



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
MAJOR**

**“SUGGESTOPEDIA METHOD TO DEVELOP LISTENING
COMPREHENSION SKILLS FOR FIRST SEMESTER FROM
NATIONAL AND FOREIGN LANGUAGES MAJOR AT
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "SUGGESTOPEDIA METHOD TO DEVELOP LISTENING COMPREHENSION SKILLS FOR FIRST SEMESTER FROM NATIONAL AND FOREIGN LANGUAGES MAJOR AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA" prepared by Cindy Evelyn Panimboza Palacios, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Elena", is written over a horizontal line.

Lda. Elena Niola S.
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STATEMENT OF AUTHORSHIP

I, Cindy Evelyn Panimboza Palacios with ID # 2400092546, undergraduate student of the State University of Santa Elena Peninsula, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor degree in English, in my role as author of the research paper “Suggestopedia Method To Develop Listening Comprehension Skills For First Semester From National And Foreign Languages Major At Universidad Estatal Peninsula De Santa Elena” I certificate that this work is of my authorship, except for the quotes and reflections used in this research paper.



CINDY PANIMBOZA PALACIOS

AUTHOR

ACKNOWLEDGMENT

First of all, I want to thank God because I would not have been able to reach the final stage of my career without his blessings. I also thank my professors, whose teachings contributed to the development of my academic formation. I thank my classmates because I shared the best experiences in our learning process, and they became a fundamental pillar. Finally, I want to thank my tutor in this project, Lcda. Elena Niola Msc, who was my leading guide in this graduation process, who, with her teachings, made possible the presentation of this project.

DEDICATION

I want to dedicate this work to God, because he is the center of my life and because he is the one who gave me the wisdom to successfully complete my career. I also thank my parents for their unconditional support during every stage of my life, they are my greatest inspiration to become a professional.

With love

Cindy

ABSTRACT

The objective of this research work was to describe strategies based on the Suggestopedia method, which focus on creating a motivating environment during the learning process, in order to improve the development of the listening skills of 40 first semester students from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

For the development of this research the quantitative method was used, in which surveys directed to the English teacher and students was carried out, which allowed to obtain specific information about what the students think about the use of strategies that contribute to the development of the listening skill. After obtaining the results of the analysis of the surveys, it was discovered that the students need activities that increase their motivation in the listening skill activities. Therefore, this paper proposes a didactic guide based on the strategies of the suggestopedia method to improve listening comprehension skills.

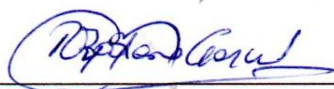
Key words: strategie, listening skills, didactic guide, Suggestopedia method.

RESUMEN

El objetivo de este trabajo de investigación fue describir estrategias basadas en el método Sugestopedia, que se centran en la creación de un ambiente motivador durante el proceso de aprendizaje, para mejorar el desarrollo de las habilidades auditivas de 40 estudiantes de primer semestre de la carrera de Lenguas Nacionales y Extranjeras de la Universidad Estatal Península de Santa Elena.

Para el desarrollo de esta investigación se utilizó el método cuantitativo, en el cual se realizaron encuestas dirigidas al profesor de inglés y a los alumnos, lo que permitió obtener información específica sobre lo que piensan los alumnos acerca del uso de estrategias que contribuyen al desarrollo de la habilidad de escuchar. Tras obtener los resultados del análisis de las encuestas, se descubrió que los alumnos necesitan actividades que aumenten su motivación en las actividades de la habilidad de escucha. Por ello, en este trabajo se propone una guía didáctica basada en las estrategias del método Sugestopedia para mejorar la habilidad de comprensión auditiva.

Palabras clave: estrategia, habilidades de escucha, guía didáctica, método de la Sugestopedia.

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INTRODUCTION

Verbal communication is the most important skill that human beings have, its importance lies in the fact that it is the means that people have to communicate. This ability allows human beings to express their ideas, feelings, and emotions to others, but if people do not speak the same language, it is impossible to establish communication.

One of the universal languages is the English language, because its mastery has become a fundamental requirement for all people who want to expand their knowledge and opportunities both academically and in the workplace. English language learning has become increasingly globalized over time. For that reason, its teaching has a fundamental role in schools, colleges and universities. Learning a foreign language, especially English, has ceased to be a privilege and has become a necessity in the different productive sectors. Globalization has been the main reason why English has gained importance worldwide, to the point of being considered a universal language since its learning is fundamental in the educational context around the world.

The English language has four skills which are listening, speaking, reading and writing. Listening is one of the skills that require more concentration during its development, because the student must listen and understand the information received in a language that is not the mother tongue. That is why during the teaching and learning process it is important to use methods that contribute to improve listening skills and meet the needs of students.

Therefore, this project proposes to Suggestopedia method to develop listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena. The main objective of this method is to eliminate any mental barriers that prevent students from developing their listening skills. By eliminating these barriers, this method helps to create a pleasant and relaxed environment that stimulates the memory and cognitive capacity of the student.

Based on the strategies of the Suggestopedia method, this project proposes a didactic guide for the English teacher to apply in the listening skill activities, with the objective of improving the listening comprehension skill through the use of strategies that contribute to the student's motivation during learning.

This research is divided into 4 chapters:

Chapter I - The Problem: This chapter explains the problem of first semester students from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena have in proficiency of listening skill. This chapter describes what are the main causes and effects on the problem of this research.

Chapter II - Theoretical Framework - The purpose of this chapter is to describe the Suggestopedia method. It contains the information that supports this project. Here the concepts, theories, and principles for the application of the Suggestopedia Method are detailed.

Chapter III - Methodological Framework: This chapter contains information about the population and sample that was chosen for this research. This part shows specific data on what the sample thinks about their skill development and based on that propose a solution.

Chapter IV - Proposal: This part contains the possible solution to the problem. In this case, a didactic guide based on the strategies of the Suggestopedia method has been elaborated with listening activities to prepare and stimulate students' learning.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Suggestopedia method to develop listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

1.2 Problem Statement

Language plays a fundamental role in human communication, because it is the means of interaction that members of a society have to communicate with others. Through language people can express emotions and thoughts and give answers to questions, and in this way establish relationships with other individuals.

Learning a second language has become necessary for a society that must permanently maintain communication that is strengthened through interpersonal relationships among its members. In Latin American countries, the English language is one of the most chosen by people to expand their opportunities in the labor field; however, the proficiency in English as a second language shows low levels in the different skills of this language.

In Ecuador, English language learning is included in the educational curriculum as a subject in which students learn to master the linguistic skills of this language. However, Ecuador is one of the Latin American countries with a low level of English proficiency. According to EF Education First (2019) in its report, Ecuador ranks 81st with a score of 46.57 (very low level), making it the worst country in Latin America in terms of English proficiency. By cities Quito has 51.13, Cuenca 50.31, Guayaquil 49.57 and Ambato 47.45. This information may reflect the troubling situation of English language learners regarding English language proficiency.

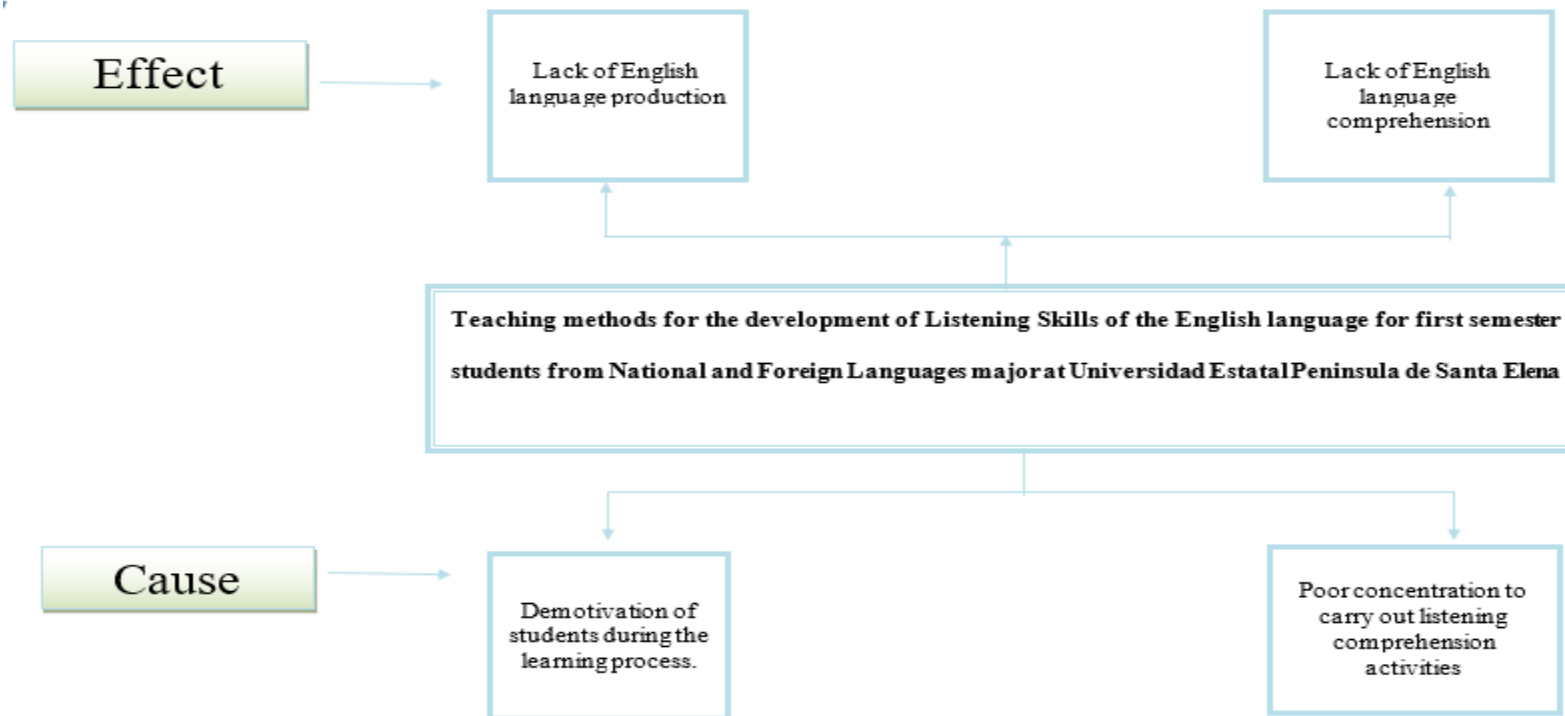
According to the Common European Framework of Reference for Languages (CEFR), students must learn four language skills such as speaking, listening, reading and writing. Listening comprehension is a fundamental skill in the mastery of the English language because it is an agent that favors oral production by establishing a background for communication;

