

**Research on the possible improvements in the acquisition of
English after several sessions of Relaxation/Meditation**

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1. Abstract

OBJECTIVE:

To examine the possible changes in students' attention, participation, concentration and academic results after several brief sessions of Relaxation/Meditation given at the beginning of each instruction. To observe the results obtained in the qualitative test carried out afterwards by 41 students and three teachers of the Salesianos secondary school, in order to check whether their perceptions point toward an improvement of the learning process after these sessions.

OBJETIVO: Examinar los posibles cambios en diferentes grupos de estudiantes de su atención, participación concentración y resultados académicos después de varias sesiones de relajación/meditación impartidas al principio de cada clase.

MATERIALS AND METHODOLOGY:

Even though I handpicked the participants for this project, the students were told that they were selected at random to partake in the relaxation/meditation tasks. The meditation groups practiced at the beginning of each class for about 12 minutes before beginning the regular language class. These criteria for composing these groups was the selection of students with more attitudinal problems (lack of concentration, of participation, or low academic results) even though some other learner profiles were selected as well in order to feign the groups' random composition.

The sessions were prepared in a different manner for each day, in the hope of delivering some new and entertaining activities that would draw their attention. The methods used were the following ones: the Alexander Technic, Progressive Muscle Relaxation, General Conscious Relaxation, the visualization of energy, and self-suggestion.

The subsequent perception was measured using a survey with several questions that the experimental group had to answer after the sessions.

RESULTS:

The academic results tried to be measured, but due to the lack of the time and the unreliable basis from which to measure the possible changes, they need to be omitted from this research.

Nevertheless, the qualitative results confirmed what the teachers and myself observed after each session in the course of the class: the atmosphere had improved and they seemed to pay more attention in class. These results showed that a high percentage of students felt differently after the session: most of them felt more relaxed, a big majority felt more concentrated and participative, and teachers considered the sessions as a positive experience that they would consider implementing. The logical consequence of this is an improvement on their language acquisition.

CONCLUSION:

My personal limitations of time and experience have not been an impediment for the positive results of this research. This way, we can conclude that something as basic as some relaxation and/or meditation exercises improve both the teaching context and the students' attitude, which in turn encourages better learning opportunities.

Keywords: meditation; relaxation; teaching English; attention; concentration; participation.

2. REASONS FOR CARRYING OUT THIS RESEARCH:

Why do research on the benefits of relaxation and/or meditation with Secondary School students?

Causes of my interest in this study:

1) From questions raised by my lecturers during this Master's

I. Where does all the knowledge go?

In the subject taught by Amparo Lázaro during the masters (*Innovación docente e investigación a la investigación educativa en Lenguas Extranjeras*), we came across a basic question at the beginning of our classes: there is a huge amount of information that we all, as learners, have to acquire, but it seems to get lost with the passage of time. So we must ask ourselves: Where does all that learning go? Could we not try to investigate how to both teach and learn in a way which would allow us to access and profit from such erstwhile education?

II. A relaxed mind learns five times more.

In the subject taught by Nieves Ledesma, *Procesos y contextos educativos*, we also came across many notable points, which urged us to make interesting reflections about our future secondary education careers. One of them was the statement confirmed by a great deal of research (as I will show in the theoretical background of this study) about the importance of working with a relaxed mind. An

unperturbed mind simply enables greater concentration, therefore facilitating a better quality learning experience.

- 2) A study resulting in 70% of university students failing the final state secondary *Selectividad* exam in their specialty just a few years after sitting said exam [Esteve, J.M. (2007)]. This research should have become an alarming signal of the necessity for state-wide pedagogical change away from memorization. We should try to make as many changes as necessary in order to obtain results for long term learning. Students should feel that what they are learning will not be lost with the passage of time. Put simply, do students go to school in order to rack up diplomas or to learn?
- 3) It is well known that relaxing exercises help to develop many different abilities such as the attention span, observation skills, participation, imagination, perception, memory and concentration. A relaxed mind simply pays more attention. Greater attention brings about more learning. And thus, more learning leads to better overall results.

3. WHY CARRY OUT SPECIAL RESEARCH FOR ENGLISH STUDIES?

This research is relevant for all types of subjects, but the interest increases when teaching a foreign language, due to the Foreign Language Anxiety (FLA). FLA is a specific anxiety that some people experience when learning or using a second language. It is similar to some other well-known anxieties such as public speaking anxiety or test anxiety. Specifically, FLA is related to the discomfort some people feel when their limited language proficiency keeps them from "being themselves" when using the new language [Horwitz, Horwitz, and Cope (1986)].

The FLA in students from Spain learning other languages is even more remarkable. A general feeling of shame and lack of confidence when learning a new language seems to be widespread in this country (mostly caused by its lack of use in society at large and the fact that TV and cinema are dubbed) that causes the learning process to be

centered on listening to the teacher and not to participate actively nor raise doubts with their instructor when necessary.

People afraid of tests might feel tested at all time during the class, and shy people tend to feel even more cohabited and participate less.

Therefore, any method (relaxation or meditation in this case) that might increase the students' participation, attention and concentration, will improve, at even a higher level, than the efficiency of the subject at hand, being taught.

4. THEORETICAL BACKGROUND

The amount of research on this area that I have come across is astounding; a great deal of research from different fields have investigated the possible consequences of meditation and/or relaxation exercises on a person's attention span, ability to concentrate and with many other capacities, in the vast majority of cases, positive outcomes ensued.

I shall first mention some studies focused on the aspect of one's attention span. As an example, we have several pieces of research that can be taken from the National Center for Biotechnology Information (NCBI) in the U.S. National Library of Medicine, such as the investigation that demonstrated the improvement of attention-related behavioral responses after relaxation by enhancing functioning of specific subcomponents of attention [Jha AP, Krompinger J, Baime MJ.(2007)].

In the same database we can check other investigations that continued with this line of study and confirmed, for example, that those meditators who participated in the research performed significantly better than non-meditators on all measures of attention, stating that attentional performance and cognitive flexibility are positively related to meditation practice and levels of mindfulness [Moore A, Malinowski P.(2009)]. Meditators who partook also confirmed an improvement of their attentional resources. Another piece of research suggested an improved allocation of

attentional resources in mindfulness meditators [V. Janssen BH, Giommi F. Barendregt HP. Gielen SC(2010)].

These findings have been confirmed even from a physical point of view, as when we are shown how the brain's regions associated with attention were thicker in meditation participants than in matched controls, including the prefrontal cortex [By Sara W. Lazar,^a Catherine E. Kerr,^b Rachel H. Wasserman,^{a,b} Jeremy R. Gray,^c Douglas N. Greve,^d Michael T. Treadway,^a Metta McGarvey,^e Brian T. Quinn,^d Jeffery A. Dusek,^{f,g} Herbert Benson,^{f,g} Scott L. Rauch,^a Christopher I. Moore,^{h,i} and Bruce Fischl(2005)].

These four research items just mentioned, are directly related to attention and could be said to be summarized in another study whose results suggested that practicing meditation enhances the speed with which attention can be allocated and relocated, thus increasing the depth of information processing and reducing response latency [By Sara van Leeuwen,¹ Wolf Singer,^{1,2} and Lucia Melloni(2012)].

In what relates to other capacities, meditation has been proved to bring long-term significant improvements in IQ. Scores for cognitive functions, verified by the research carried out stated that, in the short-term, meditation was associated with physiological relaxation response and an improvement in the scores on the test of reaction times [Singh Y, Sharma R, Talwar A.(2012)]. Cognitive resources are also believed to be improved by meditation practice, as indicated in the results of the research which suggests that mindfulness of meditation may alter the efficiency of allocating cognitive resources, leading to improve self-regulation of attention [By Adam Moore,¹ Thomas Gruber,² Jennifer Derose,¹ and Peter Malinowski(2012)].

When looking for the relaxing and/or meditating methods carried out in these resources, I noticed that different methods were used, beginning with the typical guide-led approach but also found that changes were noted even when testers used a basic relaxation tape. Research that used this common recorded system, proved that while listening to the tape, heart rate variability (HRV) was lower in the relaxation group, implying effective relaxation. The relaxation group of this experiment had

superior memory retention four weeks later, indicating enhancement of long-term memory performance. [Nava E, Landau D, Brody S, Linder L, Schächinger H.(2004)].

Among all the pieces of research related to this topic at the NCBI, I have only found one that showed no change in psychiatric symptoms, stating with its results that among normal, intelligent, mentally healthy persons, short-term breathing meditation practice will not likely change psychiatric symptoms, memory function, intellectual performance and academic achievements [Paholpak S, Piyavhatkul N, Rangseekajee P, Krisanaprakornkit T, Arunpongpaisal S, Pajanasoontorn N, Virasiri S, Singkornard J, Rongbudsri S, Udomsri C, Chonprai C, Unprai P.(2012)]. Now, this one seemed to be a very interesting remark, not just because of its results, contrary to the vast majority, but also due to its time characteristics. As I also noticed in my research, the one carried out by these investigators in Thailand presented a very limited time-frame (four weeks of relaxing sessions, just twenty minutes per day) whereas mine was supposed to last three weeks, two days per week, twelve minutes each day –even slightly briefer than the other one. The groups were quite similar (half of the class, more or less), but I did not choose my students at random, as they did.

Now, while I was getting deeper into this study, I found some missed important aspects in what relates to learning. The first one is about the type of results being quantified. The tests they used are defined to evaluate specific aspects such as memory (WMS), or psychiatric patterns such as depression or obsession (SCL-90R), intelligence (APM) or academic achievement (MCQ examination score). Consequently, there is an obvious question to be asked immediately: What about all those capacities which are extremely important in the field of education, as they derive better learning opportunities? Now, if we want to go further and begin by asking ourselves what and how effective learning is, I think a sufficient starting point would be considering Edgar Dale's Cone of Learning (1960). At the top of the pyramid, we have the passive part of the learning (verbal and visual receiving), which includes activities that need attention and concentration in order to be succeeded (reading, listening). In the lower part of it, constituting the base of the pyramid, we have the active part: those activities which demand some kind of active production, for which obviously participation is basic (as well as attention and concentration). Consequently, aspects such as attention,

concentration and participation are elementary in order to achieve effective learning. The research carried out in Thailand lacks a qualitative test that considers the students' perception towards their own capacities in these fields, whose academic results may not be appreciated after such a short time of research.

This way, I realized that I had to check whether there would be academic improvements in my students, but beyond that, I needed to study the way their attention, concentration and participation would (or not) change.

From a more educational-focused point of view, many research items available at the Proquest Eric database also defend, from different perspectives, the thesis of the importance of relaxation/meditation when teaching.

For example, from a general educational perspective, positive arguments for the inclusion of relaxation training in the school curriculum are given. Through a one finding we learn how this type of curriculum improves stress management, self-management skills and self-concept, strengthens the right hemispheric abilities of the brain (such as creativity), and improves various abilities to attain achievement [Matthews, Doris B.; Justice, Christine (1983)]. Relaxation is at one point even shown as a *pertinence complementaire*, in a piece of research which talks about the pedagogical use of visualization in the school setting; visualization, a process whereby people respond to certain themes through mental images, is used to manages stress and as a learning method [Guimond, R. (2011)].

The relevance that relaxation is gaining has also been presented from the perspective of its application on people with learning difficulties, such as mentally handicapped adults. Two groups of mentally handicapped adults participated in a certain study, one as RT (relaxation training group) and the other one as control group. Results showed that on the posttest learning task, RT group performance was superior to control group performance, with the RT group demonstrating less anxiety and better anxiety control [Miranti, V. S., & Freedman, E. P. (1984)]. Another group with whom this type of research have been carried out on were adolescents who were legally classified as being emotionally disturbed and whose oral reading performance changed positively after a relaxation training [Margolis, H., & Pica, L. (1990)]. This study also revealed a very

interesting point about how the session was carried out: as seen in a previous medical research about the frequency heart rate variability, the guide does not need to be an expert. A recorded audiotaped was enough; in this case, it played a Progressive Muscle Relaxation Training session. This type of experience also evinced positive results with learning disabled students, who typically experience more stress than other students at school, as a result of peer rejection, academic difficulties, and changing classroom environments, but at the same time may have fewer resources and abilities to cope with such stress [Gately, S. E., & Siperstein, G. N. (1992)].

To conclude with the educational-focused research, I need to mention those studies that come even closer to the theme of my investigation and, for example, study the way foreign language instructors can help themselves with relaxation and concentration techniques to alleviate the regular stress and fatigue felt in the classroom, as well as to improve students' capabilities [Bancroft, J. W. (1995)]. The reasons for the use of relaxation in the language classroom as well as the specific procedures to apply it are outlined in other studies [Dufeu, B. (1989)]. Some even defend the idea of a specific state of consciousness attained through transcendental meditation, characterized by specific qualities, that facilitates the acquisition of foreign languages [Collier, R. W. (1974)].

Then there are two methods that must unavoidably be mentioned in this research, which have been widely used already in the field of education and have many things in common with the exercises that I have carried out in my research: Pentacidad and Suggestopedia. Pentacidad is a co-educational model which considers that every person is a being who is able to discover his/her own capacities, and make them become his/her allies. It is based on the integral growth of the person in their five personal ambits: emotional, body, mind, social, identity, in perfect connection with his/her inner essence. Nowadays it can be found in schools like IES "Julio Caro Baroja - La Granja in Pamplona, with very positive results.

The Suggestopedia method was created by Dr. Georgi Lozanov in the 1970's and looks for the liberation of previously suggested programs that restrict intelligence and

the spontaneous acquisition of knowledge, skills and habits. The method implements this by working not only on the conscious level of human mind but also on the subconscious level. Many studies confirm that any cognitive knowledge can be acquired more effectively and retained longer when techniques adapted from Lozonav's method are used. Effective use of suggestopedia requires the learner to be in a state of relaxation, preferably an alpha state [Mundale, S.(1980)]. Investigations have shown that through a relaxation state, the amount of alpha waves in the brain, which have to do directly with concentration, relaxation and learning, increase [Influencia de las Ondas Alpha Sobre el aprendizaje (2012)].

5. PRACTICAL BACKGROUND: A PILOT TEST

Once, I considered the results from this previous research, I needed to face the fact that I would have to extrapolate the processes used in such investigations into my own method, starting from scratch: in the section “The Sessions”, I explain how I have achieved to manage the organization of the sessions.

