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**SUGGESTOPEDIA METHOD IN THE ENGLISH LANGUAGE**  
**TEACHING TO IMPROVE LISTENING SKILLS IN THE THIRD GRADE AT**  
**MIGUEL ANGEL LEON SCHOOL**

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**THESIS APPROVAL BY THE THESIS DIRECTOR**

As Director of the research work with the topic " SUGGESTOPEDIA METHOD IN THE ENGLISH LANGUAGE TEACHING TO IMPROVE LISTENING SKILLS IN THE THIRD GRADE AT MIGUEL ANGEL LEON SCHOOL ", work was carried out by Valenzuela Suntasi Mayra Lorena, prior to obtaining the master's degree in Master in Pedagogy of National and Foreign Languages, with a mention in the English Language. I attest that the mentioned work meets the requirements and has plentiful merit to be publicly supported in court to be timely selected.

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## **DEDICATION**

This research work is dedicated and carried out by and for my children Maurito and Vicky, you are the reason for my life and for whom I will fight to be better every day, thanks to your unconditional love I have persevered, and I have learned to cope with the challenges that have arisen in our life. With love,

*Mayra Lorena Valenzuela*



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I thank God for not letting go of my hand; despite all the inconveniences in our daily lives, it gives us strength, fortitude, and wisdom to move forward, not give up, and live for a dream. To my children, for being my engine to achieve my goals, and to my friend, ER.

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## RESUMEN

En el presente trabajo de investigación realizó la integración del método Sugestopedia en la enseñanza del idioma inglés para el mejoramiento de la habilidad auditiva en los estudiantes de tercer grado de la escuela de Educación Básica Fiscal Miguel Angel León período académico 2021-2022 Quito-Ecuador. El enfoque de la investigación es de tipo mixto, es decir, cualitativo y cuantitativo, por medio de una técnica de revisión bibliográfica y la recolección de información a través de entrevistas, a la autoridad de la institución, a la coordinadora, docentes de inglés y una encuesta a los estudiantes del tercer grado. Los resultados iniciales, mostraron la existencia de dificultades en la comprensión auditiva, para entender las acciones o actividades del docente. Por lo tanto, se propuso el uso de Sugestopedia como metodología de enseñanza, por sus beneficios para mejorar las capacidades auditivas cuando los estudiantes se encuentran relajados y en un estado de receptividad. Como aporte de esta investigación se propuso una guía estructurada en nueve actividades con sus respectivas rúbricas de evaluación, distribuidas de manera semanal, también se utilizó diversos recursos audiovisuales adaptados a las necesidades de aprendizaje de los estudiantes. Además, se destaca la importancia de crear un ambiente propicio en el aula, mediante el uso de técnicas como la música y la expresión artística. En conclusión, este tipo de metodología también aborda el aprendizaje de manera holística, teniendo en cuenta no solo la adquisición de conocimientos, sino también el desarrollo emocional y social de los estudiantes. Finalmente, Sugestopedia busca mejorar la motivación de los estudiantes, utilizando técnicas de sugestión positiva y presentando la información de manera estimulante.

**Palabras Clave:** Sugestopedia, comprensión auditiva, guía didáctica, trabajo en equipo.



## ABSTRACT

In the present research work, the integration of the Suggestopedia method was carried out in the teaching of the English language for the improvement of listening ability in third grade students at Miguel Angel León Public Elementary School, academic period 2021-2022 Quito-Ecuador. The research approach is of a mixed type, that is to say, qualitative and quantitative, through a bibliographic review technique and the collection of information through interviews, with the authority of the institution, the coordinator of the English area, English teachers and a survey of third-grade students. The results represented the existence of difficulties in listening comprehension, to understand the actions or activities of the teacher. Therefore, Suggestopedia was suitable as a teaching methodology, due to its benefits in improving abilities when students are relaxed and in a state of receptivity. As a contribution of this research, a structured guide was formulated in nine activities with their respective evaluation rubrics, distributed on a weekly basis, various audiovisual resources adapted to the learning needs of the students were also obtained. Furthermore, the importance of creating a favorable environment in the classroom is highlighted, through the use of techniques such as music and artistic expression. In conclusion, this type of methodology also approaches learning in a holistic way, taking into account not only the acquisition of knowledge, but also the emotional and social development of students. Finally, Suggestopedia seeks to improve student motivation, using positive suggestion techniques and presenting information in a stimulating way.

**Keywords:** Suggestopedia, listening comprehension, teaching guide, teamwork.



## CHAPTER I

### THE PROBLEM

#### 1.1 Introduction

At present, knowing English means being able to express yourself fluently, giving ideas with logically and clarity, understanding and assimilating other people's thoughts and responses. Likewise, learning English produces certain stimuli in the brain that help improve skills in other areas such as creativity, problem solving, reasoning, or mental capacity, making the brain more robust, that is, it improves the way of thinking.

On the other hand, the Ministry of Education of Ecuador, in the Instruction for Curricular Planning for the National Education System, article 343 establishes that:

The national education system will have as its purpose the development of individual and collective capacities and potentialities of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will focus on the learner, and will work in a flexible and dynamic, inclusive, effective and efficient manner (Ministerio de Educación, 2016, p. 3).

So, the national education system needs to be flexible and dynamic, between other elements. That is why English teachers must apply an appropriate method in their classes to improve capacities and develop skills, such as listening. Particularly, this study will focus on the development of listening skills in third grade students at Miguel Angel León Public Elementary School based on the Suggestopedia method.

The learning of diverse languages is an issue that has been on the agenda for more than two thousand years. Today, there is an evolution of methods and tools in the search



for an effective or universal approach to the teaching of English. This has led to a high degree of parallel methodological development (Valenzuela, et al, 2016). In addition, there are technological advances—that play a leading role in the dynamics of teaching, learning, and dictation that determine how English is taught around the world.

Among the many innovative methods of English language teaching is the Suggestopedia method, which is said to be different, and innovative, to boost students' attention and learning capacity to promote the positive aspects of language acquisition, focus on the learner and not on mistakes, and to be more encouraging for students.

Lozanov (1978) points out that Suggestopedia is a teaching methodology that focuses on both the teaching content and the learning environment, which acquires a unique meaning by breaking with all ties of the traditional and facilitating the creation of a suggestive climate for learning giving special importance to the learning of a second or foreign language as well as the implementation of elements such as a suitable environment, in which furniture, decoration, lighting and music are mediators of the process, helping to create the climate necessary for learning (Cevallos & Orbea, 2020).

UNESCO's Final Report on Suggestopedia (UNESCO, 1978), gave some recommendations made by the Experts from the Working Group on suggestology as a Learning Methodology Meeting in Sofia, December 11–17, 1978.

There is consensus that Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods. It has arrived at this consensus following a study of the research literature, listening to the testimony of international experts, observing films portraying Suggestopedia instruction, and visiting classes in which Suggestopedia is practiced (p. 12).



This study is analyzing the integration of suggestopedia in the English as a Foreign Language classroom to develop listening skills. The current research work is structured in different chapters which will give theoretical and practical support. The organization chapters are listed as follows. Chapter I comprises the problem, the introduction, the description of the problem, the general objective, the specific objectives, and the justification. It then proceeds to Chapter II, which deals with the concepts, theoretical foundations, and sub-themes that contribute to explaining the topic. Chapter III contains the methodological framework which will address the description of the study area, study group, research focus, type of research, procedures, and bioethical considerations. In Chapter IV the results of the data collection are presented. This chapter focuses on providing a statistical and graphical representation of the data as well as a clear narrative representation of the same, additionally presents the compiled analysis of conclusions and recommendations that aim to improve the resource and proposal. Finally, Chapter V presents the author's proposal that is expected to have an impact on students and therefore, the improvement in the field.

## **1.2 Problem description**

Currently, learning the English language presents difficulties which are shown in a higher percentage at the Latin American level, as Cronquist and Fiszbein (2017) note that test results indicate that English proficiency is very low. The education system needs to generate students with the necessary levels of English proficiency. Schools are often unable to provide the necessary English classes, and those that do, tend to poor-quality classes. While increasingly available, learning opportunities outside the educational system fail to make up for the shortcomings.





From Latin America, 19 countries were taken into account, of which it was possible to determine which are the best and worst, being Ecuador the one that is located in the last place, obtaining the lowest score in the region. This study data showed that Ecuador is ranked 93rd worldwide, that is, in a very low range with just 411 points. It is the only Latin American country to be among the 10 countries with the worst command of this language (El Universo, 2020). These results might be explained by the inadequate number of teaching time since that students receive less than four hours of class per week. Another reason might be possibly the inadequate educational methodologies and teachers with deficiencies in skills and knowledge.

Particularly, this project was carried out at the Miguel Angel León Public Elementary School, located in the Pintag parish, Tolontag community. The parish is located nearby Quito - Pichincha province, Ecuador. Miguel Angel León Public Elementary School offers in person education in its morning section. The school has a population of 500 students. Out of this total, 55 students are attending their third grade. The overall number of teachers is 22 according to the internal data of the institution. The official language spoken at the school is Spanish and English is taught as a foreign language.

In this educational institution, weaknesses have been noted in English teachers, since they demonstrate lack of knowledge regarding suggestopedia and other methods and the benefits they provide. Teachers maintain traditional teaching methods which limits the development of listening skills in students of third grade. They also report that when communicating with students, children do not understand what they hear; therefore, they do not carry out the activities assigned by the teacher. Additionally, students feel



embarrassed by making mistakes and trying to listen and understand what the teacher is saying.

The reasons mentioned above framed the interest of the researcher in looking for an innovative teaching methodology, since students have not been able to understand what they hear. A review of the literature led the researcher to choose suggestopedia as a method that can bring a different result in the teaching-learning process.

Lozanov (1978) affirmed that suggestopedia is a teaching method that focuses both on the physical context and on the elements present in the teaching process and the mental, conscious and unconscious processes in which students are involved in the class. It is worth mentioning that the role of the teachers is fundamental because they are responsible for the correct planning of the class, incorporating and providing agile, dynamic and inclusive material, due to the empowerment and importance that this method gives to the context and physical space of the classroom, in addition to the different dynamics and activities generated by the teacher.

In this sense, suggestopedia allows students to activate their reserve capacities or potential brain abilities, in order to free themselves from the frequent limitations imposed by different social norms, which can condition both their personality and behavior as their ability to learn (Cevallos & Orbea, 2020).

Having seen these problems related to listening and the teaching of English as a foreign language through the previous paragraphs, it has been proposed to use suggestopedia as a guiding method for this research. Therefore, the following research questions have arisen:

### 1.3 Research Question

- What are the methodological strategies used by English teachers to improve listening skills in third grade students?
- What are the educational processes developed by teachers to strengthen listening skills in third grade students?
- How will the design of a didactic guide utilizing suggestopedia techniques reinforce listening skills in third grade students?

### 1.4 Background

This research work is based on the development of listening skills associated with a novel methodology such as suggestopedia, which has given good results in the teaching of a second language. According to Asensio (2017) this represents an innovative and encouraging method for learning English, which can adapt better than others to the needs of each student, overcoming the need to compete for the attention of students with the variety of current technological devices and tools.

Learners require solid stimulator to direct their full attention and skills to the subject matter, a process for which traditional methods have shown their limitations in achieving this important objective. Suggestopedia could better meet this need as, being an innovative and different method, it arouses some interest, while disengaging learners about making mistakes, as this represents one of the difficulties for most second language learners, the fear of making mistakes.

Therefore, suggestopedia is the method of teaching through suggestion to achieve effective learning. Teaching must be accompanied by a pleasant and stress-free environment, with an atmosphere of joy and tranquility, as it is essential to achieve effective learning. (Lozanov, 1978).



The development of language skills in human beings is of transcendental importance in various areas of social life, they allow the effective interrelation of the communicative processes present from the student stage to the professional practice of every individual; therefore, the correct and adequate learning of English should be oriented to the mastery of the four language skills of the language, but in particular listening, since it is of greater use among individuals, this skill can be developed through funny, dynamic and practical interactive activities (Grados & Toscano, 2017). Listening skills are verified through the development of the tasks performed by the child during the school day (Beuchat, 1989).

## **1.5 Research Objectives**

### **1.5.1 General objective**

To integrate suggestopedia method in the English Language teaching for the improvement of listening skills in third-grade students of the Miguel Angel León school academic period 2021-2022 Quito-Ecuador.

### **1.5.2 Specific objectives**

- To identify the strategies used by teachers that strengthen listening in third-grade students.
- To evaluate the effectiveness of the methodological strategies used by English teachers in improving listening skills in third-grade students at the Miguel Angel León School.
- To design a didactic guide of suggestopedia techniques for the booster listening skills in students.



## 1.6 Justification

The justification for this research lies in promoting bilingual education in Ecuador as outlined by the Ministry of Education, focusing on developing of listening skills in third-grade students at the Miguel Angel León Public Elementary School. The use of suggestopedia as a teaching method is crucial as it combines various elements, including didactic, cognitive, psychological, artistic, and harmonic elements to enhance learning.

In the same way, it is justified to carry out this study because the selected method aims for an effective and fast learning process where the teacher uses relaxation techniques, incorporates humor in the delivery of content, utilizes a rhythmic pace in carrying out activities, and incorporates sonorous elements to achieve optimal learning of English as a foreign language for the students.

The development of a class where the capacities and abilities of the students can be improved depends on a crucial factor such as the role of the teacher as facilitator and guide in the teaching of the English language. That is why one of the fundamental tools in the execution of a class is the type of methodology that the teacher uses to favor the learning and achievement of objectives reached by the student in each class, that is why the implementation of the appropriate use of suggestopedia method, and the incorporation of different techniques and interactive activities, didactic and recreational material, variations in the tone of the teacher's voice, auditory material such as the implementation of music in the classroom, audio recording, the creation of pleasant environments in the classroom give as effective and meaningful learning results for better class development.

On the other hand, it is worth considering different strategies and methodologies that promote listening comprehension in English, as this is a key approach to teaching



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English as a foreign language. This study is justified because it examines the benefits of suggestopedia, to be applied based on the results of the final research proposal.

Finally, the direct beneficiaries are the teachers and third-grade students with whom this research was worked and with whom the information was shared in the proper use of the suggestopedia method. The indirect beneficiaries were, parents, authors, and people who carry out research regarding this topic.



## CHAPTER II

### REFERENTIAL FRAMEWORK

#### 2. Theoretical Framework

##### 2.1. Suggestopedia

Over the years, methods for learning a foreign language, in this case, English, have been developed with the aim of acquiring the language in the shortest amount of time and with the greatest success possible. Some traditional methods have not adapted to the needs of students in terms of oral production and do not take into account important factors such as attention, creativity, motivation, teacher authority, and attitude, as well as the environment where the classes take place, particularly for third-grade students.

English as a Foreign Language (EFL) teaching has the challenge of making the learning experience enjoyable and effective. To meet these goals, various teaching methods have been developed over time, among them is Suggestopedia.

Suggestopedia is the method of teaching through suggestion to achieve effective learning, teaching must be accompanied by a pleasant and stress-free environment, with an atmosphere of joy and tranquility as it is essential to achieve effective learning (Lozanov, 1978).

Therefore, the Suggestopedia method presents itself as a hands-on approach where the teacher employs a range of speaking styles, activities, conversations, and more, with a playful touch to inspire their students to learn a new language and put their skills into practice. At the same time, it overcomes any learning barriers that the students may have set for themselves, laying the foundation for successful communication through the



use of learning strategies and tools that enable students to express their thoughts and opinions fluently.

In this order of ideas, Suggestopedia is a humanistic teaching technique created by Bulgarian psychiatrist and educator Georgi Lozanov (1978). According to Lozanov, the word "Suggestopedia" comes from two Latin terms, "sugero" meaning suggest, and "paedy" (p. 3) meaning pedagogy, so it can be understood as a teaching method that is based on suggestion to achieve effective learning. A study about this method states the following:

“Suggestopedia is based on suggestion. For Lozanov, this is present in any educational act, although in an uncontrolled manner, and is a constant communicative factor, meaning it is always present in the sender-receiver relationship. Another element is music, which in suggestopedia takes on the therapeutic function already recognized by other disciplines” (Zohra, 2012, p. 2).

Thus, it could be said that Suggestopedia is present both consciously and unconsciously. It is present from the moment students start learning to when they have the opportunity to engage in dialogues with emotional significance, resulting in meaningful learning and progress in terms of oral production of the English language.

By severing all ties to tradition and assisting in the formation of a climate of suggestion for learning, Suggestopedia is a teaching style that focuses on both the teaching content and the learning environment. In this way, the teaching process aims to engage both the student's conscious and unconscious minds (Cevallos & Orbea, 2020).

In the classroom, suggestopedia encourages calmness, ornamentation, structure, and music. All of these qualities encourage memorization, learning, classroom focus, and student calmness, which promotes the growth of oral language production. Additionally,



the student will be in a better position to comprehend and use the English language since they will feel more confident about their ability to learn quickly and retain more information over the long term. The teacher will also be able to cover more material. In addition, it will give them the ability to converse and argue in a variety of contexts (Cevallos & Orbea, 2020).

Suggestopedia is described by Lozanov (1978) as a constant communication component, which might establish the circumstances necessary for the activation of the functional reserve capacities of the personality, mostly through para-conscious mental activity. So, the "reserves of the mind" are awakened by the teacher in the suggestopedic class by effectively using suggestion, which enhances learning and memory.

In contrast to conviction, which, unlike suggestion, involves awareness and focus of attention, Lozanov (1978) stresses the effect of suggestion on the individual's paraconscious. As a result, the suggestion establishes a clear connection between unconscious mental activity and environments in which there is no conscious recoding, logical arguments are not accepted, and focused attention is not necessary. Due to the appearance of passive attention, suggestive events are distinguished by the lack of a deliberate effort to concentrate. Although Lozanov refers to this behavior as "pseudo-passivity," there is actually a lot of internal activity going on.

Through the use of suggestions, suggestopedic teaching fosters an atmosphere of "expectation" that makes students anticipate that their learning will be more effective and expedited in addition to being simpler and more enjoyable. Rose (1992), who refers to suggestopedia by the American term "Accelerated Learning," states that it appears to work not so much because it expands human memory capacity as it does because it defies the notion that memory is constrained by allowing our natural mental faculties to function more broadly. Depending on how they are delivered, these ideas can be direct or indirect

and verbal or nonverbal, that is, they can be communicated through words or understood through the surroundings (gestures, music, physical space...).

According to Lozanov (1978), every rational and logical act is influenced by suggestive stimuli through one of five unconscious channels: (1) the emotive aspect, (2) peripheral perceptions, (3) details, codes, and automated elements, (4) association, symbolization and coding, and (5) a preceding suggestive environment, attitudes, motivation, and expectation. These 5 channels will be taken into account in the proposal of this research due to their significance in the teaching-learning process of listening.

These methods, which are more direct than those typically employed, enter the mind, particularly through intuitive and emotional mechanisms, making it easier for one to quickly and automatically "memorize a large amount of material" with a high level of accuracy and with the least amount of energy loss (Cevallos & Orbea, 2020).

Lozanov suggests the use of the teacher's authority, infantilization, the dual shot, intonation, rhythm, and passive concerto as means of suggestion in order for this to be effective. The educator uses these techniques to reduce stress, promote mental relationships, mental receptivity (inhibiting psychological obstacles that obstruct learning), potential, self-confidence, and context utilization (Cevallos & Orbea, 2020). The techniques mentioned here are considered for the design of the proposed end of this research.

Thus, the authority is granted to the teacher taking into account the mastery he has over the contents and the subject. Infantilization is wanting to learn in an open and spontaneous attitude, the dual plane refers to what the teacher says and how he says it, that is, gestures, tone of voice, posture, and eye contact. The intonation is identified with the modulation of the voice, which must be ceremonious in order to create an atmosphere

of expectation in addition to containing an affective sense to facilitate a deeper emotional activation in the personality. The rhythm is present in all the elements of the nature (Lozanov, 1978).

The passive concert, often known as a "pseudo-passive concert review," is the final suggestion method. In this phase, the goal is to essentially have the same effect on students as someone who attends a concert of their favorite music in the hopes of having a fun and relaxing time. For the instructor to maintain a high level of pupil focus, she must remain quite active (Lozanov, 1978).

Because of this, suggestopedia views the environment in the classroom as a crucial component, being the teacher the responsibility to create this ideal environment for learning, the one that must prepare the lights, the music, and the elements that will make the place of learning relaxed and comfortable for students to learn. One of the key elements for effective student learning is to provide a peaceful and non-threatening environment where error is part of the learning process and a tactic to learn.

### ***2.1.1. The use of Suggestopedia to enhance/develop listening skills***

Suggestopedia is a teaching method that focuses on using the right hemisphere of the brain for language acquisition and has been shown to be highly effective in improving and developing students' listening skills. The use of classical music artistically recited texts, and the relaxed and stress-free environment promoted in suggestopedia classes are key tools for improving students' listening abilities.

In traditional teaching, grammar, and vocabulary are often given great importance, while listening skills are neglected. However, Suggestopedia, listening skills are considered essential for language acquisition. By using specific teaching techniques such as the repetition of complex texts and the presentation of information in an artistic

and musical way, students can develop their ability to understand spoken language more quickly and effectively.