however, this skill has become a challenge for students, since not being native English speakers, it is difficult for them to understand the information in this language (Yavuz &, 2017, p. 9).

There are several factors why students do not produce the ability to listen. One of the most common is the student's lack of motivation during practice by not having methodological strategies that favor the development of listening skills. As a result, the demotivation of the learners during learning is originated. (Mendez & Bautista, 2016, p.2)

This paper presents suggestopedia as a teaching method to improve listening comprehension. It promises stress-free learning to increase creativity and motivation, since its main objective is to eliminate the mental barriers that the student may have in the learning process. This method helps students learn English more quickly because it combines the conscious and unconscious stimuli that are received at the time of being in a class.

This project is directed exclusively for the first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena (UPSE) to contribute to their development and improvement of this skill.

Figure 1*Analysis of the Problem*

Author: Cindy Panimboza Palacios

1.3 Problem Formulation

To what extent do Suggestopedia method contribute to the development of listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena?

1.4 Questions or specific questions

1. To what extent the suggestopedia method influence in the development of listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena?
2. What is the effect of the suggestopedia method technique to the development of listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena?
3. What is the contribution of suggestopedia method on the development of listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena?

1.5 Objectives

1.5.1 General objective

To contribute to the development of listening skills through the use of the suggestopedia method for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

1.5.2 Specific objectives

1. To describe the strategies from Suggestopedia method to contribute the development of listening skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena
2. To identify the strengths and weaknesses in listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.
3. To propose a didactic guide including suggestopedia activities to improve listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

1.6 Justification

This research project focuses on the application of strategies based on the Suggestopedia method, to improve listening skills in the first semester of the National and Foreign Languages course at the Santa Elena Peninsula State University.

The students of this semester present difficulties in the development of the listening skill due to the lack of motivation during their learning. For this reason, this research suggests the Suggestopedia method as a response to this problem, since its objective is to eliminate psychological barriers such as anxiety and stress that hinder learning. This is done primarily through the creation of an environment in which students feel comfortable and relaxed through the use of relaxation techniques that motivate students during their learning process.

The objective of this research is to analyze how the method of suggestopedia can contribute to the development of listening comprehension through research with a quantitative approach, which allows establishing bases for a possible application. This proposal represents a fundamental tool for English teachers since, with the use of the suggestopedia method, they can create an environment that favors the understanding and production of the English language.

1.7 Delimitation

The present investigation was carried out in the province of Santa Elena, La Libertad, and worked with the students for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena. This project was directed to forty students of first semester 1/2 and one English teacher.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

The need to belong to a globalized world has caused people to choose to learn a second language (L2) in order to develop in a competitive society. One of the languages most chosen by people is the English language because it has become a way for people to access better opportunities in fields such as education and labor. L2 proficiency is a skill that, like other skills, needs continuous practice for successful language production and effective communication with other people, especially in skills such as listening comprehension, which represents a challenge for students who are not native speakers of the language, making it difficult for them to understand the information. For this reason, it is necessary that, during learning, teachers apply methods that contribute to the development of English language skills. (Ushioda, 2017, p.120)

Suggestopedia method is one of the options considered for English language teaching. This method focuses on the student's concentration and relaxation to achieve comprehension of the listening skills activities. Transmitting motivation to the students is one of the main characteristics of this moment, its function is to eliminate any mental barrier that the student may have in his learning. (Galti, 2018, p. 20)

The following researchers obtained from scientific articles and studies supports the intention of this project to propose the suggestopedia method as a methodological strategy to improve English language learning.

Bakkehaug (2017), in his study "Suggestopedia – a teaching method to promote learning in the second language classroom" determines the level of success that the suggestopedia method has in teaching English as a third language in Norway, and he also analyzes the behavior of teachers and students in the application of this method. For this study, the author worked with e-mail interviews and classroom observations. On the other hand, the results of the exams where the suggestopedia method was applied were also included in order to analyze the acceptance of this method by the students. Finally, the author conducted interviews with students to confirm the expected results of the research, and the results were positive because both teachers and students

expressed successful participation, and thus the author was able to meet his objectives set out in the research.

Muhammad (2018), in his research, "Use of Suggestopedia to Improve Students' Listening Skill in English Language" conducted a quasi-experimental study to examine how the use of the suggestopedia method can improve the listening skills of English language learners. For this study, the author conducted tests using the suggestopedia method before and after the research process to selected groups from two schools: the first group was experimental, and the second was the control group. The results were favorable since the group that took the test based on the suggestopedia method obtained better scores than the other group that took the test based on conventional methodologies. (p.16)

Astutik (2019) in his study "The Effect of Using Suggestopedia Among Students' Speaking Ability" the author argues that proper teaching methodology, exciting and innovative didactic material, classroom management, the use of technology, and a good learning environment are fundamental factors for students to produce the English language. In this context, the author investigated the effect of the suggestopedia method in developing students' speaking skills. To achieve this, the author worked with tests based on the suggestopedia method to determine the effectiveness of this method (p.137).

2.2 Theoretical Basis

2.2.1 English teaching methods

Learning English is a process that requires attention from those who teach it. English language teaching focuses on the use of methods, which guide the learning process. The use of methods in English language teaching is fundamental, because the success or failure of an English language teaching program depends on it. (Panggabean, 2018, p. 27)

Throughout the years, different methods have been used in English language teaching with principles that characterize them for fostering the development of students' linguistic competencies and skills. The most common methods are the following:

Task Based Method

The task-based method creates a learning environment where students are able to experience speaking, reading, listening and writing through meaningful classroom tasks that promote students' English language practice. The tasks in this method are based on activities that students perform in everyday life in order for them to become familiar with the language. (Zuniga, 2016, p. 3)

Inquiry - Based Learning

This method combines both learning and practice. It is characterized by activities such as answering questions and solving problems. The teacher in this method has the role of a facilitator of learning, which aims to increase students' motivation and encourage their active participation in class activities. (Khalaf, 2018, p.546)

Direct Method

The direct method connects with the target language without translation into the mother tongue. Instead of translating the teaching material, the teacher should directly use the target language during the lesson. The aim of this method is for students to practice the language during their learning process. (Batool, et al 2017, p. 37)

2.2.2 Suggestopedia Method

Suggestopedia is a teaching method designed by psychologist Georgi Lozanov in 1970. To create this method, Lozanov based on the techniques of suggestion of human behavior, for this reason, the suggestopedia method is considered a humanistic method. Naturally, there are unconscious mental barriers that hinder student learning. The suggestopedia method oversees blocking these barriers using suggestion techniques that stimulate the students' memory and abilities through their learning process. (Majali, et al 2020, p. 648)

The main goal of the suggestopedia method is to process information unconsciously, providing the necessary tools to acquire knowledge within a positive environment. To create a pleasant learning environment for the students, the roles of both the teacher and the student in this method must be clear. According to Lopez (2019), these roles are as follow:

- Teacher's role: The teacher's role is focused on creating activities in which the students are more engaged and then present the main content of the class in a way that allows for more positive retention of the information by the student.
- Student's role: The student has a passive role, he/she should not try to investigate the class material but should remain in a pseudo - inactive state, which unconsciously involves the student in each activity.

