UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador

THE IMPACT OF ACCELERATED LEARNING IN THE ENGLISH LANGUAGE
LEARNING PROCESS IN NINTH GRADERS AT CENTRO ESCOLAR DR. DOROTEO
VASCONCELOS, YEAR 2015.

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DEDICATION

First of all, I want to dedicate my dissertation work to my almighty God, my beautiful daughter, my wife, my parents, siblings and relatives for all their unconditional support and words of encouragement throughout these years of hard work at the University of El Salvador. Their love was so important to me because it motivated me to continue to achieve my goals.

That work is also dedicated with my deepest gratitude and warmest affection to the all teachers from the Foreign Language Department involved in our learning process at the University, whose passion and dedication for teaching helped me to achieve my dreams of becoming a competent professional in our society.

Guillermo Beltran

This dissertation is dedicated to God for helping me to reach my goals and my dreams. I am grateful as well to my father Jorge Gómez who was my inspiration for studying. I always admired his job as a teacher. I am grateful as well to my mother Dalila de Gómez who supported and encouraged me in every moment. I am grateful as well to my aunt Edevelis Reyes for providing me her unconditional support during the six years that I was studying at the University. I express my gratitude and deep appreciation to my advisor Francisco Antonio Rodriguez Argueta for his guidance, suggestions and time that he gave me during the process of this research.

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This dissertation is dedicated to God and especially to my mother Juanita Torres who supported me in every single moment giving to me words of encouragement to finish my major. I also dedicate this work to my daughter Camila, to my husband Guillermo and relatives in general for helping me and loving me unconditionally. Thanks to God for letting me complete this step in my life.

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Sara Torres

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CHAPTER I

THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

The education in El Salvador in the public system related with the teaching methodologies for the English classes in Ninth grades has a lot of deficiency even though they are jumping to a next level which is high school because some teachers are currently using traditional ways to teach the students in the English classes. Moreover, the English teachers unconsciously use some methods or techniques in the classrooms such as, grammar translation methods where the students are asked to translate things without putting anything in practice. Students translate things literality. In addition, Students are not encouraged to speak or use the language in a natural way. Most of the time, they are forced just to write or just to translate sentences, but they do not have any intrinsic motivation that might help them in real life. Moreover, the curriculum of 9th grade in the English subject in El Salvador has not been modified since 2008 for that reason this curriculum is out of date because the students are working with the same curriculum since 7 years ago, although, everything changes, and it needs to be updated according to students' needs, to the society and the whole country. Some factors that are affecting the students learning at Dr. Doroteo Vasconcelos School will be described below.

The first factor is that the English teaching at Dr. Doroteo Vasconcelos School has a deficiency because the English teachers are not updated with the right tools to teach their students. Second, they do not have access to the computer lab, tape recorders and so on because the school does not even have a tape recorder, so the students never listen to authentic audio materials. They just listen to the teacher's pronunciation which is not really

good because when they listen to other people or foreigners; they get confused because of the accent.

Besides that, the third factor is that at Dr. Doroteo Vasconcelos School some students go to study there because their parents send them not because they want to. They are not motivated at all, for that reason they might show attitude when the teacher is telling them to study or do something in the classroom.

To conclude, the English education should be improved as soon as possible at Dr. Doroteo Vasconcelos School because if not, the community will have a future of professionals less skillful. However, there is a possibility to overcome those difficulties applying some methods that Psychiatric Georgi Lozanov applied with his students the Suggestopedia where the students learn 10 times more than in a regular class which is going to be applied with the ninth graders at that school. Accelerated learning would surely be able to contribute to successful teaching and learning in the ninth graders' classroom from Dr. Doroteo V. School as has been done in classrooms all over the world as a result of the proven implementation record of this theory. It is important to change and improve the methodology that teachers apply in classrooms nowadays to achieve students´ learning process. This study has in mind to identify the impact of implementing an accelerated learning program with the students from Ninth Grade from Dr. Doroteo Vasconcelos School.

1.2 INVESTIGATION QUESTIONS

GENERAL RESEARCH QUESTION

✓ What is the impact of implementing an accelerated learning program for learning English in Ninth Graders at Centro Escolar Dr. Vasconcelos?

SPECIFIC RESEARCH QUESTION

✓ What are the improvements with the application of the Accelerated learning techniques or Suggestopedia approach for learning English?

✓ What are the effects in students' behavior and performance of implementing accelerated learning?

✓ To what extent the implementation of accelerated learning impacts on the learners in either a positive or negative way?

1.3 OBJECTIVES

This study is designed to determine the impact in implementing an accelerated learning program, taking into account the multiple intelligences since each student learns in a different way.

GENERAL OBJECTIVE

✓ To implement the methodology of accelerated learning techniques in order to determine the impact in the English language learning process on Ninth Graders at Dr. Doroteo Vasconcelos School.

SPECIFIC OBJECTIVES

✓ To identify the improvements that the students will have throughout the application of accelerated learning techniques.

✓ To describe the effects of the implementation of the accelerated learning process in order to compare the results gotten in the control and experimental groups.

✓ To mention the behaviors that the students will have overcome in the learning process through the achievement, interviews and class observation.

1.4 JUSTIFICATION

The education in El Salvador is unfortunately based on the traditional teaching program which produces tension and stress, boredom, isolated, individualism, militarism, regimentation, sterility authoritarian control, extrinsic motivation, incarceration, and learning is hard work for learners. It is important to change and improve the methodology that teachers apply in classrooms to achieve students´ learning process. In the early 1960´s a Bulgarian psychiatrist named Georgi Lozanov taught English to 60 students using a variety of non-traditional teaching techniques, including the use of music, meditation and a variety of visual and auditory techniques referring to his teaching approaches "Suggestopedia". According to Raymond Wlodkowski (2003, p.5) "Accelerated Learning programs are ones of the fattest growing transformation in higher education." The center for the study of Accelerated Learning at Regis University has documented at least 250 colleges or universities that offer accelerated learning programs for working adults (Wlodkowski 2003).

The purpose of accelerated learning is to awaken learners to their full learning ability, to make learning enjoyable and fulfilling for them again, and to contribute to their full human happiness, intelligence, competence, and success. In an accelerated learning program the learners are therefore continuously confronted with vast amounts of information where they have to involve mind, body, emotions and spirit to be able to make sense and find meaning in what is learned. Accelerated learning also includes sessions of relaxation to allow consolidation of learned material to take place and to be stored in memory (Rose & Nicholl, 1997:43).

1.5 LIMITATIONS

The research team faced many limitations during the research; some of them will be mentioned on this section.

- ✓ This first limitation was the lack of technological resources such as projectors, tape recorders, and computers and so on. The school did not even have a tape recorder to play some audios to the students, so the researchers were carrying all the stuff needed during the classes.

- ✓ The second limitation was the lack of students' participation and attention. They were used to the teacher that they wanted to continue with the same behavior such as; shouting, using nick names, making lots of noise, vulgar vocabulary and among others.

- ✓ The third limitation was the lack of meeting time, this happened because some members of the group were working, and they did not have a flexible schedule to meet anytime. However, the group was able to manage the time; the meetings were set twice a week.

- ✓ Another limitation was the slow process of the approval of the groups and research topics on behalf of authorities of the foreign languages department of the University of El Salvador.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL FRAMEWORK

Georgi Lozanov spent more than 30 years investigating and applying the phenomenon of accelerated learning worldwide. Once he understood the immense untapped potential of the human mind, Lozanov with his teaching partner the late Evalyna Gateva, developed a program to utilize our mental reserves. This program has been called by various names including the Suggestopedia approach, the Lozanov's Method, the S.A.L.T Method (Suggestive- Accelerative Learning and Teaching), and the A.C.T. Approach (Acquisition through Creative Teaching.

Lozanov believes that brain, consciously and paraconsciously, receives, orders, codes, retrieves and utilizes outside stimuli in certain ways. He maintains that interpersonal communication and mental activity are always conscious and paraconscious at the same time. Paraconscious is that which is outside of our conscious attention, like peripherals, background music and subconscious association. Because every stimulus is complex, it is interpreted, associated, coded, symbolized   and generalized in a way that we can understand it. In short, everything reminds us of something else, even if not on the conscious level. This hints at the extraordinary potency and value of non-verbal, the physical environment, materials, and use of voice and music. In fact, these premises formed the basis for Lozanov's primary hypotheses regarding the crucial role of suggestion.

In Facts, Lozanov pioneered the concept of music as an enhancer in second language learning. He describes it has a "binder" of knowledge; premising that it helps connect new words to their meaning more intensely than if the words were simply spoken without music. Certain music not only sets the mood for learning, but it also creates a dramatic background for

hearing it, and soothing state for embedding it. Lozanov advocates both Classical and Romantic

music; and he is fairly specific about the particularly types and timing for its usages. Many

others, however, have found a wider range of music to also be effective

2.2 THEORETICAL FRAMEWORK

2.2.1 THE SEVEN LAWS OF SUGGESTOPEDIA

The concept of Suggestopedia is based on the idea that all forms of learning involve our subconscious mind. The word is a combination of 'suggestion' and 'pedagogy'—also, it can be called "pedagogy of suggestion.' Which role does suggestion play in learning? That's certainly a good question to begin with.

Suggestion facilitates the spontaneous absorption of information by the student through peripheral perceptions, in a directed, non-manipulative communicative process, and in opposition to hypnotic and clinical suggestion. It is a teaching method that makes use of all the possibilities that suggestion can offer. Its application in learning and teaching has led its founder, Dr. Georgi Lozanov (1926-2012), a psychiatrist from Bulgaria, to formulate the following seven laws, which form the basis of the method. Dr. Lozanov insisted that they are so closely intertwined that they must also be simultaneously respected at all times during the teaching process.

The seven laws of Suggestopedia → Suggestopedia → Is a system which makes use of all the possibilities this suggestion can offer

Suggestopedia → The seven laws

The seven laws:

LOVE
creates
Serenity, trust and contribute to the prestige

FREEDOM
makes
Feel free to the students to choose whether to the part in some activities

CONVICTION
inspire
Something extraordinary is taking place with no fail

INPUT
has
A phychoterapeutry phychology greny, educational effect

GLOBAL PARTIAL
means
A atom reflects the law of the Universe and the Universe is in the atom

THE GOLDEN PROPORTION
reveals
A law of harmony the universe. Harmony is essential in the process of teaching and learning

USE OF CLASICAL ART
creates
Condition for optimal phychorelaxation and harmony status

2.2.2 LANGUAGE LEARNING AND THE HUMAN BRAIN

The brain-compatible approach to learning a new language maintains that high anxiety and humiliation are not only unnecessary, they are detrimental. Though it is true that some stress accompanies most new learning, you will soon see how brain- compatible principles maximize achievement.

Principles of language learning and the brain:

As teachers or facilitators of learning, we ought to understand the brain's key operating principles and use them as guidelines. By itself, one principle is not likely to transform your teaching or training.

2.2.3 INFLUENTIAL MODELS OF LANGUAGE ACQUISITION: KEY CONTRIBUTORS

While it is important to understand the underpinnings of brain research and the framework for language learning, we must also know how to apply this information to develop practical language acquisition courses. The primary contributor to the Joyful Fluency Model is Bulgarian Physician, psychiatrist and educational researcher, Georgi Lozanov. Lozanov's significant contributions include:

- ✓ The examination of paraconscious influences

- ✓ The role of emotions in learning

- ✓ The use of music in learning

- ✓ Learning as transformational healing

✓ The use of suggestion

✓ The importance of active and passive learning

✓ Understand learner barriers and beliefs

2.2.4 THE JOYFUL FLUENCY MODEL

The following cornerstones are essentially what support the Joyful Fluency Model:

✓ Facilitator

✓ Environment

✓ Methodology

✓ Use of Suggestion

✓ Materials

2.2.5 THE PHYSICAL LEARNING ENVIRONMENT

To the extent possible, the physical environment of a JoF classroom is aesthetically pleasant, attractive, colorful, comfortable, and engaging to the senses. Since the environment is a variable that can be easily manipulated, it makes good sense for teachers to take full advantage of it. The JoF approach advocates that the classroom be rich with stimuli, relaxed, and inviting. Students ought to be provided with an almost constant opportunity for sensory stimulation- things to hear, touch, see an smell- up to many times the amount of material conventionally introduced in traditional classes. Maximum attention ought to be given to creating a non-stressful, fully supportive and positively suggestive environment. In such a setting, students

unconsciously begin to acquire a foundation for "understand" before they even hear a word in the new language; in fact, even before the teacher first enters the room.

- ✓ Room preparation

- ✓ Temperature is critical

- ✓ Use of colors

- ✓ Power of peripheral stimuli

2.2.6 MATERIALS: A CRUCIAL LINK

Exposing students to varied materials can increase motivation and stimulate new learning. Materials need not be defined only in the traditional sense: handouts, textbooks, and classroom equipment. Access to various computer hardware and software programs provides a very desirable option for students who learn best with immediate feedback.

During the first seven to ten hours of a class the JoF Model does not advocate using a formal textbook. Instead, it is suggested that words, phrases, and diagrams can be written with colorful markers. Pictures provide contextual clues for comprehension. Single sheet of illustrated vocabulary and phrases can be given to students to supplement classroom activities.

Features of a JoF-Compatible Text
• The text should introduce 1,500 to 2,000 new words in the 90-hour Level 1 course.
• The text should include a series of approximately nine "acts" which comprise a coherent dramatic story with richly developed, authentic characters, situations and

plot.
• The acts should be about 500 to 700 words long each with the first being the longest-introducing approximately 500 new words.
• Grammar constructs should not be presented in any formal fashion.
• The text should be amply illustrated with images designed to suggest and reinforce the content being presented.
• Dramatic dialogue, humorous explanatory words, phrases, drawings, cartoons, images or photos should appear that visually reinforce and facilitate comprehension in an enjoyable way.

Types of texts that can be used in classroom:

Commercial language Texts: they should offer artful and dramatic dialogues for presentation.

Supplementary Texts: they are important as a reference for grammar, structure, and syntax because they offer a clear explanation of the language rules.

Supplementary Readings: readings that contain short passages can add richness and variety to your classroom materials. These might include magazines, journals and newspapers which are relevant to student interest. Such topics might include sports, fashion, romance and public interest articles.

There are some techniques that teachers can apply to keep a good classroom environment and promote student´s participation.

Songs: sing songs that have a dance step and that are found in musicals, foreign plays or popular films.

Overhead Transparencies: to match up words and pictures, to match the physical activity with the verbal command in utilizing the TPR Approach and illustrate a point with humor or cartoon.