In addition, the relaxed and stress-free environment promoted in suggestopedia classes helps students feel more comfortable and open to learning. By not feeling pressured by constant evaluation and the fear of making mistakes, they can focus on improving their listening skills and feel more confident when speaking and understanding the language. Calvo (2009) “It is possible to improve English language learning through the development of listening comprehension” (p. 27)

In this same vein, Salcedo (2020) concerns that suggestopedia is a methodology that helps to improve students' listening skills by promoting retention of what has been learned and providing a broader perspective, allowing for continuous repetition and learning. This approach is considered the most appropriate for teaching and learning English, especially for beginner-level groups, as students can associate images, stories, and daily routines with auditory activity. Additionally, suggestopedia fosters students' confidence in learning through auditory activity.

### ***2.1.2. Suggestopedia learning and listening***

Suggestopedia is a learning approach that combines suggestion and psychopedagogy to improve performance and motivation in students. It is based on the idea that subliminal suggestion and repetition can influence a person's perception and behavior. There have been studies that have evaluated the effectiveness of suggestopedia in different contexts.

Some studies such as Asensio (2017) refers that this suggestopedic methodology, well studied and developed with the precise means, can be an effective system for student's learning. Due to the imposing nature of the model and the lack of attention from

the student, it is necessary to resort to alternative methodologies that put the student as the intervenor in their own learning and interests.

From the perspective of Tarazona (2019) suggestopedia is an excellent result for students to develop communication skills, primarily listening. If teachers observe that the vast majority of their students have failing grades and little interest in the subject, it is advisable to apply suggestopedia and listen and they will notice a considerable increase in passing grades. Psychological techniques, teaching techniques, listening and artistic means must be practiced to improve communication skills that are often difficult to achieve, especially in language learning. To capture interest, participation, confidence, among other indicators that affect the student, it is recommended to use the different techniques and strategies that are part of suggestopedia, which help in different and fun ways to acquire a language.

### ***2.1.3. Listening Skills***

Listening skills are essential in learning, as they enable learners to acquire points of view and information, as well as to achieve success in communicating with others. Life, both inside and outside of school, offers many opportunities for listening; however, some individuals fail to take advantage of these opportunities by letting their minds wander or by being preoccupied with what they want to say instead of focusing on what the speaker is trying to communicate. That is why teachers must explain to students the importance of being a good listener because if this skill is not practiced, disputes and problems may arise between the listener and the speaker. (Barre & Villafuerte, 2021).

The importance of Listening in English is vital as a good combination of written language study and listening comprehension makes language learning more fluent. Listening skills can be improved and assessed if students are asked questions about what



they want to say. Practice taking notes, or ask questions about the facts and inferences that can be drawn from them. They can be taught to recognize the difference between main and incidental ideas, or between information that is (Valenzuela, et al., 2016).

Ultimately specific strategies to teach listening can include:

- Pre-listening activities. Before listening to a text, students can be given a set of questions or statements to focus their attention on what they are about to hear. They can also be asked to predict what they might hear based on the title or topic.
- Active listening: During the listening task, students can be given specific tasks to complete, such as filling in blanks or answering comprehension questions. This keeps them focused on the task and encourages them to actively engage with the text.
- Post-listening activities. After listening to the text, students can be asked to summarize what they heard or to discuss their opinions on the topic. This helps reinforce what they have learned and encourages them to use the language in a meaningful way.
- Authentic materials. Using authentic materials such as songs, movies, and podcasts can help students develop their listening skills in a more natural and engaging way.
- Different accents and dialects. Exposing students to different accents and dialects can help them become more familiar with variations in pronunciation and intonation, which can improve their overall listening comprehension.
- Technology. The use of technology such as videos, audio recordings, and online resources can provide students with additional listening practice and feedback on their progress.



Overall, a combination of these strategies can help students develop their listening skills in a more effective and engaging way.

## **2.2. Theory related**

### **2.2.1. *Learning English as a Foreign Language***

Learning a new language is a complicated cognitive process, it is possible that the interactions with different elements, and conditions of the learning of individuals' linguistic and generic knowledge regarding the subject may exceed retention capacity depending on the limitations and advantages that each student presents. Furthermore, one of the biggest challenges for people when learning English is speaking and listening (the latter being the subject of this research), as both require a wide range of language skills to adequately execute the details that support what is being said or also what is heard. When learning the language, individuals must develop generalization, organization, and redefinition skills to be included in activities such as debates and brainstorming (Jiang & Kalyuga, 2022).

As for individuals who are inconsistent in their learning style, there are different factors associated with this low interest and motivation, mostly this is caused by the fact that individuals perceive too many difficulties when learning or performing activities, which generates in them a situation of stress that makes the task even more impossible, it can also be due to the lack of interest in the study of the subject.

Learning English has become a global tool for obtaining greater knowledge in any area, being used as a teaching method both traditionally and with new online technologies, which have had favorable results. In addition to this, it has been proven that learning is much more effective through feedback between students and teachers, however, online methods do not escape their difficulties, especially with those teachers who do not handle

this type of technology well, which makes feedback and success difficult. Carrying out the activities since constant interaction plays an important role in the acquisition of skills when learning a new language (Taskiran & Goksel, 2022).

### **2.2.2. Background of EFL learning in Ecuador**

The learning of English as a Foreign Language (EFL) in Ecuador has significantly evolved over time. Since the 1950s, it has become increasingly evident that there is a need to teach English in schools to improve students' language skills and prepare them for the globalized world (Yhomaly et al., 2020). Below is a summary of the methodologies and strategies used in EFL teaching in the country, as well as the challenges and opportunities that exist in this field of education.

English as a Foreign Language (EFL) learning is a crucial aspect in Ecuador, especially in primary education, as it serves as a tool for personal and professional development. Hence, it is important to comprehend the background of EFL learning in the country to assess its current state and identify potential areas for improvement in the future

In this line of thought, the learning of English as a foreign language in Ecuador, has become an important issue and as a consequence of many research in different institutions, such as those carried out in secondary schools, since Ecuador is among the countries with the least educational skills in terms of learning of the language, according to a study carried out in a public school in Loja, Ecuador (Pérez, 2018).

Cadena et al. (2018) state that “a language curriculum is constructed through a blend of purpose, situation, and social needs” (p. 129). In this case, they explain that Ecuador has not changed its learning model, so they continue to have a behavioral model rather than a socio-constructive or sociolinguistic one which includes: listening, speaking,



reading, and writing. They discuss because it was evidenced that the traditional exercises used by the majority of teachers in Ecuador help to memorize answers but do not compliment the part of fluency and communication spontaneously, for that reason, it is needed to reform the curriculum and give new strategies to teachers who work in this area (Barre-Parrales & Villafuerte-Holguín, 2021).

However, the application of Suggestopedia and Listening in the teaching of English as a Foreign Language (EFL) in primary education in Ecuador is becoming increasingly popular as it provides a unique and effective way to improve students' language skills. Understanding the impact of these methods on EFL learning in primary schools in Ecuador is important in promoting and improving language education in the country (Vera, 2019).

### ***2.2.3. Listening***

Listening is an essential skill for success in learning a foreign language, including English as a Foreign Language (EFL). It is the foundation for understanding and processing information, and it enables effective communication and interpersonal relationships. In the context of EFL learning, listening comprehension is considered a complex and dynamic process that requires constant practice and development.

Listening skills correspond to the ability to hear, understand and comprehend the sounds and words perceived by people, skills that are of utmost importance in the comprehension of a second language, especially during the early stages of learning, because it involves different tasks for the language learner and requires high levels of attention and working memory, as the speed and pronunciation of a foreign language spoken in an authentic way are hardly controllable by the listener (Vandergrift & Baker, 2015).



While it is true, listening is considered one of the four basic skills in language learning, along with speaking, reading, and writing. It plays a critical role in the development of language proficiency, as it allows learners to comprehend spoken language and participate in conversations. Effective listening skills are also essential for acquiring new vocabulary, grammar, and pronunciation. Despite its importance, listening is often neglected or given less attention in language teaching and learning, leading to difficulties in developing fluency and comprehension skills. Therefore, it is important to understand the key aspects and techniques involved in improving listening abilities in language learning.

It should be considered that in primary education in Ecuador, listening is considered a key aspect of English as a Foreign Language (EFL) learning. Different teaching methodologies have been used to improve the listening skills of students, including the use of audio materials, interactive activities, and task-based language teaching. These approaches aim to provide students with opportunities to practice their listening skills in real-life situations, helping them to build their confidence and develop their understanding of the language.

Thus, in primary education in Ecuador, various methodologies have been applied to improve listening ability in English as a Foreign Language (EFL) learning. However, the effectiveness of these methodologies varies, and it is important to assess their impact on EFL learning. Some of the most commonly used methodologies include the use of audio and video materials, in-class activities, guided listening practices, and the application of techniques such as Suggestopedia and listening-based teaching.

#### 2.2.4. *Listening difficulties when learning EFL*

There are different difficulties when learning a second language, for example, challenges related to linguistic factors, that is, an individual's ability to learn the different parts of a language and its forms: grammar, vocabulary, listening, and pronunciation, among others. One of the main problems to emphasize is listening, where not understanding what is listened can lead to confusion and to block themselves when speaking to someone or simply while attending a class (Chaouchi y Bahloul, 2022).

According to Brown (2015), understanding what is being heard requires complex interpretive and interactive brain processes. During this process, listeners make an effort to focus on the foreign language speech they hear, recognize a variety of vocabulary, grammar, and structural elements through which they can derive meaning, make sense of paralinguistic components like stress and intonation to arrive at an interpretation, and keep these in their short memory for long enough to integrate them with the information stored in their long-term memory as background knowledge and schema to achieve.

Furthermore, Field (2008) explains that word boundaries in a listening text are harder to identify than in a written text because the spaces between words cannot be seen, making it extremely difficult for students, especially beginning students, to break down the stream of speech into individual words in the limited time available. He continues by saying that because hearing is fleeting, it makes students nervous.

One of the elements frequently cited in research findings as impeding listening comprehension is speech pace or speed of text delivery (Renandya & Farrell, 2011). Another element that may impact listening comprehension is lexical coverage. According to Zeeland and Schmitt (2012), 98 percent of the lexicon must be covered for listening comprehension. Another aspect impacting listening comprehension is short-term memory ability. Due to phonological characteristics that prevent most words from being fully

articulated, they sound extremely different when spoken together (Nushi & Orouji, 2020). Having trouble understanding what you're hearing may also be caused by personal variables like excessive anxiety levels (Wang, 2010).

According to Richards (1983), factors that have been found to affect listening comprehension include the clausal base of speech, reduced forms, ungrammatical forms, halting and speech faults, rate of speech, rhythm and stress, cohesive devices, and content. Other obstacles to listening comprehension, according to Goh (2000), include inadequate exposure to the target language, challenges brought on by social and cultural norms, text grammar and structure, and individual characteristics like a lack of interest or drive.

Other difficulties are those related to a psychological level, which refer to the fact that, when an individual communicates, they hesitate due to certain psychological or emotional factors such as shyness, anxiety or fear, anxiety being one of the greatest difficulties for students when learning a language as there is a constant feeling that they will make a mistake coupled with shyness (Nushi & Orouji, 2020). This makes the process much more complicated, causing great nervousness leading to mistakes. Commonly, these principles may be unfounded and students may have high ability but still be afraid of receiving a negative evaluation. Shyness also increases the feeling of discomfort and agitation, which prevents the person from expressing their ideas clearly (Amoah & Yeboah, 2021).

Definitely, there are common difficulties faced by children who are English as a Foreign Language (EFL) learners when it comes to listening. Some of these difficulties include limited exposure to English, difficulty in understanding fast-paced speech, limited vocabulary, and difficulty in following and retaining spoken information. Children may also face challenges with listening comprehension due to language-learning anxiety, lack of motivation, or a lack of interest in the topic being discussed. To overcome these

difficulties, it is important to implement effective and engaging teaching methods that *support listening skills development and address the specific needs of EFL learners.*

### **2.2.5. Didactic strategies**

The structured technique on the activities carried out in the classroom is conceived as a didactic strategy, through which the proposed objectives and contents are clarified (Mansilla & Beltrán, 2013). For this reason, the structure of these activities developed in the classroom necessarily has a planning through a starting axis, the previous information that the students have on the subject, setting the goal and conceptual axes to successfully develop the strategies (Orellana, 2017).

On the other hand, the interactive didactic strategies, refer to the same axis of the previous ones, applied from a constructivist theory towards the complex use, with educational purposes of the new information and communication technologies (NICT), hoping to promote a change in learning and in the integral formation of the individual (Reyes, 2014).

In this way, the adaptation of the didactic strategies to the interactivity that globalization has imposed is required, which also helps in the diversity present in the classroom, in which access to information is given, spaces are created in the discussion, seeking, in the same way, significant learning (Castillo, 2010). In this order of ideas, gamification or the game process incorporated into the classroom has been sought as part of these, especially when educational software is included to generate a certain effect, with the linguistic area being highly benefited, for example (Holguinet al, 2018). This perspective provides foundation and clarity to the proposal as learning through games in an interactive environment will be taken into consideration.



The quantity and quality of the didactic strategies that students have used when learning is configured as factors that differentiate good students (according to performance) from regular or bad ones (González & Díaz, 2006). In this sense, by including effective didactic strategies in students with low performance or less understanding of the language, they are helped to have better results in general, also generating improvements in their learning (Díaz-Barriga & Hernández, 2003). For this, it is necessary to identify the successes and problems that the students have had, so that the strategies are relevant and contextualized to correct the errors, but also to value the achievements obtained by the students (Blanco et al, 2010).

Moreover, there is the collaborative learning methods that share the idea that students must work together to learn and that they are responsible for their own learning and that of their peers. This implies that the traditional roles and the teacher-student dynamic undergo a change, as well as the teaching process. This change in dynamics also affects the developers of learning programs, since a collaborative learning scheme requires a set of elements that constitute normal development, such as collaborative activities that will only develop if one person manages to successfully interact with others (Collazos & Mendoza, 2006). In this order of ideas, the collaborative learning method can be applied by Suggestopedia in primary school students. The idea of students working together to learn and being responsible for their own learning and that of their peers is a core principle of Suggestopedia. This requires a change in traditional roles and the teacher-student dynamic, as well as in the teaching process, which can be implemented in the primary school setting

There are different strategies for the developing collaboration, since it is necessary to remove students from the individualistic learning to which they are accustomed. It is



not only creating horizontal connectivity between students, but there must be planned and scheduled activities. At this point, it is the teacher's job to teach how to work in a collaborative work environment (Roselli, 2016). In short, collaborative activities can be applied as a method to improve listening ability in primary education. These activities can be designed to promote active listening and understanding of messages in English as a foreign language, allowing students to work together and take responsibility for their own learning and that of their peers. Additionally, collaborative activities can improve the dynamic between students and teachers and promote a more effective and enriching teaching process.

The strategies used in collaborative model can be used at different moments of the teaching process, which are interaction with others, negotiation, consensus, organization of activities, information gathering. The idea is not to introduce these strategies and leave collaborative learning as something occasional, the main objective is to have a general transformation in the didactic activities, modifying the teaching and learning processes. Following the principle of Suggestopedia and strengthening the teaching-learning process of listening (Roselli, 2016).

Collaborative work used as a didactic strategy for teaching and learning is extremely important in the research field of education and technology. This is because its application increases the learning benefits, especially in subjects such as programming where, due to the complexity of knowledge, collaborative activities provide possible solutions to problems that may arise (Sánchez et al, 2018).

### **2.3. Legal framework**

The legal basis for this study was rooted in the Constitution of the Republic of Ecuador, specifically in Chapter Second, Fifth Section on Education, established in



articles 26 and 27, as determined by the Ministry of Education in Agreement No. 0052-14, 2014.

**Article 26.** Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the state. "It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion and an indispensable condition for good living" (Constitution of the Republic of Ecuador, 2008) Individuals, families, and society have the right and responsibility to participate in the educational process.

**Article 27.** Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, sustainable environment, and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive, diverse, of quality and warmth; it will promote gender equality, justice, solidarity, and peace; it will stimulate critical thinking, art, and physical culture, individual and collective initiative and the development of skills and abilities to work and create (Ministry of Education, 2014, (p. 1).

The previously mentioned articles are linked to the Suggestopedia Method as it is a holistic approach that aims to teach a foreign language without altering the personality of the students and by providing emotional content to make it meaningful. This is why it was utilized in this research project to enhance listening in English through this method with third-grade students at Miguel Angel León Public Elementary School.

Additionally, the development of this study was based on the ethical aspects defined by the University Council at Northern Technical University (2013), based on the principles of:





Responsibility; is assumed as the ability to act prudently and take responsibility for decisions and actions that may affect people, society, and the community in general, as well as the submission to the controls considered necessary.

Relevance; Assumed as appropriate behavior, guided by suitability, usefulness and coherence, aimed at achieving institutional principles and objectives.

Reasoning; Understood as using the capacity for coherent judgment in the fulfillment of objectives, responsibilities and functions, aimed at ensuring that the actions taken do not directly or indirectly affect the guarantee of personal and institutional rights.

Weighting; includes acting in a balanced manner in the responsibilities, functions, and achievement of institutional objectives in correspondence with the mission, vision, and organizational goals, aligned with corporate objectives.

Honesty; is understood as ethical behavior in the exercise of interpersonal and public actions, supported by actions that are truly consistent with the facts. Mainly in actions related to acts of corruption.

Probity; is exercised as honest, unimpeachable behavior and conduct, exercised both internally and outside university spaces.

Use of information; corresponds to the obligation to keep all data collected confidential, especially when there is no authorization to carry out such activity.

In sum, learning a foreign language is a valuable skill for children in the third grade of primary school, as it helps to broaden their perspectives and opens up new opportunities for them in the future. One approach to language learning that has been shown to be effective is suggestopedia, which incorporates psychological and artistic techniques to improve the student's communicative abilities.



Listening is an essential component of language learning, and Suggestopedia places a strong emphasis on this aspect. Through listening activities that are designed to be engaging and entertaining, children in the third grade of primary school can improve their listening skills and become more confident in their ability to understand spoken language. Additionally, the use of Suggestopedia can help to build a positive and meaningful learning environment, where students are motivated to continue their language learning journey.



### CHAPTER III

## METHODOLOGICAL FRAMEWORK

### 3. Purpose and Research Questions

The objective of the research was to integrate the suggestopedia method in the teaching of the English Language to enhance the listening skills of third-grade students of the Miguel Angel León Public Elementary School during the 2021-2022 academic period in Quito-Ecuador. To achieve this objective, three specific objectives were established. First, the strategies used by teachers that enhanced the listening skills of third-grade students were identified. Secondly, the effectiveness of the methodological strategies used by English teachers to improve listening comprehension in third-grade students of the Miguel Angel León Public Elementary School was evaluated. And finally, a didactic guide on suggestopedic techniques was designed to improve students' listening skills. By achieving these goals, this research provided valuable information for advancing teaching methods in English classrooms, particularly with regard to listening skills.

#### 3.1. Description of the study area / Study group

The area of study was English, specifically auditory ability in students aged 7 to 8 years old, and was conducted at the Miguel Angel León Public Elementary School located in the Pintag parish, Tolontag community, Quito - Pichincha Province, Ecuador.

This elementary education institution was founded in 1940 and currently has an enrollment of approximately 500 students, of which 55 are in third grade, a heterogeneous group divided into two classes of 41 and 14 students each.

The educational levels are divided into early childhood, basic preparatory and elementary-education. This educational institution has 30 sections and 22 teachers, of which 2 are English teachers, one works full time and the other teacher has a part time schedule on Tuesdays and Thursdays. The educational center works on a morning schedule. The student population is mainly Mestizo. Students are motivated to learn this



English as they consider it crucial for their future. The school has allocated three hours per week of English preparation for each section. Students start their English as a foreign language preparation in their third grade.

Miguel Angel León Public Elementary School does not count with Internet service to support the teaching-learning process. The institution does not have budget to provide students with materials, which are provided by the student's parents. In addition, the students do not use an English text book, the English teachers work with the instructional material that they consider the most relevant to facilitate students' learning.

During the pandemic, only 50% of the third-grade English students had classes as the complementary teacher was not available at that time, and the classes were virtual. It is also important to note that the institution does not have an English laboratory (Interview with the Director of the Institution, 2023).

### **3.2 Research Approach/ Type of Research**

This research used a Mixed Method approach (MM) combining the quantitative and qualitative perspective in the same study. The mixed method approach aimed to in depth analysis when the research questions are complex. Mixed research is not intended to replace quantitative research or qualitative research; rather, it uses the strengths of both types of inquiry by combining them and trying to minimize their potential weaknesses (Leech & Onwuegbuzie, 2009). This is how this type of study will provide the possibility of summarizing, recording and detailing the information obtained by the subjects participating in the research (Third grade students at Miguel Angel León Public Elementary School).

Leech and Onwuegbuzie (2009) defined MM as follows: "collect, analyze and interpret both qualitative and quantitative data in a single study, or in a series of studies

investigating the same underlying paradigm" (p. 268). From a broader perspective, Tashakkori and Teddlie (2010) argue that mixed methodology is an orientation with its worldview, its vocabulary, and its own techniques, rooted in pragmatic philosophy with an emphasis on the consequences of action in real-world practices.

### 3.3 Type of Research

The project was carried out using descriptive investigation, which, according to Hernández et al (2010) this type of study “allows to detail situations and facts, that is, how a certain phenomenon is and how it manifests itself and seeks to specify important properties of people, groups, communities or any other phenomenon that is subjected to analysis” (p. 214). This is how this type of study provides the possibility of summarizing, recording and detailing the information obtained from the subjects participating in the research (third-grade students of the Miguel Angel León Public Elementary School) on the Suggestopedia method in the English language teaching to improve listening skills.