2.2.3 Suggestopedia Principles

- Promoting the learning process so that the student can use it daily encourages continuous communication, harnessing the power of the mind, to delete any mental obstacles the student has at the beginning of their learning. (Flores & Cedeño, 2019)
- The teacher has an authoritarian role in the class, and the students respect and believe him, which makes them feel more confident.
- The decoration of the classroom is essential for the motivation of the student. Teachers can use posters with information about the grammatical structures displayed and renewed from time to time.
- The relationship between students and the teacher occurs in group and individual forms.
- This method proposes excellent management in the attention of the students' emotions.
- The language is in the foreground, and in the background are the factors that influence the linguistic message.
- The skills he emphasizes are vocabulary, focusing on the use of language through communication.
- The native language is used in the work material that the student handles to have a complete translation of the content and is used by the teacher only when necessary.
- If any corrections need to be made, the teacher should do so in a soft tone to not affect the students' emotions.

2.2.4 Suggestopedia Techniques

The techniques of the suggestopedia method focus mainly on stimulating student motivation; before, during, and after class activities. In this context, Suyadi (2021) describes the following techniques:

1. Classroom Set - up: It is an essential factor in this method because it is the first view that the student has before starting with their activities; this allows to create a pleasant atmosphere inside the classroom.
2. Positive suggestion: Teachers are in charge of organizing the suggestion factors during the class, always giving positive directions so that learners are confident in their abilities and they can develop them without any problem.
3. The first concert (active concert): The teacher reads aloud the instructions or readings with grammatical structures using different voice intonations to catch the student's attention.
4. Second concert (passive concert): After listening to the information, the students should close their eyes and imagine the situations they have previously heard. The teacher can use a slow and harmonic background sound to help the students relax.
5. Creative adaptation: Students should do activities that focus on communicative intent, such as dancing, singing, or acting, to consolidate what they have learned and understood from the information received.
6. Role play: It is a technique that consists of students playing roles to imitate or create characters. Teachers often use this technique to encourage the use of language in the classroom. (Flores & Cedeño, 2019)

2.2.5 Specific Laws of the Suggestopedia Method

To apply the suggestopedia method in English language teaching it is important to consider certain aspects in the presentation of the didactic material, it is for that reason that Galya (2018) proposes three specific laws for the use of this method:

1. The material based on this method must be structured in sections or in units. The objective of this is that when the student receives the information, she can assimilate it and handle it in the best way.

2. The student assimilates and understands the information by levels of attention, whether active or passive. This refers to the fact that the student can capture the information consciously or unconsciously.
3. The presentation of a large amount of information in each activity should be in several interrelated directions, with the objective that in each activity the student stimulates his memory with the information acquired. (Galya Mateva, 2018)

2.2.6 Listening Comprehension skills

Listening is one of the skills that are assessed under the standards of the Common European Framework of Reference for Languages (CEFR). It is a skill that allows people to receive and interpret messages as part of the communication process. Listiyaningsih (2017) explain that “Listening is one of the essential skills because it is the basis of speaking and writing. If a student does not receive effective listening input, they may not perform well in writing and speaking, as the two exit skills are more difficult” (p. 36).

Listening is important because it enables learners to produce language orally or in writing by interpreting information. According to Gilakjani & Sabouri (2016) “Listening comprehension process provides beneficial intuitions in teaching listening. Learner may find listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones” (p. 1670)

The listening skill represents a fundamental factor for the production of the English language, because people must first understand the message, they receive in order to be able to speak and thus establish a communication. In this context, the teacher has the responsibility to apply strategies that allow the development of listening skills during the process of English language acquisition.

2.2.7 Strategies to Develop Listening Skills

Listening strategies focus on activities that contribute to the comprehension and memorization of information. There are three types of listening skills strategies: psychological strategies are those that deal with manipulating the language when performing a task. Psychological strategies consist of top-down processing activities such as identifying the main purpose, predicting, drawing inferences, and summarizing,

while bottom-up processing strategies include listening for specific details, vocabulary, and word order pattern recognition. Metacognitive strategies are those that focus on directing language learning and social-affective strategies are those that consist of interactional activities in second language acquisition. (Zanjani, 2016, p. 1089)

According to Hasriyanti (2016), there are three steps to the use of the bottom - up strategy in the classroom. First, the teacher introduces the words to be used in the listening activity. Second, the teacher gives the students a worksheet with the exercise to do. Finally, the teacher plays the audio and the students must do the exercise according to what they have heard. If the students are beginners play the audio 3 times. (p. 124)

The use of strategies is fundamental in autonomous second language learning. The application of appropriate strategies in the classroom will allow learners to develop their skills in a better way and in an optimal learning environment. Strategies vary according to ability, and teachers play an essential role in selecting activities and implementing strategies to meet the needs of the learners.

2.2.8 Listening Skills Through the Suggestopedia Method

According to Shehu et al (2018) suggestion is a teaching method that can be used both consciously and unconsciously. In this context, music plays an important role because it is a relaxation technique that can be used while students are listening to information (p. 122). In this method, the teacher should create an easy and fun learning environment to maintain students' expectations during class by exposing students to different types of music and images to relate them to the content (Galarza & Jacome, 2020, p. 253).

For Hadonko (2018), Listening skills has six stages that occur in rapid action sequence: Hearing, attending, understanding, remembering, evaluating, and responding. The first is hearing and is related to the perception of sound; it is essential to mention that hearing does not mean precisely paying attention because hearing is not the same as listening. The second stage is attention; it is related to the information that the brain focuses on; that is to say, it is the selection of subjects to which the brain pays attention. The third stage is comprehension, which has the function of analyzing the meaning of the information we have heard and listened to.

In addition, it is important to make an observation before continuing with this process because the listener needs to identify the type of information, he/she has received, such as general factual information, local factual information, contextual and sociocultural knowledge. The next stage is remembering, which is a fundamental listening process because it demonstrates that the listener, apart from receiving and interpreting the information, has also been able to store it in mind.

The next stage is the evaluation, in which the listener evaluates the information he has processed; it is the stage where the listener analyzes the message and gives an opinion about it. The listener should not start this activity when he/she has not yet completed the message because he/she would stop attending to the information, as a result, the listening process would not be completed. The last stage is the response; in this stage, the listener verifies if the information was received correctly. This process can be complicated because the listener may not always listen to the message again to check for understanding.

2.2.9 Types of Learning and Teaching Activities

According to Hadonko (2018), in the suggestopedia method, the listening activities are the most original, especially those related to the vocabulary of the class. This type of activity is done before starting the main listening activity, also known as a pre-listening activity. Pre-listening is the warm-up stage before starting a listening process (p.256). This type of activity allows the students to have an idea of the information they are going to receive. The pre-listening activity is essential to improve listening comprehension in their learning (Karimi & Biria, 2018, p. 1128).

In the second part of the activity, students relax comfortably and listen to the teacher read the text or audio message in a certain way. To do this, the teacher can implement simultaneous listening activities, which are activities that the students perform while listening to the information. There are several types of activities at this stage; the three most common are: listening for gist, which allows students to identify the main idea of the message. Another type is listening for details, which captures specific information about what is being heard. And finally, making inferences, where the student must infer about the content of the message (Houston, 2018, p.3).

In the third part, the material is dramatically performed by the teacher against a background of the special musical form described above, to relax the students again

after the main listening activity, for which the teacher should apply the post-listening activities. This type of activities are those performed at the end of the listening process. This stage has a fundamental role because it is here where students complete a self-diagnostic that allows them to identify the problems they had during the reception of the message. This type of activity encourages students to recognize their mistakes and improve them (Mulyadi, 2016, p.21).

In the Suggestopedia method, the use of techniques and strategies is important because they contribute to the development of classroom activities. In order for the student to feel more confident in the learning process, the teacher should plan structured activities that encourage stimuli for the students in a diverse way, with the objective of awakening the interest and motivation of the learners.

Systems of variables

Independent variable:

The use of Suggestopedia method to develop listening skills.

Dependent variable:

Didactic Guide Based on The Strategies of The Suggestopedia

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methodology

The design of the present investigation was based on the quantitative method; which was the one that allowed the collection of data on the development of the listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

Quantitative method

According to Cadena et al, (2017), the quantitative method is characterized by positivism as an epistemological source, which emphasizes the procedures for measuring data. Another characteristic of quantitative methods is the subjective and intersubjective selection of indicators through the use of concepts and variables in certain situations (p. 6).

3.2 Type of research

Descriptive research

The main objective of descriptive research is to get to know the customs, attitudes and situations that predominate in the exact description of the object of study. It identifies the relationships between two or more variables.

3.3 Instruments

Questionnaire

A questionnaire is an analytical instrument that is made up of a set of questions with the objective of collecting information about the opinions and thoughts of a group of individuals. For this reason, the questionnaire is the instrument used in this quantitative research project. It consists of 20 questions for the teacher and students, consisting of multiple-choice questions, which are divided into different options according to the liker scale, ranging from strongly agree, neither agree nor disagree, disagree to strongly disagree.

