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Departamento de Teoría, Política y Fundamentos de la Educación

**EXPLORING EFFECTS OF SUGGESTOPEDIA IN MANAGING
ANXIETY IN 7TH GRADE EFL STUDENTS: AN ACTION
RESEARCH APPROACH**

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ABSTRACT

The purpose of this action-research project is to explore the effects of a non-traditional teaching style in coping with anxiety in an English Foreign Language (EFL) class. The study involved a group of 30 seventh-grade students in a Chilean school, located in the Bio-Bio province. The intervention consisted of six 45-minute sessions integrated into the students' regular English lessons. Each session implements the Suggestopedia approach to deliver curriculum content aligned with the standards outlined by the Chilean Ministry of Education. To assess anxiety, students completed the Foreign Language Classroom Anxiety Scale (FLCAS): one at the beginning and another at the end of the research intervention. This scale gathers data on participants' anxiety, providing valuable insights into the plausible effects of the implementation of the Suggestopedia method to regulate anxiety among students. The study also gathers evidence through data collected via field notes and a check-out survey to evaluate the pedagogical experience of students. Consequently, this study intends to explore the effects of a positive and relaxed learning environment, based on a non-traditional pedagogical style.

INTRODUCTION

During our teaching practicum, we have actively observed and reflected on the English language learning process, and an aspect that caught our attention was the reduced participation during English lessons. In our role as future teachers, there is a deep concern about the impact of classroom participation and language acquisition, and students' overall engagement in their learning process. This concern serves as a strong motivation to investigate the possible factors which contribute to students' performance in the various school subjects taught in the school curriculum.

As mentioned before, a lack of engagement is concerning as it reflects their low language proficiency levels that hinders the development of the communicative competence, which is considered a major aim for foreign language learning (Ahmed, 2018).

During the English lessons, a common answer emerged from the students when they were asked, 'Why don't you want to participate?' Many of them responded with statements such as 'I feel embarrassed', 'I'm afraid of making mistakes', or 'I don't want to be the laughingstock of my classmates'. Some of them explicitly mentioned feeling anxious. Despite the teachers' efforts to motivate and engage students, the

combination of low proficiency and a lack of motivation led to the need for an alternative teaching approach that could enhance learning outcomes and create a more relaxed and comfortable learning environment. This prompted the question that drives this action-research proposal: “How can we regulate anxiety in the EFL classroom via a teaching method which will engage students in more observable participation?”

To address the question above, we decided on the implementation of Suggestopedia; a foreign language teaching method that incorporates alternative approaches and practices. According to Lozanov (1979), it is based on freeing individuals from stress, embarrassment, nervousness, and other personal limitations, as it is believed that these can hinder both their learning ability and experience. Additionally, this method helps students to feel less stressed as it uses relaxation techniques and other similar strategies, which offer a more holistic and immersive approach to language learning, while creating a relaxed and positive atmosphere that can alleviate anxiety and enhance student engagement.

1. SCHOOL CONTEXT

The following paragraphs offer an overview of the school for this project, registering pertinent information gathered over a three-month period. Following the description of the school, a reflection is provided that will help to understand the observed pedagogical needs.

1.1 Description of the school

The following paragraphs seek to provide both geographical context and physical descriptions of the school. It is imperative to mention that Nivequeten Primary School is a public school and because of the COVID-19 pandemic it was quarantined during the years 2020 and 2021. The first semester of 2022, the school made a gradual requirement of attendance, demanding the strict observance of a health and safety protocol on behalf of all students, teachers and school staff.

Due to the significant negative impact of the COVID-19 pandemic on the educational system, the learning gap resulting from online classes is evident, and it has been challenging for most students to readapt and regain lost study habits. In addition, students experienced isolation from

their peers. Chile was one of the countries that kept schools closed for the longest period (CEP Chile, 2023).

During the lockdown period, students were deprived of opportunities for genuine communication with their classmates and other children; interactions were limited to online classes. We observed a lack of participation and engagement in English classes, which, according to the school's teachers, can be attributed to several factors. First, there is a connection to the incomplete coverage of content during the pandemic. Additionally, the subject itself has been given relatively little importance. Furthermore, the low participation can also be attributed to the challenges presented by the pandemic (Dirección de Comunicación y Marketing UCT, 2021).

1.1.1. Nivequeten School

This research was focused on the seventh-grade students of Nivequeten School, located in the Nivequeten neighborhood of Laja in the Biobío region. The school, founded in 1981, is recognized as an educational center under municipal administration (DAEM) following a secular orientation. It offers both pre-school (pre-kindergarten and kindergarten) and primary school (1st to 8th grade). The school has a

total of 749 students; divided into 8 grades with 3 classes per grade. Each grade is assigned a letter (A, B, or C) resulting in a total of 24 levels, with an average of 31 students per level.

In terms of organization, the school is run by a principal, followed by the vice-principal. There are a total of 54 teachers who work collaboratively with psychologists, speech therapists, and special education teachers.

Regarding the affiliations associated with this school, the students receive various social benefits through JUNAEB, including food scholarships, health programs, and school supplies. Additionally, the government has implemented several other social assistance programs and scholarships, such as Programa Puente, Chile Solidario, Me conecto para aprender, Beca Indígena, and Beca Presidente de la República. It is remarkable that the school primarily serves students from lower middle-class backgrounds with limited financial resources. Despite having a vulnerability index of 81% based on indicators provided by the Education Quality Agency, the school currently maintains autonomous status.

Nivequeten School features 28 classrooms, 6 integration rooms, 3 men's and 3 women's bathrooms, a library, a dining room, a computer

room, as well as music and religious facilities. The classrooms are equipped with computers, data projectors, whiteboards, and heating. However, despite having the necessary didactic and technological resources, there is a shortage of space for recreational workshops, parental support initiatives, internet connectivity, and workshops involving both parents and students, among other areas.

The students of Nivequeten School primarily come from the commune of Laja or the surrounding rural areas. The school also provides, in collaboration with the municipality, buses for those who live in the outskirts of the commune.

Most of the students have access to smartphones and the school allows them to carry their personal devices, but they are not allowed to use them in the classroom, unless the teacher employs them in an activity. Nevertheless, a concern raised during parent-teacher meetings is that students use their smartphones during lessons, even though their use has been forbidden and limited to classroom activities. This has led to distractions in classes and disciplinary issues.

The English classes are based on a grammar-translation approach and some use of Information and Communication Technology (ICT). The class schedule includes 2 sessions per week: a 45-minute session

and a 90-minute session. The English teacher consistently incorporates ICT resources in her classes, including interactive games and tools, with the aim of actively engaging and fostering the students' interest in the content. However, low participation rates in the English classes are coupled with diminished academic and personal motivation. Despite the implementation of various weekly activities, motivating students to actively engage and complete assigned tasks has proven to be challenging.

1.1.2. Mission and Vision

On the one hand, the vision of this school is based on "developing the competences of both boys and girls for promoting the formation of well-rounded individuals, considering their individualities and inserting them in a fair, democratic and constantly changing society". On the other hand, the mission seeks "to make the educational unit a space where a quality and equitable education is promoted, based on healthy school coexistence and environmental awareness, forming participative citizens committed to the school's educational community".

1.1.3. Reflection of the observations

As future teachers of a foreign language, we understand that, according to Chomsky (1979), the purpose of language is not only to communicate but also to express or clarify thought, to gain understanding, and transmit meaning. In this sense we reflected on the way the students were being taught; The contents have been presented almost as mathematical formulas, where the grammar structures are similar to numerical operations and have no meaningful use or purpose for the students to learn, other than obtain good grades. However, when we transition to a more communicative teaching strategy, students will encourage a genuine enthusiasm for engaging in language lessons and improve their speaking skills. García (2011) asserts that in order to reduce anxiety, the attitude the teacher adopts in the classroom and the atmosphere they create are crucial in this process. First and foremost, we acknowledge that we are encouraging students to communicate in a second language and achieve competences in it, even though they rarely interact in their native tongue with their peers. Secondly, concerning the use of Information and Communication Technologies (ICTs) by students, it is confidently asserted that there exists a correlation between the extensive use of applications on smartphones (such as games and social

media), and the students' poor communication skills. As Bonilla (2014) states, "the constant use of ICT in the student's daily life isolates them from other forms of communication, which are essential for their social and educational development". Thirdly, when ICTs are implemented in classes trying to engage students to participate, there is no interest in participating with apps such as Kahoot, Wordwall or such activity games. Whenever students can use their devices in classes, they often get distracted by popular social media platforms like TikTok and Instagram. Therefore, these distractions have a direct impact on their reluctance to engage and communicate in English. As previously mentioned, when asked to participate, students frequently abstain from participation due to the expression of feelings of apprehension, fear, anxiety, or uncertainty.

Thus, these factors led us to different conclusions. First, our students were exposed to a long period of isolation from their peers, many of them in their early stages of social exposure and development (Brannen et al., 2023). This impacts the way we communicate with others, which in turn directly influences our instruction of the language that is supposed to facilitate effective communication.

Second, students are often overstimulated by the extensive use of ICTs. They turn to social media platforms as a means of avoiding

face-to-face interactions even with their peers (Mahmud et al., 2017). That is why it is extremely challenging to obtain students' attention and encourage their participation, as we compete with the use of ICTs in our lessons.

Third, the feelings our students manifest regarding their participation in classes are related to the limited communicative practice they receive in the foreign language. In fact, the emotions they manifest in their interactions with the teacher are often linked to anxiety regarding the English language lessons.

Fourth, our goal is to transition students into a classroom environment focused on developing communicative competence. To achieve this, we should explore methodologies that minimize distractions in the classroom, helping to alleviate the anxiety experienced by students during lessons. This approach will empower them to communicate more confidently in the language.

From these reflections, our aim is to explore the effects of Suggestopedia in regulating students' anxiety. Transitioning to a methodology that reduces stimuli and stress in the classroom will encourage greater student participation, lower anxiety levels, and enhance the pedagogical experience while developing communicative competences in the foreign language.

1.2 Teaching-learning problem.

English is widely regarded as the global language of communication spoken by a quarter of the world's population, enabling a true single market in knowledge and ideas (British Council, 2013). This language is considered an essential tool that breaks down barriers and facilitates interaction in an increasingly interconnected world. As noted by Santibañez (2023), English proficiency among Chilean people is predominantly at levels A1 and A2. This level implies an understanding of simple sentences but difficulty following fluent dialogues.

Notably, speaking skills receive the least reinforcement due to students' limited familiarity with English and their reluctance to speak aloud, particularly in front of their classmates. Prayuda (2021) relates this issue to the conditions of the learning environment. This fear of being in the spotlight and the pressure to perform correctly contribute to their anxious feelings. Consequently, some students actively avoid participation, attempting to remain unnoticed in the classroom to alleviate the stress caused by the expectation to respond.

The resulting embarrassment and anxiety significantly impact students' confidence and self-esteem. Insecure about their language abilities and fearful of judgment, many keep silent and abstain from participating in class activities.

Addressing this issue is fundamental from the teacher's perspective. It involves creating a supportive and trusting classroom environment and implementing strategies that promote student participation, motivation, and spontaneous language practice free from pressure. Promoting open communication and encouraging students to voice their doubts and concerns without fear of judgment is essential. As educators, it is crucial to comprehend and address the underlying causes of embarrassment and anxiety in the classroom. By doing so, we can assist students in overcoming these obstacles, leading to increased active participation in English language learning and the development of communicative competence.

The following two concepts and their definitions contain important insights to comprehend the nature of this Action Research and justify this project.

1.2.1. Anxiety

Anxiety is recognized as a feeling of excessive worry and apprehensive expectations regarding a number of events or activities, such as work or school performance (American Psychiatric Association, 2013). This feeling is considerably disproportionate to the current situation and persists over time. Anxiety disorders listed in the DSM-5 encompass generalized anxiety disorder, panic disorder, specific phobias, social anxiety disorder, and post-traumatic stress disorder, among others. These disorders are characterized by emotional, cognitive, and physical symptoms that cause significant distress and can interfere with an individual's daily functioning.

1.2.2. Language anxiety

According to MacIntyre and Gregersen (2012), language anxiety refers to the feeling of insecurity and fear that students experience when communicating in a foreign language. It is often triggered by the fear of making mistakes, being judged by others, or facing embarrassment or ridicule in a language-related context. Language anxiety can negatively impact language learning and communication, leading to reduced

confidence, avoidance of speaking activities, and complicated language development.

This anxiety is particularly evident during evaluation periods or when students are required to engage in public speaking or active participation in class. It often leads to strong levels of anxiety that impede their ability to concentrate and learn effectively. According to Wu (2010), language anxiety in the classroom, characterized by an excessive fear of negative judgment from others, significantly impacts students' willingness to participate in classroom activities. External factors, such as a perceived lack of safety within the learning environment or the pressure to meet performance expectations, can influence this type of anxiety. Students commonly struggle with concerns of inadequacy or the fear of failure in their assignments, which further contributes to increased anxiety levels and subsequently leads to avoiding participation in the classroom.

This can also be associated with other factors that may contribute to the limited active engagement of students, such as:

-Low English proficiency: Students who have low English proficiency may feel intimidated and unmotivated when trying to participate in English classes. Insufficient support to enhance their English language

proficiency can potentially result in reduced student engagement during class activities.

-Lack of interest: According to Rone (2023), learning the language among certain students can have an impact on their level of participation in class. When students fail to recognize the value or significance of English language acquisition, or when their motivation is compromised by instructional methods employed in the classroom, their enthusiasm tends to diminish, leading to a reduction in active participation.

-Inadequate teaching methods: The utilization of ineffective teaching methods can significantly influence students' active participation in English classes. When activities and tasks are not appropriately created to the students' proficiency level, or when the teacher neglects to consider diverse learning styles, it can diminish students' engagement and active involvement (Ahmed, 2018).

-Lack of exposure to English: Within a supportive and meaningful learning environment, it is crucial for students to be afforded sufficient opportunities to practice English. Poor performance may be related to lack of exposure to the language, and its limited opportunities to use it outside the classrooms (Souriyavongsa et al., 2013).

Therefore, language anxiety can be influenced by other anxieties, such as personal or social anxiety (Baron, 2022), whereas in some cases may be also associated with learning disorders (Ehmke, 2023) affecting students' performance in classes.

The following two concepts are interrelated. In order to develop communicative competence in our classrooms, we need to consider the affective filter and its variables.

1.2.3. Communicative Competence

Due to excessive use of social media (Ran et al., 2022) and the impact of the recent pandemic, communicating with others has become a real challenge, especially for students (Brannen et al., 2023). During the pandemic, students were exposed to long periods of isolation, keeping them from establishing authentic communicative situations with their peers, and consequently, hindered the development of their communicative competence. According to Hymes (1972) the communicative competence embraces not only an inherent grammatical competence but the ability to use it effectively in communicative situations. Despite the challenges, it is crucial to recognize the significance of developing communicative competence in the Chilean school system. By equipping students with the ability to effectively

communicate in a second language, we encourage them to interact confidently in our interconnected and globalized world. It is fundamental to prioritize the development of communicative competence and to adopt innovative approaches, so we can ensure that students acquire the necessary language skills to engage authentically with their peers.

1.2.4. Affective filter

Krashen (1982) proposes five main points in his second language achievement theory, with the affective filter being one of the key elements. The affective filter refers to how emotional factors significantly impact second language learning. The affective filter encompasses three affective variables that play a crucial role: motivation, self-confidence and anxiety.

The level of students' motivation plays a crucial role in shaping their proficiency in speaking. When learners possess strong motivation, their speaking skills tend to be outstanding. Conversely, a lack of motivation among learners is associated with poorer speaking abilities (Illyin et al., 2021).

Students with a sense of self-confidence exhibit increased engagement in various aspects such as learning. They experience reduced anxiety during exams, demonstrate a heightened interest in setting goals, and express greater comfort in their interactions with instructors (Akbari & Sahibzada, 2020).

The primary emotional obstacle to language acquisition is anxiety, which is closely linked to adverse emotional states such as stress, sadness, apprehension, nervousness, discomfort, and embarrassment. Furthermore, anxiety has detrimental effects on academic performance, self-esteem, proficiency in both speaking and writing, and the cultivation of a positive self-image (Kiruthiga & Christopher, 2022).

The affective filter and its variables are considered fundamental to the role of an effective language teacher and its methodologies for teaching effectively and meaningfully.

1.3. Introduction to Suggestopedia

Teaching English encompasses numerous challenges, demanding that educators constantly refine their approaches and discover more effective resources. Moreover, it is fundamental for teachers to adapt and accommodate the unique requirements of their students, creating a meaningful rapport with their learning journey. Drawing from our observations during the practicum, a crucial shift toward methodologies more skilled at addressing the anxiety encountered by students in English classes becomes imperative. By relieving such anxiety, students can fortify and foster their communicative competence in the English language.

Suggestopedia, developed by the Bulgarian psychotherapist Georgi Lozanov, is a methodology emphasizing the reduction of stress, embarrassment, and nervousness of individuals during teaching (Lozanov, 1979). The reduction of students' anxiety is achieved by creating a relaxing environment in the classroom, making use of non-direct instructions, incorporating the use of music and games. It is a methodology that has given good results, especially in the teaching of a foreign language, by reducing the anxiety of students in the pedagogical setting. Since it works by reducing psychological barriers in learning,

suggesting the student to take risks without the fear of error, applying this to the learning of English, generates a greater positive impact on the student (Kharismawati & Susanto, 2014). According to Alhamed and Al-Jaf (2022), students develop most of their proficiency in another language through speaking, conversations, and interactions with other people. When learners do not feel confident in speaking, their development of language production skills is limited. Adamson (1997) states that Suggestopedia is recommended to be carried out in groups of 12 people, however, no refutation has been found regarding doing it in large groups.

1.3.1. Suggestology

The suggestopedia is an outcome of the pedagogical application of suggestology. Suggestology derives from the psychological concept of suggestion, which involves passive influence on an individual or a group. To suggest is synonymous with recommending or advising. The essence of Suggestology lies in not compelling an individual to learn but rather proposing; the suggestion is intended to be the most probable and natural course of action. Furthermore, these concepts introduce another idea, known as Desuggestology. In this case, desuggestion is not the

antonym of suggestion, but rather a recommendation against proceeding with specific actions.

1.3.2. Suggestopedia Stages

According to Lozanov (1979), suggestopedia lessons consist of 4 stages: Presentation, Concert (Active and Passive), Elaboration and Practice.

Presentation Stage:

The initial phase of suggestopedia focuses on student preparation. This 'preparation' means relaxation and calmness, to prepare the mind for the learning process, alleviating it from stress and nervousness. During this stage, the learning environment is thoughtfully prepared to be comfortable and relaxed. The seats can be changed, even the lights can be diminished, aiming to reduce the stimuli.

Concert Stage

During the concert sessions, the teacher reads a text and music is played in the background. Students learn using silence when the teacher reads texts (Escolan, 2013). The active concert stage tends to be the first part of these sessions, perhaps not mandatory. During the active concert,

both the teacher and the students have a text. The teacher reads it aloud, following the rhythm of the background music, and the students actively follow the reading. In contrast, the passive concert stage varies as the students do not follow the text; instead, they focus and listen to the teacher's reading that can be displayed using infantilization techniques.

Elaboration Stage

Following the Concerts, students transition to the Elaboration Stage. In this phase, the teacher incorporates activities such as the creation of plays, games, films, puzzles, etc. The goal is to stimulate the students' creativity and engage them in the creation process.

Practice Stage

The final stage is employed to help students consolidate their learning through enjoyable and stress-free activities. Additionally, this practice continues outside of regular class hours, as students are encouraged to read the texts before going to sleep and upon waking.

1.3.3. Suggestopedia Techniques

Infantilization:

Lozanov (1979) suggests that infantilization is a selective state of

mind aimed at replicating the resemblance to early childhood stages.

This approach is intended to engage students in activities such as games, role-plays, and songs. Establishing a proper teacher-student relationship, akin to a parent-child relation, is highly important in this context. Students are encouraged to embrace and absorb knowledge without the need for conscious effort; the learning process is led by meaningful activities and games.

Peripheral learning:

Learning is not conceived as a linear process. Peripheral learning is a concept that explains how factors beyond the contents of a lesson plan can influence the acquisition of those contents. It allows students to indirectly and more meaningfully absorb information. This concept can be observed in a classroom where materials like posters or images are used to support a lesson. While these materials may not be explicitly explained as part of the lesson's presentation, they unconsciously contribute to the acquisition of the lesson's contents.

Relaxation techniques:

In his writings, Lozanov (1979) discusses several relaxation techniques. These techniques include relaxation exercises, which can be

performed through isolated breathing exercises, or by using music as a tool. They involve focusing on one's own breathing, altering pulse rhythm patterns with the breath, creating rhythmic breathing patterns, and more. One effective breathing exercise that can be implemented is called "Balanced Breathing" or "Equal Breathing." The goal of these exercises is to relax the body, thus facilitating relaxation of the mind.

Another relaxation technique discussed is visualization, which entails creating vivid mental images or scenes within one's mind. Students mentally "see" themselves in a specific situation or scenario, envisioning the sights, sounds, and sensations associated with it.

1.3.4. Role of the teacher

Suggestopedia sessions draw inspiration from yoga and the teacher's positive reinforcement. The students' enthusiasm is increased through the teacher's own enthusiasm, creating an atmosphere of positivity and increased motivation for the subject matter. Furthermore, the teacher has to strongly believe in the Suggestopedia and its effectiveness, thus the teacher can work with this methodology successfully (Lozanov, 1979).

According to Conejeros et al. (2009), motivation is a crucial component of the learning process. Motivation throughout the learning process encourages students to set goals, enabling them to extend their educational journey into a larger vision, such as achieving bilingual competence. Lozanov (1979) states that the teacher seems to take on a parental role to create a parent-child relationship with the students, enhancing a positive affective filter. Also, the teacher must encourage the allowance for errors, establishing a positive view of indirect corrective feedback

1.3.5. Using Suggestopedia to regulate anxiety

This approach helps students to overcome anxiety barriers, encourages active participation, and fosters a positive mindset towards language learning.

