



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**APPLICATION OF THE SUGGESTOPEDIA METHOD FOR THE
IMPROVEMENT OF ORAL COMMUNICATION IN THE ENGLISH
LANGUAGE AMONG THE STUDENTS OF THE GENERAL BASIC
EDUCATION OF THE HIGH SCHOOL "NUEVE DE OCTUBRE".**

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INTERVENCIÓN**

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SUGGESTOPEDIA METHOD FOR THE IMPROVEMENT OF ORAL COMMUNICATION

por Jhonatan Buñay

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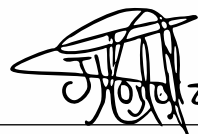
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Abstract

The main objective of the present work was to implement a class system using the Suggestopedia method to improve secondary school students' oral communication in English. The specific objectives were to identify the methods and activities used in English language teaching, to show the current level of development of oral skills, to design a class system with Suggestopedia activities and to analyze the results after implementing this method.

The research was carried out using a quantitative empirical-analytical approach to identify the possible causes of students' poor oral communication. Techniques such as non-participant observation, measurement, pedagogical tests and questionnaires were used to collect data. The results of the post-test showed significant improvements compared to the pre-test in all the indicators assessed. This suggests that the implementation of the Suggestopedia activities had a positive effect on the students' oral communication in English. Therefore, the null hypothesis was accepted, confirming that the use of Suggestopedia as a method improves the oral communication in English of the first year at "Nueve de Octubre" High School, in room "D."

These results support the idea that this method, by creating a relaxed and motivating learning environment, facilitates the acquisition and use of the language in a natural and fluent way. Therefore, it is recommended that this method be included in the teaching unit at all levels of primary and secondary education.

Keywords: Suggestopedia. Oral communication.

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Introduction

The advent of globalization has led to the ascendance of English as a universal language, establishing it as the second language in the world. This has resulted in countries still needing to utilize English as an official language and integrate it into their educational curricula. This shift challenges educators, who must adapt their methodologies, strategies, and tools to facilitate optimal learning, enabling students to develop the skills necessary to thrive in an increasingly competitive global environment and address social challenges.

For this reason, it is concluded that the most essential parts of the teaching-learning process are the teacher and the student, with all the weight and responsibility falling on the teacher because the techniques or methods used will affect the level of learning obtained by the student.

Sánchez-Corredor and Torres-Peñaranda (2021) consider that if there is an inadequate teaching process, the class could become tedious, generating a low interest in the students to learn English and to perceive it as difficult, tedious, and heavy, causing a decrease in emotions to learn new languages, as well as a low commitment to interact, collaborate or participate. Vahos, Muñoz, & Londoño-Vásquez (2019), state that the teacher is responsible for implementing methods that allow students to interact in an appropriate environment that motivates linguistic communicative exchange.

Syarifuddin, Muhlisin, and Thinh (2022) affirm that the "Suggestopedia teaching method applies to teaching speaking because this method facilitates students to argue about something indirectly in the teaching-learning process" (p. 13). Thus, the Suggestopedia method is an excellent support in the educational field, thanks to the orientation of the activities it offers for teaching. It motivates students because it focuses on learning without impositions or pressures, allowing them to learn naturally and relaxedly, linked to a calm and quiet environment.

Budianto and Yuniar (2023) believes that "Lozanov developed Sugestopedia for learning, which uses the relaxation phases of the mind for optimal data retention" (p. 57), allowing students to develop their language skills, including oral communication.

Thus, Sugestopedia combines relaxation and the desire to learn in a learning environment accompanied by soft music, good lighting, and decoration (Cevallos et al., 2020). It is becoming an innovative alternative for English language teaching, resulting in meaningful learning for students. In this way, this method is considered a methodology that helps develop linguistic competence in the formation of new languages.

Therefore, the lack of an appropriate environment that allows students to relax while learning could be an obstacle to learning English. This is because learning with relaxing means is believed to increase oral comprehension and reading, oral, written, and participatory production (Llanga Vargas & Insuasti Cárdenas, 2019). Therefore, a student who is unmotivated and lacks the Sugestopedia method in the teaching process will acquire little grammatical knowledge; therefore, his oral participation will not improve. On the contrary, there would be learning in the ability to communicate in English, and the student would feel more confident participating in class or any event (Perl, & Lutrick, 2005).

We have found the following limitations in the observation carried out in the first year at "Nueve de Octubre" High School, in room "D."

- A limited number of English classes are available.
- Long waiting time to get permission from high schools to study.
- Students need to be more interested in doing activities in English classes.
- High level of student absenteeism during English classes.

Thus, the following scientific problem arises.

How can the English oral communication skills of first-year high school students at Nueve de Octubre, in room "D" be improved through Suggestopedia?

The object of study is the process of teaching and learning English in primary education.

Among the possible causes of the problem are:

- Disruptive social and family environment.
- Lack of inventiveness on the part of the teacher.
- Lack of use of didactic methods that encourage oral participation in class.
- Lack of interaction among classmates in group activities.

The general objective of the research is to implement a class system using the Suggestopedia method that improves high school students' oral proficiency in the English language. This objective is delimited in the field of action, the Suggestopedia method as a methodological strategy.

The present research work proposes specific objectives:

- To identify the methods and classroom activities used in the English teaching-learning.
- To demonstrate the current level of oral skills development.
- To design a system of classes, including didactic activities, using the Suggestopedia method.
- To analyze the results after the application of the Suggestopedia method.

And it is developed on the basis of the following scientific hypothesis: The implementation of a teaching system using the Suggestopedia method will improve the oral competence in the English language of the students of the first year of high school, room "D" of the school "Nueve de Octubre", school year 2024-2025.

Based on the hypothesis, the relationship between two variables is studied:

The independent variable: Implementation of a class system through the use of the Suggestopedia method.

The dependent variable: Improvement in oral communication of the students of the first-year high school students in room “D” at “Nueve de Octubre”, during the 2024-2025 school year.

This research is carried out using quantitative, descriptive, and analytical methods. Therefore, emphasis is placed on the Positivist Paradigm (empirical-analytical). The population comprises 30 first-year high school students in room “D” at “Nueve de Octubre”, during the 2024-2025 school year.

The critical research focuses on using the Suggestopedia method as a methodological strategy to encourage students' oral participation by implementing a class system to increase the learning of grammar and vocabulary.

This research's practical contribution is to implement a class system that includes the Suggestopedia method in the teaching process. This will help students develop their linguistic skills and consequently improve their oral participation in a second language.

This research is divided into four chapters: **Chapter I**, details the documentary and provides bibliographic information about the research field. **Chapter II**, establishes the methodology to be used, including techniques, methods, and types of research. **Chapter III**, details the proposed activity system that applies the principles of the Suggestopedia method. **Chapter IV**, details the use of class systems and discussion of the results. Finally, **Chapter V**, details the conclusions.

CHAPTER I. THEORETICAL BASES FOR USING SUGGESTOPEDIA TO IMPROVE ORAL COMMUNICATION IN ENGLISH

This chapter provides theoretical information about the use of Suggestopedia to improve oral communication in English classes based on the following categories, which are presented as the historical evolution and theoretical characterization of the field and the object of research, based on previous studies, considering the position of different authors as support to give arguments that are presented in this research. Finally, the contextual characteristics of oral communication in the Unified General Baccalaureate are reported.

1.1 Historical Background to the Use of the Suggestopedia Method for Improving Oral Communication in English

The concept of "Suggestopedia" emerged in the late 1960s and early 1970s, when the Bulgarian psychiatrist Georgi Lozanov developed a learning system based on suggestionology, which he named Sugestopedia, from Latin words such as "suggestum" (to pass under or suggest) and "paedy" (pedia), which is related to pedagogy (Lozanov, 1972). From this perspective, Suggestopedia can be understood as a teaching method based on the laws and principles of suggestion.

The use of Suggestopedia as a teaching method is relatively new. In this method, the teacher uses techniques with the students to facilitate the acquisition of skills and abilities through stimuli. It seeks to promote the development of oral comprehension in a continuous, dynamic, and varied way, using real situations and activities adapted to the needs and interests of the group of students (Godoy, 2016).

For this reason, Cevallos and Orbea (2020) argue "Teaching English facilitates the students' learning when a state of psycho-relaxation is achieved, from the organization of the content in a psychotherapeutic, psychophysical and emotional way that allows the process to

be challenging and playful". This means that the expectations of both the teacher and the student are met, transforming it into a pleasant and meaningful moment.

Cifuentes-Rojas, Contreras-Jordán, and Beltrán-Moreno (2019), mention that teaching English in Ecuador was introduced in 1912 and is zero or scarce in some educational institutions. It became part of the curriculum 40 years later. By 1950, English was already being taught in some schools by people not professionally qualified to teach the subject. As a result, effective teaching strategies to facilitate student learning were not being used.

As time went by, the traditional approaches to teaching English were adopted, which consisted of studying grammar-translation, audio-linguistics, and reading. Still, as the demand for learning increased, methods were increased. One is the Suggestopedia, which combines the environment with the consciousness through stimulation and psychotherapy (Pérez-Sánchez & Palmero-Cano, 2023). Reinoso (1999), mention that Suggestopedia, students are offered a suitable environment that allows them to relax and learn English harmoniously, and if necessary, use comfortable furniture, classical music in the background, and listen to dialogues.

Layme Garcia (2020) shares the same thought, considering the Suggestopedia method as a didactic strategy that seeks to create a relaxing environment through music and meditation to adopt a new way of learning the content given in class. Demonstrating through a practical case the application of a questionnaire of 20 items distributed in questions of psychological dimension, didactic materials, and artistic means, which was applied to a sample of 16 people, it was deduced that most of the students did not receive any stimulation before starting the class, nor do they make use of artistic means such as music, contrary to the didactic techniques that are used most of the time.

