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**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**CARRERA DE: PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS EN LÍNEA**

**TRABAJO DE INTEGRACIÓN CURRICULAR**

**TEMA:**

**“SUGGESTOPEDIA TO DEVELOP READING SKILLS IN 3RD-YEAR  
STUDENTS AT UNIDAD EDUCATIVA ACADEMIA CRISTIANA  
ESPERANZA.”**

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**DEDICATION**

I dedicate this degree work to God, the world's creator, who has given me the strength to continue my studies. I also dedicate it to my daughter Emily and my husband Eddy, who have motivated me to pursue this dream.

*Flor*

## **GRATEFULNESS**

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## RESUMEN

Sugestopedia es un método de enseñanza innovador que se enfoca en los contenidos de la enseñanza-aprendizaje de un segundo idioma, pero hace énfasis en el entorno de aprendizaje, en el cual se puede observar cómo se rompe toda atadura referente a la educación tradicional y ofrece grandes técnicas para la efectivización de un clima de sugestión en la enseñanza.

Se debe mencionar que este método no va dirigido solamente a la atención consciente del alumno, sino también al inconsciente. La presente investigación se dio a cabo por la falta de desarrollo de lectura en el idioma inglés de los alumnos de 3er año de EGB de la Unidad Educativa Academia Cristiana Esperanza, en concordancia los directivos de la institución y la profesora del área de ingles manifestaron que sería de mucha ayuda que en la clase de ingles se apliquen los principios de la sugestopedia para desarrollar la comprensión lectora, ya que estos principios pueden lograr la dinamización en el proceso de enseñanza, perfeccionar la didáctica y alcanzar niveles superiores de aprendizaje mediante la lectura en los estudiantes de tercer año EGB.

Centrándose en estas consideraciones el objetivo general de esta investigación es: aplicar los principios de sugestopedia para el desarrollo de habilidades lectoras, con la creación de una propuesta donde se aplicaron los principales principios de sugestopedia, para que el profesor pueda utilizar y crear un ambiente sugestopedico en la clase de inglés.

**Palabras clave:** Sugestopedia, técnicas, principios, métodos, leer, desarrollar.

## ABSTRACT

Suggestopedia is an innovative teaching method that focuses on the contents of the teaching-learning of a second language, but emphasizes the learning environment, in which it can be observed how it breaks all ties concerning traditional education and offers great techniques for the effectiveness of a climate of suggestion in teaching. The present investigation was carried out due to the lack of reading development in the English language of the students in the third year of EGB of the Unidad Educativa Academia Cristiana Esperanza, in agreement with the directors of the institution and the English teacher, who stated that it would be very helpful to apply the principles of suggestion pedagogy in the English class to develop reading comprehension since these principles can achieve dynamization in the classroom, improve didactics and reach higher levels of learning through reading in the students of the third year of EGB.

Focusing on these considerations, the general objective of this research is: to apply the principles of suggestopedia for the development of reading skills, with the creation of a proposal where the main principles of suggestopedia were applied, so that the teacher can use and create a suggestopedic environment in the English class.

**Keywords:** Suggestopedia, techniques, principles, methods, reading, development.



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## INTRODUCTION

Learning to read English as a non-native language is a great challenge for people who want to improve their knowledge. However, a report of the EF English Proficiency Index ranking in 2021 shows that Ecuador is among the 2 countries with a very low level (A1) in Latin America, with an overall average score of 493. Thus, the alternative would be to incorporate suggestopedia techniques to develop the reading proficiency of 3rd-year EGB students of the Unidad Educativa Academia Cristiana Esperanza.

Suggestopedia techniques seek to maximize the potential of children's brains for language learning, mainly reading, incorporating musical and relaxation techniques Nominis (2023). However, these postulates have not yet been considered.

In this sense, it is essential to investigate how the application of the suggestopedia will develop reading skills in 3rd year EGB students of the Unidad Educativa Academia Cristiana Esperanza. This research work sought to identify the main methods and techniques to improve reading skills in English texts. The research focused on evaluating the students' progress in their reading skills before, during and after the integration of suggestopedic techniques. Considering the particularities of the environment where English classes are developed and the possible limitations that can be found in specific educational contexts.

The purpose of this research was to apply the principles of suggestopedia to English as a foreign language classes in 3rd grade - EGB, to develop reading comprehension in a second language. According to Toruño (2022), “the main idea is to accelerate learning when accompanied by suggestions to eliminate mental barriers and positive suggestions” (p.7). Therefore, the use of suggestopedia techniques would make students develop reading comprehension and develop their

knowledge not only in English class but also in other subjects, and through this they can access knowledge successfully.

After the socialization of the proposal it was observed that the students were able to develop their reading comprehension, in the English class it was evident how the linguistic impact favored the level of reading comprehension of the 3rd year students of EGB, It was also evident how they improved in the different subjects in the curriculum with the implementation of the academic impact, since this impact makes the student develop several competencies thanks to reading. In the end, it was verified that the methodological impact was very successful since both the teacher and the student were able to benefit from the application of the principles of Suggestopedia.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 CEFR and Foreign Language Skills.**

Analyzing the best definition of the CEFR, Cervantes (2002) states that the Common European Framework of Reference provides a common basis for creating language programs, curricular guidelines, tests, manuals, etc., throughout the European continent. This serves as a guide for the country's public and private educational institutions.

As stated by the Council of Europe (2020), One of the main approaches to competencies is the “CAN DO” statements, which are of primary use in aligning the teaching and assessment curriculum, as well as emphasizing the importance of interaction and self-assessment and learner autonomy in the process of learning a foreign language.

##### **1.1.1 Listening**

In the statements of (the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), 2023a), A1 level students can recognize very concrete information (e.g., places and times) related to familiar, everyday topics, if it is expressed clearly and slowly.

##### **1.1.2 Speaking**

As indicated by CEFR (2023b), the a1 level speaking student can point to an object and make a basic explanation of its shape and color while presenting it to others, using words/signs, institutionalized expressions, or basic everyday formulas, provided he/she can prepare it beforehand.

##### **1.1.3 Writing**

According to CEFR (2023c), the student writes information inputs on issues of personal relevance (e.g., likes and dislikes, family, pets) using words, simple signs, and basic expressions.

#### **1.1.4 Reading**

According to the CEFR (2023d) for reading at level A1, students will be able to understand short, easy-to-read texts in small sentences, easily read sentences containing everyday vocabulary, and understand small phrases found on the street.

### **1.2 Methods that appeared in the 20th century.**

As Martín (2009) states, this century was called the cognitive revolution, which was opposed to the behaviorist conception of learning, and new theories, ideas, and methods were developed to alleviate the problems in foreign language learning. The methods that emerged from that moment on, evidently of a cognitivist orientation, were very varied.

According to Jhon's (2023) assertion, the 20th century saw a boom in new techniques focused on the most innovative and captivating methods. Below, we will detail these methods and see how each has helped teachers and students improve their teaching and learning of a second language.

#### **1.2.1 Total Physical Response (TPR)**

Psychology professor James J. Asher developed this method and as explained by Fernández García, H. (2016) The slogan of this approach is “learning by doing”, the fact that the student of a second language puts into practice what he is learning, makes the hemispheres of the brain are activated since according to Hollerbach, W., Villalobos, L., Atencio, E., & Gapper, S. (1986), The left side of the brain processes information through analysis, element by element, directing its efforts towards the elements, while the right hemisphere processes it through synthesis, globally, focusing on the whole.



### **1.2.2 Suggestopedia**

“The particle *suggesto*” is related to the Latin verb *suggero*, *suggessi*, *entiendum* (to pass under or suggest), the particle *„paedy”* (*pedia*) is related to pedagogy...” (Lozanov, 1978, as cited in Cevallos and Orbea, 2020).

The Bulgarian psychiatrist Georgi Kirilov Lozanov was the one who made this great contribution to education for the teaching and learning of a second language, as stated by Quezada (2016), suggestopedia is an educational approach that merges didactic, cognitive, psychological, artistic, and harmonic aspects at the same time, to facilitate learning in an efficient and fast way. Achieving that both the teacher and the student enjoy the class, through the application of suggestopedia principles.

According to (Lozanov, 1978, as cited in Indriyani, 2024), the suggestopedia method has four main activities: The presentation stage, concert session, elaboration stage, and practice stage. As stated in Bowen (2006) Lozanov states that a serene but concentrated phase is optimal for learning.

#### **1.2.2.1 Suggestion Models in The Educational Process**

As stated by (Romero and González, 2002 as cited in Asencio, 2017), the means through which suggestion occurs in the educational process are: the teacher's authority, infantilization, the dual plane, intonation, rhythm, and passive concert.

#### **1.2.2.2 The Principles of Suggestopedia**

Suggestopedia is based on several key principles to facilitate learning:

**Table 1***The Principles of Suggestopedia*

N.-	PRINCIPLES	DEFINITION
1	The goal	Its main objective is to accelerate the learning of a second language.
2	Characteristics of the teaching/ learning process.	This statement is student-centered, the teacher will create a relaxed and anxiety-free environment.
3	The nature of student-teachers, student-student interaction.	The teacher will interact with all students, while students will interact individually and if required interact with their peers.
4	The feelings of the students.	The teacher will encourage students to be childlike in their behavior, making them suggestible.
5	The language skills that are emphasized.	To develop reading, communication must also be developed.
6	The role of the student's native language	The teacher will use the student's native language, if necessary.
7	The way the evaluation is accomplished	It will be done based on the student's performance.
8	The way the teacher responds to student errors.	To correct errors, the teacher will do it in a subtle and very delicate way so that the student loses the fear of making mistakes.

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Source: Rustipa (2011)

### **1.2.2.3 Activation of The Whole Brain**

If all parts of the student's brain are focused on the new content to be learned, it is easier for the student to remember it later. As stated by Uribe (2024), This method focuses on the systematized activation of the capacities of the brain and mind to free the student from the frequent limitations imposed by the different social norms that can condition his personality and behavior.

### **1.2.2.4 The Role of the Teacher**

Lozanov labels some behaviors that the teacher can develop:

- 1.- The teacher must show firm confidence in the application of the method.
- 2.- Depending on the class, the teacher can wear attire that attracts the attention of his students.
- 3.- The organization and punctuality before starting the class will be a determining factor, the background music will help the atmosphere to be free of distention.
- 4.- To remain with a positive attitude during the whole class.
- 5.- Conduct evaluations using the principles of suggestopedia and give feedback without offending the students.
- 6.- Emphasize the global characteristics, without minimizing the individual characteristics of each student.
- 7.- Maintain modest enthusiasm. (Lozanov 1978, as cited in Bakhromova and Ergashev, 2022).

#### **1.2.2.5 Student Role**

As highlighted by Lopez (2016), the student plays a passive role since his state should be more pseudo-passive, allowing the didactic material to envelop him. After the class, the student becomes an active entity since he must demonstrate what he learned by performing the activities proposed by the teacher.

#### **1.2.3 Silent Way**

This method for teaching languages was created by the Egyptian Caleb Gattegno, a renowned scientist and pedagogue. According to Rangel (2013). This perspective perceives learning as a process-oriented to problem-solving, creativity, and discovery. It is based on the teacher encouraging the students to be the protagonists of their class, allowing them to develop their autonomy and self-learning.

#### **1.2.4 Communicative Language Teaching (CLT)**

According to Henríquez (2022), The main objective of this method is to use everyday situations suitable for communication and promote language learning.

This method was implemented in the 1960s to face the great challenges of traditional methods. In this approach it can be observed that the main actor is the learner, while the teacher acts as an enabler creating an environment conducive to practical communication in the process of training and instruction of a second language.

#### **1.2.5 Community Language Learning (CLL)**

This method was born from the contributions of Charles A. Curran in the 70's. As stated by Ruiz (2023), this approach generates an atmosphere of trust and understanding, where the teacher has delegated the task of eliminating the students' fears and insecurities, adopting a less authoritarian posture, and approaching the target language as a means of communication.

### **1.2.6 Natural Approach**

This approach was found by Tracy D Terrell and Stephen Krashen in 1983. As stated by (Krashen and Terrel, 1988, cited in Cari 2019), the natural approach is presented as an effective method that holds that all learners of any age can learn various words and then emit them unconsciously when speaking. To achieve the purpose of this method, the teacher should act as a second language facilitator, allowing learners to behave naturally in the classroom and acquire the necessary skills unconsciously.

### **1.2.7 Task-Based Language Teaching (TBLT)**

According to Vegas (2022), TBLT has multiple benefits as a technique for English instruction. It promotes active involvement and collaborative work among learners, which can increase motivation and interest in the language. It also allows students to use what is illustrated in a real and relevant way, which can improve comprehension and memorization of the content.

The teacher should be the facilitator of didactic and easy-to-understand tasks to develop students' interest in learning a second language.

## **1.3 Aspects of cognitive development.**

### **1.3.1 Jean Piaget**

As MEd (2024) states, According to Jean Piaget's theory of cognitive development, children undergo four stages of learning. His theory is not limited to examining how children acquire knowledge but also encompasses the concept of intelligence.

#### **1.3.1.1 Sensorimotor Stage (0-2 years)**

This stage begins at a very early age, and according to Triglia (2015), what distinguishes this phase is the acquisition of knowledge through direct interaction with the surrounding



environment. Children discover the world by themselves, adapting quickly to their environment and surroundings.

### **1.3.1.2 Preoperational Stage (2-7 years)**

In this level, the child is not yet able to understand logic concretely.; therefore, according to Cano (2024), thinking is preoperational. This implies that the child can employ logic to modify, fuse, or distinguish ideas. Without understanding specific logic, children do not yet manage information mentally.

### **1.3.1.3 Stage of Concrete Operations (7-11 years)**

As stated by Rubio (2020), in this phase, children develop a greater ability to perform operations related to the mass, number, length, and weight of objects. The child manages to order his or her thoughts and logical, rational, and operative reasoning, thus pursuing autonomy.

### **1.3.1.4 Formal Operations Stage (12 years older)**

At this stage, the young person becomes independent, according to Molina (2020). At this stage, young people show a superior ability to abstract, more scientific reasoning, and a greater ability to solve hypothetical problems.

## **1.3.2. Lev Vygotsky**

Lev Semionovich Vygotsky (1896- 1934), was a renowned philosopher credited with being the precursor of social constructivism, as explained by Payer (2005). According to Lev Vygotsky, his research implies a process of interaction between the individual and the environment, the latter being conceived as social, cultural, and physical.

### **1.3.2.1 Zone of Proximate Development (ZDP)**

As specified (Vygotsky 1978, as mentioned in McLeod, 2022), the area of proximal development, which should be the site of the most sensitive teaching or guidance, will facilitate the child's development of skills that he or she will then use autonomously, achieving high mental function competence.

### **1.3.2.2 Scaffolding**

As read in the text by Jimenez (2024), it is crucial to understand that scaffolding provides various levels of support to students, through activities and pedagogical strategies in the classroom, which implies a form of social learning that requires social interaction.

### **1.3.2.3 Social Interaction and Language**

According to De Cabrera y Villalobos (2007), statement, Vygotsky says that the function of language in the process of learning and development is explicitly manifested during these processes since language is how the negotiation of meaning takes place.

### **1.3.2.3 Social Constructivism**

In the statement (Valencia, 2016, as cited in Córdoba, 2020) For this prominent theorist of psychology the socio-constructivist approach, is “school learning is a social phenomenon, edified by each student during the activity that takes place in groups of learners, and that has a connection with the historical and social”.

## **1.3.3 Jerome Bruner**

Jerome Seymour Bruner, born in New York in 1915, was one of the great cognitive psychologists who confronted the behaviorists, being proclaimed the driving force of the cognitive revolution, as stated by Torres (2024a), Jerome Bruner understands learning as a process in which the learner plays an active role.

### **1.3.3.1 Discovery Learning Theory**

According to De Expertos En Educación (2024), learning by discovery affirms that the learner obtains knowledge autonomously. In this context, students become the main actors in their educational process, obtaining it through experimentation and interaction with objects. In this circumstance, the instructor proceeds as a guide to develop learning, proposing the creation of projects, workshops, debate routines, fieldwork, and virtual environments in his classes, thus orienting students to learn by discovery.

### **1.3.3.2 Modes of Representation**

Enactive Representation (0 - 1 year). - These nodes are the form in which information or knowledge is stored and encoded in memory. As stated by Cano (2024a), this form of representation is the one that is presented first. It consists of encoding action-based data and storing it in our memory.

Iconic Representation (1 - 6 years). - As summarized by Cano (2024b), in this form of representation, information is stored visually in the form of images, i.e., it is a mental representation.

Symbolic Representation (7 years older). - According to Cano (2024c), this is the final stage of representation in the process of development. At this stage, data is captured in the form of normative or distinctive, such as language.

### **1.3.3.3 Scaffolding**

As stated by Terán (2020), this renowned psychologist and educator affirms that this implies providing guidance and support to students so that they can acquire different skills, knowledge, and attitudes.

#### **1.3.3.4 Spiral Curriculum**

In Torres' (2024b) assertion, Bruner's spiral curriculum visually illustrates what he perceives as learning: the constant reevaluation of what has been assimilated to make it richer and more nuanced as diverse experiences are experienced.

#### **1.3.3.5 Influence of the Cultural and Social Context**

As stated by Uribe and Martínez (2010), Bruner's first message on culturalist pedagogy holds that all knowledge is a cognitive structure with varying degrees of social and cultural validation.

### **1.3.4 Factors Influencing Cognitive Development**

As Maita (2024a) points out, from childhood, our cognitive abilities are transformed, and understanding how this change occurs is essential to improve the learning process. According to Maita (2024b), cognitive progress does not happen independently, several essential elements such as nutritional genetics, stimulation, environment, and physical and emotional health play a fundamental role in this process.

#### **1.3.4.1 Genetics**

As Content (s. f.) argues, genes play a fundamental role in children's learning. They influence the development of certain cognitive qualities and skills, which can affect their ability to understand academic concepts.

#### **1.3.4.2 Environment**

According to Euroinnova International Online Education (2024a), an environment rich in stimulating activities, such as reading, playing, and talking with children, can enhance cognitive growth. They seek to learn independently from everything that exists from the time they are very young.

### **1.3.4.3 Nutrition**

According to R. M. M. García et al. (2018), proper brain nutrition preserves the structural and functional integrity of nerve tissues, enhances cognitive ability, and prevents age-related cognitive decline. Nutrients such as omega-3 and iron promote brain growth.

### **1.3.4.4 Physical and Emotional Health**

Physical and emotional health is a very important factor in cognitive development with Euroinnova International Online Education (2024b), affirming that consistent exercise and quality sleep are equally essential for cognitive progress.

## **1.3.5 Cognitive Processes**

As Administrator (2023), explains, this process involves the cognitive actions that an individual carries out to process the information they obtain from the environment. These help them to improve their learning style.

As stated by Valdivieso (2000), recent research shows that there are cognitive and psycholinguistic processes that develop during the preschool years, which are foundational for success in learning to read, it is also worth mentioning that it must be accompanied by methods and strategies that help to better develop the taste in reading activities, for example suggestopedia makes the student enter into a state of comfort and better acquire knowledge.

### **1.3.5.1 Attention**

According to *CogniFit* (s. f.), attention is a mental procedure that enables us to choose and focus on relevant stimuli. Attention can be modified by any condition or disorder, such as attention deficit hyperactivity disorder with or without hyperactivity, stroke, dyslexia, or anxiety, among others.

### **1.3.5.2 Memory**

According to NeuronUP (2021), memory is the ability to encode, store, and effectively retrieve acquired information or an experienced event. In the reading process, it is important since it will help the reader remember the different combinations of words, phonemes, and grammatical rules to help develop reading comprehension.

### **1.3.5.3 Language**

As Mejía and Escobar (2012a) point out, language, in functional terms of verbal comprehension, implies syntactic and semantic development, language is known to all types of communication this can be verbal or nonverbal, without language we would not have communication and knowledge could not be acquired.

### **1.3.5.4 Thinking and Reasoning**

As stated by Mejía and Escobar (2012b), reasoning is the ability to analyze, compare, evaluate, organize, classify, judge, reason, correctly apply knowledge, go beyond the information received, generate new ideas, and solve problems.

Cognitivism has placed a strong emphasis on the monitoring and regulation of memorization and information retrieval. However, as Ackerman and Thompson (2017). states, in recent times, there has been a growing interest in exploring the processes that support the execution of more complex tasks, such as reasoning and problem-solving.

## **1.4 Student Exit Profile According to the Ministry of Education for The Teaching Of English.**

The needs of the diverse population in linguistic and cultural terms, can be seen in the guidelines of the Ecuadorian student's exit profile, according to the Ministry of Education (2024)

for the Teaching of English, which provides a rationale and framework for learning English, while promoting the educational inclusion of all students, regardless of their mother tongue.

#### **1.4.1 Elementary Basic EGB Level A1.1**

According to Educación General Básica Elemental-Ministerio de Educación (2024a), the student's exit profile is that he/she should independently read texts in English appropriate to his/her level for simple pleasure/entertainment and to obtain information. The student must identify the fundamental main ideas and particularities of written texts to develop a method of study through reading.

#### **1.4.2 Middle School EGB Level A1.1-A1.2**

Like the previous level, according to *Educación General Básica Media – Ministerio de Educación* (2024b), in the exit profile for the intermediate level, students should have the ability to read and write short descriptive and informative texts related to personal information or known issues and use them as a means of communication and written expression of their ideas.

#### **1.4.3 High School EGB Level A2.1-A2.2**

According to (*Educación General Básica Superior – Ministerio de Educación* (2024c), at this level, the student's exit profile will be able to recognize the fundamental ideas, details, and inferences of written texts, to generate level-appropriate critical analysis of familiar topics and contexts. In addition, they will learn to read A2.1 level English texts autonomously as a means of enjoyment and interpersonal and intrapersonal interaction.

#### **1.4.4 High School BGU Level B1.1-B2.2**

At this level, the student will be able to evidence that his or her reading level is that of a high school student. According to *Bachillerato General Unificado – Ministerio de Educación*,

(2024d), the student will be able to directly access the main and detailed aspects of current texts in English, such as those published on the Internet, for professional or general research, through the efficient use of ICT and reference tools when required.