Furthermore, one of the objectives of this methodology is to cultivate trust between the teacher and students, creating an environment where students can demonstrate their full potential without experiencing any undue pressure from either the teacher or their peers. As stated by Ageykum (2019), a good relationship between the student and his or her teacher points to greater academic achievement. On the contrary, a bad relationship causes difficulties that can affect the student's learning.

Consequently, by building trust in the group, students can actively engage in English language use.

According to Nosrati et al. (2013), the six characteristics of Suggestopedia are: a comfortable environment, the use of music, peripheral learning, allowance for errors, limited homework, and integration of music, drama, and art into the learning process. Each characteristic is developed in the Suggestopedia sessions to create a different, enjoyable and relaxed environment, motivating the students and aiming to reduce stressful situations.

2. Development of the action plan

2.1. General objective

- To explore the effects of Suggestopedia in managing anxiety among seventh-grade students in an English as a Foreign Language classroom.

2.1.1 Specific objectives

- To identify the anxiety levels of students by means of the Foreign Language Classroom Anxiety Scale before and after the implementation of Suggestopedia as a teaching method.
- To evidence the pedagogical experience of students in suggestopedia sessions.

2.2 Action research in education

Numerous research methodologies are supported by academic communities. Nevertheless, the present project is firmly grounded in the one considered most suitable for enhancing the educational experiences, as suggested by Tripp (2005), is Action Research. Action Research provides an opportunity to thoroughly examine the impact of our intervention. It enables us to closely observe students' experiences, explore the effectiveness of the Suggestopedia method in regulating anxiety levels, and gather valuable insights to shape our future teaching strategies.

This action research project is developed on the model of Tripp (2005). Action Research consists of a non-static cycle of 4 stages, these stages are planning, acting, observing, and reflecting, that can be applied differently depending on the research needs

2.3 Participants

The participants in this study were 7th grade students from Nivequeten School. The number of participants was 30 students.

2.4 Data collection

In the initial stage of our research, assessing student anxiety levels is crucial. Unfortunately, anxiety is not easily quantifiable numerically. However, by implementing the Foreign Language Classroom Anxiety Scale, we approximate how students experience anxiety in different classroom situations. To document the development of our interventions, descriptive field notes are taken to bridge the gap between theory and practice. Additionally, students answered a Check-out Survey. This tool provides insights into their pedagogical experience in the sessions.

2.4.1. Foreign Language Classroom Anxiety Scale

This scale, known as the Foreign Language Class Anxiety Scale, was developed by Horwitz in 1986, and is widely employed worldwide as a tool for evaluating anxiety levels in students learning a foreign language. It assesses the psychological and emotional aspects of anxiety related to language learning and helps identify the specific areas or situations that cause anxiety in language classrooms. The scale typically consists of a series of questions or statements that individuals rate based on their level of agreement or disagreement. It provides valuable insights into the anxiety levels of language learners and can guide educators in developing

effective strategies to address and reduce anxiety in language learning settings.

Consisting of 33 statements, this scale is divided into three parameters. Howirtz et al. (1986) proposed the first parameter as fear of communicating with others, specifically communication apprehension. Apprehension will increase if students face difficulties speaking or listening to foreign languages in front of people (Howirtz et al. 1986). The second parameter is anxiety, characterized by a fear of failure in foreign language tests using objective evaluative methods. Finally, the third parameter is related to negative evaluation. Fear of negative evaluation is directly associated with feelings about others' evaluations or expectations (Howirtz et al., 1986).

Students were required to indicate their degree of agreement or disagreement on a five-point scale, ranging from "strongly agree" to "strongly disagree".

2.4.2. Field notes

The researchers are required to have data to analyze; this data is used for the understanding of an event. Field notes are an instrument to be used in this research to obtain information during the teaching process. According to Latorre (2003), descriptive field notes are for capturing the reality of the educational phenomenon, including essential aspects such as

situation, people, conversations or reactions. During each session, the observer used these descriptive field notes accompanied by note-taking to document the students' responses throughout the four-week developmental sessions.

2.4.3. Check-out survey

In order to assess the second specific objective, during the last session students took a short check-out survey. For an appropriate comprehension, the statements in the check-out survey are in Spanish. The check-out survey enhanced two dimensions of the pedagogical experience which are important for this research. In order to evidence how students felt in the sessions. The survey will take the form of a Likert scale with 8 questions, assessing the affective and pedagogical dimensions in addition to an open final question.

The first dimension is the affective one. It assesses the way the students feel during the sessions based on the FLCAS. If they feel calm, anxious or experience other emotions during the different stages of the lesson as seen in the example, “Me siento respetado/a por mis compañeros cuando participo en clases”. The pedagogical dimension evaluates the way students perceive the methodology of the class and the sessions. As in this example, “Puedo entender de mejor manera el contenido con estas

sesiones”.

2.5. Characterization of the classroom project

The observation stage involves two months of observation in a specific educational context during our pre-service teacher final practicum. During this stage, we also developed the reflection process, addressing teaching and learning issues, and formulating the research project's questions. This is followed by the planning stage, which was driven in response to our pedagogical needs. During this phase, we gathered the necessary elements to implement interventions aimed at addressing the identified needs.

We conducted continuous research to address the problem and explore potential methodologies. Suggestopedia was the selected methodology, as it is aligned well with our teaching style. Subsequently, we entered the planning stage, which consists of formulating the implementation of Suggestopedia to manage anxiety and identification of the necessary tools to achieve our research objectives.

The next stage is the action phase, during which we implemented eight Suggestopedia sessions over four weeks. During each session, we closely monitored the actions taken in the school and collected data using our research instruments. The first and last session involved administering

the FLCAS, as well as the final check-out survey. Additionally, one of the researchers involved in this Action Research (AR) observed the class, taking descriptive field notes, while the other two researchers led the sessions.

When all sessions were implemented, the final reflection stage started. The data collected from the FLCAS and check-out survey are statistically analyzed to compare and validate the development of our teaching proposal. The results from this data analysis supported our final reflections.

Table 1

Action-plan schedule

Week	National curriculum Unit.	Session.	Procedure.	Time.
1			Students will take the Foreign Language Anxiety Classroom survey, to be answered on a Google form.	Opening: 10min Test: 30min Closing: 5min
1	Unit 4: Green Issues	1	<p>Presentation: Setting environment and relaxation session.</p> <p>Concert: “The 3 R’s” song Elaboration: Brainstorming and vocabulary learning</p> <p>Practice: Introduction to “Refuse” and examples</p>	<p>Presentation: 10min</p> <p>Concert: 5min</p> <p>Elaboration: 10min</p> <p>Practice: 15min</p>

1	Unit 4: Green Issues	2	<p><i>Presentation: Setting environment and relaxation session.</i></p> <p><i>Concert: Earthquake testimony.</i></p> <p><i>Elaboration: Discussion</i></p> <p><i>Practice: Earthquake simulation</i></p>	<p><i>Presentation: 10min</i></p> <p><i>Concert: 15min</i></p> <p><i>Elaboration: 5min</i></p> <p><i>Practice: 15min</i></p>
2	Unit 4: Green Issues	3	<p><i>Presentation: Setting environment and relaxation session.</i></p> <p><i>Concert: Earthquake testimony.</i></p> <p><i>Elaboration: Discussion</i></p> <p><i>Practice: Earthquake simulation</i></p>	<p><i>Presentation: 10min</i></p> <p><i>Concert: 15min</i></p> <p><i>Elaboration: 5min</i></p> <p><i>Practice: 15min</i></p>
2	Unit 4: Green Issues	4	<p><i>Presentation: Setting environment and relaxation session.</i></p> <p><i>Concert: Street art text and drawing</i></p> <p><i>Practice: Students' book page 105 activity</i></p> <p><i>Elaboration: Description of their art</i></p>	<p><i>Presentation: 10min</i></p> <p><i>Concert: 15min</i></p> <p><i>Elaboration: 10min</i></p> <p><i>Practice: 10min</i></p>
3	Unit 4: Green Issues	5	<p><i>Presentation: Setting environment and relaxation session.</i></p>	<p><i>Presentation: 10min</i></p> <p><i>Concert: 10min</i></p>

			Concert: Text about animals in forest fires	Elaboration: 5min
			Practice: Vocabulary learning	Practice: 20min
			Elaboration: Writing and drawing an ending	
3	Unit 4: Green Issues	6	Presentation: Setting environment and relaxation session.	Presentation: 10min
			Concert: Text about preventing forest fires	Concert: 15min
			Elaboration: Poster Creation	Elaboration: 15min
			Practice: Presentation of the poster	Practice: 10min
4		8	Students will take the Foreign Language Anxiety Classroom survey, to be answered on a Google form.	Opening: 10min Test: 30min Closing: 5min

2.5.1 Sessions

The sessions are structured according to the standard of Suggestopedia stages proposed by Lozanov (1979). The contents are delivered and adapted using Suggestopedia techniques mentioned above, following the curriculum prescribed by the Ministry of Education in Unit 4, “Green Issues” for a 7th-grade class.

Session 1

Stage 1: Presentation Stage (10 minutes)

The teacher guides students through a brief relaxation exercise. Students use the 4-7-8 breathing technique: inhaling for four seconds, holding breath for seven seconds, and finally exhaling for eight seconds. Some ambient music is played in the background.

Stage 2: Concert Session (5 minutes)

This time, the teacher starts a reading of the song “The 3 R's” (Reduce, Reuse, Recycle) by Jack Johnson. Students repeat sentences after the teacher.

Stage 3: Elaboration Stage (10 minutes)

The song is played again, and students are asked to take notes and write the words that are known to them and ask about the ones whose meaning they do not know.

After the reading, the teacher gives the students the lyrics and plays the song for them to sing again following the text.

Stage 4: Practice Stage (15 minutes)

The teacher introduces the concept of the “Fourth R” in this class, which is Refuse. Later, a table is drawn on the whiteboard, and students write different ways to recycle, reduce, reuse, and refuse, making an emphasis on the last one.

Session 2

Stage 1: Presentation Stage (10 minutes)

The teaching setting is set to the standard of suggestopedia, with regulated light and atmospheric music. The chairs are organized in a circle. Relaxation and breathing techniques are applied, making use of silence. The teacher starts by asking the students about their parents and where they were in 2010 on the concert stage.

Stage 2: Concert Session (15 minutes)

Firstly, a passive concert occurs where students listen to a text about earthquakes. The text presents different testimonies on the earthquake that occurred in Chile in 2010. They do not read the text; they only listen to the

teacher.

Secondly, an active concert follows with the same text. However, students are allowed to see the main vocabulary on the board while the teacher is reading, enabling them to relate the listening to a picture and its meaning. A second active concert takes place where the full text is provided to the students to follow, imitating the expressions and intonations that the teacher produces.

Stage 3: Elaboration Stage (5 minutes)

In pairs, the students work on activities following the text.

Activity 1: The text is given to the students in disorganized paragraphs, and they are asked to reorganize it as they consider the testimony can be correctly expressed.

Stage 4: Practice Stage (15 minutes)

Role-playing: Students work in pairs, practicing the structure of the testimony they created, engaging in a theatrical role play as if they were the

person of the testimony. The teacher leads the theatrical testimony, and students continue the activity at the same time, while reading what they have organized.

Additionally, another reading of the text is conducted to enable students to self-monitor their learning and correct mistaken structures. This serves as implicit feedback.

Closing: Students are asked to write the testimony of a relative who lived through the 2010 earthquake for the next session.

Session 3

Stage 1: Presentation Stage (10 minutes)

To start the class, the teacher asks the students to stand up and play copying stretching body exercises modeled by the teacher. When this part of the relaxation is done, the teacher asks students to sit comfortably in their chairs and hold their breath as much as time as they can. Then, the teacher will provide some breathing exercise patterns to relax their body

and eventually their minds in the concert session.

Stage 2: Concert Session (15 minutes)

The teacher starts the concert with background music. The texts to be read will consist of two pieces provided by the students, as they were asked in the previous class. The teacher reads those texts dramatically, aiming to create a theatrical impact on the students' perception.

Stage 3: Elaboration Stage (5 minutes)

The teacher divides students into small groups and provides them with a set of common scenarios involving earthquakes. They will discuss, and brainstorm safety measures and strategies for each scenario, making use of the new vocabulary. Then, each group member shares their ideas with the group. The teacher also provides images to suggest the vocabulary meaning.

Stage 4: Practice Stage (15 minutes)

To conclude the session, the teacher will set up a simple earthquake

simulation using props like tables, chairs, and cushions. In pairs or small groups, students will practice the "Drop, Cover, and Hold On" technique to simulate safe behavior during an earthquake. They drop to the ground to avoid falling, take cover under tables or desks to protect themselves from possible debris, and hold on until the shaking stops. Using these elements in the classroom mimics the experience of a real earthquake.

Session 4

Stage 1: Presentation Stage (10 minutes)

Students are asked to close their eyes and focus on the ambient music, in order to reduce their anxiety before the concert session starts.

Stage 2: Concert Session (15 minutes)

The session starts with the soundscape of a city, including distant conversations, footsteps, and street performers. The teacher introduces the idea of street art as a form of self-expression among the urban noises. Then a text about street art is presented. While the teacher reads, students listen to the text, and draw their own "street art" on their notebooks.

Stage 3: Practice Stage (10 minutes)

Students work on page 105 of their textbook. Both students and teacher do a reading of the text “Valpo street arts tour”, and work on the questions together with their partners.

Stage 4: Elaboration Stage (10 minutes)

The students describe their art previously created, as they were the tour manager of the previous text, playing the role of artists.

Session 5

Stage 1: Presentation Stage (10 minutes)

At the beginning of the session, the teacher instructs the students to close their eyes and start deep breathing, exhaling slowly from the stomach. The teacher leads the class through various rhythmic breathing exercises before returning to deep breathing. While students keep their eyes closed, the teacher plays sounds and verbalizes the words that describe what is being heard. Students repeat.

Stage 2: Concert Session (15 minutes)

The teacher asks the students to open their notebooks and be ready to draw. The teacher reads a text about an animal that goes through a forest fire in the first person. While listening, the students draw, trying to interpret this animal in the situation that is being described. The text does not have an ending, leaving space for the students to interpret their own endings for the animal's life.

Stage 3: Practice Stage (5 minutes)

Students receive the text and highlight the most meaningful vocabulary. The teacher asks them to brainstorm the vocabulary and facilitates by showing pictures to represent their meanings.

Stage 4: Elaboration Stage (20 minutes)

Students write and draw an ending for the story. The teacher provides some cards with emotions written on them, and students are encouraged to interpret how the emotions conveyed by the sounds can be reflected in the text.

Session 6

Stage 1: Presentation Stage (10 minutes)

The teacher asks the students to sit in their chairs as soft instrumental music gently fills the room, creating a peaceful atmosphere. Then, the students are guided through a calming visualization exercise. With their eyes closed, they imagine a forest under a clear blue sky.

Stage 2: Concert Session (10 minutes)

The teacher reads a text about the importance of wildlife and preventing forest fires. The teacher also reads a student's final story regarding the last class. Emphasis is placed on the important vocabulary of the text, and students repeat and write the words.

Stage 3: Elaboration Stage (15 minutes)

Students work in groups of 6-7 people. Each group receives a handout with a picture of a wild animal threatened by forest fires and a description of it. Each group creates a poster about the importance of conserving that animal.

Stage 4: Practice Stage (10 minutes)

Students present their work to another team and share their posters, acting as if they were activists of the cause. After the class, the check-out survey is conducted.

FLCAS Session

After all sessions are implemented, the last FLCAS is taken in an additional session for answering the survey.

2.6. Resources

The resources for this project include the elements used to implement the Suggestopedia sessions during the action stage.

The use of data projectors, speakers, printed worksheets, visual aids (for peripheral learning), the fourth unit “Green Issues” from the Ministry of Education's curriculum will be part of this action research.

2.7. Evaluation of the implementation

The data collected during the interventions were analyzed to meet the objectives of this research. The data collected through the first

application of the FLCAS during a 45-minute class was analyzed using the Statistical Package for the Social Sciences (SPSS), considering the parameters of the statements answered, especially those relevant to students' anxiety provoking factors. The second FLCAS was statistically analyzed to compare any fluctuations between the answers that reveal students' anxiety indicators.

To meet the specific objectives of this action research, field notes were taken class by class in addition to the check out survey at the end of the intervention, and analyzed to highlight what was observed during the stages of the sessions regarding the students' performance and behavior during each session.

Finally, the data analyzed will provide valuable insights for further improvements and reflections regarding the teaching proposal in regulating anxiety and students' pedagogical experience.

3. RESULTS

3.1 Data analysis

In this section, an analysis of the collected data utilizing the instruments employed throughout the entire implementation process of the action plan at Nivequeten School is presented.

3.1.1. Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale was administered to 29 students of the 7th grade “B” from Nivequeten School, using Google Forms. The 33 statements of the scale are divided into three dimensions: communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32), test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26 and 28) and fear of negative evaluation (items 2, 7, 13, 19, 23, 31 and 33). Also, each response is given a value ranging from 5 to 1: 5, “Muy de acuerdo”; 4, “De acuerdo”; 3, “Ni de acuerdo ni en desacuerdo”; 2, “Desacuerdo”; and 1, “Muy en desacuerdo”.

Questions 2, 5, 8, 11, 14, 18, 22, 28, 32 were assigned reversed values, meaning that a high mean score represents a perception of

increased anxiety for that specific item. The score ranges from 33 to 165. The highest and lowest mean scores were analyzed for both questionnaires, standard deviations were also considered. The data is arranged in ascending order of relevance for this study.

3.1.2 Statistics first FLCAS

Table 2

First FLCAS: Communication apprehension

	N	Min	Max	Mean	Standard Deviation
1.- Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés	29	1	5	3,36	1,367
4. Me asusta no entender lo que el profesor está diciendo en inglés	29	1	5	3,41	1,211
9. Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien	28	1	5	3,43	1,451
14. Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés	29	1	5	3,18	1,416
15. Me irrita no entender lo que el/la profesor/a está corrigiendo	29	1	5	3,28	1,334
18. Me siento seguro/a a la hora de hablar en la clase	29	1	5	2,83	1,167

24. Me da mucha vergüenza hablar inglés delante de mis compañeros	29	1	5	3,59	1,427
27. Me pongo nervioso/a mientras hablo inglés en clase	29	1	5	3,38	1,374
29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice	29	1	5	3,62	1,208
30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés	29	1	5	3,59	1,181
32. Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés	29	1	5	2,45	,985
<i>N valid (per list)29</i>					
<i>Overall mean=3,28</i>					

Students experience anxiety and feel embarrassment speaking English in front of their classmates. According to Prayuda (2021), the classroom environment is a crucial factor that affects students' participation, especially when practicing speaking skills. We can correlate this factor with one of the initial limitations of this project, which pertains to the students' attitude towards mockery in certain activities as seen in our observation entries in Table 3.9.

Table 2 shows initial results on communication apprehension. In the

group of questions related to the respondents' apprehension of communication, we can note certain points of interest for the analysis. The questions in which higher mean values are found would be: "Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien" (item 9, $\bar{x} = 3,43$) "Me da mucha vergüenza hablar inglés delante de mis compañeros" (item, 24 $\bar{x} = 3,59$) "Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice" (item 29, $\bar{x} = 3,62$) Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés (item 30, $\bar{x} = 3,59$). These findings show that most students conceive communicating in the L2 as an anxiety-inducing factor. In the words of Hakim (2019), language anxiety is possibly caused by the incompetence to use the target language, and lack of knowledge of the language.

The least factors provoking anxiety in this parameter were "Me siento seguro/a a la hora de hablar en la clase" (item 18, $\bar{x} = 2,48$), "Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés" (item 32, $\bar{x} = 2,45$). Consequently, students are far less anxious and more at ease conversing with and around foreign native language speakers than they are when speaking in a classroom setting (items 18 and 32). This result is consistent with the situation-specific Foreign Language Anxiety characterization that Horwitz et al. (1986) supported.

The majority of the results exhibited a standard deviation ranging between 1.1 and 1.4, indicative of a general variation in responses. However, an exception was observed in the case of question 32, where the standard deviation was *lower* than 1. This finding suggests a concentration of responses closely aligned with the average response, signifying a higher degree of similarity in participant answers for that specific question.

Table 3

First FLCAS: Test anxiety

	N	Min	Max	Mean	Standard Deviation
3.- Tiemblo cuando sé que me van a preguntar en clase	29	1	5	3,00	1,669
5. No me molestaría en absoluto tener más clases de inglés	29	1	5	3,82	1,219
6. Durante la clase, pienso en cosas que no tienen nada que ver con la clase	29	1	5	3,83	1,104
8. Normalmente estoy a gusto cuando realizamos evaluaciones en clase	29	1	5	3,21	1,292
10. Me preocupan las consecuencias de reprobar	29	3	5	4,38	,622
11. No entiendo por qué algunas personas se sienten tan mal por las clases de inglés	29	1	5	3,14	1,125

12. En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé	29	1	5	3,62	1,265
16. Aunque vaya con la clase preparada, me siento nervioso/a	29	1	5	3,17	1,338
17. A menudo no me dan ganas de ir a clase de inglés	29	1	5	2,34	1,203
20. Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase	29	1	5	3,25	1,506
21. Cuanto más estudio, más me confundo	29	1	5	2,41	1,452
22. No siento presión ni preocupaciones para prepararme bien las clases	29	1	5	3,45	1,021
25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado	29	1	5	3,07	1,334
26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases	29	1	5	2,21	1,114
28. Antes de entrar a clase, me siento seguro/a y relajado/a	29	2	5	3,83	1,002
<i>N valid (per list) 29</i>					

Overall mean=3,24

According to the results, there were at least 4 items that scored the highest. “Antes de entrar a clase, me siento seguro/a y relajado/a” (item 28, $\bar{x} = 3,83$), “Durante la clase, pienso en cosas que no tienen nada que ver con la clase” (item 6, $\bar{x} = 3,83$), “No me molestaría en absoluto tener más clases de inglés” (item 5 $\bar{x} = 3,83$). The item which scored the highest is, “Me preocupan las consecuencias de reprobar” (item 10 $\bar{x} = 4,38$) as well as the least standard deviation in this parameter. It's also important to note that all anxiety-related items, including item 10, had mean scores over 3,0 on a 5-point scale, suggesting that while students did, in fact, express a great deal of anxiety when taking tests in their language classes, they did so with a fair amount of trepidation when it came to the possibility of failing the subject (item 10).

