

An Adaptation of Suggestopedia: Enhancing ESL Learners' Motivation through Music,
Relaxation Techniques, and Role Playing

By

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Abstract

This study demonstrates a research done with a group of English as a Second Language (ESL) ninth graders in Puerto Rico which integrated an adaptation of Georgi Lozanov's teaching methodology Suggestopedia. The first section of this study shows a literature review which explores the origin of Suggestopedia, how it can be put into practice, and how it changes throughout the years as it was adapted in several countries with students of different ages. The second section shows how the incorporation of music, relaxation techniques, and role playing into the classroom are essential characteristics of this methodology with the purpose of enhancing students' motivation and attitude towards the class as well as their development. Considering the setting of the study that was implemented and its normative documents, the lessons were created to comply with the English Program Puerto Rico Core Standards (2014). Furthermore, the purpose of the study was to enhance the methodology implied in the classroom within a peaceful environment rather than to change the curriculum. Nonetheless, students' opinions were imperative for the lesson plan development. Therefore, pre and post questionnaires were implemented to obtain their opinion regarding the song integration and to compare and contrast students' experiences. The results reflected were quite positive and showed that the Suggestopedic methods implemented improved their motivation and participation during class.

Resumen

Esta investigación demuestra un estudio hecho con un grupo de estudiantes de noveno grado en Puerto Rico durante la clase de inglés como su segundo idioma. El mismo integró el método de enseñanza *Suggestopedia* creado por Georgi Lozanov. La primera sección de esta investigación demuestra un estudio literario el cual exploró el origen de *Suggestopedia*, cómo puede ser implementado y los cambios ocurridos con el pasar de los años al ser adaptado en varios países con estudiantes de diferentes edades. La segunda sección muestra como la integración de la música, métodos de relajación y actividades de hacer el papel de otro en el salón de clases fueron elementos esenciales en esta metodología con el propósito de aumentar la motivación, mejorar la actitud de los estudiantes y su desarrollo académico. Considerando el lugar donde fue desarrollado el estudio y sus documentos oficiales, las clases se crearon teniendo en consideración los Estándares del Programa de Inglés de Puerto Rico (2014). El propósito del estudio se hizo para mejorar la metodología implementada en el salón de clases en un ambiente educativo de paz, no para cambiar el currículo. Sin embargo, la opinión de los estudiantes era sumamente importante para el desarrollo de las clases. Por tal motivo, se realizaron cuestionarios antes y después del estudio con el propósito de obtener su opinión sobre la integración de la música y para contrastar sus experiencias. Los resultados reflejados fueron positivos y demostraron que los métodos implementados mejoraron la motivación de los estudiantes y su participación.

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Dedication

This work is dedicated to my parents Zoraida and Alfredo. Your love, support, and understanding are beyond words.

Thank you for giving me more than you have.

Thank you for raising me to believe I can achieve higher goals.

Thank you for teaching me to live with faith in God.

You have my admiration and you are my inspiration to continue forward.

I love you with all my heart!

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“But if you never try, you ’ll never know.”

“Fix You”

~Coldplay~

Table of Contents

Abstract	ii
Resumen.....	iii
Acknowledgements.....	iv
Dedication	v
List of Figures	xi
Chapter 1: Introduction	1
Justification	1
Integrating Students' Interests	2
Relevance of Music.....	4
Relevance of Relaxation Techniques.....	6
Relevance of Role Playing.....	7
Research Questions	9
Attitude	9
Teaching.....	9
Chapter 2: Literature Review	10
Introduction.....	10
Defining Suggestopedia.....	10
Peripheral Learning.....	11
The First Experiment	12
Further Research	13
Right and Left Brain Hemispheres	15
Teaching and Suggestopedia.....	17
Using Songs in Instruction.....	18
Music and Culture	20
Music with Dutch Students.....	22
Music and Stress	23
Relaxation Techniques.....	24
Role Playing.....	27
Effectiveness	29
Making Adaptations.....	29
Chapter 3: Methodology	32
Introduction.....	32
Data Collection	32

Location and participants.....	32
Procedure.	33
Questionnaires.....	34
Pre-study.	34
Post-study.....	35
Two – Week Lesson with Suggestopedia	36
Day 1.....	37
Day 2.....	39
Day 3.....	40
Day 4.....	40
Day 5.....	41
Day 6.....	41
Day 7.....	41
Day 8.....	42
Day 9.....	43
Data Analysis	43
Significance of Study.....	44
Chapter 4: Results, Analysis, Discussion	47
Introduction.....	47
Daily Results	47
Day 1.....	47
Day 2.....	48
Day 3.....	49
Day 4.....	50
Days 5 and 6.....	50
Day 7.....	51
Day 8.....	52
Research Questions Analysis.....	52
Research Question 1: Are music, relaxation techniques, and role playing effective to enhance students’ motivation?	53
Research Question 2: What is the English learners’ opinion regarding the integration of Suggestopedic methods as a whole?	58
Research Question 3: Is it possible to integrate Suggestopedic methods to enhance the teaching of English in Puerto Rico and comply with the English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm (2014) for ninth graders?	66

Listening.	67
Speaking.....	68
Reading.	70
Writing.	71
Language.....	73
Transversal Themes.	73
Research Question 4: What effects would the inclusion of relaxation methods, music integration and role playing may have on students’ learning process?	74
Chapter 5: Lesson Plans.....	82
Introduction.....	82
Lesson Plan Template	83
Lesson Plan Day 1	84
Lesson Plan Day 2	87
Lesson Plan Day 3	90
Lesson Plan Day 4	93
Lesson Plan Day 5	96
Lesson Plan Day 6	99
Lesson Plan Day 7	102
Lesson Plan Day 8	104
Handout for Day 1: Song Lyrics “Chandelier” (Sia)	107
Handout for Day 1: Song Lyrics “Skyscraper” (Demi Lovato).....	108
Handout for Day 1: Vocabulary Practice.....	109
Chapter 6: Conclusion.....	110
Introduction.....	110
Suggestions for Future Research	111
Limitations of Study	113
Final Thoughts	113
References.....	115
Appendices.....	118
Appendix A: Request for Informed Consent	119
Appendix B: Solicitud de Consentimiento Informado.....	121
Appendix C: Request for Assent.....	123
Appendix D: Solicitud de Asentimiento	124
Appendix E: Bilingual Questionnaire for 9 th grade: Pre-Study	125
Appendix F: Bilingual Questionnaire for 9 th grade: Post-Study.....	128

Appendix G: Institutional Review Board Approval	131
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List of Figures

Figure 1: Part I of handout exercise on vocabulary.	38
Figure 2: Plot Diagram.....	42
Figure 3: How important is music in your life?	54
Figure 4: I like listening to music while I do school work at home. (Pre-Questionnaire).....	57
Figure 5: I like listening to music while I do school work at home. (Post-Questionnaire)	57
Figure 6: I listen to music when I want to relax (Pre-Questionnaire).....	60
Figure 7: I listen to music when I want to relax (Post-Questionnaire)	60
Figure 8: I like role playing activities. (Pre-Questionnaire)	62
Figure 9: I like role playing activities. (Post-Questionnaire).....	62
Figure 10: I enjoyed the integration of music, relaxation techniques, and role playing in the classroom.	63
Figure 11: I prefer traditional methods without music, relaxation techniques, nor role playing in the classroom.	64
Figure 12: Do you think there is a connection between music and learning English? (Pre- Questionnaire).....	76
Figure 13: Do you think there is a connection between music and learning English? (Post- Questionnaire).....	77
Figure 14: Role playing activities enhance comprehension in stories. (Pre-Questionnaire)	79
Figure 15: Role playing activities enhance comprehension in stories. (Post-Questionnaire).....	79

Chapter 1: Introduction

Justification

According to the Affective Filter Hypothesis, acquirers in a less than optimal affective state will have a filter, or mental block, preventing them from utilizing input fully for further language acquisition. If they are anxious, “on the defensive,” or not motivated, they may understand the input, but the input will not enter the “language acquisition device. (Krashen, 1981, p. 62)

Based on public policy the process of Educational Planning, Policy Letter Number 6-2014-2015, from the Department of Education in Puerto Rico (DEPR), teachers must incorporate transversal themes where education may focus on exploring peace within the classroom. Additionally, civic and ethical education at all the different grade levels highlight the importance of appreciation of all art forms which include music and role playing.

This study explored how students’ lack of motivation may be improved by lowering the affective filters presented and adapting Georgi Lozanov’s teaching technique Suggestopedia, which integrates music, relaxation techniques, and role playing within an educational environment. It also presents the direct connection students’ interests may have on their intellectual development as well as attitude towards the class.

Acknowledging the direct connection the environment may have with students’ motivation as well as its direct link towards language acquisition, I conducted a research for two weeks focused on Puerto Rican students at the secondary school level of a private institution specifically a ninth grade English class, during the first semester of 2014. Respecting their differences as well as finding a harmonious way to share ideas were aspects taken into consideration with the purpose of enhancing their interests as well as comprehension. This study presents students’ opinions before and after the teaching technique was applied; subtle

differences are highlighted when analyzed by gender. It also shows how the integration of music, relaxation techniques, and role playing within an educational environment lowered affective filters that affected students' motivation as well as guided them to explore learning in creative ways. All of this was done while complying with the national learning standard.

Researchers around the world such as Bancroft (1995), Larsen-Freeman (2000), Lems (2001), Ramirez (1986), Dyer (2010), Banerjee (1997), Lette Van den Berg (2011), Zenker & Frey (1985), have enthusiastically reported the direct connection of these elements hence empirical evidence within the format selected will expand this idea.

Integrating Students' Interests

"Subtle nonverbal influences in the classroom can sometimes have dramatic results" (Bancroft, 1995, p. 2). Jane W. Bancroft, a well-known researcher who thoroughly studied Suggestopedia in various aspects, exposes Lozanov's idea and the importance of integrating external factors directly influence students' learning. Taking that into consideration, these nonverbal influences may be represented in different ways. Therefore, the act of combining students' interests into the lessons will create a sense of comfort which will enhance students' intuitive mode of consciousness.

Reading specialist, Edward R. Zenker and school psychologist Diana Z. Frey developed a ten day program where they implemented relaxation techniques and visual imagery in a 10th grade classroom with below average students from a public school system. In a final evaluation, the experimental group reflected a 74% of correct answers while the control group showed a 66%. "When students experience either internal or external distractions, it is very difficult to attend to appropriate educational tasks" (Zenker, Frey, 1985, p. 342). Therefore, we must find ways to lower these distractions and encourage them to focus on the material. Students must be

in “a mental and physical state which enables them to learn” (Bancroft, 1995, p. 9). In other words, by integrating their interests into what is being taught, their willingness to learn and become involved in class will be enhanced.

Obtaining knowledge on what interests students is a process which will require teachers to get closer to their students. Because I had been the students’ teacher during the previous school year already, I had had the opportunity of sharing time with them which lead me to have a clearer understanding of what interested them. Based on this, I was able to discover that music was in fact something most of them truly enjoyed.

On the other hand, school regulations and course expectations tend to control the classroom environment and therefore, promote an appropriate learning experience. Nonetheless, this regulated educational environment at times presents a structured idealistic world which does not appeal to students who are supposed to work well within that world. Consequently, the system works against them. As a result, students’ motivation decreases which affects both students and teachers. An option to create a connection between course objectives and make students feel more comfortable is to take their interests into consideration during the lesson planning process. Carole Ames (1992) from the Department of Educational Psychology at the University of Illinois at Urbana-Champaign presents a study where she explains the connection between students’ motivation and the environment created through the instructional strategies applied.

Moreover, students are more likely to approach and engage in learning in a manner consistent with a mastery goal when they perceive meaningful reasons for engaging in an activity; that is when they are focused on developing an understanding of the content of

the activity, improving their skills, or gaining new skills and when task presentations emphasize personal relevance and meaningfulness of the content. (Ames, 1992, p. 263)

In other words, if students are able to make a connection with what they are being presented to their own lives or there is a personal interest, their perception towards the material will be more positive. Furthermore, this will influence their attitude and eventually, their development during the lesson. This research explored this connection as well as provide evidence on how useful integrating students' interests within the teaching strategies influenced students motivation while learning a second language.

Relevance of Music

An imperative part of this research is the adaptation of the teaching technique Suggestopedia. The integration of external influences is often encouraged in classrooms to promote a sense of diversion, creativity, and positive development. Learning a second language is a challenging task. Therefore, teachers must explore various ways to enhance the learning experience and transform it into a process where students can find a connection to their own lives in an unconventional manner.

On the other hand, developing and maintaining an interest in the classroom is a challenging task. Conversely, fostering creativity as well as creating an interesting environment where students are able to learn is essential to succeed.

Providing children with structured and open-ended musical activities, creating an atmosphere with mutual trust and respect, and sharing the joy of creativity with each other are all foundational to bases for the growth and development of the early childhood learner. (Paquette, 2008, p. 227)

Nonetheless, it is important to ask ourselves, are these aspects only considered necessary during early childhood education? Researchers have emphasized on the importance and positive results which music integration has had with early childhood education students as well as those with special needs. Yet, teaching techniques used in primary education can be adapted to the adequate level and be implemented appropriately to continue the original established foundation and expand a sense of learning through different mediums. This research explored this concept with English as Second Language (ESL) students at the secondary level. Music was integrated in various ways with more than one goal such as: song integration into context to practice vocabulary comprehension and exploration of song meaning, as background for mind-calming exercises, and as enhancement of a relaxed atmosphere during classwork practice. Bancroft (1995) investigated various American versions of Suggestopedia which emerged during the 1970's. In her research, she introduced Ray Benitez-Bordón and Donald H. Schuster's study (1976). These educational psychologists were inspired by Lozanov's teaching technique however rather than focusing on learning English, their goal was Spanish. Bancroft (1995) stated:

In their investigation of the influence of a suggestive atmosphere, synchronized music and breathing of the learning and retention of Spanish words, Ray Bordón and Donald Schuster found that, at a practical level, these variables when present resulted in learning 2.5 times better than when these same variables were absent. (p. 4)

In other words, although Bordón and Schuster's (1976) study had a different focus in terms of the language, the teaching technique was adapted and proved to be successful. Therefore, adaptations of the integration of music into a classroom are quite endless. Nonetheless, the possibilities of it being successful are worth exploring.

Relevance of Relaxation Techniques

“Learning is difficult when students are restless or tense and nervous” (Bancroft, 1995, p. 10). Therefore, in order to lower affective filters that influence students’ concentration, relaxation techniques are included to lower their anxiety levels. Lozanov’s original Suggestopedic method included a series of relaxation techniques which integrated physical and mental relaxation methods. As the years have progressed, adaptations have been made to consider students’ current conditions, culture, age, and needs.

Bancroft (1995) examined American versions of Suggestopedia after educators who were inspired by Lozanov’s Bulgarian theory commenced to explore the subject. Educational Psychologists Donald Schuster, Owen Caskey, and Allyn Prichard demonstrated positive results in their experiments which were shown in their books of “Suggestive- Accelerative Learning and Teaching” (or SALT) as well as in their articles in the “Journal of the Society for Accelerative Learning and Teaching.” Taking in consideration studies done, Bancroft argued that “an exercise of pleasant learning (re)stimulation convinces the physically and mentally relaxed students that learning will be easy, efficient and long lasting” (p. 10). Therefore, with the purpose of enhancing students’ mind into a relaxed state of being, this research integrated a series of relaxation techniques which concentrated on the mental aspect of it rather than physical relaxation.

Dvora Zipkin (1985) a consultant who worked on “Children’s Creative Response to Conflict/Nonviolence Project” for the Social Justice Center of Albany explained the concept of mental relaxation which included guided fantasy, imagery, meditation, and concentration. Zipkin (1985) stated: “Guided imagery uses fantasy ‘trips’ in which the children imagine or visualize peaceful and restful places or situations.” Students often carry personal or school situations

which affect their concentration, motivation, and eventually their academic performance. Through this process, they were able to control their anxiety as well as escape a few minutes into a more relaxed mental state of being. This research integrated relaxation techniques in various ways: mental relaxation through fantasy trips and free writing exercises with instrumental music both employed as an initial activity. Starting the class with relaxation techniques created a positive atmosphere which influenced how the rest of the class was developed.

Relevance of Role Playing

Role playing is another concept which complements Suggestopedia. This process provides students with the option to create imaginative characters with the purpose of enhancing reading comprehension in an innovative way. English learners tend to experience difficulties understanding reading material in different contexts such as short stories, novels, informational texts, and poems. In terms of stories, the different scenes that compose the plot may cause confusion. In addition, character development has a direct connection to events that occur throughout the story. The integration of all of these concepts as a whole may be overwhelming. For that reason, additional strategies may be added to complement its comprehension. Bancroft (1995) exposed that “subtle nonverbal influences in the classroom can sometimes have dramatic results (p. 2).” Therefore, bringing new notions into the classroom may create a sense of unpredictability and creativity which will influence students’ interest as well as contribute to the final goal which is reading comprehension.

Suggestopedia presents a different strategy to enhance students’ reading comprehension. While reading stories, instead of using traditional techniques such as reading in a group or individually, Suggestopedia encourages readers to make gestures, emphasize emotions, and act out scenes. Through this process, students are able to understand emotions even further which is

beneficial to comprehend the plot of the story. Furthermore, props relevant to the story are needed and beneficial to enhance comprehension and create a stronger connection between the story and its reader.

As each chapter progresses, I explore Suggestopedia even further with the purpose of explaining all the different layers that compose this educational system as well as expose my own research and compare it with other studies previously done in similar yet different settings. The following chapter exposes a profound explanation of each section in Suggestopedia and how it may be implemented into a classroom setting. An analysis of various educators and researchers who implemented the method or included some aspects of it with adaptations in selected classrooms may also be found with the purpose of comparing and contrasting how effective this method was at different levels and countries. The subsequent chapter exposes a description of the process which made this research a reality as well as an explanation on the different parts of the pre and post questionnaires which were essential in this study. Consequently, this chapter will also include a daily step by step explanation of the lessons that were implemented in the classroom integrating Suggestopedia. Based on the research done, composed of questionnaires as well as my own observations, chapter four will demonstrate the results of the data obtained through different questions and categories using charts, explanations, and quantitative proof of how beneficial Suggestopedia was in the selected classroom setting. The last chapter presents the final conclusions on how effective Suggestopedia is regarding the aspects of music, relaxation techniques, and role playing within the context explored. It will also describe personal findings, opinions, and experiences with this educational method. Lastly, this chapter will state what changes may be adapted in the future as well as what upcoming research may be worth exploring taking in consideration previous studies done.

Research Questions**Attitude**

1. Are music, relaxation techniques, and role playing effective to enhance students' motivation?

Teaching

2. What is the English learners' opinion regarding the integration of Suggestopedic methods as a whole?
3. Is it possible to integrate Suggestopedic methods to enhance the teaching of English in Puerto Rico and comply with the English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm (2014) for ninth graders?
4. What effects would the inclusion of relaxation methods, music integration, and role playing may have on students' learning process?

Chapter 2: Literature Review

Introduction

“Suggestopedic teaching methods (in foreign languages and other school disciplines) are completely different from all other methods of teaching” (Lozanov, 2005, p. 2). Nonetheless, it is that specific uniqueness which makes it stand out from other teaching methods or approaches which have been implemented. Although Suggestopedia is mainly focused on the integration of music, relaxation techniques, and role playing into the classroom to create a playful and stress-free environment, there are many layers to this methodology which have been cautiously explored by many researchers globally and at different levels.

Defining Suggestopedia

Larsen-Freeman (2000) explained Suggestopedia by using Celce-Murcia's (1991) description of it as an “affective-humanistic approach” where the element of respecting students' feelings plays a rather imperative aspect in the teaching process. Nonetheless, Suggestopaedia was misunderstood by some people who connected the process to a kind of hypnosis rather than a harmonious way of communication where the individual is exposed to positive suggestions, projected in various ways, but at the same time, the person is free to choose. Consequently, the term was modified to “Desuggestopoedia” which also stands for the same “inner freedom” and “unprogrammed” system of releasing the unused capacities of the brain which are often suppressed by suggestive norms presented in Suggestopoedia. Furthermore, Georgi Lozanov (2005); creator of this Bulgarian oriented approach defined this system with the following statement:

Desuggestology is a science of spontaneous, not forced release from inhibiting, limiting and impairing influences. So is and was Suggestology, but some people did not

understand it. Now, with the term “Desuggestology”, I repeat again, is not possible for such a misunderstanding. (p. 9)

The suggestions projected through this approach are created in different ways. For instance, Lozanov greatly emphasized on the integration of relaxation and visualization elements to create a “positive suggestion” for a pleasant learning experience. Along with his assistant, Evalina Gateva, both researchers enhanced Suggestopedia into two versions. While Lozanov concentrated on the integration of yoga to emphasize relaxation techniques, Gateva utilized more artistic methods such as music. Although the origin of this approach took place in Bulgaria, this system has been globally modified by many scholars in order to make it culturally relevant to those who are part of it (Bancroft, 1975, p. 4).

