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TITLE

**“IMPLEMENTATION OF SUGGESTOPEDIA ACTIVITIES TO ENHANCE ENGLISH
ORAL PRODUCTION IN 7TH GRADE AT SAN ANTONIO DE PADUA SCHOOL IN
TULCÁN DURING 2021-2022”**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

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As a direct witness and co-responsible for developing this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

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DEDICATION

"To my parents, Carlos and María Isabel, who taught me the value of perseverance, the importance of education and unconditional love. Their support and sacrifice have been the force that has driven me to achieve my goals. To my siblings, Mitsy and Samir, who have been my source of inspiration, support and joy. Their love and company have made this path more bearable and exciting. To all of you, I dedicate this work, the fruit of my effort and dedication. I hope that you feel proud of me and that this thesis is a testimony of the love and support that you have always given me."

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Eleana



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ABSTRACT

This research explores the implementation of Suggestopedia activities to enhance English oral production among 7th-grade students at San Antonio de Padua School in Tulcán during the 2021-2022 academic year. The research objectives include implementing Suggestopedia activities, analyzing theoretical foundations for speaking activities, diagnosing teaching perspectives on Suggestopedia, and proposing a didactic handbook tailored to enhance oral production. The study was conducted with 7th-grade students aged 11-13 years old. The target proficiency level was A2, aligned with the Common European Framework of Reference for Languages (CEFR). The methodology involved three research instruments pre-tests to establish baseline speaking skills, surveys to gather student preferences, and semi-structured interviews with teachers to understand current strategies and challenges. A handbook named Joyful Learning was designed and applied, which has a set of Suggestopedia-based activities, including role-playing, storytelling, and interactive games, these handbook activities were applied just in the experimental group (7th grade parallel B), while a control group (parallel A) followed traditional methods. Post-tests were administered to both groups in order to measure improvements in fluency, pronunciation, grammar, vocabulary, and interactive communication. Results demonstrated significant improvement in speaking skills among the experimental group. Students showed higher performance levels in post-test evaluations, with notable increases in grammar accuracy, vocabulary range, pronunciation clarity, and interactive communication abilities.

KEYWORDS: suggestopedia, roleplaying, storytelling, interactive games, improvement.

RESUMEN

Esta investigación explora la implementación de actividades de Sugestopedia para mejorar la producción oral en inglés en estudiantes de 7° grado del Colegio San Antonio de Padua de Tulcán durante el año lectivo 2021-2022. Los objetivos de la investigación incluyen la implementación de actividades de Sugestopedia, el análisis de los fundamentos teóricos de las actividades de expresión oral, el diagnóstico de las perspectivas de enseñanza de Sugestopedia y la propuesta de un manual didáctico adaptado para mejorar la producción oral. El estudio se llevó a cabo con alumnos de 7° curso con edades comprendidas entre los 11 y los 13 años. El nivel de competencia objetivo fue A2, alineado con el Marco Común Europeo de Referencia para las Lenguas (MCER). La metodología empleada consistió en tres instrumentos de investigación: pruebas previas para determinar las competencias lingüísticas básicas, encuestas para conocer las preferencias de los alumnos y entrevistas semiestructuradas con los profesores para conocer las estrategias y los retos actuales. Se diseñó y aplicó un manual denominado Joyful Learning, que contiene un conjunto de actividades basadas en la Sugestopedia, entre las que se incluyen juegos de rol, narración de cuentos y juegos interactivos. Estas actividades del manual se aplicaron únicamente en el grupo experimental (7° curso paralelo B), mientras que un grupo de control (paralelo A) siguió los métodos tradicionales. Se administraron pruebas posteriores a ambos grupos para medir las mejoras en fluidez, pronunciación, gramática, vocabulario y comunicación interactiva. Los resultados demostraron una mejora significativa de la expresión oral en el grupo experimental. Los estudiantes mostraron niveles de rendimiento más altos en las evaluaciones posteriores a la prueba, con notables aumentos en la precisión gramatical, la variedad de vocabulario, la claridad de la pronunciación y la capacidad de comunicación interactiva.

Palabras clave: sugestopedia, juegos de rol, narración, juegos interactivos, mejora.

CHAPTER I

1. Introduction

The English language is gaining popularity worldwide because it is the mother tongue of millions of people in various countries and also a large number of English speaker that have learned the language as foreign around the world. Therefore, English has become the main language for meetings, science, technology, business, tourism, medicine, etc. The English language helps people to understand each other and exchange cultural and spiritual values. Consequently, a good command of the English language is now more vital than ever due to the wide range of possibilities this language opens in different fields. The English level in Latin America has been really low for decades. According to (EF, 2023) there is no improvement from 2014 until 2023. the study shows the evidence of grades taken from the EF test which is a test commonly taken around the world. giving Ecuador place 80 over 113 countries participated.

In Ecuador, English is the foreign language taught in private and public educational institutions. The Ministry of Education decided to have English as a mandatory subject in secondary schools 1992. This was updated in 2016 when it became compulsory from 2nd year of basic general education until 3rd year of unified general baccalaureate. Each academic year is aligned to The Common European Framework of Reference for Languages (CEFR, 2001), frightfully in 7th grade, the students are required to have an A2.2 level of English. Level A2 is distinguished by particular competencies that enable speakers to comprehend and use simple language in everyday situations. In terms of comprehension, speakers can read short texts and listen for common phrases and expressions. Also to create brief paragraphs and sentences, and particularly in speaking students get engaged in basic conversations.

Oral production at Common European Framework of Reference for Languages A2 level allow students to participate in simple activities involving direct communication about well-known subjects. A2 speakers are able to carry out brief dialogues, communicate preferences, extend and accept invitations, ask for and provide simple instructions or advice. However, English Learners face several challenges when learning English as a foreign language because is not a phonetic language, words are written in a particular way, but pronounced differently, some of the common difficulties are: limited exposure to the foreign language, cultural differences, low proficiency, psychological factors, lack of resources. Particularly, in terms of oral production students cannot communicate in real-live contexts, their oral production is limited due to the lack of practice furthermore, students face lack of motivation and not enough input to show the output.

According to (Banditvilai & Cullen , 2018) ,The difficulties faced in speaking skills by English Foreign Language students are pronunciation due to certain sounds not existing in students' mother tongue, lack of appropriate grammar structures, and limited vocabulary. Also, psychological difficulties like anxiety and fear of making mistakes, as well as the lack of opportunities to practice the language, those difficulties are presented due to the traditional educational system and Teacher-Centered Learning Environment. Therefore, research about the effectiveness of strategies to overcome those difficulties becomes transcendental because of the theoretical foundation. This research aims to improve speaking skills through suggestopedia activities, which consider language learning with a low level of anxiety and in a faster and more accurate way than other traditional methodologies. The research is structured as mentioned:

Chapter 1 provides a comprehensive description of the research problem and outlines the objectives, establishing a foundational context for the investigation.

Chapter 2 delineates the theoretical framework, presenting an extensive analysis of the core elements of the topic, specific concepts, and all relevant data necessary to substantiate the research findings.

Chapter 3 addresses the diagnostic phase, which entails direct engagement with the study's participants through various data collection methods, including surveys, interviews, and observations.

Chapter 4 presents the collected data, systematically organized into statistical tables and graphs, accompanied by a detailed analysis that interprets the results.

Chapter 5 articulates the proposal developed for seventh-grade students enrolled in the Basic General Education (BGE) program at "San Antonio de Padua" school.

1.1.Problem description

In recent studies conducted in Ecuador, for example Ortega-Auquilla and Minchala-Buri (2019) concluded that the most difficult skills to acquire were the productive ones writing and speaking. The authors highlighted that the overall goal of both the National Curriculum Guidelines for English as a Foreign Language NCGEFL and the current English Curriculum has not been achieved in the schools that participated. The participants demonstrated a very elementary level of English, equivalent to an A1 level as defined by the CEFR. The outcomes of the productive skills, namely speaking and writing, in the target language are worrying, as the average score suggested that the students face significant difficulties in communicating orally and in writing in English.

According to (El Universo, 2020) Ecuador is one of the worse countries of the region in English Language proficiency, Ecuadorian Education in teaching English as a foreign language face some problems in terms of speaking skills: one of them is that the students cannot communicate in the target language because their ability to transmit a message has decreased and Speaking is the key to communicate because, in real-life circumstances, students will be judged on their ability to speak. (SRINIVAS Rao, 2019, p 8). Developing English speaking skill is not an easy task because speakers need to manage many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension and then learners are able to participate due to the vast knowledge they have in English speaking ability to communicate easily and effectively with other people. (Leong & Ahmadi, 2017, p. 35)

Additionally, the students lack of interest toward the language, as well as short periods of time exposed to the language are factor that affect negatively oral production development, and this is limited because the even remote possibilities to interact with the teacher or among peers limits the access of develop and improve the speaking skill. As a result, learners are afraid of face a real interaction with real-life practice. “Students can’t develop their speaking fluency throughout real-life situations.” (Pusdá, 2021, pág. 27). as a key point the teacher’s role to motivate students is quite important to face the problem and generate opportunities to practice English in real-life circumstances with simulations in different places or interaction with native speakers, which is a great idea to have a model in the class. In that way focus the classes in meaningful tasks rather than relying on basic dialogues and repetitions that turn students into simple repeaters of information patterns.

1.2. Research Question

In a learning-teaching process of a foreign language as English, there are several difficulties that affect the process of developing English oral production. without a doubt, English teachers and students' effort and motivation play an essential role in the classroom, consequently to have a set of suitable activities, to develop speaking in a low stress environment for students of 7th level or A2 level, becomes crucial to deal with the mentioned problem. This method was developed in the 1970s by Bulgarian psychologist Georgi Lozanov, who believed that traditional teaching methods were not effective in producing optimal learning outcomes. When it is used correctly, suggestopedia helps students to improve their oral production skills by reducing anxiety and boosting confidence. Therefore, this research considers particular teaching conditions and suggestopedia to enhance oral production in a foreign language, such as English. That is why this study aims at answering the following research question: How can the implementation of suggestopedia activities to enhance English oral production among 7th grade students at San Antonio de Padua School in Tulcán during the 2021-2022 academic year?

1.3. Background

Previous research has demonstrated that suggestopedia can be effective in improving English language proficiency, especially in speaking skills. (Deswarni & Setiawati, 2018) point out that suggestopedia is an approach that fosters creativity in students by emphasizing the value of a warm atmosphere. Consequently, learners feel confidence to speak and improves their English language proficiency, also can be helpful for language acquisition in general and for boosting speaking skill particularly which contributes to the learner's total language proficiency through encouraging meaningful interactions, clear expression of ideas, and active participation

in discussions. Proficiency in English communication is not only a need for success in academic and professional settings, but also a goal in language education.

Fluency problems are common in students, frequently showing prolonged pauses and hesitations when speaking. Also a limited vocabulary hinders their capacity for effective self-expression. (Kosdian, 2016) proposes the use of picture strip stories as a crucial method for improving speaking which encourages students to communicate actively in the language which demonstrated an improvement in the dynamics in the classroom. There were no reports of students using their phones or conversing during class also every kid answered questions, contributed actively to group projects, and used English to communicate their thoughts accomplishing the goal of improving the skill with new methods such as using picture strip story rather than the old methods like grammar translation which does not contribute in the development of this productive skills.

(Dharmayanti , 2016) administers a pre-test and post-tests in first semester students of EESP Mahasaraswati Denpasar, aimed to demonstrate the effectiveness of suggestopedia activities to enhance English speaking skill concluding that the use of Suggestopedia to enhance the subjects' speaking abilities that effectively deal with the speaking difficulties there was an improvement in the students' speaking abilities with respect to fluency, pronunciation, grammar, vocabulary, and comprehension. This improvement was not only evident with the improvement of the language also the attitude of the students 'changes due to the motivation presented during the classes, making useful the knowledge that they received along the process.

1.4. Objectives

1.3.1 General objective

To implement suggestopedia activities in the enhancement of English oral production at San Antonio de Padua School 7th grades in Tulcán during 2021-2022.

1.3.2 Specific objectives

- To analyze the theoretical foundation of speaking activities which can be implemented through suggestopedia activities.
- To diagnose the teaching- learning perspectives about suggestopedia in English oral production.
- To propose a didactic handbook with suggestopedia activities that demonstrates the enhancement of English oral production.

1.4. Justification

The importance of English language proficiency in today's globalized world cannot be overstated. English is the most widely spoken language in the world, and proficiency in English can provide individuals with greater access to information, job opportunities, and cultural exchange. In Ecuador, English is an essential language for academic and professional success, and it is a requirement for higher education and many jobs (Cronquist & Fiszbein, 2017). In addition, oral production is crucial for EFL learners to communicate in real-life situations and succeed academically and professionally effectively. Effective teaching methods that prioritize communication over grammar structures can enhance oral production skills in EFL classrooms. Improving their chances of success in the globalized world. However, English language

education in Ecuador faces many challenges, including insufficient resources, limited teacher training, and ineffective teaching methods.

Over the years, learning methods have been developed to acquire the foreign language in the shortest time and with the greatest possible success, in the case of English language, some traditional methods have not updated yet and do not considering factors such as attention, creativity, motivation, authority, teacher's attitude and classroom environment where the classes are developed such as suggestopedia method does, consequently they do not have positive results in terms of oral production (Handley, 2024) defines the role of expert human language teacher as someone that provides unlimited repetitive practice and feedback on linguistic, facilitating interaction and giving student the opportunity to practice without fear of making mistakes or being corrected during the oral practice.

Suggestopedia is a teaching methodology that focuses on both the teaching content through developing skills and the learning environment, which acquires a singular meaning by breaking with all traditional ties and facilitating the creation of a suggestive climate for learning. (Syarifuddin, Muhlisin, & Think, 2022) This method emphasizes the use of sensory experiences and positive suggestion to reduce anxiety and facilitate learning with flexible learning methods in an ELT environment, suggestopedia encourages students to make use of their systemic nonconscious effects during learning activities. This can help students engage in meaningful learning experiences while they learned some speaking components in class, the students felt at comfort. (Waluyo, Suudi, & Wardani, 2018) in its research about "Suggestopedia Based Storytelling Teaching Model for Primary Students in Salatiga" used music during classes encouraging students to act out, sing, and dance in accordance with the rhyme's and lyrics of actual songs.

There is a lack of research on the effectiveness of suggestopedia specifically for 7th grade students in the San Antonio de Padua School in Tulcán who are the main participants of the study. Therefore, an academic guide containing suggestopedia activities will be developed for teachers to enhance students' oral production skills. Additionally, this research can benefit other EFL teachers in Ecuador as the strategies are developed considering the country's context and can be adapted to their specific teaching context. The 4th Sustainable Development Goal ensures inclusive and fair quality education and promote lifelong learning opportunities for all (United Nations, 2018) emphasizing the importance of EFL education, this research focuses on improving the quality of education to prepare students who can access to opportunities, such as scholarships all over the world in different fields.

Conducting the study on improving suggestopedia activities to enhance oral production among 7th-grade students at San Antonio de Padua School in Tulcán is significant because it addresses the need for effective teaching methods in EFL classrooms. By focusing on oral production skills and utilizing suggestopedia activities, this study can contribute to the development of innovative teaching strategies that prioritize communication over grammar structures. Additionally, by targeting 7th-grade students, the study can provide valuable insights into improving EFL education at an early age, thereby increasing the likelihood of success in future academic and professional pursuits. The research project is possible due to the permission from the high school's principals to conduct the study, the participants involved in the project are aware of their roles and responsibilities. This support ensures that the project can successfully enhance English oral production skills among senior students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Acquire vs learn a language.

An appropriate learning environment is decisive in terms of language learning or language acquisition. Noam Chomsky in his innate theory highlight the existence of specific patterns such as: the innate capacity to acquire the language, a universal grammar which is the skeleton of the language and finally the existence of a critical period where the learner is in a silent period but exposed to the language input. On the other hand, people is motivated a foreign language because the desire they have toward the language, in order to develop the four language skill, accuracy, pronunciation and a good manage of the language in different scenarios. Both differ in the scenario that they occur and also of the amount of exposure each have to the language. Language learning activities are present in academic settings where student take a language or a content course in the target language which is often given by a teacher who has the role of being a guide during the language learning process.

Some of the main characteristics of language learning are: firstly, this is goal-oriented because it aims to develop proficiency of the language emphasizing the development of the four language skills. Furthermore, its practice consists of grammar and vocabulary exercises during its lessons it is basically theoretical rather than practical. On the other hand, acquisition is a more natural process which is compared with the process of mother tongue because the language is picked from the environment and there are enough exposure or scenarios to practice the language, this requires an appropriated environment surrounded with people that use the language. Its aim is the communication rather than grammar and vocabulary.

English teaching in Ecuador current national EFL curriculum

In Ecuador, the teaching of English has been mandatory in both public and private schools since 1992. Despite this, many educators lack proper training and preparation to teach the language effectively. In the past, teachers generally had other professions unrelated to English teaching, yet they are expected to have a certain level of knowledge in the language. Additionally, at that time there was not a standardized year for introducing English as a foreign language in schools. However, in 2014 the Ministry of Education has established agreement 0052-14, which mandated that English language education will be compulsory for students from 2nd grade of General Basic Education to 3rd grade of Baccalaureate in all types of educational institutions, starting from the 2016-2017 school year in the Sierra cycle and from the 2017-2018 school year in the Costa cycle. During the second grade, children typically learn how to read and write in their native language, which is often Spanish.

The National Curriculum Guidelines for English as a Foreign Language (NCGEFL) were developed as part of the Strengthening of English Teaching Project. The NCGEFL were first issued in 2012, updated in 2014, and became invalid in 2016. They were then replaced by the current National English Curriculum. It's worth noting that the NCGEFL and the current curriculum share some key characteristics. For instance, both prioritize a communicative approach to teaching the target language and use the Common European Framework of Reference for Languages (CEFR) as a reference. Additionally, students must reach a B1 level according to the CEFR upon completing the Unified General Baccalaureate (BGU) program.

The Common European Framework of Reference for Languages (CEFR), also known as the European framework, is an international standard used to describe and measure language proficiency levels in different languages. It was developed by the Council of Europe and has become an important tool in language teaching and assessment worldwide. The CEFR is divided into six levels, ranging from A1 (the most basic) to C2 (the most advanced). Each level is described in terms of specific language skills, such as listening comprehension, speaking, reading comprehension, and writing. Additionally, the CEFR provides detailed descriptions of the language skills required for each level, as well as for different communication contexts and situations. In formal education, the CEFR is often used to establish learning objectives and to evaluate students' progress, like is the case of Ecuador.

2.2. The complexity and significance of Speaking in Language Learning

Mastering speaking is essential for effective oral communication between individuals. It is the primary vehicle to convey ideas and intentions in conversation. According to the Oxford Dictionary, speaking is defined as the act of uttering words or expressing oneself verbally. It is a direct form of communication and is more critical for social interaction than any other language skill. As found in the context of the study, speaking is one of the most challenging skills for learners to acquire. As Pollard (2008) noted, speaking requires mastery of various components such as organizing ideas, choosing appropriate vocabulary and grammar, and pronunciation while also listening and responding to the person being communicated with. This difficulty is universally acknowledged among foreign language learners. Speaking involves two active elements in oral communication: the speaker who delivers the message and the listener who

receives it. This process requires both productive speaking skills and receptive listening skills to communicate ideas and intentions effectively (Leong & Ahmadi, 2017).

Speaking is a crucial aspect of communication as it allows a speaker to convey their thoughts and ideas to the listener. This exchange of information involves both the production of sounds as well as non-vocal cues like gestures and body language. According to Rao (2019) communication occurs between two people with a communicative purpose, and they select language from their store to convey their message. The author emphasized the importance of effective communication, where language users demonstrate their ability to use linguistic rules to convey their ideas or information to others. In essence, speaking is an essential means of expressing oneself and conveying messages from one person to another through language.

In other words, speaking performance refers to a student's ability to communicate effectively through spoken language, with both accuracy and fluency being important factors. Fluency and accuracy are crucial elements in speaking as they facilitate effective communication that can be understood by others. Both aspects are significant criteria in the acquisition of a foreign language. For all the mentioned above, speaking serves as a tool for communication between individuals. It is a way for one person to convey a message to another and to interact with them. Communication cannot occur without speaking, and it is the primary means by which speakers can express themselves through language. Communication is a collaborative effort in which both parties negotiate meaning to achieve their communication goals (Baker & Westrup, 2003).

2.3. Elements of speaking

As noted by Richards (2006), in order to be skilled in speaking English, there are certain elements that are closely related. These elements can be classified into two categories: accuracy and fluency.

2.3.1 Accuracy

It pertains to the study of grammar, vocabulary, and pronunciation. Learners are concerned with accuracy when they are communicating because they want to use their language system effectively to meet the communicative demands. In spontaneous communication, learners have little time to reflect on the language they produce. However, if they are given time to prepare what they have to say, there will be a focus on formal accuracy within a communicative context (Richards, 2006).

Accuracy can be divided into three parts: pronunciation, vocabulary, and grammar.

a. Pronunciation.

It refers to the manner in which something is articulated or uttered. It includes vowel and consonant sounds, stress, and intonation. Pronunciation, intonation, and stress are learned by way of imitation and repetition. Therefore, an English teacher should have a good standard of pronunciation so that the learner can imitate their teacher in the teaching and learning process. Baker and Westrup (2003) stated that pronunciation teaching not only makes students aware of different sounds and sound features, but also can improve their speaking immeasurably, such as concentrating on sounds and making students aware of using stress when speaking.

b. Vocabulary

Vocabulary is essential for speaking English. Students sometimes have trouble memorizing all the vocabulary they have learned because they lack practice and use. Thus, they

need to practice more to keep the words in mind. According to Harmer (1991), vocabulary impinges on all areas of language acquisition and is not just learning sets of words and meanings (p. 52). He also classifies vocabulary into three types:

- Active vocabulary: The words that are commonly used in speaking.
- Reserve vocabulary: The words we know but rarely use in ordinary speech. We use them in writing letters and in increasing synonyms.
- Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning. We never use them in speech or writing. We just know them because we have seen them before.

