



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

**SUGGESTOPEDIA METHOD AND THE DEVELOPMENT OF LISTENING
SKILLS.**

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DEDICATION

TO:

My family, because they have been the main managers of my professional fulfillment, to my mother, for always showing myself with acts that I must be strong, to my father, for showing me responsibility in everything he does, to my sisters, for always taking me as an example, and making me a good woman because they imitate me. To my grandmother for having so much love for me. Finally to one of the pillars of my life, Santiago.

Sincerely.

Carla.

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Carla

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AUTHOR: Carla Nikole Realpe Rosado.

TUTOR: Mg. Edgar Encalada.

ABSTRACT

Suggestopedia is a way of teaching a foreign language that encourages learners to feel comfortable, enthusiastic, and optimistic while learning. The objective of this research work was to analyze the contribution of Suggestopedia method in listening skills. For the population, 34 students from high school at Juan León Mera “La Salle” Educational Unit took part in it. On the other hand, A pre-test and post-test were used to collect quantitative data and assess the improvement in students' listening abilities before and after the interventions through the B1 Preliminary listening standardized test from Cambridge English Qualifications, the paper 3, that corresponds to the listening part, and it was completed in 30 minutes. The application of this strategy lasted one month and two weeks with 15 treatments in total. For the verification of the hypothesis, the results of the pre and post-test were taken into account, which were calculated using the SPSS software. As a result, the alternative hypothesis (H2), was rejected since the significance level was 0,986, and the null hypothesis was accepted. Therefore, the results show that the suggestopedia method did not develop the listening skills in teenagers.

Key words: Listening skills, Suggestopedia, listening for gist, listening for detail

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RESUMEN

La Sugestopedia es una forma de enseñar una lengua extranjera que anima a los alumnos a sentirse cómodos, entusiastas y optimistas mientras aprenden. El presente trabajo de investigación tuvo como objetivo analizar el aporte del método Sugestopedia en la habilidad auditiva de los estudiantes de secundaria de la Unidad Educativa Juan León Mera “La Salle”. Para la población, participaron 34 estudiantes. Por otro lado, se utilizó un pre-test y un post-test para recolectar datos cuantitativos y evaluar la mejora en las habilidades auditivas de los estudiantes antes y después de la intervención. Esta herramienta era una prueba estándar de audición preliminar B1 de Cambridge English Qualification, la parte tres correspondiente a la comprensión auditiva, y se completó en 30 minutos. La aplicación de esta estrategia duró un mes y dos semanas, con 15 tratamientos en total. Para la verificación de la hipótesis se tuvo en cuenta los resultados del pre y post test, los cuales fueron calculados mediante el software SPSS. Como resultado, se rechazó la hipótesis alternativa (H2), ya que el nivel de significación fue de 0,986, y se aceptó la hipótesis nula. Por lo tanto, los resultados muestran que el método de la Sugestopedia no desarrolló la habilidad de escuchar en los adolescentes.

Palabras clave: Habilidades de escucha, Sugestopedia, Escuchar lo esencial, escuchar los detall

B. CONTENT

CHAPTER I-THEORETICAL FRAMEWORK

1.1 Research background

The information gathered in theses, books, and academic websites has been essential for the construction of this study project about suggestopedia method and the development of listening skills. These resources have also made it possible to advance in the analysis of the dependent variable categories of Suggestopedia: Language teaching, Theories of teaching and learning and Teaching methods, as well as the independent variable categories of Listening skill: English language, English language skills and Receptive skills. Finally, the development of the current work has been assisted by the following investigations.

This first research was carried out by Galti, (2018). The suggestopedia technique is thought to be an excellent way to teach vocabulary. This study aims to test the Suggestopedia approach on 18 students in Maiduguri-Borno State, Nigeria, who are in the first five grades to see how well it works. To gather data, pre- and post-tests were administered. To determine whether there is any variation in the learners' performance, a two related sample t-test was conducted. The study's conclusions showed that the suggestopedia method greatly raises student performance. As a result, the suggestopedia technique may be a successful way to teach vocabulary to students at Abbaganaram Primary School in Maiduguri, Borno state, Nigeria.

On the other hand, Colliander, (2020) in his research. The aim is to analyse teaching observations and interviews with teachers and students in four classes focus on what characterizes Suggestopedia teaching in Swedish as a second language for adult migrants. Taking a sociocultural perspective, specifically regarding the concepts of mediation, artefacts and scaffolding. The analysis reveals the existence of several mediational mechanisms, in terms of e.g. different visual, aural and fictive artefacts, as well as of scaffolding through a certain sequencing of tasks and mediational texts to help students learn Swedish. Although Suggestopedia as an approach serves to facilitate the students' learning in many ways, greater attention can be paid to the students' experiences when conducting the lessons.

In addition, Sundari, (2022) in his research writes descriptions through the suggestopedia method to solve students' literacy difficulties for students who have difficulty writing

experimental studies in 7th grade in MTs Negeri 11 Tasikmalaya. his study aims to determine the success of using suggestopedia method on students with learning difficulties in writing descriptions. The suggestopedia method is considered capable of overcoming students' learning difficulties because the method tends to make the atmosphere relaxed and comfortable, supported by good classroom arrangements and soothing music so that students can concentrate well and be happy. The focus of this research is six students who have writing difficulties. To find out the effectiveness of the suggestopedia method in students with writing difficulty, t-test statistics is used. This research results in an increase in the ability to write descriptive text after using the suggestopedia method.

Moreover, Putri, (2022) explored suggestopedia method. His study aimed to investigate the orchestrating technology with the suggestopedia method and mind mapping technique in teaching reading narrative text. The subject were students of Bhakti Medika Health Vocational School Cianjur from 10 FKK, which involved 15 students. This study used a descriptive qualitative method, employing classroom observation and an open-ended questionnaire to gather the data. Based on the result of the observation, Suggestopedia method was implemented in three meetings. Over the observation, it was also can be recorded that the implementation of suggestopedia method and mind mapping technique promoted the students' behavioral engagement where the student paid attention, they were active and focus.

Finally, Farhani, (2022) worked in a quantitative research with experimental design. The aim of his study was to determine the effect of Suggestopedia Method on Students' Vocabulary Mastery. The population in this study was students of SMKN 1 Mesjid Raya which amounted to approximately 355 students. The two classes that were selected as research samples were 37 students of class X Desain Komunikasi Visual (DKV) as experimental group and 26 students of class X Tata Busana (TBS) as control group by cluster random sampling. The data collected by giving a multiple-choice test. Similiar tests was used for pre-test and post-test. Each test consisted of 15 items included 4 option, namely a,b,c,d. This means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, it can be concluded that the use of Suggestopedia method has a significant effect on students ' vocabulary mastery. Students who were taught using the Suggestopedia method (experimental group) gained scored higher than students who were not taught using the Suggestopedia method (control group).

1.2. Theoretical framework

Independent variable theoretical support

Teaching methods

Bakhreddinova, (2020) affirms that today, the English language is crucial. As more people have the chance to pursue higher education abroad, there is an increasing demand for English-speaking students at universities and institutions. It is impossible to translate all of the latest developments in science and medicine into multiple languages since they occur so quickly. Scientific, technical, and cultural information exchanges help to expand and enhance international ties. In this case, foreign language instruction is a topic of state importance.

In accordance with, Rogers, (2001) activities are the many ways in which teaching methods are put into practice. Teaching methods are the more general strategies utilized to assist students in achieving learning outcomes. Teaching strategies assist students in mastering course material and learning how to apply it in specific settings. All facets of a student's education are influenced by foreign language teachers. When teaching foreign languages, there are certain helpful guidelines and techniques. It is impossible to overstate their importance in raising the next generation. The interactive methods of teaching foreign languages are not just novel or strange; they also involve new forms, ideas, and strategies in the process of instruction. Interactive training motivates students and helps them establish a comfortable learning environment. It also helps students feel accomplished and enhances their creativity, cognition, and communication skills.

Theories of teaching and learning

The idea of teaching methods according to Richards, (2014) has a long history in language education, as seen by the emergence and demise of numerous methodologies over the course of the subject's recent history. Some of them, like audiolingualism, were widely adopted as teaching strategies in the 1970s across the globe. Over the past century or more, many teachers have found the idea of methods appealing since they provide ostensibly failsafe mechanisms for classroom instruction and are occasionally warmly accepted as a solution for the "language teaching problem." Although theories about education didn't start in earnest until the early 20th century, Socrates, Plato, and Aristotle were among the first Greek philosophers to express interest in how people learn. They investigated whether knowledge

and truth might be discovered either internally (rationalism) or by observation of the outside world (empiricism). Psychologists started using empirical research to provide an answer to this query in the 19th century. The intention was to design teaching strategies in line with an objective understanding of how individuals learn.

Fairbanks, (2021) presents the five primary educational learning theories: behaviorism learning theory, that is mainly interested in stimulus-response patterns that can be observed because they can be analyzed methodically, Also the cognitive learning theory, that depends on both internal mental processes and external factors, On the other hand the constructivism learning theory, in which the learner "constructs" a new understanding by drawing on prior knowledge and experience, The, the humanism learning theory, where a "learner-centric approach" prioritized the potential over the process or resources. And finally, connectivism learning theory, which is informed by the digital age, differs from constructivism by recognizing and filling in knowledge gaps.

Language teaching

Nevesa, (2021) said that, in practice, as the term is commonly used among language teachers and applied linguists, instruction in a second or foreign language within a system of education, such as the institutionalized teaching French in Britain and English in France. In theory, instruction in any language, under any circumstances, formal or informal. Teaching a mother tongue, home language, or national language is more explicitly referred to as L1 teaching (where L1 stands for first language), and teaching one or more other languages is referred to as L2 teaching (where L2 means second language). The portion of general education known as L1 instruction deals with the transmission of a society's written culture and standard speech. It typically includes training on specific literary elements, and it has historically included explicit instruction on contentious grammar, spelling, punctuation, and composition issues. L2 instruction has focused on learning a classical language for many decades.