Props: this is an excellent method for achieving a low-threat, fun and novel classroom. For example: hand puppets, costumes, scarves, hats, and glasses, clocks, maps, cards, empty cans, flags or keys.

Peripherals: images, graphic illustrations, charts and maps, can help the learner integrate their feelings, vocabulary and culture with real-life language learning in their subconscious level. Peripherals can be hanged on classroom walls.

2.2.7 THE REVEALING ROLE OF MUSIC

Music can be a great aid in accomplishing the goals of:

- Distinctively opening the session or setting the stage for the class.

- Establishing rapport

- Encouraging states that are learning receptive.

- Creating a multi-modal, brain-compatible environment for enhanced learning.

Lozanov theorize that music can be strongly wedded with words, thus significantly facilitating the encoding of material in the brain. He conceived the "concert session" which is a proven

method for introducing large amount of new material. The JoF approach advocates three stages or types of concert readings in language learning.

CONCERT SESSION		
Stage	**Usage**	**Time**
1. The Global Prelude	It is an excellent class opener to introduce a topic. It can be presented as a chorus, parable, chant or poem and you can use costume articles, pictures and posters.	Between 3 and 7 minutes.
2. The Active Concert	The target language, which the teacher is reading, is printed in the left column of the student´s textbook, and the English equivalent is in the parallel right column. The new material is delivered by the facilitator in a specially intonated, dramatic fashion, guided by the music´s tempo, dynamic, color, and phrasing. The music is not intended as background.	About 30 minutes.
3. The Passive Concert	The teacher reads the material naturally and idiomatically, guided not by the music but by the semantics and context of the text. Students do not read, they close their eyes experience the easy flow and mixture of words and music.	Between 10 and 15 minutes

Certain music enhances the relaxed or fantasy-like atmosphere that helps students open up to the inflow of the new information. Playing certain low-volume classical or Mozart music during

class had a very positive effect on students because it activates their subconscious level and it harmonizes them with the environment.

2.2.8 JOYFUL FACILITATOR SKILLS

Eye Contact

Eye contact invites communication and non- verbal messages are sent. If you enjoy teaching this attitude communicates itself. Taking a few moments at the beginning of class to make eye contact with all of your students will increase rapport.

Positive Voice Intonation

Our voice intonation often revels much more than the words we speak. Voice tone is largely expressed and received subconsciously. As we become more conscious of our behavior we can begin to align this powerful vehicle of suggestive expression with our best intention.

Body Presence and communication

 Our physical presence in the classroom projects unconsciously messages. When we interact with others, we are doing consciously and unconsciously. In the early stages of language introduction (especially while establishing positive group rapport, cooperative and playful atmosphere), TPR activates work very well. Such activities include a series of gentle commands. William Condon has noted that speakers´ bodies move in precise synchrony with the articulation patterns of their own speech. The listener´s body also modulates, within 50 milliseconds, to the incoming sound structure of speaker´s speech. Our internal experience is represented in the following chart.

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                        ┌─────────────────────────┐
                        │  LEARNING WITH OUR SENSES │
                        └─────────────────────────┘
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SIGHT (75%)	HEARING (13%)	TOUCH (6%)	SMELL (3%)	TASTE (3%)
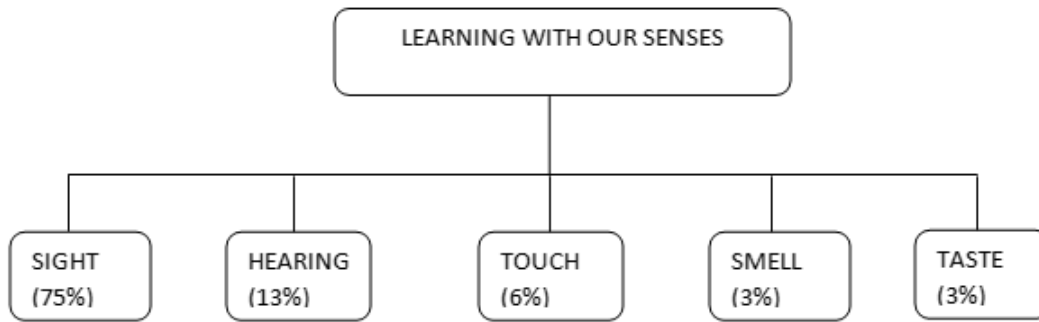
Most learning occurs through sight, but the combination of sight and hearing accounts for about 88 percent of all perception.

2.2.9 MAXIMIZING FIRST IMPRESSIONS

The first day is the most important of the entire class as first impressions are being made, attitudes beliefs are being confirmed or modified, expectations raised or lowered. The following outlines are ways of maximizing the possibility for liberating change:

The Room

The room can be a strikingly pleasant place to enter. For example: attractively arranged, comfortable chairs in a crescent formation, colorful fabrics on floors and walls, interesting and visually engaging pictures and posters, comfortable lighting, fresh flowers or plants, and music playing in the background.

Visual and Peripheral Stimuli

Peripherals are the use of posted visual stimuli integrated into the instructional environment. Dr. Lawrence Hall of Howard University has reported using these techniques to teach the Russian Cyrillic alphabet to students in just a few hours (1983).

When we integrate linguistic content with visual images, thereby weaving stimuli together which stimulate both hemispheres of the brain for active decoding, we enrich the instructional environment.

Students Seating

Another way to maintain a lively, varied set of stimuli is to change students´ perspectives by altering expected seating patterns. When students are looking at each other, seeing faces and real expressions, they are much more likely to engage in real communication with each other.

We learn best when we are mentally relaxed, and we are most relaxed when we´re at play. As you implement the JoF Model into you teaching, transformation will become an everyday experience in your classroom.

2.2.10 THE POWER OF PURPOSEFUL SUGGESTION

Suggestion is the study and management of human influence. In one form or another, everything "suggests" something to us. We simply cannot suggest. Our mother's face, a red jacket, a wedding ring, a poster of Tahiti, a bowl of chicken soup, the Harvard University emblem, a pair of Levi's, a new Mercedes and a set of chopsticks all evoke particular associations; they are "on" every waking hour, and they can be a tremendous enemy or ally in the language learning process. In the Joyful Fluency approach we simply acknowledge there influences and positively manage them as much as possible. An increased awareness of the

power of suggestion leads to more opportunities in which suggestion can be used purposefully to stimulate learning. The following influences and implications ought to be in the forefront of every teacher's awareness:

- ✓ Authority

- ✓ Suggestions for Establishing Appropriate Authority

- ✓ Childlike presence

- ✓ Suggestions for evoking a childlike presence

- ✓ Pseudo passivity

- ✓ Suggestions for Encouraging Receptive Brain States

- ✓ Double planeness

2.2.11 MINDSET FOR ACQUISITION

Sample Relaxation "Being Present" Exercise

If you make the assumption that your students will come to class in every possible mindset except the one that's perfect for foreign language acquisition, you will be right most of the time. Because the instructor is such a potent carrier of suggestion, we need to make sure we prepare ourselves and our students for each class- to get calm, present and mentally focused. With this in mind, I often begin classes in the beginning weeks of a course with a guided relaxation or fantasy loaded with positive images and affirmative suggestions. This serves to help the entire group unify for the purpose of being fully ready to learn. Though there are many useful books on the subject of centering, meditation and imaging.

✓ Goal-setting and Focusing Techniques

✓ The artful use of Metaphors

2.2.12 THE MAGIC OF METAPHORS

Metaphor has been used in the practice of teaching and learning for ions. Everywhere you look metaphors make suggestions that you may or may not be aware of on a conscious level. When used in story form, metaphor creates an anthropological and social affinity for human drama. Shakespeare was an expert in its use. Notice too how most television programs, from cartoons, sports broadcasts, and soap operas to news casts, infomercials and gossip shows, present information in story form. Metaphor instills the learning of content or process on a very subtle, often subconscious level. When the subconscious is activated or accessed, the material enters the mind with no resistance. As a result, metaphor can affect dramatic change in an individual.

2.2.13 ACTIVE LEARNING: ENGAGEMENT, RETRIEVAL AND USAGE

Most second language teachers delight in the first moments when students begin to actively use the target language. Activation begins as students truly listen and comprehend, or as they grasp the relation between a facial expression, body gesture, picture, voice intonation and language meaning. They constantly demonstrate their active comprehension when they correctly respond to commands and requests, nod in agreement or disagreement, or display congruent facial expressions.

Activation also means beginning to use expressively the speech patterns which have been heard, internalized, sorted, patterned, and associated. A guiding principle is: Don't push

students to speak! Stated positively, we would say "Our goal is spontaneous speaking, not forced activation." A great deal of your homework as a facilitator has to do with creating the threat-free immersion environment in which the input is high and attitude is playful. Once that step has been completed, the next step is to begin the process of receptively and expressively activating the previously encoded material. This involves finding the means to facilitate retrieval and natural ease in use.

2.3 GARDNER'S THEORY

Accelerated Learning embraces Gardner's theory of Multiple Intelligence in that it claims that each of us has an individual preferred way of learning that suits us best. Teaching that is in line with an individual's preferred way of learning and strong intelligence will contribute to accelerated learning.

 Accelerated learning could not ignore the theory of Multiple Intelligences as described by Howard Gardner in his book *Frames of Mind* (1983) (McKee 2004:45). Gardner (1983) propagates the notion that everybody is blessed with multiple intelligences that cannot be tested, determined or measured by one standardized test like the Stanford Binet scale as has been done for the last century in most countries. Gardner opposed the psychological establishment of the time that relied on IQ only. The eight Multiple Intelligence identified by Gardner are presented in the following chart.
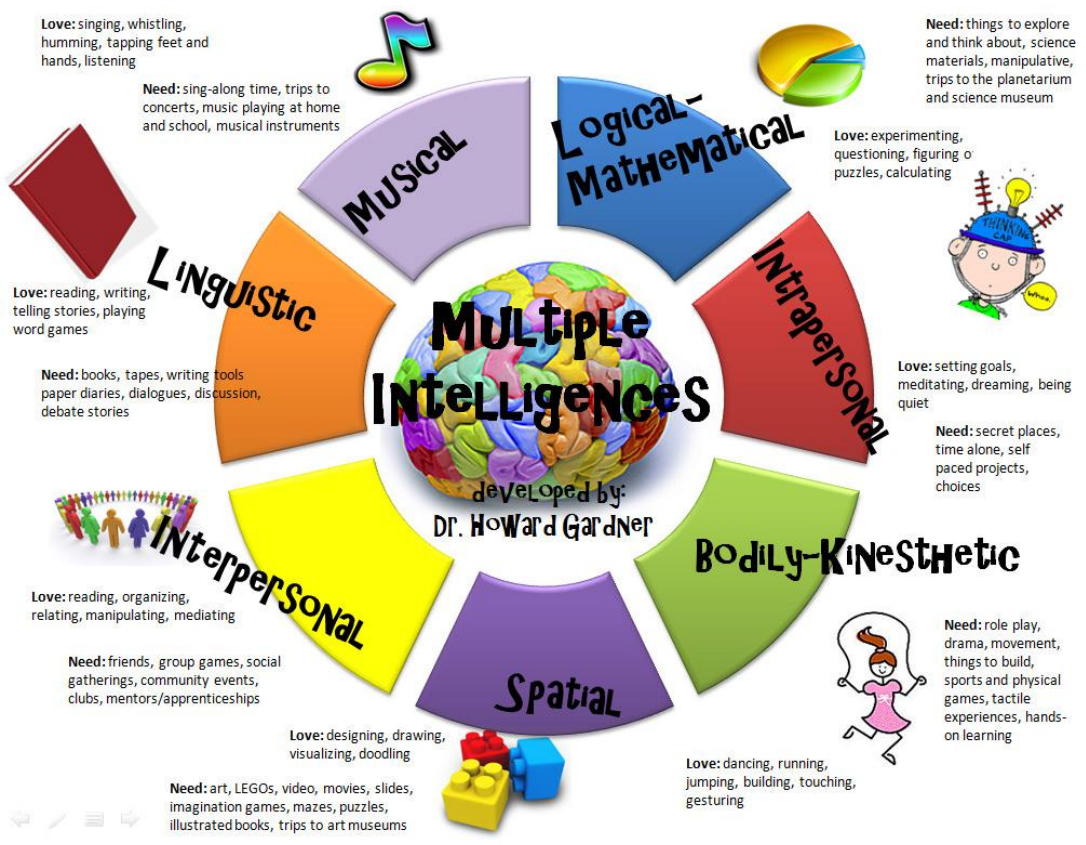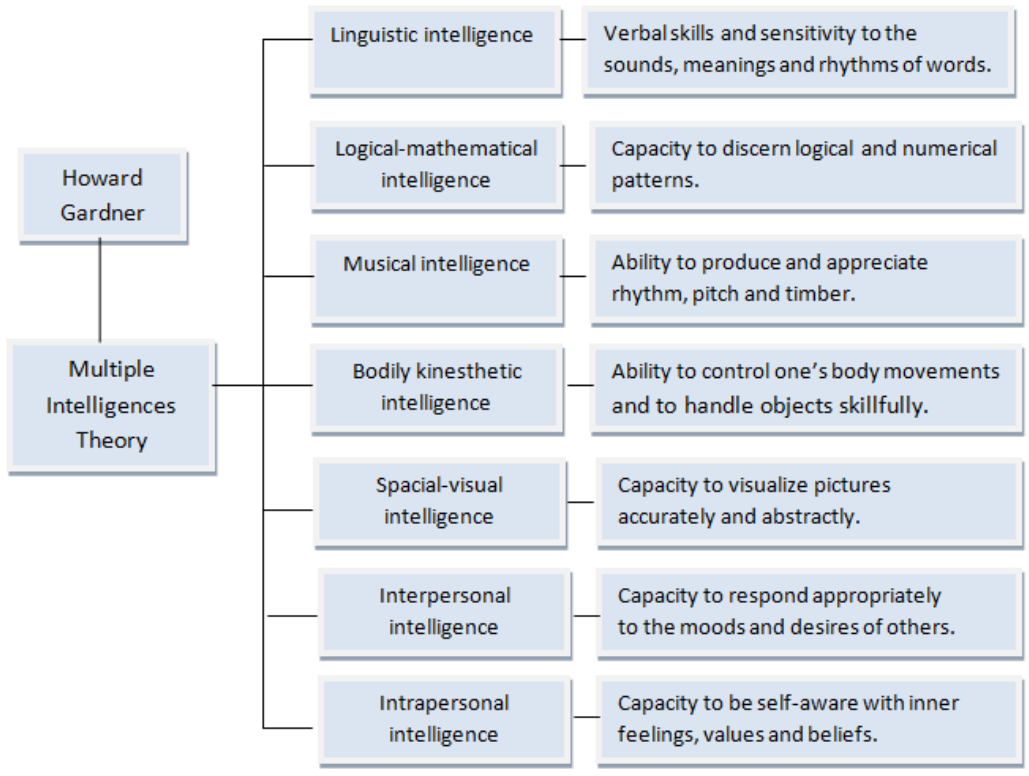
2.4 DEFINITION OF KEY TERMS

Accelerated Learning: It is also known as suggestopedia, a method of learning first developed in 1967 by Bulgarian doctor and psychologist Georgi Lozanov. The method utilizes comprehension of neurophysiology enabling the capacity for greater comprehension, understanding, and doing so in less time than that of traditional teaching methods.

