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TRABAJO FIN DE GRADO

Utilización de técnicas basadas en "Suggestopedia"

(Se defiende en Inglés)

Presentado por Elena Escolán

Tutelado por: Carmen Pineda

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ABSTRACT

Society is actually changing and it implies the continuous adaptation of Education to it. Education is a right of every human being and as teachers we have the possibility to create a quality Education that resides on the innovation.

Due to the globalization, students need some knowledge of languages and the learning of a language will be better or worst depending on different aspects; one of them is the teacher who has to create the perfect atmosphere to learn. The tool used by the teacher to create that is the methodology and the techniques used. Each time more and more the teaching of foreign languages needs to be changed to achieve the European level and the solution is already in our classrooms. Suggestopedia is a technique based on learning by suggestion with the use of music and a good atmosphere to work.

The main trouble in techniques for a foreign language is that they don't have application in early childhood education because the educational system has limits. My proposal is to create an adaptation of Suggestopedia for early childhood education and teach them the alphabet by suggestion and of course learning while playing.

This project analyzes the possible setbacks and their solutions thinking on a real perspective about innovation in Education.

KEYWORDS

Education/ Foreign language/ English/ Methodology/Techniques/ Suggestopedia/ Suggestion/ Emotional Education/ Music/ Relaxation

RESUMEN

La sociedad está realmente cambiando y ello implica la adaptación continua de la educación a la misma. La educación es un derecho de todo ser humano y como maestros tenemos la posibilidad de crear una educación de calidad cuya base radica en la innovación.

Debido a la globalización, los estudiantes necesitan mejorar su conocimiento de idiomas y el aprendizaje de una lengua será mejor o peor en función de diferentes aspectos; uno de ellos es el maestro, quien se encarga de crear el ambiente perfecto para aprender. La herramienta utilizada por el profesor para crear ese clima de aprendizaje es la metodología y las técnicas utilizadas. Cada vez más debemos ampliar la perspectiva de la enseñanza de lenguas extranjeras para alcanzar el nivel europeo y; la solución ya está en nuestras aulas. Suggestopedia es una técnica basada en el aprendizaje por la sugestión con el uso de la música y un buen ambiente de trabajo.

El principal problema en las técnicas de una lengua extranjera es que no tienen aplicación en la educación infantil ya que el sistema educativo tiene límites. Mi propuesta es la creación de una adaptación de Suggestopedia para educación de la primera infancia que consiste en la enseñanza del alfabeto a través de sugestión y por supuesto con la perspectiva de aprender jugando.

Este proyecto analiza los posibles contratiempos y sus soluciones pensando en una perspectiva real sobre innovación en educación.

PALABRAS CLAVE

Educación/ Idioma extranjero/ Inglés/ Metodología/ Técnicas/ Suggestopedia/ Sugestion/ Educación Emocional/ Música/ Relajación

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1. INTRODUCTION

Four years later my start in the University of Soria, the result of my studies can be resumed on this document. Under the topic "Suggestopedia" I am going to link all those knowledge learned that I have become me a project of a teacher.

The explanation why I chosen this topic is because we live in a society with continuous changes, where apparently the word education has been losing its meaning. The mistake resides on our minds; each person has the possibility to demonstrate how capable is he/she but the society cuts our wings to think in a change. It isn't a utopia to think about changes in education because it is real that we are, as teachers, adapting our contents to our classroom. The future is in our hands and the process to create a good one is the intervention. We have to put into practice the concepts, give to our students the possibility to create their own knowledge based on our actuations; the methodology.

So the education we want to transmit is very important and we will achieve our objectives only if we think on our "arms" to teach the concepts; here it intervenes the techniques we are as the evolution of the society. But we cannot forget that the most powerful "arm" we can use to teach is the emotional part of each one of us as humans. We have lived a lot of changes on our education but one of the most radical changes resides on the inclusion of the feelings, emotions from the learners.

That could be the conclusion of this work, how to teach by feelings; creating a good environment and showing education as a way to learn by playing where the subject can feel comfortable. This is the area where it takes places Suggestopedia: a technique used to make students feel good creating good feedbacks about the knowledge and the different ways to learn in order to promote their desire to learn more. It is used for foreign languages and the main characteristic is the suggestion by the ambience. Based on the actually positivism psychology that will be analyzed too.

The research of how to use the technique and its positive and negative conclusions in the learners will focus this work as the solution in early childhood education to introduce a foreign language. My idea is to promote Suggestopedia as a need in our classrooms, before to teach something children have to feel comfortable, feeling firstly good with themselves. Here it comes the idea of interdisciplinary because English isn't the concept to teach; it is just the way to communicate and the best option is to use it

every day. Also we cannot forget that topics between English and Spanish have to be linked avoiding the confusion of the children.

After I have demonstrated the importance of the ambience in early childhood education I will do a personal proposal to apply Suggestopedia in the classrooms. The main idea is to create the motivation needed in our students and later do some participative activities where they could apply the concepts learned. The resources used are the traditional:

books, music, crafts, drama...because we have already the resources in the classrooms but we only need to change the way to take advantage of them.

Conclusions of the work proposed and the real possibilities to realize it will be analyzed in the final reflexions.

Most important fact I take account is the idea to select a topic that could include all these competences worked in my fourth year studies with an investigation work with autonomy and capacity to criticize.

Finally I specify one sentence promote by Mr. Wonderful, a company based on positivism psychology with messages in their products that it has been my motivation during the hard work trying to explain all these ideas I had on my mind and I organized thanks to this work, in order to make them real in my near future as a teacher:

"Today I will get everything I propose"

2. GENERAL OBJECTIVES

The general objectives of this work can be resumed by the one written in the memory about the final project:

The importance of a work with these characteristics resides on that it fosters in the student the important skills of;: be able to choose a topic, plan an analysis process and study about the chosen topic, establishing some objectives for them and give and defend a logical response and justify the problems or situations planned.