### 3.4 Procedures

Regarding the research techniques to apply for this study, interviews were carried out with the authority of the institution and the coordinator of the English area. According to Folgueiras (2016), the interview is an information gathering technique that, in addition to being one of the strategies used in research processes, already has a value in itself.

This interview was structured in correspondence with the research objectives to know the use of the Suggestopedia method, which supports this research for the realization of the didactic guide. It should be noted that the interview was done in person at the school where the study was done.

Specifically, the researcher interviewed the English teachers to know what method they use to teach English, the materials, teaching hours, the method's

effectiveness, and if they are familiar and fluent with Suggestopedia. The interview also asked about the development of listening activities in the English classroom. In the same vein, the interview intended to determine if the method used by the teachers was effective in teaching English to third-grade children.

On the other hand, the survey was another of the research techniques that has been applied as an instrument related to it, and its implementation has been carried out through all the third-grade students (55 students), in order to know their motivations, tastes, preferences and activities that develop in listening skills.

In other words, their English learning was evaluated, the effectiveness of the teaching-learning method used by English teachers was measured, if they are motivated to learn and study using an alternative method such as Suggestopedia and listening, and what are the best tools to use with third grade students when using the teaching guide for English learning with Suggestopedia and listening.

### **3.5 Treatment, Analysis and Interpretation of Information**

After having implemented the techniques and instruments for collecting the information and transcribed the oral expression of the key informants for the conformation of each one of the research protocols, the interpretation of content and the categorization of the information began.

Regarding this aspect, it is important to mention that the Miles and Huberman (1994) proposal was followed. In this sense, for the understanding of the qualitative data, we proceeded, first of all, to the organization and processing of the information, considering the three levels of content comprehension that they establish.

- Syntactic level of description: textual transcription as stated by the key informants.

- Semantic level of comprehension: the coherence and consistency of the text were achieved through the thematic link between the researcher and the researched. From which resulted the transcription of the text as understood by the researcher.
- Pragmatic level of interpretation: at this level reference was made to the understanding of the text (emerging reality of the data), in its interrelation with the background, common threads and theoretical references in general.

On the other hand, quantitative data are those that can be measured and quantified numerically, such as frequency. These are obtained through statistical techniques and tools and can be analyzed and represented using graphs and tables (Arias, 2006). It's are interpreted using methods such as calculating the mean, median, mode, and standard deviation. In this research, quantitative data was collected through surveys, analyzed using software such as Microsoft Excel to obtain information and create graphics, and then interpreted and linked with qualitative data.

### **3.6 Ethical considerations**

Based on what was provided by Gastaldo and McKeever (2000), technical-methodological approaches are made according to which qualitative research must be based on self-reflection on the chosen methods, which may generate some problem in the study individuals in the investigative process. For this reason, Rojas and Osorio (2017) suggest making explicit:

- Equitable selection of subjects: The selection process of the subjects or key informants was characterized by the voluntary participation of students and teachers who attended to issues merely related to questions consistent with the research.



- Favorable risk-benefit ratio: From the first meeting, the participants were shown all the aspects inherent to the research, so that they could outline their contribution, recognizing the good faith of the researcher regarding the use of the information.
- Informed consent: Key participants were told the purpose and purpose of each session, as well as the process to follow and what would be prepared with the information provided. This consent was recorded in writing.
- Conditions of authentic dialogue: During each dialogical meeting between the researcher and each key participant, due to the interviews, a conversation was held framed in respect between peers, where they shared the different interests and differences of criteria regarding the subject in question.
- Respect for the enrolled subjects: The anonymity of the participants was guaranteed, so confidentiality was maintained when handling information that the interviewee did not agree to use, as well as raising the possibility that each individual withdraw from investigation when considered.





## CHAPTER IV

### PRESENTATION OF RESULTS AND ANALYSIS

This section presents the results and analysis obtained from the instruments applied, such as the survey conducted with third-grade students and the interviews carried out with the teachers, coordinator, and principal at Miguel Angel León Public Elementary School. This chapter is of great importance, as it allows us to understand the opinions of key actors in the process of teaching English. As expressed by Taskiran and Goksel (2022), it has been shown that feedback between students and teachers is essential for more effective learning. In addition, this chapter identifies the factors that influence the development of students' listening skills. The interpretation of the results obtained allowed for an evaluation of the effectiveness of the method currently used by teachers and the determination of necessary improvements in teaching English as a second language, applying Suggestopedia and listening techniques to third-grade students. As Asensio (2017) states, the suggestopedic methodology, well-studied and developed with precise means, can be an effective system for student learning. Additionally, the results were used to develop a didactic guide for teaching the English language using the Suggestopedia method and listening techniques, which, from the perspective of Tarazona (2019), is an excellent way for students to develop communication skills, especially listening.

#### **4.1. Results presentation**

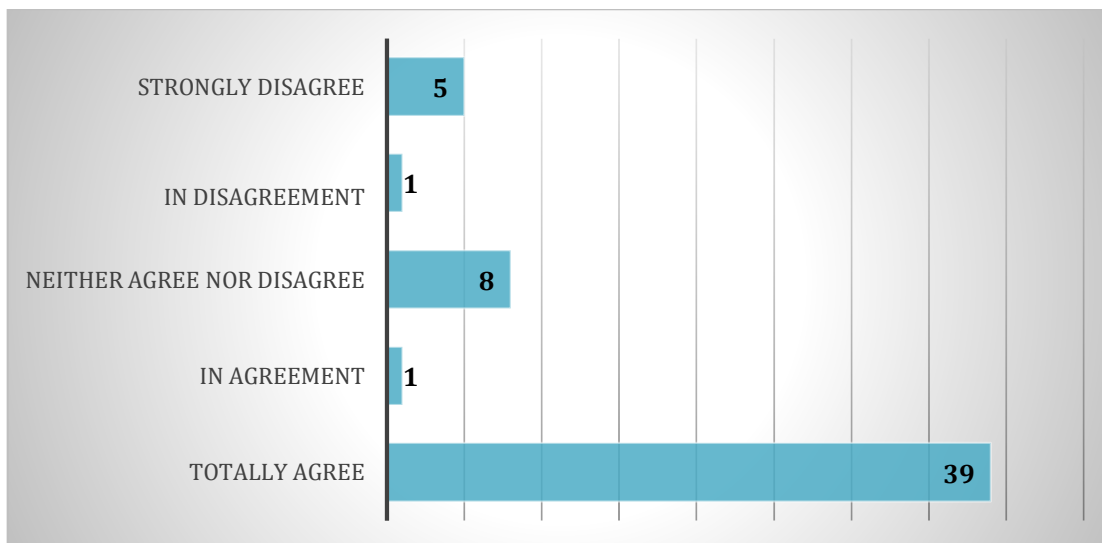
##### ***4.1.1. Results of the survey conducted on third-grade children from Miguel Angel León Public Elementary School.***

During the initial contact with the Director of the Miguel Angel León Public Elementary School, a group of 55 third-grade students with an age range between 7 and

8 years was identified and described in the study area. However, after conducting the survey, the researcher confirmed the presence of 54 students in this age group, distributed among 31 students belonging to Section A and 23 to Section B. Additionally, it was found that ages varied, with 52 students aged 7 to 8 years and 2 students aged 9 to 10 years, although the latter was in line with the learning level of the surveyed group, despite the fact that the children were older chronologically. (See Annex 1). What follows is the presentation of results according to the questions in the students' survey.

**Figure 1**

*Do you like to learn English?*



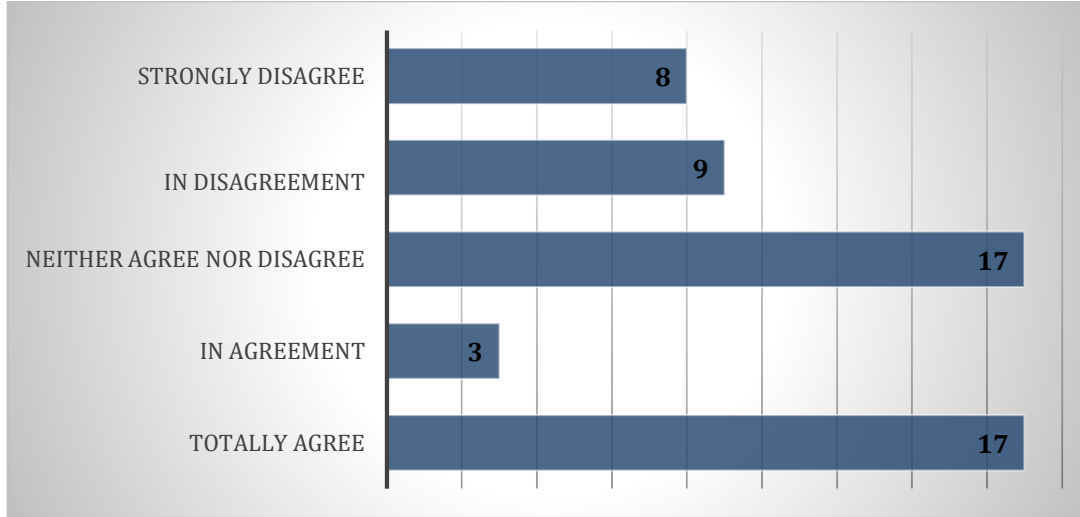
*Note.* The figure represents the result of children who like the English language.

Graph 1 shows students' preference for the English language. Of the 54 surveyed Students, 40 indicated that they enjoy learning English, 8 expressed no preference, and 6 stated that they have no interest in learning the language. These results indicate that work must be done to strengthen the motivation of 14 students in the studied group. In this sense, reference is made to Lozanov (1978), who points out that the Suggestopedia method is a teaching strategy that combines suggestion and psychopedagogy to improve the performance and motivation of students. Therefore, it is suggested to apply this

approach in the teaching-learning process of this age group, with the aim of strengthening their motivation in learning English.

**Figure 2**

*Do you understand what your English teacher says?*



*Note.* The figure demonstrates students' understanding of teacher's messages.

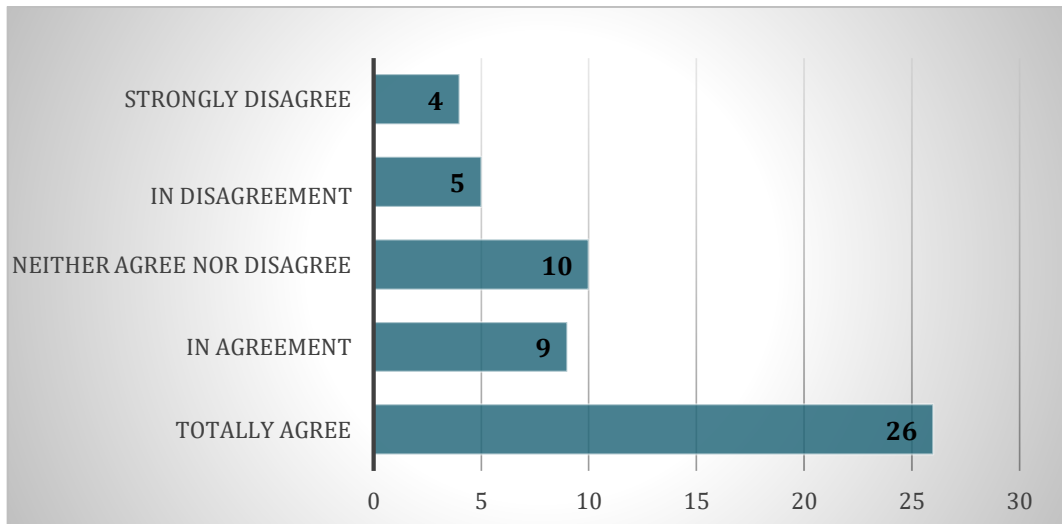
Regarding the question of whether students understand what the English teacher says, the results showed that 20 students do understand what their teacher says in English., 17 have no clear opinion on the matter, and 17 respondents do not understand what the teacher says in English. Therefore, it can be inferred that 34 of the 54 surveyed students have difficulties in understanding English, indicating that listening skills in English are a weakness in this study group. According to Chaouchi and Bahloul (2022), one of the main issues to highlight in English language learning is listening skills, as not understanding what is heard can lead to confusion and blockage when speaking with someone or simply attending a class.

In order to address the issue of listening skills in English among this group of students, it is important to implement effective teaching strategies. One such strategy is the use of authentic materials in the classroom, such as videos and songs, that expose

students to real-world language use and improve their listening comprehension. Additionally, incorporating interactive activities, such as group discussions and role plays, can help students practice their listening skills in a supportive and engaging environment. It is also important to provide students with regular opportunities to receive feedback on their listening skills, both from their teacher and from their peers, in order to identify areas for improvement and track progress over time. By prioritizing the development of listening skills in English, educators can better support their students' language learning journey and help them achieve greater success in their academic and professional endeavors.

**Figure 3**

*Do you like to listen to English?*



*Note.* The figure represents the result of whether children like to listen in English.

Regarding the question of whether students enjoy listening to English, the results showed that 35 students enjoy listening to English, 10 have no clear opinion on the matter, and 9 respondents do not enjoy listening to English. Therefore, the majority of students have a positive attitude towards listening to English, which is favorable for language teaching when applying listening techniques, and it can also enhance motivation among those who

do not enjoy listening. The Suggestopedia method can be introduced in the classroom as an alternative—to improve listening motivation in this group (Lozanov, 1988). It is necessary to identify students' strengths and weaknesses, so that listening strategies are relevant and contextualized to correct errors (Blanco et al., 2010)

**Figure 4**

*Do you feel good when you understand what the English teacher says?*



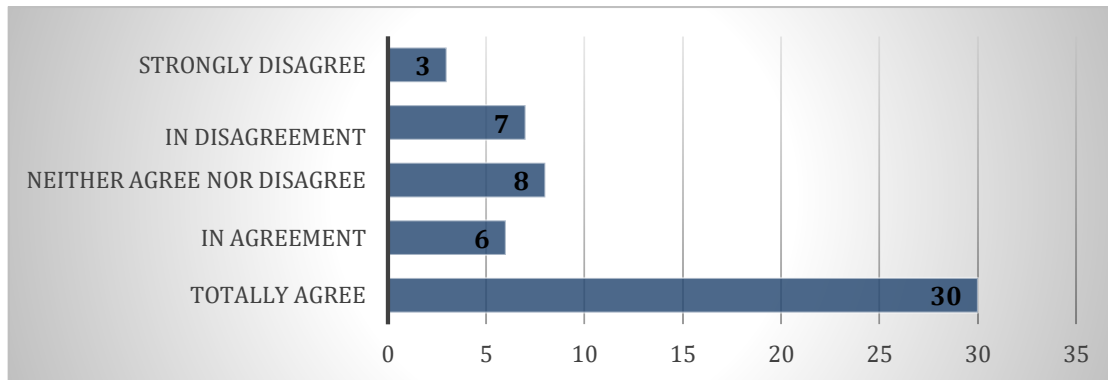
*Note.* The figure demonstrates the result of whether children feel good when listening to English.

The results represented in graph 4 reflect the answers to the question of whether students feel good when they understand what their English teacher says. Of the total number of respondents, 34 students indicated that they feel good when they understand what their teacher says in English, 7 remain neutral, and 13 students do not feel good because they do not understand what their teacher says in English. Most of the responses were inclined to feel good about understanding English in class, which is favorable for the process of learning the English language. However, the results also highlight the need to improve the listening skills of the group that struggles to understand the language. Therefore, the incorporation of effective teaching strategies can significantly improve the results of the

group with little or no understanding of the language, which ultimately leads to improvements in their overall learning outcomes (Díaz-Barriga & Hernández, 2003).

**Figure 5**

*Do you like to learn English by listening to stories, songs and playing games in English?*

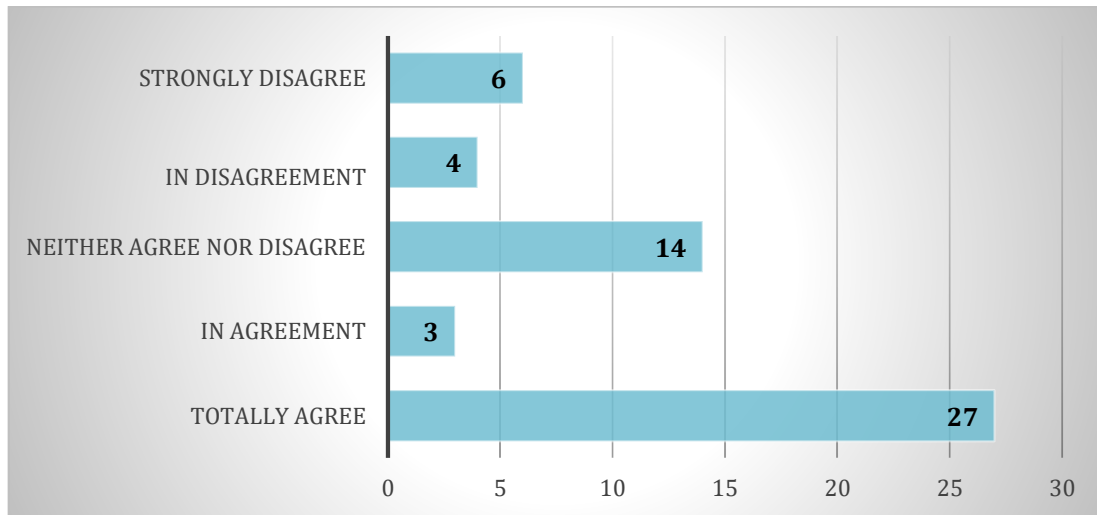


*Note.* The figure represents the children's like for songs, stories, and children's games in English.

The response to the question of whether students like to learn English by listening to stories, songs, and playing in English reflected that 36 students have a positive attitude towards these activities, while 8 remained neutral and 10 do not like these activities as a method of learning the language. This result is consistent with the findings of previous studies that highlight the importance of motivation and pleasure in learning English as a second language (Jiang & Kalyuga, 2022). Suggestopedia, for example, is a technique that seeks to generate a state of relaxation and unlock mental mechanisms to favor learning and can be useful in English teaching focused on listening and language comprehension (Lozanov, 1978). Therefore, it is important to consider the results of this survey to develop appropriate didactic strategies that involve Suggestopedia techniques and other methodologies to improve the English learning process, especially in the group of students who have difficulties in listening.

**Figure 6**

*Do you like the activities do in class to improve your listening skills in English?*

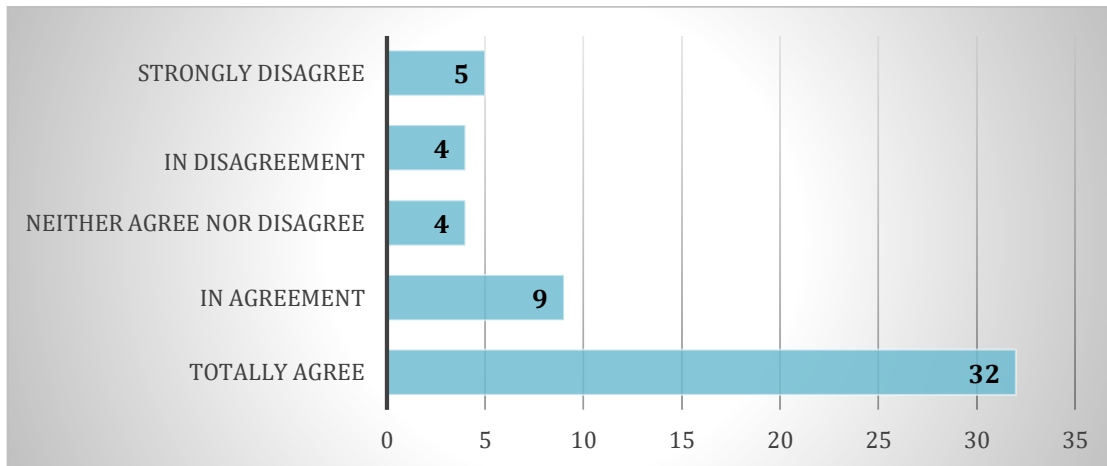


*Note.* The figure demonstrates the result of whether the children like the listening activities.

In regards to whether third-grade students enjoy the activities aimed at improving their English listening skills, the majority responded positively. Specifically, 30 students indicated that they enjoy the listening activities conducted in their English classes. However, 14 students remained neutral in their responses, and 10 students reported that they do not enjoy the listening activities. These findings are consistent with prior research that emphasizes the need for engaging and enjoyable learning experiences in order to facilitate effective language acquisition (Cevallos & Orbea, 2020). Given the positive response from the majority of students, it may be beneficial to incorporate a variety of listening activities that cater to different learning styles and preferences, including music and storytelling. Additionally, it may be useful to assess and address any potential barriers to learning that may be preventing certain students from fully engaging in these activities, such as language anxiety or a lack of confidence in their listening abilities (Wang, 2010).

**Figure 7**

*Do you like to work in a team to do listening and comprehension activities in English?*



*Note.* The graph represents the result of the pleasure of working as a team.