Attitudes: In relation to psychological type, there are four attitudes, extroversion, introversion, judging, and perceiving which indicate an individuals' source of energy and attitude toward the external world.

Suggestopedia: is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages.

Methodology: is a system of broad principals or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. Unlike an algorithm, a methodology is not a formula but a set of practices.

Baroque music: is a style of Western art music composed from approximately 1600 to 1750.

Overhead Transparencies: to match up words and pictures, to match the physical activity with the verbal command in utilizing the TPR Approach and illustrate a point with humor or cartoon.

Props: this is an excellent method for achieving a low-threat, fun and novel classroom. For example: hand puppets, costumes, scarves, hats, and glasses, clocks, maps, cards, empty cans, flags or keys.

Peripherals: images, graphic illustrations, charts and maps, can help the learner integrate their feelings, vocabulary and culture with real-life language learning in their subconscious level. Peripherals can be hanged on classroom walls.

Behavior: A response of an individual or group to an action, environment, person, or stimulus.

2.5 ASSUMPTIONS

2.5.1 General assumption

The more the students of 9th grade are exposed to the accelerated learning activities to enhance their production of the language in their English class, the more they will participate and speak English in the classroom.

2.5.2 Specific assumptions

✓ If the students from the experimental group receive a lot of input in classes, the more they will learn English compared with the control group.

✓ If the students from the experimental group feel comfortable to participate in the good environment created by the teachers in the classroom, the better-behave they will be.

✓ The more Accelerated learning strategies are applied on the students, the more conscious they will be about their own learning process modifying their behavior.

2.6 SYSTEM OF VARIABLES

This is a study focused on the accelerated learning process that students have at Dr. Doroteo Vasconcelos School in which new techniques will be applied to encourage and stimuli students to participate activating their enthusiasm to learn to learn and improve their overall performance in the English subject course. Two variables have been considered in this research

The two variables involved in this project are:

Independent variable: the application of the accelerated learning techniques

Depend variable: Students' performance and behavior.

General research objective	General research question	General assumption	variables	Indicators	Sub indicators
To implement the methodology of accelerated learning techniques in order to determine the impact in the English language learning process on Ninth Graders at Dr. Doroteo Vasconcelos School.	What is the impact of implementing an accelerated learning program for learning English in Ninth Graders at Centro Escolar Dr. Vasconcelos?	The more the students of 9th grade are exposed to the accelerated learning activities to enhance their production of the language in their English class, the more they will participate and speak in the classroom.	**Independent**: Accelerated learning techniques **Dependent**: Students' production and performance	**Indicators of independent variable:** Activities Tape recorders Games Decoration Environment **dependent variable:** Students' production and performance	**Independent variable:** Teaching techniques **Dependent variable:** Student's production

Specific research objective 1	Specific research question 1	Specific assumption 1	variables	Indicators	Sub indicators
To identify the improvements that the students will have throughout the application of accelerated learning techniques.	What are the improvements with the application of the Accelerated learning techniques or Suggestopedia approach for learning English?	The more input of English students have in classes from the experimental group, the more English they will learn compared with the control group	**Independent:** Input **Dependent:** Better students' learning	**Indicators of independent variable:** Teaching techniques **dependent variable:** Better students' learning	**Independent variable:** Teaching techniques **Dependent variable:** Better students' learning

Specific research objective 2	Specific research question 2	Specific assumption 2	variables	Indicators	Sub indicators
To describe the effects of the implementation of the accelerated learning process in order to compare the results gotten in the control and experimental groups.	What are the effects in students' behavior of implementing accelerated learning?	If the students from the experimental group feel comfortable to participate in the good environment created by the teachers in the classroom, the better-behave they will be.	**Independent:** Classroom environment **Dependent:** Students' behavior	**Indicators of independent variable:** Classroom management **dependent variable:** Students' behavior	**Independent variable:** Classroom management **Dependent variable:** Students' behavior

Specific research objective 3	Specific research question 3	Specific assumption 3	variables	Indicators	Sub indicators
To mention the challenges and behaviors that the students have overcome in the learning process through the achievement test, interviews and class observations.	To what extent the implementation of accelerated learning impacts on the learners in either a positive or negative way?	The more Accelerated learning strategies are applied on the students, the more conscious they will be about their own learning process modifying their behavior.	**Independent:** Accelerated learning strategies **Dependent:** Students' decision about their learning process.	**Indicators of independent variable:** Accelerated learning strategies **dependent variable:** Students' decision about their learning process.	**Independent variable:** Accelerated learning strategies **Dependent variable:** Students' decision about their learning process.

CHAPTER III

METHODOLOGY

3.1 TYPE OF STUDY: Correlational study

Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed and tested to explain these resultant correlations. (Lomax, 2013)

This study explores the cause-and-effect (causal) linkages among groups. We will be comparing the results of the two groups (control and experimental groups) to determine the differences that have been occurred between them.

3.2 RESEARCH DESIGN: True experimental

True experimental design is regarded as the most accurate form of experimental research, in that it tries to prove or disaprove a hypothesis mathematically, with statistical analysis.

This study will take the form of a true experimental research where the researchers were focused on the process of the implementation of an accelerated learning approach in an ordinary classroom at Dr. Doroteo Vasconcelos School.

Based on the purpose of this study, the True experimental design was chosen since " it is the blue print of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables" (Best, 1982, p.68). In this experimental study the researchers attempted to discover the impact of accelerated learning on students from a public school in which the results could

be employed to design future teaching- learning processes and practices and implementation in classrooms.

3.3 POPULATION:

The learners who will form part of the investigation are from a public School from "Centro Escolar Dr. Doroteo Vasconcelos" in Ayutuxtepeque city, San Salvador, El Salvador. The population will be 106 students and the sample will be 51 learners from 9th C and 9th D graders.

To determine the impact of accelerated learning on the learners, the following will be observed and evaluated through achievement tests, check list, observations and interviews.

- ✓ The general academic progress compared to previous progress
- ✓ The improvement of the English skills (reading, speaking, writing and listening)
- ✓ Learners' enjoyment of classes
- ✓ Enthusiasm for their work
- ✓ Productive use of class time
- ✓ Classroom behavior

3.4 SAMPLE: Non-random by convenience

The purpose of this method is to make an explicit choice based on our own judgment about exactly whom to include in our sample. The population was selected for the

following characteristics: the schedule availability and the students were one step ahead to jump to high school. The 9th graders section C was considered with the lowest performance, so the investigators intervened them applying the new methodologies; however, the section D was chosen for observation.

3.5 DATA GATHERING PROCESS

The information for this investigation was gathered in five steps. These steps were the following in order to execute a reliable investigation.

3.5.1   PRE-TEST

A pre-test is commonly used in experimental researches. It is an evaluation that seeks to gather information on students' performance before an intervention takes place.

 A pre-test was administered to the 9th graders from Dr. Doroteo Vasconcelos School to 9th sections "C" and "D" to evaluate the previous knowledge from *English Syllabus,* which the book was they were working with. Moreover, accelerated Learning teaching methodologies were applied in the experimental group section C to increase their overall performance.

3.5.2   OBSERVATION

A non-participant observation was made with the control group (9th graders Section "D") because the researchers did not take part of the classes.

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson et al, 1993).

The researchers were observing the 9th graders during 4 months to observe the way students reacted and the attitude they had towards the teacher's class. An observation list was used to determine the students' behavior and track everything that teacher did to teach a class.

3.5.3 INTERVIEW

Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices (e.g. computers). Interviews can be structured, semi-structure or unstructured.

The experimental group was interviewed with an instrument that obtained 10 questions in which the students were asked about how they felt with the environment created in the classroom by the investigator, and how much they felt it helped them to learn with the application of the new methodologies.

3.5.4   INTERVENTION PROCESS OF THE ACCELERATED LEARNING

The experimental procedures and arrangements have a certain amount of effect on the subjects in the experimental settings. In this phase the researchers took action in order to manipulate the variables and obtain the necessary results to prove their theory.

On this stage, the researchers did the experiment with two different groups of 9th grade (Section "C" and "D"). These groups were chosen because they had the same characteristics such as population, same English level and they were studying the same content with the same teacher. These groups were the appropriate groups to help the researchers to carry out the study. During the investigation, the control group (9th graders section "D") was observed during the four months to see their improvements they had with the regular classes they were receiving with their teacher. However, the experimental group (9th graders Section "C") was experiencing a lot of new methodologies and strategies of the Accelerated learning program. These students had the opportunity to get a lot of input in the English language, so they were able to produce more than the control group. The experimental group was intervened with audio recordings, baroque music, dynamics, sitting arrangement, colorful charts, and so on in every single class. Students were really motivated.

3.5.5   POST-TEST

A post-test is an evaluation to participants of an experiment to determine if the intervention has influenced to gather the expected results. During this stage of the research, the investigators administered a test to the control and the experimental group in order to evaluate the level of effectiveness that the intervention had in the experimental group.

3.6 DATA ANALYSIS

Data analysis is to examine the descriptive information to explain the context of the study, analyze the fidelity and dosage implementation to determine if the study happened as planned, and then use statistical methods to analyze the outcome data. Statistical methods vary depending on the specific type of study.

3.6.1 PRE-TEST

The results obtained from the pre-test from the experimental and control groups revealed what their English level was. Comparing the experimental and control groups, the results were similar. The control group had a media of 3.25 and the experimental group had a media of 4.26; these results showed that the two groups had almost the same knowledge because they were being taught with the same methodology. Their English teacher was not interested in teaching them; she just arrived to the classroom, and told them to re-write some information from the book to the notebook, and so on.

The results obtained are:

CENTRO ESCOLAR		
DR. DOROTEO VASCONCELOS		
9 C		
GRADES		
#	NAMES	Pre-Test
1	AGUIRRE PEREZ,JENNIFER ESTHER	9
2	ALVARADO AYALA, CESIA ESMERALDA	4
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	4
4	BARAHONA DEL CID, KARLA LISETH	4
5	BARRIOS RIVAS, GABRIELA MICHELLE	4
6	BAUTISTA FLORES, GARY GRAHAM	5
7	BELTRAN PICHE, ROCIO STEFANY	4
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	4
9	ESQUINA BENITEZ,JOSE EDENILSON *	4
10	GALVEZ REYES, SAMUEL OSWALDO	4
11	GARCIA LOPEZ, DEYSI NOHEMI	3
12	GARCIA LOPEZ, JENIIFER GABRIELA	5
13	GONZALEZ RODAS, EDWIN OMAR	5
14	GUARDADO, ANA KARINA	3
15	GUZMAN MARTINEZ, JACKELINE LORENA	4
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	5
17	LOPEZ MORALES, JOSE ANDRES	3
18	MENDEZ BONILLA, PABLO ALBERTO	3
19	ORELLANA RAMIREZ, JOSE JEREMIAS	4
20	PEREZ SANTOS, GUILLERMO ANTONIO	4
21	PORTILLO QUIJANO, BRANDON ALEXIS	4
22	PRESA LOPEZ, SALVADOR ALEXIS	5
23	ROMERO PLEITEZ, RUTH NOEMI	6
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	2
25	VASQUEZ ESCOBAR, JOSE RICARDO	4
26	VASQUEZ, MOISES ADONAY	5
#	MEDIA	4.26

CENTRO ESCOLAR		
DR. DOROTEO VASCONCELOS		
9 D		
GRADES		
#	NAMES	Pre-Test
1	AGUILAR, ALEJANDRA MARIA	2
2	BONITO, ELIZABETH MARICELA	4
3	CRUZ HERNADEZ, VERONICA BEATRIZ	3
4	CRUZ ROMERO, MARCELA BEATRIZ	3
5	DE LEON, MARITZA YANETH	3
6	DIAZ ESCOBAR, NATHALY MICHELLE	4
7	EDUARDO MEJIA, KEVIN LEONEL	3
8	FLORES RAMOS, DAYSI AMALIA	5
9	FUENTES CABALLERO, REMEMBERTO STANLEY	5
10	GARCIA PORTILLO, HELEN JULISSA	2
11	HERNADEZ PEREZ JOSSELIN GUADALUPE	5
12	LAINEZ SORTO, KIMBERLY ESPERANZA	2
13	LANDAVERDE LOPEZ, KATYA ESTEFANY	3
14	MEDRANO ROGER, JOSUE	4
15	MEJIA HERNANDEZ, KEVIN BALMORE	3
16	MENJIVAR MONGES, KATHYA LISSETTE	4
17	MUNDO QUEZADA, RAFAEL ALEJANDRO	4
18	PALACIOS HERNANDEZ, KEIRY STEFANY	3
19	QUEVEDO HERNANDEZ, DIEGO ERNESTO	4
20	REALEGUENO, DENNIS ALEXANDER	4
21	RECINOS COBAR, ERICK GERARDO	3
22	RODRIGUEZ GOCHEZ, MELISSA MARISLEYSIS	3
23	RODRIGUEZ, ALEJANDRA	2
24	RUIZ SANCHEZ, ALEXANDER HENRIQUUE	4
25	SANTOS VENTURA, MAURICIO ELIAS	4
26	VASQUEZ PLATERO, GABRIELA YANIRA	2
27	VILLANUEVA FIGUEROA, SALOMON ISAAC	6
	MEDIA	3.5

3.6.2 OBSERVATION

The classroom observation is one of the techniques used in this research, and the instrument was a checklist with eight items. The control group (nine graders section D) was observed while their teacher developed her current English class. The observations were during four months, and a checklist was used to evaluate the teacher´s strategies and methodologies.

At the beginning of the class, the researchers were in the classroom just observing and using the checklist, without taking any participation in the activities developed during the class. Based on the observations, the teacher encouraged students to participate in the class; however, the activities developed did not provide enough opportunity for all students to participate and interact with each other. The activities were always grammatical exercises written in the board. Therefore, the students did not have the opportunity to develop their listening, speaking, or reading skills. Didactic materials and technological resources are important to teach a new language, since not all the students learn in the same pace; however, these resources were not applied in the control group. The teacher never brought didactic or technological resources to develop the content during the class. The teacher was late in some of the classes, and she did not reinforce the harmony in the classroom, the development of self-esteem and self-confidence. In addition, she was always sitting in her desk, and asking students to complete a lot of exercises on the board, some students participated but some others were wasting time talking about different topics non-related to the class.