Peripheral Learning

In his book of lectures “Suggestopaedia – Desuggestive Teaching Communicative Method on the Level of the Hidden Reserves of the Human Mind”, Lozanov (2005) explains this teaching system with the following description:

The so called “techniques” used in Suggestopaedia (classical art, aesthetics, songs, laughter, games, games in games etc.) are not decisive by themselves. What is decisive is communication in the spirit of love, respect for man as a human being, the specific humanitarian way of applying these “techniques”, the specific gentle assignment of complicated tasks by means of our “communicative suggestion”, the gentle and indirect correction of mistakes, the lack of complicated homework, a stimulating atmosphere, making use of conscious and sub-conscious processes and light, spontaneous absorption of teaching material. (p. 8)

In other words, through Suggestopedia, learning is facilitated in a way that both the environment and approach are cheerful and positive. The integration of music, relaxation techniques, and role playing evoke positive emotions. At the same time, communication is transferred in “two-planes” which are the linguistic message and factors that may influence that message subconsciously. This supports the integration of Peripheral Learning in Suggestopedia which states that positive external influences help promote a positive atmosphere subconsciously and helps students eliminate negative associations which may affect their way of thinking and therefore, their performance. Lozanov argues that in every day communication although there may be one central mental activity which surrounds our experiences; there are many peripheral background experiences involved as well. Furthermore, he emphasizes the idea that although our perception of speech “falls in the center of consciousness where it is subjected to critical analysis and logical processing,” a series of “non-specific stimuli” such as gestures, facial expressions, diction, expressions of the eyes, intonation, environment, gait, physiological state of expectation, and movements linked to the words play a rather significant power in the words being produced which may be both positive and negative according to how it is being projected (Lozanov, 2005, p. 10).

The First Experiment

One of the first experiments conducted to explore the idea of Suggestopedia and memorization was implemented with the goal of memorizing 1000 French words. The experiment was divided into three stages. During the first lesson, which was identified as “Deciphering,” the teacher explained to the students some general information regarding the new vocabulary and its characteristics. The second lesson also known as “Memorization Séance” was divided into two parts: active and passive. During the active lesson, the teacher would read

foreign words at a normal speed without any music or additional resource while students would follow using a textbook. After this, the passive part of the lesson evolved in a way that students would only listen to the words being repeated, they would not repeat the words themselves. The next day was dedicated to the “elaborations.” The material that had been taught was “elaborated” through games and songs. Lozanov explored with hundreds of experiments to reach to its final version where the first stage was replaced by an “artistic introduction” which was developed into a game that used role-play to teach the material. The second stage which was considered the active part of the lesson, Lozanov with Dr. Gateva’s help introduced previously tested classical works of music such as Beethoven, Mozart, Haydn, etc. The process changed into integrating the classical music while the teacher read and intoned in accord to the music being played. The next day, students were motivated into singing the some classical songs themselves which motivated them into conversing in the foreign language (Lozanov, 2005, p. 12).

Further Research

As Suggestopedia becomes more globalized, educators have explored this method and at the same time, have made adaptations accordingly. Sylvia Z. Ramirez; educator and researcher at the University of Wisconsin-Madison, conducted a study with third graders in a lower social and economical rural and agricultural area located in Southern Texas where she explored the integration of Suggestopedia in a Spanish-Dominant Chicano Community. Three groups with ten subjects each were selected with an equal amount of males and females within each group. The methodology implemented was based on the ideology that keyword imagery would be significantly effective while teaching vocabulary to English learners. The experimental groups were divided into: “Suggestopedia-minus-imagery” where Suggestopedia was implemented yet

no imagery was added, Suggestopedia with imagery, and a control group which used a conventional instructional methodology.

Although the researcher utilized the basis of Suggestopedia originated by Lozanov, adaptations were implemented. For instance, the class would begin with relaxation and mind-calming exercises to recreate a pleasant learning experience. During the development part of the lesson, the material was presented in an enthusiastic and calm way along with the integration of keywords and imagery (in those that applied). Additionally, classical music was integrated in the background. In order to practice the vocabulary being taught, students would sing songs, play games, and take control quizzes relevant to the vocabulary. Based on the study, Ramirez concluded that both “Suggestopedia-minus-imagery” and Suggestopedia (using imagery and keywords) were in fact more effective than the control group which had been part of a conventional teaching method. Nonetheless, both experimental groups did not show a great difference between themselves. Ramirez (1986) argues:

The to-be-learned vocabulary words in this study were selected from a predetermined list of words from the Wordcraft/1 method, they were not necessarily conducive to keyword use, nor were keywords necessarily concrete as in most keyword imagery studies.
(p. 329)

The Wordcraft/1 method is characterized as “a program designed for fourth, fifth, and sixth grade students of normal ability and achievement. It utilizes recordings, filmstrips, short tests of each lesson, and student manuals with corresponding scripts of the recordings.” (p. 327) In other words, the content and vocabulary selection must be taken into consideration for this methodology work effectively. Nonetheless, the integration of classical music, imagery,

keywords, and a positive environment within the lessons proved in fact to be rather effective when compared to the results presented in the conventional methodology.

Right and Left Brain Hemispheres

There have been many experiments as well as disputes about how the brain works and its pedagogical implications. Theories have emerged and supported the idea that although human beings possess one brain, it is in fact divided into two different hemispheres. Researchers who explore Suggestopedia, often investigate the brain and its functions because of its direct correlation with what Lozanov was trying to implement. Bancroft (1995) deeply examined these theories. In her article “The Two-Sided Mind: Teaching and Suggestopedia” she introduced many researchers and ideologies which explained the purpose of each side of the brain as well as its connection to learning and relevance to Suggestopedia.

Bancroft (1995) introduces Robert Ornstein’s (1972) theory of the modes of consciousness where he exposes the difference between the two brain hemispheres. In his descriptions, Ornstein (1972) states the left hemisphere specializes in analysis, scientific understandings, verbal aspects, and rational thoughts. Ornstein (1972) stated:

The left hemisphere is predominantly involved with analytic, logical thinking, especially in mathematical and verbal functions. Its mode of operation is mainly linear and sequential; it moves from one point to the next in a step-by-step manner. The left hemisphere is specialized to detect features, to recognize the parts that make up a whole.
(p. 4)

Moreover, a lot of analytic and cognitive reasoning is required to learn a second language as well as any other task or subject. Studies have shown that damage to the left hemisphere of the brain affects the individuals’ speech and reason which is why it is considered the “major”

hemisphere. At the same time, many teaching techniques and strategies are concentrated towards left side hemisphere functions. Nonetheless, throughout the years this idea which argued that the left side of the brain was the most important one has changed.

Ornstein (1972) disputed:

Each hemisphere may be considered the major one, depending on the mode of consciousness under consideration. For example, the right hemisphere is dominant with respect to certain mental processes (such as music) and thinking can be carried through when language is inadequate to express it. (p. 5)

For instance, while the left hemisphere works with verbal expressions, the right hemisphere expresses non-verbal responses which are in fact more quickly than verbal ones. The left and right hemispheres do not just work separately but rather each has its own purpose yet supports each other when needed. The artistic abilities and holistic influences humans possess are developed in the right hemisphere. When it comes to learning a second language, students are exposed to different environments and factors that have a direct connection to their learning process. It would be a mistake to just focus on rational and analytic teaching strategies or techniques when the non-verbal and artistic side of the students' brains also influences their learning experience. Bancroft (1995) stated that:

The right hemisphere does not move linearly; it processes information more diffusely than does the left hemisphere and it is more simultaneous in its mode of operation. The ability for creative-associative thinking is associated with the right hemisphere. (p. 4)

Furthermore, when learning a second language, creative thinking should be encouraged. Additionally, non-verbal responses may be of great help when verbal associations are not being understood or simply just to support the idea and enhance comprehension. Suggestopedia

integrates right hemisphere functions as part of the learning process with how teachers present the material, resources being used, classroom environment, and how the class is developed.

Teaching and Suggestopedia

Although many researchers support Suggestopedia and its effectiveness, some scientifically disagree in terms of how the brain works and its impact on teaching. For instance, Bancroft (1995) introduces Linda VerLee Williams' (1986) study "Teaching for the Two-Sided Mind" where Williams (1986) explains the significance of all areas of education and therefore, using teaching techniques directed towards two major learning styles. In contrast to others such as Ornstein (1972), Williams (1986) argues there are no right or left hemisphere subjects. On the other hand, she believes teaching techniques should be followed based on "two major learning styles one that is primarily sequential and the other that relies more on pattern recognition" (Bancroft, 1986, p. 10). Nonetheless, the teaching techniques described by the researcher such as visual thinking, fantasy, multisensory learning, music, and direct experience (simulation and role-play) are in fact very common in Suggestopedic environments.

In the classroom, information should be presented in various ways taking in consideration students' background, culture, learning styles, interests, age, as well as other external and internal aspects. Suggestopedia brings a different type of teaching method which might be shocking but has proven to be quite effective. Williams (1986) also includes right hemisphere learning with Suggestopedia in the integration of visual thinking, fantasy, multisensory learning, music, and direct experience. For instance, visualization is used in graphic representations which can enhance the learning process while multi-sensory modalities facilitate learning by stimulating auditory and visual learning. This technique also strongly focuses on how music and role-playing create a direct experience in the classroom.

When lessons are presented visually as well as verbally, when students make their own connections between what is to be learned and what they already understand, and when all the senses are engaged in the learning process, students are able not only to learn in the way best suited to their style, but also to develop a full and varied repertoire of thinking strategies. (p. 10)

Therefore, it is imperative to integrate tools and methodologies which are both engaging and daring into the classroom to explore how effective this may be in the classroom. Lozanov declared his views on inefficiency while learning a language. He exposed the idea that some teachers tend to set up “psychological barriers to learning” because they fear the performance and process will not be effective and therefore causing the inability of using ones full mental power (Larsen-Freeman, 2000, p. 73). Moreover, he argues teachers tend to use 5% - 10% of their mental power while teaching. If this were to be true, what can be done to break through these barriers?

Using Songs in Instruction

Music whether it includes lyrics or it just combines an instrumental melody has the mysterious power to produce emotions, translate deep thoughts simple words cannot define, and evoke memories which had been possibly left behind. Researchers have studied the power of music in various formats as well as settings. Music integration within the classroom is in fact essential in Suggestopedia and it has been often explored in both past and current research. “Music is a powerful motivator. So why then do teachers hesitate to use it during literacy instruction?” (Dyer, 2010, p. 3). There are different ways music can be integrated into lessons. For instance, music may be incorporated into the lesson to reinforce a specific topic. Additionally, it may be added as background music to evoke a positive and peaceful

environment during classwork. Furthermore, based on its results in both types of music integration, research has proven this may be quite beneficial and empowering for both teachers and students.

Kristin Lems (2001) from National-Louis University, points out the idea of using songs to create a more dynamic learning environment which she argues builds listening comprehension, reading, speaking, and writing skills. Moreover, she supports her idea by integrating Maess and Koelsch's (2001) research which states that "neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed". This theory has been restated by other researchers and is often mentioned by those who explore Suggestopedia.

Lems (2001) describes how music integration may be used to reinforce material in various ways. For instance, when it comes to listening and oral communication, the researcher suggests the usage of songs to enhance pronunciation. She states the fact that spoken English may have "pronunciation reductions" which may seem common to Native speakers; nonetheless, for a student who is learning the language, listening to the pronunciation through a song may be quite beneficial.

Literary terms may be difficult to assimilate into context especially if students are in the process of learning the language itself. Song lyrics and messages often include literary concepts presented in a way which may be more approachable to students. Lems (2001) describes how this comprehension skill may be developed through song integration. For instance, finding the theme of a selected song may be both more interesting and appropriate to students. This notion may also be developed even further orally through oral presentations based on the concepts which were identified.

Music and Culture

Song integration may be used to enhance reading and writing skills as well. For instance, Lems (2001) suggested the idea of writing reading responses based on songs. Taking the concept even deeper, songs may also be used to enhance compare and contrast skills into context.

Through this process, students will be able to analyze ideas, apply the terms into context, and practice writing in a dynamic way as well. According to Lems (2001), “Pop songs are written to be easily understood and enjoyed” (p. 2). It is rather common for students to complain about not understanding a story or poem. Nonetheless, integrating a song with familiar vocabulary may be the path to capture their attention. At the same time, through songs, word study and reinforcement of words may be developed.

It is relevant to keep in mind there may be idioms or literary terms such as metaphors and similes which are quite common in songs. For this reason, it is important to evaluate the level of difficulty before exposing it to students. In her article, the researcher stated “Songs can be used in discussion of culture. They are a rich mine of information about human relations, ethnics, customs, history, humor, and regional and cultural differences” (Lems, 2001, p. 2). Therefore, another way to introduce or explore these topics may be through song integration.

Learning a different language whether it be English or any other language is a process which requires comprehension of the culture itself rather than just the language individually. There is a strong connection between language and culture. At times, this correlation may be difficult to demonstrate. However, songs have the ability to capture feelings which may be hard to explain and expose expressions which are part of the language in an average of four minutes. When English songs are brought into the classroom, it can enrich material to listen to something that represents the culture being presented.

These elements of Suggestopedia and culture were in fact explored in 1997 with a group of adults who were raised in the United States yet had Indian heritage and wished to enhance their Hindi language skills. Haimanti Banerjee (1997) observed a class where Suggestopedia was developed and adapted appropriately according to students' needs. Taking in consideration the fact that the purpose of the class was not academic but rather "a desire to get a glimpse of the target culture" (p. 24), the teacher used Suggestopedia's distinctive features to promote cultural awareness and linguistic enhancement. The teacher followed Suggestopedia's original format of relaxation techniques, music integration, and role play yet made adaptations. For instance, instead of using Baroque melodies as a relaxation method, the teacher integrated Indian classical music. Based on her observation Banerjee (1997) stated:

The role of music in this class was more than a mechanical adoption of a particular feature of an approach. It offered the students an opportunity to listen, identify, and appreciate their target culture's musical heritage in a foreign land. (p. 26)

The teacher who was part of this study integrated the culture being explored and embraced it through its music to teach the language and at the same time, its culture. Through this process students were able to embrace the culture even further, which was one of their goals as well as served as a relaxation technique before starting with the actual language lesson. Music served as an enriching and calming experience. Banerjee (1997) also mentioned:

Suggestopedia encourages the learners to engage in controlled breathing exercises that are meant to regulate the concentration level of the learners. This aspect of Suggestopedia is related to the yogic exercises that were originally performed by the Indian Yogis.

(p. 26)

This was an important aspect for this group particularly because Suggestopedia's origins of yogic exercises were part of the heritage they wished to explore. At the same time, they were able to relax in a noncompetitive environment which proved to be quite fruitful for this language class.

Music with Dutch Students

Lette Van den Berg (2011) who studied the benefits of English songs in the classroom and its connection to English stress patterns through a study with Dutch students, shared there are in fact many benefits with music integration. The process of learning a new language has many facets. Even though it may be challenging to help students develop each aspect appropriately, teachers must find ways to focus on each issue. Diversity is quite essential for this to be successful and Suggestopedia takes that important characteristic into account. In her study, Van den Berg (2001) explored music integration and its influence to English stress patterns. She argued "If we want pupils to apply correct word stress in their speech, they will first have to be able to detect this word stress in the speech of others and their own, which can be trained with the use of music" (p. 150). In other words, teachers need to be models of what they expect from their students. Music integration can be a beneficial tool to enhance word stress. The researcher adds the repetition found in song lyrics helps with memorization of patterns and this leads to acquisition of linguistic knowledge.

Although her main goal was related towards word stress, she covered many other areas through her research. In her thesis, she mentions Zoltán Dörnyei's (1994) ideas about the integration of music into instruction and the researcher exposes that "music can add a socio-cultural component" into the lessons. Dörnyei (1994) explained that when English songs are brought into the classroom, students are able to experience the culture in a diverse way. Through

this process, they will gain a different perspective on the language and its diverse methodology will increase their motivation and help reduce the anxiety they may have towards learning or external worries. Van den Berg (2011) added Dörnyei's argument which stated: "The use of music can increase the attractiveness of the course content when songs are selected from the pupils with his pupils, adding to their involvement and participation" (Dörnyei, 1994, p. 281). In other words, song integration may be another manner to take into consideration students' interests and apply their input to the lesson. If students' opinions are taken into account, they feel they have a stronger connection towards what is being taught. Van den Berg (2011) adds, "Using music and song in the English classroom can increase a pupil's motivation, which is essential to effective learning" (Van den Berg, 2011, p. 8). Motivation is one of the most important aspects of learning a language. Finding ways to capture and maintain students' interest is a challenging task. Nonetheless, motivation is the key in their learning process.

Music and Stress

Stress is a common factor which influences students greatly. Ahsani (2007) formulates the idea that if there is lack of motivation in the classroom, this will likely lead to confusion and eventually, frustration. This constant type of behavior must be dealt with cautiously because the human aspect of it must be taken into consideration as well. This may be reflected on students' behavior as well as personal attitudes towards the class.

Stephen Krashen (1981) creator of The Affective Filter Hypothesis argues there are three factors which have a direct correlation to second language acquisition. Krashen (1981) mentions low anxiety, higher motivation, and more self-confidence lead to better language acquisition. In his paper titled "Bilingual Education and Second Language Acquisition Theory" he stated:

I have hypothesized that these affective factors relate more directly to subconscious language acquisition than to conscious learning, because we see stronger relationships between these affective variables when communicative-type tests are used and when we test students who have had a chance to acquire the language and not just learn it in foreign language classes. (p. 62)

Therefore, teachers should look for ways to lower these affective filters which are external and internal factors that influence student's mood and consequently their learning process. Krashen refers to this, as factors which "block" language acquisition; Krashen's (1981) Affective Filter Hypothesis is supported by Lozanov's ideas in Suggestopedia. Both researchers argue that factors such as anxiety or stress affect students' motivation and thus their learning. Additionally, both of them support the idea that students are influenced unconsciously greatly and aspects such as environment, mood, and the way the lesson is presented have a direct effect on how they will approach the lesson. There are many researchers who have investigated the connection among stress, motivation, and the learning process in students. For instance, Van Den Bergh's (2011) study with Dutch students also explored these ideas. She suggested if the level of anxiety were to be lowered, student's motivation would increase. This research also supports the idea there is a direct link between motivation and better achievement.

Relaxation Techniques

Suggestopedia recommends to create a stress free environment through the integration of soft background music, relaxation techniques, and Yogic exercises. The original version of Suggestopedia since it was based on a four-hour session included one full hour focused on this aspect. The *Séance* Concert, as it was commonly called, focused on two ways of relaxation techniques: active and passive. The active relaxation consisted on physical stretching of the body

paying close attention to the neck, head, and shoulders. Sometimes these exercises were done sitting down on comfortable chairs and at times, they would be standing up. Tension waves for relaxation were also used. This exercise consisted on dividing the body into six sections and pressing tension on one section, holding the tension, and then relaxing each body part. This was done through different sections of the body. Yogic breathing was considered a passive relaxation technique. The process consisted of exhaling deeply yet slowly and then, inhaling through the nose paying attention to the abdomen and chest. This was done more than one time following a specific process with the purpose of emptying stale air out of the lungs which was then followed by mind calming exercises. These exercises were done approximately for 3-5 minutes. The purpose was to calm the mind after students were physically relaxed. The process consisted of watching one's breathing and experiencing imaginative fantasy trips. During these trips students were encouraged to close their eyes and imagine a pleasant experience. Memories of fulfillment and motivational situations possibly from the past when students felt secure and motivated to learn were often used. These imaginary scenes had to be explained with details paying close attention to how the students would feel, who is around, and physical descriptions of the place. The teacher who would be guiding this trip played a rather important role since the message needed to be portrayed in a calm manner, paying attention to pauses and tone of voice. (Bancroft, 1978, 174)

Researchers argue there are “advantages of relaxation and fantasy trips which include discipline problems, more eagerness to participate in classes, more enthusiasm for classwork, and a union of reason with intuition for creative thinking” (Robinett, 2011, p.11). In other words, these fantasy trips or relaxation techniques may be beneficial to calm down students who may have discipline problems and lack concentration. Other researchers have also studied the

connection of these elements in student achievement. Elizabeth B. Groff and Gary F. Render from the University of Wyoming combined a series of teaching methods (programmed instruction, simulation and guided fantasy) to analyze how these methods helped fourth graders specifically in Social Studies. Based on their success with the study, both researchers emphasized guided fantasy “served as a tool of integration”, expanded the “possibilities of learning and understanding”, and it helped students understand the information (p. 6). The methodology used with this group integrated guided fantasy where students were led by the instructor and were able to create mental pictures through a journey of the material being covered.

