

**Elaboration of a teaching manual of the English language using the suggestopedia method  
focused on Conversational English for seventh-grade students of the Colegio Técnico  
Profesional de Puerto Jiménez**

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**Approval Sheet**

Jury

This Project was \_\_\_\_\_ by the jury of Language Teaching, from Universidad Latina de Costa Rica, Ciudad Neily, as a requirement to get the tittle of Baccalaureate on English Teaching.

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## **Abstract**

This document discusses the use of the suggested method for conversational teaching, which is simple and fun for teachers and students. Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. Mainly used to learn foreign languages and theoretically apply positive cues, this method is based on the power of suggestions in learning. The concept is that positive suggestions will make learners more receptive and stimulate learning. Lozanov believes that a relaxed but focused state is the best state for learning. In order to create this relaxed state among learners and promote positive suggestions, it is recommended the use of music, a comfortable and relaxing environment, and a teacher-student relationship similar to a parent-child relationship. Music, in particular, is at the core of this approach. Unlike other methods and approaches, it is recommended that there is no prominent language theory in the method and no apparent order of presentation of language items. The name combines two terms, “suggestion” and “pedagogy”. The main idea is to accelerate learning when accompanied by suggestions for removing mental barriers and positive suggestions. For this reason, the lessons are conducted in an emotionally consoling environment against the background of soothing music. The teacher actively implants and removes thoughts in the students’ minds.

## Resumen Ejecutivo

Este documento analiza el uso del método sugerido para la enseñanza conversacional, que es simple y divertido para los profesores y estudiantes. Suggestopedia es un método de enseñanza desarrollado por el psicoterapeuta búlgaro Georgi Lozanov. Este se utiliza principalmente para aprender idiomas extranjeros, teóricamente aplica señales positivas, se basa en el poder de las sugerencias en el aprendizaje y el concepto es que las sugerencias positivas harán que los alumnos sean más receptivos y estimularán el aprendizaje. Lozanov cree que un estado relajado pero concentrado es el mejor estado para aprender. Para crear este estado relajado entre los alumnos y promover sugerencias positivas, se recomienda el uso de la música, un ambiente cómodo y relajante y una relación maestro-alumno similar a una relación padre-hijo. La música en particular es el núcleo de este enfoque. A diferencia de otros métodos y enfoques, se recomienda que no haya una teoría del lenguaje obvia en el método ni un orden obvio de presentación de los elementos del lenguaje. El nombre combina dos términos *sugerencia* y *pedagogía*. La idea principal es acelerar el aprendizaje cuando se acompaña de sugerencias para eliminar las barreras mentales y las sugerencias positivas. Por esta razón, las lecciones se llevan a cabo en un ambiente de consuelo emocional con el telón de fondo de una música relajante. El profesor implanta y elimina activamente pensamientos en la mente de los estudiantes.

**Thought (author)**

“Teaching is the journey that inspires the student’s soul.”

(By Lic. Mario Matarrita Meléndez)



### **Acknowledgment**

I want to remember the invaluable importance of my teachers during all these years; they supported me to improve, not only as a student and teacher, besides becoming a professional. Thank you for your wise words.

Undoubtedly, I want to thank God for allowing me in these difficult times of pandemic, given health to me and my family and colleagues, and also, I would like to take a space to thank the critical guide of my tutor, teacher Lic. Ingrid Mora Quirós, she helped me achieve the best performance in this project.

Thank you.

A handwritten signature in black ink, appearing to read 'Alexa', with a large, stylized initial 'A'.

Alexandra Isabel Toruño Piedra

### **Dedication**

First of all, I would like to thank almighty God for all the blessings in my life. Despite all the difficulties I have had, he has always been there to protect me, to give me strength and guide me over the years. He is who deserves the glory for all the accomplishments that have come into my life.

Secondly, I want to thank my parents for their constant support, Cecilio Toruño and Carmen Piedra Chinchilla, who sadly passed away 17 years ago. I appreciate what you have done for me, your sacrifice and commitment, pursuing the goal of seeing me become a professional. I will always be grateful to you, mom, and dad.

Thirdly, but not least, I also want to thank my husband, Lic. Mario Matarrita Melendez, and my son, Lic. Andrey Cordero Toruño, who has helped me all these years, pushed me to pursue my studies; thank you for your support.

A handwritten signature in cursive script, appearing to read 'Alexa', written in black ink.

Alexandra Isabel Toruño Piedra

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## **Chapter I. Introduction**

## 1.1. Introduction

Education is a responsibility for all; people must assume it as personal. Educators have a commitment to society together with the students, who are the main protagonists of the teaching and learning process. Education is the main engine for the advancement and development of society; now, this is a truth that can no longer be denied. An illiterate society will not have the possibility of going ahead, much less being on par with the progress almost “equal”. Due to the great boom in new technologies and because society and education are interrelated, education has been involved in this growth since a society without education, and vice versa, could not be. Technician education appears. Thanks to this technological development, numerous advantages can be observed that make an education in which learning is interactive, allowing new ways of acquiring knowledge. Also, in this new era of communication, human beings need to learn how to master different types of languages and codes to express their ideas in many fields. Therefore, the teaching of English must be applied in our high schools in Costa Rica, seeking to prepare students to develop and increase their knowledge in this language, which makes them useful for the country and their professional growth.