Classroom management:

The way we move and stand in the classroom have a clear effect on the management of the class. In the control group, the English teacher was always in her desk, she did not move around the classroom to check if the students were working on the activities assigned, as a result students were talking and doing things not related to the class.

Using the voice:

It is important to be audible and vary voice and volume during the class. Speaking quietly is often just as effective a way of getting the students´ attention since, when they realize that you are talking, they will want to stop and listen in case you are saying something important.

When the teacher talked in the class, her voice was not enough audible, she did not vary the quality of her voice and the volume when she gave instructions to develop the activities in the class therefore the students did not pay attention.

Talking to students:

The way we talk to students, the manner in which we interact with them is one of the crucial teacher skills. It is advisable for teachers to use English as possible, and not to spend a long time talking in the students´ mother tongue (L1).

In the control group, the teacher hardly ever used English when she talked in class. She spoke Spanish most of the time; therefore she did not use physical movement, gestures, facial expression or mime when she gave instructions in the class. There were not

activities to encouraged students to practice English during the class. She just wrote a lot of exercises on the board to be completed with the students and there was little explanation for them.

The physical learning environment:

The physical environment is important in the classroom; it has to be aesthetically pleasant, attractive, colorful, comfortable and engaging to the senses. In the control group, the classroom did not have material or peripherals. The teacher did not provide constant opportunity for sensory stimulation, for example: students did not hear songs, watch videos, read texts, and learn vocabulary by touching real objects or through pictures. In addition there weren´t different seating arrangements depending with the activities developed in class like separate tables, solo work, circle, horseshoe and orderly rows.

Students:

In the control group, students were frequently completing exercises on the board and in the course book. They seemed unmotivated because sometimes were chatting in their cell phone, eating or talking with their partner or seating on the floor.

3.6.3 INTERVIEW
This interview was administered to the students from Dr. Doroteo Vasconcelos School section "C" (experimental group). This was done with the purpose of knowing how Accelerated Learning had impacted in their learning process, and how they had felt with the new environment created in the classroom.

1. Did the music played during the class contribute to your learning process?

According to this graphic the 73% of the students said music helped them in their own learning process. On the other hand, the 27% of the students said music did not contribute in their learning process.
Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
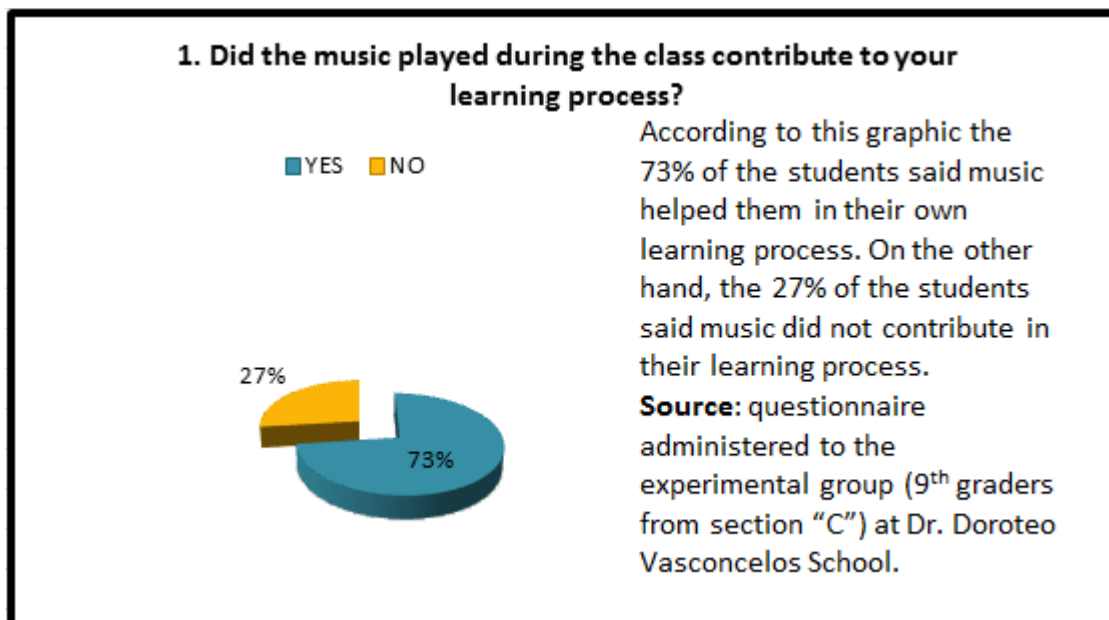
Analysis:

The majority of the students interviewed (73%) said that the music played during the English class sessions helped them a lot through their learning process. However, the rest of the students 27% said that the music played during the English class sessions did not contribute to their learning process at all. This result shows that the majority of the student increased their English performance level while they felt comfortable and relaxed through the baroque music.

2. Did the didactic materials help you to understand concepts and vocabulary?

YES ■ NO ■

8%

92%

According to this graphic , the 92% of the students said didactics materials used during the classes helped them to understand in a better way the concepts and vocabulary. However, the 8% of the students said that the didactics materials did not help them at all.

Source: questionnaire administered to the experimental group (9th graders

Analysis:

A large proportion of the students (92%) said that the didactic material used in the English class sessions contributed a lot to understand new concepts and vocabulary. On the other hand, just few students answered that the didactic material did not help them at all to understand new concepts and vocabulary.

3. Did you improve noticeably your speaking skill?

■ YES ■ NO

50%   50%

Accoding to this graphic the 50% of the students said they have increased their speaking skills and the other 50% said that they have not increased any speaking skills at all.

Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
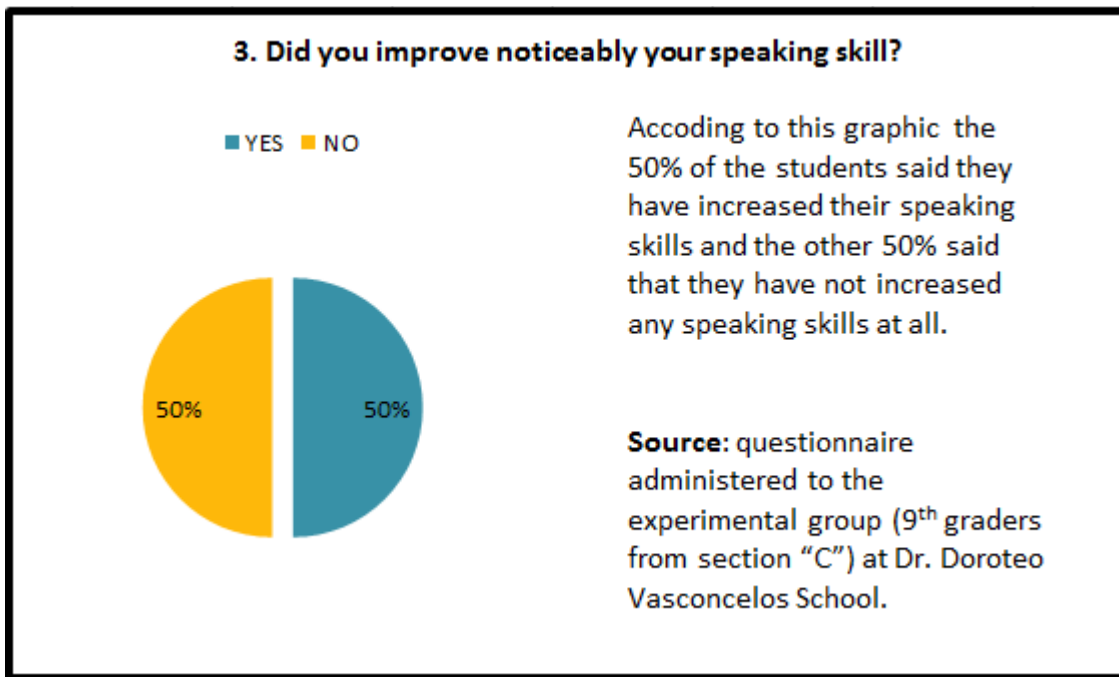
Analysis:

It can be seen that the half of the class (50%) interviewed said that they improved their speaking skill noticeable through the English class sessions with the activities developed applying the accelerated learning techniques. However, the other 50% interviewed said that they did not improve their speaking skill because there were some factors such as intrinsic motivation, willingness to participate; behaviors amount others.

4. Did you learn at least ten new words in every class?

Accoding to this graphic the 96% of the students said they learned at least 10 new words in class. However, the 4% of the students said they could not learn the 10 new words in every session.

Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
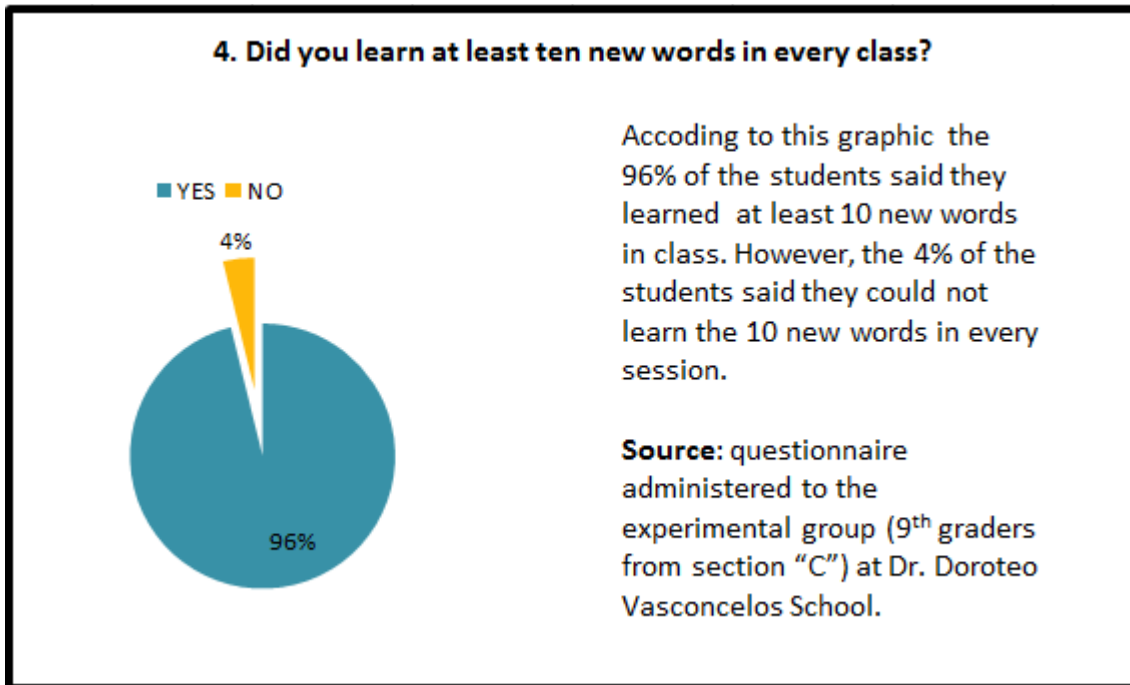
Analysis:

The majority of the students interviewed (96%) learned in every English class session ten words with the use of the appropriate didactic material. However, only the 4% of the students said that they did not learn ten words in every English class.

5. Do you consider that your attitude in class was positive?

YES NO

50%   50%

Accoding to this graphic the 50% of the students said that their attitute was positive in class. However the other 50% of the students said that their attitude was negative.

Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
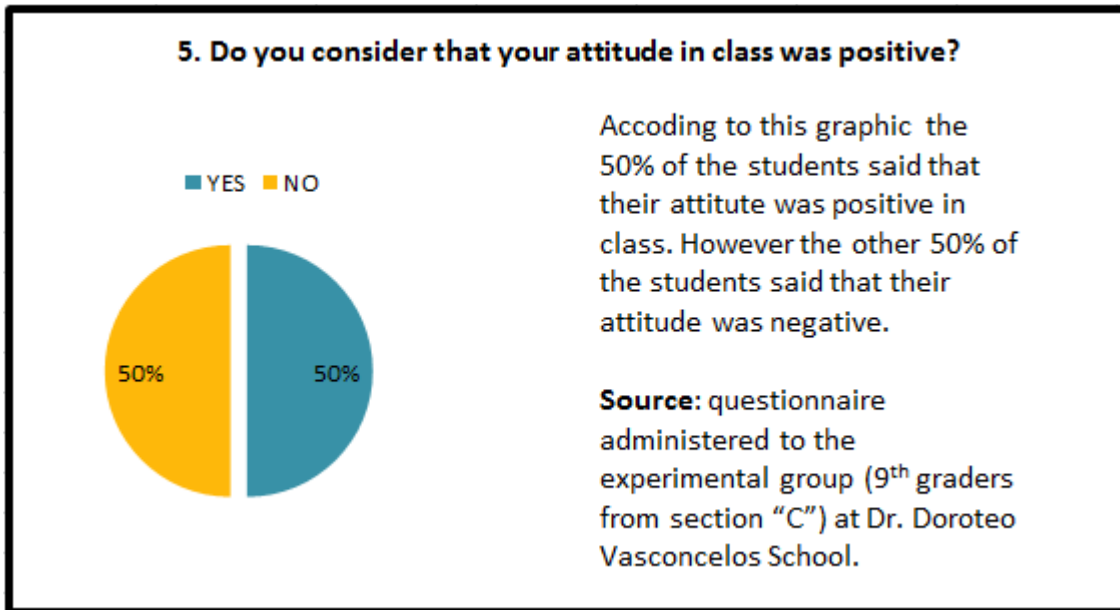
Analysis:

From the interview, the 50% of the students said that their attitude was positive in the classroom; they were able to participate in the class activities since the beginning. However the other 50% of the students answered that their attitude was negative because at the beginning of the course they did not have good attitude toward the class and teacher. The students who have a positive attitude learn faster than those who have a negative attitude.

6. Were you willing to participate during the English classes?

YES   NO

4%

96%

Accoding to this graphic the 96% of the students said that they were willing to participate in the English class. However, the 4% of the students said they were not willing to participate in class.

Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
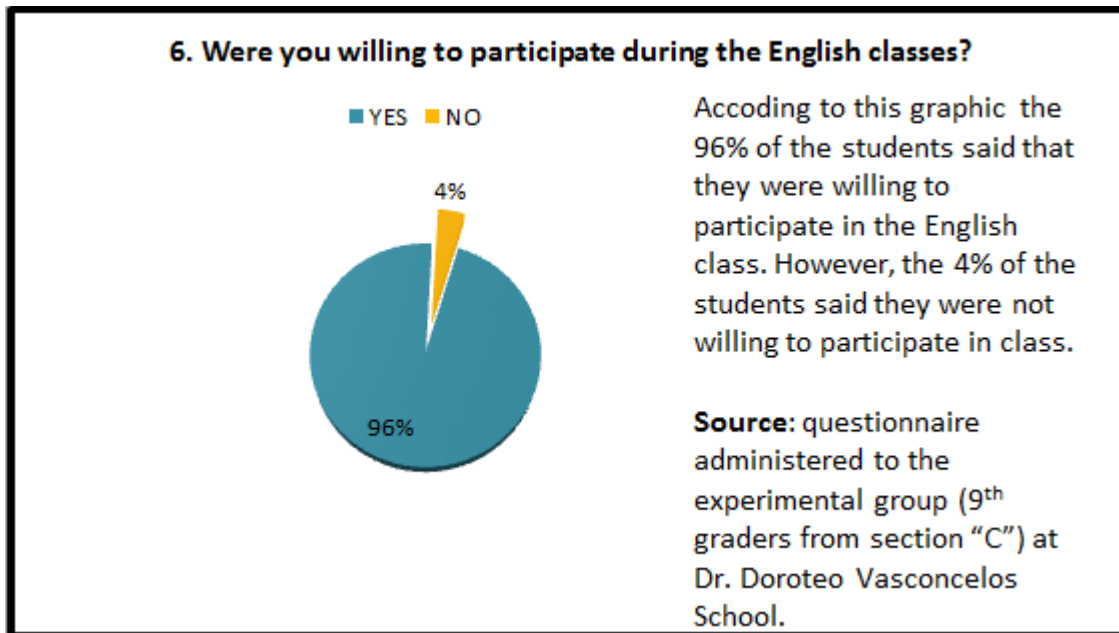
Analysis:

The majority of the students which is the 96% answered that they were willing to participate in the class activities based on the accelerated learning, for instance, in the role-plays, presentations, and singing songs. However the other 4% of the students answered that they were not willing to participate in some of the class activities. The results show us that the activities applied in the class based on accelerated learning drag the attention and motivation of the students.

7. Were the activities developed in classes enjoyable for you?

■ YES ■ NO

8%

92%

Accoding to this graphic the 92% of the students said that activities developed in the English class were enjoyable. However, the 8% of the students did not enjoy the activities.
Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.
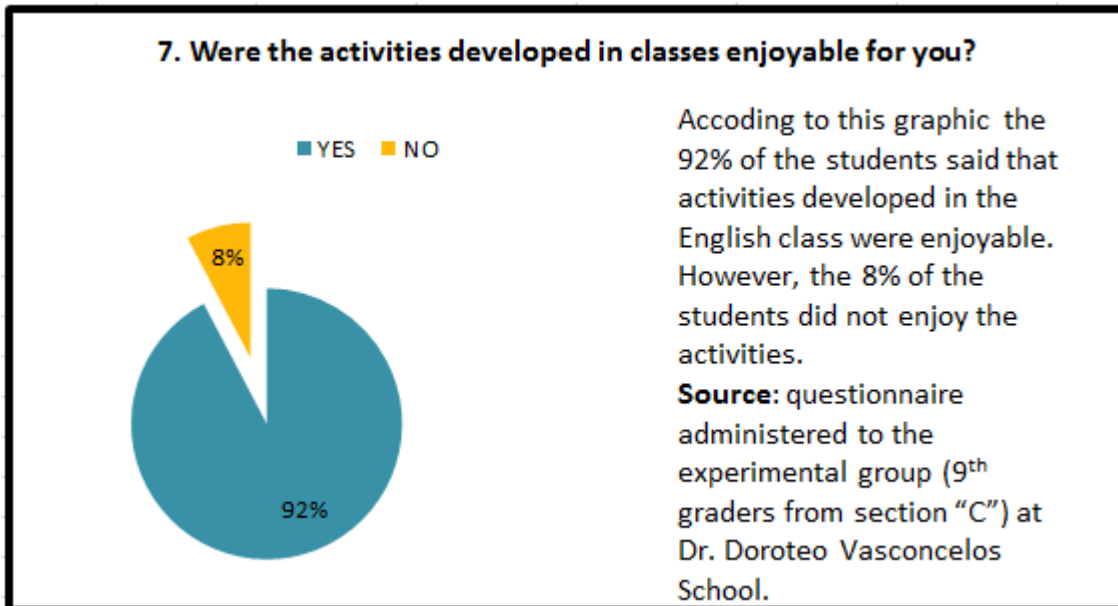
Analysis:

The majority of the students which is the 92% answered that the activities (like games, music, presentations, readings and the use of puppets) developed in the English class were enjoyable. However the 8% of the students answered that they did not enjoy the class. This result shows us that when the class is developed with different activities suggested in accelerated learning the majority of the students enjoy the class.
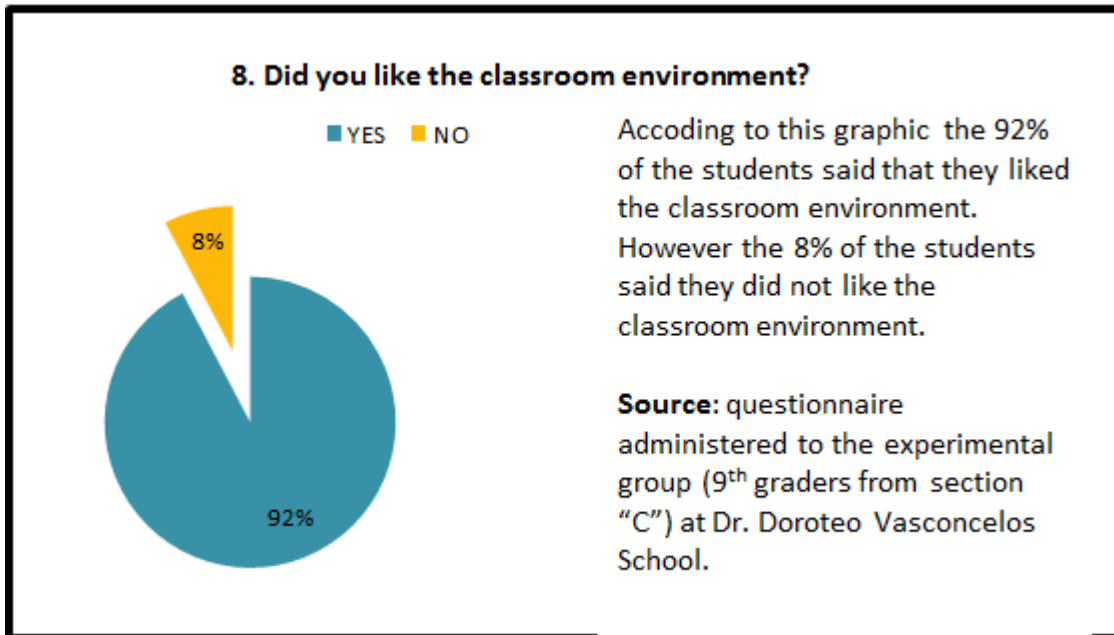
Analysis:

A large proportion of the students which is the 92% said that they liked the classroom environment (like posters, peripherals, blinds, the setting arrangement and the background music and air freshener). However, the 8% answered that they did not like the classroom environment. The result shows us that the environment in the classroom based on accelerated learning is very acceptable for the majority of the students because they feel more comfortable.

9. Did you feel comfortable to participate in classes?

■ YES   ■ NO

Accoding to this graphic the 92% of the students said they felt comfortable to participate in the English class while the 8% said they did not feel comfortable in the English class.

Source: questionnaire administered to the experimental group (9th graders from section "C") at Dr. Doroteo Vasconcelos School.

8%

92%
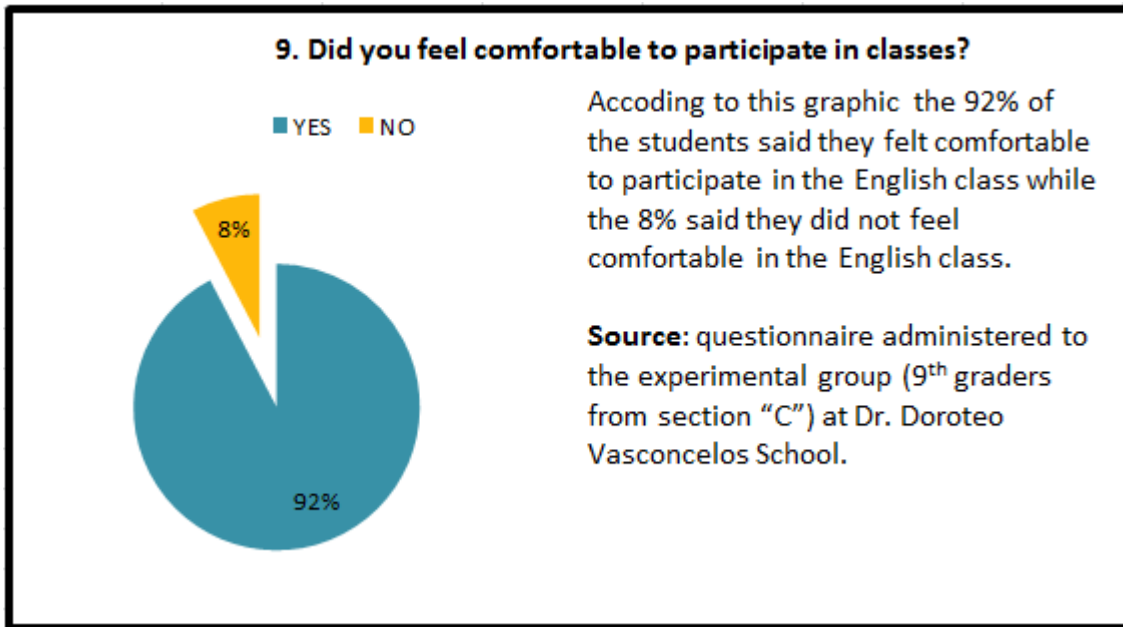
Analysis:

The majority of the students interviewed which is the 92% said they felt really comfortable to participate in the classroom because the environment created was the adequate; they did not felt embarrassed or shy to participate. On the other hand, only the 8% of the students said they did not feel comfortable in the classroom to participate, they felt they environment was no the adequate for them.
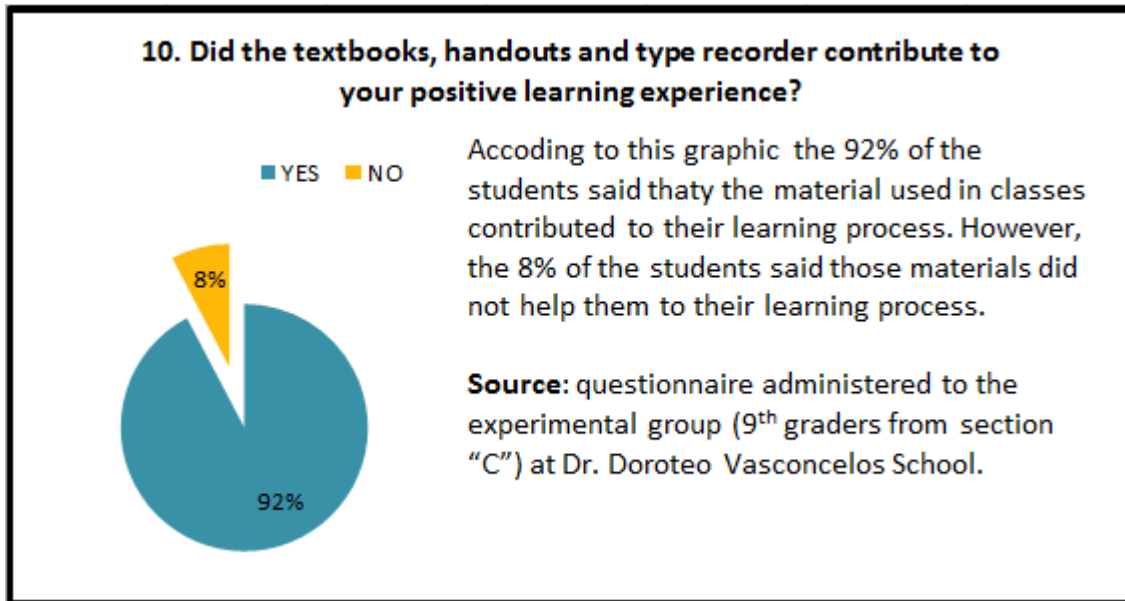
Analysis:

 The majority of the students 92% said that the textbooks, handouts, and type recorders contributed to their learning process because they were able to study some of the topics at home. However, the 8% of the students said that the textbooks, handouts, and type recorders did not help them at all because it was the same because they never practiced at home.

3.6.4 INTERVENTION PROCESS OF THE APPLICATION OF ACCELERATED LEARNING AT DR. DOROTEO VASCONCELOS SCHOOL WITH THE NINTH GRADERS SECTION "C" (ACTION PLAN)

After administering the pre-test, the researchers started with a period of intervention of four month with the experimental group (9th grade, section "C"). This period consisted on teaching classes applying techniques of the accelerated learning method and using colorful materials such as: props, songs, posters, textbooks, puzzles, handouts, music, audiotapes, puppets. The classes continued being taught with the same curricula of 9th grade.

- ✓ TIMING

As the first aspect to change, the researchers had students be aware of the importance to be on time in the classes because they were used to get late into the classroom. This was not a problem because students put all their efforts on it. The classes lasted 45 minutes each session three times a week.

- ✓ STUDENTS' ATTITUDE

During the first three weeks of classes, what could be observed was that some students from the experimental group (section C) were reluctant to the classes. Since they did not enjoy the normal classes, they thought that the same method was going to be used by the researchers. They found the first activities hard and some of them did not want to be in the classroom because they were used to do whatever they wanted with their teacher. The researchers explained to them that they would give them as much time as needed to

complete the task and that made students feel comfortable. The hardest part of the intervention was the first week because students did not know the researchers, they were distant. Later on, they were feeling confident and their desire to learn started to be observed. Also what was noticed was that their results were getting better and better every time as well as their attitude. At the end of the process, they were thankful with the team and their attitude was positive thinking that learning English was not as hard as they thought.

✓ TEACHING METHODOLOGY

The methodology used by the researchers was completely different to the one the teacher was using. The researchers included as many activities as possible in the classes in order to make them different and productive.