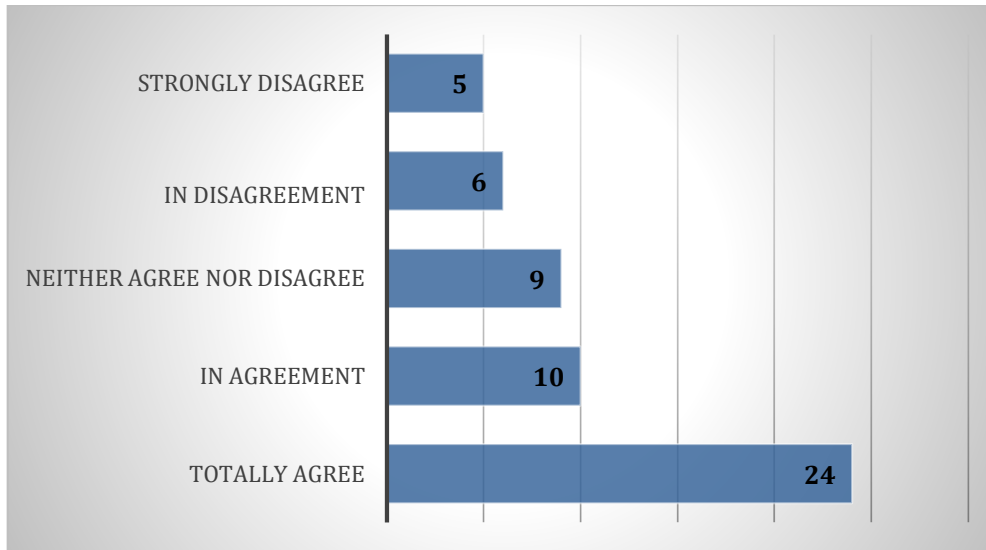
Regarding the results on whether students enjoy working in teams to carry out listening and comprehension activities in English, the majority of students responded positively. Specifically, 41 students showed a positive attitude towards team work, while 4 remained neutral and 9 students expressed a negative opinion towards it. These results align with previous studies that highlight the benefits of collaborative learning and teamwork in second language acquisition (Sánchez et al, 2018).

Suggestopedia is a methodology that can be useful in developing effective strategies to promote teamwork and enhance listening skills in the classroom. This approach seeks to create a relaxed learning environment that fosters motivation and stimulates mental processes to optimize language learning outcomes (Lozanov, 1978). Therefore, incorporating Suggestopedia techniques into collaborative listening and comprehension activities may contribute to improving students' overall learning experience in English. It is important to consider these results when designing future language teaching activities and to implement effective teaching methodologies that enhance students' listening skills and promote teamwork in the classroom.



**Figure 8**

*Do you like it when listen to songs or watch videos in English?*

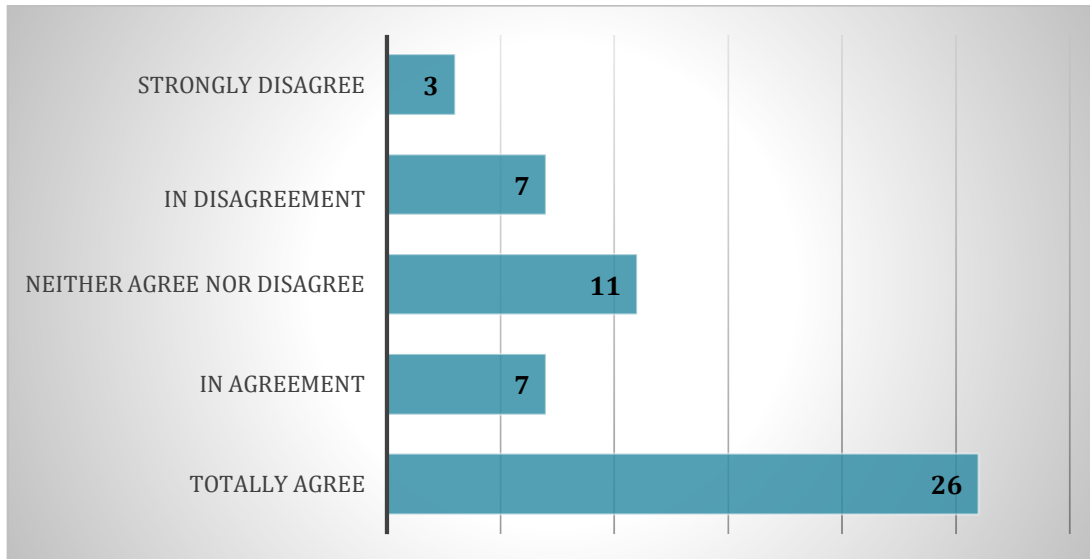


*Note.* The figure demonstrates the result of listening to songs and videos in English.

When asked about whether students liked listening to songs and watching videos in English, the majority of students responded positively, with a total of 34 students giving a favorable response. Meanwhile, 9 students remained neutral, and 11 students responded unfavorably to this activity. These findings are consistent with the idea that using multimedia resources, such as music and videos, can be an effective tool for improving listening comprehension in English language learning (Cevallos & Orbea, 2020). Furthermore, incorporating Suggestopedia techniques, such as creating a relaxed and comfortable environment and using positive suggestions, can also enhance the effectiveness of these activities (Lozanov, 1978). In this sense, it is important for teachers to use a well-designed didactic guide to ensure that students receive the maximum benefit from these activities and to help those who may have difficulty with listening comprehension to improve their skills.

**Figure 9**

*Do you do things in class where you listen mainly in English and try to understand without translating?*



*Note.* The figure represents the result of understanding what you hear without translating.

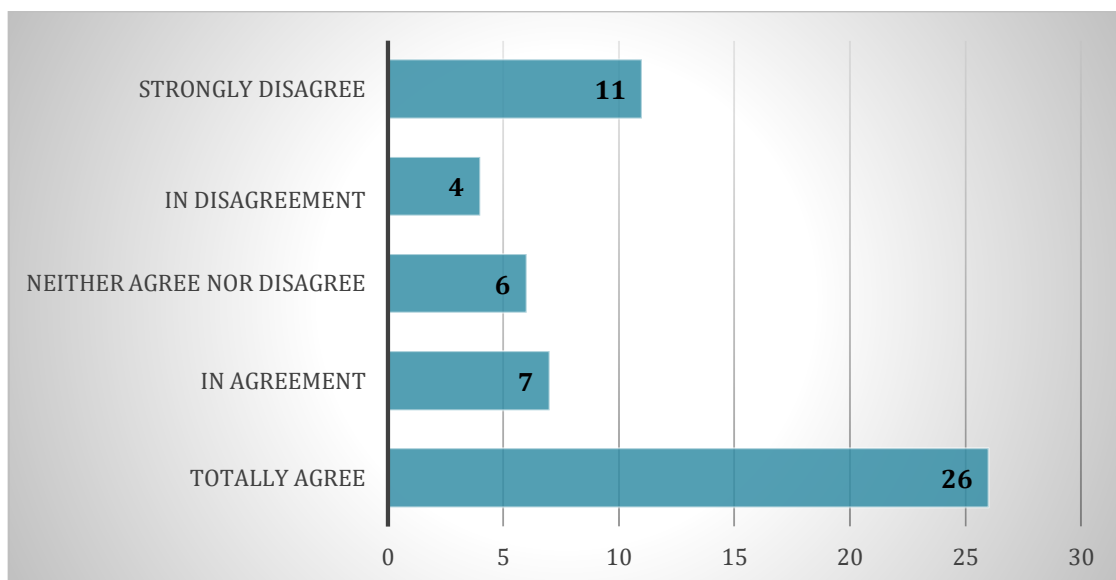
In response to the question of whether students enjoy doing activities in class where they primarily listen to and try to understand English without translating, 33 students responded positively, while 11 remained neutral and 10 responded negatively. These results indicate a generally positive attitude towards listening and understanding without the need for translation, which is advantageous for teaching English as a second language using listening techniques. In this regard, the Suggestopedia method could be applied to further motivate the group of students who currently need to translate in order to understand. The use of Suggestopedia, which emphasizes relaxation and unlocking mental mechanisms to facilitate learning, has been found to be effective in developing listening and comprehension skills in the context of learning English as a second language (Lozanov, 1978). As such, it is worth considering the use of this method in conjunction

with other didactic strategies to enhance the listening and comprehension abilities of the third-grade students at the Miguel de León Elementary School.

Graph 9 refers to the fact that most of the students agree or totally agree that they do things in class where they listen mainly in English and try to understand without translating it. However, there is a small group that disagrees or agrees with this statement.

**Figure 10**

*Do you have fun when you do things in English in class?*



*Note.* The figure demonstrates the result of doing fun things in English in class.

Upon asking the students whether they enjoy doing activities in English during class, the majority of the responses (33 students) were positive, while 6 remained neutral and 15 students expressed their dislike towards such activities. The results indicate that incorporating fun and engaging activities is crucial for successful English language learning in children of the third grade. Moreover, the use of the Suggestopedia technique, which emphasizes relaxation and unblocking mental processes, could be helpful in fostering motivation and enjoyment in the classroom. Additionally, employing listening techniques, such as providing ample opportunities for students to listen to authentic

materials like songs, videos, and stories, can improve listening comprehension skills, leading to effective language learning. Based on these findings, it is recommended to design a didactic guide that integrates these methodologies, specially tailored for third-grade students, to enhance their English language learning experience.

#### ***4.1.2. Result of the interview carried out with the coordinator of the English area.***

This interview was conducted with the English Area Coordinator at Miguel Angel León Public Elementary School and focused on diagnosing the educational processes developed by English teachers to strengthen listening skills in the third-grade. The coordinator believes that “Currently, teachers in public schools do not have any type of training in terms of enhancing this receptive skill”. To address this issue, the Ministry of Education could provide training and resources for teachers in the area of teaching and learning, including the implementation of suggestopedic techniques and strategies to improve listening comprehension in English classes. The Suggestopedia method, whose goal is to create a relaxed learning environment to stimulate mental processes, has proven to be effective in language teaching (Lozanov, 1978). The use of listening comprehension activities in English classes is also important to improve language acquisition, as it helps students to develop their listening skills and understand the language without relying on translation.

To further improve the process of teaching and learning English, the school could implement a teaching guide for third grade English teachers, which includes a variety of activities and materials to promote listening comprehension, such as songs, videos, and stories. The guide would also provide suggestions for the use of suggestopedic techniques in the classroom, such as relaxation exercises and music therapy. By providing teachers



with the necessary resources and training, the school could improve the quality of teaching and learning English and, ultimately, improve the listening skills of its students

The coordinator of the English Area also refers that the activities planned by teachers to strengthen the listening comprehension in English of their students are relevant and effective. Teachers use multiple-choice quizzes, open-ended "why" questions, and "true or false" statements to assess their students' listening skills, she also believes that the listening skills that are developed are inclusive and diverse depending on the level and objectives of education.

The methodological strategies used by teachers are not fully aligned with the national curriculum, "The methodological strategies are not aligned with the national curriculum because most of the time teachers overemphasize grammar activities or different content instead of producing receptive or productive skills". She also considers that a didactic guide on suggestopedic techniques to strengthen the listening comprehension in English of the students in her school would be a good tool for the teaching and learning process.

The main challenge in teaching third-grade students English listening skills is to prepare materials according to their level and objectives. The Coordinator thought that basic exercises could be used to reinforce vocabulary. In addition, referring textually to technology, he stated that "multimedia has become a fundamental tool to improve listening skills because it offers a range of audiovisual content options for all students. It can be incorporated through online activities." I affirm that technology is a good tool that provides different resources, websites, and applications to develop foreign language skills. Although the Miguel Angel León Public Elementary School does not have the



relevant structure to develop this type of strategy, which would be favorable for learning in general.

Overall, the English Area Coordinator reports that there are some challenges in teaching English listening skills to third-grade, but with relevant activities and resources, it can be done effectively. The use of a didactic guide of suggestopedic techniques and technological resources can also enrich the teaching and learning process. (Refer to Appendix 2).

In conclusion, the interview with the English Area Coordinator of the Miguel Angel León Public Elementary School has shed light on the current state of teaching and learning English listening skills in third grade. While there are some effective strategies being used by teachers, such as multiple-choice quizzes and open-ended questions, there is a lack of training and resources to fully enhance this receptive skill. The implementation of suggestopedic techniques and the use of multimedia resources could greatly benefit the students and improve the quality of English teaching. The development of a didactic guide tailored to the third grade level could also be an effective tool for teachers. Despite the challenges, the Coordinator is optimistic that with the proper resources and activities, teaching English listening skills to third graders can be done effectively.

#### ***4.1.3. Result of the interview with the Director of the Miguel Angel León Public Elementary School.***

Based on the responses of the Director at Miguel Angel León Public Elementary School, it appears that there is a need for more training in the development of listening skills among the school's English teachers. However, the activities planned by teachers are perceived as relevant and effective. She affirms that "In my school, we do not have the necessary training to develop listening".



The Director of the Miguel Angel León Public Elementary School has identified a crucial need for more training in the development of listening skills among teachers of English. The lack of training in this area could be affecting the quality of English language education for students. Despite this, the director recognized that school teachers have designed effective activities to improve listening. However, I stress that without proper training, teachers may not be able to fully develop these skills in their students. Therefore, it is essential that the school provide training and material such as a teaching guide to English teachers to improve their teaching practices and ultimately improve student learning outcomes.

The evaluation strategies used by teachers are diverse and inclusive, which is positive. The alignment of the methodological strategies with the national curriculum is mixed, she said that "some strategies are used and others are elaborated by the teacher" She also mentioned that a teaching guide that uses suggestive techniques would be a good tool to strengthen listening comprehension in English. She said, "I think it's a good tool for the learning process of teaching." In addition, the challenges faced when teaching English listening skills to third graders include, in her opinion, "The teacher needs to prepare material according to the third graders and consider the skill to be developed, in some cases we use exercises basics to strengthen vocabulary. "

She suggested that technology can be used effectively in English teaching activities to improve students' listening skills by giving them access to different resources, websites, and apps. Although technology in school has its weaknesses since it does not have a solid structure to put it into practice. (Refer to Annex 3).

To meet the need for more training in the development of listening skills among English teachers, the need to implement a didactic guide that uses the method of

Suggestopedia and listening techniques is shown. This guide is designed specifically for third grade students at the Miguel Angel León Public Elementary School, who are at the age when language learning is most effective. The guide should include a variety of activities that are aligned with the national curriculum and supplemented by technology-based resources to enhance student learning experiences. By providing teachers with the necessary training and materials, they can help ensure that students receive a high-quality education in English that meets their needs and prepares them for future success.

#### ***4.1.4. Result of the interview with the English teacher of the Miguel Angel León Public Elementary School.***

The teacher mentioned that teach a class of 38 students four hours a week and said that “she uses the CLT method to integrate communication skills through role-playing activities, filling in the blanks, reading passages aloud, conversation, problem resolution”. As well, she made reference to "communicative skills based on tasks and problem solving, and one of the most effective for improving listening skills is the follow-up technique in which students repeat the audio right after listening to it."

The teacher also mentioned three listening activities that she develops in her English classes “Songs where students have to listen to the song carefully to complete some missing words according to the content they need to reinforce. Narration, students have an active participation being narrators and listeners. Teachers or students promote some interesting books to narrate according to the level of the student. Ted talks, students must choose a short TED video to model and practice in the classroom; acting in pairs or groups to receive feedback from their peers”. She explained each of these activities in detail, showing that they are well planned and executed. In addition, I consider in the





interview that its methodology is aligned with the national curriculum, promoting listening, speaking, reading and writing skills and fostering critical thinking.

It is essential to highlight that the interviewed teacher teaches classes in the fourth, fifth, sixth and seventh grades of Basic General Education at Miguel Angel León Public Elementary School. Therefore, her responses were based on her extensive experience as an English language educator.

When asked about Suggestopedia, the teacher admitted that she did not have much knowledge, but answered "From my point of view, Suggestopedia improves the classroom environment to maintain attention and concentration for the listening activity." She also said that "It will be a complementary method to reinforce students' listening skills and above all, it will motivate students to practice any listening activities in their context or daily life".

Regarding the use of association, symbolization and coding in English teaching activities, she admitted in the interview that "those components are new terms for me, so it will be important to learn more about them". Finally, she agreed with the design of a didactic guide on Suggestive Techniques to strengthen his students' listening comprehension in English, in this regard she affirmed that "This type of didactic guide would be essential to use Suggestopedia techniques to develop receptive skills. With these students can have fun, feel comfortable to listen to the information. (Refer to Annex 4).

In conclusion, the interview with the English teacher provided valuable information on effective teaching methods to improve students' listening skills. The teacher's use of the Communicative Language Teaching (CLT) method and task-based learning is aligned with the national curriculum and promotes the development of critical thinking and communication skills. Listening activities suggested by the teacher, such as

the use of songs and storytelling, are well-planned and executed and can be used to reinforce content and hold students' attention. Although the teacher admits that she does not have much knowledge about Suggestopedia and its techniques, she believes that it can be a complementary method to reinforce listening skills and motivate students to practice listening in their daily lives. As Lozanov (1978) puts it, who points out that Suggestopedia is a teaching methodology that focuses on both the teaching content and the learning environment, which acquires a unique meaning by breaking with all the ties of the traditional and facilitating the creation of a suggestive climate for learning. giving special importance to learning a second or foreign language as well as the implementation of elements such as a suitable environment, in which furniture, decoration, lighting and music are mediators of the process, helping to create the necessary climate for learning. Learning.

#### ***4.1.5. Result of the interview with the third-grade English teacher of the Miguel Angel León Public Elementary School.***

The teacher has 21-38 students in each class and teaches for 3 hours per section. The teacher referred in the interview "I use the communicative approach, cooperative learning and the flipped classroom. The strategy I use is to listen more in class and talk less". The ideas shared by the teacher highlight the importance of using effective teaching strategies that promote listening comprehension in learning the English language. By employing methods such as the communicative approach, cooperative learning, and flipped classroom, the teacher can create an engaging and interactive learning environment that encourages students to actively listen and speak with confidence. Furthermore, the teacher's emphasis on listening comprehension challenges, as described by Richards (1983), underscores the need for educators to be aware of these factors and design activities that specifically address them. Overall, the teacher's feedback highlights



the crucial role that effective teaching practices play in fostering successful language learning outcomes.

The teacher develops listening activities such as “Audios on conversations or specific topics: Students listen for the necessary time and answer the questions. Audios about conversations or specific topics: Listen and give ideas about the topic. Songs: complete the lyrics, practice pronunciation”. The teacher does not believe that the methodological strategies used are aligned with the national curriculum and effectively promote students' listening comprehension, he said that "No, I don't because I try to work according to the needs and reality of students".

It is clear that the teacher in her interview places a strong emphasis on the development of listening skills among her students. In this sense, the Suggestopedia approach could prove to be a useful addition to the teacher`s existing pedagogical toolkit. By creating a didactic guide that incorporates Suggestopedia techniques, the teacher could plan her English classes through listening in a more effective and attractive way for her third-grade students at Miguel Angel León Public Elementary School. This guide might include activities such as listening to relaxing music, playing games that involve listening and using mnemonics to help retain information. By incorporating these techniques into her teaching, the teacher could help her students develop better listening skills and become more effective communicators in English.

The teacher referred in the interview “I don't know what Suggestopedia is”. However, the teacher considers that teachers should include emotional or motivational elements in their English teaching activities to stimulate their students' learning. Saying "Students need the motivation to do their activities better". The teacher uses association, symbolization, and coding in his English teaching activities to improve students' listening



comprehension "I explain the rules and codes to be used in class, I repeat them or write them on the blackboard"

The teacher believes that a suggestive environment, students' attitudes, motivation and expectations can influence the success of their English listening skills. The teacher addresses this by trying to motivate students with sentences, telling experiences and trying to maintain trust and friendship.

Finally, the teacher agreed with the design of a teaching guide of suggestopedic techniques to strengthen listening comprehension in English for their students. In general, the teacher seems to have a student-centered approach and emphasizes the importance of motivation and an engaging environment for students to improve their listening skills. In this sense, and taking the recommendations of Diaz and Hernández (2003), by including effective didactic strategies in students with low performance or less comprehension of the language, it helps them to have better results in general, also generating improvements in their learning. (Refer to Annex 5).

#### **4.2. Analysis of results**

The results of the survey conducted on third grade students at Miguel Angel León Public Elementary School were useful for preparing a didactic guide focused on teaching English and improving listening skills through the Suggestopedia method. In this sense, it is also important to mention those students who have difficulties learning English and who could benefit from the implementation of Suggestopedia. Calvo (2009) states that it is possible to improve the learning of the English language through the development of listening comprehension. In general, the results show that most students have a positive attitude towards learning English and enjoy listening to stories, songs, and games in this language.



Although there is a difficulty in auditory comprehension when it comes to understanding the English teacher, the didactic guide can provide specific activities and strategies to improve it. In addition, the results indicate that students of different ages have diverse preferences regarding English listening, suggesting the importance of adapting activities to their age and level of understanding. It is important to note that some students have negative opinions about class activities designed to improve their auditory skills in English. Therefore, it is necessary to address these opinions and design activities that are interesting and appealing to all students. In this sense, Orella (2017) refers that the structure of the activities carried out in the classroom must necessarily have a planning through a starting axis such as the diagnosis where the weaknesses of the students are known, in addition to the previous information that students have on the subject, setting the goal and conceptual axes to successfully develop the listening strategies that they wish to implement

In conclusion, the survey results suggest that most students have a positive attitude towards learning English through stories, songs and games. In this sense, Sánchez et al. (2018) refers to the fact that collaborative work used as a didactic strategy for teaching and learning is of the utmost importance in the field of education. This is because its application increases the benefits of learning, especially in subjects such as languages where, due to the complexity of knowledge, collaborative activities provide possible solutions to problems that may arise, such as listening comprehension, especially when it comes to grasp. teacher. Therefore, the didactic guide must be designed taking these difficulties into account, adapting to the age and level of the students, and foreseeing activities that encourage teamwork and listening and comprehension practice without translation. Additionally, you should address student concerns about certain activities and

offer suggestions for overcoming listening comprehension challenges. Including The Suggestopedia as a teaching method that focuses on using the right hemisphere of the brain for language acquisition which has proven to be highly effective in improving and developing students' listening skills.