Educators need to have all the necessary equipment to carry out objectives (preparing learners to start a new bilingual society), so that is why this research will set up some activities that find the right way to increase students’ desire to start learning a new universal language.

Professors will find information about some crucial terminologies during their work as English teachers. In addition, the reader will find a curriculum and a guide to teach Conversational English for beginners focus on the suggestopedia method, essential on the need to improve a better tool for the instructor who works in the conversational area and most of the time they do not have an instrument that helps them to teach different and innovative techniques for English learners.

This project intends to propose an innovative form of teaching that teachers can use in order to help and develop and acquire skills in the area of speech, in addition, students will have the opportunity to increase their skills to speak, read and write through an integrative way.

Consequently, learners will be aware of speech's influence on learning a second language. The project is aimed at seventh-grade students at the CTP- Puerto Jiménez, at public institutions with many limitations and needs.

The first stage presents initial activities, which will motivate students to participate in the learning process through various strategies. The teacher will introduce the class to the new cognitive goal and the new language components; the docent receive a considerable contribution from the teacher and a stimulus for the development of oral expression activities; finally, the last stages will focus on monitoring the student's pronunciation.

Teaching and learning have changed in many ways over the past two decades. The use of technology to encourage and explore learning is not new. There is now a lot of technology available to second language learners.

The importance of motivating teachers and those who are related in the education of English teaching in the importance of performing a dynamic education according to the advances of the changing world, showing the effects of repetitive and masterful teaching routines.

Shows the relevance of developing content and learning motivation techniques in order to meet the expectations of students and the demands of globalization.

Improving teaching practice as an experience in the classroom contributes to the teaching career since the professional must applies theoretical and practical knowledge, abilities and skills. From this starting point, the elaboration of an instrument which carried out and allows teachers of the specialty of technical English with activities according to the educational curriculum offered by the Ministerio de Education Publica (MEP) to seventh high school students.

## **1.2. Problem statement**

Elaboration of a teaching manual of the English language using the Suggestopedia Method focused on Conversational English for seventh-year students the Colegio Técnico Profesional de Puerto Jiménez. Teachers do not have a tool that leads on multiple occasions to the disinterest for the student since it does not have activities that develop the acquisition of a new language, nor do they present reality situations.

The classes in most Costa Rican high schools are focused on the grammatical area, leaving aside the need for people to develop a language that will allow them to open up to multiple opportunities in the workplace and in education. Hence, this project intends to propose an innovative form of teaching that teachers can use to help learners develop and acquire skills in speech. In addition, they will have the opportunity to increase their speaking skills and their listening, reading, and writing skills in an integrative way. Consequently, they will be aware of speech's influence on learning a second language.

All speaking exercises enhance the student's ability to speak at an intermedia level. The first stage presents some initial activities, which will motivate them to participate in the learning process through various strategies.

The educators will introduce the class to the new cognitive goal and the new language components; learners receive a considerable contribution and a stimulus for developing oral expression activities. Finally, teachers monitor the student's pronunciation.

Implementation of an innovative educational tool that complies with the contents of the Ministerio de Educacion Publica (MEP) program that allows the student to acquire the use of a second language in an innovative, refreshing way. Identify in a technological way and with innovative tools the student who begins his journey by learning a second language. In this way, the young person will be able to communicate more accurately and fluently.

### **1.3. Justification**

This proposal is made with this justification: "The teacher does not have a tool that allows developing in a better way during conversational English classes, especially focused on the student of seventh technical education levels that become the basis for working in the competitive working area".

Making the students fall in love so that they learn a second language is a function that falls on the educator. Having an instrument with everything necessary to teach will collaborate to achieve its primary objective.

For this reason, it is essential to have the practical teaching materials of the teacher, which the teacher performs inside and outside the classroom. It must be altruistic and significant



strengthen the bonds of friendship between the communities of the different regions of our beautiful country. The teacher's work is gratifying and noble because we are forgers of innovation and education transformation in our country.

Teaching with high quality implies the need and obligation to be informed and updated and critically investigate new knowledge. It requires posing problems and seeking solutions, proposing for this a working method that, undoubtedly, is professional and constitutes a proposal for the student so that he may face other problems; teaching practice must at all times move to reflection.

Teaching is about concepts, procedures, values, attitudes, and norms to achieve complete personal and professional development to face the society in which we live.

Therefore, quality education requires substantial changes to the conventional forms of how it has been approached, and it will have to be done from pedagogical methodologies that have demonstrated their effectiveness and see how in these educational practices there has also been the need to adapt strategies that facilitate the teaching-learning process. Among these, we have the creation of educational materials to facilitate the means that will allow the teacher to know what to teach or how to set pedagogical intent. Furthermore, the didactic materials will be used as a mediating, facilitating and potentialized instrument to influence the student's education to justify creating a guide that contains different activities responsible for improving the educational level, interpersonal relationships, and increasing student motivation.

#### **1.4. Hypothesis**

With the use of the suggestopedia method, the development of skills for understanding English as a second language will be improved in the seventh level students of the Professional Technical College of Puerto Jiménez, the use of art, music, relaxation, and the role of the teacher will have a positive and innovative impact on this population.