3.4 Technique

Surveys

A survey is a data collection technique that aims to examine a process or question a selected sample of individuals to obtain specific information about opinions, knowledge or facts to be analyzed. For this research a survey was elaborated in google forms, with multiple choice questions using the Linkert.

3.5 Population and Sample

Population

The students chosen for the research are first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena. While the sample selected for this project was the first semester 1/2 which is made up of a total of 40 students, and the English teacher was also considered as part of this process.

Table 1

Population

Description	Quantity	%
Students	74	100%
Total	74	100%

3.7 Analysis of data

For the analysis of data, a survey was made with 10 questions directed to the students of the first semester 1/2, with questions related to their learning, specifically for their development in the listening skills. In addition, a survey was conducted for the English teacher of the aforementioned course. The survey was focused on the type of strategies used by the teacher to contribute to the development of the students' listening skills and how they influence the learning process.

3.7.1 Students Survey

Sample: 40 students of first semester 1/2 from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

Question 1: 1. How often does the teacher use listening comprehension activities in the classroom?

Table 1

Use of listening comprehension activities in the classroom

Category	Frequency	Percentage %
Always	0	0%
Frequently	5	12.5%
Sometimes	22	55%
Rarely	13	32.5%
Never	0	14.3%
Total	40	100

Note: According to the results, 55% of the students answered that they sometimes use listening activities in the classroom, 32,5% of the students indicated that they rarely do it, 10% of the students indicated that they do it frequently and 12,5 % of the students indicated they always do it. This result shows that students do not have a constant practice of listening skills.

Question 2: Which of the following skills do you consider you need to improve?

Table 2

Skills that need to be improved

Category	Frequency	Percentage %
Listening	16	40%
Speaking	14	35%
Reading	6	15%
Writing	13	10%
Total	40	100%

Note: According to the results, 40% of the students consider that the skill they most need to improve is listening skills, 35% of the students chose speaking, 15% of the students chose reading and 10% of the students chose reading. This result shows that the productive English language skills such as listening and speaking, according to the students' opinion, are the skills in which they have the most difficulties and need to improve.

Question 3: What kind of obstacles do you consider you have in your listening skills development?

Table 3

Obstacles in the development of listening skills

Category	Frequency	Percentage %
Lack of vocabulary	6	15%
Lack of concentration	6	15%
Lack of practice	8	20%
Lack of motivation	20	50%
Total	40	100%

Note: According to the results, 50% of the students answered that the lack of motivation is an obstacle in their development of the listening skills, 20% of the students indicated that their obstacle is the lack of practice, 15% of the students indicated that their obstacle is lack of vocabulary and 15% indicated that their obstacle is lack of practice. With this information, the research problem is confirmed, which is the lack of motivation of the students during the listening activities.

Question 4: How do you feel when you don't understand the information in an audio?

Table 4

Student emotions when they do not understand an audio

Category	Frequency	Percentage %
Enthusiastic	1	2.5%
Positive	0	0%
Bored	9	22.5%
Unmotivated	13	32.5%
Frustrated	17	42.5%
Total	40	100%

Note: According to the results, 42.5% of the students answered that they feel frustrated when they do not understand the information in an audio, 32.5% of the students indicated that they feel unmotivated, 22.5 % of the students indicated that they feel bored and 2.5% of students indicated that they feel enthusiastic. With this result, the research problem on student motivation is reaffirmed.

Question 5: To develop listening skills, it is important for you to feel motivated. Do you agree or disagree with this statement?

Table 5

Importance of feeling motivated in listening activities

Category	Frequency	Percentage %
Strongly agree	26	35%
Agree	14	65%
Neither agree or disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	40	100%

Note: According to the results, 65% of the students responded that they strongly agree that in order to develop listening skills it is necessary to feel motivated, and 35% of the students indicated that they agree. This result shows that most of the students in the sample consider motivation important in their learning.

Question 6: Which of the following topics would you like the audios you listen to in class to be about?

Table 6

Audio topics for listening activities

Category	Frequency	Percentage %
Ecuadorian legends	25	62.5%
Technology	8	20%
Health	4	10%
History	3	7.5%
Total	40	100%

Note: According to the results, 62.5% of the students chose Ecuadorian legends as a type of topic they would like to listen to in the audio listening activities, 20% of the students chose the topic of technology, 10% of the students chose the topic of health and 7.5% of the students chose the topic of history. This result reflects that the audios used in the proposal awaken the interest of the students.

Question 7: How do you feel when do you do listen comprehension activities?

Table 7

Students' emotions during listening activities

Category	Frequency	Percentage %
Motivated	8	20%
Relaxed	1	2,5%
Tense	6	15%
Stressed	9	22.5%
Frustrated	16	40%
Total	40	100%

Note: According to the results, 40% of the students answered that they feel frustrated when they do a listening activity, 22% of the students indicated that they feel stressed, 20 % of the students indicated that they feel motivated, 15 % of students indicated that they feel tense. With this result it was found that students need activities that help relaxation during listening activities.

Question 8: Which of the following options would you like to start listening activities?

Table 8

Activities to start listening exercises

Category	Frequency	Percentage %
Brainstorming	19	47.5%
Discussions	6	15%
Vocabulary activity	9	22.5%
Making predictions	6	15%
Total	40	100%

Note: According to the results, 47,5% of the students chose Brainstorming as an activity with which they would like to start a listening activity, 22.5% of the students chose the vocabulary activity, 15% of the students chose discussions and 15% of the students chose making predictions. This result reflects that, students are interested in doing a preparation activity before starting a listening activity, which is one of the activities proposed in the didactic guide.

Question 9: Which of these types of listening activities do you feel more confident?

Table 9

Activities which students feel more motivated

Category	Frequency	Percentage %
Multiple choice	19	47.5%
True or false	10	25%
Fill gaps	6	25%
Order events	5	12.5%
Total	40	100%

Note: According to the results, 47.5% of the students indicated that multiple choice questions are the ones they feel most confident with, 25% of the students chose true or false questions, 15% of the students chose fill gaps, and 12.5% of the students chose order events. There were mixed results on this question, which indicates that students feel confident in the different listening activities, which are included in this project proposal.

Question 10: Which of the following relaxation techniques would you like to use at beginning of the class?

Table 10

Relaxation techniques to use at the beginning of class

Category	Frequency	Percentage %
Listen to relaxing music	28	70%
Breathing exercise	10	22.5%
Stretching exercises	2	5%
Abdominal exercises	1	2.5%
Total	40	100%

Note: According to the results, 70% of the students indicated that they would like to listen to relaxing music as a relaxation technique before starting class, 22.5% of the students chose breathing exercises, 5% of the students chose stretching exercises, and 2.5% of the students chose abdominal exercises. This result shows that students agree with a relaxation technique at the beginning of the class.

3.7.2 Survey for English Teacher

Professor: Msc Rossana Vera

Question 1: What type of material do you use to teach listening Comprehension?

Table 11

Material used by the teacher in class

Category	Frequency	Percentage %
E-books	0	0%
Audio/stories	0	0%
Web sites	1	100%
Videos	0	0%
Total	1	100%

Note: According to the result of this question, the English teacher indicated that the material that she uses for listening comprehension activities are websites.

Question 2: Motivation is an essential factor in English learning. Do you agree or disagree?

Table 12

Motivation as essential factor in English learning.

Category	Frequency	Percentage %
Strongly agree	1	100%%
Agree	0	0%
Neither agree or disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	1	100%

Note: The result of this question shows that the teacher agrees that motivation is an essential factor in English language learning.

Question 3: What kind of activities do you use to develop student's listening comprehension?

Table 13

Kind of activities to develop student's listening comprehension

Category	Frequency	Percentage %
Multiple choice	0	0%
Discussions	1	100%
Summarizing	0	0%
Graphic organizer	0	0%
Total	1	100%

Note: As a result of this question, the teacher indicates that the activity she uses most to develop her students' listening skills are discussions. This result shows that the discussion activities included in the didactic guide would be useful for the teacher.

Question 4: Which of the following options do you use to introduce the listening activity?

Table 14

Activities to introduce the listening activity?

Category	Frequency	Percentage %
Using brainstorming	0	0%
Marking predictions	0	0%
Pre – teach vocabulary	1	100%
Discussions	0	0%
Total	1	100%

Note: As a result of this question, the teacher indicates that the activity she uses the most to introduce the listening activities is the brainstorming activity. This result shows that the activities suggested in the didactic guide on brainstorming will be useful for the teacher.

Question 5: Which of the following options are the reasons why students do not understand information in English?