Due to my lack of experience as a guide in Relaxation/Meditation, I had several questions in mind: Would I be able to prepare some effective sessions? And furthermore, what is even more difficult: would I be able to transmit, not just the information, but also the perception of something new? New feelings? New thoughts? If the answer to these questions was to be positive, it would mean not just, that I could be able to carry out my research, but likewise, that, most teachers would be able to succeed in it.

In order to see if I would be able to obtain those positive results, I realized that I had to carry out a pilot test with a student on one of the planned exercises. The subject chosen for this Pilot Test was my son Oisin, a trilingual boy (Spanish, English, Basque) who is ten years old. I know that, because of his previous language knowledge, he is not a person with a high FLA (Foreign Language Anxiety), but he is a very sensitive child and is highly self-critical, so the difference wouldn't be so great to compare him with those students who were going to be subjects of the research. At the same time, our level of trust due to our relationship could be a positive differentiating aspect towards

the process of instruction, but as it could also affect it negatively, I thought I ought not pay much attention to this feature, as it wouldn't make such a big difference with the students, whose reaction towards the experiment was still unknown for me.

I divided this pilot test in two parts: two sessions with the same structure. I chose an instruction on German language of the basic numbers and the present of the verbs 'to be' and 'to have'. Once, the subject had learned the information, he had to repeat it in a video recording. The difference between these two sessions was in the relaxation activity carried out at the beginning of the second session (I used the visualization exercise of the beach, which is explained in the section "The Sessions" part D).

Results: the quantitative results showed no difference. Or such a slightly difference (the same amount of information learnt with approximately few seconds of difference) that must not be borne in mind. On the other hand, in what refers to the qualitative results, Oisin felt much better in the second session ("Wow, what a great feeling...!" - he exclaimed afterwards) and gave his answers in a more relaxed way.

The experience in the pilot test had therefore made the subject feel better, which proved to me, that I would be able to carry out the project as intended and that, at least, the benefit of a relaxing and favorable state of mind could be seen. Now the question was whether this change was limited to a brief relaxing feeling, or would there be a change in the students' attitude towards the learning process? Would it make them more able to concentrate in class afterwards? Would they participate more actively? Would they feel better, more confident about their own learning? The answers to these questions would only be perceptible in their attitudes after each session, listening to teachers' opinions about them and checking the students' observations reflected in the qualitative tests (shown in "The Results" section).

6. CONTRIBUTION ON THIS RESEARCH

Amongst all the studies and research that I analyzed, none of them had exactly the same characteristics as this one has. Why? Basically, the answer lies in the limitations I had to face.

Was this a negative factor? No, it was just the opposite in fact: it gave me the chance to study whether, with a short amount of time and with my brief experience in the field of the relaxation/meditation, there would also be a (positive) change with different groups of students. If I managed to achieve a positive change, then other teachers could attain it as well.

7. STUDENTS' PROFILE

7.1. STUDENTS WHO TOOK PART IN THE RESEARCH:

1ESO Flexible I	1ESO Flexible I	3 ESO	4 ESO	1 BACHILLER
1 SESSION	1 SESSION	5 SESSIONS	5 SESSIONS	5 SESSIONS
I teach	I teach	I don't teach	I teach	I teach
Qualitative	Qualitative	Qualitative	Qualitative/Quantitative	Qualitative/Quantitative
3 ST	2 ST	15 ST	14 ST	7 ST

7.2. STUDENTS' PROFILE:

Here I refer to the socio-economic level of the students in Salesianos Pamplona, in general brushstrokes it could be said that in 1º Bachiller, 3º and 4º of ESO, there is a major predominance of students from the lower-middle-classes, with fairly limited economic resources, who are brought up in modest families with a low cultural and

academic levels. It has been widely demonstrated that the factor that better predicts the academic performance of a student is the level of studies of his/her parents.

The effects of such a background were articulate in discussions with class teachers who perceived a lack of parental implication in their offspring's academic progress generally and consequently, the specific tracking of the students' homework tasks was absent too. Moreover, personal support to encourage seems to be universally nonexistent too. There also seems to be a deficiency in the organization of study routines, as well as with homework time. This then has the effect of reducing the learning time mostly to the time they spend at school, and to crammed study session on the eve of exams. Thus, this is obviously reflected in the exam results, in the daily homework (writing tasks) and in their workbooks, lending to a general lack of comprehension of basic subject contents.

In addition to this clear absence of work outside school on a daily basis, the shortage of a clear compromise with education and study, is also reflected in the attitude of the students towards the correct elaboration of the teaching process. Language classes are sometimes received with a certain nervousness on the student's behalf and a certain general disorder can be perceived when individual students are talking with the teacher, which is more characteristic of lower levels. Such behavior tends to become added to with the couldn't-care-less or indifference attitudes felt in the higher courses, which interrupts the learning atmosphere, creating an initial apathy that must be counteracted. If such behavior is not nipped in the bud it may be passed on to those hesitant pupils who have a yet unclear stance related to their study commitment and their classroom role.

7.3. ACADEMIC PERFORMANCE IN THE ENGLISH CLASS

The academic performance of the students in *Salesianos* is, due to different factors (e.g. socioeconomic reasons), lower than in other schools. The students' marks drop even lower when talking about the English class. Most of them haven't been instilled at home about the importance of learning other languages, English is not spoken by anyone in their houses and they don't have the economic opportunities to attend to private classes. To that, we must add the FLA that pervades the EFL classroom: a

general feeling of insecurity that provides the students with the kneejerk answer “I don’t know” instead of allowing them time to think about whether they may know the correct answer.

As an example, I’ll show the marks given by the teacher of those two classes with which I spent more hours: 1º BACH and 4ºESO.

1º BACH				
ST	MARK	HOMEWORK YES/NO/Sometimes	Writing	ORAL
1	4.4	NO	Regular	+
2	6.5	YES	+	+
3	6	NO	+	+
4	5	Sometimes	Regular	Regular
5	9	YES	+	+
6	8	YES	+	+
7	3	Sometimes	Regular	Regular
8	6.4	YES	+	+
9	9	YES	+	+
10	2.3	Sometimes	-	-
11	5.2	Sometimes	-	Regular
12	4.7	Sometimes	-	Regular
13	5.4	Sometimes	Regular	Regular
14	6	YES	Regular	Regular
15	8	NO	+	+
16	1	YES	-	-
17	2	NO	-	-
18	3	NO	-	-
19	4.7	Sometimes	Regular	Regular
20	5.4	YES	+	Regular
21	3	Sometimes	Regular	Regular
22	3	Sometimes	Regular	-

23	8	YES	+	+
24	4	YES	Regular	Regular

4º ESO			
ST	MARKS	WRITING	ORAL
1	5	3.7	+
2	5	5	+
3	1	0.5	Regular
4	7	8.6	++
5	6	7	+
6	6	6	+
7	5	6.5	++
8	2	4	+
9	5	4.6	+
10	4	4	Regular
11	5	4	+
12	4	2	Regular
13	4	3.5	Regular
14	5	5.7	++
15	4	5.5	+
16	3	3.7	Regular
17	4	2	Regular
18	4	4	+
19	6	6.5	+
20	5	6.5	++
21	5	5.3	+
22	4	3	+
23	7	8.5	++
24	3	2	Regular
25	7	7	+

26	5	5.6	+
27	6	5	Regular
28	3	5	+

As we can see the percentage of failures in both cases is astonishing. In the first example, basically half of the students (11/24) fail the subject, and so it happens in the second one (12/28). But looking further, it is not just about those who pass or do not pass. The rest of the marks are neither good enough, and we must bear in mind that the thoroughness demanded by teachers in Salesianos is not as academically high as it is in other centers, which entail scholars to finish their studies with a B2-C1 level in one or even two foreign languages.

If we have in mind not just the final mark, but the homework as well, it is crystalline that they do not work enough on this subject. Their usual attitude towards it (I am here based on their words) is focused on a feeling of total lack of self-confidence about it, which comes from the reasons already exposed and their non-existent metalinguistic awareness (e.g. they get completely locked when they don't know a word and must look for a synonym; this happens in their mother tongue as well).

I have given as an example the marks of those groups with which I was longer time; they are not different from the other *standard* group (3ºB ESO), and they are much higher than the results from the *Flexible* classes.

7.4. STUDENTS' BACKGROUND:

3ºB ESO 22 ST: 14 ST born outside Spain (1 Eastern Europe – 13 South America)

4ºA ESO 27 ST: 13 ST born outside Spain (2 Eastern Europe – 11 South America)

1º A Bachiller 24 ST: 9 ST born outside Spain (1 Eastern Europe – 8 South America)

[1º ESO FLEXIBLE I 3 ST: 1 born outside Spain (South America) and 1º ESO FLEXIBLE II 2 ST: 1 born outside Spain (South America)]

7.5. RESEARCH WITH THE STUDENTS:

The evaluation of the results was to be done in two different ways: from a qualitative and from a quantitative point of view. Unfortunately, latter one needed some features that I was not able to fulfill due to the limitations of my study. Even though I was given the previous results of every student, I had not been able to prepare a proper exam for them afterwards, so the test I carried out was not an effective way to check a possible academic change. Whether it was a matter of time restraint or lack or personal experience with them, cannot be concluded. However, it is clear that the quantitative results ought not to be taken into consideration. That said, they can be produced if required.

At the same time, I feel that was really fortunate with the qualitative research, as I could work with several classes and with different students, and understand their beliefs as well as their appraisal of the experience. After each session they were asked to fill in a survey (ANNEX I) that I prepared myself based on a book by López González REEA's *Relajación en el Aula* (López González REEA YEAR: 385-389).

This qualitative research was carried out in order to improve the reliability and validity of the responses that both their teachers and I could appreciate after each session. It aimed to gather a comprehensive understanding of the student's behavior after class if it had really changed after the sessions and in what way.

This survey contained ten questions about their attitudinal and aptitudinal behavior (concentration, attention, participation and state of mind and mood in their classes after the sessions) both pre and post sessions. The objective was to find out, through their answers, whether there had been a link between the process (the sessions) and the outcome (a more proactive attitude in class).

HOW I EXPECTED THE SESSIONS TO AFFECT THE STUDENTS:

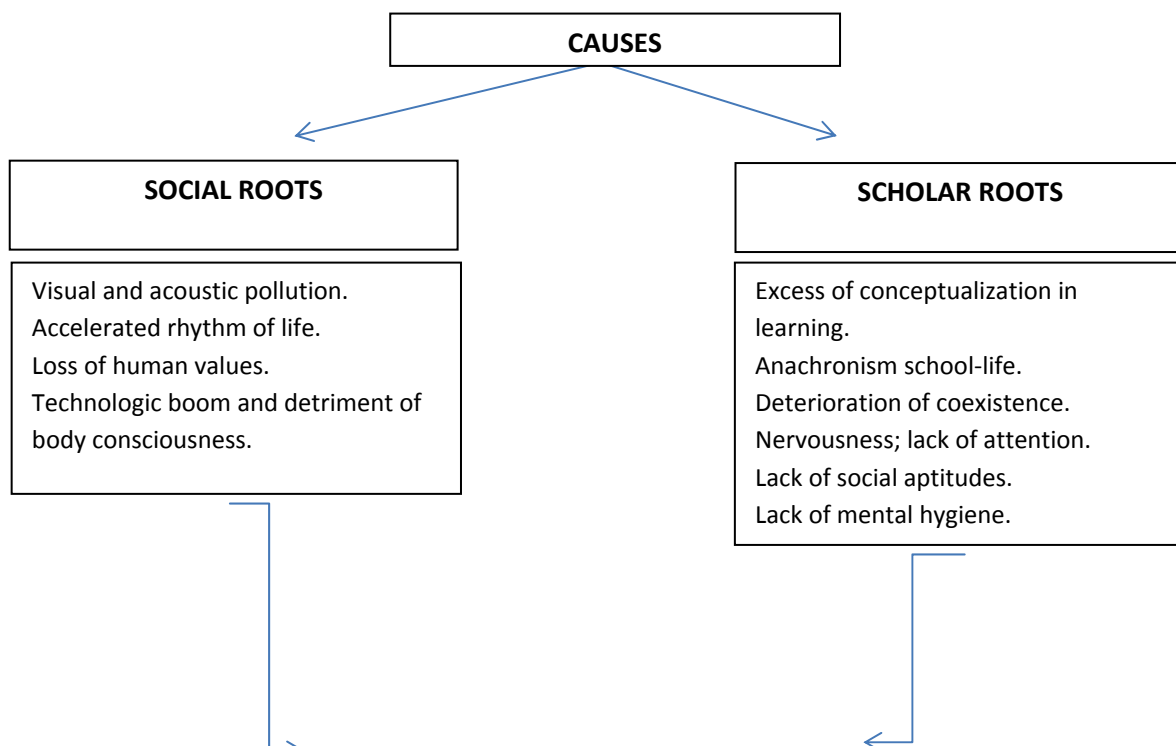
Following Boscani's words (2000), relaxation can benefit the recognition, control and self-confirmation of one's personality; it seems an obviously important fact, as we are talking about the adolescent period, time of multiple transitions and changes, where self-esteem can remain stable but can also fluctuates rapidly and cause severe distress and anxiety if there is an important conflict. Many *ESO* and *Bachiller* students who study at *Salesianos* have been at some point rejected (*invited to leave* or even expelled)

from other centers, therefore carry a heavy burden of rejection on their shoulders. This can sometimes easily destabilize the adolescent.

Boscani mentions Bergés and Bounes (1974) when they define relaxation as a “confirmation experience, different from the physical unit, which leads into a recognition by the adolescent”. As González, L.L. (2011) enumerates some of the benefits of the relaxation for teenagers: the recognition of one-self, an improvement of tonic and motor control, self-confirmation of the personality, better teacher-student relationship, and healthy body-mind relationship too. All these improvements are beneficial for anyone at any age, but when talking about some of my students, one can easily see that this improvement may turn into a necessity.

Relaxation improves self-esteem and diminishes anxiety in adolescents (Cardenal and Díaz Morales, 2000). Furthermore, when students present some type of behavioral or emotional problems, relaxation brings improvements (Goldbeck and Schmid, 2003), such as a higher acceptance of frustration (Nayaka et al. (2004). It is understandable that once the frustration is tolerated, the limits that have been self-imposed by the students might fall down in order to accept, from a calmer perspective, the tasks that need to be done, step by step, without the previous stress.