Baker and Westrup (2003) defines vocabulary as the content or function words of language that are learned so through that they become part of a child's understanding, spelling, and later reading and writing. It also means words that have been heard or seen even though not produced by the individual themselves to communicate with each other.

c. Grammar

Grammar is the systematic study of language, including its sounds (phonetics and phonology), words (lexicon), meaningful elements within words (morphology), arrangement of words into phrases, clauses, and sentences (syntax), accent and stress patterns (prosody), and the appropriate use of language in different contexts (pragmatics). Although people seldom analyze their language in a formal manner, unless prompted by language-conscious parents or educators, in the past, teachers aimed to enhance children's linguistic abilities not just in reading and writing, but also in speaking by instructing them to regulate their language and adhere to certain norms when using it. This type of language instruction is referred to as prescriptive grammar or prescriptivism (McCarthy, 1999). Children were expected to apply conscious rules of language

usage to the language they already spoke fluently, often by being instructed to modify their speech to avoid being perceived as uneducated or stigmatized.

2.3.2 Fluency

It is a multifaceted concept that pertains to the smoothness of speech and the ability to communicate ideas effectively. It encompasses the connections between sentences, patterns of word order, and the prosody of discourse. In language teaching, fluency refers to the learner's ability to produce written and spoken language with ease and to communicate ideas effectively without causing comprehension difficulties or a breakdown in communication.

One important aspect of fluency is the learner's ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar. Additionally, fluency involves the natural-sounding use of pauses, appropriate placement of pauses, and the use of interjections and interruptions. Richards (1998) describes fluency as the features that give speech a natural and normal quality, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.

According to Baker and Westrup (2003) in second and foreign language teaching, fluency describes a level of proficiency in communication when includes:

- The capability to produce written and spoken language easily.
- The capability to speak with a good but not necessarily command of intonation, vocabulary and grammar.
- The capability to communicate ideas effectively, and
- The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

In other words, Fluency is the learner's ability to communicate ideas effectively, conveying their intended message with clarity and coherence. This requires not only a good command of the language but also an understanding of how to organize ideas and present them in a way that makes sense to the listener.

Finally, fluency involves the ability to produce continuous speech without causing comprehension difficulties or communication breakdowns. This means that learners must be able to maintain a smooth and uninterrupted flow of speech, using appropriate pauses and intonation to signal changes in meaning or emphasis.

2.4. Methods and approaches

Various approaches and methodologies have been suggested by linguists and researchers to enhance the oral skills of EFL students. This section provides an overview of some of the commonly used teaching methods in speaking skill development, emphasizing key characteristics, and the roles of both the teacher and the students in an EFL classroom.

*Tabla 1.
Methods used to develop speaking skill*

| Method | Role of the teacher | Role of the student | Speaking main features |
|--------------------------|--|--|--|
| The Direct Method | The students learn words in the target language from the teacher. In addition, the | In the direct method, the student's place is that of an active learner. They actively experiment | It focuses on the student who imitates the language naturally and aims to teach the foreign language straight to the |

| | | |
|----------------------|-----------------------|-------------------------|
| teachers | with new | student without |
| disseminate | vocabulary and | translation. |
| knowledge about | expressions in the | Through |
| the target language, | target language. | exercises like role- |
| including its | Then, in the | playing, believable |
| culture and | classroom, they | demonstrations, and |
| speakers' history. | converse with their | conversations, learners |
| The student's | classmates and the | connect words with |
| partner is the | teacher in the target | their meaning. |
| teacher | language they have | This technique |
| | been practicing. | emphasizes the |
| | | development of oral |
| | | production. |

| | | | |
|---------------------|----------------------|----------------------|-----------------------|
| Audiolingual | The | The students | This language |
| Method | students learn | in the audio-lingual | learning approach |
| | words in the target | method play a | emphasizes oral |
| | language from the | passive part because | communication skills, |
| | teacher. The | they do not | using role-play and |
| | teachers | influence the | dialogues to acquire |
| | disseminate | learning process or | new language |
| | knowledge about | the content. The | structures. However, |
| | the target language, | pupils merely copy | learners may not |
| | including its | their teacher's | develop critical |

| | | |
|--|---|--|
| culture and speakers' history. The pupils' partner is the teacher. | behavior. Their only goal is to execute the teacher's instructions precisely and immediately. | thinking since they rely on imitating the teacher's pronunciation. To address this limitation, teachers can incorporate real-life situations to encourage independent thinking and creativity. |
|--|---|--|

| | | | |
|------------------------------------|--|--|---|
| Community Language Learning | In the CLL approach, this means that the kind of action that will be done in the language classroom is decided by the students themselves. In the same capacity as a counselor, the instructor serves as a supportive figure who | In the CLL approach, this means that the kind of action that will be done in the language classroom is decided by the instructor and fellow students—and gain knowledge by interacting with others in the group. Learning is seen as a collective endeavor rather than as an | • It uses humanistic methods to encourage students to use their knowledge of the target language to communicate their emotions and ideas. Repetition is used in this technique to carry out the transformation. Community interaction helps students learn. |
|------------------------------------|--|--|---|

| | | |
|-------------------|--------------|-------------------------|
| communication and | individual | Students |
| group projects. | achievement. | concentrated on writing |
| | | conversations and |
| | | scripts. |
| | | Present-day |
| | | strategies and |
| | | techniques |

| | | | |
|----------------------|----------------------|------------------------|---------------------------|
| Communicative | With the | A method of | • It emphasizes |
| Language | students acting as | teaching and | communicative |
| Teaching | clients, the | learning languages | competencies and |
| | instructor serves as | that is focused on | grammar standards as |
| | a counselor. CLL | the learner is known | parts of communication |
| | methods are also | as communicative | skills. |
| | known as | language teaching | |
| | "humanistic | (CLT). When using | •Through |
| | methods" because | CLT, the learner | exercises like role- |
| | they treat language | shifts from a passive | playing and student- |
| | learners as whole | observer to an | student interaction, this |
| | people, considering | engaged participant | approach emphasizes |
| | their psychological | in various classroom | fluency and accuracy |
| | components, | activities that foster | while promoting |
| | including feelings | communicative | dialogue and |
| | and emotions. | competence. | |

interaction in the classroom.

| | | | |
|---|---|---|--|
| CLIL: | Students | Teachers in | This approach |
| Content and Language Integrated Learning | should participate actively in setting the objectives for the content, language, and learning skills in CLIL lessons. Their activities should be focused on peer collaboration. Finally, they ought to interact with each other more than just the facilitatory instructor. | content-based language programs need to possess the knowledge, skills, and ideas to effectively deliver content in a second or foreign language. They may be language experts who incorporate content into their instruction or subject experts who teach in the target language. | emphasizes the learners' active role in creating and understanding knowledge to meet their learning needs. It also highlights the importance of contextualizing the curriculum to facilitate learners' comprehension. Textbooks are used to develop students' knowledge, aiming to foster independent and autonomous learners. |

Source: own elaboration

2.4. Concept of suggestopedia

Suggestopedia is a learning method developed by Georgi Lazanov in the 1970s that aims to activate students' mental potential to learn, accelerate the learning process, and promote interest in exploration methods. The Suggestopedia method uses a combination of desuggestion and suggestion to lower the affective filter, which is the mental block that can prevent learners from acquiring new knowledge and skills because of anxiety and/or fear. While Desuggestion is the process of removing negative beliefs or attitudes that might interfere with learning, such as fear or anxiety, suggestion involves creating a positive, relaxed state of mind that enhances the learners' ability to absorb new information. By using both desuggestion and suggestion, Suggestopedia aims to motivate learners to use their full mental potential to accelerate the learning process and achieve, what the author called super learning by teaching students to understand and use the target language for communication.

By using suggestion, the teacher can help students to be more receptive to new information and to retain it more effectively. Lazanov claimed that the Suggestopedia method could accelerate memorization by 25 times faster than conventional methods. This is achieved by creating a relaxed state of mind that maximizes retention, as most learners only use 5-10% of their mental capacity. In addition to promoting faster learning, Suggestopedia aims to promote interest in exploration methods and to teach students to use their mental potential to its fullest extent. In so doing, it could involve creating a comfortable learning environment or using soothing music to help students relax to enhance the learners' ability to absorb new information. Since, Suggestopedia focuses on the relationship between mental potential and learning efficiency makes it appropriate for teaching speaking to young language learners.

2.4.1. Important traits of the Suggestopedia Method:

According to Lazanov (1978) Suggestopedia's first and most significant benefit is that it promotes the acquisition process at least six times faster than other approaches. In other words, learners can learn significantly more quickly and deeply. In order for the effective implementation of suggestopedia in English teaching to be possible, it is required that the class, planning, and teaching process fulfill certain characteristics.

Comfortable Environment: The classroom setting in this teaching method is intentionally designed to be different from traditional classrooms. The chairs are arranged in a semicircle facing the board to create a more relaxed environment and to encourage students to pay closer attention.

- **Music:** One of the unique aspects of this teaching method is the use of classical music during the learning process. This is proved to enhance the intake and retention of new knowledge by helping students achieve a state of relaxed concentration. When learners feel relaxed in class their learning potential will be enhanced because classical music can increase alpha brain waves and decrease blood pressure and heart rate. The music should be selected related to the students' skill level and the type of activity being undertaken (Kharismawati & Susanto, 2014).
- **Peripheral Learning:** Students in this method learn not only from direct instruction but also from indirect instruction. The presence of posters and decorations featuring the target language and grammatical information in the learning environment helps students learn indirectly. By seeing these materials every day, students can make simple oral productions and learn many things without getting bored. The aim is to make the learning experience engaging and enjoyable while increasing learning potential.

- **Minimal Homework:** Homework is limited in this teaching method to avoid student saturation. Instead of assigning many tasks to do at home, students are encouraged to review the materials given in class by reading them once before sleeping at night and once in the morning before getting up.
- **Creative Integration:** The learning experience is made more engaging and enjoyable for students by integrating music, drama, and art as much as possible. This creative integration helps to give students meaningful choices in the classroom allowing them to learn in a more fun and interactive way.
- **Error Correction in Suggestopedia: Encouraging Content Over Structure.** In the process of teaching speaking, students are encouraged to make mistakes as the focus is on the content rather than the structure. While grammar and vocabulary are presented and given attention by the teacher, they are not overemphasized. The teacher indirectly corrects student errors by providing instructions and allowing students to self-correct.

When applied this method properly, some studies suggest that Suggestopedia can be an effective method for enhancing oral production in language learners. A study conducted in Indonesia aimed to improve students' vocabulary using the Suggestopedia. The participants involved sixteen eleventh-grade who were exposed to instrumental music, stories, and dialogue. The results showed that the post-test mean score (85.94) was higher than the pre-test average (45.31), indicating that the Suggestopedia method was effective in improving vocabulary (Felix & Lawson, 1994). Similarly, a study conducted in Jordan aimed to investigate the impact of Suggestopedia method on fourth-grade students' English speaking skills and their attitudes towards its implementation in teaching and learning. The sample consisted of 40 students,

divided into a control and an experimental group of 20 students each. The results showed statistically significant differences in favor of the experimental group who were taught using Suggestopedia method, with positive attitudes towards its implementation in teaching and learning English speaking. Based on the findings, the researchers recommend the incorporation of this method in teaching fourth-grade students in Jordan (Majali et al., 2020).

2.5. Stages of a suggestopedia lesson.

Trained teachers have continuously improved the stages of the suggestopedia lesson by incorporating innovative methods like music and painting. Initially, the lesson was divided into three sections - decoding, concert session or memory, and elaboration. However, with several attempts, it was later transformed into four stages, aiming to offer a comprehensive and productive learning experience.

During the Introduction stage, the teacher adopts a playful approach rather than a directive approach that focuses on analyzing the text's lexicon and grammar, enhancing the students' engagement and enjoyment.

The Concert Session stage comprises active and passive memorization sessions. In the active session, the teacher reads the text while playing music with specific intonations. The students read along with the teacher during pauses while listening to the music. In contrast, the passive session involves a peaceful atmosphere to aid in memorization.

During the Elaboration stage, the teacher acts as a consultant while the students engage in singing, playing games and listening to classical music. This stage enhances their creativity, critical thinking, and deepens their understanding of the material.

In the final stage, Production, the students communicate naturally without interruption or correction in the target language, reducing anxiety and encouraging them to practice and improve their language skills confidently.

In summary, the suggestopedia lesson consists of four stages, each with a specific objective to provide students with an immersive, engaging, and effective learning experience. The use of innovative techniques like music and painting by the teacher makes the learning process enjoyable and productive.

Roles of suggestopedia

In Suggestopedia, the teacher-student relationship is intended to be similar to that of a parent and child. The approach incorporates role-playing, games, songs, and physical exercises as part of the learning process. Ensuring the students' environment is conducive to learning is one of the teacher's primary responsibilities. In order to avoid discouraging students, he or she should only correct them very gently. It provides a comfortable and peaceful learning. Teachers will choose particular songs to create a relaxed atmosphere that sparks students' imaginations. Because it aims to develop states of consciousness, focus, and rhythmic breathing, it is related to yoga techniques. It establishes some elements of the learning process, including lexical translation and vocabulary memorization.

Oral production activities.

The following table will present some techniques used to handle oral production activities.

Tabla 2.
Oral production activities aligned with suggestopedia principles

| Strategies | Description |
|-----------------------|--|
| Imitation | In general, "imitating" involves duplicating gestures or verbalizations. So, exactly, the goal of this strategy is to mimic what a native speaker says. It teaches the students to hear the syllables and rhythms of English and prepares you to imitate those sounds. By using your ears, you can train your mouth. |
| Use of music | Listening to and then analyzing song lyrics is the most straightforward approach to learning English through music. There are songs with a lot of repetitive rhythms and rhyming phrases. Students will find it simpler to pick up new words and begin singing along. |
| Questions and answers | Questions inevitably lead to dialogue since every question requires an answer. Therefore, the volume of questions asked must be considered concerning general time limitations to limit teacher talking time to a minimum while maximizing learner contributions. |
| Roleplay | Role-playing activities in the classroom bring variety, a change of pace, and chances for plenty of language production while providing a lot of fun. Instead of being an individual event, it can be a crucial class component. |
| Games | Playing games is a great way to practice your English and may motivate language learning. Children who are shy or afraid of errors may also benefit from playing games. They may get to converse in English in a fun and secure environment. |

Story telling

Storytelling makes language learning engaging and produces an immersive experience that enables Young Learners to take pleasure in speaking the language in a dynamic, occasionally stylistic, and enjoyable manner. In addition, by taking part, participants can develop an understanding of rhythm and structure.

Adapted from teaching English from British council

2.6. Legal framework

The legal framework surrounding the implementation of Suggestopedia activities in a 7th-grade classroom in Ecuador encompasses various educational policies and guidelines that promote innovative teaching methodologies. Suggestopedia, developed by Dr. Georgi Lozanov, is recognized for its potential to enhance language acquisition through a relaxed and engaging learning environment. In Ecuador, the Ministry of Education emphasizes the importance of diverse pedagogical approaches that cater to different learning styles, aligning with UNESCO's endorsement of Suggestopedia as a superior teaching method. This framework supports the integration of activities that utilize music, art, and group dynamics, fostering emotional and social development among students. Additionally, the legal guidelines advocate for the creation of supportive classroom environments where teachers can effectively implement Suggestopedia techniques, thereby enhancing student motivation and engagement in learning English as a foreign language.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

The study group of this research were 7th grade students and the English teachers at San Antonio de Padua Educational Unit. San Antonio de Padua is a private, mixed gender and religious school, which is located in Tulcán city, Carchi province in Ecuador. This school has a total of 325 students from second to seventh level of general basic education. The target population for this study comprises students aged 11 to 13 years old in the 7th grade, which is the final year of primary school, where they are expected to achieve an A2 proficiency level in a foreign language, as outlined by the National Curriculum and aligned with the Common European Framework of Reference for Languages (CEFR). The school employs six English teachers each one responsible for different grades, allowing for specialization in language instruction and enabling more personalized attention to students.

*Figura 1.
Location of San Antonio de Padua School.*



Source: Taken from google maps

3.2. Research Approach/ Type of Research

This investigation employed a mixed approach combining quantitative and qualitative research elements. According to (Cresswell, 2011), mixed methods research concentrates on collecting, analyzing, and combining both quantitative and qualitative data, offering a better understanding of research topics. This research was classified as experimental in nature, as it seeks to investigate a theoretical framework through the manipulation of independent variables and the observation of their effects on dependent variables. Specifically, the independent variable in this study was the implementation of suggestopedia activities, while the dependent variable was the improvement of oral production skills.

On the other hand, this research is classified as field research because the handbook containing suggestopedia activities aimed at enhancing oral production was implemented in actual classroom settings. The primary purpose of this approach is to establish a cause-and-effect relationship that tests the hypothesis by generating authentic data in a real-world environment. By conducting the study in a natural classroom context. This setting enables to observe and document the immediate effects of the suggestopedia techniques on students' speaking abilities, providing insights that are both practical and relevant to educators. Additionally, the field research design facilitates direct engagement with participants, allowing for adjustments and refinements to the activities based on real-time feedback, thus enhancing the overall effectiveness of the intervention.

3.3. Research Techniques and Instruments

The techniques used in this research were semi-structured interviews, surveys, and pre-test/post-test.

- The Semi-structured interview was applied to the English teachers at San Antonio de Padua School, this interview had 8 open-ended questions, the main aim was to diagnose the teacher perspective about suggestopedia method in speaking activities, in this way allowed participants to feel comfortable when answering this instrument, and covering the variables of the research, furthermore, it explores thoughts, experiences, and beliefs, creating a relaxed atmosphere to get real information. (Muthusamy & Fataneh, 2006)
- The quantitative data was collected through a guided survey (questionnaire) to the 7th level students of both parallels, this survey had 9 closed ended questions, with the propose to know the students' perspectives about the speaking activities previously applied in the classroom and the ones they fell comfortable working with, in that way to have the information to create the handbook of suggestopedia activities to enhance English oral production.
- The Pre-test and Post-does not achieve the required learning test applied to students were adapted from Cambridge Assessment which was a MOCK examination for A2 level according to CEFR, for this research just the oral evaluation was taken due to speaking is the skill to enhance. This test had 3 sections. Pre-test pretended to have a baseline of the student attitude, knowledge and behavior toward speaking skill of students. On the other hand, the Post- test pretended to measure the impact of suggestopedia activities to enhance English oral production.

3.4. Participants

The population for this research consisted of students in the 7th grade of general basic education at the institution, which is organized into two parallel classes. Specifically, there are a total of 51 students enrolled in the 7th grade, distributed evenly across these two parallel sections. The students have an average grade ranging from 11 to 13, and their English proficiency level is classified as A2 according to the Common European Framework of Reference for Languages (CEFR).

Tabla 3. Number of participants

| | Parallel A | Parallel B |
|--|--------------------------------------|-------------------|
| Number of girls | 16 | 19 |
| Number of boys | 9 | 7 |
| Number of students by parallel | 25 Students | 26 Students |
| Total number of 7th grade students | 51 students in 7 th level | |

Source: Own elaboration

3.5. Data analysis and procedure

The Research Procedure started with the Pre-test Administration with the goal to get information to establish a baseline for students' speaking skills. This test had 3 sections, the first was about personal information questions, the second one about information questions and the last section require student to give opinions in specific topics in a basic level. The parameters evaluated in the rubric were fluency, pronunciation, grammar, and vocabulary. The next instrument applied for student was the Survey which gather students' perspectives on their

speaking skills experiences and learning preferences (Don A, Jolene D, & Leah, 2014) .The survey was applied with the objective to have enough information about the activities student already did in the classroom and the suggestopedia activities they would like to incorporate in the classroom.

The survey results proved invaluable in designing a handbook tailored specifically for 7th-grade students, featuring the most effective suggestopedia activities aimed at enhancing oral production. This handbook compiles a variety of engaging activities that align with the principles of suggestopedia, which emphasize relaxation and the creation of positive learning environments—key factors that facilitate language acquisition. From the two parallels of 7th level parallel A was the control group and suggestopedia activities were not applied in its regular practice, while parallel B was the experimental group the suggestopedia activities proposed in the handbook were applied, incorporating role plays, dialogues, and interactive games. These activities fostered a stress-free setting that encouraged students to practice speaking confidently and effectively.

The Semi-Structured interviews was applied to the 7th level Teachers in San Antonio de Padua School aimed to understand teachers' perspectives on the importance of speaking skills and effective teaching strategies. Also the strategies they currently use to enhance oral production. A semi-structured interview focuses on asking questions that cover the two variables which are suggestopedia activities and speaking skill. Getting mainly a general view of the techniques and approaches used to develop oral production, indicating how frequently suggestopedia was used in lesson planning for improving this skill. And to understand teachers'

perspectives the reality of learners and their challenges during oral production activities to determine the language methods used to improve oral production.

The post-test was administered to both experimental and control groups to assess the effectiveness of the oral production activities implemented during the study. To ensure consistency, the same standardized oral test used in the pre-test was employed to evaluate any changes in students' speaking abilities. The results from both the pre-test and post-test were analyzed quantitatively, providing a clear measure of improvement in oral production skills. In addition to this quantitative analysis, qualitative data collected from student surveys and teacher interviews offered valuable insights into participants' experiences and satisfaction with the handbook activities. This comprehensive approach allowed for a richer understanding of how the suggestopedia-based activities impacted students' confidence and engagement in speaking.

3.6. Bioethical considerations

The present research investigation emphasizes the importance of integrating various authors' perspectives, theories, and thoughts to enhance the study's credibility and global relevance. This approach not only respects intellectual property rights but also adheres to legal obligations concerning ownership and confidentiality. In this context, 7th-grade students and teachers at San Antonio de Padua School signed informed consent forms, ensuring they understood the study's purpose and procedures. To protect participants' identities, data confidentiality was maintained through anonymization and secure storage practices. The design of engaging activities minimized potential harm and stress, while prior approval from an ethics review board was sought to ensure ethical compliance.

Cultural sensitivity played a vital role in this research, as engaging with local stakeholders helped ensure that the investigation respected community values. Transparency regarding study outcomes and sharing results with participants fostered trust and acknowledged their contributions. Furthermore, the research adhered to the APA 7th edition standards, which are recognized as current guidelines for conducting research effectively. This comprehensive approach underscores the commitment to ethical research practices while valuing the contributions of all involved parties.

