



**DEPARTAMENTO DE CIENCIAS HUMANAS Y
SOCIALES**

CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

**TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIATURA EN LINGÜÍSTICA APLICADA
AL IDIOMA INGLÉS**

**TÍTULO: THE INFLUENCE OF DESUGGESTOPEDIA IN THE
IMPROVEMENT OF SYNTAX-ENGLISH SENTENCE
STRUCTURE IN THE STUDENTS OF FIRST YEAR OF
ELECTROMECHANICAL AUTOMOTIVE A1 AND A2 EFL
CLASSROOMS AT INSTITUTO TECNOLÓGICO SUPERIOR
CENTRAL TÉCNICO DURING THE SCHOOL YEAR 2014 – 2015**

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DEPARTAMENTO DE CIENCIAS SOCIALES Y HUMANAS

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Certifico que el trabajo de titulación, **“THE INFLUENCE OF DESUGGESTOPEDIA IN THE IMPROVEMENT OF SYNTAX – ENGLISH SENTENCE STRUCTURE IN THE STUDENTS OF FIRST YEAR OF BACCALAUREATE, ELECTROMECHANICAL AUTOMOTIVE A1 AND A2 EFL CLASSROOMS AT INSTITUTO TECNOLÓGICO SUPERIOR CENTRAL TÉCNICO DURING THE SCHOOL YEAR 2014 – 2015”** realizado por la señorita Karen Ivette Resabala Encalada y la señorita Johanna Patricia Rivadeneira Rivadeneira, ha sido revisado en su totalidad y analizado por el software anti-plagio, el mismo cumple con los requisitos teóricos, científicos, técnicos, metodológicos y legales establecidos por la UNIVERSIDAD DE LAS FUERZAS ARMADAS “ESPE”, por lo tanto me permito acreditarlo y autorizar a la señorita Karen Resabala y Johanna Rivadeneira para que lo sustenten públicamente.

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DEDICATION

To God, the first motor that pushes my life, blessing me with a family that supports my efforts to achieve my professional goals.

Karen

This is a very special day because I finish at one stage of my life with success. At first, I thank God who was my support, my light and motivation to reach my goal. To my parents and Grandfather who impulse me with their wise advices to achieve fulfill my dream.

Johanna

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To Mg. Monica Pinto, our thesis director and Dr. Oswaldo Villa, or thesis co director, who guided us during this work making possible to conclude it.

Karen and Johanna

APPROVAL SHEET

We Master Monica Pinto, Director and Dr. Oswaldo Villa, Co-directed, duly certify that the thesis under the title: **“THE INFLUENCE OF DESUGGESTOPEDIA IN THE IMPROVEMENT OF SYNTAX – ENGLISH SENTENCE STRUCTURE IN THE STUDENTS OF FIRST YEAR OF BACCALAUREATE, ELECTROMECHANICAL AUTOMOTIVE A1 AND A2 EFL CLASSROOMS AT INSTITUTO TECNOLÓGICO SUPERIOR CENTRAL TÉCNICO DURING THE SCHOOL YEAR 2014 – 2015”**. By Karen Resabala and Johanna Rivadeneira, who have finished their studies in Linguistics to be applied in the English Language at distance modality at Universidad de las Fuerzas Armadas – ESPE, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

Sangolqui, November 2015



MASTER MONICA PINTO

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RESUMEN

El presente estudio está basado en la necesidad de mejorar la estructura gramatical en inglés en un colegio público en Quito. La falta de herramientas en las instituciones educativas públicas, así como los métodos tradicionales en los planes de estudio son factores que determinan el bajo dominio de los estudiantes y su renuencia por aprender. Así, el objetivo de este estudio es determinar si la desuggestopedia influye en el mejoramiento de la sintaxis en algunos estudiantes de nivel elemental de inglés. La desuggestopedia es una metodología activa para enseñar una lengua, en la cual el estudiante rompe las barreras del temor y se les sugiere que aprender el idioma es fácil y entretenido. Además, los estudiantes necesitan sentirse cómodos en el ambiente en el que se desenvuelven para facilitar su aprendizaje. Por lo tanto, este estudio intenta mejorar las estructuras de las oraciones en inglés, conocidas como sintaxis, a través de la aplicación del método desuggestopedia. Este estudio es exploratorio y cuasi-experimental. Una investigación exploratoria se basa en obtener información de otras fuentes bibliográficas and toma dos grupos de estudio: el grupo de control y el experimental para demostrar si la aplicación de la desuggestopedia afecta el mejoramiento de la sintaxis. Un estudio cuasi-experimental usa pre-tests o test diagnósticos, y post-tests o test final para comparar los resultados obtenidos y emitir una conclusión. Finalmente, luego de aplicar la desuggestopedia en clase durante algunas semanas, los resultados de los tests son desplegados en gráficos para determinar cómo la desuggestopedia ha mejorado el manejo de la sintaxis en los estudiantes.

PALABRAS CLAVES:

SINTAXIS

DESUGGESTOPEDIA

COLEGIOS PÚBLICOS

GRUPO DE CONTROL

GRUPO EXPERIMENTAL

PRE-TESTS

POST-TESTS

ABSTRACT

The present study is based on the need of improving sentence structure in English in a public high school in Quito. Lack of tools in public schools, as well as traditional methods in the curriculum are factors which determine the low proficiency of learners and their reluctance to learn. Thus, the objective of this study is to determine if desuggestopedia influences on the improvement of syntax in some students of a beginner level of English. Desuggestopedia is an active methodology to teach a language, in which the learner breaks the barriers of fear and they are suggested that learn the language is easy and entertained. In addition, students need to feel comfortable in the environment they are in order to ease their learning. Therefore, this study attempts to improve the structure of sentences in English, known as syntax, by applying the desuggestopedia method. This study is an exploratory and quasi-experimental research. An exploratory research is based on information from other literary sources and takes two groups of students: the control group and the experimental group to demonstrate if the application of desuggestopedia affects improvement of syntax. A quasi-experimental research uses pre-tests or diagnostic tests and post-tests or final tests to compare the outcomes obtained and draw a conclusion. Finally, after applying the desuggestopedia in class during some weeks, the results of the tests are displayed in graphs in order to determine how desuggestopedia has improved the management of syntax in the students.

KEYWORDS:

SYNTAX

DESUGGESTOPEDIA

PUBLIC SCHOOL

CONTROL GROUP

EXPERIMENTAL GROUP

PRE-TEST

POST-TEST

INTRODUCTION

THE INFLUENCE OF DESUGGESTOPEDIA IN THE IMPROVEMENT OF SYNTAX – ENGLISH SENTENCE STRUCTURE IN THE STUDENTS OF FIRST YEAR OF BACCALAUREATE, ELECTROMECHANICAL AUTOMOTIVE A1 AND A2 EFL CLASSROOMS AT “INSTITUTO TECNOLÓGICO SUPERIOR CENTRAL TÉCNICO” DURING THE SCHOOL YEAR 2014 – 2015

Grammar is the basis of any language. To improve the performance in all the skills, it is necessary to manage basic structures in grammar. On the other hand, there are different methods of teaching a language. Active and communicative methods are the most used by teachers in their attempt to obtain better results. Thus, desuggestopedia is an active methodology known by professionals, but not commonly used in the classroom. The present investigation is focused on the application of desuggestopedia as an active methodology in order to determine if it improves the management of syntax on students of the first year of baccalaureate in a public high school.

First, a diagnostic test was applied to both groups of learners: the control and the experimental groups. The results were clear evidence that students did not manage syntax. Therefore, the lesson plans were planned including techniques of desuggestopedia to work with the students. Assessment tests and a final test were elaborated to measure the results and make the comparison between the two groups. After applying the method of desuggestopedia and some common techniques with the students of the experimental group, it was demonstrated that it allowed the improvement of English sentence structures. The experimental group showed a better management of the structures taught; while the control group, who was taught using traditional methodologies, obtained lower grades.

Having displayed the results which show a better level of knowledge and accuracy in the application of syntactic structures, the researchers propose the creation of a training program to teach the desuggestopedia method to the English

teachers of “Instituto Tecnológico Superior Central Técnico”. It is worthy to mention that desuggestopedia should not be the only method used in class: it is an alternative method that may positively contributes to acquire knowledge easily and effortlessly, and in combination with other methods, teachers will receive great benefits when observing their pupils improving their general performance.

PART ONE
RESEARCH PROBLEM

1.1 Problem Identification

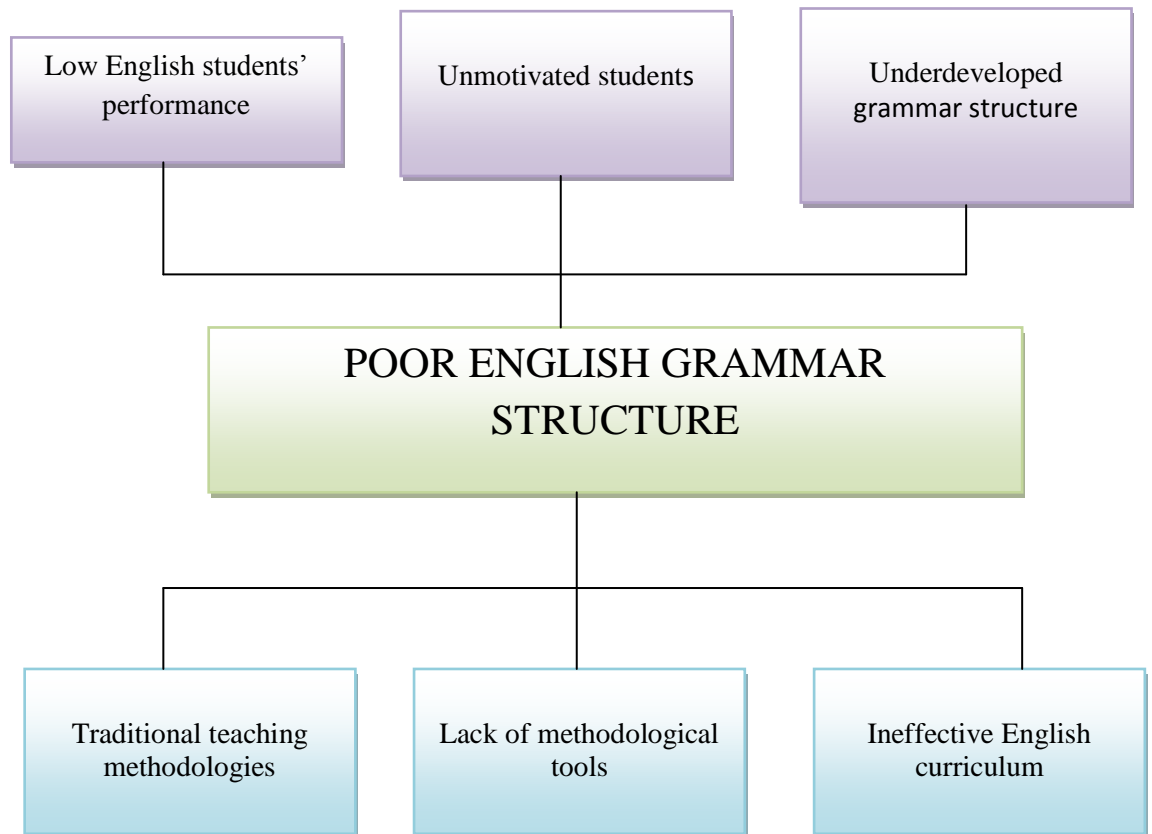


Figure 1: Poor English Grammar Structure

1.2 Problem – Formulation

Communication is one of the most important areas of knowledge for the performance of people at work and daily life; and hence, people have the need to communicate efficiently worldwide, using a lingua franca such English. Therefore, acquiring English as a second language must be a goal for the governments, educational centers, and citizens in general.

The level of English at “Instituto Tecnológico Superior Central Técnico” is very poor to achieve an optimal level of English proficiency. In addition, the curriculum is not adapted to the needs and expectations of students, and finally, there are not adequate methodologies that allow students to make significant progress in the language. That is why students pass the English level with poor and limited language performance because they do not consider it as an important issue or relevant language.

First, a preliminary analysis of the institution has allowed us to identify the central problem of learning English at “Instituto Tecnológico Superior Central Técnico”, where students show a poor level of English grammar structure. To express thoughts and ideas, as well as to write properly, it is pivotal to know how to construct English sentences. In particular, students at the institute do not manage word order in sentences because it is difficult for them recognize the basic word level categories and even more, phrasal level categories; and therefore, placing the words or phrases in the right order to make sentences is a puzzle. The main reasons for this deficiency are attributed to the following three causes. The first cause is that teachers of the institution impart knowledge with traditional teaching techniques, which means that the teacher explains the class in a theoretical manner, using a text to explain a point and do certain exercises with little practice. As a result, students get low grades in the subject, but above all, they demonstrate a very poor learning that neither allows them to perform optimally, nor let them use the language to communicate in an appropriate way.

The second cause is the lack of methodological tools used in the institution. For example, it is important to teach "listening" through auditory or audiovisual media which enable students to understand the pronunciation, expressions and context. These tools are not currently used for learning this language due to the institution does not have any labs or electronic tools to do it. Consequently, it is generating low motivation that causes boredom in students; and therefore, poor achievement in general.

The third cause makes reference to the ineffective English curriculum that does not include appropriate activities from different methods to enhance learning in different suitable ways. An ineffective English curriculum produces underdeveloped English skills owing to the students' abilities are not explode with the application of diverse communicative strategies. As a result, students cannot use the language orally nor can they write well because of their underdeveloped grammar structures, which generate the central problem mentioned.

In conclusion, among the main causes of a poor English grammar structure the traditional teaching methodologies generate low performance in the language; lack of methodological and electronic tools impedes the arousal of students' motivation to learn; and an ineffective designed curriculum that does not apply proper methodologies and strategies which is the reason for underdeveloped grammar structures.

1.3 Variables Matrix

Dependent Variable: Syntax.

Independent Variable: Desuggestopedia.

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
I.V.: Desuggestopedia	Method that uses the suggestion to develop the capacities of two hemispheres of the brain.	Main types of methods Desuggestopedia Techniques	- Total Physical Response - Communicative Language Teaching - Desuggestopedia - Classroom set-up - Peripheral learning - Positive suggestion - Choose a new identity - Role play - Active concert - Passive concert



Continue

		Principles	<ul style="list-style-type: none"> - Primary activation - Creative adaptation
D.V.: Syntax – English sentence structure	It is the form of sentence structure for the organization of the words, considering specific rules of the language.	<p>Syntax</p> <p>Syntactic categories</p> <p>Sentence Patterns or Constituent structure in syntax</p>	<p>Definition</p> <p>Relation of syntax with the other components of language:</p> <ul style="list-style-type: none"> -Morphology and syntax -Phonology and syntax -Semantics and syntax -Pragmatics and syntax <p>Word level categories:</p> <ul style="list-style-type: none"> - Noun - Verb - Adjective - Preposition - Adverb - Determiner - Conjunction <p>Phrasal categories:</p> <ul style="list-style-type: none"> - Noun phrase - Verb phrase - Adjective phrase - Prepositional phrase - Adverbial phrase <p>First pattern</p> <p>Second pattern</p> <p>Third pattern</p>



Continue

		Concrete syntax tree	Fourth pattern Fifth pattern - Constituency-based syntax tree - Dependency-based syntax tree
IV + DV: The desuggestopedia in the improvement of syntax-English sentence structure	Application of the methodology based on the suggestion for the development of the cerebral capacities, in the use of rules and structures that regulate the words and sentences for natural learning of English in the students.	<ul style="list-style-type: none"> - Curriculum development - Techniques - Equipment required 	<ul style="list-style-type: none"> - Lesson Plans - Tests - Choose a new identity - Primary Activation - Peripheral learning - Positive suggestion - Posters/papers/markers - CD player - Baroque music

Figure 2: Variables Matrix

1.4 Objectives

1.4.1 General Objective

To analyze the influence of desuggestopedia in the improvement of syntax – English sentence structure in the students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico” during the school year 2014 - 2015.

1.4.2 Specific Objectives

- To gather theoretical information about the active methodology and the management of techniques as tools that will serve for the development of the analysis and the approach of a proposal.
- To define the teaching methodology used by the teachers and the development of the grammar structure during the learning process in the students of first year of specialization Electromechanical Automotive, A1 and A2 EFL classrooms, in the process teaching-learning.
- To consider the results of the diagnosis that allows us to determine the efficiency of the methodologies applied and their effects in learning English in the students.
- To elaborate a proposal that first encourage teachers to the use of Desuggestopedia and second help Students understand and make progress in their English classrooms as an alternative methodology to improve the English sentence structure.

1.5 Justification

The English language requires the elements of the sentence, because any word, phrase, or clause performing a distinct office in a sentence is called an Element, so the area of knowledge and teaching is established and converts into practice and methodology, which in turn will be integrated into the development and communication skills such as listening, speaking, reading and writing. It is necessary to establish plans and methods according to the approaches taken by governmental institutions in charge of education. It is a joint work and requires that the state and international organizations consider the possibility of contributing to improve the teaching of English conditions, and within that concept the government outlines the Plan of Good Living that supports national education.

The challenge for the National Government consists to maintain its line of post-neoliberal policies, focusing on the formation of a fair society with equal opportunities and doomed to the defense of popular interests, from this perspective is a priority to increase resources for public investment, expanding coverage and improve the quality of services in education, health, labor and social security (Plan of Good Living p.53).

The government will direct and connect to the current ideology of educational transformation in which it will be possible to modify the socio economic conditions through scholarships, student loans, training with equality and gender equity will allow students access to other possibilities of application to the state programs. The approach to innovative and motivating methodological alternatives that promote students interest, will allow a better performance in language and with this the benefits are expected to be seen in a short term.

The desuggestopedia is a methodology that allows developing motivation in learning English, and in turn generates the student's learning through playful methods which are interactive games developed in the classroom. The advantages of this method result in the acquisition and language learning in less time. Moreover, desuggestopedia allows disinhibiting the fear to learn and thus, students' achievement improves in general. As the base of a good performance in any language is managing grammar, this study focuses on improving syntax structure to enhance their general performance.