Suggestopedia

According to Rogers, (1986) Suggestopedia, is a teaching strategy for learning foreign languages that combines the words "suggestion" and "pedagogy." It also goes by the name desuggestopedia. Positive suggestions were used in the 1970s when suggestopedia was first established to teach language. Suggestopedia is a way of teaching a foreign language that encourages pupils to feel comfortable, enthusiastic, and optimistic while learning. The theory behind the strategy is that learning obstacles for pupils are psychological in nature mentioned

in his book that is involved with the scientific investigation of the nonrational and/or unconscious influences that people are continually responding to. This method was born as an attempt to explore all the possibilities of the human brain in order to increase mental capacity and expand memory by stimulating the two hemispheres of the human brain. The method based on Suggestopedia is framed and defined as a creative and suggestive art in order to stimulate students towards learning.

On the other hand, Lozanov, (2005) gives special importance to the learning environment, in which the furniture, decoration, lighting and the use of music as an organizing element and mediator of the process, contribute to creating the suggestive climate necessary for learning. Music has several functions, on the one hand, to relax the learners and, on the other, to structure, organize and give rhythm to the presentation of the linguistic content. His learning theory is based on a process of «de-suggestion» and subsequent «suggestion», whose objective is the creation of reserves (memory data) in a state of simultaneous relaxation and mental concentration that he calls «concentrated psychorelaxation». In this process, during desuggestion, the memory is freed from all kinds of unwanted or blocking memories and then, through suggestion, it is loaded with desired or enabling memories.

Darici, (2022) conducted the research about suggestopedia and he mentioned that, as a student is learning a new language, cultural aspects of the target language engage them and help them acquire the content more quickly and efficiently. The suggestopedia method combines motivation and learner autonomy, two important factors that may have an impact on the language learning process. This entire process occurs using Suggestopedia, often referred to as the "Accelerated Learning" approach in some groups, where joy, exceptional effectiveness, and individual fulfillment stand out. A full redesign of education and training using Suggestopedia reveals students' capacity to relearn learning. And affirm that if psychological barriers that prevent learning foreign languages are removed, a human may easily acquire at least three to five different languages using conventional teaching techniques. Teachers must not only show absolute confidence in the method but also have to develop acting and singing skills and handle psychotherapeutic techniques. Learners, in addition to showing a commitment to the class and to the activities, must maintain a pseudo-passive state with the material presented, that is, allow it to "envelop" them without trying to manipulate or study it. To help them in the drama games, they are given a new personal history and name in the culture of the new language.

Dependent variable theoretical support

Receptive skills

Abdulaa, (2022) said that reading and listening comprehension, are two of the most crucial abilities in language learning. Less attention has been paid to measuring and testing these two receptive abilities than it has been to teaching and developing them. For this reason, teachers must pay attention in specific activities to develop those skills. It is important take into account and differentiated that, reading and listening are considered receptive skills since they entail receiving information, but, speaking and writing include creating words, phrases, sentences, and paragraphs, they are known as the productive skills. Often in the process of learning a new language, students frequently start out with receptive knowledge before moving on to productive application. One set of abilities naturally supports another in the complicated interplay between receptive and productive skills. For instance, improving reading abilities can help with writing skills.

English language skills

In the manner of Nishinomiya, (2014) For complete communication, we require four skills when learning a language. Typically, when learning a language, we begin by listening, then speak, then read, and then write. The four "linguistic talents" are these. The direction of communication (in or out) and the mode of communication are two ways in which the four language skills are connected (spoken or written).

According to the Common European Framework of References for Languages (2001) speaking is divided into two abilities, spoken production and spoken interaction, which adds five new skills to the concept of communicative language ability. This is supported by the evidence that these two talents are distinct from one another since one only requires monologue-style speech while the other requires simultaneous participation as both a speaker and a listener. Because of this, a test of communicative language must assess both spoken interaction and production. But the spoken interaction just can be developed if the learner practice first their listening skills.

English language

Nevesa, (2021) explained that, the West Germanic language family includes the Indo-European language family, which includes English. The standard language in many different industries, such as computer coding, international commerce, and higher education, is modern English, which is widely regarded as the lingua franca of the globe. Over 2 billion people, or one-third of the world's population, speak English as a first or second language. The language has regional variations throughout the world, such as African-American English, American, British, Canadian, Caribbean, Chinese, Euro-English, Indian, Irish, etc., just as the United States has regional dialects and there are differences in word pronunciation and usage between British and American English.

According to the analysis carried out by EPI - EF Proficiency Index, (2019), the level of English proficiency, "EF EPI 2019", includes 100 countries and regions, collecting data from more than 2.3 million people whose mother tongue is not English. The ranking is based on scores obtained on the EF Standard English Test (EF SET), which is the world's first free standardized English test. The same one that has been used by thousands of schools, colleges, institutions and governments for large-scale tests. Ecuador was ranked number 81 out of a total of 100 countries evaluated, considered as a "Very Low" level of English, obtaining a score of 46.57, which is equivalent to an A1 level according to the Common European Framework. Within Latin American countries there is also a lot to work on as a country since it is ranked last.

Listening skill

Yurko, (2020) mentioned that, good listening is a vital life skill and a prerequisite for effective communication. There is currently a need for a thorough investigation of listening in language learning, despite the fact that certain aspects of language learning have long been the subject of extensive research. The methods of monitoring and comparative analysis of internet resources have been used to study and define the major difficulties of listening in learning a foreign language. Receiving sound, comprehending the message included, evaluating it, and responding, are all components of listening. People who can listen well can understand what they hear and give suitable responses.

On the other hand, Yuanyuan, (2019) present the listening subskills, which helps to develop specific areas of listening. They are: Inferring meaning, this is the technique of

using clues and prior knowledge about a situation to work out the meaning of what is hearing. Listening for detail when you are interested in a specific kind of information. Listening for gist, that involves general thematic understanding, without any focus on specific details. Predicting content, that focus on predict what is going to be heard. Deducing meaning from context, that is deduce the meaning of something. And Intensive listening that is getting more detailed understanding about the listening. English teachers need to insist on listening skills development alongside communicative competence development as the first component of language training. Students can recognize inquiries from an English speaker and correctly respond in the target language by applying listening subskills.

1.3 Objectives

General objective

- To analyze the contribution of Suggestopedia method in listening skill of students from high school at Juan León Mera “La Salle” Educational Unit.

Specific objective

- Identify the main elements of Suggestopedia in the learning process.
- To determine the level of listening development in the students.
- To establish the impact of suggestopedia in the listening development.

1.3.3. Description of the fulfillment objectives

The researcher first assessed students using a Preliminary Cambridge standardized test, which was used before and after the application of such a strategy to determine whether students' listening skills like inferring meaning, listening for details, listening for gist, predicting content, deducing meaning or intensive listening had a positive or negative result while using the method. This was done in order to fulfill the general objective, which is to analyze the use of the suggestopedia method and the development of listening skills.

The third paper, which lasts 30 minutes, was taken. This test is divided into four sections. The first section contains seven multiple-choice questions where students must visually select the answer that best matches the main information in seven brief speeches or

dialogues. However, the second section of this test consists of six multiple-choice questions that require students to demonstrate their understanding of six brief dialogues. In the third section, the students created six gap-fill questions that required them to listen to a monologue and then fill in the six blanks. The last section had six multiple-choice questions that required students to listen to an interview in order to fully comprehend the message and recognize attitudes and perspectives. To conclude the total score was 25 marks.

Second, bibliographical study was required to meet the first specific goal which was to identify the main elements of Suggestopedia method in the learning process. Theoretical data was gathered entirely from academic databases, including theses, journals, and papers. The fact that all of the earlier studies had shown how to use this method and the positive outcomes that could be obtained aided the researcher's analysis.

Thirdly, a pre-test and a rubric from the Preliminary Cambridge test were used to achieve the goal of identifying the students' use of suggestopedia and level of listening skill improvement. It was easy to see that the students' level was average when the pretest was administered at the beginning of the treatment, but in some cases, the level was quite low.

Finally, a pre-test and a post-test were given to the students in order to accomplish the final goal, which was to examine the impact of the Suggestopedia approach on the listening skills of high school students at Juan León Mera "La Salle" Educational Unit. After the post-test, no better results were seen. On the other hand, the posttest given to the students revealed less than favorable outcomes for this strategy, indicating the minimal impact it had following its application.

CHAPTER II - METHODOLOGY

2.1. Resources

To carry out this research, various resources were used, including third grade high school students from the Juan León Mera "La Salle" Educational Unit. In addition, physical materials such as books, a laptop, printouts, pens, and smartphones were needed.

2.1.2. Population

The Juan León Mera "La Salle" Educational Unit was the place where the study was developed. In addition, 34 third grade high school students constituted the group of participants. The average age of the students was between 17 and 18 years. Only a 3rd BGU class was chosen for the study, In order to conduct research, researchers divide the population into various groups (called clusters) using the probability sampling approach of cluster sampling. Then, in order to collect and analyze data, researchers choose random groups using a straightforward random or systematic random sampling technique.

Table 1: Population

Population	Number of students	Percentage
Male	15	32%
Female	19	68%
Total	34	100%

Note: Information taken from students of third level of High school at Juan León Mera

“La Salle” Educational Unit elaborated by Realpe, C. (2022)

2.1.3. Instruments and materials

To gather and analyze information a pre-test and post-test were applied in order to evaluate students' listening skills level before and after the treatment. This instrument was a listening standardized test from Cambridge English Qualifications called B1 Preliminary. The listening activity was covered in paper 3 which was taken and finished in 30 minutes. The exam is divided into four sections. The first section contains seven questions and is worth seven marks. Its questions were of the 3-option multiple-choice (A-B-C) variety, and it required candidates to identify the main details in seven brief monologues or dialogues.

On the other hand, six questions, worth six points each, and three-option multiple-choice (A-B-C) questions were answered by the students for the second section's brief dialogues. In the final section, which has six 3-option multiple-choice questions and six total marks, students must fill in six gaps while listening to a monologue. Last but not least, there was a fourth section with six 3-option multiple-choice questions that required them to listen to an interview for in-depth comprehension; this section contributed a total of 25 points to the final score.