The strategies planned as possible solutions to the problem stated before were developed as follows: the teachers/researchers explained to the students from 9th grade section "C" From Dr. Doroteo School the methodology, the activities and what they were expected to do, making them feel capable to achieve them. After suggesting multiple images of success and enjoyment, the teachers/researchers outlined the simple requirements and grading policy for the course. Students were assured of passing grade if they attended regularly. The purpose of this talk was to reduce the fear of failure and make them feel comfortable.

Each of the classes based on the PPP approach were planned to last one hour class. These classes consisted on a warm up, the three main stages: presentation, practice and production, and the wrap up. All the stages were directed to encourage the students to participate actively. **The warm ups** were activities where students had fun and built rapport with different classmates. During the **presentation stage**, the students worked together in order to find out the grammatical forms to be learned unconsciously. Also, in this stage, a chart, flashcard or any other type of material with information related to the topic presented, which was part of the classroom decoration to create a more attractive environment. The activities for the **practice stage** were based on songs containing the grammatical forms that should be learned unconsciously, and baroque music was played when working silently. For the **production stage** the students worked in pairs or in groups formed in the previous warm up. The tasks for the production were simple, according to the level of the students and foster the speaking skill. The **wrap ups** consisted on series of exercises, so that students had enough practice of the use of the grammatical forms unconsciously learned during the class and make them speak; producing what they were learning.

The lessons based on the **Natural Approach** were alternated with the PPP lessons. After a PPP class, a NA class was taught. These eighteen classes were planned to be for one hour each. Most of them were developed in the form of **discussions and analysis** around **short readings** such as poems, stories, conversations and paragraphs about historical facts. These activities were oriented to foster skills like reading comprehension,

speaking and vocabulary, so they could produce what they were learning. This strategy let students feel more confident before reading a text because they became more familiar with the content. In these classes, the desks were organized in a different way, so the students and the teachers had more eye-contact.

The objective of the activities for the **warm up** was to organize the students in **pairs or in groups** in preparation for the practice of the production stages in the PPP classes. Also, the warm up activities were **playful and varied,** so the students became motivated and keen to learn the rest of the class. The teachers persuaded students to work with different classmates during the warm up and made groups or pairs. These warm up activities helped students to know their classmates better and built more rapport, and as a result, they were more willing to participate in the class.

✓ ACTIVITIES

The following chart shows exactly what activities were developed with the students to encourage them to learn to learn, and when they took place, so these activities helped to continue developing the students' knowledge and creating a good environment for them. They learned playing.

ACTIVITIES	DESCRIPTION	DATE	MATERIALS
Achievement test / Pre-test	One test was administered to measure the students' knowledge of the English language. It was applied to both control and experimental groups.	May 5th, 2015	Test

PLAY BAROQUE MUSIC	In every single class baroque music was played during the class to active the students' senses.	Through the whole project.	Tape recorder and baroque music.
PRESENTATIONS ABOUT THE TOURIST ATTRACTIONS	The students were encouraged to make a mini presentation in groups of 5 students in order to lose the fear of failure and create an environment of confidence.	June 18th, 2015	Pen, Paper, Pencil and so on.
MOTIVATION	The teachers motivated the students, and let them know the importance of the English language.	Through the whole project.	NA
SINGING	The researchers had to play twice, and then asked for volunteers to sing the song. Among the volunteers the class selected the top singer and all of them received a prize.	Jul5 15th, 2015	Paper, tape recorder, CD.
PUPPETS	The students had the opportunity to interact with puppets during the class to make them comfortable talking to them and had some fun with them.	Once every 2 weeks	Puppets
GO SHOPPING TO THE SUPER MARKET	The class was divided in 5 groups. One group went shopping and the other four groups were in each corner selling some products such as vegetables, fruits and so on. This activity was with real objects so the stimuli our students	August 12th, 2015	Fruits, vegetables, candies and so on.
GOING TO THE RESTAURANT	A mini restaurant was created in the classroom where the students interacted to each other, some of them were the customers who ordered some food and the other students were the waiter or waitress.	Sep 2nd, 2015	Real food, table, soda, water and so on.

ACHIEVEMENT TEST	The same achievement test was administered to the students to compare the results Before and after results.	Sep 23rd, 2015	Test

✓ STUDENTS AND TEACHERS' INTERACTION

At first, it was hard for the researchers to get connected with the students due to the unfamiliarity among them. The first classes were hard because students did not want to participate in the classes. This fact was happening because students did not want the researchers to listen to them in English since they were afraid and ashamed of using the target language in the activities because their teacher talked to them just in Spanish. However, with the time they started to feel confident of using the language and asking the team about any doubt they had.

✓ MATERIALS USED IN THE CLASS

During the process of intervention, the team used a lot of materials to develop the classes. The materials used in the classroom were mostly puppets, handouts, tape recorders, colorful charts and worksheets.

✓ STUDENTS' PARTICIPATION

In the first three weeks, students did not want to participate in the activities developing in the classroom. They worked but when the time of checking answers came, they would not

like be volunteers to participate and the researchers had to choose them randomly. Sometimes, it was even difficult to make them participate after they were chosen; they said they had not finished or they did not understand just for not participating. However, on the following weeks, things started to change because they understood the activities better, and that gave them confidence to participate and share their answers with the rest of the class. At the end of the intervention, the level of participation was higher and the researchers proved that students got motivated in the English classes. Moreover, there is a description on the other activities developed for determining the changes students were achieving through the weeks; this goes as follows:

During this period, the research team intervened in the classes taking control of the experimental group. In this phase, the researcher taught during four months making use of different techniques of the accelerated learning applied with the purpose of developing the students' English. It was decided to have an evaluated activity once a week in order to see the progress students were having week by week and to see if the techniques applied were effective. Now, a chart is presented with the grades students obtained during the second period of classes. (see next page)

#	NAMES	LABORARIO #1	PRESENTACIONES	TAREAS Y REVISION DE CUAD	EXAMEN ORAL	EXAMEN FINAL	TOTAL
	9 C						
	GRADES						
	PORCENTAGES	20%	15%	20%	15%	30%	100%
1	AGUIRRE PEREZ,JENNIFER ESTHER	10	7	10	10	10	10
2	ALVARADO AYALA, CESIA ESMERALDA	7	2	8	7	6	6
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	8	6	9	7	5	7
4	BARAHONA DEL CID, KARLA LISETH	8	8	9	7	6	7
5	BARRIOS RIVAS, GABRIELA MICHELLE	8	8	9	10	7	8
6	BAUTISTA FLORES, GARY GRAHAM	10	8	9	10	6	8
7	BELTRAN PICHE, ROCIO STEFANY	5	7	9	5	5	6
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	7	6	7	6	6	6
9	ESQUINA BENITEZ,JOSE EDENILSON *	6	8	2	5	7	6
10	GALVEZ REYES, SAMUEL OSWALDO	9	9	8	6	6	7
11	GARCIA LOPEZ, DEYSI NOHEMI	8	6	5	6	4	6
12	GARCIA LOPEZ, JENIIFER GABRIELA	7	8	9	7	6	7
13	GONZALEZ RODAS, EDWIN OMAR	8	8	7	7		5
14	GUARDADO, ANA KARINA	7	8	7	6	4	6
15	GUZMAN MARTINEZ, JACKELINE LORENA	10	7	10	10	6	8
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	7	8	10	7	6	7
17	LOPEZ MORALES, JOSE ANDRES	8	7	10	7	4	7
18	MENDEZ BONILLA, PABLO ALBERTO	7	7	7	5	5	6
19	ORELLANA RAMIREZ, JOSE JEREMIAS	6	7	8	7	6	7
20	PEREZ SANTOS, GUILLERMO ANTONIO	8	8	8	7	6	7
21	PORTILLO QUIJANO, BRANDON ALEXIS	5	6	7	6	3	5
22	PRESA LOPEZ, SALVADOR ALEXIS	8	6	9	6	7	7
23	ROMERO PLEITEZ, RUTH NOEMI	8	7	10	8	6	8
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	7	6	8	4	6	6
25	VASQUEZ ESCOBAR, JOSE RICARDO	7	9	7	9		6
26	VASQUEZ, MOISES ADONAY	7	6	7	4	6	6

3.6.5 POST- TEST

The results obtained from the post- test from the experimental (section C) and control (section D) groups from Dr. Doroteo Vasconcelos School revealed us that the development students had during the process. Comparing the experimental and control groups, the results were positive for the experimental group because they improved a media from 4.3 to 7.1 of their grades in the English subject. They improved a lot because they had some intervention in their learning curve; accelerated learning techniques were applied. However, the students from the control group did not have any kind of intervention on their learning curve, they continued with their regular English classes with their teacher; their improvement was not as significant as the experimental group did; the media improvement from their English subject grades were from 3.5 to 4.4. This means the results were similar as the previous one. Analyzing these results, it can be concluded that the experimental group improved a lot, and accelerated learning should be applied in Salvadorian schools.

	CENTRO ESCOLAR	
	DR. DOROTEO VASCONCELOS	
	9 C	
	GRADES	
#	**NAMES**	**Post- test**
1	AGUIRRE PEREZ,JENNIFER ESTHER	10
2	ALVARADO AYALA, CESIA ESMERALDA	7
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	6
4	BARAHONA DEL CID, KARLA LISETH	7
5	BARRIOS RIVAS, GABRIELA MICHELLE	9
6	BAUTISTA FLORES, GARY GRAHAM	9
7	BELTRAN PICHE, ROCIO STEFANY	6
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	6
9	ESQUINA BENITEZ,JOSE EDENILSON *	7
10	GALVEZ REYES, SAMUEL OSWALDO	8
11	GARCIA LOPEZ, DEYSI NOHEMI	8
12	GARCIA LOPEZ, JENIIFER GABRIELA	6
13	GONZALEZ RODAS, EDWIN OMAR	6
14	GUARDADO, ANA KARINA	7
15	GUZMAN MARTINEZ, JACKELINE LORENA	6
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	8
17	LOPEZ MORALES, JOSE ANDRES	7
18	MENDEZ BONILLA, PABLO ALBERTO	8
19	ORELLANA RAMIREZ, JOSE JEREMIAS	8
20	PEREZ SANTOS, GUILLERMO ANTONIO	6
21	PORTILLO QUIJANO, BRANDON ALEXIS	6
22	PRESA LOPEZ, SALVADOR ALEXIS	7
23	ROMERO PLEITEZ, RUTH NOEMI	6
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	7
25	VASQUEZ ESCOBAR, JOSE RICARDO	6
26	VASQUEZ, MOISES ADONAY	7
#	MEDIA	7.1

	CENTRO ESCOLAR	
	DR. DOROTEO VASCONCELOS	
	9 D	
	GRADES	
#	**NAMES**	**Post- test**
1	AGUILAR, ALEJANDRA MARIA	2
2	BONITO, ELIZABETH MARICELA	4
3	CRUZ HERNADEZ, VERONICA BEATRIZ	3
4	CRUZ ROMERO, MARCELA BEATRIZ	6
5	DE LEON, MARITZA YANETH	3
6	DIAZ ESCOBAR, NATHALY MICHELLE	4
7	EDUARDO MEJIA, KEVIN LEONEL	5
8	FLORES RAMOS, DAYSI AMALIA	6
9	FUENTES CABALLERO, REMEMBERTO STANLEY	5
10	GARCIA PORTILLO, HELEN JULISSA	5
11	HERNADEZ PEREZ JOSSELIN GUADALUPE	5
12	LAINEZ SORTO, KIMBERLY ESPERANZA	2
13	LANDAVERDE LOPEZ, KATYA ESTEFANY	3
14	MEDRANO ROGER, JOSUE	6
15	MEJIA HERNANDEZ, KEVIN BALMORE	4
16	MENJIVAR MONGES, KATHYA LISSETTE	7
17	MUNDO QUEZADA, RAFAEL ALEJANDRO	4
18	PALACIOS HERNANDEZ, KEIRY STEFANY	3
19	QUEVEDO HERNANDEZ, DIEGO ERNESTO	5
20	REALEGUENO, DENNIS ALEXANDER	3
21	RECINOS COBAR, ERICK GERARDO	3
22	RODRIGUEZ GOCHEZ, MELISSA MARISLEYSIS	8
23	RODRIGUEZ, ALEJANDRA	4
24	RUIZ SANCHEZ, ALEXANDER HENRIQUUE	6
25	SANTOS VENTURA, MAURICIO ELIAS	6
26	VASQUEZ PLATERO, GABRIELA YANIRA	3
27	VILLANUEVA FIGUEROA, SALOMON ISAAC	3
	MEDIA	4.4

3.7 MAIN FINDINGS

After having administered all the instruments for the investigation and having analyzed the results of this research that was focused on the impact of accelerated learning in the English language learning process in ninth graders at Centro escolar Dr. Doroteo Vasconcelos, year 2015. In order to start revealing the findings of this research it is necessary to answer the specific research questions that were closely related with the assumptions stated from the beginning.

Specific research question

✓ ***What are the improvements with the application of the Accelerated learning techniques or Suggestopedia approach for learning English?***

To mention the important finding related to the improvements that students have had with the application of the accelerated learning techniques or Suggestopedia approach for learning English at Dr. Doroteo Vasconcelos School. It is important to mention some of the activities that were applied during the intervention process such as: the development of classes based on the accelerated learning techniques, the use of realia, pictures, puppets to teach new vocabulary, the use of background music, games, representation of real situation in a restaurant, joyful readings, improvement of the classroom arrangement, and classroom observation.

A pre-test was administered to both experimental and control groups at the beginning of the project to measure their English level, and the results obtained were not satisfactory;

the experimental group had a media of **4.3** and the control group had a media of **3.5.** Because of the condition of the two groups was the lack of motivation to learn English, it was seen by the poor behavior during classes since they were talking with their classmates, listening to music, using their cellphones to check the social networks, drawing graffiti on their notebooks and desks, the lack of attention when their English teacher was giving instructions during the class, and they were eating, the girls were using their make ups. All of these factors contributed to the low performance of the students on the pre-test plus the lack of interest of the teacher toward the students, most of the time, she was eating in the classroom and talking about non-class-related topics with a small group of students.

However, after the application of the accelerated learning techniques the group that was intervened, the experimental group 9th graders section "C" had a great improvement of a Media from **4.3** to **7.1.** This group had the opportunity to learn with the methodologies that the researchers applied during the process even though they were reluctant to learn at the beginning of the project because they were swearing to their classmates and they were giving attitude, but it was changing little by little. On the other hand, the control group that continued its regular way of learning with their English teacher did not improve significantly the media because on the pre-test they obtained a media of **3.5** and they obtained a media of **4.4** on the post-test; this happened because the students kept the same tend of learning and teaching.