By this work I have improved my ability to analysis, problem solving and assimilation and presentation of results, in addition to the competences expressly indicated in the respective plan of studies.

Furthermore there are others aims to be attained:

- Revise bibliography and reflex about it.
- Create a personal proposal link with the topic suggestopedia.
- Choose the resources appropriated to my topic.
- Literature reviews on topics related to the qualifications and professional practice.

According to the Real Decreto 1393/ 2007 October where are established the order of the universities teaching I develop these competences:

"a. La capacidad de actualización de los conocimientos en el ámbito socioeducativo.

b. La adquisición de estrategias y técnicas de aprendizaje autónomo, así como de la formación en la disposición para el aprendizaje continuo a lo largo de toda la vida.

c. El conocimiento, comprensión y dominio de metodologías y estrategias de autoaprendizaje.

d. La capacidad para iniciarse en actividades de investigación.

e. El fomento de espíritu de iniciativa y de una actitud de innovación y creatividad en el ejercicio de su profesión".

3. THEORETICAL FRAMEWORK

WHY SUGGESTOPEDIA?

During my four years in the university I have learned so much new concepts, theories, techniques, activities....but the most important experience I have felt has been the school practices. Education in the universities is focus in our future; in my case as a teacher. But education goes further than those classes in the spaces called universities; we have learned how to teach but you never know if you are able to do it until you face it. We have learned too much theory during these four years but the knowledge becomes meaningful when you apply it by yourself. The resume of our studies had to be shown during the school practices.

Education has advanced so much since the traditional way where the teacher was the strict person who read the theory and the student by repetition learned it. We are claiming as teachers the evolution of the society in the classrooms, and we are learning theory about how to do it but the university teachers are teaching us in the traditional way. So, where is the mistake?

In my opinion the mistake is on the techniques used to teach, it is easy just to know how to do it but, who is going to be the first to face the society and be different? We have the power to do it, each one of us can realize the topic "education" meaning a space where teachers and students get comfortable and with a positive feedback. We know the theory but we don't know how to apply it.

The idea is still more important if we talk about infant education (zero to six year old), they need an education based on feelings andtolerant teacher. The most important thing we have to be aware in childhood education is the ambience; children have to feel good to learn. We are talking about children from zero to six years old who cannot be aware about the importance of concepts or habits; they just have to learn playing. In our hand it is the possibility to show them the concepts but creating a good situation; and here comes the idea of suggestopedia where they learn by suggestion, not making attention whatthey are learning because they are so much young.

It is in this age when we have to talk about the feeling in the education; as we will see the teacher has to have some characteristics but it is very important to take account of the emotional hand. One of the things that make the difference between animals and humans is the capacity to show what we feel; to create links among people who are important for us. Our arm as human isan emotionalone. "The human brain can generate many thoughts, ideas and complex feelings that other animals are not capable of generating" (Affective Neuroscience, JaakPanksepp. 2005. P. 4).

The emotional idea has to be extended in all the society because education is a right of our society as humans:

"Everyone has the right to education" established by the Universal Declaration of Human Rights.

When I started the university four years ago I thought that another type of education was possible, all of us have the right to education but, what education would be give to our learners? I was sure that we had the tools, but we should learn how to change the education in Spain.

Since Education was found in Spain it has had the need to be adapted to the society changes, in the same way we adapt our objectives to the special needs of our class. Here started the mistake of our education, where it began to lose the meaning the word education.

What I pretend with this work is realize myself about the quantity of tools we have to be good teachers due to the research done after all the competences worked in the fourth years. This is an investigation work done with autonomy, where I exposed and critized by the ways learned about our actual education and the way to start changing it just applying one technique that we already have.

Then, we can start describing what education implies as a right and the opportunities it gives us in our society.

WHAT DOES EDUCATION MEANS?

"The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something", that is one of the different meaning we can find on the internet about Education. But education goes further than two lines written; it is the evolution of a society based on historical changes.

Education has changed since the concept was found because world is continuously changing and society has to be adapted to needs. In this case education has to be redefined; we are not only referring to that education which we learn at schools. Education starts since the first keep of contact between humans; even the less sign of expression implies something in our minds.

The education of children starts on their homes by the hand of their mothers and fathers. During the first days of their lives children just learn by imitation without being aware that they are learning; because as said a neuroscientist researcher and professor at the University of California at Los Angeles, Marco Iacoboni; "when people are free to do as they please, they usually imitate each other." Our first instinct as humans is to imitate whom we are near of, in the classrooms we are the model to be imitated and children will learn easily if they feel good.

Firstly we have to be aware that all education needs willingness of the subject who is going to learn; this predisposition in early childhood education comes by the ambience. This sentence can be proved in the example that a child can repeat and repeat an action if he/ she feels good. 'By repeating simple routine acts... children could acquire a sense of self as agent, able to independently carry out useful, meaningful actions in the world.' (Angeline Stoll Lillard, 'Montessori: The Science Behind the Genius'; 2011)

Everything children do by themselves implies a repercussion on their minds; and it will be a significant knowledge if they fell good while they are doing it.

"Through dialogue and problem-posing, students become active agents of their learning" (Ira Shor, 1992).

Children have to be active during their learning but we cannot forget that the concept "active agent" depends on the age of the children. In early childhood education we talk

about the induction of the new knowledge but without manipulation, just creating the perfect atmosphere giving the right education.