2.1.4. Data collection and procedure:

In the beginning, the researcher introduced herself and the study's objective. The pretest for the audio section was administered to the third high school level students at Juan Leon Mera "La Salle" Educational Unit. Part 4 of the test was the main focus, which is the listening component. The audio was played twice throughout this test, which lasted 30 minutes. Two days were spent applying the instruments, one day for the pretest and the other for the posttest.

To evaluate the listening part, paper 3 was taken, which lasts 30 minutes. This test consists of four parts, the first part has seven multiple choice questions in which they identified key information in seven short monologues or dialogues and visually chose the correct one. On the other hand, the second part of this test consists of six multiple-choice questions in which students listened to six short dialogues and they understood the gist of each one. In the third part, the students developed six gap fill questions in which they listened to a monolog to complete the six gaps. Finally, the fourth part contained six multiple-choice questions in which students listened to an interview for a detailed understanding of the meaning and to identify attitudes and opinions.

After the pre-tests, fifteen appropriate lessons that complement the suggestopedia method and enhance listening skills have also been produced. During each class, the method was developed as follows, it began with greetings and an introductory activity, then a piece of classical music, mostly baroque music, was reproduced at class. While the music was playing, the researcher was reading a passage related to action verbs, idioms, vocabulary related to music and technology, then the researcher acted while reading and at the end, the investigator read the passage at normal speed. Every intervention took place two days a week during one-hour class, every Tuesday and Thursday from 8:30 to 9:15. The researcher arrived at the institution and started putting the strategy into practice while listening to classical music and reading a passage or listening any audio. Then learners had to act and comprehend the vocabulary. These activities were intended to help learners unwind while listening to classical music, improving their listening abilities.

Students first received instruction in listening subskills such hearing for gist or broad understanding, listening for particular information, and listening for detail because they had trouble with those subskills in the prior assessment. Every lesson plan included a listening component. The students first examined the vocabulary related to the topic of the passage. After reviewing the terminology, pupils had to complete a quick worksheet. But before class began, the teacher posed a question to suggest to the topic of the session. According to the method, students should follow the full procedure while listening to classical music.

To gain a statistical analysis from the pre-test and post-test administered to the experimental group, the researcher ultimately coded the data using the statistical program SPSS (Statistical Package for Social Sciences). Statistics based on tables and graphs were used to display the results. Additionally, it was crucial to determine whether the population was affected favorably or unfavorably by the theory that had been previously put forward.

2.2. Methods

2.2.1. Approaches

According to (McNiff, 2006) the research has a quantitative approach in order to identify and analyze the contribution of Suggestopedia method in listening skill. As the study of this natural phenomenon, quantitative research was used to conduct the investigative work to collect the statistical conclusions. On the other hand, the type of research design was pre-

experimental because it was observed the impact cause by the independent variable on the dependent variable, using a pretest and posttest was observed.

2.2.2. Pre-experimental design

(Sampieri, 2014) said that a single variable is examined in this research approach. One set of people receives the treatment; the independent variable is not altered. It denotes the absence of a control group. This research was pre-experimental since a pre-test was used to measure students' listening comprehension before the treatment, followed by the administration of the treatments, and then a post-test to see if the dependent variable had changed.

2.2.3 Research modality

2.2.4 Field research

Direct engagement with the environment is used to carry out this strategy. As a result, the current study was created at Juan León Mera "La Salle" in the third high school grade, where participants gave correct data on both factors.

2.2.5 Bibliographic and documentary

(Sampieri, 2014) affirm that in order to obtain scientific support that would help the researcher to have a clear understanding of the study, the information for the research was gathered from e-books, articles, newspapers, websites, online magazines, and other internet documents that contained prior research related to various aspects of both variables.

2.2.6 Level or type of research

2.2.7 Exploratory research

According to (Sampieri, 2014) exploratory research aims to investigate a topic that is not well characterized. Discovering the research questions also aids in figuring out the nature of the phenomenon and getting a thorough understanding of the issue. As a result, this research was exploratory because the information gathered helped shape the introductory topic and made it easier to understand how Suggestopedia method and listening skills were related to each other.

2.3. Hypothesis

Null hypothesis (H₀)

Suggestopedia method does not contribute to the development of the listening skill at Juan León Mera “La Salle” Educational Unit.

Alternative hypothesis (H₁)

Suggestopedia method contributes to the development of the listening skills at Juan León Mera “La Salle” Educational Unit.

2.4 Variable identification

Suggestopedia method (Independent Variable)

Listening skills (Dependent Variable)

CHAPTER III - RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the results of both the pretest and information collected from de posttest during the experiment. The experiment was carried out with 34 students from sixth grade from Juan Leon Mera “La Salle” Educational Unit. The experiment lasted during November and December with two interventions per week in one-hour sections.

Moreover, the results, analysis and discussion of the pre and posttest about Suggestopedia method and the development of listening skill are presented. The pretest was applied at the beginning of the experiment to 34 students and at the end the posttest, this test has had four part to complete. The listening activity was covered in paper 3 which was taken and finished in 30 minutes. The exam is divided into four sections.

In addition, the first section contains seven questions and is worth seven marks. Its questions were of the 3-option multiple-choice (A-B-C) variety, and it required candidates to identify the main details in seven brief monologues or dialogues. Six questions, worth six points each, and three-option multiple-choice (A-B-C) questions were answered by the students for the second section's brief dialogues.

In the final section, which has six 3-option multiple-choice questions and six total marks, students must fill in six gaps while listening to a monologue.

Furthermore, the results of pre-test and posttest were gathered thanks to the listening standardized test from Cambridge English Qualifications called B1 Preliminary. Last but not least, there was a fourth section with six 3-option multiple-choice questions that required them to listen to an interview for in-depth comprehension; this section contributed a total of 25 points to the final score.

Analysis and interpretation of results

Table 2: *Pre-test results*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,6	1	2,3	2,9	2,9
	2,0	2	4,5	5,9	8,8
	2,4	2	4,5	5,9	14,7
	2,8	2	4,5	5,9	20,6
	3,2	2	4,5	5,9	26,5
	3,6	1	2,3	2,9	29,4
	4,0	4	9,1	11,8	41,2
	4,8	1	2,3	2,9	44,1
	5,2	1	2,3	2,9	47,1
	5,6	5	11,4	14,7	61,8
	6,4	2	4,5	5,9	67,6
	6,8	2	4,5	5,9	73,5
	7,2	3	6,8	8,8	82,4
	7,6	1	2,3	2,9	85,3
	8,0	1	2,3	2,9	88,2
	8,4	2	4,5	5,9	94,1
9,6	2	4,5	5,9	100,0	
	Total	34	77,3	100,0	
Missing	System	10	22,7		
Total		44	100,0		

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

This table presents the results of the pre-test, indicating in the mean with a result of 5.282, the median with 5.600 and the mode with a result of 5.6. On the other hand, the variance is 5.166, the range is 8.0, the minimum is 1.6, and the maximum is 9.6. In total, the sum is 179.6. According to the frequency, 5 students obtained a percentage of 11.4 in the pretest,

and 3 students 6.8. While the lowest percentages were 4 students with 2.3 and 16 students with a percentage of 4.5.

Table 3: *Post-test results*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,6	1	2,3	2,9	2,9
	2,0	2	4,5	5,9	8,8
	2,4	3	6,8	8,8	17,6
	2,8	2	4,5	5,9	23,5
	3,2	2	4,5	5,9	29,4
	4,0	4	9,1	11,8	41,2
	4,8	1	2,3	2,9	44,1
	5,2	1	2,3	2,9	47,1
	5,6	5	11,4	14,7	61,8
	6,4	2	4,5	5,9	67,6
	6,8	2	4,5	5,9	73,5
	7,2	3	6,8	8,8	82,4
	7,6	1	2,3	2,9	85,3
	8,0	1	2,3	2,9	88,2
	8,4	1	2,3	2,9	91,2
	9,6	3	6,8	8,8	100,0
	Total	34	77,3	100,0	
Missing	System	10	22,7		
Total		44	100,0		

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

This table presents the results of the pre-test, indicating in the mean with a result of 5.282, the median with 5.600 and the mode with a result of 5.6. On the other hand, the variance is 5.166, the range is 8.0, the minimum is 1.6, and the maximum is 9.6. In total, the sum is 179.6. According to the frequency, 5 students obtained a percentage of 11.4 in the pretest, and 3 students 6.8. While the lowest percentages were 6 students with 2.3 and 10 students with a percentage of 4.5.

Table 4: *Listening parts*

Listening test	Part 1	Part 2	Part 3	Part 4
	Listening for specific information	Listening for detail	Listening for fill in the gaps	Listening for general idea
Pre test	5,0	4,5	5,2	6,2
Post test	6,3	5,7	4	5,5

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

The following table presents the listening levels that the students developed according to the use of the method, according to the study of each one of the parts, of which there is an average of the notes on the qualification of 10 points. As can be seen, in the first part that corresponds to Listening for specific information there was an improvement of 5.0 in the pre-test, rising to 6.3 in the post-test. In the second part, which corresponds to Listening for detail, there was an improvement of 4.5 in the pre-test, raising its value to 5.7. On the other hand, the same does not happen with part three, which corresponds to Listening to fill in the gaps, its value drops in the pretest from 5.2 to 4 in the posttest, and finally part four, which corresponds to listening for general information, the value of the pretest is 6.2 and drops to

5.5. In other words, the subskill that they developed the most were listening for specific information and listening for detail.

Table 5: *Pre and posttest Descriptive statistic table*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
pre test	34	8,0	1,6	9,6	5,282	2,2730	5,166
post test	34	8,0	1,6	9,6	5,282	2,3670	5,603
Valid (listwise)	N 34						

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

This table presents the results of the pre-test, indicating in the mean the same result of 5.282, for the pre and posttest, the median with 5.600. On the other hand, the variance is 5.166 for the pretest and 5,603 for the posttest. Also, the range is 8.0, the minimum is 1.6, and the maximum is 9.6. for the pre and posttest. According to the Mean, the score is 5,282 for both, in the same way the minimum with 1,6 and finally the maximum for the pre and posttest with 9,6.

