, learners will solve problems in different situations through what they have learned.

4.4.3 Peripheral impact

Table 7

Peripheral indicators

Impacts level Indicators	-3	-2	-1	0	1	2	3
a. Using visual aids							x
b. Classroom arrangement						x	
c. Promoting students' creativity							x
d. Enjoy reading tasks.							x
e. Making learning pleasurable							x
Total						**2**	**12**

Author: David Terán $\sum$ 14

Academic impact level: $\dfrac{14}{5}$ = 2,8/3

Academic impact level: Medium positive impact

Analysis

Emphasizing the results it was demonstrated that the whole peripheral indicators reached a high positive impact.

a. In terms of using visual aids to improve reading skills; it inspires students to study more effectively, also they will retain information for a longer period.

b. Classroom arrangement has a high positive impact because seating location is related to academic achievement. Therefore, it allows learners to make choices, and experiment on how to learn better.

c. According to promoting students' creativity. In one and two units, learners design posters about hybrid culture and a timeline, using pictures with relevant information about music. Therefore, creativity will help them to have the freedom to imagine and learn new things with no limits.

d. About enjoying reading tasks, a high positive impact is evident. To enjoy reading learners must read what they like, also they will develop reading activities easily.

e. Finally, a high positive impact is evident in making learning pleasurable. Learners are more willing to participate, also they retain information better because they will have fun while learning.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Peripheral learning strategies and the suggestopedia method are an unusual combination where students work in a comfortable environment using pictures and music to create a relaxed state to improve reading skills.

The use of visual aids such as pictures, flashcards, and other resources helps students in their Learning. Also, these materials helped learners' understanding associating drawings with reading.

Learners of "Victor Manuel Guzmán" high school have never heard about peripheral learning strategies. For this reason, the resources used on it are interesting for them because students are engaging in reading activities and these strategies are effective to be applied to improve reading skills.

5.2 RECOMMENDATIONS

Peripheral Learning strategies based on Suggestopedia Method could be used in the classroom to strengthen the English reading skills using drawings made by students to associate pictures with the information from a text.

Interact with students creating a comfortable learning place where they can express their feelings, emotions and reduce their insecurity. Teachers and students need to work together to create a safe place where they can feel motivated to read.

English teachers of "Victor Manuel Guzmán" high school should incorporate peripheral learning activities such as pictures, collages, drawings made by students also, ask them for interesting topics to be used in reading time.

References

Abbasi, P. (2021, February). *Reading Skill.* Retrieved from ResearchGate :
    https://www.researchgate.net/publication/349573070_Reading_skill

Agarwal, S., & Krishan, R. (2014, January). *Influence of Environments on the English Learning of Students in India.* Retrieved from ResearchGate:
    https://www.researchgate.net/publication/321365895_Influence_of_Environments_
    on_the_English_Learning_of_Students_in_India

Alfiah, N., Meiza, A., & Hidayat, I. (2019, January). *Reducing Stress on Students through Traditional Music.* Retrieved from ResearchGate:
    https://www.researchgate.net/publication/334062403_Reducing_Stress_on_Student
    s_through_Traditional_Music

Alhamdu, A. (2016, May). *INTEREST AND READING MOTIVATION.* Retrieved from ResearchGate:
    https://www.researchgate.net/publication/323576174_INTEREST_AND_READIN
    G_MOTIVATION

Ali, Z., Masroor, F., & Khan, T. (2020, March). *Creating Positive Classroom Environment For Learners' Motivation Towards Communicative Competence in The English Language.* Retrieved from ResearchGate:
    https://www.researchgate.net/publication/339933617_Creating_Positive_Classroo
    m_Environment_For_Learners'_Motivation_Towards_Communicative_Competenc
    e_in_The_English_Language

Allred, J. B., & Cena, M. E. (2020). *Reading Motivation in High School: Instructional Shifts in Student Choice and Class Time.* Retrieved from Google Scholar:
    https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/jaal.1058