Here we find a very clear example of an investigation about how babies get skills even before they are born. "Researchers believe that musical training actually creates new pathways in the brain" (Diane Bales, Ph.D., 20   11). This investigation is resumed by Diane with the idea that music doesn't make us smarter, music pathways are similar to those we use for spatial reasoning and because of that after listening classical musical these are ready to be used easily and we are able to do activities which involves this spatial reasoning better.

In this point we have also another dilemma about what the teacher has to know to create the perfect situation where learn.

Education cannot be teaching by specialist in a topic or just by teachers without any specialisation; we need in our society people prepare to prepare children mixing the ability to know what to teach (psychological aspect) and the conceptneeds (specialist). But we have a dilemma if we talk about the teaching of foreign languages: what do we need for?

Of course if a teacher teaches English him or she will have to get perfectEnglish; but it is as important the language as the skills to teach it. Focus on our currently education of the languages in Spain we found mainly two types: those Spanish teachers who know how to teach but they don't have the English level to do it or those natives who have the language but not the skills.

"The importance of language learning has grown immensely in Spain over the last few years; therefore, languages are often offered at this early stage. A relationship is usually made with one particular teacher or caregiver, who only communicates with the children in one language (English, Spanish, or Catalan, for example) "(Education in Spain: An overview, 2006.)

Focusing on the perfect profile of a teacher we can talk about the intervention on the classrooms. In order to describe the perfect situation where the students can learn with facility we have to include the way we act as teachers: our methodology. In the

methodology is where we do the practical part of our work: the way you act. Also remembering that English will be the way to communicate and not the object to be studied or taught.

In the teaching area of a foreign language the abilities we have as teachers will define the knowledge of our students. A teacher has to be prepared based on the theories learned and make them real with the suitable tools.

WHO IS GEORGI LOZANOV?

Professor Doctor GeorgiLozanov, M. D. is a Bulgarian psychiatrist – psychotherapist, brain physiologist and an educator. He is the creator of the science Suggestology and its application in pedagogy – Suggestopedia. Suggestopedia is the pedagogy operating on the level of the reserves of mind, tapped in a new organisation of the teaching – learning communication. His methodology was officially observed by a 25 expert commission from UNESCO in 1978, evaluated as a superior teaching method and recommended for application all over the world. As a result, he was detained under home arrest for the period 1980 – 1989 until the political changes in Bulgaria. He created and directed the State Suggestology Research Institute in Sofia, Bulgaria (1966 - 1984); The Centre for Suggestology and Development of Personality at the Sofia University " StClimentOhridski"; The International Centre for Desuggestology in Vienna, Austria; The International Centre for Teacher Training in Voralberg, Austria. At the moment, he is still working on the development of the theory and practice of suggestopedia as well as training teachers from all over the world. Suggestopedia created a new vision on education, where for any methodology to be successful; it should first bear in mind the psycho – psychotherapeutical considerations

Středa.DrGeorgiLozanovbrief biography.http://lozanov.org/index.php?option=com_content&view=article&id=48&Itemid=73&lang=cs (Consultation: 10th May of 2013)

WHAT DOES SUGGESTOPEDIA IS?

W. Jane Bancroft in 1999 on his book: Suggestopedia and Language acquisition introduces: Methods for language acquisition emphasize the importance of a "low-anxiety" environment, as well as the personality of the teacher and student/ teacher rapport. The classroom atmosphere is non- threatening and there is constant positive feedback regarding student achievement. Learning by these methods is "holistic" in that the learning process contributes to the personal growth and satisfaction of the student.

The technique of suggestopedia gives the classroom the perfect balance to create learning; as Jane Bancroft said children need the positive feedback of a near teacher in the perfect ambience.

"Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science…concerned with the systematic study of the nonrational and/ or nonconscious influences"" (Stevick¸ Memory, Meaning and Method: Some Psychological Perspectives on Language Learning. 1976: 42).

This revolutionary concept found by GeorgiLozanov is based on Soviet Psychology and raja- yoga. "He has borrowed and modified techniques for altering states of consciousness and concentration, and the use of rhythmic breathing" (Approaches and Methods in Language teaching: Jack C. Richards and Theodore S. Rodgers; 2001: 100).

Another definition of what is suggestopedia is given by Richards and Rodgers 2001, p.100: Suggestopedia, also called Desuggestopedia, is a teaching method developed in the 1960's by the Bulgarian psychiatrist GeorgiLozanov. This method includes elements such as the use of relaxing music, art and the additional importance that is given to the learning environment as well as the authoritative behaviour of the teacher.

The main idea of Suggestopedia is to give the education of a foreign language "not only from the effect of direct instruction but from the environment in which the instruction take place" (C. Richards et al 2001).

In reference what I have talking before that the ambience took a very important place, Suggestopedia wants to transmit by the environment we have to create.

Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc.

THE MAIN PRINCIPLES OF SUGGESTOPEDIA

After that we can make a list about the different parts to create the perfect class of Suggestopedia; the materials:

First we have the teacher; who has to transmit the enough authority mixed with it near figure in order to create a model to follow. People remember best and are more influenced by information coming from an authoritative source (C. Richards et al 2001).

Lozanov lists several expected teacher behaviors that contribute to create the role teacher (C. Richards et al 2001; p. 104):

1. Show absolute confidence in the method.
2. Display fastidious conduct in manners and dress.
3. Organize properly and strictly observe the initial stages of the teaching process-this includes choice and play of music, as well as punctuality.
4. Maintain a solemn attitude toward the session.
5. Give tests and respond tactfully to poor papers (if any).
6. Stress global rather that analytical attitudes toward material.
7. Maintain a modest enthusiasm.