3.2 Verification of the hypothesis

In order to evaluate the variance of means acquired between the pre-test and post-test, the duration and number of interventions made in the therapy must be analyzed. This is done using the inferential statistical approach, which is used for hypothesis testing and statistical analysis in SPSS

3.2.1 Hypothesis statement

Null hypothesis (Ho)

Suggestopedia method does not contribute to the development of the listening skill at Juan León Mera “La Salle” Educational Unit.

Alternative hypothesis (H1)

Suggestopedia method contributes to the development of the listening skills at Juan León Mera “La Salle” Educational Unit.

Table 6: *Hypotesis test summary*

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between pre test and post test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,986	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

The following table shows the acceptance of the null hypothesis, since there is a significance of 0.986

Table 7: *Paired sample correlations*

	N	Correlation	Sig.
Pair 1 pre test & post test	34	,294	,091

Note: Information taken from students of third level of high school at Juan León Mera “La Salle” Educational Unit elaborated by Realpe, C. (2022)

Analysis and interpretation

P value is presented in table 6 with a 0,091, which scientifically means that alternative hypothesis (H1) is rejected and null hypotheses (Ho) is evidently accepted. Therefore, it is correct to say Suggestopedia method does not contribute to the development of the listening skill.

Discussion

The present research work shows the data obtained before and after the application of the suggestopedia method. It is demonstrated that there were no significant changes in the results since there were no improvements and the null hypothesis was accepted.

A research study carried out by Palacios, (2022) supports the objective of this research work that was to describe strategies based on the Suggestopedia method, which focus on creating a motivating environment during the learning process, in order to improve the development of the listening skills of 40 first semester students from National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena. For the development of this research the quantitative method was used, in which surveys directed to the English teacher and students was carried out, which allowed to obtain specific information about what the students think about the use of strategies that contribute to the development of the listening skill.

After obtaining the results of the analysis of the pretest and posttest, it was discovered that the students need activities which increase their motivation in the listening skill activities. Therefore, this paper proposes a didactic guide based on the strategies of the suggestopedia method to improve listening comprehension skills.

Similarly, Colliander, (2020) research is another work that contributes to this investigation. Suggestopedia has re-emerged as a popular method for second language teaching and learning in Sweden. In this article, we focus on what characterizes Suggestopedia teaching in Swedish as a second language for adult migrants. Taking a sociocultural perspective, specifically regarding the concepts of mediation, artefacts and scaffolding, we analyze teaching observations and interviews with teachers and students in four classes.

On the other hand, the analysis reveals the existence of several mediational mechanisms, in terms of e.g., different visual, aural and fictive artefacts, as well as of scaffolding through a certain sequencing of tasks and mediational texts to help students learn Swedish. Although Suggestopedia as an approach serves to facilitate the students' learning in many ways, greater attention can be paid to the students' experiences when conducting the lessons.

Finally, it is correct to say that the suggestopedia method is a good method but to be used with adults or those who love classical music. Because perhaps young people do not appreciate calm sounds like an adult who has fun, feels and gets excited with this type of music.

CHAPTER IV - CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- According to Lozanov, (2005). The main elements of Suggestopedia method are comfortable environment, the use of music, free errors, practice, music, drama, and art are integrated in the teaching and learning process. The use of suggestopedia instruction has advantages for students' social, emotional, cognitive, and motivational development while learners feel comfortable, enthusiastic, and optimistic. On the other hand, Suggestopedia places a lot of emphasis on the learning environment, where the furnishings, accents, lighting, and use of music as a process organizer and mediator all help to foster the suggestive atmosphere required for learning. Music serves a number of purposes, including calming down students and structuring, organizing, and giving presentation of linguistic material rhythm.

- According to the results of this research, the level of English of the students was not good, and could not be developed with the method. But an improvement can be seen in the first parts of the exam, the parts were listening for details, and listening for specific information. While listening to fill in the gaps and listening for general idea there was an unsatisfactory change. There was an improvement of 5.0 in the pre-test, increasing to 6.3 in the post-test for the first section, which is associated with Listening for specific information. The pre-test score improved by 4.5 points in the second section, which relates to listening for detail, bringing it up to 5.7. The value of component three, which relates to hearing to fill in the gaps, however, reduces from 5.2 on the pretest to 4 on the posttest, while part four, which relates to listening for general information, has a value of 6.2 on the pretest and drops to 5.5 on the posttest. In other words, hearing for details and listening for particular information were the subskills that they honed the most. With this result we can see that according to the statistics we continue with low levels of English in Ecuador.

- Suggestopedia has drawn criticism for a number of reasons, including the fact that it is not a realistic approach given the difficulty teachers have finding music. Lozanov, (2005) makes several references to the value of memorizing but makes no mention of comprehension or original thought. It is correct to say that Suggestopedia method does not have a great impact on young people, since they are more used to listening to other types of music such as pop, reggaeton and other varied rhythms to relax, unlike the impact that classical music can have on adults its different, because they appreciate this kind of music. And that the impact of any method depends on age, tastes and ways of learning.

4.2 Recommendations

- To develop this method, it is recommended to follow and use the elements of Suggestopedia using music as a strategy that helps in the process of the new language. Suggestopedia is a teaching style that focuses on both the teaching content and the learning environment. Since in this way the learners will have the opportunity to be in a comfortable environment, using music and practicing innately, and may develop listening, and encouraging the construction of a suggestive learning environment. Also, I recommend that the method be evaluated before using it, to know the strengths that can be developed using the method, that is, the teacher must know absolutely everything about suggestopedia in order to apply it, knowing the important elements.
- According to the statistics of the text carried out by the EF English Proficiency Index, Ecuador is in a bad place, that is why it is important to implement more listening activities because it is the first step to produce better results. It is recommended to implement more listening activities in the classroom since it is one of the most difficult skills to develop using different accents to educate students' hatred and that the language reaches the brains in a better way to know how to distinguish and recognize what to answer in a conversation.
- Teacher should analyze students' preferences before using any type of method, at the same time considering the type of intelligences they have developed the most to know the impact that we can generate with the use of a method, in this case it is necessary to know that this method can be applied to adults or people who enjoy classical music. Since it can be seen in the results and in the student's enthusiasm, how effective a method is.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 3 de Octubre del 2022.


Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.
Facultad de Ciencias Humanas y de la Educación.

Yo Mg. Silvana Meléndez en mi calidad de Directora de la Empresa La Salle, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Suggestopedia method and the development of listening skills" propuesto por la estudiante Realpe Rosado Carla Nikole, portadora de la Cédula de Ciudadanía 0802732891, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

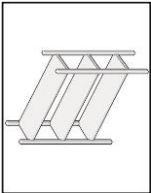



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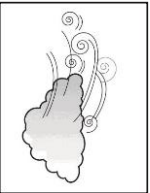





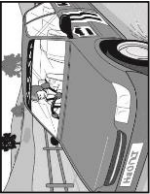

Annex 2: Pre and post-test

Pat1

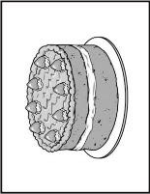
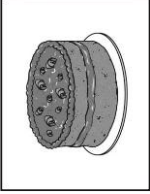
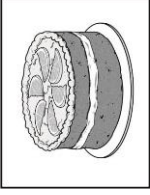
Questions 1 – 7
For each question, choose the correct answer.




1 What did the girl buy on her shopping trip?
 A
 B
 C

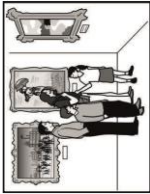
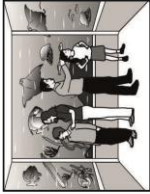
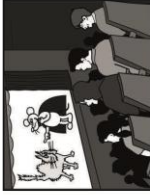
2 Why did the plane leave late?
 A
 B
 C




3 What activity does the woman want to book for the weekend?
 A
 B
 C

2

4 Which cake will the girl order?
 A
 B
 C

5 How much must customers spend to get a free gift?
 A
 B
 C

6 What did the family do on Sunday?
 A
 B
 C

7 Which programme is on first?
 A
 B
 C

3

Turn over ►

Part 2

Questions 8-11

For each question, choose the correct answer.

8 You will hear two friends talking about a new clothes shop. What does the girl say about it?

- A The staff are helpful.
- B It only has the latest fashions.
- C Prices are reduced at the moment.

9 You will hear two friends talking about a website. They think the site would be better if

- A its information was up to date.
- B it was easier to buy concert tickets.
- C the band members answered messages.

1 You will hear a woman telling a friend about an attraction. How does she feel about it?

- A upset that the prize isn't valuable
- B excited that the judges liked her picture
- C disappointed that she can't use the prize

1 You will hear two friends talking about the girl's flatmate. The girl thinks that her flatmate

- A is too untidy.
- B talks too much.
- C plays music too loud.

4

1 You will hear two friends talking about a football match. They agree that their team lost because

- A the players weren't confident enough.
- B they were missing some key players.
- C the players didn't do the right training.

1 You will hear two friends talking about a tennis match they played. The boy wants the girl to

- A help him to get fitter.
- B practise with him more often.
- C enter more competitions with him.

5

Turn over ►

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the (14) was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15) away.

On the day in the countryside, Anita almost fell off a (16)

In the capital city, Anita saw a (17) in a theatre.

Anita enjoyed visiting a farm where (18) is produced.

Anita bought some (19) as gifts.

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

20 Vicky first went in for competitions because

- A she had joined a swimming club.
- B her parents were keen on swimming.
- C her swimming teacher encouraged her.

21 As a teenager, Vicky's training involved

- A exercising on land as well as in the water.
- B going without meals during the day.
- C travelling to a pool once a day.

22 What did Vicky find hard about her training programme?

- A She couldn't go on school trips.
- B She lost some of her friends.
- C She missed lots of parties.

23 What helped Vicky to do well in the national finals?

- A She was not expected to win.
- B She trained harder than usual.
- C She wanted to take a cup home.

24 As a swimming coach, Vicky thinks she's best at teaching people

- A to deal with failure.
- B to improve their technique.
- C to get swimming qualifications.

25 Why has Vicky started doing long-distance swimming?

- A She needed to get fit again.
- B She thought it would be fun.
- C She wanted to do some travelling.