The least anxiety provoking factors regarding anxiety contemplated the following mean scores: “A menudo no me dan ganas de ir a clase de inglés” (item 17 $\bar{x} = 2,34$) followed in order by “Cuanto más estudio, más me confundo (item 21 $\bar{x} = 2,41$) and finally the lowest mean “Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases” (item 26 $\bar{x} = 2,21$). These results show that students feel less anxiety regarding attending their English classes (item 26) and eventually they have shown willingness towards English lessons (item 17). The majority of the results exhibited a standard

deviation ranging between 1 and 1.6, indicative of a general variation in responses. However, an exception was observed in the case of question 10, where the standard deviation was less than 1 and equal to 0,622. This finding suggests a concentration of responses closely aligned with the average response, signifying a higher degree of similarity in participant answers for that specific question.

Table 4

First FLCAS: Fear of negative evaluation

	N	Min	Max	Mean	Standard Deviation
2.- No me preocupa cometer errores en clase	29	1	5	2,90	1,423
7. Pienso que mis compañeros son mejores en inglés que yo	29	1	5	3,45	1,352
13. Me da vergüenza participar voluntariamente en clase	29	1	5	3,11	1,370
19. Me da miedo que mi profesor corrija cada error que cometo	29	1	5	2,75	1,378
23. Tengo la sensación de que mis compañeros hablan inglés mejor que yo	29	1	5	3,38	1,265
31. Temo que mis compañeros de clase se rían de mí cuando hablo en inglés	29	1	5	3,41	1,570
33. Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar	29	1	5	3,79	1,177

N valid (per list)	29
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Overall mean=3,25

Finally, according to the fear of negative evaluation, “Tengo la sensación de que mis compañeros hablan inglés mejor que yo” (item 23 $\bar{x} = 3,38$), “Temo que mis compañeros de clase se rían de mí cuando hablo en inglés” (Item 31 $\bar{x} = 3,41$), “ Pienso que mis compañeros son mejores en inglés que yo” (item 7 $\bar{x} = 3,45$), and “Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar” (item 33 $\bar{x} = 3,79$) showed the highest mean scores. In this category, students’ perception of their peers regarding their level of English is an issue for 7th grade students (item 23), as well as speaking in English increases a fear of negative evaluation and mockery from their peers (item 31, item 7 and item 33). This confirms what was previously stated on the observation and reflection stage of this action research. According to Foss and Reitzel (1991, as cited in Subaşı, 2010), this may be related to learners' self-concept of competence towards the target language as well as low self-esteem.

Among the least anxiety provoking factors are, “No me preocupa cometer errores en clase” (item 2 $\bar{x} = 2,90$), and “me da miedo que mi profesor corrija cada error que cometo” (item 19 $\bar{x} = 2,75$). Subsequently, the lowest mean score provides us with insights that confirm the

importance of the role of the teacher in language learning. Students are more reluctant to develop their language skills when the teacher is perceived as a negative evaluator; perhaps this is not what the students showed as a factor of increasing anxiety, meaning there is a strong affective filter. Nevertheless, in contrast with the factors increasing anxiety, what is far more concerning is the students' perception towards their classmates (item 23, 31, 7), something similar to what was observed in item 9 regarding communication apprehension.

The majority of the results exhibited a standard deviation ranging between 1.1 and 1.5, indicative of a general variation in responses with no significant deviations.

Furthermore, the results in our reflection stage and question 31 support the hypothesis that students refrain from speaking due to the fear of ridicule from their peers. This is also correlated with statements 9, 24, and 27 in the communication apprehension dimension.

Table 3.4*Anxiety levels First FLCAS*

No.	Participant	Score	Anxiety Level
1	Participant 1	113	Anxious
2	Participant 2	96	Moderately Anxious
3	Participant 3	129	Anxious
4	Participant 4	117	Anxious
5	Participant 5	104	Moderately Anxious
6	Participant 6	80	Relaxed
7	Participant 7	109	Anxious
8	Participant 8	103	Moderately Anxious
9	Participant 9	102	Moderately Anxious
10	Participant 10	87	Relaxed
11	Participant 11	81	Relaxed
12	Participant 12	95	Moderately Anxious
13	Participant 13	57	Relaxed
14	Participant 14	142	Anxious
15	Participant 15	116	Anxious
16	Participant 16	111	Anxious
17	Participant 17	143	Anxious
18	Participant 18	133	Anxious
19	Participant 19	131	Anxious
20	Participant 20	102	Moderately Anxious
21	Participant 21	83	Relaxed
22	Participant 22	90	Moderately Anxious

23	Participant 23	63	Relaxed
24	Participant 24	96	Moderately Anxious
25	Participant 25	122	Anxious
26	Participant 26	59	Relaxed
27	Participant 27	132	Anxious
28	Participant 28	106	Moderately Anxious
29	Participant 29	115	Anxious

The FLCAS shows us three levels of anxiety in the results, labeling students as Relaxed, Moderately Anxious and Anxious. According to the results, 24,14% of the students (seven students) were categorized as Relaxed. This figure equals the least number of students, and it means that the lowest percent of students can feel free of anxiety in the English classroom. The following category is Moderately Anxious. 31,08% of the students (nine students) are labeled as being Moderately anxious. Finally, a majority of thirteen students (44,8%) falls within the Anxious category. Adding the percentages of Moderately Anxious and Anxious, we get that 75,88% of the students - the vast majority - feel anxious in the English class.

3.1.2. Statistics second FLCAS

As a complementary analysis to assess our specific objectives, we aim to assess students' answers regarding their responses to the Likert scale, contrasting the results before and after the suggestopedia intervention sessions. Before the second Likert scale implementation, the students were asked to answer it according to their experiences during the Suggestopedia sessions, allowing us to compare the results from regular English classes and our intervention. Likewise, the results will be discussed in further sections.

Table 5

Second FLCAS: Communication apprehension

	N	Min	Max	Mean	Standard Deviation
1.- Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés	29	1	5	3,10	1,165
4. Me asusta no entender lo que el profesor está diciendo en inglés	29	1	5	3,23	1,334
9. Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien	29	1	5	3,81	1,223

14. Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés	29	1	5	2,94	1,340
15. Me irrita no entender lo que el/la profesor/a está corrigiendo	29	1	5	3,03	1,224
18. Me siento seguro/a a la hora de hablar en la clase	29	1	5	2,87	1,118
24. Me da mucha vergüenza hablar inglés delante de mis compañeros	29	1	5	3,84	1,068
27. Me pongo nervioso/a mientras hablo inglés en clase	29	1	5	3,39	1,334
29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice	29	1	5	3,39	1,256
30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés	29	1	5	3,48	1,151
32. Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés	29	1	5	2,94	1,153
<i>N valid (per list) 29</i>					
<i>Overall mean=3,27</i>					

First, the results regarding communication apprehension can be analyzed in terms of the reduction of the mean scores, item 29 “Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a

dice” ($\bar{x} = 3,62 < \bar{x} = 3,39$). Also, item 30, “Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés” ($\bar{x} = 3,59 < \bar{x} = 3,48$). Nevertheless, item 9, “Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien” ($\bar{x} = 3,43 > \bar{x} = 3,81$), and item 24, “Me da mucha vergüenza hablar inglés delante de mis compañeros” ($\bar{x} = 3,59 < \bar{x} = 3,81$), and 32, “Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés” ($\bar{x} = 2,45 > \bar{x} = 2,94$) increased their mean. The overall mean for this aspect of the Likert scale was one of the highest the first time it was administered; the second time the overall mean was not significantly decreased.

Table 6

Second FLCAS: Test anxiety

	N	Min	Max	Mean	Standard Deviation
3.- Tiemblo cuando sé que me van a preguntar en clase	29	1	5	3,16	1,369
5. No me molestaría en absoluto tener más clases de inglés	29	1	5	1,94	1,153
6. Durante la clase, pienso en cosas que no tienen nada que ver con la clase	29	1	5	3,29	1,160

8. Normalmente estoy a gusto cuando realizamos evaluaciones en clase	29	1	5	2,90	1,300
10. Me preocupan las consecuencias de reprobar	29	1	5	4,16	,934
11. No entiendo por qué algunas personas se sienten tan mal por las clases de inglés	29	1	5	2,77	1,055
12. En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé	29	1	5	3,35	1,355
16. Aunque vaya con la clase preparada, me siento nervioso/a	29	1	5	3,10	1,326
17. A menudo no me dan ganas de ir a clase de inglés	29	1	5	2,55	1,287
20. Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase	29	1	5	3,48	1,435
21. Cuanto más estudio, más me confundo	29	1	5	3,23	1,383
22. No siento presión ni preocupaciones para prepararme bien las clases	29	1	5	2,77	1,055

25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado	29	1	5	3,00	1,461
26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases	29	1	5	2,71	1,419
28. Antes de entrar a clase, me siento seguro/a y relajado/a	29	1	5	2,58	1,057
N valid (per list)	29				
Overall mean=2,99					

Regarding the comparison of the results obtained in the group test, it can be observed that the means reduced mainly in item 28, “Antes de entrar a clase, me siento seguro/a y relajado/a” ($\bar{x} = 3,83 < \bar{x} = 2,58$), item 6 “Durante la clase, pienso en cosas que no tienen nada que ver con la clase” ($\bar{x} = 3,83 < \bar{x} = 3,29$), item 5 “No me molestaría en absoluto tener más clases de inglés” ($\bar{x} = 3,83 < \bar{x} = 1,94$), and item 10 “Me preocupa las consecuencias de reprobar” ($\bar{x} = 4,38 < \bar{x} = 4,16$) also, item 10 persisted on having the lowest standard deviation. Concerning the items that show the least mean score, they vary slightly in their mean score, item 17 “A menudo no me dan ganas de ir a clase de inglés” ($\bar{x} = 2,34 > \bar{x} = 2,55$), 21 “Cuanto más estudio, más me confundo” ($\bar{x} = 2,41 < \bar{x} = 2,23$), and 26 “Comparativamente, estoy más tenso/a y me siento más nervioso/a en la

clase de inglés que en otras clases” ($\bar{x} = 2,21 > \bar{x} = 2,71$). Regarding item 5 this is also evidenced in the open question of the check-out survey during the last part of the interventions (see Appendix 8). The methodology used may explain the results of item 28 due to the relaxation techniques and comfortable atmosphere displayed in the classroom during the sessions, also evidenced in the field notes and check-out survey.

Table 7

Second FLCAS: Fear of negative evaluation

	N	Min	Max	Mean	Standard deviation
2.- No me preocupa cometer errores en clase	29	1	5	2,74	1,460
7. Pienso que mis compañeros son mejores en inglés que yo	29	1	5	3,55	1,060
13. Me da vergüenza participar voluntariamente en clase	29	1	5	3,45	1,234
19. Me da miedo que mi profesor corrija cada error que cometo	29	1	5	3,29	1,216
23. Tengo la sensación de que mis compañeros hablan inglés mejor que yo	29	1	5	3,39	,955

31. Temo que mis compañeros de clase se rían de mí cuando hablo en inglés	29	1	5	3,48	1,262
33. Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar	29	1	5	3,45	1,387
N valid (per list)	29				
<i>Overall mean=3,33</i>					

In this last factor regarding fear of negative evaluation, it can be observed that the mean scores increased slightly from 1 to 10 decimals, meaning a higher score perhaps does not signify a more negative effect as it only deviates ever so slightly from the mean. Item 23 “Tengo la sensación de que mis compañeros hablan inglés mejor que yo” ($\bar{x} = 3,38 < \bar{x} = 3,39$), item 31 “Temo que mis compañeros de clase se rían de mí cuando hablo en inglés” ($\bar{x} = 3,41 < \bar{x} = 3,48$), item 7 “Pienso que mis compañeros son mejores en inglés que yo” ($\bar{x} = 3,45 < \bar{x} = 3,55$), and item 33 “Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar” ($\bar{x} = 3,79 < \bar{x} = 3,45$). In most of these items the intervention did not have much effect. Most mean scores for this aspect were only slightly reduced; exceptions being item 2 “No me preocupa cometer errores en clase” ($\bar{x} = 2,90 < \bar{x} = 2,74$), and item 19 “Me da miedo que mi profesor corrija cada error que cometo” ($\bar{x} = 2,75 > \bar{x} = 3,29$).

Table 8*Anxiety levels second FLCAS*

<i>Participant</i>	<i>Score</i>	<i>Anxiety level</i>	
1	Participant 1	95	Moderately Anxious
2	Participant 2	117	Anxious
3	Participant 3	125	Anxious
4	Participant 4	122	Anxious
5	Participant 5	120	Anxious
6	Participant 6	62	Anxious
7	Participant 7	112	Anxious
8	Participant 8	67	Relaxed
9	Participant 9	115	Anxious
10	Participant 10	97	Moderately Anxious
11	Participant 11	106	Moderately Anxious
12	Participant 12	123	Anxious
13	Participant 13	130	Anxious
14	Participant 14	79	Relaxed
15	Participant 15	91	Moderately Anxious
16	Participant 16	72	Relaxed
17	Participant 17	103	Moderately Anxious
18	Participant 18	95	Moderately Anxious
19	Participant 19	131	Anxious
20	Participant 20	131	Anxious
21	Participant 21	103	Moderately Anxious
22	Participant 22	101	Moderately Anxious
23	Participant 23	70	Relaxed

24	Participant 24	95	Moderately Anxious
25	Participant 25	125	Anxious
26	Participant 26	117	Anxious
27	Participant 27	120	Anxious
28	Participant 28	88	Relaxed
29	Participant 29	112	Anxious

According to the results obtained after the intervention, the levels of anxiety changed very little: the relaxed level dropped to 20%, while the moderately anxious level remained unchanged, 31% and the anxious range rose 3 points to 48%, showing a slight increase in the anxiety of the participants.

3.1.3. Field notes

The field notes provided a firsthand account of the learning environment during the interventions, analyzing the progression of both individual students and the class. This instrument describes each of the sessions, indicating the number of the class session, a short description of the classroom setting, the activities, difficulties, students' participation and general observations.

Table 9
Observation entries

Session No.	Description
Session No. 1	<p>Activities: Students changed the positions of their desks into a circle shape. The relaxation session was about breathing techniques using relaxing music in the background. In the concert stage, the teacher played the song “The 3R’s” without lyrics. Later, the teacher read the lyrics for the class. Students stayed quiet during the listening, but made confusing faces due to non-understanding. Then, the teacher presented the lyrics, which made the students understand more words. They received the text to compare with the ideas they had of what was about.</p> <p>New vocabulary about “Reduce, Reuse, Recycle, Refuse” was introduced, and students answered questions about them. Finally, they create a table with different ways of reducing, reusing, recycling and refusing, making use of the vocabulary presented by the teacher.</p> <p>Students’ participation: Low participation in relaxation exercises. Students work on the final task quietly and participatively.</p> <p>Class environment: Chaotic environment when the session started. There were some interruptions and mockery during the presentation stage.</p> <p>Difficulties: Changing desks’ positions took extra time in the class. Noises and laughter disrupted the relaxation exercises. Lack of attention in this first stage.</p> <p>Jokes about the vocabulary during the text reading.</p>

Session
No. 2

Activities: In this class, the students were distracted due to a project they were working on in the previous class. The relaxation session focused on breathing techniques accompanied by relaxing background music. However, students showed low participation in this stage, and their lack of attention posed a challenge in making the relaxation stage effective.

In the concert stage, the teacher read the text for the class and the students followed along. Students paid full attention to the reading with no interruption. They were provided with a handout, though a few students did not work on it. Despite this, the class learned new vocabulary and answered questions related to the text. One student made jokes about the word definition which distracted their classmates. Most of the class calmly worked on the handout reorganizing paragraphs in pairs.

Students' participation: Some students did not follow the relaxation exercises.

Class environment: Disruption during most of the class.

Difficulties: Extra time needed. Unable to complete the session in this class. Noises all class long.

Session
No. 3

Activities: Continuation of previous class. They finished reorganizing paragraphs and highlighting meaningful vocabulary. The vocabulary was reinforced with several images displayed on the walls (peripheral learning). As students read the final text, they observed and connected the vocabulary with the corresponding images.

By the end of the class, students were asked to bring testimony from someone who lived through the 2010 earthquake for the next class.

Students' participation: Most of the class participated in this part of the session.

Class environment: Some disruptions at the beginning. The rest of the session was very calm.

Difficulties: Students made some comments when reviewing the vocabulary, which distracted the class.

<p>Session No 4</p>	<p>Activities: The students were already distracted at the beginning, engaging in conversation throughout the relaxation exercises and barely participating. They were asked to make groups which took several minutes. The concert session involved a reading of the testimonies they had brought. Each group selected a student to read a testimony aloud in front of the class and compared vocabulary with the text from the previous session.</p> <p>Then, different ways to act to an earthquake in different scenarios were presented. Students used the vocabulary to apply it in a ‘filling the blank’ and speaking activity. Despite the disruptions, the class objective was accomplished.</p> <p>Students’ participation: Low participation when asked to read out loud. As they wrote in groups, they remained respectful and engaged.</p> <p>Class environment: Talkative at the beginning. During the practice stage, the class remained calm.</p> <p>Difficulties: Students laughed and talked when their classmates read their testimonies. Noise while reading made it difficult to listen to.</p>
<p>Session No. 5</p>	<p>Activities: The class was tranquil, and the relaxation class proceeded smoothly. The students participated and there was noticeably less noise than previous classes. On the concert stage, the teacher read out loud about the “Valpo Street Art Tour”.</p> <p>Handouts with questions were distributed to the students. As the teacher read, the students followed along. In the second reading, they were asked to illustrate what was street art for them. Then, the students answered the questions of the text on the board. This part was actively developed with confidence and respect. By the end of the session, they shared their illustrations with the rest of the class.</p> <p>Students’ participation: They strongly participated during the relaxation exercises. Also, they enthusiastically made their street art.</p> <p>Class environment: Quite calm. Students were engaged in their tasks.</p> <p>Difficulties: Class was carried out with no major difficulty.</p>
<p>Session No. 6</p>	<p>Activities: The last session began doing relaxation techniques with a box breathing exercise. Students followed the instructions properly. During the concert session, the teacher read a forest fire story and students listened attentively. Then, they received the text and highlighted unfamiliar vocabulary, which was later reinforced through images presented by the teacher. They also engaged in discussion about ways for preventing forest fires. In the practice</p>

and elaboration stage, students were tasked with creating an ending for the story through their own drawings. The teacher distributed randomly assigned papers with fire prevention methods, and students had to create a message related to it. In this part of the session, students made use of an AI drawing website to illustrate their endings.

Students' participation: High participation. Few comments and disruptions during the class.

Class environment: Students were very active in this class. However, they successfully completed their tasks.

Difficulties: A few of them created drawings that were unrelated to what was asked.

Concerning the first session, students were reluctant to follow the relaxation techniques. Breathing exercises were implemented and the students continuously laughed when they were asked to breathe deeply as well as when they were asked to close their eyes. Later, they were asked to arrange their chairs in a circle, which took a considerable amount of class time, extending the session to more than 45 minutes. Students did pay attention to the concert stage and followed the structure of the class. However, when infantilization techniques were being used by singing and mimicking the song, students laughed continuously and disrupted the fluency of the class.

In general, students seem to be confused regarding the methodology being used, they did not know how to follow the class as it was very different and unfamiliar compared to their regular lessons. Students were expecting a more direct teaching, related to translation of vocabulary and writing. However, they successfully developed the

elaboration and practice stage, and the class objective was achieved.

Regarding the second and third session, students were firstly distracted by a project they had been working on in the previous class. Even some of them requested time from the English class to finish their project. It was a challenge to begin the session, and once again, only a few students paid attention and followed the breathing exercises. Nevertheless, during the concert stage, they paid careful attention to the reading of an earthquake testimony without making any comments. The practice and elaboration stage could not proceed in the second session due. Therefore, it continued in the third session, in which the students organized the text and highlighted vocabulary that was later displayed on the walls of the classroom. They were both reading and connecting pictures at the same time. In this way, the concept of peripheral learning was implemented in this session so that students could understand what they were reading, indirectly through images placed around the room, without telling them the explicit meaning. Most of the class worked actively on their tasks in pairs.

In relation to the fourth session, students were very talkative at the beginning. They worked in groups of five people in a speaking activity, engaging in discussion about earthquake testimonies. When asked to read aloud, the majority refused to do so due to embarrassment or fear of

ridicule from their classmates. Unfortunately, when a student was actively reading aloud, they were the target of their peers' laughter. However, when writing different earthquake scenarios, they remained actively focused on their tasks.

Concerning the fifth session, their attitude towards the methodology improved and many students carried out the relaxation stage. The visualization techniques took part when they were asked to imagine themselves as street artists. The students enthusiastically participated and created their own street art, asking questions and making positive comments during the class. In this session, they demonstrated a more comfortable and engaged attitude toward the content.

Lastly, in the sixth session, most of the students successfully developed a balance breathing exercise. The relaxation stage lasted a bit longer to ensure that the students felt completely comfortable and relaxed. Since the role of the teacher is crucial, before starting the concert stage, the teacher encouraged students to participate without pressure. Allowing them to express themselves freely in the drawing activity they were tasked with. With the aim of making the class more engaging and appealing, the class worked efficiently with an AI drawing website to create compelling drawings and convey different messages for preventing forest fires.

Consequently, it could be observed that students abstained from participating in relaxation exercises at the beginning of the sessions, but gradually, their attitude towards this new methodology changed. As evidenced in the last classes, the students' participation, enthusiasm, and engagement improved in the activities that were conducted. This improvement became apparent when there was no longer significant difficulty in conducting the class, and they became more actively involved specifically in both relaxation and the practice stage.

3.1.4. Check-out survey

To assess our second specific objective, students answered a survey regarding their pedagogical experience.