❖ Thanks to the profile of the teacher we are also talking about "infantilization" where students are treated as the relation like that of parent to child.
❖ Then, the class is one of the most important points to get ready; the bright decor of the classroom, the shape of the chairs, the musical background attached with the teacher gives us the perfect environment.

- ❖ Another point that we have to take care is the development of the class; as teachers we have to show us as self- confidence playing with our intonation, rhythm, and the different concerts.

- ❖ In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. The teacher should present and explain the grammar and vocabulary, but not dwell on them. Meaning is made clear with native language translation. And the dialog that the students learn contains language they can use immediately.

- ❖ 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.

- ❖ Students can learn from what is present in the environment, even if their attention is not directed to it ('Peripheral learning'). Peripheral learning is that people perceive much more in our environment than that to which people consciously attend. Dramatization is a valuable way of playfully activating the material.

- ❖ Fine arts (music, art, and drama) provide positive suggestions for students and enable suggestions to reach the subconscious. One of the ways the students' mental reserves are stimulated is through integration of the fine arts-music, drama, or paintings.

- ❖ Errors are corrected gently and indirectly. The teacher gives the students the impression that learning is easy and enjoyable in order to make students enjoying in their learning. Therefore, the teacher should help the students 'activate' the material to which they have been exposed and integrate indirect positive suggestions into the learning situation.

The principal theoretical elements of Suggestopedia are: authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity. (W.Bancroft Jane.1976).

PARTS OF A LESSON PLAN OF SUGGESTOPEDIA

About the concert there are different <u>procedures</u> depending on the adaptations; Jane Bancroft with the collaboration of the University of Toronto said that there are three distinct parts in the 4- hour language class (Bancroft, W. J. 1972. The psychology of Suggestopedia or learning without stress).

A best environment to develop these parts is in a twelve- students class and the teacher.

1. Divided on two concepts: "micro-study" and "macro- studies"

The first one is about the grammatical and vocabulary part; more technical and the second one is the application of the real life: creating a discuss group.

2. Student starts here to realize what they have learned and they feel non-stress to make questions and learn by their interest. The teacher's attitude and authority are considered critical to prepare students for success in the learning to come.
3. Third part is best known about Suggestopedia: time to act and link concepts with moves; drama, roles, imitation...

Conversation is as important as the silence; students learn by the use of the silence when the teacher is reading texts.

About the concepts "traumatic themes and distasteful lexical material should be avoided"; in the variety of topics they have to found "the way it is in life" (Lozanov, G. (1978). Suggestology and Outlines of Suggestopedy).

One of the principles of education in our country is the aim to prepare children for their adult life; Suggestopedia based on teaching of a foreign language faster that other techniques used the real element to make education more realistic. Children need to be ready for their future; education gives us, as humans, the skills needed to our development in the currently society.

In their everyday children found things that need to be explained to them, but only if they feel really good at class could ask it to their teacher; as we are teaching children we cannot forget that they are usually impressed by everything around them and there will be important facts to be taught to them. Knowledge that starts on their motivations will be, surely, better learned than others learned by obligation.

RELATION WITH OTHER THEORIES

There is an important point to develop here considering the base why by suggestopedia technique children learn better. There is an important fact to take account with; the Gestalt psychotherapy has a place in this explanation.

The goal of <u>Gestalt therapy</u>, in addition to helping the client overcome symptoms, is letting you become more fully and creatively alive and free of blockages and decreasing unfinished optimum satisfaction, fulfillment and growth. The idea why I am talking about the theory Gestalt is because is focus on the positive feelings of each one; the awareness is an opposite of the suggestopedia technique base. But there is something in common between both: something called positive psychology.

In the last decade of 90centuries Martin Seligman separated a branch of the Psychology called <u>Positive Psychology</u>; this new area is focus on the idea of why people feel good, and creating a universal feeling that tries to transmit the idea of feeling good rising up the good aspects and avoiding those topics that make us fall down (emotional way). Due to this new Psychology people start to feel good with themselves easily and of course making life easier. Suggestopedia and Gestalt theories are based on the idea of feeling good; the first one by suggestion child is going to feel better and consequently learning more and Gestalt made subject aware about the importance of feeling good with itself.

Owing to this idea there are each time more and more new products that try to transmit these good feelings; one of the companies are Mr. Wonderful; through products with motivating sentences is becoming more and more famous in Spain.

Suggestopedia has to transmit this good feeling to, one of the sentences that can resume this idea could be:

> "Today I will get everything I propose"

Children are able to learn, but their future depends on teachers; we have to plan how to teach them; and by suggestion create the ambience where they will achieve our goals.

In suggestopedia how does the student feel it is very important, the teacher often uses encouraging words to further their confidence because one of the principles of the teaching strategy is to make the students relaxed and be confident of their capabilities of learning, and make them more easily achieve their target language.

Hypnosis; "some experimental laboratory research has proved that the state of hypnosis, under certain conditions, can improve not only the memory but also attention, creativity, and the self-control of a number of physiological and biochemical processes in man's organism" but unfortunately hypnosis has some repercussions that avoid it use in a large scale (G. Lozanov. Suggestology and Suggestopedia: 1978). The similarities between hypnosis and suggestopedia are that both are used without the suggestion; but the main difference is that in Suggestopedia the subject is part of her/ him learning and in hypnosis he/ she learn it without him/ her implication.

Peripheral Learning; that I have already mentioned, is basically a way of encouraging students to indulge in self learning through indirect techniques. This is the learning that we get by using suggestopedia. Children learn by suggestion without stress and feeling comfortable with the ambience.