This method is going to be applied and tested on students of “Instituto Tecnológico Superior Central Técnico” and thereby obtaining the advantages and benefits of its application, taking into account different people involved such as teachers, students, parents, and the institution in this process.

PART TWO

THEORETICAL FRAMEWORK

2.1 Theoretical and Conceptual Framework

Traditional Learning Methodologies and Active Methodologies

A traditional methodology is the instructive way in which the teacher explains the topic or lesson during most of the hour of class, being a uniform and simple methodology, where the teacher explains and the pupil takes notes and listens. At present, it is considered that traditional learning does not accomplish the pupil and the teacher's expectations, diminishing the capacity of learning of the pupils. Nevertheless, based on the development of new methodologies, there are different ways of achieving motivation and participation of the pupils, supporting the development of skills through procedures and scientific attitudes, where the teacher is a coordinator of the class supported by a big quantity of resources. From these results, it has been observed that the pupils acquire knowledge discovering and deducting the new information, the assimilation is fast, and therefore skills and complementary abilities are achieved.

(Ontario. A, Gómez. J.P. & Molina. A, 2.000) mention that:

It supposes a significant progression with regard to the previous one; the attention and interest do not concentrate on the figure of the teacher. The dynamics of the class offers major variety of situations with diverse focuses of convergence generated by the incorporation of the work of groups in the classroom. (p.182)

Some of the necessary elements to construct the active methodology are individual performance, performance of groups, and the teacher's performance. (Ontario. A, Gómez. J.P. & Molina. A, 2.000)

The interrelations must be generated to create synergy. The target is that together or individually, students take active part to acquire knowledge and skills. Therefore, it is a joint work that needs commitment to modify the pedagogy, since the methodological process will be modified simultaneously with the orientation of the teacher to turn into the guide towards learning.

Inside this process of learning, certain competences are achieved to help to improve some capacities, abilities and skills mentioned below. (Godoy. U. & Jenny. C., 2014)

By means of the active methodology, cognitive, technological, and linguistic skills are developed, as well as methodological capacities. (Monereo, 2007)

One of the active and innovative methodologies is the Desuggestopedia, which is described next.

Desuggestopedia

The desuggestopedia was created by the Bulgarian neuropsychiatrist and psychotherapist Georgi Lozanov. This methodology reduces the time the brain assimilates information, and it is based on studies of suggestion that **UNESCO** determined to be effective. The method was modified of its original theory, implementing breathing, visualization, among others.

The method attempts to explore the possibilities of the brain to increase the mental capacity of the two hemispheres, for which the suggestion is used through music, art and dance in the education system to achieve that students acquire the second language in a fast, safe and entertaining way. In this methodology, some resources such as posters, drawings, tenuous light, music, and videos are used to achieve the target in learning, influencing in the improvement of syntax when learning English.

2.2 Academic Structure

CHAPTER 1: DESUGGESTOPEDIA

1.1 MAIN TYPES OF METHODS

1.1.1 TOTAL PHYSICAL RESPONSE

The creator of the Total Physical Response (TPR) method is Dr. James J. Asher, a professor of psychology at San Jose State University. The TPR is a method allows understanding before production of language; the student is called to understand verbal commands. This method is suitable for teachers of English teaching. Basically it uses body's actions in support of linguistic communication, using gestures and conversation. (es.wikipedia.org, 2014)

Use the TPR to introduce new vocabulary, nouns, verbs, adjectives, adverbs. The teacher presents the vocabulary and structures in the context of commands and actions. Select the vocabulary you want to present, giving instructions, making the action at first, example: "Stand up", "Hit your hands", "Pick up the book." Asher (2003) has shown that the optimal language acquisition is achieved by understanding before speaking, in children babble even before there is a period of silence that seem to be listening orders caregivers: ¡Dad smile!, ¡Raise your hand!, ¡Go to mom!. They are unique conversations in which someone speaks and the child responds with a physical action, this is called Total Physical Response. The child demonstrates understanding through physical movement. Evidence suggests that the neural wiring for acquiring a language is first of understanding and then production (www.brays.es., Total Physical Response., n.d.)

This method counts with some important points (Muñoz-Moreno, B., 2012):

- The Role of the student is to listen and act.

- The Role of the teacher is to play an active and direct role, and the teacher is the director of a play in which students are the actors.

James Asher claims that this tool creates authentic language teaching or credible experiences for students for learning the language and serves for learning at high speed (www.brays.es., Total Physical Response., n.d.)

The evidence (Asher 2003a) suggests that only 5% of students who starts studying a second language using a traditional program come to make oral, written or reading fluency (www.brays.es., Total Physical Response., n.d.)

However, Asher emphasized that TPR should be used in combination with other methods (Richards, J. & Rodgers, T., 1986).

1.1.2 COMMUNICATIVE LANGUAGE TEACHING

The origins of Communicative Language Teaching (CLT) dates from the late 1960s, which represented the main British approach to teach English as a foreign language. The language is taught by practicing basic structures based on significant situations activities, they saw the need to focus on communicative competence rather than mere mastery of structures. (Richards, J. & Rodgers, T., 1986)

An effective communicator in a foreign language is not always the person who best manages the structures; it is often the one with greater skill to communicate his/her message in an effective way. They often have to sacrifice grammatical accuracy in favor of immediate communicative effectiveness. The student needs to acquire a repertoire of linguistic elements, so strategies to use in specific situations, too. Another factor that determines the linguistic choice is the knowledge of the social situation in which communication takes place, this means that the speaker molds to socially appropriate linguistics conventions, as long as their repertoire allows. (Littlewood, 1996, p. 4)

Communicative Language Teaching has as aims:

- Make Communicative competence the goal of language teaching.
- Develop procedures for teaching the four language skills that recognize the interdependence of language and communication.
- Offer Students the opportunity to think about the learning process and not just the language.
- Give Importance to the personal experiences of students as an element that contributes to learning in the classroom.
- Try to relate the language learned in the classroom with activities outside it.
- Provide students the opportunity to use their English for communicative purposes and try to integrate these activities into a broader communicative teaching program.

The activities in class based on the communicative approach often include activities in pairs and groups focused on acquiring fluency and boosting confidence. Some teachers ask students to perform grammar exercises and the students try to relate the language learned in the classroom with activities done outside it.

The classroom activities used in the CLT. are: Games of simulation (role playing), Interviews, Exchange of information distributed between students, Games, Exchange of words in the language, Surveys, Work in pairs, Learning teaching. (en.wikipedia.org, Communicative language teaching, 2015)

1.1.3 DESUGGESTOPEDIA

SUGGESTOPEDIA AND GEORGI LOZANOV



Figure 3: Georgi Lozanov

“Learning is a matter of attitude, not aptitude”

Georgi Kirilov Lozanov was born in Sofia, Bulgaria on July 22, 1926. Doctor of medicine, neuropsychiatrist and psychotherapist, he is the creator of the suggestology - science of suggestion and suggestopedia, published in Bulgarian term for the first time in 1966 and in English in 1967. (Gómez-Moncayo, 2009, pp. 33-34)

Dr. Lozanov, in collaboration with Dr. Evelyn Gateva, introduced art, music and dance in the education system. UNESCO accepted the new artistic variants of suggestopedia and in a meeting celebrated in Sofia in 1978, the pedagogical committee approved and recognized the method, recommending its expansion and rigorous teacher training. Dr. Lozanov and Dr. Gateva gave seminars to demonstrate the method in the USA, until in 1979 they lost contact with the Occident. Although they were continuing their scientific work in Bulgaria, they were not allowed to leave the country within the next 10 years due to political problems during the Cold War and its democratic and spiritual mood. It is a critical moment in the history of suggestopedia, since during this time is interpreted and developed by different people with their own variations, leading to much confusion and multiple versions, most of which combine elements of old clinical variants and new artistic variant with different types of relaxation exercises, breathing and visualization, and with other

techniques that have nothing to do with suggestopedia or are even contradictory. (Gómez-Moncayo, 2009, pp. 33-34)

Recently he has developed a new scientific current: the Desuggestology and Desuggestive Pedagogy, based on dismantling the old pathological suggestions that condition a human being both behavior and learning.

He has written "The Foreign Language Teacher's Suggestopedic Manual" in collaboration with Dr. Evelyn Gateva and soon appeared his latest book about the evolution of Suggestopedia until the current approach: the Desuggestive Pedagogy. He currently resides between Sofia and Vienna supporting the activity of trained teachers by him and collaborating with those who are already forming in the method. Continually is dedicated to the training of teachers, doctors and psychologists. (Gómez-Moncayo, 2009, pp. 33-34)

Suggestopedia is now called desuggestopedia to reflect the importance placed on desuggesting limitations on learning. Moreover, desuggestopedia has been called an affective-humanistic approach.

Lozanov indicates that we have a reason for our inefficiency because we establish psychological barriers to learning. Every human has mental powers which are not fully used. Therefore, we fear of something such as: will be unable to perform, will be limited in our ability to learn and we will fail. People must desuggest the limitations they think they have, and make a better usage of our reserved capacity. Although, there is an application which is known as "Desuggestopedia" and this one is the study of suggestion to pedagogy. This application is developed to eliminate the feeling that students carry of not being successful, or the negative association people might have toward studying. Also, teachers can help students overcome the barriers to learning. (Larsen-Freeman D. , 2000, p. 73)

Different fields of studies have used this method, but foreign language learning has mostly used it. Lozanov claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods.

Lozanov mentions that we have a mental capacity which is used only five to ten percent. Our reserved capacity is important and beneficial, and it can be better used, so the limitations of learning are “desuggested”. (Lozanov, 1978, pp. 12-85)

In addition, (DePorter, 2008) assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation.

Lozanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. By using this kind of method, the students can get the memorization 25 times faster rather than conventional methods (Bowen, 2009)

(Maleki, 2005) believed that we are capable of learning much more than we think, provided we use our brainpower and inner capacities. We must know that our brain is an outstanding part of our body, which has a lot of power and provides us many capacities of conserve information. So we can learn much more than we think.

The desuggestion and suggestion combine each other to get suggestopedia, which is an effective comprehensible based method, and this combination achieves super learning.

The most principal idea of suggestopedia is student’s mental potential to be motivated to learn and students can get it by suggestion. The students have some things such as: memory banks, or reserves, of unwanted or blocking memories that cause them terrible conditions, and desuggestion unloads these things. Suggestion then means loading the memory banks with desired and facilitating memories.

1.2 DESUGGESTOPEDIA TECHNIQUES

1.2.1 CLASSROOM SET – UP

The students’ attitudes and habits of learning can be dramatically affected by classroom set – up. However, it is necessary that students have an environment that

is organized, stimulating, and comfortable, because they need it, in order to learn effectively. Therefore, it is very important that teachers could supply diverse materials and supplies, and encouraging students to obtain a sense of belonging and ownership. (www.eduplace.com, n.d.)

The challenge for the teacher is to create a classroom environment, which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible. (Larsen-Freeman D. , 2000, p. 84)

Teachers can enrich the environment, because they can think of a favorite restaurant, vacation site, what locations and situations come to mind? Moreover, describe the sights and sounds, the feelings, the intangible impressions and the thoughts. So you might remember all the emotions and feelings you had that day. (www.ok.gov, n.d.)

CLASSROOM LAYOUT

Teachers must learn about the room's physical layout. This is immersed in the arrangement of desks, working space, the appeal of bulletin boards and the storage of materials and supplies. Teachers have their teaching style, which reflects the physical layout. (www.ok.gov, n.d.)

The teacher should give his/her personal touch to the room, and there are many things, which can be used such as plants, art, rugs, posters, and maybe some cozy pillows for the reading corner. If the teacher wants to make his/her students feel like they are in a "real life work setting", he/she has to set up a classroom like an office, with cubicle stations and a "lounge" where students go to relax.

The temperature, lighting, and noise level affect students in distinct ways, so the individual learning styles are directly related. Moreover, it is important to follow

what studies suggest, because these ones indicate that teachers should adjust the environment to students' preferences, so they can perform better academically and are better behaved. (www.ok.gov, n.d.)

It is very necessary to give opportunities that students can move around. Teachers commit some mistakes, because we keep children sitting still thinking that they learn best. But this can cause fatigue, discomfort, and the need for frequent changes in posture. So teachers must establish informal furniture arrangements. Therefore, research actually proves that many students need extensive mobility while learning. If students move from one area to another as they acquire new information, these students learn significantly more. Connie Headrick (Anonymous) indicates that the many varieties of seating, tactile toys and exercise equipment allow the students to calm themselves before, during, and after completing their work. (www.ok.gov, n.d.)

Teachers should have many resources (print and nonprint) related to the current topic at hand for students such as real things, models, diagrams, blue-prints, sketches, and art objects.

LEARNING AREAS

It is very indispensable for the teachers that they can organize the classroom with different physical aspects, so students can immerse their brain in the subject. The teachers must obtain or form different positions, sizes and distribute the places where students can execute different activities according with the techniques. Therefore, we will explain the following learning areas. (www.eduplace.com, n.d.)

WHOLE – GROUP AREA.- Teachers must prepare lessons and include informal discussion, direct instruction and student presentations. However, teachers can implement an Author's chair, because it is a good place, so students can read their writing to the class. For frequent whole-group discussions, try a circle or U-shaped desk configuration.

SMALL – GROUP AREA.- Teachers could give small – group instruction or allow groups of students to collect for peer – led discussions. Your students will collaborate in small groups, so you have to organize them around tables or clusters of desks. “You must move your students’ desks on a regular basis so they learn to cooperate with all students”.

READING AREA.- Teachers can create a place for students to read independently or quietly with a fellow. It should supply accommodative seating, a variety of books and a peaceful, secluded atmosphere.

WRITING CENTER.- It is created an area where students write independently and collaboratively. Therefore, this area should contain comfortable space for writing and a variety of supplies.

CROSS – CURRICULAR CENTER.- This is an active center where students explore relationships across different curricula, including literature, science, social studies, art, and math.

COMPUTER STATION.- This area is for computer use in writing, math, reading, keyboard practice, research, telecommunications, and creative games.

CREATIVE ARTS CENTER.- The visual art and dramatic play are inserted in this area, and students can get involved in it. This area should have a variety of art supplies, costumes, and props.

COMMUNICATION AREA / POST OFFICE.- The teacher and students have mail slots to exchange written messages and suggestions in this area.

LISTENING STATION.- Here students listen to tapes of books, stories, songs, and poems. Teachers could establish listening stations with headsets for students who need sound.

WELL – LIT AND DIMLY – LIT AREAS.- There are two types of students; some students can learn better in bright light, because this makes some students

restless and hyperactive and the listless students should stay in brighter areas. Other ones perform better in low light, so try placing fidgety students in low-light areas. Teachers should allow students to sit where they feel most comfortable.

QUIET STUDY AREAS.- Teachers could establish quiet study areas for those who work best in silence.

“If you have a child’s heart, you have his head.”

Flip Flippen

1.2.2 PERIPHERAL LEARNING

The peripheral learning proceeds with the direct instruction or indirect instruction; this means that students can learn many things indirectly in the classroom or outside the classroom. So students can learn through posters and decoration, because they feature the target language and some grammatical information, which are in presence in the learning environment, and they are changed every day. For example, Miss Jeniffer Villavicencio, Teacher at Instituto Central Técnico can make simple oral production by using the posters of grammatical information on the wall.

Therefore, this technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying (Larsen-Freeman D. , 2000, p. 84).

The posters and decorations encourage its presence in the learning environment and this corresponds to "peripheral" learning which features the target language and different grammatical information.

In order to facilitate learning, pictures or graphics in the form of flashcards, large wallpapers, photographs or illustration have always been used. (Harmer, 2001)

Students can be helped to be more experimental with peripheral information. For example, students want to describe a particular place in an English-speaking city, so the students begin making various sentences using the grammatical structure placed on the class wall, and they look at the poster on the wall, and start talking. If the students feel more successful in doing such self-activities, they will be more confident. (Priyatmojo, 2009)

MULTIPLE INTELLIGENCE THEORY

Dr. Howard Gardner is the person who developed this theory in 1983. He is a professor of education at Harvard University, and he presents 8 primary intelligences, but we will explain the one which is related to this theme. (www.multipleintelligencetheory.co.uk, n.d.)

Visual/Spatial Intelligence: Environment Arranging/Decorating -- encouraging students to decorate bulletin boards, and arranging learning corner (e.g. English reading corner) to achieve the effect of *peripheral learning*.

1.2.3 POSITIVE SUGGESTION

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. However, indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect

suggestion was accomplished in the class we visited through the choice of a dialog entitled, "To want to is to be able to". (Larsen-Freeman D. , 2000, p. 84)

There are two basic kinds of suggestion: direct suggestion and indirect suggestion.

Direct Suggestions

- The direct suggestion is normally oriented to encourage students to follow and use a splendid, simple affirmation that **all learning is joyful and pleasurable**. This phrase is going to grand excellent benefits in students' studies. (Fritz-Walter, 2014)

- The teacher can create self-confidence in the students, telling they are going to be successful.

- There are some things or activities that suggestion could be involved such as: orally by the teacher and text materials or printed announcements. (www2.vobs.at, n.d.)

Indirect Suggestions

- This is provided by music and comfortable physical conditions of the classroom. In addition, there are some effects, which come from important indirect, suggestive and result from the room arrangement, décor, lightning, noise level and institutional setting (www2.vobs.at, n.d.).

- These are the second level of communication, so some communication factors outside our conscious awareness such as facial expression, voice tone, body posture and movement, rhythms, and others encompass the indirect suggestions (www2.vobs.at, n.d.).

- Teachers need to improve student's mental activity, so when teachers have everything in the communication/learning environment which is a stimulus at some level are helpful for the mind, and are being processed at some level of that mental

activity. As an example, the use of text including stories of successful people (www2.vobs.at, n.d.)