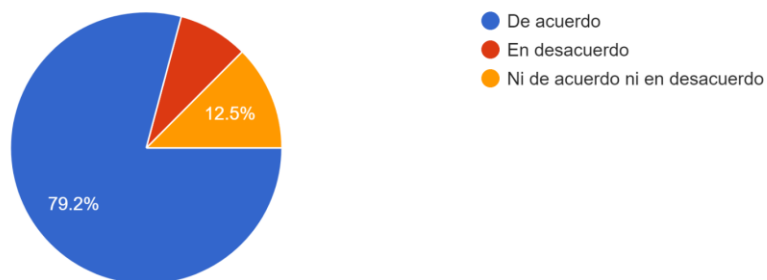
The check-out survey was answered by 24 students out of 30, it consisted of 8 questions, divided into 2 dimensions: pedagogical (based on the methodology used), and affective dimension (based on the FLCAS). In addition to one open question to evidence students' opinions and experiences. The check-out survey was initially analyzed by dimensions in the order of the questions, evidencing percentages with valuable insights for the further discussion part of the research.

This survey was validated by means of the expert judgment methodology. After experts' revision and comments, the statements were revised and modified accordingly.

Figure 1

First question from the pedagogical dimension

La música y los juegos utilizados en las clases de inglés me incentivan a participar
24 respuestas

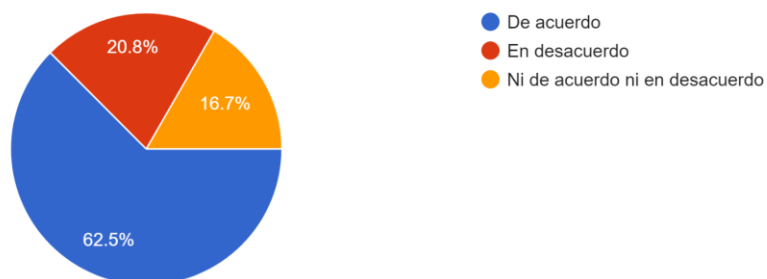


Question number 1: 79,2% of the students agreed that the games and music motivated them to participate in classes. 12.5% neither agree nor disagree, and 8,3% disagreed with the games and music being a motivation.

Figure 2

Second question from the pedagogical dimension

Las actividades me motivan a hablar en inglés durante la clase
24 respuestas



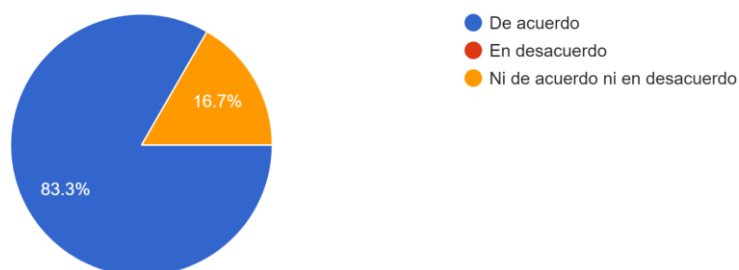
In question two, 62,5% of the students agreed that activities motivated speaking in English in classes, 16,7% showed no agreement

nor disagreement, and finally 20,8% disagreed on the methodological activities to motivate them to speak in English.

Figure 3

Third question from the pedagogical dimension

Puedo entender de mejor manera el contenido con estas sesiones
24 respuestas

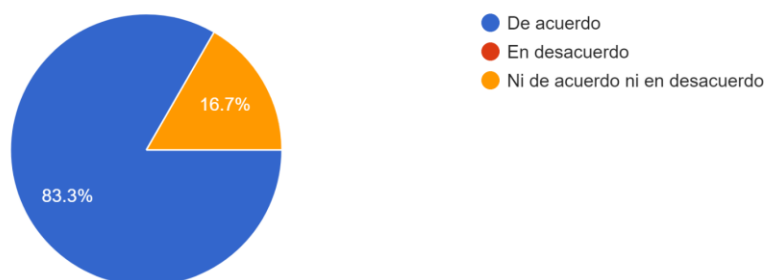


Question three showed great agreement. 83,3% of the students agreed that they could better understand the contents with the sessions. 16,7% showed no agreement nor disagreement.

Figure 4

Fourth question from the pedagogical dimension

La variedad de recursos utilizados en clases han facilitado mi aprendizaje
24 respuestas

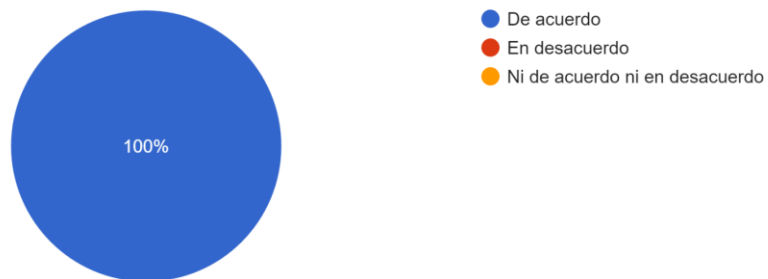


Question four showed 83.3% agreed on the variety of resources serving as aids for their learning, no students disagreed and 16.7% neither agreed nor disagreed.

Figure 5

First question from the affective dimension

El/la profesor/a crea un ambiente de confianza en la clase
24 respuestas

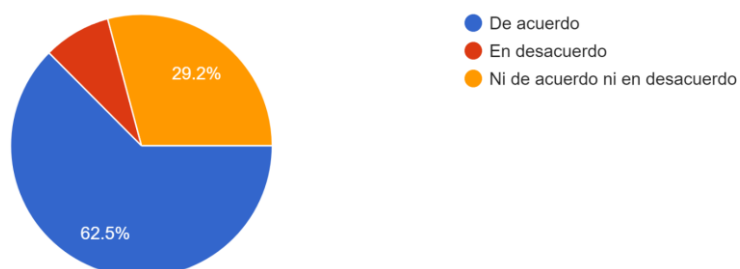


Question five, regarding the affective dimension, showed the most agreement of all the questions. 100% of the students believe the teacher creates a trustful environment in the classroom.

Figure 6

Second question from the affective dimension

Me siento menos inseguro/a al participar en la clase
24 respuestas



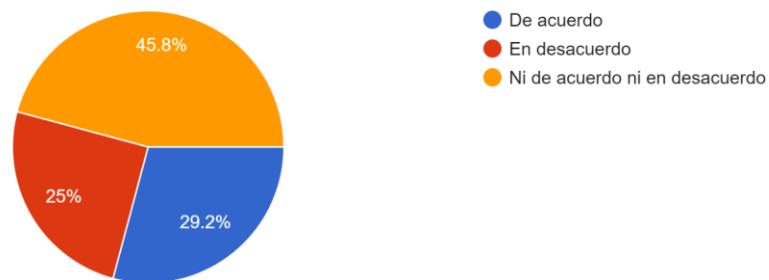
Question six showed various results. 62,5% felt less insecure to participate in class, 29,2% showed no agreement or disagreement, and 8,3% disagreed, meaning they did not feel any less insecure to participate in class.

Figure 7

Third question from the affective dimension

Me siento respetado/a por mis compañeros cuando participo en clases

24 respuestas

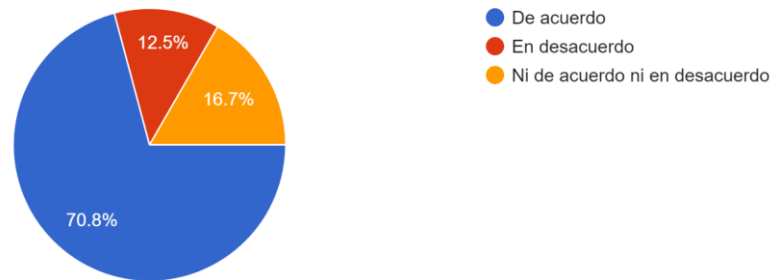


Question seven had the highest percentage of disagreement. 25% felt their classmates did not respect them while participating in class. 45% showed no agreement or disagreement, also one of the highest percentages. Finally, 29,2% agreed they felt respected by their classmates while participating in class.

Figure 8

Fourth question from the affective dimension

Me siento cómodo/a haciendo preguntas o comentarios acerca de la clase, a pesar de no comprender todo
24 respuestas



Question eight showed 70,8% of the students felt comfortable commenting and asking in class although they did not comprehend entirely. 16,7% showed no agreement or disagreement, and 12,5% disagreed with the statement.

Question number 9 consisted of an open question, whose purpose was to ask the students, using their own words, their perception on the suggestopedia applied to their classes. 24 students responded based on their experience during the sessions, with the entire class expressing satisfaction with the methodology. From these responses, we highlighted six of them that articulate their opinions and comments about the intervention.

Table 10

Open question: students' responses

Es importante para nosotros conocer tu opinión acerca de tu experiencia en las sesiones de Suggestopedia. Coméntanos ¿Te gustó? ¿No te gustó? ¿Qué cambiarías?

1. Las sesiones me hacen sentir motivación para comenzar la clase
 2. Me siento segura y tranquila al hacer ejercicios de relajación
 3. Es un ambiente relajado, agradable, y una rutina distinta
 4. Las clases son más activas y divertidas
 5. Me gustan las actividades que realizan, y la música crea un ambiente agradable
 6. Me gustan las clases, pero me da vergüenza cerrar los ojos porque mis compañeros se burlan y no se lo toman en serio
-

In most of the questions, students expressed agreement with the methodology, indicating motivation, confidence, and comfort in their English learning process. However, in the question "Me siento respetado/a por mis compañeros cuando participo en clases", there is more variety in the responses, which can be linked to the last open-ended question in which one student mentioned feeling embarrassed due to their classmates' mockery during the relaxation stage.

Therefore, by connecting these responses with the field notes, it is possible to evidence that students felt embarrassment. Subsequently, they

refrained from participating in the initial sessions, especially during exercises that were unfamiliar, as their classmates could mock them.

3.2 Limitations

In general, the activities during the sessions were engaging and meaningful for the students. However, some limitations were identified during the interventions that could have contributed to the ideal application of this methodology.

The first situation is related to the students' attitude at the beginning of the implementation. They showed hesitance to participate in certain relaxation exercises, as the activities were unfamiliar to them. Consequently, during the initial sessions, they engaged in humor and jokes, which hindered their development and effectiveness. Some of them followed the instructions and exercises provided by the teachers, while others disrupted with comments, noise, and laughter.

Similarly, instances of mockery within the classroom occurred when their classmates were required to read aloud or speak in English. The students often mocked and did not listen to their classmates when speaking. Consequently, many students initially participated

enthusiastically but later became demotivated due to the fear of being judged or ridiculed.

Additionally, an important aspect was the number of students and the size of the classroom. Forming groups from a class of 30 students was challenging, and it often consumed an important amount of the class time because of the difficulty in managing large groups of students simultaneously in reduced spaces. Therefore, Darici (2022) suggests that the methodology may be better conducted in small groups, while Adamson (1997) recommends that there should be 12 students in the classroom.

Owing to the educational context, the material and content often needed modification to align with the students' needs and context. The objective of this pedagogical approach is to distinguish itself from conventional methods; hence, we integrated a variety of activities and games designed to be both engaging and meaningful for the students and their requirements.

Nevertheless, these challenges showed gradual improvement as we implemented new sessions. This can be found in the class-by-class field notes, revealing the levels of students' participation and attitudes from the first to the sixth session (see Appendix 4).

4. DISCUSSION AND FINDINGS

Suggestopedia, with its emphasis on a relaxed and enjoyable learning environment, might not have resonated immediately with students who were accustomed to more traditional teaching methods. The initial reluctance and following adaptation suggest that a paradigm shift occurred as students became more familiar with the methodology over time.

Regarding the general objective, the application of instruments allowed the achievement of confirmation to the aspects observed during the practice and reflection stage of the action research model. First, the FLCAS evidenced the anxiety students feel in the English classroom. In the first application of the FLCAS, 75,88% of the students were classified as “Anxious” or “Moderately Anxious”. On the second FLCAS application, students answered it considering their language experience during the Suggestopedia sessions, which remained almost the same with no significant variation. Nevertheless, It allowed us to achieve an exploration of the effects of Suggestopedia regulating anxiety within the classroom from their regular classes (first FLCAS), by comparing the results in both Likert scales .

Lozanov (1979) stated that Suggestopedia reduces anxiety of students in the pedagogical setting, which was not significantly evidenced in the intervention. This raises important questions about Suggestopedia in alleviating student anxiety in a short period of time. Although students enjoyed certain activities and games, they may not have fully embraced the methodology's principles within the four-week implementation period. Therefore, based on the observations in the field notes, students gradually familiarized themselves more during the three last sessions. Lozanov (1979) emphasizes the vital role teachers play in creating a positive atmosphere and building a friendly connection with students. The results from the exit survey confirmed that all students appreciated the teacher's ability to foster trust in the class. This was also reflected in items 28 and 5 of the second FLCAS, particularly concerning the aspect of "test anxiety". This indicates that with a more extended intervention, more favorable outcomes could potentially be obtained concerning students' anxiety and engagement.

Additionally, in accordance with MacIntyre and Gregersen (2012), language anxiety makes students avoid speaking activities. That can be demonstrated in the FLCAS results, specifically on items 1, 9, 24 and 27 either first and second results. It is also evident in the field notes, where

activities involving discussion, unlike those requiring writing, exhibited lower participation and greater reluctance to speak in English. However, according to the check-out survey, and responses in item 9, students expressed satisfaction with the methodology even when their levels of anxiety persisted.

Rone (2023) stated that class participation is related to students' level of interest in the language. Nevertheless, in the check-out survey, students demonstrated feeling motivated by Suggestopedia activities and showed no opposition to having more English classes in both FLCAS.

From these results, we can highlight that at the end of the implementation, students felt slightly more anxious than at the beginning. According to Ehmke (2023), the anxiety exhibited by children and their reluctance to participate or perform optimally in class may also be attributed to learning disorders. Furthermore, even when students have a solid understanding of the subject matter, they tend to freeze and refrain from responding when prompted to participate.

Additionally, the limitations previously mentioned may have hindered and influenced students, leading to either sustained or heightened levels of anxiety, as outlined in the final FLCAS. As

Adamson (1997) suggested, it is recommended that groups should be smaller and professional training may be useful for longer interventions.

It is crucial to explore whether the anxiety comes from the unfamiliarity of the approach, specific aspects of the methodology, or individual needs and differences among students. However, Suggestopedia provides us with valuable insights into a relaxed and confidence-building method for students, which we could continue refining in the future.

5. FINAL REMARKS

The response to our research question “How can we regulate anxiety in the EFL classroom via a teaching method which will engage students in more observable participation?” leads us to different conclusions.

The approach of action research is cyclic according to Tripp (2005), meaning this is the first cycle to implement Suggestopedia to explore the anxiety in this group of students. As it was researched in this investigation, anxiety can be triggered and raised by several reasons: classmates, teachers, subjects, etc. Further research is needed to comprehend in depth those factors.

While the positive shift in student engagement is promising, the sustained levels of anxiety require a more in-depth examination of the factors contributing to this situation. Future research should be deep into the specific elements of Suggestopedia or the classroom itself that resonate or create discomfort among students, with the aim of perfecting teaching techniques for more effective and student-friendly language learning experiences.

The research reveals an intriguing phenomenon: despite children demonstrating an affinity for English, understanding the language, and

possessing knowledge, the presence of language anxiety cannot be overlooked. This anxiety seems to be linked to other types of anxiety and factors, including the possibility of learning disorders. Baron (2023) suggested that language anxiety is not always isolated but may be interconnected with other forms of anxiety, such as personal or social anxiety. When a student feels anxious about participating in English activities, despite having the ability to comprehend and use the language, it could be a sign that other factors are influencing their language experience. Nonetheless there is a persistent and highlighted factor as provoking anxiety regarding peers perception, the fear of negative evaluation students felt from their peers was evidenced throughout the instruments, in the field notes, check-out survey but more specifically in both FLCAS.

Understanding these interrelationships is crucial for developing more effective pedagogical approaches that not only foster English acquisition but also address students' emotional and psychological concerns, thus creating a more inclusive and enriching learning environment.

Furthermore, it is worth highlighting that, according to the surveys, students felt particularly motivated by the teachers, and would not object to having more hours of English language lessons. In this sense it is important to mention that the role of the teacher in the classroom should

resemble that of a parent to strengthen the affective filter (Lozanov, 1979). The motivation and enthusiasm of students are reflected in the educator's own enthusiasm, and it is remarkably crucial to encourage them to learn and participate more. Thus, Ebata (2008) suggests that "the teacher must understand the different factors, backgrounds, interests, goals, and personalities of the students to apply specific teaching and communication strategies for each student".

Lastly, flexibility and ability to adapt to different situations and students are crucial aspects for teachers in creating an atmosphere of trust and participation. These situations not only enriched our current teaching practices but also served as valuable insights for our future pedagogical experiences, considering important factors and preventively addressing possible challenges in the classroom. Educators should avoid relying solely on one teaching technique; instead, we should implement different methods tailored to each learning environment.

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APPENDIXES

Appendix 1. Action Plan Schedule

Week	National curriculum Unit.	Session.	Procedure.	Time.
1	0		Students will take the Foreign Language Anxiety Classroom survey, to be answered on a Google form.	Opening: 10min Test: 30min Closing: 5min
1	Unit 4: Green Issues	1	Presentation: Setting environment and relaxation session. Concert: Students' book page 122 Elaboration: Activities about the text Practice: Role Play	Presentation: 10min Concert: 15min Elaboration: 5min Practice: 15min
1	Unit 4: Green Issues	2	Presentation: Setting environment and relaxation session. Concert: Earthquake testimony. Elaboration: Discussion Practice: Earthquake simulation	Presentation: 10min Concert: 15min Elaboration: 5min Practice: 15min
2	Unit 4: Green Issues	3	Presentation: Setting environment and relaxation session. Concert: Text about animals in forest fires Practice: Vocabulary learning Elaboration: Writing and drawing an ending	Presentation: 10min Concert: 10min Elaboration: 5min Practice: 20min
2	Unit 4: Green Issues	4	Presentation: Setting environment and relaxation session. Concert: Text about preventing forest fires Elaboration: Poster Creation Practice: Presentation of the poster	Presentation: 10min Concert: 15min Elaboration: 15min Practice: 10min
3	Unit 4: Green Issues	5	Presentation: Setting environment and relaxation session. Concert: "The 3 R's" song	Presentation: 10min Concert: 5min

			Elaboration: Brainstorming and vocabulary learning Practice: Introduction to “Refuse” and examples	Elaboration: 10min Practice: 15min
3	Unit 4: Green Issues	6	Presentation: Setting environment and relaxation session. Concert: Street art text and drawing Practice: Students’ book page 105 activity Elaboration: Description of their art Check-out survey	Presentation: 10min Concert: 15min Elaboration: 10min Practice: 10min
4			Students will take the Foreign Language Anxiety Classroom survey, to be answered on a Google form.	Opening: 10min Test: 30min Closing: 5min

Appendix 2. Sessions material

Forest fires PPT

The screenshot shows a PowerPoint presentation for 'Forest Fires'. On the left, a vertical sidebar displays four slide thumbnails: 1. 'FOREST FIRES' with a globe and leaf icons; 2. 'HOW ARE YOU TODAY?' with a grid of emotion emojis; 3. 'EXPECTATIONS' with icons for 'Maintain respectful during the class', 'Listen when others talk', 'Try your best', and 'Be on time'; 4. 'BUT FIRST, LET'S RELAX' with a person icon. The main slide is green with a white leaf pattern. It features a cartoon girl holding a globe, the title 'FOREST FIRES' in large bold letters, and the text 'Suggestopedia sessions - 7th grade B'. At the top right, it lists 'Valentina Lisperguer - Diego Castro - Daniela Galay'.

Street Art PPT

The screenshot shows a PowerPoint presentation for 'Street Art'. On the left, a vertical sidebar displays five slide thumbnails: 1. 'SUGGESTOPEDIA SESSION STREET ART' with a globe and leaf icons; 2. 'OBJECTIVE' with a list of goals; 3. 'RELAXATION' with a person icon; 4. 'VALPO STREET ARTS TOUR' with a map and text; 5. 'VALPO STREET ARTS TOUR' with a map and text. The main slide is white with a pink and purple abstract background. It features a large pink shape with a dashed line and a paper airplane icon, and a purple shape with a dashed line and a paper airplane icon. The title 'STREET ART' is in large bold letters, with 'SUGGESTOPEDIA SESSION' above it in a yellow oval. At the top right, it lists 'MR DIEGO CASTRO'.

Earthquakes PPT

The screenshot shows a Google Slides presentation. The main slide features a colorful illustration of a city with a volcano in the background and buildings being destroyed by an earthquake. A text box on the slide reads: **GREEN ISSUES: "EARTHQUAKES"** and "Suggestopedia session." Below the main slide, a row of seven smaller slide thumbnails is visible, numbered 2 through 8. Slide 2 is titled "LET'S HAVE A BREATH" and shows two people meditating. Slide 3 is titled "CLASS OBJECTIVE" and lists goals. Slide 4 is titled "EARTHQUAKE" and includes a definition. Slide 5 is titled "LISTEN !!". Slide 6 is titled "SECOND LISTEN !!". Slide 7 shows a photograph of a destroyed building. Slide 8 shows a woman shouting.

The 3R's PPT

Listen carefully...

THE 3 R'S

By Jack Johnson

The slide features a central illustration of a woman with long brown hair hugging a blue and green globe. To the right of the text are four circular icons: a yellow one with a blue silhouette of a head and sound waves, a blue one with a hand holding a lightning bolt, a pink one with a person reading a book, and a purple one with a lightbulb and a pen writing on a notepad. At the bottom center, there is a small, dark rectangular icon.

Natural disasters quiz

The screenshot shows the Kahoot! quiz page for 'Natural Disasters'. The quiz is public, created by 'richapin' 3 years ago, and has 2.3k plays and 22.7k players. It contains 10 questions. The first five questions are visible, each asking 'What NATURAL DISASTER is this?' with a 20-second timer. The questions are accompanied by images of a hurricane, a volcanic eruption, a destroyed town, a tsunami, and a landslide.

What NATURAL DISASTER is this?

The screenshot shows the question interface for the quiz. A purple circle with the number '18' is in the top left. The central image shows a town with significant destruction, likely from an earthquake. Below the image are four answer options in colored buttons: 'Earthquake' (red), 'Avalanche' (blue), 'Tsunami' (yellow), and 'Landslide' (green). The background features a colorful party banner.