RELAXATION AND MUSIC

According to Dipamo and Job (1991), there are 2 major independent variables:

❖ **Relaxation:**

An examination of the Suggestopedia literature revealed that in studies where relaxation is a major independent variable, rather than just one element of Suggestopedia, only one study indicated a clear improvement in performance for the experimental group over the control group (Johnson, 1982). However, one study also produced a negative effect.

Study	Major independent variables	Control group	Random allocation	Results
Biggers&Stricherz, 1976	Relaxation	Yes	Yes	Negative effect
Martin & Schuster, 1977	Relaxation and tension induction	Yes	Yes	No significant difference
Alexander, 1982	Relaxation, music	No	No	No significant difference
Gamble et al., 1982	Relaxation, music	Yes	Yes	Limited support
Johnson, l982	Relaxation	Yes	Yes	Positive effect
Wagner &Tilney, 1983	Relaxation, music, "mind-calming"	Yes	Yes	No significant effect
Render, Hall &Moon, 1984	Relaxation, music	Yes	Yes	No significant effect
Zeiss, 1984	Relaxation, music oral intonation	Yes	Yes	Limited support

Table 1: The results of studies utilising relaxation as a major independent variable

❖ **Music:**

Another one major independent variables is Music. When music is a major independent variable in accelerated learning studies, the literature is again somewhat equivocal. Of the nine studies examined, four achieved significant increases in performance while the remaining studies demonstrated no clear advantage with music (see Table 2). Three of the four experiments which indicated a beneficial effect of music used control groups and random allocation of subjects. The uncontrolled studies (Schuster & Vincent, 1980; Alexander, 1982) are not useful in assessing the effect of music.

Study	Major independent variables	Control group	Random allocation	Results
Bordon& Schuster, 1976	Music, breathing, suggestion positive atmosphere	Yes	yes	Positive effect
Schuster & Vincent, 1980	Music	No	no	Positive effect
Alexander, 1982	Music, relaxation	No	no	No significant effect
Gamble et al., 1982	Music, relaxation	Yes	yes	No significant effect
Schuster &Mouzon, 1982	Music, suggestion	Yes	yes	Positive effect

Stein et al., 1982	Music, imagery	Yes	yes	No significant effect
Wagner &Tilney, 1983	Music, relaxation	Yes	yes	No significant effect
Render et al., 1984	Music, relaxation	Yes	yes	No significant effect
Zeiss, 1984	Music, relaxation, oral intonation	Yes	yes	No significant effect

Table 2: The results of studies utilising music as a major independent variable

In the same field of music, GeorgiLozanov method uses music in three distinct ways to accelerate learning:

1. Introductory music to relax participants and achieve the optimum state for learning.

2. An "active concert", in which the information to be learned is read with expressive music.

3. 3. A "passive concert" in which the learner hears the new information read conversationally against a background of baroque music, to help move the information into the long- term memory.

As an example some of the musical pieces used by Lozanov are:

FOR ACTIVE CONCERT	FOR PASSIVE CONCERT
Beethoven, Concerto for Violin and Orchestra in D major, Op. 61.	Corelli, Concerti Grossi, Op. 6, No. 2, 8, 5, 9.
Tchaikovsky, Concerto No. 1 in B flat minor for Piano and Orchestra.	Handel, The Water Music.
Mozart, Concerto for Violin and Orchestra, Concert No. 7 in D major.	J.S. Bach, Fantasy in G major, Fantasy in C Minor and Trio in D minor; Canonic Variations and Toccata.
Haydn, Symphony No. 67 in F. major; Symphony No. 69 in B. major	Corelli, Concerti Grossi, Op. 4, No. 10, 11, 12.
Beethoven, Concerto No. 5 in E flat major for Piano and Orchestra, Op. 73 ("Emperor").	Vivaldi, Five Concertos for Flute and Chamber Orchestra.

Selections are from Language Teacher's Suggestopedic Manual, by GeorgiLozanov and EvalinaGateva (1988), and Suggestology and Outlines of Suggestopedia, by Lozanov (1978), both published by Gordon and Breach, New York.

ADVANTAGES AND DISADVANTAGES OF SUGGESTOPEDIA

❖ **Advantages**

1. The place. Related with early childhood education we can compare the spaces used for Suggestopedia technique lessons and our usual classes where early childhood education takes place. In this case there are similarities because both try to suggest children a good ambience, murals, cartoons, or different games decorate the class to motive then in their learning. The difference between both will be the language; here we can remark the link among English and Spanish creating murals with the same concepts in both languages. It is very important how to create the good environment in order to give learners confidence.

2. Feelings. The education in early years has to be full of emotions because is the first step from their parents to the school; and as teachers is our aim create a similar atmosphere where they can feel as at their homes; furthermore the feelings in suggestopedia gives teachers the security to make them feel good while they are learning.

3. Participative Learning. Suggestopedia creates different ways to learn; by listening, repetition and the most important by acting. During the develop of the technique children create groups, pairs and individual works where each one of them take part of the class.

4. Capacity to memorize. Lozanov (1978) has given classes where the students achieved a memorization rate of 1000 words an hour. The area where I am talking about (early childhood education) it isn't as important the quantity as the quality. Finally children are able to relate knowledge with actions and thanks to the ambience they increase their capacity to memorization.

5. The treatments to students' mistakes. Teacher in these cases provides children with the correct answer instead correcting him/ her directly. This is a clear example of suggestion where we are correcting those mistakes but using the correct word without reprimands.

6. No tests. One advance create by the society is the idea to educate without stress, showing children that education doesn't means exams, tests, activities with corrections all the time. The mistakes are committed to learn and they learn too by mistakes. If we punish with bad marks or bad calcifications (in early childhood education) they won't have the confidence that a Suggestopedia lesson can give them.