Sven Setterlind (1983) from the University of Goteborg in Sweden wrote an article “Teaching Relaxation in School: A Survey of Research and Empirical Studies” based on an experiment done with 12-17 year olds who were exposed to relaxation techniques two to three times a week during a six-week period.

Based on the successful results, the researcher exposed:

About 90% of the pupils found that relaxation was pleasant and positive. There proved to be a clear majority who thought that relaxation had worked and that they had learned to relax. Most of them were now able to relax themselves without assistance. Over 90% felt that it had been easy to learn to relax using the model they had tried. Some other results were that over half said that they managed their school work better and one third that they slept better. Sixty percent felt less stressed, 44% less irritated and 40% more rested and alert than earlier. (p. 15)

In other words, relaxation techniques whether through breathing, Yogic exercises, physical stretching, mind-calming exercises, or fantasy trips have proven to be quite effective in

students. A calm mind has more opportunities to pay more attention to what is being presented, concentration levels have a higher chance to increase, and students' motivation may enhance as well.

Role Playing

An important aspect of Lozanov's ideas concentrated on enhancing students' motivation while establishing a peaceful environment through their achievement. In order to obtain that type of atmosphere, every detail should be thoroughly analyzed. In Bancroft's (1975) study titled "The Lozanov Language Class" she explored Suggestopedia step by step and mentioned the authority used in the classroom may be beneficial to students but authority used in a negative way must be avoided. Although mistakes should be corrected, it should not have "severe" or "critical" connotations. In her study, she also indicated, "The students are expected to know the appropriate materials but they must also be inspired with confidence in their own ability and in the powers of the human mind" (Bancroft, 1975, p. 10). In other words, it is imperative to allow creativity and confidence rather than impose specific material which may restrain students' personalities and creative self.

Suggestopedia integrates opportunities for students to explore various aspects of themselves and at the same time, it allows students to practice the language that it is being studied. Bancroft (1975) mentions there may be common statements such as "English is a difficult language" which also creates "psychological blocks" in students' minds and affects their motivation and achievement. Through Suggestopedia, Lozanov explores the topic of "infantilization" which it is defined as having enthusiasm and spontaneity in a "child-like" way yet not childish. The researcher adds children are known to memorize and imitate through songs, games, and plays. Although at some point through their education the methodologies change,

these types of activities help students overcome their own fears. Through Suggestopedia students are assigned a fictional role they must play with a new foreign name and biography. This process enhances students' confidence and encourages them to participate. Lozanov exposed the idea that if students were to make a mistake while speaking the language, they will feel more comfortable if they are playing someone else's role rather than themselves.

Bancroft (1978) added "Through role-playing the student comes out of himself and forgets his personal worries and neuroses. He (or she) will live imaginatively with this new and foreign identity throughout the course" (p. 11). In other words, this newly assigned identity will shield some of their fears and allow them to participate in a much more comfortable manner.

Nonetheless, teachers should also play a role and this is in fact essential for a positive outcome. Teachers must have a self-confident and enthusiastic personality to maintain high expectations. At the same time, voice, gestures, and intonation should inspire learning and positivity. Role-playing may be adapted in various ways. It may be through reading a story or also, through dialogues.

Positive outcomes have been demonstrated in various studies around the world. In Banerjee's (1997) study where students learned Hindi through Suggestopedia, role-playing was integrated and proven to be helpful. The teacher who was part of the study assigned himself a different role every day. For example, when he was in charge of games or when he was in the role of clarifying doubts, he named himself as "Prof. Chatterbox". Costumes may be added as well to enhance the journey of playing as different role. "Prof. Chatterbox" actually wore a Indian Khadi jacket to represent the culture and his role as much as possible. Although the original version of role-playing in Suggestopedia assigned students their own role and biography and were proven to be successful, American versions were developed later on and provided

students the opportunity of creating their own dialogues and characters. This gave students the opportunity to be humorous and authentic.

Effectiveness

The process of integrating music, role play, and interactive activities may be a positive experience. Yet, students' discipline may be affected if for instance, inappropriate music is selected. In fact, Schuster and Vincent's (1980) mentioned that while working with disadvantaged students and integrating this method, some fights among students developed. The effect of having a "free classroom" like it has been mentioned in various types of research may have both positive and negative results. Schaefer (1980) integrated the approach while trying to teach French in her classroom. Even though the results were in fact positive, she clearly stated it is quite challenging for the instructor to work with all the different aspects Suggestopedia brings into a classroom. Role playing, music, relaxation techniques, and many other elements should be constantly handled in a positive and active manner. According to Ramirez (1986) who performed a study with third graders in a Spanish speaking community, the amount of preparation instructors must have in order to be able to work with this approach effectively is quite longer than those who use traditional methods. She adds teachers should have additional preparation and training before implementing Suggestopedia.

Making Adaptations

Taking in consideration the fact that environments change according to the students, educational system, as well as culture, it is relevant to mention the idea that in order for Suggestopedia be effective, there must be adaptations according to the current settings. American researchers Jane Bancroft, Sheila Ostrander, and Lynn Schroeder have deeply studied

Suggestopedia as well as explored how adaptations can be made in order to make Suggestopedia more relevant to the western culture.

In her journal titled “The Lozanov Method and its American Adaptations”, Lozanov (1978) described the original Suggestopedia method and the changes that have been developed. The researcher studied adaptations done in the United States by Dr. Allyn Prichard and Jean Taylor (Atlanta, Georgia), Dr. Owen Caskey (Texas), Dr. Donald Schuster (Iowa), Ray Bordon (Iowa), and Charles Gritton (Iowa).

Bancroft (1978) explained the first version of Suggestopedia was created for Bulgarian students who would take language classes four hours a day and six days a week. Therefore, the daily time provided to learning was quite longer than current language classrooms. Starting with that important element, teachers who implemented this method, needed to make adaptations in terms of how much time each activity would take. Bancroft (1978) exposed the whole “Suggestopedic Cycle” Lozanov has introduced may be difficult to be accomplished in a one-hour period classroom which is what is most common. A Suggestopedic class was originally divided into three parts: review from previous classes, introduction of new material, and a *séance* session. Although the first two parts are quite traditional and can also be implemented in western classrooms without many adaptations, the *séance* session originally lasted one full hour. It consisted of a series of Yogic breathing exercises and physical muscle stretching with music integration. Also, reading material would be read with music and vocabulary was introduced in a way that learning may seem almost unconscious. Considering the time this consumed, the concert *séance* was reduced. Bancroft (1978) mentioned that some American adaptations added 10–15 minutes relaxation techniques which caused breathing exercises to be quite shorter. At the same time, slow-moving music would be integrated to promote a calming atmosphere. Some of

the other changes were related to other factors not specifically about its methodology. For instance, the original Bulgarian classroom was composed of 12 students (6 males, 6 females). Nonetheless, Bancroft (1978) along with the other researchers argued that ideal quantity is quite impossible to be implemented in Western classrooms. Also, other features which characterized Suggestopedia teachers are to have an attractive classroom with pillowed chairs where students may feel comfortable as the day progresses in the classroom. However, the financial aspect must be taken into consideration. The researcher added an appropriate and attractive classroom is an important factor that must be kept yet having enough chairs with pillows is not possible and may seem quite unrealistic in Western classrooms.

Bancroft (1978) stated the importance of keeping the essence of Suggestopedia which is a dynamic teacher with a positive attitude who motivates students and encourages them to learn in a “state of alertness” in a stress-free environment. Maintaining an attractive classroom and positive atmosphere with music integration, and relaxation techniques are important elements that should be added. Nonetheless, adaptations have been done throughout the years according to what works best with students, school circumstances, level of instruction, and country. Yet, it is imperative to mention that although there have been adaptations, Suggestopedia has been proven to be quite effective.

Chapter 3: Methodology

Introduction

Taking in consideration the original purpose of this research which was to explore how students' lack of motivation and attitude towards the class may be improved by lowering the affective filters through and adaptation of Suggestopedia, a deep study of this method in various parts of the world was done, yet there was a need to implement it into an actual classroom as well. Therefore, to comply with the standard requirement for conducting research with human subjects, an approval was obtained from the Committee for the Protection of Human Beings in the Investigation (in Spanish CPSHI/IRB) on May 27th 2014. A group of ninth graders was chosen to be part of the study in a selected private school in Aguadilla, Puerto Rico.

In order to conduct a reliable study, both quantitative and qualitative data were integrated to support the investigation. Two bilingual (English and Spanish) questionnaires were used to obtain students' opinion on specific topics: one before the two weeks of teaching and one after the method had been implemented. Besides an analysis of students' opinions and experiences, daily personal accounts were recorded as reflections of the daily class progression.

Data Collection

Location and participants. The research site selected was located in Aguadilla, Puerto Rico. Before conducting the study, the director of the private location was well informed with all the details and with the fact that the curriculum was not going to be changed but rather the material was going to be enhanced with music, relaxation techniques, and role playing to hopefully lower students' stress and enhance their performance. Although the school is in fact bilingual, students have different proficiencies within the same grade. While some students have been part of a private and bilingual environment for many years, others have also been part of the

public system as well. With this in mind, both types of students, although may be quite familiar with the English language, tend to struggle and are commonly known to speak in Spanish rather than English during their every day communication.

The group selected consisted of 28 students: 13 females and 15 males within a range of 13-14 years old. As mentioned previously, Suggestopedia is known to be effective with a small groups; ideally 12 students. Nonetheless, this research challenged that idea taking in consideration the reality of most classrooms which are not composed of 12 students. All students were Puerto Rican and raised in the country. Most of the students who were part of the study had very active personalities and lacked concentration. Yet, these were aspects considered with the purpose of seeing how effective Suggestopedia could be.

Procedure. After obtaining a written approval from the director as well as from the Committee for the Protection of Human Beings in the Investigation, I proceeded to present what I planned to accomplish with the students as well as with their parents. Since I was also the students' English teacher from a previous school year prior to the study, students were already familiar with my presence. Students' parents received an informed consent where the process was explained in both languages (Appendix A in English and Appendix B in Spanish) and requested of their approval. Taking in consideration the fact that they might feel vulnerable with this type of change, I clarified the research was going to enhance the way material was presented with something students can relate to rather than change the material itself or the course objectives.

As part of the research, students' opinions and willingness to participate was essential. After the Institutional Review Board (IRB) and parents' approval for participation, students received an informed assent in both languages (Appendix C in English and Appendix D in

Spanish) which was read and discussed as a group. The research was fully explained with the purpose of clarifying ideas and class changes. Students were also told their opinions in the questionnaires were in fact voluntary and it would not affect their grades. They were also informed of the study's confidentiality which is why neither names nor physical descriptions would be mentioned. Students who decided not to be part of the questionnaires were going to be working with reading comprehension worksheet. That way, everyone would work regardless of their situation. Nonetheless, all students agreed to participate.

A week before the two weeks of Suggestopedia was going to be implemented the questionnaires were administered by another teacher from the institution to avoid any intimidation students might feel if I were to be present. Once this task was completed, students deposited the questionnaires in an envelope which was later on handed to me. Confidentiality was imperative in this process. Moreover, only the thesis chair Dr. Rosa I. Román Pérez and I had access to the data. It is important to mention the teacher who administered the questionnaires did not have access to the data. Additionally, parents were encouraged to contact me at any time during the research if needed through email or through an individual meeting during my professional hours at school.

Questionnaires

Pre-study. The purpose of the questionnaire given before the two weeks of Suggestopedia was to obtain students' opinions regarding songs that were going to be implemented in the lessons as well as their opinions about music, relaxation techniques, and role playing integration in the classroom.

The first six questions were open-ended; in other words, students were able to express their ideas openly in sentences rather than an established selection of answers. Since the study

emphasized more on music integration rather than other aspects, more questions were related to this topic. Even though questions 1-5 were associated to music, each one focused on different issues. Question 1 explored students' opinions regarding the importance of music in their lives to gain some perspective on their personal preference regarding this topic which was essential in the study. Questions 2-3 made reference to the connection between music and mood as well as music and learning English. These are individual categories yet Suggestopedia emphasizes on its connection. Since this was something that was going to be explored through the lessons, I wanted to see their opinions and compare if there was any change in their mentality. Questions 4-5 were quite specific. In these two questions, students needed to mention three of their favorite artists and songs. The results of these two questions were imperative because these were the songs that were going to be integrated in the study. The last question of this open-ended section asked about what kinds of things they would do if they experienced stress or bad humor on a regular basis.

Questions 7-10 had a different format. Rather than being questions, these were statements where students had to provide their opinion through given categories. These categories were: strongly agree (5), agree (4), nor agree or disagree (3), disagree (2), and strongly disagree (1). These statements explored their personal opinions regarding the topics of listening to music while doing school work, listening to music as a relaxation method, enjoying role playing activities, and the effect of role playing in reading comprehension.

Post-study. The post questionnaire was given on the last day of teaching with Suggestopedia after students had time to be part of the study for two whole weeks. The same process that was implemented in the pre-questionnaire was applied for this one as well. I was not present while students were responding to the questions. Once again, the questionnaire was

handed to students by a selected teacher who did not have any type of contact with the actual forms and did not influence their answers.

Some of the questions selected for the post-questionnaire were the same as the pre-questionnaire with the purpose of observing if there was a change in students' opinions. Nonetheless, others were different to obtain students outlook regarding their experience. Questions 1-4 were open-ended and students were able to express themselves openly with their own expressions. The first two questions asked about students' opinion regarding the connection of music and their mood and music and learning English. They had to explain whether or not they considered there was a correlation. Question 3 inquired them about the things they usually do when they feel stress or have bad humor, while Question 4 was quite direct and asked them to express their opinion on their experience through the past two weeks.

Questions 5-10 followed the same format applied in the pre-questionnaire where students had to select their answer after reading a selection of statement based on the following categories: strongly agree (5), agree (4), nor agree or disagree (3), disagree (2), strongly disagree (1). Questions 5-6 were also part of the pre-questionnaire and it referred to their opinion regarding music and doing school work at home and listening to music when they wished to relax. Questions 7-8 also mentioned in the pre-study asked about their interest in role playing activities and the correlation between role playing activities and story comprehension. The last two questions asked students about how much they enjoyed Suggestopedia and whether they preferred these types of activities rather than traditional methods.

Two – Week Lesson with Suggestopedia

In terms of the activities carried out during those two weeks, the idea was to enhance the way the material was going to be presented rather than replace it or change the curriculum taking

in consideration these aspects are quite important to teachers who are following specific regulations according to the department, country, or state that they work on. For this reason, I decided to continue using the book already established in the institution.

The book which was being used for that level was “Longman Keystone C” for 9th graders. This book is in fact created for English as Second Language (ESL) students. It has a series of short stories, fables, myths, poems, informational texts, and excerpts of novels. The book also provides vocabulary words or literary terms according to the reading selection. For each unit, there are grammatical topics as well.

Following the lesson already established we worked with Unit 1 named: “How can change improve people’s lives?” specifically reading two which involved an excerpt from the historical fiction “Riding Freedom” by Pam Muñoz Ryan. Taking in consideration that we had two weeks to work with the unit, I concentrated on the reading comprehension, vocabulary words, and literary terms rather than the grammar section. Furthermore, I emphasized the fact that all the songs used in the classroom whether they were instrumental versions or with lyrics were suggested by the students in the pre-questionnaires. In other words, their opinion was 100% considered for this aspect of the class.

Day 1. The objectives of the first two days were for students to be able to identify and analyze the vocabulary words that were part of the story (achieved, attitudes, discrimination, and illegal). In order to obtain this, I adapted certain Suggestopedic methods and integrated songs in two different ways; to promote a calm environment and application of the vocabulary into context. The first day, I started with the popular song “Chandelier” by Sia. Students were provided with the lyrics and followed along with the song being played. A class discussion was developed concentrating on finding the “attitudes” presented in the song. After that, students

listened to Demi Lovato's song "Skyscraper" following the lyrics which was also provided. The purpose was to discuss one of the themes presented in the song which is working hard to "achieve" something. After the oral discussion, students worked individually with a handout

Part I. Instructions: Answer the following questions taking in consideration the songs provided.

Song #1: "Chandelier" by Sia

Song #2: "Skyscraper" by Demi Lovato

1. What attitude is the singer trying to express?	4. What do you think the singer is trying to achieve through this song?
2. Which quotes support those feelings?	5. Which quotes support those feelings?
3. What attitude is presented in the following quote? <i>"I'm gonna fly like a bird through the night, feel my tears as they dry."</i>	6. Is this a positive or negative achievement? Explain. <i>"All my windows, still are broken, but I'm standing on my feet."</i>

exercise where students had to express in writing what was discussed.

Figure 1: Part I of handout exercise on vocabulary.

Part II of this written exercise consisted of reading response type of questions where students had to connect with the themes discussed and apply it to their own lives. They were asked to describe an issue they considered might be difficult to achieve in our current society as

teenagers. Although this was an open-ended question, they were asked to respond in minimum five full sentences. At the end of the class, students were able to discuss some of their answers with the rest of the class.

Day 2. As I mentioned before, the second day also consisted on vocabulary application. Since the previous day we concentrated on “achieved” and “attitudes”, the second day focused on “discrimination” and “illegal”. As an initial activity, I integrated the concept of fantasy trip. An instrumental version of the song “Summertime Sadness” by Lana Del Rey played in the background, students were asked to close their eyes and not to speak as I softly spoke the following words:

Think about someone special in your life. It could be a friend, a family member, anyone as long as that person is special for you. Imagine that person’s face smiling with you. You are responding to that smile. You are smiling with that person. What about them makes you happy? How do they make your life better? Think about this moment and now imagine a nice place, a place where you are comfortable. It doesn’t have to be special for everyone but it has to be special for you. While you are there, your favorite song starts playing. You are enjoying this moment where things are just good, happy, and calm.

After creating a relaxed atmosphere, an oral discussion was initiated regarding the question in Part II which was presented in the worksheet they had received the previous day. Through the discussion of issues that are difficult to achieve as teenagers in our society, other topics were developed such as: making friends, problems within the family, and losing family members. After the oral discussion, students worked on an individual writing response. They had to describe an issue where they considered they had been treated unfairly because of their gender. While students worked, instrumental versions of popular songs were played such as

“Don’t Judge Me” (Chris Brown), “What Now” (Rihanna), and “Princess of China” (Coldplay ft. Rihanna).

Day 3. The next day we progressed to begin reading the story. Nonetheless, before that took place, I introduced the class with yet another adaptation of Suggestopedic techniques. As students listened to the instrumental version of the song “It Will Rain” by Bruno Mars, they were asked to write whatever they were feeling, any thought that came to mind, anything that was causing them stress. I encouraged them to not think about the grammar and emphasized no one was going to read what they would write. This relaxation technique with music integration lasted approximately 4 minutes and 30 seconds which was how long the song was. After the initial activity, we read the historical fiction “Riding Freedom” by Pam Muñoz Ryan. This story was read and discussed as a group. Volunteered readers read the story as the others followed it. Instead of reading the traditional way, chairs were organized in a way that those who were reading aloud and “playing” the characters, sat in front of the class facing their classmates. As we read the story, I stopped at specific moments to explain and certain oral questions were answered to emphasize comprehension.

Day 4. Relaxation techniques were essential in this adaptation of Suggestopedia. Therefore, day 4 of the research also started with another relaxation technique with music integration. Since diversity plays a rather important role, this time students listened to the instrumental version of Rihanna’s song “Stay”. While students listened to the music, once again they were encouraged to write their feelings without thinking about the grammatical aspects or being judged. After a few minutes with this initial activity, the next activity was introduced. In order to comprehend the historical fiction even further, a role playing activity was integrated. Students were divided into five groups. Each group had the same assignment but with a different

topic. I explained that they were assigned a section of the story and asked them create a dialogue taking in consideration the story was to be acted out in front of the class. I had previously selected the groups and assigned them with the following topics based on the story:

Group 1: Conversation between Charlotte and Hayward

Group 2: Conversation between Charley and the men

Group 3: Charlotte's views on the women in town

Group 4: Charley finally votes

Group 5: Years later the truth is revealed

As students worked together within their groups organizing their ideas to create the dialogues, I went around the classroom clarifying doubts. At the same time, a mixture of songs played in the background such as One Direction "You and I" and "Half a Heart," 5 Seconds of Summer "Amnesia," Eagles "Hotel California," and Coldplay "Sky Full of Stars".

Day 5. The objective of day 5 was for students to work even further in the dialogue they were creating. Since during the previous day a lot of time was taken to explain the activity and to organize their ideas, day 5 was provided with the purpose to actually work on the dialogue development and answering any questions they had. As they worked with their dialogue, they listened to a mixture of songs from soft rock to pop.

Day 6. On day 6 of Suggestopedia integration, students were provided with more time to edit final details in their dialogues. At the same time, I worked with each group to make sure they were on the right path. Once again, students worked with a mixture of popular songs.