Table 15

Reasons why students do not understand information in English

Category	Frequency	Percentage %
Lack of vocabulary	0	0%
Lack of concentration	0	0%
Lack of practice	0	0%
Lack of motivation	1	100%
Total	1	100%

Note: As a result of this question, the teacher indicates that the lack of vocabulary is the reason why the students do not understand the information in English. his result shows, that according to the teacher's opinion is that students need vocabulary activities, before performing a listening activity.

Question 6: If there were the opportunity, would you be willing to use Ecuadorian legends in order to enhance listening comprehension skills in your students?

Table 16

The use of Ecuadorian legends in order to enhance listening comprehension skills

Category	Frequency	Percentage %
Strongly agree	1	100%%
Agree	0	0%
Neither agree or disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	1	100%

Note: As a result of this sample question, the teacher indicates that she would be willing to use the Ecuadorian legends to develop her listening skills activities. This result shows that the audios proposed for the didactic guide would be accepted by the teacher.

Question 7: Which of the following techniques of Suggestopedia method have you used to teach listening activities?

Table 17

Techniques of Suggestopedia method to teach listening activities

Category	Frequency	Percentage %
Background music to relax students	0	0%
Positive suggestions to give instructions	1	100%
Creative adaptations such as role plays	0	0%
Classroom set -up	0	0%
Total	1	100%

Note: As a result of this sample question, the teacher indicated one of the techniques of the Suggestopedia method that she would use is positive suggestions to give instructions to students.

Question 8: Relaxing background music helps students combat stress, which promotes relaxation and retention of information. Do you agree or disagree with this statement?

Table 18

Relaxing background music helps students combat stress

Category	Frequency	Percentage %
Strongly agree	0	0%
Agree	0	0%
Neither agree or disagree	1	100%
Disagree	0	0%
Strongly disagree	0	0%
Total	1	100%

Note: As a result of this question, the teacher indicated neither agreeing nor disagreeing with the statement that relaxing background music combats stress, which promotes relaxation and information retention.

Question 9: Which of these post – listening activities do you use in your classes?

Table 19

Post – listening activities

Category	Frequency	Percentage %
Summarize	1	100%
Interviews	0	0%
Roles plays	0	0%
Solving problems	0	0%
Total	1	100%

Note: As a result of this question, the teacher indicated that the post-listening activity she uses in her class is summarizing. This result shows that the activities proposed in the didactic guide will be useful for the teacher.

Question 10: The types of activities planned by the teacher influences the development of the students's listening skills. Do you agree or disagree with this statement?

Table 20

Influence of the activities planned by the teacher for the development of the listening skills

Category	Frequency	Percentage %
Strongly agree	1	100%
Agree	0	0%
Neither agree or disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	1	100%

Note: As a result of this question, the teacher indicated that she agrees that the types of activities that the teacher plans influence the development of listening skills. This result shows that the teacher is aware that proper lesson planning is important for the student's learning process.

CHAPTER IV

THE PROPOSAL

4.1 Name of the proposal

Didactic Guide Based on The Strategies of The Suggestopedia Method to Improve Listening Comprehension Skills for First Semester from National and Foreign Languages Major at Universidad Estatal Peninsula De Santa Elena.

4.2 Informative data

Name of the institution: Universidad Estatal Peninsula de Santa Elena

Country: Ecuador

Province: Santa Elena

Canton: La Libertad

Beneficiaries: First semester students 1/2 from National and Foreign Languages major

Author: Cindy Panimboza Palacios

Tutor: Msc. Elena Niola Sanmartin

4.3 Background

The data obtained in this project show that the students of the first semester UPSE do not feel motivated during the listening activities. To counteract this situation, the proposal of this project provides activities based on strategies of the suggestopedia method that contribute to the motivation of students through techniques that promote relaxation.

Based on the results, it has been taken into account that the activities of the didactic guide encourage the active participation of the students, structuring the listening activities in three stages that are pre-listening - while - listening and post - listening. These activities will help the teacher to direct a sequence during the class. In the first stage of each activity, the teacher will be able to apply exercises that prepare the student before the main activity, in this activity the use of background music is essential for the relaxation of the students. The next stage is the main activity where students will be able to develop listening skills and in the last stage students will be able

to reflect on what they understood or not of the main activity, in this stage, like the first, relaxation is important because it promotes student motivation.

4.4 Justification

This proposal aims to help as a didactic resource for teaching the English language. The use of didactic guides is essential in the teaching-learning process, because they provide a better understanding of information to the student, and this leads to a better organization that allows transmitting what is intended to be understood in class. In addition, this type of material helps to awaken the motivation of the students, because they foster interest in the task that they are going to develop.

The application of this proposal will help first semester students from National and Foreign Languages major at Universidad Estatal Peninsula De Santa Elena. The didactic guide will help improve the development of listening skills, through the application of strategies and activities that favor the learning environment and the student's motivation during the class.

4.5 Research objectives

4.5.1 General Objectives

To develop listening comprehension skills for first semester from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena, through a didactic guide with strategies based on the Suggestopedia method.

4.5.2 Specific Objectives

1. To provide a didactic guide as a teaching resource for the English teacher.
2. To design activities to develop the listening comprehension of the students.
3. To keep students motivated during listening comprehension activities.

4.6 Proposal description

This project consists of designing a didactic guide with activities that promote relaxation and active participation of students in the activities of the listening skill.

The activities of this didactic guide are divided into 3 stages: pre-listening - while listening and post listening. Each activity has a specific function; the pre-listening activity focuses on preparing the student before the main activity with vocabulary exercises and brainstorming. The post-listening activities are the main activities where

the students receive the information and apply their memorizing and note-taking skills. And finally, the post - listening activities are focused on the reflection and evaluation of previous activities, where the student can identify their mistakes during the main activity.

Tutor:

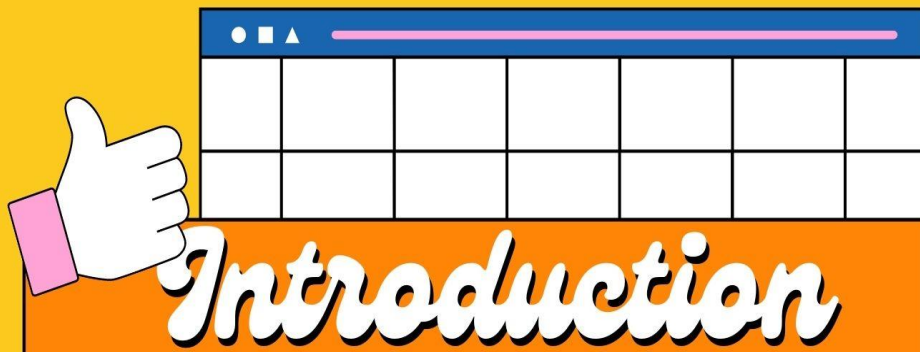
Msc. Elena Niola S.

Author:

Cindy Panimboza P.

"DIDACTIC GUIDE BASED ON THE STRATEGIES OF SUGGESTOPEDIA METHOD TO IMPROVE LISTENING COMPREHENSION SKILLS FOR FIRST SEMESTER FROM NATIONAL AND FOREIGN LANGUAGE MAJOR AT UNIVERSIDAD ESTADAL PENINSULA DE SANTA ELENA"



A hand with a pink sleeve giving a thumbs up next to a window icon with a blue title bar and a grid of white cells.

Introduction

● ● ● ● ●

This work contains 10 sections, which include listening comprehension strategies and activities. Each of these activities has instructions for the teacher to apply in order to improve the students' listening skills.

This didactic guide is based on the strategies of the Sugestopedia Method, which consists of creating a pleasant learning environment through suggestion and motivation techniques that help to eliminate any mental barriers that the student may have.

Content

Activity 1 - Cantuña

Pre - listening activity / What guess is listening about

While - Listening activity/ Listen and Describe

Post - Listening activity Summarizing

Activity 2 - Father Almeida

Pre - listening activity / Brainstorming

While - Listening activity/ True and False

Post - Listening activity/ Problem Solving

Activity 3 - Maria Angula

Pre - listening activity / Make up a Story

While - Listening activity/ Multiple Choice

Post - Listening activity /Role - Play

Activity 4 -The Beautiful Aurora

Pre - listening activity/ Teach me

While - Listening activity/ Graphic Organizers

Post - Listening activity/ Quiz Your Classmate

Activity 5 - The Boy With The Black Hands

Pre - listening activity/ Match the words with the definitions

While - Listening activity/ Fill Gaps

Post - Listening activity/ What Do You Recall?

Activity 6 - The Cathedral's of Roster

Pre - listening activity/ Brainstorming & Word webs

While - Listening activity/ Order Events

Post - Listening activity/ Interview to a partner

Activity 7 - The Lady in High Hills

Pre - listening activity/ Chinese Whispers

While - Listening activity/ Listen for Details

Post - Listening activity/ Discovery

Activity 8 - The Lady with the Veil

Pre - listening activity/ Hidden Pictures

While - Listening activity/ Making Inferences

Post - Listening activity/ Time to Act

Activity 9 - The Panecillo Hills

Pre - listening activity/ Note - Taking

While - Listening activity/ Bingo













Post - Listening activity/ Summarizing

Activity 10 - The Witches of Ibarra

Pre - listening activity/ Existing knowledge

While - Listening activity/ What is Next?