## **CHAPTER II**

### **2. METHODOLOGY**

#### **2.1 Type of Research**

In this research qualitative and quantitative research will be applied, according to Pole, K. (2009) Research with mixed methodologies can answer questions that other paradigms cannot. This research has a qualitative approach because it will study the social phenomenon related to the development of reading with the application of the different principles of suggestopedia. Likewise, it has a quantitative approach because it will count the students' responses to the census, giving an accurate idea of how much the students benefit from applying the principles of suggestopedia in the English as a foreign language class.

#### **2.2 Research Methods, Techniques, and Instruments**

According to Equipo editorial, Etecé (2021), methodology is the study of techniques or methods used in scientific research to achieve the stated objectives. For my research to be feasible I will apply the mixed methodology, because it will help me obtain more accurate results after using the suggestopedia techniques in the 3rd year of EGB students. In this regard, according to Hamui-Sutton (n.d.-b), the mixed method is aimed based on its worldview, vocabulary, and techniques rooted in a pragmatic philosophy that emphasizes the consequences of actions in the real world.

#### **2.3 Techniques**

##### **2.3.1 Interview**

To gather important information for this research I conducted three interviews, one with the rector of the Unidad Educativa Academia Cristiana Esperanza, MSc. Francisco Polanco, the coordinator of the English area, Mr. Christian Doicela, and the

English teacher Ms. Fernanda Quiroga. The interview consisted of 8 open-ended questions, which helped me to collect information for my research to be valid.

### **2.3.2 Survey**

I surveyed the students in the 3rd year of EGB of the Unidad Educativa Academia Cristiana Esperanza, which helped me to obtain relevant information about the opinions, ideas, experiences, and perceptions of the students.

I used the frequency method to analyze the results of all the questions due to the Likert scale format.

## **2.4 Instruments**

Questionnaires for interviews

Questionnaires for survey

## **2.5 Research Questions**

1. How does the application of suggestopedia strategies help in the development of English reading comprehension in students of the 3rd year EGB concerning level A1 of the Common European Framework at Unidad Educativa Academia Cristiana Esperanza?
2. What techniques should teachers use to develop English reading comprehension level A1 of the Common European Framework?
3. Why are the Suggestopedia techniques used to develop reading comprehension in English classes?
4. What are the advantages of Suggestopedia for developing reading comprehension in English classes?

## **2.6 Participants**

The place where the research work was carried out is in the Educational Unit Academia Cristiana Esperanza. It is in Ecuador, in the province of Pichincha, canton Pedro Moncayo, parish Tabacundo. The institution is distributed in basic elementary schools, basic middle schools, basic high schools, and unified general high schools. We proceeded to survey the students in the 3rd year of EGB who make up a population of 14 students, to support the number of participants see annexes, certificate of the number of students enrolled in the 3rd year of EGB.

## **2.7 Procedure and Data Analysis**

Descriptive and correlational statistical analysis was used to analyze the data collected and determine the relationship between the factors that influence the development of reading in students. The results were interpreted, analyzed, and associated and all the benefits of applying the principles of the suggestopedia in the learning room were discovered after observing the trends and behavior of the variables.

## CHAPTER III

### 3. RESULTS AND DISCUSSION

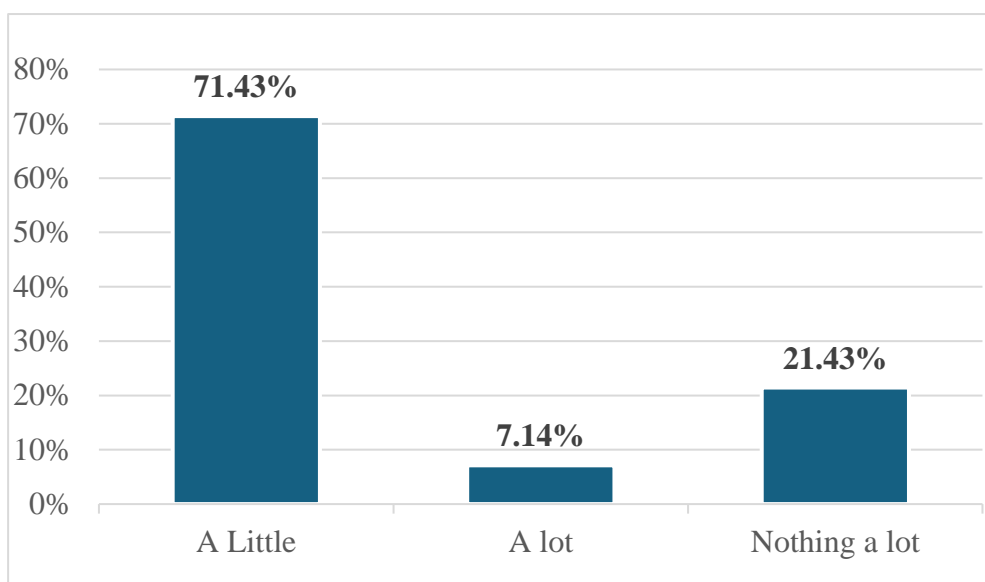
#### 3.1 Survey Applied to Third-Year EGB Students of the Unidad Educativa Academia

##### Cristiana Esperanza, Located in the Cantón Pedro Moncayo.

#### 3.1.1 How Much do You Enjoy Reading English Texts?

**Figure 1**

*Enjoys Reading Texts in English*



Source: Own elaboration

#### **Analysis**

The bar graph shows the results of the first question of the survey, in which students were asked how much they enjoyed reading texts in English, since as stated by Salgado (2013) reading activity is an encounter with the text, it is to understand it, interpret it, appropriate it and enjoy it. The graph is divided into three sections, each of which represents a different response option: a

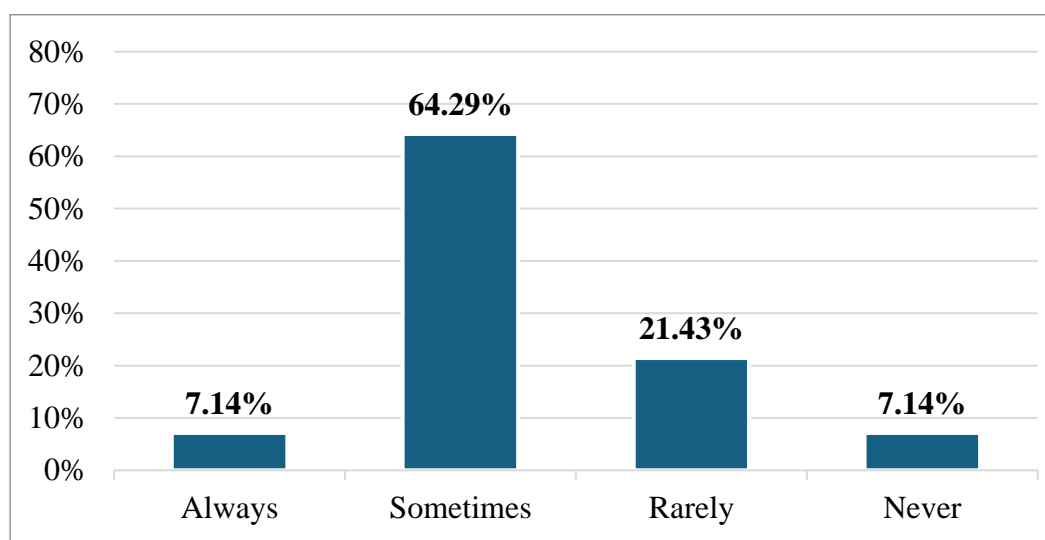
small portion, 7.14% of the respondents enjoy reading texts in English a lot, while the majority, 71.43% enjoy it a little. A significant minority, 21.43%, do not enjoy reading English texts at all.

These results may be since, as stated by Salgado (2013), reading activity is an encounter with the text; it is understanding it, interpreting it, appropriating it, and enjoying it.

### 3.1.2 How Often Do You Interact in Different Reading Activities?

**Figure 2**

*Frequency of Interaction in the Different Reading Activities.*



Source: Own elaboration

#### **Analysis**

The bar graph shows the results of the survey in which students were asked about their frequency of interaction in the different reading activities, the graph is divided into four sections, each one expressing a different response option: 7% of respondents indicated that they always interact in reading activities, 64% of respondents indicated that they do so sometimes, 21% of

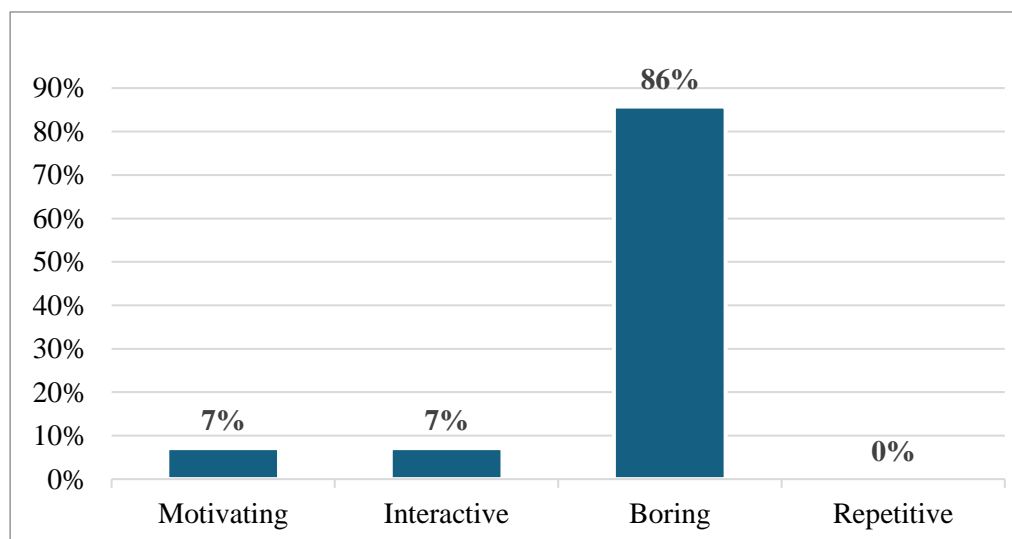
respondents indicated that they rarely interact, and finally, 7% of respondents indicated that they never interact in reading activities.

It was evidenced that more than half of the respondents sometimes participated in reading activities in the English class. This could be due to the fact that, as Moreno and Andrade (2023) state, didactic resources used in an innovative way contribute to creating pleasant and dynamic spaces for teachers and students to interact in this wonderful world of comprehensive reading.

### 3.1.3 You Consider the Reading Activities Developed in the English Classes To Be:

**Figure 3**

*They Consider That the Reading Activities Developed in English Classes are:*



Source: Own elaboration

### Analysis

The bar graph provides us with important information about the question asked to the students about how they consider the reading activities developed in English classes, we can observe that it is divided into four sections, each one representing a different response option:

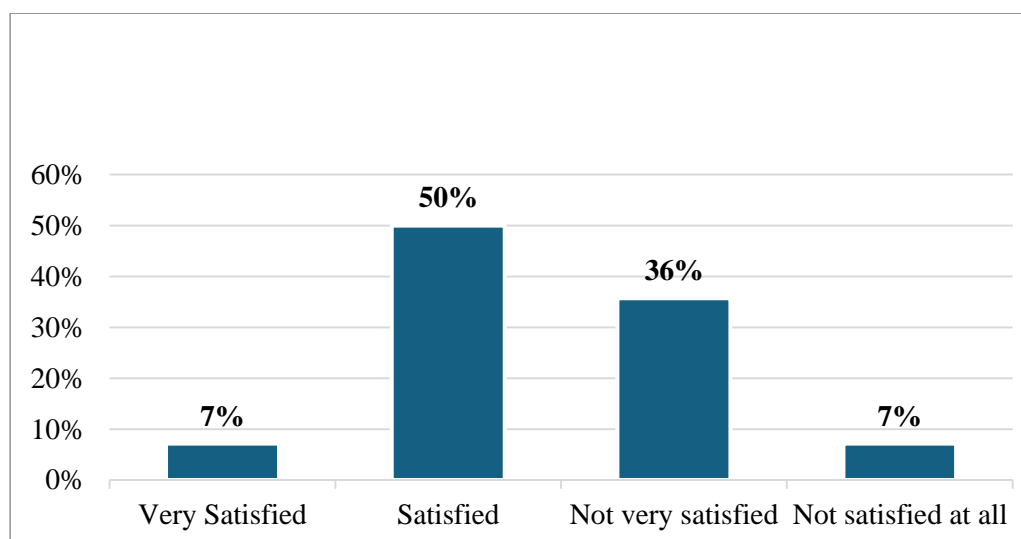
7% of the respondents consider the reading activities to be motivating, 7% consider them to be interactive, 86% consider the reading activities in English classes to be boring, and finally, 0% of the respondents consider the reading activities to be repetitive.

In general, most of the respondents find the reading activities in English classes boring, for this reason as stated by Vivanco (2018), the student manages to locate and become interested in reading when the motivation required before facing a reading process is potentiated, a small portion finds them motivating and interactive, and none considers the reading activities repetitive.

### 3.1.4 Do you Feel Satisfied with Your Participation in Reading Activities?

**Figure 4**

*Satisfied with Their Participation in The Reading Activities.*



Source: Own elaboration

## **Analysis**

The bar chart shows the responses to the question posed to the students about their satisfaction with their involvement in reading tasks, which is divided into four sections, each one representing a different response alternative: 7% of the participants expressed that they are extremely happy with their involvement in reading activities, 50% of the participants i.e. half of the respondents expressed their satisfaction with their involvement in reading activities, 36% of the participants expressed their low satisfaction with their involvement in reading activities, 7% of the participants expressed that they are not completely happy with their involvement in reading activities.

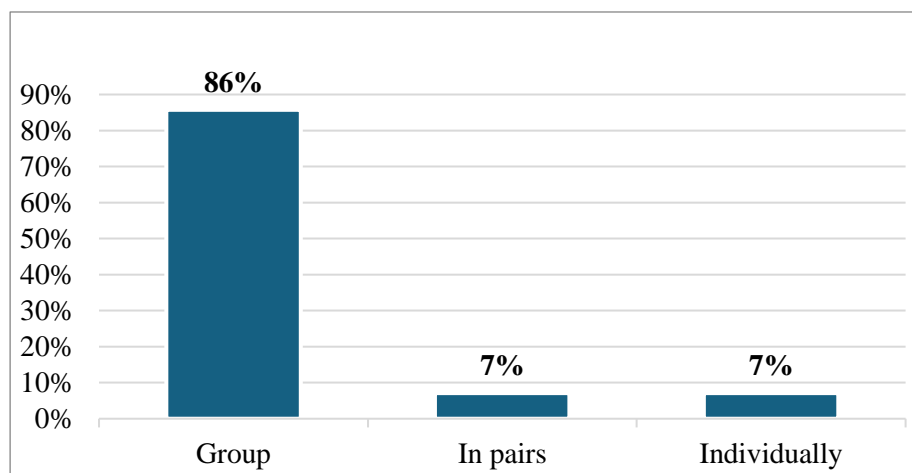
It was observed in the graph that a minimum part of respondents feel very satisfied with their participation in reading activities since, as Sedano (2015) states, the student should be clear about why their participation is important since reading is to enjoy, it is to enter imaginary worlds and feel involved in them.

### **3.1.5 In What Ways Do You Like to Develop Reading Activities**



**Figure 5**

*The way in which you like to develop reading.*



Source: Own elaboration

### **Analysis**

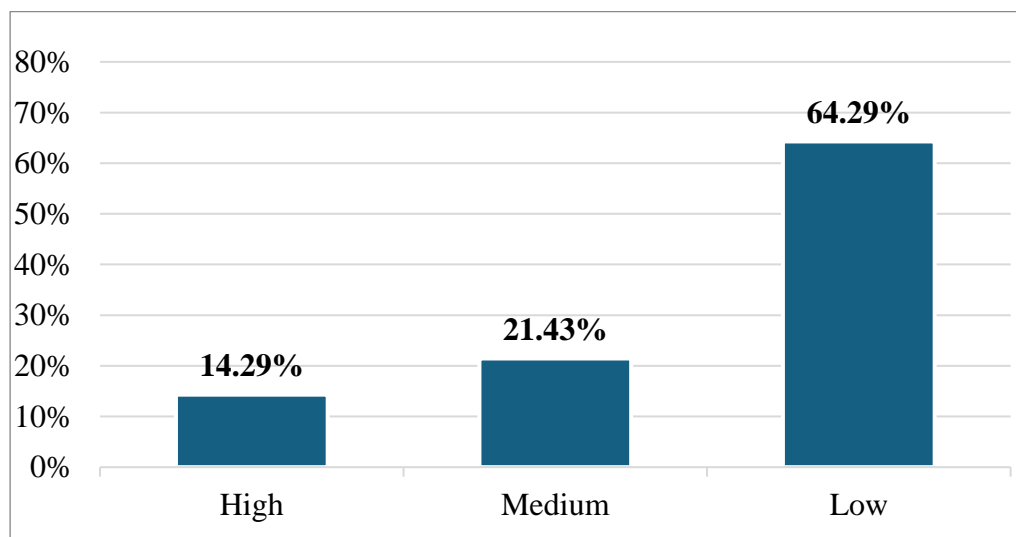
The diagram shows the response to the question posed to the students about how they like to carry out reading assignments, which is segmented into three parts, each representing a different response alternative: 86% of the survey participants indicated that they prefer to carry out reading activities in groups, 7% of the survey participants expressed that they like to carry out the activities in groups of two, and 7% of the survey participants indicated that they prefer to carry out reading assignments individually.

Most of the respondents consider that to carry out reading activities they would like to work in groups in this way as stated by Ramirez and Burbano (2014) collaborative work generates spaces for interaction and critical discussion that makes each member, active and participatory subjects in the learning process.

### 3.1.6 Do I Consider My Level of Reading Comprehension Of English Texts Is:

**Figure 6**

*Reading Comprehension Level of English Texts is:*



Source: Own elaboration

#### **Analysis**

The figure indicates the response to the question posed to the students about their level of reading comprehension of English texts. This is divided into three sections, each representing a different response alternative: 64.29% of the survey participants think that their ability to understand English texts is low, while 21.43% of the participants think that their ability to understand English texts is medium, and only 14.29% of the participants think that their ability to understand English texts is high.

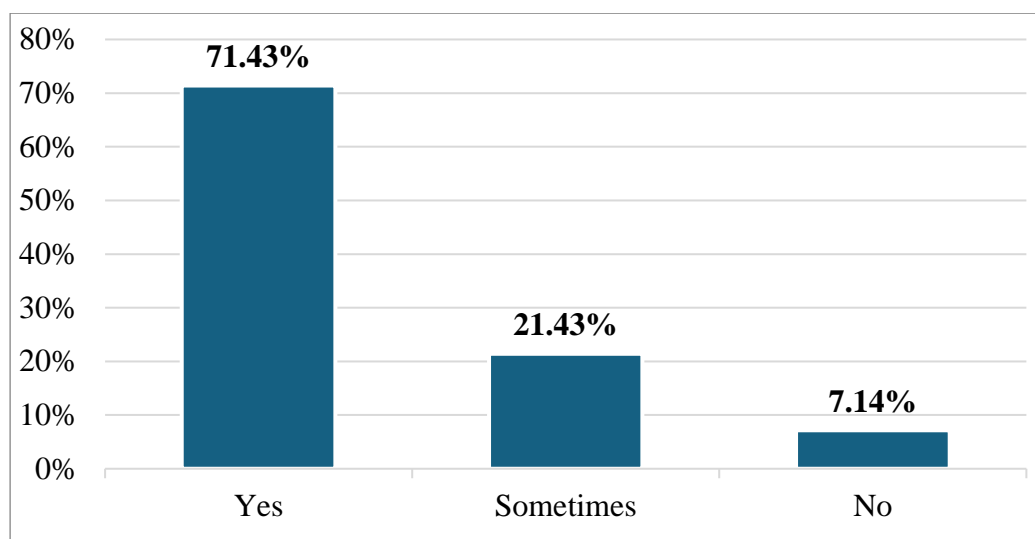
A little more than half of the respondents said that their reading comprehension level was low. This could be because, as stated by Pang et al. (2003a), Comprehension is the process of

giving meaning to a related text, it involves vocabulary knowledge as well as thinking and reasoning processes.

### 3.1.7 Do You Consider Reading Activities Increase Vocabulary?

**Figure 7**

*The Reading Activities Increase Vocabulary.*



Source: Own elaboration

#### **Analysis**

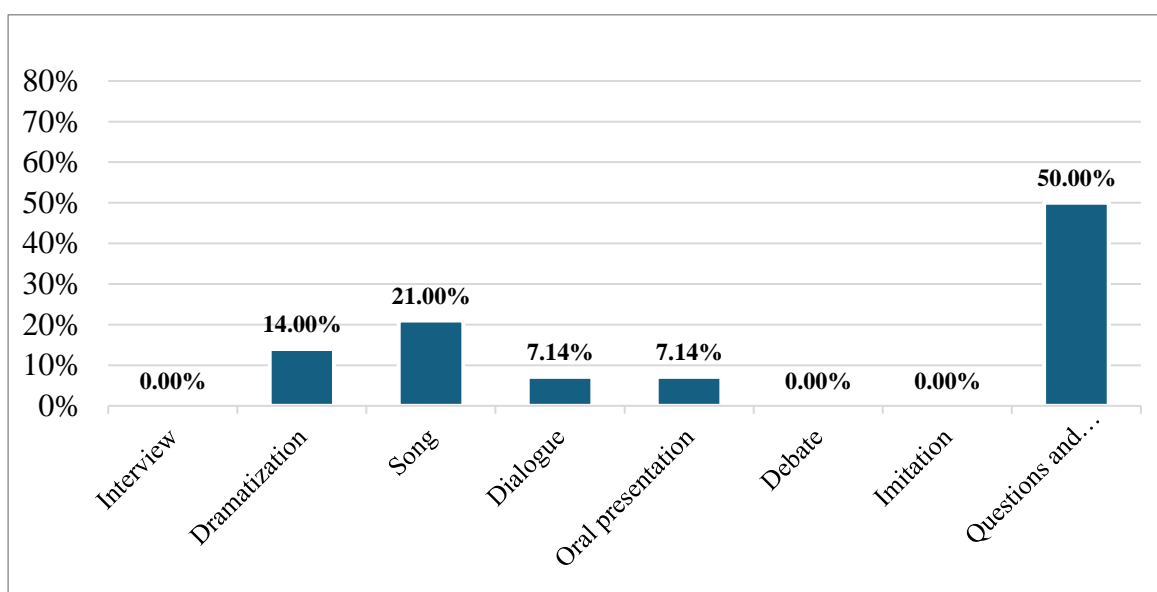
The image is segmented into three sections, alluding to the question asked in the survey about the perception that reading activities increase vocabulary, each illustrated by a different answer: 71.43% of the survey participants think that reading activities do increase vocabulary, 21.43% of the participants think that reading activities sometimes increase vocabulary, and 7.14% of the participants believe that reading activities do not increase vocabulary.