1.2.4 CHOOSE A NEW IDENTITY

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family. (Larsen-Freeman D. , 2000, p. 84)

This technique offers to students the opportunity to receive fictional characters. Moreover, the students have to prepare a biography about their fictional selves during the course. Then the students have to talk or write about other things of their imaginary characters such as fictional hometown, childhood and family.

Students can improve their biography of their fictional selves, because students will continue searching about other themes or information of their invented characters.

Therefore, the students must know that the imaginary character is who talks and makes a mistake or error. (Pelin, Doğan., Sibel, Yüzük., & Rahime, Çokay., 2009)

1.2.5 ROLE PLAY

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person. (Larsen-Freeman D. , 2000, p. 85)

When students practice a role – play, they must put themselves into somebody else’s shoes, but they could stay in their own shoes putting themselves into an

imaginary situation. Moreover, we shall consider the role – play as any speaking activity. (www.teachingenglish.org.uk, 2004)

Role – play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role-play can be very successful, if the teacher provides the necessary support, and the activity will work very well.

Imaginary people.- the teacher should indicate to his/her students that during this activity, they could become anyone they like for a short time such as: a singer, a secretary, a manager, The President, The Queen, a millionaire, among others. As you can see, there are many characters, so the choice is endless (www.teachingenglish.org.uk, 2004).

Imaginary situations.- There are a lot of scenarios that students can choose, and a multitude of scenarios must use functional language. So there are some places such as: at the mall, in the forest, at the restaurant, at the airport are all possible roles – plays. (www.teachingenglish.org.uk, 2004)

The teachers and students use the role - play because it is fun, motivating, and the students have the chance to express themselves freely. The classroom can be considered the outside world, and this could offer a wider range of language opportunities. (www.teachingenglish.org.uk, 2004)

Some of the possible teacher roles are (www.teachingenglish.org.uk, 2004):

- **Facilitator.-** the teacher must feed in with a new vocabulary to his/her students, because they may need it. Therefore, the teacher shall act as a “**walking dictionary**”, because it is necessary that the teacher should be monitoring and offering assistance to the class. As it is necessary that teacher teaches the appropriate language for each role or stage that students will performance, so when the role – play initiates the students feel (armed) with the suitable language.

- **Spectator.**- the teacher watches the role – play and offer comments and advice at the end.

- **Participant.**- it is necessary that teachers sometimes get involved in the role – play.

(Furness, 1976, p. 19) stated some benefits of using role – play. The students can improve their communication skills, enhance the creativity, increase social awareness, improve their independent thinking and verbalization of opinions and they develop the values and appreciation of the art of drama.

The teacher could evaluate the effectiveness of the role-play activities, and to be sure that students have a successful comprehension with the meanings of the vocabulary, sentences and dialogs. (Huang, 2008)

Role-play lightens up the atmosphere and brings liveliness in the classes. The language is learned in a realistic, practical way for the students, so they are very aware of the usefulness and practicality of English.

1.2.6 ACTIVE CONCERT AND PASSIVE CONCERT

Lozanov created two very effective learning environments or concerts: **active and passive.**

First concert (Active phase): there are some points that the teacher has to follow and these ones are:

- Teacher reads the text from different interesting themes at a normal speed.

- There are some words, which will be sometimes intoning during the reading, and the learners have to follow.

The teacher plays the music. Then she/he begins with the reading slowly and dramatically, but the teacher has to know how to synchronize his/her intonation with the music. The music, which is played, should be classical in the class. The teacher must attract students' attention, because when the music is playing, the teacher rises and falls his/her voice. Therefore, teacher's voice is usually hushed. (Larsen-Freeman D. , 2000, p. 85)

The teacher presents the learning material to the students. The activity is done when the teacher reads with lively music from the classical period, so students have a copy of the text. (Rosenberg, n.d.)

This copy is designed in this way (Rosenberg, n.d.):

- The target language (English) is on the left side.
- The translation is on the right side, and the vocabulary words are in bold.

The students feel secure with this type of translation so their knowledge of the reading improves, because when they do not understand a word, they find it quickly and easily, so this encourages students to think in the target language. The text that has been read in the active concert is used as the basis for grammar structures and vocabulary that are to be learned. (Rosenberg, n.d.)

The teacher helps students to reinforce or memorize the new material at an unconscious level. “The purpose of this phase is to create a peaceful ambiance within the classroom that can enable learners to relax their minds and concentrate” (Banerjee, 1997).

Second concert (Passive phase):

In the second phase, the students are asked to put their scripts aside. They simply listen to the teacher while he/she reads a dialog, a story, or a book at a normal rate of speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music, which is pre-

Classical or Baroque. At the conclusion of this concert, the class ends for the day (Larsen-Freeman D. , 2000, p. 85).

During this phase, the teacher experiences a background with the pre-classical music which is played, so the students keep relaxing and listening to the text that the teacher reads calmly. In the elaboration session, the students end up what they have learned with dramas, songs and games.

However, the teacher suggests if the students want to do something, they could read over the dialog once before they go to bed and once when they get up in the morning (Larsen-Freeman D. , 1986, p. 75). The teacher starts reading any special relaxation text with a relaxing music while students close their eyes and submit themselves in a relaxed state.

The teacher wants to read the vocabulary, so he/she has to change the music to Baroque music (Largos or Adagios) and reads the vocabulary (English-Spanish-English) again as a review (Rosenberg, n.d.).

Finally, when the passive (second) reading has ended, the class is over, there is no homework assigned. This phase should never come at the beginning as a recommendation. This phase can come at the end of a lesson or before a break. Music brings into play the right hemisphere of the brain and language, the left hemisphere and the reading over music during the concert session is said to harmonize the right and left hemisphere of the brain (Bancroft W. J., 1994).

Recommended music for active and passive concert: (Rosenberg, n.d.)

Active Concert:

Haydn: Symphony No. 67 in F Major, Concerto for Violin & String Orchestra, No. 1 in C Major, Mozart: Haffner Symphony, Prague Symphony, German Dances, Concerto for Violin & Orchestra, No. 7 in D Major

Passive Concert:

The Largos and Adagios from: Bach: Symphony in C Major, Symphony in D Major, Fantasy in G Major, Aria from Suite No. 3 for Orchestra in D Major, Prelude & Fugue in G Minor, Vivaldi: The Four Seasons, Handel: Four Sonatas for Flute, Op. 1, Pachelbel: Canon in D

1.2.7 PRIMARY ACTIVATION

It is the first component of the active phase of the lesson. There is a dialog, which is made with the target language. This dialog can be playfully reread out loud as individuals or in groups (Larsen-Freeman D. , 2000, p. 85).

There are three parts of the dialog, and the teacher should have three groups of students in the lesson, so they read parts of the dialog in a particular manner: the first group shall read sadly; the next group, angrily and the last group, cheerfully (Larsen-Freeman D. , 2000, p. 85).

We will indicate some activities for the primary activation: (Bancroft W. , 1999, p. 261).

1) Whole group choral echo/antics: the teacher has his/her model reading of the text, so the students echo this model, then they use expressive gestures and complete with these ones and a vivid imagining of the images in the text as they speak;

2) Role reading in twos or threes: the number of readings depends on the number of roles available in that particular section of the text-dialogue;

3) Students can do an individual role reading with costume props or a small group role reading with some costumes props for the class (This helps students to keep the focus off the "real" personality of the readers);

4) When the students work as a group, they should have a comprehension check, and the group has this question "What does that mean in English", so the

group answers the question. Although this activity is translation, the teacher's expressiveness and tone of voice avoid an exercise-like quality.

1.2.8 SECONDARY ACTIVATION (CREATIVE ADAPTATION)

This phase has some activities, which are particularly recommended for the students such as: singing, dramatizations, dancing, and games. Besides, the students contract in various activities designed to help them learn the new material and use it spontaneously. As the activities are varied, the students are not allowed to focus on the form of the linguistic message, just the communicative intention (Larsen-Freeman D. , 2000, p. 85).

The secondary activations have a goal that is to supply authentic opportunities for communication. This phase is characterized by "playful, imaginative, spontaneous ways of encouraging full and authentic receptive and expressive communication" (Bancroft W. , 1999, p. 261).

We will indicate some secondary activation activities: (Bancroft W. , 1999, p. 262)

1) The students shall show their imagination with students' new biographies and "stories", but with guided fantasies in the target language which utilize embedded positive suggestions and images; (for example, an imaginary travel to an European country);

2) The students need some props such as: costume articles like hats, clothes, and accessories; physical objects like chairs, pictures, photos, videotapes, among the main.

3) There are activities such as: singing, miming and dancing which are used for linguistic purposes, and some students can use the mime for learning many important verbs and the other students can use other activity like hand clapping to learn numbers; therefore, these activities could create a German (or ethnic) atmosphere, and stimulate spontaneity on the part of the students in the classroom;

4) Dramatizations: students can dramatize a language material in interesting and humorous situations. Short skits such as: arrival in a foreign country, phone calls, changing money, a taxi ride, a bus trip and so on is frequently used.

5) The students can utilize some games such as: card games, Simon says, playing ball which is used from suggestopedia and other games.

1.3 THE PRINCIPLES

The following table is a wide and complete description of the principles used in a Desuggestopedia lesson (Larsen-Freeman D. , 2000, p. 78).

Table 1
Principles

OBSERVATIONS	PRINCIPLES
The classroom is bright and colorful	Learning is facilitated in a cheerful environment.
There are several posters hanging around the room, which contain grammatical information.	Students can learn from what is present in the environment, even if their attention is not directed to it (Peripheral Learning).
The teacher speaks confidently.	If students trust and respect the teacher's authority, they will accept and retain information better.
The teacher gives the students the impression that learning the target language will be easy and enjoyable.	The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. She should attempt to "desuggest" these.
The students choose new names and identities.	Assuming a new identity enhances students' feeling of security and allows them to be more open. They feel less inhibited since their performance is



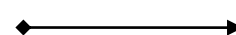
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	really that of a different person.
The students introduce themselves to the teacher.	The dialog that the students learn contains language they can use immediately.
They play rhythmic instruments as they sing a song.	Songs are useful for “freeing the speech muscle” and evoking positive emotions.
The teacher distributes a lengthy handout to the class. The title of the dialog is “To want to is to be able to”.	The teacher should integrate indirect positive suggestions (there is no limit to what you can do) into the learning situation.
The teacher briefly mentions a few points about English grammar and vocabulary. These are in bold print in the dialog.	The teacher should present and explain the grammar and vocabulary, but not dwell on them. The bold print allows the students’ focus to shift from the whole text to the details before they return to the whole text again. The dynamic interplay between the whole and the parts is important.
There are reproductions of classical paintings throughout the text.	Fine art provides positive suggestions for students.
In the left column is the dialog in the target language. In the right column is the native language translation.	One way that meaning is made clear is through native language translation.
The teacher reads the dialog with a musical accompaniment. She matches her voice to the rhythm and intonation of the music.	Communication takes place on “two planes”: on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When



Continue

	there is a unity between conscious and subconscious, learning is enhanced.
The teacher reads the script a second time as the students listen. This is done to different music.	A calm state, such as one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.
For homework, the students are to read the dialog at night and in the morning.	At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, learning can occur.
The teacher gives the students hats to wear for the different characters in the dialog. The students take turns reading portions of the dialog.	Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.
The teacher tells the students that they are auditioning for a play.	The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.
The teacher leads the class in various activities involving the dialog, for example, question-and-answer, repetition, and translation.	The teacher should help the students “activate” the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.
She teaches the students a children’s song.	Music and movement reinforce the linguistic material. It is desirable that students achieve a state of “infantilization” so that they will be more open to learning. If they trust the teacher, they will reach this state more



Continue

	easily.
The teacher and students play a question-and answer game.	In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
The student makes an error by saying, “How you do?” The teacher corrects the error in a soft voice.	Errors are corrected gently, not in a direct, confrontational manner.

Source: (Techniques and Principles in Language Teaching, 2000, p.78.)

CHAPTER 2: SYNTAX

2.1 Syntax

2.1.1 Definition

Syntax refers to the study of the structure of sentences (McIntyre, 2014)

Syntax is concerned with the sentence as the unit of language, combining our description of events with our communicative inventions, and 'grounding' all this into the reality of our here and now. This composite whole is put together in the linear structure or the word order of the sentence. (English Language and Linguistics Online, 2014)

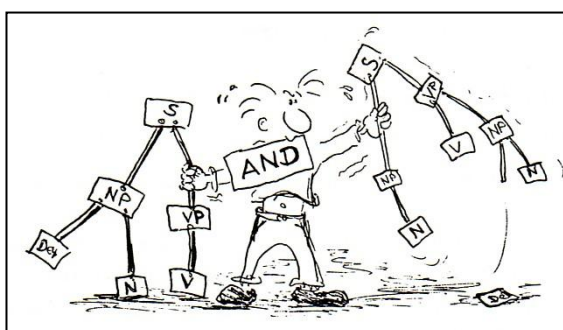


Figure 4: Syntax. Source: English Language and Linguistics Online.

<http://www.ello.uos.de/>

Syntax plays an important role when learning a language. “Syntax allows speakers to communicate complicated thoughts by arranging small, simple units in meaningful ways” (Kramer, 2015). Human language is unlimited because new sentences or phrases can be generated to express original and multiple ideas. In English, for example, a sentence can be as simple as a one-word utterance, or it can be a lengthy composition with multiple clauses laced together (Kramer, 2015).

2.1.2 Relation of syntax with the other components of language

The linguistic description of language, which is divided according to form, content, and use; is subdivided into five subfields: syntax, semantics, pragmatics, phonology, and morphology (English Language and Linguistics Online, 2014).

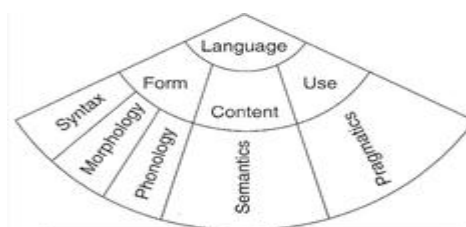


Figure 5: Components of Language. Source: <http://quizlet.com>

Syntax is closely related to each one of the components of language, as it is explained below.

2.1.2.1 Morphology and Syntax

According to the traditional view, the relation between morphology and syntax is that morphology builds up word forms—typically by combining roots with other roots and with affixes, but also by applying other operations to them; while syntax takes fully inflected words as input and combines them into phrases and sentences. The division of labour between morphology and syntax is thus perfect: morphology only operates below the word level whereas syntax only operates above the word level. Moreover, these two components of grammar are ordered in strict sequence, such that the syntax takes over after the morphology has done its work. Below the phrase level, syntax operates on morphemes and gives certain arrangements of these morphemes as output. Some of the resulting morpheme sequences are called words, which are characterized by their distributional properties, properties that are compatible with a number of syntactic configurations (Juliet, 2007).

2.1.2.2 Phonology and Syntax

It is not in dispute that syntax and phonology are interconnected to some extent. Though syntax and phonology are certainly distinct levels, nonetheless the grammar and pronunciation of a language cannot be fully described in disjoint vocabularies. With this argument, the authors hold that certain specific types of syntactic information are indeed available to phonology, but no phonological information is available to syntax (Pullum, 1988)

On the other hand, the relation between syntax and phonology is that it is a mapping from a syntactic representation into a fully specified phonological representation with the properties of the phonological representation, which consists of (a) a prosodic constituent structure (including a sequence of syllables), (b) a set of autosegmental tiers, (c) a rhythmic structure, the metrical grid, and (d) a specification of the associations or alignments between these various aspects of the representation (Selkirk, 1984, as cited in Bernstein, 1986).

2.1.2.3 Semantics and Syntax

Semantics and syntax have a widely assumed relation, although they are autonomous. While syntax is a procedure that generates sentences, semantics is a procedure that interprets sentences. The syntax-semantics interface is the level of grammar where the relationship between syntax and semantics is established. Furthermore, a theory of the syntax-semantics interface must provide mechanisms to explain mismatches that have been found to exist between structure and interpretation (Sauerland, 2000).

2.1.2.4 Pragmatics and Syntax

Studies on the inherent characteristics of human language show that far from finding ways to separate syntax, semantics and pragmatics, they interrelate and overlap. Each, as a different linguistic approach to human communication and interaction, depends on the other two. Pragmatics is context-based and includes the knowledge of syntax and semantics. Moreover, pragmatics should be studied from at

least two different perspectives, linguistic and extra-linguistic. “If syntax and semantics focus on what is said, and linguistic pragmatics on what is communicated, then the goal of extra-linguistic pragmatics is to describe, explain, and analyze how what is said is communicated, and why” (González Salinas, 2001).

2.2 Syntactic categories

Parts of speech, as known in traditional grammar, are also called **categories** or **syntactic categories** (McIntyre, 2014).

Table 2
Syntactic Categories

Category	Abbreviation	Example
a. noun	N	John, London, computer, city, stupidity, event
b. verb	V	hear, think, kill, shorten, eavesdrop, exist
c. adjective	A	good, obscene, demented, lovely
d. preposition	P	by, in, with, from, to, at, inside, despite
e. adverb	Adv	slowly, often, now, mostly
f. determiner	D (or Det)	a, the, this, those

McIntyre (2014) expresses that there are some issues that arise when determining the category of a word. One kind of criterion is *semantic*, i.e. based on meaning. Such criteria take the form of statements such as ‘a noun denotes a person, place or thing’, ‘a verb denotes an activity or state’ or ‘an adjective denotes a property’. Such semantic generalisations are limited because they are only

tendencies, not absolute rules. Thus, there are nouns which denote activities (*the hammering*), events (*recital*), states (*their love*) and properties (*silliness*).

More reliable evidence for determining the category of a word comes from morphological and syntactic criteria. Examples of morphological criteria would be that only nouns can take a plural affix (*tables, intervals*) and that most verbs change their morphological form according to the requirements of tense and agreement (*I talk, she talks, I talked*). If you can add *-ly* to a word to form an adverb, you know that word is an adjective (*slow>slowly*).