Students were demotivated and the teacher was not interested in their learning, she rarely checked homework. She did not attend classes regularly because she used to go to ISSS for medical checkups, or she was at the principal's office, and the students were alone in the classroom making a mess.

The researchers found the following improvements for the experimental group, 9 graders section "C", after the application of the accelerated learning techniques which are the following listed below:

Improvement of their English grades because most of them had a positive attitude toward the classes and the teachers (see graph 5 on the interview). This means that accelerated learning methodology helps students in both ways cognitively and emotionally, so they are able to manage their behavior and their knowledge at the same time.

They were opened to feedback in order to achieve their goals. When the researcher had a private conversation with one student about his/her behavior or discuss about homework that they did not hand it; they agreed and they were willing to change the behavior.

They were willing to participate with enthusiasm in the class activities (see graph 6 on the interview). It was not necessity to tell them to participate in the classroom activities; they were willing to participate proactively.

The acquisition of the new vocabulary was effectively through the use of colorful charts and materials in the class applying the accelerated learning techniques (see graph 2 on the interview).

Assumption:

✓ *The more input of English students have in classes from the experimental group, the more English they will learn compared with the control group.*

The investigators said that according to the assumption the higher input of English more effective results would be obtained. The experimental group, 9th graders section "C" was exposed to different sources of learning with the application of the accelerated learning, such as puppets, songs, short stories, representation of new vocabulary using real objects, role-plays among others; they spoke more English during the class because they felt confident if they did a mistake they would be corrected without scolding them.

Moreover, the teachers/ investigators made conscious to the students of the importance of learning a new language.

However, the control group, 9th graders section "D" did not improve their English level because their English teacher did not seem to be interested to work with them, and it was reflected on the scores they got.

She used to arrive to classes and start eating, most of the time she missed classes, sometimes she was in the classroom but using her cellphone, she did not show ethic at all because she used to argue with the students in front of the whole class, sometimes she was in the classroom but one of the students taught the class, either the exams or homework were not checked by her and the students did whatever they wanted, swearing

their classmates and so on. In some cases, the teacher told the students to transcribe some information from the books to the notebooks; they never spoke English during the classes. For those reasons, the researchers said that the higher amount of input in English the higher performance they will have. So it was clearly seen for the researcher that this assumption was proven to be true.

Specific research question

- ✓ ***What are the effects in students' behavior and performance of implementing accelerated learning?***

To establish the second finding related to the effects in students' behavior and performance of implementing accelerated learning, the researchers found a relationship between behavior and performance. When this project was executed in Dr. Doroteo Vasconcelos School it was with the purpose of activating students' brain and improve their behavior applying the accelerated learning techniques from 9th Grade, Section "C" since they were rejected by the English teacher saying "they have a poor behavior, they do not like to study, she is not interested in working because of them, they do not any basic English to start with them". Those phrases encouraged the researches to work with that group and show the opposite; they can be well behave and with good grades.

During the first week of classes was observed that some students from the experimental group (section C) were reluctant to the classes because they were used to do whatever they wanted with their English teacher. By the time was passing, they noticed that the

classes were enjoyable and dynamic with creative and interesting activities for them, so they started to behave well with a positive attitude participating step by step with enthusiasm in all the activities (see graph 5, 6 & 7 on the interview). Students were opened to feedback all the time, and they showed interaction between students and teacher. During the whole period of classes the results were positives, all of them were passing scores.

Assumption:

- ✓ **If the students from the experimental group feel comfortable to participate in the good environment created by the teachers in the classroom, the better-behave they would be.**

The researchers created a good environment using colorful charts on the wall, quotes of learning to motivate them, modifying the sitting arrangement in every class depending on the topic to be taught, decorating the windows with beautiful curtains, splashing air fresher, playing the baroque music on the background and games. The students felt comfortable in the classroom as a result they behave dynamically and enthusiastically attitude. (See graph 7, 8 and 9 on the interview).

That the second assumption was proven to be true by the investigators because according to the results gathered in the interview the 92% of the students said that the activities developed in the English class were enjoyable. Also the 92% of the students said that they felt comfortable to participate in the activities in class.

Specific research question

✓ *To what extent the implementation of accelerated learning impacts on the learners in either a positive or negative way?*

According to Georgi Lozanov an optional learning environment can be transformational; that it should release and elevate us to states of joy. He also believes that an optimal learning leads to greater self- esteem, inner calmness, confidence and trust. It was seem that when the students experiment changes in the classroom environment like activities developed such as games, role plays, Baroque music, music integrated with text, and the classroom arrangement these students were enthusiastic to participate because they felt confidence with themselves.

Also, the changes in the environment make the students felt relaxing and interested in the class; thus, improving their learning process of English. Taking into account the Lozanov's approach, the researchers applied different activities previously described with the purpose to make these students figure out the class and make them more confident to participate in class (see graph 9 on the interview). Base on the results obtained it has proven that the accelerated learning impacts on a positive way on the learners; some of the most important positive effects are the following:

Firstly, the experimental group (9 "C") improved their English, and it was showed in their grades, in the pre-test they obtained a Media of **4.3** however, in the post- test they

improved the previous grade from **4.3** to **7.1.** For instance, with the application of the methodology of the accelerated techniques affects the students in a positive way.

Second, with the implementation of the accelerated learning students are free to speak in English (see graph 3 on the interview), so they could develop the speaking skill; they did not feel the teachers' pressure when they had to do something, either they were not afraid of making mistakes, so they worked proactively for their own learning process.

Assumption:

- ✓ *The more Accelerated learning strategies are applied on the students, the more conscious they will be about their own learning process modifying their behavior.*

That is completely correct and that is why the assumption has been tested to be true by the investigators because the more strategies are applied on the students, the more conscious they will be about their own learning process modifying their behavior. This means that when the students are exposed to different learning strategies their brains are more knowledgeable about their own learning and for that reason they try to modify their behavior as well in order to achieve their goals.

3.8 CONCLUSIONS

Once the data gathering process was completed and so the data analysis from the instruments used in the institution, having answered the research questions, tested the assumptions and reached the main findings of the project; the research team involved in the study: The impact of accelerated learning in the English language learning process in ninth graders at Centro escolar Dr. Doroteo Vasconcelos, year 2015, in the city of Ayutuxtepeque, San Salvador, from May to August concluded.

✓ The researcher concluded that the implementation of the methodology of accelerated learning techniques in the experimental group made a huge difference between a traditional method and a class based on Suggestopedia approach proposed by Georgi Lozanov. Applying this method in the English class was crucial because it optimized a pleasant environment for the students. They also learned unconsciously by activating their senses through images, games, physical response and having meaningful input.

✓ The team concluded that the English teacher from Dr. Doroteo Vasconcelos School did not use techniques to help the students learn better. The activities used by the teacher were just fill-in-the-blanks exercises on the board, complete the dialogues and grammar exercises in their book, but they did not practice their English. Also there was a lack of didactic material and technological sources to teach the class. It means that there was no variety of activities to give the students more opportunities to learn and to acquire the language.

✓ Third, the process of intervention from the researchers was completely successful. The experimental group had a remarkable increase in the grades gotten in this period. The difference between the media of the pre-test from the experimental hgroup had a media of **4.3** and the control group had **3.5.** Also, the general grades obtained during the intervention of the application of the accelerated learning

techniques were noticeable. At the end, after the post-test administered just the experimental group obtained better results and the control group got the same results like on the pre-test. The media in the post-test in the experimental group was **7.1** and the one from the control group was **4.4.** The difference between the grades showed how the students from the experimental group improved.

✓ Fourth, the application of the accelerated learning methodologies helped the students to feel good in a good environment because they were free to speak in English or to do whatever thing within rules established by the researchers from the beginning, so they behaved well because it was part of their own personalities to show themselves they were able to be learning and behaving at the same time.

Concluding about the accelerated learning approach developed at Dr. Doroteo Vasconcelos School can be said that it should be applied from 7th, 8th and 9th graders, so all of them have the opportunity to learn in an effective way, but above all the teachers should be motivated and interested in applying this type of methodologies to be successful in it.

3.9 SUGGESTIONS

once having concluded the research project the impact of accelerated learning in the English language learning process in ninth graders at Centro escolar dr. Doroteo Vasconcelos, year 2015 in Ayutuxtepeque city of San Salvador. The researchers have some suggestions for the parts involved in the research with the purpose of helping them to improve their learning style with the application of the accelerated learning approach.

For the students in general:

- ✓ They should take some part of their free time to study on their own by being exposed to the language.

- ✓ They should not frustrate when they make a mistake because that is normal within the learning curve.

- ✓ They should have a conversation with the teacher about how they would like to receive the class, including some activities of their likes and so on.

- ✓ They should propose to the teacher different activities which they consider would be useful for the class.

For teachers in general:

- ✓ They should be acknowledged about accelerated learning approach, and how it works in order to make it effective.

- ✓ Teachers should use as many dynamic activities as possible in their classes in order to help students develop their English language and their confidence level by activating their senses.

- ✓ English teachers should show more interest in the students' learning to motivate them, and praise them when they do something good in the classroom.

- ✓ English teachers should stimulate learning environment making students feel different from a traditional classroom such as: lighting, seating arrangements, wall space and the material should be designed to create an esthetically pleasing environment to all learning styles.

For researcher to further research:

- ✓ They should go deeper into the topic and find more information that can be useful for improving their research.

- ✓ They should include new tools that can help them to obtain better results.

- ✓ They should encourage students to use the target language not only in the classroom but also outside of the classroom.

CHAPTER IV

TIMETABLE

UNIVERSTY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCIES
FOREING LANGUAGE DEPARTMENT

TIME TABLE

Period of time	2015																																									
	March		April				May				June				July				August				September				October				November				December			
Activities	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Meeting with the advisor	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	X	X	x	x	x	x	X	x	x	x	x	x	x	x	x	x		
2. To check literature related to the topic		x		x	x	X																																

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3. Elaboration of the research project profile	x		x	x	X																	
4. Designing an action plan for the development of the classes			x	x	X																	
5. Asking for permission at school					X																	
6. Designing data collection instrument			x	x	X																	
7. (Pretest) To administer Achievement test						X																	
8. To give classes, observation and interviews						x	x	x	x	x	x	x	x	x	x	x		x	X	X			

Task																																									
9. First report presentation									X																																
10. (post-test) To administer The achievement test															X																										
11. Analysis of collected data of the students																	x	x	x	x	x	x	x	x	x	x	x	x	x												
12. Final report presentation																																						x			

CHAPTER V

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BIBLIOGRAPHY

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CHAPTER VI

ANNEXES

ANNEXE A: ACHIEVEMENT TEST

Name: _____

OBJECTIVE: This test is aimed to measure four academic skills in English: vocabulary, grammar, reading and listening.

PART I: LISTENING
Instructions: Listening carefully the following story that will be told by the speaker, then circle the correct answer of the following questions in the story.

1- **What did Mr. Johnson get after he entered the supermarket?**
   A basket B) A shopping cart C) Nothing D) a paper with coupons

2- **What section of the supermarket did Mr. Johnson go to first?**
   A) The frozen food section B) the cereal aisle C) the dairy section D) the produce section

3- **Which one of the following items did Mr. Johnson NOT get?**
   A) Milk B) Eggs C) Butter D) Fish

4- **What aisle did Mr. Johnson go to next?**
   A) Beverages B) candy C) canned goods D) cereal aisle

5- **Does Mr. Johnson and his wife like to eat healthy cereal or sweet cereal?**
   C) Healthy   B) Sweet   C) salty   D) water

6- **What did Mr. Johnson's wife want to make for dessert?**
   A) pizza   B) salad   C) a cake   D) soup

7- **Which of the following is NOT one of the things Mrs. Johnson needed?**
   A) Flour   B) sugar   C) cooking oil   D) baking powder

8- **Where did Mr. Johnson go immediately after he was finished getting everything on his shopping list?**
   A) Cashier B) parking lot C) bakery   D) home

9- **How much was Mr. Johnson's bill?**
   A)Twenty-two dollars, fifteen cents B) Thirteen dollars, fifty cents
   C) Thirty-seven dollars, forty-one cents   D) Thirty-two dollars, fifty-nine cents

Name: _____

OBJECTIVE: This test is aimed to measure four academic skills in English: vocabulary, grammar, reading and listening.

PART II: VOCABULARY

Instruction: Read carefully the items and circle the correct answer.

10- Which of the following pictures is an example of beverage?

a)   b)   c)   d)
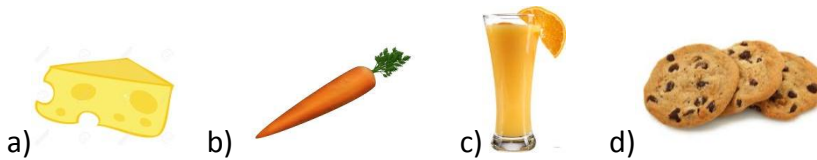
11- Which of the following pictures is an example of dairy product?

a)   b)   c)   d)
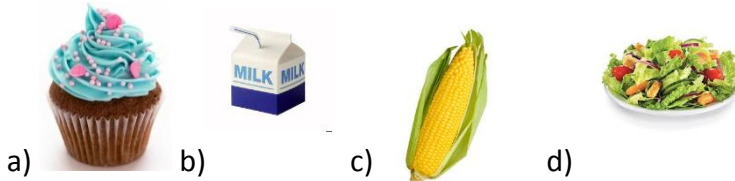
12- Which of the following words is an example of cereal?

a)   b)   c)   d)

13- Which of the following pictures is an example of fruit?

a)   b)   c)   d)

14- Which of the following pictures is an example of pastry?

a)   b)   c)   d)
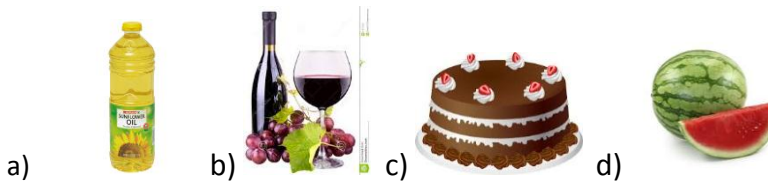
Instruction: Write the correct number in each parenthesis to match the description with its answers.

15) It is what a butcher sell   (   )   The Tazumal Ruins

16) A tape recorder, a computer   (   )   The National Theater
     and a DVD player are:

17) It represents the history of   (   )   El Tunco Beach
     El Salvador:

18) It is a place in which you can   (   )   Meat and sausage.
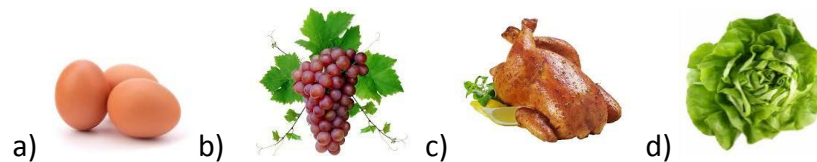   Swim and sleep in a hammock.