After conducting interviews with the coordinator, director, and English teachers at the Miguel Angel León Public Elementary School, important information was revealed about the current state of teaching English listening comprehension to third-grade students. While the activities planned by the teachers were deemed relevant and effective, the interviewees unanimously agreed that more training is required for English teachers in the school to develop listening skills. According to Tarazona (2019), Suggestopedia is an excellent method for students to develop communication skills, particularly in listening. When teachers observe weaknesses in their students' understanding of English and a lack of interest in the subject, it is recommended that they apply Suggestopedia, which has been proven to lead to significant increases in learning. To improve communication skills, which can be challenging to achieve in language learning, a combination of psychological techniques, teaching techniques, listening, and artistic means should be practiced. Suggestopedia provides various techniques and strategies that are both fun and effective in acquiring a language, including those that capture interest, participation, and confidence, among other indicators that impact students positively.

The evaluation strategies used by teachers are diverse and inclusive, which is positive, but the alignment of the methodological strategies with the national curriculum is mixed. The use of a didactic guide of suggestopedic techniques and technological resources is perceived as beneficial to enrich the teaching and learning process. The challenges that teachers face include the preparation of appropriate materials and the

selection of suitable exercises to improve vocabulary. Technology is seen as a good tool to provide access to different resources, websites and applications to develop foreign language skills. Salcedo (2020) refers that Suggestopedia is a methodology that helps improve students' listening skills by promoting retention of what has been learned and providing a broader perspective, allowing repetition and continuous learning. This approach is considered the most appropriate for teaching and learning English, especially for beginner level groups such as the third-grade students at Miguel Angel León Public Elementary School, since students can associate images, stories and daily routines with auditory activity. In addition, Suggestopedia builds students' confidence in learning through listening activity.

The first English teacher shared that they incorporate the Communicative Language Teaching (CLT) method into their teaching, which emphasizes communication skills through activities such as role-playing, reading aloud, conversation, problem-solving, and task-based communication. Also utilize shadowing, songs, and stories to enhance listening skills. Additionally, Roselli (2016) suggests incorporating collaborative learning, which can be used in various stages of the teaching process, including interaction, negotiation, consensus building, organizing activities, and gathering information. However, it is important not to introduce these techniques sporadically, but to aim for a comprehensive transformation of didactic activities to modify the teaching and learning processes. This approach aligns with the principles of Suggestopedia and can strengthen the teaching-learning process of listening.

The second English teacher believes that listening skills can be improved by listening more in class and speaking less. They use listening activities such as listening to audios about conversations or specific topics, answering questions, giving ideas about



the topic, and completing the lyrics of the songs to practice pronunciation. The teacher uses association, symbolization, and coding in his English teaching activities to improve students' listening comprehension. In accordance with Castillo's (2010) viewpoint, it is imperative to tailor didactic strategies to meet the demands of educational globalization and leverage its interactivity. Doing so will aid in accommodating the diversity that is prevalent in the classroom while fostering access to information and providing avenues for meaningful discussions. Ultimately, these measures will contribute to achieving significant learning outcomes.

Overall, the interviews suggest that while teachers are striving to develop listening skills among their students, there is still room for improvement. Training, alignment with the national curriculum and the use of additional resources could help improve the teaching and learning process.

In short, after analyzing the results, reference can be made to the didactic guide of Suggestopedia techniques for boosting listening skills in students should contain specific activities and strategies that address the challenges in auditory comprehension, adapt to the age and level of the students, and encourage teamwork and practice of listening and comprehension without translation. The guide should include:

Techniques and activities for improving auditory comprehension, such as shadowing, listening to audios about conversations or specific topics, and completing the lyrics of songs to practice pronunciation. Specific exercises and activities that are interesting and appealing to all students, to overcome negative opinions about class activities designed to improve auditory skills. A variety of evaluation strategies to monitor progress and ensure alignment with the national curriculum. In this line of



thought, the use of technological resources, websites, and applications to develop foreign language skills and provide access to different resources.

As well as, guidance on the preparation of appropriate materials and the selection of suitable exercises to improve vocabulary. Recommendations for teachers on how to integrate communication skills through various activities such as role-playing, filling in the blanks, reading passages in a loud voice, conversation problem-solving, and task-based communication skills. Suggestions on how to use association, symbolization, and coding in English teaching activities to improve students' listening comprehension.

Overall, the didactic guide should be designed to help teachers in the school to develop effective strategies for teaching English listening comprehension, and to provide students with the necessary skills to succeed in their language learning.

#### **4.3. Conclusion and recommendation of the analysis of the result**

Based on the results obtained, through the instruments applied to the third-grade students, managers and teachers at Miguel Angel León Public Elementary School, it is concluded that the students mostly had a positive attitude toward learning of the English language through stories, songs, and games. However, difficulty was detected in the listening comprehension of the actions carried out by the teacher, so it is important to design specific activities and strategies to improve this skill, adapting them to the age and level of understanding of the students.

The coordinators, directors, and teachers of the English area of the Miguel Angel León Public Elementary School, helped with important information about the current state of third-grade students, in listening comprehension of the English language. Although the activities planned by the teachers are considered relevant and effective, the interviewees agreed on the need for training courses to update the use of methods and techniques for teaching English, especially in the development of listening skills. In this sense, it is necessary to apply the Suggestopedia when teachers observe weaknesses and a lack of interest in students' understanding of English. A combination of psychological

techniques, teaching techniques, listening, and artistic media is necessary to improve communication skills. The use of Suggestopedia as a teaching method, which focuses on using the right hemisphere of the brain for language acquisition, has been shown to be highly effective in improving and developing students' listening skills.

The teachers of the Miguel Angel León Public Elementary School use various evaluation strategies. However, there is a lack of alignment between methodological skills and the national curriculum. The importance of using a didactic guide that applies suggestopedic techniques and technological resources to enrich the teaching and learning process is highlighted. The use of appropriate teaching materials and the correct selection of appropriate exercises to improve vocabulary and listening skills in teaching the English language. The use of technological means allows access to different resources, websites and applications that help develop language skills.

The didactic guide must include specific activities and strategies to address listening comprehension difficulties, adapting them to the age and level of the students, encouraging teamwork, listening practices and understanding ideas. Among the actions to be developed can be included listening to audio conversations on specific topics and completing the words, in the lyrics of the songs, the exercises and activities have to be interesting and attractive. Furthermore, you have to use various assessment strategies to monitor progress and feedback on issues that are not well understood by students.

On the other hand, the results of the surveys and interviews highlight the importance of improving the teaching of listening comprehension of English in the Miguel Angel León Public Elementary School. Teachers require more training, a didactic guide that is adapted to the needs of students and the use of technological resources to enrich the teaching and learning process. By implementing Suggestopedia as a teaching method and applying collaborative strategies, the development of listening and communication skills in students can be enhanced.

Teachers are recommended to improve listening comprehension and communication skills in the English language by doing different activities in the classroom such as: role-playing, filling in the blanks, reading aloud, conversing, solving



problems, and communicating through tasks. As well as, the use of association, symbolization, and coding techniques in teaching activities is suggested.

The teaching guide should be designed to help teachers develop effective strategies to teach listening comprehension of the English language and provide students with the necessary skills to be successful in learning.

As future research, the efficacy of the Suggestopedia approach in teaching other language skills, such as speaking or writing, and to different grades, could be explored. To investigate the impact of incorporating more technological resources and materials using this method, moreover, be beneficial to compare the results of the Suggestopedia with other teaching approaches to determine the most effective method for improving English language teaching skills.



**CHAPTER V**

**PROPOSAL FOR A DIDACTIC GUIDE IN THE TEACHING OF THE  
ENGLISH LANGUAGE BASED ON THE SUGGESTOPEDIA METHOD TO  
IMPROVE LISTENING SKILLS  
IN THE THIRD GRADE OF THE MIGUEL ANGEL LEÓN  
PUBLIC ELEMENTARY SCHOOL**

**5.1.1 Introduction**

The main objective of the didactic guide presented below is the development and application of strategies and activities that contribute to the acquisition and strengthening of listening comprehension in English, in third-grade students of the Miguel Angel León Public Elementary School. This way, teamwork and collaborative participation among students are encouraged; all based on the Suggestopedia method, where the conditioning of the environments and the attitude of the teacher should serve as the main motivating factor so that children feel invited to learn English, in this case, specifically, the development and strengthening of auditory comprehension.

In relation to the structure of the strategies and activities, these are divided into nine different schedules, three for each specific objective of the proposal, distributed in a maximum completion time of 9 weeks, that is, one activity per week. Activities and strategies supported by audiovisual and printed resources adapted to the strict learning needs of third-grade students are suggested. The entire development of the guide is fundamentally based on the contents and the principles of the educational curriculum. The audiovisual activities are accessed through links present directly in the content of the guide, the support of the printed material is at the end of the guide as attached material.

It should also be clear that the guide is an instrument for orientation and suggestion of activities since what is intended is to have an orientation tool on whose content the teacher could also guide or inspire a wide variety of activities and strategies within the English class, to the liking of the children and the best possible use of the teaching-learning process, all based on the Suggestopedia method.

### 5.1.2 General Objective

- Develop listening skills in English with the support of the Suggestopedia method.

### 5.1.3 Specific Objectives

- Motivate teamwork and listening comprehension practice with the support of the Suggestopedia method.
- Improve the ability to concentrate and develop memory through learning vocabulary in English.
- Strengthen communication and creative skills through learning a target or foreign language supported by the Suggestopedia method.

### 5.1.4 Theoretical framework

Suggestopedia is a teaching method that focuses on relaxing the student to reduce tension and stress while learning. In this regard, Bancroft (1972) states that this method is based on the principles of suggestology, that is, how suggestion influences human behavior, and the teaching of foreign languages. It is believed that a relaxed mind is more receptive to learning. The method uses techniques such as classical music, dramatization, and the use of images to help students learn more effectively. In addition, Suggestopedia techniques are used to help students believe that they can learn successfully. One of the fundamental principles of this method is not to force students into the process of teaching-learning, but to make experience something motivating. That is why the way in which the teacher plans the classes, addresses the students, and guides the development of the activities plays a fundamental role in the interest and motivation of the child. The environment and the way in which the classroom is conditioned are essential to generate comfort and confidence in the students. Teachers must apply various techniques supported by music and artistic expression. It should be noted that the Suggestopedia is developed in three stages or moments: the deciphering, the concert session, and the elaboration.

### 5.1.5 Methodology

Teaching methodology is the way in which a subject or skill is taught. It includes techniques, strategies, and tools used to impart knowledge and skills to students. Each

methodology has its own advantages and disadvantages, depending on the context and learning objectives. The methodology offered in this guide and supported by Suggestopedia offers activities and strategies supported by group work and audiovisual media. As well as an adequate setting of the classroom for the motivation and interest on the part of the students.

The guide has been divided into three main sections:

1. Plan 09 activities with their respective strategies; 03 activities for each specific objective of the proposal.
2. Printed support media for each of the children's activities at the end of the class, to reinforce their knowledge.
3. An evaluation instrument, consisting of a rubric to monitor the progress of the activities, either in groups or individually.

In relation to the use of the guide, it is made up of 09 activities, 03 for each section which will be taught 01 activities per week with a duration of 03 teaching hours of 40 minutes each. These activities contain specific instructions for use, aimed at the development of specific objectives to strengthen the hearing capacity of students. In addition to the activities, there is a final sheet of exercises to reinforce the knowledge acquired by the children. It is recommended to make use of the suggested links to support songs and games from the Internet. The activity is also supported with vocabulary relevant to the subject matter, as well as a series of competencies that the student should acquire and strengthen. The suggested materials or resources are easily accessible to the teacher who is going to apply the activities in the guide.

On the other hand, it is recommended to develop activities that do not last for a long time so as not to bore children. In the same way that it is suggested to apply exercises that do not involve excessive complexity so that interest is not lost and even frustration is generated on the part of the students.

Remember that the guide is just that – a guide – to some extent it is intended to serve as a model to inspire the design of activities that arouse interest in children. The guide does not necessarily have to be followed to the letter, in the sense that the teacher



could generate variations in the activities or the use of support resources to adapt it to the particular needs of the students.

In this regard, it is important to remind the teacher of the need to arouse interest and motivation in children in English classes for the development of listening skills. Nowadays, the use of audiovisual resources, combined with more traditional elements such as prints or drawings, has great value. The important thing is the constant participation of children through fun games and activities. Even giving the child certain freedoms that help him strengthen his own initiative at work and the ability to integrate into the group to learn and socialize properly. Finally, the exercise booklets for the closing activities should be simple but enjoyable; attractive to the eyes of the child and with material duly selected to keep him interested and focused on his process of learning English, especially in the particular aspect of listening skills.



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LIST OF APPENDIXES

**Appendix 1. Students' questionnaire**

**Instrument. Students' questionnaire**

**Theme:** Suggestopedia Method in The English Language Teaching to Improve Listening Skills in The Third Grade at Miguel Angel León School

**General objective:** To integrate Suggestopedia method in the English Language teaching for the improvement of listening skills in third grade students of the Miguel Angel León school academic period 2021-2022 Quito-Ecuador






**Questionnaire objective**

To diagnose the educational processes developed by teachers to strengthen listening skills in third grade students.

The questionnaire is applied to all third-grade students (55 students) between the ages of 6 and 7, from the Miguel Angel León School in order to find out their motivations, tastes, preferences and activities that develop listening skills. That is, their learning of English is evaluated, it considers aspects related to the effectiveness of the teaching-learning method used by English teachers, it examines the motivation of students to learn and study using an alternative method such as Suggestopedia and listening and investigates what are the best tools to use with third grade students when using the teaching guide for learning English with Suggestopedia and listening.

**Instrucciones:**

¡Hola! Queremos hacerte algunas preguntas sobre tus actividades y lo que te gusta hacer en la clase de inglés. Por favor, sólo tienes que poner una X en la respuesta que creas es la que se ajusta a lo que tú piensas. Usa las caritas para escoger tu respuesta.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
				






Nivel: Elementary

Fecha: .....

Horario: .....

Género:  \_\_\_\_\_

 \_\_\_\_\_

Ítems	Enunciado	Escala				
		Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
	Edad: Grado:					
1	¿Te gusta aprender inglés?					
2	¿Entiendes lo que dice tu profesor/a de inglés?					
3	¿Te gusta escuchar inglés?					
4	¿Te sientes bien cuando entiendes lo que dice el profesor/a de inglés?					
5	¿Te gusta aprender inglés escuchando cuentos, canciones y participando en juegos en inglés?					
6	¿Te gustan las actividades que hacen en clase para mejorar tu habilidad de escucha en inglés?					
7	¿Te gusta trabajar en equipo para hacer actividades de escuchar y comprender n en inglés?					
8	¿Te gusta cuando escuchan canciones o ven videos en inglés?					
9	¿Te gustaría trabajar en equipo para hacer actividades de escucha y comprensión en inglés?					
10	¿Haces cosas en clase donde escuchas principalmente en inglés y tratas de entender sin traducirlo?					



## Appendix 2. Coordinators' Interview

### Instrument 2. Interview with the English area coordinator

#### Instructions:

Please answer the following questions according to your experience as the English area coordinator. This interview aims to diagnose the educational processes developed by teachers to strengthen listening skills in third grade students. This interview is completely anonymous and consists of a total of 10 questions.

#### Interview

Level:

Date: .....

Time: .....

Gender: Male \_\_\_\_\_

Female \_\_\_\_\_x\_\_\_\_\_

1. In your opinion, do teachers in your school have the necessary training to effectively enhance their students' English listening skills?

Currently, teachers in public schools do not have any type of training in terms of enhancing this receptive skill.

2. Are the activities planned by teachers to strengthen their students' English listening skills relevant and effective?

Planning is constructed by Clil components in which each skill might be developed throughout the class; however, listening skills need to be strengthened to reach effectiveness.

3. What assessment strategies do teachers use to evaluate their students' English listening skills and are they inclusive and diverse?

Basically, teachers use recording dialogues or videos to fill in the blanks and multiple choice activities.

4. Are the methodological strategies employed by teachers aligned with the national curriculum and effectively promoting the development of English listening skills in their students? The methodological strategies are not aligned with the national curriculum because most of the time teachers overemphasize grammar activities or different content instead of producing receptive or productive skills.

5. What are your thoughts on the creation of a didactic guide of Suggestopedia techniques for strengthening the English listening skills of students in your school?

Regarding Suggestopedia taking into account the learning environment, it will be important to have a didactic guide based on listening skills.

6. What challenges are faced when teaching English listening skills to third graders and how can they be overcome?

One of the challenges they are going to face is the contrast and discrimination of sounds to gain understanding.

7. How can technology or multimedia resources be incorporated into English teaching activities to improve students' listening skills?

Multimedia has become an essential tool in enhancing listening skills because it offers a range of options with audio and visual content for all learners. It can be incorporated through online activities.

### Appendix 3. Directors' Interview

#### Instrument 3. Interview with the Director

##### Instructions:

Please answer the following questions according to your experience as the English area coordinator. This interview aims to diagnose the educational processes developed by teachers to strengthen listening skills in third grade students. This interview is completely anonymous and consists of a total of 7 questions.

##### Interview

Level: Bachelor's degree

Date: Monday, April 24<sup>th</sup> 2023

Time: 3:00 p.m

Gender: Male

Female

1. In your opinion, do teachers in your school have the necessary training to effectively enhance their students' English listening skills?

In my high school, we don't have the necessary training to develop the listening skills.

2. Are the activities planned by teachers to strengthen their students' English listening skills relevant and effective?

Yes, they are.

3. What assessment strategies do teachers use to evaluate their students' English listening skills and are they inclusive and diverse?

- Multiple choice quizzes
- Open-ended why questions
- Which statements are true or false

The listening skills developed are inclusive and diverse according to the level and objectives of education.

4. Are the methodological strategies employed by teachers aligned with the national curriculum and effectively promoting the development of English listening skills in their students?

Some strategies are used and others are prepared by the teacher.

5. What are your thoughts on the creation of a didactic guide of Suggestopedia techniques for strengthening the English listening skills of students in your school?

I think that is a good tool for learning teaching process.

6. What challenges are faced when teaching English listening skills to third graders and how can they be overcome?

The teacher needs to prepared material according to the third graders and consider the skill to develop, in some cases we use basic exercises to strength the vocabulary.

7. How can technology or multimedia resources be incorporated into English teaching activities to improve students' listening skills?

Currently, the technology is a good tool cause show us different resources, websites and apps easy to develop the different abroad language.



## Appendix 4. Teachers' Interview

### Instrument 4. Teachers' Interview

#### Instructions:

Please answer the following questions based on your teaching experience. Your answers will be paramount to diagnose the educational processes developed by teachers to strengthen listening skills in third grade students. This interview is completely anonymous. Please feel free to express your ideas and opinions regarding the topics in the interview.

#### Interview

Level: .....

Date: .....

Time: .....

Gender: Male   
Female

1. What grade do you teach English to and how many students do you have in your class? Additionally, how many hours per week do you teach English, and in how many classes?  
I have 38 students in each class with four hours per week.
2. What method do you use to teach English? And What is the strategy that you think is most effective to improve the listening skills of your students?  
I use the CLT method to integrate communication skills through role-play activities, fill-in-the-blanks, reading aloud passage  
s, conversation, problem-solving, and task-based communicative skills, and one of the most effective to enhance listening skills is the shadowing technique where students repeat audio just after they hear it
3. What listening activities do you develop in your English classes? Mention at least three and describe them in detail  
Songs: students have to listen to the song carefully to complete some missing words according to the content that they need to reinforce.  
Storytelling: students have active participation in being storytellers and listeners. Teachers or students promote some interesting books to narrate according to the student's level.  
Ted talks: Students should choose a short TED video to model and practice in the classroom; acting in pairs or groups to receive feedback from their peers.
4. Do you think the methodological strategies employed are aligned with the national curriculum and effectively promote students' listening skills in English? If so, please give examples.  
This methodology is aligned with the national curriculum because it explores activities to promote reading, listening, writing, and speaking, particularly by using problem-solving activities to encourage critical thinking abilities in search of real-life solutions.
5. Can you explain what Suggestopedia is and how it can be used to develop listening skills in students?  
In my point of view, Suggestopedia improves the classroom environment to keep attention and concentration for the listening activity.
6. Why should teachers use Suggestopedia in class?  
It will be a complementary method to reinforce students' listening skills and above all, it will motivate students to practice any listening activities in their context or daily life.
7. Do you believe that teachers should include emotional or motivational elements in their English teaching activities to stimulate their students' learning? Why yes, why not?  
Of course, it is mandatory for teachers to provide emotional elements in their planning because they allow students to achieve their goals and play a crucial role in determining the success or failure of the learning.
8. How do you use association, symbolization, and coding in your English teaching activities to improve your students' listening comprehension?  
Those components are new terms for me; therefore, it will be important to know more about them.
9. Do you think that a suggestive environment, attitudes, motivation, and expectations of students can influence the success of their English listening skills? How do you address this in your English teaching activities?  
I think this kind of suggestive environment, attitudes, motivation, and expectations of students have a big influence on achieving success in listening skills. I address the English activities regarding the objective of the class and the learning outcomes to define the type of listening activity.
10. Do you agree with the design of a didactic guide of suggestopedic techniques for strengthening listening skills in English for your students?  
This type of didactic guide would be essential to use Suggestopedia techniques to develop receptive skills. With this, students can have fun, feel comfortable to listen to the information.  
their peers, and improve interaction because they are fun, dynamic, interesting, and relaxing

## Appendix 5. Teachers' Interview

### Instrument 5. Teachers' Interview

#### Instructions:

Please answer the following questions based on your teaching experience. Your answers will be paramount to diagnose the educational processes developed by teachers to strengthen listening skills in third grade students. This interview is completely anonymous. Please feel free to express your ideas and opinions regarding the topics in the interview.