2.2.1 Word level categories

As it was expressed in the above paragraphs, traditional definitions of parts of speech are based on semantic properties, but more reliable are those that comes from morphological and syntactic criteria.

2.2.1.1 Noun

Traditional definitions say a noun is a word than names a person, place, or thing (Cambridge, 2015). Nevertheless, there are nouns which denote activities (*the hammering*), events (*recital*), states (*their love*) and properties (*silliness*). On the other hand, nouns can take a plural affix (*tables, intervals*) (McIntyre, 2014). For instance,

Roses smell good.

The architect built that mansion.

Swimming is good for health.

2.2.1.2 Verb

A common definition states that a verb is a word or phrase that describes an action, condition, or experience (Cambridge, 2015). In addition, McIntyre points out

that most verbs change their morphological form according to tense and agreement, i.e: *I talk, she talks, I talked* (2014). In particular,

A giraffe is in the zoo.

A giraffe was in the zoo.

A giraffe has been in the zoo.

2.2.1.3 Adjective

An adjective describes or gives more information about a noun, pronoun, or part of a sentence (Spratt, Pulverness, & and Williams, 2008). See the following examples,

A beautiful woman is waiting outside.

We attend a boring meeting each Friday.

Boys are fond of soccer.

2.2.1.4 Preposition

Prepositions connect a noun, noun phrase or pronoun to another word or phrase. There are prepositions of time, place, direction; for example, *after, at, towards*, among others (Spratt, Pulverness, & and Williams, 2008). Particularly,

I studied at UCLA.

He has been crying for three hours.

Shhh, the teacher is behind you.

2.2.1.5 Adverb

“Adverbs describe or give more information about how, when or where something happens. Also, adverbs add information to adjectives, verbs, other

adverbs or sentences. There are adverbs of degree, manner, time, frequency; for instance, *completely, quickly, yesterday, never*” (Spratt, Pulverness, & Williams, 2008). E.g.

The candidate gave the answer quickly.

The pregnant is waiting anxiously for her baby.

The party never meets on weekends.

Prisoners are free once a week.

2.2.1.6 Determiner

“Determiners make clear which noun is referred to or to give information about quantity. Determiners can be possessive adjectives, articles, demonstrative adjectives, quantifiers; in particular, *my, the, this, both*” (Spratt, Pulverness, & Williams, 2008). Namely,

These heels are really high.

My cousin is your brother-in-law.

We saw lots of birds on the trip.

2.2.1.7 Conjunction

“Conjunctions are used to join words, sentences or parts of sentences. There are conjunctions of reason, addition, contrast, such as *and, but, nor, or*” (Spratt, Pulverness, & Williams, 2008). For instance,

I tried to contact her, but she never answered.

I invited him, yet he didn’t come.

I couldn’t go for I was sick.

2.2.2 Phrasal categories

A phrase is a group of words that is part of a sentence (Cambridge, 2015). When words combine with other words to form larger groups, it is called constituents. Constituents may be combined with other words or constituents to form larger constituents, until form full sentences (McIntyre, 2014).



Figure 6: Syntax. Source: *The Sentence Patterns of Language* (p. 126)

According to McIntyre (2014), every constituent has a *head*, a word which determines the nature of the whole constituent. Everything else in that constituent just gives information about the head. We can illustrate this in the following example.

[NP: The young people in the theatre] were [AP: rather fond of the music].
N Adj

In the above example, two constituents are enclosed in brackets, and their heads are underlined. The constituents are labelled 'NP' ('Noun Phrase') and 'AP'

(‘Adjective Phrase’) because their heads are a noun and an adjective respectively. (The term ‘phrase’ means ‘constituent’.) We can say that *people* is head of the NP since the whole NP names a kind of people (not e.g. a kind of theatre), due to everything in the NP gives information about the people (e.g. their age and location), and since everything other than *people* can be omitted.

We know that *fond* is head of the AP since everything in the constituent gives information about the fondness and since *fond* appears with a constituent which begins with *of*.

There are other kinds of constituents such as *verb phrase*, *prepositional phrase*, and *adverbial phrase*. Each of these is named after the head of the constituent.

2.2.2.1 Noun phrase

An English noun phrase often begins with a *determiner* (a, the, that, this) followed by a noun. Noun Phrases may occur in Subject and Object positions. For instance,

That big fish is a NOUN PHRASE because its head is a noun (*fish*), but

Very beautiful is an ADJECTIVE PHRASE because its head is an adjective (*beautiful*).

Consider the next examples, where the NP is underlined.

The cookies were eaten completely.

Some caregivers are upset for the new policies.

2.2.2.2 Verb phrase

According to McIntyre (2014), Verb Phrases are constituents and are headed by verbs. Although in traditional grammar they are called *predicates*, it makes more

sense to call them ‘verb phrases’, since they are clearly headed by verbs, suggesting that the verb is the ‘boss’ of the constituent.

Just as some NPs consist solely of nouns, there are VPs that consist only of verbs. For instance, Elvis [VP left]. On the other hand, some verbs allow or require NPs inside their VPs. For instance, in the sentences:

Elvis [VP left the building].

They [VP paid us].

They [VP paid us the money] (McIntyre, 2014).

Let’s illustrate it with more examples.

Alan sang well.

The news reporter broadcasted the news.

Our new classmate gave me a kiss.

2.2.2.3 Adjective phrase (AP)

Adjective Phrases (APs) consist of an adjective. They may also contain PPs (Prepositional Phrases) giving information about the property named by the adjective (these are obligatory with some adjectives like *fond*, *devoid*). In front of the adjectives there may be an optional *degree expression*, i.e. an expression like *very*, *too* which indicates the degree to which the property named by the adjective holds. Let’s review some examples,

He is [AP (very) fond of Ann] but isn’t [AP (too) enthusiastic (about her singing)].

The book is [AP (soul-destroyingly) boring]. It is also [AP devoid of useful content].

APs can appear at a distance from the NP they describe, but may also occur inside the NP. For instance,

She talked to [NP a [AP very interested] client].

She talked to [NP a client [AP interested in the company's services]].
(McIntyre, 2014)

Let's illustrate it with the below examples,

A mischievous boy caught his hands on a tiny jar.

The merchandise was distributed to the anxious customers after the trial.

2.2.2.4 Prepositional phrase

Prepositional Phrases (PP) are introduced by prepositions and can indicate places as in (a), directions (b), times (c), but can have assorted other meanings, as in (d).

- a. [PP In the living room] there was a chair [PP near the fireplace].
- b. She went [PP to the hospital] and he walked [PP towards the supermarket].
- c. [PP During the meeting] we discussed the party [PP on Friday] [PP for ten minutes].
- d. [PP Without protests [PP from academics]] the bureaucrats will continue dictating [PP to us] and imposing pointless regulations [PP on us].

What do the PPs contain, apart from a preposition? Most PPs have the structure [PP P [NP ...]]. Some prepositions combine with other PPs to form a larger PP, as in (b).

- a. The spider came [PP from [PP under/behind [NP the sofa]]].
- b. I went [PP [PP out the door] [PP into the garden] [PP to the gate]].

There are PPs consisting only of a preposition, often called **intransitive prepositions**, like *intransitive verbs*, containing no NP. For instance,

- a. They went [PP in/up/inside/downstairs/onwards/forwards].
- b. They are [PP here/downstairs/overhead/ahead/outside].

Consider the following examples,

I am here.

There is someone outside.

The firefighter walked towards the fire.

Intransitive prepositions were traditionally called ‘adverbs’, but recently it was noticed that they have more in common with prepositions than with adverbs, namely those related to adjectives (*badly, nicely*). Most intransitive prepositions describe directions and places, like many other prepositions (McIntyre, 2014).

2.2.2.5 Adverbial phrase (AdvP)

According to McIntyre (2014), AdvPs frequently consist of an adverb, but may additionally contain optional degree expressions: (*very*) *slowly*, (*extremely*) *well*. The main uses of AdvPs are in VPs, describing the situation named by the verb, as in example (a). They are also used as degree expressions inside APs (b) or other AdvPs (c).

- a. [S [NP Mary] [VP [AdvP quickly] memorised [NP the material] [AdvP perfectly]]]
- b. [AP [AdvP very/incredibly/mind-blowingly] cool]]
- c. [AdvP [AdvP amazingly/very/somewhat] skilfully]]

Below there are some examples of complete sentences.

I miss you so badly.

The cab driver drove really slowly due to his injury.

Winning the race was extremely hard considering the contestants were disabled.

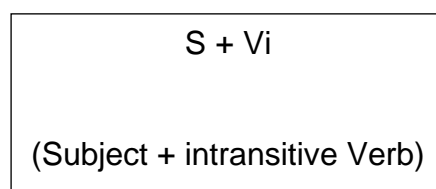
2.3 Sentence Patterns

Knowing a language means being able to put words together to form sentences which express our thoughts (Fromkin, 1978). According to Ediger (2001), students need to learn the patterns of sentences in the English language as well as its inherent structure. Also, he considers that learning through the perception of order makes it more interesting and easier for students to learn patterns sequentially as they progress through the school years. Finally, he expresses these sentence patterns may be made quite natural and meaningful to students.

There are approximately five sentence patterns in English although there is not universal agreement on this (Ediger, 2001).

2.3.1 First Pattern (S + Vi)

The first sentence pattern is known as Subject + Predicate, or just Subject + intransitive Verb (Ediger, 2001).

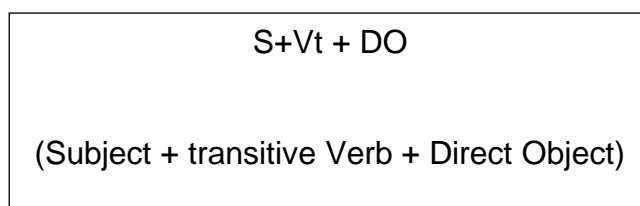


Let's remember that an intransitive verb is the one that does not need an object to receive the action. For instance,

S	Vi
People	die.
The sun	rises.
Dogs	bark.
Cats	meow.

2.3.2 Second Pattern (S+Vt + DO)

A second sentence pattern emphasizes the subject + predicate + direct object pattern, or S+Vt+DO (Subject + transitive Verb + Direct Object) (Ediger, 2001).

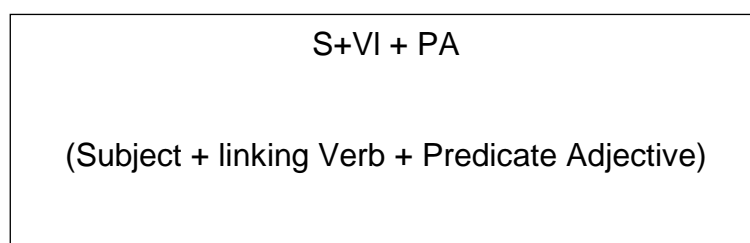


Examples:

S	Vt	DO
Doctors	cure	sicknesses.
I	made	a cake.
The student	raised	his hand.
My mom	reads	a book.

2.3.3 Third Pattern (S+VI + PA)

Third, the subject + predicate + predicate adjective sentence pattern, or S+VI + PA (Subject + linking Verb + Predicate Adjective).



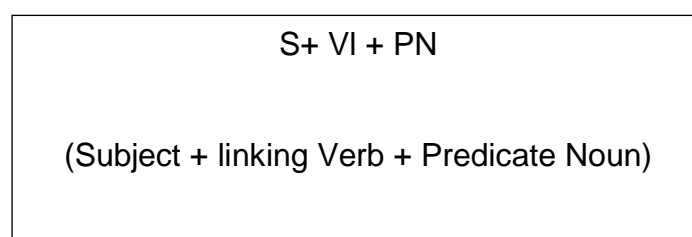
Here, a linking verb (be) is used. Linking verbs in a predicate adjective sentence pattern join together the subject of the sentence with an adjective (Ediger, 2001). In particular,

S	VI	PA
I	am	excited.
The movie	was	great.
Jackie Chan	is	funny.
The guesses	were	delighted.

2.3.4 Fourth Pattern (S+ VI + PN)

(Subject + Linking Verb + Predicate Noun)

A fourth sentence emphasizes the subject, linking verb, and predicate noun pattern (S+VI+PN). Linking verbs have complements (noun complement is also called predicate noun), not direct or indirect objects (Ediger, 2001).

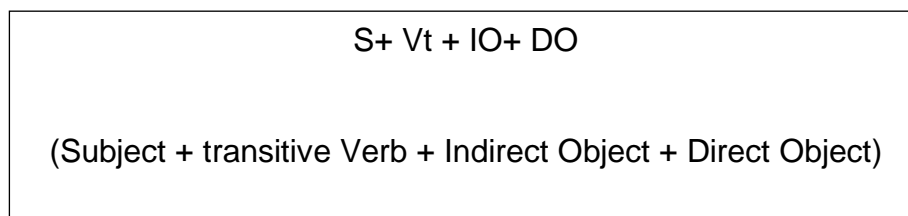


In particular,

S	VI	PN
My husband	is	a secretary.
Our president	is	a woman.
I am	a	clown.
That dog	is	a bolt.

2.3.5 Fifth Pattern (S+ Vt + IO+ DO)

A fifth sentence pattern stresses the subject + predicate + indirect object + direct object pattern, or also known as S+Vt+IO+DO (Subject + transitive Verb + Indirect Object + Direct Object) (Ediger, 2001).



This sentence pattern is very similar to the subject - predicate- direct object pattern such as "Ray sent a letter," An indirect object may be added to this sentence such as "Ray sent **Bill** a letter." Indirect objects answer the question "to whom?" Thus, Ray sent what? The answer is "letter" (DO), To whom was the letter sent? The answer is "Bill" (IO) (Ediger, 2001). For instance,

S	Vt	IO	DO
Karl	told	me	a secret.
My mum	bought	my dad	a special gift.
I	wrote	him	a message.
Kenda	gave	us	good news.

The above named five sentence patterns are the most common of all in the English language, although there is not perfect agreement on this (Ediger, 2001).

2.4 Concrete Syntax Tree

The constituents of a clause can be represented in Tree Diagrams. In analyzing grammatical structure, we need to identify the constituent parts of the sentence, and the order in which these constituents occur.

2.4.1 Constituency-based syntax tree

The constituency-based syntax trees distinguish between terminal and non-terminal nodes. The image below represents a constituency-based syntax tree; it shows the syntactic structure of the English sentence *John hit the ball*.

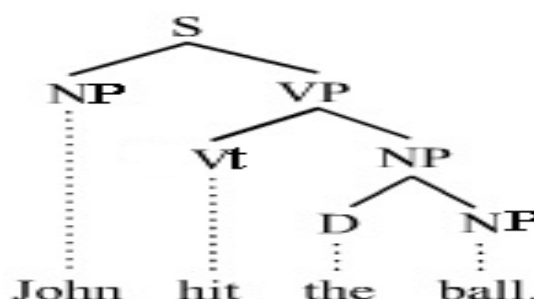


Figure 7: A Constituency-based Syntax Tree

The syntax or parse tree is the entire structure, starting from S and ending in each of the leaf nodes or terminal categories (*John, hit, the, ball*). The following abbreviations are used in the tree:

- S for Sentence, the top-level structure in this example.
- NP for Noun Phrase composed by a single noun "John", which serves as the subject of the sentence. The second one (ball) is the object of the sentence.
- VP for Verb Phrase, which serves as the predicate.
- V for Verb. In this case, hit is a transitive verb.
- D for Determiner, the definite article "the".
- N for Noun.

Each node in the tree is either a *root* node, a *branch* node, or a *leaf* node (Carnie, 2013).

A root node is a node that does not have any branches on top of it. S is the root node. Within a sentence, there is only one root node.

A branch node is a mother node that connects to two or more daughter nodes. NP and VP are branch nodes.

A leaf node, however; is a terminal node that does not dominate other nodes in the tree. *John* (N), *hit* (V), *the* (D), and *ball* (N) are all leaf nodes. The leaves are the lexical tokens of the sentence (Aho, 2007).

A node can also be referred to as *parent* node or a *child* node. A parent node is one that has at least one other node linked by a branch under it. In the example, S is a parent of both N and VP. A child node is one that has at least one node directly above it to which it is linked by a branch of a tree. From the example, *hit* is a child node of V. The terms *mother* and *daughter* are also sometimes used for this relationship (Constituent-based Syntax Tree, n.d.).

2.4.2 Dependency-based syntax tree

The dependency-based syntax or parse trees of dependency grammars see all nodes as terminal, which means they do not acknowledge the distinction between terminal and non-terminal categories (Aho, 2007). They are simpler on average than constituency-based parse trees because they contain fewer nodes. The dependency-based parse tree for the example sentence above is as follows:

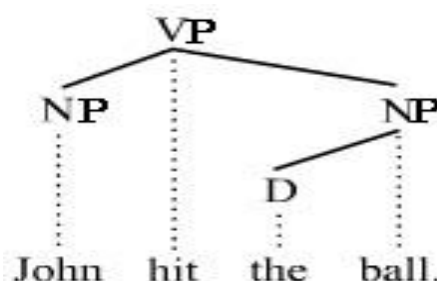


Figure 8: Dependency-based Syntax Tree

This tree lacks the phrasal categories (S, VP, and NP) shown in the constituency-based tree above. Like the constituency-based tree, constituent structure is recognized. Thus, this dependency-based parse tree acknowledges the subject

noun *John* and the object noun phrase *the ball* as constituents just like the constituency-based parse tree does (Constituent-based Syntax Tree, n.d.).