CHAPTER IV

FINDINGS OF THE STUDY

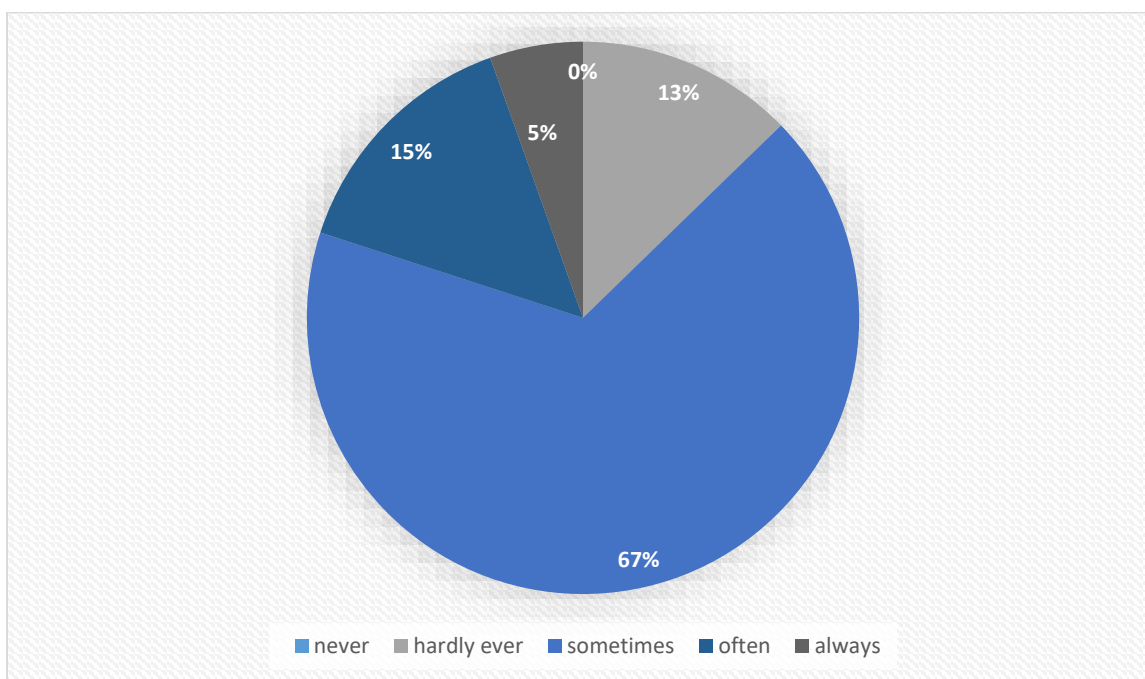
This research emphasizes the integration of both qualitative and quantitative approaches, employing three distinct data collection instruments to gather comprehensive insights. The study was conducted at San Antonio de Padua, involving participants who were 7th-grade students along with four English teachers. To uphold ethical standards, the identities of all participants have been anonymized, ensuring their privacy and confidentiality. The principal of the high school granted the permissions for implementing the data collection instruments, which were utilized solely for academic purposes. This collaboration underscores the commitment to ethical research practices and the importance of institutional support in educational studies.

The study group used three data collection instruments: a semi-structured interview with teachers that included questions about the problem and the theoretical framework; a survey of students to find out what the main challenges are for students when they have to perform oral production tasks; the methods and strategies of EFL teaching that the teachers used to help students develop these skills; the activities that were previously used to develop oral production; and an analysis of the use of the suggestopedia method practice. To determine the students' oral production level, a pre-test on oral production based on the A2 Level criteria and rubric is also administered. Additionally, student took an oral production pre-test according to A2 Level parameters and rubric to diagnose the students' oral production level. This assessment utilized a structured rubric that measured various aspects of oral performance, including fluency, accuracy, and complexity. The pre-test served as a diagnostic tool to establish baseline proficiency levels among students before any instructional interventions were implemented.

After gathering all the data, it was essential to present the findings and conduct a comprehensive analysis. In order to obtain reliable and significant results, the instruments were also linked together in order to triangulate the data. The collected results are so outlined, explained, and examined below.

4.1. STUDENT’S SURVEY RESULTS

Figura 2.
Speaking activities during English Classes

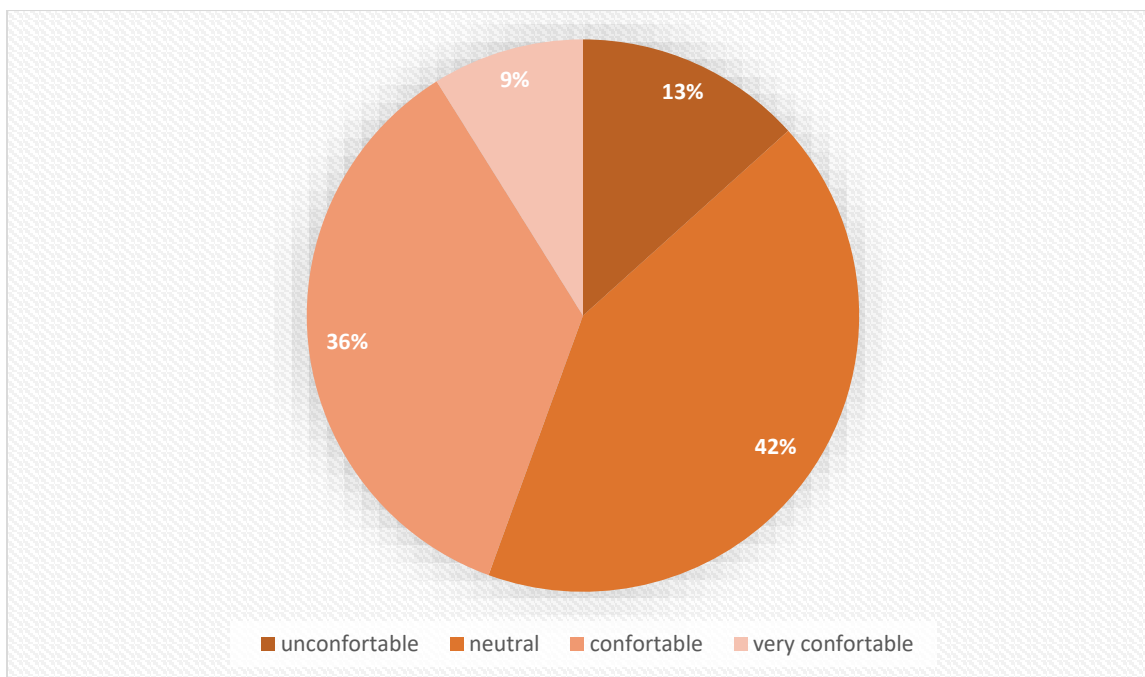


Note: own elaboration – Survey 2024

The data on speaking activities during English class reveals interesting insights into student engagement. A significant 67% of students reported participating in speaking activities "sometimes," indicating that while these activities are a regular part of the curriculum, they may not be consistently emphasized. Meanwhile, 15% of students engage in speaking activities "often," suggesting that a smaller yet notable portion of the class experiences frequent opportunities for verbal practice. Only 13% of students indicated they "hardly ever" participate,

which points to some room for improvement in ensuring all students are involved. Remarkably, just 5% of students reported engaging "always," highlighting that even among those who do participate, there is a lack of regularity in speaking activities. Notably, no students claimed they "never" engage in these activities, suggesting that speaking is at least somewhat integrated into the classroom experience.

Figura 3.
Comfort level on performing speaking activities

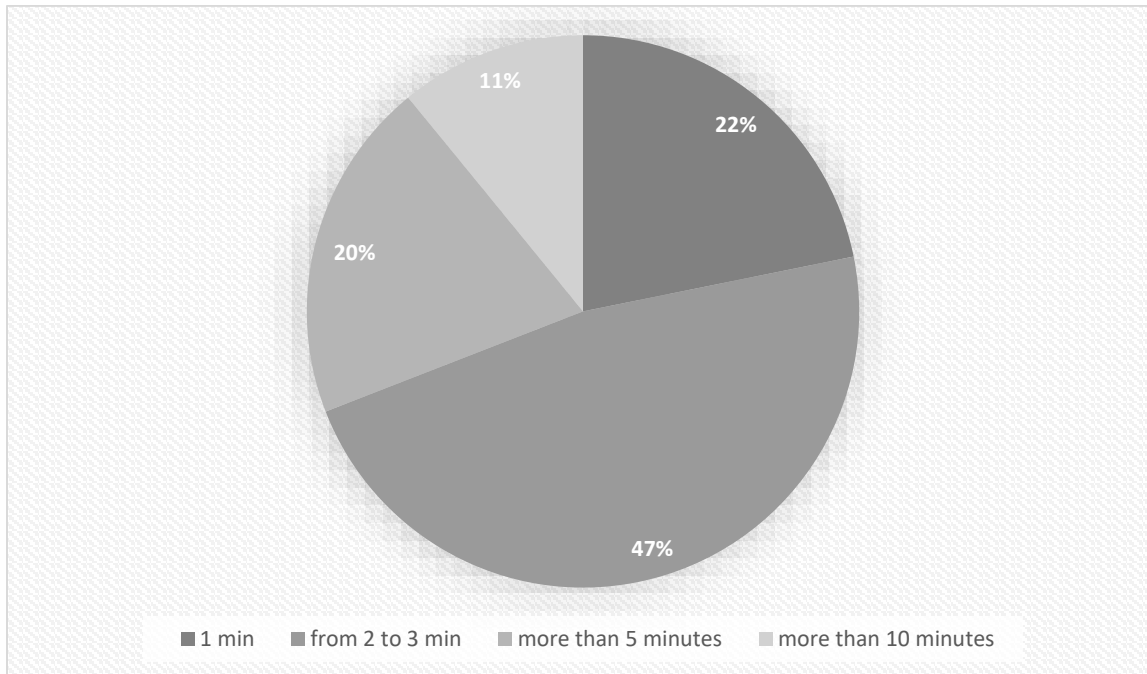


Note: own elaboration – Survey 2024

The pie chart representing comfort levels in performing speaking activities reveals a diverse range of feelings among participants. A significant portion, 42%, reported feeling neutral, indicating a balanced perspective on their speaking abilities. Meanwhile, 36% of respondents expressed comfort, suggesting that a majority feel at ease with speaking tasks. However, there is a notable minority 13% who indicated discomfort, and 9% who feel very comfortable. This distribution highlights that while many individuals have a positive or neutral

stance towards speaking activities, there remains a small but important segment that struggles with discomfort. Addressing the concerns of the uncomfortable group could enhance overall confidence and participation in speaking engagements.

Figura 4.
Class time for speaking activities

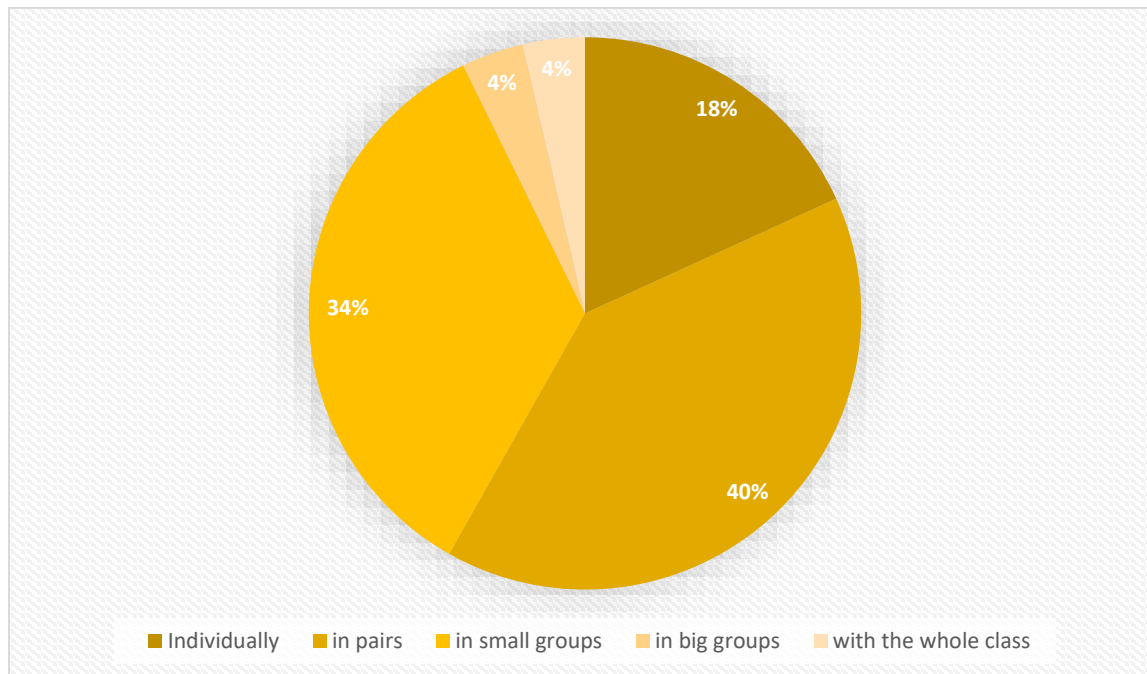


Note: own elaboration – Survey 2024

The provided data on speaking activities reveals a diverse distribution of time spent on these tasks. A significant portion, 47%, falls within the 2 to 3 minutes' range, indicating that most speaking activities are concise and likely focused. Following this, 22% of the activities are completed in just 1 minute, suggesting a preference for brief interactions or presentations. Meanwhile, 20% of the activities exceed 5 minutes, reflecting instances where deeper engagement or elaboration is necessary. Lastly, 11% of the speaking activities extend beyond 10 minutes, highlighting a smaller segment dedicated to more extensive discussions or

presentations. This variety not only caters to different learning needs but also enhances overall language proficiency among students. This analysis underscores a trend towards shorter speaking durations, with only a minority engaging in longer formats.

*Figura 5.
Students' working preferences*

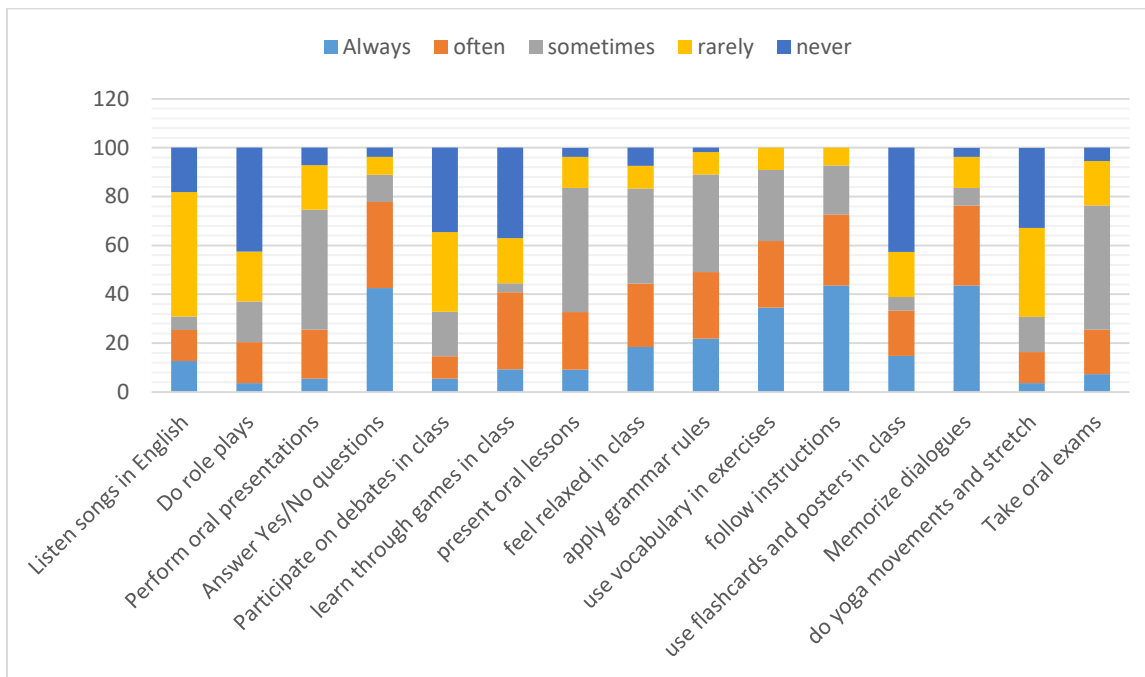


Note: own elaboration – Survey 2024

The data on working preferences reveals distinct trends in how individuals prefer to collaborate. A significant 40% of students' favor working in pairs, indicating a strong inclination towards one-on-one interaction, which often fosters deeper engagement and personalized feedback. Following this, 34% prefer small group settings, suggesting that many value collaborative efforts while still maintaining a manageable group size for effective communication. In contrast, only 18% of participants are comfortable working individually, highlighting a lesser preference for solitary work. Additionally, a mere 4% of respondents expressed a preference for working in larger groups or with the whole class, indicating that such

formats may be less appealing due to potential challenges in coordination and participation. Overall, the data suggests that most individuals thrive in more intimate collaborative environments, emphasizing the importance of fostering pair and small group activities in educational or professional settings.

Figura 6.
Frequency of different activities in class



Note: own elaboration – Survey 2024

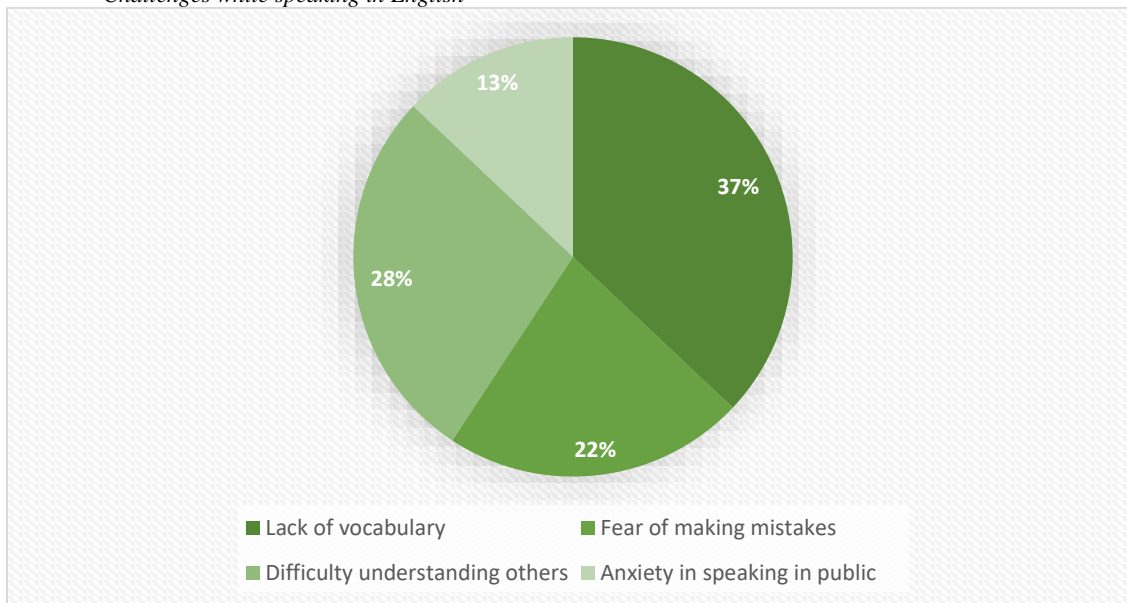
The analysis of classroom activity preferences reveals varied engagement levels among students. Activities such as answering Yes/No questions (77.8% engage often or always) and applying grammar rules (49.1% often or always) are well-received, indicating effective teaching methods. In contrast, role plays and debates show low participation, with 42.6% and 34.5% of students never engaging, respectively, suggesting a need for more interactive approaches. Additionally, while oral presentations are performed by nearly half of the respondents sometimes (49.1%), only a small percentage do so frequently, highlighting potential anxiety. Overall, the

findings suggest that integrating more diverse and enjoyable activities could enhance student participation and learning outcomes in the classroom.

INTERPRETATION

The most commonly practiced activity is "Take oral exams." This suggests that oral assessments are a key part of the curriculum and are regularly implemented. The least common activity is "Present oral lessons." This may indicate that students are less frequently required to give structured oral presentations, possibly due to a lack of confidence, preparation time, or curriculum focus. The results highlight a need for more structured opportunities for oral communication. The fact that oral exams are common suggests that students are assessed on speaking skills but may lack sufficient practice in more interactive and confidence-building tasks like oral presentations. To enhance speaking proficiency at the A2 level, it is important to incorporate more frequent role plays, discussions, and oral presentations to ensure a balanced development of pronunciation, vocabulary, and interactive communication skills.

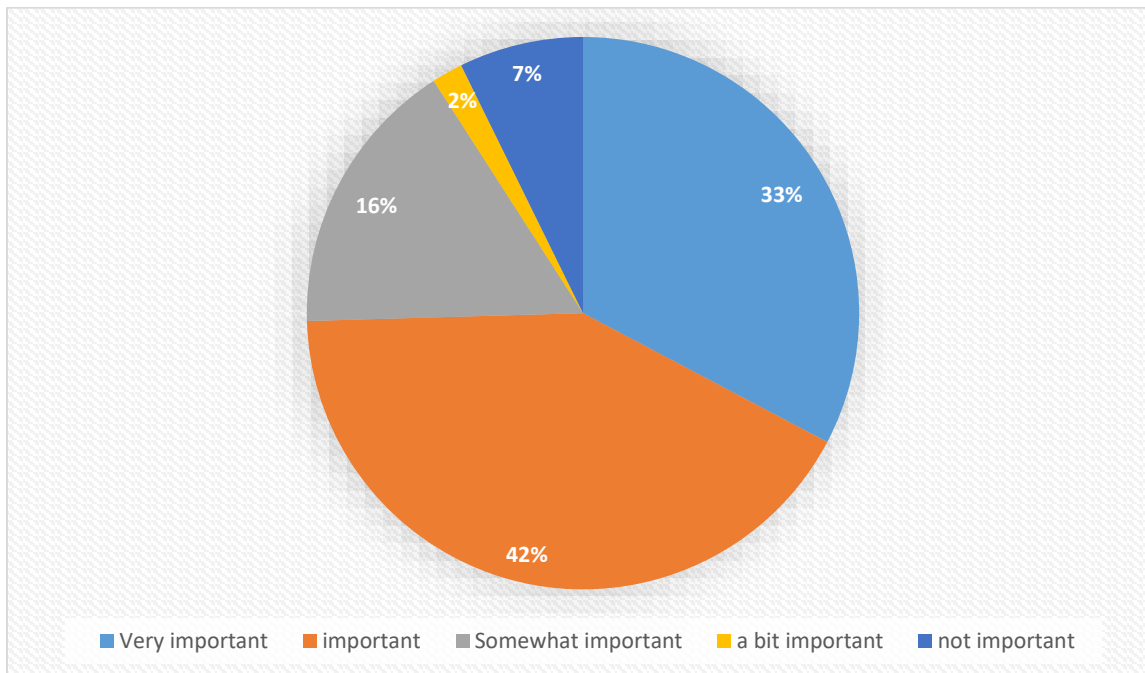
*Figura 7.
Challenges while speaking in English*



Note: own elaboration – Survey 2024

The provided data highlights the various challenges individuals face while speaking English, represented in a pie chart format. The largest segment, accounting for 37%, indicates that a lack of vocabulary is the most significant barrier, suggesting that many learners struggle to express their thoughts due to insufficient word knowledge. Following this, 28% of respondents reported difficulty understanding others, which points to challenges in listening comprehension and processing spoken language. The fear of making mistakes was cited by 22% of participants, reflecting a common psychological barrier that can hinder language practice and confidence. Lastly, 13% of individuals expressed anxiety about speaking in public, indicating that performance pressure can significantly impact their willingness to engage in conversations. Overall, this analysis underscores the multifaceted nature of challenges faced by English learners and highlights areas where targeted support and resources could be beneficial.