Nowadays we face an alarming deficit of attention in the students, denominated as *zapping mind* by McLuhan (1994). In *Salesianos*, this contemporary characteristic goes hand in hand with an excess of nervousness in the classroom that complicates the teaching and learning processes. Through L.L. González words, we can reduce the causes of these negative changes in two roots, represented in the following scheme:



NEED OF A PSYCHOPEDAGOGICAL INNOVATION:

Students at *Salesianos*, just like anywhere else, suffer from these social causes. They, of course, have to put up with scholarly tribulations as well; but the way teachers manage the problems that arise in the center must be praised as an example of coexistence.

Academic results are low due to all the factors outlined previously, and students act the way they do because of what has already been mentioned; but *Salesianos* is, without any doubt, a place where teachers try to focused on the student as a person, and therefore prioritize these humanistic values over the mere results. It, to my mind, is an excellent example of coexistence.

Consequently, due to the positive attitude of the faculty and student profile (adolescents amongst which there are a quite large number of emotionally unstable students) it has been the perfect place to carry out my research.

8. THE SESSIONS

A) Language: They needed to be carried out in Spanish.

I firstly tried to deliver them in English, but I realized that with the level of English the students' possessed, it was going to be really hard for them to follow my instructions, and the research would lose its objective.

B) Variety: In order to keep their attention every day, I followed five methods of relaxation, a different one per day.

With those groups with whom I could only spend a single day, I chose the visualization option (n°3); and I also used this method with the group with whom I imparted the five sessions but could not carry out the quantitative the test (only the qualitative one was delivered). I changed the fifth session of self-motivation and made it more didactic, in relation to the area of "learned helplessness".

Nevertheless, every session began with some breathing exercises, as breathing is the basis for most types of relaxation and meditation. A Deep breathing implies less

breathing cycles, hence we waste less energy, make less effort, which affords us a greater peace, thus it becomes easier to breath. This process and its results have been confirmed by multiples means; nevertheless, to prove whether it's effectiveness it is easy to try it; the effects are instantaneous. That's why students need to know the importance of their breathing, and must feel that we all have the power to modulate it, and thus immediately affect our state of being. I found the following scheme to be very useful for me to visualize what I had to communicate (REEA: Relajación En El Aula, p. 180):

	INSPIRACIÓN	APNEA INSPIRATORIA	ESPIRACIÓN	APNEA ESPIRATORIA
ACTITUD	Abrirse al mundo	Acoger y proteger	Soltar y darse	Esperar
REALIDAD	Llenarse (el mundo en mí)	Estar lleno (el mundo y yo)	Vaciarse (yo en el mundo)	Estar vacío (unión)
CUALIDAD	ALEGRÍA	PLENITUD	SERENIDAD	CONFIANZA
EFECTO	ENERGÍA	VIDA	RELAJACIÓN	REPOSO

And next one scheme, found in the same book (López González YEAR: 185) served as a base for the introduction of my sessions –the emphasis of making some deep breathings, followed by some conscious breathings-.

RESPIRACIÓN CONSCIENTE	RESPIRACIÓN PROFUNDA
Prestar atención a la propia respiración	Exageración de la duración de cada fase respiratoria.
1) Solo observar. 2) Sin querer modificar nada.	<i>Larga:</i> La espiración suele ser más larga que la inspiración. <i>Completa:</i> Se usan todas las zonas anatómicas que posibilitan la respiración: (vientre (1), riñones (2), tórax (3) y hombros (4).
1) Contando, 2) Frase, 3) Sensación o tacto, 4) Imagen mental, 5) Movimiento	1) Imagen de la ola del mar. 2) Imagen del muñeco.
Atención. Concentración. Contacto con uno mismo, interioridad.	Limpia y elimina el CO ₂ residual. Es relajante. Se aplica en casos de emociones intensas o estresantes.

Tabla 11

I guided their initial breathing cycles by counting a slow, long, and complete breathing sequence, which should follow the scheme: inspiration= x , inspiratory apnea= $1/4x$, exhalation= $2x$, exhalatory apnea= $1/2x$.

So, the sessions continued with some exercises based on the following methods:

1. **Alexander Technique** by F.M.Alexander, 1869-1955. It is used in the field of Corporal and Preventive Therapy as well as in Postural Reeducation. It was born out of the author's self-observation and self-cure of an aphonia. Alexander almost lost his voice and suffered from many breathing problems which often left him gasping and panting for air. As a professional singer, he found that by using "conscious control" of actions, by inhibiting bad breathing techniques and by focusing on the "means whereby" rather than "the end to be gained", his vocal problems and longstanding respiratory problems disappeared.

To sum it all up, it is away of learning how to get rid of harmful tension in the body. It works with a corporal and psycho-corporal dimension. Alexander revealed that the retraction of the head provokes dysfunctions, and showed a primary control in the relation between head, neck and back. His essential formula is first to inhibit the movement, in order to think correctly and therefore move correctly afterwards; it is about moving mindfully. The psychophysics' resources of the meditations are: breathing, the posture, movement and the corporal visualization. This technique has been accepted by the medical scientific community, with research carried out in England and the USA. Specialized training is offered and regulated by Trainers' Associations.

It is applied mostly in artistic learning (musicians, actors), and in England is used in several schools.

2. **Progressive Muscle Relaxation** by Jacobson (1938). Used in Psychotherapy, other therapies and medicine. It was researched during the years 1936-1962 in the laboratory of Clinical Physiology of Chicago. Wolped added amendments afterwards. Many different adaptations of this method proliferate (by Bernstein and BrokovecCautela and Groden, Huber). It has a both corporal and mental dimension.

Its theoretical tenets are based on the alternation of straining and relaxing muscles, without suggestive or hypnotic elements (muscle by muscle, gathered in groups). It is focused on the subject's perception of different grades of tension and proprioceptive and kinesthesia's feelings. The psychophysics' resources of the meditations are self-observation, relaxation, movement and sensorial knowledge. It's been recognized scientifically, published in diverse sources and offers a diverse kind of training. It has already been used before in a classroom, and some research have proved the improvements of the performance of some students after some sessions of relaxations (Margolis, H., & Pica, L. (1990). *The effects of audiotaped progressive muscle relaxation training on the reading performance of emotionally disturbed adolescents*).

3+4. Visualization: (the beach). It is the psychophysical ability of represent any object, scenery or life experientially by integrating willpower and the imagination. One must create a clear image of what has been chosen in order to obtain an objective: a more relaxed state (**3: The Beach**) or likewise an image of one's energetic movements (**4: Fluids of Energy**). Visualization is one of the easiest and most useful methods to relax. Some suggestion –see point 5. Self-suggestion / Self-confidence- is also used in order to feel that what we're imagining virtually is effectively there. The difference is that suggestion usually uses a voice (even a silent inner voice); I've also used suggestion in the part of *Fluids of Energy* dedicated to the chakras. There are many types of visualizations. What have practiced are Creative Visualization of scenes and landscapes (3: The Beach) and Corporal Visualization (4: Fluids of Energy). Following López González indications in his book *Relaxation in the Classroom –REEA-* (Wolters Kluwer, 2011:203), visualization can be used in the classroom in three different fields: as a methodology of curricular programs of both common or optative subjects; as a relaxation tool in any academic field; as a device to obtain emotional education and to prevent conflicts. An example of a research that supports this idea would be the one carried out by Guimond, R. (2001). *L'applicationpedagogique de la visualisation en milieu scolaire: Uncontexte de pertinence complementaire a la pedagogieconventionnelle* (the pedagogical use of visualization in the school setting: A context of complimentary relevance to conventional pedagogy). *Education Canada*, 40(4).

5. Self-suggestion / Self-confidence: In the early 20th century, the Psychologist Emile Coue used autosuggestion in an attempt to cure patients; his work, based on the simple basis of telling oneself positive ideas, is evidence to support the existence of autosuggestion and the power of the human mind. According to Georgi Lozanov, developer of the Suggestopedia, learners need a relaxed but focused state as the optimum state for learning (Bowen, T., 2002). In order to create this relaxed state in the learner and to promote positive suggestion, many tools can be used. E.g.: Focusing (Gendlin, 1998): *deep, friendly and attentive listening of one's self body to take advantage of its wisdom and become more aware of every experience, while it guides us to every action*; Positive Focusing (Marder, 1997): *focusing helps to develop the positive emotions of the students*.

In what relates to self-confidence, there are several research that have proved the existence of FLA, as I've mentioned before, but there are also many guides on how to get rid of this anxiety by improving the self-confidence, which implies a higher level of risk-taking (participation), be more active and therefore improve the student's learning [Brown, D. H. (1989)].

Positive thoughts used to encourage language learning have also been tested via mantra sounds, in order to provide a valuable new approach to language teaching [Collier, R. W. (1974)].

At the same time, the branch of the Psychology called PNL (Neuro-linguistic Programming), claim a connection between the neurological processes ("neuro"), language ("linguistic") and behavioral patterns learned through experience ("programming") and that these can be changed to achieve specific goals in life; this process could be used as "*an opportunity to reach their full intellectual potential in the learning environment*" [Helm, D. J. (2009)].

Even new branches in Psychology have arisen based on the power of positive thinking, such as Intentional Healing, developed by the scientist and transpersonal psychologist Jeanne Achterberg. (In 2001, Time magazine named Intentional Healing one of six innovators of alternative medicine for the coming century).

C) Planning: How did I prepare these sessions?

I do have some personal experience in the field of Meditation, but I needed more information. In order to obtain that, I asked professionals in the field of Relaxation and Meditation, and turned to a book called "Relajación en las aulas" [López González,

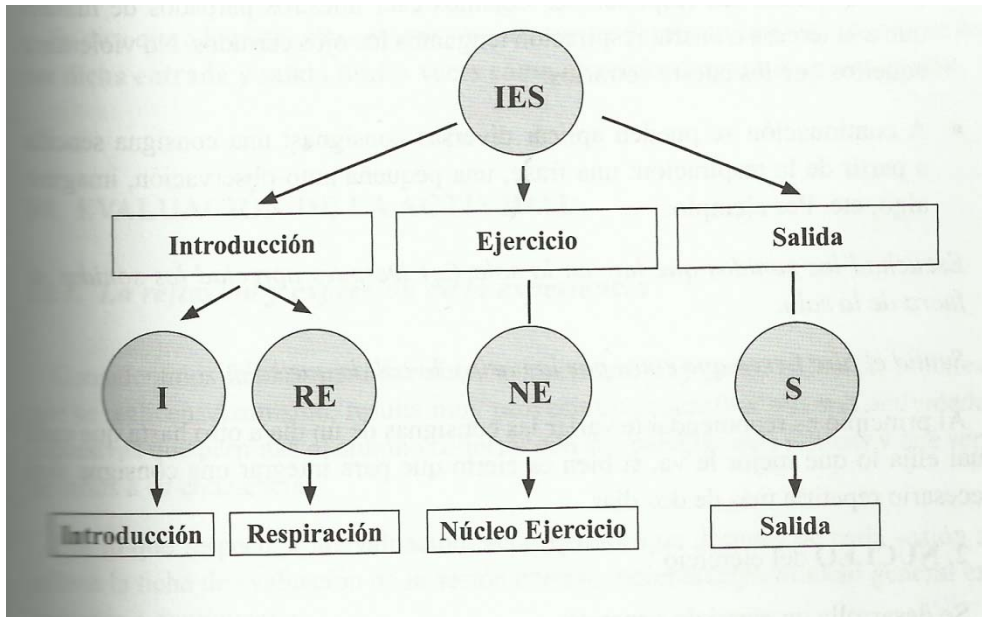
L.(2011)], which was really useful, especially in order to organize the sessions, as it can be seen in the following point (D). The book explains the benefits of a relaxed mind in the classroom, and then gets focused in a method called the *Sofrología Caycediana*, which consists on twelve steps (twelve grades of Relaxation called TREVA) which is used nowadays in several medical branches, sport training, learning, stress prevention or personal use. The limits I had (time, basically) did not allow me to follow them –I had to create them independently but they provided the perfect example to follow and an inspiration to me.

The music chosen for the sessions needed to be, obviously, relaxing. I also thought that I wouldn't like the students to get distracted by a new melody every day, so I chose a basic YouTube video of Relaxation that I played every day, except for the day of the beach, when I logically used a record of waves sound in order to increase the audible suggestion and for the last day, when I used a song by Godfrapp called Time Out From The World, as its melody may cause them to get relaxed as well as to practice an inner vision closed to a feeling of meditation (if induced). As an aside, I shall only outline briefly the difference between Relaxation and Meditation; even though they're closely related one to each other, Meditation obtains the same benefits as Relaxation gives but, moreover, it has a dynamic component of awareness of one's self-consciousness which cannot be found in a mere Relaxation. Each person has its different moment of awakening, but whether that happens to every student or not, Meditation will always induce them to get relaxed, and gives them the basis for a potential future arising of that perception.

I also prepared a document that I could use as a diary from each session, to write down every important thing that could happen (See Annex II).

D) Notes: Notes that I've had in mind when developing the relaxation sessions:

1. Importance of the entry and exit to the session (I've followed the following scheme displayed by Luis López González)



2. In the first minute, add a brief explanatory introduction, mostly related to breathing, as breathing is the basis for meditation or relaxation
3. Make the sessions last between 10-12 minutes
4. Structure them well : time, organization, material
5. I have made a record of each session in individual reports that I have written after each class (Sessions' Diary). ANNEX II
- 6-I tried to use a calm, soft, but, at the same time firm tone of voice, at all times.
7. I've trusted in the ability of each student to accomplish the task

E) SESSIONS:

It's important to know that the sessions I prepared are not transcripts from audiovisual relaxation resources or excerpts from relaxation's or meditation's books. In just one case, I have transcribed part of a video, but the rest of the sessions have been prepared by me individually, starting from the basic methods and taking/adding what I thought would be more entertaining and at the same time efficient for my pupils. Therefore, this is how I projected the sessions I carried out (the full development of each session can be seen in Annex III):

a) Day 1: Breathing and the Alexander technique

I tell my students to close their eyes and then I play the music.

I give them a brief explanation about the importance of breathing, and urge them to take some deep breaths (I guide them through this process).