Post - Listening activity/

ACTIVITY 1 - CANTUÑA	
PRE – LISTENING ACTIVITY	
Objective: To Check comprehension before to listen	
Activity: Guess What Listening Is About	
Back Ground music	Time: 10 minutes
Resources: <ul style="list-style-type: none">  Flashcards  Speaker  audio 	Suggestopedia Technique: Positive Suggestion
Instructions: <ul style="list-style-type: none">  Show some pictures about the audio to the students  Students must see the images and guess what the audio refers to <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	
WHILE – LISTENING ACTIVITY	
Objective: Students will be able to use the information acquired by making a description of the information.	
Activity: Listen and Describe	
	Time: 10 minutes
Instructions: <ul style="list-style-type: none">  The teacher plays the audio.  The teacher pauses the audio every so often.  During the pause, ask students to write a brief description of what they have heard. <p><i>Topic of the Story is</i></p> <p><i>The main character is</i></p> <p><i>The story take place in</i></p>	
POST – LISTENING ACTIVITY	

Objective: Students will be able to synthesize the information they have understood by preparing a summary.

Activity: Summarizing

Back Ground music

Time: 10 minutes

Instructions:

- ✚ Teachers can check if students understood the information in the audio by asking students to summarize the message using their notes.
- ✚ Students can pair up to discuss what they understood from the audio for one minute and then switch partners, in order to learn about other points of view.



Source: google

ACTIVITY 2 – FATHER ALMEIDA

PRE – LISTENING ACTIVITY

Objective: Students will be able to use their imagination in expressing their ideas about the story.

Activity: Brainstorming

Back Ground music

Time: 10 minutes

Resources:

Speaker - audio

Suggestopedia Technique:

Positive suggestion

Second concert

Instructions:

- ✚ Reveal the topic of the audio to the students.
- ✚ Ask students to take notes on it.
- ✚ Ask students to imagine what the story they are about to hear is about.

IMAGINATION IS THE KEY

WHILE – LISTENING ACTIVITY

Objective: Students will be able to maintain active listening, choosing the correct answer as they listen to the information.

Activity: True and False

Time: 10 minutes

Instructions:

- ✚ The teacher plays the audio.
- ✚ As students listen to the audio, they determine whether the statements are true or false.

Sentence	True	False
Manuel Almeida decided to enter the Monastery of San Jose.		X
Manuel suffered greatly from a bad love affair.	X	
Manuel agreed to go out with his friends at night and they sneaked quietly along the streets of Quito.	X	
Manuel and his friends went to a restaurant.		X
Manuel distinguished himself by dancing.		X
The Abbot of San Diego's Monastery heard rumours that some of his Friars were going out at night.	X	
Manuel's friends did not regret their actions.		X
He left the club shortly after 8 a.m. in the morning.		X
Manuel saw his corpse inside the coffin.	X	

	Manuel promised never to drink again.	X		
POST – LISTENING ACTIVITY				
Objective: Students will be able to develop their listening comprehension through problem solving.				
Activity: Problem Solving				
Back Ground music		Time: 10 minutes		
Instructions:				
<ul style="list-style-type: none"> ✚ Play background music to relax the students. ✚ Ask students to close their eyes and relax. ✚ Ask students to imagine that they are the protagonist of the story. ✚ Ask problem-solving or mystery questions: <ul style="list-style-type: none"> ✓ <i>Do you think Manuel's friends were bad influences on him?</i> ✓ <i>Why do you think Manuel saw his body in a coffin?</i> ✓ <i>Do you think Manuel's repentance was sincere?</i> 				

ACTIVITY 3 – MARIA CANTUÑA	
PRE – LISTENING ACTIVITY	
Objective: Students will be able to use their imagination to get ideas about the story they will hear.	
Activity: Make a Story	
Back Ground music	Time: 10 minutes
Resources: Flashcards Speaker	Suggestopedia Technique: Positive suggestion Role - Play
Instructions:	
<ul style="list-style-type: none"> ✚ Show students some images of the audio they are about to listen to. 	

- ✚ Ask students to write down the order of events they imagine to make sense of the story.



Source: google

WHILE – LISTENING ACTIVITY

Objective: Students will be able to maintain active listening by answering the questions as they listen to the information.

Activity: Multiple Choice

Time: 10 minutes

Instructions:

- ✚ Give a worksheet to students with questions about the audio.
- ✚ Students should answer the questions while listening to the audio.

How old is Maria Angula?

- 8
- 12
- 14

What did Maria Angula's mother ask her to buy?

- Sausages and viceras
- Meat and beans
- Roast and beef

Where did Maria Angula get the viceras?

Store

Cementery

House

Who visited Maria Angula at night?

A death

Her mother

Her Friends

What did Maria Angula do at the end of the story?

She had decided to extract her viscera

She told her mother the truth

She just had a nightmare

POST – LISTENING ACTIVITY

Objective: Students will be able to demonstrate what they have understood, expressing their ideas through a role-play.

Activity: Role - Play

Time: 10 minutes

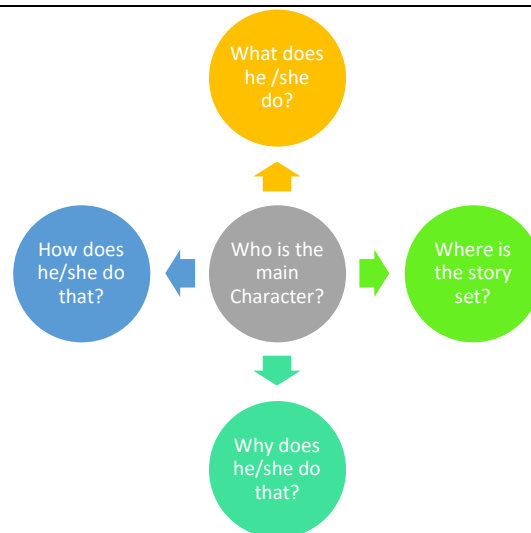
Instructions:

- ✚ Divide students into groups.
- ✚ Ask students to organize themselves, choosing a role from the characters in the story they heard.
- ✚ Ask students to try to dramatize the story they heard.



Source: google

ACTIVITY 4 – The Beautiful Aurora	
PRE – LISTENING ACTIVITY	
Objective: Students will be able to recognize the vocabulary they will hear from the audio.	
Activity: Teach me	
Back Ground music	Time: 10 minutes
Resources: Cards Speaker Audio	Suggestopedia Technique: Positive suggestion
Instructions: <ul style="list-style-type: none"> ✚ Give each student a pair of words and expressions. ✚ Ask students to explain the words/expressions in pairs. ✚ Ask students to share their opinions about their expressions with the rest of the class. 	
WHILE – LISTENING ACTIVITY	
Objective: Students will be able to practice their ability to take notes as they receive the information.	
Activity: Graphic Organizers	
	Time: 10 minutes
Instructions: Give students a blank graphic organizer to summarize the information they hear in the audio. Ask students to listen and fill in the key words they hear in the correct places.	



POST – LISTENING ACTIVITY

Objective: Students will be able to evaluate the knowledge acquired during the activity, through the use of quizzes directed to the rest of the classmates.

Activity: Quiz Your Classmate

Back Ground music


Time: 10 minutes

Instructions:

- ✚ Give each student three empty cards.
- ✚ Review the different types of questions from the previous activity.
- ✚ Ask students to make up three questions and write one test question on each post-it (without the answer).
- ✚ Ask students to write their names at the bottom of the cards.
- ✚ When students have finished writing, they should give their cards to 3 partners.
- ✚ Students should answer the cards they received and then return them to their creator for grading.

ACTIVITY 5 – THE BOY WITH THE BLACK HANDS

PRE – LISTENING ACTIVITY

Objective: Students will be able to identify the vocabulary they will hear in the audio.													
Activity: Match the words with the definitions													
Back Ground music	Time: 10 minutes												
Resources: Speaker Audio	Suggestopedia Technique: Positive suggestion												
<table border="1"> <thead> <tr> <th style="background-color: #FFD700;">DEFINITIONS</th> <th style="background-color: #FFD700;">WORDS</th> </tr> </thead> <tbody> <tr> <td>Be brave</td> <td>Courageous</td> </tr> <tr> <td>Bone ash</td> <td>Bone ash a white material produced by the calcination of bones</td> </tr> <tr> <td>Unusual</td> <td>not habitually done</td> </tr> <tr> <td>Coffin</td> <td>A long box in which the body of a dead person is buried</td> </tr> <tr> <td>Desvastated</td> <td>Destroy or ruin</td> </tr> </tbody> </table>		DEFINITIONS	WORDS	Be brave	Courageous	Bone ash	Bone ash a white material produced by the calcination of bones	Unusual	not habitually done	Coffin	A long box in which the body of a dead person is buried	Desvastated	Destroy or ruin
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Unusual	not habitually done												
Coffin	A long box in which the body of a dead person is buried												
Desvastated	Destroy or ruin												
WHILE – LISTENING ACTIVITY													
Objective: Students will be able to practice their ability to concentrate in order to complete the activity.													
Activity: Fill Gaps													
	Time: 10 minutes												
Instructions:													
<p> Ask students to fill the gaps with the words they hear in the audio.</p> <ol style="list-style-type: none"> 1. This story about a boy called Toribio, is an ----- . He was born with a condition. 2. He also showed love and cared for people in need, he lived surrounded by ----- . 3. The next day, Toribio’s parents were woken with an ----- sound. 													