AI Drawing website

Scribble Diffusion

Turn your sketch into a refined image using AI



↶ Undo 🗑️ Clear

a cat in a forest fire

Go

Appendix 3. FLCAS Statements in Spanish

Foreign Language Classroom Anxiety Scale

Instrucciones: Este formulario ha sido creado con el fin de conocer sus experiencias durante las clases de inglés. Responda de acuerdo a los parámetros (de acuerdo, muy de acuerdo, neutro, desacuerdo o muy en desacuerdo) que usted considere apropiados a su realidad. Sus respuestas no estarán asociadas con sus nombres ni tendrán ningún impacto negativo en sus calificaciones o en cualquier otra área. El propósito de esta encuesta es comprender mejor sus experiencias y emociones en el contexto de aprendizaje del inglés para poder brindarles un entorno de aprendizaje más comprensivo y de apoyo.

De acuerdo	Muy de acuerdo	Ni de acuerdo ni en desacuerdo	Desacuerdo	Muy en desacuerdo
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1. Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés.
2. No me preocupa cometer errores en clase.
3. Tiemblo cuando sé que me van a preguntar en clase.
4. Me asusta no entender lo que el profesor está diciendo en inglés.
5. No me molestaría en absoluto tener más clases de inglés.
6. Durante la clase, pienso en cosas que no tienen nada que ver con la clase.
7. Pienso que mis compañeros son mejores en inglés que yo.
8. Normalmente, estoy a gusto cuando realizo evaluaciones en clase.
9. Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien.
10. Me preocupa las consecuencias de reprobar.

11. No entiendo por qué algunas personas se sienten tan mal por las clases de inglés.
12. En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que sé.
13. Me da vergüenza participar voluntariamente en clase.
14. Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés.
15. Me irrita no entender lo que el profesor está corrigiendo.
16. Aunque vaya con la clase preparada, me siento nervioso/a.
17. A menudo no me dan ganas de ir a clase.
18. Me siento seguro/a a la hora de hablar en la clase.
19. Me da miedo que mi profesor corrija cada error que cometo.
20. Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase.
21. Cuanto más estudio, más me confundo.
22. No siento presión ni preocupaciones para prepararme bien las clases.
23. Tengo la sensación de que mis compañeros hablan inglés mejor que yo.
24. Me da mucha vergüenza hablar inglés delante de mis compañeros.
25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado.
26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases.
27. Me pongo nervioso/a mientras hablo inglés en clase.

28. Antes de entrar a clase, me siento seguro/a y relajado/a.

29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor dice.

30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés.

31. Temo que mis compañeros de clase se rían de mí cuando hablo en inglés.

32. Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés.

33. Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar.

Appendix 4. Field notes

Pauta de observación	
Fecha:	18 octubre 2023
Nro. sesión:	1
Observador:	Diego Castro
Curso:	7º B
Descripción ambiente físico:	Alumnos distraídos por actividad previa (con computador).
Actividades realizadas:	Se cambian las sillas en forma de círculo. Relajación. Se muestran expectativas de la clase.
Participación alumnos:	Poca participación.
Observaciones generales:	A pesar de baja participación, algunos alumnos participan voluntariamente.
Problemas o dificultades:	Ruidos de ronquidos durante la relajación.
Actividades realizadas:	Escuchan canción "The 3R's".
Participación alumnos:	Mejor participación. Sin embargo, otros estudiantes utilizan celular en esta fase.
Observaciones generales:	Caras de confusión durante la actividad.
Problemas o dificultades:	Cuesta mantener el respeto y silencio durante algunas preguntas de la canción.
Actividades realizadas:	Crean recuadro con refuse, reduce, recycle and reuse. Plantean ideas con el vocabulario presentado.
Participación alumnos:	Mejor participación.
Observaciones generales:	Algunos alumnos recurren a responder en español las preguntas en inglés.
Problemas o dificultades:	Alumnos se niegan a participar (sólo algunos)

Pauta de observación

Fecha: 31 octubre 2023

Nro. sesión: 2

Observador: Daniela Godoy

Curso: 7° B

Descripción ambiente físico:

Ruidos, gritos, risas e interrupciones.

Actividades realizadas:

Ejercicios de relajación.

Participación alumnos:

Baja participación.

Observaciones generales:

NO siguen instrucciones.

Problemas o dificultades:

Constantes interrupciones.

Actividades realizadas:

Listening de texto.

Participación alumnos:

No participan mucho.

Observaciones generales:

—

Problemas o dificultades:

Desorden constante. Bromas durante las actividades.

Actividades realizadas:

Revisan vocabulario y lo conectan con imágenes que se encuentran en las paredes (peripheral learning).

Participación alumnos:

Mejor participación en esta actividad.

Observaciones generales:

Interrupciones de alumnas de curso externo.

Problemas o dificultades:

Sin mayor dificultad.

Pauta de observación

Fecha: 07 noviembre 2023

Nro. sesión: 3

Observador: Daniela Godoy

Curso: 7ºB

Descripción ambiente físico:

Más tranquilo. Alumnos distraídos por trabajo anterior (maquetas).

Actividades realizadas:

Listening y organizar párrafos de un texto.

Relajación (ejercicios de respiración con música)

Participación alumnos:

Baja participación en relajación. Mayor participación en la fase del concierto activo.

Observaciones generales:

Problemas o dificultades:

Comentarios y ruido al hacer los ejercicios de relajación.

Actividades realizadas:

Revisan vocabulario. Responden preguntas y leen oraciones en voz alta.

Participación alumnos:

Alta participación.

Observaciones generales:

Bromas al revisar vocabulario y definiciones.

Problemas o dificultades:

Pocos alumnos no siguen instrucciones.

Actividades realizadas:

Verifican la organización del texto, lo comparan con el texto original.

Participación alumnos:

Trabajan en parejas "dramatizando" el texto de manera ordenada.

Observaciones generales:

Generalmente buena participación a lo largo de la sesión.

Problemas o dificultades:

Algunos alumnos no trajeron la guía entregada en la clase anterior.

Pauta de observación

Fecha: 08 noviembre 2023

Nro. sesión: 4

Observador: Diego Castro

Curso: 7°B

Descripción ambiente físico:

Desorden al comienzo de la clase.

Actividades realizadas:

Ejercicios de relajación.

Participación alumnos:

Baja participación.

Observaciones generales:

Comentarios interrumpen fase de relajación.

Problemas o dificultades:

Dificultades para formar grupos. No obedecen instrucciones.

Actividades realizadas:

Leen sus testimonios del terremoto.

Participación alumnos:

Poca participación para leer en voz alta.

Observaciones generales:

Interrupciones al leer. Al escribir se mantienen trabajando respetuosamente.

Problemas o dificultades:

Se burlan cuando compañeros leen.

Actividades realizadas:

Discusión sobre escenarios y soluciones durante un terremoto. Utilizan vocabulario nuevo (en grupo).

Participación alumnos:

La mayoría trabaja.

Observaciones generales:

Trabajaron de mejor manera en la fase de elaboración y práctica. Se logra el objetivo de la clase.

Problemas o dificultades:

Caos con grupos altos.

Pauta de observación

Fecha: 14 noviembre 2023

Nro. sesión: 5

Observador: Diego Castro

Curso: 7ºB

Descripción ambiente físico:

Ambiente tranquilo.

Actividades realizadas:

Ejercicios de relajación.

Participación alumnos:

Alta participación. Prestan atención.

Observaciones generales:

Poco desorden. Buen ambiente. Mejor participación.

Problemas o dificultades:

Ninguno.

Actividades realizadas:

Lectura texto "Street Art: Valpo" y responden preguntas de lo leído.

Participación alumnos:

Alta participación. Escuchan con respeto y sin interrupciones.

Observaciones generales:

Opinan constantemente sobre el contenido.

Responden con mayor confianza.

Problemas o dificultades:

Actividades realizadas:

Actúan de guías turísticos y crean su propio "Street Art".

Participación alumnos:

Notable participación. Crean sus graffitis y comentan con la clase.

Observaciones generales:

Existe una mejora en la participación y actitud de los estudiantes.

Problemas o dificultades:

Se logra trabajar óptimamente en 35 min.

Pauta de observación

Fecha: 08 noviembre 2023

Nro. sesión: 6

Observador: Daniela Godoy

Curso: 7ºB

Descripción ambiente físico:

Alumnos tranquilos y callados, sala organizada normal.

Actividades realizadas:

Listening, reading, Dibujo y escritura

Participación alumnos:

Mayor participación en relación. Participación positiva en el contenido.

Observaciones generales:

Problemas o dificultades:

Los estudiantes no llenan los ojos en los ejercicios de relación.

Actividades realizadas:

Se discute de los incendios forestales y se relaciona vocabulario.

Participación alumnos:

Alta participación, discuten y comparten opiniones.

Observaciones generales:

Los estudiantes están familiarizados con el contenido.

Problemas o dificultades:

Algunos tienen problemas en relación a los incendios.

Actividades realizadas:

Creación de un final dibujado y lemas de prevenir incendios.

Participación alumnos:

todos trabajaron y fueron creativos.

Observaciones generales:

Los estudiantes estaban contentos de dibujar.

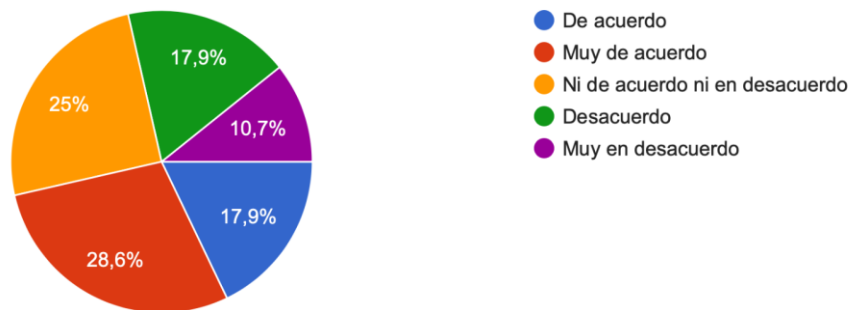
Problemas o dificultades:

Se podía utilizar IA para dibujar, no todos tienen acceso a internet o celular.

Appendix 6. Graphic results from Pre-intervention FLCAS

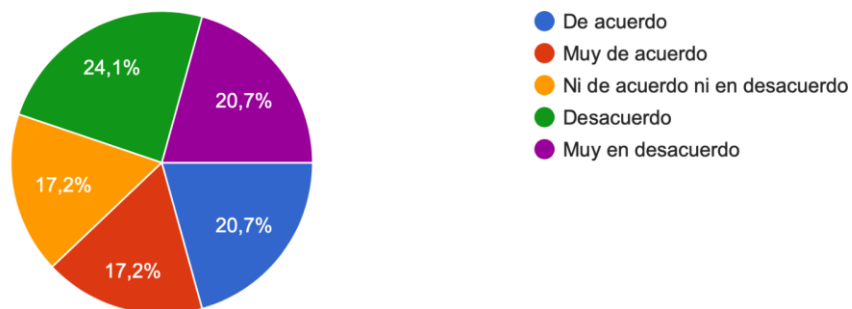
Statement No.1: “Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés”

1.- Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés
28 respuestas



Statement No.2: “No me preocupa cometer errores en clase”

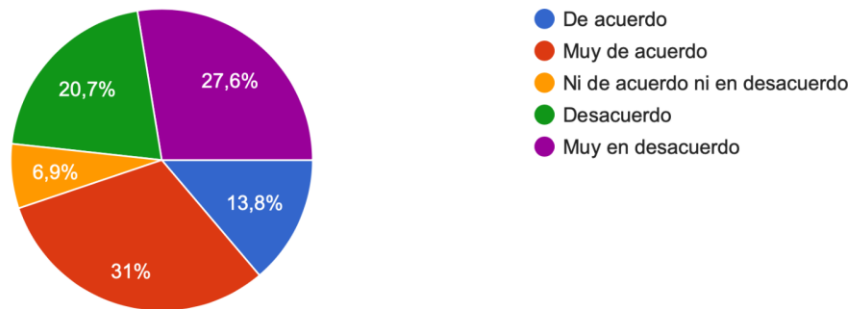
2.- No me preocupa cometer errores en clase
29 respuestas



Statement No.3: “Tiemblo cuando sé que me van a preguntar en clase”

3.- Tiemblo cuando sé que me van a preguntar en clase

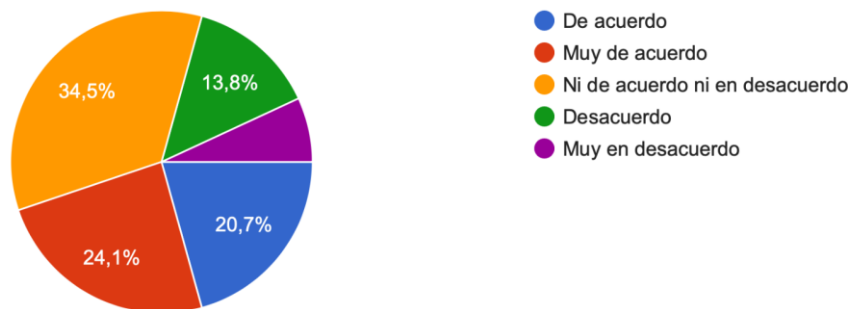
29 respuestas



Statement No.4: “Me asusta no entender lo que el profesor está diciendo en inglés”

4. Me asusta no entender lo que el profesor está diciendo en inglés

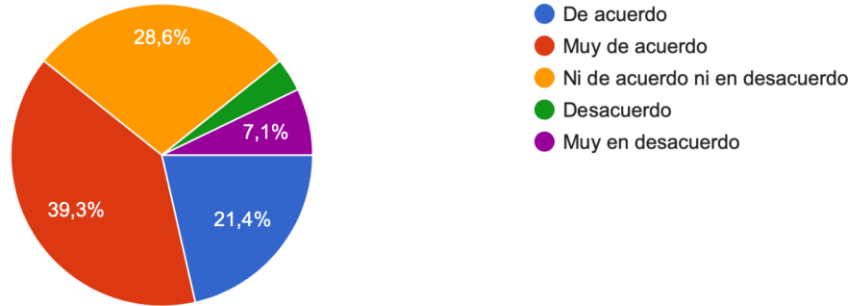
29 respuestas



Statement No.5: “No me molestaría en absoluto tener más clases de inglés”

5. No me molestaría en absoluto tener más clases de inglés

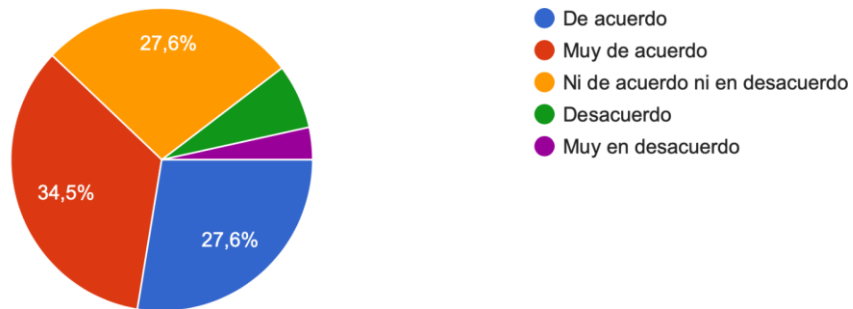
28 respuestas



Statement No.6: “Durante la clase, pienso en cosas que no tienen nada que ver con la clase”

6. Durante la clase, pienso en cosas que no tienen nada que ver con la clase

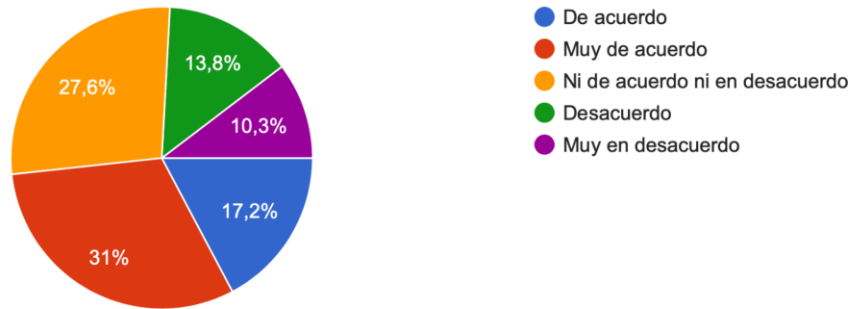
29 respuestas



Statement No.7: “Pienso que mis compañeros son mejores en inglés que yo”

7. Pienso que mis compañeros son mejores en inglés que yo

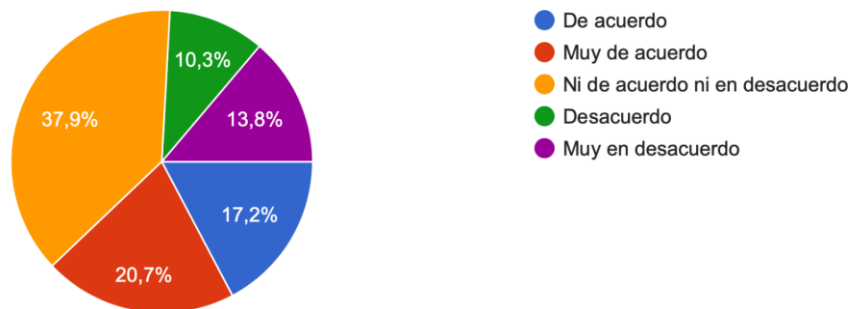
29 respuestas



Statement No.8: “Normalmente estoy a gusto cuando realizamos evaluaciones en clase”

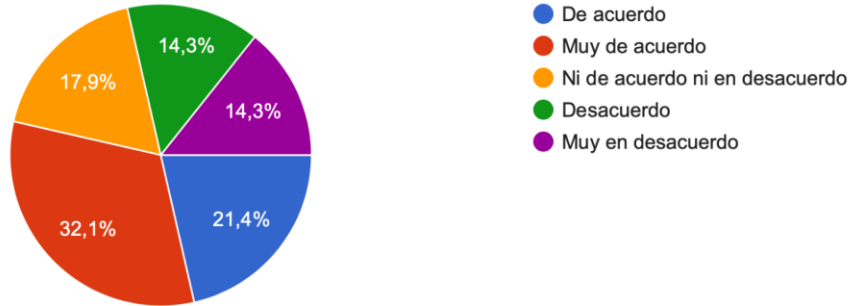
8. Normalmente estoy a gusto cuando realizamos evaluaciones en clase

29 respuestas



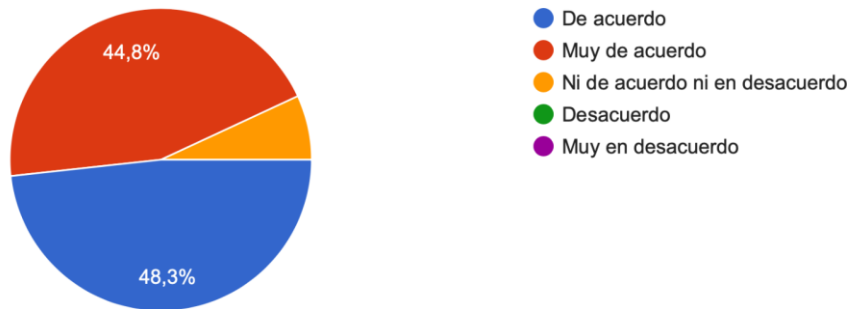
Statement No.9: “Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien”

9. Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien
28 respuestas



Statement No.10: “Me preocupan las consecuencias de reprobación”

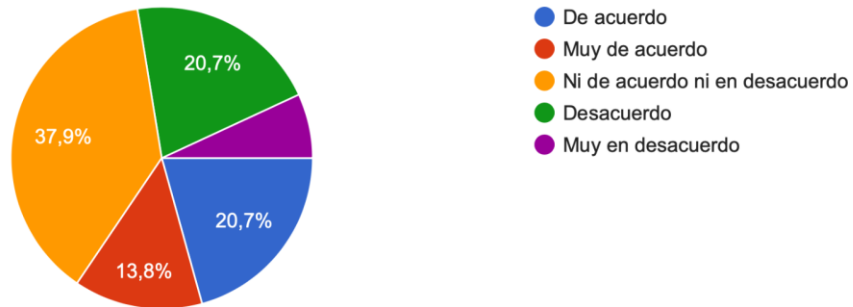
10. Me preocupan las consecuencias de reprobación
29 respuestas



Statement No.11: “No entiendo por qué algunas personas se sienten tan mal por las clases de inglés”

11. No entiendo por qué algunas personas se sienten tan mal por las clases de inglés

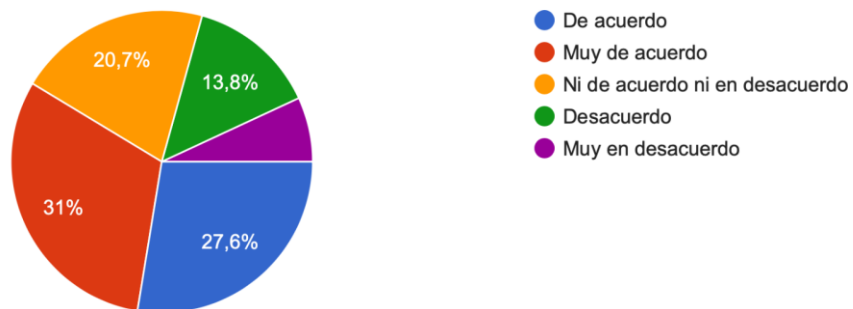
29 respuestas



Statement No.12: “En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé”

12. En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé

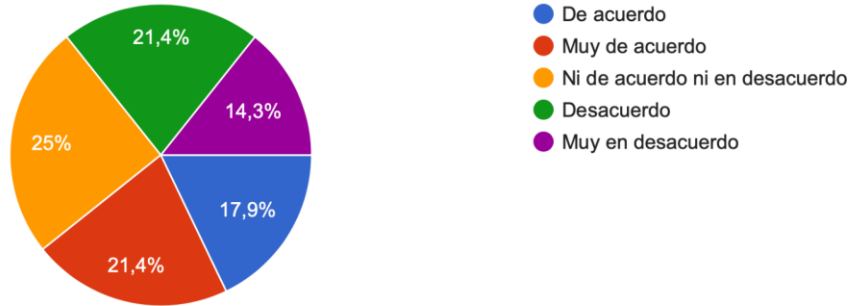
29 respuestas



Statement No.13: “Me da vergüenza participar voluntariamente en clase”