CHAPTER 3: DESUGGESTOPEDIA IN THE IMPROVEMENT OF SYNTAX – ENGLISH SENTENCE STRUCTURE

3.1 Desuggestopedia and its relationship to syntax

3.1.1 Curriculum development

Teachers shall pay attention to these points, if they want to obtain an excellent curriculum development. (Pillai, n.d., pp. 1-93)

- Relating the units of the subject matter to learning resources
- Choosing the appropriate strategies for curricular transaction
- Suggesting the suitable media
- Exploring relevant learning experiences
- Progressive testing of the achievement of objectives through these experiences

There are many models of curriculum development, but we have settled for the objective model which is one of the well-known models. This one presents the following stages (breda-guide.tripod.com, n.d.):

Stating General Aims, Goals and Objectives: The society's accepted needs and values are the influence of aims. So aims are developed in line with the wider social context in which learning is taking place. The aims are embodied in their mission statements enacted by parliament at the time the institution was founded. Goals and objectives are also formulated in line with the general policy framework.

Selection of Content: When teachers have stated aims, goals and objectives, the next step is to select content. Therefore, the institution's authorities have to

decide the content to be taught, because they set up the program and the curriculum is to be improved or revised. But the existing content is reviewed by adding new topics that have become essential.

Selection of learning experience: The learning experience is necessary for each content area to be taught. Although, this will range from lectures to trips and laboratory or other practical exercises. The experiences are spelt out and these ones can be provided to learners in order to achieve the content identified.

Organization and matching of learning experience with context: Each learning experience must be matched with the appropriate content area. These are then organized in sequence indicating the scope of the content to be covered.

Evaluation stage: The implementers of the curriculum can determine the effectiveness of it, and can make some modifications. This stage thus prepares the ground for the commencement of further curriculum development activities. The evaluation stage examines the extent to which the objectives are realized in practice thereby indicating the effectiveness of the curriculum.

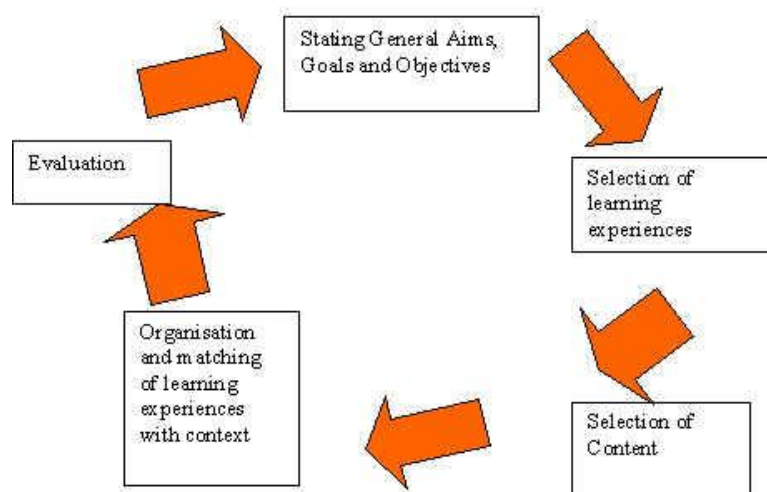


Figure 9: Cyclical Stages of Curriculum Development

3.1.2 Application of techniques

The application will depend on each technique, and these ones are going to be implemented in distinct ways.

A) Classroom set-up

When the teacher and students enter into a classroom, they will notice that the room is different compared with the other classrooms, because the environment is organized, comfortable, bright and cheerful. Besides the students have to decorate the walls with the themes the teacher teaches them. These conditions are not always possible. It is important that the teacher uses the target language. (Larsen-Freeman D., 2000, p. 84)

It is very necessary that teachers know about the room's physical layout, because they must deal with the desks' decoration, the working space, the attention of bulletin boards and the storage of materials and supplies. The teachers must have a personal touch to the room. Although there are other things which can be used to decorate such as: plants, posters, pillows, among others (www.ok.gov, n.d.).

The teachers must be very careful with the temperature, the lights and the noise level, because these ones can affect students in different ways such as their learning. Besides, the students must be moved from one area to another, and they will extraordinarily learn more. Therefore, there are some learning areas such as: small-group area, writing center, creative arts center, computer station, where students can improve their studies (www.eduplace.com, n.d.).

B) Peripheral Learning

The teacher and students begin another day of class, and they will learn other lesson with the peripheral learning. This technique employs posters and decorations. Thus, the teacher asks the students to write or paste some information on the posters such as grammatical information, pictures, and cartoons, among others. It is very necessary that the teacher uses this technique because the students can learn better

when they see these things around them, and the teacher features the target language which is in presence in the learning environment, so the posters or other things are placed on the classroom walls by students and are changed every day (Larsen-Freeman D. , 2000, p. 84).

Then the teacher starts other lesson, so he/she uses pictures, graphics, or photographs to facilitate learning. Thus, students cooperate with the lesson and follow what the teacher indicates with the target language and different grammatical information. Therefore, the decorations encourage its presence in the classroom. Finally the class is over (Harmer, 2001).

C) Positive Suggestion

This technique has two parts: **the direct suggestion and indirect suggestion.**

The teacher presents a quick introduction, and then he/she begins the class with the direct suggestion. So the teacher talks to students about being successful, as this develops self-confidence in the students. Later the teacher should encourage students to follow this simple affirmation that **all learning is joyful and pleasurable** because this phrase wills grand splendid benefits in their studies nowadays (Fritz-Walter, 2014). The way suggestion is used by the teacher is orally.

Later, the teacher begins another class with indirect suggestion. First, the classroom must have some music and cozy physical conditions (www2.vobs.at, n.d.). However, the teacher wants to use the indirect suggestion which is more powerful, so the students have the choice of a dialog entitled "To want to is to be able to". As the teacher wants to improve student's mental activity, the students use a text including stories of successful people (www2.vobs.at, n.d.). The teacher and students both use text materials or printed announcements during the class.

D) Choose a new identity

The teacher begins the lesson with a little introduction, then, she/he indicates to students that they have to choose a target language name and a new occupation. Moreover, the students should develop an entire biography about their imaginary character. But the lesson does not end yet because a small group of students must talk about their fictional hometown, and the other group must write about its fictional family. As students finish their activities, the class is over and they do not have a task (Larsen-Freeman D. , 2000, p. 84).

E) Role play

Here is an example of teaching grammar structure with speaking using role play (Priyatmojo, 2009):

The teacher greets the students with either English or their native language and tells them that they will have a new and exciting experience in language learning.

The teacher asks the students to close their eyes and tell them that they will go to an English speaking country. For example, they are in an airport. “Now, you are in an airport of America, listen to the people around you. They are talking with immigration officials”, said the teacher. The teacher asks them to open their eyes and bring their awareness to the class. She says, “Welcome to English!”.

Then, the teacher tells them that they will have new names and identities by showing a poster showing English names. The students will pronounce the names by repeating the teacher. The teacher helps them by doing pantomime to help them understand about their new identities such as doctor, nurse, police, and others.

The teacher greets each student using his name and ask some questions in English about his occupation. Through her action, the students understand the meaning and they reply ‘yes’ and ‘no’.

The teacher teaches them a short dialogue about greeting in English. After that, the students will practice. The teacher tells the students that they are having a party and they have to introduce themselves by their new names and identities. The students have to learn the grammar structure with this dialogue.

Next, the teacher announces that the class is over and they will have another exciting activity tomorrow and they do not have homework.

F) First concert (Active phase) and second concert (Passive phase):
(en.wikipedia.org, Suggestopedia, n.d.)

The teacher begins introducing the grammar and lexis of the content. In most materials the foreign language text is on the left half of the page with a translation on the right half, i.e. meanings are conveyed via the mother tongue not unlike the bilingual method.

Concert session (active and passive): In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music ("baroque") is played in the background.

The elaboration indicates that the students finish off what they have learned with dramas, songs, and games.

As an introduction the teacher teaches the material in "a playful manner" instead of analyzing lexis and grammar of the text in a directive manner.

Concert session (active and passive): In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.

The elaboration indicates that the students sing classical songs and play games while "the teacher acts more like a consultant".

The students spontaneously speak and interact in the target language without interruption or correction.

G) Primary Activation

The teacher is going to begin a new lesson, so he/she indicates to his/her students that this class will be very productive and educative. The teacher gives out dialogs that are made with the target language, and the students will use them individually or in groups and will reread out loud. (Larsen-Freeman D. , 2000, p. 85)

The dialogs are distributed in three parts, and the teacher should have three groups of students in the lesson, so the students read each part in a special manner: the first group shall read sadly; the next group, angrily and the last group, cheerfully (Larsen-Freeman D. , 2000, p. 85).

The teacher indicated to his/her students with a previous time that they have to bring costumes props depending what role reading will present, and students can do an individual role reading or a small group role reading for the class.

The teacher knows when the students are working as a group, they have a comprehension check, so the group says "What does that mean in English", and the group answers the question. Then the class is over (Bancroft W. , 1999, p. 261).

H) Secondary Activation (Creative Adaptation)

The teacher presents an introduction, and then she/he indicates to students that they are going to sing and dance during the class. Therefore, the students collaborate in some activities to learn the new material. As the activities are varied, the students are not allowed to focus on the form of the linguistic message, just the communicative intention (Larsen-Freeman D. , 2000, p. 85).

Then the teacher has rented some costume articles like hats, clothes, and other physical objects like chairs, pictures, and videotapes. With them, the students can

show a good dramatization to the teacher, and the students could obtain a good score (Bancroft W. , 1999, p. 262).

As some students can use the mime for learning many verbs, the other students can use other activity like hand clapping to learn numbers.

However, the students are allowed to use other games such as card games, Simon says, playing ball to improve their grammar structure (Bancroft W. , 1999, p. 262). The teacher was very happy and he/she really enjoyed the show, but the class is over.

3.1.3 Equipment required

The equipment and tools or materials, that teachers and students need to use to obtain a magnificent teaching and learning with each technique, are these ones:

Table 3

Equipment, tools and materials.

EQUIPMENT - TOOLS - MATERIALS	
Classroom´s walls	Pillows
Whiteboards	Tactile Toys
Desks – armchairs	Exercise equipment
Bulletin Board	Stereo
Costume props	Music (pre-classical, classical, or baroque.)
Light	Tapes of books or stories
Songs	Poems
Headsets	Storage of materials and supplies
Plants	Art – art objects
Rugs	Posters or decorations
Textbook posters	Text materials
Copy of the text	Stories

↔
Continue

Books	Vocabulary
Dictionary	Printed announcements
Pictures or graphics (flashcards)	Photographs
Scissors	Glue
Pen – Pencil	Paper – large wall papers
Dialogs	Something to color with
Diagrams	Blue-prints
Sketches	Scripts
Games	

CHAPTER 4: THE INSTITUTION

4.1 Information of the “Instituto Tecnológico Superior Central Técnico”

4.1.1 Mission

The INSTITUTO TECNOLÓGICO SUPERIOR CENTRAL TÉCNICO is a fiscal educative institution to assume the preparation of technical expertise in industrial bachelors of the following specializations: Automotive Electro Mechanical, Machining and Metal Buildings, Installations, Equipment and Electrical Machines and Electronic of Consume; and Science; according to the needs and development of the country.

4.1.2 Vision

To keep the leadership in the industrial technical education of the country in reference to the policies and needs required in the labor sector, Industrial - Business, remain the education reference of scientific and technological training and practice of technical bachelors suitable, responsible, solidary, with values and ethics under the frame of the good living.

4.1.3 General Objectives

1.-To train competent professionals with a high degree of knowledge and responsibility for insertion into the working world or project into college.

2.-To offer technicians bachelors to the country: Electricity and Electronics - Specialization: Installations, Equipment and Electric Machines; Specialization: Consumer Electronics; Automotive Mechanics - Specialization: Electro Mechanical; Industrial Mechanics - Specialization: Machining an Metal Buildings.

3.-To prepare industry-leading technical bachelors with critical thinking and social consciousness, so that effectively contribute to the improvement of technical and intellectual production of goods and services in accordance with the present and future needs of society.

4.-To offer a scientific, humanistic, technical and technological training at the highest academic level, respectful of human rights, of the gender equality and the environment that allows students to contribute to human development.

4.2 Principles of learning

The principles of teaching English as a second language is that students are interested in each of the issues which are analyzed so that they are used in daily life and can rely on each of them if it is necessary. For that it is implemented different types of strategies, techniques and methodology.

Within this, what is taken into account is the previous knowledge students have; to strengthen them so that they are acquired in a complete manner so that they can apply in daily life or at any time they need it, without any inconvenience and naturalness of the case.

4.3 English as a subject

English as a subject is one of the most essential parts, since at this point it is feasible and useful for students in any of the needs that are presented, and most

instructions, brochures and other instruments come in this language, and having a prior or basic knowledge of it can help them to develop themselves in a better way.

However, the same is not given the necessary importance because students think it is an imposition by the authorities, teachers and others. For this reason it is the rejection of most students to the subject, and for that reason within the subject must be applied different strategies and methodologies for students to take the subject as a distraction and most appropriate way inside it.

4.4 Application of English in the Institution

The application of English within the institution is very feasible because most instructive of all activities where they are going to develop come in this language, for that reason it will be more feasible for them to perform better within the scope labor.

The application of the subject is very dynamic, collaborative, and always working as a group and they have more confidence to perform tasks and apply it better. In addition to working with large groups will help them a lot to control the discipline of students and their job, either oral or written way.

2.3 Hypothesis Formulation

2.3.1 Working Hypothesis

The application of desuggestopedia will improve the syntax – English sentence structure in the students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico”, during the school year 2014 - 2015.

2.3.2 Null Hypothesis

The application of desuggestopedia will not improve the syntax – English sentence structure in the students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico”, during the school year 2014 - 2015.

PART THREE

METHODOLOGICAL DESIGN

3.1 Research type and design

The present study is an exploratory and quasi-experimental research.

Exploratory Investigation

An exploratory research is often based on secondary research, which means to take information from other literary sources. Also, this investigation will be exploratory since it will compare scores between two groups: the control group and the exploratory group. The goal of this study is to demonstrate the cause-effect of the independent variable (application of desuggestopedia) on the dependent variable (improvement of syntax). In this specific case, the second variable is observed and measured to establish the changes occurred. As an exploratory research uses two groups, the control group is the 1st A1 EFL classroom, while the experimental group is 1st A2 EFL classroom, both at night section. The experimental group will receive the information using techniques regarding to desuggestopedia, while the control group will be taught using a traditional methodology.

Quasi-Experimental Investigation

A quasi-experimental design is similar to an exploratory one due to it requires a control and an experimental group. In contrast, in a quasi-experimental design, the results obtained are measured or evaluated before to draw a conclusion. Moreover, a quasi-experimental investigation uses pre-tests done before any data is collected, and post-tests to compare the outcomes obtained.

3.2 Size of population and sample

To establish the size of the population and sample, the authors required information about the records of students' enrollment of first year of baccalaureate at "Instituto Tecnológico Superior Central Técnico", specialization Electromechanical Automotive during the school year 2014 - 2015.

According to the records, it was determined that in the morning there are four classrooms of this specialization, from A1 to A4, with a total number of 155 students. In the night section, there are just two classrooms A1 and A2, with 50 students in total. The Control group (A1) with 25 students and the Experimental group (A2) with 25 students. As the researchers work with the night section, a sample of the students of first year of baccalaureate specialization Electromechanical Automotive during the school year 2014 – 2015 will be considered for this study.

3.3 Field Work

The “Instituto Tecnológico Superior Central Técnico” is located in the Province of Pichincha, Canton Quito, and Parish Jipijapa. The address is Gaspar de Villarreal Avenue and Isla San Cristobal Street. The new regulations indicate that the institute is placed in the Zone 9, Circuit 5, District 5. At the time of developing this project, the Coordinator of the English Area and Tutor is Ms. Jeniffer Villavicencio.

This Institution has some specializations, but the present project is carried out with the specialization Electromechanical Automotive, in the first year of baccalaureate A1 and A2 EFL classrooms at night section.

3.4 Instruments for data collection

The instruments for gathering data will be a Pre-Test and a Post-Test for the experimental and control group. They will be created by the researcher in advance to be applied in the population.

The goal of the pre-test given to the students at the beginning of the research is to measure the grammar accuracy that students bring to the classroom. The achievement tests measure the accurate application of grammar structure and sentence patterns learned in class after the application of the method proposed. Lastly, a post-test will be given to evaluate and measure if syntax has been improved in all the areas learned during the research. With the results, the information gathered

requires to be processed and registered to obtain data to produce statistical information to give a feasible result.

Pre-Test.- A pre-test will be used at the beginning to determine students' management of syntax and language according to their level.

Post-Test.- At the end of the research, and after applying the desuggestopedia method, a post-test will be given to the students to determine whether they have improved in syntax or not. These results will be compared between the two groups.

3.5 Data Processing and Analysis

The data processing and analysis will be carried out after having the list of students of the control and experimental group. The real names will not appear to protect their integrity and/or sensitivity. Then, the pre-test will be applied to both groups, to continue with the tabulation of information and prepare the final presentation using descriptive statistics such as bar graphs, and referential statistics such as the z score to analyze the influence of desuggestopedia in learning syntax to determine the hypothesis.

The analysis of the pre-test and post-test of the experimental group will be done by calculating z to prove the alternative or null hypothesis.

PART FOUR

TESTING THE HYPOTHESIS

4.1 Graphical exposition of Pre-test (Control Group)

There were 23 students who took the pre-test from the control group and the grades are shown below. The grades are arranged from the highest to the lowest.

Table 4

Ungrouped data for results of Pre-Test. Control group 1o. A1.

PRE-TEST		
CONTROL GROUP 1o. A1		
No.	STUDENT	GRADE
1	STUDENT C	7
2	STUDENT B	6
3	STUDENT G	6
4	STUDENT N	6
5	STUDENT S	6
6	STUDENT T	6
7	STUDENT V	6
8	STUDENT D	5
9	STUDENT E	5
10	STUDENT H	5
11	STUDENT K	5
12	STUDENT L	5
13	STUDENT O	5
14	STUDENT Q	5
15	STUDENT I	4
16	STUDENT M	4
17	STUDENT P	4
18	STUDENT R	4
19	STUDENT W	4
20	STUDENT F	3
21	STUDENT X	3
22	STUDENT A	2
23	STUDENT U	2
	TOTAL	108
	n	23
	\bar{X}	4.70
	s²	1.77
	s	1.33

Source: (Instituto Tecnológico Superior Central Técnico, 2015)

The nomenclature is as follow:

n = the number of the sample

\bar{X} = arithmetic mean

s^2 = variance

s = standard deviation

From the information above, the mean, the variance, and the standard deviation were calculated using the formulas in excel. The mean is 4.70, the variance is 1.77 and the standard deviation is 1.33 for the results of the pre-test of the control group.