"It is concluded that although suggestopedia is complicated and hard to implement, it nonetheless has some promising aspects which still require more empirical evidence over an extended period of time to establish whether the benefits are worth the effort" (Hammerman, Myrna Lynn. 1979Suggestopedia: An Update for Second Language Teaching.)

❖ **Disadvantages**

1. The authority of the teacher in the application could be a disadvantage if we exceed or we don't get it. We have to take the just authority to make students know that there is a different level between students and teachers. In my opinion this authority is a disadvantage because in a non- stressful ambience students and teachers are in the same level; obviously teachers has more knowledge due to their age but both of them are going to learn from the other. The only thing I would change on this technique would be this authority because students are motivated by the learning process and if they don't pay attention to the teacher is because they are not implied in their own learning process.

2. Trust on teachers. Students' respects and trusts to teachers are the most important thing to let this teaching strategy proceed fluently. Instead, it will have opposite effects on learning. That is, if students' cannot trust teachers, then they may lack a sense of safety. When learning, students will become punctilious and cannot learn spontaneously. They will also not receive teachers' suggestions easily than before. Due to these reasons, it may make barriers for students' learning and make them become pessimistic to success.

3. More importance from the vocabulary than the grammar. Emphasizes that it is more important to let students learn a large amount of vocabulary than grammar it can make them ignore the importance of a good grammar; not it the early years but yes when they grown up.

4. Needed by the students to be outgoing. In the class atmosphere of the Suggestopedia method the participation of the learners is very important and those who aren't can be ignore by teachers; we have to promote the same behavior notwithstanding their individual characteristics to be more social or not. In this way we are learning them to be more self-confidents.

5. Native language is not usually used because they only use the English learning each time more and more. Native language is used to make the meaning of the dialog clear.As the course proceeds; the teacher uses the native language less and less.

4. DESIGN

METHODOLOGICAL ASPECTS

- To carry out the subsequent research under the topic Suggestopedia I have done a process: Literature Revision about the topic in different media: Internet, books, reviews…in order to create the most specific and clear definition of Suggestopedia.

- Competences and capacity to relate to the topic according to my University studies; with the base found on the "Memory of the title". Furthermore demonstration of the four years studies and all the subjects done as an evolution of my personal training during the degree.

- Resources research about different topics; with a very important transcendence of the music. Link between the music worked in my studies and those that I get before to arrive in the university as a teenager during nine years.

- Creation of drafts (erasers) and their consequent revision with the university tutor, Carmen Pineda. Evolution of the work and correction of the most important mistakes with her guide to improve the result of my work and consequently my knowledge about Suggestopedia.

- Re-elaboration of the topic due to the intervention of the University tutor looking for more information and the consequent adaptation proposed by Carmen Pineda to follow the index

- Gather information on this technique with tutors during my school practices, asking them about the different techniques used in their daily life with children to approach my work as much as possible to the reality. Interventions with a native specific in English to acquire new methodologies how to teach foreign language in early childhood education.

- Personal proposals of intervention where to apply resources. As an evolution of the work, and after having been investigated about the topic I introduce some innovation in my work in order to get to our Education the refreshing needed to

be adapted to our society, continuously in change, and giving it an emotional part.

- Search physical context suitable to carry out the process of learning; according to the theory I try to describe the best context possible to develop the technique Suggestopedia. Even I tried to apply to early childhood education as an innovation being aware of the possible setbacks and their solutions.

- Reflection on the research work and the consequent conclusions of my personal proposals; criticizing the objectives proposed at the beginning and if I achieved them. Finally the general conclusion about the real scope of the work and the possible limits of the context.

<u>Work Schedule</u>

According to the methodological aspects I prepared a work plan to follow;

First thing I set to did was the literature revision where find thetheory about the topic and I prepared a list of researches that I had to do in order to organize my ideas about the topic:

1. What is Suggestopedia?

2. Application of Suggestopedia in Education of a foreign language; cases

3. How is a lesson plan of Suggestopedia?

4. Main principles of Suggestopedia: music

5. Advantages and Disadvantages of it application

6. My proposal

7. Reflections

These five points were my principals doubts that I wanted to resolved with my work. Techniques used to information gathering were: searching on the Internet and searching in books. The research of the information started since the first day I knew that I had to do this topic and the hours investee to them was gradually from less to more.

I started dedicating only half an hour per day but one monthbefore to finish the work I increased the time dedicated.

Setbacks forecast

The most difficult point was organizing all the information gathered because, especially on the Internet, I foundthe same information in different webpage and I had to seek which one was the original one.

One of the first ideas was to make some surveys in a school, exactly where I was doing my school practices, but I asked to the teachers and they didn't know about Suggestopedia. So I had to change the idea of my personal proposal because I wanted to use the technique in the class I was, but it was something new for the tutor and they had a busy plan and goals to follow therefore we didn't have time.

Undoubtedly the most enriching experience I could have was to apply the topic in a real context but I found some problems in the technique because I have been unable to find examples of Suggestopedia technique in early childhood education. At first sight it was an inconvenient for my investigation because I couldn't check if it was real the transcendence of the topic in my early childhood education but then I realized that I could do it.

Here started my challenged; the start of a possibility to change Education.

5. PERSONAL CONTRIBUTIONS AND CONTEXT

Education of a foreign language has been changing towards the different methods in Language teaching we have today. Suggestopedia is a method that tries to attach the motivation of the children and make him/ her learn by suggestion; the possibility of make students learn while they are enjoying is for me the principal aim of the education: learn while playing.