13. Me da vergüenza participar voluntariamente en clase

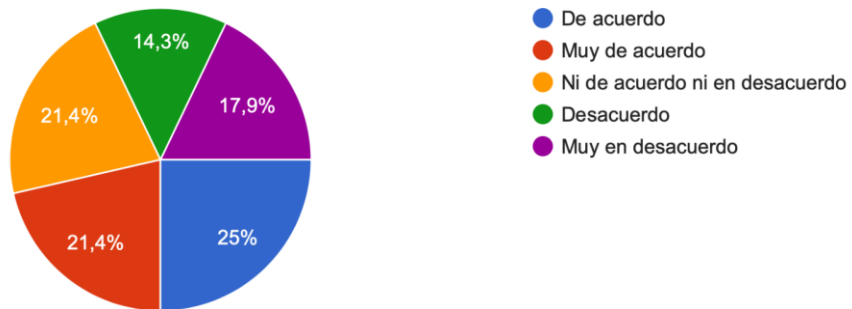
28 respuestas



Statement No.14: “Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés”

14. Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés

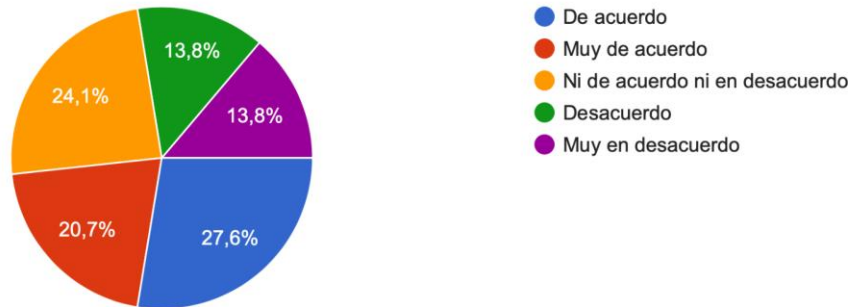
28 respuestas



Statement No.15: “Me irrita no entender lo que el/la profesor/a está corrigiendo”

15. Me irrita no entender lo que el/la profesor/a está corrigiendo

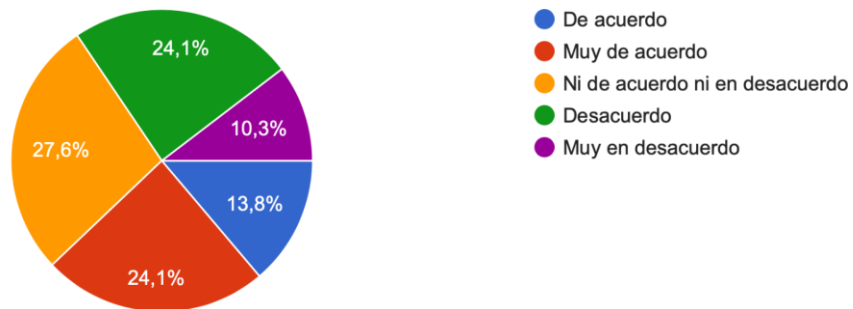
29 respuestas



Statement No.16: “Aunque vaya con la clase preparada, me siento nervioso/a”

16. Aunque vaya con la clase preparada, me siento nervioso/a

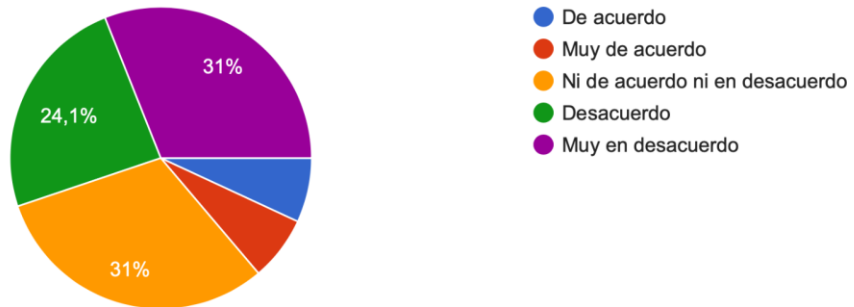
29 respuestas



Statement No.17: “A menudo no me dan ganas de ir a clase de inglés”

17. A menudo no me dan ganas de ir a clase de inglés

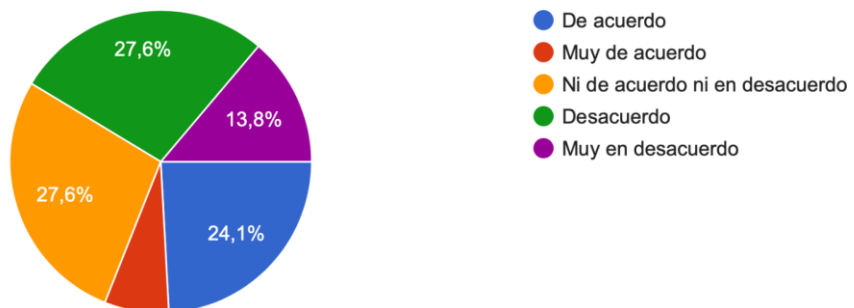
29 respuestas



Statement No.18: “Me siento seguro/a a la hora de hablar en la clase”

18. Me siento seguro/a a la hora de hablar en la clase

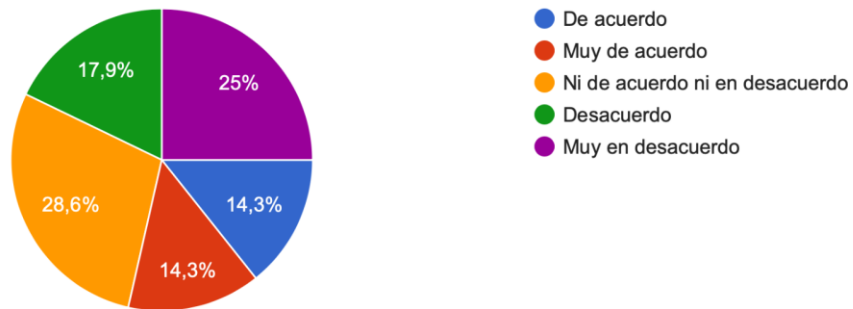
29 respuestas



Statement No.19: “Me da miedo que mi profesor corrija cada error que cometo”

19. Me da miedo que mi profesor corrija cada error que cometo

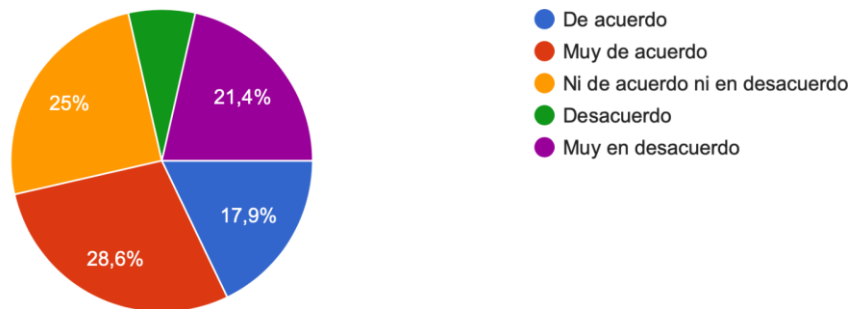
28 respuestas



Statement No.20: “Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase”

20. Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase

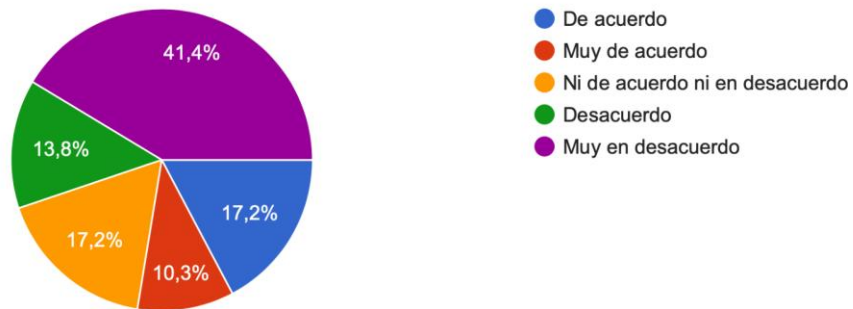
28 respuestas



Statement No.21: “Cuanto más estudio, más me confundo”

21. Cuanto más estudio, más me confundo

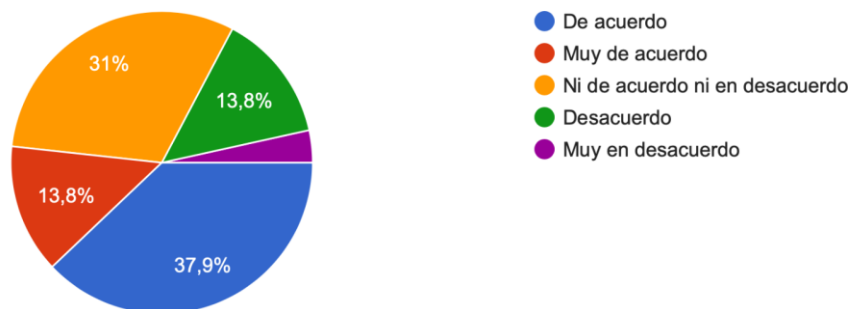
29 respuestas



Statement No.22: “No siento presión ni preocupaciones para prepararme bien las clases”

22. No siento presión ni preocupaciones para prepararme bien las clases

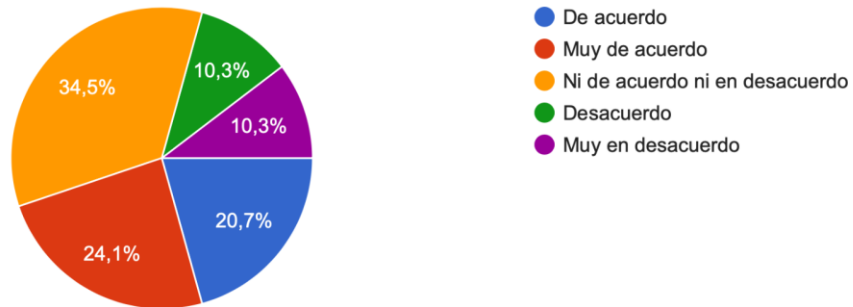
29 respuestas



Statement No.23: “Tengo la sensación de que mis compañeros hablan inglés mejor que yo”

23. Tengo la sensación de que mis compañeros hablan inglés mejor que yo

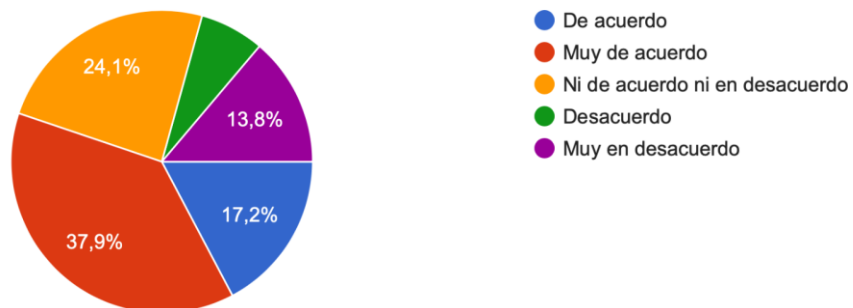
29 respuestas



Statement No.24: “Me da mucha vergüenza hablar inglés delante de mis compañeros”

24. Me da mucha vergüenza hablar inglés delante de mis compañeros

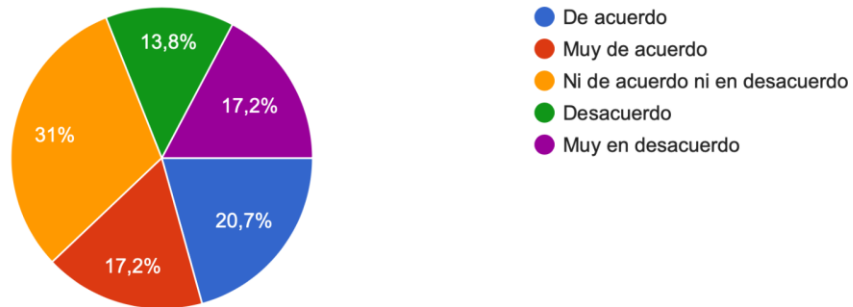
29 respuestas



Statement No.25: “Las clases transcurren con tal rapidez que me preocupa quedarme atrasado”

25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado

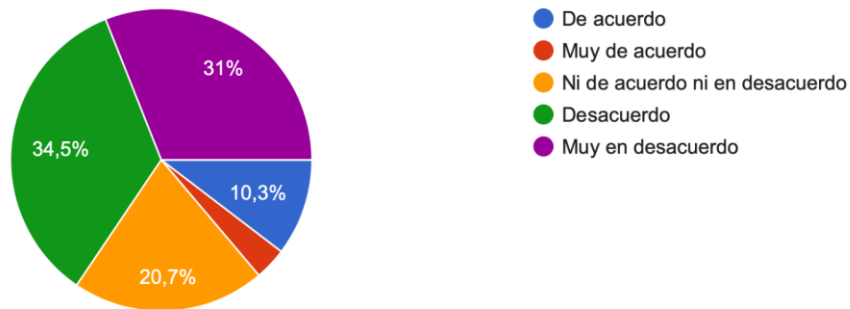
29 respuestas



Statement No.26: “Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases”

26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases

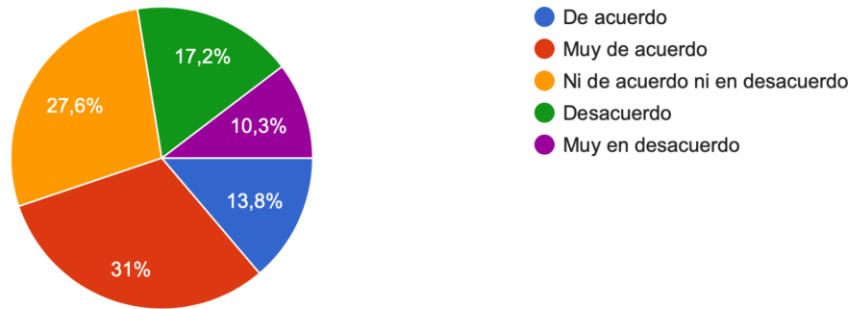
29 respuestas



Statement No.27: “Me pongo nervioso/a mientras hablo inglés en clase”

27. Me pongo nervioso/a mientras hablo inglés en clase

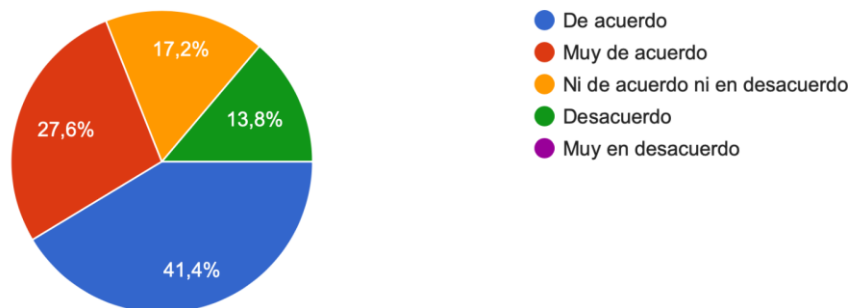
29 respuestas



Statement No.28: “Antes de entrar a clase, me siento seguro/a y relajado/a”

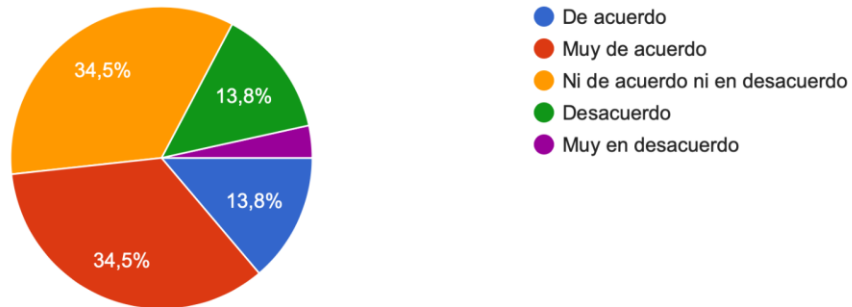
28. Antes de entrar a clase, me siento seguro/a y relajado/a

29 respuestas



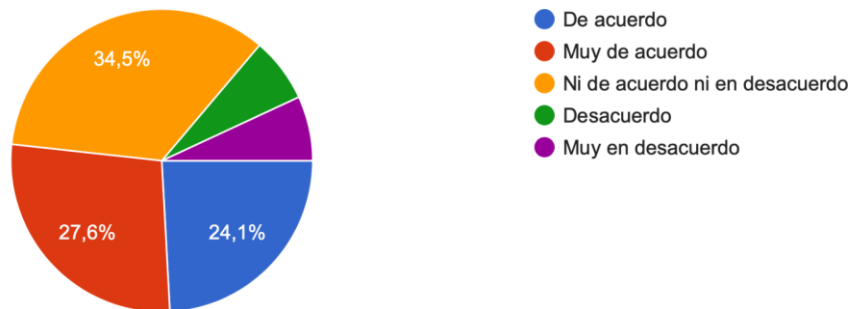
Statement No.29: “Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice”

29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice
29 respuestas



Statement No.30: “Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés”

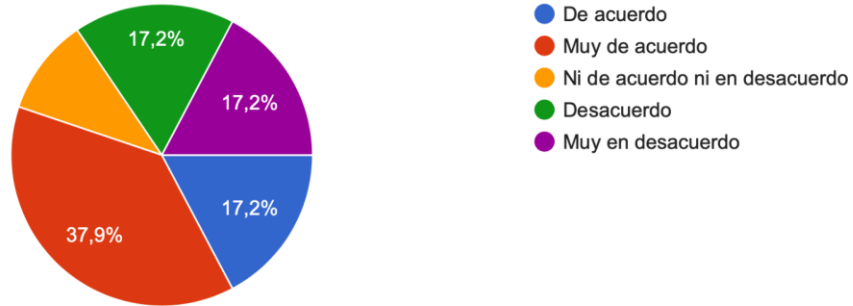
30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés
29 respuestas



Statement No.31: “Temo que mis compañeros de clase se rían de mí cuando hablo en inglés”

31. Temo que mis compañeros de clase se rían de mí cuando hablo en inglés

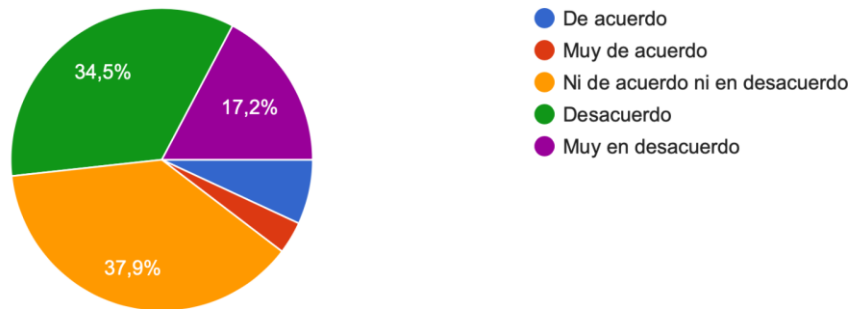
29 respuestas



Statement No.32: “Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés”

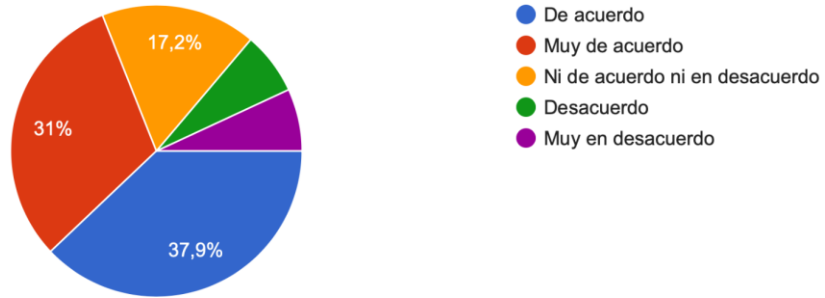
32. Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés

29 respuestas



Statement No.33: “Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar”

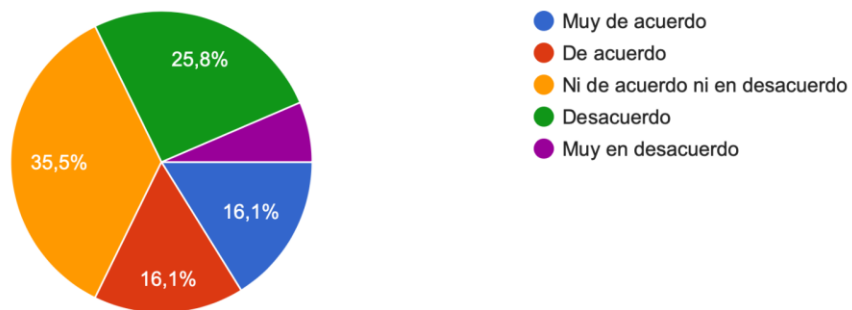
33. Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar
29 respuestas



Appendix 7. Graphic results from Post-intervention FLCAS

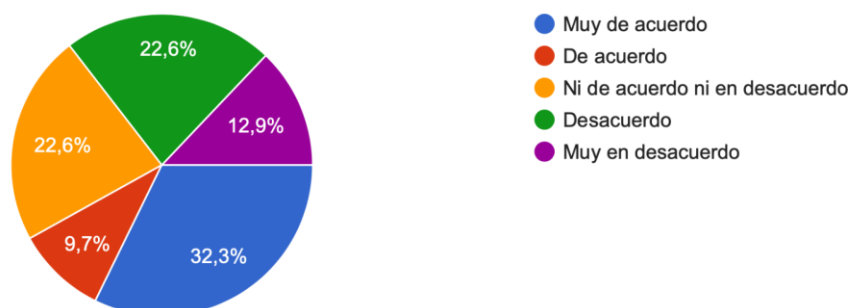
Statement No.1: “Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés”

1.- Nunca me siento completamente seguro/a de mí mismo/a cuando hablo en la clase de inglés
31 respuestas



Statement No.2: “No me preocupa cometer errores en clase”