4. Toribio was so ----- . He did not care about the color of his ----- .
5. Some people say that Toribio also fought against some ----- who arrived to Guayaquil.
6. The legend also says that after Toribio's death, they had to ----- his body due to a Municipal decision.

POST – LISTENING ACTIVITY

Objective: Students will be able to practice their ability to memorize the information acquired.

Activity: What Do You Recall?

Back Ground music

Time: 10 minutes

Instructions:

- ✚ Put students into pairs.
- ✚ Ask them to take turns recalling one bit of information from the listening without repeating anything.
- ✚ Challenge students to continue as long as possible.

ACTIVITY 6 – THE CATHEDRAL'S ROOSTER

PRE – LISTENING ACTIVITY

Objective: Students will be able to organize their predictions by using graphic organizers.

Activity: Brainstorming & Word webs:

Back Ground music

Time: 10 minutes

Resources:

Speaker
Board

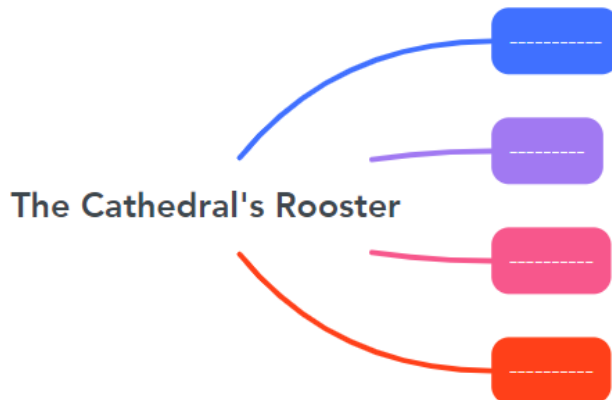
Suggestopedia Technique:

Positive Suggestion

Instructions:

- ✚ Tell the students the topic of the listening.

- ✚ Ask students for words that they think relate to the topic.
- ✚ Draw semantic webs on the board or on a screen with the words that were provided by the students.
- ✚ Then ask students to think about the relationship of all the words.



Source: Mindmeister

WHILE – LISTENING ACTIVITY

Objective: Students will be able to practice their ability to memorize and take notes.

Activity: Order Events

Time: 10 minutes

Instructions:

- ✚ Ask students to list the correct order of events as they listen to the video.

N	People said that Mr. Ayala y Sandoval's heart belonged to a lovely young woman named Mariana, whose nickname was "la Chola".
	On the street, people heard terrible insults and threats being said by Mr. Ramón.
	Until one day Mr. Ramón went to at a birthday party celebration.
	His typical day began by waking up very late and having a delicious breakfast served with hot chocolate, Ambato's bread, cheese made in Cayambe, and fruit jam.
	He just disappeared without a trace.
	This time, he ran across a real rooster, a game chicken, and the rooster invited Mr. Ramón to a real fight.
	As the night passed, he felt dizzy and decided to go home.

Then, he would take a well-deserved nap, after all, he was the owner of a very large farm. In general, he felt like a king!

POST – LISTENING ACTIVITY

Objective: Students will be able to assess their knowledge and that of their peers through the use of interviews.

Activity: Interview to a partner

Back Ground music

Time: 10 minutes

Instructions:

Divide the group into pairs.

Ask students to interview their partner using the following questions:

- Did you understand what the story is about?
- Did you have any difficulty during the while - listening activity?
- What new words did you learn?

ACTIVITY 7 – THE LADY IN HIGH HEELS

PRE – LISTENING ACTIVITY

Objective: Students will be able to practice their memorizing ability through a game.

Activity: Chinese Whispers

Back Ground music

Time: 10 minutes

Resources:

Speaker

Audio

Suggestopedia Technique:

Positive suggestion

Creative adaptations

Instructions:

- ✚ Choose a phrase or expression related to the theme of the story.
- ✚ Place the students in two rows, whisper the phrase to the first student in the row, and then he/she should pass the message in the same way to the rest of the classmates.

- ✚ The last student in the line should say out loud the message he/she received and write it on the board.
- ✚ Give points for correct words.

WHILE – LISTENING ACTIVITY

Objective: Students will be able to practice their note-taking skills while listening to the audio

Activity: Listen for Details

Time: 10 minutes

Instructions:

- ✚ Ask students to read the proposed questions about the story they are about to hear.
- ✚ Allow them to listen to the audio track two or three times to get the answers.

Where does the legend come from?

What color lipstick did the lady use?

What was the nickname given to the girl?

What was the nickname given to the girl?

Where did the man invite the lady to go?

POST – LISTENING ACTIVITY

Objective: Students will be able to identify errors in the activity.

Activity: Discovery

Back Ground music

Time: 10 minutes

Instructions:

- ✚ Ask students to write a summary of what they understood from the story.
- ✚ Play the audio again so students can compare it to what they have written.
- ✚ Ask students to note any errors and discuss the parts they missed.
- ✚ The group should focus on grammar, vocabulary and points mentioned in the audio.
- ✚ All errors should be noted on a list.

- ✚ The group then has to correct their text by listening to the audio again, or looking up grammar or spelling rules if necessary.

ACTIVITY 8 – THE LADY WITH THE VEIL

PRE – LISTENING ACTIVITY

Objective: Students will be able to gain ideas about the audio they hear through descriptions and teamwork.

Activity: Hidden Pictures

Back Ground music

Time: 10 minutes

Resources:

Speaker

Audio

Suggestopedia Technique:

Positive suggestion

Creative Adaptations

Role Play

Instructions:

- ✚ Divide the group into pairs.
- ✚ Give them one picture per pair on a story topic. Show only one student in each pair the image and ask him/her to describe it.
- ✚ The other student should write down everything his or her partner describes and then share with the rest of the class.

WHILE – LISTENING ACTIVITY

Objective: Students will be able to do an analysis on some important points of the audio.

Activity: Making Inferences

Time: 10 minutes

Instructions:

- ✚ Ask students to read these questions.

- ✚ Let them listen to the audio track to determine the answers.

Why if no one had seen what she looked like was everyone afraid of her?

Why does the narrator mention that many men have died from heart attacks?

Why does the narrator mention two kinds of smells?

Why does the author mention that there are men living in psychiatric centers?

Why does the author mention that other men committed suicide?

POST – LISTENING ACTIVITY

Objective: Students will be able to put into practice what they have understood from the audio through dramatization.

Activity: Time to Act

Back Ground music

Time: 10 minutes

Instructions:

- ✚ Divide students into groups.
- ✚ Ask students to organize themselves, choosing a role from the characters in the story they heard.
- ✚ Ask students to try to dramatize the story they heard.

ACTIVITY 9 – THE PANECILLO HILLS

PRE – LISTENING ACTIVITY

Objective: Students will be able to discuss the vocabulary they hear in the audio.

Activity: Note - Taking

Back Ground music

Time: 10 minutes

Resources:

Speaker

Audio

Suggestopedia Technique:

Positive suggestion

Creative adaptations

Instructions:

- ✚ Tell students the topic of the story.
- ✚ Discuss the topic with students and ask them to brainstorm note-taking ideas.
- ✚ Write on the board a brainstorm of the type of transition words they might hear.

Transitions words:

Before, and, still, finally, also, but

WHILE – LISTENING ACTIVITY

Objective: Students will be able to identify the vocabulary of the audio through a game.

Activity: Bingo

Time: 10 minutes

Instructions:

- ✚ Write these words on the board:
hill, gift, myth, Panecillo, embarrass, beautiful, type, palace, big, poor, clothes, cow, throne, capital, grass, money.
- ✚ Ask students to create a 4X4 bingo grid on their paper, and write all words on the board in the boxes (one word in each box), in any order.
- ✚ Ask students to listen carefully and mark with an X any word they hear. When they have four words in a row, they should shout out "BINGO!"

BINGO			
grass	palace	big	Panecillo
clothes	beautiful	money	cow
throne	myth	type	gift
embarrass	capital	poor	hill

POST – LISTENING ACTIVITY

Objective: Students will be able to practice their ability to summarize information from the audio.