4.2 Graphical exposition of Pre-test (Experimental group)

The grades of the Experimental Group of students who took the pre-test are shown below. A total of 17 students attended classes the day of the pre-test.

Table 5**Ungrouped data for results of Pre-Test. Experimental group 1o. A2.**

PRE-TEST		
EXPERIMENTAL GROUP 1o. A2		
No.	STUDENT	GRADE
1	STUDENT I	7
2	STUDENT A	6
3	STUDENT D	6
4	STUDENT F	6
5	STUDENT O	6
6	STUDENT J	5
7	STUDENT L	5
8	STUDENT M	4
9	STUDENT Q	4
10	STUDENT R	4
11	STUDENT B	3
12	STUDENT C	3
13	STUDENT H	3
14	STUDENT N	3
15	STUDENT S	3
16	STUDENT K	2
17	STUDENT P	0
18	STUDENT E	
19	STUDENT G	
	TOTAL	70
	n	17
	\bar{X}	4.12
	s²	3.24
	s	1.80

Source: (Instituto Tecnológico Superior Central Técnico, 2015)

From the information above, the mean, the variance, and the standard deviation were calculated using the formulas in excel. The mean is 4.12, the variance is 3.24 and the standard deviation is 1.80 for the results of the pre-test of the experimental group.

In the following bar graph, the results of the mean, the variance, and the standard deviation of the pre-test of both groups are compared.

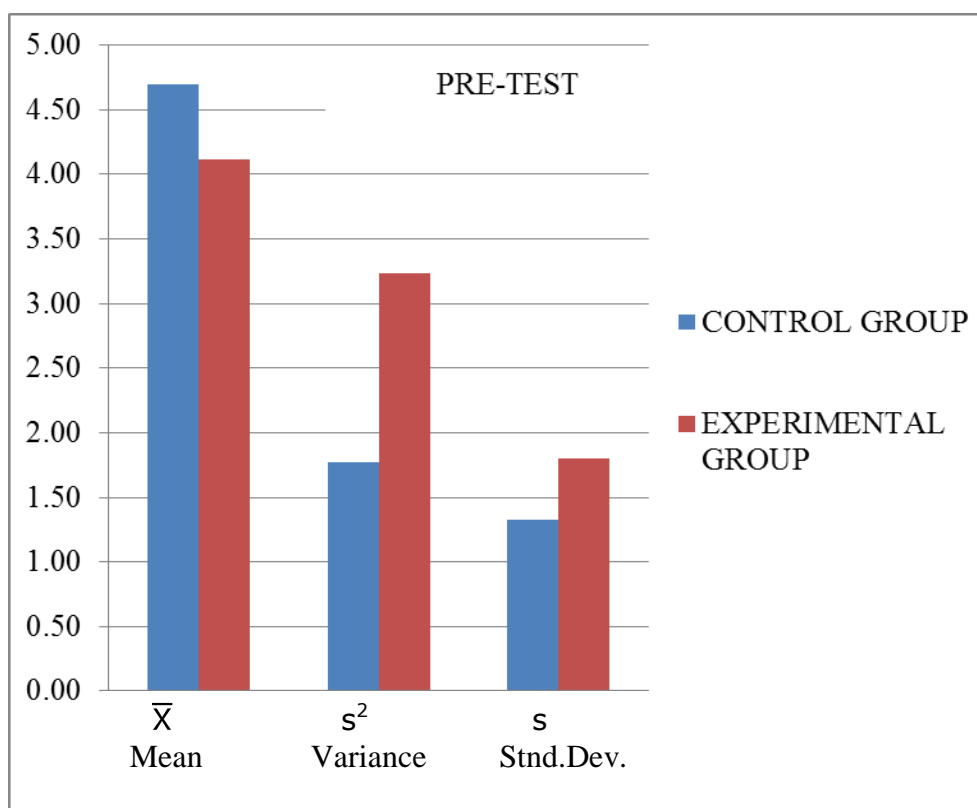


Figure 10: Comparison of the mean, variance and standard deviation of the pre-test of the control and experimental group.

4.3 Graphical exposition of Post-test (Control Group)

After applying the method of Desuggestopedia in order to determine if students of the experimental group have shown an improvement in syntax sentence-structure in English, a post-test was given to the students of both groups in order to measure the increase or decrease in knowledge and accuracy. Here there are the results for the 20 students of the control group who attended that class.

Table 6**Ungrouped data for results of the post-test. Control group 1o. A1.**

POST-TEST		
CONTROL GROUP 1o. A1		
No.	STUDENT	GRADE
1	STUDENT A	10
2	STUDENT B	9
3	STUDENT C	9
4	STUDENT D	8
5	STUDENT E	8
6	STUDENT F	8
7	STUDENT G	7
8	STUDENT H	7
9	STUDENT I	7
10	STUDENT J	6
11	STUDENT K	6
12	STUDENT L	6
13	STUDENT M	5
14	STUDENT N	5
15	STUDENT O	5
16	STUDENT P	5
17	STUDENT Q	5
18	STUDENT R	4
19	STUDENT S	4
20	STUDENT T	3
21	STUDENT U	3
22	STUDENT V	
23	STUDENT W	
24	STUDENT X	
	TOTAL	130
	n	21
	\bar{X}	6.19
	s²	3.96
	s	1.99

Source: (Instituto Tecnológico Superior Central Técnico, 2015)

From the information above, the mean, the variance, and standard deviation were calculated using the formulas in excel. The mean is 6.19, the variance is 3.96 and the standard deviation is 1.99 for the results of the post-test of the control group.

4.4 Graphical exposition of Post-test (Experimental group)

The results of the post-test for the experimental group can be seen in the following table. The day the researchers gave the post-test, 16 students attended classes.

Table 7

Ungrouped data for results of post-test. Experimental group 1o. A2.

POST-TEST		
EXPERIMENTAL GROUP 1o. A2		
No.	STUDENT	GRADE
1	STUDENT A	10
2	STUDENT B	9
3	STUDENT C	8
4	STUDENT D	8
5	STUDENT E	8
6	STUDENT F	8
7	STUDENT G	8
8	STUDENT H	8
9	STUDENT I	7
10	STUDENT J	6
11	STUDENT K	6
12	STUDENT L	6
13	STUDENT M	6
14	STUDENT N	5
15	STUDENT O	4
16	STUDENT P	3
	STUDENT Q	
	STUDENT R	
	STUDENT S	
	TOTAL	110
	n	16
	\bar{X}	6.88
	s²	3.45
	s	1.86

Source: (Instituto Tecnológico Superior Central Técnico, 2015)

To calculate the mean, the variance, and standard deviation, the researchers used the formulas in excel. The mean is 6.88, the variance is 3.45 and the standard deviation is 1.86 for the results of the post-test of the experimental group.

In the following bar graph, the results of the mean, the variance, and the standard deviation of the post-test of both groups are compared.

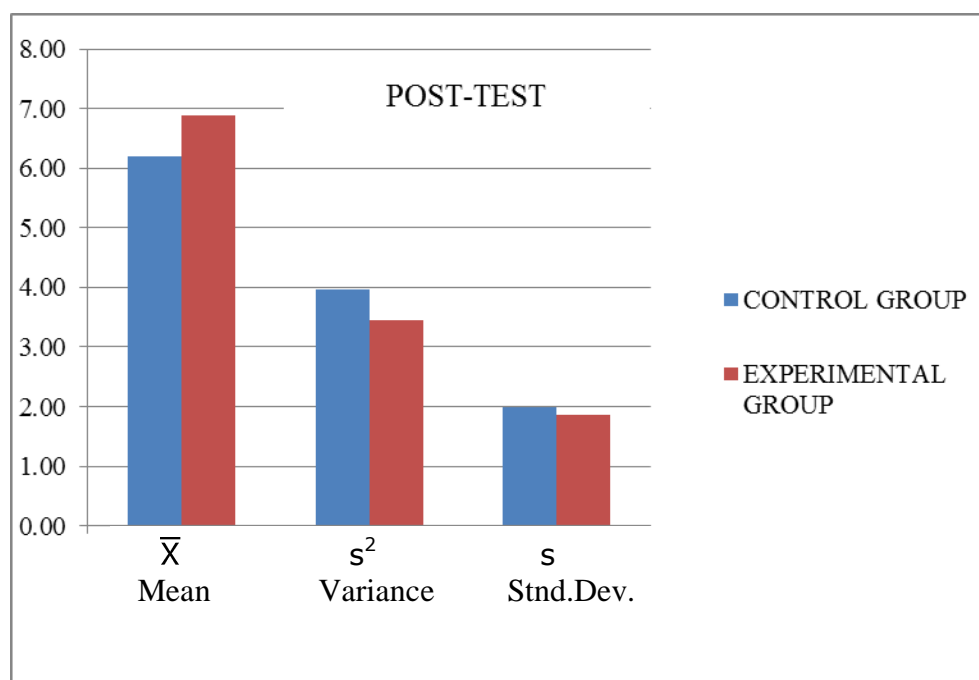


Figure 11: Comparison of the mean, variance and standard deviation of the post-test of the control and experimental group.

4.5 Testing the Hypothesis

4.5.1 Working Hypothesis

The application of desuggestopedia will improve the syntax – English sentence structure in the students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico”, during the school year 2014 - 2015.

4.5.2 Null Hypothesis

The application of desuggestopedia will not improve the syntax – English sentence structure in the students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico”, during the school year 2014 - 2015.

4.6 Pre-test vs Post-test – Experimental group

To test the hypothesis, the pre-test vs the post-test of the experimental group are measured in order to determine if the hypothesis is null or not. With these results, the researchers determine the final results of this investigation.

Table 8

Comparison of pre and post-test of Experimental Group.

EXPERIMENTAL GROUP 1o. A2			
No.	STUDENT	PRE-TEST GRADE	POST-TEST GRADE
1	STUDENT A	6	10
2	STUDENT B	3	9
3	STUDENT C	3	8
4	STUDENT D	6	8
5	STUDENT E		8
6	STUDENT F	6	8
7	STUDENT G		8
8	STUDENT H	3	8
9	STUDENT I	7	7
10	STUDENT J	5	6
11	STUDENT K	2	6
12	STUDENT L	5	6
13	STUDENT M	4	6
14	STUDENT N	3	5
15	STUDENT O	6	4
16	STUDENT P	0	3
17	STUDENT Q	4	
18	STUDENT R	4	
19	STUDENT S	3	
	TOTAL	70	110
	n	17	16
	\bar{X}	4.12	6.88
	s²	3.24	3.45

s	1.80	1.86
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Source: (Instituto Tecnológico Superior Central Técnico, 2015)

If we calculate z with a probability that the students get a grade ≥ 7 that is the minimal punctuation required to approve an evaluation, then the formula gets the following data:

Probability to approve the test $P(X \geq 7)$

$$z = \frac{X - \bar{X}}{s}$$

For the Pre-test:

$$z = \frac{7 - 4.12}{1.8} = 1.6$$

For the Post-test:

$$z = \frac{7 - 6.88}{1.86} = 0.064$$

Pre-Test: Searching in the Normal Distribution Table the critical value of 1.60, we obtain 0.9452. Subtracting $1 - 0.9452 = 0.0548 = 5\%$. This percentage means that the 5% of the students of the Experimental Group had the probability of getting 7 or more in the pre-test.

Post-Test: Searching the critical value of 0.064 we obtain 0.5239. Subtracting $1 - 0.5239 = 0.4761 = 48\%$. This percentage means that the 48% of the students of the Experimental Group had the probability of getting 7 or more in the post-test.

The confidence level is 95%, which means 5% of error. This 95% is represented in the table of Normal Distribution by 1.96 or 0.4750. To accept the null

hypothesis, the data obtained must be in these ranges; otherwise, the working hypothesis will be considered approved.

Next, calculating z from Excel, the table is as follow:

Table 9

z- test for the pre-test and post-test of experimental group.

z test for means of two samples

	Variable 1	Variable 2
Mean	4.11764705	6.875
Variance (known)	3.24	3.45
Observations	17	16
Hypothetical difference of the means	0	
z	-4.32628698	
P(Z<=z) one tail	7.58219149	
Critical Value of z (two tails)	1.95996398	

Source: (Instituto Tecnológico Superior Central Técnico, 2015)

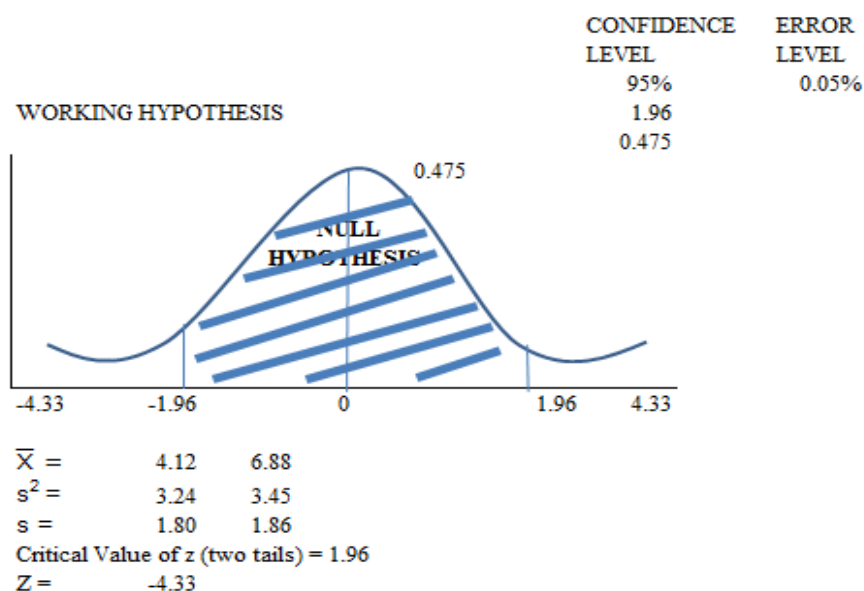


Figure 12: z value represented in the normal-curved bell.

As the value of z is -4.32 , the null hypothesis is discarded. It means that the application of desuggestopedia allowed the improvement of syntax in the experimental group of students of the first year of baccalaureate, specialization Electromechanical Automotive, A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico”, night section, during the school year 2014 - 2015.

4.7 Analysis of results

Pre-Test.- The pre-test was designed in order to measure students' previous management of syntax. It contains three parts such as word level categories, basic grammar, and sentence patterns. The question about word level categories tries to identify if the student is able to distinguish basic levels of sentence structure such as determiners, adjectives, adverbs, nouns, verbs, and prepositions. In the second question, about basic grammar, the students have to complete sentences using prepositions and grammar tenses, among others. In the last question, the students have to unscramble the words to make different sentence patterns. As the students are in the first year of baccalaureate, the vocabulary chosen and the tenses were according to a basic level of English.

The information obtained was gathered and organized in a table to obtain the mean, variance, and standard deviation. According to the results of the mean, it is observable that the students did not manage the basic syntax structures in English because both arithmetic means were around 5 and 4 points.

Post-test.- The post-test was given after teaching syntax and sentence structures in English, along with the application of desuggestopedia in the experimental group, and a traditional methodology in the control group. The areas covered in this test were word level categories, phrasal categories, and sentence patterns. In fact, the experimental group showed an increase of students with better grades, which means a better dominance of the structures. These final results demonstrate the benefit of applying desuggestopedia in the classroom to learn syntax in a better way.

4.8 Conclusions

With the results obtained, as the value of $z = -4.32$, the null hypothesis is rejected and the working hypothesis is considered asserted. According to the working hypothesis, the experimental group showed a steady improvement of English sentence structures after applying desuggestopedia, which was demonstrated in the results of the different tests given to them. So, the students were interested and able to understand the different English sentence structures. At the same time, they had fun and relaxation because they practiced with different techniques.

The method, which we have used, is the desuggestopedia with the students. This one helped us to check on the behavior the students have had with this methodology and we have seen that when students start classes, they were impressed and sundry with the different techniques that we presented and it was something new for them. Students also were able to remember about the grammatical structure (syntax) that we teach and there was good progress and learning. During class, you could see that the students were encouraged and amused with the various themes that we presented and they even laughed and moved from their desk wanting to participate and learn. There was a good response to this method by them.

In every lesson, we could use several techniques to tell students about the grammatical structure (syntax), and as we taught them the different themes corresponding to the syntax, it was found progress with the various activities we do in class, and were developed by students. Therefore students improved learning, understanding and development of syntax.

4.9 Recommendations

Desuggestopedia should be considered as an alternative method, which can contribute with excellent outcomes when combined with other methods in order to be eclectic and allow multiple intelligences have a chance to learn.

The methodology of desuggestopedia, it can be converted into an excellent mechanism for learning English, and students have embraced as a simple and efficient way. In this methodology it is to be considered as a successful and great satisfaction that will achieve change in the student that fear and suspicion in a fervent desire to learn this wonderful language. This method of desuggestopedia enthusiastically promotes the desire to extend this teaching courses in each specialty and working day, and the various other public and private schools and thus to universities.

They should have the support of different institutions, organizations and individuals dedicated to the research and even more of this methodology, and this idea that transcends local, provincial, institutional and international level. The results have been successful, great achievements by the student with this new methodology and innovating in their minds a very positive response in the English language.

PART FIVE

THE PROPOSAL

PROPOSAL FOR TEACHERS

Title: Training program to teach the desuggestopedia method to the English teachers of “Instituto Tecnológico Superior Central Técnico” during the second term January 2016 – August 2016.