Later I had been explaining how the method and it is repercussion I wanted to focus my personal proposal in resolve the lack about the early childhood education.

Suggestopedia is a method to teach a foreign language based on the ambience that is very important to the children too; unconsciously we are in infant education using a similar technique because we are taking care of their emotions and giving them the best media possible.

In other to analyze the aspects I am saying I am going to tell a day in a school; exactly where I was doing my school practice:

9:00	Daily routines: Assembly where in a calm ambiance they told to the teacher what they did yesterday.
9:20	Worksheet about the topic of the project.
10: 00	Free play with dough; sometimes with classical music to create a good atmosphere.*
10: 30	Line to the toilet before the playground.
10: 45	Break
11: 20	English class: due to the methodology of the teacher we sing and play. *

12:05	Corners; play center around the class fostering free play.
12:35	English class with the same methodology than before.*
13: 10	Let'sgo home!

*There are some cells in the table that are marked with an asterisk because those are the more relevant in my investigation.

Free play, music and songs are present every day in my school practices; they are three important elements in Suggestopedia and the aim is the same: relax children and help them to achieve some knowledge.

Firstly I introduce the context of the school "DoceLinajes"where I did the school practices; it is a British Council school that introduced English since three years old with native English teachers. My class was a three years old class which has two hours per day in English.

The methodology used by the English teachers is based on songs, games…in conclusion we can talk about natural approach and deductive methodology.

As I have said before there is no examples of Suggestopedia applied to early childhood education because as we have seen before is very difficult to apply the different parts of a lesson plan in these ages. But I am going to propose some ideas using some relevant points of the method; and creating an example of the application in early childhood education.

The music gives us as teachers a world of possibilities and we have to take advantage of it; there are different moments in the school where they need different motivation or relaxation. If we are going to teach a traditional worksheet where they have to fill the gaps something we can just said to them what to do and later create a work atmosphere choosing the correct music.

But Suggestopedia goes further than this principle; first thing I am going to do is adapt the lesson plan for early childhood education:

First thing we have to do is adapt the time dedicated to the method; Bancroft said about four hours that is too much time in early childhood education. My proposal is reducing the time in half: two hours with some "breaks" to relax them as I am going to explain.

The capacity of the class could be the same; about 12- 13 student class and the teacher.

Then, the lesson plan would be:

0. Preparation

First thing we invite them to sit on the floor making a circle with a relaxing music. It is difficult to attach their attention so, the teacher has to be sitting on the floor with the legs crossed and the arms too; children imitate him/ her.

1. About the two concepts; "micro and macro study"

The micro study is related with the grammar and vocabulary; in early childhood education we are talking just with the vocabulary. Here the teacher reads them a story relating all this vocabulary we want they learn.

The macro study we show them real elements in the interactive whiteboard or physically if it is possible.

Both studies are developed with a music ambience (review the list proposed in the lesson plan before).

2. Here we read again the story and they try to say (if they record it) which element goes later, in the next page.
3. The most important part is Suggestopedia is move, act and show what they have learned. Time to games, act, roles, imitation… I propose to follow this:
    o Imitation; the teacher does the object to learn with her/ him body and they imitate it.
    o Play group where they repeat the elements that appears in the blackboard.
    o Game around the class; children need to move.

After each part we have to make them close their eyes and listen to the music; each time we can include one body movement in order to motivate them.

Finally I decided to create an approach to the lesson plan with an example not very usual in education of foreign languages but essential to education: the alphabet.

Lesson Plan for the activity:

0. Preparation

When? We have to choose a moment where children can be less exhausted and concentrate.

To create the atmosphere the teacher puts music (suggestion: Air On the G String).

Where? We make a circle sitting on the floor, I choose this place because there they feel good and they have more freedom to talk and play with their classmates.

1. About the two concepts; "micro and macro study"

In the micro study I have created a book about the alphabet; just using the words that start with the lyric. All the lyrics have a link between to increase their memorization (Annex).The background music could be: "Haydn Symphony nº 67 in F major"

In the macro study the teacher shows the different elements of the story on the whiteboard and if it is possible the real object to approach them to the reality.

In this case the music could be: "Handel; water music"

2. After that we read again the story and they try to guess which element goes later. In this case the music has to be very low; I recommend "Pachelbel Canon in D"
3. Finally the moving part;

    - Imitate the teacher creating the objects with her/ his body.

    - Play group; the repeat the words said by the teacher with the help of the whiteboard.

    - Game; first the teacher gives to each one of them a piece of paper with one of the words. Then they take some crayons and they have to draw the

object, finally they have to make a line depending on the place of their object.

Between parts we have to be sitting with eyes closed, count to five and open their eyes and imitate the teacher. The teacher does in this moment one move with her/ his hands and they have to repeat it. Each time the movement can be more difficult in order to attach their attention.

The best context to develop this activity is the 5th years old class because we focus the knowledge on Primary Education.

6. CONCLUSIONS AND REFLECTIONS

As I had exposed at the beginning of the work; this investigation has the aim to show how does the society changes and the consequent adaptations that we have to do in Education as teachers. The main idea has been to reflect about the actuality in the educative field and find in the methodology the innovation required to improve the quality of the Education.

The studies of new languages are each time more important in our globalized society and the best ages to start are in early childhood education. As a future teacher I wanted to transmit the importance that emotional education has in our classes and for that I have created a personal proposal where I tried to implement the use of innovative techniques as Suggestopedia is.

I have analyzed the acquisition of the objectives that I proposed at the start of the work:

About the idea of choosing a topic and studying how to develop it as I have shown in the methodology I followed different ways to find information improving my skills about investigation on the internet.