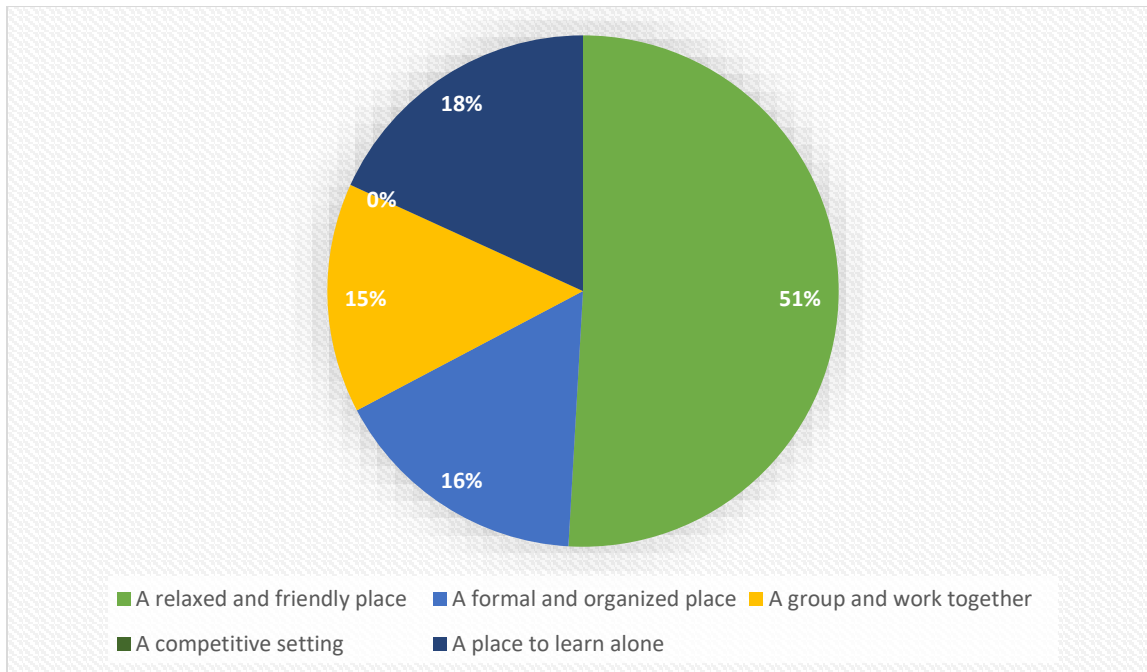
*Figura 8.
Music Incorporation Importance*



Note: own elaboration – Survey 2024

The data on the importance of incorporating music into English classes reveals a strong preference for its integration among educators and students. According to the survey, a significant 42% of respondents consider music to be "important," while an even larger segment, 33%, views it as "very important." This indicates that a combined total of 75% of participants recognize the value of music in enhancing the learning experience. Conversely, only 7% deem it "not important," and a mere 2% consider it "a bit important," suggesting minimal opposition to its inclusion. Additionally, 16% of respondents feel that music is "somewhat important," reflecting a moderate level of support. Overall, the data underscores a strong consensus on the beneficial role that music can play in English education, highlighting its potential to engage students and enrich their learning environment.

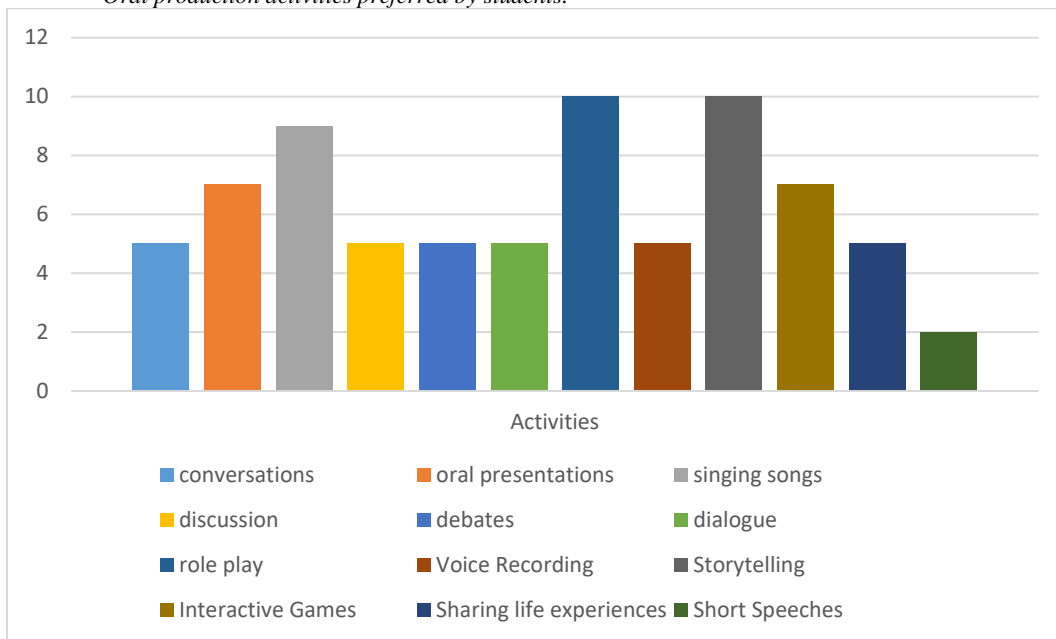
Figura 9.
Students' ideal environment to speak in English.



Note: own elaboration – Survey 2024

The data on preferences for a comfortable environment in English classes reveals interesting insights into students' ideal learning atmospheres. A significant 51% of respondents indicated that they prefer a "relaxed and friendly place," highlighting the importance of a supportive and informal setting for effective learning. This preference suggests that students feel more at ease and are likely to engage more actively in such environments. Following this, 18% of participants view the classroom as "a place to learn alone," indicating a desire for individual study time, which may cater to those who thrive in self-directed learning scenarios. Additionally, 16% prefer a "formal and organized place," reflecting the needs of students who appreciate structure and discipline in their learning process. Finally, 15% expressed a preference for "group work and collaboration," emphasizing the value of teamwork and peer interaction in language acquisition. Overall, these insights underscore the diverse needs of students in English classes, suggesting that a balanced approach accommodating various preferences could enhance their learning experiences.

*Figura 10.
Oral production activities preferred by students.*

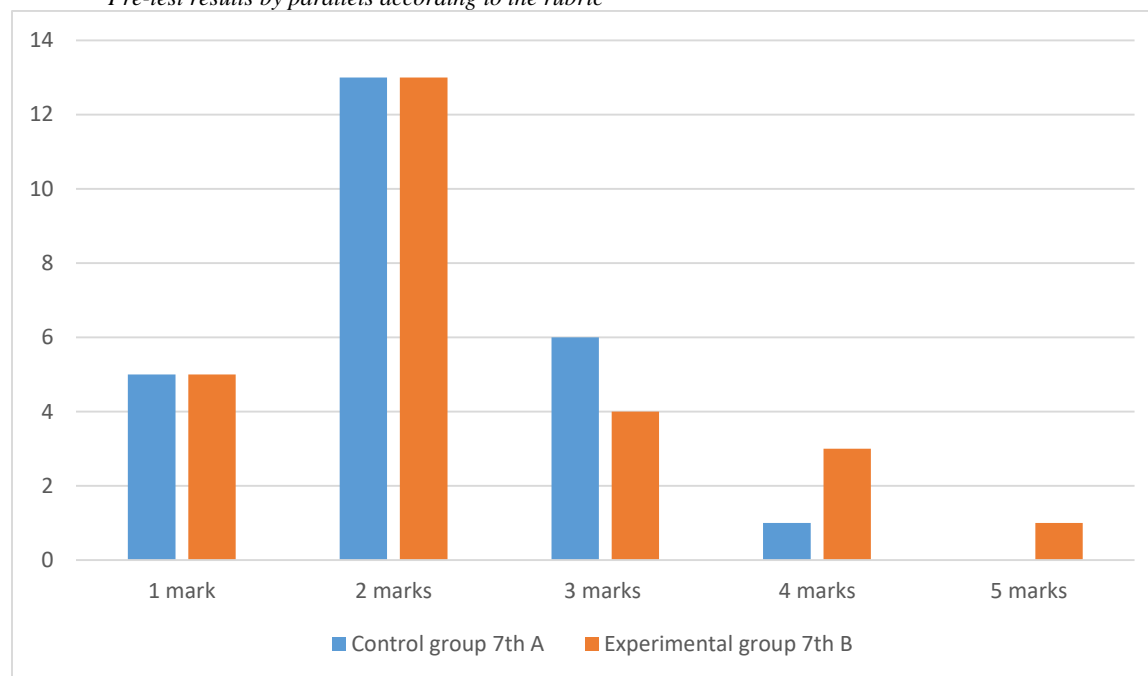


Note: own elaboration – Survey 2024

The analysis of the provided dataset reveals insights into various activities and their participation levels. Among the activities listed, Role Play and Storytelling stand out as the most engaging, each attracting a participation count of 10. This suggests that these interactive formats effectively capture interest and encourage involvement. In contrast, Short Speeches received the lowest engagement with only 2 participants, indicating a potential need for reevaluation or modification to enhance its appeal. Other activities like Singing Songs (9) and Oral Presentations (7) show moderate engagement, highlighting their popularity but suggesting room for improvement compared to the top performers. Overall, this analysis emphasizes the importance of focusing on interactive and narrative-driven activities to foster greater participation in future programs.

PRE-TEST RESULTS

Figura 11.
Pre-test results by parallels according to the rubric



Note: own elaboration – Pre-test A2 level 2024

The analysis of the scoring rubric reveals a concerning distribution of scores across the performance levels, with the majority of submissions receiving low marks. Specifically, 26 instances received 2 Marks, indicating that many evaluations did not meet the expected criteria for higher performance, while 10 submissions earned only 1 Mark, reflecting poor performance. A moderate number of 10 instances achieved 3 Marks, suggesting that these submissions met basic expectations but did not excel. In contrast, very few submissions reached higher scores, with only 4 instances receiving 4 Marks and just 1 submission achieving the maximum of 5 Marks, highlighting a significant lack of excellence overall.

INTERPRETATION

The Ministry of Education in Ecuador mandates that 7th grade students achieve an A2 level in English, as defined by the Common European Framework of Reference for Languages (CEFR). Specifically, this level emphasizes the development of speaking skills, which encompass basic interactions on familiar topics. These topics include personal information, shopping, ordering food in a restaurant, and asking and answering simple questions. At the A2 level, students are expected to engage in straightforward conversations, demonstrating their ability to communicate effectively in everyday situations. In order to pass a subject student are evaluated in the following scale:

- From 9 and 10 marks master the required learning
- From 7 to 8,99 marks achieves the required learning
- From 4,01 to 6,99 marks near to achieve the required learning

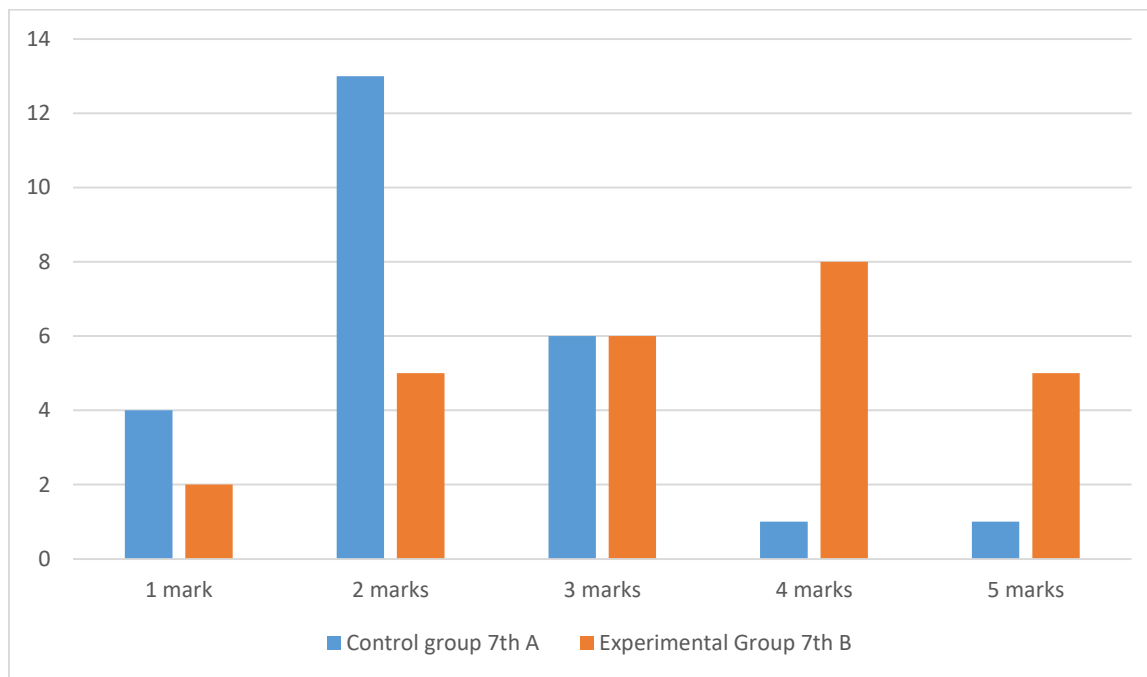
- From 0 to 4,00 marks does not achieve the required learning

The rubric used to evaluate student pre-test was taken from (Cambridge Assessment English, 2019) which aims to evaluate a speaking interaction with different parameters such as: Grammar and Vocabulary, Pronunciation and Interactive Communication. With the following scale:

- With 1 mark reflects very weak control of grammar, with speech consisting mainly of isolated words and phrases. Pronunciation is poor, often making communication difficult. The speaker struggles significantly to maintain simple conversations and requires frequent prompting and assistance.
- With 2 marks is an intermediate level between scores 1 and 3. The speaker has limited grammatical accuracy and vocabulary range. Their pronunciation is weaker, making speech less clear. They find it difficult to sustain conversations without support.
- With 3 marks means the speaker has sufficient control of simple grammatical structures and uses appropriate vocabulary for everyday topics. While mostly intelligible, their pronunciation control is limited. They can maintain simple exchanges, though they may occasionally struggle and need prompting.
- With 4 marks represents an intermediate level between scores 3 and 5. The speaker shows moderate control of grammar and vocabulary, with some phonological accuracy. They can engage in simple exchanges but may require occasional support.
- With 5 marks indicates a good command of simple grammar and a varied vocabulary suitable for everyday situations. The speaker is mostly intelligible, demonstrating some control over pronunciation at both the word and sentence levels. They can maintain simple conversations with minimal prompting or support.

POST-TEST RESULTS

Figura 12.
Post-test results by parallels according to the rubric

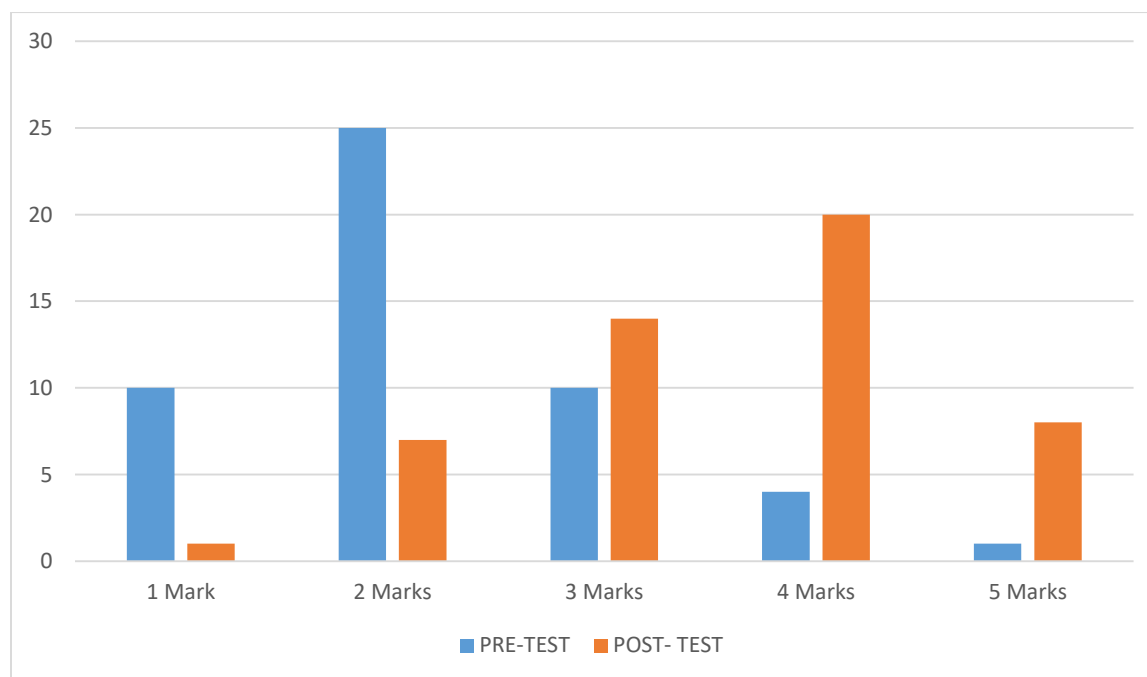


Note: own elaboration – Post-test A2 level 2024

The post-test results demonstrate a successful shift toward competency, with most students in the experimental group achieving functional or advanced proficiency. Increasing the number of students who got scores 4 and 5 demonstrates ability to have conversations with minimal support and are more efficient in conversation. The post-test performance analysis reveals a significant improvement in student language skills of the experimental group, with only one student (3%) scoring 1 mark, indicating very weak grammar control and pronunciation requiring frequent assistance; five students (15%) scoring 2 marks, demonstrating limited grammar and vocabulary with difficulties sustaining conversations without support; six students (18%) achieving 3 marks, showing sufficient control of simple grammar and vocabulary for everyday topics with limited but mostly intelligible pronunciation; a substantial 8 students (24%) obtaining 4 marks, displaying moderate control of grammar and vocabulary with some

phonological accuracy in simple exchanges; and five students (15%) reaching the maximum score of 5 marks, demonstrating good command of simple grammar and varied vocabulary suitable for everyday situations with mostly intelligible pronunciation and minimal need for prompting in conversations. Overall, 572% of students scored 3 marks or higher, suggesting the effectiveness of suggestopedia method to enhance oral production skills, particularly in fluency and vocabulary, while targeted interventions focusing on pronunciation, confidence-building activities, role playing, storytelling and interactive games. On the other hand, in the control group the overall percentages did not show a significance variation, in that way being a baseline to compare with in the demonstration of effectiveness of suggestopedia activities in oral production enhancement.

*Figura 13.
Pre-test and post-test results experimental group according to the rubric*



Note: own elaboration – Pre and Post-test comparison A2 level 2024

The statistical data from the pre-test and post-test results reveal a clear trend of improvement in students' performance after the use of Suggestopedia activities. In the pre-test, the majority of students were concentrated at lower levels, with 10 students scoring 1 mark and 25 students scoring 2 marks, indicating limited control of grammar, vocabulary, pronunciation, and interactive communication. However, in the post-test, these numbers dropped significantly to just 1 student at 1 mark and 7 students at 2 marks. Meanwhile, higher levels showed remarkable growth: students scoring 4 marks increased from 4 to 20, and those achieving the highest level (5 marks) rose from 1 to 8. Level 3 also experienced moderate improvement, increasing from 10 to 14 students. These statistics reflect a substantial shift from lower to higher performance levels, demonstrating the effectiveness of Suggestopedia in enhancing speaking skills across all evaluated criteria.

The analysis of the pre-test and post-test results demonstrates significant improvement in students' speaking skills after implementing Suggestopedia activities, as assessed by the evaluation rubric. The number of students achieving higher levels (4 and 5) increased notably, with Level 4 rising from 4 to 20 (+16) and Level 5 from 1 to 8 (+7). Conversely, lower levels (1 and 2) saw a sharp decline, with Level 1 dropping from 10 to 1 (-9) and Level 2 from 25 to 7 (-18), indicating a shift toward better performance. Moderate growth was observed at Level 3, increasing from 10 to 14 (+4). Improvements were evident across all rubric criteria: grammar and vocabulary progressed from limited control to a wider range of appropriate usage; pronunciation became more intelligible with better control of phonological features; and interactive communication improved, with students maintaining exchanges more effectively and requiring less prompting. These results highlight the effectiveness of the Suggestopedia activities

applied from Joyful learning handbook, enhancing speaking skills by providing an immersive and supportive learning environment.

4.2. TEACHERS' SEMI-STRUCTURED INTERVIEW RESULTS

QUESTION 1

1. How much class time do you spend developing oral skills in your students?

Teacher A: I usually dedicate 20 minutes of question time in all my classes through a Speaking wheel on the wordwall platform. Later on, in the process of developing vocabulary, grammar or everyday English activities, I try to make them participate constantly in groups or pairs, which would take another 20 minutes. This would be equivalent to 40 minutes for every 2 hours of class per day.

Teacher B: I typically dedicate 40-50% of class time to developing oral skills, adjusting this percentage based on specific lesson objectives and the needs of my students. This ensures that speaking practice is integrated into our learning goals effectively.

Teacher C: In my teaching schedule, I conduct 40-minute classes four times a week. I dedicate one of these classes specifically to developing oral skills, which allows for focused practice and interaction among students.

Teacher D: The amount of time spent on developing oral skills can vary, but typically, I allocate about 30-40% of class time to oral activities. This includes discussions, presentations, role-plays, and other speaking exercises. Balancing oral skills with reading, writing, and listening is crucial for a well-rounded language learning experience.

ANALYSIS

The teachers' answers reveal varied strategies. Teacher A allocates 40 minutes in a 2-hour class with structured activities, while Teacher B dedicates 40-50% of class time based on objectives. Teacher C focuses exclusively on oral skills in one of four weekly classes, and Teacher D balances oral activities with other skills, spending about 30-40% of class time on speaking. These approaches highlight the effectiveness of combining structured and flexible practices to enhance student engagement and proficiency in oral communication.

QUESTION 2

2. How are oral activities developed in your classes? Explain your answer

Teacher A: I seek to develop the oral activities in class through question rounds about the topic or video seen according to the topics covered in the book or through platforms such as bamboozle, wordwall, voki which are interactive platforms of competition and interaction games through the communicative act individually or in teams.

Teacher B: Oral activities in my classes are carefully designed to simulate real-life situations. I incorporate a variety of methods, including pair work and group discussions, which foster interaction and collaboration among students. This approach not only enhances their speaking abilities but also builds their confidence in using English.

Teacher C: I develop oral activities by incorporating interactive elements that encourage student participation. For instance, I often provide students with cards containing prompts for mini-dialogues to perform in pairs. Additionally, I use unscrambled questions that students ask each other in small groups, fostering communication and collaboration while making the learning process enjoyable.

Teacher D: Oral activities are developed through a structured approach that includes warm-up activities, guided practice, and independent speaking tasks. For example, a lesson might start with a brief discussion or icebreaker to get students comfortable with speaking. This is followed by guided practice where students work in pairs or small groups to practice specific language points.

ANALYSIS

The four teachers employ varied but complementary approaches to developing speaking activities. Teacher A uses technology to engage students, while Teacher B emphasizes real-life simulations through role-plays and discussions to build speaking skills and confidence. Teacher C incorporates interactive instructions and small group activities to practice communication in a fun way. Teacher D follows a structured methodology, moving from warm-ups to guided practice and independent tasks. Together, these strategies emphasize the importance of interaction, engagement and structure in improving learners' oral communication skills.

QUESTION 3

3. What activities do you use to enhance your students' speaking skills?

Teacher A: To improve my students' speaking skills, I incorporate activities such as interviews and short individual presentations. These exercises encourage students to articulate their thoughts clearly and concisely while engaging with the themes of their units.

Teacher B: I enhance my students' speaking skills through a variety of dynamic activities, including debates that foster critical thinking and articulate expression of ideas. Additionally, I conduct question-and-answer sessions to promote spontaneous conversation and ensure that the activities remain engaging and relevant to the students.

Teacher C: To develop my students' speaking skills, I utilize mini-dialogues and guided discussions. These activities provide opportunities for students to practice conversational abilities in a supportive environment, helping them build confidence in their speaking proficiency.

Teacher D: Effective activities for enhancing speaking skills include debates to cultivate critical thinking and persuasive speaking, as well as formal presentations to improve public speaking. Furthermore, discussion groups facilitate dialogue on current events, while collaborative activities promote information exchange among students.

ANALYSIS

The four teachers present a range of effective strategies for enhancing speaking skills. While each teacher emphasizes different methods—such as interviews, debates, and discussions—they all focus on creating engaging environments that foster confidence and articulation. Their approaches highlight the importance of interaction, critical thinking, and structured practice.

QUESTION 4

4. In your opinion, how significant is the role of a comfortable learning environment in enhancing students' oral production skills?

Teacher A: In my opinion, a comfortable learning environment for the improvement of students' oral production skills plays a fundamental role in the learning process since it would be the engine where the student's motivation increases and they feel free to participate and interact in the communicative act and language production.

Teacher B: A comfortable learning environment is absolutely essential for enhancing students' oral production skills. When students feel supported and safe, they are more likely to take risks with their language use, reducing anxiety and encouraging active participation. This positive atmosphere fosters greater confidence in their speaking abilities.

Teacher C: Creating a comfortable learning environment is crucial for enhancing students' oral production skills. When students feel at ease, they are more likely to express themselves confidently and take risks with the foreign language. A supportive atmosphere encourages participation and helps reduce anxiety associated with speaking.

Teacher D: It is extremely significant a comfortable learning environment. When students feel safe and supported, they are more likely to take risks and participate actively in speaking activities. A positive and encouraging atmosphere can reduce anxiety and build confidence, which are essential for effective oral communication.

ANALYSIS

The four teachers agree on the essential role of a comfortable learning environment in enhancing students' oral production skills. Teacher A views it as a catalyst for motivation and participation, while Teacher B emphasizes that a supportive atmosphere reduces anxiety and encourages risk-taking in language use. Teacher C notes that comfort fosters confident expression, and Teacher D highlights that a positive environment builds confidence and promotes active engagement. Together, their insights underscore that a safe and supportive classroom is crucial for encouraging student participation and improving oral proficiency.

QUESTION 5

5. Which English teaching methods do you feel comfortable using in the development of speaking skills?

Teacher A: I have found that communicative methods encourage interaction and spontaneity through, debates, simulations, that make the student enter into a process of learning and production of a new language in a real and practical environment and on the other hand there is the eclectic method that helps me to combine elements of different methods to adapt them to the needs of my students through dynamics and technology.

Teacher B: I am particularly comfortable using Communicative Language Teaching (CLT) and Task-Based Learning (TBL). These methods emphasize real communication and practical tasks that engage students actively, allowing them to practice speaking in meaningful contexts while developing fluency and accuracy.

Teacher C: I feel more comfortable using the Task-Based Language Approach. This method emphasizes engaging students in meaningful tasks that require communication, allowing them to practice their speaking skills in context and develop fluency through practical application.

Teacher D: I feel comfortable using a variety of methods, including Communicative Language Teaching (CLT), which emphasizes meaningful communication in real-life situations; Task-Based Language Teaching (TBLT), focusing on completing tasks that require authentic communication; Content and Language Integrated Learning (CLIL), which combines language learning with other subjects to encourage natural language use.

ANALYSIS

The four teachers highlight specific methods for developing speaking skills, emphasizing interaction and practical application. Teacher A prefers the communicative method and eclectic approach for spontaneity and adaptability. Teacher B focuses on CLT and TBL to enhance fluency through real communication. Teacher C advocates for the TBL, engaging students in meaningful tasks. Teacher D employs CLT, TBLT, CLIL. Together, these methods underscore the importance of engaging and context-driven strategies in enhancing students' speaking skills.

QUESTION 6

6. Have you heard of suggestopedia method? If you answer is yes, what do you know about it?

Teacher A: Yes, I've heard of this method. I am aware that its theorist is the Bulgarian physician and psychotherapist Georgi Lozano and it is based on the idea that learning can be optimized by reducing the learner's anxiety and tapping into subconscious mental resources.

Teacher B: Yes, I am familiar with the Suggestopedia method. This innovative approach utilizes elements such as music, relaxation techniques, and a positive classroom atmosphere to facilitate learning. By reducing stress and creating a conducive environment for absorption, suggestopedia aims to enhance retention and recall of language material.

Teacher C. I have heard the term suggestopedia, but I don't have detailed knowledge about it yet. From what I understand, it is an innovative teaching method that emphasizes creating a relaxed and positive atmosphere to enhance learning, often using music and relaxation techniques.

Teacher D. Yes, I have heard of the suggestopedia method. It aims to reduce stress and create a comfortable atmosphere, which can improve students' receptiveness to learning and their confidence in speaking.

ANALYSIS

All four teachers acknowledge familiarity with suggestopedia, emphasizing its focus on creating a relaxed and supportive atmosphere for learning. Teacher A highlights the importance of reducing anxiety and accessing subconscious resources to optimize learning. Teacher B notes that the method incorporates music and relaxation techniques to enhance retention and recall. Teacher C recognizes the significance of a positive environment, although admits to lacking detailed knowledge about the method. Teacher D emphasizes that a comfortable atmosphere can improve students' receptiveness and confidence. Collectively, their insights underscore the belief that a stress-free environment is crucial for effective language acquisition and enhances students' overall learning experience.

QUESTION 7

7. How do you perceive the role of relaxation techniques and music in improving students' confidence when speaking?

Teacher A: I think they are techniques that should be applied from the first day of class and in the first minutes of class to stimulate students' motivation so that they feel that the process of language production is not something stressful and frustrating but rather they can feel confident in participating in making mistakes and learning from them and that in the era in which we find ourselves, music plays an important role as a part of speaking.

Teacher B: Relaxation techniques and music play a crucial role in improving students' confidence when speaking. They help to reduce anxiety and create a positive mindset, allowing students to feel more at ease during speaking activities. By integrating these elements into lessons, I've observed that students are more willing to participate and express themselves freely.

Teacher C: I believe that relaxation techniques and music can play a significant role in helping students release tension and reduce stress. By incorporating these elements into lessons, students may feel more comfortable and confident when speaking English, leading to improved oral performance.

Teacher D: Relaxation techniques and music can play a significant role in improving students' confidence. Relaxation exercises help reduce anxiety and stress, making students more open to learning and speaking. Music can create a positive and calming atmosphere, which can enhance focus and motivation. When students feel relaxed and comfortable, they are more likely to participate actively and speak confidently.

ANALYSIS

The four teachers agree on the significant role of relaxation techniques and music in boosting students' confidence when speaking. Teacher A advocates to create a motivating environment where mistakes are part of learning. Teacher B emphasizes that they reduce anxiety and foster a positive mindset, encouraging participation. Teacher C notes that these elements help students release tension. Teacher D adds that relaxation exercises and music create a calming atmosphere that enhances focus and motivation.

QUESTION 8

8. What advice would you suggest to other teachers looking to enhance their speaking activities in the classroom?

Teacher A: The first advice would be that if we want to build a classroom environment in which students produce what they learn, which is the main objective of language learning. As teachers we have to create a motivating environment that changes the schemas in our students' minds. In addition to designing relevant activities for students that are continually adjusting to the real needs of their contexts.

Teacher B: To enhance speaking activities in the classroom, I recommend fostering a non-judgmental atmosphere where mistakes are seen as part of the learning process. Additionally, using engaging and relevant topics can spark interest and motivation among students. Finally, prioritizing meaningful interaction through collaborative tasks will encourage students to practice speaking more naturally and confidently.

Teacher C: My advice for other teachers is to continuously seek new and effective strategies for engaging students in speaking activities. It's important to explore diverse methods and resources that can help students develop their oral skills while keeping the learning experience fresh and enjoyable. Encouraging creativity and adaptability in lesson planning can lead to more successful outcomes for student engagement and confidence in speaking.

Teacher D: To foster effective speaking skills in the classroom, create a supportive environment that encourages students to speak freely, and incorporate a variety of engaging activities to maintain their motivation. Provide clear instructions to ensure understanding of objectives, and offer constructive feedback to facilitate improvement. Encourage peer interaction to promote collaborative learning, and incorporate real-life situations with authentic materials to make activities more relevant.

ANALYSIS

The four teachers provide valuable advice for enhancing speaking activities in the classroom, emphasizing a supportive and engaging environment. Teacher A stresses the importance of creating a motivating atmosphere that aligns with students' real-life contexts. Teacher B highlights the need for a non-judgmental space where mistakes are seen as learning opportunities, along with using relevant topics to spark interest. Teacher C encourages exploring diverse methods to keep the learning experience fresh and engaging. Teacher D emphasizes clear instructions, constructive feedback, and peer interaction, as well as incorporating real-life situations and authentic materials. Together, they highlight the importance of adaptability and creativity in effectively developing students' speaking skills.

4.3. DISCUSSION

Speaking activities in the Suggestopedia method include several effective strategies that help students improve their language skills. One important strategy is imitation, where students listen to the teacher and their classmates to accurately copy pronunciation and speech patterns, which helps them become better speakers. Role-playing allows students to act out different situations, using language naturally while expressing feelings and using everyday phrases. Interactive games fit well with Suggestopedia principles because they create a relaxed and enjoyable atmosphere that reduces stress and encourages teamwork among students. Finally, storytelling gives students the chance to use a variety of vocabulary and grammar while

connecting personally with the stories. These activities create a supportive and engaging environment for learning languages that aligns with the principles of Suggestopedia.

On the other hand, in the semi-structured interview the teacher responses about enhancing students' speaking skills show varying alignment with Suggestopedia principles. Some educators focus on traditional activities like debates, discussions, and presentations, which promote critical thinking and articulate expression but may not fully embrace the creative and relaxed atmosphere. While some activities foster interaction and build confidence, they often lack the creative and relaxing elements that Suggestopedia emphasizes. Notably absent are role play, storytelling, and the use of music or art, which could create a more engaging and supportive learning environment. Although debates, discussions, and presentations effectively promote critical thinking and articulation, incorporating these dynamic and artistic activities would further reduce anxiety and deepen students' connection to the material.

Additionally, in the survey students show that activities such as answering Yes/No questions and applying grammar rules are well-received, indicating that these teaching methods are used in their regular English classes. In contrast, role plays and debates show low participation, with a significant number of students never engaging in these activities, suggesting a need for more interactive and appealing approaches. besides the lack of vocabulary is the most significant barrier, suggesting that many learners struggle to express their thoughts due to insufficient word knowledge. Despite these challenges, Role Play and Storytelling are the most engaging activities, capturing students' interest and fostering greater involvement. Meanwhile, Singing Songs and Oral Presentations show moderate engagement levels, suggesting they are appreciated but could be enhanced further.

Consequently, a didactic handbook with Suggestopedia activities for 7th level students in San Antonio de Padua is vital for enhancing English oral production by creating an engaging learning environment that addresses barriers to speaking while promoting interaction and creativity among learners. Incorporating music, storytelling, and role-playing creates a fun and supportive atmosphere conducive to learning. These activities not only make the learning process enjoyable but also reduce anxiety, encouraging students to participate more actively in oral exercises. The relaxed setting fosters confidence, which is essential for effective communication. Key strategies include imitation, where students listen and replicate pronunciation, and the use of music to make vocabulary acquisition enjoyable. Activities such as questions and answers promote peer interaction, while role-playing allows for natural language use in various contexts, helping students express feelings and use every day phrases. Interactive games reduce stress and foster teamwork, aligning with Suggestopedia principles, while storytelling enables learners to engage with diverse vocabulary and grammar in a personal manner.

CHAPTER V

PROPOSAL

DEVELOPMENT OF ACADEMIC PROPOUSAL

INTRODUCTION

Suggestopedia didactic handbook provides a set of suggestopedia activities to enhance English oral production at A2 level, which collect the most suitable techniques designed to make language learning faster and more enjoyable for students. Such a guidebook is significant because it takes a methodical approach to language learning that is consistent with Suggestopedia's principles. Through the use of techniques that foster creativity and relaxation, students are motivated to actively engage in their educational process. This method creates an atmosphere

where students feel free to express themselves, which improves their fluency and self-assurance when speaking. Students will consequently be more capable of managing conversations in real-life situations.

OVERVIEW OF SUGGESTOPEDIA

Georgi Lozanov, a Bulgarian psychiatrist, created the ground-breaking teaching tool Suggestopedia in the 1960s. In order to improve learning, especially in language acquisition, this pedagogical approach blends aspects of psychology, pedagogy, and the arts. The foundation of Suggestopedia is the idea that students can tap into their latent mental resources to learn more quickly and efficiently. It places a strong emphasis on establishing a calm and encouraging learning atmosphere in order to reduce psychological obstacles that might block the learning process.

KEY PRINCIPLES

The foundation of Suggestopedia is fostering a joyful, relaxed, and stimulating learning atmosphere in order to accelerate language acquisition. As stated by (CLASSICAL SUGGESTOPEDIA CENTER VIHROVENIA, 2015) The seven laws of suggestopedia allow the successful acquisition of new knowledge by activating the individual's intellect and all of their senses, minimizing psychological barriers and maximizing students' potential

1. **Love:** establish a kind and welcoming environment, demonstrating sincere concern for students and the educational process, encouraging communication and trust.
2. **Freedom:** Participants should be allowed to participate in activities as they feel right. This law encourages learning autonomy.

3. ***Teacher's Conviction:*** motivate students and foster a positive learning environment when teachers are certain that a transformative learning experience is taking place.
4. ***Increase Input Volume:*** According to this law, students are better able to assimilate knowledge when they are exposed to a greater amount of input.
5. ***Global Connection:*** Instruction should be contextualized, with particular language components taught within an umbrella structure (global context).
6. ***The Golden Ratio:*** This principle refers to optimize time spent on various suggestopedia activities to prevent fatigue and enhance retention.
7. ***Use of Art:*** Including literature, art, and classical music in the classroom fosters a peaceful and motivating environment.



Suggestopedia

**DIDACTIC
HANDBOOK**

Joyful learning

SUGGESTOPEDIA ACTIVITIES

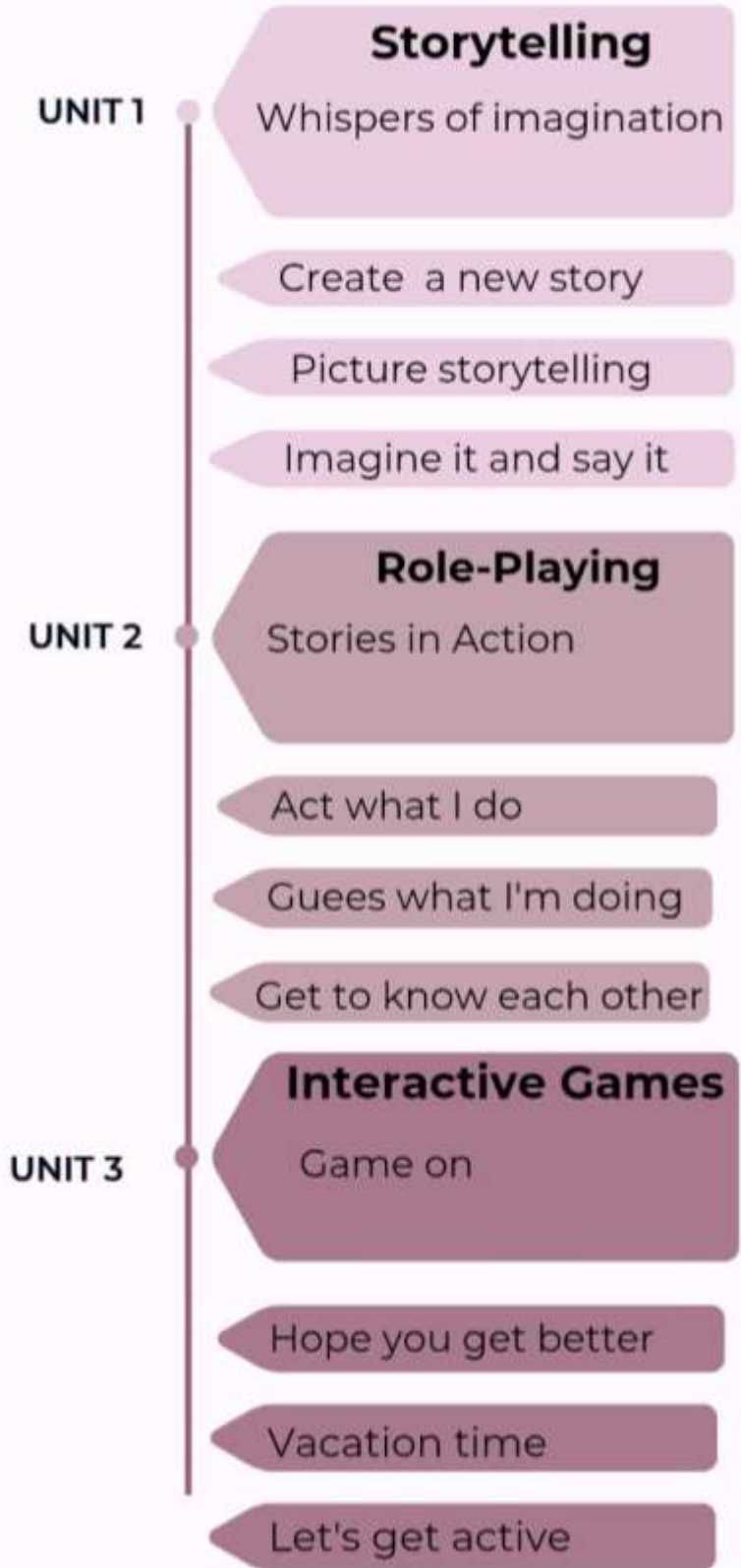


SUGGESTOPEDIA

ACTIVITIES TO ENHANCE ORAL PRODUCTION

By: Eleana Pozo

CONTENT



RATIONALE



Picture taken from:

The analysis of the collected data has evidenced the relevance of developing a didactic Handbook to enhance oral communication in 7th level student at San Antonio de Padua school. for fostering effective oral communication among A2 level students. By integrating innovative activities that prioritize enjoyment and engagement, this resource aims to create a supportive learning environment that encourages students to thrive in their English language journey. Incorporating activities tailored to address the specific needs of A2 learners, allowing them to practice essential vocabulary and relevant grammatical structures to use in everyday situations. Engaging tasks such as role-plays, story-telling, and interactive games that not only enhance oral production skills but also develop critical thinking and social interaction abilities.



Picture taken from:

Rationale for suggestopedia activities.

1. Promoting a Relaxed Learning Environment

The foundation of Suggestopedia is the idea that learning outcomes are much improved in a relaxed atmosphere. Students can learn a language without experiencing the tension that comes with more conventional approaches by utilizing music, visual aids, and cozy seating. Particularly for A2 students who might find it difficult to speak English confidently, this method is helpful. More

involvement and a willingness to communicate are encouraged in a relaxed and encouraging setting, which is essential for improving oral communication abilities.

2. Accelerating Language Acquisition

Suggestopedia accelerates language acquisition by leveraging techniques that stimulate both the conscious and subconscious mind. The method encourages students to absorb vocabulary and grammatical structures through immersive experiences rather than rote memorization. This is particularly important for A2 level students who need to build a solid foundation in oral communication quickly to progress further in their language studies.

3. Enhancing Motivation and Participation

One of the most significant challenges in language learning is maintaining student motivation. The playful and dynamic nature of Suggestopedia activities such as drama, music, and interactive games captures students' interest and encourages active participation. When students are motivated, they are more likely to engage with the material and practice their speaking skills, leading to improved oral proficiency.

4. Fostering Social Interaction

Language learning is inherently social, requiring interaction with peers to practice speaking skills effectively. The activities outlined in the didactic handbook promote collaboration through group work and peer interactions, allowing students to practice conversational skills in a supportive setting. This social aspect not only enhances language skills but also builds confidence as students learn to communicate effectively with their classmates.

THEORETICAL FOUNDATION

One of the reasons found in the survey analysis of failure in speaking skill was the lack of vocabulary, according to (Alhaji, 2017) Learners' performance is greatly enhanced by the suggestopedia method. Due to the Relevant material used such as images, posters, flashcards, and background music in the class and the atmosphere in the classroom and the teacher's supportive views of the students and the educational process. Which assures the effectiveness of suggestopedia on teaching vocabulary which is a speaking subskill very important to focus in. This holistic approach ensures that vocabulary learning becomes more effective, enjoyable, and impactful for students. Furthermore, the use of grammatical structures according to their English level with visual help like flashcards make the learning process easier with very low stress.

In role-plays students perform different characters leaving aside the feeling of being judged for people (Kayalar & Yildirim , 2024) during the role students are encouraged to pretend to be little kids in the target language, then act as teachers, professionals, family members and adopt new names and positions., breaking completely the fear of failure reducing anxiety and fostering a supportive environment. in this way students should be able to communicate the target language in their own way so that it is easy to understand each other. Additionally, student simulations play roles as if they were in the real world in a way that they are free to express themselves their feelings, using real-life conversations and situations, allowing students to practice vocabulary and phrases in context.

Not only with role plays students can practice speaking in a relaxed environment also by telling stories. Storytelling helps people improve their communication abilities by introducing them to new words, grammar rules, and pronunciation. As students practice the language, they can play with vocabulary, tone, and expression, which increases their confidence in their speaking

skills. (Waluyo, Suudi, & Wardani, 2018). Furthermore, storytelling fosters empathy by letting listeners experience a range of viewpoints and feelings through the experiences of characters, it improves emotional well-being by enabling people to artistically express themselves aligned with the suggested proposal of a relaxing environment to learn.

Interactive games not only foster social, emotional, and cognitive development, making them a powerful teaching tool (Castillo-Cuesta, 2020), but they also enhance students' vocabulary and grammar skills. Activities such as crossword puzzles and matching games provide engaging ways to practice language concepts. Additionally, these games allow students to participate meaningfully in their education by promoting memory retention through quizzes and challenges that require recalling information tailored to their language proficiency level. A lot of interactive games encourage students to work together by requiring teamwork. In addition to fostering social skills, this fosters a positive learning environment in the classroom where students are at ease exchanging concepts and ideas.

All the topics covered in this handbook are carefully aligned with the (Ecuadorian National Curriculum, 2016) for English for 7th-grade students. These topics include essential vocabulary such as parts of the city, greetings, personal information, family, parts of the school and house, numbers (for prices and telling time), days, months, colors, and adjectives describing appearance and personality. Additionally, the handbook incorporates grammatical structures like the simple present tense and Wh-questions. These elements are not only consistent with the national curriculum but also align with the A2 level descriptors outlined by the Common European Framework of Reference for Languages (CEFR), ensuring both relevance and adherence to international standards.

OBJECTIVES

GENERAL OBJECTIVE

To improve the oral production of 7th level students through engaging and interactive activities that reduce anxiety and promote confidence in using the language.

SPECIFIC OBJECTIVES

- To design role-playing scenarios that allow students to practice speaking in context, helping them develop fluency and conversational skills relevant to real-life situations.
- To introduce new vocabulary through storytelling, helping students to understand and use words in context.
- To integrate games that foster social interaction and collaborative learning experiences to enhance language practice.

BENEFICIARIES

The direct beneficiaries of this didactic handbook are the 7th level students at the San Antonio de Padua, due to the application of such guide, help them to overcome some barriers toward the oral production tasks. These students use a set of suggestopedia activities from the handbook to enhance their English oral production. This is because suggestopedia fosters active participation and creative engagement in the classroom. Encouraging a positive classroom atmosphere, which contributes to better learning outcomes. This approach not only aims to improve their speaking skills but also encourages active participation and engagement in the learning process. Moreover, English teachers from the school were provided the handbook with specific activities aligned with the topics of National Curriculum and the common European framework of references for languages. It is essential to highlight that also indirectly benefit a

wider community, including, parents, and other educational institutions in Tulcán and A2 Level Learners in Ecuador.

IMPACTS

For seventh-grade students at the A2 level, the use of a didactic handbook with Suggestopedia activities have a big impact on a lot of different parts of the learning process. Suggestopedia, integrates music, art, and theater to improve language acquisition while emphasizing a laid-back and joyful learning atmosphere. The goal of the Suggestopedia method is to establish a welcoming environment in the classroom that encourages enthusiasm for learning. This method encourages kids to see learning as fun rather than scary, which is essential for increasing engagement. According to studies, Suggestopedia can considerably speed up language learning up to six to 10 times quicker than conventional methods. For seventh graders, who frequently want to see noticeable improvements in their ability to speak, this quick progression is especially helpful for A2 Students. Using baroque music in the classroom promotes focus and relaxation, which improves the educational process. The musical environment enhances comprehension and memory retention.

Suggestopedia encourages active involvement through games, role-playing, and collaborative projects. This participatory approach boosts motivation as students feel more invested in their learning process. In addition to academic objectives, students are driven by a desire to interact with the culture of the language they are studying, which improves their whole educational experience. Students can passively acquire knowledge when visual aids like posters with pertinent vocabulary or grammar rules are used throughout the classroom to facilitate acquisition. The method's focus on creating a positive environment helps learners in overcoming

their fear of speaking a foreign language. Such confidence is essential for enhancing verbal communication skills.

Students in the 7th grade at the A2 level can benefit greatly from the usage of a didactic handbook that includes Suggestopedia activities. Suggestopedia can result in more successful and pleasurable language education results by creating a positive learning environment, speeding up vocabulary acquisition, enhancing motivation, boosting speaking abilities, and using a holistic approach to language learning.



Suggestopedia

UNIT 1

*Whispers of
imagination*

STORYTELLING

STORYTELLING

Title of the unit:

Whispers of imagination



Picture taken from: Jojo tv

At the end of the unit 1 students:



- Can use the verb "to be" to describe people's appearance and personality in simple sentences.
- Can use "there is" and "there are" to talk about food vocabulary.
- Can use present simple verbs to describe daily actions and activities in a story.
- Can use vocabulary related to food to describe settings and objects in stories.
- Can ask and answer simple questions using "Is there...?" or "Are there...?" about a story's setting.
- Can tell a short story orally using "to be," "there is/there are," present simple verbs, and vocabulary to describe characters and actions.

| | |
|------------------|---|
| Lesson 1 | Create a new story. |
| Lesson Objective | To improve students' speaking skills by encouraging them to create and narrate original stories. |
| Strategy | Story telling |
| Vocabulary Used | <ul style="list-style-type: none"> ➤ Adjectives to describe appearance ➤ Adjectives to describe personality |
| Grammar used | <ul style="list-style-type: none"> ➤ To be verb in present ➤ To be verb with adjectives |
| Time | 40 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage

- Create a comfortable, relaxed environment with soft lighting and background music.
- <https://youtu.be/qyQx7nxXdD0?list=RDQMbJSYS23iQpg>
- Introduce the storytelling theme by reading a short story aloud that includes the target grammar and vocabulary

This is Tom.

He **is tall** and **handsome**. Tom **is young** and **friendly**.

He **has black hair** and **blue eyes**.

This is Anna.

She **is short** and **beautiful**. Anna **is thin** and **kind**.

- Show illustrations or flashcards from the words in the story to help students visualize, enhancing their relaxed attention.

2. Concert Session

- **Active Concert:** Students repeat phrases or sentences from the story chorally after the teacher, practicing pronunciation and rhythm in a low-pressure setting. using the to be verb in the grammar sheet and adjectives in the vocabulary sheet.
- **Passive Concert:** Play soft classical or instrumental music while teacher reads the story again softly while students listen with eyes closed or relaxed. and identify the use of to be verb grammar and the adjectives in the vocabulary.

3. Elaboration Stage

- students use the flashcards to imagine a character and describe it to the group, then students creatively retell the story using the grammar and vocabulary studied.
- students exchange cards to create a new story with the new flashcard, using the descriptive adjectives and verb forms introduced.

4. Practice Stage

- Invite students to share their stories aloud with the class or in small groups. Use prompts like:
- *"Now, tell us about your character. What is he or she like? Use 'to be' and three adjectives to describe."*
- Model an example orally:
- *"This is Emma. She is tall and kind. She has brown hair and green eyes. Emma is very friendly and likes to help others."*

Worksheet: Describing Appearance and Personality

Name: _____ Date: _____

Task 1: Describe Your Friend or Family Member (2-3 minutes)

- Choose one friend or family member.
- Describe their physical appearance using at least 3 adjectives (e.g., tall, short, friendly).
- Describe their personality using at least 3 adjectives (e.g., cheerful, shy, helpful).
- Use complete sentences with the verb to be (e.g., “My mother is tall and kind.”).

Example:

“My best friend is tall and has blue eyes. She is very friendly and always helpful in class.”

Task 2: Meeting Someone New (With a Partner or Record Yourself)

- Imagine you meet a new classmate.
- Take turns asking and answering questions to describe each other. Use these questions:
 - What does your friend look like? How is his/her personality?
 - Is he/she shy or outgoing? What do they like to do?

Try to use full sentences with the verb to be and adjectives.

Task 3: Write a Short Paragraph (5-6 sentences)

Write a paragraph describing a person you admire (friend, family member, celebrity, or fictional character). Include:

- Physical appearance (use at least 3 adjectives)
- Personality traits (use at least 3 adjectives)
- Use the verb to be correctly in your sentences

Example:

My sister is tall and has curly black hair. She is very kind and funny. She is also patient and helpful. I like spending time with her because she is cheerful and smart.

TO BE VERB

In the simple present tense, the verb "be" has three forms: "am," "is," and "are." And its meaning in Spanish is ser o estar.

Rule nº1 I am: (Used with the pronoun "I")

Rule nº2 You are: Used with the pronouns "you," "we," "they," and plural nouns.

Rule nº3 He/She/It is: Used with the pronouns "he," "she," "it," and singular nouns.

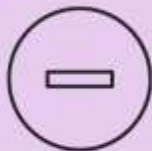
Affirmative sentences examples



I am ten years old.
They are Egyptian.
My mum is a doctor.



Negative sentences examples



I am not tired.
He is not happy.
She is not a doctor.



Interrogative sentence examples



Am I ready?
Is she a student?
Are they your friends?



ADJECTIVES



Young



Old



Fat



Thin



Handsome



Beautiful



Tall



Small



Ugly

ADJECTIVES



Brave



Honest



Friendly



Shy



Generous



Selfish



Outgoing



Serious



**Bad
tempered**

| | |
|------------------|---|
| Lesson 2 | Picture story telling |
| Lesson Objective | To create and tell a short story using visual prompts. |
| Strategy | Story telling |
| Vocabulary Used | <ul style="list-style-type: none"> ➤ Food vocabulary ➤ dishes and meals |
| Grammar used | <ul style="list-style-type: none"> ➤ There is ➤ There are |
| Time | 40 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage

- Prepare the room: soft lighting, a calm and comfortable atmosphere.
- Play the Jacob's Piano instrumental quietly in the background.
<https://youtu.be/yqYVu--uvQo?list=RDQMbJSYS23iQpg>
- Welcome students warmly and invite them to relax and close their eyes for a moment, imagining a cozy kitchen or a colorful market full of food.
- Show pictures or flashcards of common food items (pizza, soup, ice cream, salad, taco, hot dog.).

- Introduce the grammar structure gently with simple examples:
- There is an apple on the table.
- There are three eggs in the basket.
- Write a few sample sentences on the board or slide without pressure to memorize.
- Read the sentences slowly and melodiously, inviting students to listen and absorb.

2. Concert Session

- **Active Concert:**
- Read a short, simple descriptive story or dialogue about food using there is / there are with the vocabulary introduced. Use expressive, rhythmic intonation. For example:
- “In the kitchen, there is a basket. There are three apples in the basket. There is a big loaf of bread on the table. There are some carrots near the sink.”
- Have students repeat key phrases softly after you, focusing on melody and rhythm.
- **Passive Concert:**
- Play the Jacob's Piano instrumental at a low volume as you softly read the story again.
- Students close their eyes or relax, listening and visualizing the kitchen or market scene.
- Encourage calm breathing to absorb the language naturally.

3. **Elaboration Stage**

- Give students flashcards or pictures of various food items mixed together.
- In small groups, ask them to create their own short stories or descriptions using there is / there are. For example:
 - There is a pizza on the plate.
 - There are two bananas in the basket.
- They can draw their own kitchen or market scene on paper and “describe” it using the grammar and vocabulary.
- Walk around, support, and encourage positive, stress-free interaction.

4. **Practice Stage**

- Praise all students warmly: “You are great! You have learned how to talk about food with ‘there is’ and ‘there are.’”
- Play the music softly again, inviting students to close their eyes and mentally review sentences silently. Prompt positive affirmations:
 - “There is delicious food. There are many things to eat. I can speak English.”
- Encourage students to imagine using these phrases naturally in real life at a restaurant, home, or market.

Worksheet: There is / There are + Food Vocabulary

Name: _____ Date: _____

1. Speaking Task 1: Describe a Food Scene (2-3 minutes)

What to do:

Imagine you are in a cozy kitchen or a colorful market full of food. Use food vocabulary (pizza, soup, salad, ice cream, taco, hot dog, apple, carrot, etc.) to describe out loud what you see.

How to do it:

- Speak in full sentences using **there is** (for singular) and **there are** (for plural).
- Use at least 5 different food words.
- Speak slowly with good intonation and rhythm, like in the “Concert Session.”

Example:

“There is a pizza on the table. There are three apples in the basket. There is a bowl of soup by the window.”

2. Speaking Task 2: Ask and Answer About Food (about 3 minutes)

What to do:

With a partner or by recording yourself, ask and answer questions about the food in the imagined kitchen or market.

How to do it:

- Ask questions using **Is there...?** (singular) or **Are there...?** (plural).
- Answer using full sentences:
 - Yes answers: “Yes, there is...” or “Yes, there are...”
 - No answers: “No, there isn’t...” or “No, there aren’t...”
- Take turns asking and answering aloud.

Example:

- A: Is there a taco on the table?
- B: No, there isn’t a taco on the table.
- B: Are there any carrots in the basket?
- A: Yes, there are some carrots in the basket.

THERE IS / THERE ARE

"There is" and "there are" are used to introduce the existence of something into a sentence.



Rule n°1

"There is" is used with singular nouns, while "there are" is used with plural nouns.



Affirmative sentences

Singular: There is a book on the table.

Plural: There are two books on the table



Negative sentences

Singular: There isn't a pencil on the table.

Plural: There aren't any pencils on the table.



Interrogative sentences

Singular: Is there a lamp in the bedroom?

Plural: Are there any fruits in the basket?



Contractions

"There is" can be contracted to "There's". Contractions are only used for affirmative sentences. For example, "There's a cat".



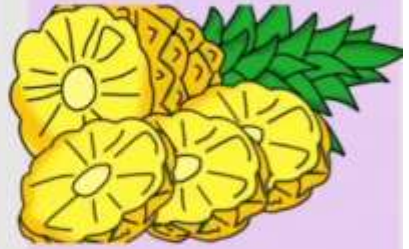
FOOD VOCABULARY



Apple



Watermelon



Pineapple



Kiwi



Banana



Pear



Grapes



Coconut



Lemon

FOOD VOCABULARY



Chicken



Spaghetti



Taco



Sushi



Salad



Hot dog



Hamburguer



Fries



Sandwich

FOOD VOCABULARY



Noodles



**Bacon
and eggs**



Pizza



Fish



Soup



Rice



Steak



Juice



Ice cream

| | |
|------------------|---|
| Lesson 3 | Imagine it and say it |
| Lesson Objective | To create and tell a short story using visual prompts or word challenges, connecting ideas logically while telling a story. |
| Strategy | Story telling |
| Vocabulary Used | <ul style="list-style-type: none"> ➤ action verbs ➤ everyday actions |
| Grammar used | <ul style="list-style-type: none"> ➤ present simple ➤ affirmative, negative and interrogative sentences |
| Time | 40 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage

- Prepare a cozy and welcoming classroom environment (soft light, optional calm instrumental music). <https://youtu.be/oPEBWXvo1Xc?list=RDQMbJSYS23iQpg>
- Greet the students warmly and start with simple questions to activate background knowledge and vocabulary, such as:
 - “What do you do every morning?”
- Show flashcards or pictures illustrating common action verbs (run, jump, eat, play, cook, clean, read).

- Briefly explain the use of the present simple tense for habitual actions:
- “I run every day.” “She plays football.”
- Write clear example sentences on the board and read them aloud melodically so students can hear the rhythm and stress.

2. Concert Session

Active Concert:

- Read the following story aloud with clear, expressive intonation, slower pace, and a musical rhythm to aid memorization and enjoyment.
- Ask the students to repeat key sentences or phrases after you softly, focusing on pronunciation and fluency.

John's Day

John wakes up early every morning.
He gets out of bed and smiles.
Then, he eats breakfast. He drinks milk and eats bread.

After breakfast, John puts on his shoes.
He runs to the park near his house.
In the park, he jumps and plays football with his friends.

John likes to read books too.
After playing, he reads a book under a big tree.

At the end of the day, John cleans his room.
He puts his toys away and washes his hands.

John loves his busy and fun day.
He goes to bed happy and ready for tomorrow.

- **Passive Concert:**

- Play soft instrumental music quietly in the background as you read the story again more slowly and softly.
- Ask the students to close their eyes (if comfortable) and visualize the story, deepening their receptive knowledge without pressure to speak or remember everything instantly.

3. Elaboration Stage

- Divide the students into small groups (3-4 students per group).
- Give each group a set of sequential pictures depicting daily activities involving action verbs (e.g., waking up, running, eating, playing, cleaning, reading).
- Ask each group to create a short, simple story orally using 5–7 action verbs in present simple, describing what the characters do in the pictures.
- Example sentence prompts you can provide:
- “He cleans the room.” “She reads a book.” “They play football.”
- While groups work, walk around encouraging and positively reinforcing their efforts to build confidence and fluency.

4. Practice Stage

- Invite each group to share their short story orally with the class, emphasizing natural and confident speech without focusing heavily on error correction.

- Engage the rest of the class by asking comprehension questions such as:
- “What does he do?” “Does she run or jump?”
- Play a quick and fun “actions charades” game: one student acts out an action, and others say the sentence form aloud using present simple with an action verb, e.g., “She jumps.”

5. Closing and Relaxation

- Praise all students enthusiastically:
- “Great job! You told wonderful stories in English. Learning is fun!”
- Close the class with a brief relaxation moment: play soft music, ask students to close their eyes and silently repeat positive phrases in their minds:
- “I can speak English.” “I learn every day.” “I enjoy storytelling.”
- Encourage them to practice telling short stories about their day at home, using present simple and action verbs.

Worksheet: Present Simple & Action Verbs - John's Day

Name: _____ Date: _____

Part 1: Fill in the blanks with the correct form of the verb (in Present Simple)

Use the verbs from the box: **wake up, eat, run, jump, play, read, clean**

1. John _____ up early every morning.
2. He _____ breakfast with milk and bread.
3. After breakfast, John _____ to the park.
4. In the park, he _____ and _____ football with his friends.
5. After playing, John _____ a book under the tree.
6. At the end of the day, he _____ his room.

Part 2: Put the sentences in order to make a story

Write numbers 1 to 6 in the correct order.

- He plays football with his friends.
- John wakes up early every morning.
- John cleans his room.
- He drinks milk and eats bread for breakfast.
- John reads a book under the tree.
- John runs to the park.

Part 3: Write your own short story

Use these verbs to write 5 sentences about your day. Use Present Simple.

run - eat - play - read - clean

Example: I run every morning. I eat breakfast at 8 o'clock.

1. _____
2. _____
3. _____
4. _____
5. _____

PRESENT SIMPLE

The Present Simple tense is used to describe habits, repeated actions, facts, and generally true statements.

Rule n°1

In affirmative sentences, Most verbs: Add "-s"

Verbs ending in -s, -ss, -sh, -ch, -x, or -z: Add "-es"

Verbs ending in consonant + -y: Change -y to -i and add "-es"

Verbs ending in a vowel + -y: Just add "-s"



Rule n°2

Negative sentences

I/you/we/they + do not (don't) + base verb

He/she/it + does not (doesn't) + base verb

Rule n°3

Questions:

Do + I/you/we/they + base verb?

Does + He/she/it + base verb?

Affirmative sentences examples



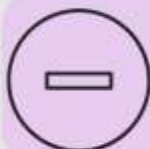
She walks to work every day.

We study together after school.

They play football on the weekend.



Negative sentences examples



She doesn't walk to work.

We don't study every day.

They don't play football on the weekend.



Interrogative sentence examples



Does she walk to work?

Do we study together?

Do they play football?