#### Interview

Level: Bachelor degree

Date: Monday, April 24<sup>th</sup> 2023...

Time: 18:00.

Gender: Male \_\_\_\_\_

Female \_x\_

1. What grade do you teach English to and how many students do you have in your class? Additionally, how many hours per week do you teach English, and in how many classes?  
I work with 2<sup>nd</sup>, 3<sup>rd</sup> year of BGE and in another institution.  
I work with 21 - 38 students per course.  
I teach 3 hours per course.
2. What method do you use to teach English? And What is the strategy that you think is most effective to improve the listening skills in your students?  
I use Communicative approach, cooperative learning and flipped classroom  
The strategy that I use is listen to more in class a talk less.
3. What listening activities do you develop in your English classes? Mention at least three and describe them in detail  
Audios about conversations or specific topics: Students listen the necessary time and answer the questions  
Audios about conversations or specific topics: Listen and give ideas about the topic  
Songs: complete the lyrics, practice the pronunciation
4. Do you think the methodological strategies employed are aligned with the national curriculum and effectively promote students' listening skills in English? If so, please give examples.  
No, I don't because I try to work according to the needs and reality of students.
5. Can you explain what Suggestopedia is and how it can be used to develop listening skills in students?  
I don't know what is a Suggestopedia.
6. Why should teachers use Suggestopedia in class?  
Because it is a natural way to learn a language.
7. Do you believe that teachers should include emotional or motivational elements in their English teaching activities to stimulate their students' learning? Why yes, why not?  
Yes, I do.  
Because, students need motivation to do better your activities.
8. How do you use association, symbolization, and coding in your English teaching activities to improve your students' listening comprehension?  
I explain them the rules and codes to use in class, I repeat or write in the whiteboard these ones.
9. Do you think that a suggestive environment, attitudes, motivation, and expectations of students can influence the success of their English listening skills? How do you address this in your English teaching activities?  
Yes, I do  
Every day I try to motivate students with phrases, telling experiences and trying to keep trust and friendship
10. Do you agree with the design of a didactic guide of suggestopedic techniques for strengthening listening skills in English for your students?  
Yes, I do.



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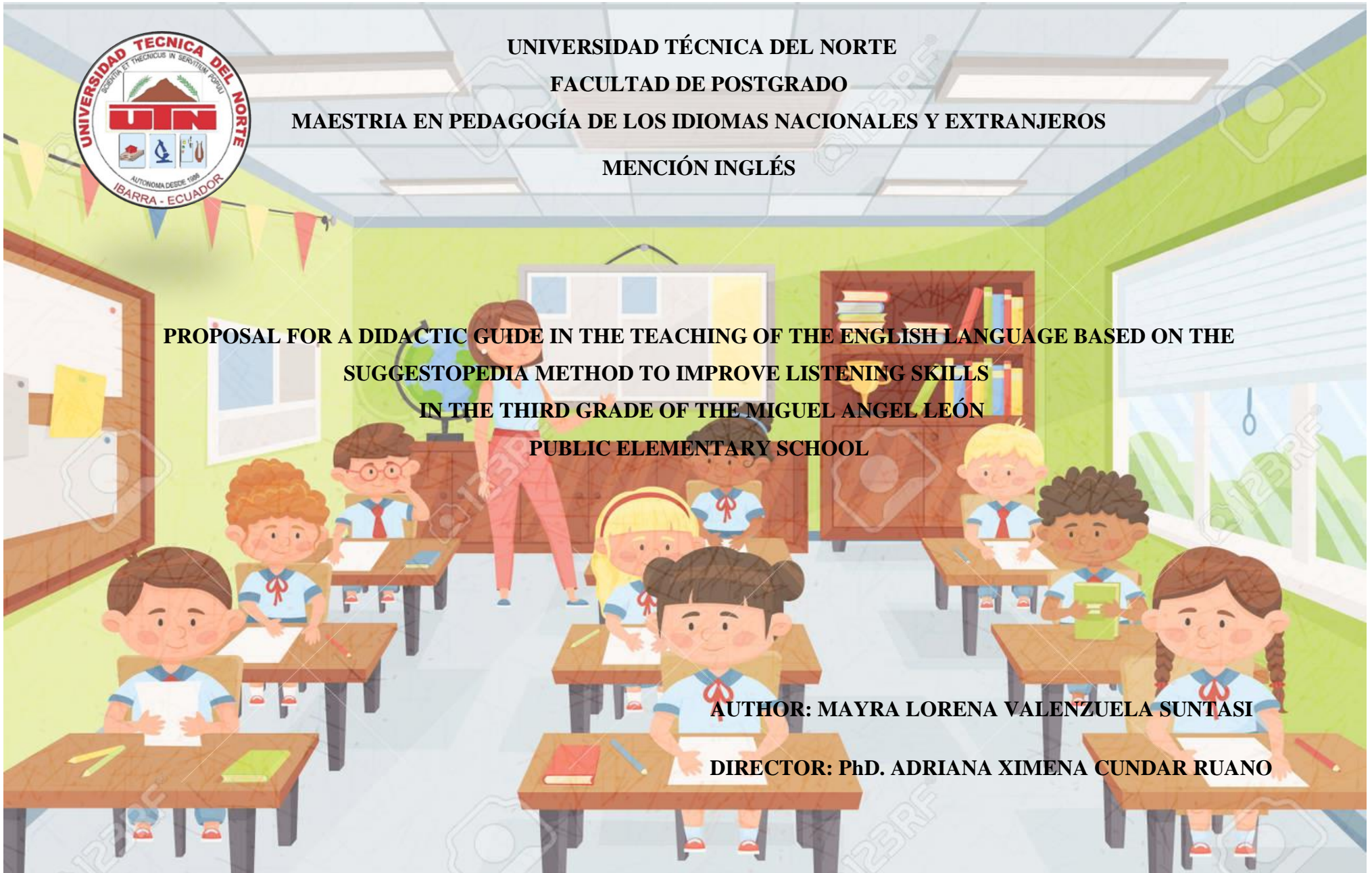
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MENCIÓN INGLÉS

**PROPOSAL FOR A DIDACTIC GUIDE IN THE TEACHING OF THE ENGLISH LANGUAGE BASED ON THE SUGGESTOPEDIA METHOD TO IMPROVE LISTENING SKILLS IN THE THIRD GRADE OF THE MIGUEL ANGEL LEÓN PUBLIC ELEMENTARY SCHOOL**

**AUTHOR: MAYRA LORENA VALENZUELA SUNTASI**

**DIRECTOR: Ph.D. ADRIANA XIMENA CUNDAR RUANO**





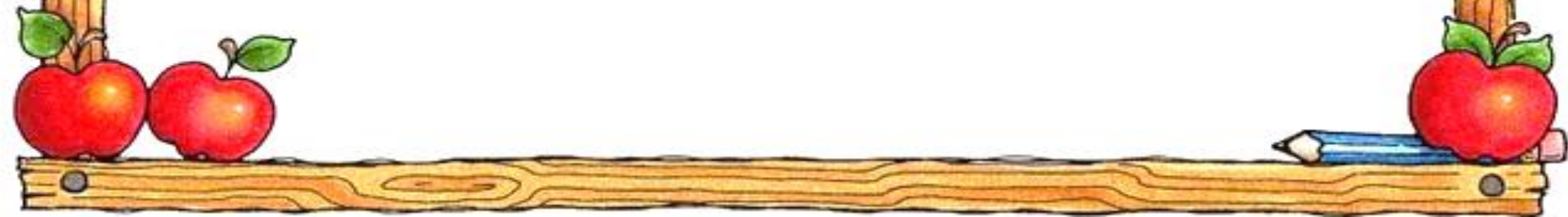


## Introduction

The main objective of the didactic guide presented below is the development and application of strategies and activities that contribute to the acquisition and strengthening of listening comprehension in English, in third-grade students of the Miguel Angel León Public Elementary School. This way, teamwork and collaborative participation among students are encouraged; all based on the Suggestopedia method, where the conditioning of the environments and the attitude of the teacher should serve as the main motivating factor so that children feel invited to learn English, in this case, specifically, the development and strengthening of auditory comprehension.

In relation to the structure of the strategies and activities, these are divided into nine different schedules, three for each specific objective of the proposal, distributed in a maximum completion time of 9 weeks, that is, one activity per week. Activities and strategies supported by audiovisual and printed resources adapted to the strict learning needs of third-grade students are suggested. The entire development of the guide is fundamentally based on the contents and the principles of the educational curriculum. The audiovisual activities are accessed through links present directly in the content of the guide, the support for the printed material is found at the end of each activity in the guide as accompanying material.

It should also be clear that the guide is an instrument for orientation and suggestion of activities since what is intended is to have an orientation tool on whose content the teacher could also guide or inspire a wide variety of activities and strategies within the English class, to the liking of the children and the best possible use of the teaching-learning process, all based on the Suggestopedia method.





### **General objective of the proposal**

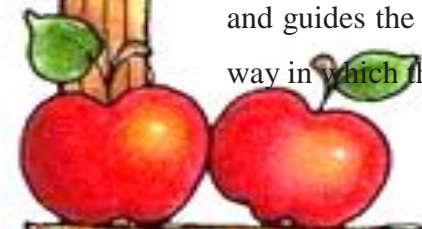
Develop listening skills in English with the support of the Suggestopedia method.

### **Specific objectives of the proposal**

- Motivate teamwork and listening comprehension practice with the support of the Suggestopedia method.
- Improve the ability to concentrate and develop memory through learning vocabulary in English.
- Strengthen communication and creative skills through learning a target or foreign language supported by the Suggestopedia method.

### **Theoretical framework**

Suggestopedia is a teaching method that focuses on relaxing the student to reduce tension and stress while learning. In this regard, Bancroft (1972) states that this method is based on the principles of suggestology, that is, how suggestion influences human behavior, and the teaching of foreign languages. It is believed that a relaxed mind is more receptive to learning. The method uses techniques such as classical music, dramatization, and the use of images to help students learn more effectively. In addition, Suggestopedia techniques are used to help students believe that they can learn successfully. One of the fundamental principles of this method is not to force students into the process of teaching-learning, but to make experience something motivating. That is why the way in which the teacher plans the classes, addresses the students and guides the development of the activities plays a fundamental role in the interest and motivation of the child. The environment and the way in which the classroom is conditioned are essential to generate comfort and confidence in the students. Teachers must apply various





techniques supported by music and artistic expressions. It should be noted that the Suggestopedia is developed in three stages or moments: the deciphering, the concert session and the elaboration.

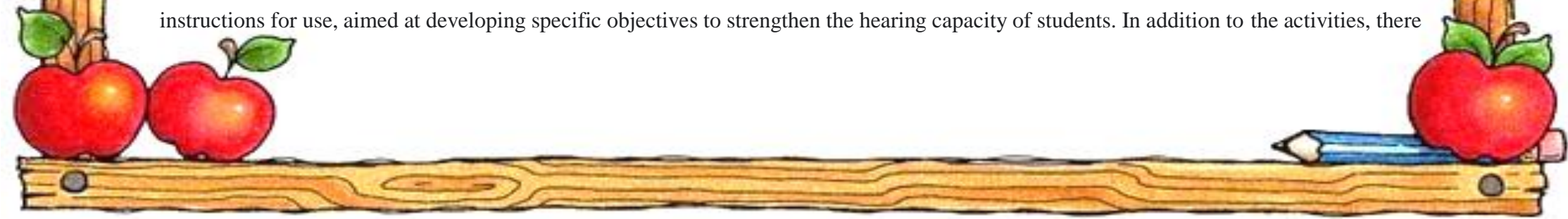
### **Methodology**

Teaching methodology is the way in which a subject or skill is taught. It includes techniques, strategies, and tools used to impart knowledge and skills to students. Each methodology has its own advantages and disadvantages, depending on the context and learning objectives. The methodology offered in this guide and supported by Suggestopedia offers activities and strategies supported by group work and audiovisual media. As well as an adequate setting of the classroom for the motivation and interest on the part of the students.

The guide has been divided into three main sections:

4. Plan of 09 activities with their respective strategies; 03 activities for each specific objective of the proposal.
5. Printed support media for each of the children's activities at the end of the class, to reinforce their knowledge.
6. An evaluation instrument, consisting of a rubric to monitor the progress of the activities, either in groups or individually.

In relation to the use of the didactic guide, it is made up of 09 activities, 03 for each section. Each of these activities contains specific instructions for use, aimed at developing specific objectives to strengthen the hearing capacity of students. In addition to the activities, there





is a final sheet of exercises to reinforce the knowledge acquired by the children and a rubric to evaluate the participation of the students in the activities. It is recommended to make use of the suggested links to support Internet songs and games. The activity is also supported by vocabulary related to the topic located at the end of the 09 activities, as well as a series of skills that the student must acquire and strengthen. The suggested materials or resources are easily accessible to the teacher who is going to apply the activities in the guide.

On the other hand, it is recommended to develop activities that do not last for a long time so as not to bore children. In the same way that it is suggested to apply exercises that do not involve excessive complexity so that interest is not lost and even frustration is generated on the part of the students.

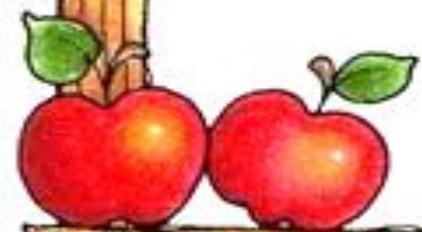
Remember that the guide is just that – a guide – to some extent it is intended to serve as a model to inspire the design of activities that arouse interest in children. The guide does not necessarily have to be followed to the letter, in the sense that the teacher could generate variations in the activities or the use of support resources to adapt it to the particular needs of the students.

In this regard, it is important to remind the teacher of the need to arouse interest and motivation in children in English classes for the development of listening skills. Nowadays, the use of audiovisual resources, combined with more traditional elements such as prints or





drawings, has great value. The important thing is the constant participation of children through fun games and activities. Even giving the child certain freedoms that help him strengthen his own initiative at work and the ability to integrate into the group to learn and socialize properly. Finally, the exercise booklets for the closing activities should be simple but enjoyable; attractive to the eyes of the child and with material duly selected to keep him interested and focused on his process of learning English, especially in the particular aspect of listening skills.

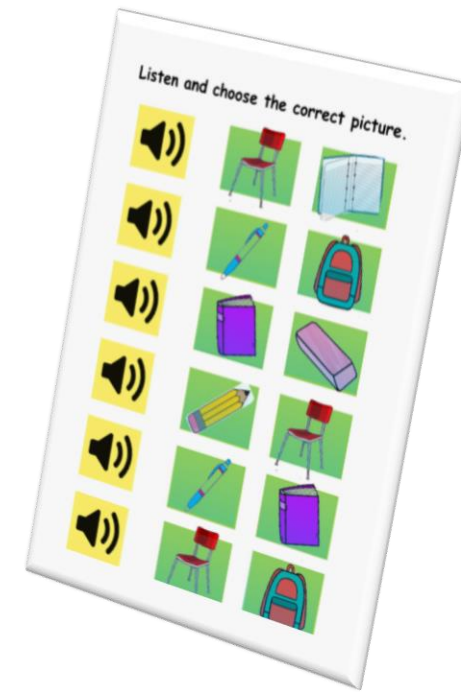


Unit 1, activity 01 teamwork. **The classroom**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 01	Time: 3 hours per week - 40 minutes	Issue	Competence	Assessment	Materials or resources
<p><b>Start: (10 minutes)</b> At the beginning of the class, the children enter the room and sit in groups of 05, all in small circles around a table to facilitate communication and cooperation. As a starting activity, the teacher is going to show the video referring to the school to all the groups. (Alejo el Conejo que sabe INGLÉS, 2017) <a href="https://www.youtube.com/watch?v=Olnz783drGU">https://www.youtube.com/watch?v=Olnz783drGU</a></p> <p>Children hear it trying to memorize keywords, for example, book, pen, and chair. (Things in the Classroom Online Pdf Exercise, n.d.) <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_supplies/Things_in_the_classroom_eq1820801jk">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_supplies/Things_in_the_classroom_eq1820801jk</a></p> <p>Now one child from each team comes forward, all gathered in the same place with their backs to the board. The teacher writes a word on the blackboard, and the seated children read it aloud; the children standing according to what they understand, run to stand next to the mentioned element. For example, the teacher writes -chair-, the seated children pronounce chair and the standing children run to stand next to any chair that is in the classroom. This activity is to generate rapprochement and cooperation between children as part of teamwork.</p> <p><b>Development: (20 minutes)</b> The teacher has placed pictures of classroom items throughout the room. approaches each of the drawings and pronounces the name of the element aloud; children repeat. This is done three times. Subsequently, the teacher will randomly ask several children to point to the elements and repeat them aloud. Meanwhile, the group is watching the activity to develop the following sequence: the teacher points to the element and says its name aloud, the child repeats it aloud, and finally the whole group also repeats it aloud. Now the teacher asks who wants to go to the blackboard to write. The volunteer child will listen to the teacher pronounce the name of a classroom element, for example -pencil-, the children in the group will point to the pencil element, and the child on the blackboard will try to write the word pencil. But equally, the children sitting down will write the word according to what they hear. (School Supplies, n.d.) <a href="https://wordwall.net/es/resource/7970549/school-supplies">https://wordwall.net/es/resource/7970549/school-supplies</a></p> <p>Now the teacher fixes the children's attention on the computer or the projector whose image is reflected on the wall. (School Supplies, n.d.) <a href="https://wordwall.net/es/resource/20147063/school-supplies">https://wordwall.net/es/resource/20147063/school-supplies</a></p> <p>The teacher uploads a word wall activity so that the children can listen to the pronunciation.</p> <p><b>Closing: (10 minutes)</b> As a closing exercise, the teacher is going to hang a sheet with simple sentences on the wall. For example, these are pencils. This is a ruler. Those are books. The notebook is on the table. Now the teacher puts an audio with these sentences, the children must write the element of the class that is pronounced as part of the sentence. Subsequently, each group will check the answers given to see if they are right or wrong.</p>		<p><b>The classroom:</b> Backpack, notebook, book, scissors, ruler, glue, blackboard, eraser, pen, chair, pencil case, desk.</p> <p><b>Specific objective</b> Motivate teamwork and listening comprehension practice, learning classroom vocabulary, with the support of the Suggestopedia method.</p>	<p>It is properly integrated into the activities. Identify vocabulary related to school. Understands words as they are pronounced by the teacher. Correctly pronounce the words during the development of the exercises.</p>	<p>Through a rubric, the student's ability to use classroom vocabulary, and his/her correct writing are evaluated.</p>	<p>Instrumental music in the background. Individual sheets illustrated with elements and vocabulary typical of the classroom (the drawings and their names in English). The video refers to the vocabulary of the classroom in English.</p>



# UNIT 1, ACTIVITY ONE, THE CLASSROOM



Match the words with the pictures



Is this a pen? yes \_\_\_ no \_\_\_



Is this a pencil case? Yes \_\_\_ no \_\_\_



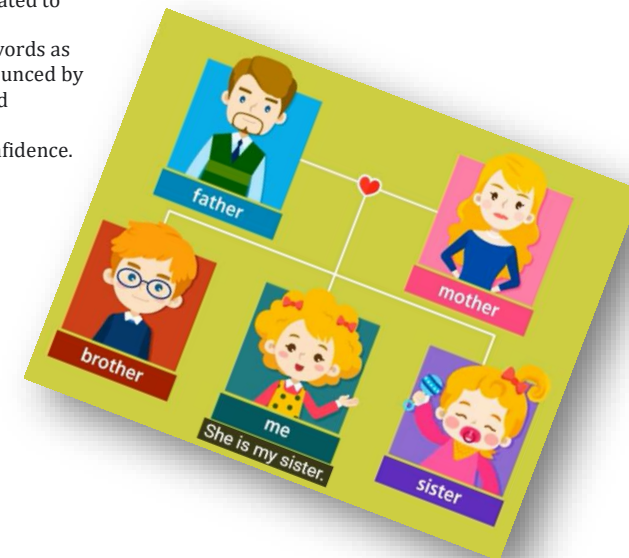
- Notebook
- Chair
- Ruler
- book

Unit 1, Activity 02 teamwork. **The family**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 02	Time: 3 hours per week - 40 minutes	Issue	Specific objective	Assessment	Materials or resources
<p><b>Start: (10 minutes)</b></p> <p>The teacher begins by placing the children in a circle in the center of the room. Give them a brief introduction about the activity that is going to be developed. She plays soft music, but at the same time, she speaks to them very calmly and invites them to participate with the best disposition, emphasizing that they can really learn English. (WeKids - Canal para niños, 2018)  <a href="https://www.youtube.com/watch?v=OeDTVlqf8gk">https://www.youtube.com/watch?v=OeDTVlqf8gk</a></p> <p>Finally, the teacher enters fully into the development of the activities.</p> <p><b>Development: (20 minutes)</b></p> <p>The first step is to project from a video beam connected to the computer, the images of the family members with their names in English.</p> <p>The teacher sings – does not pronounce – each of the names. (Kids Academy, 2018)  <a href="https://www.youtube.com/watch?v=G6k7dChBaJ8">https://www.youtube.com/watch?v=G6k7dChBaJ8</a></p> <p>He then invites the children to repeat the pronunciation out loud, in a group, first; then individually. Now the teacher asks the children to choose a family member for themselves, for example, A child wants to be the father - dad -; a girl wants to be the mother - mom -; so on. Now the teacher explains in detail the basic use of the verb to be to relate it to the theme of the family. This is done through a video. (Kids Academy, 2018)  <a href="https://www.youtube.com/watch?v=FHaObkHEkHQ">https://www.youtube.com/watch?v=FHaObkHEkHQ</a></p> <p>The next step is to do a dynamic where each child is going to get up and say out loud: my name is José, and I am a dad. There should be a girl who assigns herself the role of the daughter; she would answer – for example – my name is Susana, I am the daughter, and José is my dad.</p> <p>This is how the dynamic is developed so that the boys and girls orally exchange information in groups about the members of the family, using the verb to be.</p> <p>It is not necessary to use all the components of the family so as not to lengthen the activity too much.</p> <p><b>Closing: (10 minutes)</b></p> <p>The children are placed in pairs to do a pronunciation practice:</p> <p>A child asks:          Who is your mother?          Another child answers:          My mother is...</p> <p>This practice is done using the learned family members.</p> <p>Finally:</p> <p>In pairs, the children do the following exercise:          Boy 01 – my name is John. My father is Robert.          Child 02 – Hello John, my name is Susan, my mother is Karen.</p> <p>To conclude, the students will make a word search of the family members. (Free Hand Drawn Letter Soup Family Worksheet Template, n.d.)  <a href="https://wepik.com/template/hand-drawn-child-like-letter-soup-family-worksheet-r-1338720087">https://wepik.com/template/hand-drawn-child-like-letter-soup-family-worksheet-r-1338720087</a></p>		<p><b>The family.</b></p> <p>Mom, dad, aunt, uncle, grandma, grandpa, sister, brother, cousin, daughter, son.</p> <p>The verb to be.          I am          You are          We are          They are          She is          He is          It is</p> <p>Who is she?          Who is he?          Who are they?</p>	<p>Strengthen teamwork and practice listening comprehension, pronouncing vocabulary about family members and the verb to be, with the support of the Suggestopedia method.</p> <p><b>Competence</b></p> <p>It is properly integrated into the activities. Pronounce the vocabulary related to the family. Understands words as they are pronounced by the teacher and classmates. Shows self-confidence.</p>	<p>Through a rubric, the student's ability to integrate into teamwork, their ability to use the family's vocabulary, their ability to understand that vocabulary, and their self-confidence are evaluated.</p>	<p>Background instrumental music sets the tone for the development of the class. Projections or slides on a video beam or computer, with the vocabulary of the family and its relationship with the verb to be. Video (preferably song) referring to the theme of the family.</p>





# UNIT 1, ACTIVITY TWO, THE FAMILY

Find family members

Answer the questions according to the example

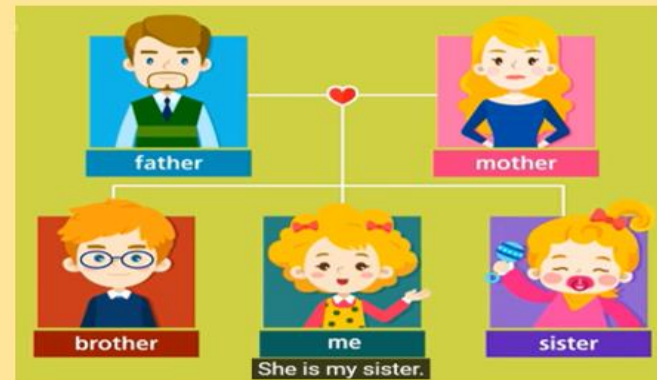
**FAMILY LETTER SOUP**

Find these hidden words and draw an ellipse around them

**SON SISTER GRANDMA GRANDAD  
BROTHER DAUGHTER DAD MUM**

Q U B H Q Y E F V S N G W I  
B R O T H E R W R F V R B H  
R J N O J P C Y W L O A Q S  
U T M A B C N B U V Q N M T  
E G G O B I C Z S R I D G W  
K B Y G R A N D M A X A C Z  
Q D A D W Q E S G N U D N I  
I Q S D U H I C P T X I A M  
V X L J O H Z R Y W Z B O S  
C W Y D A U G H T E R E I I  
Q O T Z J T S P Q J C Z O S  
M T K L I S O N K E T P F T  
U B I V Z G Y K J G X L I E  
M W P I Y F D F R C L T N R

A  
B





Who is your father?	Father – Henry	My father is Henry.
Who are their parents?	Parents – John and Alice	
Who is her sister?	Sister - Susan	
Who are his brothers?	Brothers – Peter and Paul	
Who is his daughter?	Daughter - Nelly	

Unit 1, Activity 03 teamwork. **The alphabet**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 03 Start: (10 minutes)	Time: 3 hours per week - 40 minutes	Issue The alphabet.	Specific objective Improve the ability to concentrate and develop memory through learning the alphabet in English.	Competence Focuses on individual work. Demonstrates good memory to learn the letters of the alphabet. Fits well into group dynamics. It is enthusiastic and collaborative.	Assessment Through a rubric, the student's ability to concentrate, their ability to spell words and pronounce the alphabet properly is evaluated.	Materials or resources Conditioned room, alphabet song in English, a projection of the alphabet in video beam or a picture, the letters of the alphabet separately for dynamics, the sheets with the names of wild animals, to be spelled by the students.
<p>The teacher makes the children enter the room, previously conditioned as if it were a small jungle very abundant in trees and vegetation. The entire room should be set and decorated with the theme of the jungle. At least with drawings about the jungle. There is tribal music in the background, predominantly drumming. (Alfredo Ramirez, 2020)</p> <p><a href="https://www.youtube.com/watch?v=mKl8Oc7EU0o">https://www.youtube.com/watch?v=mKl8Oc7EU0o</a></p> <p>The teacher asks the children to stand in a line in the middle of the room and look around carefully. Hidden in different parts of the classroom are the letters of the alphabet.</p> <p><b>Development: (20 minutes)</b> The teacher is going to show the children the alphabet in English, through a sheet, if possible, a projection on the wall.</p> <p>In a video, the pronunciation begins to sound while the children observe and listen at the same time. The next step is to watch the same projection and listen to the video, but repeat the pronunciation. (Lotty Learns, 2016)</p> <p><a href="https://www.youtube.com/watch?v=g0SFjRzqj94">https://www.youtube.com/watch?v=g0SFjRzqj94</a></p> <p>Now, the teacher asks the children to become explorers. In groups of three, they have to find the letters of the alphabet hidden in the classroom. The children begin to search; each time a group finds a letter, they say it out loud and bring it to the board. There the alphabet is formed. Once the exploration is over, all the children together with the teacher are going to listen to the alphabet video and they are going to repeat it aloud. (Super Simple ABCs, 2022)</p> <p><a href="https://www.youtube.com/watch?v=H9kU_YJwNtY">https://www.youtube.com/watch?v=H9kU_YJwNtY</a></p> <p><b>Closing: (10 minutes)</b> To finish, the teacher will give each explorer the name of a wild animal written in English and duly accompanied by the image. The task of the explorer is to spell in written form the letters that makeup said name.</p>		<p>A, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.</p>				 

## UNIT 1, ACTIVITY THREE, THE ALPHABET

Spell the names of the wild animals



_____	_____	_____	_____
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# Checking my progress 1





Name.....

Grade.....

**1. Listen and match the object of the classroom. (4 marks)**

Retrieved from:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_%28ESL%29/School\\_objects/School\\_supplies\\_ih1674246gl](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/School_objects/School_supplies_ih1674246gl)

pencil	
eraser	
book	
bag	


**1. Fill in the correct answers and then read the sentences. (6 marks)**

Retrieved from:


[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/The\\_family/Family\\_member\\_an2033244ni](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Family_member_an2033244ni)


         
       


 She is my \_\_\_\_\_.

 He is my \_\_\_\_\_.

 He is my \_\_\_\_\_.

 He is my \_\_\_\_\_.

 She is my \_\_\_\_\_.

 She is my \_\_\_\_\_.

FACULTAD DE POSTGRADO

<b>RUBRIC TO EVALUATE THE PARTICIPATION OF CHILDREN IN ACTIVITIES</b>				
<b>Institution:</b>		<b>Student:</b>		
<b>Subject or area:</b>		<b>Grade:</b>		
<b>Evaluation Criteria</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Integration in teamwork.	The student shows exceptional participation, listens attentively, contributes relevant ideas, and works in harmony with others.	The student participates effectively, listens to others, offers some ideas, and collaborates in the assigned task.	The student shows limited participation, listens but does not actively contribute, and has difficulties working in a team.	The student has minimal or no participation in teamwork, and shows no interest in group activities.
Use of Vocabulary Related to the classroom, the family and the alphabet.	The student pronounces correctly and accurately and uses vocabulary related the classroom, the family and the alphabet in verbal interactions.	The student pronounces most of the vocabulary related to the classroom, the family and the alphabet. appropriately and uses it correctly in communication.	The student struggles to pronounce some terms related to the classroom, the family and the alphabet, and their use may be inaccurate at times.	The student has significant difficulties in pronouncing and using vocabulary related to the classroom, the family and the alphabet.
Listening Comprehension	The student fully understands words and phrases spoken by the teacher and classmates, demonstrating a high level of listening comprehension.	The student understands most of the words and phrases spoken by the teacher and classmates, showing good listening comprehension.	The student has difficulties understanding some words and phrases spoken by the teacher and classmates, which affects their listening comprehension.	The student has significant difficulties in understanding words and phrases spoken by the teacher and classmates.
Self-confidence	The student shows great confidence and security in participating in activities, using the learned vocabulary and structures fluently and confidently.	The student shows confidence and security in participating in activities, although they may occasionally hesitate to use the learned vocabulary and structures.	The student shows some lack of confidence and security in participating in activities and using the learned vocabulary and structures.	The student shows a significant lack of confidence and security in participating in activities and using the learned vocabulary and structures.
		<b>ASSESSMENT RESULTS:</b>		
<b>Evaluation of the criteria</b>		<b>Performance level</b>	<b>Numeric rating scale</b>	<b>Score obtained:</b>
<b>Observations:</b>		Excellent	10-9	
		Good	8	
<b>Improvement suggestions:</b>		Appropriate	7-6	
		Needs Improvement	5	

Unit 2, Activity 04 Concentration and memory. **The numbers**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 04	Time: 3 hours per week - 40 minutes	Issue	Specific objective	Competence	Assessment	Materials or resources
<p><b>Start: (10 minutes)</b> Ambient music is played in the background where the sounds of waves, dolphins, seagulls and wind are heard. Now, says the teacher, the sound of the waves and the song of the seagulls invite us to discover the numbers in English. (Aliento de Amor y de Vida, 2020) <a href="https://www.youtube.com/watch?v=tycCI2Cloz">https://www.youtube.com/watch?v=tycCI2Cloz</a></p> <p>The children are located in two groups in the center of the classroom, sitting in a circle. Some are pirates, others are sailors. Everyone closes their eyes, takes a deep breath, listens to the sound of the sea, and prepares for the great adventure, the teacher will be the captain.</p> <p><b>Development: (20 minutes)</b> The first task is to discover a map where various components of the classroom are located, for example, a blackboard, two pencils, three doors, etc. But to do this first, the teacher displays a large drawing on the wall in very attractive colors with the numbers from 01 to 30. Everyone follows the instructions of their captain, repeating the pronunciation of the numbers from 01 to 30, aloud, while the sound of the swell continues on the ship. They all walk around the classroom and find the map that indicates the location of the components of the classroom. They accumulate the sheets on a table in order, for example, the first sheet says: a piece of chalk; the second, two pencils; so on. Now everyone must go to their notebooks to write the numbers they remember and represent them with drawings. This activity could be developed progressively in parts, first from 1 to 10, then from 11 to 20, and finally from 21 to 30.</p> <p><b>Closing: (10 minutes)</b> To celebrate the discovery of the map and the collection of the classroom elements, the captain – the teacher – is going to teach the children a song with numbers, each pirate or sailor must write a number on the board that they remember, without repeating them. (Mr.R’s Songs for Teaching, 2015)</p> <p><a href="https://www.youtube.com/watch?v=_SHIY9fzOd8">https://www.youtube.com/watch?v=_SHIY9fzOd8</a></p> <p>Finally, the students will listen and complete the number song. (Pinkfong Baby Shark - Kids’ Songs &amp; Stories, 2015)</p> <p><a href="https://www.youtube.com/watch?v=Yt8GFgxlITs">https://www.youtube.com/watch?v=Yt8GFgxlITs</a></p>	<p><b>The numbers</b> One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.</p>	<p>Improve the ability to concentrate and develop memory in learning numbers up to 30 in English.</p>	<p>Identify numbers by listening to their pronunciation. Write the numbers correctly. Show enthusiasm during the development of the activity. Easily integrates into teamwork. It focuses on the development of activities.</p>	<p>Through a rubric, an evaluation of the performance of the group of children will be made during the development of the class, based on the achievement of the suggested competencies.</p>	<p>The map of the numbers, the sheets with the drawings of the elements of the classroom, the song of the numbers, the player, the blackboard, and chalk.</p>	

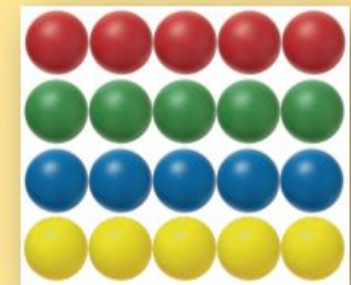
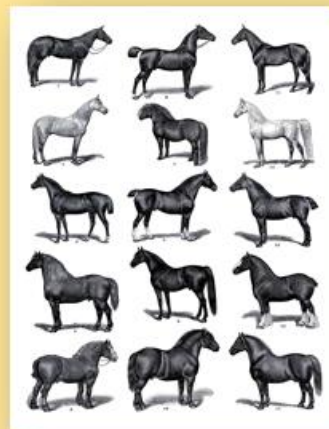
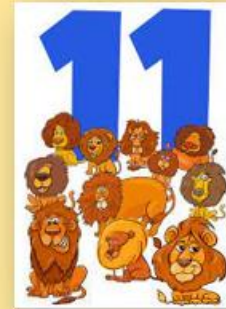


## UNIT 2, ACTIVITY FOUR, THE NUMBERS

Please, match the sentences with the right pictures

Please, tell me:

1. Where is number eleven?
2. There are twenty balls here.
3. I see five hens.
4. Oh, there are fifteen horses.



1 to 10 Penguins 

One, two, three little penguins  
Four, five, six little penguins  
Seven, eight, nine little penguins  
Ten little penguins.

One, , three little penguins,  
Four, five,  little penguins,  
Seven, eight, nine little penguins,  
, little penguins.

Ten, nine, eight little penguins,  
Seven, six,  little penguins,  
, three, two little penguins,  
One little .



Unit 2, Activity 05 Concentration and memory. **Meals and food**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 05	Time: 3 hours per week - 40 minutes	Issue	Specific objective	Competence	Assessment	Materials or resources
<p><b>Start: (10 minutes)</b> At the beginning of the class, the teacher is waiting for the children at her desk as a stand or food sale. She is the saleswoman or person who attends.</p> <p>The children prepare to learn the names of foods from her. As always, the teacher has background music and this time the room is like a small market. (Sonidos para videos SIN COPYRIGHT, 2021)</p> <p><a href="https://www.youtube.com/watch?v=-a5fvS_jbj0">https://www.youtube.com/watch?v=-a5fvS_jbj0</a></p> <p><b>Development: (20 minutes)</b></p> <p>The children sit in small groups of 5 students distributed around the classroom. The teacher asks them to close their eyes and think of the most delicious food they would like to eat that day.</p> <p>The children relax while listening to the background music, the teacher touches a small metal triangle while saying: get ready to help me select delicious food from the drawings placed on your tables. Now the children open their eyes and find food drawing cards and the name of the three main meals breakfast, lunch, and snack on the tables with their names in English. (Alejo el Conejo que sabe INGLÉS, 2017)</p> <p><a href="https://www.youtube.com/watch?v=EDrVII-gH9s">https://www.youtube.com/watch?v=EDrVII-gH9s</a></p> <p>Each child selects the food and indicates it to the teacher; the professor writes on the blackboard. The next task is to repeat the name of the food or food out loud after the teacher has pronounced it. The teacher has a drawing to accompany each name since she has previously asked the children to give them the food of their choice. In a video, children listen and watch the names of some foods on the PC. (academy by Town4kids, 2022)</p> <p><a href="https://www.youtube.com/watch?v=TrJhdNd3MIA">https://www.youtube.com/watch?v=TrJhdNd3MIA</a></p> <p><b>Closing: (10 minutes)</b> To end the activity, the teacher gives the children a list of foods, the child will make the respective drawing next to it to demonstrate that she/he properly identifies each food.</p>		<p><b>Meals and food</b> <b>Meals:</b> breakfast, lunch, dinner.</p> <p><b>Food:</b> French fries, bread, hamburger, soup, salad, cheese, curry rice, noodles, chicken, rice, and fish.</p>		<p>Recognize the names of foods in English. Maintains discipline during the development of the activity. Easily integrates into group work. Pronounce and write the names of foods correctly.</p>	<p>Through a rubric, an evaluation of the performance of the group of children will be made during the development of the class, based on the achievement of the suggested competencies.</p>	<p>Sheets, paper, pencil, and recording with the names of the foods.</p>

## UNIT 2, ACTIVITY FIVE, LIKES AND PREFERENCES

Select the right answer

The first meal of the day is:

breakfast \_\_\_ Lunch \_\_\_ Dinner \_\_\_



Select:

What do you like?

I like potatoes \_\_\_ chicken \_\_\_ Salad \_\_\_



What do you prefer?

I prefer pizza \_\_\_ Hamburger \_\_\_ Hot dog \_\_\_



Unit 2, Activity 06 Concentration and memory. **Tastes and preferences.**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 06	Time: 3 hours per week - 40 minutes	Issue	Specific objective	Competence	Assessment	Material or resources
<p><b>Start: (10 minutes)</b></p> <p>The teacher arranges the children in a single circle around the classroom. The children listen to classical music before the teacher asks the children to focus their attention on the picture pasted on the wall in front of them. (WeKids - Canal para niños, 2020)</p> <p><a href="https://www.youtube.com/watch?v=9vjxuJ9C4oI">https://www.youtube.com/watch?v=9vjxuJ9C4oI</a></p> <p><b>Development: (20 minutes)</b></p> <p>The teacher goes to the sheet with the names and pictures of the fruits and reads aloud. Now, repeat for the children to say it aloud as a group, twice. Then the teacher is going to pronounce the fruits again so that the children write them in their notebooks to determine their comprehension ability when hearing the pronunciation. The teacher reproduces from the pc a song with the fruits to the pronunciation again. (Nursery rhymes songs for children - Lilli and Lars, 2016)</p> <p><a href="https://www.youtube.com/watch?v=oUGsMV-rphw">https://www.youtube.com/watch?v=oUGsMV-rphw</a></p> <p>The theme of colors could be reinforced with the poem. (Hungama Kids, 2017)</p> <p><a href="https://www.youtube.com/watch?v=hh8o7mPKWWw">https://www.youtube.com/watch?v=hh8o7mPKWWw</a></p> <p><b>Closing: (10 minutes)</b></p> <p>To finish, the teacher asks the children to draw their fruits and write the names of their favorite colors. When finished, the child must present the task to the teacher and read it aloud.</p> <p>Now the following game is done: The teacher divides the children into two groups: The first will be given cards with fruit drawings, the second will be given cards with colors. A child from the first group stands up and calls out the name of a fruit. A child from the other group should get up and show the color that corresponds to that fruit, and say it out loud.</p> <p>This activity is for concentration and memory, but also for teamwork.</p>		<p><b>Tastes and preferences.</b></p> <p>I like bananas. They are yellow. I like apples. They are red and delicious. I like pears. They are green. I like tomatoes. They are round and red. I like oranges. They are yellow and round.</p>	<p><b>Specific objective:</b></p> <p>Strengthen concentration and memory power by learning fruits and colors.</p>	<p>The child concentrates on his work. Show creativity in your entries. Focuses on carrying out activities. Evidence of own initiative for participation.</p>	<p>Through a rubric, an individual evaluation will be made of the main characteristics of the participation of each one of the students during the development of the class.</p>	<p>Letters with drawings of fruits in color. Support videos to listen and practice listening comprehension.</p>



## UNIT 2, ACTIVITY SIX, LIKES AND PREFERENCES

SELECT A FRUIT OF YOUR PREFERENCE AND WRITE THE SENTENCE ACCORDING TO THE MODEL

I like pear, pear is green

I prefer

I like

I like

I prefer



# Checking my progress 2

Name.....