Informative data

Institution: Instituto Tecnológico Superior Central Técnico
Location: Quito, Pichincha
Address: Av. Gaspar de Villarroel E6-126
Study Mode: Present

Background

Communication is an important and necessary area for the performance of people at work and their daily activities. Therefore, people need to acquire efficient communication worldwide, using a lingual Franca such English.

During the last decades, the education had shown in its distinct areas many problems and these ones affected to the teachers and students in general. It is said that some English teachers demonstrate much deficiency in their teaching. However, there are some reasons for this deficiency, but the principal one is concerned with the way the teachers explain the lesson, they impart knowledge with traditional teaching techniques, using a text to explain and do certain or various exercises without much practice.

We could notice that teacher training is very scarce at Instituto Tecnológico Superior Central Técnico. In the present, in accordance with the evaluations of the teachers, the level of teaching and learning show a series of insufficiency, a situation that affects the understanding of the language on the part of students. With the

objective to resolve those shortcomings, we would like to give to the English teachers training about an efficient methodology called desuggestopedia which could improve their teaching. So, students will show understanding, motivation, communication and very good scores in the different activities they will learn and practice in the themes. Therefore, if the teachers use the desuggestopedia method, they will help students to improve their English grammar structure, because the students will feel more motivated and relaxed and they will pay attention to the grammar structure to produce better sentences.

Our concern is also focused on the teacher's motivation, because they have to find a reason to teach and learn with new methodologies and these ones can be practiced in every lesson.

In this sense, it is essential the incorporation of a program of training to teach the desuggestopedia method to facilitate the teaching-learning process, as it does not only provide better educational tools but are more effective for attracting the attention of the teachers and students.

Justification

In today's world the teaching and learning of English as a foreign language has increased around the world. Based on studies conducted, this proposal responds to the needs that exist within a classroom for both students and for teachers in English language, that is the importance of foreign language in our country, by virtue of this, with the creation of this training program will help improve the teaching staff, professional and personal and turn in the investigation or exploration of the development and welfare of the school community, the same that are created to improve the language skills, and the English grammar structure that teachers need to teach and students need to learn with the desuggestopedia method.

Consequently, we have found that Desuggestopedia is a methodology that allows developing motivation in learning English, and generates the student's

learning through playful methods which are interactive games developed in the classroom. The advantages of this method result in the acquisition and language learning in less time. This methodology reduces the time the brain assimilates information, and it is based on studies of suggestion that **UNESCO** determined to be effective. The use of the desuggestopedia method leads to the following important points:

- Increased efficiency and effectiveness in the teaching process.
- Increased opportunities for participation and discussion in class, given that it increases the levels of interaction between teacher and students, the subject and the methodology with its techniques used.
- Optimization of the class time, as it allows using new sources of educational resources.

Through this training, teachers displayed new tactics and improve their teaching to develop students learning of grammatical structure. From the point of view of the teachers, this training is very essential for their professional life, because they will have the capacity to know the way to use the desuggestopedia method to teach English grammar structure, therefore it will allow them to improve their classroom organization, encouraging students to fulfill their learning, activities and tasks more effectively.

In this sense, the importance of the development of the present program of training takes root in offering a better method and resources to the teachers, so these ones could be implemented in the teaching - learning of the English language, allowing to reach an appropriate yield and to guarantee the execution of the academic planning.

The beneficiaries are the teachers in this training, who will have better ideas, and resources to teach English correctly. The other beneficiaries are the students, who will be supported in specialized learning resources that support the performance

of their tasks. Finally, the educational institution is benefited because it will have High levels of academic quality supported with specialized resources.

Objectives

General objective

To apply a program of training to teach the desuggestopedia method to the English teachers of "Instituto Tecnológico Superior Central Técnico" during the second term January 2016 - August 2016.

Specific objectives

- To establish the theoretical base of the desuggestopedia method to teach the English language.
- To determine teachers' difficulty in learning the desuggestopedia method.
- To analyze the improvement of the processes of teaching - learning of the desuggestopedia method in the English language.
- To design a training plan for the teachers.
- To evaluate teachers to verify their comprehension with the method.

Feasibility analysis

The present program of training will be carried out at "Instituto Tecnológico Superior Central Técnico", with the group of English teachers during the second academic period.

After noticing the problem, the tutors had an approval of doing this training from the vice – director of the institution, and then tutors or group work decided to implement some tutorials about the desuggestopedia method for English teachers to use that method with their lessons, and to obtain a possible solution for their problem

of unknown and unpracticed methodology. Therefore, English teachers should come to the tutorials, which will be established on Saturdays. The English teachers will learn and practice the distinctive activities with various techniques which will be prepared to be applied, and the teachers will be monitored every activity to verify their motivation and improvement. Hence, the teachers will be scored to know their understanding. Also, the tutors will listen some teachers' suggestions such as if they like this training, what they think about this method, among others.

In the economical aspect, the cost of the current project, which includes papers, copies, materials, etc..., is low (not so expensive). The tutor will need to acquire as many copies from the main paper as he cans for the group, because it shows the themes and different activities which will be developed by teachers every Saturday. The teachers shall show much comprehension with the concept, techniques and activities from the desuggestopedia method, then teachers could obtain an experience from this method, so they need to practice each technique and the tutor will monitor and score teachers' comprehension. However, the tutor needs to use other things such as posters of different themes, different colours of markers, papers, and cardboard for the teaching.

Time: The teachers will attend the training during three Saturdays, from 9:00 am to 11:15 am. So, tutors will be presenting distinctive activities during those Saturdays. These classes will be performing before the beginning of the second term.

Itinerary or Training plan

First Saturday	
9:00 am - 9:15 am	Opening Program of training.
9:20 am - 10:15 am	What is the desuggestopedia method?
10:15 am - 11:00 am	How the desuggestopedia method serves to the English teachers for their teaching in the class.
11:00 am - 11:15 am	Activities or tests.

Second Saturday	
9:00 am - 10:00 am	How the desuggestopedia method serves to students.
10:00 am - 10:15 am	Break.
10:15 am - 11:00 am	The most appropriate desuggestopedia techniques.
11:00 am - 11:15 am	Activities or tests.

Third Saturday	
9:00 am - 10:00 am	Optimal materials to teach with desuggestopedia.
10:00 am - 11:00 am	Teachers' evaluation to measure and improve.
11:00 am - 11:15 am	Ending Program of training.

PROPOSAL FOR STUDENTS

Title: To implement tutorials using the desuggestopedia method for students with low performance in Syntax - English sentence structure of the first year of baccalaureate, electromechanical automotive A1 and A2 EFL classrooms at “Instituto Tecnológico Superior Central Técnico” during the first term September 2015 – January 2016.

Informative data

Institution: Instituto Tecnológico Superior Central Técnico
Location: Quito, Pichincha
Address: Av. Gaspar de Villarroel E6-126.
Study Mode: Presential
Levels: 1 “A1” and “A2” Electromechanical Automotive
Term: September 2015 – January 2016.

Background

The “**Instituto Tecnológico Superior Central Técnico**” is one of the most representative educational institutions, which hosts thousands of students. It was created in 1871 and has a broad trajectory in the educational field.

The level of English is very poor to achieve an optimal level of English proficiency. The curriculum is not adapted to the needs and expectations of students, and finally, it does not exist satisfactory methodologies, which could improve students’ progress in the language. Therefore, the students pass the English language with poor and limited knowledge, and they do not admit it as an important issue or relevant language.

The students show a serious deficiency in various skills such as listening, speaking, reading and writing. There are some main reasons for this deficiency. The first one is concerned with the way which the teachers explain the class, they impart

knowledge with traditional teaching techniques, using a text to explain and do certain exercises with little practice. Then, the second one is the lack of methodological tools used in the class. For example, it is important to teach “listening” through auditory or audiovisual media which enable students to understand the pronunciation, expressions and context.

We can notice that these tools are not used for learning this language. So, this terribly generates a low motivation and a poor achievement for being the types of theoretical classes which produce tiredness, boredom and scare in students. Finally, there is a curriculum but it is not a logically structured one and neither presents an appropriate methodology, so this generates a lack of skills in English language, creating the central problem mentioned.

Our research began with a group of students from Electromechanical Automotive, classrooms 1 “A1” and “A2”, whose syntax – English sentence structure was very low. So our concern is focused on the motivation and permanent English to get students find a reason to learn and practice the English sentence structure.

During this period, we were using different techniques from the desuggestopedia method. So our students learned and practiced different themes from the English sentence structure such as phrasal categories, etc. We could see that our students manifested excellent motivation and interest to learn the syntax, and they cooperated doing the different activities inside or outside the classroom.

To accomplish the goal of getting students succeed in the English sentence structure (Syntax), we have designed a series of activities, which will engage students in the theme, and their scores will be improved. Then, they will have a high performance and at the same time provide them with enhancing activities to motivate their learning.

Justification

In today's world, the learning of English as a foreign language has increased around the world. A big amount of students is interested in acquiring this language because it is a helpful tool in their studies and future professions. So, the English language requires from complementary elements, and the area of knowledge and teaching is established and converts into practice and methodology, which in turn will be integrated into the development and communication skills such as listening, speaking, reading and writing. It is necessary to establish plans and methods according to the approaches taken by governmental institutions in charge of education. It is a joint work and requires that the state and international organizations consider the possibility of contributing to improve the teaching of English conditions, and within that concept, the government outlines the Plan of Good Living that supports national education.

The approach to innovative and motivating methodological alternatives that promote students interest, will allow a better performance in language and with this the benefits are expected to be seen in a short term.

The method attempts to explore the possibilities of the brain to increase the mental capacity of the two hemispheres, for which the suggestion is used through music, relaxation, deep breathing, and imagination to achieve that students acquire the second language in a fast, safe and entertaining way. In this methodology, some resources such as posters, drawings, tenuous light, music, acting, etc... are used to achieve the target in learning, influencing in the improvement of syntax when learning English.

LESSON PLAN N° 1

Group: First Year of Baccalaureate A1 and A2	Date: 07/05/2015	Time: 3 hours	No. of students: 50
Recent Grammar Point:	Recent Language work: Method: Desuggestopedia		
Aims: Talk about sports using the Present Simple Tense.			
Objectives: Listen and repeat vocabulary about Sports and Activities. Identify WORD LEVEL CATEGORIES: what a noun, an adjective, a verb, a preposition, an adverb, a determiner, and a conjunction are. Make a table to learn about Collocations (GO, PLAY, and DO + Sports). Write logical sentences using collocations. Talk about your favorite sportsman/sportswoman in 1 minute.			
Assessment: Talk about your favorite sportsman/sportswoman in 1 minute by using a speaking rubric.			
Materials: Student book, audio CD, flashcards and posters.			
Anticipated problems: The student has some problems with the basic structure of present simple and the third person in singular.			
Timing	Teacher activity	Student activity	Success Indicators
5 minutes	<u>EXPERIENCE</u> Extrinsic motivation: Guess the sports. Group work.	Logical process Have students to listen and guess the sport the teacher explains.	Gives proper answers respecting time, turns, classmates, and the environment.
	<u>REFLEXION</u> Pre-requirements Show pictures about sports and activities.	Critical process Match the vocabulary with the pictures. Have students to work in groups.	Completes sentences using collocations in context.
10 minutes	Knowledge building Listen and practice the vocabulary about sports. Ask students to match pictures with the sport.	TRANSFER Creative process	Gives some biographical details about his/her favorite



Continue

<p>10 minutes</p>	<p>Identify WORD LEVEL CATEGORIES.</p> <p>Complete a table classifying collocations.</p> <p>Use collocations in context.</p> <p><u>CONCEPTUALIZATION</u></p> <p>Ask students to write sentences using Present Simple (+), (-), (?), and short answers.</p>	<p>Students complete the table with the sports given.</p> <p>Students make their own sentences using collocations.</p>	<p>sportsperson.</p>
<p>10 minutes</p>	<p><u>APPLICATION OF DESUGGESTOPEDIA</u></p> <p><u>ACTIVITY:</u></p> <p><u>CHOOSE A NEW IDENTITY:</u> <i>My name is...</i></p> <p>Choose a sportsperson and search about his/her life.</p> <p>Expose your new biography in 1 minute.</p>	<p>Students prepare the information about their favorite sportsman/ Sportswoman.</p>	<p>Uses and pronounces the language correctly.</p>
<p>Additional Possibilities:</p> <p>Show pictures of sports and elicit sentences using present simple.</p>			
<p>Homework/Further work:</p> <p>Have Students complete workbook.</p>			

English Teacher

Area Coordinator

Vice principal

Figure 13: Lesson Plan No.-1

LESSON PLAN N° 2

Group: First Year of Baccalaureate A1 and A2	Date: 09/05/2015	Time: 3 hours	No. of students: 50
Recent Grammar Point: Present Simple.	Recent Language work: Speaking using Present Simple and Sports to describe a biography. Method: Desuggestopedia		
Aims: Use Present Continuous to describe actions that occur at the moment. Contrast the Present Simple vs Present Continuous.			
Objectives: Describe what people are doing in the classroom right now. Use vocabulary related to classroom activities. Identify PHRASAL LEVEL CATEGORIES. Learn about SENTENCE PATTERNS. Dramatize a familiar situation describing what they are doing.			
Assessment: Look at some pictures and describe what each person is doing. A speaking rubric would be used.			
Materials: Student book, audio CD, flashcards and posters.			
Anticipated problems: Students do not know the structure of present continuous in all its forms.			
Timing	Teacher activity	Student activity	Success Indicators
5 minutes	<p><u>EXPERIENCE</u></p> <p>Extrinsic motivation: Hangman game with vocabulary about the classroom. Group work.</p> <p><u>REFLEXION</u></p> <p>Pre-requirements Elicit the name of different objects/actions in the classroom and perform some commands.</p> <p>Knowledge building Listen the new vocabulary (Flashcards).</p>	<p>Logical process Students try to guess the hidden words using the cues in the game.</p> <p>Use prior knowledge to connect with the new topics through questions and answers.</p> <p>Critical process Look at the pictures and describe what</p>	<p>Guesses the words in few attempts and right spelling.</p> <p>Describes effectively what people in the pictures are doing, using the Present Continuous and the vocabulary learnt.</p>



Continue

<p>10 minutes</p>	<p>Ask students to match pictures with the vocabulary. Identify PHRASAL LEVEL CATEGORIES. Make sentences using different SENTENCE PATTERNS.</p>	<p>people are doing using the vocabulary.</p>	<p>Uses and pronounces the language correctly.</p>
<p>10 minutes</p>	<p>Motivate students to do the positive suggestion with the teacher using the new vocabulary. <u>CONCEPTUALIZATION</u> Write on the board sentences using the Present continuous in (+), (-), (?), and short answers.</p>	<p>TRANSFER Creative process Students elaborate a script where each one is doing different activities.</p>	
<p>10 minutes</p>	<p><u>APPLICATION OF DESUGGESTOPEDIA ACTIVITY:</u> <u>Positive Suggestion:</u> The teacher flatters the students and gives them a little encouragement to stimulate their participation.</p>		
<p>Additional Possibilities: Mime different situations and the students guess what that person is doing.</p>			
<p>Homework/Further work: Write instant messages, asking and telling your friends what they are doing now.</p>			

English Teacher

Area Coordinator

Vice principal

Figure 14: Lesson Plan No.- 2

LESSON PLAN N° 3

Group: First Year of Baccalaureate A1 and A2	Date: 11/05/2015	Time: 3 hour	No. of students: 50
Recent Grammar Point: Present simple and present continuous.	Recent Language work: game with vocabulary about the classroom, students learned the new vocabulary and sentences using the Present continuous in (+), (-), (?), and short answers. Positive Suggestion: Students pay attention to teacher's speech. Method: Desuggestopedia		
Aims: Scan for specific information about homeschooling.			
Objectives: Analyze vocabulary in context and new words. Read an article about homeschooling in The U.S.A. Answer questions about homeschooling in The U.S.A.			
Assessment: Write a summary of the homeschooling reading and use the verbs, tenses giving in the class. A writing rubric would be used.			
Materials: Student book, audio CD, English copybook, word search puzzle and posters, white board markers, pens, pencils, paper or notebook, liquid paper or eraser.			
Anticipated problems: Difference between present simple and past simple.			
Timing	Teacher activity	Student activity	Success Indicators
5 minutes	<u>EXPERIENCE</u> Extrinsic motivation: Write a famous phrase on the board. Use a word search puzzle marker for new vocabulary.	Logical process Students learn new vocabulary and give their opinion about each word, and discuss about good things in school.	Summarizes the content correctly. Completes sentences using the proper form of the grammar in context.
10 minutes	<u>REFLEXION</u> Pre-requirements The peripheral learning (posters) is used to recall about the simple present with the word level categories and collocations.	Critical process Students prepare an oral example from what is learned on the poster.	Makes logical sentences using simple present and simple past.