ACTION VERBS



Run



Jump



Dance



Swim



Read



Write



Speak



Listen



Drink

ACTION VERBS



Sleep



Walk



Sing



Paint



Drive



Cook



Work



Exercise



Play

ASSESSMENT: STORY TELLING RUBRIC

Adapted from CEFR, Cambridge Speaking Scales, and storytelling evaluation rubrics.

| Criteria | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Limited (1) |
|---|---|--|---|--|---|
| Content & Organization | Story is clear, well-structured, and engaging. Uses good details. | Story is clear and structured but may lack some details. | Story is understandable but lacks clear structure or important details. | Story is unclear, difficult to follow, and lacks key elements. | Story is incomplete or very difficult to understand. |
| Fluency & Coherence | Speaks smoothly with natural pauses; ideas flow well. | Some hesitation but mostly fluent; ideas connected. | Frequent pauses; ideas sometimes disconnected. | Hesitates a lot; ideas not clearly connected. | Very hesitant, hard to follow. |
| Pronunciation | Clear and understandable; minimal mistakes. | Mostly clear; some errors but do not affect understanding. | Some pronunciation issues; may require repetition. | Frequent mispronunciations; difficult to understand. | Very difficult to understand due to pronunciation errors. |
| Vocabulary & Expression | Uses a variety of words; good expressions for storytelling. | Uses basic vocabulary well; some variety. | Limited vocabulary; some repetition. | Very simple vocabulary; frequent repetition. | Extremely limited vocabulary; many gaps. |
| Grammar & Sentence Structure | Mostly correct grammar; minor mistakes do not affect meaning. | Some grammar mistakes but meaning is clear. | Frequent grammar errors; sometimes unclear. | Many mistakes make understanding difficult. | Very frequent errors; hard to understand. |

Scoring Guide:

- **25-21 points** → Excellent (A)
- **20-16 points** → Good (B)
- **15-11 points** → Satisfactory (C)
- **10-6 points** → Needs Improvement (D)
- **5 or below** → Limited (E)



UNIT 2

Stories in Action

ROLE-PLAY

ROLE-PLAYING

TITLE OF THE UNIT:

Stories in action



Picture taken from:

At the end of the unit 2 students:



- Can ask and answer WH- questions in role-plays.
- Can describe ongoing actions with present continuous.
- Can talk about daily routines using frequency adverbs.
- Can join role-plays combining questions and descriptions.
- Can answer questions about habits and current actions.
- Can use new vocabulary about daily actions creatively.

| Lesson 1 | Act what I do |
|------------------|---|
| Lesson Objective | To perform a role play about specific vocabulary and grammar. |
| Strategy | Role-play |
| Vocabulary Used | ➤ daily routines |
| Grammar used | ➤ adverbs of frequency |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage (Set a relaxed, positive atmosphere)

- Arrange chairs in a semicircle to create a comfortable, inviting environment where students can easily see each other and the teacher.
- Play calming Baroque or classical music softly in the background to enhance relaxation.
https://youtu.be/_dmOgDIWAkU?list=RD_dmOgDIWAkU
- Start with a brief, cheerful warm-up conversation about daily routines, using simple language. For example, say:

"I always wake up at 7 am. I never skip breakfast. How about you?"

- Display visual aids or pictures illustrating daily routines (e.g., waking up, brushing teeth, going to school).
- Introduce the target vocabulary (frequency adverbs + daily routine verbs) through a colorful chart or poster. Make it lively and inviting.

2. Active Concert (Teacher leads students in repetition and interaction)

- Teacher reads a short dialogue aloud slowly and expressively that includes frequency adverbs and daily routines, for example:

Dialogue 1:

Sara: What do you usually do in the morning?

Alex: I always eat breakfast and sometimes go for a run. And you?

Sara: I often drink tea and rarely exercise.

Dialogue 2:

Liam: Do you usually watch TV in the evening?

Mia: I sometimes, but I always read a book before bed.

Liam: I never read. I usually watch TV.

Dialogue 3:

Anna: Do you always eat vegetables?

Luis: No, I sometimes eat vegetables. And you?

Anna: I almost always eat vegetables.

Dialogue 4:

Paul: Do you study English many times?

Martha: No, I study a little because I work a lot.

Paul: I study English every day.

Dialogue 5:

Sophia: Do you usually go to the park?

Carlos: No, I go sometimes.

Sophia: I always go on Sundays.

- Students listen carefully and repeat the dialogue chorally.
- Use role-play cards with short dialogues. Have pairs or small groups practice reading the dialogues with expression.
- Encourage gentle correction if students make pronunciation or intonation errors, using a soft voice in line with Suggestopedia principles.

3. Passive Concert (Students listen to the dialogue with music, eyes closed or relaxed)

- Lower the lights slightly.
- Play soft classical music and have the teacher read the dialogues one more time slowly and calmly.
- Students listen attentively without repeating aloud. They can close their eyes or look relaxed.
- This passive listening helps internalize language subconsciously in a stress-free way.

4. Elaboration Stage

- Explain that now they will use what they learned in a fun role-play activity.
- The teacher introduces role-play cards with simple daily routine questions and answers incorporating frequency adverbs, e.g.:
 - "What do you usually do in the morning?"
 - "I always brush my teeth and sometimes drink coffee."
- Students pair up and take turns asking and answering using the cards.

- Teacher monitors and encourages natural, relaxed interaction. Allow students to personalize answers beyond the cards.

5. Practice Stage (Performance and reinforcement)

- Organize a short drama or role-play session where pairs perform their dialogues in front of the class.
- Optionally, incorporate light background music for atmosphere.
- Provide positive feedback and acknowledge all correct uses of frequency adverbs and vocabulary.
- End with a light game or quiz (e.g., charades, matching frequency adverbs with routines) to reinforce learning in a relaxed, enjoyable way.

Additional Notes:

- Keep the tone and voice gentle throughout the lesson to ensure a positive, low-stress environment.
- Use peripheral learning techniques like visible vocabulary posters around the classroom.
- Limit harsh correction; focus on encouragement and natural flow.
- Homework can be limited, perhaps encouraging students to note their own daily routines with frequency adverbs at home.

Worksheet: Frequency Adverbs and Daily Routines

Name: _____ Date: _____

Part 1: Roleplay Practice

Work with a partner. Take turns reading the questions on your roleplay cards and answering. Use the model answers first, then try to personalize your responses.

Roleplay Cards:

- A:** What do you **usually** do in the morning?
B: I **always** get up at 7 o'clock and **sometimes** eat breakfast.
- A:** Do you **often** go to school by bus?
B: No, I **rarely** take the bus. I **usually** walk to school.
- A:** When do you **always** brush your teeth?
B: I **always** brush my teeth after breakfast and before bed.
- A:** Do you **sometimes** play sports after school?
B: Yes, I **sometimes** play football, but I **usually** do my homework.
- A:** How often do you **watch TV** in the evening?
B: I **never** watch TV in the evening. I **usually** read a book.

Part 2: Writing Activity

Answer these questions about your own daily routines using frequency adverbs. Write 2-3 sentences for each question.

- What do you **usually** do in the morning?
- How do you **often** go to school or work?
- When do you **always** brush your teeth?
- Do you **sometimes** play sports or exercise after school or work?
- How often do you **watch TV** or use your phone in the evening?

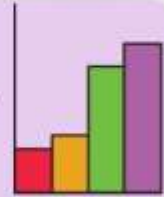
Part 3: Extra Practice (Optional)

Create your own short dialogues using frequency adverbs and daily routines.

Present your dialogues to the class or record yourself speaking for extra practice.

FREQUENCY ADVERBS

Adverbs of frequency indicate how often an action occurs, answering the question "how often?".



Frequency adverbs



With to be verb

"She is usually on time." (Adverb after "to be")
"They are sometimes at the park." (Adverb after "to be")

With other verbs

"I always eat breakfast." (Adverb before the verb "eat")
"He often goes to the library." (Adverb before the verb "goes")
"She rarely watches TV." (Adverb before the verb "watches")

DAILY ROUTINE



Wake up



Get up



Get dressed



Take a shower



Comb hair



Brush teeth



Have breakfast



Have lunch



Have dinner

DAILY ROUTINE



Go to work



**Walk
the dog**



**Do the
dishes**



**Do
homework**



**Go
shopping**



**Take the
rubbish out**



Go to bed



Work out



**Make
the bed**

| Lesson 2 | Guess what I'm doing |
|------------------|---|
| Lesson Objective | To perform a role play about specific vocabulary and grammar. |
| Strategy | Role-play |
| Vocabulary Used | ➤ ongoing actions |
| Grammar used | ➤ present progressive |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage

- Arrange chairs in a semicircle for easy interaction.
- Play soft classical or Baroque music quietly.

<https://youtu.be/AcJVy0C5WAE?list=RDAcJVy0C5WAE>

- Start with a warm-up conversation about what they are doing right now.

Example:

Teacher: "I am sitting and talking to you. What are you doing?"

Students respond using simple phrases: "I am listening," "I am smiling."

- Show pictures depicting people doing various actions (e.g., a girl running, a boy reading).
- Gently correct pronunciation errors, softly and encouragingly.
- Display a few example sentences orally and visually, emphasizing the structure: Subject + am/is/are + verb+ing.

2. Practice Stage (Roleplay and Pair Work)

- Give each student or pair cards with action verbs and pictures.
- Students practice asking and answering questions using the present continuous:
Student A: "What is she doing?"
Student B: "She is playing football."
- Use role-play scenarios, for example:
Scenario 1: Two friends on video call describing what they are doing now.
Scenario 2: A teacher asking a student what classmates are doing in the picture.
- Encourage students to expand answers (e.g., "He is cooking dinner in the kitchen.")
- Circulate and provide gentle pronunciation support as needed.

3. Production Stage

- Students create their own short dialogue in pairs acting out a real-life situation such as:
 - Talking about classmates' activities in the classroom (e.g., "Maria is writing."
"John is reading.")
 - Describing a family photo showing people doing activities (use imaginary or real photos shared by teacher).

- Allow pairs to perform their dialogues for the class.
- Give positive, supportive feedback emphasizing fluency and correct use of present continuous tense.

Worksheet: Present Progressive and Ongoing Actions

Name: _____ Date: _____

A. Warm-up: Complete the sentences about what you are doing now. Say it aloud.

1. I am _____ (e.g., sitting, listening, smiling).
2. You are _____.
3. We are _____.

B. Look at the pictures. What are they doing? Speak in pairs, taking turns asking and answering.

(Pictures show a girl reading, a boy running, a woman cooking, children playing.)

Example:

- Student A: "What is she doing?" Student B: "She is reading a book."

C. Role-play: Imagine you are on a video call with your friend. Ask and answer using the Present Continuous.

- Student A: "What are you doing right now?"
- Student B: "I am _____."
- Student A: "What is your brother/sister/friend doing?"
- Student B: "He/She is _____."

D. Create your own sentences:

Use these words to create sentences about what is happening now. Practice speaking aloud.

- cooking
- playing
- writing
- running
- listening

Example: "My mother is cooking dinner now."

E. Pair Challenge: Describe what your classmates are doing in the classroom right now using the present continuous. Use full sentences.

PRESENT PROGRESSIVE

The present progressive (also known as the present continuous) tense describes actions happening now. It has affirmative, negative, and interrogative forms.

Affirmative

Subject + am/is/are + verb-ing,
Example: "She is reading a book.,
and Example: "I am studying English.

Negative

Negative:
Subject + am/is/are + not + verb-ing,
Example: "She is not reading a book."
Example: "They are not playing football."
Example: "I am not studying English."

Interrogative

Am/Is/Are + Subject + verb-ing, Example: "Is she reading a book?, Example: "Are they playing football?, and Example: "Am I studying English?."

Time expressions

Present progressive time expressions indicate actions happening now, around now, or in the near future. Common examples include "now," "right now," "at the moment," "at present," "today," "this week," "this month," "tonight," "these days," and "soon."



Examples:

Now/Right now/At the moment/At present: "I am working on a report now." or "She is having lunch at the moment."
Today/This week/This month: "We are going to the beach today." or "They are studying for exams this week."
Tonight/This weekend: "He is having dinner with his family tonight." or "They are watching a movie this weekend."



ONGOING ACTIONS



Setting the table



Washing dishes



Cleaning



Mopping



Sweeping



Watering plants



Dusting



Vaccuuming



Ironing clothes

ONGOING ACTIONS



**Hanging out
laundry**



**Doing
laundry**



**Cleaning the
bathroom**



**Preparing
meals**



**Washing
the car**



**Watering
plants**



Dusting



Vaccuuming



**Ironing
clothes**

| | |
|------------------|---|
| Lesson 3 | Get to know each other |
| Lesson Objective | To perform a role play about specific vocabulary and grammar. |
| Strategy | Role-play |
| Vocabulary Used | ➤ Wh questions |
| Grammar used | ➤ information questions |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Presentation Stage (Set a relaxed, positive atmosphere)

- Arrange chairs in a semicircle.
- Play soft Baroque or classical music. https://youtu.be/cbS_b7AgJHw
- Warm-up conversation example:

Teacher says:

“Where do you live? What do you like to do on weekends?”

Encourage students to share simple answers using WH-questions to warm up.

2. Active Concert (Teacher leads students in repetition and interaction)

- Teacher models simple WH-questions and answers, e.g.:
 - *What is your favorite food?*
 - *Where do you usually eat it?*
 - *When do you eat breakfast?*
- Students repeat teacher's questions and then practice answering in pairs.

3. Roleplay Activity (Using WH-questions and information questions in pairs)

Scenario: At the Tourist Information Center

- One student is the tourist, the other is the information officer.
- Tourist asks questions like:
 - *Where is the nearest museum?*
 - *What time does the park open?*
 - *How much does the ticket cost?*
- Information officer answers, or asks follow-up WH-questions to get more information.
- After 5 minutes, swap roles.

Variation: Role-play a job interview or a phone booking where students must ask WH-questions.

Tourist: Excuse me, **where** is the nearest museum?

Information Officer: The nearest museum is just two blocks from here, next to the city library. Would you like to know its opening hours?

Tourist: Yes, please. **When** does it open and close?

Information Officer: It opens at 9 AM and closes at 5 PM every day except Monday.

Tourist: Great! **How much** does the entrance ticket cost?

Information Officer: It costs \$10 for adults and \$5 for children under 12.

Tourist: **What** is the most popular attraction in this city?

Information Officer: The historic castle on the hill is very popular. It's open year-round.

Tourist: **How** can I get there from here?

Information Officer: You can take the number 5 bus from the station in front of this center, or it's about a 20-minute walk.

Tourist: **When** does the last bus leave?

Information Officer: The last bus leaves at 10 PM.

Tourist: Thanks! **Which** restaurant do you recommend for local food?

Information Officer: I recommend "The Green Plate," it's about five minutes from here and serves great traditional dishes.

Tourist: Thank you very much! This information is very helpful.

Information Officer: You're welcome! Enjoy your stay!

4. Elaboration Stage (Class-wide discussion and expanding answers)

- Each pair shares an interesting question and answer from their roleplay.
- Teacher writes these on the board and helps students make longer answers.
- Example: "Where is the nearest museum?" leads to: "The nearest museum is two blocks from here, next to the library."

Worksheet WH-questions

Name: _____ Date: _____

Part 1: Speaking Practice – Roleplay Preparation

Work in pairs. One is a tourist; one is information officer. Write three WH-questions you want to ask as a tourist.

Tourist questions:

1. _____
2. _____
3. _____

Swap roles and prepare three questions as the information officer.

Information officer questions:

1. _____
2. _____
3. _____

Part 2: WH-questions practice

Write WH-questions for the answers below:

1. Answer: *I usually go to the cinema on Saturdays.*
Question: _____
2. Answer: *She is from Mexico City.*
Question: _____
3. Answer: *They are studying English at the university.*
Question: _____

INFORMATION QUESTIONS

WHO

people (names and other identifying information) used as subjects*

WHAT

things (subject or object)

WHEN

time (general)

WHERE

locations (places)

WHY

reasons

WHICH

one part of a group (when the parts are known)

WHOSE

ownership,

WHOM

people (names and other identifying information) used as objects*

HOW

manner;
methods

What are modal verbs?

Information questions are varied--because they are used to ask about specific kinds of information. Information questions are also called "Wh-" questions because many of the words that are used to ask this type of question begin with Wh-.



Important Notes:

To make "Wh-" questions for sentences with a verb (but not BE) and no auxiliary verb, something strange happens: an "artificial" auxiliary (do, does, or did) is used. Do and does are used for simple present tense and did is used for past tense. These "artificial" auxiliary verbs have a grammatical function, but they do not have a real meaning, so they cannot really be translated.



INFORMATION QUESTIONS

WHAT



- What is your name?
- What do you like?
- What is your hobby?
- What time is it?
- What is your job?
- What did you eat?
- What is your favorite color?
- What is your goal?
- What makes you smile?
- What is your pet?



WHO



- Who is she?
She is my sister.
- Who can drive?
I can drive.
- Who called you?
John called me.
- Who wants ice cream?
The kids want ice cream.
- Who is that?
That is my neighbor.
- Who can help me?
I can help you.
- Who is coming?



WHEN



- When is lunch?
- When is dinner?
- When is the gig?
- When is the quiz?
- When is the show?

- When are you free?
- When are you leaving?
- When are they arriving?
- When are the results due?
- When are you coming over?



INFORMATION QUESTIONS

WHERE



- ◆ Where do you live?
- ◆ Where is your favorite restaurant?
- ◆ Where do you work?
- ◆ Where is your hometown?
- ◆ Where do you go to school?
- ◆ Where did you grow up?
- ◆ Where can I find you?
- ◆ Where is the nearest store?
- ◆ Where do you like to travel?
- ◆ Where do you spend your weekends?
- ◆ Where is your favorite place?



WHY



- ◆ *Why are you late?*
- ◆ *Why is it raining?*
- ◆ *Why did you call me?*
- ◆ *Why are you sad?*
- ◆ *Why did you leave early?*
- ◆ *Why is the sky blue?*
- ◆ *Why do you like chocolate?*
- ◆ *Why are you here?*
- ◆ *Why is the door locked?*
- ◆ *Why did you cancel the meeting?*
- ◆ *Why do you prefer this book?*



WHICH



- Which room has a bed?
- Which bird can swim?
- Which plant grows tall?
- Which drink is cold?
- Which game has a net?
- Which person wears a uniform?
- Which weather is sunny?
- Which month comes before June?
- Which word rhymes with cat?
- Which direction is left?



INFORMATION QUESTIONS

WHOSE



- **Whose** turn is it to do the dishes?
- **Whose** idea was it to take an extra day off?
- **Whose** desk is complete already?
- My mother, **whose** hobby is investing, regularly tries to get me involved in her newest market ideas.
- You'd better apologize for **whose** money you borrowed for your vacation.
- It's the man **whose** house it is.
- The actor, **whose** career was over, is coming back.



WHOM



- ◆ *Whom did you call yesterday?*
- ◆ *Whom are you meeting today?*
- ◆ *Whom did you invite to the party?*
- ◆ *Whom do you trust the most?*
- ◆ *Whom did you see at the event?*
- ◆ *Whom are you waiting for?*
- ◆ *Whom will you ask for help?*
- ◆ *Whom did you discuss the project with?*
- ◆ *Whom did you send the email to?*
- ◆ *Whom are you talking to?*
- ◆ *Whom do you share your secrets with?*



HOW



- **How** does it smell?
- **How** does it work?
- **How** old is it?
- **How** safe is it?
- **How** reliable is it?
- **How** strong is it?
- **How** fragile is it?
- **How** effective is it?
- **How** necessary is it?
- **How** comfortable is it?
- **How** does it compare?
- **How** much does it weigh?



ASSESSMENT ROLE PLAY RUBRIC

Feedback:

Adapted from Assessment suggestions of Our Schools in Action

| CRITERIA | EXCELLENT (4) | PROFICIENT (3) | ADEQUATE (2) | LIMITED (1) |
|------------------------------|--|---|---|--|
| Participation in Preparation | Always engaged and contributed actively. | Usually engaged and contributed. | Sometimes engaged; minimal contribution. | Rarely engaged; did not contribute. |
| Presentation of Character | convincing representation of the emotions and intentions of the characters. | presentation of a character's emotions and motivations with competence. | Character emotions are portrayed simply and without depth. | Restricted representation; ambiguous emotions and intentions. |
| Use of Non-Verbal Cues | Impressive use of gestures, eye contact, and props that enhance the performance. | Good use of non-verbal cues that support the role-play. | Some use of non-verbal cues, but limited effectiveness. | Very little use of non-verbal cues; lacks engagement. |
| Imagination and Creativity | Show great insight and make the role-playing experience even better. | improves the role-play making strategic choices | However there is some inventiveness, the choices are shallow. | Insufficient inventiveness; decisions don't improve the role-play. |

Scoring

16-20 points: Excellent performance

11-15 points: Proficient performance

6-10 points: Adequate performance

1-5 points: Limited performance



UNIT 3

Game On

INTERACTIVE GAMES

INTERACTIVE GAMES

Title of the unit:

Game On



Picture taken from: freepik

At the end of the unit 3 students:



- Can use have and has to talk about health and diseases.
- Can use the Past Simple tense to talk about vacations and past events.
- Can use modal verbs like can, must, should, might to give advice and talk about sports.
- Can know and use words about diseases, vacations, and sports.
- Can speak confidently by playing fun games that practice grammar and vocabulary.
- Can work well with classmates during games and speak clearly

| | |
|------------------|---|
| Lesson 1 | Hope you get better. |
| Lesson Objective | To play interactive games about specific vocabulary and grammar. |
| Strategy | Interactive games |
| Vocabulary Used | ➤ diseases and illness |
| Grammar used | ➤ have and has |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Preparation and Setting (Warm-up - Creating Relaxed Atmosphere)

- Play soft classical or baroque music (typical for Suggestopedia).
<https://youtu.be/naCpad1QVVY?list=RDnaCpad1QVVY>
- Decorate the classroom with posters about health, doctors, sickness, and hospitals.
- Use dim lighting and comfortable seating to create a relaxed environment.
- Briefly explain the lesson's goal: to learn how to use *have* and *has* and words related to illnesses.

2. Presentation (Introducing Grammar and Vocabulary via Dialogue)

- Present a short dialogue/story about a doctor talking with patients. E.g.:

*Doctor: "You **have** a fever and a cough."*

*Patient 1: "She **has** a headache."*

*Patient 2: "I **have** the flu."*

- Highlight and repeat the sentences clearly, emphasizing *have* with I/you/we/they and *has* with he/she/it.
- Introduce vocabulary list interactively:
 - fever, cough, headache, flu, cold, sore throat, stomachache, allergy, infection, rash, chills.
- Use picture cards or realia (e.g., toy stethoscope) to visually reinforce words.

3. Primary Elaboration (Interactive Games & Activities)

• Game 1: Role-play Doctor-Patient

- Students play doctor and patient roles.
- "Doctor" asks: "Do you **have** a fever?" "Does she **have** a cough?"
- "Patient" answers using complete sentences with *have/has*.

Dialogue 1: At the Doctor's Office

Doctor: Good morning! How are you today?

Maria: I don't feel well. I have a sore throat and a cough.

Doctor: Do you have a fever?

Maria: Yes, I have a fever too.

Doctor: Okay, you need some rest and lots of water.

Dialogue 2: Talking About Friends
Anna: Does your brother feel okay?
Tom: No, he has a stomachache.
Anna: Oh no! I have a headache today.
Tom: We both have some medicine at home if you need.

- **Game 2: Illness Charades**

- Students pick illness cards and act them out silently.
- Peers guess what illness the student *has* using “You have a ” or “She has a”

- **Game 3: Sentence Building Relay**

- Divide class into teams.
- Give each team word cards (subjects, have/has, illness words).
- Teams race to form correct sentences: "He has a headache," "They have a cold."