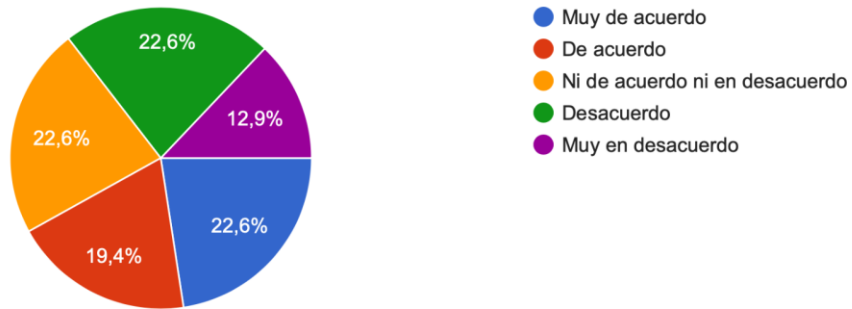
2.- No me preocupa cometer errores en clase
31 respuestas



Statement No.3: “Tiemblo cuando sé que me van a preguntar en clase”

3.- Tiemblo cuando sé que me van a preguntar en clase

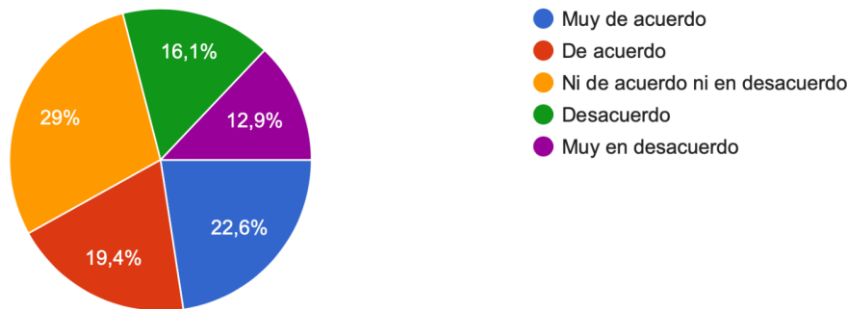
31 respuestas



Statement No.4: “Me asusta no entender lo que el profesor está diciendo en inglés”

4. Me asusta no entender lo que el profesor está diciendo en inglés

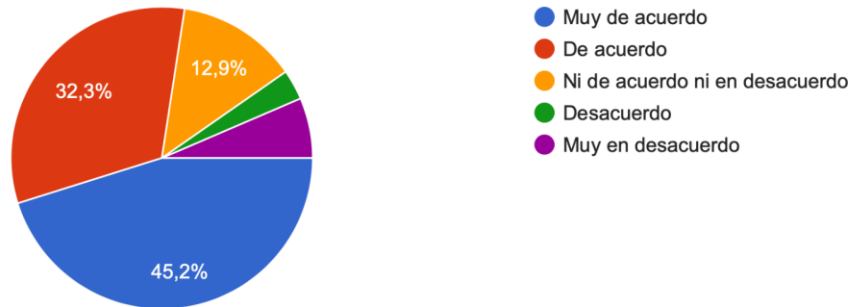
31 respuestas



Statement No.5: “No me molestaría en absoluto tener más clases de inglés”

5. No me molestaría en absoluto tener más clases de inglés

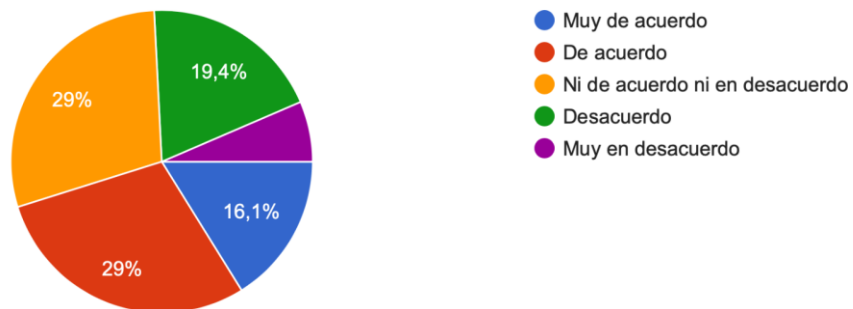
31 respuestas



Statement No.6: “Durante la clase, pienso en cosas que no tienen nada que ver con la clase”

6. Durante la clase, pienso en cosas que no tienen nada que ver con la clase

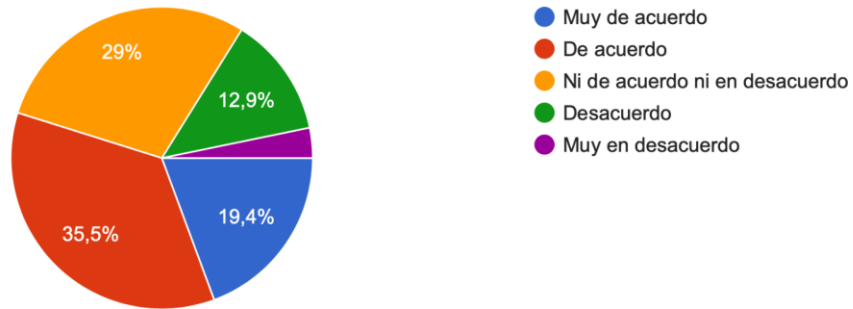
31 respuestas



Statement No.7: “Pienso que mis compañeros son mejores en inglés que yo”

7. Pienso que mis compañeros son mejores en inglés que yo

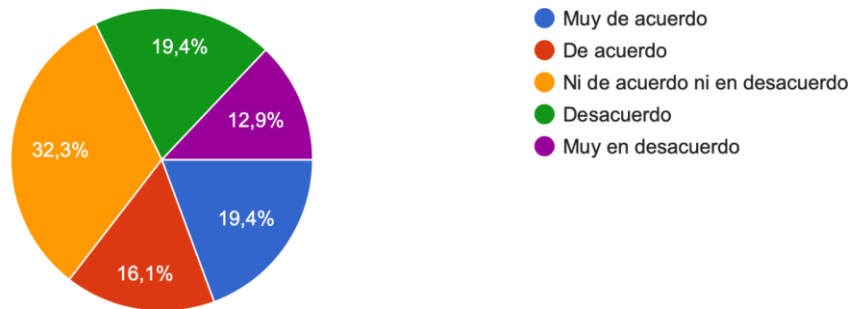
31 respuestas



Statement No.8: “Normalmente estoy a gusto cuando realizamos evaluaciones en clase”

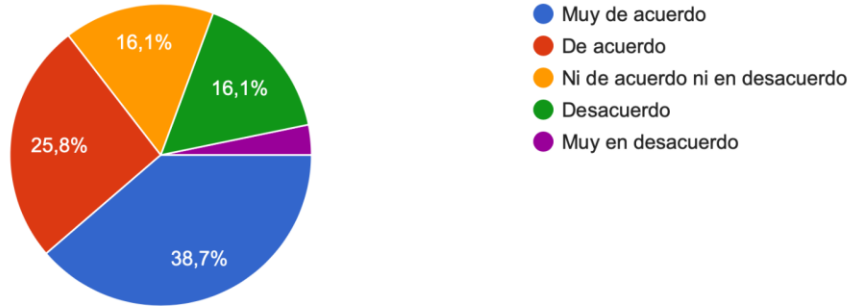
8. Normalmente estoy a gusto cuando realizamos evaluaciones en clase

31 respuestas



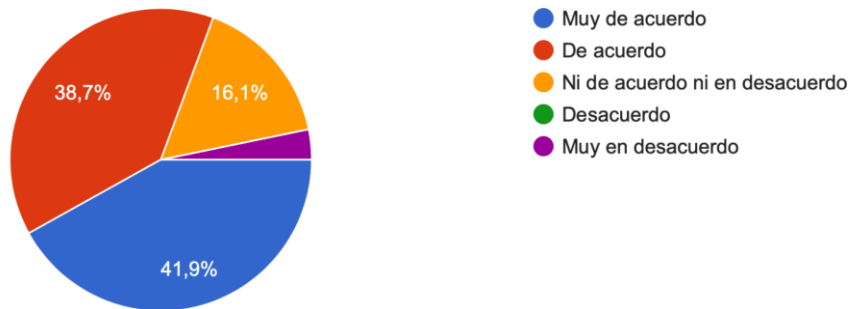
Statement No.9: “Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien”

9. Me pongo muy nervioso/a cuando tengo que hablar en clase y no me he preparado bien
31 respuestas



Statement No.10: “Me preocupan las consecuencias de reprobación”

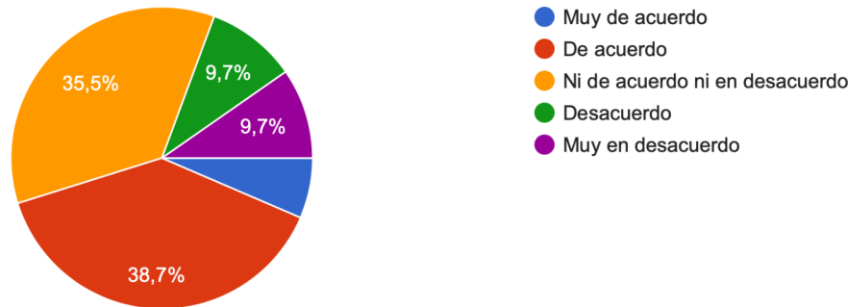
10. Me preocupan las consecuencias de reprobación
31 respuestas



Statement No.11: “No entiendo por qué algunas personas se sienten tan mal por las clases de inglés”

11. No entiendo por qué algunas personas se sienten tan mal por las clases de inglés

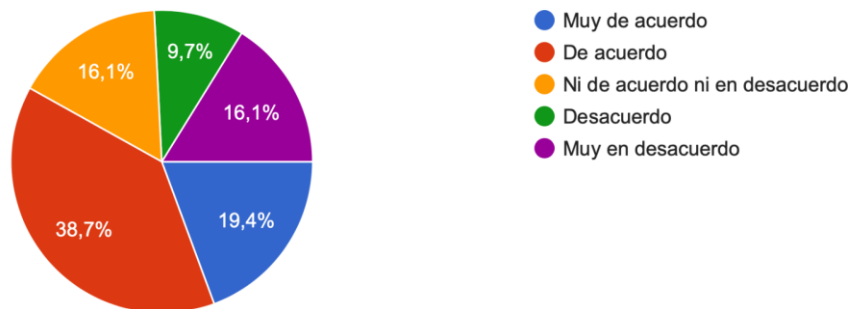
31 respuestas



Statement No.12: “En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé”

12. En clase, me pongo tan nervioso/a que se me olvidan algunas cosas que ya sé

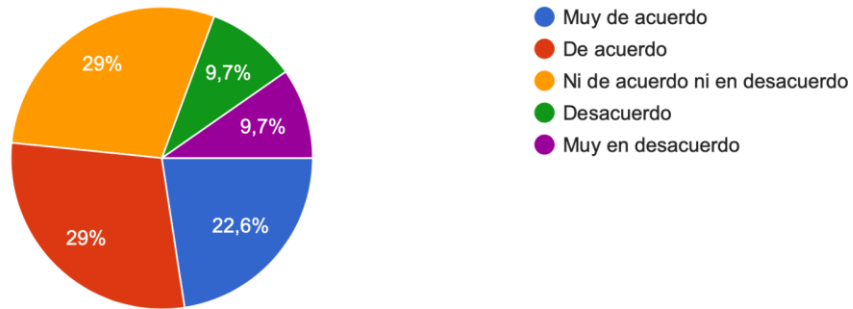
31 respuestas



Statement No.13: “Me da vergüenza participar voluntariamente en clase”

13. Me da vergüenza participar voluntariamente en clase

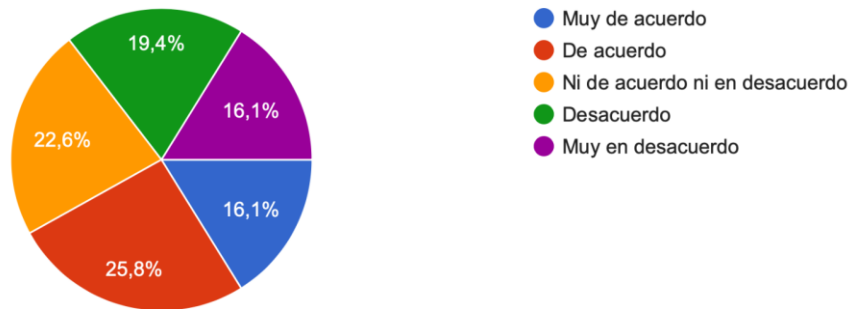
31 respuestas



Statement No.14: “Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés”

14. Creo que no me pondría nervioso/a si hablara el inglés con una persona que solo habla inglés

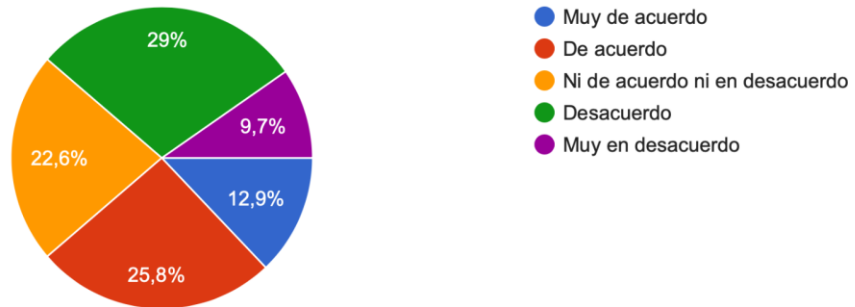
31 respuestas



Statement No.15: “Me irrita no entender lo que el/la profesor/a está corrigiendo”

15. Me irrita no entender lo que el/la profesor/a está corrigiendo

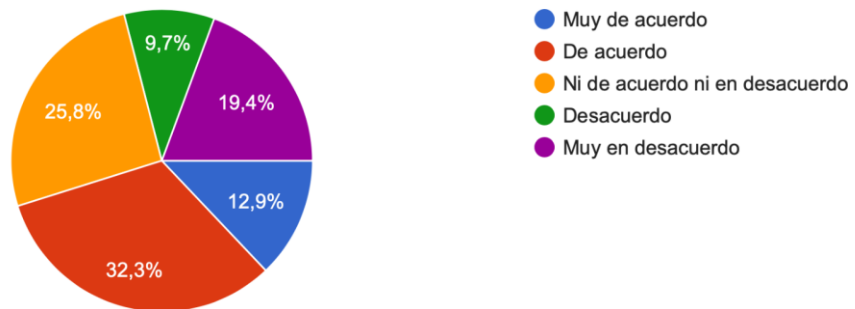
31 respuestas



Statement No.16: “Aunque vaya con la clase preparada, me siento nervioso/a”

16. Aunque vaya con la clase preparada, me siento nervioso/a

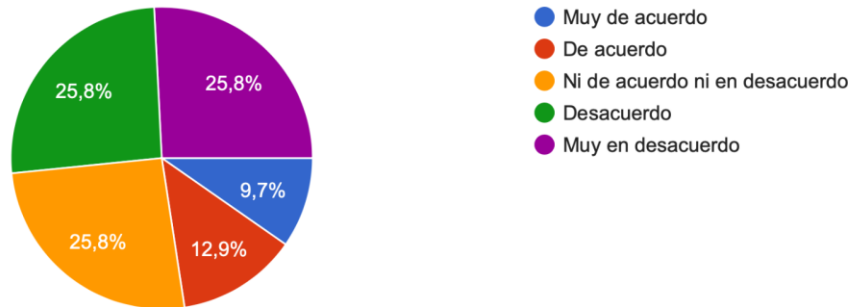
31 respuestas



Statement No.17: “A menudo no me dan ganas de ir a clase de inglés”

17. A menudo no me dan ganas de ir a clase de inglés

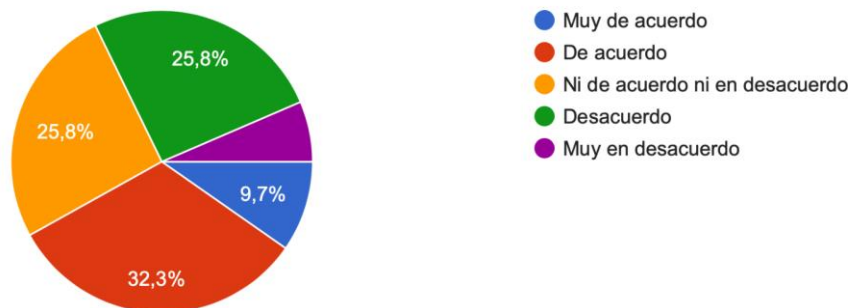
31 respuestas



Statement No.18: “Me siento seguro/a a la hora de hablar en la clase”

18. Me siento seguro/a a la hora de hablar en la clase

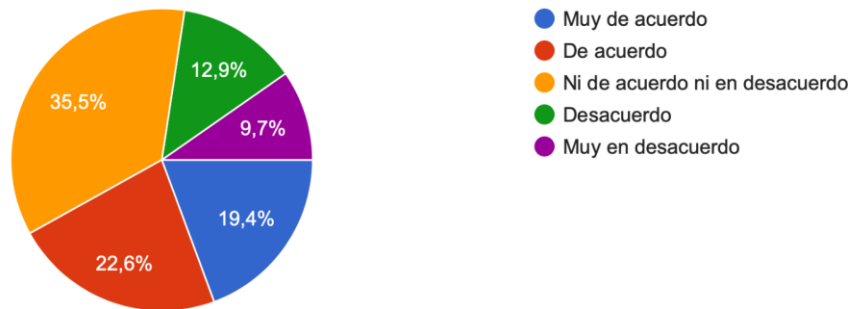
31 respuestas



Statement No.19: “Me da miedo que mi profesor corrija cada error que cometo”

19. Me da miedo que mi profesor corrija cada error que cometo

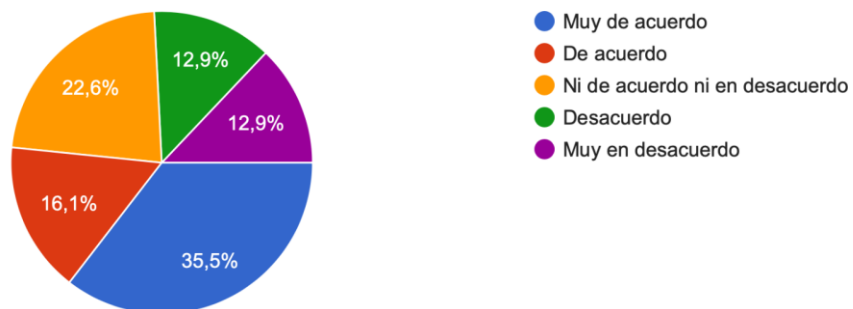
31 respuestas



Statement No.20: “Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase”

20. Siento cómo mi corazón palpita cuando sé que me van a pedir que participe en clase

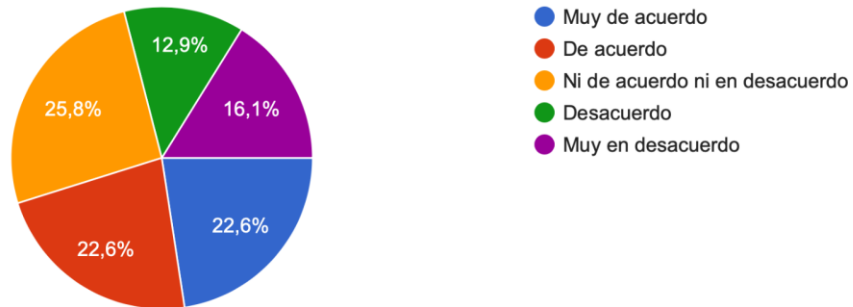
31 respuestas



Statement No.21: “Cuanto más estudio, más me confundo”

21. Cuanto más estudio, más me confundo

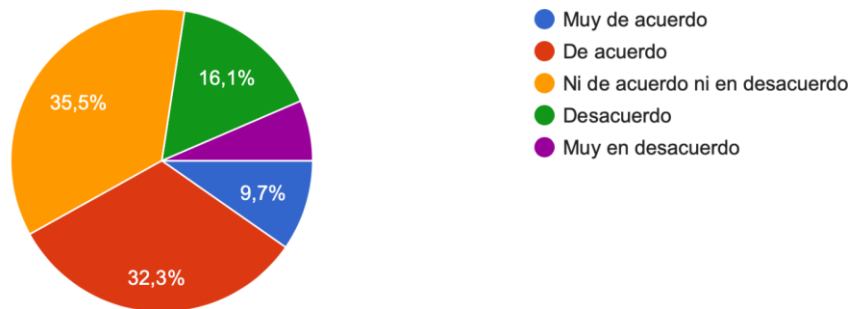
31 respuestas



Statement No.22: “No siento presión ni preocupaciones para prepararme bien las clases”

22. No siento presión ni preocupaciones para prepararme bien las clases

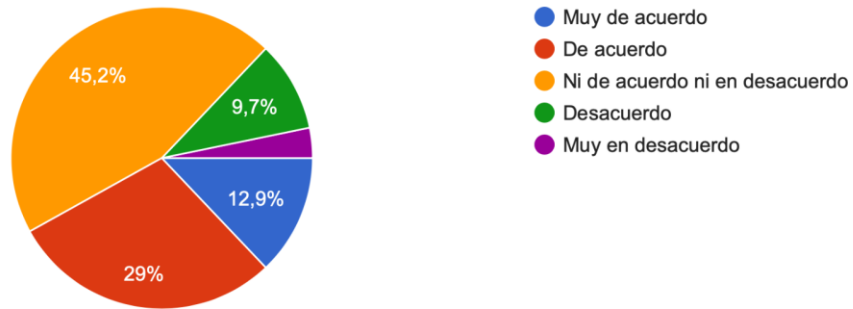
31 respuestas



Statement No.23: “Tengo la sensación de que mis compañeros hablan inglés mejor que yo”

23. Tengo la sensación de que mis compañeros hablan inglés mejor que yo

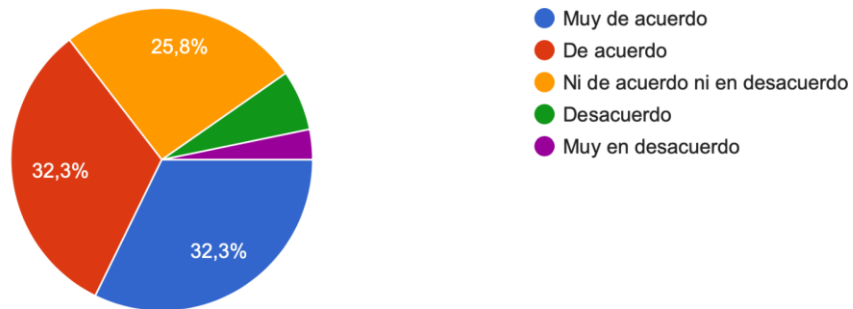
31 respuestas



Statement No.24: “Me da mucha vergüenza hablar inglés delante de mis compañeros”

24. Me da mucha vergüenza hablar inglés delante de mis compañeros

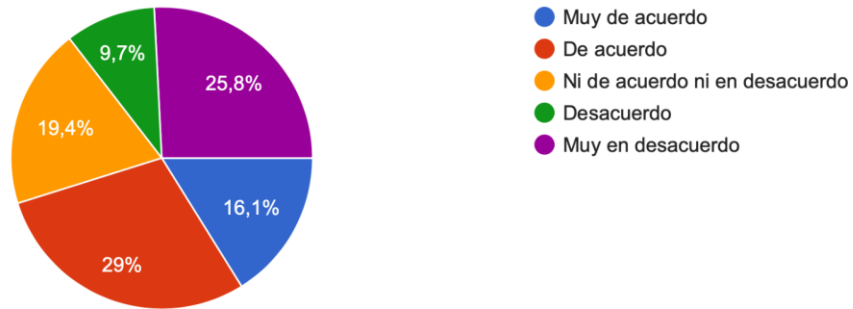
31 respuestas



Statement No.25: “Las clases transcurren con tal rapidez que me preocupa quedarme atrasado”

25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado

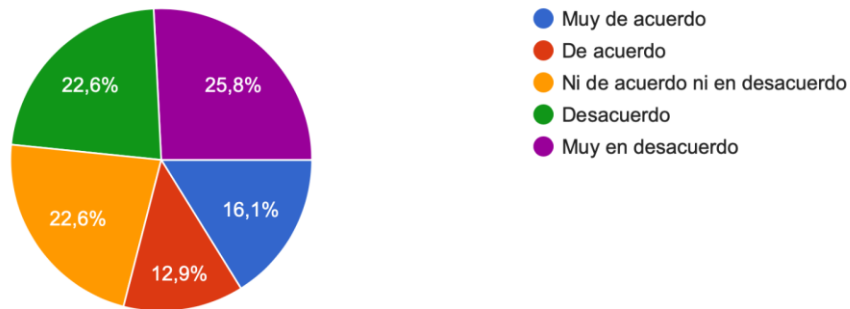
31 respuestas



Statement No.26: “Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases”

26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de inglés que en otras clases

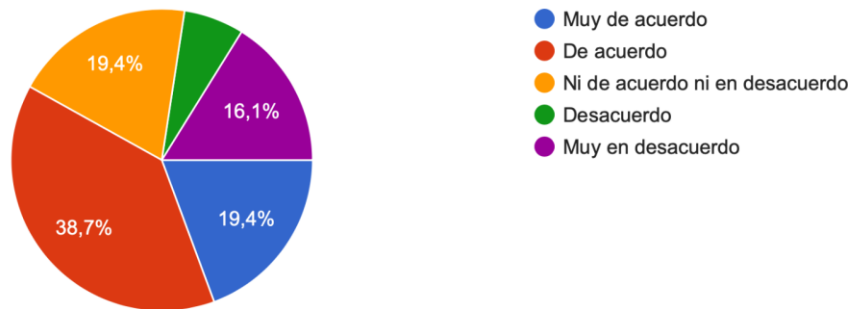
31 respuestas



Statement No.27: “Me pongo nervioso/a mientras hablo inglés en clase”

27. Me pongo nervioso/a mientras hablo inglés en clase

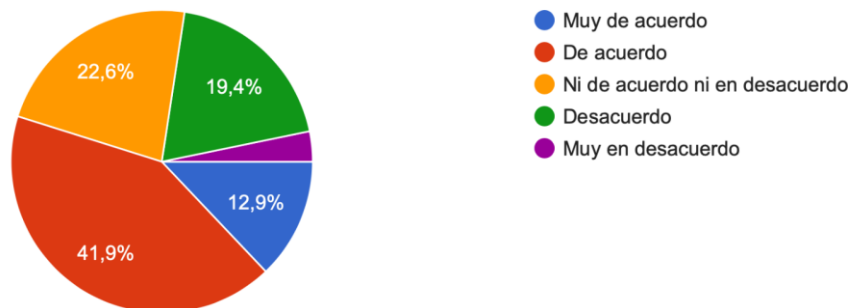
31 respuestas



Statement No.28: “Antes de entrar a clase, me siento seguro/a y relajado/a”

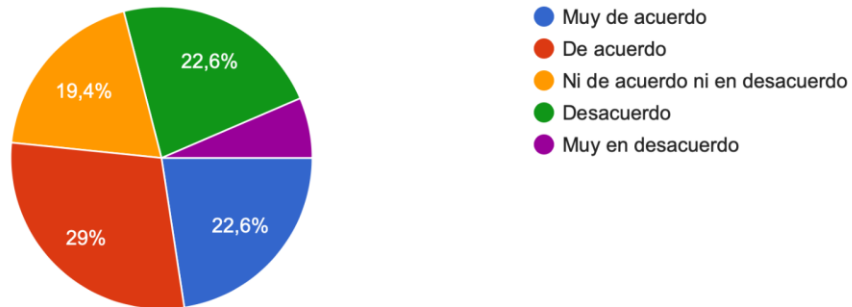
28. Antes de entrar a clase, me siento seguro/a y relajado/a

31 respuestas



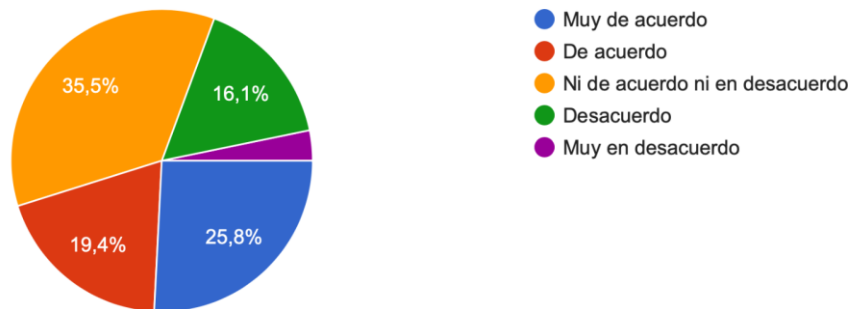
Statement No.29: “Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice”

29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a dice
31 respuestas



Statement No.30: “Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés”

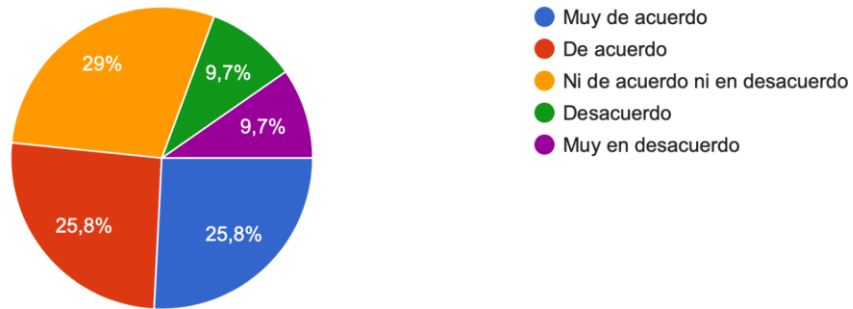
30. Me abruma la cantidad de cosas que hay que aprender para poder hablar inglés
31 respuestas



Statement No.31: “Temo que mis compañeros de clase se rían de mí cuando hablo en inglés”

31. Temo que mis compañeros de clase se rían de mí cuando hablo en inglés

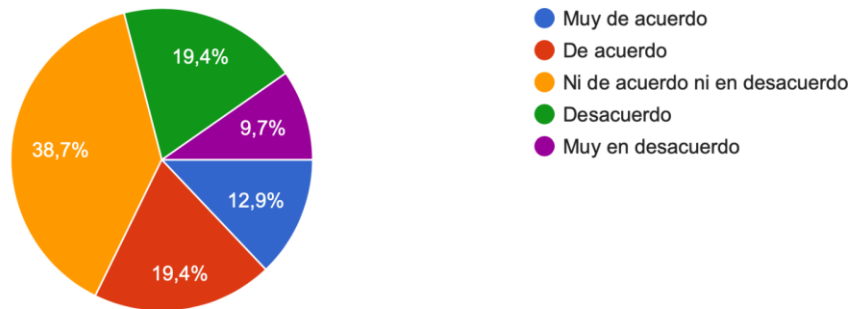
31 respuestas



Statement No.32: “Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés”

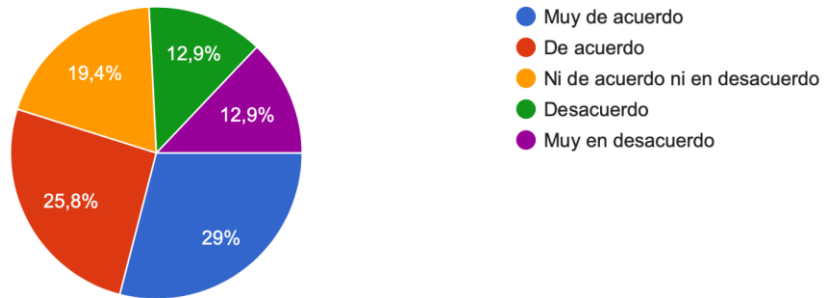
32. Creo que me sentiría a gusto hablando entre personas que hablan solamente inglés

31 respuestas



Statement No.33: “Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar”

33. Me pongo nervioso/a cuando el profesor pregunta cosas que no me he podido preparar
31 respuestas



Appendix 8. Check-out survey: Open question's responses

Es importante para nosotros conocer tu opinión acerca de tu experiencia en las sesiones de Suggestopedia. Coméntanos ¿te gustó? ¿no te gustó? ¿qué cambiarías?

Si me gusto

me gusto, no cambiaria nada

Me gusta que hagamos las sesiones por qué me hace sentir más motivación para empezar las clases

yo me siento bien al ser eso de relajacion me siento segura y tranquila

me gusto mucho porque es un ambiente mas relajado y agradable y es otra rutina

si me gusto pero me da vergüenza serrar los ojos porque algunos se ríen y no todos se lo toman en serio.

Si me gustó, siento que las clases son más activas y divertidas. Yo encuentro que cambiaría nada, sólo el ruido que ahí en clase.

si me gustó mucho las clases son más activas

Si me encantaron las clases por sus actividades que realizan y la música crea un ambiente agradable. 😊

si me gusto y no cambiaria nada

me gustó me pareció entretenida las actividades y es otra rutina de clases

si me gusto

me gustan mucho las clases, son muy divertidas.

Si me gustó

Si me gusto

Me gusta, no tengo nada que quiera cambiar.

Más juegos en clase pero asta haora va todo bien

Me gusto, Solo que me gustaria que los profesores hablaran un poco mas lento para poder entender mejor, pero todo lo demas me gusta mucho ya que en la clase no pasamos pura materia si no que tambien jugamos etc, y eso es muy divertido

si me gusto

Appendix 9. Students' informed consent



Universidad de Concepción – Campus Los Ángeles
Escuela de Educación
Departamento de Teoría, Política y Fundamentos de
la Educación



Octubre 2023, Laja

Consentimiento Informado

- Título del estudio: "Explorando los efectos de la Suggestopedia para regular la ansiedad en una clase de Inglés como Lengua Extranjera en 7° grado"
- Investigador(es): Diego Castro, Daniela Godoy, Valentina Lisperguer

Estimados estudiantes del Séptimo grado,
Estás siendo invitado(a) a ser partícipe de un estudio de investigación que tiene como objetivo explorar los efectos de la Suggestopedia en regular la ansiedad experimentada por los estudiantes durante las clases de inglés. Este estudio realizado por los estudiantes de la Universidad de Concepción va dirigido a los alumnos de séptimo básico de la Escuela Nivequeten de Laja en el marco de su proceso para optar al grado académico Licenciada en Educación con Título profesional Profesor de Inglés en la Universidad de Concepción, Campus Los Ángeles. Antes de decidir participar, es importante que comprendas los detalles del estudio y los procedimientos involucrados. Por favor, toma tu tiempo para leer cuidadosamente la siguiente información. Si tienes alguna pregunta, no dudes en hacerla antes de tomar una decisión.

1. **Objetivo del estudio:** El objetivo de esta investigación es explorar cómo la aplicación de la Suggestopedia en las clases de inglés puede influir en la regulación de la ansiedad en los estudiantes. El estudio busca contribuir al desarrollo de estrategias y actividades efectivas para regular la ansiedad en el contexto educativo y así incentivar una mayor participación durante las clases.

2. **Procedimientos:** Este plan de acción contempla 2 sesiones semanales de 45 minutos por cuatro semanas, donde se realizarán diversas actividades siguiendo los planes y programas del Ministerio, adecuándolos a los distintos aspectos y métodos por los cuales se rige la Suggestopedia. Esta metodología contempla el uso de juegos, música y ejercicios de relajación al momento de impartir las lecciones de inglés con el fin de crear un ambiente relajado y positivo para mejorar el aprendizaje. Durante este proceso, se les solicitará a los estudiantes completar cuestionarios de evaluación de ansiedad antes y después de la aplicación de dicha metodología.

1. **Confidencialidad:** Todos los datos recopilados en el estudio serán tratados de manera confidencial y solo serán accesibles para los investigadores. Toda la información recopilada

se utilizará exclusivamente con fines de investigación y se mantendrá en estricta confidencialidad. Los resultados se presentarán de forma agregada y no se proporcionarán datos individuales que permitan la identificación de los participantes. Asimismo, los investigadores responsables asumen un compromiso de confidencialidad para resguardar identidad de todos los estudiantes involucrados en este estudio.

2. **Voluntariedad y retiro:** Tu participación en este estudio es voluntaria. No habrá repercusiones o sanciones si decides no participar. Tu decisión de participar o no participar no afectará tu relación con la institución educativa o cualquier otra entidad relacionada.

3. **Beneficios y riesgos:** Los posibles beneficios de participar en este estudio incluyen contribuir al conocimiento científico sobre la regulación de la ansiedad en las clases de inglés y la oportunidad de experimentar una metodología de enseñanza innovadora. Los posibles riesgos incluyen la posibilidad de experimentar un leve malestar o ansiedad durante las evaluaciones o al enfrentar nuevas metodologías de enseñanza. Sin embargo, se tomarán todas las precauciones necesarias para minimizar cualquier molestia o incomodidad.

4. **Contacto e información adicional:** Si tienes alguna pregunta o inquietud sobre el estudio, puedes comunicarte con el investigador principal de tu establecimiento, Valentina Lisperguer, al correo vlisperguer2018@udec.cl.

Al firmar a continuación, indicas que has leído y comprendido la información proporcionada anteriormente, que se te ha brindado la oportunidad de hacer preguntas y que voluntariamente aceptas participar en este estudio de investigación titulado "Exploring effects of Suggestopedia in managing anxiety in a class of 7th grade EFL students"

Sí, estoy de acuerdo.

No estoy de acuerdo.

Appendix 10. Principal's informed consent



Universidad de Concepción – Campus Los Ángeles
Escuela de Educación
Departamento de Teoría, Política y Fundamentos de la
Educación



Octubre, 2023, Laja.

Consentimiento Informado

Estimada Directora del Establecimiento:

El presente proyecto de investigación, titulado "Exploring effects of Suggestopedia in managing anxiety in a class of 7th grade EFL students", desarrollado por Diego Castro, Daniela Godoy y Valentina Lisperguer, en el marco de su proceso para optar al grado académico Licenciada en Educación con Título profesional Profesor de Inglés en la Universidad de Concepción, Campus Los Ángeles. El presente documento tiene como finalidad hacerle conocer los detalles del estudio y solicitarle su consentimiento informado para que la institución sea participe en este proyecto.

1. Objetivo de la investigación

1. El objetivo de este proyecto de investigación es examinar el impacto de la metodología de la sugestión en la ansiedad que experimentan los estudiantes durante las clases de inglés. Este estudio realizado por los estudiantes de la Universidad de Concepción va dirigido a los alumnos de séptimo básico y busca evaluar cómo la aplicación de la sugestión en las clases de inglés puede influir en la reducción de la ansiedad de los estudiantes y así promover una mayor participación. Este estudio pretende contribuir al desarrollo de estrategias efectivas para el manejo de la ansiedad en el contexto educativo.

2. Descripción y procedimiento

Este plan de acción contempla sesiones de 40 minutos por clase durante cuatro semanas, donde se realizarán diversas actividades siguiendo los planes y programas del Ministerio, adecuándolos a los distintos aspectos y métodos por los cuales se rige la Suggestopedia. Esta metodología contempla el uso de juegos, música y ejercicios de relajación al momento de impartir las lecciones de inglés con el fin de crear un ambiente relajado y positivo para mejorar el aprendizaje. Durante este proceso, se les solicitará a los estudiantes completar cuestionarios de evaluación de ansiedad antes y después de la aplicación de dicha metodología, así como también se realizarán encuestas de percepción al finalizar nuestro plan de acción.

3. Metodología

Para esta investigación, la técnica de recogida de información que se propone incluye encuestas a los estudiantes de la Escuela Nivequetén, la cual propone atributos relacionados al contenido presentado en



la asignatura de Inglés. Esta recolección de datos se llevarán a cabo al comienzo de las sesiones, durante y al final de este proyecto a través de encuestas de percepción y notas de campo descriptivas. Cabe destacar que los y las participantes no serán filmados en video ni audio.

4. Su participación en el estudio

La participación de la institución en este estudio es de carácter libre y voluntario, pudiendo solicitar ser excluido de esta investigación y que sus intervenciones no sean consideradas en esta investigación sin justificación previa ni perjuicio para usted.

Si usted permite que la institución participe en esta investigación lo hace bajo su expreso consentimiento informado que firma y autoriza.

5. Confidencialidad

Todos los datos recopilados en el estudio serán tratados de manera confidencial y solo serán accesibles para los investigadores. Toda la información recopilada se utilizará exclusivamente con fines de investigación y se mantendrá en estricta confidencialidad. Los resultados se presentarán de forma agregada y no se proporcionarán datos individuales que permitan la identificación de los participantes.

Asimismo, las Investigadoras Responsables asumen un compromiso de confidencialidad para resguardar identidad de todos los estudiantes involucrados en este estudio.

6. Beneficios

Este estudio no tiene beneficios directos para la institución. En este sentido, producto de su participación no se generan incentivos económicos ni de ningún tipo. Cabe destacar también que su participación en este estudio tampoco tiene asociado ningún tipo de costo para usted o la institución.

En tal sentido creemos que la investigación produce más bien beneficios indirectos en sus participantes puesto que les permitirá reflexionar y quizás comprender de forma holística aspectos importantes en cuanto a la preferencia de los estudiantes respecto a la presentación de contenido y material.

7. Contacto

Si usted tiene preguntas acerca de sus derechos como participante de este estudio, reclamos o dudas acerca de esta investigación, por favor contáctese con: Diego Castro, correo dcastro2018@udec.cl, Daniela Godoy correo dgodoy2018@udec.cl, Valentina Lisperguer correo vlisperguer2018@udec.cl o con el profesor guía de esta investigación Alexis Fernández, al correo electrónico alexisfernandez@udec.cl.

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación, de los costos y riesgos implicados, y del acceso a la información y resguardo de información que sea producida en el estudio. Reconozco que la información que provea en el curso de esta investigación es estrictamente confidencial y anónima. Además, esta será usada solo con fines de difusión científica y académica.

He sido informado(a) de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin tener que dar explicaciones ni sufrir consecuencia alguna por tal decisión.

Nombre del Director(a): Fabiola Panedes Salamanca.

Rut del Director(a): 15.210.536-3

Correo electrónico: f.panedes@raem.laja.cl



Investigador Responsable
Diego Castro Arias
Universidad de Concepción



Investigadora Responsable
Daniela Godoy Escobar
Universidad de Concepción



Investigadora Responsable
Valentina Lisperguer Fernández
Universidad de Concepción

Se deja constancia en este instante que este documento (consentimiento informado) será firmado a dos copias, quedando una de ellas en manos de las investigadoras responsables y la otra copia en manos del Director(a) del establecimiento.

Appendix 11. DAEM Authorization letter



LOS ÁNGELES, 13 DE OCTUBRE 2023
CPI/078-2023

Paola Rossi Chamorro
Directora de DAEM Laja
Presente

Estimada Paola

Reciba un cordial saludo. Por medio de la presente, solicito su ayuda para otorgar las facilidades para la realización de un estudio investigativo que tiene como objetivos:

- Identificar los niveles de ansiedad a través de una encuesta tipo Likert
- Determinar la efectividad del enfoque pedagógico Suggestopedia para manejar la ansiedad en alumnos de 7mo básico de la unidad educacional Escuela Nivequetén.

Este estudio es liderado por los estudiantes de la carrera de Pedagogía en inglés de la Universidad de Concepción Campus Los Ángeles, Diego Castro, Daniela Godoy y Valentina Lisperguer. Su profesor guía es el docente Alexis Fernández Lara. Cabe mencionar que los alumnos deberán presentar una calendarización con el número de intervenciones, las fechas de estas, el contenido de la cada clase, los alumnos participantes y material que utilizarán; todo esto para resaltar el carácter profesional y científico de dicha investigación.

El establecimiento al cual se necesita permiso para poder llevar a cabo este estudio es la Escuela Nivequetén de la comuna de Laja. Para dicho estudio se entregará una constancia la cual resguardará la identidad de los participantes.

A la espera de una favorable acogida, saluda a usted.

Ester Quiroz Uribe
Jefa de Carrera Pedagogía en Inglés
Coordinadora English Online
Coordinadora de Prácticas
Universidad de Concepción
Campus Los Ángeles

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