## **1.5. Objectives**

### ***1.5.1. General objective***

To analyze the implementation of the suggestopedia method for improving oral communicative skills in students at Colegio Técnico Profesional de Puerto Jiménez of seventh-grade students.

### ***1.5.2. Specific objectives***

1. To identify didactic techniques related to the suggestopedia method for teaching oral and communicative skills.
2. To develop the use of communicative strategies in students.
3. To propose didactic techniques based on the suggestopedia method for improving oral communication.

## **1.6. Scopes and Limitations**

### ***1.6.1. Scope***

Finally, the manual could be applied to students of the seventh level of the Professional Technical College of Puerto Jiménez, and make the teaching of English more fun, and relax using new techniques and innovative materials combined with technology.

### ***1.6.2. Limitations***

Because we are experiencing a global pandemic, and the time and regulations of the Ministry of Public Education, the manual could not be applied to the students of the Professional Technical College of Puerto Jiménez.

## **Chapter II. Theoretical Framework**

## 2.1. Historical background

Language can be taught using different methods; some of them can be more successful than others depending on many factors like culture, level of motivation, teacher expertise, etc. In the specific case of the suggestopedia method must look at the work of the Bulgarian scholar Professor Georgi Lozanov, a physician, psychiatrist, and brain physiologist. Who introduces the method back in the 70s. Some of the features that a group of expertise named as the main conclusion for this method can be resume in the following way:

- Compared with traditional methods, its results are superior.
- The physical environment is vital.
- The use of art and music represents a high level of stimulus.
- To express the elaboration or production, students use acting, songs or games.

Another interesting part of the suggestopedia method is the role of the teacher. They must get involved actively so students feel motivated to participate in all the activities proposed by the teacher who takes the role of a partner.

## 2.2. Suggestopedia

Today, along with work, education and individual needs, communication is the key to survival in society. Likewise, in the world, communication is the foundation of success.

In addition, in a study conducted at the English department of the Colegio Técnico Profesional de Puerto Jiménez, the resources and tools to help students learn this language found a lack of understanding and inapplicability of Suggestopedia as a teaching method.

It is important to note that Suggestopedia works through relaxation, decoration, organization, and music. These features promote student memorization, learning, concentration in the classroom and quiet, leading to verbal language production.

In addition, teachers will deliver more content. Students will be confident that they will learn faster and retain more knowledge in the long run, which will help them understand and

express themselves better in English. At the same time, it allows them to socialize and discuss in different situations.

Suggestopedia offers new opportunities to learn English by increasing the potential of the language and developing multiple intelligences. This allows students to create their learning environment as an essential part of creating meaningful learning. Note that the term Suggestopedia dates back to the late 1960s and early 1970s when Bulgarian psychiatrist Georgi Lozanov developed a suggestion-based learning system (the science of suggestion) called Suggestopedia “The particle ‘ sugesto’ is related to Latin verbs suggestestero, suggestestionessi, suggestum (to descend or suggest), and the particle ‘ paedy’ (pedia) is related to pedagogy” (Lozanov, 1978, n.p.) in this sense, Suggestopedia is understood as education and teaching based on suggested rules and principles. In the practice of Suggestopedia, intentional and organized suggestions have considerable value. Lozanov (1978) implicitly defined it as follows: Proper use of the teacher’s suggestions in the classroom will activate the “mental reserve” and improve memory and learning.

Lozanov describes Suggestopedia as "a science which deal with the systematic study from the irrational and unconscious influences, to those that the human being are constantly responding". (Stevick, p.42)

Ehrman has pointed out how regression in the service of the ego permits a healthy liberation of the unconscious, which can lead to much greater creativity (Ehrman p.174)

Earl Stevick points out that professors are trained to read dialogues in a special way. “The precise way of using the voice tone, the intonation and the reading rhythm is seemingly important and complex”. (Stevick, p.157)

Lozanov recognizes the relationship of Suggestopedia with yoga and the Soviet psychology. From raja yoga, Lozanov has picked up and modified techniques to alter states of conscience and concentration, including the use of the rhythmic breathing. From Soviet psychology, he used the idea that specific content can be taught to the students at the same level of agility. Soviet psychology highlights the importance of the environment to the

learning process, and Lozanov also specifies with great detail the requirements of a good atmosphere for learning. (Jane, p. 139)

According to Lozanov, the main goal of Suggestopedia isn't to guide the students in the memorization of vocabulary and the acquisition of speaking habits, but to develop communicative tasks. (Jane, p. 140)

One important task for a Suggestopedic teacher is to put students in the state of mind called concentrative psycho relaxation.

Lozanov (1978) emphasizes the suggestive effect on an individual's conscience and contrasts it with beliefs related to the perception and fixation of attention. "Creates a direct connection between unconscious mental activity and an environment where there is no expression of consciousness, logical arguments are unacceptable, and attention is not required" (n.p.). However, substantial internal activity is underlying this passivity, and Lozanov calls "pseudo-passivity." Inspirational instruction creates an "expected" environment by using clues. This allows students to expect to be easier and more enjoyable to learn and be more effective and efficient. Rose (1992) refers to scientists who have proposed using terms used in the United States. USA: "Accelerated learning" states: Limited memory goes far beyond the expectation that our innate psychic abilities will function more broadly. Suggestions these ideas are linguistic and non-verbal, etc., directly and indirectly, depending on how they are presented. Lozanov (1978) argues that there are five unconscious channels in which suggestive factors are intended to influence rational and logical behavior:

1. Emotional elements.
2. Peripheral perception.
3. Details, codes, and auto-elements.
4. Connection links, symbols, encodings.
5. Previously thought-provoking environments, attitudes, motives, expectations.

These paths are more direct than those commonly used and penetrate the mental field specifically through intuitive and emotional mechanisms, enhancing a particular subject's rapid

and automatic memory. However, Lozanov (1978) argues that three fundamental anti-suggestion barriers act as a psychological defense mechanism for people and accept or reject suggestive messages. Inference. Emotional intuition: “Rejects all that does not create confidence and tranquility.” For Lozanov, these barriers are characteristic elements of our personality and should not be removed to protect us from dangerous situations, but they harm the learning process. You need to manage it by reducing it and harmonizing with the barrier (Lozanov, 1978).

To achieve these “harmonies” Lozanov proposes a series of principles called “suggestive means”, which should guide teachers’ actions. Among the means proposed by Lozanov: the mastery of authority, childhood, double planning, intonation, rhythm, passive concerts. Teachers use these media to relieve stress, promote mental relationships, and use context with psychological receptivity (removing psychological barriers that prevent learning), potential and confidence.

Therefore, the teacher is empowered considering the area of his content and his subject, the passion is to learn openly and voluntarily, the dual plan is what the instructor speaks and his speaking, that is, gestures, tones, postures, and eye contact, are intonations determined by voice adjustment and must be ritual to create the desired mood. Rhythm is present in all elements of nature to promote a more profound emotional activation of individuality. The last suggestive means is a passive concert, also known as a “misassessment concert” (Lozanov, 1978). At this point, it is basically about giving students the same effect as someone attending one of their favorite concerts, wanting to have fun and relax. Educators need to be very active to be entirely focused on their students. Baroque music should be included to maintain this attention. In addition, teachers need to maintain the correct attitude and tone when teaching, creating an ideal state for students to overcome mental difficulties. It has been claimed that such harmoniously and mathematically created Baroque music can harmonize brain functions and produce precise frequencies and sounds that induce a state of peace.

Suggestopedia considers the atmosphere of the class as an integral part; creating a calm and threat-free environment is one of the critical factors for student success. To achieve this goal, one cannot stop thinking about the circumstances in which the student is immersed, the social environment in which docents grows and develops. It is hypothesized that it is crucial for the

interaction between the body system and the environment, through which the formation of maintenance regulatory mechanisms between the organism and the environment takes place.

A moral barrier will be created if this harmony does not exist, and no proposal can be made. Given these considerations, it can be said that meaningful education needs to be accompanied by exemplary behavior, as evidenced by a relaxed and stress-free environment. A positive and emotional place is a real need for knowledge acquisition. In terms of the composition of the educational space, ideally, the classroom should be equipped with comfortable furniture and soft lighting to create the best conditions. Relaxing music should also invite breaks and encourage students to remove restraints when learning English. One of the most critical aspects is maintaining an emotional environment as the student's mental state is essential for the successful achievement of learning.

Traditional education systems and institutions claim that students are in a state of awareness and vigilance. Furthermore, all reasoning is directly related to logical thinking, analysis, and action. It hinders creative thinking and imagination. Teacher-student relationships are essential to providing classrooms that enable the development and breadth of predictable knowledge and qualities desirable to students and their problem-solving skills. For this reason, teachers must create a place where students are curious and tend to explore and manipulate information. This can be done through the teachers' motivations and lessons to develop the class.

Teachers should expect learning to be easy and enjoyable in an exciting classroom. Students will experience the music genres, images related to the content and the teacher's greetings for the previous lesson. Professors create an atmosphere with high expectations for learning. This has a significant influence on how students achieve learning outcomes and knowledge. It should be noted that many of the motivations that arise from the students are partly due to the types of materials and tools used in education. Teachers should inform their children that they can enjoy learning in the classroom. In this area, there are positive clues called motivation. This is the type of motivation used in dictionary recommendations to help students break down learning barriers through conscious and unconscious programming. These programs encourage students to see themselves as wise, competent, and valuable and have a simple, fun, easy and enjoyable learning process.



Techniques such as role-playing, complete reading, quizzes, grammar work, also introduces body movements, voice changes, interesting maps, and more. These elements stimulate the subconscious storage area called the “peripheral” (Lozanov, 1982). These activities are linked in a harmonious structure choreographed by the soundtrack. In other words, music needs to be an integral part of the various tasks that can be performed in the classroom.

For this reason, the materials presented must be flexible so that they can be easily remembered. Suggestopedia will be an interesting time to take advantage of these factors to learn a fun and enjoyable process that can meet the expectations of teachers and students. To achieve the effectiveness of this doctrine method, the proposed principles are always the basis on which different techniques must be developed. In this sense, Lozanov argues that: “Teachers need to integrate three basic tools: psychology curriculum and art to overcome anti-suggestive barriers” (n.p.).

According to Lozanov (Romero & González, 2002), when using strategies and methods related to Psychology, the messages are received in this way and accepted. Teachers design different ways of presenting the same material through educational tools so that each student learns most effectively and is familiar with different sources and learning methods.

The third type of instrument mentioned by Lozanov, the artistic instrument, constitutes one of suggestopedia’s most essential and prominent features. Teachers should use teaching materials, posters, displays, and stories related to different musical genres (classical, baroque, etc.) These globalize the lessons and deepen understanding, and arouse students’ emotions. Students thus activate their right hemisphere and their limbic system.

As for the suggested texts for teaching foreign languages, Lozanov and Gateva (1989) should engage in dialogues concerning aspects of everyday life and be composed in plays presented in a significant way. It is essential to identify and explain the central characters of the work so that students become familiar with their various psychological aspects. Some cultural and historical aspects are also essential. It is described as accurately as possible. A territory where history flourishes. It must belong to the country that uses the language you learned. For word placement, it should be displayed in groups, and sentences should be formed on separate lines. Therefore, in this way, learning becomes more accessible. The most commonly used words and phrases should also be underlined to draw students’ attention to basic vocabulary and basic

grammatical structure. In addition, the text should include an illustration of globalization related to the content. Therefore, information is presented and processed at two levels: semantic and visual. It is based on the principle of the reflection of two planes. It is recommended that some of these illustrations are art copies of the culture in question.

Students should have translations of the dialogue and texts written in the language they are learning, especially at the beginning. Some grammar patterns are displayed on the right side of the dialog. Texts created according to these criteria and used according to the principles of holistic teaching allow students to experience their skills by making them easy to learn and encourage. I will be able to do it. In addition to the appropriate text, Lozanov and Gateva (1989) emphasize that classrooms should be welcomed as much as possible.

Educators should use light paint on the walls and ceiling, the chairs should be placed in a semicircle, and the chairs should occupy the space left by the semicircles. Dimmers can help reassure students and relax psychologically. Some posters promote self-esteem and suggest happiness. It is also recommended that there be plants and flowers in the room. With all these characteristics, suggest that the classroom is a place to live and study. Classroom Hints The application of suggestopedia can be observed in three steps to explain the topic. Beginning, middle and finally of the course.

The music recommend at this time is slow-paced music and other music that relaxes the mind and body. Examples of Baroque and New Age Music: Vivaldi's Four Winters: The teacher uses informational sentences to help students understand that the theme is a "must-see". Teachers try to use three tones (low, normal, soft) with a type of music that attracts the student's attention (such as a passage from Tchaikovsky's Piano Concerto). Closures: The final sequence consists in displaying the objects to be interpreted. Help yourself with music that inspires the world's imagination (e.g., Ivés Charles 3rd Symphony). In language learning, the first results show the memorability of many single words, then phrases or phrases, and then short conversations. It is an older clinical variant, still very logical and analytical, and continues to focus on parts rather than wholes, limiting the overall view of the structure of language.

## **Chapter III. Methodological Framework**

### **3.1. Teaching method**

This assignment aims to create a manual of teaching English based on the suggestopedia method and intended to be applied to students of the Colegio Técnico Profesional de Puerto Jimenez. The process used to elaborate the investigation of this manual included the following aspects:

- A deep analysis of the foundations of the suggestopedia method.
- The collection of information about the population of students at the Colegio Tecnico Profesional de Puerto Jimenez
- Gathering of different techniques and material proposes to be used with suggestopedia.
- Research of the main features and goals of the suggestopedia method.

### **3.2. Type of investigation**

The research used to gather the preliminary information to create this manual can be classified as quasi-experimental due to the implementation process in our teaching system is not common. The use of suggestopedia no longer applies because of the restriction of time and materials. The components of a restricted curriculum generally regulate classes. The cognitive target and goals are measured by examinations and the content developed during a school year. Here is the importance of experimenting with the implication of having a different method to see and value the results to compare the levels of language acquisition.

### **3.3. Research approach**

The qualitative research approach was used to develop this manual due to the importance of evaluating students' behavior and seeing their level of satisfaction with the methodology applied and the implementation of music and arts as the main tools to teach English subjects. Interviews, observation and class questions were the primary source of data.

### **3.4. Sources and subjects of information**

A group of seventh-grade students at the Colegio Técnico Profesional de Puerto Jiménez was the primary source of information to apply the suggestopedia manual. Also, for the investigation, the Internet, books and teachers were consulted.

### **3.5.Variables**

Some of the elements used in the creation of this suggestopedia manual are:

- Students of seventh grade at the CTPPJ
- Teacher in charge of the application
- Time and economical support of the administration
- Parents of the students

### **3.6.Conceptual, instrumental, and operational definition**

The use of suggestopedia to teach students at Colegio Tecnico Profesional de Puerto Jimenez can be seen as a significant challenge. There are many factors must take into account in order to put in practice a manual that does not follow the regulations and pattern of a regular class of foreign language in the school system of Costa Rica. Incorporating more music and art to enhance the main content of language goals is not always welcome to students.

Some of the instruments used to measure the manual's implementation are not reliable due to the answers provided by students. However, class observation is the best way to see the reach and impact of the method.

Finally, it is vital to establish the level of operation in which this manual can be used. Here the obstacles of time, space and regulation of MEP take a fundamental step to be incorporated.

### **3.7. Population and sample**

The population can be described as the students of seventh grade at the Colegio Tecnico Profesional de Puerto Jimenez. It is essential to mention that not all of them were involved in the process due to the emergency of COVID-19.

## **Chapter IV. Results Analysis**

#### **4.1.Results**

The data produced by the preparation of the manual carried out in teaching students at the Puerto Jiménez High School demonstrate the importance of identifying students' learning styles in general. It is not feasible to observe continuous improvement and institutional development processes in teaching if the way these diverse students learn is unknown without considering the appropriate methods and forms for each of them. However, the massification of education makes it difficult to technically and economically implement this type of learning manual. Having this type of material on hand, together with the student's learning style, will allow teachers to have the information with which to exploit that curricular flexibility offered by the study plans. Without that flexibility, training becomes deficient and limited.

In the consequent part, significant knowledge exhibits that need to link the existing information in the cognitive structure of the students, with the new information provided in the learning process as the development of the study program progresses, it is a waste to teach without taking into account consideration from which point starts and trying to fill an empty space in the minds of the students. Cannot speak of building significant knowledge if it does not contemplate the execution of the exercises that are promoted in the manual and their proper implementation, which was interrupted by the COVID-19 situation and the changes in virtuality, a profile with prior preparation in the acquisition of the English language by the student.

Among the exercises carried out in the manual entitled "Elaboration of a teaching manual of the English language using the suggestopedia method focused on Conversational English for seventh-grade students of the Colegio Técnico Profesional de Puerto Jiménez"

Taking into consideration the 4 linguistic skills developed in this manual and based on studies and applications carried out by different points of view of authors who make references to the Suggestopedia teaching method, it is concluded: Bolívar Maximiliano Cevallos Galarza. (2020). Universidad Técnica de Cotopaxi. Vo lumen 16 "The Suggestopedia as a method of teaching the English language facilitates the learning of the students when a state of psycho-relaxation is achieved, from the organization of the contents in a psychotherapeutic, psychophysical and emotional way that enables the process."



**Use of Suggestopedia to Improve Students' Listening Skill:** In the activities focused on listening skills developed in the manual, focus on listening to multiple audios for language development, also focus on intervals of classical and baroque music for student relaxation, according to Mustapha, Muhammad Ali. (Oct-Dec 2018). *Journal on English Language Teaching*, v8 n4 p16-20 “The objective of this study is to examine the use of suggestopedia to improve students' listening skill in English language. The study design used for this study was quasi-experiment. Pretest and posttest were applied to the groups selected. The population for the study comprised of 268 senior secondary school students in level two (SS II) of 2016/2017 academic session. The study was limited to two schools because of timeframe and the nature of the research. The participants were grouped into experimental and control group. The sample size of 80 students was drawn from the two schools using purposive sampling technique. The Data collected were analyzed using Statistic Package for Social Sciences (SPSS). Independent t-test was used to compare the differences between the groups. The results obtained from the study revealed that the use of suggestopedia method improved students' listening skill in English language. The findings indicated that students taught using suggestopedia method performed better than the ones taught using conventional methods. Therefore, it is recommended that language pedagogy should be incorporated into the curriculum of teacher training colleges and universities to allow student-teachers benefit from latest methods used in teaching English language”.

**Use of Suggestopedia to Improve Students' Speaking Skill:** Activities applied in this project focus on language development by carrying out multiple speaking activities combining the techniques of the suggestopedia teaching methodology and reality. According to Yuli Puji Astutik. (2019). *English Language in Focus (ELIF)* Vol 1, No 2 “Speaking is an important skill to communicate in the globalization era. We cannot deny the failure is caused by many problems. The success of the learning is involved in complex things, especially in the lecturer's ability in learning and teaching. Such as the interesting material, the using of media, the learning approach and strategy, the classroom management, school environment, completely facilitation, and many other aspects. The objective of this research is to find out the effect of using suggestopedia to the students' speaking ability. The group had taught by using suggestopedia. It had conducted a pre-testing them first, then gave them treatment using suggestopedia and the last conducted a post-test. The instrument was used oral performance test.

The criteria of the performance test scoring were a fluency, accuracy, content, and pronunciation. According to the result of statistical calculation, it is obtained the value of (t-observation) is 8,387 and the value of “tc” (t-critical) from the df (31) on degree of significance of 0,05 % is 1.6955. Based on the finding of this study it can be concluded that using suggestopedia method in increasing students’ speaking ability is effective”.

**Use of Suggestopedia to Improve Students' Reading Skill:** In the field of reading comprehension, narrations and readings are made mixing the use of varied vocabulary learned through fun games, flash cards, without forgetting that comfort and relaxation are the basis for the early acquisition of language, strengthening this premise we have the study of Vebriana Setia Deny, Syamsul Bahri Ys, Dian Fajrina. (December, 2016). *Research in English and Education journal* Vol No.1, 2. “This research is intended to find out whether Suggestopedia method improved students’ reading comprehension. This research was conducted at SMPN 8 Banda Aceh. The sample was taken by random sampling of the students of class VIII-1. The technique of data collection, the researcher used pre-test, treatment and post-test. The materials used in the test were narrative texts. The reading comprehension which tested was main idea, detail information, vocabulary and reference. The researcher used one group pre-test and post-test design. The tests consisted of 10 multiple choice questions of narrative texts. The technique of data analysis, the researcher used statistical formula. The mean score of pre-tests was (53.18) and the post-test was (79.09). The finding showed that the improvement of the mean was 25.91. The critical value of 0.05 significant level was 2.080 and degree of freedom was 21. T-test 4.197 was higher than t-table (2.080). As a result, Suggestopedia method can improve the students’ reading comprehension in narrative text particularly at the VIII-1 of SMPN 8 Banda Aceh.”

**Use of Suggestopedia to Improve Students' Writing Skill:** For the development of writing skills, descriptions of different situations are made, the use of vocabulary is activated by different means, either listening to readings, and repetition. Based on a study we can highlight Rizka Yuliani. (2015). *English Teaching Journal*. Vol 6, No 2. “This study is concerned with the improvement of the students’ mastery of writing skill of SMP N 2 Mranggen who are taught by using suggestopedia. The main objectives of this research are: (1) To find out the students’ writing ability, before being taught using suggestopedia method, (2) To find out the students’ writing ability, after being taught using suggestopedia method, (3) To find out the difference of

the students' writing ability, before and after being taught using suggestopedia method. This study is pre-experimental research, which uses one class as the experiment class in 7B of SMP N 2 Mranggen. The population of the research is the seventh-grade students of SMP N 2 Mranggen. The writer used pre-test and post-test to find out the differences between the students' research who were taught by suggestopedia in SMP N 2 Mranggen. The instrument of this research was essay test. The test was to measure students' mastery of writing descriptive text in SMP N 2 Mranggen.

In conclusion, teaching using suggestopedia to improve students' writing skill is effective. The fact that, the students' ability increased and they can make a descriptive text well. It means that using suggestopedia can help students to improve their writing skill.

## **Chapter V. Conclusions**

## **Conclusions.**

This proposal seeks to support the work of the English teacher who, on many occasions, does not have the necessary material to meet the objectives set. The methodology presented in this proposal aims to better two critical problems in education nowadays: the feeling of frustration that many students suffer when facing the learning of a second language, besides the fact that the ITCs are essential tools in the language classroom,

Without hesitation, despite the fact that due to the pandemic that is still going through the world at this time, COVID19, the elaboration of a manual focused on the techniques and atmosphere that are used based on the Suggestopedia methodology for teaching English as a second language for students of the Colegio Tecnico Puerto Jimenez, opens an important gap for the change of the quality of the lessons that are offered by the institution since it has never been used, the application of this manual proposes a very important challenge for the administration of the Colegio Tecnico Profesional de Puerto Jimenez, students and especially for teachers since it means a tool that will collaborate for the enrichment of the English language and the development of the peninsula.

It is important to mention that to date this manual has not been applied.

## **Chapter VI. Recommendations**

## **6.1.Recommendations**

There are many ways to learn a language. However, they must be adapted to facilitate learning and take advantage of these activities to establish links and more easily get the student's attention without forgetting the real purpose of the activities.

Traditional educational resources are the ones that have been used the most in education over the years, and they are still used very frequently. These resources are simple to handle, their production process is also easy, and they do not require complex technological support. The use of novel educational resources facilitates teaching and learning; it helps students acquire concepts, abilities, attitudes and skills.

It is intended to motivate teachers and those who intervene in the education of the Teaching of English in the importance of carrying out a dynamic education according to the advances of the changing world.

### ***6.1.1 Recommendations for the teachers.***

Among the traditional educational resources, we can find the blackboard, textbooks, illustrative cards, posters that allow group work and promote creativity and motivation. Depending on the institution, they are pretty adaptive teaching aids since not all of them have modern resources that facilitate teaching and learning.

Rigid classes are not very helpful; usually, the student feels disinterested in learning since terms or concepts are used that they do not understand and are used as patterns.

Promoting dynamic strategies within the classrooms to promote the English language in students provides motivation, loss of shyness, teamwork, practical learning, motor skills and independence, creating a more participatory atmosphere

### ***6.1.2. Recommendation to Ministerio de Educación Pública.***

It is crucial to implement strategies that facilitate learning and not that are a challenge and represent an obstacle for it, allowing the student to advance and develop their skills in the different areas of knowledge since dealing with a foreign language makes it already complicated.

The demonstration activities are used to instruct and focus the students' attention by explaining specific content.

### **6.1.3. Recommendation for environment.**

Create an entertaining and attractive environment for both the students who learn and the teacher who teaches is so important for develop the learning, music is a very important part of the methodology.



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## Annexes

### Example of the Manual

**UNIVERSIDAD LATINA DE COSTA RICA:**

Manual of the English Language using the suggestopedia method focused on Conversational English for seventh-grade students of the Colegio Técnico Profesional de Puerto Jiménez.