Annex 3: Lesson Plans

LESSON PLAN 2
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd "C"		TOPIC: Suggestopedia	
TEACHER'S NAME: Carla Nikole Realpe Rosado.		NUMBER OF STUDENTS:	
		TIME: 25 minutes	
LESSON OBJECTIVES			
MAIN OBJECTIVE: Students will be able to develop a positive attitude toward English Language.			
SUBSIDIARY AIM: Students will be able to learn vocabulary related to action.			
LANGUAGE USE: Listening skill			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand the text.		POSSIBLE SOLUTION: Repeat clearly and with examples and gestures the completely text.	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	<p>Warm up</p> <ul style="list-style-type: none"> • The teacher turns on some music on the laptop (Music plays in the whole of learning activities). • The teacher greets the students and gives them an overview of the lesson. • The teacher encourages students to relax while listening to classical music. • The teacher mentions that it reminds him of the early morning and suggests that the 	<ul style="list-style-type: none"> • Students listening to the classical and calming music while their pay attention to the instructions. 	<p>Laptop loudspeaker Reading paper Question paper</p>

	<p>students should relax and imagine themselves at home on a lazy Sunday morning.</p> <ul style="list-style-type: none"> • The teacher informs students to clear their minds and follow along while the teacher reads. 		
15 minutes	<p>Main activity</p> <ul style="list-style-type: none"> • The teacher slowly reads and acts out the reading passage. • The teacher reads the passage at normal speed, without act it out. • The teacher asks for a volunteer to read the text. • The teacher tells them that acting out the words will help them remember the meaning. 	<ul style="list-style-type: none"> • Students listen and watch in deep relaxation. • Students listen in order to get more understanding of the text. • The student comes to the front or the class and read the text while the other students act it out wherever possible. 	
5 minutes	<p>Closing activity</p> <ul style="list-style-type: none"> • The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> • The students answer the question in deep relaxation. 	



READING PASAGUE

Al always wake up at 7 o'clock in the morning then I wash my face and brush my teeth. After that, I do some exercises then I put my clothes on and prepare my school bag. Next, I have my breakfast and wait for the school bus. At 8 o'clock I go to school and start my first class then I go to the second class.

I wake up early in the morning. after brushing my teeth, I take bath. Thereafter I take my breakfast. I reach my school by 8:00 AM. I attend my classes there are eight periods. After four periods. I take my lunch. I also play in recess. In the evening, I return home. I eat the snacks, then I finish my homework. On the ground, I play games with my friends. Finally, after taking supper I go to bed. This is my daily routine.



Answer the following question

Name: _____

- **What kind of music do you listen to during the day in your daily routine?**

LESSON PLAN 3
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd Level of high school		TOPIC: A typical day.	
TEACHER'S NAME: Carla Nikole Realpe Rosado		NUMBER OF STUDENTS: 38 students	
		TIME: 45 minutes	
LESSON OBJECTIVES			
MAIN OBJECTIVE: Students are going to be able to recognize general ideas and specific information about a typical day according to the listening.			
SUBSIDIARY AIM: Students will be able to learn vocabulary related to verbs in a daily routine and adverbs of frequency.			
LANGUAGE USE: get up-eat-cook-leave-buy-talk-work-go to bed-get home-sleep-every-most-always-usually-sometimes-never. Audio link: https://www.ello.org/english/1451/1452-AimeeTodd-Routines.htm			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand how the activity works.		POSSIBLE SOLUTION: Repeat clearly and give clear examples of what is the activity about	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	Warm up <ul style="list-style-type: none"> The teacher gives instructions to Simon says game. The teacher gives some commands. 	<ul style="list-style-type: none"> Students listening to the teacher. Students enjoy the game while they do the actions. 	<ul style="list-style-type: none"> Loudspeaker. Reading paper. Worksheets. Pencil case.
15 minutes	Main activity <ul style="list-style-type: none"> The teacher slowly reads and acts out the reading passage. The teacher reads the passage at normal speed, without act it out. 	<ul style="list-style-type: none"> Students listen and watch in deep relaxation. Students listen in order to get more understanding of the text. The student comes to 	

10 minutes	<ul style="list-style-type: none"> The teacher asks for a volunteer to acting out the words will help them remember the meaning. 	the front or the class and read the text while the other students act it out wherever possible.	
5 minutes	<p>Feedback</p> <ul style="list-style-type: none"> The teacher reads the meaning of the new vocabulary words. <p>Assessment</p>	<ul style="list-style-type: none"> Students listen to the teacher. 	
10 minutes	<ul style="list-style-type: none"> The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> The students answer the question in deep relaxation. 	



Annex:

Audio Link: <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/interview-with-a-swimmer>

Baroque music link: <https://www.youtube.com/watch?v=8-t4LWmRelo>

Transcript:

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school magazine?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereals, toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to university. I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet my friends at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I watch TV or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

Answers to interview with a swimmer exercisesPreparation

1. Wake up and have a shower
2. Get dressed and have breakfast.
3. Have classes and lunch.
4. Have dinner and watch TV.
5. Go to bed.

1. Check your understanding true or false

1. True
2. False
3. True
4. False
5. False
6. True

2. Check your understanding gap fill

1. get up!
2. go swimming
3. have breakfast
4. go to university
5. have lunch
6. meet friends
7. have dinner

LESSON PLAN 4
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd Level of high school		TOPIC: Phone addiction	
TEACHER'S NAME: Carla Nikole Realpe Rosado		NUMBER OF STUDENTS: 38 students	
		TIME: 45 minutes	
LESSON OBJECTIVES			
MAIN OBJECTIVE: Students are going to be able to recognize general ideas and specific information about a phone addiction.			
SUBSIDIARY AIM: Students will be able to learn vocabulary related to useful expression.			
LANGUAGE USE: <i>polar opposites-relieve from your stress-aficionado-binge watch-rut</i> Audio link: https://www.ello.org/english/1451/1482-Jen-SocialMedia.htm			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand how the activity works.		POSSIBLE SOLUTION: Repeat clearly and give clear examples of what is the activity about	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	<p style="text-align: center;">Warm up</p> <ul style="list-style-type: none"> The teacher gives instructions to the hangman game. The teacher draws on the board the hangman. 	<ul style="list-style-type: none"> Students listening to the teacher. Students enjoy the game while they try to guess the letters. 	<ul style="list-style-type: none"> Loudspeaker. Reading paper. Worksheets. Pencil case.
15 minutes	<p style="text-align: center;">Main activity</p> <ul style="list-style-type: none"> The teacher slowly reads and acts out the reading passage. The teacher reads the passage at normal speed, without act it out. 	<ul style="list-style-type: none"> Students listen and watch in deep relaxation. Students listen in order to get more understanding of the text. 	

10 minutes	<ul style="list-style-type: none"> The teacher asks for a volunteer to acting out the words will help them remember the meaning. 	<ul style="list-style-type: none"> The student comes to the front or the class and read the text while the other students act it out wherever possible. 	
	Feedback		
5 minutes	<ul style="list-style-type: none"> The teacher reads the meaning of the new vocabulary words. 	<ul style="list-style-type: none"> Students listen to the teacher. 	
	Assessment		
10 minutes	<ul style="list-style-type: none"> The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> The students answer the question in deep relaxation. 	
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS



**Annex:
Script**

Audio link: <https://www.ello.org/english/1451/1482-Jen-SocialMedia.htm>

Classical music: <https://www.youtube.com/watch?v=BjnnUCmNREI>

Todd: Okay, so, Jen, we're gonna talk about media and technology, phones and music, things like that. So the first one is, how addicted are you to your phone? How long can you go without using our phone?

Jen: That's a difficult question because I'm very, I would say, I'm very addicted to my phone because I keep on checking it every five minutes. I feel like without my phone my head doesn't, my brain stops working, you know?

Todd: Wow.

Jen: I would say the maximum I can stay without it would be one or two hours.

Todd: You've got to be kidding me.

Jen: I mean, if you asked me in the past, yeah, I could stay without it for while, but nowadays, I don't even own a watch so that would be my time as well, so, I have to keep checking it. What about you?

Todd: We are *polar opposites*. Actually, I am so bad about not using my phone, and that's a smart phone, actually I have two. I have an Android Galaxy and I have an iPhone. I set them down and forget where they are, and go days without actually checking them sometimes. I'll go to work and somebody will be like, are you mad at me? I've been trying to reach you and you won't ... And I'm like, no, I'm not mad at you, why? I'm like, oh, I haven't checked my phone in two days.

Jen: That sounds so crazy to me because I could never go without my phone for two days.

Todd: Well, one, there's a couple things. One, it's *old school*, right? And two, I get all my information on the Internet on a PC. So I'm working, so I get everything on the Internet, like Facebook, news, stuff like that. The computer, like you said, tells the time. So I actually forget about my phone.

Jen: I think if I had a PC then I would also forget my phone.

Todd: But your generation, it's all in your hand, right?

Jen: That's right because it's more convenient.

Todd: Have you heard the term second brain?

Jen: No.

Todd: Yeah, somebody at some teacher conference was saying that phones are students' second brain, so they use it, you hold it and you have two brains, one in your hands and one in your head.

Jen: I would agree.

Todd: It's weird. So how about music? How addicted are you to music? Do you have to have music playing all the time?

Jen: Not all the time but then I would have to listen to music at least once a day because it just refreshes your mind and you can *relieve from your stress* through music. But it depends upon what kind of music you have. What about you? Do you like listening to music?

Todd: No. I do, but I'm not a music *aficionado*, and I always listen to the same ten songs. I think a lot of older people, we kind of get into that *rut* where I listen, honestly, to music. And I'm from the 80s, so I'm 48, I'm almost 50. So I love music from the 70s and 80s and that's all I listen to.

Jen: That's understandable. Actually, I also have a lot of old songs, but I just don't listen, I just, it's not like I just keep on listening to those music. I actually keep on adding more music, more songs to it so that my play list is updated every now and then. I think, if you have good music, you will actually be addicted to it. Maybe you don't have good music.

Todd: No, the music from the 80s is good. Okay, so what about TV? Do you watch TV every day?

Jen: Not so much because lately I've been so busy at school so I cannot really, yeah, I don't watch much TV. But, during weekends, yeah, I do like to watch new movies or different series.

Todd: What about, are you one of those people that will stay up till 2:00, 3:00, 4:00 in the morning just watching YouTube videos?