Activity: Summarizing

Back Ground music	Time: 10 minutes
Instructions:	
<ul style="list-style-type: none"> ✚ Teachers can check if students understood the information in the audio by asking students to summarize the message using their notes. ✚ Students can pair up to discuss what they understood from the audio for one minute and then switch partners, in order to learn about other points of view. 	

ACTIVITY 10 – THE WITCHES OF IBARRA

PRE – LISTENING ACTIVITY

Objective: Students will be able to use their existing knowledge to get ideas about the information they will hear.

Activity: Existing knowledge

Back Ground music

Time: 10 minutes

Positive suggestions

Resources:

Speaker

Suggestopedia Technique:

Instructions:

- ✚ Write the following questions on the board:
 - What is the most famous legend in your country?*
 - What is he famous for?*
 - Do you believe that witches exist? If the answer is yes/no, explain why.*
- ✚ Ask for 3 student volunteers and give each student a number and tell them to practice saying the question that corresponds to their number.
- ✚ Then give them 3 minutes to ask their question to as many classmates as possible. After 3 minutes, tell them to go back to their place, and share the information they got with the rest of the class.

WHILE – LISTENING ACTIVITY

Objective: Students will be able to practice the ability to make predictions.

Activity: What is Next?

Time: 10 minutes

Instructions:

- ✚ Play the listening track for students, and stop the recording in the middle of a sentence.
- ✚ Ask students to predict which word comes next.
- ✚ Then continue.
- ✚ Repeat several times, allowing students a few seconds to respond.
- ✚ Variation: You can also stop the recording and ask students to repeat the last two or three words they heard.

POST – LISTENING ACTIVITY

Objective: Students will be able to reinforce their listening comprehension by doing a writing activity.

Activity: Writing a Short Composition

Back Ground music

Time: 10 minutes

Instructions:

- ✚ Once the students have listened to a passage, they should write a short paragraph based on the information provided in the passage they heard.
- ✚ Ask students to use their notes as main ideas, characters, events, and where the story ended.

CONCLUSIONS

The Suggestopedia method has been studied and applied in different researches on English language teaching, which have been a fundamental support for the development of this research. The main objective of the Suggestopedia method is to eliminate any mental barrier that the student may have while doing activities in class. In this project he proposed this method as a solution to the problem of lack of motivation of students in the development of listening skills.

- The strategies of the Suggestopedia method focus on fostering the learning process, especially continuous communication, taking advantage of the power of the mind, to eliminate any mental obstacles the student may have at the beginning of learning.
- Students are familiar with the different types of listening activities. However, the lack of motivation and continuous practice of these activities prevents them from developing their listening skills normally.
- The application of a didactic guide based on the strategies of the Suggestopedia method, improves the listening skills, because it allows to create a positive atmosphere in the classroom, awakening the interest of the students during the different activities.

RECOMMENDATIONS

This study can be used as a reference for future studies that intend to study and propose the suggestopedia method for the development of other English language skills. In addition, this project can be considered to be applied in a test group to verify the effectiveness of this method in students.

In addition, this study can be used to apply them to other courses or groups of students who need to improve a certain skill due to lack of motivation, in order to boost their learning.

Finally, it is important to mention that this project provides different techniques and strategies that can be implemented in a classroom application, which will help to give a broader view of the impact that the suggestopedia method has on English language teaching.

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ANNEXES



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO**REFERENCIA: PINE-090-2021-TT****DE:** ING. TATIANA GARCÍA VILLAO, MSc.
DIRECTORA DE CARRERA**PARA:** PANIMBOZA PALACIOS CINDY EVELYN
ESTUDIANTE CARRERA PINE**CC:** MSc. ELENA NIOLA SANMARTIN
DOCENTE CARRERA PINE**ASUNTO:** APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACIÓN DE TUTOR**FECHA:** 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "Suggestopedia Method To Develop Listening Comprehension Skills For First Semester From National And Foreign Languages Major at Universidad Estatal Península de Santa Elena"; siendo designado como tutor la docente:

APellidos	CORREO	TELÉFONO
MSc. Elena Niola Sanmartin	niola@upse.edu.ec	098 635 0535

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

ROSA TATIANA
GARCIA

Ing. Tatiana García Villao, MSc.

Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c: Archivo

Somos lo que el mundo necesita

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “SUGGESTOPEDIA METHOD TO DEVELOP LISTENING COMPREHENSION SKILLS FOR FIRST SEMESTER FROM NATIONAL AND FOREIGN LANGUAGES MAJOR AT UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA” elaborado por la estudiante Cindy Evelyn Panimboza Palacios, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Elena Niola S.', enclosed within a blue oval shape. The signature is positioned above a horizontal line.



**Lcda. Elena Niola S.
ADVISOR**



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W	URL: https://novaekasari09.wordpress.com/2011/06/12/a-teaching-method-suggestopedia/ Fetched: 2019-10-31T20:42:17.0870000	 1

5 de febrero del 2022

Msc. Tatiana Garcia
Msc. Eliana Leon
Msc. Sara Gonzalez
Msc. Italo Carabajo

Autores del Libro *Ecuadorian Legends Reading Comprehension Exercises For Beginners*

Presente.-

Estimados:

Yo Cindy Panimboza Palacios con C.I 2400092546, me dirijo a ustedes respetuosamente con la finalidad de solicitar su autorización para hacer uso de la información del libro *Ecuadorian Legends Reading Comprehension Exercises For Beginners*. El motivo de mi petición es porque sería un honor utilizar las lecturas de su trabajo para la propuesta de mi proyecto de investigación que consiste en una guía Didáctica con estrategias basadas en el método Suggestopedia para mejorar la comprensión auditiva. Las lecturas de su trabajo serian leídas y grabadas en audios mp3 por un hablante nativo y ubicados en la guía didáctica.

Por todo lo expuesto, les reitero mi solicitud de autorización, agradeciendo toda la cooperación que puedan brindarme al respecto.

Sin más a que referirme y en espera de una pronta y favorable respuesta a esta solicitud me despido.

Atentamente



Cindy Panimboza Palacios

C.I: 2400092546

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ACUSO RECIBO

AUTORIZADO el uso de imágenes e historias como referencia para su proyecto.



MSC. SARA GONZALEZ
Co-Autora



SURVEY FOR STUDENTS|

1. **How often does the teacher use listening comprehension activities in the classroom?**
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never

2. **Which of the following skills do you consider you need to improve?**
 - Listening
 - Speaking
 - Reading
 - Writing

3. **What kind of obstacles do you consider you have in your listening skills development?**
 - Lack of vocabulary
 - Lack of concentration
 - Lack of practice
 - Lack of motivation

4. **How do you feel when you don't understand the information in an audio?**
 - Enthusiastic
 - Positive
 - Bored
 - Unmotivated

5. **To develop listening skills, it is important for you to be motivated. Do you agree or disagree with this statement?**
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree

6. **Which of the following topics would you like the audios you listen to in class to be about?**
 - Ecuadorian legends
 - Technology
 - Health
 - History

7. **How do you feel when do you do listen comprehension activities?**
 - Motivated
 - Relaxed
 - Tense
 - Stressed

- Frustrated
8. Which of the following options would you like to start listening activities?
- Brainstorming
 - Discussions
 - Vocabulary activity
 - Making predictions
9. Which of these types of listening activities do you feel more confident?
- Multiple choice
 - True or false
 - Fill gaps
 - Order events
10. Which of the following relaxation techniques would you like to use at beginning of the class?
- Listen to relaxing music
 - Breathing exercises
 - Stretching exercises
 - Abdominal exercises



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SURVEY FOR TEACHER

1. What type of material do you use to teach listening Comprehension?
- E- Books
 - Audi/ Stories
 - Web sites
 - Videos
2. Motivation is an essential factor in English learning. Do you agree or disagree?
- Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
3. What kind of activities do you use to develop studen's listening comprehension?
- Multiple choice questions
 - Discussions
 - Summarizing
 - Graphic organizer
4. Which of the following options do you use to introduce the listenig activity?
- Using brainstorming
 - Making predictions
 - Pre – teach vocabulary
 - Discussions

5. **Which of the following options are the reasons why students do not understand information in English?**
 - Lack of vocabulary
 - Lack of concentration
 - Lack of practice
 - Lack of motivation

6. **If there were the opportunity, would you be willing to use Ecuadorian legends in order to enhance listening comprehension skills in your students?**
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree

7. **Which of the following techniques of Suggestopedia method have you used to teach listening activities?**
 - Background music to relax students
 - Positive suggestions to give instructions
 - Creative adaptations such as role plays
 - Classroom set -up

8. **Background music helps students combat stress, which promotes relaxation and retention of information. Do you agree or disagree with this statement?**
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree

9. **Which of these post – listening activities do you use in your classes?**
 - Summarize
 - Interviews
 - Roles plays
 - Solving Problems

10. **The types of activities planned by the teacher influences the development of the student's listening skills. Do you agree or disagree with this statement?**
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree