

PHÂN HỘI NGHIÊN CỨU VÀ GIẢNG DẠY TIẾNG ANH VIỆT NAM

VIETTESOL INTERNATIONAL CONVENTION 2023
ELT FOR 21ST CENTURY EXCELLENCE

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

TABLE OF CONTENTS

| | | |
|--|--|-----|
| INTRODUCTION | | 11 |
| 1. A STUDY ON THE EFFECTIVENESS OF CREATING ENGLISH NEWS VIDEOS TO ENHANCE SPEAKING SKILLS FOR ENGLISH CLUB MEMBERS AT HUNG YEN UNIVERSITY OF TECHNOLOGY AND EDUCATION Tuan Minh Dinh, Huong Thao Le, Thi Huyen Trang Nguyen | | 17 |
| 2. APPLYING BLENDED LEARNING IN ENGLISH LESSONS TO DEVELOP HIGH SCHOOL STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH AND GENERAL COMPETENCE IN VIETNAM Nguyen Thi Phuong | | 28 |
| 3. APPLYING SUGGESTOPEDIA TO IMPROVE STUDENTS' LISTENING SKILLS IN ENGLISH LANGUAGE AT SWINBURNE VIETNAM Nguyen Mai Linh , Nguyen Thi Thuy Nga | | 45 |
| 4. APPLYING CRITICAL DISCOURSE ANALYSIS IN TRANSLATION OF POLITICAL SPEECHES: A FOCUS ON NON-DEFINING MODIFIERS Nguyen Viet Thien Tu | | 55 |
| 5. APPROACHES TO EMBEDDING SPEECH ACT THEORY IN ENGLISH INSTRUCTION FOR COLLEGE STUDENTS Dang Nghiem Thu Nga | | 69 |
| 6. CAMBODIAN STUDENTS' CHALLENGES WITH ENGLISH WORD STRESS AND STRATEGIES TO DEAL WITH PRONOUNCING WORD STRESS Sekkhapirath Set | | 82 |
| 7. DIFFICULTIES AND STRATEGIES IN LEARNING ENGLISH AND FRENCH MEDICAL TERMINOLOGY: A SURVEY STUDY OF FIRST-YEAR STUDENTS AT A MEDICAL UNIVERSITY IN VIETNAM Bui Thi Anh Tuyet, Dong Quynh Trang, Trinh Thi Thu Trang, Nguyen Thu Hien, Tran Thi Ha Giang | | 102 |
| 8. ENHANCING COMMUNICATIVE COMPETENCE IN ENGLISH FOR TOURISM STUDENTS THROUGH PROJECT - BASED LEARNING ACTIVITIES Hoang Thi Thanh, Nguyen Thi Thao, Pham Dieu Ly, Dinh Thi Bich Nguyet, Tran Minh Duc | | 114 |
| 9. ENHANCING STUDENTS' PRAGMATIC COMPETENCE THROUGH THE IMPLEMENTATION OF ROLE-PLAY ACTIVITIES Dao Thi Van Hong, Nguyen Thi Huyen Trang | | 135 |
| 10. EMBEDDING DRAMAS IN ENGLISH GRAMMAR LESSONS FOR ENGLISH-MAJORED STUDENTS: PRACTICE AND SUGGESTIONS Tran Thi Dung, Nguyen Minh Ha, Nguyen Thi Huong | | 145 |
| 11. EXPLORING STUDENTS' PERCEPTIONS TOWARDS MINDMEISTER TO IMPROVE SPEAKING SKILLS: THE CASE OF SAIGON UNIVERSITY Dang Vu Minh Thu, Do Ngoc Nhu Thuyen | | 166 |

| | | |
|-----|--|-----|
| 12. | EXPLORING THE EFFECTIVENESS OF EXTENSIVE READING THE INCIDENTAL VOCABULARY ACQUISITION OF EFL LEARNERS Nguyen Thi Huyen Trang | 184 |
| 13. | FACTORS THAT CAUSE EFL LEARNERS' ENGLISH-SPEAKING ANXIETY: A CASE STUDY OF CAMBODIAN HIGHER EDUCATION INSTITUTIONS Rany Sam, Hak Yoeng, Morin Tieng, Sarith Chiv | 197 |
| 14. | INVESTIGATING TEACHING MANAGEMENT FOR ACADEMIC QUALITY ASSURANCE AT A HIGHER EDUCATION DEPARTMENT Quach Thi To Nu | 213 |
| 15. | INDONESIAN UNIVERSITY STUDENTS' GRAMMARLY INDEPENDENT APPROPRIATION: MOTIVATION AND PERCEPTION Praditya Putri Utami, Evi Karlina Ambarwati, Indah Purnama Dewi | 227 |
| 16. | MARKERS OF IMPORTANCE USED IN LECTURES FROM TOEFL IBT Nguyen Thi My Lien, Dao Thi Linh Tam, Tran Le Thanh Tu, Nguyen Thi Kim Phuong | 238 |
| 17. | MOODLE-BASED ENGLISH FOR SPECIFIC PURPOSES TEACHING AT HO CHI MINH CITY UNIVERSITY OF TECHNOLOGY AND EDUCATION Su Thi Ai My, Hua Tran Phuong Thao | 257 |
| 18. | NON-VERBAL INTERACTION IN ELT CLASS SETTING: TEACHERS' AND STUDENTS' PERCEPTION AND ADVANCEMENT Nguyen Thi Hong Van | 268 |
| 19. | PRE-SERVICE TEACHERS' EXPERIENCE OF TECHNOLOGY-ENHANCED PROJECT BASED LEARNING Evi Karlina Ambarwati | 284 |
| 20. | STUDENTS' ATTITUDES TOWARDS THE USE OF YOUTUBE FOR PRACTICING LISTENING OUTSIDE CLASSROOMS Le Thi Thuy Nhung | 298 |
| 21. | STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS OF SELF-RECORDING VIDEOS IN DEVELOPING STUDENTS' SPEAKING SKILLS Lam Thuy Trang, Vo Thi Bich Phuong | 313 |
| 22. | TEACHING REFLECTION TO FIRST-YEAR STUDENTS OF ESL: A THREE-YEAR COLLECTIVE CASE STUDY IN RURAL VIETNAM Hien Minh Thi Tran, Farshid Anvari, Hien Dieu Thi Phan | 326 |
| 23. | TEACHERS' PERCEPTION OF CLASSROOM OBSERVATION, PEER OBSERVATION AS PROFESSIONAL DEVELOPMENT TOOL Hoang Thi Man | 344 |
| 24. | THE REALIZATION OF THEMATIC PROGRESSION IN ACADEMIC WRITING IN GLOBAL CITIZENSHIP PROGRAM: A CASE STUDY Nguyen Mai Linh, Nguyen Thi Thuy Nga | 360 |
| 25. | THE ATTITUDES OF PRE-INTERMEDIATE STUDENTS IN USING GOOGLE TRANSLATE AS A LEARNING TOOL DURING IN-CLASS WRITING LESSONS Dang Vu Minh Thu, Nguyen Lam Anh Duong, Nguyen Hoang Thanh Tam | 375 |
| 26. | TEACHER IDEOLOGIES OF ENGLISH IN 21 ST CENTURY: THE PEOPLE'S POLICE ACADEMY AND NEW DIRECTIONS FOR ENGLISH LANGUAGE TEACHING Dinh Thi Van Anh | 387 |

| | | |
|-----|---|-----|
| 27. | USE OF COOPERATIVE LEARNING TO DEVELOP SPEAKING SKILLS FOR FIRST-YEAR ENGLISH-MAJORED STUDENTS | |
| | Do Tien Duc | 401 |
| 28. | UNCLOAKING IELTS INTERNATIONAL TEST OR EXCLUSION THREAT? | |
| | Huong Ngo | 416 |
| 29. | USING GLOBAL CLASSROOM TO ENHANCE SPEAKING SKILL FOR EFL STUDENTS | |
| | Duong Thi Van Anh, Nguyen Thi Huyen Trang | 429 |
| 30. | VIETNAMESE NOVICE ENGLISH TEACHERS' IDENTITY CONSTRUCTION PROCESS: MULTIPLE CASE STUDIES IN HANOI | |
| | Hoang Anh Phong, Nguyen La Yen Nhi | 443 |
| 31. | YOUGLISH AS A TOOL OF IMPROVING ENGLISH PRONUNCIATION | |
| | Ly Hoang Thi Minh | 454 |

APPLYING SUGGESTOPEDIA TO IMPROVE STUDENTS' LISTENING SKILLS IN ENGLISH LANGUAGE AT SWINBURNE VIETNAM

Nguyen Mai Linh¹, Nguyen Thi Thuy Nga²

Abstract: *This study investigated the effectiveness of Suggestopedia in improving English listening comprehension competence among 134 Global Citizenship Program Level 3 and 4 students at Swinburne Vietnam over 8 weeks. The research problem was the need to enhance students' English listening skills, which is a common concern among language teachers, school administrators, and education policymakers. The study used a quasi-experimental design, with 60 participants randomly assigned to an experimental group or a control group. Data was analyzed using SPSS, and differences were compared using an independent t-test. The results showed that the experimental group outperformed the control group in post-test listening scores, with a significant difference between the two groups ($P < 0.0001$). The study concludes that Suggestopedia is an effective method for improving English listening skills among language learners. The implications of the study are that language teachers, school administrators, and education policymakers should consider incorporating Suggestopedia into their teaching practices to enhance students' listening comprehension competence. Further research is needed to explore the long-term effects of Suggestopedia on language learning outcomes. The study contributes to the literature on language teaching and learning by providing empirical evidence of the effectiveness of Suggestopedia in improving English listening skills among language learners.*

Keywords: *Suggestopedia, Listening comprehension skill, English Language, Swinburne Vietnam*

INTRODUCTION

English language education has achieved significant global importance, reflecting the language's role as the principal medium for knowledge dissemination, professional activities, scientific research, and interpersonal communication. Mohammed (1995) underscores the prominence of English, indicating its widespread adoption across nations for various essential functions. Despite this global status, challenges in language proficiency persist, exemplified by the performance of students at Swinburne Vietnam. Periodic examination results indicate disappointingly low English proficiency levels among these students. The implications of such shortcomings are profound, as Adekola, Shoaga, and Lawal (2015) emphasize that insufficient English skills can undermine a student's academic achievements in other disciplines. This establishes a clear and pressing need for educational interventions designed to enhance language skills, and it is against this backdrop that the present study is situated.

¹ Swinburne University of Technology, Hanoi

² Swinburne University of Technology, Hanoi

The search for effective pedagogical strategies to improve English language proficiency has led to the exploration of various methods, among which Suggestopedia stands out as a particularly innovative approach. Developed by Georgi Lozanov in the 1970s, Suggestopedia is predicated on creating a relaxed and positive learning environment, utilizing the power of suggestion to facilitate language learning. This method employs elements such as music and art within a structured educational setting to reduce psychological barriers and enhance both the rate and retention of learning. Noted for creating an atmosphere that promotes learner comfort and confidence, Suggestopedia represents a departure from traditional language instruction methods, which often neglect the affective factors influencing language acquisition. With the urgent requirement to elevate English proficiency at Swinburne Vietnam, this research aims to implement Suggestopedia to boost students' listening and speaking capabilities and to empirically assess its impact

Problem statement

The recognition of low English language proficiency among Swinburne Vietnam students, as detailed in the introduction, raises a critical question that this study seeks to address: What are the underlying reasons for this widespread deficiency in English language skills? Investigating this query is essential, given the profound impact that English proficiency has on students' overall academic success. Scholars such as Andrade (2006), have pinpointed several factors that could account for the decline in college-level English language capabilities. Among these are the lack of qualified and dedicated teachers, ineffective pedagogical methods, diminished student interest and engagement, and heightened anxiety and aversion towards English language learning. Understanding these factors is vital to developing pedagogical strategies that can improve language proficiency, which is the impetus for this research

Furthermore, while addressing the problem of English language proficiency at Swinburne Vietnam, it is crucial to examine the teaching methods in use. The field of English language education is replete with a variety of instructional techniques aimed at enhancing learners' skills. Yet, these methods often pose challenges to educators in both public and private settings (Mustapha, 2018). Traditional teaching methods, entrenched in the education system for generations, tend to overlook the necessity of adopting a more "student-centered" or "humanistic" approach. The continued reliance on such methods, coupled with some instructors' resistance to innovative techniques, has contributed to the current trends in English language instruction in educational institutions. This persistent issue signals a clear need for the adoption of fresh pedagogical approaches, like Suggestopedia, to improve students' fluency and language competencies, particularly in listening and speaking. In light of this context, the study aims to investigate:

- 1. The specific extent to which Suggestopedia enhances students' listening proficiency in the English language.*
- 2. Whether there is a variation in the efficacy of Suggestopedia on English language proficiency between male and female students.*

Objectives of the Study

The objectives of the study are to examine:

1. The impact of the suggestopedia method on students' listening proficiency.
2. The impact of the suggestopedia approach on students' listening proficiency in the English language, categorized by gender.

LITERATURE REVIEW

Teaching foreign languages originated from the instructional methods employed in teaching Latin and Greek in England and Europe during earlier centuries (Tamura, 2006). Later on, the field of language teaching started to develop as a distinct area of study and occupation, and it established itself as a recognized profession during the 20th century. The creation of the concepts of “methods” and “approach” in language education was a significant aspect of this phenomenon. These concepts were potent and the pursuit of improved methods was a major concern for teachers and applied linguists. Language teaching, with its roots in the classical instruction of Latin and Greek, has undergone a profound transformation over the centuries. What began as traditional rote learning has blossomed into a distinct professional field, especially over the 20th century, as pedagogical methods and approaches became a focal point for language educators and applied linguists (Howatt & Widdowson, 2004). These advancements set the stage for the creation of “methods” – systematic instructional systems with defined strategies – and “approaches”, which encompass broader educational philosophies that can be adapted to various classroom scenarios (Richards & Rodgers, 2001).

The mid-20th century witnessed an explosion of innovative language teaching methodologies, evolving from universal applications to specialized methods designed to meet specific linguistic needs. This specialization gave rise to the field of English for Specific Purposes (ESP), branching into subfields like English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), catering to the distinct requirements of different learning contexts (Howatt & Widdowson, 2004). The era also saw the introduction of humanistic methods in language teaching, a shift brought into the limelight by the works of Earl W. Stevick, which contributed to the foundation of methods such as Suggestopedia.

Suggestopedia, developed by Georgi Lozanov in the 1970s, emerged as a revolutionary teaching method that harnessed the power of suggestion to create a relaxed, yet effective, language learning environment. Lozanov's approach was underpinned by the belief that creating a sense of comfort and ease in the classroom could facilitate language acquisition much faster than traditional methods (Kharismawati & Susanto, 2014). The method has been particularly lauded for its success in teaching reading and speaking to young language learners, proving its efficacy in various educational settings (Priyatmojo, 2009; Faidatum, 2012; Nopiyanti, 2012, as stated in Mustapha, 2018).

The essence of Suggestopedia lies in its holistic approach, drawing upon the concept of Sugestology – the study of how non-rational factors influence learning (Stevick, 1976, as mentioned in Tarigan, 2009). The method seeks to minimize external distractions and maximize the use of learners' existing cognitive capacities. It emphasizes the importance of a nurturing learning

environment, where teacher behavior, classroom aesthetics, and the provision of supportive tools converge to enhance the learning experience (Tarigan, 2009).

In today's educational landscape, where the personalization of learning and the emotional well-being of students are increasingly recognized as crucial for successful outcomes, the principles of Suggestopedia are more relevant than ever. With its foundation in creating a stress-free learning atmosphere and promoting rapid, yet deep, learning, Suggestopedia offers a unique lens through which to view contemporary challenges in language education.

The current study aims to rediscover the relevance of Suggestopedia within the modern classroom at Swinburne University. By re-evaluating its principles and techniques through a structured experimental framework, we seek to assess its effectiveness for students in today's educational context. The Suggestopedia method, with its focus on relaxation, positive suggestion, and the use of art and music, aligns with modern pedagogical values that prioritize student engagement and holistic development. The approach is not just about the acquisition of language; it is about transforming the learning experience into one that promotes well-being, confidence, and an intrinsic motivation for learning.

As we delve into the nuances of Suggestopedia, we aim to understand how its application might affect current students, particularly those who have grown amidst the rapid digitalization of education. The method's capacity to create an immersive learning environment, which could counterbalance the often impersonal nature of digital learning platforms, is of particular interest. By facilitating a connection between the learner's emotional state and the material being taught, Suggestopedia may offer a pathway to more profound and lasting language mastery.

Furthermore, the study will explore Suggestopedia's claim to enhance language learning at an accelerated rate, testing whether this approach can indeed shorten the path to proficiency for Swinburne University's students. Such a finding could have significant implications for curriculum design, especially in the context of preparing students for the globalized communication demands of the workforce and academia.

In essence, this research is not merely a retrospective on an educational method from the past; it is an inquiry into the potential of Suggestopedia to address the evolving needs of language learners today. We propose to measure its outcomes, understand its pedagogical implications, and ultimately, contribute to the ongoing dialogue about effective language instruction in an era where the ways we teach and learn are continually being redefined.

METHODOLOGY

Research hypotheses

The study set out to test two key assumptions:

- H01: Implementing Suggestopedia in teaching does not improve students' ability to comprehend spoken English.
- H02: Suggestopedia does not create a significant difference in listening comprehension between male and female students.

Research design

This paper's approach was grounded in quantitative research, which allows for objective measurement and analysis of data.

- **Participants:** The researchers included 134 students from Levels 3 and 4 at Swinburne Vietnam, ensuring a representation of diverse proficiency levels in English.

- **Group Allocation:** Students were systematically assigned to one of two groups:

- *Experimental Group:* This group engaged with the Suggestopedia method for English listening comprehension.

- *Control Group:* This group received traditional English instruction methods, serving as a baseline for comparison.

- **Sample Selection:** Out of the larger population, the researchers chose a representative sample of 40 students, with an equal distribution of genders, to obtain a balanced view of the method's effectiveness.

- **Testing Instruments:** Both groups underwent standardized listening tests designed to accurately measure comprehension skills in English. These tests were administered at two points:

- *Pre-test:* Conducted before the intervention to establish baseline listening skills.

- *Post-test:* Conducted after the eight-week period to assess any changes in listening comprehension.

- **Teaching Intervention:** For a period of eight weeks, the experimental group participated in Suggestopedia sessions, which included techniques such as relaxation, visualization, and the use of music and art to enhance learning.

- **Data Collection:** The researchers systematically collected scores from the pre- and post-tests for all participants.

- **Statistical Analysis:** Using the independent t-test, the researchers compared the pre- and post-test scores to identify any statistically significant differences attributable to the teaching method. This analysis was done separately for the overall improvement and for the gender-based differences.

PROCEDURES

The research was structured as an experimental study to evaluate the effects of Suggestopedia on English listening proficiency, a method well-established for its rigor in educational research (Charness, Gneezy, & Kuhn, 2012). The researchers focused on Swinburne University students from Levels 3 and 4 who were grouped based on their similar English language skills, ranging from B1+ to B2 according to the EnglishScore App by the British Council. This choice was intentional, given their readiness for interventions that could potentially elevate their language abilities.

The instrument for this study was a rigorously designed English language test, aligned with the objectives of the Global Citizenship Education program. The assessment tools included

listening materials adapted from “21st Century Communication 3 & 4,” which are well-suited for the language proficiency levels at which the study aimed. In addition to the listening materials, a rubric was utilized to systematically evaluate the students’ performance, focusing on various aspects of listening comprehension.

Participants were randomly assigned to one of two teaching conditions: a traditional method or the Suggestopedia method, using a stratified random assignment to maintain balance between the groups. The independent-sample t-test was chosen as the analytical tool to examine the effectiveness of the teaching methods. This statistical test is appropriate for comparing the means between two groups and determining if any differences in listening proficiency are significant.

After conducting the Suggestopedia intervention for eight weeks with the experimental group, and parallel traditional instruction with the control group, a post-test was administered to measure any shifts in listening skills. The assessment phase was carried out with precise instructions to ensure uniformity in test conditions and mitigate potential variables that could affect the outcome.

The collected data were then organized and analyzed, employing SPSS for statistical calculations. The independent t-test was used to discern any significant improvements in listening abilities as a result of the Suggestopedia method. Ethical considerations such as informed consent and confidentiality were strictly observed throughout the study. Additionally, participants’ reflections on their experience with Suggestopedia were documented, providing qualitative insights into the method’s impact on their language skills.

DISCUSSION

Response to research question 01: The specific extent to which Suggestopedia enhances students’ listening proficiency in the English language.

The data were collected using a pretest-posttest approach, involving 10 experimental groups and 10 control groups, across two levels. The data were examined using the statistical software SPSS. The mean and standard deviation were used to measure the difference between the two groups and determine if there were any statistically significant differences in the performance of the two groups in the pretest and posttest.

Table 1. Pretest and Posttest Results of Experimental and Control Group on Listening Ability

| | Experimental and control group | N | Df | Mean | Std. Deviation | T |
|-----------|--------------------------------|----|----|--------|----------------|--------|
| Pre-test | Experimental Group | 10 | 39 | 12.15 | 4.690 | 0.6199 |
| | Control Group | 10 | | 11.5 | 4.687 | |
| Post-test | Experimental Group | 10 | 39 | 33.325 | 3.110 | 0.001 |
| | Control Group | 10 | | 15.45 | 3.573 | |

Table 1 outlines the initial and final listening test scores for the two study groups. Before the educational intervention began, the group that would experience Suggestopedia had an average score nearly identical to the control group’s traditional method, signifying no significant advantage for either group at the outset.

However, after introducing Suggestopedia, the difference was pronounced. The experimental group’s scores soared to an average of 33.325, while the control group made modest gains, averaging at 15.45. The stark contrast in progress, validated by a P-value smaller than 0.0001, clearly indicates that Suggestopedia significantly improved listening comprehension.

This enhancement aligns with the foundational claims of Suggestopedia, as posited by Lozanov, that a supportive and relaxed learning environment can expedite language acquisition. It also supports the assertions by Kharismawati & Susanto (2014) that this method can hasten learning compared to traditional approaches. Furthermore, the study’s outcomes resonate with the broader educational literature which suggests that innovative teaching methods tailored to students’ psychological needs can result in substantial learning gains (Richards & Rodgers, 2001). Therefore, the findings not only reject the null hypothesis, positing that Suggestopedia does not improve listening comprehension but also solidify its standing in the literature as an effective educational approach.

Response to research question 02: *The possibility of a variation in the efficacy of Suggestopedia on English language proficiency between male and female students.*

Table 2. Pretest and Posttest Results of Students in Listening Skill by Gender

| | Performance by gender | N | Df | Mean | Std. Deviation | T |
|-----------|-----------------------|----|----|--------|----------------|--------|
| Pre-test | Male | 10 | 39 | 11.65 | 4.881 | 0.3332 |
| | Female | 10 | | 12 | 4.506 | |
| Post-test | Male | 10 | 39 | 23.45 | 8.850 | 0.8731 |
| | Female | 10 | | 25.325 | 10.303 | |

When examining the initial English listening skills of the male and female students prior to the intervention, both groups showed similar levels of proficiency. The average pretest score for male students was 11.65, with a standard deviation of 4.881, and for female students, it was 12, with a standard deviation of 4.506. Statistically, this minor difference in scores was not significant, with a two-tailed P-value greater than 0.7, indicating that any variations were likely due to chance rather than gender-related factors.

After the teaching methods were applied, both male and female students improved their listening skills. Male students had an average post-test score of 23.45 with a standard deviation of 8.850, while female students had an average of 25.325 with a standard deviation of 10.303. Despite this apparent difference, the P-value from the two-tailed test, being more than 0.38, suggested that the difference in listening skill improvements between male and female students was not statistically significant. Consequently, the null hypothesis—that there is no significant difference in the effectiveness of the teaching method between male and female students—was maintained.

These results contribute to the ongoing conversation in educational research, which has frequently found that gender does not play a significant role in language acquisition and proficiency (Hyde, 2005). The findings from this study support this view, suggesting that language teaching approaches like the one evaluated can be equally effective for male and female students.

CONCLUSION

The data from this study suggests potential benefits of integrating the Suggestopedia method into English language teaching, particularly in enhancing listening skills. The statistical analysis showed a significant improvement in the listening scores of students taught using Suggestopedia compared to those who received traditional instruction.

Implications of the findings

The outcomes of this research suggest that the aesthetic elements of Suggestopedia, such as the use of art and music in the classroom, could contribute positively to creating an effective language learning environment. The principles of Suggestopedia, which aim to reduce anxiety and negative attitudes towards learning, appear to facilitate a more relaxed and conducive setting for language acquisition. Educational stakeholders, including school administrators and teachers, may consider these findings when designing language programs, as they point to the potential of Suggestopedia in addressing competency issues in listening comprehension.