Jen: Not YouTube videos but yes, if I'm addicted to some series then I would just *binge watch* and watch them till 5:00 in the morning.

Todd: What shows do you watch?

Jen: Shows. Recently I've been watching Suits, it's like, it's a new series and it's really good. You should try it, too.

Todd: Okay, I'll have to check it out. Thanks.

Jen: You're welcome, Todd.

Quiz time

Name: _____ -

Answer these questions about the interview.

1) Who checks their phone constantly?

- a) He does.
- b) She does.
- c) Both of them.

2) Who does not have a PC?

- a) She does not.
- b) Both of them.
- c) Neither of them.

3) Who listens to music to reduce stress?

- a) He does.
- b) She does.
- c) Both of them.

4) Is he a big fan of music?

- a) Yes, he is.
- b) No, he is not.
- c) He does not say.

5) Does she watch a lot of Youtube?

- a) Yes, she does.
- b) No, she does not.
- c) She does not say.

LESSON PLAN
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd "C"		TOPIC: Music and Social media.	
TEACHER'S NAME: Carla Nikole Realpe Rosado.		NUMBER OF STUDENTS: 38 students	
		TIME: 30 minutes	
LESSON OBJECTIVES			
MAIN OBJECTIVE: Students will be able to listening for specific information and general details.			
SUBSIDIARY AIM: Students will be able to understand the general idea of the topic.			
LANGUAGE USE: Social media, streaming apps, music, social media, impact, new generation, preferences.			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand the audio.		POSSIBLE SOLUTION: Repeat the audio twice.	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	<p>Warm up</p> <ul style="list-style-type: none"> • The teacher turns on some music on the laptop (Music plays in the whole of learning activities). • The teacher greets the students and gives them an overview of the lesson. • The teacher encourages students to relax while listening to classical music. • The teacher mentions that it reminds him of the early 	<ul style="list-style-type: none"> • Students listening to the classical and calming music while their pay attention to the instructions. 	<p>Laptop loudspeaker Reading paper Question paper</p>

15 minutes	<p>morning and suggests that the students should relax and imagine themselves at home on a lazy Sunday morning.</p> <ul style="list-style-type: none"> • The teacher informs students to clear their minds and follow along while the teacher reads. <hr/> <p>Main activity</p> <ul style="list-style-type: none"> • The teacher encourages students to repeat the vocabulary words, and say the meaning before listening. • The teacher slowly reads and acts out the reading passage. • The teacher reads the passage at normal speed, without act it out. 	<ul style="list-style-type: none"> • Students listen and watch in deep relaxation. • Students listen in order to get more understanding of the text. 	
5 minutes	<p>Closing activity Assessment</p> <ul style="list-style-type: none"> • The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> • The students answer the question in deep relaxation. 	<p>Laptop loudspeaker Reading paper Question paper</p>



Annex;

Link audio: <https://learnenglish.britishcouncil.org/general-english/audio-zone/music-and-social-media>

Music: <https://www.youtube.com/watch?v=KFKMEiuCY6M>

Music and social media

Listen to Jordan talking about music and how social media has changed the way we discover new bands.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

	lary	ion
	..... instant gratification	
	..... to open doors	the process of sending products to where they are sold
	..... distribution	a British music show that was on TV between 1964 and
	..... Top of the Pops	to become very popular very quickly on the internet
	..... detrimental	to provide opportunities
	..... a studio	a room with special equipment where music recordings are made
	..... a cover	immediate satisfaction
	..... to go viral	
g.	harmful or damaging	
h.	a new version of an old song	

Tasks

Task 1

Write a number (1–6) to put the items in the order that Jordan talks about them.

How music is shared online nowadays

- _____ How he listened to music when he was young
- _____ The advantages of social media for musicians
- _____ His favourite way to share his music with fans and subscribers
- _____ The disadvantages of social media for musicians
- _____ The name of his YouTube channel

Task 2

Complete the sentences with words from the box.

gratification	ition	n
ral	ce's	

1. Jordan is talking about music and its and influence on social media.
2. Nowadays, music gets around all the time on YouTube and Twitter and Instagram.
3. Some artists have one song that goes online, a DJ plays it in a club and it **overnight**.
4. Social media opens lots of doors to many people who wouldn't be able to afford **time**.
5. People's hopes for are having a detrimental effect on new music.
6. Jordan says you don't have the attention long enough for them to really listen.
7. His favourite is YouTube because that's where most of his subscribers are.
8. You can find and some original material on his YouTube channel.

Discussion

What do you think? What are the positive and negative effects of social media on music?

Transcript

Interviewer: Hi, Jordan.

Jordan: Hi.

Interviewer: Thanks for talking to me today. Erm. What would you like to talk about?

Jordan: Today I was going to talk about music and, erm, how it's changed in terms of distribution and influence on social media in today's generation.

Interviewer: Great.

Jordan: Erm, so, I'm a big fan of music. I grew up listening to it on the radio and my mum's old CDs in the car. And, erm, it's funny how growing up you see how in today's digital age and generation, how music is distributed and shared. Erm, when I was young and my parents were young, you'd only ever hear music on the radio or on television on *Top of the Pops*. But nowadays, music gets shared around all the time on YouTube and Twitter and Instagram. As an artist myself, I found it really interesting how, erm, songs are going viral and acts are breaking not from a prime slot on a television show but just by, erm, music gaining heat online, getting shared around and numbers exponentially growing. Er, it's also made things very difficult because the pool's so much bigger now – everybody's doing it. Er, but, equally, you could have a hit in your bedroom as some, many people, many artists are. They have one song that goes online, a DJ ends up playing it in a club and, er, it goes viral overnight. And it's a great, and a lot of people are making a career that way, erm, which I just find really interesting. As a musician myself, I'm making a lot more of my music from a home studio because it's more accessible for a lot more people now.

Interviewer: Do you think the changes are for the better or for the worse?

Jordan: Er, I'm interested to see how it goes. I think in many ways it's a good thing because it opens lots of doors to many people that otherwise wouldn't be able to afford studio time and being able to get their creativity in the best possible format it can be. But, equally, I think there are negatives to it because the opportunities are getting less and less, and people's interests and hopes for instant gratification are having a

detrimental effect on the ability of making new music. Erm, there's not much time given to be able to really make your craft and sonically engage in an audience 'cause you don't have long enough, you don't have their attention long enough, for them to really listen and invest in your development.

Interviewer: Right. And what, which is your favourite platform for putting your music out?

Jordan: My favourite platform is YouTube because, erm, that's where most of my subscribers are, and what I do is every week on my channel I put out covers of my most favourite songs and the most famous artists of the songs that are doing really well. So that's how I'm able to garner more fans and subscribers over to my channel, so they can hear more of my music and through that they are able to hear my original music as well.

Interviewer: Uh huh. Do you want to mention the name of your channel in case our listeners want to subscribe?

Jordan: Sure. My channel's called JordanClarke500 [note from the LearnEnglish Team:

Jordan's channel has changed to [JJ Clarke](#)], erm ...

Interviewer: Clarke with an 'e'?

Jordan: Yes, it's JordanClarke (with an e) 500.

Interviewer: Ha ha.

Jordan: You'll find covers and some original material on there. And you can find out more about me. So, yeah, please check it out!

Interviewer: Great. Thanks so much, Jordan.

Jordan: Thank you.

Answers

Preparation task

1. f
2. d
3. a
4. b
5. g
6. e
- h**
8. c

Task 1

2

How music is shared online nowadays

- | | |
|----------|--|
| <u>1</u> | How he listened to music when he was young |
| <u>3</u> | The advantages of social media for musicians |
| <u>5</u> | His favourite way to share his music with fans and subscribers |
| <u>4</u> | |
| <u>6</u> | The disadvantages of social media for musicians |

The name of his YouTube channel

Task 2

1. distribution
2. shared
3. goes viral
4. studio
5. instant gratification
6. audience's
7. platform
8. covers

LESSON PLAN
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd "C"		TOPIC: Good news & bad news	
TEACHER'S NAME: Carla Nikole Realpe Rosado.		NUMBER OF STUDENTS: 38 students	
LESSON OBJECTIVES		TIME: 30 minutes	
MAIN OBJECTIVE: Students will be able to listening for specific information and general details.			
SUBSIDIARY AIM: Students will be able to understand the general idea of the topic.			
LANGUAGE USE: proper, permanent, a row, to miss someone, a decision, a distinction.			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand the audio.		POSSIBLE SOLUTION: Repeat the audio twice and give then clues acting out.	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	<p>Warm up</p> <ul style="list-style-type: none"> • The teacher turns on some music on the laptop (Music plays in the whole of learning activities). • The teacher greets the students and gives them an overview of the lesson. • The teacher encourages students to relax while listening to classical music. • The teacher mentions that it reminds him of the early 	<ul style="list-style-type: none"> • Students listening to the classical and calming music while their pay attention to the instructions. 	<p>Laptop loudspeaker Reading paper Question paper</p>

	<p>morning and suggests that the students should relax and imagine themselves at home on a lazy Sunday morning.</p> <ul style="list-style-type: none"> • The teacher informs students to clear their minds and follow along while the teacher reads. 		
15 minutes	<p>Main activity</p> <ul style="list-style-type: none"> • The teacher slowly reads and acts out the reading passage. • The teacher reads the passage at normal speed, without act it out. • The teacher asks for a volunteer to read the text. • The teacher tells them that acting out the words will help them remember the meaning. 	<ul style="list-style-type: none"> • Students listen and watch in deep relaxation. • Students listen in order to get more understanding of the text. • The student comes to the front or the class and read the text while the other students act it out wherever possible. 	
5 minutes	<p>Closing activity</p> <ul style="list-style-type: none"> • The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> • The students answer the question in deep relaxation. 	

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Annex:

Audio link: <https://learnenglish.britishcouncil.org/general-english/audio-series/big-city-small-world/series-1/episode-12-good-news-and-bad-news>

Music: <https://www.youtube.com/watch?v=VB6SIKl8Md0>

Series 1 Episode 12 - Good News & Bad News
Introduction

“The future is an open book”

This support pack accompanies: Big City Small World – Series 1 Episode 12 This support pack contains the following materials:



- Before you listen: Vocabulary match up
- Audio script
- Comprehension Task: Select the true sentence
- Vocabulary: Adjective noun collocations
- Vocabulary: Colloquial expressions
- Grammar: Adjective endings – ed or -ing
- Grammar: Articles

Before you listen

We suggest you do the vocabulary activity below before you listen. Then listen to the episode and do the first task to check your understanding. Finally, practise some vocabulary and grammar.

Match the words and phrases in the boxes to their definitions.

1. a distinction (noun)	2. proper (adjective)	3. to miss someone (verb)
4. a decision (noun)	5. permanent (adjective)	6. a row (noun)

Definitions:

- a. A verbal argument or disagreement

We had _____ about whose turn it was to clean the kitchen.

- b. Long lasting, not temporary

After having six temporary jobs she was delighted to get a _____
one.

c. Appropriate, conforming, correct

Now I am getting a _____ salary instead of
just some pocket money. d. Marked superiority

She was an excellent student so it wasn't a surprise to hear that she had
got _____ in her exam.

e. To feel sorry about the absence of somebody or something

She _____ her family a lot when she
moved away to another town. f. a judgement

It was a difficult _____ to make but she had to choose a winner.

Audio script

Olivia: **Hi Magda! How was your first day?**

Magda: Fantastic!

Olivia: Really!? I'm amazed...

Sarah: Yeah, you were so worried about your new job...

Magda: Well, I had some good news...

Olivia: Yeah? What?

All: Hi Johnny!

Johnny: Hi! I've got some good news... **Sarah:** Makes two of you then!

Johnny: At least I think it's good news...I'm not really sure...

Olivia: Tell us!

Magda: Can't I tell you my good news first?

Sarah: Wow, this is getting complicated...and I'm afraid I've only got some bad news... **Magda:** Oh no...What a shame! What's the problem?

Olivia: Yeah, go on, bad news first, then the good news will cheer us up!

Sarah: OK, well, I had a row with my landlord, finally!

And I'm moving out...

Magda: Oh no!

Sarah: Oh yes! So, I need a new flat...

Olivia: Again!!!

Magda: Oh dear...

Olivia: What a shame. I hoped it was going to work out...

Sarah: Yeah, but I didn't get on with the landlord. **Magda:** Have you told Fadi yet?

Sarah: No...I'm worried what he might think. The landlord is his cousin, after all...

Olivia: Well, let's just wait until he comes in. I was going to tell him you weren't happy – now I'll tell him you're leaving!

Magda: Is it good news time yet?

Sarah: Yes! Go on! What's your good news?

Magda: I've been offered a job! **Johnny:** Me too!

Olivia: Hang on! Wait a minute! You've already got a job, haven't you Magda?

Sarah: And you have too, Johnny, haven't you? You talk about it all the time...

Magda/Johnny: But...

Magda: Go on...!

Johnny: No, you first, please...

Magda: I've been offered a permanent job, with the same company! I'll be a proper architect!

Olivia: Wow! That's fantastic! **Magda:** But...

Olivia: There's always a „but“...

Magda: I have to get a distinction in my master's degree...

Sarah: Phew...that's not easy...

Magda: No, but I'm doing well...

Olivia: Fingers crossed then...

Sarah: Let's hope!

Johnny: That's amazing – I've got the same news!

Olivia: What? You're going to be an architect? **Johnny:** No!

Sarah: You're doing a master's degree?

Johnny: No!

Magda: What then?

Johnny: A job...I've been offered a new job!

Olivia: Yes, you said...

Johnny: And there's a „but“...

Olivia: I told you there was always a „but“...

Johnny: It's not in London...

Olivia: You'd have to leave...

Johnny: Yeah...

Olivia: Well, where is it? New York?

Johnny: No...

Magda: Paris? Berlin? Where?

Johnny: It's back in China.

Sarah: Oh...Beijing? Shanghai?

Johnny: No, it's in Chongqing.

Olivia: Where?

Johnny: Chongqing!

Magda: Where's that?

Sarah: Southwest China. It's a really interesting place...growing really quickly...

Johnny: Yeah, it's a great opportunity... **Olivia:** But?

Johnny: But I love it here so much. I'm not sure I want to go back to China yet – I'd miss all my friends...

Olivia: You'll have to choose!

Sarah: It's big decision time! Oh no...here comes Fadi....and Harry.

All: Hi Fadi! Hi Harry!

Fadi: How's it going everyone?

Olivia: Don't ask...

Magda: I've been offered a new job, a really good job – if I get a good degree!

Johnny: I've been offered a new job, a really good job – but I have to go back to China!

Harry: Wow! Busy day everyone's having...I've got some news too...

Olivia: Oh no...

Harry: Oh yes – I've been sacked!

Magda: "Sacked"?

Harry: Yes – I've lost my job, been made redundant, unemployed, no longer working!

Magda: Oh no!

Harry: Don't worry – I don't care. I hated that job anyway. I'll soon find another job. A man with my skills and abilities is always in demand!

Johnny: Somebody from my company sacked you? Why?

Harry: I told them I wasn't going to work at the weekend – Saturdays and Sundays. If I worked on Saturday and Sunday, when could I play football!? So I said „no“, and they said „goodbye“... **Magda:** What will you do now?

Harry: I have absolutely no idea! The future is an open book...

Sarah: Very poetic!

Fadi: Well Sarah, at least you're ok...with your new flat and everything...

Sarah: Oh...er...well...

Olivia: Actually, I wanted to talk to you about that...cousin

Fadi: You wanted to talk to me?

Olivia: (whispering) Yeah, well, you see, Sarah's a bit embarrassed...

Fadi: (whispering) What's up?

Olivia: She wants to leave the new flat...she doesn't get on well with the landlord...

Fadi: My cousin.

Olivia: Yes, your cousin.

Fadi: I'm not surprised!

Olivia: Eh?

Fadi: I said I'm not surprised! My cousin's horrible! I can't stand him!

Olivia: (laughs) Oh that's a relief...

Fadi: Sarah – I'm sorry if I got you involved with my cousin...I thought you were desperate for a place to live...I know my cousin's horrible!

Sarah: Oh, never mind Fadi – thanks for trying to help anyway...Now I need a new place to live though...

Sarah: Oh, never mind Fadi – thanks for trying to help anyway...Now I need a new place to live though...

Magda: If I get this job, I'll have more money – we could get a place together...

Sarah: That'd be great...

Johnny: If I take the job in China, I'll have to leave my flat...

Sarah: And we could move in...

Olivia: What a lot of „if's“...

Sarah: It's exciting...

Magda: But also worrying...

Johnny: And confusing...

Harry: And that's

not all... **Fadi:**

What?

Harry: I've just been speaking to the
owner of the café...

Olivia: And?

Harry: They're closing down – next
week!

All: What!?!? Oh...that's
terrible...no...what are we all going
to do??

Comprehension Task

True or false

Decide whether these statements are *true* or *false*:

1. If Magda does well in her degree she will get a permanent job.
2. Johnny is moving to Shanghai.
3. Fadi doesn't like his cousin.
4. Harry has been offered a permanent job.
5. Magda suggests that she and Sarah share a flat.
6. The café is going to close down.

Vocabulary 1

Adjective + noun collocations

Match the halves to make common adjective + noun collocations

First	•	•	degree
Good	•	•	week
Permanent	•	•	decision
Master's	•	•	day
Big	•	•	job
Next	•	•	news

Vocabulary 2

Colloquial expressions

Complete the colloquial expressions with a word from the box.

1. What a _____
2. Cheer _____
3. Fingers _____
4. Decision _____
5. Don't _____
6. I'm _____

crossed time
worry
up
sorry
shame

Grammar 1

Adjective endings: -ed and -ing

Complete the gaps with the correct adjective

1. Something _____ happened to me today. (amazed / amazing)
2. Try not to get too _____ about the exam. (worried / worrying)
3. It was an _____ situation. (embarrassed / embarrassing)
4. She was _____ to hear the news. (surprised / surprising)
5. What an _____ plan! (excited / exciting)
6. We are _____ because there are too many options. (confused / confusing)
7. Is the film _____? (bored / boring)
8. The book was much more _____.(interested / interesting)

Grammar 2

Articles

Fill in the gaps with a, an, the or - (no article)

1. I've had _____ row with my boyfriend.
2. I don't get on with _____ landlord.

3. I'm going to be _____ architect.

4. The job is in _____ China.

5. That's _____ excellent news.

6. I hated _____ job so I left.

Answers

Before you listen: 1 - d, 2 - c, 3 - e, 4 - f, 5 - b, 6 - a
 Comprehension Task: 1 - true, 2 - false (he may move to Chongqing), 3 - true, 4 - false (he has lost his job), 5 - true, 6 - true,
 Vocabulary 1: First day - Good news - Permanent job - Master's degree - Big decision - Next week
 Vocabulary 2: 1 - What a shame, 2 - Cheer up, 3 - Fingers crossed, 4 - Decision time, 5 - Don't worry, 6 - I'm sorry
 Grammar 1: 1 - amazing, 2 - worried, 3 - embarrassing, 4 - surprised, 5 - exciting, 6 - confused, 7 - boring, 8 - interesting
 Grammar 2: 1 - a, 2 - the, 3 - an, 4 - , 5 - , 6 - the

LESSON PLAN
UNIVERSIDAD TÉCNICA DE AMBATO

CLASS: 3 rd "C"		TOPIC: Fingers crossed	
TEACHER'S NAME: Carla Nikole Realpe Rosado.		NUMBER OF STUDENTS: 38 students	
		TIME: 30 minutes	
LESSON OBJECTIVES			
MAIN OBJECTIVE: Students will be able to listening for gist.			
SUBSIDIARY AIM: Students will be able to understand the general idea of the topic using content words.			
LANGUAGE USE: Grumpy, soap opera, degree, demolish, cheer up, compensation, finger crossed.			
ANTICIPATED PROBLEMS: Students can be frustrated about don't understand the audio.		POSSIBLE SOLUTION: Repeat the audio twice.	
PROCEDURE			
STAGES AND TIME	TEACHER'S ACTIVITIES	STUDENTS'S ACTIVITIES	MATERIALS
5 minutes	Warm up <ul style="list-style-type: none"> • The teacher begging playing the hangman game on the board, while classical music plays. • The teacher informs students to clear their minds and follow along while the teacher reads. 	<ul style="list-style-type: none"> • Students listening to the classical and calming music while their pay attention to the instructions and try to guess the possible words. • Students listen and watch in deep relaxation. • Students listen in order to get more understanding of the text. 	Laptop loudspeaker Reading paper Question paper
	Main activity <ul style="list-style-type: none"> • The teacher slowly reads and acts out the reading passage. • The teacher reads the passage at normal speed, without act it out. 		