Grade.....

**1. Listen to the correct number and circle. (5 marks)**

Retrieved from:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_%28ESL%29/Numbers/Numbers\\_1-10\\_%28listening%29\\_aj18799pm](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Numbers/Numbers_1-10_%28listening%29_aj18799pm)


**2. Write a sentence with each picture, use I like. (5 marks)**

Retrieved from:

[https://www.eslprintables.com/vocabulary\\_worksheets/food/food\\_likes\\_and\\_dislikes/Likes\\_and\\_dislikes\\_food\\_511627/](https://www.eslprintables.com/vocabulary_worksheets/food/food_likes_and_dislikes/Likes_and_dislikes_food_511627/)

I like apples.

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fruit, honey, cheese, bread, milk

FACULTAD DE POSTGRADO

<b>RUBRIC TO EVALUATE THE PARTICIPATION OF CHILDREN IN ACTIVITIES</b>				
<b>Institution:</b> <b>Subject or area:</b>			<b>Student:</b> <b>Grade:</b>	
<b>Evaluation Criteria</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Integration in teamwork.	The student shows exceptional participation, listens attentively, contributes relevant ideas, and works in harmony with others.	The student participates effectively, listens to others, offers some ideas, and collaborates in the assigned task.	The student shows limited participation, listens but does not actively contribute, and has difficulties working in a team.	The student has minimal or no participation in teamwork, and shows no interest in group activities.
Use of Vocabulary Related to the numbers, meals and food and tastes and preferences.	The student pronounces correctly and accurately and uses vocabulary related to the numbers, meals and food and tastes and preferences.	The student pronounces most of the vocabulary related to the numbers, meals and food and tastes and preferences .	The student struggles to pronounce some terms related to the numbers, meals and food and tastes and preferences.	The student has significant difficulties in pronouncing and using vocabulary related to the numbers, meals and food and tastes and preferences.
Listening Comprehension	The student fully understands words and phrases spoken by the teacher and classmates, demonstrating a high level of listening comprehension.	The student understands most of the words and phrases spoken by the teacher and classmates, showing good listening comprehension.	The student has difficulties understanding some words and phrases spoken by the teacher and classmates, which affects their listening comprehension.	The student has significant difficulties in understanding words and phrases spoken by the teacher and classmates.
Self-confidence	The student shows great confidence and security in participating in activities, using the learned vocabulary and structures fluently and confidently.	The student shows confidence and security in participating in activities, although they may occasionally hesitate to use the learned vocabulary and structures.	The student shows some lack of confidence and security in participating in activities and using the learned vocabulary and structures.	The student shows a significant lack of confidence and security in participating in activities and using the learned vocabulary and structures.
		<b>ASSESSMENT RESULTS:</b>		
<b>Evaluation of the criteria</b>		<b>Performance level</b>	<b>Numeric rating scale</b>	<b>Score obtained:</b>
<b>Observations:</b>		Excellent	10-9	
		Good	8	
<b>Improvement suggestions:</b>		Appropriate	7-6	
		Needs Improvement	5	

Unit 3, Activity 07, Creativity and communication. **Days of the week and months of the year.**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

**Activity 07**

**Time: 3 hours per week - 40 minutes**

**Start: (10 minutes)**

Children in groups of four at the beginning of the activity. The teacher plays a music to motivate them. (Super Simple Songs - Canciones infantiles en Inglés, 2016)

<https://www.youtube.com/watch?v=hlzvrEfyL2Y>

The room is conditioned with images of days of the week and months of the year.

**Development: (20 minutes)**

On a sheet specifically, the teacher has written questions such as:  
 What day is today?  
 What is the first month of the year?  
 Later the teacher shows them the days of the week and the months of the year on a large sheet. First, the pronunciation is practiced individually and in groups. (Martin & Rose Music - Fun, Educational Kids Songs, 2017)

<https://www.youtube.com/watch?v=8GKmCQOy88Y>

<https://www.youtube.com/watch?v=IPeAoIhz8GA>

Then the teacher does a short dictation to see what the children have grasped in terms of comprehension.  
 As a creative activity, each child will choose a day of the week to ask a question and answer it on their own.  
 For example:  
 Monday.  
 What day is today?  
 Today is Monday.

**Closing: (10 minutes)**

To finish, the teacher asks the children to draw the days of the week and a calendar with the months of the year in their notebooks. (Martin & Rose Music - Fun, Educational Kids Songs, 2017)

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Days\\_of\\_the\\_week/Days\\_of\\_the\\_week\\_Listening\\_b11865846qh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Days_of_the_week/Days_of_the_week_Listening_b11865846qh)

**Issue**  
**Days of the week:**  
 Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.  
**Months of the year:**  
 January, February, March, April, May, June, July, August, September, October, November, December.

**Specific objective**  
 Strengthen communication and creative skills, by learning the days of the week and months of the year, through a foreign language supported by the Suggestopedia method.

**Competence**  
 The child shows a willingness to work with peers.  
 Show creativity in the elaboration of the memory game.  
 He is communicative with his classmates and the teacher.  
 Evidence of own initiative for participation.

**Assessment**  
 Through a rubric, the student's participation in oral and written activities during class will be evaluated to measure their ability to pronounce and write.

**Material sor resources**  
 Pictures, drawings, a player, a song of the days of the week and the months of the year, the pc, and the videos.



## UNIT 3, ACTIVITY SEVEN, DAYS OF THE WEEK, MONTHS OF THE YEAR

Answer the questions using words from the pictures.



The first day of the week is \_\_\_\_\_

What is the third month of the year? \_\_\_\_\_

Tuesday is the seventh day of the week true \_\_\_ false \_\_\_

The tenth month of the year is \_\_\_\_\_

If Thursday is the fifth day of the week, then, the sixth day of the week is \_\_\_\_\_

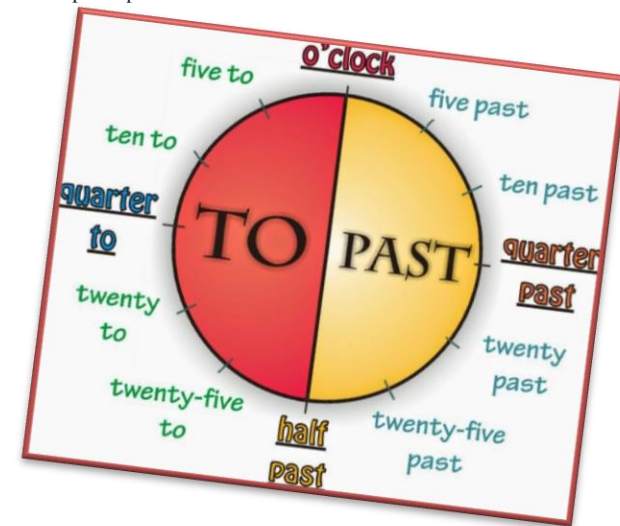


Unit 3, Activity 08, Creativity and Communication. **The time.**

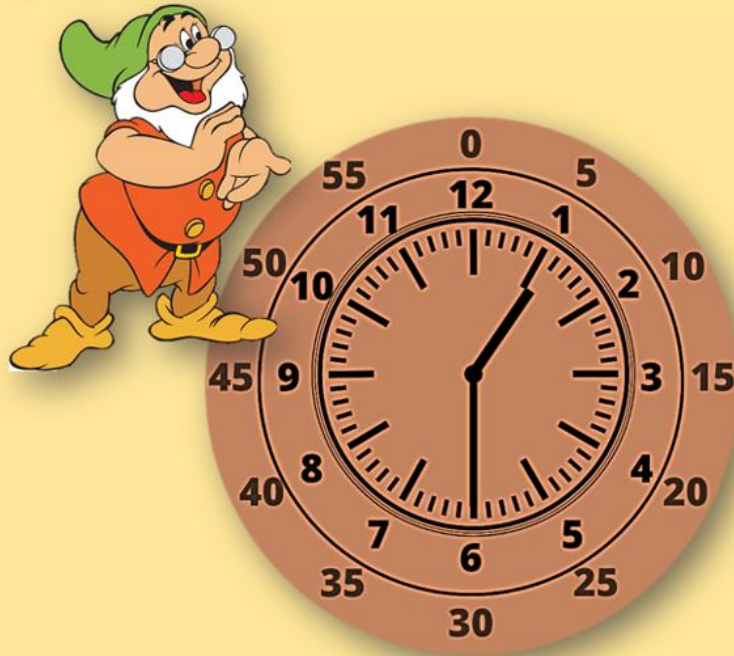
**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

Activity 08	Time: 40 minutes	Issue	Specific objective	Competence	Assesment	Material sor resources
<p><b>Start: (10 minutes)</b></p> <p>At the beginning of the class the teacher presents a video about the time. (Alejo el Conejo que sabe INGLÉS, 2018)</p> <p><a href="https://www.youtube.com/watch?v=1Er388REB_A">https://www.youtube.com/watch?v=1Er388REB_A</a></p> <p>She explains to the children that they are going to learn the time and review the numbers. On the wall there is a large plate with a clock with two screens, representing an analogue and a digital one.</p> <p><b>Development: (20 minutes)</b></p> <p>The children look at the picture while the teacher gives each one a card with a clock whose hands can move to any side. Now the teacher explains the different cycles of the hour; for example: hour on the hour, hour and a quarter, hour and a half, a quarter to the hour, minutes after the hour, and minutes before the hour.</p> <p>Then the teacher suggests a game: Each child is a dwarf who must associate an activity or event with a specific time. The teacher passes a child in front of the whole group and says, for example: This little dwarf eats the fruit at quarter past two. The other children must mark the time indicated by the teacher on their watch. The child who does it first raise his watch and comes to the front, and so on.</p> <p><b>Closing: (10 minutes)</b> As a closing of the activity, the teacher will have available a word wall activity and watch a tale. (Time - O'clock, n.d.)</p> <p><a href="https://wordwall.net/es/resource/35733856/time-oclock">https://wordwall.net/es/resource/35733856/time-oclock</a></p> <p><a href="https://www.youtube.com/watch?v=idqMa6yz4vo">https://www.youtube.com/watch?v=idqMa6yz4vo</a></p>	<p><b>The time.</b></p> <p>🕒 <b>It's... - It's the...</b></p> <p>🕒 <b>O ' clock - O'clock.</b></p> <p>🕒 <b>Half past - And a half.</b></p> <p>🕒 <b>A quarter past - And fourth.</b></p> <p>🕒 <b>A quarter to – Minus a quarter.</b></p> <p>🕒 <b>Hour – Time</b></p> <p>🕒 <b>Minute – Minute</b></p> <p>🕒 <b>Second – Second</b></p>	<p>Strengthen communication and creative skills, by learning the time, through a target or foreign language supported by the Suggestopedia method.</p>	<p>The work group is easily activated. Show creativity in your entries. He is communicative with his classmates and the teacher. Evidence of own initiative for participation.</p>	<p>Through a rubric, a collective evaluation will be made of the main characteristics of the participation of the group of students during the development of the class.</p>	<p>Pictures, drawings, player, a song per hour, videos, exercise sheets.</p>	



### UNIT 3, ACTIVITY EIGHT, THE TIME



Unit 3, Activity 09, Creativity and Communication. **Professions and jobs**

**General objective of the proposal:**

Develop listening skills in English in third-grade children, with the support of the Suggestopedia method.

**Activity 09**

**Time: 3 hours per week - 40 minutes**

**Start: (10 minutes)**

Children gather in groups of four at the beginning of the activity. The teacher plays background music to motivate them to participate in the class. (~Rolitas pal alma~, 2023)

<https://www.youtube.com/watch?v=MnmyD3GTe44>

The room is conditioned with images of various environments, including photographs or giant drawings with various motifs. The teacher explains to the children that they are going to learn about jobs and professions, they begin as follows:

**Development: (20 minutes)**

The teacher points to the image of a hospital ward and asks the children who work there, The children answer: the doctor, the nurse.

The teacher writes the names of these professions on the board in the same order that the children mention them, but she writes them in English.

He then points to a large picture of a running delinquent and asks: Who catches the delinquent? The children answer: the policeman. The teacher writes the name of this profession on the board but in English.

So successively the children mention the professions, according to the relationship with the images indicated by the teacher.

Now the children repeat the pronunciation of the professions, guided by the teacher, while they carefully observe on the blackboard the correct way to write each one of them.

Later the teacher shows them her list of professions that are the same ones that the children have been mentioning.

The teacher will download a video - Jobs and Occupations. .(Fun Kids English, 2017)

<https://www.youtube.com/watch?v=ckKQclquAXU>

**Closing: (10 minutes)**

As a closing activity for communication, the children will be placed in pairs. (Ejercicio de Jobs Listening Activity, n.d.)

One child describes a profession in very simple words, and another response by giving the specific name of the profession. For example:

I catch thieves – I'm a cop.

I cure diseases – I am a doctor.

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_%28ESL%29/jobs\\_and\\_occupations/Jobs\\_Listening\\_activity\\_qm1994138fs](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/jobs_and_occupations/Jobs_Listening_activity_qm1994138fs)

**Issue  
Jobs and professions.**

Carpenter, hairdresser, builder, nurse, doctor, office worker, firefighter, sales assistant, police officer, and teacher.

**Specific objective**

Strengthen communication and creative skills, through learning trades and professions, through a target or foreign language supported by the Suggestopedia method.

**Competence**

the child easily identifies the professions. Show creativity in your entries. He is communicative with his classmates and the teacher. Evidence of own initiative for participation.

**Assessment**

Through a rubric, a collective evaluation will be made of the main characteristics of the participation of the group of students during the development of the class.

**Materials and resources**

Pictures, drawings, players, a song of professions and professions.



## UNIT 3, ACTIVITY NINE, JOBS AND PROFESSIONS

Listen and write the name of each profession



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Checking my progress 3

Name.....

Grade.....

**1. Listen to your teacher and write the days of the week in the correct order. (3 marks)**

Retrieved from: <https://www.liveworksheets.com/ys1404056kn>

	Wednesday
	Saturday
	Thursday
	Sunday
	Tuesday
	Monday
	Friday

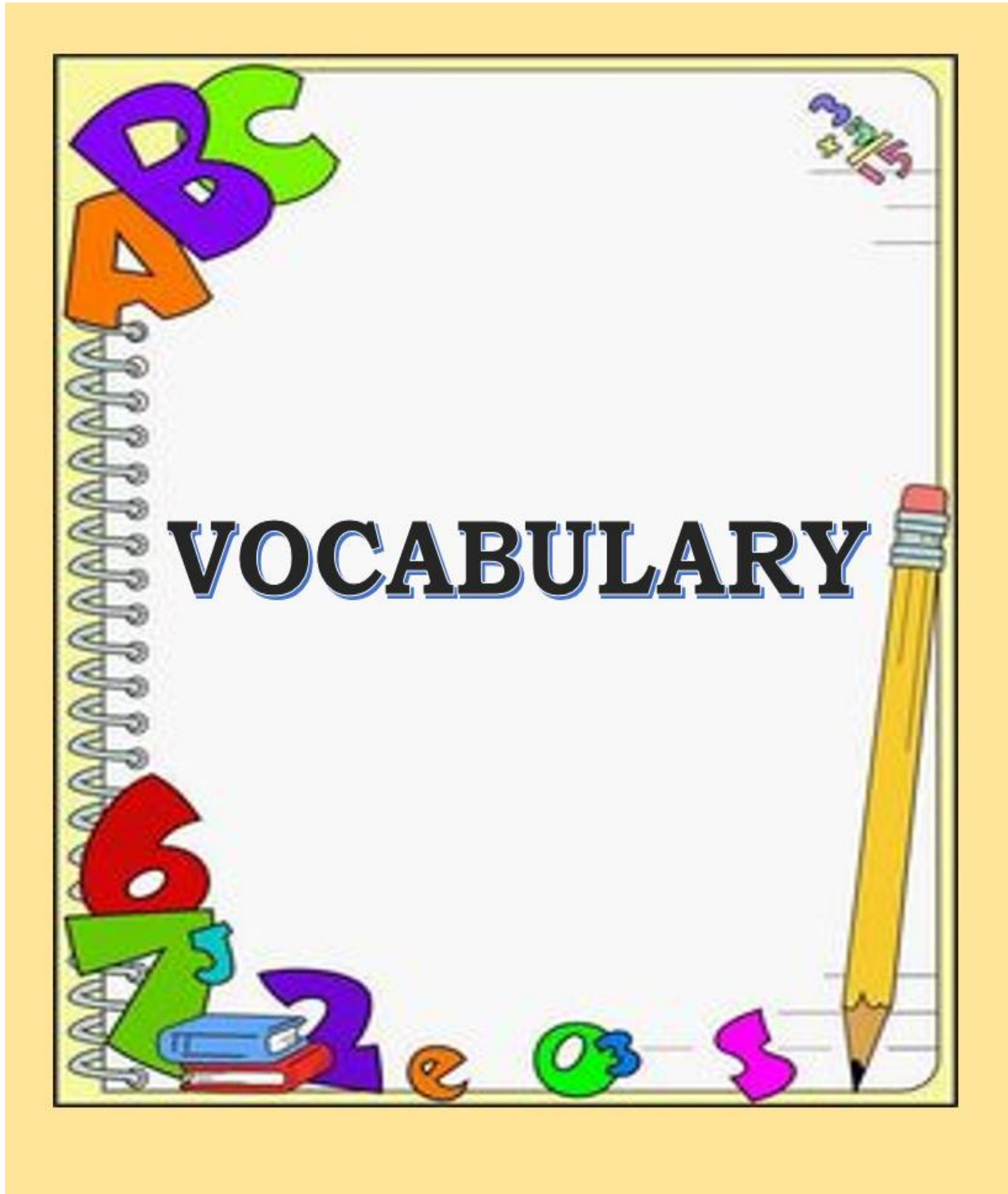
**2. Read and listen the sentences. Then choose the correct picture. (0,5 marks)**

Retrieved from: [https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Jobs\\_and\\_occupations/Jobs\\_%E2%80%98%C2%B7\\_Occupations\\_1\\_bu1475229tp](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Jobs_and_occupations/Jobs_%E2%80%98%C2%B7_Occupations_1_bu1475229tp)

<b>He is a doctor.</b> ◀▶▶		
		
<b>She is a firefighter.</b> ◀▶▶		
		
<b>He is a teacher.</b> ◀▶▶		
		
<b>He is a chef.</b> ◀▶▶		
		

FACULTAD DE POSTGRADO

<b>RUBRIC TO EVALUATE THE PARTICIPATION OF CHILDREN IN ACTIVITIES</b>				
<b>Institution:</b>		<b>Student:</b>		
<b>Subject or area:</b>		<b>Grade:</b>		
<b>Evaluation Criteria</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Integration in teamwork.	The student shows exceptional participation, listens attentively, contributes relevant ideas, and works in harmony with others.	The student participates effectively, listens to others, offers some ideas, and collaborates in the assigned task.	The student shows limited participation, listens but does not actively contribute, and has difficulties working in a team.	The student has minimal or no participation in teamwork, and shows no interest in group activities.
Use of Vocabulary Related to the days of the week, months of the year, time and professions.	The student pronounces correctly and accurately and uses vocabulary related to the days of the week, months of the year, time and professions.	The student pronounces most of the vocabulary related to the days of the week, months of the year, time and professions.	The student struggles to pronounce some terms related to the days of the week, months of the year, time and professions.	The student has significant difficulties in pronouncing and using vocabulary related to the days of the week, months of the year, time and professions.
Listening Comprehension	The student fully understands words and phrases spoken by the teacher and classmates, demonstrating a high level of listening comprehension.	The student understands most of the words and phrases spoken by the teacher and classmates, showing good listening comprehension.	The student has difficulties understanding some words and phrases spoken by the teacher and classmates, which affects their listening comprehension.	The student has significant difficulties in understanding words and phrases spoken by the teacher and classmates.
Self-confidence	The student shows great confidence and security in participating in activities, using the learned vocabulary and structures fluently and confidently.	The student shows confidence and security in participating in activities, although they may occasionally hesitate to use the learned vocabulary and structures.	The student shows some lack of confidence and security in participating in activities and using the learned vocabulary and structures.	The student shows a significant lack of confidence and security in participating in activities and using the learned vocabulary and structures.
		<b>ASSESSMENT RESULTS:</b>		
<b>Evaluation of the criteria</b>		<b>Performance level</b>	<b>Numeric rating scale</b>	<b>Score obtained:</b>
<b>Observations:</b>		Excellent	10-9	
		Good	8	
<b>Improvement suggestions:</b>		Appropriate	7-6	
		Needs Improvement	5	



**VOCABULARY - VOCABULARIO**

ENGLISH	SPANISH	ENGLISH	SPANISH
backpack	mochila	ruler	regla
notebook	cuaderno	glue	goma
scissors	tijeras	eraser	borrador
desk	escritorio	chair	silla
father	papá	grandpa	abuelo
mother	mamá	grandma	abuela
son	hijo	brother	hermano
daughter	hija	sister	hermana
lion	león	peacock	pavo real
gorilla	gorila	zebra	cebra
breakfast	desayuno	french fries	papas fritas
lunch	almuerzo	salad	ensalada
dinner	cena	cheese	queso
rice	arroz	fish	pescado
fruits	frutas	juice	jugo
grapes	uvas	strawberry	fresa
coconut	coco	orange	naranja
carpenter	carpintero	hairdresser	peluquera
doctor	doctor	nurse	enfermera
police officer	policia	teacher	profesora