Palacios (2020), in his work entitled "Approaches for Learning a Second Language: Expectation in the Mastery of the English Language," makes an analysis of the Suggestopedia method, placing it from a humanistic approach where he applied a qualitative method that

allowed him to know the evolution of the dynamics that have been embedded in the teaching-learning concluding that thanks to technology have been strengthened educational paradigms where the teacher and student know and interpret new information thanks to techniques and tools that provide support for learning.

According to the background information presented in the research where the Suggestopedia method is applied, it is observed that it has a positive effect. Although this method is known, most educators do not use it, even though it is considered to be the method that will help to improve competitively in English.

1.2 Conceptual background of the implementation of the Suggestopedia method for improving oral communication in English

1.2.1 Characterization of the process of teaching and learning English

For Cousine (2014), teaching is the exposition of a subject and the acquisition of the necessary knowledge that one does not possess, detailing that thanks to teaching, one is able to move from the unexplored to the known. It corresponds to purposes where something is made known that a person cannot learn by himself (Davini, 2008). Emphasizing that teaching can be difficult if the necessary tools and resources are unavailable and there is no method to support teaching.

On the other hand, Ormrod, Sanz, Soria, and Carnicero (2005), argue learning is the process through which knowledge is acquired, and the forms of teaching directly interfere with the assimilation of such content.

González (2009), describe that the teaching-learning process is the interrelation of oral expression, written expression, listening comprehension, and reading comprehension. On the other hand, Ginoris, Addine, and Turcaz (2009) state that when problems such as difficulties, obstacles, or challenges arise in the learning process are responded to with the appropriate skills and knowledge, the correct learning has been acquired. Now, taking an approach to teaching

and learning related to English, it is based on its conformation by two components: the human components: the human ones, grouped by the teacher and the students, and the cultural ones, representing the contents, methods, forms, and tools.

Considering that the forms of teaching and the resources used at the time of sharing determine the level of learning that the group will have, taking into account that there are components, such as the way the teacher reaches the students, that could disturb or improve the school climate, as well as establish the level of participation, attention, and understanding. Therefore, the following are the types of interaction patterns between students and teachers, according to Correa (2006).

Table 1: Types of interaction between student and teacher

Teacher-student	It establishes that teachers need more effective relationships with their students.
Student-teacher-student	Students become more involved by making changes in the physical and social environment, i.e., the teacher encourages the creation of activities that allow students to manage the classroom environment.
Teacher-student-student-teacher	It is when a group of students can relate to each other, but the teacher is constantly ignored.

Elaboration: The authors

Source: (Correa, 2006).

Ortiz (2015), mention that the essential elements that generally act in any didactic method of teaching are the teacher who plans the activities with a didactic strategy already established that serves to guide the student to perform them, the student who manages to learn through the guidance of the teacher, the class objectives that are necessary to develop the activities that must be achievable for both the teacher and the student, the didactic strategy applied by the teacher that responds to the interaction of the content with the students, and the content that is the essence of teaching such as behavior, skills, habits. Playing an essential role in teaching and learning the English language and everything in general.

Perez-Sanchez (2023), argue that English language teaching didactics focused only on grammar and translation, where the student only listened but did not relate to images or actions that would allow him to correspond with what he saw. So currently, it focuses on the practical, where in addition to listening, reading, and writing, it is necessary to achieve the interpretation that generates better learning.

1.2.2 Characterization of the existing methods of teaching second languages

Cabrera-Mariscal (2014) states that there are many methods used by teachers when teaching a new language according to the teaching process, so below are detailed approaches and the techniques that comprise it: one of them is the traditional approach, which includes the grammatical translation directed by means of translation, the natural approach conformed by the direct method, as opposed to the grammatical translation that maintains that English should not be learned as a mother tongue; but as a demonstration and action, on the other hand, there is also the Berlitz method, which is oriented to the teaching of English as a mother tongue.

The structural approach also consists of the audio-linguistic method, which differs in that neither vocabulary nor grammar is used in the teaching process. This is followed by the situational method, which focuses on oral practice before writing. Another method is the audio-visual method, which allows oral language to be combined with images.

The communicative approach includes the expressive method, which aims to teach English through interaction inside and outside the classroom. Another method is the notion-functional method, which aims to teach through functions such as affirmation, negation, or information. The humanistic approach uses the following methods: the total physical response, which frames the teaching of English as a process to be followed, where comprehension comes before production. Another method is silence, where the teacher only supervises and allows the students to develop and be autonomous and independent in how they want to learn. The method of linguistic programming, conversely, makes a connection between the neurological, the linguistic, and the behavioral.

Finally, we find the Suggestopedia method, which is being considered to realize this work. This method focuses on using the learner's mentality; Lozanov (1970) states that "the main goal of teaching is not memorization, but understanding and creative problem solving" (cited in Cabrera-Mariscal (2014)). Suggestopedia is one of the most innovative methods of learning a second language based on suggestion and relaxation. It was created by the psychiatrist Lozanov himself, who highlighted two essential elements, stating that the mind is more likely to receive a message while in a state of relaxation, the second is that the capacity of the brain is unknown and has much power, so if you want to learn something you have to do it as a game or something you like (Sanchez Lopez, 2020).

On the other hand, Quispe (2018) emphasizes the use of consciousness and for consciousness, ensuring all the possibilities that the person has to achieve valuable learning. Pali and Remi Rando (2020) consider this method attractive because it allows active and fun learning, ensuring motivation to be educated.

Table 2: Skills and competencies that students will gain through Suggestopedia.

Increased listening and speaking comprehension of the English language	Through Suggestopedia, students will pay more attention and focus on listening, leading to more effective comprehension.
Improvement of oral and written expression	Because this method uses communication, students learn to effectively express themselves orally and in writing.
Increased confidence	With Sugestopedia, the student will gain greater self-confidence, enabling them to act with determination and boldness.

Evaluating student progress in Suggestopedia is an essential issue for teachers who want to use this method in their classrooms. Unlike other teaching methods, Suggestopedia does not focus on vocabulary memorization.

1.2.3 Dimensions of oral production using the Suggestopedia method

In this dissertation, several dimensions are mentioned that are applied using the Suggestopedia method to improve oral production, which:

- **Content:** (Brown 2004), mention the content of oral skills refers to the information being communicated. It includes the key points, main ideas, and supporting details you want to convey. Compelling content is relevant, organized, and well-developed.
- **Accuracy:** Ellis (2009) defines accuracy as "the ability to avoid errors in performance, possibly reflecting higher levels of control in language as well as a conservative orientation, that is, the avoidance of challenging structures that might provoke errors (p. 475).
- **Fluency:** (Požgaj, 2012), argue it is defined as expressing oneself at a natural pace, without hesitation, interruptions, repetitions, modifications, unnecessary words, and superfluous or empty pauses, adapted to the informative and communicative content of the utterance, all of which implies efficient performance and harmonious coordination of all levels of oral production.

- **Pronunciation:** For Roach (2009), it refers to "the way in which sounds are produced individually and put together to form words and sentences. Accuracy in pronunciation means producing sounds in a clear, precise, and coherent manner.

Torres (1997) emphasized the importance of considering two fundamental aspects of language when teaching and assessing oral expression: accuracy and fluency. According to her, teachers can determine some specific elements, such as pronunciation, vocabulary, and grammar, to measure accuracy, as shown in the figure. On the other hand, to assess fluency, elements such as mechanical skills, language use, and judgment should be taken into account.

1.3 Contextual background of implementing the Suggestopedia method to improve oral communication in English

In the context of the educational reforms in Ecuador, the English curriculum's design was implemented to improve its quality, as indicated by the Ministry of Education (Mineduc) in 2015. The main objective was cultivating the necessary skills and promoting effective communication in this foreign language. This curriculum was designed for students in the first year at "Nueve de Octubre" High School, whose first language is not English.

Given the diversity of the Ecuadorian population, characterized by different cultural and linguistic backgrounds, the curriculum recognizes that not all students are native Spanish speakers. Therefore, there are various levels of bilingualism in other communities. In this context, the curriculum establishes a reference framework for learning English based on the Common European Framework of Reference for Languages, as well as international standards and innovative pedagogical models, including Content and Language Integrated Learning (pp. 2-6).

The 2015-2016 Global Competitiveness Index, prepared by the World Economic Forum, ranks Ecuador 76th out of 140 countries. This places it above countries such as Guatemala (78) and Argentina (106) but still below Brazil (75), Peru (69), Colombia (61), and

Panama (50) (WEF, 2015-2016). It is worth noting that in the fifth pillar of this index, which focuses on higher education and training, Ecuador ranks 67th. Although it is better than Bolivia, Mexico, Panama and other Central American countries, it is lower than Peru (62), Colombia (52), Chile (22) and Argentina (11) (p. 12). It is relevant to highlight that Ecuador's investment in higher education has been recognized as one of the highest in the region, representing 2.12% of GDP in 2015.

The Constitution of the Republic, which establishes the right to education and guarantees its quality, Article 124 of the Organic Law on Higher Education (LOES) (CES et al., 2010) deals with "training in values and rights." This article states that the institutions of the higher education system have the responsibility to provide those who complete their studies with "effective knowledge of their duties and rights as citizens, as well as of the socio-economic, cultural, and environmental reality of the country." It also emphasizes the importance of mastering a foreign language and practical competence using computer tools (p. 21).

In this sense, Article 31 of the Reform of the Higher Academic Regime, which deals with the "study of a foreign language," establishes that higher education institutions must guarantee the level of language proficiency necessary to meet the requirements for graduation in higher technical, higher technological and equivalent professions. In addition, it is indicated that these institutions must organize or homologate the corresponding subjects from the beginning of the career (CES, 2016).

Mineduc (2014), refers in the technical report contained in the memorandum no. MINEDUC-SPE-2014-0034-M is an identified problem: "Foreign language is only studied in higher basic education and not from the first grades of general basic education." Given the current demands of the knowledge society, mastery of the English language is presented as essential for use as a general communication tool and to have access to updated scientific and

technological information. Therefore, it is considered necessary to start teaching this language early, which is why it is proposed to include an English course starting from the second year of General Basic Education.

Ministerial Agreement No. 0041-14 of March 11, 2014, in which this Ministry of Education established the new curriculum grid for the General Basic Education level, includes, as a transitional provision, the creation of a regime for the implementation of the subject of English as a foreign language in the curriculum grid for EGB.

By Memorandum No. MINEDUC-SFE-2014-0054-M, dated March 24, 2014, the Undersecretary for Educational Foundations of this Ministry sends a technical report in which it proposes to regulate the transitory provision contained in Ministerial Agreement 041-14, specifically regarding the future implementation of the English as a foreign language curriculum in the first grades of General Basic Education (grades 2 to 7 of EGB) at the national level.

1.3.1 Current Diagnostic Evaluation of the Speaking Skills at “Nueve de Octubre” High School, room “D”.

This section presents the findings derived from applying the rubric to the first-year High School room “D” at the “Nueve de Octubre” School. The data for this study was collected using an observation guide, the rubric itself and a preliminary assessment.

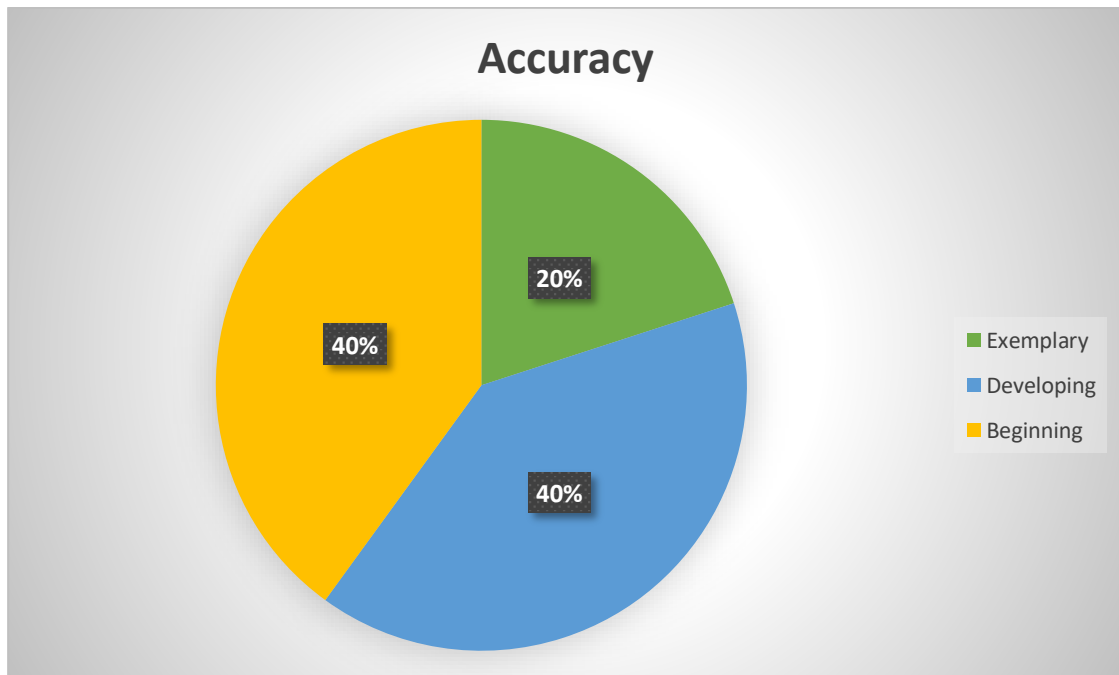
1.3.1.1 Systemic Analysis of Observations.

According to the observation during the application of the diagnostic test, the following was noted:

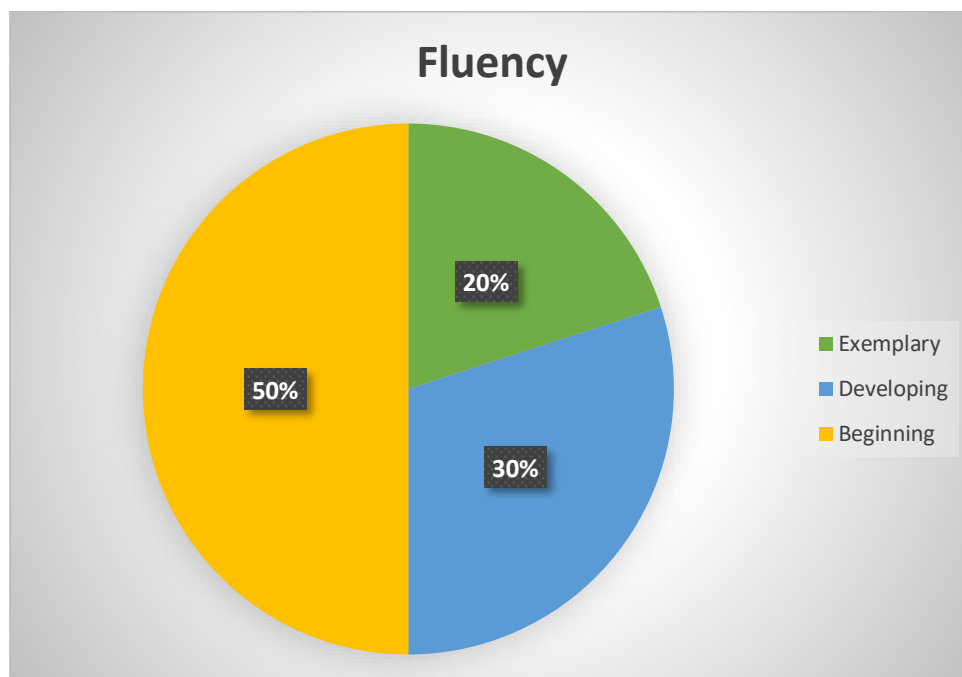
- Some students needed more confidence in answering even simple vocabulary questions.
- Some students needed help to pronounce essential vocabulary words.
- When reading aloud, students tended to pronounce the word as it was written.
- Several speaking exercises were used, which were a real challenge for most students.

The analysis of the results obtained from the dimensions and indicators is then carried out.

Figure 1. Dimension 1: Accuracy

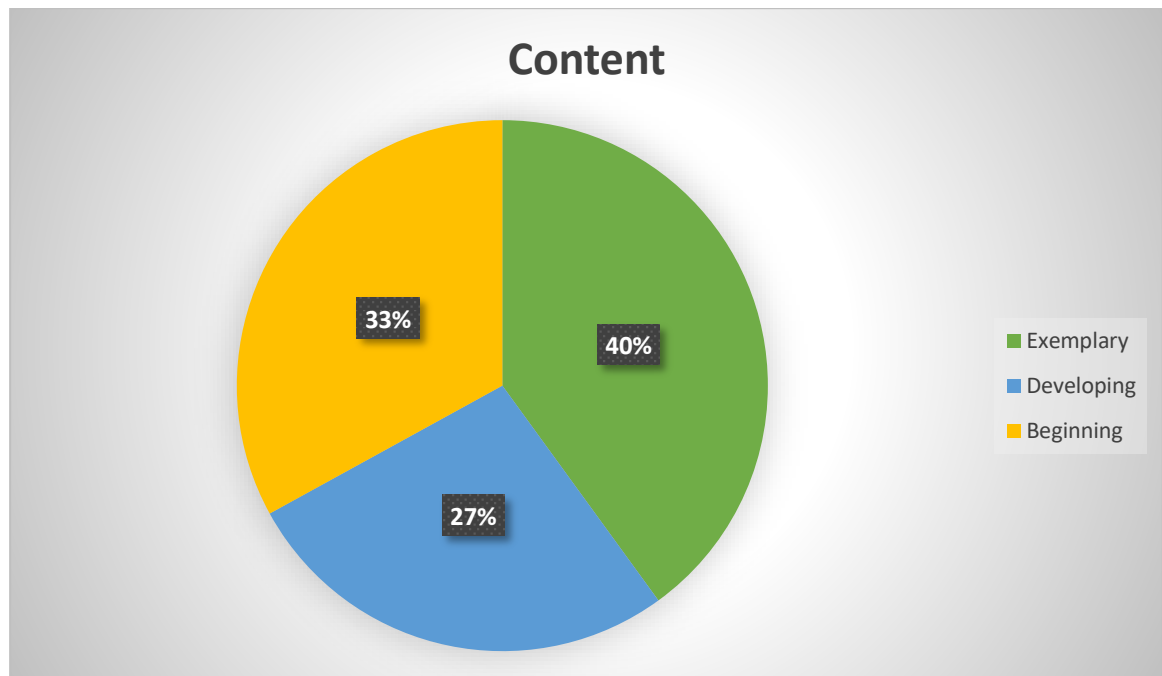


Of the 100% of respondents, 20% showed control of their speech, avoiding mistakes with their peer group, which was soluble and constant, thus noting precision when exchanging ideas. Meanwhile, 40% showed occasional errors with grammatical structures that affected the oral activities performed. On the other hand, the other 40% showed errors that affected the control of the discourse, causing the message not to be understood by the other members of the group. This indicates that a student can speak fluently and still make grammatical errors that may or may not affect the understanding of the message (Cuitiña et al., 2019).

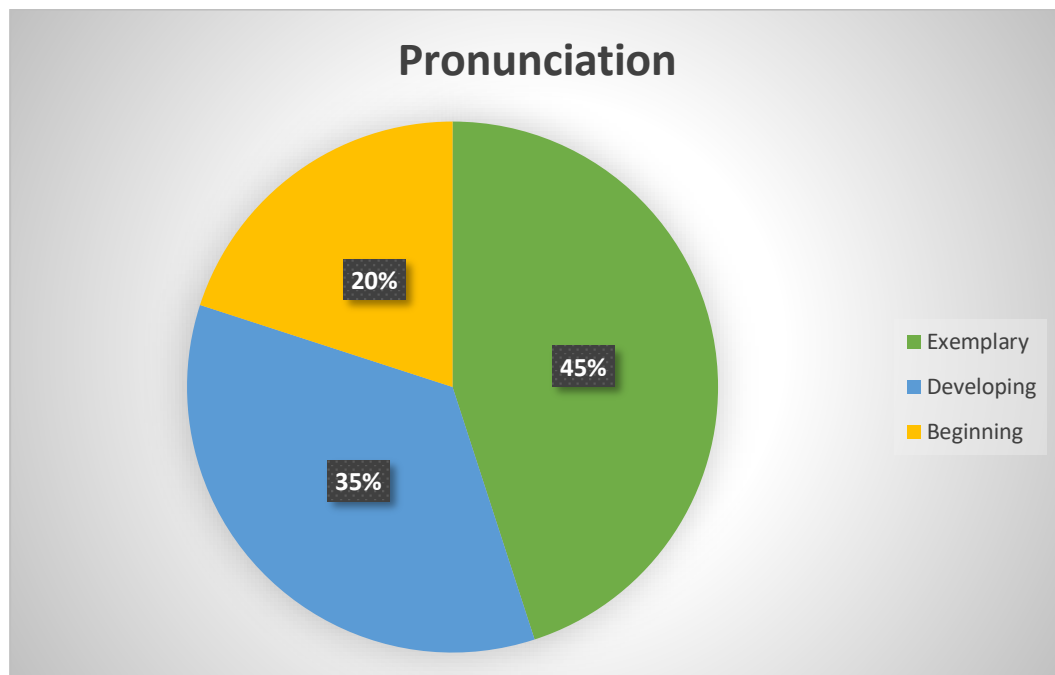
Figure 2. Dimension 2: Fluency

Of the 100% of respondents, 20% expressed themselves naturally without hesitation throughout their intervention, showing a constant rhythm that did not affect the oral activity. While 30% did not reach the highest score, they showed few doubts and hesitations in their speech, accompanied by short pauses that did not affect their intervention, which allowed the activity to be carried out without significant inconveniences.

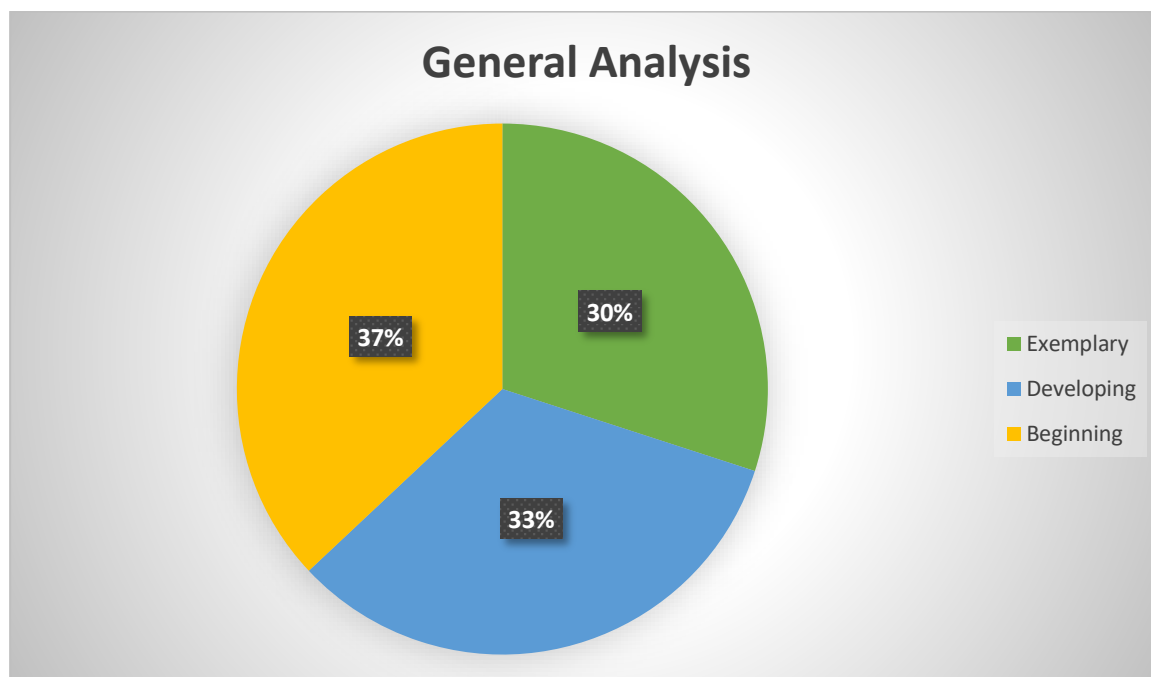
On the other hand, the other 50%, which was the majority of the course, needed to maintain the rhythm of the speech, which was characterized throughout their turn by long pauses, thus demonstrating doubts at the moment of speaking. According to Mineduc (2013), this shows that interaction is influenced by "the fluency with which students express themselves, the communicative functions they use, the amount of support they receive and the number of interactions or the time of an oral expression."

Figure 3. Dimension 3: Content

Of the 100% respondents, 40% organized the key points concretely, including the main ideas and details in their participation. In contrast, 27% omitted some key points but kept the main idea, while 33% disorganized ideas and needed more effective communication. According to Abdul et al. (2017), the quality of the content of delivered messages creates positive impressions on other speakers. On the other hand, Kusnierek (2015) defines content as a combination of understandable words, correct grammatical structures, and appropriate syntax, all of which aim to improve the comprehension of messages and prevent errors from negatively affecting the interaction.

Figure 4. Dimensión 4: Pronunciation

Of the 100% respondents, 47% showed correct production of word sounds clearly and coherently. Thirty-five percent made some pronunciation errors, and the production of sounds could have been more precise, although it was generally understandable. And 20% found it difficult to understand because of pronunciation errors. English pronunciation can be difficult for some students due to the influence of their native language. According to Abdul et al. (2017), correct pronunciation refers to the accurate articulation of individual words. Brown (2017), on the other hand, emphasizes the importance of pronunciation, which is so natural that it is mistaken for that of a native speaker, considering it a crucial element in the ability to speak English.

Figure 5. General Analysis

Of the 100% of respondents, 30% represent the students who had a good performance and command of the English language during the oral activities. They were able to communicate fluently and understandably. While 33% did not achieve excellence, they showed the ability to make themselves understood, made some mistakes, but achieved an acceptable performance. Finally, 37% were students with significant difficulties, showing a disorder of ideas, limited or incorrect pronunciation, imprecise communication, and interrupted speech. Implementing specific strategies to support these students and help them develop their language skills is crucial.

It was concluded that the pedagogical assessment instrument reflected the students' oral communication level. This supports the need to intervene in pedagogical practice through a system of activities based on the Suggestopedia method, with the aim of improving the oral expression skills of the first-year High School room "D" at the "Nueve de Octubre" School. Therefore, the following chapter details the methodological framework that will allow this study to be carried out.

CHAPTER II: STUDY OF THE SUGGESTOPEDIA METHOD FOR THE IMPROVEMENT OF ORAL COMMUNICATION

METHODOLOGICAL FRAMEWORK

This chapter describes the methodological orientation chosen to achieve the objectives set. It specifies the paradigm, type, research design, and theoretical and empirical methods. It also specifies the population to be studied.

2.1 Research Paradigm and Type of Research

This research was conducted using the quantitative paradigm (empirical-analytical), which allowed the identification of possible causes of low oral participation among students. Inche et al. (2003), argue, " Quantitative paradigm a global positivist, hypothetic-deductive, particularist, objective and result-oriented conception" (p. 23). This is followed by an experimental design that involves the deliberate manipulation of something that already exists in order to change it and to be able to analyze the possible effects.

The research was of the applied-explanatory type because it details how causes relate to the research variables, which, for Nieto (2018), "work with causal hypotheses, that is, they explain the causes of facts, phenomena, events, and natural or social processes" (p. 2).

2.2 Population and Sample

The population for this research is 30 students between the ages of 15 and 16 who belong to the first year of high school class "D" of the High school "Nueve de Octubre" in the city of Machala, province of El Oro.

2.3 Research Methods

Research methods are necessary for the development of the research. They allow the author to choose the techniques with which the work will be elaborated, providing a reliable, well-founded, and organized study.

2.3.1 Theoretical Methods

Theoretical methods allow the research to be carried out and should be chosen according to the approach or what the researcher wants to demonstrate. For Franco & Solórzano (2020), "Theoretical methods does not only refer to the set of steps for the development of the research process, it implies the practice to be carried out by the researcher correlated to the paradigm, where each method has its structure and dynamics of application" (p. 11). Reference is made to indicate the correct and appropriate methodology used for research. The methods used in this research study are detailed below:

2.3.1.1 Hypothetical-Deductive Method.

In this study, this method is used to test and express possible solutions to the proposed hypothesis, which will allow for the determination of whether or not it is fulfilled. For Falcón & Serpa (2021), this method allows the demonstration of one or more statements from what is already known, making it possible to verify new hypotheses and influence new conclusions. Farji-Brener (2007) emphasizes that "the same hypothesis can (and even should) be derived from more than one prediction to test it" (p. 719).

2.3.1.2 Analytical-Synthetic Method.

This research method is based on the synthesis through the collection of data and information necessary for the elaboration of this research, such as the documentary bases, definitions, and application of research techniques. At the same time, the analysis will focus on the results, where the results obtained during the study will be interpreted and analyzed, allowing us to know if the hypothesis is fulfilled. Falcón & Serpa (2021) state that: "the analytic-synthetic method considers that in the research process, analysis and synthesis must be consciously and intentionally carried out in close unity and interrelation" (p. 24), emphasizing that analysis depends on synthesis to function and achieve its goal.

2.3.1.3 Historical-logical method.

Lissabet (2017) defines the evolution of the object of study, considering the influence of psychological and educational theories in their different manifestations. In addition, it analyzes how these theories were conditioned by economic, political, ideological, and social structures in different historical periods.

2.3.1.4 Systematic Approach.

The systematic method is closely related to scientific progress, as it contributes to the systematization of information or data and the systematization of experiences. According to Rodríguez Jiménez and Pérez Jacinto (2017), the systematization of information involves the ordering and classification of data, while the systematization of experiences refers to processes developed in a specific period, in a specific socioeconomic context, and within a specific institution.

2.3.2 Empirical Methods.

These methods are necessary for research, but more is needed to deepen a study. Rodríguez Jiménez Pérez Jacinto (2017) states that they serve to "discover and accumulate a set of facts and data as a basis for verifying the hypothesis, answering the scientific questions of the research, obtaining arguments to defend an idea, or following a thematic guide" (p. 7); the use of both scientific observations of facts and experimentation leads to better research.

The empirical methods used in this research correspond to experimentation since tests will be applied to evaluate the students' before (pre) and after (post) experiences using the Suggestopedia method to learn English and participate in class. Observation will also be used when applying the Suggestopedia method in the classroom, corresponding to whether it generates acceptance and how the students react.

2.3.2.1 Non-participant Observation Method

According to Diaz (2011), non-participant observation is "when to obtain data, the researcher is included in the group, event, or phenomenon being observed to obtain information from the inside." This observation method describes the events, people, and interactions being observed, in addition to the observer's perceptions, experiences, and emotions.

2.3.2.2 Measurement

This corresponds to the data reflected statistically or numerically through the application of tools that help obtain accurate research development results. Mendoza et al. (2009) define measurement as represented by objects, numbers, or events; the units of analysis used to make sense of reality.

The measurement is reflected through a t-student test, which evaluates students' knowledge levels by measuring vocabulary, pronunciation, and class participation. It is becoming a feasible tool for small samples used in statistical education (Lugo-Armenta & Pino-Fan, 2022), allowing results to be obtained by evaluating pre-tests and post-tests.

2.3.2.3 Pedagogical test

They are commonly used in educational research to evaluate individuals' knowledge, habits, and skills. They help determine teaching effectiveness, help monitor the educational process, and seek to measure students' performance in a given discipline (Cerezal et al., 2002).

2.3.3 Data Processing

Data processing in research corresponds to the measurement tools used to analyze and interpret the results obtained throughout the research.

- **SPSS statistical program:** Interactive statistical program that allows finding the mean of data in applied studies (Porrás et al., 2011). In this case, it will measure students' knowledge and oral participation before and after applying the sugestopedia method.

- **Data tabulation:** The tabulation corresponds to the results obtained using graphs, which allow us to know the percentages obtained by applying the questionnaire in this research. According to Estrella (2014), "the interpretation of data and the ability to construct graphs and tables are fundamental in the process and production of science" (p. 451).

2.4 Data Collection

This section analyzes and interprets the data collected through the instruments used in the research. It does this by elaborating a consistency matrix that details the dimensions and variables considered when selecting the instruments used.

2.4.1 Working with Variables

Table 3. Consistency Matrix.

CONSISTENCY MATRIX							
Use of the Suggestopedia method to improve oral communication in the English language.							
Research Problem	General Objective	Scientific Hypothesis	Research Variables	Dimensions	Indicators	Instruments	Evaluate o rate Summary categories
How can oral communication in the English classes of first-year students of the High School Room "D" of the High School "Nueve de Octubre" be improved using the Suggestopedia method?	To implement a teaching system using the Suggestopedia method to improve the oral proficiency of high school students in English.	Implementing a classroom system using the Suggestopedia method in teaching English will optimize learning and increase oral participation among the students of the first year of high school, room "D" of the "Nueve de Octubre" school during the school year 2024-2025.	Categories: Independent Variable: Suggestopedia Method. Dependent Variable: Improvement in oral communication of the first-year high school students in room "D" at the school "Nueve de Octubre."	Accuracy Fluency Content Pronunciation	<ul style="list-style-type: none"> ▪ Reflects speech control to avoid errors ▪ It avoids structures that affect discourse by affecting message comprehension. ▪ Causes errors that affect discourse control by affecting the message ▪ Speaks at a natural pace without hesitation ▪ Shows hesitation and short pauses ▪ No fluency with spaces ▪ Organizes critical points, including prominent ideas and details. ▪ It omits some key points but retains the main idea ▪ Disorganizes ideas and does not communicate effectively ▪ Correctly produces word sounds with clarity and coherence ▪ Produces sounds inaccurately and without clarity ▪ Produces disjointed sounds that do not form words 	Pre-Test. Post-Test. Rubric. Observation.	Exemplary: 9–10 pts Developing: 6–8 pts Beginning: 5–0 pts

2.5 Analysis of information

When improving oral communication, several dimensions, such as accuracy, fluency, content, and pronunciation, must be considered. These dimensions have been used to develop an evaluation rubric for data analysis.

Table 4. Diagnostic evaluation rubric:

Criteria	Beginning (5-0 pts)	Developing (6-8 pts)	Exemplary (9-10 pts)
Accuracy	The student makes mistakes that make it difficult to understand the message, showing a lack of control.	The student avoids structures that may affect the discourse and, thus, the delivery of the message.	The student demonstrates speech control by avoiding errors and conveying the message.
Fluency	The student needs more fluency and leaves blank spaces when speaking.	The student shows hesitation and takes short pauses	The student expresses him/herself at a natural pace without hesitation.
Content	The student needs to work on organizing ideas and communicating effectively.	The student omits some key points but retains the central idea.	Student organizes critical points, including prominent ideas and details
Pronunciation	The student produces incoherent sounds that do not form words.	The student produces sounds with slight pressure and a need for more clarity.	The student correctly produces the sounds of words clearly and coherently.

This chapter presented the methodological design of the research, focusing on the selection of the population and the specific methods used to address the research problem, where descriptive statistical techniques were used, including the pedagogical test to verify the scientific hypothesis of the study.

CHAPTER III: CLASS SYSTEM USING THE SUGGESTOPEDIA METHOD TO IMPROVE ORAL PARTICIPATION

This chapter argues the guidelines that support the use of the Suggestopedia method to improve the oral skills of First students at “Nueve de Octubre” High School, room "D." The proposal's justification is detailed after the application and evaluation.

3.1 Theoretical Background for Using the Suggestopedia Method to Improve Oral Communication in English

This research focuses on the planning of a class system through the use of the Suggestopedia method as a support for improving oral communication in learning, which is based on the science of suggestion proposed by the Bulgarian psychiatrist Giorgi Lozanov (Romero & González, 2002), mentioning that suggestion related to pedagogy allows the activation of capacities that are functionally reserved in the personality and mental activity for - conscious. This leads to the development of an innovative form of teaching that allows students to develop skills theoretically and practically.

From a psychological point of view, Correa, et al. (2012) consider that the design of new teaching practices and the application of learning methods or techniques contribute to the improvement of the psychological and mental capacities of the recipient because the cognitive is stimulated by the use of new tools, creating an environment of curiosity, attention, and interest, which leads students to obtain efficient and accelerated learning through more accessible and more enjoyable teaching.

Thus, teaching and learning through Sugestopedia has a humanistic approach since it emphasizes the affective-volitional aspect, where the activity and the relationship of the student are more important than the content, without pre-established objectives, leading to a change in the way of teaching (Hernández, 2010). Therefore, the psychiatrist Lozanov proposes five unconscious channels that influence the rational and logical aspects of people, being: "a) the

emotional component, b) peripheral perceptions, c) details, codes and automated elements, d) association, symbolization and codification, e) a previous suggestive environment, attitudes, motivation and expectations" (cited in (Reinoso, 1999)).

From a philosophical perspective, Correa, et al. (2012) point out that a teaching system in which Suggestopedia is applied is conceived as a holistic concept that harmoniously relates the human being with what surrounds him, transforming learning into an experiential and free process. They describe a philosophy of teaching-learning that has a more direct approach to the applied process that promotes the acquisition of more optimal and efficient knowledge.

From a sociological approach, Pascagaza and Estrada (2020) state that society is a whole in which components and factors that help collective development work. In terms of systems, it is detailed that these allow the correct and balanced development of human beings. Therefore, related to education, the use of systems that help to improve teaching-learning is highlighted, with the human being as the main actor.

3.1.2 Characteristics of class systems According to Correa, et al. (2012), Pascagaza & Estrada (2020).

According to these authors, a class system should have the following characteristics:

- The teaching system using the Sugestopedia method will allow better cognitive development of the students, allowing them to learn motivated and relaxed. It will also improve their linguistic abilities, helping them to share in an efficient and professional way what they have learned in the educational field.
- The harmonious relationship between thinking and acting will be very helpful in the development of education. It will be important to set goals and objectives to ensure an adequate teaching-learning process that will achieve efficient and quality results in harmony with the environment.

- People's social relationships allow the correct functioning of the experiential components. Therefore, it is important to achieve synergy between all the factors that support social development since learning, and communication is two important components through which students acquire communication skills that lead them to active participation in society and the work field.

3.2 Description of the classroom system using the Suggestopedia method to improve oral communication.

The authors have focused on realizing a pedagogical proposal by implementing a class system applying the Suggestopedia method to improve students' oral communication. It is proposed as an innovative methodology that will allow better interaction, communicative ability, and linguistic development.

The lesson plans have been developed according to the details of this research. The main objective is to create an effective and pleasant relationship with the students, which will allow them to improve their oral participation in English classes.

3.2.1 Objectives of the class system based on the Suggestopedia method to improve the oral skills in the students of the first-year at “Nueve de Octubre” High School, room “D”, the 2024 – 2025 school year.

This proposal has been developed thoroughly and efficiently, considering important aspects of the student's school environment. Its goal is not to disrupt the current learning mode but rather to support the current and existing teaching system.

The general objective of the class system is to improve the the oral skills of first-year students at “Nueve de Octubre” High School, room “D”. The specific objectives of the proposal are as follows:

- To provide the necessary resources to motivate students to learn a new language.
- To carry out different motivational activities that help make the learning process meaningful.
- To develop oral skills according to the cycle of the students, in this case, the first year of high school, through the Sugestopedia.
- To improve the teaching-learning context by using the Suggestopedia method.

Fulfilling the objectives of this proposal is important for the proper functioning of learning since it will allow the integration of strategies and methodologies for an orderly system of classes that admits correct knowledge and instruction for the development of the student's oral communication in the English language.

3.2.2 Components of Lesson Planning.

Considering the difficulties that the oral skills of the first-year students at “Nueve Octubre” have in communicating orally in English, a teaching system that focuses on developing their oral skills has been implemented. This system includes the following elements.

- Unit
- Subject Matter
- Aim of the lesson
- Content of the lesson
- Teaching strategies
- Teaching time
- Course of action
- Resources needed

Class N°1**Unit: 1**

Topic: Future expressions using "Will."

Objective: Students will be able to create sentences to express future actions.

Contents: Grammar: Structure for future sentences (subject + will + base verb).

Skills: Development of oral communication through role-play.

Teaching strategies:

- a) Use of role-play for oral communication practice.
- b) Relaxation and a positive atmosphere
- c) Reading aloud and active listening
- d) Creative activity
- e) Feedback and discussion

Resources: Images, music, posters with keywords and phrases, objects needed for role-playing, and vocabulary handouts.

Time: 40 minutes

Introduction (5 minutes): Begin the class with a brief relaxation session accompanied by soft classical music such as “Chopin - Prelude in E Minor (Op. 28 No. 4)”. Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises. At the same time, they visualize around the classroom posters with critical sentences and phrases using 'Will.'

Development (25 minutes): The teacher begins reading a short dialogue in English that contains multiple examples of future expressions using "will. After reading, the teacher introduces the structure (subject + will + base verb) to form

these sentences by pronouncing each phrase and asking students to repeat it aloud.

Finally, the dialogue is repeated, but the students must read aloud with the teacher. Next, the classroom is divided into pairs to assign a role to each student based on the dialogue, making sure they use the structure presented. Also, objects and props are provided to make the role-playing more realistic. Having practiced several times, the pairs present the dialogue to the teacher one role at a time.

Conclusions (10 minutes): The class ends with a brief relaxation session accompanied by music (the same as at the beginning), followed by general feedback on the activity and an invitation to reflect on how they felt speaking English and what they think they need to improve.

Class N°2

Unit: 1

Topic: Daily routines

Objective of the lesson: Students will be able to describe and use daily routines.

Contents: Vocabulary related to daily routines.

Teaching strategies:

- a) Expressions to relate daily activities.
- b) Relaxation and a positive atmosphere
- c) Presentation and repetition
- d) Active listening
- e) Small group discussion

Introduction (5 minutes):

Begin the class with a brief relaxation session accompanied by soft classical music such as "Corelli - Concerto Grosso No. 2 in F Major)". Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises. At the same time, they display posters around the classroom with crucial sentences and phrases about the routines performed from morning to evening.

Development (25 minutes): The teacher introduces vocabulary related to daily routines using posters with phrases such as "wake up," "brush teeth," and "have a breakfast" accompanied by pictures of these actions. Afterward, the use of each one is explained so that students can form sentences while pronouncing them aloud.

Then, the class is divided into small groups (4 or 5) to hand out cards with the specific day to describe their routine, such as the First day of school, going out with friends, going on vacation, etc. The groups are asked to discuss the questions and choose the correct phrase for the action mentioned using the vocabulary presented.

Finally, students will read the routine they described aloud and share their answers with their classmates.

Conclusions (10 minutes): The class ends with a brief relaxation session accompanied by music (the same as at the beginning), followed by general feedback on the activity and an invitation to reflect on how they felt speaking English and what they think they need to improve.

Class N°3**Unit: 1****Topic:** Present Perfect**The lesson's objective** is for students to understand and use the present perfect for actions that started in the past and continue in the present.**Contents:** Structure of the present perfect (subject + have/has + past participle).**Teaching strategies:**

- a) Relaxation and positive atmosphere.
- b) Presentation and repetition
- c) Active listening
- d) Active writing

Time: 40 minutes

Introduction (5 minutes): Begin the class with a brief relaxation session accompanied by soft classical music such as "G.F. Haendel - Water Music)." Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises. At the same time, they visualize the classroom posters with sentences and sentence structures in the grammatical form of the present perfect.

Development (25 minutes): The teacher introduces the structure of the present perfect while showing posters with key examples, e.g., "I have visited," "She has seen," and "They have completed."

Then, the grammatical structure of the present perfect (subject + have/has + past participle) is briefly explained. Students are then asked to pronounce each sentence together with the teacher.

Then, the teacher determines pairs to recreate a dialogue. The topic will be a job interview in which the "Recruiter" and the "Applicant" will play roles. The dialogue will have to be developed using the grammatical structure taught.

Finally, students will present the dialogue they wrote aloud, sharing their answers with their classmates.

Conclusions (10 minutes): The class ends with a brief relaxation session accompanied by music (the same as at the beginning), followed by general feedback on the activity and an invitation to reflect on how they felt speaking English and what they think they need to improve.

3.3 Conclusions of the class system based on Sugestopedia.

The system designed to address the oral communication deficiencies of first-year high school students is characterized by its focus on the mental processes of relaxation and suggestion prior to grammar instruction. It creates a comfortable and safe environment for students' minds to remain relaxed prior to speaking practice, achieving the primary goal of improving communication.

CHAPTER IV. APPLICATION OF THE CLASS SYSTEM FOR IMPROVING ORAL COMMUNICATION USING THE SUGGESTOPEDIA METHOD.

This chapter focuses on the detailed description of the application of the class system designed to improve the oral communication of the first-year students, room “D”, at “Nueve de Octubre” High school in English. The system, based on the Suggestopedia method, was implemented in three sessions during the months of June and July of the academic year 2024-2025.

4.1 Description of the implementation of the teaching system based on the Suggestopedia method.

In order to evaluate the results of the didactic strategy implemented with the aim of improving English oral communication through the Suggestopedia of the first-year students, room “D”, at “Nueve de Octubre” High school, several activities were carried out. Each of the classes is described in detail below.

Class 1: Future Tense "Will"

The first lesson began with a 10-minute relaxation period. The environment was conditioned with classical music at a moderate volume while the teacher guided the students in breathing techniques. At the same time, the students watched pictures with key phrases and words about the future tense "will".

After relaxation, a short dialog containing expressions using "will" was read. The teacher explained the structure of the future tense, followed by a pronunciation exercise in which the students repeated aloud each part of the utterances in the dialog.

For the main activity, the class was divided into pairs. Each pair was given roles based on the dialogue presented, along with objects to make the performance more realistic. The students practiced several times before presenting to the whole class. The session ended with a

short relaxation period using the same music as at the beginning. Students were asked to reflect on their areas of improvement.

Class 2: Daily routines

The second class followed a similar structure, beginning with 10 minutes of relaxation while class music was played at a moderate volume. Students performed breathing exercises while viewing images of key phrases and vocabulary related to daily routines.

After relaxation, the vocabulary needed for the class was introduced, supported by pictures of the actions being described. The teacher explained the use of each term and the students repeated it aloud.

For the main activity, groups of 4 students were formed. Each group was given a card with a specific day to describe the routine. The students created two questions for each group member about their activities on that day, using the routine expressions taught. Finally, the groups presented their answers to the class. The lesson ended with a short session of relaxation and reflection on areas for improvement.

Class 3: Present Perfect

The third class began with the usual relaxation time and classical music. This time the students displayed posters around the classroom showing sentences and the structure of the present perfect.

After relaxation, the teacher taught the structure of the present perfect, using examples on the board and pictures to relate actions to the grammatical tense. Students repeated aloud the pronunciation of each sentence.

For the main activity, the class divided into pairs to act out a job interview dialogue. One student played the role of the "recruiter" and the other the "applicant". They were given

specific roles and sentences. After practicing, the pairs presented their dialogues to the class. The session ended with the usual short relaxation and reflection period.

Each of these classes was designed to provide a relaxed and stimulating environment, following the principles of Suggestopedia, with the aim of improving students' oral communication in English. Activities focused on active language practice in realistic contexts, allowing students to immediately apply what they had learned.

4.2 Evaluation of the effectiveness of the class system in improving the oral communication of the first-year students, room “D”, at “Nueve de Octubre” High school in English.

The process of verifying the effectiveness of the activity system was conducted with a quantitative approach according to an experimental research design, using the following hypotheses for verification:

H0= If a teaching system using the Suggestopedia method is implemented in the English classroom, it will NOT improve the oral proficiency of the first-year students, room “D”, at “Nueve de Octubre” High school, school year 2024-2025.

H1= If a class system using the Suggestopedia method is implemented in the teaching of English, then YES it will improve the oral competence of the first-year students, room “D”, at “Nueve de Octubre” High school, school year 2024-2025.

An experimental research design was used, where a pretest was used to evaluate the initial level of oral communication of the students. Then, the teaching system was implemented using Suggestopedia. Finally, a post-test was used to measure the changes in students' oral communication.

In order to verify that the pedagogical proposal facilitated improvements in the study skills of the first-year students, room “D”, at “Nueve de Octubre” High school, the results of the initial diagnosis (Appendix 2) carried out before the implementation of the system of

classes with the use of Suggestopedia "These results were obtained through the practices carried out by the students of Pedagogy of National and Foreign Languages Career, which allowed evaluating the level of mastery of the productive skills, in particular the dimensions, of the students.

Table 5. Pre-test results:

No.	Students	Accuracy (10)	Fluency (10)	Content (10)	Pronunciation (10)
1	JALP	3	6	6	8
2	JRLC	6	3	4	6
3	NSBB	8	8	6	9
4	JABT	3	7	4	7
5	ASGR	4	3	8	8
6	ESBM	6	7	8	9
7	JASA	8	4	8	8
8	DIAB	5	7	4	7
9	JDPC	8	8	4	7
10	MNAO	8	6	8	8
11	MNRG	5	3	6	6
12	ALFR	6	8	7	8
13	JCCR	4	6	6	4
14	SENB	6	6	6	9
15	JMAN	5	3	8	6
16	MBPB	6	8	6	6
17	JBRB	6	3	7	6
18	BEDT	3	3	8	8
19	DEBL	8	2	8	8
20	APAB	4	3	4	4
21	BYVA	8	8	3	4
22	KOAF	4	4	3	9
23	RASG	6	8	8	4
24	JSRE	6	4	8	3
25	JALG	3	7	3	8
26	JLGN	4	3	8	4
27	ISVR	4	7	8	9
28	WATB	6	2	3	8
29	ALRC	4	4	3	6
30	MELF	4	2	8	6
MEDIA		5.3	5.43	6.9	7.37

Note: Prepared by the authors

Based on the initial diagnosis, a teaching system was implemented using the Suggestopedia with the aim of strengthening the oral communication of the students. In addition, students were encouraged to actively participate in these activities in order to promote their continuity in the assigned tasks.

In order to carry out this comparison, two tables were prepared: one for the initial diagnosis and the other for the final diagnosis, in which the initials of the names of the students in the first year of high school "D" and the indicators used to evaluate oral communication in English were recorded. Subsequently, the mean of each indicator in both diagnoses was calculated and a comparative table of the results was prepared, using the Chi-square test to analyze the statistical significance of the improvements observed.

To determine the Chi-square statistical value, the following equation was used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Considering that the Chi-square is a function of the significance level, which was set at 0.01, if the Chi-square is greater than or equal to 0.01, the null hypothesis is verified, showing a difference between before and after the application of the technique.

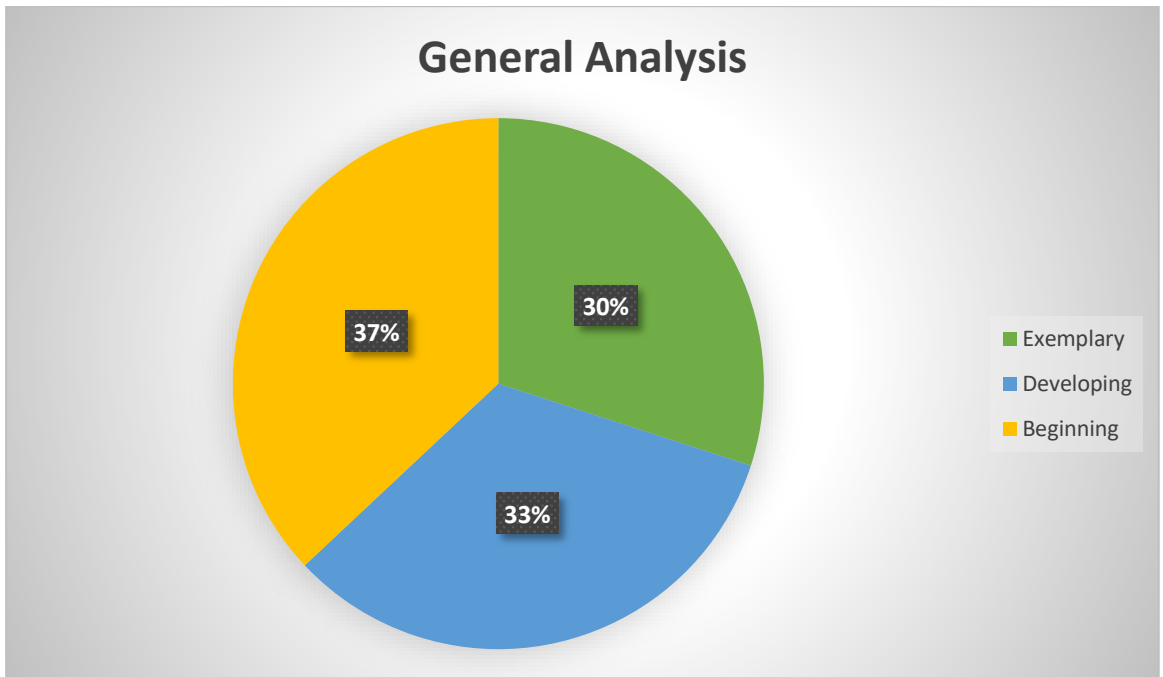
Table 6. Post-test results:

No.	Alumnos	Accuracy (10)	Fluency (10)	Content (10)	Pronunciation (10)
1	JALP	10	9	9	9
2	JRLC	10	8	9	10
3	NSBB	9	9	8	9
4	JABT	9	9	9	10
5	ASGR	10	10	9	8
6	ESBM	8	7	8	9
7	JASA	9	7	8	8
8	DIAB	9	10	10	8
9	JDPC	8	9	8	10
10	MNAO	9	9	10	9
11	MNRG	9	10	10	10
12	ALFR	9	8	8	9
13	JCCR	9	9	10	10
14	SENB	10	10	9	9
15	JMAN	8	7	8	10
16	MBPB	9	10	8	8
17	JBRB	9	8	8	10
18	BEDT	10	9	8	8
19	DEBL	9	8	8	9
20	APAB	10	9	8	9
21	BYVA	9	9	9	10
22	KOAF	8	10	8	9
23	RASG	9	8	9	9
24	JSRE	8	8	8	10
25	JALG	7	8	8	9
26	JLGN	9	10	9	9
27	ISVR	8	9	10	9
28	WATB	9	10	10	9
29	ALRC	8	8	8	10
30	MELF	8	8	9	9
MEDIA		9.1	8.77	8.77	8.97

Note: Prepared by the authors

Figure 6.

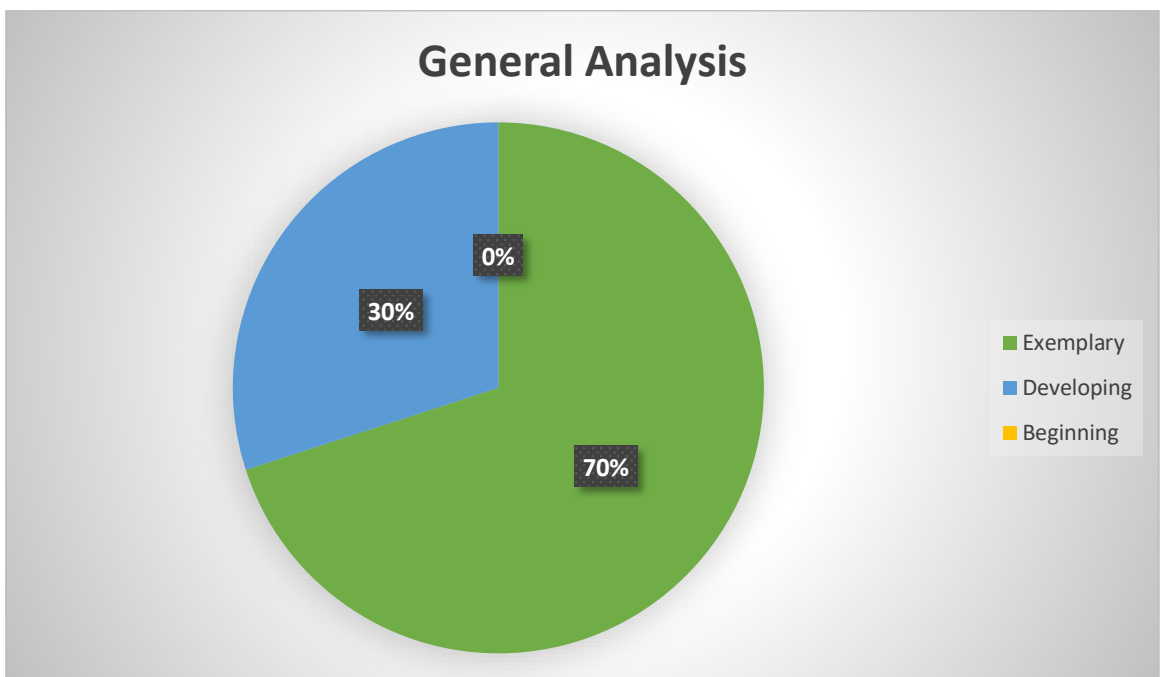
Graph of the first pre-test result



Note: Prepared by the authors

Figure 7.

Graph of the overall result of the post-test



Note: Prepared by the authors

4.3 Detailed description of the hypothesis test

A study was carried out to verify the hypothesis of the use of the activities of the Suggestopedia as a method for improving the oral communication of the English language of the first-year students, room “D”, at “Nueve de Octubre” High school. For this purpose, a pre-test and a post-test were used to measure the main indicators.

Table 7. Comparative table:

COMPARATIVE TABLE			
Indicators	Pre-test Results	Post-test Results	CH- Cuadrado
Accuracy	5.3	9.1	1.003
Fluency	5.43	8.77	0.087
Content	6.9	8.77	0.022
Pronunciation	7.37	8.97	0.157
		CH-CALCULADO	2.169

Pre-test and post-test results:

Accuracy: The pretest average was 5.3, while the posttest average was 9.1.

Fluency: The pretest average was 5.43, while the posttest average was 8.77.

Content: The pre-test average was 6.9, while the post-test average was 8.77.

Pronunciation: The pretest average was 7.37, while the posttest average was 8.97.

The analysis of the results using the chi-square value calculated for each indicator showed significant improvements in all aspects measured, with an overall chi-square value of 2.169. In summary, the post-test results showed significant improvements over the pre-test results for all of the indicators evaluated. This suggests that the implementation of the Sugestopedia activities had a positive effect on the students' English oral communication. Therefore, the null hypothesis (H0) is accepted, confirming that the use of Sugestopedia as a method, improves the oral communication in English of the first-year students, room "D", at "Nueve de Octubre" High school

4.4 Analysis and Discussion of Results

This section presents the results obtained from both the initial evaluation and the pedagogical intervention carried out. The purpose is to analyze whether the implemented instructional design generated a significant impact on the development of oral communicative skills in English of the first-year students, room "D", at "Nueve de Octubre" High school

The results obtained in this research suggest that the implementation of the Sugestopedia method had a positive impact on improving students' fluency and confidence in speaking English. Students showed a significant increase in the number of words produced per minute and expressed that they felt more comfortable participating in classroom conversations. These findings are consistent with the postulates of Sugestopedia, which emphasizes the importance of creating a relaxed and positive learning environment to facilitate language acquisition.

This chapter has described the pedagogical intervention carried out through the Sugestopedia method, whose main objective was to improve the oral English expression of first-year high school students. The results of the statistical analysis, using the Chi-square test, confirm the existence of a significant relationship between the application of this method and the development of oral communication skills.

5. CONCLUSIONS

Through an exhaustive bibliographic review and a rigorous theoretical analysis, it has been determined that the application of the Suggestopedia method is a powerful methodology for creating an optimal and relaxed environment to promote oral communication among students. Its development has made it possible to demonstrate its effectiveness in the development of oral skills.

The initial analysis of pedagogical practices in the classroom revealed a variety of methods and activities used to teach English. However, a predominance of traditional approaches focused on grammar and translation was identified, with limited incorporation of communicative activities. This information served as a baseline for comparison with the results obtained after the implementation of the Suggestopedia method.

The initial evaluation of the students' oral skills allowed us to establish a clear starting point for measuring the impact of the pedagogical intervention. The results obtained showed a disorder of ideas in the students' oral interventions, as well as limited or incorrect pronunciation. Along with imprecise communication and interrupted speech, due to the classical methodologies used by teachers, which did not motivate students to participate orally in class.

Based on the literature review and the characteristics of the group of students, a teaching system based on the Suggestopedia method was designed. This system included a variety of suggestive activities, such as relaxation, visualization, music and repetition, with the aim of creating a learning environment conducive to language acquisition.

The results obtained after the implementation of a class system using the Suggestopedia method showed a significant improvement in the oral communication of the students. An increase in fluency, accuracy, content and pronunciation when speaking in English was observed. These results suggest that the Suggestopedia method is a very effective method for developing the communicative skills of the first-year students, room “D”, at “Nueve de Octubre” High school.

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ANNEXES

Annex A

Diagnostic Test

Diagnostic Test

1.- In groups of three, imagine you are in a busy market. One is a seller and two are buyers. The buyer sells their fruits, vegetables, and the sellers ask for and pay for groceries.

Key Words

1. Apple
2. Banana
3. Orange
4. Tomato
5. Carrot
6. Potato
7. Bread
8. Cheese
9. Milk
10. Juice
11. Money
12. Price
13. Bag
14. Market
15. Shop

Phrases

1. How much is this?
2. I want to buy...
3. Can I have...?
4. Thank you.
5. You're welcome.
6. Please.
7. Excuse me.
8. Here you are.
9. How many?
10. How much?
11. This is (two) dollars.
12. Do you have...?
13. I like this.
14. I don't like this.

Setting: A busy market with various stalls selling fruits, vegetables, and other goods.



Sam (Buyer): (Standing behind a stall with fruits and vegetables)

"Hello! Welcome to my market stall. How can I help you today?"

Anna (Customer 1): (Walking up to the stall)

"Hi! Can I have two apples, please?"

Sam (Buyer): "Sure! Two apples. Here you are. That will be two dollars, please."

Anna (Customer 1): (Handing over money)

"Here is two dollars. Thank you!"

Sam (Buyer): "Thank you! Have a nice day!"

Ben (Customer 2): (Walking up to the stall)

"Hello! Do you have any oranges?"

Sam (Buyer): "Yes, I have oranges. How many would you like?"

Ben (Customer 2): "I want three oranges, please."

Sam (Buyer): "Three oranges. Here you are. That will be three dollars, please."

Ben (Customer 2): (Handing over money)

"Here is three dollars. Thank you!"

Sam (Buyer): "Thank you! Have a nice day!"

Annexe B

Final Test

Final Test: Roleplay: Making Plans for the Weekend**Characters:**

Alice – A friendly and organized person.

Ben – A sporty and adventurous individual.

Carol – Someone who loves cooking.

David – A movie enthusiast.

Setting:

The four friends are having a conversation at a café on Friday afternoon, discussing their plans for the upcoming weekend.

Script:

Alice: Hi everyone! What are your plans for the weekend?

Ben: Hi Alice! I will go for a run on Saturday morning and then go to the gym. What about you?

Carol: That sounds nice, Ben! I will bake a chocolate cake on Sunday. Alice, what will you do?

Alice: I will visit my grandparents. They live in the countryside. I will go for a walk and relax.

David: I will watch movies. There are new movies on Netflix. Do you want to watch the new Marvel movie?

Ben: I haven't seen it yet, but I will watch it soon. I will be busy with work and my runs. What about you, Carol?

Carol: I will be busy baking, but maybe I will watch it later. Alice, will you watch any movies?

Alice: Maybe. But I will stick to my routine: get up early, go for a walk, and spend time with my grandparents. Should we do something together this weekend?

David: Yes! Let's meet at Carol's place on Sunday. We can watch a movie and eat cake.

Carol: Great! Come to my place at 3 PM. I will have the cake ready.

Ben: Perfect! I will bring some snacks.

Alice: I will bring some drinks. It will be a fun weekend!

David: I agree! See you all on Sunday!

Alice: See you then! Have a great weekend, everyone!

Annexe C

Lesson Plan 1

TEACHER A: John Santana TEACHER B: Jhonatan Buñay

June 21st /2024

Main Aim: Students will be able to create sentences to express future actions.

T = Teacher • SS = Students • RB = • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
10' T-S S-T	a. Lead-in Create a state of suggestion	Relaxation and positive atmosphere The class begins with a brief relaxation session accompanied by soft classical music such as "Chopin - Prelude in E Minor (Op. 28 No. 4)". Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises.	
10'	b. Warm-Up: Students read aloud the following dialogue shown by the teacher.	Presentation of the grammatical structure The T begins reading a short dialogue in English that contains multiple examples of future expressions using "will. After reading, the teacher introduces the structure (subject + will + base verb) to form these sentences by pronouncing each phrase and asking students to repeat aloud.	

Annexe D

Lesson Plan 2

TEACHER A: John Santana **TEACHER B:** Jhonatan Buñay

June 28th /2024

Main Aim: Students will be able to describe and use daily routines

T = Teacher • SS = Students • RB = • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
10' T-S S-T	a. Lead-in Create a state of suggestion	Relaxation and positive atmosphere The class begins with a brief relaxation session accompanied by soft classical music such as "Corelli - Concerto Grosso No. 2 in F Major)". Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises. At the same time, they display around the classroom.	
10'	b. Warm-Up: Students read aloud the key words	Presentation of the vocabulary The T introduces vocabulary related to daily routines using posters with phrases, for example, "wake up", "brush teeth", "have a breakfast" accompanied with pictures of these actions. The teacher then explains the use of each one so that students can form sentences while saying out loud	



Annexe E

Lesson Plan 3

TEACHER A: John Santana TEACHER B: Jhonatan Buñay

July 12th /2024

Main Aim: Students will be able to understand and use the present perfect for actions started in the past and continued in the present.

T = Teacher • SS = Students • RB = • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
10' T-S S-T	a. Lead-in Create a state of suggestion	Relaxation and positive atmosphere The class begins with a brief relaxation session accompanied by soft classical music such as "G.F.Haendel - Water Music)". Students are then asked to sit comfortably and close their eyes to perform breathing and muscle relaxation exercises. At the same time they visualize around the classroom posters with sentences and sentence structure of the grammatical form of the present perfect.	
10'	b. Warm-Up: Students read aloud the grammatical structure	Presentation of the grammatical structure The TT introduces the structure of the present perfect while showing posters with key examples, e.g., "I have visited", "She has seen", "They have completed". Then the grammatical structure of the present perfect (subject + have/has + past participle) is briefly explained. Students are then asked to pronounce each sentence, together with the teacher.	

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Annexe F

Photographic evidence