Day 7. The final day of role playing students were ready to present their dialogues by acting out the scenes they were assigned. Students were encouraged to be creative and bring props to create a richer performance and a fun environment. They brought hats, scarves, jackets,

and even a wooden horse. Since the groups were organized by numbers according to the story plot, they acted out the scenes according to the sequence of events. In other words, the story was once again represented but instead of reading it, students were able to either watch the scene or perform their scene.

Day 8. This day started with a relaxation technique where students were asked to write openly about their feelings of working with music, relaxation techniques, and Suggestopedia. They listened to Skrillex “With You, Friends (Long Drive)” as they wrote their individual reflections. After that initial activity, the purpose of the class was to help students identify specific literary terms that had been mentioned while they worked with the historical fiction. On previous days, as we worked with the different events of the story, I emphasized on terms such as *conflict* and *plot*. Since they had been introduced to these terms already in previous years and currently through examples within the story, I decided to review the terms even further through definitions and with other examples outside from what had already been discussed. I drew the following diagram on the board to explain the different parts of the plot.

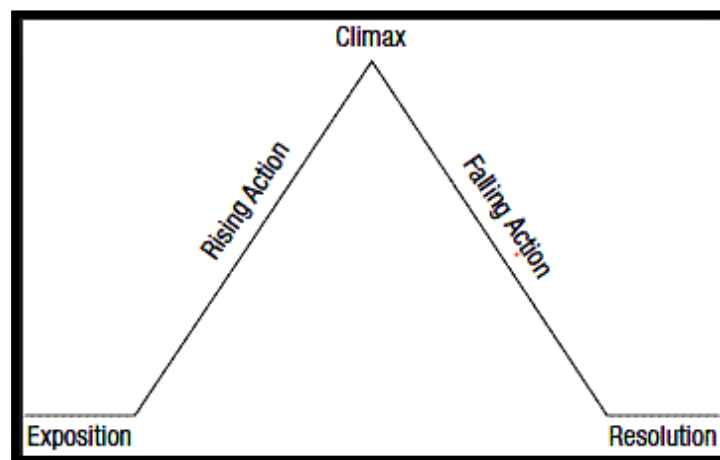


Figure 2: Plot Diagram

There was a class discussion with this diagram and students were able to ask questions regarding the terms as well as answer oral questions to enhance comprehension. After this group oral discussion, students drew their own versions of this diagram and were asked to make connections to previous stories or movies they were familiar with and consequently, organize the different parts of the plot according to the selected story.

Day 9. The final day of this unit consisted on the post-questionnaire. After working for approximately two weeks with an adaptation of Suggestopedia concentrating on music, relaxation techniques, and role playing, students were able to express their opinion and experiences through a post-questionnaire. The same process that had been established in the pre-questionnaire was once again followed. I was not present during this activity, instead a selected teacher who did not interfere in the students' responses was in charge of handing out the questionnaires and collecting them.

Data Analysis

As it was previously stated, this studied used both quantitative and qualitative data to determine its validity and how effective Suggestopedia was with 9th grade ESL students with a Hispanic background. The results of both questionnaires were tallied by studying students' answers and coding their open-ended questions. There was an individual analysis as well as a comparison for those questions which were the same with the purpose of identifying if there was a change. The data from the multiple-choice questions was tallied by counting the answers and therefore, determining their percentages. The results from the data collection were organized to create a visual comprehension of the findings. The next chapter will explain these findings even further with both quantitative and qualitative data.

Significance of Study

Lack of motivation in an educational environment is often present as well as may be caused by various internal and external factors which influence students directly. The amount of hours students spend in school intensified by all the academic expectations as well as performance responsibilities affect students negatively. However, these responsibilities are direct factors which may reflect a very pessimistic effect towards students. The load of work along with a traditional way of teaching may evolve into an unhealthy routine. This eventually causes stress in students' mentalities at times even before the material in question is being introduced. Besides this, there are students who simply lack interest of what is being presented. Studies show that "differential success in second or foreign language learning has been attributed to individual differences such as intelligence, aptitude, personality, motivation, and anxiety" (Rossiter, 2003, p. 1). Therefore, these factors have a direct effect on their performance.

"Motivation is key point in language learning. Without stimulus, it is very difficult to learn a second language" (Erguvan, 2001, p. 2). Therefore, external dynamics influencing positively, encouraging material, and presenting it in an innovative way stimulates students' minds and enhances their information retention. As teachers, we must adopt techniques to decrease stress which cause lack of motivation and transform their mentality into one which makes them enjoy the process of learning as well as visualize the importance of the material. All of these concepts combined are definitely a challenge; nonetheless, the unfortunate reality of this situation relies on the fact that this is a constant struggle because students may have this attitude every single day. Therefore, after analyzing students' attitudes in various classes at different levels, I was able to identify a possible problem and eventually connect it to the main source

which is this lack of motivation and caused by classroom routines that often discourage students; they simply block their minds with the idea that what is coming is just not worth it to care about.

Taking in consideration the problem already established, a well guided plan has been elaborated with the purpose of lowering external and internal factors which affect students' stress and cause lack of motivation. Consequently, its purpose is to transform their ideas positively and to increase their interest of learning a second language. Once this has been raised, hopefully there will be a change in both attitudinal influences as well as academic interest.

After analyzing students' problems as well as possible solutions, I realized that in order to create a change, teaching must connect to what interests them and provides them joy. With that idea in mind, Dr. Georgi Lozanov's Suggestopedic teaching method complimented my original plans of integrating student's interest in the educational process. Suggestopedia integrates fine arts, music, fantasy, and relaxation techniques to evoke positive emotions. Lozanov created a "suggestopedic cycle" which encourages communication transferred in "two-planes" which are the linguistic messages and factors which may influence that message subconsciously. In other words, Suggestopedia is not created to change a specific curriculum but rather to enhance the way the material is presented to students through the connection of holistic influences (Bancroft 1995).

During the initial session of the class, a "relaxed alertness" is achieved through relaxation exercises, naturalistic visual imagery and sounds, or popular instrumental music. This supports the integration of Peripheral Learning in Suggestopedia which helps students eliminate negative associations which may affect their way of thinking and therefore, their performance (Larsen-Freeman, 2000, p. 73).

As the class progresses, the content taught will be presented in quite a different way. Lems (2001) introduces Maess & Koelsch's (2001) study which argues that "neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed". Therefore, adding songs as part of the methodology used may have effective results. For instance, songs may be integrated as a way to enhance vocabulary as well as to develop language comprehension through activities where students would have to interpret its message or themes involved. At the same time, songs provide a unique way to introduce figurative language and literary terms which may be at times tedious for students to make concrete connections. Lems (2001) exposes Murphey's (1992) idea that lyrics with the repetitions, pauses, vocabulary, and structure allow learners to enhance their understanding as well as create a stronger connection to the song.

Suggestopedia also explores the integration of fine arts; specifically role playing. Through this method, students may create their own characters as well as imaginative dialogues. Schaefer's (1980) study; which consisted of seven dialogues during fifteen mornings, explored this method. Shocking results showed that her students learned around 1,200 new vocabulary words through the process.

Chapter 4: Results, Analysis, Discussion

Introduction

Analyzing how Suggestopedia has been implemented and adapted in various settings throughout the years and its results are essential in this study. Nonetheless, becoming part of literary researches through the process of adapting and developing Suggestopedia in my own classroom was imperative. The objective of this study was to prove how effective Suggestopedic methods may be to lower affective filters presented in a group of students and how their attitudes may influence their intellectual development.

In order to obtain reliable evidence for the established goals, many evaluation sources were implemented. This chapter will present daily results as well as personal reflections inspired during the two weeks that Suggestopedia was being developed. It also includes an analysis of both pre and post questionnaires completed by students supported by tables with quantitative data. Finally, the four research questions previously mentioned in chapter one, will be answered concentrating on how music, relaxation techniques, and role playing enhance students' motivation, students' opinion on the method as a whole, effects these concepts may have in the learning process, and how this method may be integrated to enhance the teaching of English in Puerto Rico and comply with the Departments of Education's English Program Standards and Grade-Level Expectations (2014) for ninth graders.

Daily Results

Day 1. Song integration was the main Suggestopedic method adapted in day 1 to guide students into analyzing the vocabulary words that were going to be part of the historical fiction. Considering that it was day 1 of Suggestopedia, students were quite excited to “start with the songs” as some of them mentioned. Although my original purpose of introducing the first two songs (“Chandelier” by Sia and “Skyscraper” by Demi Lovato) was to promote a relaxed

environment, the first song (“Chandelier”) did not work as a relaxation technique. Instead, it worked as a positive reinforcement which motivated students into the class and the upcoming activities. On the other hand, the second song (“Skyscraper”) had the effect of relaxing students. This effect mostly remained as they worked with the vocabulary worksheet. In terms of their academic development, they worked well with the worksheet which was related to the songs they had just listened to. This aspect seemed to encourage them to actually work with the exercise. The following excerpt is taken from my daily reflections:

I think that I have to establish some rules before we continue with the next days.

However, students who do not usually participate actually participated.

In other words, Suggestopedia requires students to get used to the new environment because the simple fact that it brings something new, may cause them to get overly excited. Yet, it motivated them to be part of the class.

Day 2. Once again, day 2 consisted of vocabulary application. However, the Suggestopedic methodology implemented was different. The integration of fantasy trips was a concept students had not experienced before. This was the most memorable activity from the whole study because its effect impressed me even more than I had imagined. Although at first it was quite challenging to keep them with their eyes closed and quiet once they did it, it had a quick calming effect. The majority of students were involved in the process and seemed to actually enjoy it. Right after the fantasy trip some students were encouraged to tell me who they imagined and mentioned that they wanted to do the activity again another day. A particular student approached me and with teary eyes told me she pictured her grandfather who had passed away. Through this experience, although its purpose was to promote a calm environment, it transformed into a healing process to some students who greatly influenced their attitude and

participation as the class progressed. This is a comment from a student in the post-questionnaire when being asked about their experience the past two weeks:

Fun! Especially when we closed our eyes and thought of that special person.

The fantasy trip activity was quite a success. Furthermore, the class discussion and individual exercise that day went rather smoothly which is not very common with this specific group.

Day 3. This day consisted of an integration of various Suggestopedic methods. The free writing exercise used during the initial activity with music integration served as a relaxation method. Nonetheless, since it was the first time students worked with this type of activity, at first they mentioned they did not know what to write. It took them a few minutes to actually get used to the fact there were not any grammatical guidelines. An average of six students out of a classroom of 28 students seemed distracted during this activity. A male student mentioned the following in the post-questionnaire when asked about his experience the past two weeks:

I liked it because I felt free while writing.

Although students were unfamiliar with free writing while listening to music, most of them seemed to enjoy it. An incident worth mentioning occurred when this activity was finished. Once the song ended and I informed students to stop writing, a female student suggested playing the song again because “she was too inspired and didn’t want to stop writing”. These types of comments are unusual with these students which made me realize the positive outcome small activities like these can promote.

As the class progressed and students read the historical fiction selected using a role playing technique, students commented more in terms of giving their opinion towards the plot of the story. In other words, it encouraged class discussions and the oral communication in English

was actually enhanced. Furthermore, at the end of the class, a male student approached me to tell me that since he had not finished the writing exercise from the previous day in class, he had looked up the songs we played in class and finished it at home while listening to the same songs. He added enthusiastically “I wrote a lot!”

Day 4. Free writing with music integration was once again the initial activity. Since the previous day they worked with this activity they continued to ask questions regarding what to write although I had explained its purpose; I decided to refresh their memories and be more specific with the details. I encouraged them to write anything that came to mind and to not erase their ideas. I was quite impressed to see that this time nobody asked anything nor interrupted during the activity. Once the free writing activity was done, I asked them who had written more in comparison to the previous day and almost every student raised their hands.

The organization of groups for the role playing scenes was the activity which took most time from the class. Explaining the rules, answering questions that were developed, organizing the groups, and later on, answering individual group questions was in fact challenging. Students were quite talkative which was to be expected because they had to communicate with each other to start organizing their ideas. For that reason, the songs selected were ballads instead of something with a more rapid rhythm to promote a calmer environment.

Days 5 and 6. Both of these days consisted of hands-on activities where students were provided with the time to actually organize even further their ideas and develop their dialogues. Soft rock and popular music was playing as they worked within the groups. The music volume played a rather important element during this activity both days. Although they continued to ask to turn up the volume, the music could not be too loud because it would affect their communication as well as distract them rather than help them as they worked. Both days were

very active and challenging because I had to constantly go around to the different groups answering questions and encouraging them to work on their tasks.

Overall, the process of dialogue development for the role playing scenes were the contrary from previous days. Students were much more active and talkative. Off topic conversations developed often which made the process even slower.

Day 7. Although the process of working in groups to create the role playing scenes was challenging, experiencing their final work and observing their representations of the scenes made it all worthwhile. Students' reactions as they watched their classmates as well acting out their own scenes was really fun and they were able to represent the historical fiction. Students seemed to comprehend the story even further as they represented it instead of simply having an oral discussion on the story like it is more commonly done through traditional methods. Their involvement was represented in their actions, clothes, props, and expressions which made the experience even more unique. This is a female's response in the post-questionnaire regarding the play when asked about her experience the past two weeks:

The play was a bit embarrassing but super fun.

Acting out scenes or presenting something in front of others may be "embarrassing" for some students because they may feel judged by the audience or simply because of their introverted personality which is why is imperative to establish an environment where students feel at ease and safe to the point of enjoying the process although they may still quite embarrassed. Everyone participated, everyone laughed, and everyone felt embarrassed at some point. However, their smiles were present the whole time and they understood the meaning of the story even more. Furthermore, everyone was involved in the story and seemed to enjoy the activity.

Day 8. After working with the story, day 8 consisted of identification of literary terms (conflict and plot) into context. Once again students started with a free writing exercise while listening to instrumental music (Skrillex “With You, Friends” / Long Drive). I noticed a significant difference in their behavior as well as their performance between the first time we integrated this type of activity and at this time when they had done it a few times. They seemed eager to write as well as acted excited when the song started playing. In contrast with the first day, everyone remained quiet throughout the whole process.

Integrating the plot diagram and incorporating that with their previous knowledge, had a very good response. Instead of giving them another story, students worked with the different parts of the plot according to movies they had watched or stories they had read. Students were able to understand each part and once again there was relevance to their own lives. An important aspect of this research has always been to integrate students’ interests and this activity was a reflection of that and resulted to be quite successful.

Research Questions Analysis

An analysis of the obtained results based on the pre and post questionnaires as well as personal observations will be provided to support and answer the research questions previously implemented with the hope of understanding how effective Suggestopedia was with the group of ninth graders selected and explain how it is possible to integrate Suggestopedic methods in the teaching of English in Puerto Rico and comply with the English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm (2014).

Research Question 1: Are music, relaxation techniques, and role playing effective to enhance students' motivation?

Studies have demonstrated that in order to enhance students' motivation, there must be a connection between what is being taught and the students you are trying to impact. When the material or methodology implemented is relevant to their experiences, they will demonstrate more interest. Although justifying everyone's preferences at once is quite challenging, finding common factors and proving small activities to integrate into the classroom may be the path to enhance students' motivation.

Music was a common factor in the targeted group which was part of the study. Moreover, it is imperative to mention that getting to know ones students and simply understand what makes them happy will contribute tremendously if that knowledge is appropriately adapted into the classroom. In order to understand students' opinions and interests even further, questionnaires were implemented. The group of ninth graders consisted of 28 students; 13 females and 15 males. All students agreed to take both pre and post questionnaires which means the results will be shown represent a total of 28 students' opinions ages of 13 and 14. The following data presented in Figure 3 represents the results obtained in the pre-questionnaire when students were asked how important music was in their lives. It is quite visible that the majority of the students considered music an important aspect in their lives.

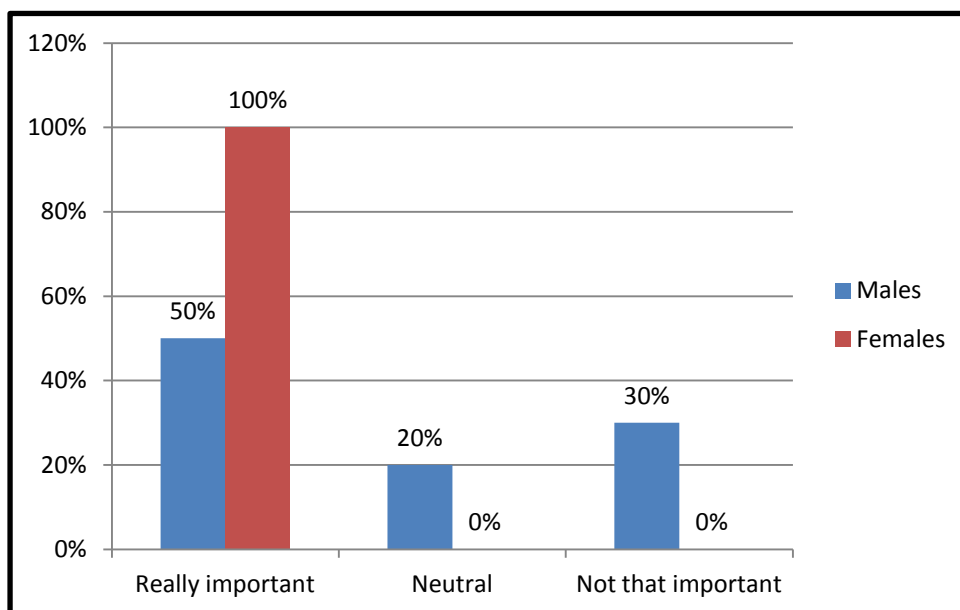


Figure 3: How important is music in your life?

The previous question was an open-ended question which means students were free to write their opinion. Nonetheless, these were transcribed into three categories (really important, neutral, not that important) taking in consideration what they expressed. As figure 3 shows, 100% of the females considered music was important in their lives. On the other hand, the males had a variation in their answers. Half of the students (50%) considered music really important while the other half was divided into 30% who considered music not that important and 20% who had neutral answers.

These are some of the comments students added within their answers:

Females:

Student 1: *For me, music is very important in my life. It has taught me a lot of things but with a rhythm.*

Student 2: *It is very important because when I have problems or feel stressed, music makes me forget all that stuff.*

Males:

Student 1: *It means the world to me. Thanks to it I have managed to overcome rough times in my life and has helped me when I was depressed.*

Student 2: *Very, I use music daily to release stress and just to relax.*

Based on this study, most students connect music to positive aspects of their lives or as a path to deal with their personal struggles. If they are allowed to integrate something they enjoy in the classroom, there will be a higher probability their attitude towards the class will become more positive. The integration of these aspects through Suggestopedia do not cause immediate and constant motivation. Nonetheless, it provides positive expectations which connect with the approach they may take towards the class which was the reaction I was able to experience through this study based on students' participation, feedback, and performance.

Another question, which was part of the pre-questionnaire, inquired students about the connection between music and their mood. In fact, 100% of the students responded that they considered there was a connection between those two aspects.

These are some of their comments regarding that question:

Female:

Student 1: *Yes, I do think there's a connection between music and my mood. It improves it by making me feel happy and joyful. Especially when I'm sad.*

Male:

Student 1: *Yes, it helps you to forget bad things and get happy.*

In other words, they are aware of the reaction music has on their mood and integrate it within their daily activities. Suggestopedia works with relaxing students' mood in the classroom through the integration of various activities. We should try to lower these affective filters which

tend to influence students' way of thinking or attitude towards the class and music has proven to help with that negativity.

In both pre and post questionnaires students were asked about their habits while doing school work at home. The majority of the students "strongly agreed" and "agreed" with the following statement: *I like listening to music while I do school work at home*. According to the data presented in Figures 4 and 5, those who "strongly agreed" with the statement remained the same. On the other hand, females' opinion in the "agree" category increased from 23% to 31% which leads to an 8% increase while the males changed from 14% to 21% which is a 7% increase. These results may translate to the idea that these students were in fact motivated to practice the same methods which were encouraged in the classroom or changed their way of thinking after the two weeks with Suggestopedia. This may indicate that most of the students remained with a positive opinion regarding music integration while doing school work which may lead us to realize they in fact enjoyed it.

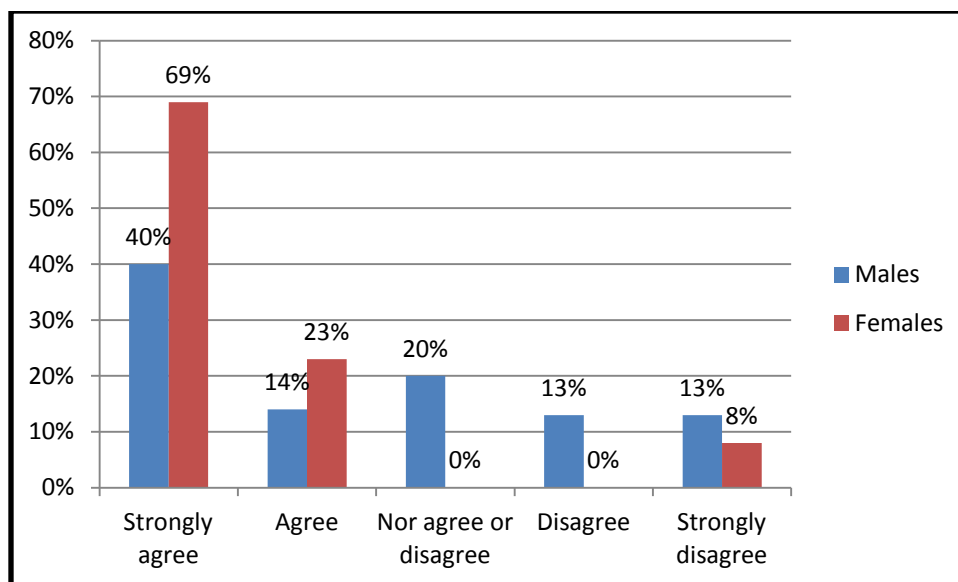


Figure 4: I like listening to music while I do school work at home. (Pre-Questionnaire)

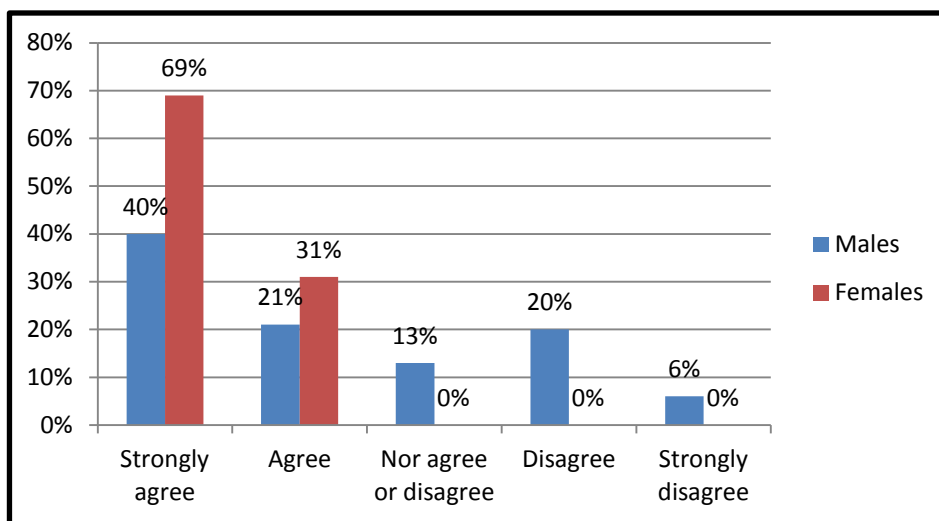


Figure 5: I like listening to music while I do school work at home. (Post-Questionnaire)

Based on the research done, data obtained, as well as personal experiences throughout this study, it can be argued that Suggestopedic methods such as music, relaxation techniques, and role playing in fact increase students' motivation towards the class. Since their interests were taken into consideration, students' expectations increased and this was reflected in their

participation, feedback obtained through the questionnaires, and class development. When students feel at ease in an environment that is calm and it integrates aspects of their lives that makes them content, the atmosphere changes. Nonetheless, establishing a peaceful environment while considering their interests may be challenging which is why adaptations are in fact imperative for Suggestopedia to be successful. For instance, although students may enjoy music, some of the songs they appreciate may not be appropriate to be part of an academic environment which is trying to promote a calm atmosphere as well as motivate them to work. Moreover, the original versions of Suggestopedia included classical songs or Baroque music which is a genre most students do not really enjoy either. For that reason, it is important to find a balance within what they enjoy but at the same time, academically appropriate and encouraging.

In this study, students were able to write about their favorite songs and artists in the pre-questionnaire. This factor encouraged them tremendously because they were curious to discover which songs I had selected based on what they had given me. As they enjoyed the songs, they were able to work in a more pleasant manner and were part of relaxation techniques which were quite successful. Additionally, the integration of role playing brought into the classroom a different way to comprehend a story. Instead of just reading it, they became part of it. In other words, music, relaxation techniques, and role playing had a positive effect in this selected group of students. Finally, it may be concluded that these Suggestopedic methodologies can improve students' motivation towards the class if adapted appropriately.

Research Question 2: What is the English learners' opinion regarding the integration of Suggestopedic methods as a whole?

In order to answer this question, both pre and post questionnaires were considered and analyzed. Students were asked specific questions about the different areas of Suggestopedia as

well as provided with statements where they had to provide their opinion on how much they agreed or disagreed with the idea provided. In certain cases, the statements questioned the same idea before and after the two weeks of Suggestopedia to compare and contrast a reliable opinion and a possible change in students' way of thinking towards the methodologies being implemented.

One of the methodologies strongly used was the integration of music as students worked with the hope this would relax and motivate students and therefore, their development would enhance. Most importantly, the study focused on their attitude and motivation towards the material being presented. In both pre and post questionnaires students were approached with following statement: *I listen to music when I want to relax*. As it is seen in Figures 6 and 7, 85% of the females who selected "strongly agree" remained the same after the two weeks of Suggestopedia. However, 47% of the males "strongly agreed" with the statement and their opinions changed after the study to a 60%. In other words, there was a 13% increase in their way of thinking. Another important aspect with the results obtained is that 14% of the males "disagreed" with this statement in the pre-questionnaire which means they did not consider the possibility of using music to relax. Nonetheless, in the post-questionnaire this category showed a 0% in both males and females. Therefore, their way of thinking changed at the end of the study. The following charts (Figures 6 and 7) illustrate the different categories and students' responses.

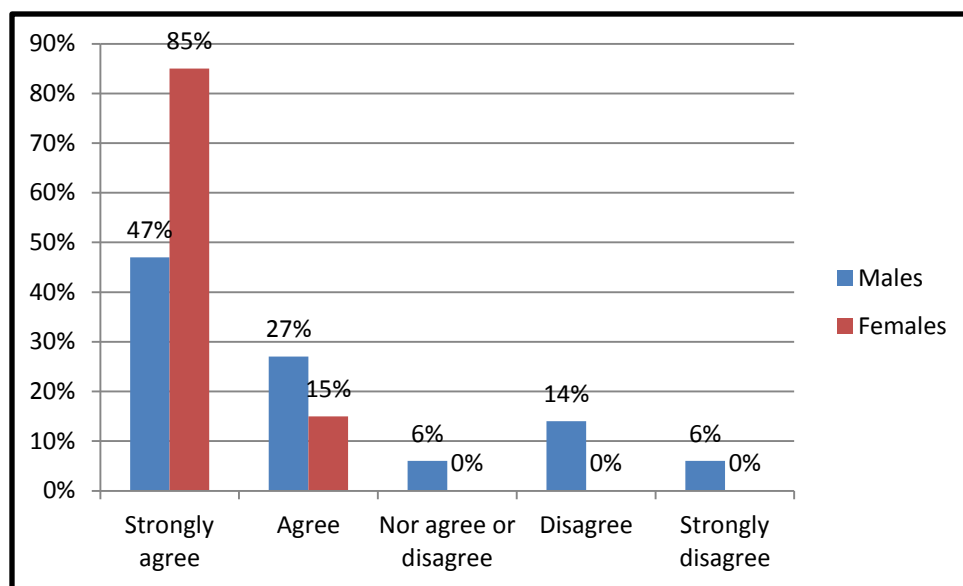


Figure 6: I listen to music when I want to relax (Pre-Questionnaire)

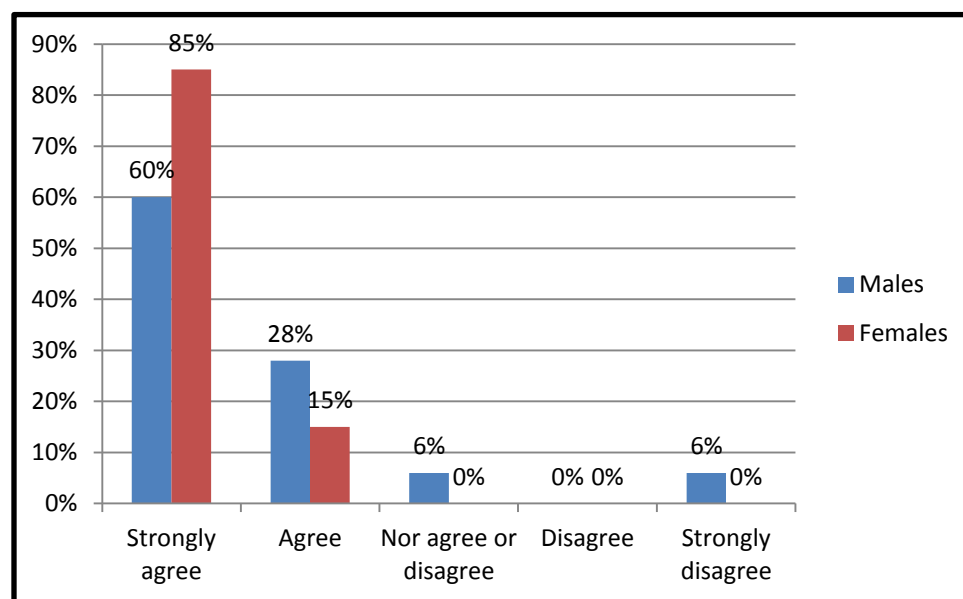


Figure 7: I listen to music when I want to relax (Post-Questionnaire)

Another important aspect in this study was the integration of a role playing activity. Since the study integrated different elements, students were questioned about each one individually and

as a whole. The following analysis was based on the results obtained from both pre and post questionnaires specifically inquiring about their opinion towards role playing activities. As Figures 8 and 9 show, the results gathered from the statement *I like role playing activities* were quite diverse. The initial result captures ones attention is the great change that can be seen in the males who “strongly agreed” with liking role playing activities. In the pre-questionnaire 27% of the males selected this category. However, this percentage changed to a 47% after working with role playing activities in the classroom which represents a 20% difference. At the same time, within the same category, the females had an 8% increase. Those who “agreed” with the statement had a visible change since it decreased from a 27% to a 20% (males) and a 38% to a 23% (females). Nonetheless, considering the change in the first category, this may be due to the fact that they changed their opinions to “strongly agree” rather than to simply “agree”. Another detail worth mentioning is in the categories where students “disagreed” or “strongly disagreed” with enjoying role playing activities. Within the males 13% of them “disagreed” with the statement and 20% “strongly disagreed” which means they simply did not like role playing activities. Nevertheless, the previous 13% decreased to a 0% and the 20% changed to a 6%. These significant details justify the idea they changed their way of thinking towards this methodology. At the same time, there was in fact an increase in the females who “disagreed” with liking role playing activities from a 9% to a 15%.

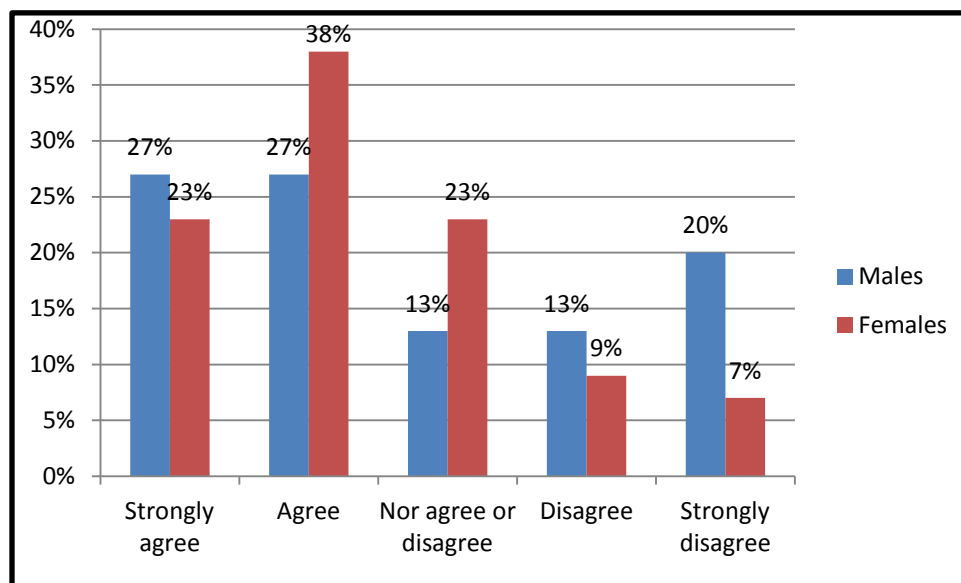


Figure 8: I like role playing activities. (Pre-Questionnaire)

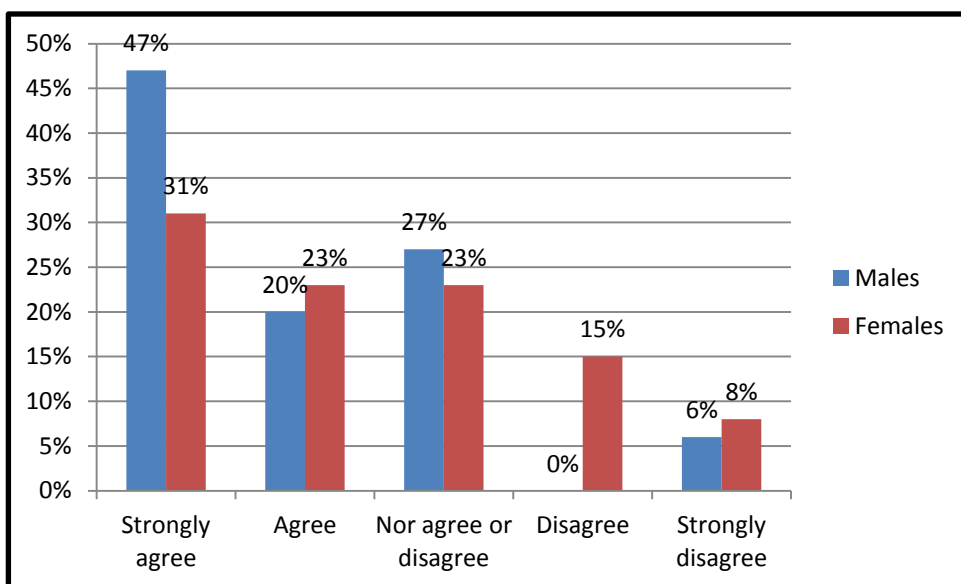


Figure 9: I like role playing activities. (Post-Questionnaire)

As it was previously mentioned, besides asking students about individual elements, a direct and precise approach was applied to obtain clearer results on their experience and opinion. In the post-questionnaire students were presented with the statement: I enjoyed the integration of music, relaxation techniques, and role playing in the classroom. Figure 10 represents a visual version of the results, most of the students concentrated on the categories “strongly agree” and “agree”. The combination of both categories demonstrated a 100% support from the males who enjoyed the methodologies implemented. At the same time, 92% of the females enjoyed the activities. The percentage of those who “disagreed” concentrated within the females with an 8%. However, based on the data report and combining both females and males percentages, 96% of the students enjoyed what was implemented during the two weeks which makes this a successful study. In other words, students’ opinion as a whole towards Suggestopedia was positive.

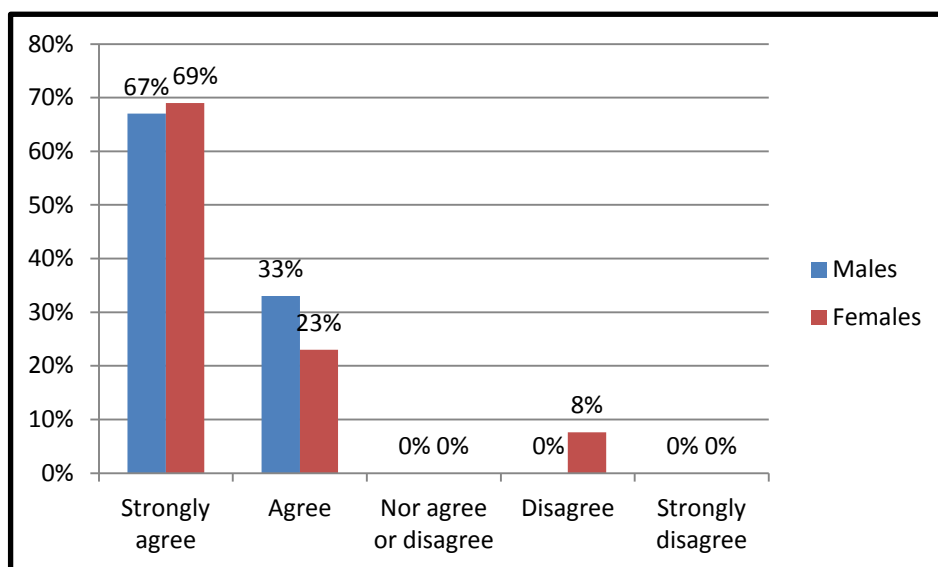


Figure 10: I enjoyed the integration of music, relaxation techniques, and role playing in the classroom.

In order to obtain reliable evidence, students were questioned in different ways while referring to similar concepts. Figure 11 presents the results obtained from the statement: *I prefer*

traditional methods without music, relaxation techniques, nor role playing in the classroom.

Based on the data obtained, 92% of the females “strongly disagreed” and “disagreed” with the statement while the males presented a 75% within the same category. In other words, 84% of the students both males and females preferred the integration of Suggestopedia rather than traditional methods. With this in mind, a significant percentage of students enjoyed and preferred Suggestopedia rather than traditional methods.

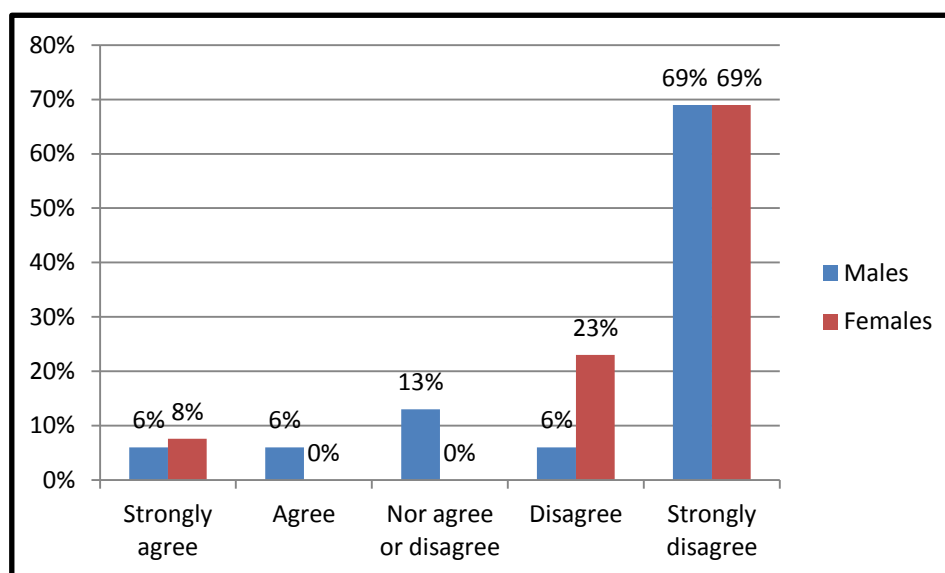


Figure 11: I prefer traditional methods without music, relaxation techniques, nor role playing in the classroom.

Based on the data obtained, personal observations, as well as students’ responses, the majority of the students enjoyed the integration of Suggestopedic methods in the classroom and had a positive opinion towards it. Considering students’ responses and behavior, I would add that those who were approached with these new techniques were excited since it was something they had not experienced in a classroom setting. Yet their expectations remained positive towards what was being done every day in the classroom. A classroom environment may be quite repetitive and intense at times which is also why these kinds of small activities transformed the

environment into one that was unexpected. Diversity played an important role as well which contributed to students' attitude and participation. In fact, although the selected group has always been active, during the oral discussions there was more participation even from students who did not usually openly participate. These are some of the comments obtained from the post-questionnaire when students were asked about their experience.

Males:

I liked the relaxation techniques.

It was a very unique experience doing work while listening to music and doing the play.

It's been amazing more fun and relaxing.

Females:

I think if we have more days putting music in the class we would have more relax for the students.

I think it was really fun. I really love music so I enjoyed it.

Good, we made different things. I would describe them fun and exciting. I really liked it.

These comments as well as the data obtained in the questionnaires show students positive attitude towards Suggestopedia as a whole. It is important to rectify the fact their individuality is just as important and this methodology contributes to that aspect. Considering students' opinions while developing the activities was imperative for a successful outcome.

Research Question 3: Is it possible to integrate Suggestopedic methods to enhance the teaching of English in Puerto Rico and comply with the English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm (2014) for ninth graders?

Besides creating activities successful enough to impact students positively, it is relevant to mention, that as teachers, there are many other important factors which must be considered. Following a curriculum, complying with what the school expects, as well as the standards and expectations established may be challenging at times. Often times teachers are introduced with activities, although they may be appealing for students, activities must be evaluated with a different perspective.

Taking in consideration the fact that this study was developed and implemented in Puerto Rico, the explanations provided as well as its support are limited to Puerto Rico. Nonetheless, this research is open to be analyzed and adapted to any other country which can implement this methodology. Suggestopedia is characterized by its peaceful environment and cheerful activities. Nevertheless, it does not substitute necessary material which is part of the curriculum. Instead, it enriches the way the information is presented. With this in mind, can we really implement it and comply with the English Program Puerto Rico Core Standards (2014) for ninth graders?

Since this research was developed in approximately two weeks, there was enough time to reinforce many skills such as reading, writing, speaking, listening, and language content. However, students' English level was considered before organizing how many goals were going to be worked at once. Listening and speaking played an important role as the classes developed since a significant section of the lessons concentrated on listening to songs and oral discussions of their meanings. Additionally, their speaking skills were also enhanced as they presented the

role playing activity towards the end of the unit. At the same time, reading and writing were developed as they read the historical fiction and wrote responses to it as well as the role-playing activity. Lastly, language content was presented as well with the vocabulary development and application of literary terms into context. The following sections will explain in detail how each skill supported by the Department of Education's English Program Standards and Grade-Level Expectations (2014) for ninth graders in Puerto Rico was presented to justify the idea that Suggestopedia may be used to teach English in Puerto Rican classrooms.

Listening. According to the English Program Puerto Rico Core Standards (2014) for ninth graders the 7-12 standards selected represent "What students should master and be able to do by the end of each grade" (p. 43). The College and Career Readiness Expectations for the listening category are to "comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics" (p. 43). Standard 9.L.1 states the following expectations for ninth grade students:

Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.

- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

This study created opportunities for students to enhance their listening skills through songs, oral discussions, and academic conversations. Through oral discussions students were able to listen to each other's responses and create their own conclusions based on various topics as well as song meaning. Although many of the songs selected were used as a method of relaxation, others were used into context to explore its mood, message, and vocabulary meaning into context. Even though students were provided with a written version of the songs, the process of actually listening to the songs and understanding the message orally was highly encouraged. At the same time, academic conversations were developed based on discussions related to song meaning and social issues which emerged from the songs. Additionally, students were able to maintain grade-appropriate conversations while listening to each other and discussing specific literary elements such as plot and conflict as they were reading the story selected aloud.

Speaking. Besides the listening skills which were a relevant part of the two weeks of Suggestopedia, students were provided with many opportunities to practice their speaking skills. Often times these were developed alongside their listening skills. Nonetheless, the English Program Puerto Rico Core Standards (2014) for ninth graders has these two categories in different sections. The standards for this category emphasize on preparing students and help them engage in discussions on a variety of social and academic topics with the purpose of developing interactions using appropriate language. At the same time, students are encouraged to evaluate and respond effectively (p. 47).

The standards for speaking skills state the following expectations for ninth grade students:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

9.S.3 Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.

Although Suggestopedia emphasizes on integrating music, relaxation techniques, and role playing into the classroom as these activities develop, conversations arise often in relation to the new techniques that are being explored as well as the material being presented. For instance, after listening to the songs selected, oral conversations were developed to discuss the meaning of the songs, the mood the artist was provoking, and themes presented within the songs. Students were able to practice the language orally as well as selected topics which were part of the lesson. Considering the fact that most of them had a personal interest in the song, this interest was demonstrated through their conversations and effort to speak in English. Besides conversations,

students answered individual oral questions related to the songs as well as the historical fiction which was read and discussed in class. Some of the questions were based on specific events that were part of the plot and others required more analysis where students had the opportunity of expressing their thoughts in a much more open manner. Furthermore, they had the chance of practicing their oral skills when they worked in groups to prepare the role playing scene. Students were encouraged to practice the language as they discussed the different events that were part of the scene they were given to develop into a role playing scene. Towards the end of the two weeks of Suggestopedia, students were able to present and act out their scenes which required them to speak in English to the rest of the class as well.

Reading. Although Suggestopedia may not be seen to have a traditional methodology, it also provides students with many opportunities to practice the same necessary skills for each grade level selected through a different process.

The standards for reading skills encourage the following expectations for ninth grade students:

9. R. 3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.

9. R. 4 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

9. R. 6 Analyze how differences in the point of view of the characters create an effect on the reader.

With this study, students were able to practice their reading skills in two ways. Initially, during the first days of the study, students listened to two songs. Besides listening to the songs, students were encouraged to follow a written version of the lyrics which they read as the songs played. Therefore, reading comprehension was practiced and evaluated through song integration. Determining song meaning and the mood expressed was a relevant part of its comprehension. At the same time, discussions on traits presented in the person portraying the song and its connection to how the song evolved were details also discussed. Many songs have a story or meaning behind which was deeply explored by students with the purpose of understanding the different aspects that made the song significant.

In addition to reading song lyrics, students read a historical fiction in class as a group which was later on discussed and transformed into small plays. At the same, reading comprehension was also part of the lesson to encourage understanding of the plot. Since the students worked with a historical fiction, some details which were not real were integrated with facts which were part of our history. For that reason, as they read, students were encouraged to identify the aspects of the story that complemented its interesting plot yet at the same time were encouraged, to analyze how the characters' way of thinking influenced their actions which lead to events that are part of our society now days. These two literary texts were successfully integrated into the lessons and presented using Suggestopedia. In other words, if adapted well into the original classroom goals, this methodology can provide opportunities to enhance students' reading skills in a unique manner.

Writing. Part of the skills practiced during this study involved writing. Once students listened to the songs, these were orally discussed as a group. After that, students were encouraged to work individually on various writing activities which differed according to the

daily objective. For instance, when working with the songs since its emphasis concentrated on vocabulary development, students were provided with a handout exercise where they had to identify specific words mentioned in the songs, apply them into context and reflect upon their connection to social issues. Through this process, students had to justify their opinions and explain their points of view on the matter. Besides these reading responses using songs, students worked on a different type of writing exercise. After they read the selected story which was orally discussed, students worked in groups. In this activity, students had to develop a dialogue to create a role playing scene based on a specific part of the story they were given. Through this activity, they had to reflect on the plot of the story but also pay attention to the important elements they had to mention within their dialogues such as the conflict which was presented. This type of narrative literary structure encouraged them to write with a different format which was story-like and at the same time, pay attention to grammar, organization, and plot. The standards for writing that justify what was covered in this study include the following aspects:

9. W. 1 Justify opinions and positions using valid reasoning and relevant and sufficient evidence.

a. Express and clarify viewpoints and opinions, take and defend positions that differ from others.

9. W. 3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Language. The English Program Puerto Rico Core Standards (2014) for ninth graders states language development must include necessary complements that should be mastered for students to justify a grade-level appropriate vocabulary, grammar, and comprehension. Although there are many important aspects in this category, this study concentrated on the following aspect:

9. LA. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and context, choosing flexibly from a variety of strategies.

a. Use context to help determine meaning.

On the first two days of the study, students worked with songs which were based on the different activities that were carried out; they had more than one purpose. However, when it comes to language development, the songs selected helped students determine the meanings of a selected group of vocabulary words which were going to be part of the story that was going to be discussed later on. Instead of using a traditional method of vocabulary and definition, students were presented with songs. Through various activities which were explained in details in Chapter 3, students were able to identify the meaning of some vocabulary words and apply them into their own writing.

Transversal Themes. Based on the public policy the process of Educational Planning, Policy Letter Number 6 2014-15, the Transversal Themes adapted in the Curricular Maps should promote an educational environment which encourages peace within the classroom.

The Transversal Themes for grades 7th to 12th grade explains it with the following description:

Education for Peace

- We respect each others' differences.

- We are not equals.
- We respect life.
- We want to live and share in peace. (p. 17)

One of the main characteristics of Suggestopedia is to promote peace within the classroom. Teachers who implement this methodology must create a peaceful environment with a soothing voice, comfortable setting, music, and relaxation techniques. The learning environment should be relaxed taking in consideration students' interests and differences. Each student is different which is why their way of thinking should be considered. Although this process may be challenging for the teacher, one may find a balanced and fair medium.

As explained previously, Suggestopedia does not change the curriculum a school implements nor the objectives teachers may establish within their classrooms. Suggestopedia is an additional resource which enriches the way the material will be presented to students and creates a closer path to students' interests and what they are expected to master. Taking in consideration the English Program Puerto Rico Core Standards (2014) for ninth graders as well as the Transversal Themes, integrating Suggestopedia is possible and it complies with what the normative documents require.

Research Question 4: What effects would the inclusion of relaxation methods, music integration and role playing may have on students' learning process?

Educational methodologies may have different outcomes based on factors such as students' age, English level, individual expectations, behavior, culture, environment, and many other elements which influence the learning process. This study concentrated on a specific group of ninth graders who shared certain similar characteristics such as cultural background, similar age, and interests. Although they may have differences in terms of personality, they shared a

considerable amount of time together which makes them have a similar way of thinking in certain situations. Therefore, the effects that were seen with the integration of Suggestopedia in this study are particularly true to this group of students. Nonetheless, based on previous literature research done as well as personal experiences, I can justify it if adapted correctly, Suggestopedia may have very positive and at times, shocking effects on the learning process.

The learning and teaching process is challenging for both teachers and students. There are many expectations and goals on behalf of those involved in the process. Therefore, discovering the right path or balance is difficult. At the same time, the process of inspiring an actual change in someone or helping them through a situation is not easy because it requires a mutual understanding. It is not a matter of giving and receiving. It is a matter of guiding, helping, and learning from each other. Likewise, rules are needed and there should be a certain level of understanding and respect to work together. This process requires time because a successful learning experience has a direct correlation to the trust which needs to be developed. Furthermore, students do not easily trust someone in a matter of an hour.

Taking in consideration this research, Suggestopedia had a motivating and calming effect on the group of students selected. A successful learning process requires diversity. If students are often presented with a similar routine, this may become a non-challenging experience. When students are aware of what to expect all the time, their expectations and motivation may decrease. When Suggestopedia was first introduced, rather than having a passive effect as many studies have stated, students became rather active and motivated. It was not a negative effect because their participation increased. Nonetheless, they were not initially passive. Considering this methodology was new for them, their curiosity levels were high which might have made them react accordingly. However, as the classes progressed, they began to understand the

process and became more accustomed to it and the calming effect became more visible. At the same time, the learning process became more interactive and participation increased.

When it comes to the music integration, students seemed to enjoy it the most. Since the songs integrated were selected by them; it seemed as though they felt part of the learning process. The music was introduced to enhance language development and to promote a calming environment. The song selection played a rather important role to this effect. When calm or instrumental songs were selected, students remained rather calm and worked well. On the other hand, when songs with popular genres such as pop or soft rock were selected, their reaction was positive because they seemed motivated to work but in comparison to other songs, they were more talkative. Nonetheless, all the songs selected had a positive effect on their learning process. Figures 12 and 13 show students' way of thinking changed regarding the connection music had on their learning process before and after the study.

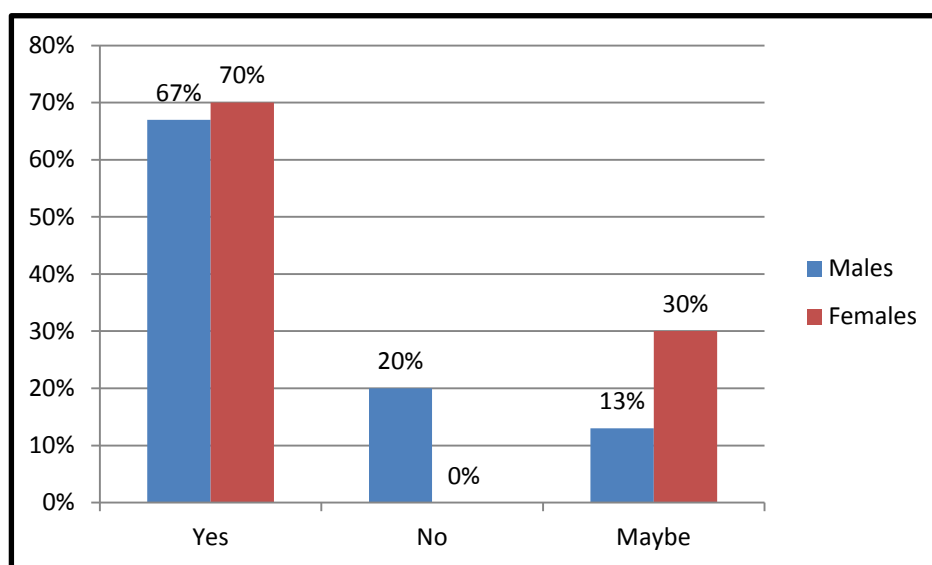


Figure 12: Do you think there is a connection between music and learning English? (Pre-Questionnaire)

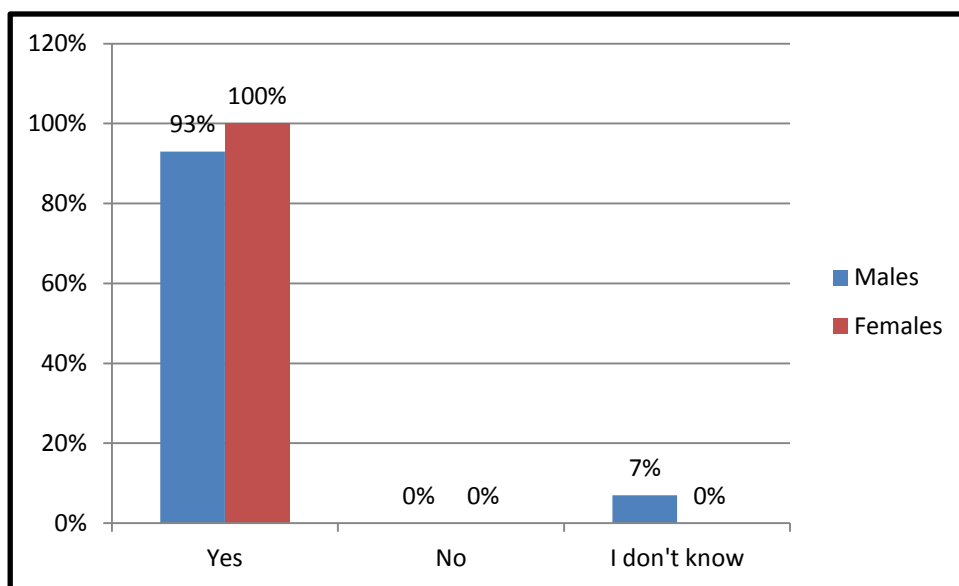


Figure 13: Do you think there is a connection between music and learning English? (Post-Questionnaire)

The previous charts show, before participating in the study, 69% of the students (both males and females) considered there was a connection between music and learning English. Nonetheless, the remaining percentage 31% either did not believe in the connection or simply did not know. After the two weeks of Suggestopedia, this 69% increased to a 97% which shows the majority of the students believed there was in fact a connection between these two aspects. Taking this data into consideration, it may be stated that if students believed something like this is possible, there will be a higher probability that it actually works because their way of thinking is already positive towards the option.

Reading comprehension was developed with the integration of a role playing activity. Since this process required students to work together in groups to develop their dialogues, the environment was different when compared to other activities where they worked individually. They were much more talkative yet this was to be expected because of the type of work they

were doing. Figures 14 and 15 illustrate, there was a variety of answers in students' way of thinking regarding reading comprehension and the role playing activity. Before the study, the majority of the students had a neutral response on whether role playing activities were effective to enhance their understanding in stories. However, the difference between each category is not that great. For instance, 47% of the males "nor degree or disagreed" with the statement while 34% of them "strongly agreed". After the study, the percentage of those who "strongly agreed" with this connection increased, from (males) 34% to a 41% and (females) 31% to a 38%. Yet, those who demonstrated to have neutral opinions towards it remained almost the same; (males) 47% both before and after the study and (females) 23% to 31%. Based on this data as well as students' reaction and participation during the two weeks of this study, I can add that this activity was in fact interesting because it provided students to work outside of the norm. In other words, it motivated them to create something different and perceive the story selected in a creative way. However, taking in consideration their English level as well as how this section of Suggestopedia was adapted, the effect this had in their comprehension was not as great as previously expected. Although it helped, it contributed more in terms of diversity and motivation rather than comprehension.

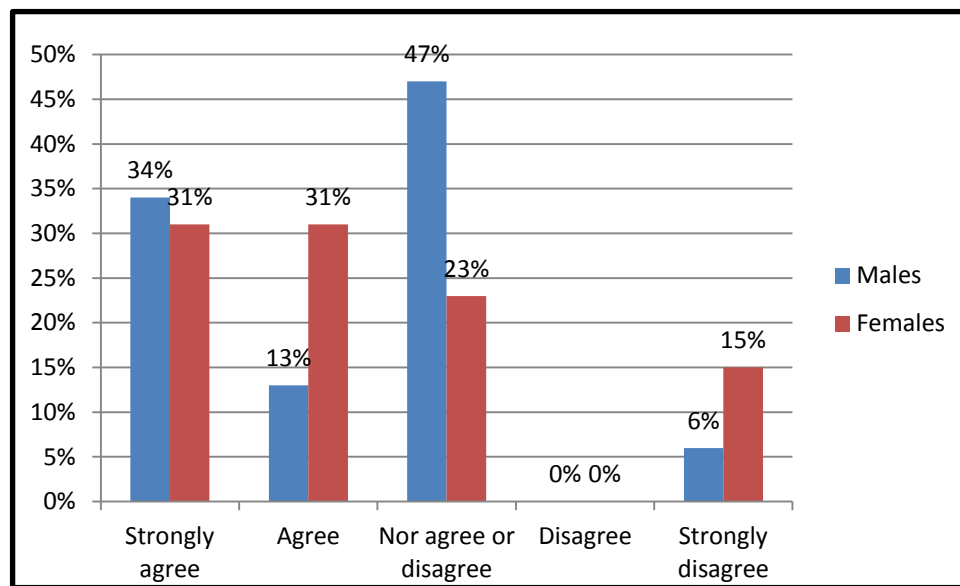


Figure 14: Role playing activities enhance comprehension in stories. (Pre-Questionnaire)

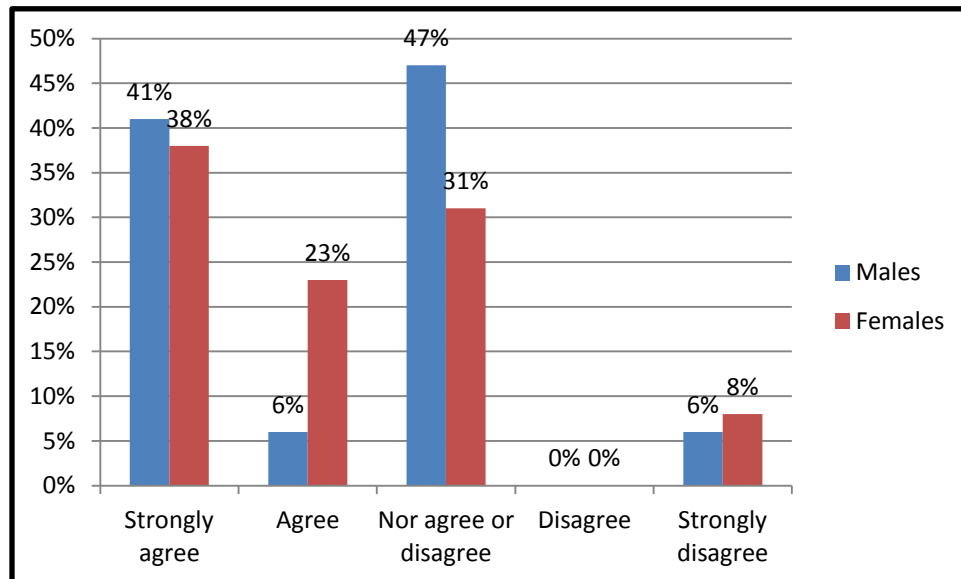


Figure 15: Role playing activities enhance comprehension in stories. (Post-Questionnaire)

Besides music integration and role playing activities, this study concentrated on the integration of relaxation techniques in the classroom, which in fact worked tremendously well. The purpose of the relaxation techniques was to promote a calm environment and therefore enhance the learning process. At first students reacted in an expected way because they were unfamiliar with the techniques being implemented; however, the second time the relaxation techniques were implemented, its calming effect remained the rest of the hour which made the learning process quite enjoyable. They worked and finished their individual work in a calm manner as well as stayed with a positive attitude with what we were working with that specific day. Nonetheless, it is imperative to mention that this effect is quite temporary. The relaxation techniques must be repeated daily in order for it to remain within the environment. The reality of the situation is that everyone encounters stressful and difficult situations everyday which affect how people react towards others as well as their surroundings. With this in mind, the relaxation techniques integrated with Suggestopedia contribute to promote a calming effect. Nonetheless, it does not make permanent changes. It is a matter of practice and if implemented and adapted more than once, it may be quite successful.