Azmi, A., Yusra, K., & Arifuddin, A. (2020, January). *The Effect of Skimming and Scanning Strategies on Students' Reading Comprehension at Computer-Based Text.* Retrieved from ResearchGate:
    https://www.researchgate.net/publication/345033841_The_Effect_of_Skimming_a
    nd_Scanning_Strategies_on_Students'_Reading_Comprehension_at_Computer-
    Based_Text

Azorin, J. F., Tari, J. J., Gamero, M. D., Moliner, J. P., & Ortega, E. M. (2018). *The Implementation and Advantages of Mixed Methods in Competitive Strategy and Management Systems.* Retrieved from Google Scholar :
    https://rua.ua.es/dspace/bitstream/10045/83650/1/2018_Molina-
    Azorin_etal_IntJMultiResAppr.pdf

Banditvilai, C. (2020, May). *The Effectiveness of Reading Strategies on Reading.* Retrieved from Google Scholar: http://www.ijssh.org/vol10/1012-CH06.pdf

Bokiev, D., Bokiev, U., Aralas, D., Ismail, L., & Othman, M. (2018, December 19). *Utilizing Music and Songs to Promote Student Engagement.* Retrieved from Google Scholar:

https://pdfs.semanticscholar.org/f53c/849b3f0459f749e61b1197f125fad9a457b2.pdf

Bokiev, D., Bokiev, U., Lilliati, I., Aralas, D., & Othman, M. (2018, December). *Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms.* Retrieved from ResearchGate: https://www.researchgate.net/publication/336580387_Utilizing_Music_and_Songs_to_Promote_Student_Engagement_in_ESL_Classrooms

CAMBRIDGE ENGLISH ORGANIZATION. (n.d.). *How can I improve my reading skills?* Retrieved from CAMBRIDGE : https://www.cambridgeenglish.org/images/562912-tips-for-reading-students.pdf

Cole, N. (2019, August 02). *So What Is Culture, Exactly?* Retrieved from Thought.Co: https://www.thoughtco.com/culture-definition-4135409

Colliander, H., & Fejes, A. (2021, May 20). *The re-emergence of Suggestopedia: teaching a second language to adult migrants in Sweden.* Retrieved from Google Scholar: https://www.tandfonline.com/doi/full/10.1080/07908318.2020.1767643

Coskun, I., & Eker, C. (2018, April). *The Effect of Teaching Activities Done by Using Activity Based Posters on the Students' Academic Achievements, Retention Levels in Their Learning.* Retrieved from ResearchGate: https://www.researchgate.net/publication/324519541_The_Effect_of_Teaching_Activities_Done_by_Using_Activity_Based_Posters_on_the_Students'_Academic_Achievements_Retention_Levels_in_Their_Learning

Cvetkova, B. (2018, July). *CREATIVITY IN VISUAL ART EDUCATION.* Retrieved from ResearchGate: https://www.researchgate.net/publication/326160233_CREATIVITY_IN_VISUAL_ART_EDUCATION

Deny, V. S., Bahri, S., & Fajrina, D. (2016, December). *Suggestopedia Method on Improving Students' Reading Comprehension.* Retrieved from Google Scholar : http://www.jim.unsyiah.ac.id/READ/article/view/2581/1373

Deswarni, D., & Setiawati. (2018). *THE INFLUENCE OF COLLABORATIVE SUGGESTOPEDIA METHOD AND AUDIO VISUAL MEDIA TOWARD STUDENTS' SPEAKING ABILITY.* Retrieved from Google Scholar: http://ejournal.unp.ac.id/index.php/selt/article/view/100151

Diwase, D. P. (2018). *IMPORTANCE OF MUSIC IN HUMAN LIFE.* Retrieved from Google Scholar: http://troindia.in/journal/ijcesr/vol5iss5part2/52-53.pdf