As they're not used to controlling the flow of their thoughts, I encourage them to accept the usual interferences from our minds, which are used to being active –in a nonproductive way most of the time- and should not be now. I also ask them not to judge such intrusions harshly, as if they were looking at a stranger, which allows them to be kinder to themselves, not so critical, therefore feel more relaxed and opened to the experience.

At this point, I introduce some self-suggestion by asking them to repeat few sentences I say in relation to their breathing.

Then I begin with the Alexander Technique, which consists in traversing different parts of the body, visualizing the distance between each of these parts, paying attention to one's breathing, and becoming aware of one's posture.

Then, slowly, after saying some sentences, which serve as a bridge between the state of concentration and the way out of the exercises, I indicate to them that the end of the session has arrived. At the same time, I remind them that the current state of mind can be reached by them whenever they feel like to, as they're the ones who have reached it on their own.

b) Day 2: Jacobson (Progressive Muscle Relaxation)

The first part of every day is basically the same, as breathing is the basis for Relaxation and/or Meditation. This way, I tell my students to close their eyes and I play the music. I give them a brief explanation about the importance of breathing, and urge them to do some deep breathing (I guide them through this process).

Then, we begin with the Relaxation. I point to the posture they must acquire and tell them how to focus their mind on some conscious breathing (...).

After that, I tell them what the Jacobson method consists of; I point out the importance of being aware of each muscle at each moment (concentrating on in different parts of the body once more) and to pay special attention to those parts of their body where they might have some problems. “Breathing must also be on your mind” at all time, I remind them.

Starting with the hands and finishing with their toes, their body is divided in fifteen parts on which they must become focused on following my indications.

Once the mental journey over their body is finished, I ask them to move their bodies slowly until they end up by stretching themselves out as far as possible. I remind them again that the current state of mind can be reached by them whenever they feel like doing so. (...).

c) Day 3: The Beach

The music I decide to use it the one taken from the video “4 Hours Ocean Waves Sea Waves Without Music - Natural Sound Of The Ocean”, as I’m going to ask them to visualize a beach.

As soon as they close their eyes, I repeat once more the daily introduction (first deep breathing, followed by the conscious one), and then I ask them to begin imagining a beach they would like to be on, it does not matter whether they have been there or not. The idea is to have in mind a place that was specially pleasant and relaxing for them.

In order to carry out a proper visualization, there are some steps that need to be monitored (which we followed):

- To be in total silence and adopt a correct posture
- To make the object concrete that is going to be visualized (the beach)
- To create an initial idea, that is clear and simple (general description)
- To focus on a detail (two birds flying in the skyline)
- “Give depth” to each sense (e.g. the taste of the salt, the touch of the sand)
- Begin to observe the well-being in one’s body
- Acknowledge to yourself, the joy of the experience
- Leave the place little by little, releasing yourself from the exercise knowing that we can go back to that place/ state whenever we want to.

d) Day 4: Bright Fluid and Chakras Visualization

Before beginning with the Relaxation itself, I need to give a basic explanation of what chakras are. I explain to them that they are our energetic centers, which regulate and distribute the vital energy that flows throughout our bodies. Taking as a reference my own body, I go through the chakras, one by one, talking about the items that are associated with them (a color, an element, a talent, a part of our body). I mention three chakras that will be used in our session afterwards.

Then, I play the same music as on the first day and repeat the basic beginning steps: “first deep breathing, followed by the conscious breathing (...)”

This session has two basic parts: in the first one I’ve followed an exercise carried out by Luis López González, as published in the book “Relajación en el aula”, where students must feel the flow of a ball of outer energy through their bodies. In the second part, I decided to add an exercise that I was taught by a kinesiology instructor, so I asked them to be the ones who expel their inner energy to the outside, all over the class. I chose three chakras and they had to expel the energy from those chakras in particular.

Then, once more, I asked them to move their bodies slowly and stretch themselves out. I reminded them again that the way they felt can be reached by them whenever they feel like doing so (...).

e) Day 5: Exam/Last day: Self-suggestion and Visualization

For their last session, I wanted them to be aware of what they’ve learned and how they’ve managed to do so on their own.

This session had to be prepared in two different ways. In order to check the possible quantitative changes I prepared an exam afterwards, but I could only carry this out with two out of three groups (due to my schedule I could not assist to every class of the third group, so I did not know, what exactly should be asked in the exam).

Moreover, this was the most specific session of all of them, as the Relaxation was replaced by Self-suggestion and motivation activities, focused in the test they’d have afterwards or in a general self-conception. This way, we had two different sessions:

a) 4 ESO and 1 BACH (with exam):

We began with the same procedure (closed eyes, correct posture, deep and conscious breathing, relaxing music). Then, following the basic mantra procedure (I said a sentence out loud and they repeated it several times in their minds), I tried to induce persuade them to a use basic kind of self-suggestion related to their abilities, firstly from a general perspective, secondly focusing on it towards the test. I tried to make them realize their inner power, especially from the perspective of their sub consciousness and its ability to retain what is learnt and recall that information afterwards.

I then stopped the music and changed it for another track, in order to make a clear gap between one exercise and another. After some initial breathing –once more- I talked to them about what we had learnt in the sessions, emphasizing the importance of the present moment, of self-observation, and about the power that they all have over their states of being. This last part, in particular, becomes the last sentence of the task, as I then ask them to open their eyes and stretch out.

b) 3 BACH (without exam):

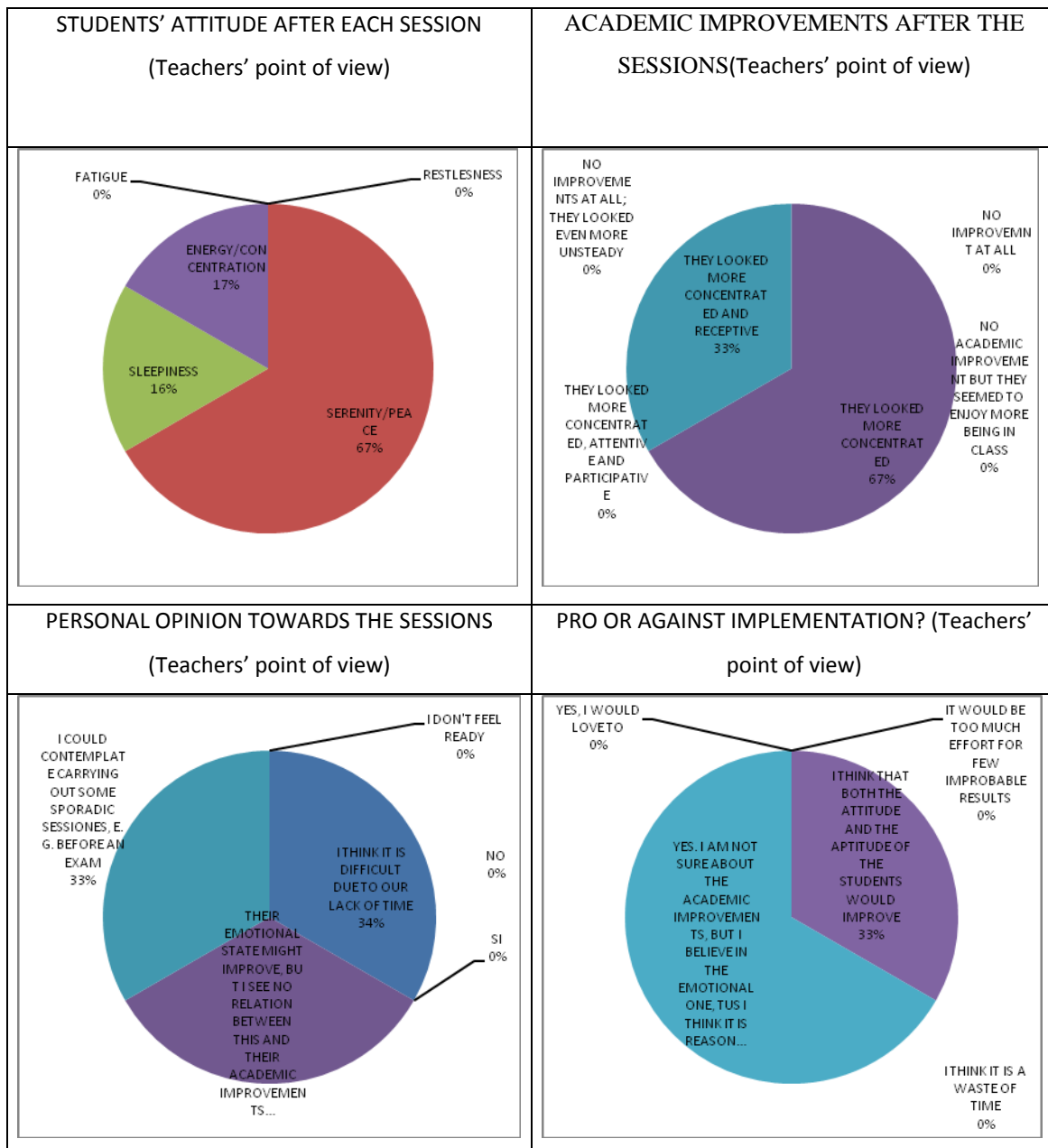
We began in a completely different way: eyes opened, I talked to them from the blackboard, as a traditional teacher, and explained to them what we had learnt from those relaxation exercises, outlining once more the importance of our willpower. As the perfect example, I showed them a video about learned helplessness, so they could see how complicated and powerful their minds can be.

I then stopped the music and changed it for another track, in order to make a clear gap between one exercise and another. After the usual procedure (closed eyes, posture, deep and conscious breathing) I asked them to repeat to themselves –as I had done with the other group- some sentences not related to their capabilities in a general way, as there was no exam afterwards.

Then, as usual I asked them to stretch out and open their eyes, and remarked their potential strengths to feel good.

9. RESULTS:

From the very first session, the teachers and I observed in the course of the classes that the atmosphere had improved after the sessions and students seemed to pay more attention. Nevertheless, the teachers' opinions needed to be measured, as they, as professionals who are in contact everyday with these pupils, knew much better than I if any changed had occurred (ANNEX IV). Their answers are shown in the following graphs:



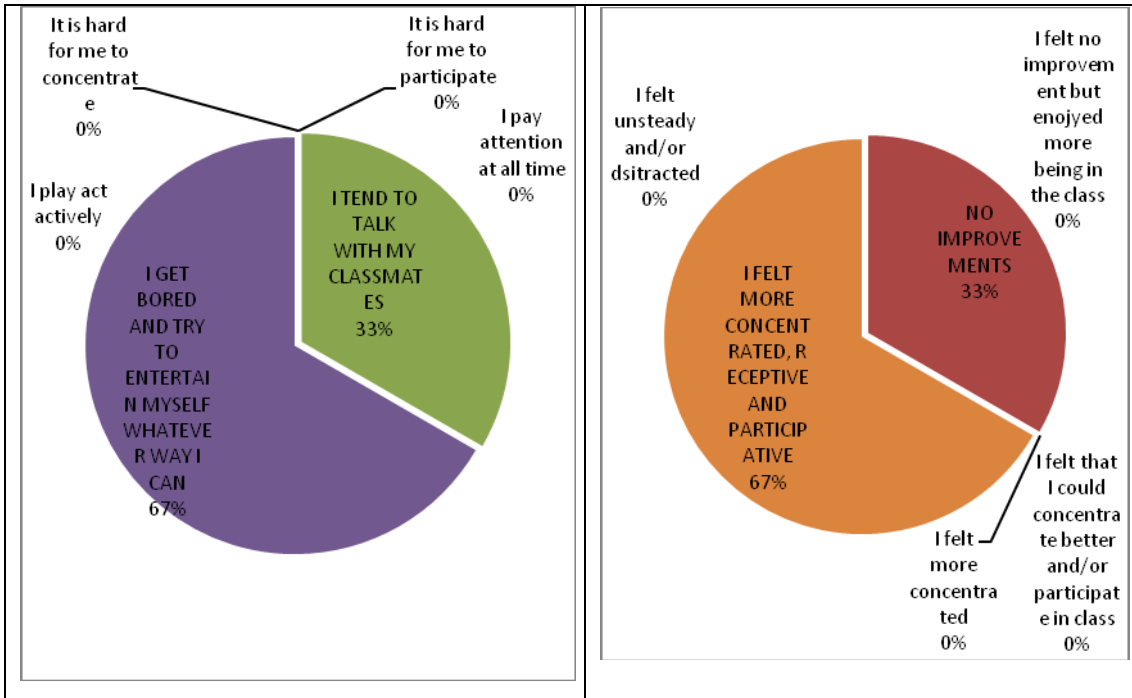
These results revealed that a high percentage of students seemed to feel differently after the sessions. The atmosphere in the class appeared to be more serene and relaxing, and most of the students gave the impression of being more receptive and able to concentrate better than usual. The teachers did not believe that these activities would be panacea for every problem at school, but they liked the perceptible results so much that they definitely would consider implementing some sessions in their classes.

Now this data needed to be corroborated by a qualitative test carried out by the students. Did they also feel those changes that we, from an external point of view, had appreciated? Here are the results after checking the students' observations reflected in the qualitative tests:

1 ESO FLEXIBLE I -----

This class could only attend one of the sessions, which I delivered before an English class that I taught on my own. These students present many difficult and/or attitudinal problems. As seen in the first graph, their usual attitude in class is focused on trying to entertain themselves in every manner possible except of course by paying attention in class; some of them simply cannot follow the rhythm of the rest of their classmates. They did not know me before that day of the session, and felt quite reticent at the very beginning (e.g. I had to convince one of them to move closer to where the rest of us were, as he usually stays at the end of the class and does not pay attention at all); yet, it only took a pair of breathing exercises to remove a childish smile from their faces and to start following my instructions. Once we had finished, we managed to have an English class where we all participated; moreover, the pupil whose usual place is at the end of the class, joined in continuously.