Suggestions for future research

While this study provides insights into the immediate effects of Suggestopedia on listening proficiency, the long-term impact of this method remains an area ripe for further exploration. Future research could focus on the sustained benefits of Suggestopedia on listening skills over extended periods. Additionally, the applicability of Suggestopedia to other language skills, such as speaking, reading, and writing, warrants investigation. Expanding the research to include various educational contexts, proficiency levels, and age groups could also shed light on the broader applicability of Suggestopedia. Such inquiries would contribute valuable information to the field of language education and inform teaching practices across diverse learning environments.

ACKNOWLEDGEMENT

I would like to express my heartfelt appreciation to Ms. Nga Nguyen, my committed collaborator, for her consistent support, cooperation, and invaluable perspectives during all phases of this project. Her passion and knowledge have played a crucial role in influencing the direction and results of this project.

The students at Swinburne Vietnam get commendation for their eagerness to engage in this project. Their contributions have greatly enhanced the data, so enabling the execution of this research.

We would also like to express our gratitude to Swinburne Vietnam for furnishing the essential resources, facilities, and student data access that served as the basis for this research. The assistance provided by the university has been crucial in the successful implementation of this project.

We would like to express our appreciation to Vietesol, the publisher, for their time and consideration in reviewing our paper. Their commitment to advancing scholarly work in the field is evident, and we are grateful for the opportunity they provided to share our research. Their

feedback and support have been invaluable in refining the content, and we are thankful for their dedication to promoting academic excellence within the community.

Finally, we express our sincere gratitude to our family and friends for their steadfast support and comprehension during this endeavor. This effort would not have been feasible without the combined assistance and cooperation of these individuals and organizations.

REFERENCES

- Adekola, B., Shoaga, O., & Lawal, F. (2015). Performance of Senior Secondary School Student in English Language as Correlate of Academic Performance in General Subjects. *British Journal of Education, Society & Behavioural Science*, 6(4), 335–340. <https://doi.org/10.9734/bjesbs/2015/15562>
- Alhamed, M., & Al-Jaf, A. I. H. M. (2022). Impact of the Modern-day Suggestopedia Approach in Pedagogy and Learning the English Language Skills: Writing and Speaking as a Sample in Wasit School of Excellence in 2022. *International Journal of Linguistics, Literature and Translation*, 5(4), 172–178. <https://doi.org/10.32996/ijllt.2022.5.4.21>
- Alrawashdeh, A. I., & Al-zayed, N. N. (2017). Difficulties That English Teachers Encounter while Teaching Listening Comprehension and Their Attitudes towards Them. *English Language Teaching*, 10(5), 167. <https://doi.org/10.5539/elt.v10n5p167>
- Alzamil, J. (2021). Listening Skills: Important but Difficult to Learn. *Arab World English Journal*, 12(3), 366–374. <https://doi.org/10.24093/awej/vol12no3.25>
- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131–154.
- Astutik, Y. (2019). The Effect of Using Suggestopedia Among Students' Speaking Ability. *English Language in Focus (ELIF)*, 1(2), 137–144. <https://pdfs.semanticscholar.org/4fd1/8b19b1ecfd aadd7272b63b8ac8c4941086a9.pdf>
- Bakkehaug, E. (2017). *Suggestopedia - a teaching method to promote learning in the second language classroom*. Semantic Scholar. [Bakkehaug/0d85e5351a923fb036d09a6adab541067d662b8e?utm_source=direct_link](https://www.semanticscholar.org/0d85e5351a923fb036d09a6adab541067d662b8e?utm_source=direct_link)
- Bernabe, C. (2023). Impact of Suggestopedia Method to Enhance the Listening Skills of the Grade 8 Students. *Www.academia.edu*.
- Charness, G., Gneezy, U., & Kuhn, M. A. (2012). Experimental methods: Between-subject and within-subject design. *Journal of Economic Behavior & Organization*, 81(1), 1–8. <https://doi.org/10.1016/j.jebo.2011.08.009>
- Darici, N. (2022). Suggestopedia: an effective way to teach and learn a foreign language. *ScienceRise*, 3, 67–72. <https://doi.org/10.21303/2313-8416.2022.002565>
- Georgi Lozanov. (1978). *Suggestology and Outlines of Suggestopedy*. Gordon & Breach Publishing Group.

- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5). <https://doi.org/10.4304/jltr.2.5.977-988>
- Glory, A., & English, M. (2015). *Use of Suggestopedia as an Innovative Strategy for promoting Effective Reading Comprehension abilities in English at the ESL level: An Experimental Study*.
- Guo, N., & Wills, R. (2006). *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement*.
- Hadijah, S., & Shalawati. (2016). *A study on listening skills and perspective to first year students at English Department of Academic year*.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2).
- Howatt, A. P. R. (1984). *A history of English language teaching* (pp. 57–95). Oxford University Press.
- Hwaider, S. (2017). *Problems of teaching the listening skill to Yemeni EFL learners*.
- Hyde, J. S. (2005). The Gender Similarities Hypothesis. *The American Psychologist*, 60(6), 581–592. <https://doi.org/10.1037/0003-066X.60.6.581>
- Kharismawati, & Susanto. (n.d.). *Effect of Suggestopedia Method on Teaching Vocabulary to Primary School Pupils*.
- Kharismawati, R. (2014). The Journal of Universitas Negeri Surabaya. *Ejournal.unesa.ac.id*, 2(1).
- Mustapha, M. A. (2018). Use of Suggestopedia to improve students' listening skill in English Language. *Www.academia.edu*, 8(4).
- Paramitadharmayanti, P. (2016). *Improving speaking skill through Suggestopedia Background of study*. 6(2), 2087–9016.
- Putri, M. M., Kurniawati, N., & Halimah. (2022). Orchestrating Technology with Suggestopedia Method and Mind Mapping Technique in Teaching Reading. *SEAQIL Journal of Language Education*, 1(1), 31–41.
- Richards, & Rodgers. (2001). Content-Based Instruction. *Approaches and Methods in Language Teaching*, 204–222. <https://doi.org/10.1017/cbo9780511667305.021>
- Sundari, E., Hari Prastyo, Desi Wulandari, Saputri, S. H., Shiva Fauziah, & Masruchan Mahpur. (2022). The Use of Suggestopedia to Solve Students' Literacy Difficulties. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.220104.010>
- Tamura, E. T. (2006). Concepts on The Methodology of Teaching English. *Economic Journal of Takasaki City University of Economics*, 48(3), 170–175.

NHÀ XUẤT BẢN
ĐẠI HỌC QUỐC GIA HÀ NỘI
16 Hàng Chuối – Hai Bà Trưng Hà Nội

Giám đốc: (024) 39715011
Tổng biên tập: (024) 39714736
Kinh doanh: (024) 39729437
Biên tập: (024) 39714896
Fax: (024) 39724736

Chịu trách nhiệm xuất bản:

Giám đốc: TS. TRẦN QUỐC BÌNH

Chịu trách nhiệm nội dung:

Tổng biên tập: TS. NGUYỄN THỊ HỒNG NGA

Biên tập chuyên môn: PHẠM HỒNG VÂN

Biên tập xuất bản: PHAN HẢI NHƯ

Chế bản: ĐỖ THỊ HỒNG SÂM

Trình bày bìa: NGUYỄN NGỌC ANH

Đối tác liên kết: Phân hội nghiên cứu và giảng dạy Tiếng Anh VietTESOL

SÁCH LIÊN KẾT

VIETTESOL INTERNATIONAL CONVENTION 2023

ELT FOR 21ST CENTURY EXCELLENCE

Mã số: 2L-137ĐH2024

In 50 cuốn, khổ 21x29,7 cm tại Công ty TNHH In - Thương mại và dịch vụ Nguyễn Lâm

Địa chỉ: Số 352 Giải Phóng, P. Phương Liệt, Q. Thanh Xuân, TP. Hà Nội

Số xác nhận ĐKXB: 2358-2024/CXBIPH/09-220/ĐHQGHN, ngày 03/7/2024

Quyết định xuất bản số: 1266 LK-XH/QĐ-NXB ĐHQGHN, ngày 16/8/2024

In xong và nộp lưu chiểu năm 2024