El Universo. (2020, November 26). *Ecuador, el peor país de la región en dominio del idioma inglés, según análisis; educadores dan sus observaciones.* Retrieved from El Universo: https://www.eluniverso.com/noticias/2020/11/25/nota/8061691/ingles-educacion-ecuador-ranking-ef-peor-ubicado-latinoamerica/
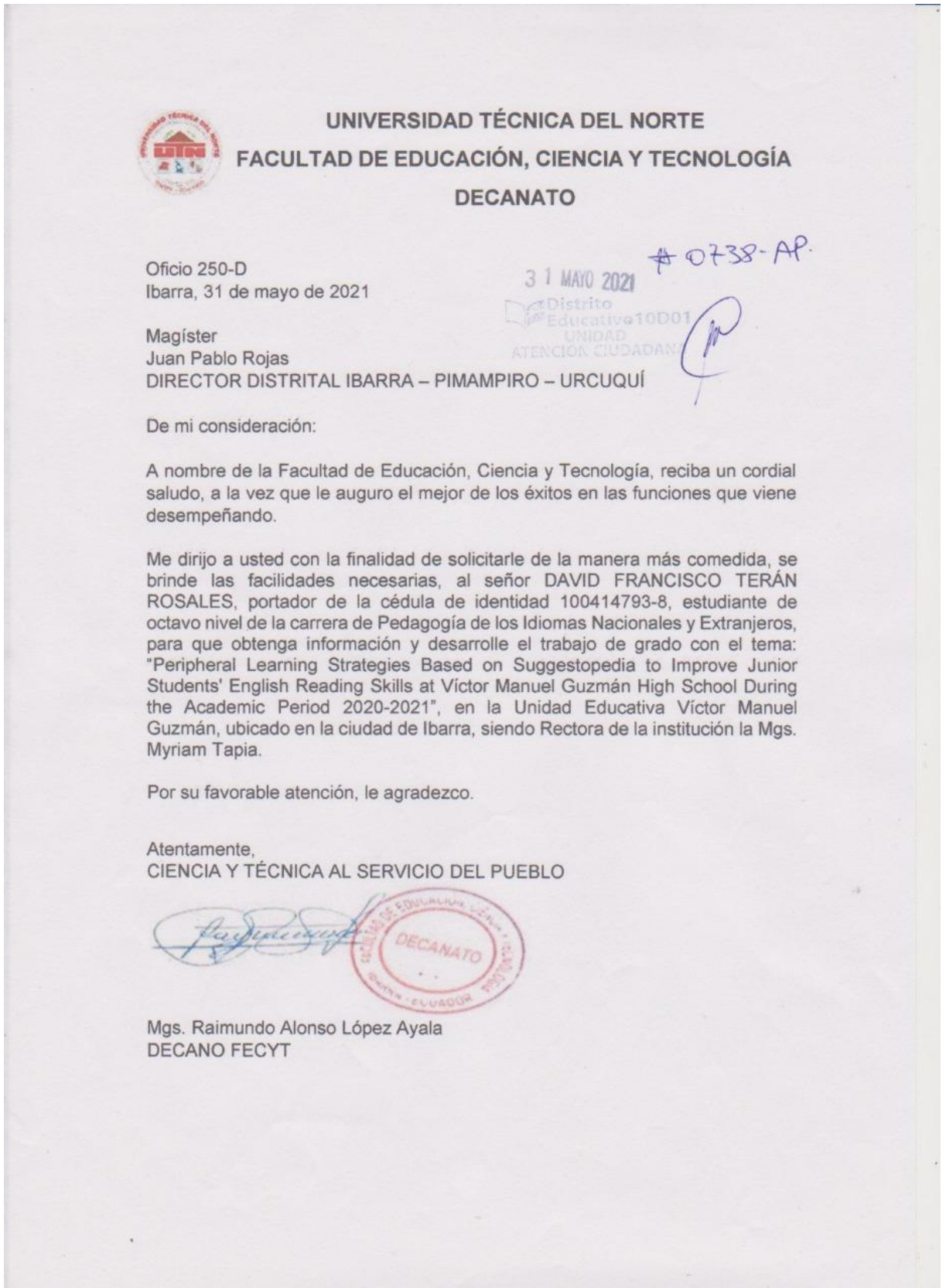
Fatemipour, H. (2013, October 21). *Peripheral Learning of English language: A Comparison Between ESL and EFL Contexts Provided for University Students*. Retrieved from Science Direct: https://www.sciencedirect.com/science/article/pii/S1877042813034952

Fauzi, I. (2018). *The Effectiveness of Skimming and Scanning Strategies In Improving Comprehension and Reading Speed Rates For the Students of English Study Program* . Retrieved from Google Scholar: https://d1wqtxts1xzle7.cloudfront.net/56844856/REGISTER_JOURNAL_FULL_P APER_VOL_11_NO_1_JUNE_2018_COVER_AND_BOARD_OF_EDITORS-with-cover-page-v2.pdf?Expires=1635224864&Signature=I2GtvXWm4GVp8OZNcx7bmhRtgp~X Ylcm1x6Uv88dvqiVy55RFXdOIgR1pTK6fcnsSfhw75ZYEb2PJ6b

Gezer, B., & Şen, M. (2012). *THE EFFECT OF PERIPHERAL LEARNING APPLIED IN ENGLISH INSTRUCTION ON ENGLISH IDIOMS LEARNING*. Retrieved from Educational Research Asociation-ACADEMIA: https://www.academia.edu/3670662/THE_EFFECT_OF_PERIPHERAL_LEARNI NG_APPLIED_IN_ENGLISH_INSTRUCTION_ON_ENGLISH_IDIOMS_LEAR NING_BY_MEHMET_GEZER

Goertzen, M. J. (2017). *Introduction to Quantitative.* Retrieved from Google Schoolar: https://journals.ala.org/index.php/ltr/article/view/6325/8274

Gojmerac, I. H. (2018, February). *Importance of Music in Education System.* Retrieved from ResearchGate: https://www.researchgate.net/publication/323167985_Importance_of_Music_in_Ed ucation_System

Hayes, J. (2019, August 08). *GENRES OF MUSIC | DEFINING DIFFERENT TYPES OF GENRES*. Retrieved from OM OPENMIC: https://www.openmicuk.co.uk/advice/types-genres-of-music/

Hill, B. (2017, April 28). *LAKE OF BLOOD: THE DARK HISTORY OF LAGUNA YAHUARCOCHA, ECUADOR*. Retrieved from Comunity Adventure Ecuador: https://www.communityadventures-ec.com/lake-blood-dark-history-laguna-yahuarcocha-ecuador/

Kapur, R. (2019, June). *Development of Teaching-Learning Materials*. Retrieved from ResearchGate: https://www.researchgate.net/publication/334083571_Development_of_Teaching-Learning_Materials

Kondal, B., & Prasad, D. (2019, March). *POSTER PRESENTATIONS FOR PROMOTING VOCABULARY LEARNING AMONG TERTIARY LEVEL STUDENTS.* Retrieved from ResearchGate: https://www.researchgate.net/publication/331701586_POSTER_PRESENTATION S_FOR_PROMOTING_VOCABULARY_LEARNING_AMONG_TERTIARY_L EVEL_STUDENTS

Kumar, S. (2017, May). *Teaching materials and teaching aids - 1 (teaching material).* Retrieved from ResearchGate: https://www.researchgate.net/publication/318215081_Teaching_materials_and_teaching_aids_-_1_teaching_material

Lembaga, P. (2021, July). *Suggestopedia Method Effect On Reading Descriptive.* Retrieved from Google Scholar: http://ji.unbari.ac.id/index.php/ilmiah/article/view/1483/861

Maley, A., & Peachey, N. (2015). *Creativity in the English language classroom.* Retrieved from BRITISH COUNCIL: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf

Medina, L., Posadas, M. P., & Ortega, J. L. (2019, January). *Learn English to the Rhythm of Bach: An Eclectic Methodology for Learning English Based on Suggestopedia and the CRAFT Program.* Retrieved from ResearchGate: https://www.researchgate.net/publication/330299185_Learn_English_to_the_Rhythm_of_Bach_An_Eclectic_Methodology_for_Learning_English_Based_on_Suggestopedia_and_the_CRAFT_Program

Natsuki, A. (2020, April 04). *Incidental learning of a grammatical feature from reading byJapanese learners of English as a foreign language.* Retrieved from Google Scholar: https://reader.elsevier.com/reader/sd/pii/S0346251X19306566?token=ED61E1A28D63FE2C98595747FD72B8AC43ED6C8FF2971E32706BAFC9330714165B3BBA25D2720A3F12EB1F95C5257733&originRegion=us-east-1&originCreation=20210928191709

Ngarofah, S., & Sumarni, A. (2019, March). *TEACHING VOCABULARY USING FLASHCARD TO YOUNG LEARNER.* Retrieved from ResearchGate: https://www.researchgate.net/publication/337253515_TEACHING_VOCABULARY_USING_FLASHCARD_TO_YOUNG_LEARNER

Nuryani, O., & Fadloeli, N. (2021, March). *THE UTILIZATION OF FLASH CARDS IN TEACHING ENGLISH TO YOUNG LEARNERS.* Retrieved from ResearchGate: https://www.researchgate.net/publication/350095489_THE_UTILIZATION_OF_FLASH_CARDS_IN_TEACHING_ENGLISH_TO_YOUNG_LEARNERS

Oben, A. I. (2021). *RESEARCH INSTRUMENTS: A QUESTIONNAIRE AND AN INTERVIEW GUIDE USED TO INVESTIGATE THE IMPLEMENTATION OF HIGHER EDUCATION OBJECTIVES AND THE ATTAINMENT OF CAMEROON'S VISION 2035.* Retrieved from Google Scholar: https://oapub.org/edu/index.php/ejes/article/view/3808/6444

Pelayo, J. M. (2019, May). *The "Mozart Effect" Phenomenon on "Social Learning Behavior".* Retrieved from ResearchGate: https://www.researchgate.net/publication/332872192_The_Mozart_Effect_Phenomenon_on_Social_Learning_Behavior

Ponto, J. (2015, December). *Understanding and Evaluating Survey Research.* Retrieved from ResearchGate: https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research

POWTOON. (n.d.). *The 23 Most Inspiring People Alive .* Retrieved from POWTOON; The visual communication platform: https://www.powtoon.com/blog/23-most-inspiring-people-alive/

Queirós, A., Faria, D., & Almeida, F. (2017). *STRENGTHS AND LIMITATIONS OF QUALITATIVE AND QUANTITATIVE RESEARCH METHODS.* Retrieved from Google Schoolar: https://oapub.org/edu/index.php/ejes/article/view/1017/2934

Ratih, L. (2018, October 01). *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING.* Retrieved from Google Scholar: https://core.ac.uk/download/pdf/228481166.pdf

Saputra, W., Padmadewi, N., & Artini, L. (2019). *Developing Peripheral Learning Material to Improve Students' Vocabulary for The Fifth Grade.* Retrieved from Google Scholar: https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/view/2727/1377

Service, N. B. (n.d.). *KWL Charts Reading and Learning Strategy-Before, During and After Reading Strategy.* Retrieved from Google Scholar: https://www.nbss.ie/sites/default/files/publications/kwl_comprehension_strategy_handout__copy_2_0.pdf

Seyed, J. (2014, March 20). *Does peripheral learning improve EFL learners' spelling?* Retrieved from International Journal of Language and Linguistics: http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=501&doi=10.11648/j.ijll.20140202.13

Shikare, S. .. (2017, May-June). *DEVELOPING BEST TEACHER FOR ENGLISH (SUGGESTOPEDIA-A METHOD OF TEACHING OF ENGLISH).* Retrieved from Google Scholar: http://www.srjis.com/pages/pdfFiles/150184789930.%20saideep%20shikare.pdf

Ulrike, S. (2015, January). *Learning Environment: The Influence of School and Classroom Space on Education.* Retrieved from ResearchGate: https://www.researchgate.net/publication/282348767_Learning_Environment_The_Influence_of_School_and_Classroom_Space_on_Education

Yuspitasari, R., Rahmawati, & Dalimunthe, R. Z. (2020). *The Effect of Using Music Classic (Mozart) towards Student Anxiety.* Retrieved from Google Scholar: https://webcache.googleusercontent.com/search?q=cache:kVfCnssTtzEJ:https://journal.ipb.ac.id/index.php/jfs/article/download/30866/20170+&cd=9&hl=es&ct=clnk&gl=ec

Annexes

Annex 1: Socialization's documents

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 250-D
Ibarra, 31 de mayo de 2021

0738-AP.

3 1 MAYO 2021
Distrito
Educativo 10D01
UNIDAD
ATENCIÓN CIUDADANA

Magíster
Juan Pablo Rojas
DIRECTOR DISTRITAL IBARRA – PIMAMPIRO – URCUQUÍ

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor DAVID FRANCISCO TERÁN ROSALES, portador de la cédula de identidad 100414793-8, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y desarrolle el trabajo de grado con el tema: "Peripheral Learning Strategies Based on Suggestopedia to Improve Junior Students' English Reading Skills at Víctor Manuel Guzmán High School During the Academic Period 2020-2021", en la Unidad Educativa Víctor Manuel Guzmán, ubicado en la ciudad de Ibarra, siendo Rectora de la institución la Mgs. Myriam Tapia.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

DECANATO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

República
del Ecuador

Memorando Nro. MINEDUC-CZ1-10D01-DDASR-2021-0098-M

Ibarra, 31 de mayo de 2021

PARA: Sr. Msc. Raimundo Alonso López Ayala

Mirian Jeaneth Tapia Herrera
Rectora Encargada de la U.E. "Víctor Manuel Guzmán"

ASUNTO: RESPUESTA: SOLICITA AUTORIZACIÓN PARA REALIZAR
TRABAJO DE GRADO EN LA UNIDAD EDUCATIVA VÍCTOR
MANUEL GUZMÁN

De mi consideración:

En respuesta al Documento No. PAC-71-OTRO-I-0738-AP, en el cual solicita que el Sr.
David Francisco Terán Rosales, con cédula 1004147938, estudiante de octavo nivel de la
carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga
información y desarrolle el trabajo de grado con el tema: "Peripheral Learning Strategies
Based on Suggestopedia to Improve Junior Students English Reading Skills at Victor
Manuel Guzman High School During the Academic Period 2020-2021", en la Unidad
Educativa Víctor Manuel Guzmán; debo indicar que su pedido es procedente para lo cual
se comunicará a la Autoridad de la insitución educativa, además inidcar que esta
prohibido la asistencia de manera presencial a las instituciones educativas y que todo el
trabajo que se vaya a realizar debe ser de manera telemática y en coordinación con las
Autoridades de la Institución Educativa.

Con sentimientos de distinguida consideración.

Atentamente,

PAULA DANIELA
BUENANO PULLES

Lcda. Paula Daniela Buenaño Pulles
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACION
(LIDER)

Referencias:
- MINEDUC-CZ1-10D01-UDAC-2021-3326-E

Anexos:
- PAC-71-OTRO-I - 0738 - AP- LOPEZ RAYMUNDO_1589.pdf

Dirección: Av. Amazonas N34-451 y Av. Atahualpa.
Código postal: 170507 / Quito-Ecuador
Teléfono: 593-2-396-1300 - www.educacion.gob.ec
* Documento generado por Quipux

Gobierno
del Encuentro   Juntos
lo logramos

1/1

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Especialidad Inglés

Encuesta dirigida a los docentes de inglés de la Unidad Educativa "Víctor Manuel Guzmán"

Dear teacher,

The purpose of this interview is to gather information about the peripheral learning strategies to improve reading skills at "Victor Manuel Guzman" High school. This interview is anonymous and reserved; therefore, it is indispensable that you fill in all the questions.

1. **Which of these learning strategies do you think are the most useful?**

a) Meta cognitive strategies ☐

b) Cognitive strategies ☐

c) Socio-Affective strategies ☐

d) Communication strategies ☐

2. **Which of the following peripheral learning materials are you applying with students' reading skills development?**

a) Pictures ☐

b) Graphics ☐

c) Flashcards ☐

d) Posters ☐

3. **How often in a week do you consider students need to practice reading skills?**

a) More than three times ☐

b) Three times ☐

c) Twice ☐

d) Once ☐

4. What is the most frequent problem you have identified while teaching reading?

_____

_____

_____

_____

5. What type of materials would you recommend to develop students reading skills?

_____

_____

_____

_____

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Especialidad Inglés

Encuesta dirigida a los estudiantes de la Unidad Educativa "Víctor Manuel Guzmán"

Estimado (a) estudiante:

El presente cuestionario tiene como propósito la realización de un trabajo de investigación sobre el tipo de estrategias de aprendizaje periférico para mejorar la lectura en el Idioma Inglés, esta encuesta es de carácter anónimo y reservado, razón por la cual se le solicita que concentre su atención en cada una de las preguntas planteadas para que cada respuesta sea fiable y confiable.

Instrucciones:

Las siguientes preguntas son de selección múltiple, responda según su apreciación.

➢ Señale con una (**x**) en la casilla que crea conveniente.
➢ Por favor, no deje ningún ítem sin responder.
➢ Si surge alguna duda, consulte al encuestador.

1. **¿Considera usted que tiene dificultad para comprender textos en el Idioma Inglés?**

   Si ☐   No ☐

2. **¿Qué tiempo autónomo semanal dedica a leer textos en el Idioma Inglés?**

   a. Más de tres horas ☐
   b. Más de dos horas ☐
   c. Menos de una hora ☐
   d. Ninguno ☐

3. ¿De acuerdo a su criterio personal en qué rango respecto de la comprensión lectora en inglés se ubicaría usted?

1. Muy buena 100% ☐
2. Buena 75% ☐
3. Regular 50% ☐
4. Deficiente 25% ☐
5. Mala 0% ☐

4. ¿Qué tipo de estrategias de lectura utiliza cuando lee en inglés? Usted puede marcar más de una opción.

Estrategias de lectura	X
a.- Predecir el contenido del texto	
b.- Hacer una lectura rápida.	
c.- Escanear el texto para buscar información específica.	
d.- Usar el contenido para adivinar el significado de las palabras.	
e.- Identificar las ideas principales.	
f.- Leer en detalle e identificar las ideas secundarias.	

5. ¿Conoce usted acerca de la Estrategia de Aprendizaje Periférico?

Si ☐   No ☐

6. ¿Tiene conocimiento acerca del uso de música barroca o el efecto Mozart para el proceso de aprendizaje de un segundo idioma?

Si ☐   No ☐

7. De acuerdo a Rogers y Richards "El uso de música relajante facilita el aprendizaje dentro de un ambiente confortable". ¿Al usar estos dos tipos de aprendizaje en el aula que es la música y la habilidad de lectura, considera que su aprendizaje mejoraría?

a. Muy de acuerdo ☐

b. Parcialmente de acuerdo ☐

c. Poco de acuerdo ☐

d. Nada de acuerdo ☐

8. ¿Desearía mejorar su habilidad lectora en inglés a través de posters y materiales didácticos ubicados en el aula de clase?

Si ☐   No ☐