4. Secondary Elaboration (Creative Use and Personalization)

- Students create their own short dialogues using *have/has* and illness words.
- Encourage use of imagination: "I *have* a stomachache because I ate too much."
- Use music again softly in the background to encourage relaxed creativity.

5. Integration and Suggestion (Relaxed Review and Positive Reinforcement)

- Play relaxing music while students listen to a recorded dialogue that incorporates the target grammar and vocabulary, reading along silently.
- Teachers circulate and gently correct mistakes without pressure.
- End with positive affirmations like “You are great at using *have* and *has*!” to boost confidence.

Worksheet: "Have" and "Has" + Illness Vocabulary

Name: _____ Date: _____

Part 1: Circle the Correct Answer

1. He (have / has) a cough.
2. I (have / has) a fever.
3. We (have / has) a sore throat.
4. They (have / has) a stomachache.
5. My friend (have / has) an allergy.

Part 2: Complete the Sentences

- I _____ a headache.
- She _____ an infection.
- We _____ chills and a cold.
- He _____ a stomachache.
- They _____ a rash.

Part 3: Match the Illness to the Picture (*Insert images for each illness if possible*)

- A. Fever
- B. Headache
- C. Sore throat
- D. Allergy
- E. Cough

Part 4: Role-Play with a Partner

- Take turns being the doctor and patient.
- Patient: Choose a card with an illness.
- Doctor: Ask “Do you have a _____?” or “Does he/she have a _____?”
- Patient: Answer in complete sentences, for example: “Yes, I **have** a sore throat.”

Part 5: Creative Writing

Write 3 sentences about you or your family using "have" or "has" and illness vocabulary:

1. _____
2. _____
3. _____

HAVE AND HAS

The present perfect tense expresses action. "Have" and "has" are forms of the verb "to have," used to indicate possession, relationships, or characteristics. "Have" is used with "I," "you," "we," and "they," while "has" is used with "he," "she," and "it."ns or events that occurred at an unspecified time in the past but have relevance to the present moment.

1. Basic Use:

Have:
Used with the pronouns I, you, we, and they.
Example: I have a car. You have a good idea. We have a meeting. They have a lot of friends.

Has:
Used with the pronouns he, she, and it.
Example: He has a new job. She has beautiful eyes. It has a long tail.

2. Have got/Has got:

Have got:
Used with I, you, we, and they.
Example: I have got a new phone. (or I've got a new phone) You have got a great sense of humor. (or You've got a great sense of humor).

Has got:
Used with he, she, and it.
Example: He has got a new car. (or He's got a new car). She has got a lovely family. (or She's got a lovely family). It has got a long tail. (or It's got a long tail).

3. Key Differences and Usage Notes:

Formality:
"Have got" is often preferred in spoken English and is considered more informal than just "have" and "has".

Tense:
"Have got" and "has got" are only used in the present simple tense to express current possession or characteristics. For past situations, you would use "had" without "got".

American vs. British English:
"Have got" is more common in British English, while "have" is more common in American English, though both are understood in both dialects.

DISEASES AND ILLNESSES



**Sore
throat**



Allergy



**Heart
attack**



Migraine



Asthma



Depression



Injury



**Broken
arm**



Chills

DISEASES AND ILLNESSES



**Stomach
ache**



Flu



Cough



Headache



Temperature



Tootache



Backache



Sunburn



Bruise

| | |
|------------------|---|
| Lesson 2 | Vacation time! |
| Lesson Objective | To play interactive games about specific vocabulary and grammar. |
| Strategy | Interactive games |
| Vocabulary Used | ➤ holiday vocabulary |
| Grammar used | ➤ Past simple |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Preparation and Setting (Warm-up - Creating Relaxed Atmosphere)

- Play soft, upbeat world or beach-themed music to create an immersive holiday vibe.

<https://youtu.be/1YvdAZ9LMik?list=RD1YvdAZ9LMik>

- Decorate the classroom with posters of different holiday destinations (beaches, mountains, cities).
- Place some travel brochures or photos around the classroom for visual stimulation.

2. Presentation (Introducing Grammar and Vocabulary via Interactive Games)

- Use flashcards with holiday vocabulary (e.g., suitcase, hotel, airplane, sightseeing, beach, guide).
- Introduce the Past Simple tense by showing verbs in present and past forms
- Play a “Memory Match” game with verb cards and their past simple forms.
- Teach through a short story or dialogue about someone’s holiday, highlighting Past Simple forms.
- Use gestures and realia (e.g., travel accessories, toy airplane) to reinforce vocabulary.

3. Practice (Interactive Games to Practice Speaking and Grammar)

Game 1: Interview a Traveller

- Students pair up and ask each other questions about past holidays using Past Simple (e.g., Where did you go last summer? What did you do?).
- Use worksheet prompts for guided speaking practice.

4. Production (Role Play and Speaking Worksheet)

- Students create short dialogues about a recent holiday, including where they went, what they did, and how they felt.
- Role play as travel agents and tourists: students ask and answer Past Simple questions about holiday experiences.

Worksheet: Speaking Prompts Focused on Past Simple and Holidays

Instructions: In pairs, take turns asking and answering the following questions, using the Past Simple tense.

1. Where did you go on your last holiday?

2. How did you get there?

3. What places did you visit?

4. Did you stay in a hotel or with friends?

5. What activities did you do?

6. What was your favorite moment?

7. Did you try any new food?

8. How long did you stay?

9. Did anything surprising happen?

10. Would you like to go there again? Why or why not?

PAST SIMPLE

The past simple tense is used to describe completed actions in the past. It indicates that an event or state occurred and finished at a specific point or period in the past

Affirmative

In affirmative sentences the word order is subject + verb and the form of the verb in the simple past is the same for all subjects (with the exception of 'to be' - was/were).

I played football yesterday.
He saw his family last week.

Negative

To make negative negative sentences in the simple past we use the auxiliary 'did not' / 'didn't' and the base form of the verb.

I didn't play football yesterday.
They didn't go to the theater last month.

Interrogative

To make questions in the simple past we use 'did' in front of the subject and base form of the verb.

Did you play football yesterday?
Did they lose the match?

Main Uses

The past simple is the most common way to talk about finished actions, like "I ate breakfast this morning" or "They visited Paris last summer".

Past Habits: It can also describe recurring actions or habits in the past, such as "She always walked to school when she was a child".



Regular verb examples: Irregular verb examples:

place - placed
dance - danced
plan - planned
stop - stopped
fix - fixed
snow - snowed

rain - rained
need - needed
help - helped
add - added
worry - worried
play - played

be - was/were
buy - bought
come - came
do - did
eat - ate
find - found
go - went

have - had
leave - left
make - made
pay - paid
see - saw
take - took
tell - told
write - wrote

ON VACATION



Travel



Visit



Explore



Stay



Go



Sightseeing



Hiking



Swimming



Shopping

ON VACATION



Beach



City



Hotel



Airplane



Restaurant



Bus stop



Zoo



**Swimming
pool**



Bank

| | |
|------------------|---|
| Lesson 3 | Let's get active! |
| Lesson Objective | To use modal verbs correctly in the context of sports through interactive games. |
| Strategy | Interactive games |
| Vocabulary Used | ➤ sports |
| Grammar used | ➤ modal verbs |
| Time | 80 minutes |
| Materials: | <ul style="list-style-type: none"> ➤ Grammar sheet ➤ Vocabulary flashcards ➤ worksheet |



1. Preparation and Setting (Warm-up - Creating an Engaging Atmosphere)

- Play upbeat sports-themed music (e.g., stadium crowd sounds or motivational sports tunes).
- Decorate the classroom with posters showing various sports and athletes in action.
- Set up desks or chairs in small groups to facilitate team-based games.

2. Presentation (Introducing Grammar and Vocabulary Through Games)

- Use flashcards with sports vocabulary words and pictures.
- Introduce modal verbs by giving clear examples in sports contexts:
 - "You must wear a helmet when you ride a bike."
 - "A player can score a goal."
 - "You should warm up before playing."
 - "The referee might call a foul."
- Demonstrate correct usage in short dialogues, for example:
 - Player 1: "Can you pass the ball?"
 - Player 2: "Yes, I can."
 - Coach: "You must practice every day."
 - Player: "I should listen to you."

3. Practice (Interactive Games)

Game 1: Modal Verbs Relay

- Divide students into small teams.
- Each team draws a sports flashcard and creates a sentence or short dialogue using modal verbs related to the sport shown.
- Teams take turns to share their sentence/dialogue with the class.
- Award points for correct usage and creativity.

Game 2: "Sports Advice" Speak-Out

- Students are given scenarios involving sports challenges or injury prevention.
- Example scenario: "You have a big match tomorrow but feel tired."
- Students ask and answer questions using modal verbs, e.g., "What should I do?", "You should rest."
- Role-play the conversations in pairs, focusing on fluency and correct grammar.

Game 3: Modal Verb Charades

- One student acts out an action using a modal verb phrase (e.g., "must run," "can jump," "should stretch").
- Others guess the modal verb and the action.
- Encourages spontaneous speaking and understanding of modals combined with sports vocabulary.

Worksheet (Focus on Speaking)

Instructions:

- Work in pairs.
- Use the sports vocabulary and modal verbs to answer and ask the following questions.
- Practice with your partner and create short role-plays based on the prompts.

Speaking Worksheet: Modal Verbs and Sports

1. What sport can you play? Describe what you must wear or bring for this sport.

2. If someone wants to be a good player, what should they do every day?

3. Imagine you might get injured during a game. What precautions should you take?

4. Your friend can't come to practice because of an injury. What advice can you give them?

5. Create a short dialogue with your partner where one is the coach giving instructions using modal verbs.

MODAL VERBS

CAN

Ability, Request

COULD

Past Ability, suggestion, future possibility

MAY

Permission, future possibility

MIGHT

Present or future possibility

MUST

Necessity or obligation

OUGHT TO

What's right or correct

SHALL

Offer or suggestion

SHOULD

Advice or uncertain prediction

WILL

Certain prediction or promise

What are modal verbs?

Modal verbs, also known as modal auxiliary verbs, are a type of helping verb that add meaning to the main verb in a sentence by expressing ideas like possibility, ability, permission, or necessity



Important Notes:

Modal verbs are always followed by the base form (infinitive) of another verb. They do not change form based on the subject (singular or plural).



SPORTS



Yoga



Karate



Volleyball



Basketball



**American
football**



Running



Cycling



Fishing



Climbing

SPORTS



Archery



Badminton



Cricket



Bowling



Boxing



Tennis



Skateboarding



Surfing



Hockey

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LET'S GROW

TOGETHER

CHAPTER VI

Conclusions and recommendations

Conclusions

- The A2-level Joyful Learning handbook, incorporates Suggestopedia strategies like role-playing, storytelling, and interactive games, which behind its application in the experimental group 7th B significantly improved A2 level students' speaking skills. By immersing students in real-life situations through role-playing and storytelling, this approach improves their memory and efficient language use. Additionally, interactive games foster creativity and lower anxiety, which helps students get beyond psychological obstacles and become fluent more quickly than with conventional teaching methods.
- The Suggestopedia method for improving speaking abilities uses strategies like role-playing, storytelling, and interactive games because they work well for a variety of reasons. They foster a calm and inspiring atmosphere, lowering psychological barriers like tension and anxiety that frequently hinder speaking skills. Through the stimulation of creativity and the reinforcement of linguistic patterns, these exercises engage both hemispheres of the brain, promoting a whole learning experience.
- Suggestopedia strategies such as storytelling, role-playing, and interactive games have proven highly effective in enhancing students' speaking skills by creating a low-anxiety, engaging, and immersive learning environment. Storytelling stimulates imagination and reinforces vocabulary and pronunciation, while role-playing allows students to practice real-life conversational scenarios, improving fluency and accuracy.

Interactive games further enhance motivation and engagement by integrating fun with learning, which helps solidify language patterns.

- The statistical data highlights a significant progression from lower to higher performance levels, underscoring the effectiveness of Suggestopedia as presented in Joyful Learning. This method's immersive and engaging approach notably enhanced students' grammar, vocabulary, pronunciation, and interactive communication skills. By integrating activities that stimulate both brain hemispheres, Suggestopedia fosters a holistic learning experience, promoting creativity while reinforcing language patterns. This dual-hemisphere engagement not only accelerates cognitive development but also helps overcome psychological barriers to learning, creating an environment conducive to rapid and enjoyable language acquisition.

Recommendations

- To evaluate Suggestopedia's efficacy beyond A2, it is recommended that its use be extended to other language proficiency levels (A1 to C2) in future teaching methods. Furthermore, incorporating digital tools and technology, such virtual role-playing platforms and digital storytelling, can improve accessibility and engagement for a variety of learners. Maintaining consistency and quality requires giving teachers continual professional development chances to become proficient in Suggestopedia practices.
- I strongly recommend incorporating storytelling, role-playing, and interactive games into future teaching practices due to their effectiveness in enhancing speaking skills through

the Suggestopedia method. These strategies create a relaxed environment, engage both brain hemispheres, provide real-life contexts, enhance vocabulary and fluency, offer immediate feedback opportunities, and emotionally engage students, leading to improved retention and motivation.

- Educators should receive training in effectively implementing these strategies to maximize their impact on students' speaking skills. Regular assessments and feedback mechanisms should also be established to monitor progress and adjust teaching methods as needed. By adopting these approaches, educational institutions can provide students with a more effective, enjoyable, and comprehensive language learning experience that enhances their speaking abilities.
- It is recommended that educational institutions and language learning programs incorporate Joyful Learning methodologies into their curricula. This could involve training educators in Suggestopedia techniques and integrating activities that stimulate both brain hemispheres to create a holistic learning environment. Additionally, further research should be conducted to explore the long-term effects of this approach and its potential applications across different age groups and learning contexts.

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APPENDIX

APPENDIX 1: RESERCH INSTRUMENTS



UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE POSGRADO



TRABAJO DE INVESTIGACION PREVIO A LA OBTENCIÓN DEL TITULO DE MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJERON MENCION INGLÉS

Topic: Implementation of suggestopedia activities to enhance English oral production in 7th grade at San Antonio de Padua school in Tulcán.

Objective: To gather qualitative data that can provide insights into the effectiveness of suggestopedia as a pedagogical approach on the improvement of the English-speaking skill and identify best practices for its application in enhancing language learning outcomes.

English teachers' semi-structures interview.

Dear teachers, this is an interview being conducted as part of a research project for a Master's degree program, focusing on English teaching experiences at this institution. The interview is expected to take approximately 15 minutes, and anonymity will be fully maintained. There are eight prepared questions, but additional topics can be explored as needed during the conversation. Thank you for your time and participation.

| |
|--|
| 1. How much class time do you spend developing oral skills in your students? |
| 2. How are oral activities developed in your classes? Explain your answer |
| 3. What activities do you use to enhance your students' speaking skills? |
| 4. In your opinion, how significant is the role of a comfortable learning environment in enhancing students' oral production skills? |
| 5. Which English teaching methods do you feel comfortable using in the development of speaking skills? |
| 6. Have you heard of suggestopedia method? If you answer is yes, what do you know about it? |
| 7. How do you perceive the role of relaxation techniques and music in improving students' confidence when speaking? |

8. What advice would you suggest to other teachers looking to enhance their speaking activities in the classroom?

TRABAJO DE INVESTIGACION PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJERON MENCION INGLÉS

Topic: Implementation of suggestopedia activities to enhance English oral production in 7th grade at San Antonio de Padua school in Tulcán.

Objective: To gather insights on specific suggestopedia activities used in the classroom, and the, students' perceptions of the effectiveness of suggestopedia activities in improving their English oral production skills, including motivation, confidence, and comfort level in speaking.

Survey for students

Dear students,

This questionnaire is part of a research project related to learning English, and your participation is needed to provide valuable insights. It is not a test, so there are no right or wrong answers—only personal opinions are sought. The questionnaire will take approximately 10 minutes to complete.

All responses will be kept confidential, and no one, including teachers or school authorities, will have access to individual answers. The questionnaire is anonymous, so names are not required. Your contribution is greatly appreciated, and honesty is encouraged.

Thank you for your time and cooperation!

Instructions

Read the questions carefully and mark your answer with a check ✓

1. How often do you participate in speaking activities during your English classes?

| Never | Hardly ever | Sometimes | Often | Always |
|-------|-------------|-----------|-------|--------|
| | | | | |

2. How comfortable do you feel performing speaking activities in an English in class?






| Uncomfortable | Neutral | Comfortable | Very comfortable |
|---------------|---------|-------------|------------------|
| | | | |

3. How long does the speaking activities take?

| 1 minute | From 2 to 3 minutes | More than 5 minutes | More than 10 minutes |
|----------|---------------------|---------------------|----------------------|
| | | | |

4. Tick ✓ how often do you do the following activities in class.

Always Often Sometimes Rarely Never

| How often Do you? | |  |  |  |  |  |
|-------------------|-------------------------------------|---|---|--|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Listen and sing songs in English | | | | | |
| 2 | Do role plays | | | | | |
| 3 | Individual oral presentations | | | | | |
| 4 | Yes/No questions | | | | | |
| 5 | Participate on debates in class | | | | | |
| 6 | Learn through games in class | | | | | |
| 7 | Oral lessons | | | | | |
| 8 | Feel relaxed in class | | | | | |
| 9 | Grammar exercises | | | | | |
| 10 | Vocabulary exercises | | | | | |
| 11 | Translation of instructions | | | | | |
| 12 | Use flashcards and posters in class | | | | | |
| 13 | Dialogue memorization | | | | | |
| 14 | Do yoga movements and stretch | | | | | |
| 15 | Individual oral exams | | | | | |

5. How do you prefer practicing oral activities?

| Individually | In pairs | In small groups | In big groups | With the whole class |
|--------------|----------|-----------------|---------------|----------------------|
| | | | | |

6. What challenges do you face when speaking English? (Select all that apply)

| | | | |
|--------------------|-------------------------|---------------------------------|-------------------------------|
| Lack of vocabulary | Fear of making mistakes | Difficulty understanding others | Anxiety in speaking in public |
| | | | |

7. How important is it for you to incorporate music or art into speaking activities?

| | | | | |
|----------------|-----------|--------------------|-----------------|---------------|
| Very important | Important | Somewhat important | A bit important | Not important |
| | | | | |

8. Which type of environment do you feel more comfortable to speak?

| | | | | |
|------------------------------|------------------------------|---------------------------|-----------------------|------------------------|
| A relaxed and friendly place | A formal and organized place | A group and work together | A competitive setting | A place to learn alone |
| | | | | |

9. Tick in the oral production tasks you would like to participate in your English classes.

| ACTIVITIES | | | | | |
|------------|--------------------|--|----|--------------------------|--|
| 1 | Conversations | | 7 | Role play | |
| 2 | Oral Presentations | | 8 | Recording | |
| 3 | Songs | | 9 | Storytelling | |
| 4 | Discussion | | 10 | Games | |
| 5 | Debates | | 11 | Sharing life experiences | |
| 6 | Dialogue | | 12 | Short Speeches | |



TRABAJO DE INVESTIGACION PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJERON MENCION INGLÉS

Topic: Implementation of suggestopedia activities to enhance English oral production in 7th grade at San Antonio de Padua school in Tulcán

Pre-Test Objective:

To assess the initial level of English oral production among students before the implementation of suggestopedia activities.

Post-Test Objective:

To evaluate the enhancement in English oral production skills following the application of suggestopedia activities.

Pre-test and Post-test

This test is part of a research study for a Master's degree and involves answering several speaking questions to assess A2-level speaking skills. The following test is an adaptation of the Cambridge format exam where individual and collaborative tasks take place. The test is divided into three sections and will take about five minutes to complete.

Please note that all responses will be kept confidential. No names are required, and neither teachers nor school authorities will have access to the answers. Honest participation is highly appreciated. Thank you for contributing to this important research!

Part 1: Getting to know each other 3 min

1. What is your name?
2. How old are you?
3. Where do you live?
4. What subject do you like best?
5. What clothes do you wear to school?
6. What time do you finish school?
7. What do you eat after school?
8. Do you get a lot of homework every day?
9. Who do you live with?
10. How many bedrooms are there in your house?
11. Where do you watch TV at home?
12. What is your favorite room in your home?
13. What do you like doing at home?
14. Do you like cooking?

Part 2: Exchanging information (peers) 2 min

Do you like these different places to eat?



Taken from: Cambridge University press and assessment

| Evaluation Rubric | | | |
|--------------------------|--|--|--|
| A2 | Grammar and vocabulary | Pronunciation | Interactive communication |
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Average between 5 and 3 | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Average between 1 and 2 | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |

Taken from: Cambridge University press and assessment

APPENDIX 2: PHOTOS

PROPOUSAL IMPLEMENTTION



PRE-TEST AND POST TEST



TEACHERS INTERVIEW



APPENDIX 3: AUTHORIZATION



Facultad de
Posgrado

Tulcán, 19 de febrero 2025

Hna. María del Pilar Ayala.
Rectora
UNIDAD EDUCATIVA SAN ANTONIO DE PADUA

Estimada Hna. María del Pilar Ayala:

Me dirijo a usted con el debido respeto para presentarle formalmente mi propuesta de tesis titulada "Implementation of Suggestopedia Activities to Enhance Oral Production" (Implementación de Actividades de Sugestopedia para Mejorar la Producción Oral).

Como docente en el área de inglés y Estudiante del programa de maestría con el nombre: Pedagogía de los idiomas naciones y extranjeros mención Inglés de la Universidad Técnica de Norte, he estado investigando metodologías innovadoras para la enseñanza de idiomas, y la Sugestopedia ha demostrado ser particularmente prometedora. Mi investigación tiene como objetivo aplicar actividades basadas en la Sugestopedia para mejorar la producción oral en inglés de los estudiantes de la UNIDAD EDUCATIVA SAN ANTONIO DE PADUA. Creo que esta propuesta podría ofrecer un enfoque fresco y efectivo para abordar los desafíos en la enseñanza de idiomas y beneficiar a sus estudiantes.

Para llevar a cabo esta investigación, me gustaría solicitar su autorización para implementar una clase con las actividades de mi propuesta de tesis en su institución. Esto implicaría trabajar con un grupo de estudiantes con nivel A2 del idioma.

Segura de contar con su aceptación y apoyo, quedo a su disposición para cualquier requerimiento adicional. Agradezco de antemano su atención a esta solicitud.

Atentamente,

Lcda. Eléana Madelaynne Pozo Villota

Docente de Inglés.

Autorizado

19-02-2025

Msc. Oliva Acosta