As it has been explained, music, relaxation techniques, and role playing may have very positive results in students' learning process. In this specific study, Suggestopedic methods promoted a diverse environment which proved to enhance students' motivation and interests in the classroom. Through this process, their attitude towards the class became more positive and their participation increased. This change was represented in the data as well as through personal observations as the classes progressed. When it comes to the learning process, this study did not focus on obtaining quantitative data where students were evaluated on a specific topic taught.

The initial purpose was not concentrated on academic change but rather on aspects that changed students' motivation and attitude through the methods being implemented.

Chapter 5: Lesson Plans

Introduction

The following chapter will present a series of eight lesson plans which were implemented with a group of ninth graders integrating an adaptation of Georgi Lozanov's teaching methodology Suggestopedia. The lesson plans were based on a selected textbook unit which concentrated on identifying the meaning of some vocabulary words, literary terms, and analyzing a historical fiction. With the combination of all the lessons, students were able to practice various skills such as speaking, listening, reading, writing, and language content. Considering the fact that the classes were developed in Puerto Rico, these were created to also comply with the English Program Puerto Rico Core Standards (2014) for ninth graders. In other words, the curriculum was not changed but rather its methodology was enhanced by integrating nontraditional activities which enriched the learning experience.

The following statements represent the goals established for these lessons:

- ➔ To enhance students' motivation and attitude towards the class through the integration of Suggestopedic methods.
- ➔ To enhance language skills such as listening, speaking, writing, reading, and language content in a peaceful environment through relaxation techniques.
- ➔ To increase vocabulary and literary terms knowledge through song integration.
- ➔ To increase reading comprehension through role playing activities.
- ➔ To reflect on social issues, its consequences, and changes in our society.
- ➔ To analyze problem and solution situations.

Lesson Plan Template

Grade:

Unit:

Topic:

General ECA Strategy: __Exploration __Conceptualization __Application

Core Standards:

Objectives: At the end of the lesson students will:

Conceptual (Cognitive):

Procedural (Psychomotor):

Attitudinal (Affective):

Activities:

Initial:

Development:

Closing:

Assessment Techniques:

Materials:

Homework:

Lesson Plan Day 1**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Identifying vocabulary meaning**General ECA Strategy:** X Exploration X Conceptualization X Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

9.R.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

9.R.6 Analyze how differences in the point of view of the characters create an effect on the reader.

Writing:

9.W.1 Justify opinions and positions using valid reasoning and relevant and sufficient evidence.

- a. Express and clarify viewpoints and opinions, take and defend positions that differ from others.

Language:

9.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and context, choosing flexibly from a variety of strategies.

- a. Use context to help determine meaning.

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall vocabulary meaning.

Procedural (Psychomotor): Answer seven questions related to the songs.

Attitudinal (Affective): Reflect on their opinion regarding personal struggles and having a positive attitude towards life.

Activities:

Initial: After listening to the song “Chandelier” by Sia and following the written lyrics, students along with the teacher will have an oral discussion on its message and attitude portrayed by the singer.

Development: After listening to the song “Skyscraper” by Demi Lovato and following the written lyrics, students along with the teacher will have an oral discussion on its message and the singer’s struggle to achieve her goals.

Closing: After an oral discussion on both songs, students will apply their vocabulary knowledge to answer questions related to the songs using a handout exercise.

Assessment Techniques: Answer questions

Materials: computer with songs, speakers, handouts (song lyrics, vocabulary exercise)

Homework: Students who did not finish the handout exercise on the vocabulary can finish it at home.

Lesson Plan Day 2**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Identifying vocabulary meaning**General ECA Strategy:** X Exploration X Conceptualization X Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing:

9.W.1 Justify opinions and positions using valid reasoning and relevant and sufficient evidence.

- a. Express and clarify viewpoints and opinions, take and defend positions that differ from others.

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Language:

9.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and context, choosing flexibly from a variety of strategies.

- a. Use context to help determine meaning.

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall vocabulary meaning.

Procedural (Psychomotor): Develop a writing response in a form of a small paragraph.

Attitudinal (Affective): Reflect on their opinion regarding the issue of discrimination and illegal events.

Activities:

Initial: Students will listen to the song “Summertime Sadness” by Lana del Rey with their eyes closed as the teacher will slowly recite an oral passage.

Development: After the relaxation technique, students along with the teacher will have an oral discussion on Part I of the handout exercise from the previous day to discuss difficult issues to be achieved by teenagers.

Closing: After an oral discussion on similar topics, students will write a response regarding an issue they considered had been treated unfairly because of their gender.

Songs to be played as they work: “Don’t Judge Me” (Chris Brown), “What Now” (Rihanna), “Princess of China” (Coldplay ft. Rihanna).

Assessment Techniques: Develop a writing response in a form of a paragraph.

Materials: computer with songs, speakers, handout (vocabulary exercise), notebook

Homework: Do a workbook page exercise related to the vocabulary words that were discussed.

Lesson Plan Day 3**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Reading comprehension on novel excerpt "Riding Freedom" by Pam Muñoz Ryan**General ECA Strategy:** X Exploration X Conceptualization Application

Core Standards:

Listening:

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

9.R.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

9.R.6 Analyze how differences in the point of view of the characters create an effect on the reader.

Language:

9.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and context, choosing flexibly from a variety of strategies.

- a. Use context to help determine meaning.

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall plot of the given story.

Procedural (Psychomotor): Explain sequence of events of the story orally.

Attitudinal (Affective): Reflect on their opinion regarding the issue of women's rights in the story.

Activities:

Initial: Students will listen to the instrumental version of the song "It Will Rain" by Bruno Mars and write about their feelings or anything that may be bothering them (free writing).

Development: After the relaxation technique of free writing, students along with the teacher will read aloud an excerpt from the novel "Riding Freedom" by Pam Muñoz Ryan. Volunteers to "play" the roles will be sitting facing the rest of the classmates.

Closing: After reading the story as a group, students will answer oral questions regarding the plot of the story to emphasize comprehension.

Assessment Techniques: Answer oral questions.

Materials: computer with song, speakers, textbook with story

Homework: Students will not have homework.

Lesson Plan Day 4**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Role playing with novel excerpt "Riding Freedom" by Pam Muñoz Ryan**General ECA Strategy:** X Exploration ___ Conceptualization ___ Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

9.R.6 Analyze how differences in the point of view of the characters create an effect on the reader.

Writing

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall plot details regarding the scene given.

Procedural (Psychomotor): Create a list of ideas that will be integrated in the role playing presentation.

Attitudinal (Affective): Reflect on their opinion regarding the issue presented in the scene given.

Activities:

Initial: Students will listen to the instrumental version of the song “Stay” Rihanna and write about their feelings or anything that may be bothering them (free writing).

Development: After the relaxation technique of free writing, the teacher will explain the instructions regarding the role playing presentation and organize the groups.

Closing: Once students are in their selected groups, students will start organizing their ideas for their scene.

Songs that will be played as they work: “You and I”, “Half a Heart” (One Direction), “Amnesia” (5 Seconds of Summer), “Hotel California” (Eagles), and “Sky Full of Stars” (Coldplay).

Assessment Techniques: List of ideas used for role playing activity.

Materials: computer with songs, speakers, textbook with story, notebook

Homework: Students will not have homework.

Lesson Plan Day 5**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Role playing with novel excerpt "Riding Freedom" by Pam Muñoz Ryan**General ECA Strategy:** ☐ Exploration ☒ Conceptualization ☐ Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

9.R.6 Analyze how differences in the point of view of the characters create an effect on the reader.

Writing

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall plot details regarding the scene given.

Procedural (Psychomotor): Create the first draft of a dialogue of 20 statements which represents one of the scenes from the story.

Attitudinal (Affective): Reflect on their opinion regarding the issue presented in the scene given.

Activities:

Initial: Students along with the teacher will have an oral discussion on the role playing activity expectations.

Development: After the role playing activity has been explained even more, students will start organizing their dialogues according to the given scene.

Closing: Once students are in their selected groups and have started their dialogues, the teacher will go around the groups answering questions students have and helping them with the dialogue development.

There will be a mixture of soft rock and pop songs playing as they work.

Assessment Techniques: First draft of role playing dialogues.

Materials: computer with songs, speakers, textbook with story, paper

Homework: Students will not have homework.

Lesson Plan Day 6**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Role playing with novel excerpt "Riding Freedom" by Pam Muñoz Ryan**General ECA Strategy:** ☐ Exploration ☐ Conceptualization ☒ Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

9.S.2 Respond orally to closed and open-ended questions.

- a. Listen, discuss, respond to, and evaluate complex instructions and information.
- b. Explain, restate, and discuss information.
- c. Think deeply about closed and open-ended questions and answer with increasing sophistication.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

9.R.6 Analyze how differences in the point of view of the characters create an effect on the reader.

Writing

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall plot details regarding the scene given.

Procedural (Psychomotor): Create the final version of a dialogue of 20 statements which represents one of the scenes from the story.

Attitudinal (Affective): Reflect on their opinion regarding the issue presented in the scene given.

Activities:

Initial: Students will start to get organized with their groups as a soft instrumental song will play in the background.

Development: After organizing into their groups, students will continue working with their dialogues about the given story scene.

Closing: After students had a more complete version of their dialogues, each group will meet with the teacher to verify their work.

There will be a mixture of soft rock and pop songs playing as they work.

Assessment Techniques: Dialogue of 20 statements based on a given story scene.

Materials: computer with songs, speakers, textbook with story, written version of dialogue

Homework: Students have to finish any detail they were not able to finish during class regarding their dialogues.

Lesson Plan Day 7**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Role playing presentations on story "Riding Freedom" by Pam Muñoz Ryan**General ECA Strategy:** ☐ Exploration ☐ Conceptualization ☒ Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking:

9.S.3 Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall plot details about the story “Riding Freedom”.

Procedural (Psychomotor): Create the final version of a dialogue of 20 statements which represents one of the scenes from the story.

Attitudinal (Affective): Reflect on their opinion regarding the issues presented in the story.

Activities:

Initial: Students will start to get organized with their groups and final details before acting out their scenes.

Development: After getting organized within their groups, students will act out their scenes to the rest of the group.

Closing: Once students are done with the presentations, the teacher will provide individual feedback based on their work.

Assessment Techniques: Written version of dialogue and oral role playing scene.

Materials: Written version of dialogues and props used for the role playing scenes.

Homework: Students will not have homework.

Lesson Plan Day 8**Grade:** 9th**Unit:** How can change improve people's lives?**Topic:** Identifying literary terms: parts of the plot and conflict.**General ECA Strategy:** X Exploration X Conceptualization X Application**Core Standards:****Listening:**

9.L.1 Listen, support discussions, and interact with peers during read-aloud (of fictional and informational text); oral presentation/performances; of class group, and partner discussions on a variety of grade-appropriate academic and social topics.

- a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
- b. Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
- c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
- d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

Speaking

9.S.1 Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant,

on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

Reading:

9.R.3 Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the character.

1. Analyze the connections among the distinctions between individuals, ideas, or events.

Connect cause and effect relationships.

Writing:

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

Language:

9.LA.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and context, choosing flexibly from a variety of strategies.

a. Use context to help determine meaning.

Objectives: At the end of the lesson students will:

Conceptual (Cognitive): Recall parts of the plot and “conflict” definition.

Procedural (Psychomotor): Create a plot diagram based on a story or movie of their choice.

Attitudinal (Affective): Reflect on possible solutions to issues.

Activities:

Initial: While students are listening to the instrumental song “With You Friends / (Long Drive)” (Skrillex), they will write about their experience during the past few days.

Development: After the relaxation technique and free writing activity, the teacher will explain specific literary terms (part of the plot and conflict).

Closing: After an oral discussion on the parts of the plot, students will create their own versions of the plot diagram with all its parts based on a story or movie of their choice.

Students will listen to a mixture of songs as they work.

Assessment Techniques: Plot diagram based on a selected story or movie.

Materials: Computer with songs, speakers, textbook, and notebook.

Homework: Students will not have homework.

Handout for Day 1: Song Lyrics “Chandelier” (Sia)**“Chandelier”****By Sia**

Party girls don't get hurt
Can't feel anything, when will I learn
I push it down, push it down

I'm the one "for a good time call"
Phone's blowin' up, they're ringin' my doorbell
I feel the love, feel the love

[Pre-Chorus]

1,2,3 1,2,3 drink
1,2,3 1,2,3 drink
1,2,3 1,2,3 drink

Throw 'em back, 'til I lose count

[Chorus]

I'm gonna swing from the chandelier, from the chandelier
I'm gonna live like tomorrow doesn't exist
Like it doesn't exist
I'm gonna fly like a bird through the night, feel my tears as they dry
I'm gonna swing from the chandelier, from the chandelier

But I'm holding on for dear life, won't look down won't open my eyes
Keep my glass full until morning light, 'cos I'm just holding on for tonight
Help me, I'm holding on for dear life, won't look down won't open my eyes
Keep my glass full until morning light, 'cos I'm just holding on for tonight
On for tonight

Sun is up, I'm a mess
Gotta get out now, gotta run from this
Here comes the shame, here comes the shame

[Pre-Chorus]

1,2,3 1,2,3 drink
1,2,3 1,2,3 drink
1,2,3 1,2,3 drink

[Chorus]

I'm gonna swing from the chandelier, from the chandelier
I'm gonna live like tomorrow doesn't exist
Like it doesn't exist
I'm gonna fly like a bird through the night, feel my tears as they dry
I'm gonna swing from the chandelier, from the chandelier

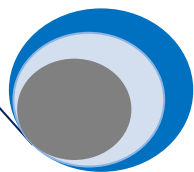


Handout for Day 1: Song Lyrics “Skyscraper” (Demi Lovato)**“Skyscraper”**

Demi Lovato

Skies are crying, I am watching
Catching teardrops in my hands
Only silence, as it's ending, like we never
had a chance.

Do you have to make me feel like, there's
nothing left of me?



You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper, like a skyscraper

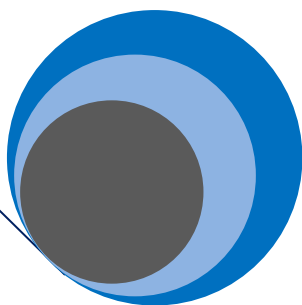
As the smoke clears
I awaken and untangle you from me
Would it make you feel better to watch me
while I bleed
All my windows, still are broken, but I'm
standing on my feet

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Go on and try to tear me down
I will be rising from the ground
Like a skyscraper, like a skyscraper

Go run run run I'm gonna stay right here
Watch you disappear yeah
Go run run run yeah it's a long way down
But I'm closer to the clouds up here

You can take everything I have
You can break everything I am
Like I'm made of glass
Like I'm made of paper
Ohh

Go on and try to tear me down
I will be rising from the ground
Like a skyscraper, like a skyscraper
Like a skyscraper, like a skyscraper
Like a skyscraper



Handout for Day 1: Vocabulary Practice

Vocabulary Practice on “Riding Freedom”

Name: _____ **Date:** _____ **Grade:** _____**Part I.** Instructions: Answer the following questions taking in consideration the songs provided.

Song #1: “Chandelier” by Sia

Song #2: “Skyscraper” by Demi Lovato

1.What attitude is the singer trying to express?	4.What do you think the singer is trying to achieve through this song?
2.Which quotes support those feelings?	5.Which quotes support those feelings?
3.What attitude is presented in the following quote? <i>“I’m gonna fly like a bird through the night, feel my tears as they dry.”</i>	6.Is this a positive or negative achievement? Explain. <i>“All my windows, still are broken, but I’m standing on my feet.”</i>

Part II. Describe an issue you consider may be difficult to achieve in our current society as teenagers? (Minimum 5 sentences)

Chapter 6: Conclusion

Introduction

The purpose of this study was to explore how students' lack of motivation could have been improved by lowering the affective filters presented and adapting Georgi Lozanov's teaching technique Suggestopedia, which integrates music, relaxation techniques, and role playing within an educational environment. It also presented the direct connection students' interests may have on their intellectual development as well as attitude towards the class.

Suggestopedia requires previous training for those who wish to implement it. Although this is not an official certification, teachers should explore the different aspects presented in its methodology before applying it. For that reason, in order to obtain enough knowledge on the process, I analyzed it thoroughly and made decisions on possible adaptations. Another aspect of this investigation involved a review of research on how Suggestopedia was implemented throughout the years in various countries and the outcomes. Based on the information gathered, four selected research questions were developed to evaluate the main aspects of this study within a school environment in Puerto Rico.

Attitude

1. Are music, relaxation techniques, and role playing effective to enhance students' motivation?

Teaching

2. What is the English learners' opinion regarding the integration of Suggestopedic methods as a whole?
3. Is it possible to integrate Suggestopedic methods to enhance the teaching of English in Puerto Rico and comply with the English Program Puerto Rico Core Standards: A path towards the construction of a new educational paradigm (2014) for ninth graders?

4. What effects would the inclusion of relaxation methods, music integration, and role playing may have on students' learning process?

In order to acquire reliable answers to the research questions, quantitative data from pre and post questionnaires were obtained as well as qualitative data based on personal experiences with students' reactions. The results demonstrated were quite positive; furthermore, most of it reflected that if implemented correctly considering students' interests, age, and personalities Suggestopedia may in fact yield really optimistic results in students.

One of the most revealing aspects of this study was the fact that the initial response students had towards Suggestopedia was not a passive reaction like many studies had reported. Most studies done have demonstrated that Suggestopedia promotes a calm environment. Although in some cases this may be true, this study demonstrated a slight variation. At first when students were introduced to Suggestopedic methods, they acted excited and quite active because of the different activities they were experiencing. After they were exposed to it again, the feeling of a peaceful environment became more noticeable. Nonetheless, as mentioned previously, this is not a permanent state of being. Suggestopedia's peaceful environment must be encouraged daily through its different activities because students encounter challenging experiences every day which are part of the affective filters that influence the learning process as well as their attitudes. However, based on the data as well as their participation towards the class, their motivation demonstrated to be quite higher than before and this continued every single day throughout the study.

Suggestions for Future Research

Through the literature review on Suggestopedia, I focused on different aspects of it such as previous adaptations related to its methodology, location, and year of study. A common aspect

within the studies was the fact that researchers and educators who explored and implemented Suggestopedia had all considered it imperative that adaptations had to be made. Although the real essence of the original method was always present, modifications were applied to validate students' age, culture, interests, as well as goals.

A thorough investigation showed several studies implemented seemed quite outdated. Suggestopedia brings so many opportunities to transform a traditional and ordinary classroom into one which involves creativity, joy, and peaceful learning. Teachers frequently search for ways to motivate students into becoming more involved in the learning process and Suggestopedia may be one option that should be explored more often.

Previous research demonstrated Suggestopedia tends to be commonly established with students at the elementary level. Moreover, it has also been explored within a different context such as with adults and students with special needs. However, research involving teenagers from both levels intermediate and high school is scarce. Therefore, there is a need for this methodology to be implemented at these levels taking into consideration different backgrounds as well as culture. Current investigations should be done to compare how students' reactions have changed as the years evolved. Additionally, since Suggestopedia was created, technology has evolved tremendously. Consequently, further research may integrate this aspect even further and explore how technology may enhance this methodology.

Furthermore, this research concentrated on a specific group of Puerto Rican students who were part of a private institution. The environment and rules found within these types of institutions are quite often more rigorous from the ones at a public school. Therefore, it would be interesting to see how this methodology can be implemented within a public school as well. Further research should go beyond what has already been explored.

Limitations of Study

Before making decisions on how to implement Suggestopedia in the classroom, I explored the original version as well as the adaptations. Additionally, I considered my students' personalities and integrated this into the lessons. Therefore, everything that was applied as well as its findings represented a very small community of students. In other words, what worked for a specific group of students might not necessarily work for others. In fact, within this specific group most of them enjoyed listening to music which was an imperative aspect of Suggestopedia. For instance, in the pre-questionnaire one of the questions asked: *What do you do when you feel a lot of stress or have bad humor?* The results showed that 16 students out of 28 (58%) mentioned "listen to music." In other words, this was an activity that was present often in their personal lives. Moreover, the first question in the pre-questionnaire inquired how important music was in their lives and the majority of them expressed it was in fact very important. Therefore, Suggestopedia may have different results in a group of students who do not enjoy listening to music because then it will not be a reliable motivational aspect.

Another limitation was the time frame established for the study. The lessons were planned for approximately two weeks; therefore, the data obtained represents students' reactions to the activities based on their experience during that specific time. Students' way of thinking may change as they become more familiar with the methodology. Their expectations may vary which will influence their participation and attitude towards the class.