19) It is the most representative   (   )   Electric accessories
     Cultural places in El Salvador:

PART III: GRAMMAR.
Instruction: Complete the sentences using the words from the box.

How many / are / drank / ran / regular verbs / were / any / how much / would / irregular verb

---

20) I _____like a cup of tea.

21) They_____drinking hot chocolate and coffee.

22) Historical places _____ amazing.

23) Do we have _____potatoes in refrigerator?

24) Make, eat and give are examples of _____.

25) John _____ alcohol yesterday.

26) I was late for class so I_____to school.

27) _____bread will you buy?

28) Play, study and clean are examples of _____.

29) _____ books do you have.

PART IV: READING

Instruction: Read the following text and circle the correct answer.

HISTORY OF EL SALVADOR

Before the Spanish conquest, the area that now is El Salvador was composed of six indigenous stage and several principalities. Pipiles, Potones o Lencas salvadoreñas, Kakawiras o Cacaopera, Xincas, Mayas chortis, Mayas pokomames.

The first Spanish attempt to control this area failed in 1524, when Pedro de Alvarado was forced to retreat by Pipil warriors. In 1525, He returned and succeeded in bringing the district of Audiencia of Mexico. It was Alvarado who named the district for El Salvador (The Savior) and was appointed its first governor a position he held until his death in 1541.

The first "shout" of independence in El Salvador came in 1811, by the will of Criollo Elite. This was because, many intellectual and merchants had grown tired of the overpowering control that Spain still had in the American colonies, and were interested in expanding the export markets to Britain and the United States. On September 15, 1821, El Salvador and the other Central American provinces declared their independence from Spain. In 1832, the native, Anastasio Aquino led an indigenous revolt against Criollos and Mestizos in Santiago Nonualco, a small town in the province of San Vicente.

The source of discontent of the indigenous people was the lack of land to cultivate. The problem of land distribution has been the source of many political conflicts of Salvadorian history.
The Central America Federation was dissolved in 1838 and El Salvador became an independence republic, forming the 14 departments in which El Salvador is divided nowadays.

30) Before the Spanish conquest, El Salvador was divided into_____ indigenous zones.

A) 7   B) 5   C) 6   D)9

31) Who gave our country its name?

A) Cristóbal Colon B) Pedro de Alvarado   C)Alejandro Pérez D) Leonel Gutiérrez

32) What does El Salvador mean?

A) Indians B) Maya C) Criollo D) The savior

33) In what year was the first shout of independence?

A) 1992   B)1821   C)1811   D)1495

34) When the independence day of El Salvador was finally declared?

A) 1541   B) 1832 C) 1811 D) 1821

35) Which was the discontent of the indigenous people?

A) Alvarado's death B) American colonies D) Political conflicts D) Lack of lands to cultivate

36) In how many states is El Salvador divided these days?

A) 6   B) 11   C)14   D)15

ANNEXE B: **RESULTS OF THE PRE-TEST (CONTROL AND EXPERIMENTAL GROUP)**

CENTRO ESCOLAR		
DR. DOROTEO VASCONCELOS		
9 C		
GRADES		
#	**NAMES**	**Pre-Test**
1	AGUIRRE PEREZ,JENNIFER ESTHER	9
2	ALVARADO AYALA, CESIA ESMERALDA	4
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	4
4	BARAHONA DEL CID, KARLA LISETH	4
5	BARRIOS RIVAS, GABRIELA MICHELLE	4
6	BAUTISTA FLORES, GARY GRAHAM	5
7	BELTRAN PICHE, ROCIO STEFANY	4
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	4
9	ESQUINA BENITEZ,JOSE EDENILSON *	4
10	GALVEZ REYES, SAMUEL OSWALDO	4
11	GARCIA LOPEZ, DEYSI NOHEMI	3
12	GARCIA LOPEZ, JENIIFER GABRIELA	5
13	GONZALEZ RODAS, EDWIN OMAR	5
14	GUARDADO, ANA KARINA	3
15	GUZMAN MARTINEZ, JACKELINE LORENA	4
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	5
17	LOPEZ MORALES, JOSE ANDRES	3
18	MENDEZ BONILLA, PABLO ALBERTO	3
19	ORELLANA RAMIREZ, JOSE JEREMIAS	4
20	PEREZ SANTOS, GUILLERMO ANTONIO	4
21	PORTILLO QUIJANO, BRANDON ALEXIS	4
22	PRESA LOPEZ, SALVADOR ALEXIS	5
23	ROMERO PLEITEZ, RUTH NOEMI	6
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	2
25	VASQUEZ ESCOBAR, JOSE RICARDO	4
26	VASQUEZ, MOISES ADONAY	5
#	MEDIA	4.26

CENTRO ESCOLAR		
DR. DOROTEO VASCONCELOS		
9 D		
GRADES		
#	**NAMES**	**Pre-Test**
1	AGUILAR, ALEJANDRA MARIA	2
2	BONITO, ELIZABETH MARICELA	4
3	CRUZ HERNADEZ, VERONICA BEATRIZ	3
4	CRUZ ROMERO, MARCELA BEATRIZ	3
5	DE LEON, MARITZA YANETH	3
6	DIAZ ESCOBAR, NATHALY MICHELLE	4
7	EDUARDO MEJIA, KEVIN LEONEL	3
8	FLORES RAMOS, DAYSI AMALIA	5
9	FUENTES CABALLERO, REMEMBERTO STANLEY	5
10	GARCIA PORTILLO, HELEN JULISSA	2
11	HERNADEZ PEREZ JOSSELIN GUADALUPE	5
12	LAINEZ SORTO, KIMBERLY ESPERANZA	2
13	LANDAVERDE LOPEZ, KATYA ESTEFANY	3
14	MEDRANO ROGER, JOSUE	4
15	MEJIA HERNANDEZ, KEVIN BALMORE	3
16	MENJIVAR MONGES, KATHYA LISSETTE	4
17	MUNDO QUEZADA, RAFAEL ALEJANDRO	4
18	PALACIOS HERNANDEZ, KEIRY STEFANY	3
19	QUEVEDO HERNANDEZ, DIEGO ERNESTO	4
20	REALEGUENO, DENNIS ALEXANDER	4
21	RECINOS COBAR, ERICK GERARDO	3
22	RODRIGUEZ GOCHEZ, MELISSA MARISLEYSIS	3
23	RODRIGUEZ, ALEJANDRA	2
24	RUIZ SANCHEZ, ALEXANDER HENRIQUUE	4
25	SANTOS VENTURA, MAURICIO ELIAS	4
26	VASQUEZ PLATERO, GABRIELA YANIRA	2
27	VILLANUEVA FIGUEROA, SALOMON ISAAC	6
	MEDIA	3.5

ANNEXE C :**IMPROVEMENTS OF THE STUDENTS FROM EXPERIMENTAL GROUP (9 GRADERS SECTION "C")**

9 C						
GRADES						
#	NAMES	LABORATORIO #1	PRESENTACIONES	TAREAS Y REVISION DE CUAD	EXAMEN ORAL	EXAMEN FINAL	TOTAL
	PORCENTAGES	20%	15%	20%	15%	30%	100%
1	AGUIRRE PEREZ,JENNIFER ESTHER	10	7	10	10	10	10
2	ALVARADO AYALA, CESIA ESMERALDA	7	2	8	7	6	6
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	8	6	9	7	5	7
4	BARAHONA DEL CID, KARLA LISETH	8	8	9	7	6	7
5	BARRIOS RIVAS, GABRIELA MICHELLE	8	8	9	10	7	8
6	BAUTISTA FLORES, GARY GRAHAM	10	8	9	10	6	8
7	BELTRAN PICHE, ROCIO STEFANY	5	7	9	5	5	6
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	7	6	7	6	6	6
9	ESQUINA BENITEZ,JOSE EDENILSON *	6	8	2	5	7	6
10	GALVEZ REYES, SAMUEL OSWALDO	9	9	8	6	6	7
11	GARCIA LOPEZ, DEYSI NOHEMI	8	6	5	6	4	6
12	GARCIA LOPEZ, JENIIFER GABRIELA	7	8	9	7	6	7
13	GONZALEZ RODAS, EDWIN OMAR	8	8	7	7		5
14	GUARDADO, ANA KARINA	7	8	7	6	4	6
15	GUZMAN MARTINEZ, JACKELINE LORENA	10	7	10	10	6	8
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	7	8	10	7	6	7
17	LOPEZ MORALES, JOSE ANDRES	8	7	10	7	4	7
18	MENDEZ BONILLA, PABLO ALBERTO	7	7	7	5	5	6
19	ORELLANA RAMIREZ, JOSE JEREMIAS	6	7	8	7	6	7
20	PEREZ SANTOS, GUILLERMO ANTONIO	8	8	8	7	6	7
21	PORTILLO QUIJANO, BRANDON ALEXIS	5	6	7	6	3	5
22	PRESA LOPEZ, SALVADOR ALEXIS	8	6	9	6	7	7
23	ROMERO PLEITEZ, RUTH NOEMI	8	7	10	8	6	8
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	7	6	8	4	6	6
25	VASQUEZ ESCOBAR, JOSE RICARDO	7	9	7	9		6
26	VASQUEZ, MOISES ADONAY	7	6	7	4	6	6

ANNEXE D: **RESULTS OF THE POST TEST (CONTROL AND EXPERIMENTAL GROUP)**

#	CENTRO ESCOLAR DR. DOROTEO VASCONCELOS 9 C GRADES NAMES	Post- test
1	AGUIRRE PEREZ,JENNIFER ESTHER	10
2	ALVARADO AYALA, CESIA ESMERALDA	7
3	ARGUETA OSEGUEDA,EDMUNDO EUGENIO	6
4	BARAHONA DEL CID, KARLA LISETH	7
5	BARRIOS RIVAS, GABRIELA MICHELLE	9
6	BAUTISTA FLORES, GARY GRAHAM	9
7	BELTRAN PICHE, ROCIO STEFANY	6
8	ESCOBAR NAVARRETTE, ERIKA DANIELA	6
9	ESQUINA BENITEZ,JOSE EDENILSON *	7
10	GALVEZ REYES, SAMUEL OSWALDO	8
11	GARCIA LOPEZ, DEYSI NOHEMI	8
12	GARCIA LOPEZ, JENIIFER GABRIELA	6
13	GONZALEZ RODAS, EDWIN OMAR	6
14	GUARDADO, ANA KARINA	7
15	GUZMAN MARTINEZ, JACKELINE LORENA	6
16	JIMENEZ HERNANDEZ, ANDREA ESMERALDA	8
17	LOPEZ MORALES, JOSE ANDRES	7
18	MENDEZ BONILLA, PABLO ALBERTO	8
19	ORELLANA RAMIREZ, JOSE JEREMIAS	8
20	PEREZ SANTOS, GUILLERMO ANTONIO	6
21	PORTILLO QUIJANO, BRANDON ALEXIS	6
22	PRESA LOPEZ, SALVADOR ALEXIS	7
23	ROMERO PLEITEZ, RUTH NOEMI	6
24	VALLADARES FUENTES, FRANCISCO ALEXANDER	7
25	VASQUEZ ESCOBAR, JOSE RICARDO	6
26	VASQUEZ, MOISES ADONAY	7
#	MEDIA	7.1

#	CENTRO ESCOLAR DR. DOROTEO VASCONCELOS 9 D GRADES NAMES	Post- test
1	AGUILAR, ALEJANDRA MARIA	2
2	BONITO, ELIZABETH MARICELA	4
3	CRUZ HERNADEZ, VERONICA BEATRIZ	3
4	CRUZ ROMERO, MARCELA BEATRIZ	6
5	DE LEON, MARITZA YANETH	3
6	DIAZ ESCOBAR, NATHALY MICHELLE	4
7	EDUARDO MEJIA, KEVIN LEONEL	5
8	FLORES RAMOS, DAYSI AMALIA	6
9	FUENTES CABALLERO, REMEMBERTO STANLEY	5
10	GARCIA PORTILLO, HELEN JULISSA	5
11	HERNANDEZ PEREZ JOSSELIN GUADALUPE	5
12	LAINEZ SORTO, KIMBERLY ESPERANZA	2
13	LANDAVERDE LOPEZ, KATYA ESTEFANY	3
14	MEDRANO ROGER, JOSUE	6
15	MEJIA HERNANDEZ, KEVIN BALMORE	4
16	MENJIVAR MONGES, KATHYA LISSETTE	7
17	MUNDO QUEZADA, RAFAEL ALEJANDRO	4
18	PALACIOS HERNANDEZ, KEIRY STEFANY	3
19	QUEVEDO HERNANDEZ, DIEGO ERNESTO	5
20	REALEGUENO, DENNIS ALEXANDER	3
21	RECINOS COBAR, ERICK GERARDO	3
22	RODRIGUEZ GOCHEZ, MELISSA MARISLEYSIS	8
23	RODRIGUEZ, ALEJANDRA	4
24	RUIZ SANCHEZ, ALEXANDER HENRIQUUE	6
25	SANTOS VENTURA, MAURICIO ELIAS	6
26	VASQUEZ PLATERO, GABRIELA YANIRA	3
27	VILLANUEVA FIGUEROA, SALOMON ISAAC	3
	MEDIA	4.4

ANNEXE E: OBSERVATION CHECK LIST

School:_____

Researcher's
name:_____

Teacher's
name:_____

Objective: To evaluate teacher's strategies and methodologies in order to allow students to participate.

INDICATORS	YES	NO
1- The teacher encourages students to participate through the development of some activities during the class.		
2- The teacher creates a playful atmosphere.		
3- The teacher uses technological resources in the classroom such as tapes, projectors and so on.		
4- The teacher incorporates music, pictures, and real life simulations in the class.		
5- There is enough opportunity for participation.		
6- Teacher creates situations in which students are motivated to communicate.		
7- The teacher uses activities in which all students participate.		
8- The teacher reinforces the relationship with the students to develop self-esteem and self-confidence in the students.		
9- The teacher actives all the students' sensor to increase their learning process.		
10- The didactic materials used in class motivate the students to participate.		

ANNEXE F: PICTURES

Observation period: Students having a normal class with their English teacher.

Intervention period: researchers working with the students in a matching exercise.

Observation period: students in a traditional class.

Intervention period: researchers activating students' senses.

Intervention period: students were performing a role play.

Intervention period: students in a reading activity.