CAJO

15 minutes	<ul style="list-style-type: none"> • The teacher tells them that acting out the words will help them remember the meaning. • The teacher plays the audio twice for get the original tone of voice in a real conversation 		
5 minutes	<p>Closing activity</p> <p>Assessment</p> <ul style="list-style-type: none"> • The teacher distributes one question paper per student. 	<ul style="list-style-type: none"> • The students answer the question in deep relaxation. 	



Annex

Audio Link:

<https://learnenglish.britishcouncil.org/general-english/audio-series/big-city-small-world/series-2/episode-01-fingers-crossed>

Music: <https://www.youtube.com/watch?v=9E6b3swbnWg&list=RDVB6SIKl8Md0&index=6>

Series 2 Episode 1 - Fingers Crossed

Introduction

This support pack accompanies:

Big City Small World – Series 2 Episode 1 This

support pack contains the following materials:

- Before you listen: Vocabulary match up
- Audio script
- Comprehension Task
- Grammar Task: verb forms
- Vocabulary Task: phrasal verbs



Before you listen

We suggest you do the vocabulary activity below before you listen. Then listen to the episode and do the first task to check your understanding. Finally, practise some vocabulary and grammar.

Match the words and phrases in the boxes to their definitions.

1. grumpy	2. soap opera	3. degree
4. demolish	5. cheer up	6. compensation

Definitions:

- a. Destroy (a building)

- b. Payment for damages caused
- c. Miserable and moody
- d. A TV series with a continuing storyline
- e. Make oneself – or somebody else – happy
- f. A university qualification

Olivia: Hey! Good to see you again!

Sarah/Magda: Hey! You too!

Harry: Hello Sarah, hi Magda....

Sarah: How are you Olivia? Harry!
Great to see you too...

Olivia: Fine, fine thanks, all well.
Tony!?

Could we have some coffees over here please? **Tony:** Ok, ok...hold on...I'm rushed off my feet here...

Harry: He's always so miserable, so grumpy that guy....

Olivia: He's not really, it's just his way...

Harry: I'll believe you then...his coffee's always good!

Olivia: So, how are you two getting on?

Magda: Fine. It's great, we've got this really nice flat...

Sarah: We moved into Harry's old place...

Olivia: Yeah, I remember. How's it going? No problems? Still friends? It's not always easy sharing a flat...

Sarah/Magda: No, no problems...

Sarah: ...except she leaves the top off the toothpaste tube...

Magda: ...and she spends too much time watching soap operas on TV!

Sarah: No, really, we're getting along fine.

Magda: The only problem is the rent...

Sarah: It's really expensive.

Magda: I still need to find that proper job, and that depends on me getting the right degree results...

Olivia: Yeah, I remember you telling me. When will you find out?

Magda: Next week.

Olivia: Fingers crossed, then!

Magda: Fingers what?

Olivia: Crossed. It's what we say when we hope for something good to happen.

Magda: Oh, ok...fingers crossed!

Olivia: Has anybody heard from Johnny? Sarah?

Sarah: Just because we're both Chinese doesn't mean we keep in touch all the time, you know! There are a lot of people in China! (laughs)

Olivia: Of course...sorry...I just thought... **Sarah:** He was more of a friend of yours, wasn't he Harry?

Harry: Yeah, we're good mates. I hear from him all the time.

Sarah: How's he doing?

Harry: He's still in Chongqing with his new job. He says it's really interesting, really exciting, but he misses us – and he wants to come back to London!

Magda: Fingers crossed!

Sarah: And how about you Harry? What are you up to? Are you still job hunting?

Harry: Yeah, that's right. I'm still looking for a new job.

Magda: Any luck?

Harry: I haven't found anything yet, but I've got a few possibilities. I really liked not working at first, I really enjoyed the free time, but now – well, I need the money, and also – well, I just get bored if I haven't got something to do all the time.

Magda: Where's Fadi, Olivia? I haven't seen him for ages.

Olivia: Why ask me?

Magda: I thought you'd know...you know, you're like, good friends, aren't you?

Olivia: Yes, that's exactly what we are. Good friends. Nothing more.

Magda: I wasn't suggesting anything! (laughs) **Olivia:** I hope not! Anyway, he's away at the moment, gone to visit his family. He'll be back next week.

Tony: Here you are...four coffees...

All: Thanks Tony!

Olivia: Cheer up Tony.

Harry: Yeah...it can only get worse...!

Tony: It might get worse! This café might be closing down soon, so then you'll all have to find somewhere else to go.

All: Oh no....

Olivia: What's this all about, Tony?

Comprehension Task

Tony: A big property company - they're building new luxury flats, just behind here. They want to get rid of these old buildings.

Magda: "Get rid of"?

Tony: Yeah...knock them down. Demolish them.

All: Oh no, that's terrible.

Tony: It is terrible! I've worked here for ages. I mean, they're offering me compensation, but I want to stay here.

Olivia: Oh no...I've just realised...perhaps that means my shop's affected too...

Tony: It might be. Your shop's only next door...

Olivia: They can't knock my shop down! We must do something...

Listen to the episode and answer the questions. Which characters are the questions referring to? Magda, Sarah, Harry, Fadi, Johnny or Olivia?

1. Who thinks Tony makes good coffee?
2. Who is sharing a flat with Magda?
3. Who is waiting for exam results?
4. Who is in Chongqing?
5. Who is visiting their family?
6. Who has a shop next door to the café?

Grammar Task

Choose the correct verb form in each sentence.

1. I still need **find / to find** that proper job.
2. He wants **come / to come back** to London!
3. It might **get / to get** worse!
4. They want **get rid of / to get rid of** these old buildings.
5. But I want **stay / to stay** here.
6. It might **be / to be**.
7. They can't **knock / to knock** my shop down!
8. We must **do / to do** something...

Vocabulary Task

Match the phrasal verbs from the listening with the definitions.

- | | |
|-----------------------------------|---|
| 1. To hold on | a. To destroy something or to throw it in the bin |
| 2. To keep in touch with somebody | b. To stop a business (etc) from functioning |
| 3. To hear from somebody. | c. To receive news from somebody |
| 4. To be up to something | d. To maintain contact with somebody |
| 5. To look for something | e. To wait |
| 6. To be away | f. To try to find something |
| 7. To close (something) down | g. To be doing something that you shouldn't be doing |
| 8. To get rid of (something) | h. To be absent from your usual place (e.g. on holiday) |

Answers

Before you listen: 1 - c, 2 - d, 3 - f, 4 - a, 5 - e, 6 - b
Comprehension Task: 1 - Harry, 2 - Sarah, 3 - Magda, 4 - Johnny, 5 - Fadi, 6 - Olivia
Grammar Task: 1 - to find, 2 - to come, 3 - get, 4 - to get rid of, 5 - to stay, 6 - be, 7 - knock, 8 - do
Vocabulary Task: 1 - e, 2 - d, 3 - c, 4 - g, 5 - f, 6 - h, 7 - b, 8 - a

Annex 5: Urkund Report



Document Information

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SUPERVIS

Sources included in the report

Entire Document

CHAPTER I THEORETICAL FRAMEWORK 1.1 Research Background The information gathered in theses, books, and academic websites has been essential for the construction of this study project about suggestopedia method and the development of listening skills. These resources have also made it possible to advance in the analysis of the dependent variable categories of Suggestopedia:

Language teaching, Theories of teaching and learning and Teaching methods, as well as the independent variable categories of Listening skill: English language, English language skills and Receptive skills. Finally, the development of the current work has been assisted by the following investigations. (Rodgers, 2001) mentioned in his book that Suggestopedia was developed by Georgi Lozanov, a Bulgarian psychiatrist-educator who established that it is a teaching method also known as Desuggestopedia.

Suggestopedia is derived from Suggestology and Lozanov describes it as a science that is involved with the scientific investigation of the nonrational and/or unconscious influences that people are continually responding to.

This method was born as an attempt to explore all the possibilities of the human brain in order to increase mental capacity and expand memory by stimulating the two hemispheres of the human brain. The method based on

Suggestopedia is framed and defined as a creative and suggestive art in order to stimulate students towards learning. (Darici, 2022) conducted the research about suggestopedia and he mentioned that, as a student is learning a new language, cultural aspects of the target language engage them and help them acquire the content more quickly and efficiently. The suggestopedia method combines motivation and learner autonomy, two important factors that may have an impact on the language learning process. This entire process occurs using Suggestopedia, often referred to as the "Accelerated Learning" approach in some groups, where joy, exceptional effectiveness, and individual fulfillment stand out. A full redesign of education and training using Suggestopedia reveals students' capacity to relearn learning. And affirm that if psychological barriers that prevent learning foreign languages

are removed, a human may easily acquire at least three to five different languages using conventional teaching techniques. According to (Rodgers, 2001) Suggestopedia requires the student-teacher relationship.

The reason is that Suggestopedia relies on the absolute authority of the teacher for the power of suggestion. If the teacher spent any time in the classroom, you know that not every student is docile enough to regard the teacher as a figure with absolute authority. Some students are more open to suggestion than others, especially as they get older, and others want to challenge or interrogate conflicting views. In this project, we have found different advantages and disadvantages that have helped us to have a better definition about the Suggestopedia. (

Darici, 2022) determines, by using this strategy, students retain the information for a long time, which stimulates their motivation. It is expected that if someone learning a foreign language can use suggestopedia to reach the highest level of knowledge, they will have acquired a lot of information and won't forget it as readily.

According to the theory, if students feel relaxed and comfortable, they'll be more receptive to learning new information.