As the graph indicates, the majority of respondents said that they believe reading increases vocabulary. As stated by Pang et al. (2003b), vocabulary should be taught directly and indirectly to help students develop their reading comprehension.

### 3.1.8 Select the Reading Activity You Would Most Like to Develop in English Classes.

**Figure 8**

*Reading Activities That You Would Most Like to Develop in English Classes.*



Source: Own elaboration

#### **Analysis**

The graph indicates the responses to the question asked to the students about the selection of the reading activity they would most like to develop in English classes, each with its respective percentage of preference: Interview 0% of the respondents, dramatization 14%, song 21%, dialogue 7%, oral presentation 7%, debate 0%, imitation 0% and questions and answers 50% of the respondents.

The graph indicates that half of the respondents said that the reading activity that they most like to develop in English class is activities that involve questions and answers, as stated by Braslavsky (2005), students are questioned for multiple purposes such as summarizing in a simple sentence, generating a question about what has been read and addressing it to a classmate, or giving answers to paragraphs that are clear enough.

## **CHAPTER IV**

### **4. PROPOSAL**

#### **4.1 Proposal title**

The best stories are discovered with “READING A1.”

#### **4.2 Rationale**

This guide is based on the humanistic approach, since the principles of suggestopedia will be enunciated, as stated by Astuti et al. (2024) suggestopedia is an approach to language learning that promotes relaxation and enhances mental intelligence, enhancing the ability of students to understand texts in a foreign language, thus making students feel motivated to read.

This guide will be of great help for the teaching-learning of the English language, since it has fun activities centered on the principles of suggestopedia, which will help the student to be motivated to continue learning through reading and activities that go according to their age.

#### **4.3 Theoretical foundations**

(Lozanov, 1978 as cited Wang, 2023), clarified that generating a positive educational environment can help students reduce stress, fear, anxiety, and other adverse emotions related to the learning process.

As stated by Mendoza (2024), suggestopedia is characterized by the use of soft music, dim lighting, and pleasant decoration in the classroom, creating an environment conducive to optimal learning. This type of method will make learning to read in English easy and enjoyable, allowing students to develop their reading comprehension.

### **4.3.1 Reading skill**

As Educatius (2021) points out, starting to read from childhood not only brings enjoyment and pleasure but also leaves an enormous cultural, scientific, and literary legacy.

There are myriad reasons for developing reading skills in and outside of the classroom.

Through reading, learners will improve their critical thinking skills, learn to communicate more effectively, develop coding and decoding skills, improve study skills, and use reading texts as sources of information. Reading for pleasure is promoted essentially through the Language through the Arts thread. (*Currículo – Ministerio de Educación*, 2019, p.409)

## **4.4 Proposal objectives**

### **4.4.1 General objective**

To design a guide for 3rd grade students to develop reading skills in English, through the application of principles of suggestopedia in easy and fun readings.

### **4.4.2 Specific objectives**

To apply the reading activities that are coupled to those planned in the foreign language curriculum, for 3rd year EGB students.

To apply the principles of Suggestopedia in each unit of the proposal.

To design each reading activity suggestopedia strategies focused on reading competence A1.

## **4.5 Beneficiaries**

The proposal consists of small and fun texts, which will help the students in 3rd year of EGB to feel attracted and interested in reading them, being the direct beneficiaries. On the other

hand, the indirect beneficiaries are the authorities of the Educational Unit Academia Cristiana Esperanza, teachers, and parents, since they will have a proposal that will help the book Language Arts & Literature.





1

The best stories are  
discovered with

“**READING AI**”



*Let's learn to read in English while  
discovering beautiful stories.*

(Canva, 2024)



THE BEST STORIES ARE  
DISCOVERED WITH

# "Reading"

## A1

- The educational resources you will find in this guide are specifically for second language reading development.
- These resources are designed for 3rd EGB students, in order to improve reading skills.
- This guide was designed in Canva, which is an online graphic design platform that allows you to create and publish designs easily.



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Icons used in the workshops:  
CANVA

2025

(Canva, 2024)



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(Canva, 2024)



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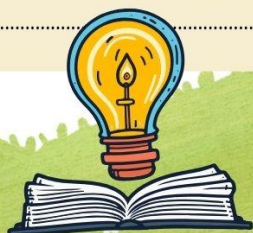
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Teacher's guide: Suggestopedia principles to be applied.

## LESSON 1: IT'S TIME FOR SCHOOL

"If you want to learn more, more easily, more pleasantly, in a stable way and with a better impact on health – then accept Suggestopaedia, desuggestive learning, because it is learning with love." (Lozanov, G, p 8. 2005a)

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Ishan Khera, 2023) [bit.ly/3DSWcxb](https://bit.ly/3DSWcxb)

((Baroque Music Recordings, 2019) [bit.ly/3C5JuL5](https://bit.ly/3C5JuL5)

(Classical Tunes, 2014b) [bit.ly/4JgN4Te](https://bit.ly/4JgN4Te)

### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002b) stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.





Teacher's guide: Suggestopedia principles to be applied.

## LESSON 2: SCHOOL SUPPLIES

Activity 1.1: Listen carefully to the following story "My first day at school" and then answer the questions.

### Teacher:

The teacher will read in a modulated voice to help students understand the context of the reading.

The teacher will also use as many gestures as possible.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 1.2: Draw the scenes that you liked most from the reading.

### Teacher:

The teacher will read in a loud and clear voice the instruction to perform the activity, if a student asks to repeat it, the teacher will do it more slowly, getting the student to enter into an atmosphere of relaxation.

### Student:

- The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

### Closing

At the end of the lesson, the teacher will ask the students if the lesson was clear and ask them to bring questions for the next lesson.



## Unit 1

### Let's read at school!

- Lesson 1: It's time for school
- Lesson 2: School supplies
- Lesson 3: Phonics
- Lesson 4: Consonants
- Lesson 5: Sight Word part 1

#### **"Can Do Statements"**

*I can understand information about people, in narrative stories.*

*(Instituto Británico de Sevilla, Academia de Inglés, 2023a)*

*(Canva, 2024)*

# LESSON 1: IT'S TIME FOR SCHOOL

13

Activity 1.1: Listen carefully to the following story "My first day at school." and then answer the questions.

## My first day at school.

Ana was very happy, she would soon be going to school, she was very happy and nervous about the arrival of her first day of school. Her cousins and friends had told her wonderful things about the school and she was looking forward to it.

On her vacation she visited the beach, but Ana could not enjoy it like other times, she could only think about going to school. Days before school started, she went with her parents to buy paints, books and notebooks. She felt like she was in the clouds, finally the big day arrived.

In the morning she woke up very early without her mother's notice, got dressed in her school uniform, put on her backpack full of notebooks to be used for the first time and went to school hand in hand with her mother. It was his first day, and he told everyone he met along the way.

When he arrived at school he realized that everything was as he had been told, his teacher was very charismatic and kind, his classmates were very friendly and good people.

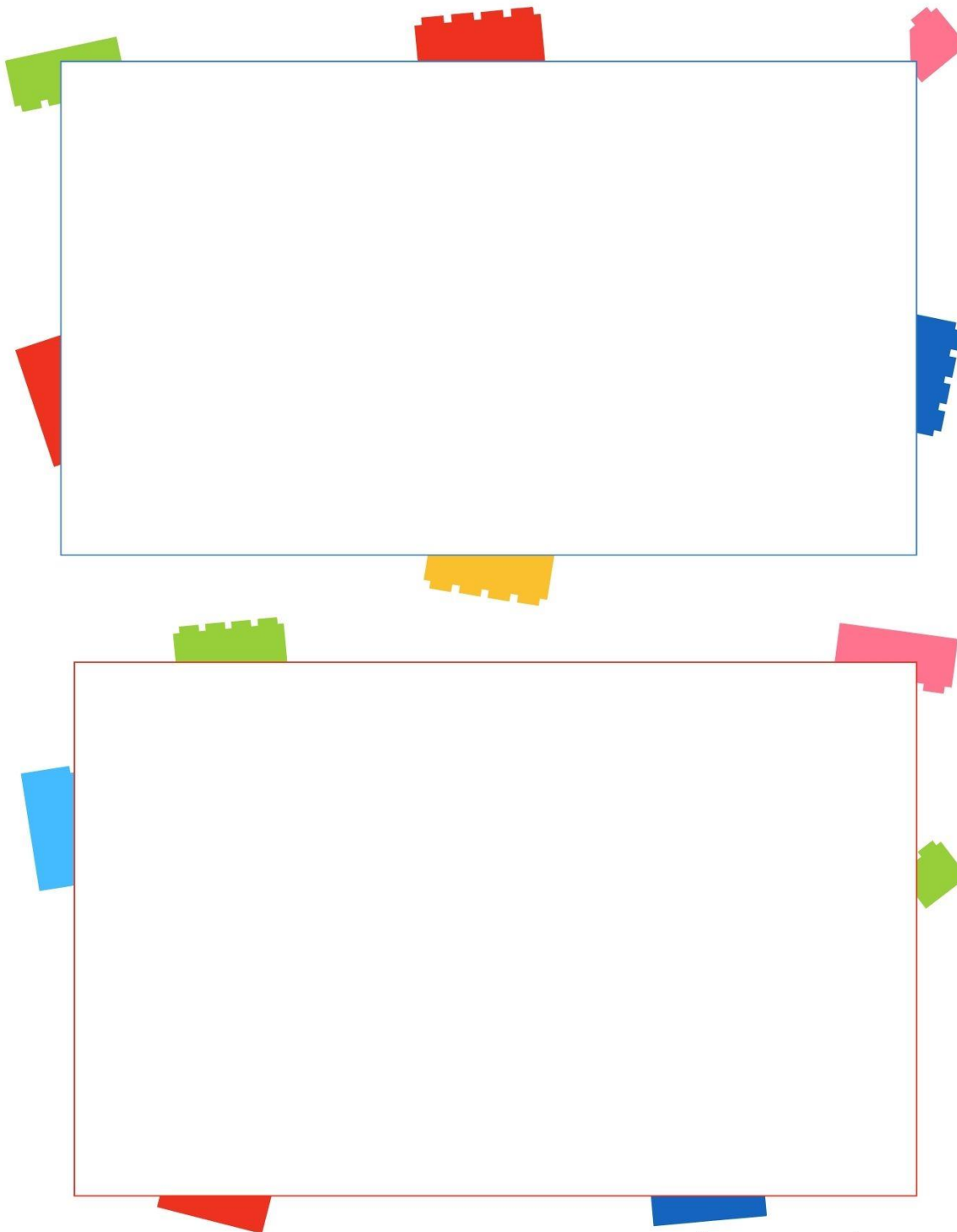
## Questions about history.

1. What is the name of the protagonist of the story?
2. How did she feel before going to school?
3. Who told her what school was like?
4. Who accompanied her to her first day of school?
5. Who did she tell how happy she was?

(Canva, 2024)



*Activity 1.2 Draw the scenes that you liked most from the reading.*



(Canva, 2024)



Teacher's guide: Suggestopedia principles to be applied.



## LESSON 2: SCHOOL SUPPLIES



Suggestopaedia is a teaching system which makes use of all the possibilities tender suggestion can offer. (Lozanov, G, p 11. 2005b)

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Baroque Music Recordings, 2019) [bit.ly/3C5JuL5](https://bit.ly/3C5JuL5)

(Classical Tunes, 2014b) [bit.ly/4JgN4Te](https://bit.ly/4JgN4Te)

### Materials:

- MP3 player,
- Television
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002c) stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.



Teacher's guide: Suggestopedia principles to be applied.



## LESSON 2: SCHOOL SUPPLIES



Activity 2.1 Listen carefully to the following story "School supplies" and then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 2.2 Memorize the vocabulary about school supplies.

### Teacher:

The teacher will create a calm learning environment and introduce the vocabulary with interactive activities.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.





*Teacher's guide: Suggestopedia principles to be applied.*



## LESSON 2: SCHOOL SUPPLIES



**Activity 2.3** Match the drawings with the pictures. Use different colours.

### Teacher:

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

### Student:

Realizar este tipo de actividades ayuda al alumno a desarrollar la creatividad, la concentración, la autoestima, la comunicación y la motricidad, además de adquirir conocimientos.

### Closing

The teacher will inform the students 10 minutes before the end of the hour to please finish the activity and if they have any questions, to ask them with confidence.



## LESSON 2: SCHOOL SUPPLIES

Activity 2.1 Listen carefully to the following story "SHOPPING LIST" and then answer the questions.

### SHOPPING LIST

Saturday morning my dad, my mom and I went out to buy my school supply list, the store was super crowded with shoppers because classes started and everyone wanted their supply lists.

A very nice girl answered us and asked us if we wanted the list of supplies to be sent home, we said yes! we were happy because we would have more time to do other activities.

Then we went for ice cream and sat in the park to watch the neighbors walk their pets.



(Canva, 2024)

# VOCABULARY

## School supplies

19

Activity 2.2 Memorize the vocabulary about school supplies.

Book



Eraser



Pencil



Pen



School bag



Ruler



Crayon



Highlighter



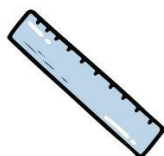
(Canva, 2024)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# School Objects

Activity 2.3 Match the drawings with the pictures. Use different colours.



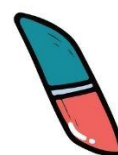
Rubber



Brush



Highlighter



Book



Pencil



Pen



Ruler



Protractor



School bag



Crayon

(Canva, 2024)





Teacher's guide: Suggestopedia principles to be applied.



## LESSON 3: PHONICS



Suggestopedic teaching and learning is always a pleasant experience.  
(Lozanov, G, p 8. 2005c)

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Ishan Khera, 2023) [bit.ly/3DSWcxb](https://bit.ly/3DSWcxb)

((Baroque Music Recordings, 2019) [bit.ly/3C5JuL5](https://bit.ly/3C5JuL5)

(Classical Tunes, 2014b) [bit.ly/4JgN4Te](https://bit.ly/4JgN4Te)

### Materials:

- MP3 player
- Television
- Pencil
- Eraser
- Notebook
- Paper
- Markers
- Colored
- Pencils

### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002d stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.



Teacher's guide: Suggestopedia principles to be applied.



## LESSON 3: PHONICS



Activity 3.1/3.2/3.3/3.4/-3.5 Cut and paste the words in the correct column according to their sound.

### Teacher:

In this selection you will find 5 identical activities, the difference is that the vowels are in order. Read the instructions out loud and clearly. Provide feedback if any student requires it.

### Student:

Students listen to baroque music, concentrate and carry out the proposed activities.

### Closing

The teacher will inform the students 10 minutes before the end of the hour to please finish the activity and if they have any questions, to ask them with confidence.



# LESSON 3: PHONICS

## Long Vowels

VS

## Short Vowels



(Canva, 2024)

Name: \_\_\_\_\_

## Long a vs Short a

Activity 3.1 Long a vs Short "a"

Cut and paste the words in the correct column according to their sound.

Long a	Short a



**rat**



**cape**



**lake**



**map**



**cap**



**face**



**cake**



**hat**

(Canva, 2024)



Name: \_\_\_\_\_

## Long e vs Short e

Activity 3.2 Cut and paste the words in the correct column according to their sound.

Long e	Short e



bee



bed



hen



see



pen



feet



tree



net

(Canva, 2024)

Name: \_\_\_\_\_

## Long i vs Short i

Activity 3.3 Cut and paste the words in the correct column according to their sound.

Long i	Short i



**pig**



**pie**



**chip**



**lime**



**ice**



**bin**



**kite**



**kit**

(Canva, 2024)

Name: \_\_\_\_\_

## Long o vs Short o

Activity 3.4 Cut and paste the words in the correct column according to their sound.

Long o	Short o


**fox**

**bone**

**globe**

**box**

**rose**

**frog**

**rope**

**dog**

(Canva, 2024)

Name: \_\_\_\_\_

## Long u vs Short u

Activity 3.5 Cut and paste the words in the correct column according to their sound.

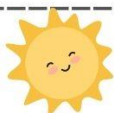
Long u	Short u



**cube**



**cut**



**sun**



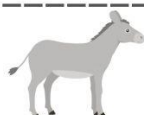
**glue**



**dune**



**cup**



**mule**



**bug**

(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 4: CONSONANTS

As stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002) in his suggestopedic teaching system, he presents a model in which classroom activities are structured in a way that stimulates more than one area of the brain, through the use of music, relaxation, images, psychodrama and suggestion.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Ishan Khera, 2023) [bit.ly/3DSWcxb](https://bit.ly/3DSWcxb)

((Baroque Music Recordings, 2019) [bit.ly/3C5JuL5](https://bit.ly/3C5JuL5)

(Classical Tunes, 2014b) [bit.ly/4JgN4Te](https://bit.ly/4JgN4Te)

#### Materials:

- MP3 player
- Television
- Pencil
- Eraser
- Notebook
- Paper
- Markers
- Colored
- Pencils

#### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978b, as cited in Romero and Gonzalezb, 2002) stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.



Teacher's guide: Suggestopedia principles to be applied.



## LESSON 4: CONSONANTS



Activity 4.1 Listen carefully to the following story "The bar at my school" and then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 4.2/4.3/4.4/4.5/4.6/4.7/4.8/4.9/4.10/4.11/4.12

Writing practice with consonants.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

With writing activities the student will develop knowledge and transmit it.



## Lesson 4: Consonants

# My school bar.

Activity 4.1 Listen carefully to the following story "The bar at my school" and then answer the questions.

Hello, my name is Carlos, I am 8 years old and I am very happy because my parents sent me money to buy food at my school bar.

When it was my turn to buy, I didn't know what to buy because there was a great variety of things, so I made up my mind and bought three caramel apples to share with my friends, two pouches of rice with chicken and a glass of orange juice. Umm! The food they sell at the bar was delicious, it's so much fun to have money and be able to choose what I want to eat.

**Answer the following questions:**

Why was Carlos happy?

What did Carlos buy at his school bar?

Who did Carlos share what he bought?



(Canva, 2024)



Activity 4.1 Repeat after your teacher.





## Read and then write

Activity 4.2 Writing practice with consonants.

Lower Case and Upper Case

b b b b b b b b  
B B B B B B B B

Lower Case and Upper Case

c c c c c c c c  
C C C C C C C C

## Read and then write

Activity 4.3 Writing practice with consonants.

Lower Case and Upper Case

d d d d d d d d  
D D D D D D D D

Lower Case and Upper Case

f f f f f f f f  
F F F F F F F F

## Read and then write

Activity 4.4 Writing practice with consonants.

Lower Case and Upper Case

Gg Gg

---

---

---

Lower Case and Upper Case

h h h h h h h h  
H H H H H H H H

---

---

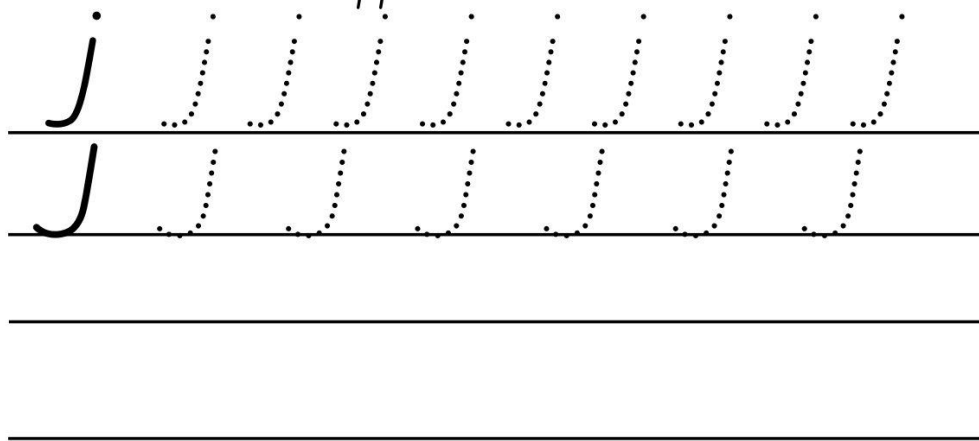
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(Canva, 2024)

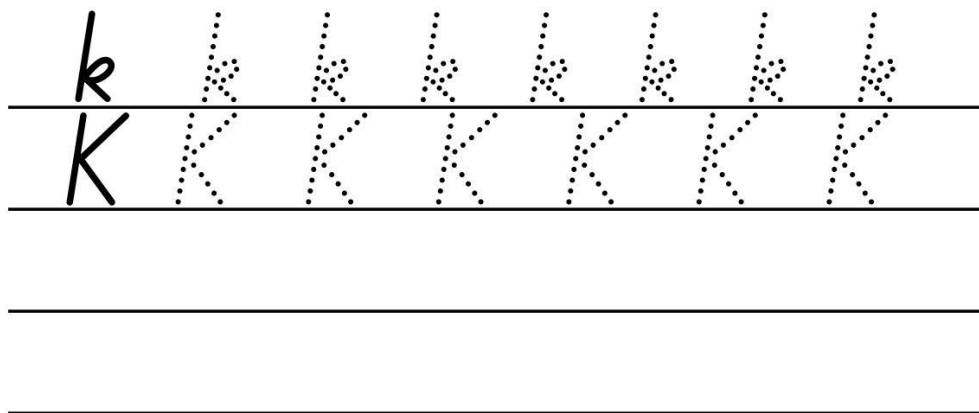
## Read and then write

Activity 4.5 Writing practice with consonants.

Lower Case and Upper Case



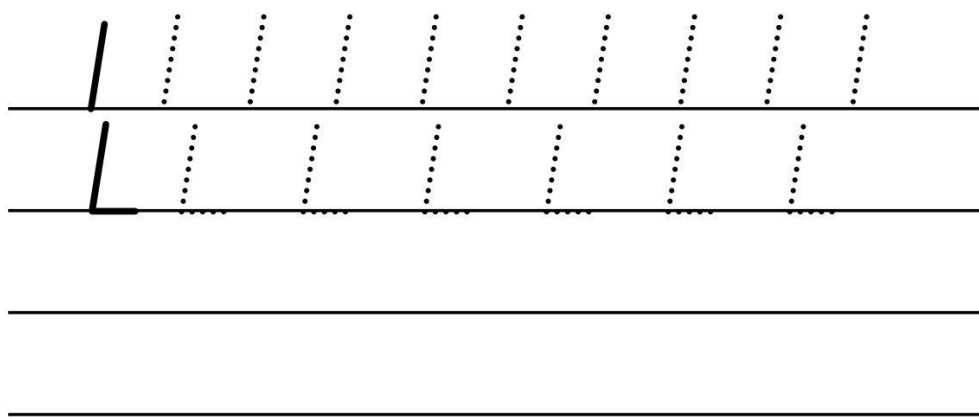
Lower Case and Upper Case



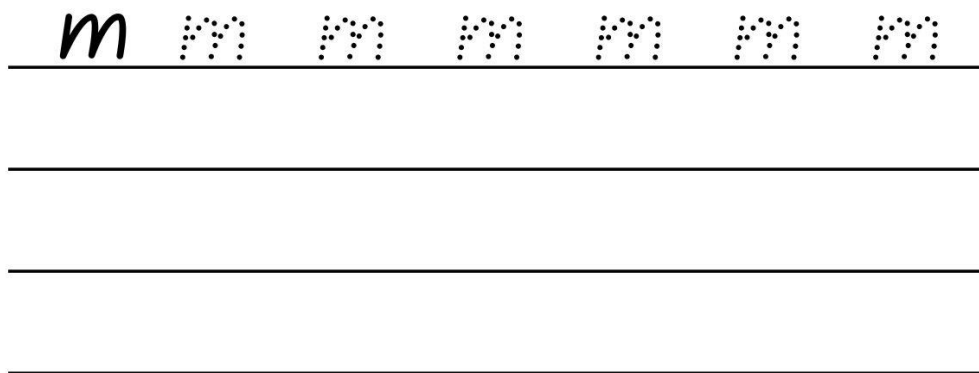
## Read and then write

Activity 4.6 Writing practice with consonants.

Lower Case and Upper Case



Lower Case and Upper Case



## Read and then write

Activity 4.7 Writing practice with consonants.

Lower Case and Upper Case

N N N N N N N

Lower Case and Upper Case

p p p p p p p

P P P P P P P

(Canva, 2024)

## Read and then write

Activity 4.8 Writing practice with consonants.

Lower Case and Upper Case

q q q q q q q q

Q Q Q Q Q Q Q Q

Lower Case and Upper Case

r r r r r r r r  
R R R R R R R R



## Read and then write

Activity 4.9 Writing practice with consonants.

### Lower Case and Upper Case

s s s s s s s s  
S S S S S S S S

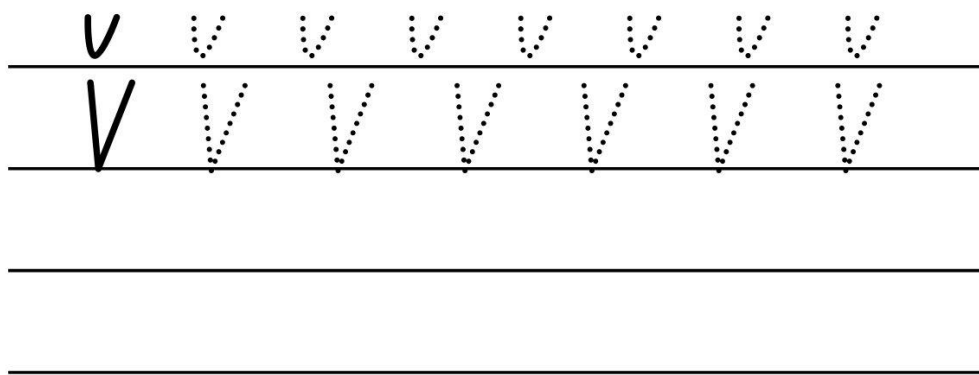
### Lower Case and Upper Case

t t t t t t t t  
T T T T T T T T

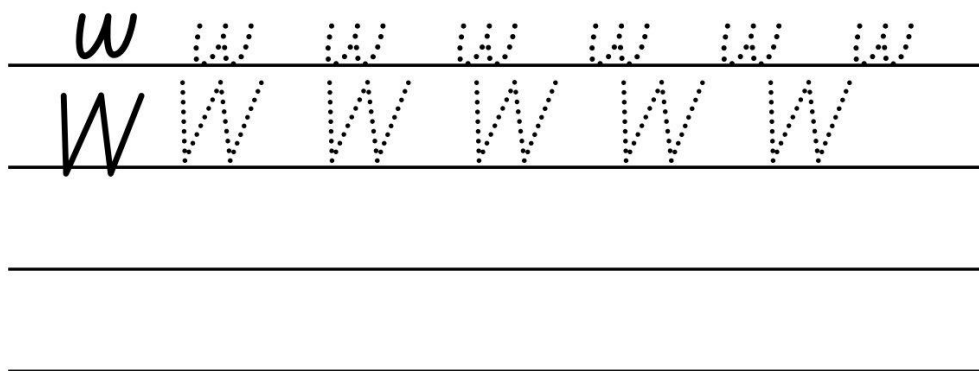
## Read and then write

Activity 4.10 Writing practice with consonants.

### Lower Case and Upper Case



### Lower Case and Upper Case



## Read and then write

Activity 4.11 Writing practice with consonants.

### Lower Case and Upper Case

x x x x x x x x  
X X X X X X X X

### Lower Case and Upper Case

y y y y y y y y  
Y Y Y Y Y Y Y Y

## Read and then write

Activity 4.12 Writing practice with consonants.

### Lower Case

**z** z z z z z z z

---

---

---

### Upper Case

**Z** Z Z Z Z Z Z

---

---

---



Teacher's guide: Suggestopedia principles to be applied.

## LESSON 5: SIGHT WORD PART 1

It always has a favourable educational effect, softening aggressive tendencies in pupils and helping them to adapt to society. (Lozanov, G, p 13. 2005d)

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Ishan Khera, 2023) [bit.ly/3DSWcxb](https://bit.ly/3DSWcxb)

((Baroque Music Recordings, 2019) [bit.ly/3C5Jul5](https://bit.ly/3C5Jul5)

(Classical Tunes, 2014b) [bit.ly/4JgN4Te](https://bit.ly/4JgN4Te)

### Materials:

- MP3 player
- Television
- Pencil
- Eraser
- Notebook
- Paper
- Markers
- Colored
- Pencils

### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002e) stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.



Teacher's guide: Suggestopedia principles to be applied.

## LESSON 5: SIGHT WORD PART 1

Activity 5.1: Listen carefully to the following story "My first day at school" and then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 5.2: Trace the dotted letters to practice writing the sentences.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will read the sentences before writing, this way he will understand what he is writing.



## LESSON 5: SIGHT WORD PART 1

Activity 5.1 Read the sight word



# SIGHT WORD

## PART 1

Activity 5.2 Listen carefully to the following story "My visit to the cinema was great!" and then answer the questions

### My visit to the cinema was great!

Hello, my name is Marisol, and I want to tell you that on Saturday afternoon I went shopping with my parents at the mall, I was very happy because I love to go up the escalators over and over again.

We passed by the movie theater, and I saw a new movie that I love "Intensamente 2", I ran to ask my parents to see that movie, and they asked me if I was sure to see that movie, I said yes. I want to see that movie, please. We left the movie, and I liked it a lot but not like the first part, I didn't like the attitude of the main character.

On the way back home we bought ice cream, I like chocolate ice cream, but the one I love the most is mango, but there was none.



### Answer the questions:

- Where did Marisol go on Saturday afternoon?
- What did you see that excited Marisol so much?
- What did her parents ask her?
- Did Marisol like the movie?



# WRITING PRACTICE

Activity 5.3: Trace the dotted letters to practice writing the sentences.



I love movies.



I like popcorn.



I see bananas.



I like pineapples.



I want mangoes.



I love coke.



I dislike lemon.



# Unit 2

## Let's read outside of school!

Lesson 6: Eating Healthy  
 Lesson 7: My favorite fruit is?  
 Lesson 8: Personal Pronouns  
 Lesson 9: What day is today?  
 Lesson 10: Sight Word part 2

**“Can Do Statements”**  
*I can find a concert or movie on public event calendars or posters, and thus identify its location and start time.*  
 (Instituto Británico de Sevilla, Academia de Inglés, 2023b)

(Canva, 2024)



suggestopedia principles to apply.



## LESSON 6: EATING HEALTHY



As stated by Cervantes, C (2025a), varying the rhythm and intonation in the presentation of content gives it meaning and emotional charge.

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Chamber Music, 2023) [bit.ly/4fUdLtX](https://bit.ly/4fUdLtX)

(Baroque Music Recordings, 2020) <https://bit.ly/42glwGA>

### Materials:

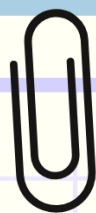
- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

As Cevallos y Orbea (2020a), points out, suggestopedia is a teaching methodology that focuses on both the teaching content and the learning environment.

Activity 6.1 Listen carefully to the following story “Happy Birthday Morgana” and then answer the questions.

### Teacher:



## suggestopedia principles to apply.



### LESSON 6: EATING HEALTHY



The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

#### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

#### Activity 6.2 Look at the pictures and circle the correct words

#### Teacher:

Read the instructions aloud and clearly, this activity will help the student to recognize vocabulary in a fun way.

Provide feedback if any student requires it.

#### Student:

The student will recognize the vocabulary as he/she colors and encircles the correct answer.

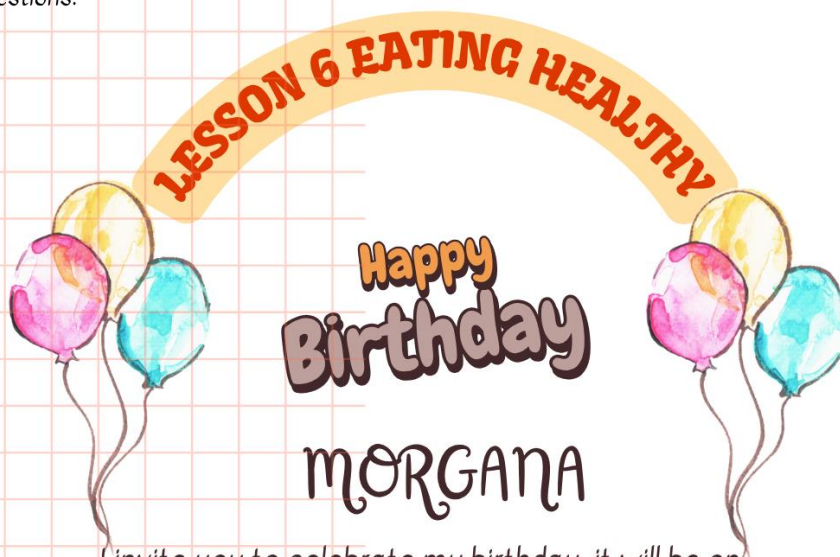
#### Closing

At the end of the lesson, the teacher will ask the students if the lesson was clear and ask them to bring questions for the next lesson.





Activity 6.1 Listen carefully to the following story "Happy Birthday Morgana" and then answer the questions.



I invite you to celebrate my birthday, it will be on  
Saturday, March 12, 2025, at 7 pm.

Don't miss it!

Address: Tabacundo City, San Blas  
Neighborhood, 18 de Octubre and Sucre Streets.

Remember on my birthdays healthy food will be  
served.

1. What are you celebrating?
2. What is the birthday girl's name?
3. What day is her birthday?
4. Where are you going to celebrate it?
5. What time?



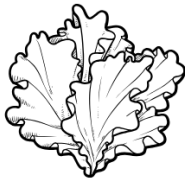



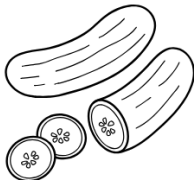


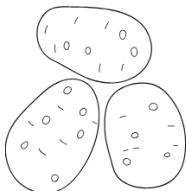


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vegetables

Activity 6.2 Look at the pictures and circle the correct words

 <div data-bbox="568 583 768 646">Corn</div> <div data-bbox="568 674 768 737">Cabbage</div>	 <div data-bbox="1019 583 1219 646">Building</div> <div data-bbox="1019 674 1219 737">Eggplant</div>
 <div data-bbox="568 825 768 888">Eggplant</div> <div data-bbox="568 915 768 978">Lettuce</div>	 <div data-bbox="1019 825 1219 888">Broccoli</div> <div data-bbox="1019 915 1219 978">Spinach</div>
 <div data-bbox="568 1062 768 1125">Potato</div> <div data-bbox="568 1152 768 1215">Carrot</div>	 <div data-bbox="1019 1062 1219 1125">Avocado</div> <div data-bbox="1019 1152 1219 1215">Onion</div>
 <div data-bbox="568 1308 768 1371">Cucumber</div> <div data-bbox="568 1398 768 1461">Eggplant</div>	 <div data-bbox="1019 1308 1219 1371">Green peas</div> <div data-bbox="1019 1398 1219 1461">Broccoli</div>
 <div data-bbox="568 1549 768 1612">Cauliflower</div> <div data-bbox="568 1640 768 1703">Pumpkin</div>	 <div data-bbox="1019 1549 1219 1612">Onion</div> <div data-bbox="1019 1640 1219 1703">Potato</div>

(Canva, 2024)



**suggestopedia principles to apply.**

## LESSON 7: MY FAVORITE FRUIT IS?

As Cervantes, C (2025b) indicates, this method gives special importance to the learning environment, in which the furniture, decoration, lighting, and the use of music as an organizing and mediating element of the process, contribute to creating the atmosphere of suggestion necessary for learning.

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Chamber Music, 2023) [bit.ly/4fUdLtX](https://bit.ly/4fUdLtX)

(Baroque Music Recordings, 2020) <https://bit.ly/42glwGA>

### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

As Cevallos y Orbea (2020b) states, the teaching process is not only directed to the conscious attention of the student, but also to the unconscious, and it is the suggestopedia that is in charge of the latter.



**suggestopedia principles to apply.**

## LESSON 7: MY FAVORITE FRUIT IS?

**Activity 7.1: Read the Special Promo and then answer the questions.**

**Teacher:**

The teacher will read the activity in a modulated voice, making the student gain confidence when carrying out the activity of answering the questions about the reading.

**Student:**

The student will act as a passive listener while listening to the reading. He will ask active questions to his teacher if he does not understand the meaning of a word. At the end of the reading he will actively participate by answering the questions.

**Activity 7.2 Write a sentence with each fruit tree, don't forget to use sight words. Love, like, dislike, want, see.**

**Teacher:**

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

**Student:**

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



**suggestopedia principles to apply.**

## LESSON 7: MY FAVORITE FRUIT IS?

**Activity 7.3** Place the names of the fruits shown in the pictures into the puzzle using the clues.

**Teacher:**

The teacher will encourage the students to perform the activity, giving constant feedback so that the student does not become frustrated at the time of performing the activity.

**Student:**

The student will be relaxed because the baroque music in the background will help him concentrate on this activity.





## LESSON 7: MY FAVORITE FRUIT IS?

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# Special Promo

Activity 7.1: Read the Special Promo and then answer the questions. .

Look at the pictures and talk to your teacher.

Why is it important to buy fresh fruit?

**20%  
OFF****Pineapple**

\$5.14 /kilogram

**20%  
OFF****Kiwi**

\$5.14 /kilogram

**20%  
OFF****Mango**

\$5.14 /kilogram

**10%  
OFF****Watermelon**

\$5.14 /kilogram

**10%  
OFF****Orange**

\$5.14 /kilogram

**10%  
OFF****Banana**

\$5.14 /kilogram



+123-456-7890



123 Anywhere St., Any City

(Canva, 2024)



# FRUIT & VEGETABLES

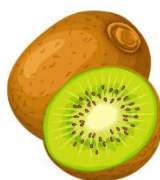
Activity 7.2 Write a sentence with each fruit tree, don't forget to use sight words. Love, like, dislike, want, see.

tangerine / Cherry / kiwi / Lemon  
grape / Mango / Banana / Apple / Orange



I love tangerine

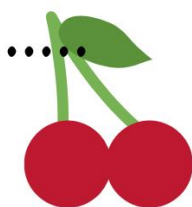
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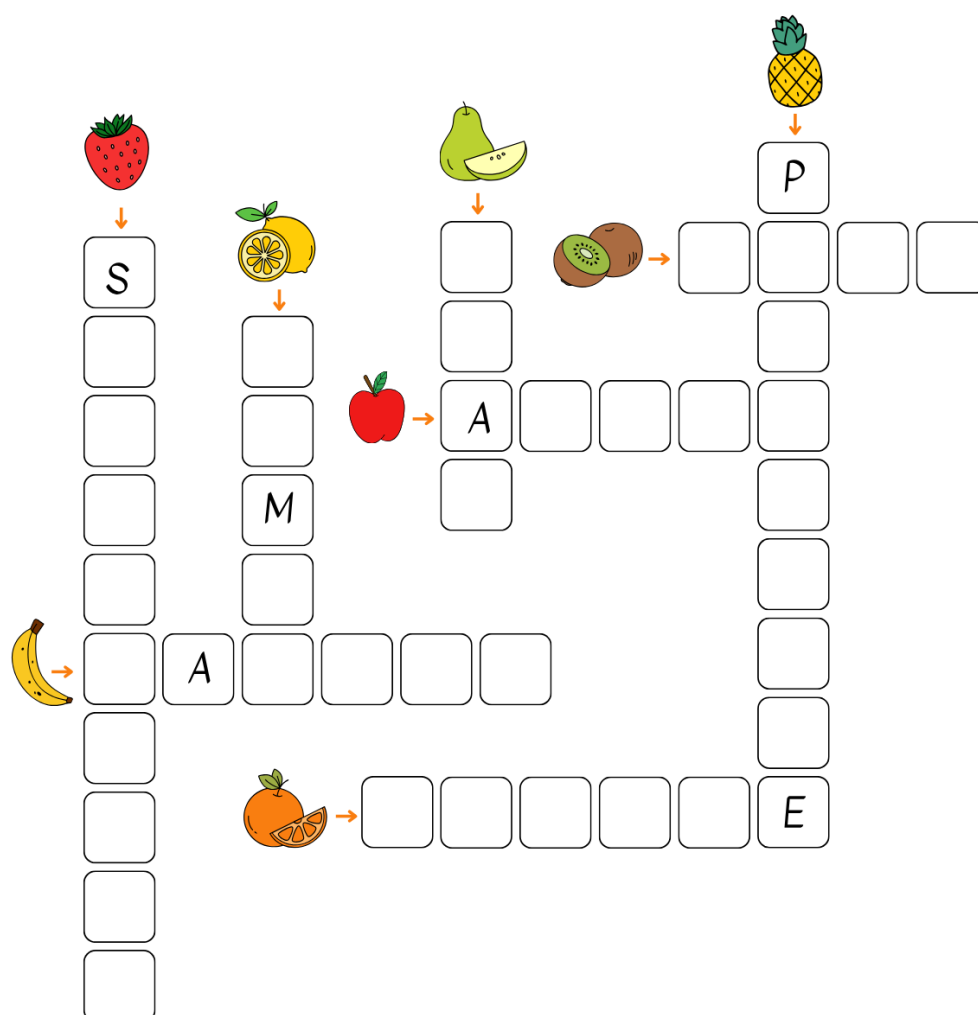
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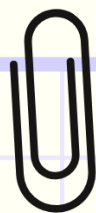
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(Canva, 2024)

# Fruit Puzzle

Activity 7.3 Place the names of the fruits shown in the pictures into the puzzle using the clues.





**suggestopedia principles to apply.**

## LESSON 8: PERSONAL PRONOUNS

As stated by Cervantes, C (2025c) Este, Suggestopedia suggests a didactic vision in which the presentation of the vocabulary and its translation are more important than the linguistic context.

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Chamber Music, 2023) [bit.ly/4fUdLtX](https://bit.ly/4fUdLtX)

(Baroque Music Recordings, 2020) <https://bit.ly/42glwGA>

### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

Lozanov (1978 as cited in Cevallos and Orbea, 2020c) defines suggestion as: "...a constant communicational factor, which can create the conditions for activating the functional reserve capacities of the personality, mainly through mental activity for conscious".



**suggestopedia principles to apply.**

## LESSON 8: PERSONAL PRONOUNS

**Activity 8.1** Read and complete the activity.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 8.2** Subject pronouns are pronouns that replace the subject of a sentence.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

## LESSON 8: PERSONAL PRONOUNS

NAME:

DATE:

Activity 8.1 Read and complete the activity.

### Affirmative (+)

I am	I'm
You are	You're
He/She/It is	He's/She's/It's
We/They are	We're/They're

### Negative (-)

I am not	I'm not
You are not	You aren't
He/She/It is not	He/She/It isn't
We/They are not	We/They aren't

### How to use the verb be

As a main verb, be is used to talk about identities, feelings, states, qualities and

### Examples

I am Jack. I'm fifteen.  
You are so beautiful.  
He is a singer.  
They are at school.

### Complete the sentences with the affirmative and negative forms of the verb be.

- 1- I ..... from London. (+)
- 2- He ..... good at sports. (-)
- 3- They ..... my friends. (+)
- 4- You ..... into music. (-)
- 5- Mr. Brown ..... a teacher. (+)
- 6- Zebras ..... animals. (+)
- 7- Oxford ..... in Spain. (-)
- 8- My friends ..... 13 years old. (+)
- 9- I ..... interested in art. (-)
- 10- She ..... very tall. (+)

### Write true sentences about yourself using the correct forms of the verb be.

Hello  
I am Matias I am 8 years old,  
my best friend. She is very  
pretty, her name is Lucia,  
but her brother is very rude,  
his name is William but they  
are both my friends, with  
them we go out to play in  
the park, we make a good  
team.

(Canva, 2024)

Name: .....

Date: .....

## Grammar : Subject Pronouns

Activity 8.2 Subject pronouns are pronouns that replace the subject of a sentence. They are used to indicate who or what is performing the action of the verb.



I



YOU



THEY



WE



SHE



HE



IT

Change the underlined noun to the subject pronouns.

Example: Susie drinks milk everyday. She drinks milk everyday.

1. Alex is my best friend. \_\_\_\_\_
2. My mom and I are happy. \_\_\_\_\_
3. Mia and her sister ride bike. \_\_\_\_\_
4. The panda is cute. \_\_\_\_\_
5. The tigers are dangerous. \_\_\_\_\_
6. The children are sleepy. \_\_\_\_\_
7. My mom is cooking dinner. \_\_\_\_\_
8. Mr. Jack is smart. \_\_\_\_\_
9. My classmates are busy. \_\_\_\_\_
10. My brother is handsome. \_\_\_\_\_





## suggestopedia principles to apply.

### LESSON 9: WHAT DAY IS TODAY?

Cervantes, C (2025d) introduces suggestopedia as a learning theory based on a process of “de-suggestion” and subsequent “suggestion”, whose objective consists in the creation of reserves (memory data) in a state of simultaneous relaxation and mental concentration that he calls “concentrated psycho-relaxation”.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Chamber Music, 2023) [bit.ly/4fUdLtX](https://bit.ly/4fUdLtX)

(Baroque Music Recordings, 2020) <https://bit.ly/42glwGA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

As Cevallos y Orbea (2020d) points out, suggestopedic teaching, through the use of suggestion, creates an environment of expectation that leads students to expect that their learning will not only be easier and more fun, but also more efficient and accelerated.



**suggestopedia principles to apply.**

## LESSON 9: WHAT DAY IS TODAY?

**Activity 9.1 Vocabulary about days of the week.**

**Teacher:**

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

**Student:**

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 9.2 Can you find the days hidden in the puzzle?**

Once you find them, say and write them in order.

**Teacher:**

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

**Student:**

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

## LESSON 9: WHAT DAY IS TODAY?

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Activity 9.1 Vocabulary about days of the week.



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## DAYS OF THE WEEK WORD SEARCH



Activity 9.2 Can you find the days hidden in the puzzle?  
Once you find them, say and write them in order.

P	M	O	N	D	A	Y	E	R	W
C	A	T	G	N	I	A	T	O	E
S	A	T	U	R	D	A	Y	Y	D
U	A	U	N	E	E	D	U	C	N
N	U	N	A	T	S	T	R	E	E
D	S	X	U	E	U	D	S	E	S
A	T	R	S	C	N	R	A	E	D
Y	F	R	I	D	A	Y	K	Y	A
E	C	Y	S	B	A	C	T	O	Y
R	T	H	U	R	S	D	A	Y	N

TUESDAY

MONDAY

SUNDAY

FRIDAY

THURSDAY

SATURDAY

WEDNESDAY



suggestopedia principles to apply.

## LESSON 10: SIGHT WORD PART 2

As Cervantes, C (2025e) suggests, teachers must not only show absolute confidence in the method but also develop acting and singing skills and handle psychotherapeutic techniques.

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(Baroque Classics, 2024) [bit.ly/3WkVhMx](https://bit.ly/3WkVhMx)

(Chamber Music, 2023) [bit.ly/4fUdLtX](https://bit.ly/4fUdLtX)

(Baroque Music Recordings, 2020) <https://bit.ly/42glwGA>

### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

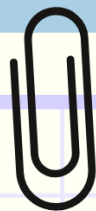
### Development:

As Cevallos y Orbea (2020e) states, authority is granted to the teacher based on his or her mastery of the content and subject matter.

### Activity 10.1 Learn sight vocabulary part 3.

### Teacher:

Txxxx



suggestopedia principles to apply.

## LESSON 10: SIGHT WORD PART 2

Student:

The student will act as a passive entity when listening to the reading.  
He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 10.2 Write the correct words under the pictures

Teacher:

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

Activity 10.3 Don't forget to use the sight words we learned.

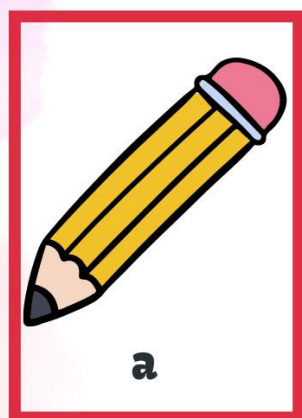
Teacher:

Student:



## LESSON 10 SIGHT WORD PART 2

Activity 10.1 Learn sight vocabulary part 3.



# MODES OF TRANSPORT

Activity 10.2 Write the correct words under the pictures

Truck / Scooter / Bus / Subway  
Train / Boat / Bike / Airplane / Car



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(Canva, 2024)

Name:..... Class:.....

*Activity 10.3 Don't forget to use the sight words we learned.*

I see the bus coming from  
school at 7 am



# Unit 3

Join me on my adventures.



Lesson 11 Important information about myself  
 Lesson 12 The season  
 Lesson 13 Pronombres posesivos  
 Lesson 14 My Favorite Animal is?  
 Lesson 15 Sight Word part 3

**“Can Do Statements”**

*I can understand a questionnaire, and registration form, well enough to give as much information as possible, about myself or when reading in texts.  
 (Instituto Británico de Sevilla, Academia de Inglés, 2023c)*

(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 11 :IMPORTANT INFORMATION ABOUT MYSELF

As Bowen (2025) mentions, this approach was based on the power of suggestion in learning, based on the idea that positive suggestion would make the student more receptive and, in turn, stimulate learning.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/40gtRbE>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

As Bowen (2025b) states, this method helps to accelerate memorization and learning through suggestopedia up to 25 times more than with conventional learning methods.



**suggestopedia principles to apply.**

## LESSON 11: IMPORTANT INFORMATION ABOUT MYSELF

**Activity 11.1: Read with your teacher.**

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 11.2: First Read Activity 11.1, to be able to play.**

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



## Lesson 11 :Important information about myself

Activity 11.1: Read with your teacher.



### About Me

I have been working in the digital marketing industry for more than nine years. I have many experiences working individually and as a team member. My principle in working is exposure because the core of digital marketing is all about how to increase the exposure of the promoted product.

### Experience

#### Digital Marketing Manager

- Led the team of marketers to analyze the market situation in more than five countries, which created the market map for the company to use on the online promotional project.

#### Digital Marketer Intern

- Created the testing plan for Studio Shodwe's social media campaign, leading to the improvement of the ROI by 23% within two months after the template application.

### Skill

Market analytics



Social media analytics and content creation



Email marketing



SEO



### Education

Bachelor of Science in Marketing

University of Muhammad Patel

May 2007 – August 2011

GPA: 3.90

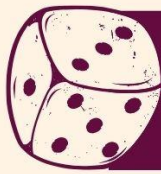
(Canva, 2024)



# WHO KNOWS DONNA STROUPE BETTER?

ROLL THE DICE AND ANSWER

Activity 11.2 First Read Activity 11.1, to be able to play.



**NUMBER 3: WHAT IS DONNA STROUPE'S OCCUPATION?**



**NUMBER 1: HOW MANY YEARS HAVE YOU BEEN WORKING IN THE MARKETING SECTOR?**



**NUMBER 2: SHE WORKS INDIVIDUALLY OR IN A GROUP.**



**NUMBER 4: WHAT COLOR IS YOUR HAIR?**



**NUMBER 6: HOW OLD DO YOU THINK SHE IS?**



**NUMBER 5: WHAT COLOR IS THE SHIRT SHE IS WEARING?**

(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 12: THE SEASON

Through suggestopedia as indicated by Bowen (2025c), a relaxed environment will be created in the student and positive suggestion will be promoted, using music and creating a comfortable and relaxing environment between the teacher and the student similar to the relationship between parents and children.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

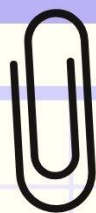
#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Concert reading, as Bowen (2025d) states, could be seen as a kind of pleasurable event, in which students have the freedom to concentrate on the music, the text, or a combination of both.





**suggestopedia principles to apply.**



## LESSON 12: THE SEASON



**Activity 12.1: Look at the pictures and trace the words.**

**Teacher:**

The teacher will read the activity in a clear and harmonious voice, making the activity easy and fun for the student. If any student requires feedback, the teacher will give it to the student to improve learning.

**Student:**

The student will look at the worksheet and start performing while listening to baroque music in the background.

**Activity 12.2: Cut out and paste the image in the correct place.**

**Teacher:**

This activity helps develop fine motor skills, hand-eye coordination and bilateral coordination, as well as helps concentration during classroom activities.

**Student:**

The student will develop bilateral coordination, that is, the coordination between the two hands, his senses will relax at the time of performing the activity, this will make him retain the knowledge better.



suggestopedia principles to apply.



## LESSON 12: THE SEASON



Activity 12.3: Read this poster with your teacher and then answer activity 12.2.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading. He will actively ask questions of his teacher if he does not understand the meaning of a word.





# Lesson 12: The season

Activity 12.1: Look at the pictures and trace the words.



Spring



Summer



Fall



Winter

(Canva, 2024)



## Seasons



76

Activity 12.2: Cut out and paste the image in the correct place.



**Spring**



**Summer**



**Fall**



**Winter**

**Spring**

**Summer**

**Fall**

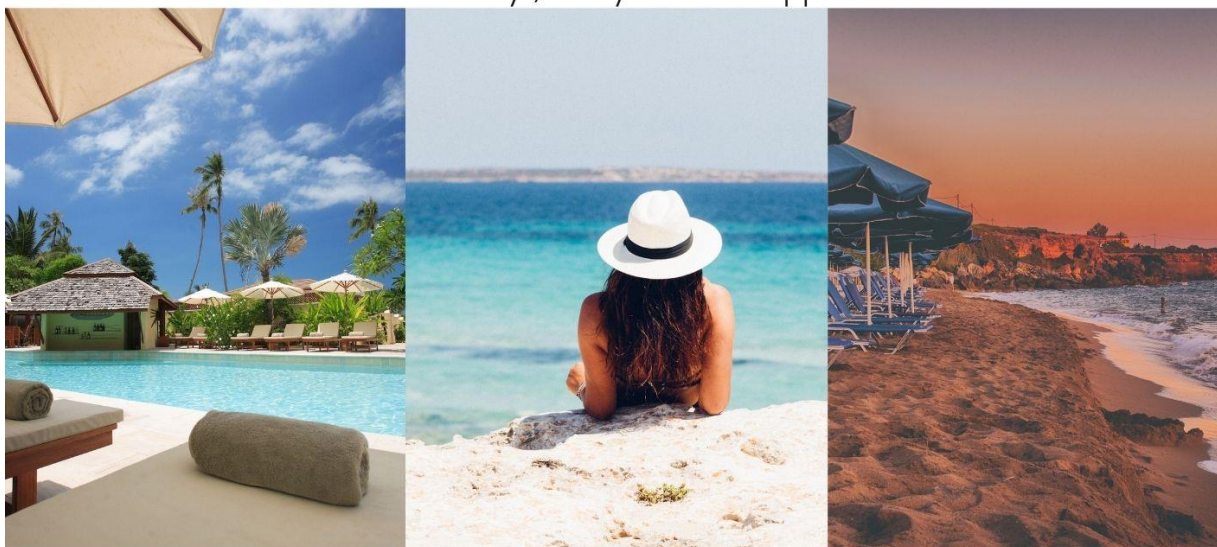
**Winter**

Activity 12.3: Read this poster with your teacher and then answer activity 12.4.

# Panamá

# 1,256.00 \$

Circuit with stays, 7 days. Price is approximate.



## The trip includes:

- Round trip flights.
- Transfer from the airport to the hotel.
- Full board accommodation in the different hotels of the itinerary.
- Spanish speaking guide.
- Guided visits to the different places of the tour.
- Travel insurance.
- Health protocols.

## Itinerary:

- Day 1: Arrival to the city of origin.
- Day 2: Visit to the city center.
- Day 3: Tour to the beach by boat.
- Day 4: Visit to the city museums.
- Day 5: Guided tour of the historical center.
- Day 6: Tour to the beach by boat.
- Day 7: Visit to the islands.

Departures from June 2022 to March 2023 (Canva, 2024)



# PLANNING MY TRIP TO PANAMA.

## Weekly

Activity 12.4: Read the instructions and complete the activity.

MONDAY

PLANNING FOR THE FIRST WEEK  
OF MAY 2025

TUESDAY

WHAT'S INCLUDED THE TRIP INCLUDES:

WEDNESDAY

THURSDAY

FRIDAY

NOTES



(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 13: POSSESSIVE PRONOUNS

As Bowen (2025e) mentions, students would internalize large fragments of the dialogues during the readings due to both the relaxed and receptive state of the students and the positive suggestion created by the music.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Suggestopedia is an innovative method, as Asensio (2017a) states, because through psychology, the student's suggestion and the artistic function, it motivates and makes the student lose any possible shame he or she may have.





**suggestopedia principles to apply.**

## LESSON 13: POSSESSIVE PRONOUNS

**Activity 13.1:** Listen to your teacher, then answer the questions your teacher asks you.

**Teacher:**

This activity will help students to construct clear and precise sentences, to read and interpret them correctly, and to write fluently. The teacher will give a clear explanation so that students will be motivated to learn about this injury.

**Student:**

The student will act as a passive entity when listening to the reading. He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 13.2** Read and listen to your teacher's instructions.

**Teacher:**

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

**Student:**

La actividad A y B requieren que el alumno lea y después escriba correctamente el pronombre personal, en esta lección el estudiante debe concentrarse con la ayuda de la música barroca que escuchara de fondo.

## LESSON 13: POSSESSIVE PRONOUNS

Activity 13.1: Listen to your teacher, then answer the questions your teacher asks you.

He is Maykel, a very smart boy, his math teacher told him so, and his mom and dad are very proud of him. He is also very happy because June 30th is his best friend Emily's birthday.

Her name is Emily and today her best friend, Maykel, invited her out for ice cream. Her favorite ice cream flavor is chocolate, so she has asked her parents to buy her a big chocolate cake for her birthday.

HIS



Maykel

HER



Emily

Please circle the correct answer

Who is very smart?

His

her

Who's birthday in June?

His

her

(Canva, 2024)



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## SUBJECT PRONOUNS AND POSSESSIVE ADJECTIVES

Activity 13.2 Read and listen to your teacher's instructions.

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	My	We	Our
You	Your	You	Your
He She It	His Her Its	They	Their

### A. Replace the words in blue with subject pronouns.

- |                                 |                          |
|---------------------------------|--------------------------|
| 1- This film is really good.    | 1- ..... is really good. |
| 2- Jack and Susan are siblings. | 2- ..... are siblings.   |
| 3- Britney and I are friends.   | 3- ..... are friends.    |
| 4- You and Kate are sisters.    | 4- ..... are sisters.    |
| 5- Your brother is from the UK. | 5- ..... is from the UK. |

### B. Choose the correct words in the text.

I am Ali. This is I / my friend Mike. He / His mum and dad are from the USA. They / Their are friends with my parents. Our / We apartment is next to their / they house. My / I parents usually spend time with he / his parents.



(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 14: MY FAVORITE ANIMAL IS?

The teacher also plays a very important role, says Asensio (2017b), in this teaching method, since he is a guide and does not impose authority, preventing students from feeling positively or negatively influenced by the teacher's possible actions.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

"The research work on the functioning of the brain by Bulgarian physician, neuropsychiatrist and psychotherapist Dr. Georgi Lozanov is well known. He claims that the human capacity to learn and remember is practically unlimited." (Lozanov, 2011, as cited in Asensio, 2017b, p.8)



suggestopedia principles to apply.

## LESSON 14: MY FAVORITE ANIMAL IS? <

Activity 14.1 Read the poster titled "I got lost in the forest."  
and then answer the following questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 14.2 Look at the pictures and circle the correct words.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

## LESSON 14: MY FAVORITE ANIMAL IS?

Activity 14.1 Read the poster and then answer the following questions.



### I GOT LOST IN THE FOREST.

Help me get back home

**My name is Bruno**

I got lost in a forest near my house, the forest is called "Los Olivos", I am wearing my dog collar where you hide my home address. My owners are very sad.

1. Where did Bruno get lost?
2. Was he wearing his dog collar?
3. How do you think Bruno feels about not being able to return home?
4. How do you think his owners feel?

(Canva, 2024)





## suggestopedia principles to apply.

### LESSON 15 SIGHT WORD PART 3

Lozanov defines suggestion as: "...a constant communicative factor, which can create the conditions to activate the functional reserve capacities of the personality, mainly through paraconscious mental activity." (Lozanov, 1978, as cited in Asencio, 2017c, p. 9)

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Asencio (2017d) suggests that it is necessary to create a context within the class where relaxation flows, with soft background music, such as Mozart, Bach or Vivaldi, to facilitate said relaxation, and dim lighting is also established.



suggested principles to apply.

## LESSON 15 SIGHT WORD PART 3

Activity 15.1 Circle the sight words you know.

Teacher:

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

Student:

The student will act as a passive entity when listening to the reading.  
He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 15.2. Listen carefully to the following story "The ants in my Aunt Marta's garden" and then answer the questions.

Teacher:

The teacher will be active.  
The teacher will read the narration in a soft voice with emphasis on punctuation marks.  
The teacher will make the necessary gestures to make the student understand the meaning of the words.

Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



# LESSON 15 SIGHT WORD

## PART 3



**Sight words are common words that can be recognized at a glance and help readers to be faster and more fluent.**

**She is smiling at the camera.**

**Activity 15.1 Circle the sight words you know.**

- 1 Karen and Grahame went to their mom's house.
- 2 They were singing so beautifully.
- 3 Dad said we are his best achievement in life.
- 4 Tina said she would like to come for a playdate.
- 5 Henry took his towel to the beach.
- 6 "Just let them have whatever they want" I said.
- 7 "Let's go to their house after lunch" Grandma said.
- 8 Mrs Marsh said she loved my painting!
- 9 My aunt gave me a doll for Christmas.
- 10 "Why are you so sad?" my principal asked.

(Canva, 2024)

Activitivy 15.2. Listen carefully to the following story "The ants in my Aunt Marta's garden" and then answer the questions.

90

### The ants in my Aunt Marta's garden

My aunt Marta has a beautiful garden, she plants beautiful flowers in her garden, one day I went to her house and counted all her trees, she has five apple trees, three banana trees and two peach trees. When I visit my aunt I always eat eight bananas because they are very delicious, but I didn't like the apples because I could see how three ants made their homes in the roots of the tree, I was very scared but then my aunt told me that the ants are harmless so I don't worry. I am very happy to be able to visit my aunt twice a year.



Answer the questions

- How many apple trees does it have?
- How many banana trees do you have?
- How many peach trees do you have?
- What doesn't Marta like to see in her garden?



(Canva, 2024)

# Unit 4

Let's go!  
Let's read and write postcards.

Lesson 16 :My clothes  
Lesson 17: Numbers  
Lesson 18: What color is it?  
Lesson 19: What shape is it?  
Lesson 20: Months of the year

**“Can Do Statements”**

*I can understand short simple messages on postcards, for example holiday greetings.*  
(Instituto Británico de Sevilla, Academia de Inglés, 2023d)

(Canva, 2024)





## suggestopedia principles to apply.

### LESSON 16 :MY CLOTHES

In the words of (Lozanov, 1979, as cited in De Ponga, 2023a), "suggestibility" is a component of the autonomous character of intelligence: depending on the "suggestions" (or perceptions of each individual), the student is stimulated or "discouraged."

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

As defined by De Ponga (2023b), suggestions taken as negative raise the affective filter, that is, they decrease learning.



suggestopedia principles to apply.



## LESSON 16 :MY CLOTHES



Activity 16.1 Listen carefully to the following story "Dear Marco" and then answer the questions

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading. He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 16.2 Write your response to Santa.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



**suggestopedia principles to apply.**



## LESSON 16 :MY CLOTHES



**Activity 16.3: Label the clothes and accesories.**

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 16.4 Look, read and match. Use different colours. .**

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



## Lesson 16 :My clothes

96

Activity 16.1 Listen carefully to the following story "Dear Marco" and then answer the questions



*Dear*

**MARGO:**



How are you, what's new? I'm writing to you from the North Pole! Together with my helpers we have already started a lot of work, as Christmas is approaching.

I have heard that you have been very well behaved this year, both at home and at school and mainly that you have been very kind and good to others.

It's been a long year, but it's coming to an end. Have you made your wish list yet?

I wanted to let you know that if you want clothes, my tailors have made very nice clothes, there are clothes for any season, it can be for: Spring, Summer, Fall, Winter, we have shirts, pants, sweaters, jacket, cap, scarf, socks, blouses of all colors and sizes.

Send me your gift list to the following address:

Avenida de los Cipreses y los Nogales.

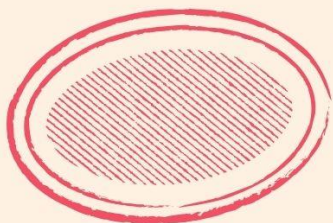
C.P. 2025, North Pole.

*I hope I can fulfill some of your wishes!*

*With much love,*

*Santa Claus*

(Canva, 2024)



Activity 16.2 Write your response to Santa.

---

---

---

---

---

---

---

---

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(Canva, 2024)

# Clothes

Activity 16.3: Label the clothes and accessories.

trousers  
T-shirt  
shorts

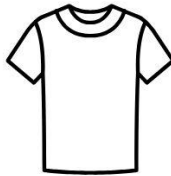
skirt  
shirt  
hat

Jumper  
Jacket  
scarf

gloves  
socks  
shoes



\_\_\_\_\_



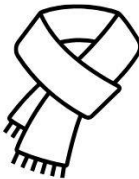
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



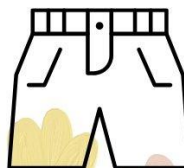
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

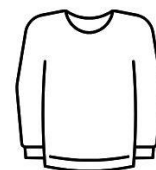
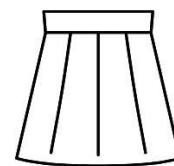
(Canva, 2024)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CLOTHES MATCHING

Activity 16.4 Look, read, and match. Use different colors. .

**SOCKS****SHOE****DRESS****CAP****T-SHIRT****TROUSERS****GLOVES****SKIRT****SHORTS****SWEATER**

(Canva, 2024)





## suggestopedia principles to apply.

### LESSON 17: NUMBERS

Another key principle behind teaching with this method is that the mind works better when speaking out loud is practiced (Lozanov & Gateva, 1989, as cited in De Ponga, 2023c).

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

The suggestopedia method focuses on mental processes rather than just vocabulary and grammar (Pastor-Cesteros, 2004, as cited in De Ponga, 2023d).



suggestopedia principles to apply.



## LESSON 17: NUMBERS



Activity 17.1: Listen carefully to the following story "A shopping day" and then answer the questions

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 17.2 Skip Counting -Fill in the missing numbers.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.





suggestopedia principles to apply.



## LESSON 17: NUMBERS



Activity 17.3 Read the name of each number and learn to count.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 17.4 Use the color key below.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



suggestopedia principles to apply.

## LESSON 17: NUMBERS

### Activity 17.5 Writing Practice

#### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

#### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

### Activity 17.6 Writing Practice

#### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

#### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



suggestopedia principles to apply.

## LESSON 17: NUMBERS

### Activity 17.7 Writing Practice

#### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

#### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

### Activity 17.8 Can you find the matching number to each hand?

#### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

#### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

## LESSON 17: NUMBERS

Activity 17.1: Listen carefully to the following story "A shopping day" and then answer the questions

### A shopping day

Hello my name is Claudia I'm 12 years old I'm from Mexico and on Monday was my birthday, all my birthday guests gave me money, for that reason I'm going shopping with my mom.

My mom asked me to make a list of what I want to buy, because this way it will be easier to know what we are going to buy and we will finish before lunch.

The list I made was as follows.

One pair of blue pants.

Two black pants.

Six pink pants.

Ten T-shirts of different colors, it can be white, black, yellow.

Five pairs of socks and a sun hat.

I hope to be lucky and find everything I want, I am very excited and impatient and I want to see what is in the clothing stores and most importantly I hope I can afford the money.

Answer the following questions:

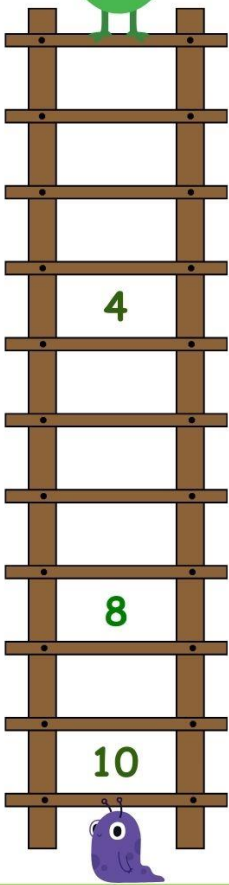

- Why did Claudia have money?
- With whom did Claudia go shopping?
- In total how many clothes will Claudia buy?
- What colors did Claudia prefer?



Name: \_\_\_\_\_

Activity 17.2 Skip Counting -Fill in the missing numbers.

Count by 1's

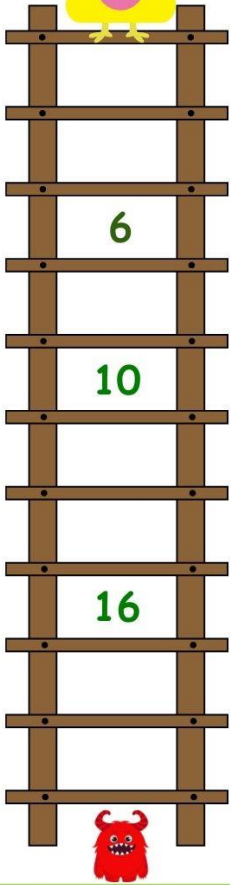



4

8

10

Count by 2's



6


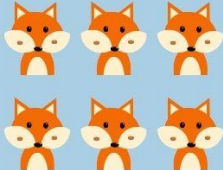

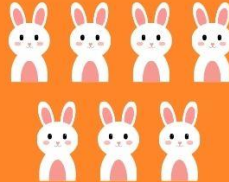
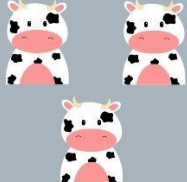




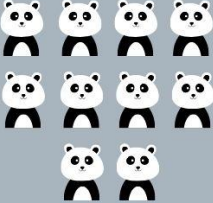
10

16

(Canva, 2024)



Activity 17.3 Read the name of each number and learn to count.

1 ONE 	6 SIX 
2 TWO 	7 SEVEN 
3 THREE 	8 EIGHT 
4 FOUR 	9 NINE 
5 FIVE 	10 TEN 

Date:        /        /  
L   M   M   J   V   S   D

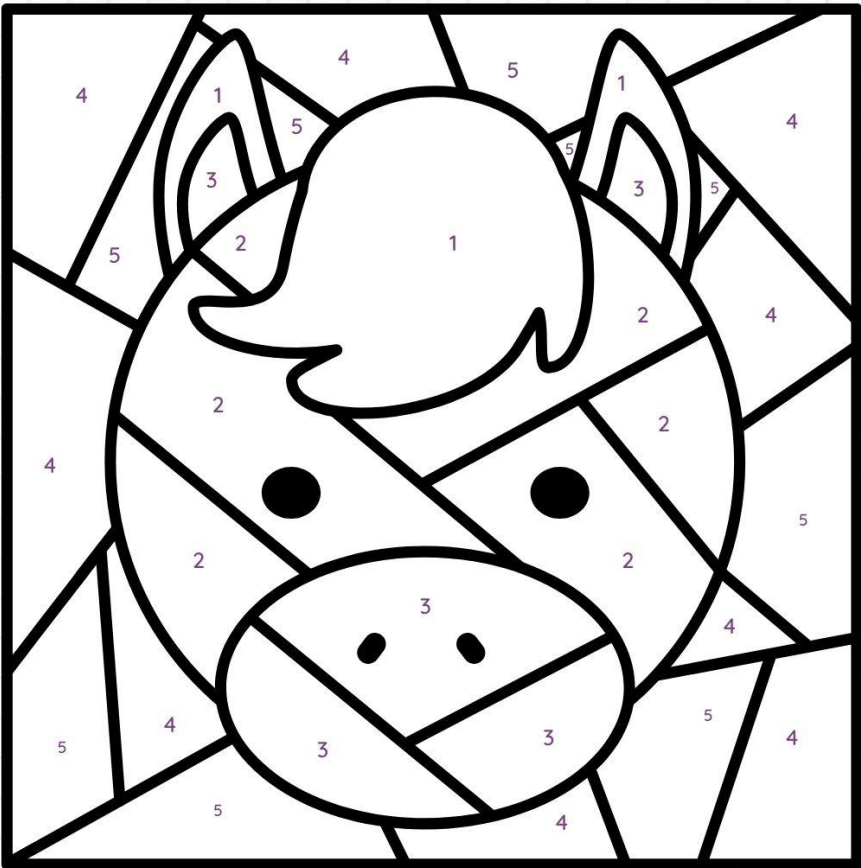
Name:

Name:

Date:

# Color by Number

Activity 17.4 Use the color key below.



(Canva, 2024)

Name: \_\_\_\_\_

## Numbers

### Activity 17.5 Writing Practice

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Name: \_\_\_\_\_

# Numbers

## Activity 17.6 Writing Practice

Eleven

Twelve

Thirteen

Fourteen

Fifteen

Sixteen

Seventeen

Eighteen

Nineteen

Twenty

Name: Class: 

# Writing practice

## Activity 17.7 Writing Practice

1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9

10 10 10 10 10 10 10 10 10

(Canva, 2024)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Numbers and Fingers

Activity 17.8 Can you find the matching number to each hand?



1

2

3

4

5

(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 18: WHAT COLOR IS IT?

As cited by Alguacil (2023a) "Suggestibility" is an element of personality independent of intelligence: depending on the type of suggestions received, a human being is stimulated or discouraged.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Alguacil (2023b) suggests that by helping the student to free himself from the limitations suggested by his environment since childhood, great improvements in personality and behavior will be achieved and learning levels will also be significantly raised.



**suggestopedia principles to apply.**

## ➤ LESSON 18: WHAT COLOR IS IT? ⚡

**Activity 18.1** Listen and read after your teacher then do the activity.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 18.2** Circle the name of the color you observe.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



suggestopedia principles to apply.

## LESSON 18: WHAT COLOR IS IT?

Activity 18.4 Read the sentence and then practice writing it.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.



## Lesson 18: What color is it?



Activity 18.1 Listen and read after your teacher then do activity.

### Day of love and friendship

To my best friend Karol.

On this special day I want to wish you the best, I want to thank you for sharing with me sad moments and happy moments.

Every year on February 14th I write you a letter, but I want you to know that every day is special, the days we go to school together, when we go to the pool and to the mountains, are moments that remain engraved in my heart, I hope to continue having many good times with you and remember that you can always count on me.

Your best friend Monica.

Note: lend me your blue t-shirt, size 36, it fits me the way I like it.

Answer the following questions:

1. What is the name of Monica's best friend?
2. Monica how many times a year does she write a letter to Karol?
3. When have they been together?
4. What item of clothing does Monica ask Karol for?
5. What color is the shirt?
6. What size is your shirt?





(Canva, 2024)





## WHAT COLOR IS IT?


Activity 18.2 Circle the name of the color you observe.


What color?	blue
	brown
	orange

What color?	white
	red
	pink

What color?	red
	blue
	green

What color?	yellow
	red
	green

What color?	red
	yellow
	orange

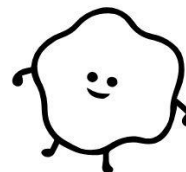
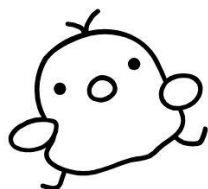
What color?	blue
	red
	pink

(Conva, 2024)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity 18.3 Read the sentence and then practice writing it.



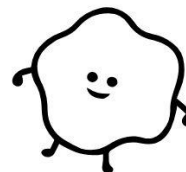
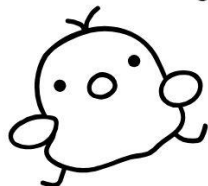
I love red color

## Practice Time!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activivy 18.4 Read the sentence and then practice writing it.



I am kind, strong,  
smart, and unique.  
I love who I am!

## Practice Time!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. There are four sets of these lines provided for practice.



**suggestopedia principles to apply.**

## LESSON 19: WHAT SHAPE IS IT?

Alguacil (2023c) indicates that suggestion is present in all areas of life, being a constant conscious or unconscious factor in communication.

### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

### Development:

According to the theory of (Lozanov, 1979, as cited in Alguacil, 2023d), all human beings are exposed at all times to a complex network of suggestions.





suggestopedia principles to apply.

## LESSON 19: WHAT SHAPE IS IT?

Activity 1.1: Listen carefully to the following story then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 1.2: Draw the scenes that you liked most from the reading.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



## Lesson 19: What shape is it?

Activitivy 19.1 Listen carefully to the following story "To my dear mother Isabel" and then answer the questions.

### To my dear mother Isabel.

I hope you feel well. I started my architecture classes yesterday. In my first class, I was asked to make a model. The theme was to be chosen by us. I bought a kit that included 5 squares, 3 rectangles, 7 triangles, 8 circles, and 3 ovals. With everything I bought, I hope to finish my model on Monday.

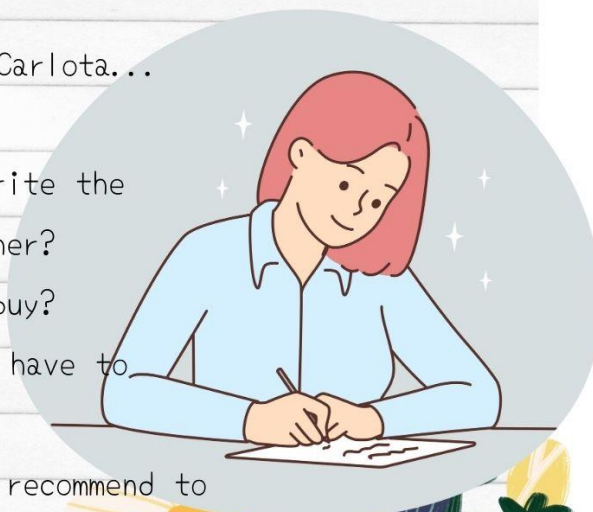
I hope you feel well and take all your medicines, don't go out without warm clothes and remember that your beloved daughter misses you and loves you very much.

I bid you farewell wishing you a happy Mother's Day.

Your dear daughter Carlota...

### Answer the questions.

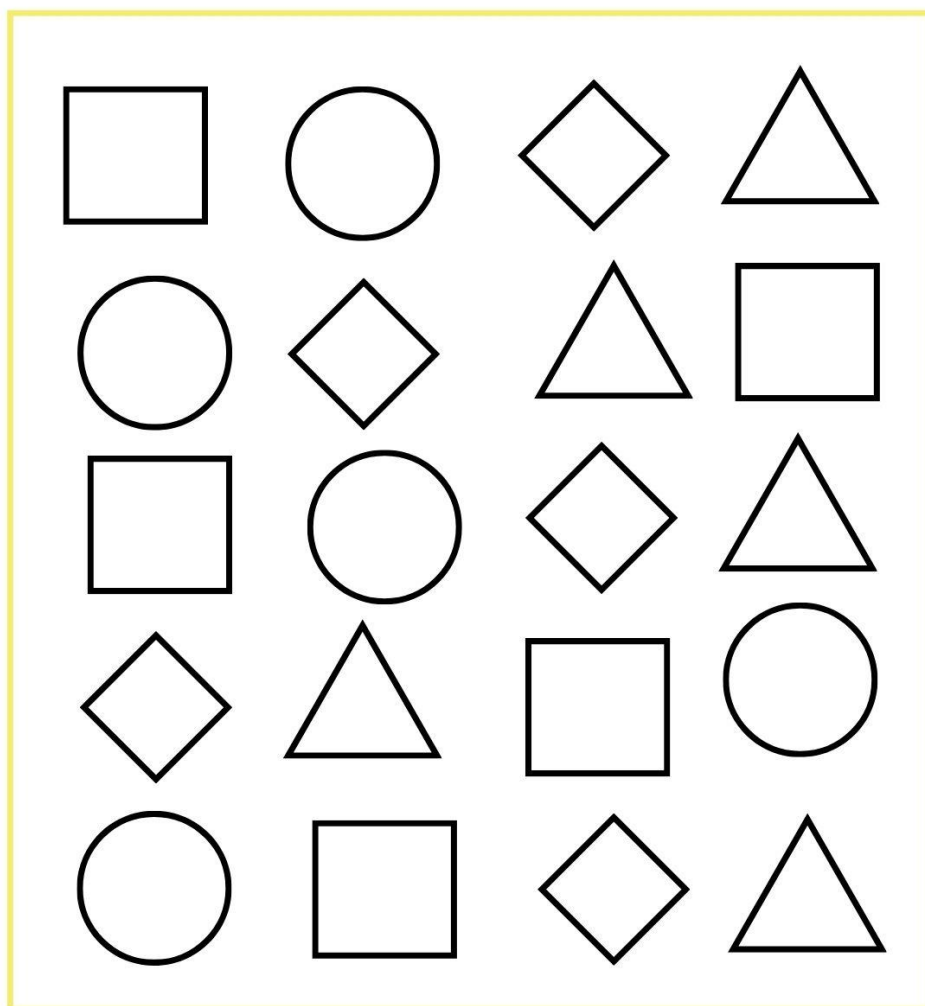
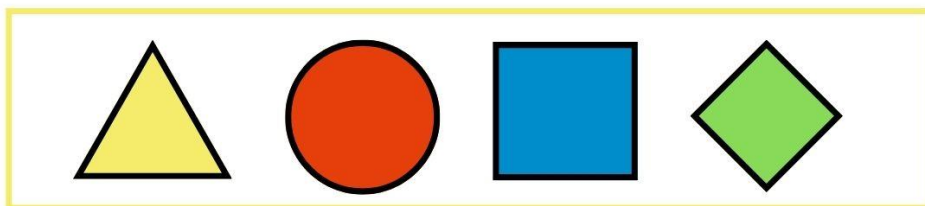
1. Why did Carlota write the letter to her mother?
2. What did Carlota buy?
3. What day does she have to finish the model?
4. What does Carlota recommend to her mother?



(Canva, 2024)

# VISUAL TRACKING

Activity 19.2 Look at the drawings and paint them the same color.



(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 20: MONTHS OF THE YEAR

(Lozanov, 1979, as cited in Alguacil, 2023e), began to focus on research towards educational objectives by organizing peripheral suggestive stimuli in a systematic way in order to uncover reserve capacities and direct them towards enhancing learning.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

The incorporation of multiple artistic elements - bearing in mind that art is one of the fields with the greatest suggestive power - will include feelings in the learning process, attracting the curiosity, attention and playful participation of the student, thus promoting memorization and psychological unblocking of old limitations (Alguacil 2023f)



suggestopedia principles to apply.

## LESSON 20: MONTHS OF THE YEAR

Activity 20.1 Read and listen to the song and learn its lyrics.

Teacher:

(Lingokids Songs and Playlearning, 2019) <https://youtu.be/Pu0BXUrJvzQ>

(Lingokids - The PlaylearningTM App in English, 2021) "Months of the Year"

Student:

The student will act as a passive entity when listening to the reading.  
He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 20.2 Ask your classmates their birthdays and write in the month they tell you.

Teacher:

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.





suggestopedia principles to apply.

## LESSON 20: MONTHS OF THE YEAR

Activity 20.3 Trace the following sentences and then write it one time on your own.

Teacher:

(Lingokids Songs and Playlearning, 2019) <https://youtu.be/Pu0BXUrJvzQ>

(Lingokids - The PlaylearningTM App in English, 2021) "Months of the Year"

Student:

The student will act as a passive entity when listening to the reading. He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 20.4 Read the sentence. Circle the word illustrated.

Teacher:

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



## Lesson 20: Months of the year

Activity 20.1 Let's read while we learn this song.

### “Months of the Year

January, February, next comes March.  
March through winter time  
March! March! March!  
April showers bring May flowers.  
Summer's almost here.  
June, July, August!  
Soon we're back in school.  
September and October,  
November, and don't forget December!  
January, February, March, and April,  
May, June, July!  
August, September, October, November,  
And don't forget December!  
These are the months of the year  
on the calendar.  
Twelve months in all for fun  
...and work, and play, and take a holiday...

(Canva, 2024)

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# Class Birthdays

Activity 20.2 Ask your classmates their birthdays and write in the month they tell you.

January	February	March
April	May	June
July	August	September
October	November	December

(Canva, 2024)

# MONTHS OF THE YEAR

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Activity 20.3 Write down the goals you want to achieve each month.

**JANUARY****FEBRUARY****MARCH****APRIL****MAY****JUNE****JULY****AUGUST****SEPTEMBER****OCTOBER****NOVEMBER****DECEMBER**

(Canva, 2024)

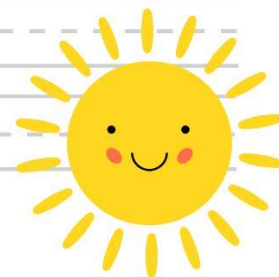
Name \_\_\_\_\_

Date \_\_\_\_\_

# Handwriting Practice

**Activity 20.4** Trace the following sentences and then write it one time on your own.

The first day of summer  
is June 20. Also known  
as the summer solstice,  
it is the longest day of  
the year!



(Canva, 2024)

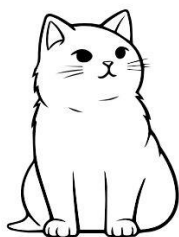
Name \_\_\_\_\_

Date \_\_\_\_\_

# READ AND CIRCLE

Activity 20.5 Read the sentence. Circle the word illustrated.

The cat sat on the bed.



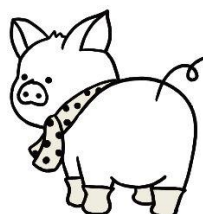
A bat flies in the dark.



I hit the big ball.



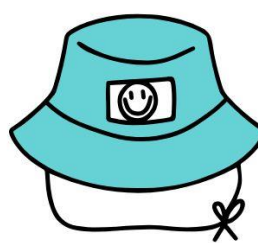
I see a pig in a car.



This is my new dog.



He has a nice hat.







# Unit 5

Reading my friends' messages brightens up my day!



Lesson 21: Farm Animals  
 Lesson 22 :Fellings  
 Lesson 23: What weather do we have today?  
 Lesson 24: Special sounds Sh, Ch, Th.  
 Lesson 25: The months of the year.

**“Can Do Statements”**

*I can understand words and phrases on signs encountered in everyday life.*  
 (Instituto Británico de Sevilla, Academia de Inglés, 2023e)

(Canva, 2024)



## suggestopedia principles to apply.



### LESSON 21: FARM ANIMALS



As stated by (Lozanov, 1978, as cited in Romero and Gonzalez, 2002) in his suggestopedic teaching system, he presents a model in which classroom activities are structured in a way that stimulates more than one area of the brain, through the use of music, relaxation, images, psychodrama and suggestion.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/40gtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

The activities that were raised in this unit are oriented to students to develop skills in reading, as stated by (Lozanov, 1978b, as cited in Romero and Gonzalezb, 2002) stresses that our conscious and para conscious mind always acts as a unit, as a whole, Therefore, colors, images, pleasing to the eye were implemented.



suggestopedia principles to apply.



## LESSON 21: FARM ANIMALS



Activity 21.1 Listen carefully to the following story "Mr. Francisco's farm." then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 21.2 After reading the narrative, complete the worksheet.

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



**suggestopedia principles to apply.**



## LESSON 21: FARM ANIMALS



**Activity 21.3 Match pictures and animal names using arrow lines.**

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 21.4 Find the words listed below and mark them.**

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.





suggestopedia principles to apply.



## LESSON 21: FARM ANIMALS



Activity 21.5 Cut the cards and play the game.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.



# Lesson 21: Farm Animals

Activity 21.1 Listen carefully to the following story "Mr. Francisco's farm." and then answer the questions.

## Mr. Francisco's farm.

Mr. Francisco has a beautiful farm, where you can find: pigs, sheep, chickens, chickens, cows, dogs, ducks, geese, ducks, horses, and donkeys. On Saturday we visited his farm, his farm is a tourist site, to get to his farm we had to cross the whole city, when we arrived there was a huge parking lot where my dad parked without problems because it had many traffic signs, for example, parking only in reverse, parking for disabled people, for motorcycles and bicycles and more.

I can't describe how happy I was to see so many animals and how well cared for they were.













(Canva, 2024)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Mr. Francisco's farm.

Activity 21.2 After reading the narrative, complete the worksheet.

	<input type="text" value="Hen"/> <input type="text" value="Goat"/> <input type="text" value="Sheep"/>		<input type="text" value="Pig"/> <input type="text" value="Horse"/> <input type="text" value="Donkey"/>
	<input type="text" value="Goat"/> <input type="text" value="Rooster"/> <input type="text" value="Duck"/>		<input type="text" value="Donkey"/> <input type="text" value="Cow"/> <input type="text" value="Horse"/>
	<input type="text" value="Rabbit"/> <input type="text" value="Pig"/> <input type="text" value="Donkey"/>		<input type="text" value="Goat"/> <input type="text" value="Cow"/> <input type="text" value="Hen"/>
	<input type="text" value="Horse"/> <input type="text" value="Rabbit"/> <input type="text" value="Pig"/>		<input type="text" value="Duck"/> <input type="text" value="Hen"/> <input type="text" value="Rooster"/>
	<input type="text" value="Pig"/> <input type="text" value="Cow"/> <input type="text" value="Pig"/>		<input type="text" value="Pig"/> <input type="text" value="Goat"/> <input type="text" value="Pig"/>

Name :

Date :

# Pet & Farm Animals

Activity 21.3 Match pictures and animal names using arrow lines.



Sheep

Pig

Horse

Cow

Goat

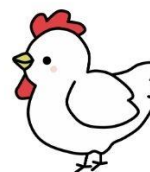
Cat

Fish

Chicken

Duck

Dog



(Canva, 2024)



# FARM ANIMALS

## WORD SEARCH

Activity 21.4 Find the words listed below and mark them.



S	A	E	I	H	O	U	D	U	C	K	B
H	O	R	S	E	C	D	E	J	H	K	L
E	V	O	Z	N	L	Q	R	S	I	O	M
E	A	Y	I	X	A	T	C	W	C	N	P
P	I	G	A	E	M	D	O	N	K	E	Y
K	L	O	I	J	B	M	W	N	E	R	T
X	Q	A	D	F	G	H	J	I	N	O	U
A	Y	T	U	R	K	E	Y	K	L	M	A
Z	D	E	Y	M	R	A	B	B	I	T	Z

- SHEEP
- COW
- DUCK
- HEN

- HORSE
- DONKEY
- PIG
- CHICKEN

- TURKEY
- GOAT
- LAMB
- RABBIT



(Canva, 2024)



# FARM WORDS MEMORY CARDS

Activity 21.5 Cut the cards and play the game.



(Canva, 2024)



# FARM WORDS MEMORY CARDS

Activity 21.5 Cut the cards and play the game.



(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 22 :FELLINGS

As stated by Vilar (2025a), this is one of the most original methods in foreign language didactics compared to other methods of the 20th century.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

As Vilar (2025b) states, Suggestopedia is a holistic learning approach that tries to apply the principles of the science of Suggestionology, which is the study of suggestion's influence on human behavior.



suggestopedia principles to apply.



## LESSON 22 :FELLINGS



Activity 22.1 Listen carefully to the following story "a bad day!" and then answer the questions.

Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

### Vocabulary of feelings

Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.



suggestopedia principles to apply.



## LESSON 22 :FELLINGS



Student:

The student will act as a passive entity when listening to the reading. He will actively ask questions of his teacher if he does not understand the meaning of a word.

Activity 22.3- Look at the pictures and trace the words.

Activity 22.4 Match the pictures with the words.

Activity 22.5 Draw faces with different feelings. Point and say.

With this activity, students will improve their reading comprehension, pronunciation and speaking skills.





## LESSON 22: FELLINGS

Activity 22.1 Activity 1.1: Listen carefully to the following story "A bad day!" and then answer the questions.

### A BAD DAY!

Hello my name is Alex I am 13 years old, I am from Canada, although my mother is from Italy and my father is from Mexico, I find it funny because when vacations start I go to two different countries and I can know different cultures.

Yesterday I went to the park to play with my friends, and by accident I broke my right leg, I was very happy to be in the soccer team, but now I am sad and angry because I will not be able to play soccer for 6 months. I am anxiously and excited to play with my friends again.



Answer the questions:

1. What is the name of the main character in the reading?
2. How old is he/she?
3. Where is he from?
4. How does he feel when he plays soccer?
5. How does it feel to know that he won't be able to play for six months?



Activity 22.2 Read and memorize the vocabulary about feelings.

# VOCABULARY FEELING?



(Canva, 2024)

## Feelings

Activity 22.3- Look at the pictures and trace the words.



Happy   Excited   Sad   Scared   Angry

Activity 22.4 Match the pictures with the words.



scared

happy

sad

excited

angry

Activity 22.5 Draw faces with different feelings. Point and say.



(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 23: WHAT WEATHER DO WE HAVE TODAY?

According to Vilar (2025c), suggestopedia is the science that develops various teaching or learning methods in which a person can learn more easily in a playful and effortless way.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Suggestopedia does not rely on long-term memory, but as stated by Vilar (2025d), it increases creativity and motivation to learn something new.



## suggestopedia principles to apply.

### LESSON 23: WHAT WEATHER DO WE HAVE TODAY?

**Activity 23.1** Listen carefully to the following story "Visit to the zoo" and then answer the questions

#### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

#### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**23.2** Match the drawing with the words. Use different colors.

#### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

#### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.





## suggestopedia principles to apply.

### LESSON 23: WHAT WEATHER DO WE HAVE TODAY?

23.4 Cut out the cards below. Take turns with your  
classmate to pick a card.

Speak for at least 2-3 minutes per question.

#### Teacher:

The teacher will be active.

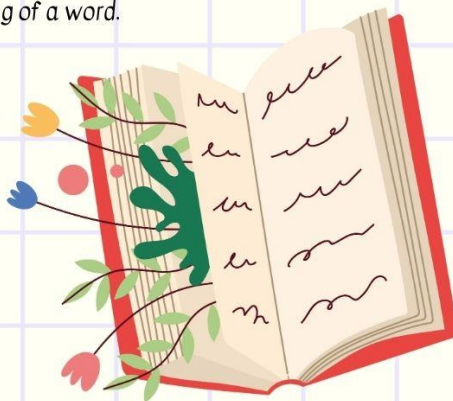
The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

#### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.





## LESSON 23: WHAT WEATHER DO WE HAVE TODAY?

Activity 23.1 Listen carefully to the following story "Visit to the zoo" and then answer the questions

### Visit to the Zoo

Hello, my name is Lucia, I'm 8 years old, I'm from Spain. I want to tell you that today I feel very happy because we are going on a trip to the zoo, my parents told me that there I will be able to see a lot of wild and domestic animals. I will bring my camera and I will take lots of pictures, I just saw in the morning news that the weather today will be sunny and in the afternoon it is expected to rain, I will go with comfortable clothes and a big hat because the sun will be shining with all its splendor, but I will also bring an umbrella in the afternoon it will be very helpful.

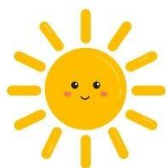


(Canva, 2024)

Name: \_\_\_\_\_

# THE WEATHER

23.2 Match the drawing with the words. Use different colors.



**WINDY**



**SNOWY**



**RAINY**



**STORMY**



**CLOUDY**



**SUNNY**

**TORNADO**



**PARTLY CLOUDY**



**FOGGY**



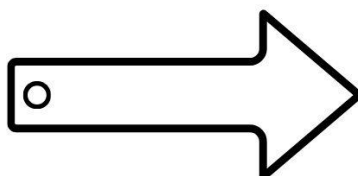
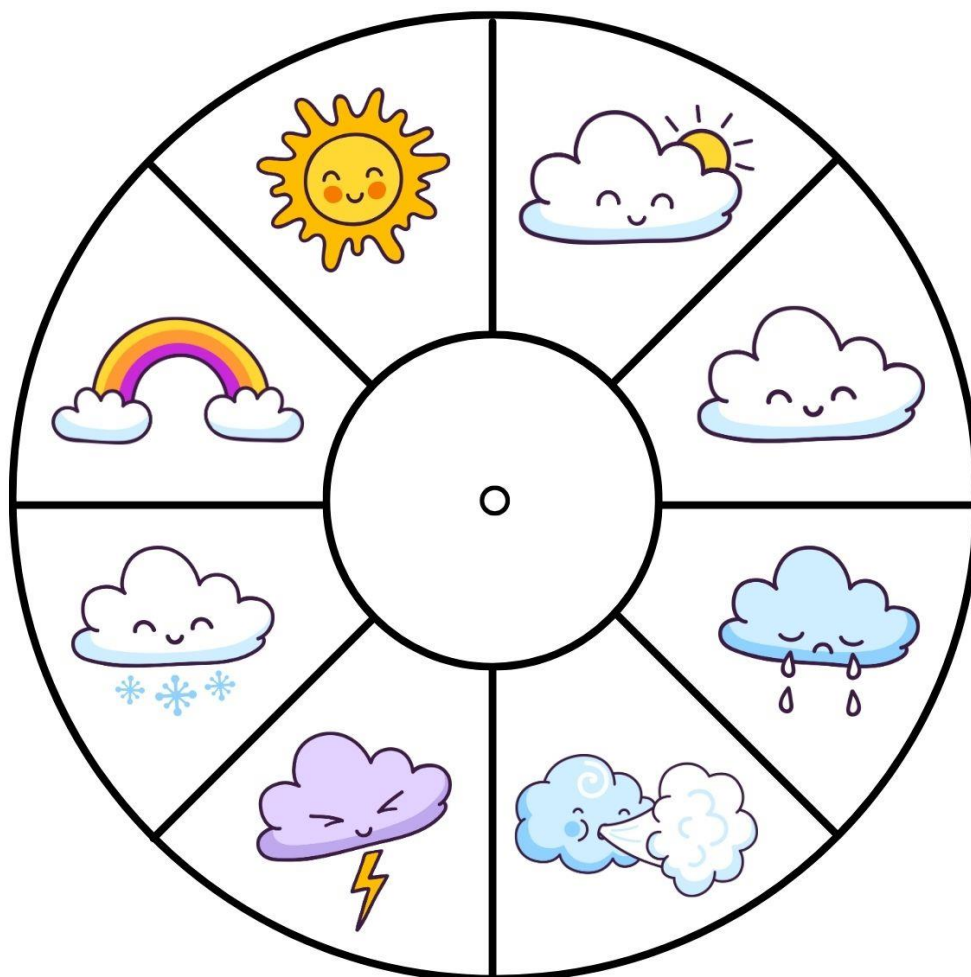
**FROSTY**



(Canva, 2024)

# WEATHER

Activity 23.3 Attach the arrow using a pin. Spin it and then tell me what the weather is like.



(Canva, 2024)

# SEASONS & WEATHER

## SPEAKING CARDS

23.4 Cut out the cards below. Take turns with your classmate to pick a card. Speak for at least 2-3 minutes per question.

What is your favorite season? Why?

What activities do you do  
in the winter?

Do you like rainy days?  
Why or why not?

What clothes do you wear  
in the summer?

How do you feel when it's too hot  
or too cold?

Do you prefer snowy  
or sunny weather? Why?

How does the weather affect  
your mood?

What activities do you do  
in the autumn?

(Canva, 2024)





## suggestopedia principles to apply.

### LESSON 24: SPECIAL SOUNDS SH, CH, TH. ≡

The psychiatrist (Lozanov, 1979, as cited in Vilar, 2025e) took some of his techniques to alter states of consciousness and concentration. He also gives much importance to the learning environment, decoration, intonation, and baroque music.

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/4QgtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils

#### Development:

Lopez (2016) states that suggestopedia, specifically, is concerned with analyzing how the non-rational and non-conscious influences human learning.





**suggestopedia principles to apply.**

## LESSON 24: SPECIAL SOUNDS SH, CH, TH. ≡

**Activity 24.1** Listen carefully to the following story "A Tale of Adventures" and then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 24.2** Read and memorize the vocabulary with  
Special sounds Ch..

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



**suggestopedia principles to apply.**

## LESSON 24: SPECIAL SOUNDS SH, CH, TH. ≡

**Activity 24.3 Read and memorize the vocabulary with  
Special sounds Sh..**

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.

**Activity 24.4 Read and memorize the vocabulary with  
Special sounds Th. .**

### Teacher:

Read the instructions in a loud and clear voice.

Provide feedback if any student requires it.

### Student:

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.



## LESSON 24: SPECIAL SOUNDS SH, CH, TH.

159

Activity 24.1 Listen carefully to the following story "A Tale of Adventures" and then answer the questions.

### A Tale of Adventures

On a sunny day Carlos and Emily went for a walk in a forest called San Jose, in that beautiful place they found green trees, big mountains and a beautiful sun shining through the clouds.



Carlos was a shy and disoriented boy, when he was observing the huge mountains with his binoculars, he got lost and could not find Emily, he got very scared because in his mind he started to imagine the worst.



Emily felt very happy, she did not realize that Carlos had disappeared, she decided to start looking for him, she was so worried that she stepped in a mud puddle and her brown boots got dirty and she became very sad.



In the end, the two met and returned home happy, where they told their parents about the incredible adventure they had experienced that day.

Answer the following questions and share with your classmates:

- Do you identify with any character?
- Why?
- Would you like to go on an excursion?
- Where?

(Canva, 2024)





### Special sounds Ch.

Activity 24.2 Read and memorize the vocabulary with Special sounds Ch..

 chair	 cherry	 chicken	 chime
 cheese	 charcoal	 child	 chain
 bench	 drench	 lunch	 punch
 branch	 bunch	 pinch	 wrench



(Canva, 2024)

## Special sounds Sh.

Activity 24.3 Read and memorize the vocabulary with Special sounds Sh..



**shark**



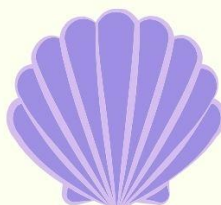
**shadow**



**sheep**



**shamrock**



**shell**



**sheriff**



(Canva, 2024)



# Special sounds Th.

Activity 24.4 Read and memorize the vocabulary with Special sounds Th.

## voiceless

thin

bath

cloth

breath

myth

mouth

south

froth

## voiced

the

bathe

clothe

breath

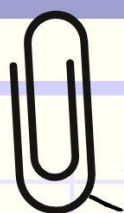
mother

brother

weather

feather

(Canva, 2024)



## suggestopedia principles to apply.

### LESSON 25: THE MONTHS OF THE YEAR.

Some benefits that Sugestopedia can have are:

- The creation of an environment of mental and bodily relaxation.
- Use of the reserve capacities of the mind.
- It can successfully increase memory.
- Intonation and rhythm.
- Coordination with a musical background that helps to achieve a relaxed attitude. This melody relaxes anxiety and increases the power of concentration on the content. Vilar (2025f)

#### Introduction:

At this stage the teacher can choose some of the baroque music that can be easily found on the internet:

(HALIDONMUSIC, 2024) <https://bit.ly/42eyyoP>

(Mandetriens, 2012) <https://bit.ly/40gtRbF>

(Khukhunaishvili, 2024) <https://2y2.co/eeRhFA>

#### Materials:

- MP3 player,
- Television
- Others.
- Pencil
- Eraser
- Notebook paper
- Markers
- Colored pencils



**suggestopedia principles to apply.**

## LESSON 25: THE MONTHS OF THE YEAR.

### Development:

According to the text by (Richards and Rodgers, 1998 as cited in Lopez 2016), students who follow this learning method are basically volunteers, but a commitment to the class and to the activities carried out in it is expected from them.

**Activity 25.1** Listen carefully to the following story "Adele's visit to Quito" and then answer the questions.

### Teacher:

The teacher will be active.

The teacher will read the narration in a soft voice with emphasis on punctuation marks.

The teacher will make the necessary gestures to make the student understand the meaning of the words.

### Student:

The student will act as a passive entity when listening to the reading.

He will actively ask questions of his teacher if he does not understand the meaning of a word.





**suggestopedia principles to apply.**

## LESSON 25: THE MONTHS OF THE YEAR.

**Activity 25.2** Find the months hidden horizontally and vertically in the grid below.

**Teacher:**

Read the instructions in a loud and clear voice.  
Provide feedback if any student requires it.

**Student:**

The student will activate his creativity, making him enter a state of concentration and relaxation while carrying out the activity.

**Activity 25.3** Complete the sentences with the right day of the week

**Teacher:**

The teacher will be active.  
The teacher will read the narration in a soft voice with emphasis on punctuation marks.  
The teacher will make the necessary gestures to make the student understand the meaning of the words.

**Student:**

The student will act as a passive entity when listening to the reading.  
He will actively ask questions of his teacher if he does not understand the meaning of a word.



## Lesson 25: The months of the year.

Activity 25.1 Listen carefully to the following story "Adele's visit to Quito" and then answer the questions.

### Adele's visit to Quito.

Adele is a very kind and intelligent girl. She is from the United States and is 15 years old. She likes to discover new places and loves to meet new people with whom she can go to drink a glass of orange juice.

Her parents are the most supportive people in her travels, and she can make several trips worldwide thanks to them.

This time she traveled to Ecuador and her favorite place was Quito, for that reason she stayed in a hotel located in the Plaza de Santo Domingo where she could see the great wonders that Quito has, for example, not far away is the Basilica del Voto Nacional, Carondelet Palace and most importantly and what surprised her most was the Panecillo, she missed many beautiful places to visit, but she ran out of time and had to return home.

Back home, she had many adventures to tell her school friends, she told them how beautiful the city of Quito was and that there lived super kind and loving people, who showed her that in Ecuador there are good people.



(Canva, 2024)



NAME:

DATE:

# MONTHS OF THE YEAR WORDSEARCH



Activity 25.2 Find the months hidden horizontally and vertically in the grid below.

a	f	c	e	j	m	d	h	l	o	m
g	j	a	n	u	a	r	y	k	m	y
b	u	p	t	n	y	j	i	p	a	n
a	l	r	f	e	b	r	u	a	r	y
u	y	i	u	a	r	y	s	r	c	o
g	d	l	b	e	f	w	m	z	h	c
u	v	c	r	b	a	u	l	i	r	t
s	e	p	t	e	m	b	e	r	p	o
t	j	m	a	r	x	n	c	y	h	b
u	d	e	c	e	m	b	e	r	a	e
a	r	y	n	o	v	e	m	b	e	r

January  
February  
March  
April

May  
June  
July  
August

September  
October  
November  
December



(Canva, 2024)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Days of the week

Activity 25.3 Complete the sentences with the right day of the week

1 The day before Sunday is \_\_\_\_\_.

Monday

Saturday

2 Two days after Thursday is \_\_\_\_\_.

Tuesday

Friday

3 The day after Friday is \_\_\_\_\_.

Wednesday

Sunday

4 The day before Wednesday is \_\_\_\_\_.

Sunday

Tuesday

5 Five days after Tuesday is \_\_\_\_\_.

Saturday

Sunday

6 Two days before Monday is \_\_\_\_\_.

Wednesday

Saturday

7 Three days after Monday is \_\_\_\_\_.

Thursday

Friday

8 The day after Monday is \_\_\_\_\_.

Tuesday

Thursday

9 Two days after Friday is \_\_\_\_\_.

Wednesday

Sunday

10 The day before Saturday \_\_\_\_\_.

Friday

Sunday

(Canva, 2024)

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## 4.6 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Methodological impact

**Table 2**

*The Numerical Impact Levels are:*

Numerical impact levels
-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso, 2011, as cited in Córdova y Gualoto, 2022)

Formula to collect results.

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$$

$\Sigma$  = The results of each indicator are added.

5 = Number of indicators included in the table.

#### 4.6.1 Linguistic Impacts

**Table 3**

*Linguistic Impact Indicators*

	Indicator	Impact Levels						
		-3	-2	-1	0	1	2	3
1	I can understand information about people in narratives.							X
	I can locate a concert or movie on public event calendars							
2	or posters and identify when it will take place and at what time.							X
3	I can understand a reading comprehension quiz after reading a narrative.							X
4	I can understand short, simple postcard messages found in narrative stories such as vacation souvenirs.							X
5	In everyday situations, I can understand simple messages written by friends.							X
Total								15

Source: Own elaboration

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Analysis:

The linguistic indicators have a high positive impact since the proposal was made under the CEFR standards, specifically applying the “Can do” statements in the five units. For this



reason, the activities proposed in the proposal are achievable since the students will be able to perform activities according to their age and A1 level of English according to the curriculum proposed by the Ministry of Education in Ecuador.4.6.2 Academic Impacts.

#### 4.6.2 Academic impacts

**Table 4**

*Academic Impact Indicators*

Indicator		Impact Levels						
		-3	-2	-1	0	1	2	3
1	Quickly understand text in other subjects.							X
2	Read with a strong and clear voice respecting punctuation marks.							X
3	Acquire fluency in conversations where the vocabulary acquired through reading is used.							X
4	Write texts with ease for the school newspaper.							X
5	Address large numbers of people with greater confidence.							X
Total								15

Source: Own elaboration

$$\text{Academic impact level} = \frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$$

Academic impact level= high positive

Analysis:

In terms of academic impact, there was a high positive impact since the students improved in other subjects because, through good reading comprehension, the student will be able to access more sources of written information and develop better in any academic field.

#### 4.6.3 Methodological impact

**Table 5**

*Methodological Impact Indicators*

Indicator		Impact Levels						
		-3	-2	-1	0	1	2	3
1	Diversify reading strategies by applying the principles of suggestopedia.							X
2	Provide students with reading activities that are interesting and didactic.							X
3	Design a guide that integrates the principles of Suggestopedia for the student and the teacher.							X
4	Use pictures as a context for identifying unknown words.							X
5	Design comprehensible reading assessments according to the principles of Suggestopedia.							X
Total								15

Source: Own elaboration

$$\text{Methodological impact level} = \frac{\Sigma}{\text{number of item}} = \frac{15}{5} = 3$$

Methodological impact level= high positive

Analysis:

The methodological impact was highly positive because it was evident that the students were able to enjoy new techniques to develop their reading comprehension. The implementation of the suggestopedia method helped them to improve their reading concentration and the acquisition of knowledge, skills, and attitudes could be observed during their student, professional, and personal lives.

## 4.7 CONCLUSIONS

- In conclusion, in this research, the theoretical framework is part of the research in which the scientific bases on which this research work is based are referenced, since, thanks to the methodologies and postulations previously made by other authors, we can validate that the suggestopedia is an effective and practical method for the development of reading in a second language.
- The methodology in this research was applied to pose the problem and plan how to solve it, then the most important thing was to collect data that served to analyze the validity of the hypotheses and then, thanks to the statistical graphs, to be able to interpret the results.
- Therefore, it is important to mention that 3rd grade students enjoy reading texts in English very little, and that some students like to participate sometimes in the different reading activities proposed by the teacher, and that the majority of students say that reading in English is boring, and that half of them feel satisfied with their participation in reading activities, It should also be emphasized that the way the students like to work is in groups and that the students consider that their level of reading comprehension of books in English is low, and the majority also agree that reading increases vocabulary and that the activities they most like to do in English class are reading songs and doing question and answer activities.
- In short, English teachers will have at their disposal a guide where they will find activities designed with the main principles of suggestopedia.
- Finally, students will be able to enhance their reading comprehension thanks to the different activities available in the proposal.

#### 4.8 RECOMMENDATIONS

- Further research is recommended on where Suggestopedia can aid reading development in second language learners.
- Employing methodologies like those of this research will facilitate the researcher to solve the research problem.
- It is recommended to implement suggestive techniques in the classroom so that students feel in a relaxed environment and improve their level of knowledge acquisition.
- It is recommended to teachers that they should be the main entity to improve students' motivation towards reading in a second language, thus helping them to be more participative and productive in English class.
- Implementing the guide provided with the different principles of suggestopedia in the English class will help students develop their reading comprehension and better in the different subjects.



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# Annexes



## Annex 1. Presentation letter to the institution.

REPÚBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**



**Oficio Nro. UTN-FECYT-D-2024-0134-O**  
Ibarra, 14 de junio de 2024

**PARA:** MSc. Francisco Polanco  
RECTOR DE LA UNIDAD EDUCATIVA "HOPE CHRISTIAN  
ACADEMY"

**ASUNTO:** Trabajo de integración curricular Srta. Inlago Achina Flor  
Azucena

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita INLAGO ACHINA FLOR AZUCENA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "SUGGESTOPIA TO DEVELOP READING SKILLS IN 3RD EGB STUDENTS OF THE U.E. HOPE CHRISTIAN ACADEMY"

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE LUCIANO Firmado digitalmente  
por JOSE  
REVELO RUIZ  
REVELO RUIZ Fecha: 2024.06.14  
10:02:27 -0500

MSc. José Revelo  
**DECANO DE LA FECYT**

JLRR/M. Báez

*Francisco Polanco*  
Francisco Polanco  
HOPE CHRISTIAN ACADEMY  
HCA  
RECTORADO  
BARRO-ECUADOR

## **Annex 2. Transcription of the interview to the Vice-principal.**

### **UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT**

“Suggestopedia To Develop Reading Skills In 3rd- Year Students at Unidad Educativa Academia

Cristiana Esperanza”

#### **Entrevista al Rector MSc. Francisco Polanco**

Objetivo: La presente entrevista tiene como objetivo, la recolección de datos para identificar los principios de sugestopedia que se utilizan en la clase de inglés para el desarrollo de la habilidad lectora, en los estudiantes de 3er año de EGB de la Unidad Educativa Academia Cristiana Esperanza, del Cantón Pedro Moncayo; por parte de la estudiante de la Carrera de Licenciatura de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés en Línea, de la Universidad Técnica del Norte.

#### **Preguntas:**

**Flor Inlago 1.-** ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?

**MSc. Francisco Polanco:** Procesos investigativos no se han aplicado en la academia. Procesos de enseñanza del idioma inglés a través de lectura y creación de un ambiente pedagógico óptimo sí, pero netamente tema de investigación no se ha realizado.

**Flor Inlago: 2.-** ¿En qué medida se ha logrado alcanzar los objetivos curriculares en cuanto se refiere a la producción lectora del idioma inglés establecidos por el Ministerio de Educación?

**MSc. Francisco Polanco:** Cuando estamos hablando de alcanzar objetivos, diremos que nosotros rebasamos los estándares o los objetivos curriculares en el idioma inglés en lo que se refiere al Ministerio de Educación, ya que nuestra carga horaria igualmente supera el mínimo

establecido por el ministerio. Eso nos permite que nuestros chicos puedan tener mayor tiempo de instrucción y mayor tiempo de práctica en la estancia aquí en la academia.

**Flor Inlago:** 3.- En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés con respecto a la habilidad lectora? ¿Por qué?

**MSc. Francisco Polanco:** La primera dificultad que podemos encontrar muchas veces es el temor, ya que el temor pues nos paraliza muchas veces y no permite que nosotros podamos mostrar lo que en verdad sabemos y yo he podido mirar que si muchas personas tienen temor a hablar en esta segunda lengua y eso termina siendo un obstáculo para el desarrollo de esta habilidad. Y la segunda que yo puedo evidenciar es que el índice de lectura en nuestro medio es muy bajo y eso pues refiriéndonos a lecturas en español. La verdad es que nuestra sociedad no está acostumbrada o inclinada hacia la lectura en nuestro idioma, mucho más complejo va a ser el que podamos nosotros desarrollar lectura en inglés que sería nuestro segundo idioma. Estas son las dos dificultades que yo puedo marcar en este caso.

**Flor Inlago:** 4.- ¿Cree que es fundamental aplicar los principios de la sugestopedia al desarrollo de habilidades lectoras en lengua extranjera? ¿Por qué?

**MSc. Francisco Polanco:** Sí, los principios de sugestopedia van a ser necesarios en todo momento, ya que terminan siendo parte de la pedagogía, la creación de un buen ambiente para que podamos facilitar el proceso de enseñanza aprendizaje por un lado y por otro para crear ambientes óptimos que puedan promover o facilitar el proceso que estamos realizando.

**Flor Inlago:** 5.- Para algunos estudiantes, leer en una lengua extranjera puede generar, miedo e inseguridad. ¿Cuál es su percepción al respecto?

**MSc. Francisco Polanco:** Sí, yo estoy de acuerdo en esto. Puede ser miedo al fracaso, miedo al no entender, miedo básicamente pues a no ser exitosos en lo que nuestros chicos están haciendo. Entonces el temor nos va a poner una barrera muy alta muchas veces y creo que esta inseguridad es la que nosotros debemos ayudar a los chicos para que puedan rebasarla

**Flor Inlago:** 6.- ¿Cuáles son sus expectativas a corto y largo plazo respecto a la mejora de la producción lectora en inglés de los estudiantes de 3er año EGB de la Unidad Educativa Academia Cristiana Esperanza?

**MSc. Francisco Polanco:** Ya Bueno nuestras metas a corto plazo es que, en la finalización de su subnivel, nuestros chicos puedan tener una evaluación de inglés, para poder alcanzar un A1 junior o A2 junior y poder mirar o medir básicamente cuan exitosos están siendo ellos y nosotros en el proceso de enseñanza aprendizaje de este segundo idioma. Y lo segundo es que a largo plazo nosotros queremos graduar bachilleres con un nivel C1/C2 que les permita abrir las puertas en el campo laboral, así como en el educativo por el manejo del idioma y esto lo vamos desarrollando a través de la práctica del idioma inglés en nuestras aulas y en nuestros pasillos.

**GRACIAS POR SU COLABORACIÓN**

### **Annex 3. Transcription of the interview to the English area Coordinator**

#### **UNIVERSIDAD TÉCNICA DEL NORTE**

#### **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT**

“Suggestopedia To Develop Reading Skills In 3rd- Year Students at Unidad Educativa

Academia Cristiana Esperanza”

#### **Entrevista al Licenciado Cristhian Doicela**

**Objective:** The objective of this interview is to collect data to identify the principles of suggestopedia used in the English class for the development of reading skills in 3rd year EGB students of the Unidad Educativa Academia Cristiana Esperanza, Cantón Pedro Moncayo, by the student of the bachelor’s degree in Pedagogy of National and Foreign Languages with a major in Online English, from the Universidad Técnica del Norte.

#### **Questions:**

**Flor Inlago:** Good morning, Mr. Christian, coordinator of the English area of the Hock Christian Academy. Thank you very much for the time you gave me for this interview. I am going to read the object of this interview.

**Flor Inlago:** The objective of this interview is to collect data to identify the principles of suggestopedia used in the English class for the development of reading skills in 30 years. It will be students of the Unidad Educativa Academia Cristiana Esperanza, Canton Pedro Moncayo, by the students of the bachelor’s degree in Pedagogical of National Foreign Languages with a major in Online English from the Universidad Técnica del Norte. The information you provide me with is extremely valuable for conducting my research, so please be as honest as possible.

**Licenciado Cristhian Doicela:** All right, good morning, Ms. Flor. It's a pleasure. I hope that I can help you with all the information to gather you for this project that you mentioned. So, let's do it.



**Flor Inlago:** Question number one. Do you know if your institution has previously applied research process on the application of suggestopedia principles to increase reading skills?

**Licenciado Cristhian Doicela:** Well, the institution hasn't applied any kind of research on this specific approach. However, we sort out our curriculum based on the necessities of the students and based on the approaches that we follow in the academy, which, as you know, are based on the levels divided into beginner, intermediate, and advanced for the superior levels and baccalaureate levels. For the little students, we follow the approach of language and arts. So, basically, we haven't done anything based on a suggestopedia.

**Flor Inlago:** Thank you. Question number two. What are the specific objectives you hope to achieve in the reading production of third-year EGB students at the A1 level of the English curriculum?

**Licenciado Cristhian Doicela:** Well, the curriculum is based on language and arts acquisition of the language, so the focus on this is for the students to understand and be able to recognize the sounds of English properly and accurately so they can produce them as well while reading. So, the third-grade students are focused on short stories to understand the meaning of the story and also to draw all of the vocabulary that they might face.

**Flor Inlago:** Thank you. According to your point of view, what are the main challenges faced by students in English-language reading complications?

**Licenciado Cristhian Doicela:** This is a tricky question. It must be with the habit of reading because even in Spanish, students don't read. So, that lowers and lessens the possibility of students even reading in English. So, the main challenge for students might be to create a habit in which they enjoy reading and learn by reading. I consider reading to be one of the best things that learners can do to achieve a good proficiency level in English and also to comprehend text in

Spanish. So, that might be. How can third-grade students be motivated to improve their reading skills in a foreign language? Well, third-grade students are motivated essentially when they are provided with resources that draw their attention. Also, when there is a relaxed atmosphere in which they feel comfortable, they feel confident in order to understand what they are looking at and not just words, but the meaning of the words. So, something that attracts the attention of the students is providing them with visuals in which they can relate what they are looking at in the text to understand the whole meaning of the passage of the text or whatever.

**Flor Inlago:** Okay, number five. Which strategies for the reading production of the foreign language have not achieved the expected learning result? Why?

**Licenciado Cristhian Doicela:** Could you repeat the question, please?

**Flor Inlago:** Which strategies for the reading production of the foreign language have not achieved the expected learning result? Why?

**Licenciado Cristhian Doicela:** Okay, I guess when it has to be with long texts, the main goal sometimes is just for students to memorize or to understand certain passages or certain keywords of the vocabulary, but I don't consider it useful for the students because they are just consuming content, and they might not be taking full advantage of the text itself. What I mean is, that when we provide students a text in which even if it is not quite longer, they can run down all the things that they don't understand, checking or taking notes of the vocabulary words that they don't know, highlighting keywords and main phrases, I guess it's very even useful for them to understand in that way rather than just giving them a long text to read or a book to read throughout the partial or the semester and they don't take the full advantage of it. I consider also there are some other strategies in which there must be some prior knowledge activation of the

text to get students involved in the topic itself. Apart from that, the guidance of the teacher is important, but also, as I said before, the habit of reading is really important as well. Thank you.

**Flor Inlago:** Finally, number six. Do you consider it necessary to implement strategies to develop reading production in foreign language students? Why?

**Licenciado Cristhian Doicela:** Yes, of course. As I mentioned before, it is necessary to have students read because once they are used to the rhythm of the words, they are used to the vocabulary words that they don't know, they are going to increase their active and passive vocabulary so they can produce and use them in the spoken language. Also in the written one, because if we don't know a word, how can we use it when we need to produce or say something? Apart from that, certain strategies have been applied in the institution, but I guess that is not the question. Well, I guess that's all.

**Flor Inlago:** Thank you, Mr. Cristhian

**Licenciado Cristhian Doicela:** Thank you, Miss. It was a pleasure.

#### **Annex 4. Transcription of the interview to the English teacher**

##### **UNIVERSIDAD TÉCNICA DEL NORTE**

##### **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT**

“Suggestopedia To Develop Reading Skills In 3rd- Year Students at Unidad Educativa Academia Cristiana Esperanza”

##### **Entrevista al Rector Licenciada Fernanda Quiroga**

**Objective:** The objective of this interview is to collect data to identify the principles of suggestopedia used in the English class for the development of reading skills in 3rd year EGB students of the Unidad Educativa Academia Cristiana Esperanza, Cantón Pedro Moncayo, by the student of the bachelor’s degree in Pedagogy of National and Foreign Languages with a major in Online English, from the Universidad Técnica del Norte.

##### **Questions**

**Flor Inlago:** Good afternoon, Ms. Fernanda. My name is Flor Inlago. I am a student at the Universidad Técnica del Norte.

**Licenciada Fernanda Quiroga:** Nice to meet you, Miss. My name is Fernanda Quiroga. I am a teacher from the Hope Christian Academy, and I teach elementary, superior and baccalaureate.

**Flor Inlago:** The objective of this interview is to collect data to identify the principles of suggestopedia used in the English class for the development of reading skills in 3rd year EGB students of the Unidad Educativa Academia Cristiana Esperanza, Cantón Pedro Moncayo, by the student of the bachelor’s degree in Pedagogy of National and Foreign Languages with a major in Online English, from the Universidad Técnica del Norte.

**Flor Inlago:** The fifth question is What are the methodological strategies you apply to develop reading comprehension?

**Licenciada Fernanda Quiroga:** Okay. One of the strategies that are applied for students to read is first visualization. The students must visualize what some of the words are for them to capture the information they gain from reading. Another thing, especially when talking about third grade, must be more about making sense for them and information that can help them provide or develop their reading comprehension. So, it must be used, it has to use words that they are familiar with. It must be presented with side words, which that's going to be something that's going to be visual as well. And a lot of repetition, repetition is going to be always a clue for them.

**Flor Inlago:** Thank you. 2.- What kind of activities do you use to evaluate reading comprehension?

**Licenciada Fernanda Quiroga:** Okay, so one of the reading comprehension activities that I use for evaluation is first of all a repetition. As I say, the students will have to know some of the familiar words. Another one is to make family words which either start with a specific group of letters or end with a specific group of letters. It has a specific sound that helps the students to relate the sound to a specific sound, especially if it is not a phonetic with certain words that they might find when they are reading advanced books. Then I do a lot of sounds as short sounds and long sounds for the vowels and the same with the sounds for the how's it called for the vowels and consonants and then using obviously what it is diaphragms, blending sounds, special sounds for them that we don't have in Spanish.

**Flor Inlago:** Okay. 3.- Which activities do you consider ineffective in developing reading comprehension? Why?

**Licenciada Fernanda Quiroga:** Why some of them will be just to provide the students with words and just memorize them. I believe that memorizing words simply by looking at them



without knowing the specific sound of at least two or three letters does not help students understand or decipher when pronouncing a particular word. For example, right. We have the word that it should. It has a specific ending. But at the beginning it's going to be the specific sound sh. So if the student doesn't know what is "sh", they will not read should.

**Flor Inlago:** Thank you. 4.- Do you consider it important to apply new strategies that facilitate the performance of reading comprehension? Why?

**Licenciada Fernanda Quiroga:** Sorry again, can you repeat the question?

**Flor Inlago:** Okay. Do you consider it important to apply new strategies that facilitate the performance of reading comprehension? Why?

**Licenciada Fernanda Quiroga:** Yes, I believe that improving our strategies will facilitate the reading comprehension of the students. One of the reasons is that we have advances in technology that can help us with the students' gate through reading comprehension. There are a lot of websites that the students can use to listen to and repeat what they are listening to by looking at the words when it's being highlighted. And then we can find new strategies for new students. As we know every single year, we find new students with different difficulties, or they need to practice more of a certain type of sounds or specific. Right. Something specific for them. So, in a way we have to find new always we have to find new strategies to facilitate this reading comprehension for the students.

**Flor Inlago:** Thank you. 5.- Have you heard about the strategies of Suggestopedia for the development of reading proficiency?

**Licenciada Fernanda Quiroga:** Well, I believe that I have heard but science is a very wide topic. They might be some of them the ones that I know, and you guys know other ones that I don't know. But I would say, yes, I know some of them.

**Flor Inlago:** Finally, 7.- Would you like to have a guide for the development of reading comprehension based on the principles of Suggestopedia?

Absolutely anything that can help the students with reading comprehension. And it's going to be a guide that is going to help us to develop that skill. It is always going to be appreciated especially for me.

**THANK YOU SO MUCH**

## Annex 5. Survey for Junior Students at Unidad Educativa Academia Cristiana Esperanza

### UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT

“Suggestopedia To Develop Reading Skills In 3rd- Year Students at Unidad Educativa Academia Cristiana Esperanza”

Objective: This survey aims to apply the principles of suggestopedia to develop reading skills in 3rd-grade EGB students. The information you provide is extremely valuable to carry out this research work, so please be as honest as possible.

1.- **¿Qué tanto disfruta leer textos en inglés?** How much do you enjoy reading English texts?

<b>Mucho/ Much</b>	<b>Poco/ Little</b>	<b>Nada/ None</b>

2.- **¿Con que frecuencia interactúa en las diferentes actividades de lectura?** How often do you interact in different reading activities?

<b>Siempre/Always</b>	<b>A veces/ Sometimes</b>	<b>Casi nunca/ Rarely</b>	<b>Nunca/ Never</b>

3.- **Usted considera que las actividades de lectura desarrolladas en las clases de inglés son:**

You consider the reading activities developed in the English classes to be:

<b>Motivantes /Motivating</b>	<b>Interactivas/ Interactive</b>	<b>Aburridas/ Boring</b>	<b>Repetitivas/ Repetitive</b>

4.- **¿Se siente satisfecho con su participación en las actividades de lectura?** Do you feel satisfied with your participation in reading activities?

<b>Muy satisfecho/</b> Very Satisfied	<b>Satisfecho/</b> Satisfied	<b>Poco satisfecho/</b> Not very satisfied	<b>Nada satisfecho/</b> Not satisfied at all

5.- **¿De qué manera le gusta a usted desarrollar las actividades de lectura?** In what ways do you like to develop reading activities?

<b>Grupal/</b> Group	<b>En pares/</b> In pairs	<b>Individualmente/</b> Individually

6.- **Considero que mi nivel de comprensión lectora de textos en inglés es:** Do I consider my level of reading comprehension of English texts is:

<b>Alto/</b> High	<b>Mediano/</b> Medium	<b>Bajo/</b> Low

7.- **¿Considera que las actividades de lectura incrementan el vocabulario?** Do you consider that reading activities increase vocabulary?

<b>Si /</b> Yes	<b>A veces /</b> Sometimes	<b>No</b>

**8.- Seleccione la actividad de lectura que más le gustaría desarrollar en las clases de inglés.**

Select the reading activity that you would most like to develop in English classes.

<b>Entrevista/</b> Interview	
<b>Dramatización/</b> Dramatization	
<b>Canción/</b> Song	
<b>Diálogo/</b> Dialogue	
<b>Exposición oral/</b> Oral presentation	
<b>Debate/</b> Debate	
<b>Imitación/</b> Imitation	
<b>Preguntas y respuestas/</b> Questions and answers	

**GRACIAS POR SU COLABORACIÓN/ THANK YOU FOR YOUR  
COOPERATION**



## Annex 6. Proposal Socialization



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

Tabacundo, 23 de enero de 2025

### **Magister**

Francisco Polanco

RECTOR DE LA UNIDAD EDUCATIVA "HOPE CHRISTIAN ACADEMY"

De mis consideraciones:

Por medio de la presente, solicito respetuosamente que se me dé la apertura para la socialización de mi propuesta con el Tema: "Suggestopedia to develop reading skills in 3rd-year students at Unidad Educativa Academia Cristiana Esperanza". Este trabajo, forma parte de los requisitos para optar por el título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, mención Inglés, cabe mencionar que esta propuesta fue elaborada de acuerdo con las pautas y criterios establecidos por la UTN.

Agradezco de antemano su valiosa colaboración.

Atentamente,

Flor Inlago

100324883-6



Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

**Annex 7. Rubric applied to students about the proposal.**

**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA –FECYT**  
 “Suggestopedia To Develop Reading Skills In 3rd- Year Students at Unidad Educativa Academia  
 Cristiana Esperanza”

**Cuestionario**




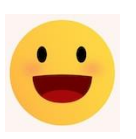

**1. ¿Qué tan satisfecho se sintió al escuchar la música de fondo?**

Muy insatisfecho	Insatisfecho	Indiferente	Satisfecho	Muy satisfecho
				






**2. ¿Qué tan satisfecho se siente con la lectura realizada por su profesor?**

Muy insatisfecho	Insatisfecho	Indiferente	Satisfecho	Muy satisfecho
				


**3. ¿Qué le pareció el ambiente de la clase?**

Mala	Regular	Buena	Optima	Excelente
				

**4. ¿Le gustaría que en cada clase de inglés su profesor les lea una historia?**

Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
				

## Annex 8. Certificate of current population in 3rd year EGB

	<b>UNIDAD EDUCATIVA</b> <b>"HOPE Christian Academy"</b>
	Dirección: Camino a San José Chico Sector: Tabacundo Telf.: 3612-074 email: secretaria@hohca.edu.ec

Tabacundo, 26 de noviembre del 2024

A quién corresponda:

El suscrito rector de la Unidad Educativa Particular "HOPE CHRISTIAN ACADEMY"  
De la comunidad de San José Chico parroquia TABACUNDO, cantón Pedro Moncayo.

### CERTIFICA

Yo, Rector Francisco Polanco, con cédula de identidad 175030831-2 tengo a bien certificar que en nuestra Unidad Educativa "Hope Christian Academy" contamos con 14 estudiantes matriculados legalmente pertenecientes a 3er año de Educación General Básica

Es todo en cuanto puedo testificar en honor a la verdad.

  
 Atentamente,  
 Francisco Polanco MSc  
 C.I 1713758694  
**RECTOR DE "HOPE CHRISTIAN ACADEMY"**



**Annex 9. Photos of the interview with the Rector of the Unidad Educativa Academia Cristiana Esperanza.**



**Annex 10. Photos of the interview with the coordinator of the English area of the Unidad Educativa Academia Cristiana Esperanza.**





**Annex 11. Photos of the interview with the English teacher of the Unidad Educativa Academia Cristiana Esperanza.**



**Annex 12. Photos of the socialization of the proposal.**