Final Thoughts

A classroom environment may be characterized as both unpredictable and at the same time, completely routinary. Every day individual situations may arise from both personal and educational aspects. As the day progresses, these encounters have a direct influence on students'

reactions and motivation towards the class. Likewise, educational goals such as the need to discuss a specific material and accomplish the established objective if not handled appropriately may have opposite and quite pessimistic results. All of this may transform into unexciting routines which affect both students and teachers because students' motivation may decrease and teachers may become discouraged. For that reason, it is imperative to find ways to enhance the learning experience and create a learning process that is both enjoyable yet effective.

The methodology implemented in this study followed the original aspects of Suggestopedia which are the integration of music, relaxation techniques, and role playing within an educational environment. Nonetheless, adaptations were made to validate students' personalities, age, culture, and grade-level. While making these adaptations and applying them, it created a stronger connection between the material being presented and students' interests. Based on this study as well as its outcome, I experienced Suggestopedia creates a different path through a journey which has been known to be followed with common rules. During this research, a student mentioned she liked the class because "it was different". At times, looking for "different" activities to enhance the learning experience may be quite challenging because of all the responsibilities teachers have. However, a helpful start would be to learn more about what students enjoy, analyze how that may be incorporated into the learning process, and start the journey there.

Finally, Suggestopedia is not the type of methodology which should be implemented every day throughout a whole academic year. It will be strenuous for both teachers and students. It requires a thorough planning and its purpose is not to replace traditional methodologies as a whole but rather enhance them. Diversity is the key for this process to be effective. Lastly, in the words of one of my students "it's been a beautiful experience."

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Appendices

Appendix A: Request for Informed Consent

University of Puerto Rico
Mayagüez Campus
College of Arts and Sciences
Department of English

REQUEST FOR INFORMED CONSENT

Parent or guardian,

This is Ms. Griselle Feliciano English teacher as well as a Master's student at the University of Puerto Rico at the Mayaguez Campus. As part of my thesis named: "An Adaptation of Suggestopedia: Enhancing ESL Learners' Motivation through Music, Relaxation Techniques, and Role Playing" I plan to do a study to see how the influence of music, relaxation techniques, and role playing enhances students' motivation and comprehension while learning English.

In order for this to be done, I will integrate daily activities including the topics previously mentioned within a period of two weeks at the end of August. It will be a matter of adding resources to the class not replacing material or class objectives. In other words, I will follow the material taken from the book assigned for that level (Longman Keystone C) as well as add resources to enrich the learning environment. Also, I must rectify the fact that class rules previously applied in terms of classwork and homework will remain the same.

As part of the research, two questionnaires will be necessary to obtain data; one before the study and one after the study. These two questionnaires will be used to obtain students' opinion regarding their interests and experience. In other words, their interests will be taken into consideration when I plan the classes. When it comes to students, they will see how their everyday interests such as music may serve as inspiration and a direct path to learning. Through Suggestopedia and the integration of music, relaxation techniques, and role playing, students' motivation increases. At the same time, they will be able to find a stronger connection between learning English and their everyday life. Ultimately, this will lower their affective filters to enhance learning.

The reason for this letter is not only to inform you of the research that will be done but also to ask your permission for your son or daughter to be part of my study when it comes to filling out the questionnaires and obtain data. I must clarify that no specific and personal information regarding the student or identity will be added in the study. In other words, the students' identity and where they study will not be revealed. In fact, they do not need to add their names anywhere. The students' privacy and wellbeing will be taken into consideration at all times. Also, whether or not they are permitted to provide their opinions through the questionnaires will not affect their grades at all. This is voluntary not required for the class. All the information gathered from the questionnaires will be treated with confidentiality. Only my thesis chair, Dr. Rosa I. Román Pérez, and I will have access to them. After the study, these will be shredded.

Request for Informed Consent

Page 2

Date: _____

If you authorize your son or daughter to be part of my study, please sign the consent below. Also, if you have any questions or wish to know the results, feel free to contact me through my email [REDACTED], my office hours at the school, or a note sent with the student whichever option is more feasible. If you have any complaints regarding this project, you can communicate with Committee for the Protection of Human Beings in Research UPRM through their e-mail cpshi@uprm.edu.

Cordially,

Ms. Griselle Feliciano

I _____ authorize Ms. Griselle Feliciano to invite my son or daughter
_____ to be part of her thesis research and include data obtained for
educational purposes.

Parent or guardian's signature: _____

Date: _____

Appendix B: Solicitud de Consentimiento Informado

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Colegio de Artes y Ciencias
Departamento de Inglés

SOLICITUD DE CONSENTIMIENTO INFORMADO

Estimado padre, madre o tutor,

Los saluda la Srta. Griselle Feliciano maestra de inglés de su hijo o hija y estudiante de Maestría del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico. Como parte de mi tesis llamada “An Adaptation of Suggestopedia: Enhancing ESL Learners’ Motivation through Music, Relaxation Techniques, and Role Playing”, planifico hacer un estudio para ver cómo la influencia de la música, métodos de relajación y actividades de hacer el papel de otro ayudan en la motivación y comprensión de los estudiantes mientras aprenden inglés.

Para poder completar este estudio, estaré integrando a la clase actividades diarias, incluidas las mencionadas anteriormente por un periodo de dos semanas a finales de agosto. Se añadirán recursos a la clase sin sustituir el material o cambiar los objetivos de la misma. En otras palabras, estaré siguiendo el material del libro de texto asignado para su nivel (Longman Keystone C) y se añadirán recursos para enriquecer el ambiente educativo. Además, las reglas establecidas previamente con relación a la clase diaria y asignaciones serán las mismas.

Como parte de este estudio, se administrarán dos cuestionarios: uno antes y uno después de las actividades descritas anteriormente, para conocer la opinión de los estudiantes en relación a sus intereses y experiencias. En otras palabras, tomaré en cuenta sus intereses cuando organice las clases. En relación a los estudiantes, estos observarán cómo sus intereses, tales como la música, pueden servir como inspiración y eventualmente guiarlos al conocimiento. Por medio de *Suggestopedia* y la integración de la música, métodos de relajación y actividades de hacer el papel de otros, la motivación de los estudiantes aumentará. De la misma manera, estos encontrarán una conexión entre el aprender inglés y sus actividades diarias.

El motivo de esta carta, además de informales sobre el estudio, es obtener su autorización para que su hijo o hija forme parte del mismo. De usted darme su autorización y si su hijo o hija también accede a participar, la colaboración de su hijo o hija consistiría en contestar dos cuestionarios que le tomarán alrededor de 20 minutos de su clase de inglés.

Deseo aclarar que la participación de su hijo o hija sería completamente voluntaria, lo que significa que tiene el derecho de decidir si quiere participar o no e incluso puede discontinuar su intervención en cualquier momento sin incurrir en penalidad alguna. Además, su contribución sería totalmente confidencial. Eso significa que el estudio no incluye ninguna pregunta personal ni información específica que lo identifique. En ningún momento se revelará quién es el estudiante ni dónde estudia. Su privacidad y bienestar se consideran en todo momento. Asimismo, si aceptan contribuir con el estudio o no, de ninguna manera afectará su

Solicitud de Consentimiento Informado

Página 2

Fecha: _____

nota en la clase, ya que el estudio es voluntario y no un requisito para la clase. Toda información obtenida por medio de los cuestionarios será confidencial. Solamente la presidenta del comité de tesis Dr. Rosa I. Román Pérez y yo tendremos acceso a los mismos. Al concluir el estudio, los cuestionarios serán destruidos.

Si usted autoriza a su hijo o hija sea parte del estudio, por favor firme esta hoja. Le entrego una copia adicional para que la guarde, ya que contiene información de contacto que usted podría necesitar si luego quisiera aclarar alguna duda. Si tiene alguna pregunta o desea conocer los resultados, siéntase en la libertad de contactarme por medio de mi dirección electrónica [REDACTED], durante las horas de oficina escolares, o por medio de una carta con su hijo o hija, según sea más cómodo para usted. En caso de cualquier queja sobre la conducción de este estudio, puede comunicarse con el Comité para la Protección de los Seres Humanos en la Investigación del RUM a la dirección electrónica cpshi@uprm.edu.

Cordialmente,

Srta. Griselle Feliciano

Yo _____ autorizo a la Srta. Griselle Feliciano para que integre mi hijo o hija _____ y que este sea parte de su tesis y de la misma manera, pueda incluir data obtenida para asuntos educativos.

Firma del padre, madre, o encargado: _____

Fecha: _____

Appendix C: Request for Assent

University of Puerto Rico
Mayagüez Campus
College of Arts and Sciences
Department of English

REQUEST FOR ASSENT

Dear students,

Besides my role as your English teacher, I am also a student in the Masters' program in English Education at the University of Puerto Rico at Mayaguez. As part of my thesis research titled "An Adaptation of Suggestopedia: Enhancing ESL Learners' Motivation through Music, Relaxation Techniques, and Role Playing," I plan to do a study of two weeks where I will integrate, music, relaxation techniques, and role playing activities to the classes.

I need you to answer two questionnaires with a total of ten (10) questions each. The first one will be given a week before the study and the second one will be given at the end of the 2 weeks. Each questionnaire will take about twenty (20) minutes of your English class.

Your participation is completely voluntary, that means that you are not forced to participate if you do not want to. Also, if you decide not to fill out the questionnaire, it will not affect your grade in the class. You do not need to write your name on the questionnaire. Additionally, please be aware of the fact that your personal information, identity, or which school you attend to you will not be revealed. In other words, your privacy will be respected. After the study, the questionnaires will be destroyed.

Your parents or guardians have already stated that you can participate in my study. However, taking your opinion into consideration, I need to know if you agree to be part of it by answering the questionnaires. Nonetheless, have in mind that during those 2 weeks rules related to classwork and homework will remain the same.

If you have any questions regarding the questionnaires, feel free to ask me. At the same time, if you want to know the results, you can also contact me personally or through e-mail [REDACTED]. If you have any complaints regarding this project, you can communicate with the Committee for the Protection of Human Beings in Research UPRM through their e-mail cpshi@uprm.edu.

Thank you,
Ms. Griselle Feliciano

Ms. Griselle Feliciano has answered all my questions.

Name: _____ Date: _____

- ☐ Yes, I agree to participate.
☐ I do not agree to participate

Appendix D: Solicitud de Asentimiento

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Colegio de Artes y Ciencias
Departamento de Inglés

SOLICITUD DE ASENTIMIENTO

Estimados estudiantes,

Aparte de ser su maestra de inglés, también soy una estudiante de maestría del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico. Como parte de mi tesis “An Adaptation of Suggestopedia: Enhancing ESL Learners’ Motivation through Music, Relaxation Techniques, and Role Playing” estaré haciendo unas actividades en la clase de inglés durante dos semanas. Estaré integrando la música, métodos de relajación y actividades de hacer el papel de otro en el salón de clases.

Te invito a formar parte de este estudio. Si aceptas esta invitación, tu participación consistiría en contestar dos cuestionarios con un total de diez preguntas cada uno. El primero se dará una semana antes del estudio y el segundo al final. Cada cuestionario tomará alrededor de 20 minutos de la clase de inglés.

Tu participación sería completamente voluntaria. Eso significa que no estás obligado a participar si no lo deseas. Incluso, puedes descontinuar tu participación en cualquier momento y no te va a pasar nada. Participes o no, tu nota de clase no será afectada. No escribas tu nombre en el cuestionario. Ninguna información tuya, ni de tu identidad ni de tu escuela serán reveladas. En otras palabras, se respetará tu privacidad. Después del estudio, los cuestionarios serán destruidos.

Tus padres o tutores ya han dado el permiso para que participes en este estudio. Ahora te toca a ti decidir si quieres participar o no.

Si tienes alguna pregunta en relación a los cuestionarios o tu participación, la puedes aclarar en cualquier momento. Si deseas conocer los resultados del estudio, puedes comunicarte conmigo personalmente o a la dirección electrónica [REDACTED]. Si tienes alguna queja sobre la conducción de este estudio, te puedes comunicar con el Comité para la Protección de los Seres Humanos en la Investigación del RUM a la dirección electrónica cpshi@uprm.edu.

Gracias,
Srta. Griselle Feliciano

La Srta. Griselle Feliciano ha contestado todas mis preguntas.

Nombre: _____ Fecha: _____

- ☐ Sí deseo participar.
☐ No deseo participar.

Appendix E: Bilingual Questionnaire for 9th grade: Pre-Study**Bilingual Questionnaire for 9th grade: Pre-study
Cuestionario Bilingue para 9no grado: Pre-estudio**

Welcome to the research, “An Adaptation of Suggestopedia: Enhancing ESL Learners’ Motivation through Music, Relaxation Techniques, and Role Playing” Please follow the instructions provided for each section. Remember, your participation is voluntary and it will not affect your grade in the class. Thank you for taking your time to complete the questionnaire.

Bienvenidos a la investigación, “An Adaptation of Suggestopedia: Enhancing ESL Learners’ Motivation through Music, Relaxation Techniques, and Role Playing”. Por favor, sigue las instrucciones provistas en cada sección. Recuerda, tu participación es voluntaria y no afectará la nota de clase. Muchas Gracias por tomar de tu tiempo para completar este cuestionario.

I. Basic Information/ Información Básica:

Age: _____ **Gender:** _____ **Date:** _____
Edad Género Fecha

II. Open Ended Questions/ Preguntas Abiertas:

Instructions: For each of the following questions, please provide the best response according to your opinion.

Instrucciones: Para cada una de las siguientes preguntas, por favor contesta de acuerdo a tu opinión.

1. How important is music in your life?

¿Cuán importante es la música en tu vida?

2. Do you think that there is a connection between music and your mood? Explain.

¿Crees que hay alguna conexión entre la música y tu estado de ánimo? Explica.

3. Do you think that there is a connection between music and learning English? Explain.
¿Crees que hay alguna conexión entre la música y el aprender inglés? Explica.

4. Mention 3 of your favorite artists:
Menciona 3 de tus artistas favoritos:

- a. _____
- b. _____
- c. _____

5. Mention 3 of your favorite songs:
Menciona 3 de tus canciones favoritas:

- a. _____
- b. _____
- c. _____

6. What do you do when you feel a lot of stress or have a bad humor?
¿Qué haces cuando sientes estrés o estás de mal humor?

III. Opinion/ Opinión:

Instructions: In the following section, you will read several statements. Please select only one response for each statement which best identifies your opinion following the scale below:

5 = Strongly agree; 4 = Agree; 3= Nor agree or disagree; 2= Disagree; 1= Strongly disagree

Instrucciones: A continuación leerá una serie de premisas. Por favor seleccione la respuesta que mejor identifique su opinión.

5= Totalmente de acuerdo; 4= De acuerdo; 3= Ni de acuerdo o desacuerdo; 2= En desacuerdo;

1= Totalmente en desacuerdo

	Strongly	Agree	Nor agree	Disagree	
	Agree		or disagree		
	Strongly				disagree
	Totalmente	De	Ni en	Desacuerdo	Totalmente
	de	Acuerdo	Acuerdo		en
	Acuerdo		o		Desacuerdo
			Descacuerdo		
7. I like listening to music while I do school work at home.	5	4	3	2	1
<i>Me gusta escuchar música cuando realizo mis tareas escolares en mi casa.</i>					
8. I listen to music when I want to relax.	5	4	3	2	1
<i>Utilizo la música como método de relajación.</i>					
9. I like role playing activities.	5	4	3	2	1
<i>Me gustan las actividades de hacer el papel de otro.</i>					
10. Role playing activities enhance comprehension in stories.	5	4	3	2	1
<i>Actividades de hacer el papel de otro ayudan a entender más las historias.</i>					

Appendix F: Bilingual Questionnaire for 9th grade: Post-Study

Bilingual Questionnaire for 9th grade: Post-study
Cuestionario Bilingue para 9no grado: Post-estudio

Now that you have completed 2 weeks of integrating music, relaxation techniques, and role playing into the classroom you will complete the last questionnaire based on your experience and personal opinion. Remember that your participation is voluntary and that it will not affect your grade in the class. Thank you for being part of the research.

Ya que has completado 2 semanas donde se han integrado la música, métodos de relajación e intercambio de roles en el salón de clases, vas a completar el último cuestionario teniendo en consideración tu experiencia y opinión personal. Recuerda que tu participación es voluntaria y que no afectará tu nota de clase. Gracias por ser parte de este estudio.

I. Basic Information/ Información Básica:

Age: _____ Gender: _____ Date: _____
 Edad Género Fecha

II. Open Ended Questions/ Preguntas Abiertas:

Instructions: For each of the following questions, please provide the best response according to your opinion.

Instrucciones: Para cada una de las siguientes preguntas, por favor conteste de acuerdo a su opinión.

1. Do you think that there is a connection between music and your mood? Explain.
¿Crees que hay alguna conexión entre la música y tu estado de ánimo? Explica.

2. Do you think that there is a connection between music and learning English? Explain
¿Crees que hay alguna conexión entre la música y el aprender inglés? Explica.

3. What do you do when you feel a lot of stress or have a bad humor?*¿Qué haces cuando sientes estrés o estás de mal humor?*

4. How would you describe experience through these past 2 weeks? Explain.*¿Cómo describirías tu experiencia durante estas 2 semanas?*

III. Opinion/ Opinión:

Instructions: In the following section, you will read several statements. Please select only one response for each statement which best identifies your opinion following the scale below:

5 = Strongly agree; 4 = Agree; 3= Nor agree or disagree; 2= Disagree; 1= Strongly disagree
Instrucciones: A continuación leerá una serie de premisas. Por favor seleccione la respuesta que mejor identifique su opinión.

5= Totalmente de acuerdo; 4= De acuerdo; 3=Ni de acuerdo o desacuerdo; 2=En desacuerdo; 1=Totalmente en desacuerdo

	Strongly	Agree	Nor agree	Disagree	
	Agree		or disagree		
Strongly					
disagree					
	<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo o Descuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>
5. I like listening to music while I do school work at home.	5	4	3	2	1
<i>Me gusta escuchar música cuando realizo mis tareas escolares en mi casa.</i>					
	Strongly	Agree	Nor agree	Disagree	
Strongly	Agree		or disagree		
disagree					

	<i>Totalmente de Acuerdo</i>	<i>De Acuerdo</i>	<i>Ni en Acuerdo o Descuerdo</i>	<i>Desacuerdo</i>	<i>Totalmente en Desacuerdo</i>
6. I listen to music when I want to relax. <i>Utilizo la música como método de relajación.</i>	5	4	3	2	1
7. I like role playing activities. <i>Me gustan las actividades de hacer el papel de otros.</i>	5	4	3	2	1
8. Role playing activities enhance comprehension in stories. <i>Actividades de hacer el papel de otros ayudan a comprender más las historias.</i>	5	4	3	2	1
9. I enjoyed the integration of music, relaxation techniques, and role playing in the classroom. <i>Disfruté la integración de la música, métodos de relajación y actividades de hacer el papel de otros en el salón de clases.</i>	5	4	3	2	1
10. I prefer traditional methods without music, relaxation techniques, nor role playing in the classroom. <i>Prefiero métodos tradicionales que no incluyan la música, métodos de relajación ni actividades de hacer el papel de otros en el salón de clases.</i>	5	4	3	2	1

Appendix G: Institutional Review Board Approval



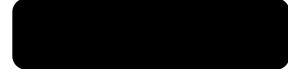
**Comité para la Protección de los Seres Humanos en la Investigación
CPSHI/IRB 00002053**

Universidad de Puerto Rico – Recinto Universitario de Mayagüez
Decanato de Asuntos Académicos
Call Box 9000
Mayagüez, PR 00681-9000



27 de mayo de 2014

Sa. Griselle Feliciano Bonilla



Estimada Sa. Feliciano Bonilla

Como presidente del Comité para la Protección de los Seres Humanos en la Investigación (CPSHI) he considerado la versión corregida de la Solicitud de Revisión y demás documentación para el proyecto titulado *Lowering Affective Filters to Enhance Learning: Suggestopedia*. (Protocolo núm. 20140412). La felicitamos por un proyecto de tanta creatividad pedagógica.

Esta investigación de riesgo mínimo consiste en la administración de unos cuestionarios a niños de noveno grado y se han tomado todas las medidas necesarias para proteger la identidad de los participantes y su autonomía para decidir si desean participar o no en el estudio. Por lo tanto, bajo la cláusula 45 CFR 46.101(b)(1), está exenta de todos los requisitos de la parte 46.

Cualquier cambio al protocolo o a la metodología deberá ser revisado y aprobado por el CPSHI antes de su implantación. El CPSHI deberá ser informado de inmediato de cualquier efecto adverso o problema inesperado que surgiera con relación al riesgo de los seres humanos, de cualquier queja sobre la conducción de esta investigación y de cualquier violación a la confidencialidad de los participantes.

Agradecemos su compromiso con los más altos estándares de protección de los seres humanos en la investigación y le deseamos éxito en su proyecto. Queda de usted,

Atentamente,

Rosa F. Martínez Cruzado,

Ph.D. Presidente

CPSHI/IRB
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Email:

cpsi@uprm.edu