The work done has helped me to organize my ideas about the near future as teacher; creating some new competences related to the plan of studies to fulfill my formation as a teacher.

Due to the references found I have reflected about them exposing my advice and consequently creating a personal proposal based on innovation and applying Suggestopedia in early childhood education.

Resources used have been appropriated to the topic and improving the quality of the work.

In my opinion the most important skill improved by this work has been the capability to find academics texts, criticize the contents and innovate creating a realistic proposal being aware of the possible inconvenient found.

The transcendence of Suggestopedia currently isn't very important due to the traditional way of education in Spain; this is the aim of this work: approach new techniques to schools. The trouble is in our minds as I have explained and the solution is easy: to demonstrate that the teachers are able to use these techniques in the routine practices. The personal proposal is this application of the technique Suggestopedia; taking account about all the inconvenient that we can find in the actual education system.

In the moment when people start to think about a change in Education this change will become real because we have alreadyexperimented with these tools in our classes; the only thing we have to do is to innovate and improve the motivation of the students.

There are two important parts explained in Suggestopedia: music and relaxation; these should be the base of all the teaching- learning process. The relaxation gives them the freedom to react and the music creates the perfect environment where they can learn by suggestion.

As conclusion of the relation of Suggestopedia with other theories is very important to emphasize the positive psychology; this in a concept that starts to be more extended nowadays due to the need of the society to create good feeling in order to avoid the bad ones. In early childhood education it is very important to foster children to try new things regardless of the outcome; in Suggestopedia technique we have to motivate children with the activity because the only evaluation done is by observation if they have learned while playing in the perfect atmosphere.

Reaching the end of the project I want to reflect the idea of my personal proposal. When I started the investigation I was impressed by none results of the topic in early childhood education; the real application of the methodology by Suggestopedia started in Primary School. I realized that it was a good way to teach, because the environment is very important in early childhood education, but it is real that we cannot think about teaching English grammar. Then, I decided to create the personal proposal in order to adapt the Suggestopedia method to our society making them real.

In the explanation of the personal contribution I realized how I have learned due to the investigation process and I felt capable to make the project. The result of my

proposal in my opinion is very clear, andit is possible to make it real, one idea that was at the beginning unbelievable for me.

I am aware that in my teaching experience I will find troubles to apply it; but if something says the positive psychology is that if you feel capable to do it, you will be able to realize it!. Then, in my near future I would like to apply this adaptation agreeing with the consequent cycle team or explaining to the appropriate inspection the idea of innovation.

One of the aims as a teacher is to continue with the formation and adapt the society needsto the learning processes; this is the work thought in a near future based on the importance that the methodology has in all of these processes.

We have already the solution; I am so proud of my work even being aware that I am going to face opposite thoughts but only if we believe in ourselves we will be able to pass them on our students.

ACKNOWLEDGEMENTS

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8. ANNEX

STORY ABOUT THE ALPHABET

This is the story that can be read to the children at the beginning of the class; then with the repetition and the different activities they will be able to remember the animals (ordered by alphabetical order) by theirs consequences.

ABC was a child who lived in Spain.

Her head was an apple, her body a banana and her legs and arms were cinnamon sticks.

She love animals but she got tired to see every day the same animals because she lived in a farm. One morning a duck came to the farm and fostered her to go around the world and meet new animals.

By the moment ABC was leaving the farm saying good bye to the duck an eagle come flying around ABC because he was hungry and wanted to eat ABC.

She run and jump into the water where a fish was swimming doing glu glu.

When ABC decided to go out of the water she found a very big animal: a Giraffe with a long neck was looking at her, and she jumped again into the water.

But she had fallen in a big stone; Oh no! It was a hippo, a big and fat hippo.

Scared by the hippo she run to the jungle. While she was running she faced an animal that looks like a dragon; that animal asked her why she was running? And ABC relaxed by the voice heard asked to him: what animal are you? I am an Iguana and if you shout like this you are going to attach the Jaguar attention.

Suddenly the jaguar appeared and roared scaring them; ABC ran too faster that she overtake Kangaroos jumping. She continued running until a lion stopped her. The lion was so friendly and he present to ABC their two friends: the monkey and the numat. Lion, monkey and numat? It is so strange- thought ABC; and she took advantage of an oversight and she hid in a tree.

In the tree ABC found a hot air balloon and decided to take it for a spin. While she was flying in the hot air balloon she knew an owl that was flying home to sleep; then a colorful parrot; and before to left the hot air balloon a quail; that was a grey bird very angry.

Then ABC decided to go for a walk across the fields and there she found a rabbit, a snail and a tortoise that were doing a race. First arrived the rabbit, then the snail and finally the slowly and relaxed tortoise.

It was getting dark and ABC decided to ask where she could sleep during the night; and she faced a strange monkey:

- Hi! What's your name?
- I am a Uakari a kind of a monkey but nobody loves me because I am so ugly.

ABC thought that the beauty of each one in inside and asked him where could she sleep.

The sympathy monkey showed her where to find a cave.

ABC very happy because of the adventure decided to go for sleep; but in the middle of the night a vampire bat started to fly in the cave frightening ABC.

Our friend decided to go outside but the wolf howls scared her too, and she got an idea: go into the water because there she couldn't hear the noises. In the water a small fish wanted to play with ABC; and said her:

Hi, hi; I am an X- ray fish; do you want to play with me?

ABC that was asleep decided to go outside and find another place where sleep.

Finally she arrived to a big animal; it was a yak and near it was a zebra too where she rested his head and fell asleep… dreaming that one day she could meet more animals; and loving animals even more than she started to travel with the duck.