**Author:**

**Licda. Alexandra Isabel Toruño Piedra**

**ID: 1 0745 0614**

**January 2022**

**Dear Student:**

During all these years since I began to teach, I have been looking for different learning styles that help you acquire a new language. Today I have the opportunity to share a small manual that contains some of my ideas to teach a second language.

I hope you find this document practical and accessible. So, suppose you follow the guide of this manual and develop each activity presenting in it. In that case, I assure you that you will acquire specific skills that will help you communicate in a basic form with other people and improve your learning acquisition faster.

Furthermore, I appreciate your help developing each activity because you share the same endeavor as me; we are looking for a better future.

I wish you the best to succeed...

*With love, your English teacher,  
Licda. Alexandra Toruño Piedra.*

**To the Teachers:**

Dearest colleagues, during the years we have been working as partners, we talked about the tools to improve proficiency in oral communication skills of our students; also, we were looking for support; nevertheless, tools are given.

With the idea of helping ourselves, I prepare this short guide which provides some opportunities to increase the input of oral communication.

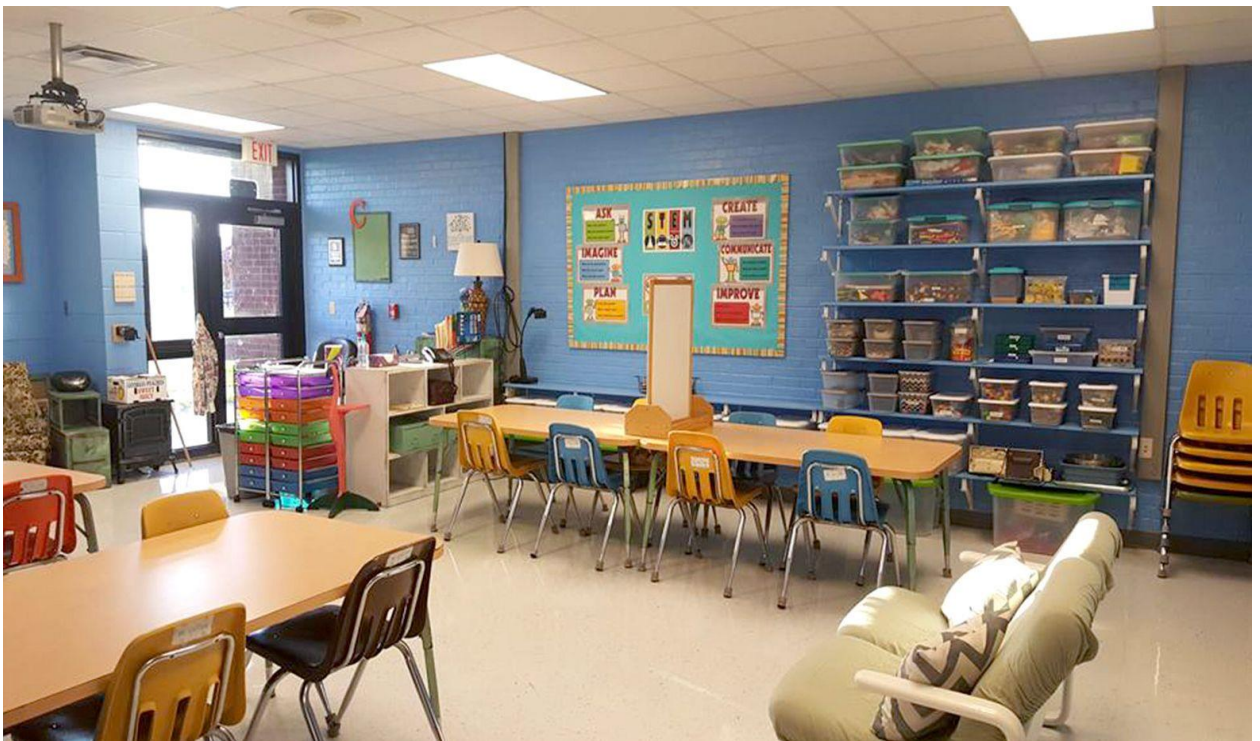
In addition, I suggest creating a stress-free atmosphere will doubtlessly lead to faster acquisition of oral communicative abilities. Therefore, my friends, let us give them a chance to show us how much they can learn at their own pace.

However, do not forget that God is the guide, and you are his helper.

*Thank you,  
Licda. Alexandra Toruño Piedra*

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## SUGGESTOPEDIA CLASSROOM





**UNIVERSIDAD LATINA  
DE COSTA RICA**  
POWERED BY **Arizona State University**

## **TRIBUNAL EXAMINADOR**

Este proyecto titulado: Elaboration of a teaching manual of the English language using the suggestopedia method focused on Conversational English for seventh-grade students of the Colegio Técnico Profesional de Puerto Jiménez, por el (la) estudiante: Alexandra Toruño Piedra, fue aprobado por el Tribunal Examinador de la carrera de La Enseñanza del Inglés de la Universidad Latina, Sede Ciudad Neily, como requisito para optar por el grado de Licenciatura en Enseñanza del Inglés:

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