USUAL ATTITUDE	SELF-CONCEPT OF ACADEMIC IMPROVEMENTS AFTER THE SESSIONS
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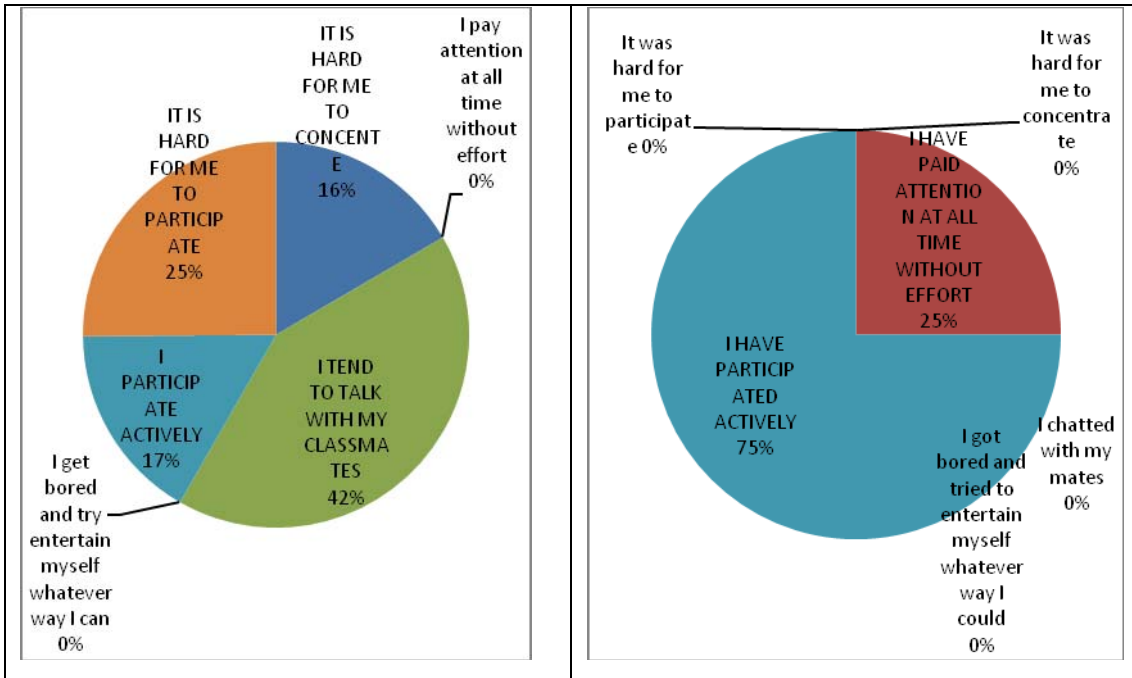


1 ESO FLEXIBLE II -----

This class was without any doubt the place where I could appreciate the greatest change and among all the classes I instructed (both the sessions and English class) this indeed, was the one that initially presented the most difficulties. On the day of my session only two students attended; the rest of them had simply not turned up for school that day. Absenteeism is not the main problem for this group. For example, that day of the session, one of the students who came has a visible attitudinal problem; he has been diagnosed with hyperactivity, but I had never seen anyone at that age with such a lack of control over his own impulses. The other person was far calmer, but as I had been able to identify in a previous class, she has to make a huge effort to follow the class' rhythm.

These two students felt even more reticent than the previous ones, and I had to repeat them at least three times to close their eyes. But once more, as soon as we started, they followed my instructions very carefully. The subsequent class was developed in a continuous effort from their side to participate, and try to guess the answers to every question that was asked. As seen in the graphs, they also felt an improvement in their own level contentment and in-class participation.

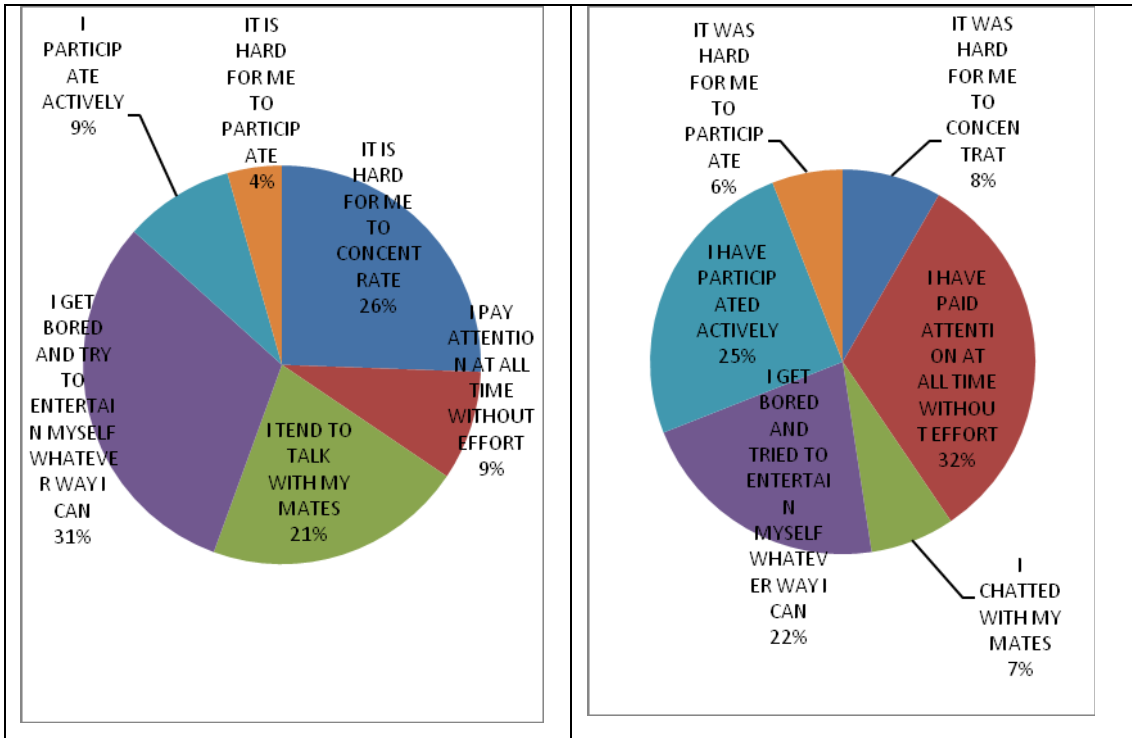
USUAL ATTITUDE	ATTITUDE AFTER THE SESSION
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3 ESO

I was never able to teach in this class, so even though I could carry out the five sessions with this group, I did not have the time to check myself whether their condition had changed afterwards. Nevertheless, I still had their teacher's statements to let me know that there had been a slightly change. As it can be seen in the graph, their usual attitude is unfavorable towards the learning experience: students tend to get bored and talk to their friends; it is hard for them to participate and concentrate and just a few of them admit taking part in the class and paying attention. On the other hand, after these sessions, some of them felt an improvement in their attention and participation, and that small previous quantity of students who took advantage of being in class became more than half of the participating students.

USUAL ATTITUDE	ATTITUDE AFTER THE SESSION

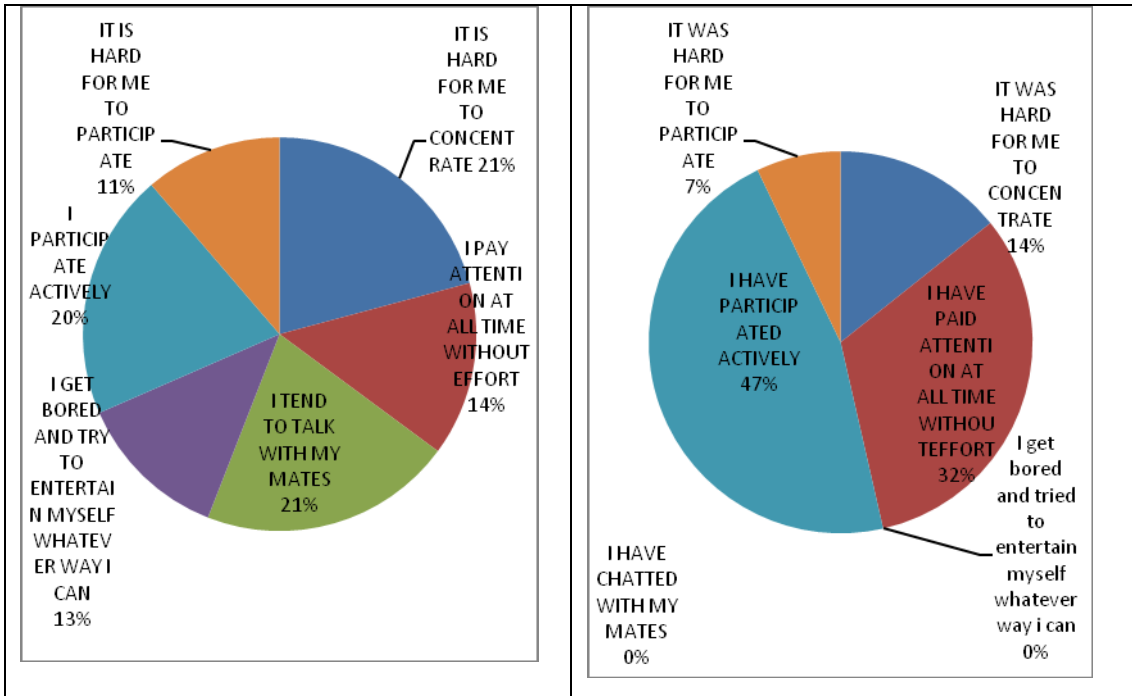


4 ESO -----

I had the chance to be with these students more than with any other group. From the very beginning my tutor gave me the opportunity to give them a few classes, so we got to know each other from the very beginning.

Whether this was the cause for the results of the tests or not, cannot be stated, but their attitude towards the sessions was so positive that later on some students from the control group asked me to become part of the experimental one (their proposal had to be obviously rejected). The attitude of those who took part changed immediately after the first session. One could easily see a calmer attitude and a bigger participation in many of them. The most impressive point, from my point of view, is not just the observable improvement of participation, but how many of them paid more attention in class without perceiving that they were carrying out progressively more difficult tasks.

USUAL ATTITUDE	ATTITUDE AFTER THE SESSION
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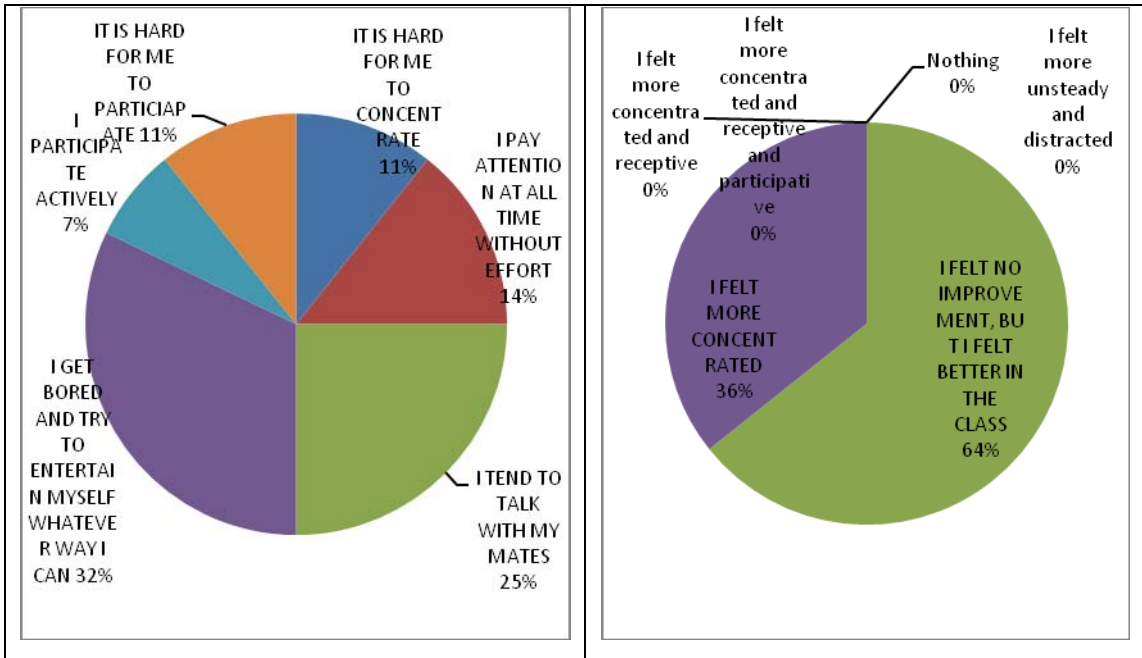


1 BACH -----

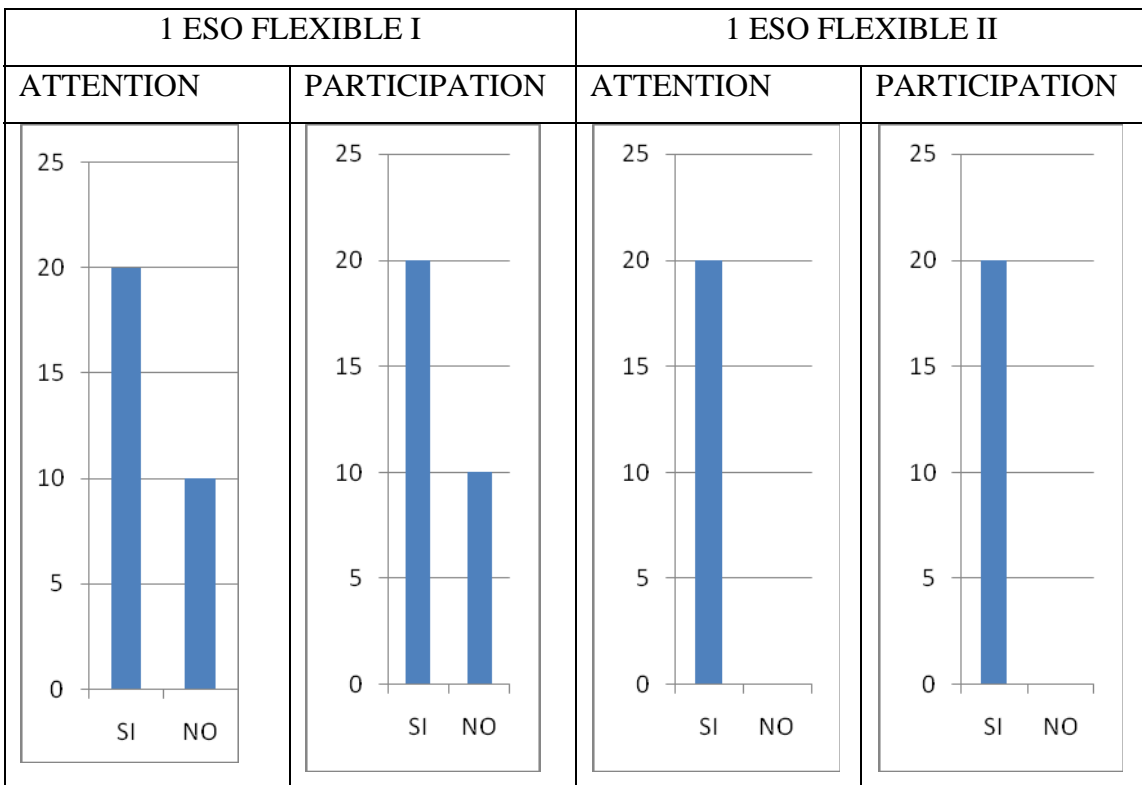
This group, maybe because of the older nature of the group, does not represent such a nervous attitude in class; nevertheless, many of them present a lack of proper interest which impedes their learning opportunities. They seem to be more of a *couldn't care less attitude*, and my biggest fear was not being able to gain their interest for the sessions, potentially causing a waste of time from their usual class time. I was wrong; their usual kind of rebellious attitude disappeared from the very beginning and they accepted (and enjoyed, through what they said) carrying out the activities.