Continue

5 minutes	<p>Knowledge building Find new vocabulary of the Homeschooling reading and explain the meaning.</p>	Check new vocabulary in context and practice pronunciation.	Reads and understands writing messages in a context.
5 minutes	<p>CONCEPTUALIZATION Students write a few sentences in the notebook using the simple present with new verbs.</p>	TRANSFER Creative process Students listen the reading and get some ideas about it, then they are put on the walls.	Uses and pronounces the language correctly.
10 minutes	<p>The teacher rapidly observes student's writing.</p> <p>APPLICATION OF DESUGGESTOPEDIA</p> <p>ACTIVITY: Primary activation Motivate students to listen the Homeschooling reading using the primary activation technique. Students answer the questions about homeschooling in The U.S.A.</p>	Answer questions about the reading. Students tell good and bad things about homeschooling.	
<p>Additional Possibilities: Write the dates, days or months next to the expressions.</p>			
<p>Homework/Further work: Have students complete the Workbook pags. 100, 102, 104, 131.</p>			

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Figure 15: Lesson Plan No.- 3

LESSON PLAN N° 4

Group: First Year of Baccalaureate A1 and A2	Date: 14/05/2015	Time: 3 hours	No. of students: 50
Recent Grammar Point: simple present and simple past.	Recent Language work: Motivate students to listen the Homeschooling using the primary activation, and answer the questions about homeschooling in The U.S.A. Remember about the simple present and simple past with peripheral learning. Learn new vocabulary. Method: Desuggestopedia		
Aims: Talking about the kind of clothes they like to apply it in their daily life.			
Objectives: Observe and learn new vocabulary. Identify PHRASAL LEVEL CATEGORIES. Understand about the use of the different SENTENCE PATTERNS.			
Assessment: Students write some examples by using the structure already learnt. They can use the sentence pattern 1 and 2 or the other ones.			
Materials: Student book, flashcards and posters, white board markers, pens, pencils, notebook, eraser.			
Anticipated problems: Work with the vocabulary giving in the class and practice the writing part with it.			
Timing	Teacher activity	Student activity	Success Indicators
5 minutes	<u>EXPERIENCE</u> Extrinsic motivation: Show some flashcards with new vocabulary as a game.	Logical process Have students to learn and write a new vocabulary in the notebook.	Summarizes the content correctly.
10 minutes	<u>REFLEXION</u> Pre-requirements Teach the clothes and accessories, then students match with the pictures. Knowledge building Recall about two phrasal level categories with some examples on a poster. Write	Critical process Have them to look at the pictures presented and have students to match the vocabulary. Students listen and spell each word slowly.	Completes sentences using phrasal level categories in context.



Continue

<p>10 minutes</p>	<p>some adjectives as an example on other poster.</p> <p>Write a few examples which are taken from the book on the board and students have to fill in the blanks.</p> <p><u>CONCEPTUALIZATION</u></p> <p>Ask students to work in pairs. Students can remember about sentence patterns writing some exercises. Then students show their answers.</p> <p><u>APPLICATION OF DESUGGESTOPEDIA</u></p> <p><u>ACTIVITY:</u></p> <p><u>Peripheral learning</u></p> <p>Students have to design a poster with the information they have learnt.</p>	<p>Students watch and learn from the poster, but they have to write everything in the notebook.</p> <p>Students pass to the board to fill in the blanks and copy in the book.</p> <p>Students work in pairs, and practice some exercises.</p> <p>TRANSFER</p> <p>Creative process</p> <p>They write 3 or 4 lines about the clothes their classmates are wearing.</p> <p>Students listen the activity with pre-classical or baroque music.</p>	<p>Uses and pronounces the language correctly.</p> <p>Answers questions actively.</p> <p>Reads and understands writing messages in a context.</p>
<p>Additional Possibilities:</p> <p>Play with flashcards to increase their memory and remember the grammar and vocabulary.</p>			
<p>Homework/Further work:</p> <p>Have students complete workbook exercise 12-14.</p>			

English Teacher

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Vice principal

Figure 16: Lesson Plan No.- 4

**“INSTITUTO TECNOLÓGICO SUPERIOR CENTRAL TÉCNICO”
FIRST YEAR OF BACCALAUREATE, ELECTROMECHANICAL
AUTOMOTIVE A1 AND A2 EFL CLASSROOMS**

TEXT AND ACTIVITIES

The following theory and exercises are the distinct themes based on the English grammar structure, which have been taught to the students of first year of baccaureate.

DETERMINERS

This

That

These

Those

a

an

The

POSSESSIVE PRONOUNS

My

Your

His

Her

Our

Their

QUANTIFIERS

Some

Most

a few

a Little

CONJUNCTIONS

And

Nor

But

Or

So

Yet

PREPOSITIONS

For

In

On

At

Behind

Under

ACTIVITY No. - 1

TECHNIQUE: Peripheral Learning.

THEME: Word level categories.

DEVELOPMENT OF THE ACTIVITY: The students should correctly collocate the next words in each word level category (Determiner, adjective, noun):

My, expensive, shoes, some, mean, girls, the, low, hill, An, American, watch

Determiner + Adjective + Noun

A young boy

ASSESSMENT: The teacher watches the activity which is done by students and corrects those exercises with them, so they can see what is wrong. Then the teacher gives the students a test which should be done by them.

ACTIVITY No. - 2

TECHNIQUE: Peripheral learning and flashcards.

THEME: Word level categories (verb and adverb).

DEVELOPMENT OF THE ACTIVITY: The students collocate the pictures according to the verb and adverb.

VERB + ADVERB

write




clearly



run

fast



dance	crazily	
speak	loudly	
drive	carefully	

ASSESSMENT: The students do a test, which was made by the teacher to see their improvement. The teacher also checks students' comprehension and motivation.

ACTIVITY No. - 3

TECHNIQUE: Peripheral learning and pictures.

THEME: Prepositions.

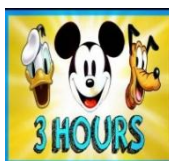
DEVELOPMENT OF THE ACTIVITY: The students correctly collocate the prepositions which are in bold, based in the pictures.

In	the morning	
on	the sofa	
at	school	

at the beach



for 3 hours



for you

behind the church



under the bed



ASSESSMENT: The students do a test again, so the teacher may verify their improvement and understanding.

ACTIVITY No. - 4

TECHNIQUE: Peripheral learning and pictures.

THEME: Sentence pattern 1.

DEVELOPMENT OF THE ACTIVITY: The students search the pictures according to each sentence, and then they have to pronounce the sentence and act according to the picture.





SENTENCE PATTERN 1

Subject + Intransitive Verb (Vi)

Dog

barks



Father	sleeps	
Sun	rises	
Water	boils	
Bird	Sings	

The verbs which are used with the third person (he, she, it/father, mother, sun) must be inserted the S.

ASSESSMENT: The teacher gives a test to the students, so they should do it and the teacher can analyze their comprehension and motivation.

ACTIVITY No. - 5

TECHNIQUE: Peripheral learning and flashcards.

THEME: Sentence pattern 2.

DEVELOPMENT OF THE ACTIVITY: The students should correctly collocate each word and the pictures from the desk on the posters according to the sentence pattern 2. While the students do this activity, the teacher observes the students, and later correct with them to identify the mistakes.

SENTENCE PATTERNS 2

Subject + Transitive Verb (vt) + Direct Object (D.O)

I

love

you



You

wrote

a letter



He/she

eats

a sandwich



The teacher

explains

the lesson



We watched that movie



My friends drink a soda



ASSESSMENT: The students do a test which is related to the lesson that was taught.

ACTIVITY No. - 6

TECHNIQUE: Peripheral learning and pictures.

THEME: Sentence pattern 3.

DEVELOPMENT OF THE ACTIVITY: Students should look at the following soup words and locate the words correctly to form the sentence based on the sentence pattern 3.

SENTENCE PATTERN 3

Subject (sujeto) + VL (linking verb) + P.A. (adjective/adjetivo)

I am happy

They was

Zealous great
 The match Adam Sandler We
 is funny
 were You
 are affectionate
 practical are

ASSESSMENT: the teacher observes students' attitude and understanding. But the students must do a test which is related to the lesson, and then the teacher can verify students' knowledge and motivation.

ACTIVITY No. - 7

TECHNIQUE: Peripheral learning and pictures.

THEME: Sentence pattern 4.

DEVELOPMENT OF THE ACTIVITY: Place the following drawings in each sentence according to the sentence pattern 4.





SENTENCE PATTERN 4

Subject	+	VL (linking verb)	+	P.N. (noun)
I		am		a scientist
My partner		is		a clown
He/she		is		a journalist
Our president		is		an economist
You		are		my friend
They		were		prisoners

ASSESSMENT: The students do a test that is associated with the theme which has been taught in class. This activity demonstrates students' understanding and emotion.

ACTIVITY No. - 8

TECHNIQUE: Peripheral learning and pictures or drawings.

THEME: Sentence pattern 5.

DEVELOPMENT OF THE ACTIVITY: The students have to make their own posters, so they can obtain some drawings or pictures from a magazine and paste those ones on the poster; students can use different colored markers to write the

sentences on other poster. Then, students have to explain what they understand about the information.

SENTENCE PATTERN 5

Subject + Vt(transitive verb) + I.O. (Indirect object) + D.O. (Direct object)

My sister wrote me a letter

I gave my mom a kiss

The students sent the teacher a gift

The president indicates my friends a medal

ASSESSMENT: The students shall do a test which is related to the lesson, and then the teacher can correct the mistakes with the students.

ACTIVITY No. - 9

TECHNIQUE: Peripheral learning.

THEME: Phrasal level categories.

DEVELOPMENT OF THE ACTIVITY: Students must write and highlight on the posters with colored markers each category wishing to participate.

PHRASAL LEVEL CATEGORIES

NOUN PHRASE

1 The girl is nice

2 My friends are weird

VERB PHRASE

1 I study and do homework everyday

2 You can't eat and talk at the same time

ADJECTIVE PHRASE (adj + noun)

1 He is a handsome boy

2 The handsome boy kissed a beautiful girl

PREPOSITIONAL PHRASE (in, on, at, for, to, behind...)

1 I saw you at the park

2 Messi plays for Barcelona F.C., Spain

ADVERBIAL PHRASE

1 My mother cooks really well

2 My students write very clearly

3 Your music is extremely loudly

ASSESSMENT: The teacher appreciates students' participation, comprehension and motivation. Then, students do a test which is scored by the teacher.

ACTIVITY No. - 10

TECHNIQUE: Primary activation.

THEME: Homeschooling.

DEVELOPMENT OF THE ACTIVITY: In the next reading, students use primary activation technique and perform different activities that the teacher will ask them to do such as give an opinion about the reading.

13 Reading

A. **GROUPS.** Discuss this question: What are the good things about school? Make a list with the members of your group.

B. **45** Read along as you listen.

Homeschooling

What do most people remember about their school days? Playing with classmates during lunch breaks and recess, eating cafeteria food, or going to the principal's office, perhaps. But 850,000 teenagers in the United States don't experience these things, because they are homeschooled. They don't go to a regular school. Their parents teach them. Their education takes place at home and in the community.

What is it like to be homeschooled? Read Dylan's blog about his homeschooling experience.

MONDAY, JULY 10th

I'm Dylan and I'm 14 years old. This is my third year of being homeschooled by my mom, a former professor. A lot of people ask me how I feel about it. They ask, "Do you miss being in school with other kids?"

Well, my daily life is different from the daily lives of millions of children who go to regular schools, but I'm enjoying my time with my mom. I'm learning things at my own pace. We can go fast or slow, depending on the subject. These days, I'm reading books that most kids only read when they get to college. I'm studying French, German, art, and the histories of the world—things I'm very interested in.

A lot of kids think I never get to interact with other kids, but that's not true. I get together with the other homeschooled kids during our weekly sports games and at social events. I don't just study at home. My mom takes me to all kinds of field trips—to museums, theaters, libraries, and lots of other cool places. We even go hiking and explore the woods when I'm studying biology. And college? I'm not worried about it. I know I'm preparing myself well for it.

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Figure 17: Dylan's blog about his homeschooling

ASSESSMENT: The teacher checks students' comprehension and improvement.

ACTIVITY No. - 11

TECHNIQUE: Choose a new identity.

THEME: Famous sports person.

DEVELOPMENT OF THE ACTIVITY: The students have to write about a famous sports person during the term, and they have to explain and act about their writing.

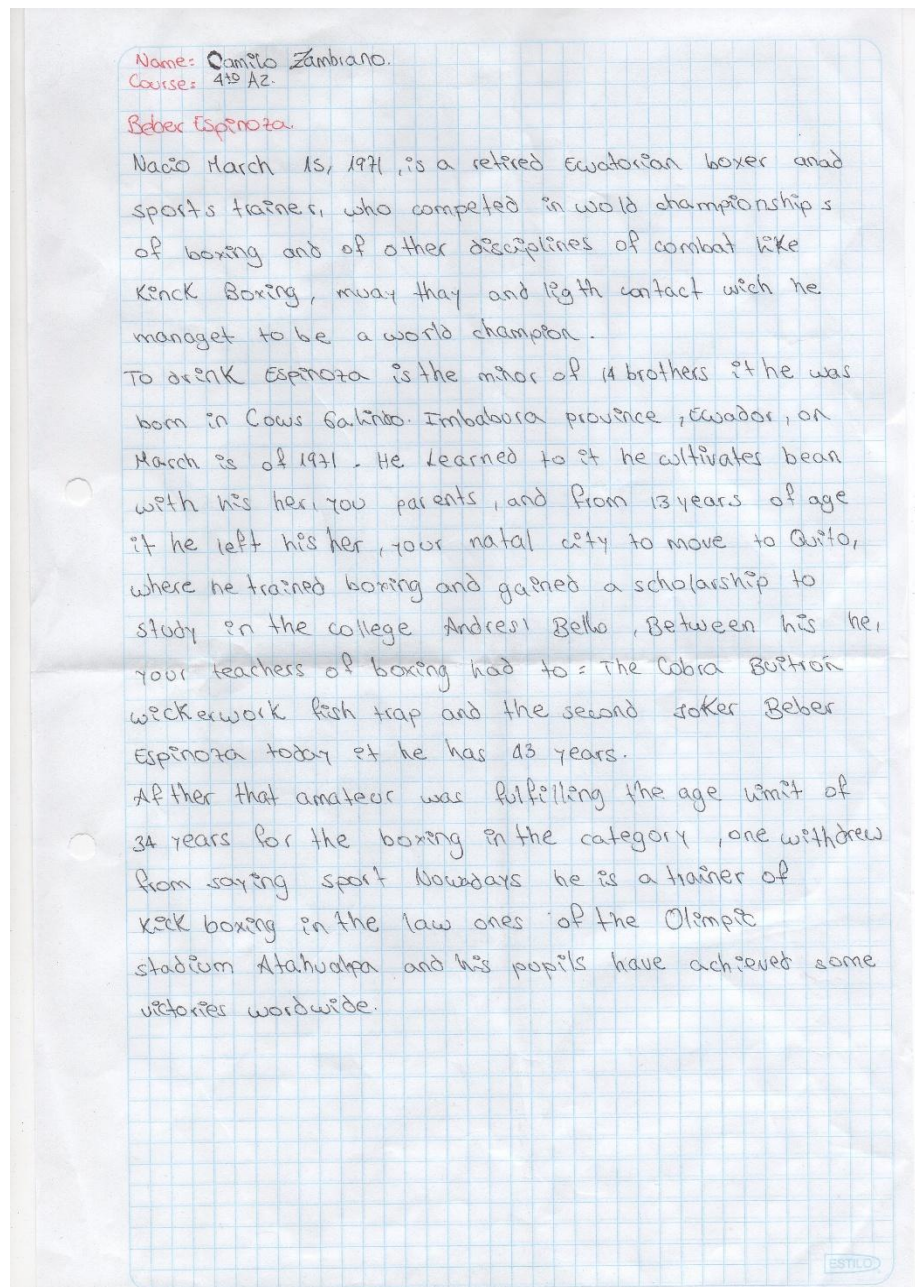


Figure 18: Student's writing about a famous sportsman

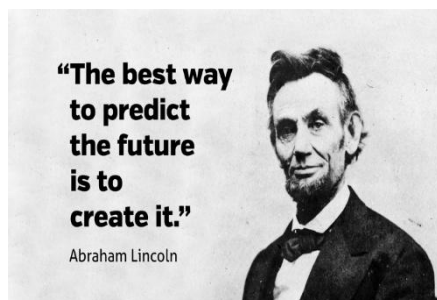
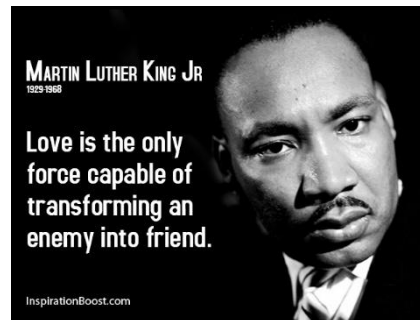
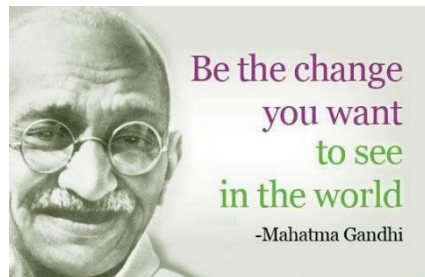
ASSESSMENT: The teacher will score students' presentation.

ACTIVITY No. - 12

TECHNIQUE: Positive Suggestion.

THEME: Phrases from famous people.

DEVELOPMENT OF THE ACTIVITY: The teacher begins the class showing a famous phrase to the students, so the teacher speaks about this phrase and asks students' opinions of it.



ASSESSMENT: The teacher watches and appreciates students' participation.

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GLOSSARY

- **Experimental Analysis of behavior:** Science that deals with establishing the functional relations between the environmental stimuli and the behavior of the individual organisms.
- **Assimilation:** Process that consists on the incorporation of new information in a preexisting scheme. Once it is understood, it is integrated to the current knowledge.
- **Learning:** It is not limited only to the assimilation of the above mentioned knowledge, but it supposes the review, modification and enrichment through new connections and relations between them. This allows the individuals to use what they learned to tackle new situations and to carry new learning out.
- **Reinforcement:** It is defined as an event that if it is presented immediately after the occurrence of a behavior, it increases the probability of occurrence of the above mentioned behavior.
- **Meaningful Learning:** This learning happens when the new information is connected with the previous knowledge that exists in the cognitive structure of the one who learns.
- **Active Methodology:** The methodology as the part of the process of investigation that allows systematizing the methods and the skills necessary to carry it out.
- **Procedure:** A procedure is a set of organized and sequenced steps that lead to an objective or goal.
- **Technique:** It is an algorithmic procedure. It is a finite set of fixed and organized steps, which succession is prearranged and sequenced, and its correct execution leads to a certain solution of the problem or of the task.
- **Methodology:** It is the set of criteria and decisions that organize the didactic action in the classroom in a global way, determining the role that the teacher and the students play, the use of resources and educational materials, the activities to learn, the use of the time and space, the students' groupings, the sequence of the contents, and the types of activities, among others.