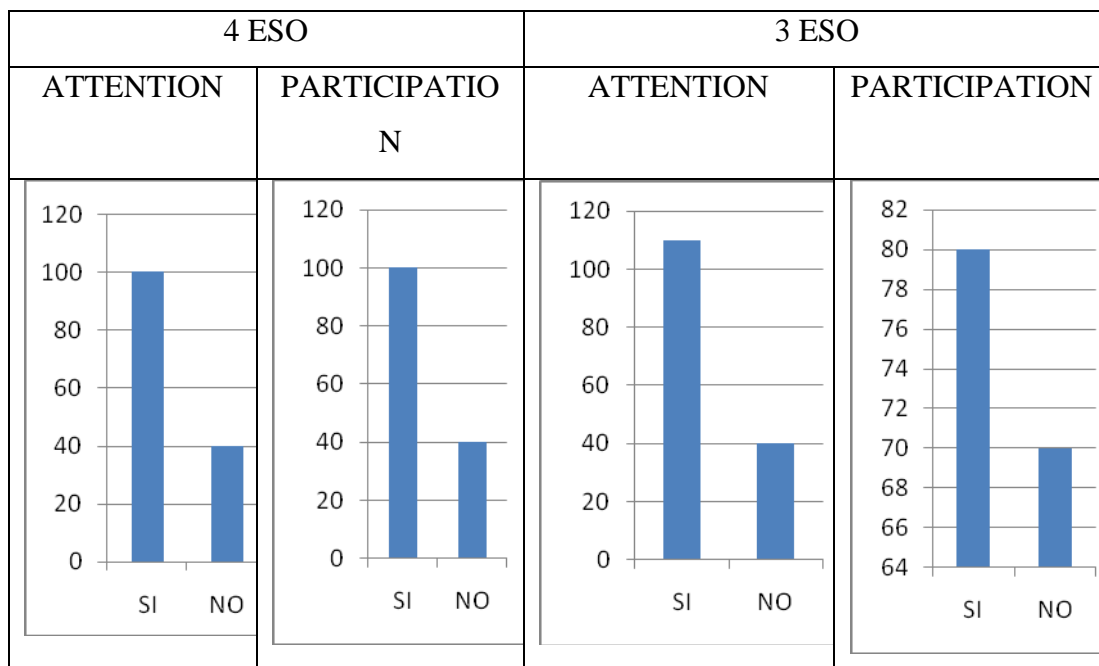
The results of their qualitative tests do not show an amazing improvement in participation, but it does imply, without any doubt, a better atmosphere in class, which could logically lead a better concentration and future academic progress.

USUAL ATTITUDE	SELF-CONCEPT OF ACADEMIC IMPROVEMENTS AFTER THE SESSIONS
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In what relates to the personal opinion towards their attention and participation, we can see, as well the more “problematic” the students consider the process of learning, the more they feel an improvement after the sessions; this way, we can see in the “flexible” groups a bigger improvement than in the others.





10. CONCLUSION:

What needs to be commented upon, beyond the positive results that have been demonstrated in the previous graphs, is that all these sessions were focused on the students' scholarly improvements, but we should remember that we are talking about a school where many students present emotional problems that usually impede academic learning. Moreover, the exercises we implemented could be carried out autonomously and individually whenever so desired.

As I told them in many occasions, they have learnt that their personal uneasiness can be put under control; that they have the power to feel better. And we must never forget that we, as teachers, are part of one of the most important institutions of society: education. Our work does not reside merely in getting our students to obtain high marks, but it also implies making an effort in order to make them believe in themselves. We must give them the strength to feel responsible for what they are doing, for what they feel, for what they want to achieve. We must guide them, not just in their academic lives, but in their personal ones as well. As it has been explained throughout the Results section, something as brief and easy to carry out as these activities could help them enormously to these ends.

The quantitative results showed no real improvement in the academic results, but the limitations must be taken into consideration. Moreover, we must bear in mind the logical cause-effect relationship between a better atmosphere in class, improvements with student attention spans, concentration and in-class participation, which could lay the potential foundations for future academic improvement.

Every test showed that students feel better in class after the relaxation sessions. Many of them felt that they could concentrate better and were more participative subsequently in class as well.

The teachers universally considered the project not to be a waste of time, as the in-class atmosphere was felt to have improved afterwards too.

This project should be followed by at least one teacher with one of their classes over the course of a full academic year, in order to fully appreciate the knock-on effect on the students' academic results. Nevertheless, doubtless during the process a better atmosphere would be guaranteed.

Students who are motivated to learn, do better academically, show better understanding of the concepts they are taught, are more satisfied with school and have lower dropout rates.

Teachers who need to cope with problems of FLA in the classroom will also benefit by this role as a relaxation/meditation guide; the experience has shown me that the way I felt after each session allowed me to develop into a more calm , confident yet firm instructor.

Throughout this research, no disadvantage has been noticed; both students and teachers have acknowledged that they have benefited from it.

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ANNEXES

ANNEX I

1. Hemos realizado cinco sesiones de relajación/meditación de 10 minutos de duración aproximadamente antes de comenzar cinco clases habituales de inglés. De entre todas estas sesiones, ¿cuál es la que más te ha gustado?

- Primer día: Respiración y Método Alexander (notar la distancia entre cada parte del cuerpo)
- Segundo día: Respiración y Método Jacobson (tensión - distensión de músculos)
- Tercer día: Respiración y Visualización (la playa)
- Cuarto día: Respiración y Energía corporal (bola de luz)
- Quinto día: Respiración y Autoconciencia

2. ¿Cuál de los siguientes estados anímicos se aproxima más a tus sensaciones posteriores a cada sesión?

- Desazón/Inquietud
- Serenidad/Paz
- Somnolencia
- Energía/Concentración
- Cansancio

3. Y durante las sesiones, ¿cómo te has sentido?

- Extraña/o; no sabía qué hacer
- Tenía miedo
- Quería reír
- Sentía curiosidad
- Bien
- Mal

Other (please specify):

4. Marca de entre las siguientes opciones aquellas que relacionarías con tu estado durante la relajación (en caso de encontrar estados que lo puedan definir; si no, puedes utilizar la casilla otros):

- Como dormida/o
- Distante, lejos de aquí
- Silencioso
- Tenía los músculos muy relajados
- Serena/o, pacífica/o, a gusto.
- Sentía confianza en mí misma/o, seguridad y energía.
- Me sentía muy feliz.
- Agradecida/o, bondadosa/o, amorosa/o.

Infinito y eterno, sin límites.

Other (pleasespecify):

5. Durante los ejercicios;

Me he entregado a las instrucciones de la profesora.

He conseguido mantener la atención.

He tenido dificultades.

Me distraía.

Aceptaba las dificultades.

6. Habitualmente:

Me cuesta concentrarme en clase.

Presto atención continuamente y sin esfuerzo.

Tiendo a hablar con mis compañeros.

Me aburro y trato de entretenerme como puedo.

Suelo participar activamente.

Me cuesta participar.

Other (pleasespecify):

7. Después de cada una de estas sesiones, en la clase de inglés:

Me ha costado concentrarme en clase.

He prestado atención continuamente y sin esfuerzo.

He tendido a hablar con mis compañeros.

Me he aburrido y he tratado de entretenerme como he podido.

He participado activamente.

Me ha costado participar.

8. ¿Consideras que tu atención ha mejorado después de cada sesión?

Sí

No

9. ¿Consideras que tu participación ha sido más activa después de cada sesión?

Sí

No

10. ¿Crees que tus aptitudes académicas se han incrementado durante la hora posterior a cada sesión?

Para nada. Me sentía más inquieto y despistado.

Para nada.

Para nada, pero me sentía más a gusto en clase.

- Me sentía más concentrado.
- Me sentía más concentrado y receptivo.
- Me sentía más concentrado, receptivo y participativo.

ANNEX II

DIARIOS DE CONTROL
<p>CARACTERÍSTICAS DE LA SESIÓN:</p> <p>Fecha:</p> <p>Clase:</p> <p>Técnica usada:</p> <p>Tiempo de práctica:</p> <p>Lugar:</p> <p>Música:</p>
<p>ESTADO GENERAL CONSEGUIDO/ SENSACIONES A DESTACAR:</p>
<p>EJERCICIOS REALIZADOS/ MÁS O MENOS REVELADORES/ POSIBLES ADAPTACIONES FUTURAS:</p>
<p>PRINCIPALES DIFICULTADES:</p>
<p>ASPECTOS REFERIDOS AL GUÍA (YO):</p>
<p>OTRAS OBSERVACIONES:</p>

ANNEX III

f) Día 1: Alexander y Respiración

“Música de relajación” de Youtube

Cerramos los ojos

Explicación: la respiración es el puente entre nuestro cuerpo y nuestra mente. Sus funciones son fisiológicas, pero también influye en nuestros pensamientos y en nuestro estado de ánimo. De esta manera, quien controla su respiración, controla su mente y sus emociones. Si miramos cómo respiramos, veremos cómo vivimos... Durante esta relajación debemos mantenernos en todo momento conscientes de nuestro proceso respiratorio, así como de las diferentes sensaciones de bienestar que se van a ir produciendo. Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas:** inspiramos por la nariz, y espiramos por la nariz o por la boca suavemente. Inspiramos y espiramos. La espiración dura el doble de tiempo que la inspiración. Al respirar el aire entra en nosotros de la siguiente manera: primero por el vientre, riñones, tórax, hombros y clavículas... Nos imaginamos una ola de mar entrando en nosotros desde el abdomen, que va inflamando nuestro vientre, nuestros riñones, nuestro tórax, hombros y clavículas... Hacemos 6 inspiraciones profundas como éstas: Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar...

Comenzamos la Relajación: Con la espalda recta, apoyada contra la silla, los hombros caídos, adoptamos una postura cómoda. Con los ojos cerrados, centramos toda nuestra atención en la zona abdominal, más o menos donde el ombligo. Nos despreocupamos de todo lo demás. A partir de este momento, nada nos preocupa ni nos molesta. Vaciamos la mente de pensamientos.

No importa cómo se esté produciendo ahora mismo la respiración; ahora mismo simplemente nos limitamos a observarla. A esto se le llama hacer respiraciones **conscientes.** Solo observamos, sin querer modificar nada. Experimentamos las diferentes sensaciones que percibimos al inspirar y al espirar. Enfocamos SOLO en ello nuestra mente. Atentos, concentrados, contactamos con nuestra interioridad, más allá de nuestra mente y de nuestro cuerpo físico. Para conseguirlo, podemos contar las inspiraciones, o centrarnos en cómo el aire entra por la nariz y en cómo sale por la nariz o por la boca, o estar atentos a cómo el vientre se infla y desinfla.

Desconectamos de lo demás. Disfrutamos de la serenidad que comienza a surgir.

Es muy difícil evitar que vengan a nuestras cabezas pensamientos o imágenes, así que en vez de enfadarnos cuando éstos nos distraigan, lo aceptamos de buen grado. Debemos auto observarnos y ser amables con lo que encontramos, sin juzgarlo, sin juzgarnos, con una actitud algo pasiva, como si fuera otro. Normalmente solemos vivir en la cabeza, pendientes de nuestros pensamientos, esclavizados por el pasado o por el futuro. Pero nuestro cuerpo participa del aquí-ahora: si observamos nuestro cuerpo volvemos inmediatamente al presente. Lo importante es VOLVER a conectar con la respiración.

A partir de ahora dirigimos nosotros mismos el proceso: al inspirar el aire entra lentamente por la nariz, y notamos que nuestro vientre se hincha. Al espirar, el aire sale también suavemente por la nariz (o por la boca) y el abdomen desciende como un globo. A veces resulta difícil respirar con el abdomen, pero debemos hacerlo así. Es como lo hacíamos al nacer. Vamos notando cómo sube y baja, mientras el tórax permanece inmóvil.

Al inspirar entra paz y tranquilidad. Al espirar, sale nerviosismo y tensión. Recordamos que la espiración dura el doble que la inspiración. Ahora repetid para vosotros mismos: cuando inspiréis: “entra paz y tranquilidad”, y al espirar, decíos “sale nerviosismo y tensión”...“entra paz y tranquilidad”, “sale nerviosismo y tensión”.

Mis pies están apoyados sobre el suelo, totalmente en contacto con él, y a la misma distancia el uno del otro como uno de mis hombros del otro.

Dejo mi cabeza libre.... Dejo mi cuello libre... Dejo que mi lengua repose en mi boca... Noto la distancia entre mi cabeza y mi cuello, y siento mi cuello largo, larguísimo, mientras mis hombros caen, totalmente relajados... Siento la distancia entre mi cuello y mis hombros.... Entre mis hombros y mis codos, siento mis brazos largos, largos... Percibo una distancia inmensa entre mis codos y mis muñecas... y veo que mis manos son largas, grandes, inmensas...

Siento una gran distancia entre mis caderas... Percibo una línea larguísima entre mi cadera izquierda y mi hombro derecho... Otra línea igual de larga entre mi cadera derecha y mi hombro izquierdo.....

El proceso de respiración se va ralentizando, es más lento, rítmico y agradable. Conlleva una mayor serenidad.

Dibujo mentalmente otra recta kilométrica entre mis caderas y mis rodillas... y luego otra entre mis rodillas y mis tobillos... Noto mis pies, que siguen apoyados sobre el suelo, ampliados, en contacto con la tierra.

Ninguna otra cosa me interesa. Nada me preocupa ni me molesta. Con cada espiración expulso las tensiones y me siento mejor, en una sensación más agradable. Nos sentimos mejor.

Nos limitamos a respirar, y a ser conscientes de la profunda serenidad que entra con cada respiración. El aire, al salir, expulsa toda preocupación.

Para salir de la meditación, vamos moviendo lentamente todo el cuerpo, comenzando por las manos y los pies, hasta llegar a estirarnos totalmente. Abrimos los ojos y experimentamos una sensación de descanso y serenidad, que permanecerá con nosotros el tiempo que queramos, hasta que decidamos dejar de tomar conciencia de nuestra respiración.

g) Día 2: Jacobson (Relajación muscular progresiva)

“Música de relajación” de Youtube

Cerramos los ojos

Explicación: Con la espalda recta, apoyada contra la silla, los hombros caídos, adoptamos una postura cómoda. La calidad de la respiración influye en la calidad de nuestra vida. Una respiración rápida provoca nerviosismo, descontrol o ansiedad; sin embargo, una respiración rítmica y consciente tranquiliza y aporta paz interior. Quien controla su respiración, controla su mente y sus emociones. Durante esta relajación debemos mantenernos en todo momento conscientes de nuestro proceso respiratorio, así como de las diferentes sensaciones de bienestar que se van a ir produciendo. Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas**: inspiramos por la nariz, espiramos por la nariz o por la boca suavemente. La espiración dura el doble de tiempo que la inspiración. Al respirar el aire entra en nosotros de la siguiente manera: vientre, riñones, tórax, hombros. Nos imaginamos una ola de mar entrando en nosotros desde el abdomen. Hacemos 6. Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar...

Comenzamos la Relajación:

No importa cómo se esté produciendo ahora mismo la respiración; ahora mismo simplemente nos limitamos a observarla. A esto se le llama hacer respiraciones **conscientes**. Solo observamos, sin querer modificar nada. Experimentamos las diferentes sensaciones que percibimos al inspirar y al espirar. Enfocamos SOLO en ello nuestra mente. Atentos, concentrados, contactamos con nuestra interioridad.

Nos concentramos en el aire que entra lentamente por la nariz mientras se expande el abdomen; soltamos el aire por la nariz, o por la boca suavemente, soplando con lentitud, como si fuera un sonido lejano de viento, hasta agotar el aire de nuestros pulmones y que nuestro abdomen haya descendido totalmente. Al momento

volvemos a inspirar por la nariz y nuestro abdomen se hincha, y exhalamos por la nariz o por la boca y nuestro abdomen baja. Recordamos que la espiración dura el doble que la inspiración.

En los ejercicios de hoy vamos a tensar y a relajar determinados músculos; es importante no tensar músculos distintos a aquellos que estemos trabajando en cada paso. Seguimos disfrutando de una respiración correcta; esto es, lenta, larga, controlada, completa y rítmica, tal y como estamos aprendiendo. No apretamos dientes ni ojos. Pensamos única y exclusivamente en el contraste entre la tensión y la relajación. Es muy difícil evitar que vengan a nuestras cabezas pensamientos o imágenes, así que en vez de enfadarnos cuando éstos nos distraigan, lo aceptamos de buen grado. Lo importante es VOLVER a conectar con los ejercicios.

Cada tensión debe durar unos 10 segundos; cada relajación otros 10 o 15 segundos. Contamos mentalmente "1, 2, 3 ...". Tenemos cuidado en caso de tener agarrotamientos musculares.

1. **Manos**. Apretar los puños, se tensan durante 10 segundos –contar- y destensan durante 15–contar-. Los dedos se extienden durante 10 segundos –contar- y se relajan después durante 15 segundos –contar-.
2. **Bíceps y tríceps**. Los bíceps se tensan durante 10 segundos –contar- después relajamos dejándolos reposar en nuestras piernas durante 15 segundos –contar-. Los tríceps se tensan doblando los brazos en la dirección contraria a la habitual durante 10 segundos –contar-, después se relajan durante 15 segundos –contar-.
3. **Hombros**. Tirar de ellos hacia atrás (ser cuidadoso con esto) y relajarlos durante 15 segundos –contar-.
4. **Cuello** (lateral). Con los hombros rectos y relajados, doblar la cabeza lentamente a la derecha hasta donde se pueda 10 segundos –contar-, después relajar durante 15 segundos –contar-. Hacer lo mismo a la izquierda.
5. **Cuello** (hacia adelante). Llevar el mentón hacia el pecho 10 segundos –contar-, después relajarlo durante 15 segundos –contar-. (Llevar la cabeza hacia atrás no está recomendado).
6. **Boca** (extender y retraer). Con la boca abierta, extender la lengua tanto como se pueda 10 segundos –contar- y relajar dejándola reposar en la parte de abajo de la boca durante 15 segundos –contar-. Llevar la lengua hasta tan atrás como se pueda en la garganta durante 10 segundos y relajar durante 15 segundos –contar-.
7. **Lengua** (paladar y base). Apretar la lengua contra el paladar 10 segundos –contar- y después relajar. Apretarla contra la base de la boca 10 segundos –contar- y relajar.
8. **Ojos**. Abrirlos tanto como sea posible 10 segundos –contar- y relajar durante 15 segundos –contar-. Estar seguros de que quedan completamente relajados, los ojos, la frente y la nariz después de cada tensión.
9. **Respiración**. Inspira tan profundamente como sea posible; y entonces toma un poquito más; espira y respira normalmente durante 15 segundos. Después espira

echando todo el aire que sea posible; entonces espira un poco más; respira normalmente durante 15 segundos.

10. **Espalda.** Ser cuidadoso con esto. Con los hombros apoyados en el respaldo de la silla, tira tu cuerpo hacia adelante de manera que la espalda quede arqueada 10 segundos –contar-; relajar durante 15 segundos –contar-.
11. **Glúteos.** Tensa y eleva la pelvis fuera de la silla 10 segundos –contar-; relajar durante 15 segundos –contar-. Aprieta las nalgas contra la silla 10 segundos –contar-; relajar durante 15 segundos –contar-.
12. **Muslos.** Extender las piernas y elevarlas 10 cm. No tenses el estómago 10 segundos –contar-; relajar durante 15 segundos –contar-. Apretar los pies en el suelo 10 segundos –contar-; relajar durante 15 segundos –contar-.
13. **Estómago.** Tirar de él hacia dentro tanto como sea posible; relajar completamente durante 15 segundos –contar-. Tirar del estómago hacia afuera; relajar durante 15 segundos –contar-.
14. **Pies.** Apretar los dedos (sin elevar las piernas) 10 segundos –contar-; relajar durante 15 segundos –contar-. Apuntar con los dedos hacia arriba tanto como sea posible; relajar durante 15 segundos –contar-.
15. **Dedos.** Con las piernas relajadas, apretar los dedos contra el suelo 10 segundos –contar-; relajar durante 15 segundos –contar-. Arquear los dedos hacia arriba tanto como sea posible; relajar durante 15 segundos –contar-.

Volvemos a realizar 4 respiraciones profundas antes de salir de la relajación... Vamos moviendo lentamente todo el cuerpo, comenzando por las manos y los pies, hasta llegar a estirarnos totalmente. Abrimos los ojos y experimentamos una sensación de descanso y serenidad, que permanecerá con nosotros el tiempo que queramos, hasta que decidamos dejar de tomar conciencia de nuestra respiración.

h) Día 3: Playa

Sonidos: “4 Hours Ocean Waves Sea Waves Without Music - Natural Sound Of The Ocean - Relaxation:30 #009” de Youtube

Cerramos los ojos

Explicación: la respiración es la base de cualquier relajación profunda, así como del autocontrol mental y emocional. La respiración abdominal, rítmica y consciente, es lo más rápido y eficaz para conseguir un control mental y emocional. Durante esta relajación debemos mantenernos en todo momento conscientes de nuestro proceso respiratorio, así como de las diferentes sensaciones de bienestar que se van a ir produciendo. Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas**: inspiramos por la nariz, espiramos por la nariz o por la boca suavemente. La espiración dura el doble de tiempo que la inspiración. Al respirar el aire entra en nosotros de la siguiente manera: vientre, riñones, tórax, hombros. Nos imaginamos

una ola de mar entrando en nosotros desde el abdomen, siguiendo ese proceso: primero el vientre, luego los riñones... Hacemos 6 de estas respiraciones profundas. Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar...

Comenzamos la Relajación: Encuentra una postura, sin tensión, en la que tu cuerpo se vaya a sentir bien mientras dure el ejercicio. A continuación, lleva la atención a tu respiración.

No importa cómo se esté produciendo ahora mismo la respiración; ahora mismo simplemente nos limitamos a observarla. A esto se le llama hacer respiraciones **conscientes**. Solo observamos, sin querer modificar nada. Experimentamos las diferentes sensaciones que percibimos al inspirar y al espirar. Enfocamos SOLO en ello nuestra mente. Atentos, concentrados, contactamos con nuestra interioridad. Para conseguirlo, podemos contar las inspiraciones, o centrarnos en cómo el aire entra por la nariz y en cómo sale por la nariz o por la boca, o estar atentos a cómo el vientre se infla y desinfla.

En este momento solo existe tu respiración. Es útil descubrir que el mero hecho de centrarnos en nuestra respiración, es relajante por sí solo. Es fantástico darse cuenta de que tenemos ese poder sobre nosotros, si lo hacemos el tiempo suficiente.

Con los ojos cerrados, imaginas una playa. Una playa muy hermosa. Tal vez una en la que tú recuerdes haber estado en el pasado, y que fue especialmente agradable y relajante para ti. Tranquila. O tal vez una playa en la que te gustaría estar. Imagina que estás en esa playa, hace un día soleado, muy agradable.

Date cuenta de todo lo que te rodea, puedes verlo. La forma de la arena, los colores. El color del cielo y del agua.

Puedes ver el movimiento de las aguas, un movimiento rítmico que va y viene, que va y viene, como la respiración.

Es interesante también que te des cuenta de los sonidos; puedes escuchar el sonido del agua, del océano. Puedes escuchar cada ola.

Puedes sentir tu cuerpo agradablemente cálido, bañado por la luz solar. Notas la temperatura del cuerpo, agradablemente cálido. Si te gusta bañarte en el agua, tal vez sientas un ligero sabor a sal en los labios, como después de haberte bañado.

Ahora, sientes cómo estás de pie, y cómo aumenta la temperatura de tus pies al contactar con la cálida arena. Comienzas a caminar, paseando tranquilamente, viendo lo que te rodea. Hay un punto en el que puedes ver un par de pájaros jugando en el horizonte, metiendo sus picos en el agua.

Te sientas sobre la arena y miras al horizonte. Introduces tu mano derecha en la cálida arena, y coges un puñado de ésta, pudiendo sentir cómo cambia la temperatura de tu mano. Vas soltando lentamente esta arena, y observas cómo cae.

Vas siendo consciente de que observar esto te permite estar cada vez más tranquilo, más tranquila.

Ahora, te pido que hagas un repaso con tu mente a todo aquello que te relaja en esta playa. Colocatu atención en lo que más te gustó de ella. Por ejemplo, el movimiento y el sonido del agua, la sensación cálida en todo el cuerpo.

Disfruta un poco más de esta relajación. Deja que la atención descanse en aquello que es agradable. Puedes pensar: qué bien me encuentro, qué agradable estar aquí.

Disfruta de esta playa, y prepárate para ir saliendo de ella, sabiendo con certeza que tu mente tiene la capacidad para relajarte en más ocasiones, pudiendo regresar a este lugar interno de seguridad y tranquilidad cuando así lo desees.

Siente ahora tu cuerpo, en la postura exacta en la que te encuentras. Vamos moviendo suavemente los pies y las manos. Vamos abriendo los ojos, y poco a poco nos iremos incorporando.

i) **Día 4: Fluido luminoso (Luis L. González) y visualización chakras**

“Música de relajación” de Youtube

Explicación básica chakras: centros giratorios de energía/ regulan y distribuyen energía vital/ vitalidad que fluye por nuestros cuerpos. En nuestra columna vertebral, de manera ascendente. Se transforma en vibraciones conectadas con formas de energía universal: Son7:

1º: rojo, tierra, supervivencia, base de la columna vertebral.

2º: naranja, agua, sensualidad y sensibilidad, vida, órganos reproductivos.

3º: amarillo, fuego, poder personal, confianza en uno/a mismo/a, sistema digestivo.

4º: verde, aire, amor, equilibrio, pecho.

5º: azul, espacio, la expresividad, la creatividad, garganta.

6º: índigo, luz, concentración, intuición, entrecejo (tercer ojo)

7º: violeta, espiritualidad, corona.

Cerramos los ojos

Explicación: Durante esta relajación debemos mantenernos en todo momento conscientes de nuestro proceso respiratorio, así como de las diferentes sensaciones de bienestar que se van a ir produciendo. Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas**: inspiramos por la nariz, espiramos por la nariz o por la boca suavemente. La espiración dura el doble de tiempo que la inspiración. Al respirar el aire entra en nosotros de la siguiente manera: vientre, riñones, tórax, hombros. Nos imaginamos una ola de mar entrando en nosotros desde el abdomen, que sube por los riñones, el tórax, los hombros. Hacemos 6. Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar...

Relajación: Mantenemos la atención en inspirar lentamente por la nariz y espirar por la nariz o por la boca, imitando un lejano sonido de viento al salir.

Cierra los ojos y entrégate este rato a estar tranquila o tranquilo; sigue respirando profundamente. Coloca las plantas de tus pies en el suelo separadas el mismo ancho de tus hombros. Siente tus pies en el suelo, la temperatura de este espacio... escucha los sonidos que hay fuera.... Siente cómo tu cuerpo se refresca con el aire que entra y se calienta un poco cuando el aire sale...

Imagina como un fluido luminoso que entra por las plantas de tus pies con la intención de seguir subiendo por los tobillos -----*pausa*. Nota cómo ese fluido es suave y pacificador... Poco a poco va invadiendo los tobillos... las pantorrillas... y llega a las rodillas... Va subiendo por los muslos hasta llegar hasta tu ombligo. Esta parte es tu centro vital y se llama hara, que en japonés significa vientre. La energía vuelve ahora a bajar en forma de columna hacia el suelo pasando por el ano. La sensación es la de estar bien enraizado en el suelo.

Ahora, imagínate que a un metro de tu cabeza hay suspendida una bola luminosa, como un sol... De la bola, que es blanca y deslumbrante, emana un fluido de luz y energía que se va vertiendo sobre tu cabeza..., el contacto del fluido luminoso con el cuero cabelludo es suave y pacificador... Vas viendo cómo la luz entre en tu cráneo y comienza a inundar tu cara, tu cuello, tu corazón, y va expandiéndose por el cuerpo hasta llegar al hara, a nuestro vientre -----(*silencio largo, dejo que suceda en ellos*).

Del corazón sigue saliendo mucha luz hacia todo el cuerpo.... También se vierte por fuera del cuerpo.... Incluso podemos imaginar cómo llena la sala... hasta unirse con la energía de los otros compañeros.... Toda la sala está impregnada de esta luz pacificadora.

Ahora verás cómo la bola se hace cada vez más pequeña y va dejando muy poco a poco de irradiar luz y verter fluido (silencio). Se va apagando cada vez más... ya no queda apenas rastro del sol encima de tu cabeza.

Bien, en el siguiente ejercicio vamos a aplicar lo que hemos aprendido hoy sobre los chakras; vamos a ser nosotros los que emanemos luz, la luz que sale de tres de nuestros chakras: el 2, el 4 y el 7: inspiramos profundamente mientras nos centramos en el segundo: 2º: viene a nuestra mente el color naranja y la frase “soy energía”; con cada inspiración (cuatro inspiraciones) sentimos cómo de nuestra bajo vientre, más abajo que el ombligo, emana una luz naranja, mientras nos decimos: “soy energía”. (cuartochakra: 4* inspiración+ pecho+ verde+ “soy amor”) (séptimochakra: 4*inspiración+ corona+ violeta+ “soy luz”).

Volvemos a realizar 4 respiraciones profundas antes de salir de la relajación. Es muy difícil evitar que vengan a nuestras cabezas pensamientos o imágenes, así que en vez de enfadarnos cuando éstos nos distraigan, lo aceptamos de buen grado. Lo importante es VOLVER a conectar con la respiración; vamos moviendo lentamente todo el cuerpo, comenzando por las manos y los pies, hasta llegar a estirarnos totalmente. Abrimos los ojos y experimentamos una sensación de descanso y serenidad, que permanecerá con nosotros el tiempo que queramos, hasta que decidamos dejar de tomar conciencia de nuestra respiración.

j) Día 5: del examen: Autosugestión y Visualización VERSIÓN GENERAL

“Música de relajación” de Youtube

Cerramos los ojos

Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas**: inspiramos por la nariz, espiramos por la nariz o por la boca suavemente. La espiración dura el doble de tiempo que la inspiración. Al respirar el aire entra en nosotros de la siguiente manera: vientre, riñones, tórax, hombros. Nos imaginamos que nuestra respiración es como una ola de mar entrando en nosotros desde el abdomen. Hacemos 6 de estas respiraciones profundas. Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar, doble de tiempo...

No importa cómo se esté produciendo ahora mismo la respiración; simplemente nos limitamos a observarla. A esto se le llama hacer respiraciones **conscientes**. Solo observamos, sin querer modificar nada. Experimentamos las diferentes sensaciones que percibimos al inspirar y al espirar. Enfocamos SOLO en ello nuestra mente. Atentos, concentrados, contactamos con nuestra interioridad. Para conseguirlo, podemos contar las inspiraciones, o centrarnos en cómo el aire entra por la nariz y en cómo sale por la nariz o por la boca, o estar atentos a cómo el vientre se infla y desinfla.

Repetimos para nosotros mismos:

- Puedo relajarme.
- Puedo controlar mi mente.
- Puedo concentrarme en mis estudios.
- Puedo actuar al máximo de mi capacidad.

— ...

- Voy a realizar un test de inglés correcto.
- Voy a ir a clase tranquilo, relajado.
- En el aula habrá un ligero alboroto, como a veces pasa antes de un control. Yo me sentaré en mi mesa, y seguiré manteniendo estas respiraciones conscientes.
- Cuando nos entreguen el test, realizaré cuatro respiraciones profundas antes de comenzar.
- Si en algún momento del test noto que mi atención ya no está en el test porque algún pensamiento ha llegado a mi cabeza, dejaré que el pensamiento se vaya, respiraré profundamente y seguiré concentrado en el test.

— ...

- Puedo hacerlo. Siento que tengo la capacidad de llevar a cabo la prueba.
- Hay una información en mi cabeza que he adquirido estos últimos días; solo tengo que limitarme a plasmar en el test lo que recuerdo.
- Voy a buscar esa información almacenada en mi subconsciente y la voy a plasmar en el test.
- Mi subconsciente es una parte increíblemente poderosa dentro de mí, que me ayuda en el aprendizaje, en la comprensión, y en la habilidad para recuperar información.
- Voy a dejar que mi subconsciente actúe libremente, buscando, si es necesario, nuevas maneras aún más eficaces de recuperar esa información. Nuestro subconsciente es capaz de hacerlo, aunque nosotros no seamos conscientes de ello.
- He aprendido cosas difíciles en el pasado, que han ido resultándome más y más fáciles con el paso del tiempo.
- Estoy calmado, estoy relajado. Y a la vez tengo la atención focalizada en lo que voy a hacer, y la mente totalmente despierta para hacerlo bien.

Música “Goldfrapp - Time Out From The World” Youtube

Volvemos a realizar 4 respiraciones profundas antes de salir de la relajación. Seguimos sentados. Vamos a hacer una breve despedida de estas sesiones, viendo lo que hemos aprendido:

Despedida de todas las sesiones: Qué hemos aprendido.

Estamos aprendiendo a mejorar nuestra vida instruyéndonos en el mundo de la relajación y de la meditación. Para ello hemos aprendido a centrar nuestra atención en la respiración, haciendo lo siguiente:

- *Nos hemos situado en el momento presente: en el aquí-ahora*
- *Hemos enfocado la atención sobre nuestra respiración*
- *Para ello, nos hemos auto observado*
- *Así, hemos adquirido conciencia sobre nuestras sensaciones, sobre nuestros pensamientos, sobre nuestras emociones.*
- *Todo ello lo hemos hecho totalmente solos: cada uno estaba única y exclusivamente cuidando de sí mismo.*
- *Hemos adquirido un control mayor sobre nosotros y sobre nuestro bienestar.*

Vamos moviendo lentamente todo el cuerpo, comenzando por las manos y los pies, hasta llegar a estirarnos totalmente. Abrimos los ojos y experimentamos una sensación de descanso y serenidad, que permanecerá con nosotros el tiempo que queramos, y volverá a nosotros cuando así lo deseemos. Tenemos el poder de sentirnos bien.

k) Día 5: del examen: Autosugestión y Visualización VERSIÓN PARA GRUPO SIN PRUEBA ACADÉMICA POSTERIOR

1º La importancia de lo que nos decimos

Qué hemos aprendido con estos sencillos ejercicios de relajación.

Estamos aprendiendo a mejorar nuestra vida instruyéndonos en el mundo de la relajación y de la meditación. Para ello hemos aprendido a centrar nuestra atención en la respiración, haciendo lo siguiente:

- *Nos hemos situado en el momento presente: en el aquí-ahora*
- *Hemos enfocado la atención sobre nuestra respiración*
- *Para ello, nos hemos auto observado*
- *Así, hemos adquirido conciencia sobre nuestras sensaciones, sobre nuestros pensamientos, sobre nuestras emociones.*
- *Todo ello lo hemos hecho totalmente solos: cada uno estaba única y exclusivamente cuidando de sí mismo.*
- *Hemos adquirido un control mayor sobre nosotros y sobre nuestro bienestar.*

Debemos ser conscientes del poder que tenemos sobre nosotros mismos. Este poder no se limita al bienestar o el estado de relajación que hemos visto en esas actividades breves. Nuestro estado emocional y, de la mano de esto, el concepto que tenemos de nosotros mismos, influye en nuestra capacidad intelectual. Ahora vais a ver un ejemplo:

2º Vídeo de Indefensión aprendida (a partir segundo 25).

¿Habéis entendido el contenido del vídeo? ¿Sois conscientes de la importancia de la confianza depositada en una mismo/uno mismo?

3º Autosugestión para realizar siempre que lo queráis o lo necesitéis; por ejemplo, en el colegio.

Música "Goldfrapp - Time Out From The World" Youtube

Cerramos los ojos

Mantenemos los ojos cerrados. Ahora, realizamos unas respiraciones **profundas**: inspiramos por la nariz, espiramos por la nariz o por la boca suavemente. La espiración dura el doble de tiempo que la inspiración. Nos imaginamos que nuestra respiración es como una ola de mar entrando en nosotros de la siguiente manera: vientre, riñones, tórax, hombros. Hacemos 4 de estas respiraciones profundas. Inspirar, contamos: 1, espirar, doble de tiempo. Inspirar, contamos: 2, espirar, doble de tiempo...

A partir de ahora no importa cómo se esté produciendo la respiración; simplemente nos limitamos a observarla. A esto se le llama hacer respiraciones **conscientes**. Solo observamos, sin querer modificar nada. Experimentamos las diferentes sensaciones que percibimos al inspirar y al espirar. Enfocamos SOLO en ello nuestra mente. Atentos, concentrados, contactamos con nuestra interioridad.

Repetimos para nosotros mismos:

- Puedo relajarme.
- Puedo controlar mi mente.
- Puedo concentrarme en mis estudios.
- Puedo actuar al máximo de mi capacidad.

- ...

- Voy a clase a adquirir unos conocimientos.
- Voy a tranquilo, relajado.
- Si en algún momento siento que mi mente está en otros pensamientos que en este momento no me benefician, dejaré que esos pensamientos se vayan y realizaré unas respiraciones profundas. Volveré a centrarme.
- ...

- Puedo hacerlo, puedo concentrarme y adquirir la información que me dan.
- Así, cuando tenga un examen, solo tendré que limitarme a plasmar en el papel lo que recuerdo.
- Buscaré esa información almacenada en mi subconsciente y la plasmaré en el test.
- Mi subconsciente es una parte increíblemente poderosa dentro de mí, que me ayuda en el aprendizaje, en la comprensión, y en la habilidad para recuperar información.
- Si presto atención al momento, en el momento de mis clases, cuando lleguen los exámenes podré dejar que mi subconsciente actúe libremente, buscando, si es

necesario, nuevas maneras aún más eficaces de recuperar esa información. Nuestro subconsciente es capaz de hacerlo, aunque nosotros no seamos conscientes de ello.

— He aprendido cosas difíciles en el pasado, que han ido resultándome más y más fáciles con el paso del tiempo.

— Estoy calmado, estoy relajado. Intento tener en cada momento la atención focalizada en el ahora, en lo que hago en cada momento, y la mente totalmente despierta para hacerlo bien.

Volvemos a realizar 4 respiraciones profundas. Vamos moviendo lentamente todo el cuerpo, comenzando por las manos y los pies, hasta llegar a estirarnos totalmente. Abrimos los ojos y experimentamos una sensación de descanso y serenidad, que permanecerá con nosotros el tiempo que queramos, y volverá a nosotros cuando así lo deseemos. Tenemos el poder de sentirnos bien.

ANNEX IV

1. Hemos realizado cinco sesiones de relajación/meditación de 10 minutos de duración aproximadamente antes de comenzar cinco clases habituales de inglés. ¿Ha supuesto una pérdida de tiempo en el progreso de la clase?

- Sí
- No
- Otros:

2. ¿Cuál de los siguientes estados anímicos se aproxima más la sensación que has percibido en los estudiantes sujetos del estudio tras cada sesión?

- Desazón/Inquietud
- Serenidad/Paz
- Somnolencia
- Energía/Concentración
- Cansancio

3. Habitualmente, la actitud de los estudiantes sujetos del estudio en clase suele ser:

- Les cuesta concentrarse en clase
- Prestan atención continuamente y sin esfuerzo
- Tienen a hablar con sus compañeros
- Suelen participar activamente
- Les cuesta participar

Other (please specify):

4. Después de cada una de estas sesiones:

- Les ha costado concentrarse en clase.
- Han prestado atención continuamente y sin esfuerzo.
- Han tendido a hablar con sus compañeros
- Parecían dormidos
- Han participado activamente
- Les ha costado participar

5. ¿Sientes alguna mejoría en su atención después de cada sesión?

- Sí
- No

Other (please specify):

6. ¿Sientes una mayor actividad en su participación después de cada sesión?

- Sí
- No

Other (please specify):

7. ¿Crees que sus aptitudes académicas se han incrementado durante la hora posterior a cada sesión?

- Para nada. Se sentían más inquietos y despistados
- Para nada
- Para nada, pero parecían sentirse más a gusto en clase
- Parecían algo más concentrados
- Parecían más concentrados y receptivos
- Parecían más concentrados, receptivos y participativos

8. ¿Crees que realizar unos minutos de relajación puede mejorar el estado de atención de los estudiantes?

- Me parece complicado llevarlo a cabo por la falta de tiempo
- No
- Sí
- Puede que mejore su estado anímico, pero no veo que exista una relación entre eso y su rendimiento académico
- Me podría plantear realizar sesiones de relajación esporádicas, por ejemplo antes de cada examen
- No me siento preparado/a

Other (please specify):

9. ¿Has sentido un mejor ambiente en clase tras cada sesión?

- Sí
- No

Other (please specify):

10. ¿Participarías en la implementación de algún método de aprendizaje alternativo en el centro (Suggestopedia, Meditaciones, Relajaciones, Focusing...)?

- Sí, me encantaría
- Me parece una pérdida de tiempo
- Creo que sería demasiado esfuerzo para unos resultados improbables
- Creo que mejorarían tanto la actitud como las aptitudes del alumnado.
- No estoy segura/o de la mejora académica, pero confío en la mejoría anímica, y eso me parece razón suficiente para introducirlo.

